Annual Institutional Profile Report 2018

September 2018
Preface
I am pleased to submit the 2018 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 half-century, 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. Most recently, the Paramus campus unveiled a new Health Professions Integrated Teaching Center featuring state-of-the-art dental hygiene equipment, a simulated operating room, and radiography and ultrasound labs. The 62,000 square foot center is the first of its kind in the region. Since 1970, the Ciarco Learning Center in Hackensack, NJ has provided non-credit education and counseling services including GED and adult ESL courses. In an attempt to expand its offerings to the southern portion of Bergen County, a third site, Bergen Community College at the Meadowlands, began offering courses at a newly-purchased facility in Lyndhurst, NJ. As of Fall 2017, Bergen Community College enrolled 14,000 students in degree programs, as well as nearly 8,000 more in continuing and adult education programs.

Vision
Bergen Community College will be a dynamic partner by bridging potential with opportunities for educational, professional and personal growth.

Mission
To inspire our community to realize a better future.

Values
To fulfill the vision and mission of Bergen Community College, these core values will guide our daily endeavors:

- Learning
- Excellence
- Integrity
- Respect
- Creativity

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. Michael D. Redmond
President
Bergen Community College
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**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 June 2016.

2. **Professional Accreditation**
   The following professional programs are individually accredited:

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>Commission on Dental Accreditation</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td></td>
<td>Joint Review Commission in Diagnostic Medical Sonography</td>
</tr>
<tr>
<td>Legal Nurse Consulting</td>
<td>American Bar Association</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td></td>
<td>Medical Assisting Education Review Board</td>
</tr>
<tr>
<td>Nursing</td>
<td>New Jersey State Board of Nursing</td>
</tr>
<tr>
<td></td>
<td>Accreditation Commission for Education in Nursing</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>American Bar Association</td>
</tr>
<tr>
<td>Paramedic Science</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td></td>
<td>Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions</td>
</tr>
<tr>
<td>Radiation Therapy</td>
<td>Joint Review Committee on Education in Radiologic Technology</td>
</tr>
<tr>
<td></td>
<td>New Jersey Department of Environmental Protection Bureau of X-ray Compliance</td>
</tr>
<tr>
<td>Radiography</td>
<td>Joint Review Committee on Education in Radiologic Technology</td>
</tr>
<tr>
<td></td>
<td>New Jersey Radiologic Technology Board of Examiners</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>Commission on Accreditation for Respiratory Care</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td></td>
<td>Accreditation Review Council on Education in Surgical Technology and Surgical Assisting</td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td>American Veterinary Medical Association</td>
</tr>
<tr>
<td></td>
<td>Committee on Veterinary Technician Education and Activities</td>
</tr>
</tbody>
</table>
Section B. Number of Students Served

1. Number of Undergraduate Students by Attendance Status

Undergraduate Enrollment by Attendance Status, Fall 2017

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th>Part-time</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>7,704</td>
<td>54.8%</td>
<td>6,358</td>
<td>45.2%</td>
<td>14,062</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

Five-Year Unduplicated Enrollment Comparison, Fall 2013 - Fall 2017

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time</td>
<td>6,997</td>
<td>6,675</td>
<td>6,238</td>
<td>6,491</td>
<td>6,358</td>
</tr>
<tr>
<td>Full Time</td>
<td>8,885</td>
<td>8,976</td>
<td>8,347</td>
<td>8,028</td>
<td>7,704</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Total # of Registrations¹</th>
<th>Unduplicated Headcount</th>
<th>Total Clock Hours (One Clock Hour = 60 minutes)</th>
<th>Total FTEs²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment</td>
<td>16,942</td>
<td>6,824</td>
<td>529,823</td>
<td>1,177</td>
</tr>
<tr>
<td>Customized Training</td>
<td>110</td>
<td>-</td>
<td>16,800</td>
<td>37</td>
</tr>
</tbody>
</table>

¹Includes all registrations in any course that started on July 1, 2016 through June 30, 2017.
²FTEs were computed by converting clock hours to credit hours (by 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

<table>
<thead>
<tr>
<th></th>
<th>Headcount Enrollment</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20,219</td>
<td>305,792</td>
<td>10,193</td>
</tr>
</tbody>
</table>

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 for selecting test takers in Fall 2017:

   Who must take a Basic Skills Placement Test:
   - All full-time and part-time students in a degree or certificate program are required to take the test before registering for all courses.
   - All full-time and part-time non-degree seeking students who wish to enroll in English or mathematics courses are required to take the test.
   - All full-time and part-time non-degree seeking students who have accumulated eleven (11) attempted credits (based on completed courses earning one of the following grades: A, B, C, D, R, E, F, W, AU, Q, N, or INC) are required to take the test.

