



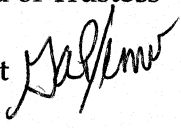
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Trenton, NJ 08608-1176
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MEMORANDUM

December 7, 2007

TO: Members, Board of Trustees

FROM: George A. Pruitt 

SUBJ: President's Report to the Board

Reaffirmation of Accreditation

I am pleased to begin my report with the news that the Middle States Commission on Higher Education has now formally accepted the Thomas Edison State College Periodic Review Report, submitted earlier this year. As a result, the College's accreditation is reaffirmed through 2012. Copies of the letter of acceptance and information on next steps are attached below.

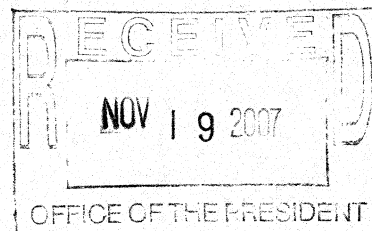


Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680 Tel: 215-662-5606 Fax: 215-662-5501
www.msache.org

November 16, 2007

Dr. George A. Pruitt
President
Thomas Edison State College
101 West State Street
Trenton, NJ 08608-1176



Dear Dr. Pruitt:

At its session on November 15, 2007, the Middle States Commission on Higher Education acted:

To accept the Periodic Review Report, to reaffirm accreditation and to request a progress letter, due October 1, 2009, documenting (1) the implementation of an organized and sustainable assessment process with evidence that results are being used to improve teaching, learning and institutional effectiveness (Standards 7 & 14) and (2) further developments in the implementation of the comprehensive enrollment management plan (Standard 8). The next evaluation visit is scheduled for 2011-12.

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The Statement of Accreditation Status (SAS) provides important basic information about the institution and its affiliation with the Commission, and it is made available to the public in the Directory of Members and Candidates on the Commission's website at www.msche.org. Accreditation applies to the institution as detailed in the SAS; institutional information is derived from data provided by the institution through annual reporting and from Commission actions. If any of the institutional information is incorrect, please contact the Commission as soon as possible.

Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*, which can be obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of Thomas Edison State College. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Barbara S. Loftus, Vice President.

Sincerely,

Jessica S. Kozloff
Chair



MIDDLE STATES COMMISSION ON HIGHER EDUCATION
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
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STATEMENT OF ACCREDITATION STATUS

THOMAS EDISON STATE COLLEGE
101 West State Street
Trenton, NJ 08608-1176
Phone: (609) 984-1100; Fax: (609) 989-9321
www.tesc.edu

Chief Executive Officer: Dr. George A. Pruitt, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 12733 Undergraduate; 440 Graduate
Control: Public
Affiliation: n/a
Institution Type: Master's II
Degrees Offered: Certificate/Diploma, Associate's, Bachelor's, Master's
Distance Learning: Yes
Accreditors Approved by U.S. Secretary of Education: National League for Nursing (NLN) Accrediting Commission

Instructional Locations

Branch Campuses: None

Additional Locations: None

Other Instructional Sites: None

ACCREDITATION INFORMATION

Status: Member since 1977

Last Reaffirmed: November 15, 2007

Most Recent Commission Action:

November 15, 2007: To accept the Periodic Review Report, to reaffirm accreditation and to request a progress letter, due October 1, 2009, documenting (1) the implementation of an organized and sustainable assessment process with evidence that results are being used to improve teaching, learning and institutional effectiveness (Standards 7 & 14) and (2) further developments in the implementation of the comprehensive enrollment management plan (Standard 8). The next evaluation visit is scheduled for 2011-12.

Brief History Since Last Comprehensive Evaluation:

June 26, 2002: To reaffirm accreditation. The Periodic Review Report is due June 1, 2007.

Next Self-Study Evaluation: 2011 - 2012

Next Periodic Review Report: 2017

Date Printed: November 16, 2007

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Learning - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance learning courses.

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

Defer a decision on initial accreditation: The institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards.

Continue accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.)

Recommendations to be addressed in the next Periodic Review Report: Suggestions for improvement are given, but no follow-up is needed for compliance.

Supplemental Information Report: This is required when a decision is postponed and are intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action.

Progress letter: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required.

Warning: The institution appears not to be in compliance with one or more of the Commission's standards. A monitoring report is required, with or without an on-site visit. A "Public Disclosure Statement" is issued by the Commission.

Probation: The institution fails to meet one or more standards. A monitoring report is required, with or without an on-site visit. A "Public Disclosure Statement" is issued by the Commission.

Suspend accreditation: Accreditation has been Continued for one year and an appropriate evaluation is not possible. This is a procedural action that would result in Removal of Accreditation if accreditation cannot be reaffirmed within the period of suspension.

Show cause why the institution's accreditation should not be removed: The institution is required to present its case for accreditation by means of a substantive report and/or an on-site evaluation. A "Public Disclosure Statement" is issued by the Commission.

Remove accreditation. If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

Serving Students with Academic Programs to Meet Their Needs

Division of Academic Affairs

A new position, Executive Vice Provost, was created and staffed. The Executive Vice Provost leads a group comprising the Office of Military Education, Office of Graduate Studies, Office of Strategic Partnerships, Mentor Support Services, and the Office of Corporate-Higher Education Programs. In addition, the Executive Vice Provost leads cross functional efforts on behalf of the Provost's Office. Such efforts include the following: 1) improve mentor quality and performance, 2) update graduate policies, and 3) track and monitor enrollment results across schools.

School of Applied Science and Technology

Partnership Development

Work continued with New Jersey Community College consortium in Energy Utility Technology and with EPCE – CAEL through joint marketing and grant submission. The school coordinated and hosted 10-day visit by Dr Leslie Nickola of the University of South Africa (UNISA) for the purpose of curriculum design. As a result of the visit, Applied Science and Technology courses for potential sharing between UNISA and the College were identified. School staff also participated in the first Northeast Regional Center for Energy Workforce Development conference held at the Heldrich Center of Rutgers, The State University of New Jersey.

