Bergen Showcases Student Art in Hallway Displays

By Lew Wheaton

The Art-in-the-Halls project that showcases student artwork in West Hall turned out to be so successful, it created another exhibition opportunity in the administrative wing of the Pitkin Education Building. But success wasn’t easy or overnight. Professor Claire McConaughy, who conceived the idea and who made it happen, said the first show went up in the spring of 2010, although she had started working on it in fall 2007.

“We had just moved into West Hall, a beautiful new building with long empty halls,” she said. “And it felt like it needed student art, at least in the Art Department hallway.” So she started asking faculty about how to make that happen. Others were interested, including Dean Amparo Codding and Prof. Paul Mindell.

BCC Personal Counseling Offers Support to Faculty, Students

By Stafford Barton, Ph.D. and Eileen Purcell, L.C.S.W.

Bergen Community College has a resource for students in distress that some faculty may not be aware of on-campus Personal counseling. Personal Counselors provide short-term counseling. The Personal Counseling office in the Health Services Department (Room HS-100) offers short-term counseling and referrals to professionals in the community when necessary.

Personal Counseling offers students a safe, confidential place where they can discuss anything on their minds. Everything talked about is confidential, and nothing ever appears on a student’s transcript. We help students explore their problems, reduce emotional distress, discuss options and alternatives to problems, and enhance coping and problem solving skills. We offer hope and direction.

Faculty members are our eyes and ears, our most important source of referrals. They need to recognize the tremendous pressure many of our students face as they juggle school, work and family responsibilities, and to know that help is available through Personal Counseling. Why is this important?
Bergenstages Rehearses “The Heiress,” Third Show of the Season

By Jim Bumgardner

The cast has been busy rehearsing, the crew building the set, the lights are getting hung and the excitement is in the air as Bergenstages prepares to open its third production of the season, “The Heiress” by Ruth & Augustus Goetz and directed by Jim Bumgardner on Friday, February 24 in the Ender Hall Lab Theatre.

““The Heiress” is a beautiful tragicomedy based on the Henry James novel, “Washington Square.” It’s a heartwarming story about young Catherine Sloper, played by BCC freshman Eirann Ingersoll, whose shy and socially awkward behavior is a great disappointment to her wealthy father, Dr. Austin Sloper, played by BCC staff member Shawn Kane.

Suddenly, the handsome Morris Townsend, sophomore Alexander Rivera, arrives uninvited at a party in the home of Dr. Sloper and sweeps Catherine off her feet, offering her the love and approval she so desperately wants from her father. Is Morris’ love sincere or, as Dr. Sloper is convinced, is he only after the money she will inherit? You decide.

The show will be performed at 7:30 p.m. on February 24, 25, March 1, 2 & 3 and also at 2:00 p.m. on February 24 and March 3. Performances are in the Ender Hall Lab Theatre and tickets can be purchased online at http://tickets.bergen.edu or by calling the box office at 201-447-7428.

Give users what they want: A more aggressive model of library acquisition?

By Joan Liu-DeVizio

In September 2011, the Sidney Silverman Library embarked on an experiment with Patron Driven Acquisition (PDA) of e-books. Patron Driven Acquisition enables library users to find and select desired e-books prior to the library’s purchase of them. The Library only pays for what its patrons find and actually use.

Every week, a new set of profiled PDA e-book records are loaded into the library catalog. For users, the selection of e-book titles made available is larger and the PDA e-book access and purchase was seamless and invisible to users, who will see no difference between Library-purchased e-books and PDA e-books.

The goal of the project is to build a “patron-centric” collection to offer support for BCC Paramus and Lyndhurst campuses, branch locations and for student and faculty research and learning. We are curious to see the scope of e-books that will be used and purchased and the difference, if any, between Librarian- and patron-selected materials.

Details, data analysis, lessons learned and impact on library collections will be presented and discussed Saturday, February 18, 2012 at the Tri-State Best Practices Conference at the Meadowlands.

