

**EXCELLENCE AND ACCOUNTABILITY  
REPORT: ACADEMIC YEAR 2003**

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**MONTCLAIR STATE UNIVERSITY**

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# EXCELLENCE AND ACCOUNTABILITY REPORT: ACADEMIC YEAR 2003

## MONTCLAIR STATE UNIVERSITY

### Introduction

“As it approaches its Centennial (2008), Montclair State University can take pride in its rich history of bold educational innovation, inspired teaching, and vital service to the state. But this history is only the beginning, and Montclair State University is unwavering in its resolution to continue to build on its history and to be a great university for a great state. Because the university community understands that the actions it takes have long-reaching implications for the people of New Jersey and for the economic and cultural future of the state, the University has undertaken an extensive strategic planning process, looking ahead and outward to meet the future needs of the state.”

The University’s new, focused strategic plan enables “it to grow and to develop its programs and facilities in ways that will ensure that the University continues to be an outstanding educational resource for the people of New Jersey (President Susan A. Cole 2002).”

The University’s new strategic goals will shape Montclair State University’s **2003 *Excellence and Accountability Report***. The appropriate required tables are noted under each goal and are found at the back of the report in the appendix.

## Teaching

### The University will be a recognized center for excellence in teaching and learning.

Faculty plays a critical role in establishing the University as a center of excellence in teaching and learning. In academic year 2003, 434 full-time faculty taught at Montclair State University (Table II.E.1). It is a diversified group with more than 40 percent female and 25 percent members of an ethnic or racial minority group. The faculty is also highly qualified; 9 out of 10 have doctoral or terminal degrees in their field of specialization.

To be a center of excellence in teaching and learning means faculty must be *highly* committed to teaching and student learning. Results from a national faculty survey, that Montclair State University professors participated in, give some good examples of this commitment as well as faculty goals for undergraduate education at MSU. Almost all faculty, 99 percent, said that *being a good teacher* was an essential personal goal for them. All faculty respondents, 100 percent, also agreed that *developing students' ability to think clearly* was the top, or essential, goal of an undergraduate education. Some of the other goals faculty cited as essential or very important were: *preparing students for responsible citizenship* (70 percent reported this), *enhancing students' knowledge of and appreciation for other racial ethnic groups* (66 percent), *preparing students for employment after college* (63 percent) and *enhancing students self understanding* (62 percent).

Other survey questions asked faculty about their instructional preferences in the classroom. MSU's faculty reflected the national trends discussed in the survey's summary report. Class discussion remains the most prevalent instructional technique used by faculty in "all" or "most" of their courses (82 percent of MSU faculty reported this). However, faculty today use a much wider variety of teaching methods. Probably not surprisingly, the greatest change has been in the use of computer and machine-aided instruction. For example, nationally, there was a marked increase in the percent of faculty who placed and collected assignments on the Internet and those who taught a course exclusively on the Internet (Lindholm, Astin, Sax, and Korn, 2002). At MSU, 50 percent of the faculty said they placed and collected assignments through the Web and 2.4 percent taught a course exclusively on the Internet.

The report's authors also pointed out that nationally "compared with 1995 faculty, today's faculty are also using more collaborative instructional methods" such as cooperative learning and group projects. Faculty are also incorporating more writing activities across the undergraduate curriculum, evidenced by their increased use of essay exams, short-answer exams, term/research papers and weekly essay assignments to evaluate student learning. Student presentations are an increasingly popular form of evaluation as well (Lindholm, Astin, Sax, and Korn, 2002).

Again, the survey results found that MSU faculty followed the national norms and use more student centered instructional methods. In addition, MSU faculty were particularly committed to writing as part of the undergraduate experience; 52 percent used essay mid-term and final exams as part of their students' evaluations and 47 percent assigned research/ term papers. Nationally, for other four-year colleges and universities, the percents were 42 and 38 percent, respectively.

## Research

### The University will be a source of new knowledge and the application of knowledge.

Faculty spend a good number of hours per week in research and writing activities. Each year these efforts translate into a number of successful projects. Table 1.0 summarizes the number of books, articles, and performances, etc. faculty produced. Ninety percent published at least one or two articles in a professional or academic journal and two-thirds had a number of their professional writings published, or accepted for publication, within the last two years.

