



**THOMAS EDISON STATE COLLEGE
FY 2008 INSTITUTIONAL PROFILE REPORT**

Submitted to:

New Jersey Commission on Higher Education

Prepared by:

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

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THOMAS EDISON STATE COLLEGE FY 2008 INSTITUTIONAL PROFILE REPORT

Institutional Profile Summary

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

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

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

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

Thomas Edison State College Mission & Purpose

Mission

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

Purpose

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

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

A. ACCREDITATION STATUS

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

The Periodic Review Report (PRR) was submitted to Middle States Association of Colleges and Schools in June 2007; this report documents the College's work over the past five years. The report was approved by the Middle States Commission of Colleges and Schools in November 2007; thus reaffirming the College's institutional accreditation through 2012.

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

B. NUMBER OF STUDENTS SERVED

1. Number of undergraduates by attendance status

Thomas Edison State College
 Table II.B.1:
 Undergraduate Enrollment by Attendance Status, Fall 2007

	Full-Time	Part-Time	Total
Number	--	15,963	15,963
Percent	--	100%	100%

2. Number of graduate students by attendance status

Thomas Edison State College
 Table II.B.2:
 Graduate Enrollment by Attendance Status, Fall 2007

	Full-Time	Part-Time	Total
Number	--	460	460
Percent	--	100%	100%

3. Number of non-credit students served. There were 99 students who took noncredit courses through the School of Continuing and Professional Studies.

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

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

Thomas Edison State College
Table II.C.3.a
FY 2007 Undergraduate Enrollment by Race/ethnicity

	White		Black		Hispanic		Asian		American Indian		Alien		Race Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Full-time	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Part-time	9,432	59.1	2,395	15.0	1,169	7.3	377	2.4	167	1.0	203	1.3	2,220	13.9	15,963	100.00
Total	9,432	59.1	2,395	15.0	1,169	7.3	377	2.4	167	1.0	203	1.3	2,220	13.9	15,963	100.00

Thomas Edison State College
Table II.C.3.b
FY 2007 Undergraduate Enrollment by Gender

	Full-time					Part-time					Total				
	Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total
	-	-	-	-	-	9,974	62.5	5,989	37.5	15,963	9,974	62.5	5,989	37.5	15,963

Thomas Edison State College
Table II.C.3.c
FY 2007 Undergraduate Enrollment by Age

	LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Full-time	N												
	%												
Part-time	N	1	21	362	1,208	3,729	2,864	2,875	3,425	1,314	28	136	15,963
	%	0.0	0.1	2.3	7.6	23.4	17.9	18.0	21.5	8.2	0.2	0.9	100.0
Total	N	1	21	362	1,208	3,729	2,864	2,875	3,425	1,314	28	136	15,963
	%	0.0	0.1	2.3	7.6	23.4	17.9	18.0	21.5	8.2	0.2	0.9	100.0

Thomas Edison State College

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

Thomas Edison State College
Table II.C.4:
Financial Aid from State-Funded Programs, FY 2007

	Recipients	Awards	Dollars(\$)	\$/Recipient	\$/Award
TAG	73	91	122,826	1,682.55	1,349.74
EOF					
Bloustein Scholars					
Garden State Scholars					
Urban Scholars					
NJCLASS Loans		1	4,000		4,000.00
NJ STARS (Fall 2007)	4		8,272	2,068.00	

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

Thomas Edison State College
FY 2007 Enrolled by Military Status and Residence

	Nonmilitary		Active Duty Military		Total	
	N	%	N	%	N	%
New Jersey	4,767	60%	506	6%	5,273	32%
Out of State	2,962	38%	7,576	89%	10,538	64%
International	64	1%	4	0%	68	1%
Unknown	96	1%	448	5%	544	3%
	7,889	100%	8,534	100%	16,423	100%

D. DEGREES CONFERRED/CHARACTERISTICS OF GRADUATES

1. By race/ethnicity and gender (separately). The number of FY 2007 undergraduate degrees conferred by race/ethnicity and gender are presented in the tables below.

