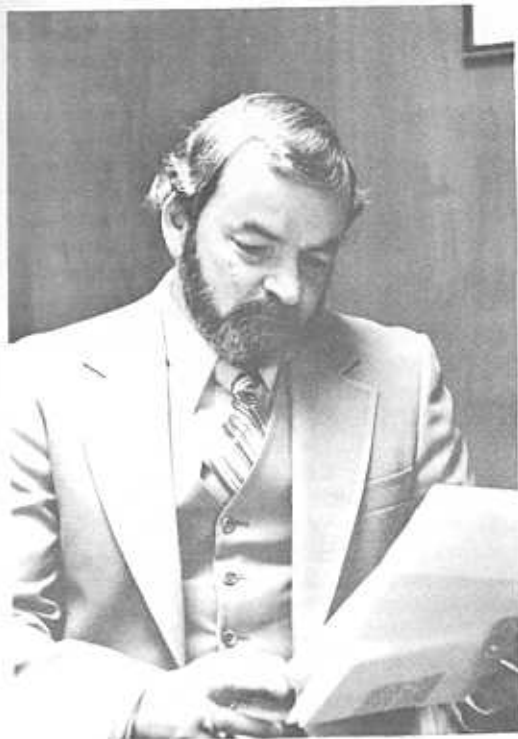


President's Annual Report 1979-80
Edinboro State College

President's Message



One of the few universally accepted truisms within higher education these days is the statement that colleges and universities everywhere, both public and private, are experiencing problems. The leveling off of the birthrate, a decreased public commitment to the value of a college degree, mounting inflation, the general economic recession, and a prolonged period of institutional self-complacency resulting from bulging classrooms and generous financial support are all combining to impact upon the present and the future of higher education.

When I began my Presidency at Edinboro one year ago, I knew that this College, as many other institutions of higher learning throughout the United States, was facing a series of distinct, but inter-related problems, many of which had been allowed to accumulate and grow for a period of years. I immediately initiated, therefore, a process of institutional

assessment, one designed to identify those areas of the college which required immediate attention, and one designed to lay the groundwork for on-going institutional analyses, long range policy formation and review, and the implementation of a formal institutional research and planning process.

I began that process because I know that those institutions which will be most capable of confronting the challenges of the 1980's will be those institutions which are capable of anticipating problems, challenges, and opportunities rather than merely reacting to them in an ad hoc fragmented fashion. Solutions to problems are best found in proper planning rather than patchwork enterprise after the fact.

Additionally, the successful colleges and universities are the ones that realistically evaluate their strengths and weaknesses, evaluate the long-range educational needs and requirements of the publics they serve, and then formulate carefully determined academic and administrative policy decisions based upon those evaluations.

Since no institution without a sound fiscal posture and without sound fiscal policies ungirding its academic programming can survive the challenges of the 1980's, my immediate attention upon arrival at Edinboro was drawn to the College's reported 1.42 million dollar deficit. If allowed to go uncorrected, this deficit was calculated to have totalled 2.5 million dollars by July, 1980. Despite making immediate non-personnel cutbacks totalling \$650,000, I was still confronted with a substantial deficit, one caused by the fact that while student enrollment at Edinboro had declined by an almost even 25% in recent years, the faculty complement had remained constant. As a result, nearly 90% of Edinboro's total budget was being consumed by salaries and fringe benefits, leaving virtually no money for such critical support areas as campus maintenance, library materials, or academic equipment and supplies.

It should be noted further here that each state college and university in the Pennsylvania system operates under a complement level fixed by the Department of Education.

This complement level is based upon the total number of student credit hours which have been generated. If the prescribed complement is exceeded, as it was at Edinboro in past years, a personnel-induced budgetary deficit is created. With no monies to meet such an excess personnel situation, Edinboro responded over the past years by resorting to deficit spending and to slashing non-personnel expenses. Both were perilous courses of action.

Given this financial situation, I was left, in my judgement, with no choice but to reduce significantly the personnel complement in those areas where student interest had declined markedly over the years. This reduction was done in such a way as to preserve the quality and the viability of Edinboro's diverse programming.

Even with this obviously critical need to reduce the personnel complement, however, the administration remained sensitive to the personal needs and problems created by retrenchment and continually looked for ways throughout the year to reduce the original retrenchment list while still maintaining its intended fiscal impact. I am pleased to report that through early retirements, resignations, and other specially created circumstances, the Central Office did succeed in removing a significant number of individuals from retrenchment.

From a list which totalled 56 faculty in the beginning, we have reduced it to 34! Coupled with this success was our ability to reduce that inordinately high 90% labor intensity factor. That reduction, combined with monies which we received from a special legislative deficiency appropriation and combined with our other budgetary savings, has now placed us in a position where we can achieve a totally balanced budgetary situation by July, 1981.

Despite this good news, I must point out that Edinboro still faces an austere fiscal picture. The 1980-81 budget provided by the Commonwealth of Pennsylvania has provided us with only a small increase over the past year, and our non-instructional needs remain great. I am pleased, however, that our fiscal actions of the past year have enabled us to allocate ten times more monies for academic equipment than was allocated in 1979-80 and to work toward improvements in campus maintenance. These are vital areas of the college that were overlooked for too long, and, while

we still have a long way to go to satisfy our needs in those areas, significant progress is being made.

In addition to the fiscal condition and related problems which I faced upon my arrival, I also noted a serious concern with Edinboro's public image. Beseet by scandals in recent years, confronted with a steady decline in student enrollment, and perceived as an institution wallowing in fiscal irresponsibility, Edinboro's viability and survival as an institution were being seriously questioned by a number of external and internal constituencies. Related to all of this were the comments I heard continually expressed that Edinboro had not been forceful and imaginative enough in recent years in informing its various publics about its many attractive features.

By reorganizing the Public Relations area of the college and by adopting new ideas, new policies, and new approaches toward public communication, significant efforts were made toward establishing closer relations and better understandings with our various external publics. Particular emphasis was given to student recruitment efforts, to the development of an advertising and marketing campaign, to media rapport, to relationships with organizations and institutions in both the private and public sector, and to the establishment of a comprehensive legislative-political liaison program.

Evidence now exists that progress had been made in each of these areas. While other institutions of higher learning, particularly in the northeastern part of the nation, are experiencing serious enrollment declines, there are strong indications that we have reversed the downward trend of past years.

Each session of our 1980 summer school showed an enrollment increase over the corresponding session in 1979. The total undergraduate summer school enrollment improved 18% over last year, while graduate enrollment increased nearly 12%.

Our Fall 1980 semester enrollment is also impressive, with a total enrollment exceeding 5600. Of this number, 4898 are undergraduate students.

It should be noted here that these figures are still incomplete, since several graduate classes have not started yet at off-campus locations. Based on our past experience with such classes, we are anticipating that our

final overall enrollment will approach the 5650 mark.

This is an impressive figure, and one which represents a modest growth over last fall's total of 5596 students. Significantly, we have achieved this growth largely as a result of our increased undergraduate enrollment, the first such increase in seven years.

Our preliminary analysis indicates that this improved undergraduate situation is a result of two factors. One of these is a new class of nearly 1500 students, a class which is by far the largest of any institution within our geographical area and one of the largest in our state-owned system. The other factor is an apparent improvement in our retention rate. Both of these factors are encouraging signs.

It would appear that we have reversed the precipitous enrollment decline of recent years and have begun to stabilize what once was a frightening enrollment situation.

Equally significant is the fact that local and state political leadership, alumni, representatives from the private sector, and the public in general are developing a renewed faith in Edinboro's ability to function as an effective and efficient public institution. The basis of this improving credibility has been the fact that our expanded and extensive public communication efforts have been matched by internal action and performance.

