



Annual Institutional Profile Report

2022 - 2023

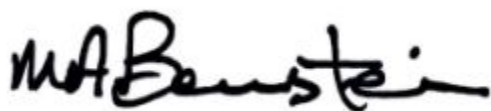
**THE COLLEGE OF NEW JERSEY
EXCELLENCE AND ACCOUNTABILITY REPORT
ACADEMIC YEAR 2022-2023**

PREFACE

The College of New Jersey is a highly selective institution that provides students with an opportunity to participate in a unique community of learners. This community calls upon its members to recognize and achieve excellence, and to develop the objectivity and capacity for change. It also calls upon them to participate in service to others and to exhibit a respect for and appreciation of diversity. The College of New Jersey is the oldest of the state's public colleges and for generations has aspired to the highest standards of academic excellence. The College offers more than forty liberal arts and professional programs through seven schools: Arts & Communication; Humanities & Social Sciences; Business; Education; Engineering; Nursing and Health Sciences, and Science. In the past academic year, the College served over 7400 undergraduate students, 94% of whom were New Jersey residents, as well as approximately 1100 graduate students. The College of New Jersey's Mission states:

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

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



MICHAEL A. BERNSTEIN
INTERIM PRESIDENT, THE COLLEGE OF NEW JERSEY

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A. ACCREDITATION STATUS

1. INSTITUTIONAL ACCREDITATION

The College of New Jersey is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

2. PROFESSIONAL ACCREDITATION

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

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

B. NUMBER OF STUDENTS SERVED

1. NUMBER OF UNDERGRADUATES BY ATTENDANCE STATUS

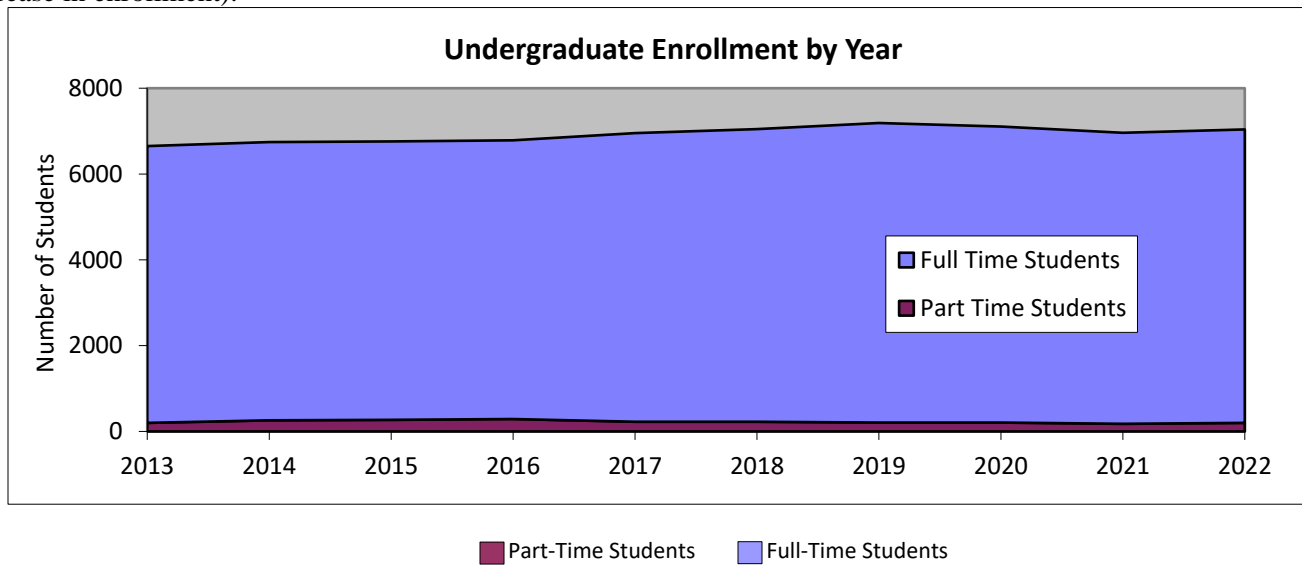
Full-time and part-time undergraduate enrollment in the fall of 2022 was 6841 and 198 respectively. Overall, undergraduate enrollment increased by 1% from fall 2021. Both part-time and full-time student enrollment also increased from the fall of 2021, full-time student enrollment increased by 1% from last year; part-time enrollment increased by 11%.

**Required Table II.B.1:
Number of Undergraduates by Attendance Status, Fall 2022**

| | Undergraduate Students | |
|------------------|------------------------|------------|
| | # | % |
| Full-Time | 6,841 | 97.2 |
| Part-Time | 198 | 2.8 |
| Total | 7039 | 100 |

Source: IPEDS Fall Enrollment Survey

Undergraduate enrollment has increased modestly over the last ten years, from 6455 in 2013 to over 7000 in 2022 (a 9% increase in enrollment).



SOURCE: IPEDS FALL ENROLLMENT

2. NUMBER OF GRADUATE STUDENTS BY ATTENDANCE STATUS

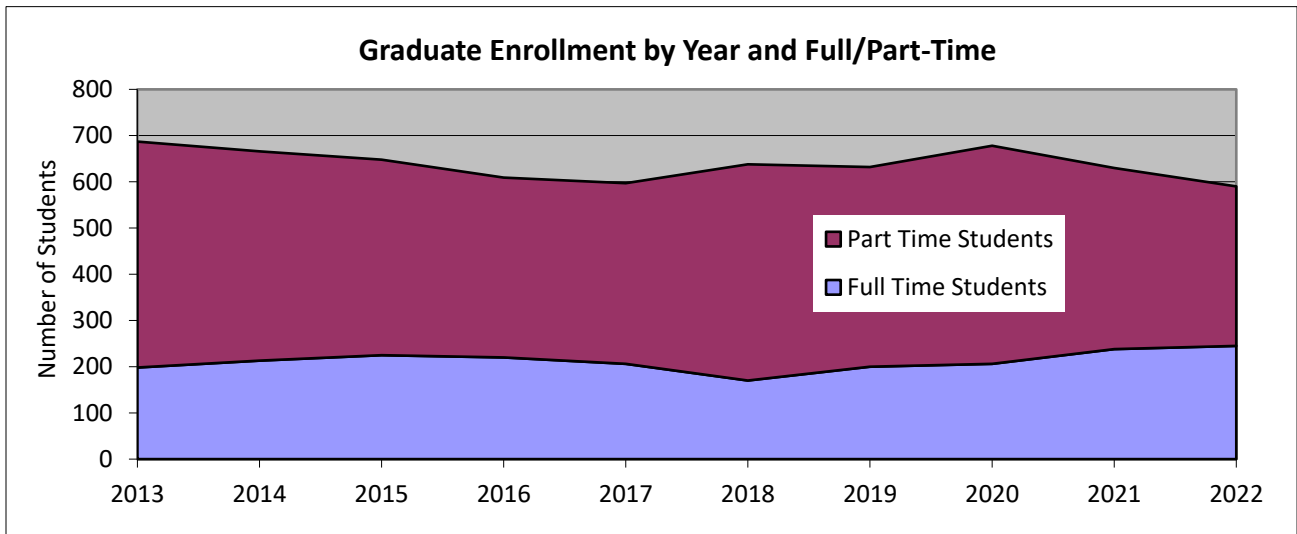
Full-time graduate student enrollment in the fall of 2022 was 245, while part-time enrollment was 345, part-time graduate students making up 58% of the graduate student population.

