PRESIDENT'S REPORT

Jon H. Larson, Ph.D.

OCEAN COUNTY COLLEGE

TO: Members, OCC Board of Trustees

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

SUBJECT: Items of Interest for the **March 25, 2021, Board Meeting**

DATE: March 22, 2021

I want to **begin** this month's **report** by noting that it was on **March 13 last year** that the **coronavirus** caused **colleges** and **universities** throughout the **nation** to move to **remote operations**. The **majority** of **OCC faculty, staff,** and **students** have been **away** from the **campus** for an **entire year**.

I mention this because, again this month, my **report highlights** the **outstanding efforts** by our **faculty, administrators,** and **staff**, who, despite **working remotely** from **home**, have **not been deterred**; they continued to provide our **students** with **exceptional instruction**, **impressive** and **varied opportunities** for **growth**, and **all** the **services** needed to be **successful**.

It has been a **most challenging year**, but the **College's mission** has continued **uninterrupted**. This would not have been possible without the **dedication** and **commitment** of all of our **employees** at **every level** within the **institution**. I am **deeply grateful** for all that they have **accomplished** in **service** to our **students**.

Commencement

After **careful consideration**, it has been decided to **resume in-person commencement ceremonies** this **May**. Each **ceremony** will be conducted **outdoors** with the **proper risk mitigation measures** to ensure the **safety** of our **graduates** and **guests**. The following **commencement week ceremonies** are **scheduled**:

➢ **Nursing Pinning Ceremony - Tuesday, May 25 – 5:00 p.m.**
➢ **Awards Ceremony - Wednesday, May 26 – 5:00 p.m.**
➢ **Commencement Ceremony – Thursday, May 27**
   OCC's 2021 Commencement will be split into **two ceremonies**. **Graduates** with **last names** starting with **A-L** will **attend** a **10:00 a.m. ceremony,** and **graduates** with **last names** starting with **M-Z** will attend a **2:00 p.m. ceremony**.

Due to **COVID 19 event guidelines**, **students** will be limited to **two guests** per **event**. All **ceremonies** will be **livestreamed** and, while we would like the **entire campus community** to join in the **celebration**, **faculty** and **staff** are asked to **join** each event **remotely** and **not attend** the events **in person**. **Faculty** and **staff** who are **needed in person** will be **notified** by their **supervisors**.

Fall 2021 - Return to Campus Plan

The **goal** for the **Fall semester** is to **return most classes** to the **Toms River campus**, with **limitations**. Based on **announced COVID vaccine distribution schedules**, it is expected that the **State** will move **past Stage 2** by the **Fall semester**, allowing the **College** to offer **additional in-person instruction** on **campus** in a **socially-distanced manner** within **established restrictions** and other **safety measures**. A **limited number** of **students** will be able to **return** to **campus** at **one time**, and there will be a **need** to **address classroom arrangements** and **capacities**. **Classes** will be held by the **assigned faculty member** with a **limited number** of **students** in the **room**. The **remaining students** will **connect synchronously** to the **class lecture**, **rotating** to **on-campus instruction** as **practical**. The **number** of **students** who can **attend** each class **in person** will **vary** depending on the **size** of the **room**. **Capacity limits** will be set for **each classroom** in accordance with **State guidelines**.

The **College** is currently in the **planning stages** of a **project** to **equip** many **classrooms** on **campus** with **video** and **audio technology** to support the **new mode of instruction**. The **project** involves the **IT Department, Facilities, Academic Affairs,** and **Purchasing** all working together on an **aggressive timeline** to have the **equipment** in place before the **start** of the **Fall semester**. **Funding** for the **project** has been provided by the **Higher Education Emergency Relief Fund (HEERF II) grant**.

In addition to **returning classes** to **campus**, a **plan** will be **developed** for the **return** of **staff** to **support faculty** and **students**. **Several options** are being **considered**, including **limiting office occupancy** at any given time by **staggering employee days** and **hours** on **campus**. Each of the **vice presidents** is considering the **most efficient** and **effective work schedules** for their **areas**.

Middle States

A **virtual Self-Study Preparation visit** was held on **Tuesday, March 9, 2021**. **Dr. Ellie Fogarty**, the College's **Vice President Liaison from the Middle States Commission on Higher Education**, engaged with **constituents** across the **institution**. Throughout the day, **sessions** included **meetings** with **students, staff, faculty,** the **Self-Study Steering Committee,** the **Board of Trustees,** and **me**, with **Dr. Fogarty** meeting with the **Self-Study Co-Chairs, Dr. Alexa Beshara-Blauth** and **Ms. Heidi Sheridan** at the **end** of the **day**.

These **meetings** provided **Dr. Fogarty** with the **opportunity** to **learn** more about **Ocean County College** from **varied perspectives,** and all in **attendance** were able to **gain valuable insight** into the **accreditation process**.

One component of this **visit** was for the **Self-Study Steering Committee** to receive **feedback** on the **College's Self-Study Design (SSD)**. **Positive feedback** was **received,** and the **SSD** was **accepted without** needing any **modifications**. This is a **testament** to the **hard work** that went into **composing** the **SSD** and the **commitment** of the **Core Leadership Team,** the **Steering Committee,** and **College Relations**. **Everyone** who was involved in **writing, editing, designing,** and **reviewing** contributed to this **success**.

The **Self-Study Working Groups** have now **begun** their **work**, as **outlined** in the **attached Self-Study Design**. As **progress** is made on **analyzing evidence** and **developing outlines**, **updates** will be given to the **campus community**.

For **current information** on the **progress** of the **Self-Study** and to find more **details**, please **refer** to **Ocean County College's [Middle States](#) website**. It will be **continually updated**.

Strategic Initiatives

Attached to my **report** is the **Fall 2020 Update** and the **2021 Final Report**, submitted on behalf of the **Guiding Coalition**. The **Fall 2020 Update** reports on the **progress** of the **Charting our New Course transformative** and **details challenges** encountered **during the pandemic,** while the **2021 Final Report** is a **culmination** of **achievements** over the past **five years** and discussion of the **College's Key Performance Indicators**, **attached**. For more **detail** on the **initiatives s**upporting the **College's 2015-2020 strategies**, please refer to the **attached Strategy Maps**. The **reports** were **developed** by the **Guiding Coalition** following **receipt** of **annual strategy progress reports,** also **attached,** and a **collaborative process** wherein **strategy leader submissions** are **reviewed** and **discussed, questions** are **asked,** and **recommendations** are **offered**.

Due to the **pandemic**, **Strategies for Success**, the **College's 2015-2020 strategic plan,** was **extended** through **December 2020**. As the **Final Report** notes, there has been a **significant amount of progress** in all **eight strategies** since **2015**. This **progress** is laying the **foundation** for the **Institutional Goals** that are contained in the **FY 2021-2026 Strategic Plan**, **Ocean County College at the Helm**.

At **Thursday's meeting**, **Ms. Jackie D'Amore, Senior HR Specialist for Talent and Organizational Development,** and **Mr. Anthony Jordan, Enterprise Applications Director, co-chairs of the Guiding Coalition,** will provide a **brief presentation** on **this year's activities** and **achievements**, **five-year highlights**, and **plans** for the **next five years**

Phi Theta Kappa

Last month, **Dr. William Rickert, Professor of Mathematics** and **Phi Theta Kappa advisor**, reported to the trustees on the **recognition** received by the **Tau Iota Chapter** and its **members** for being **named** a **2021 REACH Rewards chapter**. Additionally, **Ms. Jen Fazio**, **Director of Student Life**, was named a **Phi Theta Kappa Distinguished Administrator** for **2021**.

The **good news continues** for the **Tau Iota Chapter**. **Ms. Kaitlyn Barrett** has been named a **Coca-Cola Silver Scholar** by **Phi Theta Kappa**. **Kaitlyn** has **served** as the **Chapter's Historian** for **2020-21**. As a **Silver Scholar** on **Coca-Cola's 2021 Academic Team**, she will receive a **$1,250 scholarship** and a **Silver medallion**, which will **be presented** to her during an **All-State Academic Team ceremony**.

Kaitlyn's selection was based on the **score** she **earned** in the **All-USA Academic Team competition**, for which more than **2,000 applications** were received **this year**. This **program** is **sponsored** by the **Coca-Cola Scholars Foundation** and is **administered** by the **Phi Theta Kappa Honor Society**.

Congratulations are extended to **Kaitlyn** for her **outstanding academic achievement** and **leadership accomplishments**.

Academic Affairs

➢ **School of Nursing and Health Sciences**

  ➢ **Dr. Teresa Walsh, Dean of the School of Nursing and Health Sciences,** and **Dr. Elizabeth Stevenson, Assistant Dean** of the **School,** have been **meeting weekly** with the **Chief Nursing**

Officer/Vice of President of Patient Care Services and **Director of Education** at **Community Medical Center** to assure the **safe continuity** of **clinical experiences** for **students**.

➢ To assure the **safety** of **students, faculty,** and **patients**, the **School of Nursing and Health Sciences** has been working with **clinical affiliates** to **secure services** required to **enter healthcare facilities**. **RWJBarnabas** has provided **COVID (saliva) testing** and **medical clearance** for **N95 mask fitting**. **Hackensack Meridian Health** has provided **N95 mask fit testing**.

➢ On **March 10, 2021**, **Ms. Ametra Burton** and **Ms. Denise Peoples** of the **New Jersey Sharing Network** virtually presented **information** to **graduating Nursing students** related to **organ** and **tissue donation**. **Students** are **required** by the **New Jersey Board of Nursing** to **attend** a **presentation** discussing **organ** and **tissue donation processes** in **New Jersey** as part of the **Nursing Program curriculum.**

➢ **Mark Adelung PhD, MSN, RN**, a **graduate** of **OCC's School of Nursing**, met virtually on **March 10, 2021**, with **students** preparing to **graduate** from the **Nursing Program** in **Spring 2021**. **Dr. Adelung** discussed his **journey** in **nursing**, including **experiences** related to **practicing** as a **male nurse** in a **predominantly female profession**.

➢ **Representatives** from **Elder Life Management & Home Care Services** (a **Hovnanian organization**) have **met virtually** with **Nursing students** throughout **March** to discuss **Registered Nurse** and **Nursing Assistant positions** available within their **facilities**. Included in the discussions were **Mr. Eric Allgair, Senior Vice-President; Ms. Judy Parnes, Executive Director;** and **Ms. Jenn Gerace, Director of Nursing.**

➢ **OCC's joint programs** with **Rutgers University**, including **Occupational Therapy Assistant** and **Psychosocial Rehabilitation**, have **resumed clinical rotations** that were **delayed** due to the **pandemic**. **One student completed** the **Occupational Therapy Assistant program** in **Fall 2020**. **One Psychosocial Rehabilitation student** and **two Occupational Therapy Assistant students** are scheduled to **graduate** in **Spring 2021**.

➢ On **March 24, 2021**, the **New Jersey League for Nursing** sponsored a **virtual presentation** titled, **Next Generation Learning: Clinical Judgement and Creativity in Nursing Education**. In **attendance** were **College Lecturers Sharon Scrofine MSN, RN; Mary Sue Gill MSN, RN; and Maryjean Natoli, MSN, RN**. This presentation **focused** on **research** related to l**earning** based on **brain science** and **strategies** to **enhance students' judgement** in **live** and **virtual clinical environments**.

➢ **Dr. Teresa Walsh** is participating in **workforce development meetings** with the **New Jersey Council of County Colleges, RWJBarnabas Health,** and **deans** and **directors** of **associate degree nursing programs** throughout the **state**. The **focus** of these **meetings** is to discuss **plans** to **prepare** for **expected vacancies** of **Registered Nurses** within **RWJBarnabas healthcare facilities**.

➢ **School of Arts and Humanities**

➢ In **March**, the **Social Justice Series** continued with **two events**. On **March 3, 2021**, **College Lecturer II Catherine Mancuso** had **anti-racism educator, Ms. Ashani Mfuko**, present **Anti-Racism School is in Session,** a **training series** to **educate, inform,** and **illuminate issues** around **racism** in **America**, specifically for the purpose of **guiding Americans** on their **journey** of **anti-racism**. On **March 12, 2021**, a **film screening** of **Hidden Figures** took place. This **screening**

was also a part of the **celebration** of the **100ᵗʰ anniversary** of the **19ᵗʰ Amendment**. Based on the **nonfiction book** of the **same name**, the **film** follows the **work** of **black female mathematicians** at **NASA** during the **Space Race**. The film **highlights** the **segregation, racism,** and **sexism** faced by these **pioneering women**. The **screening** was **hosted** by **Executive Assistant to the Vice President of Academic Affairs Christine O'Neill; Executive Assistant to the Associate Vice President of Academic Affairs Bridget Everett;** and **Director of Library Services Donna Rosinski-Kauz**.

➢ The **latest phase** of the **Arts on Campus project** was **installed** in **March** on the **second floor** of the **Instructional Building**. The **artwork** was a **collaboration** with **members** of the **Mathematics department**, who helped the committee **identify quotes** related to **mathematics** to find **inspiration** for the **artworks** created. The **committee** is **chaired** by **College Lecturer II Renate Pustiak** and includes **Instructor Nathanial Bard, Assistant Professor Richard Fallon,** and **Assistant Professor Lisa Cecere**.

➢ **Associate Professor Jayanti Tamm** and **Professor David Bordelon** have **established** a **chapter** of the **two-year college honor society, Sigma Kappa Delta**. The **student members** chose to have a **poetry reading** as their **first honor society event** on **March 4, 2021**.

➢ Throughout **March**, **lecturers** held several **professional development events** for **adjunct faculty**. **College Lecturer II Madison Peschock** led this month's **English Adjunct Roundtable meeting**. The meeting **focused** on **creative ways** to **teach ENGL 151, English I,** in a **remote learning environment**. **College Lecturer II Samantha Glassford** held an **Accelerated Learning Program (ALP) Roundtable,** which included a **check-in** with the **adjuncts** and a **review** of **ALP student surveys**.

➢ **College Lecturer II Christine Bryant**, and **College Lecturer II Richard Carr** have created a **series** called **Writing Through the Pandemic**. **Students** are **invited** to **share** their **experiences** through **writing** during these **unprecedented times**. The **series** is taking place throughout **March** and **April**.

➢ **Dean of the School Heidi Sheridan** and **Assistant Dean Veronica Guevara-Lovgren** recently worked with **Grants, Academic Affairs,** and the **Academic Schools** to **apply** for **funding** through the **Securing Our Children's Future Bond Act**. The **purpose** of the **Act** is to provide **county colleges** with **financial resources** to **increase institution capacity** to offer **career** and **technical education (CTE) programs**. If **approved**, this **grant** will **assist OCC** in meeting the **increasing needs** of **industry partners** by **improving** the **development** of **qualified workers** through **experiential learning**. To **address gaps** between **skills** and **employment opportunities**, the **grant** involves **forming partnerships** between the **College** and **industry**. The **grant** will also **support** the **creation** of a **new multi-purpose lab** that will support **Graphic Arts** and **Electronic Media**. The **expectation** is that this opportunity will support **increased enrollment** and **graduation** so **students** can **successfully enter in-demand jobs**.

➢ **School of Business and Social Sciences**

➢ **Mr. Sean Bips, College Lecturer II in Hospitality, Recreation, and Tourism Management (HRTM)**, organized a **career exploration event** entitled **OCC Alumni Full Circle**, during which **students** had the opportunity to **learn** about **career** and **educational pathways** in the **business** and **hospitality fields**. **Students** heard from **recent OCC Business** and **HRTM graduates** about their **experiences** at **OCC** and **beyond**. **Alumni participants** included **Ms. Callista Silletti, Staff 1 Auditing Accountant at Holman Frenia Allison; Ms. Diana Farnham, Director of Operations**

and Recruitment at Chick-Fil-A Franchise; Mr. Nick Raymond, Inside Sales Representative at Star Group/Petro Oil; and Mr. Rob Nagel, Entrepreneur and Owner of Surf Taco. In addition to the alumni speakers, OCC Career Services and Alumni Relations staff spoke about resources available to OCC students and alumni. Students remained after the talks to ask additional questions. OCC Full Circle was hosted by the Business Innovation Consortium (BIC) and sponsored by OCC Alumni Relations. The virtual event took place on March 19, 2021, from 12:00 to 1:30 p.m.

➢ Mr. Ben Castillo, College Lecturer II in Criminal Justice, announced that the Governmental Affairs Institute will be sponsoring the Ocean County Police Chiefs Roundtable. This virtual roundtable discussion, consisting of a select number of Ocean County police leaders, will cover a variety of law enforcement topics, including the impact of marijuana decriminalization on law enforcement; the enforcement of rules pertaining to social distancing and other measures regarding the COVID-19 pandemic; issues such as use of force, implicit bias, and defunding; as well as the essential skills, knowledge, and abilities necessary for a career in law enforcement. The event will take place on March 30, 2021, from 12:30–1:30 p.m.

➢ Dr. Patricia Gianotti, College Lecture II in Addiction Studies, announced that Kenneth Finn, M.D., nationally recognized physician and president of the American Board of Pain Medicine, will present at the Institute of Counseling Professionals at Ocean County College on March 31, 2021, at 6:00 p.m. Dr. Finn will present Lessons from Colorado: Cannabis and the Opioid Epidemic — the Unintended Consequences of the Legalization of Marijuana. He will discuss the impact of marijuana use on physical, emotional, and social health; the impact of recreational marijuana uses on individuals and families; and the role of clinicians in providing services to individuals and families. Participants also will learn about the science of cannabis and pain, the impact of legalization on adolescent use, and how legalization impacted Colorado's drug problem.

This presentation is intended for licensed clinicians and has been approved by the Addiction Certification Board of New Jersey for three hours of continuing education for the following credentials: Licensed Clinical Alcohol and Drug Counselor, Certified Alcohol and Drug Counselor, Licensed Marriage and Family Therapist, Licensed Professional Counselor, and Licensed Associate Professional Counselor.

Dr. Finn earned his medical degree from the University of Texas Medical School-Houston and has been practicing Pain Medicine in Colorado Springs since 1994. He is Board Certified in Physical Medicine and Rehabilitation, Pain Medicine, and Pain Management. Dr. Finn formerly served on the Colorado Governor's Task Force on Amendment 64 (which legalized marijuana for recreational use), Consumer Safety and Social Issues Work Group, and on Colorado's Medical Marijuana Scientific Advisory Council. He is editor of Cannabis in Medicine: An Evidence-Based Approach, a comprehensive compilation of multiple facets of cannabis from a medical perspective. There is a $30 fee for the program; registration and payment may be submitted to Workforce and Professional Education.

➢ Ms. Stephanie Frattini, Interim College Lecturer II in Student Success, worked with the Grunin Center to schedule motivational speaker Kaila Mullady to visit all STSC-150, Student Success Seminar, classes during the 2021 Spring semester. Ms. Mullaly is the 2015 and 2018 World Beatbox Champion and recently ended her run on Broadway as a cast member in Lin Manuel Miranda's Hip Hop Improv Show titled Freestyle Love Supreme. In addition to her career as an artist and stage performer, Ms. Mullady travels the world as a motivational speaker to share her own personal journey, while using her passion for beatboxing as a tool to

teach students leadership skills, self-expression, goal-setting, personal motivation, and community organizing.

Ms. Frattini has also arranged for Mr. Max Darwin, also known as The Amazing Max, to present to all Student Success Seminar classes throughout March and April. Max is a NYC-based actor and magician whose TV credits include Sneaky Pete, FBI, Blindspot, Brain Games, and the hosting of Game Farm on Nickelodeon. His theater show, The Amazing Max, has received rave reviews from the New York Times and played both Off-Broadway and on tour around the country. During the COVID-19 pandemic, Max has pivoted his business and created a Virtual Magic Academy, with already over 1,110 virtual experiences for students.

Ms. Frattini worked with the Grunin Center to coordinate two professional development workshops for faculty conducted by Mr. Kevin Spencer, Adjunct Lecture in Special Education at Carlow University in Pittsburgh on March 12 and 19, 2021. In the first workshop, titled Trauma Informed Teaching, faculty participants were provided with guidelines, resources, and best practices in identifying trauma-related issues within the classroom. In the second workshop, titled Teach Like A Magician, faculty participants were presented with research-based, interactive, arts-based interventions that can be used immediately in their teaching practice. MAGICIAN is an acronym in that each letter corresponds to a concept that research has identified as being an essential component of creating a classroom environment conducive to learning. Practical applications were made throughout the presentation.

In addition to his role at Carlow University, Mr. Spencer is a research consultant for the Occupational Therapy Department and Arts in Medicine program at the University of Alabama at Birmingham, a subject matter expert and Fulbright Specialist on arts integration for special populations for the U.S. Department of State, and an Approved Provider of Continuing Education for the American Occupational Therapy Association. He has earned a B.S. in Psychology, an M.Ed. in Arts Integration, and is a Ph.D. candidate in Special Education.

➢ Father Edward Reading, Ph.D., Adjunct Assistant Professor in Addiction Studies, testified on behalf of the New Jersey Advisory Committee to the U.S. Committee on Civil Rights on February 9, 2021, regarding the licensure of persons who have a history of criminal convictions and how that criminal history interferes with their ability to obtain professional credentials. The New Jersey Rehabilitated Convicted Offender Act is the touchstone for evaluating whether an applicant or a licensee with a criminal conviction should receive or retain a license. Dr. Reading explained that "while this Act allows Boards to consider evidence of rehabilitation; which means an applicant could provide documentation of successful completion of addiction and mental health rehabilitation…there remain areas where improvement in processes can and should occur." Dr. Reading noted that while significant delays in Board approval can be attributed to administrative resources issues, he expressed concern that "to a degree, this can also be a product of implicit bias or stigma against individuals with addiction and criminal histories" and that there needs to be increased awareness of these influences as a means "to make sure that such biases do not slow the return of qualified individuals to their designated practice areas."

Dr. Reading is the Vice Chair of the State Board of Marriage and Family Therapy Examiners, Chair of the State Board of Alcohol and Drug Counselor Committee, and the Assistant Director of the Professional Assistance Program of New Jersey (PAP). He is a member and past president of INCASE (International Consortium for Addiction Studies Education) and was a founding Commissioner of NASAC (the National Addiction Studies Accreditation

Commission), which **accredits college** and **university addiction studies programs**. **Dr. Reading** has **lectured** on **addictions studies** and **designed academic programs** at the **undergraduate, graduate,** and **doctoral levels** since **1981**.

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

  ➢ **OCC Engineering Week events**, including the **virtual paper airplane contest** and the **virtual egg triathlon**, were a **success. Guest speaker Charles Cebula, Adjunct Professor in Engineering**, spoke about **Dr. Walter S. McAfee – Hidden Figure and Pioneer in Radar. Professor Cebula** will be asked to **repeat** this **talk next year** as a **celebration** of **Black History Month**.

  ➢ During the **virtual speed networking/mentoring event** and **follow-up sessions**, **OCC students**, **Ocean County high school students**, and **local entrepreneurs** were given **advice** about **school**, **careers**, and how to **find investors** for an **existing patent**.

  ➢ The **STEAM Camp–Spatial Visualization** was held from **February 23** through **March 16, 2021**. **Four sessions** ran via **Webex** each **Tuesday** at **6:00 p.m.** The **camp** focused on **artistic** and **technical drawing activities** that align with **drafting techniques** to show the **full spectrum** of **STEAM Spatial Visualization** to **improve spatial skills,** which can **improve grades** in **STEM** as well as **CAD** and **Design skills**. This **program** continues to **gain momentum** as both **new** and **repeat students** participate; it is offered **free** to all **Ocean County middle school students** through **Perkins Grant funding**.

  ➢ **Ms. Pamela Bogdan, College Lecturer II in Engineering,** in **collaboration** with **OCC student, Derek Alton**, created a **joint paper, A Case Study: Individual Design Enhancement for a Saucepan…Providing Practical Experience Within a Community College Engineering Program.** The **paper** has been **accepted** for **publication** and will be scheduled for **presentation** at the **2021 Integrated STEM Education Conference (ISEC)**. **Derek won** the **Spring 2020 OCC Engineering Individual Design contest**. His **project** is helping to **refine** this **component** of the School's **experiential learning program** that **pairs** a **student** with a **mentor** as they work on a **three- to six-month prototyping project**. The **Fall 2020 winners** and their **mentors** are **beginning** their **projects** now.

  ➢ A **series** of **talks** is being **scheduled** for **March** and **April**. The **School** is offering a **free, virtual panel discussion** on **March 31, 2021**, from **6:30 to 7:30 p.m.** to celebrate **Women's History Month**. The **panelists** will discuss their **individual journeys** to becoming **leaders** in their **respective fields** and will share their **significant STEM successes** as well as the **challenges** and **rewards** of being a **leader**.

  Women Leaders in STEM:

  S (Science) – Dr. Sylvia Riviello, Dean of the School of STEM
  T (Technology) – Dr. Cheryl Cooper, Recognized Expert in Telecommunication/Information Technology Security, T-Mobile
  E (Engineering) – Ms. Cristy Richards, President and CEO of JAKTOOL
  M (Mathematics) – Ms. Tanya Moore, Intersecting Lines, Managing Partner

  College Lecturer Pam Bogdan is **moderating** the **event**.

> The **Engineering** and **Technology Departments** continue to work with **local industry partners** to provide **employment opportunities** for **students**. **Students** are being **placed** with the following **companies**: **Delaire USA Inc.; JAKTOOL Engineered Solutions; Morgan Engineering and Surveying; OCC Engineering and Technology Department (work-study); RC Burdick Engineers & Associates;** and **Scope Engineering, Inc.** This **list** is **ever expanding**.

> The **School of STEM** is in the process of creating **discipline-specific newsletters**, i.e., **Science, Engineering,** and **Computer Studies**. These **newsletters** will be **uploaded** to the **STEM web page** and will be **available** at: **https://www.ocean.edu/programs-and-courses/school-of-science-and-technology/**.

> **STEM Assistant Dean Carolyn Showalter** hosted a **Webex Workshop** on **Technology Hints**. The **workshop** was **recorded** and included various **subjects** pertaining to **Canvas, OCC's Learning Management System**. Some **topics** presented by **College Lecturer II in Computer Studies Edmond Hong** and **Dr. Angel Camilo, College Lecturer II in Science**, were **quizzing** through **Canvas**, **Canvas Grade Book**, **document cameras**, and **Webex meetings**.

> **College Lecturer II in Computer Studies Jon Weiss** has initiated a **partnership** with **CompTIA (Computing Training Industry Association)**. In conjunction with **OCC's Cybersecurity curriculum,** an **option** for **students** to pursue **industry certification (Security+)** will be made **available.** **Training** will be offered on **campus**, **administered remotely** by **CompTIA instructors**.

> **Mr. Jon Weiss** also conducted a **sneak preview** of the **CSIT 200, Information Security Fundamentals, course** on **Thursday, March 4, 2021**, from **3:45 to 5:00 p.m.** for **students** who are **already enrolled** in the **Computer Studies program**.

> The **Cybersecurity Seminar Series**, hosted by **Mr. Jon Weiss**, continued with a **discussion** with **Mr. Karl Siil, Chief Engineer, Johns Hopkins University Applied Physics Laboratory, Cyber Warfare Systems Group,** on **February 26, 2021**, regarding how the **Johns Hopkins Applied Physics Laboratory (APL)** and the **Department of Homeland Security's Cybersecurity and Infrastructure Security Agency (CISA)** are **teaming up** to help **state** and **local governments** enhance their **online defenses**. Under a **pilot program**, **Arizona, Louisiana, Massachusetts,** and

Texas, as well as the **Multi-State Information Sharing and Analysis Center (MS-ISAC)**, are applying **Security Orchestration, Automation, and Response (SOAR)** to this effort. **SOAR tools** enable **organizations** to **collect security-threat data** through **multiple sources** and perform **triage response actions** significantly **faster** than with **manual processes**. This initiative will enable **state, local, tribal, and territorial (SLTT) governments** to quickly and broadly **share information,** in near **real time,** and **leverage automation** to **prevent** or **respond** to **cyberattacks**.

➢ The **School of STEM** recently became a **member** of the **Global Council for Science and the Environment (GCSE)**. As a **member**, the **School** looks forward to **contributing** and **benefiting** from the **work, resources,** and **community** offered by **GCSE** – from **sharing science** with **decision-makers** in **service** to the **environment**, to building **collaborative research** and **synthesis**, to sharing **best practices** for **virtual learning** and **engagement**. **GCSE** provides ongoing **opportunities** for the **College** to engage in **meaningful** and **transformative ways**, together with **scientists, researchers, educators,** and **decision-makers** around the **world**. **GCSE membership benefits** can be **reviewed** at: **https://www.gcseglobal.org/2020-2021-membership-benefits**.

➢ **Congratulations** are offered to **Ms. Tracey Hill, Adjunct Professor of Science**. **Ms. Hill's submission** to the **New Jersey City University Community College Showcase, Two Remote Learning Tools to Increase Engagement and Participation: Nearpod & Flipgrid**, has been **selected** to be **highlighted**. The **virtual conference** will be held on **Tuesday, June 22, 2021**. For more **details** about the **conference**, visit **www.njcu.edu/ccshowcase**.

➢ The **Fifth Annual Jersey Shore Junior Science Symposium**, directed by **Dr. Mary-Ellen Rada, Science College Lecturer II**, received **68 entries** this year from **high schools** across the **state**. After being **redacted**, **each** one was **reviewed** and **scored** by between **5-10 paper reviewers**. The **scores** were **tabulated**, and a **Paper Review Committee** chose the **top ten papers**, whose **creators** will **compete** via a **PowerPoint presentation** for the **opportunity** to **attend** the **National Competition**. The **next six papers** were chosen to **compete** in a **poster competition**.

An **orientation** was held for **all sixteen winners** to **instruct** them on the **best practices** for **PowerPoint** and **poster presentations**. Each **student** was **individually mentored** by a **person** from the **field** that **matched** their **research topic**. A **rehearsal** was held for the **PowerPoint presenters,** which involved being **critiqued** for **content** and **presence**. All of this was conducted **remotely** via **Webex meetings**. The **students created MP4 videos** for distribution to **final judges** for **viewing** and **scoring**. The **Symposium** was held on **March 19, 2021**, via **Webex**, at which time the **winners** were announced.

➢ The **Mathematics Club,** with guidance from **Dr. Vandana Saini** and **Ms. Julia Kim, Mathematics College Lecturers**, hosted a **virtual Pi Day event** on **March 5, 2021**. **Winners** received **$10 gift cards** from **local pizza pie chains**. A **series** of **math lectures** are planned for the **near future**.

