

# 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 September 26, 2011, Board Meeting

**DATE:** September 21, 2011

## Visitors from China

We are delighted to welcome two visitors to our campus next week from Tianjin Radio and TV University, which is located in Tianjin, China. Tianjin Radio and TV University, our partner for our online distance education pilot project in the People's Republic of China, was established in 1958 and was the first institution in China to conduct teaching by radio and mail.

Dr. Wang Fanzhen, Vice President of the University, and Mr. Nie Hongmin, Deputy Director of the Modern Education Technology Center, will arrive on Sunday, September 25<sup>th</sup>. They will be here for several days, and we have a full agenda planned for them. Mr. Allen Wang, CEO and Co-Founder of Timecruiser Computing Corporation, whom you met at the Board Retreat, and Dr. Richard Yankosky, our Distance Learning Consultant, will accompany our guests to the campus on Monday morning, and they will be introduced to you at the Board meeting.

A number of meetings and presentations have been scheduled for Dr. Wang, Mr. Nie, and Mr. Wang on Monday, Tuesday, and Wednesday next week so they become familiar with Ocean County College, our staff, and our programs. During my meeting with them, we hope to finalize the Memorandum of Understanding for our distance learning pilot program in China scheduled to begin in the spring 2012 semester.

Other activities will include:

- ◆ On Tuesday, Assemblyman and Special Assistant to the President Dave Wolfe has planned a tour of the State House and the State Museum in Trenton, followed by lunch with Dr. Lawrence Nespoli, President of the New Jersey Council of County Colleges.
- ◆ On Wednesday morning, Dr. Wang, Mr. Nie, and Mr. Wang will visit Kean University and meet with Dr. Dawood Farahi, President.

### **Fall 2011 Semester Enrollment**

The official ten-day enrollment statistics for the fall 2011 semester indicate that a total of 10,317 students registered for 105,056 credit hours. This represents a drop of 0.5 percent in student head count and a decrease of 0.9 percent in credit hours as compared to the fall 2010 semester. Full-time enrollment is down 2.3 percent (5,640 students), while part-time enrollment is up 1.9 percent (4,677 students).

A recommendation will be made at the November Board meeting to amend the College's FY 2012 budget to reflect decreased revenue from student tuition as well as a reduction in expenditures accordingly. Fortunately, the loss in revenue can be absorbed in the budget as a result of renegotiation with outside contractors and other operation expense reductions.

I am also pleased to report that the Kean-Ocean partnership continues to flourish. There are 1,625 Kean students on our campus this fall 2011 semester, a 7.26 percent increase over the fall 2010 semester headcount of 1,515.

### **Ocean County Stadium**

Immediately following the Board meeting on Monday, a ribbon-cutting ceremony will be held for the new Ocean County Stadium. The program will include brief remarks from Freeholder Deputy Director Gerry P. Little, Mr. Van Thulin, Mrs. Linda Novak, Athletic Director Ilene Cohen, and me. A dessert reception will follow the ceremony.

This first-class sports facility, which includes the athletic field and the tennis courts, is being admired by athletes, spectators, and visitors to the campus. It is an impressive addition to Ocean County College and to the community.

After the Board meeting, a van will be available to transport you from the Administration Building to the ceremony, or, if you prefer, you may drive directly to the Stadium.

### **Institutional Effectiveness Annual Report**

Attached to my report is the FY 2011 Institutional Effectiveness Annual Report, which was developed by Ms. Janet Hubbs, Assistant to the President for Institutional Quality. The Report provides an assessment of ongoing performance at Ocean County College as well as

the status of the College's progress toward fulfilling its Strategic Goals. I specifically call your attention to pages 9-16, an update on the College's key performance targets.

This Report will also be distributed to you at Monday's meeting.

### **Financial Aid**

The Financial Aid Office continues to be one of the busiest and most efficient on campus. In FY 2011, more than \$28.3 million was distributed in financial aid to OCC students, slightly below the \$28.8 million distributed in FY 2010. The number of recipients increased slightly in FY 2011, from 13,295 to 13,361. Financial Aid awards have increased 127% over the past five years. The number of recipients has increased by 57.5% during the same time period.

Dr. Norma Betz, Director of Financial Aid, and all of our colleagues in the Financial Aid Office are commended for their thorough and efficient service to our students. At the November Board meeting, Dr. Betz will share more specific data that illustrates the very considerable amount of financial aid that moves through the Financial Aid Office.

### **Ocean County College Foundation Summer Celebration**

As a result of Hurricane Irene, the Ocean County College Grand Slam Summer Celebration was canceled. It has now been rescheduled for Saturday, October 22<sup>nd</sup>, in the Gymnasium at 6:00 p.m. We are very happy that we will have the opportunity to recognize Judge Robert A. Fall as the 2011 Humanitarian of the Year.

I hope to see you at the Celebration.

### **Veterans Day Ceremony**

The program for the Ocean County College Veterans Day Ceremony is not yet finalized. However, the ceremony will take place on Friday, November 11<sup>th</sup>, at noon at our Veterans Memorial on the campus mall. A formal invitation will be extended to you in October, but please mark your calendars so you can be with us.

### **Board Retreat**

A Board Retreat has been scheduled for Monday, October 31<sup>st</sup>, at noon in the Technology Building Conference Room. The main topic of discussion will be to explore possibilities for the construction of a new College Center or the renovation of the current facility.