The author is a Technical Services Librarian in the Sidney Silverman Library. She can be reached at jliu-devizio@bergen.edu or 201-689-7653.
Bergen Showcases Student Art in Hallway Displays

“It required persistence,” she said. “First I had to convince the administration that this was important, and then I had to find an acceptable way to hang the works.” They supported putting student art in the halls, but had concerns about maintaining the integrity of the new walls and about safety of the student art works.”

McConaughy did a lot of research on various hanging systems, getting adjuncts at the Pratt Institute and William Paterson University to send her photos of how those institutions displayed student artwork. They agreed on one that minimizes damage to the walls and that was acceptable to the prior administration. “The system requires the art works to be framed”, she said, "so it’s labor intensive to change the exhibitions."

“Dean Codding was a consistent supporter of this project,” McConaughy said. “She and the art faculty knew that it was important to give the students a venue for their work to motivate and inspire them. Then it needed a manager, so I volunteered to schedule the shows. Every semester I ask all art faculty when they would like to showcase their students’ work.” The response was so strong last fall, she had to create a waiting list.

“Students truly benefit from seeing their work up,” she said. “The exhibitions contribute many valuable elements to the art students.” That includes not only allowing students to feel pride in their work, but also completing the experience of making art by providing an audience and a response, and letting them see the value art gives a place by beautifying it and by increasing the vitality of interactions there – the art starts many conversations, she said.

“In our case, the exhibition program identifies and validates who we are and what we do,” she said. The Art Department also gains by making visible the Art program and what the classes teach. The shows consist of drawing, painting, graphic design, typography, photography and projects from illustration and digital imaging classes.

“It has become a focal point for communication between faculty members, has provided examples to teach from and has made the third floor of West Hall easily identifiable as a vibrant Art Department,” she said.

The hallway galleries in West Hall were so successful, at the request of Interim President Jose Adames, starting in fall 2011 student art has been displayed in the Administrative Wing outside his and other administration offices. The selection process is college-wide, not just for art majors. Last fall it was a display of student drawings; in spring 2012 it will be a selection of student photos. Entries will be solicited by posters and an email blast, McConaughy said. A committee will be formed to choose the photos to be displayed.

The author is an assistant professor in the Department of Communication. He can be reached at lwheaton@bergen.edu or 201-612-5314.
The College Council was created in 2009 to be a forum for dialogue on issues of concern to the college community and to advise the President. Formed partly because of a recognition that the College needed a more inclusive governance structure, the Council is made up of representatives selected by different constituencies on campus: students, staff, faculty and administration.

Each Council member serves on one of these subcommittees: Facilities and Finance, Strategic Planning, Budget and Assessment, Community Relations, Health and Safety, Sustainability, Policies and Procedures, and Campus Culture and Communication. The chair of each subcommittee is on the Council Steering Committee.

Current faculty representatives to the College Council are Kathleen Cronin, Ellen Feig, Susan Klarreich, William ‘Skip’ Huisking, Bill Madden, Florence McGovern, Walter Rothaug, Doug Short, Joe Sommers, Joan Tscherne, and Barbara Walcott.

One of the Council’s contributions to the life of the College has been organizing All College Days, envisioned as a day (or part of a day) the college community gathers to share concerns, ideas and food. Planning has begun for an All College Day to be held Wednesday, March 28. Details will be forthcoming. Try to attend!

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The author is a member of the College Council, and an assistant professor and a reference librarian in the Sidney Silverman Library. She can be reached at bwalcott@bergen.edu or 201-612-5243.

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**BCC Scores Big by Inspiring Students to Green Careers**

*By Rachel Wieland*

I’ve seen the future, and I’ve learned that we are walking the halls with giants. Bergen Community College is surely a forerunner in inspiring and empowering students to create a thriving, balanced and healthy future.

The first day I met BCC student Amanda Nesheiwat she wanted to know what it means to be “sustainable” and what BCC was doing to achieve that goal. Now, two years later as a BCC graduate and past BCC Environmental Club president, she is setting the standard herself. She changed from a pre-med to an environmental career and is on a very fast track to success.