Thomas Edison State College
 Table II.D.1.a:
 FY 2007 Undergraduate Degrees Conferred by Race/Ethnicity

FY 2007 Sub Baccalaureate Degrees Conferred by Race/Ethnicity:

White		Black		Hispanic		Asian		American Indian		Alien		Race Unknown		Total	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
252	63.3	54	13.6	41	10.3	12	3.0	4	1.0	4	1.0	31	7.8	398	100.0

FY 2007 Baccalaureate Degrees Conferred by Race/Ethnicity:

White		Black		Hispanic		Asian		American Indian		Alien		Race Unknown		Total	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1,222	70.1	151	8.7	103	5.9	34	2.0	17	1.0	32	1.8	183	10.5	1,742	100.0

Thomas Edison State College
 Table II D.1.b:
 FY 2007 Undergraduate Degrees by Gender

Sub Baccalaureate Degrees Conferred by Gender:

Men		Women		Total	
N	%	N	%	N	%
308	77.4	90	22.6	398	100.0

Baccalaureate Degrees Conferred by Gender:

Men		Women		Total	
N	%	N	%	N	%
924	53.0	818	47.0	1,742	100.0

Thomas Edison State College

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

Thomas Edison State College
 Table II.D.2:
 FY 2007 Undergraduate Degrees Conferred by General Field

IPEDS CIP Code Major Category	Number
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Sub Baccalaureate Degrees Conferred by General Field:

52	Business/ Management	22
15	Engineering-Related Technology	142
51	Health Professions	70
24	Liberal Arts and Sciences	86
47	Mechanic and Repair Technologies	15
29	Military Technologies	15
30	Multi/Interdisciplinary Studies	42
44	Public Administration	6
	Total	398

Baccalaureate Degrees Conferred by General Field:

52	Business /Management	217
13	Education	1
51	Health Professions	75
24	Liberal Arts and Sciences	611
30	Multi/Interdisciplinary Studies	479
44	Public Administration	81
45	Social Sciences	278
	Total	1,742

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

E. STUDENT OUTCOMES

1. Graduation rates by race/ethnicity and income (Four, five and six-year graduation rate). This section is not applicable to Thomas Edison State College.
2. Third-semester retention rates (by race/ethnicity and low income students). This section is not applicable to Thomas Edison State College.
3. Transfer (Percentage of entering students who are transfers.). This section is not applicable to Thomas Edison State College.
4. Time-to-Degree Completion. Since Thomas Edison State College enrolls primarily adult students who often bring in credit upon enrollment, the College monitors time-to-degree completion to examine how long it takes graduates to earn a degree from the College. As presented in Table E:4a below, during FY 2008, the Associate degree graduates took 2.3 years to graduate, the baccalaureate degree graduates took 3.1 years to graduate and the Master’s degree graduates took 2.8 years to graduate.

Table E: 4a
FY 2008 Graduates Time-to-Degree Completion by Degree Level

	Associate	Baccalaureate	Master’s
Overall	2.3	3.1	2.8

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

Table E: 4b
FY 2008 Graduates Time-to-Degree Completion by Degree Level and Residence

	Associate	Baccalaureate	Master’s
NJ Residents	3.9	3.6	2.6
Out of State Residents	2.0	2.9	3.2

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

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

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

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

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

Programmatic learning outcomes, focusing on degree specific learning goals and objectives, have also been established within each school at the undergraduate and graduate degree levels.

Various methods and assessment measures have been identified and/or implemented to assess these outcomes at the institutional and/or programmatic level. For instance, this year, the College began using ETS's Measure of Academic Proficiency and Progress (MAPP) assessment tool to assess learning outcomes in Reading, Critical Thinking, Writing, and Mathematics for both the Bachelor of Arts and the Bachelor of Science in Human Services degree programs. In addition, the College continues to assess its new students' perceptions of importance and satisfaction using the Adult Learner Inventory and its recent graduates' experiences using the Graduate Survey. The Graduate Survey assesses students' experiences and satisfaction with the College's programs, products, and services and includes questions related to outcomes assessment, students' "stop out" behavior, methods of earning credit, and choice of tuition plans.

