



THOMAS EDISON STATE COLLEGE FY 2009 INSTITUTIONAL PROFILE REPORT

Submitted to:

New Jersey Commission on Higher Education

Prepared by:

**Thomas Edison State College
Trenton, New Jersey**

October 1, 2009

TABLE OF CONTENTS

INSTITUTIONAL PROFILE SUMMARY.....	<i>i</i>
THOMAS EDISON STATE COLLEGE MISSION & PURPOSE	<i>ii</i>
A. ACCREDITATION STATUS.	1
1. Institutional accreditation	1
2. Professional accreditation	1
B. NUMBER OF STUDENTS SERVED	2
1. Number of undergraduates by attendance status	2
2. Number of graduate students by attendance status.	2
3. Number of non-credit students served.	2
4. Unduplicated count of students enrolled during the year.....	2
C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS	3
1. Mean math and verbal SAT scores	3
2. Enrollment in remediation courses by subject area	3
3. Race/ethnicity, gender, and age (separately).	3
4. Numbers of students receiving financial assistance under each state-funded aid program.	4
5. Percentage of students who are New Jersey residents	5
D. DEGREES CONFERRED/CHARACTERISTICS OF GRADUATES	6
1. By race/ethnicity and gender (separately)	6
2. By general field	7
E. STUDENT OUTCOMES	8
1. Graduation rates by race/ethnicity and income category (Four-, five- and six-year graduation rate)	8
2. Third-semester retention rates (.By race/ethnicity and low- income category)	8
3. Transfer (Percentage of entering students who are transfers)	8
4. Time-to-degree completion	8
5. Student Learning Outcomes	8

F. FACULTY CHARACTERISTICS	10
1. Full-time faculty by race/ethnicity, gender, and tenure status (simultaneously)	10
2. Percentage of course sections taught by full-time faculty	10
3. Ratio of full- to part-time faculty	10
4. Mentor characteristics: race/ethnicity and gender	10
G. CHARACTERISTICS OF THE TRUSTEES	11
1. Race/ethnicity and gender (simultaneously).	11
2. Board of Trustees Members.	11
3. URL Information	11
H. A PROFILE OF THE INSTITUTION	12
1. Degree and certificate programs	12
2. Other	13
I. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES	14
J. MAJOR CAPITAL PROJECTS UNDERWAY IN FISCAL 2009 ...	16
K. OTHER INSTITUTIONAL INFORMATION	17

THOMAS EDISON STATE COLLEGE FY 2009 INSTITUTIONAL PROFILE REPORT

Institutional Profile Summary

Thomas Edison State College provides flexible, high-quality collegiate learning opportunities for self-directed adults. One of New Jersey's 12 senior public institutions of higher education, the College offers associate, baccalaureate and master's degree programs in more than 100 areas of study.

Thomas Edison State College is the only state college in New Jersey that offers degree programs at the associate, baccalaureate and master's level, academic certificates (at the undergraduate, graduate, and post-master's level), as well as online noncredit professional certificates.

For more than 30 years, the College has pioneered the use of the latest technologies to develop high-quality educational programs for adults, and has served as a national leader in the assessment of adult learning. *Forbes* magazine identified the College as one of the top 20 schools in the nation in the use of technology to create learning opportunities for adults.

The entire academic program at the College revolves around the unique needs of adults, removing the barriers that limit many adult students who cannot sacrifice their personal and professional responsibilities to pursue their education. Students earn credit through a variety of methods designed exclusively for adult learners, including online courses, guided independent study, examination programs, transferring credits earned from other regionally accredited institutions, earning credit for professional and/or military training and by demonstrating college-level knowledge acquired outside a traditional classroom.



Dr. George A. Pruitt
President

September 2009

Thomas Edison State College Mission & Purpose

Mission

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

Purpose

Thomas Edison State College was established by the State of New Jersey and chartered by the New Jersey Board of Higher Education in 1972. The College was founded for the purpose of providing diverse and alternative methods of achieving a collegiate education of the highest quality for mature adults. To this end, the College seeks:

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

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 during the five year period between 2002 thru 2007. The report was approved by the Middle States Commission of Colleges and Schools in November 2007; thus reaffirming the College's institutional accreditation through 2012.

2. **Professional accreditation.** The College's RN-BSN degree program is accredited by the New Jersey Board of Nursing and has been continuously accredited by the National League for Nursing Accrediting Commission since 1990. The College was reaccredited by the National League for Nursing through 2011.

