OCEAN COUNTY COLLEGE
SELF-STUDY DESIGN

FEBRUARY 2021

OCEAN
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SELF-STUDY DESIGN
February 2021

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I. Institutional Overview

Since its founding in 1964 as New Jersey's first county college, Ocean County College (OCC) has been dedicated to educating and serving residents of Ocean County, New Jersey, and beyond as an innovative academic leader. The College's hallmark has been affordable, student-centered, high-quality education that prepares and empowers diverse learners to contribute to and succeed in varied, global societies. Its embodiment of a vibrant institution dedicated to student success is evident in its growing campus, expanded programming, increased partnerships and collaborations, international focus, and online learning expertise. Above all, OCC's success is reflected by alumni consistently advancing their education at top universities and colleges or moving directly into fulfilling careers. As the College has grown, so has its reputation and its prominent place in the Ocean County community and academia.

OCC invests in and fosters academic, economic, and cultural excellence and ensures financial strength through new revenue generation, national and international university and corporate partnerships, and a technologically progressive and entrepreneurial spirit. OCC is an established community leader, with myriad opportunities for the community to engage in educational and cultural pursuits. From 979 students in its first semester, fall 1966, enrollment has steadily increased, to 8,171 students in the fall of 2019; today, OCC boasts more than 48,000 alumni.

As a public, two-year community college, OCC is supported by Ocean County, the State of New Jersey and the students of Ocean County College. As a pillar of the community, OCC provides exceptional educational opportunities for individuals of all ages and at all stages of life. The campus is set on 425 College-owned acres surrounded by an additional 575 acres of non-developable land owned by Ocean County and the Ocean County Natural Lands Trust, situated in Toms River, New Jersey (the county seat). OCC is a comprehensive, open admissions institution providing postsecondary associate degree and certificate programs on its main campus

in Toms River, 14 additional locations, including the Southern Education Center in Manahawkin, at several other instructional sites, and through distance learning.

Ocean County encompasses 634 square miles of eastern New Jersey, including 45 miles of oceanfront property and barrier islands, and is one of the state's fastest-growing counties. As a publicly funded institution of higher education, OCC stays abreast of community needs and provides services and support to meet those needs. Creating pathways to sustainable employment for people who have living expenses while attending school, the College serves a critical need in Ocean County and across New Jersey. Family obligations, cost of living increases, and other challenges require more than half of the students who attend OCC to be concurrently employed.

OCC offers three degrees in a variety of subjects from Broadcast to Business to Biology: the Associate in Arts (A.A.), the Associate in Science (A.S.) and the Associate in Applied Science (A.A.S.). Currently the College offers 27 degree programs, including the award-winning Nursing Program. OCC offers many other options, transfer tracks (joint admission programs with New Jersey colleges and universities), and areas of emphasis. Certificate programs are offered in more than 40 areas of study; one of the most popular is Accounting.

The vast majority of OCC's students are enrolled in Liberal Arts programs. In the fall 2019 semester, 2,905, or 54%, were enrolled in Liberal Arts or General Studies. The next most popular major was Business Administration, with 708 students — enrollment in Business Administration has risen more than 75% over the last five years. After that, the most popular majors were Criminal Justice, 382; Nursing, 333; Engineering, 181; and Performing Arts, 70. About 80% of students were enrolled in programs that are transferable to four-year institutions. Most of OCC's students — 89.6% — were Ocean County residents.

As a testament to OCC's dedication to providing higher education opportunities to underserved populations, OCC has continued its expansion to local high schools with 13 in-county schools now designated as additional locations. The Ocean County Vocational Technical School Performing Arts Academy, located on OCC's campus, allows high school students to become immersed in the college experience.

Additionally, in continuing efforts to minimize barriers and promote persistence and retention, the College has revised its admissions, advising, and placement procedures. These changes allow students to move directly and expeditiously into their programs of study.

Ocean County College also continues to expand its partnerships with baccalaureate institutions. The Kean Ocean partnership between OCC and Kean University offers students the opportunity to earn bachelor's and master's degrees in select subjects without leaving OCC's campus. The degree completion program currently serves more than 3,000 students. More recently, OCC has signed partnership agreements with New Jersey City University, William Paterson University, New Jersey Institute of Technology, and Southern New Hampshire University.

The College's commitment to online learning and innovation has helped it reach around the globe and develop partnerships with Ahram Canadian University (Egypt), the Arab Academy for Maritime Sciences and Transport (Egypt), IMI International (Morocco and Egypt), and Ain Shams University (Egypt). There are ample expansion opportunities in the Middle East and Northern Africa regions, which are promising for OCC's future as a global player in higher education.

In addition to serving its students, OCC is committed to outreach and service to community members through workforce development pathways, including job training, enrichment, and professional education courses, some of which may lead to credit-bearing programs. The College also holds events such as art exhibits, lectures, and musical and dramatic productions in the theater or the gallery at the Jay and Linda Grunin Center for the Arts. The Robert J. Novins Planetarium is widely known and utilized for its excellent programming.

The College's dedication to its employees includes ample professional development opportunities, leadership training, and various employee support systems. There is a commitment at each juncture of an employee's career, from the initial talent acquisition, to immediate and continued professional development, to rewards and award programs, and to recognition of quality service.

In the first decade of the 21st century, due to an increase in enrollment and the addition of programs, OCC needed to strategically expand its facilities and added several buildings on campus. In 2018, the H. Hovnanian Health Sciences Building opened, allowing OCC to expand its programs to include allied health curricula in addition to nursing. The same year, the Instructional Building, built in 1967, underwent a major renovation to provide a more modern and collaborative environment for students and faculty. Finally, the Ocean County Vocational Technical School Performing Arts Academy High School building was completed in 2019. More renovations and new buildings are planned.

The College is flexible and innovative, qualities that have stood it in good stead over the past years of uncertainty and instability. The national focus on affordability, accountability, and student achievement comes at a time of declining enrollment and decreased funding for institutions of higher education nationwide. OCC's experience with online and distance learning was invaluable during the COVID-19 pandemic and allowed it to pivot to remote and hybrid learning quickly and effectively. The College had laid a strong foundation for remote student services prior to the pandemic and was able to quickly assist students with matters of advising, registration, and other support services. The College continues to look to the future — of technology, new partnerships, practices and ever-more innovative approaches to ensuring our community of learners is well-served and successful.

MISSION:

Ocean County College, an innovative academic leader, provides affordable, student-centered, high-quality educational experiences that empower diverse learners to succeed.

VISION:

Ocean County College will be the boldest, most innovative and entrepreneurial student-centered college in the nation, will promote exemplary learning experiences, and will advance community college education internationally.

GUIDING PRINCIPLES:

Student-Centered:

We empower our students to learn and succeed through distinctive, high-quality learning opportunities.

Accessible:

We welcome all people to the Ocean County College community by providing affordable, flexible, and barrier-free educational opportunities.

Innovative:

We proactively seek opportunities to improve through ingenuity and strategic partnerships.

