



OCEAN
COUNTY COLLEGE

PATHWAYS AT OCEAN



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EVOLVING CONVERSATIONS



Completion
is a
milestone,
not the end



Workforce
outcomes &
credential value
emphasized



Lumina[™]
FOUNDATION

Achieving
the **Dream**



CREDENTIALS OF VALUE



Lumina's 2040 Goal

By 2040, 75 percent of adults in the U.S. labor force will have college degrees or other credentials of value leading to economic prosperity.



Measured as the share of the labor force with a post-high school degree, certification, or certificate and are making at least 15% more than the national median annual salary of a high school graduate.



DEFINING ECONOMIC MOBILITY

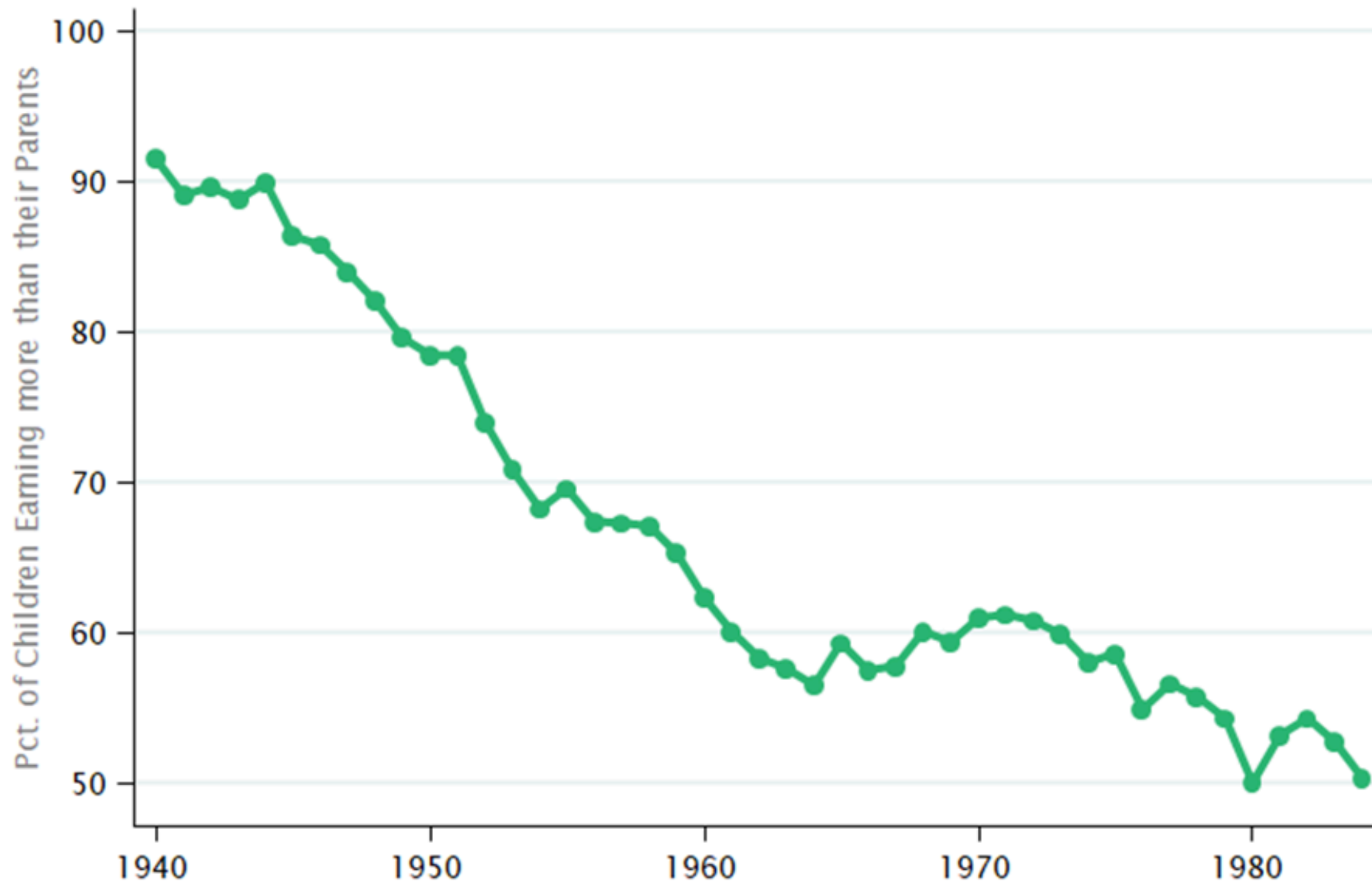
Achieving
the Dream 



- Upward income movement across generations
- Many community college awards lack strong wage returns

