

Good morning and welcome to the start of the spring 2013 semester. It's a pleasure to see everyone and to welcome our special guests, Van Thulin, Chair of the Board of Trustees, and his lovely wife, Kathleen.

Booker T. Washington wrote, "Few things help an individual more than to place responsibility upon him, and to let him know that you trust him."

As we start this New Year, my hope is that, now, we can continue in the spirit of the Hurricane Sandy recovery, in which everyone—faculty, staff, administrators, and students—united in common cause and reached out to help one another and that, now, we can continue to work as caring colleagues with professionalism, collaboration, and mutual regard for our human condition, to both propel the College forward as well as to resolve differences that might continue to stand in the way of our progress.

I am mindful that there are wounds that need to heal, problems that need new solutions and new thinking. Now, please listen to this carefully, I am committed to addressing any and all of these outstanding issues.

Our common goal, my goal, a goal I know we all share, remains assuring the success of our College. This can only be achieved when each of us is successful and each segment, each unit, each department, each school is able to feel good about our common cause as an institution of higher learning. This cannot be achieved, at any price, without collaboration, without mutual respect, without meeting and talking and sharing ideas, aspirations, wants, and information, without an emphasis on our commonalities over our differences, and without the College's leaders sharing their leadership responsibilities with you and placing their faith and trust in you.

Because our goal is success for each member of our College family, I'd like to explore that notion a little more fully with you this morning and try to clarify both our definition of and our vision for a successful college. So, to be sure I have been perfectly clear, let me re-state this—the pride I felt, we all felt, in demonstrating that we can in times of crisis rise above differences, depart from routines, take a fresh look, and reach out the hand of friendship to offer help—this wonderful response can and should propel us to see one another in a new light and lead to better days ahead for each of us, for our College, and ultimately allow us to better serve our students and our community.

There is no one working in higher education today who has not heard the term "success measures" and very few who, when they hear these words, do not cringe a little. So—what is success? Well, in our contemporary world where so few of our students come to us truly college-ready thanks to texting, the Internet, and entitlement attitudes among students, the plight of faculty members everywhere is illustrated by this little vignette:

Teacher: Glenn, how do you spell 'crocodile'?

Glenn: K-R-O-K-O-D-I-A-L

Teacher: No, that's wrong.

Glenn: Maybe it is wrong, but you asked how I spell it.

Seriously, one aspect of it is how well our students do as a result of their enrollment here and one dimension of this success goal is the measurement of that success. We speak of student success, learning success, success rates, institutional effectiveness, engagement, retention, graduation, transfer, career preparation, skills acquisition, common core standards, and myriad additional terms used in our conversations about success in higher education. We talk about it and we try to measure it, often an exercise similar to herding cats or catching fireflies in a glass jar on a warm summer night, but, we are making progress on that front.

Collectively, New Jersey community colleges have developed a model that helps shed light on this issue. Our own staff, led by Dr. Mary Morley, is contributing some unique insights. And you all know how deeply invested we are in learning outcomes assessment. Additionally, each semester, Dr. Carolyn Lafferty works tirelessly collecting data that we use to measure and improve student success at the course, program, and general education levels.

All of this becomes more sophisticated in online courses. Maysa Hayward, Pat Fenn, and Jeff Harmon are leading the effort to better measure social learning and early interventions. Our wonderful new Vice President of Academic Affairs, Dr. Jianping Wang, is leading a review of developmental education on campus to make this important part of our mission more responsive to real student needs. So, whether it is ESL, or a new program, or academic advising, or online science, there are opportunities galore to get involved, to share your energy and ideas. We want them...we need them...and we need you to help.

In just a little more than a year from now, Ocean County College will be addressing one of the major measures of institutional success from the Middle States Commission on Higher Education: the College's self-study visit and its reaccreditation. Many of you are already engaged in this effort. It is critically important to us, not only to satisfy the MSA standards for accreditation, but to learn how well we are actually doing in the classroom and explore how we can improve on what we now do.

I am pleased that Dr. Wang has embraced a culture of inclusion as we strive to address these complicated issues—and we ask that you reciprocate, by volunteering to participate in achieving Thomas Edison's aspiration for innovation: "There is a better way. Find it!"

