



The College of New Jersey

# **Annual Institutional Profile Report**

## **2013 - 2014**

**THE COLLEGE OF NEW JERSEY  
EXCELLENCE AND ACCOUNTABILITY REPORT  
ACADEMIC YEAR 2014-2015**

## **PREFACE**

The College of New Jersey is a highly selective institution that provides students with an opportunity to participate in a unique community of learners. This community calls upon its members to recognize and achieve excellence, and to develop the objectivity and capacity for change. It also calls upon them to participate in service to others and to exhibit a respect for and appreciation of diversity. The College of New Jersey is the oldest of the state's public colleges and for generations has aspired to the highest standards of academic excellence. The College offers more than forty liberal arts and professional programs through seven schools: the Arts & Communication; Humanities & Social Sciences; Business; Education; Engineering; Nursing, Health, & Exercise Science, and Science. The College serves approximately 6500 undergraduate students, 94% of whom are New Jersey residents, as well as approximately 700 graduate students. The College of New Jersey's Mission Statement states:

*The College of New Jersey, founded in 1855 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ's exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve, and transmit knowledge, the arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, The College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.*

The College of New Jersey has been on a remarkable journey over the past several decades. It has evolved from a state teacher's college to a comprehensive institution strongly defined by the liberal arts and sciences, which constitute a significant majority of its academic programs and provide the intellectual underpinnings of the remaining programs. TCNJ is now nationally recognized for its distinctive fostering of excellence in undergraduate education. The College, which has long been among *US News and World Report's* top-ranked comprehensive institutions in the North, has been among only a select few institutions that Barron's *Profiles of American Colleges* place in its highest category, "Most Competitive" — one of only seven in this category that are state-supported. High rankings are, of course, just one indicator of a school's quality and reputation; and the College takes pride in its demanding curricula, talented and dedicated faculty, excellent facilities, and an intellectual environment that challenges, excites, and nurtures — the very features which have brought it such noteworthy national attention.



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**R. BARBARA GITENSTEIN**  
**PRESIDENT, THE COLLEGE OF NEW JERSEY**

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## A. ACCREDITATION STATUS

### 1. INSTITUTIONAL ACCREDITATION

The College of New Jersey is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, an institutional accrediting agency.

### 2. PROFESSIONAL ACCREDITATION

The following graduate and undergraduate programs are accredited and/or approved by specialized, programmatic organizations, with no loss of accreditation from the previous year:

- Programs at the bachelor's and master's level for the preparation of teachers are accredited by the National Council for Accreditation of Teacher Education (NCATE).
- The program in Education of the Deaf and Hard of Hearing (Elementary) is approved by the Council on the Education of the Deaf.
- The College of New Jersey is an accredited institutional member of the National Association of Schools of Music
- Programs in the School of Business are accredited by The Association to Advance Collegiate Schools of Business (AACSB).
- The bachelor degree programs in engineering science, civil engineering, computer engineering, electrical engineering, and mechanical engineering are accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET).
- The BS program in Computer Science is accredited by the Computing Accreditation Commission of the Accreditation (CAC) Board for Engineering and Technology (ABET).
- The baccalaureate and master's degrees in nursing are accredited by the Commission on Collegiate Nursing Education (CCNE).
- The BS program in Chemistry is approved by the American Chemical Society (ACS).
- The School Counseling and the Community Counseling options within the Counselor Education program are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

**B. NUMBER OF STUDENTS SERVED**

**1. NUMBER OF UNDERGRADUATES BY ATTENDANCE STATUS**

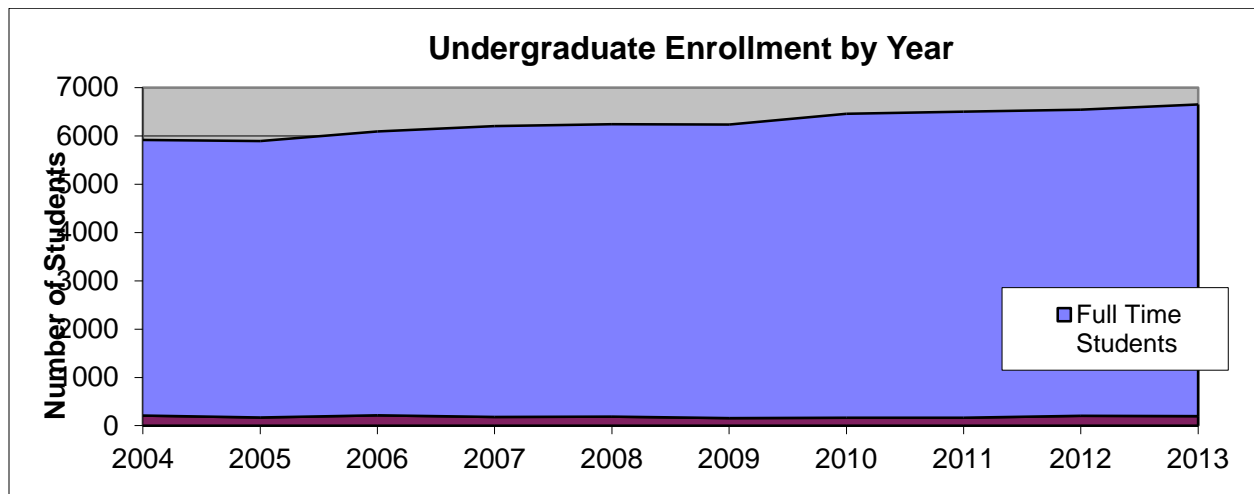
Full-time and part-time undergraduate enrollment in the fall of 2013 was 6653 and 198 respectively. As in 2013, full-time students represent 97% of the total undergraduate population.

**Required Table II.B.1:  
Number of Undergraduates by Attendance Status, Fall 2013**

	Undergraduate Students	
	#	%
<b>Full-Time</b>	6,455	97
<b>Part-Time</b>	198	3
<b>Total</b>	<b>6,653</b>	<b>100</b>

Source: IPEDS Fall Enrollment Survey

Undergraduate enrollment has increased modestly over the last ten years, from an average of around 5938 in 2003 to over 6600 in 2013 (an approximately 12% increase in enrollment).



Source: IPEDS Fall Enrollment Survey

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

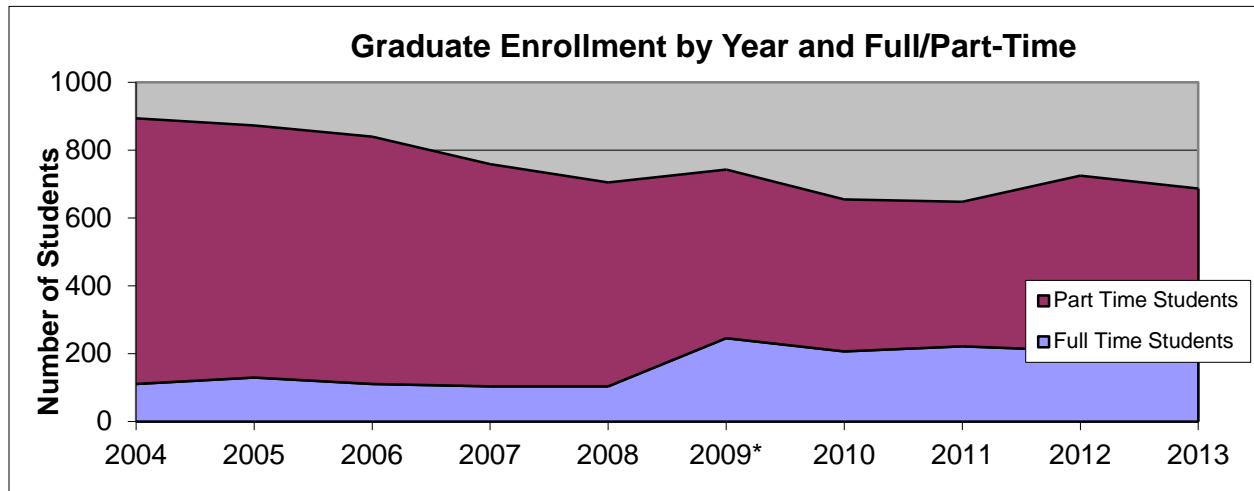
Full-time graduate student enrollment in the fall of 2013 was 198, while part-time enrollment was 489, part-time graduate students making up 71% of the graduate student population.

