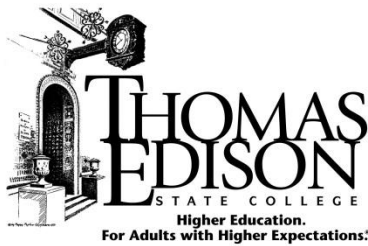


Fiscal Year 2012

# The President's Annual Report to the Board of Trustees





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## Message from the President

This has been a truly extraordinary year. There were many significant accomplishments, all of which are described in this Report, and I am proud of them. However, the whole is far greater than the sum of the parts in that these accomplishments, taken together, have led to the establishment of an extremely firm foundation for a strategic evolution as we move into the future.

### Highlights of the Year in Review

During the year, we gained regional institutional reaccreditation for the next ten years by the Middle States Commission on Higher Education, as well as programmatic accreditations for various curricula offered by our Schools. We have created a new MBA program, a new Master's degree in Public Service program, a new Accelerated Second Degree BSN program, and a new General Education program, all of which were developed in response to stated demand. We have built state-of-the-art course- and program-delivery technologies. We have codified a Quality Assurance Program for all aspects of the College, enriching our culture of assessment and ensuring that we will remain true to our mission to serve self-directed adults. We have developed a new Strategic Plan to guide our work during the next five years. And we have undergone a significant transition in leadership as some of our most dedicated veterans have passed the baton to another group of inspired individuals who will carry on our good work as they oversee the W. Cary Edwards School of Nursing, the Division of Institutional Planning and Research, the Division of Administration and Finance, and the New Jersey State Library.

Our enrollment continued to grow. We also saw a 15-percent growth in revenue and revenue margins despite trying economic times and further declines in state support. When this growth is considered in light of only a six-percent increase in costs, it is clear that the institution is operating at peak efficiency. We have made significant strides in building our physical plant, with major renovations to the Kuser Mansion and the establishment of a new "Sim Lab" for our nursing students.

We are well prepared and ready for the next iteration in the life of the College.

### And Looking Ahead . . .

Our new Strategic Plan articulates ambitious goals. We intend to build on our previous successes to grow our enrollment to 25,000 students, produce an annual 7.5-percent revenue margin for reinvestment in the institution, and create unified student service and support programs and course-delivery methods that exploit leading-edge technologies. We intend to create still more academic programs that respond to stated needs, with

emphasis on further noncredit and public-service-oriented credit-bearing options. We intend to continue the enrichment of our culture of assessment by refining learning outcomes statements, metrics for institutional effectiveness, and analysis of research results that will lead to informed strategic planning. We intend to develop a comprehensive facilities master plan that speaks to securing control of all of our facilities and securing funding to support new capital building projects. And we intend to acquire “university” status, as befits the high quality of our institution.

Our goals are, indeed, ambitious, but I have every confidence that we will achieve them all. This confidence is grounded in my belief that we have a strong foundation, a strong fiscal position, strong leadership, and a dedicated and well-trained staff that believes in our students and in our mission.

I invite you to read this Report in its entirety. I look forward to your reaction and response.

George A. Pruitt  
President

# **Serving Students with Academic Programs to Meet Their Needs**

## **Academic Affairs Divisional Update**

Perhaps the most significant accomplishment of the past year is the College's attainment of reaccreditation by the Middle States Commission on Higher Education. The College is now regionally accredited for the next ten years, and the reaccreditation came with no recommendations for the College to address. More information on the reaccreditation appears in the section "Assuring Quality," below.

On the curricular front, the New Jersey Presidents' Council approved the College's MBA degree program, which is scheduled for a Fall 2012 launch. The MBA will be the College's first degree program to have 8-week semesters. Additionally, the W. Cary Edwards School of Nursing began offering its Accelerated Second Degree BSN program, with 20 students in the inaugural class. To be eligible for this program, students must have an earned baccalaureate degree with a 3.0 or higher grade point average, a number of pre-requisite courses in science earned within the past five years, and the ability to engage full-time in both classroom and clinical study. This program is the College's first foray into classroom-based education. The Watson School of Public Service and Continuing Education's Master of Public Service Leadership degree program was also approved by the Presidents' Council, and the Heavin School of Arts and Sciences' Master of Arts in Educational Technology and Online Learning degree program is scheduled for review by the Presidents' Council in September 2012. We also completed a major revision of our General Education program. This revision resulted in the most significant change in the General Education requirements in 30 years. The new General Education curriculum is outcomes-focused, allowing students greater flexibility in content areas, but requiring more focus on acquisition of stated learning outcomes. With these changes, the College becomes one of only a handful of higher-education institutions implementing the American Colleges and Universities 21<sup>st</sup> century liberal arts curriculum.

The College also continued to expand the frontiers of educational technology through its development of a multiplatform model that allows students to gain access to courses using a broad array of devices: these include the iPad, smartphones, tablet computers, Kindle devices, and traditional laptop and desktop computers. The foundation for the multiplatform delivery of courses was the conversion of all Thomas Edison State College courses to a "cloud"-based format. Facilitating this was the implementation of a new course-development model that allows the instructional design staff and mentors to significantly increase efficiencies in the development cycle. The College is now one of the few institutions in the nation to offer all courses on such a wide variety of platforms. We also completed the necessary academic work

to launch a new learning management system, Moodlerooms. Moodlerooms is scheduled to go live in February 2013, following a test run during the Fall 2012 semester.

In other activity during the year, the Academic Affairs division was restructured: the Office of Test Administration (OTA) was moved into the Learner Services unit and the Office of Mentor Affairs (OMA) was reassigned to the Academic Affairs division. This realignment places OTA in the student support unit, where OTA staff can easily work with student-support staff to resolve test administration issues. OMA will be able to work more closely with the schools and their deans, now that it is a part of the Academic Affairs division. All of these developments are described in detail in the following sections of this report.

## **School of Applied Science and Technology**

### *Curriculum*

Curriculum for the BSAST in Nuclear Energy Engineering Technology degree program was reviewed by staff from the Accreditation Board for Engineering and Technology (ABET). We are now enacting the curricular suggestions made by ABET staff. We are also seeking another ABET accreditation, this one for our Electronics Engineering Technology degree program. To that end, we updated degree requirements such that students must now earn 124 credits based on ETAC-ABET criteria and planned for the required advisement of future enrollees. We also began developing prerequisite General Education and Area of Study courses so the program can be completed entirely through College course offerings. An accreditation site visit and a decision by ABET are scheduled for early in the next fiscal year. In other accreditation activity, the School received accreditation by the Commission on Accreditation of Allied Health Programs for its Associate in Applied Science in Polysomnography degree program.

Under a Nuclear Regulatory Commission grant, the School developed new courses and revised old ones in Radiation Safety and Nuclear Risk Analysis. The new Master of Science in Applied Science and Technology (MSAST) degree program has exceeded expectations for enrollment numbers, and this has led to further curricular development possibilities. New Areas of Study proposed for the MSAST are Nuclear Systems and Safety Security, Cyber Security, and Technology Management. The Associate in Applied Science in Occupational Therapy program and the AAS in Radiology Program were approved for use with the Fort Sam Houston Interservice Allied Health program, Radiation Safety Officer training, for programs in energy. Allied health academic programs were reviewed and credit recommendations were made, with the addition of an assessment instrument to be developed by the College.

### *Academic Partnerships*

Efforts were focused on community college partners this year, and collaborations with New Mexico Junior College and Lakeland Community College resulted in the creation of transfer

templates and articulation agreements with both institutions based on the College's Nuclear Technology degree program. Articulation agreements were drafted for Three Rivers Community College and Westchester County Community College, as well. In other work with community colleges, a grant was received to support the linkage of Thomas Edison State College with the Nuclear Energy Institute's Nuclear Unified Curriculum program, a program that is active in 50 community colleges and industry partners around the country. As a result, the College processed articulation agreements with 25 community colleges for our Associate in Applied Science (AAS) in Nuclear Energy Technology degree program.

Activity was also expanded in allied health programs, including a collaboration with the University of Medicine and Dentistry of New Jersey (UMDNJ) on an approved joint Associate of Science in Occupational Therapy Assistant degree program.

### *Outreach and Marketing*

College staff participated in the 2011 Conference on Nuclear Training and Education and visited industry sites at Palisades, PSEG, and DC Cooke to promote the College and its programs. Targeted marketing efforts were directed at the energy industry, with emphases on the nuclear sector; expanding allied health programs; and the military. The School's staff also worked with the Office of Military and Veteran Education to develop a plan to market the School's bachelor's degrees to those working in commercial nuclear facilities.

### **Heavin School of Arts and Sciences**

During the year, the College was awarded the 2012 New Jersey Disengaged Adults Returning to College grant. The grant is a component of the federally funded College Access Challenge Grant and will award the College \$75,000 in 2012-2013, with possible renewal in 2013-2014. The grant targets New Jersey residents who were enrolled in an institution of higher education within the past 10 years and who have completed 50 percent or more of the coursework needed for a degree. The College also joined the New Jersey TEAC (Teacher Education Accreditation Council) consortium, a group of New Jersey colleges and universities with educator-preparation programs accredited by TEAC.

### *Curriculum*

The School's proposal for a new District Leadership Area of Study in its Master of Arts in Educational Leadership degree program was approved by the New Jersey Department of Education and offered to students in FY 2012. The Department also approved course revisions in the degree program's Building Leadership Area of Study. This Area of Study will allow graduates to be recommended for endorsements of Supervisor, Principal, and/or School Administrator (Superintendent). A graduate certificate program based on an Area of Study

(Business Administration) developed with the School of Business and Management is now being offered by the Heavin School. This program leads to the endorsement of School Business Administrator. The New Jersey Department of Education also approved our proposal to expand on this certificate program and develop a Master of Science in Management in School Business Administration degree program. And, in response to a new state statute, we created a non-credit instructional module on the Anti-Bullying Bill of Rights Act and Anti-Bullying Guidance for Educator Preparation Programs on Harassment, Intimidation, and Bullying. In other graduate curricular areas, a review of the graduate certificate in Homeland Security led to a plan to develop a master's degree program in Global Security Management, with courses in Cybersecurity, Biosecurity, and Intelligence to be offered in 2013. A new Area of Study in Professional Communications for the Master of Arts in Liberal Studies degree program was also approved, and a Master of Arts in Educational Technology and Online Learning is awaiting approval by the New Jersey Presidents' Council.

The capstone course for the Bachelor of Arts degree program was made mandatory for all students in the degree program. This will strengthen the program and provide for further measurement of the attainment of stated learning outcomes. In other undergraduate developments, we finalized a new curricular model for General Education. The new model, which is a significant change from the old, will facilitate the gathering of data for the assessment of students' attainment of general education competencies and will be relevant to current developments in the General Education field.

### *Academic Partnerships*

The School established a formal partnership with the Business Technology Institute, based in Lakewood, New Jersey, to provide degree-completion opportunities to the Institute's students. In other partnership activity, three groups of Fort Sam Houston soldiers and sailors completed courses offered onsite there. Data collected from the CourseEval survey indicate that the mentors for these courses surpassed the College's performance benchmarks. A partnership agreement with Bergen County Community College provides a degree-completion pathway to Thomas Edison State College for Bergen graduates in Psychology, Criminal Justice, and Business.

The Heavin School was involved in the Next Generation Learning Challenges grant entitled "Expanding Blended Learning through Tools and Campus Programs" led by the University of Central Florida and the American Association of State Colleges and Universities (AASCU). This is part of an initiative to test the efficacy of blended content in course offerings at various institutions. Efficacy will be measured through assessment of student perceptions, student success in academics, and student persistence in completing courses. The College's contribution to this study involved offering blended-learning courses at Fort Dix and in our facilities in Trenton. The School is also working with AASCU on the Seven Revolutions

Initiative and the Psychology Project, both of which explore innovative course and program delivery strategies.

### *Outreach and Marketing*

In targeted marketing efforts, more than 2,500 human services workers in New Jersey were sent information about the School's Bachelor of Science in Human Services degree program. Outreach promoting the Master of Arts in Educational Leadership degree program focused on the New Jersey Association of School Business Officials. Staff also provided information on our law enforcement programs at a conference involving the New Jersey Association of Criminal Justice Educators and the New Jersey Chapter of the American Correctional Association. Additional targeted outreach promoting law enforcement programs for Coast Guard personnel were also completed. College staff also attended the New Jersey Correctional Association Conference and the National Education Association convention to inform attendees about relevant degree programs offered through the Heavin School.

### **School of Business and Management**

Late in the fiscal year, a decision was made to merge the School of Business and Management and the School of Applied Science and Technology into the School of Business and Technology. The transition activities are currently underway. What follows is a description of activities undertaken before the merger.

### *Curriculum*

School of Business and Management and DIAL staff developed new Areas of Study for undergraduate and graduate degree programs and created new courses to be offered in an entirely online Bachelor of Science in Business Administration (BSBA) degree program. Undergraduate courses were developed in Finance, Accounting, and Entrepreneurship. With the development of these courses, ten BSBA Areas of Study can now be completed entirely online. Staff members completed the revision of the graduate-level Project Management Area of Study such that it complies with the certification requirements set out by the Project Management Institute, and various capstone courses were revised and merged to create the new MAN 630 course, which is now the single capstone course for MSN students. Other work with capstone courses resulted in recommendations to broaden the focus of projects to include qualitative research as well as quantitative research, problem solving, and team-based projects.

New Areas of Study based on existing certificate programs were created in Organizational Leadership and Human Resources Leadership. Student response to the new offerings has been positive. Collaboration with the Heavin School of Arts and Sciences also led to joint offerings in School Business Administration and Homeland Security Management. And, in response to

student demand, we developed an MBA degree program using grant funding of \$100,000 from the Thomas Edison State College Foundation. The proposal to offer this program was approved by the New Jersey Presidents' Council, and preparations are underway for the enrollment of the first students.

### *Outreach and Marketing*

The School now has a brochure directed to military students interested in the Master of Science in Management degree program, and staff also participated in several recruiting events aimed at the College's Corporate Choice partners. An outreach effort promoting the Master of Science in Management degree program to candidates who took the GMAT exam was also completed. The Dean of the School of Business and Management was interviewed on the "Get Educated eLearning Education Blog" about the College's program to prepare students to take the national Certified Public Accountant (CPA) examination. Thomas Edison State College CPA students have been ranked number one in the state for their pass rates on this exam. The School has also negotiated an agreement with the GRE Search Service for marketing outreach and placed a banner ad on USNews.com and BusinessWeek.com. New website pages have also been added to describe the College's MBA degree program, and webinars were held on the Master of Science in Human Resource Management, the MBA, and the MSM degree programs.

### **W. Cary Edwards School of Nursing**

A new Dean of the W. Cary Edwards School of Nursing was appointed late in FY 2012. Dr. Filomela Marshall, previously an associate dean in the School, will take up her duties on July 1, 2012. She replaces Dr. Susan O'Brien, who will become Associate Provost for Special Projects.

The Middle States Commission on Higher Education formally approved the School's Accelerated Second Degree BSN Program. The Commission on Collegiate Nursing Education and the National League for Nursing also approved the program. This program, which allows students who have already earned a bachelor's degree in another discipline to complete a second bachelor's degree in Nursing in only one year, involves a partnership between the College and the region's Capital Health System. For the first time, students attended classes onsite at the College, as well as at Capital Health facilities. New graduate-level Areas of Study were also developed in Nursing Informatics and Nursing Administration and are now offered to students.

School staff also prepared a self-study report and hosted a site visit for re-accreditation by the National League for Nursing Accrediting Commission (NLNAC). The NLNAC site visit team concluded that the School had met all six standards for accreditation. The team also affirmed that levels of achievement concerning student learning outcomes and programmatic outcomes were met. The final accreditation decision will be made in the Fall of 2012.

## *Curriculum*

During the year the School ran a number of graduate practicum courses. The practicum courses are complex and labor intensive, requiring affiliation agreements 24 weeks prior to the opening of the course. Students taking these courses must also undergo criminal background checks, fulfill health requirements, and have preceptor credentials verified. During the year, the School also introduced the Accelerated Second BSN program described elsewhere in this Report.

Finally, in a move to further improve the curricular experience for our students, the School began work to create a patient simulation laboratory (Sim Lab), working with Lockheed Martin. This lab, which uses patient simulators and integrated software to create scenarios, will play an important role in the education of students in our Accelerated Second BSN Degree program. The Sim Lab will open in October 2012. Grant funding is being sought from various organizations for Sim Lab.

## *Academic Partnerships*

New graduate practica affiliation agreements were reached with SUNY Delhi, NY; JFK Medical Center Muhlenberg Harold B. & Dorothy A. Snyder School of Nursing; Atlantic Cape Community College; and Chelsea and Westminster Hospital in the United Kingdom. Renewals were reached with the Jersey City Medical Center; NJ; Abington Memorial Medical Center, PA; and RWJUH Children's Hospital, NJ.

Multiyear academic clinical affiliation agreements were reached with Burlington County College, Middlesex County Community College, Brookdale Community College, Bergen County Community College, Trinitas School of Nursing, The College of New Jersey, Ramapo College, Montgomery College (in Maryland), Keiser University (Florida), Hillsborough Community College (Florida), and California State—Dominguez Hills.

The School has partnerships with a variety of hospitals to offer degree-completion opportunities to their employees. Of these partnerships, enrolled students from Capital Health now number 221. The second largest partner is Virtua, whose average enrollment is steady, with 140 students. There are 81 students from Meridian Health, and Helene Fuld has 50 students enrolled. There are 39 students enrolled through the partnership with St. Francis Medical Center; Kennedy Health System has 35 enrolled; and VNA Health Group currently has 12 students enrolled. Students coming to the College through our partners comprise 21 percent of the School's total enrollment.

## *Outreach and Marketing*

Staff from the School worked with the College's Office of Communications to create web pages for the Accelerated Second Degree BSN program, to place advertising and information in local

newspapers, and to send e-mail messages describing the new program to alumni, current students, and New Jersey hospitals. Staff also made recruitment visits at national nurses' conventions and at local hospitals.

## **Watson School of Public Service and Continuing Studies**

### *Curriculum*

The new Master of Public Service degree program, to be delivered entirely online, was approved by the New Jersey Presidents' Council. The program was developed in accord with the National Association of Schools of Public Affairs and Administration's standards of accreditation. Areas of Study include Community and Economic Development, Information Technology Management for Public Service, Environmental Policy/Environmental Justice, Nonprofit Management, Public Finance, and Public Health/Public Policy. These Areas of Study will also be offered as certificate programs. The Master's degree program will be offered to students beginning in October 2012. In the Master of Science in Management degree program's Area of Study in Public Service, new courses, including a course in Practical Grant Writing, were added to the curriculum. Other new courses to support the graduate degree programs include the following: MPL-520 Program Analysis and Evaluation, MSP-676 Urban Economics, and MPL-710 Master in Public Service Leadership Capstone. Additionally the four courses making up the Nonprofit Area of Study—NPM-502 Nonprofit Management, NPM-610 Nonprofit Governance NPM-670 Critical Issues in Nonprofit Management, and SOE-570 Social Entrepreneurship—were updated.

New programs currently up and running in the Continuing Studies program are as follows: Medical Office Assistant Specialist; Electronic Health Records; Healthcare Law; Elder Law; Pharmacy Technician; Medical Transcription; Medical Transcription Editor; Inpatient/Outpatient Medical Coding and Billing; Outpatient Medical Coding and Billing; 24-Hour Pre-Service Alternative Route to Teaching; Family Nutrition; Functional Family Nutrition; School Nutrition and Wellness; Counter-Terrorism Intelligence; Cyber Security; Nonprofit Management; Grantsmanship for National Leadership; The Role of Nonprofit Boards; and Building/Project Management, General Building Code. These new offerings join existing programs in Paralegal, Nurse Paralegal, Fitness, and Workforce Career Coach Facilitator.

### *Academic Partnerships*

Partnership agreements were made with Kaizen Technologies (for the School's Project Management program) and with C-Tech Associates (for the School's courses in network and telephone systems).

## *Outreach and Marketing*

Targeted outreach efforts included the promotion of the Public Service Area of Study for the Master of Science in Management degree program to Heavin School graduates and enrolled undergraduates, as well as to attendees at the 2012 New Jersey League of Municipalities Conference. Marketing efforts included the production of a print brochure to be distributed to prospective military students; attendance by staff at a New Jersey League of Municipalities Convention, which also featured an information session on the College and the Public Service Area of Study; and placement of advertising in various publications. Additional targeted outreach efforts focused on increasing registrations for several noncredit certificate programs.



## **Offering Students Flexible Education Options**

### **Directed Independent Adult Learning (DIAL)**

Preparations for the Moodle Learning Management System (Moodle Rooms) progressed with anticipated implementation in February 2013. All courses were successfully moved to the Google Apps server, which will enable us to offer them through any desired learning platform. This move also will allow us to adopt new learning technologies quickly and efficiently. All objective-style midterms, finals, and quizzes are now in electronic online format thus eliminating paper-and-pen-based assessments.

The FlashTrack project, supported by a FIPSE grant, evolved into a larger initiative that will enable us to offer offline editions of all of our courses through consumer devices, including the Apple iPad, a wide range of Android Tablets, eBook readers (such as the Amazon Kindle, Kindle Fire, Nook, and Nook Tablet), as well as through the USB sticks and flash memory. FIPSE extended the grant funding to allow us to coordinate FlashTrack course delivery with the transition to Moodle Rooms and to collect data on student usage and satisfaction with the delivery system.

Mobile delivery via smartphones will also be possible now that we have moved course content to Google Apps and Moodle. Students will be able to get their courses and materials in a phone-friendly format, so they will be able to gain access to courses wherever they wish. Additionally, all course videos and media have been placed on the College's YouTube channel, which will encourage multi-platform video rendering, and will solve many student help desk issues.

### *Course Development and Revision*

New courses were developed in the new CloudCre8 format to support degree programs and noncredit programs for the Heavin School, the School of Business and Technology, the School of Nursing, and the Watson School of Public Service and Continuing Studies. Over 60 new courses were developed, and all can be delivered through the multiple delivery mechanisms mentioned above.

### *Course Evaluation*

During the year, a transition was made to a calendar-year data collection schedule to better align with strategic planning and budgeting processes. Such data include student and mentor course evaluation surveys.

## Mentors

To be appointed as mentors, individuals must have, at a minimum, a master's degree and two years of college-level teaching experience, including Web-based instruction. In FY 2011, the College had contracted with 672 mentors, all of whom had a master's degree and experience in working with adults at a distance. Mentors' academic qualifications can be summarized as follows:

Degree	Percent holding
PhD/EdD	46%
JD	3%
MFA/MPA/MLS	2%
Masters	49%
Total	100%

Several surveys were conducted to determine student satisfaction with mentors. Findings relative to mentor performance from the course evaluation surveys, the ALI, and the Graduate Survey, are as follows:

- Course Evaluation Survey—in its FY 2011 administrations, students rated mentors at 3.48 on a 4-point scale, where 1= poor, and 4 = outstanding.
- Adult Learner Inventory (ALI)—in its FY 2010 administration, students rated mentors at 5.537 on a 7-point scale, where 1=Not very satisfied, and 7=Very Satisfied.
- Graduate Survey—of the FY 2011 survey respondents, 84.6% gave mentors a rating of “Excellent” or “Good” in terms of their effectiveness and 77.9% rated mentors as “Excellent” or “Good” in terms of the timeliness of their feedback.
- Independent consultant review—responding to the FY 2011 Stamats review, 76% of students gave mentors a rating of “Very Good” (highest category) or “Good” with a mean score of 4.02, where 1=Very Poor, and 5=Very Good.

In recent years the gender ratio has consistently reflected a fairly even (45% to 55%) division between male and female mentors. Likewise, the ethnic diversity of the mentor pool has been fairly stable, with 10 percent African American, 2 to 4 percent Hispanic, 2 to 4 percent Asian, and approximately 77 percent Caucasian.

The Office of Mentor Administration continued to improve the workflow process of mentor files. The digitization of mentor records proceeded, and over 800 files are currently being reviewed and scanned into Singularity. Mentors are now notified via a newly created report which details the course(s) and the number of students registered. The Office of Mentor

Administration has also been working with the Grade Administrator on the transition to WebAdvisor grading for mentors.

## **Collegiate Credit Assessment Center**

The Collegiate Credit Assessment Center (CCAC) continued its efforts to implement change in the operations of its programs and to improve communication with the rest of the College and with our external partners. Staff members in the CCAC's three primary units—the Center for Academic Program Reviews (CAPR), the TECEP/Testing Unit, and the Prior Learning Assessment (PLA) Office—also began implementing suggestions made as a result of the Operations Review conducted by the Lucas Group earlier in the year.

Through FY 2012, the CCAC focused on the development of a new PLA process, on establishing a new approach to conducting reviews of non-collegiate programs, on establishing new partnerships with education providers, and on adding several new TECEP exams to the current slate. An important partnership move involved our joining OERu, a group comprising more than a dozen universities in the United States, Canada, New Zealand, Australia, the United Kingdom, and South Africa, among others. The product of this partnership will be Open Courseware materials for which we will design assessments for college credit.

The CCAC also worked with the Office of Marketing to do some much-needed market research for CAPR and PLA to identify potential markets and areas of focus. We also worked with the Division of Planning and research to establish ways to acquire data on CCAC programs.

### *Testing/TECEP*

There was a steady increase in the numbers of students using the College's venerable TECEP method of earning credit. The credit-bearing examination program saw significantly increased registrations this year, possibly due to improved web page links, more competitive pricing, and a new registration method for TECEP through the College's Web Advisor service. Registrations increased 125 percent during the year.

New TECEP exams (Financial Accounting and Statistics) were developed to provide opportunities for students to complete prerequisites for admission to the College's new MBA degree program. A TECEP exam was also developed in Medical Terminology. In-course testing for the Accelerated BSN program was created. TECEP/Testing staff also provided test-scoring and item-analysis services for the new BSN Accelerated Second Degree Program.

A new Quality Assurance process was implemented in FY 2012, in which a percentage of all essays written by students are scored by multiple graders to ensure that scoring remains accurate, reliable, and consistent. Initial results suggest that mentors who grade TECEP essays are able to maintain consistent standards.

## *Prior Learning Assessment*

During the year, a new PLA course model was developed and implemented, and the deans of all schools worked to update and streamline the database of PLA courses. In other developments, a pilot program involving students from the School of Applied Science and Technology was created: students in the pilot program will complete PLA 100 and PLA 200, courses that will enable them to develop portfolios in a variety of technical subjects.

A quality assurance plan was implemented whereby a sample of student portfolios undergoes an additional review by a second mentor to ensure consistency in the quality of assessment each portfolio is given. New delivery modes for PLA now include FlashTrack and Open Courseware.

Seventy-five percent of all students who registered for PLA were successful in earning credit. Although registrations for undergraduate PLA courses were down when compared to the previous fiscal year, those for graduate PLA courses increased from 16 to 30. There was also a shift away from Standard PLA registrations to Individualized PLA registrations.

## *Center for Academic Program Reviews*

During the year, the Center for Academic Program Reviews (CAPR) conducted training evaluations for the UPS Integrad Supervisor Training Program, the Nuclear Regulatory Commission's Generic Fundamentals Exam, and apprenticeship programs coordinated with NJ PLACE.

The Center for Academic Program Reviews also completed an academic program review for the Radiation Safety Officer training program. No credit was awarded as a result of this review, but the College will develop assessments for students who complete this program so that they will earn credit. Also being reviewed are the Customs Broker License Exam and The Elizabeth Boggs Center for Developmental Disabilities. CAPR also collaborated with the School of Business and Management and the Corporate Choice program to develop a better pathway between American College and Schwab courses reviewed by the CAPR and the Business School's degree programs.

Project management and database software (SAGE Act & Project Kickstart) was installed to facilitate follow-through for reviews and streamline communication, and an APR Communications plan was created to keep stakeholders informed and to facilitate and expedite the review process.

## **Providing Students with Services**

### **Learner Support**

#### *Admissions/Information Center*

Staff hosted six onsite and three online College Day events during the year. Also held were seven online Webinars for prospective graduate and undergraduate students. Call volume to the Information Center increased, when compared to the last fiscal year. A project was initiated to install a new module in Datatel to replace the current electronic application for admission. A database to track scholarship applications, eligibility criteria, selection decisions, and notification was also put in place.

#### *Advisement*

Work was completed to ensure improved student privacy and support. For example, a software feature (Retention Alert) was installed that offers services to let students know when they may need added support to complete degrees. This early tracking alert system also helps advisors get timely support to students, thereby increasing retention. A trend was noted in the way students interact with advisors: preferred methods of interaction now seem to be through e-mail and through the Advisement Expressline, rather than by phone or in-person meeting. Students' questions are usually answered within two business days, and frequently on the same day as they were posed.

#### *Financial Aid*

As a result of technology upgrades, students now may accept their financial aid awards electronically, having received their award letters in HTML format. Staff completed a two-year project to report enrollment data through the National Student Clearinghouse, and they developed a means to produce a financial aid attendance report. The attendance report is important, since students must log into a course before the first three weeks of the term have passed to retain their financial aid, in accord with Federal guidelines. As has been the case in the past, more and more students are using financial aid.

To increase student satisfaction, a Customer Service Specialist who fields student phone calls was added to the Financial Aid staff. In other developments, the Financial Aid Office is now able to effectively track Department of Education payment rejects, thus improving accuracy in transmittal of Federal funds and reducing errors in student accounts.

### *Office of Student Special Services*

Numbers of students with disabilities have decreased during the year due to changes in the way those receiving reasonable accommodation for disability are tracked. The new tracking method reflects only those students who have been active and who have received services during the year. Numbers of incarcerated students continued to increase. During the year, the College served 96 students with disabilities and 77 incarcerated students.

### *Office of Test Administration*

During the year, the Office of Test Administration offered the relatively new Online Proctoring Service (OPS) to students enrolled in some 70 courses. Our goal is to have OPS available for all courses that have exams. OPS allows students to take exams in locations of their choice, rather than having to travel to a designated proctoring site.

### **Registrar's Office**

The Office of the Registrar underwent an internal audit, conducted by Grant Thornton. Based on audit findings and recommendations, staff in the Registrar's Office worked with the Office of Human Resources and the College Counsel to conduct College-wide FERPA training sessions for all staff.