During FY 2009, the School of Nursing at Thomas Edison State College was awarded accreditation by the Commission on Collegiate Nursing Education (CCNE) following a rigorous onsite evaluation and assessment of the school's curriculum. Recognized by the U.S. Secretary of Education, CCNE is the principal accrediting body for nursing schools and the only national accrediting agency devoted exclusively to evaluating baccalaureate and graduate nursing education programs. The CCNE accreditation includes both the bachelor's and master's degree programs offered by the School of 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 2008

	Full-Time	Part-Time	Total
Number	--	16,797	16,797
Percent	--	100%	100%

2. Number of graduate students by attendance status

Thomas Edison State College
Table II.B.2:
Graduate Enrollment by Attendance Status, Fall 2008

	Full-Time	Part-Time	Total
Number	--	572	572
Percent	--	100%	100%

3. Number of non-credit students served. There were 260 students who took noncredit courses through the School of Continuing and Professional Studies.
4. Unduplicated count of students enrolled during the year. During FY 2008, there were 17,369 students enrolled at the College.

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

1. Mean math and verbal SAT scores. This section is not applicable to Thomas Edison State College.
2. Enrollment in remediation courses 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 2008 Undergraduate Enrollment by Race/Ethnicity

Race/Ethnicity	Full-time		Part-time		Total	
	N	%	N	%	N	%
White	---	---	10,018	59.6%	10,018	59.6%
Black	---	---	2,654	15.8%	2,654	15.8%
Hispanic	---	---	1,328	7.9%	1,328	7.9%
Asian	---	---	447	2.7%	447	2.7%
American Indian	---	---	163	1.0%	163	1.0%
Alien	---	---	287	1.7%	287	1.7%
Race Unknown	---	---	1,900	11.3%	1,900	11.3%
<i>Total</i>	---	---	<i>16,797</i>	<i>100.0%</i>	<i>16,797</i>	<i>100.0%</i>

Thomas Edison State College

Table II.C.3.b:

FY 2008 Undergraduate Enrollment by Gender

Gender	Full-time		Part-time		Total	
	N	%	N	%	N	%
Male	---	---	10,534	62.7%	10,534	62.7%
Female	---	---	6,263	37.3%	6,263	37.3%
<i>Total</i>	---	---	<i>16,797</i>	<i>100.0%</i>	<i>16,797</i>	<i>100.0%</i>

Thomas Edison State College

Thomas Edison State College
Table II.C.3.c:
FY 2008 Undergraduate Enrollment by Age

Age	Full-time		Part-time		Total	
	N	%	N	%	N	%
LT 18	---	---	2	0.0%	2	0.0%
18-19	---	---	31	0.2%	31	0.2%
20-21	---	---	399	2.4%	399	2.4%
22-24	---	---	1,289	7.7%	1,289	7.7%
25-29	---	---	3,970	23.6%	3,970	23.6%
30-34	---	---	3,099	18.4%	3,099	18.4%
35-39	---	---	2,994	17.8%	2,994	17.8%
40-49	---	---	3,569	21.2%	3,569	21.2%
50-64	---	---	1,372	8.2%	1,372	8.2%
65+	---	---	33	0.2%	33	0.2%
Unknown	---	---	39	0.2%	39	0.2%
<i>Total</i>	---	---	<i>16,797</i>	<i>100.0%</i>	<i>16,797</i>	<i>100.0%</i>

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, Federal & Institution-Funded Programs, FY 2008

Financial Aid Programs	Recipients	Awards	Dollars(\$)	\$/Recipient	\$/Award
STATE PROGRAMS					
TAG	72	90	120,457	1,673.01	1338.41
NJCLASS Loans		8	44,490		5561.25
NJ STARS	6		16,544	2,757.33	
FEDERAL PROGRAMS					
Pell Grants	826		1,234,000	1,493.95	
College Work Study	0		0		
Perkins Loans	0		0		
SEOG	0		0		
Stafford Loans (Subsidized)	1,174		2,922,000	2,488.93	
Stafford Loans (Unsubsidized)	1,431		4,545,000	3,176.10	
PLUS Loans	0		0		
INSTITUTIONALPROGRAMS					
Grants / Scholarships	0		0		
Loans	0		0		

Source: HESAA System Files for State Programs, NJIPEDS Form #14 for Federal & Institutional Programs

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, 60% of the enrolled students were New Jersey residents. Six percent of the military students were also NJ residents.

