August 31, 2014

Ms. Betsy Garlatti, Chief of Staff
Division of Finance, Research, and Accountability
Office of the Secretary of Higher Education
PO Box 542
Trenton, NJ 08625

Dear Ms. Garlatti:

On behalf of the Board of Trustees, I am pleased to submit Ocean County College’s Institutional Profile report for the Fiscal Year from July 1, 2013, to June 30, 2014. All required information in past years has been included in this year’s annual report and, to the extent possible, is accurate and complete.

Sincerely,

Jon H. Larson, Ph.D.
President

Enclosure

Jon H. Larson, Ph.D.
President
# Table of Contents

**Letter from President Jon H. Larson, Ph. D**

I. Table of Contents... ii

II. Data by Category
   A. Accreditation status:
      1. Institutional accreditation... 1
      2. Professional accreditation... 1
   B. Number of students served:
      1. Number of undergraduates by attendance status... 2
      2. Number of graduate students attendance status... 2
      3. Number of non-credit students served... 2
      4. Unduplicated number of students for entire academic year... 2
   C. Characteristics of undergraduate students:
      1. Mean math, reading, and writing SAT scores (senior public institutions)... 3
      2. Enrollment in remediation courses by subject area... 3
      3. Race/ethnicity, sex, and age... 4
      4. Numbers of students receiving financial assistance under Each federal-, state-, & institutional funded aid program [AY 2012-2013 data]... 5
      5. Percentage of students who are New Jersey residents... 5
   D. Student outcomes:
      1. Graduation rates:
         a. Four-, five- and six-year graduation rate by race/ethnicity (senior publics)... 6
         b. Two-year graduation rate (community colleges)... 6
         c. Three-year graduation and transfer rate by race/ethnicity (community colleges)... 6
      2. Third-semester retention rates
         a. By attendance status... 6
   E. Faculty characteristics:
      1. Full-time faculty by race/ethnicity, sex, and tenure status... 7
      2. Percentage of course sections taught by full-time faculty... 8
      3. Ratio of full- to part-time faculty... 8
   F. Characteristics of trustees or governors
      1. Race/ethnicity and sex... 9
      2. List of trustee/governors with titles and affiliations... 9
      3. URL’s of webpage with information on trustees/governors... 9
   G. Profile of the institution; degree and certificate programs... 10
   H. Major research and public service activities... 11
   I. Major capital projects... 16
III. Other institutional information
A. Ocean County College Mission & Goals 2010 – 2015 17

IV. Appendices 21
A. Number of Degrees/Certificates Granted Past Five Years 22

B. Academic Programs 23
Section II: Data by Category

A. Accreditation status:

1. Institutional accreditation

Ocean County College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. OCC was first accredited in 1969, and most recently reaccredited in 2014.

2. Professional accreditation

In addition to institutional accreditation, the Accreditation Commission for Education in Nursing (ACEN) accredits the college’s AAS program in Nursing.
B. Number of students served:

1. Number of undergraduates by attendance status, fall 2013

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td></td>
<td>5,138</td>
<td>54.2%</td>
<td>4,339</td>
</tr>
<tr>
<td></td>
<td>9,477</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Number of graduates and first-professionals by attendance status

Does not apply to community colleges

3. Number of non-credit students served FY 2013

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Registrations(^1)</th>
<th>Unduplicated Headcount</th>
<th>Total Clock Hours (One Clock Hour = 60 minutes)</th>
<th>Total FTEs(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment</td>
<td>5,105</td>
<td>3,065</td>
<td>144,493</td>
<td>321</td>
</tr>
<tr>
<td>Customized Training</td>
<td>16</td>
<td></td>
<td>224</td>
<td>0</td>
</tr>
</tbody>
</table>

\(^1\)Includes all registrations in any course that started on July 1, 2012 through June 30, 2013

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

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

4. Unduplicated number of students for entire academic year

For the fiscal year 2012-2013, Ocean County College served a total of 15,966 credit students.

**Unduplicated Enrollment, FY 2013**

<table>
<thead>
<tr>
<th>Headcount Enrollment</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>15,966</td>
<td>224,129</td>
<td>7,471</td>
</tr>
</tbody>
</table>

Source: IPEDS 12-Month Enrollment Survey
C. Characteristics of undergraduate students:

1. Mean math, reading, and writing SAT scores: (senior public institutions)

2. Enrollment in remediation courses by subject area

<table>
<thead>
<tr>
<th>Total number of undergraduate students enrolled in fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fall 2013 Undergraduate Enrollment</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>9,477</td>
</tr>
</tbody>
</table>

Total Enrollment = includes all students, FT, PT, returning, transfer, etc.

