



# **Annual Institutional Profile Report**

**2021 - 2022**

**THE COLLEGE OF NEW JERSEY  
EXCELLENCE AND ACCOUNTABILITY REPORT  
ACADEMIC YEAR 2021-2022**

## **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: Arts & Communication; Humanities & Social Sciences; Business; Education; Engineering; Nursing, Health, & Exercise Science, and Science. In the past academic year, the College served over 7000 undergraduate students, 94% of whom were New Jersey residents, as well as approximately 1300 graduate students. The College of New Jersey’s Mission states:

*The College of New Jersey, a nationally recognized public institution founded in 1855 as the New Jersey State Normal School, is a primarily undergraduate and residential college, with targeted graduate programs. Grounded in the liberal arts, TCNJ’s personalized, collaborative, and rigorous education engages students at the highest level within and beyond the classroom. TCNJ believes in the transformative power of education to develop critical thinkers, responsible citizens, and lifelong learners and leaders. The College empowers its diverse students, staff, and faculty to sustain and enhance their communities both locally and globally.*

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 a select group of institutions that Barron’s *Profiles of American Colleges* place in its highest category, “Most Competitive”. 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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**KATHRYN A. FOSTER**  
**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 recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

### 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)/Council for the Accreditation of Educator Preparation (CAEP).
- 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 Art and Design.
- 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 (CAC) of the Accreditation 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

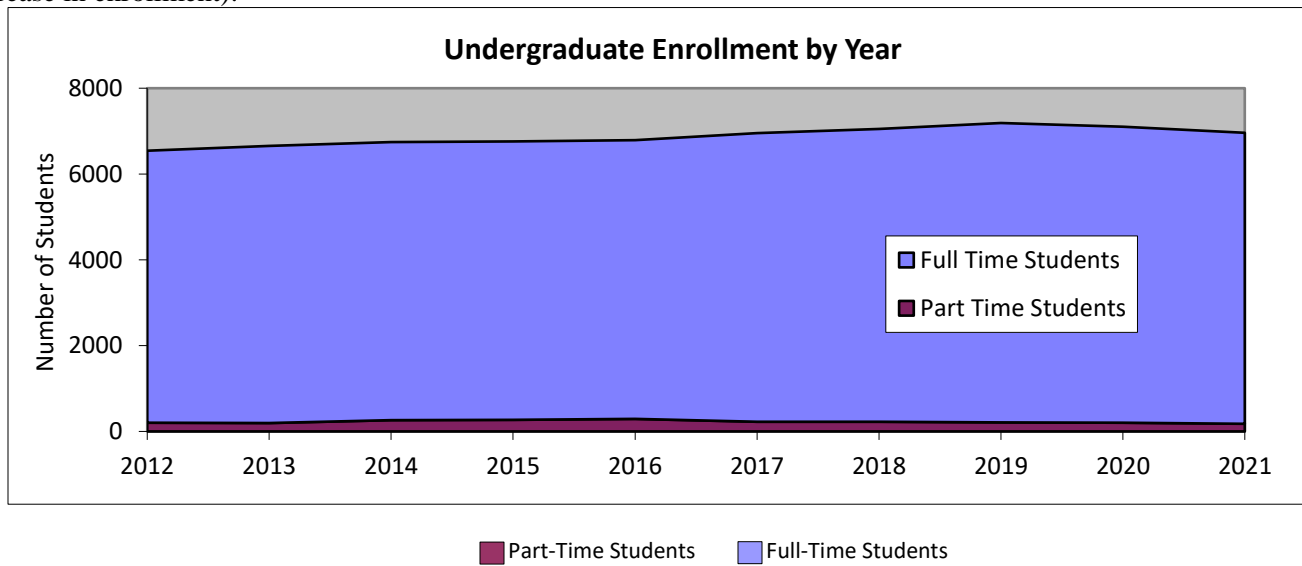
Full-time and part-time undergraduate enrollment in the fall of 2021 was 6898 and 207 respectively. Overall, undergraduate enrollment decreased by 2% from fall 2020. Both part-time and full-time student enrollment also decreased from the fall of 2020, full-time student enrollment decreased by 1.2% from last year; part-time enrollment decreased by 14%.

**Required Table II.B.1:  
Number of Undergraduates by Attendance Status, Fall 2021**

	Undergraduate Students	
	#	%
Full-Time	6,781	97.4
Part-Time	178	2.6
<b>Total</b>	<b>6959</b>	<b>100</b>

Source: IPEDS Fall Enrollment Survey

Undergraduate enrollment has increased modestly over the last ten years, from 6545 in 2012 to over 6900 in 2021 (a 6% increase in enrollment).



SOURCE: IPEDS FALL ENROLLMENT

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

Full-time graduate student enrollment in the fall of 2021 was 238, while part-time enrollment was 392, part-time graduate students making up 62% of the graduate student population.

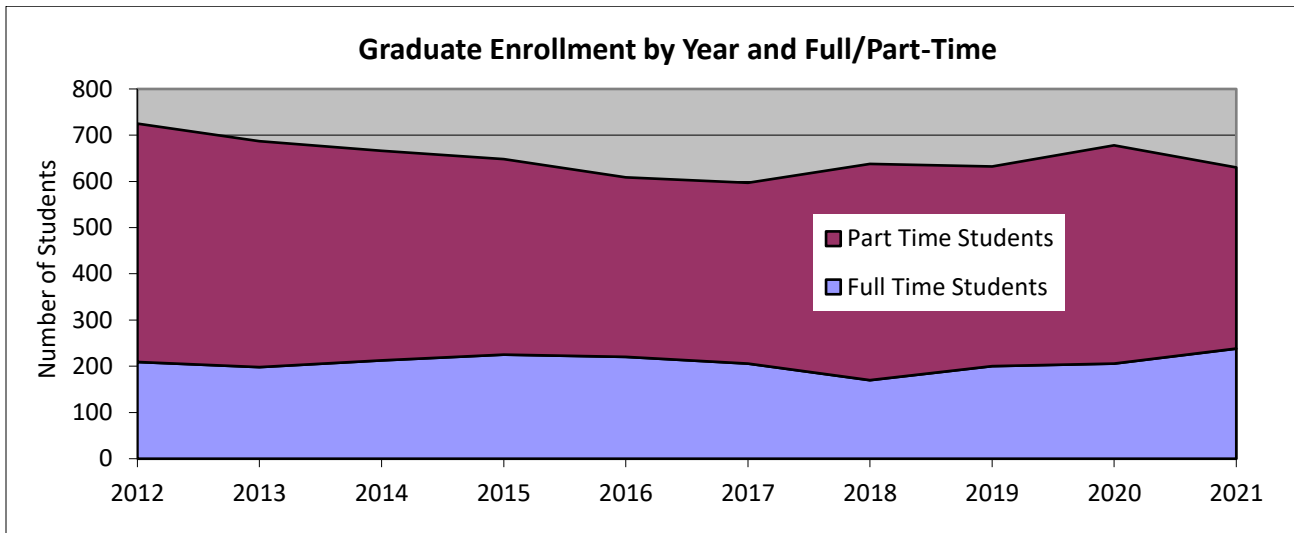
**Required Table II.B.2:  
Number of Graduate Students by Attendance Status, Fall 2021**