The Office of the Registrar's records staff managed the timely processing of more than 33,000 incoming transcripts during FY 2012. Once logged in, transcripts are processed by the Evaluation Section to determine if they contain applicable transfer credit. The practice of allowing transcript evaluators to telecommute three days per week continues to increase morale and has resulted in increased efficiencies. Benchmarks for processing evaluation of transcripts were met or exceeded throughout the fiscal year.

# **Supporting Students and Clients via Constituent Partnerships**

## **Enrollment Management**

The College continued to monitor enrollment demographics and update the Enrollment Management plan accordingly. Staff also attended transfer fairs at community colleges, made presentations to transfer counselors at those colleges, and developed online information for those who are considering degree completion. The vertical marketing strategies for specific academic programs were also refined to reach those who are most likely to enroll in such programs.

Targeted outreach development involved the Division of Academic Affairs working with the Division of Enrollment Management and Learner Services in accord with the Strategic Vision Plan. Outreach strategies were developed for Military and Veteran Education, the W. Cary Edwards School of Nursing, the Heavin School of Arts and Sciences (focusing on master's degree programs in Education, Criminal Justice, and Homeland Security), the School of Business and Management (focusing on the Accounting programs), the School of Applied Science and Technology (focusing on the Clinical Trials program), and the John S. Watson School of Public Service and Continuing Studies.

## **Working with Active-Duty Military and Military Veterans**

The Navy College Program Distance Learning Partnership saw growth during the year, reversing a trend experienced in the previous year. There was also strong enrollment growth among veterans. The College has more veterans enrolled than any other institution in the State of New Jersey.

The partnership between the College and the Army to provide onsite courses at Fort Sam Houston was very successful. It has now been approved by the Middle States Commission on Higher Education, and it has been accredited by the Council for Respiratory Care. As a result, those who complete the program may sit for the Registered Respiratory Therapy certificate exam. This program is a model for future military training programs, as the military begins to address the problem of veterans who become unemployed when they leave military service because they are not properly licensed or certified in the fields in which they worked during active duty.

## **Working with Strategic Partners**

### *Corporate Choice Program*

Monthly e-mail outreach to all Corporate Choice applicants and follow-up with prospective students continued throughout the year. New Corporate Choice agreements were signed with Capital Health for non-nursing programs and with the Entergy Corporation, and an articulation agreement was signed with the Western Civilization Foundation.

Management of the needs of our largest Corporate Choice partner, UPS, continued successfully during the year. The College enrolled more than 400 UPS employees, and conferred more than 20 undergraduate degrees/certificates during the year. Employees from the New Jersey Department of Treasury, Prudential, PSEG, Robert Wood Johnson Hospital (Hamilton), and Wal-Mart enrolled during the year, as well.

## **National Institute on the Assessment of Experiential Learning**

The National Institute on the Assessment of Adult Learning 2012: *Tradition and Innovation in a Competitive Environment*, was held in Atlantic City, NJ, in June, following an optional pre-conference workshop. It was a success, bringing in 116 paid attendees from around the world and generating the largest revenue to date. Attendees came from 33 states across the nation, including Alaska, Hawaii, and Washington State, as well as from South Africa and the United Kingdom. Keynote speakers included Jerry Ice of The Graduate School USA, and Louis Soares, formerly of the Center for American Progress.

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

### *Center for the Urban Environment*

Institute staff worked with the Newark Environmental Commission to prepare a sustainability plan for the City of Newark. Staff also made presentations to the Coalition of Black Trade Unionists; organized a conference call for the Environmental Justice and Science Initiative; worked with environmental justice attorneys and law students in New Jersey, Pennsylvania, Massachusetts, and New York; participated in evaluation of environmental justice grants issued by the EPA and the University of California, Los Angeles; and assisted with preparing a dissent for a report issued by the New Jersey Clean Air Council. Institute staff members were also active in the organization of an environmental justice workshop and mini-retreat, and participated in the Environmental Justice Leadership Forum on Climate Change in Washington, DC. Presentations were made on waste incineration at the Pratt Institute, on environmental impacts to GreenFaith, and to the Newark Environmental Commission on the proposed siting of a natural gas power plant. Still other presentations were made by Institute staff on environmental justice in New Jersey and Alabama. The latter involved the fallout of the Gulf oil

spill caused by BP. The former involved presenting expert testimony on sustainability, siting of a natural gas power plant in Newark, air pollution, and other issues concerning the environment.

### *Center for Civic Engagement and Leadership Development*

Leadership Trenton underwent restructuring during the year. Planning future activities for the Leadership Trenton Alumni Association was also a focus.

The Center was active in recruiting and recognizing adult mentors for the Trenton Central High School Leaders of Tomorrow program and in collaborating with Big Brothers Big Sisters of Mercer County. The Center has also received more than \$4,000 in grant funding for 2012 from the United Greater Way of Mercer County to support the United Youth Mentor Link at Trenton Central High School. Mentor Link's first class, comprising 42 students graduating from the United Youth Mentor Link's "Leaders of Tomorrow" mentoring program and Trenton High, all have plans to attend college or enlist in the military.

### *Center for the Positive Development of Urban Children*

Institute staff continued to manage the New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program. A report on the results of the Summer Institute was prepared, and the model for the program received high praise from peer reviewers at the American Educational Research Association. Recruitment and planning for the sixth cohort (the 2012-2013 class) was also completed. We are now seeking grant funding from the Nicholson Foundation to support the inclusion of family child-care providers in the Summer Institute and to create train-the-trainers materials. Staff from the Center also assisted in the preparation of the Race to the Top New Jersey Early Learning Challenge Fund grant application.

Institute staff members were also actively involved in various projects to advocate for policy changes to improve support for families and children in New Jersey. Staff members worked with the Anti-Bullying Coalition of New Jersey to produce an advisory guidance paper on early childhood and bullying and on English-language learners and bullying. Staff members also participated in a symposium on the subject of bullying sponsored by the New Jersey Alliance for Social, Emotional, and Character Development, as well as in a conference held by the New Jersey Principals and Supervisors Association whose aim was to improve the culture and climate in the public schools.

## *New Jersey Urban Mayors' Association (NJUMA)*

Institute staff worked closely with NJUMA, providing consultation and advice throughout the year. A consulting group was selected by NJUMA to prepare an analysis, funded by an Economic Adjustment Assistance grant from the U.S. Department of Commerce, to inform a Comprehensive Economic Development Strategy for the northeast region of New Jersey. Members of NJUMA also presented a session at the 96<sup>th</sup> Annual New Jersey League of Municipalities Conference in Atlantic City. The session provided information on tools and resources to assist in addressing abandoned property, foreclosure, and tax-collection concerns in municipalities. The NJUMA has been invited to make another presentation at the upcoming 97<sup>th</sup> Annual NJ League of Municipalities Conference. In response to this invitation, Institute staff developed a workshop synopsis for a session titled "Social Enterprise (business with a social mission) and Urban Economic Development: Making the Connections."

## *Economic Development Association (EDA)*

Institute staff members were very much involved in work surrounding two EDA grants: the Economic Adjustment Assistance Grant, and the Technical Assistance Grant. The Economic Assistance Grant has an impact on the 19 municipalities in the North Central Region of New Jersey, and staff members reviewed a report on demographics, income, commutation patterns, retail sales, traffic, market segmentation, taxes, and other sources of revenue in these municipalities. Also considered were challenges and opportunities presented by "clean" and green economies. This report provides the basis for future activity in connection with the grant. NJUMA is involved with the Technical Assistance Grant, and Institute staff worked with NJUMA to convene a day-long conference in collaboration with the National Union League as part of the grant obligation. Attendees included urban and rural mayors, New Jersey's lieutenant governor, and the EDA's regional director.

## **Community and Government Affairs**

### *Federal*

The Office of Community and Government Affairs continued to advocate against the state-authorization and credit-hour definition rules that are part of the United States Department of Education's Program Integrity Regulations. Staff worked with individuals of both parties in both houses in Congress to repeal these rules, which are harmful to institutions providing higher education opportunities at a distance. Although we were successful in getting the House to pass legislation to repeal both rules, work must continue with the Senate to get its version of the legislation passed out of committee.

The Director of Community and Government Affairs and the Director of Military and Veteran Affairs worked closely with The New Jersey Association of State Colleges and Universities and

Rutgers University in response to a requirement in the Post 9/11 GI Veterans' Education Assistance Improvement Act of 2010. This requirement states that the federal GI benefit must be considered as a subsidy after all other benefits. The State of New Jersey, on our behalf, requested an opinion from the United States Department of Veterans' Affairs that State colleges are not required to deduct tuition paid for members of the New Jersey National Guard prior to their requesting reimbursement under the Post 9/11 GI Bill, since our state law says that all New Jersey benefits should fill any gap that remains after federal benefits are exhausted.

The Office of Community and Government Affairs was active in advocating for various federal higher-education policy positions, including maintaining the maximum amount of Pell grants, ensuring that interest rates on Pell grants do not double, requesting more information on Executive Order 1360 and Principles of Excellence (service members and veterans executive order), and increasing appropriations for higher education. The Office of Community and Government Affairs continued to position the College as one of the primary membership leaders on federal issues within associations such as the American Association of Colleges and Universities and the American Council on Education. We also focused on educational meetings and strengthening partnerships with the Department of Education, Institute of Museum and Library Services, and The National Endowment for the Humanities during the year.

### *State*

The Office of Community and Government Affairs advocated for the granting of the College's \$2.1 cost-neutral funding-transfer budget request. This funding would allow the College to assume responsibility for its facilities on West Hanover St., rather than having the State control these facilities. If the funding is not forthcoming, we will seek other resources.

A Senate Higher Education committee was created, and new leadership was appointed on the Assembly Higher Education and Military and Veteran Affairs committees. Staff in the Office of Community and Government Affairs worked to be proactive and, when necessary, reactive regarding legislation that affects the College and the higher education committee, in general. For example, Office of Community and Government staff arranged meetings with the Senate and Assembly Military and Veteran Affairs committee on Thomas Edison State College's efforts with the military community. Other such information sessions were held with various legislative bodies on behalf of the John S. Watson Institute for Public Policy.

### *Local*

The Office of Community and Government Affairs continued to position the College as a key leader in economic development in the City of Trenton by partnering with neighboring organizations to implement a lighting-enhancement project, identify parking solutions, and establish a beautification committee. Capital City Partnership, in which the College plays an

important role, was supported by the City of Trenton to apply for Urban Enterprise Zone funds for the project, which involves replacing existing streetlamps with decorative lighting in Downtown Trenton and in the Canal Banks area, where the College has facilities. Many private and public stakeholders, including Capital City Redevelopment Corporation, Mercer County Community College Foundation, Trenton Parking Authority, The League of Municipalities, and Capital Health System, are expected to contribute to this project, which is key to implementing further streetscape and security improvements in downtown Trenton. In other developments, the Capital City Partnership, was awarded \$12,750 to place 20 planters filled with seasonal flowers at downtown locations in the Trenton Downtown Association area and the Canal Banks district of Trenton.

# **Fostering Our Relations with the Public and Alumni**

## **Marketing and Positioning the College**

### *Institutional Advertising*

The College worked with the consultant Sigma Group to create a strategic marketing plan, with advertising campaigns designed to inform adults as they make decisions about enrolling in the College's degree-completion programs. All advertising supports the College's mission and articulates the message that the College offers high-quality, student-centered, flexible education opportunities designed exclusively for self-directed adults.

### *Public and Media Relations/Communications*

The Office of Communications continued to play an important role in the areas of enrollment growth, website development, media relations, and internal and external communications. The College coordinated several media campaigns that generated media coverage in the New York Times, the Press of Atlantic City, Campus Technology, and the Trenton Times. The College also continued with its targeted outreach efforts, completing 13 targeted campaigns focused on increasing enrollment in credit-bearing and noncredit certificates and courses. And the College produced a new Admissions Video Guide and 20 new graduate testimonials that were placed on the website and on the College's YouTube channel.

### *Publications*

During FY 2012, the College produced (wrote, edited, designed, and printed) more than 70 publications, resulting in approximately 700,000 pieces. This work included collateral materials for the College as a whole, for all schools and departments, and for special initiatives (such as the National Institute). The collateral materials created played a key role in the College's targeted outreach efforts and were distributed to prospective students through a variety of methods.

### *Website*

During FY 2012, the College website was completely redesigned and now has a much improved new look. The College implemented a new content management system as part of the redesign. New web pages were also created for the new Master of Business Administration (MBA) and Master of Public Service Leadership (MPSL) degree programs, as well as for a number of other undergraduate programs and noncredit offerings. The College also implemented a search-

engine-optimization program designed to improve organic, non-paid search results coordinated with the College's search-engine marketing program.

### *Electronic Marketing and Outreach*

Based on the positive results from the FY 2011 campaign, search-engine marketing was identified as a key means to promoting the College. Our search-engine marketing effort involves using the Google search engine and reaches adult students who are looking for colleges online by directing them to landing pages linked to the Thomas Edison State College website. We can then track data to determine the source of the web traffic. By using Google Ad Words to create text ads that are specific to the education keywords for which a user is searching, we can promote the College to those whom we seek to enroll.

### **Alumni Engagement**

The College continued to build support, service, and advocacy among our nearly 40,000 alumni. Potential donors, ambassadors, and advocates were identified to support our mission and our strategic plan to increase enrollment and revenues. This year, 19 percent of traditional applicants were referred by alumni, and more than 44 percent of our currently enrolled graduate students are alumni, a 10-percent increase over FY 2011. Referrals of new students by alumni generated nearly \$2,000,000 in revenue for the College during the year.

## **Developing Ourselves to Serve Our Students**

### **The Thomas Edison State College Foundation**

A special committee of Foundation Board Directors created a newly formulated strategic plan. The document, entitled “Strategic Transformation: The Strategic Plan of the Thomas Edison State College Foundation,” was approved by the full Foundation Board of Directors on June 15, 2012. The Plan seeks to align the Foundation with the College’s priorities, optimize its fundraising, strengthen its investments, and position it to be among the best of its peers. A Memorandum of Understanding was also approved that clarifies the primary role of the Foundation in generating private philanthropic support for the College and articulates the relationship between the Foundation and the College. The Foundation selected Bernstein Wealth Management as its new investment manager. In September, the Thomas Edison State College Foundation Board made the largest single grant in its history with an award of \$100,000 to the College for the development of a “Specialized MBA Program” in the School of Business and Management.

The Foundation’s fiscal year ended in December. As of December 31, 2011, the Foundation realized 97 percent, or \$317,713, in revenues against a budget of \$327,000. The Foundation expended 75 percent, or \$147,166, against its operating and events budget of \$196,000. The Foundation’s combined fund balance totaled \$5,922,132 as of its fourth quarter, compared to \$5,643,850 for its fourth quarter last year. The increase is attributable to the receipt of \$90,000 in donations to support the development of a patient simulation laboratory (Sim Lab) for the W. Cary Edwards School of Nursing, special-event revenue, and modest gains in overall investment performance.

### **Development Activities**

#### *Major and Planned Giving*

Staff in the Office of Development created a plan to identify and cultivate prospective donors and to maintain relationships with current and past donors. The plan emphasizes contacting individuals in the tri-state area and uses predictive modeling to identify qualities of ideal donors such that they can easily be identified.

#### *Corporate and Foundation Giving*

A major focus during the year was the acquisition of grant funding to support the development of a patient simulation laboratory (Sim Lab) for the W. Cary Edwards School of Nursing. Grants received for Sim Lab include \$50,000 from Bristol-Myers; \$50,000 from Roma Bank

Community Foundation; \$50,000 from Janssen Pharmaceuticals; \$10,000 from the Heavin Foundation; \$9,000 from Novartis Pharmaceuticals; \$8,000 from the Fred C. Rummel Foundation; and \$2,000 from the Provident Bank Foundation.

The Thomas Edison State College Foundation also received \$7,500 from the TD Bank Charitable Giving program to support the Watson Institute's New Jersey Cultural Competency and English Language Learners Summer Institute/Mentoring Program, and \$17,632 from the United States Economic Development Administration for technical training provided by staff members from the Watson Institute and a commitment of \$75,000 from the New Jersey Office of the Secretary of Higher Education in response to the Disengaged Adults Returning to College grant.

### *Special Events*

The 17<sup>th</sup> Annual Thomas C. Streckewald Golf Classic was held in June. The event raised \$45,726, which is an increase of 15 percent over the amount raised at last year's event.

The 20<sup>th</sup> Annual Grande Ball raised \$113,768 from pledged ads, sponsorships, tickets, silent auction sales, and gifts. More than 200 guests celebrated and recognized the Spirit of Edison award recipients: Kevin Tylus, Regional President of PNC Bank (Spirit of Edison Community Leader Award); Madeleine Yates '91, Director of Marketing for Dow Jones (Spirit of Edison Distinguished Alumna Award); and Richard J. Gillespie, retired President of Gillespie, Inc. (Spirit of Edison Family Award). Planning has begun for the next Grande Ball, whose theme will be the College's upcoming 40<sup>th</sup> anniversary.

### *Alumni Giving and the Annual Fund*

This year's Phonathon Calling Program raised \$41,984, representing an 81.7-percent fulfillment rate. Employee donations to unrestricted funds rose from \$9,894 last year to \$12,747 this year, a 28.8-percent increase.

Planning for Direct Mail solicitations and the cultivation of donors continued. In the cultivation campaigns, alumni were featured from the 1970s and 80s (summer cultivation) and from the 90s and 2000s (Fall cultivation). In all communications to alumni regarding giving, the emphasis was on the College's upcoming 40<sup>th</sup> anniversary.

# Maintaining Our Infrastructure

## Technology Initiatives

### *Infrastructure Initiatives*

As part of the College Business Continuity Plan, we worked with Montclair State University to begin setting up an off-site disaster recovery location for electronic services, student records, and other data. Usage of this site allows the College to install a redundant Storage Area Network (SAN) in a secure data center at Montclair. This SAN will be used to enable the activation of College services should anything happen to our primary site in Trenton. The first phase of the installation is underway, and College staff members are establishing automatic daily system backups to be replicated to Montclair's secure data center. This will eliminate the need to perform weekly backups to tape, which is time consuming and costly. Once additional equipment is obtained for the Montclair site, we will be able to have standby systems in place to enable us to quickly bring workloads online.

The College recently established a self-service password application. The application, which allows staff to select a series of secret questions/answers to confirm identity and then proceed to reset passwords, will reduce the number of support calls to MIS for routine password resets, since it allows quick password resets even after hours and on weekends, without the need for MIS support.

A new fiber infrastructure was installed between the Canal Banks Building and the Kuser Mansion. With this installation, the College completed a comprehensive, redundant network among all facilities on our Trenton Campus. We can now re-route network traffic around any potential disruption in the College-owned fiber network. In addition, a second Network Storage Array was acquired to provide additional system space for College applications and services.

Cisco Unity Connect was also installed and has resulted in the unification of the College voice and email system. This now provides the ability for all network users to have their voice mail messages appear in their MS Exchange in-box. Remote users with smartphones or laptops can also retrieve their voice mail from any mobile device or desktop system.

More than 150 new desktop computers were delivered to College staff members. All College computers are now running Windows 7, and end-users were offered Windows 7 training. More than 300 College employees attended the training sessions.

Several projects were completed to have the College become fully Purchasing Card Industry (PCI) compliant. These included development of new policies governing the use of College-

owned equipment (laptops), creation of a Security Incident Reporting Policy, establishment of new methods of receiving student payments over the web, and the creation of a Virtual Private Network for staff members processing credit card transactions.

A new report repository was developed using a recently acquired cloud-based product (iData), which has resulted in a comprehensive online inventory of College reports and an improved report-development process. In addition, other data-resource systems have been made more stable. And Datatel Retention alert has been installed, greatly improving our ability to monitor students' progress and become proactive in providing them with academic advising.

Finally, Datatel Recruiter was installed during FY 2012 for use by the Office of Admissions. Extensive staff training has been conducted, and a new, fully integrated on-line student application has been developed to replace our custom-developed application.

### *System Upgrades*

Throughout the year, The College prepared to take our Enterprise Resource Program (ERP) system (Datatel) off of the UNIX/UNIDATA platform and migrate to a Microsoft/SQL platform. As we did this, staff members re-wrote custom programs, corrected data errors, and developed new procedures and workflows. The cutover to the new platform is scheduled for early FY 2013. In related upgrades, College mentors now have access to WebAdvisor, where they can track their classes and grade students, resulting in greatly improved workflow for entering and importing students' grades into the ERP system.

Army student applications and registrations are now being processed through a new import application. This application, provided and managed by Datatel, replaces a custom application running on an old, unsupported network server. Security and authentication for the ERP and WebAdvisor were converted to Active Directory, creating a highly secure network and allowing for a single sign-on to multiple applications.

All College network servers (more than 15) were upgraded to Windows Server 2008, release 2, Microsoft's best-supported and most secure platform, and server switches were replaced. The benefits of these upgrades are greater ease of switch management, improved reliability, and a reduction in annual maintenance costs.

An initiative is currently in process that will greatly enhance the College's antivirus protection while also reducing annual costs. Microsoft Forefront Endpoint Protection was installed on several servers and desktops for testing purposes. Following a successful test period, we will install this antivirus solution on all servers and desktops. In a related move, a recent IT security audit conducted by NJ State Auditors recommended that the College acquire and install an intrusion-detection and protection system. Therefore, we now have an application (Dell SecureWorks) that monitors all network firewalls. This firewall monitor will allow us to

determine the next best steps to create an improved protection system for our network. And an additional application load-balancer appliance was installed, providing for application load balancing for the College's current LMS system (Blackboard) and for MS Exchange.

## **Physical Plant and Facility Development**

In FY 2012, the College's physical plant inventory continued to consist of four facilities in Trenton: The Kelsey/Townhouse Complex, at 101 West State Street; Kuser Mansion, at 315 West State Street; The Academic Center, at 167 West Hanover Street; and the Canal Banks Building, at 221 West Hanover Street. The College also has an off-site records-storage facility, located in Robbinsville, NJ, in which College records are archived.

### *Refurbishment of Existing Buildings*

Our Kuser Mansion facility was built in 1905 as a private single-family residence for Rudolph Kuser. The property is listed on the State of New Jersey Historic Registry and on the National Registry. During the year, the College committed to completely renovating and restoring this building according to guidelines established for historic buildings. After the initial public bid opening for Architectural Services, NK Architects was awarded the architectural contract for this work. The RFP for General Contractor Services was publically advertised and the public bid opening was held in September 2011. Claremont Construction Group was selected for the construction work. The College and Claremont entered into an agreement for General Contractor Services in January. The renovations continued throughout the year, and completion is scheduled for December 2012, with employees returning in January 2013. In another development on the Kuser property, a nearby carriage house is being transformed into a patient simulation laboratory (Sim Lab) to be used by students enrolled in the W. Cary Edwards School of Nursing. The work should be completed by October 2012.

Other College facilities also underwent construction. A new roof and solar panels were installed at the Academic Center, and solar panels were installed in our Canal Banks building.

### *Facilities Master Plan*

The College and its affiliate, the New Jersey State Library, began work on a new Facilities Master Plan to replace the Master Plan designed in 1996. To be created with the assistance of a consultant group, the new Master Plan will provide an assessment of current facilities for both the College and the State Library and establish space standards to govern current and future facility space allocations for the two organizations. The Plan will also include recommendations for the best use of, and improvements to, the current facilities, as well as a cost-benefit analysis concerning renewal or replacement of the existing State Library and renewal or replacement of existing leased facilities. The project should be completed in the new fiscal year.

## **Administrative Services**

### *Smart Buy Program*

Smart Buy Savings for FY 2012 totaled \$296,334. Smart Buy Savings for FY 2011 totaled \$284,934. Savings for FY 2010 totaled \$265,990. Savings for FY 2009 totaled \$256,740. Savings for FY 2008 totaled \$339,923. Savings for FY 2007 totaled \$288,326. The College has saved \$3,023,576 since FY 2001.

### *Emergency Operations Plan*

The College updated and revised the Emergency Operations Plan. The revised plan calls for a Mass Notification System to allow emergency notifications and messaging to be sent to all staff using such methods as e-mails, text messaging, voice messaging, and social media groups. The Mass Notification System was put in place in June 2012.

## **Human Resources**

### *Staff Training and Development*

The Office of Human Resources planned and coordinated a series of educational and wellness events throughout the year. Numerous sessions were hosted by various retirement vendors, and internal staff training was highlighted in a well-received “Spring Training” calendar of events. Morale building and employee recognition events included a health and wellness fair, pancake breakfast, bake sale, ice cream social, and Valentine “candy grams.” Office of Human Resources staff worked with internal and external community members to continue the “community clean up” events in Trenton. The popular “Lunch and Learn information-sharing sessions continued to be coordinated by Human Resources staff, as well. These professional-development sessions for employees were presented by representatives from various College units and departments throughout the year.

A major overhaul of the College’s recruitment system, PeopleAdmin, is underway. The upgrade will streamline system processes, with features such as expanded system reporting, easier end-user navigation, and a simplified evaluation module.

### *Contract Negotiations*

The Director of Human Resources participated on the management teams for negotiations with the Communications Workers of America (CWA) and the Council of New Jersey State College Locals, American Federation of Teachers (AFT). There were many planning and negotiating sessions throughout the fiscal year as contracts with both the CWA and the AFT expired June

30, 2011. The State reached an agreement with CWA in May 2012 and with fulltime and part-time AFT employees in June 2012. As of this writing, we are still awaiting ratification of the AFT agreement.

### *Recruitment, Retirements, and Resignations*

During the year, the College hired 20 new full-time employees. Thirteen employees left the College to pursue other employment opportunities, and eight staff members retired. Positive feedback on the updated employee orientation continues.

### *Fiscal Resources*

The College finished the fiscal year with outstanding financial results. In light of fiscal challenges presented by decreasing state support, the College was able to increase student tuition and fee revenues while effectively managing costs to generate a surplus of \$7.6 million by fiscal-year end, up by \$3 million when compared to FY 2011. In FY 2012, the College realized \$49.2 million in total revenues, which is \$7.1 million, or 17 percent, above the \$42.1 million in revenue realized in FY 2011. As a result of a shift from contract to traditional in enrollment types, revenue on a per-student basis increased by 15 percent, from \$2,093 to \$2,405. Due to historically steep State budget reductions, the College's FY 2013 adjusted State Appropriation of \$1.82 million (excluding State-paid fringe benefits) is only 3.7 percent of the College's total revenue budget.

The College's expenses of \$41.6 million were up by 6 percent, or \$2.3 million, when compared to FY 2011. Most of this increased expenditure was attributable to a cost shift in fringe benefits from the State to the College, as well as to rising costs associated with continual enrollment growth.

The 2008 financial collapse and associated recession negatively affected State finances and continues to slow the economic recovery. New Jersey's State budget continues to face a structural deficit that is further compounded by rising health care and pension costs coupled with changing priorities. As a result, stable State funding for higher education has become precarious.

In FY 2012, the College was appropriated \$1.8 million, which was a reduction of \$188,000 below that for the prior year. In addition, the number of State-supported positions decreased from 239 to 228, which caused fringe-benefit costs to increase as we had to support more positions ourselves. Since FY 2008, the College's direct State appropriation has undergone a 71-percent reduction, from \$5.9 million to \$1.8 million. Thus, the College has had to increase tuition by an average of 4.6 percent annually over the past five years to partially offset the \$4.1 million State Appropriation cut. For FY 2012, there was a tuition increase of 6 percent.

To offset State funding reductions, the College once again imposed a selective hiring freeze and provided for budget increases only in its accounts to deliver student services. The College has strategically used reserves to fund one-time investments in infrastructure to support enrollment growth and develop new programs to remain competitive.

The trend toward less dependence on State funding for public universities and more dependence on tuition, student fees, and gifts and bequests is not likely to be reversed in the foreseeable future, even though public support for higher education remains strong and enrollment growth continues to exceed population growth. The College's financial planning will continue to focus on traditional and graduate programs that provide for adequate margins in the face of continuing decreases in State support.

## **Assuring Quality**

### **Accreditation**

The past year was our “year of accreditation,” as the College underwent five accreditation reviews, including a decennial review and reaccreditation of the entire institution by its regional accreditation body, The Middle States Commission on Higher Education. On June 28, 2012, the Middle States Commission accepted the Evaluation Team’s report on the College, prepared following a site visit in March, with no recommended changes. This is an exceptional distinction for the College. The Commission also approved an additional location for the College, at Fort Sam Houston in Texas. This site joins Fort Dix, McGuire Air Force Base, and the Philadelphia Coast Guard Station as approved sites for College program delivery.

Additional reviews by national professional organizations included an Accreditation Board for Engineering and Technology review of the Nuclear Engineering Technology baccalaureate degree program and a National League for Nursing Accrediting Commission review of the undergraduate and graduate programs in the School of Nursing. And the Commission on Accreditation of Allied Health Education accredited the Polysomnography program. The College performed exceptionally well in all of these accreditation reviews.

### **Operations Review**

During the year, an operations review was undertaken to assess workflow and processes in the Center for DIAL and in the Collegiate Credit Assessment Center (CCAC). The review considered functions related to the development and delivery of the College’s courses, test development, instructional services, and test administration. External consultants, the Lucas Group, conducted the review over the course of three months. Findings led to recommendations to reorganize some units and implement means to greater efficiencies in operations such that greater student satisfaction and further growth will be possible.

One such recommendation has already been implemented. The Office of Test Administration (OTA), formerly a part of the Center for DIAL, was moved to the Learner Services unit. The move was made based on the high level of support that OTA provides to students as they register for and take their tests and examinations.

## **Quality Assurance Plan**

During the year, College staff completed, for the first time, the codification of our existing quality assurance measures, outcomes, and findings into a systematic program. A written document entitled “Quality Assurance at Thomas Edison State College: A Systematic Program of Institutional Quality Assurance” articulates this codification and is the basis for our quality assurance planning and assessment. Efforts are focused on answering six questions, as follows:

1. How valid, relevant, and accessible are our curricula and curricular offerings?
2. How well does the College deliver services, and how ably do we support our students?
3. How prepared and effective are our mentors?
4. How well do our students persist to reach their educational goals?
5. How do we know what students have learned through our programs?
6. How engaged do our alumni remain with the institution?

