



The College of New Jersey

Annual Institutional Profile Report

2006

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**THE COLLEGE OF NEW JERSEY
EXCELLENCE AND ACCOUNTABILITY REPORT
ACADEMIC YEAR 2005-2006**

INTRODUCTION

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: Art, Media, & Music; Culture & Society; Business; Education; Engineering; Nursing and Science. The College serves approximately 6000 undergraduate students, 95% of whom are New Jersey residents, as well as 900 graduate students. The College of New Jersey's Mission Statement states:

The College of New Jersey, founded in 1885 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ's exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve, and transmit knowledge, the arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, The College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.

The College of New Jersey has been on a remarkable journey over the past several decades. It has evolved from a state teacher's college to a comprehensive institution strongly defined by the liberal arts and sciences, which constitute a significant majority of its academic programs and provide the intellectual underpinnings of the remaining programs. TCNJ is now nationally recognized for its distinctive fostering of excellence in undergraduate education. In September, 2004, the College, which had long been among *US New and World Report's* top-ranked comprehensive institutions in the North, became one of just 75 institutions that Barron's *Profiles of American Colleges* place in its highest category, "Most Competitive"—one of only seven in this category that are state-supported). High rankings are, of course, just one indicator of a school's quality and reputation; and the College take 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.

Recently, an important step in TCNJ's journey has been Academic Transformation. Transformation began in January, 2001, with a call for a thorough examination of the nature of student and faculty work at The College of New Jersey.

Central to this notion of *Transformation* was the ideal of the active and engaged learner who, as described in our “Guiding Principles for Student Learning”:

- reasons incisively using the conceptual structures and accepted methods of an academic or professional discipline.
- relishes challenging problems and generates creative solutions using tools of analysis and inquiry.
- understands the complexity and connectedness of the world and the value of divergent points of view.
- participates actively in the life of the campus community and seeks ways to improve this and other communities in which they live and work.
- reflects on the larger questions of life in pursuing a path of meaning and purpose.
- recognizes that learning is a self-directed endeavor and accepts responsibility for defining a path of intellectual and personal growth.

Such learners are developed and nurtured through challenging and intensive curricula informed by the concept of student-centered learning. In this environment, students are engaged in substantial work outside the classroom, extensively involved in research, and encouraged to make connections between what happens inside and outside the classroom by immersing themselves in experiences ranging from internships to study abroad.

Academic Transformation, which had been planned and piloted in preceding years, has been fully implemented and a new curriculum is in place. The concept of “transformation” lies at the heart of this curriculum both as an indicator of the extent of the change that has taken place and because the curriculum is built upon a belief in the transformative power of education. This curriculum is designed to offer TCNJ’s outstanding students an educational experience that is engaging, profound, and powerful. It also is intended to make TCNJ a national exemplar of a comprehensive institution able to provide the best aspects of a private liberal arts education within a public setting.

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. The Commission on Higher Education is an institutional accrediting agency.