Perhaps no greater example exists of the growing confidence being shown in Edinboro than that exhibited during the visit to our campus in mid-July by Secretary of Education Scanlon, Commissioner of Higher Education Sommers, and other Harrisburg officials. Through Secretary Scanlon's private and public pronouncements about Edinboro's vastly improved conditions and new planning capabilities, and through the extremely favorable coverage given to us during that visit by all segments of the media, it became clear that there is a growing belief - both in Harrisburg and elsewhere - that Edinboro State College is seriously and effectively addressing the problems which had accumulated over the years.

My third concern during the past year was based on my belief, mentioned earlier, that those institutions capable of confronting the challenges of the 1980's will be those which create their own opportunities and

coordinate their own problem-solving activities rather than merely reacting in an ad hoc, fragmented fashion to unanticipated problems. Colleges and universities can no longer allow themselves to be controlled by an external environment, but rather they must seize the initiative to act upon that environment in clearly defined and carefully determined ways.

Given these beliefs, I found it necessary to establish an Office of Institutional Research and Planning which reports directly to the President. Dr. John Fisher, formerly the Associate Vice-President for Academic Affairs, was appointed Executive Assistant to the President for Institutional Research and Planning and charged with directing this Office. Intended to improve our ability to gather and interpret relevant and crucial data about both internal and external factors, this Office will enable the College to make carefully determined policies based upon long-range goals and understandings.

A major first step toward the establishment of these long-range perspectives was taken during the summer months when the first of a series of Managerial Conferences was held. Promoting a cross-fertilization of ideas, this Conference led to the creation of tentative institutional goals. As these goals are further explored and then finalized, the College, and each of its constituent parts, will gain insight regarding both its capabilities and its needed future directions.

As you will note in the next major section of this report, the Office of Institutional Research and Planning has been hard at work conducting a variety of studies relating to our institutional capabilities and to the forces and factors helping to shape our future. The information that is gained from these surveys, and all future studies, will help us to make decisions about such critical factors as academic organization and programming, marketing, admissions recruiting, and allocation of fiscal resources.

As just one example, we should note that the Academic Reorganization Exploratory Committee, chaired by Dr. Fisher and composed of distinguished faculty members representing each school in the College, recently concluded its work after fourteen meetings. Having designed a questionnaire that was responded to by over half of the faculty and having evaluated those responses, the Com-

mittee has forwarded its next to me. The message is clear. Soon we will begin to reorganize the academic and administrative areas of the College in a way that everyone - faculty and administration - feels will promote a greater satisfaction of student needs and a more efficient utilization of our resources. As an institution committed to satisfying a variety of public educational interests, we must find ways to become more flexible, responsive, and realistic as we move through the 1980's. Our new research and planning capabilities will enable us to better accomplish those tasks.

Finally, I was very concerned during my first year with the quality of student life on campus. Realizing that a living and working environment is a key factor in any student's collegiate success, I established as one of our primary goals the development of a campus life and atmosphere which will satisfy the needs and the desires of our students in meaningful ways. Through visits to each of the dormitories, through frequent meetings with student leaders and campus groups, and through personal contact with students, I ascertained first hand the concerns and interests of our student body. As a result we have made, and will continue to make, significant progress in dormitory conditions and dining hall facilities. We are developing, and will continue to develop, recreational activities and a lecture and concert series which, when combined with our comprehensive athletic program, will help each student to enjoy his or her leisure time in a rewarding fashion.

Equally important are the steps we are taking to insure that each student receives individualized academic and career guidance, particularly those students who might experience some difficulty adjusting to classroom demands. You will find those steps discussed in the Academic Affairs section of this report.

Overall, we are moving toward the personalization of our campus in favor of the student clientele. We believe that such personalization will become essential to attracting and retaining outstanding, dedicated students in the 1980's. Edinboro State College will be known as an institution which recognizes that its students are mature and perceptive, and deserve the best we can provide.

In order to more effectively deal with those major concerns which I have been outlining, and in order to help us move in new

directions and create new opportunities for the 1980's, several administrative changes were made during the past year. When Dr. Fisher assumed his Research and Planning responsibilities, Dr. Burton Witthuhn, Chairman of the Geography Department, was named the new Associate Vice President for Academic Affairs. Additionally, Mr. Robert Beagle of the Speech Communications Department was appointed Assistant to the President and assigned a variety of administrative and staff responsibilities; Mrs. June Vance, a member of the Elementary Education Department, was selected to fill the newly created position of College Ombudsman; Dr. Donald Hoffman of the History Department was appointed to the new position of Coordinator of Grants and External Financial Resources, a position that will assume increasing importance as the college seeks to develop new financial bases of support; Dr. Jon Kron, formerly the Scheduling Officer, was named Director of our new Academic Development Center, an area that will offer special advisement and other academic services to Edinboro students; Dr. Paul Wilson, who previously had served as Division Chairman for Social Sciences, moved into the newly merged responsibilities of Scheduling Officer and Registrar; and Dr. Robert Carothers, Chairman of the English Department, has been named Acting Dean of the School of Arts and Humanities.

I am pleased that we were able to fill each of these key positions with talented and dedicated people all drawn from within our own Edinboro staff. At the same time, we were able to utilize the capabilities of these people in such a way that we could eliminate several additional positions from the College's overall personnel complement. It is my intention to continue to monitor closely personnel performances, and to seek to place within our administration the most qualified people available.

Certainly everyone associated with Edinboro would agree that weathering the challenges of the past year was a severe test for all of us. The continuing budget problems, the necessity to reduce personnel positions, the pressing need for supplies, equipment, and maintenance, and the adjustment to a new leadership style and effort - all affected the institution, sometimes in negative ways. Each of these factors tested our capacity as a

college and our will as professionals. But at this point in time, I can report to you that, based on my interactions with faculty, staff, and students, we have begun the new academic year with optimism and with a renewed sense of spirit.

Although our fiscal condition will force us to continue to make difficult decisions, it is now clear that Edinboro State College is achieving financial solvency while maintaining both the viability of its academic programming

and the outstanding quality of its faculty. With increased institutional self-assessment, with resourceful leadership, and with cooperation and support from our many internal-external constituencies, we will continue to put our problems behind us while moving on to the exciting task of maximizing our strengths and successfully confronting new challenges and new opportunities.

I remain very much optimistic about Edinboro's future!

Office of Institutional Research and Planning

In January, 1980, the Office of Institutional Research and Planning was combined with the Computer Center into one administrative unit directly responsible to the President. Such an organizational approach will enable a more effective institutional planning process to take place. Directed by Dr. John K. Fisher, the Office is charged with the following functions:

- a. performing institutional research studies;
- b. providing the leadership for an all-college planning effort;
- c. responding to requests for information of a statistical nature about the College from external and internal sources;
- d. developing and maintaining a management information system for the College.

The Computer Center, under the direction of Ms. Barbara Behan, is a Division of this Office. Mrs. Nancy Mihalovic was transferred to the Office from the College's Scheduling Office, and Professor Edward Styborski was obtained through the cooperation of the Mathematics and Computer Science Department on a one-half basis for the Second Semester of the 1979-80 Academic Year.

ACCOMPLISHMENTS

Computer Center

During this past year the Computer Center:

- a. supported an increase of approximately 20% in user demand, including the implementation of the Bachelor of Science Degree in Computer Science;
- b. installed new terminals and a remote printer for instructional use;
- c. continued implementation of systems and/or software such as MINITABS, SPSS Version 8, Ledger Budget System, and completed 102 system/programming requests;
- d. approved a proposal to upgrade the computer system with a front-end communications processor and polling terminals for administrative use;
- e. implemented a three-year contract with the Northwest Institute of Research for processing related to Erie County Tax Assessment;
- f. developed a Five-Year Plan;
- g. consulted with and was reviewed by SCT Corporation, a corporation specializing in management information and other types of computer applications.

