



Preliminary Proposal: Design Document

Presented to the Middle States Commission on Higher  
Education

January 15, 2012

**CIRCULATION DRAFT**

Contents

*I. Self-Study Personnel.....*

*II. Institutional Context.....*

*III. Institutional Vision and Assumptions for the Future.....*

*IV. The Selected Topics Model.....*

*V. The Relevant Documents.....*

## I. Self-Study Personnel

The personnel selected for the Steering Committee, team leadership, and team membership represent a true cross section of the college community. The Steering Committee, currently staffed by fourteen members, is two members light (one faculty, one student) due to resignations. The Committee decided to wait until the study teams were constituted to replace faculty and student members, deciding that it did not want to take away potential team members while the teams are actively recruiting. Remaining on the Committee are four faculty members, one Board of Trustees member, two members of the President's Leadership Team (senior staff), and seven staff members.

The four Study Teams as presently constituted consist of a total of 40 members, of whom 15 are faculty members and 25 are administration and staff. Team 1 is still actively recruiting.

### Steering Committee

Professor Janet Hubbs, Co-Chair, Assistant to the President for Institutional Quality

Dr. Carolyn Lafferty, Co-Chair, Associate Vice President of Academic Affairs

Ms. Linda Novak, Vice Chair, Board of Trustees

Dr. James McGinty, Executive Vice President for College Operations

Ms. Connie Bello, Executive Assistant to the President

Dr. Jennifer Dellner, Associate Professor, English and Literature

Ms. Jennifer Fazio, Director of Student Life

Dr. Katja Hawlitschka, Associate Professor, English and Literature

Dr. Robert A. Kleinschmidt, Acting Dean for the School of Language and the Arts

Dr. Mary E. Morley, Acting Director of Institutional Research

Ms. Laura F. Rickards, Director of EOF/OMS

Professor Neil H. Schiller, Associate Professor, Engineering Studies

Ms. Mary Troy, Institutional Research Technician

Professor Bradford Young, Instructor, Political Science

## Self-Study Teams:

### Team 1 – Restructuring

#### Team Leaders:

Dr. Christine Kephart, Director, The Writing Center and Tutoring Resources  
Professor Carolyn Showalter, Assistant Professor, Mathematics

#### Members:

Dr. Patricia Demko, Professor, Science  
Ms. Jan Kirsten, Director of College Relations  
Dr. Edward M. Kissling, Professor, Business Studies  
Ms. Anne Lansing, Administrative Assistant  
Mr. Robert Kumpf, Director of College Security  
Ms. Jaclyn Rodemann, Director of Recruitment and Admissions  
Dr. Kathleen McCormick, Professor, Psychology

### Team 2 – Institutional Leadership

#### Team Leaders:

Dr. Elizabeth M. Brierley, Associate Professor, Speech and Theater  
Ms. Mary Lancaster, Director of Financial Reporting

#### Members:

Ms. Eileen P. Buckle, Assistant Director of Financial Aid  
Mr. Fulvio Cesco-Cancian, Associate Director of Engineering and Operations  
Professor Kathleen Malachowski, Associate Professor, Health and Human Performance  
Dr. Kathryn Pandolpho, Director of Career, Employment and Personal Counseling  
Ms. Debra Pfaff, Assistant to the Dean, School of Language and the Arts  
Dr. Sandra Williams, Lecturer, Sociology

### Team 3 – The Entering Student

#### Team Leaders:

Ms. Caitlyn Cook, Librarian – Reference Services  
Professor Michael Pezzimenti, Assistant Professor, Mathematics

#### Members:

Ms. Mary R. Fennessy, Assistant to the Associate Vice President for Academic Affairs  
Professor Karin Gargone, Instructor, Music

Ms. Mary Lee Keller, Director of Academic Planning  
Professor Lynn Kraemer-Siracusa, Instructor, English  
Professor Barbara Napolitano, Associate Professor, Business Studies  
Dr. Kathryn Pandolpho, Director of Career, Employment, and Personal Counseling  
Ms. Megan Procaccini, Advisor, Economic Opportunity Fund, Office of Multicultural Services  
Ms. Maureen Reustle, Dean of Academic Services  
Dr. William Rickert, Professor, Mathematics

Team 4 – Building on Educational Success

Team Leaders:

Mr. Gary Schmidt, Librarian – Reference Services  
Professor Christine B. Spencer, Assistant Professor of Science

Members:

Ms. Maureen Conlon, Manager of Web Services  
Mr. Donald Doran, Vice President of Student Affairs  
Dr. Yehia Elmogahzy, Dean, School of Mathematics, Science, and Technology  
Mr. Jeff Harmon, Assistant Director, School of E-Learning  
Mr. Lee Kobus, Executive Director of Media and Community Programs  
Mr. Dean Labollita, Lecturer of Sociology  
Dr. Alfred Longo, Associate Professor, Psychology/Education  
Professor Heidi Sheridan, Instructor, English and Literature  
Mr. Ed Tafaro, Programmer/Analyst, Institutional Technology

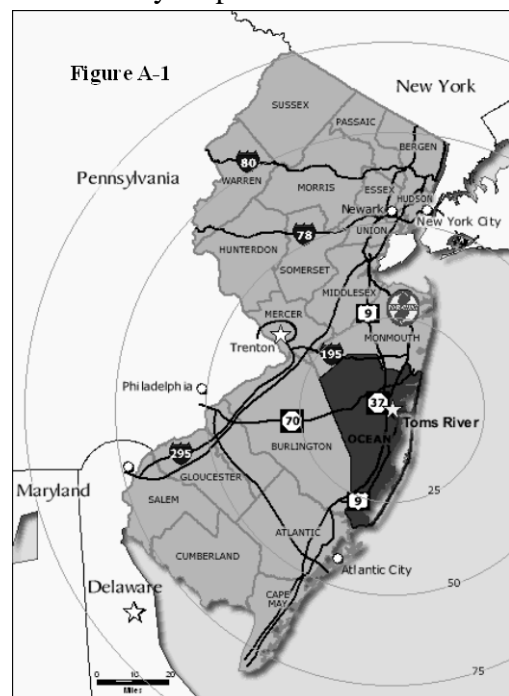
## II. Institutional Context

As a county college, Ocean County College's primary mission is to serve the citizens of Ocean County; therefore, the scope of its activities is directly related to a variety of factors that define Ocean County, New Jersey.

Ocean County is situated in the east central portion of the state, bordered on the north by Monmouth County, on the west by Burlington County, and on the south by Atlantic County. (See Figure A-1.) Ocean is the second largest county in the State in land area (638 square miles) and has 45 miles of oceanfront and more than 150 miles of bay shores and estuaries. Toms River, the county seat and the location of the main campus of Ocean County College, is located in the northern area of the county, approximately 70 miles from New York City, 60 miles from downtown Philadelphia, and 50 miles north of Atlantic City. Ocean County is accessible from major urban areas via the Garden State Parkway and other major roadways.

For the past five decades, Ocean has been the fastest growing county in New Jersey. During the 1960's, Ocean County's population grew by 93 percent, followed by a 66 percent increase in the 1970's, 25 percent in the 1980's, 18 percent in the 1990's and 15 percent in the 2000's. According to the most recent estimate provided by the New Jersey Department of Labor and Workforce Development, the county population is projected to increase from its 2010 total of 576,567 to 629,600 in 2018 and 706,300 in 2028. The rapid rise in population during the last several decades has slowed throughout the 2000's, influenced by economic constraints and state-imposed environmental restrictions on building, but growth and expansion are still expected throughout the next two decades.

Ocean County College offers three degrees, the Associate in Arts (A.A.) degree, the Associate in Science (A.S.) degree, and the Associate in Applied Science (A.A.S.) degree. There are currently 2 A.A. degree programs, 8 A.S. degree programs, 8 A.A.S. degree programs, 12 Certificate of Proficiency programs (30-36 credits), and 7 Certificate of Completion programs (12-24 credits). Within the degree programs, there are many options, transfer tracks (joint admission programs with the New Jersey colleges), and areas of emphasis



within the Liberal Arts program. The special partnership with Kean University (Kean at Ocean) allows students to earn baccalaureate and master's Degrees from Kean on the OCC campus.

The students who attend Ocean County College typify the American community college student. They are a microcosm of the Ocean County population, young and old, men and women, and are representative of county ethnic demographics. The College truly serves Ocean County; 94.6 percent of the fall 2011 student population resides in Ocean County. Only a very small proportion is from out-of-county (3.2 percent), and an even smaller proportion comes from outside New Jersey (2.2 percent).

The full-time students are younger than the part-time students, with an average age of 21.2 years as compared with 27.0 years, respectively. The full-time students are primarily day students, and the part-time are primarily evening students, although many students take courses both in the day and evening, many take classes at the College's ten off-campus sites, and increasingly large numbers avail themselves of the College's expansive online courses and degree offerings.

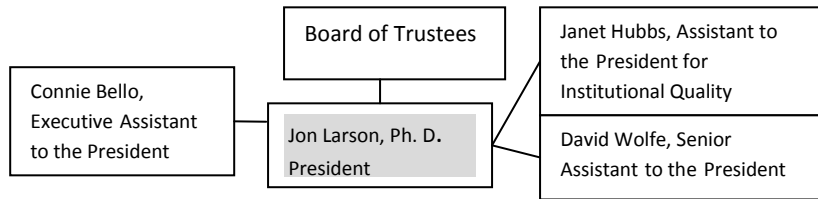
The substantial increase in student enrollment in the early years of the decade gradually began to strain the availability of instructional space with over 10,000 students by FA 2010. The opening of the College Technology Building in spring 2003, the renovations in the Instructional Building in 2005, the additions to the Fine Arts Center in 2009-10, and the opening of the John Bartlett Hall Classroom Building in 2009 helped alleviate this circumstance. The College also uses ten off-campus sites in addition to its Manahawkin location, known as the Southern Education Center (SEC), and is currently constructing the 75,000 square foot Gateway Building on the main campus in Toms River to house instructional facilities and administrative offices that will serve the Kean at Ocean partnership. The partnership allows students to transfer seamlessly to the College's university partner housed on the OCC campus and currently enrolls more than 3,000 students in some phase of the program.



John Bartlett Hall Classroom Building, 2009

III. Institutional Vision and Assumptions for the Future

**OCEAN COUNTY COLLEGE TABLE OF ADMINISTRATIVE ORGANIZATION**



James McGinty, Executive VP	Sara Winchester, VP Finance and Administration	Donald Doran, VP Student Affairs	Tara Kelly, VP College Advancement	Richard Strada, VP, Academic Affairs
Kean at Ocean; BBNEP; New Construction; Special Projects; Labor Relations; Campus Security	Bookstore; Accounting; Budget and Payroll; Financial Reporting; Human Resources; Financial Aid; Institutional Technology; Fine Arts Center; Planetarium; Facilities Maintenance	Athletics; Student Life; Recruitment and Admissions; EOF/Multicultural Services; Advising and Counseling; Retention; Enrollment Management	College Relations; Grants; Alumni	Academic Departments; Library; E-Learning; Learning Outcomes ; Assessment; Academic Services

**The College Vision**

Ocean County College aspires to be an institution of distinction where faculty and staff serve to awaken students to a love of learning. We foster educational innovation through effective teaching/learning strategies designed to develop and nurture intentional learners who are informed and empowered. We employ technology and learning outcomes assessment to enhance student success. We offer quality life-enhancing cultural and athletic activities and take full advantage of our seacoast and pineland environment to enhance the curriculum. Our nationally recognized planning and resource management model, our institutional effectiveness design, and our continuing creation of strategic partnerships signify our intention of reinventing the collegiate structure and taking a leadership position in the academic community. Our ultimate

vision is to ensure that our students have what they need to transfer well, to find meaningful career opportunities, and to thrive in an increasingly diverse and complex world. Our vision is, very simply, to be the best.

