

**Second Report to the**

**The Commission  
on  
Higher Education**

**Committee on  
Excellence and Accountability  
Reporting**

**September 1996**

**A Profile of Members of the Board of Trustees by gender,  
ethnicity and profession.  
1996-1997**

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## **INTRODUCTION**

### **History of Montclair State University**

From its founding in 1908, the history of Montclair State University has been one of change, growth and distinction. Established as a Normal School in 1908 in response to the growing demand for professionally trained teachers, the institution became Montclair State Teachers College in 1927, dedicated to the education of secondary school teachers through a four-year Bachelor of Arts degree program. Part-time, extension and summer courses were added to meet the professional needs of teachers, and in 1932 Montclair was authorized to offer the master's degree. With its strong emphasis on the liberal arts and sciences, Montclair in 1937 became the first teachers' college accredited by the Middle States Association of Colleges and Schools. Responding to rapid enrollment growth in the late forties and fifties with an expanded curriculum and faculty, the campus became Montclair State College in 1958, and a comprehensive, multi-purpose institution in 1966. Recognizing the strengths of its academic programs and faculty and the commitment to excellence in instruction and research, the Board of Higher Education designated Montclair State a teaching university on April 27, 1994.

### **Statement of Mission**

The mission of Montclair State University as a multi-purpose public institution is to develop educated persons of inquiring, creative, and disciplined intelligence to be competent in careers that are fulfilling and to be socially responsible contributors to society. This University strives, therefore, to graduate people on the bachelor's and master's level who have had sound education in the arts and sciences and relevant specialized training built upon that base.

### **General Education**

The University aims to provide all its baccalaureate graduates with a fine general education. Its graduates must be competent in the basic intellectual disciplines, be aware of human experience in the arts and in society, and understand the development of scientific theories through objective observation of the way nature works. Its aim is education, not merely training. Its graduates must have developed their affective and intellectual faculties through encounters with the great works of literature, philosophy, and history. Its graduates also must understand foreign cultures and languages in order to be educated beyond the provincialisms of time, place, religion, or race to become world citizens.

### **Professional Education**

The University is equally dedicated to preparing students well in professional and career education through programs of high quality and practical relevance to the world of work.

### **Preparation for Graduate Work**

Montclair State University is committed to excellence in undergraduate studies in order to prepare students to succeed in demanding graduate schools.

### **Graduate Work**

Montclair State University is committed to providing a comprehensive range of post-baccalaureate programs of intellectual, cultural, social, and economic usefulness.

Its aim is to provide graduate programs of intrinsic merit and social utility, open to part-time and full-time students and designed to qualify people to meet needs in commerce, industry, education, and public service while improving their understanding of themselves and the world about them.

### **Innovative Curricula**

The University recognizes the need to develop innovative curricula, interdisciplinary concentrations, and educational delivery systems for practical experience through internships, cooperative education, and other meaningful experiences.

### **Access and Special Opportunities**

Montclair State University is devoted to providing access to higher education for part-time students, disadvantaged students, fully employed persons, adults in mid-career, and persons interested in environmental education, bilingual/bicultural education, and adult education courses on a credit or non-credit basis.

The University also provides early opportunities for superior high school students and admission to graduate courses for gifted undergraduates.

Finally, the University aims to serve as a center for research, instruction, and conferences for industry, commerce, and the public.

### **Basic Skills**

Montclair State University is committed to maintaining an academic environment in which students may succeed by providing developmental/remedial opportunities for traditional or non-traditional students who lack the verbal or mathematical literacy required to take full advantage of a university education.



### **Public Service**

In serving a community larger than its immediate campus, the University provides enrichment to the public through its physical resources, the expertise of its faculty, and the vitality of its intellectual, cultural, and athletic life.

### **Student Development**

The University aims to provide an appropriate mix of the curricular and non-curricular to contribute to individual growth and to the development of skills needed for group participation and leadership, healthful living, lifelong recreation, and career planning and employment.

### **The Montclair State University Community**

The University will maintain an atmosphere of trust, cooperation, and full opportunity for development of all segments of the community: students, alumni, staff, faculty, administrators, and trustees.

## ACHIEVEMENTS

### A. General Education

**Table 1. Undergraduate Degrees by School:  
AY 1991 to AY 1995**

College/School	AY 1991		AY 1992		AY 1993		AY 1994		AY 1995	
	N	%	N	%	N	%	N	%	N	%
Business	480	32.3	442	30.3	458	28.6	442	27.0	371	23.4
Arts	154	10.3	167	11.4	187	11.7	183	11.2	162	10.2
Humanities	511	34.3	524	35.9	599	37.5	604	36.9	622	39.2
Sci & Math.	116	7.8	111	7.6	112	7.0	119	7.3	141	8.9
Education	227	15.3	216	14.8	243	15.2	288	17.6	292	18.4
Total	1488	100.0	1460	100.0	1599	100.0	1636	100.0	1588	100.0

Reflecting the demands of the marketplace, the largest number of undergraduate degrees awarded in the last four or five years has been in the humanities and social sciences. There has been a corresponding decrease in the proportion of degrees awarded by the School of Business .

## **B . Access and Special Opportunities**

**Table 2. Race/Ethnicity of Undergraduates:  
Selected Years**

Race/Ethnicity	Fall 1980		Fall 1985		Fall 1990		Fall 1995	
	N	%	N	%	N	%	N	%
African-American	595	4.9	780	7.0	798	8.0	949	10.1
American Indian	237	1.9	145	1.3	54	0.5	33	0.4
Asian	76	0.6	104	0.9	244	2.4	323	3.4
Hispanic	761	6.2	973	8.7	936	9.3	1261	13.5
White	10,403	84.8	8997	80.6	6876	68.7	6155	65.7
Non-Resident Alien	190	1.5	166	1.5	146	1.5	239	2.6
Not Reported	0	-	0	-	961	9.6	403	4.3
Total	12,262	100.0	11,165	100.0	10,015	100.0	9363	100.0

In keeping with its stated mission to improve access and opportunities for all racial/ethnic groups within the state of New Jersey, the university continues to increase the number of minority students it enrolls. Since 1980, the proportions of the largest minorities enrolled at the university have doubled. African-Americans increased from 4.9 percent in 1980 to 10.1 percent in 1995; Latinos increased from 6.2 percent to 13.5 percent. During this same period, the proportion of Asian students has increased slowly and steadily.

A number of special programs makes a Montclair State education more readily accessible to less traditional students. Among these are the EOF(Educational Opportunity Fund) program, and PASS (Program for Academic and Student Support) for students needing financial assistance and /or counseling, tutoring or other special assistance. The Second Careers Program is designed for adults 25 and older who are beginning or resuming baccalaureate studies full- or part-time. Weekend College with classes scheduled on Friday evening, Saturday and Sunday, makes a college education available to those unable to attend classes on weekdays.

There are still other programs such as Health Careers which provide academically capable students from financially and educationally disadvantaged backgrounds an opportunity to prepare for careers in the health professions. For outstanding students, the Honors Program offers a challenging core curriculum of seven inter-disciplinary seminars. Since 1984, students enrolled in all special programs constituted about one-fifth (20.1%) of total undergraduate enrollment.