Institutional Research Studies

A number of institutional studies are underway, the outcomes of which will be crucial to the College's self-assessment and long-range planning. Among them are:

1. Survey of Faculty Opinion with Regard to the Possible Need for Academic Reorganization at Edinboro State College

In conjunction with a faculty committee representing each school on campus, a questionnaire was developed for determining the opinions of the campus community concerning the need for academic reorganization within the College. A 52% faculty response was obtained. When analysis of the collected data has been completed, a report will be made and used as the basis for reorganization decisions.

2. Graduating Senior Survey

Members of the May, 1980 graduating class were surveyed for the purpose of obtaining insights about the College from its most important constituency - students. Analysis of this survey will provide the following information: evaluation of 28 different services offered by the College; reasons for going to college; reasons for selecting Edinboro; views of the social and academic life at the College; and, in the case of transfer students, comparisons of Edinboro with the other institutions a student may have attended.

3. Economic Impact Study

A study is underway regarding the economic impact which Edinboro State College has upon Northwestern Pennsylvania. There can be no doubt that the College contributes millions of dollars to the economics of the various municipalities through its payroll, purchases, energy usage, and generated expenditures. Information is also being obtained regarding the property, school, occupational and wage taxes which employees pay to the various municipalities; the total bank deposits of College employees; services donated by the College to the region, services which are worth considerable dollars, and the "multiplier effect" that Edin-

boro has in the area. It is anticipated that the study will provide legislators and other external constituencies with a different and perhaps more positive perception of the College, helping us to be viewed not only as a leading educational institution in northwestern Pennsylvania, but as a significant economic resource in the area as well.

4. Family Information Survey

A survey is being conducted with those families who currently send their children to Edinboro State College in order to elicit information about: the family incomes and other measures of socio-economic status; reasons why Edinboro State College was selected for attendance; institutions of higher education their other children are attending; and their perceptions of Edinboro State College. This information should be of assistance to future student recruitment efforts.

5. Surveys of Non-Returning Students

A study was conducted through mailed and telephone surveys of students who, although eligible to return, did not return to Edinboro State College for the first and second semesters of the 1979-80 academic year. This study is now complete and has been distributed to interested individuals. It is anticipated that the survey will become central to the Administration's efforts in minimizing the student retention problem.

6. Holding Power of Curricula

"Holding power" is being studied for each of the undergraduate programs offered at the College. Based upon student records from the years 1973-1977, this study is designed to provide information regarding whether or not students who enroll in a particular curriculum will eventually graduate from that curriculum. Since curricula appear to vary considerably in their ability to "hold" those who enter into them, this study will identify those curricula which are having problems in that regard. The results should be of considerable value to the planning of each department and school within the College.

Management Information System

One of the responsibilities of the Institutional Research and Planning Office is the increased development and enhancement of the College's management information system. This process was started by studying how each of the offices of the College deals with information. As a result of the conclusions already reached, changes are being considered in procedures relative to: student withdrawal, the collection of "bad checks", and delinquent accounts. Improving its internal management information system will further assist the College's effectiveness in satisfying the needs of its various constituencies.

Plans for the Future

In the introduction to this section, four basic functions were outlined for the Office of Institutional Research and Planning, and as this report indicates, considerable progress has been made toward fulfilling each of those functions. This office, however, plans to move even more vigorously into the all-college planning effort during the 1980-81 academic year, since this function is inherent to the success

and responsiveness of the institution as it moves through the 1980's.

While the ESC Planning Commission and its predecessor, the Academic Development Committee, have been involved in degree program planning for approximately the past ten years, the defined role of these groups has been traditionally rather narrow in scope. In contrast, our new efforts, as directed by the Institutional Research and Planning Office, are based on the understanding that college planning must be a total effort involving all component parts of the institution. No longer will college and universities be able to allow their individual units to plan in isolation from one other, and to plan without considering the impact of their decisions on the overall fiscal condition of the institution.

The year ahead is filled with challenges. Considerable study and effort need to be given to determining the most appropriate organization for Edinboro State College as it plans its role in the 1980's. It is anticipated that the Office of Institutional Research and Planning will accrue a major leadership responsibility in working with the various internal groups and constituencies in organizing and implementing a total college effort toward that end.



Academic Affairs

Innovation, performance, and evaluation were keynotes of the past year in the Academic Affairs area. Six new degree programs were implemented, and considerable effort was expended to reach new constituencies through decampused and non-traditional learning experiences. During the 1979-80 year, the name of Edinboro State College became better known to the public through workshops sponsored by the Institute for Community Services, student interns serving in a variety of off-campus experiences, faculty members teaching in locations miles from the home campus, recruitment for the Project for Adult Continuing Education (PACE), and the student radio station WFSE-FM.

During the past year, increasing attention was given to the student as a consumer notion, an attitude which has far reaching implications for recruitment, advisement, retention, classroom instruction, and placement of graduates. At Edinboro, adoption of this attitude will assure that each student receives individualized academic advising and counseling.

One example of these individualized efforts occurred during the summer when 24 high school seniors who had been denied admission to Edinboro for the Fall semester were enrolled in a newly established Special Trial Program. Receiving special counseling and tutoring services, each student took Basic Writing Skills and Basic Mathematical Skills on a non-credit basis. Twenty two of them successfully completed their course work and now have been given a new opportunity - they were accepted and enrolled as regular students for the current semester.

Given the success which they had in the special summer program, and given the enthusiasm which they displayed for their second-chance opportunity to gain college admission, we feel certain these students will succeed with their new desire to obtain further education. To insure that they continue to obtain proper guidance and assistance, each student has been placed in the Developmental Studies Program where he or she can receive individual attention.

With continuing emphasis on innovation, performance and evaluation, it is reasonable to

expect that the academic programs of Edinboro State College will be responsive to the societal needs of the 1980's, particularly as we strive to satisfy the student desire for combined intellectual and career programming.

Beyond addressing programatic and classroom needs, conscious effort has been made during the past year to give more autonomy to the School Deans and to give greater recognition to each School as a key entity in the administrative structure of the College. Historically, School Deans at Edinboro State College have had little input in the budgeting process. Under our new administrative directions, however, each School will be allocated specific amounts of money to be used for student help, supplies, and equipment. Each Dean, in cooperation with his or her faculty, will develop plans for the expenditure of these funds, and then allocate and monitor those expenditures.

As first level managers in the administrative process, Deans will become responsible for personnel management in their Schools. Special emphasis will be placed on the settlement of grievances at this level. Additionally, each Dean has been given more responsibility for policy development and implementation. The expectation of the Central Office is that the Deans should play a key administrative role and should exercise significant administrative control. By providing opportunity for the Deans to participate more extensively in the decision-making and implementation process, this expectation can become a reality.

Some internal organizational decisions have been implemented, and are intended to both improve and standardize operations in the operations in the Academic Affairs area. Dr. Jon Kron has been appointed Director of the newly established Academic Development Center. In this capacity he will coordinate the activities of the Office of Disabled Student Services, the Act 101 Program (a program for academically and socio-economically deprived students), and the Developmental Studies Program. This Center houses the college testing programs and provides special counseling for Edinboro students. Creation of such a Development Center allows for a centralized control of

several important College functions which were previously relatively independent operations.

During the 1979-80 year, two Division Chairperson positions in the School of Behavioral and Social Sciences were eliminated, thereby establishing a similar organizational structure for all schools. Another organizational change occurred when the Director of Field Experiences position (School of Education) was changed from one of management to a faculty department chairperson position. These changes have been accomplished without a significant loss of administrative efficiency and have maintained the overall administrative structure of the institution while institutional reorganization studies are completed.

DELIVERY SYSTEMS - DECAMPUSED EDUCATIONAL OPPORTUNITIES

Although the majority of the educational activities for undergraduate, graduate and continuing education students are conducted on campus, it is essential that Edinboro State College, as a public institution, deliver its opportunities to constituents at places and times convenient to them. As the following examples indicate, Edinboro has developed an extensive program for decampusing its offerings.

