



The College of New Jersey

Annual Institutional Profile Report

2010

**THE COLLEGE OF NEW JERSEY
EXCELLENCE AND ACCOUNTABILITY REPORT
ACADEMIC YEAR 2009-2010**

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 6400 undergraduate students, 95% of whom are New Jersey residents, as well as approximately 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 graduate and undergraduate programs are accredited and/or approved by specialized, programmatic organizations, with 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

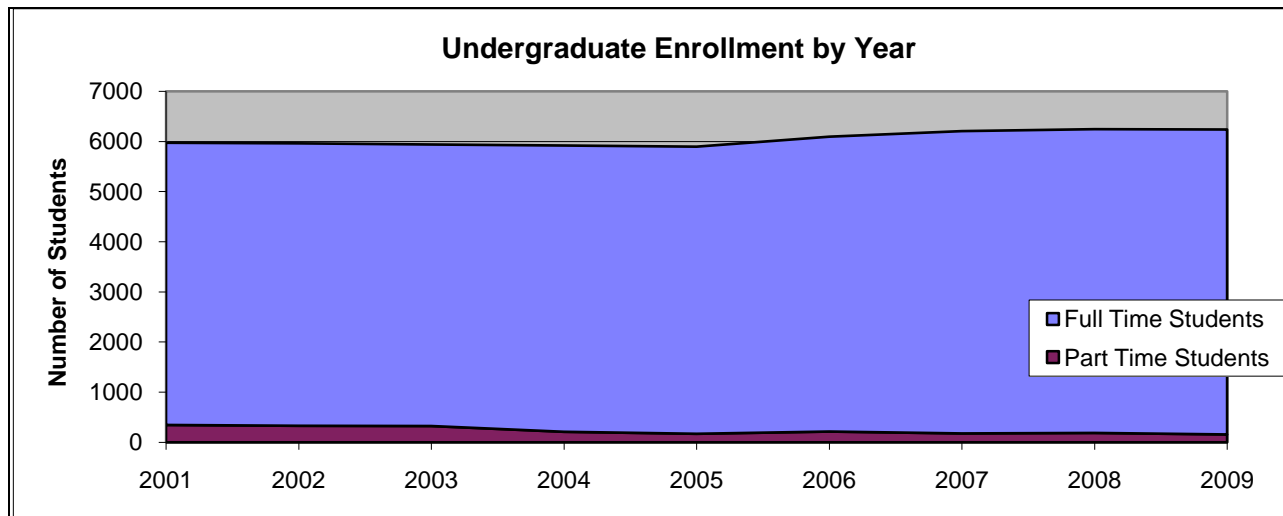
Full-time and part-time undergraduate enrollment in the fall of 2009 was 6080 and 157 respectively. As in 2008, full-time students represent 97% of the total undergraduate population.

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

	Undergraduate Students	
	#	%
Full-Time	6080	97
Part-Time	157	3
Total	6237	100

Source: IPEDS Fall Enrollment Survey

Overall undergraduate enrollment has remained relatively stable.



Source: IPEDS Fall Enrollment Survey

2. NUMBER OF GRADUATE STUDENTS BY ATTENDANCE STATUS

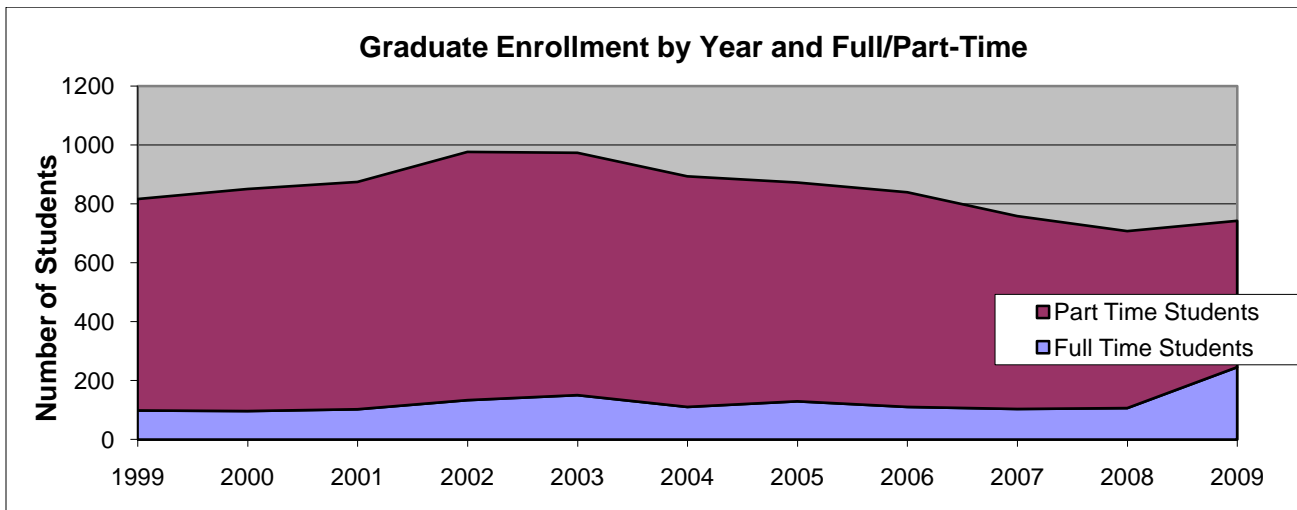
Full-time graduate student enrollment in the fall of 2009 was 246, while part-time enrollment was 497, part-time graduate students making up 67% of the graduate student population.

