



The College of New Jersey

Annual Institutional Profile Report

2011

**THE COLLEGE OF NEW JERSEY
EXCELLENCE AND ACCOUNTABILITY REPORT
ACADEMIC YEAR 2010-2011**

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; Humanities & Social Sciences; Business; Education; Engineering; Nursing, Health, & Exercise Science, and Science. The College serves approximately 6500 undergraduate students, 95% of whom are New Jersey residents, as well as approximately 650 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. The College, which has long been among *US News and World Report's* top-ranked comprehensive institutions in the North, has been among only a select few 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

I. TABLE OF CONTENTS

Preface	i
I. Table of Contents	ii
II. Data by Category	
A. Accreditation Status	1
1. Institutional Accreditation	1
2. Professional Accreditation	1
B. Number of Students Served	2
1. Number of Undergraduates by Attendance Status	2
2. Number of Graduate Students by Attendance Status	2
4. Unduplicated Number of Students for Academic Year	3
C. Characteristics of Undergraduate Students	4
Fall 2009 Freshman Class	4
Trend in Combined Math and Reading SAT Scores	4
1. Mean Math, Reading (Verbal) and Writing SAT Scores	5
2. Enrollment in Remediation (Developmental) Courses by Subject Area	5
3a. Undergraduate Students by Race/Ethnicity	6
3b. Undergraduate Students by Gender	7
3c. Undergraduate Students by Age	7
4. Financial Aid from Federal, State, & Institution-Funded Programs	8
5. Percentage of Undergraduates Who are NJ State Residents	9
D. Student Outcomes (Undergraduate)	10
1. Four-, Five- and Six-Year Graduation Rates by Race/Ethnicity	10
2. Third Semester (First to Second Year) Retention Rates by Attendance Status	11
Third Semester (First to Second Year) Retention Rates by Race/Ethnicity	11
Transfer (Admissions and Percent Entering Undergraduates)	11
Degrees Conferred by Race/Ethnicity	12
Degrees Conferred by Gender	12
Degrees Conferred by General Field	12
E. Faculty Characteristics	14
1. Full-time by Race/Ethnicity, Gender and Tenure Status	14
2. Percent of Courses Taught by Faculty Type	14
3. Ratio of Full- to Part-time Faculty	15
F. Characteristics of the Board of Trustees	16
1. Race/Ethnicity and Gender	16
2. List of Trustees with Affiliation	16
3. URL of webpage with Information on Trustees	16
G. Profile of the Institution	17
1a. Undergraduate Degree Programs	17

1b. Graduate Degree Programs	18
H. Major Research and Public Service Activities	19
Centers at TCNJ	20
Research and Development Expenditures, 2008	21
I. The Status of Major Capital Projects	22
Projects Planning	22
Projects in Construction	22
III. Other (Optional) – The College of New Jersey	24
Commitment to Success	24
Results	25
Faculty and Staff Excellence	25
Remarkable Students	25
Invaluable to Students and the State	26

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, civil engineering, 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

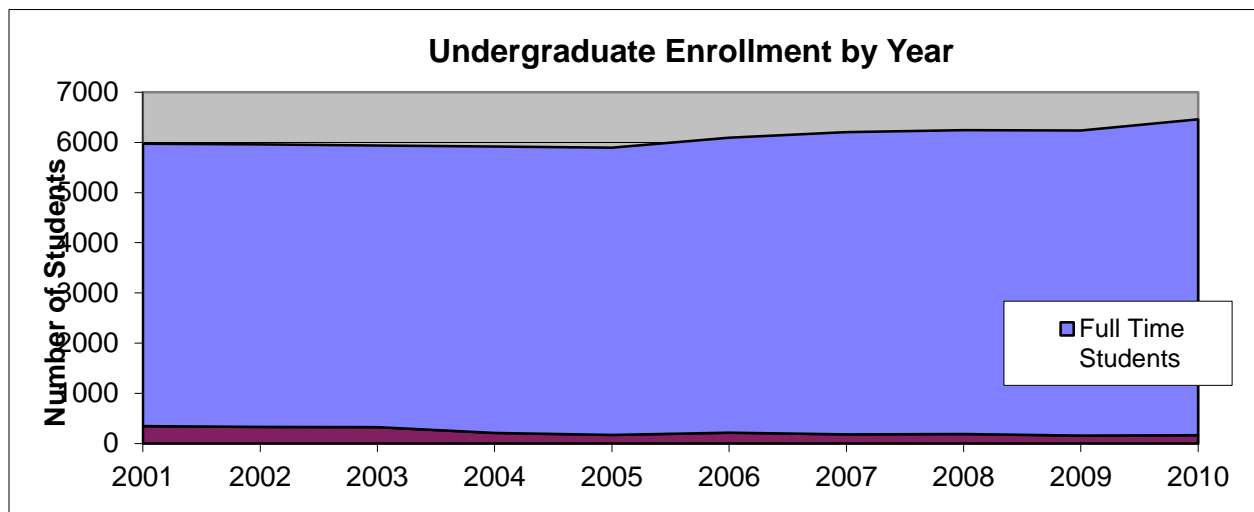
Full-time and part-time undergraduate enrollment in the fall of 2010 was 6295 and 165 respectively. As in 2009, full-time students represent 97% of the total undergraduate population.

**Required Table II.B.1:
Number of Undergraduates by Attendance Status, Fall 2010**

	Undergraduate Students	
	#	%
Full-Time	6,295	97
Part-Time	165	3
Total	6,460	100

Source: IPEDS Fall Enrollment Survey

Undergraduate enrollment has increased modestly over the last ten years, from an average of around 5625 in 2001 through 2003 to almost 6300 in 2010 (an approximately 10% increase in enrollment).