2. PROFESSIONAL ACCREDITATION

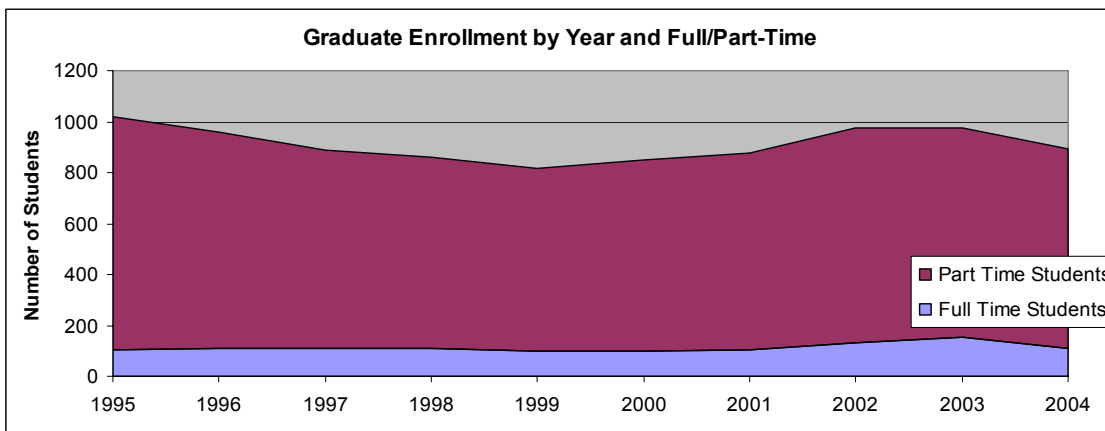
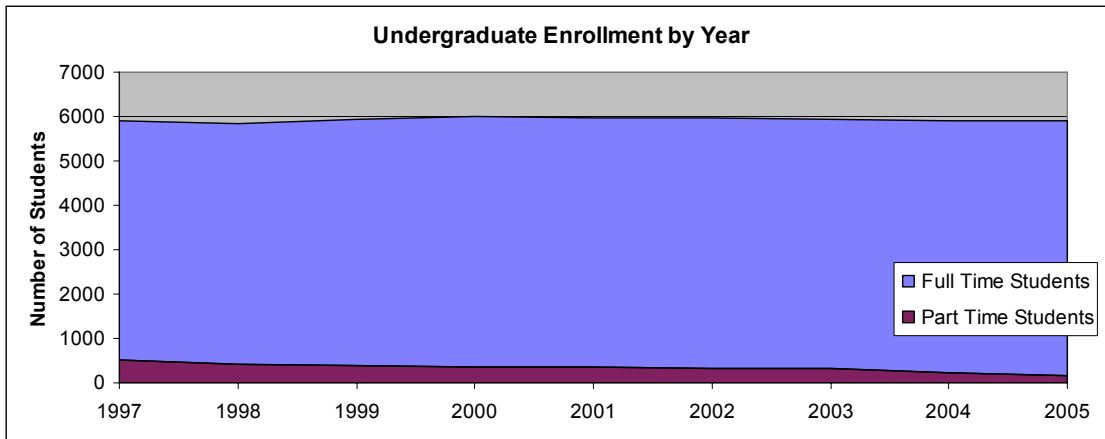
The following undergraduate programs are accredited and/or approved by specialized, programmatic organizations:

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

C. NUMBER OF STUDENTS SERVED

FALL 2005 UNDERGRADUATE & GRADUATE ENROLLMENT BY FULL/PART-TIME

Full-time and part-time undergraduate enrollment in the fall of 2005 was 5,726 and 169 respectively. Full-time students represent 97% of the total undergraduate population. Overall enrollment has remained relatively stable primarily as a function of TCNJ's significant effort to increase quality inside (and outside) the classroom and the limits of our residential housing capacity.



Source: Office of Institutional Research & Assessment, The College of New Jersey

During the 2005-2006 academic year, no students were enrolled in any course for zero credit.

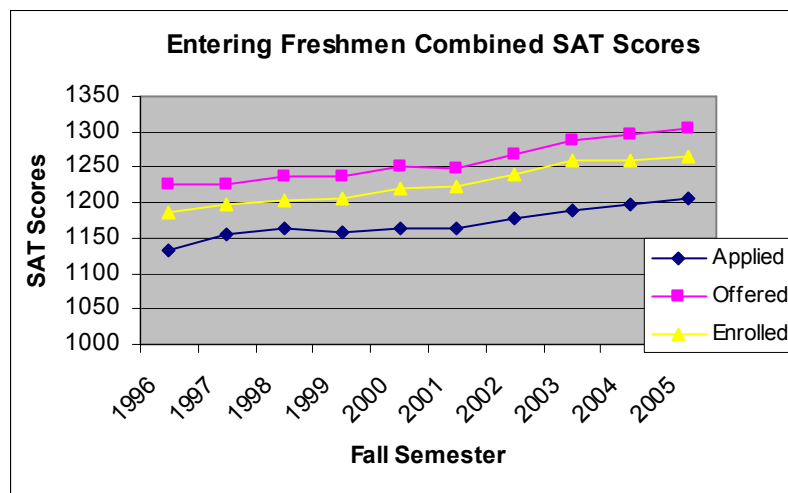
C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

FALL 2005 UNDERGRADUATE FRESHMAN CLASS

The table below presents the number of first-time applicants, the number of those applicants offered admission and the number of those applicants registered for the fall semester of the past seven years, 1999 through 2005.

