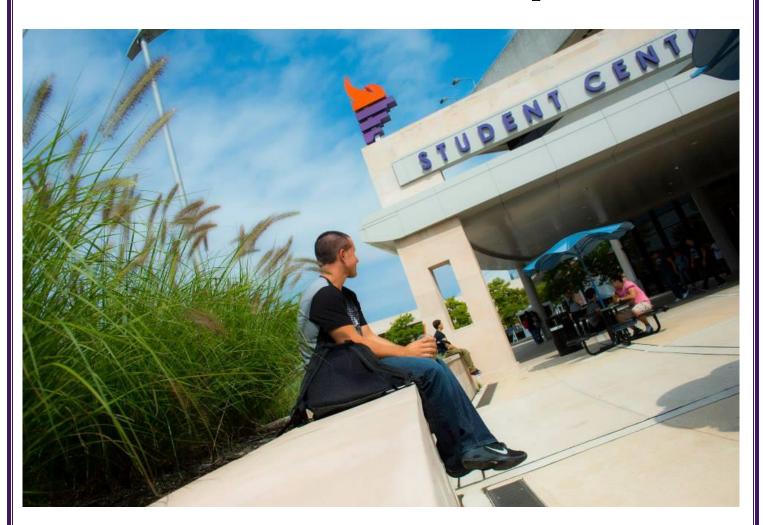# Annual Institutional Profile Report 2014

September 2014

Preface

I am pleased to submit the 2014 Annual Institutional Profile (AIP) for Bergen Community College.

Submission of the attached report fulfills the 1994 Higher Education Restructuring Act mandate to "prepare and make available to the public an annual report on the condition of the institution." The form and content of the report is established by the Office of the Secretary of Higher Education, and the performance indicators and institutional information in the AIP have been compiled and arranged by the Center for Institutional Effectiveness at Bergen Community College. The Annual Institutional Profile provides a summary of the relevant institutional data, as well as the College's accomplishments and contributions to our community.

College Overview

Bergen Community College was founded in 1965 to provide accessible, affordable, and comprehensive community education services for the Bergen County region. Construction of the permanent campus began in 1969 in Paramus. Over the past 42 years, the college has expanded its main campus to include an expansive library, theater, student center, and new buildings housing additional classroom space, and state-of-the-art technology, art, music, and communications facilities. In 1970, the Ciarco Learning Center in Hackensack, NJ was founded to provide non-credit education and counseling services including GED and adult ESL courses. Most recently, in an attempt to expand its offerings to the southern portion of Bergen County, a new satellite site, Bergen Community College at the Meadowlands, began offering courses at a newly-purchased facility in Lyndhurst, NJ. As of Fall 2013, Bergen Community College enrolled almost 16,000 students in degree programs, as well as nearly 10,000 more in continuing and adult education programs.

Vision

As a college of choice, Bergen Community College provides a comfort level that enables students of all abilities to mature as learners and engaged citizens. A leading community college in the nation, the College creates a stimulating, rigorous, and inclusive learning environment. Use of innovative technology enhances learning experiences and widens access to learning media. Community and business leaders value the College as a reliable partner and principal provider of workforce development. Bergen County residents of all ages and cultural backgrounds appreciate the College as the hub of their educational and cultural activities.

Mission

Bergen Community College educates a diverse student population in a supportive and challenging academic environment that fosters civility and respect. The College offers a comprehensive set of accessible, affordable, high-quality credit and non-credit courses as well as degree and non-degree programs. Bergen provides lifelong learning opportunities for all members of the community. The College responds to community needs through workforce training and continuing education, and by developing programs for employers.

Values

To fulfill the vision and mission of Bergen Community College, we are committed to:

- Integrity
- Student Success
- Academic and Institutional Excellence
- Lifelong Learning
- Respect
- Accountability
- Innovation

These core values will guide our daily endeavors.

All information supplied in the following Institutional Profile, prepared by the Center for Institutional Effectiveness at Bergen Community College, is accurate and complete to the best of my knowledge.

Dr. B. Kaye Walter
President, Bergen Community College

I. Table of Contents

Section A: Accreditation status

1.   Institutional accreditation

Bergen Community College is accredited by the Middle States Commission on Higher Education.

Accreditation was last reaffirmed by Middle States in Spring 2013.