DEFINING ECONOMIC MOBILITY

Percent of Children Earning More than Their Parents, by Year of Birth



OCC PROGRAMS & EARNINGS IMPACT

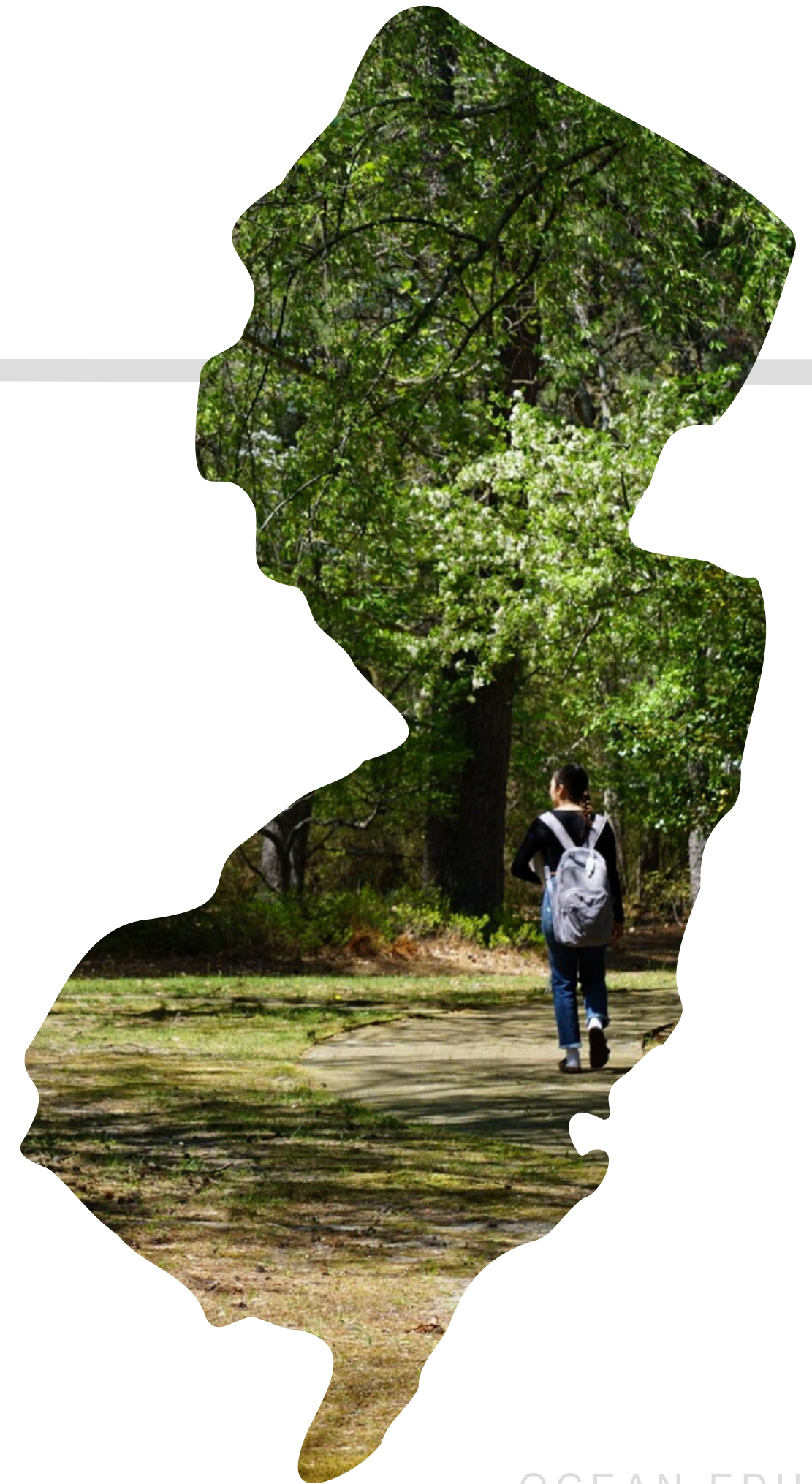
Median earnings four-years after completion in the top largest reported programs and state's living wage: **Ocean County College**

| Field of Study | Award Level | Median Earnings |
|--|--------------------|-----------------|
| 1 Adult, Living Wage | | \$51,501 |
| 1 Adult + 1 Child, Living Wage | | \$90,834 |
| Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing. | Associate's Degree | \$73,281 |
| Business Administration, Management and Operations. | Associate's Degree | \$40,431 |
| Criminal Justice and Corrections. | Associate's Degree | \$38,865 |



SETTING OUR STUDENTS UP FOR SUCCESS

- Are programs aligned for **our students** to be successful?
- Are we able to meet the goals of **all students** in Ocean County?



STUDENT PATHWAYS

66%

Enroll in a transfer program

31%

Enroll in Liberal Arts programs

60%

Graduates transfer to a 4-year institution



FOUR-YEAR COLLEGE TRENDS

Where are our students going?



**#1
Kean**



**#2
Stockton**



**#3
Rutgers**



FOUR-YEAR COLLEGE TRENDS

What are our students studying when they transfer?

