



Annual Institutional Profile Report

2024 - 2025

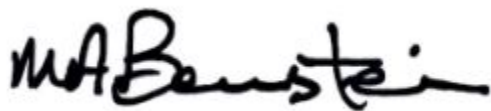
**THE COLLEGE OF NEW JERSEY
EXCELLENCE AND ACCOUNTABILITY REPORT
ACADEMIC YEAR 2024-2025**

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 and Health Sciences, and Science. In the past academic year, the College served over 7400 undergraduate students, 95% of whom were New Jersey residents, as well as approximately 1200 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 *Princeton Review* recognized as one of the most academically outstanding colleges in the Northeast. 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.



MICHAEL A. BERNSTEIN
PRESIDENT, THE COLLEGE OF NEW JERSEY

I. TABLE OF CONTENTS

Preface	i
I. Table of Contents	ii
II. Data by Category	
A. Accreditation Status	1
1. Institutional Accreditation	1
2. Professional Accreditation	1
B. Number of Students Served	2
1. Number of Undergraduates by Attendance Status	2
2. Number of Graduate Students by Attendance Status	2
4. Unduplicated Number of Students for Academic Year	3
C. Characteristics of Undergraduate Students	4
Fall Freshman Class	4
Trend in Combined Math and Reading SAT Scores	4
1. Mean Math, Reading (Verbal) and Writing SAT Scores	5
2. Enrollment in Remediation (Developmental) Courses by Subject Area	5
3a. Undergraduate Students by Race/Ethnicity	6
3b. Undergraduate Students by Gender	7
3c. Undergraduate Students by Age	7
4. Financial Aid from Federal, State, & Institution-Funded Programs	8
5. Percentage of Undergraduates Who are NJ State Residents	9
D. Student Outcomes (Undergraduate)	10
1. Four-, Five- and Six-Year Graduation Rates by Race/Ethnicity	10
2. Third Semester (First to Second Year) Retention Rates by Attendance Status	10
Third Semester (First to Second Year) Retention Rates by Race/Ethnicity	11
Transfer (Admissions and Percent Entering Undergraduates)	11
Degrees Conferred by Race/Ethnicity	12
Degrees Conferred by Gender	12
Degrees Conferred by General Field	13
E. Faculty Characteristics	14
1. Full-time by Race/Ethnicity, Gender and Tenure Status	14
2. Percent of Courses Taught by Faculty Type	15
3. Ratio of Full- to Part-time Faculty	15
F. Characteristics of the Board of Trustees	16
1. Race/Ethnicity and Gender	16
2. List of Trustees with Affiliation	16
3. URL of webpage with Information on Trustees	16
G. Profile of the Institution	17
1a. Undergraduate Degree Programs	17

1b. Graduate Degree Programs	18
H. Major Research and Public Service Activities	19
Centers at TCNJ	20
Research and Development Expenditures	21
I. The Status of Major Capital Projects	22
Projects in Planning	22
Projects in Construction	22
III. Other (Optional) – The College of New Jersey	23
Commitment to Success	23
Results	23
Faculty and Staff Excellence	24
Invaluable to Students and the State	25

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 (MSCHE), 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 Association for Advancing Quality in Educator Preparation (AAQEP), a national organization recognized by the Council for the Accreditation of Educator Preparation (CAEP).
- The College of New Jersey is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).
- The College of New Jersey is an accredited institutional member of the National Association of Schools of Music (NASM).
- 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).
- Bachelor of Science and Master's degree programs in Public Health are accredited by the Council on Education for Public Health (CEPH).

B. NUMBER OF STUDENTS SERVED

1. NUMBER OF UNDERGRADUATES BY ATTENDANCE STATUS

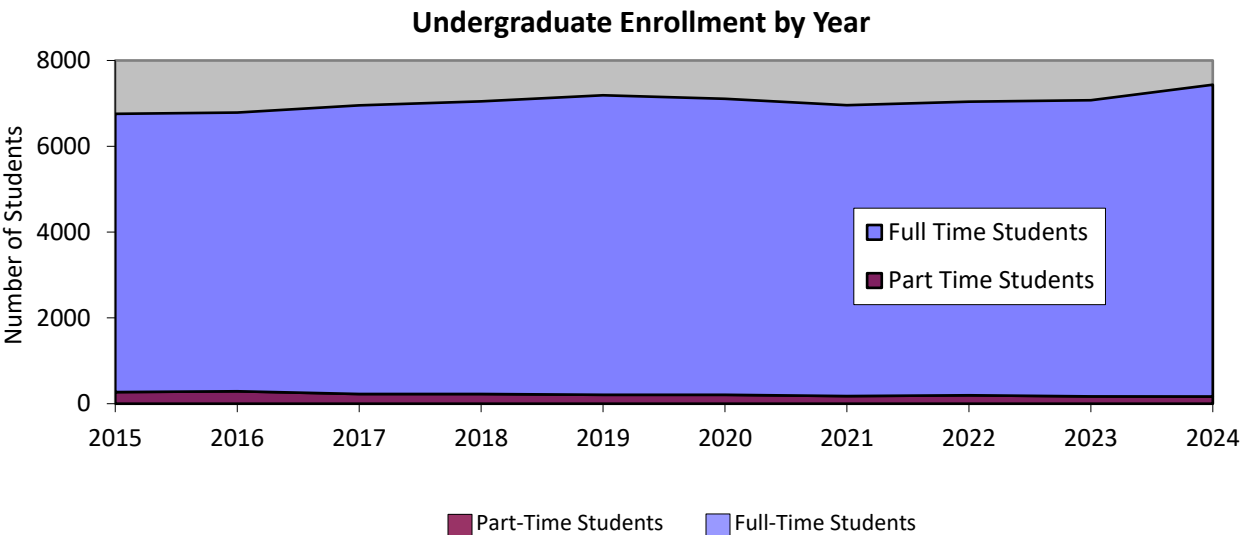
Full-time and part-time undergraduate enrollment in the fall of 2024 was 7267 and 168 respectively. Overall, undergraduate enrollment increased by 5% from fall 2023. Both part-time and full-time student enrollment also changed from the fall of 2023, full-time student enrollment increased by 5% from last year; part-time enrollment decreased by 1%.

