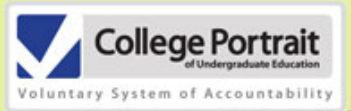


The College of New Jersey College Portrait

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- 609.771.2131
- <http://www.tcnj.edu>



The College of New Jersey is an exceptional institution that applies innovative approaches in teaching its students to live, learn, and explore throughout their collegiate experience. A small, public college located in central New Jersey, TCNJ welcomes students in search of an interactive educational environment that will challenge their ambitions, inside and outside of the classroom.



The College of New Jersey (TCNJ) is a highly selective institution that has earned national recognition for its commitment to excellence in undergraduate education. Founded in 1855, TCNJ has become an exemplar

of the best in public higher education and is consistently acknowledged as one of the top comprehensive colleges in the nation. TCNJ currently is ranked as one of the 75 “Most Competitive” schools in the nation by Barron’s Profiles of American Colleges and is rated the No. 1 public institution in the northern region of the country by U.S. News & World Report. Kiplinger’s Personal Finance rates TCNJ as a top-25 value in public higher education nationally. TCNJ was also awarded, in 2006, a Phi Beta Kappa chapter—an honor shared by less than 10 percent of colleges and universities nationally.

The Lions Community

The Lions Community

Known for its natural beauty, TCNJ’s campus is set on 289 tree-lined acres in suburban Ewing Township. The Office for Academic Support Programs provides services such as tutoring, college transitional assistance, and peer mentoring. The Division of Student Affairs also offers a broad range of programs, services, and facilities to engage students as active learners and responsible citizens. The College encourages students to expand their talents and skills through more than 150 student organizations. These groups range from performing ensembles and professional and honor societies to student publications, Greek organizations, as well as intramural and club sports. High achievement and scholarship in the classroom have been mirrored by the success of The College of New Jersey’s varsity student-athletes. Since 1979, The College of New Jersey has amassed a total of 38 Division III crowns in seven different sports.

Carnegie Classification of Institutional Characteristics

Basic Type

Master’s Colleges and Universities (larger programs)

Size and Setting

Medium four-year, highly residential

Enrollment Profile

Very high undergraduate

Undergraduate Profile

Full-time four-year, more selective, lower transfer-in

Undergraduate Instructional Program

Balanced arts & sciences/professions, some graduate coexistence

Graduate Instructional Program

Postbaccalaureate with arts & sciences (education dominant)

NOTE: Institutional classifications based on the Carnegie 2005 edition.

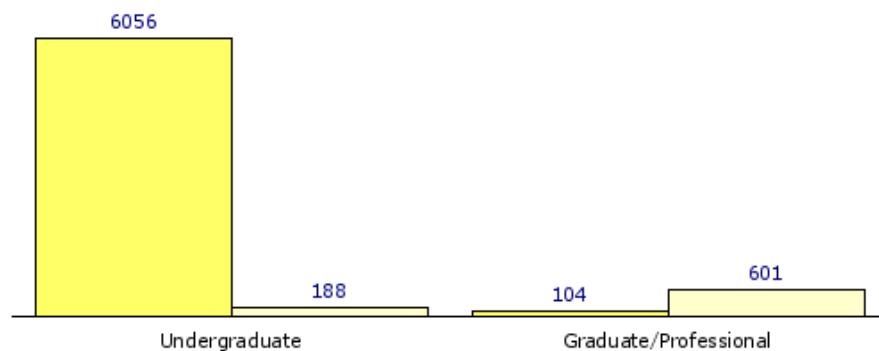
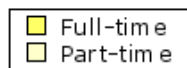
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Student Characteristics (Fall 2008)

Student Level and Enrollment Status



Total Students	6,949
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Undergraduate Profile

Total Undergraduate Students	6,244	
Gender		
Women	3,658	59%
Men	2,586	41%
Race/Ethnicity		
African American / Black	416	7%
American Indian / Alaskan Native	4	0%
Asian / Pacific Islander	393	6%
Hispanic	541	9%

Geographic Distribution (Degree-Seeking)	
New Jersey	95%
Other US States & Territories	5%
Other Countries	0%
Age (Degree-Seeking)	
Average Age	20
Percent of Undergraduates Age 25 or Older	3%

International	0	0%
White	4,273	68%
Race/Ethnicity Unknown	617	10%

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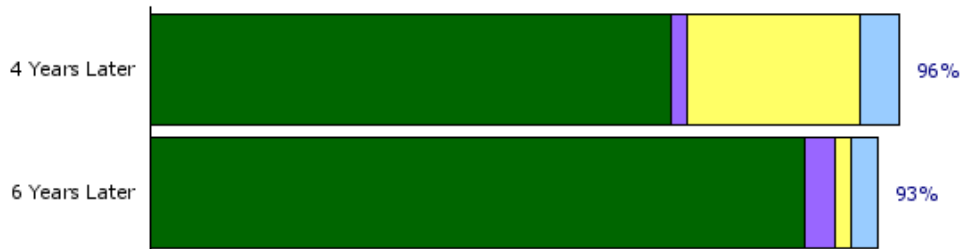
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Undergraduate Success and Progress Rate



- Graduated from TCNJ
- Graduated at Another Institution
- Still Enrolled at TCNJ
- Still Enrolled at Another Institution

First Time Full-Time Students



First Time Transfer Students

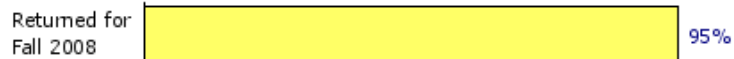


As an example, a 75% four-year success and progress rate means that 75% of students starting in Fall 2002 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2002 entering class shown in the graph above.