Thomas Edison State College
Table II.C.5:
Enrollment by Military Status and Residence

Residence	Nonmilitary		Active Duty Military		Total	
	N	%	N	%	N	%
New Jersey	4,889	60%	549	6%	5,438	31%
Out of State	3,100	38%	8,120	88%	11,220	65%
International	83	1%	6	0%	89	1%
Unknown	96	1%	526	6%	622	4%
Total	8,168	100%	9,201	100%	17,369	100%

D. DEGREES CONFERRED/CHARACTERISTICS OF GRADUATES

1. By race/ethnicity and gender (separately). The number of FY 2008 undergraduate degrees conferred by race/ethnicity and gender are presented in the tables below.

Thomas Edison State College
Table II.D.1.a:
FY 2008 Degrees Conferred by Race/Ethnicity

Race/Ethnicity	Certificates		Associates		Baccalaureate*		Master's*		Total	
	N	%	N	%	N	%	N	%	N	%
White	2	66.7%	313	63.6%	1,276	66.0%	57	70.4%	1,648	65.7%
Black	1	33.3%	63	12.8%	196	10.1%	15	18.5%	275	11.0%
Hispanic	0	0.0%	47	9.6%	119	6.2%	5	6.2%	171	6.8%
Asian	0	0.0%	10	2.0%	45	2.3%	0	0.0%	55	2.2%
American Indian	0	0.0%	4	0.8%	20	1.0%	0	0.0%	24	1.0%
Alien	0	0.0%	6	1.2%	51	2.6%	0	0.0%	57	2.3%
Race Unknown	0	0.0%	49	10.0%	227	11.7%	4	4.9%	280	11.2%
<i>Total</i>	<i>3</i>	<i>100.0%</i>	<i>492</i>	<i>100.0%</i>	<i>1,934</i>	<i>100.0%</i>	<i>81</i>	<i>100.0%</i>	<i>2,510</i>	<i>100.0%</i>

*Note: The Baccalaureate degree count includes 20 post-baccalaureate certificates and the Master's degree count includes 1 Post-Master's certificate.

Thomas Edison State College
Table II.D.1.b:
FY 2008 Degrees Conferred by Gender

Gender	Certificates		Associates		Baccalaureate*		Master's*		Total	
	N	%	N	%	N	%	N	%	N	%
Men	2	66.7%	376	76.4%	1,014	52.4%	50	61.7%	1,442	57.5%
Women	1	33.3%	116	23.6%	920	47.6%	31	38.3%	1,068	42.5%
<i>Total</i>	<i>3</i>	<i>100.0%</i>	<i>492</i>	<i>100.0%</i>	<i>1,934</i>	<i>100.0%</i>	<i>81</i>	<i>100.0%</i>	<i>2,510</i>	<i>100.0%</i>

*Note: The Baccalaureate degree count includes 20 post-baccalaureate certificates and the Master's degree count includes 1 Post-Master's certificate.

Thomas Edison State College

2. By general field. The number of FY 2008 degrees and certificates conferred by general field is presented the tables below.

Thomas Edison State College
Table II.D.2a
FY 2008 Degrees Conferred by General Field

CIP Code	Major Category	Associate	Bachelor	Master's	Total Degrees
11	Computer Science	0	0	0	0
13	Education	0	0	0	0
	Engineering Related				
15	Technology	176	0	0	176
24	Liberal arts & Sciences	103	643	18	764
29	Military Technologies	11	0	0	11
	Multi/Interdisciplinary				
30	Studies	43	510	10	563
31	Parks/Recreation	0	0	0	0
43	Protective Services	0	0	0	0
44	Public Administration	1	58	0	59
45	Social Sciences	0	336	0	336
	Mechanic & Repair				
47	Technologies	31	0	0	31
51	Health Professions	86	91	0	177
52	Business/Management	41	273	52	366
Total		492	1,911	80	2,483

Thomas Edison State College
Table II.D.2b
FY 2008 Certificates Conferred by General Field

CIP Code	Major Category	Pre-Associate	Post-Baccalaureate	Post-Master's	Total Certificates
11	Computer Science	1	0	0	1
13	Education	0	0	0	0
	Engineering Related				
15	Technology	1	0	0	1
24	Liberal arts & Sciences	0	0	0	0
29	Military Technologies	0	0	0	0
	Multi/Interdisciplinary	0			
30	Studies		0	0	0
31	Parks/Recreation	0	0	0	0
43	Protective Services	0	5	0	5
44	Public Administration	1	0	0	1
45	Social Sciences	0	0	0	0
	Mechanic & Repair				
47	Technologies	0	0	0	0
51	Health Professions	0	3	1	4
52	Business/Management	0	12	0	12
Total		3	20	1	24

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.
4. Time-to-Degree Completion. Since Thomas Edison State College enrolls primarily adult students who often bring in credit upon enrollment, the College monitors time-to-degree completion to examine how long it takes graduates to earn a degree from the College. As presented in Table E:4a below, during FY 2009, the Associate degree graduates took 2.5 years to graduate, the baccalaureate degree graduates took 3.2 years to graduate and the Master's degree graduates took 3.2 years to graduate.

