



2024

Annual
Institutional
Profile Report



September 2024

Preface

I am pleased to submit the 2024 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 and the College’s accomplishments and contributions to our community.

College Overview

Operating on three sites in central and southern Bergen County, New Jersey, Bergen Community College (BCC) has served the educational needs of county residents since 1965. A publicly supported two-year college, BCC remains committed to the hallmarks of a community college education – quality, access, equity, and affordability – for all who seek lifelong learning opportunities. Located in the northeastern corner of New Jersey across the Hudson River from New York City, the College serves a growing and diverse urban community. The largest community college in New Jersey, BCC’s main campus is in Paramus with off-site locations in Hackensack (Ciarco Learning Center) and Lyndhurst (Bergen Community College at the Meadowlands). Within the last decade, BCC has seen considerable growth in its physical space with the most substantial addition being the completion of the Health Profession Integrated Teaching Center in 2016. Additional recent construction and renovation projects include the reimaged campus quad including an outdoor classroom, the complete renovation of the Student Affairs One-Stop Center, and the nationally recognized STEM Student Research Center. The College will soon break ground on its first new academic building/annex in more than a decade with the construction of a culinary arts center. This new building will provide a modern space for learning and innovation that features teaching kitchens with leading-edge equipment, a student-run restaurant, and much more.

Bergen Community College is fully accredited by the Middle States Commission on Higher Education and is a federally recognized Hispanic-serving institution (HSI). The College boasts an accomplished faculty, bustling facilities, and opportunities for cultural awareness, civic engagement, and service-learning.

As of Fall 2023, Bergen Community College enrolled more than 11,000 students in degree programs and over 5,400 additional students in continuing and adult education programs. In May 2024, the College’s Board of Trustees approved its new Strategic Plan, Focusing on the Future, with a focus on four themes: 1) Student Achievement and Enrollment, 2) Diversity, Equity, Inclusion, and Belongingness (DEIB), 3) Marketing, Communication, and Outreach, and 4) Innovation. Bergen opened its Innovation Center at its Meadowlands location in November 2023. The Center includes new cybersecurity, gaming, and Bloomberg Finance laboratories, which are intended to prepare students for careers in areas with growth and opportunity. Bergen has deepened its relationships with local and national partners including, New Bridge Medical Center, New Jersey Transit, Ramapo College of New Jersey, Montclair State University, and the Hispanic Association of Colleges and Universities (HACU).

Vision

Bergen Community College will be:

- A first-choice option for its community.
- A national model for innovation and partnerships.
- An institution recognized for its ability to meet the needs of an ever-changing student population in a landscape of evolving employers' workforce needs.

Mission

Bergen Community College provides accessible and transformative programs and services to its diverse community. As a comprehensive community college, we are committed to student success, innovation, and inclusivity.

Values

Consistent with Bergen Community College and who we are as a community, these core values guide our daily work:

- **Commitment** – We are committed to providing education in the liberal arts, sciences, technical fields, and a variety of non-credit programs that fosters critical thinking, facilitates upward mobility, and instills a sense of purpose.
- **Creativity** – We are imaginative and innovative in promoting success for our students and in accomplishing our goals.
- **Collaboration** – We emphasize teamwork and acknowledge and take pride in the contributions of others.
- **Communication** – We regularly and openly share what we do with both internal and external community members.
- **Care** – We identify, prioritize, and resolve issues by leading with an ethic of care.
- **Challenge** – We challenge ourselves to improve upon our programs and services.
- **Celebration** – We acknowledge, honor, and take pride in the quality of our work and the work of others.

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. Eric M. Friedman
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 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

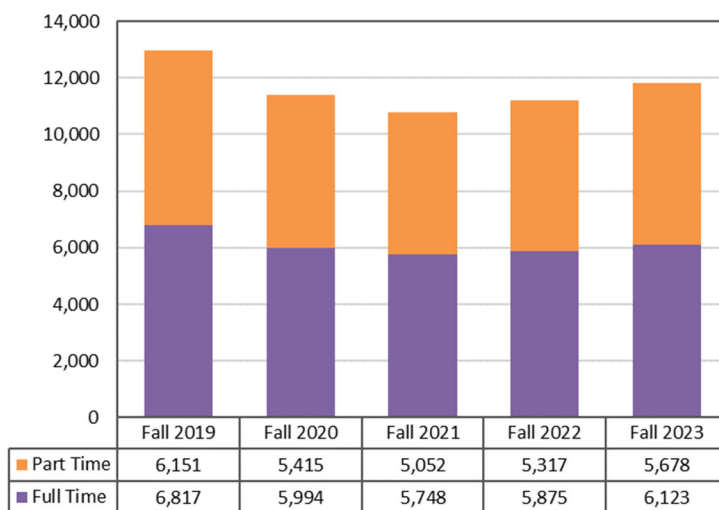
1. Number of Undergraduate Students by Attendance Status