**Required Table II.B.2:
Number of Graduate Students by Attendance Status, Fall 2022**

| | Graduate Students | |
|------------------|-------------------|------------|
| | # | % |
| Full-Time | 245 | 41.5 |
| Part-Time | 345 | 58.5 |
| Total | 630 | 100 |

Source: IPEDS Fall Enrollment Survey

Graduate enrollment has been declining since 2003 however, in academic year 2020-21 graduate enrollment experienced an increase in the number of students enrolled overall and in the number of part-time students enrolled. For the fall 2022 semester, full-time graduate enrollment has increased by 3% from fall 2021 and part-time enrollment decreased by over 12% for the same time period. Overall, graduate enrollment for fall 2022 has decreased from 2013 fall semester by 14%.



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 2021-22**

| | Headcount | Credit Hours ¹ | FTE ² |
|----------------------|--------------|---------------------------|------------------|
| Undergraduate | 7406 | 225,987 | 7,533 |
| Graduate | 1,160 | 13,497 | 562 |
| Total | 8,566 | 239,484 | 8,095 |

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 2022 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, 2015 through 2022. The number of applications received this fall has decreased by 1% from fall 2021, while freshmen enrollment has increased slightly by 7.2%. There were 10,302 students that applied for admission for the fall 2022 semester and 1,583 were matriculated.

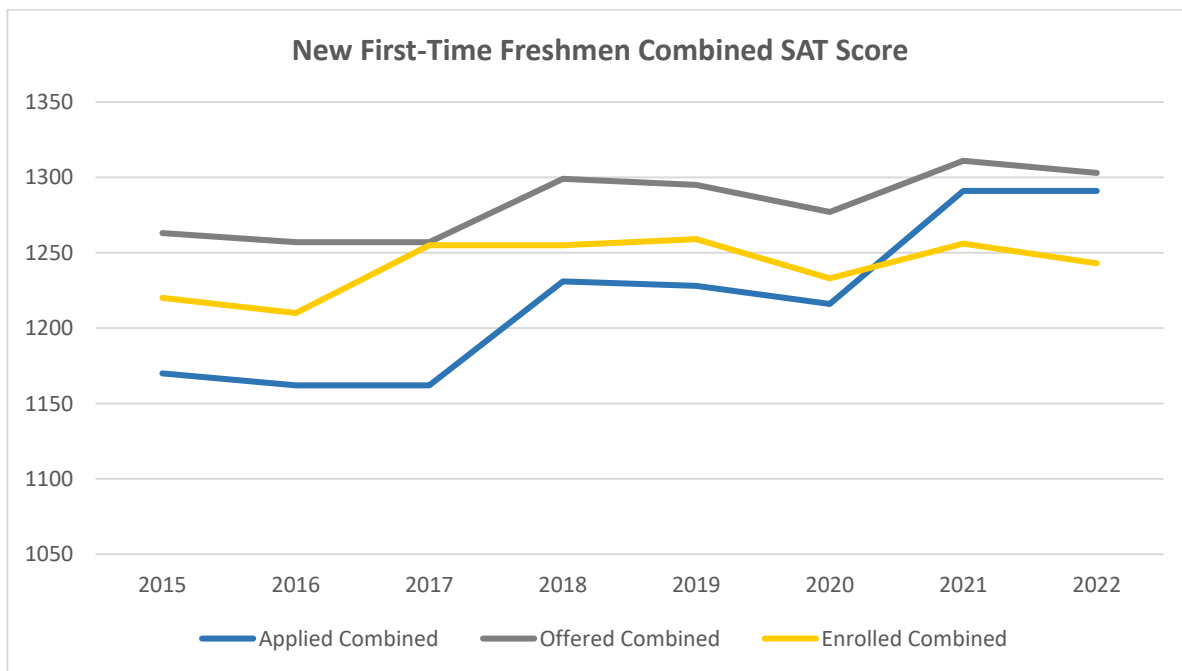
Freshmen Admissions: Applications, Acceptances, Enrolled - 2015 to 2022

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|
| Number of Applications Received | 11,290 | 11,825 | 12,898 | 13,625 | 13,824 | 13,199 | 10,393 | 10,302 |
| Number of Acceptances | 5,495 | 5,778 | 6,130 | 6,785 | 6,812 | 6,765 | 6,442 | 6,637 |
| Number of Students Matriculated | 1,453 | 1,457 | 1,542 | 1,551 | 1,605 | 1,428 | 1,476 | 1,583 |
| Accept Ratio: | 49% | 49% | 48% | 50% | 49% | 51% | 62% | 64% |
| Enrollment Yield: | 26% | 25% | 25% | 23% | 24% | 21% | 23% | 24% |

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 1243 for fall 2022. The average ACT composite score was 27. The following chart displays the trend in the applied, accepted, and enrolled mean combined Math and Reading SAT for all entering freshman from fall 2015 to 2022. In 2016, a revised SAT was introduced with new scoring. New freshmen entering in Fall 2017 that submitted scores for the older versions of the SAT (math and critical reading) have scores that were concorded to the SAT 2016 version. The new scoring for the 2016 version of the SAT has impacted new entering freshmen SAT scores, resulting in a higher average combined SAT score than in past years. Since academic year 2020-21 SAT and ACT test scores were optional for application to the College.



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

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

**Required Table II.C.1:
Mean Math and Verbal SAT for First-Time, Full-time Freshmen
by Admission Status and Overall, Fall 2022**

| | Mean SAT Math | Mean SAT EBRW | Number of Students Submitting Scores | Percent of Total Freshmen Class Submitting SAT |
|-----------------------------|---------------|---------------|--------------------------------------|--|
| General Admits | 624 | 632 | 647 | 48.2% |
| EOF Admits | 575 | 558 | 30 | 35.7% |
| Special Admits | 551 | 575 | 40 | 26.3% |
| Total Freshman Class | 625 | 618 | 717 | 45.4% |

Source: SURE Fall Enrollment File

2. ENROLLMENT IN REMEDIATION (DEVELOPMENTAL) COURSES

Students who do not score at or above 580 in both the Evidence Based Reading/Writing (Verbal) and Math portions of the SAT, and who do not score a 4 or better on one of the AP English (Language or Literature) or History (American, European, or World) exams, must take the Writing Exemption and Placement Exam for placement in the Writing Program. All students who score below 550 on the SAT Math are placed into Intermediate Algebra. The first-semester schedule for students in need of remediation is built so that students receive remediation in a timely manner by scheduling these courses first. The number of undergraduate students enrolled in developmental courses overall was similar to last year. The number of first-time freshmen enrolled in developmental mathematics courses has decreased from fall 2021 by 6 students (-10.5%).