Thomas Edison State College

Table E: 4a:

FY 2009 Graduates Time-to-Degree Completion by Degree Level

	Associate	Baccalaureate	Master's
Overall	2.5	3.2	3.2

The College also monitors time-to-degree completion by examining differences between in-state and out of state students. The time-to-degree completion for instate vs. out of state students is presented below.

Thomas Edison State College

Table E: 4b:

FY 2009 Graduates Time-to-Degree Completion by Degree Level and Residence

	Associate	Baccalaureate	Master's
NJ Residents	3.0	3.7	2.8
Out of State Residents	2.4	2.9	3.7

5. Student Learning Outcomes. Thomas Edison State College has established learning outcomes at the undergraduate and graduate level. These institutional outcomes identify areas in which students should be competent upon graduation from the College.

At the undergraduate level, all graduates are expected to be competent in the following areas:

1. Information literacy
2. Use of technology as a learning and community tool
3. Responsible ethical leadership
4. Scientific reasoning
5. Diversity/global literacy
6. Quantitative reasoning
7. Communication
8. Critical reasoning and analysis

At the graduate level, all master's degree graduates should be competent in the following areas:

1. Demonstrate an in-depth knowledge of their field or profession
2. Critical thinking
3. Complex communication
4. Ethical decision making
5. Using technology as a learning tool within a specific academic community
6. Understanding and communicating in a diverse world

Programmatic learning outcomes, focusing on degree specific learning goals and objectives, have also been established within each school at the undergraduate and graduate degree levels. Direct as well as indirect assessment measures are used to assess student learning outcomes.

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.
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.
4. Mentor characteristics: race/ethnicity and gender. 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, facilitating courses (e.g., Guided Study and online), pre-graduation conferences, demonstration of currency, practicum, nursing performance examinations, and program evaluations. During FY 2009, there were 419 mentors. The characteristics of these mentors were as follows:

Thomas Edison State College
Table F4:
FY 2009 Mentors by Race/Ethnicity and Gender

Race/Ethnicity	Gender		Total
	Male	Female	
African-American	18	22	40
Asian-American	9	4	13
White	180	162	342
Hawaiian or Other Pacific Islander	1		1
Hispanic	5	3	8
Native-American /Alaskan Native	5	---	5
Other	5	---	5
Unknown	1	4	5
<i>Total</i>	<i>224</i>	<i>195</i>	<i>419</i>

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 (FY 2010)

Race/Ethnicity	Gender		Total
	Male	Female	
White	6	1	7
Black	2	2	4
Hispanic	-	-	-
Asian	-	-	-
Native American	-	-	-
Race Unknown	-	-	-
<i>Total</i>	8	3	11

2. **Board of Trustee Members.** The current Board of Trustee members are presented in the table below.

Thomas Edison State College
Table G.2
Board of Trustees (FY 2010)

Board Member	Title
Ms. Marilyn H. Pearson	Chairperson
Reverend J. Stanley Justice	
Mr. Fred J. Abbate	
Mr. Richard W. Arndt	
Mr. Nicholas L. Carnevale	
Dr. George L. Fricke	Vice Chairperson
Ms. Ida B. Hammond	
Mr. E. Harvey Myers	
Mr. Eric Lear	
Ms. Barbara A. Hare	
Mr. T. Christopher Golden	Student Trustee
Dr. George A. Pruitt, President	Ex-officio

3. **URL Information.** For information about the Thomas Edison State College Board of Directors, please go to: <http://www.tesc.edu/564.php>.

