

**THOMAS EDISON STATE COLLEGE
FY 2007 INSTITUTIONAL PROFILE REPORT**

Submitted to:

New Jersey Commission on Higher Education

Prepared by:

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Trenton, New Jersey**

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TABLE OF CONTENTS

A. ACCREDITATION STATUS	1
1. Institutional accreditation	1
2. Professional accreditation	1
B. NUMBER OF STUDENTS SERVED	1
1. Number of undergraduates by attendance status	1
2. Number of graduates by attendance status.	1
3. Number of non-credit students served.	1
C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS	2
1. Mean math and verbal SAT scores	2
2. Basic skills testing and remediation by subject area	2
3. Race/ethnicity, gender, and age (separately).	2
4. Numbers of students receiving financial assistance under each state-funded aid program.	3
5. Percentage of students who are New Jersey residents	3
D. DEGREES CONFERRED/CHARACTERISTICS OF GRADUATES	3
1. By race/ethnicity and gender (separately)	3
2. By general field	5
3. By distance education programs	5
E. STUDENT OUTCOMES	5
1. Graduation rates by race/ethnicity and income (Four-, five- and six-year graduation rate)	5
2. Third-semester retention rates (.By race/ethnicity and low- income students)	5
3. Transfer (Percentage of entering students who are transfers)	5
F. FACULTY CHARACTERISTICS	6
1. Full-time faculty by race/ethnicity, gender, academic rank and tenure status (simultaneously)	6
2. Percentage of course sections taught by full-time faculty	6
3. Ratio of full- to part-time faculty	6

G. CHARACTERISTICS OF THE TRUSTEES	6
1. Race/ethnicity and gender (simultaneously).....	6
H. A PROFILE OF THE INSTITUTION	6
1. Degree and certificate programs	6
2. Other	7
I. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES	8
J. MAJOR CAPITAL PROJECTS UNDERWAY IN FISCAL 2007 ...	10
K. OTHER INSTITUTIONAL INFORMATION	11

THOMAS EDISON STATE COLLEGE FY 2007 INSTITUTIONAL PROFILE REPORT

A. ACCREDITATION STATUS

1. Institutional accreditation. Thomas Edison State College is accredited by the Middle States Association of Colleges and Schools, the accrediting body for colleges and universities in the middle states region. This accreditation is part of a national system of quality assurance that requires colleges and universities to reach a common understanding and agreement as to the standards of quality for American higher education. After a comprehensive institutional self-study and a site visit by the Middle States Evaluation Team in April 2002, the College was re-accredited through 2012.

The Periodic Review Report (PRR) was submitted to Middle States Association of Colleges and Schools in June 2007; this report documents the College's work over the past five years. A response is expected back from Middle States by November 2007.

2. Professional accreditation. The College's nursing program was re-accredited through 2011 by the National League for Nursing.

B. NUMBER OF STUDENTS SERVED

1. Number of undergraduates by attendance status

Thomas Edison State College
Table II.B.1:
Undergraduate Enrollment by Attendance Status, Fall 2006

	Full-Time	Part-Time	Total
Number	--	12,733	12,733
Percent	--	100%	100%

2. Number of graduates by attendance status

Thomas Edison State College
Table II.B.2:
Graduate Enrollment by Attendance Status, Fall 2006

	Full-Time	Part-Time	Total
Number	--	440	440
Percent	--	100%	100%

3. Number of non-credit students served. There were 98 students who took noncredit courses through the School of Continuing and Professional Studies.

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

1. Mean math and verbal SAT scores. This section is not applicable to Thomas Edison State College.
2. Basic skills testing and remediation by subject area. This section is not applicable to Thomas Edison State College.
3. Race/ethnicity, gender, and age (separately). Profiles of the undergraduate students by race/ethnicity, gender, and age are presented in the tables below.

Thomas Edison State College
Table II.C.3.a
FY 2006 Undergraduate Enrollment by Race/ethnicity

	White		Black		Hispanic		Asian		American Indian		Alien		Race Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Full-time																
Part-time	8,146	64.0	1,803	14.2	843	6.6	305	2.4	145	1.1	198	1.6	1,293	10.2	12,733	100.00
Total	8,146	64.0	1,803	14.2	843	6.6	305	2.4	145	1.1	198	1.6	1,293	10.2	12,733	100.00

Thomas Edison State College
Table II.C.3.b
FY 2006 Undergraduate Enrollment by Gender

	Full-time					Part-time					Total				
	Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total
	-	-	-	-	-	7,723	60.7	5,010	39.3	12,733	7,723	60.7	5,010	39.3	12,733