   How to be waived from the Basic Skills Placement Test:
   - If you hold a Bachelor's, Master's, or Doctoral degree from an accredited college in the United States.
   - If you have passed a college-level English and mathematics course, other than accounting or business math.
   - If you have previously taken an Accuplacer exam at another college (within five years).
   - If you have taken the AP exam in English or mathematics and have a score of 3 or higher.
   - If you have taken the SAT examination prior to March 2016 with a score of 530 or above in math and/or 540 or above in Critical Reading (within five years).
   - If you have taken the SAT examination since March 2016 with a score of 500 or above in math and/or 450 or above in Evidence-Based Reading & Writing (within five years).
   - If you have taken the SAT examination prior to March 2016 with a score of 23 or higher (within five years). Prior to March 2016, we do not accept the English ACT scores.
   - If you have math ACT score prior to March 2016 of 22 or higher and/or an English ACT score of 19 or higher (within five years).
   - If you have TOEFL test scores of 550 or above (paper/pencil version), 213 or above (computerized version) or 80 or above (internet based version) (within two years).
   - If you have taken the IELTS examination (academic version) and have a score of 6.5 or above (within two years).

   Total Number of Undergraduate Students Enrolled in Remediation in Fall 2017:

<table>
<thead>
<tr>
<th>Total Undergraduate Enrollment</th>
<th># of Students Enrolled in One or More Remedial Courses</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>14,062</td>
<td>3,030</td>
<td>21.5%</td>
</tr>
</tbody>
</table>

   Source: SURE Fall Enrollment file

   Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2017:

<table>
<thead>
<tr>
<th>Total # of FTFT Students</th>
<th># of FTFT Students Enrolled in One or More Remedial Courses</th>
<th>% of FTFT Enrolled in One or More Remedial Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,312</td>
<td>1,153</td>
<td>49.9%</td>
</tr>
</tbody>
</table>

   Source: SURE Fall Enrollment file
### Section C. Characteristics of Undergraduate Students (Continued)

**Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2017 by Subject Area:**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th># of FTFT Enrolled In</th>
<th>% of all FTFT Enrolled In:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>709</td>
<td>30.7%</td>
</tr>
<tr>
<td>Algebra</td>
<td>168</td>
<td>7.3%</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>English</td>
<td>890</td>
<td>38.5%</td>
</tr>
</tbody>
</table>

*Source: SURE Fall Enrollment file*

### 3. Race/Ethnicity, Sex, and Age

**Undergraduate Enrollment by Race/Ethnicity*, Fall 2017**

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Full-time</td>
<td>2,314</td>
<td>30.0%</td>
<td>451</td>
<td>5.9%</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,171</td>
<td>34.1%</td>
<td>333</td>
<td>5.2%</td>
</tr>
<tr>
<td>Total</td>
<td>4,485</td>
<td>31.9%</td>
<td>784</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

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

**Undergraduate Enrollment by Sex, Fall 2017**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Full-time</td>
<td>3,963</td>
<td>51.4%</td>
<td>3,741</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,984</td>
<td>46.9%</td>
<td>3,374</td>
</tr>
<tr>
<td>Total</td>
<td>6,947</td>
<td>49.4%</td>
<td>7,115</td>
</tr>
</tbody>
</table>