**Table 3. Enrollment in Special Programs as Proportion of Undergraduate Enrollment**

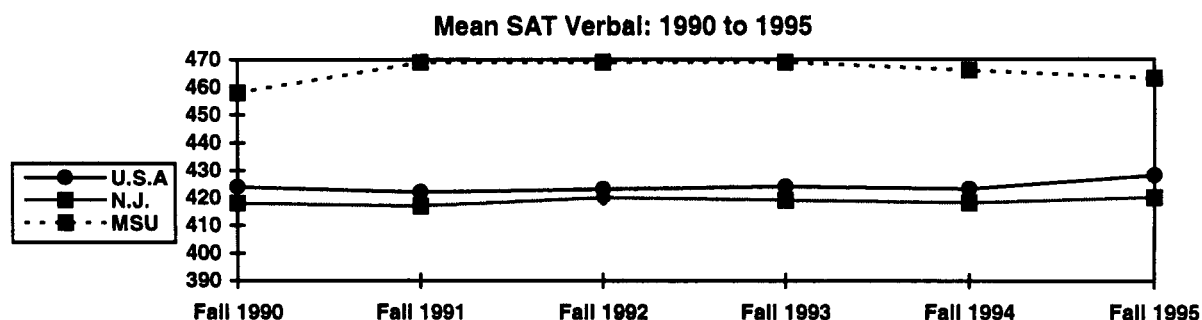
Year	Total Undergrads	Special Programs*	
		N	%
1984	11,331	1967	17.4
1985	11,165	1972	17.7
1986	10,223	1848	18.1
1987	10,051	1779	17.7
1988	9,921	1875	18.9
1989	10,200	2005	19.7
1990	10,020	2072	20.7
1991	10,345	2166	20.9
1992	10,065	2194	21.8
1993	9,522	2325	24.4
1994	9,177	2221	24.2
1995	9,363	2225	23.8

\*includes EOF, Weekend College, Second Careers, PASS, Special Admits, Special Talent, Health Careers, Special Athletes and Honors Program

**C. Excellence and Accessibility**

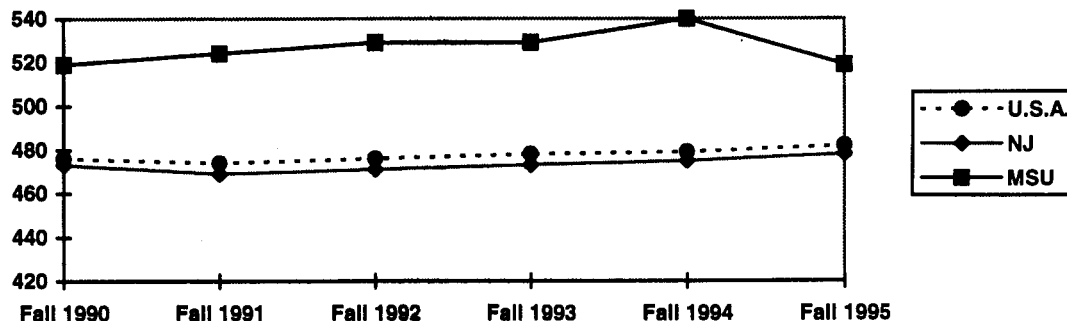
**Table 4. National, New Jersey, and Montclair State University Mean SAT Verbal Scores Fall 1990 to Fall 1995**

	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995
U.S.A	424	422	423	424	423	428
NJ	418	417	420	419	418	420
MSU	458	469	469	469	466	463



**Table 5. National, New Jersey, and Montclair State University  
Mean SAT Math Scores Fall 1990 to Fall 1995**

	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995
U.S.A.	476	474	476	478	479	482
NJ	473	469	471	473	475	478
MSU	519	524	529	529	540	519



While Montclair State has increased minority enrollment over the past two decades, it has not lost sight of its commitment to excellence. From 1990 to 1995, the mean SAT verbal score has risen from 458 to 463; the SAT math mean, 519, is the same as it was in 1990.

There is still a substantial difference between national and state SAT scores and MSU freshmen scores. Montclair's verbal mean has averaged 42 points higher than the national average, and 47 points higher than the state mean. In mathematics, MSU freshmen averaged 49 points higher than the national mean and 54 points higher than the state's.

In addition to the achievements already mentioned, many of Montclair State University's activities over the past several years have been directed toward implementing the Vision Statement which President Irvin D. Reid formulated in the fall of 1990. Drawing upon existing strengths of the institution, President Reid identified five areas as having potential to become distinguishing characteristics of Montclair State and he challenged the campus community to implement his Vision. The areas selected were:

- Global Education
- New Student Experience
- Honors Program
- Computerization of the Campus
- Graduate Education

Significant progress has been made in each of these areas, as is indicated in the following summaries.

**D.           Global Education**

The Global Education Center, now located in its own building on campus, houses International Studies, the Student Exchange Program and the Global Education offices. The Center provides opportunities for international study, research, travel and teaching, and cultivates interaction between MSU students and faculty and international students and faculty.

Through study abroad programs and links with international institutions, the Center offers students opportunities for travel and study on every continent and in many countries. During the last academic year, MSU students studied in Australia, Austria, Colombia, France, Great Britain, Hungary, Ireland, Italy, Korea, the Netherlands, Spain, China, and Uruguay. At the same time more than 400 students from 50 countries studied at Montclair State.

The Center encourages faculty to develop international expertise in their disciplines by facilitating scholarly collaborations, research, teaching exchanges, travel programs, and attendance at international conferences. Global Education funds enable faculty to participate in overseas conferences, host international scholars, organize conferences, internationalize course content and participate in collaborative research with international colleagues.

Through its International Student Cultural Exchange Corps (ISCEC), the Center arranges for international students to participate in community organizations. In addition to that, the Center makes international resources available to the community at large through faculty-led international study tours and international conferences.

**E.   New Student Experience**

A pilot project, begun last year, included eight experimental sections of the New Student Experience course. This fall there will be five additional sections. Six of the sections are linked to two general education courses in a learning community. That is, the same students enrolled in those New Student Experience courses are also enrolled in the two general education courses.

At the same time, Morehead Hall is being renovated to house the Academic Success Center. This project will place virtually all student services in one building located close to the center of the campus. Concentrating all such services in one location will increase the efficiency and effectiveness of delivery to students. Construction began in FY 96 and the facility is expected to begin serving students before the end of FY97.

Finally, we continue to hold a Freshman Convocation designed to bring together the entire freshman class and engender a sense of community among them.

**F.           Honors Program**

In fall 1996, 70 freshman enrolled in the University Honors Program, bringing the total number of students in the program to 170. The entering freshmen averaged in the 87th percentile of their high school graduating class and their average combined SAT score was about 1200.

The program attracts majors across all of the disciplines at the University. In addition, it is a diverse group, with 14% being persons of color and foreign students from Greece, Cyprus, Germany, Nepal, Peru, and Rumania counted among program participants.

At the other end of the process, thirteen of the eighteen persons who graduated in AY 1994-95 did so with distinction: five summa cum laude, and four each magna cum laude and cum laude. Post-baccalaureate activities range from graduate and professional school to teaching in the public schools.