Undergraduate Enrollment by Attendance Status, Fall 2023

Full-time		Part-time		Total
N	%	N	%	
6,123	51.9%	5,678	48.1%	11,801

Source: IPEDS Fall Enrollment Survey

Five-Year Unduplicated Enrollment Comparison, Fall 2019 - Fall 2023



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	10,380	5,443	394,354	876
Customized Training	1,433	14,815	10	233

¹Includes all registrations in any course that started on July 1, 2021 through June 30, 2022.

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
15,858	242,082	8,569

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 2023:

Who must take a Basic Skills Placement Test:

- All full-time and part-time students in a degree or certificate program, before registering for all courses.
- All full-time and part-time non-degree seeking students who wish to enroll in English or mathematics courses
- 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)

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 or Mathematics course (other than accounting) in the United States, with a grade of C or higher in English or a grade of D or higher in Mathematics. If you have passed such a course 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.
- If you have taken the SAT examination since March 2016 with a score of 530 or above in math and/or 500 or above in Evidence-Based Reading & Writing (within five years).
- If you have previously taken an Accuplacer exam at another college (within five years), your exam scores can be evaluated for a possible placement test waiver.
- If you have a CLEP exam score of 50 or higher (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 a math ACT score of 22 or higher and/or an English ACT score of 20 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 a PSAT exam score of 480 or higher in Evidence-Based Reading & Writing (within five years).
- If you have a qualifying English PARCC/NJSLA/Regents exam score within five years (PARCC ELA 10 or ELA 11 Exam with 4 or higher, NJSLA ELA 10 Exam with 5 or higher, NJSLA ELA 11 Exam score with 4 or higher, or Regents English with 75 or higher).
- If you have a qualifying Math PARCC/Regents exam score within five years (PARCC Math with 4 or higher, Regents Algebra 2 with 85 or higher).
- If you have a GED Test with a score of 170 or higher on the Math portion.
- If you have graduated High School in the U.S. within the last two years with a GPA of at least 3.0 (and have taken three years of High School English), you may be eligible for a placement test waiver with the submission of your transcript.

Total Number of Matriculating Students Enrolled in Remediation* in Fall 2023:

Total Undergraduate Enrollment	# of Students Enrolled in One or More Remedial Courses	% of Total
10,597	3,047	28.8%

Source: SURE Fall Enrollment file

Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2023:

Total # of FTFT Students	# of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Courses
2,062	1,219	59.1%

Source: SURE Fall Enrollment file

* Prior to the 2023 Institutional Profile report, enrollment figures for this metric included non-degree students. Starting with the 2023 Institutional Profile report, enrollment figures for this metric exclude non-degree students and only include degree-seeking undergraduates.

Section C. Characteristics of Undergraduate Students (Continued)

Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2023 by Subject Area:

Subject Area	# of FTFT Enrolled In:	% of all FTFT Enrolled In:
Computation	711	34.5%
Algebra	157	7.6%
Reading	0	0.0%
Writing	0	0.0%
English	995	48.3%

Source: SURE Fall Enrollment file

3. Race/Ethnicity, Sex, and Age

Undergraduate Enrollment by Race/Ethnicity, Fall 2023

	White		Black		Hispanic		Asian*		American Indian	
	N	%	N	%	N	%	N	%	N	%
Full-time	1,514	24.7%	392	6.4%	2,758	45.0%	473	7.7%	10	0.2%
Part-time	1,770	31.2%	456	8.0%	2,141	37.7%	612	10.8%	11	0.2%
Total	3,284	27.8%	848	7.2%	4,899	41.5%	1,085	9.2%	21	0.2%

	Native Hawaiian/Other Pacific Islander		U.S Nonresident		Two or More Races		Race Unknown		Total	
	N	%	N	%	N	%	N	%	N	%
Full-time	12	0.2%	445	7.3%	91	1.5%	428	7.0%	6,123	100.0%
Part-time	15	0.3%	125	2.2%	105	1.8%	443	7.8%	5,678	100.0%
Total	27	0.2%	570	4.8%	196	1.7%	871	7.4%	11,801	100.0%

