

# The College of New Jersey



Ewing, NJ • (609) 771 - 1855

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

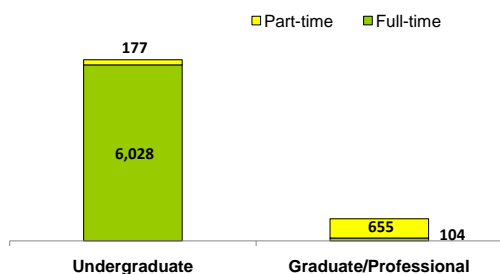
The College of New Jersey (TCNJ) is a highly selective institution that has earned national recognition for its commitment to excellence in undergraduate education. Founded in 1855, TCNJ has become an exemplar of the best in public higher education and is consistently acknowledged as one of the top comprehensive 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.

## Student Characteristics (Fall 2007) [More](#)

### TOTAL NUMBER OF STUDENTS

6,964

### Student Level and Enrollment Status



## UNDERGRADUATE PROFILE

**Total** 6,205

**Gender**

Women	3,622	58%
Men	2,583	42%

**Race/Ethnicity**

African American / Black	384	6%
American Indian / Alaskan Native	4	0%
Asian / Pacific Islander	463	7%
Hispanic	521	8%
International	23	0%
White	4,497	72%
Race/Ethnicity Unknown	313	5%

### Geographic Distribution (Degree-Seeking)

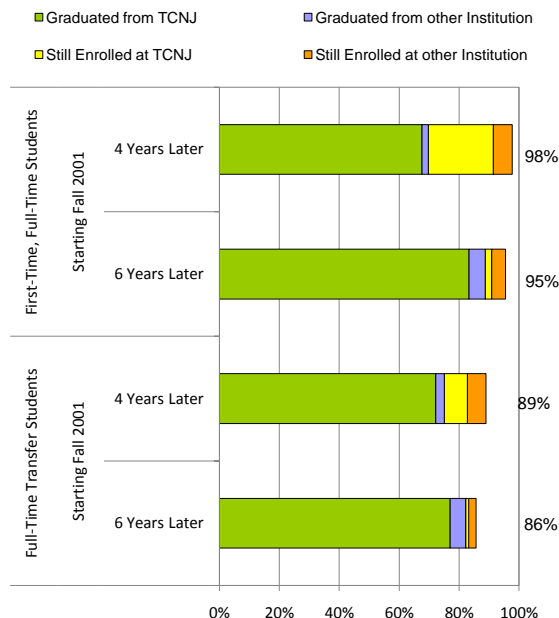
New Jersey	95%
Other US States & Territories	5%
Other Countries	0%

### Age (Degree-Seeking)

Average Age	20
Percent of Undergraduates Age 25 or Older	4%

## Undergraduate Success and [More](#)

### Progress Rate



**A 98% four-year success and progress rate means that 98% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.**

Counts for the Fall 2001 entering class shown in the graph above.

- 1,262 First-Time, Full-Time Students
- 213 Full-Time Transfer Students

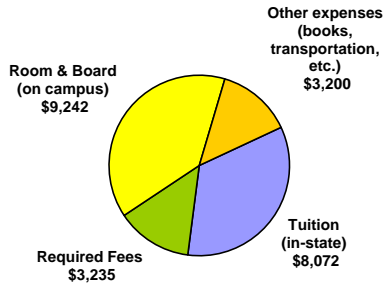
[CLICK HERE](#) for Detailed Success & Progress Rate Tables

### Retention of Fall 2006 First-Time, Full-time Students



*One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!*

Typical Undergraduate Costs per Year Without Financial Aid (Full-Time, In-State Students): 2007 - 2008



Total: \$23,749

[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

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

[CLICK HERE](#)  
To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates: Fall 2007

Overall Financial Aid

• 61% of Fall 2007 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

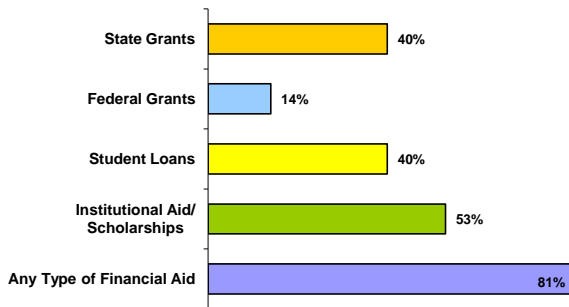
Annual Need-Based Scholarships & Grants

• 16% of Fall 2007 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$10,326.

