



The College of New Jersey

Annual Institutional Profile Report

2009

**THE COLLEGE OF NEW JERSEY
EXCELLENCE AND ACCOUNTABILITY REPORT
ACADEMIC YEAR 2008-2009**

PREFACE

The College of New Jersey is a highly selective institution that provides students with an opportunity to participate in a unique community of learners. This community calls upon its members to recognize and achieve excellence, and to develop the objectivity and capacity for change. It also calls upon them to participate in service to others and to exhibit a respect for and appreciation of diversity. The College of New Jersey is the oldest of the state's public colleges and for generations has aspired to the highest standards of academic excellence. The College offers more than forty liberal arts and professional programs through seven schools: the Arts & Communication; Culture & Society; Business; Education; Engineering; Nursing, Health and Exercise Science, and Science. The College serves approximately 6200 undergraduate students, 95% of whom are New Jersey residents, as well as 700 graduate students. The College of New Jersey's Mission Statement states:

The College of New Jersey, founded in 1855 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ's exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve, and transmit knowledge, the arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, The College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.

The College of New Jersey has been on a remarkable journey over the past several decades. It has evolved from a state teacher's college to a comprehensive institution strongly defined by the liberal arts and sciences, which constitute a significant majority of its academic programs and provide the intellectual underpinnings of the remaining programs. TCNJ is now nationally recognized for its distinctive fostering of excellence in undergraduate education. In September, 2004, the College, which had long been among *US News and World Report's* top-ranked comprehensive institutions in the North, became one of just 75 institutions that Barron's *Profiles of American Colleges* place in its highest category, "Most Competitive" — one of only seven in this category that are state-supported. High rankings are, of course, just one indicator of a school's quality and reputation; and the College takes pride in its demanding curricula, talented and dedicated faculty, excellent facilities, and an intellectual environment that challenges, excites, and nurtures — the very features which have brought it such noteworthy national attention.



R. BARBARA GITENSTEIN
PRESIDENT, THE COLLEGE OF NEW JERSEY

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A. ACCREDITATION STATUS

1. INSTITUTIONAL ACCREDITATION

The College of New Jersey is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, an institutional accrediting agency.

2. PROFESSIONAL ACCREDITATION

The following undergraduate programs are accredited and/or approved by specialized, programmatic organizations, including one new accreditation, from the Council for the Accreditation of Counseling and Related Educational Programs, received in 2008, and no loss of accreditation from the previous year:

- Programs at the bachelor's and master's level for the preparation of teachers are accredited by the National Council for Accreditation of Teacher Education (NCATE).
- The program in Education of the Deaf and Hard of Hearing (Elementary) is approved by the Council on the Education of the Deaf.
- The College of New Jersey is an accredited institutional member of the National Association of Schools of Music
- Programs in the School of Business are accredited by The Association to Advance Collegiate Schools of Business (AACSB).
- The bachelor degree programs in engineering science, computer engineering, electrical engineering, and mechanical engineering are accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET).
- The BS program in Computer Science is accredited by the Computing Accreditation Commission of the Accreditation (CAC) Board for Engineering and Technology (ABET).
- The baccalaureate and master's degrees in nursing are accredited by the Commission on Collegiate Nursing Education (CCNE).
- The BS program in Chemistry is approved by the American Chemical Society (ACS).
- The School Counseling and the Community Counseling options within the Counselor Education program are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

B. NUMBER OF STUDENTS SERVED

1. NUMBER OF UNDERGRADUATES BY ATTENDANCE STATUS

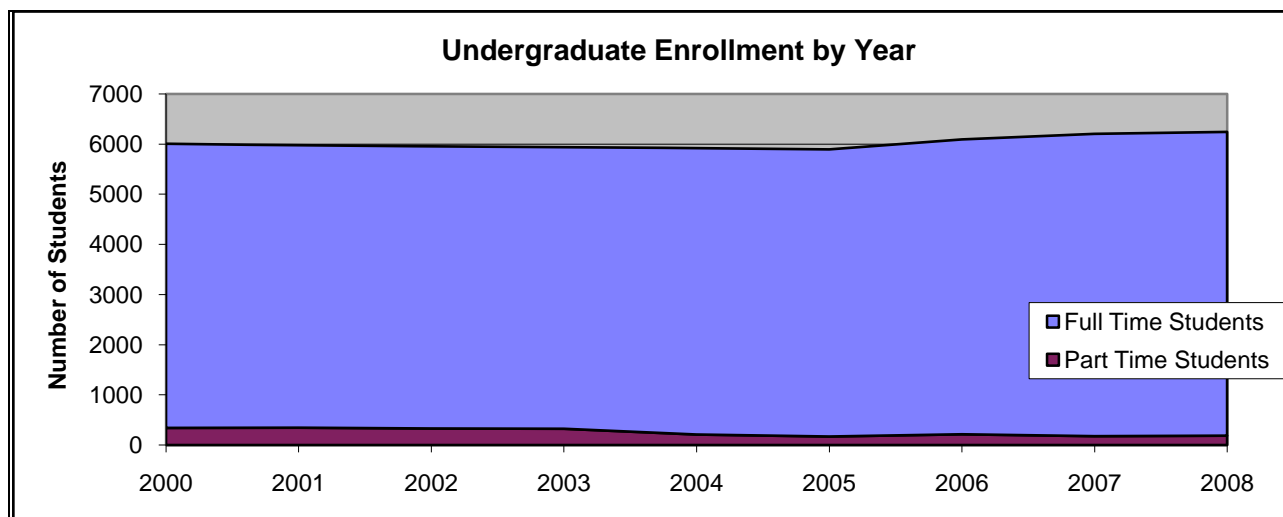
Full-time and part-time undergraduate enrollment in the fall of 2008 was 6057 and 187 respectively. As in 2007, full-time students represent 97% of the total undergraduate population.

**Required Table II.B.1:
Number of Undergraduates by Attendance Status**

	Undergraduate Students	
	#	%
Full-Time	6057	97
Part-Time	187	3
Total	6244	100

Source: IPEDS Fall Enrollment Survey

Overall undergraduate enrollment has remained relatively stable, primarily as a function of TCNJ’s significant effort to increase quality inside (and outside) the classroom and the limits of our residential housing capacity.



Source: IPEDS Fall Enrollment Survey

2. NUMBER OF GRADUATE STUDENTS BY ATTENDANCE STATUS

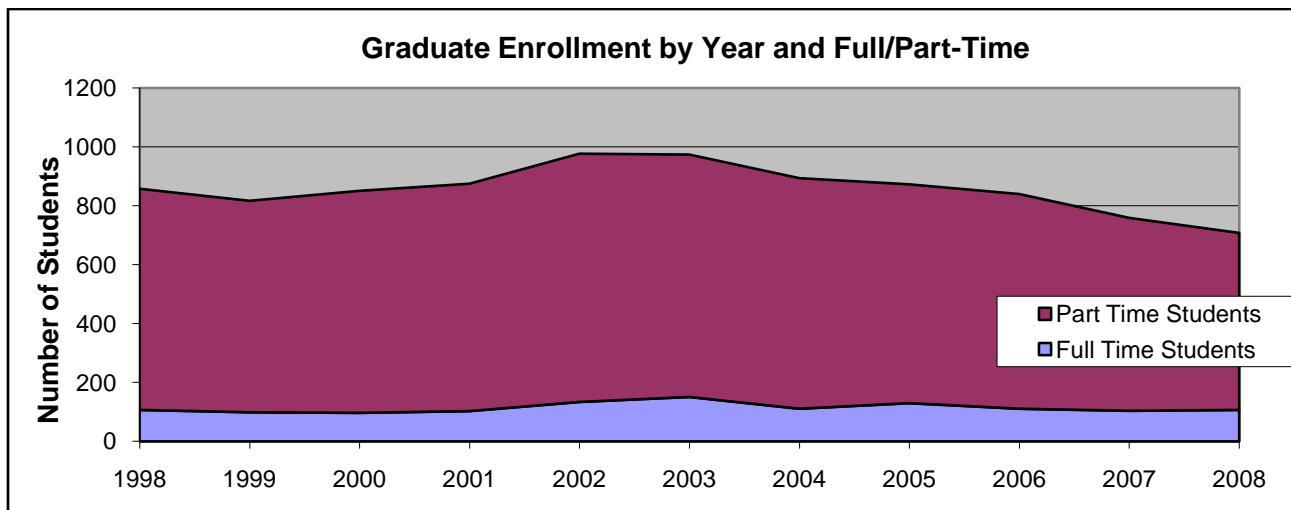
Full-time graduate student enrollment in the fall of 2008 was 104, while part-time enrollment was 601, part-time graduate students making up 85% of the graduate student population.

