

# Facts & Institutional Figures

Center for Institutional Effectiveness



2012 - 2013

# The College of New Jersey

## *Facts & Institutional Figures*

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## Mission & Vision

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### MISSION STATEMENT

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, 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.

### GUIDING PRINCIPLES

The College of New Jersey affirms the following Core Beliefs as fundamental to its Mission:

- The College comprises a caring, friendly, and respectful community where the contributions of students, faculty, staff and alumni are valued and recognized.
- The College provides a seamless, engaging educational environment characterized by academic freedom, creative expressions, critical thinking, intellectual inquiry, and service learning.
- The College's faculty and staff take pride in offering a personal educational experience to every undergraduate and graduate student.
- The College's cultural, social, and intellectual life are enriched and enlivened by diversity.
- The College provides facilities, programs, services, and amenities that enhance opportunities for formal and informal interaction in a living-learning environment.
- The College promotes wellness and fosters the development of the whole person.
- The College embraces its heritage and is committed to reevaluating its mission in response to the changing needs of society.
- The College prepares its students to be successful, ethical, and visionary leaders in a multicultural, highly technological, and increasingly global world.
- The College believes that an educated individual possesses an understanding of his or her own culture, an appreciation of other cultures, and the capacity to facilitate genuine cross-cultural interaction.
- The College regards education in the service of human welfare as its chief end.



## At A Glance

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### HISTORY/LOCATION

- 1855 New Jersey State Normal School
- 1908 New Jersey State Normal School at Trenton
- 1929 New Jersey State Teachers College and State Normal School at Trenton
- 1937 New Jersey State Teachers College at Trenton
- 1958 Trenton State College
- 1996 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. TCNJ currently is ranked as one of the 75 “Most Competitive” schools in the nation by Barron’s Profiles of American Colleges, is rated the No. 1 public institution in the northern region of the country by U.S. News & World Report, and is considered a “best buy” in higher education by both Barron’s and Kiplinger’s Personal Finance. TCNJ was also awarded, in 2006, a Phi Beta Kappa chapter, an honor shared by less than 10 percent of colleges and universities nationally.

The College of New Jersey’s academic tradition reaches back to 1855 when it was established by the state legislature as the New Jersey State Normal School. It was the first teacher training school in the state and the ninth in the nation. Governor Rodman Price, sometimes called the founder of the New Jersey Normal School, promoted the idea of a training institute for New Jersey’s teachers and mobilized support among influential state leaders.

Originally located on Clinton Avenue in Trenton, the Normal School flourished in the latter 1800s, expanding both its academic offerings and physical facilities. In 1925, the first four-year baccalaureate degree program was established. This change marked the beginning of TCNJ’s transition from a normal school to a teachers’ college and was accompanied by a change in physical surroundings. In 1928, a beautiful 210-acre tract of land in Ewing Township was purchased as a new site for the College.

Graduate study was instituted at the College in 1947, and accreditation from various national associations was forthcoming in the 1950s. The enactment of the Higher Education Act of 1966 paved the way for TCNJ to become a multipurpose institution by expanding its degree programs into a variety of fields other than education. By 1972, seventy percent of entering students were selecting non-teaching majors.

In the 1970s, a period of declining enrollments nationwide, the College made a decision to raise, rather than lower, its already high standards. Since that time, the academic profile of entering

classes has continued to rise and as a result, the College has become one of the most competitive schools of its kind in the nation.

The College of New Jersey emphasizes the undergraduate experience. A strong liberal arts core forms the foundation for a wealth of degree programs offered through TCNJ's seven schools—the Arts and Communication; Business; Humanities & Social Sciences; Education; Science; Nursing, Health, and Exercise Science; and Engineering. The College is enriched by an honors program and extensive opportunities to study abroad, and its award-winning First-Year Experience and freshman orientation programs have helped make its retention and graduation rates among the highest in the country.

Today the College provides academically prepared students with a challenging undergraduate education and a rewarding residential experience, small classes, and a prestigious faculty.

### **ACADEMIC SCHOOLS, PROGRAMS AND DEGREES**

A strong liberal arts core forms the foundation for a wealth of degree programs offered through TCNJ's seven schools—Arts & Communication; Business; Humanities & Social Sciences; Education; Science; Nursing, Health, & Exercise Science; and Engineering. The College is enriched by an honors program and extensive opportunities to study abroad, and its award-winning First-Year Experience and freshman orientation programs have helped make its retention and graduation rates among the highest in the country.

### **CAMPUS**

Known for its natural beauty, the College's campus is set on 289 tree-lined acres in suburban Ewing Township. The College has 39 major buildings, including a state-of-the-art library; 14 residence halls that accommodate 3,600 students; an award-winning student center; more than 20 academic computer laboratories; a full range of laboratories for nursing, microscopy, science, and technology; a music building with a 300-seat concert hall; and a collegiate recreation and athletic facilities complex. TCNJ has a full-time undergraduate enrollment of approximately 6,200 students (95 percent from New Jersey).

### **STUDENT LIFE**

The College of New Jersey encourages students to expand their talents and skills through more than 150 organizations that are open to students. These groups range from performing ensembles and professional and honor societies to student publications, Greek organizations, as well as intramural and club sports. The College also offers numerous leadership opportunities through the Student Finance Board, Student Government Association, and Residence Hall Government to name a few.

### **ATHLETICS**

High achievement and scholarship in the classroom have been mirrored by the success of The College of New Jersey's varsity student-athletes. Since the 1978–79 Lion wrestling team captured the College's first National Collegiate Athletic Association (NCAA) team championship, TCNJ has established itself as one of the nation's most successful Division III (non-athletic scholarship) programs. Since 1979, The College of New Jersey has amassed a total of 39 Division III crowns in six different sports. In addition, the Lions have posted 32 runner-up awards, giving the College an aggregate of 71 first- and second-place finishes. That figure is tops

among the nation's 400-plus Division III colleges and universities during the past 30 years. The Lions have also produced 54 Division III CoSIDA Academic All-Americans.

As impressive as the overall athletic record is, TCNJ's accomplishment as a leader in women's sports is even greater. Since NCAA Championships were initiated for women in 1981, only TCNJ has won 32 Division III team championships. The total does not include the Lions' lacrosse championship in 1981 or the softball championships in 1980 and 1981, which were sponsored by the AIAW (Association for Intercollegiate Athletics for Women) prior to women's sports inclusion in the NCAA. In the fall of 1999, TCNJ's women's athletic program was voted as the top Division III institution for female student-athletes by *Sports Illustrated for Women*.



### SYNOPSIS OF UNDERGRADUATE DEGREE PROGRAMS AND MAJORS

College-Wide Programs	Self-Designed Major	BA
School of the Arts & Communication	Art Education	BA
	Art History	BA
	Communication Studies	BA
	Digital Arts	BFA
	Fine Arts	BFA
	Graphic Design	BFA
	Interactive Multimedia	BA
	Music (options available in Performance and Teacher Preparation)	BA, BM
School of Business	Accountancy	BS
	Business Administration (specializations in Finance, Interdisciplinary Business, International Business, Management, Marketing)	BS
	Economics	BA, BS
School of Education	Early Childhood Education	BS
	Education of the Deaf and Hard of Hearing/Elementary Education**	BS
	Elementary Education	BS
	Special Education/Elementary Education**	BS
<b>**non-certification at the baccalaureate level; 5 year dual certification at the master's level</b>		
School of Engineering	Biomedical Engineering	BSBME
	Civil Engineering	BSCE
	Computer Engineering	BSCoE
	Electrical Engineering	BSEE
	Engineering Science (specializations in Engineering Management)	BS
	Mechanical Engineering	BSME
	Technological Studies	BS
School of Humanities & Social Sciences	Criminology	BS
	English* (options available in Journalism and Professional Writing)	BA
	History*	BA
	International Studies	BA
	Philosophy	BA
	Political Science	BA

	Psychology	BA
	Sociology	BA
	Spanish*	BA
	Women's and Gender Studies	BA
<b>*option in Secondary Education</b>		
School of Nursing, Health, and Exercise Science	Health and Exercise Science (option available in Teacher Preparation)	BS
	Nursing	BSN
School of Science	Biology*	BS
	Chemistry*	BS
	Computer Science	BS
	Mathematics* (option available in Statistics)	BA
	Physics*	BS
<b>*option available in Secondary Education</b>		

Key	
BA	Bachelor of Arts
BFA	Bachelor of Fine Arts
BM	Bachelor of Music
BS	Bachelor of Science
BABME	Bachelor of Arts in Biomedical Engineering
BSCE	Bachelor of Science in Civil Engineering
BSCoE	Bachelor of Science in Computer Engineering
BSEE	Bachelor of Science in Electrical Engineering
BSE	Bachelor of Science in Engineering
BSME	Bachelor of Science in Mechanical Engineering
BSN	Bachelor of Science in Nursing

### SYNOPSIS OF GRADUATE DEGREE PROGRAMS AND MAJORS

Educational Specialist	Marriage and Family Counseling	EDS
Master of Arts	School Counseling	MA
	Clinical Mental Health Counseling	MA
	Marriage, Couples and Family Counseling and Therapy	MA
	English	MA
Master of Arts in Teaching	Elementary Education (Leads to Certification)	MAT
	Early Childhood (Leads to Certification)Program A (no prior teaching certificate) Program B (already P-3 certified through alternate route)(For information please contact Dr. Jody Eberly )	MAT
	MAT Early Childhood: Urban (available only to graduates of TCNJ's undergraduate portion of this program) MAT Elementary: Urban (available only to graduates of TCNJ's undergraduate portion of this program)	MAT
	Education of the Deaf and Hard of Hearing (available only to graduates of TCNJ's undergraduate portion of this program)	MAT
	Secondary Education- English (Leads to Certification)	MAT
	Secondary Education- Social Studies (Leads to Certification)	MAT
	Secondary Education- Mathematics (Leads to Certification)	MAT
	Secondary Education- Biology or Physical Science (Leads to Certification)	MAT
	Secondary Education-Technology Education (For information, please contact Dr. John Karsnitz .) 2009-2010 Planner	MAT
	Secondary Education- Health and Physical Education (This program is not currently accepting applications.)	MAT
	Special Education (Leads to Certification) Alternate Route to Special Education Certification Program	MAT
	Elementary Education (Leads to Certification)	MAT
	Special Education (Leads to Certification) (available only to graduates of TCNJ's undergraduate portion of this program)	
Master of Education	Teaching English as a Second Language	MED
	Reading (Leads to Certification)	MED