### **Planning Assumptions**

- Institutional growth will continue to a maximum total of 20,000 students on the main campus (developed to the maximum 30 percent of its land mass) by 2025, 8,000 students at the SEC by 2025, and a minimum of 2,000-3,000 students at regional extension sites to be developed in 2012, for a maximized enrollment of approximately 30,000 by 2025.
- The major mission of the College will continue to be to serve the transfer needs of the students using specialized career and jobs programs, work partnerships, certificate programs, and voc-tech alliances to serve the career needs of the county, as they present themselves.
- The major academic partnerships the College pursues will be to make transfer baccalaureate and master's programs available on the College's main campus or create alliances with schools that offer our graduates distinct academic advantages. We will continue to work to arrange articulation agreements that allow our students to transfer seamlessly to quality schools with financial assistance opportunities.
- The major values of the College will continue to be academic quality, variety and excellence of teaching/learning, and seeking a national reputation for the academic preparedness and success of our graduates.
- The educational delivery modes will continue to blend traditional classroom education with cutting edge technology in distance learning modes.
- The College will continue to partner with the county and with business enterprises to develop resources that benefit the students and the citizens of Ocean County.
- We will continue to affirm a culture of assessment leading to improved accountability, transparency, and overall institutional quality.

- Increasing globalization will require further internationalization of the curriculum.
- Cultural and economic change in the larger society will continue to place demands on the College for organizational flexibility.
- Diminishing financial support from the state and county will intensify the need to expand the College's capital position through effective and low-risk leveraging.

#### IV. The Selected Topics Model

Ocean County College has chosen a Selected Topics model for its 2014 Self-Study for a variety of reasons. The primary reason, however, is that, as we approach our semi-centennial as a growing and thriving institution, we feel it will best benefit our College to take an in-depth look at a series of major initiatives undertaken essentially during the past ten years. As a mature institution which utilizes ongoing and continuous self-study practices comprising institutional and instructional effectiveness, as is clearly demonstrated by our institutional documents, we welcome this opportunity to pause and study these four major objectives which have strategically, tactically, and operationally influenced our planning, resource allocation, and assessment over the past ten years:

- Restructuring the Institution for Effectiveness – A series of institutional, divisional, and departmental reorganizations in line with strategic goals and objectives;
- A Portrait of Institutional Leadership – A revision of College governance and administrative initiatives to enhance institutional effectiveness;
- The Entering Student – A revised focal emphasis on the needs of the entering student and the elements of student engagement particular to our institution and our major mission of graduation/transfer; and
- Building on Educational Success – A look at academic innovations for the 21<sup>st</sup> century that continue to mark the curriculum and teaching/learning at OCC with the hallmarks of creativity, innovation, and academic excellence.

What we hope to gain from the self-study of these topics is the time, the information, and the vision needed to comprehensively assess, in depth, the full impact of the philosophy of deep change that has propelled the College for the past ten years.

The Self-Study model was adopted preliminarily by the Steering Committee in May of 2011, and then shared, in timed increments, with all members of the College community. It was initially shared with the team leaders and, while they staffed their teams, with the Study Team members (summer-fall 2011). We went on to share the preliminary proposal with appropriate sectors of College governance (fall 2011) using standing committees, constituency councils, and the College Senate in preparation for campus-wide input. The

College's portal and website were used for both campus-wide distribution and Study Team files. The draft was shared with the President's Leadership Team and with the Board of Trustees and was the subject of the Spring 2012 Colloquium (January 2012), which offered four workshops to examine and receive feedback on the Self-Study Design/Selected Topics. The preliminary draft was modified according to input received from all sources, further edited, and is presented herewith, for your attention.

## Ocean County College 2014 Self-Study Selected Topics with Research Questions

### 1. **Restructuring the Institution for Effectiveness**

- Looking Back to the 2004 Structure

What were the strategic objectives underpinning institutional restructuring from 2004-2014? What were the major goals of institutional reorganization?

- Re-focusing the College Mission

How/why was the College mission refocused from 2004—2014?

- Divisional Reorganization

In what specific ways did the reorganization of the following divisions support and enable the strategies for institutional restructuring and mission refocus?

- Reorganizing Academic Affairs
- Reorganizing Student Affairs
- Reorganizing Financial Affairs
- Reorganizing College Advancement
- Reorganizing Institutional Effectiveness

- Creating an Enhanced Campus Security Network

In what specific ways has the College improved its security to provide for student/employee safety in a post-terrorist era?

- Restructuring for Economic Conditions

What were the causes, tactics, and outcomes of the 2010 Economic Restructuring Plan?

- Targeted Solutions with Process Improvement

What is Process Improvement and how has it worked at Ocean County College?

The related MSCHE standards are:

STANDARD 1 (MISSION AND GOALS)

STANDARD 3 (INSTITUTIONAL RESOURCES)

STANDARD 7 (INSTITUTIONAL ASSESSMENT)

## 2. **A Portrait of Institutional Leadership**

- Board Self-Assessment

How has the Board of Trustees addressed self-assessment and how effective has the process been?

- From College Assembly to College Senate

Describe the fundamental change in College governance that was made in 2004. What were the objectives of the change, and how successfully have the objectives been met?

- The Strategic Planning Process

How did a planning process linked to the PRR produce the Strategic Plan for 2010-2015?

- The Facilities Master Plan

What are the various phases of the Facilities Planning Process and how effective has the college been in completing the plan's objectives in a time of national economic stress?

- The Planning and Budgeting Linkage, PBC

Twelve years after its inception, how effectively does the Advisory Council on Planning and Budgeting help maintain a stable institutional link between planning and budgeting?

- Enhancing Campus Civility

What is the function of the Campus Civility Team and how effective has it been in enhancing civility among and between employees and employee groups?

- Institutional Effectiveness

What are the primary objectives of the Institutional Effectiveness initiative and what contributions have these made to institutional integrity?

- Data-Based Decision Making (Report Depot; Data Warehouse)

How have the initiatives in Institutional Research contributed to data-based decision making in the College community?

The related MSCHE Standards are:

STANDARD 2 (PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL)

STANDARD 4 (LEADERSHIP AND GOVERNANCE)

STANDARD 5 (ADMINISTRATION)

STANDARD 6 (INSTITUTIONAL INTEGRITY)

### 3. **The Entering Student**

- The Foundations of Excellence Self-Study

How did the *Foundations of Excellence* study enhance student engagement?

- Student Engagement—SENSE and CCSSE

What do these survey outcomes tell us about areas of strength and weakness in student engagement at OCC and how have we worked to address these?

- Developmental Education Task Force

What primary issues were addressed in OCC's Developmental Education study and how did these relate to and support the initiatives and outcomes of the New Jersey Council of County Colleges' Big Ideas Project?

- ESL Expansion Task Force

What were the objectives of the ESL expansion and how effectively have these been implemented? How do these relate to developmental education and student engagement?

- Outcomes of the TRIO/SSA Grant

How effectively have the TRIO Grant objectives and their implementation contributed to student engagement and student success?

- Other Grant Programs and Special Needs Students Assistance Programs (e. g., returning adults, displaced homemakers, EOF, NJSTARs, veterans, students with disabilities)

How have these programs each contributed to student engagement/success?

- Serving the Student Consumer (admissions, registration, Bookstore, Cruiser, online advising, tutoring, College Center expansion, co-curricular directions)

How has the marketing approach to student enrollment and enrollment management helped serve students more efficaciously, thereby enhancing student engagement and success?

- Retention Revisited

How does the College community continue to deal with retention issues and what marked successes have resulted from specific projects?

The related MSCHE standards are:

STANDARD 8 (STUDENT ADMISSIONS AND RETENTION)

STANDARD 9 (STUDENT SUPPORT SERVICES)

STANDARD 10 (FACULTY)

STANDARD 11 (EDUCATIONAL OFFERINGS)

STANDARD 13 (RELATED EDUCATIONAL ACTIVITIES)

#### 4. **Building on Educational Success**

- Learning Outcomes Assessment, History, and Revisions

In the past five years, what major changes/ improvements in teaching and learning have resulted from course and program assessment as well as other assessment activities?

- New Academic Directions

- Curricular Transformation: How have the initiatives of the Curricular Transformation Team contributed to Critical Thinking across the disciplines, e-portfolios as a teaching/learning tool, interdisciplinarity, and integrating transfer/work strategies into course curricula?

- Kean: What has been the impact of the Kean at Ocean partnership on the College's mission and its service to students and to the community?

- Domestic and International E-Learning: What has been the impact thus far of the expanded national and international E-learning initiatives on the College's mission and goals, on its restructuring, and on its service to students and the community, as follows:

- DOMESTIC EXPANSION/Impacts

1. Hybrid Offerings
2. The Pearson Partnership
3. Military Outreach
4. Faculty Outreach and Training
5. New Course Development
6. Online Tutoring

- INTERNATIONAL EXPANSION/Impacts

1. China - Spring 2012 Pilot
2. Saudi Arabia - Fall 2013
3. Other potential international area expansion

The related MSCHE standards are:

STANDARD 12 (GENERAL EDUCATION)

STANDARD 14 (ASSESSMENT OF STUDENT LEARNING)



College Center

## V. The Relevant Documents

To both support and supplement the Selected Topics Model we have chosen, we hereby offer an electronic library of institutional documents demonstrating our ongoing attention to and compliance with each of the fourteen standards cited in the *Characteristics of Excellence*:

### General

➤ **The institution's published catalog or bulletin**

Available online at [http://www.ocean.edu/academics/catalog/current\\_year/general.htm](http://www.ocean.edu/academics/catalog/current_year/general.htm)

➤ **Institutional data submitted to the federal government in IPEDS reports**

The College currently submits nine annual reports to the IPEDS data collection for the National Center for Educational Statistics (NCES): Institutional Characteristics, Completions, 12-Month Enrollments, Student Financial Aid, Human Resources, Graduation Rates, 200% Graduation Rates, and Finance. The data is available at the NCES website. Much of it is used to generate data for the College's Fact book, available online at <http://www.ocean.edu/campus/PAR/Research/CollegeFactBook.htm>. The College also reports on VEDS/Perkins and on any federal grant programs.