➢ **Workforce and Professional Education**

➢ A **course** has been **developed** for the **Community Health Worker (CHW) Program,** which was recently **approved** by the **New Jersey Registered Apprenticeship Program**. It includes **144 hours** of **didactic instruction**, followed by over **1,000 hours** of **on-the-job training**. This **program** serves **incumbent workers** and is **part** of the **New Jersey Department of Health GAINS (Growing Apprenticeships in Non-traditional Sectors) Grant**. The **course** contains both **OCC content (130 hours)** and **Rutgers University, School of Public Health, Contact**

Training Instruction (14 hours). Since the **CHW program launched** in **mid-February 2021**, **OCC** has **served 35 students** from all over **New Jersey** in its **remote cohorts** in **daytime** and later **afternoon programs**.

In **collaboration** with the **School of Business and Social Sciences**, **Workforce and Professional Education** has created a **curriculum** which is slated to be **approved** by the **New Jersey Department of Health** as the **State's first recognized CHW credential** in which **students** are eligible to take **three challenge exams** that lead to up to **9 credits** in **OCC's Social Work degree program**. The **CHW apprenticeship program** is **grant-funded** and **tuition-free** to **students**. Currently under **development** is a **CHW Master Course** that will be **completed** in time for **summer**.

➢ The **College** is beginning to **refine, promote,** and **develop articulation** and **prior learning assessment (PLA)**. **Preliminary conversations** are taking place to **develop** a **landing page** on the **OCC website** for **PLA** where **staff** and **students** can **access information** about the various **opportunities** to **earn credit** for what they **already know**. On the **page**, they will get **step-by-step instructions** on how to **engage** in the **opportunities** and ensure they are **reflected** on their **academic transcripts**. **Plans** are in place to **align** select **existing academic programs** that can utilize **non-credit credentials** for **advanced standing** toward **academic certificates** and **degree programs** that lead to **in-demand, living-wage employment**. **Promoting** and **expanding PLA opportunities** at **OCC** will give **students** a **mechanism** to **save time** and **money** as they **work** toward their **goals**.

➢ **Academic and Tutoring Support Services**

   ➢ **Two months ago, Academic and Tutoring Support Services** launched **CircleIn**, an **app** by which **students** can **study together remotely**. The **students** can **collaborate** on their **assignments, chat**, and **stay productive**. Using **CircleIn**, **OCC students** can **brainstorm** together just like they would in a **coffee shop** or a **study room** in the **Library**, but they are doing so **online**. To date, there have been over **2,500 unique student downloads** of the **app** and over **24,000 study actions** by **students** on this **virtual platform**. Also, **students** who **help** their **fellow OCC students** by **sharing** their **notes** or **answering** their **questions** will be **rewarded** with **gift cards** that are **honored** at **many stores**, such as **Panera, Starbucks,** and **Amazon**. **OCC students** have started **receiving** their **rewards** for their **hard work** and **interaction** on **CircleIn**. To date, over **200 gift cards** have been **distributed** to our **students**.

   ➢ **Academic and Tutoring Support Services** has **purchased TutorTrac** to **replace** the current **data tracking** and **appointment scheduling system, Accudemia,** in **early June**. **TutorTrac** has various **features** that will provide **better service** to **students**. Some of these **features** include **automatic text reminders** of **appointments, personalized e-mails, streamlined service selection**, as well as **extensive reporting options** and **follow-up surveys** to continuously **improve tutoring services**.

➢ **Library**

   ➢ **Ms. Janet Marler, Library College Lecturer II**, and **Ms. Kayci Clayton, Associate Director of Grants Administration**, worked with **three other New Jersey community colleges** and the **New Jersey Council of County Colleges** to **write** a **grant proposal** for the **Fund for the Improvement of Postsecondary Education (FIPSE) Open Textbooks Pilot program**. The **New Jersey grant proposal** was **accepted** for **funding**, and the **participating institutions** were **informed** in **December 2020**. This **grant** will **support** the **creation** of **new open textbooks** and **expands** the

use of **open textbooks** in **courses** for **degree-granting programs**, with an **emphasis** on **high-enrollment courses**. **OCC** will be **focusing** on **Technology, Innovation**, and **Computer Science**.

Finance and Administration

➢ The **New Jersey Council of County Colleges** is **highlighting** one of **our own** during **Women's History Month**. **Ms. Christine Healey, Director of Purchasing and Payables**, is **featured** in **social media posts** from the **Council**. **Ms. Healey** has recently been a **featured speaker** at a **National Assessment of Educational Progress event** for its **centennial celebration**. At the event, she discussed how the **community colleges** of **New Jersey** took it to the **next level** by **successfully creating** a **consortium, overcoming challenges,** to realize **cost savings** in **contracts** for **shared services**. **Ms. Healey** is a **Qualified Purchasing Agent** by the **State of New Jersey**, has a **master's degree** in **Public Administration** from **Rutgers University** and **bachelor of science degree** in **Marketing Management** from **St. Peter's University**. She is **recognized** as the **Lead Purchasing Agent** for the **New Jersey Council of County Colleges Joint Purchasing Consortium**.

Congratulations are extended to **Ms. Healey** for her **outstanding work** on behalf of **Ocean County College** and **all New Jersey community colleges**.

➢ **Conference Center**

The **new Conference Center** is **complete** and **ready for use**. Because it can **accommodate** a **large number** of **students** and has **remote capabilities**, it will be **available** for scheduling of **classes** for the **Summer** and **Fall** this year. This is an **opportunity** to offer **more students** the chance to **attend** a **class in person**. **Secondary use** will be for **Grunin/Planetarium events** (if any). The **Center** will **not** be **scheduled** for **meetings** or **rental** until after the **conclusion** of the **Fall semester**.

➢ **College Relations**

➢ **The Web**

➢ **College Relations** launched its **updated Intake Request System**. The **process** has been **streamlined** to enable a **smooth project flow** from **start** to **finish**. **New features** include **single sign on**, access to a **knowledge base**, and **writing/editing services**. **Benefits** of the system include **confirmation** of **submissions**, **email updates** as **work** is **completed**, **communication** to all involved by **posting notes** in **one location,** as well as the ability to **access final versions**, including the **full history** of **approved projects**.

➢ In **collaboration** with the **School of Arts and Humanities**, **Ms. Maureen Conlon, Associate Director of Web Services,** and **Mr. Nicolaus Burr, Social Media/Web Developer,** created a **YouTube playlist** of **Humanities College Lecturer Brian Gilmore's performances** of **10 Beethoven's sonatas** recorded for his **students** and **OCC's student Music Club**.

➢ **OCC** launched a **TikTok channel**. This **short video social media platform** will provide the **College** with an **additional method** to **connect** with **students** on a **platform** they often **frequent**. According to **Forbes Magazine**, **60%** of TikTok **followers** are **members** of **Gen Z**. **Follow** the **College** on **TikTok** at **@oceancountycollege**. **College Relations** is **accepting requests** for **posting** on **TikTok** through its **Intake Request form**

➢ **Alumni**

The **Alumni Office, Career Services**, and **BIC (Business Innovation Consortium)** co-hosted **OCC Alumni Full Circle** on **Friday, March 19, 2021**. The **virtual event** featured **three recent OCC alumni** from the **School of Business** who shared their experiences **transferring** from **OCC** to **four-year institutions** and **transitioning** into the **workforce**. **Mr. Christopher Carbone, Career Services Coordinator**, spoke to **attendees** about **career services** and **professional development** available to **OCC students** and **alumni**; and **Ms. Kimberly Malony, Alumni and Advancement Director**, spoke to **attendees** about the **OCC alumni network, services,** and ways to **stay connected** to **OCC**. **Mr. Rob Nagel, Owner of Surf Taco**, was also a **guest speaker** to offer **advice** to **OCC students** and **alumni**. The **collaboration** between **several OCC departments** successfully **engaged** both **students** and **alumni**.

➢ **Design Services**

In **collaboration**, the **HUB** and **Mr. Michael Leon, Manager of Graphic Design**, launched the **"Should I" campaign** to promote **affordability**. The **promotional materials** informed **students**, **staff**, and the **community** about the **FY 2022 OCC tuition freeze**. The **campaign** will be sent to **counselors**, **high school students**, and the **community**.

➢ **Ocean County College Foundation**

➢ **Blauvelt Speaker Series Update**

Please consider **joining** the **next two scheduled events** of the **Blauvelt Speaker Series**, **Alton Fitzgerald White** on **April 20, 2021**, and **Arthur C. Brooks** on **May 6, 2021**, for l**unch** and **learn virtual opportunities**. More **information** is available on the **Grunin Center website**, **https://www.grunincenter.org/events/category/blauvelt-speaker-series/**.

Alton Fitzgerald White is **Broadway's longest-running Lion King**. He has **starred** in **six smash Broadway hits**, including **Miss Saigon, Smokey Joe's Café, Ragtime: The Musical,** and **The Who's Tommy**. During his **presentation, About my Pride: Mastering Life's Daily Performance**, he will share his **secret** to **fulfillment** and **joy** in **everyday work** and **life**.

Arthur C. Brooks is a **Professor** of the **Practice of Public Leadership** at **the Harvard Kennedy School** and **Professor** of **Management Practice** at the **Harvard Business School**. He is the **author** of **11 books**, including **national bestsellers**. Based on his **book, Gross National Happiness**, and his **documentary, The Pursuit,** he will talk about the **pursuit** of **happiness** and **true success**.

➢ **Scholarships**

Graduating award opportunities opened on **March 8, 2021**, as **scheduled** and will **remain open** through **April 25, 2021**. **Fall Semester applications** will **open** in **May** and **remain open** through **August**.

➢ **Social Justice Task Force**

OCC representatives continue to **serve** on the **Social Justice Task Force** of the **higher education institutions** of **Ocean County** and **Monmouth County**. The **purpose** of this **initiative**, **spearheaded** by **Monmouth University** and **funded** by the **Grunin Foundation**, is to create an

academy for all **K-12 educators** and **higher education professionals** to learn how to **educate**, **address**, and **explore topics** of **historical significance** and **current events** with an **eye** toward **diversity, equity,** and **inclusion**. There is a **great need** to **teach** the **teachers** and give them the **tools** to **address** these **most important issues** of our time.

➢ **Fund Distribution**

The **2021 Fund Request period** will **open March 22, 2021**, and **remain open** through **April 25, 2021**. The **Committee Chair** will call a **meeting**, traditionally by the **first week** of **May**, to **review** all **applications** that may be **received**.

All **funds previously approved** for **this academic year** have been **set aside** if **not used** due to the **Global Health Crisis**; **reapplication** is **not required**.

➢ **Summer Scholarship Celebration**

This year's **hybrid celebration** will be **hosted** on the beautiful **Campus Mall** on **Friday, June 18, 2021**. **Limited in-person tickets** will be available to the **live event,** and **unlimited virtual registration** will be **available** through the **Grunin Center**.

Most notably, with the **generous assistance** of **donors**, the **OCC Foundation** has **pledged** over **$1,000,000** in **scholarship** and **special program support** to the **students** of **Ocean County College this academic year alone**, which would **not** be **possible** without the **support** of the **entire College community**.

➢ **Human Resources**

   ➢ **Training and Organizational Development**

      ➢ **Search Committee Training**

A **new online training program** for s**earch committees** has been **launched**, offering a **timely** and more **convenient training experience**. The **training** is deployed **within** the **Safe Colleges learning platform**. It will be **assigned** to **hiring managers, search committee chairs,** and **search committee members**. **Refresher training** will be offered **every two years**.

The **course** is **designed** to provide a **practical understanding** of the **search process** and the **roles** and **responsibilities** of those **involved** in the **process**. It includes **hiring policies** and **procedures**, the **legal framework** for **recruitment**, and focuses on how to **avoid implicit biases** from **entering** the **search process**. Also addressed are **best practices** to ensure an **inclusive** and **equitable search** and the **benefits** of **behavioral interviewing**.

      ➢ **Ocean Way Training**

Ocean Way Training was held on **Friday, March 12, 2021**. There are **35 new graduates** of the **Ocean Way training program**.

   ➢ **Performance Management Annual Program**

Upcoming steps in this **program** include:

> - **Self-evaluations open** on **April 5** and are **due** by **April 30, 2021**
> - **Supervisor evaluations** are **due** to **Reviewing Officers** by **June 4, 2021**
> - **Evaluation meetings** are held by **June 18, 2021**
> - **Employee acknowledgements** of **evaluations** are due by **June 30, 2021**

> ## 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**, February 19, 2021, through March 18, 2021**.

Student Affairs

> ## Advising

> > ## Advise
> >
> > The **Advise implementation team** is **piloting** the **use** of **low course average data** to create **early intervention alerts** for **NJ STARS students**. The **framework** of these **alerts** will be used as a **model** going forward, as **early warning alerts** are **expanded** to **more student groups**.

> > ## NJ STARS
> >
> > **NJ STARS Coordinator Jennifer Kipp** participated in a **NJ STARS Information Session** presented by the **HUB**.   The **event** was a **great collaborative effort** between the **HUB, Financial Aid,** and **Kean Ocean** and was **attended** by **29 potential students**.

> ## Counseling Center

> > - The **Counseling Center** continues to provide **a full range** of **services** and **programs** in **remote operations**. An **OCC team** has been created for the **virtual American Foundation of Suicide Prevention walk**; **information** about **joining** and/or **supporting** the **team** was **released** on **March 15, 2021**, to the **campus community**.   Additional **information** is available from the **Counseling Center**.

> > - A **Nicotine Recovery Workshop** was held in **collaboration** with the **RWJBarnabas Institute for Prevention and Recovery**, providing **education** on **nicotine addiction** as well as **information** on various **pathways** to **quitting** and **linkage** to **Certified Tobacco Treatment Specialists**. **QPR** was offered to all **faculty, staff,** and **students**; **seven participants** attended **one session**. A **vision board workshop** was also offered with all **supplies** for the **activity** provided to i**nterested students**. On **March 17, 2021**, the **Center partnered** with the **Planetarium** to present the popular **Sunset Meditation program**; **another session** is scheduled for **May 10, 2021**.
> >
> >   **Weekly Recovery Support meetings** and **opportunities** continue to be held for **student engagement** with the **Recovery Support program,** both **virtually** and in the **community** through **partnership** with **Hope Sheds Light**.
> >
> >   A **comprehensive event schedule** is planned for **April**, focusing on **recovery** from **substance use disorders** and **other addictions**. **Events** will provide **education** and **celebrate** the **journey** of **recovery** taken by so many in our community, as well as the **efforts** of **community stakeholders**

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in **supporting individuals** affected by **addiction**. Focusing on a **theme** of **Prevention and Recovery with a Vision of Hope,** the **activities** begin with **Matt Bellace, Ph.D.**, presenting **Finding Your Natural High**, on **April 12, 2021**. Other **activities** include a **training** for **professionals** on **Current Drug Trends**, presented by the **DART Coalition** on **April 13, 2021**; a **panel** of **individuals** in **recovery**, speaking about **language** and **stigma**, on **April 19, 2021**; and a collaborative **presentation** with the **DART Coalition** and the S**ociety for the Prevention of Teen Suicide** on **self-care**, scheduled for **April 26, 2021**. The **Recovery Program** is serving **102 students** in its **second program year**; plans are being made to **open** the **Wellness and Recovery Center** upon **return** to **campus**.

➢ **April** is **Sexual Violence Awareness and Prevention Month**. An **event** scheduled for **April 22, 2021**, which features a **panel** of **representatives** from **OCC, local law enforcement, community agencies**, and the **Ocean County Prosecutor's Office**.

➢ The **CARE Team** has been working on **reports** submitted by **faculty** and **staff**. For the period **July 1, 2020**, to **March 14, 2021**, there were **583 reports filed**, with **548 reports** received since **September 1, 2020**. In comparison, for the **same time periods** in **2019**, **239 reports** were **filed** for the period **July 1, 2019**, to **March 14, 2020**, with **230 reports** from **September 1, 2019,** to **March 14, 2020**.

➢ **Activities** focused on **retention** and **student success** have **increased**, with the **implementation** of a **subcommittee** of the **CARE Team** that is focused on **managing** the **academic CARE reports**. Over **130 reports** have been **received** from **faculty** and **staff** notifying the **CARE Team** about **students** who are in **academic jeopardy**. Approximately **25** of those **reports** were for more **exigent circumstances** related to **mental health, financial, housing,** and **death** or **illness of family members**. The **Restore Your Score Program** is working with **73 students**, and **Starfish** is working with **157 students**.

➢ The **Displaced Homemakers Program** is providing **services** to **73 clients (24 new and 49 continuing)**; **two clients** became **employed** this **month** and **five** are or will be **participating** in the **Medical Assistant Certification course**. The **Program** continues to provide a **wide range** of **remote training**, including **computer skills** and **career/employment seminars**. **Six clients** are **enrolled** in **OCC classes**, for a total of **56 credits**.

➢ **Disability Services**

➢ The **Office of Disability Services** continues to provide **proactive outreach** to **OCC faculty, staff**, and **local high school personnel** focusing on **accessing reasonable accommodations** at **OCC**. The **Office** provided a **virtual information session** to **parents** and **students** in the **Jackson School District** on **March 15, 2021**.

➢ In **collaboration** with **Ms. Sheenah Hartigan, Executive Director of Enrollment Services**, and the **HUB**, **Disability Services** has deployed a **student usage** and **satisfaction survey** to **students enrolled** in **courses** with **Ally for Canva s (Ally)**.

➢ **Ms. Jamie Arasz Prioli, Adaptive Services Specialist**, was **selected** to **serve** on the **Ocean County Commission for Individuals with Disabilities (CID)**. **CID** works in **collaboration** with the **Ocean County Department of Human Services, Office for Individuals with Disabilities**. It provides **information** about **programs** and **advocates**, as well as offers **technical assistance** at a **local level**.

➢ **Ms. Gina Zippo-Mazur, Coordinator of Accessibility Services**, **moderated** the **Q&A session** for **Dr. Temple Grandin** titled **About Developing Individuals Who Have Different Kinds of Minds** on **March 13, 2021**, which was **presented** through the **Jay and Linda Grunin Center for the Arts**.

➢ **Ms. Zippo-Mazur** obtained a **License** as a **Professional Counselor (LPC)** in the **State of New Jersey**.

➢ **HUB/Enrollment Services**

➢ The **Enrollment Services Office** has been hosting **virtual "application days"** in **collaboration** with various **high schools** to **encourage seniors** to **complete** their **OCC applications**, giving them **swag** and **answering questions** regarding **applying to** and **attending college**. Recent **high schools** included **New Egypt, Jackson Liberty, Jackson Memorial, Barnegat,** and **Pinelands**.

➢ The **NJ STARS Information Session** was held **virtually** on **March 2, 2021**, at **7:00 p.m.,** and **29 potential students** were in **attendance**. In addition to **College speakers**, which included **Enrollment Services Technician Jenna Puglisi, Financial Aid Advisor Karen Wilson-Wylie, Ms. Jennifer Kipp,** and **Kean Director of Admissions Richard Harrell, two current NJ STARS students** were **recruited** to **speak** about their **decisions** to **attend OCC** and their **experiences** thus far.

➢ **Toms River High School South students** and **parents** received a **presentation** at a recent **Wednesday Night Live event** regarding **dual enrollment**, featuring **Dr. Henry Jackson, Executive Director of Academic Success,** and **Ms. Sheenah Hartigan**. There were **35 attendees**.

➢ **Ms. Sheenah Hartigan** recently **participated** in a **virtual panel discussion** hosted by the **Chronicle of Higher Education** on **March 4, 2021**. The **topic** was **Digital Marketing from Recruitment through Graduation**. The **link** to **view** the **presentation** is available **[here](#)**.

➢ **Financial Aid**

➢ On **February 26, 2021, Governor Murphy** signed **legislation** to **permanently establish** the **Community College Opportunity Grant (CCOG)**. **CCOG** began in **Spring 2019** as a **pilot program** to provide **free tuition** for **eligible New Jersey residents** in order to **promote access** to **higher education degree** and **certificate programs**. For **Fall 2020**, **OCC** awarded **$500,928** of **CCOG funds** to **445 eligible students**.

➢ The **Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) emergency grants application processing** was made available to **students** on **February 1, 2021**. Since then, **826 applications** were **received,** and **612 students** were **awarded funding**; the **total amount awarded** and **disbursed** is **$968,000**. The **CRRSAA** requires that **institutions prioritize students** with **exceptional need**, such as **students** who receive **Pell grants**, in awarding **financial aid grants** to **students**. In an effort to make **CRRSAA funding** available to **students** whose **academic pursuits** are **negatively impacted** by **COVID-19**, the **College** has decided, in order to **help** as **many students** as possible, the **maximum amount** of **eligible expenses** for which **students** can be **funded** is **$2,000** to **full-time students (12 credit hours or more)** or **$1,000** to **part-time students (11 credit hours or less).**

➢ The new **FAFSA filing cycle** began **October 1, 2020**, for the **2021-22 academic year**. The **Opening Pathways to Education Now (OPEN) workshops** were **cancelled** for **Spring 2021**. In

lieu of **face-to-face workshops**, the **Financial Aid Office** will be facilitating **one-on-one virtual appointments** to **assist** with the **completion** of **FAFSA paperwork** and to **discuss** the **basic concepts** of **financial aid** for our **students** and the **Ocean County community**. Additionally, the **Financial Aid 101 presentation** has been **posted** on the **OCC website** for **students, parents,** and **community members** to **access**. As of **March 16, 2021**, the **Financial Aid Office** has received **8,114 FAFSA applications** for **2020-21** and **2, 916 FAFSA applications** for **2021-22**.

➢ **Student Life**

  ➢ **Student Life's online chapter** of the **National Society for Leadership and Success (NSLS)**, which was **started** in **Fall 2018**, is reaching **new heights** this semester as the **remote environment** has **fueled** its **growth**. The **NSLS chapter** has seen an **18% response rate** to the **invitations** sent out to **eligible students** this year. In addition to the **honorable distinction** now held by **253 students**, the **NSLS** provides a **step-by-step online program** for **members** to **strengthen** their **leadership skills**.

  OCC's chapter of **NSLS** recently **hosted two live speaker broadcasts** for the **campus community**. The **first, A Lesson in Leadership conversation,** was with **Mr. Mark Cuban** on **February 16, 2021**, followed by **Mr. Bill Gates** on **March 9, 2021**. These **virtual events** are **open** to the **campus community**, and these **speaker broadcasts fulfill** a **step** for **members** on their **journey** toward **induction** into **NSLS**.

➢ **Southern Education Center**

  ➢ The **utilization** of the **Canvas shell** dedicated to the **Southern Education Center** continues to **alert students** registered in **one** or **more** of the **class sections labelled** as **SEC** or **MT (MATES Building)** to many of the **campus events**. During **February** and into **March**, the **SEC Canvas shell recorded** over **2,800 views** of **Announcement emails**. The **topics** covered during this time frame included: **Handshake**; the latest round of **CARES funding – Higher Education Emergency Relief Fund (HEERF)**; **Educational Opportunity Fund (EOF)**; and the **OCC Foundation Graduating Student Award information**.

  ➢ The **rollout** of **P.L.A.N.**, **Promoting Learners to Achieve Now,** continues at both **Barnegat High School** and **Pinelands Regional High School**. As **high school juniors** and **seniors** begin **planning** their **schedules** for the **2021-22 school year**, the **Guidance Departments** at **both schools** are scheduling **presentations** to provide **specific information** explaining **P.L.A.N.** Details of the **communication efforts** continue to be **phased in**, such as **planning** for an **evening virtual information session** at **both schools** for **parents** and **students**. **Ms. Sheenah Hartigan** and **Mr. James Hauenstein, Director of the Southern Education Center**, continue to **collaborate** with the **schools** to create the **informational details** for this **Early College opportunity**.

  ➢ **Mr. James Hauenstein** will be **attending** the **NASPA (National Association of Student Personnel Administrators) 2021 Virtual Conference** from **March 22 to 24, 2021**.

  ➢ In preparation for **Hiring on a Handshake**, a **collaborative virtual career fair** between the **OCC Career Services Department** and the **Southern Ocean Chamber of Commerce**, **three workshops** have been **presented**, **one informational** and **two** for **technical assistance**, by **Mr. Christopher Carbone, OCC Career Services Coordinator; Mr. Taylor Dulemba, Health Sciences Career Specialist;** and **Mr. James Hauenstein**. **Chamber members** will create **accounts** in **Handshake** to highlight **opportunities** for **southern county students** who attend a **Virtual Career Fair** scheduled for **April 7, 2021**. In addition, **outreach** is taking place to **alert**

the **OCC students** of the **employment opportunities** through **Handshake**. The **goals** of this **career fair** are to **expand** local **employment opportunities** for **OCC students** as well as **heighten awareness** of the **SEC's educational presence** in **Southern Ocean County**.

➢ **Installation work** on the **synchronous immersive classrooms**, a **component** of a **Title III grant**, is **continuing** at the **SEC**. This **endeavor** will **link**, through **technology**, at least **one classroom** and a **small group instruction room** with **classes** on the **main campus**. Once complete, **students** will be able to **register** for **classes** being **taught** on the **main campus** or receive **instructional support** through a **virtual** and **fully immersive experience** with the **same class** while **staying** at the **Southern Education Center**.

➢ **Veterans and Military Resource Center**

    ➢ The **Veterans and Military Resource Center (VMRC)** has been **communicating** with **Columbia University** to develop a **transition success program**. The **specific program** from **Columbia University** has been **successful** and **gained accreditation** throughout the **country** as a **modeled program**. The **VMRC** will utilize the **Columbia University Veteran Integration and Transition Program** to **create, mentor**, and **establish** the **Ocean County College Veteran and Military-Connected Access Program (OCCVMAP or VAMP)**, for **OCC's military-affiliated students** and **alumni**.

    ➢ The **VMRC** is developing a **Call to Action letter** with **Alumni Services** to begin the process of **reaching out** to **veteran** and **military-alumni graduates** to **encourage** them to get **involved** with **VMRC programs** and **initiatives on and off campus**.

    ➢ The **VMRC** has been **invited** to **participate** in a **nationwide Veteran Administration and Center of Excellence** event for **Veteran Student Success grant recipients**. It will be **hosted** by **Congresswoman Lois Frankel** and **Congressman Mark Takano,** who **serves** as the **Chairman of House Veterans Affairs Committee**.

    Topics to be covered include:

      ➢ **Stressors** and **successes** of **housing** a **Veterans Center** on a **collegiate campus**
      ➢ **Testimonies** on the **importance** of having a **veteran- and military-connected advocate** within a **higher education institution** is **imperative** to the **success** of **military-connected students**
      ➢ **Expanded federal resources** for **military-connected programs**, such as:

         ➢ **Mentorship-assisted programs**
         ➢ **Social and wellness activities**
         ➢ **Staffing and team building programs**
         ➢ **Supplementation benefits for military liaison personnel**
         ➢ **Academic tutors**
         ➢ **Career coaches**

    ➢ The **second episode** of **Veterans' Voices** was **completed** on **March 16, 2021**, and will be available by the **end** of the **month**. The **featured guest** for the **episode** is **Retired Lieutenant Colonel Sally Stenton**. **Lieutenant Colonel Stenton** also **participated** in the **2020 virtual Veterans Town Hall event**. She is an **attorney** in the **Law Office** of **Robert Ebberup, Esq.**

    Topics discussed during **Veterans' Voices** include:

- ➢ **Veteran benefits and compensation**
- ➢ **Veteran Affairs outreach**
- ➢ **Compensation understanding for service-connected disabilities**
- ➢ **Issues veterans face when transitioning out of active service**
- ➢ **Access to Veteran Service Officers or other resources**

➢ **VMRC partnered** with **Dr. Margaret Maghan, Psychology College Lecturer II,** on **coordinating** the **first VETS (Veterans Engaging Teachers and Students) Panel** at **OCC**, covering **topics** on **transition out-of-service experiences**, **food insecurities** while **deployed** and **stateside**, **assistance** from **Veteran Affairs**, and **student perspectives** on **resources** that **assist veterans** in **education**. The **VETS Panel** included **Assistant Director of Military and Veteran Services Ryan Luurtsema (Army Retired), Veteran Affairs Social Work Manager and V.I.T.A.L. Coordinator Jennifer Garcia,** and **Student Veteran Organization President Maryellen De Leon**, who is an **Army Veteran graduating** from **OCC** in **May**.

➢ **VMRC** has **developed** a **13-person Military Support Committee** assisting all **departments** across the **campus** to **develop procedures, policies,** and **common practices** to **support military-** and **veteran-affiliated students** in **support** of the **Center of Veteran Student Success**. The **purpose** is to create **identifiable administrative personnel** for **military-affiliated students** to specifically **develop** a **plan** of **action** that **aligns** with **objectives** and **expectations** of the **Center of Excellence for Veteran Student Success**.

➢ **Ocean County College** has been **awarded** the **Military Friendly designation** for **2021** by **VIQTORY Media group**. This company **surveys thousands** of **higher education institutions** on **compliance, social activities, completion** and **retention rates**, as well as **availability** of **military** and **veteran programs**.

e-Learning and Learning Enterprises

➢ <u>**Academics**</u>

As part of a **strategic effort** managed by **Dean of e-Learning Vivian Lynn**, the **e-Learning Department** is **reexamining** its **course schedule** for **online offerings** based on **historical data** for the past **three academic years**. Additionally, the **department** is working in **collaboration** with **Academic Affairs** to **plan** and **map online** and **traditional course sequences** to ensure that **students** can **proceed sequentially** through **courses** and their **prerequisites** in a **timely manner**; this **effort** should **result** in an **increase** in **student enrollment**.

➢ <u>**Professional Development**</u>

- ➢ **Twenty-five instructors attended February's e-Learning Adjunct Roundtable**. **Dr. Stefano Maranzana, e-Learning Humanities Adjunct Assistant Professor**, demonstrated his **use** of **PlayPosit software** to create **interactive educational videos** that incorporate **quiz questions** for **students**. **Dr. Howaida Wahby Eraky, Assistant Dean of e-Learning, International Programs**, presented a **document** that she distributes to **guide students** in **creating effective dialogue** within the **asynchronous discussion boards**. **Dr. Christine Webster-Hansen, e-Learning Assistant Dean**, presented a **slideshow** titled **Grading for Stronger Discussions,** and **attendees** shared their own **strategies** in an **open discourse**. In closing, **Educational Technologist Eric Daniels** offered the group an **update** on **new** and **important features** in **Canvas** to **help educators** use **Canvas** to its **fullest**.