#### **G.                Computerization of the Campus**

Every faculty member at the University has either a Pentium-based PC or a PowerMac computer. All academic buildings have been connected to the campus network MSUNet. Every faculty member has Internet access and is served by local area networks. Many classrooms are linked to the network as well, permitting faculty members to lecture with computers, and seven teaching laboratories are available for hands-on instruction.

As part of the Equipment Leasing Program, several student microcomputer laboratories were upgraded to Pentium and PowerMac computers as well. One student laboratory in the College of Science and Mathematics was upgraded to Sparcstation workstations. Each campus laboratory has received new high-speed printers this summer.

The campus network MSUNet had been significantly upgraded in the past year. A new fiber optic backbone was installed to connect all campus buildings. Wiring within each building has been installed or upgraded. In addition, MSUNet and cable television service is being installed in all residence halls to provide each student with instructional support.

In the next phase of our computerization initiative, new microcomputers are being provided to administrators and support staff members. In addition, administrative software is being re-examined, with an eye to improving access, effectiveness, and efficiency.

## **H. Graduate Education**

With more than 60 years of experience, Montclair State is well prepared to continue meeting its commitment to graduate education and to the emerging needs of business, industry, education and public service. The MBA program and the change from Master of Arts to Master of Science programs in the College of Science and Mathematics were responses to the demand from the already-employed seeking career mobility. New programs in Applied Economics and Legal Studies are examples of MSU's interest in new degree programs to respond to regional needs.

Recent increases in both the number of graduate students enrolled and the number of degrees awarded are evidence that the programs meet the needs of MSU's service area. Between 1990 and 1995, the number of graduate students has increased by 400 and now constitutes 27 percent of total enrollment compared to 23 percent in 1990.

**Table 6. Total Enrollment of Graduates/Undergraduates 1989- 1995**

<b>Year</b>	<b>Graduate</b>		<b>Undergrads</b>		<b>Total</b>
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>
1989	2,870	22.0	10,200	78.0	13,072
1990	3,069	23.4	10,020	76.6	13,089
1991	3,383	24.6	10,345	75.4	13,728
1992	3,632	26.5	10,065	73.5	13,697
1993	3,617	27.4	9,600	72.6	13,217
1994	3,497	27.6	9,177	72.4	12,674
1995	3,467	27.0	9,363	73.0	12,830

While the fall 1995 graduate/post-baccalaureate enrollment, 3,467, was down slightly from previous year, we continue to see an increasing proportion of degree-seeking students. The decrease was not unexpected in response to policies which were designed to emphasize formal matriculation into degree programs and the increasing number of matriculated students provides us with a substantial base upon which to build future graduate enrollment.

Under the BHE Guidelines for University Status it was, ultimately, the strength of our graduate programs which led to Montclair State's being designated as a Teaching University. We are pleased that the strength of our programs was validated by this process and we intend to build upon our strengths and diversify in ways which are unique within the higher education community in New Jersey as we seek to serve the citizens of the State and region.

Typical of the innovative, applied approach Montclair State will be pursuing in graduate education is the new five-year BA/MA program in Applied Economics.



## **DEVELOPMENT OF GOALS AND OBJECTIVES**

Three years ago the University Planning Committee was asked to explore the implications of the teaching university concept in order that we might take full advantage of our designation as the State's first public teaching university. The report produced, *THE MEANING OF A TEACHING UNIVERSITY*, identified those characteristics and qualities which we felt were important at a university dedicated to teaching and learning.

Building on the foundation laid by this report, the University Planning Committee this past year sought to define a set of specific objectives which addressed current issues and which were consistent with our institutional mission as established by the Board of Trustees. The product of this effort, *REFLECTIONS ON THE UNIVERSITY MISSION AND GOALS*, was a description of the way our Mission Statement is currently being implemented and a vision of what it means to be a comprehensive teaching university. The statement has been added to our homepage and is currently under broad discussion on campus. This has been another successful step toward the development of a concise statement of our goals and objectives which has broad approval within the campus community.

In addition to these activities, members of the University community played a major role in AY 1995/96 in the preparation of a self-study for submission to the Middle States Association. In some sense, the MSA self-study project overlapped with the Planning Committee project as both focused on the current and future implication of or designation as a teaching university.

It is anticipated that the juxtaposition of these two projects will result in a much clearer definition and broader understanding of our role as New Jersey's first public teaching university among members of the campus community and the community at large.

1.

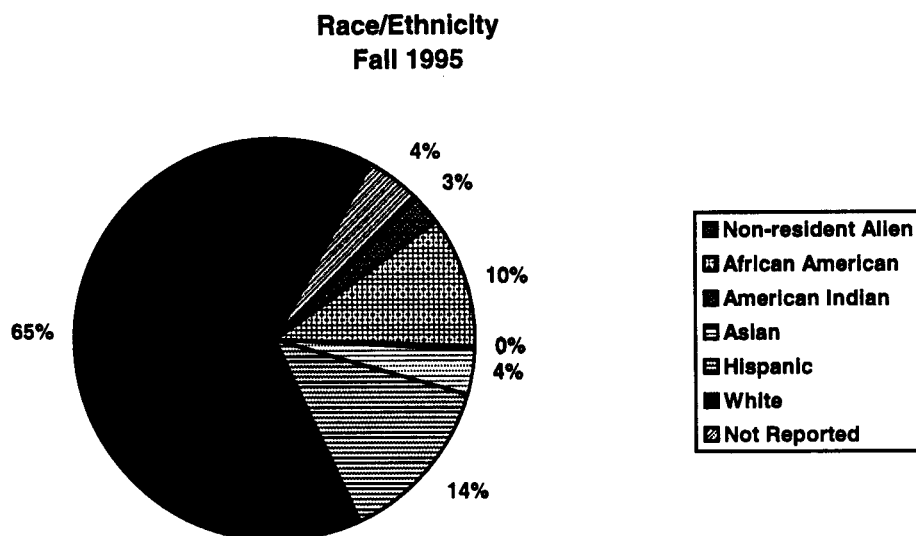
## STUDENT GOAL ATTAINMENT

A. **Student Goal:** To obtain access to post-secondary education in New Jersey.

### 1. Enrollment

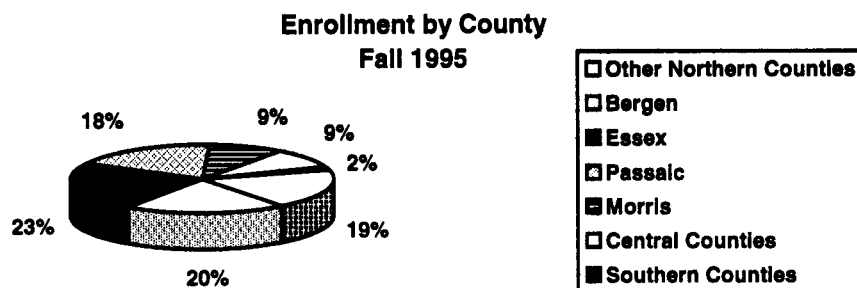
**Table 7. Headcount and Percent by Race/Ethnicity, Fall 1995**

UNDERGRAD	Non-Resident Alien		African American		American Indian		Asian		Hispanic		White		Not Reported		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
FT MALE	94	3.8	237	9.5	11	0.4	105	4.2	333	13.3	1644	65.6	81	3.2	2505	100.0
FT FEMALE	101	2.7	423	11.1	8	0.2	131	3.4	559	14.7	2475	65.0	110	2.9	3807	100.0
PT MALE	20	2.0	90	8.8	3	0.3	30	2.9	145	14.2	642	62.7	94	9.2	1024	100.0
PT FEMALE	24	1.2	199	9.8	11	0.5	57	2.8	224	11.1	1394	68.8	118	5.8	2027	100.0
TOTAL	239	2.6	949	10.1	33	0.4	323	3.4	1261	13.6	6155	65.7	403	4.3	9363	100.0



## 2. Residency

Ninety-eight (98.2%) percent of Fall 1995 undergraduates were New Jersey residents.