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
FRESHMEN: (ALL ADMITS)							
Number of Applications Received	5755	6339	5988	6323	6373	6485	7300
Number of Acceptances	3163	3163	3069	3024	3070	3113	3289
Number of Students Matriculated	1209	1207	1262	1232	1178	1231	1236
Accept Ratio:	55%	50%	51%	48%	48%	48%	45%
Enrollment Yield:	38%	38%	41%	41%	38%	39.5%	38%

7300 students applied for admission for the fall 2005 semester and 1236 enrolled. The average combined SAT for the entering freshman class was 1265 for fall 2005. The following chart displays the significant increases of the applied, accepted, and enrolled mean scholastic achievement tests (SAT)* for all entering freshman from fall 1996 to 2005.



*Scale based on re-centered scores.

1. MEAN MATH AND VERBAL SAT SCORES

**Average SAT Scores and High School Rank of Fall 2004 Freshman Class
(Regular Admits, EOF Admits, Special Admits, and Total Class)**

	SAT Verbal	SAT Math	SAT Total	High School Rank	Number of Entering Students <i>(valid count)</i>	Percent of Total <i>(valid %)</i>
Regular Admits	643	667	1310	92	964 (964)	78 % (100%)
EOF Admits	474	505	979	84	92 (91)	8 % (99%)
Special Admits	556	578	1134	76	175 (153)	14 % (87%)
Total Freshman Class	620	644	1264	90	1231 (1208)	100 % (98%)

Source: Office of Institutional Research & Assessment, The College of New Jersey

2. FRESHMAN REMEDIATION

Entering freshmen are tested for proficiency in one of the basic skills competency areas if they score 530 or lower in their Verbal SAT and 540 or lower in their Math SAT scores. TCNJ lowered the cut score by 10 points from the previous year and percentages held relatively constant. TCNJ provides summer remediation for Equal Opportunity Fund (EOF) students through a New Jersey Department of Education grant and the remaining entering freshmen in need of remediation are pre-registered into appropriate basic skill courses. 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.

**Percentage of Freshman Needing Remediation in Reading/Writing, in Math Computation,
and in Elementary Algebra: Fall 2005 (Summer and Fall Remediation)**

	Reading/ Writing	Math Computation	Elementary Algebra <i>(Intermediate)</i>
Number in Need of Remediation	49	0	48
Percent of Entering Freshman	4 %	0 %	4 %

