



# **THOMAS EDISON STATE COLLEGE FY 2013 INSTITUTIONAL PROFILE REPORT**

**Submitted to:**

**New Jersey Higher Education**

**Prepared by:**

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

**September 16, 2013**

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## THOMAS EDISON STATE COLLEGE FY 2013 INSTITUTIONAL PROFILE REPORT

### **Institutional Profile Summary**

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

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

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

The entire academic program at the College revolves around the unique needs of adult learners. Students earn credit through a variety of methods designed exclusively for adult learners, including online courses, guided independent study, examination programs, transferring credits earned from other regionally accredited institutions, earning credit for professional and/or military training, and by demonstrating college-level knowledge acquired outside a traditional classroom. Thomas Edison State College makes it possible for adult students to pursue their education.

Dr. George A. Pruitt  
President

September 2013

## **Thomas Edison State College Mission & Purpose**

### **Mission**

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

### **Purpose**

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

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

## **A. ACCREDITATION STATUS**

1. **Institutional accreditation.** Thomas Edison State College is regionally accredited by the Middle States Commission on Higher Education, the accrediting body for colleges and universities in the middle states region. This accreditation is part of a national system of quality assurance that requires colleges and universities to reach a common understanding and agreement as to the standards of quality for American higher education. In June 2012, the College's accreditation was reaffirmed through FY 2022.
2. **Professional accreditation.** The W. Carey Edwards School of Nursing baccalaureate, master's and graduate certificate programs are approved by the New Jersey Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN; formerly the National League for Nursing Accrediting Commission (NLNAC)). The W. Carey Edwards School of Nursing baccalaureate and master's programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

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

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

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

**B. NUMBER OF STUDENTS SERVED**

1. Number of undergraduates by attendance status

Thomas Edison State College  
Table II.B.1:  
Undergraduate Enrollment by Attendance Status, Fall FY 2012

	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>
Number	150	19,256	19,406
Percent	0.8%	99.2%	100%

Source: IPEDS Fall Enrollment Survey

2. Number of graduate students by attendance status

Thomas Edison State College  
Table II.B.2:  
Graduate Enrollment by Attendance Status, Fall FY 2012

	<b>Full-Time</b>	<b>Part-Time</b>	<b>Total</b>
Number	--	1,200	1,200
Percent	--	100%	100%

Source: IPEDS Fall Enrollment Survey

3. Number of noncredit students served. There were 156 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 2012, there were 20,606 students enrolled at the College.

**C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS**

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

Thomas Edison State College  
Table II.C.3.a:  
Undergraduate Enrollment by Race/Ethnicity, Fall FY 2012

Race/Ethnicity	Full-time		Part-time		Total	
	N	%	N	%	N	%
White	55	36.7%	11,508	59.8%	11,563	59.6%
Black	39	26.0%	3,008	15.6%	3,047	15.7 %
Hispanic	22	14.7%	1,618	8.4%	1,640	8.5 %
Asian*	11	7.3%	823	4.3%	834	4.3%
American Indian	--	--	127	0.7%	127	0.7%
Alien	--	--	180	0.9%	180	0.9%
Race Unknown*	23	15.3%	1,992	10.3%	2,015	10.4 %
Total	150	100.0%	19,256	100.0%	19,406	100.0%

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

Thomas Edison State College  
Table II.C.3.b:  
Undergraduate Enrollment by Gender, Fall FY 2012

Gender	Full-time		Part-time		Total	
	N	%	N	%	N	%
Male	92	61.3%	10,537	54.7%	10,629	54.8%
Female	58	38.7%	8,719	45.3%	8,777	45.2%
Total	150	100%	19,256	100.0%	19,406	100.0%

Source: IPEDS Fall Enrollment Survey



Thomas Edison State College

Thomas Edison State College  
Table II.C.3.c:  
Undergraduate Enrollment by Age, Fall FY 2012

Age	Full-time		Part-time		Total	
	N	%	N	%	N	%
LT 18	--	--	14	0.1%	14	0.1%
18-19	1	0.7%	168	0.9%	169	0.9%
20-21	5	3.3%	653	3.4%	658	3.4%
22-24	10	6.7%	1,449	7.5%	1,459	7.5%
25-29	62	41.3%	3,871	20.1%	3,933	20.3%
30-34	26	17.3%	3,950	20.5%	3,976	20.5%
35-39	19	12.7%	2,934	15.2%	2,953	15.2%
40-49	10	6.7%	4,198	21.8%	4,208	21.7%
50-64	2	1.3%	1,932	10.0%	1,934	10.0%
65+	--	--	53	0.3%	53	0.3%
Unknown	15	10.0%	34	0.2%	49	0.3%
Total	150	100.0%	19,256	100.0%	19,406	100.0%

