



Thomas Edison State College
101 West State Street
Trenton, New Jersey 08608-1176

Office Of The President
(609) 984-1105
FAX (609) 989-9321

MEMORANDUM
December 13, 1991

TO: Members, Board of Trustees
FROM: George A. Pruitt 
SUBJ: President's Report to the Board of Trustees

Bid Waiver Update

At the September 6, 1991 meeting, the Board approved a bid waiver for reproduction of the Program Planning Handbooks. The cost was estimated at \$20,000. The Graphic Reproductions Company was selected at a cost of \$23,000.

The Center for Corporate and Public Partnerships

The Center has been working with Digital Equipment Corporation's Education Program to provide courses for Digital employees in the south. Thomas Edison State College was selected from several colleges being considered for this project. Contracts were awarded to only two colleges: the University of Georgia and Thomas Edison State College.

Over eighty participants from five states attended the Eighth Annual Regional Program on Noncollegiate Sponsored Instruction (PONSI) Sponsors' meeting in October.

TOPS

The Trenton Office of Policy Studies is currently involved in the "weed and seed program," a comprehensive neighborhood-based anti-drug initiative which combines law enforcement efforts with programs to rebuild the affected areas of the city, and works to offer productive alternatives to drugs. TOPS has also played an instrumental role in developing and organizing planning sessions for the Mayor and his Cabinet, focusing on team building and a strategic planning process, and developing policies to improve human relations in Trenton's neighborhoods.

Foundation Update

The Thomas Edison State College Foundation has secured the services of Mr. James Leslie, Executive Director of the University of Rhode Island Foundation to assist in planning a comprehensive fund raising program which includes the annual fund, corporate and foundation relations, and major gift solicitations. Mr. Leslie will deliver a report to the Foundation at its December 3 meeting.

Master of Science in Management Degree Program

The College completed a three-day conference November 20-22, 1991 as part of the critical planning in the development of the Master of Science in Management (MSM) degree program. The blueprint conference brought together experts from the academic and business communities to design a set of core competencies that constitute the mastery of management in contemporary organizations. The recommendations and outcomes will constitute an important segment in the College's development of a Program Approval Document (PAD) for the Department of Higher Education.

The participants were divided into two subgroups to maximize interaction. A list of participants included: Dr. Joseph Reed, Chairman, Management Department, Cambridge College; Mr. William Budney, Vice President, PSE&G; Mr. Stephen Davidson, Corporate Vice President, Human Resources, General Instrument Corporation; Dr. Richard Beatty, Labor Relations Institute, Rutgers University; Dr. Peter Thornton, Associate Dean, Thomas Moore College; Dr. Theresa Rosania, Business Department, Kean College; Dr. Don Trotter, Staff Manager, Executive Education, AT&T; Mr. Donald Sutton, Executive Director, Information/Systems Computing, Mind Extension University; Dr. Charles Nanry, Rutgers University; Mr. John Ford, Program Implementation Manager, Digital Equipment Corporation; Mr. John Foster, Vice President, Merrill Lynch; Mr. Arup Varma, Rutgers University; Mr. William Moore, Manager, Industrial Engineering and Management Services, Sandvik Steel Company; and Ms. Deborah Cutchin, Director of Government Services, Rutgers University. Dr. Charles Nanry was the Coordinator for the blueprint conference.

Consulting Faculty Honored

The College held a special consulting faculty conference and awards ceremony on Friday, November 1, 1991. Carol Aslanian, Director, Adult Learning Services, The College Board, spoke on the topic, "Serving Adult Students in the 90's - Where Do We Go From Here?"

The College presented plaques to 81 faculty who have worked with the College for ten or more years. Many of the attendees spoke about their dedication to the College and of the opportunity to work with our highly motivated adult learners who are committed to achieving their educational goals.

Consulting Faculty Data Base

I indicated in the Annual Report that the College had just completed a computerized data base for consulting faculty. Subsequent demographic analysis reveals that of the 241 consulting faculty, 62% are at the full or associate professor level on their home campus, 53% have earned doctorates, and all others have a minimum of a masters degree. They come from 58 colleges - 34 in the state of New Jersey; 28% come from two year colleges, 60% come from four year colleges, and 12% are professionals in the work place and have the appropriate academic credentials.