# Institutional Effectiveness Annual Report FY2011

## Office of Institutional Quality

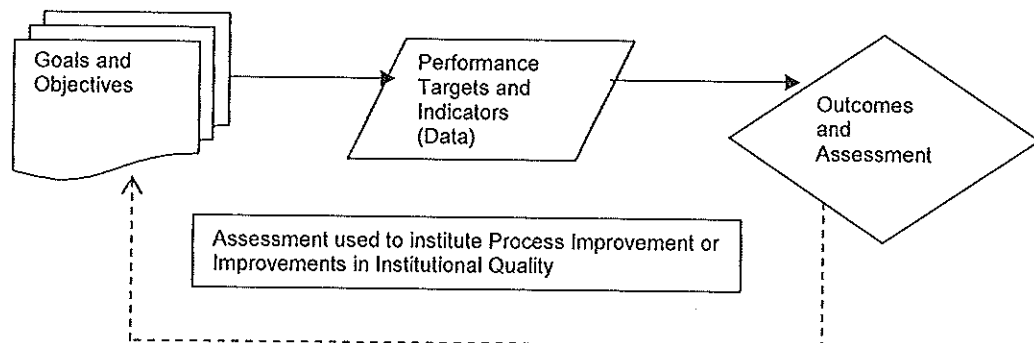
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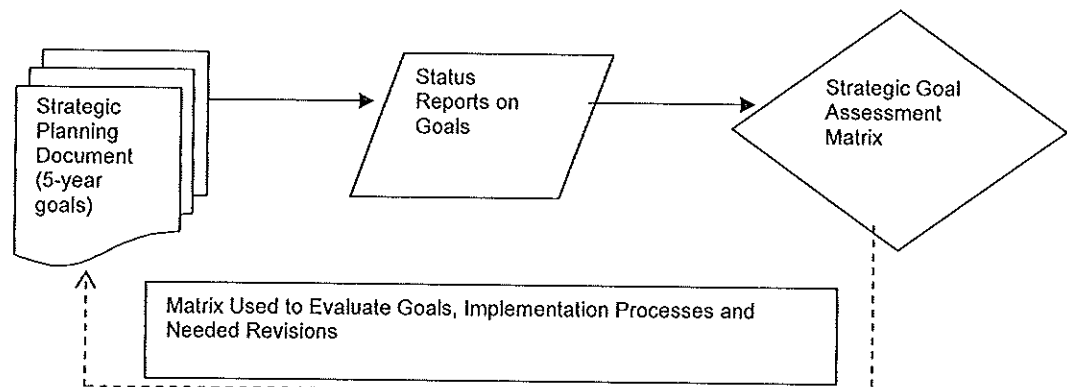
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## *Institutional Effectiveness Design*

### Assessment of Ongoing Performance



### Assessment of Strategic Goals



## Institutional Effectiveness Plan

Institutional Effectiveness at Ocean County College is measured in five primary ways, through:

- (1) Effective integrated planning tied to the budgeting process
- (2) Comprehensive and regular assessment of planning goals and outcomes
- (3) Comprehensive and regular assessment of learning goals and outcomes
- (4) Institutionalized approaches to process improvement, and
- (5) Data-based reporting practices.

The college has identified eight key performance targets by which to classify the major indicators of overall effectiveness. These are:

1. Student Learning
2. Student Success
3. Attitudinal Climate
4. Workforce Conditions
5. Workplace Environment
6. Resources Development and Management
7. Institutional Leadership
8. External Benchmarks

For each of these targets, key performance indicators have been developed and relevant data is regularly collected and posted on the college web site for the use of the college's leadership to assess these aspects of ongoing institutional performance.

The college has identified thirty-two annual strategic goals (Strategic Plan, 2010-2015) designed to focus on improvements within the key performance targets. These are:

**MISSION:** It is the mission of Ocean County College to foster teaching/learning excellence and a caring, student-centered environment through its commitment to the following goals:

- Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning outcomes in these programs:

Goal 1: Implement all appropriate recommendations for the advancement of Developmental Learning at the college;

Goal 2: Implement all appropriate recommendations for the integrated academic engagement of first-year students;

Goal 3: Advance student articulation needs;

Goal 4: Develop programs that will serve needs generated by current economic conditions in collaboration with community, educational, and business partners;

Goal 5: Develop a Teaching/Learning Institute on Campus for the improvement of teaching/learning as identified by learning assessment outcomes;

Goal 6: Enhance our distance learning potential;

Goal 7: Continue to recast the academic calendar for increased productivity.

- **Provide broadly-based student support, starting from our initial contact with every individual student, regardless of his or her unique needs:**

Goal 8: Implement appropriate recommendations for the integrated campus engagement of all students;

Goal 9: Use results of the SENSE and CCSSE survey to assist with engagement assessment;

Goal 10: Continue to expand outreach to NJ Stars students and expand outreach to other targeted student demographic populations;

Goal 11: Transition to the new one-stop, enrollment management facility;

Goal 12: Join the effort for career services targeted at special populations;

Goal 13: Expand and enhance the college's athletic program.

- **Measure employee attitudes toward the workplace and student attitudes toward the learning experience and make responsive adjustments in institutional strategies:**

Goal 14: Use PACE or other appropriate instrument to measure employee attitudes and develop recommendations for improvement based on the outcomes;

Goal 15: Develop faculty subcommittees to create action plans based on 2010 CCSSE outcomes.

- **Provide a well-designed campus and facilities with advanced technology:**

Goal 16: Continue to implement the Facilities Master Plan based on enrollment growth and the development of a campus for Kean at Ocean;

Goal 17: Explore innovative uses of technology in the classroom for both teaching/learning and classroom assessment techniques;

Goal 18: Complete ongoing technological upgrades identified on the IT plan.

- **Address our human resource needs by recruiting and hiring highly qualified people and continuing to develop the potential of each employee;**

Goal 19: Develop and implement as appropriate an employee succession plan for depleted positions;

Goal 20: Address the need to employ more diverse faculty and staff and to create bonds in the Mexican-American community;

Goal 21: Continue to use a mutual gains approach to collective bargaining and develop training programs to educate mid-management in the administration of labor contracts

Goal 22: Implement college-wide staff development and training programs with particular emphasis on comprehensive new employee orientation and services for troubled employees;

Goal 23: Undertake a comprehensive analysis of compensation, starting salary guidelines, and a classification system for non-represented employees;

Goal 24: Complete a comprehensive review of all current performance evaluation systems and make replacements with interactive, meaningful systems where needed.