Specifically, the document describes the following: what we assess and why we assess it; how we assess; what we find; and what we will do as a result of our findings in areas pertinent to answering these questions. Areas assessed include academic programs and curricula, student services, mentors, student persistence, students’ achievement of learning outcomes, graduate school attendance, and alumni giving. Information on findings will be updated each year, as will information on what we will do based on our findings.

## **Learning Outcomes Assessment**

Learning outcomes assessment is a key element of the College’s Quality Assurance Plan. A basic philosophical tenet related to our mission is that when learning is assessed, the source of that learning is immaterial, as long as the learning has taken place. Knowing whether our students have achieved learning outcomes that verify that they possess appropriate college-level knowledge is of paramount importance to our assurance of quality. We use a variety of learning outcomes assessment tools, including nationally recognized standardized testing and locally developed measures.

### *What We Assess and Why We Assess It*

As an institution focused on adult students, Thomas Edison State College recognizes that adults learn in a variety of contexts, both institutionally and extra-institutionally. The assessment of learning has, from the College’s inception, been a hallmark of its educational philosophy and mission. To that end, the College focuses on measuring its students’ learning in a number of ways, but most directly through an assessment of their achievement of stated learning outcomes. Learning outcomes are measured at the institutional level (knowledge expected of

all students regardless of degree program), program level (knowledge specific to a student's degree program), and course level (knowledge specific to course content).

The institutional undergraduate learning outcomes have, to date, been the primary focus of the College's assessment efforts and are as follows:

- Communication
- Critical Analysis and Reasoning
- Diversity/Global Literacy
- Information Literacy
- Life Long Learning
- Quantitative Reasoning/Literacy
- Responsible Ethical Leadership
- Scientific Reasoning
- Technological Competency

### *How We Assess*

The College uses multiple measures for assessment of students' achievement of learning outcomes, including standardized tests, rubrics-based assessment, capstone courses, and surveys. We embed standardized tests, such as the ETS Proficiency Profile (EPP), the Standardized Assessment of Information Literacy Skills (SAILS), and the ETS Criterion Writing Assessment into selected courses at both upper and lower levels. Administered to students enrolled in web-based courses, the EPP assesses students' achievement of both institutional and programmatic learning outcomes: it focuses on the institutional outcomes related to quantitative reasoning, communication, and critical analysis/reasoning. The SAILS assessment evaluates information literacy skills based on the Association of College and Research Libraries' Information Literacy Competency Standards for Higher Education. SAILS measures eight skill sets included in the Association of College and Research Libraries (ACRL) standards. And the Criterion Writing Assessment is a web-based application that the College uses to assess students' competence in writing. Student essays are evaluated with both a holistic score and trait feedback analysis that focuses on grammar, usage, and mechanics; style; and organization and development.

We also have created capstone courses that students must take as they complete degree requirements. Students taking capstone courses participate in activities that require them to integrate and synthesize knowledge and skills gained throughout their learning experiences in the degree program. Capstone courses measure student achievement through direct (papers, projects, assignments, exams) and, in some capstone courses, indirect (survey, questionnaires) methods. Rubrics have been developed and implemented for all the final projects assigned as part of capstone courses and are included for most course assignments, as well. Rubrics

provide students with guidance on what is expected, allow for detailed feedback from mentors on a particular assignment or activity, and allow for the collection of data on student learning. The College's schools have also aligned learning outcomes with the standards of such specialized accrediting agencies as the National League for Nursing Accrediting Commission (NLNAC), Commission on Collegiate Nursing Education (CCNE), Accreditation Council of Business Schools and Programs, and the Teacher Education Accreditation Council (TEAC).

### *What We Find*

From the data collected and analyzed for FY 2010 and FY 2011, we have made findings and planned future action relative to each institutional learning outcomes statement, as discussed below.

Although results have improved slightly for the Communication outcome over the last two years, students are not performing at an acceptable level based on both national and local measures. As a result of this finding, the revised General Education program now requires writing-intensive courses that provide students with opportunities to improve their writing skills. We will also offer a new course focused on improving written expression and built around [MyWritingLab](#), which includes diagnostics and progressive written expression support.

The College's students are performing slightly below the national standard for Critical Analysis and Reasoning, based on national standardized testing, but slightly above average based on local assessments. Given the College's commitment to providing a high standard for this learning outcome, the revised General Education program now includes new interdisciplinary courses that focus on developing critical analysis and evaluation skills. Additionally, the College is reviewing existing courses to determine where critical thinking skills can be more effectively incorporated and measured.

What we have found indicates that students have gained a better-than-average understanding of the issues concerning Diversity and Global Literacy. This important aspect of being able to function effectively in the 21<sup>st</sup> century is effectively addressed in the current curriculum.

Findings related to all three measures of Information Literacy indicate that the curriculum is performing very well in this regard. On the national assessment, students are significantly exceeding the standards on the four measures used and are also exceeding the standard based on the College's own internal assessment. Further, students rate their performance in this area as well above the expected outcome.

Students performed below both the national and College benchmarks for Quantitative Reasoning. As a result of this finding, we wish to collect additional data on quantitative reasoning abilities of our students. We will use the VALUE (Valid Assessment of Learning in Undergraduate Education) rubric developed by American Association of Colleges and Universities (AAC&U) to do this. We will also review our transfer policy regarding

quantitative courses, and we will consider revising courses in which quantitative skills are, or could be, addressed. Further, the quantitative skills appropriate for adults living and working in the current cultural environment will be reviewed and refined.

Students are scoring well on all measures of the Responsible Ethical Leadership outcome. The data collected through coursework uses the VALUE rubric from AAC&U. Opportunities to expand this project and to maintain data collection efforts in the capstone courses will be continued.

The outcomes data for Scientific Reasoning indicate that students are exceeding both the national and local standards. The General Education revisions will reinforce the importance of Scientific Reasoning as a learning outcome, and new courses will have aspects of scientific reasoning embedded in them as appropriate.

### *Conclusion*

The College has met or exceeded learning outcomes benchmarks for six of nine learning outcomes statements. For the remaining three, we are beginning to implement appropriate remedial action. In general, the College has made considerable progress during the last two years in assessing learning outcomes.

### *Action Taken*

We began to refine our Institutional Outcomes Plan by creating a multi-year institutional outcomes plan with deadlines for achievement of objectives, which involves a review of the current institutional learning outcomes. This review is nearing completion. In addition, we made significant progress in implementing the VALUE rubrics for written communication and quantitative reasoning. As a result of interpretation of data collected so far, the College will be focusing on the learning outcomes of Communication, Quantitative Reasoning, and Critical Thinking for the near future. Part of the emphasis on those areas includes collecting data that can be better used to implement change. The VALUE rubrics will allow the College to accurately identify where students are having difficulty.

We are also focusing on programmatic learning outcomes. Outcomes statements were developed and approved for the Graduate Certificate in Homeland Security for the Heavin School of Arts and Sciences. And programmatic learning outcomes data were collected, aggregated, and reviewed as part of the systematic plan of evaluation for the W. Cary Edwards School of Nursing. The School of Business and Management also began using IVY Software's Common Professional Components assessment to test students' knowledge of the core content of the BSBA degree program.

## **Market Research**

The market research unit was moved into the Division of Institutional Planning and Research in April 2012. The move allowed for an effective and coordinated effort, as described below.

With the assistance of Simpson Scarborough, a marketing research firm specializing in higher education, the College conducted a study to determine demand for a Master of Business Administration (MBA) degree program. The study was used by the School of Business and Management during the planning phases in the development of such a program.

In other market research, College staff administered a poll through the Monmouth University Polling Institute to determine New Jersey residents' awareness of Thomas Edison State College. Results indicated that, compared to results from 2012, the College's recognition increased by four points in Central New Jersey after having increased ten points there the previous year. Recognition in Northern New Jersey remained the same, and it decreased in Southern New Jersey.

## **Surveys and Data**

### *Surveys*

Staff members responded to surveys on Institutional Characteristics, Campus Safety and Security, Degree Completion, and 12-Month Enrollment (Federal IPEDS); ServiceMembers Opportunity College graduates; tuition and fees, applications, and admissions; and student financial aid (NJ Commission on Higher Education). They also responded to various college guide surveys; and internal data requests.

The College administered various surveys and analyzed results. The Graduate Survey focused on graduates' experiences and perception of the impact of those experiences on their educational, personal, and career goals. The survey also provided graduates with the opportunity to rate the College's programs, products, and services. Results analyzed from the FY 2011 administration of the survey indicated that graduates were generally satisfied with their College experience, with some 95 percent giving an overall rating of "good" or "excellent; 98 percent indicating that they would recommend the College to others; and 88 percent saying that they would enroll in the College, if they could begin again.

The Adult Learner Inventory (ALI) was administered to students who are currently enrolled in the College. This survey provides students the opportunity to rate their satisfaction during their first year of enrollment. Results indicated that the College has real strength in areas related to flexibility and convenience. Respondents also indicated that they were able to fulfill General Education course requirements using College offerings, and they indicated that the College "is the right place for me to complete my academic program." On the other hand, problems were mentioned regarding students' getting prompt responses from mentors and staff

and regarding students' ability to get help making decisions on unique problems related to their academic programs. This is the fifth year the College has administered the ALI survey.

To examine the factors that may affect students' decisions to leave the College prior to completing degree requirements, the College conducted a Persistence Survey. Students who had become inactive were sent a web-based survey in May of 2012. Some 3,587 inactive/former students were surveyed, and 6 percent (209) responded. Reasons cited for leaving the College were work/time/family pressures, finances, military obligations, and changes in education goals. Most, if not all, of these are beyond the College's control. However, we will address the areas in which we may be able to influence students to persist.

### *Reporting*

Various weekly and monthly reports were prepared throughout the year. These included the Month-to-date Enrollment Counts Reports; Monthly Data Reports; School Enrollment Reports; and Employer Reports. Also prepared was the Year-End Summary Report by Degree Specialization, which provides trend information regarding applicants, information on new and total enrollments, and information on degrees awarded for each Area of Study.

### **Applicant, Enrollment, and Degrees Awarded Counts**

Appendix B: Key Numbers provides a summary of the enrollment, degrees awarded, and applicant counts for FY 2012. Overall, the College experienced an increase in numbers of enrollments and degrees awarded this year when compared to FY 2011. Among FY 2012 paid applicants, there was a slight increase in the undergraduate applications and a decrease in graduate applications when compared to FY 2011.

Detailed information is provided below, as well as in Appendix B.

#### *Total Enrollments*

The total enrollment count for FY 2012 is 20,642, an increase of 2 percent over last year's count. During FY 2012, there were 19,441 undergraduates and 1,201 graduate students enrolled at the College for increases of 2 percent and 8 percent, respectively.

#### *New Enrollments*

During FY 2012, there were 8,314 total new enrollments, an increase of 1 percent when compared to FY 2011. There were 7,883 undergraduate and 431 graduate level new enrollments in FY 2012, for increases of 1 percent and 13 percent, respectively.

### *Degrees Conferred*

There were 3,222 degrees conferred upon 3,143 graduates during FY 2011; 79 students earned two degrees from the College. Compared to FY 2011, there was a 12-percent increase in the number of degrees conferred. The number of associate's, baccalaureate, and master's degrees awarded increased by 29 percent, 9 percent, and 9 percent, respectively. As of June 30, 2012, the cumulative number of degrees awarded by the College was 43,350.

### *Applicants*

The FY 2012 total applicant count is 10,188, 34 applications fewer than last year. Among the applicants, there were 9,822 undergraduate and 366 graduate-level applicants, an increase of 1 percent for undergraduates, and a decrease of 29 percent for graduates.

## **Planning for the Future**

### **Strategic Vision Plan (2006–2012), Wrap up**

FY 2012 was the final year in the 2006–2012 Strategic Vision Plan (SVP). Goal leaders assessed progress, overall, and identified areas to be addressed in the next strategic plan. As described below, the College achieved all that it set out to do, as articulated by the SVP, and that achievement was recently affirmed by the observations of the Evaluation Team sent to the College in March 2011 as part of the reaccreditation process undertaken by the Middle States Commission on Higher Education.

#### *Accomplishments*

##### **Goal Area 1–Transforming the Academic Enterprise**

During the past seven years, the College has “transformed the academic enterprise” by increasing the quantity, diversity, and modes of delivery of academic programs and courses. We have created new undergraduate degree programs and courses, and our graduate programs have grown in number and in number of enrollments, as prescribed by the SVP, and our nursing program is now the largest RN-BSN program in the State of New Jersey. Students’ use of Online and Guided Study courses has increased, and these modalities now account for 83 percent of all course-delivery methods. We have also significantly revised the General Education requirements and have integrated institutional outcomes assessment into academic programs. The Middle States Evaluation Team concluded that “the College has well defined processes and practices for the development and evaluation of educational offerings.”

##### **Goal Area 2–Assuring Quality**

The College’s record in achieving successful program and institutional accreditations is consistent with the goals articulated in the SVP. The Middle States Evaluation Team affirmed this success, saying that “quality and accountability [are] evident in [the College’s] educational product.” Institutional reaccreditation was granted for ten more years by the Middle States Commission on Higher Education, and program-specific accreditations were earned by the School of Nursing, School of Business and Management, School of Applied Science and Technology, and Heavin School of Arts and Sciences. In other moves to assure quality, a Mentor Performance Committee made a comprehensive review of mentor standards, and efforts were continued to acquire ABET accreditation for science and technology programs. Moreover, we now have a codification of all of our quality-assurance activities, measures, and outcomes in the form of the document entitled “Quality Assurance at Thomas Edison State College: A Systematic Program of Institutional Quality Assurance.”

### Goal Area 3–Strengthening Infrastructure and Leveraging Assets

During the past five years, we have improved the quality of our people, our facilities, our technological capability, and our financial position, all in accord with the goals set out in the SVP. We established new procedures for employee recruitment and developed training programs for our employees, and these have led to implementation of best practices and improved student services. We have improved our physical facilities and have created working conditions that have made our employees want to stay here. We have begun the critically important transition to a new, more efficient, Learning Management System, and we expect that transition to be complete in September 2012. Our financial position is strong, stable, and improving, and we have selected an external auditor to continue to monitor our financial practices. The Middle States Evaluation Team commended the College for “exceptional management of financial resources in a time of devastating state budget cuts that could have been ruinous.”

### Goal Area 4–Advancing and Supporting the College’s Mission

The College has remained true to its mission to provide higher education opportunity to self-directed adults. We established a comprehensive Enrollment Management Plan, and enrollment has increased steadily throughout the life of the SVP, and we now have the second highest number of enrolled students among New Jersey’s state colleges/universities. The College also was true its mission to provide practical expertise and advice to policymakers and elected officials, and it has maintained and added to its national and international reputation as a leader in higher education for adults.

### **Strategic Plan (2013–2017), Building on Success**

The Middle States Accreditation Self-Study, completed this year, noted the exceptional direction the 2006–2012 Strategic Vision Plan provided the College. That plan was commended for effectively linking Strategic Planning to Resource Allocation and Assessment. The Middle States accreditation report further advised that the next step in the College’s strategic planning evolution should be the integration of cross-divisional planning and assessment. College leadership had already recognized the value of such a step and, in December 2011, the College began development of the 2013–2017 Strategic Plan with cross-divisional planning and assessment as key tenets of the process. The 2013–2017 Strategic Plan builds on the success of the 2006–2012 plan and moves Thomas Edison State College’s planning process from a departmentally focused process to a transparent, cross-divisional planning and assessment process.

The overarching goals of the new Strategic Plan were stated as follows:

“At the conclusion of this Strategic Plan, Thomas Edison State College will continue to be a premier provider of collegiate learning opportunities for self-directed adults, with exceptional academic programs that are delivered using state-of-the-art technologies and methodologies. The College will seek university status and additional program-specific accreditations. The College will improve its sustainable business model with an enrollment of 25,000 students that trend toward the traditional rather than the contract student population and that has a higher percentage of graduate students than are currently enrolled at the College. The College will produce an annual 7.5-percent margin for reinvestment in College programs and services. Thomas Edison State College will have a unified student service and support program that provides world-class service to its students built on a technology and facilities foundation that is state-of-the-art and scalable to meet the expanding needs of the College. The College will develop a comprehensive facilities master plan that secures control of all of our facilities and funding to support capital building projects. The College will also have highly trained personnel who use the College’s assessment processes to develop plans and allocate resources to improve institutional effectiveness and student outcomes. Finally, the College’s students, staff, and alumni will have an internal sense of community and the College will be a leader in public service to its local community and in public policy development at the state and federal levels.”

To prepare for the Plan’s development, four groups worked on articulating the Goal Areas for the Plan. These groups considered the following: Academics (including the Schools, DIAL, and the CCAC); College Business Model; Infrastructure (including facilities, technology, and personnel); and Quality Assurance (focusing on measurement and assessment of outcomes). During the year, goal statements and identification of strategies to reach the stated goals were developed by a committee comprising representatives from throughout the College. During the next fiscal year, the committee will implement operational plans for each goal and its strategies. The operational plans, which will be tied to yearly funding, available resources, and cross-functional activities, will be reported on and updated each year, as we progress through the Plan. Each Goal Area is described below in terms of a statement of what we plan to achieve.

### *Goal Area 1: Enhance Academic Program Excellence*

Thomas Edison State College will enhance students’ academic experience through centers of excellence that will emphasize engaging students in a competency based curriculum using student-centered technologies. The academic experience will build upon students’ experiential learning through an engagement-focused pedagogy that reflects the global culture and marketplace.

### *Goal Area 2: Position the College for Continued Sustainability*

This goal builds upon the strong enrollment growth of the College and aims to continue to position the College as a premier provider of higher education for self-directed adults. Central to this goal are strategies that strengthen the enrollment mix of students, forge sustainable partnerships with key constituencies, and advance the cause of attainment of university status.

### *Goal Area 3: Improve the Financial Foundation of the College*

The College's financial foundation will improve through the diversification of its revenue streams and the maintenance of a strong financial position that is resistant to the environment's variability.

### *Goal Area 4: Leverage Infrastructure, Technology, and Assets to Meet the Needs of our Students*

The College will focus on students in all that we do. We will ensure the College can support the academic programs, growth projections, and mix of students described in Goal Statements 1 and 2. To do this, the College must foster programs designed to recruit, support, and graduate students, thus helping them to perfect the lifelong learning skills that enable them to attain their personal and professional educational goals. These efforts must exploit current and evolving technology to provide an efficient and unique blend of "high-tech and high-touch" customer services. Such services will allow all required business and support activities to be conducted electronically (either online or through other technologies) at a distance.

### *Goal Area 5: Enhance Institutional Quality and Information-Based Decision Making*

The College will enhance quality across the institution by integrating comprehensive institutional effectiveness, and student outcome assessment plans, based on measurable outcomes, into the College's planning, human capital development, resource allocation, and decision making processes.

### *Goal Area 6: Support the College's Commitment to Public Policy and Service*

The College will continue developing public policy and providing public service to the state and nation through engagement with civic leaders and through the development of community leaders. The College is committed to developing academic and nonacademic programs to enhance and fund its public policy and public service efforts.

# The New Jersey State Library

## Highlights

FY 2012 saw a number of important accomplishments for the New Jersey State Library. These are as follows:

- legislative and gubernatorial approval of a new government documents bill;
- the beginning of the NJ Grows Biz campaign;
- the continuation of the NJ Works program;
- anti-trust settlement funds distributed to public libraries; and
- selection of a new State Librarian.

Ms. Norma Blake, who led the State Library with distinction, and who was elected State Librarian of the Year by her colleagues nationwide, announced her retirement during FY 2012. The effective date of her retirement was 30 June 2012. A search committee was formed to select her successor, and Ms. Mary Chute was appointed as the new State Librarian. Ms. Chute comes to the New Jersey State Library from the Institute of Museum and Library Services, where she served for 10 years as Deputy Director. Before that, she served for two years as the State Librarian of Delaware and for 16 years in various public libraries and state library administrative agencies.

## Library Development

### *Trustee Institute*

The eighth semi-annual Trustee Institute was held June 2, 2012. This was the best-attended conference to date, with just over 200 library trustees and several library directors attending. The Trustee Institute featured a keynote address, a plenary session on Library Law, and eight workshops: Capital Planning; Hiring a Library Director; Strategic Planning; 21st-Century Library Trends; Working with Friends; Roles and Responsibilities of Trustees; using Social Media to Promote Your Library; and the Role of Trustees in Fundraising.

### *Sustainability Conference*

Responding to shrinking budgets and other challenges that libraries across the state are facing, the State Library engaged consultants to facilitate a workshop, "Keeping the Vision while Keeping the Lights On," to assist the library community in assessing which statewide initiatives are valued by our communities. More than 150 librarians attended, with representatives from

school, academic, public, and special libraries. The report submitted by the facilitators was sent on to the Statewide Strategic Planning Task Force.

### *Business Outreach*

Several key partnerships were developed in our business outreach efforts. Working with the Business Action Center under the Lt. Governor's office, presentations were made to the Business Action Center staff and the general public to disseminate information on what the New Jersey State Library and public libraries in New Jersey have to offer to small business and entrepreneurs. These presentations were well received, and additional training sessions have been requested for other key business organizations in the state. Some of our partnerships include SCORE, Small Business Development Centers, Economic Development Authority, Chambers of Commerce (local and statewide), New Jersey Business Incubator Network, and New Jersey Association of Women Business Owners.

### *"Tech to Go"*

The Mobile Device Discovery Kit program was launched earlier this year. This program let public libraries in New Jersey access the latest mobile-device technologies and educate themselves, their staff, and the public on how to use them. Ten kits containing the latest mobile technologies—both tablets and e-readers—were created. With over 50 applications from public libraries across the state received in the first week (and 100 received total), the program has been a great success and continues to be in high demand.

### *Early Literacy Contest*

The State Library held its third Best Practices in Early Literacy Contest and awarded four public libraries a certificate and funding in the amount of \$500 each. The winning libraries were Swedesboro Branch of the Gloucester County Library for its "Sing, Dance and Play" programs; Parsippany—Troy Hills Public Library for its "Math and Science" program; Watchung Branch of the Somerset County Library for its "Family Reading Incentive Programs"; and Middletown Township Public Library for its "Camp Connection: A Summer Partnership With Child Care Centers." A printed brochure with detailed descriptions of all the winning programs was produced by the State Library and is available on the library's Web site.

### *Anti-Trust Funds Distribution*

During this year funds were distributed to all interested New Jersey public libraries as part of the George Foreman/Salton anti-trust litigation. Libraries were required to purchase books or

other items for their collections that deal with the topics of healthy eating, cookbooks, healthy lifestyles, and exercise. Over \$200,000 was distributed to libraries through this settlement. Also, the remaining funds from the previous year's Compact Disc anti-trust litigation were awarded to libraries whose staff members attended the "Shake It Up: Hip-Hop and Rap at your Library" for their use in purchasing relevant music for teens.

## **New Jersey State Library's Talking Book and Braille Center (NJSL TBBC)**

### *Fall Festival*

NJSL TBBC hosted a Fall Festival for its patrons in October. This event was scheduled to kick-off Blind Awareness Month in New Jersey, and was held at the Grounds for Sculpture in Hamilton. More than 135 people attended the event and fifteen vendors were onsite to assist patrons. The keynote speaker was Miriam Ascarelli, a local author who wrote a biography of Dorothy Harrison Eustis, the founder of the world famous Seeing Eye program in Morristown.

### *Customer Survey*

In the Spring of 2012, a readership survey was sent out to every patron in the Talking Book and Braille program. Patrons could complete the survey online, via the telephone with a NJSL TBBC staffer, or via a printed survey. The results were entered into SurveyMonkey with over 1,250 responses recorded. The library received high marks for service. Over 85 percent of respondents believed the new digital player improved readings. Thirty-seven percent of respondents also use their local public library, with 25 percent attending programs and 81 percent borrowing books or materials. One half of the respondents know how to use a computer, and 55 percent have one in their homes.

### *Outspoken Library*

NJSL TBBC worked with 37 public libraries across New Jersey, as well as with New Jersey's Commission for the Blind and Visually Impaired; New Jersey's Department of Military and Veteran Affairs, and the United States Veterans' Administration to place the Outspoken Library in selected sites. Each Outspoken Library kiosk has live links to services administered through TBBC such as TBBC's very own [Audiovision](#) Newspaper Reading Service and the National Federation for the Blind's [Newslite](#) with over 300 newspapers, magazines, and wire services. Access to the [Braille and Audio Reading Download \(BARD\)](#) site is also available. BARD currently provides more than 25,000 digital books as well as current and past issues of 42 magazines for download that can be played on a TBBC-issued digital talking-book player.

## **New Jersey State Library Information Center (SLIC)**

### *Project Compass*

Beginning in April 2011, New Jersey State Library staff delivered four workforce development workshops at public libraries around the state. The workshops were funded by a grant from a program called Project Compass, which is funded, in turn, by the Institute of Museum and Library Services and administered by WebJunction and the State Library of North Carolina. The goal of Project Compass is to support public libraries' efforts to meet the urgent and growing needs of communities affected by the economic downturn.

New Jersey Project Compass workshops were held at the Cumberland County Library, Atlantic County Library, Paterson Public Library, and the Secaucus Public Library. The workshops included updates from the Broadband Technology Opportunities Program and State Library marketing staff about New Jersey State Library programs that they could use to support local library workforce recovery efforts. The workshops also included an overview of library and workplace skills, an introduction to the Project Compass planning framework, and an opportunity to use the framework to begin to create a customized workforce recovery library program.

### *Staff Development*

In addition to the numerous continuing-education opportunities offered to staff, both in-person and online, the semi-annual NJSL Staff Development Day was held in May. The keynote speaker, Louisa Paster, spoke on the process of change in both our work and personal lives. Breakout sessions for the staff included Teen Books for Adults, Beyond Bookmarking, Tech Garage, Social Media for Libraries, and Communicating Respect and Inclusion.

### *History*

In June 2012, the SLIC published a history that describes how materials gathered during Colonial times became the special collections of the New Jersey State Library. The book *Genesis of the New Jersey State Library: a Documentary History* was researched and written by library staff member John Shaw. Besides his interest in history, John is a reference librarian and manages the Genealogy collection.

### *Government Documents Bill*

This year the State Library was successful in getting a law enacted that updates the New Jersey State Documents Depository statute. Under the updated law, all state departments, agencies, and commissions must send all published State documents, in electronic format as well as in

print, to the State Library for permanent storage and public access. To facilitate this, DSpace, the open-source application for storing and retrieving digital documents was installed for SLIC. State departments use DSpace to submit their documents to be saved, cataloged, and made available via the Web, through the State Library.

## **Marketing**

During the year, the Marketing Department brought all New Jersey State Library marketing campaigns under one virtual roof. Visitors can access all State Library campaigns, recent marketing news, a marketing blog and webinars, as well as our marketing collateral library and business marketing tool kit. The NJWorks@yourlibrary, NJGrowsBiz@yourlibrary, Outspoken Library, and Library Champions campaigns are also housed here.

### *Collateral Library*

The marketing collateral library allows New Jersey library staff to log into a secure portal to access all NJ State Library branded campaigns and marketing materials. The goal is to allow them to replicate and customize State Library marketing materials for their own purposes, on a local level. Visitors can select a marketing piece from our online catalog, customize it with their own logo and contact details, and have it printed and shipped directly to their library.

### *NJWorks@yourlibrary*

The NJWorks@yourlibrary campaign was created by the State Library to help in the economic recovery of New Jersey by giving public library staff the tools to expand services to unemployed and under-employed New Jersey residents. By visiting [www.njworks.org](http://www.njworks.org), New Jersey residents can assess online job resources, job readiness workshops, training opportunities, online GED preparations, New Jersey career news and events, and more. All resources are accessible 24/7 with a library card, and all classes and training sessions are held at local public libraries. A bi-weekly newsletter was developed to share news and updates regarding resources, tools, and classes available at libraries and community organizations across the State for the unemployed and under-employed.

### *NJGrowsBiz@yourlibrary*

The NJGrowsBiz@yourlibrary campaign was created by the State Library to provide small business owners with powerful online business and marketing tools to foster the growth of entrepreneurship and existing businesses in New Jersey. By visiting [www.njgrowsbiz.org](http://www.njgrowsbiz.org), New Jersey small business owners can access high quality business databases and general New Jersey business information, news, and events.

Public library directors can also access the State Library's Business Tool Kit, which provides ideas and strategies for developing relationships with small business owners and entrepreneurs in their community. This toolkit includes a guide to initiating and sustaining productive partnerships with local businesses.

## **Technology**

### *Broadband Technology Opportunity Grant (BTOP)*

In its second year, JerseyConnect finished the few remaining library upgrades as part of BTOP. Over eight hundred computers were installed in 125 libraries, broadband was increased in over 100 libraries, job and small business databases were added, and 9,000 customers were trained in computer- and job-seeking skills.

### *Koha*

Since many libraries have moved to Ethernet for their connectivity, JerseyConnect has reintroduced the concept of hosting virtual servers for libraries. Koha, an open-source catalog has been tested and is available for libraries to investigate as an alternative to their current solution. With the virtual server hosting solution, libraries can host their catalog or any other application on JerseyConnect's virtual servers and never have to worry about server hardware or upgrades again.

**Appendix A**

**FY 2012**

**Preliminary Statement of Revenues and Expenditures**

**(Un-audited)**



# Thomas Edison State College

## **Unrestricted Revenue and Expenses for the Fourth Quarter, Ending June 30, 2012**

### *Revenues*

The College ended the fourth quarter of FY 2012, with positive revenue results. The College realized a \$7,119,737 increase, or 17 percent, over last year's revenues. The College achieved \$49,240,036, or 95 percent, of its combined revised revenue budget of \$51,852,213, excluding investment income. The amount achieved represents amounts recorded as revenue. Cash collections, which lag behind when revenue is recognized, are also presented for comparison purposes. In the previous fiscal year, 90 percent, or \$42,120,299, was realized through the fourth quarter of the College's combined revised budget of \$46,662,044.