A. PACE

At the heart of the college's decampusing efforts will be a Program for Adult Continuing Education (PACE). A joint project between the College Administration and the faculty union (APSCUF), PACE has as its major focus those working adults who wish to pursue a college degree. A typical semester's offerings in the PACE program will include:

1. A four-credit course offered at a convenient off-campus site (such as a union hall).
2. A four-credit course offered by television or a substitute audio visual unit. This approach will also include follow-up conferences with an Edinboro instructor.
3. A four-credit weekend college to be taught on three weekends during each semester.

B. Internships

Approximately 10 years ago Edinboro State College adopted an operating philosophy

which responded to those students who desire work-related experiences in their chosen academic fields. Since then, an extensive program of closely supervised internships has been established in business, industry, government, politics, the media, health related institutions, education, and private non-profit organizations. Each semester, several hundred students earn academic credit while performing practical on-the-job work. Student feedback clearly indicates a positive relationship between internship experience as an Edinboro student and career success as a graduate.

C. Evening School

The graduate programs of Edinboro State College have traditionally been evening school programs designed to accommodate teachers and other adult workers. In order to further accommodate student interests, particularly the part-time undergraduate, a more complete and comprehensive evening program will be instituted in January, 1981. During the past year, the College benefited from a significant increase in part-time students. Available evidence indicates that this will continue, and that both academic programming and course scheduling must adapt to this trend.

Each academic program participating in the evening school will sequence its courses in order to make them accessible to students during the evening and within a prescribed time limit. General Education offerings will be concurrently scheduled to insure students the opportunity to complete their entire degree programs during evening hours. A number of academic programs have already been committed to this evening school:

- B.A. in Humanities - English
- B.A. in Speech Communications
- B.S. in Computer Science
- Associate of Science in Computer Technology
- B.S. in Elementary Education
- B.A. in Geography
- B.S. in Technical Trades
- B.A. in Economics
- B.A. in Economics/Accounting
- B.A. in Economics/General Business
- Associate of Science in Business Administration

D. Conferences/Workshops

Edinboro State College has a strong commitment to making its human and physical resources available to constituent groups within its service area. This commitment is partially fulfilled through a variety of conferences and workshops. During the summer months of 1980 alone, over 5,000 people visited the Edinboro campus for conferences, workshops, and special academic activities. These individuals represented a variety of groups and institutions with a diversity of interests and needs.

Over 500 adults also took advantage of the College's non-credit continuing education program. Aimed at those individuals interested in exploring special interests and enhancing their leisure time opportunities, this program included courses and workshops ranging from Chinese cooking to Solar Theory. Enabling the student to learn at his pleasure, the various learning experiences are taught by College faculty members or local citizens who have a skill, interest, or hobby which they choose to share with others.

As another facet of its public responsibilities, Edinboro sponsors much of the work conducted under the auspices of the Institute for Community Services. During the past year, Institute activities fell into five general categories and were conducted locally, regionally, and nationally.

1. Programs conducted under terms of the Title I, HEA, grant for a Consumer Training Program for Community Action Agency Staff Personnel.
2. Publication of two regular newsletters.
3. Sponsorship of three statewide-regional conferences.
4. Operation of the Institute Speaker's Bureau.
5. Major addresses.

A partial listing of Institute activities in 1980-81 includes:

1. Eleven all-day workshops in Warren, Lehigh, New Stanton, Wilkes-Barre, Edinboro, Reading, Bethlehem, and Palmerton.
2. Four statewide and/or regional (Eastern United States, New England) conferences.
3. Major addresses at conferences, special meetings, and symposia. Among them were presentations to the Kentucky

Consumer Conference, Southern Bell Telephone Company, America Telephone and Telegraph Company, America Petroleum Institute, Midwest Consumer Affairs Conference, and the National Conference on Weights and Measures.

Overall, the various Institute for Community Services programs reached some 15,000 people, not including those presentations which were made on radio and television.

EVALUATIONS

A. NCATE

An evaluation team representing the National Commission for the Accreditation of Teacher Education (NCATE) visited the Edinboro campus for a major evaluation during the month of March. Based on the report of this team, NCATE granted reaccreditation in the following areas: preparation of elementary teachers, secondary teachers, special education teachers, K-12 teachers, and reading teachers. Initial accreditation was granted to Edinboro's master's programs for the preparation of elementary and secondary principals, guidance counselors, and school psychologists. Additionally, specialist programs for the preparation of reading teachers, elementary principals, secondary principals, supervisors and curriculum coordinators and school psychologists were accredited.

The NCATE team singled out Edinboro's multi-cultural education activities as being a well-integrated component of the College's teacher education programs, and also cited the College's annual evaluation of its graduates as being a strength in the overall educational programming.

NCATE accreditation assures that college or university programs meet national standards. Graduates of such programs have an advantage in the job market since a transfer of teacher certification is more easily achieved when a student has graduated from an NCATE accredited institution. Students are also entitled to scholarship aid which is available only to NCATE accredited programs. Of the 73 Pennsylvania colleges with teacher education programs, only 25, including Edinboro State College, currently have NCATE accreditation.

B. Nursing

In November, 1979 the State Board of Nurse Examiners of the Commonwealth of Pennsylvania conducted an on-site visit of the College's Nursing programs. As a result of this visit, the program was placed on a probationary status until faculty members who are needed in a particular clinical area can be employed and improvements in classroom and office facilities are achieved. Both of these deficiencies are in the process of correction, with Hamilton Hall (previously Hamilton Library) receiving a complete renovation for Nursing usage. It is anticipated that full approval status will be restored within the next year.

C. American Association of Nurse Anesthetists

This Association evaluated the Edinboro State College and Hamot Medical Center (Erie) program in nurse anesthetology and renewed the program's accreditation. This program is one of only a few such baccalaureate programs in the entire United States. The Association has recommended that the baccalaureate program be expanded into a master's degree program. The College has this recommendation currently under review.

D. American Dietetics Association

Edinboro State College participates in a consortium undergraduate program in Nutrition with Villa Maria and Mercyhurst colleges in Erie. Faculty, facilities, fiscal resources, and administrative responsibilities for the program are shared. The American Dietetics Association evaluated this program during 1979-80, and determined it was a high quality program worthy of reaccreditation.

E. National Association of Schools of Music

The Music program of the College was evaluated and approved by this Association in 1979-80.

F. Council on Social Work Education

Having made application for evaluation by the Council, the faculty of this program are completing the self study which is necessary for evaluation. This evaluation will likely take place during the 1980-81 academic year.

G. Middle States Association of Schools and Colleges

The College will be evaluated by Middle

States during 1982-83, with the most important aspect of this evaluation being the self-study which precedes the actual evaluation visit. At the present time, Edinboro is determining the scope of this self-evaluation and is identifying the personnel who will do the self-evaluation prior to the formal evaluation. During the next 2 1/2 years, this effort will involve the majority of the College faculty and administration.

H. Pennsylvania Department of Education Evaluations

The Pennsylvania Department of Education will have a major evaluation team on campus during February, 1981 in order to evaluate the Teacher Education programs. Since NCATE just completed its major review, much of PDE's mandatory evaluation will be a repeat of assessments already made.

COMMUNICATION ENHANCEMENT

Academic policies and programs are reviewed by a large number of internal academic bodies before they receive final approval. Since the process is a cumbersome one, and in many cases involves such an extensive time period that the approval of policy and programs is delayed beyond the time appropriate for implementation, the nature and the function of each body within the approval process are currently being reviewed. A revised approval process is anticipated by the end of the 1980-81 academic year.

