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M E M O R A N D U M  
June 8, 1984

TO: Members, Board of Trustees  
FROM: George G. Pruitt, President  
SUBJ: Report on FY '84 Goals & Objectives

What follows is a goal-by-goal report on the status of those objectives identified as College-wide goals for the year ending June 30, 1984. Before addressing the specific objectives, I thought it might be useful to establish some background and context for their review.

When the year began on July 1, 1983, the College was infected with an extremely high activity level as a consequence of a number of new initiatives commencing at that time. The reorganization and recommendations of the Task Force were being implemented, occasioning major changes in the way the College would deliver its academic services. A new fee structure took effect with the objective of stimulating applications, increasing retention, and relating the cost that a student paid to the service and value the student received. We awaited the arrival of two Vice Presidents - Dr. Ice and Mr. Scheiring. We had received funding for the Nursing Program, but had yet to recruit the staff and leadership for this area. Our Foundation By-Laws were being redone, and efforts were underway to identify potential candidates for the new Foundation Board. The notion of an Electronic College was a concept well received within the institution, but without any recognition, advocacy or formalized approval external to the College. We had traded in an IBM Word Processor for a Wang Word Processor as a first step in acquiring long-sought computer systems. We ended the fiscal year solvent, but with our finances and resources very fragile. We had a \$50,000 hole in our budget from the 440 account, and eight vacant unfilled positions because of fiscal limitations. We, therefore, greeted July 1, 1983 with a full agenda indeed.

The major changes sought by the Task Force recommendations have by and large been accomplished. The general feedback from students has been positive, and the cost effectiveness of the Advisement Center and Testing and Assessment Center have materialized. The hoped for outreach activity by the Community Affairs Division has also been very encouraging. While, in my opinion, the structural redefinition outlined by the Task Force recommendations have proven successful, some fine tuning and continued evaluation is still required. The concept has structural integrity, but the detail work has yet to be completed. We will be reviewing these structural changes in light of a year's experience, to identify those areas that require further attention or adjustment. Dr. Ice and Mr. Scheiring have proven to be experienced, capable, and competent College administrators. Together with Dr. Hansen and Ms. Collins, I am extremely pleased with the strength of the executive leadership team.

Despite some difficulty caused by the low salaries available to attract our nursing staff, we have been extremely fortunate to secure the services of Dr. Dolores Brown-Hall as the Nursing Director and Ms. Marian Stone to staff this program. Both of these individuals come to us well trained and with considerable experience to provide competent leadership for this important program. We have admitted our first class of about 200 students, and are proceeding to take those actions necessary to achieve accreditation by the National League of Nursing.

The hoped for acquisition of a mini-computer to begin automating many of the cumbersome and time-consuming operations at the College has been successfully achieved. This is an important milestone for the College. We have currently in place the primary ingredients of data processing support second to none among the nine state colleges in New Jersey. Much still needs to be done in the development of systems and the acquisition of hardware peripherals, but the most difficult hurdles have been cleared. An enormous amount of credit in this effort must be given to Drew Hopkins, David Oakley, and, of course, Vice President Scheiring for this significant achievement.

The Thomas Edison State College Foundation, Inc. is now fully incorporated as the successor to the Thomas Edison College Foundation for Nontraditional Learning. Our slow and deliberative efforts in recruiting an outstanding Board of Directors has begun to bear fruit. The "founding Board" of the Foundation is shaping up to include individuals of such distinctive credentials that a "peerage" level is being established which ought to create an organization of significant value to the College, its programs, and its students. There has been considerable increase in the advocacy activities of our alumni, and the support in our phon-a-thon documents the large reservoir of good will resident in our graduates. We have also achieved a position of respect and positive name recognition within the various branches of government as well as the business and corporate communities. The leadership of Rich Hansen and his executive staff has played a great part in establishing these circumstances.

We have successfully externalized the concept of Edison's Electronic College and have received significant and positive endorsements from the state's educational community. By far, the most important outcome has been the stated support from the Department of Higher Education of a leadership role for this College in the development of media-delivered instruction. The approval of this College to offer collegiate-level credit-bearing instruction in its own

name is an event of historical significance. We have also received the blessings of our colleague state colleges in pursuing these initiatives for the benefit of the entire sector. The leadership and hard work of Bill Seaton, Paul Jacobs, and, of course, Vice President Ice, have been significantly important in the success of these initiatives.

Perhaps the most tangible and easy to understand enhancement which has taken place during the year, relates to the College's resources and finances. Through a combination of increased legislative appropriations, increased student revenues, grant getting, and effective cost containment, we are anticipating a fiscal year ending very different from last year's. Because of the large proportion of the College's income anticipated in the month of June, it is impossible at this time to make precise or definitive statements about our closing balances. I can say, however, that our student revenues are significantly ahead of last year. We have filled our vacant positions, and I fully expect that we will restore some of the opening fund balances in the 440 account that we lost last year. The credit for this rather positive and optimistic resources forecast must be shared by all of the College's management, but special recognition must be acknowledged to the excellent work done by Vice President Scheiring and his colleagues in the Division of Finance and Administration.