➤ **The president's or the institution's annual report**

The President's Annual Report is available online at:

[http://www.ocean.edu/welcome/Presidents\\_Report\\_2010.pdf](http://www.ocean.edu/welcome/Presidents_Report_2010.pdf)

➤ **Reports to state and other governmental educational agencies**

The College's SURE Reports to the State of New Jersey are rolling reports throughout the year and include Degree Completions, 12-Month Enrollments, Tuition and Fees, Fall Census/Enrollments, Non-credit and Customized Training Reports, Applications and Admissions, and Financial Aid.

➤ **Reports to specialized accrediting organizations**

In the past ten years, following the 2004 Self-Study, the College has submitted to the MSCHE a Monitoring Report (2006), a Progress Letter (2008), the PRR (2009), and a Substantive Change Report (2011). To the NLNAC, the College has submitted a Self-Study (2008) and a Monitoring Report (2010). All have resulted in reaccreditation awards.

➤ **Benchmark reports compiled by institutional offices (institutional research, finance, etc.)**

The Office of Institutional Quality regularly updates reports on Key Performance Indicators. Many of these individual reports measure the status of improvement objectives which, on a case-by-case basis, provide the achievement benchmarks. All are posted on the College website and can be located at:

<http://www.ocean.edu/campus/PAR/KeyPerformanceIndicators.htm> Many individual reports are linked to relevant benchmarking systems such as CCSSE outcomes, as illustrated:

<b>Community College Survey of Student Engagement</b>						
2010 Benchmark Summary Report - Ocean County College						
		Your College	Large Colleges		2010 Cohort	
	Benchmark	Score	Score	Difference	Score	Difference
All Students	Active and Collaborative Learning	51.4	49.4	2.0	50.0	1.4
All Students	Student Effort	46.6	49.5	-2.9	50.0	-3.4
All Students	Academic Challenge	54.1	49.6	4.5	50.0	4.1
All Students	Student-Faculty Interaction	54.6	49.2	5.5	50.0	4.6
All Students	Support for Learners	47.0	49.4	-2.4	50.0	-3.0

### Academic Challenge Benchmark, Questions

		Your College	Large Colleges		2010 Cohort	
Item	Variable	Mean	Mean	Effect Size*	Mean	Effect Size*
<i>1=Never, 2=Sometimes, 3=Often, 4=Very often</i>						
<b>4</b>	In your experiences at this college during the current school year, about how often have you done each of the following?					
<b>p.</b>	Worked harder than you thought you could to meet an instructor's standards or expectations (ACCHALL)	WORKHARD	2.66	2.54		2.56
<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>						
<b>5</b>	During the current school year, how much has your coursework at this college emphasized the following mental activities?					
<b>b.</b>	Analyzing the basic elements of an idea, experience, or theory	ANALYZE	2.95	2.88		2.86

	(ACCHALL)						
c.	Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)	SYNTHEZ	2.81	2.73		2.73	
d.	Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)	EVALUATE	2.71	2.57		2.57	
e.	Applying theories or concepts to practical problems or in new situations (ACCHALL)	APPLYING	2.77	2.66		2.66	
f.	Using information you have read or heard to perform a new skill. (ACCHALL)	PERFORM	2.78	2.75		2.78	
<i>1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20</i>							
6	During the current school year, about how much reading and writing have you done at this college?						
a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings (ACCHALL)	READASGN	3.03	2.86		2.87	
c.	Number of written papers or reports of any length (ACCHALL)	WRITEANY	3.24	2.85	0.35*	2.85	0.34*
<i>1=Extremely easy ... 7=Extremely challenging</i>							
7.	Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college (ACCHALL)	EXAMS	4.84	4.95		4.99	
<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
9	How much does this college emphasize each of the following?						
a.	Encouraging you to spend significant amounts of time studying (ACCHALL)	ENVSCHOL	3.00	2.96		2.98	

\*T-test: 2-tailed

Student-Faculty Interaction, Questions

Item	Variable	Mean	Mean	Effect Size*	Mean	Effect Size*	
<i>1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
<b>4</b>	In your experiences at this college during the current school year, about how often have you done each of the following?						
<b>k.</b>	Used email to communicate with an instructor (STUFAC)	EMAIL	3.08	2.66	0.43*	2.66	0.43*
<b>l.</b>	Discussed grades or assignments with an instructor (STUFAC)	FACGRADE	2.62	2.51		2.54	
<b>m.</b>	Talked about career plans with an instructor or advisor (STUFAC)	FACPLANS	1.99	2.00		2.04	
<b>n.</b>	Discussed ideas from your readings or classes with instructors outside of class (STUFAC)	FACIDEAS	1.79	1.72		1.74	
<b>o.</b>	Received prompt feedback (written or oral) from instructors on your performance (STUFAC)	FACFEED	2.73	2.65		2.67	
<b>q.</b>	Worked with instructors on activities other than coursework (STUFAC)	FACOTH	1.46	1.39		1.41	

\*T-test: 2-tailed

CCSSE Benchmark Reports appear within the Key Performance Indicators on the College’s website at:

<http://www.ocean.edu/campus/PAR/KeyPerformanceIndictors.htm>

➤ **Statistical data in an institutional “fact book” and specialized reports by the institutional research office**

The IR Office maintains a Fact Book with updated versions of fifty-seven (57) data sets on student enrollments, graduation, and attendance; staff employee data and tables of organization; and curricular information on program codes and course demographics, available online at:

<http://www.ocean.edu/campus/PAR/Research/CollegeFactBook.htm> The Fact Book routinely collects the last ten years of institutional data.

➤ **An institutional strategic plan**

The current institutional Strategic Planning Document (2010-2015) and the assessment matrix used to update progress on its strategic goals was the product of a campus-wide effort in 2008-2009 and may be found online at:

Strategic Plan: <http://www.ocean.edu/welcome/StrategicPlanning2010-2015.pdf>

Assessment Matrix: [Click here for file.](#)

➤ **An institutional assessment plan**

The Office of Institutional Quality developed an institutional assessment plan and publishes both the plan and an Institutional Effectiveness Report annually. The report can be found on the College’s website at:

<http://www.ocean.edu/campus/PAR/InstitutionalEffectiveness.htm>









(Scroll down to Institutional Documents.)

➤ **Retention studies**

In the College Fact Book: [http://www.ocean.edu/campus/PAR/Research/documents/TableA-18\\_012.pdf](http://www.ocean.edu/campus/PAR/Research/documents/TableA-18_012.pdf)

➤ **Surveys of students, employees, alumni**

While alumni surveys have proven generally ineffective (due to small and unrepresentative response samples), the College regularly conducts student and employee surveys, both in-house via our survey software and nationally, such as Noel-Levitz, PACE, HERI, and, every two years, CCSSE. A list of 2011 local campus surveys as of November 18, 2011, is as follows:

Open	<a href="#">2012 Spring Entering Class</a>	11/14/2011		25	
Open	<a href="#">Student Survey - Class Schedule</a>	10/26/2011		2305	
Open	<a href="#">Continuing &amp; Professional Ed Course Evaluation</a>	09/30/2011		4	
Closed	<a href="#">Faculty and Staff Talent Show</a>	05/19/2011		280	

# OCEAN COUNTY COLLEGE 2014 Self-Study *Selected Topics Preliminary Proposal, DRAFT*

May 13, 2011

Closed	<u>2011 - 2012 Support Staff Committee Ballot</u>	04/19/2011		11	
Closed	<u>2011 - 2012 Non-Teaching Faculty Committee Ballot</u>	04/19/2011		4	
Closed	<u>2011 - 2012 Language/Arts Committee Ballot</u>	04/19/2011		13	
Closed	<u>2011 - 2012 Math/Sci/Tech Committee Ballot</u>	04/19/2011		24	
Closed	<u>2011 - 2012 Soc Sci/Hum Services Committee Ballot</u>	04/19/2011		13	
Closed	<u>2011 - 2012 Managerial/Technical Committee Ballot</u>	04/19/2011		27	
Closed	<u>2011 - 2012 Administrator Committee Ballot</u>	04/18/2011		56	
Closed	<u>2011 - 2012 Adjunct Faculty Committee Ballot</u>	04/18/2011		37	
Closed	<u>2011 Fall entering class</u>	04/18/2011		2114	
Open	<u>Orientation Evaluation Survey 2011-12</u>	04/04/2011		1235	
Closed	<u>2011-2012 Nomination Support Staff</u>	04/03/2011		1	
Closed	<u>2011-2012 Nomination Managerial/Technical</u>	04/03/2011		3	
Closed	<u>2011-2012 Nomination Admin</u>	04/03/2011		8	
Closed	<u>2011-2012 Nomination Adjunct</u>	04/03/2011		12	
Closed	<u>2011-2012 Nomination Faculty</u>	04/03/2011		31	
Open	<u>OCC Student-Athlete Satisfaction Survey</u>	03/28/2011		17	
Closed	<u>2011-2012 Senate Adjunct Faculty</u>	03/24/2011		42	
Open	<u>Student Survey on Distance Learning - Spring 2011</u>	02/10/2011		1050	
Open	<u>Board Assessment Campus Wide Survey Spring 2011</u>	02/04/2011		152	

## ➤ **Relevant budget information**

The Planning and Budgeting Council annually reviews divisional planning documents and uses these as the basis for hearing and prioritizing requests for new money in the fall of each year. The planning documents and new money requests can be found on the College's website at:

[http://www.ocean.edu/campus/planning\\_committee/Budgeting\\_Council.htm](http://www.ocean.edu/campus/planning_committee/Budgeting_Council.htm)

➤ **Minutes of relevant and important meetings**

Agenda and minutes for all regularly-scheduled college committee meetings (plus general committee information such as memberships and meeting schedules) can be found on the College's portal, Ocean Cruiser. Access is password protected.

➤ **Reports on and supporting materials from relevant workshops, conferences, orientation/training sessions**

Faculty members who have attended professional workshops or conferences are required to file a report following their attendance at these events. The reports are reviewed by the area Deans and kept on file in the Office of the Vice President of Academic Affairs.

➤ **Handbooks/manuals for faculty, staff, students, and institutional committees**

All handbooks and manuals for employee groups may be located on the College's portal, Ocean Cruiser, (password protected) as well as on the website. One example is the Faculty Handbook at: [http://www.ocean.edu/academics/Faculty\\_Handbook.doc](http://www.ocean.edu/academics/Faculty_Handbook.doc) Handbooks for College governance are on Ocean Cruiser.

➤ **Institutional reports to Middle States**

- Institutional Profiles,
- A previous Periodic Review Report,
- A previous Self-Study Report,
- Follow-up reports, or
- Substantive change proposals

All institutional reports to Middle States are located under "Institutional Documents" on the College website at: <http://www.ocean.edu/campus/PAR/InstitutionalEffectiveness.htm>

➤ **Collective bargaining agreements**

The current collective bargaining agreements are located on the College's portal, Ocean Cruiser, at:

[https://prod.campuscruiser.com/PageServlet?cx=22.42-51.2039&pg=offices\\_files&tg=CommunityFiles-listFiles&dir=%2FAgreements#/Agreements](https://prod.campuscruiser.com/PageServlet?cx=22.42-51.2039&pg=offices_files&tg=CommunityFiles-listFiles&dir=%2FAgreements#/Agreements). This site is password protected.