*Source: IPEDS Fall Enrollment Survey*

**Undergraduate Enrollment by Age, Fall 2017**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>55</td>
<td>2,989</td>
<td>2,344</td>
<td>1,144</td>
<td>616</td>
<td>239</td>
<td>108</td>
<td>148</td>
<td>51</td>
<td>2</td>
<td>8</td>
<td>7,704</td>
</tr>
<tr>
<td>Part-time</td>
<td>126</td>
<td>608</td>
<td>1,317</td>
<td>1,589</td>
<td>1,193</td>
<td>509</td>
<td>329</td>
<td>395</td>
<td>231</td>
<td>58</td>
<td>3</td>
<td>6,358</td>
</tr>
<tr>
<td>Total</td>
<td>181</td>
<td>3,597</td>
<td>3,661</td>
<td>2,733</td>
<td>1,809</td>
<td>748</td>
<td>437</td>
<td>543</td>
<td>282</td>
<td>60</td>
<td>11</td>
<td>14,062</td>
</tr>
</tbody>
</table>

*Source: IPEDS Fall Enrollment Survey*
Section C. Characteristics of Undergraduate Students (Continued)


Financial Aid from Federal-Funded Programs, AY 2016-17

<table>
<thead>
<tr>
<th></th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grants</td>
<td>5,428</td>
<td>19,799,000</td>
<td>3,647.57</td>
</tr>
<tr>
<td>College Work Study</td>
<td>179</td>
<td>297,000</td>
<td>1,659.22</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>0</td>
<td>0</td>
<td>–</td>
</tr>
<tr>
<td>SEOG</td>
<td>1,549</td>
<td>199,000</td>
<td>128.47</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>46</td>
<td>329,000</td>
<td>7,152.17</td>
</tr>
<tr>
<td>Stafford Loans - Subsidized</td>
<td>2,298</td>
<td>7,439,000</td>
<td>3,237.16</td>
</tr>
<tr>
<td>Stafford Loans - Unsubsidized</td>
<td>2,198</td>
<td>8,050,000</td>
<td>3,662.42</td>
</tr>
<tr>
<td>SMART &amp; ACG or other</td>
<td>0</td>
<td>0</td>
<td>–</td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from State-Funded Programs, AY 2016-17

<table>
<thead>
<tr>
<th></th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>2,203</td>
<td>4,311,000</td>
<td>1,956.88</td>
</tr>
<tr>
<td>Educational Opportunity Fund</td>
<td>189</td>
<td>145,000</td>
<td>767.20</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP) or other</td>
<td>0</td>
<td>0</td>
<td>–</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>0</td>
<td>0</td>
<td>–</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>0</td>
<td>0</td>
<td>–</td>
</tr>
<tr>
<td>NJSTARS</td>
<td>118</td>
<td>373,000</td>
<td>3,161.02</td>
</tr>
<tr>
<td>NJCLASS</td>
<td>24</td>
<td>132,000</td>
<td>5,500.00</td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from Institutional-Funded Programs, AY 2016-17

<table>
<thead>
<tr>
<th></th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants &amp; Scholarships</td>
<td>158</td>
<td>230,000</td>
<td>1,455.70</td>
</tr>
<tr>
<td>Institutional Loans</td>
<td>0</td>
<td>0</td>
<td>–</td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report

5. Percentage of Students who are New Jersey Residents

Fall 2017 First-Time Undergraduate Enrollment by State Residence

<table>
<thead>
<tr>
<th></th>
<th>NJ Residents*</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% state Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2,708</td>
<td>137</td>
<td>2,845</td>
<td>95.2%</td>
</tr>
</tbody>
</table>

*Residence unknown included with New Jersey Residents

Source: IPEDS Fall Enrollment Survey, Part C
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 of Fall 2014 Full-Time, First-Time, Degree/Certificate-Seeking Students

<table>
<thead>
<tr>
<th>Fall 2014 Cohort</th>
<th>Graduated after 2 Years</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,713</td>
<td>172</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

   Source: IPEDS Graduation Rate Survey

   c. Three-Year Graduation and Transfer Rate of Fall 2014 Full-Time, First-Time, Degree/Certificate-Seeking Students by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Fall 2014 Cohort</td>
<td>762</td>
<td>197</td>
<td>745</td>
</tr>
<tr>
<td>Graduated in 3</td>
<td>223</td>
<td>14.2%</td>
<td>31</td>
</tr>
<tr>
<td>years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td>108</td>
<td>14.2%</td>
<td>32</td>
</tr>
</tbody>
</table>