HONORS PROGRAMS

Special attention is now being given to those programs which can foster high academic achievement among students. During the May commencement, Ms. Nancy Abbey received her degree as Edinboro's first graduate of the All-College Honors Program. Ms. Abbey is now enrolled as a student at the Hershey Medical Center.

Coordinated by Dr. Donald Swift of the History Department, the Honors program offers select students a number of specially created courses combined with individualized, specialized instruction requiring academic rigor beyond normal course requirements. Because of the

enrichment and career opportunities presented by this program, efforts will be made during the 1980-81 academic year to expand its effectiveness and its range of activities.

Each year - on the first Sunday in May - an Honors Convocation is held at which time special recognition is given to those students who have achieved the Dean's List, Summa Cum Laude, Magna Cum Laude, and Cum Laude honors. A wide variety of special awards are granted at specific ceremonies held by Academic Schools after this main convocation. Approximately 3000 students and parents attended the Honors convocation this past Spring.

SUPPORTING PROGRAMS

During the past several years, the College has had an active program designed for those students who have special academic needs. This program is commonly known as Act 101. Additionally, a program of Developmental Studies for those students who need special assistance and preparation for entry level college courses, and a very extensive program for disabled students have been developed. As mentioned earlier, the Academic Development Office has been created as a means of coordinating these three activities while developing other needed special services. This Office is clearly another way that Edinboro is attempting to give each student personalized attention.

GRADUATE STUDIES

The year 1979-80 saw the accreditation by the National Council for Teacher Accreditation of fifteen Master of Education degree programs and seven post-Master's degree teacher certification programs. Additionally, new Master of Arts programs were inaugurated in Gerontology and Sociology.

A new trend in graduate enrollment became apparent during the past year as a larger number of part-time non-degree students enrolled in courses. Although a variety of factors contributed to this, a primary one was the college's adjustment of course offerings to provide a larger number of five week, one-semester hour, special topics courses. These courses were designed to meet the continuing

education needs of the non-degree student.

A new trend in delivery of graduate courses was started with the inauguration of off-campus courses at Ashtabula and Andover, Ohio, and Oil City, Erie, Lake City and Smethport, Pennsylvania. These courses were designed to meet the career needs of working professionals. The inauguration of these off-campus courses enabled the School of Graduate Studies to show a modest increase in the number of individuals enrolled in graduate courses during 1979-80.

The School of Graduate Studies continued with its public service offerings by providing workshops on how to prepare for the Miller Analogies Test and the Graduate Record Examination. Three workshops providing general information on graduate studies were also offered to the public.

STUDENT RETENTION

Because of the College's concern with student success and satisfaction, a student retention study was completed during the past year. As a result of that survey, several of the ingredients needed for a quality student retention program have been set in place, with others soon to be implemented. One of the programs which undergirds our retention efforts is the Developmental Studies Program. We are pleased to report that during the 1979-80 academic year, 71% of the students who were placed in this program demonstrated significant improvement in their overall academic achievement. A variety of recommendations having to do with an improved advisement and counseling system, special orientation programs, "how to study" seminars, and a new attendance policy have been made and are currently under review to ascertain their relationship to student achievement and success.

While nearly 40% of Edinboro's students now fail to complete their degrees, (a percentage that must be considered unacceptable), it is important to note that changed economic, social, and educational factors have contributed to a student retention problem at most colleges and universities in America. It is Edinboro's responsibility in the 1980's to adopt to these changed factors and to meet the new needs of today's student.

SUMMARY DATA

	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
Enrollment					
Undergrad, Male	2,789***	2,536***	2,662***	2,318	2,120
Female	3,358***	3,406***	3,010***	2,714	2,756
Graduate, Male	342***	311***	273***	220	217
Female	552***	502***	437***	461	503
Entering Freshmen					
Percent Upper 1/5	21%	20%	19%	24%	21%
Percent Upper/Middle	25%	24%	24%	24%	25%
Percent Middle 1/5	26%	25%	22%	22%	23%
Percent Lower/Middle	17%	20%	19%	18%	19%
Percent Lowest 1/5	9%	9%	9%	7%	9%
No Rank	2%	3%	8%	5%	3%
Degrees Awarded					
AA	0	0	4	9	
AS	-	-	AS8	AS-17	
BA	332	354	343	370	
BFA	52	57	85	80	
BS	86	89	153	134	
BSED	676	553	397	328	
MA	20	24	36	50	
MEd	312	285	224	194	
MS	9	4	8	17	
College Complement					(Incl. Rank Manager)
Management	25	24	23	20	20
Faculty (Unit I & II)	472	468	465	469	454
Maintenance and House-keeping	111	101	101	95	87
Clerical	86	79	78	75	73
Police	19	19	19	18	16
*Other	60	60	59	56	57
**Credit Hours Generated	198,139	182,471	169,919	155,669	

Library Acquisitions

* Other includes non-instructional library, computer center, infirmary, duplicating, other office staff not classified as clerical.

** In 1978-79

 In addition - M.S.N. (Nursing) - 1 degree
 M. F.A. (Art) - 4 degrees

*** Includes Warren and Shenango

ACADEMIC PROGRAMS

- A. Several new programs were authorized by the Department of Education. These include:
- 1) M.Ed. in Special Education
 - 2) M.A. in Counselor Education
 - 3) M.A. in Sociology
 - 4) M.A. in Gerontology
 - 5) B.S. in Computer Science
 - 6) B.S. in Business Administration
- B. Programs currently being prepared for approval submission:
- 1) B.A. in Anthropology
 - 2) B.A. in Life Management
 - 3) A.S. in Fire Protection
 - 4) A.S. in Pre School Education
- C. Programs which experienced significant growth in enrollment during 1979-80 were:
- 1) A.S. in Computer Information/Processing Technology
 - 2) A.A. in Business Administration
 - 3) BSED Special Education Mentally and Physically Handicapped
 - 4) B.S. Computer Science
 - 5) Cooperative B.A. and B.S. Engineering
 - 6) B.S. Nursing
 - 7) B.A. Speech Communications
- D. Programs which experienced significant declines in enrollment during 1979-80 were:
- 1) Bachelor of Fine Arts
 - 2) B.A., B.S. in Biology
 - 3) B.S. in Art Education
 - 4) BSED in Music Education
 - 5) B.S. in Mental Technology
 - 6) B.A. in Political Science
 - 7) B.A. in Music
 - 8) Elementary Education and most Secondary Education programs, and all grades curriculums are experiencing steady declines.
- E. General Education Component - The College has undertaken a discussion and review of the existing general education requirements. This self study was begun to assure each student a college education which provides intellectual breadth and substance. It is anticipated that this study will continue throughout the 1980-81 academic year before any final decisions are reached.

LIBRARY STATISTICS

1974 - 1979

	Total Volumes in Collection	New Volumes Added	No. of Book Titles Represented by Microforms	No. of Physical Units of Microform not Represented in Title Count	Total Periodical Subscriptions	No. of Hours of Student Assistance	Salaries and Wages of Library Staff*	Library Materials	Total Library Operating Expenditures
1974-75	312,219	22,249	152,305	646,736	3,280	36,898	505,374	200,465	\$ 898,871
1975-76	310,482	7,913	152,305	646,736	2,261	27,923	515,696	143,878	896,226
1976-77	318,132	7,555	152,305	647,947	2,060	18,650	545,340	293,835	1,035,444
1977-78	328,423	13,842	170,008	648,239	2,080	15,510	579,810	233,927	1,082,560
1978-79	337,265	8,714	47,016**	805,451	2,080	16,522	564,225	233,828	1,098,785
1979-80	340,962	4,482	49,152	806,624	1,984	13,907	598,698	196,628	1,050,970

* Does not include fringe benefits

**Redefinition of title count

Administration and Finance

The Divisions of Administration and Finance, Academic Affairs, and Student Personnel constitute the major operating areas of Edinboro State College. The Vice President for Administration and Finance reports directly to the President and is responsible for those administrative areas relating to business and finance, maintenance and housekeeping, law enforcement, athletics, and instructional technology. The Division is intended to provide efficient and effective support services to the other parts of the College.