**Required Table II.B.2:
Number of Graduate Students by Attendance Status**

	Graduate Students	
	#	%
Full-Time	104	14.8
Part-Time	601	85.2
Total	705	100.0

Source: IPEDS Fall Enrollment Survey

Graduate enrollment has been declining since 2003.



Source: IPEDS Fall Enrollment Survey

4. UNDUPLICATED NUMBER OF STUDENTS FOR ENTIRE ACADEMIC YEAR

**Required Table II.B.3:
Unduplicated Number of Students for Entire Academic Year**

	Headcount	Credit Hours	FTE
Undergraduate	6641	198,335	6198
Graduate	1666	14,433	601
Total	8307	212,768	6799

Source: IPEDS 12-Month Enrollment Survey

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

FALL 2008 FRESHMAN CLASS

The table below presents the number of first-time applicants, the number of those applicants offered admission and the number of those applicants registered for the fall semester of the past eight years, 2001 through 2008. The number of applications received has steadily increased over this period, while enrollment has remained fairly constant, thus there has been a decrease in both accept ratio and enrollment yield. 9,692 students applied for admission for the fall 2008 semester and 1,295 were enrolled.

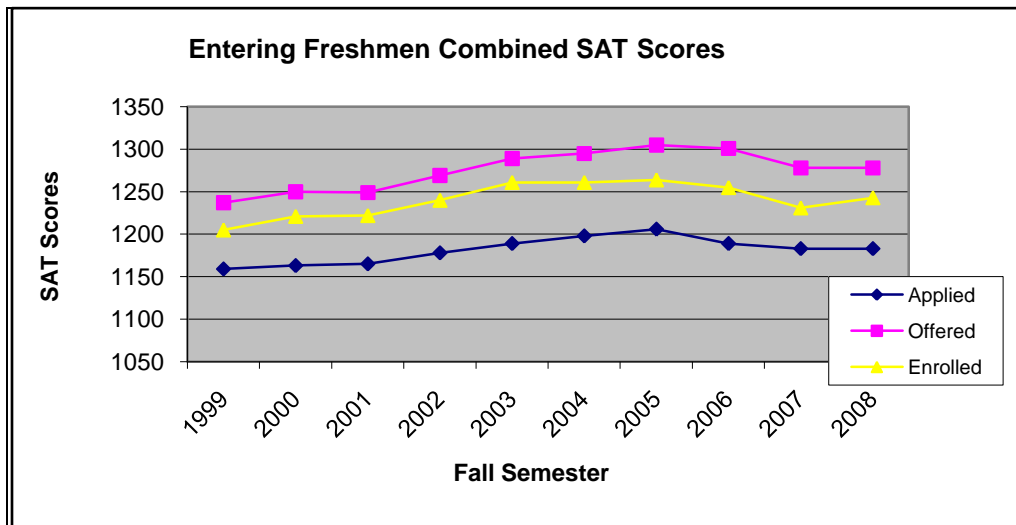
Freshmen Admissions

	2001	2002	2003	2004	2005	2006	2007	2008
FRESHMEN (All)								
Number of Applications Received	5988	6323	6373	6485	7300	8185	8607	9692
Number of Acceptances	3069	3024	3070	3113	3289	3570	4005	4112
Number of Students Matriculated	1262	1232	1178	1231	1236	1270	1297	1295
Accept Ratio:	51%	48%	48%	48%	45%	44%	47%	42%
Enrollment Yield:	41%	41%	38%	39.5%	38%	36%	32%	31%

Source: Center for Institutional Effectiveness, The College of New Jersey

TREND IN SAT COMBINED MATH AND READING (VERBAL) SAT SCORES

The average combined Math and Reading scholastic achievement test (SAT) for the entering freshman class was 1243 for fall 2008, a 12 point increase over last year. For combined Math, Reading and Writing the average score was 1856. The following chart displays the leveling-off after a period of increase of the applied, accepted, and enrolled mean combined Math and Reading SAT for all entering freshman from fall 1999 to 2008.



Source: Center for Institutional Effectiveness, The College of New Jersey

1. MEAN MATH, READING (VERBAL) AND WRITING SAT SCORES

**Required Table II.C.1:
Mean Math and Verbal SAT (and Average HS Rank) for First-Time Freshmen
by Admission Status and Overall, Fall 2008**

	SAT Verbal (Reading)	SAT Math	SAT Writing	Average H.S. School Rank	Number of Entering Students (valid count)	Percent of Total (valid %)
General Admits	628	660	636	92	1036 (1020)	80% (81%)
EOF Admits	474	492	480	84	90 (88)	7% (7%)
Special Admits	541	562	556	77	169 (152)	13% (12%)
Total Freshman Class	607	636	613	89	1295 (1260)	100% (97%)

Source: SURE Fall Enrollment File and Center for Institutional Effectiveness, The College of New Jersey (HS Rank)

2. ENROLLMENT IN REMEDIATION (DEVELOPMENTAL) COURSES

Students who do not score at or above 580 in both the Reading (Verbal) and Math portions of the SAT, and who do not score a 4 or better on one of the AP English (Language or Literature) or History (American, European, or World) exams, must take the Writing Exemption and Placement Exam for placement in our Writing Program. All students who score below 550 on the SAT Math are placed into Intermediate Algebra. The first-semester schedule for students in need of remediation is built so that students receive remediation in a timely manner by scheduling these courses first. The number of students enrolled in developmental courses was not significantly different from last year.

**Required Table II.C.2:
Enrollment in Remediation (Developmental) Courses
As a Factor of Total Number of Undergraduate Students Enrolled in Fall 2008**

Total Fall 2008 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
6,244	80	1.3%

As a Factor of First-time, Full-time Freshmen Enrolled in Fall 2008

Total Fall 2008 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
1,295	80	6.2%

By Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	0	0.0%
Algebra	61	4.7%
Reading	0	0.0%
Writing	38	2.9%
English	0	0.0%

Source: SURE Fall Enrollment File

3.a. UNDERGRADUATE STUDENTS BY RACE/ETHNICITY

In Fall 2008, students who declared themselves African American, Asian American, Hispanic or Native American made up approximately twenty-two percent of the total full-time enrollment.