Amanda is the youngest ever environmental commissioner, works as an environmental adviser under a local mayor in a paid position, is a lead director in NJ Powershift (a pro-environment advocacy group of college students across the state), a spokesperson side-by-side with well-known icons such as Josh Fox and Mark Ruffalo against the current dangers of hydrofracking, and has made radio and television appearances regarding our green future.

And if that were not enough, she was recently chosen to fill one of two highly coveted positions at the United Nations as an ambassador. I am beyond proud of this student and her many accomplishments. BCC was a critical springboard for Amanda’s green career. And now, Amanda is a critical player in creating our collective future. What a beautiful partnership. I am so proud to be working at an institution that truly changes people’s lives, and changes our future in ways that are enormously meaningful and optimistic.

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The author is an assistant professor of developmental math in the School of Science and Mathematics and advisor to the Environmental Club. She can be reached at rwieland@bergen.edu or 201-612-5340.
BCC Chooses Two to Receive NISOD Awards

By Lew Wheaton

Bergen Community College has chosen Professor Philip C. Dolce and Assistant Professor James Bumgardner as the college’s nominees to receive nationally recognized awards for excellence in teaching.

Interim President Dr. Jose A. Adames and Interim Academic Vice President Bonnie MacDougall selected the two professors for the excellence awards from the National Institute for Staff and Organizational Development (NISOD), the outreach vehicle and service arm to the Community College Leadership Program at The University of Texas at Austin. The award includes a NISOD-sponsored trip in May for both professors to accept their awards at the organization’s national convention in Austin.

“I am so humbled by receiving this award,” Bumgardner said. “To be honored for something you love to do every day of your life seems redundant, and yet I am more than thrilled to fly to Austin and represent BCC at the awards ceremony. It’s also an honor to be receiving this award with Dr. Phil Dolce, a professor I have respected and admired for years.”

History Department Chair Keith Chu, in his letter nominating Dolce, called him “one of the leading scholars of suburban studies in the nation” and praised a career “filled with accomplishments in teaching, scholarship and public service.” Dolce is the founding chair of the Suburban Studies Group, which brings together BCC professors from varied academic disciplines to explore current issues in suburbia. Dolce has organized conferences and public forums at the College examining the roles of African Americans, hospitals and senior citizens in suburban life.

“He is a pathbreaking historian whose work has changed our understanding of the suburbs in a significant way,” Chu wrote. Dolce has also won the National Education Association’s national teaching award for his project “Teaching the Importance of Place in a World of Virtual Reality” and a Bellwether national finalist award for the “Suburban Project: Creating an Institutional Focus for the Entire College.”

The letter nominating Bumgardner noted his many years of teaching and contributing to the college and community. In addition to teaching Theatre and directing Bergenstages – a series of plays performed and produced by BCC students – he is co-advisor to the GLBT club.

Among other accomplishments, Bumgardner modified the Theatre curriculum to comply with new state guidelines, raised money to fight AIDS, applied for and received CIRD and Pathways grants, served on the Scholarship Committee, organized the GED Graduation Ceremony and collaborated with the Business Department to create a new course in Arts Administration.

The author is an assistant professor in the Department of Communication. He can be reached at lwheaton@bergen.edu or 201-612-5314.

BCC Starts Bicycle Share Program

By Rachel Wieland

The BCC Bicycle Share Program opened this fall, offering students, faculty and staff the opportunity to take advantage of an environmentally friendly, time-saving and health-conscious alternative to driving. The process to “rent” a bicycle is easy, convenient and free; you simply “check out” the bicycle at Public Safety by using your ID card. All the bicycles come with baskets if you need to transport items and you can ride them off campus as well.