2.   Professional accreditation

The following professional programs are individually accredited:

Program	Accrediting Agency
Dental Hygiene	Commission on Dental Accreditation
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs Joint Review Commission in Diagnostic Medical Sonography
Legal Nurse Consulting	American Bar Association
Medical Office Assistant	Commission on Accreditation of Allied Health Education Programs Medical Assisting Education Review Board
Nursing	New Jersey State Board of Nursing National League for Nursing Accrediting Commission
Paralegal Studies	American Bar Association
Radiation Therapy	Joint Review Committee on Education in Radiologic Technology
Radiography	Joint Review Committee on Education in Radiologic Technology
Respiratory Care	Commission on Accreditation of Respiratory Care Programs
Surgical Technology	Commission on Accreditation of Allied Health Education Programs Accreditation Review Council on Education in Surgical Technology and Surgical Assisting
Veterinary Technology	American Veterinary Medical Association

Section B. Number of students served

1. Number of undergraduate students by attendance status

Enrolled Students (unduplicated) by Status, Fall 2013

All Students	Full-Time Students		Part-Time Students	
	N	**%**	**N**	**%**
15,882	8,885	55.9%	6,997	44.1%

Source: IPEDS Fall Enrollment Survey

Five-Year Unduplicated Enrollment Comparison, Fall 2009 - Fall 2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Part Time	7,166	7,215	7,297	7,319	6,997
Full Time	9,303	9,982	9,974	9,696	8,885

Source: IPEDS Fall Enrollment Survey

2. Number of graduate students by attendance status

Not applicable to community colleges.

3. Number of non-credit students served

	Total Number of Registrations[1]	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs[2]
Open Enrollment	16,253	7,171	468,219	1,040
Customized Training	1,719		12,628	28

[1] Includes all registrations in any course that started on July 1, 2012 through June 30, 2013.

[2] FTEs were computed by converting clock hours to credit hours (dividing by 15) then converting credit hours to FTEs (dividing by 30).

Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training

4. Unduplicated number of students for entire academic year

Total Headcount	Total Credit Hours	Total FTE
23,874	354,785	11,826

Source: IPEDS 12-Month Enrollment Survey

Section C: Characteristics of undergraduate students

1. Mean math, reading, and writing SAT scores

Not applicable to community colleges.

2. Enrollment in remediation courses by subject area

Basic skills placement test administered and criteria (if any) for selecting test takers in Fall 2013:

- All degree-seeking students and all non-degree-seeking students who reach their 11th attempted credit are required to take a basic skills assessment and placement test in reading, writing, computation, and algebra (Accuplacer).

- Tests are waived for students (a) scoring a 530 or higher on math or scoring a 540 or higher on critical reading on the new SAT, (b) possessing a US bachelor's degree or higher, or (c) having completed a college-level mathematics class or college-level English composition class.

Total number of undergraduate students enrolled in remediation in Fall 2013:

Total Enrollment	Remedial Enrollment*	% of Total
15,882	4,386	27.6%

*Number of students enrolled in one or more remedial courses
Source: SURE Fall Enrollment file

Total number of First-Time, Full-Time (FTFT) students enrolled in remediation in Fall 2013:

All FTFT Students	Enrolled in One or More Remedial Courses	Percent of Total
2,559	1,704	66.6%

Source: SURE Fall Enrollment file

Total number of First-Time, Full-Time (FTFT) students enrolled in remediation in Fall 2013 by subject area:

Subject Area	Number of FTFT Enrolled	Percent of all FTFT Enrolled
Computation	1,026	40.1%
Algebra	373	14.6%
Reading	0	0.0%
Writing	0	0.0%
English*	1,486	58.1%

*English Basic Skills includes reading and writing component
Source: SURE Fall Enrollment file

Section C: Characteristics of undergraduate students, contd.

3.   Race/ethnicity, sex, and age

Undergraduate Enrollment by Race/Ethnicity*, Fall 2013

	White		Black		Hispanic		Asian*	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Full-Time	2,729	30.7%	481	5.4%	2,104	23.7%	611	6.9%
Part-Time	2,444	34.9%	402	5.7%	1,629	23.3%	584	8.3%
Total	5,173	32.6%	883	5.6%	3,733	23.5%	1,195	7.5%

	American Indian		Non-Resident Alien		Race Unknown*		Total	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Full-Time	10	0.1%	780	8.8%	2,170	24.4%	8,885	100%
Part-Time	6	0.1%	366	5.2%	1,566	22.4%	6,997	100%
Total	16	0.1%	1,146	7.2%	3,736	23.5%	15,882	100%

* Note: Asian includes Native Hawaiian & Pacific Islanders and Unknown includes 2 or More Races.
Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Sex, Fall 2013

	Male		Female		Total
	N	**%**	**N**	**%**	**N**
Full-Time	4,859	54.7%	4,026	45.3%	8,885
Part-Time	3,393	48.5%	3,604	51.5%	6,997
Total	8,252	52.0%	7,630	48.0%	15,882