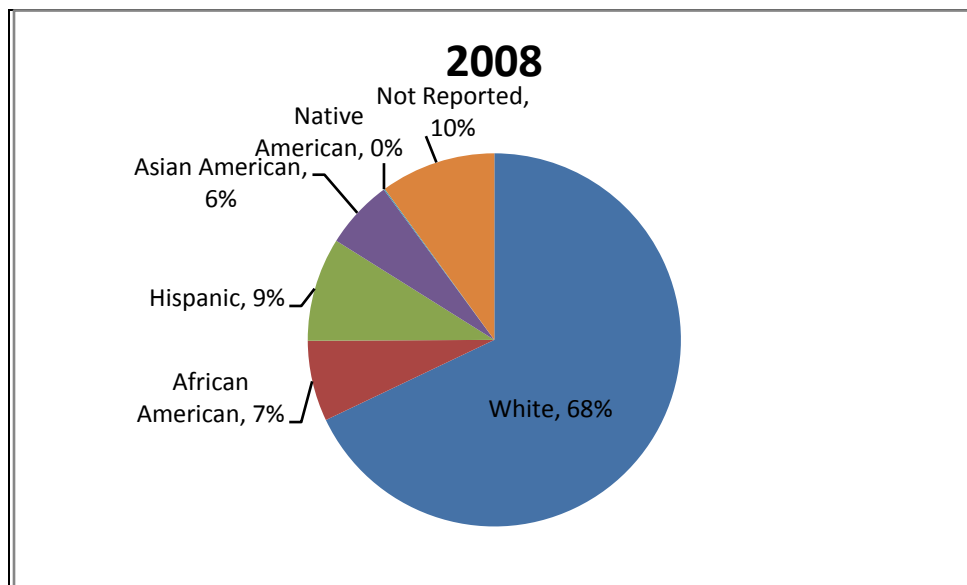
**Required Table II.C.3.a.:
Undergraduate Enrollment by Race/Ethnicity, Fall 2008**

	White		African American		Hispanic		Asian American		Native American		Non-Res. Alien		Not Reported		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Full-Time	4,138	68.3	395	6.5	534	8.8	380	6.3	4	0.1	13	0.2	593	9.8	6,057	100.0
Part-Time	128	68.4	21	11.2	7	3.7	10	5.3	0	0.0	0	0.0	21	11.2	187	100.0
Total	4,266	68.3	416	6.7	541	8.7	390	6.2	4	0.1	13	0.2	614	9.8	6,244	100.0

Source: IPEDS Fall Enrollment Survey

TCNJ has a commitment to admitting a diverse student population and during the 1990’s made steady enrollment gains over that period. However, TCNJ has recently begun to see the enrollment rates of minority students level off. In response, TCNJ launched a new initiative to improve enrollment for all minority groups, with a special emphasis on African American enrollments. TCNJ began to see a slight increase in the diversity of its student profile this fall due to an increase in the diversity of the freshman class. Overall, African American enrollment increased from 6.2% to 6.7% and Hispanic from 8.4% to 8.7%. The number of students electing not to report their race also increased, from 5% to almost 10%.

Race/Ethnicity of All Undergraduates, Fall 2008
(Percentages are based on undergraduates with known race/ethnicity)



Source: IPEDS Fall Enrollment Survey

3. b. UNDERGRADUATE STUDENTS BY GENDER

The percentages of females and males enrolled at TCNJ has remained stable over the last ten years, and reflect the national trend of women enrolling in undergraduate higher education at a greater rate than men. In Fall 2008, female students made up 58.6% of the total undergraduate population, little change from the 58.5% of last year.

Undergraduate Enrollment by Gender, Fall 2003-2008

Gender	2003		2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%	#	%
Female Students	3548	59.8	3486	58.9	3400	57.5	3531	57.9	3622	58.4	3658	58.6
Male Students	2390	40.3	2432	41.1	2495	42.5	2563	42.1	2583	41.6	2586	41.4
TOTAL	5938	100	5918	100	5895	100	6094	100	6205	100	6244	100

Source: IPEDS Fall Enrollment Survey

Most undergraduates at TCNJ are full-time students, and neither men or women are disproportionately represented as part-time students.

**Required Table II.C.3.b.:
Undergraduate Enrollment by Gender, Fall 2008**

	Females		Males	
	#	%	#	%
Full-Time	3551	58.6	2506	41.4
Part-Time	107	57.2	80	42.8
Total	3658	58.6	2586	41.4

Source: IPEDS Fall Enrollment Survey

3.c. UNDERGRADUATE STUDENTS BY AGE

The majority of undergraduates at TCNJ, 81.3%, are between the ages of 18-21, not significantly different from last year.

**Required Table II.C.3.c.:
Undergraduate Enrollment by Age, Fall 2008**

		Less Than 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
		Full-time	#	17	2,296	2,755	862	78	12	11	21	5	0
	%	0.3	37.9	45.5	14.2	1.3	0.2	0.2	0.3	0.1	0.0	0.0	100.0
Part-time	#	5	5	20	71	31	11	11	24	9	0	0	187
	%	2.7	2.7	10.7	38.0	16.6	5.9	5.9	12.8	4.8	0.0	0.0	100.0
Total	#	22	2,301	2,775	933	109	23	22	45	14	0	0	6,244
	%	0.4	36.9	44.4	14.9	1.7	0.4	0.4	0.7	0.2	0.0	0.0	100.0

Source: IPEDS Fall Enrollment Survey

4. FINANCIAL AID FROM STATE, FEDERAL & INSTITUTION-FUNDED PROGRAMS, FY 2008

**Required Table II.C.4:
Financial Aid from State, Federal & Institution-Funded Programs, FY 2008**

	Recipients	Awards	Dollars (\$)	\$/Recipient	\$/Award
<u>STATE PROGRAMS</u>					
TAG	895	1,708	4,749,120	5,306.28	2,780.52
EOF	360	699	485,149	1,347.64	694.06
Bloustein Scholars	1,185	2,351	1,092,596	922.02	464.74
Urban Scholars	138	275	127,445	923.51	463.44
NJCLASS Loans		978	10,989,684		11,236.90
NJ Stars II	62		227,480	3,669.03	
OSRP	806		2,235,688	2,773.81	
<u>FEDERAL PROGRAMS</u>					
Pell Grants	890		2,673,000	3,003.37	
College Work Study	112		140,000	1,250.00	
Perkins Loans	306		846,000	2,764.71	
SEOG	168		243,000	1,446.43	
Stafford Loans (Subsidized)	1,945		8,094,000	4,161.44	
Stafford Loans (Unsubsidized)	1,280		5,330,000	4,164.06	
PLUS Loans	259		3,023,000	11,671.81	
<u>INSTITUTIONAL PROGRAMS</u>					
Grants/Scholarships	2,140		10,252,000	4,790.65	
Loans	0		0		0

Source: HESAA System Files for state programs, NJIPEDS Form #41 for federal & institutional programs