Required Table II.B.1:
Number of Undergraduates by Attendance Status, Fall 2024

	Undergraduate Students	
	#	%
Full-Time	7,267	97.7
Part-Time	168	2.3
Total	7435	100

Source: IPEDS Fall Enrollment Survey

Undergraduate enrollment has increased modestly over the last ten years, from 6758 in 2015 to over 7400 in 2024 (a 10% increase in enrollment).



SOURCE: IPEDS FALL ENROLLMENT

2. NUMBER OF GRADUATE STUDENTS BY ATTENDANCE STATUS

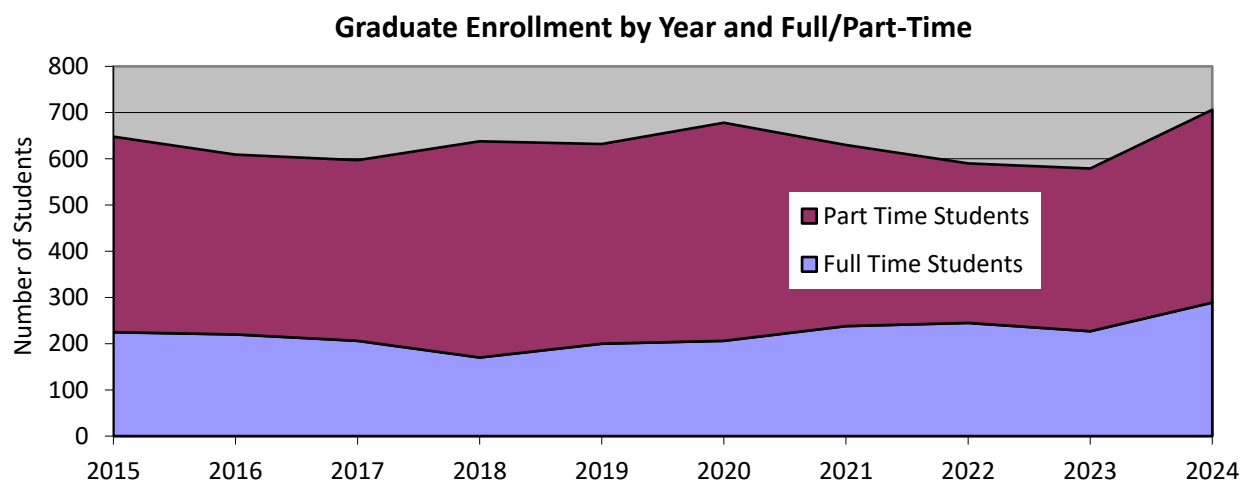
Full-time graduate student enrollment in the fall of 2024 was 289, while part-time enrollment was 417; part-time graduate students making up 60% of the graduate student population. Academic year 2024-25 enrollment in graduate programs at TCNJ has increased by 30% from academic year 2023-24 (AY24-25: 1215; AY23-24: 937).

Required Table II.B.2:
Number of Graduate Students by Attendance Status, Fall 2024

	Graduate Students	
	#	%
Full-Time	289	39.2
Part-Time	417	60.8
Total	706	100

Source: IPEDS Fall Enrollment Survey

Graduate enrollment has been declining since 2003 however, in academic year 2024-25 graduate enrollment experienced an increase in the number of students enrolled overall and in the number of part-time students enrolled. This was the result of the launch of several new graduate programs. For the fall 2024 semester graduate enrollment has increased by 22% from fall 2023. Over the past ten years, the official graduate enrollment for fall 2024 semester has increased from the 2015 fall semester enrollment by 3%.



Source: IPEDS Fall Enrollment Survey

3. NUMBER OF NON-CREDIT STUDENTS SERVED

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

4. UNDUPLICATED NUMBER OF STUDENTS FOR ENTIRE ACADEMIC YEAR

**Required Table II.B.4:
Unduplicated Number of Students - FY 2023-24**

	Headcount	Credit Hours ¹	FTE ²
Undergraduate	7,651	230,493	7,683
Graduate	937	12,237	510
Total	8,588	242,730	8,193

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

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

Source: IPEDS 12-Month Enrollment Survey

C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

FALL 2023 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, 2017 through 2024. The number of applications received this fall has increased by 9% from fall 2023, while freshmen enrollment has increased slightly by 1%. There were 12,766 students that applied for admission for the fall 2024 semester and 1,563 were matriculated.

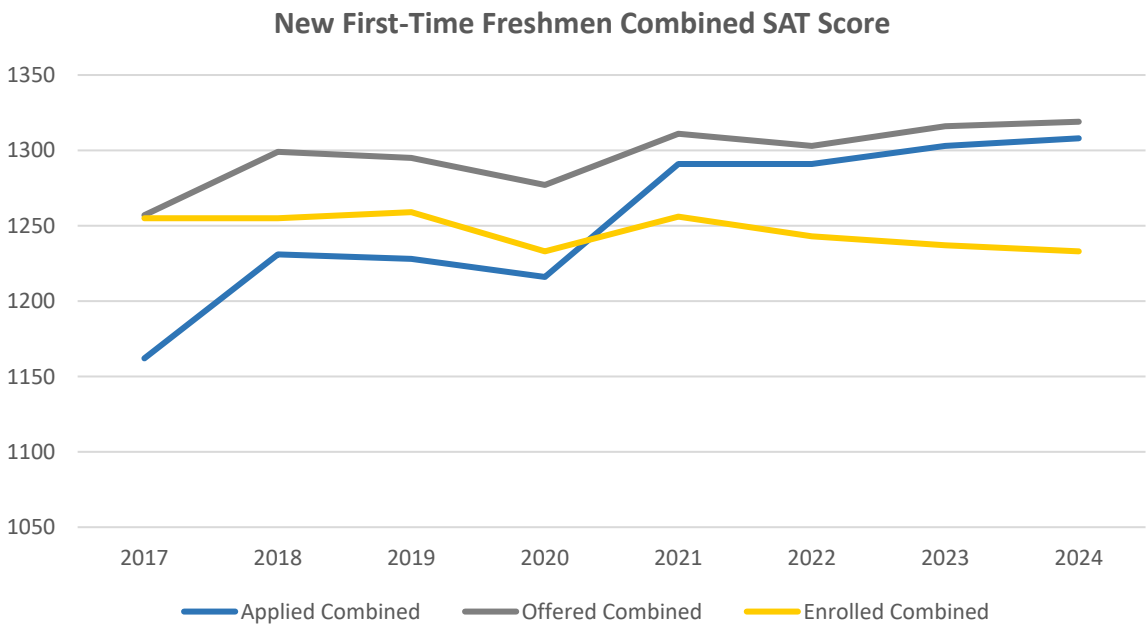
Freshmen Admissions: Applications, Acceptances, Enrolled - 2017 to 2024