### 3. Test Scores of Fall 1995 Entering Freshmen

\* Scholastic Assessment Test (SAT)

\* Average SAT Verbal---**465**

\* Average SAT Math ---**522**

#### **Trends in Academic Profile of Regular Admit Fulltime Freshmen**

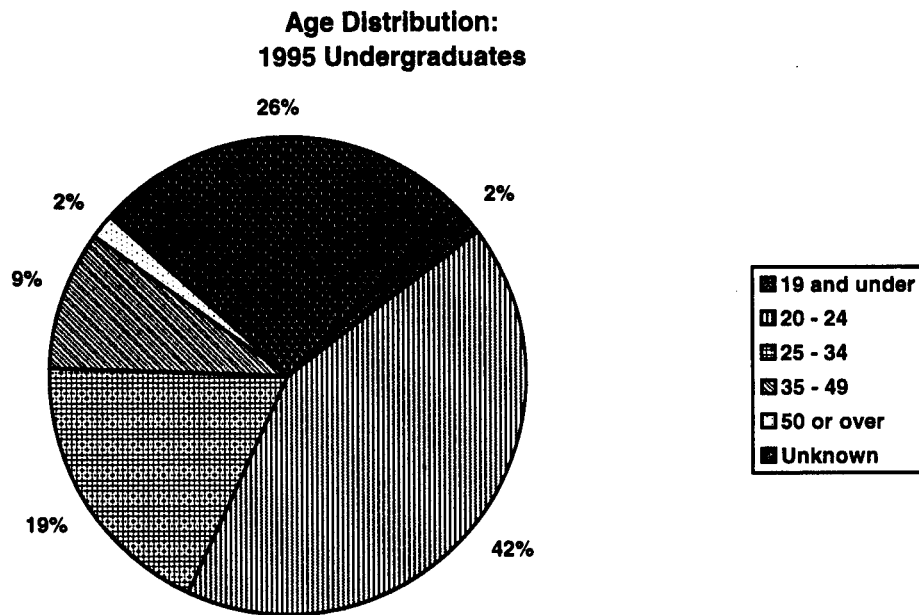
	<b>1990</b>	<b>1994</b>	<b>1995</b>
<b>Mean Combined SAT</b>	<b>977</b>	<b>1006</b>	<b>987</b>
<b>Mean HS% Rank</b>	<b>77</b>	<b>78</b>	<b>77</b>

\*SAT scores are average of all first-time, full-time students admitted to the University, excluding the scores of EOF students

4. **Age of Fall 1995 Undergraduates**

**Table 8. Age Distribution: Fall 1995**

Age Category	Headcount	Percent
19 and under	205	2.2
20 - 24	3949	42.2
25 - 34	1760	18.8
35 - 49	875	9.3
50 or over	154	1.6
Unknown	2420	25.8
Total	9363	100.0



## 5. Remediation/Developmental Preparation

### a. Trends in remedial credits generated

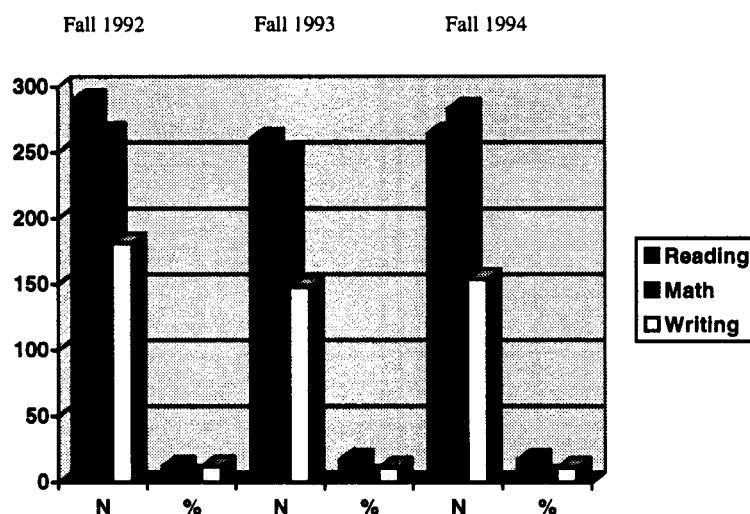
**Table 9. Trends in Total Remedial Credits Generated:1992 - 1994**

	Fall 1992	Fall 1993	Fall 1994
Math	798	750	849
Reading	870	774	792
Writing	543	441	462

### b. Trends in total student enrollment in remedial courses over the past three years.

**Table 10. Total Student Enrollment in Remedial Courses:  
1992 to 1994**

	1992		1993		1994	
	N	%	N	%	N	%
Reading	290	12.0	260	17.0	264	17.0
Math	265	5.0	249	5.0	283	5.0
Writing	181	12.0	148	11.0	154	11.0
Total	736	29.0	657	33.0	701	33.0



Over the last three years, the number of students needing remediation in reading and writing has decreased, while the number of sections offered in these areas has increased or remained the same.

The number of students enrolled in remedial math has increased while the number of sections offered has remained the same.

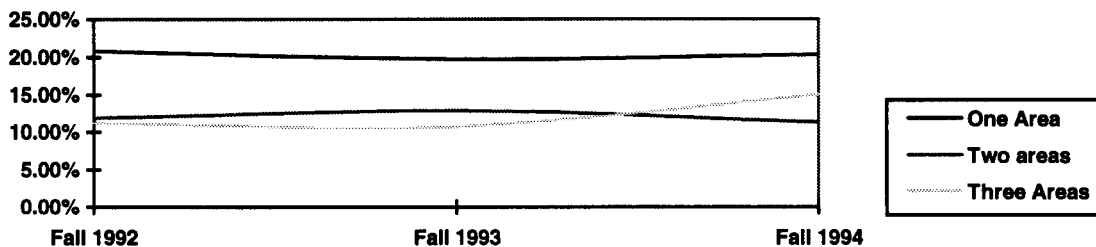
The number of students needing remediation is not expected to change significantly in the next three years.

- b. Since fall 1992, approximately ten percent of students have needed remediation in the three areas of math, reading, and writing or in two of the three areas. The proportion that needed remediation in just one area has averaged 20 percent. Exact percentages are shown in the next table.

**Table 11. Percentage of Students Needing Remediation\***

	One Area	Two Areas	Three Areas
Fall 1992	20.8%	11.9%	11.2%
Fall 1993	19.7%	12.8%	10.7%
Fall 1994	20.3%	11.3%	15.0%

**Percentage Needing Remediation in 1, 2, and 3 Areas**



Because of the quality of incoming students' academic preparation, no significant change in the number needing remediation is expected.