<table>
<thead>
<tr>
<th>Total number of first-time, full-time students enrolled in remediation fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of FTFT Students</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>1,810</td>
</tr>
</tbody>
</table>

First-time, full-time students enrolled in remediation fall 2013 by subject area

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of FTFT Enrolled in:</th>
<th>Percent of all FTFT Enrolled in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Algebra</td>
<td>269</td>
<td>14.9%</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>English</td>
<td>198</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file
3. Race/ethnicity, sex, and age

Undergraduate enrollment by race/ethnicity, fall 2013

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>Full-time</td>
<td>3,919</td>
<td>76.3%</td>
<td>271</td>
<td>5.3%</td>
</tr>
<tr>
<td>Part-time</td>
<td>3,350</td>
<td>77.2%</td>
<td>240</td>
<td>5.5%</td>
</tr>
<tr>
<td>Total</td>
<td>7,269</td>
<td>76.7%</td>
<td>511</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>American Ind.</th>
<th>Alien</th>
<th>Race Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>Full-time</td>
<td>42</td>
<td>0.8%</td>
<td>23</td>
<td>0.4%</td>
</tr>
<tr>
<td>Part-time</td>
<td>18</td>
<td>0.4%</td>
<td>36</td>
<td>0.8%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>0.6%</td>
<td>59</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Undergraduate enrollment by sex, fall 2013

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Pct</th>
<th>Female</th>
<th>Pct</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>2,535</td>
<td>49.3%</td>
<td>2,603</td>
<td>50.7%</td>
<td>5,138</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,648</td>
<td>61.0%</td>
<td>4,226</td>
<td>44.6%</td>
<td>6,874</td>
</tr>
<tr>
<td>Total</td>
<td>5,183</td>
<td>100.0%</td>
<td>6,832</td>
<td>100.0%</td>
<td>12,015</td>
</tr>
</tbody>
</table>

Undergraduate enrollment by age, fall 2013

<table>
<thead>
<tr>
<th></th>
<th>LT 18</th>
<th>18-19</th>
<th>20-21</th>
<th>22-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50-64</th>
<th>65+</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>18</td>
<td>2,541</td>
<td>1,403</td>
<td>477</td>
<td>321</td>
<td>144</td>
<td>84</td>
<td>102</td>
<td>46</td>
<td>0</td>
<td>2</td>
<td>5,138</td>
</tr>
<tr>
<td>Part-time</td>
<td>295</td>
<td>488</td>
<td>822</td>
<td>866</td>
<td>653</td>
<td>389</td>
<td>225</td>
<td>394</td>
<td>161</td>
<td>20</td>
<td>6</td>
<td>4,339</td>
</tr>
<tr>
<td>Total</td>
<td>313</td>
<td>3,029</td>
<td>2,225</td>
<td>1,363</td>
<td>974</td>
<td>533</td>
<td>309</td>
<td>496</td>
<td>207</td>
<td>20</td>
<td>8</td>
<td>9,477</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey
4. Numbers of students receiving financial assistance under federal-, state-, & institution-funded aid programs, AY 2012-13

<table>
<thead>
<tr>
<th>FEDERAL PROGRAMS</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grants</td>
<td>3,644</td>
<td>12,314,599</td>
<td>3,379.42</td>
</tr>
<tr>
<td>College Work Study</td>
<td>94</td>
<td>162,160</td>
<td>1,725.11</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SEOG</td>
<td>773</td>
<td>138,419</td>
<td>179.07</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>2</td>
<td>3,030</td>
<td>1,515.00</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>1,820</td>
<td>5,643,520</td>
<td>3,100.84</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>1,758</td>
<td>5,710,093</td>
<td>3,248.06</td>
</tr>
<tr>
<td>SMART &amp; ACG or other</td>
<td>15</td>
<td>62,430</td>
<td>4,162.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATE PROGRAMS</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>1,700</td>
<td>2,389,659</td>
<td>1,405.68</td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF)</td>
<td>140</td>
<td>125,250</td>
<td>894.64</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>4</td>
<td>3,000</td>
<td>750.00</td>
</tr>
<tr>
<td>NJ STARS</td>
<td>380</td>
<td>673,898</td>
<td>1,773.42</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>4</td>
<td>28,906</td>
<td>7,226.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTITUTIONAL PROGRAMS</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/Scholarships</td>
<td>381</td>
<td>381,397</td>
<td>1,001.04</td>
</tr>
<tr>
<td>Loans</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report

