



Annual Institutional Profile Report 2020



September 2020

Preface

I am pleased to submit the 2020 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, communications facilities, a Health Professions Integrated Teaching Center, and a STEM Student Research Center featuring state-of-the-art equipment for student research. As of Fall 2019, Bergen Community College enrolled nearly 13,000 students in degree programs, as well as more than 5,000 additional students in continuing and adult education programs. Though a worldwide pandemic introduced new challenges, Bergen Community College rose to the challenge, rapidly transitioning students and faculty to fully online learning, donating 134,000 pieces of critically need personal protective equipment (PPE) to the county’s Office of Emergency Management for distribution to hospitals and other front-line operations, and serving as a “drive-through” testing site for the county.

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. Anthony R. Ross
Interim 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:

Program	Accrediting Agency
Dental Hygiene	Commission on Dental Accreditation
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs Joint Review Committee on Education in Diagnostic Medical Sonography
Legal Nurse Consultant	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 Accreditation Commission for Education in Nursing
Paralegal Studies	American Bar Association
Paramedic Science	Commission on Accreditation of Allied Health Education Programs Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions
Radiation Therapy	Joint Review Committee on Education in Radiologic Technology New Jersey Department of Environmental Protection Bureau of X-ray Compliance
Radiography	Joint Review Committee on Education in Radiologic Technology New Jersey Radiologic Technology Board of Examiners
Respiratory Care	Commission on Accreditation for Respiratory Care
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 Committee on Veterinary Technician Education and Activities

Section B. Number of Students Served

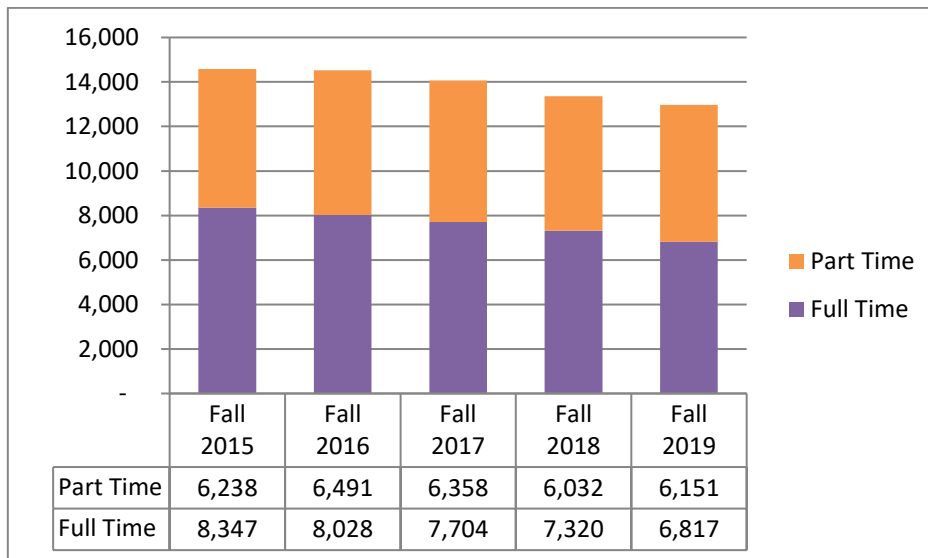
1. Number of Undergraduate Students by Attendance Status

Undergraduate Enrollment by Attendance Status, Fall 2019

Full-time		Part-time		Total
N	%	N	%	
6,817	52.6%	6,151	47.4%	12,968

Source: IPEDS Fall Enrollment Survey

Five-Year Unduplicated Enrollment Comparison, Fall 2015 - Fall 2019



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 # of Registrations ¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs ²
Open Enrollment	13,781	5,595	464,584	1,032
Customized Training	1,576	-	22,604	50

¹Includes all registrations in any course that started on July 1, 2018 through June 30, 2019.

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

Headcount Enrollment	Credit Hours	FTE
18,482	296,527	9,884

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 2019:

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 or university in the United States.
- If you have passed a college-level English and mathematics course, other than accounting in the United States.
- 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 math ACT score prior to March 2016 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 since 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).
- If you have taken a college-level mathematics course, other than accounting at a college/university from a country other than the US, please submit a “course by course” evaluation from a current member at NACES (<http://www.naces.org/members.html>). You may be required to take the Accuplacer ESL test.