Curriculum Development

In collaboration with College's Center for DIAL, the following courses were developed: DC Circuits (ELE-211); Statics (EGM-211); and Gas Combustion (EUT-302). The design of the new BSAST-Information Technology program was also completed with the School's Curriculum Committee and forwarded to Academic Council for approval.

Finally, School staff prepared and presented the following program proposals to the School of Applied Science and Technology Curriculum Committee: bachelor's degree in Technical Studies (new Area of Study for emerging technologies), master's degree program in Applied Science and Technology with three Areas of Study selected as priorities by the committee. All proposals were accepted by the committee.

Grant Development

School staff coordinated final editing and submission of a National Science Foundation Grant for the New Jersey consortium of community colleges and national energy utility trade associations and workforce development groups.

School of Business and Management

The self-study portion of the School's program review has been completed and is being reviewed by an external consultant. Enrollment marketing plans have also been developed and are being implemented.

Partnership Development

Operations Management certificate courses were developed and implemented for UPS employees. The certificate is credit bearing and its courses will transfer into the School's Associate in Science in Business Administration (ASBA) and Bachelor of Science in Business Administration (BSBA) degree programs. Partnership activities also continued with McDonalds, with whom a partnership contract was signed in FY 2007.

Curriculum Development

As a first step in complying with the Academic Affairs Divisional plan to infuse diversity into all curricula, the School of Business and Management identified mentors and curriculum committee members to serve on an ad hoc committee to review the current Business and Management curricula to determine the degree to which diversity is presently included. The committee will prepare a report and make recommendations on next steps and practices.

The baccalaureate degree program in Organizational Leadership has been completed and has received all necessary approvals, including that by the New Jersey Presidents' Council. The new program is scheduled for implementation in 2008. In collaboration with the Center for DIAL, development of the following undergraduate courses was completed: Organizational Behavior, Change Management, and Project Management. Courses entitled Business Policy, Foundations of Leadership, and Theories of Leadership were approved by the School's Curriculum Committee for future development.

Transformation recommendations for the Master of Science in Management (MSM) degree program were approved by the Academic Council and are underway. The restructure of the MSM program will include offering more electives to meet student needs. Addition of course options to meet the current Thesis/Applied Project requirement is also underway.

Mentor Activity

Five new undergraduate mentors were added to the School of Business and Management mentor pool, and three new graduate mentors accepted appointments for Fall 2007. The new gradu-

ate mentors hold PhDs and maintain professional currency in their respective fields. Two mentors represent minority groups, thereby increasing diversity among our graduate-level mentors.

Heavin School of Arts and Sciences

Targeted Marketing

The targeted marketing campaign for the Heavin School continued to law enforcement personnel. Ads aimed at attracting undergraduates are now running in local and national law enforcement publications. The Philadelphia Police Training Bureau has been identified as a source of students, and plans are underway to re-evaluate their police academy courses since there have been significant changes to the program since the last evaluation. School staff were also present at College Day activities at the New Jersey State Police Trenton Division headquarters. And discussions were held with staff at the Bucks County (PA) Public Safety Training Center to discuss the possibility of creating both credit and non-credit courses for law enforcement personnel there. The Training Center enrolls 3,000 public safety employees each year and serves 40 agencies in the Bucks County region.

As part of efforts to increase graduate enrollment, a brochure was created that links our Master of Arts in Liberal Studies degree program to the College's Online Teaching and Learning certificate. The brochure was mailed to private school teachers and community college administrators in a five-state region. Finally, in cooperation with the Office of Strategic Partnerships, information on our Master of Arts in Educational Leadership degree program was presented at four Teacher Expos held throughout New Jersey as well as at a National Education Association event for teachers held in Philadelphia.

Curriculum Development and Mentor Activity

The Master of Arts in Educational Leadership degree program was opened for enrollment. The students who enrolled were provided with a newly developed e-portfolio, where they will store their artifacts throughout the program. Two additional courses, EDL-520 and EDL-530, will be offered for the first time in January.

In addition, a Bachelor of Science degree program with an Area of Study in Homeland Security and Emergency Preparedness is in the final stages of development. The basic course outlines have been developed for HLS-355, HLS-410, HLS-420 and HLS-429 and the curriculum committee approved HLS-355 and HLS-410 in September.

As part of the divisional plan to infuse diversity into the curriculum, the course SOC-322 was reviewed. The course was re-named Cultural Diversity in the United States, and the Heavin School's curriculum committee was careful to ensure that the course will provide students an opportunity to expand their understanding of the diversity of cultures and people with whom

they interact. The revised course will be offered in January 2008. Finally, the Heavin School appointed seven new mentors during the first quarter. One mentor was released.

Student Enrollments

The chart presented in the section entitled "Assuring Quality through Planning and Research" details enrollment activity for the Heavin School. While the School met its enrollment targets in undergraduate traditional enrollment, the contract enrollment and application numbers are both down. Graduate enrollments were also down from projections, but they are up over last year and efforts are underway to increase enrollment in both programs.

School of Nursing

During the first quarter of 2008, the School of Nursing focused on preparing for Commencement and honor society activities, preparing print and Web publications, preparing for initial accreditation through the Commission on Collegiate Nursing Education, in-state and out-of-state recruitment events, hosting the Second Annual Distinguished Lectureship and the state-wide "BSN in 10" Summit, and planning and offering the remaining courses for the graduate nursing degree program. The Second Annual Distinguished Lectureship was attended by approximately 60 nurse educators and leaders. Very positive program evaluations were shared by the attendees from across the country.

Partnership Development

Ongoing projects include work with Trenton Psychiatric Hospital, the University Medical Center at Princeton, Robert Wood Johnson Hospitals in New Brunswick and Hamilton, Capital Health System, St. Francis Medical Center in Trenton, and Virtua Health System. Capital Health System students now number 93, and five have graduated. There are 21 students enrolled from St. Francis Medical Center. Other statistics on enrollment are presented in the section headed "Assuring Quality through Planning and Research."

Curriculum Development

One new elective graduate-level course was offered in the July term. Two other graduate elective courses and the Ongoing Practicum course were uploaded to Blackboard for the October term. The process and forms for receipt of the Nurse Educator Certificate (NEC) by graduates of the Certificate program were also finalized.