5. Percentage of students who were NJ state residents

<table>
<thead>
<tr>
<th>First-time, full-time fall 2013 enrollment by state residence</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Residents</td>
</tr>
<tr>
<td>1,806</td>
</tr>
</tbody>
</table>

Note: Residence unknown included with New Jersey Residents.
Source: IPEDS Fall Enrollment Survey
D. Student outcomes:

The federal government has established a definition of the graduation rate for postsecondary institutions. The definition is included in the Student Right-to-Know Act and its enabling regulations. The graduation rate of students attending postsecondary institutions is the percent of first-time, full-time, degree/certificate seeking students in a given fall semester who complete their degree within 150% of the normal time to completion.

1. Graduation rates:
   a. Four-, five- and six-year graduation rate by race/ethnicity (senior publics)

   ![Graduation rates table]

   Source: IPEDS Graduation Rate Survey

   c. Three-year graduation and transfer rates of fall 2010 FT/FT degree/certificate seeking students by race/ethnicity:

   ![Graduation and transfer rates table]

   *Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.
   Source: IPEDS Graduation Rate Survey

2. Third-semester retention of first-time students, fall 2012 to fall 2013:
   a. By attendance status

   ![Retention rates table]

   Source: IPEDS Fall Enrollment Survey, Part E

The numbers of degrees and certificates granted over the past five years are listed in Appendix A.
E. Faculty characteristics:

1. Full-time faculty by race/ethnicity, sex, tenure status and academic rank, fall 2013

<table>
<thead>
<tr>
<th>Tenured</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Wom</td>
<td>Men</td>
<td>Wom</td>
</tr>
<tr>
<td>Professors</td>
<td>6</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>10</td>
<td>11</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>8</td>
<td>14</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>All Others</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29</td>
<td>42</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenured</th>
<th>Amer. Ind.</th>
<th>Alien</th>
<th>Race Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Wom</td>
<td>Men</td>
<td>Wom</td>
</tr>
<tr>
<td>Professors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>All Others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenured</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Wom</td>
<td>Men</td>
<td>Wom</td>
</tr>
<tr>
<td>Professors</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>All Others</td>
<td>7</td>
<td>11</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9</td>
<td>12</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenured</th>
<th>Amer. Ind.</th>
<th>Alien</th>
<th>Race Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Wom</td>
<td>Men</td>
<td>Wom</td>
</tr>
<tr>
<td>Professors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>All Others</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenured</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>7</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>10</td>
<td>12</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>9</td>
<td>14</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>All Others</td>
<td>12</td>
<td>14</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>54</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenured</th>
<th>Amer. Ind.</th>
<th>Alien</th>
<th>Race Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Wom</td>
<td>Men</td>
<td>Wom</td>
</tr>
<tr>
<td>Professors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>All Others</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>47</td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources Survey
*Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.
2. Percentage of fall 2013 course sections taught by full-time faculty

<table>
<thead>
<tr>
<th>Total Number of Course Sections</th>
<th>Taught by Full-time Faculty</th>
<th>Taught by Part-time Faculty</th>
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*Others include full-time administrators

3. Ratio of full-time to part-time faculty, fall 2013

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F. Characteristics of trustees or governors: Race/ethnicity and sex

1. Race/ethnicity and gender of governing board

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<th>American Indian</th>
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2. Members of the Board of Trustees