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

	Graduate Students	
	#	%
Full-Time	246	33.1
Part-Time	497	66.9
Total	743	100.0

Source: IPEDS Fall Enrollment Survey

Graduate enrollment has been declining since 2003, however, in 2009 graduate enrollment experienced a small increase in the number of students enrolled. The increase in the number of full-time students in 2009 is due in part to a change in student information systems, where full-time status of graduate students is now nine student credit hours (not 12), consistent with external reporting requirements.



Source: IPEDS Fall Enrollment Survey

3. NUMBER OF NON-CREDIT STUDENTS SERVED

{Only applicable to, and provided by CHE to, Community Colleges}

4. UNDUPLICATED NUMBER OF STUDENTS FOR ENTIRE ACADEMIC YEAR

**Required Table II.B.4:
Unduplicated Number of Students for Entire Academic Year**

	Headcount	Credit Hours	FTE
Undergraduate	6681	199,564	6236
Graduate	1318	12,861	536
Total	7999	212,425	6772

Source: IPEDS 12-Month Enrollment Survey

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

FALL 2009 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, 2002 through 2009. The number of applications received has steadily increased over this period, while enrollment has remained fairly constant, effecting both accept ratio and enrollment yield. 9,283 students applied for admission for the fall 2009 semester and 1,284 were enrolled.

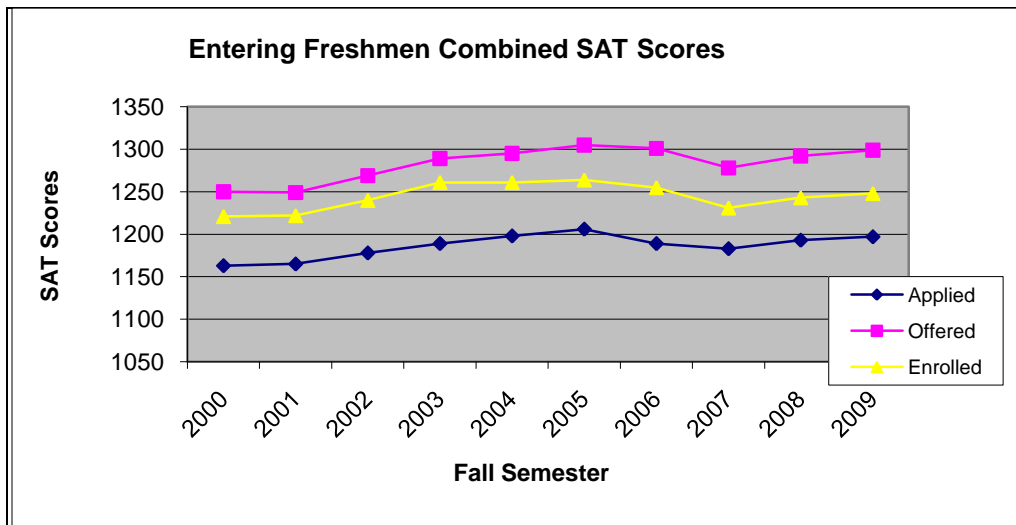
Freshmen Admissions: Applications, Acceptances, Enrolled - 2002 to 2009

	2002	2003	2004	2005	2006	2007	2008	2009
FRESHMEN (All)								
Number of Applications Received	6323	6373	6485	7300	8185	8607	9692	9283
Number of Acceptances	3024	3070	3113	3289	3570	4005	4112	4267
Number of Students Matriculated	1232	1178	1231	1236	1270	1297	1295	1284
Accept Ratio:	48%	48%	48%	45%	44%	47%	42%	46%
Enrollment Yield:	41%	38%	39.5%	38%	36%	32%	31%	30%

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 1247 for fall 2009, a four point increase over last year. For combined Math, Reading and Writing the average score was 1862. The following chart displays a second upward trend after a low in fall 2007 in the applied, accepted, and enrolled mean combined Math and Reading SAT for all entering freshman from fall 2000 to 2009.