**Required Table II.B.2:  
Number of Graduate Students by Attendance Status, Fall 2013**

	Graduate Students	
	#	%
<b>Full-Time</b>	198	29
<b>Part-Time</b>	489	71
<b>Total</b>	<b>687</b>	<b>100</b>

Source: IPEDS Fall Enrollment Survey

Graduate enrollment has been declining since 2003; however, in 2009 graduate enrollment experienced a small increase in the number of full-time students enrolled. The increase in the number of full-time students in 2009 is due in part to a change in student information systems, where full-time status of graduate students is now nine student credit hours (not 12), consistent with external reporting requirements. Some of the increase is also due to our five- year BA/MA programs within the School of Education.



Source: IPEDS Fall Enrollment Survey

3. NUMBER OF NON-CREDIT STUDENTS SERVED

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

4. UNDUPLICATED NUMBER OF STUDENTS FOR ENTIRE ACADEMIC YEAR

**Required Table II.B.4:  
Unduplicated Number of Students - FY 2012-13**

	Headcount	Credit Hours <sup>1</sup>	FTE <sup>2</sup>
<b>Undergraduate</b>	7,124	210,604	7,020
<b>Graduate</b>	1,308	13,276	553
<b>Total</b>	<b>8,432</b>	<b>223,880</b>	<b>7,573</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 2013 FRESHMAN CLASS

The table below presents the number of first-time applicants, the number of those applicants offered admission and the number of those applicants registered for the fall semester of the past nine years, 2006 through 2013. The number of applications received has steadily increased over this period, while enrollment has remained fairly constant, effecting both accept ratio and enrollment yield. 11,145 students applied for admission for the fall 2013 semester and 1,404 were enrolled.

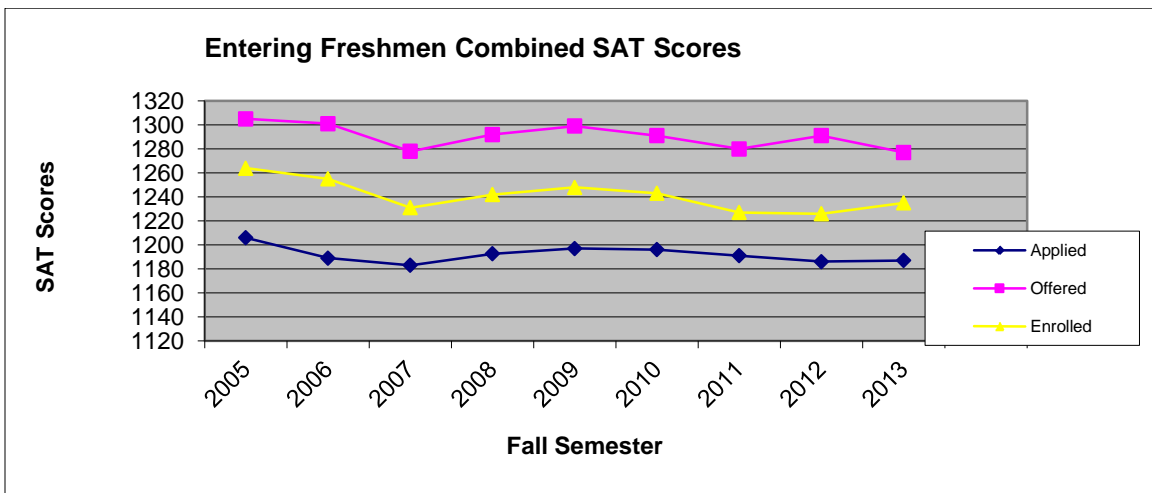
**Freshmen Admissions: Applications, Acceptances, Enrolled - 2006 to 2013**

	2006	2007	2008	2009	2010	2011	2012	2013
<b>FRESHMEN (All)</b>								
<b>Number of Applications Received</b>	8185	8607	9692	9283	9956	10150	10295	11145
<b>Number of Acceptances</b>	3570	4005	4112	4267	4708	4710	4750	4805
<b>Number of Students Matriculated</b>	1270	1297	1295	1284	1421	1371	1363	1404
<b>Accept Ratio:</b>	44%	47%	42%	46%	47%	46%	46%	43%
<b>Enrollment Yield:</b>	36%	32%	31%	30%	30%	29%	29%	29%

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

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

The average combined Math and Reading scholastic achievement test (SAT) for the entering freshman class (full-time) was 1235 for fall 2013. For combined Math, Reading and Writing the average score was 1848 (full-time). The following chart displays the undulating trend in the applied, accepted, and enrolled mean combined Math and Reading SAT for all entering freshman from fall 2004 to 2013.



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



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

**Required Table II.C.1:  
Mean Math and Verbal SAT for First-Time Freshmen  
by Admission Status and Overall, Fall 2013**

	SAT Verbal (Reading)	SAT Math	SAT Writing	Number of Entering Students (total cohort)	Percent of Total (% of total Cohort)
<b>General Admits</b>	621	641	627	1106 (1194)	<b>85% (85%)</b>
<b>EOF Admits</b>	504	545	507	92 (93)	<b>7% (7%)</b>
<b>Special Admits</b>	545	581	555	108 (117)	<b>8% (8%)</b>
<b>Total Freshman Class</b>	<b>606</b>	<b>629</b>	<b>613</b>	<b>1306 (1404)</b>	<b>93% (100%)</b>

Source: SURE Fall Enrollment File and Center for Institutional Effectiveness, The College of New Jersey (HS Rank)

2. ENROLLMENT IN REMEDIATION (DEVELOPMENTAL) COURSES

Students who do not score at or above 580 in both the Reading (Verbal) and Math portions of the SAT, and who do not score a 4 or better on one of the AP English (Language or Literature) or History (American, European, or World) exams, must take the Writing Exemption and Placement Exam for placement in our Writing Program. All students who score below 550 on the SAT Math are placed into Intermediate Algebra. The first-semester schedule for students in need of remediation is built so that students receive remediation in a timely manner by scheduling these courses first. The number of students enrolled in developmental courses overall was not significantly different from last year, however, the number of students enrolled in remedial courses increased from 3.1% of the entering freshmen class to 3.6%.

**Required Table II.C.2:  
Enrollment in Remediation (Developmental) Courses  
As a Factor of Total Number of Undergraduate Students Enrolled in Fall 2013**

Total Fall 2012 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
6,653	65	1.0%

**As a Factor of First-time, Full-time Freshmen (FTFT) Enrolled in Fall 2013**

Total Fall 2012 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
1,404	51	3.6%

**By Subject Area**

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
<b>Computation</b>	0	0.0%
<b>Algebra</b>	23	1.6%
<b>Reading</b>	0	0.0%
<b>Writing</b>	28	2.0%
<b>English</b>	0	0.0%

Source: SURE Fall Enrollment File

3. a. UNDERGRADUATE STUDENTS BY RACE/ETHNICITY

The federal guidelines for self-reporting ethnicity and race changed with the Fall 2010 reporting cycle. In Fall 2013, students who declared themselves Black, Asian, Hispanic or American Indian made up approximately twenty-six percent of the total undergraduate enrollment.

