



# PRESIDENT'S REPORT

*Jon H. Larson, Ph.D.*

**TO:** Members, OCC Board of Trustees

**FROM:** Jon H. Larson, Ph.D.  
President

**SUBJECT:** Items of Interest for the November 3, 2016, Board Meeting

**DATE:** October 27, 2016

## **Presentations**

### ➤ **Strategic Initiatives**

The first year of **Strategies for Success**, the **implementation plan** for the **Charting our New Course transformation initiative**, recently concluded. The **Annual Year-End Report (Attachment 1)** was submitted on behalf of the **Guiding Coalition** to provide an **update** to the **Board of Trustees**. It focuses on the **progress** of each of the **strategies** and their **recommendations** as well as summarizes the **activities** and **challenges** experienced during this **review period**.

**Ms. Sabrina Mathues, Outgoing Chair of the Guiding Coalition**, will attend **Thursday's meeting** to provide a **brief report**. Also attending will be **Dr. Henry Jackson and Ms. Erica Carboy, incoming Co-Chairs of the Guiding Coalition**, to say a few words about continuing the work of the Coalition into next year.

I commend **Ms. Mathues, Dr. Jackson, and Ms. Carboy** for accepting the responsibility of leading this initiative. I would also like to recognize the significant efforts of **Ms. Alexa Beshara-Blauth**, who has **coordinated** the **activities** of the **Guiding Coalition**, and **Ms. Anna Regan**, who served as **Editor of Strategies for Success**.

### ➤ **Athletics**

**Mr. Scott Royer, Athletics Trainer/Coordinator**, will attend **Thursday's meeting** to provide an **update** on the **following teams**:

- **Women's Volleyball** won the **Garden State Athletic Conference** for the **third straight season** and participated in the **Region XIX Tournament** held on **October 22 and 23, 2016**.
- **Women's Soccer** competed in the **Region XIX Soccer Tournament**, with finals on **October 30, 2016**.
- **Men's Soccer** competed in the **Region XIX Soccer Tournament**, with finals on **October 29, 2016**.
- **Women's Tennis** finished **second** in the **Conference** and **second** in the **Region**, qualifying for the **National Championship** held in **Peach Tree, Georgia**, from **October 19-23, 2016**.
- On **October 6, 2016**, former **Men's Soccer Player Jack Flynn** received the **Region XIX Robert Zifchak Male Student Athlete of the Year Award** for **2015-16**. Jack is now studying accounting at **Stockton University**.
- On **November 9, 2016**, two former student athletes will be **recognized** at the **annual luncheon** of the **College Athletic Administrators of New Jersey** as the **Two-Year College Male and Female Athletes of the Year**. For the **2015-16 academic year**, the honorees are **Jack Flynn (Soccer)** and **Adelle Hickman (volleyball/softball)**.
- **Ocean County College** will again be **hosting the Women's National Soccer Championship** from **November 10 to 13, 2016**. The **top eight teams** will **compete** for the **championship**.

### **Veterans Day**

OCC will commemorate **Veterans Day** on **Friday, November 11, 2016**, at **12:00 noon**, at the **Veterans Memorial**, on the **campus mall**. Participating in the event will be the **U.S. Marine Corps League**, the **OCC Concert Band**, and the **Toms River American Legion, Post 129**. The **guest speaker** will be **LTC Marsha Grace**, **Army Support Activity Deputy**, **Joint Base McGuire-Dix-Lakehurst**. A **reception** will follow in the **Library Tower Room**. Please **join us** as we **pay tribute** to our **veterans**.

### **Student Affairs**

#### ➤ **Financial Aid**

- The **2015-16 FAFSA filing cycle** ended on **June 30, 2016**. **Federal records** indicate that **New Jersey** ranked **11<sup>th</sup>** in the **number of FAFSAs submitted** in the **nation**. In total, **Ocean County College** received **9,425 FAFSA records** in **2015-16**.
- The **OCC Financial Aid Office** is in its **eighth year** of offering the **Opening Pathways to Education Now (OPEN) FAFSA Workshop Series**. This initiative, which **began in 2009**, seeks to **increase awareness** of the **affordability** and **access** to **postsecondary**

**education.** The sessions are designed to **assist** with the **completion** of **FAFSA paperwork** and to discuss the basic **concepts** of **financial aid**, including **cost of attendance**, **estimated family contribution**, and the **differences** between **grants** and **loans**.

OCC has opened its doors to almost **2,000 students, parents, and guardians** since the workshop series **began**. **High school students** attending are mainly from within **Ocean County**, but **students** have attended from **Lawrenceville, Howell, Bridgewater-Raritan, Hillsborough, Marlboro, Old Bridge, Morganville, Middletown, and Wall**.

- The **implementation** of **Prior-Prior Year/Early FAFSA Filing** began on **October 1, 2016**. In just **two weeks**, OCC received **202 FAFSA records**.

### ➤ **Admissions**

**Admissions Office** representatives were **busy** with **2017 fall semester recruitment**, **visiting** all **Ocean County high schools** and **vocational schools**. They met with many **engaged students** who were **eager to learn about and attend Ocean County College**. Additionally, **Admissions** representatives attended the **OCPGA College Fair** at the **Pine Belt Arena**, which is **Ocean County's largest college fair**.

The **Admissions Office** held its **annual Fall Open House** on **Thursday, October 20, 2016**, and more than **150 students** attended the event. **Community members** are invited to **talk with faculty and staff**, meet with **Financial Aid** representatives, learn more about the **admissions process** and **degree programs**, and take a **campus tour**.

### ➤ **Advising**

- The **Advising Office** reached out to **129 first-time, full-time students** who **registered late** for the **fall semester**. These students are often **academically at risk**, and they **miss the benefits** of **freshman orientation**. **Advisors** asked about their **progress**, discussed **spring registration**, and explained how they will be **assigned to an advisor**.
- In **partnership** with **Student Life** and the **NJ STARS Club**, the **Advising Office** hosted a successful **Transfer Fair** on **October 6, 2016**. **Ninety institutions** were represented at the event, and over **450 students** signed in with at least **one institution**. **Coordinator of Transfer Services** **Laura Wills** did an **excellent job organizing and executing the fair**.

In addition to the **Transfer Fair**, the following **four-year institutions** have **visited OCC** this **fall semester** to speak with students about transfer: **Georgian Court University, Wilmington University, Villanova University-School of Nursing, Centenary College, and LaSalle University**. The **Advising Office** has also scheduled **two "Instant Decision Days"** this fall; **NJIT** will be on campus **December 8** and **Monmouth University** on **December 1, 2016**.

The Advising Office partnered with Phi Beta Lambda, OCC's organization for future business leaders, to bring OCC students information on popular business transfer colleges. Kean Ocean ran a very successful information session, with 30 OCC business students attending, helping students understand requirements for admission, transferable coursework, and the degree at Kean Ocean. Additional colleges scheduled throughout the semester are Pace University, Rider University, Rutgers-New Brunswick School of Business, and Stockton University.

Finally, Ms. Wills hosted an information session on October 17, 2016, for students intending to transfer. Eleven students attended and received a tutorial on how to navigate NJ Transfer, information on the New Jersey Statewide Transfer Agreement, and answers to their specific transfer questions. Ms. Wills is also scheduled to visit the Southern Education Center during the fall semester to provide students at that location with transfer advising.

- In partnership with the Records and Registration Office, the School of Nursing, and Kean Ocean, the Advising Office hosted an information session for pre-nursing students on October 19, 2016. Students received information on nursing admissions, the Nursing Program, and the Kean Ocean RN to BSN degree. Fifty-two students attended, with an additional 64 students registered to attend a second session on October 27, 2016. Under the leadership of Academic Advising Assistant Director Pamela Donohue, this event was well organized and successful.
- The Advising Office hosted its biannual in-service professional development on October 12, 2016. The theme was Advising across Campus. Representatives from the following areas attended to discuss advising at OCC: Advising, SEC, Enrollment Management, e-Learning, Student Support Services, the Center for Student Success, EOF, and Veterans Affairs. The session was a great opportunity for information sharing, with the goal of making advising at OCC cohesive, consistent, and collaborative.
- The Advising Office continues its tradition of a biannual e-newsletter to parents. This fall, over 350 parents of OCC students received the e-newsletter, which contains information on many topics, such as registration for the quick and accelerated terms, student clubs, tutoring, campus events, graduation, academic deadlines, financial aid, scholarships, study abroad, and spring 2017 advising and registration.
- **Career, Employment, and Personal Counseling**
  - Dr. Kate Pandolpho, Director of Career, Employment, and Personal Counseling, was the keynote speaker at the annual Soroptimist International of Toms River Women's Hall of Fame celebration. Her speech reflected the newest initiative of the Soroptimist Club, Dream It – Be It.
  - In recognition of Suicide Awareness and Prevention Month, six seminars were presented, as was In Their Shoes, a visual presentation of 234 pairs of shoes



representing the number of New Jersey individuals, ages 10 to 24, who died by suicide in the years 2009-11. These activities help meet the requirements of the Madison Holleran Suicide Prevention Act.

- In recognition of October as Domestic Violence Awareness Month, seminars were sponsored about domestic violence, featuring speakers from the Ocean County Prosecutor's Office, Providence House, and St. Francis Community Counseling Services. The sister of a domestic violence victim recounted the story of her sister's life and death and displayed the chain of over 500 links that showed the number of people who attended her funeral services. Another powerful graphic presentation, "The Silent Witness Project," showed silhouettes of Ocean County victims of domestic violence. Also sponsored was "Purses with a Purpose," which collected nearly 60 purses filled with items for women and families in two domestic violence shelters. Once again, OCC staff, faculty, and students were extremely generous with their contributions. The Student Support Services Club sponsored a bake sale, with proceeds going to local domestic violence programs.

#### **Finance and Administration**

- Ms. Sara Winchester, Executive Vice President of Finance and Administration, attended the National Association of College and University Business Officers (NACUBO) Global Operations Forum in Baltimore, Maryland, on September 27 and 28, 2016. The program examined international operations run by colleges and universities, with a focus on management and business support for programs operating overseas as well as compliance with both U.S. and foreign regulations. Topics included:
  - Identifying and tracking worldwide activities
  - Global support models and best practices
  - International human resources and benefits issues
  - Foreign banking and cash management practices
  - Distance learning challenges when operating overseas
  - Innovative business processes to support international activities

Because OCC is new to operating outside the U.S., this forum was a good opportunity to learn from campus experts, hear the latest developments from international operations professionals, and network with peers facing similar challenges.

- From October 24-26, 2016, Ms. Winchester attended the first annual Ellucian Executive Advisory Council meeting in Anaheim, California. This invitation-only event was sponsored by Ellucian. The council has been established to provide a venue for open and honest dialogue about how Ellucian can best serve the needs of its customer base and higher education. The members, a select group of customers, will act as advisors to our executive team and have the opportunity to engage with industry thought leaders and analysts.

➤ **Cloud Data Governance Committee**

The first meeting of the **Cloud Data Governance Committee** took place on **October 28, 2016**. The meeting brought together **representatives from all New Jersey community colleges that use the same ERP system to discuss opportunities to bank together in a cloud system**. The committee also discussed other ways the colleges can **work more closely together to achieve efficiency and cost savings**.

➤ **New Jersey Network for School Success**

Work has continued to build a **mutually beneficial partnership** between **OCC, PLS 3<sup>rd</sup> Learning, and Strategic Initiatives, Inc.** PLS 3<sup>rd</sup> Learning has built several variations of a **digital platform** that are used by **hundreds of thousands of teachers** in **New York, Pennsylvania, and Texas**. The intention is to **build a similar platform for New Jersey** and provide **rich academic content tied to required learning outcomes** for all **New Jersey teachers**. The idea has been **enthusiastically embraced** by the **New Jersey Department of Education** as well as by **local superintendents**. **OCC's role** in the project will be to **train the teachers and encourage adoption of the system within Ocean County**.

➤ **Player Development Academy**

The **agreement** between the **Player Development Academy (PDA)** and **OCC** was **fully executed in early October**. **PDA will fund lighting for the turf field**. **PDA players** have already begun **using the OCC facility**, and we are **delighted to welcome these young athletes to our campus**.

➤ **Human Resources**

**Ms. Tracey Donaldson, Assistant Vice President of Human Resources**, attended the **annual ATIXA (Association of Title IX Administrators) Conference in Philadelphia, Pennsylvania, from October 5 to 8, 2016**. As the **reach of Title IX has widened** and become more **complex**, intertwining with the **Violence Against Women Act (VAWA)** and **Cleary Act provisions**, this **annual conference** proves to be a **helpful update** and source of **best practices**.