	Graduate Students	
	#	%
Full-Time	238	37.8
Part-Time	392	62.2

<b>Total</b>	<b>630</b>	<b>100</b>
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Source: IPEDS Fall Enrollment Survey

Graduate enrollment has been declining since 2003 however, in academic year 2020-21 graduate enrollment experienced an increase in the number of students enrolled overall and in the number of part-time students enrolled. For fall 2021, full-time graduate enrollment has increased by 15% from fall 2020 and part-time enrollment decreased by over 16% for the same time period. Overall, graduate enrollment for fall 2021 has decreased from fall semester 2012 by 13%.



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 2020-21**

	Headcount	Credit Hours <sup>1</sup>	FTE <sup>2</sup>
<b>Undergraduate</b>	7,420	234,192	7,806
<b>Graduate</b>	1,353	15,420	643
<b>Total</b>	<b>8,773</b>	<b>249,612</b>	<b>8,449</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 2021 FRESHMAN CLASS

The table below displays the number of first-time applicants, the number of those applicants admitted and the number of those applicants who registered for the fall semester of the past eight years, 2014 through 2021. The number of applications received has decreased by 21.3% from fall 2020, while freshmen enrollment has increased slightly by 3.4%. There were 10,393 students that applied for admission for the fall 2021 semester and 1,476 were matriculated.

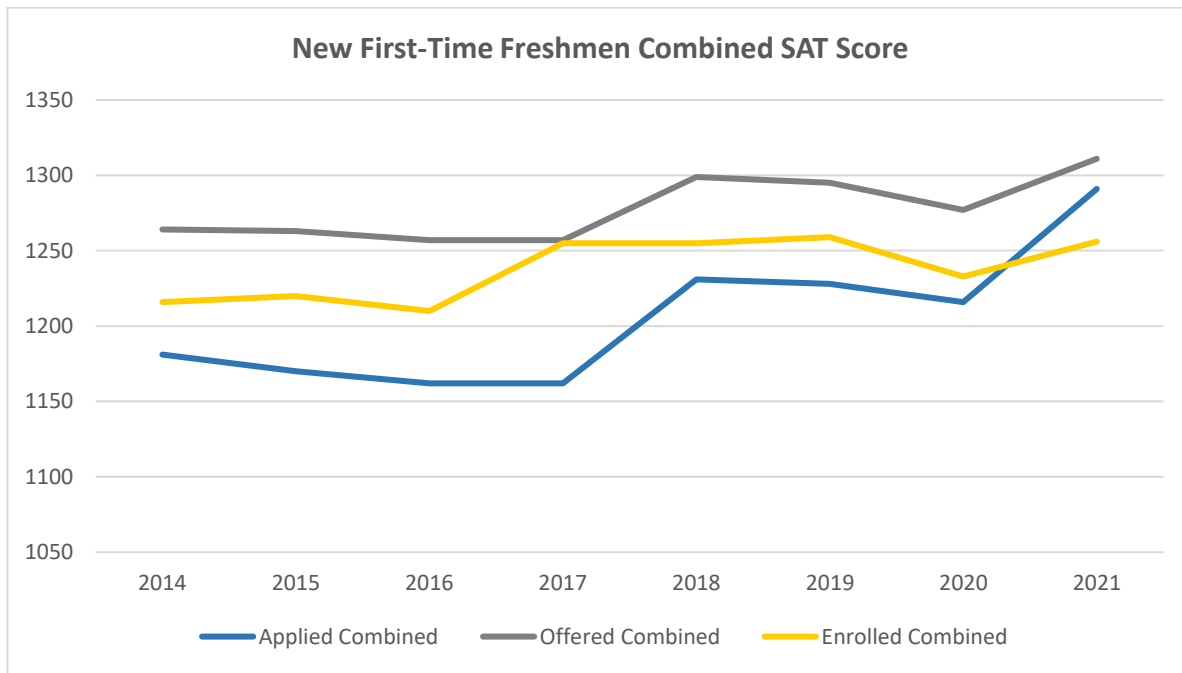
**Freshmen Admissions: Applications, Acceptances, Enrolled - 2014 to 2021**

	2014	2015	2016	2017	2018	2019	2020	2021
<b>Number of Applications Received</b>	10,937	11,290	11,825	12,898	13,625	13,824	13,199	10,393
<b>Number of Acceptances</b>	5,356	5,495	5,778	6,130	6,785	6,812	6,765	6,442
<b>Number of Students Matriculated</b>	1,417	1,453	1,457	1,542	1,551	1,605	1,428	1,476
<b>Accept Ratio:</b>	49%	49%	49%	48%	50%	49%	51%	62%
<b>Enrollment Yield:</b>	26%	26%	25%	25%	23%	24%	21%	23%

Source: Institutional Research & Analytics, The College of New Jersey

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

The average combined Math and Evidence Based Reading/Writing\* scholastic achievement test (SAT2016) for the entering freshman class was 1256 for fall 2021. The average ACT composite score was 28. The following chart displays the trend in the applied, accepted, and enrolled mean combined Math and Reading SAT for all entering freshman from fall 2014 to 2021. In 2016, a revised SAT was introduced with new scoring. New freshmen entering in Fall 2017 that submitted scores for the older versions of the SAT (math and critical reading) have scores that were concorded to the SAT 2016 version. The new scoring for the 2016 version of the SAT has impacted new entering freshmen SAT scores, resulting in a higher average combined SAT score than in past years. For academic years 2020-21 and 2021-22, SAT and ACT test scores were optional.