**Required Table II.C.2:
Enrollment in Remediation (Developmental) Courses
As a Factor of Total Number of Undergraduate Students Enrolled in Fall 2022**

| Total Fall 2021 Undergraduate Enrollment | Number of Students Enrolled in One or More Remedial Courses | % of Total |
|--|---|------------|
| 7,039 | 81 | 1.2% |

As a Factor of First-time, Full-time Freshmen (FTFT) Enrolled in Fall 2022

| Total Fall 2021 Undergraduate Enrollment | Number of Students Enrolled in One or More Remedial Courses | % of Total |
|--|---|------------|
| 1,578 | 51 | 3.2% |

By Subject Area

| Subject Area | Number of FTFT Enrolled In: | Percent of all FTFT Enrolled In: |
|--------------|-----------------------------|----------------------------------|
| Computation | 0 | 0.0% |
| Algebra | 51 | 3.2% |
| Reading | 0 | 0.0% |
| Writing | 0 | 0.0% |
| English | 0 | 0.0% |

Source: TCNJ Fall Enrollment

3. a. UNDERGRADUATE STUDENTS BY RACE/ETHNICITY

In fall 2022, students who declared themselves *African American/Black*, *Asian*, *Hispanic* or *American Indian* made up approximately 34 percent of the total undergraduate enrollment.

**Required Table II.C.3.a.:
Undergraduate Enrollment by Race/Ethnicity*, Fall 2022**

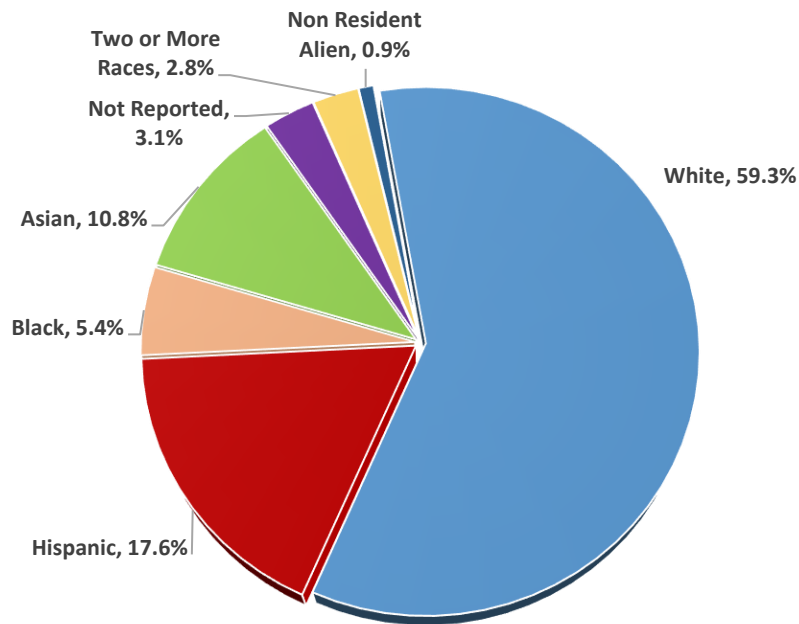
| | White | | African American | | Hispanic | | Asian | | American Indian | | Non-Res. Alien | | Two or More Races | | Race Unknown | | Total | |
|------------------|-------------|-------------|------------------|------------|-------------|-------------|------------|-------------|-----------------|------------|----------------|------------|-------------------|------------|--------------|------------|-------------|--------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Full-Time | 4078 | 59.6 | 377 | 5.5 | 1205 | 17.6 | 741 | 10.8 | 5 | 0.1 | 60 | 0.9 | 194 | 2.8 | 181 | 2.6 | 6841 | 100.0 |
| Part-Time | 98 | 49.5 | 6 | 3.0 | 33 | 16.7 | 22 | 11.1 | 0 | 0.0 | 3 | 1.5 | 2 | 1.0 | 34 | 17.2 | 198 | 100.0 |
| Total | 4176 | 59.3 | 383 | 5.4 | 1238 | 17.6 | 763 | 10.8 | 5 | 0.1 | 63 | 0.9 | 196 | 2.8 | 215 | 3.1 | 7039 | 100.0 |

* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting. "Asian" now includes Pacific Islanders.

Source: IPEDS Fall Enrollment Survey

TCNJ has a commitment to admitting a diverse student population and over the past two decades the institution has made steady enrollment gains for under-represented race/ethnicities.

Race/Ethnicity of All Undergraduates, Fall 2022



* Category names from IPEDS, based upon changes in the Federal guidelines for Fall 2010 reporting. "Asian" now includes Pacific Islanders.

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 2022, female students made up approximately 57% of the total undergraduate population.

Undergraduate Enrollment by Gender, Fall 2016-2022

| Gender | 2016 | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
|------------------------|--------------|-------------|--------------|-------------|--------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|-------------|------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Female Students | 3,960 | 58.3 | 4,001 | 57.5 | 4,044 | 57.4 | 4117 | 57.3 | 4060 | 57.1 | 3948 | 56.7 | 3992 | 56.7 |
| Male Students | 2,827 | 41.7 | 2,954 | 42.5 | 3,004 | 42.6 | 3072 | 42.7 | 3045 | 42.9 | 3011 | 43.3 | 3047 | 43.3 |
| TOTAL | 6,787 | 100 | 6,955 | 100 | 7,048 | 100 | 7189 | 100 | 7105 | 100 | 6959 | 100 | 7039 | 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 2022**

| | Females | | Males | |
|------------------|-------------|-------------|-------------|-------------|
| | # | % | # | % |
| Full-Time | 3904 | 57.1 | 2937 | 42.9 |
| Part-Time | 88 | 44.4 | 110 | 55.6 |
| Total | 3992 | 56.7 | 3047 | 43.3 |

Source: IPEDS Fall Enrollment Survey

3.c. UNDERGRADUATE STUDENTS BY AGE

The majority of undergraduates at TCNJ, 84%, are between the ages of 18-21, which is similar to enrollment categories reported in fall 2021.

