



The College of New Jersey

# **Annual Institutional Profile Report**

# **2012**

**THE COLLEGE OF NEW JERSEY  
EXCELLENCE AND ACCOUNTABILITY REPORT  
ACADEMIC YEAR 2011-2012**

## **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, 94% 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.



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**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, 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**

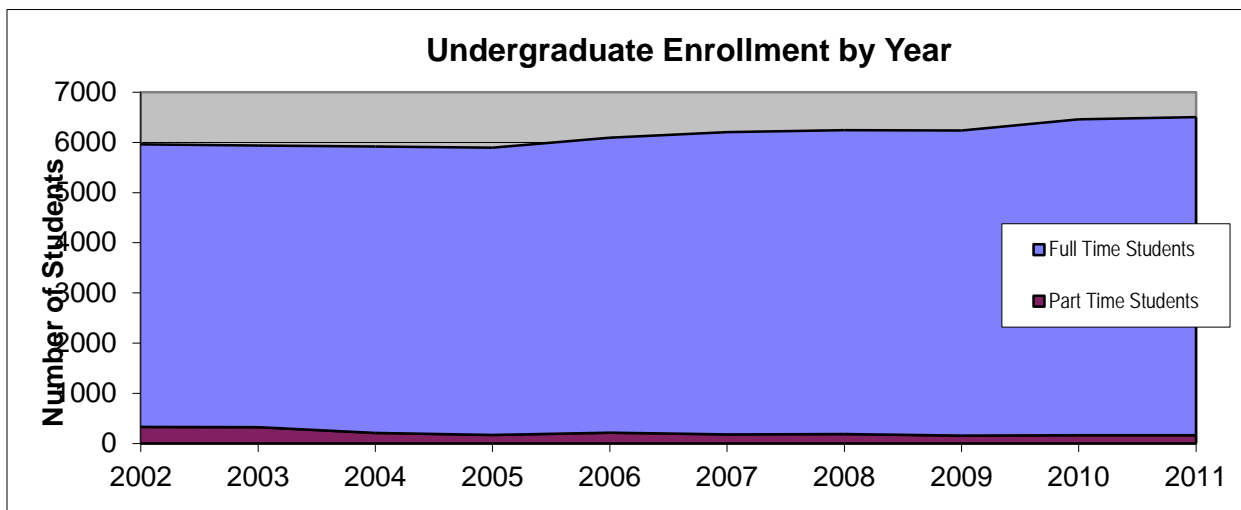
Full-time and part-time undergraduate enrollment in the fall of 2011 was 6339 and 165 respectively. As in 2010, full-time students represent 97% of the total undergraduate population.

**Required Table II.B.1:  
Number of Undergraduates by Attendance Status, Fall 2011**

	Undergraduate Students	
	#	%
Full-Time	6,339	97
Part-Time	165	3
<b>Total</b>	<b>6,504</b>	<b>100</b>

Source: IPEDS Fall Enrollment Survey

Undergraduate enrollment has increased modestly over the last ten years, from an average of around 5961 in 2002 to over 6500 in 2011 (an approximately 9% increase in enrollment).



Source: IPEDS Fall Enrollment Survey

**2. NUMBER OF GRADUATE STUDENTS BY ATTENDANCE STATUS**

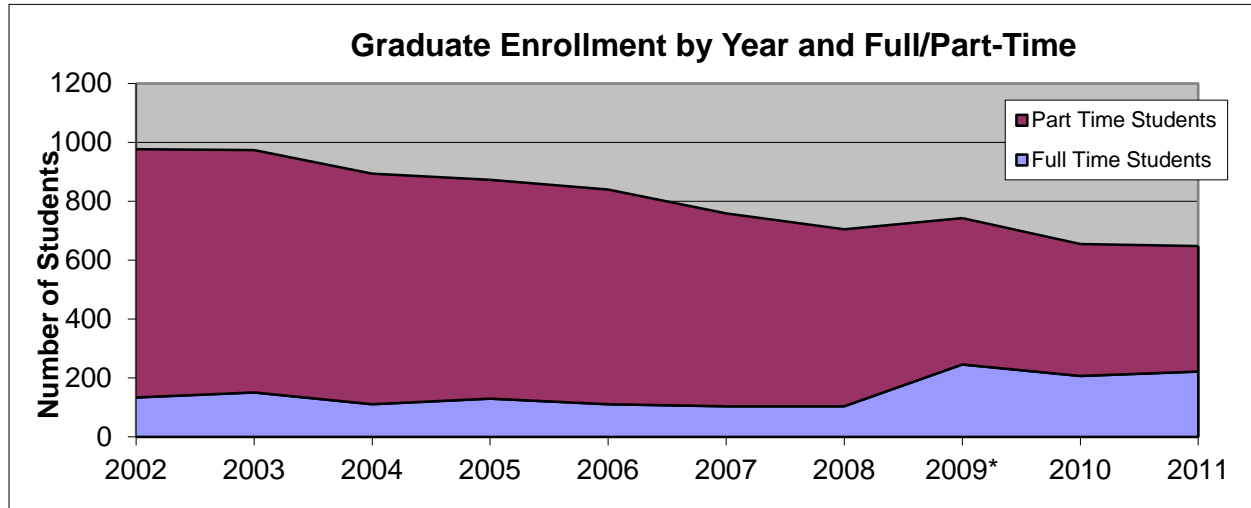
Full-time graduate student enrollment in the fall of 2011 was 222, while part-time enrollment was 426, part-time graduate students making up 66% of the graduate student population.