The College received 100 percent, or \$1,821,000, of its state appropriation budget of \$1,821,000. This result is lower than that for the same period last year, when 110 percent, or \$2,009,000, was received against the revised budget of \$1,821,000.

Undergraduate student revenues totaled \$28,515,146, or 94 percent, of the College's FY 2012 annual budget of \$30,285,594, which is higher than that for the same period last year, when 88 percent, or \$24,639,008, was earned against a budget of \$28,006,122. This represents an increase of 16 percent, or \$3,876,138, when compared to last year's revenue. Student cash collections are under year-to-date budget targets, at 89 percent.

Revolving fund revenue, including that from the master's degree programs, for the fiscal year accounted for 130 percent, or \$10,347,391, against a budget of \$7,945,705. This revenue result is higher than that for the same period last fiscal year, when 116 percent, or \$7,462,743, was earned against a budget of \$6,432,887. This represents an increase of 39 percent, or \$2,884,648, when compared to last year's revenue. Revolving student collections are over year-to-date budget targets, at 118 percent.

Contract revenues collected totaled \$8,556,499, or 73 percent, of the budget of \$11,799,914. This revenue result is lower than that for the same period last fiscal year, when 77 percent, or \$8,009,548, was earned against a budget of \$10,402,035. This represents an increase of 7 percent, or \$546,951, when compared to last year's revenue. Contract revenue collections are at 76 percent of year-to-date budget targets.

Major student revenue statistics during the fourth quarter are as follows:

- Application Fee – 106 percent
- First Year Annual Enrollment – 64 percent

- Continuing Annual Enrollment – 53 percent
- Technology Fees – 118 percent
- Military Tuition – 70 percent
- TECEP/Portfolio/Practicum Tuition – 47 percent
- Course Tuition and Registration Fee – 102 percent
- Graduate Programs Tuition – 91 percent
- BSN Nursing Tuition and Fees – 150 percent
- Contract Tuition – 55 percent

### *Investment Income*

The College earned \$411,884 in operating investment income, which represents an increase of 60 percent, or \$153,899, when compared to the same period last fiscal year, when \$257,985 was earned. This was due to earnings from U.S. agencies earned through the Merrill Lynch account that were partially offset by lower interest rates. The New Jersey Cash Management average interest rate decreased from .13 percent to .05 percent. In addition, the College earned an average interest rate .20 percent on excess balances maintained at the bank, compared to .40 percent in the prior year.

The College purchased a \$5,045,865 certificate of deposit during November 2011. The 12-month CD at TD Bank matures on 11/15/12 and earns an interest rate of .4 percent.

The College purchased a \$3,048,057 certificate of deposit during March 2012. The 12-month CD at Roma Bank matures on 3/21/13 and earns an interest rate of .54 percent. The 12-month, \$5,167,886 CD at Roma Bank that was purchased during November 2011 matures on 11/14/12 and earns an interest rate of .6 percent.

The College transferred \$7,000,000 to Merrill Lynch during September 2010. The Merrill Lynch account is a laddered portfolio of U.S. agency debt. The portfolio is AAA rated and has full liquidity.

### *Expenditures*

The College has expended and committed 89 percent, or \$41,625,871, of its \$46,687,410 revised combined unrestricted, revolving, and contract funds budget. This result is lower than that for last fiscal year, when 90 percent, or \$39,351,321, was spent against last fiscal year's budget of \$43,673,658.

Operating budget expenditures accounted for 88 percent, or \$31,300,803, against the revised expenditure budget of \$35,629,718. This result is comparable to that for last fiscal year, when 90 percent, or \$30,155,233, was spent against a budget of \$33,537,061. This represents an increase of \$1,145,570, or 4 percent, over the prior year.

Revolving fund expenditures accounted for 94 percent, or \$4,340,028, of the revised expenditure budget of \$4,599,421, which is higher than that for last fiscal year, when 90 percent, or \$3,367,607, was spent against a budget of \$3,745,400. The represents an increase of \$972,421, or 29 percent.

The revolving fund balance at the end of the fourth quarter is \$17,710,525, compared with \$13,174,531 for the same quarter last fiscal year.

<b>Program</b>	<b>#</b>	<b>Beginning Balance</b>	<b>YTD Revenue</b>	<b>YTD Expenses</b>	<b>Fund Balance</b>
ACE/APR	100	270,597	6,353	17,356	259,594
National Institute	200	0	68,200	48,813	19,387
Nursing Program	500	4,677,531	6,334,856	3,171,516	8,338,521
Graduate Programs	<u>700</u>	<u>6,755,034</u>	<u>3,440,333</u>	<u>1,102,343</u>	<u>9,093,023</u>
Total Revolving		<u>11,703,162</u>	<u>10,347,391</u>	<u>4,340,028</u>	<u>17,710,525</u>

Contract expenditures accounted for 93 percent, or \$5,985,040, of the revised expenditure budget of \$6,458,271, which is higher than that for the same period of last fiscal year, when 91 percent, or \$5,828,481, was spent against last fiscal year's budget of \$6,391,197.

The contract fund balance at the end of the fourth quarter is \$10,509,730, compared with \$10,684,790 for the same quarter of last fiscal year.

<b>Program</b>	<b>#</b>	<b>Beginning Balance</b>	<b>YTD Revenue</b>	<b>YTD Expenses</b>	<b>Fund Balance</b>
Prof Cont Educ	1385100	(641,884)	90,415	428,862	(980,331)
Corp Choice-UPS	1386000	1,727,200	1,251,485	0	2,978,685
GoArmyU	1380000	310,374	3,359,532	3,211,257	458,649
Navy College	1380010	4,479,277	3,192,637	2,133,484	5,538,430
Navy Pace	1380020	2,493,490	323,701	117,545	2,699,646
Off Campus Ops	1380030	<u>(430,186)</u>	<u>338,729</u>	<u>93,892</u>	<u>(185,349)</u>
Total Contracts		<u>7,938,271</u>	<u>8,556,499</u>	<u>5,985,040</u>	<u>10,509,730</u>

### *Carry Forward Fund FY 2012*

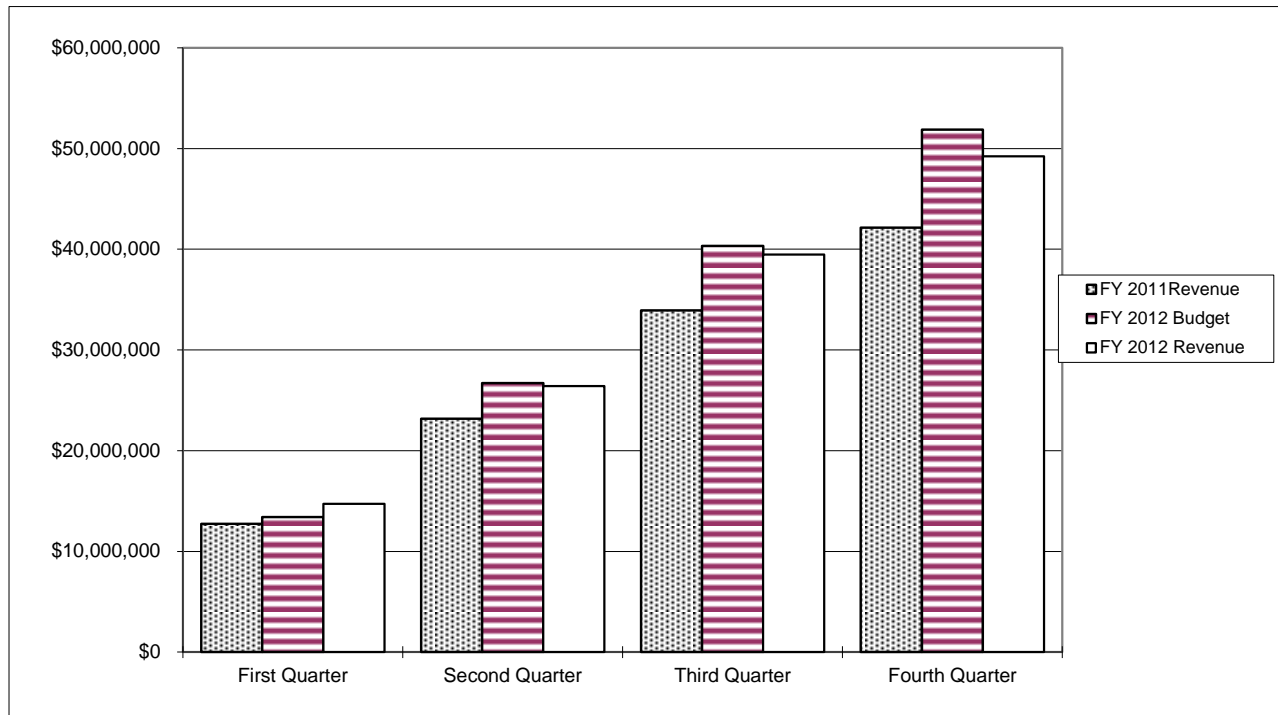
To continue the fulfillment of the Strategic Vision Plan and to lessen the impact of state funding reductions, the College committed a revised budget of \$1,704,000 from its reserves to fund various projected expenses as outlined in the carry forward account. As of June 30, 2012, the College expended and committed 77 percent, or \$1,315,972, of its carry forward budget, leaving a balance of \$388,028.

THOMAS EDISON STATE COLLEGE  
Quarterly Financial Summary  
Unrestricted Revenues and Expenses  
Quarter Ending 6/30/12

	FY-2012 Budget	PERFORMANCE			COMPARATIVE				COMPARATIVE		ACTUAL FY-11 Audited
		FY-2012 YTD (Revenues)	Budget Variance	%	FY-2012 YTD (Revenues)	FY-2011 YTD (Revenues)	Change	%	FY-2012 YTD (Cash)	FY-2011 YTD (Cash)	
<b>REVENUES</b>											
Student Fees	30,285,594	28,515,146	1,770,448	94.2	28,515,146	24,639,008	3,876,138	15.7	26,888,087	22,312,382	24,282,036
State Approp.	1,821,000	1,821,000	0	100.0	1,821,000	2,009,000	(188,000)	(9.4)	1,821,000	2,009,000	2,009,000
State Paid Fringes			0	0.0		0	0	0.0	0	0	3,748,865
Revolving	7,945,705	10,347,391	(2,401,686)	130.2	10,347,391	7,462,743	2,884,648	38.7	9,369,743	6,890,582	7,152,790
Contracts	11,799,914	8,556,499	3,243,415	72.5	8,556,499	8,009,548	546,951	6.8	8,929,485	8,422,657	8,215,949
Total Budgeted Revenues	<b>51,852,213</b>	<b>49,240,036</b>	<b>2,612,177</b>	<b>95.0</b>	<b>49,240,036</b>	<b>42,120,299</b>	<b>7,119,737</b>	<b>16.9</b>	<b>47,008,315</b>	<b>39,634,621</b>	<b>45,408,640</b>
Investment Income					411,884	257,985	153,899	59.7	411,884	257,985	
<b>Total Revenues</b>	<b>51,852,213</b>	<b>49,240,036</b>	<b>2,612,177</b>	<b>95.0</b>	<b>49,651,920</b>	<b>42,378,284</b>	<b>7,273,636</b>	<b>17.2</b>	<b>47,420,199</b>	<b>39,892,606</b>	<b>45,408,640</b>
<b>EXPENSES</b>											
<b>Operating</b>											
Salaries	21,280,574	19,021,562	2,259,012	89.4	19,021,562	18,472,631	548,931	3.0	19,021,562	18,472,631	18,472,631
Fringes	886,450	688,382	198,068	77.7	688,382	339,737	348,645	102.6	688,382	339,737	4,141,442
Other Exp:											
Student waivers	628,765	618,337	10,428	98.3	618,337	736,607	(118,270)	(16.1)	618,337	736,607	736,607
Materials	499,626	371,500	128,126	74.4	371,500	454,249	(143,024)	(31.5)	311,225	454,249	458,318
Services other than salary	12,145,263	10,839,601	1,305,662	89.2	10,839,601	10,622,510	217,091	2.0	10,839,601	10,622,510	10,725,568
Maintenance	1,169,433	1,104,090	65,343	94.4	1,104,090	1,008,329	95,761	9.5	1,104,090	1,008,329	1,006,815
Total Other Exp.	<b>14,443,087</b>	<b>12,933,528</b>	<b>1,509,559</b>	<b>89.5</b>	<b>12,933,528</b>	<b>12,821,695</b>	<b>111,833</b>	<b>0.9</b>	<b>12,933,528</b>	<b>12,821,695</b>	<b>12,927,308</b>
Spec Purpose-Undesignated	513,039	0	513,039	0.0	0	0	0	0.0	0	0	0
Improvements/Additions	151,303	139,008	12,295	91.9	139,008	111,735	27,273	24.4	139,008	111,735	64,584
General Institution	(1,644,735)	(1,481,677)	(163,058)	90.1	(1,481,677)	(1,590,565)	108,888	0.0	(1,481,677)	(1,590,565)	(1,590,565)
Sub-Total Non-Salary Exp	<b>14,349,144</b>	<b>12,279,241</b>	<b>2,069,903</b>	<b>85.6</b>	<b>12,279,241</b>	<b>11,682,602</b>	<b>596,639</b>	<b>5.1</b>	<b>12,279,241</b>	<b>11,682,602</b>	<b>15,542,769</b>
Total Operating Expenses	<b>35,629,718</b>	<b>31,300,803</b>	<b>4,328,915</b>	<b>87.9</b>	<b>31,300,803</b>	<b>30,155,233</b>	<b>1,145,570</b>	<b>3.8</b>	<b>31,300,803</b>	<b>30,155,233</b>	<b>34,015,400</b>
<b>Revolving</b>											
Salaries	1,619,742	1,378,226	503,756	85.1	1,378,226	1,190,184	188,042	15.8	1,378,226	1,190,184	1,190,184
Non-Salaries	2,979,679	2,961,802	17,877	99.4	2,961,802	2,177,423	784,379	36.0	2,961,802	2,177,423	2,510,263
Total Revolving Expenses	<b>4,599,421</b>	<b>4,340,028</b>	<b>259,393</b>	<b>94.4</b>	<b>4,340,028</b>	<b>3,367,607</b>	<b>972,421</b>	<b>28.9</b>	<b>4,340,028</b>	<b>3,367,607</b>	<b>3,700,447</b>
<b>Contracts</b>											
Salaries	1,924,933	1,916,097	8,836	99.5	1,916,097	1,894,632	21,465	1.1	1,916,097	1,894,632	1,894,632
Non-Salaries	4,533,338	4,068,943	464,395	89.8	4,068,943	3,933,849	135,094	3.4	4,068,943	3,933,849	4,622,150
Total Contract Expenses	<b>6,458,271</b>	<b>5,985,040</b>	<b>473,231</b>	<b>92.7</b>	<b>5,985,040</b>	<b>5,828,481</b>	<b>156,559</b>	<b>2.7</b>	<b>5,985,040</b>	<b>5,828,481</b>	<b>6,516,782</b>
<b>Total Oper, Rev and Con Exp</b>	<b>46,687,410</b>	<b>41,625,871</b>	<b>5,061,539</b>	<b>89.2</b>	<b>41,625,871</b>	<b>39,351,321</b>	<b>2,274,550</b>	<b>5.8</b>	<b>41,625,871</b>	<b>39,351,321</b>	<b>44,232,629</b>
Net Increase (Decrease) In Fund Balance	5,164,803	7,614,165	(2,449,362)	147.4	7,614,165	3,026,963	4,587,202	151.5	5,382,444	283,300	1,176,011
Carry Forward	1,704,000	1,315,972	388,028	77.2	1,315,972	2,471,087	(1,155,115)	(46.7)	1,315,972	1,783,767	1,850,263

# FY 2012 TOTAL REVENUE

Quarter Ending June 30, 2012

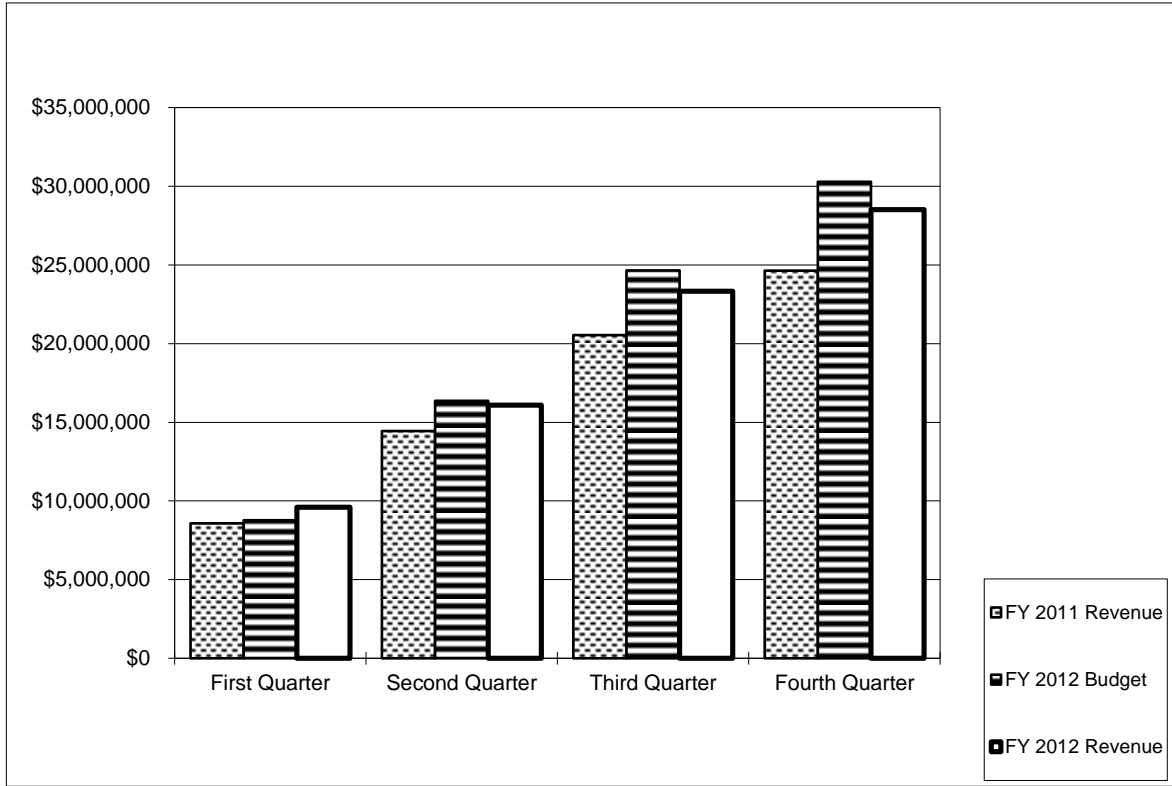


	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>FY 2011 Revenue</b>	\$12,725,911	\$23,158,214	\$33,912,163	\$42,120,299
<b>FY 2012 Budget</b>	\$13,407,343	\$26,695,056	\$40,313,923	\$51,852,213
<b>FY 2012 Revenue</b>	\$14,734,175	\$26,411,365	\$39,480,784	\$49,240,036

FY 2011 Fourth Quarter Actual		FY 2012 Fourth Quarter Actual	Difference Between FY 2011 and FY 2012 Totals
\$2,009,000	State Appropriation	\$1,821,000	(\$188,000)
\$24,639,008	Undergraduate Student Revenue	\$28,515,146	\$3,876,138
\$29,596	ACE/APR	\$6,353	(\$23,243)
\$55,050	National Inst.	\$68,200	\$13,150
\$4,591,952	Nursing Program	\$6,832,506	\$2,240,554
\$2,786,145	Graduate Programs	\$3,440,332	\$654,187
\$8,009,548	Contracts	\$8,556,499	\$546,951
<b>\$42,120,299</b>	<b>Total</b>	<b>\$49,240,036</b>	<b>\$7,119,737</b>

# FY 2012 UNDERGRADUATE STUDENT REVENUE

Quarter Ending June 30, 2012



	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>FY 2011 Revenue</b>	\$8,577,863	\$14,444,255	\$20,541,740	\$24,639,008
<b>FY 2012 Budget</b>	\$8,774,473	\$16,365,305	\$24,646,924	\$30,285,594
<b>FY 2012 Revenue</b>	\$9,600,843	\$16,081,752	\$23,332,729	\$28,515,146

**FY 2012 Fourth Quarter**  
**April 1, 2012 through June 30, 2012**

**Fund 11 Student Revenue**

	Fourth Quarter		Percentage of			FY2012 YTD		Percentage		Comparison FY 2011 to FY 2012	
	FY 2011 Revenue	FY 2011 YTD Revenue	Fourth Quarter FY 2012 Budget	Fourth Quarter FY 2012 Revenue	Fourth Quarter Revenue Received	Cash Collections	% of YTD Cash Collections	FY 2012 YTD Budget	FY 2012 YTD Revenue		of YTD Revenue Received
Application fee	\$134,925	\$529,275	\$ 124,268	\$160,500	129%	\$555,885	113%	\$492,450	\$555,885	113%	5%
Tuition Only Application Fee	\$40,800	\$165,975	\$ 56,745	\$31,275	55%	\$145,958	65%	\$223,875	\$145,958	65%	-12%
<b>Application Fee Total</b>	<b>\$175,725</b>	<b>\$695,250</b>	<b>\$181,013</b>	<b>\$191,775</b>	<b>106%</b>	<b>\$701,843</b>	<b>98%</b>	<b>\$716,325</b>	<b>\$701,843</b>	<b>98%</b>	<b>1%</b>
<b>First Year Tuition</b>											
<i>Annual Enrollment Tuition</i>											
In	\$363,041	\$1,797,448	\$ 435,352	\$672,154	154%	\$2,388,987	108%	\$2,210,586	\$2,217,031	100%	23%
Out	\$388,948	\$1,918,841	\$ 435,825	\$350,480	80%	\$2,394,978	118%	\$2,029,180	\$2,153,410	106%	12%
International	\$7,568	\$38,184	\$ 17,439	\$12,033	69%	\$23,140	29%	\$80,220	\$35,173	44%	-8%
<i>Comprehensive Tuition</i>											
In	\$189,671	\$3,522,724	\$ 587,040	\$95,476	16%	\$4,089,690	78%	\$5,232,936	\$3,833,409	73%	9%
Out	(\$122,287)	\$2,078,139	\$ 389,804	\$59,767	15%	\$2,188,102	66%	\$3,337,998	\$2,308,337	69%	11%
<b>First Year Enrollment Tuition Total</b>	<b>\$826,941</b>	<b>\$9,355,336</b>	<b>\$1,865,460</b>	<b>\$1,189,910</b>	<b>64%</b>	<b>\$11,084,898</b>	<b>86%</b>	<b>\$12,890,920</b>	<b>\$10,547,360</b>	<b>82%</b>	<b>13%</b>
<b>Continuing Years Tuition</b>											
<i>Annual Enrollment Tuition</i>											
In	\$213,193	\$1,021,790	\$ 177,328	\$217,375	123%	\$1,020,739	112%	\$909,860	\$988,265	109%	-3%
Out	\$117,852	\$571,492	\$ 178,972	\$129,577	72%	\$628,165	77%	\$810,816	\$655,464	81%	15%
International	\$6,512	\$6,512	\$ 17,255	\$6,902	40%	\$13,246	77%	\$17,255	\$10,353	60%	0%
<i>Comprehensive Tuition</i>											
In	\$106,319	\$1,368,610	\$ 229,845	\$121,360	53%	\$1,428,264	69%	\$2,068,800	\$1,751,169	85%	28%
Out	(\$42,142)	\$667,363	\$ 151,637	(\$75,150)	-50%	\$381,901	26%	\$1,471,638	\$630,914	43%	-5%
<b>Continuing Years Tuition Total</b>	<b>\$401,734</b>	<b>\$3,635,767</b>	<b>\$755,036</b>	<b>\$400,064</b>	<b>53%</b>	<b>\$3,472,316</b>	<b>66%</b>	<b>\$5,278,369</b>	<b>\$4,036,165</b>	<b>76%</b>	<b>11%</b>
<b>Technology Services Fee Total</b>	<b>\$66,809</b>	<b>\$324,823</b>	<b>\$ 74,992</b>	<b>\$88,490</b>	<b>118%</b>	<b>\$352,601</b>	<b>98%</b>	<b>\$359,792</b>	<b>\$363,530</b>	<b>101%</b>	<b>12%</b>
<b>College Plus Tuition</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$157,500</b>		<b>\$195,000</b>		<b>\$0</b>	<b>\$202,500</b>		
<b>Military Tuitions and Fees Total</b>	<b>\$584,600</b>	<b>\$2,832,600</b>	<b>\$ 1,027,603</b>	<b>\$722,902</b>	<b>70%</b>	<b>\$3,125,409</b>	<b>80%</b>	<b>\$3,930,750</b>	<b>\$3,224,845</b>	<b>82%</b>	<b>14%</b>
<b>TECEP/Portfolio/Practicum Tuition</b>											
<i>TECEP</i>											
In	\$27,089	\$66,750	\$ 10,080	\$15,543	154%	\$51,603	208%	\$24,750	\$53,232	215%	-20%
Out	\$29,119	\$104,867	\$ 13,514	\$14,607	108%	\$50,645	97%	\$52,470	\$53,809	103%	-49%
Non-enrolled	\$23,646	\$63,390	\$ 7,166	\$17,744	248%	\$57,488	264%	\$21,780	\$54,282	249%	-14%
<i>Prior Learning Assessment</i>											
In	\$104,543	\$259,168	\$ 90,312	\$15,360	17%	\$165,348	69%	\$239,250	\$174,646	73%	-33%
Out	\$35,698	\$175,407	\$ 66,939	\$32,460	48%	\$118,475	40%	\$295,515	\$138,783	47%	-21%
Non-enrolled	\$5,601	\$19,363	\$ 17,793	\$39	0%	\$9,923	16%	\$62,700	\$12,483	20%	-36%
<i>Practicum</i>											
In	\$0	\$0	\$ -	\$0		\$1,679		\$0	\$0		
Out	\$0	\$0	\$ -	\$0		\$0		\$0	\$0		
<b>TECEP/Portfolio/Practicum Tuition Total</b>	<b>\$225,696</b>	<b>\$688,944</b>	<b>\$205,803</b>	<b>\$95,752</b>	<b>47%</b>	<b>\$455,159</b>	<b>65%</b>	<b>\$696,465</b>	<b>\$487,195</b>	<b>70%</b>	<b>-29%</b>
<b>Course Tuition and Registration Fee</b>											
In-state	\$995,073	\$5,279,868	\$ 1,138,074	\$1,010,175	89%	\$5,419,808	107%	\$5,044,950	\$5,713,922	113%	8%
Out-of-state	\$509,939	\$3,134,640	\$ 664,751	\$587,744	88%	\$2,935,527	92%	\$3,204,150	\$3,290,641	103%	5%
Non-enrolled	\$208,582	\$476,494	\$ 142,849	\$306,238	214%	\$473,751	100%	\$475,065	\$907,643	191%	90%
Registration fee	\$75,988	\$369,146	\$ 92,510	\$108,330	117%	\$545,347	128%	\$425,880	\$534,857	126%	45%
Digital Resources Fee	\$0	\$0	\$ 43,822	\$119,377		\$542,127	276%	\$196,721	\$542,127	276%	#DIV/0!
<b>Course Tuition and Registration Total</b>	<b>\$1,789,582</b>	<b>\$9,260,148</b>	<b>\$ 2,082,007</b>	<b>\$2,131,863</b>	<b>102%</b>	<b>\$9,916,560</b>	<b>106%</b>	<b>\$ 9,346,766</b>	<b>\$ 10,989,190</b>	<b>118%</b>	<b>19%</b>
<b>Chapter 33 Tuition</b>	<b>\$27,241</b>	<b>\$436,109</b>	<b>\$ 120,556</b>	<b>\$238,837</b>	<b>198%</b>	<b>\$512,038</b>	<b>78%</b>	<b>\$655,700</b>	<b>\$759,115</b>	<b>116%</b>	<b>74%</b>
<b>Other Fund 11 Fees</b>	<b>\$432,646</b>	<b>\$1,697,142</b>	<b>\$ 357,040</b>	<b>\$512,948</b>	<b>144%</b>	<b>\$1,752,428</b>	<b>124%</b>	<b>\$1,410,507</b>	<b>\$1,878,550</b>	<b>133%</b>	<b>11%</b>
Comprehensive Tuition Offsets	(\$426,506)	(\$4,287,110)	(\$1,030,841)	(\$547,625)	53%	(\$4,680,163)	94%	(\$5,000,000)	(\$4,675,146)	94%	9%
<b>Total Fund 11 Tuition and Fees</b>	<b>\$4,104,467</b>	<b>\$24,639,008</b>	<b>\$5,638,670</b>	<b>\$5,182,417</b>	<b>92%</b>	<b>\$26,888,087</b>	<b>89%</b>	<b>\$30,285,594</b>	<b>\$28,515,146</b>	<b>94%</b>	<b>16%</b>