Thomas Edison State College
Table II.C.3.c
FY 2006 Undergraduate Enrollment by Age

	LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total	
													N
Full-time													
Part-time	N	1	27	328	988	2,536	2,142	2,253	3,062	1,238	28	130	12,733
	%	0.0	0.2	2.6	7.8	19.9	16.8	17.7	24.0	9.7	0.2	1.0	100.0
Total	N	1	27	328	988	2,536	2,142	2,253	3,062	1,238	28	130	12,733
	%	0.0	0.2	2.6	7.8	19.9	16.8	17.7	24.0	9.7	0.2	1.0	100.0

4. Number of students receiving financial assistance under each state-funded aid program. The number of students receiving financial assistance is presented in the table below.

Thomas Edison State College
Table II.C.4:
Financial Aid from State-Funded Programs, FY 2006

	Recipients	Awards	Dollars(\$)	\$/Recipient	\$/Award
TAG	91	129	159,168	1,749.10	1,233.86
EOF					
Bloustein Scholars					
Garden State Scholars					
Urban Scholars					
NJCLASS Loans		2	3,386		1,693.00

5. Percentage of students who are New Jersey Residents. Due to the growing number of active duty military students enrolled, the College examines residence by military status. As the table below indicates, among nonmilitary students, 61% of the enrolled students were New Jersey residents. Six percent of the military students were also NJ residents.

Thomas Edison State College
FY 2006 Enrolled by Military Status and Residence

	Nonmilitary		Active Duty Military		Total	
	N	%	N	%	N	%
New Jersey	4,473	61%	367	6%	4,840	37%
Out of State	2,735	37%	5,183	89%	7,918	60%
International	74	1%	2	0%	76	1%
Unknown	94	1%	245	4%	339	3%
	7,376	100%	5,797	100%	13,173	100%

D. DEGREES CONFERRED/CHARACTERISTICS OF GRADUATES

1. By race/ethnicity and gender (separately). The number of FY 2006 undergraduate degrees conferred by race/ethnicity and gender are presented in the tables below.

Thomas Edison State College
Table II.D.1.a:
FY 2006 Undergraduate Degrees Conferred by Race/Ethnicity

FY 2006 Sub Baccalaureate Degrees Conferred by Race/Ethnicity:

White		Black		Hispanic		Asian		American Indian		Alien		Race Unknown		Total	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
179	64.9	48	17.4	20	7.2	5	1.8	2	0.7	4	1.4	18	6.5	276	100.0

FY 2006 Baccalaureate Degrees Conferred by Race/Ethnicity:

White		Black		Hispanic		Asian		American Indian		Alien		Race Unknown		Total	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1,119	69.9	135	8.4	76	4.7	28	1.7	19	1.2	42	2.6	183	11.4	1,602	100.0

Thomas Edison State College
 Table II D.1.b:
 FY 2006 Undergraduate Degrees by Gender

Sub Baccalaureate Degrees Conferred by Gender:

Men		Women		Total	
N	%	N	%	N	%
201	72.8	75	27.2	276	100.0

Baccalaureate Degrees Conferred by Gender:

Men		Women		Total	
N	%	N	%	N	%
830	51.8	772	48.2	1,602	100.0

2. By general field. The number of undergraduate degrees conferred by general field is presented in the table below.

Thomas Edison State College
Table II.D.2:
FY 2006 Undergraduate Degrees Conferred by General Field

IPEDS CIP Code Major Category	Number
Sub Baccalaureate Degrees Conferred by General Field:	
52	Business/ Management 17
15	Engineering-Related Technology 92
51	Health Professions 49
24	Liberal Arts and Sciences 78
30	Multi/Interdisciplinary Studies 19
47	Mechanic and Repair Technologies 9
29	Military Technologies 4
44	Public Administration 8
	Total 276
Baccalaureate Degrees Conferred by General Field:	
52	Business /Management 211
51	Health Professions 77
24	Liberal Arts and Sciences 564
30	Multi/Interdisciplinary Studies 475
44	Public Administration 44
45	Social Sciences 231
	Total 1,602

3. By distance education programs. All graduates at the College have completed their programs at a distance.

E. STUDENT OUTCOMES

1. Graduation rates by race/ethnicity and income (Four, five and six-year graduation rate). This section is not applicable to Thomas Edison State College.
2. Third-semester retention rates (by race/ethnicity and low income students). This section is not applicable to Thomas Edison State College.
3. Transfer (Percentage of entering students who are transfers.). This section is not applicable to Thomas Edison State College.