**Required Table II.C.3.a.:  
Undergraduate Enrollment by Race/Ethnicity\*, Fall 2013**

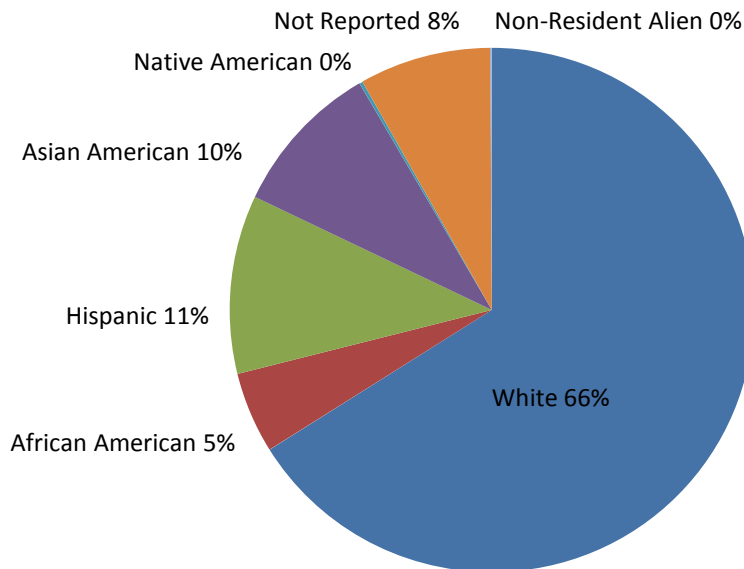
	White		Black		Hispanic		Asian		American Indian		Non-Res. Alien		Race Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Full-Time</b>	4272	66.2	310	4.8	721	11.2	622	9.6	10	0.2	16	0.2	504	7.8	6455	100.0
<b>Part-Time</b>	119	60.1	14	7.1	21	10.6	8	4.0	0	0	0	0	36	18.2	198	100.0
<b>Total</b>	<b>4,391</b>	<b>66.0</b>	<b>324</b>	<b>4.9</b>	<b>742</b>	<b>11.2</b>	<b>630</b>	<b>9.5</b>	<b>10</b>	<b>0.2</b>	<b>16</b>	<b>0.2</b>	<b>540</b>	<b>8.1</b>	<b>6,653</b>	<b>100.0</b>

\* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2011 reporting. "Asian" now includes Pacific Islanders and "Unknown" includes those reporting two or more races.

Source: IPEDS Fall Enrollment Survey

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

**Race/Ethnicity of All Undergraduates, Fall 2013**



\* 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 2013, female students made up 57.1% of the total undergraduate population.

**Undergraduate Enrollment by Gender, Fall 2008-2013**

Gender	2008		2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Female Students</b>	3622	58.4	3656	58.6	3712	57.5	3,673	56.5	3,702	56.6	3802	57.1
<b>Male Students</b>	2583	41.6	2581	41.4	2748	42.5	2,831	43.5	2,843	43.4	2851	42.9
<b>TOTAL</b>	<b>6205</b>	<b>100</b>	<b>6237</b>	<b>100</b>	<b>6460</b>	<b>100</b>	<b>6,504</b>	<b>100</b>	<b>6,545</b>	<b>100</b>	<b>6653</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 2013**

	Females		Males	
	#	%	#	%
<b>Full-Time</b>	3680	57.0	2775	43.0
<b>Part-Time</b>	122	61.6	76	38.4
<b>Total</b>	<b>3,802</b>	<b>57.1</b>	<b>2851</b>	<b>42.9</b>

Source: IPEDS Fall Enrollment Survey

3.c. UNDERGRADUATE STUDENTS BY AGE

The majority of undergraduates at TCNJ, 82.4%, are between the ages of 18-21, not significantly different from last year.

**Required Table II.C.3.c.:  
Undergraduate Enrollment by Age, Fall 2013**

		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>	#	6	2,475	2,968	906	69	18	2	8	2	1
	%	0.1	38.3	46.0	14.0	1.1	0.3	0.0	0.1	0.0	0.0	0.0	100.0
<b>Part-time</b>	#	11	3	29	81	21	11	5	18	18	1	0	198
	%	5.6	1.5	14.6	40.9	10.6	5.6	2.5	9.1	9.1	0.5	0.0	100.0
<b>Total</b>	#	17	2,478	2,997	987	90	29	7	26	20	2	0	6,653
	%	0.3	37.2	45.0	14.8	1.4	0.4	0.1	0.4	0.3	0.0	0.0	100.0

Source: IPEDS Fall Enrollment Survey

4. FINANCIAL AID FROM STATE, FEDERAL & INSTITUTION-FUNDED PROGRAMS, FY 2013  
(CORRESPONDS TO ACADEMIC YEAR 2012-13)

TCNJ provided more awards for institutional funding to students, with more dollars per student, in academic year 2012 - 2013 than academic year 2011 - 2012.

**Required Table II.C.4:  
Financial Aid from State, Federal & Institution-Funded Programs  
FY 2013 (Academic Year 2012-2013)**

	Recipients	Dollars (\$)	\$/Recipient
<b>STATE PROGRAMS</b>			
Tuition Aid Grants (TAG)	927	\$5,899,789	\$6,364.39
Educational Opportunity Fund (EOF)	373	\$501,150	\$1,343.57
Outstanding Scholars (OSRP)	0	\$0	--
Distinguished Scholars	218	\$197,741	\$907.07
Urban Scholars	27	\$24,180	\$895.56
NJ STARS	68	\$178,568	\$2,626.00
NJCLASS Loans	460	\$6,104,701	\$13,271.09
<b>FEDERAL PROGRAMS</b>			
Pell Grants	1,178	\$4,963,626	\$4,213.60
College Work Study	91	\$168,699	\$1,853.84
Perkins Loans	173	\$486,252	\$2,810.71
SEOG	143	\$200,343	\$1,401.00
Stafford Loans (Subsidized)	2,573	\$11,008,249	\$4,278.37
Stafford Loans (Unsubsidized)	3,029	\$11,230,612	\$3,707.70
PLUS Loans	273	\$3,575,189	\$13,095.93
SMART, ACG & Other	27	\$110,760	\$4,102.22
<b>INSTITUTIONAL PROGRAMS</b>			
Grants/Scholarships	2,402	\$13,150,131	\$5474.66
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 93% of entering freshmen for fall 2013 were New Jersey residents.

