



PRESIDENT'S REPORT

Jon H. Larson, Ph.D.

TO: Members, OCC Board of Trustees
FROM: Jon H. Larson, Ph.D.
President
SUBJECT: Items of Interest for the **September 22, 2022, Board Meeting**
DATE: September 17, 2022

OCC at the Helm

Attached to my report is the **FY 2022 Annual Year-End Report**, submitted on behalf of the **Guiding Coalition**, which provides an **update** to the **Board of Trustees** on the **progress** of the **2021-2026 Strategic Plan: OCC at the Helm**. The **Year-End Update** is developed by the **Guiding Coalition** following receipt and review of the **annual Scorecard**, also attached, and a **collaborative process** wherein **Goal Leaders** are interviewed, questions are asked, and recommendations are offered.

There has been **progress** in each of the **four goals** during the **past year**. At **Thursday's meeting**, **Ms. Janine Emma, Registrar, and Mr. Anthony Jordan, Director of Enterprise Applications**, co-chairs of the **Guiding Coalition**, will provide a **brief presentation** on this past year's **activities** and **achievements**.

Mr. Jordan has **completed** his **term** as **co-chair** of the **Guiding Coalition**. **Dr. Mary Gibson, Director of Title III**, will be **introduced** to you as the **new co-chair** who will be **serving** with **Ms. Emma** during the **next year**.

Academic Affairs

- During the **Summer terms**, the College offered **30 HyFlex course sections**. The Fall semester more than **doubles** that number, with **64 sections** of **various courses** offered in the **Schools of STEM, Business and Social Sciences, and Arts and Humanities** to serve more than **1,450 students**. In addition, **10 sections** of **video-connected classes** are being offered, with a total **enrollment** of **110 students**. More than **one-third** of these students are in **sections** that might have been **canceled** if they were **in-person sections**. **HyFlex** and **video-connected sections** provide **students** with **options** and **flexibility** to select the **courses** they **need**, at a **location** most **convenient** for them, **when** they are **available**, and in a **modality** they **prefer**, all of which assist in shortening their time to graduation.

- **Lecturer and Adjunct Institutes** were held on **August 31, 2022**. This year, a new **poster session** was added to the program that featured **Advising and Transfer Advising, Career Services, Counseling Services, Disability Services, Veterans Affairs, the Library, and the Tutoring Center**. The **Lecturer Institute** featured speaker **Dr. Adrienne Phelps-Coco, Executive Director of Teaching and Learning, Division of Continuing Education at Harvard University**. The **session** focused on **student engagement** in **HyFlex classrooms** and provided lecturers with **tangible strategies** they could take into the **classroom**. The **Adjunct and Lecturer Institutes** featured **breakout sessions** on utilizing apps, interactive **Google slides**, **student engagement with technology**, and **creating real-world student experiences**. The **Lecturer Institute** had **73 College Lecturers** in attendance, five **remote faculty** from **Passaic County Community College**, and **eight members** from the **Tutoring Center and Student Affairs**. **Sixty-five adjunct faculty** attended the **Adjunct Institute**. **Survey results** are being reviewed, and **data will be available by late September**.

- **School of Arts and Humanities**

- **Instructor of Humanities and Fine Arts Karin Gargone** led the **first meeting** of the **Music Club** on **September 9, 2022**. All music genres and skill levels were welcomed. The **agenda** included planning and informal performance.
- **Dr. Madison Peschock and Ms. Kristyn Stout, College Lecturers in English**, oversaw the **annual Banned Books Day event**, which took place on **September 21, 2022**, in the **Larson Student Center**. In addition to **speaking against censorship**, a **book drive** was held for the **Children's Hospital of Philadelphia** this year. The **Literature Club collaborated** with the **Hospitality Club** to sponsor the event and **hosted a bake sale**, with all **proceeds** donated to the **Children's Hospital**.
- **Humanities and Fine Arts College Lecturer II Brian Gilmore** announced the **first program** for the **Friday Afternoon Recital Series** will take place on **September 23, 2022**. **Ukrainian pianist Margarita Rovenskaya** will perform **Dvorak's Poetical Tone Pictures** on the **Grunin Center mainstage**.
- The **OCC Interpreter Training Program (ITP)** is celebrating its **20th anniversary**. **American Sign Language Assistant Professor Kathleen Basilotto** and **Instructor Saundra Piscitelli** highlight the following regarding **ITP alums**:
 - **Jessica Munn Ansbach** and **Meredith Devine** interpreted for **President Barack Obama, First Lady Michelle Obama, and Governor Chris Christie**.
 - **Kate Tesch** is working for a language agency in **Malta**.
 - **Alison O'Connor Wertmur** received her **doctorate** in **Social Work** from **Gallaudet University**.
 - **Danielle DiSessa** works for the **Department of State** as an **interpreter** in addition to her **freelance interpreting work** in the **Washington, D.C., area**.
 - **OCC adjuncts Becky Selden-Kelly, Alyssa Gastelu, and Michelle Perrone** are all **graduates** of the **Interpreter Training Program**.
 - Several **alumni** have graduated from **Gallaudet University**, two of whom are **SI Leaders, Mel Fernandez and Rachel Disbrow**.
 - **Instructor of Humanities Saundra Piscitelli** was part of the **first graduating cohort group** of the **Interpreter Training Program**.

➤ **School of Business and Social Sciences**

- OCC's annual 9/11 Remembrance Ceremony occurred on September 8, 2022, at the campus mall flagpole. Planning Committee members Professor Lynn Kenneally and College Lecturers Jason Ghibesi and Ameer Sohrawardy worked with Executive Director of College Relations Jan Kirsten and her team to coordinate this event. Following my remarks, guest speakers included Dr. Sohrawardy, Adjunct Instructor Vincent Petrecca, and student Stephanie Magnotta.
- **Hospitality, Recreation, and Tourism Management (HRTM)** College Lecturer II Sean Bips is proud to announce the operation of the second consecutive semester of Java Junction, the grab-and-go café for students, staff, and the community in the Gateway Building lobby. Java Junction employs students and promotes learning how to run a food and beverage establishment and improve customer service skills. Java Junction offers a variety of snacks, sandwiches, desserts, and beverages, including coffee, bottled water, and bottled soda. Java Junction reopened on September 12, 2022, and operating hours for the Fall semester are Monday through Thursday from 4 to 6 p.m. Java Junction apprenticeships are available each semester when the course is offered.
- Coordinated by College Lecturer II in Political Science/History Jason Ghibesi, OCC's annual voter registration drive took place on September 20, 2022, outside the Larson Student Center. It was sponsored by the League of Women Voters, the Governmental Affairs Institute, the Office of Student Life, and Students Learning About Politics (SLAP), which is OCC's Political Science Club.
- Led by College Lecturer Sean Bips, the OCC Hospitality Club will be serving two delicious chowders - roasted garlic Manhattan red chowder and roasted corn creamy New England white chowder - at the Chowder Fest on October 1, 2022. This event will help raise funds for future HRTM initiatives through Student Life. The Chowder Fest is organized by the Southern Ocean County Chamber of Commerce and Southern Ocean Chamber Association. This event draws thousands of visitors annually and allows hospitality students to practice customer service skills and food preparation at a large-scale special event.
- Dr. Margaret Maghan, College Lecturer II in Social Work, and the Social Work Club will co-sponsor the Helping Hands food drive on campus during the week of October 10, 2022.

➤ **School of Nursing and Health Sciences**

- Students returned to campus the week of August 22, 2022, in preparation for the Fall semester to demonstrate competency in skills before entering clinical agencies. Over six days, 199 Nursing students participated in two-hour sessions within the skills labs under the guidance and direction of lab personnel.
- The School of Nursing admitted 105 new students for the Fall semester. There are 304 students enrolled in the program this semester, with 34 clinical instructors providing education for 35 clinical groups within various healthcare facilities.
- College Lecturer II Sharon Scrofina, DNP, RN, CNE, CEN, completed a doctorate of nursing practice in nursing education from Monmouth University. Dr. Scrofina's research project was titled "The Development and Evaluation of a Toolkit on Early Recognition of Sepsis and Sepsis Survivor Outcomes Following Discharge for Registered Nurses."

- College Lecturer II Tamila Purpuro, MSN, RN, completed a **doctorate of philosophy** in **nursing education leadership** from Kean University. Dr. Purpuro's dissertation was titled "**Coronavirus Vaccine Hesitancy and Uptake Among Registered Nurses in New Jersey.**"
- Margaret Nally, RN, MSN, CHPN, began her **new position** within the **School of Nursing** on **August 15, 2022**, as the **Skills Lab Coordinator**. She is a **certified hospice and palliative nurse** and has been **employed** at OCC since **October 2021** as a **Nursing Skills Lab Reservist**. Ms. Nally will assist with the **operations** of the **Skills and Simulation Labs** on weekdays from **12 to 9 p.m.** to support student success.
- **School of STEM**
 - College Lecturer II in Computer Science Ken Michalek reported that **funding** from the **Securing Our Children's Future Bond Act** grant was used to **upgrade** a **STEM classroom** with **new computers, projectors, and equipment**.
 - Artificial Intelligence (AI) promises a bright future in today's workforce. OCC ran the first **Introduction to AI** course this summer for nine students, with a few from local high schools. This course is part of the **AI curriculum introduced** last year based on Intel's **AI for Workforce Program**. This **course** introduces students to the **emerging field** of AI and its **applications**. Students were pleased with the class and provided excellent feedback, as noted below:
 - *I like that I am learning the systems of AI and the different ways that it can be used within the world.*
 - *This course is very informative, and now I have general knowledge of AI and computer science that I can possibly use in the future. Our society is progressing technologically and having that knowledge is very important.*
 - *So far, I like the fact that we can learn what AI is used for. I also like how we do little projects to test and use AI.*
 - As a member of the Society for Advancement of Chicanos and Native Americans in Science, Inc. (SACNAS), Ms. Pam Bogdan, College Lecturer II in Engineering, reviewed 20 student abstracts submitted to participate in the 2022 SACNAS National Diversity in STEM Conference. The conference will be held in Puerto Rico from October 27 to 29, 2022. The country's largest **multidisciplinary and multicultural STEM diversity event**, the SACNAS Conference is a gathering that serves to equip, empower, and energize participants for their academic and professional paths in STEM.
 - Dr. Mary Ellen Rada, College Lecturer II in Science, reported that the **Department of Defense Science Symposium** had several **changes** during the **summer**. The **new name** for our **region** is **New Jersey South Junior Science and Humanities Symposium (NJSJSHS)**. The regional districts have been **redrawn**, and the **new district** now **encompasses Mercer and Monmouth counties** and **everything in New Jersey south**. The **dates** have also been **adjusted**, and all **symposiums** must be **completed** by **March 6, 2023**. Our **district's next symposium** will be held on **February 24, 2023**, on the **Lakehurst Naval Air Station base**. Dr. Rada, the **director** of the **NJSJSHS**, added that the **speaker** will be the **base commanding officer**, and there will be a **base tour** for all who attend.

- A travel seminar to Italy to study the Science of the Renaissance with Dr. Mary Ellen Rada, along with Art History with Dr. Marilyn Kralik, Professor of Humanities and Fine Arts, was scheduled and sold out in record time. With generous financial student assistance from the OCC Foundation, the two-week trip, from January 1, through 15, 2023, visiting seven cities, is expected to be an outstanding success.

Finance and Administration

- Ms. Sara Winchester, Executive Vice President of Finance and Administration, worked with the Finance Office of the County of Ocean on documentation to support the issuance of FY 2022 Chapter 12 Bonds. The Bonds will be issued by the County shortly and will fund the library renovation and the music room project in the Grunin Building.
- Ms. Sara Winchester and Ms. Christine Healey, Executive Director of Procurement and Compliance, worked with e-Learning and Academic Affairs to develop a new model for the use of proctoring software. The College negotiated a new contract that allows for campus-wide usage of the software with no limit for two years. The cost is based on last year's FTE, less embedded courses in the high school. This change will result in significant savings compared to the prior model, in which the College was charged on a per student, per semester fee basis. In addition, the College will be compliant with the recent legal decision that no longer permits the software to scan the room in which the student is testing.