5. PERCENTAGE OF UNDERGRADUATES WHO ARE NEW JERSEY STATE RESIDENTS

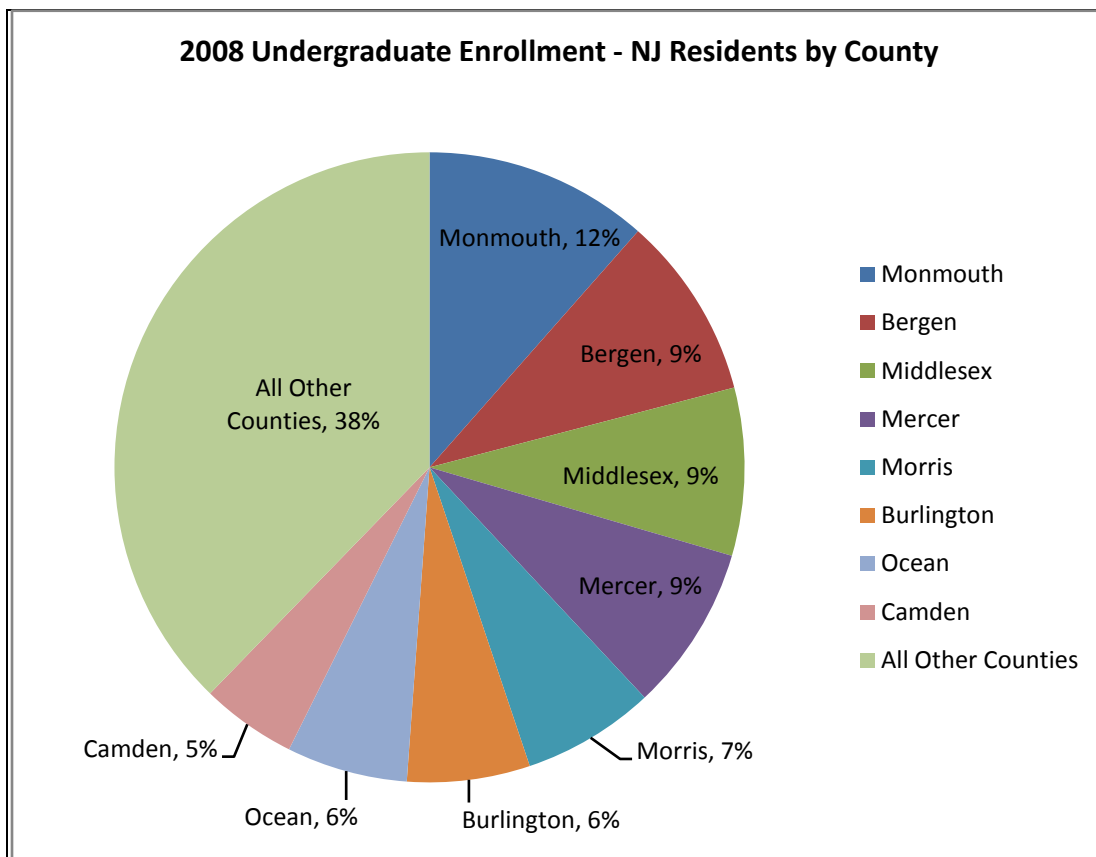
TCNJ serves all 21 New Jersey counties and approximately 92% of entering freshmen for fall 2008 were New Jersey residents.

**Required Table II.C.5:
Fall 2008 First-time Full-time Undergraduate Enrollment by State Residence**

State Residents	Non-State Residents	Total	% State Residents
1,188	107	1,295	91.7%

Source: SURE Fall Enrollment File

In addition, there are eight counties that supply five percent or more of the undergraduate enrollments. They are Monmouth, Bergen, Mercer, Middlesex, Morris, Burlington, Ocean, and Camden counties. The enrollment patterns in 2008 are not substantially different from those reported in 2007.



Source: Center for Institutional Effectiveness, The College of New Jersey

D. DEGREES CONFERRED AND CHARACTERISTICS OF GRADUATES

1. a. DEGREES CONFERRED BY RACE/ETHNICITY

The number of undergraduate degrees conferred in 2008 was not significantly different than that reported in 2007, nor was the percentage of students from various racial/ethnic backgrounds. The total number of degrees conferred (undergraduate and graduate) in 2008 was 1,892.

**Required Table II.D.1.a.:
Degrees Conferred by Race/Ethnicity, FY 2008**

	White		African American		Hispanic		Asian American		Native American		Non-Resident Alien		Not Reported		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Baccalaureate	1,155	79.2	59	4.0	85	5.8	98	6.7	0	0.0	5	0.3	57	3.9	1,459	100.0
Masters	318	73.4	19	4.4	13	3.0	20	4.6	0	0.0	1	0.2	62	14.3	433	100.0
Total	1,473	77.9	78	4.1	98	5.2	118	6.2	0	0.0	6	0.3	119	6.3	1,892	100.0

Source: IPEDS Completions Survey

1. b. DEGREES CONFERRED BY GENDER

The percentage of undergraduate degrees conferred to women and men 2008 was not significantly different than that reported in 2007, and proportionate to the number of women enrolled at TCNJ.

**Required Table II.D.1.b.:
Degrees Conferred by Gender, FY 2008**

	Men		Women		Total	
	#	%	#	%	#	%
Baccalaureate	584	40.0	875	60.0	1,459	100.0
Masters	85	19.6	348	80.4	433	100.0
Total	669	35.4	1,223	64.6	1,892	100.0

Source: IPEDS Completions Survey

2. DEGREES CONFERRED BY GENERAL FIELD

The five general fields in which the most degrees were conferred in FY2008 remained the same, but rank order changed slightly from FY2007. This year these were: Education, Business Management, Psychology, English/Letters, and Biological and Biomedical Sciences, where 71% of degrees were awarded. Last year the positions of Psychology and English/Letters were reversed. Not surprisingly, most master’s degrees were awarded in the general field of Education (87%).

**Required Table II.D.2.:
Degrees Conferred by General Field, FY 2008**

CIP	Major Category	Bachelor	Master	Total
13	Education	395	375	770
52	Business/Management	222	0	222
42	Psychology	188	0	188
23	English/Letters	131	11	142
26	Biological & Biomedical Sciences	103	0	103
50	Visual/Performing Arts	97	0	97
51	Health Professions	70	43	113
14	Engineering	67	0	67
45	Social Sciences	62	0	62
40	Physical Sciences	41	0	41
54	History	23	0	23
27	Mathematics	22	0	22
11	Computer Science	16	0	16
38	Philosophy/Religion	7	0	7
05	Area Studies	6	0	6
16	Foreign Languages	6	4	10
30	Multi/Interdisciplinary Studies	3	0	3
	Total	1,459	433	1,892

Source: IPEDS Completions Survey

E. STUDENT OUTCOMES

1.a. GRADUATION RATES BY RACE/ETHNICITY

Approximately 85% percent of the first-time full-time freshmen who entered TCNJ in the fall of 2002 graduated from the College within six years, an increase of 1.7% over last year. Perhaps more significantly, the 4-year graduation rates of African American, Hispanic, and Asian American undergraduates all increased, by 1.6%, 10.7% and 10.6%, respectively.

**Required Table II.E.1.a.:
Four-, Five- and Six-Year Graduation Rates
of Fall 2002 Full-time First-time Freshmen by Race/Ethnicity**

	White		African American		Hispanic		Asian American		Non-Resident Alien		Not Reported*		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Fall 2002 Cohort	915		94		89		62		3		69		1,232	
Graduates after 4 Years	652	71.3	34	36.2	54	60.7	47	75.8	1	33.3	45	65.2	833	67.6
Graduates after 5 Years	785	85.8	49	52.1	69	77.5	56	90.3	1	33.3	55	79.7	1,015	82.4
Graduates after 6 Years	803	87.8	56	59.6	73	82.0	56	90.3	1	33.3	56	81.2	1,045	84.8

* Not Reported includes Native American and those who elected not to report race/ethnicity
Source: SURE Cohort File

1.b. GRADUATION RATES BY INCOME CATEGORY (BASED ON NJEI INDEX)

In addition, the graduation rates of low income students (defined as student with a NJ Eligibility Index (NJEI) between 1 and 2,499) also increased. The four-year graduation rate increased by 3.7%, and the 6-year by 5.9%.