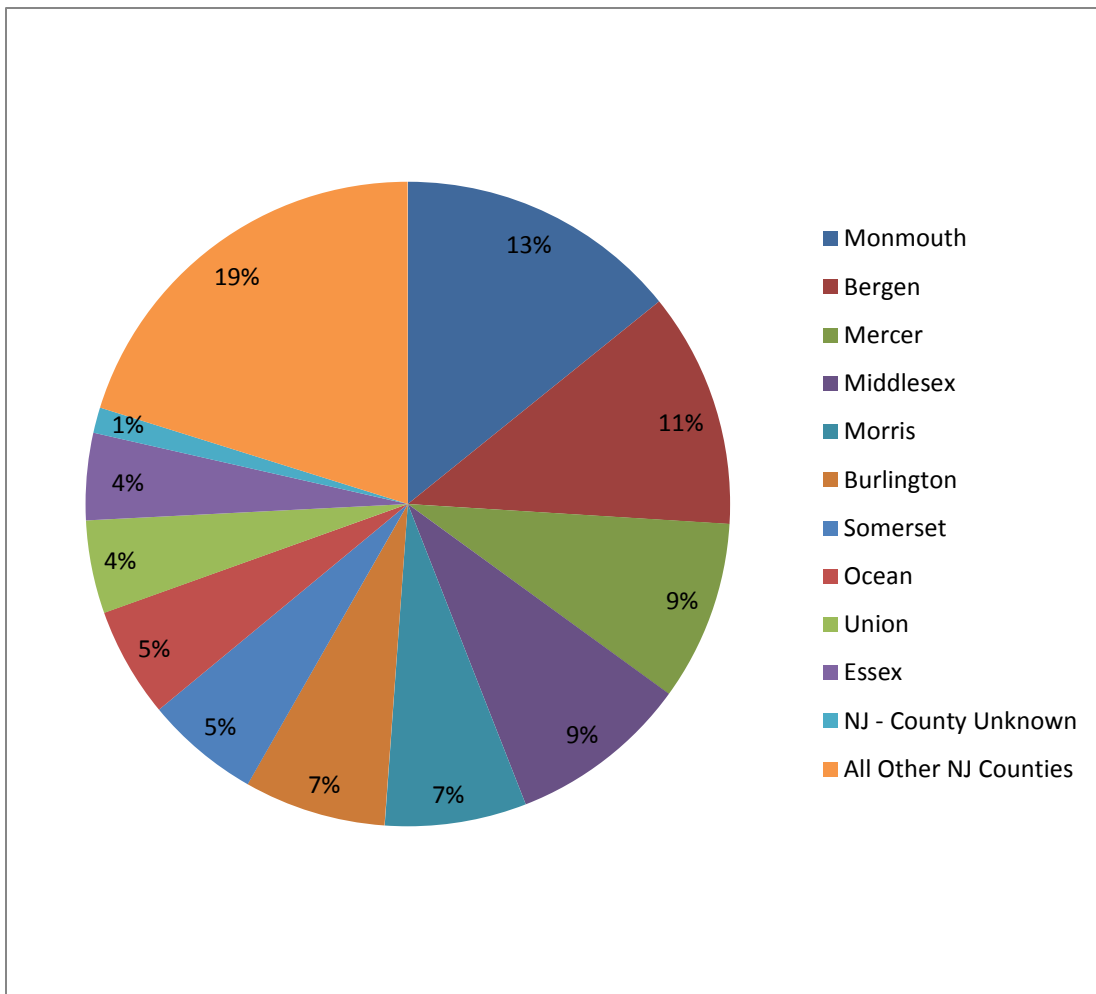
**Required Table II.C.5:  
Fall 2013 First-time Full-time Undergraduate Enrollment by State Residence**

State Residents	Non-State Residents	Total	% State Residents
1,304	100	1,404	92.9%

Source: SURE Fall Enrollment File

In fall 2013 term there are ten counties that supply five percent or more of the undergraduate enrollments. They are Monmouth, Bergen, Mercer, Middlesex, Morris, Burlington, Somerset, and Ocean counties. Only one percent of New Jersey resident undergraduates did not report a county of residence.

**Fall 2013 Undergraduate Enrollment by New Jersey County (for NJ Residents only)**



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

**D. STUDENT OUTCOMES**

1. GRADUATION RATES BY RACE/ETHNICITY

Approximately 85% percent of the first-time full-time freshmen who entered TCNJ in the fall of 2007 graduated from the College within six years, which is a slightly lower percentage than that of the 2006 cohort of first-time full-time freshmen (-2.5%). The percent of students graduating within four years has remained the same as the fall 2006 cohort and the percent graduating within five years has decreased slightly (-2.5%). In comparing the graduation rates by race/ethnicity, the 6-year graduation rates of *Asian, Black, Hispanic* and *Other* undergraduates decreased from last year’s rates.

**Required Table II.D.1.a:  
Four-, Five- and Six-Year Graduation Rates  
of Fall 2007 Full-time First-time Freshmen by Race/Ethnicity\***

	White		Black		Hispanic		Asian		Non-Resident Alien		Other *		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Fall 2007 Cohort</b>	852	65.7%	94	7.2%	119	9.2%	128	9.9%	0	0.0%	104	8.0%	1297	100%
<b>Graduates after 4 Years</b>	665	78.1%	35	37.2%	69	58.0%	96	75.0%	0	0.0%	75	72.1%	940	72.5%
<b>Graduates after 5 Years</b>	738	86.6%	53	56.4%	86	72.3%	105	82.0%	0	0.0%	88	84.6%	1070	82.5%
<b>Graduates after 6 Years</b>	753	88.4%	59	62.8%	90	75.6%	105	82.0%	0	0.0%	88	84.6%	1095	84.4%

\* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting. “Other” includes those reporting American Indian, Native Hawaiian & Pacific Islander, Two or more races and Unknown.

Source: IPEDS Graduation Rate Survey

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

Ninety-four percent of the first-time, full-time freshmen who entered TCNJ in the fall of 2012 were retained for the fall 2013 semester at TCNJ. The College has maintained a first to second year retention rate of 94% or above for the last six years. This retention rate significantly exceeds all other New Jersey public colleges. Eighty-nine (6.5%) first-time, full-time freshmen from 2012 did not return in fall of 2013.

**Required Table II.D.2:  
Third Semester Retention by Attendance Status  
Fall 2012 to Fall 2013**

	Full-time		Part-time		Total	
	#	%	#	%	#	%
<b>Retained</b>	1,274	93.5%	0	0.0	1,363	93.5%
<b>Not Retained</b>	89	6.5%	0	0	0	0.0%
<b>Total</b>	1,363	100.0	0	0.0	1,363	100.0

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

TCNJ continues to examine retention to the second year by race/ethnicity, as improving retention for all groups of students is key to improving graduation rates. However, there is a slight decrease in first year retention rates of *Black*, *Asian* and *Hispanic* students entering in Fall 2012 compared to those who entered in Fall 2011.

**Third Semester Retention of First-time Freshmen by Race/Ethnicity\*  
Fall 2012 to Fall 2013**

	White		Black		Hispanic		Asian		American Indian		Native Hawaiian		Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Retained</b>	821	94.9	80	90.9	137	90.1	150	94.3	3	100.0	5	83.3	78	86.7	1,274	93.4
<b>Total</b>	865	100.0	88	100.0	152	100.0	159	100.0	3	100.0	6	100.0	90	100.0	1,363	100.0

\* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting. "Unknown" includes 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 2006) is 971 applicants, the average accept ratio and enrollment yield over this period of time are 51% and 58%, respectively.

**Transfer Admissions: Applications, Acceptances, Enrolled – 2006 to 2013**

	2006	2007	2008	2009	2010	2011	2012	2013
<b>Number of Applications Received</b>	1,006	852	901	1,027	1,023	917	1045	993
<b>Number of Acceptances</b>	520	463	438	536	589	483	458	485
<b>Number of Students Matriculated</b>	319	273	262	324	341	262	258	255
<b>Accept Ratio:</b>	51.7%	54.3%	48.6%	52.2%	57.6%	52.7%	43.8%	48.8%
<b>Enrollment Yield:</b>	61.3%	59.0%	59.8%	60.4%	57.9%	54.2%	56.3%	52.6%

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

**PERCENTAGE OF ENTERING STUDENTS WHO ARE TRANSFERS**

Approximately 15% of the entering undergraduates in Fall 2013 were transfer students, which is the same figure as the previous year. Less than one percent of first-year transfer students elected part-time study, and two first-year freshmen were part-time students.