Source: IPEDS Fall Enrollment Survey

2. NUMBER OF GRADUATE STUDENTS BY ATTENDANCE STATUS

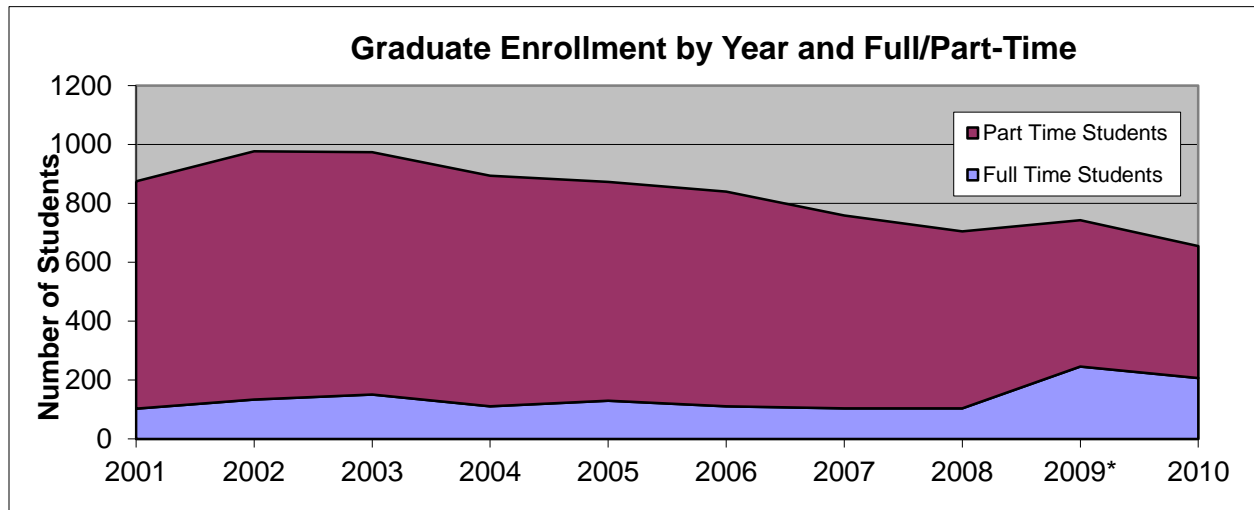
Full-time graduate student enrollment in the fall of 2010 was 207, while part-time enrollment was 448, part-time graduate students making up 68% of the graduate student population.

**Required Table II.B.2:
Number of Graduate Students by Attendance Status, Fall 2010**

	Graduate Students	
	#	%
Full-Time	207	32
Part-Time	448	68
Total	655	100

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 full-time 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. Some of the increase is also due to our five- year BA/MA programs within the School of Education.



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, 2009-10**

	Headcount	Credit Hours ¹	FTE ²
Undergraduate	6,680	200,408	6,263
Graduate	1,541	15,589	650
Total	8,221	215,997	6,913

¹A single TCNJ undergraduate unit is converted to 4 student credit hours for IPEDS credit hour reporting.

² Undergraduate, academic year Full-time equivalency (FTE) is calculated as the total number of enrolled units, converted to credit hours (multiplied by 4) reported on the IPEDS 12-month enrollment (E12) component divided by 32, and graduate academic year is calculated as the total number of enrolled credit hours reported on the IPEDS 12-month enrollment (E12) component divided by 24.

Source: IPEDS 12-Month Enrollment Survey

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

FALL 2010 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 nine years, 2003 through 2010. The number of applications received has steadily increased over this period, while enrollment has remained fairly constant, effecting both accept ratio and enrollment yield. 9,956 students applied for admission for the fall 2010 semester and 1,421 were enrolled.

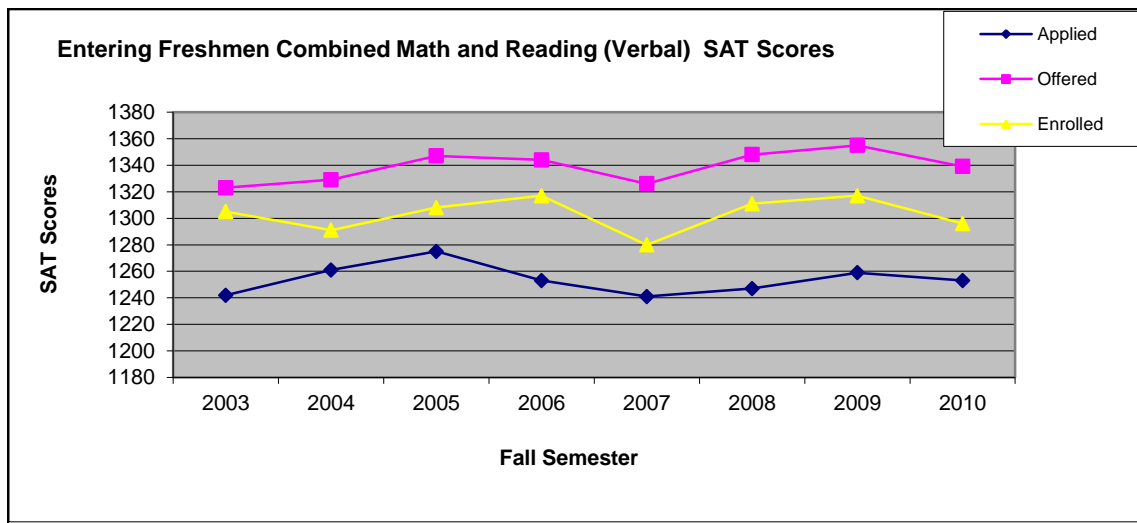
Freshmen Admissions: Applications, Acceptances, Enrolled - 2002 to 2010