Collaborative:

We practice teamwork and open communication within a culture of civility and mutual respect.

Courageous:

We act with determination to serve our students and achieve our goals.

Trustworthy:

We exercise integrity, transparency, and data-informed decision-making.

II. Institutional Priorities Addressed in the Self-Study

As Ocean County College celebrated its 50th anniversary in 2014, it adopted a transformation initiative entitled *Charting our New Course*. The 2015-2020 strategic plan, *Strategies for Success*, coupled with *Charting our New Course*, positioned the college to become the *Community College of the Future*; one that understood the importance of global education, the need for generating multiple revenue streams as funding from the state and federal government declined, partnering with business and educational entities to offer unique opportunities to students, and exploring innovative approaches to educating students.

Recognizing the progress achieved throughout the 2015-2020 plan, acknowledging challenges, and better understanding the environmental landscape, the College set forth on a new planning endeavor in fall 2019. A 12-member Core Planning Team was involved in the planning process, which focused on inclusivity and transparency, with over 70 campus participants in a series of focus groups, open forums, and colloquium sessions. Participation by faculty, staff, students, and Board of Trustees members culminated in a thorough strategic plan that builds on the foundation of *Strategies for Success*. The four resulting goals concerning

Students, Enrollment, Organizational Effectiveness, and External Stakeholder Relations align with the College's mission and futuristic mindset and the Standards for Accreditation. As such, Ocean County College will be using the institutional goals below as the Institutional Priorities for the Self-Study:

1. *Empower students to learn, engage, and achieve*
2. *Optimize and expand enrollment of all learners*
3. *Elevate organizational effectiveness*
4. *Expand relationships with external stakeholders*

Two members of the College community are in charge of leading people with initiatives for each goal; during the planning process and into FY2021, the goal facilitators developed initiatives that would move the College closer to achieving its objectives, and ultimately, its goals. These initiatives helped frame the strategic goals and were presented to the campus at the January 2021 Colloquium for feedback. That feedback helped solidify the institutional initiatives supporting the strategic plan and allowed the College to focus on which aspects of the goals will be addressed as Institutional Priorities. It also assisted in the mapping of the Institutional Priorities to the Standards for Accreditation.

Mapping of OCC's Institutional Priorities to Elements of the Mission Statement

Ocean County College, an innovative academic leader, provides:	Goal 1: Empower students to learn, engage, and achieve	Goal 2: Optimize and expand enrollment of all learners	Goal 3: Elevate organizational effectiveness	Strategic Goal 4: Expand relationships with external stakeholders
affordable		X	X	X
student-centered	X	X	X	
high-quality educational experiences	X			X
that empower diverse learners to succeed	X			

Mapping of OCC's Institutional Priorities to MSCHE's Standards for Accreditation

MSCHE Standards for Accreditation	OCC's Institutional Priorities			
	Goal 1: Empower Students to learn, engage, and achieve	Goal 2: Optimize and expand enrollment of all learners	Goal 3: Elevate organizational effectiveness	Goal 4: Expand relationships with external stakeholders
I. Mission and Goals		X		X
II. Ethics and Integrity			X	X
III. Design and Delivery of the Student Learning Experience	X	X		
IV. Support of the Student Experience	X	X		
V. Educational Effectiveness Assessment	X		X	
VI. Planning, Resources, and Institutional Improvement			X	X
VII. Governance, Leadership, and Administration			X	X

III. Intended Outcomes of the Self-Study

Ocean County College intends to achieve four, specific outcomes during the self-study process. Ocean County College will:

a. Demonstrate how it currently meets the Commission's Standards for Accreditation and Requirements of Affiliation.
b. Establish opportunities for growth and innovation that support the attainment of the College's mission and goals.
c. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
d. Identify overlapping campus-wide processes and initiatives to minimize duplication, maximize efficiency, and make recommendations for integration.

IV. Self-Study Approach

Identify one of the following Self-Study approaches to be used to organize the Self-Study Report:

☑ Standards-Based Approach
☐ Priorities-Based Approach

A standards-based approach was recommended preliminarily to the President's Leadership Team by the Self-Study Co-Chairs, knowing that the College underwent its last self-study under the old standards. This approach was further discussed during the Self-Study Institute and confirmed by the Self-Study Steering Committee. As such, Ocean County College will use a standards-based approach in its self-study.

Ocean County College has continued to transform since its last self-study in 2014; this institutional growth and change can be viewed through the lens of its institutional mission and goals. The College has expanded its reach to students both nationally and internationally and has also expanded its facilities to meet students' ever-growing needs. The College underwent a transformative strategic planning process to create its fiscal year 2015-2020 plan, *Strategies for Success*. In reviewing the plan's outcomes and progress toward achieving the goals set forth, the College developed a new plan, *Ocean County College at the Helm, 2021-2026*.

With the unprecedented impact of COVID-19 in FY2020, institutional leadership decided to extend the 2015-2020 plan beyond June 30, 2020, to allow additional time to complete projects related to the strategies and re-evaluate the projects developed during the 2021-2026 planning process. Through these activities, the College has a strong understanding of what it wants to achieve. A standards-based approach will allow the institution to take the next step by taking a more in-depth look at the new MSCHE standards and the College's goals mapped to them.

V. Organizational Structure of the Steering Committee and Working Groups

Ocean County College developed a Core Leadership Team and a Self-Study Steering Committee to oversee the coordination of the Self-Study Process. The Leadership Team is composed of the Self-Study Co-Chairs, Evidence Coordinator, Chief Editor, and Team Visit Schedule Coordinators. The Co-Chairs and Evidence Coordinator participated in the Self-Study Institute as the institutional representatives, led the early development of the Self-Study Design, and presented that document to the Steering Committee as a starting point for the design. The Evidence Coordinator will assist the Steering Committee with gathering evidence for the Working Groups and will coordinate the organization of the final evidence for the Evidence Inventory. The Chief Editor is charged with designing editorial guidelines for the Working Groups and ensuring that the self-study is cohesive and contains one voice. The Team Visit Schedule Coordinators will organize the Self-Study Team visit with the Steering Committee.

The **Co-Chairs** will facilitate the Self-Study process and serve as a resource to each of the Working Groups. More specifically, the Self-Study Co-Chairs will:

1. Ensure a transparent and collaborative Self-Study process.
2. Attend the Self-Study Institute.
3. Identify members for the Leadership Team, Steering Committee, and Working Groups and provide nominations to the President's Leadership Team.
4. Oversee the work of the Steering Committee.
5. Manage information and data requests.
6. Provide training and resources to the Steering Committee and Working Groups.

