



THOMAS EDISON STATE UNIVERSITY

THOMAS EDISON STATE UNIVERSITY

FY 2019 INSTITUTIONAL PROFILE REPORT

Submitted to:

New Jersey Higher Education

Prepared by:

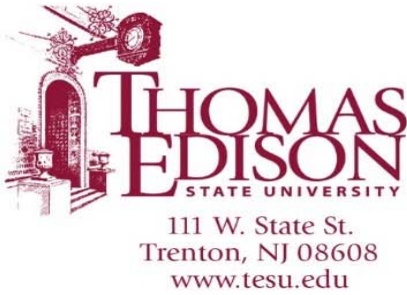
**Thomas Edison State University
Trenton, New Jersey**

September 16, 2019

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THOMAS EDISON STATE UNIVERSITY FY 2019 INSTITUTIONAL PROFILE REPORT

INSTITUTIONAL PROFILE SUMMARY

Established in 1972, Thomas Edison State University provides distinctive undergraduate and graduate education for self-directed adults through flexible, high-quality collegiate learning and assessment opportunities. The University is one of New Jersey's 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 a noncredit professional certificate.

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.

A handwritten signature in black ink, appearing to read "Merodie A. Hancock".

Merodie A. Hancock, PhD
President

September 2019

MISSION & PURPOSE

Mission

Thomas Edison State University provides distinctive undergraduate and graduate education for self-directed adults through flexible, high-quality collegiate learning and assessment opportunities.

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. During FY 2018, the MSCHE has accepted the University's Periodic Review Report (PRR) and reaffirmed the University's accreditation through 2022.
2. **Professional accreditation.** The W. Cary Edwards School of Nursing's baccalaureate degree program in nursing, master's degree program in nursing, and doctor of nursing practice program are accredited by the Commission on Collegiate Nursing Education (CCNE). The baccalaureate and master's degree accreditation with CCNE is valid through 2024. The doctor of nursing practice program through CCNE is valid through 2023. The W. Cary Edwards School of Nursing's baccalaureate degree program in nursing is accredited by the New Jersey Board of Nursing through 2022.

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.

Thomas Edison State University's Bachelor of Science in Business Administration, Master of Business Administration, Master of Science in Management, and Master of Science in Human Resources Management degree programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The accreditation status is effective as of April 27, 2017.

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 and Technology (ABET). The accreditation status is effective until August 2023. 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 continuing accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for a period of ten years, from March 17, 2017 to 2022.

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 2018

	Full-Time	Part-Time	Total
Number	77	10,140	10,217
Percent	0.8%	99.2%	100%

Source: IPEDS Fall Enrollment Survey
Please note, Thomas Edison State University's Fall 2018 IPEDS 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 2018

	Full-Time	Part-Time	Total
Number	21	696	717
Percent	2.9%	97.1%	100%

Source: IPEDS Fall Enrollment Survey
Please note, Thomas Edison State University's Fall 2018 IPEDS 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. During FY 2019, there were 41 students who took noncredit courses at the University.

4. Unduplicated count of students enrolled during the year. During FY 2018, there were 14,272 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 2018

Race/Ethnicity	Full-time		Part-time		Total	
	N	%	N	%	N	%
White	42	54.5%	5,171	51.0%	5,213	51.0%
Black	6	7.8%	1,391	13.7%	1,397	13.7%
Hispanic	3	3.9%	1,122	11.1%	1,125	11.0%
Asian*	14	18.2%	479	4.7%	493	4.8%
American Indian	--	--	46	0.5%	46	0.5%
Alien	2	2.6%	134	1.3%	136	1.3%
Race Unknown*	10	13.0%	1,797	17.7%	1,807	17.7%
Total	77	100.0%	10,140	100.0%	10,217	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 2018 IPEDS 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 2018

Gender	Full-time		Part-time		Total	
	N	%	N	%	N	%
Male	12	15.6%	5,909	58.3%	5,921	58.0%
Female	65	84.4%	4,231	41.7%	4,296	42.0%
Total	77	100.0%	10,140	100.0%	10,217	100.0%