- **Generate and manage fiscal resources to best serve strategic priorities:**

Goal 25: Continue to refine the long-term capital financial plan to support expansion and refurbishment of the campus. Ensure capital and operating budgets are properly aligned and revenue stream estimates are realistic;

Goal 26: Review outsourcing of services; assess efficiency and ROI; add or subtract as needed;

Goal 27: Use this strategic plan as a major measure for new money requests to the Planning and Budgeting Council.

- **Employ the leadership team to continue to efficaciously address outreach, development, engagement, institutional effectiveness, and a fully realized implementation of the college's vision:**

Goal 28: Provide periodic professional development for the leadership team to continue to function effectively as a team;

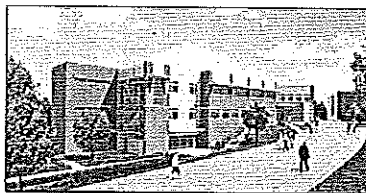
Goal 29: Continue to meaningfully expand the use of an in-house electronic board document management system for greater efficiency;

Goal 30: Restructure leadership meeting schedules for maximized efficiency.

- **Continue to reach out to members of the Ocean County community and beyond in order to create meaningful, fulfilling, and mutually beneficial partnerships.**

Goal 31: Extend Educational partnerships with Kean University, New Jersey City State University, Stockton College, and others, as appropriate;

Goal 32: Create an institution-based initiative using effective technology to engage alumni as active participants in fundraising.



*Bartlett*

## **1. Integrated Planning**

The college has three major planning processes upon which it relies to implement the goals that drive institutional growth and development.

Strategic Planning is the development of the five-year strategic plan that defines the college's major focal goals designed to improve its services to students based on its institutional mission. These goals reflect the major directions the college wishes to pursue by clearly identifying additions to or improvements in its curricular, co-curricular and community offerings to its large and diverse student population. These goals are monitored regularly and assessed annually. They also form the basis for the college's tactical plans and the operational departmental planning and budgeting process. The college completed in 2010 the new strategic planning document for 2010-2015. "Strategic Conversations" were held with multiple campus groups to further a transparent and comprehensive process.

Tactical Plans are developed in tandem with the strategic plan by those major college divisions and/or departments of the college directly related to the initiatives of the strategic plan. Currently, the college has four active tactical plans—Academic, Student Services, Facilities, and Finance (long-range capital funding plan). Each of these plans expands upon one or more of the strategic initiatives and provides goals, tasks, timelines and responsible persons for implementing each goal. These plans are reviewed and updated quarterly.

Operational Plans are developed annually by each of the college's forty-five budget managers in order to improve current services and to implement the college's tactical plans on a year-to-year basis. These plans are the source of annual new money requests for all budget managers. Operational plans and budget requests are reviewed at the division level and then prioritized by the college's Planning and Budgeting Council (PBC) for recommendation to the President and his Leadership Team. Subsequently, all planning objectives are assessed before the new planning cycle and revised as needed.

## **2. Assessment of Planning Goals/Outcomes**

The college reviews the effectiveness of its goals/outcomes in four major ways:

The Strategic Goals Assessment Matrix identifies the goals, the current action plans for each, and provides regular updates regarding progress and completion. This process began anew in 2010 with the inception of the new strategic plan (see Strategic Plan Assessment Matrix).

The Institutional Key Performance Indicators are used to continuously measure how well the college is addressing all of its key performance targets. In particular, the departmental annual planning documents identify all planning objectives from each divisional/departmental plan due to be completed within a given fiscal year and report on the status of their completion or reasons for their lack thereof. The report is used annually by the appropriate Vice President to review and revise action plans. In addition, there are dozens of related performance indicators which provide data that is summarized for an overview and evaluation of institutional effectiveness. This data is developed, updated, and posted to the IE web site (see [www.ocean.edu/effectiveness.htm](http://www.ocean.edu/effectiveness.htm)).

The Departmental Operational Documents include a section that asks each budget manager to report on the status of each of the goals initiated two years prior to the current cycle and to report on the status and effectiveness of each of these goals. In addition, all Vice Presidents are asked to identify the relationship between the major initiatives in their divisions and the relevant Characteristics of Excellence standards defined by the Middle States Commission on Higher Education.

Progress Reports on the Recommendations of External Accrediting Agents are developed in response to all reports, when applicable.



### 3. Comprehensive and Regular Assessment of Student Learning Goals and Outcomes

Ocean County College conducts an organized and sustained learning outcomes assessment process based on its outcomes assessment plan, composed of five major component parts: Program Evaluation, Course Assessment, General Education Assessment, Developmental Skills Assessment, and Assessment of Classroom and Learning Technologies. Detailed tables containing all learning outcomes are posted to the IE web page on the college website ([www.ocean.edu/effectiveness.htm](http://www.ocean.edu/effectiveness.htm)).

- In 2005, the existing program evaluation model was refined to focus on program effectiveness and the assessment of student learning. The model outlines a process with seven basic components: I) Program Description, II) Assessment of Student Learning at the Program Level, III) Program Evaluation Data, IV) Assessment of Program Related Factors, V) Program Evaluation Summary (identifying strengths, weaknesses, and actions to be taken immediately and in the future), VI) Attachments, and VII) Approval of the Program Evaluation.
- The college's process for course evaluation includes the assessment of student learning based on course goals and measurable objectives and is designed to gather concrete data that points the way for developing practices to improve teaching/learning. Designed over the summer of 2004 and initiated in the fall 2004 semester, the assessment initiative requires the learning assessment of a representative sample of students in forty-one (41) courses at the 100-level across all college departments, courses that are graduation or distribution requirements and that have multiple sections with large enrollments each semester.

In 2010, a graphic representation of student achievement on course evaluation instruments was developed and added to the course evaluation reports.