**Required Table II.B.2:  
Number of Graduate Students by Attendance Status, Fall 2011**

	Graduate Students	
	#	%
Full-Time	222	34
Part-Time	426	66
<b>Total</b>	<b>648</b>	<b>100</b>

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 - FY 2010-11**

	Headcount	Credit Hours <sup>1</sup>	FTE <sup>2</sup>
<b>Undergraduate</b>	6,958	222,553	6,955
<b>Graduate</b>	1,528	14,521	605
<b>Total</b>	<b>8,486</b>	<b>237,074</b>	<b>7,560</b>

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

<sup>2</sup> 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 2011 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, 2004 through 2011. The number of applications received has steadily increased over this period, while enrollment has remained fairly constant, effecting both accept ratio and enrollment yield. 10,150 students applied for admission for the fall 2011 semester and 1,371 were enrolled.

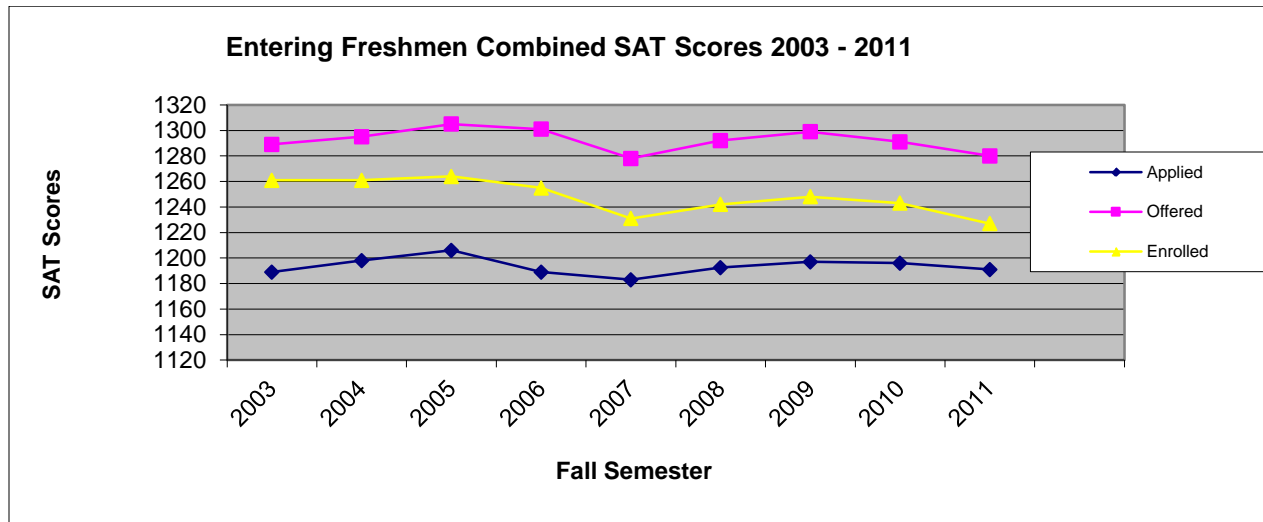
**Freshmen Admissions: Applications, Acceptances, Enrolled - 2004 to 2011**

	2004	2005	2006	2007	2008	2009	2010	2011
<b>FRESHMEN (All)</b>								
<b>Number of Applications Received</b>	6485	7300	8185	8607	9692	9283	9956	10150
<b>Number of Acceptances</b>	3113	3289	3570	4005	4112	4267	4708	4710
<b>Number of Students Matriculated</b>	1231	1236	1270	1297	1295	1284	1421	1371
<b>Accept Ratio:</b>	48%	45%	44%	47%	42%	46%	47%	46%
<b>Enrollment Yield:</b>	39.5%	38%	36%	32%	31%	30%	30%	29%

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 1227 for fall 2011. For combined Math, Reading and Writing the average score was 1835. 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 2011.



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 2011**

	SAT Verbal (Reading)	SAT Math	SAT Writing	Number of Entering Students (valid count)	Percent of Total (valid %)	Average H.S. School Rank
<b>General Admits</b>	615	643	624	1069 (1124)	82% (82%)	89
<b>EOF Admits</b>	514	540	517	95 (97)	7% (7%)	86
<b>Special Admits</b>	544	564	552	146 (150)	11% (11%)	75
<b>Total Freshman Class</b>	<b>600</b>	<b>627</b>	<b>608</b>	<b>1310 (1371)</b>	<b>96% (100%)</b>	<b>88</b>

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 students enrolled in remedial writing increased from 2.5% of the entering freshmen class to 4.4%.