Source: Institutional Research & Analytics, The College of New Jersey



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

**Required Table II.C.1:  
Mean Math and Verbal SAT for First-Time, Full-time Freshmen  
by Admission Status and Overall, Fall 2021**

	SAT Math	SAT EBRW	Number of Students Submitting Scores	Percent of Total Freshmen Class submitting SAT
General Admits	624	617	587	39.7%
EOF Admits	588	568	16	1.2%
Special Admits	609	571	8	0.5%
<b>Total Freshman Class</b>	<b>633</b>	<b>623</b>	<b>611</b>	<b>41.4%</b>

Source: SURE Fall Enrollment File

2. ENROLLMENT IN REMEDIATION (DEVELOPMENTAL) COURSES

Students who do not score at or above 580 in both the Evidence Based Reading/Writing (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 the 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 similar to last year. The number of first-time freshmen enrolled in developmental courses has decreased from fall 2020 by 22%, from 103 to 80 students.

**Required Table II.C.2:  
Enrollment in Remediation (Developmental) Courses  
As a Factor of Total Number of Undergraduate Students Enrolled in Fall 2021**

Total Fall 2021 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
6,959	80	1.1%

**As a Factor of First-time, Full-time Freshmen (FTFT) Enrolled in Fall 2021**

Total Fall 2021 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
1,474	57	3.9%

**By Subject Area**

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	0	0.0%
Algebra	57	3.9%
Reading	0	0.0%
Writing	0	0.0%
English	0	0.0%

Source: SURE Fall Enrollment File

3. a. UNDERGRADUATE STUDENTS BY RACE/ETHNICITY

In fall 2021, students who declared themselves *African American/Black*, *Asian*, *Hispanic* or *American Indian* made up approximately 34 percent of the total undergraduate enrollment.

**Required Table II.C.3.a.:  
Undergraduate Enrollment by Race/Ethnicity\*, Fall 2021**

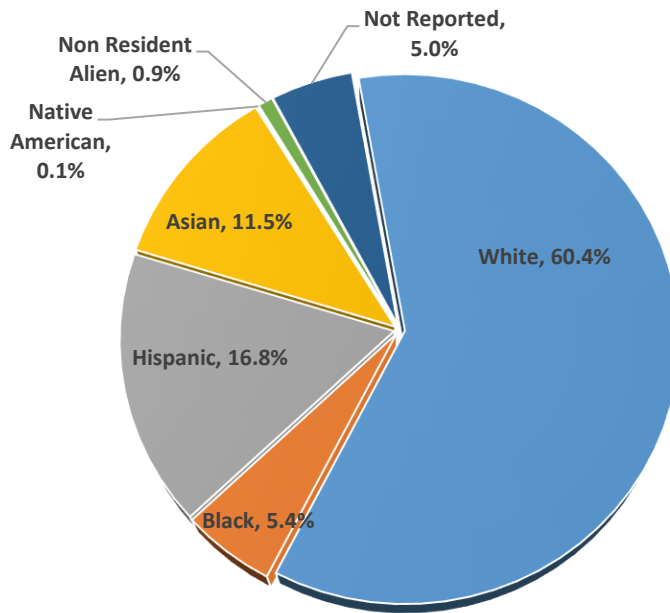
	White		African American		Hispanic		Asian		American Indian		Non-Res. Alien		Race Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Full-Time</b>	4106	60.6	370	5.5	1137	16.8	783	11.5	6	0.1	59	0.9	320	4.7	6781	100.0
<b>Part-Time</b>	94	52.8	9	5.1	29	16.3	17	9.6	0	0.0	2	1.1	27	15.2	178	100.0
<b>Total</b>	<b>4200</b>	<b>60.4</b>	<b>379</b>	<b>5.4</b>	<b>1166</b>	<b>16.8</b>	<b>800</b>	<b>11.5</b>	<b>6</b>	<b>0.1</b>	<b>61</b>	<b>0.9</b>	<b>347</b>	<b>5.0</b>	<b>6959</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: IPEDS Fall Enrollment Survey

TCNJ has a commitment to admitting a diverse student population and over the past two decades the institution has made steady enrollment gains for minorities.

**Race/Ethnicity of All Undergraduates, Fall 2021**



\* 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 2021, female students made up approximately 57% of the total undergraduate population.

**Undergraduate Enrollment by Gender, Fall 2015-2021**

Gender	2015		2016		2017		2018		2019		2020		2021	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Female Students</b>	4,011	59.4	3,960	<b>58.3</b>	4,001	<b>57.5</b>	4,044	<b>57.4</b>	4117	57.3	4060	<b>57.1</b>	3948	56.7
<b>Male Students</b>	2,747	40.6	2,827	<b>41.7</b>	2,954	<b>42.5</b>	3,004	<b>42.6</b>	3072	42.7	3045	<b>42.9</b>	3011	43.3
<b>TOTAL</b>	<b>6,758</b>	<b>100</b>	<b>6,787</b>	<b>100</b>	<b>6,955</b>	<b>100</b>	<b>7,048</b>	<b>100</b>	<b>7189</b>	<b>100</b>	<b>7105</b>	<b>100</b>	<b>6959</b>	<b>100</b>

Source: IPEDS Fall Enrollment Survey

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

**Required Table II.C.3.b.:  
Undergraduate Enrollment by Gender, Fall 2021**

	Females		Males	
	#	%	#	%
<b>Full-Time</b>	3861	56.9	2920	43.1
<b>Part-Time</b>	87	48.9	91	51.1
<b>Total</b>	<b>3948</b>	<b>56.7</b>	<b>3011</b>	<b>43.3</b>

Source: IPEDS Fall Enrollment Survey

3.c. UNDERGRADUATE STUDENTS BY AGE

The majority of undergraduates at TCNJ, 84%, are between the ages of 18-21, which is 1% lower than in 2020.

**Required Table II.C.3.c.:  
Undergraduate Enrollment by Age, Fall 2021**

		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>	#	12	2588	3242	852	71	10	3	2	1	0
	%	0.2	38.2	47.8	12.6	1.0	0.1	0.0	0.0	0.0	0.0	0.0	100.0%
<b>Part-time</b>	#	9	12	34	85	19	10	2	2	5	0	0	178
	%	5.1	6.7	19.1	47.8	10.7	5.6	1.1	1.1	2.8	0.0	0.0	100.0%
<b>Total</b>	#	21	2600	3276	937	90	20	5	4	6	0	0	6959
	%	0.3	37.4	47.1	13.5	1.3	0.3	0.1	0.1	0.1	0.0	0.0	100.0%

Source: IPEDS Fall Enrollment Survey

4. FINANCIAL AID FROM STATE, FEDERAL & INSTITUTION-FUNDED PROGRAMS, FY 2020-21  
(CORRESPONDS TO ACADEMIC YEAR 2020-2021)

TCNJ provided more awards through the HEERF/CARES Act funding to students, with more dollars per student, in academic year 2020 -2021 than academic year 2019 - 2020. An increase was also found for the individual amount awarded for students receiving an award through the Pell Grant program from last year, 2%.