Those of us who have worked for any time at all in a community college understand very well that student success can come from a student taking one course, enjoying it, completing it with a passing grade, and never stepping foot on our campus again. If that student happens to be a sixty-five year old college graduate who is heading to Rome for the first time and takes a course in Italian, to make his or her trip more enjoyable, then that student has succeeded at OCC. Statistically, however, that student might look like a drop out or a failure. If a seriously learning disabled student takes and passes 15 credits at OCC that enable him or her to enter

the family business and become a productive worker, then that student has succeeded at OCC, even though he or she will become another 'official' statistic of failure. We all know the argument: We expect community colleges to be all things to all people, but we have historically measured our success with the same ruler that we measure four-year colleges and universities that have a vastly different mission and selective admissions standards. Of course, this traditional, university-based way of thinking about success is not fair to community colleges and we all know it, but we still have to defend our record to our community, the families of our students, the county government, and the legislators who want accountability for taxpayer dollars.

By all the traditional measures, Ocean County College has done very well in both state and national comparisons. Our graduation rates for our largest category, comprising over 1100 students in the 2008 cohort—graduate at a rate of 66% in less than 3 years. For all students in the 2008 entering cohort, 31.6% graduated in 3 years. While we aspire to do better, both of these numbers exceed state and national norms by a large percentage.

But, success is a much deeper issue. The success of our institution is in many ways conjoined to our institutional commitment to deep change. We know we must, and as we do reconfigure old paradigms and revise dominant educational practices and structures, we also should be viewing success through many other prisms. A recent national survey completed for Northeastern University shows that 83% of Americans say that “higher education must innovate for the United States to maintain its global leadership.” Northeastern President, Joseph E. Aoun, said in an address to the Brookings Institute in November of 2012:

“In overwhelming numbers, [Americans] are telling us that the system of today will not meet the challenges of tomorrow. These findings are a wake-up call for those of us in higher education to renew the social compact we have always had with Americans by innovating across multiple dimensions.”

The Northeastern University survey reveals a large number of changes sought by respondents, ranging from cost issues through educational delivery modes to internationalized learning. Overall, those surveyed wanted a more direct and affordable path to their own and their children’s personal success. What does this mean in practical terms? Well, how about exploring how to cut red tape, reducing costs, simplifying processes, and striving to make our contacts with students and families more authentic and welcoming. We need help from each of you in this room to figure out how to do those things better.

In the summer of 2011, the American Association of Community Colleges (AACC) launched its 21st Century Initiative to respond to President Obama’s goal of increasing college completers by 5 million successful students by the year 2020. The final report reflecting the findings of the commission constituted to carry out this initiative and published in 2012 was called Reclaiming the American Dream and it begins as follows:

The American Dream is imperiled. Upward mobility, the contract between one generation of Americans and the next, is under siege. Once unchallenged, this nation’s primacy in college graduation rates has already been overtaken by committed

competitors from abroad. The nation can take great pride in what America's community colleges have accomplished, but the message of this Commission is simple and direct: If community colleges are to contribute powerfully to meeting the needs of 21st-century students and the 21st-century economy, education leaders must re-imagine what these institutions are—and are capable of becoming.

In a rapidly changing America and a drastically reshaped world, the ground beneath the nation's feet has shifted so dramatically that community colleges need to re-imagine their roles and the ways they do their work. The premise of this Commission can be summarized in three sentences: The American Dream is at risk. Because a highly educated population is fundamental to economic growth and a vibrant democracy, community colleges can help reclaim that dream. But stepping up to this challenge will require dramatic redesign of these institutions, their mission, and, most critically, their students' educational experiences.

The report calls for what we have been describing as the deep change OCC is facing. It requires transformative thinking, institutional redesign, and a fundamental reinvention of seven basic components of the community college to effect:

1. An increase in completion rates
2. Improvement of college readiness
3. Increased focus on career and technical education
4. A review of 21st Century employment needs
5. Investment in support structures and partnerships
6. Targeting public and private investment, and
7. Implementing policies that promote transparency and accountability

Now, we have been actively pursuing many of these components of a re-imagined college, but, we must ask ourselves—is this really transformative? Are these seven goals truly new or just old wine in new bottles? Are these realistic success measures, focused on increasing the number of both transfer and job-ready graduates or certificate holders, or is this just an old vocational-school model re-visited? Where on this list is distance education, global programming, curricular transformation, continuing professional education, or dual degree programs? We, here at OCC, must make our own list, re-imagine our future, and do it in the spirit of mutual admiration and support and caring and commitment that characterized our post-Sandy relief efforts. We must meet and discuss everything about our future if we are to succeed in this task.

