



Annual Institutional Profile Report

2020 - 2021

**THE COLLEGE OF NEW JERSEY
EXCELLENCE AND ACCOUNTABILITY REPORT
ACADEMIC YEAR 2020-2021**

PREFACE

The College of New Jersey is a highly selective institution that provides students with an opportunity to participate in a unique community of learners. This community calls upon its members to recognize and achieve excellence, and to develop the objectivity and capacity for change. It also calls upon them to participate in service to others and to exhibit a respect for and appreciation of diversity. The College of New Jersey is the oldest of the state's public colleges and for generations has aspired to the highest standards of academic excellence. The College offers more than forty liberal arts and professional programs through seven schools: Arts & Communication; Humanities & Social Sciences; Business; Education; Engineering; Nursing, Health, & Exercise Science, and Science. The College serves over 7000 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.



KATHRYN A. FOSTER
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, an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

2. PROFESSIONAL ACCREDITATION

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

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

B. NUMBER OF STUDENTS SERVED

1. NUMBER OF UNDERGRADUATES BY ATTENDANCE STATUS

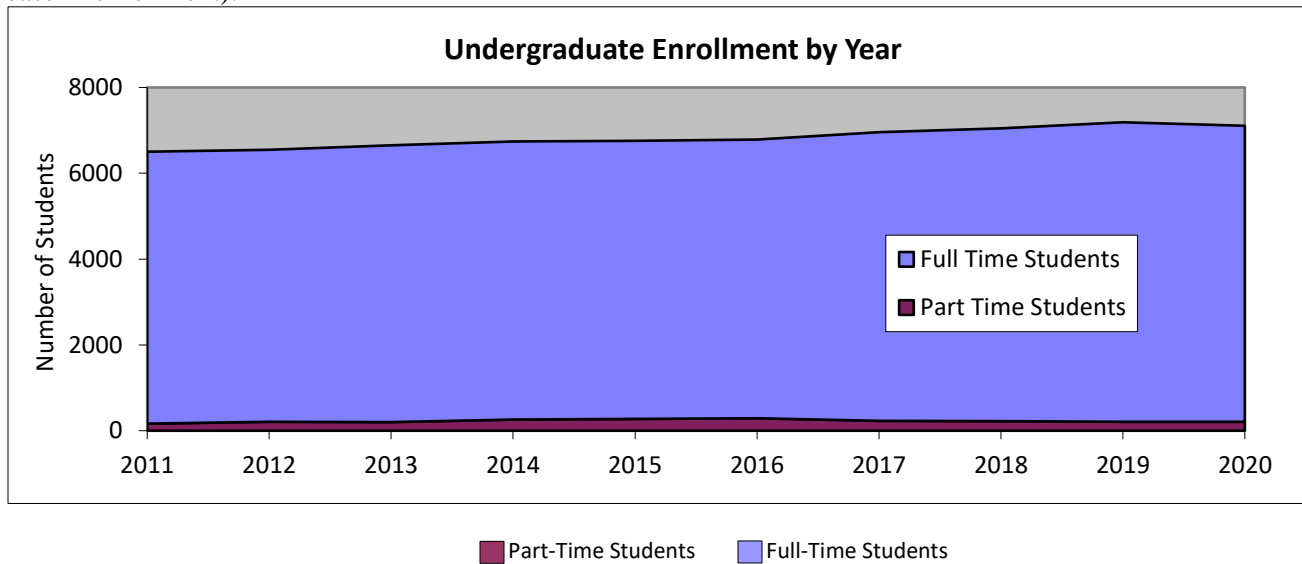
Full-time and part-time undergraduate enrollment in the fall of 2020 was 6898 and 207 respectively. Part-time student enrollment remained similar to the fall of 2019, full-time student enrollment decreased by 1.2% from last year.

**Required Table II.B.1:
Number of Undergraduates by Attendance Status, Fall 2020**

	Undergraduate Students	
	#	%
Full-Time	6,898	97.1
Part-Time	207	2.9
Total	7105	100

Source: IPEDS Fall Enrollment Survey

Undergraduate enrollment has increased modestly over the last ten years, from 6504 in 2011 to over 7100 in 2020 (a 9% increase in enrollment).



SOURCE: IPEDS FALL ENROLLMENT

2. NUMBER OF GRADUATE STUDENTS BY ATTENDANCE STATUS

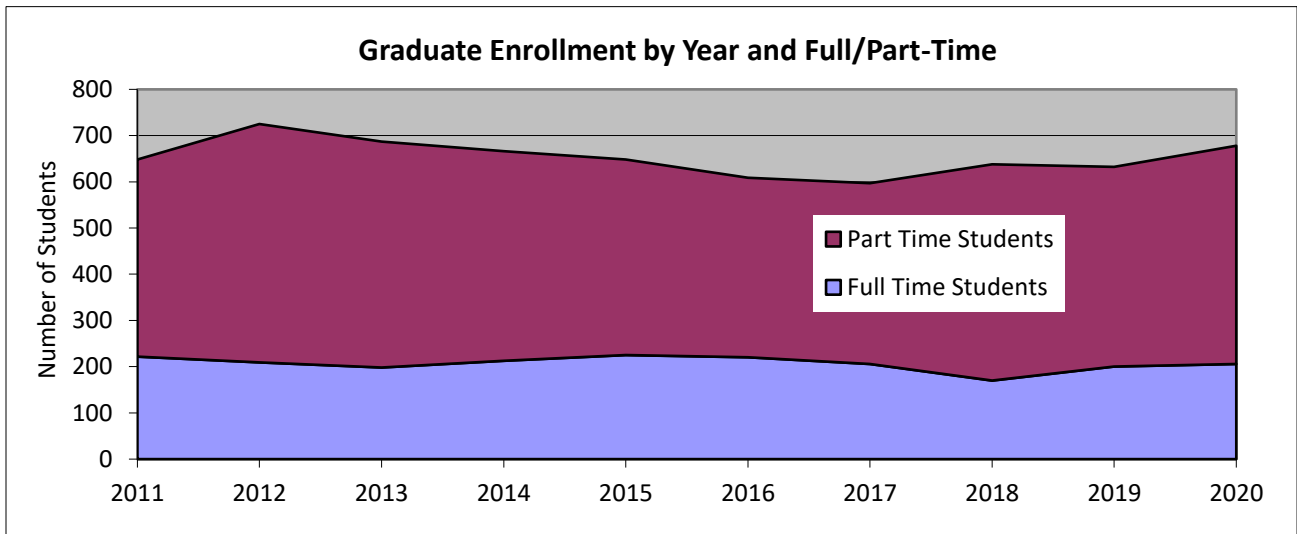
Full-time graduate student enrollment in the fall of 2020 was 206, while part-time enrollment was 472, part-time graduate students making up 69% of the graduate student population.