Annual Need-Based Loans

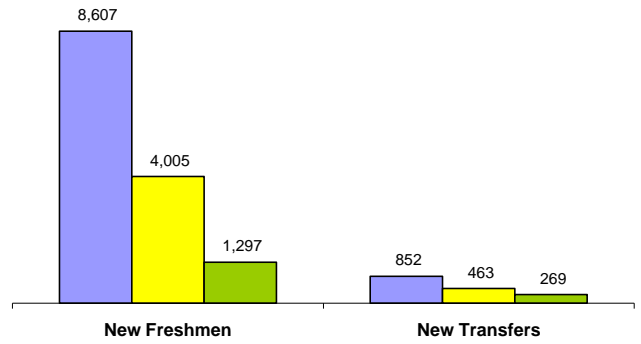
• 31% of Fall 2007 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$4,622.

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



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

Applied Admitted Enrolled



Academic Preparation of New Freshman

Test(s) Required for Admission: SAT preferred; ACT accepted

Middle 50% of Test Score Range	ACT	SAT
Composite	-	-
Math	-	580-680
English	-	-
Critical Reading	-	560-650

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

Percent in top 25% of High School Graduating Class	87%
Percent in top 50% of High School Graduating Class	99%
Average High School GPA (4-point scale)	-

Degrees and Areas of Study

Degrees Awarded at TCNJ in 2006-07

Bachelor's	1,349
Master's	339
<b>Total</b>	<b>1,688</b>

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006 -2007

Education	25%
Business/Marketing	13%
Psychology	12%
English	11%
Biological/Life Sciences	7%
All other degree areas	33%
<b>Total</b>	<b>100%</b>

[CLICK HERE](#) for a list of undergraduate and graduate programs

**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.



**Study at TCNJ** [More](#)

**Classroom Environment**

Students per Faculty	13 to 1
Undergraduate classes with fewer than 30 students	85%
Undergraduate classes with fewer than 50 students	99%

**Full-Time Instructional Faculty**

Total Faculty	335
% Women	46%
% from Minority Groups	24%
% with Highest Degree in Field	88%

**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.

[CLICK HERE](#) for more information on Carnegie Classifications.

**Student Housing**

95% of new freshmen live on campus

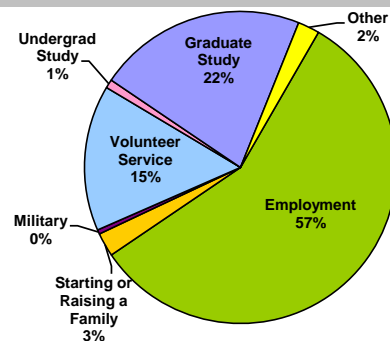
48% of all undergraduates live on campus

**Campus Safety** [More](#)

The College of New Jersey Office of 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.

[CLICK HERE](#) for Campus Crime Statistics report.

**Future Plans of Bachelor's Degree Recipients** [More](#)



[CLICK HERE](#) for information on survey administration, sample, and response rate.

## Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how TCNJ evaluates the experiences of its students.

In addition, 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 2005-06 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.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for information on the NSSE 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 Satisfaction

- 79% of seniors would attend this institution if they started over again
- 88% of seniors rated their entire educational experience as good or excellent
- 81% of seniors reported that other students were friendly or supportive

### 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 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 TCNJ

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.

[CLICK HERE](#) for examples of student learning assessment and outcomes at TCNJ

### 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 2007-08 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student's major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task.

[CLICK HERE](#) for a description of the CLA test.

[CLICK HERE](#) for information on test administration, the test sample, and the response rate.

### Learning Gains between Freshman Year and Senior Year

#### PerformanceTask

The increase in learning on the performance task is (available 9/08) at an institution with students of similar academic abilities.

#### Analytic Writing Task

The increase in learning on the performance task is (available 9/08) at an institution with students of similar academic abilities.

#### Average Institutional Scores

	<u>Freshman Score</u>	<u>Senior Score</u>
PerformanceTask	1209	Available 9/08
Analytic Writing Task	1229	Available 9/08

CLA Score Range: 400 to 1600