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Sex, Fall 2023

	Male		Female		Total
	N	%	N	%	N
Full-Time	3,009	49.1%	3,114	50.9%	6,123
Part-Time	2,461	43.3%	3,217	56.7%	5,678
Total	5,470	46.4%	6,331	53.6%	11,801

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Age, Fall 2023

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unk.	Total
Full-time	N	171	2,502	1,669	796	474	228	120	116	44	2	1	6,123
	%	2.8%	40.9%	27.3%	13.0%	7.7%	3.7%	2.0%	1.9%	0.7%	0.0%	0.0%	100.0%
Part-time	N	391	750	1,236	1,184	843	425	257	303	158	62	69	5,678
	%	6.9%	13.2%	21.8%	20.9%	14.9%	7.5%	4.5%	5.3%	2.8%	1.1%	1.2%	100.0%
Total	N	562	3,252	2,905	1,980	1,317	653	377	419	202	64	70	11,801
	%	4.8%	27.6%	24.6%	16.8%	11.2%	5.5%	3.2%	3.6%	1.7%	0.5%	0.6%	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 [AY 2022-23 data]

Financial Aid from Federal-Funded Programs, AY 2022-23

	Recipients	Dollars (\$)	\$/Recipient
Pell Grants	4,624	18,930,000	\$4,094
College Work Study	141	434,000	\$3,078
Perkins Loans	0	0	\$0
SEOG	670	349,000	\$521
PLUS Loans	1,739	5,297,000	\$3,046
Stafford Loans - Subsidized	1,708	6,239,000	\$3,653
Stafford Loans - Unsubsidized	21	160,000	\$7,619
SMART & ACG or other	0	0	\$0
CARES ACT- HEERF Student Aid	10,831	10,570,000	\$976

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from State-Funded Programs, AY 2022-23

	Recipients	Dollars (\$)	\$/Recipient
Tuition Aid Grants (TAG)	2,485	5,046,000	\$2,031
Educational Opportunity Fund	221	272,000	\$1,231
Other State Programs (OSRP & others)	5	13,000	\$2,600
Distinguished Scholars		0	\$0
Urban Scholars		0	\$0
NJSTARS	100	309,000	\$3,090
CCOG	1,769	4,217,000	\$2,384
NJCLASS	7	46,000	\$6,571

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from Institutional-Funded Programs, AY 2022-23

	Recipients	Dollars (\$)	\$/Recipient
Grants & Scholarships	337	367,000	\$1,089
Institutional Loans	0	0	\$0

Source: NJIPEDS Form #41 Student Financial Aid Report

5. Percentage of Students who are New Jersey Residents

Fall 2023 First-Time Undergraduate Enrollment by State Residence

NJ Residents	Non-State Residents	Total	% State Residents
2,517	113	2,630	95.7%

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 2020 Full-Time, First-Time, Degree/Certificate-Seeking Students

Fall 2020 Cohort	Graduated after 2 Years	Graduation Rate
1,608	181	11.3%

Source: IPEDS Graduation Rate Survey

c. Three-Year Graduation and Transfer Rate of Fall 2020 Full-Time, First-Time, Degree/Certificate-Seeking Students by Race/Ethnicity

	White		Black		Hispanic		Asian*		American Indian	
	N	%	N	%	N	%	N	%	N	%
Fall 2020 Cohort	550		113		714		129		3	
Graduated in 3 years	148	26.9%	19	16.8%	144	20.2%	41	31.8%	1	33.3%
Transfers	100	18.2%	23	20.4%	106	14.8%	26	20.2%	2	66.7%

	Native Hawaiian/Other Pacific Islander		U.S Nonresident		Two or More Races		Race Unknown		Total	
	N	%	N	%	N	%	N	%	N	%
Fall 2020 Cohort	12			1	10	1	53	1	1608	1
Graduated in 3 years	15	0.3%	13	31	1	10.0%	17	32.1%	384	23.9%
Transfers	27	0.2%	2	6.5%	3	30.0%	6	11.3%	270	16.8%

Source: IPEDS Graduation Rate Survey

2. Third-Semester Retention of First-Time Undergraduates, Fall 2022 to Fall 2023

a. By Attendance Status

	Fall 2022 First-Time Undergraduates	Retained in Fall 2023	Retention Rate
Full-Time	2,185	1,405	64.3%
Part-Time	590	311	52.7%