FISCAL AFFAIRS

Since the fiscal year 1979-80 began with a reported deficit of 1.4 million dollars, the year was punctuated by cost-saving measures designed to reduce the previous years' deficit and to minimize the impact of that debt on the 1979-80 budget. In order to achieve a balanced and stable budgetary situation, many needed operational expenses were delayed or eliminated, and significant personnel actions were taken, including the retrenchment of faculty and administration.

As noted in previous sections of this report, Edinboro operates under a personnel complement level which is fixed by the Department of Education and is based upon the number of credit hours generated by student enrollment. When that prescribed complement level is exceeded, a budgetary deficit ensues. To continue with personnel in academic areas where there is diminished student demand creates a fiscal imbalance.

The major portion of Edinboro's operating income for 1979-80 was appropriated by the State legislature. While this \$16,173,794.00 amount represented a 4.3% increase over the previous fiscal year, it fell far short of meeting the many pressing needs of the institution. The other key budget figures are the ones derived from augmentation -- fees which are collected from all sources, and, when combined with the state appropriation, make up the total institutional budget. The total amount of fees collected for the 1979-80 year was \$8,383,482, a figure which represented an increase from the previous year of 1.2%.

Total College income can be broken into five major areas: instructional revenue, housing revenue, meals, auxiliary, and sundry. The following comparative figures show increases or decreases from the previous fiscal year:

	1978-79	1979-80	% of Increase or Decrease
Instructional	5,530,764	5,359,006	- 1.7%
Housing	972,883	1,090,333	+ 10.0%
Meals	846,824	1,034,601	+ 18.0%
Auxiliary	578,302	474,924	- 17.0%
Sundry	347,214	424,616	+ 18.0%

An analysis of these figures indicates fewer academic course credit hours were produced during 1979-80 than in 1978-79. Further analysis shows a rise in room and board revenue, an improvement which resulted largely from increased fees. These increases have made Edinboro's total costs more consistent with its sister institutions in the state system.

Auxiliary income includes such items as student application fees, transcript fees, credentials, student health fees and vehicle registration fees. Contrary to the decrease in auxiliary revenue, sundry fees, represented by such items as library fines, telephone fees, computer time charges, postage fees and others, showed an improved usage. It is anticipated that during the 1980-81 fiscal year each of these categories will rise because of improved student enrollment and a higher basic fee schedule. It should be noted that even with this increased fee schedule, Edinboro ranks 2nd in total cost when compared with the other four-year residential private and public college and universities throughout Pennsylvania.

A second factor contributing to the improved revenue situation from 1978-79 to 1979-80 was an improvement in the College's collection processes, one which resulted from a more rapid follow-up of delinquent accounts. For the first time ever, student financial aid (such as BEOG, PHEAA, and NDSL Loans) was placed on each students' pre-billing forms, thereby giving the student and his/her parents a clearer picture of what fees were being

covered by financial aid and which were still owed to the College.

The policy on pre-payment was altered also to require that one-half of those fees remaining after the application of loans and grants was to be remitted with the pre-billing forms. This has improved substantially the College's cash flow and reduced the amounts of money to be collected by the end of the semester.

The College encourages, in whatever ways possible, the usage of its physical resources by external groups. As a result, income from special groups and summer camps increased over previous years, indicating that usage of the campus and its facilities remained an attractive bargain for outside groups as well as campus organizations. With two indoor swimming pools, six lighted outdoor tennis courts, several picnic areas, softball fields, a campus lake, and other attractive features, Edinboro is highly regarded for both its outstanding campus location and its recreational facilities.

The total deficit of the College that had been accumulated through years of deficit roll-overs was significantly decreased by passage of House Bill 1623. This statewide supplemental appropriation allocated \$797,000 to Edinboro. This money, combined with the full fiscal impact of the reduced complement, enabled us to allocate desperately needed operational expenditures in the area of equipment and supplies.

During 1979-80, the Pennsylvania Department of Education and Office of Budget and Management sought to reduce our total personnel complement from 710 to 680. By persuading appropriate officials that we had a pressing need for maintenance and housekeeping personnel, we not only forestalled this reduction but temporarily raised the ceiling to 690. This action enabled us to establish new positions in the maintenance and housekeeping areas.

At the same time, however, we must note that since our student enrollment had declined steadily for several years while the instructional complement remained almost constant, the overall instructional complement had to be reduced if the budget deficit, and the cause of that deficit, were to be eliminated. Through retrenchment and attrition, the instructional level was reduced to 630 by June 30th. The

Commonwealth further anticipates that our complement level will reach 624 by July, 1981.

THE CAMPUS

In addition to the regularly assigned tasks of cleaning and maintaining 42 buildings and 585 acres of property, the maintenance and housekeeping staff completed a considerable number of special projects during the 1979-80 year. One of these was the closing of the Warren Off-Campus Center in Warren, Pa. This closing enabled us to move one hundred thousand pounds of equipment and supplies to the Edinboro campus for distribution to various academic and administrative locations. Furniture from the Warren Center was placed in campus dormitories in order to provide badly needed furniture for resident students.

In cooperation with the Greater Erie Community Action Committee (GECAC), and with approval from the Pennsylvania Department of General Services, the former Ross Dining Hall kitchen areas were converted into a dental technician laboratory and classroom facility. Over \$50,000 worth of equipment was installed, and all utilities were provided to facilitate the offering of an Associate Degree in Dental Technology. This program began with the Fall (1979) semester.

Responding to the on-going problem with dormitory roofs, the College contracted, through the Department of General Services, for complete replacement of the Shafer and Scranton Hall roofs. The monies needed for these projects were provided from the Dormitory Reserve Fund and thus had no impact on the operating budget. It should be noted also that the Dormitory Reserve Fund provided some \$102,313 for a variety of dormitory repairs and for furniture replacement. While these efforts were significant, there are a considerable number of classroom and other buildings that are still in critical need of major roof repair. Current estimates indicate that over \$1,640,000.00 is needed if the roofing situation is to be corrected.

With renewed emphasis being placed upon the importance of Edinboro's older and historically significant buildings, the Central Office has been exploring ways that Reeder Hall can be renovated and re-utilized. Standing

on the west side of campus, Reeder Hall was built in 1907. Unused since 1971, its sound structure and attractive architecture make it a natural part of our new efforts to upgrade the quality and the appearance of the Edinboro campus while taking advantage of existing facilities rather than creating new ones.

LAW ENFORCEMENT

The College Law Enforcement Department, while suffering a loss of some employees through attrition, continued to provide investigative and general surveillance services for the campus. Annual statistics indicate that serious crime on the campus has been reduced substantially and that the campus appears to be a safer living environment than in past years. A positive program of community relations has also been instituted by the law enforcement personnel.

ATHLETICS

The intercollegiate sports program, with the very helpful assistance of the Student Government Association, had another successful year. The Edinboro program is a broad-based one involving fifteen mens' and womens' intercollegiate sports. The addition of womens' track to the program provided additional opportunity for women to meet their interests and needs for intercollegiate competition.

The Pennsylvania State College and University Conference, with the approval of the Board of Presidents, voted to enter Division II NCAA competition beginning in 1980-81. Edinboro State College was not in favor of this change to Division II status because of the additional financial support that will be required to maintain that level of competition. Edinboro does remain committed, however, to maintaining a quality athletic program and to competing favorably with state college and university system opponents. This commitment extends to both mens' and womens' programs.