F. FACULTY CHARACTERISTICS

1. Full-time faculty by race/ethnicity, gender, academic rank and tenure status (simultaneously). This section is not applicable to Thomas Edison State College. Thomas Edison State College signs letters of agreement with subject-matter experts to serve as mentors and consultants to the academic units of the College for development and/or assessment in test construction, portfolio assessment, courses (e.g., Guided Study, online), pre-graduation conferences, demonstration of currency, practicum, nursing performance examinations, and program evaluations.
2. Percentage of course sections taught by full-time faculty. This section is not applicable to Thomas Edison State College.
3. Ratio of full- to part-time faculty. This section is not applicable to Thomas Edison State College.

G. CHARACTERISTICS OF THE TRUSTEES

The Board of Trustees is the premier governing body of the College. The members are appointed by the governor with the advice and consent of the Senate. Members of the Board bring with them diverse experiences and varied backgrounds from business, industry, and academia. The Board oversees all policy matters of the College, including the approval of degree programs and standards, budget recommendations to the governor, and appointments of all College employees. There are two student members on the Board: one a voting member and the other an alternate.

1. Race/Ethnicity and Gender (simultaneously). A profile of the Board of Trustees by race/ethnicity and gender is presented in the table below.

Thomas Edison State College
Table G. 1
Race/Ethnicity and Gender of the Board of Trustees

Race/Ethnicity	Gender		Total
	Male	Female	
Caucasian	5	2	7
African-American	2	2	4
Latino	-	-	-
Asian-American	-	-	-
Native-American	-	-	-
Unknown	-	-	-
<i>Total</i>	7	4	11

H. A PROFILE OF THE INSTITUTION

1. Degree and certificate programs.

Undergraduate degree and certificate programs. Thomas Edison State College offers six associate degrees and six baccalaureate degrees (including a joint degree program with

the University of Medicine and Dentistry of New Jersey, (UMDNJ)). There are approximately 100 areas of study in the undergraduate degree programs.

The Associate Degree Programs are as follows: Associate in Applied Science, Associate in Arts, Associate in Science in Applied Science and Technology, Associate in Science in Business Administration, Associate in Science in Natural Sciences and Mathematics, and Associate in Science in Public and Social Services.

The Baccalaureate Degree Programs include: Bachelor of Arts, Bachelor of Science in Applied Science and Technology, Bachelor of Science in Business Administration, Bachelor of Science in Health Sciences (a joint degree with the University of Medicine and Dentistry of New Jersey), Bachelor of Science in Human Services, and Bachelor of Science in Nursing. The College launched its RN to BSN/MSN program in FY 2007; this provides a seamless transition for students enrolled in the Bachelor of Nursing degree who want to earn a Masters of Science in Nursing degree.

The College also awards certificates in the following professional areas: Accounting, Computer Aided Design, Computer Information Systems, Computer Science, Dental Assistant (with UMDNJ), Electronics, Finance, Fitness and Wellness Services, Human Resources Management, Imaging Sciences, Labor Studies, Marketing, Operations Management, and Public Administration.

Master's degree programs and certificates. The College currently offers five master's degree programs: the Master of Arts in Educational Leadership, the Master of Arts in Liberal Studies (formally known as the Master of Arts in Professional Studies), the Master of Science in Human Resources Management, the Master of Science in Management, and the Master of Science in Nursing (MSN). Graduates of the MSN degree program earn a Nurse Educator certificate in addition to the MSN degree.

There are four professional focus areas within the Master of Science in Management Program: Public Sector Auditing or Public Service Leadership, Project Leadership, Human Resource Management, and Online Learning and Teaching. In the Master of Arts in Liberal Studies Program, students may design their own professional focus area or select from one of the pre-designed focus areas.

There are also several graduate certificate program offered: Clinical Trials Management, Homeland Security, Human Resources Management, Online Learning and Teaching, Organizational Leadership, Public Service Leadership (open only to graduates of the Executive Potential Program offered by the United States Department of Agriculture's Graduate School), and Nurse Educator (post Master's certificate).

2. Other

The School of Professional and Continuing Studies. The School of Professional and Continuing Studies rolled out two noncredit online certificate programs in FY 2007: Gerontology: Senior Health and Fitness and the Professional Certificate in Paralegal Studies. Several other noncredit certificate programs are offered by the School through partnerships:

Personal Fitness Training and Advanced Personal Fitness Training Programs, Fitness Management, Nutrition for Optimal Health, Wellness and Sports, Women's Exercise Training and Wellness, MBA Essentials, and Project Management-Intensive.