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<th>Name</th>
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<tr>
<td>Linda L. Novak</td>
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</tr>
<tr>
<td>Stephan R. Leone</td>
<td>Attorney</td>
<td>Carluccio, Leone, Dimon, Doyle &amp; Sacks, LLC</td>
</tr>
<tr>
<td>Jerry J. Dasti</td>
<td>Attorney</td>
<td>Dasti, Murphy, McGuckin, Ulaky, Cherkos &amp; Connors</td>
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<tr>
<td>Thomas Dowd</td>
<td>Interim Executive Superintendent</td>
<td>Ocean County School District</td>
</tr>
<tr>
<td>Frank J. Dupignac, Jr.</td>
<td>Attorney</td>
<td>Hiering, Dupignac, Stanzione &amp; Dunn</td>
</tr>
<tr>
<td>Emil A. Kaunitz, Jr.</td>
<td>President</td>
<td>Specialty Systems, Inc.</td>
</tr>
<tr>
<td>Thomas E. Monahan</td>
<td>Attorney</td>
<td>Gilmore &amp; Monahan</td>
</tr>
<tr>
<td>Joanne Pehlivanian</td>
<td>Real Estate Broker/Salesperson</td>
<td>Diane Turton Realtors</td>
</tr>
<tr>
<td>Dr. Wilda I. Smithers</td>
<td>Medical Doctor</td>
<td>Private Practice</td>
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<tr>
<td>Evan Williamson</td>
<td>Student/Alumni Representative</td>
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3. For more information about OCC Trustees, please visit the following web site:  
http://www.ocean.edu/content/public/about/board-of-trustees.html
G. Profile of Ocean County College: Degrees and certificate programs

The college offers three degrees: the associate in arts (A.A.), the associate in science (A.S.), and the associate in applied science (A.A.S.). Currently available with the A.A. designation are the liberal arts programs, global studies, performing arts, and Digital Mass Media with two options. Currently available with the A.S. designation are the following academic emphases: business administration, computer science, criminal justice, engineering, environmental science, general studies, homeland security, occupational therapy assistant, psychosocial rehabilitation, public service, and respiratory care. Currently available with the A.A.S. designation are the following programs: administrative office management, business with paralegal studies option, computer science/information technology, dental hygiene/hygienist, interpreter training, nursing, respiratory therapy, technical studies, and visual communications technology. In addition, the college offers twelve Certificate of Proficiency programs. They are in administrative office management, criminal justice, exercise science, fire science, information technology, nutrition, paralegal studies, personal training, physical therapy aide, small business management, sports management, and visual communications. Nine Certificates of Completion are offered as well. They are: accounting, addictions counseling, business studies, computer graphics, dental assisting, dietary manager, information technology, legal secretary, and teacher’s aide. See Section IV: Appendix B for a complete listing of all degree programs, options, transfer tracks, and certificate programs.
H. Major research and public service activities

OCC is not required to submit to the National Science Foundation their R&D Expenditures form #411 as we do not receive any federal, state or local funding to specifically support R&D activities, nor are any institutional funds budgeted or expensed for this purpose.

In the four Ocean County College academic schools, faculty members have displayed their scholarship and creativity in local, regional, national, and even international venues. These successes serve to prominently highlight the reputation of Ocean County College as a center of excellence in education, scholarship, and creative work.

In The School of Math, Science, and Technology, Dr. Xu, Professor of Mathematics, during the summer of 2013, surveyed 101 Chinese students’ math levels in Shanghai, China. He is doing a comparative study of those students versus students at OCC.

Neil Schiller, Associate Professor of Engineering has worked on the development of integrated audio/video notes for lecture and homework for student use as a supplement. This material is useful for audio learners, poor note takers, those who have missed lectures and need to catch up, and anyone who needs additional help with homework concepts. The material is published in both chapter pdf format and as electronic books which allows it to be searched.

Marc LaBella, Associate Professor of Biology, presentations and contributions include:
- Reviewer for Grants in Aid – New Jersey Academy of Sciences – January 2014
- Keynote Ignite Presenter at NJ Edge.Net Annual Conference – November 2103 “Ocean Online”
- Breakout Presentation at NJ Edge Faculty Best Practices Conference – March 2014
- Marc continues to take CEU Classes in Emergency Medicine to maintain his EMT License

Robin Weitz, Associate Professor of Computer Science, continues to work on the development of courses for the A.S. Degree in Game Development and Design Program. She is in the forefront of curricular development in this field. OCC is an institutional member of the IGDA (International Game Developers Association) and Robin is a lifetime member.