**Standard 1: Mission and Goals**

➤ **Statements of the institution's mission and goals in the catalog and other public documents**

College Culture Statements are located on the College's website at:

[http://www.ocean.edu/welcome/mission\\_vision.htm](http://www.ocean.edu/welcome/mission_vision.htm) as well as being contained in the *College Catalog*, pp. 6-7.

➤ **An institution's strategic plan**

The OCC Strategic Planning Document (2010-2015) and the assessment matrix used to update progress on its strategic goals were the products of a campus-wide effort in 2008-2009 and may be found online at: Strategic Plan: <http://www.ocean.edu/welcome/StrategicPlanning2010-2015.pdf>

➤ **Unit annual reports**

The Planning and Budgeting Council annually reviews divisional planning documents in the spring and uses these as the bases for hearing and prioritizing requests for new money in the fall of each year. The planning documents and new money requests can be found on the College's website at:

[http://www.ocean.edu/campus/planning\\_committee/Budgeting\\_Council.htm](http://www.ocean.edu/campus/planning_committee/Budgeting_Council.htm)

➤ **Unit strategic plans**

The Planning and Budgeting Council annually reviews divisional planning documents and uses these as the bases for hearing and prioritizing requests for new money in the fall of each year. The planning documents and new money requests can be found on the College's website at:

[http://www.ocean.edu/campus/planning\\_committee/Budgeting\\_Council.htm](http://www.ocean.edu/campus/planning_committee/Budgeting_Council.htm)

**Standard 2: Planning, Resource Allocation, and Institutional Renewal**

➤ **Strategic and capital goals and plans for the institution and its operational units**

The Planning and Budgeting Council annually reviews divisional planning documents in the spring and uses these as the bases for hearing and prioritizing requests for new money in the fall of each year. The planning documents and new money requests can be found on the College's website at:

[http://www.ocean.edu/campus/planning\\_committee/Budgeting\\_Council.htm](http://www.ocean.edu/campus/planning_committee/Budgeting_Council.htm)

➤ **Current and projected budgets for the institution and its units**

[Budget reports](#) (click here) are routinely presented to the Board of Trustees.

➤ **Faculty staffing plans**

A new faculty staffing plan was recently developed by the Vice President of Academic Affairs (VPAA) and may be found on the College's website under Item 4, Workforce Conditions (Hiring Practices) at:

<http://www.ocean.edu/campus/PAR/KeyPerformanceIndicators.htm>

➤ **Information technology plan(s)**

The College completed the comprehensive 2006 Technology Master Plan and elected to use its goals as guidelines for ongoing IT operations and planning. Given the fluid and ever-evolving state of the

educational technologies, broad guidelines rather than specific targets seem most practicable: [Technology Master Plan](#)

➤ **Institutional and unit-level development and fund-raising plans**

Planning for college advancement can be found in the FY 13 College Advancement Planning Document which can be found on the College's website at:

[http://www.ocean.edu/campus/planning\\_committee/Budgeting\\_Council.htm](http://www.ocean.edu/campus/planning_committee/Budgeting_Council.htm)

Fund-raising is also handled by the College Foundation, which is a wholly separate entity and does not make its documents available to the College for publication.

➤ **Capital facilities master plan**

The most recent Facilities Master Plan was completed in 2008 (replacing the 2003 Facilities Master Plan), designed to plan for 10 years of future growth. It is published on the College's website and can be found at:

[http://www.ocean.edu/campus/PAR/documents/FACILITIESMASTERPLAN3RDDRAFT12-08-2008\\_000.PDF](http://www.ocean.edu/campus/PAR/documents/FACILITIESMASTERPLAN3RDDRAFT12-08-2008_000.PDF)

➤ **Library and information resources plan**

Planning for the College Library is contained within the FY13 Academic Affairs Planning Document (on pp. 58-62) which can be found on the College's website at:

[http://www.ocean.edu/campus/planning\\_committee/Budgeting\\_Council.htm](http://www.ocean.edu/campus/planning_committee/Budgeting_Council.htm)

➤ **Policies and procedures for adding or closing academic programs**

Rules regarding the development, revision, and termination of academic programs are governed by the New Jersey President's Council, which established the Academic Issues Committee (AIC) to oversee this process statewide. The rules appear in the *AIC Manual* which can be accessed on the College's website at:

<http://www.ocean.edu/campus/PAR/documents/AICManual.pdf>

**Standard 3: Institutional Resources**

➤ **Audited financial statements for the two previous years**

Click on: [2009 Statement](#); [2010 Statement](#) (The 2011 Statement will be available in January 2012.)

➤ **Budget projections and related documents**

[Documents File\FY12Budget.pdf](#)

➤ **Facilities, land use, and other master plans**

The most recent Facilities Master Plan was completed in 2008 (replacing the 2003 Facilities Master Plan), designed to plan for 10 years of future growth. It is published on the College's website and can be found at:

[http://www.ocean.edu/campus/PAR/documents/FACILITIESMASTERPLAN3RDDRAFT12-08-2008\\_000.PDF](http://www.ocean.edu/campus/PAR/documents/FACILITIESMASTERPLAN3RDDRAFT12-08-2008_000.PDF)

➤ **Faculty staffing plans**

A new faculty staffing plan was recently developed by the Vice President of Academic Affairs (VPAA) and may be found on the College's website under Item 4, Workforce Conditions (Hiring Practices) at:

<http://www.ocean.edu/campus/PAR/KeyPerformanceIndictors.htm>

➤ **An institution's strategic plan**

The current institutional Strategic Planning Document (2010-2015) and the assessment matrix used to update progress on its strategic goals was the product of a campus-wide effort in 2008-2009 and may be found online at:

Strategic Plan: <http://www.ocean.edu/welcome/StrategicPlanning2010-2015.pdf>

Assessment Matrix: [Click here for file.](#)

➤ **Institutional and unit-level development and fund-raising plans**

Planning for college advancement can be found in the FY 13 College Advancement Planning Document which can be found on the College's website at:

[http://www.ocean.edu/campus/planning\\_committee/Budgeting\\_Council.htm](http://www.ocean.edu/campus/planning_committee/Budgeting_Council.htm)

Fund-raising is also handled by the College Foundation, which is a wholly separate entity and does not make its documents available to the College for publication.

**Standard 4: Leadership and Governance**

➤ **Governing documents, including charter and bylaws**

The College has no charter but is enabled through NJ State Statutes; Series 1000 in the College Policy and Procedures Manual constitute the Bylaws of the Board of Trustees and may be found on the College's website at:

[http://www.ocean.edu/campus/PAR/Research/Policy\\_1000/1000tbc.htm](http://www.ocean.edu/campus/PAR/Research/Policy_1000/1000tbc.htm)

➤ **List of Board members, with job titles**

Chair: Mr. Carl V. Thulin, Retired Businessman

Vice Chair: Mrs. Linda L. Novak, Retired Educator

Treasurer: Jerry Dasti, Esq., Attorney

Secretary: Stephan R. Leone, Esq., Attorney

Members: Thomas Monahan, Esq., Attorney  
Mrs. Joanne Pehlivanian, Realtor

Dr. Wilda Smithers, Physician

Harvey L. York, Esq., Attorney

Student/Alumni Representative: Ms. Mary Alburtus, Medical Data Technician

See also: <http://www.ocean.edu/welcome/about/board1.htm>

➤ **Orientation materials and/or handbook for governing board members**

The College supplies Board members with two handbooks, in print, entitled:

*Welcome to the Board: A Manual for NJ Community College Trustees*, NJCCC, 2010

*Effective Governing Boards: A Guide for Members of Governing Boards of Public Colleges, Universities and Systems*, AGB, 2010

➤ **Conflict of interest policies for the governing board and employees**

This policy can be found in the 1000 series, see:

[http://www.ocean.edu/campus/PAR/Research/Policy\\_1000/documents/PO1450\\_12-12-05.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_1000/documents/PO1450_12-12-05.pdf)

A conflict of interest statement for faculty comprises Appendix G of the Faculty Bargaining Agreement located on Ocean Cruiser, which is password protected.

➤ **Governing board minutes**

The minutes of the monthly Board meetings are posted on the College's website at:

[http://www.ocean.edu/welcome/about/board\\_minutes.htm](http://www.ocean.edu/welcome/about/board_minutes.htm)

➤ **Job description and qualifications of the president**

The President's position description is on file with Human Resources and is as follows:

**POSITION TITLE:** President **POSITION CONTROL NUMBER:** E-1

**CLASSIFICATION:** College Executive (EXEC) **SALARY GUIDE LEVEL:** College Executive

**REPORTS TO:** Board of Trustees **FUNDING SOURCE:** College Budget

**SUPERVISES:**

A-154 Assistant to the President for Institutional Quality

A-160 Senior Assistant to the President

A-162 Executive Assistant to the President

E-2 Vice President of Academic Affairs

E-4 Vice President of Student Affairs

E-8 Executive Vice President, Operational

E-10 Vice President of Finance and Administration

E-11 Vice President of College Advancement

E-13 Executive Vice President, Instructional [currently vacant]

U-11 President's Liaison

MP-137 Reserve Special Project Administrator – Human Resources

**I. NARRATIVE**

The President, as Chief Administrative Officer of the College, shall be directly responsible and accountable to the Board of Trustees for the effective implementation of Board policy in directing all activities of the College in accordance with pertinent laws, by-laws, regulations, and standards. The President shall provide direction and guidance for the total operation of the College. All decisions shall be in accordance with the policies of the Board of Trustees. All matters relating to College policy shall move to the President using procedures established for both the organizational structure and the College governance structure and then to the Board of Trustees for adoption. All responsibilities in this job description shall be considered essential, unless noted as marginally essential (M.E.).

## II. QUALIFICATIONS

The following minimum qualifications are established for the position of President:

- A. An earned Doctorate degree required.
- B. A combination of ten years experience in academic affairs, both teaching and administration, required.
- C. A personal philosophy concerning education which is in consonance with the College's officially stated Philosophy and Purpose.

## III. FUNCTIONAL RESPONSIBILITIES

- A. Administer and carry out all policies of the Board of Trustees.
- B. Establish academic and administrative procedures dealing with:
  1. Curriculum
  2. Personnel appointments, reappointments, tenure, and promotions.
  3. Budgets
  4. Salary schedules
  5. Organizational structure
  6. Planning and management of facilities
  7. Granting of degrees, diplomas, and certificates
  8. Community services
- C. Assure relevance to the College programs and services to the service boundary area and to conform to statewide regional areas of specialization.
- D. Submit an annual report on operation to the Board of Trustees and prepare such other reports as required by the Commission on Higher Education.
- E. Provide for faculty and student handbooks, a college catalog, and other related documents or publications.