**FY 2012 Fourth Quarter  
April 1, 2012 through June 30, 2012**

**Fund 17 Revolving Revenue**

	Fourth Quarter FY 2011 Revenue	FY 2011 YTD Revenue	Fourth Quarter FY 2012 Budget	Fourth Quarter FY 2012 Revenue	Percentage of Fourth Quarter Revenue Received	FY2012 YTD Cash Collections	% of YTD Cash Collections	FY 2012 YTD Budget	FY 2012 YTD Revenue	Percentage of YTD Revenue Received	Comparison FY 2011 to FY 2012
<b>Graduate Programs Tuition</b>											
Graduate Applications	\$9,975	\$36,900	\$8,642	\$4,800	56%	\$27,300	86%	\$31,800	\$27,300	86%	-26%
MSM Tuition	\$270,169	\$1,088,469	\$383,872	\$323,465	84%	\$1,115,984	77%	\$1,446,500	\$1,421,792	98%	31%
MALS Tuition	\$91,989	\$427,823	\$98,234	\$52,115	53%	\$230,801	52%	\$440,550	\$268,115	61%	-37%
MSHRM Tuition	\$106,115	\$478,534	\$102,292	\$138,188	135%	\$471,824	130%	\$361,899	\$597,134	165%	25%
Educational Leadership	\$131,191	\$481,586	\$117,006	\$150,336	128%	\$549,422	101%	\$544,500	\$676,431	124%	40%
Homeland Security	\$14,003	\$100,716	\$37,177	\$0	0%	\$59,127	35%	\$166,650	\$41,756	25%	-59%
Management of Clinical Trial	\$17,127	\$59,550	\$21,018	\$51,150	243%	\$178,437	189%	\$94,600	\$239,157	253%	302%
Online Learning & Teaching	\$23,355	\$80,721	\$33,294	\$14,850	45%	\$61,281	55%	\$110,550	\$79,293	72%	-2%
Public Service	\$3,114	\$3,114	\$20,625	\$12,375		\$35,561	43%	\$82,500	\$66,825	81%	2046%
<b>Graduate Programs Tuition Total</b>	<b>\$667,038</b>	<b>\$2,757,411</b>	<b>\$822,160</b>	<b>\$747,278</b>	<b>91%</b>	<b>\$2,729,736</b>	<b>83%</b>	<b>\$3,279,549</b>	<b>\$3,417,802</b>	<b>104%</b>	<b>24%</b>
<b>BSN Tuition and fees</b>	<b>\$846,800</b>	<b>\$3,515,004</b>	<b>\$734,002</b>	<b>\$1,101,094</b>	<b>150%</b>	<b>\$5,094,310</b>	<b>178%</b>	<b>\$2,857,665</b>	<b>\$5,155,464</b>	<b>180%</b>	<b>47%</b>
<b>Graduate Nursing Tuition</b>	<b>\$211,004</b>	<b>\$1,076,948</b>	<b>\$209,112</b>	<b>\$199,373</b>	<b>95%</b>	<b>\$1,059,980</b>	<b>101%</b>	<b>\$1,044,450</b>	<b>\$1,179,392</b>	<b>113%</b>	<b>10%</b>
<b>Accelerated BSN Program</b>	<b>\$0</b>	<b>\$0</b>	<b>\$171,250</b>	<b>\$114,325</b>	<b>67%</b>	<b>\$388,663</b>	<b>57%</b>	<b>\$685,000</b>	<b>\$497,650</b>	<b>73%</b>	<b>#DIV/0!</b>
<b>Corporate Partnerships</b>	<b>\$10,285</b>	<b>\$29,596</b>	<b>\$3,750</b>	<b>\$560</b>	<b>0%</b>	<b>\$6,353</b>	<b>42%</b>	<b>\$15,000</b>	<b>\$6,353</b>	<b>0%</b>	<b>0%</b>
<b>National Institute</b>	<b>\$51,150</b>	<b>\$55,050</b>	<b>\$33,750</b>	<b>\$52,800</b>	<b>156%</b>	<b>\$68,200</b>	<b>152%</b>	<b>\$45,000</b>	<b>\$68,200</b>	<b>152%</b>	<b>0%</b>
<b>Other Fund 17 Fees</b>	<b>\$10,023</b>	<b>\$28,734</b>	<b>\$4,328</b>	<b>\$5,440</b>	<b>126%</b>	<b>\$22,501</b>	<b>118%</b>	<b>\$19,040</b>	<b>\$22,531</b>	<b>118%</b>	<b>-22%</b>
<b>Total Revolving Fund Tuition and Fees</b>	<b>\$1,796,300</b>	<b>\$7,462,743</b>	<b>\$1,978,351</b>	<b>\$2,220,869</b>	<b>112%</b>	<b>\$9,369,743</b>	<b>118%</b>	<b>\$7,945,704</b>	<b>\$10,347,391</b>	<b>130%</b>	<b>39%</b>

**FY 2012 Fourth Quarter  
April 1, 2012 through June 30, 2012**

**Contract Work**

	Fourth Quarter		Fourth Quarter FY 2012 Budget	Fourth Quarter FY 2012 Revenue	Percentage of Fourth Quarter Revenue Received	FY2012 YTD		FY 2012 YTD Budget	FY 2012 YTD Revenue	Percentage of YTD Revenue Received	Comparison FY 2011 to FY 2012
	FY 2011 Revenue	FY 2011 YTD Revenue				Cash Collections	% of YTD Cash Collections				
Professional Continuing Studies Tuition	\$16,180	\$147,726	\$88,795	\$10,925	12%	\$69,960	25%	\$285,000	\$90,415	32%	-39%
Corporate Choice	\$62,415	\$244,964	\$70,482	\$39,823	57%	\$301,300	143%	\$210,834	\$236,684	112%	-3%
Corporate Choice - UPS	\$212,914	\$792,810	\$217,817	\$250,095	115%	\$1,093,444	149%	\$736,080	\$1,014,801	138%	28%
GoAmryU Tuition	\$716,779	\$3,344,595	\$1,401,741	\$687,379	49%	\$3,401,046	56%	\$6,049,000	\$3,358,962	56%	0%
GoAmryU Tuition Masters	\$4,482	\$7,340	\$1,831	\$0	0%	\$5,033	37%	\$13,750	\$570	4%	-92%
Navy College Program	\$708,003	\$2,973,490	\$1,432,774	\$741,614	52%	\$3,363,899	87%	\$3,846,500	\$3,192,637	83%	7%
McGuire AFB Tuition/Nat'l Test Ctr	\$9,586	\$36,218	\$5,209	\$11,560	222%	\$53,668	123%	\$43,750	\$42,029	96%	16%
Navy PACE	\$125,960	\$359,459	\$191,120	\$64,820	34%	\$347,433	89%	\$390,000	\$323,701	83%	-10%
Respiratory	\$3,000	\$102,947	\$56,250	\$94,500	168%	\$293,700	131%	\$225,000	\$296,700	132%	188%
<b>Total Contract Work</b>	<b>\$1,859,318</b>	<b>\$8,009,548</b>	<b>\$3,466,018</b>	<b>\$1,900,716</b>	<b>55%</b>	<b>\$8,929,485</b>	<b>76%</b>	<b>\$11,799,914</b>	<b>\$8,556,499</b>	<b>73%</b>	<b>7%</b>
<b>Total Fund 11, 17 Revolving, Contract Work</b>	<b>\$7,760,085</b>	<b>\$40,111,299</b>	<b>\$11,083,039</b>	<b>\$9,304,002</b>	<b>84%</b>	<b>\$45,187,315</b>	<b>90%</b>	<b>\$50,031,211</b>	<b>\$47,419,036</b>	<b>95%</b>	<b>18%</b>

**THOMAS EDISON STATE COLLEGE  
 QUARTERLY INVESTMENT REPORT - FY 2012  
 QUARTER ENDING JUNE 30, 2012**

	AS OF 4/1/12 BEGINNING BALANCE	PRINCIPAL INVESTED	WITHDRAWALS	AS OF 6/30/12 MARKET VALUE	AS OF 6/30/12 BOOK BALANCE	YTD INTEREST EARNED
NEW JERSEY CASH MANAGEMENT	\$322,584	\$39	\$0	\$322,623	\$322,623	\$145
BANK OF AMERICA	\$11,232,014	\$21,874,196	(\$20,992,567)	\$12,113,643	\$12,113,643	\$15,978
BANK OF AMERICA CORP BONDS	\$2,107,660	\$49,000	(\$49,000)	\$2,045,222	\$2,107,660	\$96,911
CERTIFICATES OF DEPOSIT	\$13,261,809	\$0	\$0	\$13,261,809	\$13,261,809	\$82,037
MERRILL LYNCH	\$7,206,382	\$51,141	(\$6,116)	\$7,303,979	\$7,251,406	\$215,908
OTHER	\$585	\$320	\$0	\$904	\$904	\$904
<b>TOTAL</b>	<b>\$34,131,033</b>	<b>\$21,974,696</b>	<b>(\$21,047,683)</b>	<b>\$35,048,180</b>	<b>\$35,058,045</b>	<b>\$411,884</b>

**Outstanding Investment Instruments:**

*Quasi Endowment Fund Investments with Credit Suisse First Boston*

	PRINCIPAL Invested	Market Value	Gain/Loss	YTD INTEREST RECEIVED
Fixed Income	\$1,545,876	\$1,946,026	\$400,150	\$68,313
Shafer Cullen Investment	\$350,000	\$302,269	(\$47,731)	\$14,732
Mid Cap Core-NCM Capital	\$625,420	\$552,825	(\$72,595)	\$5,454
Heartland Capital Mngt	\$334,580	\$422,161	\$87,581	\$7,681
Scott/Stringfellow	\$450,000	\$461,702	\$11,702	\$13,122
London Sm Cap	\$250,000	\$287,864	\$37,864	\$3,634
<b>Total</b>	<b>\$3,555,876</b>	<b>\$3,972,847</b>	<b>\$416,971</b>	<b>\$112,935</b>

*Certificates of Deposit*

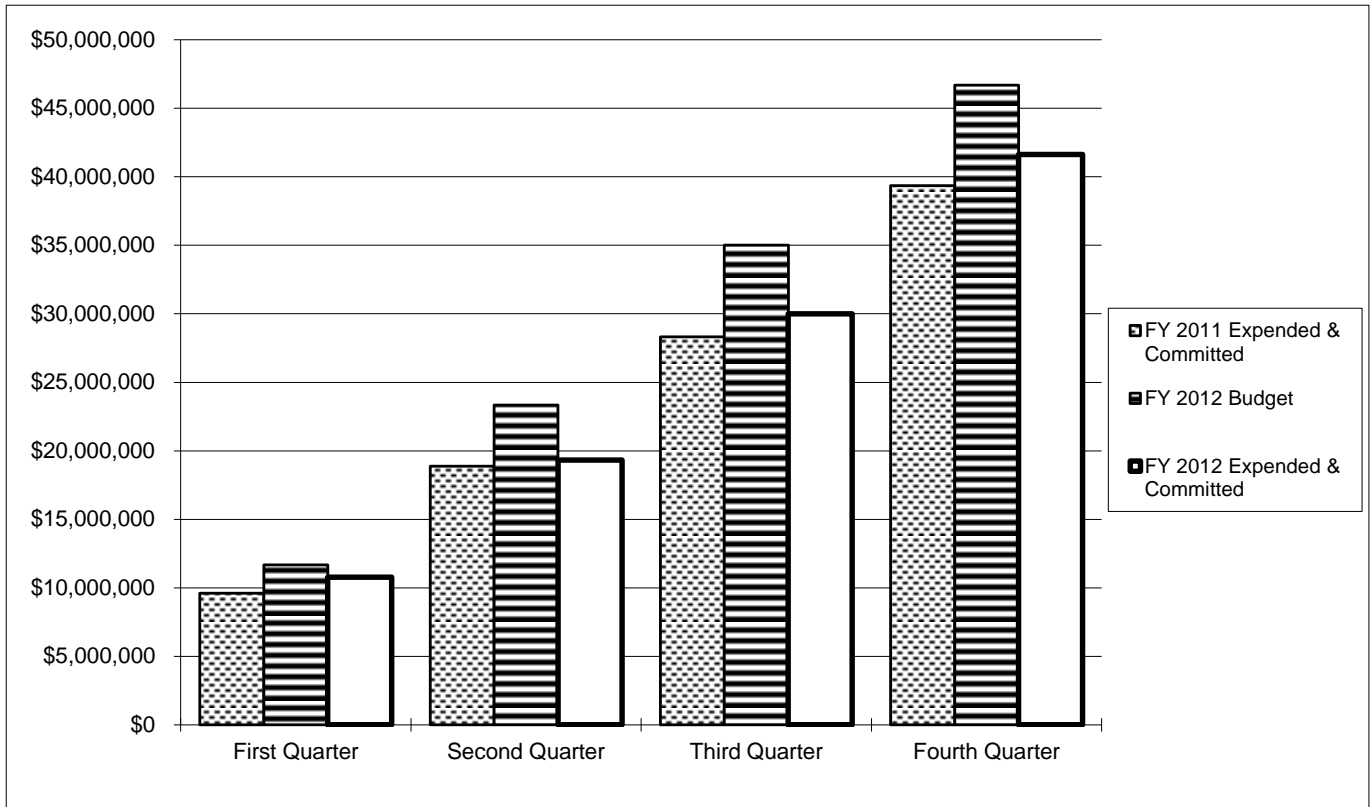
	Amount	Purchase Date	Due Date	Rate of Interest
Roma Bank	\$3,048,057	3/21/12	3/21/13	0.54%
Roma Bank	\$5,167,886	11/14/11	11/14/12	0.60%
TD Bank	\$5,045,865	11/15/11	11/15/12	0.40%
<b>Total</b>	<b>\$13,261,809</b>			

*Interest Rate of Return*

	NJCM	Bank of America
APR	0.05%	0.20%
MAY	0.04%	0.20%
JUN	0.05%	0.20%
Average Rate	0.05%	0.20%

# FY 2012 EXPENDITURE AND OBLIGATION

Quarter Ending June 30, 2012



	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>FY 2011 Expended &amp; Committed</b>	\$9,613,336	\$18,868,025	\$28,314,634	\$39,351,321
<b>FY 2012 Budget</b>	\$11,671,853	\$23,343,705	\$35,015,558	\$46,687,410
<b>FY 2012 Expended &amp; Committed</b>	\$10,777,233	\$19,324,030	\$30,003,394	\$41,625,871

## **Bank of America Equipment Lease (September 2007)**

On September 1, 2007, the College entered into a capital lease agreement with the Bank of America Public Capital Corp through the New Jersey Educational Facilities Authority (NJEFA) in which the College can purchase \$2.7 million in furniture, equipment, and capital improvements. The Bank of America is the lessor, NJEFA is the lessee, and the College is the sub-lessee. The acquisitions are primarily for the renovation of the Kelsey building and security, equipment, and data processing upgrades. The acquisition period for this lease is thirty-six months. The lease agreement is divided into three separate rental payment schedules. The College has fully expended and drawn down the \$2,700,000.

Rental payment schedule number 1, with a 5-year term, is for \$1,430,325, to be used for data processing equipment purchases. There are 10 lease payments of \$143,033 (Principal Portion) plus interest (Interest Portion @ 4.10%) that are scheduled every six months. The first lease payment was scheduled for March 2008, and the last payment was scheduled for September 2012. The College met its obligation for debt-service payment of \$148,897, which was due on March 28, 2012.

Rental payment schedule number 2, with a 7-year term, is for \$215,815, to be used for artwork and security, equipment, and payroll upgrades. There are 14 lease payments of \$15,415 (Principal Portion) plus interest (Interest Portion @ 4.38%) that are scheduled every six months. The first lease payment was scheduled for March 2008, and the last payment is scheduled for September 2014. The College met its obligation for debt service payment of \$17,441, which was due on March 28, 2012.

Rental payment schedule number 3, with a 15-year term, is for \$1,053,860, to be used for renovating the Kelsey building. There are 30 lease payments of \$35,129 (Principal Portion) plus interest (Interest Portion @ 4.57%) that are scheduled every six months. The first lease payment was scheduled for March 2008, and the last payment is scheduled for September 2022. The College met its obligation for debt service payment of \$52,788, which was due on March 28, 2012.

## **Bank of America Equipment Lease (September 2010)**

On September 14, 2010, the College entered into a capital lease agreement with the Bank of America Public Capital Corp through the New Jersey Educational Facilities Authority (NJEFA) in which the College can purchase \$700,000 in furniture and data processing equipment. The Bank of America is the lessor, NJEFA is the lessee, and the College is the sub-lessee. The acquisitions are primarily for data processing equipment and for work station replacement at the Academic Center. The acquisition period for this lease is twenty-four months.

The rental payment schedule has a 5-year term for \$700,000. There are 60 lease payments of \$12,383 (Rental Payment), which includes interest (Interest Portion @ 2.37%), that are scheduled every month. The first lease payment was scheduled for October 2010 and the last payment is scheduled for September 2015. The College met its obligation for debt service payment of \$12,383, which was due on June 14, 2012. The College has fully expended and drawn down the \$700,000.

### **TD Bank Equipment Finance Lease (June 2011)**

On June 1, 2011, the College entered into a capital lease agreement with TD Equipment Finance, Inc., through the New Jersey Educational Facilities Authority (NJEFA) in which the New Jersey State Library can replace its movable shelving system costing \$613,000, and the College can acquire and install a new Diverse Fiber to the Kuser facility costing \$335,000. The TD Equipment Finance, Inc., is the lessor, NJEFA is the lessee, and the College is the sub-lessee. The acquisition period for this lease ends on or before July 1, 2014.

The rental payment schedule has an 8-year term for \$948,000. There are 32 lease payments of \$32,646 (Rental Payment), which includes interest (Interest Portion @ 2.427%), that are scheduled quarterly. The first lease payment was scheduled for October 1, 2011, and the last payment is scheduled for July 1, 2019. The College met its obligation for the debt service payment of \$32,646, which was due on July 1, 2012. The Library has expended and drawn down \$603,500 through June 30, 2012. The College has expended and drawn down \$292,205 through June 30, 2012.

### **TD Bank Kuser Building Renovations Debt (October 2011)**

On October 26, 2011, the College entered into a debt agreement with TD Bank Finance, Inc., through the New Jersey Educational Facilities Authority (NJEFA) for the renovation of the Kuser facility.

The loan payment schedule has a 20-year term for \$8,000,000. There are 4 interest-only payments due the first year (1/1/2012 to 10/1/2012), totaling \$265,222. The remaining 72 loan payments of Principal (\$105,263) plus Interest (Interest Portion @3.50%) are scheduled quarterly. The first loan payment was scheduled for January 1, 2012, and the last payment is scheduled for October 1, 2031. The College met its obligation for the loan payment of \$70,778, due on July 1, 2012. The College has expended \$1,119,896 through June 30, 2012.

## Restricted Revenue and Expenses for the Fourth Quarter, Ending June 30, 2012

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

The College's John S. Watson Institute for Public Policy has expended \$551,641 in the fourth quarter against a FY 2012 expense budget of \$1,090,821. The resulting fund balance is \$457,862, compared to \$653,754 for the same quarter of last year.

Through the period ending June 30, 2012, the College's Watson Institute received \$440,383 in funding and incurred expenses totaling \$406,793.

Number	Program	Beg. Bal.	YTD Rev.	YTD Exp.	End Bal.
18-1300100	Provost Dev Programs	157,827	10,000	6,568	161,259
18-1311000	Nuclear Regulatory	0	84,545	84,545	0
18-1320550	HRSA Grant	108,827	1,400	69,911	40,316
18-1360100	USDOE FIPSE	0	119,694	119,694	0
18-1360500	Academic Technology	65,000	0	1,700	63,300
18-1375000	MS Educ Leadership	102,331	0	20,068	82,263
18-1376000	MBA Development	0	37,000	38,085	(1,085)
18-1700000	Inst. Public Policy	13,097	2,000	2,073	13,024
18-1701100	Leadership Trenton	7,173	2,759	301	9,631
18-1702000	Urban Mayors/CCBI	6,951	0	0	6,951
18-1706000	Center for Urban Envir	9,166	8,606	28,488	(10,716)
18-1707000	Ctr Dev Urban Child	98,700	59,050	64,831	92,919
18-1708000	EDA Grant	<u>48</u>	<u>115,329</u>	<u>115,377</u>	<u>0</u>
	Total Public Policy	<u>569,120</u>	<u>440,383</u>	<u>551,641</u>	<u>457,862</u>

THOMAS EDISON STATE COLLEGE  
Quarterly Financial Summary  
Restricted Revenues and Expenses  
Quarter Ending 6/30/12

	PERFORMANCE				COMPARATIVE		Variance
	FY-2012 Budget	FY-2012 YTD	Budget Variance	%	FY-2012 YTD	FY-2011 YTD	
Provost NGLC	\$10,000	\$10,000	0	100.0%	10,000	0	10,000
Nuclear Regulatory Commission	\$172,672	\$84,545	88,127	49.0%	84,545	0	84,545
HRSA Grant	\$0	\$1,400	(1,400)	100.0%	1,400	251,504	(250,104)
DIAL USDOE FIPSE	\$143,880	\$119,694	24,186	83.2%	119,694	93,702	25,992
Academic Technology initiatives	\$0	\$0	0	0.0%	0	65,000	(65,000)
MBA Development	\$100,000	\$37,000	63,000	37.0%	37,000	0	37,000
Ins't Public Policy	\$0	\$2,000	(2,000)	0.0%	2,000	0	2,000
Leadership Trenton	\$0	\$2,759	(2,759)	100.0%	2,759	9,943	(7,184)
CUE Grants	\$0	\$8,606	(8,606)	100.0%	8,606	35,132	(26,526)
Ctr Dev Urban Child	\$115,000	\$59,050	55,950	51.3%	59,050	58,500	550
EDA Grant	\$17,632	\$115,329	(97,697)	100.0%	115,329	301	115,028
<b>Total Revenues</b>	<b>\$559,184</b>	<b>\$440,383</b>	<b>118,801</b>	<b>78.8%</b>	<b>440,383</b>	<b>514,082</b>	<b>(73,699)</b>
Provost Dev Program	\$118,131	\$0	118,131	0.0%	0	0	0
Provost Mobile Lear	\$0	\$0	0	0.0%	0	45	(45)
Provost UNISA	\$32,827	\$0	32,827	0.0%	0	3,131	(3,131)
Provost Business School	\$10,000	\$0	10,000	0.0%	0	0	0
Provost NGLC	\$10,000	\$6,568	3,432	65.7%	6,568	0	6,568
Nuclear Regulatory Commission	\$172,672	\$84,545	88,127	49.0%	84,545	0	84,545
HRSA Grant	\$2,001	\$69,911	(67,910)	3493.8%	69,911	232,247	(162,336)
DIAL USDOE FIPSE	\$143,880	\$119,694	24,186	83.2%	119,694	93,702	25,992
Academic Technology Initiatives	\$65,000	\$1,700	63,300	2.6%	1,700	0	1,700
MS Edu Leadership	\$102,331	\$20,068	82,263	19.6%	20,068	11,572	8,496
MBA Development	\$100,000	\$38,085	61,915	38.1%	38,085	0	38,085
Ins't Public Policy	\$0	\$2,073	(2,073)	100.0%	2,073	0	2,073
Leadership Trenton	\$0	\$301	(301)	100.0%	301	2,770	(2,469)
CUE Grants	\$0	\$28,488	(28,488)	0.0%	28,488	69,818	(41,330)
CTR Dev Urban Child	\$115,000	\$64,831	50,169	56.4%	64,831	47,781	17,050
EDA Grant	\$218,979	\$115,377	103,602	52.7%	115,377	253	115,124
<b>Total Expenses</b>	<b>\$1,090,821</b>	<b>\$551,641</b>	<b>\$539,180</b>	<b>50.6%</b>	<b>\$551,641</b>	<b>\$461,319</b>	<b>\$90,322</b>
<b>Net Increase(Decrease)</b>	<b>(531,637)</b>	<b>(111,258)</b>	<b>(420,379)</b>	<b>20.9%</b>	<b>(111,258)</b>	<b>52,763</b>	<b>(164,021)</b>

# New Jersey State Library

## **Summary of Revenue and Expenses for the Fourth Quarter, Ending June 30, 2012**

### *Revenues*

The State Library receives revenue from two primary sources, state appropriations and federal grants. For FY 2012 the total revenue budget is \$24,290,913, including \$3,639,240 in state aid appropriations retained by the New Jersey Department of Treasury for the payment of state aid to libraries. The State Library realized \$20,277,971 in total revenue from all sources through the fourth quarter, or 83 percent of its total budget.

The revenue budget administered by the State Library for FY 2012 is \$20,651,673. The revenue budget consists of \$5,502,077 for State Library operations, \$4,492,850 in state aid grants, and \$10,656,746 in federal grants.

In the operating fund, revenue at the end of the fourth quarter was \$6,054,760, or 110 percent of budget. Revenue collections for state aid funds were \$4,488,694, or 100 percent of budget. In comparison, revenue collections for the same period last year were \$5,549,712 and \$4,488,509 for the operating fund and state aid, respectively.

The State Library currently has \$10,656,746 in federal library funds, including indirect costs. This amount comprises \$127,423 from the FY 2010 grant year, \$4,162,947 from the FY 2011 grant year, and \$4,042,569 from the FY 2012 grant year for the Library Services and Technology Act (LSTA) grant appropriation from the Institute for Museum and Library Services (IMLS), and a three-year grant of \$999,861 from the IMLS for the Recruitment of Librarians of which \$55,260 was remaining and budgeted in fiscal year 2012. The Library was awarded \$27,167 in miscellaneous federal awards. The Library has \$24,194 remaining from a \$100,000 grant received in fiscal year 2010 that was Congressionally directed funding for the Talking Book and Braille Center. In addition, the State Library has \$2,217,186 remaining from the \$5,104,914 Broadband Technology Opportunity Program (BTOP) grant from the Department of Commerce. The BTOP grant is funded with federal stimulus funds (American Recovery and Reinvestment Act). Actual federal drawdowns at the end of the fourth quarter were \$6,095,277, or 57 percent of available funding, as compared to \$8,364,143 for the same period last year. The total federal drawdown represents \$4,598,631 in IMLS grants, \$24,194 in TBBC Congressional earmark, \$1,460,537 in BTOP funds, and miscellaneous federal awards totaling \$11,915.

The State Library has received \$151,817 in federal indirect cost recovery in the current fiscal year from LSTA grants. The State Library has received \$300,151 in indirect costs in the current year associated with BTOP funding. The BTOP indirect costs represent \$240,121 in federal and \$60,030 in non-federal sources. A portion of the indirect cost is utilized by the College to support the Library. Since its affiliation with Thomas Edison State College on July 1, 1996, the State Library has recovered \$2,731,498 in LSTA indirect costs.

Total miscellaneous revenue at the end of the fourth quarter for photocopy, database search services, lost books, and miscellaneous revenue was \$19,509, as compared with \$22,209 for the same quarter of last year. Fourth-quarter interest income totaled \$10,826, as compared with \$22,355 for the same quarter in FY 2011.

The State Library received \$92,155 in donations and gifts as of the end of the fourth quarter, exclusive of interest earned on such donations, as compared with \$87,856 in the same period last year. The Donation and Endowment Investment fund has a book value of \$737,916, as compared with \$770,183 for the same period last year. The State Library received \$825,000 in BTOP matching funds from the Gates Foundation. The Gates Foundation total grant is \$1,650,000.

### *Expenditures*

The State Library expended from all sources \$19,195,527, or 80 percent, of its total budget of \$23,974,730. In comparison, \$21,349,476 was expended during the same period in FY2011.

The State Library expended \$5,297,037, or 93 percent, of the Direct State Services budget of \$5,716,745. State aid expenditures were \$4,160,782, or 93 percent of, the budget of \$4,492,850. In comparison, at the end of the fourth quarter of FY 2011, State Library expenditures equaled \$5,287,260 and \$4,067,070 for direct state services and state aid expenditures, respectively.

A total of \$3,639,240 in per capita grants was distributed to 350 qualifying county and municipal libraries for the provision of local library services. These are formula-based grants.

Federal grant expenditures amounting to \$6,098,468, or 60 percent of the grant funds available, were expended of the federal budget of \$10,125,895, compared to \$8,355,906 in FY 2011.