Duane Grembowicz, Associate Professor of Biology, is an active community leader on environmental issues. He works with the Barnegat Bay Partnership (formerly the Barnegat Bay National Estuary Program), a program sponsored by the US Environmental Protection Agency, the Ocean County Board of Freeholders, and Ocean County College. Some of the activities he has undertaken are:
- Annual Bird Count
- Led Arboretum Nature Walk for OCC Earth Day celebration
- Census Horseshoe Crabs for the Nature Conservancy at Shark River & Higbee Beach during the months of May & June
- Philadelphia Botanical Club Field Survey
- Philadelphia Botanical Club Field Survey 9
- “Forest Health Surveys” for NJDEP GIS Forest Modeling
• “Amphibian Crossing Project” volunteer for Conserve Wildlife Foundation
• Volunteer – New Jersey Herptile Atlas Project
• 2013 Field Survey – Swamp Pink (Helonius bullata) (joint PBC & TBS)
• Contributor – NJAS “Voice of New Jersey Audubon”
• Pinelands Heritage Lecture Series
• Volunteer – New Jersey Osprey Project
• Field Survey – Breeding Frogs
• GPS Mapping Restoration Project – Invasive Plant Species

In The School of Language and the Arts, Professors Elizabeth Brierley (theatre), Paul Chalakani (theatre), Karin Gargone (music), Mark Wilson (music), Jacquie West-Farbman (dance) and the Interim Dean of SLA developed and received approval to implement the AA Degree in Performing Arts Fall 2015. Professors Nat Bard (art) and Lisa Cecere (art) are working closely with the Interim Dean of SLA to develop and receive approval for the AA Degree in Fine Arts. Robert Marchie (history) and Richard Trimble (history) are working to implement the Ocean County World War I seminar tour. The seminar tour, scheduled to take place summer 2015, will focus on World War I battlefields in Verdune and Normandy France. Professor Lisa Cecere (art) conducted a Japan Travel Learn seminar Spring 2014. Professor Cecere accompanied 11 students to Kumamoto City, Japan for 11 days to study the Japanese art and culture, particularly in the Kumamoto Prefecture of Japan. Professor Gary Shaffer Co-lead the Theatre in London seminar. Professor Shaffer accompanied 30 students to London for two weeks seeing and discussing plays presented by the National Theatre, The Royal Shakespeare Company and several West End theatres.

Professor Basilotto (American Sign Language) hosted the Deaf Gathering Day at OCC, and the NJ Association of the Deaf’s Biennial Convention at OCC. She also presented a workshop regarding Mentorship at the Women’s Leadership conference. Dr. Mary Ellen Carr (English) initiated the idea to host a Women’s Leadership Conference Committee; Chaired the Women’s Leadership Conference Committee and designed the program. Professor Carboy (English) was also a member of the Women’s Leadership Conference Committee and helped design the program. She is also working closely with the Global Education Committee to infuse a global perspective into all School of Language and the Arts courses. Professor Jayanti Tamm presented at the Women’s Leadership Conference and assisted Dr. Carr in organizing the conference. Professor Sheridan also presented at the Women’s Leadership Conference “Leadership Through Creative Ventures.” Professor Sheridan presented “A Serious Disconnect: When Culture Breaks” during Global Education week at OCC. Dr. Rolon also presented on Confucius “When Culture Breaks…” during Global Education week at OCC. Professor Fallon (digital photography) attended the Photo Expo in New York. Professor Dan Baker (philosophy) continues to work on the disciplines student outcome assessment. Professor Patricia Kennedy (art) continues to develop her website (http://www.beamusback.com) devoted to art history.

Language and the Arts faculty are also active authors. Professor Jayanti Tamm (English) published her second book June 2014 “Habitual Exit,” continues to write for the Huffington Post; and has contributed a work of fiction for Women’s Study Quarterly. Professor David Bordelon submitted his essay to Thought and Action refuting the idea of college as a business. Martin Novelli completed, with Frank J. Wetta, a book titled THE LONG RECONSTRUCTION,

Professor Paul Chalakani directed two plays for the Ocean County College Repertory Theatre Company, “Romeo and Juliet” May 2014 and “Sweeney Todd” July 2014. Dr. Beth Brierley assisted with the production of these two plays. Heidi Sheridan was awarded a Certificate of achievement for participation in the Honors by contract, and as Chair of the Poetry Festival she organized poetry readings, student workshops, and a film screening. She also participated in a collaborative teaching project with Professor Bard which had students from Creative Writing and Painting courses working collaboratively on paintings and poetry. Dr. David Bordelon is representing the English Department at the state-wide meetings on Learning Outcomes, while Professors Valerie Brownrigg and Lynn Kraemer-Siracusa are representing the English Department at the state-wide meeting on Developmental English. Professor Kraemer-Siracusa is working on her Dissertation; is the Two Year College English Association (TYCA), NJ State Representative, and is 2nd Vice President of FAOCC. She was also Chair of the Session “Community College Culture” at the Fall TYCA conference.