Leadership Team

Core Leadership Team	
Dr. Alexa Beshara-Blauth, ALO and Executive Director for Institutional Planning, Effectiveness and Compliance	**Co-Chair**
Heidi Sheridan, Dean of Arts and Humanities	**Co-Chair**
Connie Bello, Assistant to the President and Secretary to the Board of Trustees	Team Visit Schedule Coordinator
Jodi Heitmann, Executive Assistant to the President	Team Visit Schedule Coordinator
Brenda Lange, Marketing and Communications Writer/Editor	Chief Editor
James Marshall, Assistant Director for Assessment	Evidence Coordinator and Team Lead for Standard V

Steering Committee Charges

The Steering Committee is composed of the Core Leadership Team, Liaisons to the Working Groups, and other key individuals. The Steering Committee is charged with providing leadership and oversight to the Self-Study process. The Steering Committee will:

1. Review and confirm OCC's Institutional Priorities. *
2. Acquire a deep understanding of the Standards of Accreditation and their connections to the Institutional Priorities.
3. Refine and edit the Self-Study Design.
4. Charge the Working Groups and coordinate their work.
5. Ensure the timeline is implemented. *
6. Develop and implement the communications plan. *
7. Assist with gathering documentation for the Evidence Inventory, paying close attention to the gaps identified by the working groups (*led by Evidence Coordinator*).
8. Review interim reports, paying close attention to resolving overlaps in content; edit and revise (*led by Chief Editor*).
9. Manage and modify the recommendations for innovation and improvement.
10. Arrange for institution-wide review. *
11. Oversee completion of final Self-Study Report, including Evidence Inventory and Verification of Compliance. *
12. Oversee arrangements to host Evaluation Team visit* (*led by Team Visit Schedule Coordinators*).

*indicates Co-Chairs taking the lead

Steering Committee	Additional Role
Dr. Alexa Beshara-Blauth, ALO and Executive Director for Institutional Planning, Effectiveness and Compliance	**Co-Chair**
Heidi Sheridan, Dean of Arts and Humanities	**Co-Chair**
Dr. Elizabeth Brierley, Associate Professor, Speech and Theater	Liaison
Maureen Conlon, Associate Director of Web Services	Liaison
Jennifer Fazio, Director of Student Life	Liaison
Linda Novak, Vice Chair, Board of Trustees	Liaison
Susan O'Connor, Program Director, Perkins and Curriculum Compliance	Liaison
Heather Sciarappa, College Lecturer II, English	Liaison
Mary Troy, Director of Institutional Research	Liaison
Connie Bello, Assistant to the President and Secretary to the Board of Trustees	
Thomas Gialanella, Executive Director of School Relations	
Dr. Henry Jackson, Executive Director of Academic Success	
Dr. Joseph Konopka, Vice President of Academic Affairs	
Jason Molloy, College Lecturer II, English	
Dr. Gerald Racioppi, Vice President of Student Affairs	
Sara Winchester, Executive Vice President of Finance and Administration	

Liaison Charges

Liaisons to the Working Groups are members of the Steering Committee and their corresponding Working Group. In addition to the responsibilities of the Steering Committee, Liaisons will:

1. Attend Working Group meetings.
2. Provide updates on their respective Working Group to the full Steering Committee.
3. Ensure the Standards, Requirements of Affiliation, and Institutional Priorities have been addressed in the chapter.
4. Meet with fellow Liaisons to ensure no duplication occurs; organize meetings between the Working Groups if there is overlap in content.
5. Ensure the outline and chapter draft(s) are organized; upload the outline and chapter draft(s) to the Steering Committee Microsoft Teams site for the full Steering Committee to review.

Liaisons to the Working Groups	Standard
Maureen Conlon, Associate Director of Web Services	I
Mary Troy, Director of Institutional Research	II
Susan O'Connor, Program Director, Perkins and Curriculum Compliance	III
Jennifer Fazio, Director of Student Life	IV
Dr. Elizabeth Brierley, Associate Professor, Speech and Theater	V
Heather Sciarappa, College Lecturer II, English	VI
Linda Novak, Vice-Chair, Board of Trustees	VII

Team Lead and Working Group Charges

Team Leads

Each Working Group will be coordinated by two Team Leads who, in addition to the responsibilities specific to the Working Group, will:

1. Schedule meetings; schedules should be created each semester.
2. Keep Working Groups on task.
3. Develop internal timeline and organizational structure of the Working Group.
4. Ensure all documents cited in the chapter are uploaded to the designated Microsoft Teams Site.
5. Ensure that supporting documents are relevant to chapter content/priorities.

Working Groups

The Working Groups are responsible for drafting chapters that are evidence rich, thoroughly addressing the lines of inquiry, and carefully considering areas for improvement and innovation based upon the findings. The Working Groups will:

1. Become acquainted with the Self-Study Design.
2. Acquire an understanding of the Standards of Accreditation and their connections to the Institutional Priorities.
3. Demonstrate compliance with associated Requirements of Affiliation.
4. Analyze evidence in the context of the designated standard, the College's mission, and the Institutional Priorities.
5. Identify gaps in evidence and make recommendations to the Steering Committee on how to remedy these gaps.
6. Establish strengths and opportunities for improvement to include in the chapters; report findings to the Steering Committee.
7. Maintain a repository of supporting documents for all assertions within the chapter. All documents must be uploaded to the designated Microsoft Teams site.
8. Develop and maintain a works cited page in the Microsoft Teams site.
9. Adhere to the timeline for developing chapter drafts.
10. Develop and present initial findings to the campus community via open forums (ex: Colloquium, campus presentations organized by the Steering Committee).

Membership and Lines of Inquiry for Working Groups

Standard I: Mission and Goals
The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Standard I: Mission and Goals	Additional Role
Dr. Anthony Trump, Executive Director of Student Services	**Team Lead**
Vijay Ramdeen, College Lecturer II, Chemistry	**Team Lead**
Maureen Conlon, Associate Director of Web Services	**Liaison**
Christine Healey, Director of Purchasing and Payables	
Matthew Kennedy, Associate Vice President, Facilities Management and Construction (through June 2021)	
John Lopez, Director of Safety and Security	
Janet Marler, College Lecturer II, Library	
Heather Mayer, Manager of Mail Services and Events	
Sean O'Leary, Technical Director	

The Working Group for Standard I is charged with finding evidence and drafting a narrative to address the following lines of inquiry:

1. How are the College's mission and goals developed, approved, and implemented?
2. How do the mission and goals of the institution address both external and internal context and constituencies?
3. What evidence shows how the mission and goals of the institution guide decision-making processes related to planning, resource allocation, program and curricular development, and in the defining of institutional and educational outcomes?
4. How are the goals and mission related to student learning and institutional improvement? Demonstrate that they are supported by administrative, educational, auxiliary, and student support programs and services.
5. What is the process for reviewing progress on institutional goals, and ultimately, ensuring that the institutional mission is being achieved?
6. How are the mission and goals communicated across the campus to internal stakeholders?