   Asian | Alien | Other * | Total
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Fall 2014 Cohort</td>
<td>144</td>
<td>116</td>
</tr>
<tr>
<td>Graduated in 3</td>
<td>43</td>
<td>29.9%</td>
</tr>
<tr>
<td>years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td>17</td>
<td>11.8%</td>
</tr>
</tbody>
</table>

   *Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown

   Source: IPEDS Graduation Rate Survey

2. Third-Semester Retention of First-Time Undergraduates, Fall 2016 to Fall 2017
   
a. By Attendance Status

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016 First-Time Undergraduates</th>
<th>Retained in Fall 2017</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>2,679</td>
<td>1,757</td>
<td>65.6%</td>
</tr>
<tr>
<td>Part-time</td>
<td>831</td>
<td>436</td>
<td>52.5%</td>
</tr>
</tbody>
</table>

   Source: IPEDS Fall Enrollment Survey, Part E

3. Degrees Awarded

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A. Degrees</td>
<td>392</td>
<td>356</td>
<td>289</td>
<td>296</td>
<td>251</td>
</tr>
<tr>
<td>A.F.A. Degrees</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>A.S. Degrees</td>
<td>1,658</td>
<td>1,658</td>
<td>1,658</td>
<td>1,504</td>
<td>1,551</td>
</tr>
<tr>
<td>A.A.S. Degrees</td>
<td>463</td>
<td>422</td>
<td>380</td>
<td>417</td>
<td>365</td>
</tr>
<tr>
<td>Certificates</td>
<td>91</td>
<td>76</td>
<td>78</td>
<td>85</td>
<td>68</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,610</td>
<td>2,514</td>
<td>2,413</td>
<td>2,315</td>
<td>2,243</td>
</tr>
</tbody>
</table>

   Source: SURE Graduation Files
## Section E. Faculty Characteristics

### 1. Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2017

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian*</th>
<th>American Ind.</th>
<th>Alien</th>
<th>Race Unknown*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Professors</td>
<td>38</td>
<td>24</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>24</td>
<td>38</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>16</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>All Others</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>78</td>
<td>91</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Tenured

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian*</th>
<th>American Ind.</th>
<th>Alien</th>
<th>Race Unknown*</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
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<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Professors</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Associate Prof.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>3</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>All Others</td>
<td>7</td>
<td>11</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>11</td>
<td>23</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Without Tenure

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian*</th>
<th>American Ind.</th>
<th>Alien</th>
<th>Race Unknown*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Professors</td>
<td>38</td>
<td>24</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>25</td>
<td>39</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>19</td>
<td>37</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
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<tr>
<td>All Others</td>
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<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>89</td>
<td>114</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

*Asian includes 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 2017

<table>
<thead>
<tr>
<th>Course Sections</th>
<th>Taught by FT Faculty</th>
<th>Taught by PT Faculty</th>
<th>Taught by Others*</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>2,346</td>
<td>44.2%</td>
<td>1,250</td>
<td>53.3%</td>
</tr>
<tr>
<td>60</td>
<td>2.6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Others includes Full-time Administrators and Teaching Assistants

Source: BCC Student Information System

### 3. Ratio of Full- to Part-Time Faculty, Fall 2017

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>232</td>
<td>22.6%</td>
<td>796</td>
<td>77.4%</td>
</tr>
<tr>
<td>1,028</td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources Survey
Section F. Characteristics of the Board of Trustees

1. Race/Ethnicity and Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
<th>Non-Res Alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>