The School of Nursing worked closely throughout the year with the Facilities, Information Technology, and Purchasing Departments on reconstruction of the Health Science Building. Teresa Walsh MSN, RN-BC, Mary Fennessy BS, MAS, Academic Administrator, and MaryAnn Kaufmann MSN, RN, Skills, Simulation, and Student Retention Specialist were members of the committee working with these other departments to obtain equipment and complete construction of the building under the ELF (Equipment Leasing Fund) and HEFT (Higher Education Facilities Trust Fund) Grants which were awarded to the college.

Ocean County College’s Student Nurses Organization (SNO) continued to sponsor activities throughout the year which were well attended by members of the campus community. Under the direction of faculty advisors and in collaboration with the Student Life Organization, the SNO held two blood drives, a health fair, and various other fund raising events. The SNO also worked with the Ocean County Health Department to sponsor a flu clinic on campus. Money was raised throughout the year to provide scholarships to nursing students. This year $ 300.00 in scholarship monies were presented to students at the annual Pinning Ceremony. SNO representatives were included within the orientation program held each semester to welcome new nursing students and sponsored a luncheon during these events. This year, two SNO officers attended the National Nursing Students Convention held in Tennessee.

In February 2014, faculty accompanied all Nursing III and Nursing IV students to the New Jersey Nursing Students annual convention in Atlantic City. The title of the convention was: Appreciative Inquiry: A Framework in Achieving Excellence. Students had the opportunity to attend a number of workshops as well as interact with other student nurses from across the state.
Several faculty members attended the Higher Education Forum: Spotlight on Student Success held on the OCC campus in February. In May, a number of Faculty members attended the New Jersey Council of Associate Degree Nursing Programs workshop. This continuing education program was titled: Active Learning Strategies to Promote Critical Thinking in the Classroom. It was presented by Linda Caputi RN, MSN, EdD, CNE, ANEF, a nationally known nursing speaker and leader in curriculum development.

Professor A. Leah Kelly EdD, APRN-C was the recipient of the 2014 Ocean County College Outstanding Teaching Award in May 2014. Having served the College for nearly twenty-five years, Professor Kelly had a major impact on the development of key initiatives within the School of Nursing, including the On-site-on-Line (OSOL) program, and incorporation of student preceptorship into the program. She was honored for her dedication to the School of Nursing as well as community service within the area of mental health and illness.

Assistant Professor Lois Donovan MSN, RN was named the Preceptor of the Year by Monmouth University for her role in mentoring MSN students to the role of nursing educator. The School of Nursing faculty precepted students from Monmouth University, Drexel University, and Kean University during the 2013-2014 academic year. These student work side by side with experienced faculty members to develop an understanding of the role of nurses within the academic setting. They participate in classroom lectures, clinical and skills/simulation lab experiences, as well as attend department meetings.

In January 2014, five faculty members in the School of Nursing enrolled in the Doctor of Philosophy in Nursing program at Kean University, Nathan Weiss Graduate College. The candidates are pursuing a PhD in Nursing Leadership Education on the Ocean County College Campus.

MaryAnn Kaufmann was co-author of an article titled, “Practice Models: A Concept Analysis” published in the October 2013 journal Nursing Management. Laura Skrable MSN, RN Assistant Skills Lab Specialist was a co-author of an article titled, “Simulation in Associate Degree Nursing Education – A Literature Review”. This article was published in the July 2014 edition of Teaching and Learning in Nursing: Official Journal of the National Organization for Associate Degree Nursing.

The School of Nursing continues to work closely with Kean University to develop a generic BSN Nursing Program. Students will complete general education requirements and an introductory course to professional nursing to receive an Associate Degree in Science from Ocean County College. The six credit introductory course - NURS 280: Nursing Science - was approved by the OCC Governance Councils and Board of Trustees during spring 2014. This is the first course students will complete prior to beginning the higher level nursing clinical courses offered at Kean University en route to the Kean BSN.