	2017	2018	2019	2020	2021	2022	2023	2024
Number of Applications Received	12,898	13,625	13,824	13,199	10,393	10,302	11,668	12,766
Number of Acceptances	6,130	6,785	6,812	6,765	6,442	6,637	7,251	7,952
Number of Students Matriculated	1,542	1,551	1,605	1,428	1,476	1,583	1,547	1,563
Accept Ratio:	48%	50%	49%	51%	62%	64%	62%	62%
Enrollment Yield:	25%	23%	24%	21%	23%	24%	21%	20%

Source: Insitutional 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 1233 for fall 2024. 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 2017 to 2024. 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. Since academic year 2020-21 SAT and ACT test scores were optional for application to the College.



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 2024**

	Mean SAT Math	Mean SAT EBRW	Number of Students Submitting Scores	Percent of Total Freshmen Class Submitting SAT
General Admits	617	620	591	37.8%
EOF Admits	546	565	22	1.4%
Special Admits			0	0%
Total Freshman Class	615	618	613	39.2%

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 undergraduate students enrolled in developmental courses overall was similar to last year. The number of first-time freshmen enrolled in developmental mathematics courses has increased from fall 2023 by 29.2%.

**Required Table II.C.2:
Enrollment in Remediation (Developmental) Courses
As a Factor of Total Number of Undergraduate Students Enrolled in Fall 2024**

Total Fall 2022 Undergraduate Full-time Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
7,105	164	2.3%

As a Factor of First-time, Full-time Freshmen (FTFT) Enrolled in Fall 2024

Total Fall 2021 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
1,560	141	9.0%

By Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	0	0.0%
Algebra	93	6.0%
Reading	0	0.0%
Writing	51	3.3%
English	0	0.0%

Source: TCNJ Fall Enrollment

3. a. UNDERGRADUATE STUDENTS BY RACE/ETHNICITY

In fall 2024, students who declared themselves *African American/Black*, *Hispanic*, *Native Hawaiian*, or *Native American/American Indian* made up approximately 24 percent of the total undergraduate enrollment.

Required Table II.C.3.a.:
Undergraduate Enrollment by Race/Ethnicity*, Fall 2024

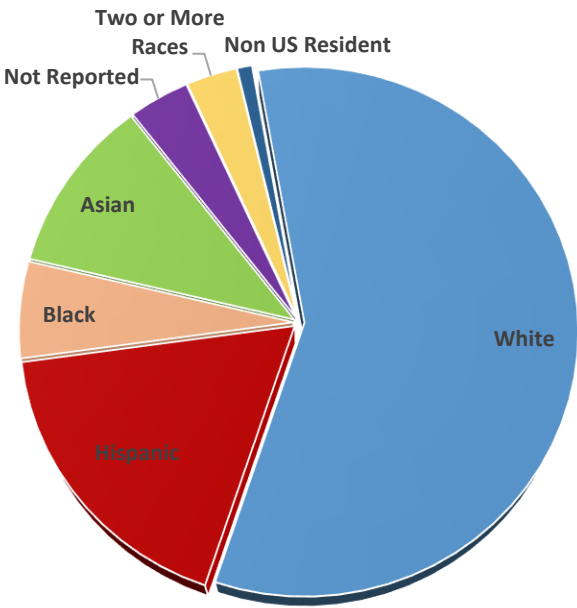
	White		African Am		Hispanic/Latino		Asian		Native Am.		Native Hawaiian		Non-US Resident		2 or More Races		Race Not Reported		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Full-Time	4224	58.1	425	5.8	1281	17.6	785	10.8	4	0.1	3	0.0	67	0.9	229	3.2	249	3.4	7267	100.0
Part-Time	78	46.4	12	7.1	35	20.8	17	10.1	0	0.0	0	0.0	1	0.6	2	1.2	23	13.7	168	100.0
Total	4302	57.9	437	5.9	1316	17.7	802	10.8	4	0.1	3	0.0	68	0.9	231	3.1	272	3.7	7435	100.0

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

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 under-represented race/ethnicities.

Race/Ethnicity of All Undergraduates, Fall 2024



Source: IPEDS Fall Enrollment Survey

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

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 2024, male students made up approximately 45% of the total undergraduate population. A change of +5.6% was found in male student enrollment from fall 2018.

Undergraduate Enrollment by Gender, Fall 2018-2024

Gender	2018		2019		2020		2021		2022		2023		2024	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female Students	4,044	57.4	4,117	57.3	4,060	57.1	3,948	56.7	3,992	56.7	3,984	56.3	4,090	55.0
Male Students	3,004	42.6	3,072	42.7	3,045	42.9	3,011	43.3	3,047	43.3	3,089	43.7	3,345	45.0
TOTAL	7,048	100	7,189	100	7,105	100	6,959	100	7,039	100	7,073	100	7,435	100

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 2024**

	Females		Males	
	#	%	#	%
Full-Time	4,011	55.2	3,256	44.8
Part-Time	79	47.0	89	53.0
Total	4,090	55.0	3,345	45.0

Source: IPEDS Fall Enrollment Survey

3.c. UNDERGRADUATE STUDENTS BY AGE

The majority of fall 2024 undergraduates at TCNJ, 85%, are between the ages of 18-21, which is similar to enrollment categories reported in fall 2023.