- B. **Student Goal:** To complete a program of study leading to a baccalaureate degree.

1. The average time to earn a baccalaureate degree is **5.21** years.

**Table 12. Baccalaureate Degrees Awarded by Race/Ethnicity:  
AY 1994/1995**

Non Resident African		African American		American Indian		Asian		Hispanic		White		Not Reported		Total
N	%	N	%	N	%	N	%	N	%	N	%	N	%	
162	10.2	83	5.2	6	0.4	26	1.6	115	7.2	1117	70.3	79	5.0	1588

2. Of the students who graduated in AY 1994/1995:
- 18.5** percent earned their degrees in **4** years
  - 51.6** percent earned their degrees in **5** years
  - 23.5** percent earned their degrees in **6** years
  - 6.4** percent earned their degrees in **7** years or more
3. a. The percentage of matriculated students within the population who graduated in AY 1994/1995 was **18.0%**
- b. From 1991 to 1995 the number of baccalaureates awarded has increased 6.8%. For all five years, business administration was the most popular major, accounting for 22% to 30% of all degrees. Social sciences, taken as a whole, were the second most popular, with 12% to 16% of all degrees awarded. The visual and performing arts category was the third most popular in four of the five years, accounting for 10% to 12% of baccalaureates. In 1991- 92, psychology ranked as third most popular with 11.6% of all degrees.
- c. For the next five years, it is likely that the overall number of baccalaureates will increase slightly. The relative popularity of the majors is not likely to change drastically unless there are major shifts in the area's economic/employment climate.
4. A survey of previously enrolled students who chose not to return to Montclair State was conducted in 1989 to determine their reasons for withdrawal. The reasons most frequently cited were: personal problems, financial difficulties, transfer to another college or university, and non-availability of required courses.



- C. **Student Goal:** To transfer (articulate) from one college to another for the purpose of completing a program of study or degree as expeditiously as possible.

1. In fall 1995, **51.9%** of all transfers came from New Jersey community colleges.
  - a. Academic Performance (Grade Point Average) in the Junior Year

**Table 13. Comparison of Academic Performance of Community College Transfer Juniors and Native Juniors**

GPA Ranges	Juniors Who Transferred From N.J. Comm. Coll.		Native Juniors	
	N	%	N	%
0.0 - 0.9	2	0.8	11	1.8
1.0 - 1.9	8	3.1	23	3.7
2.0 - 2.9	93	36.2	212	34.2
3.0 - 4.0	153	59.5	374	60.3
UNKNOWN	1	0.4	0	0.0
TOTAL	257	100.0	620	100.0
MEAN GPA		3.0		3.1

2. a. After five years, **72.9%** of full-time transfer students have graduated. For native students, over the same time span, the graduation rate is **62.1%** for sophomores and **82.0%** for juniors.

b. Graduation rates.

The graduation rates for the 225 students who transferred to Montclair State from New Jersey community colleges in fall 1989 are shown in the table below.

**Table 14. Graduation Rate**

No. in Cohort	Two-Year	Three-Year	Four-Year	Five-Year	Six-Year
225	13.3%	44.4%	66.2%	72.9%	73.8%

3. Four-, five- and six-year transfer rates of Montclair State University's 1989 full-time first-time degree-seeking freshmen who transferred to New Jersey community colleges are presented below.

**Table 15. Transfer Rates**

No. in Cohort	Four-Year	Five-Year	Six-Year
1,294	7.5%	8.7%	9.7%

By fall 1995, 9.7% of MSU fall '89 first-time, full-time freshmen had transferred to New Jersey community colleges.

**D. Student Goal.** To participate in a full range of student activities while in college.

Montclair State's Intercollegiate Athletics Department supports varsity programs for men and women. The women's program includes: basketball, cross country, field hockey, lacrosse, soccer, softball, swimming/diving, tennis, indoor/outdoor track and volleyball. Men's sports are: baseball, basketball, cross country, football, golf, lacrosse, soccer, tennis, indoor/outdoor track, swimming/diving and wrestling.

For AY 1995-96, 288 full-time men and 174 full-time women participated in varsity sports for a total participation rate of 7.3 %.

In addition there are 37 club and non-varsity teams, including coed cheerleading, coed bowling and ski clubs open to undergraduate students. Approximately 200 students take advantage of the Fieldhouse and Health and Fitness facilities every day during the academic year.

- E. **Student Goal.** To have an opportunity, as an ethnic minority and/or female, to develop and exhibit leadership skills while pursuing a college degree.
1. The current profile of student leaders by ethnicity and gender shows the following:
    - a. The Executive Board of the Student Government includes one Latino male, one white male and two white females;
    - b. Twenty-five percent (25%) of the SGA Legislative Board are ethnic minorities;
    - c. In the 12 major student organizations, women make up sixty-six percent (66%) of the leadership. A third of the major organizations are led by members of ethnic minorities.
  2. Other opportunities include those provided by peer counseling leadership and student activities. With a \$25,000 grant from the Prudential Foundation, the Office of Career Services established a model peer advising program and developed peer counselor leadership skills. It trains students from diverse backgrounds to assist and inform their fellow students about Career Services resources, making a special effort to reach minority students.

The Student Government Association is composed of more than 100 student organizations which provide an educational and entertaining activities program tailored to meet the needs of a diverse student population. The program includes leadership activities such as the Emerging Leaders Program and Peak Performance Seminars.

2.

## FACULTY INFORMATION

- A. **Goal.** To provide a profile of faculty and to acquire information on the maintenance of faculty vitality:

1. The gender and ethnicity of MSU's faculty is shown in Table 16a below.

Of the 419 full-time faculty, 345 (82.3%) are tenured (see Table 16b) and 88.3% hold a doctorate or the appropriate terminal degree in their field while 82.6% hold doctorates.

**Table 16a. Sex and Race/Ethnicity of Faculty: Fall 1995**

SEX	African American	American Indian	Asian	Hispanic	White	TOTAL
FT MALE	15	0	21	12	207	255
FT FEMALE	12	1	9	7	137	166
PT MALE	1	--	--	1	6	8
PT FEMALE	--	--	--	--	10	10
ADJ/VISITING MALE	4	0	2	10	131	147
ADJ/VISITING FEMALE	3	0	3	11	133	150
TOTAL FACULTY	35	1	35	41	624	736

**Table 16b. Tenured Faculty by Sex and Race/Ethnicity: Fall 1995**

SEX	African American	American Indian	Asian	Hispanic	White	TOTAL
FT MALE	10	0	16	8	185	219
FT FEMALE	5	1	8	4	109	127
TOTAL	15	1	24	12	294	346

2. Montclair State University faculty carry out a wide range of applied research and public service activities across the disciplines. The chemistry, biology and English departments are engaged in funded basic research. Approximately the same percentage of faculty engaged in externally funded research this year as last year. The external awards were \$1,523,946 for Fiscal Year 1996. Among the more notable projects are:

a. A five-year project focusing on the reform of science and mathematics teaching in the cities of East Orange and Jersey City, funded by the National Science Foundation under its Local Systemic Initiative that is now going into its third year.