<b>Activity:</b>	<b>Number of Activities:</b>						
	<b>None</b>	<b>1 to 2</b>	<b>3 to 4</b>	<b>5-10</b>	<b>11-20</b>	<b>21-50</b>	<b>50+</b>
Published Articles in Academic or Professional Journals	10.3	16.6	23.4	24.1	17.9	6.2	1.4
Published Chapters in Edited Volumes	44.5	30.7	13.9	8.8	2.2	0.0	0.0
Published Books, Manuals, or Monographs	42.0	30.4	18.8	5.8	0.7	2.2	0.0
Presented Exhibitions or Performances in the Fine Arts	75.7	3.6	2.9	3.6	2.1	3.6	8.6

Table 1.0 shows the more traditional ways faculty's professional activities are measured. But other faculty contributions are also worth noting. Faculty, for example, also write for local newspapers, are interviewed on and produce shows for local cable networks, present their research-in-progress at Brown Bags on campus and present lectures for the community at large.

Engaging undergraduates in research is an important pedagogical tool that intertwines the University's goals of teaching and research excellence. Over half, 54 percent, of the faculty reported in the HERI faculty survey they have worked with undergraduates on a research project. An excellent example of this faculty/student research collaboration is the research project designed and conducted by a team of undergraduate biology students (with Professor Gaynor's oversight) in which expression of the entire genome (~7000 genes) was compared in wild-type and in mutant yeast (entirely lacking in mtDNA). This enabled students to examine the influence of the mitochondrial genome on nuclear gene expression. This project was made possible by the new BIOL 482/483 course sequence developed with funds from NSF\_CCLI.

Faculty research interests are varied and just as ambitious as our biology student projects. The recent SARS out break makes Professor Lora Billings (Mathematics) research particularly timely. Awarded a DARPA Grant for \$79,191 for her project, *Analysis and Control of Emergent Dynamics in Epidemiology*, the research's objective is to provide accurate models for capturing the emergent dynamics of disease transmission. The results will provide strategic planners with new bio-detection and control mechanisms.

Professor Shahla Wunderlich (Human Ecology) responded to a government request and was awarded a \$75,000 grant from the Hudson County Office on Aging for her project, the *Provision of Nutrition Services to the Elderly*. Professor Wunderlich's program includes menu planning and nutrient analysis for Hudson County's elderly at congregate feeding sites, for the home bound frail-elderly, and for participants in the Office of Aging's other feeding programs. All told, over 1,000 clients will be served.

Professor Mark Hill (Marketing) explained his research on memory in an article in MSU's *Alumni Life*. He is researching the nature of memory by examining it "through the lens of forgetting. His research questions the retention basis of our understandings of memory and offers a contemporary view of the relationship between memory and forgetting. As a result of this research, new strategies are emerging that open a new realm of marketing possibilities. Nostalgia-type advertisements, for instance, bring a sense of the past into the present, but in the process the marketer actually recreates the old into the new" (Vallardes, 2003).

Hill's research challenges the traditional concept that memory is based on retention. His research questions the extent to which we are able to retain information, and then, later, access it. Considering the nature of forgetting gives memory a whole different perspective. Our pasts are constructed for the purposes of the present (Vallardes, 2003).

As Professor Hill explained, "A forgetting perspective explains our understandings associated with forgiveness, our sense of otherness, a past that is no longer ours and the inevitability of our questioning. Ultimately, my research is directed towards changing how we view consumer behavior by understanding how our existing knowledge of consumers came into being."

Hill's research crosses naturally into his classes, as well as, becoming part of his marketing pedagogy. According to Hill the fundamental question related to the profession of teaching is: What is the primary goal of a teacher? His answer is, "We teach students to think, and from my research, thinking and questioning go hand in hand. My Socratic teaching method teaches students the questioning required to be effective marketers and, in the process, engages students in their own questioning within the disciplinary perspective. I attempt to draw questions out of my students, so in the process the questioning becomes more theirs than mine" (Vallardes, 2003).

### **Accessibility**

**The University will provide expanded opportunities within a richly diverse setting.**

The University continues to serve all New Jersey residents. Over the past 5 years, undergraduates attending the campus have increased by 12 percent and graduate students by 24 percent.

Last fall, 96 percent of our 10,939 undergraduates were New Jersey residents. Students came from all NJ counties, with the majority originating from: Essex, 21 percent; Bergen, 20 percent; and Passaic, 16 percent. Freshmen too reflect these distributions.

Graduate programs predominantly served New Jersey residents as well. Ninety-three percent of the 3,734 fall graduate students were in-state residents. The majority came from Bergen, Essex, Passaic and Morris counties.

