



THOMAS EDISON STATE UNIVERSITY

THOMAS EDISON STATE UNIVERSITY

FY 2016 INSTITUTIONAL PROFILE REPORT

Submitted to:

New Jersey Higher Education

Prepared by:

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

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THOMAS EDISON STATE UNIVERSITY FY 2016 INSTITUTIONAL PROFILE REPORT

INSTITUTIONAL PROFILE SUMMARY

Established in 1972, Thomas Edison State University provides flexible, high-quality, collegiate learning opportunities for self-directed adults. The University is one of New Jersey's 11 senior public institutions of higher education and was granted university status by the New Jersey Secretary of Higher Education in December 2015. Thomas Edison State University is the only University in New Jersey dedicated exclusively for adults and offers degree programs at the associate, bachelor's, master's, and doctorate level, undergraduate and graduate certificates, and noncredit professional certificates.

For more than four decades, the University 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. *The New York Times* called Thomas Edison State University "the college that paved the way for flexibility."

The entire academic program at the University 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 University-level knowledge acquired outside a traditional classroom. Thomas Edison State University makes it possible for adult students to pursue their education without sacrificing their personal or professional responsibilities.

Dr. George A. Pruitt
President

September 2016

MISSION & PURPOSE

Mission

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

Purpose

Thomas Edison State University was established as Edison College in 1972 by the State of New Jersey and chartered by the New Jersey Board of Higher Education. The University 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 University 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 University 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 University'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). 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 University's Master of Arts in Educational Leadership Program, which is designed to prepare educators for roles in school leadership, was awarded Teacher Education Accreditation Council (TEAC) accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from April 2015 through April 2022. 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 University bachelor's degrees in Nuclear Energy Engineering Technology and Electronics System Engineering Technology are 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 University's associate degree program and undergraduate certificate in Polysomnography were 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 University
Table II.B.1:
Undergraduate Enrollment by Attendance Status, Fall FY 2015

	Full-Time	Part-Time	Total
Number	84	12,199	12,283
Percent	0.7%	99.3%	100%

Source: IPEDS Fall Enrollment Survey
Please note, Thomas Edison State University's Fall 2015 Enrollment Survey counts are based on only the enrollment counts as of October. In the past, the Fall Enrollment Survey counts included all students who enrolled during the fiscal year.

2. Number of graduate students by attendance status

Thomas Edison State University
Table II.B.2:
Graduate Enrollment by Attendance Status, Fall FY 2015

	Full-Time	Part-Time	Total
Number	--	810	810
Percent	--	100%	100%

Source: IPEDS Fall Enrollment Survey
Please note, Thomas Edison State University's Fall 2015 Enrollment Survey counts are based on only the enrollment counts as of October. In the past, the Fall Enrollment Survey counts included all students who enrolled during the fiscal year.

3. Number of noncredit students served. There were 158 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 2015, there were 18,683 students enrolled at the University.

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

1. Mean math, reading, and writing SAT scores. This section is not applicable to Thomas Edison State University.
2. Enrollment in remediation courses by subject area. This section is not applicable to Thomas Edison State University.
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 University
Table II.C.3.a:
Undergraduate Enrollment by Race/Ethnicity, Fall FY 2015

Race/Ethnicity	Full-time		Part-time		Total	
	N	%	N	%	N	%
White	40	47.6%	6,321	51.8%	6,361	51.8%
Black	12	14.3%	1,840	15.1%	1,852	15.1%
Hispanic	14	16.7%	1,149	9.4%	1,163	9.5%
Asian*	5	6.0%	508	4.2%	513	4.2%
American Indian	--	--	76	0.6%	76	0.6%
Alien	--	--	153	1.3%	153	1.2%
Race Unknown*	13	15.5%	2,152	17.6%	2,165	17.6%
Total	84	100.0%	12,199	100.0%	12,283	100.0%

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Source: IPEDS Fall Enrollment Survey

Please note, Thomas Edison State University's Fall 2015 Enrollment Survey counts are based on only the enrollment counts as of October. In the past, the Fall Enrollment Survey counts included all students who enrolled during the fiscal year.

