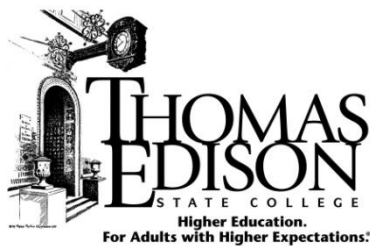


Fiscal Year 2011

# The President's Annual Report to the Board of Trustees





# Contents

Message from the President .....	i
Supporting Students with Academic Programs to Meet Their Needs .....	1
Enrollment Management and Learner Services .....	7
Fostering Our Relations with the Public and Alumni .....	13
Developing Ourselves to Serve Our Students .....	17
A Systematic Program of Institutional Quality Assurance .....	19
Progress Report: Strategic Vision Plan (2006-2012) .....	25
Maintaining Our Infrastructure .....	29
Community and Government Affairs .....	33
The New Jersey State Library .....	35
Appendix A: FY 2011 Preliminary Statement of Revenues and Expenses	
Appendix B: Key Numbers	
Appendix C: Staff Activities	
Appendix D: Organization Chart	

# **Message from the President**

## **The Year in Review**

The past year has been an eventful one in the life of the College. We faced challenges presented by declining state appropriations and unfunded mandates for salary increases for represented employees. But we were also gratified in knowing that we have been extraordinarily successful in carrying out our mission to the people we serve.

Our budget this year included only \$1.8 million in state appropriation funding, or 66% below that for FY 2010. However, we were able to rise above this challenge to serve an ever-increasing number of students with new academic programs and professional student services. Our enrollment has now topped 20,000, setting a new record. Contributing to that growth was our expanded Corporate Choice Program, which also yielded record numbers of enrollments. We also set records for the amount of gifts and grants acquired during the year, and our prestigious FIPSE grant for the development and implementation of our FlashTrack course delivery method was extended for another two years.

We have made great strides in our preparation for the 10-year re-accreditation site visit by a team from the Middle States Association of Colleges and Schools. Cross-divisional groups have been hard at work to conduct and report on a comprehensive self-study in conjunction with that site visit, and we have learned much about what we are doing right and what we can do to become even better. As part of our work on the self-study, and to foster a culture of assessment and accountability throughout the College, we codified a “Systematic Program of Institutional Quality Assurance” that is the basis for our assessment of both institutional operations and our students’ achievement of learning outcomes.

We have developed a new master’s degree program in Management with Areas of Study in Public Service offered by the Watson School, a new accelerated second bachelor’s degree in Nursing offered by the W. Cary Edwards School of Nursing. We have created a new Collegiate Credit Assessment Center. And we have gained the approbation of our students, as evidenced by their high rating of College programs and courses in response to an external survey on student satisfaction conducted by Stamats, Inc. The College’s exam preparation course for the CPA exam has also been validated by a statistic showing that those taking the course have the highest pass rate on the CPA exam in the State of New Jersey.

I applaud College staff on all of these fine accomplishments.

## **And Looking Ahead . . .**

Given the difficult economy, we will face ongoing fiscal challenges as the disinvestment in higher education in the State of New Jersey continues. However, as we have shown in the past, our strategy of careful budget management coupled with growing enrollment will see us through, and we have many good things to look forward to.

I am confident that we will receive re-accreditation from Middle States for another 10 years. Likewise, I anticipate that our Bachelor of Science in Applied Science and Technology Program in Nuclear Energy Engineering Technology will receive accreditation by the Accreditation Board for Engineering and Technology. Our Watson School will soon offer another new master's degree program, and our School of Business and Management will prepare to launch a new MBA program, as well.

We will continue work to gain control of our Academic Center and our Canal Building, thus bringing more of our facilities under our own oversight. And we will begin the work of renovation of our historic Kuser Mansion such that staff can return to work there before the end of FY 2012.

This is ambitious list, but I am confident that we can achieve these goals. What I have outlined here are simply highlights. I invite you to read the entire report that follows and to engage in dialogue with me about it.

George A. Pruitt  
President

## **Supporting Students with Academic Programs to Meet Their Needs**

### **Academic Affairs Divisional Update**

The college community has worked together this past year to complete our decennial self-study report in preparation for a March 2012 Middle States Commission on Higher Education (MSCHE) re-accreditation site visit. Six teams comprising a diverse group of mentors and staff generated reports to address MSCHE standards and create our self-study report. The draft report describes the College's activity relative to the Middle States Standards of Excellence, and includes data, analysis, and recommendations for future action. The self-study will also guide our strategic planning process. The report will be shared with the College leadership team, students, Academic Council, and the Board of Trustees for review before submission to Middle States. There has also been much activity in other areas of the Academic Affairs Division during the year. What follows is a school-by-school report on this activity.

### **School of Applied Science and Technology**

The School's new Master of Science in Applied Science and Technology (MSAST) was launched during FY 2011, and enrollment is exceeding targeted growth projections. The School also completed two programmatic self-studies: one for the Accreditation Board for Engineering and Technology (ABET) for the Bachelor of Science in Applied Science and Technology in Nuclear Energy Engineering Technology; and the other for the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for the Associate in Applied Science (AAS) in Polysomnography. The ABET self-study report was submitted in June 2011, and we are awaiting action on it.

### **Curriculum**

The School's Curriculum Committee and Academic Council approved new programs as follows: the AAS in Military Leadership Technology, the BSAST in Military Leadership Technology, and the BSAST in Energy Systems Technology. The Curriculum Committee also proposed additional MSAST Areas of Study in Cyber Security, Energy, and Technology Management for future development, as well as the addition of a Concentration for our joint BSAST program in Medical Imaging with the University of Medicine and Dentistry of New Jersey.

### **Partnerships and Outreach**

Energy-sector marketing efforts involved collaborating with the Office of Academic Program Review to evaluate 10 nuclear training apprentice programs used at 104 commercial nuclear power generation plants. The Curriculum Committee also approved transfer templates with eight Nuclear Energy Institute Unified Curriculum community colleges, as well as transfer templates for three alternative and sustainable energy programs at New Jersey community colleges.

Continued expansion in the Allied Health sector resulted in completion of the AAS in Polysomnography program. And the Curriculum Committee approved transfer templates in Dental

Hygiene, Medical Imaging, Nuclear Medicine, and Sonography from New Jersey community colleges to our related BSAST programs.

## **Heavin School of Arts and Sciences**

This year the Heavin School of Arts and Sciences inducted 25 inaugural members and three officers into Kappa Delta Pi, the nation's oldest education honor society. In addition, a five-year periodic program review was undertaken as a quality assurance measure.

### **Curriculum**

The New Jersey Department of Education approved the proposal for a continuing education course, "An Introduction to the Teaching Profession," developed in conjunction with the Watson School of Public Service and Continuing Studies. The course is designed for individuals interested in pursuing the "alternative route" to teaching in New Jersey, and is one of a set of certification requirements prospective alternate-route teachers must take.

The New Jersey Department of Education also approved our proposal for a District Leadership Area of Study within the Master of Arts in Educational Leadership (MAEdL) program, as well as several course revisions completed in the existing Building Leadership Area of Study. As a result, we can now recommend program completers for the endorsements of Supervisor, Principal, and School Administrator (Superintendent). In addition, two new Areas of Study are now offered in cooperation with the School of Business and Management: Master of Science in Management (MSM) in School Business Administration, designed for individuals interested in being certified as school business administrators, and the MSM in Homeland Security.

### **Partnerships and Outreach**

Partnership agreements were signed with New Pathways to Teaching in New Jersey, Teach for America, New Jersey Association of School Business Officials, and Teacher Educational Assessment and Management. Partnership discussions with Teach for America resulted in a Memorandum of Agreement, providing for a clear pathway for those completing Teach for America's initial teaching certification programs nationwide, to enter one of the School's two Educational Leadership programs.

## **School of Business and Management**

The School of Business and Management continued to enjoy double-digit increases in applications and new enrollments in both undergraduate and graduate programs, outpacing the market, according to the Graduate Management Admissions Council data. An independent review assessing the Master of Science in Human Resource Management (MSHRM) degree program affirmed alignment with the Society of Human Resource Management (SHRM) guidelines. The process for accreditation of the Project Management Area of Study by the Project Management Institute (PMI) is currently underway.