➤ **Leadership Academy**

The **President's Leadership Team** honored the **inaugural 2015-16 cohort** of the **Leadership Academy** on **September 26, 2016**, with a **luncheon** celebrating their **completion of the year-long leadership program**. The event was an opportunity to **reinforce the importance of leadership development at OCC** and to **show appreciation to all the cohort members for a job well done**. **Congratulations to Ms. Elise Barocas, Controller; Dr. Toni Clay, Assistant Vice President of Academic Affairs; Mr. Jason Ghibesi, Lecturer II of Social Sciences; Ms. Jennifer Kelemen, Facilities Office Manager; Mr. Jack Kelnhofer, Dean of e-Learning; Ms. Jan**

**Kirsten, Executive Director of College Relations; and Mr. A.J. Trump, Interim Director of Enrollment Management.**

**On October 6 and 7, 2016, the new 2016-17 Leadership Academy cohort attended a formal kick-off event with General John DiNapoli of Spencer-Ryan LLC. The two-day event focused on definitions of leadership as presented by James Kouzes and Barry Posner in The Leadership Challenge. Participants evaluated their own leadership styles, as well as other examples in various venues. The cohort now moves on to a year-long series of events and workshops designed to help them observe, learn about, and practice leadership.**

➤ **Title IX Internal Audit**

**Ms. Donaldson, who serves as OCC's Title IX Coordinator, has begun a series of internal audit meetings to assess and address any gaps in Title IX compliance at the College. Participating employees include Dr. Norma Betz, Vice President of Student Affairs; Ms. Ilene Cohen, Executive Director of Judicial Affairs and Athletics; and Dr. Kate Pandolpho.**

➤ **Training and Development**

**Employees have the opportunity to participate in a variety of learning topics. The October curriculum included new classes in Behavioral Interviewing; Correcting Performance Problems; Data Security; Defensive Driving DDC-6; FERPA; Outlook and Email Etiquette; Preventing Discrimination and Sexual Violence: Title IX, VAWA, and Clery Act for Faculty and Staff; Using Classroom Technologies; and Word, Intro and Advanced.**

➤ **People Admin – Performance Management**

**The Office of Human Resources will begin the implementation of Performance Management, a module within the People Admin suite, a comprehensive evaluation system designed to handle all employee evaluation needs.**

**Simplifying the process of appraising performance, including writing appraisals, delivering the appraisals to the employees, and retaining the appraisal records, will help in focusing more on the quality of the appraisals and a positive impact on the receiving employees. It is also the intent to utilize the module to collect training and development needs, which can then be translated into training courses. The goal is to have the new system in place to align with next year's performance appraisal process.**

➤ **Continuing and Professional Education**

➤ **Customized Training/Workforce Development**

- A partnership has been established to allow **Lakewood Township, Lakewood Chamber of Commerce and UEZ Zone, and the Downtown Toms River Business Improvement Committee** to work together to provide training opportunities. CPE intends to benefit from focused communication and business participation.
- The **Executive Director of the Toms River Business Improvement District** discussed partnerships at the **Business Advisory Committee** meeting on **October 10, 2016**. The **Business Improvement District** is interested in adding a student component to its **Business Incubator Program**. The goal is to focus this initiative on all municipalities in **Ocean County**.
- **Customized Training** completed a second special course, “**Customer Service in the Salon Industry**,” to **Ocean Salon Systems**, which promoted the course to its customers as a valued-added service. The course was funded by the **NJBIA/NJWorkforce Coalition**.
- **Mr. Michael Forcella, Manager of Business Engagement**, spoke on **October 12, 2016**, on **WOBM** about **business/workforce development partnership initiatives**. In addition, **Mr. Forcella** has been invited to participate as an **Honorary Commander** for a third year at **Joint Base McGuire-Dix-Lakehurst** and is active on the **Ocean County Military Support Committee**.
- **Collaboration** has begun with the **Rutgers Youth Success Grant** and the **Ocean County Workforce Development Board**. **Qualified Ocean County youth, ages 16 to 26**, who have left school, are unemployed, or have other issues will be assisted. Hopefully, these program participants will be integrated into **OCC programs**.
- **OCC CPE Health Care** students continue to excel on **national healthcare certification**, validating the **outstanding education and training** through the **CPE health care certificate programs**. Since **2012**, **490 OCC students** have sat for at least one **National Healthcareer Association (NHA) Exam**. Students sat for a total of **1,069 exams**, resulting in **995 certifications earned**. The students have averaged pass rates of **93%**; the **NHA national average** over this time period was **75%**.
- **Programs with New Jersey Civil Service** for the testing of future police officers began in **October** for **eight consecutive Saturdays**. **Ocean** was one of **eight county colleges** selected to provide the test; over **45,000 applicants** will be tested statewide.

➤ **Facilities**

The **Combined Heat and Power Plant (CHP)** continues to provide the College with an **effective energy cost-savings solution**. The **CHP** is designed to provide a **self-sufficient**,

**primary energy source for select buildings on campus. Due to the environmentally conscious efforts of vendors, Facilities staff, and the College community, the College will receive a \$3,216.51 check from EnerNoc for exceeding the minimum Kilowatt capacity.**

➤ **The Jay and Linda Grunin Center for the Arts**

Upcoming December shows:

- **The King's Singers** - Thursday, December 1, 2016, at 7:30 p.m.
- **Westminster Concert Bell Choir** – Friday, December 2, 2016, at 8:00 p.m.
- **Molly Ryan's Swingin' Christmas Ball** – Wednesday, December 7, 2016, at 8:00 p.m.
- **Culinary Adventures featuring Mary Ann Esposito and Joe Leone** – Saturday, December 10, 2016, at 2 p.m.
- **The Nutcracker** – Sunday, December 11, 2016, at 1 p.m.
- **"It's a Wonderful Life: Live from WVL Radio Theatre"** – Wednesday, December 14, 2016, at 7:30 p.m.
- **The Celtic Tenors** – Thursday, December 15, 2016, at 8:00 p.m.
- **Tom Wopat and Linda Purl** – Friday, December 16, at 8:00 p.m.

➤ **Information Technology**

The OIT team collaborated to ensure a **successful start of the 2016 fall semester**, which included **updating all computer images and technology in classrooms**; providing **CANVAS workshops**; converting student systems to Canvas and Barnes & Noble interfaces; and publishing a **newsletter** informing faculty of **major changes** with the Learning Management System and explaining all of the available resources.

Infrastructure improvements include the **completion of an upgrade of the telephone system to version 10.5**, the latest stable version of the **CISCO Unified communications software**. The Library system was **successfully moved to a cloud-based "software as a service" solution from SIRSI**. This new service will **minimize the impact on OCC's data center and eliminate the need for future hardware upgrades to support the Library**.

➤ **Ocean County College Foundation**

The Ocean County College Foundation held its **15<sup>th</sup> Annual Golf Outing** on **Tuesday, September 20, 2016**, at **Pine Barrens Golf Club** in Jackson. The event attracted **nearly 80 golfers** and raised over **\$50,000** to assist the Foundation in its mission to make **higher education accessible to Ocean County residents through scholarships, awards, and special projects**. Appreciation is expressed to the **Event Chair, Michael B. York, Esq., of Novins, York & Jacobus**; the event's **Major Sponsor, Perlmutter Family ShopRites**; and all the **sponsors, golfers, committee members, vendors, staff, and volunteers**.



## **e-Learning and Learning Enterprises**

### **➤ Domestic e-Learning Program**

Onlinecolleges.com recently ranked OCC's e-Learning program #1 of all New Jersey colleges and universities (46) offering online education. Onlinecolleges.com uses a methodology that compares degree program offerings, IPEDs data, including retention and graduation rates, and tuition and fees to compare educational institutions offering distance education. OCC Online was selected by a significant margin over other schools engaging in distance education in New Jersey, such as Rutgers, Kean, NJIT, Rowan, Montclair, Monmouth, Drew, Fairleigh Dickinson, and several community colleges. This recognition symbolizes the collective effort of an entire campus to make OCC's e-Learning program a strong and serious competitor, not just in New Jersey, but nationwide. For more information on this achievement, please visit:  
<http://www.onlinecolleges.com/top-colleges-tool/new-jersey.html>

In looking toward the future, OCC's e-Learning program hopes to capitalize on the 7.5-week accelerated terms by launching an ongoing (rolling) online 16-month associate degree completion program. Efforts are underway to launch a new marketing campaign to promote this 16-month associate degree.

### **➤ Domestic Partnerships**

Within the past 45 days, e-Learning and Learning Enterprises has seen a few partnership opportunities come to fruition.

- First, as a result of an RFP process bid on by the e-Learning team, Kaiser Permanente, a major health insurance provider in the U.S., through its Ben Hudnal Memorial Trust, has selected OCC to serve as its first community college preferred provider of online science education to Kaiser Permanente employees. This opportunity came to OCC through the e-Learning team's work in online science education and through OCC's nationwide reputation as a leader in online science education delivery. The e-Learning team is now implementing a concierge-style pathway for all Kaiser Permanente students as well as a public relations campaign celebrating this accomplishment. OCC's RFP response, which was subsequently accepted and awarded, is Attachment 2.
- Second, OCC has been accepted by Edcor, a third-party organization that facilitates employer-sponsored tuition reimbursement education programs in the U.S. This opportunity was managed by Mr. John Goodwin, EduStrategy, one of Learning Enterprises' business-to-business consultants. Through this program, employees at companies, such as Nestle, UPS, Carmax, and Best Buy, are given access and a tuition discount (if out of county) to select OCC as their educational provider.

An overview of the Edcor program may be found at:



➤ **International Partnerships**

OCC's footprint abroad continues to **widen and deepen**. A team recently returned from **Cairo, Egypt**: **Mr. Hatem Akl, CIO**; **Mr. Jeff Harmon, Associate Vice President of e-Learning and Learning Enterprises**; **Dr. Maysa Hayward, Dean of Instructional Outreach**; **Ms. Tara Huff, e-Learning Instructional Designer**; and **Mr. Jack Kelnhofer, Dean of e-Learning**. The mission of their **eight-day trip** was to **launch the first cohort** of the **OCC-Kean University-Ain Shams University program**, which will **begin October 31, 2016**. As of this report, the **cohort has approximately 52 students**. The team conducted numerous **faculty, administrative, and student training sessions**. Though numerous **technological, currency exchange, and cultural obstacles presented themselves**, the team **prevailed** and the **cohort will begin engaging in its first two online courses on October 31**. Success in this **pilot program** could pave the way for the **next cohort** to reach **many more students, perhaps 500 to 1,000**.

This month, OCC will send **additional operational plans**, similar to the **Ain Shams project**, to **two other colleges in Egypt**: **Ahram Canadian University** and the **Arab Academy for Sciences and Maritime Transport**. Plans to **launch** each of these are set for **fall 2017** with **pilot cohorts of approximately 50 students each**.

Lastly, while in **Cairo**, **Mr. Harmon** and **Dr. Hayward** met with **Mr. Alaa el Khishen** from **IMI** and delivered a **proposal (Attachment 3)** for **OCC-Cairo: Cairo's First Community College**. This **proposal**, which outlines **OCC's plan for establishing an additional location in the heart of Cairo**, has been delivered to **Dr. Hossam Osman, Special Advisor to the Minister of Telecommunications**. During the week of **November 1**, **Mr. el Khishen** and **Dr. Osman** are scheduled to **visit OCC** and engage in several meetings, including at the **U.S. State Department**, with **New Jersey Secretary of Higher Education Rochelle Hendricks** in **Trenton**, and with the **President and other representatives at NJIT**.

**Academic Affairs**

**Dr. Rosann Bar, Dean of Business and Social Sciences**, **Dr. Toni Clay, Assistant Vice President of Academic Affairs**, and **Ms. Susan O'Connor, Director of Curriculum Management**, attended a **conference** sponsored by **Academic Impressions** in **New Orleans, Louisiana**, from **October 17 - 19, 2016**, entitled "**Developing a Comprehensive Retention Plan**." Their purpose in attending was to participate in a **training program to develop an institutional retention plan** and for **OCC to concentrate on degrees leading to immediate employment that are funded by the Perkins Grant**. Some of **OCC's Perkins Grant programs** have been identified by the **State of New Jersey** as having **low retention rates** and as **lacking in ethnic diversity and/or gender equity**, especially in **STEM, Nursing, and Criminal Justice**.

**Data, programming, and goal setting** were covered in the **pre-conference**. Time was spent on

how to **gather and analyze data, interpret it, and align it with goal setting, program planning, and reporting results.** Case studies were included.

The conference also focused on **identifying how to turn data into programs to include goals and objectives, delineation of responsibilities, resources, and timelines.** OCC participants had the opportunity to **network** with other colleges and universities and receive **feedback** on **crafting the College's plan.**

The conference was attended by over **50 professionals,** representing over **40 institutions** nationwide. Six New Jersey community colleges were represented.