**Required Table II.E.1.b.:
Four-, Five- and Six-Year Graduation Rates
of Fall 2002 Full-time First-time Freshmen by Income**

	Low Income *		Non-Low Income		Unknown		Total	
	#	%	#	%	#	%	#	%
Fall 2002 Cohort	119		857		256		1,232	
Graduates after 4 Years	55	46.2	594	69.3	184	71.9	833	67.6
Graduates after 5 Years	80	67.2	720	84.0	215	84.0	1,015	82.4
Graduates after 6 Years	85	71.4	743	86.7	217	84.8	1,045	84.8

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.
Source: SURE Cohort File

2. THIRD SEMESTER (FIRST TO SECOND YEAR) RETENTION RATES

Over 95% of the first-time full-time freshmen who entered TCNJ in the fall of 2007 were retained for the fall 2008 semester at TCNJ. The College has maintained a first to second year retention rate of 95% over the last four years. This retention rate is consistent among sub-groups, and significantly exceeds all other New Jersey public colleges.

**Required Table II.E.2.a:
Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity
Fall 2007 to Fall 2008**

	White		African American		Hispanic		Asian American		Native American		Non-Resident Alien		Not Reported		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Retained	813	95.4	89	94.7	111	93.3	127	95.5	2	100.0	0		92	94.8	1,234	95.1
Not Retained	39	4.6	5	5.3	8	6.7	6	4.5	0	0.0	0		5	5.2	63	4.9
Total	852	100.0	94	100.0	119	100.0	133	100.0	2	100.0	0		97	100.0	1,297	100.0

Source: SURE Cohort File

**Required Table II.E.2.b:
Third Semester Retention of Full-time First-time Freshmen by Income
Fall 2007 to Fall 2008**

	Low Income *		Non-Low Inc.		Unknown		Total	
	#	%	#	%	#	%	#	%
Retained	122	96.1	862	95.7	250	92.9	1,234	95.1
Not Retained	5	3.9	39	4.3	19	7.1	63	4.9
Total	127	100.0	901	100.0	269	100.0	1,297	100.0

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

Source: SURE Cohort File

3. TRANSFER

The number of transfer students applying to TCNJ has remained fairly constant since 2001, while the number of students accepted and enrolling has increased, resulting in an increase in accept ration and enrollment yield over this period of time.

Transfer Admissions

	2001	2002	2003	2004	2005	2006	2007	2008
Number of Applications Received	837	962	904	968	1,035	1,006	852	901
Number of Acceptances	382	386	333	423	470	520	463	438
Number of Students Matriculated	217	211	186	234	259	319	273	262
Accept Ratio:	46%	40%	37%	43.7%	45%	51.7%	54.3%	48.6%
Enrollment Yield:	57%	55%	56%	55.3%	55%	61.3%	59.0%	59.8%

Source: Center for Institutional Effectiveness, The College of New Jersey

PERCENTAGE OF ENTERING STUDENTS WHO ARE TRANSFERS

Approximately 17% of the entering Fall undergraduates in Fall 2008 were transfers students, with a larger proportion of first-year transfers students electing part-time study than first-year freshmen did.

**Required Table II.E.3.:
Entering Undergraduates by Admission Status and Attendance Status, Fall 2008**

	New Transfer		First-time		Total	
	#	%	#	%	#	%
Full-time	250	16.0	1309	84.0	1559	100.0
Part-time	12	37.5	20	62.5	32	100.0
Total	262	16.5	1329	83.5	1591	100.0

Source: SURE Enrollment File

F. FACULTY CHARACTERISTICS

1. FULL-TIME FACULTY BY RACE/ETHNICITY, GENDER, & TENURE STATUS

Similarly to last year, 70% of the full-time faculty at TCNJ were tenured. Of the tenured full-time faculty group, 45% were female and approximately 22% were minority (no change from fall 2007). Of the regular full-time faculty as a whole (tenured and tenure-track), 48% were female (an increase from 46% in fall 2007) and 25% were minority (an increase from 24%). In 2008, The College of New Jersey employed 412 adjunct faculty (*part-time, adjunct, & professional staff*) who taught in fall 2008; 223 females and 189 males.

**Required Table II.F.1.:
Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2008**

	White		African American		Hispanic		Asian American		Native American		Non-Resident Alien		Race Unreported		Total	
	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>
Tenured																
Professor	46	28	0	1	1	1	4	1	0	0	0	0	0	0	51	31
Associate Prof.	40	33	3	6	5	3	7	7	0	0	0	0	0	0	55	49
Assistant Prof.	20	21	2	3	1	1	3	2	1	0	0	0	0	0	27	27
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-Total	106	82	5	10	7	5	14	10	1	0	0	0	0	0	133	107
Not Yet Tenured																
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	5	3	0	0	0	0	0	1	0	0	0	0	0	0	5	4
Assistant Prof.	26	32	2	2	1	1	5	10	0	0	0	0	4	5	38	50
All Others	1	3	0	0	0	1	0	0	0	0	0	0	0	1	1	5
Sub-Total	32	38	2	2	1	2	5	11	0	0	0	0	4	6	44	59
All Tenure Track																
Professor	46	28	0	1	1	1	4	1	0	0	0	0	0	0	51	31
Associate Prof.	45	36	3	6	5	3	7	8	0	0	0	0	0	0	60	53
Assistant Prof.	46	53	4	5	2	2	8	12	1	0	0	0	4	5	65	77
All Others	1	3	0	0	0	1	0	0	0	0	0	0	0	1	1	5
Grand Total	138	120	7	12	8	7	19	21	1	0	0	0	4	6	177	166

Source: IPEDS Human Resources Survey

2. PERCENTAGE OF COURSE SECTIONS TAUGHT BY FULL-TIME FACULTY

Most courses at TCNJ in the Fall 2008 semester, 71%, were taught by full-time faculty. The table on the next page includes information on both class size and type of instructor.

**Required Table II.F.2.:
Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2008**

Number of Class Sections (includes Lectures, Seminars and other formal class activities)								
Section Size	Taught by Full-time Faculty		Taught by Part-time Faculty (Adjuncts)		Taught by Others*		Total of Each Size	
	#	%	#	%	#	%	#	%
2-9	45	4%	13	1%	2	0%	60	6%
10-19	288	28%	76	7%	2	0%	366	36%
20-29	311	30%	137	13%	8	1%	456	44%
30-39	61	6%	40	4%	3	0%	104	10%
40-49	22	2%	14	1%	0	0%	36	4%
50-99	5	0%	0	0%	0	0%	5	0%
Total of Each Instructor Type	732	71%	280	27%	15	1%	1027	100%
Subsections (includes Laboratories, Studios, Recitations and other supplemental class activities)								
2-9	66	22%	7	2%	42	14%	115	38%
10-19	72	24%	19	6%	17	6%	108	35%
20-29	51	17%	32	10%	0	0%	83	27%
Total of Each Instructor Type	189	62%	58	19%	59	19%	306	100%

Source: Center for Institutional Effectiveness, The College of New Jersey

3. RATIO OF FULL-TIME TO PART-TIME FACULTY

Full-time faculty headcount for fall 2008 was 343, and part-time/adjunct faculty headcount was and 403. The full-time equivalent (FTE) for full-time faculty was 343, and for part-time/adjunct faculty was 140, with a total FTE of 487. Thus, on an FTE basis, full-time faculty are 70% of the instructional force at TCNJ (46% of the total headcount). Approximately 87% of the full-time teaching faculty hold terminal degrees.