**Required Table II.C.3.c.:
Undergraduate Enrollment by Age, Fall 2024**

		Less Than 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	#	6	3036	3229	875	80	25	8	6	1	1	0	7267
	%	0.1	41.8	44.4	12.0	1.1	0.3	0.1	0.1	0.0	0.0	0.0	100.0%
Part-time	#	1	8	31	77	27	6	5	7	5	1	0	168
	%	0.6	4.8	18.5	45.8	16.1	3.6	3.0	4.2	3.0	0.6	0.0	100.0%
Total	#	7	3044	3260	952	107	31	13	13	6	2	0	7435
	%	0.1	40.9	43.9	12.8	1.4	0.4	0.2	0.2	0.1	0.0	0.0	100.0%

Source: IPEDS Fall Enrollment Survey

4. FINANCIAL AID FROM STATE, FEDERAL & INSTITUTION-FUNDED PROGRAMS, FY 2023-24
(CORRESPONDS TO ACADEMIC YEAR 2023-2024)

TCNJ provided more awards through institutional grants and scholarships to students (+14%), with more average dollars per student (+23%), in academic year 2023-2024 than academic year 2022 – 2023. An increase was also found for the average amount awarded for students receiving an award through the Pell Grant program from last year, +12%. The amount of State funds disbursed through TAG increased from AY2022-23, +3%. The number of students receiving Stafford loans (both subsidized and unsubsidized) increased from last year by 2%.

Required Table II.C.4:
Financial Aid from State, Federal & Institution-Funded Programs
FY 2023-24 (Academic Year 2023-2024)

	Recipients	Dollars (\$)	\$/Recipient
STATE PROGRAMS			
Tuition Aid Grants (TAG)	1179	\$8,886,000	\$7,536.90
Educational Opportunity Fund (EOF)	328	\$610,000	\$1,859.76
Outstanding Scholars (OSRP)	0	\$0	--
Distinguished Scholars	0	\$0	--
Urban Scholars	0	\$0	--
NJ STARS	31	\$73,000	\$2,354.84
NJCLASS Loans	365	\$7,121,000	\$19,509.59
CARES Act – HEERF Student Aid	0	\$0	\$0
FEDERAL PROGRAMS			
Pell Grants	1483	\$8,477,000	\$5,716.12
College Work Study	75	\$163,000	\$2,173.33
Perkins Loans	0	\$0	--
SEOG	186	\$247,000	\$1,327.96
Stafford Loans (Subsidized)	2353	\$9,829,000	\$4,177.22
Stafford Loans (Unsubsidized)	3112	\$11,453,000	\$3,680.27
PLUS Loans	425	\$8,555,000	\$20,129.41
SMART, ACG & Other	20	\$75,000	\$3,750.00
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	2833	\$27,232,000	\$9,612.42
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 95% of entering freshmen for fall 2024 were New Jersey residents.

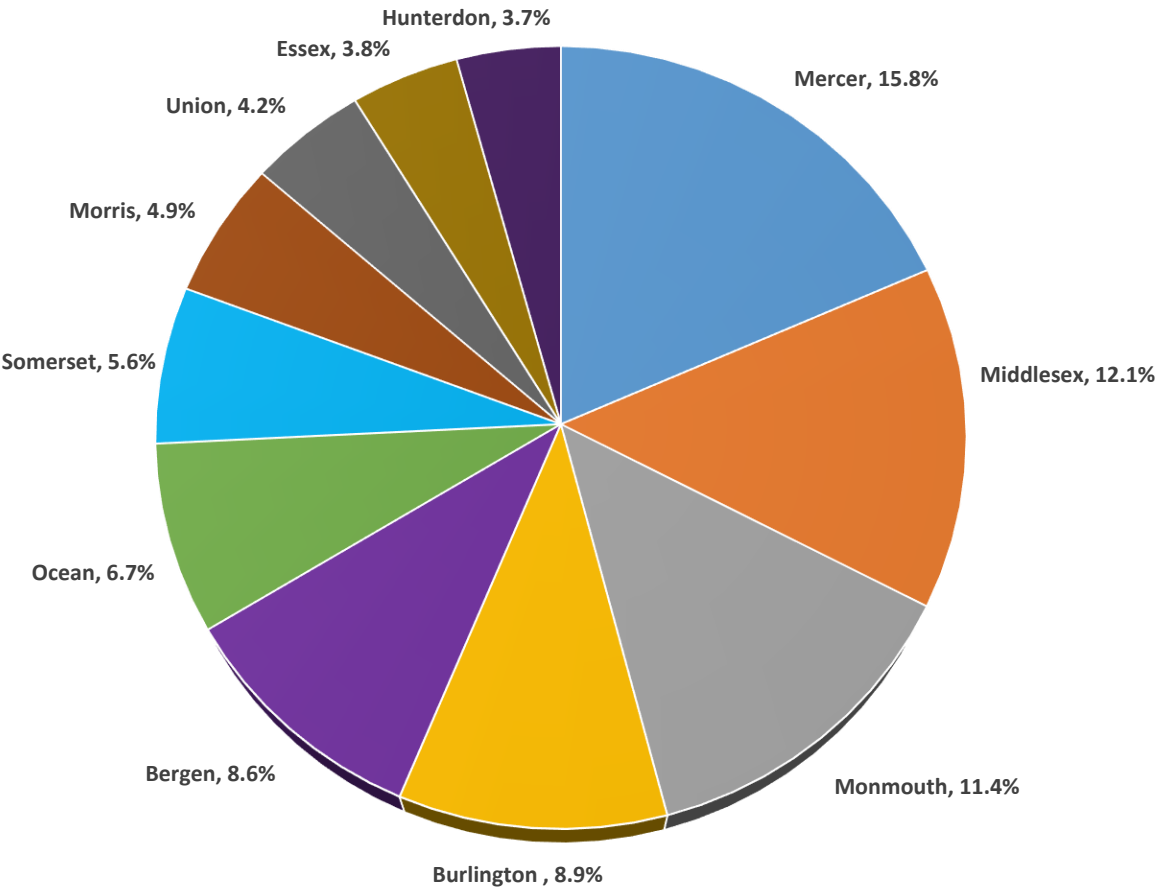
Required Table II.C.5:
Fall 2024 First-time Full-time Undergraduate Enrollment by State Residence

State Residents	Non-State Residents	Total	% State Residents
1,478	85	1,563	94.6%

Source: IPEDS Fall Enrollment File

In fall 2024 term there are eight New Jersey counties that supply five percent or more of the undergraduate enrollment at TCNJ. They are Mercer, Monmouth, Middlesex, Bergen, Burlington, Ocean, Somerset, and Morris counties.