- Psychology
- Nursing
- Criminal Justice
- Social Work
- Accounting
- Business
- Bio/Bio Sciences
- Education



TURNING INSIGHT INTO ACTION



HIGHER EDUCATION EVOLVES



ACCESS



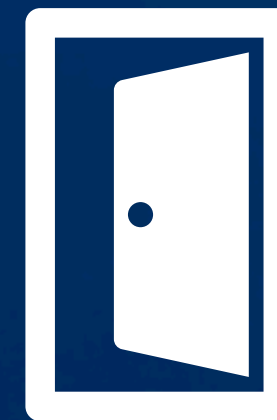
COMPLETION



MOBILITY



**INSTITUTIONS MUST
ADAPT TO CHANGING
NEEDS**



DESIGNING PATHWAYS AT OCEAN



RETHINKING THE APPROACH



Instead of designing around what we think students *should* want . . .
Let's follow their natural paths.

Model: "Observe where students walk in the snow—and pave the sidewalks there."

OCC DESIRE PATHS = TRANSFER PATTERNS



Examine where students actually **transfer** after OCC.

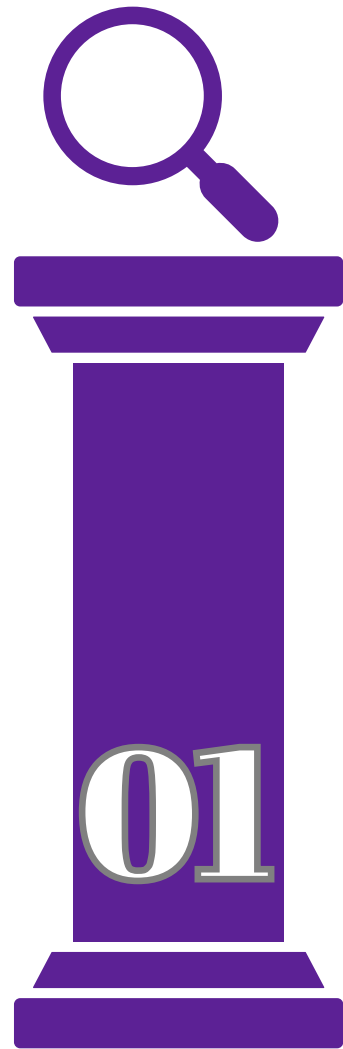
Top transfer institutions:

- Kean University
- Stockton University
- Rutgers
- NJIT (Computer Science and Engineering)

Look at top **majors and programs** students enter at these institutions.