**Required Table II.B.2:
Number of Graduate Students by Attendance Status, Fall 2020**

	Graduate Students	
	#	%
Full-Time	206	30.4
Part-Time	472	69.6
Total	678	100

Source: IPEDS Fall Enrollment Survey

Graduate enrollment has been declining since 2003 however, beginning last year graduate enrollment experienced an increase in the number of students enrolled overall and in the number of part-time students enrolled. The graduate enrollment overall increased by 7% from 2019 to 2020 and part-time enrollment increased by over 10% for the same time period. Graduate enrollment for 2020 has increased from fall semester 2011 by 5%.



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 2019-20**

	Headcount	Credit Hours ¹	FTE ²
Undergraduate	7,596	236,273	7,876
Graduate	1,347	14,977	624
Total	8,943	251,250	8,500

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 2020 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, 2013 through 2020. The number of applications received has decreased by 4.5% from fall 2019, while freshmen enrollment has also decreased by 11%. There were 13,199 students that applied for admission for the fall 2020 semester and 1,428 were matriculated.

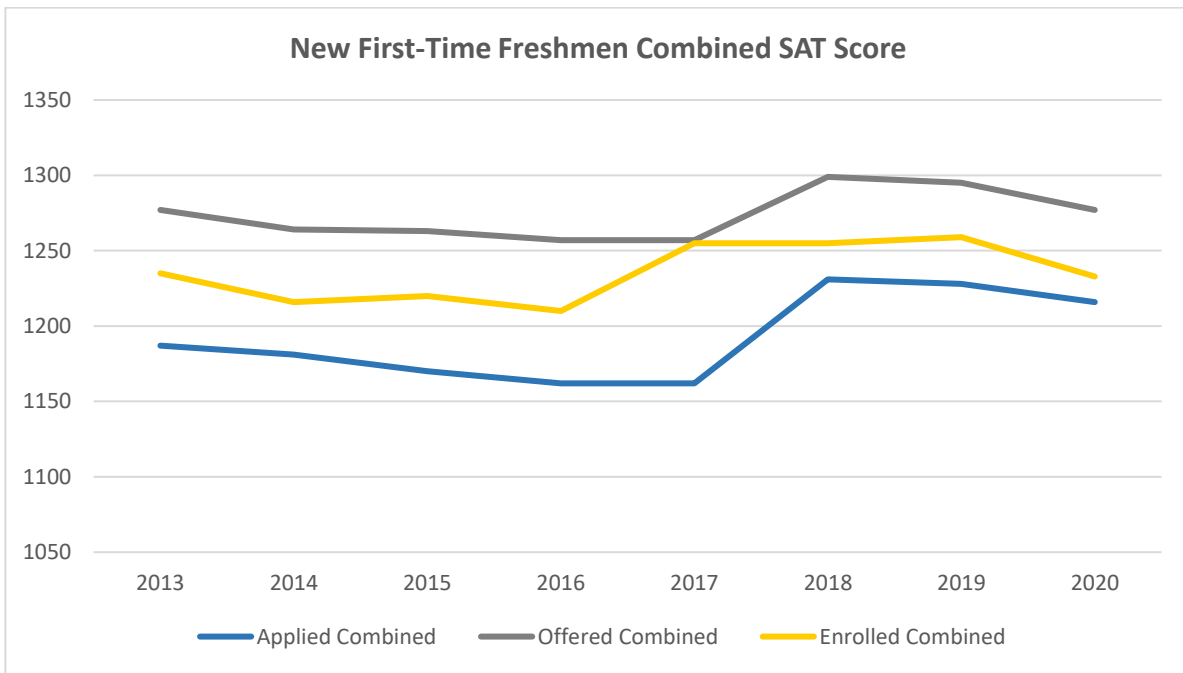
Freshmen Admissions: Applications, Acceptances, Enrolled - 2013 to 2020

	2013	2014	2015	2016	2017	2018	2019	2020
Number of Applications Received	11,145	10,937	11,290	11,825	12,898	13,625	13,824	13,199
Number of Acceptances	4,805	5,356	5,495	5,778	6,130	6,785	6,812	6,765
Number of Students Matriculated	1,404	1,417	1,453	1,457	1,542	1,551	1,605	1,428
Accept Ratio:	43%	49%	49%	49%	48%	50%	49%	51%
Enrollment Yield:	29%	26%	26%	25%	25%	23%	24%	21%

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

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

The average combined Math and Evidence Based Reading/Writing* scholastic achievement test (SAT2016) for the entering freshman class was 1233 for fall 2020. The average ACT composite score was 27. 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 2013 to 2020. In 2016, a revised SAT was introduced with new scoring. New freshmen entering in Fall 2017 that submitted scores for the older versions of the SAT (math and critical reading) have scores that were concorded to the SAT 2016 version. The new scoring for the 2016 version of the SAT has impacted new entering freshmen SAT scores, resulting in a higher average combined SAT score than in past years. For academic year 2020-21 SAT and ACT test scores were optional.



