



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 **May 28, 2020, Board Meeting**

DATE: May 22, 2020

Commendations/Presentations

- **Congratulations to Ryan Park from Millburn High School for winning first place at the Junior Science and Humanities Symposium (JSHS) 2020 National Competition held from April 15 to 17, 2020. Ryan placed first for his Oral Presentation in the Mathematics and Computer Science category, winning a \$12,000 scholarship.**

JSHS is a collaborative effort between the research arm of the Department of Defense Tri-Services, U.S. Army, Navy, and Air Force, and nationwide academic research institutes. The JSHS experience starts with Regional Symposia throughout the United States, and Ocean County College hosts the annual regional Jersey Shore Science Symposium, in which Ryan participated. Dr. Mary-Ellen Rada, OCC's College Lecturer II in STEM, serves as the Director of the Jersey Shore region. Due to the onset of COVID-19, the competition was moved to a virtual environment under the leadership of Dr. Sylvia Riviello, Dean of STEM, and her team, which was a wonderful success.

Ryan's project was "X-Net: A Deep Convolutional Neural Model for X-ray Threat Detection" wherein he used calculus gradients and linear algebra to develop deep lateral stacks and parallel networks to create "X-Net." His invention was conceptualized by incorporating the AI algorithm and machine learning to enhance the screening of passenger luggage at security checkpoints in airports. His results demonstrate how incredibly more effective X-Net is, 328% more accurate and 91 times faster, compared to a TSA agent. And his work is not limited to airport security. This algorithm is applicable to self-driving cars, facial recognition, and medical diagnostics.

Ryan has always been interested in computer science, teaching himself programming and math through MIT video lectures. He has become fascinated with artificial intelligence and machine learning. Through an independent science research program, he conducted original research in

deep-learning-oriented computer vision. He has created a **high school artificial intelligence organization** and is **program head** and **course author**. He leads a **team** developing **facial recognition software** to be **employed** in his **school** as a **security enhancement**. He is a **member** of his school's **varsity fencing team**, recently placing **third** in **State Districts**, and also **plays piano**.

Dr. Riviello will introduce **Ryan** at **Thursday's meeting**, and he will **describe** his **project** that won this **national competition**.

- **Congratulations** are extended to **Ocean County College** freshman **David Ripinsky**, who **defeated** **Noah Stockton** of **Patrick Henry Community College, Virginia**, on **April 30, 2020**, to **win** the **Spring 2020 NJCAA Super Smash Bros. Ultimate (Singles) Championship**. **David**, who **amassed a 13-1 overall record** in **singles play** this **season**, was **ranked #2** in the **nation** heading into the **post-season**, and he **brings home** this **championship** in the **inaugural season** of **OCC's new Esports program**.

David attributed his **success** to the **hard work** of his **teammates** and his **coach, John Ruhl**, as well as for their **encouragement** throughout the **competition**. He did **not give up** against many **challenging players**.

Esports is quickly making **inroads** across **college campuses**, **reshaping stereotypes** about **gaming** and providing **essential workforce skills** for both **student players** and **students playing supporting roles**. Like **OCC**, many **colleges** are **starting Esports programs**.

David, Coach Ruhl, and Executive Director of Athletics Ilene Cohen will be with us on **Thursday** so we can offer our **congratulations** for being the **national champion** during **OCC's first season**. **OCC Esports** will **return to action** for its **second season** in the **Fall semester**.

- **Congratulations** to **Dr. Margaret Maghan, OCC College Lecturer II in Psychology** and **advisor to OCC's Psi Beta Chapter**, who was **elected last month** to serve as the **Eastern Regional Vice President** on the **Psi Beta National Council** for a **two-year term, 2020-22**. The **National Council** will **install her** during the **2020 national convention** of the **American Psychological Association** on **August 7, 2020**.

Psi Beta is the **national community college honor society in psychology**. The **Psi Beta mission** is to **professionally develop outstanding psychology students** at **two-year colleges** through **promotion** and **recognition** of **excellence in scholarship, leadership, research, and community service**.

- I received **email messages** this **past week** from **two students praising Assistant Professor of Humanities Richard Fallon** for his **creative and flexible efforts** to present **class material** in an **inspiring manner** notwithstanding the **frustrations** and **limitations** posed by the **COVID-19 virus** and the need to **operate remotely** in **teaching his photography courses**. The **student comments** are **attached** to my **report**.

Also attached is an **email** received by **Mr. Ralph Bertini, Television Production Director**, from a **former student** who just **graduated** from **Montclair State University** with a **Bachelor of Arts degree in Communication and Media Art**. She attributes her **passion** for **media production** to taking her **first class** with **Mr. Bertini**. She shared with him the **appreciation** she has for **him** and the way in which **one college course**, with **Mr. Bertini** as the **instructor**, had such a **huge impact** on her **life**.

The **efforts** of both **Mr. Fallon** and **Mr. Bertini** are **representative** of the **academic excellence** offered at **Ocean County College**. We are **grateful** for their **dedication** to their **students**.

- **Presenting service awards** to our **staff** is an **honor**, one that I **cherish**, and I must admit that I have been **especially looking forward** to presenting the **thirty-year service award** to **Mr. Morris Spector, Adjunct Professor of History**. Sadly, **Morris passed recently**, and instead I must **present** this **award** to his **family** and his **memory**.

Morris Spector was a **husband**, a **father**, a **brother**, a **WWII veteran**, a **well-respected member** of his **religious community**, a **poet** of **children's rhymes**, a **larger than life character**, and an **integral part** of our **Ocean County College family**. **Morris** was something of a **mythological figure** at our institution, which is **fully fitting** considering his **historical background** and **life experiences**; however, **Morris** was **more** than just an **instructor** within our ranks. He was a **personality** that was **humble**, **caring**, and **humorous**. He was **witty**, **talented**, and **beyond dedicated**. **Morris** had **seen things** many people **could only imagine**, and he had a **story** to **relate** to **every situation**. The **smiles** he brought to **faces** were **immeasurable**, and the **effort** he put into his **trade** was something to be **revered**.

He was **simply** a **good man**, with an **enormous heart** and a **magnetic sense of passion**.

Morris' students spoke of his **knowledge** and **thorough instruction**. His **colleagues** looked forward to his **presence** in their **day-to-day schedule**. His **wife visited** his **classes** regularly with **enthusiasm** to hear her **husband's breadth of information**. **Morris** was **present** for every **Veteran's service** held on **campus**, and his **salute** and **service** to his **country** added **gravitas** to every **presentation**. **Morris' commitment** to his **career**, **his friends**, and **his family** was **felt** by **everyone** around him. His **jokes**, his **poems**, his **lessons**, and his **remarkable energy** and **enthusiasm** impacted **everyone** he encountered. **Thank you, Morris**, for your **service** and for being a **special part** of the **foundation** and **family** of **Ocean County College**.

Ocean County College Fact Book

The **Office of Institutional Research** produces an **annual Fact Book** to keep **College constituents** informed of **pertinent institutional data**. The **data** provides a **historical look** at **trends** and **narratives** to give readers **contextual information**. The **figures** contained within the **Fact Book** are **official** and, as such, many have been **submitted** to the **state and federal government** to meet **mandatory compliance reporting requirements**.

The **2019-2020 Ocean County College Fact Book** is **attached** for your **review**.

Academic Affairs

➤ **School of Arts and Humanities**

Within the current **remote learning environment**, **faculty** and **lecturers** in the **School of Arts and Humanities** continue to **excel** in **creating innovative opportunities** for **students**. They are also **continuing** to **develop curriculum**, **presentations**, and **publications**.

➤ **Faculty Highlights**

- **College Lecturer II in Dance Catherine Mancuso** has been **addressing** her **remote dance courses** in a **creative way**. Normally, her **students** participate in a **dance performance** that is held **on campus**. Since they are **unable** to do the **live performance**, **Ms. Mancuso's Dance**

Repertory students participated in **creating a remote dance movie** and are working in **collaboration** with **College Relations** to **produce the movie** for more **widespread viewing**.

- **Instructor of Humanities Nat Bard** and **Assistant Professor of Humanities Lisa Cecere** are gathering **student art** to create a **virtual gallery** for their **annual juried art show**. They have been selecting **innovative and insightful pieces** created by **OCC's talented students** for the **gallery**.
- **Music Instructor Karin Gargone** and **Humanities College Lecturer II Brian Gilmore** are also using an **innovative way** to address **student performance** during **remote learning**. They are **collecting videos** of their **students' performances** to create a **virtual recital** for the **end of the semester**.
- Participating with their **students** in the **Perkins-sponsored Career Day** on **May 7, 2020**, were **Assistant Professor Rich Fallon**, **Assistant Professor Kathleen Basilotto** and **Instructor Saundra Piscitelli** and **College Lecturers Renate Pustiak** and **Lee Kobus**, all from **Humanities/Fine Arts**.
- **Dr. Howaida Wahby Eraky, e-Learning College Lecturer II**, developed a new course, **ESOL: English to Speakers of Other Languages**, which was **accepted** by the **College Senate** on **May 7, 2020**, and is being **recommended for approval** by the **Board of Trustees** on **May 28, 2020**. This course will be used **primarily** for **OCC's international students**.
- **College Lecturer II in English and Literature Madison Peschock** has a **recent publication** in the **Minnesota English Journal** called, **"Didn't I See That Before?: Edgar Allan Poe's 'Cask of Amontillado' Seen in Saw & Saw IV."**
- After **completing research** on **scheduling**, **College Lecturer II in English Jason Molloy** offered a **scheduling presentation** to **Vice President of Academic Affairs Joseph Konopka** and **Associate Vice President Amir Sadrian**.
- **School of Nursing and Health Sciences**
 - **Ocean County College's RN licensure passing rate** for the **first quarter of 2020** was **93.75%**. Of the **53 fall 2019 graduates**, **48 completed the examination**. The **national scores** for this **same time period** were: **Associate Degree Programs – 86.53%**; **All Types of Nursing Programs – 89.61%**.
 - **Faculty Highlights**
 - **Nursing Lecturer Erin Vitale, DNP, RN**, completed a **Doctorate of Nursing Practice** in **Education Leadership** from **American Sentinel University** on **April 30, 2020**. **Dr. Vitale's research project** was titled, **"Student nurse evaluation of educational practice: Using the simulation design scale to identify students' perceptions of the presence and importance of prioritization within a pediatric simulation when two different simulation designs are used. A pilot study."**
 - **College Lecturer II Tamila Purpuro, MSN, RN**, has been **sewing masks** for various **health care facilities** throughout the area. With the **assistance** of her **son, Omar Purpuro, RN**, a recent **graduate** of **OCC's School of Nursing**, **Ms. Purpuro** has **distributed masks** to **Community Medical Center**, **Barnabas Behavioral Health Center**, **Ocean Medical**

Center, and Southern Ocean Medical Center. She and her son have also provided **friends, neighbors, and colleagues** with masks.

- **Several School members** attended a **webinar** offered by the **Society for Simulation in Healthcare** on **April 30, 2020**, titled **“Cleaning and Disinfecting in Healthcare Simulation.”** Those who **participated** were **Ms. MaryAnn Kaufmann, MSN, RN, Skills, Simulation, and Student Retention Specialist; and Lab Coordinators Marybeth Millan MSN, RN, and Linda Simmons BSN, RN.** The **program** focused on **procedures** to follow when **cleaning equipment** utilized in **Nursing skills and simulation labs** to **prevent** the spread of **COVID-19.**
- The **Nursing lecturers** participated in a **webinar** titled, **“Alternative Methods for Teaching Simulation and Clinical using DocuCare and vSim,”** on **March 17, 2020.** This **live webinar,** presented by a **Nursing Education Consultant,** discussed the use of **virtual simulation programs** as an **alternative** to **live clinical experiences.**
- The **School of Nursing lecturers** participated in an **annual workshop** from **May 18 to 22, 2020.** During the workshop, they completed a **systematic review** of all **Nursing courses** and **revised curriculum** based on **licensure test plans.** The **School of Nursing’s Systematic Plan of Evaluation,** which addresses all **standards** and **criteria** required for **accreditation,** was also **reviewed.**
- **School of Business and Social Sciences**
 - As part of **OCC's U.S. Census Campaign,** **Mr. Jason Ghibesi, College Lecturer II in Political Science and History,** was **featured** in a **campus-produced video** entitled, **“What is the U.S. Census? Be Counted!”** In this **three-minute video,** **Mr. Ghibesi** discusses the **history** of the **U.S. Census** and explains why it is still so **vital** for all **citizens** to **participate.** The **video** was **filmed** by **OCC Television Production Director Ralph Bertini** and **produced** by the **Office of College Relations.**

As a means to **continue** to **broaden** the **market reach** of **OCC’s 2020 U.S. Census Campaign,** **Mr. Ghibesi** was **interviewed** by **Shawn Michaels** and **Sue Moll** of the **Ocean County Breakfast Show with Shawn and Sue** on **92.7 WOBN.** During the **interview,** **Mr. Ghibesi** discussed how the **U.S. Census** is much **more** than just a **population count** and emphasized the **need** for **every household** to **participate** due to the **underlying long-term impact** that the **data** will have on the **everyday lives** of **Ocean County residents** over the **next ten years.** The **interview** is currently **featured** on **Shawn and Sue's Business 101** webpage: <https://wobn.com/business-101/>.
 - **Dr. Margaret Maghan** and the **Psi Beta Psychology Honors Club** have **continued** their **efforts** to **partner** with **Student Life, PIK,** and the **New Jersey Food Bank** to **distribute food** to **students in need** on the **OCC campus** using **social distancing practices.** This **effort** led to the **successful distribution** of **38 boxes** of **food** to **needy students** and **families** in **under two hours.**
- **School of Science, Technology, Engineering, and Mathematics**
 - The **School of STEM** has been asked to **enter** into an **Education Partnership agreement** with the **Naval Air Warfare Center Aircraft Division (NAWCAD)** in **Lakehurst, New Jersey.** **Additional information** will be **shared** with you as it becomes **available.**

- **Dr. Mary-Ellen Rada, Director for the Jersey Shore Junior Science Symposium**, is working with the **National Science Teaching Association (NSTA)** and the **Tri-Services, U.S. Army, Navy, and Air Force**, in applying for a **one-time funding opportunity** to help meet the **strategic goals** of the **Science Symposium**. This funding for the **2020-2021 competition year** would support **local/regional efforts** to explore **reusable tools or assets** that **enrich future regional competitions** and support **JSHS strategic goals**.

The **strategic goals** for **JSHS** are:

- **Broaden, deepen, and diversify the pool of STEM talent** to include, but not limited to, **underserved/underrepresented populations** and **military dependents**.
- **Support and empower educators** with **research and resources**.
- **Develop and implement a cohesive, coordinated, and sustainable STEM education outreach infrastructure**.

The **available funding amounts** will be from **\$1,500 - \$10,000**.

- **STEM Power Users** created a **2020 Summer Virtual Professional Development Series** that will be used **across schools** as **professional development, STEM Power Users Remote Summer Orientation Training**. This training session will provide an **overview of key learnings** and **tools** that are **useful for remote course offerings**. The **majority** of the session will involve **overviews** and **hands-on activities** with **CANVAS, Screencast-O-Matic, Webex**, and the **STEM Canvas Support Team One Drive Directory**. Participants will also be provided **helpful hints, lessons learned, updates to STEM department remote course practices**, and how to **access on-going support** from the **STEM Canvas Support Team**. The session will conclude with an **open Q&A**.
- The **Engineering and Computer Science Advisory Boards** met for **end-of-year celebrations**, which included the **welcome of new students** and **congratulations to transferring and graduating students**.
- **STEM** is working to **strengthen and broaden its Cyber Security curriculum** offering in the **upcoming academic year**. A **Cyber Security Certificate of Completion** is expected **Fall 2020**.

Finance and Administration

- **Preparations** are **underway** for **OCC's first Virtual Commencement Ceremony**, which will take place on **Tuesday, June 16, 2020, at 6:00 p.m.** Because we are **unable** to have our **traditional ceremony**, the **pre-recorded virtual ceremony** will allow us to **congratulate our graduates, celebrate their achievements, and reflect on the end of the 2019-20 academic year**, even as we continue to **live, work, teach, and learn** in accordance with **social distancing guidelines**.