	Educational Leadership: Instruction	MED
	Educational Leadership (Leads to Certification) – traditional program	MED
	Educational Leadership (Leads to Certification) – immersion program	MED
	Special Education (Must be Certified in Special Education)	MED
	Special Education (Must be Certified in Other Area)	MED
	Special Education- Teacher of Students with Blindness or Visual Impairment (Must be Certified)	MED
Master of Science in Nursing	Family Nurse Practitioner	MSN
	Family Nurse Practitioner (for Certified NPs)	MSN
	Adult-Gerontological Nurse Practitioner	MSN
	Neonatal Nurse Practitioner Planner 2008-2009	MSN
	Clinical Nurse Leader *Program recently highlighted in Advance for Nurses.	MSN
	Bridge to the Master of Science in Nursing for RNs (not available for school nursing)	MSN
	School Nurse	MSN

**TOP 20 MOST POPULAR UNDERGRADUATE MAJORS  
FALL 2012**

Rank	Major
1	<b>Biology</b>
2	<b>Psychology</b>
3	<b>Elementary Education</b>
4	<b>Management/Marketing</b>
5	<b>English</b>
6	<b>Nursing</b>
7	<b>Communication Studies</b>
8	<b>Mathematics</b>
9	<b>Accountancy</b>
10	<b>Heath &amp; Exercise Science</b>
11	<b>History</b>
12	<b>Finance</b>
13	<b>Criminology Studies</b>
14	<b>Special Education</b>
15	<b>Political Science</b>
16	<b>Chemistry</b>
17	<b>Mechanical Engineering</b>
18	<b>Civil Engineering</b>
19	<b>Business – Open Option</b>
20	<b>Early Childhood Education</b>

*Note: Counts are based on first major enrollment only.*

*SOURCE: CIE Enrollment data*

**AVERAGE SCHOLASTIC APTITUDE TEST SCORES BY ADMIT TYPE FOR FIRST-TIME FRESHMAN  
FALL 2012**

<b>SAT Critical Reading Scores</b>	
Regular Admits	<b>608</b>
Special Admits	<b>530</b>
All Admits	<b>600</b>
National Average	<b>496</b>
<b>SAT Mathematics Scores</b>	
Regular Admits	<b>633</b>
Special Admits	<b>561</b>
All Admits	<b>626</b>
National Average	<b>514</b>
<b>SAT Writing Scores</b>	
Regular Admits	<b>618</b>
Special Admits	<b>546</b>
All Admits	<b>610</b>
National Average	<b>488</b>

*Source: TCNJ Center for Institutional Effectiveness/NJSURE*

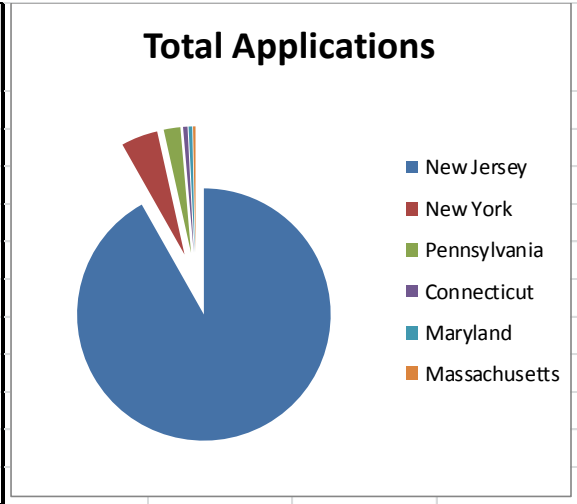
**FIRST-TIME FRESHMAN ADMISSIONS ACTIVITY  
FALL 2012**

	<b>Total Applications</b>	<b>Completed Applications</b>	<b>Offered Admission</b>	<b>Offer Rate</b>	<b>Offer Accepted</b>	<b>Yield Rate</b>
<b>All Students Total</b>	<b>10295</b>	<b>9636</b>	<b>4750</b>	<b>49.29%</b>	<b>1363</b>	<b>28.7%</b>
<b>NJResidents Total</b>	<b>9272</b>	<b>8718</b>	<b>4059</b>	<b>46.56%</b>	<b>1272</b>	<b>31.3%</b>
<b>NonResident Total</b>	<b>1023</b>	<b>918</b>	<b>691</b>	<b>75.27%</b>	<b>91</b>	<b>13.17%</b>

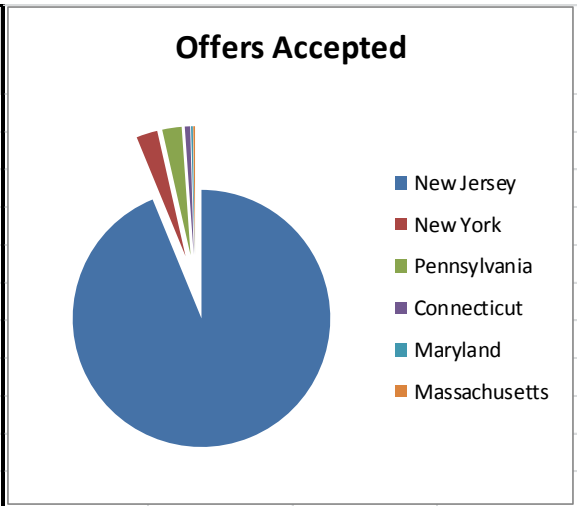
*Source: TCNJ Center for Institutional Effectiveness*

**DISTRIBUTION OF COMPLETED ADMISSIONS APPLICATIONS AND ACCEPTED OFFERS  
FIRST-TIME FRESHMAN FROM SELECT REGIONAL STATES  
FALL 2012**

State	Total Applications	% of Total
New Jersey	9272	90.06%
New York	473	4.59%
Pennsylvania	214	2.08%
Connecticut	57	0.55%
Maryland	47	0.46%
Massachusetts	32	0.31%
Delaware	21	0.20%
Virginia	17	0.17%
District of Columbia	3	0.03%
<b>Total</b>	<b>10295</b>	



State	Offers Accepted	% of Total
New Jersey	1272	93.32%
New York	36	2.64%
Pennsylvania	33	2.42%
Connecticut	9	0.66%
Maryland	3	0.22%
Massachusetts	3	0.22%
Delaware	0	0.00%
Virginia	1	0.07%
District of Columbia	1	0.07%
<b>Total</b>	<b>1363</b>	



Fall 2012 CIE Admissions data



**ENROLLMENT BY SCHOOL AND ATTENDANCE STATUS  
FALL 2008-2012**

	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>College Total</b>	6949	6980	7155	7152	7270
<i>Full-Time</i>	6161	6326	6502	6561	6549
<i>Part-Time</i>	788	654	613	591	721
<b>Undergraduate Total</b>	6244	6237	6460	6504	6545
<i>Full-Time</i>	6057	6080	6295	6339	6340
<i>Part-Time</i>	187	157	165	165	205
<b>Graduate Total</b>	705	745	655	648	725
<i>Full-Time</i>	104	246	207	165	209
<i>Part-Time</i>	601	497	448	426	516
<b>School of Arts &amp; Communications</b>	590	625	654	718	705
<i>Undergraduate</i>	590	625	654	718	705
<i>Full-Time</i>	571	606	637	15	17
<i>Part-Time</i>	19	19	17	703	688
<b>School of Business</b>	1097	1080	1059	1066	1139
<i>Undergraduate</i>	1097	1080	1059	1066	1139
<i>Full-Time</i>	1074	1063	1039	1045	1123
<i>Part-Time</i>	23	17	20	21	16
<b>School of Humanities &amp; Social Sciences</b>	1687	1657	1698	1693	1705
<i>Undergraduate</i>	1667	1629	1662	1665	1674
<i>Full-Time</i>	1613	1584	1612	1621	1616
<i>Part-Time</i>	54	45	50	44	58
<i>Graduate</i>	20	28	36	28	31
<i>Full-Time</i>	0	6	6	7	7
<i>Part-Time</i>	20	22	30	21	24
<b>School of Education</b>	1252	1261	1303	1240	1233
<i>Undergraduate</i>	720	731	746	713	713
<i>Full-Time</i>	710	721	740	704	699
<i>Part-Time</i>	10	10	6	9	14
<i>Graduate</i>	532	530	520	527	520
<i>Full-Time</i>	102	215	190	211	197
<i>Part-Time</i>	430	315	330	316	323