Six out of ten undergraduates and seven out of ten graduate students are female. A third of the undergraduate population identified themselves as members of an ethnic or racial minority group and an additional five percent are foreign students. The average undergraduate age is 23.6 years and two thirds are 24 years old or younger (Table II.B.3.a, Table II.B.3.b, and Table II.B.3.c).

At the graduate level, 26 percents are minority students and 5 percent are international students. The average age is 34 and almost half of all graduate students are 25 to 34 years old.

Concentrating on the entering freshman class reinforces the overall enrollment pattern. Montclair State University serves New Jersey. Freshmen, too, come from all NJ counties with the majority originating from Essex, Bergen, and Passaic (Table II.B.5). The majority are full-time, regular admit freshmen students (Table II.B.1). To ensure that all students who will benefit from a college education can get one, there are two other admission categories that students have at their disposal. Students who are economically disadvantaged, and consequently may not meet regular admittance requirements, can apply for admissions through the EOF program. Once admitted, EOF students are given extra support so they can overcome any disadvantages and succeed at MSU. Students can also apply to the University as Special admit students. This admissions category recognizes special talents such as musical, artistic and athletic abilities.

To help make the University accessible to as many NJ residents as possible the University's Financial Aid Office works with students to come up with the best aid packages available. Over \$58 million dollars was awarded last year to approximately 3,500 recipients (Table II.B.4). The University is home to a large number of highly qualified students known as Urban and Bloustein Scholars.

### **Growth**

#### **The University will provide the resources to accommodate the planned expansion.**

Recent studies have shown that within the next five years the number of high school students graduating in NJ will be almost 25,000 more than today. MSU has an ambitious building program that will help accommodate the planned increase in admitted students, faculty and staff.

In 2002 a parking garage with 1,100 spaces opened on campus. Construction is progressing on the new 500-seat Alexander Kasser Theater. The theater will be a multi-use facility for performances of drama, musical theater, dance, orchestral concerts, solo recitals and chamber opera. The facility will also include administrative space, offices, storage and support space. The construction period of The Alexander Kasser Theater is expected to be from November 2002 to April 2004.

The University's most recently completed construction project will be ready for occupancy this fall. The new Village at Little Falls is a complex of four student residence halls with a recreation center. The Village enables 840 more students to reside on campus. Almost half, 46 percent, of the entering freshman class are now residential students.

Also in the works is the construction of the new academic building at the center of the campus. This new State-of-the-Art building is scheduled to open in the fall of 2005. It will house the College of Education and Human Services; office and instructional space including a dean's suite; 125 faculty offices; eight specialized learning labs; six department offices; 28 adjunct faculty work stations; the ADP Center for Teacher Preparation and Learning Technology; the Center for Pedagogy; a Literacy Enrichment Center; and the Institute for the Advancement of Philosophy for Children. Classroom space includes eight 100-seat lecture halls and 29

classrooms with 30 to 40 seats. Also, the Information Technology group's network operations and data center as well as training classrooms, offices and workstations will be housed in the new building.

### **Technology**

#### **The University will embrace the pervasive and transforming use of technology.**

Technology continues to enhance teaching, learning, research, and administrative functions around the campus.

This past fall Mathew Pittinsky, Chairman of Blackboard, gave a presentation on the future of e-learning to a group of Business School faculty. Mr. Pittinsky's presentation helped kick off the very successful Blackboard pilot program sponsored by the Office of the Provost, the School of Business (SBUS), and the Office of Information Technology.

Last spring, SBUS faculty were able to use the enterprise version of Blackboard. Courses were created and filled automatically with students. If a student dropped or added a course, Blackboard automatically updated class rosters. As well, faculty were able to access their e-mail, courses, and Internet resources from a single portal interface.

The Office of New Student Experience launches "The Montclair Experience" this upcoming fall. "The Montclair Experience" is an online supplement to the New Student Seminar. It is a web-based program that provides freshmen with information on academic and personal strategies for success as well as on-campus resources and involvement opportunities available to freshmen. This will include highlights of key study topics from the Freshmen Experience/PSYC 104 course, course assignments, resources and links, and tips for success. The first lesson is being sent at the beginning of the first week of classes and freshmen will receive weekly lessons there after.

Students are invited to participate via an email sent to their Montclair email address. All freshmen enrolled in PSYC 104 will need to participate in order to successfully complete the course. The course's faculty will also be able to take advantage of this new resource.