	2003	2004	2005	2006	2007	2008	2009	2010
FRESHMEN (All)								
Number of Applications Received	6373	6485	7300	8185	8607	9692	9283	9956
Number of Acceptances	3070	3113	3289	3570	4005	4112	4267	4708
Number of Students Matriculated	1178	1231	1236	1270	1297	1295	1284	1421
Accept Ratio:	48%	48%	45%	44%	47%	42%	46%	47%
Enrollment Yield:	38%	39.5%	38%	36%	32%	31%	30%	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 1242 for fall 2010, a 5 point decrease from last year. For combined Math, Reading and Writing the average score was 1859. The following chart displays the undulating trend in the applied, accepted, and enrolled mean combined Math and Reading SAT for all entering freshman from fall 2003 to 2010.



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

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

**Required Table II.C.1:
Mean Math and Verbal SAT (and Average HS Rank) for First-Time Freshmen
by Admission Status and Overall, Fall 2010**

	SAT Verbal (Reading)	SAT Math	SAT Writing	Number of Entering Students (valid count)	Percent of Total (valid %)	Average H.S. School Rank
General Admits	627	650	632	1190 (1142)	84% (84%)	90
EOF Admits	499	517	507	84 (83)	6% (6%)	87
Special Admits	544	568	552	147 (141)	10% (10%)	79
Total Freshman Class	610	634	616	1421 (1366)	100% (96%)	89

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 overall was not significantly different from last year, however, the number of student enrolled in remedial writing increased from 1.9% of the entering freshmen class to 2.5%.

**Required Table II.C.2:
Enrollment in Remediation (Developmental) Courses
As a Factor of Total Number of Undergraduate Students Enrolled in Fall 2010**

Total Fall 2010 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
6,460	58	0.9%

As a Factor of First-time, Full-time Freshmen (FTFT) Enrolled in Fall 2010

Total Fall 2010 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
1,421	50	3.5%

By Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	0	0.0%
Algebra	19	1.3%
Reading	0	0.0%
Writing	36	2.5%
English	0	0.0%

Source: SURE Fall Enrollment File

3. a. UNDERGRADUATE STUDENTS BY RACE/ETHNICITY

The federal guidelines for self-reporting ethnicity and race changed with the Fall 2010 reporting cycle, thus it is difficult to make comparisons for some classifications to previous years. Like last year, in Fall 2010, students who declared themselves Black, Asian, Hispanic or American Indian made up approximately twenty-two percent of the total full-time enrollment.

**Required Table II.C.3.a:
Undergraduate Enrollment by Race/Ethnicity*, Fall 2010**

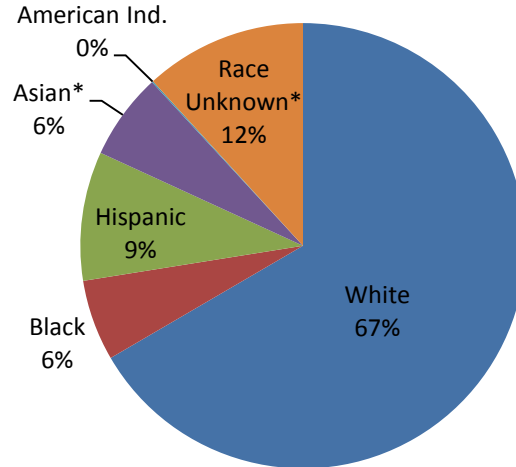
	White		Black		Hispanic		Asian		American Indian		Non-Res. Alien		Race Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Full-Time	4,181	66.4	361	5.7	587	9.3	395	6.3	5	0.1	36	0.6	730	11.6	6,295	100.0
Part-Time	97	58.8	17	10.3	15	9.1	9	5.5	1	0.6	0	0.0	26	15.8	165	100.0
Total	4,278	66.2	378	5.9	602	9.3	404	6.3	6	0.1	36	0.6	756	11.7	6,460	100.0

* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting. "Asian" now includes Pacific Islanders and "Unknown" includes those reporting two or more races.

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. More recently, however, the enrollment rate of minority students has leveled off. Now that the federal guidelines for self-reporting ethnicity and race have changed it is less accurate to make comparisons to previous years. With this caveat, the pie chart for this year is almost identical to last year.

Race/Ethnicity of All Undergraduates, Fall 2010



* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting. "Asian" now includes Pacific Islanders and "Unknown" includes those reporting two or more races.

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 2010, female students made up 57.5% of the total undergraduate population, a decrease of 1.1% from last year.

Undergraduate Enrollment by Gender, Fall 2005-2010

Gender	2005		2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%	#	%
Female Students	3486	58.9	3400	57.5	3531	57.9	3622	58.4	3656	58.6	3712	57.5
Male Students	2432	41.1	2495	42.5	2563	42.1	2583	41.6	2581	41.4	2748	42.5
TOTAL	5918	100	5895	100	6094	100	6205	100	6237	100	6460	100

Source: IPEDS Fall Enrollment Survey

Most undergraduates at TCNJ are full-time students, and men comprise a slightly disproportionately higher percentage of part-time students than females.

**Required Table II.C.3.b.:
Undergraduate Enrollment by Gender, Fall 2010**

	Females		Males	
	#	%	#	%
Full-Time	3626	57.6	2669	42.4
Part-Time	86	52.1	79	47.9
Total	3712	57.5	2748	42.5

Source: IPEDS Fall Enrollment Survey

3.c. UNDERGRADUATE STUDENTS BY AGE

The majority of undergraduates at TCNJ, 83.2%, are between the ages of 18-21, not significantly different from last year.