### **Curriculum**

New courses leading to more online Bachelor of Science in Business Administration options were developed, including Finance, Entrepreneurship, and an Accounting track specifically for

Certified Public Accountant (CPA) candidates. New Areas of Study in the MSM program currently under development include Technology Management and Data Analytics.

### **Partnerships and Outreach**

An articulation agreement was signed with Mercer County Community College to offer Accounting students access to the CPA track of the BSBA program. We are planning similar agreements with Bergen Community College and LaGuardia Community College in New York.

### **W. Cary Edwards School of Nursing**

The W. Cary Edwards School of Nursing launched three new academic programs and two graduate certificate programs. Approval was received from Middle States and the New Jersey Board of Nursing for an Accelerated Degree Second Bachelor of Science in Nursing (BSN) Program. The program was also approved by the National League for Nursing Accrediting Commission. This program supports our collaborative efforts with Capital Health. Students who have already earned a bachelor's degree in another field are now be able to complete a Bachelor of Science in Nursing degree and become eligible to sit for the Registered Nurse licensure exam. Marketing of the program commenced in March 2011; the first students were admitted in June 2011 for the fall 2011 program start.

Two new specialties were added to the MSN program: Nursing Administration and Nursing Informatics. Extensive updates and redesign of the School's website reflect the launch of the new programs. The pace of enrollment was vigorous for the existing RN-to-BSN program, with a 144% increase in enrollment. The MSN in Nursing Education experienced a 75% increase in enrollment. Course enrollment increased by 39% overall.

### **Curriculum**

Five new courses were developed during FY 2011 in Nursing Informatics, and four in Nursing Administration.

### **Partnerships and Outreach**

A new partnership was added with the Kennedy Health System during the year, for a total of seven partners across New Jersey. New student affiliation agreements were finalized with Rowan University, Mercer County Community College, Ocean County College, Memorial Hospital, New York City College of Technology, South Puget Sound Community College, Palm Beach State College, and The County College of Morris.

### **The John S. Watson School of Public Service and Continuing Studies**

The John S. Watson School of Public Service and Continuing Studies worked with the School of Business and Management during FY 2011 to create a Master of Science in Management degree program with seven different public service Areas of Study. The program was approved at the June 2010 meeting of the Academic Council.

Continuing Studies registrations reached an all-time high during FY 2011, demonstrating that strategic marketing initiatives, including brand identity focused on meeting student and organizational needs, were effective. In addition, the increased enrollments seem to indicate that a



niche exists for online non-credit programs. New programs for FY 2012 will focus on employability, programs that meet the needs of the non-profit and governmental sectors, and programs that feed students into degree programs.

### **Curriculum**

The graduate-level Practical Grant Writing course was launched, and five new courses will be offered beginning in October. Other new programs include Pharmacy Technician; Medical Transcription; Medical Transcription Editor; Inpatient/Outpatient Medical Coding and Billing; 24-Hour Pre-Service Alternative Route to Teaching; Family Nutrition; Functional Family Nutrition; and School Nutrition and Wellness.

### **Partnerships and Outreach**

Staff from the John S. Watson School of Public Service and Continuing Studies continued outreach to municipal partners around the State, working with constituencies such as the New Jersey State League of Municipalities, New Jersey Urban Mayors' Association, and numerous state agencies to create partnerships and market the School's programs and offerings. Staff also conducted a "lunch and learn" for Mercer County government employees.

### **Continuing Studies**

Engagements with various partners included work with PROCEED (Contract Training), Educational Fitness Solutions, SHRM (SHRM Learning System Courses), Center for Credentialing and Education (Workforce Career Coach Program), New Jersey Cosmetology Association (Contract Training), New Jersey Educational Association (Courses for Association Membership) and the New York Times Knowledge Network (Paralegal and Nurse Paralegal Programs).

## **Offering Students Flexible Education Options**

### **Directed Independent Adult Learning**

Staff from the Center for Directed Independent Adult Learning (DIAL) continued to develop new courses and course revisions to support academic programs throughout FY 2011. DIAL staff collaborated with mentors, content experts, and course developers to design, develop, and revise online courses. Quality assurance data were collected through course evaluations, student performance information, and mentor-performance information to shape revisions and evaluate the effectiveness of courses and mentors. There were 42,480 graduate and undergraduate course enrollments during FY 2011.

During the year, a new Online Proctoring Service (OPS) was introduced for course examinations. Students now have the option to take their examinations online in a location of their choice rather than having to go to an approved proctoring location to take exams using the traditional paper and pencil method. Students using OPS were largely positive in their comments about this method of proctoring. Soon, all course exams will be proctored using OPS. In addition to offering the OPS option for test delivery, DIAL staff moved all online course exams to a more secure testing software program (Perception). The added security of Perception requires a separate logon for mentors who evaluate and grade student exams. Office of Test Administration staff trained and assisted mentors in this process, as well as with grading procedures, and the process for posting test grades in our learning management system.

The basic course structure for all future FlashTrack courses was finalized. The FlashTrack course delivery system allows students to have an online experience even when they do not have Internet access. All Online courses were transitioned to FlashTrack, which became an integrated feature of all Online and Guided Study courses.

### **Collegiate Credit Assessment Center**

A new Collegiate Credit Assessment Center was created during FY 2011. The Center consists of the Office of Prior Learning Assessment, The Center for Academic Program Reviews, and the testing component (TECEP) of the Office of Learning Assessment. The College's National Institute on the Assessment of Adult Learning is also managed by the new Center.

### **Prior Learning Assessment**

During FY 2011, the Prior Learning Assessment (PLA) course description database and graduate policies were revised. Communications with mentors were enhanced through the creation of a newsletter that is mailed to mentors quarterly. A portfolio development course is now under construction to improve students' understanding of the portfolio process as well as to provide additional opportunities for earning credit through PLA. This new course will be piloted through FY 2012. In addition, a partnership was established with Harrisburg University to provide PLA services to Harrisburg students.

### **Thomas Edison College Examination Program**

The College offers 21 credit-bearing exams through the Thomas Edison College Examination Program (TECEP). During FY 2011, 1,230 exams were taken by students. Eight exams were re-structured to align with current college-level curricula.

### **Center for Academic Program Reviews**

Nine external programs, including military and corporate training programs, were reviewed by Center for Academic Program Reviews staff this year. Twelve hundred and eighty students earned credit for licenses, certificates, and training evaluated by the Center.

### **National Institute on the Assessment of Adult Learning**

The National Institute on the Assessment of Adult Learning was held in Atlantic City for the second consecutive year. The number of attendees exceeded 100 and included individuals from 22 states, the District of Columbia, Puerto Rico, and several foreign countries. Institute topics included prior learning assessment, workforce development, learning outcomes, and the use of technology in assessment. The Mayor of Atlantic City issued a proclamation declaring June 15, 2011, as "Thomas Edison State College Day" in honor of the National Institute.

## **Enrollment Management and Learner Services**

The Division of Enrollment Management and Learner Services provided direction for the College's approach to recruiting, enrolling, and serving students from traditional and contract populations. Division staff also implemented several targeted marketing programs in conjunction with the Schools and integrated enrollment management initiatives across the College.

### **Learner Services**

Throughout the year, activities continued for providing support services to students. Of particular note were the planning and conduct of the College's inaugural Spring Commencement ceremony and the completion of a competitive analysis that compared the College's student services to those of nine other institutions. We also concluded a two-year project to integrate our financial aid services with the National Clearinghouse (NCH) for student loan verification.

The Spring Commencement was held at Rutgers University, instead of at our traditional location in Trenton's War Memorial, due to a scheduling conflict. It was well received and very successful. The Comprehensive Analysis and Assessment of Learner Services looked at institutions across the spectrum of higher education: public/private, for-profit/not-for-profit, and online/traditional formats. Each institution was examined in regard to the type of student services provided and any explicit cost associated with each of these services. The findings and recommendations of the study were shared with the FY 2012 Tuition and Fees Committee. Several of the recommendations were implemented. The last major project, becoming fully integrated with the National Clearinghouse, was the culmination of a multi-year, cross divisional effort, focused on improving the efficiency of the College's financial aid awarding process.

### **Office of Learner Support**

The Office of Learner Support comprises the offices of Admissions, Academic Advising, Financial Aid, and Student Special Services. Among the combined offices several notable projects were initiated or completed during the year including the following: 1) designed additional student satisfaction surveys to measure the efficacy of our customer-service; 2) developed video and audio tutorial/orientation programs; 3) concluded an enrollment verification design for reporting financial aid information to the National Clearing House; and 4) streamlined admission procedures for the Bachelor's-to-Master's program and the new Accelerated Bachelor of Science in Nursing second degree program.