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

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

**Required Table II.C.1:
Mean Math and Verbal SAT for First-Time, Full-time Freshmen
by Admission Status and Overall, Fall 2020**

	SAT Math	SAT EBRW	Number of Students Submitting Scores	Percent of Total Freshmen Class Submitting SAT
General Admits	624	617	1178	82.5%
EOF Admits	556	544	71	5.0%
Special Admits	-	-	-	-
Total Freshman Class	620	613	1249	87.5%

Source: SURE Fall Enrollment File

2. ENROLLMENT IN REMEDIATION (DEVELOPMENTAL) COURSES

Students who do not score at or above 580 in both the Evidence Based Reading/Writing (Verbal) and Math portions of the SAT, and who do not score a 4 or better on one of the AP English (Language or Literature) or History (American, European, or World) exams, must take the Writing Exemption and Placement Exam for placement in the Writing Program. All students who score below 550 on the SAT Math are placed into Intermediate Algebra. The first-semester schedule for students in need of remediation is built so that students receive remediation in a timely manner by scheduling these courses first. The number of students enrolled in developmental courses overall was similar to last year. The number of first-time freshmen enrolled in developmental courses has increased from fall 2018 by 41%, from 59 to 83 students.

**Required Table II.C.2:
Enrollment in Remediation (Developmental) Courses
As a Factor of Total Number of Undergraduate Students Enrolled in Fall 2020**

Total Fall 2020 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
7,105	103	1.4%

As a Factor of First-time, Full-time Freshmen (FTFT) Enrolled in Fall 2020

Total Fall 2020 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
1,428	71	5.0%

By Subject Area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	0	0.0%
Algebra	41	2.9%
Reading	0	0.0%
Writing	30	2.1%
English	0	0.0%

Source: SURE Fall Enrollment File

3. a. UNDERGRADUATE STUDENTS BY RACE/ETHNICITY

The federal guidelines for self-reporting ethnicity and race changed with the fall 2010 reporting cycle. In fall 2020, students who declared themselves *African American/Black*, *Asian*, *Hispanic* or *American Indian* made up approximately 32 percent of the total undergraduate enrollment.

**Required Table II.C.3.a.:
Undergraduate Enrollment by Race/Ethnicity*, Fall 2020**

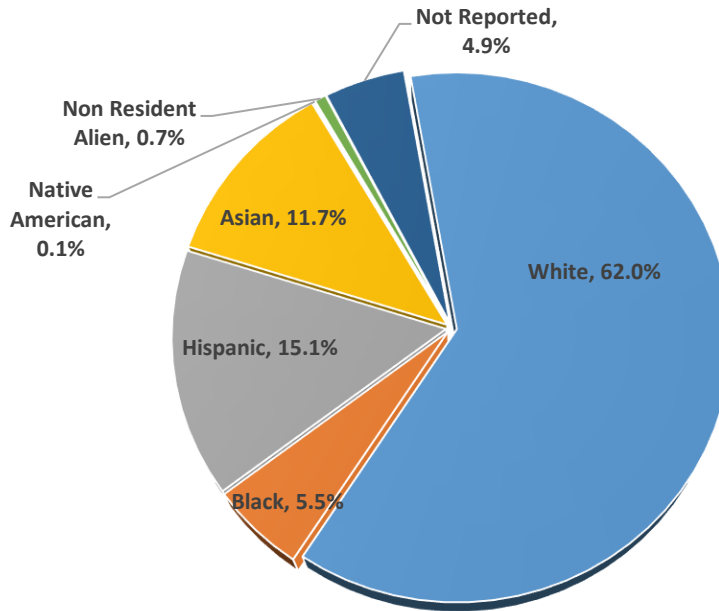
	White		African American		Hispanic		Asian		American Indian		Non-Res. Alien		Race Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Full-Time	4227	62.0	377	5.5	1059	15.4	808	11.7	6	0.1	49	0.7	322	4.7	6898	100.0
Part-Time	129	62.3	17	8.2	11	5.3	24	11.6	1	0.5	2	1.0	23	11.1	207	100.0
Total	4406	62.0	394	5.5	1070	15.1	832	11.7	7	0.1	51	0.7	345	4.9	7105	100.0

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

Source: IPEDS Fall Enrollment Survey

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

Race/Ethnicity of All Undergraduates, Fall 2020



* 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 2020, female students made up approximately 57% of the total undergraduate population.

Undergraduate Enrollment by Gender, Fall 2014-2020

Gender	2014		2015		2016		2017		2018		2019		2020	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female Students	3875	57.5	4,011	59.4	3,960	58.3	4,001	57.5	4,044	57.4	4117	57.3	4060	57.1
Male Students	2868	42.5	2,747	40.6	2,827	41.7	2,954	42.5	3,004	42.6	3072	42.7	3045	42.9
TOTAL	6743	100	6,758	100	6,787	100	6,955	100	7,048	100	7189	100	7105	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 2020**

	Females		Males	
	#	%	#	%
Full-Time	3943	57.2	2955	42.8
Part-Time	117	56.5	90	43.5
Total	4060	57.1	3045	42.9

Source: IPEDS Fall Enrollment Survey

3.c. UNDERGRADUATE STUDENTS BY AGE

The majority of undergraduates at TCNJ, 85%, are between the ages of 18-21, which is the same as last year.

**Required Table II.C.3.c.:
Undergraduate Enrollment by Age, Fall 2020**

		Less Than 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	#	12	2666	3303	838	57	11	7	1	3	0	0	6898
	%	0.2	38.6	47.9	12.1	0.8	0.2	0.1	0.0	0.0	0.0	0.0	100.0%
Part-time	#	6	17	42	94	19	5	1	10	11	2	0	207
	%	2.9	8.2	20.3	45.4	9.2	2.4	0.5	4.8	5.3	1.0	0.0	100.0%
Total	#	18	2683	3345	932	76	16	8	11	14	2	0	7105
	%	0.3	37.8	47.1	13.1	1.1	0.2	0.1	0.2	0.2	0.0	0.0	100.0%

Source: IPEDS Fall Enrollment Survey

4. FINANCIAL AID FROM STATE, FEDERAL & INSTITUTION-FUNDED PROGRAMS, FY 2019-20
(CORRESPONDS TO ACADEMIC YEAR 2019-20)

TCNJ provided more awards for institutional funding to students, with more dollars per student, in academic year 2019 - 2020 than academic year 2018 - 2019. An increase was also found for the individual amount awarded for students enrolled in the NJ STARS program from last year, 3%.