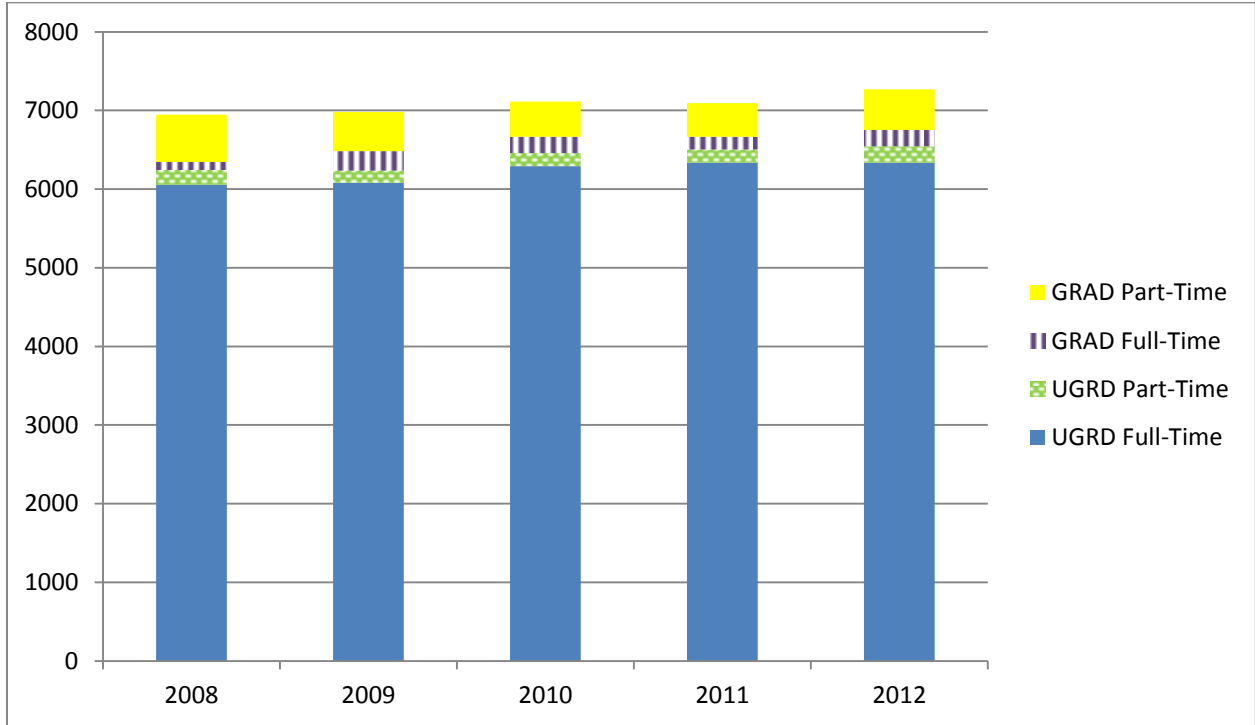
**ENROLLMENT BY COLLEGE AND ATTENDANCE STATUS (Continued)**

	2008	2009	2010	2011	2012
<b>School of Engineering</b>	492	502	557	581	546
<i>Undergraduate</i>	492	502	557	581	546
<i>Full-Time</i>	481	493	544	571	541
<i>Part-Time</i>	11	9	13	10	5
<hr/>					
<b>School of Nursing, Health &amp; Exercise Science</b>	598	579	592	544	553
<i>Undergraduate</i>	559	539	561	519	530
<i>Full-Time</i>	532	519	543	508	515
<i>Part-Time</i>	27	20	18	11	15
<i>Graduate</i>	39	40	31	25	26
<i>Full-Time</i>	1	4	9	2	3
<i>Part-Time</i>	38	36	22	23	23
<hr/>					
<b>School of Science</b>	1063	1064	1141	1154	1092
<i>Undergraduate</i>	1063	1064	1141	1154	1092
<i>Full-Time</i>	1051	1053	1131	1136	1073
<i>Part-Time</i>	12	11	10	18	19

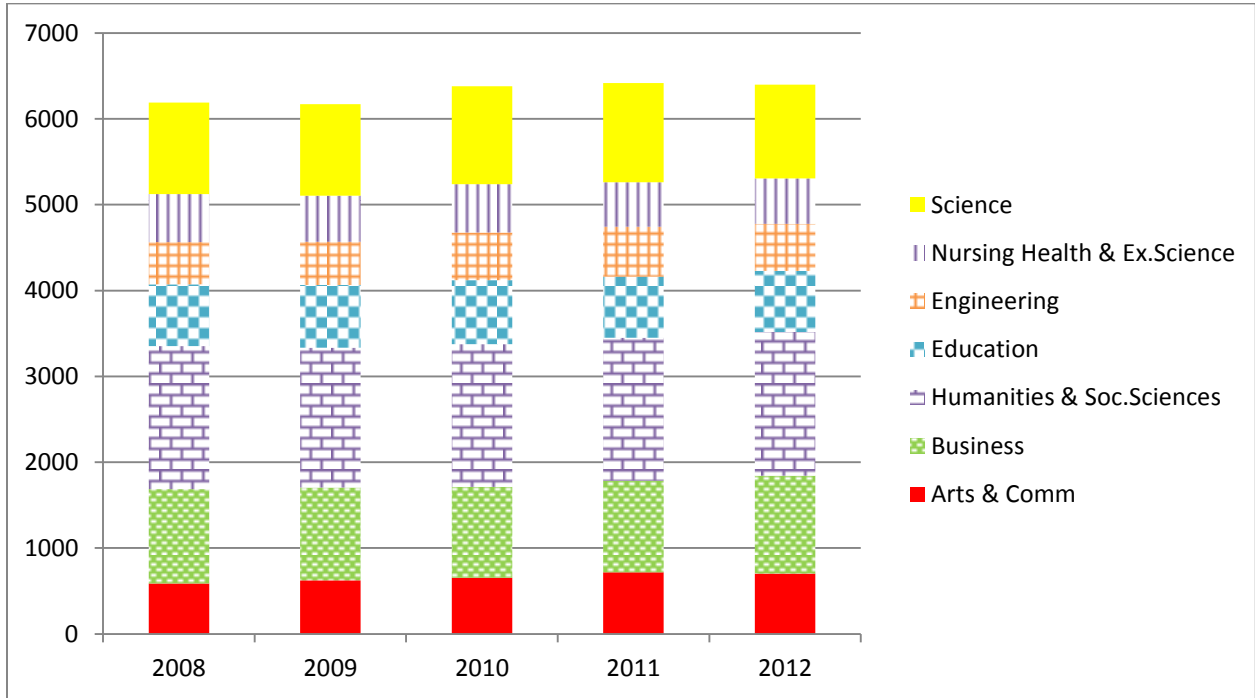
Official 10<sup>th</sup> Day headcounts

Note: Enrollment counts include first majors only.

### TRENDS IN TOTAL ENROLLMENT FALL 2008-2012



### TRENDS IN TOTAL ENROLLMENT BY SCHOOL Fall 2008 – 2012



**ETHNICITY OF STUDENTS  
FALL 2008-2012**

<b>Undergraduate Race/Ethnicity</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<i>White</i>	4273	4059	4288	4277	4303
<i>African-American/Black</i>	416	413	425	363	363
<i>Hispanic</i>	541	560	580	627	666
<i>Asian</i>	393	397	477	488	579
<i>Native American</i>	4	4	20	5	8
<i>Native Hawaiian*</i>	-	-	-	22	25
<i>Other</i>	58	52	31	-	-
<i>Not Reported</i>	559	752	639	584	504
<i>Two or More Races*</i>	-	-	-	118	81
<i>Non-Resident Alien*</i>	-	-	-	20	16
<b>Total</b>	<b>6248</b>	<b>6241</b>	<b>6480</b>	<b>6504</b>	<b>6545</b>

<b>Graduate Race/Ethnicity</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<i>White</i>	491	501	482	476	471
<i>African-American/Black</i>	46	47	31	44	48
<i>Hispanic</i>	36	34	43	46	29
<i>Asian</i>	32	40	28	36	35
<i>Native American</i>	1	1	2	2	2
<i>Native Hawaiian*</i>	-	-	-	4	2
<i>Other</i>	11	15	6	-	-
<i>Not Reported</i>	88	105	63	40	132
<i>Two or More Races*</i>	-	-	-	3	5
<i>Non-Resident Alien*</i>	-	-	-	1	1
<b>Total</b>	<b>705</b>	<b>743</b>	<b>655</b>	<b>648</b>	<b>725</b>

\*Federal reporting requirements for ethnicity were revised in 2010. New categories for Native Hawaiian, Two or more races and Non-Resident Aliens were added, Other was removed.

Official 10<sup>th</sup> Day enrollment counts

## ETHNICITY OF STUDENTS BY SCHOOL AND ATTENDANCE STATUS FALL 2012

<b>Undergraduate Full-Time</b>	African American	Asian	Hispanic	Native American	Native Hawaiian	NonResident Alien	Not Reported	Two or more races	White	Total
<i>School of Arts &amp;</i>	30	32	56	2	1	0	52	11	504	688
<i>School of Business</i>	54	82	110	2	5	3	93	10	764	1123
<i>School of Humanities &amp;</i>	110	110	186	1	3	2	117	18	1069	1616
<i>School of Education</i>	27	25	65	0	1	1	37	5	538	699
<i>School of Engineering</i>	27	50	57	1	3	3	38	5	357	541
<i>School of Nursing Health &amp;</i>	34	42	64	0	6	1	44	5	319	515
<i>School of Science</i>	58	224	106	2	4	6	68	21	584	1073
<i>Non-Matriculated &amp; Visiting</i>	2	5	3	0	2	0	15	0	34	61
<i>TCNJ Undecided</i>	5	2	6	0	0	0	2	0	9	24
<b>Total Undergraduate Full-Time</b>	<b>347</b>	<b>572</b>	<b>653</b>	<b>8</b>	<b>25</b>	<b>16</b>	<b>466</b>	<b>75</b>	<b>4178</b>	<b>6340</b>

<b>Undergraduate Part-Time</b>	African American	Asian	Hispanic	Native American	Native Hawaiian	NonResident Alien	Not Reported	Two or more races	White	Total
<i>School of Arts &amp;</i>	0	0	2	0	0	0	3	1	11	17
<i>School of Business</i>	1	1	0	0	0	0	2	2	10	16
<i>School of Humanities &amp;</i>	6	2	4	0	0	0	4	0	42	58
<i>School of Education</i>	0	0	1	0	0	0	2	0	11	14
<i>School of Engineering</i>	0	0	1	0	0	0	1	0	3	5
<i>School of Nursing Health &amp;</i>	3	0	2	0	0	0	4	0	6	15
<i>School of Science</i>	2	0	1	0	0	0	1	3	12	19
<i>Non-Matriculated &amp; Visiting</i>	3	4	2	0	0	0	21	0	30	60
<i>TCNJ Undecided</i>	1	0	0	0	0	0	0	0	0	1
<b>Total Undergraduate Part-Time</b>	<b>16</b>	<b>7</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>	<b>6</b>	<b>125</b>	<b>205</b>

