



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, 2019, Board Meeting

DATE: September 20, 2019

Strategic Initiatives

Attached to my report is the **FY 2019 Annual Year-End Report**, submitted on behalf of the **Guiding Coalition**, which provides an update to the Board of Trustees on the progress of the **Charting our New Course** transformative initiative. The Year-End Update is developed by the Guiding Coalition following receipt of annual strategy progress reports, also attached, and a collaborative process wherein strategy leader submissions are reviewed and discussed, questions are asked, and recommendations are offered.

There has been a significant amount of progress in all eight strategies during the past year. At Thursday's meeting, Ms. Maureen Conlon, Assistant Director of Web Services, and Ms. Jackie D'Amore, Senior Human Resources Specialist, Talent and Organizational Development, co-chairs of the Guiding Coalition, will provide a brief presentation on this past year's activities and achievements, as well as plans for next year.

Ms. Conlon has completed her two-year term as co-chair of the Guiding Coalition. Mr. Anthony Jordan, Enterprise Applications Director, will be introduced to you as the new co-chair who will be serving with Ms. D'Amore during the next year.

Barnegat Bay Sailing Hall of Fame

The 2019 Barnegat Bay Sailing Hall of Fame Induction Ceremony/Cocktail Reception is scheduled for Saturday, November 9, 2019, at 6:00 p.m. in the OCC Gymnasium. This year's inductees include Ms. Louise Colie, Mr. Dan Crabbe, Mr. Clay Johnson, Mr. Peter Kellogg, Mr. Ed Vienckowski, Mr. Newt Wattis, and Mr. Roy Wilkins.

Proceeds from this event, as always, support the OCC Sailing Program. Tickets are available at go.ocean.edu/BBSHF.

Academic Affairs

Dr. Antoinette Clay, Associate Vice President of Academic Affairs, is one of three individuals being honored by the Toms River Area Branch of NAACP with an NAACP Community Service Award. She will receive her award at the Annual Freedom Fund Dinner Dance, which will be held on Friday, September 27, 2019, at 6:30 p.m. at the Clarion Hotel and Conference Center in Toms River. This year's theme is "When We Fight We Win."

The mission of NAACP is to ensure the political, educational, social, and economic equality of rights of all persons and eliminate race-based discrimination. Dr. Clay, through her community involvement and service during the past twenty-five years on both the state and local levels, has clearly had a significant impact in advancing this mission.

We congratulate Dr. Clay for this well-deserved honor.

➤ School of Nursing and Health Sciences

- **The School of Nursing admitted 106 students into the program for the Fall 2019 semester. A total of 336 students are enrolled this semester. There are 29 Clinical Instructors who provide education for 36 clinical groups within various health care facilities.**
- **The Student Nurses Organization (SNO) will be hosting a Blood Drive in collaboration with the American Red Cross on Thursday, October 3, 2019, from 10:00 a.m. to 3:00 p.m. in Room 104 of the H. Hovnanian Health Sciences Building. Another Blood Drive is being planned for later in the semester in collaboration with Robert Wood Johnson/Barnabas Health.**

SNO members and Nursing lecturers will participate in the annual Making Strides Against Breast Cancer Walk in Point Pleasant Beach on Sunday, October 20, 2019, to raise funds to support breast cancer research.

- **One student completed the Psychosocial Rehabilitation program during the summer session. This is a joint program between Ocean County College and Rutgers University.**
- **Nursing College Lecturer II Nancy Volk, MSN, RN, presented Test Taking Strategies, a program to assist Nursing students prepare for examinations administered within the program and to increase success rates on the national licensure examination, which is required to practice as a registered nurse.**
- **Ms. Maryjean Natoli, MSN, RN, Nursing College Lecturer II, created and implemented a program to assist students to utilize their electronic textbooks to achieve maximum benefits and support success in the program.**
- **Ms. MaryAnn Kaufmann, MSN, RN, CHSE, Skills, Simulation, and Student Retention Specialist, obtained certification as a Healthcare Simulation Educator. Simulation experiences are incorporated in each clinical nursing course.**
- **Members of the School of Nursing and Academic Affairs will be meeting with representatives of Community Medical Center, an affiliate of Robert Wood Johnson/Barnabas Health, to discuss a potential partnership that would offer educational programs to employees of the Medical Center.**

➤ **School of Arts and Humanities**

- College Lecturer II in English Samantha Glassford, and Assistant Dean Veronica Guevara-Lovgren presented **Leveraging Institutional Data to Enhance Student Learning in the Accelerated Learning Program** at the Fall 2019 Colloquium. The two informational sessions discussed the many perspectives involved in the process of **utilizing data** to make **informed decisions** regarding OCC's English Accelerated Learning Program and the ongoing process of working toward equitable outcomes for OCC's students.

College Lecturer II of Dance and Theatre Catherine Mancuso and Perkins Grant and Curriculum Compliance Program Director Susan O'Connor presented **Course and Program Development** at the Colloquium. Attendees were able to learn about the process of course and program development as they looked at the newly created Curriculum Training Course in Canvas. The sessions also directed attendees to helpful resources for course and program development.

- On Saturday, September 14, 2019, the Easter Seals Deaf Connections Deaf Awareness Expo took place in the College Gymnasium, the first time the Expo was held at OCC. Many vendors were in attendance for this amazing event, which was moved to OCC in conjunction with the American Sign Language (ASL) Interpreter Training Program, led by ASL Assistant Professor Kathy Basilotto and ASL Instructor Saundra Piscitelli.
- Assistant Professor Kathy Basilotto and Instructor Saundra Piscitelli are bringing their popular Rock and Roll Show to a new holiday on Saturday, October 12, 2019, at 7:00 p.m. in the Grunin Theatre. The ASL Interpreter Training Program will be delighting the audience with the first-ever Halloween Rock and Roll Show.
- Music College Lecturer II Brian Gilmore invited Armenian-born American pianist Raffi Besalyan, a phenomenal musician, to perform an exciting program, **Dances and Transcriptions**, on the Bosendorfer grand piano as part of the new Afternoon Recital Series. Mr. Besalyan will perform works by Liszt, Ravel, Rachmaninoff, and Gershwin during his September 27, 2019, concert.
- Communication and Theatre College Lecturer II Paul Chalakani and the Repertory Theatre Company will be presenting **Our Town** from Friday, October 18, through Sunday, October 20, and Thursday, October 24, through Sunday, October 27, 2019. The Pulitzer Prize winning drama by Thornton Wilder will bring life in Grover's Corners to the OCC campus. This classic is sure to play to a full house in the Black Box Theatre.

➤ **School of Business and Social Sciences**

- College Lecturer II in Political Science and History Jason Ghibesi, Professor of Social Science Lynn Kenneally, and College Lecturer II in Social Sciences Ben Castillo, in collaboration with Ms. Jan Kirsten, Executive Director of College Relations, organized this year's 9/11 Commemoration, which was held at the Gateway Building Roundabout.
- In recognition of Constitution Day, September 17, 2019, College Lecturer Jason Ghibesi organized two screenings of the film, **On the Basis of Sex**. The film chronicles Supreme Court Justice Ruth Bader Ginsburg's struggles as an attorney and new mother, who faced adversity and numerous obstacles in her fight for equal rights.

- On Sunday, October 6, 2019, Mr. Sean Bips, College Lecturer II in Hospitality, Recreation, and Tourism Management, and students in the OCC Hospitality Club will be competing once again in the annual ChowderFest held on Long Beach Island and sponsored by the Southern Ocean County Chamber of Commerce. This year, OCC has partnered with faculty and students in the Hospitality Program at Stockton University. The OCC/Stockton team will be competing in two contests, Best New England Clam Chowder and Best Decorated Booth. Mr. Brett Hill and his team from Canteen, OCC's food services provider, will again lead the culinary efforts on behalf of the OCC/Stockton team.
- From Thursday, October 24, through Saturday, October 26, 2019, OCC Phi Beta Lambda (PBL) members will attend various sessions of the PBL Careers Connections Conference in New York City. The event will include two main workshops, "How to Work a Room" and "Next Steps in Your Career." PBL is the college division within the Future Business Leaders of America organization.
- School of Science, Technology, Engineering, and Mathematics

Highlights include:

 - OCC students enjoyed their first lab in ENGR 198, Autodesk Inventor. Their first assignment was to build a 3D race car model for a long distance challenge.
 - College Lecturer II in Engineering Pamela Bogdan and College Lecturer II in Biology Angel Camilo visited Festo Didactic, Inc., in Eatontown for a briefing on the equipment that could be provided for the College's Advanced Manufacturing and Mechatronics Program.
 - STEM dedicated a Victory Garden at the American Legion in Toms River on Friday, August 9, 2019. The garden has provided fresh vegetables to the OCC pantry to support veterans and students.
 - The STEM Summer Camp on August 12 and 15, 2019, run by College Lecturer II in Computer Studies Edmund Hong and Dr. Angel Camilo was a success. The students constructed windmills to generate green energy and also enjoyed two virtual reality experiences with assistance from the Makers Club's Virtual Reality equipment.
- Center for Academic Success
 - Several activities are underway on campus:
 - Two Fall visits were scheduled for high school students to explore OCC's Engineering Program.
 - Dr. Henry Jackson, Executive Director of Academic Success, met with Mr. Tom Gialanella, Executive Director of School Relations, and the Ocean County High School STEM Academy Steering Committee to advance partnerships.
 - Dr. Jackson is working with Mr. Chris Carbone, Career Services Coordinator, to attract Ocean County high school students to the Extra Life Gaming Fundraiser event that will be held at OCC on November 1, 2019.

➤ **High School Academies/Embedded Courses**

- **Lacey Township High School has 15 students participating in Cohort II of the College Academy and 35 students in Cohort III.**
- **As of this Fall 2019 semester, OCC will be offering at least one course in every Ocean County high school, including Donovan Catholic.**
- **Fall 2019 high school registration is underway; over 1,500 students are expected to register for embedded courses in the high schools.**

Student Affairs

➤ **Financial Aid**

- **The new FAFSA filing cycle begins October 1, 2019, for the 2020-2021 academic year. The Opening Pathways to Education Now (OPEN) program commences its eleventh year of facilitating workshops to assist with the completion of FAFSA paperwork and discuss the basic concepts of financial aid for OCC students and the Ocean County community. The Fall 2019 workshop dates are October 19, November 16, and December 7, 2019.**
- **The New Jersey Community College Opportunity Grant (CCOG) was renewed for the 2019-2020 academic year, and all 18 county colleges are included. Ocean County College has thus far awarded 454 students, totaling \$535,581, for the Fall 2019 semester.**

➤ **Admissions**

- **Admissions has started delivering presentations for the 2019-2020 College Pathways program. This year, 14 Ocean County high schools are participating in the program, which is designed to support high school seniors with their transition to college through small group and one-on-one workshops. Prospective students and parents learn about OCC programs and how to complete an OCC application, after which they are invited to the campus to register to become students at the end of their senior year. To date, Admissions has delivered nearly 100 presentations to over 2,000 high school seniors and hundreds of parents at 10 of the 14 partner high schools. The remaining high schools will be given this presentation in the next few weeks. Additional presentations on financial aid and literacy and the FAFSA are scheduled throughout the year.**

The 14 partner high schools include:

Barnegat	Lakewood
Brick Township	Manchester Township
Brick Memorial	Pinelands Regional
Central Regional	Point Pleasant Borough
Jackson Liberty	Toms River East
Jackson Memorial	Toms River North
Lacey Township	Toms River South

As a result of a successful 2018-2019 College Pathways program to 12 partner high schools, among other initiatives, 144 more Ocean County high school graduates have been enrolled in Fall 2019 as compared to Fall 2018. This increase comes despite 87 fewer graduating Ocean County seniors

in 2019 compared to 2018. Presently, we have yields of over 30% from 9 county high schools as compared to 5 in 2018. The average yield is 3.03% larger than at the same time last year.

➤ **The HUB**

During August, the busiest month of the year, the HUB performed over 2,600 transactions at its front desk, which were tracked through the new queue system, QLess. The average service time was 4.47 minutes, which is within the transaction goal range of 3 to 5 minutes.

The HUB is currently working on enrollment campaigns for the rest of Fall reporting term, with focus on CCOG, non-degree and visiting students, and part-time degree-seekers. The HUB will continue to rely on email and text campaigns in conjunction with heavy phone campaigns to, hopefully, increase enrollment.