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 2009**

	SAT Verbal (Reading)	SAT Math	SAT Writing	Average H.S. School Rank	Number of Entering Students (valid count)	Percent of Total (valid %)
General Admits	629	656	632	91	1058 (1031)	82% (83%)
EOF Admits	499	521	512	89	83 (83)	6% (7%)
Special Admits	544	564	553	78	143 (134)	11% (11%)
Total Freshman Class	611	637	615	89	1284 (1248)	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 2009**

Total Fall 2008 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
6,237	46	0.7%

As a Factor of First-time, Full-time Freshmen Enrolled in Fall 2009

Total Fall 2008 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
1,284	46	3.6%

By Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	0	0.0%
Algebra	21	1.6%
Reading	0	0.0%
Writing	25	1.9%
English	0	0.0%

Source: SURE Fall Enrollment File

3.a. UNDERGRADUATE STUDENTS BY RACE/ETHNICITY

In Fall 2009, students who declared themselves African American, Asian American, Hispanic or Native American made up approximately twenty-two percent of the total full-time enrollment.

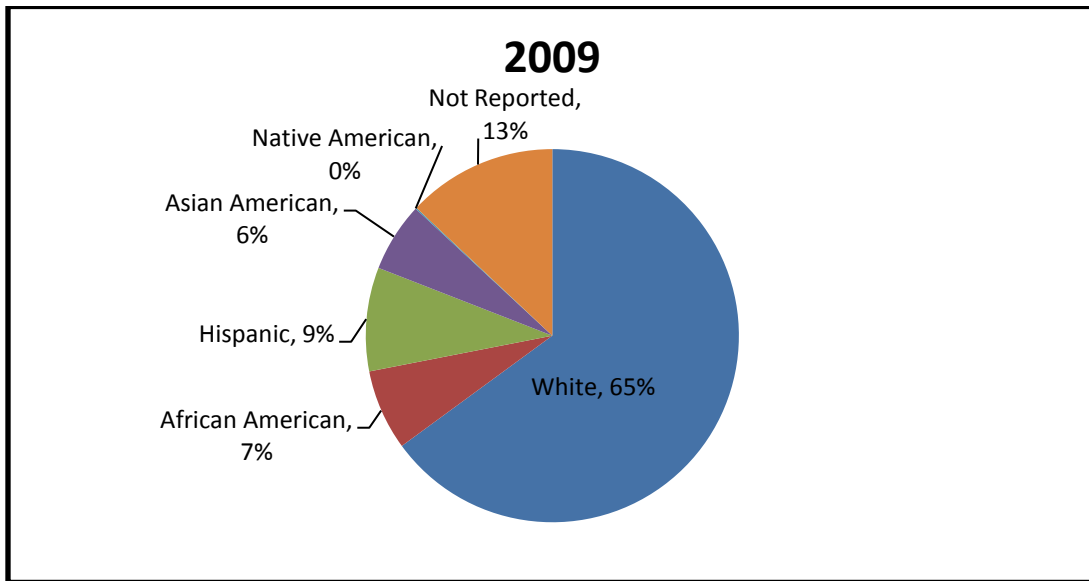
**Required Table II.C.3.a.:
Undergraduate Enrollment by Race/Ethnicity, Fall 2009**

	White		African American		Hispanic		Asian American		Native American		Non-Res. Alien		Not Reported		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Full-Time	3,957	65.1	387	6.3	539	8.8	377	6.2	4	0.1	58	1.0	758	12.5	6,080	100.0
Part-Time	88	56.0	17	10.8	10	6.4	7	4.5	0	0.0	2	1.3	33	21.0	157	100.0
Total	4,045	64.9	404	6.5	549	8.8	384	6.2	4	0.1	60	0.9	791	12.7	6,237	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. This year, African American enrollment decreased from 6.7% to 6.5% and Hispanic increased from 8.7% to 8.8%. The number of students electing not to report their race also increased, from 10% to almost 13%.

Race/Ethnicity of All Undergraduates, Fall 2009
(Percentages are based on undergraduates with known race/ethnicity)



Source: IPEDS Fall Enrollment Survey

3. b. UNDERGRADUATE STUDENTS BY GENDER

The percentage 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 2009, female students made up 58.6% of the total undergraduate population, no change from the percentage of last year.