Faculty Full-time Equivalency, Terminal Degrees and Student:Faculty Ratio

	2002	2003	2004	2005	2006	2007	2008
Full-Time Faculty FTE	364	334	350	362	347	361	343
Teaching Administrators FTE	12	8	6	12	5	5	4
Adjunct & Part-time FTE	133	126	114	125	143	132	140
TOTAL FTE FACULTY	509	469	470	499	495	498	487
Number of Tenured Faculty ⁽¹⁾	219	230	232	230	234	236	240
Tenure Rate ⁽¹⁾	67%	67%	70%	67%	70%	70%	70%
% Holding Terminal Degrees	89%	90%	90%	87%	89%	88%	87%
Student Teacher Ratio ⁽²⁾	12:1	12:1	12:1	12:1	13:1	13:1	13:1

FT = Full-time; FTE = Full-time Equivalency Equated at 24 Faculty Weighted Hours per Year

(1) Applies to Full-Time Faculty Only

(2) FTE students to FTE Faculty

Source: Center for Institutional Effectiveness, The College of New Jersey

**Required Table II.F.3.:
Fall 2008 Ratio of Full- to Part-time Faculty, Fall 2008**

Full-time		Part-time		Total	
#	%	#	%	#	%
343	46.0	403	54.0	746	100.0

Source: IPEDS Human Resource Survey

G. CHARACTERISTICS OF THE BOARD OF TRUSTEES (FALL 2009)

According to its by- laws “the purpose of the Board of Trustees of The College of New Jersey is to hold The College in trust for the public, representing the public interest in governance, policies, and development of The College within the spirit of its mission and intent of the laws and regulations governing the Board and The College.” TCNJ welcomed three new members to the Board of Trustees this year: Ms. Eleanor V. Horne, Mrs. Rosie Hymerling; and Ms. Gayle Matthei-Meredith.

1. RACE/ETHNICITY AND GENDER

**Required Table II.G.1:
Fall 2009 Board of Trustees, Race/Ethnicity and Gender**

	White	African American	Hispanic	Asian American	Native American	Non-Resident Alien	Unreported	Total
Male	5	1	1	0	0	0	0	7
Female	7	1	0	1	0	0	0	9
Total	12	2	1	1	0	0	0	16

Source: TCNJ Office of the President: www.tcnj.edu/~trustees

2. LIST OF TRUSTEES WITH TITLES AND AFFILIATIONS

**Required Table II.G.2:
Members of the Board of Trustees with Title and Affiliation, FY2010**

Name	Title	Affiliation
Mrs. Susanne Svizeny	Regional President	Wachovia Bank
Mr. Christopher R. Gibson, Esq.	Attorney	Archer & Greiner
Mr. Bradley S. Brewster	Partner	Princeton Public Affairs Group
Dr. Poonan Alaigh	Physician	Horizon Blue Cross Blue Shield of NJ
Dr. Robert A. Altman	Retired	
Mr. Jorge Caballero	Partner	Deloitte & Touche
Ms. Eleanor V. Horne	Vice President	ETS
Mrs. Rosie Hymerling	Retired	
Mr. James P. McAndrew	President/CEO	Magic Media, Inc.
Ms. Anne P McHugh, Esq.	Attorney	Pellettieri, Rabstein & Altman
Ms. Gayle Matthei-Meredith	Managing Director	Grubb & Ellis
Mrs. Barbara A. Pelson	Retired	
Mr. Miles Powell	Director of Business Dev.	Alaimo Group
Ms. Jumana Jaloudi	Student	The College of New Jersey
Mr. Thomas Little	Student	The College of New Jersey
R. Barbara Gitenstein, PhD	President,	The College of New Jersey

3. URL OF WEBPAGE WITH INFORMATION ON TRUSTEES

The URL for further information about TCNJ’s Board of Trustees, including meeting agendas and minutes, is: <http://www.tcnj.edu/~trustees/>

H. PROFILE OF THE INSTITUTION

1A. UNDERGRADUATE DEGREE PROGRAMS

Bachelor of Arts (BA)

- Art (*option in Teacher Preparation*)
- Art History
- Biomedical Engineering (**BABME**)
- Communication Studies
- Economics
- English* (*options in Journalism, Professional Writing*)
- History*
- Interactive Multimedia
- International Studies
- Mathematics* (*option in Statistics*)
- Philosophy
- Political Science
- Psychology
- Self-Designed Major
- Sociology
- Spanish*
- Women's and Gender Studies

Bachelor of Fine Arts (BFA)

- Digital Arts
- Fine Arts
- Graphic Design

Bachelor of Music (BM)

- Music (*options in Performance, Teacher Preparation*)

Bachelor of Science in Nursing (BSN)

- Nursing

Bachelor of Science (BS)

- Accountancy
- Biology*
- Business Administration(*specializations in Finance, Interdisciplinary Business, International Business, Management Marketing*)
- Chemistry*
- Civil Engineering (**BSCE**)
- Computer Engineering (**BSCoE**)
- Computer Science
- Criminology
- Early Childhood Education**
- Economics
- Education of the Deaf and Hard of Hearing***
- Elementary Education**
- Electrical Engineering (**BSEE**)
- Engineering Science(*specializations in Biomedical Engineering, Engineering Management*)(**BSE**)
- Health and Exercise Science*
- Mechanical Engineering (**BSME**)
- Physics* (*options in Biomedical Physics, Computational Physics, Earth Science, Liberal Arts Physics, Teacher Preparation*)
- Special Education**
- Technological Studies*

* Undergraduate discipline-specific secondary education teacher preparation is also available.

** Students in Early Childhood and Elementary Education programs must also have a disciplinary major in one of the following: Art, Biology, English, History, Mathematics, Music, Psychology, Sociology, Spanish, Math/Science/Technology, Women's and Gender Studies.

*** Non-certification at the baccalaureate level; 5-year dual certification at the master's level.

Source: Office of Academic Affairs, The College of New Jersey

1B. GRADUATE DEGREE PROGRAMS

Master of Arts (MA)

- Applied Spanish Studies (*No longer accepting applicants*)
- Community Counseling (*Options include: Substance Abuse and Addiction Counseling; Human Services*)
- English
- School Counseling

Master of Arts in Teaching (MAT)

- Elementary Education
- Early Childhood
- Education of the Deaf and Hard of Hearing
- Secondary Education (*Specializations include: Biology, English, Health and Physical Education, Mathematics, Physical Science, Social Studies, Technology Education*)
- Special Education

Master of Education (MED)

- Educational Leadership (*Including specialization in Instruction*)
- Health Education (*No longer accepting applicants*)
- Physical Education (*No longer accepting applicants*)
- Reading
- Special Education (*Including specialization in Teacher of students with blindness or visual impairment*)
- Teaching English as a Second Language

Master of Science (MS)

- Educational Technology

Master of Science in Nursing (MSN)

- Nursing (*Options include: Family Nurse Practitioner, Adult Nurse Practitioner, Neonatal Nurse Practitioner, Clinical Nurse Leader*)

Education Specialist (EDS)

- Marriage and Family Counseling

I. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

During the 2008-09 academic year, faculty and staff at The College of New Jersey were involved in a variety of research projects supported by both internal and external grants, sabbatical leaves, and summer undergraduate student-faculty research projects. Faculty, staff, and students are also dedicated to public service to the community, New Jersey, the nation and the world through partnerships, centers (see table on next page), and other initiatives. For example, the TCNJ Professional Development School Network partners our School of Education with 18 New Jersey public schools to provide staff development activities. Examples of a few of TCNJ's varied research and public service activities are included below.

Bonner Center for Civic and Community Engagement

TCNJ continued to receive regional and national awards for its commitment to community engaged learning (or service-learning) initiatives. The College's student leadership and service scholarship program—the Bonner Community Scholars—spent approximate 20,000 hours addressing the unmet needs of the Trenton area and the state. These students also mobilized the first year class (the class of 2012)—over 1200 individuals—to complete an additional 11,000 hours of community engaged learning projects between September and June. Faculty members were a key part of this mission driven activity—as students in 50 courses participated in projects that provided them with the opportunity to learn while having a positive impact in the community.