**Entering Undergraduates by Admission Status and Attendance Status, Fall 2013**

s	New Transfer		First-time		Total	
	#	%	#	%	#	%
<b>Full-time</b>	251	15.1	1402	84.5	1653	99.6
<b>Part-time</b>	4	0.2	2	0.1	6	0.4
<b>Total</b>	<b>255</b>	<b>15.4</b>	<b>1404</b>	<b>84.6</b>	<b>1659</b>	<b>100.0</b>

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

DEGREES CONFERRED BY RACE/ETHNICITY

The total number of degrees conferred (undergraduate and graduate) in fiscal year 2012-13 was 1980. This is a 3% decrease from FY2011-12. There were 23 less undergraduate degrees awarded in 2012-13 than in 2011-12. The number of Master’s degrees awarded decreased by 8%. The number of overall certificates awarded decreased by 5 percent (post-master’s certificates awarded remained the same; post-baccalaureate certificates awarded decreased by 23%). There was a decrease in the number of degrees awarded to students in the *Unknown*, *American Indian* and *Non-Resident Alien* categories. There were increases in the number of *White* students, *Black* students, *Hispanic* students, and *Asian* students that received awards.

**Degrees Conferred by Race/Ethnicity\*, FY 2012-13\***

	White		Black		Hispanic		Asian		American Indian		Non-Resident Alien		Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Baccalaureate</b>	1010	67.8	86	5.8	119	8.0	109	7.3	1	0.0	3	0.2	162	10.9	1490	100
<b>Masters</b>	269	71.9	23	6.1	16	4.3	24	6.4	0	0.0	1	0.2	41	11.0	374	100
<b>Certificates</b>	63	54.3	3	2.6	8	6.9	11	9.5	1	0.8	0	0.0	30	25.9	116	100
<b>Total</b>	<b>1342</b>	<b>67.8</b>	<b>112</b>	<b>5.7</b>	<b>143</b>	<b>7.2</b>	<b>144</b>	<b>7.3</b>	<b>2</b>	<b>0.1</b>	<b>4</b>	<b>0.2</b>	<b>234</b>	<b>11.8</b>	<b>1980</b>	<b>100</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: 2012 IPEDS Completions Survey

DEGREES CONFERRED BY GENDER

The percentage of undergraduate degrees conferred to men in fiscal year 2013 was eleven percent higher than that reported in 2011, while the percentage of degrees awarded to women decreased by the three percent.

**Degrees Conferred by Gender, FY 2012-13**

	Men		Women		Total	
	#	%	#	%	#	%
<b>Baccalaureate</b>	627	42.1	863	57.9	1490	100
<b>Masters</b>	80	21.4	294	78.6	374	100
<b>Certificates</b>	40	34.5	76	65.5	116	100
<b>Total</b>	<b>747</b>	<b>37.7</b>	<b>1233</b>	<b>62.3</b>	<b>1980</b>	<b>100</b>

Source: IPEDS Completions Survey



## DEGREES CONFERRED BY GENERAL FIELD

The five general fields in which the most degrees were conferred in FY2013 changed slightly from FY2012. This year the top five were: Education, Business Management, Biological Sciences, Psychology and Engineering, where 62% of undergraduate degrees were awarded (70% of all degrees awarded). English, last year had the 5th highest number of degrees awarded, moved to number seven for FY2013, while Engineering moved from ninth to third. Not surprisingly, most master's degrees and post baccalaureate or post-masters certificates were awarded in the general field of Education (94%).

**Degrees Conferred by General Field, FY 2012-13 (first degrees)**

CIP	Major Category	Bachelor	Master	Certificate	Total
13	Education	340	351	109	800
52	Business/Management	266	0	0	266
14	Engineering	108	0	0	108
42	Psychology	104	0	0	104
26	Biological Sciences	100	0	0	100
45	Social Sciences	88	0	0	88
23	English	75	9	0	84
51	Health Professions	68	14	7	89
50	Visual & Performing Arts	67	0	0	67
9	Communication/Journalism	73	0	0	73
40	Physical Sciences	47	0	0	47
43	Criminology/Justice Studies	43	0	0	43
54	History	39	0	0	39
27	Mathematics	29	0	0	29
11	Computer Science	15	0	0	15
30	Interdisciplinary Studies	9	0	0	9
5	Women & Gender Studies	6	0	0	6
38	Philosophy & Religious Studies	6	0	0	6
16	Foreign Languages	7	0	0	7
	<b>Total</b>	<b>1,490</b>	<b>374</b>	<b>116</b>	<b>1,980</b>

Source: IPEDS Completions Survey

**E. FACULTY CHARACTERISTICS**

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

In fall of 2013, 83% of the full-time faculty at TCNJ were tenured. Of the tenured full-time faculty group, 49% were female and approximately 25% were a minority race/ethnicity (23% in fall 2012). Of the regular full-time faculty as a whole (tenured and tenure-track), 50% were female (increase of 1% from fall 2012) and 24% were minority (2% increase from fall 2012). In fall 2013, TCNJ employed 474 part-time/adjunct faculty; 259 women and 215 men.

**Required Table II.E.1:  
Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2013**

	White		African American		Hispanic		Asian American		Native American		Non-Resident Alien		Race Unreported		Total	
	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>	<u>M</u>	<u>W</u>
<b>Tenured</b>																
<b>Professor</b>	44	29	2	2	1	3	6	3	0	0	0	0	0	0	53	37
<b>Associate Prof.</b>	49	46	3	8	4	2	9	14	0	0	0	0	1	0	66	70
<b>Assistant Prof.</b>	16	28	2	0	1	1	2	2	1	0	0	0	2	2	24	33
<b>All Others</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Sub-Total</b>	109	103	7	10	6	6	17	19	1	0	0	0	3	2	143	140
<b>Not Yet Tenured</b>																
<b>Professor</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Associate Prof.</b>	4	1	0	1	0	0	0	0	0	0	0	0	0	0	4	2
<b>Assistant Prof.</b>	19	22	1	1	2	0	5	1	0	0	0	0	0	2	27	26
<b>All Others</b>	1	3	0	0	0	1	0	0	0	0	0	0	0	0	1	4
<b>Sub-Total</b>	24	26	1	2	2	1	5	1	0	0	0	0	0	2	32	32
<b>All Tenure Track</b>																
<b>Professor</b>	44	29	2	2	1	3	6	3	0	0	0	0	0	0	53	37
<b>Associate Prof.</b>	53	47	3	9	4	2	9	14	0	0	0	0	1	0	70	72
<b>Assistant Prof.</b>	35	50	3	1	3	1	7	3	1	0	0	0	2	4	51	59
<b>All Others</b>	1	3	0	0	0	1	0	0	0	0	0	0	0	0	1	4
<b>Grand Total</b>	133	129	8	12	8	7	22	20	1	0	0	0	3	4	175	172

Source: IPEDS Human Resources Survey

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

Most courses at TCNJ in the Fall 2013 semester, 57%, were taught by full-time faculty. 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 2013**

Number of Class Sections (includes Lectures, Seminars and other formal class activities)								
Section Size	Taught by Full-time Faculty		Taught by Part-time Faculty & Adjuncts		Taught by Others (Staff)		Total of Each Size	
	#	%	#	%	#	%	#	%
<b>Total of Each Instructor Type</b>	<b>782</b>	<b>57%</b>	<b>529</b>	<b>39%</b>	<b>57</b>	<b>4%</b>	<b>1368</b>	<b>100%</b>
Subsections and independent research (includes Laboratories, Studios, Recitations, supplemental class activities)								
<b>Total of Each Instructor Type</b>	<b>480</b>	<b>52%</b>	<b>432</b>	<b>47%</b>	<b>11</b>	<b>1%</b>	<b>923</b>	<b>100%</b>

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

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

Full-time faculty headcount for fall 2013 was 347, and part-time/adjunct faculty headcount was 474. The full-time equivalent (FTE) for full-time faculty was 347, part-time/adjunct faculty was 161 with a total FTE of 515, an increase of 20 from 495 last fall. On an FTE basis, full-time faculty account for 67% of the instructional force at TCNJ. Similarly to 2012, 88% of the full-time teaching faculty holds terminal degrees.