GUIDED PATHWAY PILLARS



Clarifying
Paths to
Student Goals



Helping
Students Get on
a Path



Keeping
Students on
Their Path



Ensure
Students are
Learning

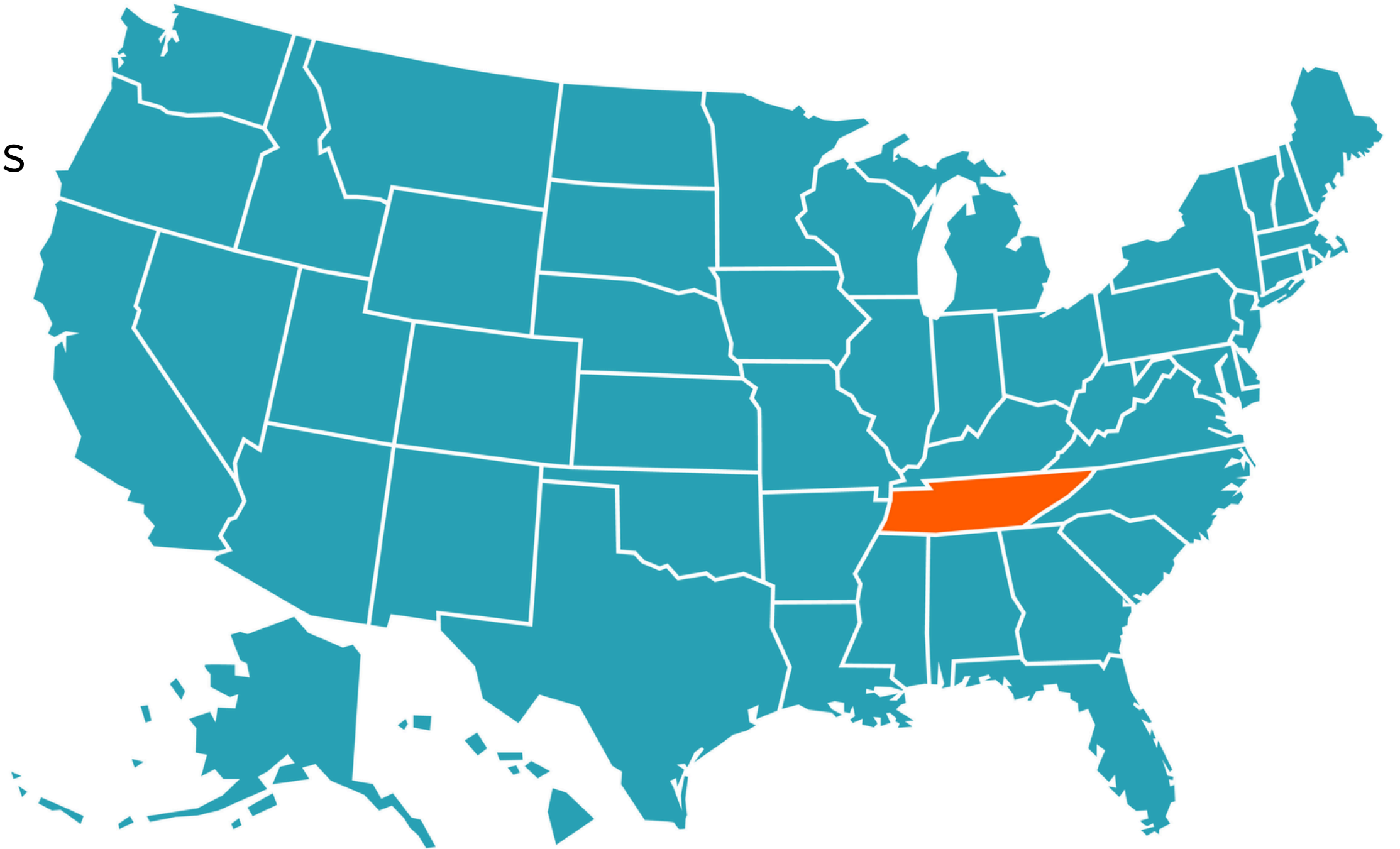


CASE STUDIES

For Guided Pathways

"In Tennessee, adopting practices in Area 1 (Clarifying Paths) and Area 3 (Keeping on Path) resulted in a nearly twofold increase in college-level credits earned..."

- More Essential than Ever.



AREAS OF STUDY FRAMEWORK

- Each Area of Study assigned to a **Dean**
- Each Dean will convene a **workgroup of faculty**
- Faculty will develop **tracks** within each **Area of Study**
- Tracks created within **defined guardrails**



TRACKS FOLLOW Structured, Flexible Progression:



| Term | Student Experience | Purpose |
|-----------------|---|--|
| Term 1 | All students in the meta-major take a common core: ENGL 151, STSC 150, a Pathway Intro Course (e.g., ECON 151 for Business), and foundational Gen Eds | Builds shared academic foundation, cohort belonging, and informed program choice |
| Term 2 | Students take one track-specific course to begin differentiating, while continuing Gen Ed and skill-building | Allows exploration while keeping options open |
| Term 3-4 | Students specialize in their chosen track with progressively focused courses and applied learning | Builds momentum toward transfer or career with intentional, aligned coursework |



SAMPLE: BUSINESS AREA OF STUDY

| Concentration | Accounting | Business Admin | Business Analytics | Health Admin | Management |
|-----------------|------------|----------------|--------------------|--------------|--------------|
| FALL 1 | ENGL151 | ENGL151 | ENGL151 | ENGL151 | ENGL151 |
| | STSC150 | STSC150 | STSC150 | STSC150 | STSC150 |
| | ECON151 | ECON151 | ECON151 | ECON151 | ECON151 |
| | MATH | MATH | MATH | MATH | MATH |
| | ACCT161 | BUSN131 | BUSN134 | BUSN134 | BUSN134 |
| SPRING 1 | ENGL152 | ENGL152 | ENGL152 | ENGL152 | ENGL152 |
| | ECON152 | ECON152 | ECON152 | ECON152 | ECON152 |
| | ACCT162 | ACCT161 | ACCT161 | ACCT161 | ACCT161 |
| | CSIT123 | CSIT123 | CSIT123 | CSIT123 | CSIT123 |
| | MATH | MATH | MATH | MATH | MATH |
| FALL 2 | BUSN134 | ACCT162 | ACCT162 | ACCT162 | ACCT162 |
| | BUSN251 | BUSN251 | BUSN251 | BUSN251 | BUSN251 |
| | ACCT261 | BUSN134 | CSIT165 | HEHP183 | BUSN170 |
| | GHUM | GHUM or GSOC | GHUM or GSOC | GHUM or GSOC | GHUM or GSOC |
| | GSCI | GSCI | GSCI | BIOL130 | GSCI |
| SPRING 2 | BUSN271 | BUSN271 | BUSN271 | BUSN271 | BUSN271 |
| | ACCT263 | GHUM | MATH157 | HEHP227 | BUSN151 |
| | COMM154 | COMM154 | COMM154 | COMM154 | COMM154 |
| | GHUM | Elective | GHUM | GHUM | GHUM |
| | Elective | Elective | Elective | Elective | Elective |