Source: IPEDS Fall Enrollment Survey, Part E

Section E. Faculty Characteristics

1. Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2023

		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	30	24	1	2	1	0	2	2	0	0	0	0	0	0	34	28
	Associate Prof.	17	20	1	0	0	0	1	4	0	0	0	0	1	0	20	24
	Assistant Prof.	13	22	0	0	0	3	1	2	0	0	0	0	0	1	14	28
	All Others	2	4	0	0	0	0	0	0	0	0	0	0	0	0	2	4
	TOTAL	62	70	2	2	1	3	4	8	0	0	0	0	1	1	70	84
Without Tenure	Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Associate Prof.	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	1
	Assistant Prof.	3	4	2	0	2	1	1	3	0	0	0	0	1	0	9	8
	All Others	10	13	1	3	1	3	2	3	0	0	0	0	1	0	15	22
	TOTAL	13	18	3	3	3	4	4	6	0	0	0	0	2	0	25	31
Total	Professors	30	24	1	2	1	0	2	2	0	0	0	0	0	0	34	28
	Associate Prof.	17	21	1	0	0	0	2	4	0	0	0	0	1	0	21	25
	Assistant Prof.	16	26	2	0	2	4	2	5	0	0	0	0	1	1	23	36
	All Others	12	17	1	3	1	3	2	3	0	0	0	0	1	0	17	26
	TOTAL	75	88	5	5	4	7	8	14	0	0	0	0	3	1	95	115

* Note: 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 2023

Percentage of Course Sections Taught by Instructor Type, Fall 2023

Course Sections	Taught by FT Faculty		Taught by PT Faculty		Taught by Others*	
	N	%	N	%	N	%
1,957	962	47.0%	932	49.6%	63	3.5%

*Others includes Full-time Administrators and Teaching Assistants
Source: BCC Student Information System

3. Ratio of Full- to Part-Time Faculty, Fall 2023

Full-time		Part-time		Total	
N	%	N	%	N	%
210	24.8%	638	75.2%	848	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	4	1	1	0	0	0	0	6
Female	0	0	3	2	0	0	0	5
Total	4	1	4	2	0	0	0	11

2. List of Trustees with Titles/Affiliations

Name	Title	Affiliation
Dorothy L. Blakeslee, Chair	Retired	--
Adam Silverstein, Vice Chair	President	Silver Strategies and Communications Group
Patrick Fletcher, Treasurer	Superintendent of Schools	River Dell Regional School District
Ritzy Moralez-Diaz, Secretary	Senior Personnel Technician	Bergen County Board of Social Services
Ana Marti, Trustee	Director	Caldwell University
Louis DeLisio, Trustee	Executive County Superintendent of Schools	Bergen County Office of Education
Damon Englese, Trustee	Principal	E. Roy Bixby Elementary School - Bogota, NJ
Howard Houghton, Trustee	CEO	Eva's Village, Inc. - Paterson, NJ
Mark Longo, Trustee	Director	Engineers Labor-Employer Cooperative
Sheetal Ranjan, Trustee	Professor	Montclair State University
Marisa Person, Alumni Trustee	Student Alumni	--

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

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

FINE AND PERFORMING ARTS

Music
Theatre

Associate in Science (A.S.) Degrees

NATURAL SCIENCE AND MATHEMATICS

General Curriculum
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
Exploratory Studies
Health Science
Information Technology
Journalism
Social Work
Sports Management

Note: The credit program options listed are those programs that were offered in the 2023-2024 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

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

Law Enforcement

Paralegal

INDUSTRIAL AND DESIGN TECHNOLOGIES

Drafting and Design Technology

Engineering Technology

Manufacturing Technology

INFORMATION TECHNOLOGY

Database Programming and Administration

Cybersecurity

Office Technology

Networking Administration

Web Development and Management

MUSIC

Music Business

Recording Technology

NURSING

Day

Evening

SCIENCE TECHNOLOGY

Horticulture

Landscape/Design/Build

SOFTWARE DEVELOPMENT

Game Programming

THEATRE

Technical Theatre Production

Section G. Profile of the Institution (Continued)

One-Year Certificates

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

Certificates of Achievement

Baking	Medicinal and Industrial Cannabis
Biotechnology	Network Security
CNC Programming	Nonprofit 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
Manufacturing Design using Pro/CREO®	

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:

Apprenticeship Opportunities	Institute for Learning in Retirement
Approved Unemployment Education	Interior Design
Business and Technology	Kids and Teens Programs
Construction Administration and Licensing/UCC	Languages & Multicultural Learning
Construction Management/OSHA	Human Services and Public Safety
Direct Support Professional Career Development Program	Manufacturing and Logistics
ESL – English as a Second Language	NJBIA Basic Skills Workforce Training
Fashion Design	Online Self-Paced Courses
Health Professions	Project Management
High School Equivalency (HSE)	Real Estate
Hospitality and Culinary	Teacher Education and Childcare
Human Services and Public Safety	Technology

Section H. Major Research and Public Service Activities

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

Jared DeBenedictus participated in the 5K Hero Run in October 2024 as a Professional Tent for Recovery Services volunteer.