As you are aware, on November 18, 1983, Mr. Lacatena issued a "declaration of war" upon this College and its leadership. While subsequent events have constituted a significant distraction, it has not adversely affected in any significant way our ability to move forward the positive and worthwhile programmatic initiatives of the institution, nor has it adversely affected in any significant way the general good will that has characterized the inter-professional relationships at the College. However, the institution will undoubtedly benefit from the time when these contentious issues can be put behind us.

Our enrollment is stable with much to indicate optimism for increases. Our resources are approaching an adequate level to allow us to do those things we ought to (though we can always put more dollars to good use). Our public recognition has increased, and in positive ways. Our relationships within the rest of higher education in the state are strong. The response from the students we serve is delightfully encouraging. In the words of the song... "it has been a very good year."

#### Goal I: Implementation of New Degree Programs

##### Status: Bachelor of Science in Nursing

Prior to accepting the first BSN applications in October, 1983, significant promotional and recruiting activities occurred. In September, an ACT sponsored mailing was sent to potential applicants in New Jersey. An inquiry list now numbering almost 4,000 has been developed, and will be used for follow-up recruiting.

Cooperative relationships were established with several hospitals, health associations, government agencies, and hospital-based nursing programs.

Dr. Dolores Brown-Hall, the new Director of the program, and Ms. Marion Stone, Program Advisor, have furthered its development through the formation of the Nursing Advisory Committee which has held its first meeting. Ten (10) counties currently meet the criteria for peer study group formation; the necessary organizational activities are underway.

Current promotional activities include contacts with:

Area Health Education Center (encompasses the eight counties of  
southern New Jersey and the UMDNJ schools)  
Charles Gregory School of Nursing  
Elizabeth General Hospital School of Nursing  
Garden State Community Hospital  
Hunterdon State School  
New Jersey Division of Mental Retardation Services  
Roosevelt Hospital  
St. Francis Medical Center  
Underwood Hospital  
Vineland State School

In addition, a reception to introduce the Nursing Director to the health community will be held in June, and news releases announcing her appointment will be distributed at that time.

Associate in Science Degrees:

Preliminary approval for the new Associate in Science degrees has been obtained from the Department of Higher Education. Detailed descriptions of each of the degree options - Natural Science/Mathematics, Human Services, and Applied Science and Technology - have been created and approved by the College's Academic Council. The Preliminary Program Announcement was developed and forwarded to the Department.

Initially, the College expected to implement the AS degrees within this fiscal year. However, the Department advised that the original proposal for one AS degree with various options be changed to three separate degrees. This delayed the process considerably. Dr. Ruth McKeefery is now preparing the final documents for consultant review and Board approval so that they can be presented to the Board of Higher Education for approval at its September, 1984 meeting.

Goal II: Complete the Reorganizational Work in the Administration and Finance Division

Status: This division was the last of the three to be reviewed for effectiveness of organizational structure as it relates to productivity and increasing workload demands. The first step was to develop a new financial system whereby accurate financial data for expenditure control would result, and the College would have daily access to its current fiscal status.

The new system was developed and implemented on July 31, 1983. College-wide staff training on the new system and procedures were completed in August of 1983. As a result, monthly expenditure and revenue reports by cost center and fee have been issued to appropriate cost centers and to the President's Council. These timely reports were previously not available to the Divisions or senior staff for administering the progress of their budgets.

The financial reports to the Board were restructured in July of 1983. Additional fine tuning and supplementary report information has been provided to both the Finance Committee and to the full Board where appropriate and needed. I have become satisfied with the accuracy, reliability, and the utility of the financial reporting systems in monitoring the fiscal health of the College.

The revenue system has been automated for the collection of all revenues and a first-time computerized billing process has been instituted. The expenditure accounts have been placed on the Department of Treasury's automated financial reporting system, giving the College the capability to look on-line at the status by cost center of any of the College's expenditure accounts. In addition, the College can create an expenditure transactions-obligation, purchase order, transfer, etc., on-line through this system.

Additional work is still needed in developing automated revenue reports, a personnel file, a consultant file, an inventory system, and others. These are in the development stages and will be moved towards implementation in FY 1985.

A first draft of the Personnel Handbook has been completed and reviewed by the Personnel Sub-Committee of the College's Advisory Council. However, the final draft is being delayed until the new Personnel Officer has had an opportunity to affirm the language as it relates to appropriate Civil Service regulations, N.J. Administrative Code, and Union Agreement.

College personnel procedures and forms for such areas as the recruitment process, the contract renewal process, the employee evaluation process, and the reclassification process have been developed and issued. Revisions or development of new procedures are still needed in such areas as staff training, conferences, etc.

The final phase in the reorganization is underway. An Administrative Assistant, Glenda Jackson, was hired to relieve some of the workload problems, the Management Information Systems Office with three staff members was moved from the President's oversight into Administration and Finance, and a thorough review of all other professional positions is in progress. It is expected that this review may result in upgrading some of the positions, pending Civil Service review.