Why is this important to all of us? Consider this—a report issued Wednesday by Moody's Investors Service—one of the big-3 rating agencies—concluded that the near-term outlook is bleak for all of higher education.

Moody's attributed its negative outlook to five key factors:

- Depressed family incomes and household net worth have suppressed net tuition growth.
- All revenue sources are strained; financial diversity no longer helps colleges.
- Rising student debt and default rates have hurt perceptions of the value of a diploma.
- Public and political scrutiny has increased the risk of more regulation.
- Colleges will face a challenging future without strong leadership and better governance.

While the report concludes that the fundamental value of higher education remains solid, it basically means that there's nowhere to hide, even for diversified market leaders, the top-tier universities. For the past two years, research universities have escaped criticism from Moody's because of their diverse sources of revenue. However, state-government appropriations, investment earnings, gifts, research grants, and patient-care reimbursements are all facing pressure, the report says.

Community colleges, it says, are being challenged by enrollment declines and potential cuts in Pell Grants. Nonprofit institutions, including public universities' foundations, will face pressure as Congress scrutinizes tax deductions for charitable contributions. Revenue and enrollment declines continue to hurt for-profit higher education companies, the report asserts. Global higher education is still nagged by some uncertainties, but the long-term prospects for that sector remain strong, Moody's says.

Relative to this conversation about change, transformation, and success, this morning, I'd like to talk with you briefly about two success issues, very different from each other and somewhat outside the mainstream, but uplifting, all the same, especially when we pause to reflect upon the true success of Ocean County College:

First, there are a few current indications that the playing field might just be getting a bit more level. The American Council on Education recently published an article called "Incomplete Completers," noting that "graduation rates may, despite their apparent simplicity, provide a misleading picture of how well an institution is doing." The Integrated Postsecondary Educational Data System (IPEDS), which collects and reports graduation data from thousands of colleges and schools for the National Center for Educational Statistics (NCES), limits the students it includes in its cohorts by excluding transfers, spring semester starters, and part-time students from its data bank. (Repeat this)

As Bryan Cook, Ph.D., Director of ACE's Center for Policy Analysis, observes: "Over the last decade, this definition has become increasingly irrelevant as the student population has changed. Indeed, at present, less than half of all college students are counted in federal graduation rates."

However, the National Student Clearinghouse, a private non-profit entity created in 1993, unlike IPEDS, tracks individual students as opposed to aggregated cohorts and thereby is able to track their migrations from one campus to another, as well as tracking part-time students. NSC can also monitor individual graduations. As a result, it can generate far more

accurate reports on student success regarding persistence, transfer, and completion. As Dr. Cook concludes:

To measure an institution's success based on a graduation rate that potentially excludes up to 50 percent of its enrolled students provides both an incomplete and inaccurate picture of student success and institutional productivity.

Why does this matter? Because, increasingly, assessment of institutional success is tied to funding and credentialing. We have a large number of “incomplete completers” here at OCC who should be counted as successes.

In addition, we have begun to see a shifting emphasis in the business of ranking colleges and universities. While the *U. S. News and World Report* annual college ranking issue has been called the 800-pound gorilla of college rankings, other players are emerging to offer different sets of criteria by which to measure the attractiveness of institutions of higher education.

One online college broker called Parchment.com has collected data from more than 200,000 college applicants about the schools to which they have applied, been accepted, and chosen to attend. This student-generated data produces a competitive ranking indicating what schools students were accepted to they actually chose to attend, listing all schools in one group rather than providing classifications the way *US News* does. The outcome is more pragmatically meaningful, the kind of popularity contest that is more concerned with where students actually go than making judgments unsupported by data about where they ought to go.

These changes indicate an expansion of the ways in which college and student success and their reputation for excellence can be measured, and they are encouraging.