### **Globalization**

#### **The University will become a center for global study and understanding.**

World events continue to reinforce the need for a fuller understanding of other countries and other people from around the world. The University's continued efforts in this area, through its study abroad programs, institutional linkages, faculty exchanges, the on-campus presence of international students, scholars and visitors, curricular initiatives, foreign-language training, community outreach and international development programs, were recognized in the report, "Internationalizing the Campus" Profiles of Success at Colleges and Universities" issued by NAFSA: Association of International Educators.

Montclair State University's Global Education Center continues its work and awarded almost \$100,000 in international grants last year. More than 50 faculty took part in scholarly activities

in 20 countries. The campus includes almost 900 international students, representing 99 countries from around the world. Conversely, around 250 MSU students study abroad annually.

Blending the goals of technology and globalization was last years visit by five Russian librarians to MSU's Sprague Library as part of the Library of Congress Open World Program. The librarians toured the library and had an opportunity to speak with library staff in all the departments about resources and services; attended a presentation by the Dean of Library Services on academic librarianship; attended more demonstrations of on-line resources; and had lunch with administrators and librarians at the University's Red Hawk Diner.

Following the tour, the visiting librarians said they were most struck by the sense of community they found on campus.

### **Achievement**

**The University will foster a vibrant sense of community in which each student will be challenged to attain her or his full potential.**

The University offered 47 undergraduate programs and 34 graduate programs during academic year 2003. A new doctoral program, the Doctor of Environmental Management, began accepting students this past spring. Fostering an environment in which students can successfully achieve their educational goals is important for the university community.

We strive to make all our students able to achieve as well as our Journalism students do. Peter Spencer, was picked for a year-long, full salary internship at the Star-Ledger, the 13<sup>th</sup> largest paper in the country and the Newhouse flagship paper. Peter was one of only ten journalists selected out of 600 applicants nationwide from the leading, largest graduate and undergraduate journalism school programs, as well as the ranks of working journalists who applied. Peter is actually the second MSU student in three years to win this internship; Kara Richardson did so in 2000. Earlier in the year, Peter Spencer won the Harold Friedlander Journalism Award.

Another journalist student in the MSU English department, Linda Mullin, won the Drukker Journalism Scholarship as well as landing a reporters job with the NJ Herald (the local Sussex County paper), covering local government.

### **Service**

**The University will serve as a resource for the local and regional community.**

Faculty and students serve their communities diligently in a wide number of projects. Several examples serve as illustrations:

- The Passaic River is a little cleaner thanks to the efforts of some student volunteers who participated in a clean sweep of the river that netted more than 200 tires and 10 tons of debris. MSU students were joined by their peers from other state colleges and universities in this environmental effort and received heartfelt thanks from the town of Little Falls.
- Advanced Accounting students participated in the Volunteer Income Tax Assistance (VITA) program that provides free income tax assistance to seniors.

- Dr. Paul Scipione (Marketing) and students from his Marketing Research classes conducted marketing research studies for the Cranford Public Library and Strauss Discount Auto.
- Professor Larry Londino (Broadcasting) organized a sports broadcasting camp for high school students in collaboration with the Yogi Berra Museum.
- The Department of Music annually hosts a Band Day here on campus, attended by 400 high school students and an Orchestra Day, attended by 360 students. As well, members of the faculty, especially Professor David Singer, Visiting Specialist Don Batchelder and the Shanghai String Quartet conducted almost 25 high school visits.
- Playwrights in the Schools, is a four- to six-week residency in multiple school districts grades 4 through 12 throughout Northern New Jersey. The residency introduces students to a basic understanding of playwriting and theatre terminology while addressing the core curriculum content standards in language arts.
- Through the support of the MGM-STEP grant, the Mathematics Department holds a Middle Schools Math Day. Between a 100 and 125 middle school students are invited to the campus to spend the day exploring mathematics. The students learn about topics such as Math and Tree Rings, Math and the Exploration of Mars, Crazy Frogs, Pick's Theorem and Postal Codes.
- Dr. Eva Goldfarb was nominated by Governor James McGreevey to serve on the Governor's Advisory Council on Adolescent Pregnancy Prevention.
- Professor Timothy Sullivan directs the Monday Aquatic Program where 100 students with disabilities engage in an aquatic activities program at MSU. He also coordinates the Saturday Afternoon Special Activities Program for 25 students with disabilities.