Sharon Mancini has been a member of APNA since July 2008 and has volunteered at Community Health Day in April 2024 and the Community Health Fair in August 2024 by holding a Mental Health Table at the events. Sharon has also provided instructional use of the AED at the Pickleball Club of Hawthorne, New Jersey on multiple occasions in April and May 2023.

Amy Ceconi has held membership in the American Association of Respiratory Care since 1989 and the New Jersey State Society of Respiratory Care since 1996. Amy volunteers as a BLS-CPR Instructor and holds annual training at the Bergen County EMS Training Center.

Mary Senior has held membership in the Association of Surgical Technologist since September 1988.

Amy Diaz has been a member of ASRT and ARRT since September 2008.

Joseph Goss presented “Acid Base for the Clinical Dietician” at a Special Lecture in December 2023, and Oxygen Therapy for the Clinical Dietician at a Special Lecture in December 2023. Joseph has been a member of the American Association for Respiratory Care since September 1994 and volunteered at SJA School Fall Fun Trunk or Treat in October 2023.

Joan Cohen has held membership in the American Library Association since 1995, the New Jersey Library Association since 1995, the Society of American Archivists since 2000, and the Mid-Atlantic Regional Archives since 2010.

Nicole Humphreys has been a member of the New Jersey Veterinary Technician’s Association since January 2006, a Communications Secretary for NJVTA, and the Educational Director of NJVTA. In December 2024, Nicole will participate at the NJVTA December Conference and has also participated as an Exhibitor at the Atlantic Coast Conference.

Katherine McGivern has held membership in the American Library Association since 1992, and the New Jersey Library Association since 1992, and has volunteered as a staff member at the New Jersey’s Beekeeper’s Association Honey Tasting in September 2023. Katherine has also presented at the Oradell Public Library in July 2023.

Lynn Schott presented “Mining For “Gold”: Student-Derived Criteria for Website Evaluation in Intro Courses” at the October 2023 Geological Society of America - Connects 2023 conference, “Panning For “Gold”: Helping Students Evaluate Web Pages for Class Use” at Earth Educators’ Rendezvous in July 2024, and Mid-Atlantic Regional Archives Conference in July 2011. Lynn has been a member of the American Library Association since January 2001, the Association of College and Research Libraries since January 2002, the New Jersey Library Association since December 2002, the Society of American Archivists since July 2011, Geological Society of America since September 2017, American Horticulture Society since February 2019, NEA, NJEA since September 2001. Lynn is a year-round volunteer as a Librarian for the New Jersey Botanical Gardens Skylands Association and has also volunteered at the HERO/5K in November 2023.

Tyrone de Leon has held membership in the American Registry of Radiologic Technologists since August 2011 and the American Society of Radiologic Technologists since August 2011.

Elizabeth Romano is currently a member of ASRT, ARRT, and AERT NY since 2008.

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

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

Joana Constantino exhibited “Mabuhay (In ABCs of Immigration)” in Paramus, New Jersey in April 2024. Joana has presented “Typhon - EASI evaluations” at Bergen Community College’s Mid-Semester Adjunct Meeting in February 2024, and “Pasalubong Leadership” at Bergen Community College’s Student Leadership Awards Luncheon. Joana has been a member of the Organization for Associate Degree Nursing since April 2024, the Golden Key International Honor Society since February 2010, a volunteer participant at the Hero 5K in November 2023, a moderator at the Honors Conference - Stories of Immigration in April 2024, a Co-host Healthy Heart Event in February 2024, and a participant in Community Health Week in April 2024.

Joanne Diamantidis has held membership in the American Nurses Association since 1984. Joanna volunteered as a Camp Nurse at the Greek Orthodox Archdiocese of America in June 2024 and as a nurse at Morris County Medical Reserve Corps at events in 2023-2024.

Susan C. Barnard presented “Express Yourself with Style: Jazz Up Your Strengths” at the American Dental Hygienists Association Annual Conference in July 2024. Susan has held membership in the American Dental Hygienists Association since 1983.