COMPLEXITY TO CLARITY

75 PROGRAMS & CERTIFICATES

Arranged into

9 AREAS OF STUDY WITH CONCENTRATIONS



HUMANITIES & CULTURES



MEDIA, COMMUNICATION & DESIGN



FINE & PERFORMING ARTS



SCIENCE



COMPUTER SCIENCE



MATH & PRE-ENGINEERING



BUSINESS



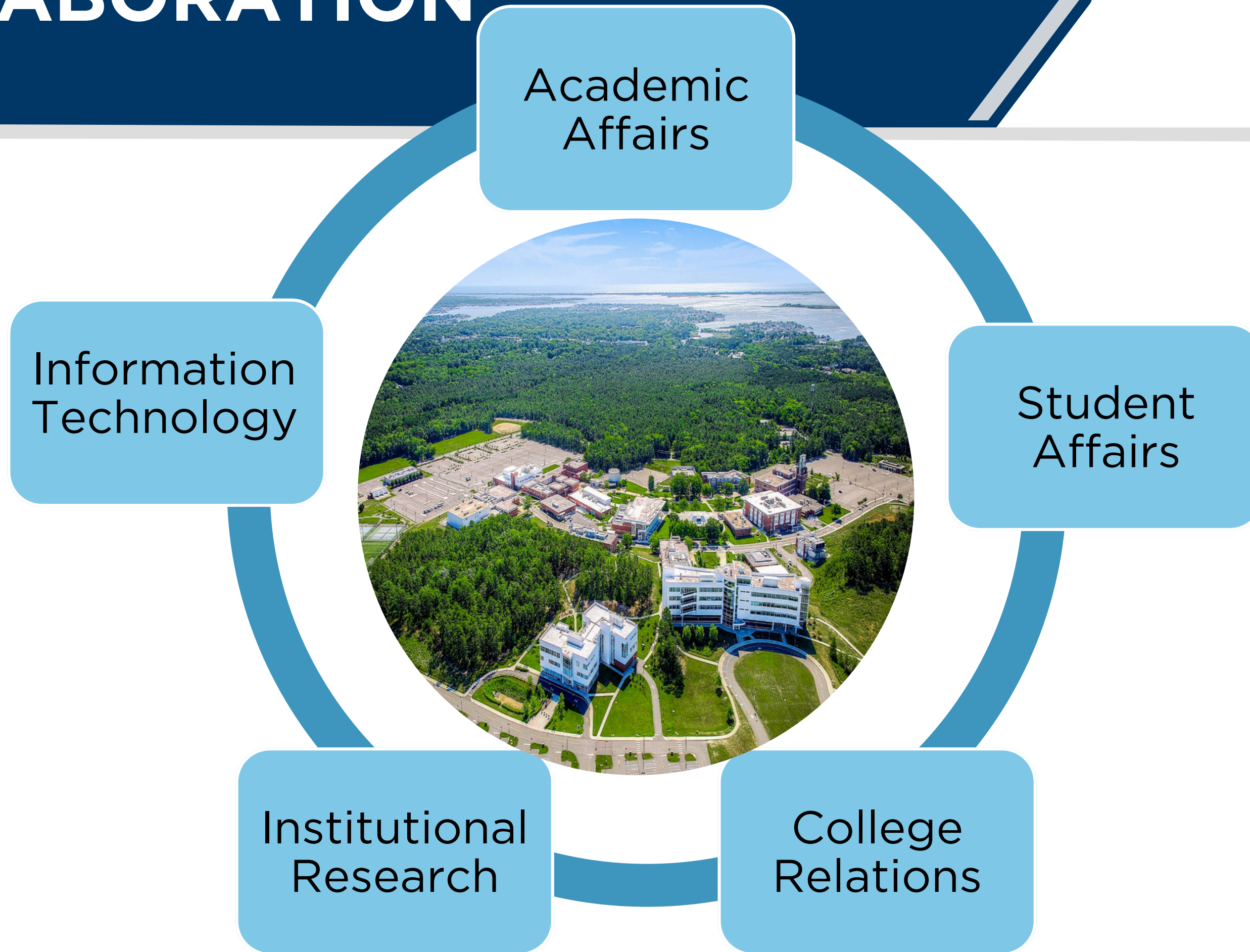
BEHAVIORAL SCIENCE & PUBLIC SERVICE