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Standard II, Ethics and Integrity	Additional Role
Tracey Donaldson, Associate Vice President, Human Resources	**Team Lead**
Dr. Margaret Maghan, College Lecturer II, Psychology	**Team Lead**
Mary Troy, Director of Institutional Research	**Liaison**
Dr. Rosann Bar, Dean of Business and Social Sciences	
Eileen Buckle, Director of Program Compliance	
Jan Kirsten, Executive Director of College Relations	
Christine B. Pericone (Spencer), Assistant Professor, Science	
Laura F. Rickards, Director, Center for Access and Equity	

The Working Group for Standard II is charged with finding evidence and drafting a narrative to address the following lines of inquiry. Consider all activities, including those internal to the College and those external to the College:

1. How does the institution ensure a climate that fosters respect and freedom of expression among diverse students, faculty, staff, and administration?
2. Analyze the College's various employee grievance policies. Does each policy support a fair and impartial process for addressing grievances?
3. What evidence demonstrates that institutional policies and procedures allow for impartial processes for hiring, evaluation, promotion, discipline, and separation of employees?
4. Is the institution compliant with all federal, state, and MSCHE reporting policies?
5. What procedures and/or policies are in place to ensure honesty and truthfulness in all publications and communications?
6. What are the processes in place to review and assess ethics and integrity, as demonstrated in policies and practices?
7. How does the College promote and foster accessibility to education for students with diverse needs, including programs for financial affordability and other support services?

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Standard III, Design and Delivery of the Student Learning Experience	Additional Role
Donna Rosinski, Director of Library Services	**Team Lead**
Dr. Chad Sexton, College Lecturer II, Sociology	**Team Lead**
Susan O'Connor, Program Director, Perkins and Curriculum Compliance	**Liaison**
Mary Fennessy, Director of Program Services for Nursing and Health Sciences	
Samantha Glassford, College Lecturer II, English	
Dr. Maysa Hayward, Associate Vice President, International Programs	
Dr. Joseph Konopka, Vice President of Academic Affairs	
Dr. William Rickert, Professor, Mathematics (through Spring 2021)	
Dr. Amir Sadrian, Associate Vice President of Academic Affairs	
Dr. Vandana Saini, College Lecturer II, Mathematics	

The Working Group for Standard III is charged with finding evidence and drafting a narrative to address the following lines of inquiry:

1. What are the types of degrees and certificates that the College offers?
   What are the intended outcomes of these programs?
2. How and in what ways does the College support workforce and professional education and pathways between non-credit and credit-bearing programs?
3. How are programs (degree, certificates leading to a recognized credential) developed?
   How does this ensure that they foster coherent learning experiences, regardless of modality and location?
4. How does the College ensure that the design and delivery of the student learning experience is consistent across all modalities and physical locations?
5. How does the College's approach to teaching and learning provide support for various student goals?
   What resources are available to support students' academic progress?
6. Are faculty credentials aligned with higher education standards and the programs in which they teach?
7. What opportunities exist for faculty professional development?
   Are there adequate resources and support? Do faculty engage in these opportunities?
8. How does the College ensure that we have faculty sufficient in number?
9. What are examples of innovations in teaching at the College?
   Discuss their connection to the College's mission and goals.
10. How are faculty evaluated? Is the process documented and clearly articulated?
    How does this process support student learning?
11. How does the College's general education program provide students the opportunity to expand their cultural and global awareness and cultural sensitivity and prepare them to make well-reasoned judgments?
12. How are oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy addressed within the scope of the College's general education curriculum?
13. How are academic programs reviewed? How does this process lead to meaningful discussions and actions related to the effectiveness of programs?

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Standard IV, Support of the Student Experience	Additional Role
Janine Emma, Registrar	**Team Lead**
Sheenah Hartigan, Executive Director of Enrollment Services	**Team Lead**
Jennifer Fazio, Director of Student Life	**Liaison**
Nathaniel Bard, Instructor, Fine Arts	
Veronica Guevara-Lovgren, Assistant Dean, Arts and Humanities	
Dr. Henry Jackson, Executive Director of Academic Success	
Dr. Kathryn Pandolpho, Director of Counseling and Student Development Services	
Dr. Gerald Racioppi, Vice President of Student Affairs	
Gary Shaffer, Assistant Professor, Digital Mass Media and Communications	

The Working Group for Standard IV is charged with finding evidence and drafting a narrative to address the following lines of inquiry. All modes of delivery should be considered and discussed. Additionally, the numerous locations, including the SEC, in-county high school additional locations, and international offerings should be discussed.

1. How can students access accurate and comprehensive information about cost, scholarships, and refunds?
2. How do OCC policies and procedures build student success through admission, retention, graduation, and transfer, including placement in developmental courses?
3. How do student support services such as advising, orientation, peer programs, counseling, and tutoring enhance the quality of learning at the College?
4. What policies and procedures ensure the safe and secure maintenance and appropriate release of student information and records?
5. What policies and procedures exist for evaluating and accepting transfer credits, credits through experiential learning, and competency-based assessment?
6. How do athletics, student life, and other extracurricular activities (including those offered through the Grunin Center and the Planetarium) contribute to student learning and support student success?
7. How does periodic assessment of student support programs strengthen the student experience?

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Standard V, Educational Effectiveness Assessment	Additional Role
Dr. Caterina Gibson, College Lecturer II, Anatomy	**Team lead**
James Marshall, Assistant Director of Assessment	**Team Lead**
Dr. Elizabeth Brierley, Associate Professor, Speech and Theater	**Liaison**
Rachel Doss-Block, Associate Director of e-Learning and Learning Enterprises	
Dr. Eileen Garcia, Vice President of e-learning and Learning Enterprises	
Jason Molloy, College Lecturer II, English	
Eileen Schilling, Executive Director of Academic Assessment	
Dr. Tracy Walsh, Dean of Nursing and Health Sciences	

The Working Group for Standard V is charged with finding evidence and drafting a narrative to address the following lines of inquiry:

1. What are the educational goals at the institution and degree/program level, and how are they interconnected?
2. What are the educational assessment practices that evaluate the extent of student achievement of general education goals and degree/program goals?
3. How are alignments ensured between educational goals and the broader institutional mission of being an innovative, student-centered, academic leader that empowers diverse learners to succeed?
4. How does the institution communicate assessment results with stakeholders?
5. How does the institution use assessment results for educational effectiveness?
6. Has the institution engaged in a review of its assessment processes?

Standard VI: Planning, Resources, and Institutional Improvement
The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Standard VI, Planning, Resources, and Institutional Improvement	Additional Role
Kayci Clayton, Associate Director of Grant Administration	**Team Lead**
Catherine Pontoriero, Librarian, Reference Services	**Team Lead**
Heather Sciarappa, College Lecturer II, English	**Liaison**
Ben Broder, Lead Network and Information Security Administrator	
Yessika Garcia-Guzman, Executive Director of Financial Aid	
Mary Lancaster, Controller	
Ken Malagiere, Executive Director of Ocean County College Foundation	
Dr. Sylvia Riviello, Dean of Science, Technology, Engineering, and Mathematics (STEM)	
Sara Winchester, Executive Vice President of Finance and Administration	

The Working Group for Standard VI is charged with finding evidence and drafting a narrative to address the following lines of inquiry:

1. Is there an evidence-based planning and budgeting process that is assessment-driven and results in resource allocation aligned with the mission and institutional strategies? Are there objectives, institution-wide and for individual units, linked to this process?
2. How does the institution incorporate donor, OCC Foundation, grant applications, and grant allocations to the planning and budgeting process?
3. Does the College have a transparent, inclusive, and communicated planning and improvement process?
4. How does the College ensure that it has both the fiscal and human resources, in addition to the physical and technical infrastructure, to support its operations adequately in all modalities and at all locations?
5. What considerations are made when developing long-term financial plans, including both auxiliary and international operations?
6. How are the adequacy and efficiency of utilizing institutional resources that support mission and goals assessed?
7. How does the College use assessment or Key Performance Indicator results to develop priorities for continuous improvement, resources allocation, and opportunities for innovation?