N.J. State Library  
Quarterly Financial Summary  
REVENUES AND EXPENSES

Quarter Ending June 30, 2012

	PERFORMANCE				COMPARATIVE		Change	%	Actual 6/30/11
	FY-2012 Budget	FY-2012 YTD	Budget Variance	%	FY-2012 YTD	FY-2011 YTD			
<b>REVENUES</b>									
State Approp.	4,957,000	5,064,000	(107,000)	102	5,064,000	4,908,760	155,240	3	4,908,760
Other Revenue	545,077	979,934	(434,857)	180	979,934	618,597	361,337	58	618,597
<b>Total Budgeted Revenue</b>	<b>5,502,077</b>	<b>6,043,934</b>	<b>(541,857)</b>	<b>110</b>	<b>6,043,934</b>	<b>5,527,357</b>	<b>516,577</b>	<b>9</b>	<b>5,527,357</b>
Interest Income	0	10,826	(10,826)	100	10,826	22,355	(11,529)	(52)	22,355
<b>Total Operating Revenue</b>	<b>5,502,077</b>	<b>6,054,760</b>	<b>(552,683)</b>	<b>110</b>	<b>6,054,760</b>	<b>5,549,712</b>	<b>505,048</b>	<b>9</b>	<b>5,549,712</b>
<b>State Grants</b>									
State Aid	4,492,850	4,488,694	4,156	100	4,488,694	4,488,509	185	0	4,488,509
<b>Total State Grants</b>	<b>4,492,850</b>	<b>4,488,694</b>	<b>4,156</b>	<b>100</b>	<b>4,488,694</b>	<b>4,488,509</b>	<b>185</b>	<b>0</b>	<b>4,488,509</b>
<b>Federal Grants</b>									
IMLS	8,388,199	4,598,631	3,789,568	55	4,598,631	5,431,892	(833,261)	(15)	5,431,892
Congressional	24,194	24,194	0	100	24,194	33,278	(9,084)	100	33,278
BTOP Grant	2,217,186	1,460,537	756,649	66	1,460,537	2,887,828	(1,427,291)	100	2,887,828
Other Federal	27,167	11,915	15,252	44	11,915	11,145	770	100	11,145
<b>Total Federal Grants</b>	<b>10,656,746</b>	<b>6,095,277</b>	<b>4,561,469</b>	<b>57</b>	<b>6,095,277</b>	<b>8,364,143</b>	<b>(2,268,866)</b>	<b>(27)</b>	<b>8,364,143</b>
<b>Total NJSL Administered</b>	<b>20,651,673</b>	<b>16,638,731</b>	<b>4,012,942</b>	<b>81</b>	<b>16,638,731</b>	<b>18,402,364</b>	<b>(1,763,633)</b>	<b>(10)</b>	<b>18,402,364</b>
State Grants/Treasury	3,639,240	3,639,240	0	100	3,639,240	3,639,240	0	0	3,639,240
<b>Total Revenues</b>	<b>24,290,913</b>	<b>20,277,971</b>	<b>4,012,942</b>	<b>83</b>	<b>20,277,971</b>	<b>22,041,604</b>	<b>(1,763,633)</b>	<b>(8)</b>	<b>22,041,604</b>

N.J. State Library  
Quarterly Financial Summary  
REVENUES AND EXPENSES

Quarter Ending June 30, 2012

	PERFORMANCE				COMPARATIVE		Change	%	Actual 6/30/11
	FY-2012 Budget	FY-2012 YTD	Budget Variance	%	FY-2012 YTD	FY-2011 YTD			
<b>EXPENSES</b>									
<b>Operating</b>									
Salaries	3,937,358	3,818,455	118,903	97	3,818,455	3,937,572	(119,117)	(3)	3,937,572
Fringes	39,907	51,693	(11,786)	130	51,693	45,874	5,819	13	45,874
Materials	1,185,617	1,040,685	144,932	88	1,040,685	1,000,791	39,894	4	1,000,791
Service Other than sal	368,415	203,353	165,062	55	203,353	208,385	(5,032)	(2)	208,385
Maintenance	91,742	81,433	10,309	89	81,433	94,282	(12,849)	(14)	94,282
Total Other Exp.	1,645,774	1,325,471	320,303	81	1,325,471	1,303,458	22,013	2	1,303,458
Additions, Improvements	93,706	101,418	(7,712)	108	101,418	356	101,062	0	356
<b>Total Operating Expenses</b>	<b>5,716,745</b>	<b>5,297,037</b>	<b>419,708</b>	<b>93</b>	<b>5,297,037</b>	<b>5,287,260</b>	<b>9,777</b>	<b>0</b>	<b>5,287,260</b>
<b>State Aid</b>									
Salaries	816,490	770,515	45,975	94	770,515	668,813	101,702	15	668,813
Non-Salaries	3,676,360	3,390,267	286,093	92	3,390,267	3,398,257	(7,990)	(0)	3,398,257
<b>Total State Expenses</b>	<b>4,492,850</b>	<b>4,160,782</b>	<b>332,068</b>	<b>93</b>	<b>4,160,782</b>	<b>4,067,070</b>	<b>93,712</b>	<b>2</b>	<b>4,067,070</b>
<b>Federal</b>									
Salaries	2,596,354	1,620,575	975,779	62	1,620,575	1,847,717	(227,142)	(12)	1,847,717
Non-Salaries	7,529,541	4,477,893	3,051,648	59	4,477,893	6,508,189	(2,030,296)	(31)	6,508,189
<b>Total Federal Expenses</b>	<b>10,125,895</b>	<b>6,098,468</b>	<b>4,027,427</b>	<b>60</b>	<b>6,098,468</b>	<b>8,355,906</b>	<b>(2,257,438)</b>	<b>(27)</b>	<b>8,355,906</b>
<b>Total NJSL Expenses</b>	<b>20,335,490</b>	<b>15,556,287</b>	<b>4,779,203</b>	<b>76</b>	<b>15,556,287</b>	<b>17,710,236</b>	<b>(2,153,949)</b>	<b>(12)</b>	<b>17,710,236</b>
State Grants/Treasury	3,639,240	3,639,240	0	100	3,639,240	3,639,240	0	0	3,639,240
<b>Total Expenses</b>	<b>23,974,730</b>	<b>19,195,527</b>	<b>4,779,203</b>	<b>80</b>	<b>19,195,527</b>	<b>21,349,476</b>	<b>(2,153,949)</b>	<b>(10)</b>	<b>21,349,476</b>
<b>Net Increase (Decrease) In Fund Balance</b>	<b>316,183</b>	<b>1,082,444</b>	<b>(766,261)</b>	<b>342</b>	<b>1,082,444</b>	<b>692,128</b>	<b>390,316</b>	<b>56</b>	<b>692,128</b>
Operating Carryforward	150,000	39,932	110,068	27	39,932	20,259	19,673	97	20,259
State Aid Carryforward	1,042,859	284,667	758,192	27	284,667	351,082	(66,415)	(19)	351,082

## **Appendix B**

### **Key Numbers**



**Table 1**  
**Thomas Edison State College at a Glance**  
**Key Numbers for Fiscal Years 2010 through 2012**

	<i>FY 2010</i>	<i>FY 2011</i>	<i>FY 2012**</i>	<i>% Change (FY 2011 to FY 2012)</i>	<i>% Change (FY 2010 to FY 2012)</i>
<i>Total Enrollment*</i>	18,736	20,251	20,642	2%	10%
Undergraduate	17,722	19,140	19,441	2%	10%
Graduate	1,014	1,111	1,201	8%	18%
<i>Applications Received</i>	9,244	10,222	10,188	0%	10%
Undergraduate	8,885	9,710	9,822	1%	11%
Graduate	359	512	366	-29%	2%
<i>New Enrollments</i>	7,049	8,193	8,314	1%	18%
Undergraduate	6,730	7,810	7,883	1%	17%
Graduate	319	383	431	13%	35%
<i>Degrees Conferred</i>	2,718	2,865	3,222	12%	19%
Associate	501	525	677	29%	35%
Baccalaureate	2,102	2,200	2,393	9%	14%
Master	115	140	152	9%	32%
<i>Enrolled by Gender</i>					
Male	11,115	11,580	11,022	-5%	-1%
Female	7,621	8,671	9,620	11%	26%
<i>Enrolled by Military Status and Residence</i>					
<i>Nonmilitary</i>	10,019	11,762	13,467	14%	34%
New Jersey	5,933	7,022	7,987	14%	35%
Out of State	3,945	4,508	5,208	16%	32%
International	49	63	113	79%	131%
Unknown	92	169	159	-6%	73%
<i>Active Duty Military</i>	8,717	8,489	7,175	-15%	-18%
New Jersey	568	511	468	-8%	-18%
Out of State	7,702	7,318	6,320	-14%	-18%
International	1	5	11	120%	1000%
Unknown	446	655	376	-43%	-16%
<i>Enrollment By Race/Ethnicity</i>					
American Indian/Alaska Native	150	146	130	-11%	-13%
Asian	572	667	741	11%	30%
Black/African American	3,153	3,414	3,263	-4%	3%
Hispanic/Latino	1,771	1,986	1,805	-9%	2%
Native Hawaiian/Other Pacific Islander	94	133	139	5%	48%
White	11,091	11,999	12,271	2%	11%
Non US Citizen	257	213	190	-11%	-26%
Two or More Races	4	64	222	247%	5450%
Other	-	-	-	-	-
Unknown	1,644	1,629	1,881	15%	14%
<i>Average Age of Enrolled Students</i>	35	35	35		

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.

\* The total enrollment is an unduplicated count. There were 59 students in FY 2010, 81 students in FY 2011, and 90 students in FY 2012, who graduated from an undergraduate degree program and then enrolled in a graduate program during the same year; these students are included in the graduate student counts.

\*\* Two FY 2011 processing issues that impacted the enrollment counts were identified and corrected in FY 2012. The correction involved removing approximately 800 undergraduate students, primarily E-Army, from the FY 2012 enrollment counts and identifying processes to prevent such issues from occurring again. Comparisons between FY 2012 and FY 2011 should be made with this caveat in mind.

**Table 2a**  
**FY 2010 through FY 2012 Total Enrollment By School**

	<i>FY 2010</i>		<i>FY 2011</i>		<i>FY 2012*</i>		
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	
<b>School Of Applied Science And Technology</b>							
Associate in Applied Science	1,792	27%	1,911	28%	1,953	29%	
Associate in Science in Applied Science and Technology	852	13%	859	12%	684	10%	
<i>Subtotal:</i>	2,644	40%	2,770	40%	2,637	39%	
Bachelor of Science	11	0%	35	1%	51	1%	
Bachelor of Science in Applied Science and Technology	3,680	56%	3,782	55%	3,627	54%	
Bachelor of Science in Health Science/ (with UMDNJ)	260	4%	273	4%	304	5%	
Bachelor of Science in Medical Imaging Sciences			8	0%	22	0%	
<i>Subtotal:</i>	3,951	60%	4,098	60%	4,004	60%	
Master of Science in Applied Science and Technology	-	-	14	0%	50	1%	
<i>Subtotal:</i>	-	-	14	0%	50	1%	
<b>Total:</b>	6,595	100%	6,882	100%	6,691	100%	
<b>Heavin School Of Arts And Sciences</b>							
Associate in Arts	920	11%	871	10%	735	9%	
Associate in Applied Science	113	1%	149	2%	176	2%	
Associate in Science in Natural Science and Math	44	1%	44	1%	52	1%	
Associate in Science in Public and Social Services	115	1%	82	1%	36	0%	
<i>Subtotal:</i>	1,192	14%	1,146	14%	999	13%	
Bachelor of Arts	6,260	76%	6,275	75%	6,024	76%	
Bachelor of Science in Homeland Security and Emergency Preparedness	270	3%	451	5%	547	7%	
Bachelor of Science in Human Services	375	5%	253	3%	123	2%	
<i>Subtotal:</i>	6,905	83%	6,979	83%	6,694	84%	
Undeclared	<i>Subtotal:</i>	-	-	78	1%	57	1%
Master of Arts in Liberal Studies	88	1%	88	1%	72	1%	
Master of Arts in Professional Studies	3	0%	1	0%	0	0%	
Master of Arts in Educational Leadership	88	1%	90	1%	103	1%	
<i>Subtotal:</i>	179	2%	179	2%	175	2%	
<b>Total:</b>	8,276	100%	8,382	100%	7,925	100%	
<b>School Of Business And Management</b>							
Associate in Science in Management	67	2%	39	1%	16	0%	
Associate in Science in Business Administration	393	10%	450	11%	429	11%	
<i>Subtotal:</i>	460	12%	489	12%	445	11%	
Bachelor of Science in Business Administration	2,808	73%	2,896	72%	2,881	73%	
Bachelor of Science in Organizational Leadership	185	5%	243	6%	263	7%	
<i>Subtotal:</i>	2,993	78%	3,139	78%	3,144	79%	
Master of Science in Human Resources Management	80	2%	86	2%	95	2%	
Master of Science in Management	304	8%	296	7%	273	7%	
<i>Subtotal:</i>	384	10%	382	10%	368	9%	
<b>Total:</b>	3,837	100%	4,010	100%	3,957	100%	
<b>W. Cary Edwards School Of Nursing</b>							
Bachelor of Science in Nursing	1,178	80%	2,073	84%	2,892	86%	
Master of Science in Nursing	290	20%	392	16%	459	14%	
<b>Total:</b>	1,468	100%	2,465	100%	3,351	100%	
<b>John S. Watson School of Public Service and Professional and Continuing Studies</b>							
Master of Science in Management	<b>Total:</b>				25	100%	

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.

It is possible for students to be enrolled in more than one degree program (e.g. an Associate's degree program and Bachelor's degree program). There were also 136 students pursuing pre-associate certificates, 161 students pursuing post-baccalaureate certificates, and 49 students pursuing post-master's certificates.

\*Please note the following caveat before making comparisons to FY 2011 within each School. Two FY 2011 processing issues that impacted the enrollment counts were identified and corrected in FY 2012. The correction involved removing approximately 800 students, primarily E-Army, from the FY 2012 enrollment counts across all but two schools, W. Cary Edwards School of Nursing and the John S. Watson School of Public Service and Professional and Continuing Studies. It also involved identifying processes to prevent such issues from occurring again. Comparisons between FY 2012 and FY 2011 should be made with this caveat in mind.

**Table 2b**  
**FY 2010 through FY 2012 Degrees Awarded By School**

	<i>FY 2010</i>		<i>FY 2011</i>		<i>FY 2012</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<b>School Of Applied Science And Technology</b>						
Associate in Applied Science	327	39%	350	39%	473	47%
Associate in Science in Applied Science and Technology	35	4%	32	4%	42	4%
<i>Subtotal:</i>	362	43%	382	42%	515	51%
Bachelor of Science in Applied Science and Technology	450	54%	499	55%	464	46%
Bachelor of Science in Health Science/ (with UMDNJ)	27	3%	25	3%	33	3%
<i>Subtotal:</i>	477	57%	524	58%	497	49%
<i>Total:</i>	839	100%	906	100%	1,012	100%
<b>Heavin School Of Arts And Sciences</b>						
Associate in Arts	95	7%	97	7%	96	6%
Associate in Applied Science	8	1%	12	1%	21	1%
Associate in Science in Natural Science and Math	2	0%	-	-	3	0%
Associate in Science in Public and Social Services	8	1%	4	0%	6	0%
<i>Subtotal:</i>	113	8%	113	8%	126	8%
Bachelor of Arts	1,200	86%	1,167	84%	1,289	84%
Bachelor of Science	3	0%	22	2%	50	3%
Bachelor of Science in Human Services	50	4%	42	3%	25	2%
<i>Subtotal:</i>	1,253	89%	1,231	89%	1,364	89%
Master of Arts in Liberal Studies	16	1%	18	1%	14	1%
Master of Arts in Educational Leadership	20	1%	23	2%	24	2%
Master of Arts in Professional Studies	1	0%	-	-	-	-
<i>Subtotal:</i>	37	3%	41	3%	38	2%
<i>Total:</i>	1,403	100%	1,385	100%	1,528	100%
<b>School Of Business And Management</b>						
Associate in Science in Business Administration	18	5%	26	6%	36	8%
Associate in Science in Management	8	2%	4	1%	-	-
<i>Subtotal:</i>	26	7%	30	7%	36	8%
Bachelor of Science in Business Administration	279	75%	309	74%	352	74%
Bachelor of Science in Organizational Leadership	3	1%	10	2%	18	4%
<i>Subtotal:</i>	282	76%	319	76%	370	78%
Master of Science in Human Resources Management	15	4%	18	4%	17	4%
Master of Science in Management	48	13%	51	12%	50	11%
<i>Subtotal:</i>	63	17%	69	17%	67	14%
<i>Total:</i>	371	100%	418	100%	473	100%
<b>W. Cary Edwards School Of Nursing</b>						
Bachelor of Science in Nursing	90	86%	126	81%	162	78%
Master of Science in Nursing	15	14%	30	19%	47	22%
<i>Total:</i>	105	100%	156	100%	209	100%

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.

Table 3a

**Comparative Graduation Statistics FY 2008 - 2012: Degrees Awarded at Thomas Edison State College by Degree Program**

<i>Degrees</i>	<i>FY 2008</i>		<i>FY 2009</i>		<i>FY 2010</i>		<i>FY 2011</i>		<i>FY 2012</i>		<i>Cumulative Total Degrees Awarded Since College Began Awarding Degrees</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>Total Degrees Awarded</i>	2,483		2,501		2,718		2,865		3,222		43,350	
<i>Associate</i>												
Associate in Applied Science	324	13.0%	312	12.5%	335	12.3%	362	12.6%	494	15.3%	2,497	5.8%
Associate in Applied Science in Radiologic Technology	1	0.0%	-	-	-	-	-	-	-	-	65	0.1%
Associate in Arts	109	4.4%	82	3.3%	95	3.5%	97	3.4%	96	3.0%	4,429	10.2%
Associate in Science in Applied Science and Technology	37	1.5%	32	1.3%	35	1.3%	32	1.1%	42	1.3%	1,323	3.1%
Associate in Science in Business Administration	1	0.0%	8	0.3%	18	0.7%	26	0.9%	36	1.1%	89	0.2%
Associate in Science in Management	19	0.8%	12	0.5%	8	0.3%	4	0.1%	-	-	901	2.1%
Associate in Science in Natural Science and Math	-	-	1	0.0%	2	0.1%	-	-	3	0.1%	99	0.2%
Associate in Science in Public and Social Services	1	0.0%	7	0.3%	8	0.3%	4	0.1%	6	0.2%	191	0.4%
<i>Subtotal</i>	492	19.8%	454	18.2%	501	18.4%	525	18.3%	677	21.0%	9,594	22.1%
<i>Baccalaureate</i>												
Bachelor of Arts	1,081	43.5%	1,093	43.7%	1,200	44.2%	1,167	40.7%	1,289	40.0%	17,724	40.9%
Bachelor of Science in Applied Science and Technology	408	16.4%	433	17.3%	450	16.6%	499	17.4%	464	14.4%	7,261	16.7%
Bachelor of Science in Business Administration	272	11.0%	274	11.0%	279	10.3%	309	10.8%	352	10.9%	4,991	11.5%
Bachelor of Science in Health Sciences (with UMDNJ)	21	0.8%	26	1.0%	27	1.0%	25	0.9%	33	1.0%	202	0.5%
Bachelor of Science	-	-	0	-	3	-	22	0.8%	50	1.6%	75	0.2%
Bachelor of Science in Human Services	58	2.3%	50	2.0%	50	1.8%	42	1.5%	25	0.8%	1,413	3.3%
Bachelor of Science in Nursing	71	2.9%	94	3.8%	90	3.3%	126	4.4%	162	5.0%	1,035	2.4%
Bachelor of Science in Organizational Leadership	-	-	0	-	3	-	10	-	18	0.6%	31	0.1%
<i>Subtotal</i>	1,911	77.0%	1,970	78.8%	2,102	77.3%	2,200	76.8%	2,393	74.3%	32,732	75.5%
<i>Graduate</i>												
Master of Arts in Educational Leadership	0	0.0%	4	0.2%	20	0.7%	23	0.8%	24	0.7%	71	0.2%
Master of Arts in Liberal Studies	18	0.7%	12	0.5%	16	0.6%	18	0.6%	14	0.4%	89	0.2%
Master of Arts in Professional Studies	2	0.1%	1	0.0%	1	0.0%	-	-	-	-	29	0.1%
Master of Science in Human Resource Management	8	0.3%	9	0.4%	15	0.6%	18	0.6%	17	0.5%	77	0.2%
Master of Science in Management	52	2.1%	45	1.8%	48	1.8%	51	1.8%	50	1.6%	660	1.5%
Master of Science in Nursing	-	-	6	0.2%	15	0.6%	30	1.0%	47	1.5%	98	0.2%
<i>Subtotal</i>	80	3.2%	77	3.1%	115	4.2%	140	4.9%	152	4.7%	1,024	2.4%

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.

During FY 2012, there were 3,222 degrees awarded to 3,143 graduates; 79 students earned two degrees from the College.

**Table 3b**  
**Comparative Graduation Statistics FY 2008 - 2012: Certificates Awarded at Thomas Edison State College by Certificate Program**

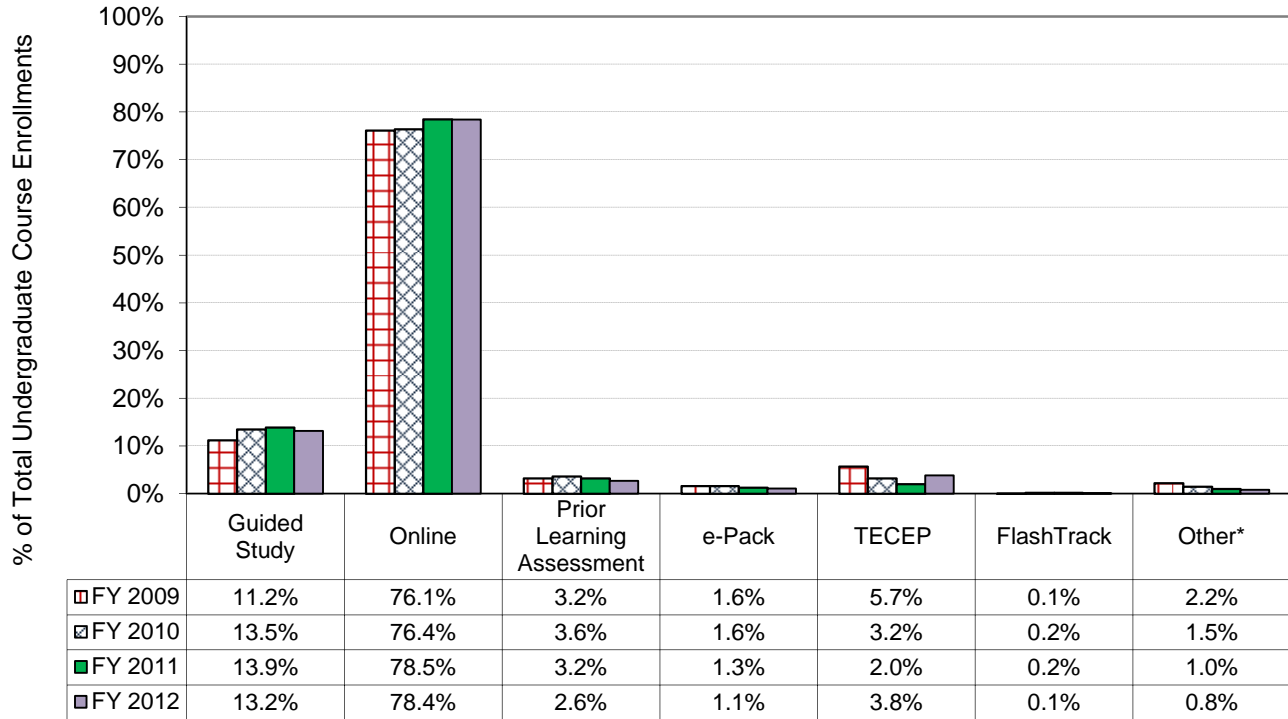
<b>Certificates</b>	<b>FY 2008</b>		<b>FY 2009</b>		<b>FY 2010</b>		<b>FY 2011</b>		<b>FY 2012</b>		<b>Total Certificates Awarded</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<i>Total Certificates Awarded</i>	24		30		40		63		67		238	
<i>Pre-Associate</i>												
Accounting	-	--	2	6.7%	1	2.5%	2	3.0%	3	4.5%	8	3.4%
Computer Information Systems	1	4.2%	1	3.3%	-	-	-	-	-	-	2	0.8%
Computer Science	-	-	-	-	-	-	-	-	-	-	0	0.0%
Computer-Aided Design	-	-	-	-	-	-	-	-	1	1.5%	1	0.4%
Dental Assistant	-	-	-	-	-	-	-	-	-	-	0	0.0%
E-Commerce	-	-	-	-	-	-	-	-	-	-	0	0.0%
Electronics	1	4.2%	1	3.3%	1	2.5%	2	3.0%	1	1.5%	6	2.5%
Finance	-	-	-	-	-	-	-	-	-	-	0	0.0%
Fitness and Wellness Services	1	4.2%	-	-	-	-	-	-	-	-	6	2.5%
Gas Distribution	-	-	-	-	-	-	-	-	1	1.5%	1	0.4%
Human Resources Management	-	-	-	-	-	-	1	1.5%	1	1.5%	3	1.3%
Labor Studies	-	-	-	-	-	-	-	-	-	-	0	0.0%
Marketing	-	-	1	3.3%	-	-	-	-	1	1.5%	2	0.8%
Operations Management	-	-	-	-	5	12.5%	1	1.5%	3	4.5%	9	3.8%
Public Administration	-	-	-	-	-	-	-	-	-	-	0	0.0%
<i>Subtotal</i>	<b>3</b>	<b>12.5%</b>	<b>5</b>	<b>16.7%</b>	<b>7</b>	<b>17.5%</b>	<b>6</b>	<b>9.0%</b>	<b>11</b>	<b>16.4%</b>	<b>38</b>	<b>16.0%</b>
<i>Post-Baccalaureate</i>												
Clinical Trial Management	3	12.5%	7	23.3%	3	7.5%	6	9.0%	3	4.5%	22	9.2%
Homeland Security	5	20.8%	5	16.7%	5	12.5%	8	11.9%	9	13.4%	33	13.9%
Human Resources Management	4	16.7%	4	13.3%	2	5.0%	2	3.0%	3	4.5%	18	7.6%
Online Learning and Teaching	7	29.2%	7	23.3%	10	25.0%	10	14.9%	5	7.5%	40	16.8%
Organizational Management and Leadership	1	4.2%	2	6.7%	6	15.0%	12	17.9%	20	29.9%	43	18.1%
Project Management	-	-	-	-	-	-	-	-	3	4.5%	3	1.3%
Public Service Leadership	-	-	-	-	-	-	-	-	-	-	1	0.4%
Nurse Educator**	-	-	-	-	-	-	2	3.0%	1	1.5%	3	1.3%
<i>Subtotal</i>	<b>20</b>	<b>83.3%</b>	<b>25</b>	<b>83.3%</b>	<b>26</b>	<b>65.0%</b>	<b>40</b>	<b>59.7%</b>	<b>44</b>	<b>65.7%</b>	<b>163</b>	<b>68.5%</b>
<i>Post-Master's</i>												
Educational Leadership	-	-	-	-	6	15.0%	17	25.4%	12	17.9%	35	14.7%
Nurse Educator	1	11.1%	-	-	1	2.5%	-	-	-	-	2	0.8%
<i>Subtotal</i>	<b>1</b>	<b>4.2%</b>	<b>0</b>	<b>0.0%</b>	<b>7</b>	<b>17.5%</b>	<b>17</b>	<b>25.4%</b>	<b>12</b>	<b>17.9%</b>	<b>37</b>	<b>15.5%</b>

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.

\*\* As of January 1, 2011, the Nurse Educator certificate is a Post-Baccalaureate certificate; it is no longer a Post-Master's certificate.

**Chart 1**  
**Course Enrollment Trends by Method of Earning Credit**  
**(FY 2009 through FY 2012)**

**Undergraduate**



\*Other may include Practicums, Blended Learning and CD Courses (Navy Pace).

**Graduate**

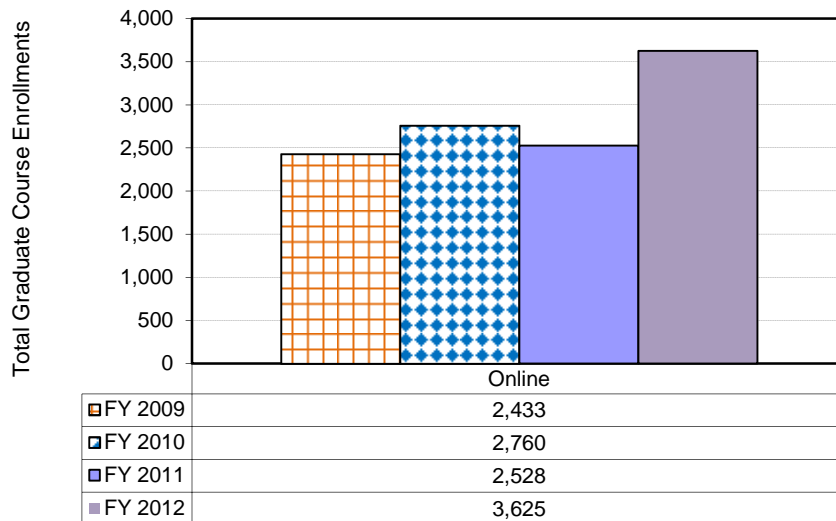
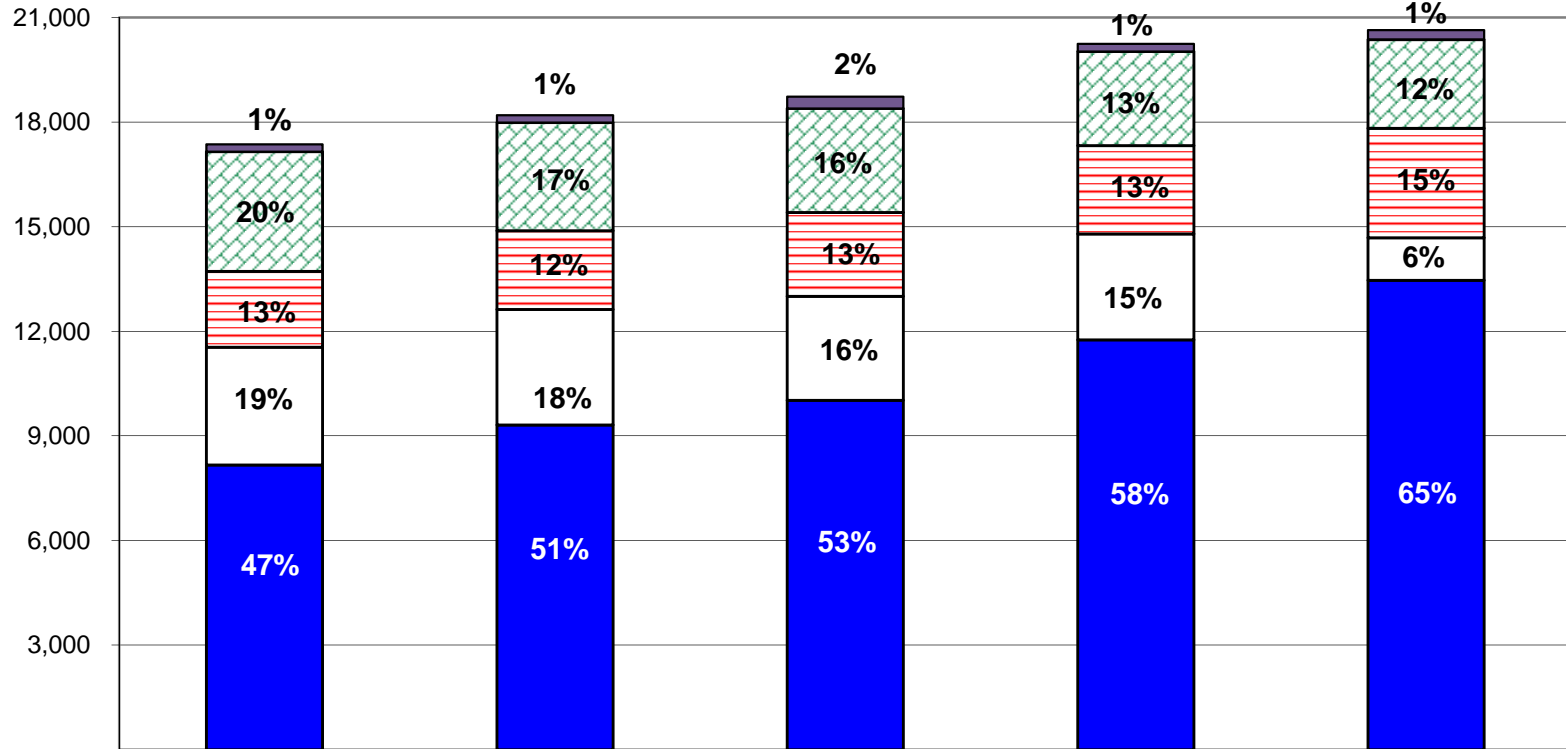


Chart 2  
Enrollment by Military and Non-Military Categories (FY 2008 through 2012)



	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
■ Traditional Military	212	219	342	226	268
■ UMDNJ	0	0	0	0	1
■ Corporate Choice	0	0	0	0	2
■ Navy College	3,439	3,097	2,987	2,693	2,541
■ MDCP	2,173	2,256	2,399	2,535	3,140
■ E-Army	3,377	3,318	2,989	3,035	1,223
■ Non Military	8,168	9,316	10,019	11,762	13,467

Prepared by: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.