**Required Table II.C.3.c.:
Undergraduate Enrollment by Age, Fall 2022**

| | | Less Than 18 | 18-19 | 20-21 | 22-24 | 25-29 | 30-34 | 35-39 | 40-49 | 50-64 | 65+ | Unknown | Total |
|------------------|---|------------------|-------|-------|-------|-------|-------|-------|-------|-------|-----|---------|--------|
| | | Full-time | # | 6 | 2778 | 3073 | 884 | 76 | 9 | 5 | 7 | 3 | 0 |
| | % | 0.1 | 40.6 | 44.9 | 12.9 | 1.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 100.0% |
| Part-time | # | 7 | 12 | 42 | 90 | 30 | 4 | 3 | 4 | 5 | 1 | 0 | 198 |
| | % | 3.5 | 6.1 | 21.2 | 45.5 | 15.2 | 2.0 | 1.5 | 2.0 | 2.5 | 0.5 | 0.0 | 100.0% |
| Total | # | 13 | 2790 | 3115 | 974 | 106 | 13 | 8 | 11 | 8 | 1 | 0 | 7039 |
| | % | 0.2 | 39.6 | 44.3 | 13.8 | 1.5 | 0.2 | 0.1 | 0.2 | 0.1 | 0.0 | 0.0 | 100.0% |

Source: IPEDS Fall Enrollment Survey

4. FINANCIAL AID FROM STATE, FEDERAL & INSTITUTION-FUNDED PROGRAMS, FY 2021-22
(CORRESPONDS TO ACADEMIC YEAR 2021-2022)

TCNJ provided more awards through institutional grants and scholarships to students (+6%), with more dollars per student (+15%), in academic year 2021 -2022 than academic year 2020 – 2021. An increase was also found for the average amount awarded for students receiving an award through the Pell Grant program from last year, +2%. The amount of PLUS loans dollars borrowed increased from AY2020-21, +73%.

**Required Table II.C.4:
Financial Aid from State, Federal & Institution-Funded Programs
FY 2021-22 (Academic Year 2021-2022)**

| | Recipients | Dollars (\$) | \$/Recipient |
|------------------------------------|------------|--------------|--------------|
| STATE PROGRAMS | | | |
| Tuition Aid Grants (TAG) | 1100 | \$7,799,000 | \$7,090.00 |
| Educational Opportunity Fund (EOF) | 320 | \$499,000 | \$1,559.38 |
| Outstanding Scholars (OSRP) | 4 | \$4,000 | \$1,000.00 |
| Distinguished Scholars | 0 | \$0 | -- |
| Urban Scholars | 0 | \$0 | -- |
| NJ STARS | 25 | \$58,000 | \$2,320.00 |
| NJCLASS Loans | 312 | \$5,521,000 | \$17,695.51 |
| CARES Act – HEERF Student Aid | 360 | \$753,000 | \$2091.67 |
| FEDERAL PROGRAMS | | | |
| Pell Grants | 1347 | \$6,749,000 | \$5,010.39 |
| College Work Study | 37 | \$30,000 | \$810.81 |
| Perkins Loans | 0 | \$0 | -- |
| SEOG | 283 | \$361,000 | \$1,275.62 |
| Stafford Loans (Subsidized) | 2249 | \$9,577,000 | \$4,258.34 |
| Stafford Loans (Unsubsidized) | 3005 | \$11,037,000 | \$3,672.88 |
| PLUS Loans | 353 | \$6,772,000 | \$19,184.14 |
| SMART, ACG & Other | 15 | \$55,000 | \$3,666.67 |
| INSTITUTIONAL PROGRAMS | | | |
| Grants/Scholarships | 2488 | \$17,265,000 | \$6,939.31 |
| Loans | 0 | 0 | -- |

Source: NJIPEDS Form #41

5. PERCENTAGE OF UNDERGRADUATES WHO ARE NEW JERSEY STATE RESIDENTS

Again, this year TCNJ enrolled students from all 21 New Jersey counties. Approximately 95% of entering freshmen for fall 2022 were New Jersey residents.

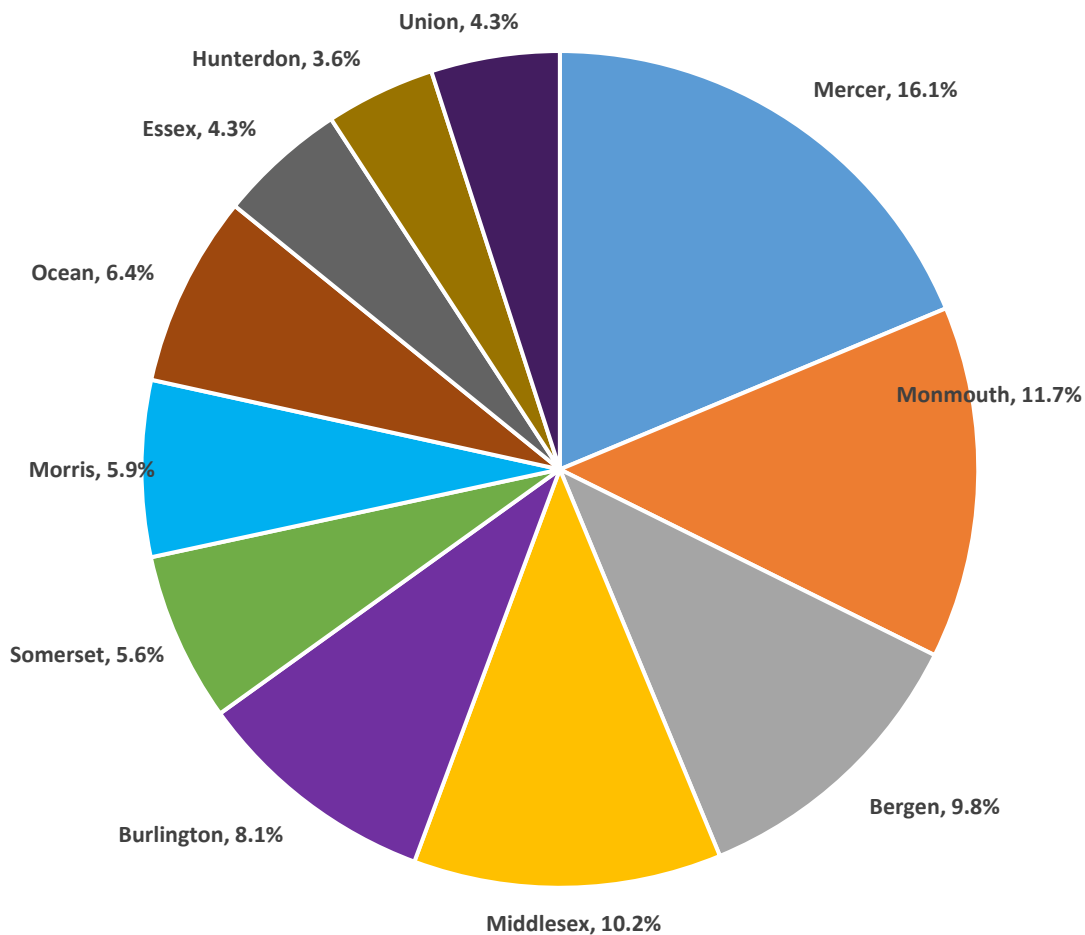
**Required Table II.C.5:
Fall 2022 First-time Full-time Undergraduate Enrollment by State Residence**

| State Residents | Non-State Residents | Total | % State Residents |
|-----------------|---------------------|-------|-------------------|
| 1,496 | 87 | 1,583 | 94.5% |

Source: IPEDS Fall Enrollment File

In fall 2022 term there are eight New Jersey counties that supply five percent or more of the undergraduate enrollment at TCNJ. They are Mercer, Monmouth, Bergen, Middlesex, Morris, Burlington, Somerset, and Ocean counties.

