



THOMAS EDISON STATE COLLEGE FY 2014 INSTITUTIONAL PROFILE REPORT

Submitted to:

New Jersey Higher Education

Prepared by:

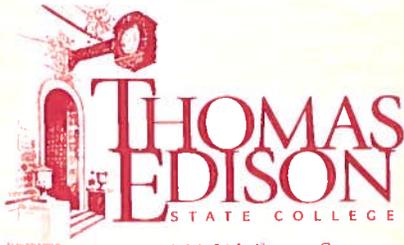
**Thomas Edison State College
Trenton, New Jersey**

September 15, 2014

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THOMAS EDISON STATE COLLEGE FY 2014 INSTITUTIONAL PROFILE REPORT

Institutional Profile Summary

Established in 1972, Thomas Edison State College provides flexible, high-quality, collegiate learning opportunities for self-directed adults. The College is one of New Jersey's 11 senior public institutions of higher education.

Thomas Edison State College is the only college in New Jersey dedicated exclusively for adults and offers degree programs at the associate, bachelor's and master's level, undergraduate and graduate certificates, and noncredit professional certificates.

For more than four decades, 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 adult learners. 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. Thomas Edison State College makes it possible for adult students to pursue their education.

Dr. George A. Pruitt
President

September 2014

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 regionally accredited by the Middle States Commission on Higher Education, 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. In June 2012, the College's accreditation was reaffirmed through FY 2022.
2. **Professional accreditation.** The W. Cary Edwards School of Nursing baccalaureate, master's and graduate certificate programs are approved by the New Jersey Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN; formerly the National League for Nursing Accrediting Commission (NLNAC)). The W. Cary Edwards School of Nursing baccalaureate and master's programs are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 2024.

Thomas Edison State College's Master of Arts in Educational Leadership Program, which is designed to prepare educators for roles in school leadership, was granted Initial Accreditation by the Teacher Education Accreditation Council (TEAC) for a period of five years, from Dec. 11, 2009 to Dec. 11, 2014. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles.

The Thomas Edison State College bachelor's degree in Nuclear Energy Engineering Technology is accredited by the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering Technology (ABET). ABET is a specialized accrediting agency recognized by the Council for Higher Education Accreditation (CHEA).

Thomas Edison State College's associate degree program and undergraduate certificate in Polysomnography was awarded initial accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The initial accreditation status is valid from March 16, 2012 until March 31, 2017.

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 FY 2013

	Full-Time	Part-Time	Total
Number	138	19,458	19,596
Percent	0.7%	99.3%	100%

Source: IPEDS Fall Enrollment Survey

2. Number of graduate students by attendance status

Thomas Edison State College
Table II.B.2:
Graduate Enrollment by Attendance Status, Fall FY 2013

	Full-Time	Part-Time	Total
Number	--	1,281	1,281
Percent	--	100%	100%

Source: IPEDS Fall Enrollment Survey

3. Number of noncredit students served. There were 262 students who took noncredit courses through the John S. Watson School of Public Service and Continuing Studies.

4. Unduplicated count of students enrolled during the year. During FY 2013, there were 20,877 students enrolled at the College.

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

1. Mean math, reading, and writing 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:
Undergraduate Enrollment by Race/Ethnicity, Fall FY 2013

Race/Ethnicity	Full-time		Part-time		Total	
	N	%	N	%	N	%
White	59	42.8%	11,409	58.6%	11,468	58.5%
Black	38	27.5%	2,875	14.8%	2,913	14.9%
Hispanic	24	17.4%	1,506	7.7%	1,530	7.8%
Asian*	7	5.1%	876	4.5%	883	4.5%
American Indian	--	--	134	0.7%	134	0.7%
Alien	--	--	160	0.8%	160	0.8%
Race Unknown*	10	7.2%	2,498	12.8%	2,508	12.8%
Total	138	100.0%	19,458	100.0%	19,596	100.0%

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.
Source: IPEDS Fall Enrollment Survey

Thomas Edison State College
Table II.C.3.b:
Undergraduate Enrollment by Gender, Fall FY 2013

Gender	Full-time		Part-time		Total	
	N	%	N	%	N	%
Male	68	49.3%	10,366	53.3%	10,434	53.2%
Female	70	50.7%	9,092	46.7%	9,162	46.8%
Total	138	100%	19,458	100.0%	19,596	100.0%