- General education assessment continues to be challenging. We have been disappointed with the results of our efforts using both nationally known models and, up through 2005, the widely-used *Academic Profile* exam (which has since been changed twice by ETS and now called the MAPP test). We were also discouraged by what we found in other national commercial test offerings, so we turned to various external academic groups, also working on general education assessment, only to find their frustrations were the same as our own. As a result, in September of 2005, we composed a local General Education Assessment Test (GET) with questions classified under the categories that parallel our general education goals. After an initial pilot, we further clarified a few test items and have since given the test widely.

We have also administered it to students in a four-year college setting to see if we could establish a control group for norming purposes. Our OCC student scores were almost identical to the norming group's (ca. 50<sup>th</sup> percentile) which led us to believe that since the bulk of general education courses are completed in the first two years of college, we probably didn't need to have senior-student control data. It may be more effective to administer the GET to incoming freshmen and then compare results to the population now tested. In the fall of 2008, we piloted the MAPP test to see if the new iteration of this instrument better serves our Gen Ed assessment needs than its predecessor and provided adequate national data. Unfortunately, the new test seemed to us to be as ineffective as the APP for our needs, and so we will continue with our local instrument for the foreseeable future.

We have continued comparing GET scores with writing effectiveness (from Writing Intensive course portfolios) to see if we can develop correlations between student success on the GET with critical thinking and college composition competencies, studies that thus far look

promising. We have currently been able to establish a low level .04 correlation but will continue to evaluate the inputs.

- When we initiated our course assessment design in FA 2004, we purposely included all of our developmental skills courses in the process and use the same process for improving teaching/learning (see course assessment, above). In addition, we track placement and success data for our developmental reading/writing and math students through the Basic Skills Effectiveness Reports (XBSE). The assessment for English developmental courses began a new cycle in AY 08-10 based on the reorganization of the developmental course sequence in English, combining four separate courses into two, four-credit, reading/writing courses (ENGL 091 and ENGL 095).
- The assessment of learning technologies at Ocean County College has three major components: (a) assessment of distance learning and on-site/on-line (OSOL/Hybrid) courses in terms of design (using the *Quality Matters* service) and student satisfaction surveys; (b) an overview and assessment of technology-assisted instruction in general; and (c) creating an inventory of class assessment techniques (CATs). Distance learning courses are also included with our course assessment procedures (see above). Classroom technology and CATs are assessed anecdotally, by faculty surveys, and through data from the media office.

#### 4. Approaches to Process Improvement

The college has adopted three main approaches to process improvements. Once a target of opportunity is discovered, through an appraisal of the assessment documents (see above) or through some operational dysfunction, one of the following approaches is taken:

Local process improvement action is initiated and pursued on the departmental level. Professional development training is available through campus workshops on the use of process mapping and analysis and many departments have found this a useful approach to problem solving. This process suggests the establishment of small departmental teams to investigate the existing process and develop solution strategies.

Institutional Process Improvement is directed by the Office of Institutional Quality (OIQ) when targets of opportunity span more than one department or when departmental approaches have been unable to produce a viable solution. OIQ establishes teams of no more than twelve individuals comprised of stakeholders and neutral parties with relevant expertise to map the existing process and develop process improvement statements. These teams are conceived to be short-term action groups that meet frequently until an agreeable plan for improvement is reached by consensus. In 2009-10, one Task Force on Curricular Transformation (CT) and two Process Teams, on the College Foundation and on ESL were constituted. The two Process Teams completed their charges and filed reports, but the Task Force on Curricular Transformation did not. After planning and completing a successful set of presentations at the SP 2011 Colloquium in January 2011, further activities for the CT group were turned over to faculty, at their request, but failed to produce any concrete results. Another Process Team on the procedures for college policy completed its charge and filed a report, approved by PLT, in June of 2011.

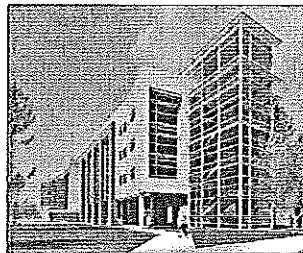
External Consultants are called in when the targets of opportunity prove to be too extensive or require too much special expertise for local teams to analyze and improve. The latter situation might indicate the need for a temporary specialist to be hired to work out the details of the solution strategies. One very effective example of this occurred in 2009-10 in the College

Advancement/Grants area, resulting in an intensification of our Grants applications and a marked increase in Grants dollars. A pending example is the consideration of utilizing an outside consulting firm to determine whether or not it might be practicable to outsource part or all of the Admissions process.

## 5. Data Based Reporting Practices

The Office of Institutional Research (IR), now overseen by the Office of Institutional Quality, works closely with the Office of Information Technology (IT) and regularly collects and reports on quantifiable data with regard to student information (enrollment, student demographics, credit hours, degrees granted, graduation rates, class size, high school demographics, race/gender/ethnicity, student placement, and professional, non-credit education), staff information (tables of organization, faculty demographics, and full-time and part-time ratios), course information (academic program codes, average class size/academic majors), facilities information (building codes, building floor plans, space inventories, space utilization analysis, statements of facilities values), customized surveys, and wide-ranging data on pertinent county demographics and financial circumstances. This information is updated regularly and retained in the college's Fact Book which is available in print and on line for ready access. IR provides this information to external agencies that require it. IR also provides data to all college departments seeking specific studies and to Institutional Effectiveness Impact Studies, develops local web-based surveys for campus use, and provides data for the Institutional Effectiveness web site.

In addition, the Assistant Vice President for Assessment and Curriculum (AVPAC) collects and publishes data relevant to the college's six-part Plan for Learning Outcomes Assessment (see item 3, above). This data is reviewed by the Academic Council (composed of the Vice President for Academic Affairs and all college academic Deans) and by the college's Committee on Learning Assessment on a monthly basis. It is also posted to the Institutional Effectiveness web site for ready access by all college divisions.