- 1,232 First-Time, Full-Time Students
- 211 Full-Time Transfer Students

Retention of Fall 2007 First-Time, Full-time Students



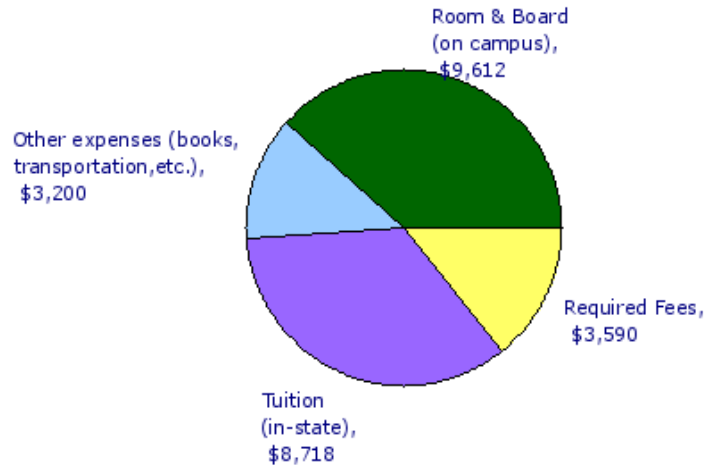
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Costs of Attendance and Financial Aid

Typical Undergraduate Costs per Year without Financial Aid (Full-Time, In-State Students)



2009-2010 Academic year tuition figures available after 8/1/09

The cost to attend The College of New Jersey varies based on the individual circumstances of students and may be reduced through grants and scholarships.

Financial Aid Awarded to Undergraduates

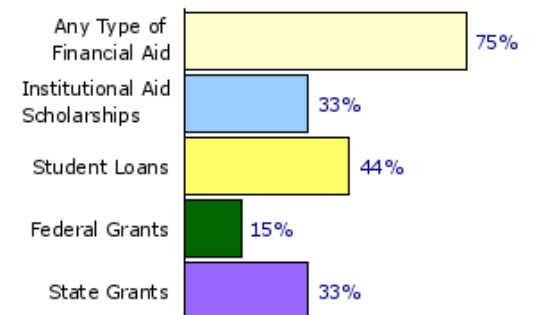
Annual Need-Based Scholarships & Grants

• 16% of 2008-09 Estimated full-time undergraduates received need-based grants or scholarships; the average award for the year was \$10,942

Annual Need-Based Loans

• 31% of 2008-09

Percent of 2007-08 First-Time Students Receiving Each Type of Financial Aid



NOTE: Students may receive aid from more than one source.

Estimated full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$4,359

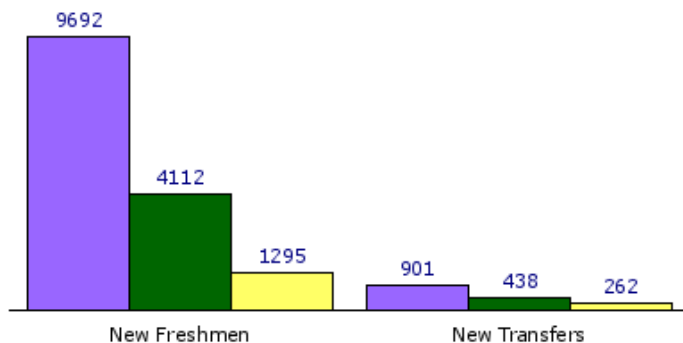
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Undergraduate Admissions



■ Applied
 ■ Admitted
 ■ Enrolled



Academic Preparation of New Freshmen

Test(s) Required for Admission: SAT or ACT recommended

Middle 50% of Test Score Range	SAT
Math	590 - 690
Critical Reading	560 - 660

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

High School Background	
Percent in top 25% of High School Graduating Class	90%
Percent in top 50% of High School Graduating Class	99%
Percent of New Freshmen who submitted HS Class Rank	58%
Average High School GPA Data Not Available	

Study At TCNJ

Classroom Environment

Students per Faculty	13 to 1
Undergraduate classes with fewer than 30 students	86%
Undergraduate classes with fewer than 50 students	99%

Full-Time Instructional Faculty

Total Faculty	343
% Women	48%
% from Minority Groups	22%
% with Highest Degree in Field	87%