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Standard VII, Governance, Leadership, and Administration	Additional Role
Dr. Toni Clay, Associate Vice President of Academic Affairs	**Team Lead**
Marc LaBella, Associate Professor, Science	**Team Lead**
Linda Novak, Vice Chair, Board of Trustees	**Liaison**
Connie Bello, Assistant to the President and Secretary to the Board of Trustees	
Lisa Gruber, Assistant Director, Employee Pensions and Benefits	
Catherine Mancuso, College Lecturer II, Dance	
Robert Marchie, College Lecturer II, History	
Carolyn Showalter, Assistant Dean, Science, Technology, Engineering, and Mathematics (STEM)	

The Working Group for Standard VII is charged with finding evidence and drafting a narrative to address the following lines of inquiry:

1. What is the governance structure at OCC? Are the roles, responsibilities, and accountability for decision making by each constituency, including the governing body (Board of Trustees), administration, faculty, staff, and students, articulated clearly and transparently?
2. How does the governing body (Board of Trustees) ensure that the institution fulfills its mission and goals as well as oversee policies, both academic and financial, to ensure the integrity of the institution?
3. What evidence demonstrates how the governing body (Board of Trustees) has the independence to decide high-level policy matters fairly while at the same time ensuring that it does not interfere with day-to-day operations, including the conflict-of-interest policy?
4. How does the governing body (Board of Trustees) support and evaluate the Chief Executive Officer, particularly in helping the institution maintain autonomy?
5. How does the hiring process for the CEO support candidates whose qualifications align with the institutional mission, and does it allow for the autonomy needed to fulfill institutional goals?
6. How does the College document its administrative structure with clear reporting lines? How does the College ensure that its administration has the appropriate credentials and experiences for their positions and ability to assist the CEO?
7. How, or in which ways, does the administration interact with the College community?
8. What are the systemic procedures for evaluating administrative units and for uses of the assessment data?
9. What types of periodic assessments exist that measure the effectiveness of governance, leadership, and administration?

VI. Guidelines for Reporting

The Steering Committee composition includes Liaisons to the Working Groups who will attend the Working Group's meetings and will update the Steering Committee at its regularly scheduled meetings. The Liaisons should also meet regularly with each other to ensure that no overlap between Working Groups is occurring. Liaisons should submit updates in the below format to the Steering Committee. The Working Groups should meet at least twice a month once they are charged, and the Working Group Team Leads will organize and schedule those meetings. The detailed timeline in section IX of this document provides key dates for the Working Groups. Important deadlines include April 30, 2021, for the chapter outline, December 17, 2021, for the first draft of the chapter, and April 22, 2022, for submission of the second draft.

Year 1	November 13, 2020	The Core Leadership Team, the Steering Committee, and the Working Groups participated in an informational meeting to kick off the Self-Study, which included discussions of the expectations and outcomes of the Self-Study Design.
Year 1	April 30, 2021	Each Working Group will submit an outline of its respective chapter. Upon reviewing the lines of inquiry, please address the following questions: • What aspects of the College's priorities will be emphasized? • What story will the chapter tell? • What achievements, processes, and programs will the chapter highlight? • What evidence supports the standard and its criteria? • What are the gaps in evidence; what data/evidence is needed?
Year 1	Summer (May-July) 2021	Steering Committee provides feedback to Working Groups.
Year 1	December 17, 2021	Each Working Group will submit a brief (10-12 page) first draft of its chapter and a works cited page, demonstrating how the College is in compliance with its respective standard by responding to the lines of inquiry. The works cited page should list supporting evidence referenced in the chapter, and all evidence should be saved in the designated Microsoft Teams site folder.
Year 2	January 2022	Steering Committee provides feedback to Working Groups on first draft.
Year 2	February-April 2022	Working Groups revise draft one and complete draft two by April 22.

Template for Liaisons to use to report to the Steering Committee.

Working Groups answer the following questions and bring answers to the Steering Committee meetings:

1. Discuss the progress of the outline or chapter.
2. Have you encountered any challenges? Describe them.
3. Are you finding sufficient evidence; where are the gaps?
4. Have any opportunities for innovation come up?
5. Include a list of any new evidence added to the team site by the team leads.

An official website for the Middle States process can be accessed at go.ocean.edu/MSCHE. All members of the Self-Study will receive access to the Microsoft Teams site, where they can access, read, and share documents.

Editorial Style Guide
An editor has been chosen to ensure that OCC's Self Study Design is written in a unified voice. The editor is a member of the Core Leadership Team and will work closely with all committee members.

Format
MLA style guidelines will be followed for all content; therefore, please adhere to that style when preparing documents. Below are a few common elements:

- Microsoft Word
- 1-inch margins
- Times New Roman, 12-point font
- Left justified
- Single spaced
- One space between sentences
- MLA format for citations
- MLA format/style for content
- Italics for titles of publications
- Double-space between paragraphs
- Major headings should be left-justified in bold, upper and lower case, 14 pt, with two spaces after
- Center tables on the page; single space, left justify content. Tables should be labeled and numbered with the Standard number, table number and title. Tables should be listed in a Table of Contents.
- Page numbers should be centered at the bottom
- Maximum pages of Chapter Report: 12 pages

Style guidelines

- Comma usage: MLA
- Refer to Ocean County College by its full name, OCC, or the College.
- Write in the active voice, use present tense and third-person.
- Percent: Use % with numerals (EX: 50%) Spell out the word percent when used without numbers.
- Use month/date/year format for dates (January 1, 2021), including a comma after the year within a sentence. (Do not use ordinal numbers. Ex: Do **not** write "January 1st, 2021.)
- Use the MS Word default format for bulleted or numbered lists.
- Refer to positions or titles, rather than individuals' names.
- Avoid excessive use of jargon.
- Do not use contractions.
- List names in alphabetical order.
- When creating a bulleted list, use punctuation.
- Spell out 0-9; use numerals for 10 and over.
- Use Working Group to refer to Standards Working Group(s).
- Use roman numerals to refer to the Standards.
- When using acronyms, introduce the acronym in parentheses after the first use of the full term in each section of the document. List acronyms in an end-of-chapter appendix. They will be compiled at the end of the final document. Avoid overuse.
- Program/Course Learning Outcome may be referred to as PLO/CLO after defining the term.
- When the Middle States Self-Study specifies or refers to "Institutional Priorities," it refers to the College's Strategic Plan Goals.