**Required Table II.C.2:  
Enrollment in Remediation (Developmental) Courses  
As a Factor of Total Number of Undergraduate Students Enrolled in Fall 2011**

Total Fall 2011 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
6,504	76	1.2%

**As a Factor of First-time, Full-time Freshmen (FTFT) Enrolled in Fall 2011**

Total Fall 2011 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
1,371	60	4.4%

**By Subject Area**

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
<b>Computation</b>	0	0.0%
<b>Algebra</b>	27	2.0%
<b>Reading</b>	0	0.0%
<b>Writing</b>	37	2.7%
<b>English</b>	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 2011 reporting cycle, thus it is difficult to make comparisons for some classifications to previous years. Like last year, in Fall 2011, students who declared themselves Black, Asian, Hispanic or American Indian made up approximately twenty-three percent of the total full-time enrollment.

**Required Table II.C.3.a:  
Undergraduate Enrollment by Race/Ethnicity\*, Fall 2011**

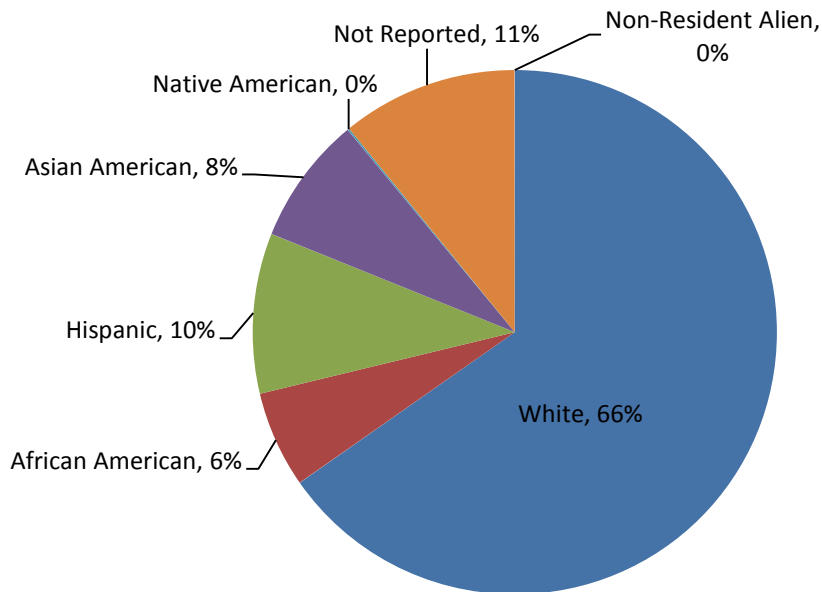
	White		Black		Hispanic		Asian		American Indian		Non-Res. Alien		Race Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Full-Time</b>	4,180	65.9	345	5.4	614	9.7	505	8.0	4	0.1	19	0.3	672	10.6	6,339	100.0
<b>Part-Time</b>	97	58.8	18	10.9	13	7.9	5	3.0	1	0.5	1	0.6	30	18.2	165	100.0
<b>Total</b>	<b>4,277</b>	<b>65.8</b>	<b>363</b>	<b>5.6</b>	<b>627</b>	<b>9.6</b>	<b>510</b>	<b>7.8</b>	<b>5</b>	<b>0.1</b>	<b>20</b>	<b>0.3</b>	<b>702</b>	<b>10.8</b>	<b>6,504</b>	<b>100.0</b>

\* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2011 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 2011**



\* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2011 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 2011, female students made up 56.5% of the total undergraduate population, a decrease of 1% from last year.

**Undergraduate Enrollment by Gender, Fall 2006-2011**

Gender	2006		2007		2008		2009		2010		2011	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Female Students</b>	3400	57.5	3531	57.9	3622	58.4	3656	58.6	3712	<b>57.5</b>	3,673	56.5
<b>Male Students</b>	2495	42.5	2563	42.1	2583	41.6	2581	41.4	2748	<b>42.5</b>	2,831	43.5
<b>TOTAL</b>	<b>5895</b>	<b>100</b>	<b>6094</b>	<b>100</b>	<b>6205</b>	<b>100</b>	<b>6237</b>	<b>100</b>	<b>6460</b>	<b>100</b>	<b>6,504</b>	<b>100</b>

Source: IPEDS Fall Enrollment Survey

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

**Required Table II.C.3.b.:  
Undergraduate Enrollment by Gender, Fall 2011**

	Females		Males	
	#	%	#	%
<b>Full-Time</b>	3,592	56.7	2,747	43.3
<b>Part-Time</b>	81	49.1	84	50.9
<b>Total</b>	<b>3,673</b>	<b>56.5</b>	<b>2,831</b>	<b>43.5</b>

Source: IPEDS Fall Enrollment Survey

3.c. UNDERGRADUATE STUDENTS BY AGE

The majority of undergraduates at TCNJ, 83.1%, are between the ages of 18-21, not significantly different from last year.