Source: IPEDS Fall Enrollment Survey

Please note, Thomas Edison State University's Fall 2018 IPEDS 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 2018

Age	Full-time		Part-time		Total	
	N	%	N	%	N	%
LT 18	-	-	3	0.0%	3	0.0%
18-19	-	-	65	0.6%	65	0.6%
20-21	1	1.3%	292	2.9%	293	2.9%
22-24	24	31.2%	998	9.8%	1,022	10.0%
25-29	28	36.4%	2,061	20.3%	2,089	20.4%
30-34	11	14.3%	2,080	20.5%	2,091	20.5%
35-39	5	6.5%	1,803	17.8%	1,808	17.7%
40-49	7	9.1%	1,926	19.0%	1,933	18.9%
50-64	1	1.3%	878	8.7%	879	8.6%
65+	-	-	30	0.3%	30	0.3%
Unknown	-	-	4	0.0%	4	0.0%
Total	77	100.0%	10,140	100.0%	10,217	100.0%

Source: IPEDS Fall Enrollment Survey. Please note, Thomas Edison State University's Fall 2018 IPEDS 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 2017-18

	Recipients	Dollars(\$)	\$/Recipient
<u>FEDERAL PROGRAMS</u>			
Pell Grants	1,878	4,121,000	2,227.51
University Work Study			-
Perkins Loans			-
SEOG			-
PLUS Loans	8	73,000	9,125.00
Stafford Loans (Subsidized)	1,846	5,756,000	3,118.09
Stafford Loans (Unsubsidized)	2,043	10,241,000	5,012.73
SMART & ACG or other			-
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	48	118,000	2,458.33
Educational Opportunity Fund (EOF)			-
Outstanding Scholars (OSRP)			-
Distinguished Scholars			-
Urban Scholars			-
NJ STARS	2	4,000	2,000.00
NJCLASS Loans	10	102,000	10,200.00
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	90	278,692	3,096.58
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, 56 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 2018 Enrollment by Military Status and Residence

Residence	Non-Military		Active Military		Total	
	N	%	N	%	N	%
New Jersey	7,045	55.7%	260	5.3%	7,305	41.7%
Out of State	5,381	42.6%	4,423	90.9%	9,804	56.0%
International	96	0.8%	7	0.1%	103	0.6%
Unknown	124	1.0%	175	3.6%	299	1.7%
Total	12,646	100.0%	4,865	100.0%	17,511	100.0%

Source: Thomas Edison State University, FY 2018 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 2019, the associate degree graduates took, on average, 4.0 years to graduate, the bachelor’s degree graduates took 4.2 years to graduate, the master’s degree graduates took 3.4 years to graduate, and the doctoral degree graduates took 2.0 years to graduate.

Thomas Edison State University
Table II.D.3.a:
FY 2019 Graduates Time-to-Degree Completion by Degree Level

	Associate	Baccalaureate	Master’s	Doctorate
Overall	4.1	4.3	3.4	2.2

Source: Thomas Edison State University, FY 2019 Year End Data File: Degrees Awarded.

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 2019 Graduates Time-to-Degree Completion by Degree Level and Residence

	Associate	Baccalaureate	Master’s	Doctorate
NJ Residents	4.3	4.6	3.5	2.2
Out-of-State Residents	4.1	4.2	3.2	2.1

Source: Thomas Edison State University, FY 2019 Year End Data File: Degrees Awarded.

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 specific institutional learning outcomes for all undergraduate students and 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**
Communicate ideas effectively in writing using text, data and images for addressing globally complex challenges.
- **Oral Communication**
Communicate ideas effectively orally using multiple modes of communication, as appropriate.
- **Information Literacy**
Identify, locate, evaluate and effectively and responsibly use and share information for the problem at hand.
- **Quantitative Reasoning/Literacy**
Demonstrate competency and comfort in working with numerical data, create complex and refined arguments supported by quantitative evidence, and clearly communicate those arguments in a variety of formats, as appropriate.
- **Diversity/Intercultural Literacy**
Recognize that they are members of a world community and demonstrate intercultural knowledge, skills and attitudes that support effective and appropriate interaction in a variety of cultural contexts.
- **Ethical Leadership**
Assess their own ethical values and the social context of a given situation, recognize ethical issues in a variety of settings, apply ethical principles to ethical dilemmas, and consider the ramifications of alternative actions.
- **Critical Thinking**
Critically explore issues and ideas, frame events, consider evidence and analyze assumptions before accepting or formulating an opinion or conclusion.