Undergraduate Enrollment by NJ County – Fall 2024 (for NJ Residents)



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

D. STUDENT OUTCOMES

1. GRADUATION RATES BY RACE/ETHNICITY

Eighty-six percent of the first-time full-time freshmen who entered TCNJ in the fall of 2018 graduated from the College within six years, 1329 students of the 2018 cohort of first-time full-time freshmen. The percent of students graduating within six years has remained very similar for the past three fall cohorts (6 Year: 2017 85.2%, 2016 85.8%, 2015 86.9%). The 2018 cohort 4-year graduation rate remains stable at 76% (75.8%). In comparing the graduation rates by race/ethnicity, the 2018 6-year graduation rate has decreased for URM students in the cohort from the previous 2017 cohort year by 5 percentage points (2018 URM 78.5%).

**Required Table II.D.1.a:
Four-, Five- and Six-Year Graduation Rates
of Fall 2018 Full-time First-time Freshmen by Race/Ethnicity***

	Native Am.		Asian		Black		Hispanic		Pacific Islander		Non-Resident Alien		Race Unknown		2 or More Races		White		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Fall 2018 Cohort	2	-	215	0	116	-	252	-	2	-	6	-	53	-	8	-	894	-	1547	-
Graduates after 4 years	1	50	168	78.1	67	57.8	175	69.4	1	50.0	5	83.3	39	73.6	5	62.5	713	79.8	1174	75.8
Graduates after 5 years	1	50	184	85.6	78	67.2	199	79.0	2	100	5	83.3	43	81.1	5	62.5	782	87.5	1299	83.9
Graduates after 6 years	1	50	188	87.4	85	73.3	204	81.0	2	100	5	83.3	43	81.1	5	62.5	796	89.0	1329	85.9

* 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 91% (91.3%) of the first-time, full-time freshmen who entered TCNJ in the fall of 2023 were retained for the fall 2024 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 exceeds all other New Jersey public colleges. Nine percent of the first-time, full-time freshmen from 2023 did not return in fall of 2024.

**Required Table II.D.2:
Third Semester Retention by Attendance Status
Fall 2023 to Fall 2024**

	Full-time		Part-time		Total	
	#	%	#	%	#	%
Retained	1410	91.3%	1	33.3%	1411	91.2%
Not Retained	134	8.7%	2	66.7%	136	8.8%
Total	1544	100.0%	3	100.0%	1547	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. The total cohort retention rates have remained the same for all first-time freshmen as last year.

Third Semester Retention of First-time Freshmen by Race/Ethnicity*
Fall 2023 to Fall 2024

	White		African American		Hispanic		Asian		Native Hawaiian		Two or More		Not Reported*		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Retained	792	92.0	93	93.9	252	84.8	174	93.5	1	100.0	58	96.7	41	95.3	1411	91.2
Total	861	100.0	99	100.0	297	100.0	186	100.0	1	100.0	60	100.0	43	100.0	1547	100.0

* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting. “Not Reported” includes Not-reported 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 2017) is 880 applicants, the average acceptance ratio and enrollment yield over this period of time are 60.3% and 50.6%, respectively.

Transfer Admissions: Applications, Acceptances, Enrolled – 2017 to 2024

	2017	2018	2019	2020	2021	2022	2023	2024
Number of Applications Received	955	967	864	911	659	782	843	1060
Number of Acceptances	433	438	465	540	442	557	615	718
Number of Students Matriculated	241	233	258	267	208	270	300	333
Accept Ratio:	45.3%	45.3%	53.8%	59.3%	67.1%	71.2%	73.0%	67.7%
Enrollment Yield:	55.7%	53.2%	55.5%	49.4%	47.1%	48.3%	48.8%	46.4%

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

PERCENTAGE OF ENTERING STUDENTS WHO ARE TRANSFERS

Approximately 18% of the entering undergraduates in fall 2024 were transfer students, which is an increase from the previous year (2023, 16%).

Entering Undergraduates by Admission Status and Attendance Status, Fall 2024

S	New Transfer		First-time		Total	
	#	%	#	%	#	%
Total Entering	333	17.6%	1563	82.4%	1896	100.0%

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 2022-23 was 1981. This was a decrease of 8.3% percent from FY2022-23 (2131). There were 136 less undergraduate degrees awarded in 2023-24 than in 2022-23 (7.9%). The number of Master's degrees awarded in FY24 decreased by 6.9% from FY23. The number of post-baccalaureate and master's level certificates awarded decreased by 22.5%. There were increases in the total number of awards across all levels for students in the *African American/Black* race/ethnicity category. The total number of degrees/certificates awarded in the *African American/Black* race/ethnicity category increased overall by 22.5% from the previous fiscal year.

Degrees Conferred by Race/Ethnicity*, FY 2023-24

	White		African American/ Black		Hispanic		Asian		Native American		Native Hawaiian/ Pacific Islander		2 or More Races		Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Baccalaureate	1010	63.6	69	4.3	257	16.2	166	10.4	2	0.1	1	0.1	42	2.6	42	2.6	1589	100
Master's	188	58.2	24	7.4	35	10.8	22	6.8	2	0.6	0	0.0	2	0.6	50	15.5	323	100
Certificates	39	56.5	5	7.2	2	2.9	6	8.7	0	0.0	0	0.0	1	1.4	16	23.2	69	100
Total	1237	62.4	98	4.9	294	14.8	194	9.8	4	0.2	1	0.1	45	2.3	108	5.5	1981	100

* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting. "Not Reported includes "Not Reported" and "US Nonresident" categories.

Source: IPEDS FY2024 Completions Survey

DEGREES CONFERRED BY GENDER

The percentage of undergraduate degrees conferred to women in fiscal year 2023-24 increased by 1.0% from the number reported in FY2023 (989). The percentage of Master's degrees awarded to men increased by 5 percent in FY2024. The total percentage of awards to males increased by 1.0% from FY23.