The consulting faculty represent 93 disciplines. During the coming year, efforts will be made to recruit both female and other minorities in order to increase the 30% female and the 12.8% minority representation.

Statewide Testing & Assessment Center (STAC)

The fall meeting of the Statewide Testing and Assessment Center (STAC) was held at the College on October 11. At the request of the Executive Committee and the liaisons who represent 39 member colleges, the program for the day emphasized methods of earning credit. Workshops were conducted on the Program On Non-Collegiate Sponsored Instruction (PONSI) and the new ACE transcript; on the new military transcript; on Guided Study; on the CALL network; on the Computer Predictor Test; and on portfolio assessment.

National Institute

The fourth annual National Institute on the Assessment of Experiential Learning is being planned for June 13-16, 1992. For the first time, we will include a session on an overview of Thomas Edison State College, sessions on technology and experiential learning assessment, and on how adults learn. Continuing on the faculty of the National Institute are Drs. Morris Keeton, Urban Whitaker, Harriet Cabell, Barry Sheckley, Ross Ann Craig, Alan Mandell, Amy Lezberg, and Gerald Patton. Dr. Elizabeth Kasl of Columbia University will lead the session on how adults learn; staff will lead the other new sessions.

Accreditation Visit

The Director of Testing and Assessment participated on an accreditation team visit to Nyack College, Nyack, NY, October 28-30, for the Middle States Commission on Higher Education. This was her fourth accreditation visit, and her first for Middle States.

Presentations

A paper by the Director of the Office of Test Development and Research, "The Once and Future Thing: Credit-by-Examination in Adult Education," presented at the annual meeting of the Northeast Educational Research Association, described the general decline in the total annual volume of testing for credit-by-examination. (The TECEP program has not experienced such decline, but has shown considerable growth). The paper analyzes some possible causes for this, and projects an expanded future for testing, albeit with some modifications in the relationship of the activity to the instructional activity on a traditional campus. The paper was facilitated by input from the directors of CLEP and ACT-PEP, major national testing programs, and has been shared with them.

The Director of the Office of Testing and Assessment conducted a session at the 1991 CAEL Conference in San Diego, November 7-11, with Dr. William Walters of Cambridge College. The title of their presentation was "Learning Outcomes of Prior Learning Assessment."

Guided Study Courses

There are 1039 course equivalent enrollments for Guided Study courses offered during the fall, 1991 semester. This represents a 38% increase over the fall semester, 1990. This semester became the first semester in which enrollments exceeded 1000. Thirty-eight courses were offered, and all thirty-eight drew sufficient enrollments.

Six new courses were included in the fall semester enrollments. The new courses include: The American Civil War, American Government, Introduction to Psychology, Business Mathematics, Computer Literacy, and Physics I. Further, 13 new mentoring faculty joined the DIAL Guided Study program. They are: Mansour Ajami, Middle Eastern Politics; Jack Burchill, Physics; Justin Doll, Computer Science; Noreen Duncan, English Composition; Leonard Fitts, Psychology; Joseph Gowaskie, American History; Louis Hoelzle, Mathematics; Audrey Johnson, African History; Rosalie Maiorella, Psychology; Joseph Tramutola, Business Law; Harold Trulear, Philosophy; Jack Waintraub, Physics; and Karen Woodward, Political Science. This brings the total number of mentoring faculty to 45. We are very pleased that Dr. Hoelzle has joined the program, as he is the coauthor of the textbook, Business Mathematics, 5th Edition, which is being adopted nationwide for the Public Broadcasting Service/Adult Learning Services course "By The Numbers."

Satellite Activities

While no live teleconferences were held during the summer, DIAL did respond to a number of requests to record satellite delivered programs. These included, "Author, Author" featuring adult learning specialist Stephen Brookfield; "College Marketing - Reaching the Out of School Student"; a series of programs on using various software programs; and "Ports of Entry" which was broadcast live from the Seventh Annual Education at a Distance Conference at the University of Wisconsin. This program was subsequently used for professional development activity within the Academic Affairs division.