Presidential Search

The search process is continuing to move forward on schedule. The College Search Committee spent three weeks reviewing applications and met on September 15, 2022, to determine the applicants to be interviewed. In addition, Ms. Sara Winchester and Ms. Tracey Donaldson, Associate Vice President of Human Resources, along with ACCT Consultant Bradley Ebersole, presented two sessions about the search process at the Fall Colloquium. The sessions were well attended and gave the campus community another opportunity to be fully informed about the process.

College Relations

Ocean County College Recruitment Video Presentation

At Thursday's meeting, Ms. Jan Kirsten, Executive Director of College Relations, and Mr. Ken Malagiere, Executive Director of the OCC Foundation, will present the new recruitment videos, which are intended to engage a wide variety of stakeholders.

Video has quickly become the preferred way to consume content with the best return on investment. Viewers retain 95 percent of a message when they watch it in a video, compared to 10 percent when reading it in text. Additionally, according to educations.com, 68 percent of students are likely to point to video as an influence on their final college decision. A college recruitment video increases conversion at the top of the funnel to drive students to apply. A video also increases the engagement of stakeholders and invites industry leaders to partner with the institution. The pandemic has exacerbated the issue of college affordability, making it the top college decision factor for students and their families. Moreover, this is an area that students identify as complex and hard to understand; the video assists with sending a quick and easy-to-understand message.

➤ **Alumni and Advancement**

The Summer/Fall edition of the OCC magazine Ocean Views has been mailed to approximately **40,000** alumni, donors, and community members and showcases the best of the OCC community. Included are photography and articles on the **2022 Commencement**, groundbreaking fundraising initiatives by the **OCC Foundation**, and new and exciting events and shows at the **Grunin Center**.

- The OCC Foundation co-hosted, with the Kiwanis Club of Toms River, the annual SUP the River Paddleboard Race at the Toms River Yacht Club on Saturday, September 17, 2022. The event boasted three different paddleboard races, a networking breakfast, and several community partners hosting tables, including the Barnegat Bay Partnership. This annual event continues to raise funds for the OCC Foundation and engage OCC alumni and many local community members.
- The 100 Women Campaign offered Part Two of a Salary Negotiations Workshop, hosted by *Disrupt the Gap*, on Wednesday, September 14, 2022. This event, open to 100 Women members and students, was made possible thanks to the Gale G. Wayman Fund for the Education of Women.

➤ **The Web**

The web team collaborated with Academic Advising and Transfer Services on a **Transfer Guide by Semester**, which provides concise semester-by-semester guidelines in an accessible, easy-to-read infographic format. This resource has been accessed 220 times since it launched three weeks ago.

➤ **OCC Foundation**

➤ **Scholarships/Awards**

The Foundation has committed, once again, to **150 Jump Start/Academy Awards** for the coming academic year. Applications are due to the HUB by September 30, 2022. The Foundation will fund up to \$100,000 for student grants in Workforce Professional Education for several certificates, including Medical Assistant, Medical Billing and Coding, Veterinary Assistant, and Phlebotomy Technician. With nearly **300 applications** received for the current Fall semester, the Foundation will support all deserving applicants.

➤ **Annual Appeal**

The Foundation's Annual Appeal will again feature three donors highlighting "Why I Give." Special appreciation is expressed to two dedicated Foundation Board members, Mr. Michael Manzo and Ms. Anne Kraljic, and Foundation stakeholder, Mr. Praveen Jeyarajah, nephew of the late Dr. Elmo Samuel. With combined gifts of nearly \$100,000, the Elmo T. Samuel Memorial fund was established for students pursuing a degree in the health sciences. Their willingness to participate in this effort will hopefully raise funds for OCC students. The completed piece will mail this Fall and be supported by social and email solicitations.

➤ **Legacy Campaign**

The **Legacy Campaign** officially launched this Summer. Since the **August 15, 2022**, initial mailing, pledges of over \$1 million have been received.

➤ **Diversity, Equity, and Inclusion Committee**

A campus-wide climate survey was distributed by the **Diversity, Equity, and Inclusion (DEI) Committee** on **September 12, 2022**; the survey will remain open for three weeks. All OCC employees are asked to complete this survey at their earliest convenience to assist the committee in establishing a baseline of knowledge and interest on these topics. The survey will assist in determining the best way to move forward with appropriate guest speakers, workshops, and opportunities for deeper learning and understanding of DEI in higher education and the broader community. The committee's goal is to administer a similar student-focused survey at the start of the Spring semester after the tools and processes have been established to utilize the survey data in an impactful way.

➤ **21st Annual Golf Classic**

Limited spots are still available for the **OCC Foundation's Annual Golf Outing** in support of OCC students. The players will tee off at the **Championship Pine Barrens Golf Club** on **Tuesday, October 11, 2022**. For additional information, please visit www.go.ocean.edu/golf.

➤ **Blauvelt Speaker Series**

The **2022-2023 Blauvelt Speaker Series** is taking shape:

- Award-winning actor, artist, and inspirational speaker Ice-T joined us on Tuesday, September 20, 2022, at the Grunin Center.
- Award-winning Antiguan-American novelist and essayist and Professor of African and African American Studies in Residence at Harvard University, Jamaica Kincaid, will join us in partnership with the visiting Writers Series on Monday, October 24, 2022.
- Olympic Gold Medalist and professional athlete Mia Hamm will be with us on Wednesday, March 8, 2023.
- Presidential Historian Michael Beschloss will be on campus on Tuesday, April 25, 2022.

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

- The first **Grunin Presents** event is **Jukebox Orchestra Saturday Night** on September 24, 2022, featuring Big Band music during the 30s, 40s, and 50s, followed on September 29, 2022, by the string quartet Brooklyn Rider.
- Ms. Heidi Sheridan, Interim Executive and Artistic Director of the Grunin Center, with the assistance of Mr. Erik Stratton, Education and Community Engagement Coordinator, recently signed an agreement with Count Basie Center for the Arts, the co-sponsor of the New Jersey Poetry Out Loud, for the Grunin Center to become a regional partner.

➤ **The Robert J. Novins Planetarium**

- The Planetarium concluded its **most successful summer yet**, **selling over 5,100 public tickets in June, July, and August**. In **August**, the **addition of weekday afternoon Star Talks** was **wildly successful**, with each bringing in **between 50-80 patrons** and doubling **attendance** on the **weekday afternoons**.

During the **Fall**, the **Planetarium** will continue offering a **single weekday Star Talk** and try to **recruit attendees from the senior, homeschool, and special needs adult communities**.

- The **Planetarium** has signed up to **live stream** the **Artemis I Mission Launch** and related content through a **free promotion** available to **users of Evans and Sutherland Digistar 7 software**. The **launch** has been **postponed twice**; **updates will be released as available**. Once the **launch occurs**, the **College** will receive a **three-month free license** for the **released content**. **Artemis I** is the **first in a series of increasingly complex missions** to enable **human exploration of the Moon**.

➤ **Workforce and Professional Education**

➤ **Year 2 of Title II - Adult Education and ESL**

On **September 10, 2022**, a **kick-off orientation** was held for **489 students registered to start classes**. Those registered included **429 ESL students** and **60 High School Equivalency (HSE) Prep students**. These students will work to **improve their proficiency in English, study and pass all subjects on the high school equivalency exam, earn their high school diplomas**, and move on to **additional education or employment with greater opportunity and family-sustaining wages**.

➤ **Ocean County Achievement Center**

The **Ocean County Achievement Center (OCAC)**, formerly the **Ocean County Youth Achievement Center**, has **expanded its mission** to provide services to adults of Ocean County. New and existing community partners will help reach **disconnected youth and adults needing additional education**. Notably, **Georgian Court University** has become a **core partner** with the **OCAC**, which is **located on the OCC campus**. The **university** will offer **professional development and resources** for the staff and participants.

➤ **Building Bridges – Non-Credit to Credit Options**

Workforce and Professional Education staff continue to **work collaboratively with Academic Affairs** to build **bridging opportunities** from **non-credit to credit**, focusing on **technology and IT** for the **Fall semester** to coincide with the **Center of Technology and Innovation and Bond Grant funding**. Also, a **new Culinary Foundations non-credit course** will roll out this **Fall**, with a **bridge to Hospitality**. Also in the works is the **promotion and advertising of existing bridges** to increase enrollment and the launch of “**Workforce Wednesday**,” a **virtual open house** for students to learn about **non-credit training programs**.

➤ **Customized Training for Local Businesses**

Workforce and Professional Education staff continue to **build relationships with local businesses** and collect information on their training and professional development needs. **WPE**

recently completed an eight-module, customized Leadership Training Program for Trinity Solar and is now preparing to offer a multi-day Excel Training for approximately 80 members of its team. In addition, a new training relationship was recently formed with Toms River MUA, and comprehensive Excel training was provided to its employees.

➤ **Testing the Waters with Micro-Credentials**

WPE plans on piloting micro-credentials with Excel this Fall semester, offering students an affordable education that will quickly be put to use.

➤ **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 of August 20, 2022, through September 16, 2022.

Student Affairs

➤ **Advising**

➤ **Advise CRM Instructor Alerts**

Training for Instructor Alerts (Faculty CX) was conducted during the weeks of August 29 and September 5, 2022, by Advising and Enrollment and Retention Services. All instructors utilizing alerts this Fall semester now have access to the alerts in Advise CRM.

Instructor Alerts were first implemented in Spring 2022 and have continued to be available to participating instructors in Summer 2022. These alerts have identified students with attendance issues, lack of participation, missed assignments, and low assessments. Automated communications are delivered in addition to outreach from the Retention Team.

In Spring 2022, a total of 324 alerts were raised by 12 instructors selected to participate in the pilot. In Summer 2022, a total of 63 alerts were raised by 5 participating instructors.

In Fall 2022, usage of Instructor Alerts will be expanded to approximately 60 additional instructors.

➤ **Proactive Advising**

A total of 15 staff members and 29 faculty are currently participating in Proactive Advising this Fall semester. Advisors communicate regularly with their advisees via a Canvas advising course. Communications to students include notifications about important dates and deadlines, information about campus events, and invitations to meet with their assigned advisors.

➤ **Career Services**

- Ms. Taylor Dulemba, Career Services Coordinator, and Ms. Jamie Prioli, Assistant Director of Disability Services, are working collaboratively to provide two Q&A sessions for the Workforce Recruitment Program. The Workforce Recruitment Program is a recruitment

and referral program that connects **federal** and **private-sector employers nationwide** with **highly motivated college students** and recent **graduates** with **disabilities** who are **eager** to demonstrate their abilities in the workplace through summer or permanent jobs. The Q&A session will guide interested **students** through the process.

Ms. Dulemba will present **two workshops** to students: **Connecting Majors and Careers** and **Writing a Winning Resume/Cover Letter**.

- Career Services is hosting five employers ready to hire OCC students this month in the Larson Student Center. Employers include Marquis Health Consulting Services, ESS, Point Pleasant Police Department, Express, and Primerica.

➤ **Enrollment Services/the HUB**

- The Student Success Team participated in New Student Launch events on **August 9 and 31, 2022**, by presenting to **incoming new students** on **technology**. The **team** gave an excellent **interactive presentation** that helped **students** **navigate** the **various technology software** and **systems** the **College** has in place to **assist** them in being **successful**. The **students** enjoyed **swag** and **prizes**.
- The Student Success Team spent the **first week of classes** visiting **Student Success (STSC) classes** on both the **main campus** and at the **Manahawkin location**. Students were given **tips** on being **successful** and information on how to **connect** with the **team** throughout the **semester**.
- Enrollment Services participated in several **Jersey Shore Blue Claws games** in the past month with **tables** at the **stadium** during several **home games**. Game attendees chatted with the **staff** about **opportunities** at **OCC** and enjoyed **cool beach chair phone holders**.
- Welcome Back baskets were delivered to all **area high schools** during the **first week of school**. The baskets included **succulent plants**, **seed packets**, **post-it notes**, **drink packets**, **trail mix**, **granola bars**, and other **back-to-school goodies**. **Information** on **upcoming events** was also **included**.
- Enrollment Services participated in several **resource and community events** throughout the **past month**, including a **Job Fair** in **collaboration** with the **Ocean County Probationary Office** on **September 16, 2022**, and the **Bright Harbor Employee Day** on **August 19, 2022**.
- The **phones** were **ringing** in **August**. The **Success Team** made **2,175 outgoing calls** in **Advise**, including **calls for academic warnings, sanctions, faculty alerts, and no logins**. The **HUB team** made **4,837 outgoing calls** during the **same period**, spending over **318 hours** on the **phone** in total.
- The **Enrollment Services team** has been participating in **presentations** for **parents** during **September** throughout the **County**. Dr. Sheenah Hartigan, Executive Director of Enrollment Services, and Dr. Henry Jackson, Executive Director of Academic Success, spoke virtually with Toms River parents on August 23, 2022. Ms. Melissa Sporer, Enrollment Services Advisor, attended **Back to School night** for Pinelands Regional High School on September 20, 2022; she will also visit Point Pleasant Borough High School on September 22, 2022, and Manchester High School on September 27, 2022.
- During the **first week of classes, September 6 through 9, 2022**, the **HUB** completed **807 in-person transactions**. To compare, the **HUB** completed **1,429 in-person transactions** in the

Student Enrollment Building during the **whole month of August**. The **average service duration was 3.6 minutes**, and the **average wait time** was just over **5 minutes**. **Student surveys** indicated their service was “**exemplary**” and the visit “**relieved stress**.”