Total Number of Undergraduate Students Enrolled in Remediation in Fall 2019:

Total Undergraduate Enrollment	# of Students Enrolled in One or More Remedial Courses	% of Total
12,968	2,555	19.7%

Source: SURE Fall Enrollment file

Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2019:

Total # of FTFT Students	# of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Courses
1,963	906	46.2%

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 2019 by Subject Area:

Subject Area	# of FTFT Enrolled In:	% of all FTFT Enrolled In:
Computation	519	26.4%
Algebra	203	10.3%
Reading	0	0.0%
Writing	0	0.0%
English	592	30.2%

Source: SURE Fall Enrollment file

3. Race/Ethnicity, Sex, and Age

Undergraduate Enrollment by Race/Ethnicity*, Fall 2019

	White		Black		Hispanic		Asian*	
	N	%	N	%	N	%	N	%
Full-time	2,264	33.2%	394	5.8%	2,394	35.1%	649	9.5%
Part-time	2,144	34.9%	414	6.7%	1,741	28.3%	635	10.3%
Total	4,408	34.0%	808	6.2%	4,135	31.9%	1,284	9.9%

	American Ind.		Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%
Full-time	18	0.3%	463	6.8%	635	9.3%	6,817	100.0%
Part-time	14	0.2%	194	3.2%	1,009	16.4%	6,151	100.0%
Total	32	0.2%	657	5.1%	1,644	12.7%	12,968	100.0%

*Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Sex, Fall 2019

	Male		Female		Total
	N	%	N	%	N
Full-time	3,555	52.1%	3,262	47.9%	6,817
Part-time	2,823	45.9%	3,328	54.1%	6,151
Total	6,378	49.2%	6,590	50.8%	12,968

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Age, Fall 2019

		<18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unk.	Total
Full-time	N	115	2,695	1,982	901	602	211	117	120	54	4	16	6,817
	%	1.7%	39.5%	29.1%	13.2%	8.8%	3.1%	1.7%	1.8%	0.8%	0.1%	0.2%	100.0%
Part-time	N	258	771	1,242	1,363	1,100	492	323	346	195	54	7	6,151
	%	4.2%	12.5%	20.2%	22.2%	17.9%	8.0%	5.3%	5.6%	3.2%	0.9%	0.1%	100.0%
Total	N	373	3,466	3,224	2,264	1,702	703	440	466	249	58	23	12,968
	%	2.1%	27.6%	23.3%	14.8%	12.7%	7.3%	4.2%	5.1%	2.3%	0.6%	0.0%	100.0%

Source: IPEDS Fall Enrollment Survey

Section C. Characteristics of Undergraduate Students (Continued)

4. Numbers of Students Receiving Financial Assistance Under Each Federal-Funded, State-Funded, and Institution-Funded Aid Program [FY 2018 data]

Financial Aid from Federal-Funded Programs, AY 2018-19

	Recipients	Dollars(\$)	\$/Recipient
Pell Grants	5,177	19,606,000	3,787.14
College Work Study	200	424,000	2,120.00
Perkins Loans			-
SEOG	1,021	333,000	326.15
PLUS Loans	32	230,000	7,187.50
Stafford Loans - Subsidized	2,183	7,028,000	3,219.42
Stafford Loans - Unsubsidized	2,015	7,677,000	3,809.93
SMART & ACG or other			-

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from State-Funded Programs, AY 2018-19

	Recipients	Dollars(\$)	\$/Recipient
Tuition Aid Grants (TAG)	2,102	4,009,000	1,907.23
Educational Opportunity Fund	280	251,000	896.43
Outstanding Scholars (OSRP) or other			-
Distinguished Scholars			-
Urban Scholars			-
NJSTARS	113	380,000	3,362.83
CCOG (County College Only)	574	687,000	1,196.86
NJCLASS	12	80,000	6,666.67

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from Institutional-Funded Programs, AY 2018-19

	Recipients	Dollars(\$)	\$/Recipient
Grants & Scholarships	293	342,000	1,167.24
Institutional Loans			-

Source: NJIPEDS Form #41 Student Financial Aid Report

5. Percentage of Students who are New Jersey Residents

Fall 2019 First-Time Undergraduate Enrollment by State Residence

NJ Residents	Non-State Residents	Total	% state Residents
2,464	80	2,544	96.9%

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 of Fall 2016 Full-Time, First-Time, Degree/Certificate-Seeking Students