Undergraduate Enrollment by NJ County – Fall 2022 (for NJ Residents)



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

D. STUDENT OUTCOMES

1. GRADUATION RATES BY RACE/ETHNICITY

Eighty-six percent of the first-time full-time freshmen who entered TCNJ in the fall of 2016 graduated from the College within six years, 1247 of the 2016 cohort of first-time full-time freshmen. The percent of students graduating within six years has remained very similar to the fall 2015 cohort (6 Year: 2016 85.8%, 2015 86.9%). The 2016 cohort 4-year graduation rate has decreased by 1.4 from the previous year. In comparing the graduation rates by race/ethnicity, the 6-year graduation rate has increased for *Black* students in the cohort from the previous cohort year, +3.7.

**Required Table II.D.1.a:
Four-, Five- and Six-Year Graduation Rates
of Fall 2016 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 2016 Cohort | 0 | 0 | 192 | 13.2 | 81 | 5.6 | 213 | 14.6 | 0 | 0 | 3 | 0.2 | 15 | 1.0 | 8 | 0.6 | 942 | 64.8 | 1,454 | 100.0 |
| Graduates after 4 years | 0 | 0 | 136 | 70.8 | 49 | 60.5 | 147 | 69.0 | 0 | 0 | 2 | 66.7 | 13 | 86.7 | 8 | 100.0 | 734 | 77.9 | 1,089 | 74.9 |
| Graduates after 5 years | 0 | 0 | 154 | 80.2 | 61 | 75.3 | 169 | 79.3 | 0 | 0 | 2 | 66.7 | 13 | 86.7 | 8 | 100.0 | 818 | 86.8 | 1,225 | 84.3 |
| Graduates after 6 years | 0 | 0 | 160 | 83.3 | 63 | 77.8 | 170 | 79.8 | 0 | 0 | 3 | 100 | 13 | 86.7 | 8 | 100.0 | 830 | 88.1 | 1,247 | 85.8 |

* 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 90% (90.2%) of the first-time, full-time freshmen who entered TCNJ in the fall of 2021 were retained for the fall 2022 semester at TCNJ. The College has maintained a first to second year retention rate of 90% or above for the last ten years. This retention rate exceeds all other New Jersey public colleges. Ten percent (144) of the first-time, full-time freshmen from 2021 did not return in fall of 2022.

**Required Table II.D.2:
Third Semester Retention by Attendance Status
Fall 2021 to Fall 2022**

| | Full-time | | Part-time | | Total | |
|---------------------|-----------|--------|-----------|--------|-------|--------|
| | # | % | # | % | # | % |
| Retained | 1330 | 90.2% | 2 | 100.0% | 1332 | 90.2% |
| Not Retained | 144 | 9.8% | 0 | 0.0% | 144 | 9.8% |
| Total | 1474 | 100.0% | 2 | 100.0% | 1476 | 100.0% |

Source: IPEDS Fall Enrollment Survey, Part E

TCNJ continues to examine retention to the second year by race/ethnicity, as improving retention for all groups of students is key to improving graduation rates. The total cohort retention rates have decreased by -1.7 for all first-time freshmen from last year.

**Third Semester Retention of First-time Freshmen by Race/Ethnicity*
Fall 2021 to Fall 2022**

| | White | | African American | | Hispanic | | Asian | | American Indian | | Two or More | | Unknown* | | Total | |
|-----------------|-------|-------|------------------|-------|----------|-------|-------|-------|-----------------|-------|-------------|-------|----------|-------|-------|-------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Retained | 751 | 91.5 | 82 | 85.4 | 251 | 88.1 | 158 | 94.0 | 0 | 0.0 | 32 | 84.2 | 58 | 86.6 | 1332 | 90.2 |
| Total | 821 | 100.0 | 96 | 100.0 | 285 | 100.0 | 168 | 100.0 | 1 | 100.0 | 38 | 100.0 | 67 | 100.0 | 1476 | 100.0 |

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

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

TRANSFER

The average number of new transfer students applying to TCNJ over the past eight years (since 2015) is 904 applicants, the average acceptance ratio and enrollment yield over this period of time are 53.9% and 52.4%, respectively.

Transfer Admissions: Applications, Acceptances, Enrolled – 2015 to 2022

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|-------|-------|-------|-------|-------|-------|-------|-------|
| Number of Applications Received | 1059 | 1035 | 955 | 967 | 864 | 911 | 659 | 782 |
| Number of Acceptances | 453 | 482 | 433 | 438 | 465 | 540 | 442 | 557 |
| Number of Students Matriculated | 249 | 266 | 241 | 233 | 258 | 267 | 208 | 270 |
| Accept Ratio: | 42.8% | 46.6% | 45.3% | 45.3% | 53.8% | 59.3% | 67.1% | 71.2% |
| Enrollment Yield: | 55.0% | 55.2% | 55.7% | 53.2% | 55.5% | 49.4% | 47.1% | 48.3% |

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

PERCENTAGE OF ENTERING STUDENTS WHO ARE TRANSFERS

Approximately 14% of the entering undergraduates in fall 2022 were transfer students, which is a decrease from the previous year (2021, 12%).

Entering Undergraduates by Admission Status and Attendance Status, Fall 2022

| s | New Transfer | | First-time | | Total | |
|-----------------------|--------------|-------|------------|-------|-------|--------|
| | # | % | # | % | # | % |
| Total Entering | 270 | 14.6% | 1583 | 85.4% | 1853 | 100.0% |

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

DEGREES CONFERRED BY RACE/ETHNICITY

The total number of degrees conferred (undergraduate and graduate) in fiscal year 2021-22 was 2222. This was a small increase of 0.5% percent from FY2020-21 (2212). There were only two more undergraduate degrees awarded in 2021-22 than in 2020-21 (0.1%). The number of Master’s degrees awarded increased by 3.2% from FY21. The number of certificates awarded decreased by 3.5%. There were increases in the number of awards at all levels to students in the *African American/Black*, *Hispanic* and *Asian* race/ethnicity categories. The number of degrees awarded in the *African American/Black* race/ethnicity category increased overall by 7.5% from the previous fiscal year and 85.7% at the Master’s and Post-Baccalaureate levels combined.

Degrees Conferred by Race/Ethnicity*, FY 2021-22

| | White | | African American/ Black | | Hispanic | | Asian | | Native American | | Native Hawaiian/ Pacific Islander | | 2 or More Races | | Unknown | | Total | |
|----------------------|-------------|-------------|-------------------------|------------|------------|-------------|------------|-------------|-----------------|------------|-----------------------------------|------------|-----------------|------------|------------|------------|-------------|------------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Baccalaureate | 1056 | 61.4 | 103 | 6.0 | 238 | 13.8 | 228 | 13.2 | 1 | 0.1 | 4 | 0.2 | 13 | 0.8 | 65 | 3.8 | 1721 | 100 |
| Master’s | 243 | 62.3 | 19 | 4.9 | 28 | 7.2 | 30 | 7.7 | 1 | 0.3 | 0 | 0.0 | 2 | 0.5 | 64 | 16.5 | 389 | 100 |
| Certificates | 52 | 46.4 | 7 | 6.3 | 9 | 8.0 | 7 | 6.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 37 | 33.0 | 112 | 100 |
| Total | 1351 | 60.8 | 129 | 5.8 | 275 | 12.4 | 265 | 11.9 | 2 | 0.1 | 4 | 0.2 | 15 | 0.7 | 166 | 7.5 | 2222 | 100 |

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

Source: IPEDS FY2022 Completions Survey

DEGREES CONFERRED BY GENDER

The percentage of undergraduate degrees conferred to men in fiscal year 2021-22 increased by 3.4% from the number reported in FY2021 (793). The percentage of certificates awarded to men decreased by 100 percent in FY2021. The total number of awards to women decreased slightly by 1.2% from FY21.