➤ **Office of Disability Services**

- September has been quite a **busy time** for the **Office of Disability Services** as the **Fall semester began**. During the **current reporting period**, the **office** conducted the following **student and faculty services**:
 - **Support Group Meetings:** 6
 - **Virtual Drop-in Sessions:** 21
 - **Software Demonstrations:** 12
 - **Faculty Question and Answer Sessions:** 3
- In **collaboration** with **Counseling Services**, a **three-day event from September 13 to 15, 2022**, was held at the **main campus** and **Southern Education Center** to kick off the Fall semester. **Students** were presented with **valuable campus resources** and encouraged to **take time to focus on mindfulness, relaxation, and rejuvenation**.
- On **September 21, 2022**, **Ms. Jamie A. Prioli**, **Assistant Director of Student Disability Services**, presented a **Lunch and Learn session** with the **Faculty Development and Innovation Center** on the **effects of Long COVID** related to **students** and its **impact** on their **academic pursuits**. The **discussion** addressed the **prevalence and effects of Long COVID on physical and mental health** and included **referral information to campus resources**, such as **Disability Services** and the **Counseling Center**.
- On **September 19 and 21, 2022**, **Disability Services** collaborated with **Career Services** to provide an **overview** of the **Workforce Recruitment Program**. The **overview** was conducted **in person** and offered a **captioned Webex login** for **students with disabilities** interested in **job opportunities** with the **federal government**.

➤ **Southern Education Center**

- The **Southern Education Center (SEC)** team welcomed students back on **Wednesday, September 7, 2022**. Academic Advisors **Jeff Kurz**, **Toni Ann DiPasquale**, and **Jenna McAtee** and SEC Director **Brian Schillaci** personally greeted **students** as they arrived for their first two **days of classes**. In addition to **OCC planners, pens, and highlighters**, students were **welcomed with bottled water, donuts, and fruit** to start the **new semester**.
- The **SEC Student Advising** staff continues to **assist students** by handling the **advisingoffice@ocean.edu** email inbox. The **team** did a **terrific job** responding to **virtual appointments, walk-in visits, and phone inquiries** during a **hectic first few days**. The **staff** continues to **review enrollment trends and previous course offerings** to finalize the **Spring 2023 master schedule**. The **SEC team** is currently reviewing additional **video-connected classes** to give **students in Southern Ocean County** the opportunity to stay **closer to home** by connecting to the **main campus** from the **Manahawkin facility**.
- **Mr. Brian Schillaci** met with **Kean Ocean** and **Stockton** representatives to coordinate days for their representatives to be on-site to discuss future opportunities with students at the SEC. There have also been a number of days set up this semester for OCC representatives from many

OCC service areas to join in person at the SEC. SEC students will be afforded the chance to better understand the opportunities available to them closer to home. Mr. Schillaci and Vice President of Student Affairs Gerald Racioppi met with Ms. Lori Pepenella, CEO of the Southern Ocean County Chamber of Commerce, to discuss ways to connect throughout the year. Mr. Schillaci attended a Southern Ocean County Chamber of Commerce networking event on September 14, 2022.

- The SEC Canvas Announcement shell continues to be a compelling message board for students. Announcements to start the month have updated students about semester kick-off activities and shared upcoming dates when various services will be represented at the SEC. The analytics for Canvas Announcements indicate approximately 700 collective views for messages during the first half of September.

e-Learning and Learning Enterprises

➤ Watermark – Student Course Evaluations

The 2022 Summer Accelerated 4 Session Student Course Evaluation, conducted by new software named Watermark, concluded on September 3, 2022. The survey was deployed to 945 students enrolled in 57 Summer 7.5-Week e-Learning sections, with a response rate of 52.80%. Overall, for the 2022 Summer term, 3,114 duplicated students received a course evaluation survey, and 1,639 students returned the survey. The e-Learning 2022 Summer reporting term concluded with an overall 52.63% response rate for all sessions. Of the survey respondents in the Summer sessions:

- 97.8% felt the course content contributed to the mastering of the learning objectives
- 32% indicated it was their first online course
- 89% said they would enroll in another online course in the future
- 89% said they would take a class with the same professor again

Preparations for the Fall 2022 Student Course Evaluation Survey are currently underway. The e-Learning faculty will continue to encourage students to take the survey to increase the percentage of student participation. Also, a Canvas notification will be deployed to faculty and students. The 2022 Fall Accelerated Term 5 Survey will be available for students from October 13 to 27, 2022. The remaining three e-Learning sessions, Fall Semester, Fall Quick Term, and Accelerated Term 6, will all be available to students from December 9 to 23, 2022. The Fall surveys are expected to be deployed to more than 5,000 students in more than 240 e-Learning sections. The results of the Student Course Evaluations are currently being analyzed to evaluate the online student experience and to assist the e-Learning Department with the strategic plan for student retention and course design evaluation.

➤ Simple Syllabus

Simple Syllabus, an online software package that enables students to access their syllabi and the College to collect data on how often they access the syllabi, has been launched into 100% of e-Learning courses for the Fall 2022 term. Syllabus engagement reports indicate that more than 62% of e-Learning students in the 2022 Fall Semester and Accelerated Term 5 that began on September 7, 2022, have accessed their syllabi before the first day of the term. In addition, all online students can access their course syllabi five days before the term start date. In the first week of classes, e-Learning syllabi have been opened more than 13,500 times by the more than 4,400 duplicated students enrolled in the 2022 Fall Semester and 2022 Accelerated Term 5 online courses.

➤ **Honorlock Online Proctoring Update**

Effective Fall 2022, students will no longer be required to provide a room scan as part of the proctoring of their testing environments. The ruling comes from a decision made in the Ohio Superior Court. In the Ogletree v. Cleveland State University case, a federal judge ruled in favor of the student who claimed room scans for online exams were an invasion of privacy through unconstitutional searches under the Fourth Amendment. e-Learning students will still be guided through a virtual 60-second pre-test checklist through Honorlock to verify and confirm their identity to comply with accreditation standards. Students are now only required to take a photo of themselves and their photo ID with a webcam. This step will authenticate their identity to maintain academic integrity for online courses. The department has made the necessary updates to the course syllabi and assessments in response to this court ruling.

➤ **Open Educational Resources (OER)**

Dr. Eugene de Silva, e-Learning College Lecturer II in Chemistry/Physics, has completed writing two New Jersey community college textbooks in Organic Chemistry I and II entitled "Organic Chemistry Book 1" and "Organic Chemistry Book 2." These two books are published as Open Educational Resources (OER) and created through the Open Textbooks Pilot Grant awarded to Middlesex College by the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) program. They are available with a Creative Commons license that allows for derivative works (CC-BY-NC). OER course materials carry no extra cost for students, which equates to a yearly savings of \$18,000 for both courses for students enrolled in the online courses.

➤ **Professional Development**

➤ **Lecturer and Adjunct Institutes**

On August 31, 2022, e-Learning College Lecturers Aqsa Sheikh and Kristen D'Amico in Biology and Psychology, respectively, represented the e-Learning Department at the Lecturer and Adjunct Institutes. The lecturers collaborated with Dr. Nicole Kammer of the School of Business and Social Sciences for this presentation, enhancing the connection between face-to-face and virtual learning.

The technical workshop emphasized the need to incorporate apps in instruction to meet student needs. Padlet and Flipgrid were highlighted in this workshop, along with a brief overview of VoiceThread, which is already licensed and used widely at the College. Padlet is a virtual bulletin board with diverse collaboration and creation methods in face-to-face and virtual classrooms. Flipgrid is a video messaging board that mimics social media-type video sharing for educational purposes. VoiceThread utilizes PowerPoint lectures with voiceovers and interactive elements, such as student responses and activities within a presentation. Instructors who attended the workshop learned why it is necessary to use these tools and the logistics of their setup and use. The lectures included learning how to incorporate the software into their current curriculum to enhance student engagement and learning. Attendees also had the opportunity to practice live with these apps during the workshop by scanning a QR code that allowed them access to Padlet and Flipgrid boards. Over 80 faculty members attended the workshop.

➤ **e-Learning General Meeting**

On August 30, 2022, the e-Learning Department hosted the virtual e-Learning General Meeting for the Fall semester. This year's theme was "The Future of Online Learning and Creating Communities," which drew over 60 faculty and lecturers. The General Meeting reinforced that lecturers and faculty are stakeholders and that all of their contributions help the e-Learning community to thrive. Session I was highlighted by a presentation given by the keynote speaker, Dr. Derek Tranchina, Supervisor of Innovation and Educational Technology at Ocean Township Public Schools. Session II focused on innovative technologies, including Watermark Student Course Evaluations, Honorlock updates, and the newly launched Simple Syllabus. A repository was created to provide the meeting participants with a resource of essential updates presented during the meeting.

The attendees were urged to complete the General Meeting Post-Professional Development survey, which revealed that the lecturers and faculty would like to see an increase in professional development networking events, and 95% of the participants were "very satisfied" with the General Meeting. In addition, the meeting recording was distributed to the online lecturers and faculty and will be posted on the e-Learning Faculty Resources page of the Faculty and Staff Portal.

➤ **September Adjunct Roundtable**

The monthly Adjunct Roundtable will take place on Thursday, September 22, 2022, from 6:00 p.m. to 7:00 p.m. EST. The theme for this roundtable is "Fall Into e-Learning with Intentional Engagement, a Virtual Networking Event for e-Learning Faculty." The event for the September Roundtable was structured for adjuncts to gather and share numerous topics integral to e-Learning collectively. Roundtable attendees will collaborate in breakout rooms based on their interests. The breakout rooms are titled as follows:

- "Using Learning Models," led by e-Learning College Lecturer II in Biology Aqsa Sheikh.
- "Create the Right Tone in Announcements," led by Kristen D'Amico and Aqsa Sheikh, e-Learning College Lecturers in Biology.
- "Redefine Engagement for Students," led by e-Learning College Lecturer II in Business Janice Salerno.
- "Stay Up to Date with All Things e-Learning," led by Ms. Celeste Bucklew, e-Learning Office Coordinator.

The networking event will be recorded, and the minutes will be shared as a repository for adjuncts on the e-Learning Resources page of the Faculty and Staff Portal.

➤ **Check-in Chats Virtual Office Hours**

As the department builds upon the sense of an e-Learning community, every Tuesday afternoon from 4:00 p.m. to 5:00 p.m. EST, Dr. Meredith Riddle, e-Learning Assistant Dean, will host Check-in Chats. Check-In Chats were developed this past Spring to provide additional support to e-Learning instructors. The continuation of these virtual office hours allows faculty and lecturers to streamline course feedback forms, obtain assistance regarding student concerns, and acclimate to the innovative technology used in e-Learning courses.

➤ **Online Instructor Training**

The **Online Instructor Training** was redeveloped to improve the vital training of online teaching practices for e-Learning instructors. In the redevelopment process, the content was updated to reflect the revised e-Learning Online Evaluative Criteria standards, including the pedagogical approaches necessary to be an effective online instructor.

