Enhancing Revenue and Cost Control

New Jersey Council of County Colleges
Big Ideas Project Group 4
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Executive Summary

Decreased state support has pushed community colleges across the country to look at alternative ways to increase dollar savings and private support while maintaining access to quality education. The research presented here, drawing upon best practices observed nationally and within New Jersey, suggests four activities that New Jersey’s community colleges can utilize to increase dollar savings and private support.

1. The expansion of the Joint Purchasing Consortium established in 1999 represents an area for increased dollar savings. When possible, working collaboratively with the 19 colleges or in small groups increases purchasing power and can increase the dollar savings of the participating institutions. Additional ways to facilitate this collaboration could enhance this program and merit further exploration.

2. Utilizing data will be a tool for colleges as they look to increase dollar savings. This can be achieved through the development of a framework co-constructed by members of the colleges that ensures the use of a common data language to enhance benchmarking. Additionally, the utilization of technologies such as Enterprise Resource Planning systems have the potential to enhance data sharing and increase dollar savings.

3. Financial aid administration also highlights an area for increased dollar savings across the 19 community colleges. This can be achieved through continued sharing of ideas regarding delivery methods across the colleges. Additionally, the examination of the current technology may uncover areas where collaboration could increase dollar savings.

4. Enhance the individual community college foundations to increase private support to the colleges. The use of a scan of the individual foundations will yield the most effective ways to provide capacity building tools to the current county college foundations. Additionally, the scan will address whether a statewide foundation to assist with statewide fundraising endeavors merits further exploration.

In adjusting to the new normal, these four areas represent options for strengthening the dollar saving and income generating activities at New Jersey’s 19 community colleges.

Background

The recent economic downturn has left community colleges with decreased state aid while the number of students attending community colleges rose 24.1 percent between 2007 and 2009 (Lee 2010). The downward trend in state support to higher education is highlighted in a report from the Chronicle of Higher Education, which notes 30 states reporting a decrease from 2009-2010, 12 of them over 8 percent (Education 2010). Although increased tuition revenues may help many colleges in the short term, colleges will also continue to serve more students with diminished resources. To accomplish this task, colleges are seeking new and creative solutions to continue providing quality education.
Across the country, community colleges are utilizing an array of methods – including outsourcing, furloughs, and hiring freezes – to decrease expenses and keep their doors open. In addressing the financial climate, New Jersey’s 19 community colleges have also taken action to reduce costs and maintain the quality of education. These have included reductions in faculty and staff, energy efficiency, increased joint purchasing through the consortium, enhanced technology, and streamlining of resources. These actions represent preliminary methods of dealing with financial constraints. However, with no signal that the financial climate will be changing in the coming years, community colleges across the country are now looking at additional ways to increase dollar savings.

Creative collaborative efforts, such as the New Jersey County College Joint Purchasing Consortium (JPC), can continue to increase dollar savings and will be key to the successful transition of community colleges. The Joint Purchasing Consortium, which has been in place since 1999, has continually worked to maximize purchasing power and achieve dollar savings for participating institutions. The JPC has successfully collaborated in purchasing utilities and business package contracts that have represented dramatic dollar savings for the institutions (Sampson 2010). The Consortium continues to explore new ways to increase product quality and reduce costs to the institutions.

Enhancing the effectiveness of the data being collected also represents a method of addressing the new financial constraints. Presently, the 19 colleges use national and statewide data collection systems. These systems include the Integrated Postsecondary Education Data System (IPEDS), a national data collection system for higher education. Statewide, members of the 19 colleges participate in the Student Unit Record (SURE) system, which provides comprehensive collection, storage and retrieval system for data on each student enrolled and on each graduate. Each of the 31 participating public colleges and universities as well as independent institutions are able to enhance their ability to track their students (Research 2010).

One community college-specific data reporting tool that has been in use is the Financial Report of the County Community Colleges of the State of New Jersey, prepared by the New Jersey County College Business Officers’ Association.

Another community college-specific data reporting tool, the New Jersey County College Fact Book and Directory, utilizes the data provided to IPEDS, SURE, and the Financial Report of the County Community Colleges of the State of New Jersey, and data made available to the New Jersey Council of County Colleges by the New Jersey County College Association for Institutional Research and Planning. Published by the New Jersey Council of County Colleges, the annual report updates various tables and graphs to describe more completely the comprehensive and responsive missions of the New Jersey community colleges. These reports represent the commonly used reporting methods already in place within New Jersey.