Adaptive Technology Center for NJ Colleges:

The Adaptive Technology Center for New Jersey Colleges increases opportunities for New Jersey college students who have disabilities to meet the academic demands of college by providing access to appropriate technology tools. The Center disseminates information on assistive technology, operates an adaptive technology lending program, and provides outreach and training to faculty, staff and students at New Jersey colleges and universities. Supported by the New Jersey Commission on Higher Education, the Center just received an award of \$1,000,000 in funding for the next five years.

TCNJ Clinic

The TCNJ Clinic is a community based clinic that provides practical supervised experience for both graduate and post-graduate students in the Department of Counselor Education to further expand their counseling and therapy skills. Student interns address a variety of clinical issues e.g., anxiety, depression, substance abuse, job loss, family communication problems, parenting struggles, grief and loss. Since the Clinic's inception in November 2005, the TCNJ Clinic has served over 447 campus and community clients. The TCNJ Clinic also provides individual counseling and family therapy to faculty and staff through TCNJ's Employee Assistance Program (EAP).

In December 2007 the Clinic had an opening ceremony for its new Interactive Play Therapy Room after receiving a \$10,000 grant from Bright Horizons Foundation for Children. Most recently, the Clinic was awarded a \$170,000 two year grant by Mercer County to provide Parent-Child Interactive Therapy (PCIT) which focuses on improving parent-child interaction for parents of children with behavior problems. This is an evidence based practice that targets children between the ages of 2-10 years old. The Clinic further provides opportunities for research on family systems and treatment.

Center for Youth Relationship Development

The Center for Youth Relationship Development conducted research on young women's narratives about their own and their partners' positive and negative relationship experiences and how these behaviors were related to conflict tactics and relationship satisfaction. Such work will inform future interventions. Research on how youth's sexual abuse experience was related to romantic and sexual intimacy also was completed.

Centers at TCNJ

Center Name	Description	Website
Adaptive Technology Center For NJ Colleges	The Adaptive Technology Center for New Jersey Colleges increases opportunities for New Jersey college students who have disabilities to meet the academic demands of college by providing access to appropriate technology tools.	http://adaptivetech.tcnj.edu/
The Alan Dawley Center for the Study of Social Justice	The ADCSSJ aims to provide a focal point for students, scholars, community leaders, and public intellectuals involved in social justice issues in the state of New Jersey and beyond. The ADCSSJ seeks to be the voice and nerve center of TCNJ's core beliefs and public mission that "regards education in the service of human welfare as its chief end."	http://www.tcnj.edu/~adcssi/
Bonner Center for Civic and Community Engagement	The Bonner Center cultivates the common ground that exists between the educational mission of the College and the interests and needs of the local community. It does so by creating teaching and learning opportunities that simultaneously build the capacity of TCNJ students and community organizations in Trenton and the region. In so doing, the Center puts the College's main values into action and strives to foster a more enlightened, participatory and egalitarian society.	http://www.tcnj.edu/~bonner/
Career and Community Studies	Career & Community Studies is a college-based, liberal studies program designed to prepare students (ages 18-25) for adult life through academic rigor, career discovery and preparation and peer socialization as part of a diverse community of learners. Students wanting to be considered for this program must present a disability that is characterized by significant limitations both in intellectual functioning and in adaptive behavior, seeking a post-secondary experience on a college campus and requires a strong system of supports. Students must be highly motivated young adults who have received extensive educational services in either public or private schools and would likely have considerable difficulty succeeding in a traditional college degree program.	http://www.tcnj.edu/~ccs/
Center for Assistive Technology And Inclusive Educational Studies (CATIES)	CATIES is a research and service initiative of The College of New Jersey's School of Education. It is dedicated to improving the educational experiences of children with disabilities by linking faculty and staff expertise with the needs of New Jersey's educational community.	http://www.tcnj.edu/~caties/
The Center for Excellence in STEM Education	The Center for Excellence in STEM (Science, Technology, Engineering, and Mathematics) Education at The College of New Jersey brings together a multidisciplinary team of educators, researchers, and practitioners. The Center promotes inquiry and design-based learning to engage learners in the understanding and application of mathematical, scientific, technological, and engineering concepts and principles. It functions as a school service center, a demonstration and professional development center for teachers, a product development center, and a community resource.	http://center4stem.org
Center for Youth Relationship Development	The Center for Youth Relationship Development conducts research, develops interventions, and educates students and professionals to improve understanding of the emotional and cognitive processes in relationships. Satisfying relationships are central for mental and physical health.	http://www.tcnj.edu/~cyrd/
Municipal Land Use Research Center	MLUC @ TCNJ was established five years ago to improve the coordination and integration of transportation planning and land-use decision-making by working closely with State departments and agencies while simultaneously enhancing local governments' planning capacity. Even in its relatively brief history, MLUC @ TCNJ has already achieved a long list of proud accomplishments. We are currently a leading partner in "Sustainable Jersey," and are engaged with municipalities throughout the state in extensive zoning and land-use reform. In this way, MLUC @ TCNJ has added environmental planning and social equity concerns to its original repertoire of transportation planning and land-use decision-making.	http://www.tcnj.edu/~mluc/
Professional Development School Network	The PDSN is a dynamic partnership between and among The College of New Jersey and select school districts located within a 30-mile radius of The College.	http://www.tcnj.edu/~educat/pdsn/index.html

Center Name	Description	Website
Small Business Development Center	The College of New Jersey Small Business Development Center is part of a statewide/nationwide network of small business development centers designed to provide free and confidential small business management counseling and low-cost comprehensive training workshops to assist the small business communities in Mercer and Middlesex counties.	http://www.tcnj.edu/~sbdc/

Fiscal Year 2008 Total Academic Research and Development (R&D) Expenditures were down slightly (\$87,719) from the previous year, but above fiscal year 2006. While Federally, State, and Privately Financed Academic R&D expenses declined, institutionally financed expenses increased. The R&D Expenditures for fiscal year 2008 are included in the table below.

**Required Table III.1.:
Research and Development Expenditures, 2008**

Expenditure	Amount
Federally Financed Academic R&D Expenditures	\$154,352
State Financed Academic R&D Expenditures	\$262,287
Privately Financed Academic R&D Expenditures	\$230,633
Institutionally Financed Academic R&D Expenditures	\$6,634,425
Total Academic R&D Expenditures	\$7,281,697

Source: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (Survey of Research and Development Expenditures at Colleges and Universities).

J. THE STATUS OF MAJOR CAPITAL PROJECTS (*AS OF JUNE 2009*)

PROJECTS IN PLANNING

Eickhoff HVAC and Roof Repair

This project will address the roof and HVAC equipment which are beyond their usable service life. It is currently in design and will be completed by August 2010.

Green Hall Exterior Envelope Project

The exterior envelope of Green Hall was identified as a priority project through the College's asset renewal plan. The project is currently in design and will replace the roof, address issues with the windows, the clock tower, brick re-pointing and basement waterproofing.

New Education Building

The College is in the design phase for a new +/- 72,000 GSF Education Building as part of its Academic Master Plan.

PROJECTS IN CONSTRUCTION

68 Library Renovation

The '68 Library was vacated when the New Library was completed. This space is now being reconfigured as swing space as part of the College's master plan and is currently in construction. The expected completion date is December 2009.