➤ **School of Arts and Humanities**

- ***Dog Sees God*, a theatre production produced by Mr. Paul Chalakani, Lecturer II of Theatre, had a successful run in the Black Box Theatre, concluding on October 30, 2016.**
- **The first two meetings of the Ocean County College Book Club were held in the Library Tower Room hosted by Associate Professor of English David Bordelon.**
- **Associate Professor of Humanities Beth Brierley, Assistant Professor of English Jayanti Tamm, and Lecturer II of Humanities/Fine Arts Stephanie Shestakow hosted a panel discussion on and off campus in which they shared the history of the role of women in the fine arts for the Global Education for Girls series of events.**
- **Humanities Instructor Karin Gargone sponsored a Native American Indian Flute-Making workshop on October 19, 2016, in the Grunin Center. The Music Club, which she advises, meets every Wednesday during fall semester and is planning a host of activities.**
- **On Tuesday, October 25, 2016, Professor Jayanti Tamm hosted "A Halloween Inspired Open Mic" for Seascape, the Literary Magazine Club.**
- **The OCC History Club, led by Mr. Rob Marchie and Mr. Stephen Downey, both Lecturer IIs of History, has placed food collection boxes across campus until November 16, 2016, for Ocean County Hunger Relief.**
- **On Thursday, October 27, 2016, Dr. Ali Botein-Furrevig, through the Center for Holocaust, Genocide, and Human Rights Education, hosted "Christian Genocide in the Middle East," a presentation by StandWithUs, an international, non-profit Israel education organization.**

Members of the School of Arts and Humanities are working diligently on **updating curriculum** for the course proposal project. Assistant Professor of Humanities Rich Fallon, Lecturer II of Humanities Lee Kobus, and Lecturer II of Fine Arts Renate Pustiak are developing their program evaluations and revisions.

➤ **School of Business and Social Sciences**

- **Mr. Jeffrey Lang, Lecturer II of Addictions**, represented **Ocean County College** at the **NAADAC Conference** in **Minneapolis, Minnesota**, on **October 11, 2016**. **NAADAC** is the **premier Association for Addictions Professionals**. **Mr. Lang** presented a **lecture** on **“Treating the Compulsive Over-Eating Client in Addictions Treatment Services.”**
- **Ms. Jennifer Barnes, Lecturer II of Political Science and Director of the Governmental Affairs Institute**, attended the **American Association for Paralegal Educators’ Annual Conference** in **San Antonio, Texas**. **Topics** included **age discrimination, paralegal career options, awareness of cultural competence, transferable paralegal skills, and teaching with humor.**
- **Ms. Jennifer Evans, Lecturer II of Hospitality, Recreation, and Tourism**, piloted an official **Facebook Live Video** event to be run in **December**. **Students** in her **Special Events** class created a **Facebook fan page** and put together a **twenty-minute informational video**, which garnered **724 views** in **four days**. To view, **link to the Facebook fan page** and **scroll down to the live video** at:  
[https://www.facebook.com/HRTMOCC/?ref=aymt\\_homepage\\_panel](https://www.facebook.com/HRTMOCC/?ref=aymt_homepage_panel)
- The **first-ever Mayors' Panel**, sponsored by the **Governmental Affairs Institute**, was held on **October 27, 2016**. **Students** had the opportunity to **meet their local officials** and learn more about the **issues** that matter most in their **home towns**. The **mayors** in attendance included:
  - **Honorable Albert Ackerman, Lakewood (Deputy Mayor)**
  - **Honorable Ann Marie Conte, Wall Twp.**
  - **Honorable Oscar Cradle, South Toms River**
  - **Honorable William W. Curtis, Bay Head**
  - **Honorable Nancy Taggart Davis, Beach Haven**
  - **Honorable John G. Ducey, Brick Twp.**
  - **Honorable William Gotto, Howell Twp.**
  - **Honorable Thomas Kelaher, Toms River**
  - **Honorable Paul Kennedy, Ocean Gate**
  - **Honorable Steven Kennis, Lacey Twp.**
  - **Honorable Joseph Mancini, Long Beach Twp.**
  - **Hon. Susan Marshall, Tuckerton**
  - **Honorable Robert Matthies, Seaside Park**
  - **Honorable John J. Novak, Barnegat**
  - **Honorable Ken Palmer, Manchester Twp.**
  - **Honorable Stephen Reid, Point Pleasant Beach**
  - **Honorable Ronald Roma, Beachwood**
  - **Honorable Anthony Vaz, Seaside Heights**

➤ **School of Nursing and Health Sciences**

- The **Student Nursing Organization (SNO)**, in collaboration with the **Ocean County Health Department**, held a **Flu Fair on September 27, 2016**. **Twenty-eight vaccines** were administered by **OCC Nursing students**.
- On **September 29, 2016**, the **SNO** sponsored a **Blood Drive** in collaboration with the **New York Blood Center**. There were **60 donors**; **fifty-two pints of blood** were collected.
- The **SNO**, in collaboration with **Hackensack Meridian Health**, will sponsor a **Health Fair on November 8, 2016**, from **11:00 a.m. to 3:00 p.m.** in the **Student Center**. **Blood pressure, cholesterol, and blood sugar screenings** will be provided. **Information** related to **health care**, including **diet and nutrition**, will also be available. The **campus community and general public** are invited to attend.
- **Nursing faculty** are working with the **Ocean County Health Department** to provide education to students regarding **disaster management**, which is **required for successful completion** of the **National Council Licensure Examination (NCLEX- RN®)**. On **December 16, 2016**, representatives from the **Health Department** will provide students with an **introduction to emergency preparedness**. The **Ocean County Medical Reserve Corps (OCMRC)** will be discussed with students and faculty during this **introductory program**. The **mission** of the **OCMRC** is to develop a **workforce of volunteers** that are prepared to assist residents in the event of a **public health emergency**.
- The **School of Nursing** is creating an **Alumni Facebook page** for **graduates** to access information regarding **SNO events, job opportunities, and surveys** required for accreditation. The **Accreditation Commission for Education in Nursing** standards require **submission of data** obtained from **graduates** regarding their **satisfaction** with the **nursing program** and **job placement rates**.
- **Two students** graduated from the **Rutgers-Ocean County College Psychosocial Rehabilitation Program**. These students are the **first OCC graduates** from this program.

➤ **School of Science, Technology, Engineering, and Mathematics**

- **Dr. Caterina Gibson, Lecturer II of Biology**, led students from her **General Biology** classes on a **fall semester ecology/beautification project**. Her students **decorated the outside** of the **Hiering Science Building and Technology Building** with **seasonal plants**.
- **Students** from the **OCC Makers Club** attended the **Toms River Schools' Jerseyshore Makers Festival** with **Dr. Angel Camilo, Lecturer II of Biology**; **Mr. Edmond Hong, Lecturer II of Computer Science**; and **Dean Paul Silberquit, School of STEM**. The

students made **Native American-style musical flutes** (similar to a recorder) from **PVC pipes** and **plastic tubing** for attendees, who were **K-12 ages**.

- **Dr. Camilo** attended the annual **Garden State Latino Cultural Festival** in **Lakewood**. He hosted an **OCC table** with **representatives** from **OCC's Admissions and Financial Aid Offices**.
- **Mr. Scott Farrell, Lecturer II of Chemistry**, is working with students participating in the **Honors by Contract** program to perform **water testing** on **Long Swamp Creek** for the **Barnegat Bay Partnership**. The students will use **Vernier water testing equipment** to test **pH, temperature, alkalinity, dissolved oxygen, and selected ion concentration**. Some **samples** will be brought back to **OCC** for **in-laboratory testing**, and other **samples** will be dropped off to the **Partnership** for **analysis**.
- **OCC** was selected to **host** this year's **Junior Science and Humanities Symposia** ([www.jsbs.org](http://www.jsbs.org)). For more than **fifty years**, **Monmouth University** was **one of two universities** in **New Jersey** to participate in **one of two regional annual Symposia** high school student competitions. **Rutgers University** will **continue** to **host** as the **second college/university**.

**OCC**, in **partnership** with **New Jersey Institute of Technology**, is **pleased** to have been selected to ensure that **rising-star New Jersey high school students** have the chance to participate. **SJSS partners** include **faculty** from **OCC, NJIT, and Monmouth University**, as well as **representatives** from **New Jersey military facilities, Joint Base Lakehurst-Dix-McGuire, Naval Weapons Station Earle, and Picatinny Arsenal**.

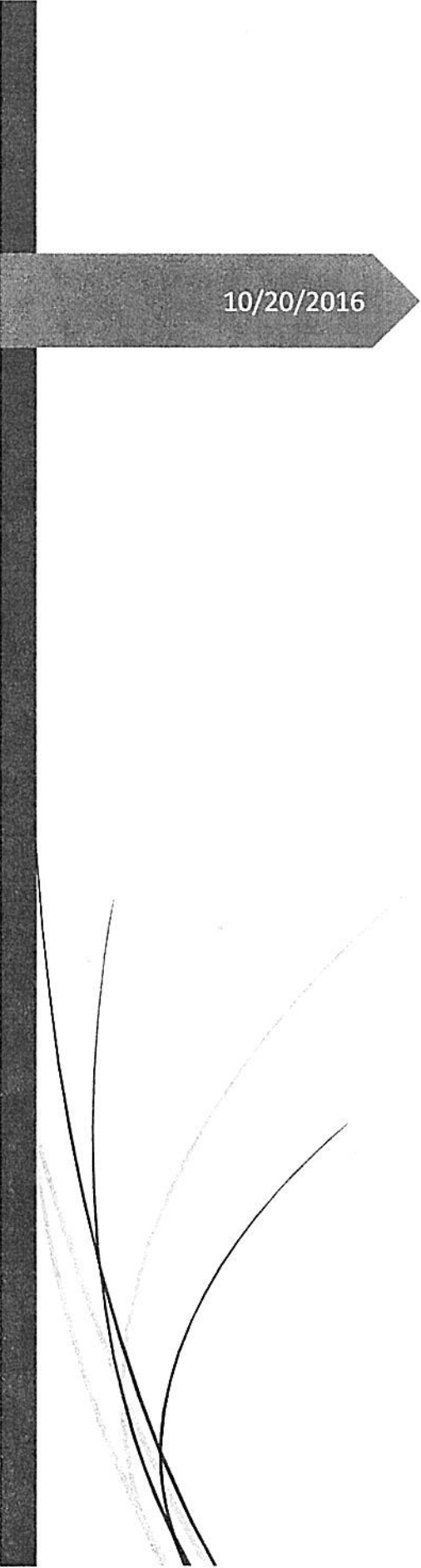
**Students** will work with **high school teachers** to submit an **abstract** outlining their **projects** by **December 5, 2016**, and **reports** on their **projects** by **January 4, 2017**. The **final projects** will be **rated** against others in the **regional competition**. The **top ten students** from the **regional competition** will **present** their **projects** at **OCC** on **March 23 and 24, 2017**, to determine the **regional winner**. The **winning student** will then **participate** in the **national competition**. **Research projects** may be conducted on one of the following topics:

- **Life sciences** (natural sciences, microbiology, molecular/cellular, biochemistry)
  - **Medicine and health** (behavioral sciences, neurobiology, biomedical, physiology)
  - **Environmental sciences**
  - **Chemistry** (geochemistry, energy-alternative fuels, materials science)
  - **Physics and astronomy**
  - **Mathematics and computer sciences**
  - **Engineering**
- **Associate Professor of Engineering Neil Schiller and Dean Silberquit** held a **kick-off meeting** for the **fall 2016 Ocean County TechPrep Robotics Competition**. **Representatives** from **Lacey Township High School, Ocean County Vocational-Technical School, Manchester Middle School, and Manchester's McAuliffe Middle**

**School** attended the meeting. The **teams** participating in the **Robotics Competition** will **design** and **program** their **robots** to perform **unique activities**.

- **Mr. Vijay Ramdeen, Lecturer II of Chemistry, and Dean Silberquit** are again working with **Toms River High School North** for the **2016-17 STEM Academy**. **In-class STEM activities** will be held at the **high school**.





10/20/2016

# Strategies for Success

FY 2016 Year End Update



Submitted by the Guiding Coalition  
OCEAN COUNTY COLLEGE

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## Executive Summary

Ocean County College successfully concluded its first year of Strategies for Success, the implementation plan for the Charting our New Course transformation initiative. This document focuses on the analysis of progress for each of the College's strategies and recommendations for consideration. In building momentum and looking ahead to FY2017, the Guiding Coalition is confident that the second year of implementation will build upon lessons learned and the reporting and review process that has been established.