Source: Office of Institutional Research & Assessment, The College of New Jersey

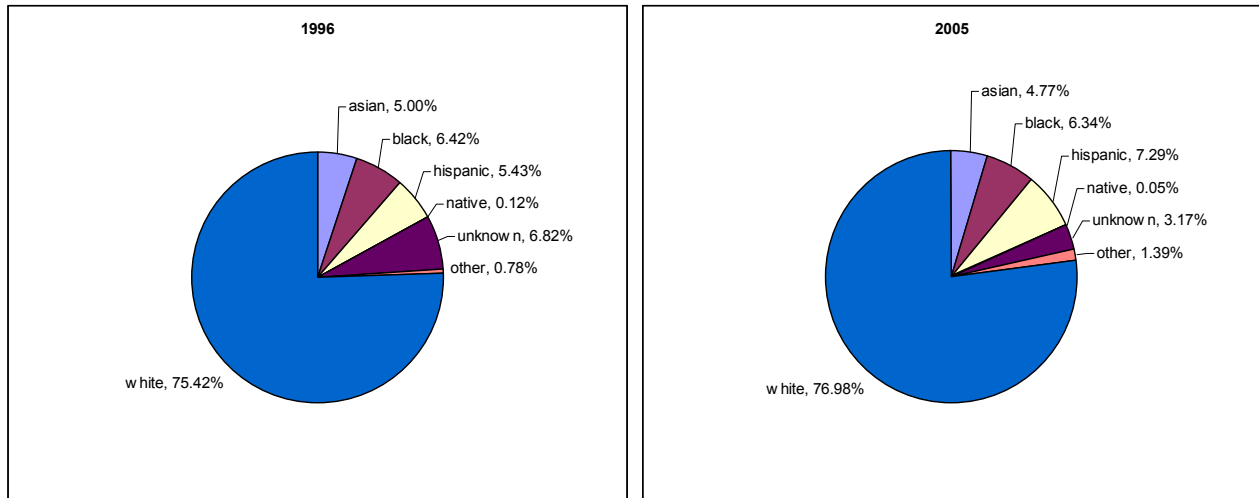
UNDERGRADUATE STUDENTS BY RACE/ETHNICITY: FALL 2005

	White		African American		Hispanic		Asian American		Native American		Non-Res. Alien		Race Unknown		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Full-Time	4415	77.1	350	6.1	418	7.3	274	4.8	2	0.0	14	0.2	253	4.4	5,726	100.0
Part-Time	114	67.5	23	13.6	11	6.5	5	3.0	1	0.6	0	0.0	15	8.9	169	100.0
Total	4529	76.8	373	6.3	429	7.3	279	4.7	3	0.1	14	0.2	268	4.5%	5895	100.0

Source: Office of Institutional Research & Assessment, The College of New Jersey

In fall 2005, students who declared themselves African American, Asian American, Hispanic, or Native American made up approximately eighteen percent of the total full-time enrollment.

Race/Ethnicity of All Undergraduates, Fall 1996 and 2005
(Percentages are based on undergraduates with known race/ethnicity)



Source: Office of Institutional Research & Assessment, The College of New Jersey

TCNJ has a commitment to admitting a diverse student population and during the 1990's made steady enrollment gains over that period. However, TCNJ has recently begun to see the enrollment rates of minority students level off. In response, TCNJ has launched a new initiative to improve enrollment for all groups with a special emphasis on African American enrollments. TCNJ should begin to see increases in the diversity of its student profile as a result of this initiative as early as this fall semester. From fall 2004 to fall 2005, there was a five percent increase in African American students.

UNDERGRADUATE STUDENTS BY GENDER (1995, 2000-2005)

Student rates for gender at TCNJ have remained stable over the last ten years and reflect the national trend of women enrolling in higher education institutions at a greater rate than men.

Gender	1995		2000		2001		2002		2003		2004		2005	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female Students	3608	60.49	3547	59.04	3525	59.02	3538	59.35	3548	59.75	3486	58.91	3400	57.5
Male Students	2357	39.51	2461	40.96	2448	40.98	2423	40.65	2390	40.25	2432	41.09	2495	42.5
TOTAL	5965	100	6008	100	5973	100	5961	100	5938	100	5918	100	5895	100

Source: Office of Institutional Research & Assessment, The College of New Jersey

UNDERGRADUATE STUDENTS BY AGE: FALL 2005

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	Num	13	2203	2616	757	67	24	16	25	5	0	0	5,726
	Pct	0.23%	38.47%	45.69%	13.22%	1.17%	0.42%	0.28%	0.44%	0.09%	0.00%	0.00%	100%
Part-time	Num	3	2	3	62	25	16	12	27	17	2	0	169
	Pct	1.78%	1.18%	1.78%	36.69%	14.79%	9.47%	7.10%	15.98%	10.06%	1.18%	0.00%	100%
Total	Num	16	2,205	2,619	819	92	40	28	52	22	2	0	5,895
	Pct	0.27%	37.40%	44.43%	13.89%	1.56%	0.68%	0.47%	0.88%	0.37%	0.03%	0.00%	100%