**Required Table II.C.3.c.:  
Undergraduate Enrollment by Age, Fall 2011**

		Less Than 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
		<b>Full-time</b>	#	8	2,454	2,930	847	59	19	7	10	4	1
	%	0.1%	38.7%	46.2%	13.4%	0.9%	0.3%	0.1%	0.2%	0.1%	0.0%	0.0%	100.0%
<b>Part-time</b>	#	6	5	16	66	37	8	3	12	11	1	0	165
	%	3.6%	3.0%	9.7%	40.0%	22.4%	4.8%	1.8%	7.3%	6.7%	0.5%	0.0%	100.0%
<b>Total</b>	#	14	2,459	2,946	913	96	27	10	22	15	2	0	6,504
	%	0.2%	37.8%	45.3%	14.0%	1.5%	0.4%	0.2%	0.3%	0.2%	0.0%	0.0%	100.0%

Source: IPEDS Fall Enrollment Survey

4. FINANCIAL AID FROM STATE, FEDERAL & INSTITUTION-FUNDED PROGRAMS, FY 2011  
(CORRESPONDS TO ACADEMIC YEAR 2010-11)

TCNJ provided slightly more institutional funding to more students, but less per student, in fall 2010 than fall 2009.

**Required Table II.C.4:  
Financial Aid from State, Federal & Institution-Funded Programs  
FY 2010 (Academic Year 2010-2011)**

	Recipients	Dollars (\$)	\$/Recipient
<b>STATE PROGRAMS</b>			
TAG	921	\$4,941,000	\$5,365
EOF	328	\$441,000	\$1,345
Distinguished Scholars	728	\$663,000	\$911
Urban Scholars	89	\$82,000	\$921
NJCLASS Loans	814	\$10,350,000	\$12,715
NJ Stars II	137	\$419,000	\$3,058
OSRP	0	0	--
<b>FEDERAL PROGRAMS</b>			
Pell Grants	1,142	\$4,528,000	\$3,965
College Work Study	102	\$165,000	\$1,618
Perkins Loans	149	\$413,000	\$2,772
SEOG	155	\$221,000	\$1,426
Stafford Loans (Subsidized)	2,333	\$9,963,000	\$4,270
Stafford Loans (Unsubsidized)	2,769	\$10,619,000	\$3,835
PLUS Loans	226	\$2,721,000	\$12,040
SMART, ACG & Other	39	\$102,000	\$2,615
<b>INSTITUTIONAL PROGRAMS</b>			
Grants/Scholarships	2,364	\$11,801,000	\$4,992
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 2011 were New Jersey residents, an slight decrease of .4% from fall 2010.

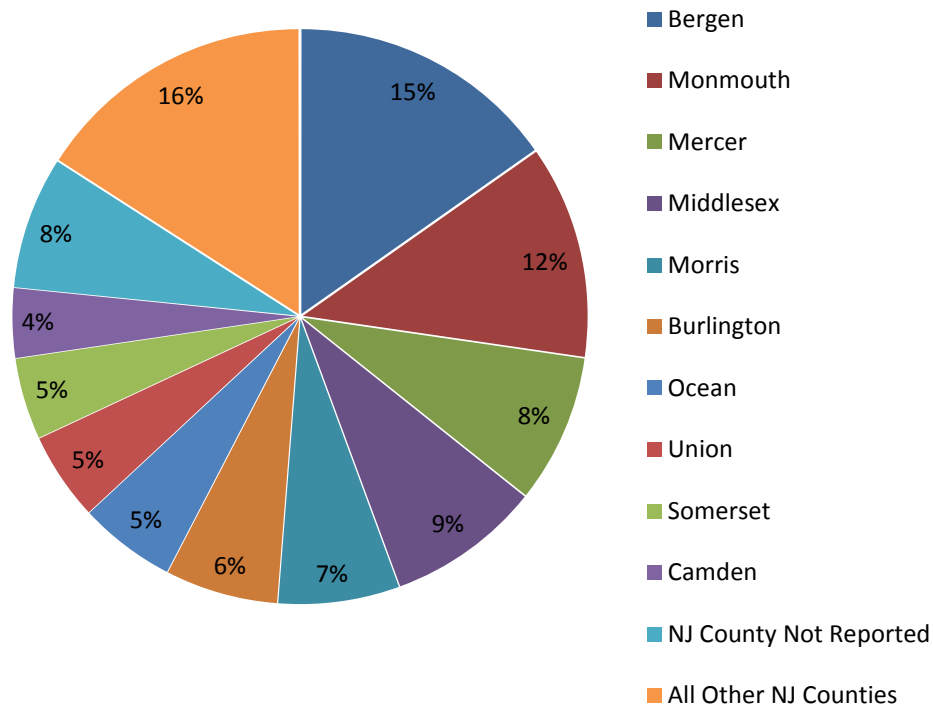
**Required Table II.C.5:  
Fall 2011 First-time Full-time Undergraduate Enrollment by State Residence**

State Residents	Non-State Residents	Total	% State Residents
1,287	84	1,371	93.9%

Source: SURE Fall Enrollment File

In fall 2011 term 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. Seven and a half percent of New Jersey resident undergraduates did not report a county of residence.

