

# SIGNALS

S T U D E N T N E W S L E T T E R



## Is There Value in a Liberal Arts Degree?

EMPLOYER AND STUDENT SENTIMENT POINTS TO A RESOUNDING “YES”

In its 2015 survey, “Falling Short? College Learning and Career Success,” the Association of American Colleges & Universities found that an overwhelming number of the 400 employers who participated, endorsed broad-based learning as the best preparation for success in the workplace. Moreover, the learning outcomes employers rated as most important included communication, teamwork, ethical decision-making and critical-thinking skills. If these skills sound familiar to Amber Montanano, there’s a good reason. As a manager for the National Board of Medical Examiners and a Thomas Edison State University Master of Arts in Liberal Studies student, Montanano can verify the power of the curriculum from both perspectives. In a recent interview, she talked about her motivation for pursuing her degree and the ways it is enhancing her career:

**Q** What was your motivation for earning your undergraduate degree with TESU and continuing to the master’s level?

**MONTANANO:** My primary motivation for earning my BA in Liberal Studies was to finally get the degree that I started years ago. In making the decision to take advantage of the generous tuition reimbursement benefit provided by my employer, I felt like I could finally afford to finish. I learned a lot earning my BA, and it also made me realize that a liberal studies degree is ideal for people who genuinely love learning. Pragmatically speaking, it is also handy in the post-recession job market to have a degree that is applicable to just about any industry. I had already considered advancing to the graduate level, so when I saw the Bachelor’s to Master’s Program that TESU offered, I got excited because I am someone who absolutely loves efficiency; and, what is more efficient than earning 9 credits as an undergraduate that also count toward your graduate degree? I was already invested in continuing at that point, but when I saw the new Master of Arts in Liberal Studies (MALS) degree program in Industrial-Organizational Psychology, I knew I found something that suited my interests.

**Q** Do you currently work in an area connected (or potentially connected) with Industrial-Organizational (I-O) Psychology?

**MONTANANO:** I think that every workplace either is or should be connected with I-O Psychology disciplines. As a program manager at the National Board of Medical Examiners, which is an assessment-based organization, some of the more “industrial” concepts that we have reviewed in our courses were already familiar to me. These include understanding the concepts of reliability and validity in relation to staffing assessments. In the process, I became most interested in learning more about the organizational side of I-O Psychology.

I understand what it means to set a passing standard or ensure inter-rater reliability for a clinical skills exam, but I am also learning to apply that concept to the hiring process and performance management. The course I’m taking currently has reviewed some of those staffing issues, but we are also exploring the history and future of I-O Psychology as well as its organizational aspects, such as how to strike the appropriate work-life balance with your team and what, besides a competitive salary, can incentivize people to do their best work. Also, I manage a program called NBME-U right now, which is a set of online learning modules

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“...IT IS HANDY IN THE POST-RECESSION JOB MARKET TO HAVE A DEGREE THAT IS APPLICABLE TO JUST ABOUT ANY INDUSTRY.”

Amber Montanano, '15

**Q** Tell us about your course work and the ways you anticipate applying what you are learning to your career.

**MONTANANO:** One of my recent courses focused on staffing and personnel issues, so I learned a lot about how employers use assessments in the hiring process and legal issues that can arise during the process. My organization is mainly known for the administration of the United States Medical Licensing Examination, which medical students must pass in order to practice in the U.S. So,

Amber Montanano, BA '15, is a MALS student.



# Turning Point

## AN UNDERGRADUATE COURSE PACKS A MAJOR JOB MARKET PUNCH

When David Greenwell transitioned from his U.S. Navy career to a civilian one, he considered degree programs that would improve his prospects. What he didn't count on was the role a single course would play in that scheme.

"Many of my colleagues had completed their degrees at Thomas Edison State University. I was nearing the end of my military career and wanted to finish my degree in order to be positioned for my next career," said the U.S. Navy veteran and TESU Bachelor of Science in Applied Science and Technology program student.