**Required Table II.C.4:
Financial Aid from State, Federal & Institution-Funded Programs
FY 2019-20 (Academic Year 2019-2020)**

	Recipients	Dollars (\$)	\$/Recipient
STATE PROGRAMS			
Tuition Aid Grants (TAG)	1046	\$7,370,800	\$7,046.65
Educational Opportunity Fund (EOF)	339	\$505,744	\$1,491.87
Outstanding Scholars (OSRP)	0	\$0	--
Distinguished Scholars	0	\$0	--
Urban Scholars	0	\$0	--
NJ STARS	44	\$105,010	\$2,386.59
NJCLASS Loans	331	\$5,852,027	\$17,679.84
CARES Act – HEERF Student Aid	1996	\$2,430,816	\$1,217.84
FEDERAL PROGRAMS			
Pell Grants	1278	\$6,149,088	\$4,811.49
College Work Study	84	\$65,694	\$782.07
Perkins Loans	0	\$0	--
SEOG	281	\$304,789	\$1,084.66
Stafford Loans (Subsidized)	2655	\$11,297,320	\$4,255.11
Stafford Loans (Unsubsidized)	3377	\$11,996,788	\$3,552.50
PLUS Loans	314	\$5,553,484	\$17,686.25
SMART, ACG & Other	23	\$94,422	\$4,105.30
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	2289	\$15,364,223	\$6,712.20
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 2020 were New Jersey residents.

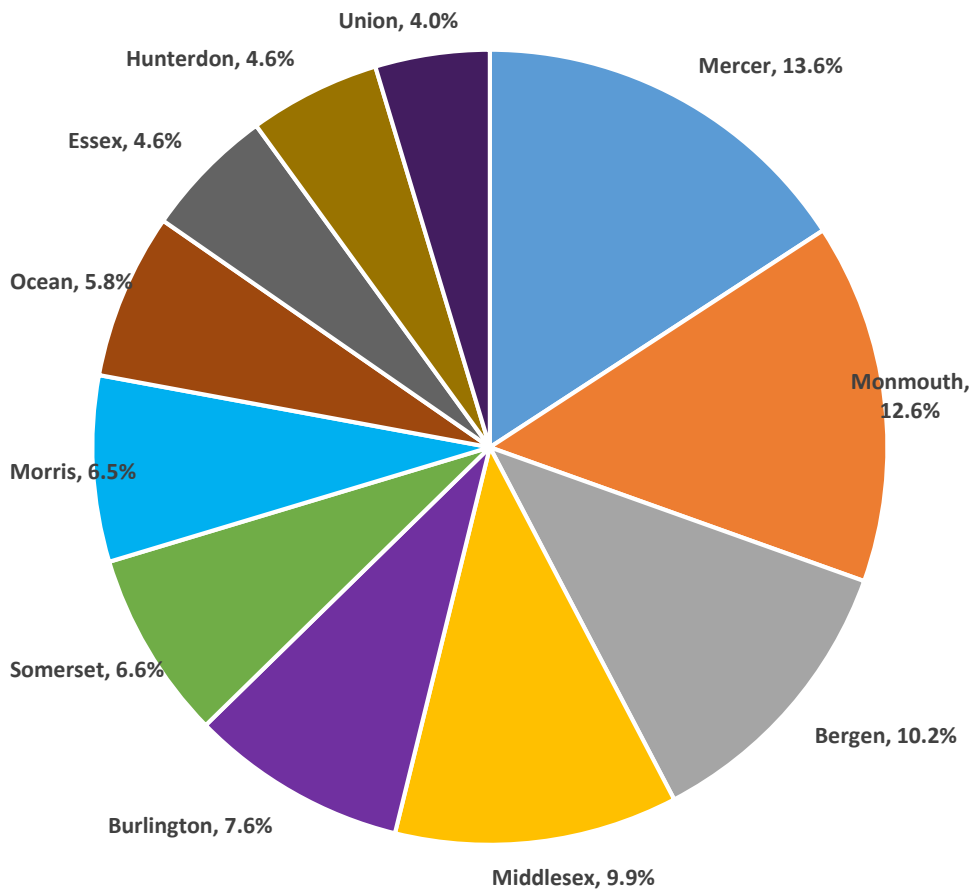
**Required Table II.C.5:
Fall 2020 First-time Full-time Undergraduate Enrollment by State Residence**

State Residents	Non-State Residents	Total	% State Residents
1,338	90	1428	93.7%

Source: IPEDS Fall Enrollment File

In fall 2020 term there are eight New Jersey counties that supply five percent or more of the undergraduate enrollments at TCNJ. They are Mercer, Monmouth, Bergen, Middlesex, Morris, Burlington, Somerset, and Ocean counties.

Undergraduate Enrollment by NJ County – Fall 2020 (for NJ Residents)



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

D. STUDENT OUTCOMES

1. GRADUATION RATES BY RACE/ETHNICITY

Over 86% of the first-time full-time freshmen who entered TCNJ in the fall of 2014 graduated from the College within six years, 1226 of the 2014 cohort of first-time full-time freshmen. The percent of students graduating within six years and four years has remained the same as the fall 2013 cohort. In comparing the graduation rates by race/ethnicity, the 4-year and 6-year graduation rates have increased for *Hispanic* students in the cohort, +9.2% and +7.3% respectively. *American/Black* students 4-year graduation rates have increased by three percent and 6-year graduation rates have remained the same.