*Gateway: To house administration offices and classrooms and Kean at Ocean (completion: 2012)*

## Findings: FY 2011

### FOCUS ISSUES

➡ The college is currently undergoing two major **distance learning initiatives** which are designed 1) for national exposure, using Pearson Learning Systems; and 2) for an international partnership with the Tianjin Radio and Television University in the People's Republic of China, using Time Cruiser Computing Corporation as the technical provider. Each of these initiatives is complex, requiring careful attention to myriad details, often in uncharted waters. It will thus be prudent for the college to create reasonable time parameters for these initiatives and to establish clear goals and objectives that are measurable and in the best interests of the college's major mission.

➡ In addition, while the college has completed the first draft of a **succession planning** document for implementation within the next 5-7 years (anticipating multiple retirements in key jobs), staffing and various departmental reorganizations have created various leadership issues across the institution. In Academic Affairs, the leadership of the academic departments and schools has turned over three times in the last two years due to reorganization and some personnel discontinuities. Other departments have been affected as well, particularly by the college's restructuring plan of 2010 (due to financial exigencies) in which the College Advancement division was affected by shifts in personnel and organizational structure. Finance has been taking on large new areas of responsibility due to reorganizations and retirements within a relatively short period of time. While the top leadership of the college has remained stable and has overseen this period of restructuring, it appears that the college now needs some stable time to settle into its new shape and make a judicious transition to its new and future leaders.

➡ Third, while it is still clear that the college community continues to recognize itself as a "culture of assessment" where individuals and departments incorporate assessment modules into all planning efforts, it is also clear that the ability to be fully vested in data-based decision-making has been severely hampered by the lack of an on-site Director for Institutional Research, a key position in the acquisition and interpretation of institutional data. As a result, the College still lacks appropriate institutional intelligence tools with which data can be managed and effectively reported and utilized in an institutionally coordinated manner. The addition of *Entrinsik Informer* as a reporting tool may help moderately to marginally alleviate this circumstance, but is at best a partial and temporary solution. The college reopened the IR Director Search in August 2011 offering an increased salary and adding recruitment strategies.

➡ Finally, **Nursing Education** at Ocean County College is an academic program facing an impending crisis. The intensified competition with the (4-year) BSN programs for jobs, students, and clinical space/time/personnel at medical facilities is putting significant pressure on the program at Ocean. Two solutions have been proffered: Mission Differentiation, whereby Ocean would apply for 4-year degree status in nursing; or establishing a BSN Partnership with our campus partner, Kean University. Both options are currently being explored.

## ONGOING ISSUES

*After a comprehensive review of all Master Plans, Strategic Initiatives, Key Performance Indicator data, and Process Improvement outcomes, the following additional findings are recommended for your attention:*

### **Strengths/Observations/Recommendations/Suggestions**

*Based on the College's Key Performance Targets (see IE Plan, above, pp. 1-2.)*

#### **I. Student Learning**

- The **Academic Master Plan** goals for AY 2002-2008 have been completed. The new Academic Master Plan (2010-2015) is completed, but continues to languish without the full attention of its departmental advocates. It is recommended that academic departments give greater attention to the plan and its implications or elect to write a replacement plan if the current one now seems to be an uncomfortable fit for the institution.
- The plan for the **Assessment of Student Learning Outcomes** has been fully developed, documented and implemented. It is a very comprehensive and effective plan, highly commendable. The outcomes data from the various assessment instruments, especially program and course assessment, should continue to be completed in a timely manner and actively used for the improvement of programs, teaching, and learning in ways that are visible and can be measured in the next assessment cycle. Additionally, decisions should be made shortly (before the next assessment cycle) about DL assessment tools.
- The failure of the faculty members of the **Curricular Transformation Task Force** to further develop curricular initiatives remains as a disappointment for the college community, particularly after the enormous energy generated by the excellent SP 2011 Colloquium presentations.
- The **ESL Process Team recommendations** have been about 75%-80% implemented. While the team report was a good one and the initiatives well designed, there seems to have been little growth in ESL enrollments, disappointing since enlarging the program's outreach was one of the major objectives.
- The need for an administrative position to oversee the college's **e-learning initiative** was recognized in the report of the process improvement team charged with exploring e-learning at OCC. The position description was approved (2006), the position filled (2009), and the new Executive Director for E-Learning and an additional six staff members have started to move forward with multiple **DL program improvements**. Progress had been slowed somewhat, however, due to the implementation of a new Learning Management System (Pearson Learning Systems) and also due to the establishment of a pilot DL program in China. On the other hand, these initiatives have focused new attention on all DL courses and thereby stand to benefit the entire program.
- About 50% of **The OCC Developmental Education Task Force (2009)** recommendations were implemented but, unfortunately, some important outcomes were hampered by the refusal of tenured English faculty members to serve on the new standing committee for Developmental Education. Meanwhile, the New Jersey Council of County Colleges (NJCCC) sponsored a state-wide initiative on developmental education (DEI), later absorbed into the Big Ideas Project (BIP), also a statewide effort to review major needs at the community college. The report from the BIP was submitted to all NJ community college presidents in September 2010 for review and revision. Since the final report was distributed in SP 2011,

little if anything seems to have been done toward implementing hundreds of educational goals contained within the various segments of the report, some parallel to our own institutional recommendations for Developmental Education. In the meantime, our DE Committee functions well and has made valuable contributions to the DE program.

## II. Student Success

- The Division of Student Affairs is to be congratulated on its continuing attention to the STARS population, even given the enrollment casualties. It is expected that NJ STARS support will continue through the AY 2011-2012 student cohort, but we can probably expect a declining student population.