➤ **Southern Education Center**

The Southern Education Center opened for the Fall 2019 semester with a few additions and modifications with the goal of expanding the opportunities, services, and programs to students residing in southern Ocean County. Additional courses, not offered in the past few Fall semesters, were made available, and 114 students enrolled in them. The Student Services Office has had an increase in the number of walk-in students seeking guidance in areas such as course and degree advisement, financial aid, registration, and general assistance. Student IDs are now available at the SEC. As the result of student feedback, one classroom has been converted from individual student desks to tables and chairs. Students are praising the refurbishment as professional and comfortable.

An SEC Canvas page was developed to allow for the distribution of important information and messaging to the students. Additionally, an electronic sign board has been installed at the entry door to further deliver SEC-based happenings and information. Student Life, in collaboration with SEC staff, conducted a Welcome Pizza Lunch for students last week.

➤ **Student Support Services**

In 2018-2019, 26 Student Support Services (SSS) participants graduated from OCC with associate degrees; 23 of the graduates transferred to four-year institutions to pursue bachelor's degrees.

Academic year 2019-2020 begins Year 5 of a five-year grant cycle, and SSS started strong. Ms. Alexis Lopez, SSS Technician, began presenting ten-minute information sessions in developmental math and English classes to recruit new participants. In only five days, SSS received 59 prescreening forms from students. The staff is currently reviewing the forms and will reach out to potential participants to fill 44 available openings.

➤ **Counseling Center**

➤ The Counseling Center has been busy with events recognizing September as Suicide Prevention month. Information about mental health and suicide prevention resources was distributed to students in compliance with the New Jersey Madison Holleran Act. The powerful display, In Their Shoes, was on the campus mall on September 9, 2019. The campus community viewed 277 pairs of shoes, representing the number of New Jersey youth, ages 10 – 24, who took their lives in a three-year period. A presentation was hosted on mental health and college students, featuring a speaker from Minding Your Mind at 12:30 p.m., on September 24, 2019. A fourth

session of Question, Persuade, and Refer (QPR) training by the New Jersey Division of Mental Health and Addiction Services is scheduled for Thursday, September 26, 2019. Over 100 OCC and Kean-Ocean students, faculty, and staff have attended this training this year.

- **Ms. Kelly Petrolis, Part-Time Student Intervention Specialist, presented Managing Your Stress during Your Transition to College at the New Student Launch. The new intervention program for academically at-risk students with probation status, Restore Your Score (RYS), began this fall. This program includes scheduled contacts with a counselor, development of a plan to address students' concerns and issues, participation in identified seminars on student success and career planning, and regular follow-up during the semester. A Canvas course was set up for communication and information-sharing with RYS students. The Counseling Center is working with Institutional Research on a pilot project this semester, involving 128 students randomly assigned to either a control group or an intervention group.**

Counselors are conducting seminars twice a week on topics related to wellness, such as transitioning to college, managing stress, anxiety, depression, self-care, and ways to relax and recharge. These seminars are addressing the most reported challenges students experience in college and the primary reasons for students to visit the Counseling Center.

- **The Displaced Homemakers Program has 22 new clients for this funding year. Five clients are enrolled in Continuing and Professional Education programs – Medical Assistant, Veterinary Assistant, Certified Electronic Health Record Specialist, and Graphic Design. Eleven clients are enrolled in the Fall 2019 semester for 106 credits; three are enrolled in Kean-Ocean after completing OCC associate degrees. On Monday, September 23, 2019, the first all-day training was conducted, facilitated by consultant and adjunct instructor Kathy DiMario, MA. The Program has increased its social media presence with the assistance of College Relations.**

Finance and Administration

- **The Accounting Department is undergoing a reorganization that was prompted by the retirement of the Controller on October 1, 2019. Three key positions, Controller, Director of Financial Reporting, and Bursar, will be filled through internal promotion. While head count will not be reduced through the reorganization, budget savings will be accomplished by initiating a new hire at the Accountant level, rather than the Controller level. This is possible due to efforts made over the past year to cross train staff as well as efficiencies established through process review.**
- **Ms. Jan Kirsten, Executive Director of College Relations, has been selected by the National Council for Marketing and Public Relations (NCMPR) as the 2019 District 1 Communicator of the Year. NCMPR presents an annual award in each of its seven districts to an individual who has demonstrated special leadership and ability in the areas of college marketing and communications.**

The award will be presented at the District 1 Awards Luncheon during NCMPR's conference in Providence, Rhode Island, which will take place from November 11 to 13, 2019. Ms. Kirsten will then become one of seven finalists for the National Communicator of the Year Award.

Congratulations are extended to Ms. Kirsten for being selected for this prestigious award.

- **On August 15, 2019, a meeting was held to review the financial model for the American Community College in Egypt program. The model was developed by Ms. Sara Winchester, Executive Vice President of Finance and Administration, and was shared with a variety of staff to increase**

awareness of the scope and scale of the program and the projected financial impact on the College. The model was built with flexibility in mind, to allow for changes as the program is implemented.

- On September 11, 2019, a meeting was held with a representative of Connor Strong, the College's insurance broker. The focus of the meeting was cybersecurity, and members of the OCC IT team attended to learn about the coverage provided by the College's insurance policy. In addition, various prevention methods were discussed as well as the tools available to the College through School Alliance Insurance Coverage Fund (SAIF). Mr. Alfred Kirk will attend the Business and Finance Committee meeting in November to review all of OCC's insurance policies, including cyber coverage.
- At Thursday's meeting, a number of revisions to Policy #5300, Students, Tuition and Fees, will be recommended to the Board for approval. The changes are as follows:
 - Removing the 12 credit limitation for Jump Start students. With the implementation of the Performing Arts Academy and other academies on the OCC campus, high school students will be permitted to take more than 12 credits per semester while still in high school.
 - Updating the rules for the use of Unemployment Waivers through the State workforce development program.
 - Removing the Cap and Gown fee from the College policy. Students pay the Cap and Gown fee directly to Barnes & Noble.

Ocean County College Foundation

- The following events are being offered by the OCC Foundation as part of the Blauvelt Speaker Series, which is funded in part by the generosity of the late Bradford Thomas and Eleanor G. Blauvelt and the Wintrode Family Foundation:
 - This past year, the Grand Canyon celebrated its 100th anniversary since its designation as a national park. The OCC Foundation is presenting National Geographic Live! Between River and Rim: Hiking the Grand Canyon on Thursday, October 3, 2019, at 2:00 p.m. in the Grunin Center Theatre. At this event, Mr. Kevin Fedarko, a writer by profession, will discuss his 750 mile hike of the entire length of the Grand Canyon National Park.
 - Bestselling author of The World is Flat and New York Times foreign columnist Thomas L. Friedman will be at the Grunin Center Theatre on Wednesday, November 6, 2019, at 6:00 p.m. Mr. Friedman is renowned for his direct reporting and accessible analysis of complex issues shaping the world. Winner of three Pulitzer Prizes, he has been described as "the country's best newspaper columnist."

If you are interested in attending either of these presentations, Blauvelt Speaker Series tickets are available through the Grunin Center.

- The Foundation's 18th Annual Golf Classic is scheduled for Tuesday, October 15, 2019, at the Pine Barrens Golf Club in Jackson, New Jersey. Registration and brunch begin at 9:30 a.m., as does the use of the Driving Range until 11:00 a.m., at which time the Shotgun Start occurs. Following an afternoon of golf, an Awards and Cocktail Reception will take place at 4:00 p.m.

In addition to playing in the Golf Classic, many sponsorship opportunities are available. All proceeds from the outing benefit the mission of the OCC Foundation.

➤ **Continuing and Professional Education**

➤ **Healthcare**

- Continuing and Professional Education Healthcare programs have enrolled 205 students for the Fall 2019 semester.
- Students enrolled in CPE summer Medical Billing and Coding Specialist and Certified Clinical Medical Assistant courses achieved a 100% passing rate on all national credentialing exams.
- This fall, ten Certified Clinical Medical Assistant students received tuition assistance via substantial OCC Foundation Scholarship funds made possible by the Hovnanian Foundation. During training, students are placed at area physicians' offices or health care facilities, where they will gain real world experience and continue to refine their new clinical skills. With the help of our Career Pathways Coordinator, scholarship students have excellent prospects for immediate employment upon program completion.

➤ **Business Engagement**

CPE's Business Engagement continues work with local employers and their staffs, including:

- Nine Civil Service Test dates
- Six Law Enforcement Exams (3,000+ candidates over six Saturdays)
- Two Ocean Township employee trainings (Excel 1 and 2)
- Seven employee training dates for Allies, Inc., an organization that provides housing and assistance for disabled individuals

➤ **Work Readiness**

The first year of Work-Related Activity Providers (WRAP) Grant funding is coming to a close on September 30, 2019. The \$300,000 WRAP Grant, funded through Ocean County Human Services, helped the Ocean County Achievement Center fund activities and resources to 64 eligible at-risk youth participants, who accomplished the following:

- 32 High School Equivalency Diplomas awarded
- 9 participants retained as full-time OCC students, 3 of whom took the Student Success course, with 4 additional participants accepted, potentially enrolling in Spring 2020
- 1 enrolled in the CPE Veterinarian Assistant Training Program
- 50 participants completed the Career Exploration Work Readiness course, finishing with multiple, employable industry-valued credentials

➤ **College Relations**

- College Relations partnered with Ms. Ilene Cohen, Executive Director of Athletics, and Mr. Kevin Byrne, Technical Coordinator for Athletics, to begin the school year with new marketing pieces, including recruitment brochures, newsletters, coach and student athlete handbooks, and fall sports schedules for the OCC Vikings. This effort is designed to attract

new and returning students into OCC's expanding athletics programs, promote the teams' upcoming games to the larger Ocean County community, and to celebrate the successes of student athletes, both on and off the field. One of these pieces, the OCC Vikings Year in Review, can be viewed here:

https://www.occvikings.com/multimedia/Athletics_newsletter_August_2019_Year_in_Review_Online.pdf

- **College Relations and Mr. Ryan Luurtsema, Coordinator for the Veteran and Military Resource Center (VMRC), together developed marketing materials for year-round publications available on the Joint Base in Lakehurst and many other bases nationwide. The advertisements tout OCC's new VMRC, the College's dedicated services for military veterans and service members and their families and distance learning programs that can be completed by active duty military members. The ad can be viewed here:**

https://oceance-my.sharepoint.com/:b/g/personal/kcupples_ocean_edu/EWeCa5xWCm9FmWYhT0P6mWUBecUV0omDOkeZkgRzxK_7PA?e=b0eLme

- **Alumni**

The College and the OCC Foundation recently partnered on an investment in a database system, Blackbaud Raiser's Edge, to house all alumni, donor, and a variety of other constituent and prospect records. This centralized system allows for streamlined communication and promotion of alumni, donor, and other college-related events and programs while focusing on tracking and coordinating cultivation efforts. This is possible due to close collaboration with IT to import alumni information throughout the year, the Foundation's consistent activity tracking, the data integrity efforts of the Alumni team, as well as the work of the Finance Office to track and record revenue raised from the constituents in this database. Moving forward, this joint venture will improve donor tracking and communication and support new initiatives.

A brief overview of the system will be presented Thursday by Ms. Jan Kirsten, Executive Director of College Relations; Ms. Kimberly Maloney, Director of Alumni and Advancement; and Mr. Ken Malagiere, Executive Director of the OCC Foundation. Their presentation will review how the system works, the data that can be tracked and analyzed, and the benefits to all of the constituents.

- **Human Resources**

- **Opportunities continue to be offered to employees for developing new skills; the most recent sessions were Excel Advanced, Ocean Way Training, Word Advanced, and Search Committee training. Upcoming training offerings include Workplace Success – Eight Key Skills You Need, Recognizing and Preventing Burnout, Managing One > One Performance, and Excel Introduction. These trainings support Strategy #5, to “create a highly effective, challenging, supportive, and sustainable work environment.”**
- **Ocean Way Summit meetings were held during Spring with the Leadership Academy Cohort 1 members, facilitators of the individual courses, and Human Resources. As a result of these meetings, the following changes to the program were implemented:**

- The **program introduction** was formalized to ensure messaging and content are consistent, including the mission, vision, and strategies.
- The **Ocean Way module** was revised, and new facilitators are Mr. Sean Bips, College Lecturer II in Hospitality, Recreation, and Tourism Management, and Ms. Jan Kirsten.
- A new module was added, **First Things First: The Importance of a Civil Environment and Ethical Conduct at OCC**, which will be facilitated by Ms. Tracey Donaldson, Assistant Vice President of Human Resources.
- The module for **Customer Service: It's Everyone's Job!** was updated. New facilitators are Ms. Sheena Hartigan, Director of Enrollment Services, and Ms. Kate Mohr, Assistant Director of Enrollment Services.
- **Participant Guides and Customer Service Standards booklets** have been updated.