### Goal III: Achieve Enrollment and Revenue Goals

Broadly stated, this goal included increasing College visibility; alumni advocacy groups; enrollment of special populations; corporate memberships in the center for Management Education and Services; alumni, corporate, foundation, and individual giving to the Foundation; minority enrollment; PONSİ evaluations; and establishing a Foundation Board of Directors.

Status: During FY '84, the Office of Public Relations has taken a more proactive approach towards generating publicity and awareness for the College

Expanded media coverage and personal contacts; informative, well designed publications; targeted advertising campaigns; and well planned special events kept Edison in the public's view throughout the year. These activities have helped generate the public awareness that supports recruiting and other revenue producing activities.

Media Coverage - Forty-eight press releases about programs, workshops, personnel, and events were sent out during the year. Also, an additional sixty-five releases on graduates and fifty on public group pre-enrollment sessions were sent. Generally, these releases were well picked up by the press; approximately 475 press clippings were received this year. An increase in personal contacts with the media this year yielded greater coverage and special features in some of the major newspapers in New Jersey. Twenty-five new contacts were made with media people including reporters from the New York Times, Newark Star Ledger, National Public Radio, Asbury Park Press, WOR-TV, WPIX, WPVI, WNEW, Good Housekeeping, Family Circle, New Jersey Monthly, and the Associated Press.

Special Placement - Aside from the general media, an effort has been made this year to place news about Edison in special interest magazines and house organs appropriate to the target audiences we are trying to reach. News of the College has appeared in approximately 15 places as diverse as Amtrak Magazine, CAEL Newsletter, The Chronicle of Higher Education, Singer Kearfott, Mercer Business Magazine, Earle Naval Base, Fort Dix Post, and adult school brochures.

In addition to the newspaper coverage, staff appeared on five radio programs and five television shows. With the exception of the WOR-TV Jobathon, all of the television news was coverage on the College's participation in TeleLearning. In fact, participation in TeleLearning resulted in Edison coverage in several large newspapers throughout the country.

Media Campaign - A significant component of the Office of Public Relations' proactive stance is the College's first organized multi-media advertising campaign. The theme of the campaign -- Edison State College Works for Adults -- was used throughout the campaign and the targeted area included the Route I corridor between Trenton and New Brunswick. For the radio advertisements, four alumni testimonials were taped and incorporated into a 60 second ad that ran for five weeks in April and May. To follow the radio ads, newspapers ads using the same theme and testimonial concept were placed in the same geographical area as the radio ads. Additionally, posters carrying the same theme were printed, with reply cards attached, and distributed in the same area. The posters will also be used as general college posters throughout the State.

Publications - Approximately 35 publications were printed during the year. The Public Relations Office managed the various stages which include: planning, writing/editing, designing, proofreading, photographing, pasting-up, selecting paper and ink, collecting price quotes, contacting printers, and budgeting. Throughout the year, publications were reviewed by the Publications Review Committee, which is the responsibility of the Public Relations Director. Another Committee, the Publications Planning Committee, was started to plan for upcoming publication needs.

Special Events - The Public Relations Office participated in several special events this year and all of them helped to increase the visibility and to enhance the image of the College. These included Commencement, the banquet, nursing receptions, State Street Stroll, display for CAEL meeting, a Minority Outreach Conference, and the Phonathon.

### Student Recruiting

While the Office of Public Relations enhances public visibility and thus helps provide the background awareness required for recruiting students, the Offices of Admissions and Community Programs work directly to increase applications. The expanded outreach of these offices has created very positive results.

As of May 4, 1984, a total of 1,984 applications had been received. Enrollments from this figure number 1,060, a 57% enrollment yield. This number of enrolled students also represents a 77% increase in enrollment over the FY '83 year-to-date total of 990 enrollments.

A second significant point is that the flow of FY '84 applications is almost double that of FY '83. Even when the change from a single stage, combined, application/enrollment to a split process is considered, the 1,984 applications received to date represent a 99.6% increase over FY '83's total of 990.

To accomplish these results, several activities have taken place.

Long-Range Enrollment Planning - In FY '84, the Office of Admissions has devoted significant energy to developing the systems, activities, and processes needed to build the base required for long-range enrollment planning. Priority was placed on adapting internal procedures to increase applicant and enrollment yields and thereby meet revenue goals.

As a first step, a standard intake sheet that identifies inquiries as far as possible by specific source was adopted to strengthen the basic segmentation into in- or out-of-state students. This vehicle allows sorting the 400 inquiries per week into specific subgroups (such as those who can identify the College's advertising campaign as spurring their inquiry) and permits responses that acknowledge the source of the inquiry. For example, a three-line description of the College appearing in Good Housekeeping (January, 1984) generated 150 responses.



Evaluating Outreach - To analyze specific outreach efforts and refine the data used to select outreach strategies, a tracking system has been developed. Each application coming into the College is coded with an employer data code (indicating employer type and location) and will allow the College, for the first time, to judge which outreach strategies are most effective in generating enrollments.