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

	2007	2008	2009	2010	2011	2012	2013
<b>Full-Time Faculty FTE</b>	361	343	348	348	351	349	347
<b>Teaching Administrators FTE</b>	5	4	2	2	1	2	7
<b>Adjunct &amp; Part-time FTE</b>	132	140	132	125	131	144	161
<b>TOTAL FTE FACULTY</b>	498	487	482	475	483	495	515
<b>Number of Tenured Faculty <sup>(1)</sup></b>	236	240	247	257	244	238	284
<b>Tenure Rate <sup>(1)</sup></b>	70%	70%	70%	74%	71%	68%	83%
<b>% Holding Terminal Degrees</b>	88%	87%	88%	89%	87%	87%	88%
<b>Student Teacher Ratio <sup>(2)</sup></b>	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: Center for Institutional Effectiveness, The College of New Jersey

**Required Table II.E.3.:  
Ratio of Full- to Part-time Faculty, Fall 2013**

Full-time		Part-time		Total	
#	%	#	%	#	%
347	42.3%	474	57.7%	821	100.0%

Source: IPEDS Human Resource Survey

## F. CHARACTERISTICS OF THE BOARD OF TRUSTEES (FALL 2014)

According to its by-laws “the purpose of the Board of Trustees of The College of New Jersey is to hold The College in trust for the public, representing the public interest in governance, policies, and development of The College within the spirit of its mission and intent of the laws and regulations governing the Board and The College.” TCNJ welcomed three new members to the Board of Trustees this year: Mr. Frederick Keating, Ms. Susan Svizeny and Ms. Treby Williams. Two new student members joined the Board in fall 2014: Mr. Kevin Kim and Mr. Ryan Boyne.

### 1. RACE/ETHNICITY AND GENDER

**Required Table II.F.1.:  
Fall 2014 Board of Trustees, Race/Ethnicity and Gender**

	White	African American	Hispanic	Asian American	Native American	Non-Resident Alien	Unreported	Total
<b>Male</b>	9	0	1	1	0	0	0	11
<b>Female</b>	4	1	0	0	0	0	0	5
<b>Total</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>

Source: TCNJ Office of the President: [www.tcnj.edu/~trustees](http://www.tcnj.edu/~trustees)

### 2. LIST OF TRUSTEES WITH TITLES AND AFFILIATIONS

**Required Table II.F.2.:  
Members of the Board of Trustees with Title and Affiliation, FY2014**

Name	Title
<b>Mr. Christopher R. Gibson</b>	Esq., Chair
<b>Mr. Bradley S. Brewster</b>	Vice Chair
<b>Mr. Jorge A. Caballero</b>	Secretary
<b>Ms. Eleanor V. Horne</b>	Trustee
<b>Dr. Robert A. Altman</b>	Trustee
<b>Mrs. Rosie Hymerling</b>	Trustee
<b>Mr. Frederick Keating</b>	Trustee
<b>Mr. Brian Markison</b>	Trustee
<b>Mr. Miles Powell II</b>	Trustee
<b>Mr. Albert M. Stark</b>	Trustee
<b>Ms. Susanne Svizeny</b>	Trustee
<b>Ms. Treby Williams</b>	Trustee
<b>Dr. Joshua Zeitz</b>	Trustee
<b>Mr. Kevin Kim</b>	Student Trustee
<b>Mr. Ryan Boyne</b>	Alternate Student Trustee
<b>Dr. R. Barbara Gitenstein, PhD</b>	President, Ex-Officio

### 3. URL OF WEBPAGE WITH INFORMATION ON TRUSTEES

The URL for further information about TCNJ’s Board of Trustees, including meeting agendas and minutes, is: <http://www.tcnj.edu/~trustees/>

## G. PROFILE OF THE INSTITUTION

### 1A. UNDERGRADUATE DEGREE PROGRAMS

#### Bachelor of Arts (BA)

- Art (*option in Teacher Preparation*)
- Art History
- Communication Studies
- Economics
- English <sup>1,4</sup> (*options in Journalism, Professional Writing*)
- History <sup>1</sup>
- Interactive Multimedia
- International Studies
- Mathematics <sup>1</sup> (*option in Statistics*)
- Music
- Philosophy
- Political Science
- Psychology
- Self-Designed Major
- Sociology
- Spanish <sup>1</sup>
- Women's and Gender Studies

#### Bachelor of Fine Arts (BFA)

- Digital Arts
- Fine Arts
- Graphic Design

#### Bachelor of Music (BM)

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

#### Bachelor of Science in Nursing (BSN)

- Nursing

#### Bachelor of Science (BS)

- Accountancy
- Biology <sup>1</sup>
- Biomedical Engineering (**BSBME**)
- Business Administration (*specializations in Finance, Interdisciplinary Business, International Business, Management Marketing*)
- Chemistry <sup>1</sup>
- Civil Engineering (**BSCE**)
- Computer Engineering (**BSCoE**)
- Computer Science
- Criminology
- Early Childhood Education <sup>2,5</sup>
- Economics <sup>1</sup>
- Education of the Deaf and Hard of Hearing <sup>3</sup>
- Elementary Education <sup>2,5</sup>
- Electrical Engineering (**BSEE**)
- Engineering Science (*specialization in Engineering Management*)
- Health and Exercise Science <sup>1</sup>
- Mechanical Engineering (**BSME**)
- Nursing (**BSN**)
- Physics <sup>1</sup> (*options in Biomedical Physics, Computational Physics, Earth Science, Liberal Arts Physics*)
- Special Education <sup>3</sup>
- Technological Studies <sup>1</sup>

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

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

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

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

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

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

1B. GRADUATE DEGREE PROGRAMS

**Master of Arts (MA)**

- Clinical Mental Health
- Marriage, Couples and Family Counseling Therapy
- School Counseling
- English <sup>4</sup>

**Master of Arts in Teaching (MAT)**

- Elementary Education
- Early Childhood
- Education of the Deaf and Hard of Hearing \*
- Secondary Education (*Specializations include: Biology, English, Health and Physical Education, Mathematics, Physical Science, Social Studies, Technology Education*)
- Special Education

**Master of Education (MED)**

- Educational Leadership (*Including specialization in Instruction*)
- Reading
- Special Education (*Including specialization in Teacher of students with blindness or visual impairment*)
- Teaching English as a Second Language

**Master of Science in Nursing (MSN)**

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

**Education Specialist (EDS)**

- Marriage and Family Counseling

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

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

## H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

During the 2013-14 academic year, faculty and staff at The College of New Jersey were involved in a variety of research projects supported by both internal and external grants, sabbatical leaves, and summer undergraduate student-faculty research projects. Faculty, staff, and students are also dedicated to public service to the community, New Jersey, the nation and the world through partnerships, centers (see table on next page), and other initiatives. For example, the TCNJ Professional Development School Network partners our School of Education with 18 New Jersey public schools to provide staff development activities. Examples of a few of TCNJ's varied research and public service activities are included below.