Greenwell found unexpected value in the Nuclear Technology Assessment and Career

current nuclear engineering employment field, prepare a nuclear engineering technology self-assessment, develop a comprehensive résumé and demonstrate practical career planning and interviewing strategies that culminate in a Capstone assessment overseen by a course mentor.

The course also afforded him an overview of his employment prospects.

"My research assignments for NUC-490 along with the Nuclear Energy Engineering Capstone (NUC-495), gave me insight into potential employment growth. As senior managers in the nuclear field approach retirement age and new



David Greenwell

**"I RECEIVED IMMEDIATE FEEDBACK ON MY ASSIGNMENTS THAT I WOULD, IN TURN, PUT INTO PRACTICE IN MY JOB HUNTING EFFORTS. IN THE END, IT WAS IMMENSELY BENEFICIAL. MY RÉSUMÉ WAS STRONG ENOUGH THAT I WAS IMMEDIATELY CONSIDERED FOR THE FUEL SECURITY OFFICER POSITION."**

David Greenwell

Planning (NUC-490) course. He said he utilized the vitae he had composed for the course outlining his qualifications for an existing nuclear engineering technician opening with the U.S. Navy's Supervisor of Shipbuilding, Conversion & Repair in Newport News, Va. His résumé was so strong, that the facility made him a job offer once he officially applied.

"It worked out well to take the NUC-490 class while I was entering the civilian job market and the course was completely relevant at a pivotal time," said Greenwell. "I received immediate feedback on my assignments that I would, in turn, put into practice in my job hunting efforts. In the end, it was immensely beneficial. My résumé was strong enough that I was immediately considered for the fuel security officer position."

Among other curriculum components, the NUC-490 course requires students to research the

technologies are continually developed, there will be a demand for a skilled workforce to fill these positions," noted Greenwell. "The world is in dire need of a reliable and environmentally friendly power source. What's more, our nation's defense is highly dependent on the Navy's nuclear-powered ships and there is a huge necessity to develop innovative ways to deal with nuclear waste. Add to this mix the impact the discipline has on the fields of science and medicine, and you have a wealth of opportunity in the nuclear industry. One just has to decide which career area to explore."

After serving 30 years in the U.S. Navy's Nuclear Power Program and retiring as an E9 master chief, Greenwell's technical credentials qualified him to serve on both aircraft carriers and submarines. He said he is gratified to continually support the Navy in his new career.

Enrolled in the University's ABET-accredited Nuclear Energy Engineering Technology (NEET) area of study since 2014, he completed many of his courses while still on active duty. Greenwell said his degree will allow him to qualify for nuclear engineering technician positions supporting both aircraft carrier and submarine construction and overhaul.

"The real-world efficacy of the NUC-490 course assignments is especially beneficial to students, like David, who are completing their bachelor's degree requirements while positioning themselves for the job market," said Dr. John Aje, dean of the School of Applied Science and Technology.

The program's accreditation was a deciding factor in Greenwell's selection of TESU in which to complete his degree. He had taken college classes earlier in his career, but said he never fully pursued completion until after the University's NEET program became available. "I did consider another institution locally that had an accredited program, however the 'butt-in-seat' factor just did not work for me," he said. "I chose TESU for the schedule flexibility of online courses and it really worked out well for me, even during deployment."

To learn more about the programs offered by the School of Applied Science and Technology, visit [www.tesu.edu/AST](http://www.tesu.edu/AST). ■

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centered on assessment principles. I am leading the charge in developing the product to offer continuing medical education credits or certificates to medical staff and scientists who oversee education and assessment at their respective medical schools. The skills I'm learning in my course work surrounding the psychology of teamwork and team member incentives has proved to be very useful in overseeing this program.