Some states have also looked to Enterprise Resource Planning (ERP) systems as a method of enhancing data and other technology systems. ERP is a decision-making system that maintains, houses, and reports all resources such as students, financial and
human resources of college operation to include in Federal and State reporting (Snyder). Utilizing an ERP system allows for full integration of data allowing for comprehensive data flow to provide a full picture of the institution. Some of the key benefits to ERPs include:

- Empower employees to have integrated self service capabilities;
- Reduce the number of technologies required in a company;
- Old technology may no longer be supported; and
- Streamline processes, increased internal control, and improved customer service (Snyder).

The enhanced implementation of technology is consistently identified as an area where dollar savings can be achieved and community colleges are looking to ERP systems to assist as they battle reduced resources.

While colleges adjust to decreased funding through the enhanced use of data and purchasing consortia, the number of students attending community colleges has increased, yet students at community colleges continue to be less likely to apply for financial aid. In the 2007-08 academic year, 57.8 percent of Pell-eligible students who attended community colleges either full- or part-time applied for federal financial aid, compared with 76.8 percent of Pell-eligible students at four-year public institutions (Lee 2010). The following displays FAFSA completion among all students during two different periods (Kantrowitz 2009).

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<th>Institution Type</th>
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<td>52.9%</td>
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<td>64.2%</td>
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In *The Financial Aid Challenge*, the College Board reports on the obstacles to completing the FAFSA. Several key challenges are specifically outlined:

1) Financial aid offices lack sufficient human and technological resources to provide students with information and one-on-one assistance;
2) Community college students may lack a basic understanding of financial planning for a college education; and
3) Students do not receive consistent, early and accurate information about what it means to go to college, in addition to information about financial aid prior to enrolling in college (Lee 2010).
Many programs, such as College Goal Sunday, are in place to address some of these problems and encourage community college students to utilize financial aid (Sunday; Lee 2010). College Goal Sunday, a national event held annually brings students to their local campus to provide:

- Free on-site professional assistance completing the FAFSA;
- Counseling from financial aid professionals about financial aid resources and how to apply; and
- Information regarding state-wide student services, admission requirements, and more. (Sunday)

States and individual colleges provide access through College Goal Sunday to many of the resources that community college students need to successfully apply for financial aid. Given that students who complete FAFSA are 11.9 percent more likely to complete at least one degree and 9.9 percent more likely to complete a bachelors degree, aiding students in completion of the FAFSA may impact retention rates as well (Lee 2010). Programs like these help to address the “millions of dollars in federal financial aid that go unclaimed each year by eligible low-income students at community colleges” (Education 2010). By increasing financial aid participation through enhanced technology and resources, community colleges can increase the success of students while having a positive impact on their revenues.

Fundraising did not become prevalent at community colleges until the 1980s & 1990s, as the decline in public funding began, but two-year colleges have yet to make the investment in fundraising that four-year institutions have already made (Summers 2006). Today, college foundation fundraising represents an additional method for increasing revenue. Nationally, voluntary support for higher education totals $27.85 billion, but community college foundations receive only 2 percent of that. The Council for Aid to Education notes the sources of this voluntary support highlighted below (Kaplan 2010).

![Voluntary Support of Higher Education, 2009](image)

Individuals and foundations represent the highest potential for increased fundraising dollars. A recent report by the Center for Resource Development highlighted
some of the most successful community college fundraising institutions across the country. Among these, 10 out of 12 noted individuals, including alumni, as their key donors (Jones, 2010). While alumni represent a smaller segment of current donors, the survey yielded a common sentiment that alumni would become increasingly important in the future. The survey also suggested that individual donor cultivation should be a key strategy for community colleges, noting that ongoing cultivation of individual prospects and donors leads to success in all areas of fundraising. Lastly, developing the right message that resonates with donors and prospects will also be essential in fundraising success. Building the capacity of college foundations to address these common success factors will increase the foundation revenue generation and build a culture of giving at community colleges.