**Fall 2011 Undergraduate Enrollment by New Jersey County (for NJ Residents only)**



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

**D. STUDENT OUTCOMES**

1. GRADUATION RATES BY RACE/ETHNICITY

Approximately 87% percent of the first-time full-time freshmen who entered TCNJ in the fall of 2005 graduated from the College within six years, which is a slightly higher percentage than that of the 2004 cohort of first-time full-time freshmen. The percent of students graduating within four years increased by 2.7% from the fall 2004 cohort and the percent graduating within five years increased by 0.9%. 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 2005 Full-time First-time Freshmen by Race/Ethnicity\***

	White		Black		Hispanic		Asian		Non-Resident Alien		Race Unknown *		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Fall 2004 Cohort</b>	917		90		114		60		1		54		1,236	
<b>Graduates after 4 Years</b>	718	78.3%	37	41.1%	66	57.9%	47	78.3%	0	0.0%	46	85.2%	914	73.9%
<b>Graduates after 5 Years</b>	814	88.8%	52	57.8%	88	77.2%	50	83.3%	0	0.0%	48	88.9%	1,052	85.1%
<b>Graduates after 6 Years</b>	824	89.9%	56	62.2%	90	78.9%	51	85.0%	0	0.0%	49	90.7%	1,070	86.6%

\* 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 2010 were retained for the fall 2011 semester at TCNJ. 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. Eighty-three (6%) first-time, full-time freshmen from 2010 did not return in fall of 2011.

**Required Table II.D.2:  
Third Semester Retention by Attendance Status  
Fall 2010 to Fall 2011**

	Full-time		Part-time		Total	
	#	%	#	%	#	%
<b>Retained</b>	1,338	94.2	0	0.0	1,338	94.2
<b>Not Retained</b>	83	5.8	0	0	83	5.8
<b>Total</b>	1,421	100.0	0	0.0	1,421	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 is an increase in first year retention rates of Black and Hispanic students entering in Fall 2010 compared to those who entered in Fall 2009.

**Third Semester Retention of First-time Freshmen by Race/Ethnicity\*  
Fall 2010 to Fall 2011**

	White		Black		Hispanic		Asian		American Indian		Native Hawaiian		Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Retained</b>	899	95.6	87	87.0	139	92.1	151	96.2	7	87.5	2	2	62	98.4	1,338	94.2
<b>Not Retained</b>	41	4.4	13	13.0	12	7.9	6	3.8	1	12.5	0	0	1	1.6	83	5.8
<b>Total</b>	940	100.0	100	100.0	151	100.0	157	100.0	8	100.0	2	100.0	63	100.0	1,421	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 average number of new transfer students applying to TCNJ over the past eight years (since 2004) is 966 applicants, the average accept ratio and enrollment yield over this period of time are 50.7% and 57.9%, respectively.

**Transfer Admissions: Applications, Acceptances, Enrolled – 2004 to 2011**

	2004	2005	2006	2007	2008	2009	2010	2011
<b>Number of Applications Received</b>	968	1,035	1,006	852	901	1,027	1,023	917
<b>Number of Acceptances</b>	423	470	520	463	438	536	589	483
<b>Number of Students Matriculated</b>	234	259	319	273	262	324	341	262
<b>Accept Ratio:</b>	43.7%	45%	51.7%	54.3%	48.6%	52.2%	57.6%	52.7%
<b>Enrollment Yield:</b>	55.3%	55%	61.3%	59.0%	59.8%	60.4%	57.9%	54.2%

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

**PERCENTAGE OF ENTERING STUDENTS WHO ARE TRANSFERS**

Approximately 16% of the entering Fall undergraduates in Fall 2011 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 2011**

	New Transfer		First-time		Total	
	#	%	#	%	#	%
<b>Full-time</b>	259	15.9	1371	84.0	1630	99.8
<b>Part-time</b>	3	0.2	0	0	3	0.2
<b>Total</b>	<b>262</b>	<b>16.0</b>	<b>1371</b>	<b>84.0</b>	<b>1633</b>	<b>100.0</b>

Source: SURE Enrollment File

DEGREES CONFERRED BY RACE/ETHNICITY

The total number of degrees conferred (undergraduate and graduate) in fiscal year 2011 was 2011. This is a 6% increase from FY2010. There were 35 more undergraduate degrees awarded in 2011 than in 2010. The number of Master’s degrees awarded increased by 25%. The number of overall certificates awarded decreased by four percent (post-master’s certificates awarded increased by 27%; post-baccalaureate certificates awarded decreased by 24%). There were increases in the number of degrees awarded to Black students (34%), Hispanic students (6%), and those students in the “Unknown” category (51%). There were decreases in the number of Asian (-26%) and non-resident alien (-53%) students receiving degrees.

**Degrees Conferred by Race/Ethnicity\*, FY 2011\***

	White		Black		Hispanic		Asian		American Indian		Non-Resident Alien		Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Baccalaureate</b>	1,024	69.2	69	4.7	120	8.1	62	4.2	1	0.1	5	0.3	198	13.4	1,479	100.0
<b>Masters</b>	278	67.5	21	5.1	21	5.1	13	3.2	0	0.0	11	2.7	68	16.5	412	100.0
<b>Certificates</b>	62	51.7	8	6.7	8	6.7	15	12.5	0	0.0	0	0.0	27	22.5	120	100.0
<b>Total</b>	<b>1,364</b>	<b>67.8</b>	<b>98</b>	<b>4.9</b>	<b>149</b>	<b>7.4</b>	<b>90</b>	<b>4.5</b>	<b>1</b>	<b>0.0</b>	<b>16</b>	<b>0.8</b>	<b>293</b>	<b>14.6</b>	<b>2,011</b>	<b>100.0</b>

\* 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: 2011 IPEDS Completions Survey

DEGREES CONFERRED BY GENDER

The percentage of undergraduate degrees conferred to men in fiscal year 2011 was three percent higher than that reported in 2010, while the percentage of degrees awarded to women increased by the two percent.