A **link** was **sent** to our **graduates** to **order caps and gowns**, which will be **delivered** to their **homes** at **no cost**. The **students** will be asked to take **photos** wearing the **regalia** and submit them for **inclusion** in the **virtual ceremony**. The **College** is **partnering** with a **third-party company** to **create a pre-recorded virtual ceremony** that will include:

- **Brief pre-recorded Commencement speeches broadcast in accessible video formats.**
- **Photos and text announcements of each graduate's name, degree, and honors.**
- **Customized slides featuring personal recognition, photos, and messages from graduates.**

We hope to resume our traditional Commencement Ceremony in May 2021, and our 2020 graduates will be invited to return to campus to celebrate in-person. A Virtual Commencement Frequently Asked Questions webpage will be available shortly to address details not included above.

- While working remotely, the Finance and Administration Division is implementing a number of software modules within Colleague. Implementation of the Fixed Asset module is close to complete. This software will automate the identification and tagging of assets in the system, making annual reporting and depreciation more efficient. Implementation of the Projects Accounting has begun; this software will modernize the budgeting and tracking of capital projects and grants. Accounting for capital projects and grants has been challenging because they typically cross over multiple fiscal years; this software will accommodate multiple fiscal years.
- The College has been awarded over \$2.4 million in Institutional CARES Act funding. The Vice Presidents are working together to compile a list of eligible expenses. Many items that were requested but not funded in last year's PBC process will be considered for funding under CARES. Funding will also be used for items necessary to prepare the campus for students to return to face-to-face instruction, such as UV lighting that will be installed in HVAC systems to kill surface and airborne pathogens. Additionally, the funding will purchase more chromebooks for students to borrow for use at home and then return for use on campus later.
- OCC is continuing to work closely with the Ocean County Department of Public Health. The County will use the computer lab on the first floor of the Hovnanian Building to conduct employee training while observing social distancing requirements. The Department will also use one classroom on the first floor where they will conduct contact tracing using their own cell phones. Mr. Dan Regenye, Ocean County Public Health Coordinator, will coordinate the County's use of the space and will ensure that proper cleaning and sanitizing is done by the County following use. The County has expressed gratitude for the College's willingness to allow public health initiatives to take place on the OCC campus.
- Ocean County College Foundation

In conjunction with Fulfill, volunteers from Ocean County College have come together while the campus is closed to provide crisis boxes of essentials for students and their families. Using the OCC app, students are able to register and coordinate a pickup for a box of food that will feed a family of four for four days. Additionally, beginning this month, the boxes will be accompanied by a care package of artistic activities for all ages provided by staff at the Jay and Linda Grunin Center for the Arts and the Robert J. Novins Planetarium.

Working together to offer this program are OCC Foundation Director Ken Malagiere; Assistant Director of Events and Advertising Sherry Bray; Psychology Lecturer Dr. Margaret Maghan; Helping Hands Food Pantry Manager and Assistant Director of Student Life Alison Noone; OCC student volunteers Cristina Baldino, Spencer Salas, and Isabella Salas; and members of the OCC Psychology Club. Additionally, College Facilities, Security, and Student Life teams have provided much needed support.

Most importantly, deep appreciation is expressed to OCC Foundation member Dave Wintrode, whose philanthropic support for this program and the Fulfill organization has been key to their success in serving students with food insecurity.

While this **pandemic continues**, **dates for future crisis box distributions** will be **promoted** on the **OCC app** and will be **available** for **OCC students** and their **families** as **coordinated** through the **Office of Student Life**. Over **100 boxes** will be **distributed monthly**.

➤ **Human Resources**

- The **Office of Human Resources** continues to **operate fully**, undertaking **staffing activities** including **recruiting, onboarding, benefits enrollments**, managing various types of **employee departures**, driving the **performance appraisal process**, coordinating **open enrollment** for **dental insurance**, offering a wide **variety of training and development opportunities**, and handling **routine and complex employee relations issues**, as well as **requests for leaves of absence and accommodations**. The **COVID-19 pandemic** has posed a **variety of new challenges** for **employers** in regards to **leaves** and has produced a **marked uptick** in **expressions of stress and/or distress** among **staff and faculty**.

Employee Assistance Resources have been **made available** in the form of **webinars, articles**, and the **normal access to trained counselors**, all through **Preferred Behavioral Health**.

The **Human Resources website** has a **section** devoted to **COVID-19 resources**.

- **SafeColleges Compliance training** was distributed to **employee groups** for completion by **May 15, 2020**.
- **Employee Performance appraisals** are currently being **received to complete the FY 2020 performance year**.

Changes being made to the **FY 2021 Performance Program** include **new Security Officer Job Competencies, updates to Core and Job Specific Competencies** for **administrative and hourly employees and coaches** to **remove redundancies**, and **new programs** for **support staff employees** to make **self-evaluations optional**.

- The **Human Resources team** is nearing a **pilot phase** for an important **new process improvement project**. The **Personnel Action Request process** is intended to **manage requests** for various **personnel actions** in a way that **ensures appropriate approvals** have been obtained **prior** to any **work occurring**. This **process** is **similar** to the **work order processes** that exist in **IT, College Relations, Facilities**, and, to some extent, **Purchasing (through the Purchase Requisition)**. The **team** is currently working on making the **process** as **“digital”** as possible.
- The **initial onboarding process** for **new hires** has been **streamlined** and **better organized, incorporating critical information** through **revised materials**. **Brief but informative presentations** given by **subject matter experts** have been **incorporated** and will be **translated** to the **remote new hire orientations**. Additionally, **Human Resources** is exploring the **possibility of my welcoming new employees via Webex**. **Expansion of the orientation program** is **underway** to involve **departments** more fully in a **systematic onboarding** of their **new employees**.
- The **first stage** of a **project** to **transfer employee case files** from **paper and/or shared drive records** to the **Maxient case management system** is **nearing completion**. Since the **implementation of Maxient**, **employee cases** have been **opened** within the **system** and **all documents** are **attached** in the **cases**. The **project** is **ensuring** that **older case files**, still within **records retention rules**, make their way to the **safer Maxient platform**.

- **Human Resources** has taken **advantage** of the **remote operating model** to **revise** some **forms** for **digital signature capability**. The **Absence Request Form** and the **Memo Invoice Form** are two that are **now** in use with **digital signatures**.
- The **department** has **worked** with **PeopleAdmin** to provide **position-specific designations** that have **policy** and/or **legal implications**. The **three designations** involved are: **Campus Security Authority (CSA)**, a **Clery requirement**; **Essential Employee**; and those **positions** which require a **valid driver's license**. These **designations** will **appear** in the **position descriptions** and will be **communicated** to **employees** at the **time of hire** and **annually**.
- **Facilities**
 - **Parking Lot 2**, including the **Facilities Parking Lot**, and the **Service Road** were **stripped** and **freshly paved** this month; and **new curbing, sidewalks, and islands** will add **beautiful scenery** as well as **improve** the **flow of traffic**.
 - With the **repaving** of **Lot 2**, the **Grounds Department** has taken the opportunity to **landscape** the **area**. This **small project** will be **completed** this **month**, giving the **College** a **refreshing** and **vibrant look**.
 - The **foundation** of the **new Student Enrollment Building** has been **poured**. **Construction** is **underway** to **build** a **one-stop center** that can **consolidate** all **major student services** to **welcome new and returning students** to the **College**.
 - **Renovations** are **underway** for the **Conference Center**, formerly the **Bookstore**, and the **campus** will **gain large and small meeting rooms** as well as **open seating** for **informal collaboration** with **new lounge furniture**.
 - The **Security Department** has **officially moved** into its **new location**, which is a **new addition** to the **existing Security Building**. **Renovations** on the **newly departed section** of the **building** will **begin** work to **convert** the **space** to a **Crime Lab**. The **building**, as a whole, will allow for a **cohesive flow** between the **Ocean County College Security Department** and the **Criminal Justice Department**. The **renovations** will be **completed next month**.
 - The **new auxiliary gymnasium** located on the **lower level** of the **Health and Human Performance Center** is **complete**. The **stadium area** houses approximately **250 seats** and provides **women's and men's restrooms** with **ADA accessibility**.

The **upgrade** to the **bleachers** in the **existing gymnasium** in the **Center** is **very near completion** and expected to be **done** this **month**. The **new bleachers** will ensure **spectators** and **participants** will be **safer** during **large sporting events**.
 - The **design** of the **new Administration Building** is in **progress**; a **Request for Proposals** will be **issued** to **general contractors** at the **end of this month**. The **project** is currently **under review** with the **New Jersey State Comptroller**. The **design** calls for a **three-story, 33,000 square foot building** located **adjacent** to the **Planetarium**.

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

- On May 8, 2020, visual artist Kevin Reese had a live event on the Grunin Center Facebook page. This event was a culmination of shorter videos engaging the community with visual art. Mr. Reese was able to interact with our community to create a large mobile by listening to videos, reading letters, and speaking directly with members of the community, helping to choose the overall design, including the individual shapes, colors, and sizes. The mobile will hang in the Grunin Center gallery.

Appreciation is expressed to the New Jersey Council for the Arts for its generosity and flexibility in helping to fund this project. Sales and Marketing Specialist Victoria Buczynski was instrumental in editing all the videos and working the Facebook live event.

Education and Community Engagement Coordinator Jaclyn Wood helped connect Mr. Reese to a wide range of community members to share their thoughts on “What does community mean to you?” and “Why is community important to you?”

- The Novins Planetarium team is currently creating a scavenger hunt for children and families to stay engaged while at home. Videos have been developed to teach kids about STEM concepts while making crafts, and resources are posted daily for at-home science learning with the help of the marketing staff at the Grunin Center.

The staff is working with the OCC Foundation to create scientific packets to be included with the 50 care packages that the Foundation is giving to students in need. These packets will give the students and their families a way to engage with the Planetarium.

➤ **Continuing and Professional Education**

- In Workforce Education, CPE is now offering ten free Self-Paced Tutorial courses for learners in our community. The free courses include a mix of hard and soft skills that apply to today’s changing job market. Students can leverage these courses to enter the workforce or advance their careers, and staff can use this as a professional development opportunity.

Free course titles include:

Creating Web Pages	Managing Customer Service
Creating WordPress Websites	Marketing Your Business on the Internet
Fundamentals of Supervision and Management	Personal Finance
Twelve Steps to a Successful Job Search	Small Business Marketing on a Shoestring
Keys to Effective Communication	Individual Excellence

The courses can be viewed at:

<https://www.ed2go.com/ocean/SearchResults.aspx?SearchTerms=FREE%20Self-Paced%20Tutorial>.

- The Ocean County Achievement Center hosted its first Virtual Career Day on May 11, 2020. The event offered nine presenters from the community who covered information on their in-demand career tracks, including why they chose their profession and what keeps them continuing in it. Careers discussed included education (early childhood education), hospitality (general manager and chef), human services (social work and counseling), IT (graphic design), healthcare (personal trainer), and the trades. Nine Ocean County Achievement Center students

participated in the event. The **second Virtual Career Day** is planned for **June 11, 2020**, and will include **five additional speakers** representing **various career tracks**. **Volunteers are always welcome to present to these students.**

➤ **College Relations**

➤ **Grants**

Although **no funding** is associated with this **opportunity**, this **competition** nonetheless is important to **highlight**:

Department of Education, Center for Occupational Research and Development: Pathways to Credentials

The **Pathways to Credentials project** is designed to **assist community and technical colleges** in their efforts to **embed stackable, industry-recognized credentials** within **technical (CTE) associate degree programs**. **Community and technical colleges are eligible to apply to become part of a cohort of up to ten colleges.** The **cohort colleges** will receive **customized technical assistance to advance their efforts in stackable credential design**, including **components** such as **employer engagement, industry certification alignment, and non-credit/credit integration.** **Selected colleges** will receive **technical assistance from subject matter experts and a dedicated coach** who will **guide them through program/institutional assessments, goal setting, and action planning to meet local needs.**

Project Directors: Dr. Amir Sadrian, Ms. Eileen Schilling

Project Team: Dr. Joseph Konopka, Dr. Sylvia Riviello, Mr. Lincoln Simmons, Ms. Susan O'Connor, Ms. Kayci Clayton, Dr. Sadrian, and Ms. Schilling

Timeline: May 2020 – June 2021

➤ **Alumni/Advancement**

The **Alumni and Advancement efforts** continue to **focus on consistent communication and engagement** with OCC's **alumni and donors** during this time of **limited physical interaction** and the **absence of events and other programs.** The **alumni magazine, Ocean Views,** is in **development** with **stories focusing on OCC faculty, students, and alumni;** it is scheduled to be **mailed in late summer.** There have been **consistent outreach and interviews with alumni** to share **alumni success stories on OCC's social media channels and web page** as well as a **new focus to share stories of alumni who are first responders and essential workers** and who are **critical in the community's effort to combat the COVID-19 virus.** These stories are **part of several social media campaigns** the College is **spearheading.**

The **team** is also using this time to **improve its "data health" in OCC's alumni database, Raiser's Edge.** A **service** was recently **completed that returned 17,000 alumni records** with **updated addresses and contact information.** Those **results** are being **imported into the database** and **updating the existing records to improve the accuracy of mailing lists** to allow **engagement with even more alumni.**

➤ **TV Studio**

The **OCC Virtual Open House on May 20, 2020,** was a **collaborative effort** with **College Relations** and **various departments** across the campus. A total of **15 video segments** were

produced for inclusion on the College Open House web page. The video highlights the many benefits and services available to prospective students who are not able to visit the campus in the conventional way. The videos include: A campus tour, building highlights, department highlights and services provided, Advising, Financial Aid, Athletics, Student Life, Nursing, and the Schools of Business and STEM.

➤ **College Relations**

- **The College Relations team has launched a "We are Ocean" television campaign across Ocean County. This campaign will provide OCC with 950 live television ads per month and more than 18,000 streaming ads on some of the most popular television networks, which will run through May and into September. This campaign is designed to inform Ocean County residents that remote classes and student services are continuing, and OCC is here to help in this uncertain time.**
- **OCC has partnered with Townsquare Media to become the primary sponsor of its virtual job fair. The virtual job fair will be promoted heavily across Townsquare properties in Monmouth and Ocean Counties, including 94.3 The Point, WOBN, and 105.7 The Hawk. OCC's sponsorship of the job fair provides the College with multiple radio spots throughout the workweek, as well as prominent ad positioning across Townsquare Media's web properties. This sponsorship is a great way to promote the support and services available at OCC as the remote environment continues.**
- **Similar to commencement, virtual ceremonies will be conducted for the Nurses Pinning and the Awards Ceremony. Speeches for each ceremony have been recorded in advance. For Nursing, each graduating student will receive a pin in the mail and will be asked to upload a video and a photo. For the Awards Ceremony, students who have been selected as award winners will be notified in advance. The students will then be asked to upload a video/photo accepting the award and thanking the donor.**

The student submissions will be pulled together by the vendor into three separate ceremonies to be broadcast on June 16, 2020, as follows:

- **Virtual Nurses Pinning Ceremony at 2:00 p.m.**
- **Virtual Awards Ceremony at 4:00 p.m.**
- **Virtual Commence Ceremony at 6:00 p.m.**

➤ **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 April 21, 2020, through May 14, 2020.**

Student Affairs

➤ **Advising**

Transfer Coordinator Laura Wills organized the remote administration of all transfer services in order to help students connect with partner institutions, such as Stockton University, NJIT, Kean-Ocean, Montclair University, Southern New Hampshire University, and Thomas Edison State

University. Partner colleges are collaborating with OCC to offer more instant decision days with waived application fees, as well as pre-advising, open houses, information sessions, and virtual tours for students.

➤ **Financial Aid**

Ocean County College has received authorization and funding through the CARES Act to disburse federal emergency grants to students. In an effort to make CARES Act funding available to students whose academic pursuits are negatively impacted by the COVID-19 virus, the Financial Aid Department, along with the CARES Act Committee, are actively reviewing and processing applications received on a daily basis.

As of Monday, May 18, 2020, a total of 1,241 Higher Education Emergency Relief Fund (HEERF) applications were received, and 442 students were awarded \$400,314.