Degrees Conferred by Gender, FY 2023-24

	Men		Women		Not Reported		Total	
	#	%	#	%	#	%	#	%
Baccalaureate	664	41.8	925	58.2	0	0.0	1589	100.0
Master's	74	22.9	249	77.1	0	0.0	323	100.0
Certificates	12	17.4	57	82.6	0	0.0	69	100.0
Total	750	37.9	1231	62.1	0	0.0	1981	100.0

Source: IPEDS FY2024 Completions Survey

DEGREES CONFERRED BY GENERAL FIELD

The five academic disciplines in which the most degrees and certificates were conferred in year 2023-24 were the same as in 2022-23. This year the top five were: Education, Business/Marketing/Accounting, Health Professions, Engineering, and Biological/Life Sciences. These top five fields accounted for over 53% of undergraduate degrees awarded (62% of all degrees/certificates awarded). Twenty-five percent of all degrees and certificates awarded in FY24 were in Education. Master's degrees awarded in Health Professions increased by 37% (36.8%) from FY23. A Master's degree in Public Policy has been added this year with 2 completions.

Degrees Conferred by General Field, FY2023-24 (first degrees)

CIP	Category	Bachelor	Master	Certificate	Total
13	Education	179	266	63	508
52	Business/Marketing/Accounting	309	13	4	326
51	Health Professions	135	26	2	163
14	Engineering	110	0	0	110
26	Biological/Life Sciences	114	0	0	114
42	Psychology	122	0	0	122
45	Social Sciences	88	0	0	88
50	Visual & Performing Arts	87	0	0	87
23	English	69	16	0	85
9	Communication/Journalism	77	0	0	77
31	Kinesiology & Health Science	65	0	0	65
27	Mathematics	54	0	0	54
54	History	51	0	0	51
43	Criminology	39	0	0	39
40	Physical Sciences	39	0	0	39
11	Computer Science	31	0	0	31
5	Ethnic & Gender Studies	8	0	0	8
16	Foreign Languages	7	0	0	7
38	Philosophy & Religion Studies	3	0	0	3
30	Interdisciplinary Studies	2	0	0	2
44	Public Policy	0	2	0	2
	Total	1589	323	69	1981

Source: IPEDS FY24 Completions Survey

E. FACULTY CHARACTERISTICS

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

In fall of 2024, 72% of the full-time faculty at TCNJ were tenured. Of the tenured full-time faculty group, 54% were female and approximately 11% were a URM race/ethnicity (12% female in fall 2023). Of the regular full-time faculty as a whole (tenured, tenure-track and non-tenure-track), 57% were female (56% in fall 2023) and 13% were from a URM race/ethnicity category. In fall 2024, TCNJ employed 433 part-time and adjunct faculty; 263 women and 170 men.

Required Table II.E.1.:

Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2024

	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>
Tenured																
Professor	0	1	14	14	2	6	1	4	0	0	5	4	48	61	70	90
Associate Prof.	0	0	13	7	4	5	4	3	0	0	6	3	22	31	49	49
Assistant Prof.	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	3
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-Total	0	1	27	21	6	11	5	7	0	0	11	8	70	94	119	142
Without Tenure																
Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	2	2	1	5	1	1	0	0	0	2	3	5	7	15
Assistant Prof.	0	0	4	5	1	3	1	0	0	0	2	5	9	15	17	28
All Others	0	0	0	3	0	2	2	2	0	0	3	3	9	9	14	19
Sub-Total	0	0	6	10	2	10	4	3	0	0	5	10	21	29	38	62
All Full-time Faculty																
Professor	0	1	14	14	2	6	1	4	0	0	5	4	48	61	70	90
Associate Prof.	0	0	15	9	5	10	5	4	0	0	6	5	25	36	56	64
Assistant Prof.	0	0	4	5	1	3	1	0	0	0	2	6	9	17	17	31
All Others	0	0	0	3	0	2	2	2	0	0	3	3	9	9	14	19
Grand Total	0	1	33	31	8	21	9	10	0	0	16	18	91	123	157	204

Source: IPEDS Human Resources Survey

* Note: Non-Resident Alien and Two or More Races categories were blank. "All Others" includes the following faculty types: Sr. Lecturers, Lecturers, Clinical Specialists, and Instructors.

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

Most courses at TCNJ in the fall 2024 semester were taught by full-time faculty, 60%. 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 2024**

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	
	#	%	#	%	#	%	#	%
Total of Each Instructor Type	912	60%	540	35%	74	5%	1526	100%
Subsections and all other class sections (includes Laboratories, Recitations, Practicums, Independent Research, Music Lessons, Studios, Internships, and Teaching Supervision)								
Total of Each Instructor Type	456	68%	205	30%	12	2%	673	100%

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

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

Full-time faculty headcount for fall 2024 was 361 (157 men/204 women), and part-time/adjunct faculty headcount was 433 (163 men/170 women). The full-time equivalent (FTE) for full-time faculty was 361, part-time/adjunct faculty was 145 with a total instructional faculty FTE of 512, a decrease of 8 FTEs from last fall where the total FTE was 521. On an FTE basis, full-time faculty account for 71% of the instructional force at TCNJ. In academic year 2024, 93% of the full-time teaching faculty hold terminal degrees.