Source: IPEDS Fall Enrollment Survey

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

Thomas Edison State College  
Table II.C.4:  
Financial Aid from Federal, State & Institution-Funded Programs, AY 2011-12

	Recipients	Dollars(\$)	\$/Recipient
<b><u>FEDERAL PROGRAMS</u></b>			
Pell Grants	2,244	5,061,000	2,255.35
College Work Study			-
Perkins Loans			-
SEOG			-
PLUS Loans			-
Stafford Loans (Subsidized)	2,482	8,594,000	3,462.53
Stafford Loans (Unsubsidized)	2,546	12,731,000	5,000.39
SMART & ACG or other			
<b><u>STATE PROGRAMS</u></b>			
Tuition Aid Grants (TAG)	164	188,000	1,146.34
Educational Opportunity Fund (EOF)			-
Outstanding Scholars (OSRP)			-
Distinguished Scholars			-
Urban Scholars			-
NJ STARS	3	59,000	19,666.67
NJCLASS Loans	6	76,000	12,666.67
<b><u>INSTITUTIONAL PROGRAMS</u></b>			
Grants/Scholarships			-
Loans			-

Source: NJIPEDS Form #41 Student Financial Aid Report

5. Percentage of students who are New Jersey Residents. Due to the number of active military students enrolled, the College examines residence by military status. As the table below indicates, among nonmilitary students, 59 percent of the enrolled students were New Jersey residents. Seven percent of the military students were also N.J. residents.

Thomas Edison State College

Table II.C.5:

FY 2012 Enrollment by Military Status and Residence

Residence	Non-Military		Active Military		Total	
	N	%	N	%	N	%
New Jersey	7,985	59.3%	463	6.5%	8,448	41.0%
Out of State	5,201	38.6%	6,294	88.1%	11,495	55.8%
International	115	0.9%	11	0.2%	126	0.6%
Unknown	160	1.2%	377	5.3%	537	2.6%
Total	13,461	100.0%	7,145	100.0%	20,606	100.0%

Source: Thomas Edison State College, FY 2013 President's Annual Report to the Board of Trustees.

**D. STUDENT OUTCOMES**

1. Graduation rates:
  - a. Four-, five-, and six-year graduation rate by race/ethnicity (senior publics). This section is not applicable to Thomas Edison State College.
  - b. Two-year graduation rate (community colleges). This section is not applicable to Thomas Edison State College.
  - c. Three-year graduation and transfer rate by race/ethnicity (community colleges). This section is not applicable to Thomas Edison State College.
2. Third-semester retention rates (by attendance status). This section is not applicable to Thomas Edison State College.
3. Time-to-Degree Completion. Since Thomas Edison State College enrolls primarily adult students who often bring in credit upon enrollment, the College monitors time-to-degree completion to examine how long it takes graduates to earn a degree from the College. As presented in Table II.D:3a below, during FY 2013, the associate degree graduates took 2.6 years to graduate, the bachelor’s degree graduates took 3.2 years to graduate and the master’s degree graduates took 2.9 years to graduate.

Thomas Edison State College  
Table II.D.3.a:  
FY 2013 Graduates Time-to-Degree Completion by Degree Level

	Associate	Baccalaureate	Master’s
Overall	2.6	3.2	2.9

Source: Thomas Edison State College, FY 2013 Board of Trustees Presentation.

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

Thomas Edison State College  
Table II.D.3.b:  
FY 2013 Graduates Time-to-Degree Completion by Degree Level and Residence

	Associate	Baccalaureate	Master’s
NJ Residents	3.2	3.4	2.8
Out-of-State Residents	2.5	3.2	3.1

Source: Thomas Edison State College, FY 2013 Board of Trustees Presentation.

4. **Student Learning Outcomes.** In keeping with its mission, Thomas Edison State College is committed to maintaining high standards of academic integrity and of quality service to its students. To achieve this goal, the College engages in outcomes assessment, a process through which the effectiveness of the College and its programs is evaluated against

institutionally determined standards. The Academic Council has approved eleven institutional learning outcomes for all undergraduates and six institutional learning outcomes for all graduate students.