➤ **Admissions**

- **Over the past month, Admissions has taken on multiple recruitment initiatives, including continued work with College Relations on a Virtual Visit to take the place of the Spring Open House. Prospective students and members of the community will be invited to learn more about Ocean County College's Academic Schools and programs, take a Virtual Tour of campus, learn about Financial Aid, Scholarships, Student Services, and other services. Additionally, there will be opportunities for answers to questions from our Virtual Assistant, Reggie. OCC's Virtual Campus Visit page is designed to offer an experience similar to a traditional campus visit, but from the comfort of home.**

The page was launched on May 20, 2020, at <https://go.ocean.edu/visit>. We are proud of this effort and commend all who had a part in its development.

- **Another initiative for recruitment/marketing is the "Stay Home, Stay Safe, We are Ocean" postcard. The postcard was sent to approximately 9,000 Ocean County households with highlights promoting Fall semester enrollment at OCC, utilizing affordability, safety, and transferability messaging. The HUB will be tracking leads from the postcard through a dedicated phone number for this campaign.**
- **Admissions, in collaboration with Academic Advising, the HUB, Registration, and Financial Aid, is assisting new students with Fall and Summer 2020 registration. Under the current circumstances, many students are being overwhelmed with new technologies and learning platforms from their employers and high schools. To help simplify and mitigate our enrollment process, after applying for admission, students simply submit a short survey that asks them typical first-year advising and availability questions and agree to allow Admissions to register them into their first semester of classes. As of May 18, 2020, over 600 new first-time students have been registered for Fall classes through the survey.**

➤ **The HUB**

- **The HUB worked to create a partnership for Ocean County College with Robert Wood Johnson Barnabas Health to offer online science courses to its employees who are participating in three health-related programs, Medical Lab Technician, Paramedic Professional, and Certified Nursing Assistant. These employees are part of the GAINS grant, which offers educational opportunities for professional development in the healthcare field. Due to**

COVID-19, only one program, Medical Lab Technician, is running currently; 11 students have enrolled in Summer 2020 courses at OCC. RWJB anticipates additional students enrolling under multiple programs in Fall 2020 and Spring 2021.

- **The HUB, working remotely, is answering approximately one call every minute each day when open during regular business hours, Monday through Thursday from 8:00 a.m. to 8:00 p.m. and Fridays from 8:00 a.m. to 5:00 p.m. The number of calls reported only includes incoming calls that are answered; it does not count voicemails and calls after business hours. This very high volume of calls demonstrates the strong community interest in OCC, as well as the success of working remotely.**
- **Working with College Relations and Success, a third-party marketing company, the HUB is seeing a matriculation rate of 13.99% cumulatively for inquiries to enrollment for these specific campaigns. The campaigns include Math/Science online, the Community College Opportunity Grant, and Kean-Ocean, all of which are targeted to non-traditional students. The HUB receives inquiries via an online form as well as dedicated phone lines.**

Ms. Sheenah Hartigan, Director of Enrollment Services, will give a presentation at Thursday's meeting about the HUB's activities during this remote environment and the creative methods being used to not only reach out to potential students and answer incoming calls, but also to assist current students in any way they can.

➤ **Southern Education Center**

- **The Student Services Office of the Southern Education Center continues to respond to student inquiries seeking assistance. Whether students reach out via a phone call to an SEC extension, send an email to sec@ocean.edu, or correspond through any of the online registration applications, the SEC advising staff responds and assists. In a year-to-date comparison, correspondence efforts through remote channels are up 6% as compared to last year's efforts.**
- **Additionally, and in collaboration with the Admissions Office, emails were sent to all the Guidance Counselors of Pinelands Regional High School, Southern Regional High School, Barnegat Township High School, Lacey Township High School and MATES (OCVTS) outlining the procedures for high school students to avail themselves of the Early College Program, including a listing of potential classes that have been demonstrated by IR data as popular among high school students. The specifically identified SEC-based classes are scheduled at 8:00 a.m., 1:00 p.m., 2:00 p.m., and 3:00 p.m.**
- **The SEC staff will also begin to reach out to prospective students living in the southern part of Ocean County to create awareness of courses that have been added to the Fall 2020 schedule. Both the Noel Levitz Student Satisfaction Inventory and face-to-face discussions have determined students are looking for an expansion of class offerings at the SEC.**

➤ **Student Life**

Virtual student engagement has continued into May through Student Life. Thanks to the hard work and leadership from Faculty Advisor Jayanti Tamm, the Spring day release of the Seascape magazine for this academic year was able to happen. The student editor-in-chief of this year's magazine is Trevor Baluski. We are extremely proud of the publication and what it represents to the campus community. Student Life hosted a virtual release party, and Seascape was shared with

the **campus community** on **May 7, 2020**. A special thank you goes to **College Relations** for working with **Student Life** to develop a dedicated landing page for this effort, go.ocean.edu/seascape.

The **number of unique daily users** on the **OCC app** continues to **average around 478 per day**, and the **app** continues to be a **vital means of communicating** with the **campus community**. An example of this is the recent effort through **Helping Hands**, with the **support** of the **OCC Foundation**, to distribute **crisis relief boxes** from **Fulfill** to our **student population in need**. Another **fifty boxes** were **distributed** to the **OCC community** on **Friday, May 22, 2020**, using the **app** to **facilitate the sign-up** for **pick-up times**.

Both the **Director of Student Life** and **Assistant Director of Student Life, Jennifer Fazio and Alison Noone**, were recently **interviewed** by the **President of Ready Education, Danial Jameel**, and **Eric Gudmundson, Sr. Campus Success Consultant**, for **inclusion** in a **promotional piece** highlighting **OCC's transition to virtual student engagement as a best practice** for their **app platform** as **campuses pivot to online**.

Ms. Fazio and **Ms. Noone** will provide **additional information** to you on **Thursday** on the **importance** of the **OCC app** in **outreach** to **students**.

➤ **Career Services**

Career Services continues to serve our **students** and **alumni** through **online assistance** and **career events**. On **May 19, 2020**, in **co-sponsorship** with the **New Jersey Civil Service Commission**, an **online presentation** was **hosted** regarding **careers** and **current employment opportunities** in **New Jersey State government**. On **May 21, 2020**, **Career Services** **co-sponsored** with **Hackensack Meridian Health** an **online employment event** geared toward **hospitality-focused positions** available in the **medical industry**.

➤ **Counseling Center**

- The **Counseling Center** hosted a **virtual Question, Persuade and Refer (QPR) training**, conducted by the **New Jersey Division of Mental Health and Addiction Services**. This was the **first time** the **Division** conducted a **virtual QPR session**. **Fifteen students, faculty, and staff** participated in the **training**. **Additional virtual sessions** are planned through the **Fall semester**.
- **Counselors** continue to **respond** to **CARE reports**. Since **March 13, 2020**, there have been **315 CARE reports** submitted for **322 students**. Although **many** of the **reports** submitted by **faculty** were **prompted** by **student academic performance** in the **online environment**, an **increase** is now being seen in the **number** of **CARE-related situations**, and **CARE reports** are being received for **students** who have **applied** for **CARES Act funding**.

The various **student situations** include **significant increases** in **mental health concerns**, **lack of access** to **external mental health providers**, **homelessness/housing concerns**, **home and family issues**, **COVID-19-related health issues**, **deaths of family and friends**, and **financial problems**. As appropriate, **information** is being shared about the **CARES Act funding**, **SERF funding**, and **community resources**. **Counseling** is provided through **videoconferencing** and/or **telephone**, and **follow-up calls** are being made and **emails** sent to **all students**. At the **request** of the **CARE Team**, the Center conducted a **comparison** of **students with CARE reports** to **students** who filed **CARES Act applications**, and determined that, as of **May 8, 2020**, **19 students** with **CARE reports** had **filed applications** for **CARES Act funds**.

- The **Supporting Students in Recovery** program has **expanded** its **virtual services**, conducting **weekly virtual support meetings** and an **active discussion board** for students enrolled as participants in the **Canvas** course.
- The **Displaced Homemakers Program** anticipates a **renewal contract** for the **upcoming program year**. The program has served **71 new clients**, nearly achieving the **goal of 90 new clients**, and is serving **33 continuing clients**. The **program year** was **extended to September 30, 2020**, by **Governor Murphy**. Clients are **participating in job search, resume, interview, and computer skills classes**.
- **Educational Opportunity Fund**
 - **Current students** have been **supported** through **online advising** via **Webex** and **ZOOM**. **Applicants** are being **interviewed** in the same way; **five interviews** have been **completed**, **three** are **scheduled**, and **three** more **applicants** have been **invited to interview**.
 - **EOF** is hosting **e-recruitment** and **information sessions** with **local high schools**; to date, **Central Regional, Lakewood, and Toms River South and East high schools** have had sessions.
 - The season was **celebrated online** with **EOF's first-ever ZOOM Awards Recognition**. **Twenty-four students** participated. A **web-based Power Point** highlighting **student success** is almost ready for **publication**; it will be **available** soon on the **EOF webpage**.
 - **FY 2021 budgets** are in **development**. **Final contract awards** are **pending** the **Governor's revised budget**. The **department** is **actively engaged in outreach** to **State representatives** to support **level EOF funding**. **EOF State trainings** began in **March**; each **staff member** is **participating** in at least one. **Ongoing weekly team meetings** keep the staff **moving forward** and **busy**.
 - A new **Math Tutor, Ms. Kim Caballero**, began this **month**; **training** was **facilitated** by **Ms. Diane DeFilippo, Academic Support Specialist**.
 - **EOF First Experience** is in **development**; this **first virtual orientation** is tentatively scheduled for the **last week of August**.
- **Veterans and Military Resource Center**
 - **Two marketing and program radio interviews** were **conducted** recently with the **Veteran Affairs of New Jersey** and the **Regional Office of Wilmington, Delaware**, on how the **Veterans and Military Resource Center** is **contributing** to the **success of remote access learning** for **military-affiliated community members**. Topics included **OCC's transition to remote learning, graduating numbers of veterans, mobilization and activation of student service members, and activity and program development** for the **Summer** and into the **Fall semester**.
 - The **Center networked** with **regional partners** on continued **development** of the **"Battle Buddy Check-in"** for **educational institutions** with **military and veteran students** and how the **Veterans Administration** can access **hardships, struggles, and concerns** through their **outreach coordinators** who are **assigned to specific areas of the State**.

- Additionally, the **Center** was requested to **assist in legislation development** for **Congressman Andy Kim's office** that supports **extension of education benefits and compensation** from **physical class attendance** to **e-Learning participation** during the **COVID-19 pandemic**.
- **Office of Disability Services**

Since **April 2020**, the **Office of Disability Services** reports the following:

 - **32 students applied** for and **received reasonable accommodations**.
 - **276 individual requests** for assistance were **processed**.
 - **Five remote sessions** were conducted providing **technical assistance to faculty**. The **focus of the training sessions** included **strategies for captioning social media audio/video** and **short videos** within **Canvas**.
 - **Adaptive Services Specialist Jamie Arasz Prioli** continues to **serve as Chairperson** for the **Ocean County Core Advisory Group**, providing **guidance for promoting inclusive emergency management** by encouraging **collaboration** and **partnership** among **Ocean County government agencies, non-profit disability agencies, and emergency managers**. During the **current COVID-19 pandemic**, the **advisory group meets remotely** on a **weekly basis** to address **disability-specific concerns** throughout **Ocean County** and **reports weekly to FEMA**.

e-Learning and Learning Enterprises

- **Instructional Design and Technology**
 - The **team** continues to **move forward** with **course development** for the **Fall 2020** and **Spring 2021** semesters, with **17 new online course offerings**. Included are **courses for the Special Programs project in Egypt**. The **unit** continues to **seek Open Educational Resources (OER)** and **low-cost course materials** when **designing new courses** and **updating existing courses**. **Costs** have been **reduced** by **removing unused course software** in **select courses**, as well as by **transitioning some course materials** from **hard-copy textbooks** to **eBooks**. Starting **Fall 2020**, **College Lecturer II for Student Success Laura Manresa** in the **Center for Academic Excellence** will be working with an **Instructional Designer** to **remove Cengage MindTap** from **STSC-150** and **transition to OER**. Additionally, the requested **DL Master Course shells** for **face-to-face** for the **2020 First Five-Week** and **Ten-Week Summer terms** have been **reworked** and **delivered**.
 - The **Design Team** continues to **build** and **add new content** to both the **Center for Instructional Empowerment** and the **Campus Closure Resource Shell**. **Mr. Eric Daniels, Educational Technologist**, will be **presenting** on **"Using Webex in Canvas"** as part of the **2020 Summer Virtual Professional Development Series**. **Academic Affairs** and **e-Learning** are also exploring **VoiceThread**, which is a **learning tool** used to **enhance student engagement** and **online presence** for use in both **online** and traditional **face-to-face courses**. The **VoiceThread software** is used to **enhance student engagement** by creating **interactive presentations, assignments, and discussions**. **Instructors** and **students** are able to **upload documents, presentations, images, audio files, and videos** and leave **comments** throughout the **material**. This allows **instructors** and **students** to **interact** with the **materials** as well as with **each other**. At this time, **e-Learning** and the **Academic Deans** have **participated** in a **demonstration** with the **vendor** and are currently **discussing** if the **tool** should be **piloted** in both **distance learning** and **remote courses**.

- **Associate Director of e-Learning Rachel Doss-Block** has been working closely with **Enterprise Applications Director Anthony Jordan** and **Programmer Analyst Nick Tyler** in IT to automate the “**Incomplete**” process for online and traditional courses. Effective immediately, **instructors are no longer required** to send an email request to the e-Learning Department for a course copy to permit a student to complete pending assignments. A **backend script** was created to automate the process by reopening and extending dates for the courses where an **incomplete grade** was assigned to a student. **Instructors** will still be required to complete the **Grade Change Form** and route it through the proper channels for approval.

➤ **Academic**

- From the academic area, **Dean of e-Learning Vivian Lynn** represented **OCC** in a new initiative with the **New Jersey Community College Distance Education Affinity Group**. She participated in the professional development webinar, “**Engaging Students in a Virtual Environment**,” on **April 28, 2020**. Over **180 educators** from throughout **New Jersey** participated. The webinar provided curriculum and learning outcome strategies for remote and online instruction.
- On **May 15, 2020**, the **e-Learning Department** hosted a **virtual Kick-off General Meeting**, which provided updates from the **International, Design, and Academics** areas. Over **60 online instructors** attended the meeting.
- In collaboration with the **Finance Department**, **e-Learning** is working on a **Request for Proposals** for a proctoring solution. A **Proctoring Committee** has been established to select a vendor for the College.

The **Academic team** continues to work closely with **Assistant Athletic Director Patricia Carroll** to use **Dropout Detective**, student retention software. During the **Spring 2020 semester**, the department implemented **Dropout Detective** for all athletes to monitor and communicate with automated email and early alert notifications. With the assistance of the **e-Learning Department**, **Ms. Carroll** was trained and is now able to retrieve real-time data on every athlete’s academic progress. In addition, course instructors can instantly alert the **Athletic Department** of potential student problems, which allow for fast responses for students to receive resources and services to assist them with their coursework.

- The **e-Learning Dean** is working in collaboration with the **Academic Affairs Deans** on a **2020 Summer Professional Development Series**. The entire **College community** is welcome to participate in the trainings. The training **Webex login** and remote access information can be found on the **Center for Instruction Empowerment webpage** at go.ocean.edu/cie.

The following **e-Learning webinars** were or will be hosted as part of the **2020 Summer Professional Development Series**:

- **Detecting and Addressing Academic Dishonesty** – **Wednesday, May 20, 2020, at 12:00 noon.**
- **Using WebEx in Canvas** – **Wednesday, May 27, 2020, at 12:00 noon.**
- **Creating Interactive Discussions** – **Wednesday, June 3, 2020, at 12:00 noon.**

➤ **International**

➤ **Coordinating the Current Program with Ain Shams University and Kean University**

Cohort 1 of **41** students is scheduled to **graduate** this **month** from **Kean University**. **Dr. Howaida Wahby Eraky**, College Lecturer II in e-Learning, and our **Egyptian** employees developed an **exit survey** for this **cohort**.