STARS Students	FY 06	FY 07	FY 08	FY 09	FY 10
Total #	396	551	682	574	457
Annual change		155	131	-135	117
Annual % change		39.1%	23.8%	-19.8%	-20.4%

- Surveys of student satisfaction with the FA 2010 student orientation process as of August 2010, a process that includes advising and registration, are extremely positive. On average, 93.7% of all 789 students surveyed agreed or strongly agreed that the seven components of the student orientation program helped them get ready to attend college. In the 2011 survey, similar positive results ensued. Out of 853 students responding (as of August 1, 2011), 92% either agreed or strongly agreed that the orientation process was valuable. The Student Affairs Division is to be commended for this outcome.
- The development of **virtual student services** with the ultimate goal of creating a seamless online enrollment process was initiated in October 2007 and is now fully operational, allowing all aspects of the process to be completed on line (including scheduling and advising through Web Advisor). Consolidating live student services on campus will be completed when the new College Center is constructed (ca. 2014) and houses all student services under one roof.
- Retention rates** remain sound. For the ft/ft 2009 cohort, they are:
  - 1<sup>st</sup> Semester: 89.1%
  - 1<sup>st</sup> Year: 72.6%
  - 3d Semester: 64.8%
- Graduation numbers** for the cohort of full-time, first-time entering students from 2002-2011 have increased by 78% over this ten-year period, from 877 graduates in 2002 to 1567 in 2011, while enrollments have increased by 43.8% during the same period. The number of students graduating within 3 years rose from 25.5% (in the 2006 cohort) to 30.9% (2007 cohort). This 21.2% increase might be attributable, in part, to the STARS population with both strong financial incentives to graduate as quickly as possible and the academic talent to do so. However, it should also be noted that graduation within two years remains close to last year's report at 15.5% of the entering cohort, almost doubling the 8.1% two-year graduation rate of the 2005 cohort.
- Financial Aid Services:** Financial Aid continues to be one of the busiest and most efficient offices on campus. In FY 2011, more than \$28.3 million was distributed in Financial Aid, slightly below the \$28.8 distributed in FY 2010. The number of recipients increased slightly in

FY 11, from 13,295 to 13,361. Financial Aid awards have increased 127% over the past five years. The number of recipients has increased by 57.5% over the same time period. The office is to be commended on its thorough and efficient service to our students.

### III. Workforce Conditions

- The annual **AA/EEO hiring reports for FY 2009 and FY 2010** show that in 2009, of 149 new hires, 10 were minorities (6.7%) while in 2010, of 199 new hires, 12 were minorities or 6.03%. Women represented 61% of the new hires in FY 2009 and 49% in 2010. The county demographics, as of the 2010 census, are as follows:

Women: 52%  
 Black: 3.2%  
 Asian: 1.7%  
 Hispanic: 8.3%

The OCC hiring report totals are:

HR Data	2009	2010	2011
			<i>Data available in SP 2012.</i>
Adjunct Positions Filled, total	94	152	
Adjunct Males	30	77	
Adjunct Females	64	75	
Adjunct African Americans	3	4	
Adjunct Asian/Pacific Islander	1	2	
Adjunct Hispanic	1	1	
F/T Positions Filled, total	55	47	
F/T Males	27	25	
F/T Females	28	22	
F/T African American	4	1	
F/T Asian/Pacific Islander	1	1	
F/T Hispanic/Latino	0	3	
Total Minorities %	6.70%	6.03%	

- The annual **Clery Report on Campus Safety for 2010** shows 10 total incidents for the 2010 calendar year, 7 burglaries and 3 incidents of vandalism, noted as a "hate crimes." While this is a negligible number on a campus populated by approximately 10,000 students in any given semester, it is still worth noting that 2008 totals were 4 and 2009 totals were 3.

#### IV. Workplace Environment

- The Office of Facilities Engineering and Operations (OFEO) issues monthly **Project Status Reports** on current capital construction projects, future capital construction projects, capital improvement projects, capital renewal projects, and deferred maintenance projects. These are comprehensive and up-to-date snapshots of the college's physical plant projects, highly informing. The OFEO is to be highly commended for the breadth and scope of these reports. In addition, the college will continue to provide an additional \$250,000 minimum annual set-aside line item in new money each year for deferred maintenance projects. No recommendations or suggestions.
- The college out sources many services that represent cost savings and increased efficiencies for certain college services. The 2004 college self-study recommended that some sort of **evaluative procedure or oversight committee for outsourcing** be established. It is again suggested that a process improvement team examine outsourcing effectiveness and make a report to the President and the Vice President of Finance.

#### V. Resource Development and Management

- In general, it has been the objective of the Finance division to create a **college culture committed to productivity**—cost effectiveness and careful resource management (as well as continuous efforts to expand resource development). The division is to be highly commended for its own efforts along these lines in multiple areas of the college and for its continuing efforts to engage the entire college community in positive resource management behaviors. The implementation in FY 09 of the new "Benny" medical debit card is a good example of assisting employees to better manage their medical expenditures. Promoting various regional purchasing consortia for price discounting is another example of cost conservation.
- The **long-term capital plan** was launched in July 2009 with the first issue of county bonds in support of the college's long term facilities expansion and continues as a viable funding mechanism. The Finance Division is to be highly commended for implementing this complex process and for developing this response to the depletion of state capital funding. As the status of higher education funding in New Jersey remains uncertain, measures such as this are increasingly important in FY 11 and 12, especially for the construction of a badly-needed college center to replace the current inadequate facility (built to support 2,000 students).
- **Grant reporting and grant acquisition** over the past four years have both improved markedly. In the summer of 2009, the reporting accuracy increased with assistance from the Director of Financial Reporting, who is to be commended for this, and as a result, confidence has been restored to grants data. The overall picture in grants acquisition has also improved. The college hired an external consultant and re-assigned the oversight of grants procurement in order to energize the process. The results in FY 2011 are compared to the previous year's totals in the table below.



<b>Grant Source</b>	<b>Amount 2010</b>	<b>% of Total 2010</b>	<b>Amount 2011</b>	<b>% of Total 2011</b>
Institutional	\$739,394.00	20%	\$1,179,228.00	20.9%
Perkins	\$369,719.00 <i>(Since corrected to: \$386,868.00)</i>	10.4%	\$404,307.00	7.2%
PASS	\$162,000.00	4.6%	Rescinded by NJ	-0-
BBNEP	\$2,260,083.00	66%	\$4,024,283.00	71.4%
<b>Totals</b>	<b>\$3,531,196.00</b>		<b>\$5,634,818.00</b>	

The college has increased the total dollar amount of grants by about \$2.1 million (60%) and has increased OCC's institutional grants (other than PASS and Perkins) by \$439,834 (59%). But, the relationship of institutional grants to the total still remains at only about 20% and the percentage (of total OCC grants) for BBNEP has increased to over 71% of the total. It should be noted that, while BBNEP resides at the college and uses college facilities to promote worthwhile environmental projects, none of the current BBNEP grant dollars (\$4.02 million) directly supports any college programs.