### Institutional Undergraduate Learning Outcomes

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

#### I. Intellectual and Practical Skills

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

#### II. Personal and Social Responsibility

- Diversity/Global Literacy
- Ethical Leadership
- Lifelong Learning

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

- Problem Solving
- Inquiry and Analysis

#### IV: Integrative and Applied Learning

- Critical Thinking
- Integrative Learning

### Institutional Graduate Learning Outcomes

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

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

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

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

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

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

Recognize cultural influences in organization and community decision making.

#### Programmatic learning outcomes

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

**E. MENTOR CHARACTERISTICS**

1. Full-time faculty by race/ethnicity, gender, academic rank and tenure status (simultaneously). This section is not applicable to Thomas Edison State College.
2. Percentage of course sections taught by full-time faculty. This section is not applicable to Thomas Edison State College.
3. Ratio of full- to part-time faculty. This section is not applicable to Thomas Edison State College.
4. Mentor characteristics: race/ethnicity and gender. Thomas Edison State College signs letters-of-agreement with subject-matter experts. These mentors and consultants engage with the academic units of the College in various ways: development and/or assessment in test construction, portfolio assessment, facilitating courses (e.g., Guided Study and online), pre-graduation conferences, demonstration of currency, practicum, nursing performance examinations, and program evaluations. During FY 2013, there were 729 mentors. The gender and race/ethnicity of the mentors are presented below.

Thomas Edison State College  
Table II.E.4.a:  
Gender of Mentors, FY 2013

Gender	Total	%
Female	344	47%
Male	378	52%
Blank	7	1%
Totals	729	100%

Thomas Edison State College  
Table II.E.4.b:  
Race/Ethnicity of Mentors, FY 2013

Race/Ethnicity	Total	%
American Indian/Alaskan Native	11	2%
Asian	36	5%
Black/African American	86	12%
White	564	77%
Hawaiian/Pacific Islander	1	0%
Hispanic/Latino	11	2%
Other	1	0%
Blank	19	3%
Totals	729	100%

**F. CHARACTERISTICS OF THE TRUSTEES**

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

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

Thomas Edison State College  
Table II.F.1  
Race/Ethnicity and Gender of the Board of Trustees, FY 2014

Race/Ethnicity	Gender		Total
	Male	Female	
White	4	-	4
Black	2	3	5
Hispanic	1	1	2
Asian	-	-	-
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 College  
Table II.F.2  
Board of Trustees, FY 2014

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

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

## **G. A PROFILE OF THE INSTITUTION**

### **1. Degree and Certificate Programs**

**Undergraduate Degree Programs and Certificates.** Thomas Edison State College offers six associate degrees and 10 bachelor's degrees (including three joint degree programs with the Rutgers School of Health Related Professions). There are approximately 100 areas of study in the undergraduate degree programs.

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

The Bachelor's Degree Programs include: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Applied Science and Technology, Bachelor of Science in Business Administration, Bachelor of Science in Health Information Management (a joint degree with the Rutgers School of Health Related Professions), Bachelor of Science in Health Sciences (a joint degree with the Rutgers School of Health Related Professions), Bachelor of Science in Human Services, Bachelor of Science in Medical Imaging Sciences (a joint degree with the Rutgers School of Health Related Professions), Bachelor of Science in Nursing (BSN), and Bachelor of Science in Organizational Leadership.

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

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

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



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

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

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

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

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

## 2. Other

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

**National Institute on the Assessment of Adult Learning.** The National Institute on the Assessment of Adult Learning is sponsored annually by Thomas Edison State College. The National Institute provides an intensive learning experience for professionals in education who are involved in the assessment of adult and experiential learning. Celebrating its 25<sup>th</sup> year, the National Institute has been attended by national and international experts. The theme of the June 2013 conference was *Looking Back. Moving Forward*. The keynote speaker was Dr. Elena Silva, Senior Associate of The Carnegie Foundation for the Advancement of Teaching and Learning.

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

## H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

Thomas Edison State College engages in public service activities through individual staff participation on various external boards, committees and organizations, military partnerships, The John S. Watson Institute for Public Policy, and the Office of Community Affairs & Government Relations. In addition, the State Library, an affiliate of Thomas Edison State College, contributes to the public service activities of the College (see “Other” section below). Highlights of some of the College’s activities are provided below.

### The John S. Watson Institute for Public Policy

The John S. Watson Institute for Public Policy advocates for public policy changes and assists decision makers to enact public policy that best serves the residents of New Jersey. The Institute utilizes a practical, hands-on approach to support and inform the people and legislators of the State. There are six centers within the Institute: Center for Urban Environment, 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 Mayor’s Association through conferences, meetings, training sessions, and policy review and analysis.