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I like to think of myself, to borrow a phrase from a good friend and colleague, as an assessment agnostic. I do not believe in assessment, but since I live with it, perhaps I do. I tell myself, and others, that, for example, if I write effective learning outcomes for a course they can lead me to design better assignments. These in turn can lead me to improve student learning and therefore to teach a more effective course. Maybe I sometimes even believe that. I would prefer not to work on assessment activities, but I do. Moreover, as Chair of the Faculty Senate, and of course as a faculty member, assessment is an important responsibility of mine. Indeed, it has become a significant responsibility, at least into the foreseeable future, for all of us.

As we all know, assessment will be one of the centers of college attention over much of the next year. If not as an English Professor, then surely as Senate Chair I will be immersed in it. The immersion has begun already. Last January, during the break between semesters, I attended a Middle States workshop on assessment — at least participation earned me a free trip to Philadelphia in winter. One product of that meeting was the creation of a new Standing Committee of the Faculty Senate on Assessment.

And now, of course, BCC has been told by our Middle States accreditors that there is “insufficient evidence” that we are currently in compliance with standards 7 and 14 of their Characteristics of Excellence — and so it has become our responsibility to provide such evidence. This means the college must be occupied with the gathering of institutional and student learning assessment data to show that we are, and will continue to be, in compliance with Standards 7 and 14.

Who are these Middle States accreditors that they get to tell us what we must do? It appears that they are a bunch of regional bureaucrats who are told what they must do by those above them. In the same way that Bergen and all colleges in our region report to Middle States, that organization reports to, or is overseen by, the National Advisory Committee on Institutional Quality and Integrity (NACIQI — an advisory committee to the US Secretary of Education.

It is, in fact, this federal entity that “ensure[s]” that Middle States and other accreditors “are sufficiently rigorous and effective” in their oversight and accreditation of institutions such as ours. And rigor these days is directed toward things like assessment. If Middle States does not accredit a college or university, that institution loses its ability to “participate in the Federal student aid programs.” Nationally, that amount computes to about $150 billion dollars in yearly aid. Here, in a nutshell, is why accreditation matters.

If we lost our accreditation the college would not close down. Because our students would not be eligible for federal aid, however, they would smartly choose to attend college elsewhere — and we would have no students and we likely would close down. Of course, as Interim-President Adames keeps saying, this will not happen. This was also stated by our Middle States liaison, Dr. Ellie Fogarty, when she visited the college before the conclusion of the Fall 2011 semester. There is no reason not to believe them.

Having been a member of the Steering Committee for the Middle States study of 2005, and in my capacity as Chairperson of the Faculty Senate, I have for years now been closely witnessing this entire process. The result of our Self-Study was full accreditation. Right from the beginning, however, Middle States was increasingly concerned about our assessment efforts. I can remember, very clearly, how angry I was when the initial response to our Self-Study led to the Faculty Senate being accused by Middle States of responding to assessment at “a glacial pace.” I knew this absolutely not to be true and told this to then-President Winn — who corrected this impression in a letter that she sent to the accrediting body.

The process continued over the next several years. The college, and in particular the faculty, and this

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Middle States and Assessment: How We Got Here, How We'll Prevail

needs to be clearly and emphatically stated, did considerable work in the areas of assessment — at both the course and the program levels. Unfortunately, the Ryan administration played politics with assessment — as it did with all things — always looking to undercut the responsibilities and the prerogatives of the faculty. For instance, while Middle States believes that the faculty should hold primary responsibility for assessment activities, President Ryan created a new Vice Presidential position to oversee assessment. Faculty got to write student learning outcomes, members of departments in such areas as the Health Professions got to participate in re-accreditations, department chairs got to learn, or attempt to learn, how to use Tk20, and administrators got to attend conferences. To make a long, long story short, what ultimately appears to have happened is that, under the watch of Jerry Ryan and his assessment minions, the college produced a report in which it asserted much and provided insufficient supporting evidence. Sounds entirely and unfortunately characteristic to me.