## IV. LENGTH OF CONTRACT

The President shall be employed on a twelve-month basis. Compensation and benefits shall be in accordance with his individual employment contract and pertinent Board of Trustees policies. Regular, prompt attendance shall be considered an essential job responsibility.

Approvals: 1/28/74 (New)  
1/23/89 (Revised)  
5/26/98 (ADA Update)  
2/18/00 (Revised)  
7/27/09 (Revised/Supervisory Change)  
2/22/10 (Supervisory Update)  
7/1/11 (Supervisory Update)  
8/22/11 (Supervisory Update)

### ➤ **Written policies outlining governance responsibilities of administration and faculty**

Board responsibilities are outlined in the 1000 Policy series at

[http://www.ocean.edu/campus/PAR/Research/Policy\\_1000/1000tbc.htm](http://www.ocean.edu/campus/PAR/Research/Policy_1000/1000tbc.htm) Governance responsibilities of

faculty are described in the Bylaws of the College Senate that can be located on the College's website at:

[http://www.ocean.edu/campus/PAR/documents/COLLEGESENATEBYLAWSAmendedAugust272007\\_000.doc](http://www.ocean.edu/campus/PAR/documents/COLLEGESENATEBYLAWSAmendedAugust272007_000.doc)

### ➤ **Student government constitution and bylaws**

The student government constitution and bylaws can be found on the college website in the *Student Handbook* (p. 37) at:

[http://www.ocean.edu/studentlife/Handbook/Student\\_Handbook.htm](http://www.ocean.edu/studentlife/Handbook/Student_Handbook.htm)

**Standard 5: Administration**

➤ **Organization chart of senior administration**

See above, this document, p. 5 and also the Fact Book at:

[http://www.ocean.edu/campus/PAR/Research/documents/B1BOTOct2011\\_002.pdf](http://www.ocean.edu/campus/PAR/Research/documents/B1BOTOct2011_002.pdf)

➤ **Handbooks/manuals for faculty, staff, and institutional committees**

All handbooks and manuals for employee groups may be located on the College's portal, Ocean Cruiser (password protected) as well as on the website. One example is the Faculty Handbook at:

[http://www.ocean.edu/academics/Faculty\\_Handbook.doc](http://www.ocean.edu/academics/Faculty_Handbook.doc)

Handbooks for College governance are on Ocean Cruiser.

➤ **Job descriptions and qualifications for administrators**

Administrative position descriptions are on file with Human Resources.

➤ **Orientation materials and handbooks for employees**

Employee orientation programs use existing employee handbooks for orientation purposes. All handbooks and manuals for employee groups may be located on the College's portal, Ocean Cruiser (password protected) as well as on the website. One example is the Faculty Handbook at:

[http://www.ocean.edu/academics/Faculty\\_Handbook.doc](http://www.ocean.edu/academics/Faculty_Handbook.doc)

**Standard 6: Integrity**

➤ **Descriptions in the catalog and other public documents of student grievance procedures, student disciplinary procedures, student honors system, fair employee hiring and review practices, and other policies and practices identified in Standard 6, including the provision of information about MSCHE Policies and guidelines regarding plagiarism and use of copyrighted materials**

All of these items are addressed in the Student handbook, distributed to all new students at Student Orientation sessions and published on the College's website at:

[http://www.ocean.edu/studentlife/Handbook/Student\\_Handbook.htm](http://www.ocean.edu/studentlife/Handbook/Student_Handbook.htm)

➤ **Conflict of interest and research ethics policies**

The Code of Ethics for all Employees may be found in Policy 3005, published on the College's website at:

[http://www.ocean.edu/campus/PAR/Research/Policy\\_3000/documents/po3005-032706.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_3000/documents/po3005-032706.pdf)

The Research Ethics statement may be found in Policy 7220, published on the College's website at:

[http://www.ocean.edu/campus/PAR/Research/Policy\\_7000/documents/PO7220pr12-7-09final.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_7000/documents/PO7220pr12-7-09final.pdf)

The Controversial Issues statement may be found in Policy 7140, published on the College's website at:  
[http://www.ocean.edu/campus/PAR/Research/Policy\\_7000/documents/PO7220pr12-7-09final.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_7000/documents/PO7220pr12-7-09final.pdf)

Appendix G of the Faculty Bargaining Agreement is a Conflict of Interest Statement. The current collective bargaining agreements are located on the College's portal, Ocean Cruiser at:

[https://prod.campuscruiser.com/PageServlet?cx=22.42-51.2039&pg=offices\\_files&tg=CommunityFiles-listFiles&dir=%2FAgreements#/Agreements](https://prod.campuscruiser.com/PageServlet?cx=22.42-51.2039&pg=offices_files&tg=CommunityFiles-listFiles&dir=%2FAgreements#/Agreements). This site is password protected.

➤ **Policies regarding academic freedom**

Appendix A of the Faculty Bargaining Agreement identifies Academic Freedom for Faculty. The current collective bargaining agreements are located on the College's portal, Ocean Cruiser at:

[https://prod.campuscruiser.com/PageServlet?cx=22.42-51.2039&pg=offices\\_files&tg=CommunityFiles-listFiles&dir=%2FAgreements#/Agreements](https://prod.campuscruiser.com/PageServlet?cx=22.42-51.2039&pg=offices_files&tg=CommunityFiles-listFiles&dir=%2FAgreements#/Agreements). This site is password protected.

➤ **Policies regarding intellectual property rights**

Article XII of the Faculty Bargaining Agreement sets out the provisions for intellectual property rights. The current collective bargaining agreements are located on the College's portal, Ocean Cruiser at

[https://prod.campuscruiser.com/PageServlet?cx=22.42-51.2039&pg=offices\\_files&tg=CommunityFiles-listFiles&dir=%2FAgreements#/Agreements](https://prod.campuscruiser.com/PageServlet?cx=22.42-51.2039&pg=offices_files&tg=CommunityFiles-listFiles&dir=%2FAgreements#/Agreements). This site is password protected. College Policy 2350 also

addresses intellectual property rights, Patents and Copyrights, and may be found on the web site at:  
[http://www.ocean.edu/campus/PAR/Research/Policy\\_2000/PO2350.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_2000/PO2350.pdf)

➤ **Institutional review board policies and procedures**

Research Reviews are overseen by the Research Council and governed by Policy 7220, available on the College's website at:

[http://www.ocean.edu/campus/PAR/Research/Policy\\_7000/documents/PO7220pr12-7-09final.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_7000/documents/PO7220pr12-7-09final.pdf)

➤ **Institutional ethics board policies and procedures**

The Code of Ethics for all Employees may be found in Policy 3005, published on the College's website at:  
[http://www.ocean.edu/campus/PAR/Research/Policy\\_3000/documents/po3005-032706.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_3000/documents/po3005-032706.pdf)

The Research Ethics statement may be found in Policy 7220, published on the College's website at:  
[http://www.ocean.edu/campus/PAR/Research/Policy\\_7000/documents/PO7220pr12-7-09final.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_7000/documents/PO7220pr12-7-09final.pdf)

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[http://www.ocean.edu/campus/PAR/Research/Policy\\_7000/documents/PO7220pr12-7-09final.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_7000/documents/PO7220pr12-7-09final.pdf)

Appendix G of the Faculty Bargaining Agreement is a Conflict of Interest Statement. The current collective bargaining agreements are located on the College's portal, Ocean Cruiser at:

[https://prod.campuscruiser.com/PageServlet?cx=22.42-51.2039&pg=offices\\_files&tg=CommunityFiles-listFiles&dir=%2FAgreements#/Agreements](https://prod.campuscruiser.com/PageServlet?cx=22.42-51.2039&pg=offices_files&tg=CommunityFiles-listFiles&dir=%2FAgreements#/Agreements)

The College's policies on Plagiarism and Cheating (Policy 5180) and on Student Discipline (Policy 5247) may be found on the College's website at:

[http://www.ocean.edu/campus/PAR/Research/Policy\\_5000/documents/PO5180PR1-24-11.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_5000/documents/PO5180PR1-24-11.pdf)

[http://www.ocean.edu/campus/PAR/Research/Policy\\_5000/documents/PO5247PR1-24-11.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_5000/documents/PO5247PR1-24-11.pdf)

➤ **Affirmative action policies and handbooks**

College Policy 3000 addresses Equal Employment Opportunity and Affirmative Action and is posted on the College's website at:

[http://www.ocean.edu/campus/PAR/Research/Policy\\_3000/documents/Po3000.12.10.07\\_000.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_3000/documents/Po3000.12.10.07_000.pdf)

**Standard 7: Institutional Assessment**

➤ **Written assessment plan and process descriptions that meet the requirements of Standard 7 and identify the linkage to strategic planning**

The Office of Institutional Quality publishes an annual *Institutional Effectiveness Report* that is posted on the College's website at:

<http://www.ocean.edu/campus/PAR/documents/Report2011.doc>

➤ **Institutional and unit strategic plans reflecting use of assessment results**

Divisional Planning Documents may be found on the College's website at:

[http://www.ocean.edu/campus/planning\\_committee/Budgeting\\_Council.htm](http://www.ocean.edu/campus/planning_committee/Budgeting_Council.htm)

➤ **Institutional "report cards"**

The College evaluates eight key performance targets and posts multiple data sub-sets to measure success for each. This data collection is posted to the College's website at:

<http://www.ocean.edu/campus/PAR/KeyPerformanceIndicators.htm>

➤ **Results from surveys including internal surveys of students, staff, faculty, alumni, and external surveys**

Survey results are password protected but are made available by IR to the survey initiator via the web survey software employed by the College. Here is one sample:

**Student Survey - Class Schedule**

<b>Respondents:</b>	1847 displayed, 1847 total	<b>Status:</b>	Open
<b>Launched Date:</b>	10/26/2011	<b>Closed Date:</b>	N/A

**Display:**  **Manage Filters** 0 filters

**Share Results** Disabled




1. Are you currently?

		Response Total	Response Percent
A part-time student		572	31%
A full-time student		1275	69%
<b>Total Respondents</b>		<b>1847</b>	






2. To which of the following age groups do you belong?

		Response Total	Response Percent
18-25		1265	68%
26-35		305	17%
36-50		221	12%
Over 50		56	3%
<b>Total Respondents</b>		<b>1847</b>	

3. I would prefer the following class schedule (select one only):

		Response Total	Response Percent
The current class configuration (Mon-Thurs, Tues-Fri, Wed-(some) Saturday and M-W, T-Th evening classes)		1214	66%
Classes that meet on Mon-Wed, Tues-Thurs continuing into the evening on the same days, with 3-hour block classes (meet once per week) on Friday		471	26%
Classes that meet on Mon-Tues, Wed-Thurs continuing into the evening on the same days, with 3-hour block classes (meet once per week) on Friday.		162	9%
<b>Total Respondents</b>		<b>1847</b>	

4. My considerations when selecting my class schedule are (select those that are most important to you):

		Response Total	Response Percent
Getting the courses that I want/need		1494	81%
Getting the faculty member that I want		767	42%
Providing compatibility with my work schedule		1280	69%
Providing compatibility with my parenting or other domestic work schedule		451	24%
Issues related to commuting (such as sharing rides, avoiding traffic, or catching a bus)		293	16%
<b>Total Respondents</b>		<b>1847</b>	