### **Accountability**

#### **The University will adopt a plan to measure its progress in meeting its key goals.**

Graduation numbers and rates are traditional measures of success in the higher education community (Table II.C.1.a, Table II.C.1.b, Table II.C.2, Table II.D.1) and indeed are included as part of the New Jersey Excellence and Accountability requirements.

Last year Montclair State University conferred 2,074 baccalaureate degrees; 65 percent of the recipients were females and 30 percent were minority students. An additional 45 certificates and 580 masters degrees were also awarded. The Business school graduates the largest number of undergraduate students. In addition, 601 students graduated with teaching certificates enabling them to teach in the many schools within the state.

MSU freshmen graduation rates continue to be above the national average of 43 percent for four-year public institutions. The fall 1996 freshman cohort had a graduation rate of 56 percent. Graduation rates varied by certain demographic characteristics, such as, sex and race/ethnicity.

The most recent One Year Out Alumni Survey shows that in spite of the difficult economy, MSU alumni are finding employment. Over 90 percent are working and 19 percent are attending graduate school. For those who are working, 51 percent reported they were very satisfied with their current employment and an additional 41 percent said they were somewhat satisfied.

As well significant first steps were taken in starting a campus-wide discussion of student outcomes assessment. Well-known assessment expert, Linda Suskie, Director of Assessment at Towson University, was the guest speaker at the spring department chairs retreat.

Five aspirational peer institutions were identified and data on a set of variables is maintained for benchmarking purposes.

## Sources

President Susan A. Cole, *Montclair State University At the Centennial 1908-2008*

Lindholm, J.A., Astin, A.W., Sax, L.J. and Korn, W.S. (2002). *The American College Teacher: National Norms for the 2001-2002 HERI Faculty Survey*. Los Angeles, CA: Higher Education Institute, UCLA.

Valladares, W. 2003. "Unforgettable" *ALUMNI LIFE* Spring:4.

## **CHE Tables**

Montclair  
 Table II.B.1:  
 Mean Math and Verbal SAT for First-Time Freshmen,  
 by Admission Status and Overall

	Full-Time Students				Part-Time Students			
	<u>Math</u>	<u>N</u>	<u>Verbal</u>	<u>N</u>	<u>Math</u>	<u>N</u>	<u>Verbal</u>	<u>N</u>
Regular Admits	537.50	1,138	524.87	1,138	494.07	59	475.25	59
EOF Admits	433.17	145	413.52	145	440.00	1	380.00	1
Special Admits	451.23	154	439.87	154	426.67	3	426.67	3
All Admits	517.73	1,437	504.52	1,437	490.00	63	471.43	63
Missing Scores		33		33		20		20

Institutional Accountability Report for FY 2003

Montclair

Table II.B.3.a

Undergraduate Enrollment by Race/Ethnicity

	<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>
Full-time	5,408	59.0%	964	10.5%	1,283	14.0%	480	5.2%	21	0.2%	520	5.7%	484	5.3%	9,160	100.0%
Part-time	3,433	62.3%	593	10.8%	662	12.0%	196	3.6%	6	0.1%	152	2.8%	471	8.5%	5,513	100.0%
Total	8,841	60.3%	1,557	10.6%	1,945	13.3%	676	4.6%	27	0.2%	672	4.6%	955	6.5%	14,673	100.0%

Table II.B.3.b

Undergraduate Enrollment by Sex

	<u>Full-time</u>				<u>Part-time</u>					<u>Total</u>				
	<u>Male</u>	<u>Pct</u>	<u>Female</u>	<u>Pct</u>	<u>Male</u>	<u>Pct</u>	<u>Female</u>	<u>Pct</u>	<u>Total</u>	<u>Male</u>	<u>Pct</u>	<u>Female</u>	<u>Pct</u>	<u>Total</u>
	3494	38.14	5666	61.86	1775	32.2	3738	67.8	5513	5269	35.91	9404	64.09	14673

Table II.B.3.c

Undergraduate Enrollment by Age

		<u>LT 18</u>	<u>18-19</u>	<u>20-21</u>	<u>22-24</u>	<u>25-29</u>	<u>30-34</u>	<u>35-39</u>	<u>40-49</u>	<u>50-64</u>	<u>65+  known</u>	<u>Total</u>	
		Full-time	Num	19	2498	2984	2185	815	275	164	150	67	2
	Pct	0.2%	27.3%	32.6%	23.9%	8.9%	3.0%	1.8%	1.6%	0.7%	0.0%	0.0%	100.0%
Part-time	Num	7	108	217	934	1433	868	589	897	394	64	2	5513
	Pct	0.1%	2.0%	3.9%	16.9%	26.0%	15.7%	10.7%	16.3%	7.1%	1.2%	0.0%	100.0%
Total	Num	26	2606	3201	3119	2248	1143	753	1047	461	66	3	14673
	Pct	0.2%	17.8%	21.8%	21.3%	15.3%	7.8%	5.1%	7.1%	3.1%	0.4%	0.0%	100.0%