- ➤ The **weekly e-Learning Professional Development series** continues this month with **sessions** on **Dropout Detective, McGraw Hill Connect, VoiceThread,** and **Cengage's MindTap**. **Recordings** of **all sessions** are **available** in the **Center for Instructional Empowerment**.

- ➤ On **March 19, 2021**, at the **Online Learning Consortium Innovate 2021 conference**, e-Learning **Lead Instructional Designer Laura Wingler, Mr. Eric Daniels,** and **Dr. Christine Webster-Hansen** co-presented **From Facilitation to Instruction: Supplementing Online 'Master' Courses with Multimodal Communication and Technology.** Additionally, at the **Rutgers Online Learning Conference** on **March 16, 2021**, **Dr. Christine Webster-Hansen** presented **Strategies for Facilitating Successful Asynchronous Discussions.** These **presentations** were part of a **departmental effort** to **showcase Ocean County College's best online teaching practices**.

➤ **Course Design and Technology**

  ➤ **NJEdge**

   ➤ The **e-Learning Department** recently **signed** a **contract** with **NJ Edge**, which is a **member-based, nonprofit education technology services provider**. **NJ Edge** will be providing **Instructional Designers** to work with **selected Ocean County College Subject Matter Experts (SMEs)** to **design** and **develop ten distance learning courses**. Due to **limited internal Instructional Designers**, **assistance** from **NJ Edge** will allow the **e-Learning Department** and **Ocean County College** to continue **building high quality online courses**, as well as **modify existing highly-enrolled distance learning master courses** to ensure **course content** meets **quality standards** and **promotes student engagement**.

   The **course development process** is projected to **start** in **April 2021** and has an **estimated completion date** of **September 30, 2021**.

  ➤ **Course Design and Development**

   ➤ **Ms. Laura Wingler** has been creating **innovative graphics, videos,** and **interactions** within **distance learning courses** using **new software products** the **department** recently **purchased**. Using **VoiceThread, H5P, Canva, Articulate360,** and **WellSaid Labs**, **Ms. Wingler** has **enhanced** the **students' online course experiences**. **Text-based lectures** have been **updated** with **video-based lectures,** which allow for **universal design** and the **option** for **students** to now **listen** to **lectures**. Additionally, **Ms. Wingler** has been using **H5P** to create **interactive graphics** that have **hotspots** within the **courses**. **Hotspots** are **designated locations** on an **image** that **students** can **press** and a **pop-up appears** with **additional text** or **video**. This makes **learning** more **engaging** and creates **interaction** between the **content** and **students**, making **learning rewarding**.

➤ **International Program**

  ➤ **OCC's employees** in **Egypt**, **Ms. Enjee Auda** and **Ms. Rehab Ismail**, **participated** in the **annual Edu Gat Fair**, the **largest expo** of **universities** in **Egypt**, exhibiting the **Ocean/Kean/Ain Shams program**. The **three-day event** had a **good number** of **students interested** in the **program**, which will hopefully be **reflected** in the **upcoming Cohort 6 enrollment**.

- ➢ **Vice President of e-Learning and Learning Enterprises Eileen Garcia, Associate Vice President of International Programs Maysa Hayward, Assistant Dean of e-Learning Howaida Wahby Eraky, and I** had a **virtual meeting** with **Egyptian leaders**: **Dr. Ayman Ashour, Deputy of the Minister for Universities Affairs; Dr. Shirin Wagih, Assistant Secretary of the Supreme Council of Universities;** and **Dr. Dalia Sami, Assistant Secretary of the Supreme Council of Universities**. **Several University Presidents** and **executives** attended the **meeting** as well. The **attendees** were:

    - ➢ **Dr. Hussein Eissa, Former Ain Shams University President and Former Chair of Budget Committee, Parliament**
    - ➢ **Dr. Abdelwahab Ezzat, Former President of Ain Shams University**
    - ➢ **Dr. Maged Negm, President of Helwan University**
    - ➢ **Dr. Mahmoud El Meteini, President of Ain Shams University**
    - ➢ **Dr. Abdelaziz Konsowa, President of Alexandria University**
    - ➢ **Dr. Essam El-Kordi, President of Al Alamein University**
    - ➢ **Dr. Mohamed El Shenawy, Advisor to the Minister, International Cooperation**
    - ➢ **Vice President of El Galala University**
    - ➢ **Dr. Mohamed Samir Hamza, Cultural Counselor and Director, Egyptian Cultural and Educational Bureau Embassy of the Arab Republic of Egypt**
    - ➢ **Dr. Hanan El Said, Director and Coordinator, Special American Programs in Egypt**

    Our **presentation** was **well received** by **all participants**. The **proposed plan** going forward is to **cooperate** with the **new Egyptian Technological Universities**, the **new Egyptian National Universities**, and the **existing Governmental Universities** with the **Special Programs**. The **start** of these **programs** is anticipated to be in **Fall 2021**. The **plan** for a **community college** in **Egypt** is being **advocated** by the **Egyptian Minister of Higher Education,** to receive **final approval** from the **Egyptian Cabinet** this **Fall 2021.**

    After the meeting, **Dr. Dalia Sami, Supreme Council Vice Chair,** expressed an **interest** in **OCC** building a **preparatory bridge program year** in the **STEM field**. **Dr. Eileen Garcia** and **Dr. Sylvia Riviello, Dean of the School of STEM**, are **working** on the **project**.

- ➢ <u>**New Jersey City University**</u>

    New Jersey City University (NJCU) Provost and Senior Vice President Dr. Tamara Jhashi, **Dean of the School of Business Dr. Bernard McSherry**, and **Dean of the College of Arts and Sciences Dr. Joao Sedycias** met with **Dr. Eileen Garcia** and **Dr. Maysa Hayward** on the **Teachout plan** for the **Branch Campus** in **Egypt**. **NJCU** is working on the **OCC/NJCU/Egypt agreement** that should be **finalized** by the **end** of **April**.

- ➢ <u>**Professional Development**</u>

    - ➢ **Dr. Howaida Wahby Eraky** participated in the **International Symposium on Applied Linguistics Research** and was **chosen** to **participate** in its **Reviewer Panel** based on her **peer review profile**.

    - ➢ **Ms. Alexis Crosta, Academic Administrator, Foreign Programs**, attended **several trainings** on how to fully **utilize Datatel**. She also **participated** in the **Ocean Way training** and was **trained** on the **new payroll system,** along with **OCC's employees** in **Egypt**, **Ms. Enjee Auda** and **Ms. Rehab Ismail**.

OCEAN COUNTY COLLEGE
SELF-STUDY DESIGN

FEBRUARY 2021

OCEAN
COUNTY COLLEGE

SELF-STUDY DESIGN
February 2021

Table of Contents

I. Institutional Overview

Since its founding in 1964 as New Jersey's first county college, Ocean County College (OCC) has been dedicated to educating and serving residents of Ocean County, New Jersey, and beyond as an innovative academic leader. The College's hallmark has been affordable, student-centered, high-quality education that prepares and empowers diverse learners to contribute to and succeed in varied, global societies. Its embodiment of a vibrant institution dedicated to student success is evident in its growing campus, expanded programming, increased partnerships and collaborations, international focus, and online learning expertise. Above all, OCC's success is reflected by alumni consistently advancing their education at top universities and colleges or moving directly into fulfilling careers. As the College has grown, so has its reputation and its prominent place in the Ocean County community and academia.

OCC invests in and fosters academic, economic, and cultural excellence and ensures financial strength through new revenue generation, national and international university and corporate partnerships, and a technologically progressive and entrepreneurial spirit. OCC is an established community leader, with myriad opportunities for the community to engage in educational and cultural pursuits. From 979 students in its first semester, fall 1966, enrollment has steadily increased, to 8,171 students in the fall of 2019; today, OCC boasts more than 48,000 alumni.

As a public, two-year community college, OCC is supported by Ocean County, the State of New Jersey and the students of Ocean County College. As a pillar of the community, OCC provides exceptional educational opportunities for individuals of all ages and at all stages of life. The campus is set on 425 College-owned acres surrounded by an additional 575 acres of non-developable land owned by Ocean County and the Ocean County Natural Lands Trust, situated in Toms River, New Jersey (the county seat). OCC is a comprehensive, open admissions institution providing postsecondary associate degree and certificate programs on its main campus

in Toms River, 14 additional locations, including the Southern Education Center in Manahawkin, at several other instructional sites, and through distance learning.

Ocean County encompasses 634 square miles of eastern New Jersey, including 45 miles of oceanfront property and barrier islands, and is one of the state's fastest-growing counties. As a publicly funded institution of higher education, OCC stays abreast of community needs and provides services and support to meet those needs. Creating pathways to sustainable employment for people who have living expenses while attending school, the College serves a critical need in Ocean County and across New Jersey. Family obligations, cost of living increases, and other challenges require more than half of the students who attend OCC to be concurrently employed.

OCC offers three degrees in a variety of subjects from Broadcast to Business to Biology: the Associate in Arts (A.A.), the Associate in Science (A.S.) and the Associate in Applied Science (A.A.S.). Currently, there are 27 degree programs, including the award-winning Nursing Program. OCC offers many other options, transfer tracks (joint admission programs with New Jersey colleges and universities), and areas of emphasis. Certificate programs are offered in more than 40 areas of study; one of the most popular is Accounting.

The vast majority of OCC's students are enrolled in Liberal Arts programs. In the fall 2019 semester, 2,905, or 54%, were enrolled in Liberal Arts or General Studies. The next most popular major was Business Administration, with 708 students — enrollment in Business Administration has risen more than 75% over the last five years. After that, the most popular majors were Criminal Justice, 382; Nursing, 333; Engineering, 181; and Performing Arts, 70. About 80% of students were enrolled in programs that are transferable to four-year institutions. Most of OCC's students — 89.6% — were Ocean County residents.

As a testament to OCC's dedication to providing higher education opportunities to underserved populations, OCC has continued its expansion to local high schools with 13 in-county schools now designated as additional locations. The Ocean County Vocational Technical School Performing Arts Academy, located on OCC's campus, allows high school students to become immersed in the college experience.

Additionally, in continuing efforts to minimize barriers and promote persistence and retention, the College has revised its admissions, advising, and placement procedures. These changes allow students to move directly and expeditiously into their programs of study.

Ocean County College also continues to expand its partnerships with baccalaureate institutions. The Kean Ocean partnership between OCC and Kean University offers students the opportunity to earn bachelor's and master's degrees in select subjects without leaving OCC's campus. The degree completion program currently serves more than 3,000 students. More recently, OCC has signed partnership agreements with New Jersey City University, William Paterson University, New Jersey Institute of Technology, and Southern New Hampshire University.

The College's commitment to online learning and innovation has helped it reach around the globe and develop 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). There are ample expansion opportunities in the Middle East and Northern Africa regions, which are promising for OCC's future as a global player in higher education.

In addition to serving its students, OCC is committed to outreach and service to community members through workforce development pathways, including job training, enrichment, and professional education courses, some of which may lead to credit-bearing programs. The College also holds events such as art exhibits, lectures, and musical and dramatic productions in the theater or the gallery at the Jay and Linda Grunin Center for the Arts. The Robert J. Novins Planetarium is widely known and utilized for its excellent programming.

The College's dedication to its employees includes ample professional development opportunities, leadership training, and various employee support systems. There is a commitment at each juncture of an employee's career, from the initial talent acquisition, to immediate and continued professional development, to rewards and award programs, and to recognition of quality service.

In the first decade of the 21st century, due to an increase in enrollment and the addition of programs, OCC needed to strategically expand its facilities and added several buildings on campus. In 2018, the H. Hovnanian Health Sciences Building opened, allowing OCC to expand its programs to include allied health curricula in addition to nursing. The same year, the Instructional Building, built in 1967, underwent a major renovation to provide a more modern and collaborative environment for students and faculty. Finally, the Ocean County Vocational Technical School Performing Arts Academy High School building was completed in 2019. More renovations and new buildings are planned.

The College is flexible and innovative, qualities that have stood it in good stead over the past years of uncertainty and instability. The national focus on affordability, accountability, and student achievement comes at a time of declining enrollment and decreased funding for institutions of higher education nationwide. OCC's experience with online and distance learning was invaluable during the COVID-19 pandemic and allowed it to pivot to remote and hybrid learning quickly and effectively. The College had laid a strong foundation for remote student services prior to the pandemic and was able to quickly assist students with matters of advising, registration, and other support services. The College continues to look to the future — of technology, new partnerships, practices and ever-more innovative approaches to ensuring our community of learners is well-served and successful.

MISSION:

Ocean County College, an innovative academic leader, provides affordable, student-centered, high-quality educational experiences that empower diverse learners to succeed.

VISION:

Ocean County College will be the boldest, most innovative and entrepreneurial student-centered college in the nation, will promote exemplary learning experiences, and will advance community college education internationally.

GUIDING PRINCIPLES:

Student-Centered:

We empower our students to learn and succeed through distinctive, high-quality learning opportunities.

Accessible:

We welcome all people to the Ocean County College community by providing affordable, flexible, and barrier-free educational opportunities.

Innovative:

We proactively seek opportunities to improve through ingenuity and strategic partnerships.

Collaborative:

We practice teamwork and open communication within a culture of civility and mutual respect.

Courageous:

We act with determination to serve our students and achieve our goals.

Trustworthy:

We exercise integrity, transparency, and data-informed decision-making.

II. Institutional Priorities Addressed in the Self-Study

As Ocean County College celebrated its 50th anniversary in 2014, it adopted a transformation initiative entitled *Charting our New Course*. The 2015-2020 strategic plan, *Strategies for Success*, coupled with *Charting our New Course*, positioned the college to become the *Community College of the Future*; one that understood the importance of global education, the need for generating revenue streams as funding from the state and federal government declined, partnering with business and educational entities to offer unique opportunities to students, and exploring innovative approaches to educating students.

Recognizing the progress achieved throughout the 2015-2020 plan, acknowledging challenges, and better understanding the environmental landscape, the College set forth on a new planning endeavor in fall 2019. A 12-member Core Planning Team was involved in the planning process, which focused on inclusivity and transparency, with over 70 campus participants in a series of focus groups, open forums, and colloquium sessions. Participation by faculty, staff, students, and Board of Trustees members culminated in a thorough strategic plan that builds on the foundation of *Strategies for Success*. The four resulting goals concerning

Students, Enrollment, Organizational Effectiveness, and External Stakeholder Relations align with the College's mission and futuristic mindset and the Standards for Accreditation. As such, Ocean County College will be using the institutional goals below as the Institutional Priorities for the Self-Study:

1. Empower students to learn, engage, and achieve
2. Optimize and expand enrollment of all learners
3. Elevate organizational effectiveness
4. Expand relationships with external stakeholders

Two members of the College community are in charge of leading people with initiatives for each goal; during the planning process and into FY2021, the goal facilitators developed initiatives that would move the College closer to achieving its objectives, and ultimately, its goals. These initiatives helped frame the strategic goals and were presented to the campus at the January 2021 Colloquium for feedback. That feedback helped solidify the institutional initiatives supporting the strategic plan and allowed the College to focus on which aspects of the goals will be addressed as Institutional Priorities. It also assisted in the mapping of the Institutional Priorities to the Standards for Accreditation.

Mapping of OCC's Institutional Priorities to Elements of the Mission Statement

Ocean County College, an innovative academic leader, provides:	Goal 1: Empower students to learn, engage, and achieve	Goal 2: Optimize and expand enrollment of all learners	Goal 3: Elevate organizational effectiveness	Strategic Goal 4: Expand relationships with external stakeholders
affordable		X	X	X
student-centered	X	X	X	
high-quality educational experiences	X			X
that empower diverse learners to succeed	X			

Mapping of OCC's Institutional Priorities to MSCHE's Standards for Accreditation

MSCHE Standards for Accreditation	OCC's Institutional Priorities			
	Goal 1: Empower Students to learn, engage, and achieve	Goal 2: Optimize and expand enrollment of all learners	Goal 3: Elevate organizational effectiveness	Goal 4: Expand relationships with external stakeholders
I. Mission and Goals		X		X
II. Ethics and Integrity			X	X
III. Design and Delivery of the Student Learning Experience	X	X		
IV. Support of the Student Experience	X	X		
V. Educational Effectiveness Assessment	X		X	
VI. Planning, Resources, and Institutional Improvement			X	X
VII. Governance, Leadership, and Administration			X	X

III. Intended Outcomes of the Self-Study

Ocean County College hopes to achieve four, set outcomes during the self-study process. Ocean County College will:

    a. Demonstrate how it currently meets the Commission's Standards for Accreditation and Requirements of Affiliation.
    b. Establish opportunities for growth and innovation that support the attainment of the College's mission and goals.
    c. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
    d. Identify overlapping campus-wide processes and initiatives to minimize duplication, maximize efficiency, and make recommendations for integration.

IV. Self-Study Approach

Identify one of the following Self-Study approaches to be used to organize the Self-Study Report:

    ☑ Standards-Based Approach
    ☐ Priorities-Based Approach

A standards-based approach was recommended preliminarily to the President's Leadership Team by the Self-Study Co-Chairs, knowing that the College underwent its last self-study under the old standards. This approach was further discussed during the Self-Study Institute and confirmed by the Self-Study Steering Committee. As such, Ocean County College will use a standards-based approach in its self-study.

Ocean County College has continued to transform since its last self-study in 2014; this institutional growth and change can be viewed through the lens of its institutional mission and goals. The College has expanded its reach to students both nationally and internationally and has also expanded its facilities to meet students' ever-growing needs. The College underwent a transformative strategic planning process to create its fiscal year 2015-2020 plan, *Strategies for Success*. In reviewing the plan's outcomes and progress toward achieving the goals set forth, the College developed a new plan, *Ocean County College at the Helm, 2021-2026*.

With the unprecedented impact of COVID-19 in FY2020, institutional leadership decided to extend the 2015-2020 plan beyond June 30, 2020, to allow additional time to complete projects related to the strategies and re-evaluate the projects developed during the 2021-2026 planning process. Through these activities, the College has a strong understanding of what it wants to achieve. A standards-based approach will allow the institution to take the next step by taking a more in-depth look at the new MSCHE standards and the College's goals mapped to them.

V. Organizational Structure of the Steering Committee and Working Groups

Ocean County College developed a Core Leadership Team and a Self-Study Steering Committee to oversee the coordination of the Self-Study Process. The Leadership Team is composed of the Self-Study Co-Chairs, Evidence Coordinator, Chief Editor, and Team Visit Schedule Coordinators. The Co-Chairs and Evidence Coordinator participated in the Self-Study Institute as the institutional representatives, led the early development of the Self-Study Design, and presented that document to the Steering Committee as a starting point for the design. The Evidence Coordinator will assist the Steering Committee with gathering evidence for the Working Groups and will coordinate the organization of the final evidence for the Evidence Inventory. The Chief Editor is charged with designing editorial guidelines for the Working Groups and ensuring that the self-study is cohesive and contains one voice. The Team Visit Schedule Coordinators will organize the Self-Study Team visit with the Steering Committee.

The **Co-Chairs** will facilitate the Self-Study process and serve as a resource to each of the Working Groups. More specifically, the Self-Study Co-Chairs will:

1. Ensure a transparent and collaborative Self-Study process.
2. Attend the Self-Study Institute.
3. Identify members for the Leadership Team, Steering Committee, and Working Groups and provide nominations to the President's Leadership Team.
4. Oversee the work of the Steering Committee.
5. Manage information and data requests.
6. Provide training and resources to the Steering Committee and Working Groups.

Leadership Team

Core Leadership Team	
Dr. Alexa Beshara–Blauth, ALO and Executive Director for Institutional Planning, Effectiveness and Compliance	Co–Chair
Heidi Sheridan, Dean of Arts and Humanities	Co–Chair
Connie Bello, Assistant to the President and Secretary to the Board of Trustees	Team Visit Schedule Coordinator
Jodi Heitmann, Executive Assistant to the President	Team Visit Schedule Coordinator
Brenda Lange, Marketing and Communications Writer/Editor	Chief Editor
James Marshall, Assistant Director for Assessment	Evidence Coordinator and Team Lead for Standard V

Steering Committee Charges

The Steering Committee is composed of the Core Leadership Team, Liaisons to the Working Groups, and other key individuals. The Steering Committee is charged with providing leadership and oversight to the Self-Study process. The Steering Committee will:

1. Review and confirm OCC's Institutional Priorities. *
2. Acquire a deep understanding of the Standards of Accreditation and their connections to the Institutional Priorities.
3. Refine and edit the Self-Study Design.
4. Charge the Working Groups and coordinate their work.
5. Ensure the timeline is implemented. *
6. Develop and implement the communications plan. *
7. Assist with gathering documentation for the Evidence Inventory, paying close attention to the gaps identified by the working groups (*led by Evidence Coordinator*).
8. Review interim reports, paying close attention to resolving overlaps in content; edit and revise (*led by Chief Editor*).
9. Manage and modify the recommendations for innovation and improvement.
10. Arrange for institution-wide review. *
11. Oversee completion of final Self-Study Report, including Evidence Inventory and Verification of Compliance. *
12. Oversee arrangements to host Evaluation Team visit* (*led by Team Visit Schedule Coordinators*).

*indicates Co-Chairs taking the lead

Steering Committee	Additional Role
Dr. Alexa Beshara–Blauth, ALO and Executive Director for Institutional Planning, Effectiveness and Compliance	Co–Chair
Heidi Sheridan, Dean of Arts and Humanities	Co–Chair
Dr. Elizabeth Brierley, Associate Professor, Speech and Theater	Liaison
Maureen Conlon, Associate Director of Web Services	Liaison
Jennifer Fazio, Director of Student Life	Liaison
Linda Novak, Vice Chair, Board of Trustees	Liaison
Susan O'Connor, Program Director, Perkins and Curriculum Compliance	Liaison
Heather Sciarappa, College Lecturer II, English	Liaison
Mary Troy, Director of Institutional Research	Liaison
Connie Bello, Assistant to the President and Secretary to the Board of Trustees	
Thomas Gialanella, Executive Director of School Relations	
Dr. Henry Jackson, Executive Director of Academic Success	
Dr. Joseph Konopka, Vice President of Academic Affairs	
Jason Molloy, College Lecturer II, English	
Dr. Gerald Racioppi, Vice President of Student Affairs	
Sara Winchester, Executive Vice President of Finance and Administration	

Liaison Charges

Liaisons to the Working Groups are members of the Steering Committee and their corresponding Working Group. In addition to the responsibilities of the Steering Committee, Liaisons will:

1. Attend Working Group meetings.
2. Provide updates on their respective Working Group to the full Steering Committee.
3. Ensure the Standards, Requirements of Affiliation, and Institutional Priorities have been addressed in the chapter.
4. Meet with fellow Liaisons to ensure no duplication occurs; organize meetings between the Working Groups if there is overlap in content.
5. Ensure the outline and chapter draft(s) are organized; upload the outline and chapter draft(s) to the Steering Committee Microsoft Teams site for the full Steering Committee to review.

Liaisons to the Working Groups	Standard
Maureen Conlon, Associate Director of Web Services	I
Mary Troy, Director of Institutional Research	II
Susan O'Connor, Program Director, Perkins and Curriculum Compliance	III
Jennifer Fazio, Director of Student Life	IV
Dr. Elizabeth Brierley, Associate Professor, Speech and Theater	V
Heather Sciarappa, College Lecturer II, English	VI
Linda Novak, Vice-Chair, Board of Trustees	VII

Team Lead and Working Group Charges

Team Leads

Each Working Group will be coordinated by two Team Leads who, in addition to the responsibilities specific to the Working Group, will:

1. Schedule meetings; schedules should be created each semester.
2. Keep Working Groups on task.
3. Develop internal timeline and organizational structure of the Working Group.
4. Ensure all documents cited in the chapter are uploaded to the designated Microsoft Teams Site.
5. Ensure that supporting documents are relevant to chapter content/priorities.

Working Groups

The Working Groups are responsible for drafting chapters that are evidence rich, thoroughly addressing the lines of inquiry, and carefully considering areas for improvement and innovation based upon the findings. The Working Groups will:

1. Become acquainted with the Self-Study Design.
2. Acquire an understanding of the Standards of Accreditation and their connections to the Institutional Priorities.
3. Demonstrate compliance with associated Requirements of Affiliation.
4. Analyze evidence in the context of the designated standard, the College's mission, and the Institutional Priorities.
5. Identify gaps in evidence and make recommendations to the Steering Committee on how to remedy these gaps.
6. Establish strengths and opportunities for improvement to include in the chapters; report findings to the Steering Committee.
7. Maintain a repository of supporting documents for all assertions within the chapter. All documents must be uploaded to the designated Microsoft Teams site.
8. Develop and maintain a works cited page in the Microsoft Teams site.
9. Adhere to the timeline for developing chapter drafts.
10. Develop and present initial findings to the campus community via open forums (ex: Colloquium, campus presentations organized by the Steering Committee).

Membership and Lines of Inquiry for Working Groups

Standard I: Mission and Goals
The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Standard I: Mission and Goals	Additional Role
Sean O'Leary, Technical Director	Team Lead
Vijay Ramdeen, College Lecturer II, Chemistry	Team Lead
Maureen Conlon, Associate Director of Web Services	Liaison
Christine Healey, Director of Purchasing and Payables	
Matthew Kennedy, Associate Vice President, Facilities Management and Construction (through June 2021)	
John Lopez, Director of Safety and Security	
Janet Marler, College Lecturer II, Library	
Heather Mayer, Manager of Mail Services and Events	
Dr. Anthony Trump, Executive Director of Student Services	

The Working Group for Standard I is charged with finding evidence and drafting a narrative to address the following lines of inquiry:

1. How are the College's mission and goals developed, approved, and implemented?
2. How do the mission and goals of the institution address both external and internal context and constituencies?
3. What evidence shows how the mission and goals of the institution guide decision-making processes related to planning, resource allocation, program and curricular development, and in the defining of institutional and educational outcomes?
4. How are the goals and mission related to student learning and institutional improvement? Demonstrate that they are supported by administrative, educational, auxiliary, and student support programs and services.
5. What is the process for reviewing progress on institutional goals, and ultimately, ensuring that the institutional mission is being achieved?
6. How are the mission and goals communicated across the campus to internal stakeholders?

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Standard II, Ethics and Integrity	Additional Role
Tracey Donaldson, Associate Vice President, Human Resources	**Team Lead**
Dr. Margaret Maghan, College Lecturer II, Psychology	**Team Lead**
Mary Troy, Director of Institutional Research	**Liaison**
Dr. Rosann Bar, Dean of Business and Social Sciences	
Eileen Buckle, Director of Program Compliance	
Jan Kirsten, Executive Director of College Relations	
Christine B. Pericone (Spencer), Assistant Professor, Science	
Laura F. Rickards, Director, Center for Access and Equity	

The Working Group for Standard II is charged with finding evidence and drafting a narrative to address the following lines of inquiry. Consider all activities, including those internal to the College and those external to the College:

1. How does the institution ensure a climate that fosters respect and freedom of expression among diverse students, faculty, staff, and administration?
2. Analyze the College's various employee grievance policies. Does each policy support a fair and impartial process for addressing grievances?
3. What evidence demonstrates that institutional policies and procedures allow for impartial processes for hiring, evaluation, promotion, discipline, and separation of employees?
4. Is the institution compliant with all federal, state, and MSCHE reporting policies?
5. What procedures and/or policies are in place to ensure honesty and truthfulness in all publications and communications?
6. What are the processes in place to review and assess ethics and integrity, as demonstrated in policies and practices?
7. How does the College promote and foster accessibility to education for students with diverse needs, including programs for financial affordability and other support services?

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Standard III, Design and Delivery of the Student Learning Experience	Additional Role
Donna Rosinski, Director of Library Services	**Team Lead**
Dr. Chad Sexton, College Lecturer II, Sociology	**Team Lead**
Susan O'Connor, Program Director, Perkins and Curriculum Compliance	**Liaison**
Mary Fennessy, Director of Program Services for Nursing and Health Sciences	
Samantha Glassford, College Lecturer II, English	
Dr. Maysa Hayward, Associate Vice President, International Programs	
Dr. Joseph Konopka, Vice President of Academic Affairs	
Dr. William Rickert, Professor, Mathematics (through Spring 2021)	
Dr. Amir Sadrian, Associate Vice President of Academic Affairs	
Dr. Vandana Saini, College Lecturer II, Mathematics	

The Working Group for Standard III is charged with finding evidence and drafting a narrative to address the following lines of inquiry:

1. What are the types of degrees and certificates that the College offers?
   What are the intended outcomes of these programs?
2. How and in what ways does the College support workforce and professional education and pathways between non-credit and credit-bearing programs?
3. How are programs (degree, certificates leading to a recognized credential) developed?
   How does this ensure that they foster coherent learning experiences, regardless of modality and location?
4. How does the College ensure that the design and delivery of the student learning experience is consistent across all modalities and physical locations?
5. How does the College's approach to teaching and learning provide support for various student goals?
   What resources are available to support students' academic progress?
6. Are faculty credentials aligned with higher education standards and the programs in which they teach?
7. What opportunities exist for faculty professional development?
   Are there adequate resources and support? Do faculty engage in these opportunities?
8. How does the College ensure that we have faculty sufficient in number?
9. What are examples of innovations in teaching at the College?
   Discuss their connection to the College's mission and goals.
10. How are faculty evaluated? Is the process documented and clearly articulated?
    How does this process support student learning?
11. How does the College's general education program provide students the opportunity to expand their cultural and global awareness and cultural sensitivity and prepare them to make well-reasoned judgments?
12. How are oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy addressed within the scope of the College's general education curriculum?
13. How are academic programs reviewed? How does this process lead to meaningful discussions and actions related to the effectiveness of programs?

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Standard IV, Support of the Student Experience	Additional Role
Janine Emma, Registrar	**Team Lead**
Sheenah Hartigan, Executive Director of Enrollment Services	**Team Lead**
Jennifer Fazio, Director of Student Life	**Liaison**
Nathaniel Bard, Instructor, Fine Arts	
Veronica Guevara-Lovgren, Assistant Dean, Arts and Humanities	
Dr. Henry Jackson, Executive Director of Academic Success	
Dr. Kathryn Pandolpho, Director of Counseling and Student Development Services	
Dr. Gerald Racioppi, Vice President of Student Affairs	
Gary Shaffer, Assistant Professor, Digital Mass Media and Communications	

The Working Group for Standard IV is charged with finding evidence and drafting a narrative to address the following lines of inquiry. All modes of delivery should be considered and discussed. Additionally, the numerous locations, including the SEC, in-county high school additional locations, and international offerings should be discussed.