It is clear that what we now have to do is provide sufficient evidence to support the claims we make, and have made, about what we do in the areas of assessment. As all of us who teach classes, participate in departmental affairs, and just go about doing our jobs know, we have done and are doing much. Apart from the action that Middle States apparently had to take, as an outcome of faulty reporting on the college’s part, we have much to show for our assessment efforts. At this point, the administration and the Faculty Senate, representing the entire faculty of BCC, will work together and produce a report that will demonstrate to Middle States that we are in compliance in regard to our assessment responsibilities. That report is due in September 2012, which is why I say that during the remainder of this academic year much of our attention will be directed toward assessment.

Assessment fever, it ought to be pointed out in closing, appears to have emerged ineluctably out of the current national mania about testing in the schools. Colleges appear to be the latest beneficiaries of the “reform movement” that is sweeping the education profession in this country. Federal, state, and local leaders — all of whom seem to imagine, or perhaps fantasize, that they know something about education — have mandated that testing become more and more the means by which student competence is demonstrated. In the public schools, and of course in the emerging charter school movement, which has emerged directly out of this muck, it means that testing has superseded learning. To put it another way, the product of constant testing has achieved primacy over our educational processes.

At the college level, at least for colleges like ours that are dependent on public monies, this means that assessment of student learning, as well as of academic programs, has taken on disproportionate importance. We cannot ignore this. So whether I am an assessment agnostic, a flat-out Christopher Hitchens-like assessment atheist, or even an Arne Duncan-like assessment enthusiast, seems incidental. The faculty of BCC simply need to continue to proceed, as we have been doing, with the necessary work of assessment — and we must assume as we do this that this time the college will produce the kind of evidence-based report that will elucidate for our accreditors that we are — or that we continue to be — in compliance with their rigorous standards.

The author is a professor in the department of Composition and Literature and Chair of the Faculty Senate. He can be reached at akaufman@bergen.edu or 201-493-3550.

Bike Share

Big kudos to Dean PJ Ricatto and Professor Charles Sontag for initiating this wonderful opportunity. All the bicycles come from a recycled source, found and rehabilitated personally by Dr. Sontag, who is wildly good at fixing all things mechanical. Please contact Dr. Sontag if you have further questions regarding the BCC Bicycle Share Program at csontag@bergen.edu or (201) 493-8972.

The author is an assistant professor of developmental math in the School of Science and Mathematics and advisor to the Environmental Club. She can be reached at rwieland@bergen.edu or 201-612-5340.
Women’s History Month Recognizes Women Rising in 2012

By Stacey Balkan

This past year, three women accepted the Nobel Peace Prize for their work against the endemic injustices that have plagued women’s collective experience for time immemorial. In their various acceptance speeches, Liberian president Ellen Johnson-Sirleaf, Liberian peace activist Leymah Gbowee, and Tawakkol Karman of Yemen beseeched women globally to rise up against their respective patriarchies and to fight for gender equity.

In homage to them, the Women’s History Month committee has elected to frame the month’s programming with the theme of women rising. Toward that end, we will not merely focus on oppression — a signature of women’s history indeed, but one that mires us in a discourse of continued oppression.

We will instead celebrate the varying means through which we rise, have risen, and continue to rise. Our keynote speaker, who will join us a bit late this year (on April 2nd actually), is Dr. Nawal el Saadawi — physician, novelist, and unrelenting advocate for women’s rights. Her work is emblematic of the rise of women in her native Egypt as well as women within the Muslim and non-Muslim worlds en masse. We will likewise be joined by novelist Jennifer Egan, who will present her recent novel A Visit from the Goon Squad, which (as a sort of postmodern bildungsroman) offers an interrogation of women’s experiences in a host of familiar contexts.

Our “Women in Film” series will showcase triumphant women in science, rock and roll, and the exceedingly patriarchal sphere of the Mariachi; and our annual “Book & Brunch” series will celebrate women’s prose fiction. We are likewise looking forward to myriad collaborations — Black History Month, Honors Week, Faculty Development, and Café Bergen to name a few; and we see such endeavors as symbolic means of celebrating former WHM committee chair and founder Connie Lee’s vision of Women’s History Month — academic, substantive, and reflective of our values as an institution.