Montclair  
 Table II.B.4:  
 Financial Aid from State-Funded Programs, FY 2003

	Recipients	Awards	Dollars(\$)	\$/Recipient	\$/Award
TAG	2,694	4,925	7,144,893	2,652.15	1450.74
EOF	715	1,356	703,050	983.29	518.47
Bloustein Scholars	296	566	283,000	956.08	500.00
Urban Scholars	169	328	164,000	970.41	500.00
NJCLASS Loans		131	812,181		6199.85
OSRP*		123	295,400		2401.63

\* First disbursement of state share.

Montclair  
Table II.B.5  
First-time Full-time Freshman in Fall 2002 Enrollment  
by State Residence

State Residents	Non-State Residents	Total Residents	% State
1,406	64	1,470	95.65

Montclair  
 Table II.C.1.a:  
 Baccalaureate Degrees Conferred by Race/Ethnicity

<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>
1286	62.01	207	9.98	285	13.74	111	5.35	3	0.14	108	5.21	74	3.57	2074	100.0

Table II C.1.b:  
 Baccalaureate Degrees Conferred by Sex

<u>Men</u>	<u>Pct</u>	<u>Women</u>	<u>Pct</u>	<u>Total</u>
735	35.44	1339	64.56	2074

Montclair  
 Table II.C.2:  
 Baccalaureate Degrees Conferred by General Field

IPEDS CIP Code Major Category	No.
Area, Ethnic and Cultural Studies	2
Business Management & Administrative Service:	427
Communications	88
Computer and Information Sciences	64
Education	93
Foreign Languages and Literatures	63
Health Professions and Related Sciences	23
Home Economics, General	137
Law and Legal Studies	16
English Language and Literature/Letters	174
Liberal Arts & Sciences, General Studies & Hum	27
Biological Sciences/Life Sciences	114
Mathematics	29
Multi/Interdisciplinary Studies	51
Parks, Recreation, Leisure, and Fitness Studies	31
Philosophy and Religion	8
Physical Sciences	23
Psychology	240
Social Sciences and History	295
Visual and Performing Arts	169
<b>Total</b>	<b>2074</b>

Montclair  
 Table II.D.1:  
 Six-Year Graduation Rates(1996-2002)

College	Non-Resident		Black		Indian		Asian		Hispanic		White		Unknown		Total	
	Cohort #	%_Grd	Cohort #	%_Grd	Cohort #	%_Grd	Cohort #	%_Grd	Cohort #	%_Grd	Cohort #	%_Grd	Cohort #	%_Grd	Cohort #	%_Grd
Montc	29	62.1	156	41.0	2	0.0	47	55.3	192	41.1	746	63.3	22	45.5	1,194	56.0

Montclair  
 Table II.E.1:  
 Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Nonresident</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>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Tenure	234	80.4%	20	6.9%	14	4.8%	21	7.2%	1	0.3%	1	0.3%	291	100%
Female	85	81.7%	10	9.6%	5	4.8%	4	3.8%	0	0.0%	0	0.0%	104	100%
Male	149	79.7%	10	5.3%	9	4.8%	17	9.1%	1	0.5%	1	0.5%	187	100%
Without Tenure	79	55.2%	11	7.7%	16	11.2%	18	12.6%	19	13.3%	0	0.0%	143	100%
Female	39	54.9%	7	9.9%	8	11.3%	6	8.5%	11	15.5%	0	0.0%	71	100%
Male	40	55.6%	4	5.6%	8	11.1%	12	16.7%	8	11.1%	0	0.0%	72	100%
Total	313	72.1%	31	7.1%	30	6.9%	39	9.0%	20	4.6%	1	0.2%	434	100%
Female	124	70.9%	17	9.7%	13	7.4%	10	5.7%	11	6.3%	0	0.0%	175	100%
Male	189	73.0%	14	5.4%	17	6.6%	29	11.2%	9	3.5%	1	0.4%	259	100%