1. How can students access accurate and comprehensive information about cost, scholarships, and refunds?
2. How do OCC policies and procedures build student success through admission, retention, graduation, and transfer, including placement in developmental courses?
3. How do student support services such as advising, orientation, peer programs, counseling, and tutoring enhance the quality of learning at the College?
4. What policies and procedures ensure the safe and secure maintenance and appropriate release of student information and records?
5. What policies and procedures exist for evaluating and accepting transfer credits, credits through experiential learning, and competency-based assessment?
6. How do athletics, student life, and other extracurricular activities (including those offered through the Grunin Center and the Planetarium) contribute to student learning and support student success?
7. How does periodic assessment of student support programs strengthen the student experience?

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Standard V, Educational Effectiveness Assessment	Additional Role
Dr. Caterina Gibson, College Lecturer II, Anatomy	**Team lead**
James Marshall, Assistant Director of Assessment	**Team Lead**
Dr. Elizabeth Brierley, Associate Professor, Speech and Theater	**Liaison**
Rachel Doss-Block, Associate Director of e-Learning and Learning Enterprises	
Dr. Eileen Garcia, Vice President of e-learning and Learning Enterprises	
Jason Molloy, College Lecturer II, English	
Eileen Schilling, Executive Director of Academic Assessment	
Dr. Tracy Walsh, Dean of Nursing and Health Sciences	

The Working Group for Standard V is charged with finding evidence and drafting a narrative to address the following lines of inquiry:

1. What are the educational goals at the institution and degree/program level, and how are they interconnected?
2. What are the educational assessment practices that evaluate the extent of student achievement of general education goals and degree/program goals?
3. How are alignments ensured between educational goals and the broader institutional mission of being an innovative, student-centered, academic leader that empowers diverse learners to succeed?
4. How does the institution communicate assessment results with stakeholders?
5. How does the institution use assessment results for educational effectiveness?
6. Has the institution engaged in a review of its assessment processes?

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Standard VI, Planning, Resources, and Institutional Improvement	Additional Role
Kayci Clayton, Associate Director of Grant Administration	**Team Lead**
Catherine Pontoriero, Librarian, Reference Services	**Team Lead**
Heather Sciarappa, College Lecturer II, English	**Liaison**
Ben Broder, Lead Network and Information Security Administrator	
Yessika Garcia-Guzman, Executive Director of Financial Aid	
Mary Lancaster, Controller	
Ken Malagiere, Executive Director of Ocean County College Foundation	
Dr. Sylvia Riviello, Dean of Science, Technology, Engineering, and Mathematics (STEM)	
Sara Winchester, Executive Vice President of Finance and Administration	

The Working Group for Standard VI is charged with finding evidence and drafting a narrative to address the following lines of inquiry:

1. Is there an evidence-based planning and budgeting process that is assessment-driven and results in resource allocation aligned with the mission and institutional strategies? Are there objectives, institution-wide and for individual units, linked to this process?
2. How does the institution incorporate donor, OCC Foundation, grant applications, and grant allocations to the planning and budgeting process?
3. Does the College have a transparent, inclusive, and communicated planning and improvement process?
4. How does the College ensure that it has both the fiscal and human resources, in addition to the physical and technical infrastructure, to support its operations adequately in all modalities and at all locations?
5. What considerations are made when developing long-term financial plans, including both auxiliary and international operations?
6. How are the adequacy and efficiency of utilizing institutional resources that support mission and goals assessed?
7. How does the College use assessment or Key Performance Indicator results to develop priorities for continuous improvement, resources allocation, and opportunities for innovation?

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Standard VII, Governance, Leadership, and Administration	Additional Role
Dr. Toni Clay, Associate Vice President of Academic Affairs	**Team Lead**
Marc LaBella, Associate Professor, Science	**Team Lead**
Linda Novak, Vice Chair, Board of Trustees	**Liaison**
Connie Bello, Assistant to the President and Secretary to the Board of Trustees	
Lisa Gruber, Assistant Director, Employee Pensions and Benefits	
Catherine Mancuso, College Lecturer II, Dance	
Robert Marchie, College Lecturer II, History	
Carolyn Showalter, Assistant Dean, Science, Technology, Engineering, and Mathematics (STEM)	

The Working Group for Standard VII is charged with finding evidence and drafting a narrative to address the following lines of inquiry:

1. What is the governance structure at OCC? Are the roles, responsibilities, and accountability for decision making by each constituency, including the governing body (Board of Trustees), administration, faculty, staff, and students, articulated clearly and transparently?
2. How does the governing body (Board of Trustees) ensure that the institution fulfills its mission and goals as well as oversee policies, both academic and financial, to ensure the integrity of the institution?
3. What evidence demonstrates how the governing body (Board of Trustees) has the independence to decide high-level policy matters fairly while at the same time ensuring that it does not interfere with day-to-day operations, including the conflict-of-interest policy?
4. How does the governing body (Board of Trustees) support and evaluate the Chief Executive Officer, particularly in helping the institution maintain autonomy?
5. How does the hiring process for the CEO support candidates whose qualifications align with the institutional mission, and does it allow for the autonomy needed to fulfill institutional goals?
6. How does the College document its administrative structure with clear reporting lines? How does the College ensure that its administration has the appropriate credentials and experiences for their positions and ability to assist the CEO?
7. How, or in which ways, does the administration interact with the College community?
8. What are the systemic procedures for evaluating administrative units and for uses of the assessment data?
9. What types of periodic assessments exist that measure the effectiveness of governance, leadership, and administration?

VI. Guidelines for Reporting

The Steering Committee composition includes Liaisons to the Working Groups who will attend the Working Group's meetings and will update the Steering Committee at its regularly scheduled meetings. The Liaisons should also meet regularly with each other to ensure that no overlap between Working Groups is occurring. Liaisons should submit updates in the below format to the Steering Committee. The Working Groups should meet at least twice a month once they are charged, and the Working Group Team Leads will organize and schedule those meetings. The detailed timeline in section IX of this document provides key dates for the Working Groups. Important deadlines include April 30, 2021, for the chapter outline, December 17, 2021, for the first draft of the chapter, and April 22, 2022, for submission of the second draft.

Year 1	November 13, 2020	The Core Leadership Team, the Steering Committee, and the Working Groups participated in an informational meeting to kick off the Self-Study, which included discussions of the expectations and outcomes of the Self-Study Design.
Year 1	April 30, 2021	Each Working Group will submit an outline of its respective chapter. Upon reviewing the lines of inquiry, please address the following questions: • What aspects of the College's priorities will be emphasized? • What story will the chapter tell? • What achievements, processes, and programs will the chapter highlight? • What evidence supports the standard and its criteria? • What are the gaps in evidence; what data/evidence is needed?
Year 1	Summer (May-July) 2021	Steering Committee provides feedback to Working Groups.
Year 1	December 17, 2021	Each Working Group will submit a brief (10-12 page) first draft of its chapter and a works cited page, demonstrating how the College is in compliance with its respective standard by responding to the lines of inquiry. The works cited page should list supporting evidence referenced in the chapter, and all evidence should be saved in the designated Microsoft Teams site folder.
Year 2	January 2022	Steering Committee provides feedback to Working Groups on first draft.
Year 2	February-April 2022	Working Groups revise draft one and complete draft two by April 22.

Template for Liaisons to use to report to the Steering Committee.

Working Groups answer the following questions and bring answers to the Steering Committee meetings:

    1. Discuss the progress of the outline or chapter.
    2. Have you encountered any challenges? Describe them.
    3. Are you finding sufficient evidence; where are the gaps?
    4. Have any opportunities for innovation come up?
    5. Include a list of any new evidence added to the team site by the team leads.

An official website for the Middle States process can be accessed at go.ocean.edu/MSCHE. All members of the Self-Study will receive access to the Microsoft Teams site, where they can access, read, and share documents.

Editorial Style Guide
An editor has been chosen to ensure that OCC's Self Study Design is written in a unified voice. The editor is a member of the Core Leadership Team and will work closely with all committee members.

Format
MLA style guidelines will be followed for all content; therefore, please adhere to that style when preparing documents. Below are a few common elements:

    • Microsoft Word
    • 1-inch margins
    • Times New Roman, 12-point font
    • Left justified
    • Single spaced
    • One space between sentences
    • MLA format for citations
    • MLA format/style for content
    • Italics for titles of publications
    • Double-space between paragraphs
    • Major headings should be left-justified in bold, upper and lower case, 14 pt, with two spaces after
    • Center tables on the page; single space, left justify content. Tables should be labeled and numbered
      with the Standard number, table number and title. Tables should be listed in a Table of Contents.
    • Page numbers should be centered at the bottom
    • Maximum pages of Chapter Report: 12 pages

Style guidelines

- Comma usage: MLA
- Refer to Ocean County College by its full name, OCC, or the College.
- Write in the active voice, use present tense and third-person.
- Percent: Use % with numerals (EX: 50%) Spell out the word percent when used without numbers.
- Use month/date/year format for dates (January 1, 2021), including a comma after the year within a sentence. (Do not use ordinal numbers. Ex: Do **not** write "January 1st, 2021.)
- Use the MS Word default format for bulleted or numbered lists.
- Refer to positions or titles, rather than individuals' names.
- Avoid excessive use of jargon.
- Do not use contractions.
- List names in alphabetical order.
- When creating a bulleted list, use punctuation.
- Spell out 0-9; use numerals for 10 and over.
- Use Working Group to refer to Standards Working Group(s).
- Use roman numerals to refer to the Standards.
- When using acronyms, introduce the acronym in parentheses after the first use of the full term in each section of the document. List acronyms in an end-of-chapter appendix. They will be compiled at the end of the final document. Avoid overuse.
- Program/Course Learning Outcome may be referred to as PLO/CLO after defining the term.
- When the Middle States Self-Study specifies or refers to "Institutional Priorities," it refers to the College's Strategic Plan Goals.

Capitalization

- Names of Middle States Self-Study groups (such as Steering Committee, Team Leads, etc.)
- Self-Study Design / OCC's Self-Study
- Institutional Priorities
- Standards for Accreditation, Requirements of Affiliation
- OCC's Mission
- Job titles
- Capitalize institutional documents and processes: Strategic Plan, Policy #5140, etc.
- Capitalize the word college only if a proper noun (Ocean County College) or if the use of College specifically references Ocean County College.
- Use formal names for named buildings and spaces.
- Fall and spring are not capitalized within text.

VII. Organization of the Final Self-Study Report

The Self-Study Report is organized as follows:

> I. Executive Summary
> > i. Brief overview of the Self-Study process
> > ii. Brief description of major findings
> > iii. Highlight key opportunities for improvement and innovation
>
> II. Introduction
> > i. Brief overview of the college history, size, and community
> > ii. Brief description of how Institutional Priorities were selected
>
> III. Standard I - Mission and Goals
> IV. Standard II - Ethics and Integrity
> V. Standard III - Design and Delivery of the Student Learning Experience
> VI. Standard IV - Support of the Student Experience
> VII. Standard V - Educational Effectiveness Assessment
> VIII. Standard VI - Planning, Resources, and Institutional Improvement
> IX. Standard VII - Governance, Leadership, and Administration
> X. Conclusion
> > i. Summary of major conclusions
> > ii. Summary of opportunities for improvement and innovation
> > iii. Strategies to address identified opportunities
>
> XI. Appendices

Chapters III through IX will include these elements:

> i. Introduction
> > • Present the Standard and Relevant Requirements of Affiliation
> ii. Cross References
> > • Cross-references to relevant material in other chapters
> iii. Evidence and Analysis
> > • Assess compliance with specific evidence and analysis
> iv. Conclusion
> > • Summary of strengths and challenges
> v. Recommendations
> > • Opportunities for institutional improvement and innovation

VIII. Verification of Compliance Strategy

The Verification of Compliance will be led by Dr. Anthony Trump, Executive Director of Student Services, and Ms. Eileen Buckle, Director of Program Compliance, in collaboration with the individuals below. Ms. Buckle also serves on the Working Group for Standard II and will coordinate open communication between the two groups. In addition to leading the Verification of Compliance, Dr. Trump and Ms. Buckle will document evidence that shows compliance with the Requirements of Affiliation, #1-6 and #14.

Verification of Compliance Section	Lead
1. Student identity verification in distance and correspondence education	Dr. Eileen Garcia
2. Transfer of credit policies and articulation agreements	Eileen Schilling
3. Title IV program responsibilities	Yessika Garcia-Guzman
4. Institutional records of student complaints	Eileen Buckle
5. Required information for students and the public	Mary Troy and Janine Emma
6. Standing with state and other accrediting agencies	Dr. Alexa Beshara-Blauth
7. Written arrangements	Dr. Joseph Konopka
8. Assignment of credit hour	Susan O'Connor

IX. Self-Study Timetable

Date(s)	Activity
January-August 2020	Early preparation for self-study: · Nominate Steering Committee · Nominate Working Groups · Develop preliminary topics
September-November 2020	Attend the Self-Study Institute, MSCHE
October-November 2020	Early composition of Self-Study Design document
November 13, 2020	Host kick-off meeting with Steering Committee and Working Groups
November-December 2020	Finalize priorities mapped to Standards and Requirements of Affiliation
December 2020	Begin design of the self-study website
December 2020-February 2021	Steering Committee drafts Self-Study Design document. Document is edited.
January 2021	Design is shared with BOT and is the focus of Colloquium workshops to examine and receive feedback on elements of the design (i.e.: priorities and outcomes) Remote meeting between Co-Chairs and MSCHE Liaison regarding the Self-Study Design
February/March 2021	Submit Design Document to the MSCHE Liaison (at least two weeks prior to visit)
March 2021	Virtual visit by Commission Staff Liaison. Meetings TBD
April 2021	Submit Revised Design Document to MSCHE.
	The Self-Study Process
March-April 30, 2021	Working Groups will identify existing evidence that supports the Standard and lines of inquiry. Through this process, gaps in evidence should be identified and noted. Outline of the chapters are developed, addressing the below questions, and submitted by April 30: · What aspects of the college's priorities will be emphasized? · What story will the chapter tell? · What achievements, processes, and programs will the chapter highlight? · What evidence supports the standard and its criteria? · What are the gaps in evidence; what data/evidence is needed?

Date(s)	Activity
May- July 16, 2021	Steering Committee: Reviews reports prepared by Working Groups and provides feedback.
July 16 - September 17, 2021	Steering Committee: based on identified gaps in evidence, identifies new data collections needed. New data and evidence are collected by identified unit(s), primarily from the Institutional Planning, Effectiveness, and Compliance Department. Steering Committee provides final feedback to Working Groups.
September - December 2021	Working Groups: Analyze data and evidence. Based on analysis, prepare first draft of the chapter. The chapter should link Standard criteria and Requirements of Affiliation to evidence uploaded to the Evidence Inventory. Draft 1 submitted to Steering Committee by Friday, December 17, 2021.
January 2022	MSCHE Evaluation Team Chair Selection Begins Steering Committee reviews first full drafts Feedback provided to working groups.
February 2022 - April 2022	Working Groups analyze any new data and revise chapters based on new data and feedback from the Steering Committee. Second draft submitted to Steering Committee by April 22.
May - July 2022	Editor prepares second draft for institutional review. (Working groups provide updates as needed.)
August - September 2022	Second draft document is completed (August 1) and institutional review begins (for staff and available faculty). Campus-wide hearings held; draft amended as needed.
October -November 2022	Editor produces a final draft. Review by Steering Committee. Draft Document sent to Team Chair (at least two weeks before visit).
Fall 2022	Team Chair visits campus.
December 2022 - January 2023	Self-Study finalized based on Team Chair feedback; final document shared with campus.
February 2023	Final Self-Study/Evidence Inventory uploaded to MSCHE portal (six weeks before team visit).
April 2023	Self-Study Team visit.
June 2023 (if before April 15)	MSCHE Report to the college on accreditation status.

X. Communication Plan

Purpose	Audience	Method	Timing
To update the Ocean County College Community about the Self-Study process	Board of Trustees	Presentations at Board meetings/retreats; updates via President's Report to the Board; Self-Study website	Summer 2020-Summer 2023
	Staff	Constituency meetings; campus-wide broadcasts; Self-Study website.	Summer 2020-Summer 2023
	Faculty	Constituency meetings; school meetings; campus-wide broadcasts; Self-Study website.	Summer 2020-Summer 2023
	Students	Emails; reports at student government meetings; information session	Spring 2021- Summer 2023
To share data, documents, findings, and communicate securely	Leadership Team, Steering Committee, and Working Groups	Microsoft Teams sites	Fall 2020-Spring 2023
To share elements of the Self-Study Design and to gather feedback	Board of Trustees	Email; Colloquium	January 2021
	Faculty, Staff	Spring 2021 Colloquium presentation(s)	
To gather feedback about Working Group reports	Board of Trustees	Board presentations; email; Self-Study website	January 2022 - September 2022
	Staff	Colloquium presentations; Open Forums; institutional review process;	January 2022 - September 2022
	Faculty	Colloquium presentations; open forums; institutional review process;	January 2022 - September 2022
	Students	Focus groups/open forums	September 2022
To share the final report with the campus community	All (Students, Faculty, Staff, Board of Trustees)	Email; campus-wide broadcasts; Self-Study website	December 2022- January 2023

XI. Evaluation Team Profile

Ocean County College desires an Evaluation Team with experience in a comprehensive, high-transfer, suburban community college. Members should come from institutions that continually engage with their community. The College also recommends that members of the Evaluation Team understand the financial landscape of community colleges and the need to generate new revenue streams. With its focus on transformation and innovation, Ocean County College hopes that members of the Evaluation Team come from community colleges that have a commitment to innovation. Specific characteristics of the desired Evaluation Team include:

- An Evaluation Team chair who has experience at the CEO or Chief Academic Officer level.
- Membership that includes backgrounds in finance, student affairs, academic affairs, and research and planning.
- At least one member should come from an institution that has moderate-sized distance education offerings.
- At least some members who have expertise in program and course assessment.

XII. Evidence Inventory

The Evidence Coordinator will assist the Steering Committee with gathering evidence for the Working Groups and will coordinate the final evidence for the Evidence Inventory. Each Working Group will utilize a Microsoft Teams site as a document repository where it collects evidence relating to the accreditation criteria of its Standard and provides evidence of compliance. Members of the Leadership Team will pre-populate these sites with the suggested evidence listed in this document below. While outlining and drafting their chapters, Working Groups will:

- Identify gaps in evidence and make recommendations to the Steering Committee.
- Collect available supporting documents for all assertions within the chapter.
- Maintain a repository of supporting documents in the Microsoft Teams site.
- Develop and maintain a works cited page in the Microsoft Teams Site.

The Team Leads are responsible for ensuring all documents related to the chapter are uploaded to the designated Microsoft Teams site. Working Group Liaisons, in their reports to the Steering Committee, should include a list of all new evidence uploaded by the Working Group to its document repository as well as all evidence requests.

The Steering Committee will assist with gathering documentation for the Evidence Inventory, paying close attention to the gaps identified by the Working Groups. The Co-Chairs, and Evidence Coordinator, when necessary, will manage requests for new information and data.

The Evidence Inventory will be maintained by members of the Leadership Team, specifically the Co-Chairs and Evidence Coordinator. Evidence collected by the Working Groups in their document repositories will be uploaded to the Evidence Inventory by the Leadership Team only. Upon completion, the Evidence Inventory will be shared with the Steering Committee for review and input. Based on input received from the Steering Committee, the Leadership Team will make needed changes and will share the inventory with the campus community for comment before submission.

Standard I – Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

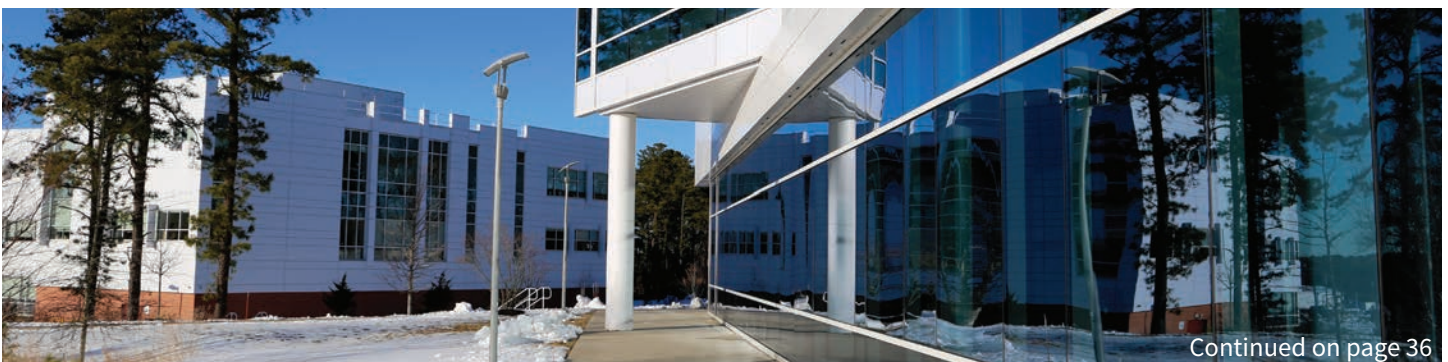|	

1. clearly defined mission and goals that:
    a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;
    b. address external as well as internal contexts and constituencies;
    c. are approved and supported by the governing body;
    d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
    e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;
    f. are publicized and widely known by the institution's internal stakeholders;
    g. are periodically evaluated;
	▪ Strategic Plan: *Charting our New Course*
	▪ Strategic Plan: *OCC at the Helm*
	▪ Overview of the Strategic Plan Process and Supporting Documents (Call for Volunteers, Colloquium Forums, Minutes, etc.)
	▪ Technology Master Plan
	▪ Academic Master Plan
	▪ Facilities Master Plan
	▪ Strategic Plan Communications
	▪ Environmental Scan
	▪ Campus Climate Surveys (SSI, CESS)
	▪ Guiding Coalition Documents and Reports
	▪ PBC Planning Document Template
	▪ AES Unit Review Template
	▪ New Academic Program Template
	▪ New Course Description Template
	▪ College Catalog
	▪ Curriculum Committee Charges
	▪ Selected Academic Program Assessment Reports
	▪ Annual Institutional Profile (OSHE)
	▪ Review of Mission, Values, etc. (Notes, Minutes, Presentations)
	▪ KPI Reports
	▪ FAOCC and Adjunct Contracts
	▪ College Lecturer Handbook

2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;	▪ Mission to Strategic Plan Crosswalk ▪ Strategic Goals to MSCHE Standards Crosswalk
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and	▪ Catalog: General Education Learning Outcomes ▪ Selected PBC Documents ▪ Selected AES Unit Review Reports ▪ Selected Academic Program Assessment Reports ▪ Selected General Education Assessment Reports
4. periodic assessment of mission and goals to ensure they are relevant and achievable.	▪ Annual Report on Strategic Plan Process ▪ Institutional Research Survey and Report Schedule

Standard II – Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;	▪ Faculty, Adjunct, and Support Staff Contracts ▪ Employee Handbooks ▪ Academic Freedom Policy ▪ Intellectual Property Policy ▪ Use of Copyrighted Work Policy ▪ Free Speech and Protest Policy (#5246.2, Demonstrations)
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;	▪ Employee Satisfaction Survey and Follow-Up ▪ Website: Civility Statement ▪ Sample Syllabus ▪ Human Resources Diversity Statements and Hiring Procedures ▪ ADA Policies ▪ Human Resources Annual Trainings ▪ Ocean Way Training ▪ Student Handbook ▪ Title IX Documents ▪ Noel Levitz SSI
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;	▪ Campus Security Survey ▪ Policy #5230, Grievance *with Procedure* ▪ Policy #3316, Grievance Policy *with Procedure*
4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;	▪ Policy #3005, Code of Ethics ▪ Policy #5247, Conduct Student Discipline, *with Procedure and Code of Student Conduct Manual* ▪ Conflict of Interest Policy ▪ Policy #3076, Employment of Relatives *with Procedure*

Standard II – Ethics and Integrity	
5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;	- Recruitment Policies - Policy #3000-3004 - Policy #3040, Hiring Process *with Procedure* - Policy #3105, Performance Evaluations *with Procedure* - Evaluation Policies #3125-3127 - Performance Evaluation Documents - Policy on Corrective Action, Discipline, and Termination - Employee Achievement Programs - WOW Awards - Succession Plan - Policy #3118, Promotions - Employee Handbooks - Faculty Contracts
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;	- College Newsletters - Board of Trustees Reports - Marketing Documents - Policy #2305, External Communications - Policy #8100, Timely Warning *with Procedure* - Policy #8200, Emergency Notification System *with Procedure* - Campus Security Report

7. as appropriate to its mission, services or programs in place:
   a. to promote affordability and accessibility;
   b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;
	- Tuition Cost Documents - Policy #5144, Refund *with Procedure* - Financial Aid Documents - Scholarship Documents - Disability Services Resources - English and Math Placement Policies - STSC Syllabus (Financial Literacy) - OER Documents

8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:
   a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;
   b. the institution's compliance with the Commission's Requirements of Affiliation;
   c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;
   d. the institution's compliance with the Commission's policies; and
	- Website (Student Right to Know Page) - OCC Factbooks - Board of Trustees Report announcing Additional Locations

9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	HR Trainings (Annual Compliance Policies, Discrimination Awareness in the Workplace, Sexual Harassment: Staff-to-Staff, Title IX and Sexual Misconduct)

Standard III – Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;	• College Catalog • New Academic Program Template • Curriculum Committee Minutes • Senate Committee Minutes • Perkins Outcomes Data • List of Articulations • Curriculum Guides

2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:
    a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
    b. qualified for the positions they hold and the work they do;
    c. sufficient in number;
    d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
    e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;
	• Sample Faculty Observation Forms
	• Selected Academic Program Assessment Reports
	• Selected Program Chair Reports
	• Selected General Education Assessment Reports
	• Annual Performance Evaluations and Plan Template
	• Faculty, College Lecturer, and Adjunct Outstanding Teaching Awards
	• Promotion and Tenure Procedures for Faculty, Lecturers, and Adjuncts
	• Faculty and Staff Degree Recognition
	• Annual Faculty Activity Reports
	• Human Resources: Procedure to Review Credentials, Licenses, and Certifications
	• Faculty Professional Development Opportunities and Funding
	• Teacher/Student Ratios
	• Faculty, Lecturer, and Adjunct Job Descriptions

3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;	• Website (Program Descriptions) • Catalog (Program Descriptions) • Open House Brochures • Curriculum Guides (Advising) • Transfer Guides (Advising)

Standard III – Design and Delivery of the Student Learning Experience	
4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;	- Library Resources - Disability Services Resources - Tutoring Resources - Facilities (Labs, Studios, etc.) - Career Services - Website: OCC Foundation - Early Alert Information - Perkins Grant Documents - Study Abroad Documents - Developmental Education Committee Documents - Clinical Site Agreements - Select Questions from Noel Levitz SSI - Honors by Contract Program Documents
5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that: a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;	- Catalog: General Education Learning Outcomes - General Education Calendar
6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;	Not Applicable
7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and	Not Applicable
8. periodic assessment of the effectiveness of programs providing student learning opportunities.	- Selected AES Review Reports - Selected Academic Program Assessment Reports - Selected General Education Assessment Reports

Standard IV – Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:
    a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;
    b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;
    c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;
    d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;
	• Enrollment Management Plan
	• Admissions Policies (#5122-5129)
	• Financial Aid Documents
	• Marketing Documents
	• Recruitment Documents
	• Retention Report
	• Degree Audit Sample
	• STSC Official Course Description
	• Advising Documents
	• Policy #5152, Graduation

2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;	• Catalog: Acceptance of Credits • Policy #5140, Credit for Prior Learning *with Procedure* • Policy #5126, Transfer • Policy #5128, Acceptance and Evaluation of Credits
3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;	• Records and Registration and Veterans Affairs Policies • Data Security Policies • Policy #5138, Confidentiality of Student Records *with Procedure*
4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;	• Student Handbook • Strategic Plans • College Catalog
5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and	• Not Applicable
6. periodic assessment of the effectiveness of programs supporting the student experience.	• Selected AES Review Reports • Advising Pilot Data and Tracking • Tutoring Services Data Requests and Reports • EOF Data and Documents • Retention Report • Developmental Education Reports • Noel Levitz SSI • Matriculation Process Evaluation • Embedded Consultant Report • Title III Reports • TRIO Grant Reports

Standard V – Educational Effectiveness Assessment	
Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education. **Criteria** An accredited institution possesses and demonstrates the following attributes or activities:	
1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;	• Academic Master Plan • Program and Certificate Learning Outcomes • Selected Course Learning Outcomes
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;	• Selected General Education Assessment Reports • Selected Academic Program Assessment Reports • Selected Official Course Descriptions • Discipline Accreditation Reports • Program and Course Learning Outcomes Mapped to Assignments • Graduation Survey • Alumni Survey • ALT Agendas • Selected School Meeting Agendas • Learning Assessment Committee Documents
3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following: a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; h. implementing other processes and procedures designed to improve educational programs and services;	• ALP Assessment Data • Developmental Education Data • Placement Policy Change Data • Selected Academic Program Assessment Reports • Course Reviews or Revisions • Adjunct and Lecturer Institute Agenda • Colloquium Agenda • Selected PBC Documents • Annual Budget Internal Unit Review • Enrollment Management Plan • Academic Program Brochures • Multiple Measures Documents • Student Affairs Initiatives (Retention, Transfer, and Placement)
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and	• Not Applicable
5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.	• General Education Revision Report • Strategic Plans • Learning Assessment Committee Documents • Course Level Assessment Revision • Evaluation of the Assessments Report

Standard VI – Planning, Resources, and Institutional Improvement	
The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges. **Criteria** An accredited institution possesses and demonstrates the following attributes or activities:	
1. institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;	• Selected PBC Documents • Facilities Master Plan • Technology Master Plan • Strategic Plans • AES Unit Review Template • Selected AES Review Reports
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;	• PBC Process Document • PBC Communications • Strategic Plans
3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;	• PBC Documents
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;	• Facilities Master Plan • Technology Master Plan • Succession Plan
5. well-defined decision-making processes and clear assignment of responsibility and accountability;	• Organizational Charts • PLT Structure
6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;	• Facilities Master Plan • Technology Master Plan
7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;	• Audits
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and	• Selected PBC Documents
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	• Assessment of PBC Process • PBC Training PowerPoint

Standard VII – Governance, Leadership, and Administration
The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.
Criteria
An accredited institution possesses and demonstrates the following attributes or activities:

1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;	• Organizational Chart • Board of Trustees Bylaws • Bylaws of the College Senate • Bylaws of Student Government • Student Handbook

Standard VII – Governance, Leadership, and Administration	
2. a legally constituted governing body that: a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution; d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management; e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; f. appoints and regularly evaluates the performance of the Chief Executive Officer; g. is informed in all its operations by principles of good practice in board governance; h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; i. supports the Chief Executive Officer in maintaining the autonomy of the institution;	• Board of Trustees Policies

Standard VII – Governance, Leadership, and Administration	
3. a Chief Executive Officer who: a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. has appropriate credentials and professional experience consistent with the mission of the organization; c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;	• Organizational Charts • Board of Trustees Meeting Minutes • Strategic Plans • CV of the President • President's Speeches and Presentations • Policy #1260, Appointment of the President • Policy #2120, Lines of Responsibility • Job Description of the CEO
4. an administration possessing or demonstrating: a. an organizational structure that is clearly documented and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and students in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and	• Organizational Charts • Selected CVs of Administrators
5. periodic assessment of the effectiveness of governance, leadership, and administration.	• Performance Review and Management Process • Board of Trustees Assessment Policy

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Strategies for Success

Fall 2020 Update

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Contents

Executive Summary

Ocean County College at the Helm: Leading People to a Better Life, the College's 2021-2025 Strategic Plan, was approved by the Board of Trustees at the June 25, 2020 Board meeting. The decision to extend Strategies for Success: 2015-2020 Strategic Plan through December 2020 was made in response to the impact COVID-19 had on the College and the corresponding shift in priorities. This provided strategy leaders additional time to continue their work on any outstanding projects related to the 2015-2020 plan, and time to review and potentially revise initiatives tied to the new strategic plan.