Methods

This project utilized national resources available through the American Association of Community Colleges, the College Board, and the Center for Resource Development. Many senior-level community college administrators were contacted to review best practices regarding cost savings, financial aid, and foundation support. A literature review and scan of recent conferences also yielded models. Three surveys were conducted with New Jersey County College Affinity Groups. The Business Officers, Financial Aid Directors, and Foundation Directions were all surveyed regarding best practices within their institutions (See Appendix for copy of survey). The group also conducted one preliminary meeting on June 21, 2010, and a follow up meeting August 4, 2010.

The project members included:

Dr. Glen Gabert (Chair) Linda Milstein George Rey
Helen Antonakakis Larry Nespoli Gilbert Rivera
Walter Brooks Vernell Patrick John Sommer
Louis Genovese Brian O'Rourke Sara Winchester
Bernice Gottlieb-Smith Barbara Pratt
Patrick Madama John Pitcher

Results

Purchasing Consortia: Leveraging Buying Power

The New Jersey County College Joint Purchasing Consortium works collaboratively to reduce costs for participating institutions. The process by which joint purchases are currently undertaken depends heavily on a member of the consortium being able to dedicate the time needed to oversee the project. The consortium has implemented
a website that allows for resource sharing among the business and purchasing officers at various institutions. Utilizing the website, members are able to alert other institutions to purchases that they can join, and draw information from recent bids as they create their own. Resource sharing and collaboration are important ways that the consortium increases direct dollar and time savings.

Nationally, the *Lehigh Valley Association of Independent Colleges* purchasing consortium presents a similar model for purchasing consortia. The Association began with a group of six universities, both public and private, and now includes six community colleges. Like New Jersey’s community colleges, the purchasing directors at these institutions have worked together for the past 30 years to develop a purchasing consortium that provides quality products for their campuses and increases dollar savings. In 1996, the program had $2 million in purchasing power and no administrative assistance. By 2005, six years after gaining full-time support, the program had $50 million in purchasing power (Radwan 2005). This dramatic increase is due in large part to hiring a full-time staff member to facilitate much of the process. “The appointment of a full-time staff member was also essential in triggering a cultural shift, indicating that this program was with full support of leadership” (Radwan 2005). The program relies heavily on the full-time staff member, the Director of Business Services (DBS), to identify products and services that represent an improvement opportunity. The DBS works with institutions to confirm whether participation is right for them, then develops the Request for Proposals by consulting necessary groups and finally provides the participant stakeholders with the options. The DBS then creates a follow-up program after the project is implemented, leading to renewal, termination, rebid, or re-evaluation of a contract for services. The consortium continues to work on new purchasing ideas to meet the needs of its member institutions.

*Virginia Reengineering Taskforce (VRT)* is working to identify areas where volume could be leveraged to reduce cost. Its preliminary findings highlight 20 products being utilized by its schools for which they are making 400 purchases due to each college working independently (Taskforce 2010). VRT is also reviewing purchases from $5,000 to $50,000 to look for increased dollar savings. Both techniques are helping the VRT identify the first set of new collaborative purchases. The New Jersey County College Business Officers survey results identified colleges that are also reviewing smaller purchases (under $17,500) as a cost reduction method.

The *Ivy League Purchasing Group* represents 14 universities from across the country that work together to share best practices as well as identify and investigate new purchasing related technologies, such as purchasing software and resource technologies, and to explore the possibility of leveraging their combined purchasing volume while supporting individual school business requirements. The survey of the New Jersey County College Business Officers identified enhanced implementation of technology by working collaboratively with the IT managers to reduce technology costs across the 19 colleges as an area to increase dollar savings. Some of the areas identified by the Business Officers Survey were computers, software, and phones.
The Ventura County Community College District (VCCCD) located in California is a collaboration with the District Administrative Center, Ventura College, Moorpark College, and Oxnard College. These colleges work as a regional group with one purchasing department that handles all procurement activities for the Ventura County Community College District. The District purchases a wide variety of materials, supplies, equipment, services, and minor work projects through a centralized purchasing system. The six staff members, utilizing one purchasing website for staff and vendors, work collaboratively to increase dollar savings among the participating intuitions.

**Recommendations**

**Recommendations: Purchasing Consortium**

1. Examine purchases not taking place through the consortium to see if collaboration could help to increase dollar savings.
   - Virginia Reengineering Taskforce identified 20 products being utilized by its schools for which they are making 400 separate purchases due to each college working independently. Working within regions, a measure attributed to the success at Lehigh and VCCCD, could also be utilized to encourage partnerships.