5. If the schedule were changed to my selection in question 3, I would be able to take more credits per semester:

		Response Total	Response Percent
Yes		839	45%
No		1008	55%
<b>Total Respondents</b>		<b>1847</b>	

6. I would enroll in a "Hybrid course;" that is, a course that meets once/week on campus (75 minutes) and provides the remainder of the instruction on line:

		Response Total	Response Percent
Yes		651	35%
No		530	29%
Maybe		666	36%
<b>Total Respondents</b>		<b>1847</b>	

**Standard 8: Student Admissions and Retention**

➤ **Statements in the catalog and elsewhere of admissions criteria and policies**

Admissions policies are available to students in the College Catalog and are published on the College's website at:

<http://www.ocean.edu/admissions/index.htm>

➤ **Information and application packets for students**

Available on the College's website at: <http://www.ocean.edu/admissions/index.htm>

➤ **Information supplied to applicants regarding academic programs (including required placement or diagnostic testing); student learning outcomes; financial aid, scholarships, grants, loans and refunds; transfer credit and credit for extra-institutional college-level learning (which also meet the requirements for Standard 11)**

This information is available to students in the College Catalog which is published on the College's website and can be found at:

[http://www.ocean.edu/academics/catalog/current\\_year/general.htm](http://www.ocean.edu/academics/catalog/current_year/general.htm)

➤ **Retention and graduation statistics and studies**

This data can be found in Tables 14-18 in the College Fact Book and is published on the College's website at:

<http://www.ocean.edu/campus/PAR/Research/CollegeFactBook.htm>

➤ **Enrollment management strategic plans**

Detailed planning for enrollment management functions (recruitment, advising, admissions, testing, and registration) is contained in the *FY13 Student Affairs Planning Document* on the College's website at:

[http://www.ocean.edu/campus/planning\\_committee/Budgeting\\_Council.htm](http://www.ocean.edu/campus/planning_committee/Budgeting_Council.htm)

➤ **Relevant results of internal surveys of students and alumni, and external surveys**

Survey results are password protected but are made available by IR to the survey initiator via the web survey software employed by the College. (See example, above.)

**Standard 9: Student Support Services**

➤ **Student handbooks**

Print copies of the handbook are distributed to new students during the student orientation sessions held on campus. The student handbook is also published on the College's website at:

[http://www.ocean.edu/studentlife/Handbook/Student\\_Handbook.htm](http://www.ocean.edu/studentlife/Handbook/Student_Handbook.htm)

- **Policies and procedures for student grievances, with description of how information is disseminated to students**

Student grievance policies are discussed in the Student Handbook distributed to all new students at student orientation sessions and published on the College's website at:

[http://www.ocean.edu/studentlife/Handbook/Student\\_Handbook.htm](http://www.ocean.edu/studentlife/Handbook/Student_Handbook.htm)

- **Reports and plans from student service offices (health, housing, dining, counseling, career services, safety and security, disabled students, social/cultural activities, campus ministries, Greek, and community)**

These matters are discussed in the Student Handbook distributed to all new students at Student Orientation sessions and published on the College's website at:

[http://www.ocean.edu/studentlife/Handbook/Student\\_Handbook.htm](http://www.ocean.edu/studentlife/Handbook/Student_Handbook.htm)

Plans for all student services may be found in the Student Affairs Planning Document on the College's website at:

[http://www.ocean.edu/campus/planning\\_committee/Budgeting\\_Council.htm](http://www.ocean.edu/campus/planning_committee/Budgeting_Council.htm)

- **The policy for maintaining student records and a published policy on the release of student information**

College Policy 5138, Student Records, may be found on the College's website at:

[http://www.ocean.edu/campus/PAR/Research/Policy\\_5000/PO5138pr.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_5000/PO5138pr.pdf)

- **Data and reports on athletic activity**

College athletics are discussed on the College's website at:

<http://www.ocean.edu/studentlife/athletics/index.htm>

The College policy on athletic recruitment can be found at:

[http://www.ocean.edu/campus/PAR/Research/Policy\\_5000/po5129.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_5000/po5129.pdf)

- **Relevant results of internal surveys of students and alumni, and external surveys**

Survey reports are password protected but are made available by IR to the survey initiator via the web survey software employed by the College. Results are shared with the Board of Trustees and the College community via email when appropriate.

### **Standard 10: Faculty**

- **List of full- and part-time faculty, with credentials**

A list of full- and part-time faculty with credentials is published in the College Catalog which may be found on the College's website at:

[http://www.ocean.edu/academics/catalog/current\\_year/general.htm](http://www.ocean.edu/academics/catalog/current_year/general.htm)

➤ **Faculty handbook**

The Faculty Handbook is distributed to all faculty members upon employment and is published on the College's website at:

[http://www.ocean.edu/academics/Faculty\\_Handbook.doc](http://www.ocean.edu/academics/Faculty_Handbook.doc)

➤ **Faculty senate and/or council structure, constitution, and bylaws**

The Faculty Senate Bylaws are given to each member of the Senate and published on the College's website at:

[http://www.ocean.edu/campus/PAR/documents/COLLEGESENATEBYLAWSAmendedAugust272007\\_000.doc](http://www.ocean.edu/campus/PAR/documents/COLLEGESENATEBYLAWSAmendedAugust272007_000.doc)

➤ **Faculty staffing plan**

A new faculty staffing plan was recently developed by the Vice President of Academic Affairs (VPAA) and may be found on the College's website under Item 4, Workforce Conditions (Hiring Practices) at:

<http://www.ocean.edu/campus/PAR/KeyPerformanceIndictors.htm>

➤ **Faculty manual or comparable documents describing procedures, policies, and criteria for hiring and reviewing full- and part-time faculty, and for promotion, tenure, grievance, discipline, and dismissal**

For the Faculty Handbook, see [http://www.ocean.edu/academics/Faculty\\_Handbook.doc](http://www.ocean.edu/academics/Faculty_Handbook.doc). Terms and conditions of employment are also part of the negotiated bargaining agreements for the full-time and adjunct faculties, published on the College portal, Ocean Cruiser, which is password protected.

➤ **Policy on academic freedom**

Appendix A of the Faculty Bargaining Agreement identifies Academic Freedom for Faculty. The current collective bargaining agreements are located on the College's portal, Ocean Cruiser, at:

[https://prod.campuscruiser.com/PageServlet?cx=22.42-51.2039&pg=offices\\_files&tg=CommunityFiles-listFiles&dir=%2FAgreements#/Agreements](https://prod.campuscruiser.com/PageServlet?cx=22.42-51.2039&pg=offices_files&tg=CommunityFiles-listFiles&dir=%2FAgreements#/Agreements). This site is password protected.

➤ **Materials from new faculty orientation**

The Faculty Handbook is used for new faculty orientation:

[http://www.ocean.edu/academics/Faculty\\_Handbook.doc](http://www.ocean.edu/academics/Faculty_Handbook.doc)

There is also a voluntary program described on the College's website at:

[http://www.ocean.edu/campus/student\\_services/drc/cas.htm](http://www.ocean.edu/campus/student_services/drc/cas.htm), as follows:

***New Instructor Series:*** All new full-time faculty and twelve-month lecturers are encouraged to attend the New Instructor Workshops offered through the Center for Academic Excellence. Workshops are offered on the third Wednesday of the month. These workshops are designed to:

- *introduce new instructors to campus services (i.e., student life, disability and counseling services, etc.)*
- *discuss best practices in the classroom (i.e., first day of class activities, assessment techniques)*
- *encourage collaboration (i.e., club and committee participation)*
- *enhance the teaching process (i.e., use of technology)*

➤ **Reports on and plans for faculty development**

The plans for faculty development originate in the academic schools. Reports following development activities are required and reside in the VPAA office. These are not published. **The Center for Teaching-Learning** is available to all faculty members, online, on Ocean Cruiser at:

[https://prod.campuscruiser.com/PageServlet?pg=gCommunities\\_welcome&tg=GCommunityWelcome&cx=22.42-85.976](https://prod.campuscruiser.com/PageServlet?pg=gCommunities_welcome&tg=GCommunityWelcome&cx=22.42-85.976) This site is password protected.

➤ **Policies for orientation, integration, and professional development of part-time faculty**

Faculty development of adjunct faculty is the same as that for full-time faculty (see above).

➤ **Summary of results of student course and teaching evaluations**

Results of student course and teaching evaluations are summarized (via the Scantron reporting software), shared with faculty by department Deans annually, but are not published or made available beyond faculty personnel records. They are considered confidential. The aggregate results are tabulated and published on the College's website at:

<http://www.ocean.edu/campus/PAR/KeyPerformanceIndicators.htm>

➤ **Relevant results of internal surveys of faculty**

Ad hoc survey results are shared by IR with the surveyor and involved personnel. These are not available publicly. Results of national surveys are published on the appropriate College web page, for example:

<http://www.ocean.edu/campus/PAR/documents/CCSSE2010CohortReport.docx>

➤ **Ratios of students to full-time and to part-time faculty**

This information is computed annually and posted on the Institutional Quality web page of the College's website that addresses key performance targets/indicators:

<http://www.ocean.edu/campus/PAR/documents/17-CopyofOutput-ADJ-FTCredits-2011SP.pdf>

➤ **Description of shared governance**

A full description of the College Senate is provided in the Bylaws which are posted on the College's website at:

[http://www.ocean.edu/campus/PAR/documents/COLLEGESENATEBYLAWSAmendedAugust272007\\_000.doc](http://www.ocean.edu/campus/PAR/documents/COLLEGESENATEBYLAWSAmendedAugust272007_000.doc)

**Standard 11: Educational Offerings**

➤ **Catalog describing courses and program and degree requirements**

The College Catalog is published in print and on the College's website at:

[http://www.ocean.edu/academics/catalog/current\\_year/general.htm](http://www.ocean.edu/academics/catalog/current_year/general.htm)

➤ **Representative examples of course syllabi and program descriptions that incorporate expected learning outcomes**

Course syllabi are posted on the individual faculty web pages on the College's website at:

[http://www.ocean.edu/academics/programs\\_of\\_study/english/Dellner.htm](http://www.ocean.edu/academics/programs_of_study/english/Dellner.htm)

This is one example: Dr. Dellner's page. (Other examples may be found by clicking on the Academic School and then on individual faculty pages.) Please note references to General Education and Course Objectives as well as course completion requirements and grading practices. There is a page for each full-time faculty member and his/her course information.