Source: IPEDS Fall Enrollment Survey

Thomas Edison State College
Table II.C.3.c:
Undergraduate Enrollment by Age, Fall FY 2013

Age	Full-time		Part-time		Total	
	N	%	N	%	N	%
LT 18	--	--	19	0.1%	19	0.1%
18-19	--	--	174	0.9%	174	0.9%
20-21	2	1.4%	645	3.3%	647	3.3%
22-24	10	7.2%	1,451	7.5%	1,461	7.5%
25-29	49	35.5%	3,919	20.1%	3,968	20.2%
30-34	28	20.3%	4,035	20.7%	4,063	20.7%
35-39	20	14.5%	2,935	15.1%	2,955	15.1%
40-49	18	13.0%	4,152	21.3%	4,170	21.3%
50-64	6	4.3%	2,034	10.5%	2,040	10.4%
65+	--	--	52	0.3%	52	0.3%
Unknown	5	3.6%	42	0.2%	47	0.2%
Total	138	100.0%	19,458	100.0%	19,596	100.0%

Source: IPEDS Fall Enrollment Survey

4. Number of students receiving financial assistance under each federal-, state-, and institution-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 Federal, State & Institution-Funded Programs, AY 2012-13

	Recipients	Dollars(\$)	\$/Recipient
<u>FEDERAL PROGRAMS</u>			
Pell Grants	2,305	5,255,000	2,279.83
College Work Study			-
Perkins Loans			-
SEOG			-
PLUS Loans			-
Stafford Loans (Subsidized)	2,498	8,140,000	3,258.61
Stafford Loans (Unsubsidized)	2,866	14,658,000	5,111.45
SMART & ACG or other			
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	93	223,000	2,397.85
Educational Opportunity Fund (EOF)			-
Outstanding Scholars (OSRP)			-
Distinguished Scholars			-
Urban Scholars			-
NJ STARS	2	3,000	1,500.00
NJCLASS Loans	6	37,000	6,166.67
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships			-
Loans			-

Source: NJIPEDS Form #41 Student Financial Aid Report

5. Percentage of students who are New Jersey Residents. Due to the number of active military students enrolled, the College examines residence by military status. As the table below indicates, among nonmilitary students, 60 percent of the enrolled students were New Jersey residents. Six percent of the military students were also N.J. residents.

Thomas Edison State College

Table II.C.5:

FY 2013 Enrollment by Military Status and Residence

Residence	Non-Military		Active Military		Total	
	N	%	N	%	N	%
New Jersey	8,522	59.6%	383	5.8%	8,905	42.7%
Out of State	5,415	37.9%	5,695	86.5%	11,110	53.2%
International	119	0.8%	6	0.1%	125	0.6%
Unknown	238	1.7%	499	7.6%	737	3.5%
Total	14,294	100.0%	6,583	100.0%	20,877	100.0%

Source: Thomas Edison State College, FY 2014 President's Annual Report to the Board of Trustees.

D. STUDENT OUTCOMES

1. Graduation rates:
 - a. Four-, five-, and six-year graduation rate by race/ethnicity (senior publics). This section is not applicable to Thomas Edison State College.
 - b. Two-year graduation rate (community colleges). This section is not applicable to Thomas Edison State College.
 - c. Three-year graduation and transfer rate by race/ethnicity (community colleges). This section is not applicable to Thomas Edison State College.
2. Third-semester retention rates (by attendance status). This section is not applicable to Thomas Edison State College.
3. 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 II.D:3a below, during FY 2014, the associate degree graduates took, on average, 3.1 years to graduate, the bachelor’s degree graduates took 3.3 years to graduate and the master’s degree graduates took 3.4 years to graduate.

Thomas Edison State College
Table II.D.3.a:
FY 2014 Graduates Time-to-Degree Completion by Degree Level

	Associate	Baccalaureate	Master’s
Overall	3.1	3.3	3.4

Source: Thomas Edison State College, FY 2014 Board of Trustees Presentation.

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 in-state versus out-of-state students is presented below.

Thomas Edison State College
Table II.D.3.b:
FY 2014 Graduates Time-to-Degree Completion by Degree Level and Residence

	Associate	Baccalaureate	Master’s
NJ Residents	3.7	3.5	3.5
Out-of-State Residents	3.0	3.3	3.3

Source: Thomas Edison State College, FY 2014 Board of Trustees Presentation.