**Degrees Conferred by Gender, FY 2010-11**

	Men		Women		Total	
	#	%	#	%	#	%
<b>Baccalaureate</b>	573	38.7	906	61.3	1,479	100.0
<b>Masters</b>	87	21.1	325	78.9	412	100.0
<b>Certificates</b>	30	25.0	90	75.0	120	100.0
<b>Total</b>	<b>690</b>	<b>34.3</b>	<b>1321</b>	<b>65.7</b>	<b>2,011</b>	<b>100.0</b>

Source: IPEDS Completions Survey

DEGREES CONFERRED BY GENERAL FIELD

The five general fields in which the most degrees were conferred in FY2011 changed slightly from FY2010. This year the top five were: Education, Business Management, Psychology, Biology and English, where 65% of undergraduate degrees were awarded (73% of all degrees awarded). Engineering, last year had the fifth highest number of degrees awarded, dropped to number 9 in FY2011, while English moved from sixth to fifth. Not surprisingly, most master’s degrees and post baccalaureate or post-masters certificates were awarded in the general field of Education (94%).



**Degrees Conferred by General Field, FY 2010-11 (first degrees)**

CIP	Major Category	Bachelor	Master	Certificate	Total
13	Education	378	389	111	878
52	Business/Management	282	0	0	282
42	Psychology	109	0	0	109
26	Biological Sciences	105	0	0	105
23	English	88	13	0	101
45	Social Sciences	89	0	0	89
51	Health Professions	60	10	9	79
50	Visual & Performing Arts	78	0	0	78
14	Engineering	72	0	0	72
09	Communication/Journalism	48	0	0	48
43	Criminology/Justice Studies	48	0	0	48
54	History	36	0	0	36
40	Physical Sciences	28	0	0	28
27	Mathematics	19	0	0	19
11	Computer Science	11	0	0	11
38	Philosophy & Religious Studies	8	0	0	8
05	Women & Gender Studies	8	0	0	8
30	Interdisciplinary Studies	7	0	0	7
16	Foreign Languages	5	0	0	5
	<b>Total</b>	<b>1,479</b>	<b>412</b>	<b>120</b>	<b>2,011</b>

Source: IPEDS Completions Survey

**E. FACULTY CHARACTERISTICS**

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

In fall of 2011, 70% of the full-time faculty at TCNJ was tenured. Of the tenured full-time faculty group, 48% were female and approximately 25% were a minority race/ethnicity (23% in fall 2010). Of the regular full-time faculty as a whole (tenured and tenure-track), 50% were female (an increase from 49% in fall 2010) and 22% were minority (same as fall 2010). In fall 2011, TCNJ employed 403 part-time/adjunct faculty in fall 2011; 223 women and 180 men.

**Required Table II.E.1.:**

**Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2011**

	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
<b>Tenured</b>																
<b>Professor</b>	43	29	2	1	1	3	6	1	0	0	0	0	0	0	52	34
<b>Associate Prof.</b>	45	39	3	7	4	2	7	13	0	0	0	0	0	59	61	
<b>Assistant Prof.</b>	9	19	2	2	1	1	3	0	1	0	0	0	0	16	22	
<b>All Others</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Sub-Total</b>	97	87	7	10	6	6	16	14	1	0	0	0	0	127	117	
<b>Not Yet Tenured</b>																
<b>Professor</b>	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	
<b>Associate Prof.</b>	8	5	0	2	0	0	2	1	0	0	0	0	1	11	8	
<b>Assistant Prof.</b>	30	32	0	3	2	0	1	4	0	0	0	0	2	35	45	
<b>All Others</b>	1	3	0	0	0	1	0	0	0	0	0	0	0	1	5	
<b>Sub-Total</b>	41	40	0	5	2	1	3	5	0	0	0	0	3	49	58	
<b>All Tenure Track</b>																
<b>Professor</b>	45	29	2	1	1	3	6	1	0	0	0	0	0	54	34	
<b>Associate Prof.</b>	53	44	3	9	4	2	9	14	0	0	0	0	1	70	69	
<b>Assistant Prof.</b>	39	51	2	5	3	1	4	4	1	0	0	0	2	51	67	
<b>All Others</b>	1	3	0	0	0	1	0	0	0	0	0	0	0	1	5	
<b>Grand Total</b>	138	127	7	15	8	7	19	19	1	0	0	0	3	176	175	

Source: IPEDS Human Resources Survey

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

Most courses at TCNJ in the Fall 2011 semester, 57%, 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 increased slightly from last year, but the number of sub-sections increased more dramatically,