Source: Office of Institutional Research & Assessment, The College of New Jersey

4. STATE FUNDED FINANCIAL ASSISTANCE

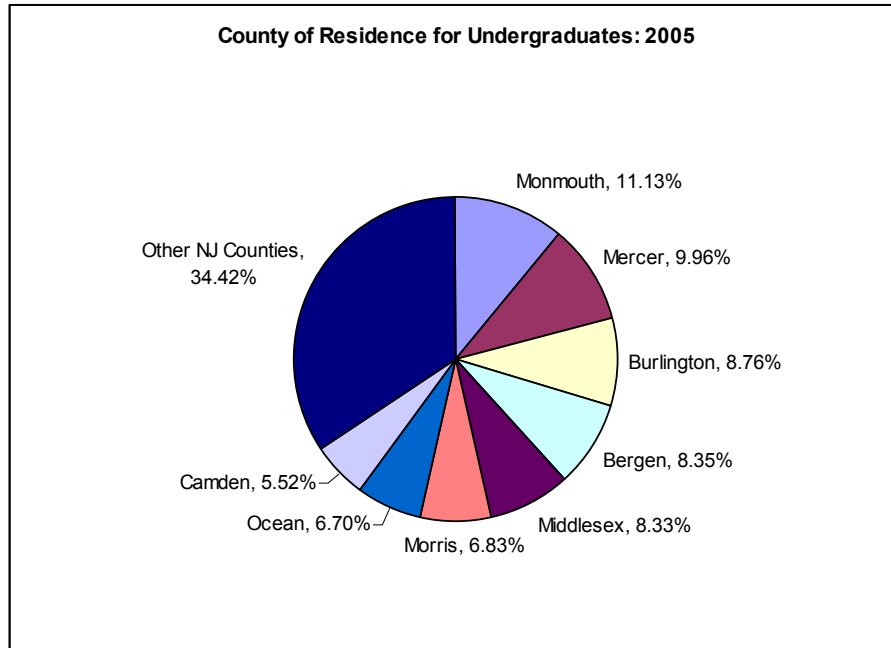
Financial Aid from State-Funded Programs: Academic Year 2005 – 2006

Type of Financial Aid	Unduplicated Count of Recipients	Total Dollars Distributed	Dollars Per Recipient
TAG	832	\$3,747,565.00	\$4,504.28
EOF	323	\$431,950.00	\$1,337.31
Bloustein		\$1,192,500.00	
Scholars	1,206	0	\$988.81
Urban Scholars	160	\$158,000.00	\$987.50
NJCLASS		\$5,061,773.00	
Loans		0	
OSRP		\$4,082,711.00	
		0	

Source: Office of Student Financial Assistance, The College of New Jersey

5. NEW JERSEY STATE RESIDENTS

TCNJ serves all 21 New Jersey counties and ninety-five percent (95%) of the overall new entering freshman enrollments for fall 2005 were New Jersey residents. In addition, there are eight counties that supply greater than five percent of the undergraduate enrollments. They are Monmouth, Mercer, Burlington, Bergen, Middlesex, Morris, Ocean and Camden counties.



Source: Office of Institutional Research & Assessment, The College of New Jersey

D. DEGREES CONFERRED

1. DEGREES CONFERRED BY RACE/ETHNICITY AND GENDER

Number and Percent of Baccalaureate Degrees Conferred by Ethnicity Fiscal Year 2005		
Ethnic Group	Total	Percent
American Indian	0	0.0%
Asian American	72	4.9%
African American	73	5.0%
Hispanic	59	4.0%
White	1,176	80.3%
Non-Resident Alien	0	0.0%
Not Reported	84	5.7%
Total	1,464	100.0%

Source: Office of Institutional Research & Assessment, The College of New Jersey

Number and Percent of Baccalaureate Degrees Conferred by Gender Fiscal Year 2005		
Gender	Total	Percent
Male	532	36.3%
Female	932	63.7%
Total	1,464	100.00%

Source: Office of Institutional Research & Assessment, The College of New Jersey

2. DEGREES CONFERRED BY GENERAL FIELD

The College of New Jersey	
Baccalaureate Degrees Conferred by General Field	
Fiscal Year 2005	
IPEDS Major Category	Number of Students
Area, Ethnic and Cultural Studies	9
Business Management & Administrative Services	285
Computer and Information Sciences	37
Education	411
Engineering	35
Foreign Languages and Literatures	5
Health Professions and Related Sciences	48
English Language and Literature/Letters	165
Biological Sciences/Life Sciences	80
Mathematics	17
Philosophy and Religion	1
Physical Sciences	25
Psychology	87
Protective Services	76
Social Sciences and History	59
Visual and Performing Arts	88
History	36
Total	1,464

Source: Office of Institutional Research & Assessment, The College of New Jersey

E. STUDENT OUTCOMES

1. GRADUATION RATES

Approximately eighty three percent of the first-time full-time freshmen who entered TCNJ in the fall of 1999 graduated from The College. The New Jersey State funding indicator benchmark is 50 percent, and TCNJ has maintained a 72 percent or higher graduation rate the past ten years.