Thomas Edison State University
Table II.C.3.b:
Undergraduate Enrollment by Gender, Fall FY 2015

Gender	Full-time		Part-time		Total	
	N	%	N	%	N	%
Male	31	36.9%	6,693	54.9%	6,724	54.7%
Female	53	63.1%	5,506	45.1%	5,559	45.3%
Total	84	100%	12,199	100.0%	12,283	100.0%

Source: IPEDS Fall Enrollment Survey

Please note, Thomas Edison State University's Fall 2015 Enrollment Survey counts are based on only the enrollment counts as of October. In the past, the Fall Enrollment Survey counts included all students who enrolled during the fiscal year.

Thomas Edison State University
Table II.C.3.c:
Undergraduate Enrollment by Age, Fall FY 2015

Age	Full-time		Part-time		Total	
	N	%	N	%	N	%
LT 18	--	--	8	0.1%	8	0.1%
18-19	--	--	114	0.9%	114	0.9%
20-21	3	3.6%	403	3.3%	406	3.3%
22-24	11	13.1%	1,019	8.4%	1,030	8.4%
25-29	27	32.1%	2,578	21.1%	2,605	21.2%
30-34	21	25.0%	2,529	20.7%	2,550	20.8%
35-39	11	13.1%	1,897	15.6%	1,908	15.5%
40-49	9	10.7%	2,377	19.5%	2,386	19.4%
50-64	2	2.4%	1,237	10.1%	1,239	10.1%
65+	--	--	33	0.3%	33	0.3%
Unknown	--	--	4	0.0%	4	0.0%
Total	84	100.0%	12,199	100.0%	12,283	100.0%

Source: IPEDS Fall Enrollment Survey. Please note, Thomas Edison State University's Fall 2015 Enrollment Survey counts are based on only the enrollment counts as of October. In the past, the Fall Enrollment Survey counts included all students who enrolled during the fiscal year.

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 University
Table II.C.4:
Financial Aid from Federal, State & Institution-Funded Programs, AY 2014-15

	Recipients	Dollars(\$)	\$/Recipient
<u>FEDERAL PROGRAMS</u>			
Pell Grants	2,479	5,453,000	2,199.68
University Work Study			-
Perkins Loans			-
SEOG			-
PLUS Loans	2	11,000	-
Stafford Loans (Subsidized)	2,462	7,875,000	3,198.62
Stafford Loans (Unsubsidized)	2,658	13,744,000	5,170.81
SMART & ACG or other			
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	93	237,000	2,548.39
Educational Opportunity Fund (EOF)			-
Outstanding Scholars (OSRP)			-
Distinguished Scholars			-
Urban Scholars			-
NJ STARS	12	4,000	2,000.00
NJCLASS Loans			
<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 University examines residence by military status. As the table below indicates, among nonmilitary students, 58 percent of the enrolled students were New Jersey residents. Five percent of the military students were also N.J. residents.

Thomas Edison State University
 Table II.C.5:
 FY 2015 Enrollment by Military Status and Residence

Residence	Non-Military		Active Military		Total	
	N	%	N	%	N	%
New Jersey	7,868	58.1%	270	5.3%	8,138	43.6%
Out of State	5,454	40.3%	4,705	91.5%	10,159	54.4%
International	111	0.8%	9	0.2%	120	0.6%
Unknown	105	0.8%	161	3.1%	266	1.4%
Total	13,538	100.0%	5,145	100.0%	18,683	100.0%

Source: Thomas Edison State University, FY 2016 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 University.
 - b. Two-year graduation rate (community colleges). This section is not applicable to Thomas Edison State University.
 - c. Three-year graduation and transfer rate by race/ethnicity (community colleges). This section is not applicable to Thomas Edison State University.
2. Third-semester retention rates (by attendance status). This section is not applicable to Thomas Edison State University.
3. Time-to-Degree Completion. Since Thomas Edison State University enrolls primarily adult students who often bring in credit upon enrollment, the University monitors time-to-degree completion to examine how long it takes graduates to earn a degree from the University. As presented in Table II.D:3a below, during FY 2016, the associate degree graduates took, on average, 3.5 years to graduate, the bachelor’s degree graduates took 3.9 years to graduate and the master’s degree graduates took 3.2 years to graduate.