Now, part of what we do at this Colloquium is a celebration of success, so once again I am pleased to share with you this morning some local accomplishments that continue to speak to our institutional achievements:

From Academic Affairs comes lots of good news: They have been busy pursuing multiple projects since the beginning of the semester. The two most important accomplishments are academic curricular development and the development of the Academic Leadership Team.

First, the School of Nursing is developing two new Allied Health programs in cooperation with the School of Health Related Professions at the University of Medicine and Dentistry of NJ (UMDNJ). These joint OCC/UMDNJ programs are the AAS in Dental Hygiene and the AAS in Occupational Therapy Assistant. Students will be able to enroll in these programs beginning in spring 2013. In the coming months, we will be developing other Allied Health programs in partnership with UMDNJ. These will include degree programs in Psychosocial Rehabilitation, Respiratory Care, and Respiratory Therapy, as well as a certificate program in Dietary Management. In addition to these health-related programs, Academic Affairs is working on new programs in Global Studies and Performing Arts and is exploring new possibilities for our Honors Program. A Center for Faculty Development (its title to be determined soon) is also

being developed, which will be co-directed by a team of full-time faculty members and an adjunct faculty member. The Center will serve as a catalyst for teaching excellence, innovation, and scholarship.

Academic Affairs has also created its own leadership team and a leadership retreat was held on December 13, 2012. Through examining issues such as “why we chose to be leaders,” “how to be an effective change agent while being an effective team member,” and “how to communicate effectively and respectfully,” our own academic leaders have enhanced their ability to provide better leadership for teaching excellence and student success.

From Finance and Administration there is the following news: The FY13 budget revision was approved by the Board of Trustees at its November 18th meeting. The revised budget reflected a downturn in fall enrollment and the revenue gap was closed by a \$1.2 allocation from fund balance. The FY13 budget was revised prior to the storm and, therefore, does not include the potential for reduced spring enrollment that we now know is a real possibility given our current numbers. Any decline in spring enrollment below budget will be addressed after spring enrollment is known, but, at this time, we are hopeful it will not call for extreme measures.

The Facilities Department is undergoing reorganization and is now under the leadership of Matthew Kennedy, who has been appointed interim Executive Director of Facilities. The new organization is focused on improving services to the campus and one of the ways to do so is to better utilize the work order system. We ask that the campus community use the work order system to request work rather than informal channels such as phone calls and emails. We understand that you may have been disappointed by work order response in the past, but we ask your cooperation as changes are implemented to better serve the campus community. At this point, please join me in welcoming Matthew Kennedy to the OCC family.

From the Ocean County College Foundation, we learn, happily, that Ocean County College has received \$200,000 in life-expense money from the Robin Hood Foundation for Sandy Storm Relief victims. The Foundation will be helping to make awards to our students through May of 2013. Our congratulations go to Sandy Broughton and Nancy Heroy for their very good work in getting this wonderful windfall for our students.

From the Executive Vice President of Operations, we get several items:

From the Barnegat Bay Partnership, we learn that the renovation of the Brown property on the Toms River, which we have secured for their use, has been far more extensive than originally envisioned, is now nearly complete. The BBP staff is excited about moving in before the end of the calendar year. A BBP funded study, The Economic Value of the Barnegat Bay Watershed, has just been completed and released. The Report by University of Delaware researchers Gerald Kauffman and Catherine Cruz-Ortiz, documents the following:

- a. the annual economic value related to bay resources and habitats (e.g., water quality and supplies, fish and wildlife, recreation, agriculture and forests) exceeds \$4 billion;

- b. the goods and services provided by the watershed (e.g., erosion and storm water control, soil formation, carbon sequestration) exceed \$2.3 billion; and
- c. the watershed's natural resources directly and indirectly support more than 60,000 jobs with over \$2 billion in wages.

From Campus Security, we learn that Security trained 50-60 College staff members who are now designated as Clery Act CSAs (campus security authorities) and that we continue to enhance our relationships with local and state law enforcement agencies (THREAT UNIT State Police and Toms River utilizing the College for testing and training). In addition, later this morning, Bob Kumpf, Director of College Security, will address us on the topic of "campus security and a live shooter," a topic that we must sadly once again revisit in light of the horrific event at the Sandy Hook Elementary School in Newtown, CT, on Friday, December 14. Ever since the Virginia Tech massacre, Ocean County College has put into effect more than a dozen added security measures and has developed the CARE Team to assist with these. In a few moments, Bob will be reminding us how we can all assist with campus security at a time of crisis, which we fervently hope and pray will never come.