**Required Table II.D.1.a:
Four-, Five- and Six-Year Graduation Rates
of Fall 2014 Full-time First-time Freshmen by Race/Ethnicity***

	Native American		Asian		Black		Hispanic		Pacific Islander		Non-Resident Alien		Race Unknown		2 or More Races		White		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Fall 2014 Cohort	5	0.4	80	14.1	90	6.3	182	12.8	2	0.1	2	0.1	25	1.8	6	0.4	906	63.9	1,418	100.0
Graduates after 4 years	4	80.0	145	72.5	52	57.8	130	71.4	1	50.0	0	0.0	22	88.0	5	83.3	702	77.5	1,061	74.8
Graduates after 5 years	4	80.0	166	83.0	64	71.1	154	84.6	2	100.0	1	50.0	23	92.0	5	83.3	780	86.1	1,199	84.6
Graduates after 6 years	4	80.0	169	84.5	68	75.6	158	86.8	2	100.0	1	50.0	24	96.0	5	83.3	795	87.7	1,226	86.5

* 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, 94% (93.8%) of the first-time, full-time freshmen who entered TCNJ in the fall of 2019 were retained for the fall 2020 semester at TCNJ. The College has maintained a first to second year retention rate of 93% or above for the last ten years. This retention rate significantly exceeds all other New Jersey public colleges. Six percent (99) of the first-time, full-time freshmen from 2019 did not return in fall of 2020.

**Required Table II.D.2:
Third Semester Retention by Attendance Status
Fall 2019 to Fall 2020**

	Full-time		Part-time		Total	
	#	%	#	%	#	%
Retained	1503	93.8%	2	66.7%	1505	93.8%
Not Retained	99	6.2%	1	33.3%	100	6.2%
Total	1602	100.0%	3	100.0%	1605	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. Retention rates continue to increase for *Hispanic* and *Asian* first-time freshmen, at 94% and 96% respectively this year.

**Third Semester Retention of First-time Freshmen by Race/Ethnicity*
Fall 2019 to Fall 2020**

	White		African American		Hispanic		Asian		American Indian		Native Hawaiian		Unknown*		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Retained	895	94.0	74	89.2	270	93.8	180	95.7	4	100.0	0	0.0	82	91.1	1505	93.8
Total	952	100.0	83	100.0	288	100.0	188	100.0	4	100.0	0	0.0	90	100.0	1605	100.0

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

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

TRANSFER

The average number of new transfer students applying to TCNJ over the past eight years (since 2013) is 972 applicants, the average acceptance ratio and enrollment yield over this period of time are 49.2% and 53.5%, respectively.

Transfer Admissions: Applications, Acceptances, Enrolled – 2013 to 2020

	2013	2014	2015	2016	2017	2018	2019	2020
Number of Applications Received	993	988	1059	1035	955	967	864	911
Number of Acceptances	485	509	453	482	433	438	465	540
Number of Students Matriculated	255	262	249	266	241	233	258	267
Accept Ratio:	48.8%	51.5%	42.8%	46.6%	45.3%	45.3%	53.8%	59.3%
Enrollment Yield:	52.6%	51.5%	55.0%	55.2%	55.7%	53.2%	55.5%	49.4%

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

PERCENTAGE OF ENTERING STUDENTS WHO ARE TRANSFERS

Approximately 16% of the entering undergraduates in fall 2020 were transfer students, which is an increase from the previous year (2019, 14%).

Entering Undergraduates by Admission Status and Attendance Status, Fall 2020

s	New Transfer		First-time		Total	
	#	%	#	%	#	%
Total Entering	267	15.8	1428	84.2%	1695	100

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

DEGREES CONFERRED BY RACE/ETHNICITY

The total number of degrees conferred (undergraduate and graduate) in fiscal year 2019-20 was 2063. This was a decrease of 2.0% percent from FY2018-19 (2108). There were 36 less undergraduate degrees awarded in 2019-20 than in 2018-19 (-2.1%). The number of Master’s degrees awarded remained the same as FY19. The number of certificates awarded decreased by 9.3%. There was an increase in the number of all awards to students in the *Hispanic* and *Asian* race/ethnicity categories. The overall number of degrees awarded in the *African American/Black* race/ethnicity category decreased by 18%.

Degrees Conferred by Race/Ethnicity*, FY 2019-20

	White		African American/ Black		Hispanic		Asian		Native American		Native Hawaiian/ Pacific Islander		2 or More Races		Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Baccalaureate	1115	67.6	70	4.2	214	13.1	184	11.2	1	0.1	2	0.1	12	0.7	51	3.1	1649	100
Master’s	236	72.4	11	3.4	18	5.5	13	4.0	1	0.3	1	0.3	1	0.3	45	13.8	326	100
Certificates	41	50.5	6	4.1	3	7.2	5	6.2	0	0	1	1.0	0	0	32	30.9	88	100
Total	1392	67.5	87	4.2	235	11.4	202	9.8	2	0.1	4	0.2	13	0.6	128	6.2	2063	100

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

Source: IPEDS FY2020 Completions Survey

DEGREES CONFERRED BY GENDER

The percentage of undergraduate degrees conferred to men in fiscal year 2019-20 decreased by 1% from the number reported in FY2019 (689); the percentage of Master’s degrees awarded to men decreased by thirty-six percent in the same fiscal year.

Degrees Conferred by Gender, FY 2019-20

	Men		Women		Not Reported		Total	
	#	%	#	%	#	%	#	%
Baccalaureate	681	41.3	968	58.7	0	0.0	1649	100.0
Master’s	46	14.1	280	85.9	0	0.0	326	100.0
Certificates	32	36.4	56	63.6	0	0.0	88	100.0
Total	759	36.8	1304	63.2	0	0.0	2063	100.0

Source: IPEDS FY2020 Completions Survey

DEGREES CONFERRED BY GENERAL FIELD

The five academic disciplines in which the most degrees were conferred in FY2019-20 changed slightly from FY2018-19. This year the top five were: Education, Business/Marketing/Accounting, Health Professions, Engineering, and Biological/Life Sciences. These top five fields accounted for over 57% of undergraduate degrees awarded (65% of all degrees/certificates awarded). Thirty percent of all degrees awarded in FY20 were in Education. A highlight of the disciplines experiencing an increase in the number of degrees awarded from the previous fiscal year were: Computer Science +52%, Visual and Performing Arts +22%, Engineering +18%. Subject areas with decreases from the previous fiscal year were found in English -22%, History -18%, Social Sciences -18%, and Business -8%.