Cohort 2, with **38** students, is scheduled to **graduate** from **OCC** in **May**, and the **32** students in **Cohort 3** will be **graduating** in **August**. **Cohort 4's 40** students finished the **first year** at **OCC** and are scheduled to **graduate** in **Summer 2021**.

➤ **Preparation for Special Programs**

Appreciation is expressed to **Ms. Eileen Schilling**, Executive Director of Academic Assessment, for her **efforts** to **expand** **affiliate four-year university collaborations**. **Articulations** are currently being **developed** with **Colorado State University**, **Maryland Global Campus University**, and **Southern New Hampshire University**. **OCC's** team and representatives from **New Jersey City University** have been **working diligently** on **program mapping** for **piloting** these **programs**. As a part of the **preparation** for **Special Programs**, **Dr. Eileen Garcia**, Vice President of e-Learning and Learning Enterprises, and others have been **working** with Vice President of Finance and Administration **Sara Winchester** on a **finance model** and with **Ms. Rachel Doss-Block** on course developments needed for an **additional ten special programs**.

➤ **Improving Services to Students**

Improving services to **Egyptian** students has been the **focus** of **Egyptian OCC** employees as they **re-organize** their **task requirements**. **OCC's Egyptian** team has been attending **virtual weekly training sessions** with **OCC's onsite staff** to **expand** their **knowledge** of **related tasks** to **international programs**. The sessions included information on how to **add and track opportunities** in **Recruit**, how to **make calls** to **students** through **Recruit**, as well as how to **send emails**. The **training** enables **OCC employees** in **Egypt** to **retrieve student information** on **Colleague** as well as **register or remove students** from **classes**. In preparation for the **upcoming cohort**, the **team members** attended a **three-session training** and were **certified** as **proctors** for **ACCUPLACER** test administration.

Services are also being **improved** to **students** through **language training**. As mentioned earlier in the report, **Dr. Howaida Wahby Eraky** developed **ENGL 096, English to Speakers of Other Languages**, as an **OER** course to **replace developmental English**.

Finally, **Dr. Wahab Eracky** and Foreign Programs Academic Administrator **Alexis Crosta** are working on a **standard operating procedures document** that was **initiated** by **Mr. Hatem Akl**, Associate Vice President of International Programs - Operations.

➤ **A note from Mr. Hatem Akl to the members of the Board of Trustees:**

"I accepted a position with **Ellucian** and will be **leaving** my **current position** as the **Associate Vice President for International Programs – Operations** on **June 5, 2020**. **Dr. Garcia** and I have been working on a **plan** to **transition my duties**.

“I truly enjoyed working at Ocean County College for the past fourteen years, and I will always cherish many successes, fond memories, and real friendships throughout our great institution. I want to thank the members of the Board for their support and guidance. And I wish my OCC family all the best.

“I prefer to think of this as “See you later” instead of “Goodbye.” Please don’t hesitate to reach out to me at hatem_aki@hotmail.com if you’d ever like to get in touch.”

Center for Holocaust, Genocide, and Human Rights Education

Center Director Dr. Ali Botein-Furrevig is developing interactive exhibits for the Center. This new direction will not only address the space limitations in the Center, but virtual museum-grade exhibits will reach a wider audience of OCC students, local schools, teachers, and the community, all of whom can access exhibits remotely or from the Center. It also allows for multiple PowerPoint exhibits with more robust narratives and with links to documentary clips, scholarly articles, artifacts, survivor testimony, and other resources. Dr. Botein-Furrevig conducted research on the technical needs and estimated costs and shared them with Library Director Donna Rosinski-Kauz for follow-up. These exhibits will not interfere with the Center’s continued commitment to face-to-face lectures/workshops for students, local schools, and the community.

Dr. Botein-Furrevig is also working on two oil paintings for the Center: 1) An expressionistic representation of the Night of Broken Glass (Kristallnacht) and 2) an expressionistic portrait of a young girl in Auschwitz concentration camp.

May 28, 2020, Board of Trustees Meeting

Appreciation Expressed to Assistant Professor of Humanities Richard Fallon

From: LISA Elrick

Sent: Sunday, May 24, 2020 11:11 AM

I would like to extend a letter of appreciation on behalf of Professor Fallon for the Spring 2020 Intermediate Photography course.

Midway through the semester, Professor Fallon rose to the challenge of providing continued instruction via remote learning despite the shocking onset of the Covid-19 pandemic. Following his syllabus handed out during the first class, weekly instruction continued, consisting of supplemental videos, adjusted assignments in light of the new restrictions and access to Lightroom Classic on home computers. Questions and concerns continued to be addressed via weekly group emails, and online chats via Canvas.

Thank you so much for keeping us focused and providing a challenging but fun pursuit. I look forwards to future classes whether remotely or in class.

From: Gretchen Turner

Sent: Friday, May 22, 2020 10:39 AM

I would like to take this opportunity to extend my appreciation to Professor Richard Fallon, for his dedication and hard work throughout the spring semester.

This past semester was my second photography course with Professor Fallon, and he continued to challenge us to expand our creativity, as well as our skills using Lightroom and PhotoShop. When Covid-19 forced OCC to continue our courses through online learning, he patiently guided us through setting up our home computers with the programs we needed to continue downloading photographs and necessary files, to him for his review and grading. Through all of this, he continued to push us to use our resources and creativity to photograph what was available to us, and to look for different perspectives and angles to capture. He made himself available online continually, and presented challenging material and ideas for us to work with. We shared our photographs each week, with each other online, and at the end of the semester, we were able to present wonderful portfolio's.

I look forward to attending his Lightroom/PhotoShop course in the fall.

Appreciation Expressed to Mr. Ralph Bertini, Television Production Director

From: Kate Borowski

Sent: Wednesday, May 13, 2020 12:49 PM

My name is Kate Borowski and I took your class 4 years ago as a freshman.

I wanted to reach out because I just finished my undergrad degree at Montclair State University, receiving a Bachelor of Arts in Communication and Media Art. But I truly owe a huge thank you to you for helping me discover the love of production.

I took your class on a chance because I had a slight interest in the field and to be honest, your class scared me. I was so nervous to present, to direct, technical director, host, ANYTHING. I was new to the production world and my classmates knew more than me so I felt very stupid because I needed to take baby steps. But you always pushed me to try new things in the studio, and I even went to help with events on campus when that is something I would have never done. You never made me feel stupid and you allowed me to explore my talent in the studio in all different aspects.

When transferring to Montclair, I didn't know what direction to go in. I felt you had taught me everything I needed to know in the studio, and you helped me grow this passion for all parts of media. I ended up choosing Montclair's communication and media arts program because I knew I could explore every industry. One of our final projects for your course, besides the short skits we had to produce, was the production bible, and I took everything I learned from that in every class. I ended up having to make multiple production bibles and it actually helped me land several interviews with Walt Disney and Marvel. All the positions I was to be interviewed for were cancelled due to corona but I plan to reapply once things open back up.

But throughout my time at Montclair, I've taken several production classes; in film, broadcasting, television... EVERYTHING. I've written my own short film script, played small parts in short films, met with directors and so much more.

I frequently talk to Mike Thullner about you because you were a true inspiration to me throughout my college career. I don't think I would have found a passion for this field if it weren't for you because you made it seem so easy and possible. I just knew I had to reach out because I never gave you the true thank you for the confidence you gave me and the mentor you became in my life.

I've had many great professors at Montclair, but it was not until this spring semester when my screenwriting professor, Joseph Gilford, reminded me of your class. It was every Tuesday 5:30 - 8:50, I believe it is as long as your class was. But similar to your course, I never dreaded being on campus so late and being in class for so long. He made me feel that passion that I had felt in yours back as a freshman. You are a great professor and I will continue to admire the hard work you continue to do for your students.

I just wanted you to know my appreciation to you and how much one college course and you as my professor had such a huge impact on my life.

I am moving to Florida in August to work with Disney in their college program for the time being. But once things go back to normal, I will be reapplying for jobs with them in California so I hope some day in the future, I will be able to update you on my endeavors in the golden state!

But, I hope to connect sometime in the future.

Required Reporting Statistics
Board of Trustees Meeting
May 28, 2020

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 **4/20/2020 through 5/14/2020**.

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: Reported:		*** NOTHING TO REPORT ***	
Occurred: Reported:			
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 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 A. Lopez, Director of Security



2019-2020 **Fact Book**



Message from the Executive Director

The Office of Institutional Research (OIR) supports continuous improvement within the college by providing meaningful data and analysis. This is utilized across campus to make data-informed decisions that promote student success and increase efficiencies. In addition, OIR communicates data to enhance the College's planning processes and to keep all of Ocean County College's constituents informed of pertinent institutional data.



OIR holds itself accountable for the integrity of the data that it reports as it strives to support a culture of evidence and continuous improvement. As such, the data contained within the Fact Book are official figures; many have been submitted to both the state and federal government, including the State of New Jersey's Office of the Secretary of Higher Education and to the federal Integrated Postsecondary Education Data System (IPEDS).

The data presented includes a historical look at trends and narratives to give readers contextual information. If you have any questions regarding the content of the Fact Book or would like to further discuss any of the data, please contact the Office of Institutional Research at research@ocean.edu

Dr. Alexa M. Beshara-Blauth



Executive Director of Institutional Planning, Effectiveness, and Compliance

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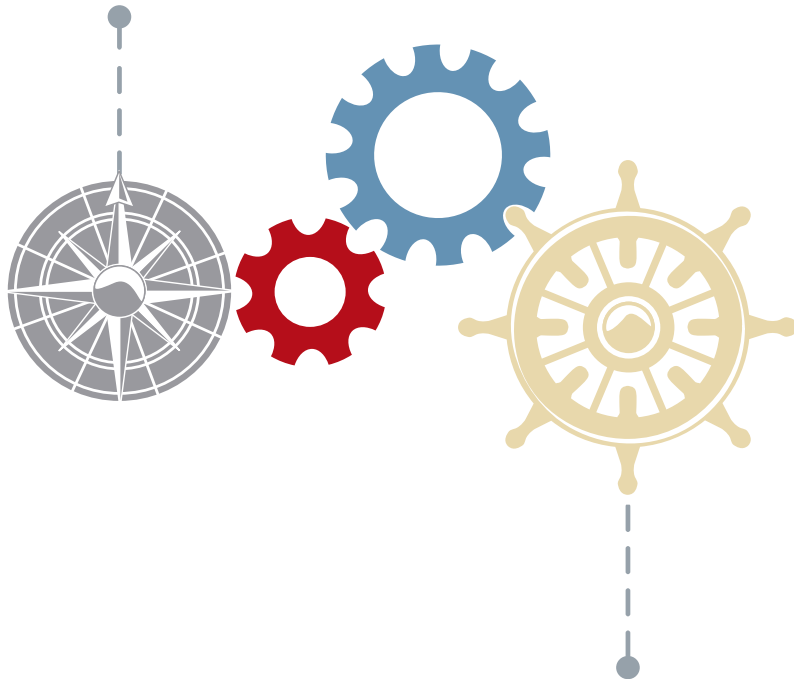
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Mission Statement



Ocean County College, an innovative academic leader, provides affordable, student-centered, high quality educational experiences that prepare and empower diverse learners to contribute to and succeed in global societies. OCC invests in and fosters academic, economic, and cultural excellence and ensures financial strength by generating new revenue streams, engaging in national and international university and corporate partnerships, and cultivating a technologically progressive and entrepreneurial spirit.



Vision Statement

Ocean County College will be the boldest, most creative, most innovative student-centered college in America and, by pioneering community college education internationally, will be a new prototype for global education.



Guiding Principles

Ocean County College is Student-Focused: the success of our students is our priority.

- Proactive:** Vigorously seek new opportunities for the students in both existing and new markets using ingenuity and innovative thinking.
- Supportive:** Guide, coach, and mentor one another to provide the best possible experience for students and enable them to achieve their full potential.
- Communicative:** Articulate ideas and concerns, practice genuine listening before speaking, and maintain confidentiality when appropriate.
- Impartial:** Remain open-minded and engage new initiatives with optimism and enthusiasm.
- Positive:** Remain congenial, practice empathy, and have fun.
- Courageous:** Act with discipline to maintain accountability while pursuing decisions based on evidence and consensus.
- Collaborative:** Practice teamwork in all actions and decisions.
- Trustworthy:** Practice integrity and transparency in all actions.
- Accountable:** Commit to student success while delivering high performance and presenting results transparently.

2015-2020 Strategies for Success

- Strategy #1:** Craft and Execute Transformative Strategies
- Strategy #2:** Build Resilience through Innovation, Reinvention, and New Programs
- Strategy #3:** Strengthen Leadership at All Levels
- Strategy #4:** Understand and Meet the Needs of Stakeholders
- Strategy #5:** Create a Highly-Effective, Challenging, Supportive, and Sustainable Work Environment
- Strategy #6:** Leverage Collaboration, Partnership, and Sharing
- Strategy #7:** Continuously Improve Learning Support Processes and Practices
- Strategy #8:** Leverage Information and Results





About Ocean County College

Since its founding in 1964, Ocean County College has continually evolved and flourished: the campus has grown, the student population has increased, program offerings have expanded, and the College's place in the community, and in academia has risen. OCC is now an institution greatly admired, and emulated by our peers. Regardless of how the College changes, though, there is a constant — a tradition of excellence and a commitment to provide the finest in higher education to the citizens of Ocean County.

Throughout OCC's history, student enrollment has steadily swelled, from just 979 students in the fall of 1966 to 8,171 in the fall of 2019. The number of graduates has multiplied as well, from 208 in 1968 to 1,500 in 2019.

The College is ever-vigilant to the needs of its students and, therefore, keeps tabs on trends — local, national, and international — both in education and within the job market. A full range of programs, services, and activities have been designed specifically to best support the diverse student body.

OCC offers A.A., A.S., and A.A.S. degrees, along with certificate programs in over 40 areas of study; some programs are intended for students aiming to transfer to four-year institutions, while others have been conceived for those seeking immediate careers. Students can pursue part-time or full-time study, with classes available days, evenings, and weekends. Undergrads can study on the College's Main Campus in Toms River, at OCC's Southern Education Center in Manahawkin, and at 17 off-campus sites located throughout the county, or they can take classes online.

In addition to college credit programs, OCC provides a variety of noncredit Continuing and Professional Education courses and community events. Year 'round activities, open to the public, include art exhibits, lectures, and musical and dramatic productions in the theatre or the gallery at the Jay and Linda Grunin Center for the Arts; presentations at the Robert J. Novins Planetarium; and the opportunity to enjoy the Sambol-Citta Garden in the middle of the campus mall. The College also offers a broad range of noncredit community education courses, trips, seminars, and summer programs for children.

OCC's Main Campus has seen its share of growth over the years, including, first, a construction plan — from 1966 through 1974 — during which 11 major buildings were completed.

In the 1980s and 1990s, as the student population soared, the College constructed five new buildings. Meanwhile, the H. George Buckwald access road, opened in April 1988, relieved congestion and helps to maintain safety on College Drive.

As the College approached the new millennium, construction continued, and, between 2000 and 2011, the campus expanded to include 12 new structures. Of particular note is the establishment, in 2000, of the OCC Southern Education Center in Manahawkin, which serves residents in the southern part of the county.

More recently, the Gateway Building — a joint venture between OCC and Kean University — opened in 2013. Three years later, in 2016, the College celebrated the ribbon-cutting for the Jon and Judith Larson Student Center and the addition of a much-needed third access road, West College Drive.

In 2018, the H. Hovnanian Health Sciences Building opened, allowing OCC to expand its program offerings to include the allied health curricula in addition to nursing. That same year, the Instructional Building — constructed in 1967 — underwent a major renovation that included modification of the floor plan to provide a more modern and collaborative environment for faculty and students. Also in 2018, construction of the Ocean County Vocational Technical School Performing Arts Academy High School building began here on campus. In partnership with the College, this structure will allow OCVTS to offer an Early College Program, while, in addition, OCC staff and students will benefit from the use of this unique facility.