INSTRUCTIONAL TECHNOLOGY

The major highlight of the year for the instructional technology area was the addi-

tion of WFSE-FM Radio, an addition which represented a combined effort among the College Board of Trustees (the license holders), the Student Government Association, and the College itself (which provides the advisor and the physical location). From all indications, WFSE-FM has been a very successful venture, with over 100 students participating on a regular managerial and programming basis. This medium provides an excellent focal point for campus and community exchange and offers valuable practical experience to those students interested in broadcasting as a career. Receiving strong support from the Central Office for its activities and accomplishments, WFSE is planning an increase from its current 10 WATT capacity to 300 WATTS.

SUMMARY

Through various cost savings in operations and personnel, the deficit of the College was reduced considerably during the 1979-80 fiscal year. These efforts by the College administration to relieve the overall deficit were aided by the special appropriation contained in House Bill 1623. But this appropriation, it should be noted, was only intended to relieve the symptom of the fiscal problem -- the deficit itself. The root cause of that problem -- more instructional personnel than available funding would allow -- could only be solved through a reduction in that personnel. By lowering the personnel complement number to a level consistent with funding, it now appears as though Edinboro will reach a zero deficit situation by the end of the current fiscal year.

With less monies now required for personnel support, continued improvement of the campus through repairs, a preventive maintenance program, and additional equipment and supplies will become high priorities for the next several years. Additionally, the areas of Law Enforcement, Athletics, and Instructional Technology will seek to develop new and needed adjunct services.

It is imperative that the gains of the past year be consolidated and expanded wherever possible.

Student Personnel Services

Improving the quality of campus life has been one of the most important priorities at Edinboro State College during the past year. Such a priority results from our belief that living and working in a physically comfortable and aesthetically appealing campus environment is a major factor contributing to a student's academic success. Consequently, the Student Personnel Services division of the College has been charged with the responsibility to work with other areas of the College to establish the most positive, pleasant, and rewarding campus atmosphere that is possible within available resources.

It is important to note that the Student Personnel Services area maintains a close and on-going supportive relationship with the Edinboro student body, a relationship which begins with a student's initial inquiry about the College and continues through placement efforts on behalf of graduates. Emphasizing the student's emotional, intellectual, social, personality, and career growth, experiences are provided which enable students to develop ethical standards of conduct, responsibility for personal and group action, skill in decision-making, and the ability to establish meaningful inter-personal relationships. Since students are particularly encouraged to become involved in the College's decision-making process, experiences are provided which enable them to participate meaningfully in the formulation and implementation of college policies which affect their lives and career goals.

In order to accomplish its objective, the Student Personnel Services is comprised of the following offices, each having diverse functions and responsibilities.

ADMISSIONS

The Admissions Office is staffed by four professional recruiters who visited over 400 high schools throughout Pennsylvania, Ohio, New York, Maryland and New Jersey during the 1979-80 academic year. All junior and community colleges in a three-state area were contacted, and Edinboro was represented at

61 college nights and career days. With the assistance of the Alumni Association, luncheons and dinners for guidance counselors were held both on and off campus throughout a tri-state area.

Since undoubtedly the best ambassadors for any college are its faculty and students, more than forty volunteer faculty members were used to visit high schools as resource persons and lecturers. Concurrently, many students returned to their local high schools and talked with prospective students while distributing information about Edinboro.

These organized recruitment thrusts, in addition to a newly developed College-wide advertising and marketing campaign, enabled the College to attract nearly 1600 new students for the 1980-81 academic year. Currently, the Edinboro student body is comprised of students from 51 counties in Pennsylvania, 18 states, and 19 foreign countries.

HOUSING AND FOOD SERVICE

The Housing and Food Service Office services more than 2500 students who are housed in the College's seven residence halls. Additionally, the staff assists in coordinating selected campus activities which are designed to meet the needs of the more than 2000 students living in private housing on the perimeter of the campus.

During the 1979-80 academic year, the Housing and Food Service Office facilitated transition to a new food vending service for the cafeteria. Working with students who are members of the Dining Hall Committee and with the food service contractor, this Office initiated impressive improvements in both the quality of meals and overall dining hall service.

The physical condition of residence halls was also improved through the addition of lounge furniture, better equipped study rooms, heating and lighting repairs, and interior paint. Through the cooperation of the Pennsylvania Department of Education, needed roofing repairs were made on several dormitories.

GHERING HEALTH CENTER

Edinboro State College provides health services for the more than 4000 students who live on or near the campus through the Ghering Health Center, a 22-bed, hospital-type facility which is available on a twenty-four hour basis. During the 1979-80 academic year, more than 6000 patients were cared for.

An added service for the College and the community is now being provided by Primary Health Care Services of Northwestern Pennsylvania. Commonly known as a Family Planning Center, it provides students with sexual education, counseling, diagnosis, and treatment. Initiated in September of 1979, the service is a government-supported, non-profit agency.

FINANCIAL AID

Nearly 75% of the students at Edinboro State College currently receive some kind of financial aid, with over six million dollars of assistance distributed during the past year. The Financial Aid Office has continually made use of improved technology and data processing facilities to upgrade its service. In cooperation with the Admissions Office, the Financial Aid staff offers seminars to both current and prospective students and their parents.

PERSONNEL DEANS

The responsibilities of the Personnel Deans center on personal counseling, guiding disciplinary boards, and advising Greek and other student organizations. Each dean serves as a personal counselor to approximately 300 freshman students. In addition to counseling students and participating in the disciplinary processes, the deans serve on a number of college committees where they reflect the needs and interests of the student body.

STUDENT ACTIVITIES

The Director of Student Activities, who is the chief administrator of this Office, is responsible for the overall guidance of the

Student Government Association. It is the S.G.A. which collects and disburses nearly \$300,000 each academic year, and provides a major share of the support for the intercollegiate athletic program and the many clubs and organizations which undergird the social and academic life of the campus.

Since the Borough of Edinboro is a relatively small community, the College, with student support, must assume the major responsibility for satisfying the social, cultural, and intellectual needs of each student. Concerts, lectures, films, intramural athletic contests, plays, and a variety of outdoor recreational activities, such as cross-country and down-hill skiing, spring and winter camping, and boating activities, all contribute to this satisfaction.

CAREER COUNSELING AND PLACEMENT OFFICE

The effectiveness of the Career Counseling Office is best evidenced by the fact that individual student counseling sessions totaled over 850 during the past year. Additionally, more than 200 vocational tests were given and interpreted, with most students participating through referrals made by faculty and administrators. The response of students and faculty to information on career counseling was reflected by the staff's involvement in 40 presentations to clubs, classes, public schools and other organizations both on and off campus.

While the career counseling function is successful, the staff takes even greater pride in its success in placing Edinboro graduates into the job market. Eighty percent of our 1980 graduating class developed credential files for usage by the placement service, with recruiters from business, industry, public schools, and government conducting over 1600 individual interviews with seniors and alumni. This figure represents a 100% increase over the past year.

INTERNATIONAL EDUCATION OFFICE

The academic pursuits of international students at Edinboro State College are most often in the fields of engineering, the sciences, business and economics. While the exact

SUMMARY

number of international students attending Edinboro State College varies from semester to semester, approximately 100 are enrolled at any one time, and they currently represent 19 different countries. Although major misunderstandings frequently exist between the United States and other nations, both Edinboro's international and American students have chosen to ignore these differences while attempting to learn about each other's culture through a sharing of views on the major problems facing mankind.

In the Fall of 1980, the international student population will have its own facility, known as the International Education Center. This Center will provide the international students with greater recognition on campus and will promote more shared experiences with American students.

It was noted earlier that students accomplish more when they live and work in a comfortable and appealing setting. Achievement of this was identified as a primary goal at Edinboro State College. While significant progress was made in this direction during the past year, the Student Personnel area anticipates expanding even further its services in the areas of mental health, career and personal counseling, and improved residence hall programming. Through effective College planning and on-going evaluation, student life at Edinboro State College will rank among the finest that can be found anywhere.