➤ **Course and program development guidelines and procedures**

Courses and programs originate at the department level and are approved by the Curriculum Committee, the College Senate, and the Board of Trustees. The Bylaws of the College Senate describe the function of the Curriculum Committee, as follows (p. 13):

2. Curriculum Committee

a. Charges

1. Every five years, review and make recommendations for additions, deletions, and changes in existing policies and procedures that relate to academic programs, certificate curricula, and courses.
2. Review proposals for new and revised courses, academic programs, certificate curricula, and make recommendations. Proposals for new and revised courses, academic programs, and certificate curricula shall be submitted to the Curriculum Committee by a department Dean with the approval of the Vice President of Academic Affairs.
3. Review and make recommendations on the alignment of active courses, academic programs, and certificate curricula with the College's general education goals, Academic Master Plan, and the course proposal form at the request of the Vice President of Academic Affairs.
4. Review proposals to terminate courses, academic programs, and certificate curricula and make recommendations.

5. Review Special Topics courses.
  6. Serve in an advisory role on related issues at the request of a vice president or the President.
- b. Membership (17 voting members)
- One faculty or alternate elected annually from each academic department (6)
  - One adjunct faculty or alternate
  - One non-teaching faculty or alternate (librarians and counselors)
  - One representative or alternate from Instructional Technologies and Auxiliary Programs
  - One representative or alternate from Registration and Records
  - Academic Dean from each academic department (6)
  - Associate Vice President for Academic Affairs or representative
  - Vice President of Academic Affairs (ex-officio)
- **Curriculum audits**
- The College does not contract for Curriculum Audits.
- **Curriculum committee reports**
- See above. The Curriculum Committee posts its minutes monthly to the Committee Section of Ocean Cruiser at:
- [https://prod.campuscruiser.com/q?pg=committees\\_annboard&tg=AnnBoard-list&cx=22.42-45.3365](https://prod.campuscruiser.com/q?pg=committees_annboard&tg=AnnBoard-list&cx=22.42-45.3365)
- This site is password protected.
- **Summary results of student course and teaching evaluations**
- Results of student course and teaching evaluations are summarized (via the Scantron reporting software), shared with faculty by department Deans annually, but are not published or made available beyond faculty personnel records. They are considered confidential. The aggregate results are tabulated and published on the College's website at:
- <http://www.ocean.edu/campus/PAR/KeyPerformanceIndictors.htm>
- **Summary results of relevant student surveys**
- Survey results are password protected but are made available by IR to the survey initiator via the web survey software employed by the College. (Please see above, p. 28, for sample survey report.)
- **Internal and external reviews of academic programs**
- The College regularly performs Program Evaluations prepared by the academic department and reviewed by the Learning Assessment Committee, the College Senate, and the President's Leadership Team. The

reports are published on Ocean Cruiser at: [https://prod.campuscruiser.com/q?pg=offices\\_files&tg=Files-list&cmp=F22.0-51.0\\_22&cx=22.42-51.1902#/Program Evaluation](https://prod.campuscruiser.com/q?pg=offices_files&tg=Files-list&cmp=F22.0-51.0_22&cx=22.42-51.1902#/Program Evaluation) You may review an example of a recent Program Evaluation by [clicking here](#).

➤ **Reports to state and other governmental and regulatory agencies**

Reports to IPEDS, SURE, and NJ are confidential. Results can be viewed on the NCES website at: [www.nces.ed.gov](http://www.nces.ed.gov)

The College also publishes the CLERY Report (Campus Security and Public Safety) annually on its website at:

<http://www.ocean.edu/campus/security/ClearyActReportSummery.htm>

➤ **Reports to specialized accrediting organizations**

Reports to the MSCHE are published on the College's website and may be found at:

<http://www.ocean.edu/campus/PAR/InstitutionalEffectiveness.htm>

➤ **Library and information services reports and plans**

The Library's planning documents and budgeting requests may be found with the Academic Affairs Planning and Budgeting Documents on the College's website at:

[http://www.ocean.edu/campus/planning\\_committee/Budgeting\\_Council.htm](http://www.ocean.edu/campus/planning_committee/Budgeting_Council.htm)

The College also contributes an optional Library IPEDS report (the Academic Libraries Survey or ALS) every two years.

➤ **Statements of transfer credit policies in the institutional catalog and elsewhere**

The College identifies transfer information in its printed Catalog (p. 24), provides transfer workshops throughout the year, and partners with NJ Transfer ([www.NJTransfer.org](http://www.NJTransfer.org)), a web-based guide to transfers between two- and four-year colleges throughout the state. Further transfer information is published on the College's website and may be found at:

[http://www.ocean.edu/campus/student\\_services/advising/transfer.htm](http://www.ocean.edu/campus/student_services/advising/transfer.htm)

➤ **Representative samples of transfer articulation agreements**

The College publishes information about the various dual-degrees, joint admissions, and transfer programs in the printed Catalog (pp. 16-17) and on the College's website at:

[http://www.ocean.edu/admissions/transfer/joint\\_admissions.htm](http://www.ocean.edu/admissions/transfer/joint_admissions.htm)

➤ **Evidence of appropriate licensure**

When previously requesting licensure information from the State of New Jersey, Ocean County College received a letter (March 22, 2006) that stated: "This memorandum certifies that Ocean County College located in Toms River, New Jersey is duly licensed by the New Jersey Commission on Higher Education as a county college and is authorized to offer academic programs leading to the award of certificates and associate degrees." Our authorization is by statute and we receive no certificates or other forms of licensure documentation from the State of New Jersey.

**Standard 12: General Education**

- **Catalog, syllabi, or other official publications describing general education, within and outside the major**

The General Education approved courses are listed in the College Catalog and available on the College's website as follows:

[http://www.ocean.edu/campus/student\\_services/advising/ApprovedGeneralEducationCourses.htm](http://www.ocean.edu/campus/student_services/advising/ApprovedGeneralEducationCourses.htm)

- **Statements of general education learning objectives**

Here are the General Education Goals and Learning Objectives, published in the College Catalog, but not reproduced on the website:

**OCC General Education Goals and Objectives – AY 2011-12**

**Based on the NJ Community Colleges/AOA General Education Foundation**

(1997 Adopted, August 15, 2007 Revision)

**New Jersey Community College General Educational Philosophy:** Students are empowered to meet twenty-first century challenges through learning processes that lead to knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.

The Colleges maintain responsibility for offering a general education program, whose learning objectives facilitate attainment of all **NJCC Gen Ed Learning Goals**. Course-level learning objectives must be consistent with the **College-Wide Learning Objectives** that fulfill the **NJCC Gen Ed Learning Goals**. (Local general education courses must also be consistent with **NJCC GE Course Criteria** for satisfying requirements.)

<b>NJCC Goal Categories</b>	<b>NJCC Gen. Ed. Learning Goals</b>	<b>College-Wide General Education Learning Objectives</b>
1 <b>Written and Oral Communication</b>  (Communication)	Students will communicate effectively in both speech and writing.	a. Students will explain and evaluate what they read, hear, and see. b. Students will state and evaluate the views and findings of others. c. Students will logically and persuasively state and support orally and in writing their points of view or findings. d. Students will evaluate, revise, and edit their communication.
2 <b>Quantitative Knowledge and Skills</b>	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve	a. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations. b. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.

(Mathematics)	problems.	
3 <b>Scientific Knowledge and Reasoning</b>  (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	<ul style="list-style-type: none"> <li>a. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence.</li> <li>b. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society.</li> </ul>
4 <b>Technological Competency or Information Literacy</b>  (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	<ul style="list-style-type: none"> <li>a. Students will use computer systems and/or other appropriate forms of technology to present information.</li> <li>b. Students will use appropriate forms of technology to identify, collect, and process info.</li> <li>c. Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, bibliographies, and data bases.</li> <li>d. Students will recognize when information is needed and be able to locate, evaluate, and use information.</li> </ul>
5 <b>Society and Human Behavior</b>  (Social Science)	Students will use social science theories and concepts to analyze human behavior and social, economic, and political institutions and to act as responsible citizens.	<ul style="list-style-type: none"> <li>a. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective.</li> <li>b. Students will explain how social institutions and organizations influence individual behavior.</li> <li>c. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions.</li> <li>d. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility.</li> </ul>
6 <b>Humanistic Perspective</b>  (Humanities)	Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.	<ul style="list-style-type: none"> <li>a. Students will describe commonly used approaches and criteria for analyzing works*.</li> <li>b. Students will analyze works* applying commonly used approaches and criteria.</li> <li>c. Students will demonstrate proficiency in the production and comprehension of a foreign language.</li> </ul> <p>* in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English.</p>
7 <b>Historical Perspective</b>  (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	<ul style="list-style-type: none"> <li>a. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.</li> <li>b. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society.</li> <li>c. Students will demonstrate how writers' interpretations of historical events are influenced by their time, culture, and perspective.</li> </ul>
8 <b>Global and Cultural Awareness</b>	Students will understand the importance of a global perspective and culturally diverse peoples.	<ul style="list-style-type: none"> <li>a. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose and evaluate the contributions of people from various nations and/or cultures.</li> <li>b. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society.</li> <li>c. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions.</li> <li>d. Students will be exposed to global linkages in economics, politics, business, health, and other shared cultural concerns.</li> </ul>
9 <b>Ethical Reasoning and Action</b>	Students will understand ethical issues and situations.	<ul style="list-style-type: none"> <li>a. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.</li> <li>b. Students will take a position on an ethical issue or a situation and defend it.</li> </ul>
10 <b>Independent/Critical Thinking</b>	Students will demonstrate independent/critical thinking in the humanities, natural sciences, and social sciences	<ul style="list-style-type: none"> <li>a. Students will interpret and evaluate literary and visual art based on stylistic and contextual analysis.</li> <li>b. Students will arrive at solutions through hypothesis, inquiry, analysis, and interpretation in studying the natural sciences.</li> <li>c. Students will synthesize diverse ideas and information and draw valid inferences in studying the social sciences.</li> </ul>

➤ **Samples of syllabi from a representative selection of general education courses, showing expected course learning outcomes**

Course syllabi are posted on the individual faculty web pages on the College's website at: [http://www.ocean.edu/academics/programs\\_of\\_study/english/Dellner.htm](http://www.ocean.edu/academics/programs_of_study/english/Dellner.htm)

This is one example: Dr. Dellner's page. (Other examples may be found by clicking on the Academic School and then on individual faculty pages.) Please note references to General Education and Course Objectives as well as course completion requirements and grading practices. There is a page for each full-time faculty member and his/her course information.

➤ **Samples of assessment tools in place in the general education program and courses**

The primary assessment tool for General Education at OCC is the General Education Test (GET), a locally-composed exam which is confidential and not published. Results, however, are tabulated and used to determine student skills in all the general education goals (see General Education Goals and Objectives chart above, previous page).