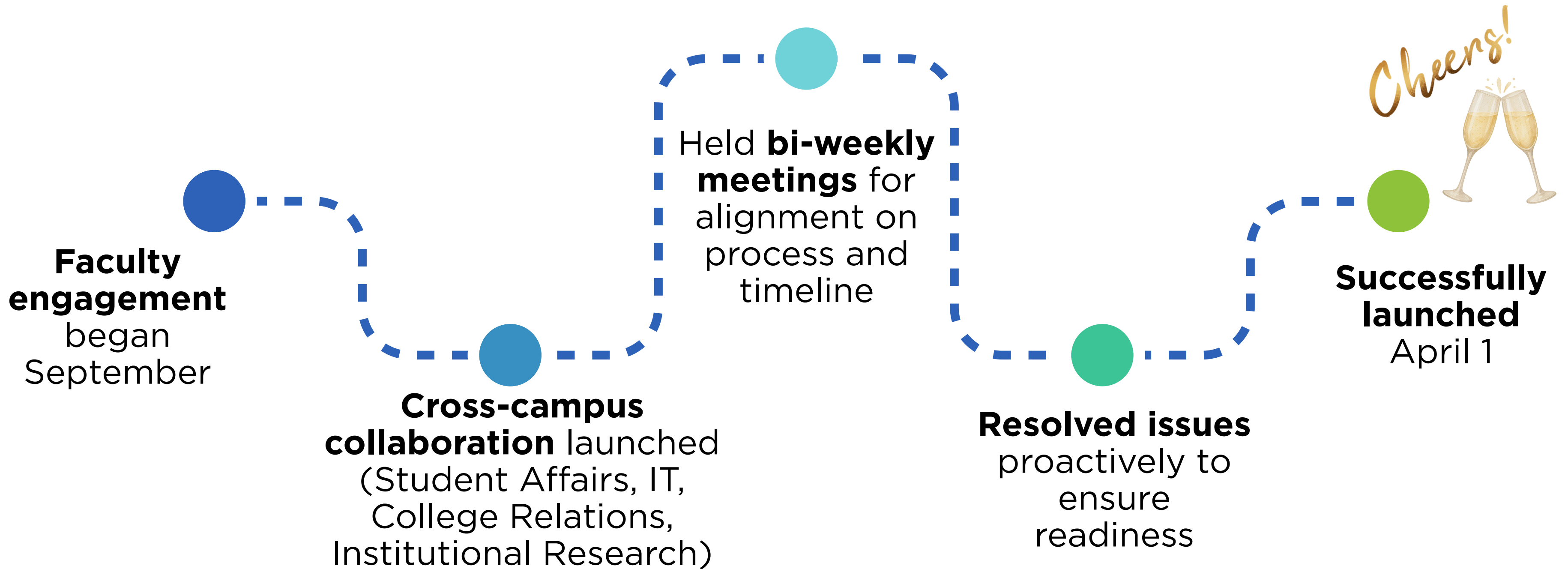
HEALTH SCIENCES



COLLABORATION



PATHWAYS RESTRUCTURE PROCESS



MARKETING & REBRANDING



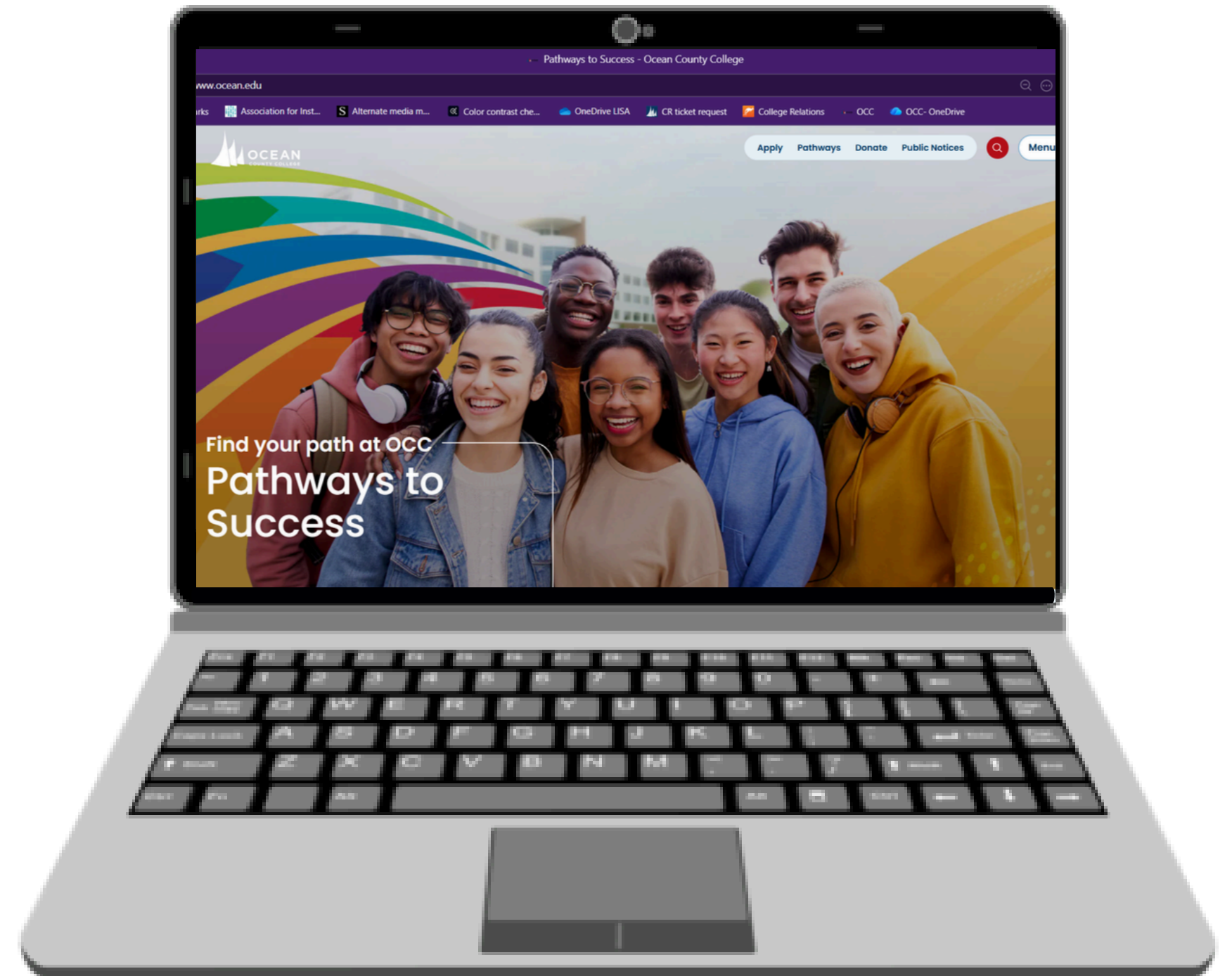
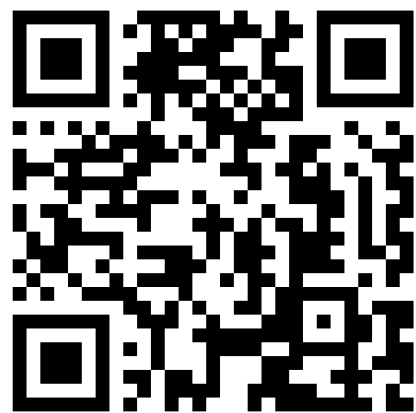
- 1 **Workforce**
- 2 **Business & Social Sciences**
- 3 **STEM**
- 4 **Health Sciences**
- 5 **Arts & Humanities**