Undergraduate Enrollment by Gender, Fall 2004-2009

Gender	2004		2005		2006		2007		2008		2009	
	#	%	#	%	#	%	#	%	#	%	#	%
Female Students	3548	59.8	3486	58.9	3400	57.5	3531	57.9	3622	58.4	3656	58.6
Male Students	2390	40.3	2432	41.1	2495	42.5	2563	42.1	2583	41.6	2581	41.4
TOTAL	5938	100	5918	100	5895	100	6094	100	6205	100	6237	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 2009**

	Females		Males	
	#	%	#	%
Full-Time	3561	58.6	2519	41.4
Part-Time	95	60.5	62	39.5
Total	3656	58.6	2581	41.4

Source: IPEDS Fall Enrollment Survey

3.c. UNDERGRADUATE STUDENTS BY AGE

The majority of undergraduates at TCNJ, 83.9%, are between the ages of 18-21, not significantly different from last year.

**Required Table II.C.3.c.:
Undergraduate Enrollment by Age, Fall 2009**

		Less Than 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
		#	%	#	%	#	%	#	%	#	%	#	%
Full-time	#	7	2,332	2,883	753	69	10	7	15	4	0	0	6,080
	%	0.1	38.4	47.4	12.4	1.1	0.2	0.1	0.2	0.1	0.0	0.0	100.0
Part-time	#	7	5	12	78	20	12	8	10	5	0	0	157
	%	4.5	3.2	7.6	49.7	12.7	7.6	5.1	6.4	3.2	0.0	0.0	100.0
Total	#	14	2,337	2,895	831	89	22	15	25	9	0	0	6,237
	%	0.2	37.5	46.4	13.3	1.4	0.4	0.2	0.4	0.1	0.0	0.0	100.0

Source: IPEDS Fall Enrollment Survey

4. FINANCIAL AID FROM STATE, FEDERAL & INSTITUTION-FUNDED PROGRAMS, FY 2009
(CORRESPONDS TO ACADEMIC YEAR 2008-09)

TCNJ provided slightly more institutional funding, and more per student, in fall 2008 than fall 2007.

**Required Table II.C.4:
Financial Aid from State, Federal & Institution-Funded Programs
FY 2009 (Academic Year 2008-2009)**

	Recipients	Dollars (\$)	\$/Recipient
STATE PROGRAMS			
TAG	891	\$5,011,964	\$5,625.10
EOF	360	\$483,421	\$1342.84
Bloustein Scholars	1,146	\$1,050,086	\$916.31
Urban Scholars	145	\$132,293	\$912.37
NJCLASS Loans	856	\$10,281,515	\$12,011.12
NJ Stars II	93	\$332,940	\$3580.00
OSRP	405	\$1,074,280	\$2,652.54
FEDERAL PROGRAMS			
Pell Grants	871	\$3,024,009	\$3,471.88
College Work Study	140	\$172,110	\$1,229.36
Perkins Loans	83	\$238,900	\$2,878.31
SEOG	171	\$242,795	\$1,419.85
Stafford Loans (Subsidized)	1,980	\$8,299,388	\$4,191.61
Stafford Loans (Unsubsidized)	2,395	\$9,666,508	\$4,036.12
PLUS Loans	226	\$2,507,058	\$11,093.18
SMART, ACG & Other	41	\$117,852	\$2,874.44
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	2,151	\$11,752,855	\$5,463.90
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