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Age, Fall 2013

		> 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unkn.	Total
Full-time	**N**	48	3,500	2,638	1,335	691	285	144	166	74	2	2	8,885
	%	0.5%	39.4%	29.7%	15.0%	7.8%	3.2%	1.6%	1.9%	0.8%	0.0%	0.0%	100%
Part-time	**N**	31	850	1,502	1,737	1,191	583	335	487	231	50	0	6,997
	%	0.4%	12.1%	21.5%	24.8%	17.0%	8.3%	4.8%	7.0%	3.3%	0.7%	0.0%	100%
Total	**N**	79	4,350	4,140	3,072	1,882	868	479	653	305	52	2	15,882
	%	0.5%	27.4%	26.1%	19.3%	11.8%	5.5%	3.0%	4.1%	1.9%	0.3%	0.0%	100%

Source: IPEDS Fall Enrollment Survey

Section C: Characteristics of undergraduate students, contd.

4. **Numbers of students receiving financial assistance under each federal-funded, state-funded, and institution-funded aid program**

Financial Aid from Federal-Funded Programs, AY 2012-13

Federal Programs	Recipients	Dollars($)	$/Recipient
Pell Grants	6,518	22,472,000	3,447.68
College Work Study	255	442,000	1,733.33
Perkins Loans	0	0	
SEOG	2,817	403,000	143.06
PLUS Loans	48	250,000	5,208.33
Stafford Loans (Subsidized)	2,073	6,151,000	2,967.20
Stafford Loans (Unsubsidized)	1,839	5,312,000	2,888.53
SMART & ACG or other	0	0	

Source: NJ IPEDS Form #41 Student Financial Aid Report

Financial Aid from State-Funded Programs, AY 2012-13

State Programs	Recipients	Dollars($)	$/Recipient
Tuition Aid Grants (TAG)	3,588	5,408,000	1,507.25
Educational Opportunity Fund (EOF)	361	291,000	806.09
Outstanding Scholars (OSRP)	0	0	
Distinguished Scholars	0	0	
Urban Scholars	0	0	
NJ STARS	155	451,000	2,909.68
NJCLASS Loans	22	100,000	4,545.45

Source: NJ IPEDS Form #41 Student Financial Aid Report

Financial Aid from Institutional-Funded Programs, AY 2012-13

Institutional Programs	Recipients	Dollars($)	$/Recipient
Grants/Scholarships	89	183,000	2,056.18
Loans	0	0	

Source: NJ IPEDS Form #41 Student Financial Aid Report

5. **Percentage of students who are New Jersey Residents**

Fall 2013 First-Time, Full-Time (FTFT) Undergraduate Enrollment by State Residence

NJ Residents	Non-State Residents	Total	% State Residents
3,067	147	3,214	95.4%

Source: IPEDS Fall enrollment survey

Section D: Student outcomes

1. Graduation rates

a. Four-, five- and six-year graduation rate by race/ethnicity

Not applicable to community colleges.

b. Two-year graduation rate

Fall 2010 Cohort	Number of Graduates	Graduation Rate
2,786	111	4.0%

Source: IPEDS Graduation Rate survey

c. Three-year graduation and transfer rate by race/ethnicity

	White		Black		Hispanic	
	N	**%**	**N**	**%**	**N**	**%**
Fall 2010 Cohort	949		165		818	
Graduated in 3 Years	172	18.1%	16	9.7%	106	13.0%
Transferred	135	14.2%	34	20.6%	165	20.2%

	Asian		Non-Resident Alien		Other *		Total	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Fall 2010 Cohort	171		169		514		2,786	
Graduated in 3 Years	36	21.1%	34	20.1%	96	18.7%	460	16.5%
Transferred	33	19.3%	10	5.9%	71	13.8%	448	16.1%

* Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.
Source: IPEDS Graduation Rate survey

2. Third-semester retention rates

a. By attendance status

	First-Time, Fall 2012	Retained, Fall 2013	Retention Rate
Full-Time	2,674	1,692	63.3%
Part-Time	749	334	44.6%

Source: IPEDS Fall Enrollment Survey, Part E

3. Degrees awarded

Degree Type	2010	2011	2012	2013	2014
A.A. Degrees	382	475	442	329	392
A.F.A. Degrees	0	0	0	1	6
A.S. Degrees	607	955	1,069	1,461	1,658
A.A.S. Degrees	492	437	442	431	463
Certificates	61	49	74	63	91
TOTAL	**1,542**	**1,916**	**2,027**	**2,285**	**2,610**