**Required Table II.C.4:  
Financial Aid from State, Federal & Institution-Funded Programs  
FY 2020-21 (Academic Year 2020-2021)**

	Recipients	Dollars (\$)	\$/Recipient
<b>STATE PROGRAMS</b>			
Tuition Aid Grants (TAG)	1095	\$7,703,000	\$7,034.75
Educational Opportunity Fund (EOF)	338	\$474,000	\$1,402.37
Outstanding Scholars (OSRP)	0	\$0	--
Distinguished Scholars	0	\$0	--
Urban Scholars	0	\$0	--
<b>NJ STARS</b>			
NJCLASS Loans	32	\$74,000	\$2,321.50
	226	\$3,386,000	\$14,982.30
CARES Act – HEERF Student Aid	1432	\$2,470,000	\$1,724.86
<b>FEDERAL PROGRAMS</b>			
Pell Grants	1309	\$6,450,000	\$4,927.43
College Work Study	20	\$40,000	\$2,000.00
Perkins Loans	0	\$0	--
SEOG	273	\$314,000	\$1,150.18
Stafford Loans (Subsidized)	2225	\$9,612,000	\$4,320.00
Stafford Loans (Unsubsidized)	2954	\$10,918,000	\$3,696.01
PLUS Loans	240	\$3,917,000	\$16,320.83
SMART, ACG & Other	14	\$53,000	\$3,785.71
<b>INSTITUTIONAL PROGRAMS</b>			
Grants/Scholarships	2358	\$14,986,000	\$6,355.39
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 2021 were New Jersey residents.

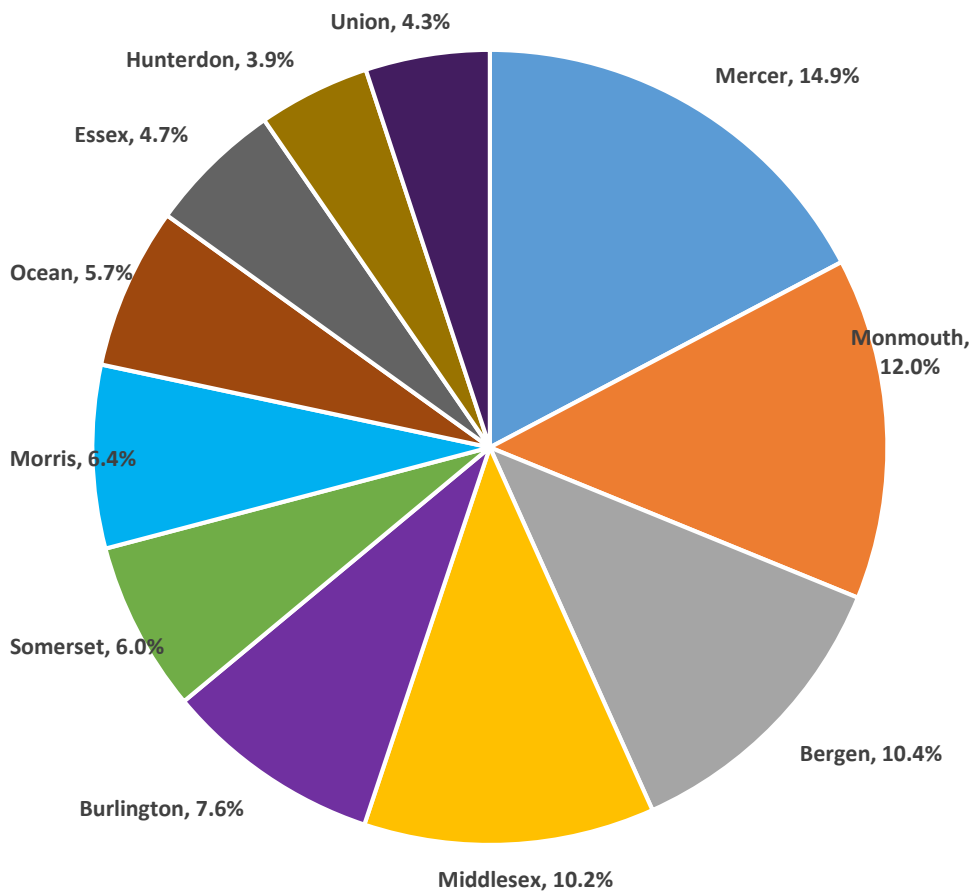
**Required Table II.C.5:  
Fall 2021 First-time Full-time Undergraduate Enrollment by State Residence**

State Residents	Non-State Residents	Total	% State Residents
1,389	87	1476	94.1%

Source: IPEDS Fall Enrollment File

In fall 2021 term there are eight New Jersey counties that supply five percent or more of the undergraduate enrollments at TCNJ. They are Mercer, Monmouth, Bergen, Middlesex, Morris, Burlington, Somerset, and Ocean counties.

**Undergraduate Enrollment by NJ County – Fall 2021 (for NJ Residents)**



Source: Institutional Research & Analytics, The College of New Jersey

**D. STUDENT OUTCOMES**

1. GRADUATION RATES BY RACE/ETHNICITY

Over 86% of the first-time full-time freshmen who entered TCNJ in the fall of 2015 graduated from the College within six years, 1261 of the 2015 cohort of first-time full-time freshmen. The percent of students graduating within six years has remained very similar to the fall 2014 cohort (6 Year: 2015 86.9%, 2014 86.5%). The 2015 cohort 4-year graduation rate has increased by 1.2% from the previous year. In comparing the graduation rates by race/ethnicity, the 4-year and 6-year graduation rates have increased for *Asian* students in the cohort from the previous cohort year, +15.5% and +7.7% respectively.

**Required Table II.D.1.a:  
Four-, Five- and Six-Year Graduation Rates  
of Fall 2015 Full-time First-time Freshmen by Race/Ethnicity\***

	Native American		Asian		Black		Hispanic		Pacific Islander		Non-Resident Alien		Race Unknown		2 or More Races		White		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Fall 2015 Cohort</b>	4	0.3	167	11.8	85	6.0	198	13.9	5	0.4	6	0.4	49	3.5	7	0.5	930	65.6	1,418	100.0
<b>Graduates after 4 years</b>	3	75.0	147	88.0	53	62.4	134	67.7	4	80.0	3	50.0	34	69.4	3	42.9	813	87.4	1,107	76.3
<b>Graduates after 5 years</b>	3	75.0	147	88.0	61	71.8	159	80.3	5	100.0	4	66.7	36	73.5	3	42.9	813	87.4	1,231	84.8
<b>Graduates after 6 years</b>	3	75.0	154	92.2	63	74.1	165	83.3	5	100.0	4	66.7	36	73.5	4	57.1	827	88.9	1,261	86.9

\* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting.