Within the Institute’s Center for the Positive Development of Urban Children, activities during the year included policy work on building a professional development system for early childhood professionals; facilitation of professional development seminars; and the sixth annual New Jersey Cultural Competency and English Language Learners’ Summer Institute, held at Thomas Edison State College.

Staff members from the Institute’s Center for Civic Engagement and Leadership continued to facilitate the United Youth Mentor Link program at Trenton Central High School via partnerships with the United Way of Greater Mercer County, Big Brothers/Big Sisters of Mercer County, Princeton Center for Leadership Training, and the Princeton-Blairstown Center.

At the Institute’s Center for Urban Environment, various activities at the state and national level were underway related to environmental justice and science.

Institute staff members continued this year to work with the New Jersey Urban Mayors’ Association on issues related to neighborhood stabilization and economic growth. Institute staff also met with members of the Hurricane Sandy Rebuilding Taskforce to identify resiliency gaps and opportunities in the state focusing on coastal communities, high-density urban environments, and ecological networks.

The work of the Institute’s Center for Health Policy Development involved collaboration with the New Jersey Partnership for Healthy Kids in efforts to reduce childhood obesity in New Jersey. The Institute’s staff also worked with the Mayors’ Wellness Campaign and the Office of Nutrition and Fitness at the Department of Health and Senior Services.

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

### Revitalizing Downtown Trenton

The College, through staff in the Division of Community of Government Affairs, continues to serve a major role in the Capital City Partnership, a registered 501c3 organization set up to broker, foster, and leverage private, public, and community resources to enhance and promote redevelopment initiatives that will revitalize the Canal Banks area of Trenton, N.J. The Partnership involves the College, Shiloh Baptist Church, The New Jersey State Chamber of Commerce, Capital Health System, and other members of local business and residential groups. The major activities of this partnership involve beautification and security improvements in downtown Trenton.

### Adults Back to College Program

During FY 2013, the college received the New Jersey Disengaged Adults Returning to College (DARC) grant, which is a component of the federally funded College Access Challenge Grant. The grant targets New Jersey residents who were enrolled in a New Jersey College within the past ten years and who have completed 50% or more of the coursework required for a degree.

## **I. MAJOR CAPITAL PROJECTS UNDERWAY IN FY 2013**

The College's Kuser Mansion, built in 1905 and listed on the State of New Jersey Historic Registry and on the National Registry, was completely renovated and restored in 2013.

In January 2013, a new state-of-the-art Nursing Simulation Laboratory was opened for students enrolled in the W. Cary Edwards School of Nursing.

The College was one of several NJ colleges and universities to receive funding for capital projects through the Building Our Future Bond Act. With this funding, the College will develop a new nursing education center.

Various infrastructure initiatives and system upgrades were made this year, including the completion of a Business Continuity Plan, the implementation of a new Learning Management System, and the migration of the Student Information System from a UNIX-based operating system to a Microsoft SQL system.

### III. OTHER

#### New Jersey State Library Selected Highlights

Many libraries throughout the region provided assistance to displaced residents during Hurricane Sandy and its aftermath. As a result, the New Jersey State Library, LibraryLinkNJ, the New Jersey Library Association, and the National Network/Libraries of Medicine co-sponsored “Ports in a Storm: the Library as Community Partner in Disaster Response,” a conference that highlighted the second-responder nature of libraries during disasters.

The Library Development Bureau was restructured into three distinct units: Library Support Services, Lifelong Learning, and Innovation and Outreach. This restructuring helps the Library continue to provide literary and information services in an effective and easily accessible manner. The New Jersey State Library also continues to provide some key online databases.

During FY 2013, the Talking Book and Braille Center continued to deploy digital readers and accompanying cartridges to eligible customers. The State Library also joined the Open Library at the Internet Archive, meaning that anyone in New Jersey may borrow books from the Open Library’s e-book lending program.

In other activity, a collection of several hundred unique original documents from various state government departments, dating primarily from the period 1920-1955, was scanned, catalogued, and added to the New Jersey state documents digital depository. These documents represent pre-New Jersey Administrative Code rules and regulations.

The IT Department, with assistance from the Business Office, completed the Broadband Technology Opportunity three-year grant program, which supported efforts to replace and upgrade equipment, increase the size of the network, expand electronic databases, and collaborate to provide extensive training for workforce development. As a result of this grant, the State Library is able to engage in strategic partnership outreach, especially with the State’s county colleges and the New Jersey Department of Labor.