Finally, OCC's commitment to online learning and innovation continues to prove effective. The College has developed partnerships with Ahram Canadian University (Egypt), The Arab Academy for Maritime Sciences and Transport (Egypt), IMI International (Morocco and Egypt), and Ain Shams University (Egypt). Expansion opportunities in the Middle East and Northern Africa regions abound and are promising for the future of OCC as a global player in higher education

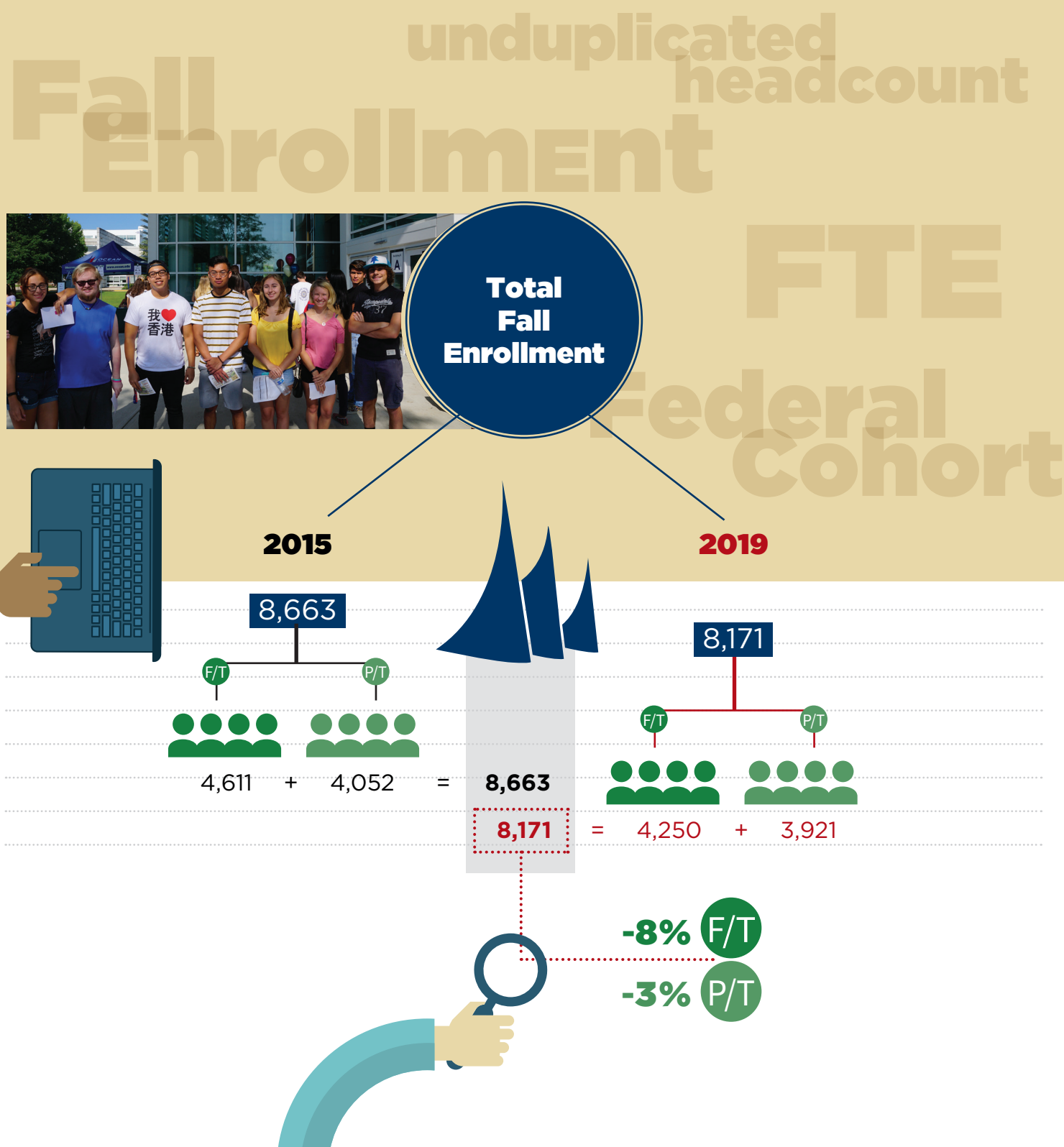
Accreditation

Ocean County College is accredited by the **Middle States Commission on Higher Education, MSCHE** (www.msche.org), and the **Accreditation Commission for Education in Nursing, ACEN** (www.acenursing.org).

Section 1:

Tracking Enrollment at Ocean County College

Analyzing enrollment provides OCC with an understanding of its student body and how best to serve it. The College monitors statistics and demographics, such as gender, age, race and ethnicity, part-time to full-time ratios, and enrollment by program. This data is also important for institutional planning purposes, such as scheduling, staffing, and meeting facilities requirements.



Fall Enrollment

National community college enrollment often correlates with unemployment rates. As unemployment rises community college enrollment also increases as displaced workers seek new knowledge and skills. Both **national and New Jersey community college enrollment peaked in 2010** and have **steadily declined** as the economy has improved and citizens have returned to the workforce. Similarly, Ocean County College's fall enrollment peaked in 2009, at 10,415 students, and has declined each subsequent fall, though annual enrollment is now increasing. Through a wide-range of initiatives related to the College's Strategic Plan, Strategies for Success 2015-2020, **OCC projects that there will be enrollment growth in the coming years.**

Figure 1-1. Fall Enrollment by Attendance Status 2015-2019

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full-Time	4,611	4,653	4,605	4,427	4,250
Part-time	4,052	3,999	3,772	3,749	3,921
Total	8,663	8,652	8,377	8,176	8,171

Source: Fall census enrollment as reported to SURE (Student Unit Record) System. Full-time students are those taking 12 or more credits, part-time 11 credits or fewer.

Figure 1-2. Fall Enrollment Full-Time Equivalent/FTE 2015-2019

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
FTE	5,971	5,996	5,871	5,686	5,566

The calculation for FTE or full-time equivalent is 1 full-time student =1, 1 part-time student =0.335737 per IPEDS Glossary. Fall enrollment has declined while fiscal year enrollment has increased due to the expanded selections of terms as evidenced by fiscal year FTEs.

Annual Enrollment

Annual enrollments are based on two measures: **unduplicated headcount** and **FTE** (full-time equivalent) students. The annual unduplicated headcount is the count of all students who were enrolled in one or more credit-bearing courses during the given fiscal year (July 1-June 30). FTEs are calculated based on fiscal year credit hours divided by 30.

Figure 1-3. Unduplicated Headcount Credit Hours, and FTEs FY2015-FY2019

	FY2015	FY2016	FY2017	FY2018	FY2019
Unduplicated Headcount	13,916	13,236	13,485	14,075	14,516
Credit Hours	208,253	196,183	197,622	200,109	202,243
FTEs	6,942	6,539	6,587	6,670	6,741

Student Type

Enrollment by student type: students are grouped into four “types” or registration statuses. **First-time** students are those who have not previously enrolled for credit at a post-secondary institution unless it was during their high schools years. **Transfer** students are those who have previously attended another college and transfer or seek to transfer credits from their prior institution(s). **Stop-out/Readmit** are students who have previously attended OCC but have stopped out and are returning. **Continuing** students are those students who were enrolled during the previous regular semester.

The distribution by student type has **remained relatively unchanged** during the 5 year period with **first-time students comprising between 27-32%**, transfer students **4-6%**, stop-out/readmits **12-13%** and **continuing, our largest group, between 52-54%**.

Figure 1-4. Fall Enrollment by Student Type 2015-2019

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
1st Time	2,316	27%	2,576	31%	2,501	30%	2,499	31%	2,619	32%
Transfer	497	6%	441	5%	431	5%	349	4%	299	4%
Stop-Out/Readmit	1,156	13%	1,108	13%	1,066	13%	1,080	13%	968	12%
Continuing	4,694	54%	4,527	54%	4,379	52%	4,248	52%	4,285	52%
Total	8,663		8,652		8,377		8,176		8,171	

This table uses NJ SURE Stop-Out/Readmit definition, a student returning after missing 1 or more regular semesters. Institutional definition is 1 or more years missed.

Federal Cohort Enrollment

A federal cohort is comprised of **first-time, full-time, degree and certificate seeking** students **enrolled at fall** census. It is the population used by the **Federal government** to **calculate success measures, such as retention and graduation rates**, which are included in the Student Outcomes section of our Fact Book. **This population is approximately one-fifth of our fall enrollment.**

Figure 1-5. Federal Cohort Students Fall 2015-2019

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Count	1,546	1,728	1,654	1,667	1,630
% of Total Enrollment	18%	20%	20%	20%	20%

Federal cohort students are first-time, full-time, degree or certificate seeking students enrolled at fall census.

Remediation Courses by Subject for Federal Cohort Students

Remedial courses provide students who are underprepared for college with the skills needed to be successful in college-level courses. Approximately 51% of OCC's fall 2019 first-time, full-time students took one or more remedial courses. Figure 1-5a displays the counts and percentages of federal cohort students enrolled in remediation by subject in fall 2015-2019.

Figure 1-5a. Fall 2015-2019 First-time, Full-time Students Enrolled in Remediation by Subject Area

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Algebra	777	50.3%	862	49.9%	536	32.4%	577	34.6%	527	32.3%
English	746	48.3%	1081	62.6%	781	45.2%	733	44.0%	412	25.3%

The students above comprise our federal cohort of first-time, full-time, degree or certificate seeking students.

Fall 2015 to fall 2016 increase in students requiring remedial English is attributable to cut-score changes.

Fall 2016 to fall 2017 and forward changes are attributable to the following:

The NJCCC lowered test scores (PSAT, SAT) that qualify for exemptions from placement testing and remediation.

Changes to our developmental course structure: reducing math remedial requirements from 2 courses down to 1;

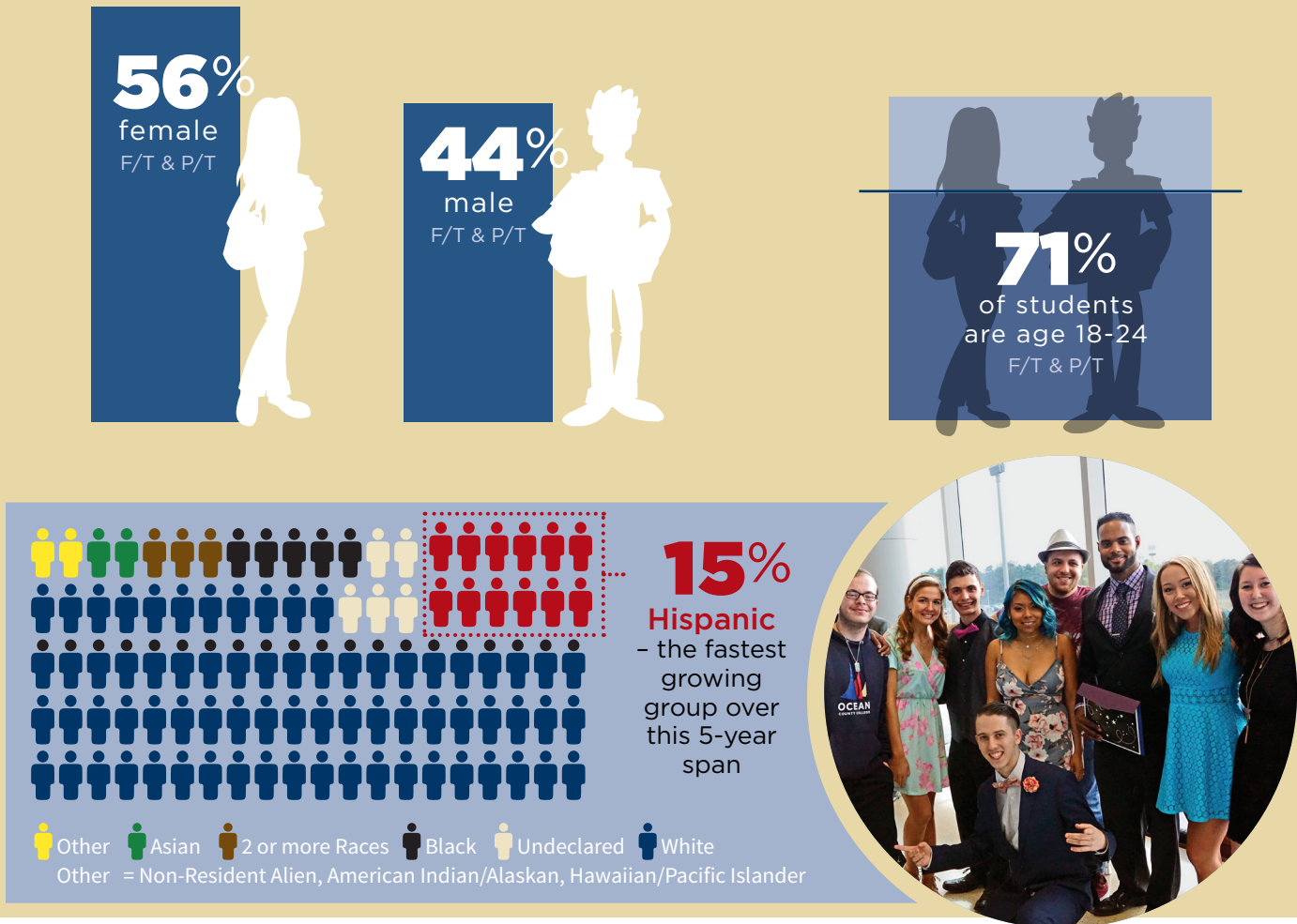
OCC implementing co-requisite coursework with placement into ENGL-151 for students who earn placement scores in the decision zone.

Expanded high school participation in the College Readiness Now Grant program throughout Ocean County.

Fall 2019 multiple measures took effect.

Section 2: Demographic Trends

Tracking demographics, such as gender, race, ethnicity, and age, allows Ocean County College to better understand how the student population changes over time and how best to serve changing needs.



Gender

The gender distribution of male to female has been stable at approximately **56% female** and **44% male** from fall 2015 through fall 2019.

Figure 2-1. Fall 2015-2019 Enrollment by Gender and Full-time, Part-Time Status

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Male	2,262	1,555	2,203	1,591	2,160	1,527	2,101	1,423	2,035	1,531
Female	2,349	2,497	2,450	2,408	2,445	2,245	2,326	2,326	2,215	2,390
Total	4,611	4,052	4,653	3,999	4,605	3,772	4,427	3,749	4,250	3,921

Undeclared students are counted as male.

Race and Ethnicity

The following tables show the distribution of race and ethnicity of OCC students and how it has changed from fall 2015 through fall 2019. **Hispanic is the fastest growing group** for the period, increasing from **10.7%** in **fall 2015** to **15.2%** in **fall 2019**. The white population as a percent of the total fell from 74.1% to 66.6% over the same period.

Figure 2-2. Fall 2015-2019 Enrollment by Race/Ethnicity and Full-time, Part-Time Status

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Non-Resident Alien	43	49	35	99	47	129	54	194	52	154
Hispanic	544	384	624	413	700	415	740	446	758	480
American Indian/Alaskan	15	7	10	9	6	6	12	10	11	6
Asian	88	89	88	99	88	87	93	91	100	87
Black	251	212	220	180	234	185	208	188	185	237
Hawaiian/Pacific Islander	7	10	9	4	6	5	6	0	3	4
White	3,354	3,067	3,319	2,906	3,176	2,634	2,979	2,540	2,844	2,596
2 or more Races	135	66	143	76	157	84	134	100	137	118
Undeclared	174	168	205	213	191	227	201	180	160	239
Total	4,611	4,052	4,653	3,999	4,605	3,772	4,427	3,749	4,250	3,921

As OCC's international outreach increases, it is expected that the composition of the student population will reflect those changes.