Efforts to Increase Applicant/Enrollment Yields - Important steps are being taken jointly by the Offices of Admissions and Community Programs to increase the efficiency of the outreach efforts by increasing the applicant yield from initial inquiry pools and by attempting to shorten the time from inquiry to application.

During the year, a major change in the focus of group pre-enrollment sessions has been instituted. The name change from "information" to "pre-enrollment" session reflects the change from providing information to adults about higher education opportunities to taking a more clearly pro-Edison State College stance, designed to increase enrollment.

To reinforce the group recruitment activity, the groups are being monitored regularly for number-attendees. A new evaluation form is being tested to provide some of the information earlier obtained from individual counseling cards, and a follow-up letter has been sent to the 895 individuals seen in groups between December 1, 1983 and May 9, 1984. During FY '85, a comprehensive group follow-up session as well as follow-up to selected sub-groups will be in place.

Additionally, the important individual attention provided via telephone or personal appointments continues.

Office of Admissions emphasis during FY '84 has been placed on developing a system directed at increasing enrollment yields from the applicant pool. The system, designed to be supported by the Management Information Systems Office, includes follow-up billings, letters, surveys, and an applicant phonathon. The initial applicant phonathon was held in April, 1984, and resulted in 129 applicants indicating that they did intend to enroll. This plan represents the College's first proactive attempt to focus on converting applicants into enrollments.

#### Alumni Recruitment Network

With the establishment of a separate Office of Alumni Relations, a foundation has been established for introducing alumni into a recruiting system. Two components critical to the Alumni Recruitment Model are in place. First, the geographical organization of the chapters identifies alumni by locale; and second, the alumni survey will identify graduates according to their professional background and occupational interest.

#### Outreach to Special Populations

To support increasing applications from special populations, major outreach efforts were conducted.



Military - Outreach to the military is a key example. Regular pre-enrollment services were provided at major New Jersey bases (Lakehurst Naval Base and Forts Dix, McGuire, and Monmouth) as well as the Philadelphia Naval Yard.

Special programs have been presented for the New Jersey National Guard Academy at Sea Girt, the Air National Guard at McGuire Air Force Base, and two brigades at Fort Dix.

The College and the National Guard Academy are negotiating a formal agreement for services that may include an evaluation of their formal course offerings. To date, 20 referrals have been made by the Academy to the College.

The Office of Military Affairs achieved added national importance for the program with the successful completion of negotiations to make the College a member of the Navy Campus Consortium and the Serviceperson's Opportunity College Associate Degree program.

To improve the quality of data regarding military enrollments, a detailed military tracking system (giving specific statistics according to branch of service, active or reserve status, and geographical locations) is being developed. To date, there are approximately 250 military personnel enrolled in the College.

In addition to the military and BSN applicant pools, other special groups contacted included FAA affiliates. To reach this group, regular pre-enrollment sessions are made at the FAA Technical Center, and special presentations have been made and materials developed for Teterboro School of Aeronautics, Ronson Aviation, and Mercer County Airport.

Minority Adults - Significant strides have been made in establishing initial communications with Black and Hispanic adult populations. Through the Office of Community Programs:

A brief description of the College is available in Spanish.

Invention carries a regular column written both in Spanish and English to provide a Spanish presence for the College's enrolled Hispanic students.

Three radio and television programs about the College have been presented in Spanish. One such program generated 160 requests for information.

Personal contacts have been made with at least 30 Community Agencies, cities, or minority advocacy groups such as CAP agencies, Urban Leagues, City of Newark, and city and county of Camden.

The College has acquisition of free copies of the Black Collegiate for distribution to the Black students.

Plans are underway to develop a telecourse-based degree program which will specifically aid those minority groups with limited college experience.

Under the auspices of the Minority Services Program Committee and co-sponsored by Project LEARN, a major conference "Meeting the Higher Education Needs of Minority Adults: Edison State College's Call to Action" was held May 8, 1984. Approximately 160 New Jersey Minority leaders attended.

The emphasis on reaching minority populations is beginning to show results. While 9.5 percent of currently enrolled Edison State College students are Black, 10.6 percent of the applicant pool is identified as Black. Data regarding Hispanic populations are more difficult to compare because many individuals the College may call Hispanic identify themselves in some other way. During FY '85, efforts will be made to develop a more accurate tracking system.

#### Center for Management Education and Services/PONSI

The Center for Management Education and Services was created to market College services to organizations. Both Corporate and nonprofit organizations are reached through the Center. Activities to date have taken several forms.

Increasing Awareness and Visibility - To create awareness that College services are available to organizations, the Center brochure was mailed to New Jersey's 3,000 largest employers. The Center News (first issue Spring 1984) will continue to keep the College's name in front of the 5,500 organizational decision-makers from business, industry, and government agencies that receive it.

In addition to regular communications vehicles like the newsletter, special reinforcement for the College's message is sought by placing special articles in publications that will reach the organizational decision-makers who bring College services to their sites. In addition to the article the Office of Public Relations placed in Mercer Business and the interviews granted to the Newark Star Ledger and Central Jersey Business, the Center has an article pending publication in New Jersey Business, the publication of the New Jersey Business & Industry Association. During FY '85, local Chamber of Commerce or county business magazines will be targeted to continue raising awareness in the business community, and regular communication will continue with each Job Training Partnership Act (JTPA) office in New Jersey.