F. FACULTY CHARACTERISTICS

1. Full-time faculty by race/ethnicity, gender, academic rank and tenure status (simultaneously). This section is not applicable to Thomas Edison State College.
2. Percentage of course sections taught by full-time faculty. This section is not applicable to Thomas Edison State College.
3. Ratio of full- to part-time faculty. This section is not applicable to Thomas Edison State College.
4. Mentor characteristics: race/ethnicity and gender. Thomas Edison State College signs letters of agreement with subject-matter experts to serve as mentors and consultants to the academic units of the College for development and/or assessment in test construction, portfolio assessment, facilitating courses (e.g., Guided Study and online), pre-graduation conferences, demonstration of currency, practicum, nursing performance examinations, and program evaluations. During FY 2008, there were 341 mentors. The characteristics of these mentors were as follows:

Thomas Edison State College
Race/Ethnicity and Gender of the Mentors

Race/Ethnicity	Gender			Total
	Male	Female	Unknown	
African-American	14	9	---	23
Asian-American	8	3	---	11
Caucasian	163	94	2	259
Latino	5	4	---	9
Native-American	---	---	---	---
Other	3	2	---	4
Unknown	14	15	6	35
<i>Total</i>	<i>206</i>	<i>127</i>	<i>8</i>	<i>341</i>

G. CHARACTERISTICS OF THE TRUSTEES

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

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

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

Race/Ethnicity	Gender		Total
	Male	Female	
Caucasian	4	2	6
African-American	2	2	4
Latino	-	-	-
Asian-American	-	-	-
Native-American	-	-	-
Unknown	-	-	-
<i>Total</i>	6	4	10

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

Thomas Edison State College

Table G.2

Board of Trustees

Ms. Marilyn H. Pearson, Chairperson
 Reverend J. Stanley Justice, Vice Chairperson
 Mr. Fred J. Abbate
 Mr. Richard W. Arndt
 Mr. Nicholas L. Carnevale
 Dr. George L. Fricke
 Ms. Ritamarie T. Giosa (student trustee)
 Ms. Ida B. Hammond
 Ms. Barbara A. Hare (student trustee)
 Mr. E. Harvey Myers
 Dr. George A. Pruitt, President, ex-officio

H. A PROFILE OF THE INSTITUTION

1. Degree and certificate programs.

Undergraduate degree and certificate programs. Thomas Edison State College offers six associate degrees and seven baccalaureate degrees (including a joint degree program with the University of Medicine and Dentistry of New Jersey). There are approximately 100 areas of study in the undergraduate degree programs.

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

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

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

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

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

There are also several graduate certificate program offered: Clinical Trials Management, Homeland Security, Human Resources Management, Online Learning and Teaching, Organizational Management and Leadership, Public Service Leadership (open only to

graduates of the Executive Potential Program offered by the United States Department of Agriculture's Graduate School), and Nurse Educator (post Master's certificate).

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

2. Other

The School of Professional and Continuing Studies. The School of Professional and Continuing Studies at Thomas Edison State College offers over 50 online noncredit professional certificate programs that prepare students for a wide variety of professions in the fastest growing industries. The School of Professional and Continuing Studies implemented four new certificate programs in the Fitness, Health, and Wellness area. A Nurse Paralegal Certificate Program was also introduced in June 2008. The School was notified recently by the Department of Military and Veterans Affairs that 52 of its programs have undergone a successful review and are now VA approved. For more information on the certificate programs, please go to: <http://www.tesc.edu>.

National Institute on the Assessment of Experiential Learning & The Forum on Assessing Adult Learning at a Distance. The National Institute on the Assessment of Experiential Learning is sponsored annually by Thomas Edison State College, in cooperation with the Council for Adult and Experiential Learning (CAEL). The main goals of the National Institute are to address issues of interest to novices and experienced professionals alike, such as the development and growth of a PLA program, student advising, faculty development, research, quality assurance, and current issues and trends. The National Institute also serves as a venue to share experiences in a casual environment and to network with colleagues. This year, in celebration of the 20th Annual National Institute, a pre-Institute Forum, Assessing Adult Learning at a Distance was also held. Both the Forum and National Institute featured speakers from South Africa, Germany, the United Kingdom and the United States and focused on best practices for assessing adult learning at a distance. Presentation topics included adult learning, credit-by-examination, prior learning assessment, online learning, online testing and blended learning programs.