4. **Student Learning Outcomes.** In keeping with its mission, Thomas Edison State College is committed to maintaining high standards of academic integrity and of quality service to its students. To achieve this goal, the College engages in outcomes assessment, a process through which the effectiveness of the College and its programs is evaluated against institutionally determined standards. Thomas Edison State College's institutional outcomes are closely mapped to the Essential Learning Outcomes of the Liberal Education and America's Promise (LEAP) initiative as documented by the Association of American Colleges and Universities. The Academic Council has approved eleven institutional learning outcomes for all undergraduates and six institutional learning outcomes for all graduate students.

a. **Institutional Undergraduate Learning Outcomes**

All Thomas Edison State College students who graduate from bachelor's degree programs will have the following competencies:

I. **Intellectual and Practical Skills**

- Communication (both written and oral)
- Information Literacy
- Quantitative Reasoning/Literacy
- Technological Competency

II. **Personal and Social Responsibility**

- Diversity/Intercultural Literacy
- Ethical Leadership
- Life Long Learning

III. **Human Cultures and the Physical and Natural World**

- Problem Solving
- Inquiry and Analysis

IV: **Integrative and Applied Learning**

- Critical Thinking
- Integrative Learning

b. Institutional Graduate Learning Outcomes

All Thomas Edison State College students who graduate from advanced-level degree programs will be able to:

Demonstrate mastery of in-depth knowledge of the current major questions, debates and methodologies in their field or profession.

Use critical-thinking, reflective and research skills to evaluate theory to make informed decisions and improve practice in their field.

Communicate in a variety of formats appropriate to the field of study.

Apply ethical decision making in research, evaluation, organizational culture and communities.

Integrate and use effectively technology in evaluating information and its sources in practical application in field of study.

Recognize cultural influences in organization and community decision making.

c. Programmatic learning outcomes

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.

E. MENTOR 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. These mentors and consultants engage with the academic units of the College in various ways: 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 2014, there were 790 mentors. The gender and race/ethnicity of the mentors are presented below.

Thomas Edison State College
Table II.E.4.a:
Gender of Mentors, FY 2014

Gender	Total	%
Female	366	48%
Male	404	51%
Blank	20	3%
Total	790	100%

Thomas Edison State College
Table II.E.4.b:
Race/Ethnicity of Mentors, FY 2014

Race/Ethnicity	Total	%
American Indian/Alaskan Native	10	1%
Asian	46	6%
Black/African American	87	11%
White	601	76%
Hawaiian/Pacific Islander	2	0%
Hispanic/Latino	11	1%
Other	1	0%
Blank	32	4%
Total	790	100%

F. 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 II.F.1
Race/Ethnicity and Gender of the Board of Trustees, FY 2015

Race/Ethnicity	Gender		Total
	Male	Female	
White	5	-	5
Black	2	2	4
Hispanic	1	1	2
Asian	-	-	-
American Indian	-	-	-
Total	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 II.F.2
Board of Trustees, FY 2015

Name	Title	Affiliation
Dr. Fred J. Abbate	Adjunct Professor	Drexel University
Richard W. Arndt	Retired	American Cancer Society
Anthony Buffardi	Planning and Control Coordinator	Takara Belmont USA, Inc.
Ida B. Hammond	Retired	New Jersey Department of Education
Rev. J. Stanley Justice	Pastor	Mt. Zion AME Church
Eric R. Lear	Managing Partner	Lear & Pannepacker, LLP
Brian T. Maloney (Vice Chair)	Consultant	
Gualberto Medina (Chair)	Executive VP in Brokerage Services	CBRE
E. Harvey Myers	Architect	E. Harvey Myers Architect
Frances C. Parrales	Principal Management Assistant	Rutgers, The State University of NJ
Marilyn R. Pearson	Philanthropic Consultant, VP	TPB Legacy Group
Dr. George A. Pruitt (Ex-officio)	President	Thomas Edison State College

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

G. A PROFILE OF THE INSTITUTION

1. Degree and Certificate Programs

Undergraduate Degree Programs and Certificates. Thomas Edison State College offers six associate degrees and 11 bachelor's degrees (including four joint degree programs with the Rutgers School of Health Related Professions). 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 Arts in Human Services, Associate in Science in Applied Science and Technology, Associate in Science in Business Administration, and Associate in Science in Natural Sciences and Mathematics.