**Table 4**  
**Top Areas of Study Among FY 2012 Enrolled Students at Thomas Edison State College**  
**(Based on Number of Enrollment Counts)**

<b>Options/Areas of Study</b>	<b>Degree Program</b>	<b>N</b>	<b>Percentage of Enrollment Within Degree Level</b>
<b>Associate Level (N=4,081)</b>			
General Studies	AA	633	16%
Applied Electronic Studies	AAS	607	15%
Business Administration	ASBA	429	11%
Applied Health Studies	AAS	279	7%
Mechanics and Maintenance	AAS	215	5%
Criminal Justice	AAS	176	4%
Environmental Safety/Security	AAS	154	4%
Respiratory Therapy	AAS	129	3%
Administrative Studies	AAS	113	3%
Applied Computer Studies	AAS	113	3%
Electronics Engineering Technology	ASAST	104	3%
Electrical/Mechanical Maintenance	AAS	103	3%
Respiratory Care	AAS	100	2%
<b>Baccalaureate Level (N=16,734)</b>			
*Nursing	BSN/BSNM	2,875	17%
Liberal Studies	BA	1,559	9%
General Management	BSBA	915	5%
Nuclear Engineering Technology	BSAST	791	5%
Psychology	BA	771	5%
Accounting	BSBA	549	3%
Criminal Justice	BA	522	3%
Social Science	BA	520	3%
Homeland Security and Emergency Preparedness			
	BS	471	3%
Natural Science/Mathematics	BA	441	3%
Communications	BA	405	2%
Technical Studies	BSAST	363	2%
Electronics Engineering Technology	BSAST	362	2%
History	BA	331	2%
Humanities	BA	308	2%
Operations Management	BSBA	303	2%
Human Resource Management/Organizational Management	BSBA	301	2%
Clinical Laboratory Science	BSAST	288	2%
Organizational Leadership	BSOL	263	2%
English	BA	258	2%
Computer Science	BA	254	2%
Computer Information Systems	BSBA	250	1%
Air Traffic Control	BSAST	215	1%
Information Technology	BSAST	208	1%
Medical Imaging	BSAST	183	1%
Biomedical Electronics	BSAST	152	1%
Dietetics	BHS	146	1%
Music	BA	140	1%
Aviation Maintenance Technology	BSAST	134	1%
Marketing	BSBA	131	1%
Nuclear Engineering Technology (126)	BSAST	127	1%
Finance	BSBA	125	1%
<b>Master's Level (N=1,077)</b>			
Master of Science in Nursing	MSN	459	43%
Master of Science in Management**	MSM	298	28%
Master of Arts in Educational Leadership	MAEdL	103	10%
Master of Science in Human Resource Management	MSHRM	95	9%
Master of Arts in Liberal Studies	MALS	72	7%
Master of Science in Applied Science and Technology	MSAST	50	5%

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.

Note: Top areas of study were defined as those with 100 or more enrollments within the associate degree programs or at least 125 enrollments within the baccalaureate degree programs. All Master's degree programs are shown.

\* The Nursing count includes 876 BSNM enrollments.

\*\* MSM includes 25 students who are part of the John S. Watson School of Public Service and Professional and Continuing Studies and 273 who are enrolled in the School of Business and Management.

Legend: AA = Associate in Arts, AAS = Associate in Applied Science, ASAST = Associate in Science in Applied Science and Technology, ASBA = Associate of Science in Business Administration, BA = Bachelor of Arts, BSAST = Bachelor of Science in Applied Science and Technology, BSBA = Bachelor of Science in Business Administration, BSN = Bachelor of Science in Nursing, BSNM=Bachelor of Science in Nursing (Baccalaureate to Master's Program), MAEdL = Master of Arts in Educational Leadership, MALS = Master of Arts in Liberal Studies, MAPS=Master of Arts in Professional Studies, MSHRM=Master of Science in Human Resource Management, MSM=Master of Science in Management, MSN=Master of Science in Nursing, MSAST=Master of Science in Applied Science and Technology.

**Table 5**  
**Top Areas of Study Among FY 2012 Graduates of Thomas Edison State College**  
**(Based On Number of Degrees Awarded)**

<i>Options/Areas of Study</i>	<i>Degree Program</i>	<i>N</i>	<i>Percentage of Degrees Awarded Within Degree Level</i>
<b>Associate Level (N=677)</b>			
Applied Electronic Studies	AAS	133	20%
General Studies	AA	81	12%
Respiratory Therapy	AAS	60	9%
Mechanics & Maintenance	AAS	56	8%
Applied Health Studies	AAS	42	6%
Business Administration	ASBA	36	5%
Respiratory Care	AAS	35	5%
Applied Computer Studies	AAS	33	5%
Environmental, Safety & Security Technologies	AAS	33	5%
Electrical/Mechanical Systems & Maintenance	AAS	27	4%
Administrative Studies	AAS	26	4%
Criminal Justice	AAS	21	3%
Nuclear Engrg Technology	ASAST	14	2%
Aviation Support	AAS	13	2%
<b>Baccalaureate Level (N=2,393)</b>			
Liberal Studies	BA	453	19%
Nuclear Engineering Technology	BSAST	195	8%
*Nursing	BSN/BSNM	162	7%
General Management	BSBA	145	6%
Social Science/History	BA	125	5%
Psychology	BA	110	5%
Natural Science/Mathematics	BA	102	4%
Criminal Justice	BA	81	3%
Humanities	BA	81	3%
Accounting	BSBA	79	3%
History	BA	75	3%
Communication	BA	66	3%
English	BA	58	2%
Homeland Security and Emergency Preparedness	BSAST	49	2%
Human Resource Management/Organizational Management	BSBA	46	2%
Technical Studies	BSAST	45	2%
Music	BA	34	1%
Computer Science	BA	31	1%
Clinical Laboratory Science	BSAST	31	1%
Computer Information Systems	BSBA	28	1%
Medical Imaging	BSAST	28	1%
Electronics Engineering Technology	BSAST	26	1%
<b>Master's Level (N=152)</b>			
Master of Science in Management	MSM	50	33%
Master of Science in Nursing	MSN	47	31%
Master of Science in Educational Leadership	MAEdL	24	16%
Master of Science in Human Resource Management	MSHRM	17	11%
Master of Arts in Liberal Studies	MALS	14	9%

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.

\* The Nursing count includes 56 BSNM graduates.

Note: Top areas of study were based on 10 or more degrees awarded at the associate degree level and 25 or more degrees awarded at the baccalaureate degree level. All Master's level degrees are shown.

Legend: AA = Associate in Arts, AAS = Associate in Applied Science, ASAST = Associate in Science in Applied Science and Technology, ASBA=Associate in Science in Business Administration, BA = Bachelor of Arts, BSAST = Bachelor of Science in Applied Science and Technology, BSBA = Bachelor of Science in Business Administration, BSN/BSNM = Bachelor of Science in Nursing/Nursing Bachelor to Master's Program, MAEdL=Master of Arts in Educational Leadership, MALS=Master of Arts in Liberal Studies, MSHRM=Master of Science in Human Resource Management, MSM=Master of Science in Management, MSN=Master of Science in Nursing.

**Table 6**  
**FY 2008 - 2012: Undergraduate Applications Received**

<i>Undergraduate Applicants</i>	<i>FY 2008</i>		<i>FY 2009</i>		<i>FY 2010</i>		<i>FY 2011</i>		<i>FY 2012</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>Total</i>	7,783		8,620		8,885		9,710		9,822	
<i>Gender</i>										
Male	4,675	60.1%	5,122	59.4%	5,228	59.0%	5,509	56.7%	5,371	54.7%
Female	3,103	39.9%	3,496	40.6%	3,630	41.0%	4,201	43.3%	4,447	45.3%
Unknown	5	-	2	-	27	-	-	-	4	-
<i>Residence</i>										
New Jersey	3,147	41.1%	3,511	41.5%	3,688	42.3%	4,283	45.0%	4,275	44.1%
Out of State	4,444	58.1%	4,911	58.0%	4,999	57.3%	5,184	54.5%	5,315	54.8%
International	59	0.8%	43	0.5%	34	0.4%	46	0.5%	111	1.1%
Unknown	133	-	155	-	164	-	197	-	121	-
<i>Race/Ethnicity</i>										
American Indian/Alaska Native	71	0.9%	85	1.1%	55	0.7%	51	0.6%	62	0.7%
Asian	237	3.2%	254	3.3%	278	3.4%	347	3.9%	366	4.3%
Black/African American	1,197	16.0%	1,209	15.6%	1,283	15.6%	1,451	16.3%	1,255	14.6%
Hispanic/Latino	641	8.5%	696	9.0%	1,124	13.7%	726	8.2%	522	6.1%
Native Hawaiian/Other Pacific Islander	-	-	34	0.4%	32	0.4%	51	0.6%	61	0.7%
White	4,809	64.1%	4,937	63.7%	5,299	64.5%	6,024	67.9%	5,975	69.7%
Non US Citizen	184	2.5%	201	2.6%	114	1.4%	79	0.9%	93	1.1%
Two or More Races	-	-	-	-	25	0.3%	146	1.6%	244	2.8%
Other	365	4.9%	338	4.4%	-	-	-	-	-	-
Unknown	279	-	866	-	675	-	835	-	1,244	-

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.  
 Percentages may not total 100% due to rounding.

**Table 7**  
**FY 2008 - 2012: Graduate Applications Received**

<i>Graduate Program Applicants</i>	<i>FY 2008</i>		<i>FY 2009</i>		<i>FY 2010</i>		<i>FY 2011</i>		<i>FY 2012</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>Total</i>	350		370		359		512		366	
<i>Gender</i>										
Male	135	38.6%	154	41.6%	155	43.2%	169	33.0%	115	31.4%
Female	215	61.4%	216	58.4%	203	56.5%	343	67.0%	251	68.6%
Unknown	-	-	-	-	1	0.3%	-	-	-	-
<i>Residence</i>										
New Jersey	236	67.8%	233	63.5%	231	64.3%	360	71.4%	275	75.5%
Out of State	110	31.6%	134	36.5%	121	33.7%	143	28.4%	89	24.5%
International	2	0.6%	-	-	-	-	1	0.2%	-	-
Unknown	2	-	3	-	7	1.9%	8	-	2	-
<i>Race/Ethnicity</i>										
American Indian/Alaska Native	3	0.9%	1	0.4%	4	1.2%	3	0.6%	4	1.2%
Asian	12	3.5%	10	3.8%	11	3.3%	26	5.5%	17	5.2%
Black/African American	59	17.0%	51	19.5%	68	20.4%	95	20.3%	70	21.3%
Hispanic/Latino	21	6.1%	14	5.4%	44	13.2%	83	17.7%	69	21.0%
Islander	-	-	1	0.4%	1	0.3%	1	0.2%	1	0.3%
White	243	70.0%	176	67.4%	203	60.8%	252	53.7%	164	50.0%
Non US Citizen	2	0.6%	5	1.9%	3	0.9%	5	1.1%	-	-
Two or More Races	-	-	-	-	-	0.0%	4	0.9%	3	0.9%
Other	7	2.0%	3	1.1%	-	-	-	-	-	-
Unknown	3	-	109	-	25	-	43	-	38	-

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.  
 Percentages may not total 100% due to rounding.

**Table 8**  
**FY 2008 - 2012: Undergraduate New Enrollments**

<i>Undergraduate New Enrollments</i>	<i>FY 2008</i>		<i>FY 2009</i>		<i>FY 2010</i>		<i>FY 2011</i>		<i>FY 2012</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>Total</i>	6,395		6,964		6,730		7,810		7,883	
<i>Gender</i>										
Male	4,034	63.1%	4,263	61.2%	4,136	61.5%	4,450	57.0%	4,203	53.3%
Female	2,361	36.9%	2,701	38.8%	2,594	38.5%	3,360	43.0%	3,680	46.7%
<i>Residence</i>										
New Jersey	1,854	30.0%	2,305	34.0%	2,189	33.4%	2,950	39.4%	3,048	39.6%
Out of State	4,286	69.3%	4,459	65.7%	4,357	66.4%	4,494	60.1%	4,569	59.4%
International	43	0.7%	24	0.4%	17	0.3%	38	0.5%	79	1.0%
Unknown	212	-	176	-	167	-	328	-	187	-
<i>Race/Ethnicity</i>										
American Indian/Alaska Native	64	1.1%	61	1.0%	62	1.0%	49	0.7%	54	0.8%
Asian	191	3.2%	207	3.2%	216	3.5%	279	3.9%	298	4.3%
Black/African American	1,014	16.9%	1,107	17.3%	1,093	17.7%	1,227	17.1%	1,086	15.6%
Hispanic/Latino	507	8.5%	627	9.8%	724	11.7%	727	10.1%	567	8.1%
Native Hawaiian/Other Pacific Islander	-	-	36	0.6%	32	0.5%	66	0.9%	58	0.8%
White	3,799	63.5%	3,979	62.2%	3,950	64.0%	4,715	65.7%	4,698	67.4%
Non US Citizen	120	2.0%	105	1.6%	87	1.4%	57	0.8%	55	0.8%
Two or More Races					4	0.1%	54	0.8%	158	2.3%
Other	289	4.8%	280	4.4%	-	-	-	-	-	-
Unknown	411	-	562	-	562	-	636	-	909	-

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.  
 Percentages may not total 100% due to rounding.

**Table 9**  
**FY 2008 - 2012: Graduate Program New Enrollments**

<b>Graduate Program</b>	<b>FY 2008</b>		<b>FY 2009</b>		<b>FY 2010</b>		<b>FY 2011</b>		<b>FY 2012</b>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<b>New Enrollments</b>										
<i>Total</i>	284		464		319		383		431	
<i>Gender</i>										
Male	114	40.1%	178	38.4%	110	34.5%	113	29.5%	128	29.7%
Female	170	59.9%	286	61.6%	209	65.5%	270	70.5%	303	70.3%
<i>Residence</i>										
New Jersey	182	65.0%	284	61.7%	214	67.7%	271	71.5%	289	67.7%
Out of State	96	34.3%	176	38.3%	102	32.3%	107	28.2%	138	32.3%
International	2	0.7%	-	-	-	-	1	0.3%	-	-
Unknown	4	-	4	-	3	-	4	-	4	-
<i>Race/Ethnicity</i>										
American Indian/Alaska Native	2	0.7%	2	0.5%	-	0.0%	1	0.3%	1	0.3%
Asian	7	2.5%	12	3.2%	11	3.8%	13	3.5%	20	5.1%
Black/African American	53	18.9%	81	21.3%	62	21.2%	66	18.0%	75	18.9%
Hispanic/Latino	17	6.0%	23	6.1%	19	6.5%	50	13.6%	88	22.2%
Islander	-	-	2	0.5%	-	0.0%	-	0.0%	-	0.0%
White	190	67.6%	251	66.1%	201	68.6%	231	62.9%	202	51.0%
Non US Citizen	4	1.4%	5	1.3%	-	0.0%	4	1.1%	6	1.5%
Two or More Races					-	0.0%	2	0.5%	4	1.0%
Other	8	2.8%	4	1.1%	-	-	-	-	-	-
Unknown	3	-	84	-	26	-	16	-	35	-

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012. Percentages may not total 100% due to rounding.

**Table 10**  
**FY 2008 - 2012: Undergraduate Total Enrollments**

<i>Undergraduate Enrollments</i>	<i>FY 2008</i>		<i>FY 2009</i>		<i>FY 2010</i>		<i>FY 2011</i>		<i>FY 2012</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>Total</i>	16,797		17,320		17,722		19,140		19,441	
<i>Gender</i>										
Male	10,534	62.7%	10,662	61.6%	10,749	60.7%	11,221	58.6%	10,655	54.8%
Female	6,263	37.3%	6,658	38.4%	6,973	39.3%	7,919	41.4%	8,786	45.2%
<i>Residence</i>										
New Jersey	5,093	31.5%	5,526	33.1%	5,851	34.0%	6,795	37.1%	7,649	40.4%
Out of State	11,008	68.0%	11,091	66.5%	11,302	65.7%	11,474	62.6%	11,152	58.9%
International	83	0.5%	63	0.4%	46	0.3%	67	0.4%	123	0.6%
Unknown	613	-	640	-	523	-	804	-	517	-
<i>Race/Ethnicity</i>										
American Indian/Alaska Native	163	1.0%	155	1.0%	146	0.9%	144	0.8%	128	0.7%
Asian	447	2.9%	486	3.1%	538	3.3%	629	3.6%	697	4.0%
Black/African American	2,655	17.0%	2,749	17.3%	2,964	18.4%	3,211	18.3%	3,054	17.3%
Hispanic/Latino	1,328	8.5%	1,434	9.0%	1,711	10.6%	1,886	10.7%	1,638	9.3%
Native Hawaiian/Other Pacific Islander	-	-	84	0.5%	92	0.6%	132	0.8%	139	0.8%
White	10,017	64.1%	10,077	63.3%	10,427	64.6%	11,296	64.3%	11,572	65.7%
Non US Citizen	287	1.8%	222	1.4%	249	1.5%	206	1.2%	178	1.0%
Two or More Races					4	0.0%	61	0.3%	215	1.2%
Other	723	4.6%	709	4.5%	-	-	-	-	-	-
Unknown	1,177	-	1,404	-	1,591	-	1,575	-	1,820	-

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.  
 Percentages may not total 100% due to rounding.

**Table 11**  
**FY 2008 - 2012: Graduate Total Enrollments**

<b>Graduate Program Enrollments</b>	<b>FY 2008</b>		<b>FY 2009</b>		<b>FY 2010</b>		<b>FY 2011</b>		<b>FY 2012</b>		
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
<i>Total</i>	572		886		1,014		1,111		1,201		
<i>Gender</i>											
Male	248	43.4%	348	39.3%	366	36.1%	359	32.3%	367	30.6%	
Female	324	56.6%	538	60.7%	648	63.9%	752	67.7%	834	69.4%	
<i>Residence</i>											
New Jersey	345	61.3%	544	62.5%	650	65.1%	738	67.6%	806	68.1%	
Out of State	212	37.7%	324	37.2%	345	34.5%	352	32.3%	376	31.8%	
International	6	1.1%	2	0.2%	4	0.4%	1	0.1%	1	0.1%	
Unknown	9	-	16	-	15	-	20	-	18	-	
<i>Race/Ethnicity</i>											
American Indian/Alaska Native	4	0.7%	6	0.8%	4	0.4%	2	0.2%	2	0.2%	
Asian	12	2.1%	23	2.9%	34	3.5%	38	3.6%	44	3.9%	
Black/African American	120	21.2%	160	20.1%	189	19.7%	203	19.2%	209	18.3%	
Hispanic/Latino	38	6.7%	52	6.5%	60	6.2%	100	9.5%	167	14.6%	
Native Hawaiian/Other Pacific Islander	-	-	2	0.3%	2	0.2%	1	0.1%	-	0.0%	
White	375	66.3%	532	66.7%	664	69.1%	703	66.4%	699	61.3%	
Non US Citizen	7	1.2%	10	1.3%	8	0.8%	8	0.8%	12	1.1%	
Two or More Races					-	0.0%	3	0.3%	7	0.6%	
Other	10	1.8%	13	1.6%	-	-	-	-	-	-	
Unknown	6	-	88	-	53	-	53	-	61	-	

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.  
 Percentages may not total 100% due to rounding.

**Table 12**

**FY 2008 - 2012 Degrees Awarded at Thomas Edison State College by Gender, Residence, and Race/Ethnicity**

<i>Demographics</i>	<i>FY 2008</i>		<i>FY 2009</i>		<i>FY 2010</i>		<i>FY 2011</i>		<i>FY 2012</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>Total Degrees Awarded</i>	2,483		2,501		2,718		2,865		3,222	
<i>Gender</i>										
Male	1,424	57.3%	1,469	58.7%	1,539	56.6%	1,598	55.8%	1,790	55.6%
Female	1,059	42.7%	1,032	41.3%	1,179	43.4%	1,267	44.2%	1,432	44.4%
Unknown	-	-	-	-	-	-	-	-	-	-
<i>Residence</i>										
New Jersey	800	32.3%	798	32.2%	850	31.4%	921	32.3%	1065	33.2%
Out of State	1,637	66.1%	1,653	66.7%	1,841	67.9%	1,902	66.8%	2,112	65.8%
International	41	1.7%	29	1.2%	19	0.7%	25	0.9%	31	1.0%
Unknown	5	-	21	-	8	-	17	-	14	-
<i>Race/Ethnicity</i>										
American Indian/Alaska Native	24	1.0%	16	0.7%	21	0.8%	19	0.7%	12	0.4%
Asian	52	2.2%	79	3.3%	86	3.5%	84	3.2%	106	3.5%
Black/African American	272	11.7%	280	11.8%	320	12.9%	348	13.2%	393	13.1%
Hispanic/Latino	168	7.2%	145	6.1%	141	5.7%	248	9.4%	242	8.1%
Native Hawaiian/Other Pacific Islander	-	-	5	0.2%	5	0.2%	8	0.3%	14	0.5%
White	1,631	70.1%	1,678	70.7%	1,852	74.7%	1,876	71.1%	2,170	72.5%
Non US Citizen	59	2.5%	44	1.9%	54	2.2%	50	1.9%	40	1.3%
Two or More Races	-	-	-	-	-	0.0%	4	0.2%	17	0.6%
Other	122	5.2%	127	5.3%	-	0.0%	-	0.0%	-	0.0%
Unknown	155	-	127	-	239	-	228	-	228	-

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012. Percentages may not total 100% due to rounding. During FY 2012, there were 3,222 degrees awarded to 3,143 graduates; 79 students earned two degrees from the College. In addition, there were also 67 certificates awarded: (11 pre-associate, 44 post-baccalaureate and 12 post-master's, as referenced in Table 3b). In FY 2012, approximately 47% of the Out-of-State residents were in the active duty military.

**Table 13**  
**FY 2012 Student Enrollment at Thomas Edison State College By**  
**State, District and U.S. Territories**

<b>States</b>			
New Jersey	8,455	Mississippi	103
California	966	Massachusetts	97
Texas	928	Oklahoma	90
Virginia	819	Kansas	86
Pennsylvania	806	Oregon	70
Florida	586	Wisconsin	68
New York	576	Alaska	67
Hawaii	572	Minnesota	65
Maryland	536	Maine	57
Georgia	514	Delaware	49
North Carolina	479	Nevada	49
Washington	440	New Mexico	47
South Carolina	428	Arkansas	45
Illinois	226	Idaho	44
Ohio	225	Utah	44
Tennessee	193	Iowa	41
Connecticut	173	New Hampshire	38
Colorado	168	West Virginia	24
Kentucky	155	Rhode Island	23
Alabama	142	Montana	22
Michigan	134	Nebraska	21
Arizona	128	South Dakota	16
Louisiana	123	Vermont	9
Missouri	106	Wyoming	8
Indiana	103	North Dakota	6
<b>Districts, U.S. Territories and Military "States"</b>			
US Military "States"	752	Puerto Rico	6
District of Columbia	15	Northern Mariana Islands	2
Guam	25	Virgin Islands	6

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.

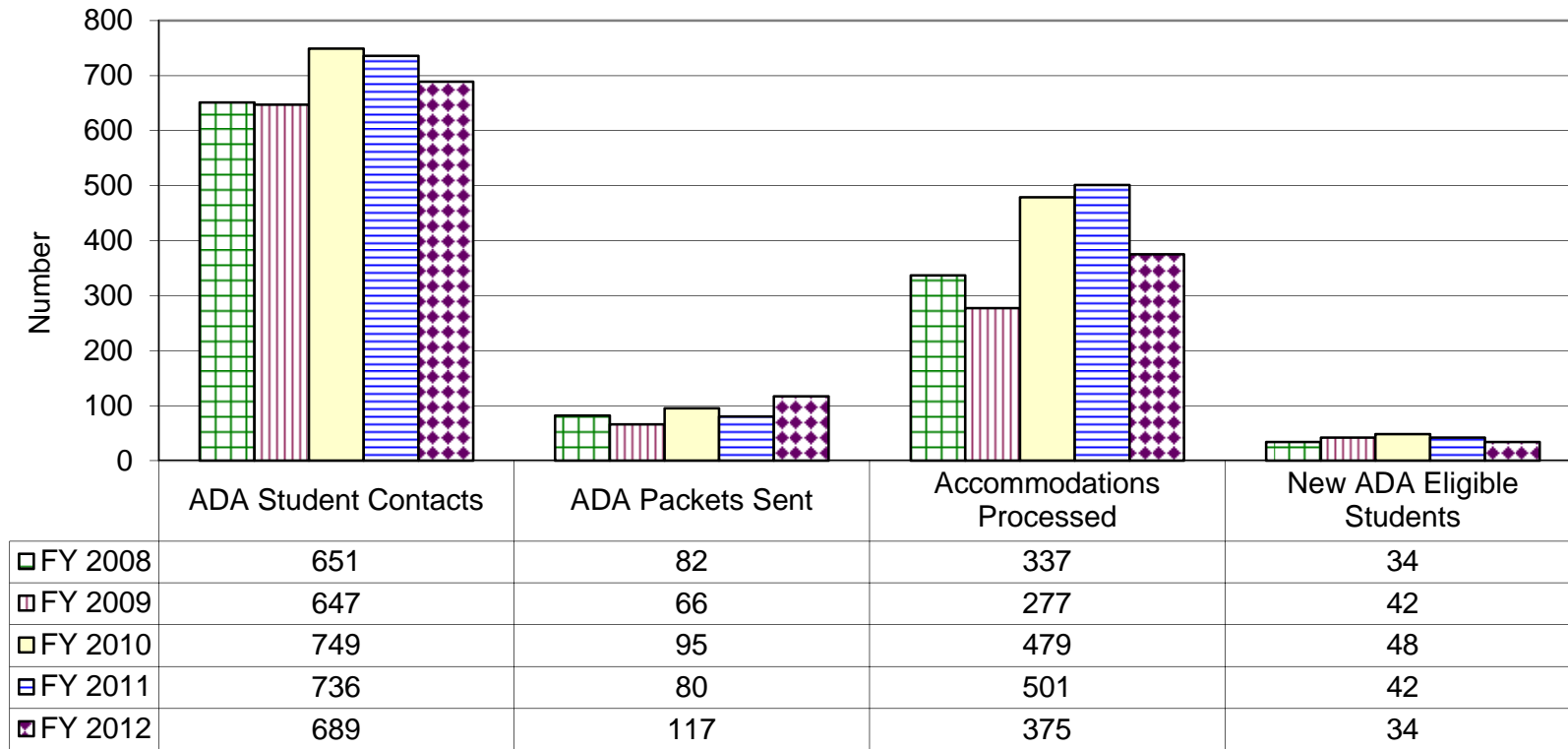
**Table 14****Total Enrollment: FY 2008 - 2012 New Jersey Residents By County**

<b>County</b>	<b>FY 2008</b>		<b>FY 2009</b>		<b>FY 2010</b>		<b>FY 2011</b>		<b>FY 2012</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<i>Total</i>	5,437		6,070		6,501		7,531		8,455	
Atlantic	172	3.16%	190	3.13%	209	3.21%	211	2.80%	221	2.61%
Bergen	272	5.00%	302	4.98%	336	5.17%	402	5.34%	514	6.08%
Burlington	727	13.37%	757	12.47%	795	12.23%	890	11.82%	997	11.79%
Camden	354	6.51%	406	6.69%	405	6.23%	511	6.79%	588	6.95%
Cape May	81	1.49%	76	1.25%	78	1.20%	73	0.97%	68	0.80%
Cumberland	131	2.41%	142	2.34%	136	2.09%	129	1.71%	114	1.35%
Essex	289	5.32%	361	5.95%	383	5.89%	428	5.68%	469	5.55%
Gloucester	187	3.44%	222	3.66%	248	3.81%	338	4.49%	375	4.44%
Hudson	100	1.84%	140	2.31%	158	2.43%	177	2.35%	203	2.40%
Hunterdon	119	2.19%	126	2.08%	140	2.15%	147	1.95%	141	1.67%
Mercer	632	11.62%	728	11.99%	757	11.64%	841	11.17%	893	10.56%
Middlesex	479	8.81%	527	8.68%	613	9.43%	772	10.25%	838	9.91%
Monmouth	428	7.87%	500	8.24%	541	8.32%	585	7.77%	651	7.70%
Morris	214	3.94%	242	3.99%	257	3.95%	325	4.32%	392	4.64%
Ocean	465	8.55%	495	8.15%	514	7.91%	603	8.01%	733	8.67%
Passaic	145	2.67%	150	2.47%	177	2.72%	205	2.72%	246	2.91%
Salem	31	0.57%	36	0.59%	34	0.52%	42	0.56%	39	0.46%
Somerset	235	4.32%	235	3.87%	259	3.98%	311	4.13%	332	3.93%
Sussex	94	1.73%	106	1.75%	112	1.72%	129	1.71%	149	1.76%
Union	205	3.77%	247	4.07%	262	4.03%	320	4.25%	363	4.29%
Warren	77	1.42%	82	1.35%	87	1.34%	92	1.22%	129	1.53%

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012. Percentages may not total 100% due to rounding.

Chart 3

Americans with Disabilities Act (ADA) Trends: Number of Student Contacts, Packets Sent, Accommodations Processed, and New Eligible Students (FY 2008 thru FY 2012)



Source: The Office for Disability Support Services, Thomas Edison State College, July 2012.

Prepared By: The Office of Institutional Research and Outcomes Assessment, Division of Planning and Research, Thomas Edison State College, July 2012.