The first Ocean Way training for FY2020 was held in August. A total of 50 participants attended, the majority of whom were College Lecturers. Based upon survey results, the new and improved program was well received. To date, there are 231 Ocean Way graduates.

The training is reaping positive results. Anecdotally, after the August training, two students, on separate occasions, were walked to the HUB by professors. The professors stated they knew to bring the students to the HUB because of the recent Ocean Way training. The HUB was able to help each student with their particular issue and keep them enrolled at OCC.

Additionally, the Fall 2016 Noel Levitz Student Satisfaction Inventory indicated students felt that customer service at OCC needed improvement. Efforts were initiated to improve service to students, including the development of The Ocean Way. The impact of The Ocean Way training program and the 231 graduates can be seen in the Fall 2018 Noel Levitz Student Satisfaction Inventory results. In fact, improved student satisfaction was observed in 96.5% of the statements when comparing Fall 2016 results to Fall 2018.

➤ The Jay and Linda Grunin Center for the Arts

- Early this month, the Governor announced that New Jersey is the first and only state wherein 100% of students in K-12 public schools have access to Arts Education. New initiatives are being explored to provide greater access to high quality arts education programs for Ocean County public school students.
- The Grunin Center is excited to receive two grants, one from the National Endowment for the Arts (\$10,000) and the other from the New Jersey State Council for the Arts (\$12,750) to bring mobile and visual artist Kevin Reese to New Jersey for two weeks in Fall 2019 and three weeks in the Spring 2020 to create a program called Mobilizing Our Community.

In the Fall, Mr. Reese will be meeting with students from several schools to create miniature mobiles called "maquettes." In the spring, he will work with students throughout the southern part of New Jersey. Students will be creating large-scale mobiles from 3 to 6 feet in diameter to be displayed at local businesses, service organizations, and schools.

Appreciation is expressed to our current sponsors and partners for the Mobilizing Our Community program: OceanFirst Bank, Matus Law Group, The Days Hotel, Appel Farm,

OCC Student Life, Causeway Ford, Southern Ocean Chamber of Commerce, and the For Art's Sake Fund (OCC Foundation). Through their support, the College is able to bring this arts education program to students who are unable to participate due to economic barriers and geographic limitations.

At Thursday's Board meeting, Mr. Mark Wilson, Director of Cultural Affairs, and Ms. Jaclyn Wood, Education and Community Engagement Coordinator, will provide additional information regarding the Mobilizing Our Community project.

➤ **Upcoming Fall shows include:**

- Savion Glover – Friday, October 4, 2019, at 8:00 p.m.
- 102 Years of Broadway with Neil Berg – Friday, October 11, 2019, at 8:00 p.m.
- Graham Nash – Sunday, October 13, 2019, at 7:30 p.m.
- An Evening with Cowboy Junkies – Thursday, November 7, 2019, at 7:30 p.m.
- Max Weinberg's Jukebox – Friday, November 22, 2019, at 8:00 p.m.
- The Ten Tenors – Tuesday, November 26, 2019, at 7:00 p.m.
- Natalie MacMaster, A Celtic Family Christmas – Friday, December 6, 2019, at 8:00 p.m.
- Vienna Boys Choir – Wednesday, December 11, 2019, at 7:00 p.m.

➤ **RWJ Barnabas Family Show highlights during the Fall include:**

- Pinkalicious – Saturday, October 12, 2019, at 1:00 p.m.
- Christmas Carol – Saturday, December 7, 2019, at 1:00 p.m.
- The Nutcracker – Saturday, December 14, 2019 at 1:00 p.m. and 4:00 p.m.
- Angelina Ballerina: The Very Merry Holiday Musical – Saturday, December 22, 2019, at 1:00 p.m. and 4:00 p.m.

➤ **Novins Planetarium**

- The four shows for Laser Queen sold out in one day. Additional shows will be offered later this year.
- Ms. Cara Muscio, Planetarium Manager, and her team are currently working with the Toms River School District to bring all sixth grade students to the Novins Planetarium during the month of October.
- The staff is currently preparing for another sold out weekend of Harry Potter shows in September to celebrate Harry Potter's birthday.

➤ **Security**

In accordance with New Jersey Public Law 2015, Chapter 220, and College Policy #2332, Reporting of On-Campus Criminal and Fire Events, attached is the monthly statistics report of crimes, fires, and other emergencies on campus for the reporting period August 20, 2019, through September 10, 2019.

e-Learning and Learning Enterprises

➤ Instructional Design and Operations

The department has been busy supporting students and instructors with their Fall courses. Educational Technologist Eric Daniels is offering Fall 2019 Educational Technology Training Week from September 23 to 27, 2019. Instructors are encouraged to attend trainings to learn more about Canvas, Cengage, Pearson, Hands-on Labs, Turnitin, Smarthinking, and Rosetta Stone.

The self-paced version of the Online Instructor Training will begin October 8, 2019, prior to the anticipated January 2020 start.

➤ Egypt

Dr. Maysa Hayward, Assistant Vice President of International Programs, Mr. Hatem Akl, Interim Associate Vice President of e-Learning and Learning Enterprises, and I had a very productive visit to Egypt from September 4 to 15, 2019. Following is a summary of the key highlights of this visit.

➤ Existing OCC/Ain Shams/Kean Partnership

Cohort 4 recruitment is underway; to date, 32 students have confirmed their participation in Cohort 4. Workshops and training for Cohorts 1, 2, and 3 began on September 18, 2019.

➤ OCC/NJIT/Tatweer Partnership

This initiative is focused on establishing an OCC/NJIT campus in Future City in partnership with Tatweer Misr, a privately held investing group. Although the original start date was planned for Fall 2020, it now appears a more realistic date is Fall 2021.

In collaboration with NJIT, OCC has been working on a Middle States Branch Campus application as well as the International Branch Campus application required by the Egyptian government.

During our visit, we met with Dr. Ahmed Shalaby, CEO and Managing Director of Tatweer Misr, Ms. Dahlia Sherif, Tatweer Misr Vice President, and two architects, Ms. Dalia Zakaria and Mr. Mohamed Said. Outstanding issues related to the Middle States application were discussed, such as the location mailing address and the description and nature of the "first" building. Also discussed was Tatweer's readiness for an MOU signing in November; however, Tatweer responded it is awaiting a report from the Collier Group to complete the business plan so an MOU signing would probably occur in February 2020. Tatweer representatives will be visiting the U.S. to meet with NJIT and OCC on October 2, 2019.

➤ American Community College Project

The trip included a number of visits to the future sites of the American Community College in Egypt, including Ain Shams University, Helwan University, and Alexandria University. The Egyptian Cabinet decree is delayed, but recommendations were made by the Supreme Council of Universities (SCU), the Higher Education accrediting body in Egypt, to begin offering the American Community College curriculum in the form of Special Programs within the Governmental Universities using a 2+1+1 model with an American senior institution, similar

to the OCC/Ain Shams/Kean Program wherein OCC delivers the first two years of the four-year degree, the Egyptian host university teaches the third-year curriculum, and an American affiliate university delivers the fourth-year curriculum. The student, after four years, will achieve three degrees, an associate degree from OCC, a bachelor of arts degree from the Egyptian host university, and a bachelor of arts degree from an American affiliate university.

➤ **Badr University in Cairo**

In August, Dr. Hasan El Kalla, Chair of the Board of Trustees for Badr University in Cairo (BUC), visited OCC to discuss potential collaboration options. While in Egypt, we visited BUC to continue those discussions. BUC is a private university owned by a holding company named “Cairo Investment and Real Estate Development,” publicly traded with the stock symbol “CIRA.” BUC, which opened in 2013, now has 10,000 students. It will continue expanding very quickly as a result of receiving approvals from the Egyptian accrediting authorities to establish seven new schools (faculties) this September.

OCC’s team was warmly welcomed by the BUC administration and Board Chair Dr. Hassan El Kalla. Meetings were held with Dr. Mostafa Kamal, President of BUC; Dr. Ashraf Ghaleb, Vice President for Post Graduate Studies, Scientific Research, and International Affairs; and all school deans. Discussions included the role of the Community College, OCC’s history, as well as our efforts in Egypt to date. Dr. Ashraf Ghaleb presented the mission and vision of BUC and its brief but very successful history, after which all of BUC’s deans presented their views of the OCC/BUC collaboration. At the end of the meeting, Dr. Mostafa Kamal and I signed an MOU to formalize the collaboration.

➤ **New OCC Employment in Egypt**

With assistance from OCC’s legal services provider in Egypt, Hegazy and Associates, OCC filled the first two positions in Egypt.

➤ **Additional Important Meetings in Egypt**

- Dr. Abd El Wahab Ezzat and Dr. Hussein Eissa, past Presidents of Ain Shams University
- Dr. Mahmoud El Mitiny, Current President of Ain Shams University
- Dr. Esam El Kordy, President of Alexandria University
- Dr. Maged Negm, President of Helwan University
- Dr. Abdul Aziz Qansua, Governor of Alexandria
- Ambassador Francis J. Ricciardone ,Jr., President of American University in Cairo
- Ms. Sherry Carlin, USAID Mission Director in Egypt
- General Khalid Said, Director of ACA in Alexandria

Required Reporting Statistics
Board of Trustees Meeting
September 26, 2019

The following has been prepared for presentation to the Ocean County College Board of Trustees, for its regular meeting. This report consists of all offenses defined as reportable crimes under the federal Jeanne Clery Act, fires, and other emergencies which occurred on campus during the reporting period of August 19, 2019 through September 10, 2019.

1. A count and classification of all criminal incidents (defined as reportable crimes under the federal Jeanne Clery Act) which occurred on campus and which were recorded by campus security, campus security authority (CSA) or local police departments.			
Date	Crime	Summary	Status
Occurred: September 5, 2019 Reported: September 5, 2019	Verbal Dispute	A male and female who once had a dating relationship were observed in a loud argument on the mall by the Russell building and Larson Student Center.	Referred to TRPD and Student Affairs.
Occurred: September 5, 2019 Reported: September 5, 2019	Illegal Weapons Possession	A student was observed by an OCC employee in the area of the Black Box Theater flipping a locking blade knife open and closed.	Ocean County College policy violation. Referred to Student Conduct.
2. A list of campus alerts, threats, or emergencies which occurred on campus.			
Date	Alert/Threat	Summary	Status
N/A	None		
3. A count and classification of all fire incidents which occurred on campus and which were recorded by campus security and local fire departments.			
Date	Fire Incident	Summary	Status
N/A	NONE		

Respectfully submitted,

John Lopez

John Lopez

Director of College Safety & Security

Ocean County College

Year-End Review

Charting our New Course: June 2019

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STRATEGY #2: Develop and Leverage Resilience: Face to Face

Overall Progress and Annual Highlights:

Arts and Humanities

- Developed Options in English and History for the Liberal Arts Associate Degree
- Developed several new courses in English and Humanities areas
- Developed Video Production Certificate and Photography Certificate
- The Arts on Campus project moved forward with permanent student exhibits in the Instructional Building and the Technology Building
- Created a community and student piano concert series as well as a dance repertory series
- Implemented Multiple Measures for English Placement
- Pursuing Dance articulations with Montclair, Stockton, and Rutgers
- Pursuing Music articulations with Montclair and Stockton
- Pursuing Communication articulation with Monmouth