2. List of Trustees with Titles/Affiliations

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol Otis, Chairperson</td>
<td>RETIRED</td>
<td>RETIRED</td>
</tr>
<tr>
<td>Gerard L. Carroll, Vice Chairperson</td>
<td>Cooperative Education Coordinator</td>
<td>Bergen County Technical Schools</td>
</tr>
<tr>
<td>Dorothy L. Blakeslee, Treasurer</td>
<td>Chief Operating Officer</td>
<td>Browncoats Consulting LLC</td>
</tr>
<tr>
<td>Joseph Barreto, Secretary</td>
<td>High School Guidance Counselor</td>
<td>NYC Department of Education</td>
</tr>
<tr>
<td>James D. Demetrakis, Trustee</td>
<td>Attorney</td>
<td>Carmel &amp; Fredrickson</td>
</tr>
<tr>
<td>Patrick Fletcher, Trustee</td>
<td>Superintendent</td>
<td>River Dell Regional School District</td>
</tr>
<tr>
<td>Mark Longo, Trustee</td>
<td>Director</td>
<td>Engineers Labor-Employer Cooperative</td>
</tr>
<tr>
<td>Irene Oujo, Trustee</td>
<td>Professor</td>
<td>Fairleigh Dickinson University</td>
</tr>
<tr>
<td>Sheetal Ranjan, Trustee</td>
<td>Professor</td>
<td>William Paterson University</td>
</tr>
<tr>
<td>Joseph Zarra, Trustee</td>
<td>Superintendent</td>
<td>Bergen County</td>
</tr>
<tr>
<td>Sibora Peca, Alumni Trustee</td>
<td>Student Alumni</td>
<td>Bergen Community College</td>
</tr>
</tbody>
</table>

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://bergen.edu/about-us/board-of-trustees/](http://bergen.edu/about-us/board-of-trustees/)
Section G. Profile of the Institution


Associate in Arts (A.A.) Degrees

LIBERAL ARTS
General Curriculum
Cinema Studies
Communication
Economics
Global Studies
History
Latin American Studies
Literature

Philosophy
Political Science
Psychology
Religion
Sociology
Women's Studies
World Languages and Cultures

FINE AND PERFORMING ARTS
General Curriculum
Art
Cinema Studies

Theatre Arts: General, Acting, Dance, Technical Production

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

Music

Associate in Science (A.S.) Degrees

NATURAL SCIENCE AND MATHEMATICS
General Science
Aviation Operations
Biology
Biotechnology
Chemistry

Computer Science
Mathematics
Physics

ENGINEERING SCIENCE
Engineering Science

PROFESSIONAL STUDIES
General Curriculum
Aviation Administration
Broadcasting
Business Administration-General
Business Administration-Hospitality
Business Administration-Nonprofit Mgmt.
Criminal Justice
Early Childhood Education

Education
Athletic Training
Exercise Science
Health Science
Information Technology
Journalism
Social Work
Sports Management
## Section G. Profile of the Institution (Continued)

### 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
- Banking and Finance
- E-Business Management
- Management Information Systems
- Publishing Operations & Management

**FASHION APPAREL DESIGN**
- Fashion Apparel Design

**HOTEL / RESTAURANT / HOSPITALITY**
- Hospitality Management

**HEALTH PROFESSIONS**
- Dental Hygiene
- Diagnostic Medical Sonography
- Health Science
- Medical Informatics
- Medical Office Assistant
- Paramedic Science
- Radiography
- Respiratory Therapy
- Veterinary Technology

**HUMAN SERVICES**
- Correctional Studies
- Law Enforcement Studies
- Legal Studies

**INDUSTRIAL AND DESIGN TECHNOLOGIES**
- Drafting and Design Technology
- Electronics Technology
- General Engineering Technology
- Manufacturing Technology

**INFORMATION TECHNOLOGY**
- Database Programming & Administration
- Networking Administration
- Office Technology
- Web Development & Management

**MUSIC**
- Music Business
- Recording Technology

**NURSING**
- Day
- Evening

**SCIENCE TECHNOLOGY**
- Horticulture
- Landscape/Design/Build

**SOFTWARE DEVELOPMENT**
- Game Programming
- Game Testing
Section G. Profile of the Institution (Continued)

One-Year Certificates

- Computer Aided Drafting (CAD)
- Computer Animation
- Computer Graphics
- Computer Technical Support
- Culinary Arts
- 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
- Office Technology
- Radiation Therapy Technology
- Surgical Technology
- Transfer Studies: Science, Technology, Professional Studies

Certificates of Achievement

- Baking
- Biotechnology
- CNC Programming
- Fashion Design Fundamentals
- Fashion Product Development
- Finance
- Fire Science
- Forensic Science
- Homeland Security
- Machine Tooling
- Manufacturing Design using Pro/Engineer®
- Marketing Assistant
- Network Security
- Non-Profit Management
- Private Security
- Professional Cooking
- Real Estate
- 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:

- Advanced Manufacturing
- Autism
- Bergen Goes Green
- Business and Industry
- Computer Training
- Construction
- Culinary Arts
- Fashion Design
- Finance
- Green Pathways to Employment Program
- Health Professions
- Hospitality and Tourism
- Human Resource Professional Development Certificate Program
- Interior Design
- Kids and Teens Programs
- Languages
- Makerspace
- NJ Family Care Training
- Nonprofit Leadership Institute
- Online Courses
- Personal Development
- Pest Control
- Property & Facility Management Education
- Quality Assurance Certificate Program
- Real Estate
- Teacher Education
- Wedding/Event Planning
- Welding
Section H. Major Research and Public Service Activities

1. Selected Faculty Scholarship, Service Learning, and Community Outreach

Gail Fernandez is the chair of the NJCC Assessment Affinity Group.

Gail Fernandez is the chair of the Policy Advisory Council.

Gail Fernandez presented “Conducting a Meta-Analysis of Assessment Reports” at the 2017 Assessment Institute in October 2017.


Gail Fernandez, Joanna Campbell, and Jill Rivera published the "Bergen Community College: An Assessment Fellows Program Model” as a Member Spotlight for the League Connections in December 2017.

Carol Miele served as the TESOL International Association Convention Proposal Reviewer and TESOL International Association Grant Applications Evaluator.

William Mullaney, Carol Miele, Professor, Denise Avrutik, and Amarjit Kaur presented “Total SoTL: Immersing Faculty in Classroom Research for Student Success” at the League for Innovation in the Community College 2018 Innovations Conference in March 2018.


Melissa Krieger collaborated on BCC’s 7th Annual Tri-State Best Practices Conference.

Melissa Krieger developed and led CITL workshops for faculty on topic related to classroom management.

Melissa Krieger presented at BCC’s Fall 2017 Day of Development: Information on Guided Pathways.

Melissa Krieger developed new partnerships in the community to increase Service Learning opportunities for Education majors and continued to participate in collaborative partnerships with Boys and Girls Clubs, Head Starts in Bergen County while adding private preschool and daycare sites for both Service Learning and other experiential learning opportunities.

Melissa Krieger collaborated with BCC’s Continuing Education Department to begin to award certificates for Professional Development Hours to teachers in the community who provide supportive fieldwork environments for Education program students.

Melissa Krieger served as William Paterson University’s Community Council Member.

Melissa Krieger served as a member of the National Association of Early Childhood Teacher Educators.

John Bandman published the article "Properly developing a questionnaire to self-assess pedagogical practices in class” in the The Bergen Community College: Journal of Scholarly Teaching (2017).

John Bandman served as the Faculty Club Advisor for the Hospitality Club.

John Bandman served as the Faculty Coordinator for the Italy Work-Study Program.

John Bandman served as the chair for the Hotel and Restaurant Management Advisory Committee.
Section H. Major Research and Public Service Activities (Continued)

1. Selected Faculty Scholarship, Service Learning, & Community Outreach (Continued)

John Bandman served as the Assessment Liaison for the Hospitality and Restaurant Management program.


John Bandman presented "Integrated Writing Task Repetition as a Means for Improved Student Writing" at the 7th Annual Tri-State Best Practices Conference in March 2018.

John Bandman presented to certificate program students on Champagne and Rhone Valley wines at the Sommelier Society of America in March 2018.

John Bandman presented "Use of Technology for Classroom Teaching" at the 2018 CITL Summer Institute.

John Bandman presented “Properly Developing a Survey to Self-Assess One’s Teaching Methodologies”, at the BCC Day of Faculty Development in October 2017.

John Bandman presented two CITL workshops (“Transferring Ownership of Learning” and “Moodle: Assignment Activities”) in October 2017.

John Bandman served as a judge at the National Restaurant Association Restaurant Show in May 2018.


John Bandman volunteered at the Rotary Club Wine & Chocolate Tasting in October 2017.