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

	2017	2018	2019	2020	2021	2022	2023	2024
Full-Time Faculty FTE	365	363	373	375	372	365	365	361
Teaching Administrators FTE	5	3	4	3	5	2	7	6
Adjunct & Part-time FTE	177	173	179	156	149	154	151	145
TOTAL FTE FACULTY	544	539	556	534	526	521	523	512
Number of Tenured Faculty ⁽¹⁾	261	252	265	258	259	255	267	261
Tenure Rate ⁽¹⁾	72%	74%	71%	73%	77%	78%	80%	84%
% Holding Terminal Degrees	89%	91%	93%	92%	94%	91%	88%	93%
Student Teacher Ratio ⁽²⁾	13:1	13:1	13:1	13:1	13:1	13:1	13:1	14:1

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 2024**

Full-time		Part-time		Total	
#	%	#	%	#	%
361	47.8%	394	52.2%	755	100.0%

Source: IPEDS Human Resource Survey (excludes staff teaching as adjuncts)

F. CHARACTERISTICS OF THE BOARD OF TRUSTEES (FALL 2024)

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 2024 Board of Trustees, Race/Ethnicity and Gender

	White	African American	Hispanic	Asian American	Native American	Non-Resident Alien	Unreported	Total
Male	8	2	0	2	0	0	0	12
Female	5	1	3	0	0	0	0	9
Total	13	3	3	2	0	0	0	21

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

2. LIST OF TRUSTEES WITH TITLES AND AFFILIATIONS

Required Table II.F.2.:
Members of the Board of Trustees with Title and Affiliation, FY2024

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. Derek Roseman	Trustee	Federal Reserve Bank
Mr. Allen Silk	Trustee	Stark & Stark
Ms. Madeline Urbish	Trustee	Ørsted
Mr. James Allen	Trustee	Mercer Street Friends
Ms. Yuki Moore Laurenti	Trustee	Princeton University
Mr. Kevin Drennan	Trustee	Mercury
Ms. Priscilla Nunez	Trustee	NJ K-12 Education
Mr. Jim Schulz	Trustee	K2 Main Consulting
Mr. Shu Mukherjee	Vice-Chair	Bank of America
Mr. Carl R. Gibbs	Chair	Sturdivant & Co.
Ms. Alyssa Cuccurullo	Alternate Student Representative	TCNJ
Mr. Kevin Janas	Student Representative	TCNJ
Dr. Thomas Brennan	Faculty Representative	TCNJ
Dr. Matthew V. Bender	Faculty Representative	TCNJ
Mr. Raj Manimaran	Staff Representative	TCNJ
Ms. Heather Fehn	Secretary to the Board	TCNJ
Dr. Michael A. Bernstein	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:
<https://trustees.tcnj.edu/>

G. PROFILE OF THE INSTITUTION

1A. UNDERGRADUATE DEGREE PROGRAMS

Bachelor of Arts (BA)

- African-American Studies
- Anthropology ⁷
- Art (*option in Teacher Preparation*)
- Art History and Visual Culture
- Biology
- Communication Studies
- Criminology ⁷
- Economics
- English ^{1, 4, 6, 7}
- History ^{1, 6, 7}
- Interactive Multimedia
- International Studies
- Journalism & Professional Writing
- Music
- Philosophy ^{6, 7}
- Political Science ⁷
- Psychology ^{4, 7}
- Self-Designed Major
- Sociology ⁷
- Spanish ^{1, 6}
- Women's, Gender & Sexuality Studies ⁷
- World Languages & Linguistics

Bachelor of Fine Arts (BFA)

- Fine Arts, Graphic Design or Lens-Based Arts

Bachelor of Music (BM)

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

Bachelor of Science in Nursing (BSN)

- Nursing (*Options in Accelerated BSN and RN to BSN*)

Bachelor of Science (BS)

- Accountancy ⁷
- Biology ^{1, 6}
- Biomedical Engineering ⁶ (**BSBME**)
- Business Administration (*specializations in Finance, Interdisciplinary Business, Management, and Marketing*)
- Chemistry ^{1, 6}
- Civil Engineering (**BSCE**)
- Computer Engineering (**BSCoE**)
- Computer Science
- Early Childhood Education ^{2, 5}
- Economics ^{1, 6}
- Education of the Deaf and Hard of Hearing ^{3, 7}
- Elementary Education ^{1, 2, 5}
- Electrical Engineering (**BSEE**)
- Engineering Science ⁶ (*specialization in Engineering Management and Policy & Society*) (**BSES**)
- Kinesiology and Health Sciences ¹
- Integrative STEM Education
- Mathematics (*options in Statistics and applied Mathematics*)
- Mechanical Engineering (**BSME**)
- Nursing (**BSN**) ⁷
- Physics ^{1, 6} (*options in Biomedical Physics, Computational Physics, Earth Science, Liberal Arts Physics*)
- Public Health
- Physics
- Special Education ³
- Speech Pathology and Audiology
- Technology and Engineering Education ¹
- Urban Education ^{1, 5}

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

² Students in Early Childhood and Elementary Education programs must also have a disciplinary major in one of the following: Art, Biology, English, History, Mathematics, Music, Psychology, Sociology, Spanish, Math/Science/Technology, Women's and Gender Studies.

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

⁴ Optional four-year or five-year Bachelor's to Master's program.

⁵ Students may select (but do not have to) a 5-year program in Urban Education, which results in non-certification at the baccalaureate level; 5-year dual certification (English Language Learning) at the master's level.

⁶ Options available in seven-year medical.

⁷ Accelerated or 3-year bachelor's degree options available.

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

1B. GRADUATE DEGREE PROGRAMS**Master of Arts (MA)**

- Clinical Mental Health Counseling
- School Counseling
- English
- Professional Studies

Master of Arts in Teaching (MAT)

- Elementary Education (*also available in Dual certification with Early Childhood Ed program and 5- year program*)
- Early Childhood (*available as a 5-year program*)
- 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 and Literacy
- 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*)
- Educational Studies

Masters of Public Health (MPH)

- Global Health
- Health Communication
- Epidemiology
- Health Analytics

Masters of Public Policy (MPP)

- Options include: combined bachelors/masters 4 + 1 program (BA/MPP) or Master's level program

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*)

Master of Science (MS)

- Accounting and Business Analytics
- Management and Organizations

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

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

During the 2023-24 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.

Sustainability Institute

The Sustainability Institute at the College of New Jersey 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. The Institute staff work with local, state, and federal government, as well as the private sector, to help decision makers develop better capacity to understand the long-term consequences of their actions, and develop and deploy best practices in a number of policy areas including land use, energy, green infrastructure, among others.