**Required Table II.E.2.:  
Percentage of Course Sections Taught by Faculty Type, Fall 2011**

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	55	6%	59	4%	3	0%	117	10%
10-19	246	23%	143	9%	6	1%	395	32%
20-29	265	29%	155	13%	12	1%	432	43%
30-39	74	6%	90	4%	4	0%	168	11%
40-49	21	2%	22	1%	0	0%	43	3%
50-99	5	1%	4	0%	1	0%	10	1%
<b>Total of Each Instructor Type</b>	<b>666</b>	<b>57%</b>	<b>473</b>	<b>32%</b>	<b>26</b>	<b>2%</b>	<b>1165</b>	<b>100%</b>
Subsections (includes Laboratories, Studios, Recitations and other supplemental class activities)								
2-9	94	16%	82	7%	3	0%	179	22%
10-19	90	30%	105	7%	3	0%	198	37%
20-29	68	20%	94	19%	1	0%	163	39%
30+	2	0%	4	0%	0	1%	6	1%
<b>Total of Each Instructor Type</b>	<b>254</b>	<b>47%</b>	<b>285</b>	<b>33%</b>	<b>7</b>	<b>1%</b>	<b>546</b>	<b>100%</b>

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 2011 was 351, and part-time/adjunct faculty headcount was and 403. The full-time equivalent (FTE) for full-time faculty was 351, and for part-time/adjunct faculty was 131, with a total FTE of 483, an increase of 8 from 475 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 2010, 87% of the full-time teaching faculty hold terminal degrees.

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

	2005	2006	2007	2008	2009	2010	2011
Full-Time Faculty FTE	362	347	361	343	348	348	351
Teaching Administrators FTE	12	5	5	4	2	2	1
Adjunct & Part-time FTE	125	143	132	140	132	125	131
<b>TOTAL FTE FACULTY</b>	<b>499</b>	<b>495</b>	<b>498</b>	<b>487</b>	<b>482</b>	<b>475</b>	<b>483</b>
Number of Tenured Faculty <sup>(1)</sup>	230	234	236	240	247	257	244
Tenure Rate <sup>(1)</sup>	67%	70%	70%	70%	70%	74%	71%
% Holding Terminal Degrees	87%	89%	88%	87%	88%	89%	87%
Student Teacher Ratio <sup>(2)</sup>	12:1	13:1	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 2011**

Full-time		Part-time		Total	
#	%	#	%	#	%
351	46.6	403	53.4	754	100.0

Source: IPEDS Human Resource Survey

## F. CHARACTERISTICS OF THE BOARD OF TRUSTEES (FALL 2011)

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: Mr. Albert M. Stark, Mr. Brian Markison and Mr. Matthew Wells.

### 1. RACE/ETHNICITY AND GENDER

**Required Table II.F.1:  
Fall 2011 Board of Trustees, Race/Ethnicity and Gender**

	White	African American	Hispanic	Asian American	Native American	Non-Resident Alien	Unreported	Total
<b>Male</b>	7	1	1	0	0	0	0	9
<b>Female</b>	6	1	0	0	0	0	0	7
<b>Total</b>	<b>13</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>

Source: TCNJ Office of the President: [www.tcnj.edu/~trustees](http://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
<b>Mrs. Susanne Svizeny</b>	Trustee	Wells Fargo Bank, NA
<b>Mr. Christopher R. Gibson, Esq.</b>	Chair	Archer & Greiner
<b>Mr. Bradley S. Brewster</b>	Vice Chair	Princeton Public Affairs Group
<b>Dr. Robert A. Altman</b>	Trustee	
<b>Mr. Jorge Caballero</b>	Trustee	Deloitte & Touche
<b>Ms. Eleanor V. Horne</b>	Secretary	
<b>Mrs. Rosie Hymerling</b>	Trustee	
<b>Ms. Gayle Matthei-Meredith</b>	Trustee	Cassidy Turley
<b>Mr. Brian Markison</b>	Trustee	
<b>Mrs. Barbara A. Pelson</b>	Trustee	
<b>Mr. Miles Powell II</b>	Trustee	Alaimo Group
<b>Mr. Albert M. Stark</b>	Trustee	
<b>Dr. Joshua M. Zeitz</b>	Trustee	Government
<b>Ms. Megan Coburn</b>	Student Trustee	The College of New Jersey
<b>Mr. Matthew Wells</b>	Alternate Student Trustee	The College of New Jersey
<b>R. Barbara Gitenstein, PhD</b>	President, Ex-Officio	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 <sup>1,4</sup> (*options in Journalism, Professional Writing*)
- History <sup>1</sup>
- Interactive Multimedia
- International Studies
- Mathematics <sup>1</sup> (*option in Statistics*)
- Music
- Philosophy
- Political Science
- Psychology
- Self-Designed Major <sup>3</sup>
- Sociology
- Spanish <sup>1</sup>
- 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 <sup>1</sup>
- Biomedical Engineering (**BSBME**)
- Business Administration (*specializations in Finance, Interdisciplinary Business, International Business, Management Marketing*)
- Chemistry <sup>1</sup>
- Civil Engineering (**BSCE**)
- Computer Engineering (**BSCoE**)
- Computer Science
- Criminology
- Early Childhood Education <sup>2,5</sup>
- Economics <sup>1</sup>
- Education of the Deaf and Hard of Hearing <sup>3</sup>
- Elementary Education <sup>2,5</sup>
- Electrical Engineering (**BSEE**)
- Engineering Science (*specialization in Engineering Management*)
- Health and Exercise Science <sup>1</sup>
- Mechanical Engineering (**BSME**)
- Physics <sup>1</sup> (*options in Biomedical Physics, Computational Physics, Earth Science, Liberal Arts Physics*)
- Special Education <sup>3</sup>
- Technological Studies <sup>1</sup>

<sup>1</sup> Undergraduate discipline-specific secondary education teacher preparation is also available.