Fall 2016 Cohort	Graduated after 2 Years	Graduation Rate
2,679	200	7.5%

Source: IPEDS Graduation Rate Survey

c. Three-Year Graduation and Transfer Rate of Fall 2016 Full-Time, First-Time, Degree/Certificate-Seeking Students by Race/Ethnicity

	White		Black		Hispanic	
	N	%	N	%	N	%
Fall 2016 Cohort	630		148		654	
Graduated in 3 years	179	28.4%	23	15.5%	121	18.5%
Transfers	116	18.4%	23	15.5%	114	17.4%

	Asian		Alien		Other *		Total	
	N	%	N	%	N	%	N	%
Fall 2016 Cohort	122		165		960		2,679	
Graduated in 3 years	46	37.7%	41	24.8%	197	20.5%	607	22.7%
Transfers	23	18.9%	21	18.8%	156	16.3%	453	16.9%

*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 2018 to Fall 2019

a. By Attendance Status

	Fall 2018 First-Time Undergraduates	Retained in Fall 2019	Retention Rate
Full-time	2,166	1,398	64.5%
Part-time	533	263	49.3%

Source: IPEDS Fall Enrollment Survey, Part E

3. Degrees Awarded

Degree Type	2016	2017	2018	2019	2020
A.A. Degrees	289	296	251	212	169
A.F.A. Degrees	8	13	8	7	10
A.S. Degrees	1,658	1,504	1,551	1,517	1,512
A.A.S. Degrees	380	417	365	374	389
Certificates	78	85	68	78	50
TOTAL	2,413	2,315	2,243	2,188	2,130

Source: SURE Graduation Files

Section E. Faculty Characteristics

1. Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2019

		White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenured	Professors	41	20	3	2	0	1	3	2	1	0	0	0	0	0	48	25
	Associate Prof.	19	28	1	2	1	0	1	4	0	0	1	0	1	0	24	34
	Assistant Prof.	15	29	0	0	0	4	0	1	0	0	0	0	0	0	15	34
	All Others	1	3	0	0	0	0	0	0	0	0	0	0	0	0	1	3
	TOTAL	76	80	4	4	1	5	4	7	1	0	1	0	1	0	88	96
Without Tenure	Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Associate Prof.	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	Assistant Prof.	4	5	1	0	1	1	2	0	0	0	0	0	0	0	8	6
	All Others	2	15	1	2	1	0	0	0	0	0	0	0	1	0	5	17
	TOTAL	7	20	2	2	2	1	2	0	0	0	0	0	1	0	14	23
Total	Professors	41	20	3	2	0	1	3	2	1	0	0	0	0	0	48	25
	Associate Prof.	20	28	1	2	1	0	1	4	0	0	1	0	1	0	25	34
	Assistant Prof.	19	34	1	0	1	5	2	1	0	0	0	0	0	0	23	40
	All Others	3	18	1	2	1	0	0	0	0	0	0	0	1	0	6	20
	TOTAL	83	100	6	6	3	6	6	7	1	0	1	0	2	0	102	119

*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 2019

Course Sections	Taught by FT Faculty		Taught by PT Faculty		Taught by Others*	
	N	%	N	%	N	%
2,013	997	49.5%	962	47.8%	54	2.7%

*Others includes Full-time Administrators and Teaching Assistants

Source: BCC Student Information System

3. Ratio of Full- to Part-Time Faculty, Fall 2019

Full-time		Part-time		Total	
N	%	N	%	N	%
221	24.0%	699	76.0%	920	100.0%

Source: IPEDS Human Resources Survey

Section F. Characteristics of the Board of Trustees

1. Race/Ethnicity and Sex

Sex	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	6	1	1	0	0	0	0	8
Female	1	0	1	1	1	0	0	4
Total	7	1	2	1	1	0	0	12

2. List of Trustees with Titles/Affiliations

Name	Title	Affiliation
Gerald L. Carroll, Chair	Retired	
Adam Silverstein, Vice Chair	President	Silver Strategies and Communications Group
Dorothy L. Blakeslee, Treasurer	Chief Operating Officer	Browncoats Consulting LLC
Joseph Barreto, Secretary	High School Guidance Counselor	NYC Department of Education
Louis DeLisio, Trustee	Interim Executive County Superintendent	Bergen County Office of Education
Ritzzy Moralez-Diaz, Trustee	District Director	Representative Bill Pascrell
Patrick Fletcher, Trustee	Superintendent of Schools	River Dell Regional School District
Krista Flinn, Trustee	Accounts Payable	Old Tappan School District
Mark Longo, Trustee	Director	Engineers Labor-Employer Cooperative
Stephen F. Pellino, Trustee	Partner	Basile Birchwale and Pellino, LLC
Sheetal Ranjan, Trustee	Professor	William Paterson University
Bryant Gomez, Alumni Trustee	Student Alumni	Rutgers University