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

I. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

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

Young Business Leaders Council. The College, through the Division of Planning and Research, was one of four higher educational institutions in Mercer County that hosted seminars for the Young Business Leaders Council of the Mercer Regional Chamber of Commerce. Participants in this Council include young business leaders seeking to enhance their leadership skills, network with colleagues, and participate in projects that will benefit them professionally, while at the same time positively impacting the Chamber of Commerce and business community. This year, the College hosted two seminars: one focused on the transformation of the marketing world and the other seminar focused on current thoughts about leadership and management.

John S. Watson Institute Activities

During FY 2008, the Watson Institute continued to provide practical research, technical assistance and expert advice to public decision-makers through its five centers. Highlights of some of the Institute's activities are presented below.

Urban Environment. Institute staff worked with New Jersey's environmental justice community to formulate a policy that addresses the health risks faced by communities stressed by pollution and hosted a meeting of the Central Jersey Environmental Justice Alliance. The College through the Institute will be the fiscal agent for three grants that were awarded to the New Jersey Environmental Justice Alliance.

Center for Leadership Development. The 2008 Leadership Trenton Fellowship program, administered through the Center for Leadership Development, began in late September and concluded in June. The year was full of informative seminars, team building exercises and activities, group discussions, and site visits. This year's Fellows selected four issues as sustainable initiatives: volunteerism, education, media, and alumni affairs. During FY 2008, there were 33 participants in the Fellowship program; 36 Fellows were selected to participate in the program next year. In addition, Leadership Trenton, in partnership with several other nonprofit organizations, received a grant to assist with a mentoring program at Trenton Central High School.

Center for the Positive Development of Urban Children. The Institute launched the New Jersey Cultural Competency and English Language Learners Summer Institute pilot project in August 2007. The project targeted teachers in ten early childhood education classrooms throughout the state. Site visits were also conducted at the ten locations to

evaluate the efficacy of the model. The findings from those visits were summarized in a report, *Threads of Cultures: The New Jersey Cultural Competency and English Language Learners Summer Institute*. The findings indicated that the Summer Institute was successful. As a result of the pilot project, the Center received a planning grant to gather information on strengthening the Summer Institute model.

Center for Health Policy Staff. Staff from the Center assisted the New Jersey Department of Banking and Insurance (DOBI) with the completion of the New Jersey Health Information Security and Privacy Collaboration (HISPC) Phase II and Phase III contracts. The Phase II contract included a pilot project involving the electronic exchange of immunization registry data between New Jersey and New York City. The Phase III contract features an Inter-Organizational Agreements Collaborative to develop model cross-state agreements. Staff also assisted with reviewing Assembly Bill A4044, known as the New Jersey Health Information Technology Promotion Act, which created an Office for Electronic Health Information Technology.

Technical Assistance and Support Services Center. Institute staff and the Concerned Pastors Economic Development Corporation provided technical assistance to grantees assigned to them by the Office of Faith-Based Initiatives (OFBI). This year the Institute provided capacity building assistance to 11 OFBI grantees.

J. MAJOR CAPITAL PROJECTS UNDERWAY IN FY 2008

Physical Plant and Facility Development. The College began a major renovation to the Kelsey Building, the main administrative building, during FY 2008. This year, the College acquired the Kuser Building as a College property; this building houses the Human Resources Department and the John S. Watson Institution for Public Policy.

Infrastructure Initiatives. Several infrastructure initiatives were underway this year. These initiatives included expanding the College's technical Help Desk application to offer access to technical assistance to students as well as staff; implementing a new automated Human Resources recruitment and performance evaluation system that streamlines the workflow processes related to recruitment and hiring; and implementing the redesigned College website. The redesigned website has improved navigation, interactivity, and content management and better serves website visitors with information in an efficient and user-friendly way.

System Upgrades. During FY 2008, the College upgraded to Datatel Colleague Release 18. This upgrade enables the College to add additional functions and features such as WebAdvisor to better serve our students. The College also continued work on a project designed to create electronic images of student records. This project makes it possible for student applications, transcripts, and other related documents to be scanned on a daily basis and indexed into the student's record. The application also makes it possible to scan payment vouchers and index them into the student record for instant retrieval. This simple application saves considerable staff time. To date, the College now has over 1 million images accessible online.