To increase the efficiency of in-person contact and to lessen the amount of preparation time an individual within an organization may need to understand and be ready to contract for College services, the Center is testing one direct-mail campaign. Currently, 250 banks have received two direct-mail pieces, one distributed by the College and the other by the New Jersey Banker's Association. Additional follow-up will continue in FY '85 to judge the effectiveness of this approach.

Marketing to Selected Target Groups - To focus the energy of limited resources, subgroups within the general categories have been selected. In keeping with the general market criteria established (e.g., selecting groups that have some "advanced standing," some industry-based need for a degree, and some identifiable results for the College), target groups have been selected. For FY '85, these groups include casinos, banks, electronics, professional athletic associations, insurance, proprietary schools, cities, and JTPA offices.

Written materials relating College services to the specific target groups receiving priority have been developed (currently 10 "specialization sheets" relating Edison State College specializations to industry needs are being distributed within organizations). In FY '85, efforts will be made to place articles about the College in journals received by the targeted subgroups.

A major activity, and one essential to negotiating contracts for College services, is personal contact. During FY '84, Center staff had personal contact with representatives of at least 250 organizations. Although the College did not achieve the projected goal of 12 corporate members and 4 agency members in FY '84, in the corporate sphere, it takes an average of 5 to 6 contacts after an initial face-to-face meeting to reach a decision about contracting for College services; the FY '85 focus will be on following-up and solidifying existing contacts.

To lay the basis for providing services in the nonprofit sector, several activities have occurred.

All 19 Private Industry Councils (JTPA administrative units) have been contacted at least twice. Half of the PIC chairpersons or administrators have been contacted in person. The direction of JTPA funding is being monitored for possible opportunities for the College.

In addition, a special effort has been made to establish working relationships with the cities of Camden and Newark. In Camden, a group meeting with key administrators laid the groundwork for continuing follow-up. During FY '85, Trenton will be the focus of additional attention.

PONSI Activities - As of May, the Center had conducted PONSI evaluations for nine (9) separate organizations including AT&T, Chubb Institute, the American Institute for Paralegal Studies, and IBEW, Local 269. Evaluations of four (4) proprietary schools have been conducted.

To increase the visibility of PONSI, each evaluation will be followed up by a general news release as well as a release for company publications. In addition, an effort will be made to place an article in a related trade journal.

During FY'84, emphasis was placed on building a system that would allow continuing growth of the Program. The fiscal agreement with ACE was altered to move control of annual fee billing to the College. This will result in greater control of that billing and in more consistent income collection.

In addition to the fiscal system, attention has been paid to increasing credit requests and acceptance. Materials emphasizing use of credit recommendations have been developed. These will be distributed by the course providers to each individual completing a PONSI evaluated course. To help increase credit acceptance and allow tracking credit requests, a "request for PONSI credit" form that encourages sponsors to standardize their reporting mechanisms has been developed. The long-range goal of this activity is to establish an identifiable "PONSI transcript" that registrars and admissions offices will recognize. To further facilitate credit acceptance, three seminars were held across the state to help registrars, admissions officers, and other decision-makers understand the PONSI credit-recommendation process. In addition to increasing use and acceptance of credit recommendations, these activities will have important long-range implications for the ability to market PONSI services.

Proprietary School Evaluations - A revision of the College's transfer of credit policy has resulted in a change in which credits from a proprietary school will be accepted only if the school has undergone a PONSİ evaluation or the student pursues a portfolio assessment. Initially, this may impact on applications and/or enrollments in that students from proprietary schools were receiving individual evaluations of credentials by outside consultants at the College's expense. The new policy will cause those students to now pursue portfolio assessment at their own expense, unless the proprietary school has undergone PONSİ evaluation.

However, the change in policy removes the College from the tenuous position of serving as an independent accrediting body and moves toward a significant increase in PONSİ evaluations which will affect revenue.

#### Financial Aid

Significant results from the Office of Financial Aid include: negotiating to make Edison State College students eligible for TAG grants; incorporating information on financial aid opportunities into the admissions process; and updating the financial aid brochure.

During fiscal year 1984, 70 applications for financial aid were received and processed. Of the 70 financial aid applications, 26 awards were made which resulted in 26 enrollments.

#### Student Services

The Division's efforts to improve student services have been extended from the Office of Career Planning and Placement.

Career Planning and Placement - Career planning and placement services to students and alumni have been expanded during the last fiscal year. A two-part career workshop series was developed to assist individuals with career planning activities. The workshop series is intended to provide the needed information for listing with Placement Service. Participants in the workshops are assisted in identifying career goals, in writing resumes, and in planning a successful job search. The two-part series was offered at the three regional Edison State College offices this year. Next year, two additional sites will be added.