**Q** **Is what you're learning causing you to look at interviewing, workplace aggression and the performance appraisal process with a new perspective?**

**MONTANANO:** It is definitely changing the way that I view all three of those things. Just today I offered to join a panel of interviewers for a new position in my unit because I felt the

panel needed a more unbiased opinion on the candidates. Until I was exposed to some of the concepts in my course work, I had no idea that there was actually a science behind making hiring decisions. I am particularly excited to learn more about employee engagement – what employees feel contributes to it, how to achieve it more evenly across the organization and how to make corrections if people are feeling disengaged. ■

# School of Business and Management Dean Moderates 'Game Changers'

DR. MICHAEL WILLIAMS INTERVIEWS VERNON HILL II

Vernon Hill II, founder of Metro Bank, London, former chairman and president of Commerce Bank, and chairman of Petplan North America, recently sat down with Dr. Michael Williams, dean of the University's School of Business and Management, at Hotel ML in Mt. Laurel, N.J., as part of the Camden County Chamber of Commerce's 'Game Changers' series. The pair discussed the banking industry's exponential growth and Hill's transformation of the American retail banking experience.

With Williams serving as moderator, the two conversed before an audience of regional businesspeople about topics ranging from successful business models to best hiring practices. Hill reflected on the beginnings of Commerce Bank in 1973 as a one-branch bank



Dr. Michael Williams, dean of the School of Business and Management



in Philadelphia employing nine staff members. By 2007, the pioneer in the retail banking industry had expanded to nearly 500 locations and had 15,000 employees.

Based on this successful model, Hill and his wife, Shirley, took the concept overseas to recreate the same experience in the U.K. With a hallmark focus on convenience and service, the Hills are revolutionizing the U.K. banking experience through their new venture, Metro Bank. ■

## COURSE NEWS

Note: A complete listing of all undergraduate and graduate courses and their availability may be found on our website at [www.tesu.edu/courses](http://www.tesu.edu/courses).

### NEW UNDERGRADUATE ONLINE COURSES:

**HIS-425** *Dialogues on the Experience of War: War and Reintegration*

**RPT-271** *Radiation Biology*

**RPT-275** *Introduction to Radiation Generating Devices*

### NEW GRADUATE ONLINE COURSES:

**CYB-523** *Protective Security Controls in Utility Systems and Networks*

**IOP-710** *The Psychology of Leadership, Motivation and Teamwork*

**MSH-503** *Strategic Planning and Operations in the Hospitality Industry*

**MSH-504** *Technology Systems and Applications in the Hospitality Industry*

**MSH-505** *Hospitality Management Seminar*

**NUC-501** *Atmospheric Dispersion of Radioisotopes*

## Power 100

ALUMS CONSIDERED 'HEROES OF THE BLACK COMMUNITY' BY EBONY MAGAZINE



Troy Vincent, BA '07

Two Thomas Edison State University alums have made *EBONY* magazine's 2015 "Power 100" list. We congratulate Troy Vincent, BA '07, and Ernest Wooden Jr., BSBA '06, MSM '07, for being recognized by the publication as the 'best and brightest' of the African American community. The annual list honors those who lead, inspire and demonstrate through their individual talents and the very best in Black America.

Vincent and Wooden shared the "Power 100" distinction with such luminaries as journalist Lester Holt, performing artist John Legend and nuclear physicist Njema Frazier. ■



Ernest Wooden Jr., BSBA '06, MSM '07

# School of Nursing Begins “CAPS” Program

CREATING AN ACADEMIC PATHWAY TO SUCCESS *By Maggie Ciocco, MS, RN, BC; Nursing Program Advisor, W. Cary Edwards School of Nursing*

Engage, retain, re-engage...repeat.

It is a mantra put into action as W. Cary Edwards School of Nursing expands the ways it stays connected to its students. Our latest outreach strategies have proven to be successful in motivating new applicants to enroll, enrolled students to stay the course and inactive students to re-enroll in our programs.

In re-engaging inactive students, we discovered some common reasons why they may have put their studies on hold:

- > New students may not have scheduled an initial advising appointment and simply registered for courses. Without the appropriate, introductory online course(s) students can feel isolated, overwhelmed or without a clear plan for degree completion.
- > Students experienced an academic issue that may have escalated. These situations can often be defused or prevented entirely with the intervention of an advisor.
- > Instances in which new students needed assistance in developing stronger writing skills and study habits or advice in striking up a more successful work-life-academic balance.