**Required Table II.C.3.c.:
Undergraduate Enrollment by Age, Fall 2010**

		Less Than 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
		Full-time	#	5	2,428	2,927	821	73	18	4	13	5	1
	%	0.1%	38.6%	46.5%	13.0%	1.2%	0.3%	0.1%	0.2%	0.1%	0.0%	0.0%	100.0%
Part-time	#	9	5	15	68	27	7	8	14	10	2	0	165
	%	5.5%	3.0%	9.1%	41.2%	16.4%	4.2%	4.8%	8.5%	6.1%	1.2%	0.0%	100.0%
Total	#	14	2,433	2,942	889	100	25	12	27	15	3	0	6,460
	%	0.2%	37.7%	45.5%	13.8%	1.5%	0.4%	0.2%	0.4%	0.2%	0.0%	0.0%	100.0%

Source: IPEDS Fall Enrollment Survey

4. FINANCIAL AID FROM STATE, FEDERAL & INSTITUTION-FUNDED PROGRAMS, FY 2010
(CORRESPONDS TO ACADEMIC YEAR 2009-10)

TCNJ provided slightly more institutional funding to more students, but less per student, in fall 2009 than fall 2008.

**Required Table II.C.4:
Financial Aid from State, Federal & Institution-Funded Programs
FY 2010 (Academic Year 2009-2010)**

	Recipients	Dollars (\$)	\$/Recipient
STATE PROGRAMS			
TAG	907	\$5,732,700	\$6,320
EOF	349	\$471,213	\$1,350
Bloustein Scholars	1,067	\$981,615	\$919
Urban Scholars	126	\$113,460	\$900
NJCLASS Loans	701	\$8,373,309	\$11,944
NJ Stars II	119	\$398,794	\$3,351
OSRP	0	0	--
FEDERAL PROGRAMS			
Pell Grants	1,000	\$4,238,486	\$4,238
College Work Study	124	\$166,819	\$1,345
Perkins Loans	115	\$319,767	\$2,780
SEOG	157	\$220,500	\$1,404
Stafford Loans (Subsidized)	2,048	\$8,664,176	\$4,230
Stafford Loans (Unsubsidized)	2,528	\$10,243,463	\$4,052
PLUS Loans	153	\$1,746,252	\$11,413
SMART, ACG & Other	61	\$120,780	\$1,980
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	2,184	\$11,781,813	\$5,394
Loans	0	0	--

Source: NJIPEDS Form #41

5. PERCENTAGE OF UNDERGRADUATES WHO ARE NEW JERSEY STATE RESIDENTS

Again this year TCNJ enrolled students from all 21 New Jersey counties. Approximately 94% of entering freshmen for fall 2010 were New Jersey residents, an increase of 1% from fall 2009.

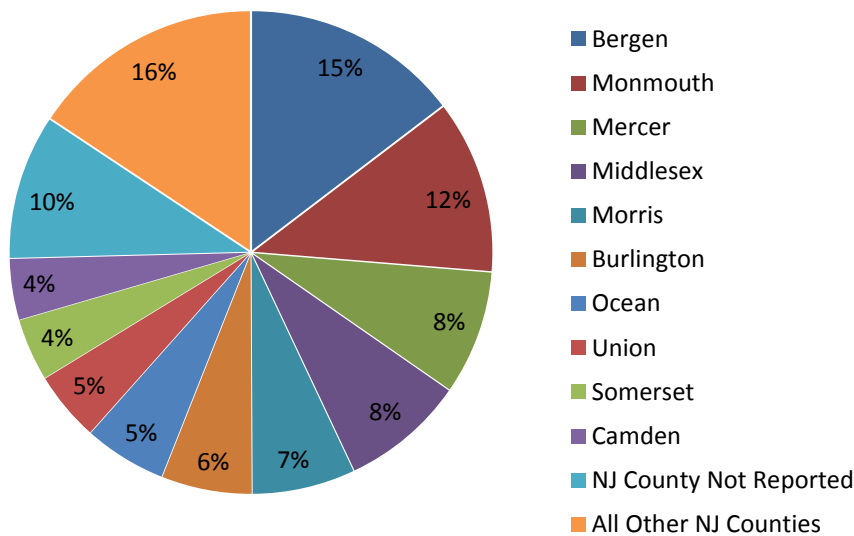
**Required Table II.C.5:
Fall 2010 First-time Full-time Undergraduate Enrollment by State Residence**

State Residents	Non-State Residents	Total	% State Residents
1,340	81	1,421	94.3%

Source: SURE Fall Enrollment File

In fall 2010 ten percent of enrolled NJ residents had an unknown county due to changes in business process as the new student information system (PAWS) was implemented. This may, in part, explain the slight difference in distribution from last year. This year there are eight counties that supply five percent or more of the undergraduate enrollments. They are Bergen, Monmouth, Mercer, Middlesex, Morris, Burlington, Ocean, and Union counties.

Fall 2010 Undergraduate Enrollment by New Jersey County



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 2004 graduated from the College within six years, which is the same percentage as that of the 2003 cohort of first-time full-time freshmen. The percent graduating in four years decreased by 1.4% from the fall 2003 cohort, but the percent graduating within five years increased by 7.8%. As noted previously, the federal guidelines for self-reporting ethnicity and race changed with the Fall 2010 reporting cycle, thus it is difficult to make comparisons for some classifications to previous years. However, the 4-year graduation rates of Asian undergraduates increased once again this year, by 18.5%.