Source: SURE Graduation File

Section E: Faculty characteristics

1.   Full-time faculty by race/ethnicity, sex, academic rank, and tenure status, Fall 2013

		White		Black		Hispanic		Asian*		Am. Ind.		NR Alien		Unknown*		Total	
		<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
Tenured Faculty	Professors	38	29	3	3	1	1	2	2	1	0	0	0	0	0	45	35
	Associate Prof.	39	40	2	3	2	1	1	3	0	0	0	0	0	0	44	47
	Assistant Prof.	5	22	1	1	0	2	0	0	0	0	0	0	0	0	6	25
	All Others	1	3	0	0	0	0	0	0	0	0	0	0	0	0	1	3
	TOTAL	**83**	**94**	**6**	**7**	**3**	**4**	**3**	**5**	**1**	**0**	**0**	**0**	**0**	**0**	**96**	**110**
Without Tenure	Associate Prof.	2	4	0	0	0	0	0	0	0	0	0	0	0	0	2	4
	Assistant Prof.	15	33	0	3	1	1	1	2	0	0	0	0	0	0	17	39
	All Others	39	49	2	4	1	3	1	5	0	0	0	0	0	0	43	61
	TOTAL	**56**	**86**	**2**	**7**	**2**	**4**	**2**	**7**	**0**	**0**	**0**	**0**	**0**	**0**	**62**	**104**
Total	Professors	38	29	3	3	1	1	2	2	1	0	0	0	0	0	45	35
	Associate Prof.	41	44	2	3	2	1	1	3	0	0	0	0	0	0	46	51
	Assistant Prof.	20	55	1	4	1	3	1	2	0	0	0	0	0	0	23	64
	All Others	40	52	2	4	1	3	1	5	0	0	0	0	0	0	44	64
	TOTAL	**139**	**180**	**8**	**14**	**5**	**8**	**5**	**12**	**1**	**0**	**0**	**0**	**0**	**0**	**158**	**214**

* Note: Asian includes Native Hawaiian & Pacific Islanders and Unknown includes 2 or More Races.
Source: IPEDS Human Resources survey

2.   Percentage of course sections taught by full-time faculty, Fall 2013

Course Sections	Taught by FT Faculty		Taught by PT Faculty	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
2,602	1,641	63.1%	961	36.9%

Source: BCC Student Information System

3.   Ratio of full- to part-time faculty, Fall 2013

Full-time		Part-time		Total	
<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
372	35.5%	676	64.5%	1,048	100.0%

Source: IPEDS Human Resources survey

Section F: Characteristics of the Board of Trustees

1. Race/ethnicity and sex

Sex	Race/Ethnicity				
	Asian	Black	Hispanic	White	Total
Male	0	0	0	7	7
Female	0	0	2	2	4
Total	0	0	2	9	11

Source: BCC Board of Trustees Office 2013

2. List of Trustees with titles/affiliations

Name	Affiliation
E. Carter Corriston, Chair	Attorney
James R. Napolitano, Secretary	Consultant
Dorothy L. Blakeslee, Treasurer	Chief Operating Officer, Browncoats Consulting, Inc.
Robert H. Davis	Interim Superintendent of Schools
James Demetrakis	Attorney
Michael J. Neglia	President, Neglia Engineering
Dr. Jo-Anne Mecca	Director, Center for Teacher Preparation and Partnerships
Irene Oujo	Assistant Director, Fairleigh Dickenson University
Anthony Miller	Retired
Phillip J. Ciarco III	Retired, Business Management
Victoria Tahhan	Student, Columbia University

Source: BCC Board of Trustees Office 2013

3. Additional information about Trustees

Additional information about the BCC Board of Trustees will be available at the Board's page on the Bergen website: http://www.bergen.edu/boardoftrustees

Section G: Profile of the institution

CREDIT PROGRAMS: Transfer (A.A., A.F.A., A.S.)

Associate in Art (A.A.) Degrees

LIBERAL ARTS

General Curriculum	Philosophy
Cinema Studies	Political Science
Communication	Psychology
Economics	Religion
Global Studies	Social Sciences
History	Sociology
Latin American Studies	Women's Studies
Literature	World Languages and Cultures

FINE AND PERFORMING ARTS

General Curriculum	Music
Art	Theatre Arts: General, Acting, Dance, Technical
Cinema	Production

Associate in Fine Arts (A.F.A.) Degrees

Music Business	Music Technology

Associate in Science (A.S.) Degrees

NATURAL SCIENCE AND MATHEMATICS

General Science	
Aviation Operations	Computer Science
Biology	Engineering Science
Biotechnology	Mathematics
Chemistry	Physics

ENGINEERING SCIENCE

Engineering Science

PROFESSIONAL STUDIES

General Curriculum	Business Administration-Nonprofit Mgmt.
Aviation Administration	Criminal Justice
Broadcasting	Early Childhood Education
Business Administration-General	Education
Business Administration-Accounting	Exercise Science
Business Administration-Hospitality	Health Science
Business Administration-International Trade	Information Technology
Business Administration-Management	Journalism
Business Administration-Marketing	Social Work

Section G: Profile of the institution, contd.