Figure 2-3. Race/Ethnicity Change Fall 2015-Fall 2019

Population as % of Total	Fall 2015	Fall 2019
Non-Resident Alien	1.1%	2.5%
Hispanic	10.7%	15.2%
American Indian/Alaskan	0.3%	0.2%
Asian	2.0%	2.3%
Black	5.3%	5.2%
Hawaiian/Pacific Islander	0.2%	0.1%
White	74.1%	66.6%
2 or more Races	2.3%	3.1%
Undeclared	3.9%	4.9%

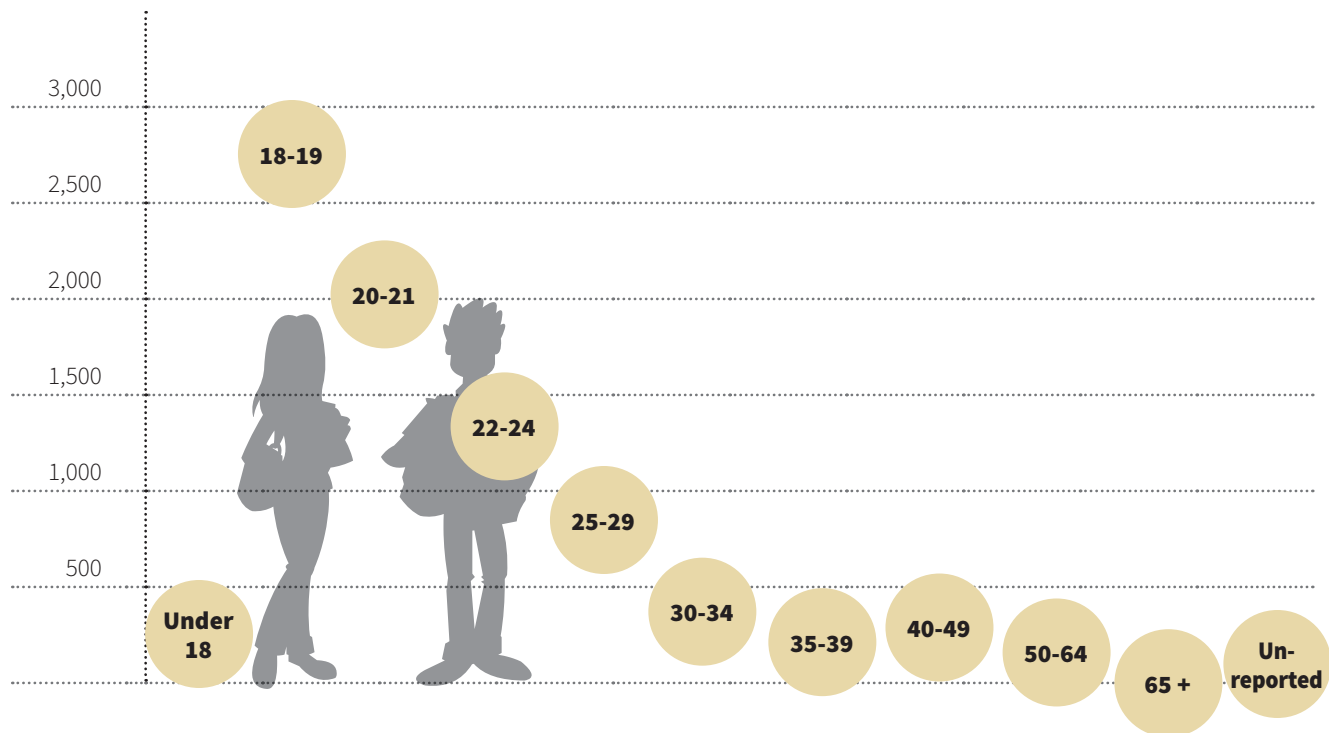
Age

Over 37% of fall students are 18-19, and 72% are 18-24 age range.

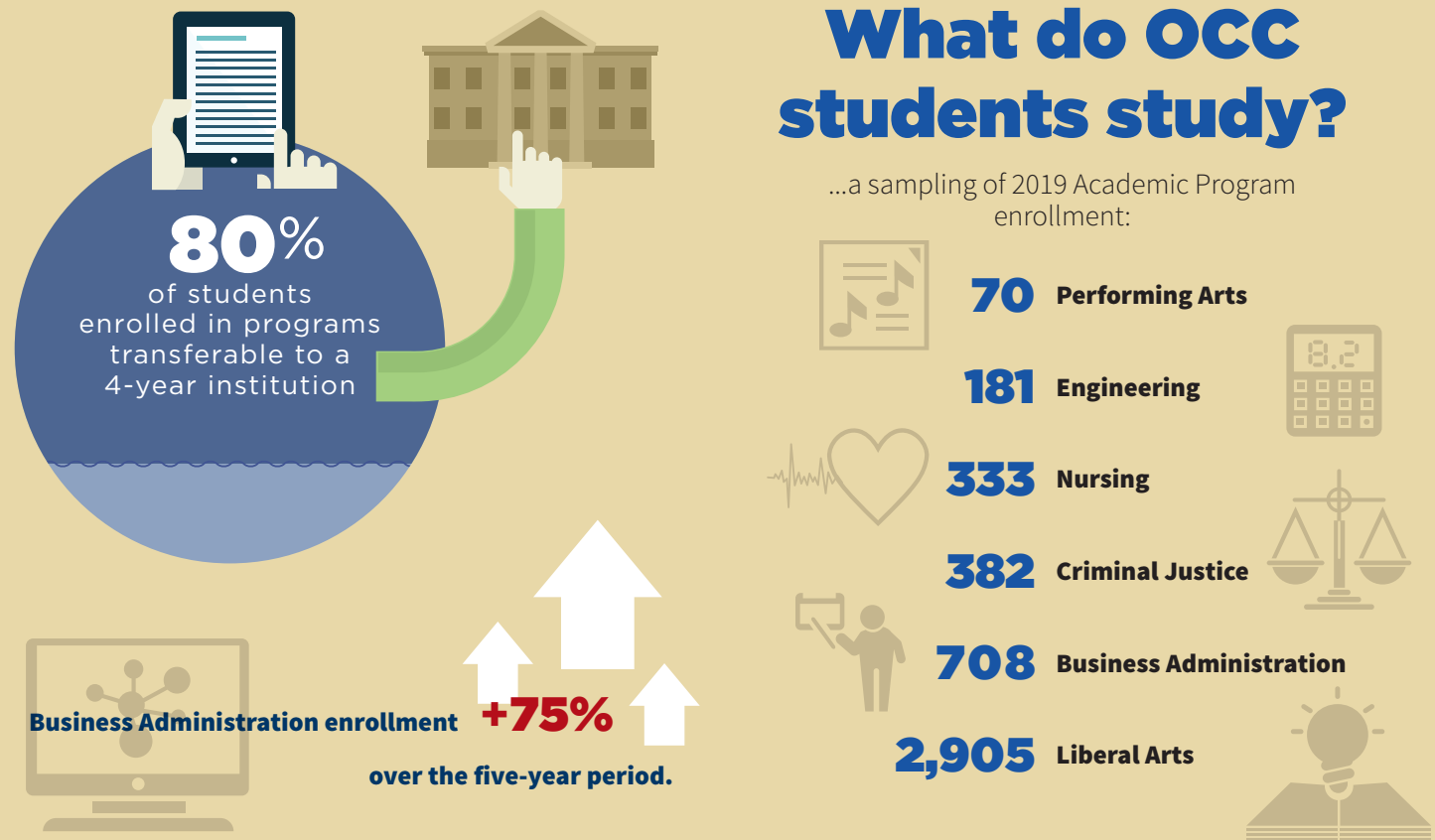
Figure 2-4. Fall 2015-2019 Enrollment by Age

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Under 18	220	275	247	332	370
18-19	2,572	2,737	2,791	2,992	2,995
20-21	2,109	2,041	2,081	1,836	1,743
22-24	1,337	1,317	1,268	1,092	1,080
25-29	946	930	858	864	864
30-34	461	403	398	381	417
35-39	261	276	235	213	245
40-49	362	350	307	281	259
50-64	202	186	171	156	157
65 and over	22	17	20	24	18
Unreported	171	120	1	5	23

Figure 2-4a. Age Distribution, Fall 2019



Section 3: Academic Programs



Ocean County College is **primarily a transfer institution** evidenced by program enrollment patterns. **Approximately 80% of fall 2019 students** were **enrolled in programs transferable to a four-year institution**.

What do students at OCC study?

A.A. in Liberal Arts and **A.S. in General Studies** afford students many program pathways and are by far OCC's **highest enrolled programs**. In fall 2019, 36% of students were enrolled in various Liberal Arts programs, and 18% of students were enrolled in various General Studies programs. The following table contains student enrollment by program, fall 2015 to fall 2019.

The subsequent table contains fall 2019 full-and part-time enrollment by program.

Figure 3-1. Student Enrollment by Academic Program Fall 2015 - Fall 2019

Program Title	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
AA PROGRAMS					
Digital Mass Media-Broadcast Production (AA.DMM.BP)	72	78	57	46	63
Digital Mass Media-Journalism (AA.DMM.JOUR)	22	22	28	32	32
Fine Arts (AA.FA)		5	21	30	43
General Studies (AA.GE)	3				
General Studies-Social Science Option (AA.GE.SS)	1				
Global Studies (AA.GLOBL)	9	19	14	12	5
Liberal Arts (AA.LA)	2,987	3,138	3,021	2,661	1,927
Liberal Arts-Elementary Education Concentration (AA.LA.ELEM)		1			
Liberal Arts-Education (AA.LA.EDUC)					30
Liberal Arts-English Concentration (AA.LA.ENGL)					5
Liberal Arts-History Concentration (AA.LA.HIST)					10
Liberal Arts-Elem. Ed., Disability Ed. Concentration, Kean@Ocean (AA.LA..KEDE)	11				
Liberal Arts-Elem. Ed. Concentration, Kean@Ocean (AA.LA..KEED)	49				
Liberal Arts-English Concentration, Kean@Ocean (AA.LA..KENG)	10				
Liberal Arts-History Concentration, Kean@Ocean (AA.LA..KHIS)	17				
Liberal Arts-Phys. Ed. Teaching K-12 Concentration, Kean@Ocean (AA.LA..KHPE)	11				
Liberal Arts-Sociology Concentration, Kean@Ocean (AA.LA..KSOC)	8				
Liberal Arts-Music Education Concentration (AA.LA..MU)	1				
Liberal Arts-Pre-Nursing Track (AA.LA.PNURS)				326	865
Liberal Arts-Psychology Concentration (AA.LA..PSYC)					68
Performing Arts (AA.PA)	34	37	45	25	10
Performing Arts-Administration Option (AA.PA.ADMN)				4	4
Performing Arts-Dance Option (AA.PA.DANC)				1	4
Performing Arts-Music Option (AA.PA.MUSC)				18	29
Performing Arts-Theatre Option (AA.PA.THTR)				10	23
AAS PROGRAMS					
Administrative Office Management (AAS.AOM)	5	2	1		
Business (AAS.BUS)	68	56	35	44	34
Business - Paralegal Studies Option (AAS.BUS.LEGA)	33	30	22	15	19
Business-Web Marketing Option (AAS.BUS.WBMKT)	1				
Computer Science-Information Technology Option (AAS.CS)	15	19	11	10	10
Computer Science-Info Tech Cloud Comp Concentration (AAS.CS.CC)					2
Computer Science-Infor Tech Data Mgmt Concentration (AAS.CS.DM)					2
Computer Science-Info Tech Networking Concentration (AAS.CS.NET)					1
Fire Science (AAS.FS)	5	2			
American Sign Language-English Interpreting (AAS.IT)	48	36	41	52	48

Program Title	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
AAS PROGRAMS					
Nursing (AAS.NURS)	352	328	317	316	333
Technical Studies-Computer Technology Option (AAS.TS.COMP)	2	1	1	2	1
Technical Studies-Industrial/Technical Option (AAS.TS.TECH)	3	3		1	1
Visual Communications Technology-Computer Graphics (AAS.VCT.CG)	64	48	36	13	3
Visual Communications Tech-Electronic Media Technology (AAS.VCT.EMT)	7	5	5	1	
Visual Communications Technology-Digital Photography (AAS.VCT.PHOT)	23	24	18	2	1
Web Marketing (AAS.WBMKT)				1	3

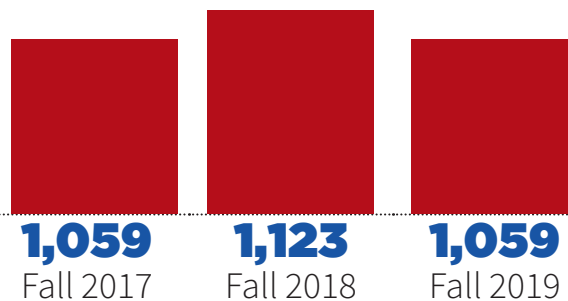
Program Title	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
AS PROGRAMS					
Business Administration (AS.BA)	404	498	575	614	708
Business Administration-Economics Option (AS.BA.ECON)	1	1			
Business Administration-Health Administration Option (AAS.BA.HA)				9	29
Business Administration-Sports Management Option (AS.BA.SM)				23	29
Criminal Justice (AS.CJ)	384	350	352	335	382
Criminal Justice, Kean @Ocean (AS.CJ..KCJ)	28	1			
Computer Science (AS.CS)	93	104	119	122	136
Computer Science-Cyber Information Security Option (AS.CS.CIS)				7	14
Computer Science-Game Development/Design (AS.CS.GDD)	68	65	59	56	60
Computer Science-Information Systems (AS.CS.IS)	20	18	4	2	
Computer Science-Information Technology (AS.CS.IT)	40	40	52	53	48
Engineering (AS.ENGR)	172	164	195	173	181
Environmental Studies (AS.ES)	46	35	43	47	75
General Studies (AS.GE)	162	38	21	6	4
General Studies-Business Opt., Accting. Concentration, Kean@Ocean (AS.GE..KACC)	18	1			
General Studies-Biology Option, Kean@Ocean (AS.GE..KBIO)	15			1	
General Studies-Marketing Option, Kean@Ocean (AS.GE..KMRK)	10				
General Studies-Management Science, Kean@Ocean (AS.GE..KMS)	8				
General Studies-Business Option (AS.GE.BUS)	653	650	546	515	390
General Studies-Computer Science Option (AS.GE.CS)	75	92	76	84	70
General Studies-Developmental Studies Concentration (AS.GE.DS)	1				
General Studies-Health and Physical Education (AS.GE.HPE)	61	60	50	50	81
General Studies-Humanities (AS.GE.HUM)	108	98	90	73	57
General Studies-Math (AS.GE.MATH)	132	146	157	124	123
General Studies-Pre-Nursing (AS.GE.PNURS)		1			1
General Studies-Science (AS.GE.SCI)	779	766	784	742	635
General Studies-Social Science (AS.GE.SS)	218	190	173	156	148
Graphic Arts, Design, and Media (AS.GADM)				46	92
Homeland Security (AS.HLSC)	60	55	43	32	14
Hospitality, Recreation, and Tourism Management (AS.HRTM)		7	21	33	36
Occupational Therapy Assistant (AS.OTA)				1	1

Program Title	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
AS PROGRAMS					
Public Service (AS.PBS)	18	24	35	39	36
Social Work (AS.SW)					47
Public Service (AS.PBS)	18	24	35	39	36
Social Work (AS.SW)					47
CERTIFICATES					
Accounting - Cert of Completion (CC.ACCT)	10	13	6	4	12
Addictions Counseling - Cert of Completion (CC.ALDC)	20	36	15	17	24
Business Studies - Cert of Completion (CC.BS)	4	5	3	5	4
Computer Graphics-Cert of Completion (CC.CG)	1				
Information Technology-Cert of Completion (CC.INFO)			2	1	1
Holistic Health and Wellness-Cert of Completion (CC.HHAW)					2
Legal Secretary-Cert of Completion (CC.LS)	5	1			
Teacher Aide - Cert of Completion (CC.TA)	9	13	9	3	2
Accounting - Cert of Proficiency (CT.ACCT)					33
AutoCAD-Certificate of Proficiency (CT.ACAD)	1				
Administrative Office Mgmt./Bookkeeping-Cert of Proficiency (CT.AOMW)	5	2	4		4
Criminal Justice - Cert of Proficiency (CT.CJ)	2	4	2	2	2
Exercise Science - Cert of Proficiency (CT.EXER)	4	5	3		
Fire Science - Cert of Proficiency (CT.FS)	2	4			2
Information Technology - Cert of Proficiency (CT.INFO)		2	1	3	
Legal Secretary-Cert of Proficiency (CT.LS)				1	1
Paralegal Studies - Cert of Proficiency (CT.LEGA)	12	9	13	12	15
Nutrition - Cert of Proficiency (CT.NUTR)	4	1	1	2	1
Personal Training - Cert of Proficiency (CT.PT)	3	2	3	3	1
Physical Therapy Aide - Cert of Proficiency (CT.PTA)	11	6	5	3	3
Small Business Management - Cert of Proficiency (CT.SBM)	3	9	3	3	4
Sports Management - Cert of Proficiency (CT.SM)	2	4	3	2	1
Theatre Production - Cert of Prof (CT.TP)		1	1		2
Visual Communications-Cert of Proficiency (CT.VC)	2				
Non-Matriculated Students	1,128	1,277	1,235	1,150	1,084
Total Enrollment Headcount	8,663	8,652	8,377	8,176	8,171



Pre-nursing students

may be enrolled in AA.LA.,
AA.LA.PNURS (new), or AS.GE.SCI
with a PERC code indicating their intent.