a. FOUR-, FIVE, & SIX-YEAR GRADUATION RATES OF FALL 1999 FULL-TIME FIRST-TIME FRESHMAN BY RACE/ETHNICITY

	White		Black		Hispanic		Asian		Alien		Other *		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 1999 Cohort	901		53		62		57		0		134		1,207	
Graduates after 4 Years	616	68.4%	14	26.4%	23	37.1%	36	63.2%	0	0.0%	87	64.9%	776	64.3%
Graduates after 5 Years	755	83.8%	29	54.7%	36	58.1%	45	78.9%	0	0.0%	107	79.9%	972	80.5%
Graduates after 6 Years	770	85.5%	34	64.2%	38	61.3%	47	82.5%	0	0.0%	109	81.3%	998	82.7%

* Other includes American Indian and Unknown Race.

Source: Office of Institutional Research & Assessment, The College of New Jersey

b. FOUR-, FIVE, & SIX-YEAR GRADUATION RATES OF FALL 1999 FULL-TIME FIRST-TIME FRESHMAN BY INCOME LEVEL

	Low Income *		Non-Low Income		Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 1999 Cohort	111		769		327		1207	
Graduates after 4 Years	49	44.1%	500	65.0%	211	64.5%	760	63.0%
Graduates after 5 Years	67	60.4%	625	81.3%	259	79.2%	951	78.8%
Graduates after 6 Years	70	63.1%	643	83.6%	266	81.3%	979	81.1%

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

Source: Office of Institutional Research & Assessment, The College of New Jersey

2. FIRST TO SECOND YEAR RETENTION RATES (*3RD TERM RETENTION*)

Over ninety five percent of the first-time full-time freshmen who entered TCNJ in the fall of 2004 were retained for the fall 2005 semester at The College. The College has maintained a first to second year retention rate of 95.1% over the last three years. This retention rate significantly exceeds all other New Jersey public colleges.

a. THIRD SEMESTER RETENTION OF FULL-TIME RETENTION OF FULL-TIME FIRST TIME FRESHMAN BY RACE/ETHNICITY, FALL 2004 TO FALL 2005

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Retained	898	95.4%	71	92.2%	96	94.1%	56	93.3%	1	50.0%	2	66.7%	44	95.7%	1,168	94.9%
Not Retained	43	4.6%	6	7.8%	6	5.9%	4	6.7%	1	50.0%	1	33.3%	2	4.3%	63	5.1%
		100.0		100.0		100.0		100.0		100.0		100.0		100.0		
Total	941	%	77	%	102	%	60	%	2	%	3	%	46	%	1,231	100.0%

Source: Office of Institutional Research & Assessment, The College of New Jersey

b. THIRD SEMESTER RETENTION OF FULL-TIME RETENTION OF FULL-TIME FIRST TIME FRESHMAN BY INCOME LEVEL, FALL 2004 TO FALL 2005

	<u>Low Income *</u>		<u>Non-Low Inc.</u>		<u>Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Retained	98	96.1%	871	95.4%	199	92.1%	1,168	94.9%
Not Retained	4	3.9%	42	4.6%	17	7.9%	63	5.1%
Total	102	100.0%	913	100.0%	216	100.0%	1,231	100.0%

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

Source: Office of Institutional Research & Assessment, The College of New Jersey

3. TRANSFER RATES

The table below presents the number of first-time applicants, the number of those applicants offered admission and the number of those applicants registered for the fall semester of the past six years, 1999 through 2005.

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
TRANSFERS:							
Number of Applications Received	885	717	837	962	904	968	1,035
Number of Acceptances	443	373	382	386	333	423	470
Number of Students Matriculated	252	219	217	211	186	234	259
Accept Ratio:	50%	52%	46%	40%	37%	43.7%	45%
Enrollment Yield:	57%	59%	57%	55%	56%	55.3%	55%

F. PROFILE OF FACULTY AND RATIO OF FULL TIME TO PART TIME TEACHING

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

In fall 2005, 67 percent of the full-time faculty were tenured. Of the tenured full-time faculty group, 42 percent were female and approximately 20 percent were minority. Of the regular full-time faculty as a whole (tenured and tenure-track), 45 percent were female and 23 percent were minority. In 2005, The College of New Jersey employed 364 adjunct faculty (*part-time, adjunct, & professional staff*) who taught in fall 2005; 194 females and 170 males.