And, finally from College Advancement, we have news about our website re-design:

We are seeking to provide our audiences with an engaging, interactive experience that more accurately communicates the College's mission and vividly reflects the student life experience. In addition to an updated look, this redesign will include the implementation of a content management system and related tools to help us more easily keep it refreshed and current.

Among our goals for this initiative, we are seeking to:

- Aggressively market on the ground, online, and non-credit programs
- Inform and engage visitors and alumni with interactivity
- Improve search engine ranking, and usability
- Be a model of universal usability on the web and all mobile devices, and
- Leverage popular social media networking sites to foster communication and engagement

Our leaders in this effort include:

- Digital Wave, Jan Kirsten and Rich Yankosky (Project Managers), Hatem Akl, Ed Tafaro, Maureen Conlon, and Pat Fenn.

Thanks to all!

From the Executive Vice President for Instruction comes the news that Lee Kobus and Ralph Bertini were able to move and maintain the TV Studio in the Black Box Theater because they had been flooded out by our drainage system in September. This permitted OCC to both teach the scheduled courses in the Television Program and continue the broadcast system.

Under the direction of Pat Fenn, Continuing and Professional Education worked very effectively with both the New Jersey Department of Labor and the Community College Work Force Consortium to provide services that assisted the unemployed to be better qualified for employment under the Recovery Employment Act, Round 2 (REA2). This was the most financially successful endeavor by CPE in a decade. (Net [Profit]: \$ 50,000-\$100,000) with invaluable assistance from Toni Clay.

And from Student Affairs, the Women's Tennis finished the season as the 2nd place team in Region XIX. The team went on to NJCAA Nationals at the Billy Jean King National Tennis Center in Flushing, NY, and finished 4th in the nation. The team earned Second Team All-American honors. Men's Cross Country finished the season as the Region XIX and Garden State Athletic Conference Champions. The men went on to the NJCAA National Championships in Delhi, NY, and finished 4th in the nation. Women's Cross Country finished the season as 2nd place in Region XIX and the Garden State Athletic Conference. The women went on to the NJCAA National Championships in Delhi, NY, and finished 4th in the nation.

Men's Soccer finished the season as Region XIX Champions and qualified for the NJCAA National Tournament in Herkimer, NY. At the NJCAA National Tournament in Herkimer, NY, the team finished with one loss in the main bracket and one win in the consolation round. The team finished the season ranked 7th in the nation with an overall record of 14 wins, 3 losses, and 1 tie. Women's Soccer finished the season as 2nd Place in Region XIX and won their 5th straight Garden State Athletic Conference Championship. The team finished the season ranked 8th in the nation with an overall record of 15 wins, 1 loss, and 2 ties.

In addition, Kirk Periccioli was named Region XIX Coach of the year, AJ Trump was named Conference Coach of the Year, and Ed Baynes was named Men's Cross Country National Coach of the Year.

All of these items and many more constitute the successful products of the hard work of our College's students and staff, and we rightly laud them as they depict that the state of our College continues to be healthy and productive.

I began my remarks by talking about a new impetus for the spirit of collaboration among us as we move into this New Year. I also spoke of our common goal of institutional success. But, by far, to my thinking, the Ocean County College community had its greatest and most shining hour following the October 29th - November 7th storm sequence known now as "Sandy" that decimated our county and our region. Never have I been more proud of any single success in the history of our College than I was of the way our College people came together to help each other and to help our students in this time of crisis.

When the College was forced to stay closed because of the power outages, many of our employees gathered in the homes of colleagues to complete critical tasks in a timely fashion, tasks undertaken so that employees could get paid on time, so that our students could begin to register as soon as power was restored, so that we could assess staffing needs and determine procedures for restarting classes after a two-week pause and, most significantly, so we could

begin to respond immediately to the needs of our students and our employees with multiple types of assistance.

Before the campus could officially reopen, we had our dedicated security and facilities personnel on campus working long hours in challenging conditions to ensure that our roads and buildings were safe and secure enough for occupancy. Additionally, members of our IT staff protected and ensured the continued operation of the IT systems and servers.