CREDIT PROGRAMS: Career (A.A.S. and Cert./COA)

Associate in Applied Science (A.A.S.) Degrees

ART

Computer Animation   Graphic Design/Computer Graphics

BUSINESS ADMINISTRATION

Accounting   Management Information Systems
Banking and Finance   Publishing Operations & Management
e-Business Management

HOTEL / RESTAURANT / HOSPITALITY

General Studies   Event Planning & Management
Catering & Banquet Management   Hospitality Management
Culinary Entrepreneurship

HEALTH PROFESSIONS

Dental Hygiene   Paramedic Science
Diagnostic Medical Sonography   Radiography
Health Science   Respiratory Therapy
Interdisciplinary Program – Medical Informatics   Veterinary Technology
Medical Office Assistant

HUMAN SERVICES

Correctional Studies   Legal Studies
Law Enforcement Studies

INDUSTRIAL AND DESIGN TECHNOLOGIES

Drafting and Design Technology   General Engineering Technology
Electronics Technology   Manufacturing Technology

INFORMATION TECHNOLOGY

Database Programming & Administration Networking Administration
Information Technology – Office Technology   Web Development & Management

MUSIC

Recording Technology

NURSING

Day   Evening

SCIENCE TECHNOLOGY

Horticulture   Landscape/Design/Build

SOFTWARE DEVELOPMENT

Game Programming   Game Testing

Section G: Profile of the institution, contd.

One -Year Certificates

Computer Aided Drafting (CAD)
Computer Animation
Computer Graphics
Computer Science
Computer Technical Support
Culinary Arts/Science
Database Programming & Administration
e-Commerce: Business Emphasis
Event Planning and Management
Exercise Science
Floral Design
Grounds Management
Hospitality Management

Landscaping
Legal Nurse Consulting
Medical Office Administrative Assistant
Music Business
Music Technology
Musical Theater
Office Technology
Piano Instruction/Pedagogy
Radiation Therapy Technology
Small Business Management
Surgical Technology
Transfer Studies: Liberal Arts/Science, Technology
   & Professional Studies

Certificates of Achievement

Accounting Assistance
Baking
Biotechnology
Business Paraprofessional Management
Catering
CNC Programming
Commercial Music Production
Finance
Fire Science
Forensic Science
Homeland Security
Hospitality Operations

Machine Tooling
Manufacturing Design using Pro/Engineer®
Marketing Assistant
Network Security
Non-Profit Management
Private Security
Professional Cooking
Real Estate
Special Imaging for Radiological Technicians
Sports Management
Sports Merchandising
Welding Technology

NON-CREDIT PROGRAMS: Continuing Education

Continuing Education Offerings

Continuing Education (non-credit) course offerings vary from year to year, but are generally offered in the following areas:

Bergen Goes Green
Business and Industry
Computer Training
Construction
Cornerstone-Government Leadership Certificate Program
Courses in Spanish
Culinary Arts
Fashion Design
Finance
Green Pathways to Employment Program
Health Professions
Hospitality and Tourism
Human Resource Professional Development Program
Interior Design

Kids and Teens Program
Languages
NJ Family Care Training
Non-Profit Leadership Institute
Online Courses
Personal Development
Pest Control
Property & Facility Management Education
Quality Assurance Certificate Program
Real Estate
Teacher Education Program
Wedding / Event Planning
Women's Institute

Section H: Major research and public service activities

1. Selected Faculty Scholarship

Suzaan Boettger presented "Shock & Awe: Environmentalist Art's Representation of the Anthropocene" at the Atkinson Symposium, Herbert F. Johnsons Museum of Art at Cornell University in conjunction with the exhibition "Beyond Earth Art" in April 2014.

Dean Amparo Codding was invited to be one of five presenters in the signature panel discussion at the 96th Annual Conference of the AATSP, "Articulation: A Pathway to Success," held in Panama City from July 8-11, 2014. The panel discussion explored the theme of articulation between and among educational segments and into the workforce. Dean Codding focused her presentation on articulation for language courses between community colleges and four year institutions.