The following chart lists in detail the profile of fall 2005 full-time faculty by ethnicity, gender, and tenure status.

	#	Pct	#	Pct	#	Pct	#	Pct	#	Pct	#	Pct		
Tenure	184	80.3%	14	6.1%	11	4.8%	19	8.3%	1	0.4%	0	0.0%	229	100.0%
Female	78	80.4%	8	8.2%	6	6.2%	5	5.2%	0	0.0%	0	0.0%	97	42.4%
Male	106	80.3%	6	4.5%	5	3.8%	14	10.6%	1	0.8%	0	0.0%	132	57.6%
Without Tenure	79	70.5%	11	9.8%	5	4.5%	16	14.3%	0	0.0%	1	0.9%	112	100.0%
Female	38	65.5%	7	12.1%	2	3.4%	10	17.2%	0	0.0%	1	1.7%	58	51.8%
Male	41	75.9%	4	7.4%	3	5.6%	6	11.1%	0	0.0%	0	0.0%	54	48.2%
Total	263	77.1%	25	7.3%	16	4.7%	35	10.3%	1	0.3%	1	0.3%	341	100.0%
Female	116	74.8%	15	9.7%	8	5.2%	15	9.7%	0	0.0%	1	0.6%	155	45.5%
Male	147	79.0%	10	5.4%	8	4.3%	20	10.8%	1	0.5%	0	0.0%	186	54.5%

Source: *Institutional Research & Assessment, The College of New Jersey*

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

For the fall 2005 term, the total faculty at TCNJ consisted of 362 full-time equivalent (FTE) faculty and a part-time teaching staff equating to 137 FTE. Adjunct faculty as a percent of total full-time equivalent (FTE) faculty comprised 27 percent of the course sections taught.

	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005*</u>
Full-Time Faculty FTE	382	375	364	334	350	362
Teaching Administrators FTE	8	9	12	8	6	12
Adjunct & Part-time FTE	121	122	133	126	114	125
TOTAL FTE FACULTY	511	506	509	469	470	499
Number of Tenured Faculty (1)	212	218	219	230	232	230
Tenure Rate (1)	63%	65%	67%	67%	70%	67%
% Holding Terminal Degrees	88%	89%	89%	90%	90%	87%
Student Teacher Ratio (2)	11.9:1	11.7:1	12:1	12:1	12:1	12:1

* Preliminary figures

FT = Full-time;

FTE = Full-time Equivalency Equated at 24 Faculty Weighted Hours per Year

(1) Applies to Full-Time Faculty Only

(2) FTE students to FTE Faculty

Source: *The College of New Jersey*

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

Full-time and part-time/adjunct faculty headcount for fall 2005 was 341 and 364 or 48.4% and 51.6% of the total teaching population respectively.

G. CHARACTERISTICS OF THE BOARD OF TRUSTEES

Name	Title	Ethnicity	Sex
Ms. Stacy E. Holland	Chair	African-American	F
Mrs. Susanne Svizeny	Vice-Chair	Caucasian	F
Mr. Christopher R. Gibson, Esq.	Secretary	Caucasian	M
Rev. Darrel L. Armstrong	Trustee	African-American	M
Mr. Bradley S. Brewster	Trustee	Caucasian	M
Ms. Hazel F. Gluck	Trustee	Caucasian	F
Mr. Robert M. Kaye	Trustee	Caucasian	M
Mr. James P. McAndrew	Trustee	Caucasian	M
Ms. Anne P McHugh, Esq.	Trustee	Caucasian	F
Ms. Tricia A. Mueller	Trustee	Caucasian	F
Mrs. Barbara A. Pelson	Trustee	Caucasian	F
Ms. Patricia A. Rado	Trustee	Caucasian	F
Mr. Richard D. Schibell, Esq.	Trustee	Caucasian	M
Ms. Daria Silvestro	Student Trustee	Caucasian	F
Ms. Jenna Klubnick	Alternate Student Trustee	Caucasian	F
R. Barbara Gitenstein, PhD	President, Ex-Officio	Caucasian	F