Business and Social Sciences

- Attainment of Bloomberg Certification by 65 students since opening the Business Lab in FY2018
- Completion of an AS degree in Social Work
- Completion of an AA Liberal Arts degree with a concentration in Education
- Completion of an AA Liberal Arts degree with a concentration in Psychology
- Development of an AS Business degree with an option in Supply Chain Management, including creation of three supply chain management courses
- Approval of a rubric for an AS in Accounting
- Completed draft of program announcement for an AS in Exercise Science
- Pursuing articulation agreements with Rutgers, Georgian Court, Monmouth, and Stockton in Social Work
- Pursuing articulation agreements with New Jersey City University in Business and Criminal Justice
- Sponsored a “Sink or Swim Competition,” along with the School of STEM to inspire entrepreneurial initiatives by students
- Sponsored annual Addictions Summit

Nursing and Health Sciences

- Collaborating with Kean University to develop a 3+1 BSN Program. Currently working on the application required to submit to the NJ Board of Nursing for permission to develop a nursing program
- Developing an AAS in Health Sciences. At this time attempting to obtain a consultant to review the program

- Collaborating with the NJ Innovation Institute to determine potential health care programs that may be developed to meet the educational and health care needs of the community
- The Associate Director of Kean Ocean Nursing began employment in May 2019 and has been collaborating with the Dean of Nursing and Health Sciences at OCC to develop a 3 + 1 BSN program
- Kean University is the only formal articulation for nursing at OCC. Students can select to attend other programs to attain a BSN

STEM

- Collaborating with NJIT on programs in engineering technology
- Working with school districts in Ocean County for design of STEM academy
- Developing several grant proposals, including Advanced Technology Education, for funding for new programs in STEM
- Developing new program in Biology
- Developing new program in Chemistry

Issues:

None

STRATEGY #2: Develop and Leverage Resilience: e-Learning & Learning Enterprises

See Strategy 6 narrative

STRATEGY #2: Develop and Leverage Resilience: CPE

Overall Progress:

Since the mid-year update there have been several areas of progress in non-credit programming. The progress can be categorized as follows:

Strengthen Non-credit Partnerships

The department of Continuing & Professional Education continues to develop and strengthen partnerships with business and industry, community organizations, local vendors and other academic institutions. The following new and continuing partnerships warrant highlighting:

Scaling Apprenticeship Through Sector-Based Strategies Grant: Last year, CPE was involved in the proposal and project preparation, this year a consortium of 15 New Jersey community colleges will begin the planning and implementation of the USDOL-funded Apprenticeship Grant. The grant focuses on entry-level allied health training programs with career growth opportunities via career pathways. At OCC, Pharmacy Technician and

Certified Clinical Medical Assistant programs will be matched with local employers. This consortium grant will span four years and fund \$12,000,000.00 of apprenticeship-related consortium activities throughout New Jersey.

Ocean County Achievement Center: Hosted on campus through the CPE Department and engaging more than 20 local service agencies (including OC PIC. Inc., OC Workforce Development Board, NJ Mental Health Associates, Waters & Sims, Rutgers University, etc.), the Center serves as a county service hub for out-of-school youth, ages 16-24. The focus is on individualized plans to reengage youth in positive career and educational goals. Over the past year, this collaborative program has served over 70 at-risk youth.

Work Related Activities Provider (WRAP) Grant: Funded by the OC Department of Human Services last year for \$300,000.00, and next year expanded to \$450,000.00 annually, this program engages out of school youth with resources and programs planned and made available through the Ocean County Achievement Center. Activities emphasize career exploration, industry-valued credential attainment, leadership skills development, experiential learning, mentoring, job shadowing, and college readiness.

Create Pathways - Non-credit to Credit

Internal articulation agreements exist in non-credit healthcare and computer science programs (System Administrator Certificate), where students can earn in-demand industry credentials with CPE, and then move to degree-seeking students with a credit evaluation of their proven competencies (after passing credentialing exams). Additional career/credit pathways are being explored, and should be expanded with the addition of degree programs like Health Sciences, which allows for stackable credentials.

CPE staff continue to navigate students towards continued education and associates degrees at OCC. This year we have added a variety of recognition/graduation events for students and instructors, and have included Admissions, resources, and executive leadership when possible.

New & Revised Non-credit Programs

Allied Health – Additional sections of in-demand programs have been added, in addition to developing:

A new Paramedic Science Program to roll out Spring 2020. A Paramedic Program Manager search has begun. EMT continuing education is offered by CPE, and will serve as a pipeline of potential students.

A new Apprenticeship Grant will begin in Fall 2020 and focus on entry-level allied health positions with career growth potential. In Spring 2021, students interested in training as Pharmacy Technicians and Certified Clinical Medical Assistants will be eligible for apprenticing with local employers.

Business & Technology - A new trio of HR courses will be offered in the Fall (Management Fundamentals, Legal Issues, and Retention, Engagement, Reward and Recognition). In addition, Legal Office Assistant program will be offered. A modified,

intensive Entrepreneurship Certification is being developed to market to traditional and non-traditional students, including High School students and 'encore career' seekers. A Python Programming Certificate has been developed, new this Fall.

CPE Online – Hybrid Child Development Associate (CDA) Credential is new program with a modified format and delivery mode, developed in conjunction with e-learning, to better train best practices in early childhood education. *Self-paced Language Skills* non-credit course in introductory language skills development targets travelers and life-long learners, and utilizes Rosetta Stone software.

Issues:

Need to Expand High School Equivalency Prep, Testing, and Bridge to Credit: Over the past year, Goodwill Industries, Inc., has partnered with the CPE Department to offer HSE prep. The Goodwill HELMS Academy functions under the CPE Department, and is open to students, ages 16-24, seeking their HS diploma daily, from 9am-4pm. Currently, Goodwill covers the cost of the staff facilitator, and our graduating students have proven to be high achievers, finishing with high scores. Expansion of the program should include OCC staffing of an academic skills lab, and offering evening options for adult learners. Enhancing the program would strengthen the upcoming DOE Title II ABE Grant proposal.

Need to Offer Credit Bridge English Program to ESL Learners: CPE partners with UCEDA, Inc. to offer high quality ESL programming on campus. However, proficiency in understanding and speaking English may not translate to reading comprehension and essay writing skills necessary to be successful in college level English. New course(s) offered in this area will attract/retain a new market.

Annual Highlights

New Grant Funds

- Scaling Apprenticeship Grant – part of \$12mil NJCC Healthcare consortium funded by DOL.
- Work Related Activities Providers (WRAP) Grant - \$450,000.00 annually to serve 75 youth.

New Programs

- Paramedic Science – after a five year hiatus, Paramedic is coming back to OCC in Spring 2020.
- Career Exploration Work Readiness – 5 week training program focused on in-demand industries.

STRATEGY #3: Strengthen Leadership at All Levels

Overall Progress:

The College continues to make significant progress in Strategy #3 - “Strengthen Leadership at all Levels.

3.1 a and 3.1 c: Define a succession plan and develop a Leadership Academy to assure the continuing development of Ocean’s leaders at all levels.

The President’s Leadership Team has suspended the Leadership Academy for the 2019/20 year citing a need to develop readiness in potential participants. It was recognized that many managers lack some operational and staff management skills which needs to be addressed first.

Additionally, the Leadership Academy programming may need some adjustments. The project assignment in particular needs to be reviewed and perhaps revised.

More information on the succession planning initiative is covered under the “Responses” section at the end of this report.

3.2: Improve the current annual employee assessment process and enhance leadership capacity at each organizational level.

The Performance Management module has now been in use for a full performance cycle. The quality of appraisals and performance plans is improving, however timely completion remains a significant issue. This may be problematic for an annual merit increase program and further discussion needs to occur around the timing of appraisals and/or what actually needs to be appraised for purposes of awarding merit increases.

The module is being mined for data related to development and training needs, serving as the framework for individual and campus-wide training programs. A bona fide learning management or talent management system is needed to assess needs and results, as well as provide career planning tools/records.

Training and development opportunities exist for all employees and are advertised through an electronic training catalog which is now issued on a semester basis. While there is work remaining to formalize the Management Institute, plenty of training geared towards improving managers’ skills is available. In addition to the scheduled training, sessions can be requested and provided to groups and/or individuals.

3.3: Improve socialization within the OCC community through multiple mechanisms.

Ample *opportunities* exist for employee socialization. Going forward, efforts will be made to encourage more cross-departmental conversation and discussion. Employees tend to come to these events with colleagues and stay close to their group.

Responses to Questions/Recommendations from FY2019 Mid-Year Update Report

In response to the Guiding Coalition's question regarding the Succession Planning process, this Strategy Owner would recommend that a Succession Planning process is a strategy to be tackled in the upcoming Strategic Plan, assuming all other foundational policies, programs, tools and resources are in place. The purchase of a Talent Management or LMS module will also be important to make this a manageable process.

***See further notes below.*

In response to recommendations made by the Guiding Coalition, this Strategy Owner offers the following:

Strategy 3.2 A – suggested revisions/corrections made

Strategy 3.1 A - "Create a cross-departmental mentorship program". The response to this is similar to the one addressing the Succession Planning initiative. Because programs like these help employees to move up or gain other advancement opportunities, care must be taken to ensure equity in access to the programs. For this reason, this Strategy Owner recommends that, assuming all other foundational policies, programs, tools and resources are in place, initiatives such as Succession Planning and Mentoring programs are considered for the next Strategic Plan. As stated above, a Talent Management or LMS tool of some kind will be important for ensuring success in these next-level initiatives.

Strategy 3.3 – **"Create opportunities to bring employees in similar positions..."**

This will be looked into further as it seems easily do-able. One such opportunity is coming up this fall in the form of eight sessions to discuss David Cottrell's book "Monday Morning Leadership". This first course is filled, but may serve as a base to consider and format other ways to socialize/support/learn.

Issues:

Timely completion of annual performance appraisals is a problem, especially if appraisal results will guide merit increases. Potential solutions are being discussed.

Highlights:

The W.O.W. (Winning the Ocean Way) award program was launched in mid-September 2018. This program is designed to allow for speedy recognition of employee behaviors and actions that exemplify the tenants of The Ocean Way. At year end, and the expiration of the program, close to 100 awards were distributed. A celebratory reception is being held in recipients' honor on July 18.

Strategy #4: Understanding Stakeholder Needs

Overall Progress:

Three suggestions were made in the mid-year report, though none were discussed in depth at the meeting in February. The first suggestion stated that there should be a clearer vision of who the stakeholders are and how each group could be reached. The stakeholders were defined by the Strategy 4 working group during the plan's implementation and are broken down into primary and secondary groups; Strategy 4 has been focused on assessing the needs of the primary groups. Many of the stakeholders identified in the secondary group will be included in focus groups during the development of the next strategic plan; this will take place in FY2020.

The next two suggestions included involving student life to solicit more student responses and to include more adjunct faculty input. IR works with appropriate offices to market student surveys but cannot rely on student life to market to clubs as this would skew the population of students taking the surveys; however, IR does work with student life and participates in Spring Day to solicit student responses for the Graduate Exit Survey. In regards to soliciting more adjunct feedback, feedback surveys (survey in 2017 and suggestion box in 2019) have always included adjunct faculty.

Strategy 4 has continued to see progress made on understanding and meeting the needs of stakeholders. Two of the main projects discussed in the mid-year review included the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) and the Advising Pilot. Work continued on the analysis of the SSI data in spring 2019 including gathering feedback on additional analysis from appropriate offices and holding focus groups. As seen in prior years, it remains difficult to solicit student participation in focus groups. Students were sampled and contacted; invitations included background information on purpose and the inclusion of a free pizza lunch. IR made sure to sample students whose schedules fit the time slots available.

Two focus groups were held on the main campus (5 students in first, 3 in second) and one was held at the SEC (3). One of the focus groups held at the Main Campus will be excluded from the results as several of the students did not show and those that did arrived significantly late. Due to the low response, one general education class was included in the focus group (8 students); students remained in class and participated in the focus group. Focus groups have been fully transcribed and the additional data analysis is almost complete. While the report was slated to be complete in spring 2019, the IR office saw an increase in the volume and complexity of data requests; therefore the report has been delayed and is anticipated to be complete in July. The IR staff will be presenting findings at the student affairs divisional meeting on August 2.

The advising pilot has completed its third semester and first full academic year. The advising pilot was designed as the first stage in the implementation of a proactive advising model. The goals of this advising model include a focus on accessibility, accuracy and accountability; an improved student experience via a personal and sustained

connection to the institution; and an increase in student persistence and retention. The advising pilot is executed using Canvas as a tool to organize and administer advising. Campus staff are assigned on a voluntary basis to deliver proactive advising to small caseloads of students. The advising protocol is based on an established weekly communication plan, including six required touchpoints such as meetings with students and academic planning review. Faculty are also engaged in the utilization of Canvas to administer weekly advising communications, including five required touchpoints throughout the semester.