2. Institutionalize a process of data sharing regarding purchases to insure that institutions are collaborating as frequently as possible.
   - The Ivy League Purchasing Group meets on an annual basis to discuss large scale initiatives and increased collaboration.
   - The Lehigh Valley Independent Colleges Association Business Services Director has a monthly call for proposals regarding purchasing consortium ideas for the coming months.

3. Examine cost savings of a full-time employee to actively engage the colleges in consortium purchasing.
   - Lehigh Valley has had a full-time staff member since 1999 and realized increases in purchasing power as well as savings to the institutions.
   - VCCCD, which has six staff members, works with the regional group of community colleges to identify areas for consortium purchasing.

4. Explore collaboration with other academic institutions, counties and the State of New Jersey's Distribution Center.
   - The Lehigh Valley purchasing consortium includes two- and four-year institutions to maximize purchasing power.

**Framework for the Enhancement of a Standard Data Language**

The Virginia Reengineering Taskforce (VRT) has looked at the topic of productivity as it relates to academic initiatives. VRT will be providing the colleges with resources such as faculty management software and training to enhance the skills needed to successfully manage the productivity of its colleges. “The Virginia Community Colleges need not mandate productivity levels across the board, once colleges understand the value of managing productivity to the college budget and strategic planning efforts”
As an example of dollar savings, the VRT projects that utilizing this method to address system-wide staffing ratios of full- and part-time faculty could result in an annual cost savings of approximately $14 million in adjunct faculty salaries (Taskforce 2010).

The *Voluntary Framework of Accountability* (VFA) for Community Colleges is an opportunity for community colleges to define themselves with data and use the data to make improvements (Patton 2010). The first phase was lead by the College Board in conjunction with the Community College Research Center (CCRC) at Teacher's College, Columbia University. CCRC worked to develop a set of success indicators. In phase two the American Association of Community Colleges will be working to address how to collect data, structure benchmarks to reflect the diverse missions and populations, share data in ways that are meaningful to college personnel, students and other stakeholders, encourage community college participation in VFA, and assist community colleges that do not have institutional research capacities (Patton 2010). This program is working to develop a common language among community colleges and address a need for data driven information for the public and institutions’ enhancement.

**Recommendations: Framework for the Creation of a Standard Data Language**

1. Provide the framework for the continued development of a standard language for data reports, ensuring the participation of all 19 colleges to allow for enhanced benchmarking. This co-constructed language would affirm that the same data definitions are used to generate reports. For example, the measurement of instructional costs would require an understanding as to whether indirect costs were included and what specific indirect costs are being counted in order to allow for effective benchmarking. The use of such common data sets will aid in successful future collaboration such as the set forth through the Big Ideas Project.

2. Conduct a feasibility study for implementing, over a five to 10 year period, a single Enterprise Resource Planning (ERP) system among the 19 colleges. This process would explore the current ERP systems being used by the county colleges and the development of cost sharing models to address the varying sizes of the 19 colleges. In 2005, Colorado Community College began the process of implementing a single ERP for all 13 colleges. The ERP has five strategic objectives:

   A. Create a standardized and centralized IT system that improves academic, student and administrative operations;
   B. Reengineer current business processes to improve proficiencies while reducing redundant data entry and departmental shadow systems;
   C. Significantly increase the quality and flow of information and access to business operations throughout CCCS;
   D. Enhance access to information in support of data-based decision-making; and
   E. Increase customer satisfaction through web-based self-service products (Hawk 2005).
Shared Financial Aid Services

*Connecticut Community Colleges* implemented a statewide financial aid database in 1999. Co-created with financial aid officers and technical staff, this program provides one Banner database for the 12 colleges. Through the implementation of this database, FAFSA records were imported and students were sent custom notification about the status of their application. The colleges retained responsibility for subsequent follow-up; however, all the database management is done through the centralized system. Annually, this program saves the colleges over $2 million and allows financial aid officers to allocate more time working directly with students to ensure they retain the appropriate financial support. Through the implementation of this program the 12 colleges developed a common set of business practices and policy of satisfactory academic success. This program continues to meet the technological needs of the financial aid offices of the 12 community colleges while increasing dollar savings through resource sharing (Colleges 2009; Bradham 2010).