National Institute on the Assessment of Experiential Learning. The National Institute on the Assessment of Experiential Learning is sponsored annually by Thomas Edison State College, in cooperation with the Council for Adult and Experiential Learning. The National Institute provides an intensive learning experience for professionals in education interested in Prior Learning Assessment (PLA), providing valuable ideas, techniques and guidelines.

Affiliation with New Jersey State Library. Legislation codifying in statute the affiliation of the New Jersey State Library with Thomas Edison State College was signed by the Governor in FY 2001. This affiliation and other collaborative projects have made a significant positive difference to the New Jersey State Library and the other libraries with which it is connected.

I. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

Thomas Edison State College engages in public service activities through the Office of Community Affairs and Government Relations, Division of Planning and Research, and the John S. Watson Institute for Public Policy. In addition, the State Library, an affiliate of Thomas Edison State College also contributes to the public service activities of the College (see section K). Highlights of some of the College's activities are provided below.

Economic Impact Study. The College, through the Office of Community Affairs and Government Relations was the lead facilitator and data collector for a study concerning the collective economic impact on Mercer County by its five institutions of higher education (Thomas Edison State College, Rider University, Princeton University, the College of New Jersey, and Mercer County Community College). The purpose of this study was to examine the quantifiable impacts of institutional spending in the local area as well as such qualitative effects as capital investment impacts, annual operating impacts, impact of students and visitors, and community impacts. Findings from the study, conducted by an external consultant, are summarized in the report, "The Mercer County Higher Education Institutions' Economic Impact Study", which will be released by the Mercer County Chamber of Commerce to the business community and state government in September 2007.

Future Business Leaders Council. The College, through the Division of Planning and Research, was one of four higher educational institutions in Mercer County that hosted seminars for the Future Business Leaders Council of the Mercer Regional Chamber of Commerce. Participants in this Council include future business leaders seeking to enhance their leadership skills, network with colleagues, and participate in competitive projects that will benefit them professionally, while at the same time positively impacting the Chamber of Commerce and business community. In addition to hosting several meetings, the College played a role in developing the curriculum and organizational structure.

John S. Watson Institute Activities

During FY 2007, the Watson Institute continued to provide practical research, technical assistance and expert advice to public decision-makers through its five centers. Highlights of some of the Institute's activities are presented below.

Urban Environment. Watson Institute staff from the Center for the Urban Environment continued to support New Jersey citizens concerned about the environment by hosting meetings of the New Jersey Environmental Justice Alliance and by making public presentations on environmental justice issues in general, and fine-particulate-matter air pollution in particular. Presentations were made to various organizations within the state as well as several colleges and universities.

Leadership Trenton. The 2007 Leadership Trenton Fellowship program, administered through the Center for Leadership Development, began in late September and concluded in June. The year was full of informative seminars, team building exercises and activities, group discussions, and site visits. The monthly seminars included a variety of topics (e.g., trust, gang awareness and awareness, local government and politics, race and diversity, importance of early childhood education). Site visits were varied and included such places as the Princeton Institute for the Sciences and Technology of Materials, New Jersey Network Studios, Trenton City Hall, and the New Jersey State Prison. Approximately 40 Fellows were selected for the 2008 class which began in September 2007.

Play it Smart Program. The Center for Leadership Development staff worked with the Trenton Board of Education, the City of Trenton, and College Sports Television's Field of Dreams Program to offer academic support in the form of tutorials, study halls, and SAT preparation for approximately 250 student-athletes at Trenton Central High School. Outcomes from the Play it Smart Program were positive: 100 percent of the student-athlete seniors who participated in the program graduated in June; 78 percent enrolled in a two-year or four-year college, and 8 students signed national letters of intent to participate in athletics on the collegiate level. In addition, 15 student-athletes registered for the SAT exam, and 5 registered for ACT exam. There was also a decrease in the dropout rate and an increase in standardized test scores. The Play It Smart initiative was approved for a grant from the Mercer County One-Stop Career Center to offer additional resources for job readiness, continuing education, and leadership skill building.

Professional Development Sessions for Childcare Practitioners. Institute staff in the Center for the Positive Development of Urban Children delivered professional development sessions to childcare practitioners throughout New Jersey. Staff worked with early childhood teachers on issues of employment, obtaining credentials, and climbing the career ladder of the early childhood system through the Abbott Teacher Support Program. Staff also examined policy and provided information on scholarship funds available for non-Abbott teachers; reviewed and tracked the new regulations for all new child care centers to safeguard children from environmental hazards; and met with the New Jersey Secretary of Commerce and members of the New Jersey Child Care Economic Impact Council.

Through the leadership of the Institute's staff, the New Jersey Child Care Economic Impact Council is progressing in its second year of policy implementation. In addition, Institute staff engaged donors to support the concept of a "Cultural Competency Summer Institute" for early childhood teachers. Two planning grants were received to pilot the program in August 2007.