In spring 2019, 515 students were advised in the pilot. As of July 8, 2019, comparative data from the pilot group vs. a control group (new students) demonstrates a 4.6% higher retention rate for the fall cohort, and a 10.4% higher retention rate for the spring cohort, for students in the pilot from FA18 to FA19, and SP19 to FA19, respectively. A survey was also distributed to the pilot and a control group. The survey yielded a 28% higher response rate by the pilot group as compared to the control group, and showed that 86% of students in pilot strongly agreed or agreed that they were satisfied with their advising experience.

In fall 2019, advising will be working to integrate the proactive advising model into current practices. Five full-time advisors will be assigned 300 student caseloads, thereby increasing the students receiving proactive advising by over 1000 students. These advisors will maintain the existing protocol and communication plan, along with additional required measures for connecting with students. Current staff advisors will also maintain their advising caseloads.

Issues:

- Low student participation in the focus groups; however, one general education class was included in the focus groups, thus increasing student participation. This approach will be considered when focus groups are needed in the future.

Annual Highlights

- In all twelve overarching themes in the SSI, OCC had a higher average satisfaction in the 2018 survey when compared to the 2016 survey
- Of 86 total statements on which satisfaction was assessed, only 3 statements had a lower satisfaction in 2018 when compared to 2016; however none of these were statistically significant.
- As of July 8, 2019, comparative data from the pilot group vs. a control group (new students) demonstrates a 4.6% higher retention rate for the fall cohort, and a 10.4% higher retention rate for the spring cohort, for students in the pilot from FA18 to FA19, and SP19 to FA19, respectively.
- A survey was distributed to the pilot and a control group for the Advising Pilot. The survey yielded a 28% higher response rate by the pilot group as compared to the control group, and showed that 86% of students in pilot strongly agreed or agreed that they were satisfied with their advising experience.

- In fall 2019, advising will be working to integrate the proactive advising model into current practices. Five full-time advisors will be assigned 300 student caseloads, thereby increasing the students receiving proactive advising by over 1000 students. These advisors will maintain the existing protocol and communication plan, along with additional required measures for connecting with students. Current staff advisors will also maintain their advising caseloads.

Strategy # 5: Create a Challenging, Supportive Work Environment

Overall Progress:

Overall Progress of the Strategy:

The College continues to make significant and steady progress in Strategy #5 - "Create a Challenging, Supportive Work Environment"

5.2a and 5.2b: 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 resource requirements.

HR has completed the process of standardizing minimum and preferred position requirements (to align internally and with market) and to revise position descriptions for the Non-Affiliated Hourly and most Administrative positions.

An Administrative Salary Structure was approved and will be included in Administrative Employee Handbook updates; the Non-Affiliated Hourly Salary Structure is in review now. Next steps include updating policies and procedures related to hiring and compensation programs and communicating all of these elements along with the more defined career pathing structure.

5.2c: Accurately track grievances and litigation.

OCC purchased Maxient, a web-based case management tool. Human Resources is using the tool for employee relations, discrimination/harassment and Title IX issues. Work remains in order to utilize the system more fully for grievances and other potential categories where easy records storage and retrieval is critical.

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.

The Performance Management module, now in place for a full performance cycle, is being utilized to identify/assess training needs. A Learning or Talent Management tool is needed to fully capture employee training records, costs, needs, etc. and determine if the four percent goal is being reached.

5.3C: New Hire Orientation

Changes were made to the New Hire Orientation component run by Human Resources. Work will continue to develop a wider orientation program that will encompass the campus community. A small, cross-campus task force will be formed this fall to begin next steps.

5.3D: Management Institute

There are now many training opportunities available for managers/supervisors that will support them in their daily management responsibilities. Over time, the Management Institute is intended to be developed into a full, multi-course program.

Responses to Questions/Recommendations from FY2019 Mid-Year Update Report

In response to the Guiding Coalition's questions in the FY2019 Mid-Year Update Report, this Strategy Owner offers the following:

5.1E: Canvas Training

Currently, there is no training project owner for Canvas, nor a contact for project/course management assigned. This is a topic for resolution of the IT Executive Council.

5.1F: Training for faculty and adjuncts on dealing with student behavior.

This training is available by request through the Office of Student Conduct (Eileen Buckle). The Code of Student Conduct offers details about infractions, process, and potential sanctions.

5.1G: In house online training

The Management Institute has not yet been developed online, and in fact, it is not yet determined whether the program will be fully online or a mix-match depending on the topics that will be covered. In many instances, Managers benefit from in person interaction and discussion with each other. A program that is wholly online may not deliver the best results. There is currently no timeline for an online Management Institute. This will likely not be reviewed until a Canvas project owner is identified.

5.1H: Academic Program Chair Development -

No update is available at this time.

Issues:

Encouraging employees and their managers to make time to participate in training opportunities should be an OCC goal.

Strategy 6: Leverage Collaboration, Partnership and Sharing

Overall Progress:

We continue to make great progress in the area of collaboration and partnerships.

On January 3rd, OCC signed a Memorandum of Understanding with Stockton University to strengthen the relationship between our two institutions and to offer multiple opportunities for our students to seamlessly pursue Associate's and Bachelor's degrees. We are pursuing similar Memorandum of understandings with both Montclair State University (MSU) and Thomas Edison State University (TESU).

We continue to strengthen our international partnerships, in Egypt, we signed a Memorandum of Understanding with NJIT and Tatweer Misr, a higher education operator to establish a private STEM-focused University in New Cairo. OCC and NJIT will follow a 2+2 model to deliver Technical programs in Engineering and Information Technology.

We are looking at potential partnership opportunities with L'viv Polytechnic National University, Ukraine. Initial talks are focusing on a 2+2 program in Business Administration.

We are in discussions with a few of our senior institution partners to offer 3+1 degree programs.

Issues:

- International partnerships require special efforts to navigate through cultural and language differences. And it take time to cultivate and develop these relationships.
- Additional resources needed to manage our growing partnership and collaboration list.

Annual Highlights:

- Egypt partnerships
 - American Community College project
 - The Egyptian Higher Education Ministry legal team approved the request to include the American Community College into the Egyptian Higher Education system; currently, we are awaiting a presidential decree by the Egyptian Prime Minister to start students' recruitment.
 - We added two additional host universities to the American Community College project; this brings the number of participating university to eleven governmental universities
 - The Supreme Council of Universities (the Egyptian accreditation body) approved fourteen programs to be taught in the American

- Community College system.
 - OCC/NJIT/TATWEER partnership
 - In March Dr. Larson signed a three-way MOU with NJIT and Tatweer Misr, a higher education operator to establish a private STEM focused University in New Cairo. OCC and NJIT will follow a 2+2 model to deliver Technical programs in Engineering and Information Technology. The private university is slated to start in the fall of 2020.
 - OCC/Ain Shams/ KEAN Business program
 - In February a team from Kean travelled to Egypt and met with our Ain Shams Cohort one Students and provided a series of orientation and workshops to prepare the students for the senior year at Kean.
 - 43 cohort one students received their Associate degree and are now enrolled in their senior year at Kean University.
 - 11 cohort one students came to NJ and attended their graduation ceremony this May, they also attended a four week immersion program at Kean University.
 - We are currently preparing for Cohort four intake
- ELearning continue to develop non-credit English as a Second Language (ESL) courses, these courses are a key component of our international efforts and to help many of our global students achieve the required Academic level of the English language.
 - Recently we developed the following English for specific purposes courses.
 - Professional Academic Skills,
 - English for Academic Purposes,
 - English for Mass Communication, and
 - English for Computer Science.
- UCEDA Institute remains a major CPE partner, and showcased our ESL student's hard work at a recent graduation ceremony including a Lakewood cohort. Discussions on how to better engage current and potential ESL students in Lakewood by OCC are ongoing.
- The Strategic Enrollment Management sub-committee in charge of partnerships, continue to meet regularly to discuss partnership and collaboration ideas.
- AJ Trump is leading discussions with WAWA, Inc., to investigate partnership opportunities to offer the WAWA employees educational opportunities.

STRATEGY #7: Continuous Improvement of Processes and Practices

Overall Progress:

Strategy #7 continues to embody the vision of creating an unparalleled educational experience, geared toward student success from enrollment to graduation and beyond. The ongoing cross-functional initiatives under Strategy #7 continues to follow the initial groundwork of the Student Success Experience. Launched in 2016, the SSE brought forth an awareness to review our procedures throughout the student services departments. To date, we continue to reevaluate and enhance the processes and practices as they relate to serving our students. This is evident through the reorganization and cross-training within the student services departments, including the expansion of the HUB. Working closely with Admissions on recruitment and retention initiatives, the HUB staff has achieved its goal of serving students with an efficient service time of under 5 minutes. Student services staff members are working together through a structured tier schedule, utilizing a queuing system (Q-Less). This creates efficient, streamlined student transactions that are reducing wait times and allowing individual departments to be more productive. These procedures and resources have been the driving force behind the new initiatives designed to change the way we onboard our students.

Creating the plan to simplify matriculation, in correlation with College Pathways, High School Registration days, and Express Enrollment Days, removed the barriers and reduced many of the restrictions that students previously faced when trying to enroll at OCC. All of these models have proven successful by allowing students to complete their entire enrollment process in one day or less. The High School Registration Days events facilitated the enrollment of nearly 600 students, while the College Pathways program allowed us to partner with 14 school districts.

In addition to the physical modalities that provide personalized service to our students, a new student mobile app was recently launched for students and staff. This engagement app allows users to learn about events, clubs and other services happening on campus including the ability for students to join clubs instantly. The technology will also allow participating departments to keep track of attendance, upcoming meetings, and RSVP for events & functions.

Aligning our existing methods with new resources will continue to advance our student-centered programs, services, and infrastructure, in support of the College's innovative mission.

Issues:

Although recruitment efforts have increased enrollment numbers, the declining retention rate of continuing degree-seeking students continues to be an issue. With the introduction of the Community College Opportunity Grant initiative in the Spring of 2019, the need is greater than ever to create a program to support students who enter OCC unprepared or

underprepared for college. Under the focus of Strategy 7, the SEM Retention Group introduced a new proposal to address this problem through an integrated program being piloted in Fall 2019. Progress will be monitored through the steps provided in the FY2020 Strategy 7 map.

The ongoing issue of office space is currently being addressed and has been partially resolved. Several departments have already relocated with plans being finalized to move EOF and Counseling. The new Student Services Building (The HUB) is on target for construction to begin in late Fall 2019.

Annual Highlights:

Multiple enrollment initiatives are flourishing across campus with Reggie at the forefront servicing our students 24 hours a day, 365 days a year. From September 2018 to April 2019, Reggie messaged 33,726 unique students and handled 98.4% of 16,106 incoming questions and messages, saving over approximately 264 hours of staff time.

OCC's Veterans and Military Resource Center, centrally located in the Larson Student Center, is operating under the direction of a new Veterans Coordinator. Several new plans will include recruitment activities in the community, outside support from Veterans and Military organizations and various special events, all providing invaluable support to our military students.

In an effort to engage the adults in our community, OCC has partnered with several businesses and community organizations such as, Wawa, Ocean's Harbor House, The Pines, 21 Plus, Inc., the Ocean County Library and the One Stop NJ Department of Labor and Workforce Development. Such partnerships will also serve as a recruitment tool for the non-traditional student.

The initiatives under Strategy 7 provide timely, accurate, and consistently accessible services to our students. We will continue to develop and refine these programs as we look forward to next year, with a goal of enrollment growth that prioritizes student development and empowerment.

STRATEGY #8: Leverage Information and Results to Monitor Outcomes and Strategy Achievement

Overall Progress:

Much work has been done to move strategy 8 forward, though there have been setbacks to some projects key to this strategy that have been beyond the control of the college. For example, the college's contact at EMSI, the tool used for program proposals and labor market analysis, changed and the college was without a contact for several months. This created a delay in additional training for the Analyst tool; however, analyst continues to be used to understand both the local and national marketplace.