➤ **Instructional Design**

- The **Instructional Design** team has created a **tracking process** and **repository** for internal Quality Assurance reviews using **Smartsheets** for **online courses**. Both **new** and **existing courses** are **reviewed**. At least two team members will conduct **reviews** to determine the highest quality and best practices, and there will be **records** of all **Quality Assurance (QA)** reviews.
- Ms. Laura Wingler, Lead Instructional Designer, created a resource for **onboarding** new and assisting existing Instructional Design team members. It outlines **instructional design development schedules, timelines, processes, resources for course development**, and links to all **e-Learning forms** and **data repositories**. This **new resource** will assist the **designers** with maintaining standards for course development.

➤ **International Programs**

- The **International Programs** team has recently begun **designing** a structure and **writing copy** for an **International Programs** webpage, which will be **housed** within the **larger e-Learning** webpage on OCC's website. The team has also been preparing to **welcome** the returning triple-degree Cohort 6 students from Ain Shams University. Ms. Lauren Remenyi, College Lecturer for ESL and Applied Linguistics, has **redesigned** the first of **two foundational Research Methods** courses to give these students a more **comprehensive research and writing experience**.
- Ms. Lauren Remenyi has been **selected** as a **mentor** for the **inaugural Maryland TESOL** mentorship program, which **launched** on **August 20, 2022**. Two of her proposals to present at TESOL International in **March 2023** have been **accepted**. She will speak about **two strategies** for increasing student engagement and promoting greater language practice in asynchronous online courses for international students.
- Associate Vice President of International Programs Maysa Hayward's visit to Egypt continued through September 12, 2022. Dr. Hayward and International Programs team members in Egypt have been preparing for the admission and orientation of the anticipated Cohort 7 Ain Shams University students. They are expected to begin the triple-degree program this October in the Accelerated 6 Term.

REQUIRED REPORTING STATISTICS

Board of Trustees Meeting: **September 22, 2022**

The following has been prepared for presentation to the Ocean County College Board of Trustees, for its regular meeting.

This report consists of all offenses defined as reportable crimes under the federal Jeanne Clery Act, fires, and other

emergencies, which occurred on campus during the reporting period of **August 20, 2022-September 16, 2022**

- 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: 8/22-8/23/2022 Reported: 8/22/2022	Assault-Simple/ Domestic Violence	Argument between employee and co-habitant	Referred to TRPD and HR
Occurred: 9/13/2022 Reported: 9/13/2022	Sex Offenses	Student made complaint about another student. Being investigated by Eileen Buckle, Director of Program Compliance for discipline.	Under Investigation and referred to TRPD
Occurred: 9/14/2022 Reported: 9/14/2022	Emotionally Disturbed Person	Student incident in Gateway Building	Referred to all local authorities

- 2.) A list of campus alerts, threats or emergencies which occurred on campus**

DATE	ALERT/THREAT	SUMMARY	STATUS
Occurred: Reported:			
Occurred: Reported:			
Occurred: Reported:			

- 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
Occurred: Reported:			
Occurred: Reported:			

RESPECTFULLY SUBMITTED:

Thomas DeSimone

9.19.2022

Ocean County College at the Helm

September 2022, Year-End Update



Submitted by the Guiding Coalition
OCEAN COUNTY COLLEGE

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Executive Summary

Ocean County College at the Helm: Leading People to a Better Life, the College's 2021-2026 Strategic Plan, was approved by the Board of Trustees at the June 25, 2020 Board meeting. The decision to extend Strategies for Success: 2010-2015 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 Goal Leaders additional time to continue their work on any outstanding projects related to the 2010-2015 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 Goal Leader(s) and asked the questions below.

1. What are some of the highlights of the projects to date this year?
2. Are there any Goal KPI targets and/or Objective Measure targets that were not met? What were the challenges in meeting these?
 - a. Are there any resources (fiscal or human) that could assist with this? Any plans in place to remedy or combat these challenges?
 - b. Are there any changes to the projects that are supporting this goal/objective?

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.

Goal Leaders

Goal Leaders	
Goal	Leader
1	Joe Konopka
	Eileen Garcia
2	Jerry Racioppi
	Amir Sadrian
3	Tracey Donaldson
	Sara Winchester
4	Ken Malagiere
	Jan Kirsten

Guiding Coalition Members

Goal Review Team	
Goal	GC Member
0	Janine Emma
0	Anthony Jordan
1	Edmund Hong
1	Mary Gibson
1	Nanci Carmody
1	Jim Calamia
2	Julia (Jeong) Kim
2	Maria Tchaplygin
3	Robbin Haynes
3	Alyssa Tipton
3	Catherine Pontoriero
4	Rachel Doss-Block
4	Mary Troy
4	Vivian Lynn

Guiding Coalition Report for Goal 1

Empower Student Learn, Engage, and Achieve

GC Team Members: Jim Calamia, Nanci Carmody, Mary Gibson, and Edmund Hong

Interview with Goal Leaders: Joe Konopka and Eileen Garcia

Q. 1. What are some of the highlights of the projects to date this year?

Dr. Konopka stated that he felt that the biggest highlight from his perspective is some of the work being done with the Center for Workforce Innovation in terms of creating new programs. He cited several reasons for this:

- a. These new programs are more workforce-focused.
- b. There is greater focus on creating the pathways needed to go from non-credit to credit.
- c. There is greater focus on creating workforce programs in multiple modalities. Courses are being created so that there is both a face-to-face and online component. Dr. Garcia reinforced the importance of the work that is being done in her area in order to create an online option for these programs, as there are many students who cannot come to campus due to other work/life obligations.

Dr. Konopka also stated that there is more alignment with both the Advising and Student Life Offices, such as fostering a better understanding of co-curricular activities and how we can do them better moving forward. He also noted successes with the Advise CRM pilot, which is designed to assist in more effective, proactive advising. He stated that early indications point toward stronger student persistence for the fall, especially among part-time students.

Dr. Garcia added that Advise CRM not only has offered a lot of potential for face-to-face and Hyflex students, but for online students as well. She explained that one reason for this is that since online courses are set-up from the get-go, communications are sent out right from the beginning of the first week of classes, whereas other modalities have a lag time. Dr. Konopka stated that the face-to-face side can learn from what is being done with Advise CRM with online courses, given that they are further along in the piloting process.

Both Drs. Konopka and Garcia reiterated that they have come to realize that new programs must be created in all modalities from the start, as opposed to creating a program in only one modality and then adding other modalities in the future. Given the vast array of personal preferences and situational needs of all students, they explained that by offering programs in multiple modalities from the start will assist in attracting a greater number of potential students. Dr. Garcia further explained that more effective communication and collaboration between eLearning and Academic Affairs has allowed eLearning to stay on the same timeline in terms of new program creation. This is essential since it takes a minimum of six weeks to create an online version of any new program.

Q. 2. Are there any Goal KPI targets and/or Objective Measure targets that were not met? What were the challenges in meeting these?

Dr. Konopka stated that, based upon the report that has been submitted, there is no good data as of yet for the metrics, because the reporting time hasn't occurred yet. He explained that we'll likely have to wait until the fall to be able to answer this question. So far, there is early indication that we have seen an increase in Part-Time student retention, but it's still very early to tell. That is the overall KPI

of getting students to take more credits. The hope is that all of the efforts that we've discussed; development in new programs, non-credit into credit, for both e-learning and face-to-face, we hope that that is going to drive the increase. It's the leading indicators, versus the lagging indicators. If we have enough activity up front, hopefully it gives the students reason enough to stick around, but Dr. Konopka thinks it's just too early to tell.

- a. **Are there any resources (fiscal or human) that could assist with this? Any plans in place to remedy or combat these challenges?**

I don't think it's a resource issue. I think we have that you could ever have as many resources as you want, but I think we've touched on a couple places that I think we've been talking about for some time, especially with the advising system. I think we're going to get a great return in working more closely with student affairs on those issues.

We have the system, and we have the people. Jerry has put together the retention team. Mary had some coaches that now work for student affairs. All we need to do is add some more resources. We'll solve the retention problem when we have the right processes in place.

That student affairs may have to approach this a little differently in dealing with the face-to-face class versus E-Learning class. They still need to create different touch points, so that's another learning curve. We're still in the learning phase.

Overall, we just need a few more resources and we'll be good, and we will see how the process we've put into place to work itself out.

- b. **Are there any changes to the projects that are supporting this goal/objective?**

Dr. Konopka stated that he didn't think there were many changes to the project that are supporting the goals/objectives. He noted one small adjustment to Goal 1 regarding professional development for academic affairs.

Dr. Garcia noted that the objects/initiatives/projects related to the goals are still ongoing, and that adjustments could potentially be made in the future.

Dr. Konopka additionally noted that he is anticipating how initiatives related to Goal 1 will impact part time students, since there has been a significant increase in this population of students.

Guiding Coalition Report for Goal 2

Optimize and Expand Enrollment of All Learners

GC Team Members: Julia (Jeong) Kim and Maria Tchaplygin

Interview with Goal Leaders: Jerry Racioppi and Amir Sadrian

Q. 1. What are some of the highlights of the projects to date this year?

The team leaders have successfully reported on all three objectives of Goal 2. The highlights include that 16 Ocean County high schools offer a Pathways program; Ocean County College is expanding opportunities with free college tuition program and partnership program with Kean. 13 fully online programs are being offered for students. HyFlex courses are including in number as well. 30 classes have offered in HyFlex in Summer 2022. 70 classes are planning to be offered in HyFlex in Fall 2022 and the number will double (estimated with 150 classes) in Spring 2023. HyFlex program will attract NJ homeschool students. The enrollment is continuously increasing and it is above the national average. International student rate from Egypt will also double and retention team will help with enrollment. All of CTE program is expected to have industry hands on experience and this will also enhance the enrollment. The College will continuously look at the market demand and make sure to offer right programs for the students. Advisors will confirm what industry needs are and apply it to certification program for students. The Apprenticeship target was 5 but met the goal with 14. The majority of each of the objectives is in full progress and evolving.

Q. 2. Are there any Goal KPI targets and/or Objective Measure targets that were not met? What were the challenges in meeting these?

Not all numbers came in and it is planned to be updated in December.

In reference to identifying, developing, and communicating pathways for stackable credentials; the group is strategically adjusting to align with the guided pathways program.

- a. **Are there any resources (fiscal or human) that could assist with this? Any plans in place to remedy or combat these challenges?**

The process of filling positions for both Institutional and grant-funded positions has been an ongoing challenge. Active recruitment is in progress. Overall, time out of the pandemic was noted to build additional progress.

- b. **Are there any changes to the projects that are supporting this goal/objective?**

The growth of the Retention Team, in addition to the Academic Advising, to utilize the CRM system for alerting all support teams and faculty to coordinate support to our students. This pilot process has proven to be successful and will continue to be modified and rolled out.

Guiding Coalition Report for Goal 3

Elevate Organizational Effectiveness

GC Team Members: Robbin Haynes, Alyssa Tipton, and Catherine Pontoriero

Interview with Goal Leaders: Tracey Donaldson and Sara Winchester

Q. 1. What are some of the highlights of the projects to date this year?

All the work IT has completed in transitioning classrooms to HyFlex, which has surpassed other goals. Also increased bandwidth to increase multiple sections at once. Acquisition of NeoEd in the HR department a big win, OHC, On/Offboarding, PERFORM, soon to come LEARN. Which has simplified performance management as well as checking boxes on HR goals. Jim and Amir have made strides in the space utilization dilemma and working on a plan to more efficiently using space. X 25, possible space utilization tool. Cleaning of our data in multiple systems and if it's current and combining data for facilities to begin to start analyzing. This includes the inventory of room resources such as labs, space, computers and other technology.

Q. 2. Are there any Goal KPI targets and/or Objective Measure targets that were not met? What were the challenges in meeting these?

Congrats to IR in training employees in running their own reports and getting users to access their own data. In IR, they barely missed their target of 65% by reaching 63% and are expected to improve with additional training and software. IT did not get to the project of adoptability. IT strategic redevelopment planning process, should be transparency of different software uses across campus and or keep certain software at department level. The redevelopment of their strategic planning process, should be a place where all software can be visible. Missing a piece 3.4 of full review of 8 series of policies, and middle of #2310 of the policy on policies, and getting this revamped and in a new systematic way.

Additional Questions

Q. 3. Can you dive deeper into 3.1d and why it's suspended?

Transparency of available benefits, covered in NHO, Onboarding. Compensation structures, decided to not put out salary structures, we need to do an updated out-source comp review. The comp audit should collapse some of the Admin structure, and clean up job titles/descriptions. Request in for the PBC process to do the comp analysis has been requested and waiting for approval.