Degrees Conferred by General Field, FY 2019-20 (first degrees)

CIP	Category	Bachelor	Master	Certificate	Total
13	Education	242	292	83	617
52	Business/Marketing/Accounting	343	0	0	343
51	Health Professions	141	18	5	164
14	Engineering	120	0	0	120
26	Biological/Life Sciences	108	0	0	108
50	Visual & Performing Arts	105	0	0	105
42	Psychology	102	0	0	102
9	Communication/Journalism	90	0	0	90
45	Social Sciences	86	0	0	86
23	English	61	16	0	77
27	Mathematics	53	0	0	53
43	Criminology	49	0	0	49
54	History	46	0	0	46
11	Computer Science	44	0	0	44
40	Physical Sciences	35	0	0	35
30	Interdisciplinary Studies	8	0	0	8
38	Philosophy & Religion Studies	7	0	0	7
16	Foreign Languages	5	0	0	5
5	Ethnic & Gender Studies	4	0	0	4
	Total	1649	326	88	2063

Source: IPEDS FY20 Completions Survey

E. FACULTY CHARACTERISTICS

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

In fall of 2020, 69% of the full-time faculty at TCNJ were tenured. Of the tenured full-time faculty group, 55% were female and approximately 24% were a minority race/ethnicity (23% in fall 2019). Of the regular full-time faculty as a whole (tenured, tenure-track and non-tenure-track), 54% were female (54% in fall 2019) and 28% were minority (27% in fall 2019). In fall 2020, TCNJ employed 462 part-time and adjunct faculty; 278 women and 184 men.

**Required Table II.E.1:
Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2020**

	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 & Tenure-Track																
Professor	0	0	10	12	1	2	1	3	0	0	2	2	53	59	67	78
Associate Prof.	0	0	7	6	3	4	6	4	0	0	1	1	29	41	46	56
Assistant Prof.	0	0	1	0	1	0	0	0	0	0	0	0	1	7	4	7
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-Total	0	0	18	18	5	6	7	7	0	0	3	3	84	107	117	141
Without Tenure-Track																
Professor	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Associate Prof.	0	0	3	1	2	4	0	2	0	0	0	0	11	10	16	17
Assistant Prof.	0	0	9	8	4	4	4	0	0	0	1	5	22	23	40	40
All Others	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	2
Sub-Total	0	0	12	10	6	9	4	2	0	0	1	5	34	34	57	60
All Full-time Faculty																
Professor	0	0	10	12	1	3	1	3	0	0	2	2	53	59	67	69
Associate Prof.	0	0	10	7	5	8	6	6	0	0	1	1	40	51	62	73
Assistant Prof.	0	0	10	8	5	4	4	0	0	0	1	5	24	30	44	47
All Others	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	2
Grand Total	0	0	30	28	11	15	11	9	0	0	4	8	118	141	174	201

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

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

Most courses at TCNJ in the fall 2020 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 2020**

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	827	60%	489	35%	70	5%	1386	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	525	55%	293	30%	145	15%	963	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 2020 was 375 (174 men/201 women), and part-time/adjunct faculty headcount was 462 (184 men/278 women). The full-time equivalent (FTE) for full-time faculty was 375, part-time/adjunct faculty was 156 with a total instructional FTE of 534, a decrease of 22 FTE’s from last fall where the total FTE was 556. On an FTE basis, full-time faculty account for 70.2% of the instructional force at TCNJ. In academic year 2020 - 21, 92% of the full-time teaching faculty hold terminal degrees.

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

	2013	2014	2015	2016	2017	2018	2019	2020
Full-Time Faculty FTE	347	356	355	355	365	363	373	375
Teaching Administrators FTE	7	3	3	3	5	3	4	3
Adjunct & Part-time FTE	161	155	162	169	177	173	179	156
TOTAL FTE FACULTY	515	514	520	527	544	539	556	556
Number of Tenured Faculty ⁽¹⁾	284	274	271	259	261	252	265	258
Tenure Rate ⁽¹⁾	83%	77%	77%	73%	72%	74%	71%	73%
% Holding Terminal Degrees	88%	90%	91%	90%	89%	91%	93%	92%
Student Teacher Ratio ⁽²⁾	13:1	13:1	13:1	13:1	13:1	13:1	13:1	13:1

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

(1) Applies to Full-Time Faculty Only

(2) FTE students to FTE Faculty

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

**Required Table II.E.3.:
Ratio of Full- to Part-time Faculty, Fall 2020**

Full-time		Part-time		Total	
#	%	#	%	#	%
375	44.8%	462	55.2	837	100.0%

Source: IPEDS Human Resource Survey

F. CHARACTERISTICS OF THE BOARD OF TRUSTEES (FALL 2020)

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 2019 Board of Trustees, Race/Ethnicity and Gender

	White	African American	Hispanic	Asian American	Native American	Non-Resident Alien	Unreported	Total
Male	3	1	2	0	0	0	0	6
Female	7	3	0	2	0	0	0	12
Total	10	4	2	2	0	0	0	18

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, FY2020

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

3. URL OF WEBPAGE WITH INFORMATION ON TRUSTEES

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

G. PROFILE OF THE INSTITUTION

1A. UNDERGRADUATE DEGREE PROGRAMS

Bachelor of Arts (BA)

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

Bachelor of Fine Arts (BFA)

- Digital Arts
- Fine Arts
- Graphic Design

Bachelor of Music (BM)