WEB PRESENCE REDESIGN

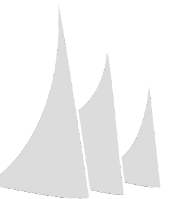
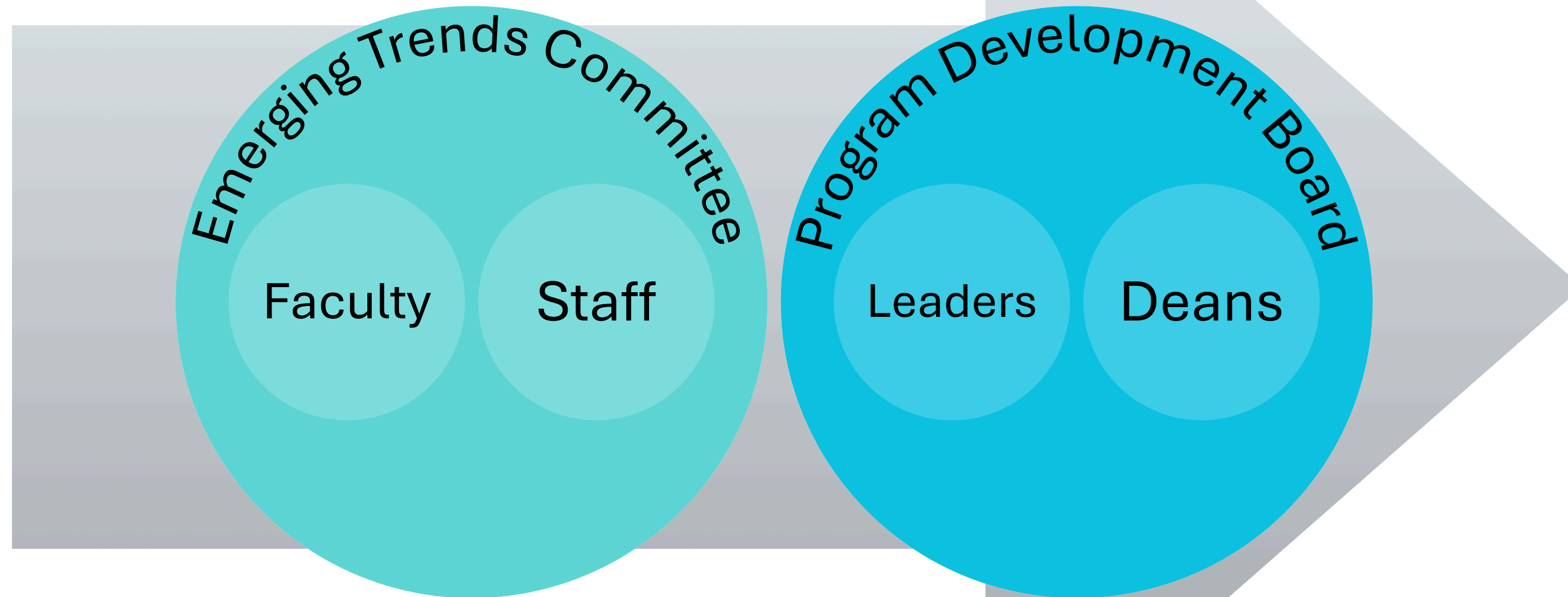
Program pages will:

- Show **clear academic pathways**
- Highlight certificates and the **bachelor's degrees they connect to**
- Allow us to **market pathways we don't formally offer degrees in**, but support through transfer-aligned coursework