The author is an assistant professor in the department of Composition and Literature and co-chair of the Women’s History Month Committee. She can be reached at sbalkan@bergen.edu or 201-689-7040.

For Just in Time Assessment, Just Click!

By Amarjit Kaur, Ed.D

Picture this scenario: A professor walks into the classroom and goes over key concepts for an upcoming exam. A multiple-choice question is displayed on the projection screen and students are asked to select the correct response by pressing a button on the clicker keypads they hold. After everyone has a chance to respond, a bar chart displaying the response result is shared on the projection screen.

Responses are spread across all four possible options. Students can now privately compare their responses to the possible answers without being identified for the response they selected for the question. The professor explains the concept further and divides the class into groups. It is time to repeat the same question on the screen. The results are better this time…

Clickers are part of an Audience Response System (ARS), which includes the software and hardware necessary to create questions and collect responses from audience members. Clickers are wireless remote transmitters used to answer questions during a presentation session.

At BCC, clickers have been used in a variety of ways in the classroom. They have been used to monitor student understanding of material covered in a lecture or to clarify students’ misconceptions. Clicker questions have been used to poll students and initiate discussion in classroom, a good way to test whether students completed the assigned reading for the class.

To find more information about the clicker project at BCC, go to www.bergen.edu/citl/ars. If you would like to learn how to use clickers in your classroom, you may register for a clicker workshop at www.bergen.edu/citlworkshops.

The author is the director of the Center for Innovation in Teaching and Learning. She may be contacted at akaur@bergen.edu or 201-493-5002.
BCC Personal Counseling Offers Support to Faculty, Students, con’t from p.1

Consider these facts:

- Suicide is the number-two cause of death for college students, after accidents.
- The leading cause of suicide is undiagnosed or untreated depression.
- Half of all college students say they have felt so depressed they have had trouble functioning.

College students cite many reasons for slipping into depression: College is a new, unfamiliar environment; concerns about a family member; academic and social pressures; relationship problems, feelings of failure; Internet/computer game obsession; loneliness; isolation; lack of coping skills; no family support; and trouble adjusting to the new demands.

What should faculty members do to help our students in need? First, be aware of sudden changes in behavior or very unusual behavior, such as when a student stops making sense, babbling out a “word salad” that indicates mental confusion. In such cases:

- Do not leave the student alone
- Offer to walk the student down to counseling in HS-100 or A-118, the Center for Student Success
- If the student declines but does not appear to be a danger to him/herself or others, call Personal Counseling for a consultation
- If the student appears to be a danger to him/herself or others, call Public Safety (dial ‘6’ on the main campus)

Personal Counseling will offer an eight-week anger management workshop for students beginning on February 9; look for the announcement for times and locations.

Who to Call, Main Campus:
1. Dr. Stafford Barton, Licensed Professional Counselor A-118, 201-447-7211 or 201-447-9257 (speed dial 2)
2. Prof. Eileen Purcell, Licensed Clinical Social Worker HS-100, 201-447-9257 (speed dial 2)
4. Prof. Cristina Haedo, MSW, A-118, 201-447-7211, bi-lingual, Cultural Concerns
5. Prof. Andrea Gionta, MS.Ed., L-115 Office of Special Services Counselor, 201-612-5270
6. Public Safety, speed dial “6”

Who to Call, Lyndhurst Campus:
1. Susan Nadel or Jaqueline Chiego, 201-301-9699
2. Via E-mail for non-emergency matters; personalcounseling@bergen.edu

Please consider adding the following to your syllabus:
The American College Health Association reports that stress, sleep problems, anxiety, depression, relationship/family problems, loss, alcohol/drug use are among the top 10 health reasons why students perform poorly in College. If you or a friend is in distress, consider contacting a Personal Counselor for a confidential, free appointment. They can be reached in either HS-100 (201-447-9257) or in A-118 (201-447-7211), or personalcounseling@bergen.edu (for non emergency matters). Counseling is confidential and free.