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

Bachelor of Science in Nursing (BSN)

- Nursing

Bachelor of Science (BS)

- Accountancy
- Biology ^{1,6}
- Biomedical Engineering ⁶ (**BSBME**)
- Business Administration (*specializations in Finance, Interdisciplinary Business, International Business, Management Marketing*)
- Chemistry ^{1,6}
- Civil Engineering (**BSCE**)
- Computer Engineering (**BSCoE**)
- Computer Science
- Early Childhood Education ^{2,5}
- Economics ¹
- Education of the Deaf and Hard of Hearing ³
- Elementary Education ^{2,5}
- Electrical Engineering (**BSEE**)
- Engineering Science ⁶ (*specialization in Engineering Management*) (**BSSES**)
- Health and Exercise Science ¹
- Integrative STEM Education
- Mechanical Engineering (**BSME**)
- Nursing (**BSN**)
- 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 Education ¹
- Urban Education

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

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

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

⁴ Optional five-year BA/MA program.

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

⁶ Options available in seven-year medical.

1B. GRADUATE DEGREE PROGRAMS

Master of Arts (MA)

- Clinical Mental Health
- School Counseling
- English

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
- Urban Education (*Elementary, Early Childhood*)

Master of Business Administration (MBA)

- Data Analytics
- Strategy, Innovation & Leadership
- Master of Business Administration/Master of Public Health

Master of Education (MED)

- Educational Leadership (*Including specialization in Instruction*)
- Reading
- Special Education (*Including specialization in Teacher of students with blindness or visual impairment*)
- Teaching English as a Second Language
- Integrative Science, Technology, Engineering & Math (*iSTEM*)

Masters of Public Health (MPH)

- Global Health
- Health Communication
- Precision Health

Master of Science in Nursing (MSN)

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

Education Specialist (EDS)

- Marriage and Family Counseling

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

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

H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

During the 2019-20 academic year, faculty and staff at The College of New Jersey were involved in a variety of research projects supported by both internal and external grants, sabbatical leaves, and summer undergraduate student-faculty research projects. Faculty, staff, and students are also dedicated to public service to the community, New Jersey, the nation and the world through partnerships, centers (see table on next page), and other initiatives. For example, the TCNJ Professional Development School Network partners our School of Education with 18 New Jersey public schools to provide staff development activities. Examples of a few of TCNJ's varied research and public service activities are included below.

Center for Community Engaged Learning/Bonner Institute

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 a first year class (the class of 2017)—over 1400 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 seven years ago to improve the coordination and integration of transportation planning and land-use decision-making by working closely with State departments and agencies while simultaneously enhancing local governments' planning capacity. Sustainable Jersey – a program of The College of New Jersey's Municipal Land Use Center – won the national Ashoka/Community Matters Changemakers competition, "Strong Communities: Engaging Citizens, Strengthening Place, Inspiring Change." Sustainable Jersey has received \$5,000 and recognition as the top social change innovation in the country.

Center for Global Engagement

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

Centers at TCNJ

Center Name	Description	Website
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.	http://caties.pages.tcnj.edu
Center for American Language and Culture (CALC)	The CALC is the home of TCNJ's English Language Learning programs. CALC prepares students for success in their future studies and careers because of a focus on functional language and communicative teaching.	http://esl.tcnj.edu
Bonner Center for Community Engaged Learning and Research (CELR)	The Bonner Center cultivates the common ground that exists between the educational mission of the College and the interests and needs of the local community. It does so by creating teaching and learning opportunities that simultaneously build the capacity of TCNJ students and community organizations in Trenton and the region. In so doing, the Center puts the College's main values into action and strives to foster a more enlightened, participatory and egalitarian society.	http://bonner.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.	http://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.	http://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.	http://centerforstem.pages.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.	http://cetl.pages.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.	http://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.	http://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.	http://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.	http://tcnjcenterforthearts.tcnj.edu
Small Business Development Center	The College of New Jersey Small Business Development Center is part of a statewide/nationwide network of small business development centers designed to provide free and confidential small business management counseling and low-cost comprehensive training workshops to assist the small business communities in Mercer and Middlesex counties.	http://sbdc.tcnj.edu
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 2020 increased by 6% (+\$760,138) from the previous year total. Federally Financed Academic R&D expenses have decreased from fiscal year 2019 by \$1,092,159.00, while Privately Financed expenses increased by \$194,397. Institutionally financed academic R & D expenditures have increased from the previous fiscal year by 16.9%. The R&D Expenditures for fiscal year 2020 are included in the table below.

**Required Table II.H.1.:
Research and Development Expenditures, FY2020**

Expenditure	Amount
Federally Financed Academic R&D Expenditures	\$944,024
State Financed Academic R&D Expenditures	\$32,152
Privately Financed Academic R&D Expenditures	\$328,547
Institutionally Financed Academic R&D Expenditures	\$11,750,919
Total Academic R&D Expenditures	\$13,055,642

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 2019*)

PROJECTS IN PLANNING

Domestic Water Pipe Replacement

This project will replace the aging domestic water piping around the campus originally installed in the 1930's and complete the campus fire water pump project. The project is currently in the public bidding phase.

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 currently in design.

HRSR Renewal

The heat recovery steam generator in the central power plant has reached the end of its useful life and will be replaced. The project is currently in the public bidding phase.

PROJECTS IN CONSTRUCTION

Armstrong Hall Renovation

Funded through the Higher Education Capital Improvement Fund, Armstrong Hall, which houses the School of Engineering and was originally built in 1961, will undergo a renewal. The project is currently in construction and is expected to be complete by January 2020.

Forcina Roof Replacement

Forcina Hall, which was built in 1969, will have its flat roof and HVAC equipment replaced. The project is currently in construction and should be complete by the end of calendar year 2019.

Lions Stadium Turf Replacement

The synthetic turf in Lions Stadium has reached the end of its useful life and is being replaced. The project will be complete by August 2019.