*Virginia Reengineering Taskforce (VRT)* is preparing to engage in a statewide financial aid program that provides the “back office functions” to the community colleges. Virginia’s Tidewater Community College (TCC) will develop a team to perform these “back office functions” for the 23 colleges, which will include importing all electronic institutional student information records (ISIRs) of the FAFSA. TCC will then package financial aid awards including assigning budgets, building financial aid terms, and evaluating Satisfactory Academic Progress (SAP). TCC will notify students if additional documents are needed for verification of FAFSA and resolution of student loan defaults, overpayment, etc. TCC will implement a system-wide image processing system to receive documents submitted to colleges by students and TCC will perform verification of all Department of Education selected ISIRs. Lastly, TCC will perform all activities associated with processing and awarding student loans as well as monitoring the awarding of state funds. TCC will guarantee that within 24 hours students will be alerted via e-mail to their financial aid package. A key system that will need to be in place at VCCS is a common financial aid package. Without this, the objectives of a shared system will not be met. The anticipated outcome of this program is to increase the number of students receiving financial aid. The student experience and retention will also be enhanced because financial aid staff will have increased time to support students in securing the financial resources to focus on their academic pursuits (Taskforce 2010).

**Recommendations: Shared Financial Aid Services**

1. Look at current IT being used for financial aid processing and systems interfaces to explore possibilities of collaboration.
2. Consider the creation of a working group with representation from each college to explore standard business practices connected to Financial Aid.
   a. By defining a common set of business practices, Connecticut’s community colleges were able to streamline their procedures and utilize a common language regarding financial aid initiatives.
3. Explore ways that programs such as College Goal Sunday could be implemented with greater frequency and collaboration amongst colleges. Additionally, collaboration with a private partner to aid students with FAFSA completion could provide a cost-effective method to increase the number of students completing the FAFSA. These programs could include each college hosting a College Goal Sunday event every two years or working with an organization such as H&R Block to assist with FAFSA forms.

Given that students who complete the FAFSA are 11.9 percent more likely to complete a degree and millions in federal aid goes unclaimed by community college students, programs such as College Goal Sunday and collaboration with private partners may enhance student success and college revenue.

**County College Foundation Capacity Building**

The Kentucky Community and Technical College System (KCTCS) benefits from a statewide foundation that serves as a catalyst, leader, and coordinator for the private-sector resource development programs and activities of KCTCS. The foundation raises private funds for system-wide initiatives and needs; seeks support from state, regional, and national corporations and foundations; provides oversight and guidance for the management and investment of private funds; and offers cooperative and supportive resource for college foundations (Colleges). Each college continues to retain its own foundation with the support and guidance from the statewide foundation.

The Virginia Reengineering Taskforce (VRT) and The Ohio Association of Community College (OACC) are both developing programs to look at ways that they can better support the individual college foundations. They will be doing this through increased training for development officers, presidents, and trustees. They are building both capacity and institutional value of fundraising. These programs also provide a process for securing large multi-institutional grants. OACC is developing programs to provide tools for complex tasks such as planned giving and gift annuities. VRT and OACC believe that developing stronger fundraising capacities within the existing foundations represents the best way for their states to increase private financial support.

The State University of New York, Council for University Advancement provides professional development and networking opportunities for advancement professionals. The key areas are public relations, alumni relations, publications, electronic communications, development, government relations, and marketing. In doing so they create a climate of sharing best practices through a comprehensive communication program and professional development conferences; promoting the support of initiatives that will benefit the state university as a whole; promoting the professional development of new members through outreach and structured mentoring programs; building linkages with system administration and other professional organizations; sharing information among campuses; and providing a sounding board for campus advancement professionals and University leaders. (State University of New York 2010).
California’s Community Colleges have streamlined resources while enhancing PR by implementing a statewide Alumni Magazine. Affinity Magazine is published once annually and provides a tool for updating constituents on the programs taking place at California’s Community Colleges. Foundation Directors at New Jersey’s community colleges in response to the survey noted the need for coordinated public relations and communication tools to reach alumni and donors. Affinity Magazine is one tool utilized in California to promote broad support of community colleges.