Thomas Edison State University
 Table II.D.3.a:
 FY 2016 Graduates Time-to-Degree Completion by Degree Level

	Associate	Baccalaureate	Master’s
Overall	3.5	3.9	3.2

Source: Thomas Edison State University, FY 2016 Year End Data File.

The University 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 University
 Table II.D.3.b:
 FY 2016 Graduates Time-to-Degree Completion by Degree Level and Residence

	Associate	Baccalaureate	Master’s
NJ Residents	4.3	3.9	3.1
Out-of-State Residents	3.4	3.8	3.4

Source: Thomas Edison State University, FY 2016 Year End Data File.

4. **Student Learning Outcomes.** In keeping with its mission, Thomas Edison State University is committed to maintaining high standards of academic integrity and of quality service to its students. To achieve this goal, the University engages in outcomes assessment, a process through which the effectiveness of the University and its programs is evaluated against institutionally determined standards. Thomas Edison State University'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 seven institutional learning outcomes for all undergraduates and six institutional learning outcomes for all graduate students.

a. Undergraduate Institutional Learning Outcomes

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

- Written Communication
- Oral Communication
- Information Literacy
- Quantitative Reasoning/Literacy
- Diversity/Intercultural Literacy
- Ethical Leadership
- Critical Thinking

b. Institutional Graduate Learning Outcomes

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

- Apply in-depth knowledge of the current major questions, theories, 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 effectively to positively impact an organization, field or profession.
- Apply ethical principles and theories in research, evaluation, organizational culture and communities
- Interpret cultural influences in organization and community decision making.
- Create sophisticated arguments supported by quantitative evidence.

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 University.
2. Percentage of course sections taught by full-time faculty. This section is not applicable to Thomas Edison State University.
3. Ratio of full- to part-time faculty. This section is not applicable to Thomas Edison State University.
4. Mentor characteristics: race/ethnicity and gender. Thomas Edison State University signs letters-of-agreement with subject-matter experts. These mentors and consultants engage with the academic units of the University 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 2016, there were 764 mentors. The gender and race/ethnicity of the mentors are presented below.

Thomas Edison State University
Table II.E.4.a:
Gender of Mentors, FY 2016

Gender	Total	%
Female	360	48%
Male	402	53%
Blank	2	0%
Total	764	100%

Thomas Edison State University
Table II.E.4.b:
Race/Ethnicity of Mentors, FY 2016

Race/Ethnicity	Total	%
American Indian/Alaskan Native	9	1%
Asian	43	6%
Black/African American	91	12%
White	595	78%
Hawaiian/Pacific Islander	1	0%
Hispanic/Latino	9	1%
Other	6	1%
Blank	10	1%
Total	764	100%

F. CHARACTERISTICS OF THE BOARD OF TRUSTEES

The Board of Trustees is the premier governing body of the University. 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 University, including the approval of degree programs and standards, budget recommendations to the governor, and appointments of all University 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 University
Table II.F.1
Race/Ethnicity and Gender of the Board of Trustees, FY 2017

Race/Ethnicity	Gender		Total
	Male	Female	
White	6	-	6
Black	2	2	4
Hispanic	1	-	1
Asian	-	-	-
American Indian	-	-	-
Total	9	2	11

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

Thomas Edison State University
Table II.F.2
Board of Trustees, FY 2017

Name	Title	Affiliation
Dr. Fred J. Abbate	Adjunct Professor	Drexel University
Dr. Kemi Alli	CEO and Chief Medical Officer	Henry J. Austin Health Center
Richard W. Arndt	Retired	American Cancer Society
Franklin Clyburn (Vice Chair)	CEO, Global Oncology	Merck & Co., Inc.
Gregory S. Gazurian	Data Analyst	
Christopher Hanf	Senior Benefits Analyst	Meridian Health Corporation
Rev. J. Stanley Justice	Pastor	Mt. Zion AME Church
Eric R. Lear	Managing Partner	Lear & Pannepacker, LLP
Brian T. Maloney (Chair)	Consultant	
Gualberto Medina	Executive VP in Brokerage Services	CBRE
Marilyn R. Pearson	Philanthropic Consultant, VP	TPB Legacy Group
Dr. George A. Pruitt (Ex-officio)	President	Thomas Edison State University

3. **URL Information.** For information about the Thomas Edison State University Board of Directors, please go to: <http://www.tesu.edu/about/Board-of-Trustees.cfm>.