Strategy #1: Craft and Execute Transformative Strategies						
Sub-strategies	1.1 Shape a set of five-year strategies for the College that addresses the disruptive challenges before it.	1.2 Implement a comprehensive and effective project management approach to assure the successful execution of these strategies.	1.3 Develop a vigorous internal and external communications plan for the strategies.	1.4 Ensure that approved strategies and initiatives emerging from this process are funded in a timely and appropriate fashion.	1.5 Craft a campus master plan, driven by these strategies, to map the development of facilities.	1.6 Implement annual program review processes for academic and support programs to assess their performance and alignment with College strategies.
Progress	<ul style="list-style-type: none"> <li>The goal of sub-strategy 1.1 has been achieved via publication of <i>Strategies for Success 2015-2020</i>.</li> <li>Regarding sub-strategy 1.2, in completing the year-end review, individual Guiding Coalition members teamed up to evaluate each Strategy's progress and to identify gaps in sub-strategies, in addition to making recommendations for each Strategy Leader to review.               <ul style="list-style-type: none"> <li>While the Guiding Coalition's role in the movement of Strategy 1 is essential, not all members were participating equally in the review process. As such, the transition and membership plan was revised to ensure that membership and participation is maximized; an additional leadership role of co-chair has also been added.</li> </ul> </li> <li>While one of the main functions of the Guiding Coalition is to serve as the communicative body of the strategic plan (sub-strategy 1.3), it has not fully developed a vigorous internal and external communications plan; however, this initiative is slated for FY2017.</li> <li>Regarding sub-strategy 1.4, the planning process has been linked to funding for a variety of initiatives, including endeavors for partner outreach and collaborations in Egypt, purchase of Canvas, and the addition of a graduate intern in IR. The planning and budgeting council that had been in place prior to the development of the new plan is currently under revision to align the formatting and processes with Strategies for Success. It is projected to be complete for funding allocations for FY2019.               <ul style="list-style-type: none"> <li>The focus of FY2018 funding has been prioritized for the recommendations derived via the Student Success Experience, which is a direct outcome of Strategy 7. These recommendations overlap with other sub-strategies and will assist in moving their respective strategies forward.</li> </ul> </li> <li>Regarding sub-strategy 1.5, the campus master plan has been completed. Highlights include the completion of the new Student Center and the groundbreaking for the Health Sciences building.</li> <li>As mentioned in sub-strategy 1.3, the means by which the Guiding Coalition collects, tracks, reviews, and communicates progress of the strategy teams has evolved throughout the year. This evolution has been partially in response to how information has been reported to the Guiding Coalition and partially as a result of self-initiated process improvement by members of the Guiding Coalition. Throughout the strategic planning process thus far, the role of the Guiding Coalition has continued to evolve, and improvements for tracking and communication have been implemented.</li> </ul>					
Recommendations	<p>In respect to the composition of the Guiding Coalition, the Guiding Coalition recommends:</p> <ul style="list-style-type: none"> <li>A review of membership and creation of opportunity for non-participating members to step down from the committee.</li> <li>Members of Leadership Academy cohorts become candidates for membership on the Guiding Coalition. These employees have expressed a vested interest in the future of the College, which makes their participation on the Guiding Coalition a natural fit. The committee will also provide these employees practical applications for the skills acquired in the Academy.</li> <li>It is recommended that in FY2017 the Guiding Coalition formally establish a quarterly plan for communicating information to the campus community.</li> </ul>					

Strategy #2: Build Resilience through Innovation, Reinvention, and New Programs				
Sub-strategies	2.1 Build a new organizational structure that will maximize the competitiveness of existing and future academic offerings and develop innovations that create new markets.	2.2 Discover new ways to develop and deliver face-to-face offerings to increase their attractiveness to existing and new stakeholders, enhance student learning and community service, and reduce costs.	2.3 Implement an e-Learning and Learning Enterprises structure that enables the College to develop and offer innovative offerings that ensure its leadership in academic, service, and support programs for current and new stakeholders.	2.4 Incorporate new developments into existing face-to-face and e-Learning and Learning Enterprises offerings, where appropriate, to ensure the long-term market strength and relevance of the College. These include but are not limited to developments in technology and pedagogy.
Progress	<ul style="list-style-type: none"> <li>Sub-strategy 2.1 has been thoroughly addressed by all three entities comprising Strategy #2. All three areas (face to face, e-Learning, and CPE) have created or are in the process of creating substantive new programs with increased focus on processes for market analysis.               <ul style="list-style-type: none"> <li>Effort to make programs competitive evidenced through market analysis processes</li> <li>Creation of offerings and programs apparent in both Tracks A and B as well as CPE</li> <li>Partnerships and articulations, as well as accreditations, built in both Tracks A and B as well as CPE</li> </ul> </li> </ul> <p>The implementation of Canvas in face-to-face and e-Learning, as well as the contract with Inside Track, are noted as developments in technology, per sub-strategy 2.4.</p>			
Recommendations	<ul style="list-style-type: none"> <li>It is recommended that e-Learning and traditional recruitment collaborate to create a master marketing plan, clearly designating marketing for special populations.</li> <li>It is recommended that delivery/pedagogical enhancements currently in place, as well as recently implemented HR training for instructors, be reflected in the strategy narrative.</li> <li>It is recommended that current research regarding instructor salaries be published and distributed by HR.</li> <li>It is recommended that consideration be given to increasing the attractiveness of course schedule flexibility; for example, a review of scheduling data and increased face-to-face options for students should be considered. It is recommended that enrollment assign/designate a new group of individuals (including faculty) to review scheduling data (using data from previous reports) in order to identify concerns/gaps and to execute change.               <ul style="list-style-type: none"> <li>The impact of hybrid courses, as well as a cohort model, on enrollment and retention should be included in the discussion.</li> </ul> </li> <li>It is recommended that discussions take place to determine how Inside Track and/or Canvas can be utilized to increase retention in face-to-face courses, as retention impacts the entire campus community.</li> </ul>			

Strategy #3: Strengthen Leadership at All Levels				
Sub-strategies	3.1 Define a succession plan and develop a Leadership Academy to assure the continuing development of Ocean's leaders at all levels.	3.2 Improve the current annual employee assessment process and enhance leadership capacity at each organizational level.	3.3 Improve socialization within the OCC community through multiple mechanisms.	
Progress	<ul style="list-style-type: none"> <li>Regarding sub strategy 3.1, information regarding the first cohort of the Leadership Academy and plans for the second cohort were documented. Completion for Signature Authority was scheduled for June 30, 2015; however, the strategy map indicated no progress has been made for third and fourth quarter 2016. Initial completion for Succession Planning Process was scheduled for March 2016. The fourth quarter map indicates that a draft framework for an "operational replacement plan," as well as the beginning of succession planning process, was completed and that the Talent Management Module will begin in October 2016.</li> <li>Much work was accomplished in the development and initiation of the Leadership Academy. Creation of The Ocean Way initiative may affect sub-strategy 3.2 (Employee Assessment Process) and 3.3 (Improvement in Socialization). On-going plans to continue this initiative are in place with the forming of the second cohort. Development of a Management Institute focusing on expectations of managers and a potential pre-requisite to the Leadership Academy was also presented.</li> <li>Sub-strategies 3.2 (Improve the current annual employee assessment process and enhance leadership at each organization level) and 3.3 (Improve socialization within the OCC community through multiple mechanisms) were not addressed.</li> <li>A presentation to the faculty and staff by the first Leadership Academy cohort discussing its experience, benefits of participation in the Academy to them as leaders, and the capstone project, The Ocean Way, occurred during the Fall 2016 colloquium and was beneficial to communicating these efforts to the campus community.</li> </ul>			
Recommendations	<ul style="list-style-type: none"> <li>It is recommended that all sub-strategy goals be addressed within the summary and map. The initiation of The Ocean Way can be tied to sub-categories 3.2 (Annual Employee Assessment) and 3.3 (Improve Socialization), as applicable.</li> <li>Activities that were held to increase socialization are not addressed within the summary or map. There have been a few this past academic year, such as the ice cream social, that may be included.</li> <li>An update is requested on the progress of sub-strategies 3.1, 3.2, and 3.3 within the summary and map.</li> </ul>			



Strategy #4: Understand and Meet the Needs of Stakeholders				
Sub-strategies	4.1 Identify the College's current and potential stakeholders and develop the capacity to learn and understand their true learning and service needs.	4.2 Apply best practices in researching and responding to stakeholder needs, developing new and creative approaches for meeting those needs, and marketing those programs to the stakeholder groups for which they were designed.	4.3 Undertake a coordinated initiative to ensure that all Ocean employees know and respond to the needs of the stakeholders they serve, with the goal of building a strong culture of stakeholder focus and responsiveness at Ocean County College.	
Progress	<ul style="list-style-type: none"> <li>Progress in Strategy #4 is multifaceted and on-going. Highlighted progress includes the following initiatives:               <ul style="list-style-type: none"> <li>Development and implementation of 7.5 week terms for Academic Year 2017 (serving student stakeholders)</li> <li>Launch of FY 2016 Graduate Exit Survey (serving student stakeholders)</li> <li>Planned launch of Noel Levitz Student Satisfaction Inventory in Fall 2017 (serving all student stakeholder groups)</li> <li>Academic Program Proposal template implemented to include student needs and job outlook in the assessment of new programs (serving student stakeholders)</li> <li>Increased connection to HS students via the College Readiness program, along with revision of policy #5122 and a streamlined Jump Start program (serving student stakeholders, as well as county school districts)</li> </ul> </li> <li>While specific efforts have been undertaken in response to sub-strategies 4.1 and 4.2 (both identifying and responding to stakeholder needs), sub-strategy 4.3 is not well-addressed in the report provided to the Guiding Coalition.</li> </ul>			
Recommendations	<ul style="list-style-type: none"> <li>Though they certainly intersect with Strategy 2, efforts in the Continuing Education area might be included in response to sub-strategy 4.2.</li> <li>Though addressed in other strategies, The Ocean Way initiative might be included in response to sub-strategy 4.3.</li> <li>A review of current stakeholders with additions as needed is recommended.</li> </ul>			

Strategy #5: Create a Challenging, Supportive, and Sustainable Work Environment					
Sub-strategies	5.1 Acquire the capacities necessary to build an employee base with the mix of faculty and staff talents needed to become a national leader in community college education.	5.2 Deploy a fair and equitable compensation and classification structure that will enable the College to reward its employees for individual and team performance and address emerging human resources requirements.	5.3 Pursue the ultimate goal of investing four percent of the total budget in human resources training and professional development, with resources targeted on development needs that will benefit the College and its stakeholders.	5.4 Build and implement programs and opportunities for College employee socializing and communicating.	
Progress	<ul style="list-style-type: none"> <li>Strategy 5 has seen much progress throughout FY2016 in creating a challenging and supportive work environment. Most sub-strategies were adequately addressed within both the strategy maps and the narrative. Included in the progress are: <ul style="list-style-type: none"> <li>Extended training opportunities for employees as advertised via the first Employee Training Catalogue. New position of Employee Training Specialist was added to the HR department.</li> <li>Regarding sub-strategy 5.2, the narrative indicates that minimum and preferred requirements are in the process of being aligned with market standards in the Administrative and Non-Affiliated Hourly employee categories. This alignment will assist in 'deploying a fair and equitable compensation and classification structure' as per 5.2.</li> <li>People Admin has been re-implemented. Managers are becoming versed in the re-implemented product. The Recruiting/Staffing unit is able to assist managers in a more value-added way; i.e. working with managers to develop appropriate position descriptions and building better applicant pools through advertising choices.</li> </ul> </li> </ul>				
Recommendations	<ul style="list-style-type: none"> <li>Annual highlights included the re-implementation of People Admin; however, the narrative did not seem to adequately discuss how People Admin is foundational to the strategy or sub-strategy. Tying the functionality of People Admin to a Strategy Five sub-strategy is recommended.</li> <li>As sub-strategies 5.3 and 5.4 are not included in the maps, it is recommended to re-work the maps to reflect these. If there is overlap between the other sub-strategies, it is recommended that the map reflect this overlap.</li> <li>Including initiatives for 2017 (or editing the maps to reflect this year) is recommended.</li> <li>It is recommended that finance review sub-strategy 5.3 and determine if the current allocation of "4% of the total budget" on HR training and professional development is appropriate.</li> <li>A thorough discussion of programs or opportunities meant to engage employees in socializing and communicating (sub-strategy 5.4) is recommended.</li> </ul>				