Computer-assisted job match software was developed by Management Information Services. This software will enable the Placement Service to provide a necessary link between business and industry looking for skilled mid-career adults and Edison State College students and alumni looking for career opportunities. The Placement Service, which began in February 1984, has generated interest from both employers, Edison students, and alumni.

Resources Prepared - The Clearinghouse of Educational Resources, the original information bank at Edison State College, was updated and converted into career resource files. These files will form the basis of the Career Resource Centers planned for the regional Edison offices as part of the Project LEARN services package.

An offshoot of the volunteer skills workshop has been a contribution to the Office of Testing and Assessment of materials facilitating the use of the Ruth Ekstrom (ETS) "I Can" lists for Portfolio Assessment, a directory of course titles specific to volunteer experiences, the compilation of the assessor survey forms, and a compilation of portfolio assessment case studies.

Women's Resources and Referral Services update OPTIONS FOR WOMEN IN NEW JERSEY: A Directory of Continuing Higher Education Opportunities as part of a cooperative arrangement with the New Jersey College and University Coalition for Women's Education. The directory is a resource of statewide education opportunities for returning women.

As a result of a presentation on skills identification developed to complement the Program Planning Workshop, a workbook section for skills identification was prepared for use in the Program Planning handbook.

Services to Women - Women's Resources and Referral Services was also very active this year. The Army Extended Learning Program for Military Spouses, a CAEL-Department of the Army project, was implemented at Fort Monmouth. The program focus is on providing flexible educational options for military spouses. In addition to Edison orientation sessions, we have offered a "Returning to College" workshop, Drop-In Education hours, and a presentation for volunteer coordinators on Portfolio credit and volunteer experience.

In cooperation with Academic Programs, a Program Planning Workshop, open to all enrolled students (military and nonmilitary) living in Monmouth and Ocean counties, was organized and offered at Fort Monmouth.

As part of the Army Extended Learning Program for Military Spouses, the College is working cooperatively with the Military Family Member Career Counseling Program to offer additional workshops focusing on spouses and educational options. A workshop on "Identifying Volunteer Skills for Use in Portfolio Assessment" is currently being developed and will be available in Summer 1984.

Presentations on Edison State College to appropriate women's groups and organizations continued this year. A special orientation was presented to the Returning Women's group at Brookdale Community College, and a workshop was presented at Glassboro State College's Guideposts Conference for the second year.

Interns Placed - Five intern placements were made during this year. Mercer County Community College provided two data processing students to Edison's Management Information Services office. Two student interns from Trenton State College were placed in the Public Relations office and one in Career Planning and Placement, and an intern from Douglas College worked two weeks for the Office of Admissions.

#### Development Activities

To help meet revenue goals by raising unrestricted funds, several successful fund-raising activities occurred. This fiscal and calendar year has seen marked increases in both the level of contributions to the College and the sophistication by which funds are solicited.

Alumni - Alumni support has increased dramatically during the last fund-raising year. For calendar year 1983, donations rose 25% over 1982 to \$15,000. For calendar year 1984, donations will likely double to more than \$30,000. To date, \$20,247.50 has been received from alumni in FY '84. No major gifts have been received from alumni in the past ten months, and none are projected by the end of the fiscal year. However, donations and pledges of \$100 or more are up an impressive 433% over the calendar year 1983.

Corporations - Three corporate donations totaling \$2,850 have been received this fiscal year. By the end of the fiscal year, three more donations totaling \$2,000 are projected.

Individuals - One gift of \$1,000 and another of \$500 have been received this fiscal year. One or two more in this range are projected by the end of the fiscal year.

To date, in the fiscal year 1984, the institution has received \$37,313 in nonrestricted and special purpose donations. The goal for FY '84 is \$50,000.

A significant step in the development program has been the retention of Barnes and Roche, Inc., of Philadelphia, as professional counsel to advise in the area of corporate solicitation. A case statement has been developed that outlines the numerous partnerships that exist between Edison State College and our constituents.

During the year, much effort was expended on identifying individual and corporate prospects and on the cultivation of these prospects. This work will bear fruit as we solicit the first five candidates for Foundation Board membership and as we solicit funds early in FY '85. To date, two individuals have accepted appointments as Directors of the Edison State College Foundation.

Foundations - The College has received \$326,850 in grants:

Three Year Grants

\$179,000	Project LEARN, W. K. Kellogg Foundation
\$100,000	Fund for the Improvement of Postsecondary Education (FIPSE) - for the development of a statewide College Cable Channel. This is part of a nationwide effort to use the existing and emerging technologies to create learning delivery options for working adults.

One Year Grants

\$30,000	New Jersey Council for the Humanities - for a cooperative production venture with New Jersey Network and Princeton University.
\$ 7,000	Charlotte W. Newcombe Foundation - scholarship funds for mature second-career women students.
\$ 1,250	New Jersey Bell - scholarship funds.
\$ 1,000	Telelearning - scholarship funds.
\$ 600	National State Bank - for underwriting fund raising.