Source: IPEDS Graduation Rate Survey

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

Approximately 92% (91.9%) of the first-time, full-time freshmen who entered TCNJ in the fall of 2020 were retained for the fall 2021 semester at TCNJ. The College has maintained a first to second year retention rate of 90% or above for the last ten years. This retention rate significantly exceeds all other New Jersey public colleges. Eight percent (115) of the first-time, full-time freshmen from 2020 did not return in fall of 2021.

**Required Table II.D.2:  
Third Semester Retention by Attendance Status  
Fall 2020 to Fall 2021**

	Full-time		Part-time		Total	
	#	%	#	%	#	%
<b>Retained</b>	1312	91.9%	1	100.0%	1313	91.9%
<b>Not Retained</b>	115	8.1%	0	0.0%	115	8.1%
<b>Total</b>	1427	100.0%	1	100.0%	1428	100.0%

Source: IPEDS Fall Enrollment Survey, Part E

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. Overall cohort retention rates have decreased by 2% for all first-time freshmen from last year.

**Third Semester Retention of First-time Freshmen by Race/Ethnicity\*  
Fall 2020 to Fall 2021**

	White		African American		Hispanic		Asian		American Indian		Native Hawaiian		Unknown*		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Retained</b>	799	92.4	59	86.8	224	92.9	159	91.9	0	0.0	1	100.0	70	88.6	1312	91.9
<b>Total</b>	865	100.0	68	100.0	241	100.0	173	100.0	1	100.0	1	100.0	79	100.0	1428	100.0

\* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting. “Unknown” includes Not-reported and those reporting two or more races and Non-Resident Aliens.

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 2014) is 929 applicants, the average acceptance ratio and enrollment yield over this period of time are 51.5% and 52.8%, respectively.

**Transfer Admissions: Applications, Acceptances, Enrolled – 2014 to 2021**

	2014	2015	2016	2017	2018	2019	2020	2021
<b>Number of Applications Received</b>	988	1059	1035	955	967	864	911	659
<b>Number of Acceptances</b>	509	453	482	433	438	465	540	442
<b>Number of Students Matriculated</b>	262	249	266	241	233	258	267	208
<b>Accept Ratio:</b>	51.5%	42.8%	46.6%	45.3%	45.3%	53.8%	59.3%	67.1%
<b>Enrollment Yield:</b>	51.5%	55.0%	55.2%	55.7%	53.2%	55.5%	49.4%	47.1%

Source: Institutional Research & Analytics, The College of New Jersey

**PERCENTAGE OF ENTERING STUDENTS WHO ARE TRANSFERS**

Approximately 12% of the entering undergraduates in fall 2021 were transfer students, which is a decrease from the previous year (2020, 15%).

**Entering Undergraduates by Admission Status and Attendance Status, Fall 2021**

s	New Transfer		First-time		Total	
	#	%	#	%	#	%
<b>Total Entering</b>	208	12.4	1476	87.6%	1684	100

Source: Institutional Research & Analytics, The College of New Jersey

DEGREES CONFERRED BY RACE/ETHNICITY

The total number of degrees conferred (undergraduate and graduate) in fiscal year 2020-21 was 2212. This was an increase of 7.2% percent from FY2019-20 (2063). There were 70 more undergraduate degrees awarded in 2020-21 than in 2019-20 (4.2%). The number of Master’s degrees awarded increased by 15.6% from FY20. The number of certificates awarded increased by 31.8%. There were increases in the number of awards at all levels to students in the *African American/Black*, *Hispanic* and *Asian* race/ethnicity categories. The overall number of degrees awarded in the *African American/Black* race/ethnicity category increased by 40% from the previous fiscal year and 51% at the baccalaureate level.

**Degrees Conferred by Race/Ethnicity\*, FY 2020-21**

	White		African American/ Black		Hispanic		Asian		Native American		Native Hawaiian/ Pacific Islander		2 or More Races		Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Baccalaureate</b>	1117	65.0	106	6.2	208	12.1	198	11.5	0	0.0	2	0.1	11	0.6	77	4.5	1719	100
<b>Master’s</b>	235	62.3	11	2.9	29	7.7	23	6.1	2	0.5	0	0.0	1	0.3	76	20.2	377	100
<b>Certificates</b>	43	37.1	3	2.6	10	8.6	4	3.4	1	0.9	0	0.0	0	0	55	47.4	116	100
<b>Total</b>	<b>1395</b>	<b>63.1</b>	<b>120</b>	<b>5.4</b>	<b>247</b>	<b>11.2</b>	<b>225</b>	<b>10.2</b>	<b>3</b>	<b>0.1</b>	<b>2</b>	<b>0.1</b>	<b>12</b>	<b>0.5</b>	<b>208</b>	<b>9.4</b>	<b>2212</b>	<b>100</b>

\* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting.

Source: IPEDS FY2021 Completions Survey

DEGREES CONFERRED BY GENDER

The percentage of undergraduate degrees conferred to men in fiscal year 2020-21 increased by 4.5% from the number reported in FY2020 (759); the percentage of Master’s degrees awarded to men increased by fifty-two percent in the same fiscal year (52.2%). The total number of awards to women increased by 8.8% from FY20.

**Degrees Conferred by Gender, FY 2020-21**

	Men		Women		Not Reported		Total	
	#	%	#	%	#	%	#	%
<b>Baccalaureate</b>	689	40.1	1030	59.9	0	0.0	1719	100.0
<b>Master’s</b>	70	18.6	307	81.4	0	0.0	377	100.0
<b>Certificates</b>	34	29.3	82	70.7	0	0.0	116	100.0
<b>Total</b>	<b>793</b>	<b>35.8</b>	<b>1419</b>	<b>64.2</b>	<b>0</b>	<b>0.0</b>	<b>2212</b>	<b>100.0</b>

Source: IPEDS FY2021 Completions Survey



DEGREES CONFERRED BY GENERAL FIELD

The five academic disciplines in which the most degrees were conferred in FY2020-21 were the same as in FY2019-20. This year the top five were: Education, Business/Marketing/Accounting, Health Professions, Engineering, and Biological/Life Sciences. These top five fields accounted for over 58% of undergraduate degrees awarded (67% of all degrees/certificates awarded). Thirty-three percent of all degrees awarded in FY21 were in Education. A highlight of the disciplines experiencing an increase in the number of bachelor degrees awarded from the previous fiscal year were: Physical Sciences +34%, Ethnic & Gender Studies +200%, Engineering +28%, Communications +18%. Subject areas with decreases from the previous fiscal year were found in Computer Science -32%, Interdisciplinary Studies -50%, Visual & Performing Arts -13%, and Health Professions -9%.