G. A PROFILE OF THE INSTITUTION

1. Degree and Certificate Programs

Undergraduate Degree Programs and Certificates. Thomas Edison State University offers nine associate degrees and 14 bachelor's degrees (including four joint degree programs with the Rutgers, The State University of New Jersey's 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 and Human Services, Associate in Science in Applied Sciences and Technology, Associate in Science in Business Administration, Associate in Science in Natural Sciences and Mathematics, and Associate in Science.

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 Homeland Security and Emergency Management, Bachelor of Science in Human Services, Bachelor of Science in Nursing, Bachelor of Science in Organizational Leadership, and Bachelor of Science in Professional Studies. There are also several joint degree programs offered with the Rutgers School of Health Professions: Bachelor of Science in Health Information Management, Bachelor of Science in Health Sciences, Bachelor of Science in Medical Imaging Sciences, and Bachelor of Science in Nutrition and Dietetics.

The University 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 University also awards Certificates in the following professional areas: Accounting, Communications, Computer Information Systems, Computer Science, Criminal Justice, Electronics, Finance, Fitness and Wellness Services, General Management, Gas Distribution, Human Resources Management, Labor Studies, Marketing, Operations Management, Organizational Leadership, Polysomnography, and Psychology.

Graduate Degree Programs and Certificates. The University currently offers eleven master's degree programs and one doctoral program (Doctor of Nursing Practice). The master's degree programs are Master of Arts in Educational Leadership, Master of Arts in Educational Technology and Online Learning, Master of Arts in Liberal Studies, Master of Business Administration, Master of Public Service Leadership, Master of Science in Applied Science and Technology Master of Science in Homeland Security, Master of Science in Hospitality Management, Master of Science in Human Resources Management, Master of Science in Informational Technology, Master of Science in International Business

Finance, Master of Science in Management, Master of Science in Management – Public Service Careers, 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 is a 39-credit accelerated, online, and career-focused MBA degree that prepares individuals for leadership roles in firms and organizations. The entire program can be completed in 12-15 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.

The Doctor of Nursing Practice (DNP) degree is a new program that prepares nurse leaders with competencies in advanced nursing practice, organizational leadership, economics and finance, healthcare policy and technology. It is a 36-credit program that can be completed online in 18 months.

There are also 17 graduate Certificate programs offered: Clinical Trials Management, Cybersecurity – Critical Infrastructure, Digital Humanities, Educational Leadership, Fundraising and Development, Geropsychology, Homeland Security, Human Resources Management, Industrial-Organizational Psychology, Nurse Educator, Nursing Administration, and Nursing Informatics, Online Learning and Teaching, Organizational Leadership, Professional Communications, Project Management, and Strategic Planning and Board Leadership for Nonprofits.

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 University.

More information about the degree programs offered by the University and the majors/ areas of study offered is available on the University website, <http://www.tesu.edu/academics/index.cfm>.

2. Other

Affiliation with New Jersey State Library. Legislation codifying in statute the affiliation of the New Jersey State Library with Thomas Edison State University 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 University. 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 2016 conference was *Perspectives on PLA: Strategies for Student and Institutional Success*. The keynote speakers were Dr. Carol Ann Gittens, Interim Dean for the Graduate School of Education and Counseling Psychology at Santa Clara University, and Julian Alssid, Chief Workforce Strategist at Southern New Hampshire University. More information about the Institute can be found at <http://www.tesu.edu/national-institute/>.

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

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

Thomas Edison State University 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 Division of Community and Government Affairs. In addition, the State Library, an affiliate of Thomas Edison State University, contributes to the public service activities of the University (see “Other” section below). Highlights of some of the University’s activities are provided below.

The John S. Watson Institute for Public Policy

The John S. Watson Institute assists decision makers to address the key public policy issues they face through its research and analysis and by broadening the range of ideas, perspectives and options. 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/Urban Mayors Institute through conferences, meetings, training sessions, and policy review and analysis.