Decker Hall Renovation

Based upon the College's Housing Master Plan, Decker Hall will have an internal renovation to the bathrooms and the replacement of all plumbing risers in the facility. Construction has begun and is expected to be complete by August 2010.

Dining Renovations

This project consists of renovations to the Brower Student Center (BSC) Food Court, Travers Wolfe Dining Hall and Eickhoff Dining Hall. The Eickhoff Hall renovation will take place in two phases, occurring in the summer of 2009 and summer 2010. The BSC Food Court renovation was completed in the summer of 2008 and the Travers Wolfe dining renovation will be completed in the summer of 2009.

New Art and Interactive Multimedia Building

The College of New Jersey is constructing a new +/-70,000 gross square foot building to house the Art & Interactive Multimedia departments of the School of Arts and Communication. This facility will house Art History, Digital Arts, Fine Arts, Graphic Design, Interactive Multimedia, Photography, faculty and administrative offices, as well as building support spaces. Building occupancy is projected for November 2009.

New Student Apartments

Based upon the College's Housing Master Plan, this project will provide approximately 400 beds for upper class students. The facility is in the final stages of construction and will be complete by August 2009.

K. Other (Optional)

The College of New Jersey

The College of New Jersey (TCNJ) is a highly selective institution that has earned national recognition for its commitment to excellence in undergraduate education. Founded in 1855, TCNJ has become an exemplar of the best in public higher education and is consistently acknowledged as one of the top comprehensive colleges in the nation. TCNJ currently is ranked as one of the 75 “Most Competitive” schools in the nation by *Barron’s Profiles of American Colleges* and is rated the number one public master’s college in the northern region of the country by *U.S. News & World Report*. TCNJ was named the number ten value in public higher education by the *Princeton Review* in 2009 and, in 2006, was awarded a Phi Beta Kappa chapter—an honor shared by less than 10 percent of colleges and universities nationally.

TCNJ offers a comprehensive range of academic programs in the liberal arts, sciences, as well as professional schools. TCNJ is committed to significant learning experiences at every level, beginning with academic seminars for first semester students and culminating in capstone courses for seniors. There are no teaching assistants—all classes are taught by faculty members—and a 12-to-1 student-to-faculty ratio allows for small classes and personalized attention. Specialized undergraduate research programs, internships, and global study opportunities at TCNJ equal or surpass what is offered by top private colleges.

Commitment to Success

- TCNJ has a unique mission among state colleges. That mission calls for the provision, to a diverse community of learners, of an undergraduate, residential experience that is highly competitive and designed to produce future leaders of and significant contributors to fields that are critical to our state. TCNJ has been quite successful in fulfilling that mission.
 - TCNJ was named by the *Princeton Review* as one of the top-10 values in public higher education for 2009.
 - TCNJ was awarded, in 2006, a [Phi Beta Kappa](#) chapter—an honor shared by less than 10 percent of colleges and universities nationally.
 - TCNJ is the top-ranked (5th overall) public master’s college in the northern region of the country, according to *U.S. News & World Report*, and has been since the ranking’s inception 17 years ago.
 - TCNJ is the only New Jersey college or university to make *U.S. News*’ list of 70 up-and-coming institutions.
 - TCNJ is one of only 5 state-supported schools nationally to be named among *Barron’s Profiles of American Colleges*’ 75 most competitive colleges. The others are UVA, UNC Chapel Hill, William and Mary, and UCLA.
 - TCNJ is a national model of teacher-scholarship, and, through programs like the Mentored Undergraduate Summer Experience, encourages undergraduate-faculty collaboration in research.

Results

- 99% of TCNJ alumni rated their educational experience as an outstanding value.
- TCNJ has the 5th highest graduation rate of public colleges and universities nationwide and surpasses those achieved by many prestigious private institutions.

- TCNJ has a 95% first-to-second year retention rate. When students stay in school, they stay on course for timely graduation and save money. This is also an indicator that the whole system at an institution, not just the recruitment component, is working properly.
- TCNJ students and faculty have won numerous major fellowships during the last decade, including Carnegie, Fulbright, Marshall, Gates Millennium, Goldwater, Phi Kappa Phi, Truman, and National Science Foundation awards.
- According to the most recent National Survey for Student Engagement, TCNJ bettered the average of its Carnegie Foundation peers in the level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment, as they apply to the experience of first-year students.
- Since 1985, TCNJ has made it to 70 NCAA athletic championships and won 38 Division III national titles while producing 48 Division III Academic All-Americans.

Faculty and Staff Excellence

- TCNJ's faculty and staff members are nurturing instructors and national leaders in their fields who are frequently acknowledged for their excellence. They are a source of pride and recognition for the state. A few examples from the last year alone include:
 - Dean Susan Bakewell-Sachs, who was selected for the prestigious Robert Wood Johnson Executive Nurse Fellowship, one of just 20 nurse leaders chosen nationally for this program;
 - Professor Jess Row, who was named to *Granta's* "Best of Young American Novelists" 2007 list, which is published by the literary magazine every 10 years and includes only 21 distinguished young writers born after 1970;
 - Women's lacrosse coach Sharon Pfluger, who joined the 50th class of the National Lacrosse Hall of Fame;
 - Assistant Provost Bob Anderson, who was named an Outstanding First-year Student Advocate by the National Resource Center for First-year Experience and Students in Transition.

Remarkable Students

- TCNJ students have won 24 major fellowships during the last decade, including Fulbright, Marshall, Gates Millennium, Goldwater, Phi Kappa Phi, Truman, and National Science Foundation awards.
- TCNJ has produced 48 Division III Academic All-Americans
- TCNJ has made it to 70 NCAA athletic championships and won 38 Division III national titles.

Invaluable to Students and the State

- *Kiplinger's Personal Finance* rates TCNJ as the 5th best value in public higher education nationally for out of state students and the 23rd best value for in-state students in 2008--significantly higher than any other New Jersey school.
- TCNJ offers a campus that has been ranked among the 20 most beautiful in the nation by *The Princeton Review* as well as a library that is rated #4 nationally by the publication, trailing only Harvard, Princeton, and Duke Universities.
- More than 90% of TCNJ students are New Jersey residents
- 74.1% of students admitted to but declining to enroll at TCNJ leave New Jersey for their college education, according to data from the National Clearinghouse. TCNJ helps keep many students in New Jersey who would otherwise leave to seek baccalaureate education.

- TCNJ attracts high-achieving students from out of state who rank in the top 10% of their high school classes and have SAT scores of approximately 1,300 out of 1,600
- Most TCNJ students (64%) graduate in four years, and nearly all have earned degrees within five (81%) or six years (86%). At other state colleges and universities, only about 30% of students graduate in four years, and less than 53% graduate within six years. That means TCNJ students pay for fewer years of education and save in excess of \$30,000 in total cost compared to their peers at other New Jersey colleges and universities. Therefore, the majority of TCNJ's students also have an additional two years of post-college earning power.
- 89% of TCNJ's most recent graduating class rated their undergraduate academic experience and career preparation as either excellent or above average.
- 97% of TCNJ's most recent graduating class indicated that their career preparation was excellent, above average, or average.
- Students have highest first time passing rates in the state for CPA exam, Education (Praxis) exam, and Engineering Fundamentals exam
- 43,000 of The College's 64,000+ alumni live or work in the State of New Jersey
- During the last five years, TCNJ has secured increasing numbers of federal grants providing millions of dollars for programs that improve the quality and diversity of New Jersey's teachers and increase the participation of underrepresented groups in the sciences.
- TCNJ has maintained a service-learning requirement of all first year students. This provides local and state communities with approximately 20,000 hours of community service each year.