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 eight baccalaureate degrees (including a joint degree program with the University of Medicine and Dentistry of New Jersey). 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, 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, Bachelor of Science in Nursing, and Bachelor of Science in Organizational Leadership. The College also offers a RN to BSN/MSN program; this program 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 the University of Medicine and Dentistry of New Jersey), Electronics, Finance, Fitness and Wellness Services, Human Resources Management, 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: Human Resource Management, Online Learning and Teaching, Public Sector Auditing/Public Service Leadership, and Project Leadership. 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 Management and Leadership, and Public Service Leadership (open only to graduates of the Executive Potential Program offered by the United States Department of

Agriculture's Graduate School). The College also offers two post Master's certificates: Nurse Educator and Educational Leadership.

More information about the degree programs offered by the College and the majors/areas of study offered is available on our website, <http://www.tesc.edu>.

2. Other

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.

National Institute on the Assessment of Learning. The National Institute on the Assessment of Learning is sponsored annually by Thomas Edison State College, in cooperation with the Council for Adult and Experiential Learning (CAEL). The main goals of the National Institute are to address issues related to assessment and adult learning. This year marked the 21st anniversary of the Institute. The keynote speaker was Stephen Brookfield, Distinguished Professor, School of Education, University of St. Thomas, an internationally renowned adult education scholar. Other speakers included Kurt Landgraf, President and CEO, Educational Testing Service, Inc. (ETS), and Jerry Ice, President and CEO, GS Graduate School, Washington, DC.

Mobile Learning Initiative. Thomas Edison State College launched the latest phase of its Mobile Learning Initiative with a new course delivery system that enables students to access 20 online courses with any web-enabled cell phone or other mobile device. The courses, known as Mobile Option *e-Pack*® courses, enable students to use smartphones to download and complete diagnostic quizzes in preparation for a final exam.

Workforce Career Coach Facilitator Professional Certificate Program. A newly developed Workforce Career Coach Facilitator professional certificate program was approved by the Center for Credentialing and Education (CCE) to satisfy the training component for earning the Global Career Development Facilitator credential. This training is being offered online.

I. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

Thomas Edison State College engages in public service activities through individual staff participation on various external boards, committees, and organizations, military partnerships, Division of Planning and Research's involvement with the Mercer County Chamber of Commerce's Young Business Leaders Council, the John S. Watson Institute for Public Policy, the Office of Community Affairs and Government Relations, and through the School of Nursing. In addition, the State Library, an affiliate of Thomas Edison State College contributes to the public service activities of the College (see section K). Highlights of some of the College's activities are provided below.

Revitalizing Downtown Trenton. Several College staff members were involved in community based projects designed to improve and revitalize Trenton's downtown area. These projects involved staff from the City of Trenton as well as representatives from local churches, the New Jersey State Chamber of Commerce, Capital Health System, and other local businesses and residential communities.

Minority Nurse Educator Project. The College's School of Nursing was awarded a continuation grant from the Human Resource Services Administration for Phase Two of the Minority Nurse Educator Project. The grant was for an additional three year cycle. As part of the grant, a Directory and Database of Minority Nurse Educators is being developed. The School is a national leader in the recruitment and preparation of minority nurse educators in online education.

Young Business Leaders Council. The College continues to sponsor seminars for the Young Business Leaders Council of the Mercer Regional Chamber of Commerce. This Council includes young business leaders seeking to enhance their leadership skills, network with colleagues, and participate in projects that will benefit them professionally, while at the same time positively impacting the Chamber of Commerce and business community. This year, the college facilitated a seminar on Leadership and Management.

John S. Watson Institute Activities

During FY 2009, 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. A primary activity of the Institute staff during the early part of FY 2009 was writing comments and providing oral testimony on New Jersey's Draft Energy Master Plan, New Jersey's Fine Particulate Matter State Implementation Plan, and the State's proposed rules on the Regional Greenhouse Gas Initiative. Staff also presented at various conferences and events. A portion of the Institute's presentation on an environmental justice tour in Newark was included in a television special that was aired by CBS in December.

Center for Leadership Development. The 2009 Leadership Trenton Fellowship program, administered through the Center for Leadership Development, began in late September and concluded in June. This year's class consisted of 31 Fellows. Seminars throughout the year focused on trust and community involvement, race and societal divides, technology and social change, economic and community development, local government and politics, criminal justice, and healthcare and social services. Leadership Trenton Fellows also assisted with an orientation for adult mentors participating in the Intergenerational Achievement Mentoring program at Trenton Central High School.