The decision was also made to postpone the mid-year review until later in the fall semester. The review incorporates the impact COVID-19 had on operations and acknowledges the work the College has done in light of COVID-19. Guiding Coalition review teams met with their respective Strategy Leader(s) and asked the questions below.

1. What progress has been made on the strategy and sub-strategies as a whole?

2. What priorities shifted due to COVID-19 and the remote environment?

3. What additional priorities were necessary to address?

4. What successes did you have?

5. What challenges do you continue to face?

Membership Update:

Normally Guiding Coalition members serve two years and then transitions off the committee. With the changes to the review process and extension of the 2010-2015 plan, members were asked to serve an additional year. It is with gratitude that we acknowledge all Guiding Coalition members and their willingness to serve on this important committee.

Strategy Leaders

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

Guiding Coalition Members

Review Team	Fall 2020
1	Jackie D'Amore
1	Anthony Jordan
2	Vijay Ramdeen
2	Rob Marchie
3	Rosann Bar
3	Jackie D'Amore
4	Kathleen Higham
4	Julia Kim
4	Ken Malagiere
5	Robbin Haynes
5	Alison Noone
6	Rachel Doss-Block
6	Maria Galindo
7	Jim Calamia
7	Megan Miskin
7	Janine Emma
8	Maria Tchaplygin
8	Anthony Jordan
8	Mary Troy

Strategy #1: Craft and Execute Transformative Strategies

Sub-strategies	1.1 Shape a set of five-year strategies for the College that addresses the disruptive challenges before it.	1.2 Implement a comprehensive and effective project management approach to assure the successful execution of these strategies.	1.3 Develop a vigorous internal and external communications plan for the strategies.	1.4 Ensure that approved strategies and initiatives emerging from this process are funded in a timely and appropriate fashion.	1.5 Craft a campus master plan, driven by these strategies, to map the development of facilities.	1.6 Implement annual program review processes for academic and support programs to assess their performance and alignment with College strategies.

Progress/Challenges

Progress continued be made, even with the challenges created by COVID-19 and the shifts in priorities.

Notable accomplishments include:
- Faculty training and development opportunities were increased, including training and resources on teaching in the remote environment were provided by e-Learning.
- Workforce & Professional Education making progress with aligning credit with non-credit courses, and creating apprenticeships in partnership with School of Business and Social Science.
- Additional course offerings within the Managers Institute category; creation and roll-out of Return to Campus online training; face-to-fact training moved to virtual delivery.
- With stakeholder feedback solicited and considered a new strategic plan was created and finalized.
- There is a heightened awareness across the College of the importance of understanding and meeting the needs of stakeholders as seen in the increase in requests for surveys and/or focus groups.
- Progress toward new international partnerships include the Global University of Maryland and Southern New Hampshire University.
- Very successful rollout and adoption of the OCC App by students, both locally and internationally, led to OCC being recognized as one of the best community colleges nationwide for *New Student Enrollment*.
- OCC increased yield of high school seniors and overall count of new students for Fall 2020 compared to Fall 2019.
- A new People Admin (applicant tracking system) workflow was developed and implemented improving efficiencies in producing the personnel agenda.
- End users empowered for Data collection and Work from home initiatives.

Notable challenges include:
- The remote environment continues to impact the way business is conducted and teaching is delivered.
- Declining high school population and recruiting during a pandemic in both credit and non-credit programs.
- Retention of instructors willing to work in remote environment.
- Addressing COVID-19 related health and screening issues, communication challenges, inability to travel, managing employees in the remote environment, and increase employee relations/performance issues.
- Increased demand for IT and IR resources.

Strategy #2: Build Resilience through Innovation, Reinvention, and New Programs

Sub-strategies	2.1 Build New organizational structure maximizing competitiveness of existing and future academic offerings and develop innovations that create new markets.	2.2 Discover new ways to develop and deliver face to face offerings to increase their attractiveness to new and existing stakeholders, enhance learning and community service, and reduce costs.	2.3 Implement an e-Learning structure that enables the College to develop and offer innovative offerings that ensure its leadership in academic, service and support programs for current and new stakeholders.	2.4 Incorporate new developments into existing face to- face and e-Learning and Learning Enterprises offerings, where appropriate, to ensure the long-term market strength and relevance of the College. These include but are not limited to developments in technology and pedagogy.

Progress

- Academic Affairs: There were increased faculty training and development opportunities.
- Workforce & Professional Education (formerly CPE): Strengthened aligning credit with non-credit courses to allow for a bridge to switch CPE students to the credit side of the house. The children's summer camp program has moved to the Grunin Center.
- e-Learning: Worked on creating a more diversified course portfolio. Also, working with international partners to strengthen delivery of instruction.

Shift in Priorities

- Academic Affairs: Advancement of 3+1 programs and international partnerships were temporarily halted due to COVID-19.
- Shift to prioritizing the pathway between Workforce & Professional Education and credit courses.
- e-Learning: Prioritized working with Academic Affairs to provide the necessary training and resources to shift face-to-face instruction to remote instruction.

Additional Priorities

- Academic Affairs: Shift faculty workshops to a virtual environment. More of a need to incorporate technology into training because it is so ubiquitous.
- Working on modifying current non-credit certified clinical medical assistant program to a credit program, as well as working on professional CEUs for social work.
- e-Learning: Working to create more interactive and creative modalities for course while still maintaining the required course outcomes. Made a switch to more simulation labs instead of relying on the use of lab kits.

Successes

- Academic Affairs: Due to some challenges in a remote environment, an opportunity was presented to step back and re-assess some things.
- Workforce & Professional Education: Creating apprenticeships in partnership with the School of Business and Social Science.
- e-Learning: Worked with Academic Affairs to provide resources and trainings to switch to a remote environment.

Challenges

- Academic Affairs: Trying to resume operations during a remote environment. For instance, there has been a delay in trying to conduct business in a virtual environment compared to something that could be handled in a 15-minute face-to-face meeting. Also, a declining high school population is affecting enrollment in tandem with the challenges of recruiting during a pandemic.
- Workforce & Professional Education: Also, faces the challenge of recruiting high school students, but puts more of a focus on recruiting OCVTS students. They are working with counselors to identify students that would be candidates for Workforce & Professional Education.
- All areas: Retaining instructors willing to switch to a remote environment.

6

Strategy #3: Strengthen Leadership at All Levels

Sub-strategies	3.1 Define a Succession Plan and Develop a Leadership Academy to assure the continuing development of Ocean's leaders at all levels.	3.2 Improve the current annual employee assessment process and enhance leadership capacity at each organizational level.	3.3 Improve socialization within the OCC community through multiple mechanisms.

Progress

- Proposal has been submitted to Planning Board Committee for the purchase of an LMS.
- Progress continues as the offerings within the Managers Institute category grow.
- Performance plans and appraisals are still problematic; specifically, meeting deadlines. At this point there is a need to determine if we continue with this annual program; consider a major adjustment to the program; or just discontinue annual reviews. At this time there can be no merit increase program.

Shift in Priorities

- The Leadership Academy remains on hold, not only because it's expensive, but because there was an immediate need to get training and development offerings adapted to the remote environment.
- Initially there were challenges of getting people adjusted to working remotely and issues surrounding that; some challenges continue. Some employees adapted beautifully, and some employees didn't adapt at all.
- Ensuring managers can help their employees get up to speed; accessing and learning new technologies, having the right equipment, and learning or developing new ways to accomplish the work.

Additional Priorities

- Return to Campus planning and everything that went along with this.
- Developing the Return to Work training in a virtual delivery format.
- Developing a health reporting procedure and health reporting line; and adjusting to changing CDC guidelines. The process has remained pretty steady.
- Addressing some serous ethical situations that occurred in the remote working environment.

Successes

- HR pretty much didn't miss a beat. HR operations and services continue, and the team has adapted to the virtual environment.
- Training and organizational development moved to virtual delivery
- Benefits, recruiting, onboarding and other HR functions continue.
- Updates to Handbooks, development of a standardized College Lecturer salary grid, development of a tutoring structure for campus which removed a lot of the competition among department for tutors.

Challenges

- The steady stream of transactional things; the steady stream of crises, and the need to look at the bigger picture so that we can institute foundational and transformational things in support of the College's strategic plan.

Strategy #4: Understand and Meet the Needs of Stakeholders

Sub-strategies	4.1 Identify the College's current and potential stakeholders and develop the capacity to learn and understand their true learning and service needs.	4.2 Apply best practices in researching and responding to stakeholder needs, and develop new and creative approaches for meeting those needs, and marketing those programs to the stakeholder groups for which they were designed.	4.3 Undertake a coordinated initiative to ensure all Ocean employees know and respond to needs of stakeholders they serve, with the goal of building a strong culture of stakeholder focus and responsiveness at Ocean County College.
Progress	• Great strides have been made on understanding stakeholder needs. Open forums were held with faculty, staff, students and trustees to gather feedback. A new, meaningful strategic plan was created based on that feedback. We are not just trying to understand stakeholders anymore but are now actively reaching out to them.		
Shift in Priorities	• Retention and lowering enrollment barriers became the two areas that needed to be at the forefront of this difficult time. These were coupled with active outreach to meet student stakeholders 'where they are'. The research component of the strategy did not need to change as surveys were easily conducted remotely and experienced higher participation rates than pre-pandemic.		
Additional Priorities	• Helping students adjust to virtual learning became a new priority. Surveys were conducted to assess what types of instruction student stakeholders identified as most desirable in this new environment. Some of the top responses were live video at regular class time, the availability of recordings, and virtual instructor office hours.		
Successes	• The advising pilot is a key success. Consistent and targeted communication is now being sent out. The goal is to eventually be able to assign an advisor to every student. A big picture success for the strategy as a whole is how the entire campus is trying to understand and meet the needs of their stakeholder(s). There have been many requests for surveys and/or focus groups as each area tries to find out what is important to their stakeholder(s). The heightened awareness across the college may be attributed to this strategy and its implementation over the last five years.		
Challenges	• One challenge is to not overwhelm everyone with too many surveys which can create 'survey fatigue'. Combining and prioritizing surveys may be ways to circumvent this. Also, some surveys can be incentivized to encourage participation. Communication is another challenge during this time. For example, the informal conversations that we have on campus aren't taking place right now. We hope to address many of these challenges with Goal 4 of the new Strategic Plan.		

	Strategy #5: Create a Challenging, Supportive, and Sustainable Work Environment

Sub-strategies	5.1 Acquire the capacities necessary to build an employee base with the mix of faculty and staff talents needed to become a national leader in community college education.	5.2 Deploy a fair and equitable compensation and classification structure that will enable the College to reward its employees for individual and team performance and address emerging human resource requirements.	5.3 Pursue the ultimate goal of investing four percent of the total budget in human resources training and professional development, with resources targeted on development	5.4 Build and Implement Programs and Opportunities for College Employee Socializing and Communicating.
Progress	• Leading into 2020, Strategy 5 was nearing completion. We had no new recommendations for the strategy leaders. A few programs needed revisions (e.g. New Hire Orientation program and WOW Awards). However, these had to be put on hold. The elements described in the narrative below took precedence over the initiatives of Strategy 5 since March 2020.			
Shift in Priorities	• Because of the quick shift to a remote environment, many HR priorities were shifted. Primarily, staff had to adapt to working using a self-paced model. Secondly, all trainings and development programs had to be transformed from face-to-face to virtual environment. This was successful but was time consuming and took away from focusing on other projects.			
Additional Priorities	• A furlough and hiring freeze took over nearly all attention for almost 3 months and still requires attention. • New state and federal legislation were implemented. In order to ensure OCC's affected employees were protected, HR staff had to immediately become well versed in these new laws. One effect of this legislation was that unemployment offices all over the United States experienced a huge volume of questionable/fraudulent claims. Significant chunks of time this past summer for several HR staff was spent assisting the Unemployment Office in providing information on claims that they flagged to OCC as fraudulent. • Staff was heavily involved in both the Fall reopening plan and COVID contact tracing. The reopening required HR staff to develop a safety/informational training and new rules for staff working on campus. This also included developing/implementing communication guidelines, quarantine plan and medical clearances for reported positive cases.			
Successes	• A major success for the department was an internal process improvement related to the preparation of the monthly Personnel Agenda. A new People Admin (applicant tracking system) workflow was developed and implemented that allows for appropriate electronic notification between HR personnel for new hires/changes, eliminating the need for regular meetings, phone calls and the time-consuming production of a report to populate the Personnel Agenda. • While this wasn't specifically a result of the COVID environment, it was prioritized to provide a more efficient workflow in an environment where "dropping by" a colleague's office is now a phone call or virtual meeting.			

Challenges	• The remote work environment brought a host of new employee relations/performance challenges and needs that had to be managed and resolved. Another challenge is the transition into digital, fillable forms. More so, teaching employees the reasoning behind digital signatures has been a challenge.

Strategy #6: Leverage Collaboration, Partnership, and Sharing

Sub-strategies	6.1 Forge strong partnerships with other educational institutions, governmental agencies, and for-profit organizations that will leverage Ocean's capacity to serve current and new stakeholders.	6.3 Operate international e-Learning partnerships with institutions worldwide, enriching the College culturally and financially.	6.4 Leverage existing and emerging internal resources to expand partnerships.

Progress

- Dr. Eileen Garcia, VP of e-Learning & Learning Enterprises reported that as of recently, modifications to the MOU with the Egyptian Supreme Council of Universities has been updated to reflect a change in language, which will hopefully pass the Egyptian Supreme Council and allow for the start of special programs in several institutions. The initial plan was to begin the special programs fall 2020, but since this was not yet approved by the Egyptian Supreme Council, a skeleton plan is in place and approval is pending. This has been delayed due to COVID-19 restrictions. The plan is to start in Alexandria in spring 2021. Additionally, there is a plan to start a private institution under the 2+2 with NJCU in Egypt's capital in spring 2021.

- For new international partnerships, OCC is currently working on partnerships with the Global University of Maryland and Southern New Hampshire University. Additionally, OCC and Kean University will partner on special programs. Egyptian universities are interested in the special programs being discussed between OCC/Kean with the Global University of Maryland, as well as Southern New Hampshire University.

- Due to COVID-19, the partnership with L'viv Polytechnic National University in Ukraine was put on hold until further notice. Dr. Garcia states she is unsure if/when this partnership will become active, as L'viv Polytechnic National University is unable to consider this partnership at this point in time.

Shift in Priorities

- Dr. Garcia reported that priorities did not shift, but got delayed due to COVID-19. The same priorities have been the focus for International Programs, but the priorities have been harder to accomplish and push through due to the pandemic. COVID-19 has made working internationally difficult at times due to working remotely and traveling restrictions. For example, programs that were a priority to start in the fall have been pushed to the spring.

Additional Priorities

- No additional priorities were mentioned. Dr. Garcia reported that due to COVID-19, she has been spending more time in the design area. This was due to Academic Affairs shifting to remote learning, which has required the design unit to get additional assistance to handle the increases volume of work. The department is still coping with how to handle this shift.

Successes

- Dr. Garcia reported that conversations continue with Egypt and there has been more interest with special programs and what OCC can offer. The agreement with NJCU is very close to completion, and OCC has worked very closely with the presidents and CFOs of both institutions to create a plan and move forward with the partnership between private universities in Egypt.

Challenges	• The main challenge has been the inability to travel, as well as build and establish relationships with partners the old fashion way with cultural differences due to the remote work environment. Communication would be more productive if collaboration between Egypt counter parts could happen in a face-to-face environment.

Strategy #7: Continuously Improve Learning Support Processes and Practices

Sub-strategies	7.1 Create a handbook for continuous improvement and a handbook for innovative re-engineering, as well as establish a Continuous Improvement program at OCC.	7.2 Initiate and support major cross-functional initiatives to achieve breakthrough performance for the College, which includes addressing the challenges of student success from recruitment to graduation.

Progress	• The Retention Pilot was put on hold due to COVID. Remote retention initiatives like the ones in the pilot are problematic because you lose the ability to meet with students face to face. Some departments, like Student Life, Athletics and EOF have some interaction with students in the remote setting, but it's only a small fraction of the student population. The one semester of results from the pilot that were collected pre-COVID was not overwhelmingly positive. A new approach may need to be considered. Proactive outreach powered by the early alert functions in Ellucian Advise may be that new approach. COVID may have shifted the priorities of retention because of the lack of face to face opportunities with students, but remote or not, retention is a high priority. • The Ocean App is fully functioning and has been rolled out successfully. This item can be moved to the completed category.

Shift in Priorities	• Retention activities like the ones in the pilot design became less of a priority because of the nature of remote operation. Advise will be looked at for future retention opportunities. However, until on campus activities and classes resume, retention has been reprioritized.

Additional Priorities	• Moving all processes to remote operations and enabling their functioning at the highest level possible took priority since March of 2020. All areas of Student Affairs were affected and all operations had to make a quick transition to maintain services to students.

Successes	• There was much success with adjusting procedures for the remote environment and shifting resources to maintain department functions and services to students. OCC actually increased our yield of high school seniors and our overall count of new students for Fall 2020 as compared to Fall 2019. This is quite an accomplishment given that we were in remote operation and the average change in new student recruitment for all community colleges for Fall was -22.7%. • The Ocean App has been a tremendous success for the College. It's initial mission to promote communication with the international student population was surpassed by its acceptance and use by the local student population. It not only provided a communication path for Student Life and their initiatives, but other departments as well, including Enrollment Services. The APP is well on its way to attaining Reggie status on campus. The roll out of the APP at OCC was recognized as one the best schools among community colleges nationwide for New Student enrollment. Student Life has capitalized on the APPS capabilities and continues to learn and utilize its features.

Challenges	• The remote environment will continue to challenge the College into the Spring 21 term. Many efforts are being made within Student Affairs to counter a decline in enrollment.

Strategy #8: Leverage Information and Results

Sub-strategies	8.1 Utilize analytics to understand the national marketplace, national competitors, and College performance in online course delivery and, where possible, face-to-face and onsite/online course delivery.	8.2 Invest in OCC's data, information, analytics, warehousing, and reporting capabilities so they will match those of institutions that are best-in-class and provide the college with the information for decision making that it needs to become a national leader in community college education.	8.3 Achieve greater performance from data and information platforms/services making Ocean an exemplar among its peers.	8.4 Elevate the Role of OCC's Institutional Research Office in data governance, stewardship, quality assurance, and analysis relating to institutional effectiveness, resulting in consistent definition and considerably improved utilization of data.	8.5 Increase Access to information achieving "analytics" for employees at all levels and eliminating the need for assistance from information technology, institutional research, and the Controller's Office for simple data queries, standard reports, and simple analysis. More complex applications of statistical analyses, extrapolations, forecasts, and predictive analytics may still require expert assistance.

Progress

- 8.1 - Had a lot of progress, EMSI, progress has been made.
- Institutional Environmental Scan document was shared with state through CLNA and other counties and we were commended for our work.
- 8.2/3 - Progress has lacked on this due to setbacks with Data Warehouse and work-from-home initiative.
- 8.4 - Pivot training has been held twice along with an additional training.
- Colleague de-modification is moving along. Everything has been identified.
- Canvas Data Warehouse is fully implemented.

Shift in Priorities

- Shifted focus on Data Warehouse development and implementation to other processes because of needed work for offsite work.
- Colleague Modernization forced some projects to shift in priority causing extended lead times on some projects.

Additional Priorities

- Moving all processes to remote and shifting workflow and processes to new vendors and products.

Successes	• Data quality and cleanliness has been maintained. Colleague community is now more comfortable with using data. • End users have been empowered together and maintain their own data. • Data literacy has greatly increased. • Self Service adoption, moving away from WebAdvisor. • Pushing online instruction to Canvas and WebEx
Challenges	• Ongoing meetings and increased demands of IT and IR resources. • Resources are limited and yet requests are increasing. • Delay on workable dashboards for Deans and Administrators.

03.18.2021

Strategies for Success

2021 Final Report

Submitted by the Guiding Coalition
OCEAN COUNTY COLLEGE

Contents

Ocean County College at the Helm: Leading People to a Better Life, the College's 2021-2025 Strategic Plan, was approved by the Board of Trustees at the June 25, 2020 Board meeting. The decision to extend *Strategies for Success: 2015-2020 Strategic Plan* through December 2020 was made in response to the impact COVID-19 had on the College and the corresponding shifts in priorities. This provided strategy leaders additional time to continue their work on any outstanding projects related to the 2015-2020 plan, and time to review and potentially revise initiatives tied to the new strategic plan.

Substantial progress and notable accomplishments were made across all eight strategies throughout of the 2015-2020 timeframe. This report is the final report for the *Strategies for Success Strategic Plan,* as it now has come to an official end.

Strategy Leaders

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

Guiding Coalition Members

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1	Jackie D'Amore
1	Anthony Jordan
2	Vijay Ramdeen
2	Rob Marchie
3	Rosann Bar
3	Jackie D'Amore
4	Kathleen Higham
4	Julia Kim
4	Ken Malagiere
5	Robbin Haynes
5	Alison Noone
6	Rachel Doss-Block
6	Maria Galindo
7	Jim Calamia
7	Janine Emma
8	Maria Tchaplygin
8	Anthony Jordan
8	Mary Troy

Strategy #1: Craft and Execute Transformative Strategies					
Sub-strategies	1.1 Shape a set of five-year strategies for the College that addresses the disruptive challenges before it.	1.2 Implement a comprehensive and effective project management approach to assure the successful execution of these strategies.	1.3 Develop a vigorous internal and external communications plan for the strategies.	1.4 Ensure that approved strategies and initiatives emerging from this process are funded in a timely and appropriate fashion.	1.5 Craft a campus master plan, driven by these strategies, to map the development of facilities.	1.6 Implement annual program review processes for academic and support programs to assess their performance and alignment with College strategies.

Progress

A look back…

- Sub-strategy 1.1 was achieved in 2015 with the *Strategies for Success 2015- 2020: Strategic Plan.*

- Sub-strategy 1.2 continued throughout the lifespan of the strategic plan. Guiding Coalition strategy teams evaluated progress of each strategy, identified gaps in sub-strategies, and made recommendations to Strategy Leaders for consideration.

- Sub-strategy 1.3 was accomplished using internal and external communications; *Spotlight on Strategic Success* bi-annual e-Newsletter; the Mid-Year Report, and the Annual Report presented to the Board of Trustees.

- Sub-strategy 1.4 was addressed by reactivating and revising the Planning and Budgeting Council (PBC) in 2017 to align with the *Strategies for Success: Strategic Plan* format and processes*.*

- Sub-strategy 1.5, the campus master plan was completed early on in the process.

- Sub-strategy 1.6, annual program reviews were led by Academic Affairs.

Strategy #2: Build Resilience through Innovation, Reinvention, and New Programs			
Sub-strategies	2.1 Build New organizational structure maximizing competitiveness of existing and future academic offerings and develop innovations that create new markets.	2.2 Discover new ways to develop and deliver face to face offerings to increase their attractiveness to new and existing stakeholders, enhance learning and community service, and reduce costs.	2.3 Implement an e-Learning structure that enables the College to develop and offer innovative offerings that ensure its leadership in academic, service and support programs for current and new stakeholders.	2.4 Incorporate new developments into existing face to- face and e-Learning and Learning Enterprises offerings, where appropriate, to ensure the long-term market strength and relevance of the College. These include but are not limited to developments in technology and pedagogy.

Progress

What additional progress since the interview with the Guiding Coalition in fall 2020 has been made.
There has been no additional progress since the Fall 2020 update.

What were the major accomplishments related to this strategy and its supporting sub-strategies over the past 5 years?
Partnerships: Many partnerships have been forged over the past 5 years, with significant progress being made in some of the partnerships. There has been an addition of academic programs, both domestic and international, offered through Kean-Ocean. A new academic partnership with NJCU will allow for programs to be offered at the OCC main campus. Also, there has been an increase in transfer opportunities with NJIT. It was also noted that new workforce education programs are offered as part of the NJ Healthworks grant.

Program development: Career-focused programs have been developed for cyber security, addictions counseling, forensic accounting, dance, and theater. The development of these programs incorporates the creation of certificates and concentrations that are tied to OCC degree programs. These new programs were developed to target specific populations, along with an effort to expand the academy approach within high schools.

Modifying teaching/learning framework: The framework is being reviewed to make a shift in future higher education models. There has been an increased effort to incorporate open educational resources (OER), as well as creating a more flexible environment for faculty to incorporate additional resources. Also, there was a decrease in the students' cost of educational materials because of the new bookstore model that incorporated the cost of educational materials into OCC's tuition structure. The Department of Academic Affairs has also been working with the Department of e-Learning to create Canvas course shells that can be employed by any instructor (e-Learning or face-to-face) to provide consistent instruction across both departments.

How did this strategy fair in reaching its associated KPIs? (refer to KPI report)
The strategy leader has stated the following in the final review: "For both credit and non-credit programs, the strategy did not lead to increases in enrollment for credit programs or increases in net revenue for non-credit programs. Although new programs were developed and implemented, the new programs did not lead to overall growth in the student population." Also, awaiting FY20 data for many KPI areas.

What projects will continue into the new strategic plan?
There will be less focus on new program development, but there will be a shift in focus to offering more programs geared towards the adult population.

What are 1-3 projects or initiatives identified by the Strategy Leader that can be included in the Guiding Coalition's Spotlight on Strategies Success e-newsletter?

Below are the items identified by the strategy leader:

- New certificate programs for adult population, including certificates in industrial hygiene, clinical health worker and apprenticeships for addictions counseling through the GAINS grant.
- Health Science AAS approved. Program will be used for developing pathways with stackable credentials in healthcare.
- New online master course development, specifically in workforce education; as well as the significant reduction in cost for online lab kits.

Is there anything else about the progress or implementation of the strategy that you feel should be discussed further by the GC? (Please note any particular questions for the broader group to consider, if you have any.)

Not at this time.

	Strategy #3: Strengthen Leadership at All Levels

Sub-strategies	3.1 Define a Succession Plan and Develop a Leadership Academy to assure the continuing development of Ocean's leaders at all levels. 3.2 Improve the current annual employee assessment process and enhance leadership capacity at each organizational level. 3.3 Improve socialization within the OCC community through multiple mechanisms.

Progress	**What additional progress since the interview with the Guiding Coalition in fall 2020 has been made.**
	 There has been no additional progress since the Fall 2020 update.
	
	What were the major accomplishments related to this strategy and its supporting sub-strategies over the past 5 years?
	Below are the items identified by the strategy leader:
	• The Ocean Way, a product of the inaugural Leadership Academy cohort, evolved into a cultural foundation for how we serve students and each other. It encompasses training, as well as rewards and recognition programs and is being woven into performance management tools, recruiting materials and position descriptions.
	• Beyond the implementation of the Leadership Academy, there have been many steps forward in terms of leadership development and enhanced accountability and engagement. It should not be overlooked that in general, *the conversation has changed*.
	    o Managers, as a result of training and practice, are holding their staff accountable for assigned work and goals.
	    o Rewards and recognition programs/efforts highlight desired behaviors and achievements.
	    o Employees now know they must compete against other applicants for open positions; longevity is not a driving factor in the selection of the final candidate.
	    o Committee, task force and special project assignments are made with any eye to employee development.
	    o Employees have access to a full suite of training and development opportunities.
	These shifts, repeated over time, have changed the workplace culture at Ocean County College.
	
	How did this strategy fair in reaching its associated KPIs? (refer to KPI report)
	No specific targets were identified for number of employees who would participate in and/or complete the Leadership Academy program. That said, twenty-four (24) employees went through the program across the three cohorts.
	
	What projects will continue into the new strategic plan?
	• Leadership development will continue into the next strategic plan (please see above).
	• Continued enhancements to performance management tools/process will be discussed and implemented. The goal is to make the process as simple as possible for managers/employees, without losing important content. Effective performance management – which encompasses identifying areas for development – is key to building a future leadership pipeline.
	• Developing and delivering robust employee training programs is critical to preparing the College's workforce to achieve strategic goals and meet any future challenges head on. In the next few years, more cross-campus partnerships will be forged with the intent of having a central repository of training and development opportunities for all faculty and staff. The need for technical and data literacy training across all employee categories will need to be addressed.

What are 1-3 projects or initiatives identified by the Strategy Leader that can be included in the Guiding Coalition's Spotlight on Strategies Success e-newsletter?
In addressing the gaps in operational and staff management skills there are and will continue to be further training and development opportunities. In response the catalog of employee training programs has grown.

Is there anything else about the progress or implementation of the strategy that you feel should be discussed further by the GC? (Please note any particular questions for the broader group to consider, if you have any.)
None at this time.