Patrice Devincentis completed a second master's degree in Music Education with an emphasis in Technology from Boston University and joined the board of the I.A.E.F., International Arts Education Forum, and has been working closely with I.C.I. A., International Composers and Interactive Artists, having composed "Tritone Incongruance," for the spring 2014 presentation. As a Sound Designer and Mixing and Mastering Engineer, her work was featured in a number of published CDs this year including Share the Dream, The Namaste Ensemble, and The Nabla Ensemble.

Philip Dolce as a part of the Bergen Community College Suburban Studies Group, made progress in building a coalition consisting of talented faculty, staff, administrators and community leaders who are combining academics with civic engagement focused on "the middle landscape." Suburban topics are now part of classes in a number of disciplines.

Benicia D'sa was the sole presenter of "Students and Teachers Collaborate for College Success" at the Tri-State Best Practices Conference: Collaborations and Connections at the Meadowlands in March 2014.

Maureen Ellis-Davis was appointed to the Board of Directors of the East Coast Colleges Social Science Association in May 2014.

Ellen Rosner Feig was chosen as the recipient of two fellowships - The Memorial Library Fellowship for the Study of the Holocaust and the yearlong MetroCiti Fellowship at Columbia University Teacher's College.

Mecheline Farhat presented "Measuring What Matters: Course Level and Program Level Assessments" at the Academy of Criminal Justice Conference in Philadelphia, PA in February 2014.

Mary Flannery served as Poster Chairperson with John Smalley and Lou Crescitelli at the Bioethics: 46th Annual Metropolitan Association of College and University Biologists meeting at Bergen Community College in October 2013.

Maria Fressola was a presenter at The League for Innovation in Community Colleges in Anaheim, CA in March 2014 and was awarded the Innovation Award there for collaborative learning using video.

Shari Franschman delivered a presentation entitled "Coordinated Community Education and Leadership" at the Texas Victim Services Association's 15th annual conference in Forth, TX in May 2014. She also created an online mandatory employee and new student educational program on sexual assault, dating violence, domestic violence, and stalking.

Barry Freeman wrote a research paper entitled "Which Course Delivery Mode Do Most Students Currently Prefer: Face-to-Face, Pure Online or Hybrid?" that Princeton University will be publishing. He also participated in the Princeton Mid-Career Fellowship Program.

Margaret Hayes received an Innovation in Teaching award and an Innovations grant for $750.00 that she used to purchase iPad projectors for the Nursing department at BCC.

Section H: Major research and public service activities, contd.

1. Selected Faculty Scholarship, contd.

Leigh Jonaitis served as Vice-Chair of TYCA-NE (Two-Year College English Association-Northeast) and served as Program Co-Chair for the TYCA-NE Conference in Morristown, NJ in October 2013. She also served as a peer reviewer for the scholarly journal *The Journal of Basic Writing*.

Mark Kassop created a Bergen Community College branded version of Schaefer in Modules, 2nd edition, McGraw Hill in spring 2013. He is working with McGraw Hill, Follett Bookstore, and Ron Milon to have a required text for all SOC101 sections. This process is helping students get the correct text for the class at the lowest price.

Minas Kousoulis delivered a presentation of the co-authored paper entitled "4D FIR Digital Realizations" at the 5th annual Latin American Symposium on Signals, Circuits and Systems in Santiago, Chile in 2014.

Melissa Krieger was a presenter at the Tri-State Best Practices Conference: Collaborations and Connections, at the Meadowlands in March 2014 and she is a Licensed Resource Parent for the Division of Children and Families in Monmouth County.

Thomas LaPointe gave a presentation entitled "Impossible Passages: Fiction, History, Auschwitz" at Passages and Pathways: A Conference on Genocide at Rutgers University in April 2014.

Denise Ligouri and Dr. Naydeen Gonzalez De Jesus co-authored and published "Infusing Technology to Boost Completion: A Practical Approach" in the peer review journal HETS Online Journal, Volume IV, Spring Issue, April 2014. They also co-presented "Data Mining for Completion" at the New Jersey Community College Best Practice Conference at Mercer County Community College.

Anne Maganzini presented and was a moderator for a panel at the Tri-State Best Practices Conference in March 2014. She attended the Beacon Conference at SUNY Ulster as a mentor to student Jan Seiss whose paper was selected for presentation in June 2014. She was also the "Honored Hero" for the Leukemia and Lymphoma Society's Team in Training in New Jersey for fall 2013.

Jennifer McCarthy successfully established the Paramedic Science Program which began on September 2nd, 2014. The state of the art teaching facility includes an inter-professional emergency medicine medical simulation lab that includes a high tech classroom, residential apartment, back of an ambulance, and emergency department. She saw the development of the program from inception through internal BCC approval to national accreditation and acceptance of the first class.

