



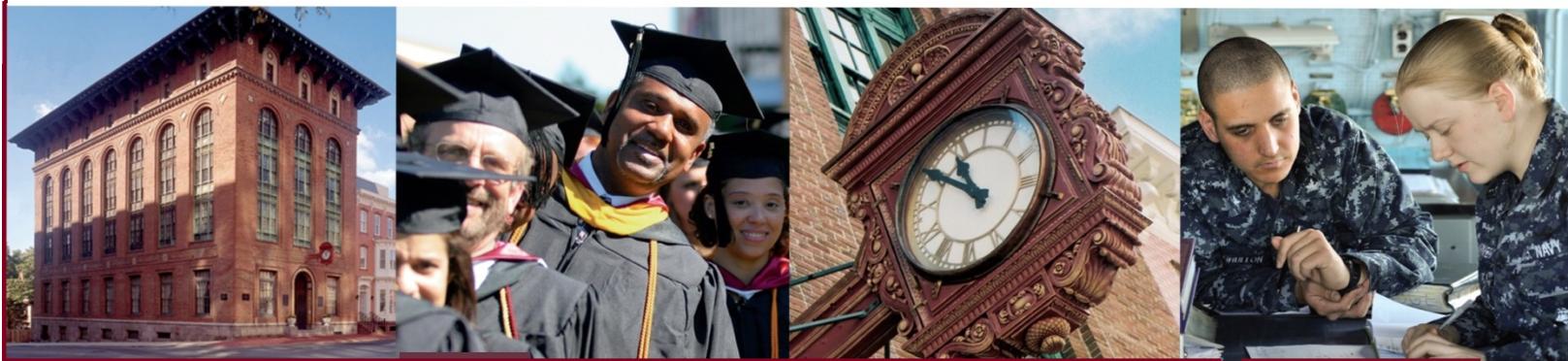
Higher Education.
For Adults with Higher Expectations.

Strategic Plan

2013-2018

Updated and Extended through 2018

Building on Success



Message from the President

It is always a challenge for any institution to anticipate the future as it plans how best to meet the needs of self-directed adults seeking higher education. For over 40 years, the College has remained true to its mission while planning skillfully and responding to change.

Since the inception of the current Strategic Plan in FY2013, we have assessed the conditions and environment impacting higher education and our College. In FY2015, it became apparent that conditions and assumptions upon which the current Strategic Plan was based had changed significantly. The higher education adult market has seen reduced growth and increased competition, reduced state support and increased regulatory requirements in recent years. The updated and extended Strategic Plan, covering fiscal years 2013 through 2018, is a response to the changing higher education environment in New Jersey and nationally.

The goals and objectives in the updated and extended plan remain tied securely to our mission, to our resources, and to our culture of accountability and quality. We continue to focus on themes related to academic excellence, relevance in key market segments, sustainability through enrollment growth and differentiation of our institution from those of our competitors in terms of academic quality and superior service.

The updated Strategic Plan revises our enrollment target to 20,000, which aligns with our updated enrollment counting methodology. It continues to call for achieving university status, securing control of our facilities, and refining and further developing our culture of outcomes-based assessment, while producing an annual 7.5 percent margin for reinvestment in the institution and ensuring that the College is staffed with excellent personnel. As before, it calls for assisting the Thomas Edison State College Foundation to raise \$5 million in major gifts and \$2.5 million in donations, as we increase graduate and noncredit program offerings and building on our leadership role in the arena of public policy development and advocacy.

The update of the Strategic Plan was an institution-wide effort, involving cross-divisional teams and vigorous exchange of ideas. I look forward to sharing our progress toward our goals and objectives as we proceed.

George A. Pruitt
President

Thomas Edison State College Mission

Thomas Edison State College provides flexible, high-quality, collegiate learning opportunities for self-directed adults.