The Bachelor's 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 Information Management (a joint degree with the Rutgers School of Health Related Professions), Bachelor of Science in Health Sciences (a joint degree with the Rutgers School of Health Related Professions), Bachelor of Science in Human Services, Bachelor of Science in Medical Imaging Sciences (a joint degree with the Rutgers School of Health Related Professions), Bachelor of Science in Nutrition and Dietetics (a joint degree with the Rutgers School of Health Related Professions), Bachelor of Science in Nursing (BSN), and Bachelor of Science in Organizational Leadership.

The College offers three types of Bachelor of Science in Nursing programs: RN to BSN, RN to BSN/MSN, and an Accelerated 2nd Degree BSN. The RN to BSN/MSN program provides a seamless transition for students enrolled in the Bachelor of Science in Nursing degree who want to earn a Master of Science in Nursing degree. The Accelerated 2nd Degree BSN program is an intensive one year program for adults who already possess a non-nursing bachelor's degree and are interested in becoming a registered nurse.

The College also awards Certificates in the following professional areas: Accounting, Computer Information Systems, Computer Science, Dental Assistant (with the Rutgers School of Health Related Professions), Electronics, Finance, Fitness and Wellness Services, Gas Distribution, Global Leadership, Human Resources Management, Labor Studies, Marketing, Operations Management, and Polysomnography.

Master's Degree Programs and Certificates. The College currently offers ten master's degree programs: Master of Arts in Educational Leadership, Master of Arts in Educational Technology and Online Learning, Master of Arts in Liberal Studies (formally known as the Master of Arts in Professional Studies), Master of Business Administration (see below), Master of Public Service Leadership, Master of Science in Applied Science and Technology, Master of Science in Homeland Security, Master of Science in Human Resources Management, Master of Science in Management, and Master of Science in Nursing (MSN). Graduates of the MSN degree program earn a Nursing Administration,

Nursing Education, or Nursing Informatics certificate, in addition to the MSN degree, depending on the area of study they select.

The Master of Business Administration (MBA) and the Master of Public Service Leadership (MPSL) are relatively new degree programs. The Master of Business Administration is an accelerated, online, and career-focused MBA degree that prepares individuals for leadership roles in firms and organizations. The entire program can be completed in 18 months. The Master of Public Service Leadership is a 36-credit program offered entirely online and meets the accelerating demand for education and careers in public service. The Master of Public Service Leadership has been developed in alignment with the National Association of Schools of Public Affairs and Administration (NASPAA) standards for accreditation.

There are also 12 graduate Certificate programs offered: Clinical Trials Management, Educational Leadership, Homeland Security, Human Resources Management, Nursing Administration, Nursing Education, and Nursing Informatics, Online Learning and Teaching, Organizational Leadership, Professional Communications, Project Management, and Public Service Leadership (open only to graduates of the Executive Potential Program offered by the Graduate School of the Center for Leadership and Management).

There are also several Bachelor's to Master's degree programs available that enable undergraduate students to earn 9 graduate credits that apply to both their bachelor's degree and a master's degree at the College.

More information about the degree programs offered by the College and the majors/areas of study offered is available on the College 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 Adult Learning. The National Institute on the Assessment of Adult Learning is sponsored annually by Thomas Edison State College. The National Institute provides an intensive learning experience for professionals in education who are involved in the assessment of adult and experiential learning. The theme of the June 2014 conference was *Prior, Present and Potential Learning: Do You Know It When You See It*. The keynote speaker was Dr. Andrew P. Kelly, Director of the Center on Higher Education Reform at the American Enterprise Institute.

Noncredit Certificates and Courses. Through the John S. Watson School of Public Service and Continuing Studies, Thomas Edison State College offers online noncredit certificates and courses that are built around the unique needs of adult learners. Professional courses and/or certificates are offered in Fitness Training and Fitness Management, Nutrition, Healthcare, Human Resources/Career Development, Teaching, Workshops for Social Workers and Mental Health Providers, Cyber/Homeland Security, Business/Management/Entrepreneurship, Nonprofit Management, Building/Construction Management, and Radiation Safety. More information about these noncredit certificates and courses can be found at: <http://www.tesc.edu/watson/Find-Noncredit-Program.cfm>.

H. 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, The John S. Watson Institute for Public Policy, and the Office of Community and Government Affairs. In addition, the State Library, an affiliate of Thomas Edison State College, contributes to the public service activities of the College (see “Other” section below). Highlights of some of the College’s activities are provided below.