### **Admissions**

During the year, personnel in the Office of Admissions fielded 120,000 incoming calls, resolved 16,145 Helpdesk tickets, responded to nearly 14,000 requests for materials, and processed more than 10,128 applications for admission. Staff also conducted 11 College Information Sessions, which were held onsite, offsite, and online. Approximately 500 prospective students attended these events. Staff also met with more than 250 walk-in students during the year. In other activity, Admissions staff began using the HTML e-mail format for a number of communications, including all undergraduate Admission Acceptance letters, information request e-mails, as well as the Nursing general acceptance and Accelerated Second Degree BSN acceptance letters.

An online tutorial for the electronic admission application was developed to improve the process for applying to the College. The tutorial provides a video and audio demonstration, and an explanation of how to complete the online application page by page.

### **Academic Advising**

Academic Advisors conducted 3,724 advising appointments during the year. Advisors answered 13,893 calls on the Advising Express Line and 17,741 student-initiated helpdesk tickets were answered. Advisors also developed an online Enrolled Student Orientation to provide video and audio instructions on various advising-oriented topics.

### **Financial Aid**

Financial aid awards and disbursements increased 20% and 33%, respectively, over the previous year. The office offered more than 4,100 awards during the year and disbursed more than \$20 million in financial aid.

Close coordination among the offices of Learner Services, the Controller, and MIS was required to see that student enrollment history continued to be built into the National Clearing House database. Live enrollment data began transmitting in the final quarter of this year. The completion of this project allowed us to send and receive student information required to verify attendance for the purposes of awarding and reporting on Federal Financial Aid.

### **Office of Student Special Services**

The Office of Student Special Services works with students with disabilities under the Americans with Disabilities Act (ADA) and with students who are incarcerated. Office staff processed nearly 500 accommodation requests to meet the needs of the College's 132 ADA students. The number of active applicant or enrolled incarcerated students more than doubled during the year, closing at 90. Half of our incarcerated students are under military confinement, and we work with military prisons in Charleston, SC, and Miramar, CA, responding to requests to provide educational opportunities for inmates.

### **Office of the Registrar**

During FY 2011, the Office of the Registrar evolved from a record-keeping entity into a full-fledged service office managing transcript evaluation, Commencement, and mentor services. In addition, the Office of the Registrar partnered with the New Jersey State Library and the Department of Education to establish procedures for the issuance of the New Jersey State Professional Librarian Certificate, and to become the certifying agent for this credential.

During FY 2011, 38,493 transcripts were received. Over the first two quarters of FY 2011, timeliness in transfer credit hours evaluated was slightly below the established benchmarks of 20 business days. However, modifications in the distribution, tracking, and workloads, and the addition of a temporary part-time evaluator (to back-fill several extended medical absences) resulted in great improvements. Over the final two quarters, the established benchmarks were consistently met. During the year the section completed 13,375 initial evaluations of transfer credit and 9,722 update evaluations for continuing students. In addition, the College now has

the ability to send transcripts electronically by way of eSCRIP-SAFE®, a document-protection system used to deliver secured documents.

Staff in the Office of Mentor Support Services worked with the Office of the Registrar and the Controller's Office to develop a Payment Card Industry (PCI) Compliance Policy and Procedure statement.

The 38th Annual Commencement ceremony was held on October 9, 2010, at the Patriot's Theatre in Trenton's War Memorial Building. Three hundred and fifty graduates attended the ceremony. The Registrar's Office also took the lead in logistical planning and administrative organization to conduct the College's first spring commencement. A total of 2,865 degrees were awarded during FY 2011. This is a 5% increase in the number of degrees awarded from FY 2010.

### **Strategic Partnerships**

The College has a rich history of partnerships with community colleges, organizations, and associations. The power of our collaborate efforts have helped to identify, design, and implement alliances, provide support to business objectives, and to drive enrollments.

### **Corporate Choice**

The Corporate Choice program develops and manages relationships with corporations and organizations that offer tuition assistance programs. By developing customized certificates and degree programs, and through our efforts to evaluate corporate training for academic credit, we experienced significant growth in numbers of students coming to the College from corporate partnerships in FY 2011. By the end of May 2011, the Office of Enrollment Management and Strategic Partnerships generated 156% of its annual objective of \$612,000 and more \$954,902 in revenue through the Corporate Choice Program. Some 504 students enrolled in the College through the program.

The Corporate Choice agreement with UPS was renewed for an additional three years. Staff from the offices of Enrollment Management and Strategic Partnerships maintained communication with new UPS liaisons to ensure continuity of the relationship. Employee information sessions were conducted by way of site visits to UPS hubs in Chicago, Illinois; Louisville, Kentucky; Dallas, Texas; Houston, Texas; New Orleans, Louisiana; Philadelphia, Pennsylvania; and Lawnside, New Jersey. Employee information sessions were also held for other Corporate Choice partners, including the New Jersey Department of Treasury, New Jersey Department of Transportation, Robert Wood Johnson University Hospital Hamilton and Waste Management (via webinar). A new agreement was signed with the San Onofre Nuclear Generating Station

### **Community Colleges**

College staff met with the Transfer Coordinators of all 19 New Jersey community colleges to provide updates about the College and its programs. The College was also represented at transfer fairs for prospective students held at Burlington, Camden, Raritan Valley, Mercer, and Middlesex community colleges.

## **Agencies, Organizations, and Corporations**

The Office of Enrollment Management and Strategic Partnerships maintained relationships with key organizations that foster student enrollments by meeting with representatives from the New Jersey Society of Certified Public Accountants, Center for Financial Training Atlantic and Central States, Council for Adult and Experiential Learning, and Corporate College Services. Presentations were also made to representatives from Entergy and Lockheed Martin.

## **Military and Veteran Education**

The most significant accomplishment of FY 2011 was the initiation of a new contract with the Joint Forces Medical Command Respiratory Therapy School at Ft. Sam Houston, Texas. As a result, for the first time, students in a military enlisted occupational school can earn an associate's degree if they successfully complete training. As part of that training, Thomas Edison State College part-time instructors taught three liberal arts courses that were delivered in a face-to-face format. This is also a first for the College.

Work continued with the Air Force and the Air University Associate's to Bachelor's program, where airmen map their Community College of the Air Force degree to particular bachelor's degree programs at Thomas Edison State College. In addition to this project, staff from the Office of Military and Veteran Education continued to work with all branches of the armed services and the Servicemembers Opportunity Colleges to map service members' occupations to the College's degree programs, maximizing the credit awarded for military training.

## **Marketing**

An assessment of outreach events was completed to inform targeted market planning. The Enrollment Management Task Force took an integrated approach to the development, implementation, and assessment of targeted marketing and completed an Enrollment Management Plan. An internal calendar of outreach activities was developed and posted. The Task Force also continued to provide a forum for a cross-functional team to ensure the effectiveness of our targeted marketing efforts and to adjust our ongoing plans as needed.

Several targeted marketing programs were begun. In addition, a pilot program was implemented to make proactive calls to inquirers. The results of this program so far indicate that it is having a positive impact. Following analysis of the initial response from the pilot, combined with ongoing market research, more emphasis will be placed on proactive communication with applicants, as well as inquirers.

In related efforts, the College continued its partnership with its advertising agency, Sigma Group, during FY 2011. The College identified specific programs that have high enrollment-growth potential for targeted media outreach, including professional and trade publications and online sites. Ten vertical campaigns were developed and deployed to support targeted initiatives for Military outreach, the Heavin School of Arts and Sciences (MAEdL and Law Enforcement/Criminal Justice), the School of Business (Accounting), the School of Applied Science and Technology (Clinical Trials), the W. Cary Edwards School of Nursing (RN-to-BSN-to-MSN, Accelerated Second Degree and Health Resources and Services Administration, HRSA), and the Watson School of Public Service and Continuing Studies (MSM and Nurse Paralegal).

## Online Marketing

A Search Engine Marketing (SEM) pilot was launched to promote the College through the Google search engine and to attract adult students who are searching for colleges online. An expansion of the SEM program was undertaken to enable the placement of text ads within the Google content network on sites that cater to the demographics targeted by the College.