In addition, the Informer 5 upgrade has been de-prioritized as IT has determined that the upgrade would entail close to an entire relaunch of the reporting system. Many features and setup from Informer 4 do not automatically migrate to the new version including much of the security, some report types, and some Colleague Database Mappings. In order to properly move from Informer 4 to Informer 5 at this time would require a re-implementation of most of the reports that we are utilizing. It is IT's opinion that the time and effort it would take to have a fully functional system as we do with Informer 4, along with retraining of staff on a vastly changed user interface would not outweigh the added feature that we get with Informer 5. IT has also verified with Entrinsik that Informer 4 has not yet had an end-of-life date set nor is one in sight. IT continues to keep informer 5 up to date and look for anticipated updates that will help in a future migration. Lastly, due to complications in the migration of data in the student module of Ellucian Analytics that Ellucian has been unable to resolve, the student module has been postponed. The college has moved forward with the Finance, Financial Aid, and HR modules.

Work continues on two projects that have been absorbed by the Data Governance Advisory Group: cataloging data sources and developing an Informer Report Catalog. More specifically, two fields have been added to the data sources catalog, though continued work is dependent on the roll-out of Ellucian Analytics to assess whether or not these data sources can be connected. In addition, an updated inventory of Informer reports has been created; next steps include establishing a data dictionary for informer fields so that standardized report descriptions can be developed.

Issues:

- The largest issue for Strategy 8 has been the implementation of Ellucian Analytics. IT has been conversing with Ellucian to remedy the known issues.

Annual Highlights:

- Self-service has been continually updated throughout the year creating a central location for employee information, records, and transactions. This includes tax forms and pay stubs and the ability to perform budget adjustments.

- Work continues on developing a searchable informer report catalog. Once security classes have been redefined, the working group will move forward with soliciting descriptions and creating key words that can be used in the catalog.

8/28/2019

Strategies for Success

FY 2019 Year-End Report



Submitted by the Guiding Coalition
OCEAN COUNTY COLLEGE

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Executive Summary

Substantial progress continues to be made across all eight strategies in FY2019 with notable accomplishments including:

- Scaling Apprenticeship Grant – part of \$12mil NJCC Healthcare consortium funded by DOL.
- Work Related Activities Providers (WRAP) Grant - \$450,000.00 annually to serve 75 youth (increase in grant of \$150,000 from FY2019).
- Completion of AS degree in Social Work and Liberal Arts with concentration in Education
- Reduction of credits across the board to 60, with the exception of Nursing.
- Paramedic Science – after a five year hiatus, Paramedic training is coming back to OCC in Spring 2020.
- Career Exploration Work Readiness – five week training program focused on in-demand industries.
- The W.O.W. (Winning the Ocean Way) award program recognizing employee behaviors/actions that exemplify the tenants of the Ocean Way ran from mid-September 2018 through June 2019. Close to 100 awards were distributed, and a July reception was held in recipients' honor.
- In all twelve overarching themes in the Student Satisfaction Inventory (SSI), OCC had a higher average satisfaction in the 2018 survey when compared to the 2016 survey.
- After successful results from the pilot program, advising will begin working to integrate the proactive advising model into current practices. Five full-time advisors will be assigned 300 student caseloads, thereby increasing the students receiving proactive advising by over 1,000 students.
- Partnerships are continuing to grow and be maintained such as UCEDA, the reinvention of the Academy of Lifelong Learning, and expansion of BHMT. There is also a lot of movement within the Egyptian partnerships.
- OCC/Ain Shams/ Kean Business program
 - 43 Cohort One students received their associate degree and are now enrolled in their senior year at Kean University. Eleven of which attended OCC's May graduation ceremony, and attended a four week immersion program at Kean University.
- Recently developed non-credit English as a Second Language (ESL) courses for specific purposes include:
 - Professional Academic Skills
 - English for Academic Purposes
 - English for Mass Communication
 - English for Computer Science
- Multiple enrollment initiatives are flourishing across campus with Reggie at the forefront servicing our students 24 hours a day, 365 days a year. From September 2018 to April 2019, Reggie messaged 33,726 unique students and handled 98.4% of 16,106 incoming questions and messages, saving over approximately 264 hours of staff time.
- Self-service has been continually updated throughout the year creating a central location for employee information, records, and transactions. This includes tax forms and pay stubs and the ability to perform budget adjustments.

Guiding Coalition Members

Review Team	FY2019	FY2020
1	Jackie D'Amore	Jackie D'Amore
1	Maureen Conlon	Anthony Jordan
2	Vijay Ramdeen	Vijay Ramdeen
2	Elizabeth Brierley	
2	Rob Marchie	Rob Marchie
3	Mark Wilson	Mark Wilson
3	Rosann Bar	Rosann Bar
3	Jackie D'Amore	Jackie D'Amore
4	Kara Lopes	Kathleen Higham
4	David Lansing	Julia Kim
4	Ken Malagiere	Ken Malagiere
5	Yessika Garcia-Guzman	Robbin Haynes
5	Alison Noone	Alison Noone
6	Anthony Jordan	Rachel Doss-Block
6	Maria Galindo	Maria Galindo
6	Aiza Nageeb	Aiza Nageeb
7	Dan Keiser	Jim Calamia
7	Heidi Sheridan	Megan Miskin
7	Janine Emma	Janine Emma
8	Britini Epstein	Maria Tchaplygin
8	Maureen Conlon	Anthony Jordan
8	Scott Royer	Mary Troy

Strategy Leaders

Strategy	Strategy Leader	Strategy	Strategy Leader
1 (Appendix B)	Matthew Kennedy	5	Tracey Donaldson
2	Kaitlin Everett, Joe Konopka, Hatem Akl	6	Hatem Akl
3	Tracey Donaldson	7	Jerry Racioppi
4	Alexa Beshara-Blauth/AJ Trump	8	Alexa Beshara-Blauth/Sean O'Leary

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"> The goal of sub-strategy 1.1 was achieved in 2015 via publication of Strategies for Success 2015- 2020: Strategic Plan. The implementation of sub-strategy 1.2 is an ongoing process. <ul style="list-style-type: none"> Individual Guiding Coalition members worked in teams to evaluate each Strategy's progress, identify gaps in sub-strategies, and make recommendations for each Strategy Leader to review. Guiding Coalition members participated equally in the review process. Progress in sub-strategy 1.3 includes the development of a communications sub-committee to implement our internal and external communications plan. <ul style="list-style-type: none"> Distribution of a bi-annual eNewsletter to members of the campus community including articles detailing Strategies for Success driven initiatives and employee accomplishments related to the strategies has been completed. Regarding sub-strategy 1.4, the Planning and Budgeting Council (PBC) was reactivated and revised in 2017 to align the formatting and processes with Strategies for Success. <ul style="list-style-type: none"> A Guiding Coalition Co-Chair will be a permanent member of the PBC. Regarding sub-strategy 1.5, the campus master plan was completed with many initiatives currently underway. Highlights include the building of a new Performing Arts Academy High School (PAA) on the College's campus. Sub-strategy 1.6 is an ongoing process led by Academic Affairs. 					

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.
	<ul style="list-style-type: none"> • As it appears we are making incredible progress in all, or mostly every strategy/sub-strategy. • New programming, new hires and re-invention of existing and oncoming partnerships are apparent. • Progress in each discipline is being made at a steady pace. • To date, the college and its departments are on track with its goals. • By mid-year 2019-2020, we hope to see completion of many of the remaining projects and initiatives. • Strategy 2.1b: Redefine relationship between College and Faculty: Completed and Continuing Progress. Meetings continue between the President and Vice President along with Faculty. • Strategy 2.2a: Strengthen Academic Credit partnerships: Continuing and Growing. <ul style="list-style-type: none"> Collaborating with NJIT on programs in engineering technology. Pursuing articulation agreements with Rutgers, Georgian Court, Monmouth, and Stockton in Social Work. Pursuing articulation agreements with New Jersey City University in Business and Criminal Justice. Collaborating with Kean University to develop a 3+1 BSN Program. Currently working on the application required to submit to the NJ Board of Nursing for permission to develop a nursing program. The Associate Director of Kean Ocean Nursing began employment in May 2019 and has been collaborating with the Dean of Nursing and Health Sciences at OCC to develop a 3 + 1 BSN program. Pursuing Dance articulations with Montclair, Stockton, and Rutgers. Pursuing Music articulations with Montclair and Stockton. Pursuing Communication articulation with Monmouth. • Strategy 2.2b: Strengthen Non-Credit partnerships: Met and Continuing. <ul style="list-style-type: none"> Sponsored annual Addictions Summit. Collaborating with the NJ Innovation Institute to determine potential health care programs that may be developed to meet the educational and health care needs of the community. Collaborating with Ocean County PIC, Goodwill Industries, Inc., and Rutgers T.E.E.M. Gateway on the Ocean County Achievement Center, an on-campus one-stop service center for youth ages 16-24. • Strategy 2.2c: Create Pathways between Non-Credit and Credit: Expanding and Meeting Goals. <ul style="list-style-type: none"> Working with school districts in Ocean County for design of STEM academy. Collaborating with Academic Affairs to develop additional non-credit to credit pathways: Veterinary Technology Program, Health Science Concentration, and ESL Bridge Course. Scaling Apprenticeship Grant – Healthcare focused, consortium of 15* NJ Community Colleges, \$12 million over 4 years, funded by USDOL as of July 15, 2019. [*Corrected as per Strategy Review] Work Related Activities Provider (WRAP) Grant – At-risk youth program, funded by Ocean County, October 1, 2018-September 30, 2019, \$300,000.00, and renewed at \$450,000.00 for next year. Developing several grant proposals, including Title II Adult Basic Education, Literacy and ESL. • Strategy 2.2d: New and revised credit on-campus programs: Met and Continuing to Grow. <ul style="list-style-type: none"> Developing new program in Biology. Developing new program in Chemistry. Completion of an AS degree in Social Work. 			

- Strategy 2.2d:** New and revised credit on-campus programs (continued):
 Completion of an AA Liberal Arts degree with a concentration in Education.
 Completion of an AA Liberal Arts degree with a concentration in Psychology.
 Development of an AS Business degree with an option in Supply Chain Management, including creation of three supply chain management courses.
 Approval of a rubric for an AS in Accounting.
 Completed draft of program announcement for an AS in Exercise Science.
 Attainment of Bloomberg Certification by 65 students since opening the Business Lab in FY2018.
 Developing an AAS in Health Sciences. At this time attempting to obtain a consultant to review the program.
 Developing new program in Paramedic Science, currently searching for a Paramedic Program Manager.
 Developing new, hybrid program in Childhood Development Associate (CDA) Program for early childcare staff, with scholarship.
 Offering new sections of the popular Clinical Certified Medical Assistant Program, eligible for 16 OCC credits (non-credit to credit) and new Foundation supported scholarship.
 Developed options in English and History for the Liberal Arts Associate Degree.
 Developed several new courses in English and Humanities areas.
 Developed Video Production Certificate and Photography Certificate.
- Strategy 2.2e:** New and revised non-credit on campus programs: Continued Progress and Building.
 Sponsored a "Sink or Swim Competition," along with the School of STEM to inspire entrepreneurial initiatives by students.
 Also, see 2.2c for CPE work on grants and expansion.
 Paramedic Science (Spring 2020), Human Resource Management, Legal Office Assistant, and Python Programming, etc.
- Strategy 2.3a:** Staffing: Constantly Growing.
 Introduced a new temporary position "Distance Teaching Observation Administrator" and we now have six observers to help us evaluate Adjunct instructors.
 Filled the Dean of e-Learning position.
 Filled the Academic Administrator (Foreign programs).
 Filled the Executive Assistant position.
 In the process of hiring three positions on the ground in Egypt.
 Added an additional Instructional Design position to support our Egypt programs, we continue to recruit for this newly added position.
 We continue to recruit for the Lecture II (Computer Science) position.
 Over 20 New Hires in F2F and Faculty/Staff.
- Strategy 2.3e:** CPE Online Expansion: Continuing.
 Working with multiple departments to partner with Ocean County Jail on future education initiatives, including HSE prep, testing, credit and non-credit offerings.
- Strategy 2.4a:** Master Course Content Sharing: Semi-Met.
 Master Course shells to be used in all F2F classes in Egypt
- Strategy 2.4b:** Cohort Model for Developmental Students: Met.
 Implemented Multiple Measures for English Placement
- Strategy 2.4c:** Science Pathways: Consistently Expanding.
 Developing several grant proposals, including Advanced Technology Education, for funding new programs in STEM.
 Hosted annual competitions for high school and middle school students in Robotics (Fall semester) and in Engineering through a Cardboard Canoe competition at the Toms River YMCA (spring semester).
 Offered the third annual Jersey Shore Junior Science Symposium for high school students from across the state; only community college to participate in the national symposium competition; planning for the fourth annual completion for FY2020.
 Reduction of credits across the board to 60.