Strategy #6: Leverage Collaboration, Partnership, and Sharing					
Sub-strategies	6.1 Forge strong partnerships with other educational institutions, governmental agencies, and for-profit organizations that will leverage Ocean's capacity to serve current and new stakeholders.	6.2 Deploy shared services agreements involving partnerships with service providers and with several small community colleges in the Mid-Atlantic region.	6.3 Operate international e-Learning partnerships with institutions worldwide, enriching the College culturally and financially.	6.4 Leverage existing and emerging internal resources to expand partnerships.	
Progress	<ul style="list-style-type: none"> <li>The summary includes a wide array of partnerships that are projected to bring new stakeholders into the OCC learning community.</li> <li>Sub-strategy 6.1 is strongly covered, highlighting partnerships including a proposal to Kaiser Permanente, new four-year articulations, and the wrap up of the United Way/Mission United partnership.</li> <li>Sub-strategy 6.3 has also made progress with international partnerships: proposals are in for SANA Education and IMI. In addition, there is an unsolicited grant proposal to the US State Department for developing a private community college system in the MENA.</li> </ul>				
Recommendations	<ul style="list-style-type: none"> <li>The strategy map for Strategy 6 does not reflect the sub-strategies. While information can be gleaned from the narrative in Strategy 2, some information is missing from both the narrative and maps. Reworking the Strategy 6 map to better reflect the sub-strategies and incorporate these updates into the narrative is recommended. Numbering should also be corrected in the map.</li> <li>While the reporting of many of the partnerships is contained in Strategy 2, it may be helpful to report sections of Strategy 2, such as ITK, separately. The partnerships can perhaps be discussed at open forums or poster sessions at Colloquium with individual partnerships identified on different posters. This can create more discussion around each type of partnership.</li> </ul>				

Strategy #7: Continuously Improve Learning Support Processes and Practices			
Sub-strategies	7.1 Create a handbook for continuous improvement and a handbook for innovative re-engineering, as well as establish a Continuous Improvement program at OCC.	7.2 Initiate and support major cross-functional initiatives to achieve breakthrough performance for the College, which includes addressing the challenges of student success from recruitment to graduation.	
Progress	<ul style="list-style-type: none"> <li>The Continuous Improvement program in sub-strategy 7.1 has been addressed via the Student Success Experience. Stakeholders across campus, including students, were engaged in a process to examine current policies and procedures, research best practices, and create a plan with recommendations for improvement. A task force, along with ten sub-committees comprised of 70 members, participated in process mapping which resulted in 94 recommendations submitted to and approved by the PLT.</li> <li>Sub-strategy 7.1 has also been addressed by projects aimed at continuous improvement. Improvements to records retention and disposal as well as the Jump Start billing and collections process are underway and slated for completion in Spring 2017. Improvements to the nursing admissions process are anticipated to be complete at the end of Fall 2016, and increased use of Image Now and e-forms is slated for completion at the end of Fall 2017.</li> <li>One outcome of the Student Success Experience is the anticipated creation of a one-stop shop, which addresses the cross-functional initiatives in sub-strategy 7.2.</li> </ul>		
Recommendations	<ul style="list-style-type: none"> <li>Sub-strategy 7.1 indicates a creation of a Handbook for Continuous Improvement. It is recommended that this Handbook be revisited, updated, and shared in the context of and as a result of the Student Success Experience.</li> </ul>		

Strategy #8: Leverage Information and Results					
Sub-strategies	8.1 Utilize analytics to understand the national marketplace, national competitors, and College performance in online course delivery and, where possible, face-to-face and onsite/online course delivery.	8.2 Invest in OCC's data, information, analytics, warehousing, and reporting capacities so they will match those of institutions that are best-in-class and provide the College with the information for decision making that it needs to become a national leader in community college education.	8.3 Achieve much greater performance from data and information platforms/services, making Ocean an exemplar among its peers.	8.4 Elevate the role of OCC's institutional research office in data governance, stewardship, quality assurance, and analysis relating to institutional effectiveness, resulting in consistent definitions and considerably improved utilization of data.	8.5 Increase access to information, achieving "analytics" for employees at all levels and eliminating the need for assistance from information technology, institutional research, and the Controller's Office for simple data queries, standard reports, and simple analysis. More complex applications of statistical analyses, extrapolations, forecasts, and predictive analytics may still require expert assistance.
Progress	<ul style="list-style-type: none"> <li>Progress with regard to sub-strategy 8.1 and 8.2 is limited due to the precursors necessary for acquiring a new analytics solution. The challenges in moving forward in this area involve both the investment of time and human resources in engaging in the testing of the Ellucian products.</li> <li>Efforts to establish data replications and co-location sites, as well as the implementation of "Solarwinds," work towards the achievement of sub-strategy 8.3. Although progress is being made in this area, as this sub-strategy is focused on continuous improvement, it is anticipated that further developments will be reported in future quarterly reviews.</li> <li>The establishment of a data governance committee is a first step towards achieving goals of sub-strategy 8.4. Additional support to the IR office through the hiring of a graduate intern has also aided in making progress.</li> <li>The SQL conversion has provided additional reporting capabilities that support sub-strategy 8.5. The data governance committee has also provided a mechanism for employees at all levels to obtain support in gathering data.</li> </ul>				
Recommendations	<ul style="list-style-type: none"> <li>Progress with regard to sub-strategy 8.1 is not addressed in the reports provided to the Guiding Coalition. It is recommended, given the recent Canvas migration, that an updated timeline be provided for addressing student performance analytics within the new LMS environment. Based on what is available in Canvas, new measures may also be established; involved parties should be brought together to determine these measures.</li> <li>It is recommended that ownership for reporting on sub-strategy 8.4 be transferred from IT to IR.</li> <li>It is recommended that all areas of the College begin to establish KPIs in advance of the adoption of an analytics solution. This parallel effort could help in expediting implementation once a solution is acquired.</li> <li>An annual or quarterly report that is organized by sub-strategy would be most useful in the future.</li> <li>It is recommended that data security be specifically addressed in a sub-strategy or as a heading in reports as the implementation of the strategic plan moves forward.</li> </ul>				

Science Prerequisite Courses

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**Ben Hudnall Memorial Trust**

**And**

**SEIU UHW-West & Joint Employer Education Fund**

*A Request for Proposal Response Prepared by Ocean County College*

Prepared by **J. Harmon**

Version 1.2



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## Preface

Science can be found in history, geography, philosophy, physical education, the arts and other subject areas. Understanding time periods in history and societies, for example, involves learning about scientific innovations and technology used during those periods. Science is also very much intertwined in the creative world of art, dance and music. It remains science that allows us to understand how we hear music, how we move our bodies to dance and how our eyes see art (Let's Talk Science (<http://www.letstalkscience.ca/about-us/why-science.html>)). Science is tactile, science is visual, and science helps us to describe and predict the world/universe around us; it is inextricable from our daily existence. That is why everyone needs to understand scientific thought and process – we use it every day, and most of the time we do not even know that we are using it.

Because Science education is a necessary part of our educational framework, we need to focus on making it more interesting, engaging, and applicable to real-world situations. We must break the traditional paradigm of fact-based lectures, and dry/uninteresting labs that on the surface, have no real value to our students' core knowledge. We need to immerse our students in the world of discovery and allow them to experience it in an intimate and personal way.

Since 2011, Ocean County College has offered online science courses that engage our students through close contact with their instructors; Socratic discussions with their peers, and hands-on experience with laboratories through the use of course specific kits and microscopes. Our goal is to provide an immersive experience that will not only reinforce what they are learning but also enable them use this knowledge in new ways and in contexts that extend beyond the classroom.

I do not have one class of 35, I have 35 classes of one.

**--Professor of Science, Marc LaBella**

At Ocean County College, student success is our number one priority. Akin to our sailing heritage we assume the role of the navigator for each student we work with. We know that student personal learning goals span a spectrum of outcomes, yet we as navigators do not set the destination, our students do that for themselves. We help them plot the best course, occasionally support them with course corrections, and support their needs in a unique way. From our very first interaction, through the onboarding process, and culminating with course, or program success, we are there for them to help show the way.

As a partner, OCC staff embodies the true spirit of partnership. The old adage, *rising tides lift all ships*, exemplifies the lens through which we view our partners. When we all win, is when we all truly win. As a partner of OCC's Kaiser Permanente and the Ben Hudnall Trust are guaranteed to

have the very best access to our leadership and our staff. When phones ring or emails ping at OCC, they are answered. Transparency is paramount to our mutual success, as well a collaborative operational style that would rival any for-profit organization (even though we are not) in the world.

What follows is our response to the RFP issued on June 8<sup>th</sup>, 2016 for Science Prerequisites. We believe we have answered every question clearly and distinctly. Should additional questions remain, please do not hesitate to contact us directly. We look forward to a bright future together.

**--Associate Vice President of e-Learning, Jeff S. Harmon**

### RFP Guiding Principle Statement

Ocean County College offers online courses and fully online degrees in a wide array of disciplines and majors, and has done so nationally since 2011. OCC Online has received accolades a plenty for the quality of our online courses, the success-oriented nature of our enrollment and retention services, the rigor of our outcomes-based assessment methodology, and most importantly the passion that our educators and our staff bring to all of our students.

Of the dozens of innovations formulated and implemented from within our e-Learning and Learning Enterprises team, one that truly shines is the success of our online science courses. Known from coast to coast and recommended by dozens of major four-year and research universities across the United States, our online sciences serve a critical niche for students in need of prerequisites or those in our fully online degree programs. The innovative design of our online science courses, using the very latest in hands-on labs, through our lab kit partner, Hands-On-Labs, provides students with a truly wonderful science course experience. The sample lab kit in *Appendix D* epitomizes the innovation and teaching/learning experience with regard to online science courses. It is no doubt as to why OCC is constantly asked to present on this very topic locally and nationally, and continues to lead the way in online science education in the U.S.

OCC, as a community college, will ensure that all appropriate processes occur from inquiry, through the enrollment process, and culminating with registration. But we do not stop our efforts there. Online students are constantly monitored and attended to not only by our excellent faculty, but also by our triangulated success and retention efforts. Student activity, their grades, the quantity and quality of their very discussion posts, are all monitored and reacted to, to ensure student success. With this RFP, OCC can offer customized portal access and web presences, dedicated agents who are familiar with the KP/BH partnership, and a seamless and supported, process for all partnership students. With the need for increased transparency, it remains paramount to ensure that KP/BH remains in the loop on student and program performance. OCC can offer a suite of reports back to KP/BH to ensure that everyone is aware of program success. Additionally, OCC is both proactive and reactive. We aim to make course corrections on an ongoing basis but also as a result of effective data analysis.

<b>PROGRAM EVALUATION CHECKLIST</b>	
<b>PROGRAM INFORMATION</b>	
<b>Education Institution</b>	<ul style="list-style-type: none"> <li>Ocean County College 1 College Drive Toms River, NJ 08754</li> <li><b>Contact Lead:</b> Jeff S. Harmon <a href="mailto:jharmon@ocean.edu">jharmon@ocean.edu</a> (732) 255-0400 x2499 Associate Vice President of e-Learning &amp; Learning Enterprises</li> </ul>
<b>Program</b>	<ul style="list-style-type: none"> <li>Ocean County College &amp; Kaiser Permanente Pathway Partnership</li> <li>Note: OCC offers 11 fully online degree programs:               <ul style="list-style-type: none"> <li>AAS in Business</li> <li>AA in Liberal Arts</li> <li>AA in Global Studies</li> <li>AS in Business Administration</li> <li>AS in Computer Science</li> <li>AS in Criminal Justice</li> <li>AS in Engineering</li> <li>AS in Environmental Science</li> <li>AS in General Studies</li> <li>AS in Homeland Security</li> <li>AS in Public Service</li> </ul> </li> <li>Note: OCC offers 9 fully online certificate programs:               <ul style="list-style-type: none"> <li>Accounting</li> <li>Business Studies</li> <li>Information Technology</li> <li>Legal Secretary</li> <li>Teacher Aide</li> <li>Middle Eastern Studies</li> <li>Criminal Justice</li> <li>Paralegal Studies</li> <li>Small Business Management</li> </ul> </li> <li>The focus of this RFP will be online science courses as indicated in the RFP:               <ul style="list-style-type: none"> <li>Anatomy and Physiology I with Lab</li> <li>Anatomy and Physiology II with Lab</li> <li>Microbiology with Lab</li> <li>Chemistry (Organic &amp; Biochemistry) with Lab</li> <li>Preparatory Chemistry</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Principles of Biology</li> <li>○ (Note: OCC will indicated names and course designation later in this RFP)</li> </ul>
Accreditation	<ul style="list-style-type: none"> <li>• Ocean County College is fully accredited by the Middle States Commission on Higher Education. OCC was reaccredited in 2014 with many commendations. A link to the MSCHE website, showing OCC's accreditation can be found here: <a href="http://msche.org/institutions_view.asp?idinstitution=338">http://msche.org/institutions_view.asp?idinstitution=338</a></li> </ul>
Program Type	<ul style="list-style-type: none"> <li>• Ocean County College offers two degrees: Associates of Science and Associates of Arts, as well as many certificates, in a variety of disciplines (outlined above).</li> <li>• The focus of this program is geared toward the onboarding of students and enrollment into a variety of online science courses, many that can be used as prerequisites for other purposes.</li> </ul>
Target Audience	<ul style="list-style-type: none"> <li>• Targeted beneficiaries of this program are the employees of Kaiser Permanent seeking additional education and supported by the Ben Hudnall Memorial Trust.</li> <li>• Key Benefits include: <ul style="list-style-type: none"> <li>○ Quality educational experience</li> <li>○ Concierge-style student experience with a one-stop shop for all student onboarding needs including enrollment, registration, and advising.</li> <li>○ At-risk retention monitoring and intervention services.</li> <li>○ 24/7 online tutoring</li> <li>○ Experienced, trained, and vested instructors dedicated to best practices in online peda/andragogy.</li> <li>○ Community college cost value rivaling the quality and dedication to learning experiences and outcomes assessment beyond what most traditional four-year schools offer.</li> <li>○ Cutting edge learning technologies.</li> </ul> </li> </ul>
Program Delivery - Online Learning Environment	<ul style="list-style-type: none"> <li>• Ocean County Colleges offers courses and degree/certificate programs in a variety of modalities: online, F2F, and hybrid (or blended). For the purposes of this program, we are aiming at fully online, fully asynchronous delivery of courses. There are no scheduled "live" sessions, although there are weekly and semester-based due dates for assignments in many</li> </ul>