<b>Graduate Full-Time</b>	African American	Asian	Hispanic	Native American	Native Hawaiian	NonResident Alien	Not Reported	Two or more races	White	Total
<i>School of Humanities &amp; Social Sciences</i>	0	0	0	0	0	0	1	1	5	7
<i>School of Education</i>	13	13	8	0	1	0	6	2	154	197
<i>School of Nursing Health &amp; Exercise Science</i>	0	1	0	0	0	0	0	0	2	3
<i>Non-Matriculated &amp; Visiting</i>	0	0	0	0	0	0	1	0	1	2
<b>Total Graduate Full-Time</b>	<b>13</b>	<b>14</b>	<b>8</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>162</b>	<b>209</b>

<b>Graduate Part-Time</b>	African American	Asian	Hispanic	Native American	Native Hawaiian	NonResident Alien	Not Reported	Two or more races	White	Total
<i>School of Humanities &amp; Social Sciences</i>	1	0	0	0	0	0	0	1	22	24
<i>School of Education</i>	25	18	16	1	1	0	23	1	238	323
<i>School of Nursing Health &amp; Exercise Science</i>	1	1	2	1	0	0	1	0	17	23
<i>Non-Matriculated &amp; Visiting</i>	8	2	3	0	0	1	100	0	32	146
<b>Total Graduate Part-Time</b>	<b>35</b>	<b>21</b>	<b>21</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>124</b>	<b>2</b>	<b>309</b>	<b>516</b>

Official 10<sup>th</sup> Day enrollment counts.

**ENROLLMENT BY GENDER – FALL 2008 - 2012  
TOTAL COLLEGE**

<b>Undergraduate</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<i>Female</i>	3658	3657	3709	3673	3702
<i>Male</i>	2586	2580	2746	2831	2843
<b>Total</b>	6244	6237	6460	6504	6545
<b>Graduate</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<i>Female</i>	562	594	536	526	584
<i>Male</i>	143	149	119	122	141
<b>Total</b>	705	743	655	648	725

**ENROLLMENT BY GENDER – FALL 2008-2012  
GRADUATE LEVEL**

	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<i>School of Humanities &amp; Social Sciences</i>					
<b>Graduate</b>	20	28	36	28	31
<i>Female</i>	14	22	29	19	23
<i>Male</i>	6	6	7	9	8
<i>School of Education</i>					
<b>Graduate</b>	532	530	520	527	520
<i>Female</i>	433	422	423	437	424
<i>Male</i>	99	108	97	90	96
<i>School of Nursing, Health &amp; Exercise Science</i>					
<b>Graduate</b>	39	40	31	25	26
<i>Female</i>	33	37	29	22	23
<i>Male</i>	6	3	2	3	3

*Official 10<sup>th</sup> Day enrollment counts*

**ENROLLMENT BY GENDER – FALL 2008-2012**  
**UNDERGRADUATE LEVEL**

	2008	2009	2010	2011	2012
<b>School of Arts &amp; Communications</b>	590	625	654	718	705
<i>Female</i>	375	407	434	447	411
<i>Male</i>	215	218	220	271	294
<b>School of Business</b>	1097	1080	1058	1066	1139
<i>Female</i>	480	463	435	429	466
<i>Male</i>	617	617	623	637	673
<b>School of Education</b>	720	731	746	713	713
<i>Female</i>	670	685	685	657	667
<i>Male</i>	50	46	61	56	46
<b>School of Engineering</b>	492	502	557	581	546
<i>Female</i>	103	102	116	125	122
<i>Male</i>	389	400	441	456	424
<b>School of Humanities &amp; Social Sciences</b>	1667	1629	1662	1665	1674
<i>Female</i>	1054	1027	1015	1020	1028
<i>Male</i>	613	602	647	645	646
<b>School of Nursing Health &amp; Exercise Science</b>	559	539	561	519	530
<i>Female</i>	391	392	403	374	382
<i>Male</i>	168	147	158	145	148
<b>School of Science</b>	1063	1064	1141	1154	1092
<i>Female</i>	550	536	576	559	524
<i>Male</i>	513	528	565	595	568
<b>Other Undergraduate: NonMatriculated, Undecided</b>	56	67	76	88	146
<i>Female</i>	35	45	45	62	102
<i>Male</i>	21	22	31	26	44

Official 10<sup>th</sup> Day enrollment Counts

**ENROLLMENT BY RESIDENCE (In-State/Out-of-State)  
FALL 2008 - 2012**

<b>Undergraduate</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<i>NJ Resident</i>	5890	5899	6111	6143	6178
<i>Non-Resident</i>	354	338	349	361	367
<b>Total</b>	6244	6237	6460	6504	6545
<b>Graduate</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<i>NJ Resident</i>	632	649	566	574	617
<i>Non-Resident</i>	73	94	89	74	108
<b>Total</b>	705	743	655	648	725
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Undergraduate School of Arts &amp; Communications</b>	590	625	654	718	705
<i>NJ Resident</i>	560	589	619	680	666
<i>Non-Resident</i>	30	36	35	38	39
<b>Undergraduate School of Business</b>	1097	1080	1058	1066	1139
<i>NJ Resident</i>	1047	1037	1019	1020	1095
<i>Non-Resident</i>	50	43	39	46	44
<b>Undergraduate School of Education</b>	720	731	746	713	713
<i>NJ Resident</i>	679	680	698	669	671
<i>Non-Resident</i>	41	51	48	44	42
<b>Undergraduate School of Engineering</b>	492	502	557	581	546
<i>NJ Resident</i>	465	473	529	546	508
<i>Non-Resident</i>	27	29	28	35	38
<b>Undergraduate School of Humanities &amp; Social Sciences</b>	1667	1629	1662	1665	1674
<i>NJ Resident</i>	1583	1557	1593	1582	1602
<i>Non-Resident</i>	84	72	69	83	72
<b>Undergraduate School of Nursing Health &amp; Exercise Science</b>	559	539	561	519	530
<i>NJ Resident</i>	526	505	522	481	492
<i>Non-Resident</i>	33	34	39	38	38
<b>Undergraduate School of Science</b>	1063	1064	1141	1154	1092
<i>NJ Resident</i>	990	994	1055	1083	1023
<i>Non-Resident</i>	73	70	86	71	69
<b>Other Undergraduate: Non-Matriculated, Undecided</b>	56	67	80	88	146
<i>NJ Resident</i>	40	65	75	82	121
<i>Non-Resident</i>	16	2	5	6	25



**ENROLLMENT BY MAJOR  
FALL 2009-2012**

Please use the following link to access tables that contain enrollment data for majors over the past four fall terms. The enrollment figures are for first majors only and are derived from the 10<sup>th</sup> day census date.

[Plan Enrollments by Term 2009\\_2012\(Fall Terms\\_1<sup>st</sup> Majors only\).xlsx](#)

**FIRST YEAR TO SECOND YEAR  
RETENTION RATES FOR  
ENTERING FIRST-TIME, FULL-TIME FRESHMAN  
BY ETHNICITY  
FALL 2001 – FALL 2012**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	AVG % Retained from Group to 2nd Fall Term
<i>Total # Freshmen in Cohort</i>	1263	1231	1177	1227	1238	1262	1286	1295	1284	1421	1371	
<i>African American</i>	92.41%	89.25%	90.77%	92.21%	89.77%	93.18%	94.74%	91.30%	86.32%	87.00%	95.24%	91.11%
<i>Asian</i>	90.91%	100.00%	96.30%	92.00%	96.97%	97.78%	100.00%	96.83%	96.64%	96.18%	94.71%	96.21%
<i>Hispanic</i>	90.54%	94.19%	93.10%	94.00%	97.35%	91.37%	93.39%	92.19%	91.13%	92.05%	92.81%	92.92%
<i>Native American</i>	0.00%	100.00%	100.00%	50.00%	0.00%	100.00%	100.00%	100.00%	66.67%	87.50%	83.33%	87.50%
<i>Native Hawaiian</i>	92.19%	98.36%	87.69%	93.33%	96.49%	97.14%	100.00%	100.00%	100.00%	100.00%	100.00%	96.84%
<i>Not Reported</i>	97.18%	95.83%	95.12%	100.00%	88.46%	93.41%	94.81%	93.85%	91.96%	98.41%	96.30%	95.03%
<i>White</i>	94.38%	95.20%	96.30%	95.30%	95.74%	96.22%	95.75%	96.31%	95.75%	95.64%	94.37%	95.54%
<i>AVG % Retained from Cohort to 2nd Fall Term</i>	93.82%	94.96%	95.24%	94.87%	94.91%	94.85%	94.87%	95.29%	94.16%	94.79%	94.38%	

**1<sup>st</sup> YEAR to 2<sup>nd</sup> YEAR RETENTION RATES BY SCHOOL  
FALL 2001 – FALL 2012**

School	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
<i>Arts &amp; Communication</i>	95.60%	93.10%	94.85%	90.00%	94.17%	90.48%	94.57%	92.66%	96.46%	94.52%	95.68%
<i>Business</i>	95.26%	96.79%	96.32%	93.49%	97.50%	93.25%	93.64%	94.98%	94.55%	96.48%	96.97%
<i>Education</i>	96.03%	97.67%	96.82%	96.55%	95.90%	99.22%	96.53%	96.25%	98.65%	94.08%	92.75%
<i>Engineering</i>	91.49%	93.22%	92.96%	95.96%	93.40%	95.41%	96.52%	94.44%	92.62%	93.25%	89.05%
<i>Humanities and Social Sciences</i>	93.46%	91.19%	94.67%	96.53%	94.35%	93.96%	94.89%	95.52%	93.29%	94.72%	94.20%
<i>Nursing, Health &amp; Exercise Science</i>	88.89%	95.12%	90.00%	95.77%	94.87%	94.81%	93.10%	93.98%	92.86%	93.64%	93.48%
<i>Science</i>	94.31%	95.77%	95.90%	94.36%	94.21%	96.43%	94.98%	96.67%	92.72%	95.44%	95.49%
<i>AVG % All TCNJ</i>	93.82%	94.96%	95.24%	94.87%	94.91%	94.85%	94.87%	95.29%	94.16%	94.79%	94.38%