**Degrees Conferred by General Field, FY 2020-21 (first degrees)**

CIP	Category	Bachelor	Master	Certificate	Total
13	Education	272	343	110	725
52	Business/Marketing/Accounting	324	0	0	324
51	Health Professions	129	22	6	157
14	Engineering	154	0	0	154
26	Biological/Life Sciences	120	0	0	120
42	Psychology	108	0	0	108
9	Communication/Journalism	106	0	0	106
45	Social Sciences	98	0	0	98
50	Visual & Performing Arts	91	0	0	91
23	English	58	12	0	70
43	Criminology	56	0	0	56
27	Mathematics	53	0	0	53
54	History	48	0	0	48
40	Physical Sciences	47	0	0	47
11	Computer Science	30	0	0	30
5	Ethnic & Gender Studies	12	0	0	12
38	Philosophy & Religion Studies	6	0	0	6
30	Interdisciplinary Studies	4	0	0	4
16	Foreign Languages	3	0	0	3
	<b>Total</b>	<b>1719</b>	<b>377</b>	<b>116</b>	<b>2212</b>

Source: IPEDS FY21 Completions Survey

**E. FACULTY CHARACTERISTICS**

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

In fall of 2021, 70% of the full-time faculty at TCNJ were tenured. Of the tenured full-time faculty group, 54% were female and approximately 25% were a minority race/ethnicity (55% and 24%, respectively in fall 2020). Of the regular full-time faculty as a whole (tenured, tenure-track and non-tenure-track), 54% were female (54% in fall 2020) and 28% were minority (28% in fall 2020). In fall 2021, TCNJ employed 458 part-time and adjunct faculty; 249 women, 188 men and 10 not reported.

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

**Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2021**

	Native American		Asian		African American		Hispanic		Pacific Islander		Race Unreported		White		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>
<b>Tenured &amp; Tenure-Track</b>																
Professor	0	0	10	12	1	3	1	4	0	0	1	2	55	60	68	81
Associate Prof.	0	0	12	9	6	7	5	3	0	0	1	2	36	49	60	70
Assistant Prof.	0	0	8	6	4	6	4	0	0	0	0	3	10	19	26	34
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Sub-Total</b>	0	0	30	27	11	16	10	7	0	0	2	7	101	128	154	185
<b>Without Tenure-Track</b>																
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Assistant Prof.	0	0	0	1	1	0	0	1	0	0	5	1	6	5	12	8
All Others	0	0	0	1	0	0	0	0	0	0	0	1	4	6	4	8
<b>Sub-Total</b>	0	0	0	2	1	0	0	1	0	0	5	2	11	11	17	16
<b>All Full-time Faculty</b>																
Professor	0	0	10	12	1	3	1	4	0	0	1	2	55	60	68	81
Associate Prof.	0	0	12	9	6	7	5	3	0	0	1	2	37	49	61	70
Assistant Prof.	0	0	8	7	5	6	4	1	0	0	5	4	16	24	38	42
All Others	0	0	0	1	0	0	0	0	0	0	0	1	4	6	4	8
<b>Grand Total</b>	0	0	30	29	12	16	10	8	0	0	7	9	112	139	171	201

Source: IPEDS Human Resources Survey \* Note: Non-Resident Alien and Two or More Races categories were blank.

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

Most courses at TCNJ in the fall 2021 semester were taught by full-time faculty, 58%. The table on the next page includes information on the number of class sections taught by type of instructor.

**Required Table II.E.2.:  
Percentage of Course Sections Taught by Faculty Type, Fall 2021**

Number of Class Sections (includes Lectures, Seminars and other formal class activities)								
	Taught by Full-time Faculty		Taught by Part-time Faculty & Adjuncts		Taught by Others (Instructors/Staff)		Total Sections	
	#	%	#	%	#	%	#	%
<b>Total of Each Instructor Type</b>	<b>781</b>	<b>58%</b>	<b>460</b>	<b>34%</b>	<b>109</b>	<b>8%</b>	<b>1350</b>	<b>100%</b>
Subsections and all other class sections (includes Laboratories, Recitations, Practicums, Independent Research, Music Lessons, Studios, Internships, and Teaching Supervision)								
<b>Total of Each Instructor Type</b>	<b>494</b>	<b>57%</b>	<b>220</b>	<b>25%</b>	<b>151</b>	<b>17%</b>	<b>865</b>	<b>100%</b>

Source: Institutional Research & Analytics, The College of New Jersey

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

Full-time faculty headcount for fall 2021 was 372 (171 men/201 women), and part-time/adjunct faculty headcount was 458 (188 men/249 women/10 NR). The full-time equivalent (FTE) for full-time faculty was 372, part-time/adjunct faculty was 149 with a total instructional FTE of 526, a decrease of 8 FTE's from last fall where the total FTE was 534. On an FTE basis, full-time faculty account for 70.7% of the instructional force at TCNJ. In academic year 2021 - 22, 94% of the full-time teaching faculty hold terminal degrees.

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

	2014	2015	2016	2017	2018	2019	2020	2021
<b>Full-Time Faculty FTE</b>	356	355	355	365	363	373	375	372
<b>Teaching Administrators FTE</b>	3	3	3	5	3	4	3	5
<b>Adjunct &amp; Part-time FTE</b>	155	162	169	177	173	179	156	149
<b>TOTAL FTE FACULTY</b>	514	520	527	544	539	556	534	526
<b>Number of Tenured Faculty <sup>(1)</sup></b>	274	271	259	261	252	265	258	259
<b>Tenure Rate <sup>(1)</sup></b>	77%	77%	73%	72%	74%	71%	73%	77%
<b>% Holding Terminal Degrees</b>	90%	91%	90%	89%	91%	93%	92%	94%
<b>Student Teacher Ratio <sup>(2)</sup></b>	13:1	13:1	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: Institutional Research & Analytics, The College of New Jersey

**Required Table II.E.3.:  
Ratio of Full- to Part-time Faculty, Fall 2021**

Full-time		Part-time		Total	
#	%	#	%	#	%
372	44.8%	458	55.2	830	100.0%

Source: IPEDS Human Resource Survey

**F. CHARACTERISTICS OF THE BOARD OF TRUSTEES (FALL 2021)**

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.”