We know from experience that students encountering these difficulties can begin feeling frustrated and unable to handle their course work. That is why the CAPS program was created.

Our **CAPS** or **Creating an Academic Pathway to Success** program has several goals:

- > To increase student retention and success
- > To introduce students to the W. Cary Edwards School of Nursing's academic advising team and the services it provides
- > To maintain student motivation/momentum, thereby decreasing the amount of students that may become inactive
- > To decrease or eliminate the number of students who withdraw from or drop classes
- > To lessen the potential for students to leave our program

The CAPS program begins with a Bachelor of Science in Nursing (BSN) orientation webinar, which began in the April 2016 term and will be offered quarterly. During the webinar, students will be introduced to our advising personnel and to several concepts, including how to schedule advising appointments; how to prepare for an advisement appointment; understanding an Academic Evaluation; using the online plagiarism prevention service, Turnitin; the importance of using APA format in written work; the significance of scholarly writing in student success; instruction on submitting tickets through the Parature help desk system; and the importance of academic integrity.

New students will be contacted six weeks into their first nursing course, Nursing Informatics (NUR-340). During this outreach, any immediate issues can be addressed and the student will be encouraged to schedule a formal advisement appointment. We'll contact the student again at the

end of the first term to follow up and discuss plans the student may have for the next term.

We are hopeful that the CAPS program will aid undergraduate students in recognizing the importance of academic advising in their degree planning and encourage them to utilize this resource. We anticipate that students will be reassured that they are not alone in their degree journey and that there are trusted resources available to assist and guide them to the successful completion of their BSN degree.

The CAPS program is only a part of our continuing effort to engage, retain and re-engage our students.

Graduate nursing advisors have developed a “pre-Practicum” webinar for students completing their program requirements. The webinar highlights important information such as academic expectations, the process for submitting Practicum documents and obtaining approval. Graduate nursing advisors will also be initiating admission-related phone calls to new Master of Science in Nursing (MSN) students and students advancing from our BSN program. We expect that these calls will provide the student with consistent information about MSN requirements, course expectations and updated program policies.

Other CAPS initiatives include contacting nonmatriculated BSN and MSN students to determine if they have selected the most appropriate course(s) for their objectives and to assist them throughout the application and registration process.

Nursing advisors continue to assist inactive BSN and MSN students to re-engage with our School. This often means helping them to recognize or adjust to life and work situations that may have prevented them from being academically successful in the past. We are also connecting with students who have recently applied, but have not registered for classes. If you are one of those with whom we've connected, welcome, or welcome back.

To find out more about the programs available at the W. Cary Edwards School of Nursing, visit [www.tesu.edu/nursing](http://www.tesu.edu/nursing). ■



Maggie Ciocco, MS, RN, BC

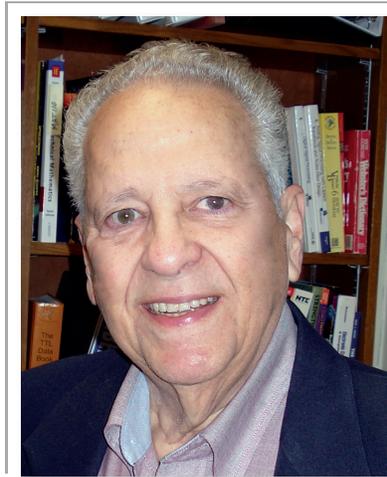


# Meet a Mentor: Dominick DeFino

## CIRCUITS, CURRENTS AND CURRICULUM DEVELOPMENT

As a seasoned educator at Mercer County Community College (MCCC), Professor Dominick DeFino has known about Thomas Edison State University since it moved into the Kelsey Building on West State Street – about the same time MCCC vacated the historic Trenton building to move to its larger West Windsor campus.

“Around 2003, I met Tom Devine as we worked on a program partnership with PSEG,” DeFino explained. “A few years later, when he became the assistant dean at TESU’s School of Applied Science and Technology, Tom asked me if I would be interested in developing and mentoring classes in the Electrical Technology and Electronics Engineering Technology programs. I have been doing that since fall 2007.”