Capitalization

- Names of Middle States Self-Study groups (such as Steering Committee, Team Leads, etc.)
- Self-Study Design / OCC's Self-Study
- Institutional Priorities
- Standards for Accreditation, Requirements of Affiliation
- OCC's Mission
- Job titles
- Capitalize institutional documents and processes: Strategic Plan, Policy #5140, etc.
- Capitalize the word college only if a proper noun (Ocean County College) or if the use of College specifically references Ocean County College.
- Use formal names for named buildings and spaces.
- Fall and spring are not capitalized within text.

VII. Organization of the Final Self-Study Report

The Self-Study Report is organized as follows:

> I. Executive Summary
> > i. Brief overview of the Self-Study process
> > ii. Brief description of major findings
> > iii. Highlight key opportunities for improvement and innovation
>
> II. Introduction
> > i. Brief overview of the college history, size, and community
> > ii. Brief description of how Institutional Priorities were selected
>
> III. Standard I - Mission and Goals
> IV. Standard II - Ethics and Integrity
> V. Standard III - Design and Delivery of the Student Learning Experience
> VI. Standard IV - Support of the Student Experience
> VII. Standard V - Educational Effectiveness Assessment
> VIII. Standard VI - Planning, Resources, and Institutional Improvement
> IX. Standard VII - Governance, Leadership, and Administration
> X. Conclusion
> > i. Summary of major conclusions
> > ii. Summary of opportunities for improvement and innovation
> > iii. Strategies to address identified opportunities
>
> XI. Appendices

Chapters III through IX will include these elements:

> i. Introduction
> > • Present the Standard and Relevant Requirements of Affiliation
> ii. Cross References
> > • Cross-references to relevant material in other chapters
> iii. Evidence and Analysis
> > • Assess compliance with specific evidence and analysis
> iv. Conclusion
> > • Summary of strengths and challenges
> v. Recommendations
> > • Opportunities for institutional improvement and innovation

VIII. Verification of Compliance Strategy

The Verification of Compliance will be led by Dr. Anthony Trump, Executive Director of Student Services, and Ms. Eileen Buckle, Director of Program Compliance, in collaboration with the individuals below. Ms. Buckle also serves on the Working Group for Standard II and will coordinate open communication between the two groups. In addition to leading the Verification of Compliance, Dr. Trump and Ms. Buckle will document evidence that shows compliance with the Requirements of Affiliation, #1-6 and #14.

Verification of Compliance Section	Lead
1. Student identity verification in distance and correspondence education	Dr. Eileen Garcia
2. Transfer of credit policies and articulation agreements	Eileen Schilling
3. Title IV program responsibilities	Yessika Garcia-Guzman
4. Institutional records of student complaints	Eileen Buckle
5. Required information for students and the public	Mary Troy and Janine Emma
6. Standing with state and other accrediting agencies	Dr. Alexa Beshara-Blauth
7. Written arrangements	Dr. Joseph Konopka
8. Assignment of credit hour	Susan O'Connor

IX. Self-Study Timetable

Date(s)	Activity
January-August 2020	Early preparation for self-study: · Nominate Steering Committee · Nominate Working Groups · Develop preliminary topics
September-November 2020	Attend the Self-Study Institute, MSCHE
October-November 2020	Early composition of Self-Study Design document
November 13, 2020	Host kick-off meeting with Steering Committee and Working Groups
November-December 2020	Finalize priorities mapped to Standards and Requirements of Affiliation
December 2020	Begin design of the self-study website
December 2020-February 2021	Steering Committee drafts Self-Study Design document. Document is edited.
January 2021	Design is shared with BOT and is the focus of Colloquium workshops to examine and receive feedback on elements of the design (i.e.: priorities and outcomes) Remote meeting between Co-Chairs and MSCHE Liaison regarding the Self-Study Design
February/March 2021	Submit Design Document to the MSCHE Liaison (at least two weeks prior to visit)
March 2021	Virtual visit by Commission Staff Liaison. Meetings TBD
April 2021	Submit Revised Design Document to MSCHE.
	The Self-Study Process
March-April 30, 2021	Working Groups will identify existing evidence that supports the Standard and lines of inquiry. Through this process, gaps in evidence should be identified and noted. Outline of the chapters are developed, addressing the below questions, and submitted by April 30: · What aspects of the college's priorities will be emphasized? · What story will the chapter tell? · What achievements, processes, and programs will the chapter highlight? · What evidence supports the standard and its criteria? · What are the gaps in evidence; what data/evidence is needed?

Date(s)	Activity
May- July 16, 2021	Steering Committee: Reviews reports prepared by Working Groups and provides feedback.
July 16 - September 17, 2021	Steering Committee: based on identified gaps in evidence, identifies new data collections needed.
	New data and evidence are collected by identified unit(s), primarily from the Institutional Planning, Effectiveness, and Compliance Department. Steering Committee provides final feedback to Working Groups.
September - December 2021	Working Groups: Analyze data and evidence. Based on analysis, prepare first draft of the chapter. The chapter should link Standard criteria and Requirements of Affiliation to evidence uploaded to the Evidence Inventory. Draft 1 submitted to Steering Committee by Friday, December 17, 2021.
January 2022	MSCHE Evaluation Team Chair Selection Begins
	Steering Committee reviews first full drafts
	Feedback provided to working groups.
February 2022 - April 2022	Working Groups analyze any new data and revise chapters based on new data and feedback from the Steering Committee. Second draft submitted to Steering Committee by April 22.
May - July 2022	Editor prepares second draft for institutional review. (Working groups provide updates as needed.)
August - September 2022	Second draft document is completed (August 1) and institutional review begins (for staff and available faculty). Campus-wide hearings held; draft amended as needed.
October -November 2022	Editor produces a final draft. Review by Steering Committee. Draft Document sent to Team Chair (at least two weeks before visit).
Fall 2022	Team Chair visits campus.
December 2022 - January 2023	Self-Study finalized based on Team Chair feedback; final document shared with campus.
February 2023	Final Self-Study/Evidence Inventory uploaded to MSCHE portal (six weeks before team visit).
April 2023	Self-Study Team visit.
June 2023 (if before April 15)	MSCHE Report to the college on accreditation status.