- The college has enjoyed a lengthy and beneficial partnership with the **Ocean County College Foundation**, a partnership that aids our students and contributes generously to the overall success of the college. Through events like the Gala and the golf outing and through special fundraising appeals, the Foundation gathered over \$350,000 in FY 2011 to aid students.

## VI. Institutional Leadership

- Initiated by the college's Board of Trustees, a College-wide effort to articulate and educate the campus on the **need for increased campus civility** was successfully launched in the SP 06 semester. A web page that defines civil behavior ([www.ocean.edu/civility.htm](http://www.ocean.edu/civility.htm)) as well as identifying civility counselors, civility events and links to other civility web sites was developed and added to the OCC web site. In FA 07 the Civility Team was made a permanent part of the college's committee structure and meets as needed to plan and implement civility events and to address civility issues as they might arise. The Team sponsored a successful civility campus picnic in May 2009, in May 2010 and again in May 2011 for more than 150 faculty, administration and staff (although faculty declined to contribute food in 2011 in recognition of their colleagues who had not achieved tenure). The team added a statement on cyber bullying and harassment to the College civility statement in 2010.
- The President, Dr. Larson, continues to engage in **leadership team-building activities** including, but not limited to, the President's Leadership Team, the President's Advisory Council, weekly luncheon meetings with faculty and staff, development of the Dean's Academy, visits to departmental meetings, involvement in college activities and special events, meetings with Trustees, facilitation of Trustee's Retreats, regular and productive interaction with community groups, and countless other activities that espouse the college's vision of a collaborative leadership style. Annual retreats with the President's Leadership Team emphasize workshops on various leadership challenges. The President is to be highly commended for his energy in pursuing these initiatives. There are no suggestions or recommendations.
- The President, Dr. Larson, the Executive Vice President, Operations, Dr. James McGinty, and the Executive Vice President, Instruction, Richard Strada, continue to pursue meaningful **educational and community partnerships** for Ocean County College. They are to be

commended for pursuing continuing and intensified efforts to expand Kean at Ocean, including the implementation of the divisional reorganization plan.

## VII. External Benchmarks

- In 2006, the division for College Advancement was reorganized to include a partnership with the College Foundation in addition to integrating College Relations, Grants, Marketing, and Alumni Services. The division was further reorganized to embrace Continuing and Professional Education (CPE) and the Academy for Lifelong Learning (ALL) in 2008. In 2010, the Foundation staff participated in a Process Improvement exercise to focus on a new and revised structure of its relationship with College Advancement and in 2010 was reorganized again as part of the college's restructuring plan incorporating Continuing and Professional Education and the Adult Community Outreach departments into its organization.
- The college began the research and writing of the *Periodic Review Report* (PRR) for the Middle States Commission for Higher Education in the winter of 2008. The Steering Committee was formed, sub committees staffed, and a first draft report completed by August 2008, edited and reviewed through March 2009. The process was completed in May 2009 and the PRR was submitted on June 1, 2009. The reader reviews were very positive and the college was awarded renewal of its accreditation in October of 2009.
- The NLNAC accreditation process was completed in SP 2008. The Nursing Program was re-accredited but required to submit a Follow-Up Report by 2010 to address Standard VII, Educational Effectiveness. Formerly independent of the college's learning assessment process, the Nursing Department was brought under that umbrella and uses relevant parts of the assessment process to address the issues uncovered by the NLNAC Visiting Team. Meanwhile, the Nursing Program's Follow-Up Report was submitted, accepted and the program fully reaccredited in FA 2010.

## APPENDIX 1: Strategic Goals Assessment Matrix

### Mission and Goals/Initiatives 2010-2015



### Mission and Goals/Initiatives 2010-2015

Mission and Goals	Current Initiatives (2010-2011)	Status
☛ Comprehensive Educational Programs	(Academic Affairs)-VPAA	NS=Not started IP=In Progress C=Completed Ongoing: Completed and Continuing
1. Advancement of Developmental Learning	<ul style="list-style-type: none"> <li>☛ Implementation of Task Force Report</li> <li>☛ Membership on the statewide DEI Task Force and Big Ideas Project</li> <li>☛ Review of placement issues generated by new cut scores-Accuplacer Validation Study (CCAIR &amp; P)</li> </ul>	<ul style="list-style-type: none"> <li>☛ IP</li> <li>☛ IP, Reports Completed</li> <li>☛ IP, Local report submitted 8/27/10</li> </ul>
2. Student Academic Engagement	<ul style="list-style-type: none"> <li>☛ Implementation of Foundations of Excellence Self-Study Recommendations</li> <li>☛ Use of CCSSE data to generate outcomes report</li> </ul>	<ul style="list-style-type: none"> <li>☛ IP, Final Report in Progress</li> <li>☛ C: 3 CCSSE Reports available</li> </ul>
3. Transfer	☛ Improve articulation agreements/process	☛ IP
4. Programs Responsive to Current Community Needs	<ul style="list-style-type: none"> <li>☛ Homeland Security</li> <li>☛ Drug and Alcohol Counseling</li> </ul>	<ul style="list-style-type: none"> <li>☛ Complete</li> <li>☛ Complete</li> </ul>
5. Teaching/Learning Institute	☛ Opened SP 2010; Utilization data needed by January 2011; website posted on Cruiser	☛ Ongoing
6. Enhance Distance Learning	<ul style="list-style-type: none"> <li>☛ Executive Director hired; staff hired</li> <li>☛ Dean appointed</li> <li>☛ New online degrees available</li> <li>☛ Increased enrollments</li> <li>☛ Reviewing new LMS alternatives</li> </ul>	<ul style="list-style-type: none"> <li>☛ Complete</li> <li>☛ Complete</li> <li>☛ Ongoing</li> <li>☛ Ongoing</li> <li>☛ Complete/Pearson Learning Solutions</li> </ul>