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 to the major questions, theories, debates, and methodologies in their organization, field or profession.
- Use critical analysis and research to make informed decisions and to improve an organization, field, or profession.
- 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 organizations and communities.
- 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 2019, there were 724 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 2019

Gender	Total	%
Female	322	48%
Male	398	52%
Unknown	4	1%
Total	724	100%

Thomas Edison State University
 Table II.E.4.b:
 Race/Ethnicity of Mentors, FY 2019

Race/Ethnicity	Total	%
American Indian/Alaskan Native	7	1%
Asian	48	7%
Asian/Pacific Islander	2	0%
Black/African American	71	10%
Hawaiian/Pacific Islander	1	0%
Hispanic/Latino	9	1%
White	575	79%
Other	11	2%
Total	724	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 2020

Race/Ethnicity	Gender		Total
	Male	Female	
White	3	1	4
Black	2	3	5
Hispanic	1	-	1
Asian	1	-	1
American Indian	-	-	-
Total	7	4	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 2020

Name	Title	Affiliation
Dr. Kemi Alli (Chair)	CEO and Chief Medical Officer	Henry J. Austin Health Center
Richard W. Arndt	Retired	American Cancer Society
Franklin Clyburn	CEO, Global Oncology	Merck & Co., Inc.
Dr. Merodie A. Hancock (Ex-officio)	President	Thomas Edison State University
Rev. J. Stanley Justice	Presiding Elder	Dover, Delaware Area AME Churches
Eric R. Lear	Managing Partner	Lear & Pannepacker, LLP
Monique Lewis-Hawkins	Student	Thomas Edison State University
Brian T. Maloney	Consultant	
Gualberto Medina (Vice Chair)	Executive VP in Brokerage Services	CBRE
Marilyn R. Pearson	Philanthropic Consultant, VP	TPB Legacy Group
Sanket Shah	Student	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 seven associate degrees and 11 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 in Human Services, Associate in Science, Associate in Science in Business Administration, Associate in Science in Natural Sciences and Mathematics, and Associate of Science: Occupational Therapy Assistant.

The Bachelor's Degree Programs include: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Cybersecurity, 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, and Bachelor of Science in Medical Imaging Sciences.

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, Cybersecurity, Diversity, Electronics, Finance, First Year Foundations, Health and Wellness, Healthcare Management, 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 fifteen 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, Master of Science in Accounting, Master of Science in Data Science and Analytics, Master of Science in Healthcare Management, Master of Science in Homeland Security, Master of Science in Human Resources Management, Master of Science in Information Technology, 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, Nurse Educator, 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, launched in FY 2017, 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 22 graduate Certificate programs offered: Clinical Trials Management, Cybersecurity – Critical Infrastructure, Data Analytics, Digital Humanities, Educational Leadership, Emergency Management, Fundraising and Development, Geropsychology, Healthcare Management, Homeland Security, Hospitality Management, Human Resources Management, Industrial-Organizational Psychology, International Business Finance, Nurse Educator, Nursing Administration, 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 up to 12 graduate credits that apply to both their bachelor's degree and 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.

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 New Jersey 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 for Public Policy provides assistance to decision makers in addressing the key public policy issues they face. Through research and analysis, the Institute utilizes a practical, hands-on approach to broaden the range of ideas, perspectives, and options for city, county, and state stakeholders. The Institute comprises several integrated policy centers: Center for Civic Engagement and Leadership Development, including Leadership Trenton, Center for the Positive Development of Urban Children, Center for Health Policy Development, Center for Technical Assistance and Capacity Building, including Inter-Governmental Affairs, Center for the Urban Environment, and the Center for Education Policy and Practice Initiatives. The Institute also serves the New Jersey Urban Mayors Policy Center/Urban Mayors Policy Center in several ways, including holding conferences, meetings, workshops, municipal retreats, policy review and analysis.