Office of the Ombudsman

The Office of Ombudsman symbolizes to the academic community that Edinboro State College is concerned with the well-being and satisfaction of its people. The Office reflects not so much the good will of the Ombudsman, but that of the institution wherein it functions. Intended to promote communication among the various campus constituencies and a satisfactory resolution of both individual and campus problems, the position of Ombudsman was created during the Fall, 1979 semester.

The Office was established in adherence to basic criteria which require that the Ombudsman be a person known and trusted by all constituencies, that the physical setting of the office reflect the significance of the service provided and that the Office be close enough to the President's own office to facilitate communication and problem resolution, but sufficiently far away to symbolize the independence of the Ombudsman. Most importantly, the Office has been endowed with the support of the chief executive, a support which tells the community that the Ombudsman is an extension of the President's influence and thus a power deserving of respect.

When a complainant comes to the Ombudsman, it is with an air of uncertainty and the comment, "I'm not sure you do this sort of thing, but..." The complainant is then assured that the Ombudsman does many things, and that the nature of her service is dependent solely upon the nature of the complainant's needs. It is expected that the complainant has carried his grievance as far as his capabilities take him, and that he has come to the Ombudsman as the final source of assistance. This being true, the Ombudsman sets out to investigate, to confer, and to mediate the problem to its conclusion or to the point of its submission to established due process procedures. The Ombudsman in some cases effects the necessary change; in other cases she sends to the President evidence of the need for action along with recommendations regarding that action.

The Office of the Ombudsman handles complaints, inquiries (information seeking), recommendations, and requests from (1) students (2) staff (3) faculty (4) administration

(5) external (off campus). Cases can be classified as being (1) academic (2) food service (3) foreign students (4) health service (5) legal and (6) mainstream (7) parking (8) professional relations (9) service and facilities (10) public relations and (11) financial.

An interesting pattern is emerging in the types of cases which come to this Office. Perfunctory tasks such as parking problems and snow removal are giving way to serious complaints which involve lengthy investigations. While this reflects a growing trust in the Office, it also means that many cases are not closed at the end of the month and must be categorized under "unresolved," or "on going." Such cases constitute a considerable portion of the work load continuing from month-to-month.

To use numbers as indicators of activity is a hazardous practice as well as an inaccurate one. A single complaint often serves the interest of many, and the influence of the service is far broader than statistics suggest. In all probability, there is no good measure of the success of the Ombudsman. Rarely, if ever, does she work her way out of business; problem solution only leads to an increase of problems presented. Change comes with the shifting of problem areas.

While drop-ins seeking information or direction are not included in statistics, the Ombudsman frequently gives the campus visitor personal escort to the individual who can best serve him. This pleases the stranger who sees it as preferential treatment. While such service hardly justifies the existence of an Ombudsman, it demonstrates the many ways in which significant public relations gestures become a part of the role.

Progress in this new decade will be contingent upon cohesiveness of institutional purpose coupled with a unified, collective effort. At Edinboro State College, the Ombudsman can play a significant part in the attainment of institutional goals through the identification of trouble areas and the resolution of problems.

Looking Ahead

As the pages of this report have indicated, the 1979-80 academic year at Edinboro State College can be best characterized as having been one of challenge and change. We believe it was a significant year, with many of the previously long-standing problems being addressed and with new directions and changes for the future being explored.

In many ways, the 1980-81 year will be even more significant. As we build upon the gains of the last year, the following objectives must be pursued: development of an expanded delivery system for our highly varied graduate and undergraduate program offerings; continued emphasis on closer student-faculty relationships; increased attention to advisement, counseling, and other academic services designed to enhance the success of each student; continued improvements in the over-all quality of student life; renewed emphasis on faculty performance with special attention to faculty research and professional leadership; an increased consultative and service role by the institution through the creation of new ways to assist agencies and groups in both the private and public sector; development of institutional priorities, objectives, and budgeting policies closely linked to an over-all planning process; and the establishment of a process-oriented, goals-directed management system.

Undergirding all of our planning and decision-making, of course, will be the realization that the College will need to develop new academic programming while redirecting, wherever necessary, current programs in order to respond to the evolving needs of the 1980's.

As we examine at Edinboro what future directions higher education may take, we must be ever mindful of the increased need to develop academic programs and curricula that will give college graduates greater job and career marketability. This will become one of our prime responsibilities, particularly at public institutions such as Edinboro.

But this career marketability must be a long-term one. As people move through life, their interests, their needs, and their values often shift, sometimes dramatically. When the expectations and demands placed upon them by their jobs change and evolve, new career

opportunities will frequently arise. Unfortunately, it is the lack of an adequate and proper academic preparation that precludes many college graduates from adapting to these changed personal and professional needs and from capitalizing upon their new career opportunities.

It is imperative, therefore, that an individual's college training be such that he or she acquires specific career-related information, knowledge, skills and training. That same training, however, must enable the student to acquire the personal and intellectual ability that allows him to synthesize and analyze problems, to be flexible and curious, and to continue to grow and learn. It is the combination of all of these that creates long-term job marketability.

But it is the combination of all of these that will help college graduates to become more than just cogs in the vocational machinery of a complex industrial society. As we anticipate the demands that will be placed upon us as a college in the years ahead, we must never lose sight of the fact that college-educated people will be called upon to advance not only the effectiveness of their career-related responsibilities, but the quality of human life as well. The educational programs and opportunities which we offer our students will be tragically incomplete, then, if we do not provide them with the intellectual experiences and perspectives that are necessary for resolving personal, interpersonal, and societal concerns in a rational, effective, and humane manner.

Those institutions of higher learning which will respond best to these challenges will be those institutions which find more and better ways to join together their liberal arts-humanities programs with those more recent program areas which focus on a specific career preparation. At Edinboro we must begin the process now of finding interdisciplinary ways to satisfy our students' total intellectual, cultural, career, and social needs. Working within existing faculty and fiscal resources, we need to develop new and eclectic approaches to course content and overall programming.

Clearly, then, the 1980's, with declining student populations, diminishing resources, and shifting public expectations and demands, will pose challenges far different from the boom years of the early and mid 1970's. But, at Edinboro State College we will welcome such challenges. We believe that the challenges of today and tomorrow must be viewed not as problems to overcome, but as opportunities to fulfill. Since we also believe that change can be properly planned and appro-

priately managed, we look forward to fulfilling these new opportunities. As we do so, we will insist upon quality in each area of the College, a quality based upon responsiveness, flexibility, and sense of purpose.

By continuing to accentuate Edinboro's many positive features and characteristics, and by working toward the attainment of new successes and new directions, we can use the current academic year to build upon those opportunities now awaiting us.



GOVERNOR OF THE COMMONWEALTH
Richard P. Thornburgh

SECRETARY OF EDUCATION
Robert G. Scanlon

COMMISSIONER FOR HIGHER EDUCATION
Clayton L. Sommers

EDINBORO STATE COLLEGE ADMINISTRATIVE OFFICERS

Foster F. Diebold, President

Robert M. Beagle, Assistant to the President

John K. Fisher, Executive Assistant for Institutional Research and Planning

Mary Alice Dye, Affirmative Action Officer

Donald S. Hoffman, Coordinator of Grants and External Fiscal Affairs

June Vance, Ombudsman

James E. McKinley, Vice-President for Academic Affairs

Burton O. Witthuhn, Associate Vice-President for Academic Affairs

James B. Dronsfield, Vice-President for Administration and Finance

Lawrence E. Nanns, Vice-President for Student Personnel Services

EDINBORO STATE COLLEGE BOARD OF TRUSTEES - 1979-80

Harold E. Bell
William M. Coleman
Max P. Gabreski
Herald D. Green
Louise A. Hamilton
Joseph M. Kavinski
Alfred M. Kern
Eve Y. Murphy
Charles Perotta