Recommendations: Foundation Capacity Building

1. Create a grant proposal to fund a needs assessment of a statewide foundation and the implementation capacity building programs among the current individual community college foundations.
   a. The grant would look to address the need for a statewide foundation for New Jersey’s community colleges.
   b. In the short term the grant would work to increase the capacity and collaboration among the current college foundations. Some initial needs have been identified by the Foundation Directors through the Foundation Directors Survey administered for this project.
      i. 81 percent (9 of 11 respondents) noted the need for strategic communications about the value of NJ’s community colleges and the need for financial support. Working collaborative will help stretch these limited resources.
      ii. 81 percent (9 of 11 respondents) of survey respondents noted alumni engagement as a key priority. Conducting alumni surveys and outreach will help colleges better address how to reach alumni.

Conclusion

Based on the national initiatives underway and the best practices from within New Jersey, this paper suggests four actions to increase dollar savings and revenue to New Jersey’s community colleges. These four areas for increase savings are:

1. Increased use of the Purchasing consortium to yield direct dollar savings to each institution.
2. Further expand the use of a common data language, which will enhance the effectiveness of the current reporting tools to aid in peer analysis.
3. Scan the current financial aid administration models in place to determine if greater efficiency and effectiveness can be achieved through shared or regional services.
4. Engage individual community college foundations through capacity building programming with the aim of increasing county college foundation revenue generation. Additionally, explore whether a statewide foundation would enhance the fundraising work of New Jersey County Colleges.
These four ideas draw upon national best practices and build upon successful programming within New Jersey to support the dollar savings and increased private support necessary to sustain New Jersey’s community colleges.
References

Abrams, Ron. Fundraising at the Ohio Association of Community Colleges. July, 2010


Kaplan, A. (2010). Contributions to Colleges and Universities down 11.9% to 27.85 Billion.


Taskforce, V. R. (2010). VCCS Procurement – Leveraging our Volume to Provide Cost Savings and Increase Efficiency
Appendix A – Survey Instruments

NJCCC Big Ideas Project Survey- Foundation Directors
The New Jersey Council of County Colleges Big Ideas Project seeks to find best practices in New Jersey community colleges and across the country. The four project areas include: 1. capacity building, 2. instructor quality, 3. college readiness and student success, 4. business practices. Your participation in this survey is vital to the success of this project. Thank you!

1. Your Name
2. Your College
3. Your Phone Number
4. Your Email
5. What are the top 3 strategies you have used to increase fundraising revenue at your community college (in order from most important to least important)?
6. What are 3 strategies, programs or initiatives would contribute to the effectiveness of New Jersey’s community colleges in generating fundraising revenue (in order from most effective to least effective)?

NJCCC Big Ideas Project Survey- Foundation Directors
The New Jersey Council of County Colleges Big Ideas Project seeks to find best practices in New Jersey community colleges and across the country. The four project areas include: 1. capacity building, 2. instructor quality, 3. college readiness and student success, 4. business practices. Your participation in this survey is vital to the success of this project. Thank you!

1. Your Name
2. Your College
3. Your Phone Number
4. Your Email
5. What are 3 cost savings or cost avoidance measures- which have had the greatest impact- that you have implemented in the 2009 and 2010 that may be useful to other New Jersey community colleges?
6. What do you believe is the single most significant cost saving/cost avoidance measure that community colleges should consider implementing?
7. In what way might the 19 community colleges in New Jersey coordinate/aggregate their collective purchasing power to achieve greater savings for goods and services commonly used by all of the colleges (e.g. a course management system such as Blackboard)? Please discuss in the space provided your thoughts about how this type of coordinated purchasing and contracting might be arranged.
8. Please identify 3 to 5 specific areas in which coordinated/aggregated purchasing would achieve significant savings for New Jersey's community colleges?
NJCCC Big Ideas Project Survey- Financial Aid Directors
The New Jersey Council of County Colleges Big Ideas Project seeks to find best practices in New Jersey community colleges and across the country. The four project areas include: 1. capacity building, 2. instructor quality, 3. college readiness and student success, 4. business practices. Your participation in this survey is vital to the success of this project. Thank you!

1. Your Name
2. Your College
3. Your Phone Number
4. Your Email
5. Within the last several years, in what ways have you increased the efficiency of your financial aid administration at your community college?
6. What measures would you like to implement to increase efficiency in your financial aid administration at your college?
7. What do you believe would be the single most significant change to financial administration that would benefit New Jersey’s community colleges?
# Appendix B – Committee Members

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<thead>
<tr>
<th>Dr. Glen Gabert (Chair)</th>
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<th>George Rey</th>
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<td>Helen Antonakakis</td>
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