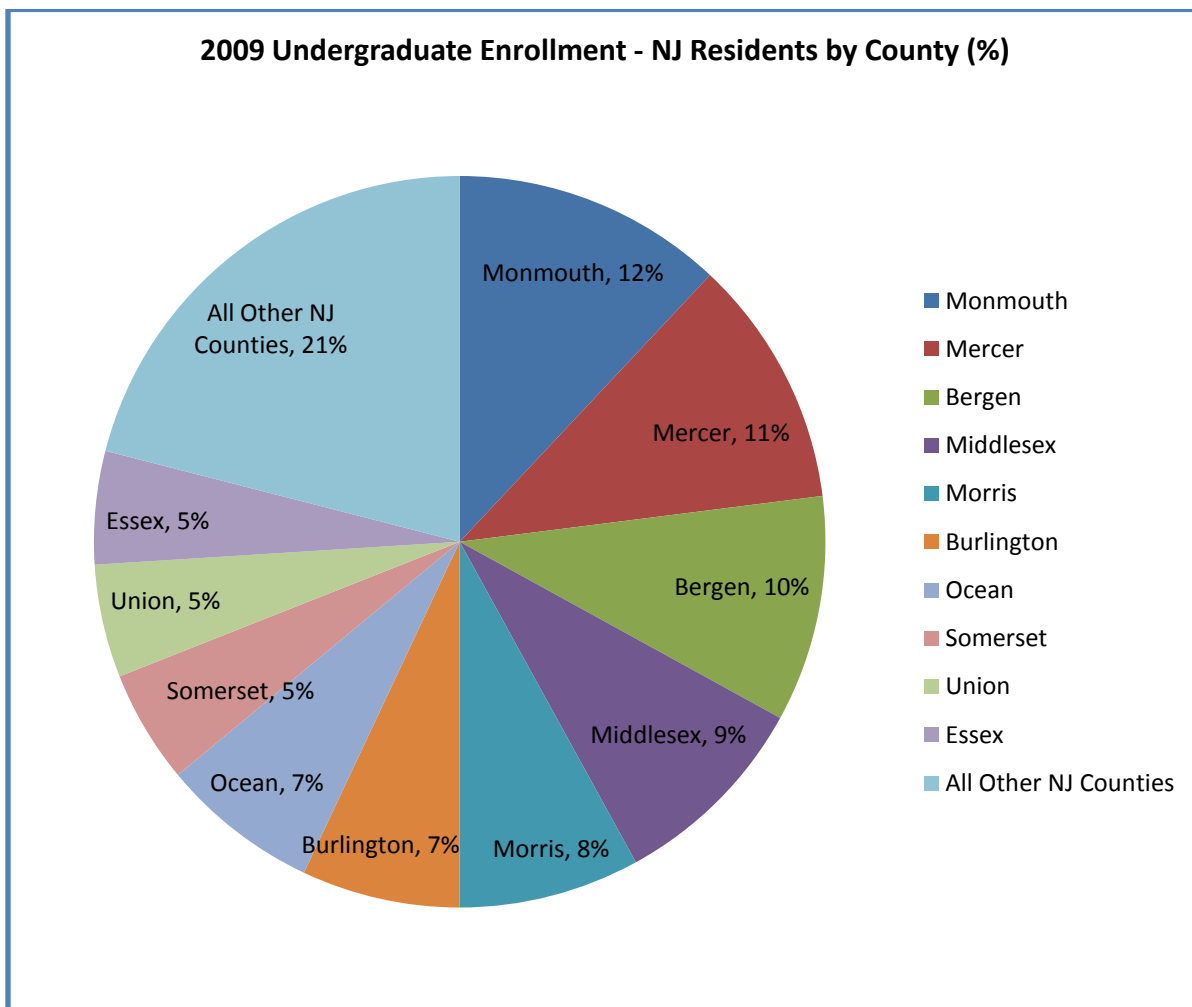
TCNJ serves all 21 New Jersey counties and approximately 93% of entering freshmen for fall 2009 were New Jersey residents.

**Required Table II.C.5:
Fall 2009 First-time Full-time Undergraduate Enrollment by State Residence**

State Residents	Non-State Residents	Total	% State Residents
1,195	89	1,284	93.1%

Source: SURE Fall Enrollment File

In addition, there are ten counties that supply five percent or more of the undergraduate enrollments. They are Monmouth, Mercer, Bergen, Middlesex, Morris, Burlington, Ocean, Somerset, Union and Essex counties. The enrollment patterns in 2009 are not substantially different from those reported in 2008.



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

D. STUDENT OUTCOMES

1. GRADUATION RATES BY RACE/ETHNICITY

Approximately 86% percent of the first-time full-time freshmen who entered TCNJ in the fall of 2003 graduated from the College within six years, an increase of 1.2% over last year. Perhaps more significantly, the 4-year graduation rates of African American and Hispanic undergraduates have increased, by 13.1% and 2.0%, respectively.

**Required Table II.D.1.a:
Four-, Five- and Six-Year Graduation Rates
of Fall 2003 Full-time First-time Freshmen by Race/Ethnicity**

	White		African American		Hispanic		Asian American		Native American		Non-Resident Alien		Not Reported*		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Fall 2003 Cohort	900		67		86		66		1		1		57		1,178	
Graduates after 4 Years	683	75.9	33	49.3	54	62.7	40	60.6	1	100%	0	0%	44	77.2	855	72.6
Graduates after 5 Years	794	88.2	42	62.7	61	70.9	45	68.2	1	100%	0	0%	47	82.5	990	76.4
Graduates after 6 Years	804	89.3	46	68.7	65	75.6	49	74.2	1	100%	0	0%	48	84.2	1,013	86.0

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

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

Over 94% of the first-time full-time freshmen who entered TCNJ in the fall of 2008 were retained for the fall 2009 semester at TCNJ. The College has maintained a first to second year retention rate of 94% or above for the last five years. This retention rate is consistent among sub-groups, and significantly exceeds all other New Jersey public colleges. Of the 68 first-time, full-time freshmen from 2008 that did not return in fall of 2009, 51 students transferred to another institution. Sixty-three percent of those who transferred were pursuing their education at a New Jersey college or university other than TCNJ.