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/>

Section G. Profile of the Institution

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

Associate in Arts (A.A.) Degrees

LIBERAL ARTS

General Curriculum
Cinema Studies
Communication
Economics
History
Literature
Philosophy

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

FINE AND PERFORMING ARTS

General Curriculum
General Theatre Arts
Theatre Arts: Technical Theatre Production

Theatre Arts: Acting
Theatre Arts: Dance

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
Athletic Training
Aviation Administration
Broadcasting
Business Administration
Criminal Justice
Education

Exercise Science
Health Science
Information Technology
Journalism
Social Work
Sports Management

Note: The credit program options listed are those programs that were offered in the 2019-2020 Catalog.

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

BUSINESS ADMINISTRATION

Accounting

Banking and Finance

BUSINESS TECHNOLOGIES

Hospitality Management

Management Information Systems

Office Technology

FASHION APPAREL DESIGN

Fashion Apparel Design

HEALTH PROFESSIONS

Dental Hygiene

Diagnostic Medical Sonography

Health Science

Medical Informatics

Medical Office Assistant

Paramedic Science

Radiography

Respiratory Care

Veterinary Technology

HUMAN SERVICES

Correctional Studies

Law Enforcement

Paralegal

INDUSTRIAL AND DESIGN TECHNOLOGIES

Drafting and Design Technology

Electronics Technology

Engineering Technology

Manufacturing Technology

INFORMATION TECHNOLOGY

Database Programming & Administration

Networking Administration

Web Development & Management

MUSIC

Music Business

Recording Technology

NURSING

Day

Evening

SCIENCE TECHNOLOGY

Ornamental/Horticulture

Landscape/Design/Build

SOFTWARE DEVELOPMENT

Game Programming

Section G. Profile of the Institution (Continued)

One-Year Certificates

Computer Aided Drafting (CAD)	Hospitality Management
Computer Animation	Landscaping
Computer Graphics	Legal Nurse Consulting
Computer Technical Support	Medical Office Administrative Assistant
Bakery and Pastry Arts	Office Technology
Culinary Arts	Radiation Therapy Technology
Database Programming & Administration	Surgical Technology: Day and Evening
Event Planning and Management	Transfer Studies: Science, Technology, Professional Studies
Exercise Science	
Floral Design	
Grounds Management	

Certificates of Achievement

Baking	Manufacturing Design using Pro/Engineer®
Biotechnology	Network Security
CNC Programming	Non-Profit Management
Fashion Design Fundamentals	Private Security
Fashion Product Development	Professional Cooking
Fire Science	Real Estate
Forensic Science	Sports Management
Homeland Security	Sports Merchandising
Machine Tooling	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	LEED Green Associate Exam Prep
NJ Certified Animal Control Officer	Languages
Business and Industry	Marketing
Child Development Associate (CDA) Certificate Program	Non-Profit Leadership Certificate
Computer Training Programs	Property Management
Construction Administration and Licensing Programs	OSHA Construction Safety Certification
Continuing Education Online Classes	Personal Development
Construction Management Programs	Project Management
Culinary Arts	Pest Control
English as a Second Language (ESL)	Real Estate
Fashion Design	Certified Six Sigma
Health Professions	Social Media
Hospitality Services	Supply Chain Management & Logistics
Human Resources	Sustainability Institute
Interior Design	Teacher Education
Kids and Teens Programs	Youth and Young Adults

Section H. Major Research and Public Service Activities

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

Brian Cordell published “In Their Final Performance” in Finishing Line Press in December 2019, as well as the poem “Elegy for the End of the World” in the Rise Up Review in June 2020.

Brian Cordell’s poem “Spanish Moon Fall and Rise” was featured on the Poetry Spoken Here podcast in July 2020.

Brian Cordell volunteered as a milk delivery driver for the Fairfield County 4-H Operation Milk Delivery in June and July of 2020.

Brian Hemstreet exhibited the Triumphant Spirit TV America’s World War II Generation Speaks TV Series in Bergen and Monmouth Counties in New Jersey, as well as Mental Health Anti-Stigma commercials in Bergen County.

Brian Hemstreet has been a faculty mentor for the Communication Honor Society since September 2018.