Source: Official 10<sup>th</sup> Day enrollment freshmen cohort data

**4 YEAR, 5 YEAR & 6 YEAR  
GRADUATION RATES FOR  
ENTERING FIRST-TIME, FULL-TIME FRESHMAN  
BY ETHNICITY & GENDER  
FALL 2002 – FALL 2006 COHORTS**

<b>Entering Cohort Year</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Total Number in Cohort</b>	<b>1231</b>	<b>1176</b>	<b>1230</b>	<b>1236</b>	<b>1270</b>
<b>% Graduating within 4 Years</b>	<b>68%</b>	<b>73%</b>	<b>71%</b>	<b>74%</b>	<b>72%</b>
<i>Female</i>	74	78	76	78	77
<i>Male</i>	58	66	65	70	66
<i>African-American</i>	36	49	34	41	37
<i>Asian</i>	76	61	79	78	86
<i>Hispanic</i>	61	63	64	58	58
<i>Native American</i>	0	100	0	0	100
<i>Native Hawaiian/Pacific Islander</i>	0	0	79	0	0
<i>International</i>	33	0	67	0	0
<i>White</i>	71	76	74	78	76
<i>Two or More Races</i>	0	0	0	92	0
<i>Not Reported</i>	66	77	75	83	75
<b>% Graduating within 5 Years</b>	<b>82%</b>	<b>84%</b>	<b>84%</b>	<b>85%</b>	<b>85%</b>
<i>Female</i>	85	87	87	88	87
<i>Male</i>	79	80	81	81	82
<i>African-American</i>	52	63	59	58	59
<i>Asian</i>	90	68	86	83	93
<i>Hispanic</i>	78	71	76	77	72
<i>Native American</i>	0	100	0	0	100
<i>Native Hawaiian/Pacific Islander</i>	0	0	86	0	0
<i>International</i>	33	0	67	0	0
<i>White</i>	86	88	87	89	89
<i>Two or More Races</i>	0	0	0	92	0
<i>Not Reported</i>	81	82	85	88	83
<b>% Graduating within 6 Years</b>	<b>85%</b>	<b>86%</b>	<b>86%</b>	<b>87%</b>	<b>87%</b>
<i>Female</i>	87	89	89	89	88
<i>Male</i>	82	83	83	84	85
<i>African-American</i>	60	69	64	62	66
<i>Asian</i>	90	74	86	85	93
<i>Hispanic</i>	82	76	81	79	77
<i>Native American</i>	0	100	0	0	100
<i>Native Hawaiian/Pacific Islander</i>	0	0	88	0	0
<i>International</i>	33	0	67	0	0
<i>White</i>	88	90	89	90	90
<i>Two or More Races</i>	0	0	0	92	0
<i>Not Reported</i>	82	84	85	90	85

Source: IPEDS Graduate Rate Survey freshmen cohorts

**DEGREES GRANTED BY SCHOOL AND DEGREE TYPE  
2008-2013**

School	Degree	2008-09	2009-10	2010-11	2011-12	2012-13
Arts & Comm UGRD	BA	100	91	88	112	98
Arts & Comm UGRD	BFA	27	41	37	46	28
Arts & Comm UGRD	BM	32	25	24	15	20
Business UGRD	BA	4	3	6	7	6
Business UGRD	BS	258	255	290	285	272
Humanities & Soc. Sci GRAD	MA	13	5	13	15	9
Humanities & Soc. Sci UGRD	BA	400	354	388	395	376
Humanities & Soc. Sci UGRD	BS	56	51	48	34	40
Education GRAD	CER	0	14	15	30	26
Education GRAD	EDS	10	5	4	5	3
Education GRAD	MA	49	28	43	43	35
Education GRAD	MAT	115	99	130	111	124
Education GRAD	MED	158	173	196	263	178
Education GRAD	MS	7	5	1	7	6
Education GRAD	SCT	137	91	98	102	86
Education UGRD	BS	149	165	178	162	171
Engineering UGRD	BABM	3	2	1	4	1
Engineering UGRD	BS	30	29	31	20	8
Engineering UGRD	BSBM	0	0	0	21	27
Engineering UGRD	BSCE	17	10	16	19	32
Engineering UGRD	BSCO	6	8	0	9	6
Engineering UGRD	BSEE	5	1	10	10	5
Engineering UGRD	BSES	0	0	0	0	3
Engineering UGRD	BSME	25	29	22	23	33
Independent Studies UGRD	BA	0	3	7	14	8
Nursing, Hlth, Ex. Sci GRAD	MED	8	5	4	2	1
Nursing, Hlth, Ex. Sci GRAD	MSN	10	7	10	9	10
Nursing, Hlth, Ex. Sci GRAD	SCT	0	2	2	0	1
Nursing, Hlth Ex. Sci UGRD	BS	92	73	84	72	63
Nursing, Hlth Ex. Sci UGRD	BSN	62	60	60	45	68
Science UGRD	BA	44	52	37	59	46
Science UGRD	BS	180	196	150	216	149

Source: CIE Graduation Statistics (defined by Federal IPEDS standards – July 1 through June 30).

**DEGREES GRANTED BY SCHOOL AND PROGRAM  
2008 – 2013**

Use the link below to access tables containing the number of degrees awarded by School, program and gender from 2008-09 up to 2012-13.

[Degrees Awarded 2008\\_2013 by Plan.xlsx](#)

**EMPLOYEES BY ETHNICITY AND IPEDS OCCUPATIONAL CATEGORY  
FALL 2012**

<b>IPEDS Occupational Category</b>		<b>2012</b>
<b>Management Occupations</b>	<b>Full-Time Total</b>	<b>73</b>
	<i>African-American</i>	9
	<i>Asian</i>	0
	<i>Hispanic</i>	3
	<i>Native American</i>	0
	<i>Native Hawaiian/Pacific Islander</i>	0
	<i>White</i>	61
	<i>Two or more races</i>	0
	<i>Not Reported</i>	0
	<b>Part-Time Total</b>	<b>0</b>
<b>Business &amp; Financial Operations</b>	<b>Full-Time Total</b>	<b>43</b>
	<i>African-American</i>	9
	<i>Asian</i>	2
	<i>Hispanic</i>	0
	<i>Native American</i>	0
	<i>Native Hawaiian/Pacific Islander</i>	0
	<i>White</i>	30
	<i>Two or more races</i>	0
	<i>Not Reported</i>	2
	<b>Part-Time Total</b>	<b>0</b>
<b>Computer, Engineering &amp; Science</b>	<b>Full-Time Total</b>	<b>55</b>
	<i>African-American</i>	2
	<i>Asian</i>	5
	<i>Hispanic</i>	2
	<i>Native American</i>	0
	<i>Native Hawaiian/Pacific Islander</i>	0
	<i>White</i>	44
	<i>Two or more races</i>	0
	<i>Not Reported</i>	2
	<b>Part-Time Total</b>	<b>3</b>
	<i>African-American</i>	0
	<i>Asian</i>	0
	<i>Hispanic</i>	0
	<i>Native American</i>	0
<i>Native Hawaiian/Pacific Islander</i>	0	
<i>White</i>	3	
<i>Two or more races</i>	0	
<i>Not Reported</i>	0	

<b>IPEDS Occupational Category</b>		<b>2012</b>
<b>Community Service, Legal, Arts, and Media</b>	<b>Full-Time Total</b>	<b>61</b>
	<i>African-American</i>	9
	<i>Asian</i>	0
	<i>Hispanic</i>	2
	<i>Native American</i>	0
	<i>Native Hawaiian/Pacific Islander</i>	0
	<i>White</i>	47
	<i>Two or more races</i>	0
	<i>Not Reported</i>	3
	<b>Part-Time Total</b>	<b>0</b>
	<b>Postsecondary Teachers</b>	<b>Full-Time Total</b>
<i>African-American</i>		21
<i>Asian</i>		41
<i>Hispanic</i>		13
<i>Native American</i>		1
<i>Native Hawaiian/Pacific Islander</i>		0
<i>White</i>		265
<i>Two or more races</i>		0
<i>Not Reported</i>		8
<b>Part-Time Total</b>		<b>444</b>
<i>African-American</i>		7
<i>Asian</i>	17	
<i>Hispanic</i>	10	
<i>Native American</i>	0	
<i>Native Hawaiian/Pacific Islander</i>	1	
<i>White</i>	319	
<i>Two or more races</i>	0	
<i>Not Reported</i>	90	
<b>Librarians, Library Technicians, Curators &amp; Archivists</b>	<b>Full-Time Total</b>	<b>31</b>
	<i>African-American</i>	2
	<i>Asian</i>	6
	<i>Hispanic</i>	0
	<i>Native American</i>	0
	<i>Native Hawaiian/Pacific Islander</i>	0
	<i>White</i>	23
	<i>Two or more races</i>	0
	<i>Not Reported</i>	0
	<b>Part-Time Total</b>	<b>5</b>
	<i>African-American</i>	0
<i>Asian</i>	0	
<i>Hispanic</i>	0	
<i>Native American</i>	0	
<i>Native Hawaiian/Pacific Islander</i>	0	
<i>White</i>	4	
<i>Two or more races</i>	0	
<i>Not Reported</i>	1	