Source: TCNJ Office of the President

H. PROFILE OF THE INSTITUTION - UNDERGRADUATE DEGREE PROGRAMS

Bachelor of Arts

- Art*
- Art History
- Communication Studies
- Economics
- English *
- History *
- Interactive Multimedia
- International Studies
- Mathematics *
- Philosophy
- Political Science
- Professional Writing and Journalism
- Psychology
- Sociology (*option in pre-social work*)
- Spanish*
- Women's and Gender Studies

Bachelor of Fine Arts

- Digital Arts
- Fine Arts
- Graphic Design

Bachelor of Music *

- Music

Bachelor of Science

- Accountancy
- Biology *
- Biomedical Engineering
- Business Administration
(*specializations in Finance, General Business, International Business, Marketing, Management*)
- Chemistry *
- Civil Engineering
- Computer Engineering
- Computer Science
- Criminology and Justice Studies
- Early Childhood Education *
- Economics
- Education of the Deaf and Hard of Hearing**
- Elementary Education *
- Electrical Engineering
- Engineering Science (*specialization in engineering management*)
- Health and Physical Education*
- Mathematics & Statistics*
- Mechanical Engineering
- Physics * (*options in Computational and Earth Science*)
- Seven-Year Medical Program
- Seven-Year Optometry Program
- Special Education *
- Technology Education*

Bachelor of Science in Nursing

- Nursing

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

** Undergraduate discipline-specific teacher preparation is also available*

*** Five-year program leading to a Master of Arts degree in teaching.*

I. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

During the 2005-2006 academic year, faculty 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 dedicated to public service to the community, New Jersey, the nation and the world through partnerships, centers (such as the Municipal Land Use Center, the Small Business Development Center, and the Bonner Center for Civic and Community Engagement), and other initiatives. In addition, the TCNJ Professional Development School Network partners our School of Education with 18 New Jersey public schools to provide staff development activities.

R&D EXPENDITURES : YEAR 2005

Institution: The College of New Jersey

	Amount (\$)
Federally Financed Academic R&D Expenditures	196,323.87
Institutionally Financed Academic R&D Expenditures	5,587,898.00
Total Academic R&D Expenditures	6,177,531.28

J. THE STATUS OF MAJOR CAPITAL PROJECTS (*AS OF JUNE 2005*)

PROJECTS IN PLANNING

A. Athletic Recreation Center HVAC Replacement

This project will replace the all-electric heating and cooling systems that service this building. The new systems are anticipated to be added to the central steam and chilled water underground distribution systems. This will reduce the present electrical load, which will allow this electrical feeder to be extended to the new Metzger Drive Parking Garage and Student Apartment Project sites.

Program development is currently underway in order to identify the space requirements for the intended use of this facility in the upcoming years. Converting the facility from an electrical system to the campus wide steam and chilled water systems will significantly reduce operating costs. The College has awarded the design contract and documents are being prepared for submission to the Department of Community Affairs. Construction is expected to take approximately nine months.

B. Lake Ceva Dam Restoration Project

Due to deterioration of the existing concrete dam structure and spillway elements, repairs have become necessary. Repairs and replacement to the concrete spillway, dam structure, and headwalls will be required as well as the removal of trees and vegetation along the heavily forested earthen embankment. The College is continuing to work with both its consultants and the Department of Environmental Protection (DEP) regarding the necessary improvements to the Lake Ceva Dam and associated structures.

C. New Art and Interactive Multimedia Building

The College of New Jersey is completing the programming phase for a new +/-70,000 gross square foot building to house the Art & Interactive Multimedia departments of the School of Art, Media and Music. This facility will house Art History, Digital Arts, Fine Arts, Graphic Design, Interactive Multimedia, Photography, faculty and administrative offices, as well as building support spaces. The College will chose an architect and the design should be completed by summer 2007 with building occupancy by August 2009.

D. New Student Apartments

Based upon the College's Housing Master Plan, this project will provide approximately 400 beds for upper class students. The College will chose an architect and the design should be completed by summer 2007 with building occupancy by August 2009.