The John S. Watson Institute for Public Policy

The John S. Watson Institute for Public Policy advocates for public policy changes and assists decision makers to enact public policy that best serves the residents of New Jersey. The Institute utilizes a practical, hands-on approach to support and inform the people and legislators of the State. The Institute comprises several integrated policy centers: the Center for Civic Engagement and Leadership Development, Center for the Positive Development of Urban Children, Center for Health Policy Development, Technical Assistance and Support Service Center, and the Center for Education Policy and Practice Initiatives. The Institute also serves the New Jersey Urban Mayors’ Association through conferences, meetings, training sessions, and policy review and analysis.

Within the Institute’s Center for the Positive Development of Urban Children, activities during the year included hosting the seventh annual New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program designed to increase the cultural and linguistic awareness of early childhood educators. This program also will be expanded to two new communities using a grant from the Nicholson Foundation. In addition, the Institute launched a program designed to increase the language and math literacy skills of New Jersey preschool children via a partnership with the Hispanic Information and Telecommunication Network’s Early Learning Collaborative. This collaborative project was funded by a U.S. Department of Education Ready to Learn grant.

The Institute created a regional Comprehensive Economic Development Strategy for 19 cities in densely populated areas of New Jersey. This endeavor was implemented in partnership with the New Jersey Mayors’ Association using grant money from the U.S. Department of Commerce’s Economic Development Administration.

The Institute is committed to the prevention of obesity and its associated health effects in children and adults. To this end, the Institute has joined the statewide New Jersey Partnerships for Healthy Kids program of the Robert Wood Johnson Foundation with the goal of implementing strategies to improve nutrition and increase opportunities for physical activity among children. The Institute is also working to support, endorse and communicate strategies for preventing obesity via the statewide ShapingNJ partnership.

For more information about the John S. Watson Institute for Public Policy and its centers, please go to: <http://www.tesc.edu/3553.php>.

I. MAJOR CAPITAL PROJECTS UNDERWAY IN FY 2014

A number of capital projects are underway at the College. In June 2014, construction began for a new Nursing Education Center, made possible via funding provided by the Building Our Future Bond Act. Other projects include renovations and updates to existing campus buildings, including the College's Center for Learning and Technology, which will house a media studio with the latest in media and video technology to aid in the development of more interactive online courses. The College's Kelsey Building and Townhouse Complex have received a new heating and cooling system that will improve indoor air quality and regulate temperatures more efficiently.

Several technological initiatives designed to enhance student learning were completed in the past year, including: the successful roll-out of a new electronic portal for online services, the launch of a new portal designed to meet the specific needs of military and veteran students, and enhancements to the academic advising system to improve scheduling and delivery. A new tracking and reporting process to measure the academic engagement of financial aid students was implemented, in compliance with new Department of Education regulations. The development of an integrated data collection system linking rubric elements of course assignments to program and institutional learning outcomes is currently underway. In addition, online testing is now offered for all academic degree programs.

OTHER

New Jersey State Library Selected Highlights

The New Jersey Collections Care Network (C3NJ) has been led for the past year by the State Library along with the New Jersey State Archives, Newark Museum, New Jersey State Museum, New Jersey Historical Commission and Rutgers, The State University of New Jersey, with the goal of addressing urgent collections care needs in New Jersey through numerous educational programs and training. The Network sponsored “Cultural Institutions and Emergency Management: Partners in Emergency Response and Recovery” which addressed important facets of emergency response, as well as how to build local networks for collaborative mutual aid.

The Talking Book and Braille Center (TBBC) released a number of audiobooks recorded in-house for circulation to library patrons and ultimate inclusion in the National Library Service (NLS) database. TBBC also closed out the first year of a pilot project to bring Braille and Audio Reading Download (BARD) into New Jersey public libraries. As the first state to pilot this project, TBBC continues to expand the service to other libraries expressing an interest in the program.

With the rise of Makerspace areas in creative learning environments, the New Jersey State Library and LibraryLinkNJ sponsored an opportunity to develop such spaces in libraries. With grant funds from this joint venture, fifteen new Makerspaces were created in public, school and college libraries throughout New Jersey to foster learning and creativity.

The State Library continues to be an important repository for the collection and preservation of materials documenting the history of New Jersey, including glass negatives and aerial photographs from 1943, memorabilia relating to Thomas Edison, digitized postcards from New Jersey towns/cities, annual reports of state agencies, and a database of oral histories from individuals associated with the most decorated battleship in the United States, the Battleship New Jersey.