Degrees Conferred by Gender, FY 2021-22

| | Men | | Women | | Not Reported | | Total | |
|----------------------|------------|-------------|-------------|-------------|--------------|------------|-------------|--------------|
| | # | % | # | % | # | % | # | % |
| Baccalaureate | 732 | 42.5 | 989 | 57.5 | 0 | 0.0 | 1721 | 100.0 |
| Master’s | 71 | 18.3 | 318 | 81.7 | 0 | 0.0 | 389 | 100.0 |
| Certificates | 17 | 15.2 | 95 | 84.8 | 0 | 0.0 | 112 | 100.0 |
| Total | 820 | 36.9 | 1402 | 63.1 | 0 | 0.0 | 2222 | 100.0 |

Source: IPEDS FY2022 Completions Survey

DEGREES CONFERRED BY GENERAL FIELD

The five academic disciplines in which the most degrees and certificates were conferred in year 2021-22 were the same as in 2020-21. This year the top five were: Education, Business/Marketing/Accounting, Health Professions, Engineering, and Biological/Life Sciences. These top five fields accounted for over 58% of undergraduate degrees awarded (67% of all degrees/certificates awarded). Thirty-one percent of all degrees and certificates awarded in FY22 were in Education. A highlight of the disciplines experiencing an increase in the number of bachelor degrees awarded from the previous fiscal year were: Computer Science +47%, History +25%, Mathematics +13%, Engineering +4%. Subject areas with increases in Master’s degree awards from the previous fiscal year were found in Health Professions +45%, Business Management/Marketing +100%, and English +68%.

Degrees Conferred by General Field, FY2021-22 (first degrees)

| CIP | Category | Bachelor | Master | Certificate | Total |
|-----|-------------------------------|-------------|------------|-------------|-------------|
| 13 | Education | 268 | 310 | 109 | 687 |
| 52 | Business/Marketing/Accounting | 322 | 29 | 0 | 351 |
| 51 | Health Professions | 132 | 32 | 3 | 167 |
| 14 | Engineering | 160 | 0 | 0 | 160 |
| 26 | Biological/Life Sciences | 118 | 0 | 0 | 118 |
| 42 | Psychology | 117 | 0 | 0 | 117 |
| 45 | Social Sciences | 100 | 0 | 0 | 100 |
| 9 | Communication/Journalism | 96 | 0 | 0 | 96 |
| 50 | Visual & Performing Arts | 82 | 0 | 0 | 82 |
| 23 | English | 44 | 20 | 0 | 64 |
| 27 | Mathematics | 60 | 0 | 0 | 60 |
| 54 | History | 60 | 0 | 0 | 60 |
| 43 | Criminology | 59 | 0 | 0 | 59 |
| 11 | Computer Science | 44 | 0 | 0 | 44 |
| 40 | Physical Sciences | 43 | 0 | 0 | 43 |
| 5 | Ethnic & Gender Studies | 7 | 0 | 0 | 7 |
| 38 | Philosophy & Religion Studies | 6 | 0 | 0 | 6 |
| 30 | Interdisciplinary Studies | 2 | 0 | 0 | 2 |
| 16 | Foreign Languages | 1 | 0 | 0 | 1 |
| | Total | 1721 | 391 | 112 | 2224 |

Source: IPEDS FY22 Completions Survey

E. FACULTY CHARACTERISTICS

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

In fall of 2022, 70% of the full-time faculty at TCNJ were tenured. Of the tenured full-time faculty group, 55% were female and approximately 26% were a minority race/ethnicity (54% and 25%, respectively in fall 2021). Of the regular full-time faculty as a whole (tenured, tenure-track and non-tenure-track), 55% were female (54% in fall 2021) and 30% were minority (28% in fall 2021). In fall 2022, TCNJ employed 407 part-time and adjunct faculty; 246 women and 161 men.

Required Table II.E.1.:

Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2022

| | 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 | 1 | 12 | 13 | 1 | 4 | 1 | 4 | 0 | 0 | 4 | 3 | 49 | 63 | 67 | 88 |
| Associate Prof. | 0 | 0 | 10 | 5 | 3 | 5 | 4 | 2 | 0 | 0 | 3 | 5 | 26 | 30 | 46 | 47 |
| Assistant Prof. | 0 | 0 | 1 | 0 | 1 | 6 | 4 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 3 | 4 |
| All Others | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sub-Total | 0 | 1 | 23 | 18 | 5 | 9 | 5 | 6 | 0 | 0 | 7 | 9 | 76 | 96 | 116 | 139 |
| Without Tenure-Track | | | | | | | | | | | | | | | | |
| Professor | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Associate Prof. | 0 | 0 | 6 | 2 | 5 | 0 | 1 | 2 | 0 | 0 | 1 | 0 | 3 | 10 | 16 | 14 |
| Assistant Prof. | 0 | 0 | 4 | 8 | 1 | 5 | 3 | 1 | 0 | 0 | 9 | 7 | 9 | 13 | 26 | 34 |
| All Others | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 2 | 0 | 0 | 2 | 1 | 4 | 7 | 7 | 12 |
| Sub-Total | 0 | 0 | 10 | 12 | 6 | 6 | 5 | 5 | 0 | 0 | 12 | 8 | 16 | 30 | 49 | 61 |
| All Full-time Faculty | | | | | | | | | | | | | | | | |
| Professor | 0 | 1 | 12 | 13 | 1 | 5 | 1 | 4 | 0 | 0 | 4 | 3 | 49 | 63 | 67 | 89 |
| Associate Prof. | 0 | 0 | 16 | 7 | 8 | 5 | 5 | 4 | 0 | 0 | 4 | 5 | 29 | 40 | 62 | 61 |
| Assistant Prof. | 0 | 0 | 1 | 8 | 2 | 11 | 7 | 1 | 0 | 0 | 9 | 8 | 10 | 16 | 29 | 38 |
| All Others | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 2 | 0 | 0 | 2 | 1 | 4 | 7 | 7 | 12 |
| Grand Total | 0 | 1 | 33 | 30 | 11 | 15 | 10 | 11 | 0 | 0 | 19 | 17 | 92 | 126 | 165 | 200 |

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 2022 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 2022**

| 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 | 792 | 60% | 508 | 38% | 31 | 2% | 1331 | 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 | 536 | 71% | 214 | 28% | 7 | 1% | 757 | 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 2022 was 365 (165 men/200 women), and part-time/adjunct faculty headcount was 407 (161 men/246 women). The full-time equivalent (FTE) for full-time faculty was 365, part-time/adjunct faculty was 154 with a total instructional FTE of 521, a decrease of 5 FTE's from last fall where the total FTE was 526. On an FTE basis, full-time faculty account for 70% of the instructional force at TCNJ. In academic year 2022 - 23, 91% of the full-time teaching faculty hold terminal degrees.