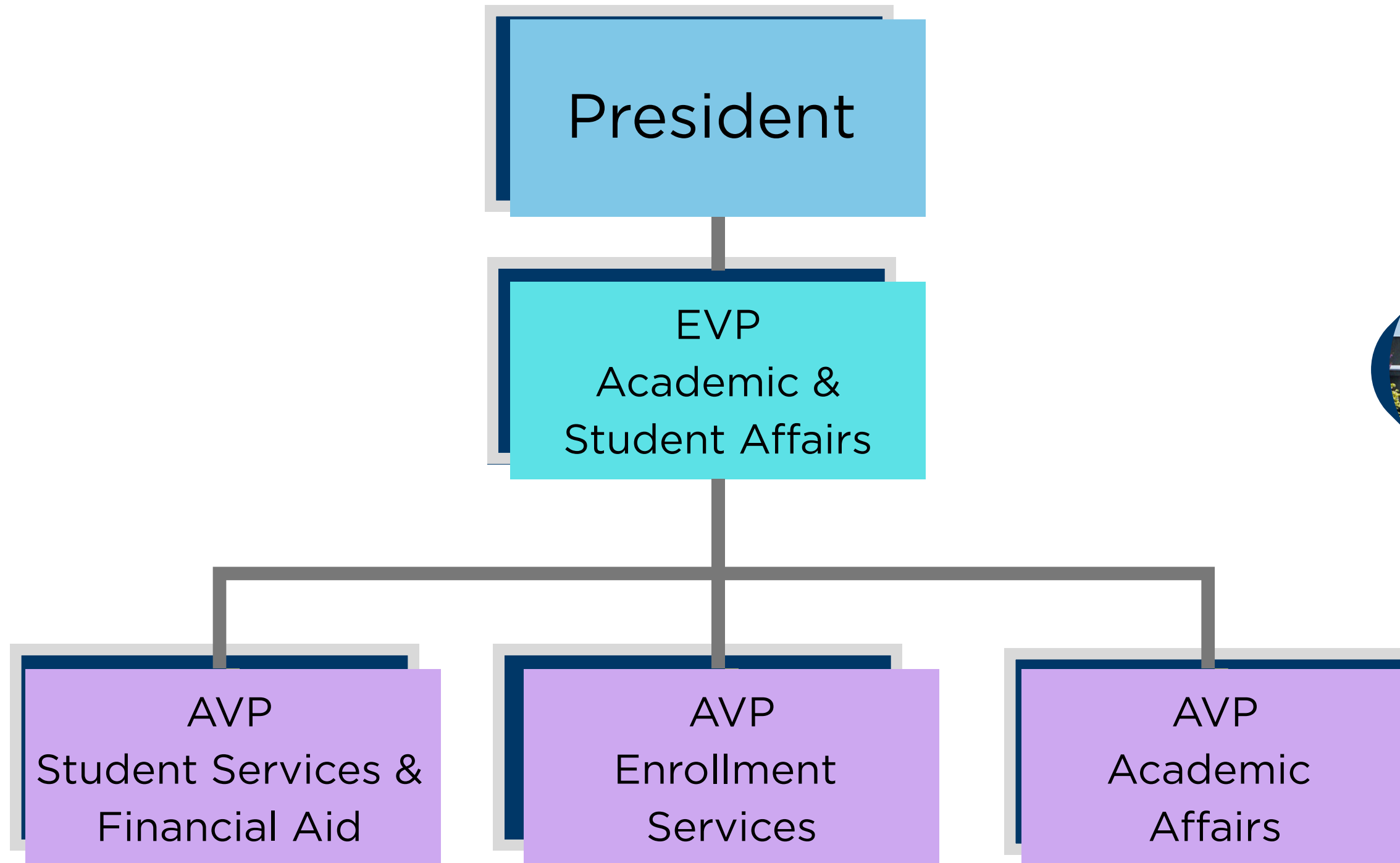
SCAN ME



PROGRAM DEVELOPMENT PROCESS



INSTITUTIONAL REORGANIZATION

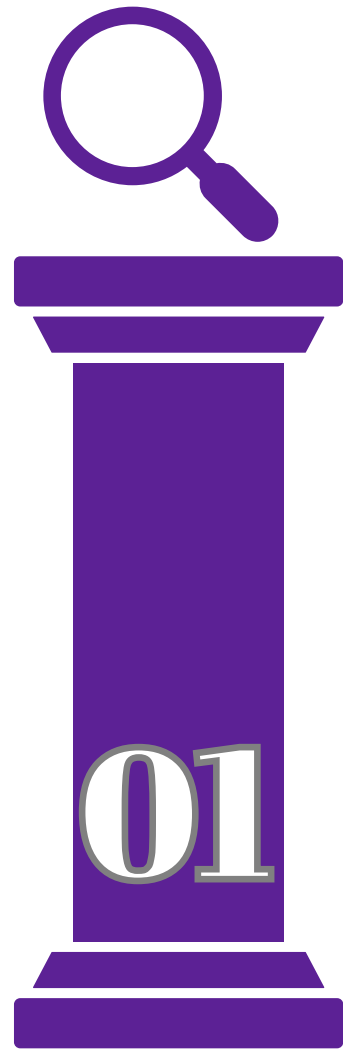


PATHWAYS VIDEO

OCC NOW



NEXT STEPS



Clarifying
Paths to
Student Goals



Helping
Students Get on
a Path



Keeping
Students on
Their Path



Ensure
Students are
Learning



Questions





Thank You

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