Charles Bordogna taught English as a Second Language as a public service activity in Fall 2019 through Spring 2020.

Dan Sheehan presented “Connecting Socially Conscious Artists with Like-Minded Venues and Audiences” at the Association of Performing Arts Professionals conference in January 2020.

Dan Sheehan has been a member of the Association of Performing Arts Professionals since November 2019, and of the Audio Engineering Society since October 2019.

Denise Budd published “The Barberini Tapestries: Charles Mather Ffoulke and the Dealer’s Network” in Florence, Berlin and Beyond: Late Nineteenth-Century Art Markets and their Social Networks in June 2020.

Denise Budd presented “The Genius of Leonardo” at the Bronxville Adult School in September 2019 and “Iconoclasm! The History of the Destruction of Images” at the Decorative and Fine Arts Society in January 2020.

Denise Budd has been a member of the College Art Association since September 2000.

Ellen Feig has been a member of the Midwest Modern Language Association since September 2012.

Gina Costa has served in the Delta Kappa Gamma International Society for Key Women Educators since January 2014.

Gregg Biermann exhibited “The Computational Sublime (a lecture/screening of works by Gregg Biermann)” at the New York University Tisch School of the Arts in New York, NY on September 20th, 2019 and at MANA Contemporary in Jersey City, NJ on January 18, 2020.

Gregg Biermann has served as the co-President of the Board of Directors of the New American Cinema Group/Film-makers’ Cooperative since 2013 and has been a member since 1997. As part of his role this year, he participated in numerous meetings, screenings, and workshops.

James Bumgardner has served as a fundraiser and organizer for the Out of the Darkness Walk for the American Foundation for Suicide Prevention since October 2019, and served as Adjudicator at the Roger Rees Awards in January 2020.

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

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

John Bandman presented “An investigation of the effects of task repetition and feedback on written performance on an integrated listening-to-write task by ESL university students” in March 2020 and “Repeating integrated listening-to-write tasks: comparative statistical analyses of the effect on ESL students’ written performances” in June 2020, both at the Language Testing Research Group at Lancaster University in the UK. He also presented “Grading and Feedback” in May 2020 and “Teaching Your Course Remotely” in July 2020 for the Center for Innovation in Teaching and Learning.

John Bandman has been a member of the Wine Scholar Guild since March 2020, the TESOL International Association since February 2013, and the NYS TESOL since February 2014.

John Bandman has served as the Faculty Advisor for the Hospitality Club at Bergen Community College since 2016.

Kate McGivern has been a member of the American Library Association since 1992, the New Jersey Library Association since 1992, the Community & Junior College Libraries since 2015, the Association of College & Research Libraries since 2008, and the National Council for Learning Resources since 2018.

Lawrence A. Joel presented “COVID-19 and the Law: Caring For Our Elderly Communities” at the Catholic University Columbus School of Law series “COVID-19 and the Law” in July 2020.

Lawrence A. Joel has been a Certified Elder Law Attorney at the National Elder Law Foundation since September 2014, and a member of the Bergen County Bar Association, the American Bar Association, the New Jersey State Bar Association, and the New York State Bar Association since June 1990.

Leah Carmona was planning to present “Brainstorming Strategies for Writing” at the College Reading & Learning Association’s PA/NJ Conference in March 2020 and “Faculty Development – MOODLE” for the Center for Innovation in Teaching and Learning in March 2020, though both presentations were canceled due to the COVID-19 pandemic.

Leah Carmona has been a member of both NJTESOL and NYTESOL since 2013, PennTESOL since 2020, and the College Reading & Learning Association of PA/NJ since 2020. She has also volunteered with START II since 2017.

Lynn Schott presented “Increasing Scientific Literacy in Undergraduate Populations” in a McGraw Hill/ACRL Choice webinar in August 2019.

Lynn Schott has been a member of the American Library Association since 2001, the Mid-Atlantic Regional Archives Conference since 2011, the New Jersey Library Association since about 2001, the Society of American Archivists since about 2012, the Geological Society of America since 2018, and the American Horticultural Society since about 2018.

Lynn Schott has served as a volunteer librarian for the New Jersey Botanical Garden/Skylands Association, and was a volunteer for the HERO 5k in November 2019.

Maria 3rfrf presented “Kazimiera ` , Pen-name Ira, a Young Poland Erotic and Nature Poet from Podolia” at the South Central Modern Language Association Annual Conference in October 2019.