Thomas Edison State College Core Values

Thomas Edison State College was established by the State of New Jersey and chartered by the New Jersey Board of Higher Education in 1972. The College provides collegiate education of the highest quality for adults. To this end, the College seeks:

- I. To provide curricula and degree opportunities of appropriate level and composition consistent with the aspirations of its students, the public welfare, and the highest qualitative standards of American higher education.
- II. To create a system of college-level learning opportunities for adults by organizing collegiate and sponsored non-collegiate instruction into coherent degree strategies.
- III. To make available educationally valid learning opportunities that serve as alternatives to college classroom study and are appropriate to the varied needs and learning styles of adults.
- IV. To develop and implement processes for the valid and reliable assessment of experiential and extra-collegiate, college-level learning; to provide appropriate academic recognition for knowledge identified as consistent with high standards of quality and rigor.
- V. To serve higher education and the public interest as a center of innovation, information, policy formulation, and advocacy on behalf of adult learners.
- VI. To fulfill the public service obligation inherent to American institutions of higher education.
- VII. To conduct its affairs in a manner that acknowledges the maturity, autonomy, and dignity of its students; assures a portal of access to higher education for adult learners; and celebrates the values, diversity, and high qualitative standards of American higher education.

Higher Education Environment

Academics

The adult education academic environment is changing and is forecast to evolve in course content, delivery methodologies, and student outcome measurement for the duration of this Strategic Plan. Academic programs are increasingly being measured against links to workplace requirements and the programs' significance in the global marketplace. Post-bachelor's degrees and certificate programs are gaining acceptance and importance. Within this changing context, assessment will play a more central role in the emerging educational processes. The result will be a disaggregated, more engaging learning environment that facilitates personalization and mobility. The most in-demand academic programs for adults continue to be Business, Health Care and Information Technology programs at both the undergraduate and graduate levels. Emerging trends point toward use of adaptive technology and Open Educational Resources in courses and across programs.

Market Conditions

The market of adult higher education learners continues to grow but at a much slower pace than previously predicted by the National Center for Educational Statistics (NCES). The NCES now forecasts a 1.81 percent annual increase in college enrollments of students 25 and older over the next seven years, and a 2.42 percent annual increase for that demographic between now and 2018. The degree completion market remains strong nationally and in New Jersey where nearly one million NJ adults, age 25 and above, have some college but no degree.

The competition in the adult higher education market has significantly increased over the past three years. Traditional institutions now actively recruit in the adult higher education market nationally and all but two of the 30 public higher education institutions in New Jersey now have programs targeting adult students. For-profit institutions have been losing significant market share over the past three years.

Nationally, adult student demographics are changing. The veteran/9-11 GI Bill student market is increasing while the active-military/Tuition Assistance market is declining significantly. Corporations providing college tuition as an employee benefit is a growing trend. Student transfers, known as swirling, continues at an unprecedented rate with 80 percent of undergraduates in on-line programs having earned credit at different institutions. The College's student demographics have shifted with an increasing number reliant on federal financial aid and enrolling in the College on a per course rather than an annual enrollment basis.

Cost, flexibility and the availability of specific academic programs are the three most significant considerations for adults selecting an institution. Flexibility has been the top consideration for Thomas Edison State College students. Finally, an increasing portion of student use college websites to make application decisions and students nationally state they go to an institutions websites for detailed information.

Regulatory Environment

State financial support to New Jersey higher education institutions is declining and will likely decline for the remainder of the Plan time period. The regulatory environment, at both the state and federal level, is one of increasing compliance requirements necessitating increases in the number of college personnel and resources required to administer financial aid, military and veteran student programs and reporting as well as institutional reporting.

Linkage to 2006-2012 Strategic Plan

The *Middle States Accreditation Self-Study*, completed in 2013, acknowledged the exceptional direction provided to the College by the 2006-2012 Strategic Plan. That plan was cited for effectively linking Strategic Planning to Resource Allocation and Assessment. The Middle States accreditation report further advised that the next step in the College's strategic planning evolution should be the integration of cross-divisional planning and assessment. The updated 2013-2018 Strategic Plan builds on the success of the 2006-2012 plan and furthers the transition of Thomas Edison State College's planning process from a departmental-focused one to a transparent, cross-divisional planning and assessment process.

2013-2018 Updated Strategic Plan Objectives

At the conclusion of the updated and extended Strategic Plan, Thomas Edison State College will continue to be a premier provider of collegiate learning opportunities for self-directed, adults through exceptional academic programs that are delivered using state-of-the-art technologies and methodologies. The College will attain University status and additional program-specific accreditations.