Maryellen McHale received a Post-Master's Certificate as a Psychiatric Mental Health Nurse Practitioner from Rutgers University in December 2013.

Lisa Pavlik published a new book entitled "Re-doing Rapunzel's Hair: Viewing Subjective Cognition in Fancifold," Cambridge Scholars Publishing, 2014.

Robert Saldarini presented at the 2014 League for Innovation Conference in a session entitled "Career Success: AAS Transfer to a BS in Professional Studies."

Lavina Sequeira presented a paper titled, "Best of Both Worlds. Negotiated Identity of Second Generation Youth of Asian Indian Descent" at the American Educational Research Association (AERA) Annual Meeting in Philadelphia, PA in April 2014.

Arthur P. Tolve created two recipes per month during 2014 for publication in the New Jersey Star Ledger newspaper and he continues to support the BCC Foundation with the Arthur and Cecilia Tolve Hospitality and Culinary Arts Scholarship Fund.

Jon Yasin published "Hip Hop Culture as a Tool in the Teaching-Learning Process" in *The Handbook of Urban Education*, edited by Kofi Lomotey for Routledge Press, London, England 2014.

Section H: Major research and public service activities, contd.

2. Selected Service Learning/Community Outreach

Denis Avrutik, RDH coordinated the participation of Bergen Community College Dental Hygiene students in the dental screening venue of the Special Olympics of New Jersey in Ewing, NJ in June 2014.

Sidney Birnback served as a mentor-evaluator for a doctoral student at Fairleigh Dickinson University.

Lori Bogan, RDH coordinated Oral Health demonstrations for Daisy and Brownie Troops and organized a brunch at BCC that focused on wellness and nutrition.

Catherine Catanzaro, RDH participated in Give Kids a Smile Day at Small World Dentistry in Staten Island, NY, provided free oral cancer screenings at the Staten Island Slim Down, and created dental care kits for Wagner College to provide basic health care to the underserved population of Belize during the college's community outreach trip.

Louis J. Cirrilla provided pro bono legal advice to the minority community at the request of former student Reverend William Henry. He also proctored exams for former student Brian Katz who has continued his education at Thomas Edison State College.

Deborah A. Cook, RDH organized thirty students to provide services to athletes in the Special Smiles program at the Special Olympics of New Jersey in Ewing, NJ in June 2014.

Lucy A. Deane participated in the Charity Yard Sale to benefit Habitat for Humanity and Friends of Haledon Library.

Joanne Diamantidis was a volunteer camp nurse at the YMCA McDonald Camp of Newark, NJ.

Maureen Ellis-Davis is an active leader of a Boy Scout Troop and is the coordinator of the unit's annual community fair in September. She is also developing a course offering for Learning in Retirement for the fall 2014 semester.

Christine Foster was selected to serve as Chair of the Zoning board of Adjustment for the Borough of Ringwood, NJ.

David F. Hayes is an instructor/member of the Bergen County Law and Public Safety Institute in Mahwah, NJ for the Basic Auxiliary Police Training Class.

Goli Kocharian, RDH organized Dental Hygiene alumni and students for the 6th Annual Oral Cancer Foundation Walk/Run for Awareness in September 2013.

Camelia-Manuela Lataianu is a volunteer evaluator panelist for the Boren Scholarship and Fellowships granted by the Institute of International Education (IIE). After evaluating sixty applications from Eastern Europe, in March 2014, she attended the national IIE meeting in New York City to debate and select the finalists. She also volunteered at the Romanian Cultural Institute in New York City to organize the event "Romania, Bridge of Books" during the Book Expo America in May 2014.

William Madden conducted an IT workshop for fourth grade students at Paterson Elementary School and another workshop for a Brownie Troop from Waldwick, NJ.

Christopher E. Mayer organized the annual Waldwick High School Booster Club Alumni Soccer Game supporting the Michael Robert Mayer Scholarship Fund.

Section H: Major research and public service activities, contd.

2. Selected Service Learning/Community Outreach, contd.

Laura Ochoa served as a judge of research presentations in the area of Behavioral Sciences at Westlake Science Fair, a Westchester County-wide competition for high school students.

Dianne Romer, RDH raised $687.00 in June 2014 riding 30 miles in the Princeton Tour de Cure for the American Diabetes Association.

Dan Sheehan as part of The Dan Sheehan Conspiracy/Patrick Moraz group composed "Tu Mochila Está Abierta" which was released on the charily compilation album *Elephants for Autism* by Elephant Talk Radio in May 2014.