In May 2014, 153 students graduated from the OCC nursing program and were pinned.
In the School of Social Science and Human Services, Phi Beta Lambda (PBL) advisor, Associate Professor Katherine Dillon, Business Studies, brought OCC student members of PBL to the national leadership conference in Nashville, Tennessee in June where OCC students competed against 500 students from two- and four-year colleges and proudly took home several awards, including “Most professional membership in the Eastern Region” and for the first time ever, placing in sixth in a subject category at the national level.

Dr. Christine Kitchin accompanied a group of OCC students on the “World of the Maya Travel Seminar,” a guided archaeological and cultural journey to the Yucatan Peninsula, and was appointed to serve on the newly formed New Jersey Community College Consortium for Global Education (NJCCCGE), a direct outgrowth of the Global Studies Initiative at OCC. In March, Associate Professor Karl Kleiner, and College Lecturers Jason Ghibesi and Rebecca Feiler-White, accompanied 45 students on a trip to the United Nations for guided tours.

In February 2014, Ed Kissling presented at the Eastern Educational Research Association Conference in Jacksonville FL, on the topic of "Hybrid Courses and Student Achievement”, while Dean Labollita presented four seminars on the medical aspects of addictions to students in Ocean County Vocational and Technical Schools (OCVTS) LPN program.

Professor Neil Lavender continues to publish blog posts and columns for Psychology Today, and is currently working on a research project with his colleague at Monmouth University to investigate the impacts of the normalization and institutionalization of abuse of workplace practices.

As ever, members of the Ocean County College faculty make continuing and impressive contributions to their students, disciplines, departments, college and community.
I. Major capital projects

**New Construction-Student Center**

Our new Student Center building currently under construction will have a wall of windows to take advantage of natural light and will house a new food service facilities featuring food stations and seating. A Welcome Center, Admission Office, Student Life Office, lounge, game room, Student Club room, and conference rooms will be located within this new building. The new Silver LEED (LEED Silver) Student Center will have its electric, chilled and hot water fed from the College's new Combined Heat and Power Plant.

**Renewal and Renovation**

The Instructional building closed its doors to the public July 1st for renovation and rehabilitation. Demolition inside the building will take place during fall 2014. Following the demolition will be a renovation giving the building a new exterior facelift, a remodeling to all three floors, and up-to-date mechanical equipment.

The Health and Science building’s renovation design work is underway. The next phase includes window replacement and new entrance doors, amongst other upgrades. A handicap ramp will be constructed for accessibility from the parking lot one extension, as well as, an additional parking lot for twelve more spaces. All areas will be occupied by the start of the fall 2014 semester. The building has been outfitted with all new classroom furniture and lab equipment.
Section III. Other Institutional Information: The Strategic Plan, 2010 - 2015

Planning Assumptions

- Institutional growth will continue to a maximum total of 20,000 students on the main campus (developed to 30% of its land mass) by 2025, 8,000 students at the Southern Educational Center by 2025, and a possible 4,000 at a third western extension site to be developed in 2020 for a total campus unduplicated enrollment of 32,000. Distance Learning enrollments will increase exponentially as we explore new markets and create new partnerships.

- The major mission of the college will continue to be to serve the transfer needs of the students using specialized career and jobs programs, work partnerships, certificate programs, and voc-tech alliances to serve the career needs of the county, as they present themselves.

- The major academic partnerships the college pursues will be to make transfer baccalaureate and masters programs available on the college’s main campus or create alliances with schools that offer our graduates distinct academic advantages. We will continue to work to arrange articulation agreements that allow our students to transfer seamlessly to quality schools with financial assistance opportunities.

- The major values of the college will continue to be academic quality, variety and excellence of teaching/learning, and seeking a national reputation for the academic preparedness and success of our graduates.

- The educational delivery modes will continue to blend traditional classroom education with cutting edge technology in distance learning modes.

- The college will continue to partner with the county and with business enterprises to develop resources that benefit the students and the citizens of Ocean County.

- We will continue to affirm a culture of assessment leading to improved accountability, transparency, and overall institutional quality, utilizing data-based decision making practices whenever they are effective;

- Increasing globalization will require further internationalization of the curriculum.

- Social and cultural change in the larger society will continue to place demands on the college for organizational flexibility.