### **Bonner Center for Civic and Community Engagement**

TCNJ continued to receive regional and national awards for its commitment to community engaged learning (or service-learning) initiatives. Recently, Bonner Center launched AmeriCorps\*VISTA Fellow Program. Members work on a variety of hunger, nutrition, literacy, job creation, employment training, and volunteer recruitment projects intended to alleviate poverty within Trenton and New Brunswick. The College's student leadership and service scholarship program—the Bonner Community Scholars—spent approximate 20,000 hours addressing the unmet needs of the Trenton area and the state. These students also mobilized the first year class (the class of 2017)—over 1300 individuals—to complete an additional 12,690 hours of community engaged learning projects between September and June. Faculty members were a key part of this mission driven activity—as students in 50 courses participated in projects that provided them with the opportunity to learn while having a positive impact in the community.

### **Adaptive Technology Center for NJ Colleges**

The Adaptive Technology Center for New Jersey Colleges increases opportunities for New Jersey college students who have disabilities to meet the academic demands of college by providing access to appropriate technology tools. The Center disseminates information on assistive technology, operates an adaptive technology lending program, and provides outreach and training to faculty, staff and students at New Jersey colleges and universities. Supported by the New Jersey Commission on Higher Education, the Center just received an award of \$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 six years ago to improve the coordination and integration of transportation planning and land-use decision-making by working closely with State departments and agencies while simultaneously enhancing local governments' planning capacity. Sustainable Jersey – a program of The College of New Jersey's Municipal Land Use Center – won the national Ashoka/Community Matters Changemakers competition, "Strong Communities: Engaging Citizens, Strengthening Place, Inspiring Change." Sustainable Jersey has received \$5,000 and recognition as the top social change innovation in the country.

### **Center for Global Engagement**

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

## Centers at TCNJ

Center Name	Description	Website
<b>Adaptive Technology Center For NJ Colleges</b>	The Adaptive Technology Center for New Jersey Colleges increases opportunities for New Jersey college students who have disabilities to meet the academic demands of college by providing access to appropriate technology tools.	<a href="http://adaptivetech.tcnj.edu/">http://adaptivetech.tcnj.edu/</a>
<b>The Alan Dawley Center for the Study of Social Justice</b>	The ADCSSJ aims to provide a focal point for students, scholars, community leaders, and public intellectuals involved in social justice issues in the state of New Jersey and beyond. The ADCSSJ seeks to be the voice and nerve center of TCNJ's core beliefs and public mission that "regards education in the service of human welfare as its chief end."	<a href="http://www.tcnj.edu/~adcjsj/">http://www.tcnj.edu/~adcjsj/</a>
<b>Bonner Center for Civic and Community Engagement</b>	The Bonner Center cultivates the common ground that exists between the educational mission of the College and the interests and needs of the local community. It does so by creating teaching and learning opportunities that simultaneously build the capacity of TCNJ students and community organizations in Trenton and the region. In so doing, the Center puts the College's main values into action and strives to foster a more enlightened, participatory and egalitarian society.	<a href="http://www.tcnj.edu/~bonner/">http://www.tcnj.edu/~bonner/</a>
<b>Career and Community Studies</b>	Career & Community Studies is a college-based, liberal studies program designed to prepare students (ages 18-25) for adult life through academic rigor, career discovery and preparation and peer socialization as part of a diverse community of learners. Students wanting to be considered for this program must present a disability that is characterized by significant limitations both in intellectual functioning and in adaptive behavior, seeking a post-secondary experience on a college campus and requires a strong system of supports. Students must be highly motivated young adults who have received extensive educational services in either public or private schools and would likely have considerable difficulty succeeding in a traditional college degree program.	<a href="http://www.tcnj.edu/~ccs/">http://www.tcnj.edu/~ccs/</a>
<b>Center for the Arts</b>	The Center serves to promote arts activities, both on and off campus, collaborate with arts organizations in New Jersey and beyond, advocate for arts education in schools and communities, and serve as a link to the curricular needs of all of the Schools in the College of New Jersey. The Center facilities include the College Art Gallery, Mildred and Ernest E. Mayo Concert Hall, Kendall Hall Main Stage Theatre, Don Evans Black Box Theatre, WTSR radio, and soon to be opened Sarnoff Collection Museum. The Center serves as a producer for campus sponsored events as well as a presenter for events brought to the community for entertainment and education.	<a href="http://www.tcnj.edu/~arts/facilities/index">http://www.tcnj.edu/~arts/facilities/index</a>
<b>Center for Assistive Technology And Inclusive Educational Studies (CATIES)</b>	CATIES is a research and service initiative of The College of New Jersey's School of Education. It is dedicated to improving the educational experiences of children with disabilities by linking faculty and staff expertise with the needs of New Jersey 's educational community.	<a href="http://www.tcnj.edu/~caties/">http://www.tcnj.edu/~caties/</a>
<b>The Center for Excellence in STEM Education</b>	The Center for Excellence in STEM (Science, Technology, Engineering, and Mathematics) Education at The College of New Jersey brings together a multidisciplinary team of educators, researchers, and practitioners. The Center promotes inquiry and design-based learning to engage learners in the understanding and application of mathematical, scientific, technological, and engineering concepts and principles. It functions as a school service center, a demonstration and professional development center for teachers, a product development center, and a community resource.	<a href="http://center4stem.org">http://center4stem.org</a>
<b>Center for Excellence in Teaching and Learning</b>	The center sponsors major lectures, special symposia, teaching and learning communities, scholars and fellows programs, and consultation pertaining to the teaching and learning process. The center also acquires resources that our faculty and professional staff can use to inform their work as teacher-scholars dedicated to providing students with a rich educational experience. In addition, the center honors outstanding innovations and achievements in teaching and learning by members of our community.	<a href="http://cetl.pages.tcnj.edu/">http://cetl.pages.tcnj.edu/</a>



Center Name	Description	Website
<b>Center for Global Engagement</b>	The Center for Global Engagement directs Education Abroad and International Student Services at The College of New Jersey. The Center oversees advising for study abroad, international internships, and other global initiatives as well as international student services for TCNJ students holding the F and J visas enabling study in the USA.	<a href="http://www.tcnj.edu/~goglobal/undergraduate/">http://www.tcnj.edu/~goglobal/undergraduate/</a>
<b>Center for Youth Relationship Development</b>	The Center for Youth Relationship Development conducts research, develops interventions, and educates students and professionals to improve understanding of the emotional and cognitive processes in relationships. Satisfying relationships are central for mental and physical health.	<a href="http://www.tcnj.edu/~cyrd/">http://www.tcnj.edu/~cyrd/</a>
<b>Municipal Land Use Research Center</b>	MLUC @ TCNJ was established six years ago to improve the coordination and integration of transportation planning and land-use decision-making by working closely with State departments and agencies while simultaneously enhancing local governments' planning capacity. Even in its relatively brief history, MLUC @ TCNJ has already achieved a long list of proud accomplishments. We are currently a leading partner in "Sustainable Jersey," and are engaged with municipalities throughout the state in extensive zoning and land-use reform. In this way, MLUC @ TCNJ has added environmental planning and social equity concerns to its original repertoire of transportation planning and land-use decision-making.	<a href="http://www.tcnj.edu/~mluc/">http://www.tcnj.edu/~mluc/</a>
<b>Professional Development School Network</b>	The PDSN is a dynamic partnership between and among The College of New Jersey and select school districts located within a 30-mile radius of The College.	<a href="http://www.tcnj.edu/~educat/pdsn/index.html">http://www.tcnj.edu/~educat/pdsn/index.html</a>
<b>Small Business Development Center</b>	The College of New Jersey Small Business Development Center is part of a statewide/nationwide network of small business development centers designed to provide free and confidential small business management counseling and low-cost comprehensive training workshops to assist the small business communities in Mercer and Middlesex counties.	<a href="http://www.tcnj.edu/~sbdc/">http://www.tcnj.edu/~sbdc/</a>

## 1. Research and Development Expenditures

The total Academic Research and Development (R&D) Expenditures for fiscal year 2013 increased by 3% (\$260,876) from the previous year total. Federally Financed and State Financed Academic R&D expenses have increased from fiscal year 2012 by 175%, while Privately Financed and Institutionally Financed expenses decreased by 3% percent (\$293,066). The R&D Expenditures for fiscal year 2013 are included in the table below.