The College will continue to improve the sustainability of its business model with an enrollment of 20,000 students that trends toward a traditional student population and that has a higher percentage of graduate-level students than are currently enrolled at the College. The College will continue to produce a 7.5 percent margin annually, for reinvestment in the College.

Thomas Edison State College will have a unified student service and support program that provides world-class service to its students, built on a technology and facilities foundation that is state-of-the-art and scalable to meet the expanding needs of the College. The College will secure ownership of its facilities and funding for capital building projects.

The College will continually recruit and retain highly trained personnel who utilize the College's assessment processes to develop plans and allocate resources to improve institutional effectiveness and student outcomes. The College will reinforce its leadership in public service to its local community and in public policy development at both the state and federal levels.

Goal 1: Enhance Academic Program Excellence

Thomas Edison State College will enhance the student academic experience through centers of excellence that will emphasize engaging students in a competency-based curriculum utilizing student-centric technologies. The academic experience will build upon students' experiential learning through an engagement-focused pedagogy reflective of the global culture and marketplace. These principles guide the four strategies designed to enhance Thomas Edison State College's academic program excellence.

Strategy 1-1: Maintain and Expand High Academic Standards

Building on the outstanding educational programs currently offered, the College will seek University status. The College will continue to infuse its courses with relevant, appropriate, and progressive student-centric technologies in order to enhance learning; focus on improving student learning outcomes; more fully integrate prior learning into the Thomas Edison State College experience; expand its program accreditations; and cultivate excellence in the academic staff and mentors. Supporting initiatives include:

- Continue to lead in the development of high-quality distance education courses, increasing undergraduate course offerings by 10 percent and graduate course offerings by 35 percent
- Review and revise the distance learning pedagogical model
- Improve all institutional learning outcomes by meeting and/or exceeding all learning outcomes benchmarks
- Enhance the quality assurance process in prior learning assessment
- Meet and exceed professional degree accreditation standards: Nursing ~ Commission on Collegiate Nursing Education; Business and Technology ~ Accreditation Council for Business Schools and Programs, ABET; Education ~ Teacher Education Accreditation Council
- Continue development of a mentor pool knowledgeable in facilitating learning and assessment, with 80 percent of mentors holding a terminal degree

Strategy 1-2: Develop Academic Programs Reflective of the Global Marketplace and Culture

With a greater focus on graduate education, the College will develop professionally focused degrees that address the changing global culture and marketplace; explore curricular structures appropriate for working adults; enhance the undergraduate experience with expanded areas of study and an "outcomes focused" general education

curriculum; and establish a significant professional and continuing education presence in the noncredit arena. Key initiatives are as follows:

- Focus program and course development around the four key market segments of Business, Health Care, Information Technology and Cyber Security with the following implementation and development schedule:

FY2016

Master of Science in Information Technology
Competency Based MBA
Graduate Change Management Certificate

FY2017

Doctor of Nursing Practice (DNP)
BSAST in Cyber Security
BA Liberal Studies – Business
Master of Science in Accounting
Master of Science in Health Care Management

FY2018

Doctor of Education Leadership
Doctor of Business Administration (DBA)
Master's in Public Health (MPH)
Master of Science in Forensic Science
Graduate Certificate in Juvenile Justice
BS Health Professions for Veterans
BS Data Science
BS Finance

- Implement a pilot competency-based approach to learning and assessment
- Develop appropriate infrastructure and resources to expand graduate offerings
- Expand undergraduate areas of study with an emphasis on allied health, technology, and business increasing available areas of study by 10 percent
- Increase the number of interdisciplinary and multidisciplinary degree offerings by 10 percent

- Explore alternative pedagogical structures and approaches
- Develop a presence as a provider of noncredit professional and continuing education

Strategy 1-3: Enhance the Center for Learning and Technology

With the establishment of the Center for Learning and Technology, the College will enhance the integration of learning and assessment technologies which utilize the most effective elements of social media, emerging information retrieval, collaborative learning and the assessment of student competencies:

- Modularize courses across the curriculum
- Integrate assessment of prior learning into course pedagogical structure
- Expand media integration in courses to strengthen the collaborative learning components of courses
- Develop partnerships with technical and academic content providers
- Implement an interactive online testing environment

Strategy 1-4: Expand the Center for Assessment of Learning

The College will enhance the prior learning assessment processes that facilitate the recognition of university-level knowledge through testing and a streamlined portfolio assessment process; expand the assessment of learning undertaken in non-collegiate organizations; and strengthen Thomas Edison State College as the assessment partner of choice. Initiatives supporting this strategy include:

- Improve the Prior Learning Assessment process and increase the number of students utilizing it by 25 percent
- Establish the Thomas Edison State College Examination Program as a premier collegiate online testing program and increase testing by 25 percent
- Strengthen and expand the College's central role as the assessment partner of choice
- Increase the assessment of learning that occurs outside the formal collegiate environment by 30 percent

Goal 2: Position the College for Continued Sustainability

This goal builds upon the College's strong enrollment growth and aims to continue to position the College as a premier provider of higher education for self-directed adults. Central to this goal are strategies that strengthen the enrollment mix of students, grow graduate student populations, forge sustainable partnerships with key constituencies and attain University status.

Strategy 2-1: Evolve the Enrollment Management Strategy

The purpose of Thomas Edison State College's Enrollment Management Strategy is to develop and implement a sustainable, comprehensive enrollment plan that grows enrollment to 20,000 adult students by 2018. Specifically, the College strives to balance the population with growth from the traditional undergraduate and graduate adult segments, while also focusing on select contract populations such as the military and other partnerships.

Enrollment Projections	<u>FY2015</u>	<u>FY2016</u>	<u>FY2017</u>	<u>FY2018</u>
Traditional Undergraduate	11,362	11,589	11,821	11,996
Graduate	1,093	1,262	1,431	1,600
Corporate Choice	1,083	1,137	1,194	1,258
Military -- (TA)	5,146	5,146	5,146	5,146
Total Enrollment	18,684	19,134	19,592	20,000

The College will build upon the broad academic portfolio supporting degree completion at the undergraduate level. This strategy will be supported by a focus on growth niches ~ such as veterans ~ as well as key market- driven segments. At the graduate level, the College will focus on targeted programs in the key market segment areas. Alumni will continue to be a growing graduate segment. Supporting initiatives are as follows:

- Evolve the Enrollment Management Plan with a distinct focus on undergraduate and graduate target populations
- Develop and implement cross-program, multi-channel targeted marketing efforts at key growth segments:
 - Business Professionals
 - Health Care
 - Information Technology
 - Cyber Security

- Grow graduate enrollment to 8 percent of total enrollment by end of planning period
- Grow traditional undergraduate enrollment 2 percent annually while maintaining traditional students as 60 percent of total enrollment by end of planning period
- Grow Corporate Choice enrollments at least 5 percent annually over the planning period
- Grow Bachelor's to Master's enrollment among alumni and current students
- Develop integrated outreach to New Jersey adults with some college and no degree, non-matriculated students and returning Thomas Edison State College students

Strategy 2-2: Position the College as a Premier Provider of Higher Education for Adults

A continued challenge facing the College during this planning cycle is the intense competition in the adult-learner marketplace from for-profit and traditional institutions. The market growth of adult learners has fallen to an average 2 percent annually and remains flat while the College is experiencing more competition for these adult students.

The College will need to continue to be responsive and entrepreneurial to meet the needs of the adult student population. In addition, it will be essential for the College to continue to differentiate itself based on academic quality and service. Key initiatives are as follows:

- Achieve University Status and enhance brand awareness with key constituencies
- Continue to differentiate the institutional brand with undergraduate and graduate adult student segments utilizing an enhanced, integrated, multi-channel approach based on key messages:
 - Higher Quality academic offerings and student services
 - Undergraduate programs for degree completers
 - Market-driven, practitioner-based Graduate programs for professionals
- Develop and implement an integrated marketing/communications plan and annual targeted marketing plans for key segments
- Continue a strategy of targeted media relations to place the College and its leadership into the national dialogue regarding higher education for adults