Q. 4. Is 3.1f still suspended due to resources pulled for COVID?

Yes.

Q. 5. Is there an update for 3.1g?

Expanding what's included in the e-Notebook for HR things and employees. Returning to in-

person events as fewer restrictions are introduced.

Q. 6. What/why was 3.2a suspended? What resources? COVID?

Yes, the transition to HyFlex and increasing bandwidth. IT has to support remote work. Every employee has to be supported during hybrid work, this includes additional resource balancing from IT with hybrid work.

Q. 7. 3.3c Who is the SOP created for? Who/How can it be accessed? Academic Administrators?

SOP most likely for Deans and Academic Administrators. Hybrid can also offer utilization of office space. During the August meeting, Sara Winchester stated Goal 3 is linked to the IT Strategic Plan. Tracey Donaldson stressed a new focus on employees that is welcoming, engaging and informing. Moving the focus away from the transactional. A new LMS is coming with content included for 1600 courses and the functionality to build our own.

Guiding Coalition Report for Goal 4

Expand Relationships with External Stakeholders

GC Team Members: Rachel Doss-Block, Mary Troy, and Vivian Lynn

Interview with Goal Leaders: Ken Malagiere and Jan Kirsten

Q. 1. What are some of the highlights of the projects to date this year?

Fully establishing the Stakeholder Communications Committee was a core objective achieved this year. Meeting Monthly, this committee share stakeholder information and has been vital to connecting external stakeholders with College teams in real time to meet the needs of the institution. This ranges from industry think tank participation for Perkins related initiatives to enrollment and Foundation support.

Highlights of innovative partnerships include Academic Affairs team forming the regional healthcare thought leader task force, resulting in collaborative efforts across college teams to create new and re-engaging existing pathways in the healthcare workforce with extremal stakeholders. Additionally, expanding on the success of the School of Business Sink or Swim Entrepreneurial challenge to include a partnership between OCC and the Greater Toms River Chamber of Commerce and additional external stakeholders.

Q. 2. Are there any Goal KPI targets and/or Objective Measure targets that were not met? What were the challenges in meeting these?

Establishing baselines/benchmarks for some objectives has been challenging. For instance, prior to establishing the process of coding stakeholders with multiple connections to the college in order to properly track our growth in this area creates an opportunity. We have now established a clear process for coding constituent records to capture this information going forward. The committee is currently determining what other data might be best utilized to track as well.

Where targets were set, they have been exceeded. Multiples are being added to Raiser's Edge, capturing the different facets of stakeholder relationships.

- a. Are there any resources (fiscal or human) that could assist with this? Any plans in place to remedy or combat these challenges?

We're still looking to fill our open position for a data person to manage our stakeholder data. At this time that function is performed by Lisa Hussain and Kim Malony.

- c. Are there any changes to the projects that are supporting this goal/objective?

Other than benchmarks, no.

Additional Questions

Q1. How diverse is the committee, how diverse is the outreach, and does it mirror the community?

The current stakeholder population is more diverse than the committee itself; however, it is this committee's goal as well as a Foundation goal to continue to tie Diversity, Equity and Inclusion not only

into this effort, but throughout the institution. The committee maintains an open-door policy to welcome all colleagues who work with external stakeholders to participate in committee meetings regularly or sporadically.

The committee looks forward to using the results of the upcoming Insight Viewfinder Campus Climate Survey to advance these initiatives.

Q2. For goal 3, measurement of new stakeholders and innovative partnerships. You've already exceeded your FY26 goal in FY22. You mentioned OCCs innovative partnerships with the healthcare community. Can you give us some examples of new stakeholder relationships?

New: This past fiscal year, the Foundation office received gifts from 249 new donors, including the following: Patrick Saxton, who established a scholarship in memory of his mother, Carmela J. Saxton, Douglas J. Hull, Esq. Estate Attorney, and Trudy Cherico. Jim Kelly, OCC alumnus from the class of 2018, has become engaged with the alumni network and since established the Janet Thompson Memorial Award for Foundation scholarship recipients. All of these donors have been added to our database and will receive the Foundation's correspondence going forward.

Reengaged: The Clayton family, working with Dr. Larson and the steering committee on the Grunin Center lobby expansion project, as well as continued communication with the Perlmutter Family on a major gift to the same project.

Innovative Partnerships:

As mentioned, Academic Affairs (via Joe Konopka) has formed new partnerships with the healthcare community building pathways to careers in the allied health fields.

Sherri A. Bray has formed a new relationship with Lori Pepenella from the Southern Chamber of Commerce to help promote the Foundation's Blauvelt Speaker Series and all of our upcoming events. Other committee members, including Jan Kirsten and Ken Malagiere, currently sit on the board for the Greater Toms River Chamber of Commerce as well, further extending OCC's reach in the local community.

Jim Campbell continues to expand his community engagement efforts with numerous local townships in Ocean County as well as multiple medical service providers in the area including but not limited to RWJBarnabas Health and Marquis Health Consulting Services.

Q3. Has consideration been given to approaching vendors such as Cengage and Canvas?

Several of our campus vendors support the College in a variety of ways, for instance, Ellucian makes an annual contribution to many of its participating institutions, including OCC. However, it is best practice in order for there to not even be an appearance of an ethical conflict, no direct major gift solicitations are made.

In the past, College Relations had explored contracting with a company that pursues corporate sponsorships, but the fee was prohibitively high. Perhaps, after consulting with Athletics, we can allow companies such as Coca-Cola some space at our athletic events for a fee.

Strategic Goal	Key Performance Indicator	2021 Baseline	2026 Target	FY2022	FY2023	FY2024	FY2025	FY2026
1. Empower Students	Percentage of students who complete 30 credits or more within a 2-year period.	60%	70%	48.9% *preliminary and lower than anticipated as it excludes 4 summer terms- once grades for all summer terms are in, this will be recalculated.				
	Percentage of non-credit students who complete an industry-valued credential, HSE, or proficiency/measurable skills gain (ESL) within a year period.	65%	80%	74.97% may need adjusting due to some variables				
2. Optimize Enrollment	Total number of credits enrolled each year.	178,376	196,900	167,352				
	Total unduplicated international headcount enrolled.	115	1,000	50				
	Total non-credit net revenue.	\$ 1,705,000	\$ 2,093,160	635926* prelim				
3. Elevate Effectiveness	Achievement of Goal 1, 2, and 4 KPIs.	established in FY2022	100% Targets met	Will be calculated Dec 2022 once all KPIs are complete.				
4. Expand Relationships	Establish quarterly stakeholder communication meeting with panelist and participants.	0	20 total meetings	12				
	Measurement of connectivity between multiple college divisions and individual stakeholders - Existing	establishing baseline in FY2021	10% increase annually	TBD				
	Measurement of new stakeholders and innovative partnerships.	0	20	24				

Goal 1: Empower students learn, engage, and achieve											Owner: Joe Konopka and Eileen Garcia			
Goal KPI	Key Performance Indicator	Baseline	2026 Target	Target Context	Y1		Y2		Y3		Y4		Y5	
					Target FY2022	Actual	Target FY2023	Actual	FY2024	Actual	FY2025	Actual	FY2026	Actual
1	Percentage of students who complete 30 credits or more within a 2-year period; includes part-time and full-time students.	60%	70%	baseline is all First-time, degree-seeking, enrolled in an associates (non-certs). Average 2017FA and 2018FA cohorts	62%	48.9% *preliminary and lower than anticipated as it excludes 4 summer terms- once grades for all summer terms are in, this will be recalculated.								
2	Percentage of non-credit students who complete an industry-valued credential, HSE, or proficiency/measurable skills gain (ESL) within a year period; includes vocational and ABE students.	65%	80%	Baseline is all enrolled, non-credit students. ABE and ESL programs significantly expanding in the next five years.	68%	74.97% may need adjusting due to some variables								

Objective 1.1: Enhance student learning											Owner(s): Joe Konopka and Eileen Garcia			
Objective Performance Measure		Baseline	2026 Target	Target Context	Y1		Y2		Y3		Y4		Y5	
					Target FY2022	Actual	FY2023	Actual	FY2024	Actual	FY2025	Actual	FY2026	Actual
1	Average Percent of students partially or fully meeting Program Learning Outcomes	91%	95%	baseline is the average percent hitting partially or fully met LO's from PA and Global Studies	92%	91.4%								
2	Number of programs with placement into career employment	5 current credentialing programs lead to direct employment, with tracked employment outcomes.	15 credentialing programs lead to direct employment, with tracked employment outcomes.	Programs include field placements and registered apprenticeships with tracked skills competencies developed during OJT.	6	10 credentialing programs developed for employment: STEM: Environmental Sustainability, Cybersecurity, Google IT, Artificial Intelligence, Industrial Hygiene and Materials Management BUSS: Medical Social Worker, HRTM Culinary, Community								
Objective 1.2: Engage students in co-curricular activities											Owner(s): Jen Fazio and Alison Noonan			
1	Increase student satisfaction; % of students responding positively about their opportunities to interact with faculty & staff outside of the classroom through college events and clubs	5.72		baseline is from fall 2018 NL results	5.8	Shift in reporting on improvements to NL data since the College is not administering this instrument. Will look to utilize CCSSE data when available. Qless assessment and OCC app assessment data will be reported on in the interim. Avg event rating in app FY 22 was 4.6/5.0 and average service rating was 4.7/5.0.								
2	Increase student satisfaction; % of students who generally know what is happening on campus	5.3		baseline is from fall 2018 NL results	5.5	Delayed reporting until we have the opportunity to review CCSSE data from Spring '21 cohort and map back to this KPI measure. At this point we will determine new baseline and adjusted target for FY23.								
Objective 1.3: Improve student persistence, completion and career readiness											Owner(s): Amir and Alexa			

Objective 1.1: Enhance student learning								Owner(s): Joe Konopka and Eileen Garcia			
Initiatives	Description	Measure	Target	Baseline	Resources Needed	Unit(s)/Owners	Year 1 Progress Update	Year 2 Progress Update	Year 3 Progress Update	Year 4 Progress Update	Year 5 Progress Update
1.1a	Create high demand, market-driven programs	number market driven programs	5 per year	12; HS 2, RB 4, SR 5, TW 1	N/A	Sylvia Riviello & Elizabeth Metzger	The following programs have created or revised over the last year: STEM -Google IT -AI -Cyber Security -IHBM -PMP Business and Social Science -Culinary (done in WPE and almost done in B&SS) -Certified Health Worker (Mental Health) -Human resource option for business degree As we continue to work toward our strategic goals, we are making strides to revamp and create other market driven programs, however, those are in different stages of research and development. It is important to note that some programs, although complete for this task, will also continue to grow and develop over the next few years.				
1.1b	Develop additional non-credit to credit pathways...	number of pathways	2 per year	5; HS 2, RB 2, TW 1	N/A	Mary Gibson & Rosann Bar	Currently, there are two additional pathways in place: Project Management to Engineering and Google IT to Computer Science. A bridge from Rouxbe to HRTM (Culinary) is in process, as are pathways from Cybersecurity to Computer Science, Project Management to Health Administration and Business Management, and Community Health Worker (CHW) to a proposed Public Health Degree. CHW already has a path to Social Work; Public Health would be a second pathway.				
1.1c	Implement Guided Pathways Model	Y/N	complete 3 per school	N	N/A	Susan O'Connor & "to be named"	As of August 2022, we have completed two webpages completely (both STEM). We have ten programs under website development (faculty have attended training and begun process - 1 A&H, 2 STEM, and 7 B&SS). We have a Teams folder where we have the developed forms available and where we track the progress. We are on track to have 10 completed by the end of 2022.				
1.1d	Provide additional faculty development and support	Number of faculty who participated and what was learned?	100% active participation	30%	N/A	Nanci Carmody & Carolyn Showalter	By checking the Board of Trustees' President's Notes, the faculty attended over 100 faculty professional development events and/or activities; many of which were provided by academic areas of the campus. The College sponsors 2 professional development events at the start of the Fall and Spring terms – the Lecturer Institute and the Adjunct Institute. Attendance for these events has been – 2021 SpringLecturer Institute attendance – approximately 80 CLs Adjunct Institute attendance – approximately 80 adjuncts 2021 FallLecturer Institute attendance - ALL Adjunct Institute attendance – 90 adjuncts 2022 SpringLecturer Institute attendance – 72 CLs Adjunct Institute attendance – 57 adjuncts After both events, instructors are requested to complete a satisfaction survey. However, for most PD activities neither attendance rates nor satisfaction/effectiveness data were gathered. No standardized process or survey was used. The College is implementing software which (a) offers professional development trainings – LinkedIn, NeoEd, (b) creates a searchable database of on-campus offerings – Help Juice, and (c) allows faculty to track the professional activities/trainings they attended – NeoEd.				
1.1e	Provide additional student support services	number of additional services	run 2 pilots per year	2; circleIn and AI for tutoring	N/A	Brianna DeCicco & Sam Glassford	Pilot 1 (PAL) for ENGL098 was unsuccessful due to lack of student attendance at sessions. Pilot 2 (Advise Communications Pilot) Pilot in Math-156 (FA21 & SP22) was extended to encompass ENGL098 (SP22) to address the gap. Advise Pilot was successful in MATH156 and ENGL098; will be rolled out to all courses in FA22				