Dominick DeFino

**“I LIKE THE IDEA OF BEING ABLE TO RESPOND TO STUDENTS AND GRADE THEIR WORK WHETHER I AM AT HOME, AT NIGHT, ON WEEKENDS OR EVEN ON VACATION.”**

Dominick DeFino

DeFino admitted that he had no idea what mentoring online would be like, so he had no preconceived notions about the role.

“I knew it would be rigorous, so I was not surprised at the details and record keeping required,” he said. “The only thing I remember thinking was ‘how would it feel to not see the people I was mentoring.’ I think I was fortunate that the first few classes were filled with very engaged students. This made the transition to online teaching easy.”

Initially, DeFino mentored Direct Current (DC) Circuits with Lab (ELE-211) and Alternating (AC) Circuits with Lab (ELE-212) courses. Currently, he handles those duties while mentoring for Solid State Theory/Semiconductor Devices with Lab (ELT-306) and Integrated Circuits/Electronic Circuits with Lab (ELT-307) courses. Online students in the latter hone their hands-on skills on an Electronics Explorer (EE) board, an integrated analog/digital circuit design station that contains the components students need to complete, test and analyze physical circuit designs in their assignments. The EE board software interfaces with students’ PCs and devices so that student lab projects

and reports can be documented, stored and uploaded for the mentor’s review.

“I like the idea of being able to respond to students and grade their work whether I am at home, at night, on weekends or even on vacation,” he added. “I think this is a benefit to students as well. I have some military among my students and I know they are often away from home base and yet they can get whatever resources they need and get the work submitted.”

Involved in the transition to the ABET\*- accredited Electronics Systems Engineering Technology program, DeFino found another avenue for fine-tuning course development including the integration of virtual laboratory exercises.

*\*The Engineering Technology Accreditation Commission of ABET accredits college and university programs in the disciplines of applied science, computing, engineering and engineering technology at the associate, bachelor’s and master’s degree levels.*

“This was a chance for me to bounce the courses I had created off people who I respected as educators,” DeFino explained. “It was nice to know they understood and appreciated online teaching. Also, taking part in the process gave me an opportunity to meet other TESU mentors as well as administrators.”

“Professor Dominick DeFino is a dedicated professional technical educator who is an asset to Thomas Edison State University,” said Dr. Thomas Devine.

DeFino holds a Bachelor of Science in Electrical Engineering from the New Jersey Institute of Technology and a Master of Science in Electrical Engineering from Rutgers, The State University of New Jersey; he also has a New Jersey Professional Engineers license.

In addition to his mentoring duties, DeFino is involved in ensuring that the University’s programs and courses meet the highest standards by serving on the TESU Industrial Advisory Commission (IAC) as well as its Curriculum Committee.

“The IAC monitors new courses and programs to be sure they align with what is needed and what is appropriate in the ‘real’ world,” DeFino noted. “The Curriculum Committee evaluates new courses or programs to be sure they meet college-level standards and that they are appropriate to the learning objectives expected.”

DeFino, who continues to teach full time at Mercer County Community College in West Windsor, N.J., lives in Levittown, Pa. ■



# Are You Getting the Credit You Deserve?

ENSURE THAT YOUR ACADEMIC EVALUATION REFLECTS THE TRUE YOU *By Todd Siben, Assistant Director of Portfolio Assessment*

You have applied to the University, provided the necessary transcripts and documentation and received your Academic Evaluation. Congratulations on that big first step!

If you are like most of our new students, you are working on interpreting your Academic Evaluation and making decisions about the completion of your undergraduate degree. Given the demographics of our students, most likely you're over 30 years of age and you've come to the University with background and experience as a working adult. You know things.

Now, you're looking for a strategy — an approach to degree completion.

The first important piece of that strategy is the accuracy and completeness of your Academic Evaluation. Do all the credits you attempted to transfer to us appear? Have they been applied to your degree program? Are there a substantive number of credits listed as "other courses" that are not being applied to your degree program? Is there anything else for which you earned credit, but we may not know about? That information is important for us to know so that we don't assume you need credit in something that you may have already completed.