- Enhance the use of targeted external communication channels, such as digital advertising and social media, to ensure that the College’s messages effectively reach the most appropriate audiences
- Continue to evolve existing means of communication to reach the College’s internal audiences (including students, mentors, and staff) more effectively, with more timely and useful information

Strategy 2-3: Strengthen Sustainable Strategic Enrollment Partnerships

Within the College’s enrollment mix, the partnerships that represent key segments, such as military services and corporate employees, will continue to be an important part of the College’s strategy. During the planning period, the focus will be on serving these constituencies while maintaining financial performance. Key initiatives are as follows:

- Maintain “military friendly” status within sustainable financial targets
- Leverage military student relationships during service to grow veteran student populations
- Develop the military and veterans portal as the premier tool for students to use as they transition from the military to higher education and employment
- Integrate Operation College Promise into the institution, expanding outreach capabilities and assistance to veterans and service members
- Grow Post 9/11 GI Bill veterans revenue
- Build upon third party educational tuition management partners to access new corporate partners and their employees
- Leverage existing relationships in key industry segments to increase corporate partnerships
- Develop and maintain strategic enrollment partnerships that meet financial targets

Goal 3: Improve the Financial Foundation of the College

The College’s financial foundation will improve through diversifying its revenue streams and maintaining a strong fiscal position that is resistant to variability in the external environment.

Strategy 3-1: Strengthen Financial Sustainability

This strategy builds upon the solid financial foundation of the College and provides for increased financial sustainability during a time of decreasing state support and an uncertain economy. Key initiatives are as follows:

- Develop an updated three -year fiscal scenario reflecting decreasing state appropriation
- Achieve a minimum 7.5 percent revenue/expense surplus through cost containment and revenue increases
- Maximize federal and state grant funding sources, including financial aid that is in alignment with the College’s Strategic Plan
- Complete the A-133 Federal and State grant audit with minimal findings and no repeat findings
- Maximize nonstudent tuition revenue streams, including indirect cost recovery, investment income, and other potential sources
- Complete a comprehensive review of student tuition and fee structure to reduce complexity

Strategy 3-2: Strengthen Development Efforts

Building on the previous Strategic Plan, the College will focus on supporting the efforts of the Thomas Edison State College Foundation to achieve its fundraising objectives in support of the College and to strengthen external support from alumni, students, staff, and friends of the College. Significant initiatives will include:

- Assist the Foundation to generate \$5 million in major gifts from individual donors within the planning period
- Assist the Foundation to generate \$2.5 million from corporate and foundation donors within the planning period
- Support the Foundation’s efforts to plan and launch the next Comprehensive Campaign
- Measurably strengthen the culture of philanthropy and alumni engagement
- Aggressively seek federal grants in support of the College

Goal 4: Leverage Infrastructure, Technology and Assets to Meet the Needs of Our Students

The College will focus on students in all that it does to ensure the College is able to service and support the academic programs, growth projections, and mix of students expressed in Goals 1 and 2. To do this, the College must foster programs designed to recruit, support, and graduate students, thus helping them perfect the lifelong learning skills that enable them to attain their personal and professional educational goals. These efforts must exploit current and evolving technology to provide an efficient and unique blend of “high-tech and high-touch” customer services. Such services will allow all

required business and support activities to be conducted electronically (either online or through other technologies) at a distance.

Strategy 4-1: Develop a Unified Customer Service and Support Model

The College's customer service and support model will evolve as an important source of differentiation and student satisfaction. The College's service and support model allows and encourages students to perform required and recurring tasks through an online student service portal, which allows automated and direct entry. For those interactions where direct entry is not appropriate, the College has created a "Center" designed to handle the first-tier customer service needs of applicants and enrolled students across the College's spectrum of nonacademic student interactions (i.e., interpreting transfer credit evaluations, registering and withdrawing from courses, billing and financial aid questions, testing, and technical support).