A program to help students and teachers break down gender stereotyping in career choice and preparation called STAGES -- Students, Teachers Achieving Gender Equity funded by the United States Department of Education.

The Vocational Equity Technical Assistance Center which studies gender issues in vocational and technical education in the public schools state-wide.

A variety of programs to train women for careers in Head Start and child care programs by providing the initial level of credentialling.

The Parent/Infant program which provides early intervention services to children with disabilities and to their families.

Research in Novel Chromophores.

The International Trade Counseling Service which provides advice on engaging in international trade to small businesses.

b. Faculty development is supported through approximately \$170,000 of internal grants. These programs include:

-The Separately Budgeted Research Program which provides summer stipends of \$2400 for peer-reviewed research.

-The Career Development Program which furthers the careers of faculty, librarians, and non-teaching professionals for attendance at training seminars and the presentation of scholarly papers.

- The Alumni Association's awards for faculty projects and travel.

-Global Education funds which support curriculum development, conferences, faculty seminars and faculty exchanges.

- Student Faculty Research awards for collaborative research.

Faculty are also eligible for sabbaticals and leaves of absence, both paid and unpaid. Sabbaticals are offered in accordance with the State Master Contract with the AFT. Applications and proposals are reviewed and ranked by a committee of peers.

In addition, there are a number of other university programs which assist in maintaining faculty vitality.

**The Faculty Scholarship Incentive Program** is one of Montclair State University's principal programs for the maintenance of faculty vitality. It allows faculty to engage in scholarship while enhancing productivity in the delivery of educational services to students. As a result, the program has given the University an expanded definition of scholarship that now includes the scholarship of pedagogy and of application, as well as of discovery, integration and aesthetic creation. This definition recognizes the value of a broader range of faculty activities to the University.

**The New Faculty Program** is a one-year program for tenure-track faculty which emphasizes our mission as a teaching university. Throughout the year, the faculty grapple with issues of teaching and learning and critical thinking.

**The Distinguished Scholar Program** grants 12 hours of released time in one semester to pursue significant scholarly or creative activities.

**The Distinguished Teacher Program** awards the faculty member an honorarium and requires the recipient to prepare a course in an area of special interest and expertise.

**The Institute for Critical Thinking** which supports and enriches faculty development efforts toward critical thinking as an educational goal.

**Faculty Exchanges** which enable MSU faculty to gain new perspectives and understand different environments.

## AFFORDABILITY AND FINANCIAL AID

**Student Goal.** To be able to access and afford a college education ( and completion of a degree).

- a) Many sources of financial aid serve to make MSU accessible to students of all economic backgrounds. The types of aid and the proportion of students using them are:

**Table 17. Type of Award by Percent of Student Recipients: Fall 1995\***

Type of Award	Percent of Students
TAG (Tuition Aid Grant)	26.9
EOF (Educational Opportunity Fund)	7.6
Distinguished / Garden/ Urban Scholars	4.6
NJCLASS loans	.2
Federal grants (Pell/SEOG)	21.7
Federal loans (Stafford/ SLS/PLUS/Perkins)	28.9
College Work Study	4.7
Institutional grants and Scholarships	6.0
Institutional loans	0

\* Fall 1995 undergraduates = 9363  
Fall 1995 undergraduates on aid = 4258

- b) The stated cost, as it appears in the undergraduate catalog, is \$8223 (AY95-96). This includes a double room, 19 meals a week and the tuition and required fees for 32 credits for a New Jersey resident.
- c) The average actual cost for a student to attend MSU (stated cost less average non-loan financial aid award) in AY95-96 was \$5220.

Trends in costs over the past three years are presented below:



**Table 18. Trends in Annual Costs**

Academic Year	91-92	92-93	93-94	94-95	95-96
Cost	\$4,533	\$4,440	\$4,952	\$5119	\$5220

- d) Overall, \$839,000 in institutional financial aid is provided to students in a fiscal year. Aid per full-time student is not available.
- e) Neither the average loan debt for graduates nor trend data for the past three years is available.

## CURRENT STUDENT SATISFACTION

**STUDENT GOAL.** To have maximum and optimal use of the college's resources while pursuing a college education.

- a) During the Spring 1994 semester, a survey was conducted of students who expected to graduate in May 1994. The purpose of the survey was to determine senior students' satisfaction with various aspects of their experience at Montclair State as well as to get information about their future plans. The table below shows their responses to items measuring their level of satisfaction or dissatisfaction with selected services and facilities

**Table 19. Level of Satisfaction: Selected Services and Facilities**

	Satisfied or Very Satisfied		Dissatisfied or Very Dissatisfied		Missing Cases
	N	%	N	%	N
Career Planning	200	66.4	101	33.6	218
Job Placement	164	68.3	76	31.6	279
Recreational & intramural programs	180	79.3	47	20.7	292
Library facilities & services	386	86.6	60	13.5	73
Student health services	145	75.1	48	24.8	326
College tutorial services	108	77.2	32	22.8	379
Financial Aid	158	66.4	80	33.6	281
Student Employment	106	73.6	38	26.4	375
Residence hall services & programs	91	55.8	72	44.2	356
College social activities	202	71.1	82	28.9	235
Cultural programs	174	82.0	38	17.9	307
Computer services	328	79.2	86	20.8	105
Registration procedures	216	45.1	263	54.9	40
Classroom/laboratory facilities	345	86.1	56	14.0	118
Personal security/safety on campus	252	58.4	178	41.3	89
Academic advising	189	44.5	235	55.4	95
Personal counseling	143	53.4	125	46.6	251
Faculty advisement	278	65.6	146	34.5	95
Course content of your major	429	85.7	72	14.4	18
Instruction in your major	432	87.5	62	12.5	25
Course availability at convenient times	219	45.0	268	55.0	32

The University will continue to survey current students periodically, to obtain information about their perceptions of various aspects of their experience while attending as part of its commitment toward improving the quality of campus life. Future surveys will draw stratified random samples from each class, with provisions made for race/ethnicity, special programs and attendance status.

5.

## **MEETING THE STATE'S NEEDS**

Since this section is to be developed further concomitantly with the New Jersey Commission on Higher Education Statewide Master Plan, the information which follows is preliminary in nature and represents only what is now available.

**A. GOAL.** To participate in addressing regional and state needs.

The following profiles of continuing education and partnerships with educational institutions and business show that MSU continues to make substantial progress in addressing state and regional needs.

### **1. Profile of Continuing Education**

In AY 1995-96 the Center for Continuing Education focused its efforts on implementing a plan to maximize use of its new facility and expanding programs and services. Programmatically, the Center presented over 100 non-credit courses, workshops and programs which served more than 2100 learners. It launched several new courses--Foodservice Managers Certification, Medical Assistant, Disney's Keys to Service Excellence--and expanded its contract with The Mountainside Hospital, and implemented new contracts for MSU's Department of Human Resources as well as companies in Parsippany and Clifton.

A major component of the Center for Continuing Education is its Academically Gifted/Talented Youth Programs. During the last academic year, a total of 903 students was registered for classes. They included students from fourth to tenth grade who attended 105 courses, 29 of which were new. During the same period, two major conferences for parents and educators were developed and coordinated in cooperation with local community-based groups.