Strategy #4: Understand and Meet the Needs of Stakeholders			
Sub-strategies	4.1 Identify the College's current and potential stakeholders and develop the capacity to learn and understand their true learning and service needs.	4.2 Apply best practices in researching and responding to stakeholder needs, and develop new and creative approaches for meeting those needs, and marketing those programs to the stakeholder groups for which they were designed.	4.3 Undertake a coordinated initiative to ensure all Ocean employees know and respond to needs of stakeholders they serve, with the goal of building a strong culture of stakeholder focus and responsiveness at Ocean County College.
Progress	**What additional progress since the interview with the Guiding Coalition in fall 2020 has been made.** The review team noted surveys have been revised and moved online with the majority of students experiencing OCC remotely. Additionally, the new advising model has moved from the pilot status to full implementation while the efforts on the combining of terms into reporting terms was determined to not be effective and was discontinued. **What were the major accomplishments related to this strategy and its supporting sub-strategies over the past 5 years?** Below are the items identified by the strategy leader: • Implementing an annual Graduate exit survey • Deploying the Noel Levitz Student Satisfaction Inventory processes • Rolling out a new caseload academic advising model • Assessing the needs of the SEC • Creating and updating Environmental Scans that provide valuable data on Ocean County and the State for planning purposes **How did this strategy fair in reaching its associated KPIs? (refer to KPI report)** All but one KPI was met or exceeded. The KPI missed was a result of lack of data as noted in the report. Efforts are being made to increase the data pool here. **What projects will continue into the new strategic plan?** • With the creation of the Stakeholder Relations Committee in the new Strategy 4, understanding the Stakeholders will continue in earnest. • The effective use of data as highlighted throughout this report will continue. • The advising model which is fully implemented will be highlighted in a different strategy going forward **What are 1-3 projects or initiatives identified by the Strategy Leader that can be included in the Guiding Coalition's Spotlight on Strategies Success e-newsletter?** The Academic Advising Model moving from pilot status to full implementation would be a great initiative to be included in the Spotlight. **Is there anything else about the progress or implementation of the strategy that you feel should be discussed further by the GC? (Please note any particular questions for the broader group to consider, if you have any.)** Not at this time. We believe the Final Review as presented covers the successes fully and concisely.

Strategy #5: Create a Challenging, Supportive, and Sustainable Work Environment			
Sub-strategies	5.1 Acquire the capacities necessary to build an employee base with the mix of faculty and staff talents needed to become a national leader in community college education.	5.2 Deploy a fair and equitable compensation and classification structure that will enable the College to reward its employees for individual and team performance and address emerging human resource requirements.	5.3 Pursue the ultimate goal of investing four percent of the total budget in human resources training and professional development, with resources targeted on development	5.4 Build and Implement Programs and Opportunities for College Employee Socializing and Communicating.

Progress

What additional progress since the interview with the Guiding Coalition in fall 2020 has been made.
- The focus from Spring 20 to Fall 20 was a COVID-19 response. Since then progress in other areas has been made.
- First, the internal career development project, which has been in the works for some time, will be announced to the campus with an event tentatively scheduled for June 2021. The project demonstrates potential internal career paths based on skills rather than positions.
- This strategy also made improvements to the talent acquisition process.
- A New Search Committee training will be rolled out in Spring 2021. The new training will focus on eliminating bias in hiring and support increasing diversity among OCC's applicant pools. Search committees will be more streamlined and have more support throughout the hiring process.

What were the major accomplishments related to this strategy and its supporting sub-strategies over the past 5 years?
- This strategy accomplished a number of major accomplishments during the past 5 years. Many of the goals attained within the strategy were dependent upon the cooperation of colleagues across the campus. An example of this is the process of standardizing position descriptions. Department heads throughout the campus had to participate in order for this project to come to fruition. Completion of this project allowed for several more initiatives to be undertaken.
- Salary structures are in place with a review process in the event a structure increase is warranted. The NAH has 2 tracks to allow for competitive salaries for hard to fill positions.
- Maxient, the case management platform, has been fully implemented to house employee relations records in a secure location.
- The Office of Human Resources completed a major records purge/retention/archiving project.
- The department streamlined internal processes in an effort to eliminate paper and unnecessary steps.

How did this strategy fair in reaching its associated KPIs? (refer to KPI report)
- Strategy 5 met their goal in reference to formalized social events and HR trainings/ workshops. This is especially significant because of the obstacles at the end of FY20 that ensued due to being fully remote.

What projects will continue into the new strategic plan?
The previous plan concentrated on training current employees, skills and streamlining processes. The new plan includes the following initiatives, but will continue with a more outward-facing focus. The changes will be more visible to the workforce.
- With structures now in place, attract more diverse applicants to OCC
- Next-level new hire orientation – a campus wide responsibility
- More streamlined processes and self-service for employee transactions
- Focus on benefits education/enhancements (i.e. self-service)
- Performance Management that focuses on employee-owned career growth

- Identification of more ways to get more employees engaged and involved
- Continued exploration of a merit-increase program, based on achievement of assigned goals
- Development of internal certificate programs (i.e. Management Training, etc.) pending acquisition of an employee LMS

What are 1-3 projects or initiatives identified by the Strategy Leader that can be included in the Guiding Coalition's Spotlight on Strategies Success e-newsletter?
The rapid response to moving to fully remote operations was truly a remarkable achievement in itself. Three examples of noteworthy achievements within this strategy are:
- Providing support and training to the entire campus as managers led their teams
- Developing a return to campus training program
- Educated themselves on new employment laws and continued communications with furloughed employees

Is there anything else about the progress or implementation of the strategy that you feel should be discussed further by the GC? (Please note any particular questions for the broader group to consider, if you have any.)

What effect will remote operations have on the launch of the new Search Committee training rollout and the career path communication? Remote operations will not impact the launch of the New Search Committee training rollout. The employee Career Fair, scheduled for June 1-4, 2021, will include a series of workshops; one of which will focus on career paths.

Sub-strategies	6.1 Forge strong partnerships with other educational institutions, governmental agencies, and for-profit organizations that will leverage Ocean's capacity to serve current and new stakeholders.	6.3 Operate international e-Learning partnerships with institutions worldwide, enriching the College culturally and financially.	6.4 Leverage existing and emerging internal resources to expand partnerships.

Progress

What additional progress since the interview with the Guiding Coalition in fall 2020 has been made?
There has been no additional progress since the Fall 2020 update.

What were the major accomplishments related to this strategy and its supporting sub-strategies over the past 5 years?
- Completion and expansion of CPE's partnership with UCEDA and a shift of focus in the purpose of the Academy of Lifelong Learning.
  - OCC/UCEDA partnership is offering ESL for small businesses in and around Ocean County
  - Spanish for Managers program
- Rebranding of CPE to Workforce Development & Professional Education and its move to Academic Affairs has created a new strategy focus on the senior population.
- OCC, ASU, and KU Partnership
  - First cohort graduated from Kane last Spring (2020)
  - Second cohort successfully completed OCC in Spring 2021 and now will be moving onto KU
  - Third cohort will be finishing OCC in Spring 2021
  - Fourth and fifth cohorts are currently taking courses at OCC
- OCC submitted a project (based on the OCC, ASU, and KU partnership) to the Egyptian Supreme Council, which will allow OCC and its US 4-year degree affiliates to offer several programs in institutions of higher Education in Egypt.
  - ASU expected start date of Fall 2021 at Alexandria University and Badr University (Egyptian partners), and Kane University (American partner)
- International Branches – OCC to partner with American universities and private investors in Egypt
  - First International Branch project is between OCC, NJIT, and TATWEER-MISR, expected start date of Fall 2022
  - Second International Brank project is between OCC, NJCU, and MES, expected start date of Fall 2021

How did this strategy fair in reaching its associated KPIs? (Refer to KPI report)
- As provided in the January 2021 Strategy Leader Final Review, it was stated that these partnerships, to date, have not led to significant increases in enrollment. The number of College/University Articulation Agreements have decreased from 32-20 in FY19 to FY20. Several non-productive partnerships were terminated, and several existing partnerships were expanded in terms of 3+1 program delivery and alignment to our international revenue.
- For Credit Tuition and Free Revenue, the goal was to increase FY19 by 10%. No FY20 data was provided.

What projects will continue into the new strategic plan?
As reported in the January 2021 Strategy Leader Final Review, the following International projects will continue into the new strategic plan –
- OCC, ASU, and Kean partnership
- Special Programs Project with the Egyptian Supreme Council
- International Branches (partnership between American universities and private investors in Egypt)

          ○ OCC, NJIT, and TATWEER-MISR (expected start date of fall 2022)
          ○ OCC, NJCU, and MES (expected start date of fall 2021)

What are 1-3 projects or initiatives identified by the Strategy Leader that can be included in the Guiding Coalition's Spotlight on Strategies Success e-newsletter?

<u>Local (county) collaborations</u>
- OCC/UCEDA partnership

<u>International collaborations</u>
- OCC, ASU, and Kean partnership
- Special Programs Project with the Egyptian Supreme Council
- International Branches (partnership between American universities and private investors in Egypt)
    - ○ OCC, NJIT, and TATWEER-MISR (expected start date of fall 2022)
    - ○ OCC, NJCU, and MES (expected start date of fall 2021)

Is there anything else about the progress or implementation of the strategy that you feel should be discussed further by the GC? (Please note any particular questions for the broader group to consider, if you have any.)
No.

	Strategy #7: Continuously Improve Learning Support Processes and Practices	
Sub-strategies	7.1 Create a handbook for continuous improvement and a handbook for innovative re-engineering, as well as establish a Continuous Improvement program at OCC.	7.2 Initiate and support major cross-functional initiatives to achieve breakthrough performance for the College, which includes addressing the challenges of student success from recruitment to graduation.
Progress	**What additional progress since the interview with the Guiding Coalition in fall 2020 has been made.** The Veteran and Military Resource Center was awarded a multi-year Center of Excellence for Veteran Student Success Program grant from the U.S. Department of Education. **What were the major accomplishments related to this strategy and its supporting sub-strategies over the past 5 years?** • Establishment of the HUB • Establishment of the Pathways Program • Implementation of the Campus Engagement App • Completion of the Matriculation Action Plan • Creation of the Veteran and Military Resource Center • Relocation of the Counseling Center **How did this strategy fair in reaching its associated KPIs? (refer to KPI report)** Significant and steady progress has been made in Strategy 7, as indicated by the KPI results. Retention and graduation rates have outpaced the national and New Jersey rates. The student to faculty ratio exceeded its goal with OCC ranking 5th in lowest annual tuition as compared to the NJ Community College average. OCC's cost per FTE was is lower than NJ Community College sector. It is expected that continued progress to goals for first time degree seeking developmental pass rates will increase. **What projects will continue into the new strategic plan?** The Retention Pilot will continue in the new Strategic Plan under Goal #1, *Empower students to learn, engage and achieve.* **What are 1-3 projects or initiatives identified by the Strategy Leader that can be included in the Guiding Coalition's Spotlight on Strategies Success e-newsletter?** • All student facing services moved fully virtual, and the College outperforming the national averages for community college enrollment in Fall 2020. • The initiative to simplify the matriculation process contributed to the College's success in recruiting new students for the Fall 2020 semester. • The app helped create a virtual community of learners and facilitated student to student, student to faculty, and staff engagement while all were not on campus. **Is there anything else about the progress or implementation of the strategy that you feel should be discussed further by the GC? (Please note any particular questions for the broader group to consider, if you have any.)** With the Retention Pilot moving to Strategy #1 in the new strategic plan and there only being four strategic goals in the new plan, where will the objectives for Strategy 7 fall? Strategy #1 in the new strategic plan will address retention and enrollment initiatives.	

Strategy #8: Leverage Information and Results				
8.1 Utilize analytics to understand the national market-place, national competitors, and College performance in online course delivery and, where possible, face-to-face and onsite/online course delivery.	8.2 Invest in OCC's data, information, analytics, warehousing, and reporting capabilities so they will match those of institutions that are best-in-class and provide the college with the information for decision making that it needs to become a national leader in community college education.	8.3 Achieve greater performance from data and information platforms/services making Ocean an exemplar among its peers.	8.4 Elevate the role of OCC's Institutional Research Office in data governance, stewardship, quality assurance, and analysis relating to institutional effectiveness, resulting in consistent definition and considerably improved utilization of data.	8.5 Increase Access to information achieving "analytics" for employees at all levels and eliminating the need for assistance from information technology, institutional research, and the Controller's Office for simple data queries, standard reports, and simple analysis. More complex applications of statistical analyses, extrapolations, forecasts, and predictive analytics may still require expert assistance.

(Left side label: Sub-strategies)

Progress

What additional progress since the interview with the Guiding Coalition in fall 2020 has been made.
- The Data Warehouse enrollment dashboards were presented at PLT; course data has been chosen as the next import.
- The Ellucian Advise pilot now has a Spring 2021 cohort in addition to the Fall 2020 cohort.
- Progress continues to be made on Colleague modernization. Expansion of VDI (virtual desktop) environment and upgrade to existing environment allowed students remote access to specific computer lab machines and campus resources.
- IR's next training module, Creating Effective Surveys has been planned.

What were the major accomplishments related to this strategy and its supporting sub-strategies over the past 5 years?
- Sub-strategy 8.4, elevating the role of Institutional Research, has achieved major accomplishments over the past five years. IR made a concerted effort to make data more readily available in user-friendly formats, including a redesigned institutional Fact book.
- In addition, IR, in collaboration with Data Governance, developed an institutional data dictionary for key data elements to ensure continuity.
- Lastly, IR has also held various training opportunities to promote knowledge in IR, spread awareness of available data reports, and to empower end-users on transforming raw data into more useful information.
- The elevation of IR can be viewed not only through the progress in KPIs, but also in the number of data requests that have been received as the College has become a more data-informed institution.
- Another main accomplishment of this strategy that can be seen over the past five years is the acquisition of new systems and the better leveraging of current systems to more adequately store, manage, and report data.

How did this strategy fair in reaching its associated KPIs? (refer to KPI report)
All Key Performance Indicator targets were exceeded within Strategy 8.

What projects will continue into the new strategic plan?
- EMSI will continue to be used to understand the marketplace and to support program revision and development.
- In addition, Institutional Research will continue to develop training opportunities to support data-informed decision-making; this project should be reviewed within the context of Goal 3: Organizational Effectiveness.
- Similarly, work on the data warehouse and building out dashboards will also continue and should be reviewed in connection to Goal 3.
- The Colleague modernization will remain an institutional initiative and will continue in 2021 and beyond.

What are 1-3 projects or initiatives identified by the Strategy Leader that can be included in the Guiding Coalition's Spotlight on Strategies Success e-newsletter?
- The development of an in-house data warehouse and associated enrollment dashboards is a major accomplishment within Strategy 8. The warehouse is currently focused on enrollment data; however, data will be added to the warehouse that will make additional reporting and dashboards possible.
- Ellucian Elevate implementation is nearing completion and will replace out of date functionality of Colleague Instant Enrollment for Continuing and Professional Education.
- Nelnet was selected as the result of an RFP process to provide students with greater flexibility in payment plans, payments and refunds. Adopted fully for Spring 2021, OIT and Finance continue to work with Nelnet on a handful of remaining processes and best practices.

Is there anything else about the progress or implementation of the strategy that you feel should be discussed further by the GC? (Please note any particular questions for the broader group to consider, if you have any.)
No.

2019-2020
KEY PERFORMANCE INDICATORS

\OCEAN COUNTY COLLEGE

December 2020

Summary: This document contains Key Performance Indicators (KPIs) and goals. The intent is to track these KPIs through FY2020 and monitor the progress on achieving goals. Updated data will be provided on an annual basis when the GC receives the annual update from Strategy Leaders. Please note that due to the timing of reporting, some data may not yet be available for update.

Strategy 2 KPIs

12 Month FTE (source: IPEDS. FTEs are calculated based on fiscal year credit hours divided by 30. Stretch goal is based on 20,000 FY2020 headcount with average credits taken per student 14.82)

	12 Month FTE	Annual Goal	
FY2016	6,539	n/a	
FY2017	6,587	n/a	
FY2018	6,670	6,793	3.1%
FY2019	6,742	7,004	3.1%
FY2020	6,657	7,249	3.5%
Total Growth Goal FY2018-2020	-.2%	7,248	10.0%
Stretch Goal 2020		9,880	51.0%

Market Penetration (Source: National Community College Benchmark Project NCCBP. Total unduplicated headcount in FY2014 divided by Ocean County population)

	Market Penetration
FY2016	2.23%
FY2017	2.26%
FY2018	2.34%
FY2019	2.40%
FY2020	2.42%
FY2020 Goal	3.00%

HS Penetration (Source: Office of Enrollment Management. The penetration rate is the percent of each Ocean County high school's graduating class that went on to enroll at OCC in the fall in a given year.)

HS Penetration	Actual
Fall 2015	24.70%
Fall 2016	26.30%
Fall 2017	26.80%
Fall 2018	27.40%
Fall 2019	30.70%
FY2020 Goal	**30.00%**

Non-Credit Open Enrollment FTE (SURE Non-Credit Open Enrollment File. FTE's are calculated by first converting clock hours to credit hours (divided by 15) then converting credit hours to FTEs (divided by 30)).

	OCC	Goal	
FY 2015	274	n/a	
FY 2016	245	n/a	
FY 2017	273	n/a	
FY 2018	216	257	
FY 2019	222	270	**5%**
FY 2020	194	284	**5%**
Total Growth Goal FY2018-FY2020	-10.2%	284	**10.5%**

CPE Net Revenue. (Source: Finance Office)

Net Profit/Loss	Actual	Goal
FY 2014	$ 55,426.00	
FY 2015	$ (186,983.00)	
FY 2016	$1,256.00	
FY 2017	$124,968.00	**$100,000**
FY 2018	$(215,085.00)	**$200,000**
FY 2019	$(126,494.00)	**$300,000**
FY 2020	*Not available yet*	**$400,000**

Credit Tuition and Fee Revenue. (Source: Finance Office. This is also a KPI for 6)

	Actual	Goal	
FY 2014	$35,546,376		
FY 2015	$33,344,177		
FY 2016	$32,807,595		
FY 2017	$34,584,259	4%	$ 34,119,899.00
FY 2018	$37,167,804	6%	$ 36,167,093.00
FY 2019	$37,985,986	8%	$ 40,073,139.00
FY 2020	Not available yet	10%	$ 44,080,453.00

Strategy 3 KPIs

Number completing Leadership Academy (Source: HR Office.): 24

Strategy 4 KPIs

Student Centeredness (Source: Noel Levitz Fall 2016 SSI. Student centeredness scale is comprised of six NL questions. The scale is from 1 to 7 with 1 being not satisfied at all and 7 being very satisfied).

	Eastern CC's	OCC
Fall 2016 Results	5.38	5.55
Fall 2018 Results	5.48	5.83
Goal	5.72	

Prepared for Transfer Institution (Source: FY2016 Graduate Exit Survey. Students are asked to indicate whether or not they believe OCC has prepared them for their transfer institution)

OCC Prepared Graduates for their Transfer Institution	
FY 2016 Graduate Results	79.90%
FY 2017 Graduate Results	81.00%
FY 2018 Graduate Results	77.00%
FY 2019 Graduate Results	84.00%
FY 2020 Graduate Results	91.00%
Goal	85%

Rate your overall satisfaction with your experience here thus far (Source: Fall 2016 Noel Levitz SSI. Measures degree-seeking student satisfaction with experience at OCC thus far.)

Student Satisfaction with Experience

	Eastern CC's	OCC
Fall 2016 Results	58%	61%
Fall 2018 Results	59%	64%
Goal	70%	

Rate your overall satisfaction with your employment here so far. (Source: Fall 2017 Noel Levitz College Employee Satisfaction Survey. Measures college employee satisfaction with employment at OCC thus far.)

Overall Employee Satisfaction

	OCC
FY2018 Results	3.48
FY2020 Results	4.01
Goal	**3.85**

Spirit of Teamwork

There is a spirit of teamwork and cooperation at this institution. (Source: Fall 2017 Noel Levitz College Employee Satisfaction Survey. Measures satisfaction with the spirit of teamwork and cooperation.)

	OCC
FY2018 Results	2.60
FY2020 Results	3.37
Goal	**3.00**

Strategy 5 KPIs

Number of formalized social events (Source: HR. These are HR organized or HR involved social events).

FY 2016	5
FY 2017	11
FY 2018	18
FY 2019	27
FY 2020	19
Goal	15

HR training/workshops (Source: HR. These are non-leadership academy).

	Actual	Goal
FY 2016	17	
FY 2017	39	
FY 2018	33	40
FY 2019	65	45
FY 2020	57*	50

Total does not include compliance trainings or the 82 online self-pace study courses now available to employees. It also does not include training efforts outside of HR (i.e. CIE, Arts & Humanities Adjunct WebEx series, e-Learning department, etc.)

Strategy 6 KPIs

Number of College/University Articulation Agreements (**awaiting confirmation of KPI**)

FY2017	35*
FY2018	32
FY2019	32
FY2020	20**

excludes general NJ Transfer agreement

*** Several non-productive partnerships were terminated; several existing partnerships were expanded in terms of 3+1 program delivery and/or alignment to our international ventures.*

Credit Tuition and Fee Revenue. (Source: Finance Office. This is also a KPI for S2)

	Actual		Goal
FY 2014	$35,546,376		
FY 2015	$33,344,177		
FY 2016	$32,807,595		
FY 2017	$34,584,259	4%	$ 34,119,899.00
FY 2018	$37,167,804	6%	$ 36,167,093.00
FY 2019	$37,985,986	8%	$ 40,073,139.00
FY 2020	Not available yet	10%	$ 44,080,453.00

Strategy 7

Retention Rate (Source: IPEDS. 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. IPEDS is usually 1 year behind with comparisons)

1 Year Retention	National Rate	New Jersey	Ocean County College
Fall 2014 Cohort	61.0%	63.2%	69.4%
Fall 2015 Cohort	62.1%	65.6%	71.3%
Fall 2016 Cohort	62.3%	66.2%	74.7%
Fall 2017 Cohort	62.1%	65.2%	70.6%
Fall 2018 Cohort	*Not available yet*	*Not available yet*	72.7%
Goal	**73.5%**		

Graduation Rate (Source: IPEDS. The graduation rate is the percent of first-time, full-time, degree or certificate seeking that complete their program within 150% of normal time to completion (3 years for an Associates). IPEDS is usually 1 year behind with comparisons).

3 Year Graduation Rate	National Rate	New Jersey	Ocean County College
Fall 2012 Cohort	23.5%	19.4%	34.0%
Fall 2013 Cohort	25.4%	21.4%	34.6%
Fall 2014 Cohort	26.6%	22.1%	34.7%
Fall 2015 Cohort	28.7%	23.8%	34.2%
Fall 2016 Cohort	29.9%	25.5%	37.8%
Fall 2017 Cohort	*Not available yet*	*Not available yet*	37.8%
Goal	**36.5%**		

Student Faculty Ratio (Source: IPEDS. The ratio of FTE students to FTE instructional staff. Each FTE value is equal to the number of full-time students/staff plus 1/3 the number of part-time students/staff.)

	Actual
Fall 2012	28
Fall 2013	26
Fall 2014	26
Fall 2015	25
Fall 2016	26
Fall 2017	25
Fall 2018	25
Fall 2019	22
Goal	**25**

Expenditure Per Gross Square Foot (Source: Financial Report of the County Community Colleges of the State of New Jersey for the Fiscal Years 2013 – 2016.)

	NJ Sector	OCC	Goal
FY 2013	12.36	15.42	
FY 2014	12.25	16.21	
FY 2015	12.14	17.31	
FY 2016	11.41	14.08	
FY 2017	11.37	13.54	**$14.54**
FY 2018	11.59	13.78	**$14.10**
FY 2019	11.33	14.99	**$13.68**
FY 2020	*Not available yet*	*Not available yet*	**$13.27**

Annual Tuition and Fees (Source: NJ IPEDS form #14. Some institutions report annual figures but for those that do not, per credit tuition and fees are multiplied by 30 credits to derive the annual figure).

	NJ Community College Average	Ocean County College	
		Annual Tuition	Rank (lowest annual)
AY 14-15	4,391	4,060	3rd
AY 15-16	4,565	4,255	5th
AY 16-17	4,723	4,345	6th
AY 17-18	4,896	4,465	6th
AY 18-19	5,064	4,515	6th
AY 19-20	5,247	4,575	5th
Rank Goal		**5th**	

Cost Per FTE (Source: Financial Report of the County Community Colleges of the State of New Jersey for the Fiscal Years 2013 – 2016. Cost per FTE Formula = (Educational & General Expenditures - Non-Credit Unrestricted Expenditures) ÷ FTE).

	NJ CC Sector	Ocean County College	Goal
FY 2013	7,403	6,698	
FY 2014	7,467	7,594	
FY 2015	7,755	7,719	
FY 2016	8,237	7,790	
FY 2017	8,618	7,904	**7,954**
FY 2018	9,186	8,113	**8,025**
FY 2019	9,511	8,204	**8,090**
FY 2020	*Not available yet*	*Not available yet*	**8,146**

First Time Degree Seeking Developmental Pass Rates (FT and PT). (Source: Ad-hoc reporting. Pass rates = C or better.)

	Dev Math	Dev English
Fall 2015	70.0%	77.3%
Fall 2016	72.2%	80.1%
Fall 2017	66.2%	77.6%
Fall 2018	63.1%	77.8%
Fall 2019	64.6%	68.7%
Goal	**73.0%**	**82.0%**

Number of first time degree seeking (FT and PT) students in dev math that complete college level math (gatekeeper) within 3 years. (Source: Ad-hoc reporting. Completing within 3 years = receiving a C or better by August 31 of the third consecutive summer. ie: Fall 2013 cohort by August 31, 2016)

Number of first time degree seeking (FT and PT) fall 2013 students in dev English that complete college level English (gatekeeper) by August 31 2016. (Source: Ad-hoc reporting. Completing within 3 years = receiving a C or better by August 31 of the third consecutive summer. ie: Fall 2013 cohort by August 31, 2016)

	Dev Math passing College Level	Dev English Passing College Level
Fall 2013 Cohort	45.5%	59.6%
Fall 2014 Cohort	45.0%	56.6%
Fall 2015 Cohort	43.9%	54.2%
Fall 2016 Cohort	49.0%	63.7%
Fall 2017 Cohort	*Not available yet*	*Not available yet*
Goal	**50%**	**65%**

Strategy 8

The data available to me are reliable. (Source: Fall 2017 Noel Levitz College Employee Satisfaction Survey; all employees. Measures Satisfaction with the reliability of data.)

	OCC
FY2018	3.37
FY2019	3.90
FY2020	4.07
Goal	**4.00**

It is easy for me to run my own data reports. (Source: Fall 2017 Noel Levitz College Employee Satisfaction Survey; all employees. Measures ease of running data reports.)

	OCC
FY2018	2.81
FY2019	3.78
FY2020	3.75
Goal	**3.10**

The number of steps I must take to access and combine data from multiple sources is manageable. (Source: Fall 2017 Noel Levitz College Employee Satisfaction Survey; all employees. Measures ease of combining data.)

	OCC
FY2018	2.86
FY2019	3.42
FY2020	3.68
Goal	**3.10**

Strategy Leader	Strategies	Appendices
Kaitlin Everett/Joe Konopka/Eileen Garcia	2	A (3 Appendix A)
Tracey Donaldson	3, 5	D
Alexa Beshara-Blauth/AJ Trump	4	C
Eileen Garcia	6	A (related material to partnerships)
Jerry Racioppi	7	
Alexa Beshara-Blauth/ Sean O'Leary	8	
Matthew Kennedy		Appendix B (which falls under Strategy 1)

Strategy Map – Strategy #1: Transformative Strategies

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Dates	Resource Needs	Project Owner	Final Review: December 2020
Strategy #1. Craft and Execute Transformative Strategies for Ocean County College.							
FY2020-December 2020							
1.4.A	**PBC Process Reengineering**	Reengineer the Planning & Budgeting Process.	New PBC process developed and implemented.	Initiated; completion August 1, 2015	$TBD	Sara Winchester	Completed and cycles have been successfully running. Process is now integreated with Administrative Program Review.
					Human Resources - TBD	Mary Lancaster	
						Alexa Beshara	
1.5A	**Master Plan Capital Projects—Enhance campus facilities**	• Instructional building • New Student Center • Hiering Renovation • Administrative One Stop • Health Science Building • STEM Building • Roads and other infrastruc-ture Projects • Performing Arts Center Enhancement (keep stealth)	To enhance college facilities to drive enrollment, provide space for new programs, reduce cost of operation and address deferred maintenance.	See full list of projects in Appendix B with initiation and completion dates.		Matthew Kennedy	see Appendix.