	<ul style="list-style-type: none"> • Strategy 2.4d: Library Framework for the 21st Century: Growing and Met. Information Access Technicians (IAT) have developed technology and software support for students and patrons that goes beyond support levels that were in place before the creation of the IAT positions. The IATs are working with Librarians and other Managerial Technicians in the Library to develop user experience tools, marketing materials that focus on software and other resources available for use in the library or through the Ocean Connect portal. Librarians are working directly with Faculty to identify or develop appropriate and comprehensive resource collections, with a current emphasis on Engineering and Performing Arts resources. <p>Overall Comments on KPIs for Strategy #2:</p> <ul style="list-style-type: none"> • 12 Month FTE: Has increased over the past three fiscal year reports. Met or surpassed. • Market Penetration: Has remained relatively the same over the past 3 fiscal year reports. Awaiting FY2019 data. • HS Penetrations: Slightly increased over the past 3 fiscal year reports. Awaiting Fall 2019 data. • Non-credit Open Enrollment FTE: Has decreased since last reporting. Awaiting FY2019 data. • CPE Net Revenue: Has drastically decreased and is negative since the last reporting. Awaiting FY2019 data. • Credit Tuition and Fee Revenue: Has increased over the past 3 fiscal year reports.
Questions	<ul style="list-style-type: none"> • Strategy 2.2c: How has the grant funding assisted thus far? • Strategy 2.2d: What is the status on the Cyber Security, Cloud Computing and Data Management Analytics programs in Computer Science? Any progress on offering more hands-on training in Criminal Investigation and Forensic Science? Has there been any progress on expanded health care programming in Nursing? • Strategy 2.2e: How can we best recruit and serve English language learners and families with low English proficiency? CPE/OCC at large. • Strategy 2.3b: Where do we stand on expansion on CPE online? • Strategy 2.4a: Will content sharing expand between F2F Ocean and E-Learning? • Strategy 2.4b: How is the Developmental Math initiative working out? • Strategy 2.4d: How is the Library looking on its implementation and growth of resources? • Any other projects planned for FY2020? • Where do we stand on updates to KPI from Non-Credit, CPE Net Revenue and Market Penetration?
Recommendations	<ul style="list-style-type: none"> • There are no recommendations at this time.

- **Strategy 2.2a:** Strengthen Academic Credit partnerships: Continuing and Growing.
Collaborating with NJIT on programs in engineering technology.
 - *In progress, creating articulations with NJIT, NJCA, Georgian Court, Monmouth, and Stockton. Recently begun articulations with Thomas Edison, Excelsior, and Rutgers.*
 - *Course added – Supply Chain added as an option to core course in Health and Sports Administration.*
- **Strategy 2.2d:**
What is the status on the Cyber Security, Cloud Computing and Data Management Analytics programs in Computer Science?
Any progress on offering more hands-on training in Criminal Investigation and Forensic Science?
Has there been any progress on expanded health care programming in Nursing?
 - *Cyber Security is picking up steam in regards to program development.*
 - *Cloud computing will be an option going forward.*
- **Strategy 2.2e:**
How can we best recruit and serve English language learners and families with low English proficiency? CPE/OCC at large?
 - *Creating a bridge course with CPE during transition.*
 - *CPE online is finding opportunities and taking language courses.*
 - *Offering Rosetta Stone online with master course; pilot course in Spanish.*
- **Strategy 2.4d:**
How is the Library looking on its implementation and growth of resources? Any other projects planned for FY2020? Where do we stand on updates to KPI from Non-Credit, CPE Net Revenue and Market Penetration?
 - *Exploring the future 'look' of the library in terms of lay-out and function; that would include learning spaces and less traditional space usage (stacks).*
 - *KPI updates not available yet based on results trailing data collection.*
 - *Cyber Security, Data Management, & Forensic Sciences programs all on track and available.*
 - *Meeting with major hospitals to create new programs.*
 - *New Crime Lab will have a crime scene, lab area and simulator for training (shoot or don't shoot).*
 - *Explore summer program aimed at High School students utilizing the Crime Lab.*
 - *Explore possible package with the cyber security program and Homeland as an apprenticeship.*
 - *Grant 4 year, \$12mm in Health Care available for 6-7 community colleges (including OCC). Explore a pathway from non-credit to credit program.*

Strategy #3: Strengthen Leadership at All Levels

Sub-strategies	<p>3.1 Define a succession plan and develop a Leadership Academy to assure the continuing development of Ocean's leaders at all levels.</p> <p>3.2 Improve the current annual employee assessment process and enhance leadership capacity at each organizational level.</p> <p>3.3 Improve socialization within the OCC community through multiple mechanisms.</p>
Progress	<ul style="list-style-type: none"> • Strategy 3.1a: Leadership Academy program implemented, however it remains suspended for FY2019/2020 in order to develop readiness in potential participants. • Strategy 3.2a: Employee Assessment Tools/Process: Performance Management program completing first full-cycle. • Strategy 3.3a & 3.3b: Employee Social Events/Open Houses completed. Social events/other opportunities plentiful; there are varied opportunities including Monday Morning Leadership. <p>Projects defined for FY2020</p> <ul style="list-style-type: none"> ○ Strategy 3.1a - Mentoring program (if foundational pieces in place). ○ Strategy 3.1c - Succession Planning process (if foundational pieces in place). ○ Strategy 3.1d - Identify and address gaps between operational manager/supervisory training opportunities and leadership academy. ○ Strategy 3.2a – Employee Assessment Tools/Process is on-going. <ul style="list-style-type: none"> • <u>Overall Comments on KPIs for Strategy #3:</u> <ul style="list-style-type: none"> ○ There have been three cohorts of the Leadership Academy for a total of 24 graduates. ○ Social events went from 5 events in FY2016 to 27 events in FY2019.
Questions	<ul style="list-style-type: none"> • Strategy 3.1a: Leadership Academy program. How will we know when we are ready for another Leadership Academy cohort? Will a determination be made in early 2020 on whether the program will be rolled out in the Fall of 2020? What is the number of people needed for the next cohort? Will there be a different selection process? Will participants' performance be considered and tied to a performance criteria that must be met? • Strategy 3.2a: Employee Assessment Tools/Process. What is causing delay/roadblocks? Is the performance program template being reviewed for streamlining, effectiveness, and processes?

Recommendations	<ul style="list-style-type: none"> • Strategy 3.1a: Leadership Academy program. Consider better defining the parameters of the Leadership Academy so that managers can better select/recommend participants. The Leadership Academy should be positioned as an elite program with membership framed as high honor. Information/table listed under Strategy 5 KPIs should be moved to Strategy 3 in future.
Responses	<ul style="list-style-type: none"> • Strategy 3.3a & 3.3b: Employee Social Events/Open Houses completed. Social events/other opportunities plentiful; there are varied opportunities including Monday Morning Leadership. <ul style="list-style-type: none"> ○ <i>Increased social events from 5 to 27.</i> • Strategy 3.1a: Leadership Academy program. How will we know when we are ready for another Leadership Academy cohort? Will a determination be made in early 2020 on whether the program will be rolled out in the Fall of 2020? What is the number of people needed for the next cohort? Will there be a different selection process? Will participants' performance be considered and tied to a performance criteria that must be met? <ul style="list-style-type: none"> ○ <i>Leadership Academy is being pulled back as it examines criteria for success.</i> <ul style="list-style-type: none"> ▪ <i>Need to recognize what qualities need to be present in candidates; change criteria for selecting participants.</i> ▪ <i>Planned meeting in 1st quarter 2020; possible for Academy in 2021.</i> ▪ <i>Cohort to choose project from approved list of identified issues vs. introducing and choosing their project.</i> • Strategy 3.2a: Employee Assessment Tools/Process. What is causing delay/roadblocks? Is the performance program template being reviewed for streamlining, effectiveness, and processes? <ul style="list-style-type: none"> ○ <i>In process of streamlining the performance program.</i> ○ <i>Recognize there are barriers to prevent the performance program for being the tool it was intended; all reviews due at the same time, program is not easy to implement.</i> ○ <i>Hesitant to use the performance program, in its current format, as a foundation to the merit increase program.</i>

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"> • All strategies/sub-strategies have been addressed and are either progressing, are in maintenance mode, or completed. • There were no new projects identified for 2020. • Strategy 4.1a: (New Stakeholder Perspective): Completed. • Strategy 4.2a: (Advising Model Pilot and assessment): Pilot complete. Moving forward with program in Fall 2019 semester; program will impact over 1,000 students. • Strategy 4.2b (Noel Levitz): Completed. • Strategy 4.2b: (Noel Levitz Focus Group): Four focus groups held. Pending, anticipate completion in July 2019. • Strategy 4.2c: (Academic Stakeholder Data Needs Review): Completed. • Strategy 4.2d: (Student Services Satisfaction Survey): Ongoing, results continue to be reviewed. • Strategy 4.2e: (Employee suggestion box launch): Broadcast on January 29, 2019 to announce the launch of the Employee Suggestion Box. • Strategy 4.3a: (Report on Noel Levitz Survey and Focus Groups): Preliminary results shared with PLT and administrators from relevant areas. The Student Satisfaction Inventory survey was sent in a college-wide Broadcast on August 8. • Strategy 4.3b: (Ocean Way): The Ocean Way training program was revamped by facilitators and LA Academy Cohort 1. • Strategy 4.3c: (Student Services Satisfaction Survey results): Results are shared quarterly with the head of each unit. • Strategy 4.3d: (Employee Suggestion Box results): One suggestion has been received and shared. <p><u>Overall Comments on KPIs for Strategy #4:</u></p> <ul style="list-style-type: none"> • Student Centeredness: <ul style="list-style-type: none"> ○ All goals were met or surpassed • Transfer Institution: <ul style="list-style-type: none"> ○ 2019 data not available ○ 2016-2018 data fluctuate • Student Satisfaction with Experience <ul style="list-style-type: none"> ○ Increased 5% compared to other institutions in the 2018 data ○ Increased 3% internally from 2016-2018 • Overall Employee Satisfaction <ul style="list-style-type: none"> ○ Goal was not met in FY2018 ○ Next results due in 2020 • Spirit of Teamwork <ul style="list-style-type: none"> ○ Goal was not met in FY2018 		

Questions	<ul style="list-style-type: none"> • Strategy 4.2b (Noel Levitz Focus Group): Was the report completed and presented on August 2 as planned? • Strategy 4.2d (Student Services Satisfaction Survey): Do we have spring data? What was the number of student participants? • Strategy 4.2e (Employee Suggestion Box launch): Where is this box located? Is it a literal box, an email, other? Was there any additional promotion of the existence of this box? • Strategy 4.3c (Student Services Satisfaction Survey results): What is the delivery method of the survey? Is it electronic? Is it available at the Hub? Other? • Are there any other projects identified for FY2020?
Recommendations	<ul style="list-style-type: none"> • There are no recommendations at this time. • Recommendations from mid-year review were responded to as follows: • Clear vision of who stakeholders are and how each group could be reached: primary and secondary groups. Secondary group will be included in focus groups during development of next strategic plan. • Soliciting more student responses (involving student life) and more adjunct faculty input <ul style="list-style-type: none"> ○ IR works with student life and participates in Spring Day to solicit student responses for the Graduate Exit Survey. ○ Feedback surveys (2017 and 2019) have always included adjunct faculty.
Responses	<ul style="list-style-type: none"> • Strategy 4.2b (Noel Levitz Focus Group): Was the report completed and presented on August 2 as planned? <ul style="list-style-type: none"> ○ <i>Completed in and distributed via Broadcast and posted online in August; presentation of the results to student affairs division was done on August 2.</i> ○ <i>May re-broadcast results in Fall.</i> • Strategy 4.2d (Student Services Satisfaction Survey): Do we have spring data: What was the number of student participants? <ul style="list-style-type: none"> ○ <i>Number of students was 30, responses sent to unit leaders.</i> • Strategy 4.2e (Employee Suggestion Box launch): Where is this box located? Is it a literal box, an email, other? Was there any additional promotion of the existence of this box? <ul style="list-style-type: none"> ○ <i>The Box launch is a web link; area for feedback.</i> • Strategy 4.3c (Student Services Satisfaction Survey results): What is the delivery method of the survey? Is it electronic? Is it available at the Hub? Other? <ul style="list-style-type: none"> ○ <i>Electronic.</i> • Are there any other projects identified for FY2020? <ul style="list-style-type: none"> ○ <i>Surveys are done every other year.</i>