Personal Counselors meet regularly with Rose Chatterton, LMHC, Interim Dean of Student Services for clinical supervision and to discuss and update policies that will improve our delivery of support services. We report directly to Interim Assistant Dean Jennifer Migliorino-Reyes.

The authors are, in addition to their roles as personal counselors, associate professors in the Center for Student Success. They may be reached, respectively, at sbarton@bergen.edu or 201-447-7211, or epurcell@bergen.edu or 201-447-9257.
Library Offers E-Reserves as Supplement or Substitute for Moodle

By Joan Dalrymple

As the College fully adopts Moodle as its learning management system this semester, many faculty are busy adding content to their Moodle courses. The Library offers a service called electronic reserves, or e-reserves, and this service can be used with your Moodle shell or in place of a shell. With e-reserves, the Library makes your course materials available on the Library home page through the online catalog. Many faculty members use the service for posting materials such as syllabi, solutions to problems, or assigned readings.

For example, if you need to post materials online for your course but do not have enough materials to warrant a Moodle shell, e-reserves provide an excellent alternative. You may also choose to link to e-reserves in your Moodle shell. The Library can add readings throughout the semester to your course’s e-reserve record, and you will not have to change anything in the course’s Moodle shell. E-reserves can also accommodate materials that are not text-based, such as music files.

This service offers a number of advantages for you and your students. For faculty members, this service can be a great timesaver. If items are not already in electronic format, Library staff will scan items for you. If necessary we will obtain the materials for you from another library. We then convert the files to PDF format, which can be viewed using Adobe Acrobat Reader. In addition, Library staff will check the items for copyright compliance. Items are protected with a password provided by the faculty member. Students can find e-reserves on the Library home page by searching by the course or professor’s name. E-reserves are accessible from any networked computer on- or off-campus.

If you have any questions about e-reserves, or if you would like to learn more about using this service, please contact Yumi Pak (ypak@bergen.edu or 201-447-7982) or Joan Dalrymple (jdalrymple@bergen.edu or 201-612-5236). For additional information go to: http://www.bergen.edu/pages1/pages/2259.aspx.

The author is an assistant professor and Head of Access Services in the Sidney Silverman Library. She can be reached at jdalrymple@bergen.edu or 201-612-5236.

American Language Program Offers Spring Roundtable

By Gail Fernandez and Maria Kasparova

The American Language Program (ALP), one of the departments in the School of English, helps non-native speakers of English learn English to achieve their personal, educational, and professional goals. The program has 16 full-time faculty and about 1,000 students from approximately 50 countries, including South Korea, Poland, Colombia, Peru, Brazil, China, Albania, and the former Soviet Republics. There are also many students in the program who are residents of the United States.

ALP offers four levels of English, from beginner to advanced, in all skill areas: grammar, reading, and writing. In conjunction with the ALP, students also take speech classes in the ALP Speech program. While the ALP is considered a developmental program, many students in these classes already have college degrees from their own countries. The study habits and dedication they bring to their studies make them ideal students and contribute to their academic success.

Please join us on February 28th from 12:30 – 1:30 for a joint Faculty Development/ALP Roundtable Discussion on teaching college level courses to English Language Learners. We are interested in hearing your impressions and questions about teaching this population, as well as how the ALP can help better prepare students for college level work. All faculty and staff are welcome to attend. Coffee and dessert will be provided.

The authors are associate professors in the American Language Program of the School of English. They can be reached at mkasparova@bergen.edu or 201-493-3649 and gfernandez@bergen.edu or 201-493-7525.
The Center for Institutional Effectiveness (CIE) had a productive fall semester. The departments offering AAS degrees began a new cycle of assessment. Many of these departments will be able to implement their plans in the spring and be ready to discuss possible program changes that would improve student learning in the fall 2012 semester. Those departments that offer transfer degrees worked on completing assessment reports.