X. Communication Plan

Purpose	Audience	Method	Timing
To update the Ocean County College Community about the Self-Study process	Board of Trustees	Presentations at Board meetings/retreats; updates via President's Report to the Board; Self-Study website	Summer 2020-Summer 2023
	Staff	Constituency meetings; campus-wide broadcasts; Self-Study website.	Summer 2020-Summer 2023
	Faculty	Constituency meetings; school meetings; campus-wide broadcasts; Self-Study website.	Summer 2020-Summer 2023
	Students	Emails; reports at student government meetings; information session	Spring 2021- Summer 2023
To share data, documents, findings, and communicate securely	Leadership Team, Steering Committee, and Working Groups	Microsoft Teams sites	Fall 2020-Spring 2023
To share elements of the Self-Study Design and to gather feedback	Board of Trustees	Email; Colloquium	January 2021
	Faculty, Staff	Spring 2021 Colloquium presentation(s)	
To gather feedback about Working Group reports	Board of Trustees	Board presentations; email; Self-Study website	January 2022 - September 2022
	Staff	Colloquium presentations; Open Forums; institutional review process;	January 2022 - September 2022
	Faculty	Colloquium presentations; open forums; institutional review process;	January 2022 - September 2022
	Students	Focus groups/open forums	September 2022
To share the final report with the campus community	All (Students, Faculty, Staff, Board of Trustees)	Email; campus-wide broadcasts; Self-Study website	December 2022- January 2023

XI. Evaluation Team Profile

Ocean County College desires an Evaluation Team with experience in a comprehensive, high-transfer, suburban community college. Members should come from institutions that continually engage with their community. The College also recommends that members of the Evaluation Team understand the financial landscape of community colleges and the need to generate new revenue streams. With its focus on transformation and innovation, Ocean County College hopes that members of the Evaluation Team come from community colleges that have a commitment to innovation. Specific characteristics of the desired Evaluation Team include:

- An Evaluation Team chair who has experience at the CEO or Chief Academic Officer level.
- Membership that includes backgrounds in finance, student affairs, academic affairs, and research and planning.
- At least one member should come from an institution that has moderate-sized distance education offerings.
- At least some members who have expertise in program and course assessment.

XII. Evidence Inventory

The Evidence Coordinator will assist the Steering Committee with gathering evidence for the Working Groups and will coordinate the final evidence for the Evidence Inventory. Each Working Group will utilize a Microsoft Teams site as a document repository where it collects evidence relating to the accreditation criteria of its Standard and provides evidence of compliance. Members of the Leadership Team will pre-populate these sites with the suggested evidence listed in this document below. While outlining and drafting their chapters, Working Groups will:

- Identify gaps in evidence and make recommendations to the Steering Committee.
- Collect available supporting documents for all assertions within the chapter.
- Maintain a repository of supporting documents in the Microsoft Teams site.
- Develop and maintain a works cited page in the Microsoft Teams Site.

The Team Leads are responsible for ensuring all documents related to the chapter are uploaded to the designated Microsoft Teams site. Working Group Liaisons, in their reports to the Steering Committee, should include a list of all new evidence uploaded by the Working Group to its document repository as well as all evidence requests.

The Steering Committee will assist with gathering documentation for the Evidence Inventory, paying close attention to the gaps identified by the Working Groups. The Co-Chairs, and Evidence Coordinator, when necessary, will manage requests for new information and data.

The Evidence Inventory will be maintained by members of the Leadership Team, specifically the Co-Chairs and Evidence Coordinator. Evidence collected by the Working Groups in their document repositories will be uploaded to the Evidence Inventory by the Leadership Team only. Upon completion, the Evidence Inventory will be shared with the Steering Committee for review and input. Based on input received from the Steering Committee, the Leadership Team will make needed changes and will share the inventory with the campus community for comment before submission.

Standard I – Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly defined mission and goals that: 　a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; 　b. address external as well as internal contexts and constituencies; 　c. are approved and supported by the governing body; 　d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; 　e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; 　f. are publicized and widely known by the institution's internal stakeholders; 　g. are periodically evaluated;	■ Strategic Plan: *Charting our New Course* ■ Strategic Plan: *OCC at the Helm* ■ Overview of the Strategic Plan Process and Supporting Documents (Call for Volunteers, Colloquium Forums, Minutes, etc.) ■ Technology Master Plan ■ Academic Master Plan ■ Facilities Master Plan ■ Strategic Plan Communications ■ Environmental Scan ■ Campus Climate Surveys (SSI, CESS) ■ Guiding Coalition Documents and Reports ■ PBC Planning Document Template ■ AES Unit Review Template ■ New Academic Program Template ■ New Course Description Template ■ College Catalog ■ Curriculum Committee Charges ■ Selected Academic Program Assessment Reports ■ Annual Institutional Profile (OSHE) ■ Review of Mission, Values, etc. (Notes, Minutes, Presentations) ■ KPI Reports ■ FAOCC and Adjunct Contracts ■ College Lecturer Handbook
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;	■ Mission to Strategic Plan Crosswalk ■ Strategic Goals to MSCHE Standards Crosswalk
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and	■ Catalog: General Education Learning Outcomes ■ Selected PBC Documents ■ Selected AES Unit Review Reports ■ Selected Academic Program Assessment Reports ■ Selected General Education Assessment Reports
4. periodic assessment of mission and goals to ensure they are relevant and achievable.	■ Annual Report on Strategic Plan Process ■ Institutional Research Survey and Report Schedule

Standard II – Ethics and Integrity	
Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully. **Criteria** An accredited institution possesses and demonstrates the following attributes or activities:	
1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;	▪ Faculty, Adjunct, and Support Staff Contracts ▪ Employee Handbooks ▪ Academic Freedom Policy ▪ Intellectual Property Policy ▪ Use of Copyrighted Work Policy ▪ Free Speech and Protest Policy (#5246.2, Demonstrations)
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;	▪ Employee Satisfaction Survey and Follow-Up ▪ Website: Civility Statement ▪ Sample Syllabus ▪ Human Resources Diversity Statements and Hiring Procedures ▪ ADA Policies ▪ Human Resources Annual Trainings ▪ Ocean Way Training ▪ Student Handbook ▪ Title IX Documents ▪ Noel Levitz SSI
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;	▪ Campus Security Survey ▪ Policy #5230, Grievance *with Procedure* ▪ Policy #3316, Grievance Policy *with Procedure*
4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;	▪ Policy #3005, Code of Ethics ▪ Policy #5247, Conduct Student Discipline, *with Procedure and Code of Student Conduct Manual* ▪ Conflict of Interest Policy ▪ Policy #3076, Employment of Relatives *with Procedure*

Standard II – Ethics and Integrity	
5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;	- Recruitment Policies - Policy #3000-3004 - Policy #3040, Hiring Process *with Procedure* - Policy #3105, Performance Evaluations *with Procedure* - Evaluation Policies #3125-3127 - Performance Evaluation Documents - Policy on Corrective Action, Discipline, and Termination - Employee Achievement Programs - WOW Awards - Succession Plan - Policy #3118, Promotions - Employee Handbooks - Faculty Contracts
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;	- College Newsletters - Board of Trustees Reports - Marketing Documents - Policy #2305, External Communications - Policy #8100, Timely Warning *with Procedure* - Policy #8200, Emergency Notification System *with Procedure* - Campus Security Report

7. as appropriate to its mission, services or programs in place:
    a. to promote affordability and accessibility;
    b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;
	- Tuition Cost Documents - Policy #5144, Refund *with Procedure* - Financial Aid Documents - Scholarship Documents - Disability Services Resources - English and Math Placement Policies - STSC Syllabus (Financial Literacy) - OER Documents