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"> • All strategies/sub-strategies have been addressed and are either progressing or in maintenance mode after achieving completion. Staffing issues have slowed progress in 5.1, but the effect appears to be minimal and limited to the file storage project. • Additional hurdles that are being addressed within this strategy include identifying the importance of supervisors to encourage and support their staff's participation in programs and trainings. This strategy's success is dependent on campus-wide involvement. • The following projects are identified for 2020: <ul style="list-style-type: none"> ○ Formalized Management Institute ○ Updated Employee Handbooks ○ Completion of electronic employment forms ○ Reservist Manual (for instructions on using reserves) ○ Human Resources Procedures manual ○ Completion of the Career Path project (compensation and classification structure) ○ New Hire Orientation Program <p>Overall Comments on KPIs for Strategy #5:</p> <ul style="list-style-type: none"> • Key performance indicators have steadily increased since FY16. In FY19, Human Resources surpassed its goal of 45 trainings/workshops by 33%. The plans the department has in place for FY20 have established a course for another exemplary year of development and success. 			
Questions	<ul style="list-style-type: none"> • Strategy 5.2E: Is there a timeline for incorporating grievances into the Maxient system? • Strategy 5.2D: Is there a timeline for rolling out a merit based increase system? Have specific hindrances to this project been identified? (Previously the implementation of the newer annual performance evaluation was holding up the implementation of a merit based increase.) 			

Recommendations	<ul style="list-style-type: none"> • Earlier recommendations were addressed. • There are no recommendations at this time.
Responses	<ul style="list-style-type: none"> • Strategy 5.2e: Is there a timeline for incorporating grievances into the Maxient system? <ul style="list-style-type: none"> ○ <i>Maxient system can incorporate grievances; procedures are needed for entering grievances as well as managing the overall process.</i> ○ <i>May implement a pilot program.</i> • Strategy 5.2D: Is there a timeline for rolling out a merit based increase system? Have specific hindrances to this project been identified (previously the implementation of the newer annual performance evaluation was holding up the implementation of a merit based increase.) <ul style="list-style-type: none"> ○ <i>Considering ways to tie achievement of performance goals to a merit increase.</i> ○ <i>Must build a performance appraisal tool which drives timely completion or use of performance appraisals (goal achievement) can't be realized.</i>

Strategy #6: Leverage Collaboration, Partnership, and Sharing

Sub-strategies	<div>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.</div> <div>6.2 Deploy shared services agreements involving partnerships with service providers and with several small community colleges in the Mid-Atlantic region.</div> <div>6.3 Operate international e-Learning partnerships with institutions worldwide, enriching the College culturally and financially.</div> <div>6.4 Leverage existing and emerging internal resources to expand partnerships.</div>
Progress	<p>Strategy 6.1:</p> <ul style="list-style-type: none"> Partnerships are continuing to grow and be maintained such as UCEDA, the Reinvention of the Academy of Lifelong Learning, and Expansion of BHMT. There also looks to be much movement with Egyptian Partnerships. <p>Strategy 6.2:</p> <ul style="list-style-type: none"> No new updates, strategy to be moved to inactive. <p>Strategy 6.3:</p> <ul style="list-style-type: none"> There continues to be movement with a 2+2 model to offer technical programs for International Partnerships with NJIT. <p>Strategy 6.4:</p> <ul style="list-style-type: none"> No update provided. <p><u>Sub-strategies added to the Strategy as outlined in Appendix A for E-Learning:</u></p> <ul style="list-style-type: none"> Strategy 6.5 - Community College System in Egypt. Strategy 6.6 - New International Partnerships. <p><u>Projects defined for FY2020:</u></p> <ul style="list-style-type: none"> Development of Memo of Understanding to start teaching with or for Bloom Fields University. L'viv Polytechnic National University in Ukraine is in initial talks with OCC for a Business Administration Program. <p><u>Overall Comments on KPIs for Strategy 6:</u></p> <ul style="list-style-type: none"> College/University agreements decreased from 35-32 in FY17 to FY18, no FY19 data was provided. Tuition and Revenue projections show an increase of 2% for FY19.
Questions	<ul style="list-style-type: none"> Strategy 6.4: What new resources are expected to be needed moving forward?

Recommendations	<p><u>Earlier Recommendations:</u></p> <ul style="list-style-type: none"> • Strategy 6.2: The mid-year review recommendation was “Strategy Team should identify which services are intended to be shared and partnered with regional community colleges.” This sub-strategy has been made inactive. • Strategy 6.4: The mid-year review recommendation was “Strategy Team should determine how internal resources can be used to expand partnerships to align with Strategy 6.4 or report on these if they are already in place. “ No update was provided.
Responses	<ul style="list-style-type: none"> • Strategy 6.4: What new resources are expected to be needed moving forward? <ul style="list-style-type: none"> ○ <i>Plan to leverage new partnerships in domestic and international markets.</i> ○ <i>Develop or purchase a partnership tracking software program rather than the Excel spreadsheet used today.</i> ○ <i>Create sub-committees for developing or further partnering with WAWA, ED Corp, and etc.</i> ○ <i>Thomas Edison, Excelsior, and Stockton are the partnership horizon.</i> ○ <i>Resources needed to drive and manage data.</i> ○ <i>Community College System in Egypt.</i> ○ <i>American Community College System receiving approval of 14 programs in the 2+2 format; Bachelor’s with 11 Universities aboard to host 3rd and 4th years.</i> ○ <i>Some high level approvals in Egypt still needed; Dr. Larson, Hatem Akl, and Maysa Haywood will travel to Egypt in a few days (end of August/early September).</i>

Strategy #7: Continuously Improve Learning Support Processes and Practices

Sub-strategies	<p>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.</p> <p>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.</p>
Progress	<ul style="list-style-type: none"> The completed updates in the summary maps are responsive to the sub-strategies. The new student mobile app, which allows users to learn about events, clubs and other services happening on campus, has been launched and is in use by students. The 7.2 sub-strategies related to the SEM proposal are not addressed in the charts. While somewhat addressed in the charts, programs like College Readiness, College Pathways, College 101, High School Transfer Days, New Student Launch, Express Enrollment, and others continue to enhance the new student experience. <p><u>Projects defined for FY2020:</u></p> <ul style="list-style-type: none"> Initiatives surrounding several areas of student services are beginning or in place, such as: partnerships with businesses and community organizations, updates to software and technologies, facility enhancement and moves across campus, and new hires to fill in key roles. <p><u>Overall Comments on KPIs for Strategy #7:</u></p> <ul style="list-style-type: none"> The “Student Faculty Ratio” KPI has been met. KPIs for Retention Rate, Graduation Rate, Expenditure Per Gross Square Foot, Annual Tuition and Fees, Cost Per FTE and First Time Degree Seeking Developmental Pass Rates have not been met. Data is not yet available for the KPIs “Number of first time degree seeking (FT and PT) Fall 2013 students in developmental English that complete college level English (gatekeeper) by August 31 2016” and “Number of first time degree seeking (FT and PT) students in developmental math that complete college level math (gatekeeper) within 3 years”
Questions	<ul style="list-style-type: none"> What is the progress on the SEM proposal since January?
Recommendations	<ul style="list-style-type: none"> Recommendations made in the 2019 mid-year report were responded to by the Strategy Leaders. There are no recommendations at this time.

Responses	<ul style="list-style-type: none"> • What is the progress on the SEM proposal since January? <ul style="list-style-type: none"> ○ <i>Launching this Fall; approved by PTL.</i> ○ <i>Designed to improve retention rates for those students most prone to drop out due to problems with passing the required mathematics course(s).</i> ○ <i>Use of non-monetary incentives like tutoring and learning communities to support students.</i> ○ <i>Student mobile application – 1,800 downloads.</i> ○ <i>OCC retention rate 70%, national avg. 50%; OCC graduation rate 34%, national avg. 26%.</i>
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Strategy #8: Leverage Information and Results

Sub-strategies	<p>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.</p> <p>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.</p> <p>8.3 Achieve much greater performance from data and information platforms/services, making Ocean an exemplar among its peers.</p> <p>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.</p> <p>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.</p>
Progress	<ul style="list-style-type: none"> Progress in the summary and maps is responsive to the sub-strategies listed in the strategic plan. All sub-strategies are addressed. Strategy 8.2b is no longer applicable. <p>Overall Comments on KPIs for Strategy 8:</p> <ul style="list-style-type: none"> All KPIs related to employee access of data were exceeded.
Questions	<ul style="list-style-type: none"> Strategy 8.1a: When will training be scheduled? Strategy 8.2a: When will the student module be rescheduled? Strategy 8.2b: When will testing on the Financial Aid and Finance modules be completed? What timeline/date in the Fall term will data validation occur? Strategy 8.2d: When do we expect to hear back from Ellucian on how to move forward? Is there an update on the Analytics issue? Strategy 8.2e: What date/timeline in the Fall will Finance be completed? When is the final report for the Financial Aid business process analysis due to be completed? Who is completing this report? Strategy 8.4a and Strategy 8.5a: When will the terminology dictionary be completed? What is the timeline for completion of the reports analysis by the department heads? Strategy 8.4b: Will another IR Data Workshop be scheduled for the Fall Colloquium? Strategy 8.5b: When will training be available so that interested parties can register? Strategy 8.5c: When will training be available so that interested parties can register? Strategy 8.5d: What date/timeline in the Fall can an update be provided?

Recommendations	<ul style="list-style-type: none"> • All updates and annual highlights should be worded in a SMART goal format so that we are better able to determine when the goals will be completed and how progress is being measured.
Responses	<ul style="list-style-type: none"> • Strategy 8.1a: When will training be scheduled? <ul style="list-style-type: none"> ◦ <i>There are a limited number of licenses for EMSI and Economic modeling. Web X training 9/24; Analyst Tool & Program Development.</i> • Strategy 8.2a: When will the student module be rescheduled? <ul style="list-style-type: none"> ◦ <i>There has not been a date set for this. We are working with Ellucian to move this project along as there have been technical issues from the vendor.</i> • Strategy 8.2b: When will testing on the Financial Aid and Finance modules be completed? What timeline/date in the Fall term will data validation occur? <ul style="list-style-type: none"> ◦ <i>Data cleanup required to move forward with these modules is ongoing.</i> • Strategy 8.2d: When do we expect to hear back from Ellucian on how to move forward? Is there an update on the Analytics issue? <ul style="list-style-type: none"> ◦ <i>Analytics Projects are moving slower than expected; Ellucian has been moving faster with solutions since the summer began.</i> • Strategy 8.2e: What date/timeline in the Fall will Finance be completed? When is the final report for the Financial Aid business process analysis due to be completed? Who is completing this report? <ul style="list-style-type: none"> ◦ <i>The Business Process Analysis for Finance and Financial Aid was complete, we are awaiting the report from Ellucian</i> • Strategy 8.4a and Strategy 8.5a: When will the terminology dictionary be completed? What is the timeline for completion of the reports analysis by the department heads? <ul style="list-style-type: none"> ◦ <i>The preliminary document/report on the terminology dictionary will be completed in October.</i> • Strategy 8.4b: Will another IR Data Workshop be scheduled for the Fall Colloquium? <ul style="list-style-type: none"> ◦ <i>IR Data workshop for sharing initiatives from data and research was promoted during colloquium.</i> • Strategy 8.5b: When will training be available so that interested parties can register? <ul style="list-style-type: none"> ◦ <i>This is anticipated for October or November</i> • Strategy 8.5c: When will training be available so that interested parties can register? <ul style="list-style-type: none"> ◦ <i>This is anticipated for November or December</i> • Strategy 8.5d: What date/timeline in the Fall can an update be provided? <ul style="list-style-type: none"> ◦ <i>Brain storming meetings to be held quarterly starting in October.</i>