**Required Table II.D.2:
Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity
Fall 2008 to Fall 2009**

	White		African American		Hispanic		Asian American		Native American		Non-Resident Alien		Not Reported		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Retained	766	95.6	84	91.3	115	92.0	125	96.9	0		0		137	92.6	1,227	94.7
Not Retained	35	4.4	8	8.7	10	8.0	4	3.1	0		0		11	7.4	68	5.3
Total	801	100.0	92	100.0	125	100.0	129	100.0	0		0		148	100.0	1,295	100.0

Source: SURE Cohort File

**Required Table II.D.2.a:
Third Semester Retention of Full-time First-time Freshmen by Attendance Status**

{Because all freshmen entering in the fall 2008 semester were full-time, the data for TCNJ by attendance status do not differ from those shown in Table II.D.2 above.}

TRANSFER

The number of transfer students applying to TCNJ has remained fairly constant since 2002, 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: Applications, Acceptances, Enrolled – 2002 to 2009

	2002	2003	2004	2005	2006	2007	2008	2009
Number of Applications Received	962	904	968	1,035	1,006	852	901	1,027
Number of Acceptances	386	333	423	470	520	463	438	536
Number of Students Matriculated	211	186	234	259	319	273	262	324
Accept Ratio:	40%	37%	43.7%	45%	51.7%	54.3%	48.6%	52.2%
Enrollment Yield:	55%	56%	55.3%	55%	61.3%	59.0%	59.8%	60.4%

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

PERCENTAGE OF ENTERING STUDENTS WHO ARE TRANSFERS

Approximately 20% of the entering Fall undergraduates in Fall 2009 were transfers students, with a larger proportion of first-year transfers students electing part-time study than first-year freshmen did.

Entering Undergraduates by Admission Status and Attendance Status, Fall 2009

	New Transfer		First-time		Total	
	#	%	#	%	#	%
Full-time	314	19.7	1,283	80.3	1,597	100.0
Part-time	10	90.9	1	9.1	11	100.0
Total	324	20.1	1,284	79.9	1,608	100.0

Source: SURE Enrollment File

DEGREES CONFERRED BY RACE/ETHNICITY

The total number of degrees conferred (undergraduate and graduate) in 2009 was 2,001. There were 109 more undergraduate degrees awarded in 2009 than the amount awarded in 2008 (a +5.8% increase), and 9 more graduate degrees. There were increases in the number of undergraduate degrees awarded to African Americans (up 36% from 59 in FY08), Hispanics (up 26% from 85 in FY08), White students (up 0.2% from 1,155 in FY08), and those not reporting race/ethnicity (up 56% from 57 in FY08).

Degrees Conferred by Race/Ethnicity, FY 2009

	White		African American		Hispanic		Asian American		Native American		Non-Resident Alien		Not Reported		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Baccalaureate	1,182	75.8	80	5.1	107	6.9	97	6.2	1	0.1	3	0.2	89	5.7	1,559	100.0
Masters	291	65.8	26	5.9	18	4.1	16	3.6	0	0.0	1	0.2	90	20.4	442	100.0
Total	1,473	73.6	106	5.3	125	6.2	113	5.6	1	0.0	4	0.2	179	8.9	2,001	100.0

Source: IPEDS Completions Survey

DEGREES CONFERRED BY GENDER

The percentage of undergraduate degrees conferred to women and men in 2009 was not significantly different than that reported in 2008, and proportionate to the number of women enrolled at TCNJ.

Degrees Conferred by Gender, FY 2009

	Men		Women		Total	
	#	%	#	%	#	%
Baccalaureate	648	41.6	911	58.4	1,559	100.0
Masters	86	19.5	356	80.5	442	100.0
Total	734	36.7	1267	63.3	2,001	100.0

Source: IPEDS Completions Survey

DEGREES CONFERRED BY GENERAL FIELD

The five general fields in which the most degrees were conferred in FY2009 remained the same, but rank order changed slightly from FY2008. This year these were: Education, Business Management, English/Letters, Psychology, and Biological and Biomedical Sciences, where 73% 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 (93%).