In addition, the Learning Assessment Committee of the Faculty Senate, under the leadership of Joann Marzocco, Interim Coordinator of Assessment and Strategic Planning, surveyed faculty about a variety of issues including the length of the assessment cycle and means of reporting and sharing results. From this information, the committee will develop guidelines for faculty to follow in upcoming assessment cycles.

During the spring 2012 semester, CIE will continue to provide guidance and support to faculty who are presently leading assessment of student learning activities, and academic chairs who are developing and implementing departmental goals. In addition, CIE will work with Administrative and Educational Support departments to develop and implement their assessment plans.

Finally, the Best Practices in Assessment Workshop Series will include three more workshops this spring in addition to the two workshops, Writing Student Learning Outcomes and Means of Assessment, which were presented in the fall 2011 semester. Sponsored in conjunction with Faculty Development, these workshops are open to all faculty and staff. The room for each workshop will be announced.

Using Surveys for Assessment:
How can surveys help the assessment process? This workshop will focus on the design and use of surveys for assessment. A discussion of what survey models may best meet your needs, and how to interpret survey results will be included.
Presenter: Tonia McKoy
Dates: Wednesday, February 8th: 3:00 - 4:00; Thursday, February 9th: 12:30 - 1:30

Closing the Loop:
How do we complete the assessment plan? This workshop will spotlight the final step in the process: Recommendations for Improvement. The discussion will focus on how to implement in your program the recommendations made as a result of the assessment process, and how to build consensus among the faculty for making change.
Presenter: Gail Fernandez
Dates: Wednesday, March 7th: 3:00 – 4:00; Thursday, March 8th: 12:30 – 1:30

Documentation:
In this workshop, the presenter will discuss what a completed assessment report looks like, what documents should be included and what points to consider when presenting the assessment findings to various audiences.
Presenter: Joann Marzocco
Dates: Wednesday, April 4th: 3:00 – 4:00; Thursday, April 5th: 12:30 – 1:30

The authors: Joann Marzocco is a professor in the School of Mathematics, Science and Technology, who can be reached at jmarzocco@bergen.edu or 201-447-7902. Gail Fernandez is an associate professor in the School of English, who can be reached at gfernandez@bergen.edu or 201-493-7525.

CIRI Grant Applications
Details will be distributed in March
Application Deadline: Friday, April 27th
Please Submit Applications to the AVP’s Office
Phi Theta Kappa Chapter Commits to Complete

By Ellen Feig and Barbara Davis, Ph.D.

Recognizing the importance of completing one’s college degree, Bergen’s Phi Theta Kappa Chapter focused its fall efforts on a college-wide, local and global project titled “Commit to Complete.” Commit to Complete incorporates President Obama’s Community College Initiative, The Gates Foundation Initiative and the College Completion Corps Mandate; all of these focus on the importance of finishing one’s Associates degree as a means of furthering both educational and life goals. Building upon these important mandates, PTK’s Executive Board created a series of events/programs and projects including:

- Presentations in 1-2-3 Success Courses on “How to Succeed in College”
- High School Outreach Program at Dwight Morrow High School, Englewood, NJ
- Tutoring program in EBS class and privately with students in need
- Initial videotaping of narrative micro-documentary on Success at Bergen (to be finished in Spring 2012)
- Mentoring program with schools in Nigeria, Cameroon, Mexico and Pakistan
- Dump the Digital Divide program that recycles old computers for distribution to Bergen students in need and to students across the globe in need
- Representation at the BCC African American Education Summits
- Focus article in the Bergen Record
- Lunch with PTK
- College-wide “Commit to Complete” signing days where over 500 students signed a banner committing to complete

These programs will continue into the spring of 2012. PTK also sponsors the Campus Connections project with the Office of Specialized Services, focusing on Autism. In addition, our chapter has witnessed a 33% increase in membership, for which we won the maximum Pinnacle Awards for increased membership from PTK. We have also recently nominated four exemplary students for consideration to the All-American USA Today/Coca Cola Academic Team and the Jack Kent Cooke Scholarship program. Phi Theta Kappa will continue to be a vital and proud member of the Bergen Community College community.

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