John Bandman served as a volunteer judge at the 8th Annual Somm Slam at Starchefs International Chefs Congress in October 2017.


Suzaan Boettger wrote “Seizing Vitality”, a review for Carmela Kolman in 2018.

Suzaan Boettger wrote “Digging into Aldiss’s Earthworks and Smithson's ‘Earthworks’” for the Art Journal OPEN, online as of June 7, 2018.


Ethan Greenbaum published "One Piece: Falls" in BOMB Magazine in December 2017.

Ethan Greenbaum’s artwork was published and discussed in five online articles (Art Viewer, Haber Arts, Forbes, Collector Daily, and Artsy), one online platform of ECAL/University of Art and Design Lausanne, and one podcast (Deep Color Podcast).

Ethan Greenbaum had solo exhibitions for First Surface at Lyles & King in New York, NY in 2017 and Cardboard Landscapes at Super Dakota in Brussels, Belgium in 2018.

Section H. Major Research and Public Service Activities (Continued)

1. Selected Faculty Scholarship, Service Learning, & Community Outreach (Continued)


**Joanna Campbell and Amarjit Kaur** presented “Game On: Using Game-Based Learning in the Classroom” at the League for Innovation in the Community College 2018 Innovations Conference in March 2018.

**Jesse Jacondin and Monica Rodriguez** presented ‘Beyond the Ordinary: How Visually Appealing Data Reporting is Changing Bergen Community College’ at the 2018 NationalBenchmarking Conference in April 2018.


**Tonia McKoy and Jesse Jacondin** presented ‘The Student's Journey: IR’s Role as Storytellers’ at the 2017 NEAIR Conference in November 2017.

**Claire McConaughy** had a solo art exhibition for *Woods* at the Yashar Gallery in Brooklyn, NY from February to March 2018 and a two-person exhibition for *Still Air* at the The Painting Center in New York, NY from May to June 2017.

**Claire McConaughy** had group art exhibitions for *Luxurious Growth* at the Lichtundfire Gallery in New York, NY (August 2018), *The Greatest Show on Earth* at the Sideshow Gallery in Brooklyn, NY (January to March 2018), *Filmmaker’s Coop Paddle 8 Art Auction Exhibition* at the Next 2 Nothing Gallery in New York, NY (August 2017), *Summer in the City: The Brooklyn Show* at the Paula Estey Gallery in Newburyport, MA (August to September 2017), and *The Innocence of Trees* at The Drawing Rooms in Jersey City, NJ (April to June 2017).

**Claire McConaughy** is a member of The Painting Center, the College Art Association, and The American Institute of Graphic Arts.

**Claire McConaughy** taught classes through Bergen CC's Institute for Learning in Retirement in Fall 2017 and Spring 2018.

**Waldon Hagan** attended the EAB Community College Executive Forum 2017 National Meeting Paving Pathways to Excellence in September 2017.

**Waldon Hagan** attended NASPA Annual Conference 100th Anniversary in March 2018.
Section H. Major Research and Public Service Activities (Continued)

2. 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 FY18, the College was awarded 8 grants, totaling $3,347,122. The Office also managed/operated 25 projects, which were supported by $13,214,188 in funds, and submitted 20 new proposals for funding consideration. A few of the more significant projects, either continually funded or newly awarded in FY18 include:

- The **NEH Dialogues on the Experience of War** is a 2-year grant that focuses on the intersections of World War I and the ongoing wars in Afghanistan, Iraq and Syria. Using humanities resources, the series will facilitate an open-ended dialogue with veterans and non-veterans on the experience of war, one that encourages exploration, discovery, and reflection. We envision a core of three combat veterans in residence who will support discussion leaders to extend the dialogues and expand the program beyond the grant period.

- The **Hispanic-Serving Institutions Science, Technology, Engineering, and Mathematics (HSI STEM) Grant** is a five-year grant award designed to fulfill the urgent and growing need for STEM professionals in a competitive and global workforce. The project has three goals: (a) to strengthen the learning engagement of STEM students; (b) to broaden the role of 20 partners from four-year colleges, industry and government agencies, to become joint stewards of student success; and (c) to equip STEM students with the financial tools necessary to persist through degree completion.