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

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|------|------|------|------|------|------|------|------|
| Full-Time Faculty FTE | 355 | 355 | 365 | 363 | 373 | 375 | 372 | 365 |
| Teaching Administrators FTE | 3 | 3 | 5 | 3 | 4 | 3 | 5 | 2 |
| Adjunct & Part-time FTE | 162 | 169 | 177 | 173 | 179 | 156 | 149 | 154 |
| TOTAL FTE FACULTY | 520 | 527 | 544 | 539 | 556 | 534 | 526 | 521 |
| Number of Tenured Faculty ⁽¹⁾ | 271 | 259 | 261 | 252 | 265 | 258 | 259 | 255 |
| Tenure Rate ⁽¹⁾ | 77% | 73% | 72% | 74% | 71% | 73% | 77% | 78% |
| % Holding Terminal Degrees | 91% | 90% | 89% | 91% | 93% | 92% | 94% | 91% |
| 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 2022**

| Full-time | | Part-time | | Total | |
|-----------|-------|-----------|-------|-------|--------|
| # | % | # | % | # | % |
| 365 | 47.3% | 407 | 52.7% | 772 | 100.0% |

Source: IPEDS Human Resource Survey

F. CHARACTERISTICS OF THE BOARD OF TRUSTEES (FALL 2022)

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 2022 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 | 8 | 2 | 2 | 0 | 0 | 0 | 0 | 12 |
| Total | 11 | 3 | 4 | 0 | 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, FY2023

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

3. URL OF WEBPAGE WITH INFORMATION ON TRUSTEES

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

G. PROFILE OF THE INSTITUTION

1A. UNDERGRADUATE DEGREE PROGRAMS

Bachelor of Arts (BA)

- African-American Studies
- Anthropology ⁷
- Art (*option in Teacher Preparation*)
- Art History and Visual Culture
- Communication Studies
- Criminology ⁷
- Economics
- English ^{1, 4, 6, 7}
- History ^{1, 6, 7}
- Interactive Multimedia
- International Studies
- Journalism & Professional Writing
- Music
- Philosophy ^{6, 7}
- Political Science
- Psychology ⁷
- Self-Designed Major
- Sociology ⁷
- Spanish ^{1, 6}
- Women's, Gender & Sexuality Studies ⁷
- 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, Management, and 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 and Policy & Society*) (**BSES**)
- Kinesiology and Health Sciences ¹
- Integrative STEM Education
- Mathematics (*options in Statistics and applied Mathematics*)
- 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 and Engineering 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.

⁷ Accelerated 3-year bachelor's degree option available.

1B. GRADUATE DEGREE PROGRAMS

Master of Arts (MA)

- Clinical Mental Health
- School Counseling
- English

Master of Arts in Teaching (MAT)

- Elementary Education (*also available in Dual certification with Early Childhood Ed program*)
- Early Childhood
- Education of the Deaf and Hard of Hearing *
- Secondary Education (*Specializations include: Biology, English, Health and Physical Education, Mathematics, Physical Science, Social Studies, Technology Education*)
- Special Education
- Urban Education (*Elementary, Early Childhood*)

Master of Business Administration (MBA)

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

Master of Education (MED)

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

Masters of Public Health (MPH)

- Global Health
- Health Communication
- Epidemiology
- Health Analytics

Masters of Public Policy (MPP)

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

Master of Science in Nursing (MSN)

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

* 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 2022-23 academic year, faculty and staff at The College of New Jersey were involved in a variety of research projects supported by both internal and external grants, sabbatical leaves, and summer undergraduate student-faculty research projects. Faculty, staff, and students are also dedicated to public service to the community, New Jersey, the nation and the world through partnerships, centers (see table on next page), and other initiatives. For example, the TCNJ Professional Development School Network partners our School of Education with 18 New Jersey public schools to provide staff development activities. Examples of a few of TCNJ's varied research and public service activities are included below.

Adaptive Technology Center for NJ Colleges

The Adaptive Technology Center for New Jersey Colleges increases opportunities for New Jersey college students who have disabilities to meet the academic demands of college by providing access to appropriate technology tools. The Center disseminates information on assistive technology, operates an adaptive technology lending program, and provides outreach and training to faculty, staff and students at New Jersey colleges and universities. Supported by the New Jersey Commission on Higher Education, the Center just received an award of \$400,000 for computer access training programs.

Career and Community Studies

The Career and Community Studies (CCS) program, established at the College in 2005 was awarded \$1.2 million to continue its development with providing its students with a comprehensive transition post-secondary college experience. TCNJ received one of twenty-seven Federal grants that were issued in October 2011 to four and two – year institutions of higher education to create opportunities for student with intellectual disabilities to attend and be successful in higher education.

Sustainability Institute

The Sustainability Institute at the College of New Jersey is a “think and do” tank that manages a number of cutting edge research and outreach programs focused on sustainable development, including the award winning [Sustainable Jersey Certification Program](#) and numerous federal and state grant-funded projects. The Institute's mission is to advance sustainable development through research, outreach, and training. The Institute staff work with local, state, and federal government, as well as the private sector, to help decision makers develop better capacity to understand the long-term consequences of their actions, and develop and deploy best practices in a number of policy areas including land use, energy, green infrastructure, among others.