The following table contains full-and part-time enrollment by program for fall 2019.

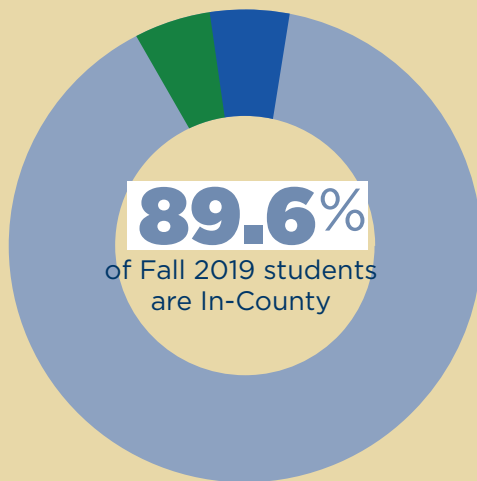
Figure 3-2. Student Enrollment by Academic Program and Full-Time, Part-Time Status, Fall 2019

PROGRAM TITLE	Full-Time	Part-Time	Total
AA PROGRAMS			
Digital Mass Media -- Broadcast Production	48	15	63
Digital Mass Media--Journalism	24	8	32
Fine Arts	27	16	43
Global Studies	5		5
Liberal Arts	1246	681	1927
Liberal Arts Education Option	23	7	30
Liberal Arts English Option	4	1	5
Liberal Arts History Option	9	1	10
Liberal Arts (Pre-Nursing Track)	339	526	865
Liberal Arts Psychology Option	52	16	68
Performing Arts	4	6	10
Performing Arts, Arts Administration Option	2	2	4
Performing Arts Dance Option	4		4
Performing Arts Music Option	23	6	29
Performing Arts Theatre Option	18	5	23
AAS PROGRAMS			
Business	13	21	34
Business - Paralegal Studies Option	8	11	19
Computer Science-Information Technology Option	4	6	10
Computer Science/Infor Tech Cloud Computing Conc	2		2
Computer Science/Infor Tech Data Mgmt Concentration	1	1	2
Computer Science/Info Tech Networking Concentration	1		1
American Sign Language--English Interpreting	13	35	48
Nursing	134	199	333
Technical Studies - Computer Technology Option		1	1
Technical Studies Industrial/Technical Option		1	1
Visual Communications Technology - Computer Graphics	2	1	3
Visual Communications Technology - Digital Photography		1	1
Web Marketing	3		3
AS PROGRAMS			
Business Administration	449	259	708
Business Administration Health Administration Option	12	17	29
Business Administration Sports Management Option	25	4	29
Criminal Justice	283	99	382
Computer Science	101	35	136
Computer Science Cyber Information Security Option	9	5	14

PROGRAM TITLE	Full-Time	Part-Time	Total
Computer Science - Game Development/Design	35	25	60
Computer Science - Information Technology	27	21	48
Engineering	123	58	181
Environmental Studies	47	28	75
Graphic Arts, Design, and Media	68	24	92
General Studies		4	4
General Studies - Business Option	227	163	390
General Studies - Computer Science Option	41	29	70
General Studies - Health and Physical Education	53	28	81
General Studies - Humanities	32	25	57
General Studies - Math	78	45	123
General Studies-Pro prospective Nursing		1	1
General Studies - Science	412	223	635
General Studies - Social Science	67	81	148
Homeland Security	8	6	14
Hospitality, Recreation, and Tourism Management	26	10	36
AS Occupational Therapy Assistant		1	1
Public Service	19	17	36
Social Work	28	19	47
CERTIFICATES OF COMPLETION			
Accounting	1	11	12
Addictions Counseling	2	22	24
Business Studies	1	3	4
Holistic Health and Wellness		2	2
Information Technology		1	1
Teacher Aide	1	1	2
CERTIFICATES OF PROFICIENCY			
Accounting		33	33
Admin Office Mgmt and Bookkeeping	1	3	4
Criminal Justice	1	1	2
Fire Science		2	2
Paralegal Studies	4	11	15
Legal Secretary		1	1
Nutrition		1	1
Personal Training		1	1
Physical Therapy Aide	1	2	3
Small Business Management	2	2	4
Sports Management		1	1
Theatre Production	1	1	2
Non-Matriculated Students	56	1028	1084
GRAND TOTAL	4,250	3,921	8,171

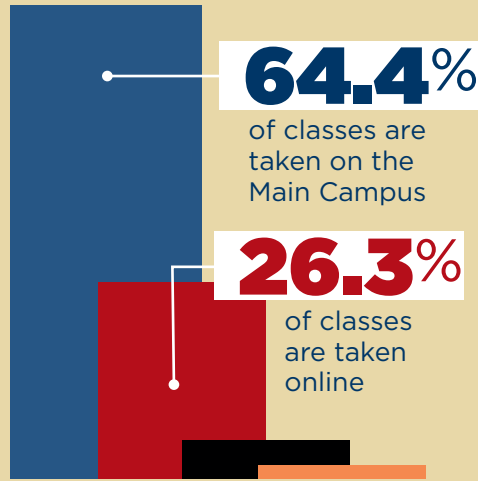
Section 4: Expanding Ocean County College's Reach

Residency Status



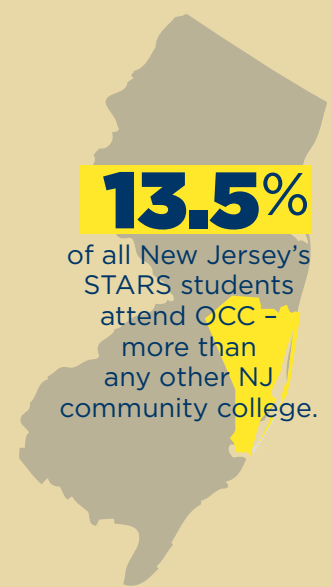
- Out-of-County/In-State
- Out-of-State/Out-of-Country

Class Attendance



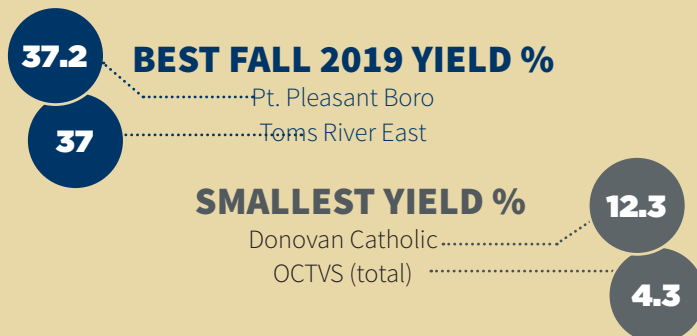
- e-Learning
- Southern Education Center
- Other off-site location

NJ STARS



Ocean County High Schools: Yield Rates

A high school's graduating class that went on to enroll at OCC in the fall, 2014-2019



Distribution of Students

is beginning to change as initiatives progress.

10.4% of students
are now from outside Ocean County.

Where do our students come from?

A main component of Ocean County College's strategic plan is to expand the reach of its education offerings both nationally and internationally. The following table shows the distribution of students by their locale and how this distribution has changed from fiscal year 2015 to 2019. In FY2019 approximately 10.4% of students were from outside Ocean County. In FY2019 e-Learning enrolled students from 50 states and 15 countries.

Figure 4-1. Credits as % of Total by Residency Status FY2015-FY2019

	FY15 as % of Total	FY16 as % of Total	FY17 as % of Total	FY18 as % of Total	FY19 as % of Total
In-County	93.5%	93.5%	92.4%	90.3%	89.6%
Out-of-County/In-State	4.0%	4.2%	4.5%	4.6%	4.7%
Out-of-State/Out-of-Country	2.5%	2.3%	3.1%	5.1%	5.7%

Census date credits by residency status

What is Ocean County College's reach into local high schools?

The majority of first-time students are recent graduates of **Ocean County high schools**. The following table shows the **yield rate**, the percent of each high school's graduating class that went on to enroll at OCC in the fall.

Figure 4-2. Ocean County High School Yield Rates Fall 2015 - Fall 2019

High School	2015	2016	2017	2018	2019
Barnegat	34.3%	25.0%	26.8%	24.7%	32.9%
Brick Memorial	26.4%	28.0%	29.9%	31.0%	32.5%
Brick Township	27.1%	24.3%	27.5%	38.9%	36.2%
Central Regional	25.8%	36.1%	26.2%	33.5%	36.2%
Donovan Catholic	8.7%	8.2%	10.9%	10.4%	12.3%
Jackson Liberty	24.5%	22.3%	25.7%	19.0%	18.4%
Jackson Memorial	23.2%	16.3%	20.3%	18.7%	22.6%
Lacey	31.4%	36.8%	34.7%	36.7%	28.9%
Lakewood	24.7%	23.8%	23.3%	29.6%	25.3%
Manchester	24.5%	27.8%	29.9%	24.5%	33.5%
New Egypt	17.1%	15.7%	22.6%	12.8%	26.7%
OCVTS (total)	1.7%	2.8%	7.5%	6.2%	4.3%
Pinelands	19.6%	22.3%	21.4%	26.8%	26.6%
Pt. Pleasant Beach	18.1%	25.0%	12.4%	14.6%	13.0%
Pt. Pleasant Boro	21.7%	29.1%	21.3%	26.8%	37.2%
Southern Regional	28.0%	27.4%	24.5%	29.6%	24.9%
Toms River East	31.8%	39.5%	40.7%	33.7%	37.0%
Toms River North	30.0%	35.0%	30.6%	33.9%	30.5%
Toms River South	27.2%	31.0%	30.6%	32.8%	34.5%

Where do our students attend class?

In addition to **Ocean County College's Main Campus in Toms River** and the **Southern Education Center in Manahawkin**, classes are offered at locations throughout the county as well as online. The vast majority of our students attend the **Main Campus** but, as the table below reflects, **online enrollment continues to increase**, while both Main Campus and Southern Education Center credits as percent of total have decreased.

Figure 4-3. FY2015-2019 Credits by Location: Enrolled Credits as a Percent of Total

	FY2015	FY2016	FY2017	FY2018	FY2019
Brick Memorial HS	0.16%	0.16%	0.20%	0.16%	0.25%
Brick Township HS	0.05%	0.09%	0.04%	0.13%	0.18%
Business Technology Institute		0.02%	0.13%	0.18%	0.16%
Central Regional HS	0.09%	0.06%	0.08%	0.09%	0.22%
Ain Shams U.			0.17%	0.73%	1.40%
e-Learning	20.52%	20.62%	21.87%	24.77%	26.29%
Jackson Liberty HS	0.63%	0.46%	0.35%	0.22%	0.17%
Jackson Memorial HS	0.10%	0.09%	0.07%	0.19%	0.08%
Career & Technical Institute	0.08%	0.06%	0.05%		0.39%
Lakewood HS	0.30%	0.18%	0.14%	0.71%	0.35%
Lacey Township HS	0.08%	0.22%	0.08%		0.47%
Lacey Township MS	6.25%	5.93%	5.34%	4.46%	
Southern Education Center	70.89%	71.28%	70.73%	67.46%	4.34%
Main Campus		0.00%	0.02%		64.44%
Donovan Catholic HS	0.02%			0.01%	0.01%
Manchester Twp HS	0.01%	0.00%			0.24%
Arborbrook Christian Academy					0.08%
New Egypt MS	0.30%	0.35%	0.26%	0.58%	0.01%
Pt. Pleasant Beach HS	0.22%	0.16%	0.11%	0.08%	0.49%
Pt. Pleasant Boro HS	0.02%	0.01%	0.02%		0.18%
Pinelands Regional HS					
Southern Regional HS		0.01%			0.02%
Seaside Park	0.08%				
Toms River HS East	0.02%				
Toms River HS South		0.04%			
OCVTS-Brick	0.07%	0.04%	0.07%	0.08%	0.03%
OCVTS-Toms River	0.12%	0.20%	0.27%	0.15%	0.03%
OCVTS-Waretown	0.01%	0.12%	0.20%	0.27%	0.05%

Reaching for the STARS

NJ STARS is the New Jersey Student Tuition Assistance Scholarship which covers community college tuition for qualifying students. These students must be ranked in the top 15% of their high school class. **Ocean County College has consistently had the highest number of NJ STARS among New Jersey's 19 community colleges.** Most current comparative data is from fall 2016, during which OCC had 13.5% or 279 of 2,071 NJ STARS Students.

Figure 4-4. OCC NJ STARS Enrollment by Funding Category, Fall 2012-2016

	2012	2013	2014	2015	2016
Fully-funded	223	235	197	184	206
Amount	317,814	348,147	296,452	293,482	345,296
Part-funded	25	19	17	26	18
Amount	17,535	11,044	9,437	20,981	14,055
Total-funded	248	254	214	210	224
Total amount	335,349	359,191	305,889	314,463	359,351
Non-funded	81	73	74	60	55
Total NJ STARS	329	327	288	270	279

Source: HESAA, Higher Education Student Assistance Authority



Section 5:

Business and Community

Ocean County College is committed to teaching, learning, and outreach. OCC provides resources to its local community, including events and activities, public performances, continuing education, and training programs. OCC's state-of-the-art facilities are open to serve the needs of the community.

The following non-credit enrollment table represents enrollments in job training and enrichment courses as well as children's camps. Participation in these programs has declined from 3,882 registrations in FY2015 to 2,930 in FY2019 (-25%). Unduplicated headcount has declined. However, Customized Training has experienced significant growth over the period.

Figure 5-1. Non-Credit Enrollment, FY 2015-2019

	Total Number of Registrations ¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs ²
Open Enrollment				
FY2015	3,882	2,633	123,169	274
FY2016	3,397	2,387	110,357	245
FY2017	3,557	2,521	122,627	273
FY2018	2,920	2,169	96,975	216
FY2019	2,930	2,112	99,983	222
Customized Training				
FY2015	502		6,142	14
FY2016	534		4,638	10
FY2017	3,617		6,084	14
FY2018	1,263		11,854	26
FY2019	1,007		8,781	22

¹ Includes all registrations in any course that started July 1st through June 30th.

² FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30).

The large number of FY2017 registrations is due to 2,882 students CSC LEE testing.

Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.



Section 6:

Affordable Pathways: Kean-Ocean

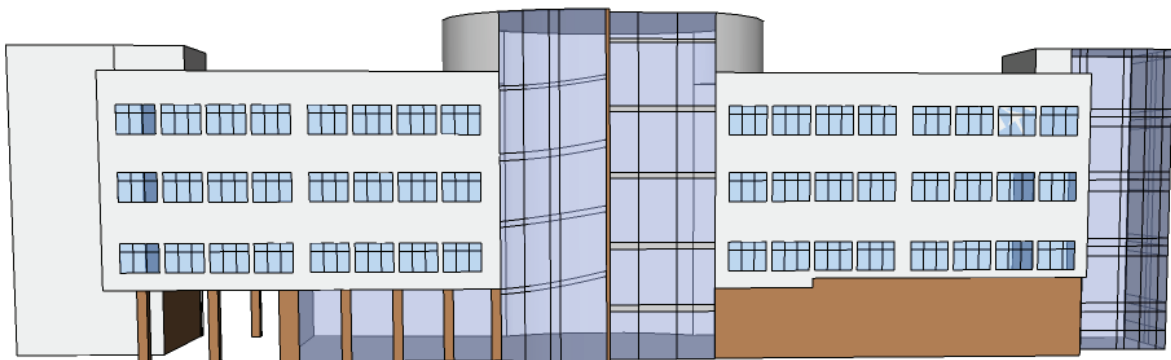
Kean University and Ocean County College have established a partnership that enables area residents to complete the upper division courses required for certain Kean University undergraduate degree programs and specific graduate programs on the campus of Ocean County College. This provides the opportunity for students to stay close to home and complete their college education in one convenient location.