	<ul style="list-style-type: none"> <li>Develop Global Initiative(s)</li> </ul>	<ul style="list-style-type: none"> <li>In Progress/China</li> </ul>
7. Evolution of Academic Calendar	<ul style="list-style-type: none"> <li>Proposed 12-month faculty position</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
<ul style="list-style-type: none"> <li>Broadly-Based Student Support</li> </ul>	(Student Affairs)-VP SA	
8. Integrated Engagement	<ul style="list-style-type: none"> <li>Working to correlate SENSE and FOE outcomes for improvements in first-year student engagement</li> </ul>	<ul style="list-style-type: none"> <li>NS</li> </ul>
9. Use SENSE and CCSSE Results for Improvement	<ul style="list-style-type: none"> <li>SENSE data under examination</li> <li>CCSSE to be administered SP 2012</li> </ul>	<ul style="list-style-type: none"> <li>C</li> <li>IP; apps due November 2011</li> </ul>
10. Outreach to Targeted Student Populations	<ul style="list-style-type: none"> <li>Mexican-American Initiative</li> <li>ESL Process Improvement Team</li> <li>Continuing efforts to retain STARS funding</li> </ul>	<ul style="list-style-type: none"> <li>NS; Postponed</li> <li>Completed; Monitoring Outcomes</li> <li>Ongoing</li> </ul>
11. Build One-Stop Enrollment Management Facility	<ul style="list-style-type: none"> <li>Architectural specs under discussion for College Center expansion</li> <li>EOF moved to College Center</li> </ul>	<ul style="list-style-type: none"> <li>IP</li> <li>NS; Plans changed</li> </ul>
12. Develop Career Services for Special Populations	<ul style="list-style-type: none"> <li>Homemaker's grant targets adult women entering or returning to the work force</li> <li>Adults Back to College Grant</li> </ul>	<ul style="list-style-type: none"> <li>IP</li> <li>IP</li> </ul>
13. Enhance the Athletic Program	<ul style="list-style-type: none"> <li>Added cross country as a sport</li> <li>New Tennis Courts</li> <li>Plans for a major outdoor athletic field</li> <li>Greater emphasis on state and national recognition</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Completed</li> <li>IP</li> <li>IP</li> </ul>
<ul style="list-style-type: none"> <li>Employee and Student Attitudes</li> </ul>	(Institutional Research)-APIQ	
14. Instruments	<ul style="list-style-type: none"> <li>SENSE (2009) and CCSSE (2010)</li> </ul>	<ul style="list-style-type: none"> <li>C; CCSSE 2012, IP</li> </ul>
15. Action Plans	<ul style="list-style-type: none"> <li>Curricular Transformation</li> <li>12-Month Faculty</li> </ul>	<ul style="list-style-type: none"> <li>IP, but Stalled</li> <li>C</li> </ul>
<ul style="list-style-type: none"> <li>Campus Design and Facilities</li> </ul>	(Planning and Administration)-VPPA	
16. Facilities Master Plan	<ul style="list-style-type: none"> <li>Master Plan completed through current Phase III campus expansion (2025)</li> <li>ACC and Planetarium completed</li> <li>Gateway Building broke ground SU 2010; Completion 2012</li> <li>College Center expansion with architect; renderings completed</li> </ul>	<ul style="list-style-type: none"> <li>C</li> <li>C</li> <li>Construction is Progressing</li> <li>IP-Building Phase about to begin; completion 2014.</li> </ul>
17. Classroom Technology	<ul style="list-style-type: none"> <li>Cyclical replacement of updated projectors</li> <li>Continuing installation of AV boxes and control systems</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> </ul>
18. Ongoing Systemic Upgrades (IT)	<ul style="list-style-type: none"> <li>As needed</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
<ul style="list-style-type: none"> <li>Human Resource Needs</li> </ul>	(Human Resources)-AVPHR	
19. Succession Planning	<ul style="list-style-type: none"> <li>Ongoing evaluation and appropriate replacements</li> </ul>	<ul style="list-style-type: none"> <li>Plan Draft Completed</li> </ul>

20. Diversity	☛ Employment Opportunities	☛ IP
21. Multi-Gains Approach to Collective Bargaining	☛ Various strategies under consideration	☛ Stalled
22. Staff Development and Training	☛ Training for use by supervisory personnel of new EAP for troubled employees, SP 2010	☛ C
23. Salary Structure Review	☛ 12-Month faculty transition	☛ C
24. Performance Evaluation System Review	☛ Development of new forms for employee evaluation, standardized as much as is possible across all positions, directly linked to college culture statements	☛ C
☛ Fiscal Resources	(Finance)-VPFA	
25. Long-Term Financial Planning	☛ County bonds for campus development	☛ Ongoing
26. Outsourcing and ROI Review	☛ No current activities beyond contract renewal reviews.	☛ No plan for campus participation in review of outsourced services.
27. Strategic Planning and Budgeting	☛ Revision of PBC templates to align with SP 2010-2015	☛ Completed except for P & A
☛ Leadership	(Office of the President)-P	
28. Professional Development	☛ Website for Board Self-Assessment	☛ NS
29. Electronic Document Management	☛ Laptops as Board Books	☛ C
30. Restructuring	☛ Restructuring Plan for Economic Effectiveness	☛ Completed, FA 2010
☛ Partnerships	(College-Wide)-P	
31. Educational	☛ Kean; Initiatives with Georgian Court and Stockton	☛ Continuing
32. Alumni Outreach	☛ Resource Development in College Advancement	☛ IP