1.1f	Increase strategic alliances with employers and government	# strategic alliances	2 per year	0	N/A	Joe Konopka & Tom Gialanella	A new health advisory board was created to address new programs for healthcare in Ocean County. The health advisory board consists of several new member organizations in Ocean County. In addition to the board, we are also piloting a career program with Monmouth Medical Center, Southern Campus. After the pilot is completed, we will extend this program to other organizations in Ocean County. In addition to this partnership, we also developed a program with the Joint Base in Ocean County to increase STEM awareness for military personnel and their families.				
1.1g	Increase technology use to enhance teaching and learning	Y/N (implement shared, effective, practices for using technology in the classroom)	2 pilots per year	0	N/A	Catherine Mancuso & Heather Sciarappa	We have created a plan for the implementation of HyFlex technology with a steady increase of the number of sections we offer each semester. Regular trainings are being offered for faculty in addition to continued work of the Power User group. Other classroom technologies (apps, AI, VR) are currently being explored and trainings/workshops will be scheduled for faculty throughout the academic year.				

Objective 1.2: Engage students in co-curricular activities								Owner(s): Jen Fazio and Alison Noone			
Initiatives	Description	Measure	Target	Baseline	Resources Needed	Unit(s)/Owners	Year 1 Progress Update	Year 2 Progress Update	Year 3 Progress Update	Year 4 Progress Update	Year 5 Progress Update
1.2a	Increase number of innovative opportunities for students to engage in learning outside the classroom	number of programs / clubs, did we align with program of study	Y/N	establish in Fall 21	N/A	Alison Noone & Jen Fazio	Despite Covid restrictions, unique opportunities for involvement in the co-curricular program were provided. Programs were held remote and in person, supported by committees and collaborative initiatives. With faculty support, clubs are also aligning their programs to support academic initiatives.				
1.2b	Increase number of student leadership and development opportunities	number of leadership programs	2 new program opportunities	1 year-long program	N/A	Alison Noone & Jen Fazio	Leadership pilot program offered in fall and spring for social work students who completed volunteer hours in the pantry.				
1.2c	Increase campus utilization of CARE reporting system	# reports made per academic year.	increase # faculty/staff who report	approximately 300 reports/academic year	N/A	Jen Fazio & Kate Pandolpho	921 CARE reports were made during the academic year fall 2021 through spring 2022 trends are being identified and analyzed.				
1.2d	Provide learning opportunities for staff development for emotional intelligence and customer service based on the types of CARE reports received	Y/N	Did we align with need	1 training opportunity/ semester	N/A	Jen Fazio & Kate Pandolpho	Mental health concerns which included increased anxiety and depression, housing insecurity/homelessness, relationships, academic stressors, grief and loss, and COVID- related stressors have all been identified from the reporting during the past year. At least 3 training sessions were offered over the past year through HR.				
1.2e	Engage with faculty outside the classroom; enhance opportunities for involvement in learning communities	Y/N	implemented innovative opportunities	establish in Fall 21	N/A	Academic Deans, Alison Noone & Jen Fazio	Activities and events associated with the Social Justice Series, the Global Education Committee, and the Arts on campus initiative all connect opportunities for students to engage and learn outside the classroom.				

Objective 1.3: Improve student persistence, completion and career readiness								Owner(s): Anna Regan and Chris Carbone			
Initiatives	Description	Measure	Target	Baseline	Resources Needed	Unit(s)/Owners	Year 1 Progress Update	Year 2 Progress Update	Year 3 Progress Update	Year 4 Progress Update	Year 5 Progress Update
1.3a	Create institutional support for initiatives that promote retention: Strategic use of proactive advising to serve highest impact populations	Retention of part-time students	Demonstrate higher retention rate for students receiving proactive advising over control group	46.70%	n/a	Anna Regan	From FA21 to SP22, part-time students advised in caseload model had a 3% higher retention rate than students in the control group. SP22 to FA22 numbers will be run after fall census. We will also look at fall to fall numbers to determine if there was an increase over the baseline percentage.				
1.3a	Create institutional support for initiatives that promote retention: Incremental expansion of CRM Advise software	Students benefiting from early warning alerts and outreach	Increase student groups receiving early warning intervention	Two student groups	n/a	Anna Regan; Sheenah Hartigan	Advise CRM was utilized across campus to benefit all students in Spring 2022. Students enrolled in the 15-week, Quick Term, L1 and L2 terms received automatic alerts for low course average. Targeted communication plans were delivered students in the following student groups: pre-nursing, academic probation, veteran and military-affiliated, NJ STARS, Student Support Services, and EOF. Instructor alerts were also piloted in SP22, with 12 instructors raising alerts for students in their classes for issues such as attendance and low grades. The Success Team, under the supervision of Dr. Sheenah Hartigan and Dr. Kate Mohr, responded to alerts by reaching out directly to students and connecting them with campus resources and support. Instructor alerts will be expanded in FA22 to usage by over 50 instructors.				

1.3c	Execute initiatives to encourage and support degree completion: Degrees when due	Number of students returning to complete degrees	Establish systematic review of stop-out data to increase number of stop-outs returning	n/a	Kate Mohr, Shirley Baker	"Degrees When Due" was a degree reclamation initiative targeted toward students with some college, no degree, who left college prior to earning a credential. Specifically, the initiative provided a framework for reviewing the policies, procedures and beliefs that undergird practice and that potentially create barriers for students' reentry and completion. Upon completion of this project, it was determined that OCC already provides most of the recommended practices to encourage degree completion for students who have stopped out. Enrollment and Retention Services continues to reach out to students who have stopped out in order to encourage degree completion.				
1.3d	Create programs to promote career development and readiness Utilize Handshake CRM to connect employers to students and alumni, in order to facilitate and promote job and internship opportunities	Employers offering opportunities on OCC Handshake	20% increase in employer opportunities by 12-21	1600	n/a	Anna Regan	As of July 2022, there are over 4000 employers approved on Handshake			
1.3e	Create programs to promote career development and readiness: Invest in resources to support expansion of experiential education	Number of employees d	Hire Assistant Director of Career Services by 12-21	position approved	resources already approved	Anna Regan	After five searches, we have been unable to hire Director of Career Services. Reporting lines are currently being considered in an effort to attract more candidates.			
1.3f	Create programs to promote career development and readiness: Collaborate with stakeholders to increase career programming	Number of career events hosted in AY 21-22	Minimum four career events in AY 21-22	zero events in 20-21	budget lines for Career Services	Anna Regan	In AY21-22, Career Services hosted a virtual internship fair as well as an in-person part-time job fair. Career Services participated in OCC's New Student Launch events, Open Houses, and OCC's Career Week, as well fall and spring semester workshop series for advisor and for students.			

Goal 2: Optimize and expand enrollment of all learners											Owner: Jerry Racioppi and Amir Sadrian			
Goal KPI	Key Performance Indicator	Baseline	2026 Target	Target Context	Y1		Y2		Y3		Y4		Y5	
					Target FY2022	Actual	FY2023	Actual	FY2024	Actual	FY2025	Actual	FY2026	Actual
1	Total number of credits enrolled each year	178,376	196,900	increase by 2% each year; 12 month (FY2021)	181,944	167,352	185,582		189,294		193,080		196,942	
2	Total headcount enrolled, international, unduplicated?	64	1,000	increase to 1000 students. Baseline FY21	200	50	400		600		800		1000	
3	Total non-credit gross revenue	\$ 1,584,326	\$ 1,945,016	Increase by 1% year 1, then 5% YOY; baseline is 2019	\$ 1,600,169.26	635926* prelim	\$ 1,680,177.72		\$ 1,764,186.61		\$ 1,852,395.94		\$ 1,945,015.74	

Objective 2.1: Promote our value and identity											Owner(s): Jan Kirsten			
Objective Performance Measure	Baseline	2026 Target	Target Context	Y1		Y2		Y3		Y4		Y5		
				Target FY2022	Actual	FY2023	Actual	FY2024	Actual	FY2025	Actual	FY2026	Actual	
1 Total number of leads	10,751	13080	Increase by 4% each year using a 38% matriculation rate on leads	11181	December 2022 metric; calculated in fall	11628		12093		12577				
Objective 2.2: Achieve sustained growth in enrollment														
1 Total credits enrolled, domestic	176,851	195,258	increase by 2% each year; 12 month, baseline FY2021	180,388	166,104	183,996		187,676		191,429		195,258		
2 Total unduplicated headcount	13,213	14,588		13,477	12,615	13,747		14,022		14,302		14,588		
3 Increase number of active international partnerships in Egypt	1	12	grow by 2 in years 1-4 and then grow by 3 year 5	3	1	5		7		9		12		
Objective 2.3: Provide relevant programs to foster workforce development														
1 Credit workforce program enrollment	2,622	2,895	baseline fall 2020; increase by 2% each year; using Perkins program list	2,674	2,521	2,728		2,782		2,838		2,895		
2 Vocational Student Clock hours (non-credit)	57,587.50	73,498	increase vocational clock hours by 5% YOY	60,467	111,376	63,490		66,665		69,998		73,498		

Objective 2.1: Promote our value and identity							Owner(s): Jan Kirsten and				
Initiatives	Description	Measure	Target	Baseline	Resources Needed	Unit(s)/Owners	Year 1 Progress Update	Year 2 Progress Update	Year 3 Progress Update	Year 4 Progress Update	Year 5 Progress Update
2.1a	Convene a team to clarify the OCC identify, value for students, and brand elements	Y/N	Team in place by fall 2021	N/A	Resources are in place	Jan Kirsten	Team is formed, is reviewing data and to design messaging around specific messaging modalities.				
2.1b	Measure brand awareness annually to inform updates	Y/N	Complete by end of February annually	N/A	Resources are in place	Jan Kirsten	College Relations, enrollment services and the College's advertising agency meet bi-weekly to review trends based on current data.				
2.1.c	Expand Pathways Program to every public high school in Ocean County	Y/N	17 out of 17	15	Restructure is complete - no other resources needed	Sheenah Hartigan	OCC delivered the Pathways program in 16 out of the 17 Ocean County high schools in the 2021-22 and the final district agree to begin the program in 2022-23 academic year.				

Objective 2.2: Achieve sustained growth in enrollment							Owner(s): Jerry and ?				
Initiatives	Description	Measure	Target	Baseline	Resources Needed	Unit(s)/Owners	Year 1 Progress Update	Year 2 Progress Update	Year 3 Progress Update	Year 4 Progress Update	Year 5 Progress Update
2.2a	Increase Ocean County high school yield	HS yield	35%	31%	Resources are in place; need conditions related to COVID to relax to do in person recruitment	Sheenah Hartigan	The class of 2021 yield was 31.4%. The Pathways program was executed in full in 2021-22 academic year, as of July 2022 21% of the class of 2022 had enrolled at OCC.				
2.2b	Increase the enrollment of International students	Number of Cohorts (30 Students / cohort)	5 Cohorts per Year	1 Cohort per Year	Marketing funds; As numbers of students increase, ft personnel domestically and in Egypt to handle volume.	Maysa Hayward	The number of active sites will double in the fall of 2022. A new cohort of 35 students will begin their studies at Badr University in the Fall of 2022. Cohort 7 will begin their studies at Ain Shams University in the Fall of 2022.				
2.2c	Increase Non-traditional student enrollment	Enrollment Numbers	3,602	3,263	Resources in place; personnel hired to manage non-traditional partnerships	Sheenah Hartigan	Personnel to recruit non-traditional students and form partnerships with businesses is in place, trained and working. The stakeholder committee is addressed in Goal 4 and is working on complimentary initiatives to help boost non traditional student enrollment. Additional initiatives for non traditional student enrollment are addressed in the SEM plan (goal 2.1c).				
2.2d	Complete Strategic Enrollment Management plan	Y/N	Plan complete and implemented by end of Fall 2022	N/A	Ellucian Consultant	Jerry Racioppi	Ellucian Consultants led initial meetings for the SEM plan. The draft is completed and ready to share.				