The following table includes fall 2015 through fall 2019 enrollments by gender, race, and ethnicity demographics as well as student academic level.

Figure 6-1. Kean Ocean Student Enrollment Fall 2015 - Fall 2019

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
GENDER					
Female	879	902	812	754	763
Male	513	512	524	487	516
TOTAL	1,392	1,414	1,336	1,241	1,279
RACE/ETHNICITY					
Asian	22	34	36	26	29
Black	74	71	59	50	51
Hispanic	124	149	128	134	150
White	1012	1020	996	901	888
Multi-Race	23	22	28	25	28
Not Reported	137	118	89	105	133
TOTAL	1,392	1,414	1,336	1,241	1,279
ACADEMIC LEVEL					
Undergraduate	1,250	1,271	1,211	1,130	1,153
Graduate	112	113	105	95	118
Doctoral	30	30	20	16	8
TOTAL	1,392	1,414	1,336	1,241	1,279

Provided by the Office of Institutional Research, Kean University



Section 7: Student Success

Higher education institutions receiving Title IV funds are required to report annually on several student success measures, including fall to fall retention and graduation rates. OCC recognizes that students have different goals in mind when they begin their education; as such, OCC prioritizes the success of students by assisting them in reaching their intended goals.

Retention

Fall to fall retention measures the percentage of fall, first-time, degree-seeking, full- and part-time students returning to the institution the following fall. **OCC's full-time student retention rates are consistently higher than the New Jersey community college averages** (ranging between 63.2% and 66.2% for cohort years 2013-2017, the most recent years for which comparative data is available).

Figure 7-1. Fall to Fall Retention Rates 2014-2018 Cohorts

COHORT YEAR	FT/FT Cohort	FT/FT Retained or Completed Degree		FT/PT Cohort	FT/PT Retained or Completed Degree	
2018	1667	1212	72.7%	307	171	55.7%
2017	1654	1167	70.6%	296	137	46.3%
2016	1728	1290	74.7%	267	122	45.7%
2015	1546	1103	71.3%	296	134	45.3%
2014	1665	1156	69.4%	384	159	41.4%

FT/FT=first-time, full-time.

FT/PT=first-time, part-time

The retention rates stated above are for degree-or certificate-seeking students and represent the percent of students who either returned the following fall or completed their program.

The 150%, or **three-year graduation rate**, represents the percent of federal cohort students who complete their degrees or certificates within 150% of the time to degree (three years for a two-year associate program). **Ocean County College graduation rates are consistently among the highest for New Jersey community colleges.**

Figure 7-2. Three-Year Graduation Rates, Cohort Years 2012– 2016

Reporting Year	Cohort Year	# in Cohort	# Graduated	% Graduated
2020	2016	1728	654	37.8%
2019	2015	1546	529	34.2%
2018	2014	1665	577	34.7%
2017	2013	1810	626	34.6%
2016	2012	1827	616	33.7%

The graduation rates stated above are for first-time, full-time, degree-or certificate-seeking students and represent the percentage completing their programs within 150% of normal time to completion

Section 8: Degrees Conferred

Degree Attainment

OCC assists students in reaching their transfer goals; the **majority** of students graduate with **Liberal Arts or General Studies** degrees with the **intent to transfer** to a **4-year institution**. As displayed in the following table, **Liberal Arts degrees have comprised between 32.9% and 34.5%** and **General Studies between 35.9% and 42.4%** of degrees conferred. When **combined**, they range between **69.7% and 76.2%** of all conferred degrees.

Figure 8-1. Liberal Arts and General Studies Degrees Conferred as % of Total, FY2015-FY2019

	FY2015	FY2016	FY2017	FY2018	FY2019
AA.LA all concentrations	34.1%	33.4%	34.5%	32.9%	33.7%
AS.GE all options	42.1%	42.4%	40.3%	41.3%	35.9%
Liberal Arts and General Studies Combined	76.2%	75.9%	74.9%	74.2%	69.7%

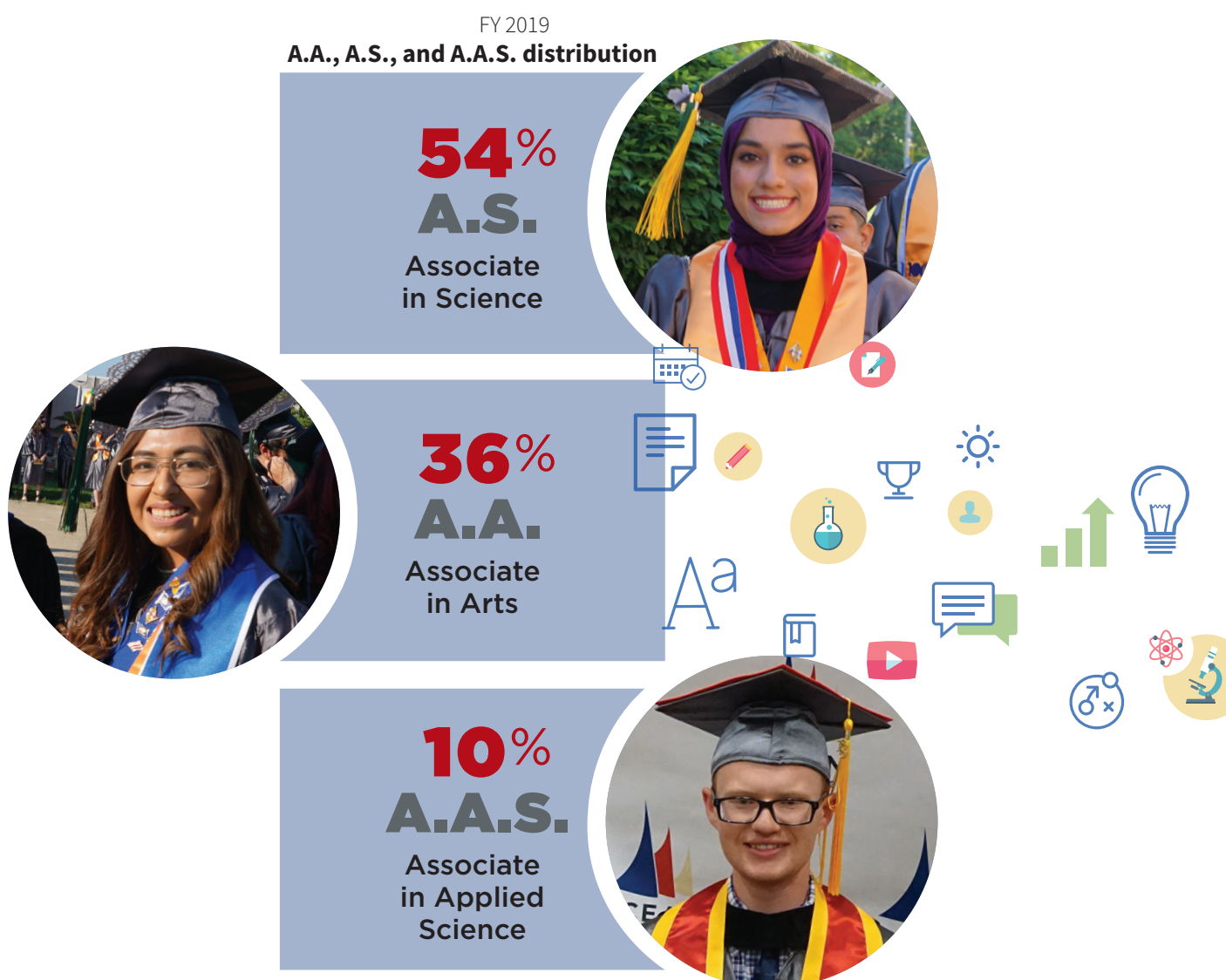


Figure 8-2a. FY2015-FY2019 Degrees Conferred by Program

Program Code	Program Title	FY2015	FY2016	FY2017	FY2018	FY2019
AA.DMM.BP	Digital Mass Media -- Broadcast Production	15	10	16	16	9
AA.DMM.JOUR	Digital Mass Media--Journalism	3	2	5	3	8
AA.FA	Fine Arts			2	2	7
AA.GLOBL	Global Studies		1	3	4	3
AA.LA	Liberal Arts	530	537	526	485	501
AA.PA	Performing Arts	1	1	11	6	7
AA.PA.ADMN	Performing Arts - Arts Administration Option					1
AA.PA.MUSC	Performing Arts - Arts Music Option					1
AA.PA.THTR	Performing Arts - Arts Theatre Option					1
AAS.AOM	Administrative Office Management	1	1			
AAS.BUS	Business	1	1	2		1
AAS.BUS.LEGA	Business - Paralegal Studies Option	6	3	4	5	1
AAS.CS	Computer Science - Information Technology	2		4	1	2
AAS.DENT	Dental Hygiene	1	2	1	6	
AAS.FS	Fire Science	1	4	3		1
AAS.IT	American Sign Language--English Interpreting	8	12	12	9	10
AAS.NURS	Nursing	147	144	128	135	127
AAS.VCT.CG	Visual Communications Technology - Computer Graphics	7	19	8	5	7
AAS.VCT.EMT	Visual Communications Tech - Electronic Media Technology	1	2	1	1	
AAS.VCT.PHOT	Visual Communications Technology - Digital Photography	2	2	4	5	2
AS.BA	Business Administration	40	38	71	74	154
AS.BA.ECON	Business Administration - Economics Option	1				
AS.BA.HA	Business Administration - Health Admin Option					1
AS.CJ	Criminal Justice	85	86	65	56	50
AS.CS	Computer Science	11	9	6	12	9
AS.CS.GDD	Computer Science - Game Development/Design	2	3	1	2	4
AS.CS.IS	AS Computer Science Info Systems Option				1	1
AS.CS.IT	Computer Science - Information Technology	2	3	11	8	5
AS.ENGR	Engineering	19	15	13	15	14
AS.ES	Environmental Studies	1	4	1	1	1
AS.GE.BUS	General Studies - Business Option	259	270	246	220	176
AS.GE.CS	General Studies - Computer Science Option	17	18	15	21	19
AS.GE.HPE	General Studies - Health and Physical Education	17	21	11	13	6
AS.GE.HUM	General Studies - Humanities	72	64	55	59	42
AS.GE.MATH	General Studies - Math	42	28	41	45	40
AS.GE.SCI	General Studies - Science	132	157	144	161	172
AS.GE.SS	General Studies - Social Science	116	124	102	91	79
AS.HLSC	Homeland Security	9	23	9	5	5
AS.HRTM	AS Hospitality, Recreation and Tourism				1	6
AS.OTA	Occupational Therapy Assistant	2	1		3	2
AS.PBS	Public Service	2	2		5	10
AS.PSYR	Psychosocial Rehabilitation			2		1
TOTAL DEGREES CONFERRED		1,555	1,607	1,523	1,476	1,486

Figure 8-2b. Certificates Conferred by Program, FY2015-FY2019

Program Code	Certificate Program Title	FY2015	FY2016	FY2017	FY2018	FY2019
CC.ACCT	Accounting - Cert of Completion	2	5	1		
CC.ALDC	Addictions Counseling - Cert of Completion	14	7	5	3	3
CC.BS	Business Studies - Cert of Completion	5		2	1	4
CC.CG	Certificate of Completion in Computer Graphics				1	
CC.INFO	Information Technology - Cert of Completion		1			1
CC.LS	Legal Secretary - Cert of Completion			2		
CC.TA	Teacher Aide - Cert of Completion	18	14	11	13	5
CT.AOMW	Administrative Ofc Mgmt./Bookkeeping - Cert of Proficiency	2	2	1	1	
CT.CJ	Criminal Justice - Cert of Proficiency	2	3	2	3	
CT.EXER	Exercise Science - Cert of Proficiency					
CT.FS	Fire Science - Cert of Proficiency		1	1		1
CT.LEGA	Paralegal Studies - Cert of Proficiency	7	9	9	14	6
CT.NUTR	Nutrition - Cert of Proficiency		2	1	2	
CT.PT	Personal Training - Cert of Proficiency	1			2	
CT.PTA	Physical Therapy Aide - Cert of Proficiency	6	8	1		1
CT.SM	Sports Management - Cert of Proficiency	3	3			
CT.SBM	Small Business Mgmt. - Cert of Proficiency	2		3	1	2
CT.VC	Visual Communications-Certificate of Proficiency				1	
Total Certificates Awarded		62	55	39	42	23

Section 9: Financial Aid

Students rely on a variety of federal and state aid, private and institutional grants, loans, and scholarships to help pay for college attendance. More than **half** of our **first-time, full-time students receive** some form of **financial aid**.

Figure 9-1. Percent of First-Time, Full-Time Students Receiving Financial Aid, AY2014-15 through AY2018-19

	AY2014-15	AY2015-16	AY2016-17	AY2017-18	AY2018-19
% of First-Time, Full-Time Students Receiving Financial Aid	58%	57%	55%	55%	57%

IPEDS Financial Aid Survey

Figure 9-2. Financial Aid Dollars (in Thousands) Summary All Programs, AY2014-15 through AY2018-19

	AY2014-15	AY2015-16	AY2016-17	AY2017-18	AY2018-19
Financial Aid Dollars (in Thousands) Summary All Programs	\$25,877	\$23,541	\$22,557	\$23,144	\$23,900

NJ IPEDS Form #41

Types, Sources, and Recipients

The following table provides some insight as to the various **types of financial aid**, from which **sources** they come, **how many students receive each type of aid**, and **average dollars** received by student for AY2018-19.

The Ocean County College Foundation, in addition to awarding scholarships, supports the Blauvelt Speaker Series, the Global Travel Experience, Arts on Campus, the Student Emergency Fund, and Helping Hands Food Pantry.

Figure 9-3. Financial Aid (in Thousands) from Federal-State and Institution-Funded Programs, AY 2018-2019, All Students

FEDERAL PROGRAMS	Recipients	Dollars (\$K)
Pell Grants	3,101	11,269,512
College Work Study	73	176,743
Perkins Loans	-	-
SEOG	1,310	213,398
PLUS Loans	24	117,724
Stafford Loans (Subsidized)	1,165	3,473,006
Stafford Loans (Unsubsidized)	1,344	4,196,296
SMART & ACG or other	90	493,437
STATE PROGRAMS	Recipients	Dollars (\$K)
Tuition Aid Grants (TAG)	1,220	1,943,383
Educational Opportunity Fund (EOF)	93	81,801
Outstanding Scholars (OSRP) or other	-	-
Distinguished Scholars	-	-
Urban Scholars	4	4,000
NJ STARS	258	776,210
Community College Opportunity Grant	398	485,792
NJCLASS Loans	4	34,946
INSTITUTIONAL PROGRAMS	Recipients	Dollars (\$K)
Grants/Scholarships	1,720	633,419
Loans	-	-

NJ IPEDS Form #41

FOUNDATION
Scholarships
 In FY2019



**Awarded in Scholarships
and Program Support**

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The Ocean County College Fact Book

is produced by the Institutional Research Department.
For any questions regarding its content, please contact:

Dr. Alexa M. Beshara-Blauth
*Executive Director, Institutional Planning,
Effectiveness, and Compliance
Accreditation Liaison Officer
(ALO) – Middle States
Ocean County College
732.255.0400 x2461
abeshara@ocean.edu*

Mary Troy
*Director of Institutional Research
Ocean County College
732.255.0400 x2931
mtroy@ocean.edu*





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College Drive, PO Box 2001 • Toms River, NJ 08754-2001
www.ocean.edu