Anita Verno planned and hosted Technology Day for fourth grade students from East Newark Public Schools in January 2014. She also planned and hosted another technology event for first grade girls from the Waldwick Daisy Troop in May 2014.

David Wang participated in charitable events for the Harrington Park School District and assisted in parent-teacher organizational events for HuaXia Chinese School in Bergen County.

3. Grants Administration

The Office of Grants Administration facilitates the development, acquisition, and implementation of grant funded projects that further the goals, objectives, and strategic priorities of Bergen Community College. During FY2013-2014, the College was awarded sixteen grants totaling $8,912,433.00. The office also managed/operated twenty grant projects totaling over $16 million in grant funds and submitted nine new proposals for funding consideration. A few of the more significant projects, either continually funded or newly awarded in FY2014, include:

- **Bridges to Baccalaureate Collaborative** is a joint effort between Bergen Community College, the National Science Foundation, and Passaic County Community College with the goal of facilitating STEM student graduation and transfer to 4-year institutions.

- **HPOG (Health Professions Opportunity Grant)** is a region-wide consortium effort to build the capacity for health professions training and certification enabling eligible individuals to secure employment and career advancement in health professions pathways.

- **HPOG Impact Study** is designed to demonstrate how variations in program services affect program impacts. The literature on promising and innovative career pathways programs is quite limited and the HPOG Impact Study will fill a void in the sectorial training and career pathways literature about program effectiveness.

- **STEM (Science, Technology, Engineering and Math)** is a five year grant award designed to prepare STEM students to fulfill the urgent and growing need for STEM professionals in a competitive and global workplace. The project has three goals: (a) to increase the recruitment and persistence of STEM and STEM Education students; (b) to improve the graduation and transfer rates for students enrolled in STEM and STEM Education programs; and (c) to enable more and better data-based decision making to inform and improves student outcomes, program development and articulation.

- **Title V** is a five-year intensive institution-wide effort involving new curricula and teaching approaches in English Basic Skills and Basic Mathematics, content-based and career-oriented academic advising and support services, and focused student mentoring and tutoring. The campaign, consistent with BCC's Strategic Plan, will increase faculty engagement with developmental students; professional staff from Academic Advising and Counseling and Student Support Services; and peer mentors and tutors. The project is designed to help students successfully (a) transition to BCC; (b) understand and attain course and academic requirements; (c) access available student services; (d) enhance academic performance; and (e) pursue pathways to academic degrees and careers.

Section I: Major capital projects underway in Fiscal 2014

Under Construction:

- New Health Professions Integrated Teaching Center
- Paramedic Program at the Meadowlands

Completed:

- Renovations at BCC at the Meadowlands
- Signage for exterior campus

Health Professions Integrated Teaching Center Construction

Section J: Strategic planning goals

Strategic Theme 1: Student Success and Excellence

Cultivating student success and assuring the quality of learning remain bedrocks of the College. Evidence-based decisions regarding achieving student success and providing superior learning opportunities will solidify these objectives as primary goals of the institution.

- Goal: Enhance and expand a college-wide culture dedicated to student success
- Goal: Increase course completion, retention, transfer and graduation rates
- Goal: Reduce the achievement gap between majority and under-represented minority populations

Strategic Theme 2: Faculty and Staff Success and Excellence

The College's faculty and staff remain one of the school's most valuable resources in achieving student success and institutional excellence. Bergen leaders will continuously invest in the professional development of both groups in order to expand the organizational knowledge base, secure future goals and accomplish the College's vision and mission.

- Goal: Increase professional development opportunities; recognize and promote faculty and staff contributions
- Goal: Launch an orientation program for all positions and new hires
- Goal: Embrace the contributions of non-tenure track faculty

Strategic Theme 3: Commitment to Bergen County

The College serves Bergen County residents by providing access to quality post-secondary education, value-added workforce training, and cultural and artistic programming. Collectively, Bergen faculty, staff and administrators pledge to strengthen existing relationships with community stakeholders and partners while aggressively forging new relationships that support the College's vision and mission.

- Goal: Develop, nurture and strengthen partnerships with the Bergen County community
- Goal: Strengthen awareness of the College's commitment to excellence and public service
- Goal: Enhance and expand programs to better serve the educational and workforce development needs of Bergen County

Strategic Theme 4: Institution Building

The College will strive for excellence in internal operations and fully commit to the success of the institution through utilizing the intellect and dedication of faculty and staff. College leaders will strengthen budgetary and technological resources through improved stewardship. Effective communication and continued civility will drive transparent decision-making that will reflect the College's vision and mission

- Goal: Establish clear and transparent communication pathways
- Goal: Foster a culture of collaborative innovation
- Goal: Build inviting and functional facilities