K. OTHER

New Jersey State Library

Throughout the year, the New Jersey State Library engaged in various community activities across the state. Selected highlights from the year are summarized below.

Awards and Honors. The New Jersey State Library received a National Innovation Award from the National Council of State Governments for its “New Jersey Knowledge Initiative Program.” State Librarian, Norma Blake, was named Librarian of the Year by the national publication *Library Journal*. She received her award at the Midwinter Meeting of the American Library Association

Events. The 2007 statewide Summer Reading Program was successful again this year, with 135,000 children reading more than one million books. The third annual Library Appreciation Days, a partnership with Barnes and Noble and the New Jersey Library Association, generated over \$3,000 to help support next year’s statewide program.

The fifth annual Library Trustee Institute was held in September, with almost two hundred library trustees in attendance. In similar activities, an orientation for public library directors and workshops on the preservation and conservation of library materials and disaster preparedness were held this past year. Workshops on outcomes-based evaluation (a new method to assess the impact of library service on users), were also presented to library staff, and JerseyCat training for library staff on the statewide interlibrary loan system was delivered via webinar format for the first time this year.

Resources. An additional database, GreenFile, was added to JerseyClicks, the State Library’s Web portal, at no additional charge to our users. More than twelve million searches were performed on JerseyClicks, and some four million documents were viewed, printed, and downloaded. JerseyCat, the statewide interlibrary loan system, was also a popular resource, and 136,208 requests were filled.

New Jersey Knowledge Initiative. As a result of the Governor’s budget recommendation, \$1 million was eliminated from funding for the New Jersey Knowledge Initiative, which resulted in the State Library’s having to curtail this important program at the end of February.

New Jersey Library for the Blind and Handicapped

The New Jersey Library for the Blind and Handicapped (NJLBH) provides services to New Jersey residents of all ages who cannot easily read standard printed materials because of a visual impairment, a physical handicap, or a learning disability. Resources, partnerships, programs, and grants are described below.

Programs. In partnerships with state agencies and local organizations, NJLBH hosted and sponsored nine American Sign Language Children’s Story Hours in FY 2008. One program,

with Kindred Souls Canine Center owner Pete Campion, was filmed by MTV. Students from the Marie H. Katzenbach School for the Deaf and other children with disabilities regularly attend the Story Hours. NJLBH also initiated a Book Club for its customers, and Book Club programs were held in September, December, and June.

The New Jersey Library for the Blind and Handicapped (NJLBH) also hosted the Wordskills Program providing summer jobs with on-site job training for high school students with visual impairments and multiple disabilities. The program was sponsored by a partnership between NJLBH, New Jersey Department of Human Services Commission for the Blind and Visually Impaired (CBVI), and the College of New Jersey's School of Education.

NJLBH celebrated its 40th anniversary by hosting its biennial Fall Festival in October 2007. The theme, "Accessibility in the Arts," celebrated the perspective and abilities that individuals with visual impairments bring to the arts. NJLBH celebrated 25 years of Audiovision service with a Volunteer Appreciation Dinner and Awards Ceremony in April 2008.

Grants. Under a grant from the New Jersey Division for the Deaf and Hard of Hearing, NJLBH continued to lend assistive devices such as TTYs and baby-cry signalers and maintain a special collection of books and videos on Deaf culture, American Sign Language, and other relevant topics. The Library has established 18 Regional Resource Centers in public libraries throughout the state that lend assistive devices to the public.

Technology

The New Jersey State Library Information Technology team continued to improve, and add new library customers to, the Jersey Connect statewide network. JerseyConnect builds on the Hub Libraries program, which was established in 1998 to help to bridge the digital divide by providing low-cost Internet access and related services to public libraries in New Jersey. Launched in February of 2006, JerseyConnect features next-generation infrastructure and services that allow for improvement of the services previously provided through the Hub Libraries program. In addition, the JerseyConnect infrastructure and service model are designed for maximum flexibility, scalability, and redundancy. During the past year, several new infrastructure elements were introduced, including a new blade server and Storage Area Network (SAN) environment. JerseyConnect currently serves over 320 public library entities in New Jersey.