	<p>courses. Our courses services students around the world, deployed to combat zones, aboard submarines and air-craft carriers, and in many far-reaching places. Additionally, zero of our courses use any form or semblance of online proctoring. OCC's online courses are 100% asynchronous.</p>
Program Readiness for online delivery	<ul style="list-style-type: none"> <li>• Since June of 2011, Ocean County College has offered online learning courses leading toward online degree attainment. The e-Learning and Learning Enterprise team is continuously adding new courses, and new degrees online. In addition, our online offerings are constantly being updated, tweaked, and enhanced for currency and to utilize the very best and latest learning technologies.</li> <li>• OCC plans to develop a dedicated website for this program, and its students, which would contain all necessary information including dedication getting started links. If so desired, a custom application could be developed or bypassed completely as need dictates.</li> <li>• Our scalable cadre of faculty, staff, and student-facing resources such as advising and registration, are ready to meet any demand.</li> <li>• The program time-to-readiness is less than one week.</li> </ul>
Open or Cohort based program	<ul style="list-style-type: none"> <li>• Ocean County College enrollment is open, available to anyone anywhere in the world. It would be our preference to comingle KP students with our own existing students. This guarantees that courses will run with sufficient numbers. Our cancellation rate is exceptionally low, due to myriad factors. As an example, in our 2016 Spring Term our cancellation rate was 3% representing a total of 8 courses out of 263 and affected less than 50 students. Many of which were reregistered into a suitable alternative.</li> <li>• Students in this program could start any time of year as OCC online offers courses in the following terms:             <ul style="list-style-type: none"> <li>○ Spring/Fall                 <ul style="list-style-type: none"> <li>▪ 15 Week Term</li> <li>▪ 7.5 Week Term A</li> <li>▪ 7.5 Week Term B</li> </ul> </li> <li>○ Summer                 <ul style="list-style-type: none"> <li>▪ 7.5 Week Term A</li> <li>▪ 7.5 Week Term B</li> </ul> </li> <li>○ These options allow students to begin taking classes year round, with less than a week's wait time at any given point.</li> </ul> </li> </ul>
Program Capacity	<ul style="list-style-type: none"> <li>• Ocean County College aims to serve the needs of all students. Thus our</li> </ul>

	<p>potential enrollment is virtually unlimited. A standing order for the e-Learning team is to have 3x the number of trained and qualified instructors ready to go in our pool of qualified/trained online faculty. This guarantees that our ability to scale is unimpeded. While instructional load is split, 50% by full time faculty and 50% by adjuncts (Note: shifts in the summer to 70% adjunct and 30% full time), the availability of faculty and subsequently the availability of classes remains virtually unlimited.</p> <ul style="list-style-type: none"> <li>Relative to individual courses, each course is backed up by hidden sections. For example, if we offer Anatomy &amp; Physiology I in the 2016 Fall Semester it would be entitled: "2016 FA BIOL 130 DL1." The "DL1" indicates that it is the first section of that course. Hidden behind it are DL2, DL3, DL4, etc. on ad infinitum based on our historical review of enrollment. As the DL1 hits 90% capacity, the DL2 automatically opens for registration.</li> </ul>
Length of Program - time to complete	<ul style="list-style-type: none"> <li>Degree programs at OCC are 60 credits. Students typically take between 3 and 4 years to complete a degree. Individual courses, which serve as the focus of this program, range in length depending on the semester. We have semesters that run in 15 and 7.5 week terms. Science courses run in both length offerings.</li> </ul>
Program Cost	<ul style="list-style-type: none"> <li>Ocean County College offers courses at very competitive rates. Our commitment to serving the needs of our students, and our being a Community College, in general, reflect our tuition. OCC has both an "in county" and an "out of county" rate. The information below are for online students who reside "out of county:" <ul style="list-style-type: none"> <li>Per Credit: \$237.50 (\$225.00 tuition, \$12.50 technology fee)</li> <li>\$100.00 per class DL Fee</li> </ul> </li> <li>The following table outlines the Total Cost for each of the online science courses this program focuses on:</li> </ul>

Course Code	Course Title	Total Cost
BIOL 114	Principles of Biology	\$1,542.00
BIOL 130	Anatomy and Physiology I with Lab	\$1,696.45
BIOL 131	Anatomy and Physiology II with Lab	\$1,757.45
BIOL 232	Microbiology with Lab	\$1,921.70
CHEM 180	Preparatory Chemistry	\$1,525.00
CHEM 283	Organic Chemistry I with Lab	\$1,260.00
CHEM 284	Organic Chemistry II with Lab	\$1,260.00

- The following table breaks down the above listed calculations:

	BIOL 114	BIOL 130	BIOL 131	BIOL 232	CHEM 180	CHEM 283	CHEM 284
Tuition (4CR)	900.00	900.00	900.00	900.00	900.00	900.00	900.00
Registration	20.00	20.00	20.00	20.00	20.00	20.00	20.00
Technology	50.00	50.00	50.00	50.00	50.00	50.00	50.00
DL Course	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Code		90.00	90.00		90.00	90.00	90.00
Text	160.00			249.70			
LabPaq	212.00	204.00	265.00	321.00	265.00		
Microscope		128.00	128.00	181.00			
Carolina Kit		104.45	104.45				
Total Cost	1442.00	1596.45	1657.45	1821.70	1425.00	1160.00	1160.00

**BIOL 131 Continuation LabPaq \$245**

\* The BIOL 131 Continuation LabPaq cost is \$245.00 if a student purchases a LabPaq in BIOL 130 and continues on to take BIOL 131.

- Relative to discounts, OCC remains open to negotiation if chosen to provide services.

**ADMINEASE**

Ease of Admissions process

Education Institution

- Typically an application is required for all students. OCC maintains the ability, and would do so free-of-charge, for KP to develop a custom application for program participants. This would reduce the application workload for students greatly. A benefit of this method is more

Program	<p>streamlined tracking of applicants into the pipeline. Applicants taking a few courses, i.e., those who are classified as “Non-Degree” students need not provide transcripts or other documentation. Applicants for degree programs will be required to provide all standard admissions documentation including high school transcripts, potentially SAT/ACT scores, driver’s license, etc.</p> <ul style="list-style-type: none"> <li>OCC is an open enrollment institution. There is no “acceptance” process as all students are accepted. Those entering a degree program, and in need of remediation in Math or English, will be required to engage in remedial coursework provided by OCC.</li> </ul>
Ease of Registration process	<ul style="list-style-type: none"> <li>Registration at Ocean County College is exceptionally easy. Program participants are assumed to be “Non-Degree” thus being given the ability to register online.</li> <li>In addition to a streamlined application process, OCC online strives to ensure that all processes are as simple and cogent as humanly possible. Thus our online self-registration process is intuitive and effective. Should students need additional support, or if the will of administration dictates, OCC will introduce facilitated registration either on a student-by-student, or group basis.</li> <li>All of OCC’s processes are FERPA compliant.</li> <li>OCC’s e-Learning team consists of the following student support services: <ul style="list-style-type: none"> <li>E-Learning Advising/Enrollment Registration: <ul style="list-style-type: none"> <li>Dedicated resources (3 individuals at present but scalable) aimed at support students from inquiry to registration.</li> </ul> </li> <li>E-Learning Financial Aid: <ul style="list-style-type: none"> <li>Dedicated resource to serving the needs of all online students vis a vis financial aid needs.</li> </ul> </li> <li>E-Learning Administration: <ul style="list-style-type: none"> <li>Currently the e-Learning team is led by Jeff S. Harmon, Associate Vice President of e-learning and Learning Enterprises and supported by Rachel Doss, Associate Director of e-Learning; Jack Kelnhofer, Dean of e-Learning and other staff related to specific objectives for the department. The department operates now with close to 300 courses running per semester representing approximately 25% of Ocean County College’s total enrollment and is further supported by the campus-based resources if needed.</li> </ul> </li> </ul> </li> </ul>
PROGRAM QUALITY	

## Program History

## Quality of Program

- Ocean County College has been in existence since its inception in 1964. From that time it has offered classes at its two physical campuses located in Toms River and Barnegat New Jersey. OCC experimented with hybrid and online learning in the 21<sup>st</sup> century but in the Summer of 2011 the leadership decided to make a significant investment in the online arena. Developing an e-Learning Department and providing substantial resources to create master courses, using the best technology and outcomes-assessment methodologies for online learning, OCC Online was born. In addition millions of dollars have been spend on a national recruiting campaign which also supports heightened monitoring and intervention efforts for all online students using best practices.
- At the present time the industry-leading recruitment and retention operation, named Inside Track, is currently working with OCC to recruit and retain the very best students.
- OCC has maintained the highest graduation rate (which accounts for both traditional campus students and online students) of any community college in NJ (this can be verified through an external review of IPEDS data) and is also shown here for the 2008 cohort:

100% (2 years)		150% (3 years)		200% (4 years)	
NJ Community Colleges		NJ Community Colleges		NJ Community Colleges	
Ocean County College	100%	Ocean County College	52%	Ocean County College	22%
Gloucester County College	15%	Cumberland County College	30%	Gloucester County College	37%
Cumberland County College	14%	Gloucester County College	28%	Warren County Community College	33%
Salem County Community College	14%	Warren County Community College	25%	Burlington County College	29%
Burlington County College	10%	Burlington County College	23%	County College of Morris	28%
Brookdale Community College	8%	Sussex County Community College	23%	Sussex County Community College	28%
Mercer County Community College	8%	County College of Morris	22%	Brookdale Community College	27%
Sussex County Community College	8%	Raritan Valley Community College	21%	Raritan Valley Community College	27%
Raritan Valley Community College	7%	Brookdale Community College	20%	Bergen Community College	25%
Warren County Community College	7%	Salem County Community College	19%	Middlesex County College	25%
County College of Morris	6%	Mercer County Community College	18%	Mercer County Community College	23%
Middlesex County College	6%	Middlesex County College	18%	Salem County Community College	23%
Bergen Community College	5%	Bergen Community College	17%	Camden County College	22%
Camden County College	4%	Camden County College	17%	Atlantic Cape Community College	21%
Hudson County Community College	3%	Atlantic Cape Community College	15%	Passaic County Community College	14%
Union County College	3%	Hudson County Community College	11%	Union County College	14%
Atlantic Cape Community College	2%	Passaic County Community College	9%	Hudson County Community College	13%
Passaic County Community College	2%	Union County College	9%	Essex County College	10%
Essex County College	1%	Essex County College	6%		

- Additionally, OCC's (including online and campus) retention rate is higher than the national average and has increased each year:

	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Cohort	2008	1827	1810	1665
1 Year	1366	1259	1280	1156
Retention	68.0%	68.9%	70.7%	69.4%

- Transfer, especially that of online science courses is of paramount importance to the College. Cited in a survey of our online science students, the transfer results are more than impressive. See *Appendix A*