### Two-Year Grants

\$ 8,000 Ford Foundation to the Council for the Advancement of Experiential Learning (CAEL) - Edison's allocation in the \$265,000 grant for Phase II of the Student Potential Project designed to establish an alternative to the traditional college admissions selections procedures that will accurately assess the potential of learners to successfully complete college work. Funds are managed by CAEL.

Additional grants have been written by division staff and submitted to FIPSE, the New Jersey Department of Higher Education, and corporate funding agencies. These proposals are pending at this time.

### Alumni Relations

A successful year in Alumni Relations has resulted in: the establishment of three regional chapters of the Alumni Association in New Jersey; the dissemination (and return) of 300 surveys for New Jersey Alumni. When analyzed, survey will provide a volunteers list for College projects and a preference list for alumni activities; the reorganization of the Alumni Association, complete with revised corporate bylaws; the election of three new members to the Alumni Association Board of Directors (33% turnover); and the refinement of the alumni data base. Out of 4,000 alumni we now have:

- 3,000 accurate addresses
- 2,000 accurate phone numbers
- 800 accurate employers, job titles and income level
- three years accurate giving records.

By the end of FY '84, more than 50 separate alumni activities will have been held with a total attendance of over 600.

### Special Enrollments

The College has received 140 applications during the year from foreign students enrolled at two institutions located in London, England. The Center for Business Studies and Lansdowne College have provided information, instructional programs, and limited services to these foreign students enrolled in degree programs at Edison. In December 1983, the agreement with the Center for Business Studies expired without renewal. The current agreement with Lansdowne College is expected to terminate during the coming academic year as the College moves to the admission and evaluation of individual foreign students residing outside the United States. The College will not enter into new agreements with institutions and agencies acting on the student's behalf.

### Goal IV: Complete Management Information Systems Plan

Status: In March, 1983, the College appointed Drew Hopkins as Acting Director of Management Information Systems, and through his initiative, perseverance, and leadership, assisted by David Oakley and other staff, the College identified and developed hardware and software specifications as the first step towards full automation. As a result, by September 30, 1983 the



feasibility study was completed, submitted, and approved by the Office of Management and Budget in the Department of Treasury, going through the bureaucracy in record setting time.

The Wang VS 85 mini-computer was delivered in January, 1984, and significant progress has been made in developing software packages related to delivery of College services.

Goal V: Implement as Appropriate the Recommendations of the Task Force

Status: Four major changes were implemented as a result of the Task Force recommendations:

- 1) The creation of an Academic Advisement Center.
- 2) The transfer of portfolio development procedures to the Office of Testing and Assessment.
- 3) The development of an admissions/application process transferred from the Registrar's Office to Admissions.
- 4) The transfer of the transcript/evaluation system from Academic Programs to the Registrar's Office.

1) The Academic Advisement Center was designed so as to provide comprehensive services to more students without increasing staff. Built into the new service was a system of record keeping in order to have a better tabulation and control of student appointments, program plan submission, workshop attendance, and degree requirements discussed with students.

One aspect of the Center was the creation of a Phone Center which replaced the former system of assigning students to specific Program Advisors. The Phone Center lines are available for students during the hours of 12 noon to 4 p.m., Monday through Friday. This schedule allows the staff to work in the Phone Center and also to keep student appointments, to respond to letters, and to attend to other responsibilities. During the first eight months of service, the Phone Center received 4,766 student calls.

An important function of the Advisement Center is to assist students with both short and long range planning for degree completion. Program Planning Workshops have been provided to students for several years. However, with the change in procedures, a more unified and concerted effort has been made to encourage all students to attend workshops for the purpose of long range degree planning. During the first eight months, seven workshops were held with 253 students attending. During this same period, 789 students submitted program plans.

Students have always had the opportunity to have an individual appointment with an Advisor. Under the present system, Advisors encourage all students to make appointments if they feel it will benefit the student. The student's appointment is made with an Advisor who specializes in the student's degree program. During the first eight months, appointments were held with 251 students.

The professional staff of the College needs to be provided with the tools to deliver a quality advisement program to enrolled students. Therefore, each phone center, each advisement office, and the conference room used for student appointments contains a set of college catalogs for the State of New Jersey. In addition, each has a set of the following notebooks:

Classification of Business courses, exams, programs.

Classification Guidelines for the Liberal Arts.

Classification of Examinations: TECEP, CLEP, ACT/PEP, Ohio University exams, DANTES

Classification of work from NATTS, AICS, and AABS schools.

Classification of PONSJ evaluations completed by Edison State College.

1983 Degree Book: Contains all guidelines and degree forms for programs in effect July, 1983.

Academic Policies

2) As a result of the Task Force recommendations, the Office of Testing and Assessment was expanded to include all portfolio development activities which previously had been offered by Academic Programs staff. To facilitate this, two staff members were transferred from Academic Programs to the Office of Testing and Assessment.

Under this new system, students receive portfolio development advisement after completing their program plans. This enables the portfolio advisors to focus on specific issues related to the development process, namely, the identification of the most appropriate course titles, the utilization of the most suitable evidence or documentation, or the administration of tests in lieu of appropriate documentation, etc.