- We assume continuing fiscal support from the state and county, but we recognize the need to expand the college’s capital position through effective and low-risk leveraging.
Mission and Goals, 2010-2015

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

- **Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning outcomes in these programs:**
  
  Goal 1: Implement all appropriate recommendations for the advancement of Developmental Learning at the college;
  Goal 2: Implement all appropriate recommendations for the integrated academic engagement of first-year students;
  Goal 3: Advance student articulation needs;
  Goal 4: Develop programs that will serve needs generated by current economic conditions in collaboration with community, educational, and business partners;
  Goal 5: Develop a Teaching/Learning Institute on Campus for the improvement of teaching/learning as identified by learning assessment outcomes;
  Goal 6: Enhance our distance learning potential;
  Goal 7: Continue to recast the academic calendar for increased productivity.

- **Provide broadly-based student support, starting from our initial contact with every individual student, regardless of his or her unique needs:**
  
  Goal 8: Implement appropriate recommendations for the integrated campus engagement of all students;
  Goal 9: Use results of the SENSE and CCSSE survey to assist with engagement assessment
  Goal 10: Continue to expand outreach to NJ Stars students and expand outreach to other targeted student demographic population
  Goal 11: Transition to the new one-stop, enrollment management facility
  Goal 12: Join the effort for career services targeted at special population;
  Goal 13: Expand and enhance the college’s athletic program.

- **Measure employee attitudes toward the workplace and student attitudes toward the learning experience and make responsive adjustments in institutional strategies:**
  
  Goal 14: Use PACE or other appropriate instrument to measure employee attitudes and develop recommendations for improvement based on outcomes;
  Goal 15: Develop faculty subcommittees to create action plans based on 2010 CCSSE outcomes.

- **Provide a well-designed campus and facilities with advanced technology:**
  
  Goal 16: Continue to implement the Facilities Master Plan based on enrollment growth and the development of a campus for Kean at Ocean;
Institutional Profile: FY 2014

Goal 17: Explore innovative uses of technology in the classroom for both teaching/learning and classroom assessment techniques;
Goal 18: Complete ongoing technological upgrades identified on the IT plan.

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

  Goal 19: Develop and implement as appropriate an employee succession plan for depleted positions;
  Goal 20: Address the need to employ more diverse faculty and staff and to create bonds in the Mexican-American community;
  Goal 21: Continue to use a mutual gains approach to collective bargaining and develop training programs to educate mid-management in the administration of labor contracts;
  Goal 22: Implement college-wide staff development and training programs with particular emphasis on comprehensive new employee orientation and services for troubled employees;
  Goal 23: Undertake a comprehensive analysis of compensation, starting salary guidelines, and a classification system for non-represented employees;
  Goal 24: Complete a comprehensive review of all current performance evaluation systems and make replacements with interactive meaningful systems where needed.

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

  Goal 25: Continue to refine the long-term capital financial plan to support expansion and refurbishment of the campus. Ensure capital and operating budgets are properly aligned and revenue streams are realistic;
  Goal 26: Review outsourcing of services; assess efficiency and ROI; add or subtract as needed;
  Goal 27: Use this strategic plan as a major measure for new money requests to the Planning and Budgeting Council.

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

  Goal 28: Provide periodic professional development for the leadership team to continue to function effectively as a team;
  Goal 29: Continue to meaningfully expand the use of an in-house electronic board document management system for greater efficiency;
  Goal 30: Restructure leadership meeting schedules for maximized efficiency.
• Continue to reach out to members of the Ocean County community and beyond in order to create meaningful, fulfilling, and mutually beneficial partnerships.

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

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

A. Number of Degrees/Certificates Granted by Curriculum, Past Five Years

B. Academic Programs
Appendix A: Numbers of Degrees/Certificates Granted Past Five Years

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<th>2013</th>
<th>2014</th>
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<td>627</td>
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## Appendix B: Ocean County College Academic Programs

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<td>Journalism</td>
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<td>History - Kean Univ.</td>
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<td>Phys Ed K12 Teaching - Kean Univ.</td>
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* These are Joint Admissions Programs with NJIT, students should consult with department faculty.

** These are non-degree programs. Students must change to another degree program in order to graduate.
### ASSOCIATE IN APPLIED SCIENCE DEGREE (A.A.S.)

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### CERTIFICATE OF PROFICIENCY PROGRAMS (Require 30 - 36 credits)

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