More challenging issues are escalated to the responsible offices throughout the College, and each support issue will be tracked to conclusion. This model allows for centralization of responses to routine inquiries and tasks while ensuring more complex problems are appropriately referred for resolution. It further ensures that efforts regarding the most complex problems are thoroughly coordinated. Supporting initiatives for these efforts include:

- Exploring the viability of augmenting current student services portfolio with one-step, express admissions and onboarding services for returning TESC students and prospective students who desire to apply, register, pay and enroll in one step
- Exploring the use of a customer service management software package to improve service to enrolled students
- Identifying and filling gaps in the College's current student service offerings
- Fostering student success by developing abilities to unobtrusively track student activity, interactions, and progress through predictive analytics
- Exploring the feasibility of expanding telecommuting for certain student facing functions for expanded service hours and coverage

Strategy 4-2: Evolve to an Electronic Institution

The College remains committed to conducting all requisite academic and business interactions in a safe and secure digital environment. To do this, it must continue to explore the impact and potential of emerging technologies and their ability to affect the College's operational and educational processes. It must identify, acquire, and deploy these new technologies. Commensurately, the College must continue to adjust its

administrative and organizational structure to provide innovative, effective, and useful management of such technologies. Supporting initiatives include:

- Establishing process improvement initiatives throughout the College to use technology in improving College business practices, such as the College's Enterprise Content Management System
- Coordinating the acquisition and integration of all new technology intended for use by more than one operating unit of the College
- Modernizing and consolidating backup and recovery technologies
- Transitioning existing learning and assessment activities to digital and electronic formats where feasible

Strategy 4-3: Ensure the College's Physical Plant and Associated Infrastructure Meet Operational Needs, Support Growth and Development Plans

The College will determine an appropriate mix of owned and leased buildings within the general confines of the "Capital Complex" of the city of Trenton. It will build, buy, or lease capital assets as required to meet its defined needs and it will tailor those facilities for the electronic delivery of programs and services at a distance. Supporting initiatives include:

- Implementing and updating facilities plans based on professional assessments of current assets, their current use, and current space assignments
- Securing ownership of the Canal Banks building
- Establishing a funding initiative that secures state funds for capital building projects

Goal 5: Enhance Institutional Quality and Information-Based Decision Making

The College will enhance quality across the institution by integrating comprehensive institutional effectiveness and student outcome assessment plans, based on measurable outcomes, into the College's planning, human capital development, resources allocation, and decision-making processes.

Strategy 5-1: Develop an Information-Based Decision-Making Process

The College will develop processes and reporting tools to provide leaders across the institution with actionable information at regular intervals, based on comprehensive assessments, in an intuitive format. The College will develop an integrated planning and

resources allocation process that utilizes this actionable information. The College will also make data more accessible across the institution. Key initiatives of this strategy are:

- Support of the Strategic Plan Progress Report
- Implementation of Key Performance Indicator Reporting
- Support of the Comprehensive Reporting Program
- Implementation of a replacement reporting system for the i-Strategy/Blackboard Analytics system

Strategy 5-2: Develop an Integrated Assessment Culture

The College will build on its established assessment culture by developing an integrated assessment process that incorporates the following: student learning outcome evaluations, academic program and mentor evaluations, surveys, internal and external organizational reviews, internal and external audits, accreditation reviews, and a new comprehensive quality assurance program.

The integrated assessment process will not only identify areas of success to be replicated and areas of concern to be improved, but will also provide a cross-divisional, systematic improvement program. The improvement program will link institutional effectiveness with academic assessment toward the improvement of student outcomes at the course, program, and institutional levels. Significant initiatives for this strategy include:

- Implementation of the Integrated Assessment Review process
- Implementation of the Institutional Improvement Program
- Support of the coordinated survey and evaluation processes
- Refinement of the College-wide assessment repository in the College staff portal
- Continued integration of divisional plans that support the Strategic Plan

Strategy 5-3: Develop Human Capital to Support Students and the Institution

The College will design human resource programs and initiatives that capitalize on the diversity of its talent pool and foster innovative solutions in support of both staff and institutional development. Significant initiatives supporting this strategy include:

- Support of the Employee Evaluation Training program that ensures supervisors know how to properly evaluate and enhance employee performance