Highlights from the Institute’s activities during FY 2016 include a grant from the Nicholson Foundation to expand a training program for early childhood educators that helps increase teachers’ cultural awareness of students from diverse backgrounds. In May, the Institute held the 2016 New Jersey Urban Mayors Association conference, the theme of which was “Urban Agriculture as an Economic Tool”. The conference featured expert speakers from the fields of both economics and agriculture and attracted over 250 statewide stakeholders.

For more information about the John S. Watson Institute for Public Policy and its centers, visit <http://www.tesc.edu/watson/institute/index.cfm>.

The Division of Community and Government Affairs

As part of its ongoing commitment to public service, the Division of Community and Government Affairs sponsors a number of community service activities each year. During FY 2016, the division sponsored a Community Involvement Fair at which more than 40 local organizations provided information on services and volunteer opportunities to more than 150 College staff and the public. Other events sponsored by this division of the University included the Trenton Y5K race, the Trenton Half Marathon, the Art All Day and Art All Night events, and Passage Theatre. Various collection drives were also hosted throughout the year to benefit local non-profit organizations, which included the Rescue Mission of Trenton, and UIH Family Partners, and Dress for Success of Mercer County.

The University’s Division of Community and Government Affairs also partnered with the United Way of Greater Mercer County on their Literacy Kit Project, which benefited the Trenton YMCA Pre-school children and with the Trenton Health Team, a community health improvement collaborative, serving Trenton.

I. MAJOR CAPITAL PROJECTS UNDERWAY IN FY 2016

In FY 2016, the University opened the newly-constructed Glen Cairn Hall that is now home to the W. Cary Edwards School of Nursing. The 35,000-square foot building is equipped with state-of-the-art nursing simulation laboratories, lecture halls, conferences rooms, a testing center and a green roof that creates an outdoor space for students and staff. The building also houses the Academic Advising staff and a two-level garage.

The Media Creation Studio, housed in the Center for Learning and Technology building, became fully operational during FY 2016. Funded by a grant from the Martinson Family Foundation, the studio enables the University to produce video content to create a more engaging learning environment for students.

The Center for Learning and Technology also launched EdisonLive!, a live collaboration streaming tool, for use by students and mentors in a number of graduate courses. The tool enables live synchronous video conferencing as well as asynchronous capturing of video sessions for students that are unable to participate.

OTHER INSTITUTIONAL INFORMATION

New Jersey State Library Selected Highlights

Partnerships within State Government. The New Jersey State Library (NJSL) has held quarterly partnership meetings, joint sponsored events, and cross-promotion/marketing initiatives as part of a collaborative relationship with the New Jersey Division of Children and Families. Additionally, the New Jersey Department of Labor and Workforce Development (LWD) made a \$2.5 million commitment to create Career Connection Centers at 18 public libraries across the state to supplement LWD's local One-Stop Career Centers, as well as Literacy Centers at 11 local libraries to provide literacy training to unemployed and underemployed individuals throughout the state.

Literacy Boot Camp for NJ Libraries. NJSL held its first Literacy Boot Camp, a four-part best practice series designed for librarians and library professionals who are responsible for creating, implementing or maintaining adult literacy programs at their libraries. The success of the Literacy Boot Camp positioned NJSL to offer further support to select public libraries in the area of adult literacy by offering grant awards to 18 libraries, up to \$2500 each, to purchase library materials in any format to help develop their literacy collections.

Librarian's Disaster Planning and Community Resiliency Toolkit. NJSL commissioned a toolkit, which includes a guidebook and workbook, to help libraries in New Jersey and across the country to be better prepared to accept the new mantle of responsibility being thrust on them as a safe haven in times of crises. With the help of a grant from the PSEG Foundation, NJSL coordinated the printing of 500 manuals, created an archived training webinar and offered 10 training workshops held at libraries across the state.

Library Equal Access Program (LEAP). NJSL's Talking Book & Braille Center partnered with the New Jersey Commission for the Blind and Visually Impaired (CBVI) to establish centers for assistive technology software training on computers and iPads in seven New Jersey public libraries. The LEAP program targets adults 55 years of age and older, and provides basic computer skills training on how to use assistive software, such as magnification and audio reading tools, to help users with a change in vision to read websites, emails and other documents. Training also includes an introduction to using assistive technology features now available on iPads.