IPEDS Occupational Category		2012
<b>Other Teaching &amp; Instructional Support</b>	<b>Full-Time Total</b>	67
	<i>African-American</i>	8
	<i>Asian</i>	1
	<i>Hispanic</i>	2
	<i>Native American</i>	0
	<i>Native Hawaiian/Pacific Islander</i>	0
	<i>White</i>	54
	<i>Two or more races</i>	0
	<i>Not Reported</i>	2
	<b>Part-Time Total</b>	1
	<i>African-American</i>	0
	<i>Asian</i>	0
	<i>Hispanic</i>	0
	<i>Native American</i>	0
<i>Native Hawaiian/Pacific Islander</i>	0	
<i>White</i>	1	
<i>Two or more races</i>	0	
<i>Not Reported</i>	0	
<b>Healthcare Practitioners &amp; Technical Occupations</b>	<b>Full-Time Total</b>	17
	<i>African-American</i>	1
	<i>Asian</i>	1
	<i>Hispanic</i>	0
	<i>Native American</i>	0
	<i>Native Hawaiian/Pacific Islander</i>	0
	<i>White</i>	15
	<i>Two or more races</i>	0
	<i>Not Reported</i>	0
	<b>Part-Time Total</b>	0
<b>Service Occupations</b>	<b>Full-Time Total</b>	54
	<i>African-American</i>	7
	<i>Asian</i>	1
	<i>Hispanic</i>	8
	<i>Native American</i>	0
	<i>Native Hawaiian/Pacific Islander</i>	0
	<i>White</i>	35
	<i>Two or more races</i>	0
	<i>Not Reported</i>	3
	<b>Part-Time Total</b>	0



<b>IPEDS Occupational Category</b>	<b>2012</b>	
<b>Office &amp; Administrative Support</b>	<b>Full-Time Total</b>	<b>112</b>
	<i>African-American</i>	23
	<i>Asian</i>	4
	<i>Hispanic</i>	6
	<i>Native American</i>	0
	<i>Native Hawaiian/Pacific Islander</i>	0
	<i>White</i>	79
	<i>Two or more races</i>	0
	<i>Not Reported</i>	0
	<b>Part-Time Total</b>	<b>3</b>
	<i>African-American</i>	1
	<i>Asian</i>	0
	<i>Hispanic</i>	0
	<i>Native American</i>	0
	<i>Native Hawaiian/Pacific Islander</i>	0
	<i>White</i>	2
	<i>Two or more races</i>	0
	<i>Not Reported</i>	0
<b>Natural Resources, Construction &amp; Maintenance Operations</b>	<b>Full-Time Total</b>	<b>164</b>
	<i>African-American</i>	89
	<i>Asian</i>	3
	<i>Hispanic</i>	12
	<i>Native American</i>	0
	<i>Native Hawaiian/Pacific Islander</i>	0
	<i>White</i>	60
	<i>Two or more races</i>	0
	<i>Not Reported</i>	0
	<b>Part-Time Total</b>	<b>0</b>
<b>Production, Transportation &amp; Material Moving Operations</b>	<b>Full-Time Total</b>	<b>0</b>
	<b>Part-Time Total</b>	<b>0</b>

Source: IPEDS Human Resources Survey 2012-13

**EMPLOYEES BY GENDER  
FALL 2008-2012**

	2008	2009	2010	2011	2012
<b>Faculty - Full-Time</b>	<b>343</b>	<b>348</b>	<b>348</b>	<b>351</b>	<b>349</b>
Male	177	175	176	176	175
Female	166	173	172	175	174
<b>Faculty - Part-Time/Adjuncts</b>	<b>403</b>	<b>402</b>	<b>385</b>	<b>403</b>	<b>444</b>
Male	185	186	169	180	209
Female	218	216	216	223	235
<b>Staff - Full-Time</b>	<b>649</b>	<b>646</b>	<b>637</b>	<b>646</b>	<b>677</b>
Male	289	301	290	298	302
Female	360	345	347	348	375
<b>Staff - Part-Time</b>	<b>21</b>	<b>19</b>	<b>20</b>	<b>19</b>	<b>12</b>
Male	8	7	6	4	3
Female	13	12	14	15	9
<b>Total Employees</b>	<b>1,416</b>	<b>1,415</b>	<b>1,390</b>	<b>1,419</b>	<b>1,482</b>
Male	659	669	641	658	689
Female	757	746	749	761	793

Source: IPEDS Human Resources Survey

**NUMBER OF FACULTY BY RANK AND TENURE STATUS  
FALL 2008-FALL 2012**

	2008			2009			2010			2011			2012		
	Ten/ Ten Trk	Non Ten	Total	Ten/ Ten Trk	Non Ten	Total	Ten/ Ten Trk	Non Ten	Total	Ten/ Ten Trk	Non Ten	Total	Ten/ Ten Trk	Non Ten	Total
<b>Full-Time:</b>															
<i>Professor</i>	82	0	82	85	0	85	85	0	85	88	0	88	91	0	91
<i>Associate Professor</i>	111	2	113	120	1	121	136	0	136	138	1	139	138	1	139
<i>Assistant Professor</i>	123	19	142	123	12	135	111	12	123	93	25	118	94	18	112
<i>Instructor</i>	0	6	6	0	7	7	0	4	4	0	6	6	0	7	7
<b>Total Full-Time Faculty</b>	316	27	343	328	20	348	332	16	348	319	32	351	323	26	349
<b>Total Part-Time Faculty</b>	1	25	26	0	24	24	0	21	21	0	18	18	0	20	20
<b>Grand Total</b>	<b>317</b>	<b>52</b>	<b>369</b>	<b>328</b>	<b>44</b>	<b>372</b>	<b>332</b>	<b>37</b>	<b>369</b>	<b>319</b>	<b>50</b>	<b>369</b>	<b>323</b>	<b>46</b>	<b>369</b>

*Part-Time Faculty includes regular part-time faculty. Adjuncts are not included.*

*Source: EIS HR Data*

**TENURE STATUS AMONG FULL-TIME TENURE TRACK FACULTY  
FALL 2008-FALL 2012**

	2008		2009		2010		2011		2012	
	Tenured/ Eligible	% Tenured	Tenured/ Eligible	% Tenured	Tenured/ Eligible	% Tenured	Tenured/ Eligible	% Tenured	Tenured/ Eligible	% Tenured
<b>Professor</b>	82/82	100.0%	85/85	100.0%	84/85	98.8%	86/88	97.7%	89/91	97.8%
<b>Associate Professor</b>	104/111	93.7%	111/120	92.5%	129/136	94.9%	120/138	87.0%	113/138	81.9%
<b>Assistant Professor</b>	54/123	43.9%	51/123	41.5%	44/111	39.6%	38/93	40.9%	36/94	38.3%
<b>Grand Total</b>	<b>240/316</b>	<b>75.9%</b>	<b>247/328</b>	<b>75.3%</b>	<b>257/332</b>	<b>77.4%</b>	<b>244/319</b>	<b>76.5%</b>	<b>238/323</b>	<b>73.7%</b>

Key: % Tenured = # Tenured/# Eligible \* 100.

Note: Counts include active faculty.

Source: EIS/HR Faculty Data

**AVERAGE TOTAL COMPENSATION OF FULL-TIME FACULTY BY RANK  
ACADEMIC YEAR 2008-2012**

	2008		2009		2010		2011		2012	
	Average Comp. \$	% Increase from Previous Year	Average Comp. \$	% Increase from Previous Year	Average Comp. \$	% Increase from Previous Year	Average Comp. \$	% Increase from Previous Year	Average Comp. \$	% Increase from Previous Year
<b>Professor</b>	\$148,709	8.9%	\$150,825	1.5%	\$156,256	4.6%	\$159,843	4.2%	\$169,514	0.8%
<b>Associate Professor</b>	\$118,343	8.1%	\$120,959	2.5%	\$124,096	4.0%	\$128,570	5.2%	\$134,828	0.9%
<b>Assistant Professor</b>	\$96,247	8.7%	\$99,080	3.4%	\$101,432	6.3%	\$102,169	5.7%	\$107,742	0.8%
<b>Instructor</b>	\$92,102	13.9%	\$84,622	-2.9%	\$101,626	5.2%	\$98,955	8.0%	\$109,801	0.0%