As part of the divisional plan to infuse diversity into the curriculum, a review was made of current course offerings. In the undergraduate curriculum, the final required course is Community Health Nursing. The assignments in this course include a Cultural Assessment Presentation in which students analyze the effects of culture on health care. In the graduate curriculum, the required course Nursing Leadership in a Global Community examines human diversity and health care through a global perspective. Issues of social justice and allocation of resources

across populations are examined. The impact of bio- and digital technology on health care, disease prevention, and health promotion is also examined.

Research and Grant Development

To date, 39 minority nurse educators working with the College in conjunction with the HRSA grant have completed the Certificate in Distance Education theory courses. Nine successfully passed all components of the program, and their names will be included in the directory and database of minority nurse educators certified in distance education teaching. Four grantees are currently teaching in the October 2007 term, and 20 more will be scheduled for mentored online teaching throughout the year. Participants for year three, group one are currently finishing the Certificate of Distance Education.

School of Professional and Continuing Studies

Total course registrations and student counts as of September 30, 2007, are as follows: 340 registrations, representing 126 students. In this quarter, the School of Professional and Continuing Studies experienced its highest number of registrations ever.

New Programs

New technology-focused courses in the paralegal area were developed for the School by the author of the recently published book *Technology in the Law Office*. The courses will be marketed to law firms and internal corporate legal counsel and will have the textbook author as mentor.

Currently in development is the first online certificate program designed to prepare individuals for certification as Workforce Career Coach Facilitators. This certificate program is being developed in consultation with the Center for Credentialing and Education, the largest helping-skills credentialing organization in the world.

The New Jersey Business and Industry Association worked with the College on a new section of its Web site devoted to higher education resources. This section describes all of the academic programs of the College. Thomas Edison State College will be the only college represented on the site at the start of the program.

Learning Outcomes Development

The College has been actively involved in developing assessable outcomes at both the institutional and programmatic levels. This multi-phased and ongoing project cuts across all College schools and programs.

Institutional Learning Outcomes

Learning outcomes assessment at the institutional level moved from defining learning outcomes to creating and implementing assessment practices. The course SOS-110 Living in an Information Age will be the first to have identified and developed course assessments linked to institutional learning outcomes (specifically the outcomes related to Information Literacy, Communication, Quantitative Reasoning, and Critical Analysis and Reasoning) embedded within it. Where appropriate, rubrics are being developed to measure the learning outcomes. Alignment of assessments and outcomes will be completed and data collection will begin in the Spring.

Additionally, a pilot Institutional Learning Outcomes data mining effort began during the quarter. Ten of the most highly enrolled upper-level courses were evaluated for assessment of learning related to the communication outcome. In another outcomes assessment effort, the ETS I-Skills (an online, non-proctored test) was selected for administration to Business students to assess outcomes related to Technological Competency and Information Literacy.

Programmatic Learning Outcomes

Progress continued on developing learning outcomes statements for all degree programs in the Heavin School. These statements were approved by the Heavin School's Curriculum Committee and will be voted on by Academic Council. In addition, programmatic and institutional objectives were mapped to the ETS Measure of Academic Proficiency and Progress. This standardized test will be used to establish accurate benchmarks of achievement for the Bachelor of Arts and Bachelor of Science in Human Services programs. The test will be administered to candidates for graduation each quarter. In addition, the Heavin School developed Master of Arts in Liberal Studies Capstone Guidelines and began its Bachelor of Arts Degree Review.

Likewise, the School of Applied Science and Technology also established programmatic learning outcomes for its programs that were approved by the School's Curriculum Committee. A plan to develop and implement capstone experiences in the baccalaureate degree program was established and core learning outcomes for the undergraduate capstone project were identified.

The School of Nursing was also active in outcomes assessment. Nursing program outcomes have been completed since 2003. The nursing course objectives are mapped to the nursing program outcomes, which are mapped to the institutional outcomes.

Finally, the School of Business and Management continued to develop assessment measures for learning outcomes for courses at the undergraduate and graduate levels. School staff are working with mentors to identify courses and plan a timetable for conducting assessment of courses and degree programs.

Center for Directed Independent Adult Learning (DIAL)

Course Development

A total of four new courses were completed; 22 undergraduate courses and two Graduate Program courses were revised; two e-Pack courses were revised; one TECEP revision was completed; and four exam revisions were completed. Updating of Guided Study Course Manuals, converting most course media from VHS to DVD, and working with the Office of Learning Assessment to implement a new course evaluation process were other first-quarter activities. Finally, a project was initiated to convert 12 online math and science course finals to a format that will eliminate the need to use WebEq during testing. Procedures are being refined to involve the Office of Learning Assessment in portions of the course development and revision process involving assessments. A report was created describing item formats for all online exams.

National Institute on the Assessment of Experiential Learning

Planning for the 20th National Institute on the Assessment of Experiential Learning was begun. A pre-Institute conference entitled "Assessing Learning at a Distance: Lessons Learned" was also planned to precede the National Institute, to be held June 18, 2008.

Providing Students with Services

During this quarter the Office of Admissions and the Information Center were moved from the Division of Public Affairs to the Office of Learner Services. Concurrent with this initiative, the Transfer Credit Evaluation section was reassigned to the Office of the Registrar. These moves were part of an overall restructuring of Learner Service functions in the College.

Office of the Registrar

Registration

The Registrar's Office processed registrations for the twelve traditional undergraduate terms, the eleven undergraduate eArmyU terms, the twelve undergraduate NCPACE terms, the four graduate terms, and the four Certificate in Distance Education graduate terms. The corresponding increases in course extensions, withdrawals, course transfers, and final course grades were handled. Registrations for courses by graduate, undergraduate, and eArmyU and Navy College PACE students for this quarter totaled 7,892. Students also registered for non-credit options through the School of Professional and Continuing Studies. Forty-one course registrations for non-credit courses were received this quarter.

Transcript Evaluations

Responsibility for the Transcript Evaluation section was reassigned to the Office of the Registrar during this quarter. The section's Director was re-designated as Associate Registrar and Director of Transfer Credit Evaluation. This realignment was part of an overall restructuring plan for the Academic Affairs Division (see above).

Staff continued to work diligently to reduce the wait time for all transcript evaluations. During the first quarter, wait time for first-time evaluations averaged 4 weeks, meeting the performance standard, and update evaluations averaged 7.5 weeks. Although, the performance standard for update evaluations is not yet within the 4-week standard, the 7.5 average is down from the 9.5 average in the previous quarter. All first-time evaluations are now accessed digitally, and the number of scanned update evaluations continues to increase.

Graduates

During this quarter the College awarded a record number of degrees (708), graduating the most students ever in a single three-month period. Seventeen percent of degrees awarded were associate's degrees, 79.5 percent were baccalaureate degrees, and 3.5 percent were master's degrees. Fifty percent of graduates were enrolled in the College for two years or fewer before being awarded a degree.

New Jersey Professional Librarian Certificates

Thomas Edison State College is the certifying agent for the New Jersey State Professional Librarian Certificates. The Office of the Registrar worked with the New Jersey State Library and the Department of Education to establish procedures for the issuance of the certificates. During this quarter, 56 certificates were issued.

New Initiatives

The Office of the Registrar's Records Management staff successfully implemented the first phase of the student-records digital scanning project. Work continued to create workflows and identify areas that can be further automated and refined. Meanwhile, NJ Business Systems has imaged more than one-third of active student records as of the end of the quarter. The Registrar's staff also started building the transcript templates to be used in the Transcript Reader software, which will be "pilot tested" during the second quarter.

Academic Advisement

During the first quarter, the advisement team responded to 4,710 e-mail inquiries, a decrease of 25 percent when compared to the first quarter of FY 2007. The average response time was fewer than 3 days. The number of phone inquiries (4,492) to the advisement phone center for the quarter was 16 percent less than the previous year's first quarter. The overall reduction of total calls to the advisement center is likely due to students using a separate student appointment phone extension to schedule their advisement appointment.

Due to staff shortages during the quarter, the average wait time for an advising appointment was less than 3 days, slightly above the departmental target of a two-day or less average wait period. During the quarter, 1,116 appointments were held, an increase of 16 percent from the previous first quarter. A total of 176 ADA students requested reasonable accommodation or assistance, 10 percent more than the previous year first quarter.

Financial Aid and Veterans Affairs

The number of students using financial aid continued to grow, with 156 students using aid to pay for their tuition in July 2007, as opposed to 84 for July 2006. While the first quarter ended with relatively flat growth (approximately 1% ahead of last year's award rates), when the October new registrations are taken into account, there is an 8 percent increase (871 paid FA registrants) over October 2006.

Due to the heightened concerns regarding the student loan industry, the Director attended the NSFAA annual meeting in Washington, D.C. during July of this year. And, despite the lack of finality on all aspects of the emerging situation regarding policy on preferred lenders, the College's financial Aid Handbook was updated on the Web to reflect policies regarding Veterans

Affairs benefits and loans, maximum number of credits financial aid may pay for, and the Satisfactory Academic Progress and National Guard waiver policies. Further updates will be made as policy is formulated on preferred lenders.

Office of Admissions

Responsibility for the Office of Admissions was reassigned to the Vice Provost for Learner Services during the quarter. The Office's Assistant Director was appointed Acting Director, all major duties and responsibilities of the office remain unchanged, pending a process-and-procedures review. This realignment was part of an overall restructuring plan for the Academic Affairs Division.

Call Volume

The Office of Admissions Information Center's call volume for the first quarter of the year was ahead of last year's call volume for the first quarter. The Information Center received an average of 8,073 calls per month during the quarter. This represents a 13-percent increase over the same period last year. The abandoned call rate was 3.4 percent. During the same quarter last fiscal year, the abandoned call rate was 6 percent.

Outreach

The Information Center continued to make calls to new applicants and send reminder e-mails to currently enrolled students coming to the end of their tuition year. The new-applicant calls are made to welcome individuals to the College and to guide them through the enrollment process. The e-mails to enrolled students encourage them to continue their enrollment by paying their second-year tuition and fees. During the first quarter, the Information Center initiated 691 applicant calls, a 15 percent increase over the previous first quarter. These calls resulted in 466 applicant contacts. A total of 903 e-mail contacts to currently enrolled students were also made during the first quarter.

There was one Information Session held during the first quarter. A total of 61 prospective students were in attendance, and nineteen of them applied to the College and 6 have thus far enrolled.

Requests for Materials

During the first quarter, the Information Center received 7,948 requests for materials through various means. This is almost a 30-percent increase over the previous year's first quarter. Of the total requests, 4,396 of these were new (first-time) leads, while the remainder represented multiple or duplicate requests from previous contacts. Of the 3,790 requests for copies of the *Undergraduate Prospectus*, 3,764 of these went to new leads. Of the 573 requests for the *Graduate Prospectus* 316 went to new leads. There were 288 requests for both publications.

Supporting Students and Clients via Constituent Partnerships

Strategic Partnerships

Corporate Outreach

College staff presented information on the College's programs and offerings at the following events: McDonald's Annual Managers' Convention; McDonald's Regional Assistant Managers' Conference; UPS's Supervisor Conference; The Borgata Hotel, Casino, and Spa's Education Fair; and Horizon Blue Cross's Education Fair. Presentations were also made to UPS's Regional Training Managers meeting and at Verizon Wireless offices in Warren, New Jersey.

Corporate Choice Program

Ongoing management of Corporate Choice partnerships included the development of a poster and brochure for UPS; preparing monthly reports for UPS and Wal-Mart; and planning for the Curves convention, Corporate University Week, and the Wal-Mart vendor fair.

As of the end of August, Corporate Choice revenue earned is as follows: Corporate Choice Tuition = \$45,447, UPS Tuition = \$19,420, UPS Application Fees = \$6,450. Curves testing revenue earned is \$49,550.

Government Outreach

Thomas Edison State College was the sole education participant in Mercer County Board of Social Services Education Fair in Trenton, New Jersey. Presentations on College programs were also made at the New Jersey Department of Transportation Education Fair, the New Jersey Department of Treasury, the New Jersey Motor Vehicles Commission, and two New Jersey State Police Education Fairs.

Organizations and Community Colleges

Presentations on College programs were made at Volunteers of America, the Aviation Institute of Maintenance, International Association of Administrative Professionals, National Education Association Annual Conference, and four "Teacher Expos" throughout the state. Outreach also occurred at PSE&G's Energy Utility Meeting, the Graduate! Philadelphia meeting, NJ PLACE (Pathways Leading Apprentices to a College Education), Trenton Small Business Week, and the Metropolitan Trenton Area African-American Chamber of Commerce Gala. Finally, College staff participated at three information sessions at Camden Community College.

Office of Military Education

There were far fewer applications from military students when the first quarter of FY 2008 is compared to the first quarter of FY 2007. During the first quarter of FY 2007, we had a record number of applicants due to a change in the Navy's policy on Tuition Assistance. Numbers of continuing enrollments and graduates had large increases in the first quarter of 2008: there were 939 new enrollments and 1,213 continuing enrollments from all branches of the military. There were 246 military graduates.

There was a large decline in Navy College Program Distance Learning Partnership participation. This was due to the Navy's no longer allowing Sailors to use Tuition Assistance when they are in the last year of their enlistment. The Navy also discontinued the requirement that Sailors have an occupation-related college degree if they are to advance to the level of E8. The College's Office of Military Education is working with the Navy to establish a Navy waiver process so affected Sailors can continue their education.

The College's enrollments from the Army made up much of what was lost from the Navy. The College had 158 applications from non-eArmyU Army students; 593 new enrollments; 669 continuing enrollments and 73 graduates from the Army. This represented a 24-percent increase in new enrollments; a 139-percent increase in continuing enrollments, and a 62-percent increase in graduates, when compared to the first quarter of FY 2007.

That continuing enrollments for all military students for the first time are higher than new enrollments indicates that military students are continuing to use Thomas Edison State College methods of earning credits. In addition, military students are graduating at a higher rate than in the past. This is especially significant now that the military education marketplace is being flooded with new providers.

The College is working to establish a new Memorandum of Understanding with the Naval Weapons Station in Charleston, South Carolina. A new National Testing Center will open and will offer CLEP examinations as well as DANTES DSST examinations. The College was also awarded office space in the Navy College Office on this base. This will be the second location to offer Blended Learning courses and the first Navy location where the College will have a full-time presence. This is an important location for the College since it also houses the Navy Nuclear Training Command.

Finally, the College started a military marketing campaign that targets enlisted Service members by placing a series of print advertisements in strategically selected military base newspapers. These advertisements are also seen by spouses and dependents, another large market for the College.

Corporate-Higher Education Programs

Corporate-Higher Education Programs' activities for the first quarter of FY 2008 included finalizing the nine evaluations conducted in the fourth quarter of FY 2007; meetings with potential and current clients; creating Academic Program Review procedural guidelines and application materials; and attending a National ACE Coordinators' meeting in Washington, DC.

The finalized evaluations include those for the following entities: American Educational Institute; Corporate College Services, Inc.; Eastern Regional Public Safety Institute; Faith Builders Educational Programs; Foundation for Educational Administration; Kepner-Tregoe, Inc.; New Jersey Department of Corrections; South Jersey Career Center; and Starting Points for Children, Inc. Contact was made with the forty-seven organizations to discuss potential ACE evaluations, ACE sponsor services, ACE-related business, and various student issues.

In other developments during the first quarter, the contract for evaluating the apprenticeship programs through the New Jersey Department of Labor and Workforce Development was extended to June 30, 2008. Three apprenticeship programs requested an ACE evaluation: the International Union of Bricklayers and Allied Craftworkers Administrative District Council, New Jersey Locals No. 2, 4, and 5; Laborers AGC; and Finishing Trades Institute of New Jersey (International Union of Painters and Allied Trades).

Finally, as part of the transition to coordinating academic program reviews, the office developed an application and procedural guidelines to formalize the process of the College's Academic Program Review that will review organizational training/education courses, licenses, and certificates.

The John S. Watson Institute for Public Policy

The Center for the Positive Development of Urban Children

The Institute did much to advance the New Jersey Child Care Economic Impact Council's (NJCCCEIC) agenda. Institute staff met with the Nonprofit Finance Fund and the National Economic Development Law Center regarding work to improve early childhood facilities and create better business partnerships. Institute staff submitted a proposal to the National Venture Grant for \$5,000 to continue the work with the NJCCCEIC.

Through a grant of \$9,000 from Family Strengths Associates and the New Jersey Department of Human Services-Division of Family Development, the Institute launched the New Jersey Cultural Competency and English Language Learners Summer Institute pilot project in August. The pilot, which targeted teachers in 10 early childhood education classrooms throughout the state, was very successful, and our funders have agreed to provide funding for next year. In addition, the Schumann Fund for New Jersey has provided a \$25,000 planning grant to evaluate the pilot program and to further develop the 2008 Summer Institute.

The Center for Health Policy Development

New Jersey Health Information Security and Privacy (HISPC) Collaboration

Work continued with the NJ Department of Banking and Insurance to research and prepare material in response to a federally funded \$164,000 contract award. This is an extension of the \$349,242 federal contract initially awarded in May 2006. This contract was issued by Research Triangle Institute in conjunction with the National Governors' Association on behalf of the U.S. Department of Health and Human Services to 34 states and territories to study current state laws and practices regarding privacy and security in relation to electronic health records.

The initial NJ HISPC project outlined the barriers to health information exchange, developed ways to overcome these barriers, and developed an implementation plan to create new industry standards for security and privacy of electronic health records and systems. The next phase of this project will focus on exchanging information in public health registries between state departments and states. Phase II will also develop HIPAA privacy and security education materials for consumers and providers.

NJ RHIO

The New Jersey Hospital Association and Horizon Blue Cross/Blue Shield funded a business/feasibility development planning project to determine the costs associated with the creation of the New Jersey Regional Health Information Organization (RHIO). An Institute staff member served on the steering committee for this project. A final report was completed during the summer of 2007 which explored whether a business case exists for the development of a RHIO and the sustainability of a RHIO after the initial start-up period. Thomas Edison State College, in conjunction with the NJ DOBI, hosted an educational forum in August to examine the opportunities and challenges raised by this study.

The Center for the Urban Environment

During the first quarter, Institute staff made presentations to students participating in the Educational Opportunity Fund Program and entering Cook College this fall, to an environmental justice class at Harvard University, and at a national conference on climate change sponsored by the Environmental Leadership Program. Institute staff also participated in a national conference sponsored by the Environmental Justice Climate Change Initiative held in the District of Columbia. The conference was the partial inspiration for an environmental justice global warming policy developed by the Institute and submitted to the New Jersey Environmental Justice Alliance (NJEJA) for consideration.

Institute staff also worked with New Jersey's environmental justice community on development of a policy that addresses the health risks and impacts faced by communities stressed by pollution. Finally, the Institute staff helped the NJEJA develop and write a proposal that seeks funding for a statewide coordinator, regional coordinators, and several programs for the NJEJA. The proposal was submitted to the Dodge Foundation, the Schumann Fund for New Jersey, and the Fund for New Jersey and has thus far yielded \$50,000 in funding.

The Center for Leadership Development

Leadership Trenton

The Class of 2008 Fellows began their Leadership Trenton seminar year in September. This class, which has 33 Fellows, is the sixth cohort of the program.

In addition, Leadership Trenton, in partnership with Big Brothers Big Sisters of Mercer County, the Princeton Center for Leadership Training, and the Princeton-Blairstown Center, received a grant from the United Way of Greater Mercer County to assist with the launch of a mentoring program at Trenton Central High School. The organizations will work hand-in-hand with School-Based Youth Services at Trenton Central High School, the central office, and administrators to build on existing programming that supports the development of a safe and nurturing environment for freshmen high school students.

The Leadership Development through Sports Program

With school in recess for the summer, Institute staff spent the majority of the time during this quarter planning for the 2007-2008 school year. The Institute also brought on a new partner, the Greg Grant Academic Sports Academy, run by a local Trenton legend who provides academic support programs.

The Technical Assistance and Support Services Center

Through funding from the New Jersey Department of State's Office of Faith Based Initiatives, Institute staff, with the assistance of the Concerned Pastors EDC staff, continued to assist 11 non-profit/faith based organizations throughout the state.

Institute staff also provided technical assistance in program development and strategic fundraising activities to Trenton First. Likewise, the Institute provided information, research, and technical assistance to advance the community education and fundraising initiatives of the steering committee working on the formation of the Capital City Community Foundation. In addition, the Black Issues Conference (BIC) was recently included in the Institute's portfolio. Staff will offer meeting facilitation, conference analysis, and seminar development based on issues identified by the BIC board and by those attending the annual conference.

Marketing and Positioning the College

Advertising

The College launched its new Web site in August. Prior to the launch, presentations were made to the College community to familiarize employees with the strategy, design, navigation, and features of the Web site. The new design employs customized navigation designed to provide specific users (e.g., prospects, current students, and alumni) with the information in the most efficient and user-friendly format possible. As part of the Web redesign project, the College also implemented a content management system that allows for automating, tracking, and real-time editing.

The College continues its Search Engine Marketing (SEM) to identify prospective students, increase the number of qualified inquirers, and affect conversion rates from inquirer to applicant. Working with TMP Directional Marketing, the College refines and tunes its keyword buys on an ongoing basis to best represent the College and its programs to all potential students via the World Wide Web.

The College continues to attract those who are searching the Internet via specific online lead-generation programs. College admissions counselors contact leads generated by telephone or e-mail. The College is tracking this population's application and enrollment activity to determine which programs are most attractive to them. The College also continued to attract potential students through organic searches and paid search marketing with Google and Overture.

In addition to the ongoing institutional marketing and advertising strategies, the College developed programmatic marketing strategies for specific programs in each of the schools to accelerate enrollment growth initiatives per the Strategic Vision Plan. The College has also developed a new advertising campaign for military populations, with targeted messages both to active-duty service members and their spouses. New ads were developed for both the MALS and MAEdL, specifically targeted at the New Jersey Education Association membership. Media and placement strategies for Military, Nursing, the Heavin School of Social and Behavioral Sciences (focusing on Criminal Justice and Administration of Justice programs), the School of Business and Management, the School of Applied Science and Technology and the School for Continuing and Professional Studies were developed.

Public and Media Relations

During the quarter, the Office of Communications continued the implementation of the College's Communications Plan, including targeted outreach to media and key external audiences (e.g., prospective students) and key internal audiences (e.g., current students, alumni, supporters, and staff). The Office of Communications also played a key role in building out the College's new Web site, articulating the College's response to students regarding the technical difficulties resulting from software upgrades to the *myEdison* course management system and de-

veloping a broader plan to enhance the College's ability to respond to similar issues in the future, and (working with the Center for Directed Independent Adult Learning), planning a one-day forum on assessing adult learning at a distance to take place in conjunction with the National Institute for Experiential Learning.

During this quarter, the Office of Communications initiated the following publicity:

- "Thomas Edison State College Launches Three New Professional Certificates in Fitness, Health, and Wellness"
- "Director of Thomas Edison State College Paralegal Studies Program Speaking Nationally"
- "Grande Ball 2007 Set for October 27"

Media relations activity during this quarter resulted in several media placements for Thomas Edison State College. Highlights of this activity include the following:

- National coverage in the magazine *Diverse Issues in Higher Education*, which featured an interview with student Greg Atkins for a story on non-traditional colleges and off-campus programs
- National coverage in the *Wall Street Journal's* Work and Family Mailbox, where the College and its Prior Learning Assessment program were featured in an answer to a reader's question
- Statewide coverage of the College's Paralegal Studies certificate program in *NJBiz*
- Regional coverage in the *Star-Ledger* of Melissa and Joe Kerrick, a married couple who graduated in 2007

Publications

During this quarter, the Office of Communications produced the following publications:

- Heavin School of Arts & Sciences: Master of Arts in Educational Leadership (prospectus and application)
- School of Nursing: 2007-2008 Nursing Prospectus and Student Handbook
- School of Nursing: General brochure
- School of Nursing: Diversity in Nursing Lectureship ad and flier
- Office of Strategic Partnerships: UPS Operations Management brochure and Wal-Mart tuition and fees flyer
- Office of Development: Grande Ball 2007 Invitation Package and Ad Journal
- Office of Admissions: Prospective Student Inquiry Card
- Office of Military Education: Navy College Distance Learning Partnership brochure
- Office of Military Education: Military Degree Completion Program brochure and Navy College Distance Learning Partnership brochure
- Office of the President: FY 2007 *Annual Report*

Targeted Outreach

During this quarter, the Office of Communications worked with the deans and others to develop and execute program-specific communications plans for the College's academic enterprise. In other activities both the Corporate Choice brochure and DVD were revised and a new targeted mailing list was completed that identifies chief learning officers, directors of human resources, and chief executive officers at the largest private employers in New Jersey. The Office of Communications also worked to develop a targeted campaign to promote graduate, undergraduate, and noncredit programs in human resources. For example, a second round of outreach to promote the College's Clinical Trials Management programs was planned and work is nearing completion to distribute the Law Enforcement program brochure to the State F.O.P. Lodge's 17,000 members. The F.O.P. distribution is expected to commence in the second quarter of FY 2008. And marketing materials for the Master of Arts in Educational Leadership program were distributed to approximately 58,000 New Jersey public school teachers in July. The brochure was also sent to approximately 5,000 members of the New Jersey Principals' and Superintendents' Association. In September, marketing materials were distributed to approximately 11,300 high school teachers at private and parochial high schools in New Jersey, New York, and Pennsylvania, as well as to relevant staff at community colleges in New Jersey.

The message series targeting enrolled and prospective students continued to return good, though slightly lower, numbers. During the first quarter, View (Open) rates averaged 29 percent for *Insights*, the College's e-newsletter for students; this is down approximately 7 percent from the previous quarter. During the third quarter, View (Open) rates averaged 13.5 percent for *Perspective*, the College's e-newsletter for prospective students; this is down approximately one percent from the previous quarter. Prospective and current students and alumni also received e-mail messages announcing the launch of the College's new Web site in September. In that campaign, View (Open) rates averaged 44.4 percent among the three audiences.

The Admissions Marketing e-mail outreach campaign continued to generate favorable response rates in the first quarter: The View (Open) rates for prospective students was 18 percent, down five percent from the previous quarter. View (Open) rates for Cost Calculator were 25 percent, up approximately a half percent from the previous quarter. View (Open) rate for applicants was 40.5 percent, up 3 percent from the previous quarter. The average View (Open) rate for all three categories in the campaign for the first quarter was 26.7 percent. While this rate is down one percent from the previous quarter, all View (Open) rates in this campaign remained above the industry average (21 percent), which indicates that the College's messages continue to be welcomed. E-mail outreach was also used to promote an on-site informational event on College programs and offerings. The average View (Open) rate for these messages was 14.6 percent, an increase of approximately one percent compared to the previous quarter.

Finally, the Office of Communications worked with the Office of Alumni Affairs and the School of Professional and Continuing Studies to inform graduates about the College's Professional Certificate programs. In this campaign, View (Open) rates were at 87 percent.

Alumni Affairs

Alumni Service

The Office of Alumni Affairs has identified, cultivated, and trained 148 alumni ambassadors working in various professional fields to promote the College to prospective students. This is a 32-percent increase in numbers of ambassadors over the previous quarter.

Since the College established a presence on *LinkedIn*, a business-oriented online social network site, 1188 students and alumni have become registered users. This is an increase of 39 percent over the previous quarter. The College also established a presence, in a student and alumni group, on the Facebook online social network site. To date, 728 students and alumni are registered users on Facebook. We anticipate that these groups will foster connections among alumni and students through personal and professional networking opportunities. In yet another online networking initiative, the College engaged in a partnership with MonsterTrak. This will link our students and alumni with employers via the industry's pre-eminent online college career resource center.

Our data integrity protocol has generated an additional 2,418 alumni email addresses to the College's alumni database. This is a 29-percent increase over the previous quarter. The additional e-mail addresses enhance our ability to communicate and cultivate relations with our 25,000 alumni.

Alumni Advocacy

The quarterly publication *Invention* is a primary way in which we communicate with alumni and other friends of the College, and the Office of Alumni Affairs focused on upgrading the content of *Invention* by strengthening the "Applause, Applause!" section as a means to identify alumni who have recently achieved distinction in their respective job fields. The Office of Alumni Affairs, in conjunction with the Office of Development, continued to reach out to potential major donors and ambassadors for the College. Visits are targeted in geographic areas with the highest concentration of alumni. Twenty-two visits to alumni were conducted in New Jersey, Pennsylvania, New York, Maryland, and Colorado during the first quarter.

Major and Planned Gifts

The Associate Vice President of Development and the Dean of the School of Business visited a major donor prospect in California. This individual is the President and CEO of a very successful information retrieval and recovery company. We discussed wealth planning and endowments with him, and we plan to follow up in the future. A visit was also made to a major donor prospect in Manhattan. This individual has already established a \$10,000 endowment, and we are making plans with him for additional support. Both of the major donor prospects mentioned above were featured in cover stories in *Invention*. Finally, during the past quarter two

additional Foundation Board members pledged to establish their own endowments, bringing the total to 14 members establishing 15 endowments.

Corporate and Foundation Giving

The National Science Foundation invited the College to resubmit an original funding request and revise it such that it is smaller and more specific. In response, the College is working with PSE&G, three community colleges, and several area vocational technical schools to create a proposal supporting the teaching of subjects related to Energy Utility Technology in an effort to address the projected shortages of experts in this field.

The John S. Watson Institute for Public Policy received a \$9,000 grant from the New Jersey Department of Human Services to fund the first New Jersey Cultural Competency and English Language Learners Summer Institute. In addition, the Watson Institute received \$118,600 from The United Way for the support of its Leadership Trenton program.