Imaging System

We are always attempting to find ways and means of improving our services to the students. We have decided to use the WANG Imaging technology to completely eliminate the problem of missing or misplaced student documents. The Vice President for Academic Affairs recently visited the University of Southern California to carry out an in-depth study of the WANG Imaging system they introduced in 1989 to solve similar problems in their offices of Admissions and Registrar. Since we are also adopting the WANG imaging technology, this visit was extremely fruitful in getting first-hand knowledge of the operation.

The University of Southern California processes approximately 43,000 applications in a year - basically for the fall semester. In order to reduce response time and to ensure that no documents are lost, they process them through the imaging system in four steps. Step one, they prepare the mail for imaging, log in monies received and check the authenticity of transcripts. In step two they image and endorse (assign a discreet sequence number to each page using endorsing equipment). In step 3, the imaged documents are passed on to technicians who do indexing, that is data input, into their mainframe by using the student identification number and document endorsement number. All courses on incoming transcripts are also entered by this staff in the mainframe. The final step is quality assurance

where staff members check on the quality of the image and the accuracy of data input and then release the imaged file for use by the offices of Admissions, Financial Aid, Graduate School Admissions, and Registrar.

By use of this technology they are now able to respond to students within a week, and since 1989 they have not lost, misplaced, or misfiled a single document. In fact, they have no hard copy files on any of their students. This enhancement is only one small part of what we have in mind for the future. Right now we are using this technology for archiving approximately 29,000 of our old transcripts for the years 1972 through 1987.

Testing Developments

Student Questionnaire. A student questionnaire has recently been introduced that surveys a number of important aspects of student participation in testing. The survey gathers information on student test preparation activity, including the specific textbooks used, on the amount of time spent in preparation, on the use of tutors, etc. The students further indicate the level of satisfaction with important components of the testing, such as the proctoring, the clarity of the instructions, the physical facilities, etc.

The practice was introduced at administrations beginning in September 1991, in response to a suggestion from the Self-Study Steering Committee Work Group on Academic Programs. It will be continued, and the content of the survey will be modified over time to permit a broader spectrum of inquiry. To date, the findings indicate a general level of satisfaction with the program on the part of students. The need for some kind of self-testing to facilitate preparation is a commonly reported suggestion that will be worked on in the future.

Student Response Form. A Student Supplemental Response form was introduced in the TECEP program on an experimental basis in September. The form permits the student to provide the tester with additional comment concerning the answers to a multiple-choice or essay examination. Multiple-choice questions, in particular, are often faulted because they require students to interpret and use the language of the tester, rather than their own. The information gathered will be considered in evaluating the work of borderline students, in evaluating the accuracy and clarity of the content of examinations, and in determining the nature of any problems in preparation or understanding that students exhibit. The use of such forms is not a common practice for testing programs but is being explored within the TECEP program because it appears to be especially congruent with the need to recognize the dignity of the individual adult student as reflected in the Mission Statement of the College. To date, the approximately 100 responses received indicate that students take the opportunity seriously and offer mature comment. The information collected is more useful in enhancing program quality than in establishing the score level of the individual student.

Test Preparation Workshops. The first in a regular series of test preparation workshops will be sponsored by the Office of Test Development and Research on November 23, 1991. Sixteen registrants have been accepted for the workshop, which will be held at the College. The number is purposely restricted in order to permit a more intensive participation. The workshop covers not only the mechanics of test

taking, and of strategies for mastering multiple-choice or essay testing, but the best approaches to learning material that is covered on tests. The participants carry out a simple learning exercise and are tested on it in order to demonstrate a number of the principles. Additional workshops are scheduled for February and May, 1992. The workshops are viewed as an important source of information about student needs which will guide the development of additional avenues for offering support in this important area.

Resignations

Vincent Grey of Administrative Services has resigned from the College.

CHART 1-2

Higher Education Net Adjusted Appropriation
as Percent of State Budget