	<p>for the survey on online science course transferability.</p> <ul style="list-style-type: none"> <li>OCC has also been prominently featured at numerous conferences and won various awards for its online offerings. Most recently OCC Online was ranked # 40 out of over 2400 online community colleges for "best value": <a href="http://www.valuecolleges.com/rankings/best-online-community-colleges-2016/">http://www.valuecolleges.com/rankings/best-online-community-colleges-2016/</a></li> <li>The innovation originating from the e-Learning and Learning Enterprise department spans the domestic United States and extends across the globe to the Middle East and Northern Africa regions as our network of online educational services begins to take hold worldwide. With partner organizations in Morocco and Egypt, OCC continues to break the Community College mold.</li> </ul>
Qualified Instructors	<ul style="list-style-type: none"> <li>All instructors at Ocean County College hold a Master's degree or higher in the field of specialization they will be assigned to teach from a regionally accredited institution of higher education. Additionally, all candidates to teach online courses must have two or more years' experience teaching in the online environment in his or her field.</li> <li>In addition, mandatory LMS and online peda/andragogical training is required of all instructors prior to class instruction.</li> </ul>
Instructor/Student Ratio	<ul style="list-style-type: none"> <li>Online courses at Ocean County College enjoy low instructor-to-student ratios. While course population ceilings vary from course to course (depending on the discipline) none of our courses have a cap greater than thirty-five students per instructor. In cases such as remedial math courses these caps drop to twenty students per instructor to accommodate the needs of struggling students. Moreover, OCC utilizes Pearson's Smarthinking tutor-on-demand services for even greater levels of student support. These services are available 24 hours-a-day, seven-days-a-week. The tutoring professionals at Smarthinking also hold Master's degrees or PH.D.s and all tutors go through an intensive training and certification program. Students in our courses are only a click away from immediate one-on-one help from experts in their field of study.</li> </ul>
Student Outcomes	<ul style="list-style-type: none"> <li>OCC has maintained the highest graduation rate (which accounts for both traditional campus students and online students) of any community college in NJ (this can be verified through an external review of IPEDS</li> </ul>



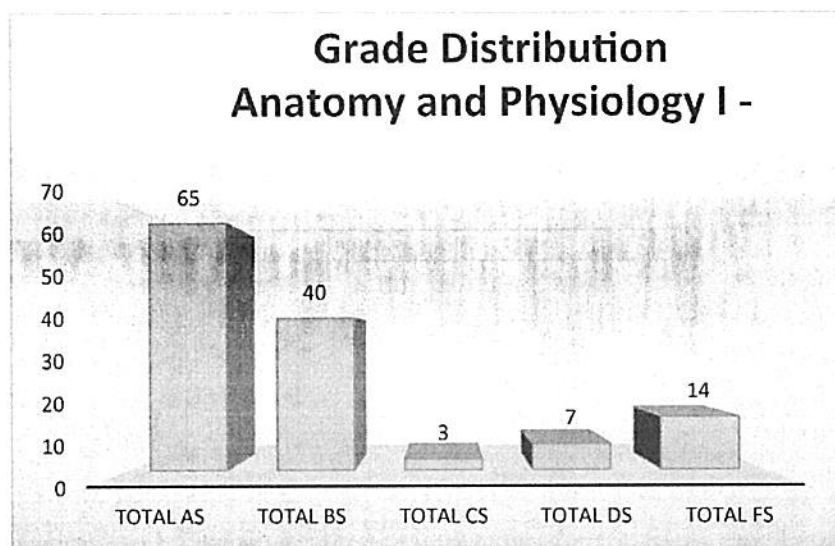
data) and is also shown here for the 2008 cohort:

100% (2 years)		150% (3 years)		200% (4 years)	
NI Community Colleges	100%	NI Community Colleges	150%	NI Community Colleges	200%
Ocean County College	10%	Ocean County College	32%	Ocean County College	32%
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Cumberland County College	14%	Gloucester County College	28%	Gloucester County College	33%
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Camden County College	4%	Camden County College	17%	Camden County College	22%
Hudson County Community College	3%	Atlantic Cape Community College	15%	Atlantic Cape Community College	21%
Union County College	3%	Hudson County Community College	11%	Passaic County Community College	14%
Atlantic Cape Community College	2%	Passaic County Community College	9%	Union County College	14%
Passaic County Community College	2%	Union County College	9%	Hudson County Community College	13%
Essex County College	1%	Essex County College	6%	Essex County College	10%

- Additionally, OCC's (including online and campus) retention rate is higher than the national average and has increased each year:

	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Cohort	2008	1827	1810	1665
1 Year Retention	68.0%	68.9%	70.7%	69.4%

- As evidenced in the initial presentation conducted for Kaiser Permanente, outcomes assessment extends far beyond grades at OCC. *Appendix C* is the initial presentation and in which slide 20 display normal grade distribution for Anatomy & Physiology I:



	<ul style="list-style-type: none"> <li>Additionally, slides 21 thru 23 reveal the depth of the OCC online course student outcomes assessment model in use at OCC. We have exabytes of data on student achievement and can routinely provide these, and other metrics, such as student activity, faculty activity, student performance on grades, and student performance on outcomes achievement to KP.</li> </ul>
<b>ONLINE LEARNING QUALITY FACTORS</b>	
Supports Student Readiness for online learning	<ul style="list-style-type: none"> <li>All degree-seeking online students at OCC receive a plethora of student services including a one-on-one advising appointment with an e-Learning Advisor. At the present time non-degree students, or those who are just taking a few courses, upon registration, are enrolled into our online student tutorial inside our LMS, named Canvas. This tutorial introduces students to the LMS options and walks them through the concept of online learning.</li> <li>Included within the LMS is a student readiness quiz (as is also included in all of our online courses).</li> <li>Open to the public is the beginning of this orientation and we invite you to visit us here: <a href="https://www.ocean.edu/content/public/about/canvasorientation.html">https://www.ocean.edu/content/public/about/canvasorientation.html</a> and view the videos.</li> </ul>
Online Design & Navigation	<ul style="list-style-type: none"> <li>Ocean County College online courses are organized by content Modules. Each content Module contains a reading schedule, module objectives, activity list (module discussion, quiz, assignment, exam, etc.), lecture notes, and/or PowerPoint presentations, content videos. In addition to these items, each course syllabus contains learning objectives from the official course description. In the new Learning Management System (LMS), Canvas, courses are broken down into Modules with a list of module specific content items and activities. Please see Image 1.</li> </ul>



Image 1. Canvas (new LMS)

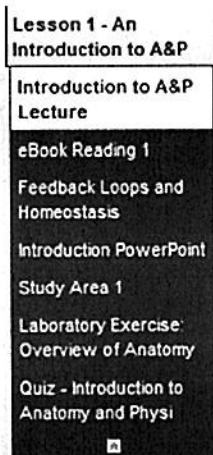


Image 2. Pearson (old LMS)

### Learning Objectives

- Describe how the body maintains homeostasis
- Define the anatomic terms used to refer to the body in terms of directions and geometric planes
- Describe the major cavities of the body and the organs they contain
- Recognize terms related to the human body's anatomy
- Match anatomical terms with the appropriate physiology
- List the major body system
- Relate chemistry to the field of anatomy and physiology
- Illustrate the anatomical location of the components of a cell and explain their function.
- Describe how cells function and divide.
- Compare healthy and diseased tissues.
- Identify the major parts of skin, skeletal joints, muscle, and the nervous system and explain the function of each.
- Describe how muscle, bones, and nerves work together to create movement.
- Explain the role of the brain and spinal cord in consciousness and control of the body.
- Name several diseases and disorders of the organ systems discussed and explain what causes them
- Explain how diseases and disorders of the body are detected and treated
- Understand how homeostasis plays an important role in health and disease

*Image 3. Course Learning Objectives, Canvas*

Ocean County College uses Canvas Instructure as the Learning Management System (LMS). Canvas is a user-friendly platform that offers the following capabilities,

- Straightforward navigation
- User friendly dashboard
- Course calendar
- Email tool
- Easy to create and submit assignments
- More effective communication
- Integrated audio and video
- Tablet friendly
- Mobile friendly

In addition to these features, Canvas allows custom branding, which will allow Ocean County College to brand login pages, course navigations, and courses for partnerships.

- Canvas EDU App center allows custom integration of third party tools, which enables single sign-on for students. For example, MyLabs custom integration gives students the ability to use sign sign-on capabilities once they have logged in through the course specific link. This initial sign-on will save the student's login information and allow them to access their course materials at any time.

Each course syllabus contains the following information,

- Course Title
- Course Description (from the Course Catalog)
- Prerequisites
- Required Text and Other Materials
- Learning Objectives
- General Education Goals
- Course Standards
- Attendance/Withdrawal Policy
- Weekly Schedule
- Evaluation of Student
- Grading Scale
- Course Outline
- Statement of Plagiarism
- Statement of Civility
- Campus Resources and Services
- Statement of Accommodation
- Disclaimer
- Rules for Online Etiquette

Each online course clearly defines student expectations in the course syllabus. Course Modules are broken down into content items and module activities, and follows the same format throughout the course for consistency and organization. Each module activity contains instructions and student expectations. Module discussion questions contain the discussion topic, as well as a grading rubric that will be used to evaluate their responses.

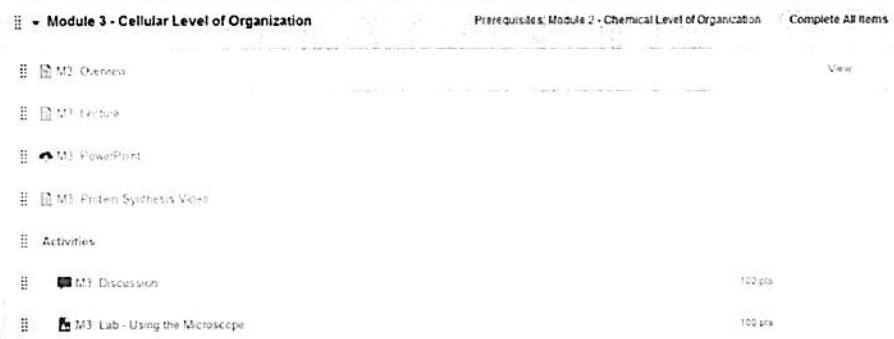


Image 4. Module 3 Organization, Canvas

### M3. Discussion

Feb 4 at 12:27am

#### Topic

Discuss three instances of how our knowledge of DNA has changed life in our day. Give one positive and one negative application of that knowledge and defend your answer.

The diagram illustrates the structure of a DNA molecule. It shows a double helix with two strands connected by base pairs. Labels include: 'Phosphate group', 'Deoxyribose sugar', 'Base pair', 'Hydrogen bond', 'Major groove', 'Minor groove', 'Backbone', 'Base', 'Sugar-phosphate backbone', and 'Complementary base pairing'. The strands are labeled '5' and '3' to indicate orientation.

#### A Quality Response

Your responses should be a **minimum** of three posts and it should address all criteria in the rubric below.

- Your **initial response** should address the question in the Topic question. It should be substantial and follow the grading rubric below.
- Your **responses to at least two classmates** should focus on creating topical depth connections with peers to gain a varied and new insight into the topic.

#### Rubric

Response	Criteria	Points
Initial Response	• Initial post is added, submitted early in the session (before Thursday).	+16
Initial Response	• Ideas are clearly stated.	+16
Initial Response	• Well written (no grammatical errors).	+16
Initial Response	• Answers the question or is relevant to the topic in discussion.	+16
Initial Response	• Makes reference to information found in the textbook or the module.	+16
Response to Classmates	• Responded to at least two classmates.	+4
Response to Classmates	• Did not simply reply with "Good Job," "I like what you said," or "I agree."	+4
Response to Classmates	• Added substantial information about the topic.	+4
Response to Classmates	• Stimulated additional thought and postings by other students about the topic.	+4
Response to Classmates	• Included a minimum of three lines.	+4

Image 5. Module 3 Discussion, Canvas

### Student Engagement and Support

Ocean County College online courses are designed and developed to ensure that Instructor-Student interaction and Student-Student interaction are possible. The Canvas Instructure Learning Management System (LMS) contains quality communication tools to allow instructors and students to interact with one another. Each online course contains discussion boards, which promotes interaction amongst students, as well as provides the instructor the opportunity to comment on student posts and engage students in the course content. With the elimination of face-to-face interaction, discussion boards allow students.

In addition to discussion board, Canvas contains the following tools that allow students and instructors to interact with one another,

- Conversations/Email Tool
  - Allows students and instructors to send messages via text, video, and audio.