Annual Fund

The Annual Appeal total as of September 30, 2007, was \$101,911. This figure includes \$60,851 in unrestricted gifts received from the alumni direct mailing, the phonathon, current students, Trustee and Foundation Board members, College staff, matching gifts, friends, and corporate annual fund donations. It also includes \$41,060 in restricted giving from these same groups to endowments and student assistance funds.

This total does not include any amounts pledged but not yet received through the phonathon or other solicitation efforts. We have observed that, again, as in recent years, the average gift amount is increasing.

Assuring Quality through Planning and Research

Strategic Planning and Organizational Culture

A vital component of our efforts to strengthen the College's organizational culture is the delivery of a curriculum focused on College managers and developed and presented by consultants from Keeling and Associates. Staff from the Division of Planning and Research assisted with the coordination of a professional development workshop entitled, "Work Procesess," that was held in September. This workshop examined strategies that increase the quality of collaboration in the workplace. Approximately 45 College managers participated in October's "Strategy workshop." The last of the series of eight workshops will be held in December and will be focused on "Entrepreneurial Practices."

Quality Assurance

The Division of Planning and Research continued to prepare various weekly and monthly reports as follows: Month-to-Date counts, Monthly Enrollment Report, School Enrollment Reports, and Employer Reports. Staff also continued efforts to retool the Vital Signs reports and identify operational and institutional benchmarks and comparative indicators.

Adult Learner Inventory

The Adult Learner Inventory survey was administered online to two new cohorts of students during the first week in September. Approximately 2,600 students who were new to the College during the second half of FY 2006 and the first half of FY 2007 were invited to participate. These students had all been enrolled with the College for at least 6 months when they completed the survey, which focuses on students' perceptions of importance and level of satisfaction with the College's programs, courses, and services. Approximately 400 students responded to the invitation to participate in this survey, a response rate of 15 percent for both cohorts. A review of the findings is currently underway.

Data Integrity

Staff from the Division of Planning and Research met with members of the Registrar's Office, Controller's Office, Bursar's Office, Information Center, Graduate Studies Office, and MIS to refine year-end reports. Division staff also interacted with several College units to ensure the accuracy and integrity of the data used for the year-end and monthly reports. In addition, Division staff are also working to ensure that processes are in place to capture information from students enrolled in the bachelor-to-master's degree programs.

External and Consortial Initiatives

The Vice President of Planning and Research and the Director of Institutional Research and Outcomes Assessment attended a workshop hosted by the NJ Commission on Higher Educa-

tion and geared toward the upcoming IPEDS and SURE data collections. In addition, staff attended meetings of the newly formed Higher Education Data Advisory Group. This group was formed by the NJ Commission on Higher Education to help guide their work with the state colleges and universities. The meetings emphasized the need for accurate definitions and data, particularly as the Commission will be posting data and reports on its public Web site.

During the first quarter, staff completed and submitted the Institutional Accountability Report, three NJ IPEDS surveys (Tuition and Required Fees, Student Financial Aid Report, and Fall Applications and Admissions), and three data files (the Enrollment, 12-month Enrollment, and Degrees Completed data files) to the NJ Commission on Higher Education. Four federal IPEDS surveys were also submitted (Institutional Characteristics Survey, Campus Crime and Security Survey, 12-month Enrollment Survey, and Completions Survey). The College also completed the Servicemembers Opportunity College Degrees Awarded Survey. During this same period, there were 15 college guide surveys, 11 data requests, and two Open Public Records Act requests received and completed.

Application and Enrollment Counts

Undergraduate

As of the end of September 2007, the YTD overall undergraduate count for applicants was 1,902. This represents a 18-percent decrease from the YTD count at the end of September 2006. The YTD undergraduate applicant counts were higher in FY 2008 than in FY 2007 at the end of September for the traditional population (an increase of 8 percent). Counts for the contract populations, however, decreased by 49 percent.

Compared to last year, the YTD undergraduate new enrollment count is slightly higher. At the end of September 2007, the overall YTD new enrollment count was 1,970, representing a one-percent increase in new enrollments. Among the traditional students, there was a 6-percent increase in the YTD new enrollments when compared to last year (from 944 in FY 2007 to 999 in FY 2008). Among contract populations, there was a 4-percent decrease in the YTD new enrollments when compared to last year's YTD count (from 1,014 in FY 2007 to 971 in FY 2008).

There was also an exceptionally large increase in the YTD undergraduate continuing enrollment count when compared to last year. The YTD undergraduate continuing enrollment count at the end of September 2007 was 1,940, compared to last year's YTD count of 1,255. This represents a 55-percent increase in continuing enrollments. Both the traditional and contract populations experienced increases in continuing enrollment counts when compared to last year (2% and 111% increases, respectively). Within the contract populations, most of the growth was due to an increase in eArmyU and Military Degree Completion Program continuing enrollments.

Graduate

Year-to-Date, at the end of September 2007, there were 80 applications for graduate degree programs received and 67 new enrollments. These YTD graduate counts are higher than the YTD graduate counts at the end of September 2006. The graduate continuing enrollment count was 130. It is higher than last year's in part due to a technical glitch in reporting last September's graduate continuing enrollment counts.

For informational purposes, we also include this listing of those who have resigned from Thomas Edison State College and the New Jersey State Library during the time period August 20, 2007 – November 9, 2007.

PERSONNEL ACTIONS – RESIGNATIONS

August 20, 2007 – November 9, 2007

THOMAS EDISON STATE COLLEGE

<u>NAME</u>	<u>TITLE</u>	<u>OFFICE</u>	<u>DATE</u>
Shanika Henderson	Program Assistant	Alumni Affairs	8/31/07
DeAnna Minus-Vincent	Director	Corp Foundation	9/21/07
Stanley Van Ness	Fellow	Watson Institute	9/21/07
Marcus Tillery	Dean	Sch of Applied Science	10/1/07
Kristy Seaton Murray	Sr Clerk Typist	Test Administration	10/5/07