## **Appendix C**

### **Staff Activities**



## **The President's External Committees and Memberships**

Chairman, Board of Directors, Structured Employment Economic Development Corporation (SEEDCO)

Member, New Jersey Association of State Colleges and Universities

Member and Past Chairman, New Jersey Presidents' Council

Member and Past Chairman, Board of Directors, Greater Mercer County Chamber of Commerce

Chairman, Board of Directors, Capitol City Partnership

Vice Chairman, American Council on Education Commission on Higher Education Attainment

## **Presentations**

**Aaron Appelstein**, Instructional Designer

“FlashTrack Course Delivery Ecosystem,” University of South Africa (UNISA), Thomas Edison State College, Trenton, New Jersey

“Course Design,” for the committee on Accreditation for Polysomnographic Technologist Education, Thomas Edison State College, Trenton, New Jersey

**Richard Barry**, Instructional Designer

“Course Design,” for the committee on Accreditation Board for Engineering and Technology Accreditation (ABET), Thomas Edison State College, Trenton, New Jersey

“Course Design,” for the committee on Accreditation for Polysomnographic Technologist Education, Thomas Edison State College, Trenton, New Jersey

United Postal Service (UPS) Presentation, Thomas Edison State College, Trenton, New Jersey

“FlashTrack Course Delivery Ecosystem,” University of South Africa (UNISA), Thomas Edison State College, Trenton, New Jersey

**Ana I. Berdecia**, Senior Fellow/Director, The Center for the Positive Development of Urban Children, The John S. Watson Institute for Public Policy

“The Art of Coaching and Mentoring,” New Jersey Mentors’ Network-Professional Impact Trenton, New Jersey

“Classroom Management with Young Children,” The Learning Depot Child Development Center, Trenton, New Jersey

“Cultural Conversations Part I and Part II,” Family Strength Associates, Inc., North Jersey Director’s Institute, Montclair, New Jersey

“Cultural Conversations Part I & Part II,” Family Strength Associates, Inc., Central and South Jersey Director’s Institute, Trenton, New Jersey

“Guiding Behavior for English Language Learners (Teleconference),” New Jersey Cultural Competency and English Language Learners Summer Institute and Mentoring Program, Trenton, New Jersey

“Reflective Practices: Nuts & Bolts,” Family Strength Associates, Inc., Annual Consultants’ Meeting, Edison, New Jersey

**Penelope S. Brouwer**, Director, Institutional Research, Survey Management, and Environmental Analysis

“Factors That Drive Adult Learners to Stop Out,” Roundtable Session: 2011 Council for Adult and Experiential Learning (CAEL) Annual Conference, Chicago, Illinois

**Mary Ellen Caro**, Vice President, Enrollment Management and Learner Services

“Delivering for UPS: Case Study of a Successful Corporate/College Partnership,” co-presented with Sylvia Hamilton, American Association of Collegiate Registrars and Admissions Officers (AACRAO), 21<sup>st</sup> Annual Strategic Enrollment Management (SEM) Conference, San Diego, California

“Open Learning in Higher Education: What are the Dimensions of Openness?” Council of College and Military Educators (CCME) 2012 Symposium, Orlando, Florida

“Adults Interested in Going Back to School,” television interview with Dr. Patricia Donahue, President of Mercer County Community College; host Louis Goldstein, Assistant Superintendent of Princeton Regional Schools. “*Focus On*,” Channel 30, Princeton, New Jersey

**Christine Carter**, Senior Evaluator

“Serving Those Who Serve our Country: Evaluating Military Training and Occupations,” at the American Association of Collegiate Registrars and Admissions Officers (AACRAO) 2012 Transfer and Technology Conference, Chicago, Illinois

“The Credit Assessment Funnel: How Non-Traditional Credit Assessment Reviews Become Part of Individual Student Degrees,” at the Thomas Edison State College 2012 National Institute on the Assessment of Adult Learning, Atlantic City, New Jersey

**Matthew Cooper**, Associate Provost, Learning and Technology

“Learning on the Cloud,” Rutgers 29<sup>th</sup> Annual International Technology Conference, Cambridge, Massachusetts

“FlashTrack Course Delivery Ecosystem,” University of South Africa (UNISA), Thomas Edison State College, Trenton, New Jersey

“Course Design,” for the Accreditation Board for Engineering and Technology Accreditation (ABET), Thomas Edison State College, Trenton, New Jersey

“Course Design,” for the committee on Accreditation for Polysomnographic Technologist Education, Thomas Edison State College, Trenton, New Jersey

**Dennis Devery**, Vice President for Planning and Research

“Veterans and Higher Education: A Student, Adjunct, and Administrator’s Perspective,” Keynote Address, Rutgers University-Camden, 2011 Veteran’s Day Ceremony, Camden, New Jersey

**M. Scheryl Gant**, Manager/Associate Fellow, The John S. Watson Institute for Public Policy

“The Future of Economic Development in the New Economy,” The New Jersey Urban Mayors’ Association’s Spring Economic Development Summit, Trenton, New Jersey

Presentation made at The New Jersey Urban Mayors’ Association Economic Analysis of the North Central Region of New Jersey meeting with Camoin Associates, Trenton Marriott, Trenton, New Jersey

**Barbara George Johnson**, Executive Director, The John S. Watson Institute for Public Policy

Presentation made at The New Jersey Urban Mayors’ Association Economic Analysis of the North Central Region of New Jersey meeting with Camoin Associates, Trenton Marriott, Trenton, New Jersey

“Tax Liens, Collections, and Financing – Making Abandoned Properties Marketable,” The New Jersey Urban Mayors’ Association League Session, New Jersey League of Municipalities 96<sup>th</sup> Annual Conference, Atlantic City, New Jersey

“The Future of Economic Development in the New Economy,” The New Jersey Urban Mayors’ Association’s Spring Economic Development Summit, Trenton, New Jersey

“The Nuts and Bolts of Social Enterprise,” The Social Enterprise Alliance, New York Metro Chapter Event, New York University, Manhattan, New York

**Susan Gilbert**, Dean, School of Business and Management

“Online Learning: The Decision to Offer Hybrid Pedagogies,” Middle Atlantic Association of Colleges of Business Administration Annual Conference

“Passing the Baton,” League of Innovation in Community Colleges, co-presented with Robert Saldarini and Mary Beth Klein from Bergen Community College

**Ritamarie Giosa**, Program Advisor, W. Cary Edwards School of Nursing

“Healthy Futures Medication Administration Program,” American Academy of Pediatrics, New Jersey Association for the Education of Young Children Health in Child Care Conference, Somerset, New Jersey

“Healthy Futures Medication Administration Program,” American Academy of Pediatrics, Camden County College for Camden County Department of Children’s Services, Camden, New Jersey

“Trends in Health Care,” Commencement Address, Omega Institute, Pennsauken, New Jersey

**Sylvia G. Hamilton**, Associate Vice President, Enrollment Management

“Meeting the Needs of Adult Learners through Corporate/College Partnerships,” Training 2012 Conference, Atlanta, Georgia

Co-presenter with Dr. Mary Ellen Caro, “Delivering for UPS: Case Study of a Successful Corporate/College Partnership,” American Association of Collegiate Registrars and Admissions Officers (AACRAO), 21<sup>st</sup> Annual Strategic Enrollment Management (SEM) Conference, San Diego, California

**William Hobson**, Procedural Design Specialist

“UI4.3 – Soup to Nuts,” Datatel 2012 Users’ Group Conference, National Harbor, Maryland

**Catherine Kotecki**, Associate Dean, W. Cary Edwards School of Nursing

“Career Development through Education,” Trends in Critical Care Nursing, Atlantic City, New Jersey

**Julie Kulak**, Assistant Dean, Undergraduate Programs, W. Cary Edwards School of Nursing

“The Process of Patient Education,” Capital Health, Trenton, New Jersey

**Kenneth Lightfoot**, Instructional Designer

Presenter, Association for Distance Education and Independent Learning (ADEIL),  
Chair Archives Committee

**Kristin LoBasso**, Senior Evaluator

“The Credit Assessment Funnel: How Non-Traditional Credit Assessment Reviews  
Become Part of Individual Student Degrees,” Thomas Edison State College 2012  
National Institute on the Assessment of Adult Learning, Atlantic City, New Jersey

**Mary Beth Lynch**, Assistant Director of Evaluations

“Serving Those Who Serve our Country: Evaluating Military Training and  
Occupations,” American Association of Collegiate Registrars and Admissions Officers  
(AACRAO) 2012 Transfer and Technology Conference, Chicago, Illinois

**Louis F. Martini**, Associate Vice President, Office of Military and Veteran Education

“Customer Service for Military Students: Building and Managing Relationships,” 98<sup>th</sup>  
Annual American Association of College Registrars and Admissions Officers  
(AACRAO) meeting, Philadelphia, Pennsylvania

**Susan M. O’Brien**, Associate Provost for Special Projects

Keynote speaker, “Golf – Learn, Nine and Dine,” Robert Wood Johnson  
Hamilton Foundation Second Annual Ladies Conference, Chesterfield, New  
Jersey

“Thomas Edison State College and the W. Cary Edwards School of Nursing Curricula,”  
Lockheed Martin, Orlando, Florida

**Constance D. Oswald**, Associate Fellow/Manager, The Center for Leadership Development,  
The John S. Watson Institute for Public Policy

“Adult Mentor Training,” Trenton Center High School Leaders of Tomorrow  
Intergenerational Achievement Mentoring Program, Trenton, New Jersey

**Amanda Piccolini**, Acting Technology Coordinator

United Postal Service Presentation, Thomas Edison State College, Trenton, New Jersey

“FlashTrack Course Delivery Ecosystem,” University of South Africa (UNISA), Thomas Edison State College, Trenton, New Jersey

**Ann G. Prime-Monaghan**, Assistant Dean, The John S. Watson School of Public Service and Continuing Studies

“Thomas Edison State College Information Session,” for Prospective John S. Watson School of Public Service Students and Applicants, The New Jersey League of Municipalities Annual Conference, Atlantic City, New Jersey

**Ann Marie Senior**, Director, Institutional Research and Quality Assurance

“Factors That Drive Adult Learners to Stop Out,” Roundtable Session: 2011 Council for Adult and Experiential Learning Annual Conference, Chicago, Illinois

**Nicky Sheats**, Senior Fellow/Director, The Center for the Urban Environment, The John S. Watson Institute for Public Policy

“Air Pollution,” New Jersey US Attorney’s Office, US Department of Justice and other federal agencies during an environmental justice tour of the Ironbound community, Newark, New Jersey

“Air Pollution and Climate Change,” Youth Climate Change Summit, UPROSE, New York City

“Air Pollution and Coal Plants,” NAACP and the New Jersey Environmental Justice Alliance Public Meeting, Northern New Jersey

Air Pollution press conference organized by the New Jersey League of Women Voters, Newark, New Jersey

“Environmental Justice,” Mid-Atlantic Regional Conference of the Black Law Students Association, Philadelphia, Pennsylvania

“Environmental Justice,” Northeast Regional Conference of the Black Law Students Association, New Rochelle, New York

“Environmental Justice,” Environmental Law Students Association, Rutgers Law School, Rutgers/Newark Law School, Newark, New Jersey

"Environmental Justice and Adapting to Climate Change," Bloustein School of Rutgers, The State University of New Jersey, New Brunswick, New Jersey

"Environmental Justice and Cumulative Impacts," GreenFaith Members, Statehouse, Trenton, New Jersey

"Environmental Justice and Cumulative Impacts," Harvard University Extension School, Cambridge, Massachusetts

"Environmental Justice and Cumulative Impacts," New Jersey Environmental Justice Alliance, Newark, New Jersey

"Environmental Justice and Cumulative Impacts," Northeastern University, Boston, Massachusetts

"Environmental Justice and Cumulative Impacts in New Jersey," New Jersey Council for the Humanities, Trenton, New Jersey

"Environmental Justice and Cumulative Impacts," New Jersey Environmental Federation, Newark, New Jersey

"Environmental Justice and Cumulative Impacts," New Jersey Environmental Justice Alliance for Sustainable Jersey, Newark, New Jersey

"Fine Particulate Matter Air Pollution," Community Meeting, Deep South Center for Environmental Justice, Dillard University, New Orleans, Louisiana

"New Jersey 2011 Draft Energy Master Plan," Public Hearing, New Jersey Board of Public Utilities, Trenton, New Jersey

"The Dissent to the 2011 New Jersey Clean Air Council Report on Cumulative Impacts," New Jersey Department of Environmental Protection Commissioner, New Jersey Clean Air Council, Trenton, New Jersey

"The New Jersey Environmental Justice Alliance," New York Environmental Justice Alliance, New York, New York

"Proposed Siting of a Natural Gas Power Plant in the Ironbound Community," Newark Environmental Commission, Newark, New Jersey

"Title VI in New Jersey," United States Environmental Protection Agency Administrator and Advocates, Washington, District of Columbia

“Waste to Energy Incineration and Environmental Justice,” Environmental Justice Lecture Series, Pratt Institute, New York, New York

**Todd Siben**, Assistant Director, Office of Prior Learning Assessment

“Constructing a National Institute Definition of College-Level Learning,” National Institute on the Assessment of Adult Learning, Atlantic City, New Jersey

Presenter, “Graduate!Philadelphia,” Philadelphia, Pennsylvania

**Marc Singer**, Vice Provost, Collegiate Credit Assessment Center

“CBE to the Max: Leveraging Credit-by-Exam toward Degree Completion,” National Institute on the Assessment of Adult Learning, Atlantic City, New Jersey, co-presented with Paul Morganti, Ruth Olmsted, Nan Travers

“Credit by Examination-The Standardized PLA Option,” CAEL International Conference, Chicago, Illinois, co-presented with Ruth Olmsted, Susan Henken, Giannina Rachetta, and Keith Henry

**John P. Thurber**, Vice President for Public Affairs

Presenter and Facilitator, Strategic Planning Retreat, Mercer County Government Cabinet

Board Representative, Wells Fargo Regional Foundation Annual Community Development Grantee Conference, Philadelphia, Pennsylvania

**Henry van Zyl**, Vice Provost, DIAL

“Course Development Strategies at Thomas Edison State College,” University of South Africa, Pretoria, South Africa

“The Plague of Plagiarism: Academic Fetish or Ethical Casualty,” University of South Africa, Pretoria, South Africa

“Digital Teaching and Professional Development,” University Professional and Continuing Education Association, Portland, Oregon

**Joseph Youngblood II**, Vice Provost and Dean, The John S. Watson School of Public Service and Continuing Studies

“African American Policy Roundtable,” United States Senate, Office of New Jersey, Newark, New Jersey

“Maximizing Your Time at the Leadership Table: Examining Professional Development Strategies to Enhance Your Contributions as a Member of the Leadership Team,” National Association of Presidential Assistants in Higher Education (NAPAHE) 25th Annual Conference, Los Angeles, California

**Adrian C. Zappala**, Assistant Dean, Heavin School of Arts and Sciences

“Degree Completion and Professional Development Options for the Adult Learner at Thomas Edison State College” 2012 Region 1 Correctional Education Association Conference, Cape May, New Jersey

## **External Committees and Associations**

**Carol Adkins-Smith**, Secretarial Assistant, Collegiate Credit Assessment Center

Committee Member, New Jersey American Council on Education Network (NJACE-NET)

**Peggy Allan**, Administrative Specialist, Center for Academic Program Reviews

Member, Mid-Jersey Chapter, American Society for Training and Development

**Ana I. Berdecia**, Senior Fellow/Director, The Center for the Positive Development of Urban Children, The John S. Watson Institute for Public Policy

Chair, United Way of Greater Mercer County Latino Vision Council

Co-chair, Workforce Development Committee of the New Jersey Council for Young Children

Vice Chair, Professional Impact New Jersey Policy Advisory Board

**Heather Brooks**, Associate Director, Office of Human Resources

Chairwoman, Mercer County Commission on the Status of Women, Trenton, New Jersey

**Penelope S. Brouwer**, Director, Institutional Research, Survey Management and Environmental Analysis

Vice President and Board Member, YMCA, Trenton, New Jersey

**Emily Carone**, Assistant Director, Test Development and Research

Trustee, Lambertville Free Public Library

**Matthew Cooper**, Director of Instructional Technology and Instructional Design and Development

Member, Educators at a Distance

Member, New Jersey Edge

Member, United States Distance Learning Association

Member, VM Ware's Users Group

**Susan C. Davenport**, Dean, Heavin School of Arts and Sciences

Member, Association of American Colleges & Universities

Member, New Jersey Deans' Council

Member, State University Language Consortium Committee

Member, Teacher Education Accreditation Council

Member, University Professional and Continuing Education Association

**Jonathan Davis**, Systems Coordinator

Officer, Hopewell Valley Historical Society

**Dennis Devery**, Vice President for Planning and Research

Board Member, YMCA of Burlington and Camden County, New Jersey

**Barbara George Johnson**, Executive Director, The John S. Watson Institute for Public Policy

Member, Advisory Board, Black Infant Mortality Reduction Resource Center

Member, Advisory Board, New Jersey Partnership for Healthy Kids

Member, Advisory Board, Northern New Jersey Maternal/Child Health Consortium Policy Committee, New Jersey State League of Municipalities

Member, Project Liaison, Women's Fund

Vice-Chair, Social Enterprise Alliance, New York-New Jersey Metro chapter

**Ritamarie Giosa**, Program Advisor, W. Cary Edwards School of Nursing

Member, American Nurses' Association

Member, Congressman Robert E. Andrews Military Academy Selection Committee

Member, National League for Nursing

Member, New Jersey State Nurses' Association

Member, Sigma Theta Tau International Honor Society of Nursing, Upsilon Rho Chapter

Member, Society of Pediatric Nurses

**Susan Gilbert, Dean**, School of Business and Management

Chair, Educational Testing Service Graduate Business Advisory Council

Member, Editorial Board of *International Leadership Journal*, Thomas Edison State College

Vice President, New Jersey Business Administration Council

**Roxanne L. Globis**, Director of Alumni Affairs

Treasurer, Board of Directors, Princeton Regional Chamber of Commerce Foundation

**Mark S. Gordon**, Deputy Director, Administrative Services

Council Member, American Society for Public Administration – New Jersey Chapter

Advisory Board Member, Electronic Medical Record Exchange of Southern New Jersey

**Kathleen Griffis**, Distance Learning Education Specialist, W. Cary Edwards School of Nursing

Member, National League for Nursing

Member, Sigma Theta Tau International Honor Society of Nursing, Delta Nu Chapter

Member, Sigma Theta Tau International Honor Society of Nursing, Upsilon Rho Chapter

**Joseph Guzzardo**, Director of Communications

Chair, Board of Trustees, Ocean County Library Foundation

**Stephanie Hitchner**, Learner Support Representative

President, Alpha Epsilon chapter at The College of New Jersey of Chi Sigma Iota

**Drew Hopkins**, Chief Information Officer

Board Member, Touchnet Customer Advisory Board

Board Member, Cisco Public Sector Technology Board

Board Member, Ellucian Thought Leaders Community

Board Member, Hyland Systems Advisory Board

**Nina Keats**, Graduate Program Specialist, W. Cary Edwards School of Nursing

Member, Monmouth County School Nurses' Association

Member, New Jersey State School Nurses' Association

Member, Sigma Theta Tau International Honor Society of Nursing, Upsilon Rho Chapter, Vice President 2011-2013

**Barbara M. Kleva**, General Counsel

Member, National Association of College and University Attorneys

**Catherine N. Kotecki**, Associate Dean, W. Cary Edwards School of Nursing

Member, Council on Graduate Education in Nursing Administration

Member, National League for Nursing

Member, New Jersey State Nurses' Association

Member, Sigma Theta Tau International Honor Society of Nursing, President Upsilon Rho Chapter

Site Visitor, National League for Nursing Accrediting Commission

**Diane Koye**, Budget Director

Committeewoman, Employer Support for Guards and Reserves

**Julie Kulak**, Assistant Dean, Undergraduate Programs, W. Cary Edwards School of Nursing

Member, National League for Nursing

**Holly Leahan**, Program Advisor, W. Cary Edwards School of Nursing

Member, Academy of Medical Surgical Nurses

Member, National Academic Advising Association

Member, National League for Nursing

Member, Sigma Theta Tau International Honor Society of Nursing, Faculty Counselor and Governance Committee Chair, Upsilon Rho Chapter

**Cynthia MacMillan**, Director of Outcomes Assessment and Accreditation

Member, New Jersey Assessment Consortium

**Filomela A. Marshall**, Dean, W. Cary Edwards School of Nursing

Evaluator, Commission on Collegiate Nursing Education

Member, Advisory Council Mercer County Community College School of Nursing

Member, Advisory Council, St. Francis School of Nursing

Member, Association for Community Health Nursing Educators

Member, Board of Sponsors, Holy Redeemer Health Ministries

Member, National League for Nursing

Member, Service Effectiveness Committee, Holy Redeemer Health Ministries

Member, Sigma Theta Tau International Honor Society, Upsilon Rho

**Louis F. Martini**, Associate Vice President, Office of Military and Veteran Education

Symposium Manager, Historian, Council of College and Military Educators (CCME),  
National Association of Institutions for Military Education Services (NAIMES)  
Representative

Vice President and President Elect, National Association of Institutions for Military  
Education Services (NAIMES)

**Kathleen Melilli**, Assistant Provost

Chapter Counselor, Alpha Sigma Lambda National Honor Society, Lambda Tau Chapter

Member, Board of Directors of University College Rutgers, New Brunswick Alumni  
Association

Vice President, Alpha Sigma Lambda National Honor Society, Beta Zeta Chapter, Rutgers  
University

**Ann M. Mester**, Assistant Dean, Heavin School of Arts and Sciences

Member, New Jersey Association of Criminal Justice Educators

**Jennifer M. Montone**, Assistant Director/Purchasing

Vice President, City of Burlington Board of Education

**Susan M. O'Brien**, Associate Provost for Special Projects

Member, Alumni Association, Roger Williams General Hospital School of Nursing

Member, Alumni Association, University of Pennsylvania

Member, American Association of Colleges of Nursing

Member, American Nurses' Association

Member, American Organization of Nurse Executives

Member, Holy Family University, School of Nursing and Allied Health Professions,  
Nursing Advisory Council

Member, National League for Nursing

Member, New Jersey Association of Baccalaureate and Higher Degree Programs in Nursing

Member, New Jersey State Nurses' Association

Member, Robert Wood Johnson, New Jersey Knowledge Initiative

Member, Sigma Theta Tau International Honor Society, Upsilon Rho Chapter

**Greta O'Keefe**, Publications and Recruitment Specialist, W. Cary Edwards School of Nursing

Member, Alumni Association, Rutgers University, The State University of New Jersey

**Thomas M. Phillips**, Manager, Human Resources

Chair, Marketing Committee, New Jersey/Eastern Pennsylvania/Delaware Higher Education Recruitment Consortium

**Marie Power-Barnes**, Director, Market Research and Assessment

Secretary, College of Liberal Arts, Education and Sciences' Liberal Arts Advisory Board, Rider University, Lawrenceville, New Jersey

**Yvette Raven**, Instructional Designer

Member, American Council on Education

Member, American Society for Training and Development

Member, Internet Society

Member, Society for Applied Learning and Technology

**Regina M. Riccioni**, Director, Center for Academic Program Reviews

Board Member, Executive Committee for Doctor of Education at Rutgers University, Graduate School of Education

Board Member, Literacy Volunteers of New Jersey

**Michael J. Scheiring**, Vice President and Treasurer

Past President and Member, Board of Trustees and Chair of Trustee Committee, Old Barracks Museum Association

Past President, Board of Directors, Cerebral Palsy of New Jersey, Inc., and Member of Finance Committee

Chair, Board of Trustees, Lakeview Child Center, Inc.

Member, Board of Trustees, Executive Committee and Finance and Personnel Committee, Robert Wood Johnson University Hospital at Hamilton

Ex Officio Council Member, New Jersey Chapter of the American Society for Public Administration

**Ann Marie Senior**, Director, Institutional Research and Quality Assurance

Vice President and Board Member, Isles, Incorporated, Trenton, New Jersey

Grants Committee Chair and Steering Committee Member, North East Association for Institutional Research

Board Member, Life St. Francis, Trenton, New Jersey

Member, Consortium of Colleges that Serve Adult Students (with Charter Oak College, Excelsior College, and Empire State College)

**Mindi Shalita**, Director, Human Resources

Member, Pension and Health Benefits Review Commission

Board Member, New Jersey Chapter of American Council on Education for Women in Higher Education; Chair, Membership Committee

**Lewis Shena**, Director, Continuing Studies, The John S. Watson School for Public Service and Continuing Education

Member, Board of Directors, Association for Continuing Higher Education

**Todd Siben**, Assistant Director, Office of Prior Learning Assessment/Portfolio

Accreditation Reviewer, Middle States Association, Excelsior College

New Jersey State Representative, NACADA

**Sharon Smith**, Registrar

National Transfer Officer for American Association of Collegiate Registrars and Admissions Officers

**Cynthia Strain**, Assistant Dean, Heavin School of Arts and Sciences

Member, Teacher Education Accreditation Council

**Terry Thornton**, Supervisor of Mails

Executive Board Member, Postal Customer Council

**John P. Thurber**, Vice President for Public Affairs

Chairman, Board of Commissioners, Mercer County Improvement Authority

Chairman, Informatics Committee and Bylaws Committee, Board of Directors, Capital Health System

Vice Chairman, Board of Directors, Princeton Regional Chamber of Commerce

Co-Chairman, Steering Committee, Trenton Crusade Against Cancer

**Henry van Zyl**, Vice Provost, DIAL

Executive Board Member, National University Telecommunications Network

Chairman, Finance Committee, National University Technology Network

Member, American Association of Collegiate Independent Study

Member, Consortium on Higher Education

Member, Distance Learning Academic Advisory Board

Member, International Conference on Open and Distance Education

Member, New Jersey's Higher Education Network

Member, University Continuing Education Association

**Linda M. Vasbinder**, Chief of Staff

Member, National Association of Presidential Assistants in Higher Education (NAPAHE)

Member, NAPAHE Conference Content Planning Committee

Member, Steering Committee, ACE Net/OWHE Local Chapter

**Weimin Wang**, Instructional Designer

Member, Association for Educational Communications and Technology

**Robin A. Walton**, Director of Community and Government Affairs

Member, American Association of State College and Universities

Member, Board of Trustees, Robert Wood Johnson Healthcare Corporation

Member, Strategic Planning Committee

First Vice President, Board of Trustees, Children's Specialized Hospital

Chair, Human Resources Committee

Member, Quality Committee

Ex Officio, Planning Committee

Ex Officio, Committee on Trustees

Ex Officio, Audit and Compliance Committee

Board of Trustees, Trenton Public Education Foundation

Member, Executive Women of New Jersey

Institutional Representative, American Council on Education, ACE – Network New Jersey Chapter

New Jersey Business and Industry Association

Health Affairs Committee

Education and Workforce Development Committee

Government Relations Committee

**Gillian B. Wyckoff**, Associate Director of Admissions

Secretary, the Jackson Malia Fund for Children with Special Needs

**Joseph Youngblood II**, Vice Provost and Dean, The John S. Watson School of Public Service and Continuing Studies

Member, Advisory Board/Working Group Facilitator (2009--), "Counting the Costs" Special Committee on Prisoner Re-entry in New Jersey, Office of the New Jersey Assembly Majority Leader.

Member, Association for Supervision and Curriculum Development

Member, Black Law Students Association

Member, Board of Trustees, The St. Francis Medical Center

Member, Dean's Administrative Committee, University of Iowa Law School

Member, Democracy and Education Association

Member, Editorial Board, *International Leadership Journal*, School of Business and Management, Thomas Edison State College, Trenton, New Jersey

Member, Education Law Association

Member, Graduate and Professional Student Association, University of Pennsylvania

Member, National Board of Directors, The Foundation For Child Development

Member, National Board of Directors, The Urban Education Fund

Member, Phi Delta Kappa, International (Education)

Member, Phi Alpha Delta, International (Law)

**Adrian C. Zappala**, Assistant Dean, Heavin School of Arts and Sciences

Member, Central Regional School District Superintendent's Advisory Council

Member, Editorial Review Board, *Southeastern Teacher Education Journal*

Member, International Association of Technology, Education, and Development

Member, Kappa Delta Pi International Honor Society

Member, Monmouth University Graduate Alumni Council

Member, Teacher Education Accreditation Council

Member, United States Distance Learning Association

## Honors

**Dennis Devery**, Vice President for Planning and Research

Inductee, Burlington County College Alumni Hall of Fame

**Sylvia G. Hamilton**, Associate Vice President, Enrollment Management

2012 Summer Fellow, Vanderbilt University, Peabody Professional Institute for Senior Academic and Enrollment Services Professionals, Nashville, Tennessee

**Henry van Zyl**, Vice Provost, DIAL

Institutional Winner, National University Telecommunications Network (NUTN) 2012 Distance Education Innovation Award

**Robin A. Walton**, Director of Community and Government Affairs

Honoree 2012, Executive Women of New Jersey Salute to the Policy Makers

**Joseph Youngblood II**, Vice Provost and Dean, The John S. Watson School of Public Service and Continuing Studies

Fellow, American Council on Education

## Publications

**Susan Gilbert, Dean**, School of Business and Management

“The Economic Advantage of Online Learning,” Huffington Post blog

**Susan M. O’Brien**, Associate Provost for Special Projects

“Nurturing Nursing’s Next Generation,” Interviewed for this article, *Star Ledger*, June 8, 2012

**Todd Siben**, Assistant Director, Office of Prior Learning Assessment/Portfolio

“Is a Second Degree for You?” *Signals*, Fall 2011

“Reconcilable Differences: Advising My Wife,” *Insights and Signals*, Spring 2012

**Joseph Youngblood II**, Vice Provost and Dean, The John S. Watson School of Public Service and Continuing Studies

Youngblood, J. and Spencer, M.B. (in-press) Understanding Culture and Context: Start-on-Success Scholars Programming. In K. Hoagwood, M. McKay & S. Olin, et. al. (Eds.), *Community Collaborations Casebook*. London: Oxford University Press

## **Appendix D**

### **Organization Chart**



THOMAS EDISON STATE COLLEGE  
OVERALL COLLEGE  
ORGANIZATIONAL CHART