Carmen Cruz-Torres has held membership in the National Association of Hispanic Nurses since March 2012 and Gamma Nu Chapter Sigma Theta Tau International Nursing Honor Society since April 2014.

Brian Altano performed two storytelling shows, one in Munich, Germany, and the other in Austin, Texas. Brian completed the textbook “Testing Academic Reading” and earned two certificates for ACUE programs, one in effective online teaching (October 2023) and the other on Generative AI in the classroom (May 2024).

Susanna Lansangan received the Excellence in Higher Education Award from the United Federation of Fil-Am Educators in the Tri-State Area. Susanna’s band, Sounds of Manila is a two-time ALIW (Entertainment) Awardee for the Best Group Filipino Artists Based Abroad. They received the second award in August of 2023 and performed at an awards show in The Philippines.

Leah Carmona is the recipient of the NISOD award and presented at the AI Summit and the NJTESOL/NJBE conference.

Heidi Lieb presented about the Speaking/Listening curriculum at BCC at the Best Practices Summit at BCC in November 2023.

Shari Franschman received the NISOD Teaching Award.

Dr. Anthony Yankowski had his module “Beyond Binary” in all McGraw Hill Intro to Psych textbooks published in September 2023.

Ellen Feig won the Institute for Study of Global Anti-Semitism and Policy Fellowship and the Lab/Shul Generational Fellowship.

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 Baseball and American Culture Symposium in Cooperstown, NY in May 2024 and "Alice Munro: A Cosmology Small Details"--Chautauqua Women's Club Speaker Series in July 2024.

Christine Eubank is an active member of the American Historical Association and attended the Annual Meeting in San Francisco, CA in January 2024. Christine is on the 2025 Association's Annual Meeting Program Committee. She serves as a reviewer for the scholarly journal *College Teaching* and is a member of the New Jersey Women & Gender Studies Consortium.

Keith Chu is an active member of the Medieval Academy and an honorary lifetime member of the Council for Geographic Education.

Tobyn DeMarco presented his paper "A Defense of Aesthetic Snobbery" at the American Society for Aesthetics Annual Meeting/Conference in Arlington, Virginia in November 2023.

Vanda Bozicevic-Metzger presented her paper "Ode to Ornaments" at the Annual Conference of the Canadian Society for Aesthetics in Montreal in June 2024.

Institutional Awards and Recognitions

Diverse: Issues in Higher Education magazine's "Most Promising Places to Work in Community Colleges" has granted Bergen a spot for the second consecutive year, of which only 18 institutions from across the country earned the designation. Categories examined to determine honorees include family friendliness, salary/benefits, and professional development opportunities.

New Jersey Council for the Humanities recognized Bergen with its highest honor: the Stanley N. Katz Prize for Excellence in Public Humanities. This was awarded for a series of projects revolving around the "Faith Ringgold: Coming to Jones Road" Gallery Bergen art exhibition.

Bergen's Public Relations and Marketing Department received a Paragon Award from the National Council in Marketing and Public Relations, which is the highest honor in strategic communication at community college. Bergen's Public Relations and Marketing Department have also received an institution-record four Medallion Awards as part of the organization's regional recognition program.

The Commerce and Industry Association of New Jersey recognized Bergen twice with the Companies that Care Award for supporting military veterans and the Environmental Leader Award for its commitment to stewardship.

Complete College America selected Bergen as one of only seven institutions in the country to paint a representative portrait of the college experience through photography. Photographers from the organization captured promotional photos of Bergen's main campus and students during a four-day shoot for use by colleges nationwide.

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 vision, goals, and strategic priorities of Bergen Community College. During FY24, the College won seven competitive new grants in the amount of \$2,878,123.20. The Office also managed/facilitated a total of \$25,540,504.46 for thirty Grant Awards in FY24. A few of the more significant projects, either continually funded or newly awarded in FY24, include:

- **USDA NEXTGen** is a \$ 4.5 million four-year grant that Bergen Community College won in June 2023. Working with Rutgers University, New Brunswick, the grants aim to offer revised curriculum, new degree programs and smooth transfers in four-year degree programs in various FAHN, Horticulture, and HRM programs offered at BCC and Rutgers. Free dual enrollment opportunities for our high school partners in Culinary Arts and Horticulture are also part of the initiative. Greens-do-Good, our non-profit partners in the grant, will provide opportunities to students with special needs in vertical farming and other Horticulture related jobs and internships.
- **NJDOL NJBUILD** is 18 months, \$300,000 grant to bring women and other minorities in construction trade. The continuing education division is offering a 26-week program to earn a certificate in construction trade. Eligible students will earn stipend, transportation vouchers, books, and childcare support during the 26- week program period.
- NJ OSHE awarded a \$942,553.20 **New Jersey Higher Education Capital Facilities Grant under the Higher Education Technology Infrastructure (HETI) fund** to enhance a safe and inclusive student learning environment at Paramus campus.
- NJOSHE working with **New Jersey Community College Consortium for Workforce and Economic Development** awarded \$605,000 to BCC to develop Direct Support Professional Career Development Program (DSPCDP). The goals of the DSPCDP are to recruit and train individuals for careers as direct support professionals as well as upskill those already working in this field.
- National Science Foundation's (NSF) **Northern New Jersey Bridges to Baccalaureate (NNJ- B2B)** project is a \$270,309 sub-award in collaboration with four community colleges, including Passaic County Community College (lead applicant), Bergen Community College, Hudson County Community College, and County College of Morris. BCC as a partner college, is committed in assisting under-represented minority students at our campuses in enrolling, persisting, and completing STEM associate degrees and then transferring and succeeding in STEM bachelor's degrees at four-year colleges and universities.
- **National Science Foundation Noyce Grant.** The NSF Noyce grant provides full scholarship support to selected STEM scholars starting in their first year of community college through their graduation from a baccalaureate institution. This is a collaboration between Bergen and Montclair State University.
- **State of New Jersey Department of Labor and Workforce Development's PACE**, a \$347,969 Grant supports New Jersey employers participating in existing federal and state-approved apprenticeships in health care occupations through employer and BCC-sponsored training programs.
- **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 employers, the workforce development system, and other partners.

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

2. Grants Administration (Continued)

- **US Department of Education’s Child Care Access Means Parents in School (CCAMPIS) Program** supports a 4-year program through Bergen’s Child Development Center to serve the childcare needs of low-income students enrolled at Bergen and the broader community served by the College.
- Bergen’s **College Readiness Now** project supports a Summer Bridge initiative that brings underrepresented students from collaborating school districts to the college campus for college preparatory activities. Seventy to eighty (70-80) students participate in developmental and college credit-bearing mathematics and or English courses. Students also take the Success 101 course, gain access to supportive services, and earn six or more college credits for their experience.
- The **Adult Basic Skills and Integrated ESL Civics Literacy** project is a collaboration between Bergen County Technical Services, Bergen Community College, and Greater Bergen Community Action. Bergen Community College’s focus is on the delivery of adult basic skills education and Integrated English Literacy and Civics Education programming for more than 400 Bergen County residents and workers.
- The **Transition Program for Students with Intellectual Disabilities (TPSID) Grant** was developed by Bergen Community College over ten years ago as a model transition and postsecondary education program for students dealing with intellectual disabilities. This third phase is conducted in collaboration with The College of New Jersey and Georgian Court University. It is focused on the attainment of four key goals: 1) provide students with a strong foundation of essential skills needed to secure and retain jobs; 2) assist students in earning meaningful credentials to help them advance along a career Pathway toward 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 USDA National Institute of Food and Agriculture (NIFA) has awarded a \$996, 254.00 **USDA NIFA-HSI Grant** in partnership with Rutgers University Newark. This initiative aims to create robust career pathways in agribusiness and promote employment opportunities within the USDA. Additionally, the grant will facilitate curriculum development and professional training for K-12 educators, incorporating culinary arts and hydroponics into their classroom instruction. This effort seeks to enhance educational offerings and prepare students for future careers in sustainable agriculture and related fields.
- The New Jersey Department of Environmental Protection (NJDEP) has awarded Bergen Community College a \$250,000 grant –the **Trees for Schools Initiative Grant** – to promote tree equity across urban campuses. Facilitated by The College of New Jersey (TCNJ), this initiative led to the planting of over a hundred trees on the Paramus campus, significantly enhancing the campus environment. Furthermore, this project has contributed to advancing the curriculum of the Horticulture Department, providing students with hands-on experience in environmental stewardship and sustainability.
- The New Jersey Office of the Secretary of Higher Education (NJ OSHE) has granted \$496,120 to Bergen Community College for the establishment of the **Center for Adult Transition**. This program is dedicated to offering individualized support services designed to assist students aged 18 to 24 with intellectual and developmental disabilities as they transition from high school to adult life. By focusing on personalized pathways, the center aims to empower these students to achieve greater independence and success in their post-secondary endeavors.