**Required Table II.D.1.a:
Four-, Five- and Six-Year Graduation Rates
of Fall 2004 Full-time First-time Freshmen by Race/Ethnicity***

	White		Black		Hispanic		Asian		Non-Resident Alien		Race Unknown *		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Fall 2004 Cohort	941		77		102		86		3		22		1,231	
Graduates after 4 Years	700	74.4%	26	33.8%	65	63.7%	68	79.1%	2	66.7%	15	68.2%	876	71.2%
Graduates after 5 Years	820	87.1%	45	58.4%	78	76.5%	74	86.0%	2	66.7%	17	77.3%	1,036	84.2%
Graduates after 6 Years	834	88.6%	49	63.6%	83	81.4%	75	87.2%	2	66.7%	17	77.3%	1,060	86.1%

* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting. "Asian" now includes Pacific Islanders and "Unknown" includes those reporting two or more races.

Source: IPEDS Graduation Rate Survey

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 2009 were retained for the fall 2010 semester at TCNJ. The one part-time freshman was also retained. The College has maintained a first to second year retention rate of 94% or above for the last six years. This retention rate significantly exceeds all other New Jersey public colleges. Of the 75 first-time, full-time freshmen from 2009 that did not return in fall of 2010, 68 students transferred to another institution. Fifty-six 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 by Attendance Status
Fall 2009 to Fall 2010**

	Full-time		Part-time		Total	
	#	%	#	%	#	%
Retained	1208	94.2	1	100	1209	94.2
Not Retained	75	5.8	0	0	75	5.8
Total	1283	100.0	1	100.0	1,284	100.0

Source: IPEDS Fall Enrollment Survey, Part E – after student identification updates were applied locally

TCNJ continues to examine retention to the second year by race/ethnicity, as improving retention for all groups of students is key to improving graduation rates. As noted previously, the federal guidelines for self-reporting ethnicity and race changed with the Fall 2010 reporting cycle, thus it is difficult to make comparisons for some classifications to previous years. However, there appears to be a decrease in first year retention rates of Black and Hispanic students entering in Fall 2009 compared to those who entered in Fall 2008.

**Third Semester Retention of First-time Freshmen by Race/Ethnicity*
Fall 2009 to Fall 2010**

	White		Black		Hispanic		Asian		American Indian		Non-Resident Alien		Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Retained	787	97.3	82	88.2	114	90.5	110	96.5	1	100.0	0		115	81.6	1,209	94.2
Not Retained	22	2.7	11	11.8	12	9.5	4	3.5	0	0.0	0		26	18.4	75	5.8
Total	809	100.0	93	100.0	126	100.0	114	100.0	1	100.0	0		141	100.0	1,284	100.0

* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting. "Asian" now includes Pacific Islanders and "Unknown" includes those reporting two or more races.

Source: IPEDS Fall Enrollment Survey, Part E – after student identification updates were applied locally

TRANSFER

The number of transfer students applying to TCNJ has increased slightly since 2003, while the number of students accepted and enrolling has increased even more, resulting in an increase in accept ratio and enrollment yield over this period of time.

Transfer Admissions: Applications, Acceptances, Enrolled – 2003 to 2010

	2003	2004	2005	2006	2007	2008	2009	2010
Number of Applications Received	904	968	1,035	1,006	852	901	1,027	1,023
Number of Acceptances	333	423	470	520	463	438	536	589
Number of Students Matriculated	186	234	259	319	273	262	324	341
Accept Ratio:	37%	43.7%	45%	51.7%	54.3%	48.6%	52.2%	57.6%
Enrollment Yield:	56%	55.3%	55%	61.3%	59.0%	59.8%	60.4%	57.9%

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

PERCENTAGE OF ENTERING STUDENTS WHO ARE TRANSFERS

Approximately 19% of the entering Fall undergraduates in Fall 2010 were transfer students, a slight decrease from the previous year. Less than one percent of first-year transfer students elected part-time study, and once again no first-year freshmen did so.

Entering Undergraduates by Admission Status and Attendance Status, Fall 2010

	New Transfer		First-time		Total	
	#	%	#	%	#	%
Full-time	337	19.1	1421	80.6	1758	99.8
Part-time	4	0.2	0	0	4	0.2
Total	341	19.4	1421	80.6	1762	100.0

Source: SURE Enrollment File

DEGREES CONFERRED BY RACE/ETHNICITY

The total number of degrees conferred (undergraduate and graduate) in fiscal year 2010 was 1898. There were 115 less undergraduate degrees awarded in 2010 than in 2009. Graduate degrees have been further divided into Master’s and certificates (post-baccalaureate and post-master’s) for the first time this year. As noted previously, the federal guidelines for self-reporting ethnicity and race changed with the Fall 2010 reporting cycle, thus it is difficult to make comparisons for some classifications to previous years. There were slight increases in the number of undergraduate degrees awarded to Asians, Hispanics, non-resident alien students, and those in the “Unknown” category, accompanied by a larger decrease in the number of White students receiving undergraduate degrees.

Degrees Conferred by Race/Ethnicity*, FY 2010*

	White		Black		Hispanic		Asian		American Indian		Non-Resident Alien		Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Baccalaureate	1038	71.9	60	4.2	120	8.3	105	7.3	2	0.1	14	1.0	105	7.3	1,444	100.0
Masters	230	68.9	8	2.4	15	4.5	10	3.0	0	0.0	13	3.9	58	17.3	334	100.0
Certificates	65	54.2	5	4.2	5	4.2	7	5.8	0	0.0	7	5.8	31	25.8	120	100.0
Total	1,333	70.2	73	3.8	140	7.4	122	6.4	2	0.1	34	1.8	194	10.2	1,898	100.0

* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting. “Asian” now includes Pacific Islanders and “Unknown” includes those reporting two or more races.