Center for the Positive Development of Urban Children. Building upon the findings of an earlier report, *Threads of Cultures: The New Jersey Cultural Competency and English Language Learners Summer Institute*, the Center's staff was involved in the recruitment of 10 early school centers and mentors to participate in the second New Jersey Cultural Competency and English Language Learner's Summer Institute/Mentoring Program. Staff members also hosted a Webinar for municipal leaders entitled, "Children are Community: Creating Family-Friendly Cities". The webinar was conducted under the auspices of the New Jersey Child Care Economic Impact Council and in conjunction with the New Jersey League of Municipalities. The center's staff was also involved with examining the federal Head Start Act for the New Jersey Early Learning Council and creating a framework for the new Council. In addition, staff contributed to the technical assistance manual for the New Jersey Infant/Toddler Credential.

Center for Health Policy Staff. Staff from the Center assisted the New Jersey Department of Banking and Insurance (DOBI) with the research and implementation of a federally funded contract award (Phase III) for the New Jersey Health Information Security and Privacy Collaboration (HISPC) Interorganizational Agreement (IOU) project. This collaboration project involves six states and territories. As a result of the collaboration, four of these states were able to exchange immunization data.

Technical Assistance and Support Services Center. The Institute staff continues to work with the New Jersey Secretary of State's Office of Faith Based Initiatives through an agreement with Generations CDS to provide technical assistance and capacity building support to community organizations.

J. MAJOR CAPITAL PROJECTS UNDERWAY IN FY 2009

The College implemented an electronic process for making payments to mentors and others who work as contractors for the College; this resulted in improved efficiency and tracking of such payments. In a related initiative, the College is now able to process application payments via the College's electronic payment gateway application.

A new automated online and telephone system, Appointment Desk, was implemented that allows for online and voice activated scheduling of advising appointments. The College also installed the evaluation module of the web based recruitment and evaluation system and upgraded the payroll system.

K. OTHER

New Jersey State Library

Throughout the year, the New Jersey State Library engaged in various community activities across the state. With the economic downturn, customers went to libraries for help with resumes, filling out job applications online, using e-government services, and learning new computer skills. Selected highlights from the year are summarized below.

Events. The 2009 statewide Summer Reading Program was successful again this year, with 153,639 children reading more than three million books.

The 6th Annual Library Trustee Institute was held in May with over 200 library trustees in attendance. Workshops on conservation and preservation, disaster planning, and fundraising for preservation were held along with virtual and in person training sessions for users of JerseyCat, the statewide interlibrary loan system and the RefUSA database.

A statewide Safe Communities Forum was held in partnership with law enforcement, government, and nonprofits to emphasize the role of libraries as solutions to New Jersey's growing gang problems. Libraries statewide also participated in the Pennies for Peace campaign; over \$14,000 in pennies were collected; this money will fund the building of schools in Pakistan and Afghanistan.

New Jersey Knowledge Initiative. The State Library sustained a \$390,000 cut to this very successful program this past year. Therefore decisions had to be made regarding which databases to retain and which to drop. The State Library continues to advocate for the restoration of funding for this initiative.

New Jersey Talking Book and Braille Center (formerly the New Jersey Library for the Blind and Handicapped)

The New Jersey Talking Book and Braille Center (formerly the New Jersey Library for the Blind and Handicapped) provides services to New Jersey residents of all ages who cannot easily read standard printed materials because of a visual impairment, a physical handicap, or a learning disability. Highlights for the year are presented below.

Much of the year was spent planning for the transition from audiocassette format to digital books. Staff and customers were trained on using the new digital players and on how to download digital books from the Internet.

The New Jersey Talking Book and Braille Center's Deaf and Hard of Hearing Awareness Program hosted a training session for staff in 20 public libraries that are Regional Resource Centers. In partnerships with state agencies and local organizations, The Center hosted and sponsored ten American Sign Language Children's Story Hours in FY 2009. The Center also hosted a Workskills Program that connected high school students with visual impairments to on-site job training.

Under a grant from the New Jersey Division for the Deaf and Hard of Hearing, the Center continued to lend assistive devices and maintain a special collection of books and videos on Deaf culture, American Sign Language, and other relevant topics.

New Jersey State Library Information Center (SLIC)

Midday Training sessions were held for over 250 state agency employees throughout the year; the trainings focused on State Library products and services. Staff also developed three Web-based tutorials for customers on how to get a library card, requesting a book online, and renewing a book on line. Brochures describing the SLIC services were distributed to 45,000 state employees.

The moving of the Jerseyana, NJ Periodicals, General Reference, Genealogy, and US Documents collections was completed. SLIC also received a rating of “outstanding” from the Government Printing Office Assessment Team for maintaining and providing access to government documents.