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

2. Grants Administration (Continued)

- Bergen Community College has also received an award of \$409,819 from NJ OSHE for the **Community College Opportunity Grant (CCOG)**. This funding will enhance financial accessibility for students, ensuring they have the support necessary to pursue their educational goals.
- In addition, the NJ Department of Education has awarded \$ 876,712.00 through the **Carl D. Perkins Program** to support Career and Technical Education (CTE) initiatives at Bergen Community College. This funding is crucial for developing and enhancing vocational programs that equip students with essential skills for today's job market.
- A substantial grant of \$441,582 has been awarded by NJ OSHE for a three-year **Mental Health initiative** at Bergen Community College. This funding is designated to provide 24/7 mental health services to students, faculty, and staff. Importantly, \$22,222 of the total grant will be allocated for the professional development of staff and faculty to ensure they are equipped to support the mental health needs of the college community.

Section I. Major Capital Projects Underway in Fiscal Year 2024

Projects Under Design:

- Theatre RTU (T1) Removal/Replacement
- Cafeteria Renovation – Pitkin Education Center
- NextGen Hydroponics Lab in Existing SA Wing East Vestibule – Pitkin Education Center
- Existing Athletic Fields Irrigation Well Pumping System Modifications/Upgrade Paramus Campus
- Removal/Replacement of Paramus Road Digital Sign – Paramus Campus
- 2021 – 2031 Master Plan Update

Construction Projects Ready to Bid:

- Culinary Addition to West Hall – Paramus Campus
- Men’s and Women’s Restrooms Renovation adjacent to Cafeteria – Pitkin Education Center
- First Floor Café Area Renovation – Pitkin Education Center
- Technology Building TEC128 RTU Removal/Replacement – Paramus Campus
- Replacement of Emergency Generators – Pitkin Education Center
- Gym Men’s and Women’s Locker Room Upgrades – Pitkin Education Center
- Paving Work – Paramus, and Hackensack Campuses

Under Construction:

- Science Wing Roof, Science Wing Skylight, and Business Wing Skylight
- BDA System – Pitkin Education Center
- Health Professions Building Emergency Generator Replacement

Completed Construction:

- Facility Condition Assessment – Paramus, Hackensack, and Lyndhurst Campuses
- Baseball Field Dugouts/Bleachers, Soccer Field Bleachers/Ramp, and Softball Field Dugouts/Bleachers
- Lyndhurst rooftop chiller replacement
- Ender Hall Mammoth RTU Replacement

Section J. Strategic Plan 2024-2025 Goals

Strategic Theme 1: Student Achievement and Enrollment

- Goal: Improve graduation rates by one percent annually for the next five years.
- Goal: Develop and implement a comprehensive plan to improve retention rates by one percent annually for the next five years.
- Goal: Strengthen the College's partnerships with four-year institutions. Develop new collaborative opportunities to increase students' attainment of associate and bachelor's degrees and career success. This should include reverse transfer agreements, 3+1 agreements, and innovative on-site bachelor's degree completion programs.
- Goal: Ensure the current inventory of programs meets the evolving needs of the workplace and expand stackable credentials in key areas.

Strategic Theme 2: Diversity, Equity, Inclusion, and Belongingness (DEIB)

- Goal: Establish structure on the organizational chart to centralize multicultural services and activities and support the expansion of inclusive and equitable practices.
- Goal: Continue to improve students' sense of belonging and inclusion through the implementation of the DEI Action Plan.
- Goal: Assess the current diversity requirements in the General Education program, Identify and implement improvements that focus on diversity and inclusion.
- Goal: Expand professional developmental opportunities for faculty and staff that improve awareness, enhance pedagogical strategies, and lead to more inclusive environments.

Strategic Theme 3: Marketing, Communication, and Outreach

- Goal: Develop a modern, user-centric website to transform our online presence into a dynamic information hub.
- Goal: Use innovative techniques to market our programs and services, tell our story, and cultivate new partnerships that align with our mission.
- Goal: Establish a robust internal communication plan with seamless cross-departmental collaboration.

Strategic Theme 4: Innovation

- Goal: Promote continuous improvement through innovation in academic and administrative programs and services.
- Goal: Support an environment and revise the structures that facilitate idea generation and follow-through.
- Goal: Review relevant data to identify new and existing funding sources in support of innovative initiatives.
- Goal: Create and implement a technology plan that includes emerging technologies, expanded process automation, learning space improvements, and technology-enhanced pedagogy both online and in the classroom.