Strategy Map – Strategy #2: Develop and Leverage Resilience

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Review: December 2020
Strategy #2. Organize Ocean County College for resilience through reinvention of its culture, organizational structure and programs/experiences. These changes will enable it to provide the high value learning experiences that its stakeholders need (See Appendix D) and operate successfully in a highly disruptive environment. Much of this capacity will be developed in collaboration with other institutions and partners.							
FY2020-December 2020							
2.1 Build New organizational structure maximizing competitiveness of existing and future academic offerings							
2.1b	**Redefine relationship between College and faculty**	Meet with faculty periodically throughout the year to build a strong relationship. The relationship and subsequent discussions will serve as a foundation for the development of new programs and initiatives.	Build a relationship that involves mutual respect and faculty investment in leadership of College.	Ongoing	Drs. Konopka and Larson will schedule periodic meetings throughout the year, in both small groups and larger meetings.	Jon Larson	Meetings will continue to be scheduled as needed.
2.2 Discover new ways to develop and deliver face to face offerings to increase their attractiveness to new and existing stakeholders, enhance learning and community service, and reduce costs							
2.2A	**Strengthen Academic Credit partnerships**	1) Work with university partners to bring baccalaureate and graduate offerings to Ocean County.	1) Pursue highest priority opportunities for four-year and graduate programs: · NJIT STEM · Kean University BSN University of the Sciences	1) Initiated; complete June 2016 for NJIT, Spring 2017 for Kean.	$TBD Human Resources-TBD	Eileen Schilling	New Jersey City University 3+1 partnership Completed Fall 20, ready for Spring 21 Implementation; expansion of Southern New Hampshire University Partnership in process to deliver online 3+1 options, anticipated launch for Addictions Studies to BA Human Services Fall 21.
2.2B	**Strengthen Non-Credit partnerships**	Please see Strategy 6.1 To build relevant Customized training and programs for the community it is essential to reach out to all	New partnerships will be developed with business and industry, community organizations, other colleges and vendors to enhance the offerings of CPE	ONGOING	CPE Manager and AVP	Kaitlin Everett	Non-credit partnerships continue to expand between the consortium of NJ community colleges. The HealthWorks Scaling Apprenticeship Grant is a four-year (2019-2023), USDOL funded program engaging 14 of the 18 NJCCs. The grant's goal is to significantly increase the number of allied health apprenticeships in NJ, requiring significant local and regional employer buy-in and partnership maintenance. New and existing partnerships include CVS, RWJBH, AtlantiCare, CHEMED, NJDOH, and LabCorp. Multiple health professions are included and clear career pathways established. The Work Readiness Assistance Program is an annual Ocean County funded grant to support career readiness and life skills for at-risk youth residents. This $450,000 grant supports multiple OCC staff who support this student cohort,
2.2C	**Create Pathways between Non-Credit and Credit**	OCC needs to encourage increased coordination between credit and noncredit programs to benefit both students and employers. There should be an extensive plan to build a bridge for the benefit of stakeholders who seek basic education to high level career and degree seeking opportunities.	A development plan for pathways between non-credit courses and credentials and credit programs will be developed and instituted.	Jun-18	Project manager	Kaitlin Everett	The Pathways to Credentials Project, given direction by the ongoing Technical Assistance Grant, focuses on the BILT Model of employer engagement and informed technical education program development. The project initially started with the intention to build a non-credit to credit pathway to the new Industrial Hygiene and Sustainability AS. Next, the project team will expand our focus to cover stackable credentials and career pathways in health sciences, public health, social work, and technical studies.
2.2D	**New and revised credit on-campus programs**	Each of the new offerings proposed in Track A/Appendix A should be evaluated for:	New offerings to achieve course enrollments equivalent to 75 FTE's in FY16.	Initiated; completion dates depend on programs selected for implementation		Joe Konopka	Appendix A for face to face offerings has been updated.

Strategy Map – Strategy #2: Develop and Leverage Resilience

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Review: December 2020
2.2E	**New and revised non-credit on campus programs**	All existing and new programs to be evaluated each semester to their capacity for positive revenue generation; review for current applicability for career building.; review for new curriculum additions	The result of this review process will be positive and increased enrollment and revenue.	Ongoing	Staff; Research methods; possible outside consultancy	Kaitlin Everett	New and revised programs in the rapidly changing health care industry include: Community Health Worker (CHW) is a new State Registered Apprenticeship and one of our first true non-credit to credit programs in development (first non-credit cohort begins on 2/21), with competencies tracking to credit course challenge exams (3 courses) – students have an opportunity to earn 9 credits. This course is offered completely online with 144 hours of didactic instruction, over 1,000 of on-the-job-training, and is
2.3 Implement an e-Learning structure that enables the College to develop and offer innovative offerings that ensure its leadership in academic, service and support programs for current and new stakeholders.							
2.3A	**Staffing**	Ensure sufficient staffing in the e-Learning & Learning Enterprises area to accomplish mission.	All opportunities are managed with sufficient resources.	Ongoing	College Budget	Hatem Akl	Staffing changes have occurred with the addition of a new VP in elearning, an assistant dean in elearning, and assistant dean in international programs.
2.3E	**CPE Online Expansion**	Expand CPE online offerings	Grow online offerings by 20%	Initiated, implemented January, 2016	Cost of creation of courses; on hold until New LMS	Kaitlin Everett	Previous to the pandemic, fully online non-credit programs were slow to develop due to student preference for face to face programs and an inadequate course development budget. The non-credit online offerings were limited to a few healthcare and IT strongholds, as well as vendor partners with
2.4 Incorporate new developments into existing face to- face and e-Learning and Learning Enterprises offerings, where appropriate, to ensure the long-term market strength and relevance of the College.							
2.4A	**Master Course Content Sharing**	master Course content shared with on campus faculty	Enhanced Student learning	Spring 2017	Faculty Stipends	Hatem Akl	Master course development will continue with new courses added and existing courses modified. The additional of temporary instructional designers have advanced this initiative.
2.4B	**Cohort Model for Developmental Students**	Committee developed to further investigate and implement developmental cohorts	Increased student developmental course success			Toni Clay	Multiple measures were incorporated for both developmental math and english courses in Fall 2020; results will be available in Spring 2021 to share with the campus community.
2.4C	**Science Pathways**	Defining more structured pathways in the sciences	increase student retention in science courses	Jun-17		Joe Konopka	Completed

Strategy Map – Strategy #2: Develop and Leverage Resilience

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Review: December 2020
2.4D	**Library Framework for the 21st Century**	Build dynamic print and electronic collections to support research and learning, ensure discoverability, partner with Faculty and student support services to foster information literacy and life-long learning	Improve synthesis of information literacy skills throughout the curriculum; encourage all OCC constituents to use Library resources	Ongoing		Donna Rosinski-Kauz	Build dynamic collections: We are focusing on expanding access to electronic resources. This effort is ongoing, as we recognize the need to serve all students, faculty, and staff with the library's resources. Through CARES Act funding, we purchased access to EBSCO's Engineering Source databases collection to support engineering courses and programs. We purchased access to the Alexander Street Press Theatre Collection to support courses in performing arts. We are de-emphasizing purchasing print materials in FY21 and are using the collection development funds to build our e-book collections. This trend will be adjusted once we are back on campus, but e-books will be prioritized as they are available to all users. Discoverability: We are now using Springshare's LibAnswers and LibGuides products, which will greatly improve the library's ability to serve research needs remotely through Chat, and will improve the librarians' abilities to develop subject-specific LibGuides. We are moving to the OCLC Worldshare Management System as our library management system. This change will provide a true discovery layer search for library users. They will be able to discover and access print books, e-books, journal articles, films and film clips, and open educational resources through a one search function. Information Literacy: The library's Information Literacy program is being redeveloped to include more options for faculty and student involvement. We moved to remote synchronous information literacy sessions, and we are developing asynchronous videos that target specific research and information needs. We are developing the option for faculty to request an embedded librarian presence in their courses.

Strategy Map – Strategy #3: Strengthen Leadership

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Review: December 2020
			Strategy #3. Strengthen Leadership at All Levels.				
			FY 2021				
			3.1 Define a Succession Plan and Develop a Leadership Academy				
3.1C	**Succession Planning Process (will continue into FY17 and 18 to realize full development)**	Using Talent Management module in PeopleAdmin, develop Succession Planning process for use by VPs. Issue reports for Presidents' and Board's long term planning	Process development completed; key competencies identified by critical positions	Initiated; will continue into FY17 and 18 to realize full development)	Development Staff time: (Alexa Beshara/Tracey Donaldson); communication and additional analysis and action items by senior management; target Spring 2017	Tracey Donaldson	An employee LMS platform has been requested through the PBC process. If approved, implementation would be sometime in early FY22. The employee LMS will serve as the launch pad for many next steps in Training/OD. Training/Development Assessment, Career Pathing, Career Development Planning - all of which will support a succession planning process within the confines of EEO legislation.
3.1D	**Identify and address gaps between operational manager/ supervisory training opportunities and leadership academy.**	Using data gathered from People Admin and/or VP recommendation, provide opportunities to develop operational managers into next-level leaders.	Prepare operational managers for higher levels and the Leadership Academy.	Begin research in Fall 2019; roll out training or development opportunities for Fall 2020.	Staff time - HR staff (Tracey Donaldson, Jackie D'Amore and Alyssa Tipton)	Tracey Donaldson, Jackie D'Amore	Management training has been developed and is being offered. This will be ongoing. The formalization of a Management Institute or in-house management certificate plan will be furthered pending a successful outcome to the request for an employee LMS.
			3.2 Improve the current annual employee assessment process/enhance leadership capacity at each organizational level				
3.2A	**Employee Assessment Tools/Process - efforts will continue into new strategic plan (2021-2026)**	Using Performance Appraisal module in PeopleAdmin, develop streamlined performance appraisal process that will enable data for development areas to be mined and acted upon.	Process development in progress with PeopleAdmin.	Initiated; rollout May/June 2017	Staff time - HR staff (Tracey Donaldson, Jackie D'Amore and Alyssa Tipton)	Tracey Donaldson	Issues with timely completion of performance plans and appraisals remain. Research is underway to propose additional streamlining that will allow for compliance with deadlines. Development of a merit increase program cannot progress further until the issue of the tool/criteria by which EEs can earn a merit increase is resolved. Lower priority during pandemic. Ongoing in new strategic plan (2021-2026).
			~~**3.3 Improve socialization within the OCC community through multiple mechanisms - completed**~~				

Strategy Map – Strategy #4: Understand and Meet Stakeholder Needs

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Stakeholder Group(s)	Project Completion Date	Resource Needs	Project Owner	Final Review: December 2020
*Strategy #4 : Develop a Profound Understanding of Stakeholder Needs and Commit to Fulfilling Them.*
FY 2020- December 2020
**4.1 Identify current and potential stakeholders**
4.1a	**New Stakeholder Perspective**	Internal and external stakeholder feedback will be gathered during the strategic planning process for the 2021-2025 Strategic Plan. The details of 'who' will be finalized in fall 2019.	Understand the needs of both internal and external stakeholders including: alumni, trustees, freeholders, partners, students, and employees.	All	June 30, 2020		Alexa Beshara-Blauth and Strategic Planning consultants	Completed as per fall review. New Strategic Plan, with stakeholder input and feedback, approved by BOT June 2020.
**4.2 Research and respond to stakeholder needs, and develop marketing**
4.2a	**New Advising Model**	The advising model pilot is now being expanded into a permanent program. This will reach approximately 1,000 students.	Efficient and Effective advising for students to increase retention.	Students	ongoing		Anna Regan	Due to the success, the pilot has moved into a full implementation where a large number of first year students are being advised utilizing a caseload model with proactive outreach coordinated through the Advising office.
4.2b	**Combining of terms into reporting terms**	In order to make registering for classes within a reporting term more simple and understandable for students and to enhance the student experience through student planning, the college is researching and testing combining terms into reporting terms.	Increased enrollment in accelerated terms and quick terms in addition to student satisfaction with use of student planning.		June 30, 2020		Alexa Beshara-Blauth and AJ Trump	As per Mid-year review, 2020: The test group met with key campus constituents to provide feedback on the merger of terms into reporting terms (ie: merging 15 week, quick term, and two accelerated terms into one reporting term). Based on feedback, it was determined that merging the terms would not make it easier to find classes or terms in student planning. *It was decided to not move forward with this project.* No follow-up needed.
4.2c	**Student Services Satisfaction Survey**	market and launch student services satisfaction survey. Survey was developed by committee in FY2018 in conjunction with recommendations from the Ocean Way and Noel Levitz Student Survey.	Identify and address areas of customer service needing improvement	Students	ongoing		Alexa Beshara-Blauth; Joe Rua; AJ Trump	Impact of moving to remote: survey re-design not pursued. This initiative will carry-over as a project that will be reviewed for connections to our new stratgic plan. Utilizing other tools to implement will be explored, including Qless.
4.2d	**Employee suggestion box launch**	This survey will gather information on employee feedback and suggestions for addressing employee issues and ideas. This is an outcome of the NL Employee satisfaction survey " ".	Collaborative and inclusive workplace.	Employees	ongoing		Alexa Beshara-Blauth	As per mid-year review, 2020: other means of collecting employee feedback, including open forums and President's Roundtable were implemented in FY2020. It is recommended that the Goal 3 team for the new strategic plan, organizational effectiveness, review the effectiveness of this tool and make recommendations for improvement. IR will work with the Goal Leaders.
4.2e	**Employee satisfaction follow up**	In an effort to track progress on Strategy 4 KPIs, a shortened employee satisfaction survey will be distributed	To determine progress on attaining KPIs developed from the employee survey		1-Feb-20		Alexa Beshara-Blauth	3 question survey was deployed in the spring 2020 term and survey results can be viewed in the KPI document. Each corresponding KPI saw improvemet over the last implementation.
**4.3 Coordinate initiatives to ensure all OCC employees know and respond to needs of stakeholders**

Strategy Map – Strategy #4: Understand and Meet Stakeholder Needs

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Stakeholder Group(s)	Project Completion Date	Resource Needs	Project Owner	Final Review: December 2020
4.3a	**Ocean Way**	Customer Service Training program for OCC employees	Improved customer service and standardized methods of student interaction	All	Ongoing		Human Resources	The Ocean Way training continues to be improved and delivered to all employees on the OCC campus multiple times per year. Feedback from both participants and steering committee memebers has shaped the training over the past few years and it is anticipated that this program will continue into the forseeable future.
4.3b	**Employee suggestion box results**	Results from survey will be shared quarterly with PLT	To incorporate employee feedback into college decision making		Ongoing		Alexa Beshara-Blauth; AJ Trump	No new responses.
4.3c	**Student Services Satisfaction Survey results**	Results from survey will be shared quarterly with PLT	To better meet the needs		Ongoing		Alexa Beshara-Blauth; Joe Rua	due to a lack of student responses, there has been no feedback to share.
4.3d	**Employee satisfaction follow up**	Results from survey will be shared with the campus			May-20		Alexa Beshara-Blauth; Joe Rua	Complete. Shared via KPI report. Please see KPIs for Strategy 4.

Strategy Map – Strategy #5: Create a Challenging, Supportive Work Environment

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Review: December 2020
*Strategy #5.   Create a Challenging, Supportive and Sustainable Work Environment for Ocean's Employees*
*FY2020*
**5.1 Acquire the capacities necessary to build an employee base with the mix of faculty and staff talents needed to become a national leader in community college education.**
5.1A	Supervisory Training	Develop and provide new supervisor and supervisory refreshment training college-wide including disciplinary procedure training	Develop and implement training	Initiated; completion June 2016	Staff time	Tracey Donaldson	Complete. Multiple trainings are routinely available for supervisors and managers. LMS needed to support record-keeping, administration, assessment and self-serve.
5.1I	Employee Handbooks Update	Update Employee Handbooks to ensure consistency, eliminate complexity and improve clarity	Handbooks are updated and approved	Lecturers – February 2016; Admin – April 2016; Hourly – May 2016	Staff time	Tracey Donaldson	Handbooks for Administrative, NAH and College Lecturer employee classifications have been reviewed with critical areas revised and approved. Some additional revisions may be pursued.
5.1P	E-Employment Forms (HR E FORMS) - *REVISED*	Research and implement a "Personnel Action Form" which communicates desired personnel changes and triggers action at appropriate point in the workflow.	Form in an electronic workflow format, implemented. Emails discussing and requesting personnel actions reduced significantly.	Initiated: Fall2019	HR and IT Staff time	Tracey Donaldson, Lisa Gruber, Cara Dubitsky	In progress with key workflow areas completed; researching appropriate and sustainable platform. Will continue into new strategic plan (2021-2026)
5.1R	Reservist Use Manual	Create a manual to document procedures, authorizations and budget checks needed to hire and schedule reservists. Provide reg reports to depart-ments & VPs detailing the hours worked by reservists.	Manual created and reporting process scheduled	Initiated; completion February 2016	Staff time	Tracey Donaldson	Effort suspended to focus on more critical work during remote operations. Target completion - Fall2021.
5.1S	HR Procedure Reference Manual	Document HR procedures and create reference manual for college-wide use	Completion and distribution of reference manual	Initiated; completion July 2016	Staff time	Tracey Donaldson	Internal SOPs in FINAL draft-completion late Spring 2021. Specific procedures for College use being streamlined and implemented ongoing basis.
5.1U	Personnel Policy Review	Review all College Personnel Policies	Review completed &recommendations put forth as additional project items	Initiated; completion June 2017	Staff time	Tracey Donaldson	In progress with target completion date of Fall 2021.
5.1V	Career Plan Development	Using People Admin/Talent Management module of PA, develop process for employees to use with supervisors to create career development plan (with appropriate input from HR).	Process development completed	Initiated; completion July 2016	Staff time	Tracey Donaldson, Jackie D'Amore, Alyssa Tipton	Completed. A Career Development Day is being planned for the end of March 2021.
5.1X	HR File Storage	Migrate HR files from paper to electronic. Purge unnecessary documents and send permanent records that are rarely used to offsite storage.	Migration and purge completed	Initiated; completion June 2017	Staff time	Tracey Donaldson. Lisa Gruber.	Stalled due to pandemic and remote operations. Remainder of project for physical records (audit of legal and grievance records and scanning) to be undertaken when campus reopens. Est. Fall/Winter 2021. Regular progress continuing on review and purging or retention of electronic files.
5.1Y	Search Committee and Internal Movement Manuals	Create manuals specific to these policies.	Manuals written, tested and approved for distribution.	Jun-20	Staff time	Tracey Donaldson, Carol Appleby	In draft; target completion Fall 2021.
*5.2 Deploy a fair and equitable compensation and classification structure that will enable the College to reward its employees for individual and team performance and*

Strategy Map – Strategy #5: Create a Challenging, Supportive Work Environment

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Review: December 2020
5.2a	Build compensation and classification structure for OCC	Undertake selected projects listed in Appendix E.	Ocean employees are compensated fairly and in such a way that it encourages them to give their most to the College and the achievement of its mission		HR Staff Time, Budget and Accounting Staff Time, PLT and Board approval	Tracey Donaldson and Carol Appleby.	Salary scales complete and approved for Administrative, NAH and College Lecturer job structures. Career paths in place for NAH and Administrative job structures. Communication being prepared for internal Career Development Day - March 2021.
5.2D	Merit-Based Increase System	Design and implement a new merit based annual increase system connected to a new electronic evaluation system for all non-unionized employees (using PeopleAdmin)	System designed and implemented	Initiated; complete system and start training in January 2016; Roll out for FY17 evaluation cycle (June 2016-July 2017)	HR Staff Time, Budget and Accounting Staff Time, PLT and Board approval	Tracey Donaldson, Carol Appleby, Jackie D'Amore, Budgeting, Sara Winchester	Most foundational work done; no additional steps taken until return to normal operations; also, tools for gauging merit increases (i.e. goals) must be in place and utilized before merit-based increase system can be implemented. Given the need to get the campus operating "normally", this will likely take a back seat to other goals for the foreseeable future.
5.2E	Grievance and Labor Law Suit Tracking	Develop and implement a system to keep track of grievances and labor related law suits such that the status and history of cases is always accessible.	System developed and implemented	Initiated; complete June 2016	Staff time	Tracey Donaldson	Complete use of Maxient for new Employee Relations and Title IX and Discrimination complaints. Work remains on importing pre-Maxient cases. Grievances still to be encompassed if interest from Academic Affairs.
			5.3 Invest in human resources training and professional development, with resources targeted on development				
5.3A	Ocean Way Training	OCC service culture established,communicated and sustained through training and rewards/recognition	• On-going customer service training in conjunction with The Ocean Way • Continuous evaluation to ensure quality service streamlined processes • Yearly procedural trainings with department heads for functional areas • Technological training & access on any necessary systems including Colleague, ImageNow, Recruiter, etc.		LA Cohort #1 time; OCC resources for trainers; materials, time. Materials, Time and People resources.	LA Cohort #1; HR training staff for Ocean Way training.	Complete. This training is a regular part of the OCC training offerings.
5.3B	Employee Training and Development	Training needs identified and addressed through regularly scheduled ET & D offerings.	Well-trained, *current* employees and supervisors.	June 2016 and ongoing.	• Charting Your Success courses created and available	HR Training Specialist, Sr. HR Rep-Talent Management and AVP-HR	Complete.
5.3 C	Revised New Hire Orientation	Comprehensive, manageable new hire orientation	New employees who have been thoroughly oriented in order to begin contributing to departmental and College goals asap.	January 2017 and ongoing	HR Employee Training Specialist time; materials	HR Training Specialist, Sr. HR Rep-Talent Management and AVP-HR	The NHO (with HR) was revised. Next steps will be to work with campus on a wider NHO program. Target roll-out is dependent on post-pandemic return to campus.
5.3D	Management Institute	Develop a series of applied management topics that would result in an OCC-certification for managers. Would be required.	Managers equipped to handle intrepretation of policies, conflicts and other routine and complex issues faced regularly in managerial roles.	November 2017 start	HR employee time, small task force, materials	AVP-HR, Sr. HR Rep - Talent & Org.Development	Complete and ongoing.
			~~5.4 Build and Implement Programs and Opportunities for College Employee Socializing and Communicating.~~				

**This strategy is identical to Strategy 3.3 (Improve Socialization within the OCC Community through Multiple Mechanisms) and is addressed within that Strategy Map.

Strategy Map – Strategy #6: Leverage Collaboration, Partnership and Sharing

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Review: December 2020
	*Strategy #6. Leverage Collaboration, Partnerships, and Sharing to Achieve Ocean's Strategies.*						
	FY2020-December 2020						
	6.1 Forge Strong Partnerships with Other Educational Institutions, Governmental Agencies, and For-profit Organizations						
6.1a	UCEDA INSTITUTE/Non Credit ESL	Offer Non Credit ESL to county wide population	OCC partners to bring in students with ESL needs to encourage those students to enroll in other OCC Programs	Began September 2015	Classroom and office space	Kaitlin Everett	CPE has expanded the partnership with UCEDA Institute over the last two years, partnering with their business engagement staff and adding ESL for small businesses in and around Ocean County. These 40 hour courses in ESL 1 and 2, are often grant-funded and tuition free. Spanish for Managers is another opportunity for these businesses to participate in, via the NJBIA Grant. UCEDA also offers ESL courses for individuals on campus, in partnership with CPE, via a revenue share model. UCEDA Institute has hosted their ESL graduation at OCC, including their Toms River and Lakewood cohorts. During that event, enrollment services and financial aid personnel were on site to guide individuals interested in continuing their education at OCC. Recently, a bridge course was created to make sure that ESL students would be successful in their initial English and Literature courses. UCEDA Institute has also been included in recent plans to submit a proposal for the NJ Title II Grant for Adult Basic Education, ESL, and Family Literacy.
6.1b	**Reinvent Academy of Lifelong Learning**	Active adult participation in the opportunities at OCC	OCC establishes working partnerships with 25 communities	Initiated, completed July, 2015	Human capital	Kaitlin Everett	The Academy of Lifelong Learning aimed to engage the large, local senior population via low-cost personal enrichment courses offered at the college. It also included a membership card with discounts at a variety of
6.1c	**Tuition reimbursement program partnerships**	Aggressively pursue employer sponsored tuition reimbursement program partnerships for credit, non credit, and customized instructional experiences.	See Annotated Pipeline		Primarily through EduStrategy Consultant.	Hatem Akl	
6.1d	**New Track B Offerings**	Identify new relationships with other institutions or enterprises that combine	Rapidly implement new Ocean offerings through partnerships and strong connections to stakeholders.	Initiated and continuous and new needs are identified.	Estimated new net revenue of $2.8m for FY16	Hatem Akl	See Appendix A e-Learning
		• relevance to stakeholder needs listed in Appendix D	Top New Candidate Programs:		Human Resources-TBD		
		• enrollment and net revenue potential,	IMI (Egypt)				
		• low cost of entry, and	Ain Shams University (Egypt)				
		• potential for immediate implementation using an agreed-upon evaluation rubric.	Arab Academy (Egypt)				
			Eastwick College				
		See list of potential programs at Appendix A. Articulate the strategy & process for scaling these offerings.	Temple University				
			• Initiative already underway at Sussex CC				
			• Rosetta Stone				
			• Health Care Programs				

Strategy Map – Strategy #6: Leverage Collaboration, Partnership and Sharing

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Review: December 2020
			• Customized Training				
			• English as a Second Language				
**6.2 Deploy Shared Service Agreements Involving Partnerships with Service Providers and With Several Small Community Colleges**
**6.3 Operate International e-Learning Partnerships with Institutions Worldwide**
6.3a	**National Partnerships**	Pursue Four-Year & Graduate college & university Partnerships	See Annotated Pipeline		Primarily through direct outreach from e-Learning Department	Hatem Akl	See Appendix A e-Learning
**6.4 Leverage Existing and Emerging Internal Resources to Expand**
6.4a	**Manage links to partnerships and collaborations in Tracks A and B**	Manage partnerships in Tracks A and B and maintain information on relationships	Partnership Relationship Management System to support qualifying, engaging and managing partner relationships	System development initiated; implemented in January 2016.	TBD	PLT	

Strategy Map – Strategy #7: Continuous Improvement of Processes and Practices

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner
		Strategy #7: Focus on Relentless, Continuous Improvement of Learning and Support Processes				
		FY 2020				
		7.2 Initiate and support major cross-functional initiatives to achieve breakthrough performance for the College, which includes success from recruitment to graduation				
		SEM Retention Plan				
	SEM Retention Group Proposal	Due to the declining retention rate of continuing degree-seeking students at OCC as of Fall 2018, and the introduction of the CCOG initiative in Spring 2019, the need is greater than ever to create a program to support students who enter OCC unprepared or underprepared for college. Based on retention data from IR, the decision was made by the SEM Retention Group to target Math 023 with a pilot program that implements best practices in retention.	It is expected that we will retain 14% more students in the pilot group than in the control group. This amounts to an additional 42 students retained out of the approximately 300 students targeted.	Fall 2019	Support of Retention Committee, Advising Dept., Counseling Dept., & Career Services	Dr. Jerry Racioppi
	SEM Retention Group Proposal	Block schedule 12 sections of Math 023 and the Student Success Seminar to create a community of learners who will connect and engage with each other and faculty.	Approximately 300 students in the pilot will receive the benefit of block scheduled learning communities. It is expected that we will retain at least 14% more students in the pilot group of 300 students than in the control group of 300 students.	Fall 2019 *Completed*	Support of Retention Committee, STEM department, and Center for Academic Success	Dr. Jerry Racioppi
	SEM Retention Group Proposal	Intrusive Advisement - Each student will be assigned an academic advisor who will meet with them	The advisor will meet with the students in the pilot regularly and communicate with them weekly throughout their academic career.	*Spring 2021*	Support of Retention Committee and Advising Dept., An existing advisor will be dedicated to serving the pilot group.	Dr. Jerry Racioppi
	SEM Retention Group Proposal	Academic Early Warning System - The dashboard metrics in Canvas will be utilized as the Academic Warning System. An academic coach will perform outreach to students in the pilot in academic jeopardy.	An academic coach will perform outreach to at-risk students.	*Fall 2019*	Support of Retention Committee, Advising Dept., Counseling Dept., & Career Services	Dr. Jerry Racioppi
	SEM Retention Group Proposal	Longitudinal Academic Support program for first time probationary students, to include stress and time management, counseling, and required tutoring.	The counseling department will perform outreach to students in the pilot who end up on academic warning and first time probation and place them in a longitudinal academic support program.	*Fall 2020*	Support of Retention Committee, Counseling Dept.,	Dr. Jerry Racioppi
	SEM Retention Group Proposal	In-class tutoring will be provided for all students enrolled in the Math 023 pilot group.	An hour of supplemental tutoring will be provided each week for 12 sections of Math 023. It is expected that these sections will have higher retention rates and better academic outcomes than the control group.	*Fall 2019*	Support of Retention Committee, Advising Dept., Center for Student Success. Up to 24 student and professional tutors will be hired by the Center for Student Success at a cost of $10,000 - $15,000.	Dr. Jerry Racioppi

	SEM Retention Group Proposal	The College Student Inventory (CSI) Survey (a customized, non-cognitive assessment) will be administered to all students in the pilot group of the Student Success Seminar to determine student involvement, commitment to the Institution, goal commitment and whether or not the student plans to leave the College. Outreach will be done for at-risk students in the pilot group by peer mentors, career services, or counseling - based on the student issue. Data will be assessed for future inclusion into Ellucian Advise for early alert algorithms.	Outreach to students who are not involved, or who lack goal commitment, or commitment to the Institution is expected to help students become more engaged and lead to higher retention rates in the pilot group.	*Fall 2019*	Support of Retention Committee, Student Life, Center for Student Success, Counseling Dept., & Career Services. Current resources will be used to hire up to 24 peer mentors for 12 sections of Student Success Seminar.	Dr. Jerry Racioppi
*Student Engagement*					
	Ready Education New Student App	Student Life has begun the implementation of an online engagement app to increase communication and connectivity to campus events. All existing clubs and organizations will be built into a virtual platform. This new technology will provide unprecedented access for our students to campus events, as well as provide options for campus involvement to students who are traditionally not available to engage in the co-curriculum.	The app is designed to be an effective platform to communicate with students about opportunities to become more involved, and will also enable the Student Life staff to accurately track student participation and gather feedback to assess the effectiveness of events. It is expected that student engagement, as well as retention, will be positively impacted by implementation and adoption of the new app.	Initiated May 2019 - Ongoing	IT, New Software, Engagement App, Ready Education, Student Life	Student Life Jen Fazio Alison Noone