Center for Global Engagement

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

Centers at TCNJ

| Center Name | Description | Website |
|---|--|---|
| Center for Assistive Technology and Inclusive Educational Studies (CATIES) | CATIES is a research and service initiative of The College of New Jersey. It is dedicated to improving the educational experiences of children with disabilities by linking faculty and staff expertise with the needs of New Jersey's educational community. | https://caties.tcnj.edu |
| Center for Community Engagement (CCE) | The Center is home for the College's community engagement activities that integrate educational experiences with community service, student development, and civic participation. The Center cultivates the common ground that exists between the educational mission of the College and the interests and needs of the local community. It does so by creating teaching and learning opportunities that simultaneously build the capacity of TCNJ students and community organizations in Trenton and the region. In so doing, the Center puts the College's main values into action and strives to foster a more enlightened, participatory and egalitarian society. | https://cce.tcnj.edu/ |
| Career and Community Studies | Career & Community Studies is a college-based, liberal studies program designed to prepare students (ages 18-25) for adult life through academic rigor, career discovery and preparation and peer socialization as part of a diverse community of learners. Students wanting to be considered for this program must present a disability that is characterized by significant limitations both in intellectual functioning and in adaptive behavior, seeking a post-secondary experience on a college campus and requires a strong system of supports. Students must be highly motivated young adults who have received extensive educational services in either public or private schools and would likely have considerable difficulty succeeding in a traditional college degree program. | https://ccs.tcnj.edu |
| Center for Future Educators | The Center for Future Educators at TCNJ mission is to reach out, inspire and support New Jersey middle and high school students who are considering careers as future teachers. | https://futureeducators.tcnj.edu |
| Center for Excellence in STEM Education | The Center for Excellence in STEM (Science, Technology, Engineering, and Mathematics) Education at The College of New Jersey brings together a multidisciplinary team of educators, researchers, and practitioners. The Center promotes inquiry and design-based learning to engage learners in the understanding and application of mathematical, scientific, technological, and engineering concepts and principles. It functions as a school service center, a demonstration and professional development center for teachers, a product development center, and a community resource. | https://centerforstem.tcnj.edu |
| Center for Excellence in Teaching and Learning | The center sponsors major lectures, special symposia, teaching and learning communities, scholars and fellows programs, and consultation pertaining to the teaching and learning process. The center also acquires resources that our faculty and professional staff can use to inform their work as teacher-scholars dedicated to providing students with a rich educational experience. In addition, the center honors outstanding innovations and achievements in teaching and learning by members of our community. | https://cetl.tcnj.edu/ |
| Center for Global Engagement | The Center for Global Engagement directs Education Abroad and International Student Services at The College of New Jersey. The Center oversees advising for study abroad, international internships, and other global initiatives as well as international student services for TCNJ students holding the F and J visas enabling study in the USA. | https://cge.tcnj.edu |
| Center for Youth Relationship Development | The Center for Youth Relationship Development conducts research, develops interventions, and educates students and professionals to improve understanding of the emotional and cognitive processes in relationships. Satisfying relationships are central for mental and physical health. | https://www.tcnj.edu/~cyrd/ |
| Sustainability Institute | The Sustainability Institute at TCNJ is a "think and do" tank that manages a number of cutting edge research and outreach programs focused on sustainable development, including the award winning Sustainable Jersey Certification Program and numerous federal and state grant funded projects. The Institute's mission is to advance sustainable development through research, outreach, and training. | https://si.tcnj.edu |

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

1. Research and Development Expenditures

The total Academic Research and Development (R&D) Expenditures for fiscal year 2022 increased by 81% from the previous year total. Federally Financed Academic R&D expenses have increased from fiscal year 2021 by \$905,455.00 (84%), while State Financed expenses increased by \$130,042. The Institutionally Financed research expenditures have increased from the previous fiscal year by 64%. The R&D Expenditures for fiscal year 2022 are included in the table below.

**Required Table II.H.1.:
Research and Development Expenditures, FY2022**

| Expenditure | Amount |
|--|--------------------|
| Federally Financed Academic R&D Expenditures | \$1,984,392 |
| State Financed Academic R&D Expenditures | \$186,254 |
| Privately Financed Academic R&D Expenditures | \$714,545 |
| Institutionally Financed Academic R&D Expenditures | \$276,319 |
| Total Academic R&D Expenditures | \$3,464,047 |

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 2023*)

PROJECTS IN PLANNING

Roof Repair/Replacements

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

PROJECTS IN CONSTRUCTION

Elevator Upgrades

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

Education and Armstrong Parking Garage Renovations

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

New Residence Hall HVAC Upgrades/Replacements

The project is scheduled to be completed in January 2025.

Fire Alarm Upgrade

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

III. Other (Optional)

The College of New Jersey

The College of New Jersey (TCNJ) is a highly selective institution that has earned national recognition for its commitment to excellence in undergraduate education. Founded in 1855, TCNJ has become an exemplar of the best in public higher education and is consistently acknowledged as one of the top comprehensive colleges in the nation. TCNJ is rated the No. 1 public regional university in the northern region of the country by *U.S. News & World Report*. TCNJ was named among the 50 “Best Value” public colleges the *Princeton Review* and *USA Today* in 2023 and, among more than 209 colleges and universities nationally, *Money Magazine* ranks TCNJ in its Top 30 Public Colleges. *Money Magazine*’s college ranking considers quality, affordability and outcomes. In 2006, TCNJ was awarded a Phi Beta Kappa chapter—an honor shared by less than 10 percent of colleges and universities nationally.

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

Commitment to Success

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

- TCNJ was named by the *Princeton Review*, *Money* and *USA Today* as one of the top values in public higher education for 2023.
- TCNJ was awarded, in 2006, a [Phi Beta Kappa](#) chapter—an honor shared by less than 10 percent of colleges and universities nationally.
- TCNJ is the top-ranked public regional university in the northern region of the country, according to *U.S. News & World Report 2022-23 Edition*, and has been since the ranking’s inception.
- TCNJ is one of the top-ranked public regional universities and colleges to make *U.S. News*’ list of institutions with Best Undergraduate Teaching in 2022-23 (ranked #6 in the northern region), Best Colleges for Veterans (#1 in northern region), and Most Innovative (ranked #7 in northern region).
- TCNJ is a national model of teacher-scholarship, and, through programs like the Mentored Undergraduate Summer Experience (MUSE), encourages undergraduate-faculty collaboration in research.

Results

- TCNJ has the 3rd highest graduation rate among schools in the US News & World Reports’ northern region and surpasses those achieved by many prestigious private institutions.
- TCNJ has a 90% first-to-second year retention rate. When students stay in school, they stay on course for timely graduation and save money. This is also an indicator that the whole system at an institution, not just the recruitment component, is working properly.
- TCNJ students and faculty have won numerous major fellowships during the last decade, including Carnegie, Fulbright, Marshall, Gates Millennium, Goldwater, Phi Kappa Phi, Truman, Boren, and National Science Foundation awards.

- According to the most recent National Survey for Student Engagement, TCNJ bettered the average of its Carnegie Foundation peers in the level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment, as they apply to the experience of first-year students.
- Since 1985, TCNJ has made it to 70 NCAA athletic championships and won 38 Division III national titles while producing 48 Division III Academic All-Americans.

Faculty and Staff Excellence

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

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

Invaluable to Students and the State

- TCNJ was listed among the “Best Northeastern Colleges” by *The Princeton Review*.
- More than 94% of TCNJ students are New Jersey residents
- TCNJ attracts high-achieving students from out of state, many who rank in the top 10% of their high-school classes.
- Most TCNJ students (75%) graduate in four years, and nearly all have earned degrees within five (84%) or six years (86%, *TCNJ First-time Freshman cohort 2016*).
- 96% of TCNJ’s most recent graduating class responded that their undergraduate academic experience prepared them to start their career.
- 93% of TCNJ’s most recent graduating class indicated that they were either employed, attending graduate school or in the military.
- 43,000 of The College’s 64,000+ alumni live or work in the State of New Jersey
- During the last five years, TCNJ has secured increasing numbers of federal grants providing millions of dollars for programs that improve the quality and diversity of New Jersey’s teachers and increase the participation of underrepresented groups in the sciences.
- TCNJ has maintained a service-learning requirement of all first-year students. This provides local and state communities with approximately 20,000 hours of community service each year.