Maria Makowiecka has been a member of the South Central Modern Language Association since January 2001.

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

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

Mark Altschuler presented “Tris and Lefty: An Unlikely Pair” at the Cooperstown Symposium on Baseball and American Culture in 2019, and also served as a moderator for a separate discussion at the same conference.

Mark Altschuler served as Secretary of the Straus Historical Society as well as Discussion Organizer for the Chautauqua Friends of Theater.

Melissa Krieger presented “Mindfulness Medication Sessions for Bergen Community College Students, Faculty, and Staff” for Virtual Life at Bergen weekly from May to August 2020, and presented “Planning and Teaching Courses Remotely” for the Center for Innovation and Learning in June 2020.

Melissa Krieger has been a member of the National Association for the Education of Young Children since 2000 and William Paterson University’s Community Council Committee since 2014.

Melissa Krieger has volunteered as the Service Learning Coordinator for both Bergen County’s Boys and Girls Club as well as Bergen County’s Head Start Agency since 2016.

Richard Kuiters was planning to discuss “Standards in Criminal Justice: The Use of Advisory Boards, Accreditation Challenges, and Securing Grants for a Better Future” at the Academy of Criminal Justice Sciences Annual meeting in March 2020, though the conference was canceled due to the COVID-19 pandemic.

Richard Kuiters has been a member of the Academy of Criminal Justice Sciences since 1999 of the International Association of Chiefs of Police since 2003.

Sidney Birnback is a member of the American Psychological Organization and the American Ornithological Association.

Sidney Birnback has volunteered as a group leader in Migration at the Edwin Forsythe National Wildlife Refuge.

W. Brian Altano published “Grammar without the Teacher” in Proscript Publishers in 2020.

W. Brian Altano presented “The 7 Reasons I’m Going to Hell” as a storytelling performance in February 2020.

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

2. Grants Administration

The Office of Grants Administration facilitates development, acquisition, and implementation of grant-funded projects that further the goals, objectives, and strategic priorities of Bergen Community College. During FY20, the College won fourteen grants, totaling \$5,658,881. The Office also managed/operated eighteen projects, which were supported by \$10,653,090 in funds, and submitted 21 proposals for funding consideration. A few of the more significant projects, either continually funded or newly awarded in FY20 include:

- **State of New Jersey Office of the Secretary of Higher Education. College Readiness Now VI.** The grant project was designed to help high school juniors and seniors develop skills and abilities for success in college. 63 students participated in a summer bridge program that provided an introduction to college and careers as well as skill building in effective study habits, mathematics, English and more.
- **State of New Jersey Department of Labor and Workforce Development's Growing Apprenticeship in Nontraditional Sectors (GAINS)** competitive grant. The grant award supports New Jersey employers participating in existing federal and state approved apprenticeships in health care and advanced manufacturing occupations through employer and BCC-sponsored training programs.
- **US Department of Education's Child Care Access Means Parents in School (CCAMPIS) Program** grant. The grant supports a 4-year program through Bergen's Child Development Center to serve the child care needs of low-income students enrolled at the Bergen and the broader community served by the College.
- **State of New Jersey Department of Environmental Protection *It Pays to Plug-In: NJ's Electric Vehicle Workplace Charging*** grant. The award covers costs associated with purchase, installation, and maintenance of eight (8) dual-port Level 2 Webasto charging stations to be installed in Parking Lots A, Lower A, B, Ender Hall, and West Hall.
- **Scaling Apprenticeships through Sector Based Strategies** is a \$12, million US Department of Labor grant designed to expand the use of health professions apprenticeships across the state of New Jersey, the region, and nationally. Bergen is the lead agency for the NJ Health Professions Consortium comprised of nearly all NJ community colleges, as well as employer, the workforce development system, and other partners.
- **National Endowment for Humanities**
 - **Campus Connections** is a one-year planning grant for developing and strengthening Criminal Justice curricula that integrates Humanities. Planning time will allow for the production of a grant proposal for a two-year project to implement and assess the impact of integrated Humanities across the curriculum.
 - **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 facilitates 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 project 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 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 second phase will attain four key goals: 1) provide students with LD a strong foundation of essential skills and competencies needed to secure and retain jobs; 2) assist LD 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 targets 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 2020

Under Construction:

- One-Stop Renovation/Expansion
- Health Professions Student Quad
- Ender Hall Phase V – Window Replacement

Completed:

- Bergen County Technical High School Phase III – 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.