8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:
    a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;
    b. the institution's compliance with the Commission's Requirements of Affiliation;
    c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;
    d. the institution's compliance with the Commission's policies; and
	- Website (Student Right to Know Page) - OCC Factbooks - Board of Trustees Report announcing Additional Locations

9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	HR Trainings (Annual Compliance Policies, Discrimination Awareness in the Workplace, Sexual Harassment: Staff-to-Staff, Title IX and Sexual Misconduct)

Standard III – Design and Delivery of the Student Learning Experience
An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.
Criteria
An accredited institution possesses and demonstrates the following attributes or activities:

1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;	• College Catalog • New Academic Program Template • Curriculum Committee Minutes • Senate Committee Minutes • Perkins Outcomes Data • List of Articulations • Curriculum Guides

2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:
  a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
  b. qualified for the positions they hold and the work they do;
  c. sufficient in number;
  d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
  e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;
	• Sample Faculty Observation Forms
	• Selected Academic Program Assessment Reports
	• Selected Program Chair Reports
	• Selected General Education Assessment Reports
	• Annual Performance Evaluations and Plan Template
	• Faculty, College Lecturer, and Adjunct Outstanding Teaching Awards
	• Promotion and Tenure Procedures for Faculty, Lecturers, and Adjuncts
	• Faculty and Staff Degree Recognition
	• Annual Faculty Activity Reports
	• Human Resources: Procedure to Review Credentials, Licenses, and Certifications
	• Faculty Professional Development Opportunities and Funding
	• Teacher/Student Ratios
	• Faculty, Lecturer, and Adjunct Job Descriptions

3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;	• Website (Program Descriptions) • Catalog (Program Descriptions) • Open House Brochures • Curriculum Guides (Advising) • Transfer Guides (Advising)

Standard III – Design and Delivery of the Student Learning Experience	
4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;	• Library Resources • Disability Services Resources • Tutoring Resources • Facilities (Labs, Studios, etc.) • Career Services • Website: OCC Foundation • Early Alert Information • Perkins Grant Documents • Study Abroad Documents • Developmental Education Committee Documents • Clinical Site Agreements • Select Questions from Noel Levitz SSI • Honors by Contract Program Documents
5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that: a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;	• Catalog: General Education Learning Outcomes • General Education Calendar
6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;	• Not Applicable
7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and	• Not Applicable
8. periodic assessment of the effectiveness of programs providing student learning opportunities.	• Selected AES Review Reports • Selected Academic Program Assessment Reports • Selected General Education Assessment Reports

Standard IV – Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:
    a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;
    b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;
    c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;
    d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;
	• Enrollment Management Plan
	• Admissions Policies (#5122-5129)
	• Financial Aid Documents
	• Marketing Documents
	• Recruitment Documents
	• Retention Report
	• Degree Audit Sample
	• STSC Official Course Description
	• Advising Documents
	• Policy #5152, Graduation

2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;	• Catalog: Acceptance of Credits • Policy #5140, Credit for Prior Learning *with Procedure* • Policy #5126, Transfer • Policy #5128, Acceptance and Evaluation of Credits
3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;	• Records and Registration and Veterans Affairs Policies • Data Security Policies • Policy #5138, Confidentiality of Student Records *with Procedure*
4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;	• Student Handbook • Strategic Plans • College Catalog
5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and	• Not Applicable
6. periodic assessment of the effectiveness of programs supporting the student experience.	• Selected AES Review Reports • Advising Pilot Data and Tracking • Tutoring Services Data Requests and Reports • EOF Data and Documents • Retention Report • Developmental Education Reports • Noel Levitz SSI • Matriculation Process Evaluation • Embedded Consultant Report • Title III Reports • TRIO Grant Reports

Standard V – Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;	- Academic Master Plan - Program and Certificate Learning Outcomes - Selected Course Learning Outcomes

2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
    a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
    b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
    c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
	- Selected General Education Assessment Reports - Selected Academic Program Assessment Reports - Selected Official Course Descriptions - Discipline Accreditation Reports - Program and Course Learning Outcomes Mapped to Assignments - Graduation Survey - Alumni Survey - ALT Agendas - Selected School Meeting Agendas - Learning Assessment Committee Documents

3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:
    a. assisting students in improving their learning;
    b. improving pedagogy and curriculum;
    c. reviewing and revising academic programs and support services;
    d. planning, conducting, and supporting a range of professional development activities;
    e. planning and budgeting for the provision of academic programs and services;
    f. informing appropriate constituents about the institution and its programs;
    g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
    h. implementing other processes and procedures designed to improve educational programs and services;
	- ALP Assessment Data - Developmental Education Data - Placement Policy Change Data - Selected Academic Program Assessment Reports - Course Reviews or Revisions - Adjunct and Lecturer Institute Agenda - Colloquium Agenda - Selected PBC Documents - Annual Budget Internal Unit Review - Enrollment Management Plan - Academic Program Brochures - Multiple Measures Documents - Student Affairs Initiatives (Retention, Transfer, and Placement)

4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and	Not Applicable
5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.	- General Education Revision Report - Strategic Plans - Learning Assessment Committee Documents - Course Level Assessment Revision - Evaluation of the Assessments Report

Standard VI – Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria	Documents
1. institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;	• Selected PBC Documents • Facilities Master Plan • Technology Master Plan • Strategic Plans • AES Unit Review Template • Selected AES Review Reports
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;	• PBC Process Document • PBC Communications • Strategic Plans
3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;	• PBC Documents
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;	• Facilities Master Plan • Technology Master Plan • Succession Plan
5. well-defined decision-making processes and clear assignment of responsibility and accountability;	• Organizational Charts • PLT Structure
6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;	• Facilities Master Plan • Technology Master Plan
7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;	• Audits
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and	• Selected PBC Documents
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	• Assessment of PBC Process • PBC Training PowerPoint

Standard VII – Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;	• Organizational Chart • Board of Trustees Bylaws • Bylaws of the College Senate • Bylaws of Student Government • Student Handbook

Standard VII – Governance, Leadership, and Administration	
2. a legally constituted governing body that: a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution; d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management; e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; f. appoints and regularly evaluates the performance of the Chief Executive Officer; g. is informed in all its operations by principles of good practice in board governance; h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; i. supports the Chief Executive Officer in maintaining the autonomy of the institution;	• Board of Trustees Policies

Standard VII – Governance, Leadership, and Administration	
3. a Chief Executive Officer who: a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. has appropriate credentials and professional experience consistent with the mission of the organization; c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;	• Organizational Charts • Board of Trustees Meeting Minutes • Strategic Plans • CV of the President • President's Speeches and Presentations • Policy #1260, Appointment of the President • Policy #2120, Lines of Responsibility • Job Description of the CEO
4. an administration possessing or demonstrating: a. an organizational structure that is clearly documented and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and students in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and	• Organizational Charts • Selected CVs of Administrators
5. periodic assessment of the effectiveness of governance, leadership, and administration.	• Performance Review and Management Process • Board of Trustees Assessment Policy

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