- The **Title V Developing Hispanic-Serving Institutions Grant** is a five-year grant award designed to improve the academic success of high-need Hispanic and low-income students, especially during their transition from developmental into college-level courses. The project has three goals: (a) to strengthen the learning engagement of students transitioning from developmental into college-level courses; (b) to energize the overall experience of students transitioning to college-level coursework; and (c) to broaden the role of staff and faculty, with a special attention to 50 gateway course instructors, to become joint stewards of student success.

- The **Transition Program for Students with Intellectual Disabilities 2 (TPSID2) Grant** is a model comprehensive transition and postsecondary education program conducted in collaboration with The College of New Jersey. This Phase II program will attain four key goals: 1) provide students with ID a strong foundation of essential skills and competencies needed to secure and retain jobs; 2) assist ID students in earning meaningful credentials to help advancement along a career Pathway towards higher-skill, higher-wage opportunities; 3) engage employer partners, supportive services and families; and 4) develop a formal network of post-secondary programs within the region.

- The **First in the World (FITW) Grant** program is a randomized controlled trial that will target 8,400 first time, degree-seeking students placed into remedial math as per the Accuplacer exam. The goals of this program are to: 1) increase the 3-semester retention rates of first time students placing into remedial math, and 2) decrease time to completion of first time full time students placing into remedial math. The ultimate purpose of this study is to produce scalable innovative approaches that utilize low-cost, effective methods for math remediation.
Section I. Major Capital Projects Underway in Fiscal Year 2018

Under Construction:

- Bergen County Technical High School Phase IV – Ender Hall
- Pitkin Education Center Lecture Rooms (S-132, S-134, & S-138)

Completed:

- Gym Ceiling and Lighting Replacement /Upgrade
- Pool Tile, Ceiling and Lighting Replacement/Upgrade
- HMGP Gym Emergency Generator
- Lot A Parking Deck Maintenance/Repair
- Bergen County Technical High School Nurses Office – Ender Hall
- Bergen County Technical High School Phase II – Ender Hall
Section J. Strategic Planning Goals

Strategic Theme 1: Reimagine Student Experiences

Bergen Community College offers a comprehensive learning environment with individualized services dedicated to guiding students and developing them as independent learners on their unique paths to success.

- Goal: Promote practices that support students in accomplishing their educational goals.
- Goal: Enable students to take ownership of their learning and personal growth.
- Goal: Evaluate emerging curricular practices that promote equity, deep learning, student engagement and personal growth.

Strategic Theme 2: Reimagine Human Talent and Internal Culture

Bergen Community College will invest in its employees through enhanced professional engagement and development opportunities that will prepare them to fulfill the College’s vision, mission, values, and strategic initiatives.

- Goal: Foster a collaborative culture that values and respects all Bergen members.
- Goal: Develop internal talent to lead and serve the College community.
- Goal: Delineate and communicate College policies and procedures to promote transparency and cohesion.

Strategic Theme 3: Reimagine Technology

Bergen Community College will invest in and support technology that is secure and reliable. Information technology will continue to enhance efficiency and access while ensuring a user-friendly experience.

- Goal: Enhance information technology to support student learning and the educational experience.
- Goal: Anticipate, plan and support long-term changes in information technology.
- Goal: Implement integrated information technology solutions to improve efficiency of core business processes.

Strategic Theme 4: Reimagine Financial Resources

Bergen Community College will secure robust resources to deliver excellent academic and co-curricular programming. The College will continue to foster a culture of transparency where all stakeholders are responsible for the financial viability of the College.

- Goal: Support student success initiatives and the Completion Agenda.
- Goal: Foster a culture where faculty and staff are responsible for the financial viability of the College.
- Goal: Develop a cohesive alternative revenue stream to supplement the existing funding structure.

Strategic Theme 5: Reimagine Relationships and Partnerships

Bergen Community College will strengthen and expand relationships with education, industry and community partners to support a continuum of lifelong and global learning.

- Goal: Strengthen and broaden relationships with PreK-12 schools and four-year institutions.
- Goal: Partner with community leaders and alumni to advocate for the College.
- Goal: Strengthen connections with regional industries.