Source: IPEDS Completions Survey

DEGREES CONFERRED BY GENDER

The percentage of undergraduate degrees conferred to men in fiscal year 2010 was three percent lower than that reported in 2009, while the percentage of degrees awarded to women increased by the same amount.

Degrees Conferred by Gender, FY 2009-10

	Men		Women		Total	
	#	%	#	%	#	%
Baccalaureate	555	38.4	889	61.6	1,444	100.0
Masters	56	16.8	278	83.2	334	100.0
Certificates	34	28.3	86	71.7	120	100.0
Total	645	34.0	1253	66.0	1,898	100.0

Source: IPEDS Completions Survey

DEGREES CONFERRED BY GENERAL FIELD

The five general fields in which the most degrees were conferred in FY2010 changed slightly from FY2009. This year the top five were: Education, Business Management, Biology, Psychology, and Engineering, where 65% of undergraduate degrees were awarded. English, last year ranked third in the number of degrees awarded, dropped to number 6 in FY2010, while Engineering moved from eighth to fifth. Not surprisingly, most master’s degrees and post baccalaureate or post-masters certificates were awarded in the general field of Education (96%).

Degrees Conferred by General Field, FY 2009-10

CIP	Major Category	Bachelor	Master	Certificate	Total
13	Education	377	317	117	811
52	Business/Management	246	0	0	246
26	Biological Sciences	125	0	0	125
42	Psychology	123	0	0	123
14	Engineering	70	0	0	70
23	English	66	5	0	71
45	Social Sciences	63	0	0	63
51	Health Professions	60	12	3	75
09	Communication/Journalism	58	0	0	58
50	Visual & Performing Arts	57	0	0	57
43	Criminology/Justice Studies	51	0	0	51
40	Physical Sciences	41	0	0	41
27	Mathematics	32	0	0	32
54	History	23	0	0	23
11	Computer Science	21	0	0	21
16	Foreign Languages	15	0	0	15
38	Philosophy & Religious Studies	7	0	0	7
05	Women & Gender Studies	6	0	0	6
30	Interdisciplinary Studies	3	0	0	3
	Total	1,444	334	120	1,898

Source: IPEDS Completions Survey

E. FACULTY CHARACTERISTICS

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

Similarly to last year, 74% of the full-time faculty at TCNJ were tenured. Of the tenured full-time faculty group, 48% were female and approximately 23% were minority. Of the regular full-time faculty as a whole (tenured and tenure-track), 49% were female (a decrease from 50% in fall 2009) and 22% were minority (a decrease from 24%). In fall 2010, TCNJ employed 399 part-time, adjunct, & professional staff; 224 females and 175 males.

**Required Table II.E.1:
Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2010**

	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	45	29	1	1	1	2	4	1	0	0	0	0	0	0	51	33
Associate Prof.	48	43	3	7	4	3	9	12	0	0	0	0	0	0	64	65
Assistant Prof.	10	21	2	2	1	1	3	1	1	0	0	0	1	1	18	26
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-Total	103	93	6	10	6	6	16	14	1	0	0	0	1	1	133	124
Not Yet Tenured																
Professor	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	3	4	0	0	0	0	0	0	0	0	0	0	0	0	3	4
Assistant Prof.	30	26	1	5	0	0	4	6	0	0	0	0	3	4	38	41
All Others	1	2	0	0	0	1	0	0	0	0	0	0	0	0	1	3
Sub-Total	35	32	2	5	0	1	4	6	0	0	0	0	3	4	43	48
All Tenure Track																
Professor	46	29	1	1	1	2	4	1	0	0	0	0	0	0	52	33
Associate Prof.	51	47	3	7	4	3	9	12	0	0	0	0	0	0	67	69
Assistant Prof.	40	47	3	7	1	1	7	7	1	0	0	0	4	5	56	67
All Others	1	2	0	0	0	1	0	0	0	0	0	0	0	0	1	3
Grand Total	138	125	8	15	6	7	20	20	1	0	0	0	4	5	176	172

Source: IPEDS Human Resources Survey

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

Similarly to last year, most courses at TCNJ in the Fall 2010 semester, 66%, were taught by full-time faculty. The table on the next page includes information on both class size and type of instructor. The number of regular class sections within each size range did not change from last year, but the number of sub-sections did: a larger percentage (39%) were 20-29 students (compared to 21% at this size range last fall), and fewer were 2-9 student s(22% compared to 45%).

**Required Table II.E.2.:
Percentage of Course Sections Taught by Faculty Type, Fall 2010**

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 (Staff)		Total of Each Size	
	#	%	#	%	#	%	#	%
2- 9	63	6%	50	4%	2	0%	115	10%
10-19	259	23%	98	9%	12	1%	369	32%
20-29	335	29%	144	13%	6	1%	485	43%
30-39	72	6%	51	4%	0	0%	123	11%
40-49	22	2%	17	1%	0	0%	39	3%
50-99	5	1%	3	0%	2	0%	10	1%
Total of Each Instructor Type	756	66%	363	32%	22	2%	1141	100%
Subsections (includes Laboratories, Studios, Recitations and other supplemental class activities)								
2-9	60	16%	25	7%	0	0%	85	22%
10-19	113	30%	28	7%	0	0%	141	37%
20-29	77	20%	71	19%	1	0%	149	39%
30+	0	0%	1	0%	3	1%	4	1%
Total of Each Instructor Type	250	66%	125	33%	4	1%	379	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 2010 was 348, and part-time/adjunct faculty headcount was and 385. The full-time equivalent (FTE) for full-time faculty was 348, and for part-time/adjunct faculty was 125, with a total FTE of 475, down from 482 last fall. Thus, on an FTE basis, full-time faculty are 73% of the instructional force at TCNJ (47% of the total headcount). Similarly to last year, 89% of the full-time teaching faculty hold terminal degrees.