- Creation of an innovative program that offers job design, work scheduling, and performance location (e.g., telecommuting) options
- Implementation of cross-functional training initiatives

Strategy 5-4: Support Internal and External Compliance

The College will develop improved procedures for meeting compliance requirements and educating staff concerning internal and external compliance requirements, reporting, and training. The College will also continue to educate compliance authorities concerning the impact of compliance policies on Thomas Edison State College and the higher education community at large. Key initiatives supporting this strategy include:

- Developing a College Compliance Education Program
- Establishing a compliance assurance and tracking program

Goal 6: Support the College’s Commitment to Public Policy and Service

The College will continue enhancing its public policy development and public service to the state and nation through engagement with civic leaders and development of community leaders. The College is committed to developing academic and nonacademic programs to enhance and fund its public policy and public service efforts.

Strategy 6-1: Strengthen Public Policy and Community Development Role

The College will continue to develop relationships with New Jersey’s education, business, government, and nonprofit organizations. The Office of Community and Government Affairs will continue to maintain positive relationships with local businesses, residents and with state and federal community leaders and elected officials. The John S. Watson School and the Watson Institute will continue to develop programs, collaborations, and partnerships with local, state, and federal stakeholders to support the College’s commitment to public policy development and community development. The College remains committed to developing statewide communities through the education and development of community leaders and the creation, translation, and implementation of good public policy. Significant initiatives supporting this strategy include:

- Develop multi-jurisdictional approaches to policy and environmental change
- Implement community leader development initiatives

- Develop and advocate for legislative priorities by hosting congressional briefings, informational College Days on Capitol Hill, offering testimony on positions at the state and federal level, meeting with state legislators, congressional members, their respective staffs, and department officials

Strategy 6-2: Develop Funding Sources for Public Service Activities

Development of diverse funding streams for the College's public service activities is critical to the College's efforts in meeting its commitment to social justice. Such funding is also critical to the College's desire to be a leader in community development, both in Trenton and throughout the state of New Jersey. The John S. Watson School and the Watson Institute, in coordination with various other divisions of the College, will develop academic and nonacademic programs to fund public policy and service activities. The significant initiatives supporting this strategy include:

- Development and implementation of a comprehensive public service funding plan
- Strengthening noncredit and other programmatic offerings to generate resources to support the College's public service activities

Planning, Resourcing, Execution, and Assessing

The updated and extended Strategic Plan is linked to the Mission of the College and sets the course for the College, establishing the foundation for institutional planning, resource allocation, organizational execution, and assessment over the next three years. Based on the Board of Trustees' acceptance of the Strategic Plan, College leaders will develop organizational plans, including: the Enrollment Management Plan, Business Plan, Technology Plan, Comprehensive Assessment Plan and Quality Assurance Plan, as well as individual division plans that implement the strategies identified in the Strategic Plan.

Organizational plans have much shorter timelines and provide specific objectives that will move the institution toward its strategic goals. These organizational plans include new and sustained programs and processes, resource requirements, measurable targets, and timelines for accomplishment of agreed specific objectives. Operational plans require thoughtful resource requests to ensure the appropriate allocation of resources across the College. Resource allocations require prioritization and may impact planning objectives and/or timelines. Once the available resources are allocated and the targets and objectives are finalized, the College will execute the plan.

Assessment of the operational plans reflects the agreed-upon targets and specific objectives and is used to determine the progress of the institution toward agreed-upon objectives and strategic goals. The status of institutional progress toward agreed-upon targets and objectives may result in the reallocation of resources to meet targets and objectives or a re-evaluation of the operational or strategic plans. Assessment of operational plans should be continuous at each division level. An assessment matrix will help establish the interval, organizational assessment level, and success measurement criteria.

The Strategic Plan will be flexible enough to adapt to changing environmental conditions. However, it will be assessed annually to ensure relevance and linkage to the Mission of the College.

Conclusion

Thomas Edison State College has been a leader in providing high-quality, innovative education for adults since its founding. Through exceptional leadership, the College has experienced success in both times of great economic prosperity and economic challenge. This updated and extended plan builds on the success the College has experienced over the past 43 years, strengthens its current programs, and positions the College to serve its students for the next 43 years.