Students developing their portfolios under the new arrangement are assigned to an advisor and are encouraged to call or make an appointment with their advisor to receive as much support as needed to help them complete their portfolio work. The new system facilitates equal advisement to enrolled Edison State College students, to those enrolled through the Statewide Testing and Assessment Center institutions, or to those needing college credits for teacher certification or other professional licensure requirements.

The new arrangements also enable a new monitoring system to be established whereby students can be tracked from their first initial call through the various steps of portfolio development and finally through the assessment process itself.

3) Although the third change seemed appropriate, the transfer of all admissions/applications and follow-up-to-enrollment procedures proved to be an overwhelming responsibility for the Admissions Office. Marketing efforts were impeded as the small number of staff focused on applications follow-up. As a result, a severe backlog developed, affecting enrollment and budget projections.

By December, 1983 through the cooperation of staff in both the Academic Affairs and Community Affairs Divisions, most of the backlog was eliminated, and the process was returned to the Registrar's Office. However, Admissions staff continue to facilitate certain aspects of application follow-up.

4) Prior to July, 1983 the process for the evaluation of transcripts and credentials was moved under the supervision of the Dean of Academic Programs. Since Transcript Evaluators were responsible for the classification of courses, it seemed appropriate that they work closely with Program Advisors under one supervisor.

However, with the implementation of an Advisement Center through which every enrolled student would have a degree program plan and courses would be classified by Advisors, the need for the earlier organizational configuration was no longer needed. Therefore, in July, 1983 supervision of the Transcript Evaluators was assigned to the Office of the Registrar.

At this point in the academic year, nearly 8,000 evaluations have been completed as compared to approximately 5,000 completed for 1982-83. Completed first-time evaluations have been sent to 2,042 applicants as compared to the former system whereby completed first-time evaluations were sent to only 1,340 students who enrolled in the College last year.

Another significant aspect of this change was the merger of student files. In the past there were two files for each student: the official file in the Registrar's Office and the Program Advisor file. Since the Advisement Center is located on the same floor as the Registrar's Office, the merger of files has eliminated the expense of duplicating files and has provided complete files for responding to student requests through the Advisement Center.

Included in the Task Force report was the recommendation to develop student handbooks. A general Student Handbook has been completed and mailed to students. A draft of the content of the Program Planning Handbook has been completed; the final draft and art work will be finished soon and the book will be mailed to students.

#### Goal VI. Implement Project Learn

Status: In March, 1983, the College received a \$179,000 award from the W. K. Kellogg Foundation through the Council for the Advancement of Experimental Learning (CAEL). These monies, to be awarded over a three year period, were earmarked for:

- 1) expanding educational opportunities to adults;
- 2) establishing a network of institutions to provide these opportunities (i.e. college and universities, businesses, industries, labor unions, libraries, adult education centers, military installations);
- 3) facilitating change in public policy.

There are several activities planned which are related to these primary goals.

One of the principal activities of Project LEARN is to provide computerized guidance systems throughout the region. As the lead institution within the New Jersey Cluster, Edison State College expects to establish a referral network of those institutions offering this service as well as becoming a major provider of the service itself.

Special adult versions of both the System of Interactive Guidance and Information (SIGI) and DISCOVER for Adults are under development at Educational Testing Service (ETS) and American College Testing (ACT), respectively. Both systems are expected to help adults focus on defining their interests, skills, experiences, and work-related values. They will also contain occupational information, guidance on goal setting, decision-making, educational planning, and career transitions. Both systems are to be available by mid-1984, and at that time Edison State College will be able to offer these programs to North, South, and Central New Jersey adults through the use of three IBM microcomputers purchased with the W. K. Kellogg funding to the New Jersey Cluster.

In addition, the College will assume the lead in establishing a referral network of other institutions offering computerized guidance throughout the State.

Also, as a part of Project LEARN, the College will be working with other networks to develop a career and educational information data base for adults. The New Jersey Hotline and the Philadelphia-based Compact for Lifelong Educational Opportunity (CLEO) will be included in this part of the project.

It is also expected that the New Jersey Cluster, under the leadership of Edison State College, will participate in at least one teleconference, sponsored by Ohio University as a part of its Project LEARN activity.

Inherent in the proposal that went to the W. K. Kellogg Foundation was the assumption that of all the institutions in New Jersey, Edison State College was most appropriate to carry out the mission of Project LEARN because of the significant networks the College had already helped create. These included the eighteen collegiate institutions formally participating in the Statewide Testing and Assessment Center, the Statewide Counseling Network, and the number of businesses and industries that had undergone PONSI evaluations.

The College has actively been working with dozens of other institutions, including the Bureau of Adult, Continuing, and Community Education; Fort Monmouth; and the New Jersey Network. All of these, it is hoped, will help facilitate change in public policy concerning services, financial aid, and specialized programs for adults.

A Dissemination Conference was held at Edison with over 100 attendees representing New Jersey Businesses, State agencies, and the military.

The College is participating in the LEARN National poster contest, and is now linked with EIES Electronic Mail System and participating in a national discussion of Project LEARN activities.