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

	2004	2005	2006	2007	2008	2009	2010
Full-Time Faculty FTE	350	362	347	361	343	348	348
Teaching Administrators FTE	6	12	5	5	4	2	2
Adjunct & Part-time FTE	114	125	143	132	140	132	125
TOTAL FTE FACULTY	470	499	495	498	487	482	475
Number of Tenured Faculty ⁽¹⁾	232	230	234	236	240	247	257
Tenure Rate ⁽¹⁾	70%	67%	70%	70%	70%	70%	74%
% Holding Terminal Degrees	90%	87%	89%	88%	87%	88%	89%
Student Teacher Ratio ⁽²⁾	12:1	12:1	13:1	13:1	13:1	13:1	13:1

FTE = Full-time Equivalency Equated at 24 Faculty Weighted Hours per Year (All Full-time faculty equate to 1 FTE)

(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.:
Ratio of Full- to Part-time Faculty, Fall 2010**

Full-time		Part-time		Total	
#	%	#	%	#	%
348	47.5	385	52.5	733	100.0

Source: IPEDS Human Resource Survey

F. CHARACTERISTICS OF THE BOARD OF TRUSTEES (FALL 2010)

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 2010 Board of Trustees, Race/Ethnicity and Gender**

	White	African American	Hispanic	Asian American	Native American	Non-Resident Alien	Unreported	Total
Male	4	1	1	0	0	0	0	6
Female	7	1	0	0	0	0	0	8
Total	11	2	1	0	0	0	0	14

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, FY2011**

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. 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
Ms. Megan Coburn	Alternate Student Trustee	The College of New Jersey
Ms. Randi Lynn Veenstra	Student Trustee	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 ^{1,4} (*options in Journalism, Professional Writing*)
- History ¹
- Interactive Multimedia
- International Studies
- Mathematics ¹ (*option in Statistics*)
- Music
- Philosophy
- Political Science
- Psychology
- Self-Designed Major ³
- Sociology
- Spanish ¹
- 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 ¹
- Biomedical Engineering (**BSBME**)
- Business Administration (*specializations in Finance, Interdisciplinary Business, International Business, Management Marketing*)
- Chemistry ¹
- Civil Engineering (**BSCE**)
- Computer Engineering (**BSCoE**)
- Computer Science
- Criminology
- Early Childhood Education ^{2,5}
- Economics ¹
- Education of the Deaf and Hard of Hearing ³
- Elementary Education ^{2,5}
- Electrical Engineering (**BSEE**)
- Engineering Science (*specialization in Engineering Management*)
- Health and Exercise Science ¹
- Mechanical Engineering (**BSME**)
- Physics ¹ (*options in Biomedical Physics, Computational Physics, Earth Science, Liberal Arts Physics*)
- Special Education ³
- Technological Studies ¹

¹ Undergraduate discipline-specific secondary education teacher preparation is also available.

² 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.

³ Non-certification at the baccalaureate level; 5-year dual certification at the master's level.

⁴ Optional five-year BA/MA program.

⁵ Students may select (but do not have to) a 5-year program in Urban Education, which results in non-certification at the baccalaureate level; 5-year dual certification (English Language Learning) 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
- Marriage, Couples and Family Counseling Therapy
- School Counseling
- English ⁴

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*)
- 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, School Nurse*)

Education Specialist (EDS)

- Marriage and Family Counseling

* Available only to TCNJ undergraduate students enrolled in 5-year program

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

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

During the 2010-11 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. This year the Bonner Center is launching AmeriCorps*VISTA Fellow Program. Members will work on a variety of hunger, nutrition, literacy, job creation, employment training, and volunteer recruitment projects intended to alleviate poverty within Trenton and New Brunswick. 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 2014)—over 1300 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.

Career and Community Studies

The Career and Community Studies (CCS) program, established at the college in 2005 was awarded 1.2 million to continue its development with providing its students with a comprehensive transition post-secondary college experience. TCNJ received one of twenty-seven Federal grants that were issued in October 2011 to four -and two – year institutions of higher education to create opportunities for student with intellectual disabilities to attend and be successful in higher education.

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. Sustainable Jersey – a program of The College of New Jersey's Municipal Land Use Center – won the national Ashoka/Community Matters Changemakers competition, “Strong Communities: Engaging Citizens, Strengthening Place, Inspiring Change.” Sustainable Jersey has received \$5,000 and recognition as the top social change innovation in the country.

Center for Global Engagement

The Center for Global Engagement directs Education Abroad and International Student Services at The College of New Jersey. TCNJ has instated a new semester program in Israel at Ben-Gurion University. Additionally, TCNJ is among ten U.S. colleges and universities chosen by the Institute of International Education (IIE) to participate in the year-long International Academic Partnerships Program, funded by the U.S. Department of Education, to help the College establish partnerships with academic institutions in China.