Project Administration Assistance. On behalf of the New Jersey Department of Health and Senior Services (DHSS), the Center for Health Policy Development staff issued a project administration closeout letter on July 28, 2006, for the Quadra Med contract. This project has been successful in creating an electronic hospital inpatient/outpatient reporting system to provide accurate and timely data to both acute-care hospitals and DHSS. Institute staff completed project administration assistance to DHSS through a contract with APG for the implementation phase of the gap analysis, risk assessment, and education-for-compliance activities related to the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Technical Assistance and Support Services. Institute staff and the Concerned Pastors Economic Development Corporation provided technical assistance to grantees assigned to them by the Office of Faith-Based Initiatives (OFBI). This year the Institute provided capacity building assistance to 12 OFBI grantees. A major focus has been on four organizations in the southern part of New Jersey, with executive coaching and training for boards. In other activity, the Institute provided research and technical support to a group collaborating on the formation of the Capital City Community Foundation for the City of Trenton.

Institute staff also provided facilitation services to the Black Issues Conference, contributed to the development of the Robert Wood Johnson Foundation's Childhood Obesity Program, and worked with the Capital Corridor Community Development Corporation on a youth leadership program using the Leadership Trenton model. Additionally, 28 agencies from the Urban Mayors' Association cities have benefited from technical assistance services offered by Institute staff. These services are similar in nature to the aforementioned capacity building efforts.

J. MAJOR CAPITAL PROJECTS UNDERWAY IN FY 2007

Physical Plant and Facility Development. The College completed the installation of bronze logos of Thomas Edison State College on the exterior south wall of the Kelsey Building and on the exterior west wall of the Townhouse Complex.

Infrastructure Initiatives. Several infrastructure initiatives were underway this year as part of the College's disaster recovery program. These initiatives included replacing outdated servers, deploying a new network storage infrastructure, and installing a new backup application. The College's two firewalls were also upgraded to reduce potential security risks and intrusions by hackers. Older PC's were also replaced with more powerful desktops to improve performance and provide more management capabilities for technical support staff. The College's website was also redesigned to better serve its students and other key audiences. The new website has improved navigation, interactivity, and content

management. The design was based on feedback from various constituents including mentors, staff, and students.

System Upgrades. Various system upgrades were performed this year including the College's course management system and test creation software. One of the more critical upgrades that is currently in progress is the change to Datatel's Release 18. This release moves Datatel's Colleague and Benefactor systems toward database independence.

Development of Imaging System. The College also worked on a project designed to create electronic images of student records. This project makes it possible for student applications, transcripts, and other related documents to be scanned on a daily basis and indexed into the student's record. The application also makes it possible to scan payment vouchers and index them into the student record for instant retrieval. This simple application saves considerable staff time.

K. OTHER

New Jersey State Library. Throughout the year, the New Jersey State Library engaged in various community activities across the state. Two of these projects are summarized below.

New Jersey Knowledge Initiative (NJKI). The New Jersey Knowledge Initiative (NJKI) coalition, comprising the State Library, New Jersey's Virtual Academic Library Environment, NJLA, and the New Jersey Library Network's Regional Library, provides the state's small businesses and academic community with access to high-end proprietary informational and research databases. In addition to free onsite access to full-text science databases for the public at academic libraries in every county in the state, remote access will continue to be provided to over 300 small and startup hi-tech businesses. NJKI was named the "best IT collaboration in the country" by *Government Technologies* magazine. Free remote access to full-text business and academic journal databases will also be offered statewide via JerseyClicks. The JerseyClicks Database Portal funded by the State Library through state and federal aid programs was evaluated this year through the use of focus groups from the New Jersey library community. Changes were made based on comments received, and work is underway to increase its usefulness.

Information Technology. The Information Technology (IT) unit completed the migration of local libraries to the JerseyConnect statewide network. JerseyConnect builds on the Hub Libraries program, which was established in 1998 to help to provide low-cost Internet access and related services to public libraries in New Jersey. Launched in February of 2006, JerseyConnect features an infrastructure and services that allow for continued and improved core services previously provided through the Hub Libraries program. Through JerseyConnect, public libraries in the State of New Jersey are positioned to take advantage of new and emerging technologies while enjoying reliable core Internet connectivity and related services. The team also completed projects related to the installation of new voice and data cabling throughout the State Library building; replacement and reconfiguration of all network switches; implementation of a wireless network with coverage throughout the building; establishment of a videoconferencing endpoint; and a new voice-over-IP telephone system.