Degrees Conferred by General Field, FY 2009

CIP	Major Category	Bachelor	Master	Total
13	Education	415	409	824
52	Business/Management	253	0	253
23	English/Letters	143	13	156
42	Psychology	118	0	118
26	Biological & Biomedical Sciences	104	0	104
45	Social Sciences	96	0	96
50	Visual/Performing Arts	82	0	82
14	Engineering	79	0	79
51	Health Professions	64	20	84
43	Criminal Justice/Law Administration	57	0	57
40	Physical Sciences	38	0	38
54	History	36	0	36
27	Mathematics	27	0	27
11	Computer Science	19	0	19
38	Philosophy/Religion	11	0	11
05	Area Studies	9	0	9
16	Foreign Languages	8	0	8
30	Multi/Interdisciplinary Studies	0	0	0
	Total	1,559	442	2,001

Source: IPEDS Completions Survey

E. 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, 46% were female and approximately 23% were minority (increased from 22% in fall 2008). Of the regular full-time faculty as a whole (tenured and tenure-track), 50% were female (an increase from 48% in fall 2008) and 24% were minority (a decrease from 25%). In 2009, The College of New Jersey employed 402 adjunct faculty (*part-time, adjunct, & professional staff*) who taught in fall 2009; 216 females and 186 males.

**Required Table II.E.1:
Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2009**

	White		African American		Hispanic		Asian American		Native American		Non-Resident Alien		Race Unreported		Total	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Tenured																
Professor	48	27	1	1	1	2	4	1	0	0	0	0	0	0	54	31
Associate Prof.	41	38	3	7	5	3	7	7	0	0	0	0	0	0	56	55
Assistant Prof.	14	21	2	2	1	1	4	3	1	0	0	0	1	1	23	28
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-Total	103	86	6	10	7	6	15	11	1	0	0	0	1	1	133	114
Not Yet Tenured																
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	6	3	0	0	0	0	0	1	0	0	0	0	0	0	6	4
Assistant Prof.	26	35	1	3	0	0	4	8	0	0	0	0	3	4	34	50
All Others	2	3	0	0	0	1	0	0	0	0	0	0	0	1	2	5
Sub-Total	34	41	1	3	0	1	4	9	0	0	0	0	3	5	42	59
All Tenure Track																
Professor	48	27	1	1	1	2	4	1	0	0	0	0	0	0	54	31
Associate Prof.	47	41	3	7	5	3	7	8	0	0	0	0	0	62	59	
Assistant Prof.	40	56	3	5	1	1	8	11	1	0	0	0	4	57	78	
All Others	2	3	0	0	0	1	0	0	0	0	0	0	0	2	5	
Grand Total	137	127	7	13	7	7	19	20	1	0	0	0	4	6	175	173

Source: IPEDS Human Resources Survey

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

Most courses at TCNJ in the Fall 2009 semester, 67%, 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.E.2.:
Percentage of Course Sections Taught by Faculty Type, Fall 2009**

Number of Class Sections (includes Lectures, Seminars and other formal class activities)										
Section Size	Taught by FT-Faculty(Tenure/Tenure track)		Taught by FT-Faculty(no-Tenure)		Taught by Part-time Faculty & Adjuncts		Taught by Others (Staff)		Total of Each Size	
	#	%	#	%	#	%	#	%	#	%
2-9	53	5%	7	1%	25	2%	0	0%	85	8%
10-19	266	25%	13	1%	94	9%	4	0%	377	35%
20-29	275	25%	20	2%	163	15%	8	1%	466	43%
30-39	59	5%	2	0%	45	4%	0	0%	106	10%
40-49	16	1%	2	0%	16	1%	0	0%	34	3%
50-99	9	1%	2	0%	0	0%	2	0%	13	1%
Total of Each Instructor Type	677	63%	46	4%	343	32%	14	1%	1081	100%
Subsections (includes Laboratories, Studios, Recitations and other supplemental class activities)										
2-9	104	20%	68	13%	59	12%	1	0%	232	45%
10-19	71	14%	38	7%	60	12%	0	0%	169	33%
20-29	53	10%	11	2%	41	8%	0	0%	105	21%
30+	0	0%	0	0%	6	1%	0	0%	6	1%
Total of Each Instructor Type	228	45%	117	23%	166	32%	1	0%	512	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 2009 was 348, and part-time/adjunct faculty headcount was and 402. The full-time equivalent (FTE) for full-time faculty was 348, and for part-time/adjunct faculty was 132, with a total FTE of 482. Thus, on an FTE basis, full-time faculty are 72% of the instructional force at TCNJ (46% of the total headcount). Approximately 88% of the full-time teaching faculty hold terminal degrees.