The next important piece is your choice of degree program. Is the degree you selected making the best use of the pool of credits you've already completed? Are you in the best degree program for the credits you have yet to earn? An academic advisor can assist by looking at your completed credits to see how they might apply to any other degree program offered by the University.

Perhaps a different degree program could be a better fit.

Once you've ironed out these basics, take another look at your Academic Evaluation. Focus on the blank underscore lines that indicate where credits are still needed. For



Todd Siben, assistant director of Portfolio Assessment at Thomas Edison State University.

each of those remaining degree requirements, ask yourself: "Do I already know this? Do I have college-level knowledge in this subject already?" If you keep this mindset, the remainder of your degree requirements fall under two categories: what you know and what you don't.

Perhaps you can earn credit for what you know already. Credit for what you already know? Yes! That's prior learning assessment or PLA. As long as it's knowledge and can be equated to what

would be learned in a comparable accredited college course, there is opportunity to earn credit for what you already know.

Very often students talk about how quickly they need to earn a degree. If you're in a rush, credit-by-exam is the quickest and most cost-efficient way to earn credit. Along with the University's TECEP® exams, we also accept credit from exams taken through the College-Level Examination Program (CLEP®), DSST® exams, Excelsior College Examination Program (UExcel), New York University Foreign Language Proficiency exams and other examination programs. There are more than 200 exams that can be taken for college credit, so this is worth your investigation. By reviewing the list of exam options, you can make some initial determinations about exams that you believe you can pass. Convey that information to your academic advisor. Your advisor will determine which of those potential credits will or won't apply to your remaining degree needs. Once the approvals for those exams are plugged into your degree plan, you can consider all credits remaining (again, noted by the blank underscore lines in your Academic Evaluation) to fall into one of two categories:

"I don't already know this subject, so I need to take a course" (or) "I know this, but there is no exam for it, so I could submit a portfolio for assessment."

If you're like many of our students, you may be curious about completing a portfolio assessment. It's important to note that portfolio assessment places a value on the ways your knowledge equates with a college-level course, as opposed to how long you've been in your field or profession. And, portfolio assessment is not limited to this potential credit connected to just your career. If you're employed as an accountant, for instance, there is a good chance that you can earn credits in that area of study; however, you may also be a talented guitarist or sing in the church choir and can document your proficiency in those areas too.

If you're interested in learning more, visit [www.tesu.edu/PLA](http://www.tesu.edu/PLA) or email [PLAWeb@tesu.edu](mailto:PLAWeb@tesu.edu) ■

## Interested in Learning More About Your Prior Learning Assessment Options?

**Two courses can serve as a valuable tool in utilizing prior learning assessment.**

**Introduction to Prior Learning Assessment (PLA-100)** is a 1-credit, letter-graded, four-week online course that can count toward your general education elective credits. The course covers the various PLA credit-earning methods and introduces you to the portfolio development process.

Already completed PLA-100 and you're still interested in utilizing portfolio assessment for credit? The **Introduction to Portfolio Development (PLA-200)** is a 2-credit, letter-graded, eight-week online course that can also count toward your general education elective credits. The course provides additional guidance on identifying potential credits you might earn through the portfolio assessment process as well as instruction on writing and uploading portfolios and submitting them for assessment.

# Course Evaluation Surveys

YES, WHAT YOU SAY REALLY MATTERS

*“Please take a few minutes to complete our survey.” You have seen this request in your inbox dozens of times, but not all surveys are created equal.*



Dr. Ann Mester, assistant dean of the Heavin School of Arts and Sciences

According to Dr. Ann Mester, assistant dean in the Heavin School of Arts and Sciences, your responses in the end-of-term Course Evaluation Surveys are more influential than you might imagine. Mester said that the surveys are a major way in which students can provide anonymous feedback on their TESU course and mentor experiences.