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/~adcjsj/
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 the Arts	The Center serves to promote arts activities, both on and off campus, collaborate with arts organizations in New Jersey and beyond, advocate for arts education in schools and communities, and serve as a link to the curricular needs of all of the Schools in the College of New Jersey. The Center facilities include the College Art Gallery, Mildred and Ernest E. Mayo Concert Hall, Kendall Hall Main Stage Theatre, Don Evans Black Box Theatre, WTSR radio, and soon to be opened Sarnoff Collection Museum. The Center serves as a producer for campus sponsored events as well as a presenter for events brought to the community for entertainment and education.	http://www.tcnj.edu/~arts/facilities/index
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 Excellence in Teaching and Learning	The center sponsors major lectures, special symposia, teaching and learning communities, scholars and fellows programs, and consultation pertaining to the teaching and learning process. The center also acquires resources that our faculty and professional staff can use to inform their work as teacher-scholars dedicated to providing students with a rich educational experience. In addition, the center honors outstanding innovations and achievements in teaching and learning by members of our community.	http://cetl.pages.tcnj.edu/

Center Name	Description	Website
Center for Global Engagement	The Center for Global Engagement directs Education Abroad and International Student Services at The College of New Jersey. The Center oversees advising for study abroad, international internships, and other global initiatives as well as international student services for TCNJ students holding the F and J visas enabling study in the USA.	http://www.tcnj.edu/~goglobal/undergraduate/
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
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/~sbdcc/

1. Research and Development Expenditures

The total Academic Research and Development (R&D) Expenditures for fiscal year 2010 increased by 5.0% (\$399,311) from the previous year total. Federally Financed, Privately Financed and Institutionally Financed Academic R&D expenses have increased from fiscal year 2009, while State Financed expenses decreased by 68% percent (\$219,504). The R&D Expenditures for fiscal year 2010 are included in the table below.

**Required Table II.H.1:
Research and Development Expenditures, 2010**

Expenditure	Amount
Federally Financed Academic R&D Expenditures	\$327,066
State Financed Academic R&D Expenditures	\$105,092
Privately Financed Academic R&D Expenditures	\$262,549
Institutionally Financed Academic R&D Expenditures	\$7,617,871
Total Academic R&D Expenditures	\$8,312,578

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 2011*)

PROJECTS IN PLANNING

Brower Student Center Roof/Envelope Project

This project will replace the existing roof and skylight, and repair the masonry facade and cast stone caps at the retaining wall at the Brower Student Center.

Cromwell Hall Renovation

Cromwell Hall was constructed in 1966. Its six stories house approximately 300 first-year students in 6-person suites, with floor lounges and laundry rooms. Renovations to this housing facility will replace old plumbing fixtures and piping, renovate the bathrooms and some select aesthetic improvements.

Packer Roof/HVAC Project

This project will address the roof and HVAC equipment for Packer Hall, which are beyond their usable service life.

Music Building HVAC Project

This project will address existing HVAC system deficiencies including the addition of reheat coils in the basement, extending return air ducts to improve temperature in the performance hall, adding cooling as needed to meet load demands and revised controls for better environmental control.

PROJECTS IN CONSTRUCTION

Bliss Hall Water Infiltration Remediation Project

As part of the College's asset renewal plan, Bliss Hall will have water infiltration issues addressed throughout the basement, skylights and in stairwells, as well as the replacement of the glass wall system at the link. The project is currently in construction.

Decker Hall Roof Replacement

As part of the College's asset renewal plan, the roof of Decker Hall is being replaced. Construction will begin in the fall of 2011.

Eickhoff HVAC and Roof Repair

As part of the College's asset renewal plan, this project will address the roof and HVAC equipment which are beyond their usable service life. We are currently in construction on phase two of the project which is the replacement of the clearstory windows and minor repairs around the dormers.

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.

New Education Building

The College is constructing a new building for its School of Education as part of its Facilities Master Plan. The expected completion date is August 2012. The new building, encompassing three full stories and 70,000 square feet, will be constructed in the Collegiate Georgian architectural vernacular common to The College. The academic facility will house administrative offices, grant supported areas, instructional space and building support spaces for the School of Education.

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 three phases, occurring in the summer of 2009, summer 2010 and summer 2011. 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.

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 is being replaced. The project is currently in construction.

Travers Wolfe Roof Replacement

As part of the College's asset renewal plan, the roof of Travers Wolfe Residence Hall is being replaced. Construction will begin in fall 2011.

New Residence Hall Roof, Security Screens, Paint and Carpet Replacement

This project will install new flooring, paint walls, clean ductwork, and install new valance liners, new security screens, as well as replace the building roof. The project is currently in construction.

Armstrong Roof/HVAC Project

This project will address building envelope issues, such as replacing the existing low-slope membrane roofs, replacing broken slate shingles, repairing damaged masonry joints, and waterproofing the penthouse mechanical room floor. This project will also address mechanical issues such as replacing air handling units, rooftop exhaust fans, and installing control valves on the hot water baseboard system. The project is currently in construction.

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 80 “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 in the 2012 edition) 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 (in the 2011 edition).
- 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 94% 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, Boren, 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 recent examples include:

- Mark Kiselica, interim dean of Education and professor of counseling, was ranked one of the top scholars in the counseling profession based on an analysis of the *Journal of Counseling and Development*, the premier publication of the American Counseling Association
- 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, is a member of the National Lacrosse and Field Hockey Hall of Fame, is one of just two female coaches featured in the NCAA Hall of Champions' Legends of the Game display located in Indianapolis, IN;
- 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 more than two dozen major fellowships during the last decade, including Fulbright, Marshall, Gates Millennium, Goldwater, Phi Kappa Phi, Truman, Boren, and National Science Foundation awards.
- Students have highest first-time passing rates in the state for CPA exam, Education (Praxis) exam, and Engineering Fundamentals exam.
- 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 4th best value in public higher education nationally for out-of-state students and the 21st best value for in-state students in 2011--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 1260 out of 1600.
- Most TCNJ students (71%) graduate in four years, and nearly all have earned degrees within five (84%) 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.
- 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.