**Required Table II.H.1:  
Research and Development Expenditures, 2013**

Expenditure	Amount
Federally Financed Academic R&D Expenditures	\$853,708
State Financed Academic R&D Expenditures	\$15,536
Privately Financed Academic R&D Expenditures	\$47,173
Institutionally Financed Academic R&D Expenditures	\$8,103,417
<b>Total Academic R&amp;D Expenditures</b>	<b>\$9,019,834</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 2013*)**

### **PROJECTS IN PLANNING**

#### Packer HVAC Phase Two Project

This project will replace air handling units in Packer Hall, which are beyond their usable service life. The expected completion date is July 2014.

#### T-Dubbs Renovation

This project will renovate the kitchen and servery areas of the T-Dubbs dining facility, including enlargement and reconfiguration of servery, reconfiguration of kitchen, and replacement of kitchen equipment. The anticipated completion date is August 2014.

#### Underground Steam & Sanitary Pipe Replacement

This project will replace steam piping that has reached the end of its useful life. The piping runs from the Power House to the Student Recreation Center. The anticipated completion date is August 2013.

### **PROJECTS IN CONSTRUCTION**

#### Brower Student Center Roof/Envelope Project

This project will replace the existing roof and skylight, and repair the masonry facade and cast stone caps at the retaining wall at the Brower Student Center. The anticipated completion date is August 2013.

#### Music Building HVAC Project

This project will address existing HVAC system deficiencies including the addition of reheat coils in the basement, extending return air ducts to improve temperature in the performance hall, adding cooling as needed to meet load demands and revised controls for better environmental control. The anticipated completion date is August 2013.

#### Packer Roof/HVAC Project

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

#### Cromwell Hall Renovation

Cromwell Hall was constructed in 1966. Its six stories house approximately 300 students in 6-person suites, with floor lounges and laundry rooms. Renovations to this housing facility included replacement of old plumbing fixtures and piping, renovation of the bathrooms and renovation of the building lounge and entry vestibule. The substantial completion date was June 2013.

#### Underground Steam & Sanitary Pipe Replacement

This project included the replacement of an undersized sanitary line that had reached the end of its useful life and the replacement of leaking condensate piping and the waterproofing of steam manholes. The substantial completion date was May 2013.

### III. Other (Optional)

#### The College of New Jersey

The College of New Jersey (TCNJ) is a highly selective institution that has earned national recognition for its commitment to excellence in undergraduate education. Founded in 1855, TCNJ has become an exemplar of the best in public higher education and is consistently acknowledged as one of the top comprehensive colleges in the nation. TCNJ currently has been selected to appear in *Barron's Best Buys in College Education*, appearing alongside schools such as Penn State and University of California- Berkeley, the College is one of only 247 institutes of higher education nationwide to receive this honor. 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 2014 and, among more than 650 colleges and universities nationally, Money Magazine ranks TCNJ at 53. 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 and *USA Today* as one of the top values in public higher education for 2014.
- 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 (3rd overall) public regional university in the northern region of the country, according to *U.S. News & World Report 2015 Edition*, and has been since the ranking’s inception.
- TCNJ is one of the top –ranked public regional university to make *U.S. News’* list of institutions with a Strong Commitment to Teaching in 2015 (ranked #2 in the 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 2nd highest graduation rate among schools in the northern region and surpasses those achieved by many prestigious private institutions.
- TCNJ has a 94% first-to-second year retention rate. When students stay in school, they stay on course for timely graduation and save money. This is also an indicator that the whole system at an institution, not just the recruitment component, is working properly.

- TCNJ students and faculty have won numerous major fellowships during the last decade, including Carnegie, Fulbright, Marshall, Gates Millennium, Goldwater, Phi Kappa Phi, Truman, Boren, and National Science Foundation awards.
- According to the most recent National Survey for Student Engagement, TCNJ bettered the average of its Carnegie Foundation peers in the level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment, as they apply to the experience of first-year students.
- Since 1985, TCNJ has made it to 70 NCAA athletic championships and won 38 Division III national titles while producing 48 Division III Academic All-Americans.

### Faculty and Staff Excellence

TCNJ's faculty and staff members are nurturing instructors and national leaders in their fields who are frequently acknowledged for their excellence. They are a source of pride and recognition for the state. A few recent examples include:

- Mark Kiselica, Professor of Counseling, was ranked one of the top scholars in the counseling profession based on an analysis of the *Journal of Counseling and Development*, the premier publication of the American Counseling Association
- Professor Jess Row, who was named to *Granta's* "Best of Young American Novelists" 2007 list, which is published by the literary magazine every 10 years and includes only 21 distinguished young writers born after 1970;
- Women's lacrosse coach Sharon Pfluger, is a member of the National Lacrosse and Field Hockey Hall of Fame, is one of just two female coaches featured in the NCAA Hall of Champions' Legends of the Game display located in Indianapolis, IN;
- Professor Robert Anderson, who was named an Outstanding First-year Student Advocate by the National Resource Center for First-year Experience and Students in Transition.

### Remarkable Students

- TCNJ students have won more than two dozen major fellowships during the last decade, including Fulbright, Marshall, Gates Millennium, Goldwater, Phi Kappa Phi, Truman, Boren, and National Science Foundation awards.
- Students have highest first-time passing rates in the state for CPA exam, Education (Praxis) exam, and Engineering Fundamentals exam.
- TCNJ has produced 54 Division III Academic All-Americans
- TCNJ has made it to 70 NCAA athletic championships and won 38 Division III national titles.

### Invaluable to Students and the State

- *Kiplinger's Personal Finance* rates TCNJ as the #8 best value in public higher education in New Jersey for out-of-state students and the #34 best value for in-state students in 2014--significantly higher than any other New Jersey school.
- TCNJ was listed among the "Best Northeastern Colleges" by *The Princeton Review*.
- More than 88% of TCNJ students are New Jersey residents
- TCNJ attracts high-achieving students from out of state who rank in the top 10 percent of their high-school classes.
- Most TCNJ students (74%) graduate in four years, and nearly all have earned degrees within five (85%) or six years (87%).

- 91% of TCNJ's most recent graduating class rated their undergraduate academic experience and career preparation as either excellent or above average.
- 97% of TCNJ's most recent graduating class indicated that their career preparation was excellent, above average, or average.
- 43,000 of The College's 64,000+ alumni live or work in the State of New Jersey
- During the last five years, TCNJ has secured increasing numbers of federal grants providing millions of dollars for programs that improve the quality and diversity of New Jersey's teachers and increase the participation of underrepresented groups in the sciences.
- TCNJ has maintained a service-learning requirement of all first year students. This provides local and state communities with approximately 20,000 hours of community service each year.