“When we evaluate mentor performance, we look carefully at course evaluation data – particularly students’ open-ended comments in the survey responses. We want to make sure that mentors give students timely feedback, that they grade consistently and fairly, and that they help students problem-solve issues they might have in grasping course concepts.”



Dr. Filomela Marshall, dean of the W. Cary Edwards School of Nursing

According to Dr. Filomela Marshall, dean of the W. Cary Edwards School of Nursing, completing Course Evaluation Surveys offers students a chance to influence the quality of their academic experience. “It provides a unique opportunity for our nursing students to be heard,” said Marshall. “Survey responses are carefully reviewed, trends are monitored and the results are directly mapped to continuous quality improvement efforts in our programs.” Marshall and her staff also hold mentors to standards monitored through the survey data. “If mentors fall below a certain benchmark, especially if it becomes a pattern, we reach out to them to identify any issues and to discuss how they may be resolved.”

Both schools utilize their respective survey results to satisfy program accreditation standards and obtain data on the overall quality of learning. “It’s important for our various accrediting bodies to see that we are closely



Dr. Ying Huang, senior research analyst, Division of Institutional Planning and Research

monitoring course quality and program satisfaction from our students’ perspectives,” said Marshall.

Mester and staff review mentor performance data throughout the year and conduct in-depth reviews as needed. “We receive a constant flow of feedback during a typical term from students seeking solutions to problems ranging from grade appeals and technical issues to medical emergencies that might interrupt their academic progress,” she said. “The



Course Evaluation Survey data provides a separate window for us on how students feel about the quality of their courses when they’re not in crisis mode.”

The surveys also give students the opportunity to comment on the effectiveness of their assignments, discussion boards and textbooks. “Most recently, we received detailed student feedback on a computer science text. Although we were using the most recent edition of the textbook, some of the material was outdated with regard to current business practices,” noted Mester. “We passed the feedback on to our course design team and the text-related components of this course are currently under revision. We are so fortunate that our students are working adults with workplace experience that we can draw from in these evaluations.”

**“SURVEY RESPONSES ARE CAREFULLY REVIEWED, TRENDS ARE MONITORED AND THE RESULTS ARE DIRECTLY MAPPED TO CONTINUOUS QUALITY IMPROVEMENT EFFORTS IN OUR PROGRAMS.”**

Dr. Filomela Marshall, Dean,  
W. Cary Edwards School of Nursing

According to Dr. Ying Huang, senior research analyst in the Division of Institutional Planning and Research, Course Evaluation Surveys are one of several tools the University uses to obtain feedback from its students about the quality of its courses and mentors. “Every month at the end of each term, we invite students to complete a Course Evaluation Survey for each course they have taken,” said Huang.

There are approximately 3,000 Course Evaluation Surveys sent during a typical month and approximately 38 percent of students respond. Huang said the goal is to have all students participate. “Once the anonymous surveys are completed, the results are organized by School and sent to the deans for use in evaluating specific courses and their overall curriculum,” she said. “We really do appreciate the time and effort students take to complete the surveys — their ratings and comments provide us with actionable feedback.” ■

# Academic Calendar

	May 2016	June 2016	July 2016
Registration Dates	March 21 – April 21, 2016	April 22 – May 21, 2016	May 27 – June 18, 2016
Late Registration	April 17 – 21	May 22 – 26	June 19 – June 23
Course Transfer Period	March 21 – May 6	April 22 – June 10	May 27 – July 9
<b>Term Start Date</b>	<b>May 2, 2016</b>	<b>June 6, 2016</b>	<b>July 5, 2016*</b>
Midterm Exam Week **	June 13 – 19, 2016	July 18 – 24, 2016	Aug. 15 – 21, 2016
Final Exam Week**	July 18 – 24, 2016	Aug. 22 – 28, 2016	Sept. 19 – Sept. 25, 2016
<b>Term Ends</b>	<b>July 24, 2016</b>	<b>Aug. 28, 2016</b>	<b>Sept. 25, 2016</b>

\*Term start date applies to both graduate and undergraduate courses.

\*\*Select courses have midterm examinations or online proctored midterm and final examinations; please refer to your course materials for details.

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