➤ **Examples of the use of assessment results to improve teaching and learning in general education**

The College annually assesses 40 core courses, all of which (except for developmental math and English) fall within the General Education core course list. For each course assessed, data is added and plans for improving teaching/learning are included on the course page. Each course assessment page is posted on Ocean Cruiser at:

[https://prod.campuscruiser.com/q?pg=offices\\_files&tg=Files-list&cmp=F22.0-51.0\\_22&cx=22.42-51.1902#/Course-Level Assessment](https://prod.campuscruiser.com/q?pg=offices_files&tg=Files-list&cmp=F22.0-51.0_22&cx=22.42-51.1902#/Course-Level Assessment) Here is a sample page:

Course-Level Assessment

EDUC 175: Introduction to Teaching - Spring 2011

Learning Objectives	Learning Objectives	2009 (%)	2010 (%)	2009-2010 % Pt. Change	2011 (%)	2010-2011 % Pt. Change	Steady
Analyze the historical and political influences on schooling in the U.S.	1	89	95	6	96	1	
Identify and discuss the role of governmental bodies that influence education.	2	78	74	-4	79	5	
Formulate a personal philosophy of education.	3	65	69	4	76	7	
Explain the concept of school and teacher accountability.	4	81	67	-14	58	-9	
Discuss legal issues involving schooling.	5	87	88	1	88	0	X
Discuss school funding at the federal, state, and local level.	6	70	97	27	94	-3	
Discuss the impact of culture, socialization, ethnocentrism, & cultural relativism.	7	87	92	5	92	0	X
Witness and reflect on the teaching of veteran teachers in various settings.	8	91	82	-9	95	13	
Identify literacy concepts as they relate to students from varied backgrounds.	9	76	73	-3	84	11	

# OCEAN COUNTY COLLEGE 2014 Self-Study Selected Topics Preliminary Proposal, DRAFT

May 13, 2011

Design instructional lesson plans that incorporate all learning domains.	10	71	64	-7	69	5
Discuss the fundamentals of classroom management.	11	94	86	-8	91	5
Demonstrate ability to incorporate technology into instructional lessons.	12	94	76	-18	91	15
Explain what is required to become a teacher in the State of NJ.	13	84	86	2	91	5

## Assessment Method

40-item multiple-choice test

## Assessment Data

# Students involved in the assessment: 135 # Sections involved: 6 sections

# Full-time faculty teaching this course: 1

# and % of full-time faculty involved in the assessment: 1 - 100%

# Adjuncts teaching the course: 4

# and % of adjuncts involved in the assessment: 2 - 50%

## Objectives Needing Enhanced Learning in 2011-2012

# 4: Explain the concept of school and teacher accountability.

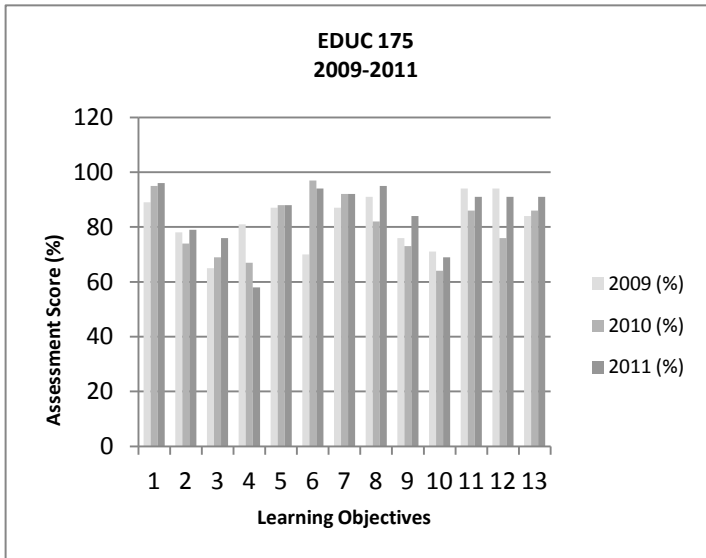
# 10: Discuss legal issues involving schooling.

### Teaching Strategies to Improve Learning: Objectives #4:

1. Review laws on teacher evaluation: observations; professional improvement plans.
2. Explain proposed new NJ system of teacher evaluation.
3. Show a local district's evaluation plans for staff.

### Teaching Strategies to Improve Learning: Objectives #10:

1. Assign a writing assignment on the Tenth Amendment.
2. Review impacting court decisions in Education such as Brown v. BOE and Abbott v. Burke.
3. With reference to school policies and procedures, review the concept of "in loco parentis."



	2009 (%)	2010 (%)	2011 (%)
1	89	95	96
2	78	74	79
3	65	69	76
4	81	67	58
5	87	88	88
6	70	97	94
7	87	92	92
8	91	82	95
9	76	73	84
10	71	64	69
11	94	86	91
12	94	76	91
13	84	86	91

➤ **If there is not an implemented assessment strategy for general education, the plans for assessment activities and the schedule for implementing them**

The College tests students annually with its General Education Test (GET) and posts results to Ocean Cruiser at:

[https://prod.campuscruiser.com/q?pg=offices\\_files&tg=Files-list&cmp=F22.0-51.0\\_22&cx=22.42-51.1902#/General Education Assessment](https://prod.campuscruiser.com/q?pg=offices_files&tg=Files-list&cmp=F22.0-51.0_22&cx=22.42-51.1902#/General Education Assessment)

➤ **Reports from internal and external reviews of the general education program**

Internal reviews of general education are covered in the item immediately above. In 2004, the College's Self-Study devoted Chapter VIII (p. 124+) to General Education, made recommendations, and implemented them. See 2004 Self-Study on the College's website at:

<http://www.ocean.edu/effectiveness.htm>

Two degree programs, A.A. Liberal Arts and A.A. General Studies, are part of the College's Program Evaluation cycle.

**Standard 13: Related Educational Activities**

➤ **Documents pertinent to the institution's specific activities, such as:**

○ **Curriculum plans and evaluations**

Part of the College's comprehensive Assessment of Student Learning is Program Evaluation (see the last item under the previous standard).

○ **Assessment results for basic skills**

The College maintains and annually updates a Basic Skills Effectiveness Report that details numbers tested, numbers placed, completers, and success in the first college-level course and may be located on the College's website at:

<http://www.ocean.edu/campus/PAR/KeyPerformanceIndictors.htm> under 1. Student Learning

○ **Certificate Programs**

The College is currently using the new **Gainful Employment Reporting** requirement (Federal) to develop a new data reporting model on Certificate Programs. See the relevant College policy at:

[http://www.ocean.edu/campus/PAR/Research/Policy\\_5000/PO5153.1.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_5000/PO5153.1.pdf)

○ **Experiential learning**

The College sponsors work study and internships through courses specifically designed to give college credit for experiential learning. Businesses that are interested in employing OCC students as interns may apply online at:

<http://www.ocean.edu/academics/internships/internship.asp>

○ **Distance learning programs**

Information on the College's E-Learning programs can be found on the College's website at:

<http://www.ocean.edu/academics/E-learning/index.htm> as well as in the Substantive Change Report submitted to the MSCHE on November 1, 2011, also available on the College's website at: [www.ocean.edu/effectiveness.htm](http://www.ocean.edu/effectiveness.htm)

➤ **Data and plans for branch campuses and additional locations**

The College is currently considering a reduction in the number of extension centers due to rapidly escalating costs charged by local schools for facilities rentals and related fees. The current idea under investigation with relation to cost containment without a reduction in services is to merge disparate locations into regional centers in the North and West portions of the county. We already have an extensive center in the southern region, the Southern Educational Center (SEC). For further information on the SEC, see: <http://www.ocean.edu/welcome/SEC/index.htm>

➤ **Contracts with affiliated providers**

The major service providers for the College are SunGard/Datatel (IT Services) and the My Restaurant Group (food service) and, occasionally, Labor Ready (custodial reservists). Contracts with these groups are not published but are negotiated in line with the bidding process required by State regulations.

**Standard 14: Assessment of Student Learning**

➤ **Institutional plan(s) for assessment of student learning**

A summary of the College's Learning Outcomes Assessment activities may be found in the *Institutional Effectiveness Annual Report* (pp. 6-7) published on the College's website at:

[www.ocean.edu/effectiveness.htm](http://www.ocean.edu/effectiveness.htm)

A table outlining these activities may also be found by [clicking here](#).

➤ **Institutional and/or unit-level policies and guidelines for assessing student learning**

Policies on learning assessment may be found on the College's website at:

[http://www.ocean.edu/campus/PAR/Research/Policy\\_7000/po7160pr.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_7000/po7160pr.pdf)

[http://www.ocean.edu/campus/PAR/Research/Policy\\_7000/documents/PO7165PR6-27-11.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_7000/documents/PO7165PR6-27-11.pdf)

➤ **Institutional and/or unit-level policies and practices for recognizing and rewarding efforts to assess student learning**

The College offers no material rewards for participating in learning outcomes assessment activities. It is one of the faculty members' terms and conditions of employment (contractually agreed to). We believe the "rewards" come from insights for faculty into how to better meet the learning needs of students.

➤ **Statements of expected learning outcomes for the institutional, program, and general education levels**

General Education goals and objectives, in line with agreements with two- and four-year colleges in New Jersey, are printed in the College Catalog and reprinted above (Standard 12, p. 36) for information.

➤ **Samples of syllabi from a broad cross-section of programs and courses, showing course-level expected learning outcomes**

Course syllabi are posted on the individual faculty web pages on the College's website at:

[http://www.ocean.edu/academics/programs\\_of\\_study/english/Dellner.htm](http://www.ocean.edu/academics/programs_of_study/english/Dellner.htm)

The link is to one example: Dr. Dellner's page. (Other examples may be found by clicking on the Academic School and then on individual faculty pages.) Please note references to General Education and Course Objectives as well as course completion requirements and grading practices. There is a page for each full-time faculty member and his/her course information. Only courses offered during the current semester are hot-linked to course syllabi.

➤ **Evidence of faculty training in assessment**

Faculty members are trained in assessment skills by Academic Deans based on plans and techniques derived from those developed by the Associate Vice President of Academic Affairs.

➤ **Samples of assessment tools in place (e.g., rubrics, surveys, portfolios, or capstone courses) from a broad cross-section of programs and courses**

Assessment tools for course assessment vary from objective tests to writing portfolios. The tool used for the assessment of each course is listed on the course page (illustrated above on p. 39). The course assessment pages are posted on Ocean Cruiser at:

[https://prod.campuscruiser.com/q?pg=offices\\_files&tg=Files-list&cmp=F22.0-51.0\\_22&cx=22.42-51.1902#/Course-Level Assessment](https://prod.campuscruiser.com/q?pg=offices_files&tg=Files-list&cmp=F22.0-51.0_22&cx=22.42-51.1902#/Course-Level Assessment)

➤ **A cross-section of examples of the use of assessment results to improve teaching and learning**

Please see the College's 2009 *Periodic Review Report*, Chapter 5, for a detailed summary of the use of assessment results, published on the College's website at:

<http://www.ocean.edu/campus/PAR/InstitutionalEffectiveness.htm>

➤ **Relevant results from student course and teaching evaluations**

Student evaluations are part of the Faculty Annual Performance Review and are considered confidential to the Dean and the faculty member. For a full discussion of this and for a copy of the Student Reaction Form, see Policy 3125, posted on the College's website at:

[http://www.ocean.edu/campus/PAR/Research/Policy\\_3000/documents/PolicyandProcedure31253-1-11.pdf](http://www.ocean.edu/campus/PAR/Research/Policy_3000/documents/PolicyandProcedure31253-1-11.pdf)