1. RACE/ETHNICITY AND GENDER

**Required Table II.F.1.:  
Fall 2021 Board of Trustees, Race/Ethnicity and Gender**

	White	African American	Hispanic	Asian American	Native American	Non-Resident Alien	Unreported	Total
<b>Male</b>	2	1	2	0	0	0	0	5
<b>Female</b>	8	2	2	0	0	0	0	12
<b>Total</b>	<b>10</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</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, FY2021**

Name	Title	Affiliation
Ms. Treby Williams	Trustee	Princeton University
Mrs. Rosie Hymerling	Trustee	Haddonfield Public Schools
Ms. Tammy Tibbetts	Trustee	She’s The First
Ms. Eleanor V. Horne	Trustee	ETS Social Investment Fund
Mr. Brian Markison	Trustee	Avista Capital Partners
Mr. Allen Silk	Trustee	Stark & Stark
Ms. Susanne Svizeny	Trustee	Wells Fargo, PA, DE
Maj. General Maria A. Falca-Dodson	Trustee	NJ National Guard
Ms. Rebecca A. Ostrov	Chair	Pfizer
Mr. Carl R. Gibbs	Vice-Chair	Sturdivant & Co.
Ms. Noelle Halikman	Alternate Student Representative	TCNJ
Mr. Nigel Pacheco	Student Representative	TCNJ
Dr. Deborah Hutton	Faculty Representative	TCNJ
Dr. Cynthia Curtis	Faculty Representative	TCNJ
Mr. Desi Fioravanti	Staff Representative	TCNJ
Dr. Crystel Maldonado	Staff Representative	TCNJ
Dr. Kathryn A. Foster	President, Ex-Officio	TCNJ

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://trustees.tcnj.edu/>

## G. PROFILE OF THE INSTITUTION

### 1A. UNDERGRADUATE DEGREE PROGRAMS

#### Bachelor of Arts (BA)

- African-American Studies
- Art (*option in Teacher Preparation*)
- Art History and Visual Culture
- Communication Studies
- Criminology
- Economics
- English <sup>1,4,6</sup>
- History <sup>1,6</sup>
- Interactive Multimedia
- International Studies
- Journalism & Professional Writing
- Music
- Philosophy <sup>6</sup>
- Political Science
- Psychology
- Self-Designed Major
- Sociology
- Spanish <sup>1,6</sup>
- Women's, Gender & Sexuality Studies
- World Languages & Linguistics

#### 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>1,6</sup>
- Biomedical Engineering <sup>6</sup> (**BSBME**)
- Business Administration (*specializations in Finance, Interdisciplinary Business, Management, and Marketing*)
- Chemistry <sup>1,6</sup>
- Civil Engineering (**BSCE**)
- Computer Engineering (**BSCoE**)
- Computer Science
- 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 <sup>6</sup> (*specialization in Engineering Management and Policy & Society*) (**BSES**)
- Kinesiology and Health Sciences <sup>1</sup>
- Integrative STEM Education
- Mathematics (*options in Statistics and applied Mathematics*)
- Mechanical Engineering (**BSME**)
- Nursing (**BSN**)
- Physics <sup>1,6</sup> (*options in Biomedical Physics, Computational Physics, Earth Science, Liberal Arts Physics*)
- Public Health
- Physics
- Special Education <sup>3</sup>
- Speech Pathology and Audiology
- Technology Education <sup>1</sup>
- Urban Education

<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.

<sup>6</sup> Options available in seven-year medical.

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

## 1B. GRADUATE DEGREE PROGRAMS

### Master of Arts (MA)

- Clinical Mental Health
- School Counseling
- English

### Master of Arts in Teaching (MAT)

- Elementary Education (*also available in Dual certification with Early Childhood Ed program*)
- 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
- Urban Education (*Elementary, Early Childhood*)

### Master of Business Administration (MBA)

- Data Analytics
- Strategy, Innovation & Leadership
- Master of Business Administration/Master of Public Health (MBA/MPH)

### 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
- Integrative Science, Technology, Engineering & Math (*iSTEM*)

### Masters of Public Health (MPH)

- Global Health
- Health Communication
- Epidemiology
- Health Analytics

### Master of Science in Nursing (MSN)

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

### 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 2019-20 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.

### **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 \$400,000 for computer access training programs.

### **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 seven 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 was 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>Center for Assistive Technology and Inclusive Educational Studies (CATIES)</b>	CATIES is a research and service initiative of The College of New Jersey. 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="https://caties.tcnj.edu">https://caties.tcnj.edu</a>
<b>Center for Community Engagement (CCE)</b>	The Center is home for the College's community engagement activities that integrate educational experiences with community service, student development, and civic participation. The 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="https://cce.tcnj.edu/">https://cce.tcnj.edu/</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="https://ccs.tcnj.edu">https://ccs.tcnj.edu</a>
<b>Center for Future Educators</b>	The Center for Future Educators at TCNJ mission is to reach out, inspire and support New Jersey middle and high school students who are considering careers as future teachers.	<a href="https://futureeducators.tcnj.edu">https://futureeducators.tcnj.edu</a>
<b>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="https://centerforstem.tcnj.edu">https://centerforstem.tcnj.edu</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="https://cetl.tcnj.edu/">https://cetl.tcnj.edu/</a>
<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="https://cge.tcnj.edu">https://cge.tcnj.edu</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="https://www.tcnj.edu/~cyrd/">https://www.tcnj.edu/~cyrd/</a>
<b>Sustainability Institute</b>	The Sustainability Institute at TCNJ is a "think and do" tank that manages a number of cutting edge research and outreach programs focused on sustainable development, including the award winning Sustainable Jersey Certification Program and numerous federal and state grant funded projects. The Institute's mission is to advance sustainable development through research, outreach, and training.	<a href="https://si.tcnj.edu">https://si.tcnj.edu</a>



Center Name	Description	Website
<b>Center for the Arts</b>	TCNJ Center for the Arts works closely with all academic departments, schools and student organizations as a resource for community engagement. The Center's mission is to elucidate how creativity and innovation have been used both historically and in current practice to help cultures better understand who they are, how they have evolved and how they might define themselves in the future. The Center develops programming that contributes to the aesthetic and economic vitality of our region.	<a href="https://tcnjcenterforhearts.tcnj.edu">https://tcnjcenterforhearts.tcnj.edu</a>
<b>New Jersey 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="https://sbdcnj.com">https://sbdcnj.com</a>
<b>TCNJ Career Center</b>	The Career Center supports the College's mission by fostering an environment that encourages students' career development through academic, leadership and experiential education. Student collaborations are built and enhanced through meaningful relations with alumni, employers and representatives of post graduate education.	<a href="https://career.tcnj.edu">https://career.tcnj.edu</a>
<b>TCNJ Tutoring Center</b>	The Tutoring Center provides services that facilitate TCNJ students' learning and persistence as they meet academic challenges throughout their academic careers. Trained in principles and practices of International College Reading and Learning Association certification, peer tutors assist students to master course content and develop learning skills including problem-solving, analytical reading, writing researched arguments, oral presentation techniques, test-taking strategies, and time management.	<a href="https://tutoringcenter.tcnj.edu/">https://tutoringcenter.tcnj.edu/</a>