### **2. Profile of Partnerships with Other Higher Education Institutions**

Montclair State University continues addressing regional and state needs through the ongoing implementation of partnerships with other higher education institutions. This is accomplished primarily through the development of transfer articulation agreements and joint admissions agreements with New Jersey community colleges. Since 1985, Montclair State has developed 76 such agreements with 17 colleges (13 county colleges and 4 other institutions) covering 176 programs.

### **3. Profile of Partnerships with K-12 School Districts**

#### **a. The New Jersey Network for Educational Renewal**

The Network is a School University Partnership of 16 urban and suburban districts and Montclair State University. The Network is committed to the improvement of education through the simultaneous renewal of the schools and the education of educators. It is affiliated with the National Network for Educational Renewal and the Center for Educational Renewal under the direction of John Goodlad at the University of Washington.

**b. Project THISTLE: Thinking Skills in Teaching and Learning**

Project THISTLE, now in its seventeenth year, is a staff development program in the Newark Schools that combines a focus on critical thinking with pedagogical and curricular renewal. Through the program, Newark teachers earn graduate credit toward the M. Ed. in Critical Thinking.

**c. Newark Scholars in Teaching**

This program is designed to encourage inner city students to consider careers in teaching. It sponsors, along with the Newark Board and Newark Teachers Union, Future Teachers of Newark Clubs and a variety of activities to encourage students to consider college.

**d. The Harold Wilson Middle School for Professional Development**

This Newark middle school is jointly operated by the Newark Public Schools, the Newark Teachers Union, and Montclair State University. It provides ongoing professional development for Newark teachers and for pre-service teachers.

**e. The Life Skills Center**

The Life Skills Center, operated through the Department of Home Economics, engages in a number of community based projects designed to improve the quality of early childhood education through head start programs, to help women who are displaced homemakers find careers, and to ensure gender equity in education.

**4. Profile of Partnership with Business, Industry & Government**

The International Trade Counseling Center in the School of Business assists small businesses to enter the global market through seminars, conferences, and one-on-one counseling sessions. The School's Management Development Center works with local businesses and agencies to provide staff development and timely discussions of important business issues. Additionally, the School of Business offers breakfast seminars on contemporary business and management issues.

The Business Advisory Council, which has been established by the School of Business, continues to provide important support to the School's operations. It helped advance the Business Advisory Council Distinguished Speaker series and efforts to revise the core curriculum and secure accreditation by AACSB. The Center of Regional Business, scheduled to become operational in AY1995-96, will strengthen ties between Council and School and support outreach to other members of the business community. Other activities planned include the public policy symposium and the visiting executive program.

The Faculty Consulting service provided by the College of Science and Mathematics matches faculty expertise in mathematical, scientific and technical areas to industrial, educational and community problems. The William F. Brennan Inn of the Inns of Court, a national program that provides training for the legal community, is headquartered at Montclair State. And, finally, the Legal Studies Continuing Education Program offers seminars on legal topics to working paralegals.

## 6.

**PLACEMENT INFORMATION**

A. **Goal.** To provide information on subsequent activities of graduates.

1. **Undergraduate Degrees Awarded**

The percentage of undergraduate degrees conferred by academic discipline for the last five academic years is shown in the table which follows. For each of those years, the highest percentage of baccalaureates was awarded in business administration, followed by the social sciences. With the exception of one year, 1991-92 when psychology degrees were third, the third highest percentage of degrees has been awarded in the visual/performing arts.

**Table 20. Undergraduate Degrees Awarded by Academic Discipline  
AY 1990-91 through AY 1994-95**

	1990-91		1991-92		1992-93		1993-94		1994-95	
	N	%	N	%	N	%	N	%	N	%
Business/Management	442	29.7	410	28.1	416	26.0	415	25.4	352	22.2
Computer Science	30	2.0	26	1.8	32	2.0	31	1.9	38	2.4
Education	99	6.7	97	6.6	109	6.8	114	7.0	92	5.8
Foreign Language	33	2.2	30	2.1	35	2.2	32	2.0	57	3.6
Allied Health	9	0.6	---	---	---	---	---	---	---	---
Health Science	12	0.8	---	---	---	---	---	---	---	---
Health Professions	---	---	33	2.3	33	2.1	35	2.1	17	1.1
Home Economics	101	6.8	94	6.4	111	6.9	128	7.8	163	10.3
English/Letters	128	8.6	122	8.4	156	9.8	132	8.1	131	8.2
Biology/Life Science	46	3.1	44	3.0	45	2.8	50	3.1	65	4.1
Mathematics	29	1.9	26	1.8	27	1.7	17	1.0	23	1.4
Interdisciplinary	7	0.5	---	---	---	---	---	---	---	---
Liberal Arts	---	---	18	1.2	17	1.1	8	0.5	12	0.8
Parks/Recreation Mgt	24	1.6	28	1.9	29	1.8	39	2.4	33	2.1
Philosophy/Religion	4	0.3	6	0.4	5	0.3	6	0.4	11	0.7
Physical Science	11	0.7	15	1.0	8	0.5	21	1.3	15	0.9
Psychology	150	10.1	169	11.6	168	10.5	169	10.3	175	11.0
Social Science	211	14.2	181	12.4	222	13.9	262	16.0	246	15.5
Visual/Performing Arts	152	10.2	161	11.0	186	11.6	177	10.8	158	9.9
Total	1488	100.	1460	100.	1599	100.	1636	100.	1588	100.

2. The sampling technique and research instrument for surveying Montclair State graduates who are employed in New Jersey have not yet been completed. However, by relying on the Office of Career Services surveys, it is possible to gain some insight into the caliber of the New Jersey firms which employ MSU graduates.

For a number of years, Career Services has surveyed graduates who used their services. The results of the most recent survey show Montclair alumni employed at: AT&T, Prudential, Merrill Lynch, ADP, Nabisco, UPS, American Cyanamid, State Farm, Tiffany & Co., Blue Cross/Blue Shield, CIT Group, John Hancock, Meldisco, J.P. Morgan, Paine Webber, Panasonic, Rothstein Kass, Toys R Us, Simon & Schuster, Xerox, and all of the "Big Six" public accounting firms.

3. The research instrument mentioned above will also include questions to elicit the 1989-1994 graduates' plans to continue their education at graduate or professional schools. A survey of 1994 graduates was recently conducted by the Office of Institutional Research. A third (33.7%) of the 519 respondents reported plans to continue their education.

7. **ALUMNI SATISFACTION**

MSU's Office of Institutional Research plans to survey random samples of two groups of graduates--those who graduated between 1989-1994 and an older group which graduated ten years earlier (1979-1984). The research instrument will be designed to measure their satisfaction with their education at Montclair State.

8. **EMPLOYER SATISFACTION**

The Office of Institutional Research plans to use the graduates who have been surveyed by Career Services as the basis for a study of employer satisfaction with Montclair graduates. OIR will contact them with a brief follow-up questionnaire and ask their permission to contact their employers. The employers will be asked to participate in a study of their satisfaction with MSU graduates' education and abilities

9. **"RETURN ON THE INVESTMENT"**

1. **Workforce development**

Funded in response to the need for professionally-trained teachers, Montclair State University has always been responsive to the needs of the community and the state. Primary workforce development comes through the education of students to become contributors to society. Besides the classroom, the Cooperative Education Program permits students to work in their fields while still enrolled.