Objective 2.3: Provide relevant programs to foster workforce development							Owner(s): Amir and Alexa				
Initiatives	Description	Measure	Target	Baseline	Resources Needed	Unit(s)/Owners	Year 1 Progress Update	Year 2 Progress Update	Year 3 Progress Update	Year 4 Progress Update	Year 5 Progress Update
2.3a	Develop a process for utilizing workforce trend analysis (from env. Scan).	Y/N	Develop and implement by Fall 2021	n/a	P/T position to assist with data needs related to process	Alexa, James, Susan, Joe R., Kaitlin	By developing a comprehensive needs analysis process (completed on time in Fall 2021) and using our resulting quantitative and qualitative findings, we were able to develop a complete two-year plan for program development and program reviews based heavily on trend analysis and stakeholder feedback. We are now in the initiation stage of this plan and have begun researching and developing programs already. Year 22-23 is focused on developing our ideas with goals to complete by June 2024. This analysis cycle will begin again next year, and we will use that updated feedback to develop our next two year plan for 2024-2026.				
2.3b	Review and revise the program review template and process to ensure a more rigorous and critical evaluation that informs both program revisions and, when necessary, program divestment.	Y/N	Implemented by fall 2021	n/a	N/A	Alexa, James, Mary, Rosann	(Y) Developed new template which is aligned to the strategic plan. New template and process has since been implemented. Connections between program review and the CLNA process from initiative 2.3a have been made, including developing annual program updates which include recommendations from the CLNA process, program review report recommendations, and additional metrics. Initiative marked as complete.				
2.3c	Identify modality preferences in cluster programs, analyze data, and schedule offerings accordingly.	Y/N	Survey designed by fall 2021	n/a	N/A	Alexa, Joe R., Amir	A survey to learn student preferences were developed and administered to OCC students. Nearly 600 responses (i.e., 8.1% response rate) were received. The survey was designed to learn about the preference of students based on their gender, ethnicity, program clusters, age, ... in order to offer the courses for specific programs on days and times congruent with their preferences and availability. The results of survey are being studied and used in developing future course schedules.				

2.3d	Establish and expand experiential learning opportunities* *represents apprenticeships and internships	<ul style="list-style-type: none"> • Number of Internships in a given academic year • Number of apprentices in a given academic year • Number of courses incorporating practicum/field placement/project 	<ul style="list-style-type: none"> • 5% increase in student participation in internships and apprenticeships • 5% increase in number of courses incorporating practicum/field placement/project 	<ul style="list-style-type: none"> • Internships – 3 students 2020-5/2021 • Apprentices – 5 students • Courses incorporating practicum/field placement/project – 11 courses as of 7/2021 	<ul style="list-style-type: none"> • Professional staff to oversee Internships and Apprenticeships • Faculty Development • Industry Partners • Advising Development 	Rosann, Eileen	<p>For the 2021-2022 academic year, three students registered for internships, one in law and two in health and human performance. The number of apprentices grew beyond the 5% target, with 14 apprentices in Addictions Counseling participating through the GAINS Grant. Three student interns were part of APPR 151 for hospitality, and nine students completed APPR 151 in Addictions Counseling. Students in HRTM 212 worked on an event planning project with a local business. Four new community projects are being developed of which three are related to the Spark Lab at JBMDL and one is on-campus STEM/SBSS School collaboration for a farm-to-table initiative to develop a hydroponic wall for use in botany and hospitality courses.</p>
2.3e	Identify and bridge gaps in community advisory groups, ensuring consistency in communication, design, and implementation.	<ul style="list-style-type: none"> • Establish a baseline of existing groups and audit for membership duplication and possible consolidation as appropriate • Number of Business in Industry Team Leadership Model (BILT) boards in place 	<ul style="list-style-type: none"> • Conduct initial audit of all units to identify existing advisory groups by September 2021 • Expanding the BILT Model to all Perkins Advisory Committees within 5 years (n= X) (still collecting baseline) 	<ul style="list-style-type: none"> • Community Advisory Committees Number – full audit not complete (11 Perkins Advisory) • 1 BILT Model Advisory Committee 	<ul style="list-style-type: none"> • Industry partners for BILT • Personnel to oversee ongoing community advisory group audit cycle • Personnel to train and deploy BILT Process 	Rosann, Eileen	<p>The College has taken concrete steps to restructure advisory groups both in membership and meeting agendas/purpose (guidelines were developed and posted in one drive for all academic schools). Although many advisory boards saw improvement in FY22, there are still some advisory boards that are not truly utilizing the industry engagement opportunity provided by advisory board meetings. All academic schools were required to submit their updated advisory board membership lists by 7/15/22. These lists had requirements for membership, including being made up of at least 30% industry participants. We are currently reviewing these submissions. In addition, we are offering a faculty-driven training at colloquium for fall 2022 on both the makeup and substance of advisory boards.</p>
2.3f	Strategically expand Prior Learning Assessment opportunities.	<ul style="list-style-type: none"> • Complete Audit of Existing programs by 8/21. • Initial PLA Webpage will be completed by Dec. 21 • 3 existing academic programs will be evaluated each year as part of the program evaluation cycle • 3 new academic programs will be developed in a two-year cycle that may include prior learning assessment opportunities 	<ul style="list-style-type: none"> • Audit existing prior learning assessment opportunities (CLEP, AP, DSST, Portfolio Evaluation, Articulation, OCVTS Artics, Challenge Exam). • Develop and deploy a Prior Learning Assessment Webpage with all opportunities and procedures identified and linked to appropriate related webpages (i.e. Guided Pathways, WPE, etc.) • Expand prior learning assessment opportunities in existing degree programs through development of stackable credentials and review for testing opportunities (i.e. CLEP, DSST, TECEP), non-credit to credit bridges • Intentional development of non-credit to credit bridging and stackable learning opportunities (industry valued credentials recognition) 	<ul style="list-style-type: none"> 0 PLA Webpages 10 Academic programs with PLA possibilities 0 New programs with intentional prior learning assessment opportunities considered 	<ul style="list-style-type: none"> • College Relations • Advising • Professional Development for Faculty and Deans • Academic Affairs • WPE • Other stakeholder groups, i.e. high schools, employers, advocacy groups (private or governmental) • Enrollment Services/HUB (Adult Student Recruitment) 	Amir, Kate, Eileen	<p>This project took a slight backburner as we reviewed exactly what level of PLA we wished to commit to as a college. Academic Affairs has worked heavily with WPE to bridge and stack programs and we currently have a growing number of WPE credentials that lead to credit. All avenues and possibilities are being investigated to expand PLA opportunities in this credit to non-credit space. We now have CompTIA, Google IT, Ethical Hacking, Community Health Worker, and PMP bridges. We are now working on Rouxbe and Adobe bridges. We developed a webpage template, but we will be making edits to our finalized plan and updating the page in fall 2022.</p>
2.3g	Identify, develop, and communicate pathways for stackable credentials	<ul style="list-style-type: none"> • Three existing programs will be evaluated each year to identify stackable credentials for an increase of 5% each year. • A two-year needs assessment cycle will yield 3 new programs with possible stackable opportunities • Target Date for web page development for PLA: 1/22; Target date for soft roll out: 6/22 • Target Date for Guided Pathways webpage: Development: 6/22; Implementation: 6/23 	<ul style="list-style-type: none"> • Identify new programs for stackable credentials through the program evaluation cycle and the new program development process. • Development and implementation of Guided Pathways pages. • Implementation & development of PLA Webpage with links to WPE stackable programs & identified industry recognized credentials/apprenticeships 	<ul style="list-style-type: none"> • PLA Webpage does not exist. • Guided pathways pages do not exist. • Program evaluation does not include assessment for stackable credentials. • Needs assessment cycle started 21.22 	<ul style="list-style-type: none"> • College Relations (GP & PLA) • Possible personnel resources needed to enact these initiatives • P/T Data Analysis person (grant funded) 	Kaitlin, Susan, Eileen	<p>Through our guided pathways webpages, we have built in the process of identifying stackable credentials. We have added this to each program's planned guided pathway webpage, so students can easily access this information in a clear way. For stacking and program development,</p> <ul style="list-style-type: none"> - we have plans to connect Rouxbe to a new culinary option - We have connected multiple IT credentials with newly developed programs and certificates in IT and Cyber security - We are currently researching a plan to stack phlebotomy into a new Medical Lab Technician program...and several more. See 2.3f for details about PLA plans.

Goal 3: Elevate organizational effectiveness.										Owner: Tracey Donaldson and Sara Winchester				
Goal KPI	Key Performance Indicator	Baseline	2026 Target	Target Context	Y1		Y2		Y3		Y4		Y5	
					Target FY2022	Actual	FY2023	Actual	FY2024	Actual	FY2025	Actual	FY2026	Actual
1	Achievement of Goal 1, 2, and 4 KPIs	established in FY2022	100% Targets met		20%	Will be calculated Dec 2022 once all KPIs are complete.	40%		60%		80%		100%	

Objective 3.1: Create and sustain a highly effective work environment								Owner(s): Tracey Donaldson			
Initiatives	Description	Measure	Target	Baseline	Resources Needed	Unit(s)/Owners	Year 1 Progress Update	Year 2 Progress Update	Year 3 Progress Update	Year 4 Progress Update	Year 5 Progress Update
3.1a	Improve the Talent acquisition process and the College's ability to attract rich, diverse candidate pools	New ATS and employee Talent Management System purchased and implemented.	1-Jul-22	People Admin is current ATS and Talent Management System.	Purchasing, HR, IT	Purchasing-M.Banner HR-J.Damore, C. Dubitsky, IT - as assigned	NeoEd purchased and building of workflows for the OHC and Insight modules commenced in early 2022. The applicant tracking module was rolled out 7/1/22.				
3.1b	Enhance Training and Organizational Development function to corral cross-campus initiatives into a central depository for richer and more connected programs, enhanced, self-owned career-building and increased ability to advertise, deliver and assess offerings	Purchase and implementation of Employee LMS to house and drive a central depository of faculty/staff training and development	1-Jul-22	Currently there is no employee LMS.	Purchasing, HR, IT, Academics, eLearning	Purchasing-M.Banner HR-J.Damore, C. Dubitsky, IT - as assigned, Academics- as assigned, eLearning - LMS Assignees	NeoEd purchased and building of workflows for the OHC and Insight modules commenced in early 2022. LERN Module will be implemented after applicant tracking, on- and off-boarding and Perform modules. Late 2022, early 2023. There will be much more work to do to create the campus-wide adoption of LERN to corral training/development initiatives across all areas.				
3.1c	Streamline outdated HR processes	Updated outward facing HR processes.	1-Jan-23	Inventory of all current HR Outward-facing processes.	HR, IT, potentially other departments for specific processes	HR - C. Dubitsky, J. D'Amore, T. Donaldson	NeoEd will streamline processes in personnel agenda creation, hiring, performance management, on- and off-boarding of employees and T & D management. The OHR has also tightened processes with multiple hiring requirements in the Nursing program, further streamlined the tuition reimbursement process and updated the Corrective Action Plan forms.				
3.1d	Increase understanding and transparency of available benefits and compensation structures	Salary structures made available on intranet. Informational sessions on compensation and benefits.	1-Oct-21		Aug-21	HR Staff	HR-A.Tipton, Talent Acquisition, P & B unit	Initiative suspended; will be revisited for relevancy following NeoEd implementation.			
3.1e	Simplify Performance management process for 100% on-time completion	Utilize new Employee LMS to house and drive an improvement performance management system.	1-Jan-24	People Admin is current LMS and Talent Management system.	Human Resources, IT, Vendor	Human Resources-J.D'Amore, T. Donaldson	NeoEd purchased and building of workflows for the OHC and Insight modules commenced in early 2022. LERN Module will be implemented after applicant tracking, on- and off-boarding and Perform modules. Late 2022, early 2023.				
3.1f	Develop and implement more accessible rewards and recognition programs	Re-establish W.O.W. awards with Team WOW - OR another program	1-Jul-22	Fall 2021-WOW program suspended	All areas	Reconvening of R & R Task Force from Winter 2019	Initiative suspended to ensure ample COVID response resources.				
3.1g	Highlight/Improve internal college relations	Test various ways of expanding communications and engagement w/EEs	Throughout Strategic Plan - 2026	Fall 2021	Small EE advisory group w/ HR and CR	CR - J.Kirsten, HR T.Donaldson					