*Note: Includes full-time faculty.*

*Total compensation refers to 9-month equivalent salary plus fringe benefits.*

*Source: CIE/AAUP Annual Survey of Faculty Compensation*

**STATEMENT OF OPERATING ACTIVITIES**  
**FY 2008-2012**

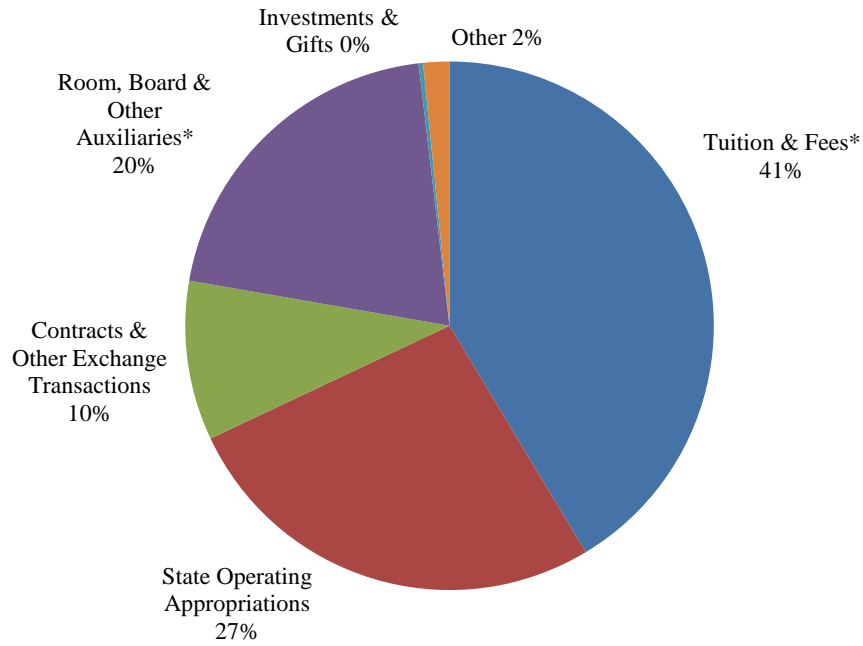
	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>
<b>Operating Revenue and Additions:</b>					
Tuition & Fees, net of scholarship & fellowship allowance (1)	\$64,414,000	\$72,845,000	\$73,805,000	\$80,349,000	\$84,617,000
State operating appropriations	\$57,366,000	\$56,777,000	\$54,508,000	\$55,812,000	\$54,408,000
Contracts & other exchange transactions	\$17,058,000	\$16,102,000	\$17,323,000	\$18,500,000	\$19,937,000
Room, board & other auxiliaries, net of scholarship & fellowship allowance (1)	\$33,109,000	\$35,047,000	\$35,767,000	\$41,064,000	\$41,709,000
Investments & gifts	\$5,194,000	\$1,624,000	\$292,000	\$448,000	\$556,000
Other	\$2,688,000	\$5,343,000	\$9,766,000	\$3,487,000	\$3,274,000
<b>Total operating revenues and support</b>	<b>\$179,829,000</b>	<b>\$187,738,000</b>	<b>\$191,461,000</b>	<b>\$199,660,000</b>	<b>\$204,501,000</b>
<i>(1) Scholarship and fellowship allowance</i>	\$22,980,000	\$23,819,000	\$25,102,000	\$24,613,000	\$25,685,000
<b>Operating Expenses and Transfers:</b>					
Instruction & Academic support	\$58,435,000	\$62,951,000	\$96,606,000	\$97,745,000	\$101,405,000
Sponsored activities	\$12,033,000	\$12,464,000	\$18,643,000	\$21,228,000	\$20,686,000
Student services	\$11,555,000	\$12,144,000	\$18,470,000	\$19,118,000	\$20,705,000
Student aid	\$750,000	\$511,000	\$790,000	\$865,000	\$902,000
Institutional Support	\$12,198,000	\$10,375,000	\$15,876,000	\$15,948,000	\$16,123,000
Room, board & other auxiliaries	\$27,897,000	\$29,346,000	\$30,486,000	\$34,389,000	\$33,775,000
Operation and maintenance of plant*	\$15,893,000	\$21,446,000	\$0	\$0	\$0
Transfers & other	\$25,337,000	\$24,829,000	\$3,227,000	\$1,327,000	\$1,289,000
<b>Total operating expenses and transfers</b>	<b>\$164,098,000</b>	<b>\$174,066,000</b>	<b>\$184,098,000</b>	<b>\$190,620,000</b>	<b>\$194,885,000</b>

Note: As of FY09-10, Operation and maintenance of plant expenses were reallocated within other areas and no longer a separate item under Expenses.

Source: CIE/IPEDS Finance Survey, GASB

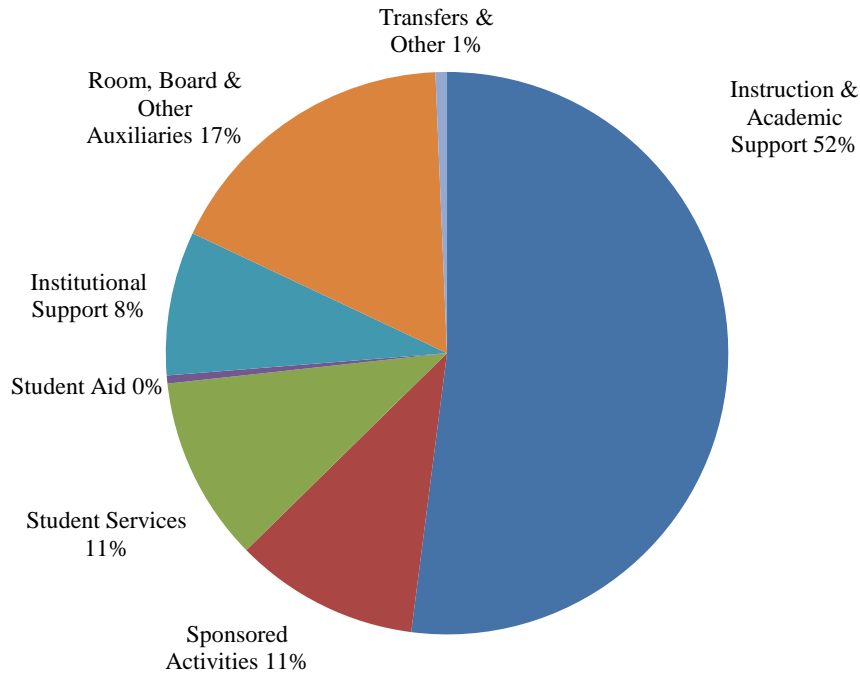
## OPERATING REVENUE, EXPENSES AND TRANSFERS FISCAL YEAR 2012

### REVENUE (\$204,501,000)



*\*Net of Scholarship & Fellowship Allowance*

### EXPENSES & TRANSFERS (\$194,885,000)



Source: CIE/IPEDS Finance Survey, GASB

**CHANGE IN NET ASSETS**  
**FY 2009 - FY 2012**

	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>
<b>Assets:</b>				
Current Assets	\$110,559,000	\$109,631,000	\$103,123,000	\$97,011,000
Capital Assets, net	\$520,168,000	\$545,983,000	\$564,959,000	\$582,627,000
Other noncurrent assets	\$74,812,000	\$96,343,000	\$88,791,000	\$75,696,000
Total assets	<u>\$705,539,000</u>	<u>\$751,957,000</u>	<u>\$756,873,000</u>	<u>\$755,334,000</u>
Deferred Outflow	<u>\$4,329,000</u>	<u>\$3,580,000</u>	<u>\$2,645,000</u>	<u>-----</u>
<b>Liabilities:</b>				
Current liabilities	\$37,061,000	\$36,417,000	\$39,116,000	\$29,182,000
Noncurrent liabilities	\$348,169,000	\$387,119,000	\$379,361,000	\$375,495,000
Total liabilities	<u>\$385,230,000</u>	<u>\$423,536,000</u>	<u>\$418,477,000</u>	<u>\$404,677,000</u>
<b>Net Assets:</b>				
Invested in capital assets, net of related debt	\$214,275,000	\$204,440,000	\$212,893,000	\$224,346,000
Restricted expendable	\$3,774,000	\$6,983,000	\$4,581,000	\$1,895,000
Unrestricted	<u>\$106,589,000</u>	<u>\$120,578,000</u>	<u>\$123,567,000</u>	<u>\$124,416,000</u>
Total net assets	<u>\$324,638,000</u>	<u>\$332,001,000</u>	<u>\$341,041,000</u>	<u>\$350,657,000</u>
<i>Percent change from prior year</i>	4.4%	2.3%	2.7%	2.8%

*Source: Treasurer's Office, TCNJ*



**EXTERNALLY SPONSORED ACTIVITIES  
AWARDED GRANTS – FY2012**

<b>Awarded - FY2012</b>		
<b>SCHOOL</b>	<b>DEPARTMENT</b>	<b>TOTAL AWARDS</b>
Art, Media and Music	Art Gallery	<b>\$4,150.00</b>
Business	SBDC	<b>\$189,484.00</b>
Centers	Bonner Center	\$527,054.00
Centers	NJ Sustainable Self Institute	\$1,380,108.00
Centers Total		<b>\$1,907,162.00</b>
Education	CATIES	\$328,119.00
Education	SELL	\$982,667.00
School of Education Total		<b>\$1,310,786.00</b>
Engineering	Computer Eng.	\$74,987.00
Engineering	Electrical & Comp Engineering	\$99,795.00
Engineering	Engineering	\$25,000.00
Engineering	Tech Studies	\$415,000.00
School of Engineering Total		<b>\$614,782.00</b>
Humanities & Social Sciences	Criminology	\$37,041.00
Humanities & Social Sciences	Religion	\$11,900.00
School of Humanities & Social Sciences Total		<b>\$48,941.00</b>
Nursing, Health, and Exercise Science	Health and Exercise Science	\$5,400.00
Nursing, Health, and Exercise Science	Nursing	\$154,410.26
School of Nursing Health & Exercise Total		<b>\$159,810.26</b>
Science	Biology	\$173,492.00
Science	Chemistry	\$296,086.00
School of Science Total		<b>\$469,578.00</b>
Student Life	ADEP	\$88,576.00
Student Life	Athletics	\$63,318.00
Total Student Life		<b>\$151,894.00</b>
<b>College of New Jersey Total</b>		<b>\$2,949,425.26</b>

Source: Director of Grants

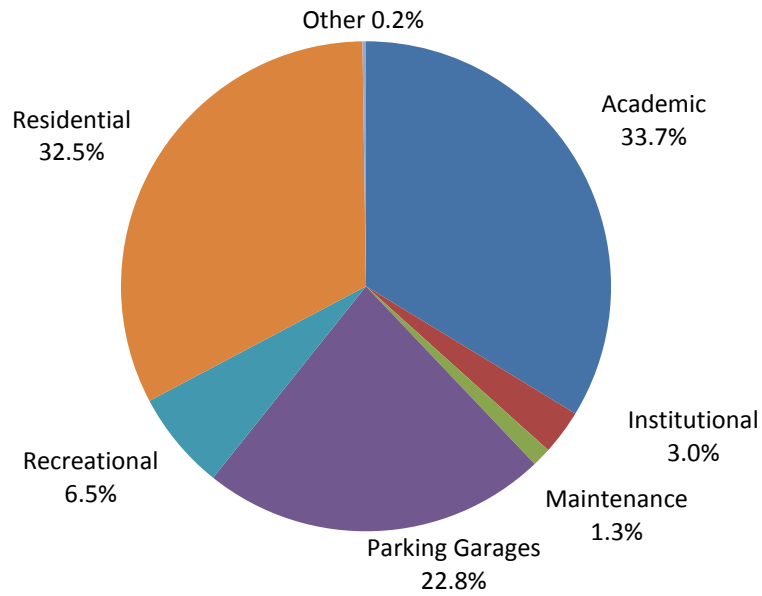
**UNDERGRADUATE TUITION, FEES, ROOM AND BOARD CHARGES AND ANNUAL RATE OF INCREASE,  
ACADEMIC YEARS 2003-04 UP TO 2012-12**