## Research

The College partnered with Stamats, Inc. to conduct a comprehensive multi-pronged study including surveys of applicants and current students, geo-demographic analysis, and competitor analysis. This study is conducted approximately every five years to assess student preferences and experiences in their Thomas Edison State College experience and to monitor the competitive marketplace. Findings were extremely positive.





## **Fostering Our Relations with the Public and Alumni**

### **The John S. Watson Institute for Public Policy**

The Watson Institute had an eventful year advocating for public policy changes and assisting decision makers to enact public policy that best serves the residents of New Jersey. A vital resource for the advocacy of New Jersey's citizens and its environment, the Institute practices a practical, nonpartisan, hands-on approach to support and inform the people and legislators of the state. For example, staff in the Center for the Urban Environment made advocacy on issues related to climate change, clean air, clean water, and clean neighborhoods. Information on activities in other Institute Centers follows.

### **Center for Civic Engagement and Leadership Development**

The signature program under this Center, Leadership Trenton, underwent a review and restructuring. Leadership Trenton Alumni Fellows met to discuss visioning sessions to be facilitated by Institute staff and a consultant. A report of recommendations was submitted to the Institute's Executive Director for consideration of revisions to the program. Institute staff continued to work with and engage Leadership Trenton alumni during this year's hiatus, assisting in disseminating information and holding meetings at the College to discuss community-focused issues. The Executive Director also continued to represent Leadership Trenton in its work with Big Brothers/Big Sisters and the high school mentoring project.

### **Center for the Positive Development of Urban Children**

The Institute maintained its ongoing partnerships with the following organizations: Professional Impact New Jersey; New Jersey Early Childhood Teacher Educators; the Coalition of Infant Toddler Educators; United Way of Greater Mercer County-Helping Children Succeed Vision Council; the New Jersey Council for Young Children (Governor appointed); and the New Jersey Child Care Economic Impact Council.

### **Center for Health Policy Development**

The Center for Health Policy Development (CHP) took on a new challenge this year with work on the reduction of childhood obesity. This was a statewide initiative that included a focus on New Jersey Urban Mayors' Association member municipalities. The CHP played an integral role in working with the Robert Wood Johnson Foundation as an advisor on their funded project, the New Jersey Partnership for Healthy Kids. In addition, Institute staff facilitated statewide conversations on policies to affect change in childhood obesity numbers. The CHP also reviewed new federal regulations pertaining to Accountable Care Organizations and met with state representatives to discuss implementation of pilot projects to facilitate the movement of state policy on healthcare delivery systems.

### **The New Jersey Urban Mayors' Association**

Watson Institute staff continued to serve the New Jersey Urban Mayors' Association (NJUMA) through conferences, meetings, training sessions, and policy review and analysis. This past year, the Institute received an Economic Development Administration grant from the U.S. De-

partment of Commerce to conduct an economic analysis of the north-central corridor of the state, which includes 19 NJUMA municipalities. The NJUMA membership met quarterly throughout the year, with standing meetings with the Governor's chief administrators. Institute staff also reviewed and assessed state policy on Urban Enterprise Zones, affordable housing, school reform, Board of Public Utilities (BPU) regulations, and land use.

## **Communications**

The College's Office of Communications had a busy year, with major efforts involving the College's website, cooperative programs in targeted outreach, new online projects, publications, and research.

### **Website**

The College selected and installed a new content management system for its website in FY 2011. The new system included a refreshed design of the website partly based on feedback from a 2010 student usability study. In addition, the College launched both search engine optimization (SEO) and SEM efforts to enhance and expand the College's visibility via popular search engines, such as Google, Yahoo, and Bing. The SEO effort focused on improving the College website's organic (unpaid) performance on search engines. The SEM effort focused on the purchase of key words and phrases within the Google content network on sites that cater to the demographics targeted by the College. The Office of Communications is coordinating SEO efforts while the Office of Marketing is coordinating SEM efforts.

### **Targeted Outreach**

For a fifth consecutive year, staff from the Office of Communication, the Division of Enrollment Management and Learner Services, and the Division of Academic Affairs worked collaboratively to plan and deploy several targeted outreach campaigns to effect enrollment growth in FY 2011. This included targeted outreach efforts for the following: Master of Arts in Educational Leadership, aimed at New Jersey and New York public school teachers; graduate programs in Clinical Trials Management; Bachelor of Science in Applied Science and Technology programs, aimed at members of the U.S. Navy; Master of Science in Management programs, aimed at the U.S. military; Master of Science of Management programs, aimed at public service professionals; Master of Science in Human Resources Management, aimed at human resources professionals; graduate degrees, aimed at College alumni; Bachelor of Science in Human Services programs, aimed at human service professionals; and several noncredit certificates, including Fitness, Wellness and Nutrition, Paralegal Studies, Workforce Career Coach Facilitator and the SHRM Learning System.

### **Online Marketing, Social Media, and E-mail Outreach**

The Office of Communications continued to produce and send e-newsletters: these included *Insights*, the monthly e-newsletter for students, and *Perspective*, the e-newsletter sent to prospective students. Personnel from Office of Communications worked with the Office of Admissions in FY 2011 in using e-mail to invite prospective students to information sessions hosted at the College, both in the field and online. Additional electronic outreach was made to students to broadcast announcements, information on new courses and programs, and other College news.

Office of Communications staff also coordinated the Admissions Marketing e-mail outreach campaign, which showed positive results in FY 2011. Social media sites including pages on Facebook, YouTube, Twitter, and LinkedIn that were identified as generating additional interest in the College and as providing a new line of communication between the institution and its key constituents were also monitored and improved.

## Public and Media Relations

In FY 2011, the College's media relations activity resulted in several notable placements. Highlights of this activity included the following:

- Statewide placements on prior learning assessment in *The Star-Ledger* and *Trenton Times*
- Regional coverage of a press conference with Sen. Frank Lautenberg announcing an award to the College of a federal economic development grant that was covered by *News 12 NJ*, *WWOR My9*, *Fox 5 New York*, *The Star-Ledger* and *Trenton Times*.
- Statewide placement on how advanced degrees can improve a career in *New Jersey Business* magazine
- Day-of-coverage of the College's 38<sup>th</sup> Annual Commencement on October 9, 2010, in the *Trenton Times* and *Trentonian*.

## Publications

Office of Communications staff created 17 new program-specific brochures and materials promoting academic offerings in FY 2011. Revisions and updates were provided to nearly 30 existing College publications, including the *Undergraduate Prospectus*, *Graduate Prospectus*, *College Catalog*, and the quarterly *Invention* magazine and *Signals* student newsletter.

## Research

In FY 2011, a new survey was developed focusing on student satisfaction with the College's electronic communications. The survey will be sent to students during the first quarter of FY 2012.

## Alumni Affairs

The Office of Alumni Affairs was active in fostering the College's relationship with its graduates. The focus for FY 2011 was to build support, service, and advocacy among the College's 36,000 alumni. Donors, alumni ambassadors, and advocates were identified to further the mission of the College. The Applause, Applause! section of *Invention* was expanded to promote new enrollments and enhance the image of the College by featuring alumni who have recently achieved distinction in their respective professional fields. In conjunction with the Office of Development, staff from the Office of Alumni Affairs identified and cultivated potential donors among the College's alumni.



## **Developing Ourselves to Serve Our Students**

### **The Thomas Edison State College Foundation**

The Foundation ended its fiscal year (on December 31, 2010) with investments totaling \$5.7 million at market value, an increase of 7% over the last year. Foundation investments of Library funds totaled \$878,422, a decrease of \$54,505 or 6%, when compared to last year. The decrease was due to funds being used for the support and the maintenance of the Library's development office.

The Foundation's Investment Committee met several times during the year to review portfolio results, establish asset allocation, and rebalance its holdings. The Foundation's audit committee also met with Mercaden to plan for the external audit of the Foundation's financial statements and to review the external audit of the Foundation's financial reports.

### **Development Activities**

The College continued to implement its aggressive plan to identify and cultivate prospective major donors. Contacts and visits continued with key donor prospects. The top 200 prospects from the alumni database have been identified and will be screened for their capacity to give.

### **Corporate and Foundation Giving**

During FY 2011, numerous proposals, applications, and letters of inquiry were submitted to corporate, foundation, and government entities following the cultivation of funders. Several federal grant applications were submitted and continue to be pursued. A proposal requesting \$232,000 was submitted to the U.S. Nuclear Regulatory Commission for curriculum development to support the ABET accreditation of the School of Applied Science and Technology's baccalaureate degree for current and future nuclear energy workers. Departmental meetings were held to research potential funding opportunities that align more directly with the needs of the College. Cultivation of new and existing funders will continue into the next year.

### **Special Events**

The Foundation's annual gala, "The Roaring '20s," was held on Saturday, November 6, 2010, at the Princeton Airport, in Princeton, New Jersey, honoring our *Spirit of Edison* award recipients. Tom Geisel, President and CEO of Sun Bancorp and Sun National Bank, received the Community Leader Award; Michael Toscani, Pharm.D., President of Clinical Solutionz, received the Family Award. Another honor announced at the Gala was the re-naming of the School of Nursing as the W. Cary Edwards School of Nursing. W. Cary Edwards, Esq., was a long-time friend and supporter of the College. In combination with close to 250 tickets, sponsorships, and gifts in kind, revenues totaled \$113,575. The net, just under \$37,000, was lower than that for the 2009 event due to increased costs of hosting the event at a venue that required additional décor.

The 17<sup>th</sup> Annual Thomas C. Streckewald Golf Classic was held on Monday, June 20, 2011, at the Greenacres Country Club in Lawrenceville, New Jersey. This event raised over \$38,000, with an anticipated net of \$16,000. This is a \$6,000 increase over the previous year, resulting from the participation of new corporate sponsors and participants.

## Alumni Giving and the Annual Fund

The 2010 Annual Fund closed its fundraising year on December 31, 2010, with \$137,187 raised in unrestricted dollars from 1,674 donors, a 30% increase in dollars raised over calendar year 2009. Alumni response in FY 2010 increased 13% with a total of \$83,805 raised. Restricted giving totaled \$301,873 in support of endowed funds, student assistance, and other College programs. While unrestricted giving was up by \$31,931, the combined total of \$439,060 is a decrease of \$65,317 when compared to FY 2010.

As part of the Annual Fund efforts, emphasis was placed on the employee campaign. A College-wide lunch and learn was presented to heighten staff awareness of the fundraising efforts at the College, as well as to educate staff on the importance of philanthropy and how funds are used. Unrestricted employee donations increased 20% over 2009 numbers, and the number of mentor donations increased 45% over the 2009 numbers. In coordination with the timing of our fall Commencement, the Office of Development released a solicitation directed specifically at newly graduated alumni, with a goal of converting them to donors. The 2010 Phonathon was a success, with \$60,047 pledged from 1,668 alumni. Of the total pledged, we realized a 60% fulfillment rate, bringing our final Phonathon amount to \$45,168, with 1,007 alumni contributing. Results from the 2010 Phonathon program showed a 12% increase over the 2009 program.

## **A Systematic Program of Institutional Quality Assurance**

The College is in the process of codifying all of its assessment and quality assurance efforts into a single plan. That plan will address the assessment of student learning outcomes as well as the assessment of internal institutional operations. We have made great strides in our abilities to gather and analyze data to be used to inform planning and continuous improvement in the service of our mission. Our efforts in this area are discussed below, and information on our applicant and enrollment counts is presented here, as well.

### **Assessment of Learning Outcomes**

We continued our ongoing effort to assess learning outcomes and use our findings to refine, improve, and support student learning. Mentors, deans, and staff focused on identifying and assessing students' achievement of learning outcomes at the course, program, and institutional levels. We also used data gathered from student surveys to inform our planning efforts.

### **Institutional Outcomes**

Considerable progress was made in completing the five phases of the outcomes assessment cycle during FY 2011. Data were gathered and analyzed from three nationally recognized direct measures: Educational Testing Service (ETS) Proficiency Profile; the Standardized Assessment of Information Literacy Skills (SAILS); and ETS Criterion. The resulting findings led to various changes in curricula and courses. Likewise, the institutional outcomes statements, themselves, were evaluated and recommendations for changes were made. The Learning Outcomes Implementation Plan was revised and new assessment techniques were implemented.

Emphasis was placed on measures that directly assess students' learning toward the end of their degree programs. For example, all Schools developed or revised capstone courses involving a major project or paper requiring students to synthesize knowledge gained over the course of the entire degree program. Mentors use this major paper or project to evaluate student learning outcomes using established rubrics.

### **Programmatic Outcomes**

Analysis of the degree programs offered through the Heavin School resulted in a number of key findings leading to changes in courses and curricula. While the data collected indicated that students were above target on the achievement of most outcomes, the ongoing assessment of program objectives and outcomes, as well as current benchmarks, will indicate any need for further curricular improvements.

The School of Applied Science and Technology embedded an assessment rubric with 11 elements for measuring four programmatic outcomes in a capstone course developed during FY 2011. Data were collected and analyzed quarterly. Use of action research to improve grammar and spelling has resulted in interim positive trends.

Using rubrics to assess undergraduate and graduate capstone courses, the School of Business and Management mentors and staff identified various strengths and weaknesses. This provid-



ed a basis for course revisions specifically targeted at assuring that students are meeting program competency, competency in communication skills, knowledge of management and leadership theories and concepts, and competency in decision making.

Students' achievement of programmatic outcomes was measured courses in the BSN and MSN programs using a variety of direct and indirect measures. The systematic plan of evaluation was guided by the measurement of achievement of programmatic outcomes within a 3-year cycle of documentation that mirrors the nursing accreditation cycle. Areas assessed included mission and governance, faculty, students' resources, and curriculum and program outcomes. Benchmarks were at or above the College mean on these assessment criteria.

### Course Outcomes

The School of Applied Science and Technology identified APS-401: Current Trends and Applications as a course in which to measure learning outcomes. Likewise, the course NUC-495: Nuclear Energy Engineering Capstone was piloted this year for capturing learning outcomes data for the BSAST in Nuclear Energy engineering Technology for the accrediting groups ABET and the Middle States Commission on Higher Education.

Assessment measures for the undergraduate Bachelor of Science in Business Administration (BSBA) program were placed in the capstone course BUS-421: Business Policy and Analysis. The course is currently undergoing revision to change the capstone's focus from organizational research to corporate strategy. The Master of Science in Management (MSM) and Master of Science in Human Resource Management (MSHRM) learning outcomes assessments were placed in MSM-630: Capstone and HRM-630: Capstone.

The ETS proficiency profile was embedded in the Heavin School's LIB-495: Capstone course to assess student writing skills and collect data on critical thinking skills. The analysis of students' performance in this course led to a recommendation to make LIB-495 a requirement for the Bachelor of Arts degree. Lower achievement scores in the area of student writing, organization, and expression were addressed by changing the curriculum such that these skills will be developed at a point earlier in the academic program. Other assessment activities included the collection of data from courses in Research/Statistics, Diversity, Management, and from the Graduate Survey. Data extracted from SOS-492: Research Methods indicated that students were performing above targeted benchmarks. Data from SOC-322: Cultural Diversity in the US indicated that students met or exceeded benchmarks. In addition, MAN-301: Principles of Management was selected to measure management theories as they relate to Human Services. Again, the data produced from this course indicated that students met or exceeded targeted benchmarks.

The Heavin School also collected assessment data from the Master of Arts in Liberal Studies (MALS), and the Master of Arts in Educational Leadership (MAEdL) programs. Targeted benchmarks were found to be acceptable in all but one area. Recommendations for revision will be carried out during FY 2012.

All outcomes for the BSN program were measured in the course NUR-441: Community Health Nursing, whose stated benchmark is that 90% of the students will achieve a passing grade in this course. All assignments were mapped to the course objectives and the failure to pass any one assignment resulted in failure to pass the course. Data indicated that all students who took NUR-441 during FY 2011 passed the course. Outcomes for the MSN were measured in courses NUR-720: Nursing Education Seminar and Onground Practicum and NUR-730: Nursing Education Seminar and Online Practicum. The stated benchmarks for the MSN were met during FY 2011: 90% of students achieved a grade of satisfactory on the NUR-720 Practicum Tool: 90% of students achieved a passing grade in on the synthesis paper and MSN portfolio.

## **Assessment of Institutional Operations**

### **Operations Review of DIAL and Related Programs**

During the year, an external consultant (the Lucas Group) began a review of operations of Directed Independent Adult Learning (DIAL) and related programs administered through the Collegiate Credit Assessment Center (CCAC). The review will include instructional design and course development, test development, instructional services, and test administration. There will also be an assessment of CCAC capabilities, needs, and opportunities for growth and/or redirection as needed. During the past five years, DIAL has had exponential growth in online courses. This, together with the planned expansion of degree-completion and credit-earning opportunities available entirely through the College's methods, makes such a review appropriate at this time.

### **Environmental Scan**

The Environmental Scan Committee, comprising staff members from all College divisions, met monthly during the year. The committee monitors external and internal factors that have an impact on the applicant and enrollment counts and on the College in general. Findings indicated that, despite the political and economically challenging environment in FY 2011, the College made significant progress in launching new degree programs, signing partnership agreements with various entities, hosting conferences and activities, receiving positive media exposure, and improving technologies used College wide.

### **Surveys and Institutional Reports**

One of the most important ways in which we assess ourselves is to administer surveys to our students and recent graduates. The Graduate Survey was administered to two graduation cohorts this year. The survey provides the College with feedback from recent graduates about their overall College experience, the impact that the College has had on their skills and abilities, as well as their satisfaction with the College's programs, products, and services. There were 349 FY 2010 and 287 FY 2011 (September and December) graduates who participated in this survey; a response rate of 14% and 20%, respectively. Preliminary findings indicate that graduates from both cohorts were satisfied: at least 95% indicated that their rating of the College was "Good" or "Excellent." The majority of the graduates (98%) indicated that they have or would recommend the College to others. Between 88% and 89% of the graduates indicated that if they could start over, they would still enroll at the College.

The Adult Learner Inventory (ALI) is a web-based survey used to examine issues of importance to students as well as students' ratings of satisfaction with their College experience. It is administered to students who have been enrolled for between 6 and 12 months, and it provides a wealth of demographic information, as well as allowing us to benchmark findings against those from a national group of learners. During FY 2011, the survey was administered to 475 students, an overall response rate of 11%. Survey findings were similar to those from previous years, with 11 items from the survey identified as being among the College's strengths, and many of these being related to quality, flexibility, and convenience. Students also indicated that they understood what they needed to do to complete a degree. There were also six items identified as areas for improvement. These items are related to timeliness and obtaining help. Overall, 77% of the students who responded to the survey were "satisfied" or "very satisfied" with their College experience, and 81% indicated they would "probably" or "definitely" recommend the College to others. In response to the ALI's new College-defined demographic question, "What will be your enrollment status at Thomas Edison State College next year?," 53% of the students indicated that they would still be enrolled and 36% of the students indicated they would have graduated by that time. Nine percent of the students indicated that they were undecided, and 3% indicated that they would not be continuing their education next year.

The College's New Jersey Student and Consumer Information Act Report (P.L. 2009, Chapter 197.A2911) was posted to the College's website with a link to the New Jersey Commission on Higher Education website. The College's report included information related to time-to-degree completion, cost of attendance, financial assistance, loan indebtedness, and mentors.

## **Applicant and Enrollment Counts**

Appendix B: Key Numbers provides a summary of the applicant, enrollment, and degrees awarded counts for FY 2011. Overall, the College experienced an increase in terms of its applicants, enrollments, and degrees awarded.

### **Applicants**

The FY 2011 total applicant count is 10,222, an increase of 11% when compared to last year. Among the applicants, there were 9,710 undergraduate and 512 graduate-level applicants. This represents increases of 9% and 43%, respectively, over the FY 2010 undergraduate and graduate applicant counts.

### **Total Enrollments**

The total enrollment count for FY 2011 is 20,251, an increase of 8% over last year's count. During FY 2011, there were 19,140 undergraduates and 1,111 graduate students enrolled at the College. When compared to FY 2010, the undergraduate total enrollment count increased by 8% and the graduate total enrollment count increased by 10%.

### **New Enrollments**

During FY 2011, there were 8,193 new enrollments, an increase of 16% when compared to FY 2010. There were 7,810 undergraduate and 383 graduate-level new enrollments in FY 2011. When compared to FY 2010, the undergraduate new enrollment count increased by 16% and the graduate new enrollment count increased by 20%.

## Degrees Awarded

There were 2,865 degrees awarded to 2,825 graduates during FY 2011; 40 students earned two degrees from the College. When compared to FY 2010, there was a 5% increase in the number of degrees awarded. The number of associate's, baccalaureate, and master's degrees awarded increased by 5%, 5%, and 22%, respectively. As of June 30, 2011, the cumulative number of degrees awarded by the College was 40,128.



# **Progress Report: Strategic Vision Plan (2006-2012)**

## **Strategic Planning and Organizational Culture**

During FY 2011 the Goal Leaders and Strategy Leaders addressed the revised Strategic Vision Plan. Elements of the Plan involve metrics and analytics that will keep the institution viable in a highly competitive market. Four Goal Areas (Transforming the Academic Enterprise, Assuring Quality, Strengthening Infrastructure and Leveraging Assets, and Advancing and Supporting the College's Mission) are supported by 13 strategies. A significant portion of the FY 2011 carry-forward budget funded activities to achieve the Plan goals.

Goal Leaders and Strategy Leaders were also involved in the institutional self-study associated with the upcoming site visit by a Middle States accreditation team. There is a synergistic relationship between the Plan and the Middle States 14 Standards of Excellence. Updates and discussions were initiated primarily by Goal Leaders and were focused on progress, issues or impediments regarding strategies, and resources needed.

## **Goal Area Accomplishments–FY 2011**

The Strategic Vision Plan has thirteen goals organized by four Goal Areas that describe actions, intentions and outcomes. Goal Leaders developed annual reports focused on accomplishments, challenges, and outcomes. The following is a synopsis of the Goal Leaders' reports.

### **Transforming the Academic Enterprise–Goal Area 1**

#### **Significant Accomplishments/Outcomes**

- 1.1 Created the new Graduate Certificate in Homeland Security
- 1.2 Alternate Route to Teaching program approved by NJDOE offered in partnership with Continuing Studies
- 1.4 Seven Areas of Study approved and implemented in The John S. Watson School of Public Service,.
- 1.8 Developed a MSN with an Area of Study in Informatics
- 1.9 Developed a MSN with an Area of Study in Administration
- 2.2 & 2.3 Merged the units of the CCAC into a single center
- 2/5 National Institute on the Assessment of the Adult Learning attracted over 100 participants
- 3.1 FlashTrack evolved from Generation 1 to Generation 2, including sophisticated file transfer capabilities and enhanced security
- 4.3 Reviewed institutional and programmatic outcomes data collected throughout FY 2011

#### **Challenges**

- 1.4 Develop a MSAST with an Area of Study in Allied Health–Referred back to School of Applied Science and Technology Allied Health Advisory Committee to make more discipline-specific recommendations in lieu of broad Allied Health focus
- 2.4 The significance of TECEP among the College's offerings continues to be explored

## **Assuring Quality-Goal Area 2**

### **Significant Accomplishments/Outcomes**

- 5.1 The College made progress toward obtaining ABET certification.
- 5.3 Learner Services used its point-of-contact customer service survey for the e-mail correspondence of its customer service representatives.
- 6.1 Schools have established capstone courses for their degree programs.
- 6.1 Rubrics have been created and linked to Waypoint in all but two of the capstone courses.

### **Challenges**

- 6.3 The College must decide what outcomes findings should be made public.

## **Strengthening the Infrastructure and Leveraging Assets-Goal Area 3**

### **Significant Accomplishments/Outcomes**

- 7.2 A new ambassador program was developed by Human Resources.
- 7.5 Training was provided for new staff on our culture of excellent customer service
- 8.1 Completed the Business Continuity Plan and Disaster Recovery Plan
- 9.3 Created two- and five-year fiscal plans in which the College experiences appropriation and possible other funding cuts
- 9.8 Reviewed the mentor procurement process to ensure that mentors continue to be independent contractors

### **Challenges**

- 9.2 Develop a Return of Investment (ROI ) process for new programs to determine feasibility and to review profitability of current programs
- 9.5 Achieve 8% revenue/expense surplus through cost containment and revenue increases 2010 through 2012

## **Advancing and Supporting the College's Mission-Goal Area 4**

### **Significant Accomplishments/Outcomes**

- 10.1 Production is underway with creation of a multimedia program to enhance student orientation for newly enrolled students
- 10.2 Strategy is currently being expanded to include the development of an institutional strategy for social media
- 10.3 Work is continuing to expand national and regional media outreach
- 11.1 Work is ongoing to increase the College's visibility on all fronts (community, New Jersey, Washington, consortia)
- 11.5 The John S. Watson Institute for Public Policy received a \$240,000 grant from the Economic Development Administration
- 12.2 Revenue from the annual fund increased by 30% in 2010 and alumni response rate increased by 13% and employee donations increased by 20%
- 13.1 FY 2011 counts surpass the 20,000 target made this year

**Challenges**

- Goal 10 – Market research before program development remains a critical topic that must become a formal requirement prior to any new program being developed
- Goal 11 – Significant challenge for the Goal is time and financial resources





## **Maintaining Our Infrastructure**

### **Technology Initiatives**

The College launched a formal Disaster Recovery and Business Continuity planning process in December of 2010. The consultant firm selected to assist with this project was LBL Technology Partners of Minneapolis. A Business Continuity Plan Core Advisory Committee comprising representatives from the College and State Library was formed, and we have completed several steps in the planning process. These include a vulnerability assessment study, a business impact analysis, and the development of business continuity strategies. The next steps in the process include finalizing continuity strategies, completing the formal Business Continuity Plan, training and testing of the Plan, and the development of a maintenance process and schedule for the Plan. The project is currently on-budget, on-schedule, and due to be completed by September 30, 2011.

We completed the upgrade of our e-mail system (Exchange) to the most current release level. This complex project was completed over a 6-month period by gradually migrating staff to the new system. The new system provides the College with the ability to integrate our voice mail system into Exchange, along with an increased level of redundancy and use of Virtual Machine technology. In addition, the College initiated an upgrade to Microsoft Office 2010. An extensive training program was developed by Management Information Systems (MIS) and offered to all staff.

### **System Upgrades**

This year we released a new Online Student Services website based on Datatel's WebAdvisor product. The new website replaced the ten-year-old custom website that had been developed for us by Touchnet. The new site allows students to track their academic progress, register for courses, pay their bills, and otherwise interact with the College.

New transcript and programming rules were developed to comply with new academic policies on grade point average (GPA) and the recording of student failure or withdrawal from courses. Working with the Financial Aid and Controller's offices, MIS staff developed new processes, workflows, and programs to accommodate the new Veterans Administration's Chapter 33 tuition program.

In September, 2010, a contract with MoodleRooms was executed to provide a fully hosted instance of Moodle, an open-source Learning Management System (LMS) application. Moodle is a fully hosted LMS application that provides great reliability, along with sufficient elasticity to increase the number of LMS users as enrollment grows. This move should save, over a three-year period, \$135,000 in costs associated with this migration.

The new College Portal provided by Datatel is currently being load tested after a successful installation in June 2011. The portal has an enhanced set of features that include a single login access to Colleague, dashboards to view key performance indicators, provision of collaboration team sites for organizations, a College calendar, and centralized posting of College news.

## **Physical Plant and Facility Development**

We began the lengthy process of restoring the historic Kuser Mansion to its original beauty. The architectural bid was awarded to NG Architects in December 2010. Services for a General Contractor were advertised in June 2011, with the anticipated intent to award the contract in September 2011. Kuser Mansion employees have been relocated to the Canal Building and the Townhouses for the duration of the restoration project. In addition, in an effort to make the Academic Center more energy efficient, the facility was equipped with a new heating, ventilating, and air conditioning system to ensure maximum efficiency and control in the indoor environment.

## **Administrative Savings and Purchasing Services**

The Smart Buy Savings program, created to provide sustainable savings for taxpayers by promoting collaboration among state agencies and institutions, resulted in a savings of \$284,934 during FY 2011. The College has saved \$2,727,242 since FY 2001 by participating in the Smart Buy program.

It was a very active year for Purchasing. Meetings were held with counsel and Purchasing staff to identify opportunities to strengthen the College's purchasing and contract management system. RFPs and bids for FY 2011 were advertised, opened, and analyzed in compliance with applicable regulations, financial policies, and procedures to ensure efficient and effective methods of supporting the College.

## **Human Resources**

A focus group of recently hired employees from both the College and Library discussed ways to improve the new employee orientation program. The program was updated based upon comments that were discussed and/or e-mailed to the Office of Human Resources. The redesigned program provides an experience of orientation, integration, alignment, and engagement. This included the creation of a buddy system for new staff. The program has two main objectives: 1) to provide new employees with a point of contact for general questions regarding daily operational issues, and 2) to help new employees integrate with the culture of the College and/or Library. In other activity, a review of all ethics and affirmative action policies and forms distributed by the Office of Human Resources was made, with assistance from General Counsel.

During the year, the College hired 20 new full-time employees. Eleven employees left the College to pursue other employment opportunities, and seven staff members retired.

## **Fiscal Resources**

Although the recession ended officially in 2008, national economic growth continued to remain sluggish, inching up at a rate of only 2.8% annually. New Jersey, like many other states, continued to experience severe revenue constraints in the face of the global recession, and this had a direct effect on the College.

In FY 2011, the Governor proposed a 12.9% State budget reduction for the senior public institutions. The FY 2011 Appropriations Act reinstated an appropriation of \$1.8 million for Thomas Edison State College and reauthorized all of its 239 state-supported positions at the same level

as in FY 2010. With an increase of \$188,000 in funds allocated to the College by the State to comply with match requirements for the Federal Stimulus Funds, the College's FY 2011 adjusted appropriation was \$2,009,000. This is \$3.3 million, or 63%, below that for FY 2010.

To offset state funding reductions, the College undertook a selective hiring freeze and provided for budget increases in its non-salary accounts only for security, postage, and IT maintenance. For FY 2011, there were tuition increases of 4% and 8% for in-state students and out-of-state students, respectively. In light of significant reductions in state support and a state-imposed tuition cap of 4% for New Jersey residents, only incremental savings were possible through best-practice measures. Therefore we had to rely increasingly on investments from our reserves to keep pace with an 8% enrollment growth and demand for new programs to keep the College competitive.

The College ended FY 2011 with a minimal surplus of \$283,300, as compared to a surplus of \$5.3 million in FY 2010. After final audit adjustments are made for depreciation and other expenses, the College will end the fiscal year in a deficit. In FY 2011, the College realized \$39.6 million in total revenues, which is \$1.2 million, or 3%, below the \$40.8 million in revenue realized in the prior year. The FY 2011 adjusted State Appropriation of \$2 million (excluding State-paid fringe benefits) is only 5% of the College's total revenue budget. The \$3.3 million State budget cut and the 4% state-imposed tuition cap were major factors contributing to the revenue decline.

The College's expenses of \$39.3 million were 10.8%, or \$3.8 million, above those for FY 2010. Most of this expenditure increase is attributable to increased salary costs of \$3.7 million, which included the payout of deferred cost-of-living expenses from the prior year and costs to support continued enrollment growth.



## **Community and Government Affairs**

### **Federal Government**

The Office of Community and Government Affairs aggressively advocated against the state authorization and credit-hour definition rules within the United States Department of Education's Program Integrity Regulations enacted on October 29, 2010. Work continued with majority and minority leaders from both houses in Congress to effect repeal these harmful rules. Work also continued with Senate and House leadership, the New Jersey congressional delegation and Governor Christie's office on this issue.

Requests were made to the New Jersey Congressional Delegation that cost and equity, not educational delivery media, serve as determining factors in providing housing allowances for veterans. These requests resulted in the inclusion of language in the Post 9/11 GI Veterans Education Assistance Improvement Act of 2010 that offers a 50% housing allowance to veterans taking courses at a distance and eliminates the requirement that they must take at least one classroom course to qualify. However, continued advocacy was needed after the final passage of the Post 9/11 GI Veterans Education Assistance Improvement Act, due to the new requirement that the federal GI benefit act as a subsidy only after all other benefits were exhausted. We worked with The New Jersey Association on State College and Universities (NJASCU) and Rutgers University to request that the State of New Jersey ask for an exemption due a law stating that all New Jersey benefits should fill any gap that remains after federal benefits are exhausted.

Staff were active at the federal level through increased and consistent interaction with congressional members, their respective staffs, and department officials. The College was active in creating and participating in a coalition comprising nontraditional institutions from various states that collectively advocate on federal issues. This group worked on issues such as the repeal of state authorization and credit hour, Post 9/11 GI Bill, Pell Grants, and appropriations. Staff from the Office of Community and Government Affairs worked to position the College among the primary leaders on federal higher education issues in such associations as the American Association of Colleges and Universities and the American Council on Education.