Townhouse South Flooring and Furniture

The Townhouse South residential unit will have its flooring and furniture replaced during summer 2019. The project will be complete by August 2019.

Travers Wolfe Hall Elevator Controls Renewal

Travers Wolfe Hall is a ten story residential facility with eight elevators. The elevator controls are undergoing a complete renewal on a phased schedule. The project is expected to be complete by September 2021.

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 2020 and, among more than 650 colleges and universities nationally, *Money Magazine* ranks TCNJ at #35. *Money Magazine's* college ranking considers quality, affordability and outcomes. In 2006, TCNJ was awarded a Phi Beta Kappa chapter—an honor shared by less than 10 percent of colleges and universities nationally.

TCNJ offers a comprehensive range of academic programs in the liberal arts, sciences, as well as professional schools. TCNJ is committed to significant learning experiences at every level, beginning with academic seminars for first semester students and culminating in capstone courses for seniors. There are no teaching assistants—all classes are taught by faculty members—and a 13-to-1 student-to-faculty ratio allows for small classes and personalized attention. Specialized undergraduate research programs, internships, and global study opportunities at TCNJ equal or surpass what is offered by top private colleges.

Commitment to Success

TCNJ has a unique mission among state colleges. That mission calls for the provision, to a diverse community of learners, of an undergraduate, residential experience that is highly competitive and designed to produce future leaders of and significant contributors to fields that are critical to our state. TCNJ has been quite successful in fulfilling that mission.

- TCNJ was named by the *Princeton Review*, *Money* and *USA Today* as one of the top values in public higher education for 2021.
- 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 (6th overall) public regional university in the northern region of the country, according to *U.S. News & World Report 2022 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 Best Undergraduate Teaching in 2022* (ranked #7 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 US News & World Reports' northern region and surpasses those achieved by many prestigious private institutions.
- TCNJ has a 93% first-to-second year retention rate. When students stay in school, they stay on course for timely graduation and save money. This is also an indicator that the whole system at an institution, not just the recruitment component, is working properly.

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

Faculty and Staff Excellence

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

- Dr. Gary Woodward, professor of Communication Studies, has published a new opinion piece which ran in the Trenton Times and on NJ.com. In his post, Dr. Woodward discusses corporate crisis communication, focusing specifically on SeaWorld Entertainment trying to counter the effects of the 2013 documentary, *Blackfish*. You can find his piece on his blog, [The Perfect Response: Effective Communication in a Distracted Age](#).
- Marketing Professor Louis Tucci and co-authors published "[An Analysis of Consumer Motivations for Purchasing Fair Trade Coffee](#)" in the Journal of International Consumer Marketing" (Volume 27, Issue 4, 2015.) The study investigates factors influencing the consumer's decision to purchase Fair Trade coffee to be made at home, with a focus on what can be done to maintain the core values of fair trade while expanding its scope.
- Dr. Allen Katz received the Microwave Application Award for "proposing, demonstrating, and developing the multi-port (six-port) interferometer digital radio for wireless communication systems and sensor application." Dr. Katz has more than 25 years of experience in the microwave and satellite industries and is the founder and President of Linearizer Technology, Inc., a New Jersey based company dedicated to distortion correction. Dr. Katz has won numerous awards for his contributions to his field, holds 17 patents, and is a regular contributor to technical journals and conferences. Professor Katz also founded and directed the Trenton Computer Festival, the original computer festival, which celebrated its 40th anniversary in 2015.
- Dr. Emily Meixner, associate professor of English and coordinator of the Secondary English Education program at the College won *English Leadership Quarterly* Best Article of the Year. The article "Nurturing Teacher Leadership through Homegrown Professional Development," was written by Meixner after seeing tremendous success from her *How To Teach*
- Tim Clydesdale, TCNJ professor of sociology, has published a book entitled, "The Purposeful Graduate: Why Colleges Must Talk to Students About Vocation". In his book, Clydesdale demonstrates how impactful the exploration of these ideas can be for students. Professor Clydesdale adds a new factor to the national discussion of the value of college, saying, "The very purpose of college itself (is) to educate and graduate thoughtful, purposeful and globally aware citizen leaders." An interview with Clydesdale about his new release can be found on Inside Higher Ed.com.
- Faculty from the School of Nursing, Health, and Exercise Science recently received funding from Novo Nordisk for a project entitled Smart Nutrition Activity and Conditioning in Kids (SNACK). This new area of research focuses on physical activity and its link to long term, sustainable lifestyle and health behavior changes when started in early childhood. The primary sites of the project are in the Ewing and Trenton School Districts. This program will build on the strengths of HES and Nursing and their community connections.
- Dr. Leeann Thornton, Associate Professor of Biology, has won a national contest sponsored by the American Society of Plant Biologists in recognition of "Fascination of Plants Day 2015." Professor Thornton is one of four national winners; in particular, she won in the category for designing a T-shirt. Her design, titled *Know Plants, know life. No plants, no life!*, depicts the Forget Me Not flower, which is small and often overlooked. It is a symbol of the diversity of plants in nature. There is also a rice stalk to represent human uses of plants for food. Together, the two plants help remind individuals to appreciate the natural abundance of plants and the delicate relationship between humans and plants.

Invaluable to Students and the State

- TCNJ was listed among the “Best Northeastern Colleges” by *The Princeton Review*.
- More than 90% 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 (75%) graduate in four years, and nearly all have earned degrees within five (85%) or six years (86%, *TCNJ First-time Freshman cohort 2014*).
- 74% 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 they were either employed, attending graduate school or in the military.
- 43,000 of The College’s 64,000+ alumni live or work in the State of New Jersey
- During the last five years, TCNJ has secured increasing numbers of federal grants providing millions of dollars for programs that improve the quality and diversity of New Jersey’s teachers and increase the participation of underrepresented groups in the sciences.
- TCNJ has maintained a service-learning requirement of all first-year students. This provides local and state communities with approximately 20,000 hours of community service each year.