The Center for Continuing Education works with the region's businesses creating programs to meet their needs. Short courses and certificate programs train employees in the skills needed in today's workplace.

2. **Sponsored research** - see the section on faculty

3. **Assistance to business**

The need of small business for people with international operations skills was met by the International Trade Certificate Program, developed by the Center for Continuing Education. This program combines academic courses at MSU and practical, job-oriented courses given by the Port Authority's World Trade Institute. Other professional development courses include computer training at all levels of proficiency and professional certificate programs in such areas as nursing home administration, facilities management, food retail management and not-for-profit administration.



#### **4. Culture/cultural events**

Montclair State University provides a great variety of cultural events for the community. Annual theatrical programs are the Mainstage Theatre Series, Experimental Theatre Series and Studio Theatre. Music and dance events during the past year included American Repertory Ballet's The Nutcracker and Romeo and Juliet, and concerts by the MSU Orchestra and Concert Band. Exhibits at campus art galleries ranged from Slovenian abstract painting to a group show from Senegal, a salute to women in the arts, and the MSU faculty show. Theatrefest, the resident equity theatre company, presented musicals such as Man of La Mancha as well as dramas and Theatrefest for Kids during summer 1996.

#### **5. Sports/sports events**

Athletic events at MSU include football, soccer, basketball, field hockey, lacrosse, baseball, softball, wrestling, track and field, volleyball, tennis, swimming and diving. Each year there are more than 100 home games and attendance at most events is free. All are open to the public.

#### **6. Volunteerism**

MSU's Office of Community Relations and Special Events functions as a central source of information for students wishing to volunteer in the community and matches students' talents with the needs of community organizations.

After three years of study and planning, the Service Learning Program was launched. Forty students enrolled in anthropology and human ecology courses volunteered several hours each week to assist teachers in the Montclair School District's tutorial program.

#### **7. Continuing Education/Licensed Credits**

The number of licensed/certified/Continuing Education credits over a five year cycle was 8,764.

#### **8. Meaningful public service**

Montclair carries out its mission of service by providing programs to schools and teachers, children's services and to the community. In addition to institutes and joint undertakings mentioned in preceding sections, there is the Institute for Humanities which provides workshops and seminars to secondary school students and faculty; in-service workshops for teachers in school districts and nonprofit agencies given by College of Education and Community Services faculty; summer workshops for music teachers, and the Montclair State Coaching Academy which provides training and safety orientation for sports coaches.

#### **9. Children's Services**

The Music Preparatory Division provides instruction to hundreds of musically talented youngsters; the New Jersey School of Conservation in Stokes State Forest offers programs to 10,000 elementary and secondary school students, and the Psychoeducational Center provides special services to children with learning, reading, speech and other disabilities.

#### **10. Service to the Community**

The Nicholas Martini Center for Public Policy sponsors forums, speakers and other events aimed at enhancing awareness of important public policy issues in the region. All events are open to the public and the entire campus community. In a typical year, more than 1,000 people from campus and community attend events at the Martini Center.

MSU makes access to higher education easy for non-traditional students through a Second Careers Program for adults who wish to begin or return to college, Weekend College for students with limited proficiency in English and for working adults unable to attend during the week, and a tuition-waiver program for New Jersey residents 65 years of age or older.

## PROGRAMS - DEGREE AND PROGRAM OFFERINGS

### 1. Degree and Program Offerings

Montclair State University awards the following degrees: BA, BS, BFA, BMUS and BA/BMUS (combined), MA, MS, MBA, MAT and MED. It offers 44 undergraduate majors and 31 graduate majors. Additionally, it offers 52 instructional, educational services and administrative certificate programs.

### 2. Accreditations

Montclair State University is accredited by the Middle States Association of Colleges and Schools. In addition, the National Council for Accreditation of Teacher Education has granted accreditation for the preparation of elementary and secondary school teachers as well as administrative and school services personnel. Those programs leading to certification are approved by the New Jersey Department of Education using the standards of the National Association of the State Directors of Teacher Education and Certification.

Other academic accreditations include the American Association of Family and Consumer Sciences, American Dietetic Association (Department of Human Ecology, College of Education and Human Services), American Speech-Language-Hearing Association (Department of Communication Sciences and Disorders, College of Humanities and Social Sciences), National Association of Schools of Art and Design (Department of Fine Arts, School of the Arts), National Association of Schools of Dance (Department of Broadcasting, Speech Communication, Dance and Theatre, School of the Arts), National Association of Schools of Music (Department of Music, School the Arts), National Association of Schools of Theatre (Department of Broadcasting, Speech Communication, Dance and Theatre, School of the Arts), and National Recreation and Park Association (Department of Health Professions, Physical Education, Recreation, and Leisure Studies, College of Education and Human Services). In addition, the undergraduate minor in Paralegal Studies offered by the Department of Legal Studies, College of Humanities and Social Sciences, has been approved by the American Bar Association; programs offered by the Department of Chemistry and Biochemistry, College of Science and Mathematics, have been approved by the American Chemical Society; and the undergraduate program in Music Therapy offered by the Department of Music, School of the Arts, has been approved by the National Association of Music Therapy.

### 3. Articulation

Articulation arrangements were previously discussed in partnerships with other institutions of higher education.

### 4. Other Innovative Programs

The list of other innovative programs sponsored by Montclair State University is so extensive that only a small sample, selected to indicate the broad diversity of such programs, can be provided in this report.

#### Great Ideas in Science

This NSF grant-funded project located in the Center for Equity and Teaching Enhancement in the Reform of Mathematics and Science Education is designed bring about reform in the teaching of science in K-8 classrooms by involving teachers in inquiry based learning strategies as a mechanism to effect systemic reform. Projects are based in East Orange and Jersey City.

#### Arts Preparatory Program

This program has been designed to provide gifted children an opportunity to enhance their musical and dance skills with practicing professionals. Several hundred students participate each semester in this extension of our long-successful Music Preparatory Program.

#### Center for International Business/International Trade Counseling Center

This program, funded by a Department of Education Title VI grant, aids in the international development of the School of Business faculty and curriculum. In addition to a number of conferences for the general business community and Montclair State students, the program has provided support for travel to the Peoples Republic of China where discussions were held on university exchanges for students and faculty.

#### Summer Archeology Field School

This program is designed to provide students with a direct and well-rounded first experience in field archeology. Participants have included Montclair State students, students from other universities, Continuing Education students and several local non-credit students from the locales of the excavations.

#### Cardiac Rehabilitation Internship Program

Undergraduate students in Physical Education with an interest in exercise science participate as interns in the Mountainside Hospital Cardiac

Rehabilitation Program. In this role they work daily with heart attack victims in the process of recovery.

#### Articulated Admissions Programs

Articulated programs ensure accepted students admission to UMDNJ-NJMS upon completion of program requirements at MSU with a pre-defined level of performance. In addition to the accelerated seven year articulated program, Montclair State, through the Health Careers Program also has an eight year articulation program for financially and educationally disadvantaged students. This latter program is unique within the United States.