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Student Housing

95% of new freshmen live on campus
58% of all undergraduates live on campus

Campus Safety

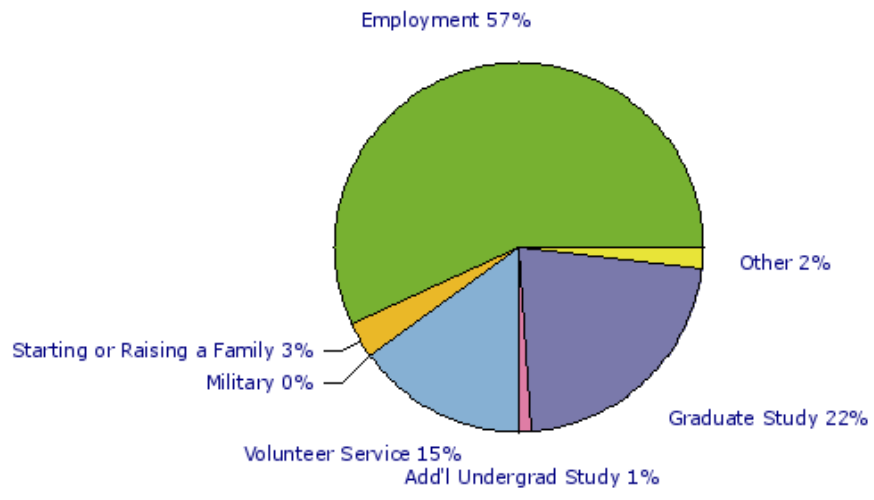
The College of New Jersey Campus Police Services consists of thirty men and women employed to provide for the safety of the members of the College community and the security of all property on campus. All of our police officers are fully trained, commissioned, and armed. These officers routinely patrol the campus on foot, in vehicles, and on bicycles, providing law enforcement and security services twenty-four hours a day, seven days a week, 365 days a year.

Degrees and Areas of Study

Bachelor's	1,418
Master's	474
Total	1,892

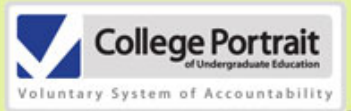
Education	25%
Business, Management, Marketing, And Related Support Services	16%
English Language And Literature/letters	9%
Psychology	8%
Biological And Biomedical Sciences	7%

Future Plans of Bachelor's Degree Recipients



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Student Experiences and Perceptions

Institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

Group Learning Experiences

- 98% percent of seniors worked with classmates on assignments outside of class.
- 54% of seniors tutored or taught other students
- 38% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

- 83% of seniors spent at least 6 hours per week preparing for class
- 28% of seniors worked on a research project with a faculty member
- 72% of seniors participated in an internship, practicum, or field experience
- 74% of seniors participated in community service or volunteer work
- 19% of seniors participated in study abroad
- 98% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

- 95% of seniors believe this institution provides support for student success
- 63% of seniors rated the quality of academic advising at this institution as good or excellent
- 58% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 90% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Interaction with Campus Faculty and Staff

- 41% of seniors believed that the campus staff were helpful, considerate, or flexible
- 79% of seniors believed that faculty are available, helpful, or sympathetic
- 97% of seniors reported that faculty members provided prompt feedback on their academic performance
- 72% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

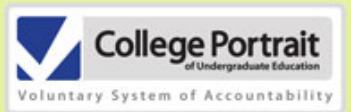
- 62% of seniors reported that they often tried to understand someone else's point of view
- 84% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 58% of seniors often had serious conversations with students of a different race or ethnicity

Student Satisfaction

- 79% of seniors would attend this institution if they started over again
- 63% of seniors rated their entire educational experience as good or excellent
- 81% of seniors reported that other students were friendly or supportive

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Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at The College of New Jersey

At TCNJ, assessment of student learning outcomes is an iterative and ongoing process. Initiated in 2005, the One Question/One Answer structure provides a means for assessing and sharing program learning goals campus-wide. Professional programs that wish to attain national accreditation engage in additional assessment efforts. Our campus-wide Liberal Learning program is assessed with multiple methods, including a pilot of the Collegiate Learning Assessment (CLA) in the 2007-08 academic year. In addition, the Community Engaged Learning, First Year Seminar, and Writing Programs engage in more detailed learning outcome and impact assessments. A multi-disciplinary committee of faculty and student life professionals is applying student learning outcomes to gather feedback on students' first-year experiences from intent-to-enroll to year-end, and is planning additional initiatives for assessing student development across the academic career.

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the results from the Collegiate Learning Assessment (CLA). The CLA measures critical thinking, analytic reasoning, and written communication and reports separate scores on critical thinking and written communication.

Performance Task Results for First-time, Full-time Students

The increase in learning on the performance task is what would be expected at an institution with students of similar academic abilities.

Freshman Score: 1209

Senior Score: 0

CLA score range: 400 to no maximum score.

Average SAT scores for tested students

Freshman Score: 1243

Senior Score: 0

Analytic Writing Task Results for First-time, Full-time Students

The increase in learning on the analytic writing task is what would be expected at an institution with students of similar academic abilities.

Freshman Score: 1229

Senior Score: 0

CLA score range: 400 to no maximum score.

Average SAT scores for tested students

Freshman Score: 1243

Senior Score: 0