During FY 2019, the Watson Institute staff were engaged in several community outreach activities as mentioned below.

The Watson Institute staff conducted a session on ‘*Innovation Cities: Advancing the Quality of Urban Life*’ during the New Jersey League of Municipalities Annual Conference.

The Institute staff served on a Black Infant Mortality Committee with African American female legislators to provide research and guidance on policy to decrease the rates of Black maternal and infant mortality in the state of New Jersey.

The Institute provided professional development and mentoring services to teachers from 12 classrooms in four public schools in Trenton, New Jersey, and two public schools in Carteret, New Jersey, to help them be more culturally and linguistically responsive to diverse students. The Institute also provided a two-day professional development to 50 educators from Trenton public schools on engaging diverse learners toward academic success.

The Institute was commissioned by the N.J. Department of Community Affairs to assess the effectiveness of the Urban Enterprise Zone (UEZ) program in driving economic development in the state of New Jersey and provide recommendations for future implementation of the program.

The Institute works with the environmental justice community on a local, state and national level to develop public policy concerning environmental justice, such as air pollution, climate change and cumulative impacts. In FY 2019, the Institute collaborated with national environmental

organizations to help members of the national environmental justice community create a National Climate Platform.

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

The Division of Community and Government Affairs staff served on the Steering Committee for the 2019 New Jersey Black Issues Conventions (NJBIC) Annual Legislative Conference. More than 100 participants attended the conference, which addressed issues relating the challenges faced by African Americans in New Jersey in the areas of race and the New Jersey state budget, democracy and voting, criminal justice reform, education testing for K-12 students and the 2020 Census and re-districting.

The University, through the Division of Community and Government Affairs, co-sponsored the first annual Conference for young girls. This conference, the NAACP, “Girl Get It Together-The Movement,” provided 6- to 12-year-old girls in the city of Trenton with workshops about motivation and empowerment, physical fitness, mindfulness and meditation, and healthy eating. The Division staff also served on the Steering Committee for the conference.

I. MAJOR CAPITAL PROJECTS UNDERWAY IN FY 2019

No major capital project conducted during FY 2019.

OTHER INSTITUTIONAL INFORMATION

University Selected Highlights

Name Designation of the W.J. Seaton Center for Learning and Technology. The University renamed its Center for Learning and Technology “The W.J. Seaton Center for Learning and Technology” in honor of William Seaton’s 37 years of service to both the University and the field of higher education. William Seaton was the former provost and vice president for Academic Affairs, at the University and retired at the end of 2018. Under his leadership, the University (formerly known as Thomas Edison State College) was able to position itself as one of the first accredited institutions in the nation to offer courses and, later, entire degree programs online.

New Jersey State Library Selected Highlights

Cross Cultural Communicators in Libraries. Supported by the Laura Bush 21st Century Librarian Program grant, the New Jersey State Library (NJSL) participated in a two-year project, which trained English/Spanish bilingual librarians and library staff in cultural competence and interpretation/translation skills in New Jersey, New York, Connecticut and California.

\$125 Million Public Library Construction Bond Act. The NJSL continued to work with the Governor’s Policy Office to move Construction Bond activities forward. In order to get a glimpse of the immediate need, NJSL distributed a quick turnaround survey, which identified more than 170 projects in New Jersey communities totaling more than \$370 million.

Library Equal Access Program (LEAP). The NJSL partnered the state’s Commission for the Blind and Visually Impaired (CBVI) to provide LEAP libraries with multiple computer workstations fully equipped with the latest accessible software and a number of Apple iPads. Training programs on both products are offered for blind and visually impaired New Jersey residents over the age of 55. The 10th library, the Newark Public Library, was added to the LEAP during FY 2019.