<sup>2</sup> 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.

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

<sup>4</sup> Optional five-year BA/MA program.

<sup>5</sup> 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 <sup>4</sup>

**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 2011-12 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
<b>Adaptive Technology Center For NJ Colleges</b>	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.	<a href="http://adaptivetech.tcnj.edu/">http://adaptivetech.tcnj.edu/</a>
<b>The Alan Dawley Center for the Study of Social Justice</b>	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."	<a href="http://www.tcnj.edu/~adcjsj/">http://www.tcnj.edu/~adcjsj/</a>
<b>Bonner Center for Civic and Community Engagement</b>	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.	<a href="http://www.tcnj.edu/~bonner/">http://www.tcnj.edu/~bonner/</a>
<b>Career and Community Studies</b>	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.	<a href="http://www.tcnj.edu/~ccs/">http://www.tcnj.edu/~ccs/</a>
<b>Center for the Arts</b>	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.	<a href="http://www.tcnj.edu/~arts/facilities/index">http://www.tcnj.edu/~arts/facilities/index</a>
<b>Center for Assistive Technology And Inclusive Educational Studies (CATIES)</b>	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.	<a href="http://www.tcnj.edu/~caties/">http://www.tcnj.edu/~caties/</a>
<b>The Center for Excellence in STEM Education</b>	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.	<a href="http://center4stem.org">http://center4stem.org</a>
<b>Center for Excellence in Teaching and Learning</b>	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.	<a href="http://cetl.pages.tcnj.edu/">http://cetl.pages.tcnj.edu/</a>



Center Name	Description	Website
<b>Center for Global Engagement</b>	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.	<a href="http://www.tcnj.edu/~goglobal/undergraduate/">http://www.tcnj.edu/~goglobal/undergraduate/</a>
<b>Center for Youth Relationship Development</b>	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.	<a href="http://www.tcnj.edu/~cyrd/">http://www.tcnj.edu/~cyrd/</a>
<b>Municipal Land Use Research Center</b>	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.	<a href="http://www.tcnj.edu/~mluc/">http://www.tcnj.edu/~mluc/</a>
<b>Professional Development School Network</b>	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.	<a href="http://www.tcnj.edu/~educat/pdsn/index.html">http://www.tcnj.edu/~educat/pdsn/index.html</a>
<b>Small Business Development Center</b>	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.	<a href="http://www.tcnj.edu/~sbdc/">http://www.tcnj.edu/~sbdc/</a>

1. Research and Development Expenditures

The total Academic Research and Development (R&D) Expenditures for fiscal year 2011 increased by 7.6% (\$629,725) from the previous year total. Federally Financed, State Financed and Privately Financed Academic R&D expenses have decreased from fiscal year 2010, while Institutionally Financed expenses increased by 12.7% percent (\$965,834). The R&D Expenditures for fiscal year 2011 are included in the table below.

**Required Table II.H.1:  
Research and Development Expenditures, 2011**

Expenditure	Amount
Federally Financed Academic R&D Expenditures	\$140,416
State Financed Academic R&D Expenditures	\$49,883
Privately Financed Academic R&D Expenditures	\$168,299
Institutionally Financed Academic R&D Expenditures	\$8,583,705
<b>Total Academic R&amp;D Expenditures</b>	<b>\$8,942,303</b>

*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 2012*)

### 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.

#### 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

#### Packer Roof/HVAC Project

This project will address the roof and HVAC equipment for Packer Hall, which are beyond their usable service life. The expected completion date is February 2013.

#### 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.

#### Cromwell Hall Renovation

Cromwell Hall was constructed in 1966. Its six stories house approximately 300 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. The expected completion date is June 2013.

#### Centennial Hall Upgrades

Centennial Hall was constructed in 1954 and houses approximately 200 students. This project includes various internal upgrades including flooring, paint, fire alarm upgrades and furniture.

#### Underground Steam & Sanitary Pipe Replacement

This project includes the replacement of an undersized sanitary line that has reached the end of its useful life and the replacement of leaking condensate piping and the waterproofing of steam manholes. The expected completion date is October 2012.

### 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 2011 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 2011.
- 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 (6<sup>th</sup> overall) public regional university in the northern region of the country, according to *U.S. News & World Report 2013 Edition*, 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 2013.
- 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

- 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 4<sup>th</sup> best value in public higher education nationally for out-of-state students and the 21<sup>st</sup> 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 (74%) graduate in four years, and nearly all have earned degrees within five (85%) or six years (87%). 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.