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
Center for Assistive Technology and Inclusive Educational Studies (CATIES)	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.	https://caties.tcnj.edu
Center for Community Engagement (CCE)	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.	https://cce.tcnj.edu/
Career and Community Studies	Career & Community Studies is a college-based, liberal studies program designed to prepare students (ages 18-25) for adult life through academic rigor, career discovery and preparation and peer socialization as part of a diverse community of learners. Students wanting to be considered for this program must present a disability that is characterized by significant limitations both in intellectual functioning and in adaptive behavior, seeking a post-secondary experience on a college campus and requires a strong system of supports. Students must be highly motivated young adults who have received extensive educational services in either public or private schools and would likely have considerable difficulty succeeding in a traditional college degree program.	https://ccs.tcnj.edu
Center for Future Educators	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.	https://futureeducators.tcnj.edu
Center for Excellence in STEM Education	The Center for Excellence in STEM (Science, Technology, Engineering, and Mathematics) Education at The College of New Jersey brings together a multidisciplinary team of educators, researchers, and practitioners. The Center promotes inquiry and design-based learning to engage learners in the understanding and application of mathematical, scientific, technological, and engineering concepts and principles. It functions as a school service center, a demonstration and professional development center for teachers, a product development center, and a community resource.	https://centerforstem.tcnj.edu
Center for Excellence in Teaching and Learning	The center sponsors major lectures, special symposia, teaching and learning communities, scholars and fellows programs, and consultation pertaining to the teaching and learning process. The center also acquires resources that our faculty and professional staff can use to inform their work as teacher-scholars dedicated to providing students with a rich educational experience. In addition, the center honors outstanding innovations and achievements in teaching and learning by members of our community.	https://cetl.tcnj.edu/
Center for Global Engagement	The Center for Global Engagement directs Education Abroad and International Student Services at The College of New Jersey. The Center oversees advising for study abroad, international internships, and other global initiatives as well as international student services for TCNJ students holding the F and J visas enabling study in the USA.	https://cge.tcnj.edu
Center for Youth Relationship Development	The Center for Youth Relationship Development conducts research, develops interventions, and educates students and professionals to improve understanding of the emotional and cognitive processes in relationships. Satisfying relationships are central for mental and physical health.	https://www.tcnj.edu/~cyrd/
Sustainability Institute	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.	https://si.tcnj.edu

Center Name	Description	Website
Center for the Arts	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.	https://tcnicenterforthearts.tcnj.edu
New Jersey Small Business Development Center	The College of New Jersey Small Business Development Center is part of a statewide/nationwide network of small business development centers designed to provide free and confidential small business management counseling and low-cost comprehensive training workshops to assist the small business communities in Mercer and Middlesex counties.	https://sbdcnj.com
TCNJ Career Center	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.	https://career.tcnj.edu
TCNJ Tutoring Center	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.	https://tutoringcenter.tcnj.edu/

1. Research and Development Expenditures

The total Academic Research and Development (R&D) Expenditures for fiscal year 2024 increased by 8% from the previous year total. Federally Financed Academic R&D expenses have increased from fiscal year 2023 by \$23,908.00 (1.4%). State Financed expenses increased by \$110,726 (153%). The Institutionally Financed research expenditures have increased from the previous fiscal year by 20%. The R&D Expenditures for fiscal year 2024 are included in the table below.

**Required Table II.H.1.:
Research and Development Expenditures, FY2024**

Expenditure	Amount
Federally Financed Academic R&D Expenditures	\$1,778,935
State Financed Academic R&D Expenditures	\$182,832
Privately Financed Academic R&D Expenditures	\$425,418
Institutionally Financed Academic R&D Expenditures	\$262,858
Total Academic R&D Expenditures*	\$2,857,394

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

I. THE STATUS OF MAJOR CAPITAL PROJECTS (*AS OF JUNE 2025*)

PROJECTS IN PLANNING

Decarbonization Project

This project is currently in the planning stage.

TCNJ New Performing Arts Theater

New Pavilion is currently in the planning stage.

Trenton Hall Welcome Center Renovations

This project is currently in the planning stage, anticipated completion date is April 2027.

PROJECTS IN CONSTRUCTION

Forcina Hall and Roscoe West Hall Renovations

The project is currently in construction and expected to be completed by June 2026.

Residence Hall HVAC Upgrades/Replacements

The project is scheduled to be completed in August 2026.

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 2026.

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 50 “Best Value” public colleges the *Princeton Review* and *USA Today* in 2024 and, among more than 209 colleges and universities nationally, *Money Magazine* ranks TCNJ in its Top 30 Public Colleges. *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 2024-25.
- 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 2024-25 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 2024-25 (ranked #4 in the northern region), Best Colleges for Veterans (#1 in northern region), and Most Innovative (ranked #6 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

- In 2024, TCNJ had the 9th highest graduation rate in the nation (and the highest in New Jersey) among U.S. traditional, public colleges and universities and surpasses those achieved by many prestigious private institutions.
- TCNJ has a 91% first-to-second year retention rate for the fall 2023 freshman cohort. 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. Yifeng Hu, Associate Professor of Communication Studies, is the inaugural recipient of the ASIANetwork-Mellon Foundation Award for AAPI Voices and Stories: Community-based Digital Story Telling. The award provides \$500,000 in funding over three years and will support oral history and community conservation projects designed to capture and preserve the experiences of Asian American and Pacific Islander individuals and communities.
- Dr. Fuhe Jin, Assistant Professor of Management, is a member on the Harvard Business Review's Advisory Council.
- Dr. Anthony Lau, Professor of Biomedical Engineering, received several grant awards from NASA in 2024.
- Dr. Sandy Gibson, Professor of Online Counselor Education, has been named Addiction Educator of the Year by the National Association for Alcoholism and Drug Abuse Counselors.
- Dr. Michael Marino, Professor of History, recently received top honors from the American Historical Association, winning the William and Edwyna Gilbert Award for the best article in a journal, magazine, or other serial on teaching history. The awards were announced at the AHA's 137th annual meeting, which took place in San Francisco from January 4–7, 2024. His winning article, "Rethinking Historical Thinking: How Historians Use Unreliable Evidence," was originally published in *The History Teacher* in February 2022. The journal, published by the Society for History Education, is the most widely recognized journal in the United States devoted to more effective teaching of history in pre-collegiate schools, community colleges, and universities.

Invaluable to Students and the State

- Over 94% 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 (84%) or six years (86%), *TCNJ First-time Freshman cohort 2018*).
- 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 or attending graduate school.
- Over 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.