Objective 3.2: Advance our use of technology and information								Owner(s): Alexa Beshara-Blauth and JR Ross			
Initiatives	Description	Measure	Target	Baseline	Resources Needed	Unit(s)/Owners	Year 1 Progress Update	Year 2 Progress Update	Year 3 Progress Update	Year 4 Progress Update	Year 5 Progress Update
3.2a	Perform technology audit in collaboration with Purchasing and establish a process for assessing the adoption of new software and technology	Completion of technology audit and process established for assessing adoption.				Audit - Purchasing, IT, End Users	3.2 a was suspended due to redirection of resources.				
3.2b	Inform and increase awareness for technology and encourage effective adoption	Process established for assessing adoption.	Ongoing through Strategic Plan (2026)			IT	Some progress in promoting the use of technology, information is being developed and distributed. Adoption of WebEx, new WebEx phones, DUO (students Fall 2022). Smartsheets is being used by about 50 ppl.				
3.2c	Improve data reporting systems including tools, dashboards, and warehouse	# new dashboards created; # of unduplicated users accessing dashboards	10; TBD	5; baseline being established for # users	IT resources	Alexa, Mary, Joe, Anthony Jordan	The college has shifted it's approach to building dashboards and has moved from a home-grown product to utilizing PowerBI. This has delayed the development of new dashboards as PowerBI was purchased in May 2022; however PowerBI will allow for more flexibility in building out dashboards. PowerBI connects to the homegrown data warehouse, managed by IT. The second measure, # of unduplicated users accessing the dashboards will need to be re-evaluated to see if this is feasible with PowerBI.				

3.2d	Empower end users to generate information reports and turn data into more meaningful information	It is easy for me to run my own data reports	75.00%	64%	N/A	Alexa, Mary, Joe	The baseline data was recalculated to exclude responses in the no opinion/NA category. This increased our baseline percentage. Data from spring 2022 survey shows 63.4% indicating satisfied or very satisfied which is an increase over baseline. It is hoped that with the rollout of PowerBI and increased IR training sessions, we will see gradual increases. Collaborations with IT for informer report training for the campus will also need to be explored.				
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Objective 3.3: Optimize the use of our campus facilities								Owner(s): James Calamia, Sara Winchester, Amir Sadrian, Stefan De			
Initiatives	Description	Measure	Target	Baseline	Resources Needed	Unit(s)/Owners	Year 1 Progress Update	Year 2 Progress Update	Year 3 Progress Update	Year 4 Progress Update	Year 5 Progress Update
3.3a	Establish baseline of space utilization	Data base with the number & percentage of occupied vs vacant classrooms	Fall 2021	NA	Install, upload data and implement 25 Live Analytic Module	IT Assignee, Amir, Jim, Sara	Inventory of classrooms was made and database in Colleague was cleaned. Additional attributes such as VC and HF were added to classrooms.				
3.3b	Develop process for better aligning facilities space with finance	Class enrollment per class/course	Jan-22	NA	Install, upload data and implement 25 Live Analytic Module	IT Assignee, Amir, Jim, Sara	Academic Administrators developing classroom partitions for various course types. Priority assignments are being created. A testbed is created. Using X25, an optimal schedule is being created for fall 2022 to compare it with the existing schedule. This iterative process will be continued to learn the system's behavior and to identify the need for additional constraints.				
3.3c	Evaluate the process for scheduling classes, modify as appropriate, and develop SOP to ensure efficiency and facilities maximization.	Report on class scheduling; written SOP's on scheduling efficiencies	22-Jan	NA	Install, upload data and implement 25 Live Analytic Module	IT Assignee, Amir, Jim, Sara	An SOP is created. A timeline for various scheduling tasks are established. The data collection process for "load" and "overload" according to the above timeline is (1) established by AA, (2) automated, (3) uniformly implemented among ARHU, BUSS, and STEM, (4) and synced with NURS and eLearning assignment process.				

Objective 3.4: Ensure effective policies and practices are in place and that employees are aware of them								Owner(s): Connie Bello, Tracey Donaldson, Sara Winchester			
Initiatives	Description	Measure	Target	Baseline	Resources Needed	Unit(s)/Owners	Year 1 Progress Update	Year 2 Progress Update	Year 3 Progress Update	Year 4 Progress Update	Year 5 Progress Update
3.4a	Review and update College Policy and Procedure #2310 and the process utilized for developing new policies and revising current policies.	Revised College Policy and Procedure #2310 approved and published in P & P Manual.	15-Dec-21	Policy #2310 is out of date and in need of review.	Assigned and appropriate campus personnel to review and revise.	HR-T.Donaldson PO - C.Bello	This policy update is in progress and will drive 3.4b.				
3.4b	Identify, prioritize, and update outdated policies	Count of policies reviewed each year	100% policies reviewed by end of 5 years; 20% each year	265 total College policies to be reviewed and/or revised	Assigned and appropriate campus personnel to review and revise.	Area VPs assigned to oversee policy categories; specific policy work to be delegated as appropriate	When Policy #2310 revisions are finalized and board-approved, this initiative can be organized to achieve regular progress and meet targets. (Target: September 2022 BOT approval)				
3.4c	Develop and implement a plan to ensure awareness of policies and procedures as well as easy access to them by the College community	Plan in place and executed by fiscal year end FY22.	30-Jun-22	Begin with inclusion in new hire orientation and regular reminders in eMagazine and other appropriate venues.	Assigned personnel from College Relations and Human Resources	Tracey Donaldson, Jackie D'Amore, Jan Kirsten	The location of policy and procedures, as well as employee handbooks or contracts is highlighted in New Hire Orientation. The HR page has been updated with easier access to handbooks and contracts.				

Goal 4: Expand relationships with external stakeholders											Owner: Jan Kirsten & Ken Malagiere			
Goal KPI	Key Performance Indicator	Baseline	2026 Target	Target Context	Y1		Y2		Y3		Y4		Y5	
					Target FY2022	Actual	FY2023	Actual	FY2024	Actual	FY2025	Actual	FY2026	Actual
1	Establish quarterly stakeholder communication meeting with panelist and participants	0	20 total meetings		4	12	4		4				220,494	
2	Measurement of connectivity between multiple college divisions and individual stakeholders - Existing	establishing baseline in FY2021	10% increase annually		increase 10% over baseline	TBD								
3	Measurement of new stakeholders and innovative partnerships	0	20			24								

Objective 4.1: Collaborate across the college to promote positive stakeholder communication and cultivation.											Owner(s): Kim Malony			
Objective Performance Measure		Baseline	2026 Target	Target Context	Y1	Y2	Y3	Y4	Y5					
					Target FY2022	Actual	FY2023	Actual	FY2024	Actual	FY2025	Actual	FY2026	Actual
1	Awareness of the committee and process	establish baseline in FY2021 via survey (must define survey pool)	set target after results are in		pivoted from survey to direct invitations to #? Of College teams yielding #? Participating on a yearly basis	11 departments with 18 individuals participating in the committee								
2	Campus wide participation in quarterly review meetings.	Establish Baseline of original Committee members.	set target after initial committee is confirmed.	Goal is have each College division represented as a panelist while inviting all interested parties to join as viewers	waiting for approval - may add to Colloquium for bi-annual report									
Objective 4.2: Connect with local and extended community supporters.											Owner(s):			
1	Increase number of external participants in college programs, including but not limited to: Grunin Center and Planetarium Audience, Foundation Events, Art installations and audited classes.	Establish Baseline of current average attendance/ Participation numbers for the past 2 Fiscal years with in person events.	set target by June 30, 2021		28272 (note reduced capacity of venues due to pandemic)									
2	Increase in gross number of supporters providing meaningful gifts to the Foundation and College Directly.	Establish baseline of gifts \$1,000 or more each fiscal year on each constituent record	set target by June 30, 2021		For FY 22 we saw a year over year increase of new donor acquisition at 13.15% vs. 8.95% in FY21. This equates to 203 new constituents. more over, we saw a year over year increase in revenue of 97.7% vs 37% increase in FY21.									
Objective 4.3: Explore new and innovative partnerships.											Owner(s):			
1	Refer to goal KPI 3- Measurement of New Stakeholders and innovative partners.	0	20		2	115	3		5		5		5	

Objective 4.1: Collaborate across the college to promote positive stakeholder communication and cultivation.								Owner(s): Kim Malony			
Initiatives	Description	Measure	Target	Baseline	Resources Needed	Unit(s)/Owners	Year 1 Progress Update	Year 2 Progress Update	Year 3 Progress Update	Year 4 Progress Update	Year 5 Progress Update
4.1a	Establish a Cross College Committee on Stakeholder engagement to foster sharing of data and knowledge between college teams	Committee has been established - monthly meeting schedule	Move to quarterly meeting 2021	n/a	n/a	Ken M & Jan K.	Meetings adjusted back to monthly with full committee				
4.1b	Establish a baseline of current community stakeholders	Existing database	1/21/2021	Total 3711	database	Kim M. and Data Manager	24				
4.1c	Review College's existing Stakeholder communication strategies and methods.	n/a	4/5/2021	n/a	Guiding Coalition Objectives	Ken M & Jan K.	completed				
4.1d	Implement a SOP for engaging external stakeholders	Provide talking points to committee	Beginning 9/1/2021 - on going	n/a	Existing stakeholder/committee training	Ken M., Jan K. & Kim M.	in progress/landing page and intake forms have been created and in use.				
4.1e	Streamline processes and data collection	Completed/Form	3/20/2021	n/a	n/a	Kim M. and Data Manager	completed				

Objective 4.2: Connect with local and extended community supporters.								Owner(s):			
Initiatives	Description	Measure	Target	Baseline	Resources Needed	Unit(s)/Owners	Year 1 Progress Update	Year 2 Progress Update	Year 3 Progress Update	Year 4 Progress Update	Year 5 Progress Update
4.2a+A11:II	Link and deepen existing relationships through established communication strategies and methods.	Increase stakeholder relationships across divisions	10% annually	Action tracking in RE or division Current Database.	Existing School or College Team database, RE Database	All Schools/All Divisions.	n/a				
4.2b	Identify key community stakeholders not presently engaged with OCC	New "meaningful" relationships with Divisions	20	Total of Stakeholder Submission Forms received w new or updated relationship detail	RE Database and previous division database.	All Schools/All Divisions.	24				
4.2c	Engage identified stakeholders through the newly designed SOP in 4.1	Review of stakeholders pending 4.1.d	Review of quarterly submissions from Committee	n/a	RE Database	All Schools/All Divisions.	in progress/landing page and intake forms have been created and in use.				

Objective 4.3: Explore new and innovative partnerships.								Owner(s):			
Initiatives	Description	Measure	Target	Baseline	Resources Needed	Unit(s)/Owners	Year 1 Progress Update	Year 2 Progress Update	Year 3 Progress Update	Year 4 Progress Update	Year 5 Progress Update
4.3a	Establish a baseline of existing innovative partnerships	College partnerships beginning 2021	Jun-21	2021	Ken M., Jan Current division databases and PLT	All Schools/ All Divisions	115				
4.3b	Empower teams throughout the college to explore new partnerships using the SOP for new stakeholder engagement	On going quarterly committee meeting and stakeholder engagement training	Start date: 9/1/2021 - on going	n/a	Ken M., Jan Current division databases and PLT	All Schools/ All Divisions	Meetings moved to monthly - encouraging and engagement currently in process				