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

	2003	2004	2005	2006	2007	2008	2009
Full-Time Faculty FTE	334	350	362	347	361	343	348
Teaching Administrators FTE	8	6	12	5	5	4	2
Adjunct & Part-time FTE	126	114	125	143	132	140	132
TOTAL FTE FACULTY	469	470	499	495	498	487	482
Number of Tenured Faculty ⁽¹⁾	230	232	230	234	236	240	247
Tenure Rate ⁽¹⁾	67%	70%	67%	70%	70%	70%	70%
% Holding Terminal Degrees	90%	90%	87%	89%	88%	87%	88%
Student Teacher Ratio ⁽²⁾	12:1	12:1	12:1	13:1	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.E.3.:
Fall 2009 Ratio of Full- to Part-time Faculty, Fall 2009**

Full-time		Part-time		Total	
#	%	#	%	#	%
348	46.0	402	54.0	750	100.0

Source: IPEDS Human Resource Survey

F. 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 two new members to the Board of Trustees this year: Dr. Joshua M. Zeitz and Ms. Randi Lynn Veenstra.

1. RACE/ETHNICITY AND GENDER

**Required Table II.F.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	0	0	0	0	8
Total	12	2	1	0	0	0	0	15

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

2. LIST OF TRUSTEES WITH TITLES AND AFFILIATIONS

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

Name	Title	Affiliation
Mrs. Susanne Svizeny	Regional President	Wells Fargo Bank, NA
Mr. Christopher R. Gibson, Esq.	Attorney	Archer & Greiner
Mr. Bradley S. Brewster	Partner	Princeton Public Affairs Group
Dr. Robert A. Altman	Retired	
Mr. Jorge Caballero	Partner	Deloitte & Touche
Ms. Eleanor V. Horne	Retired	
Mrs. Rosie Hymerling	Retired	
Ms. Anne P McHugh, Esq.	Attorney	Pellettieri, Rabstein & Altman
Ms. Gayle Matthei-Meredith	Chief Marketing Officer	Cassidy Turley
Mrs. Barbara A. Pelson	Retired	
Mr. Miles Powell II	Director of Business Dev.	Alaimo Group
Dr. Joshua M. Zeitz	Policy Advisor	Government
Mr. Thomas Little	Student	The College of New Jersey
Ms. Randi Lynn Veenstra	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/>

G. 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*)
- 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)

- Clinical Mental Health (*Options include: Substance Abuse and Addiction Counseling; Human Services*)
- Marriage, Couples and Family Counseling Therapy
- School Counseling
- English

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 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

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

During the 2009-10 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 2013)—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 six 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/

The total Academic Research and Development (R&D) Expenditures for fiscal year 2009 increased by 8.7% (\$631,570) from the previous year total. State Financed, Privately Financed and Institutionally Financed Academic R&D expenses have increased from fiscal year 2008, while Federally Financed expenses decreased by nine percent (\$14,105). The R&D Expenditures for fiscal year 2009 are included in the table below.

**Required Table II.H.1:
Research and Development Expenditures, 2009**

Expenditure	Amount
Federally Financed Academic R&D Expenditures	\$140,247
State Financed Academic R&D Expenditures	\$324,596
Privately Financed Academic R&D Expenditures	\$245,291
Institutionally Financed Academic R&D Expenditures	\$7,203,133
Total Academic R&D Expenditures	\$7,913,267

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

I. THE STATUS OF MAJOR CAPITAL PROJECTS (*AS OF JUNE 2010*)

PROJECTS IN PLANNING

Student Recreation Center Roof/HVAC Replacement

As part of the College's asset renewal plan, the roof and HVAC equipment at the Student Recreation Center will be replaced.

PROJECTS IN CONSTRUCTION

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 was completed in the summer of 2009.

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 construction and is expected to be complete 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 construction and will replace the roof, address issues with the windows, the clock tower, brick re-pointing and basement waterproofing. Its expected completion date is March 2011.

New Education Building

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

III. 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 No. 1 public regional university in the northern region of the country by *U.S. News & World Report*. TCNJ was named among the 50 “Best Value” public colleges the Princeton Review and *USA Today* in 2010 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 13-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 and *USA Today* as one of the top values in public higher education for 2010.
 - 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 (4th overall) public regional university in the northern region of the country, according to *U.S. News & World Report*, and has been since the ranking’s inception.
 - 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 five 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 (MUSE), encourages undergraduate-faculty collaboration in research.

Results

- 91% of 2009 graduates rated their educational experience as excellent or above average.
- TCNJ has the 3rd highest graduation rate among schools in the northern region 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 Robert 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 54 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 2010-- significantly higher than any other New Jersey school.
- TCNJ was listed among the "Best Northeastern Colleges" by *The Princeton Review*.
- More than 88% of TCNJ students are New Jersey residents
- TCNJ attracts high-achieving students from out of state who rank in the top 10 percent of their high-school classes and have SAT scores of approximately 1300 out of 1600.
- Most TCNJ students (72%) graduate in four years, and nearly all have earned degrees within five (76%) 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.
- 91% 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.