### **State Government**

Two noteworthy pieces of legislation were signed into law: the State Residency requirement and Pension and Benefits reform. The State Residency requirement requires that most state, county, municipal, and school district employees live in New Jersey. The law calls for public institutions of higher education to file an annual report listing positions that should not have to comply and justification for those positions. The New Jersey Pension and Benefits reform law requires that all employees pay a portion of their health care premium, based on a sliding scale based on salary and type of plan. The cost increases will be phased in over four years. Employee pension contribution increased by 1% immediately and an additional 1% will be phased in over 7 years. Retirement age was increased from 62 to 65 for all future employees.

Testimony before the Senate and Assembly Military and Veterans Affairs committees was provided regarding Thomas Edison State College's efforts with the United State military. Informa-

tional sessions with government committee chairs on Thomas Edison State Colleges' efforts with the U.S. Armed Services were also held.

## **Local Community**

The College maintained its position as a key leader in economic development in the City of Trenton by partnering with neighboring organizations to implement a street-light improvement project, identify parking solutions, and create a beautification committee. Capital City Partnership, which includes College staff, was supported by the City of Trenton to apply for Urban Enterprise Zone (UEZ) funds for the street-light project. The application was submitted by the City of Trenton to the State of New Jersey's UEZ commission in April. The Office of Community and Government Affairs, on behalf of Capital City Partnership, joined the Trenton Downtown Association's Parking and Wayfaring committee to work on priority parking issues in the City.

Also, under the direction of the Office of Community and Government Affairs, Capital City Partnership partnered with the City of Trenton on a Beautification project for the downtown Trenton area. The College was awarded \$12,750 to place 20 planters filled with seasonal flowers in the Trenton Downtown Association area and the Canal Banks District of Trenton. Location of the planters will be based on the amount of pedestrian activity and the proximity of stakeholders to the locations.

# **The New Jersey State Library**

## **Highlights**

Highlights of the year in review include the following: consolidation of regional library cooperatives into one state library cooperative due to reduced FY 2011 state appropriations; receipt of \$5.1 million Broadband Technology Opportunity Program (BTOP), coupled with \$1.5 million in matching funds from the Gates Foundation; strategic planning workshops to assist library directors in responding to new state laws; installation of “Outspoken Library” kiosks at local public libraries for Talking Book and Braille (TBBC) customers; migration of NJSL and TBBC web pages to new website; and the NJ Library Champions campaign.

## **Library Development Bureau**

The BTOP-Public Computing Center grant was received in July and a BTOP Launch event was held in October, with over 100 attendees from local libraries, the State Library, Thomas Edison State College, state and federal elected officials, county colleges, workforce investment boards, grant partners, and the Gates Foundation representatives in attendance.

The roll-out of the BTOP Project began immediately after the award, with the online resource Job and Career Accelerator being made available to all public libraries, along with staff training in its use. Frost and Sullivan, an important small business tool, was made available in early 2011, followed by Career Transitions. Training in technology as it applies to job searches, resumes, interviewing, and online job databases began in November 2011. And the hundreds of computers purchased with grant funds were installed prior to June 2011 as the broadband upgrades were underway.

The State Library was selected for the first-ever American Library Association’s Presidential Award for Advocacy in recognition of the creation of Snapshot Day, which is now a national library initiative. The financial award accompanying this honor will fund a joint Trustee and Friends advocacy training event at next year’s New Jersey Library Association Conference. Presentations associated with Snapshot Day were given at both the American Library Association’s Midwinter and Annual Conferences, as well as via a webinar sponsored by ALA’s Office of Advocacy.

The SWAT Team, a brainchild of the State Librarian’s Blue Ribbon Task Force on the Future of Libraries, revamped the interior spaces of four public libraries on a shoestring budget, with three of the projects completed by December 2010. SWAT: Round Two is now in process. Four libraries have been selected to participate and are expected to complete their transformations by December 2011.

Counting Opinions, a software program that will allow local libraries to enter their statistics on a monthly basis in order to respond to legislative and media inquiries, began to be adopted across the state. Pilot libraries were chosen and staff were trained in January, and in April thirteen libraries began to enter their monthly statistical data. The number of participating libraries continues to grow as numerous presentations and webinars are being held for local library staff



and, once they see the currency of the information and the many ways they can customize it for local needs, the adoption rate has begun to soar.

### **New Jersey State Library Talking Book and Braille Center**

This year the Talking Book and Braille Center made a special effort to reach out to military veterans. New “Outspoken Library” kiosks were installed at the Veterans’ Hospital in Lyons, New Jersey, as well as at the New Jersey Department of Military and Veterans’ Affairs-Veterans Memorial Home in Vineland, New Jersey. The “Outspoken Library” is becoming a national model for easy and efficient downloading of digital titles for anyone who has difficulty holding or reading a regular book. Outspoken Libraries are in 33 public libraries, with at least one unit in 17 counties in New Jersey, with more to come throughout calendar year 2011.

TBBC partnered with the New Jersey State Division of Taxation to create a mailing aimed at the 195,000 New Jersey households that claimed veteran, disabled, or blind on their state income tax returns. This mailing explained TBBC services for eligible New Jersey residents and provided TBBC contact information. As a result, 1,138 residents requested information and an application to register for TBBC services.

Approximately 350 multiple copies of digital titles not supplied on cartridges from the National Library Service were downloaded and copied on cartridges for circulation. The Friends of TBBC purchased additional blank cartridges so that digital titles could continue to be downloaded and copied on them. Braille and Audio Recording Download registration is averaging almost 40 new customers, and downloads of books and magazines average over 5,000 titles each month.

### **New Jersey State Library Information Center**

State Library Information Center staff presented three webinars on topics of interest to state workers: “Finding Business Information in Reference USA,” “Finding Industry and Company Information,” and “Finding Your Ancestors.” The presentations covered the information held at the State Library that can assist employees in their jobs and save them the time of coming to the library for in-person training or research. In other developments, edits to *The Genesis of the New Jersey State Library* were completed, and only securing copyright permissions for the photographs remains. Nine author talks were held throughout the year, with increasing attendance, notable speakers, and grants to help defray expenses (including the New Jersey Council on the Humanities).

### **Marketing and Outreach**

The NJWorks@YourLibrary website came into being, along with toolkits for libraries and the “It’s Time to Land That Job” statewide campaign. The campaign included marketing kits designed to assist libraries in promoting their services and were delivered to every public library in New Jersey. Additionally, two waves of statewide advertising were launched with signage on New Jersey Transit buses and billboards expected to reach more than three million New Jersey residents. The campaign has been adopted nationally by the American Library Association under the generic wording USAWorks@YourLibrary. The launch of the long-awaited new State

Library website in April enabled many new features, particularly that of using Web 2.0 social media applications that provide interactivity so that we may engage with our customers.

During this year, the State Librarian began holding monthly webinars on topics of interest to the New Jersey library field. Between March and June 2011, three webinars have been presented.

Awards garnered by the Marketing Department this year included one for the newly redesigned NJSL brochure, which received a public relations award from the New Jersey Library Association as well as one from the Public Relations Society of America NJ; and awards from the American Library Association and the New Jersey Library Association for the New Jersey Library Champion campaign. In addition, Library Champions were honored at the TBBC Gala which included all 2010 honorees. In other marketing activity, a series of marketing webinars was presented by a well-known vendor, with topics designed to provide librarians with a practical knowledge of creating and implementing market research techniques to develop new products and create effective marketing strategies.

One of the more important partnerships established this year was with New Jersey's First Lady and her "New Jersey Heroes" initiative, which launched at Drumthwacket on December 8, 2010. She invited the State Librarian and NJSL staff members, who accompanied NJ Devils player Zack Parise and NJ Devils owner Jeff Vanderbeek. A second partnership with the New Jersey Sports and Exhibition Authority and public libraries promoted literacy through online reading contests with over 1,400 free tickets to IZOD Center events as incentives. An essay contest was also sponsored with NJSEA, with the winning essay winner's school receiving a visit from the Globetrotters. A final partnership involved Kofi Kingston posters sent to all the libraries participating in the Wrestle Mania Reading Challenge sponsored by World Wrestling Entertainment and the Young Adult Library Services Association.