### 1. Research and Development Expenditures

The total Academic Research and Development (R&D) Expenditures for fiscal year 2021 decreased by 85% from the previous year total. Federally Financed Academic R&D expenses have increased from fiscal year 2020 by 134,913.00, while Privately Financed expenses increased by \$121,650. The Covid-19 pandemic affected Institutionally Financed research as these academic R & D expenditures have decreased from the previous fiscal year by 98%. The R&D Expenditures for fiscal year 2021 are included in the table below.

**Required Table II.H.1:  
Research and Development Expenditures, FY2021**

Expenditure	Amount
Federally Financed Academic R&D Expenditures	\$1,078,937
State Financed Academic R&D Expenditures	\$56,212
Privately Financed Academic R&D Expenditures	\$450,197
Institutionally Financed Academic R&D Expenditures	\$168,922
<b>Total Academic R&amp;D Expenditures</b>	<b>\$1,912,101</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 2022*)

### PROJECTS IN PLANNING

#### Roof Repair/Replacements

Upgrades and/or replacements to roofing in campus buildings are currently in the planning stage.

#### Elevator Upgrades

Elevator upgrades are in the planning stage for campus classroom buildings and student housing.

#### Parking Garage Updates

Additional parking garage updates are being planned for campus parking areas

### PROJECTS IN CONSTRUCTION

#### Steam Distribution System Repairs

Repair and replacement of the current steam distribution pipe lines. Construction is currently underway and expected to be completed by October 2022.

#### Elevator Upgrades

New Residential Hall and Bliss Annex. The project is currently in construction and expected to be completed by June 2024.

#### Campus Jogging Path

The project will be completed in 2022.

#### Packer Hall of Champions Upgrades

The project is currently in construction and is expected to be complete by November 2022.

#### Education and Armstrong Parking Garage Renovations

The project is currently in construction and should be completed by June of 2024.

#### Bleacher and Stadium Upgrades

The project is currently in construction and will be complete by October 2022.

#### New Residence Hall HVAC Upgrades/Replacements

The project is scheduled to be completed in January 2025.

#### Fire Alarm Upgrade

This project will upgrade the campus-wide fire alarm system, including underground infrastructure, panels/equipment within buildings, hardware, and software. The project is scheduled to be completed by June 2025.

### 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 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 150 “Best Value” public colleges the *Princeton Review* and *USA Today* in 2020 and, among more than 650 colleges and universities nationally, *Money Magazine* ranks TCNJ at #35. *Money Magazine*’s college ranking considers quality, affordability and outcomes. In 2006, TCNJ 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*, *Money* and *USA Today* as one of the top values in public higher education for 2022.
- 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 public regional university in the northern region of the country, according to *U.S. News & World Report 2022-23 Edition*, and has been since the ranking’s inception.
- TCNJ is one of the top-ranked public regional universities and colleges to make *U.S. News*’ list of institutions with Best Undergraduate Teaching in 2022-23 (ranked #6 in the northern region), Best Colleges for Veterans (#2 in northern region), and Most Innovative (ranked #7 in northern region).
- 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 US News & World Reports’ northern region and surpasses those achieved by many prestigious private institutions.
- TCNJ has a 93% 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 examples include:

- Dr. Leeann Thornton, professor of Biology, has been named president-elect of the American Society of Plant Biologists for 2022-23.
- Dr. Abby O'Connor, TCNJ Chemistry professor, has been honored with the E. Emmet Reid Award in Chemistry Teaching at Small Colleges in the American Chemical Society's Middle Atlantic Region in May 2022.
- Dr. Allen Katz received the Microwave Application Award for "proposing, demonstrating, and developing the multi-port (six-port) interferometer digital radio for wireless communication systems and sensor application." Dr. Katz has more than 25 years of experience in the microwave and satellite industries and is the founder and President of Linearizer Technology, Inc., a New Jersey based company dedicated to distortion correction. Dr. Katz has won numerous awards for his contributions to his field, holds 17 patents, and is a regular contributor to technical journals and conferences. Professor Katz also founded and directed the Trenton Computer Festival, the original computer festival, which celebrated its 45th anniversary in 2020.
- Dr. Emily Meixner, associate professor of English and coordinator of the Secondary English Education program at the College won *English Leadership Quarterly* Best Article of the Year. The article "Nurturing Teacher Leadership through Homegrown Professional Development," was written by Meixner after seeing tremendous success from her *How To Teach*
- Tim Clydesdale, TCNJ professor of sociology, has published a book entitled, "The Purposeful Graduate: Why Colleges Must Talk to Students About Vocation". In his book, Clydesdale demonstrates how impactful the exploration of these ideas can be for students. Professor Clydesdale adds a new factor to the national discussion of the value of college, saying, "The very purpose of college itself (is) to educate and graduate thoughtful, purposeful and globally aware citizen leaders." An interview with Clydesdale about his new release can be found on Inside Higher Ed.com.
- Faculty from the School of Nursing, Health, and Exercise Science recently received funding from Novo Nordisk for a project entitled Smart Nutrition Activity and Conditioning in Kids (SNACK). This new area of research focuses on physical activity and its link to long term, sustainable lifestyle and health behavior changes when started in early childhood. The primary sites of the project are in the Ewing and Trenton School Districts. This program will build on the strengths of HES and Nursing and their community connections.

**Invaluable to Students and the State**

- TCNJ was listed among the “Best Northeastern Colleges” by *The Princeton Review*.
- More than 93% of TCNJ students are New Jersey residents
- TCNJ attracts high-achieving students from out of state, many who rank in the top 10% of their high-school classes.
- Most TCNJ students (76%) graduate in four years, and nearly all have earned degrees within five (85%) or six years (87%, *TCNJ First-time Freshman cohort 2015*).
- 96% of TCNJ’s most recent graduating class responded that their undergraduate academic experience prepared them to start their career.
- 93% of TCNJ’s most recent graduating class indicated that they were either employed, attending graduate school or in the military.
- 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.