Once we returned to campus and could begin hands-on disaster relief in numerous ways, we began implementing various plans and processes for student disaster funds, student and staff housing, food and transportation, employee loans, information sessions, counseling sessions, academic assistance for lost or missed work, clothing drives, car pools, and dozens of other person-to-person contacts, including a wonderful Thanksgiving dinner, completely catered here on campus and funded by our generous donors, the Lakewood Ramada Inn, Hotels Unlimited, Inc., and The Restaurant Group, for more than 150 people on Thanksgiving day, all coordinated by Vice President Don Doran.

In addition to the excellent and continuous work of each and every one of our Vice Presidents, no matter the nature of their own personal storm distresses, I'd also like to especially commend the following people for going above and beyond the call with their dedication to the entire College community in its time of need and ask them to stand and to remain standing until I have identified everyone—and then I will ask for one huge round of applause for these people to whom we owe so very much (I must add that I know some of these folks are currently hard at work and will not be here in person to be recognized):

Leslie Cohen
Ann Feneis
Carol Kaunitz
Karen Papakonstantinou
Jan Kirsten
Matthew Kennedy
Mary Lancaster
Sabreena Joyned
Kathy Bukowinski
Ruby Nancoo
Sui Lee Gong
Hatem Akl
Peter Eliseev
Kerry McEachen
Kirk Humphries
Rick Goshey
Lisa Hussain
Mark Bowcock
Lenny Mannino
Joe Heumiller

Norma Betz
Deanne Gatta-Salter
Yehia Elmogahzy
Maysa Hayward
Brad Young
Tracie Walsh
Angel Camilo
Henry Jackson
Maureen Conlon
Marc LaBella
Jen Fazio
Alison Noone
Ilene Cohen
Carolyn Lafferty
Christine Kephart
Wendy Giarratana

Let's hear it for these folks (and you can clap for yourselves, too!)

So, talking about success? This is success personified. I know that in addition to these folks whom we just applauded, in addition to the ones who not only brought us back to work but also helped keep us in working order, each and every one of the rest of you has helped our students and each other in numerous ways with those daily acts of kindness that often go unnoted and unrewarded, but never, ever go unappreciated by the recipient. These acts of kindness are no less important for their singularity because they are what bind us together and create the fabric of our community.

As Winston Churchill observed, "It is no use saying, 'We are doing our best.' You have got to succeed in doing what is necessary."

Without being asked, each of these folks rose to the occasion and did what was necessary! So, let us congratulate one another and celebrate our community. This is the truest measure of our success.

At this time, I would like to recognize employees for their service to the College:

SERVICE AWARDS

20 Years of Service:

- ◆ Robert J. Artz, Adjunct I, Science (may not attend)
- ◆ Jane C. MacDonald, Adjunct I, SOSC
- ◆ Kevin J. Murphy, Adjunct I, Engineering Studies
- ◆ Duane M. Grembowicz, Associate Professor of Science
- ◆ Kathleen M. Malachowski, Associate Professor of Health and Human Performance

- ◆ Jose G. Olivares, P/T Community Outreach
- ◆ Jacqueline C. Foray, Security Officer
- ◆ Janice R. Shaffer, Administrative Assistant I

30 Years of Service:

- ◆ George W. Perabo, Assistant Professor of English and Literature
- ◆ Robert C. Roth, Adjunct I, Business Studies (will not attend)
- ◆ Grace Johnson, Assistant Director of the Office of Multicultural Services

40 Years of Service:

- ◆ Hyman Mittleberg, Professor, Health and Human Performance

In closing, my wish for each and every one of you is that the spirit of caring, unity, and mutual support that characterized our post-Sandy recovery outlook will continue and grow throughout the spring term and beyond.

And that each of you will find:

- peace of mind, health, and happiness
- recognize that you are very special, as we are collectively
- that you will look at the sunny side of every issue
- work for and expect only the best
- be as enthusiastic about the success of others as for yourselves
- let us all forget the mistakes of the past and press on to greater achievements in the future
- wear a cheerful countenance and give everyone a smile
- give so much time to improving ourselves that we have no time to criticize others,
- and that we will be too confident for worry, too noble for anger, too strong for fear, and too positive to be troubled as we carry out the high calling of our daily work at this wonderful institution, Ocean County College.

Thank you!