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

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Review: December 2020
				FY2020			
		8.1 Utilize Analytics to Understand the National Marketplace, National Competitors, and College Performance					
8.1A	**EMSI Training for Program Development**	Coordinate EMSI training on new module for Academic Affairs to use EMSI Program Development/Review Module	Better tools to analyze marketplace data and competition.	ongoing	Additional Licenses	Alexa Beshara-Blauth, James Marshall, Susan O'Connor	EMSI continues to be used for program development and environmental scanning. Training is available as needed in coordination with the EMSI represenative for the College.
		8.2/8.3 Invest in OCC's Data, Information, Analytics, Warehousing, and Reporting Capabilities. Achieve greater performance from data and information platforms.					
8.2B	**KPIs**	Continued KPI reporting.				Alexa Beshara-Blauth	KPIs are continually tracked and reported on during the annual review. This has been completed for the full strategic planning cycle.
8.2C	**Data Governance Working Group**	This working group is working on goals related to the Technology Strategic Plan; specifically this group is managing the research into what data sources exist, what reports exist for each, and will decide on how these can be joined and data be aggregated.	Document existing data sources and catalog and publish existing reports in each.	ongoing		Matthew Kennedy, Hatem Akl, and Mary Troy	This project needs to be reviewed in light of the homegrown data warehouse. Partial connections can be met with the implementation of the warhouse. Some work has already been completed in other existing styems including Accudemia, Canvas, and to a small degree ImageNow. Other connections will need to utilize informer reporting.
8.2D	**Colleague Demodification Process**	To take Colleague back to baseline for a possible migration to a SaaS environment	To minimize maintenance and customization. Faster adoption for updates and enhancements.	3 year- June 2021		James Ross and Anthony Jordan	This project is on going. The current process is identifying custom code and what can be easily removed or what would need to be re-developed outside of Colleague.
8.2E	**Canvas data warehouse**	The college is implementing Amazon Redshift data warehouse for Canvas.	To provide analytics and historical reporting for data stored in Canvas.	Spring 2020		Hatem Akl and Anthony Jordan	This project is complete and reports are being developed as needed.
		8.4 Elevate the Role of OCC's IR Office in Data Governance, stewardship, quality assurance, and analysis					
8.4A	**Develop and Publish Catalog of Existing Reports** **Related to 8.2D "Data Governance Working Group"**	This working group is working towards redesigning security classes for informer and developing a searchable catalog of reports.	Easier identification of reports and more wide-spread usage of existing reports. Promote data continuity.	**Dec-18**		Mary Lancaster, Joe Pelkey, and Anthony Jordan	Still in Process. The group started reaching out to informer users about the top 500 reports and renaming and clarifying descriptions and security.
8.4B	**IR Data Training Module(s)**	IR is exploring the development of a module(s) that would offer training on aspects of IR such as: data definitions, survey design, research question development.	To support data literacy throughout the institution.	**Winter 2020**		IR Office	Two training sessions have been held on Pivot Tables with high attendance. This training will continue to be held. Additional work on IR training will continue. Initaitives will be reviewed in connection to Goal 3: Organizational Effectiveness.
		8.5 Increase Access to Information/data					
8.5A				**See 8.4A**			
8.5B	**Informer Training**	Develop beginner training for Informer.	To organize beginner training for informer.			Anthony Jordan	Developed- Complete
8.5C	**Informer Training**	Deliver training.	Participants will be able to demonstrate beginner skills in informer			Anthony Jordan	Developed- Has been given to small groups of users.
8.5E	**Self-Service Adoption**	Enabling new features available in self-service	More empowered end-users	ongoing		JR	

Appendix A : Potential Academic Offering Proposals: Face to Face

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Update: December 2020
				FY 2017			
Upper Division and Graduate Partnerships	NJIT STEM Collaboration	· Bring 3rd and 4th year NJIT courses to OCC Campus	Key element of OCC's future mission model as learning broker	· Initiated; completed December 2015 Completion 2016	TBD	Joe K.	Project has been postponed due to current move to remote operations.
		· Curriculum alignment for CSIT and ENGN to prepare for joint admissions for students to remain at Toms River campus to increase accessibility		· Initiated, CSIT-completed June 2016. ENGR completed July 2018			Completed; agreement has been signed.
	Kean University Performing Arts (Visioning Phase)

Performing Arts Academy - PAA | Development of partnership to bring four-year performing arts degrees to the OCC Campus and develop performing arts academy | Partnership established and program implemented | Pending construction of new arts building and funding | TBD. Major Role by Grunin Foundation Donation | Heidi Sheridan Eileen Schilling Joe K. | Completed; Performing Arts Academy began instruction on OCC's campus January 2019. |
	Kean University BSN	Development of joint BSN degree program with Kean	Program developed and implemented	Initiated; with application for accreditation sent June 2015; program launch in Fall 2017	TBD	Joe K. Tracy Walsh	Project has been delayed due to staffing challenges at Kean; current plan is to submit curriculum and required processes to Board of Nursing for approval prior to admitting students.
High School Bridge Program College Readiness	STEM Academy	Development of STEM Academy program for secondary school students (partnering with districts)	Program developed	In process 2016	Grant Funding	Joe K. and Tom Gialanella	Completed.
	South Jersey Junior Science Symposium - **NEW**	Host a Science Symposium for high school students from around New Jersey.	Program developed	In process 2017-2018	Grant Funding	Joe K.	Competition held and completed each year.
OCC Offerings	Arts on Campus	Set up mission statement, committee and committee processes	Processes established and committee formed	Mar-16	Staff time And Donations	Donna Rosinski-Kauz and Heidi Sheridan	Completed; Committee formed, donations received, and second phase of Instructional Building project underway.
				No Due Date			
	Computer Science	Work with NJIT to develop an articulation and BS completion on the OCC campus.			Staff time	Joe K.	Completed; NJIT articulation being signed on 12-16-19
	Exercise Science	Exploring Possible Partners		To be determined	Staff time and consultant fees	Tracy Walsh Rosann Bar	Draft completed for a 3+1 agreement with Kean University for pathways for Exercise Science; however, the Exercise Science program has not yet been moved forward in the State approval process.
	Surgical Technician	Exploring Possible Partners		To be determined	Staff time and consultant fees	Tracy Walsh	Market is not sufficient to begin program development process.
	Cybersecurity Cloud Computing Data Management Mechatronics	Exploring Possible Partners		To be determined	Staff time and consultant fees	Joe K.	Completed; concentrations develop completed for four programs.
	AA English	Exploring Possible Partners		To be determined	Staff time and consultant fees	Heidi Sheridan	Completed; AA English became an option to the Liberal Arts Degree in Fall 2019.

Appendix A: Potential Programs and Partnership Initiatives: CPE

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Review: December 2020
				FY 2020			
2.1a and 2.2C	CPE CREDENTIALS-Pathways for Stackable Credential Ladders	Offer CPE Certificates as Credentials that can be Stackable and credit allocated. Entice non credit certificate holders to enroll in degree programs	Potential 5% recovery to credit	December 2016 and on going	Human Capital; Budget for TESC; NJ Plan Participation	Kaitlin Everett	Stackable credential degree pathways have been in development, and a major achievement was recently reached when the Health Science A.A.S. was approved by the state. This degree allows for up to 19 credits to come from allied health care credentials evaluated for credit. Six allied health programs with nationally recognized credentials have already been evaluated for credit at OCC. One program, Clinical Certified Medical Assistant, includes 3 national credentials, evaluated for a total of 16 college credits. Clinical hours and on the job training may also be considered for a credit evaluation. This is a significant opportunity for non-traditional students to get credit for their prior learning and skills competencies, saving time and money as they pursue their degree and passion for health care. Additional opportunities are being developed which may lead into the Technical Studies A.A.S.
2.2B	CPE Entrepreneurship	Involve all aspects of College, High Schools, and Community to encourage Business Development. Continue to know the Freeholder's needs	Provde classes;create pathways for students from k-12 to adults for success; Increase Customized training opportunities; 20% new growth (june 2016)	June 2017 and ongoing	Human Capital;business buy in; support for conferences;support from Chambers;	Kaitlin Everett	Courses with a focus in entrepreneurship has been a reoccurring request from our high school students. In 2018, a six-week intensive course featuring career skills development, in-demand career exploration, and entrepreneurship was developed and runs an average of four times a year (specifically marketed to students ages 16-24). In addition, a relationship with the Small Business Development Center (SBDC) of Monmouth and Ocean Counties continues, and special seminars in Small Business Management and Entrepreneurism run when classes can take place on campus. Opportunities to expand offerings by collaborating with the School of Business on future entrepreneurship courses and certificates are
2.2B	PROFESSIONAL CEU OPPORTUNITIES	Expansion of outreach to those who have professions that are in need of additional training to maintain or enhance their status.		Ongoing Revenue	CPE staff resources;approvals to be filed;funds to support	Kaitlin Everett	Professional CEUs are available via a variety of CPE courses. In demand examples of this type of course are our three EMT Refresher courses, and our comprehensive AP Teacher's Institute in the Summer. Additional CEU offerings are in development, including CEUs in Social Work and Additions Counseling
2.2B	CEU OPPORTUNITIES	Expansion of outreach to those who have professions that are in need of additional training to maintain or enhance their status.	Provide a highly skilled professional indemand career with high wage potential.	Ongoing Revenue	CPE staff resources;approvals to be filed;funds to support; Suport by State and Accreditors	Kaitlin Everett	Same as above.

Appendix A: Potential Programs and Partnership Initiative: e-Learning

	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Update: December 2020
**FY 2019**						
**6.5 Community College System in Egypt**						
6.5.a		Signed an MOU with the Egyptian Supreme Council of Universities to establish an American Community College system	Secure the necessary agreements and approvals to establish an on the ground community college system in Egypt	Ongoing	1- Hire Staff and faculty members on the ground in Egypt, 2- Sign individual agreement with each of the 8 universities, 3- Develop Master Course Shells for all potential programs	Maysa Hayward	1. So far, two staff members were hired to assist with student services in Egypt. During 2020 they were trained on software tools and OCC procedures regarding student enrollment, advising, and tuition payment. 2. MOU agreements were signed with several Egyptian universities. Special Programs is in the Egyptian Council for approval. 3. Programs of Study have been developed for degrees that will be offered in Egypt.
6.5.b		Establish the first proto-type in collaboration with Ain Shams University	Define and implement all the logistics necessary to operate on the ground in Egypt	Ongoing	1- Hire Staff and faculty members on the ground in Egypt, 2- Sign individual agreement with Ain Shams University, 3- Develop Master Course Shells for all potential programs	Maysa Hayward	1. Agreement between Aim Shams University, Kane University and Ocean County College was signed and 1st cohort was established and to date, 5 cohorts have been established. Cohort 1 has graduated from Kane University. Cohort 2 is now taking classes at Kane University. Cohort 3 is completing OCC courses and will start in Spring 2021 at Kane University. Cohorts 4 and 5 are currently taking OCC courses. 2. Course master shells have been completed and used in the OCC/ASU/KU program
6.5.c		Expand the proto-type to other host universities	Establish up to eight (8) Community Colleges in Egypt in collaboration with 8 different host Governmental Universities.	Ongoing	1- Hire Staff and faculty members on the ground in Egypt, 2- Sign individual agreement with each of the remaining 7 universities, 3- Develop Master Course Shells for all potential programs	Maysa Hayward	Pandemic has made it difficult for our team to travel to Egypt. Nevertheless, Alexandria University / Kane University / Ocean County College agreement has been created. The agreement is in last review steps and should be completed with signatures in Spring 2021 The program in Alexandria will start in Fall 2021.

	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Update: December 2020
**FY 2020**						
**6.6 New International Partnerships**						
6.6.1	**Bloomfields University**		Establish a private university in Cairo according to the new International Branch Campus Law enacted by the Egyptian government in October of 2018, in collaboration with NJIT and TATWEER-MISR.	Initiated; a Memorandum of Understanding was signed in March 2019		Hatem	The NJIT / TATWEER-MISR / OCC Branch campus is still in negotiations between NJIT and TATWEER-MISR. The expected start of this project is now Fall 2022.

Appendix A: Potential Programs and Partnership Initiative: e-Learning

	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Update: December 2020
6.6.2	L'viv Polytechnic National University, Ukraine (LPNU)	Offer a pilot 2+2 program with LPNU in Business Administration.	Have a pilot cohort with an enrollment of 70 L'viv students	Initiated; a Memorandum of Understanding was signed in January 2019	Human capital	Hatem	After a promising start with a signed MOU, LPNU requested a delay in the start of a program because of their need to adddress the pandemic for their institution. We'll reach out again once the vaccine allows for the world to return to some sort of normalncy.
6.6.3	Badr University in	Initially offer individual	Have a pilot cohort	Iinitiated, we	Human capital	Hatem	Pandemic has made it difficult for our team to travel to Egypt. Nevertheless,
6.6.4	International Branch		Establish a private university in Egypt according to the new International Branch Campus Law enacted by the Egyptian government, in collaboration with NJCU and MES			Maysa	In February 2020, Dr. Larson, Dr. Hayward, and Dr. Henderson (NJCU)visited Egypt. An understanding between the three entities was put in place to create an international branch of OCC/NJCU with the investor group MES. Negotiations between OCC, NJCU, and MES were completed in Fall term 2020. Contract between NJCU and MES has been completed. Contract between NJCU and OCC will be completed in Spring 2021. Start date: Fall 2021.

				Discontinued for FY2019			
	Sana Education	Potential candidate for credit and non-credit language and certificate-based training.	Establish partnership agreement. Revenue share for OCC	TBD	TBD	Hatem	
	MyWayWin	Recruiting agency partnership in China	Negotiating contract.	Launch in Spring 2017.		Hatem	
	MyFoundations Lab Research Project	Longitudinal pilot study of adaptive remedial software	Complete pilot study and submit research report to executive leadership	Initiated: a. February 2016 (initial report) b. February 2018 (longitudinal)	Staff time	Hatem	
	Rosetta Stone	Utilizing RS 32 language course pack, create and offer online as many foreign languages, including ESL as possible. Leverage these courses for non credit and credit alike.	Five classes in Fall 2015 (20 enrollments each) and 5 more in Spring 2016 (20) $80,000 Net Revenue in 2015/16	Initiated, Implemented in Fall 2015, Spring 2016	Cost of Rosetta Stone software and instructors	Hatem	
	IMI and EITESAL	Providing ESL Levels 1-5 and beyond to participants from the IMI training	Begin classes in November 2015.	Ongoing	Staff time (Maysa, Jeff, Instructional Design)	Maysa Hayward, Hatem	
Based on successful models piloted in 2015-2016	Scaled success stories	Preferred referral relationships with domestic Us (like ASU Corporate partnerships like ASU/Starbucks "White labeling of our offerings to other universities	**Based on successful models piloted in 2015-2016, OCC will go to scale on successful partnership models**	Work initiated and pilots to begin in January 2016. Ongoing		Hatem	

Appendix A: Potential Programs and Partnership Initiative: e-Learning

	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Update: December 2020
	UISFL Grant	3-year grant to form the Middle East Studies Center at OCC, create a certificate in Global Studies and subsidize study abroad trip	Administer the existing grant through to completion	Complete, grant procured. Implementation commenced, currently in Year 2 of 3		Maysa Hayward	

Appendix B Facilities Enhancement Projects

Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs Assessment	Project Owner	Final Review: December 2020
New Student Services / HUB Building	The College has determined that a new 1-story, 20,000 sf, building will be designated for the students as an "HUB" - a focus of Student Services built into a single location, making the following an ideal station for a "HUB" designation:	The HUB concept is one piece of a bigger initiative on Strategic Enrollment Management that will increase retention and graduation based on programming needs.	Oct. 2019	College funds	FACILITIES	The new Student Enrollment Building project is on schedule and on budget. The building is still slated to open summer 2021. The roof installation and masonry wall work was completed in October. Currently, the general contractor (GC) is progressing with interior wall framing and has started electrical work. The exterior wall and window installations are well underway. The building looks good the location perfectly fits well
REPURPOSING – OCC Conference Center (Old Bookstore)	The goal for the building will be to repurpose the space into a Conference Center.	The Design Committee will be meeting this month to formulate an interactive and passive learning through photographs and written message depicting the importance of preserving NJ's land and water resource through education and awareness and plan on having OCC students assist with the photography.	Spring 2021	Chapter 12 College and Fund balance	FACILITIES	The Conference Center Building (#10) renovation project received its final inspections last month and should obtain a Certification of Occupancy (CO) this month and due to the nature of construction an opening for a Spring 2021.
SECURITY ACCESS AND CAMERA UPGRADE	Engaged with an outside consultant to determine our critical needs and overall Security master plan, we anticipate an enhanced security feature to improve the overall OCC campus safety. Once the draft is accepted the master plan deliverable will begin a total revamp of all camera and door	perform a feasibility study of its current video surveillance and access control systems and, based upon findings of the study, to develop a high-level migration plan to support the transition of the Ocean County College video	2021	College funds	FACILITIES	The Integrated Service Consulting has upgraded the college's software with immense improved clarification. The installation of the Security Camera Phase III project will be completed this month IT and Security are working on the final closeout list of GC.
FACILITIES STORAGE STRUCTURE	Over 30-years old, the storage barn behind the Facilities Management Building has exceeded its usefulness.	The project is on hold.	Design for the building is pending with a few options, but no work will occur until funding is available.	College funds	FACILITIES	The township demolition permit was received demolition and site work is nearly complete. Due to pole barn manufacturer NJ qualifications, other solicitations of vendors was needed with an award recommendation for Decembers 2020 Board meeting.

Appendix B Facilities Enhancement Projects

Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs Assessment	Project Owner	Final Review: December 2020
New Administration Building	A 2-story, 20,000 sf, building will be placed next to the Planetarium and the old building will be vacated and demolition once the new building is complete.	On Hold	TBD	College funds	FACILITIES	The design of the new Administration Building is complete. The design is for a three-story, 33,000 square foot building located adjacent to the Planetarium. The building will use a new HVAC technology to reduce the life-cycle maintenance cost and for optimal comfort to building occupants. The general contractor biddings are on hold for the foreseeable future until funding is available from NJ/OC Chapter 12.
MILL CREEK SAILING CENTER	A Sailing Center building was proposed to be build and the engineer on the project has completed the building's design with FEMA flood requirements.	To move this project forward, Kimmel Bogrette Architecture will redesign the boathouse by scaling back to the building's interior features to reduce costs. The County of Ocean will fund and perform the site work, and Facilities will bid on those specifications. The redesign was	Completion date is pending.	Citta Foundation, OCC & County Funding Pending	FACILITIES	The project now moves to the NJDEP comprehensive review, which is allowed a 90-day time-frame. The completion date is in 2021.
Larson Center - Bookstore – to Cafeteria Seating Conversion	MSA studied the area and an option for expanded seating and second means of egress was chosen. The feasibility study was provided earlier this month. A Request for Proposal (RFP) will be issued to architects this month to provide construction documents. Expected completion is summer 2021.	Reduce the Bookstore size to expand dining seating. As more and more books are migrating toward electronic formats there is less need for the large space and would best be used to accommodate added seating.	Summer 2021	College funds	FACILITIES	MSA studied the area and an option for expanded seating and second means of egress was chosen. The feasibility study was provided earlier this month. A Request for Proposal (RFP) will be issued to architects this month to provide construction documents. Expected completion is summer 2021.
NURSING BUILDING – Phase 2 Renovations	The College has determined that the existing Nursing Building is a suitable space to construct two new Anatomy and Physiology (A&P) labs.	The old Nursing Building is a suitable space to construct two new Anatomy and Physiology (A&P) labs, ADA-compliant sidewalk and parking lot, exterior door replacement, fire alarm replacement and a screen wall installation around mechanical equipment.	Summer 2018'	HEFT and Fund balance	FACILITIES	Construction Complete
OCVTS Grunin Foundation Performing Arts Academy	Ocean County College (College) and The Ocean County Vocational Technical School (OCVTS) have partnered to construct a new Performing Arts Academy High School (PAA) building and associated site improvements on the College's campus.	The PAA will occupy the building during morning and early afternoon hours and the College will occupy the building in late afternoon and night hours.	Nov. 2019	Funding will be provided through various sources - State, County and Donors.	The College operates HVAC and OCVTS maintains the building	Construction Complete

Appendix B Facilities Enhancement Projects

Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs Assessment	Project Owner	Final Review: December 2020
College Center Demolition	The determination was made to demolish the College Center due to the building exceeding its useful life expectancy and being programmatically not suitable for alternate services.	The obsolete building is not up to code, difficult to utilize, and has significant building system issues, among other concerns. Given that, the limited value of the building and the high cost to rehabilitate does not warrant a renovation. It is important to reduce existing substandard inventory of inadequate space as new space comes on-line.	November 2019	Chapter 12 College	FACILITIES	Construction Complete
HPEC – Pool Conversion to GYM	The College's Health and Human Performance pool area will be replaced with a new gym space.	This project has become a high priority as the new gym space will be used by the PAA for their daily gym classes and the College for additional indoor sport space.	Jan. 2020	Chapter 12 college	FACILITIES	Construction Complete
Security Building Renovation / Crime Lab	With a lack of suitable space for the Crime Scene Technologies program, a mock crime scene facilities, especially during the same time the Security building is being renovated, will benefit students and staff. The addition of the Crime Lab will enable students to experience a CSI environment and procedures, as well as, enable staff to utilize the area for training. In addition, there is a need for two-bay utility building for the Security electronic street signage and emergency equipment storage also.	Drawing of the renovation and the crime lab is being reviewed. Also, OCC is the Oyster Creek Nuclear Disaster site and OCC is required to keep emergency equipment ready in case of catastrophic failure at the power plant.	June 2020.	College funds	FACILITIES	Construction Complete
Instructional Building Renovation	Complete renovation of the instructional building.	The construction has reached 98% completion with only a few items remaining.	August '2018	GO Bond, County funds, Fund balance, and Operating Funds	FACILITIES	Construction Complete

Stakeholder Groups
Primary

Students

Future-students
Current students
Former Students

Employees

Secondary

Community
Employers
Govt Entities
Partners
Parents

Appendix D: Human Resources Process Enhancement Projects

Project ID	Project Name	Brief Explanation of Project	Outcome Statement	Project Completion Date	Resource Needs	Project Owner	Final Update: December 2020
*FY2020*						
**5.1 Acquire the capacities necessary to build an employee base with the mix of faculty and staff talents needed to become a national leader in community college**						
**Training**						
5.1A	Supervisory Training	Develop and provide new supervisor and supervisory refreshment training college-wide including disciplinary procedure training	Develop and implement training	FY2020	Staff time	Jackie D'Amore	Complete.
5.1E	Canvas Training	Developing and implementing training for Canvas. (LMS) for adjunct and full-time faculty	Training developed and implemented	FY2020	Staff Time	e-Learning; Eric Daniels	Complete.
**Policies and Procedures**						
5.1I	Employee Handbooks Update	Update Employee Handbooks to ensure consistency, eliminate complexity and improve clarity	Handbooks are updated and approved	FY2020	Staff time	Tracey Donaldson	Complete. ***Please note*** *: Ongoing changes may be proposed and implemented.*
**Employee Recruitment, Development and Evaluation**						
**IT initiatives**						
**Policies and Procedures**						
5.1R	Reservist Use Manual	Create a manual to document procedures, authorizations and budget checks needed to hire and schedule reservists. Provide reg reports to depart-ments & VPs detailing the hours worked by reservists.	Manual created and reporting process scheduled	In draft.	Staff time	Cara Dubitsky	Effort suspended to focus on more critical work during remote operations. Target completion - Fall2021.
5.1S	HR Procedure Reference Manual	Document HR procedures and create reference manual for college-wide use	Completion and distribution of reference manual	Internal SOPs in FINAL Draft.	Staff time	Tracey Donaldson	Internal SOPs in FINAL draft-completion late Spring 2021. Specific procedures for College use being streamlined and implemented ongoing basis.
5.1U	Personnel Policy Review	Review all College Personnel Policies	Review completed &recommendations put forth as additional project items	Initiated; completion June 2017	Staff time	Tracey Donaldson	In progress with target completion date of Fall 2021.
**Employee Recruitment, Development and Evaluation**						
5.1V	Career Plan Development	Using People Admin/Talent Management module of PA, develop process for employees to use with supervisors to create career development plan (with appropriate input from HR).	Process development completed	Initiated; completion July 2016	Staff time	Carol Appleby, Jackie D'Amore, Tracey Donaldson	Completed. A Career Development Day is being planned for the end of March 2021.
**IT Initiatives**						
5.1X	HR File Storage	Migrate HR files from paper to electronic. Purge unnecessary documents and send permanent records that are rarely used to offsite storage.	Migration and purge completed	Initiated; completion June 2017	Staff time	Lisa Gruber	Stalled due to pandemic and remote operations. Remainder of project (audit of legal and grievance records and scanning) to be undertaken when campus reopens. Est. Fall/Winter 2021.
*5.2 Deploy a fair and equitable compensation and classification structure that will enable the College to reward its employees for individual and team*						
5.2a	Build compensation and classification structure for OCC	Undertake selected projects listed in Appendix E.	Ocean employees are compensated fairly and in such a way that it encourages them to give their most to the College and the achievement of its mission		HR Staff Time, Budget and Accounting Staff Time, PLT and Board approval	Carol Appleby, Tracey Donaldson.	Salary scales complete and approved for Administrative, NAH and College Lecturer job structures. Career paths in place for NAH and Administrative job structures. Communication being prepared for internal Career Development Day - March 2021.
5.2D	Merit-Based Increase System	Design and implement a new merit based annual increase system connected to a new electronic evaluation system for all non-unionized employees (using PeopleAdmin)	System designed and implemented	Initiated; complete system and start training in January 2016; Roll out for FY17 evaluation cycle (June 2016-July 2017)	HR Staff Time, Budget and Accounting Staff Time, PLT and Board approval	Tracey Donaldson, Carol Appleby, Jackie D'Amore, Budgeting, Sara Winchester	Most foundational work done; no additional steps taken until return to normal operations; also, tools for gauging merit increases (i.e. goals) must be in place and utilized before merit-based increase system can be implemented. Given the need to get the campus operating "normally", this will likely take a back seat to other goals for the foreseeable future.

5.2E	Grievance and Labor Law Suit Tracking	Develop and implement a system to keep track of grievances and labor related law suits such that the status and history of cases is always accessible.	System developed and implemented	Initiated; complete June 2016	Staff time	Tracey Donaldson	Complete use of Maxient for new Employee Relations and Title IX and Discrimination complaints. Work remains on importing pre-Maxient cases. Grievances still to be encompassed if interest from Academic Affairs.
*5.3 Invest in human resources training and*								
5.3B	Employee Training and Development	Training needs identified and addressed through regularly scheduled ET & D offerings.	Well-trained, **current** employees and supervisors.	June 2016 and ongoing.	• Charting Your Success courses created and available	HR Training Specialist, Sr. HR Rep-Talent Management and AVP-HR	Complete.
5.3 C	Revised New Hire Orientation	Comprehensive, manageable new hire orientation	New employees who have been thoroughly oriented in order to begin contributing to departmental and College goals asap.	January 2017 and ongoing	Staff time; involvement from campus reps	HR Training Specialist, Sr. HR Rep-Talent Management and AVP-HR	The NHO (with HR) was revised. Next steps will be to work with campus on a wider NHO program. Target roll-out is dependent on post-pandemic return to campus.
**Removed from projects or COMPLETE (below).**								
5.1H	Academic Program Chair Development	Implementing advising training and strengthen coordination between chairs/faculty members	Training implemented	Initiated; completion January 2016	Staff time	Joe Konopka and Program Deans	
5.1Y	Professional Development-Facilities	a. Develop career pathways by identifying discernable skills, dividing them into trainable trades, and developing skills in those trades b. Training of non-management staff by managerial staff to take on supervisory responsibilities	Create SOP for developing unskilled employees to highly skilled employees able to take ownership for assigned campus zones	Initiate January 2018; completion January 2020	College funds	HR and Facilities designees.	Complete/ongoing.
5.1B	Performance Management Training	Develop tools and training to help spvsrs monitor performance such as a Performance Guidance Action Form	Training and tools designed and implemented	Initiated; completion June 2016	Staff time	Tracey Donaldson	Completed/ongoing.
5.1C	Behavioral Interviewing Training	Develop and provide Behavioral Interviewing training college-wide	Develop and implement training	Initiated; completion March 2016	Staff time	Tracey Donaldson	Completed/available as requested.
5.1D	Reference Check Training	Standardize reference checking forms and clarify who is responsible for reference checking. Provide training to conduct reference training	Forms and training developed and implemented	Initiated; completion June 2016	Staff time	Tracey Donaldson	Completed/available as requested.
5.1F	Training for faculty and adjuncts on dealing with student behavior		Inform faculty of procedures for handling students in distress; identify roles of Counseling & CARE Team; enhance communication	Initiated; completed Fall 2017.		Gerald Racioppi and Eileen Buckle.	Completed/available as requested.
5.1Z	The Ocean Way	Build upon project proposed by the LA Cohort #1. The OW is a philosophy of how we will serve our students and each other, realized through recruiting, training, appraisals, R & R; possibly compensation.	Philosophy adopted, introduced and marketed. Training and supporting tools (i.e PDs, evaluations, rewards/recognition programs, compensation revised or developed to support).	Initiated, June 2016. Program completion (entire) targeted for December 2018.	HR, LA Cohort #1, College Relations, IT, SSE Team Members	Jackie D'Amore, Alyssa Tipton and LA Cohort #1	Completed/ongoing. Training is scheduled 2 - 3 times per year.

5.3A	One Stop: Training	OCC service culture established,communicated and sustained through training and rewards/recognition	• On-going customer service training in conjunction with The Ocean Way • Continuous evaluation to ensure quality service streamlined processes • Yearly procedural trainings with department heads for functional areas • Technological training & access on any necessary systems including Colleague, ImageNow, Recruiter, etc.		LA Cohort #1 time; OCC resources for trainers; materials, time	LA Cohort #1; HR training staff	Complete/ongoing.
5.1J	Job Fair Calendar	Develop job fair calendar. Standardize both on campus and virtual events to recruit new employees. (Start with adjuncts)	Calendar developed	Initiated; completion June 2016	Staff time		Removed. Difficult to fill positions addressed by targeted recruiting efforts.
5.1M	Student Evaluations of Faculty	Review and revise process for student evaluations of faculty in Learning Studio LMS	Process reviewed and revised	Initiated; completion May 2016	Staff Time	Carol Brown Hatem Akl	
5.1N	Application & Talent Management System	a. Reimplementation of the application system.		Initiated; completion September 2015	College Budget	Hatem Akl	Complete.
		b. Implement the position description module.		Initiated; completion September 2015			
		c. Performance Appraisal module.		c. January 2016			
5.1P	E-Employment Forms	Develop electronic process for completion of employment forms	Process developed and implemented	Initiated; completion June 2016	Staff time	Tracey Donaldson	Complete. New e-forms are being developed as needed.
5.2b	Continue to build compensation structure for OCC	Undertake selected projects listed in Appendix E.	To recognize employee performance through compensation.	January to June 2016	HR Staff Time, Budget and Accounting Staff Time, PLT and Board approval	Tracey Donaldson and Carol Appleby.	Continuing as per 5.2A on main sheet. Moving this to "completed" area as some information is duplicative.
5.1G	In-house Online Training	Develop courses in Canvas for in-house training	Develop and implement online training	Pilot in Summer 2015; full implementation in November 2015	Staff time	e-Learning; Eric Daniels, Hatem Akl, Jack Kelnhofer, Instructional Designers.	No change in status of this initiative. It is expected that online training courses will be developed in tandem with other methods of delivery for both Management Institute and staff training opportunities.

Required Reporting Statistics
Board of Trustees Meeting
MARCH 25, 2021

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 between **February 19, 2021 and March 15, 2021.**

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:**	None	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	NOTHING TO REPORT	

3. A count and classification of all fire incidents which occurred on campus and which were recorded by campus security and local fire departments.			

Date	**Fire Incident**	**Summary**	**Status**
N/A	None	NOTHING TO REPORT	

Respectfully submitted,

John A. Lopez – Director of Security