- Messages can be transferred to individual students, or the whole class.
- Groups
  - Instructors can create groups within their course to promote Student-Student interaction on assignments or other course projects. This tool can also be used to create study groups amongst students.
- Chat
  - The Chat tool allows students and teachers to interact in real time.
- Conferences
  - Conferences can be used for virtual lectures, virtual office hours, and student groups. Conferences can accommodate up to 50 people.
- Collaborations
  - Collaborations allows up to 50 people to view and edit a document at the same time. This allows students and groups of students to work together and collaborate on a document.
- Instructor Feedback
  - Instructor feedback on discussions, assignments, quizzes, etc. is very important for students. Canvas allows instructors to provide feedback on all submitted assessments. This includes discussion posts, written assignments, and quizzes. Feedback can be provided via text, video, and audio. In addition to these feedback methods, Canvas also has Crocodoc, which is a tool that allows annotations on online assignment submissions.

Ocean County College aims to provide online courses that allows students with various learning styles to succeed. Online courses use images, videos, written assignments, quizzes, hands-on activities (labs), groups activities, problem solving assignments, instructor interaction, and student interaction to ensure that students with multiple learning styles have the proper course content and tools to help them succeed their online courses. Below are screenshots taken from BIOL 130 – Anatomy and Physiology I.

## M1. Overview

### What this module is about?

We begin with the basics: What is Anatomy? and What is Physiology?

You will have your first lab due this module. Not to worry if you do not have the lab kit. You will find the instructions for that assignments once you reach the lab activity.

You will have a quiz in this module also. Not to stress out over it. It is simply 10 questions. And I have them after each chapter to be assured that you are staying on track.

### Learning Objectives

1. Define homeostatic variables and set points
2. Describe homeostatic feedback mechanisms
3. Differentiate between positive feedback mechanisms and negative feedback mechanisms
4. Explain why positive feedback can be harmful

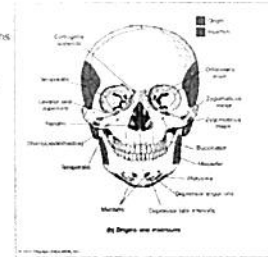


Image 1. Module 1 Overview, Use of graphics.

## M1. Lecture

### An Introduction to Anatomy and Physiology

In this module, we will explore the structural and functional characteristics of living things. We look at the levels of organization that anatomical structures and physiological processes display. We also introduce homeostasis, the state of balance within the body, which is the goal of physiological regulation within the body, and the key to survival in a changing environment.

Our basic lecture notes will be in the form of videos recorded by Paul Anderson and also videos prepared by Pearson. Paul Anderson is a Science educator in Montana who was awarded a grant to record and share these videos with the educational community at large.

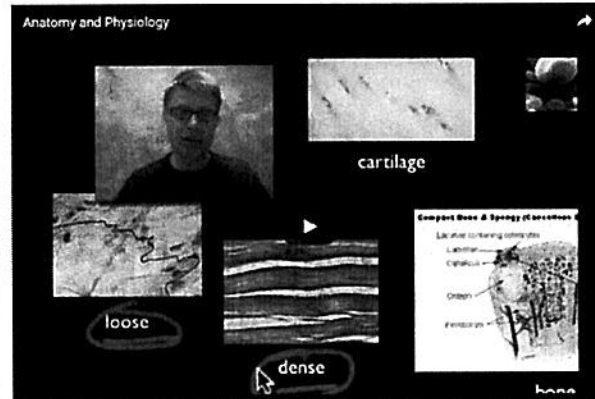



Image 2. Module 1 Lecture Notes, Use of videos.

	<p><b>Lab: Overview of the Skeletal System</b></p> <p><b>Directions</b></p> <p>Please complete the laboratory report for this exercise by completing any questions, and inserting and/or drawing any images required for the report. The directions for this lab can be found in the Laboratory Manual on the Hands On Learning Cloud. Please save your file in either a .doc or .rtt format.</p> <ul style="list-style-type: none"> <li>• Go to your Account on the Cloud to access your Laboratory Exercise: Overview of the Skeletal System</li> <li>• Complete the laboratory report for this exercise by: completing any questions, and inserting and/or drawing any images required for the report</li> <li>• Once you have completed and saved your document, please submit the file in either a .doc or .pdf format</li> </ul> <p>Please remember to include the digital pictures of you performing this lab. They are a requirement and if not supplied it will be an automatic zero. So Say "cheese" for the camera.</p> <p>You will be graded according to the  Lab Report Grading Rubric.</p> <p><i>Image 3. Module 6 Lab Activity, Use of hands-on activities.</i></p> <p>Each online course is integrated with Smarthinking tutoring. Pearson Smarthinking is an online academic tutoring service that provides individual instruction and support for a wide variety of subjects. Students can access the Writing Center, Drop-In Tutoring, Scheduled Tutoring, or Offline</p>
Course Instructor	<ul style="list-style-type: none"> <li>• Online instructor training is something of a specialty at Ocean County College. We currently offer four levels of training for our online instructors from a basics course that teaches how to work with the Learning Management System (LMS) to Best Practices in Hybrid or Fully Online Andragogy to Master Course Design. Our four full-time instructional designers each hold graduate degrees in the pedagogy of online teaching and are experts in the cutting-edge technology available for online classes. These specialists, along with full-time in-house online education content experts, build our exclusive instructor education courses. OCC's online instructors enjoy the benefit of utilizing these courses as system for instructor development. Our instructors also profit from the college's ongoing lecture series on best practices in all areas of instruction which are presented by our Center for Faculty Development.</li> <li>• A testament to the quality of our training design and management might be found in the fact that Ocean County College has been asked to provide training for online faculty by several other national and international institutions. OCC has conducted training seminars for online faculty at</li> </ul>

neighboring community colleges, four-year institutions and graduate schools. In April the Dean of e-Learning provided the college's Best Practices in Hybrid or Fully Online Andragogy for faculty at Ahram Canadian University in Cairo, Egypt.

- More locally, the e-Learning department utilizes a staff of full-time and dedicated faculty members (each holding doctorate degrees with over 20 years' experience) to conduct performance evaluations of all online teaching faculty. This team handles annual blind evaluations of faculty teaching. This process consists of combining LMS provided diagnostic data such as response time and volume to discussion posts or e-mails with a three day intensive observation process that considers every aspect of student experience in the course.
- Both instructors and students derive benefit from robust performance feedback and assistance at Ocean County College. In most cases our dynamic course designs leverage the LMS tools to notify students instantaneously when assessment activities are completed. In some instances, such as lab reporting and narrative assessments the instructors' knowledge and skill is utilized as part of the feedback and, in these cases, e-Learning professors are required by policy to address the student work within 72 hours of receiving it. Administrative expectations of faculty interactions and responsiveness is outlined in the Ocean County College Guidelines and Standards for Hybrid and Online instruction which provides clear and measurable accountability of online faculty. The Dean of e-Learning possess tools that measure timeliness and responsiveness of faculty to student requests and utilizes these applications to perform weekly (or even daily) assessments of response times.
- Students in online courses not only receive timely feedback and robust interaction with assigned faculty and Smarthinking tutors, but the technology utilized in the courses also provides reminders, feedback, and messaging with faculty via mobile devices through e-mail, text messaging, and even Twitter.

Course Evaluation	<ul style="list-style-type: none"> <li>Assessment of course effectiveness is a continuous effort at Ocean County College. Each course utilizes a managerial suite of tools called the Learning Objectives Manager or LOM. LOM is a comprehensive approach to Course Objectives Assessment in online courses. LOM (which is only visible to instructors) allows the instructor to assess their students' proficiency related to the official course objectives. By utilizing this system to garner data regarding student mastery of each course objective instructors are able to easily identify areas where students are struggling and revisit these topics. The LOM process also provides instant feedback once an assessment is taken so that the instructor can be highly responsive to student need and adjust the course delivery strategy.</li> <li>This data is also used to make course adjustments from term to term to improve instructions. LOM data, student feedback (which is collected by e-mail and an end-of-term-survey), observation data, and LMS analytics all are utilized by course designers to adjust the next iteration of the course and to improve performance each term. Data is retained from all students (even ones that drop) in this way to insure that courses are improved every term. Instructors that have suggestions for course improvement have multiple avenues to provide that feedback including online forms, e-mailed questionnaires, or calls to the development team. The result of this feedback system is constant innovation and improvement of OCC's online course offerings.</li> </ul>
<b>MONITORING SYSTEM</b>	
Grade Reports	<ul style="list-style-type: none"> <li>All online students receive monitoring interventions along predefined "at risk" triggers which include:             <ul style="list-style-type: none"> <li>Online course activity</li> <li>% of students grade relative to class mean</li> <li>Discussion posting frequency and quality</li> </ul> </li> <li>All of these metrics are being monitored daily by our retention expert team at Inside Track and OCC representatives are calling, emailing, and texting students to ensure engagement.</li> <li>These reports can be made available, including grade data specifically, to KP.</li> </ul>
Early Alert System	Please see response above to "Grade Reports."

Course Evaluation	
Course Evaluation	<ul style="list-style-type: none"><li>OCC conducts an evaluation of course and faculty at the end of every semester excluding summers. These data in aggregate and with a summary analysis will be provided to KP.</li></ul>



## **Appendices**

Appendix A:	Online Science Course Transferability Survey
Appendix B:	e-Learning Team Resumes
Appendix C:	Initial OCC-KP Presentation
Appendix D:	Sample A&P Lab Report

## References

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# OCC-Cairo

Transforming Today's Students Into Educated Citizens of the World.



Through a joint partnership with the Ministry of Communications and Information Technology and IMI, Ocean County College will be Egypt's first Community College. Community Colleges transformed American higher education over 50 years ago by meeting the learning, human, economic, and cultural needs of the citizens of the United States. Today, the need for education, specifically in the ICT industry in Egypt, is strong. Through this partnership, and through the rapid education and advancement of Egypt's youth, Egypt will become the center of Africa's entire telecommunications industry and a global leader.

Scope	Degree Programs
Branch campus of Ocean County College in Cairo	Engineering Computer Science Information Technology
Associate degree programs (64 credits – first two years) provided to the students in Egypt	Cyber Security Homeland Security Public Service
On-site American-style instruction, merged with the needs of the local economy	Nursing Health Science Environmental Science Criminal Justice
Students earn a US accredited degree, transferrable to any College or University worldwide	Accounting Business Administration Business Management Global Studies

## Partnership Responsibilities

### ■ MINISTRY OF COMMUNICATIONS AND INFORMATION TECHNOLOGY

The Ministry will play a critical role in supporting the operations of Cairo's first Community College and in the provisioning of physical space for the program, ensuring access for students of Egypt.

### ■ OCEAN COUNTY COLLEGE

OCC will employ all administrative and instructional staff members to ensure the delivery of high quality on-site instruction by local Egyptian and American faculty.

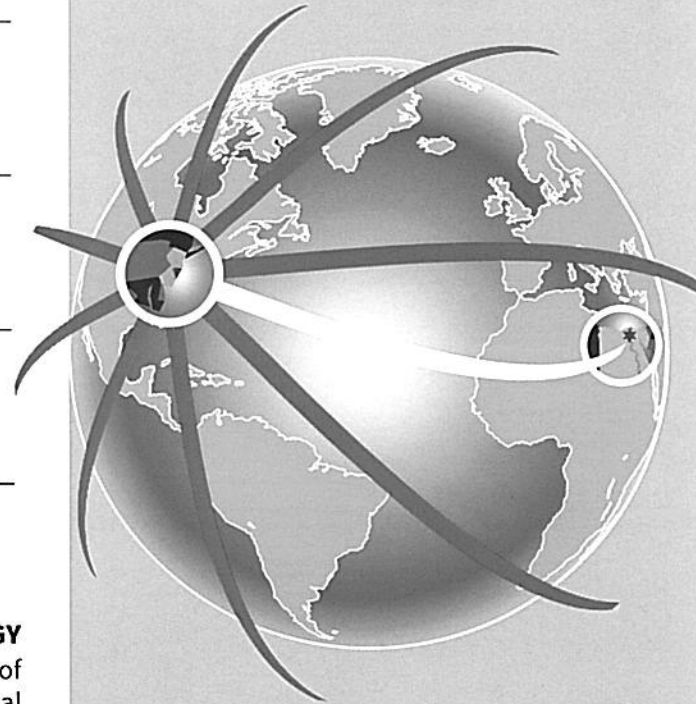
OCC will ensure compliance with all necessary US educational regulatory agencies, including the United States Department of Education and the Middle States Commission on Higher Education.

### ■ IMI

IMI will oversee program operations, marketing, employee recruitment and management, and all local logistics, including technological hardware and overhead support services.

IMI will serve as the local face of the partnership to ensure assimilation of program standards.

- Affordable, accessible, accredited, high-quality US College education
- On site in Cairo for students of Egypt
- Modern teaching/learning technologies
- Rapid College degree completion
- Information, Communications, Technology career programs
- Gateway to accredited degrees at US bachelor's, master's, and doctoral universities



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