Year	Tuition				Fees		Room & Board	
	Resident		Non-Resident		\$	% Increase	\$	% Increase
	\$	% Increase	\$	% Increase				
2003-04	6,131	9.0%	10,706	9.0%	2075	14.1%	7744	4.0%
2004-05	6,621	8.0%	11,562	8.0%	2497	20.3%	8093	4.5%
2005-06	7,051	6.5%	12,314	6.5%	2806	12.4%	8458	4.5%
2006-07	7,615	8.0%	14,161	15.0%	2938	4.7%	8843	4.6%
2007-08	8,072	6.0%	15,295	8.0%	3235	10.1%	9242	4.5%
2008-09	8,718	8.0%	16,825	10.0%	3590	11.0%	9612	4.0%
2009-10	8,980	3.0%	17,666	5.0%	3742	4.2%	9996	4.0%
2010-11	9,340	4.0%	18,726	6.0%	3953	5.6%	10358	3.6%
2011-12	9,760	4.5%	19,569	4.5%	4127	4.4%	10677	3.1%
<b>2012-13</b>	<b>10,102</b>	<b>3.5%</b>	<b>20,254</b>	<b>3.5%</b>	<b>4276</b>	<b>3.6%</b>	<b>10998</b>	<b>3.0%</b>

Source: CIE/Common Data Set

## CAMPUS BUILDING INVENTORY 2012-13

	SqFt.%	Sq.Ft.	#Buildings
Academic	33.7%	1,189,567	15
Institutional	3.0%	104,148	2
Maintenance	1.3%	44,455	3
Parking Garages	22.8%	803,684	5
Recreational	6.5%	230,020	5
Residential	32.5%	1,145,843	15
Other	0.2%	8,079	2
<b>Total Campus Buildings</b>	<b>100.0%</b>	<b>3,523,796</b>	<b>47</b>



Source: CIE

## THE COLLEGE OF NEW JERSEY LIBRARY

### Facilities and Services

The College of New Jersey Library, provides high-quality information resources, expertise and a learning environment that enhance the search for knowledge and understanding. The Library serves as an intellectual, cultural and social center for the College, empowering TCNJ community members to become self-directed, lifelong learners and responsible citizens.

The five-story, 135,000 square-foot facility, in addition to housing the traditional library collections and services, provides 26 group study rooms, a café, a late-night study area, and a 105-seat multi-purpose auditorium.

### TCNJ Library Collections:

Archives: Materials documenting the college's history, dating from the Normal School era in the mid-1800's to the present. Materials range from early annual reports and a historic textbook collection, through college publications, to photographs, slides, and memorabilia.

Children's/Young Adults Collection: This specialized area of over 28,000 titles contains many award winning fiction and non-fiction resources for young people from preschool age through senior high school. Included are reference materials for school age students including: folk tales, poetry, subject guides to picture books, bibliotherapy, selected summaries, review sources and encyclopedias.

Curriculum & K-12 Elementary – High School Texts Collections: The Curriculum Reference Collection contains several thousand curriculum guides on microfiche from the Kraus Curriculum Development Library. Behavior objective guides by subject, multiple titles in the series, *Educators Guide to Free Materials*, and Scope and Sequence charts.

General Collection: The General Collection consists of more than 562,000 books that have been selected by faculty and subject specialist librarians to support course offerings of the college and to provide a broad representative collection of titles across many disciplines. This growing collection includes fiction, non-fiction, and children's/youth books.

Music & Media: The library's Music and Media Collections consist of ca. 7,500 volumes of printed music, ca. 21,000 sound recordings in LP and CD format, and ca. 13,000 video recordings in DVD, VHS and U-Matic formats.

Periodicals: The library has access to over 30,000 periodical titles, which are available in a variety of formats: print, online, and microfilm/microfiche.

Reference: The Reference Collection numbers approximately 11,000 volumes and includes general encyclopedias, almanacs, dictionaries, atlases, and the like, as well as a large collection of subject specific reference works.

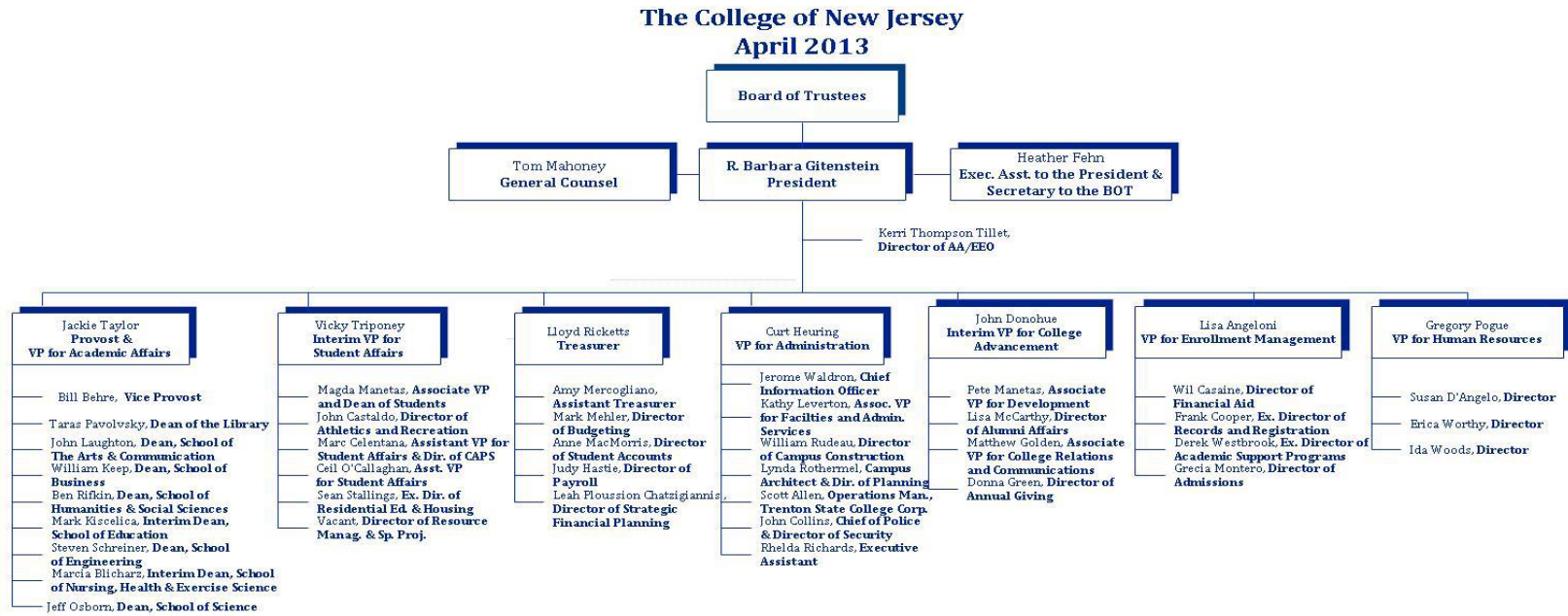
### Library Holdings (2012):

<b>Books, serial backfiles, and government documents :</b> _____	694,144
<i>(including bound periodicals &amp; newspapers)</i>	
<b>Current serial subscriptions:</b> _____	73,733
<i>(paper, microform &amp; electronic titles)</i>	
<b>Microforms (units):</b> _____	426,253
<b>Video and audio (units):</b> _____	40,127
<b>Online electronic database access:</b> _____	165

**THE COLLEGE OF NEW JERSEY  
REGIONAL, NATIONAL, AND SPECIALIZED ACCREDITORS**

Accreditation Board for Engineering and Technology (ABET)  
American Chemical Society (ACS)  
Association to Advance Collegiate Schools of Business (AACSB)  
Association of Small Business Development Centers (SBDC)  
Commission on Collegiate Nursing (CCNE)  
Computing Accreditation Commission of Accreditation Board for Engineering and Technology (CAC)  
Council on Education of the Deaf (CED)  
Council for Accreditation of Counseling & Related Education Programs (CACREP)  
Engineering Accreditation Commission of Accreditation Board for Engineering and Technology (EAC)  
Middle States Commission on Higher Education (MSCHE)  
National Association of Schools of Music (NASM)  
National Council for Accreditation of Teacher Education (NCATE)  
National League for Nursing Accreditation Commission (NLNAC)

## ADMINISTRATIVE ORGANIZATIONAL CHART 2013



## MEMBERS OF THE BOARD OF TRUSTEES

*AS OF SEPTEMBER 2012*

### *Ex-Officio Members*

R. Barbara Gitenstein, *President, The College of New Jersey*

### *Officers of the Board*

Christopher R. Gibson, Esq., *Chair*

Bradley S. Brewster, *Vice Chair*

Eleanor V. Horne, *Secretary*

### *Appointed Members*

Robert A. Altman

Barbara A. Pelson

Jorge Caballero

Miles Powell II

Rosie Hymerling

Albert M. Stark

Frederick Keating

Susanne Svizeny

Brian Markison

Joshua M. Zeitz

### *Student Members*

Megan Coburn

Matthew Wells

## **Equal Employment Opportunity & Diversity/Affirmative Action**

The College of New Jersey is committed to equal opportunity, affirmative action and diversity. The College values diversity and is actively engaged in enriching the diversity of its faculty, staff and students. Central to the College's mission is creating a climate that is inclusive and respectful to everyone on campus. The College of New Jersey does not discriminate on the basis of race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability.