

MONTCLAIR STATE UNIVERSITY
EXCELLENCE AND ACCOUNTABILITY REPORT
ACADEMIC YEAR 2001

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**MONTCLAIR STATE UNIVERSITY
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Since its inception as a normal school in 1908 and its early days as a teachers' college, Montclair State University has earned a reputation for excellence and innovation in meeting the higher education needs of New Jersey citizens. Its strong emphasis on the liberal arts and the sciences helped make MSU the first teachers' college accredited by the Middle States Association as a liberal arts institution. As early as 1932, Montclair's graduate education was recognized as outstanding and the College was able to award master's degrees. Responding to a period of rapid state growth, the institution became Montclair State College in 1958 and by 1966 was recognized as a comprehensive institution offering degrees in many fields. In April 1994 Montclair State became the State's first public teaching university. It also offers the nation's only doctorate in pedagogy.

Undergraduate programs are firmly rooted in the liberal arts provided by the newly-revised general education requirement (GER). The GER complements the discipline-specific emphasis of the University's individual degree programs. Together they yield a graduate who can communicate effectively; is able to think critically; is prepared to become a productive and responsible member of the local, national and global community; and who is ready to be a life-long learner.

Post-baccalaureate programs provide cutting-edge knowledge and skills needed by working professionals to advance or refocus their careers. At the doctoral level, our programs address specific needs of the region we serve.

MSU's instructional programs are distributed among six colleges and schools, each with a unique focus:

• **The College of Humanities and Social Sciences**

The largest of the colleges and schools, this College bears primary responsibility for the general education requirement. The College acts both as the repository of the University's liberal arts tradition as well as a place that keeps these traditions fresh and vibrant by actively applying them to contemporary concerns. It houses the new and rapidly growing justice studies major; the certificate program in child advocacy, designed for the New Jersey Department of Youth and Family Services; and the Institute for Community Studies which marshals expertise from throughout the College to study issues of concern to the New Jersey communities we serve.

• **The College of Education and Human Services**

Over the last ten years the programs offered in this College have become internationally recognized as examples of the best practices in the education of prospective teachers; in the renewal of the public school sector; in fostering constructive collaborations among University arts, science and education faculty and public school teachers and

administrators. MSU faculty and administrators are regularly involved in training teams from other universities and from around the nation in the strategies we have developed in these areas of expertise. The College is the founder of the New Jersey Network for Educational Renewal, a collaboration among the university and 23 school districts in the region. The Network furthers the joint goals of school renewal and the preparation of teachers who will be able to sustain these public education renewal efforts.

Through the first-in-the-nation Center of Pedagogy, the College is a partner in several Professional Development Schools, and supports a number of new initiatives such as TRUST (Teacher Recruitment for Urban Schools of Tomorrow) and TEAC (Teacher Education Advocacy Center). The College and its faculty are regularly the recipients of public and private grants, having been notified within the last month of more than \$3 million in such support. In addition to coordinating the University-wide teacher education program, the College offers a wide variety of programs leading to professional careers in areas as diverse as food science and recreation management.

• **The College of Science and Mathematics**

A resurgence of interest in science and mathematics over the last several years has led to record enrollments in biology and significant interest in molecular biology and biochemistry. In order to meet the demand, the University recently opened Science Hall, an \$18-million, state-of-the-art facility to house our programs in biology, molecular biology, and biochemistry. The University's commitment to the College is reflected in a sizable investment in new faculty and the assignment of \$2 million from the New Jersey Commission on Higher Education (CHE) -sponsored Equipment Leasing Fund program for major equipment purchases. This support will significantly enhance existing programs and provide support for programs in bioinformatics and environmental management now under development.

The College is committed to serving the needs of the North Jersey region. Such activities range from the Statistical Consulting Service, which provides consultation services for small businesses in the area, to grant-funded studies of land use in the metropolitan area using the latest GIS techniques. Each year the programs of the New Jersey School of Conservation, a 240-acre facility in Stokes State Forest, provide two- to five-day programs for about 10,000 elementary and secondary school students from around the state. Faculty regularly seek and receive funding for research and the College hosts the University's first endowed chair, the Herman and Margaret Sokol Chair in Chemistry. Programs offered by the College provide students with a sound foundation for post-baccalaureate studies in professional or graduate school as well as for careers in industry and government.

• **The School of Business**

Programs in the Business School prepare students for entry and mid-level managerial positions, entry-level professional specializations, and entrepreneurial roles and also equip them to identify their own goals and to proactively manage their life-long career prospects. At the graduate level these programs prepare students to be decision-makers,

leaders, and entrepreneurs, and to be ready for a broad spectrum of managerial responsibilities and for success as high-level professional specialists.

- **The School of the Arts**

As a designated Center of Excellence in the Fine and Performing Arts, the School combines outstanding campus facilities with proximity to New York City. This provides access to an extraordinary range of opportunities for students to work with world-class musicians, artists, dancers, actors and broadcasters in a program that combines professional training with career entry. This dual mission is reflected in the recent addition of an MFA program in fine arts, giving the school a terminal degree in this professional area; and the opening of a state-of-the-art graphic design laboratory that will provide our students with entry level job skills almost unique within the State system. In addition to instructional programs, the School presents cultural events for the enrichment of the campus and the larger community as it seeks to stimulate public interest in the arts.

- **The School of Graduate, Professional, and Continuing Studies**

The School is responsible for managing the University's post-baccalaureate programs. Working with the deans of the other colleges and schools, the dean ensures the quality of existing programs and provides key support in identifying and developing new degree programs. In addition to the Ed.D. in pedagogy, a program that is unique in the nation, a second doctoral program, a Ph.D. in environmental management is under development. The School has just embarked on an ambitious plan to significantly expand MSU's offerings in professional and continuing education so that the University may better meet the immediate and long-range education and training needs of business and industry, community organizations, governmental agencies and individual learners through credit and non-credit courses, certificates, and programs available on- and off-campus.

A. ACCREDITATION STATUS

The quality of MSU's programs is widely recognized. Recently, the School of Business joined a select group of schools in the nation accredited by the AACSB: The International Association for Management Education, the premier national accrediting body for business schools. Only 375 of the approximately 1,500 college business schools in the country are AACSB-accredited, and only two other universities in New Jersey have achieved accreditation for both undergraduate and graduate programs. The computer science program is one of the few undergraduate programs that meets the rigorous requirements for accreditation by the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB). As well, the University's teacher education programs are accredited by NCATE, the National Council for the Accreditation of Teacher Education. The University as a whole is accredited by the Middle States Association, the regional accrediting body for colleges and universities in the northeast part of the country.

The complete list of accrediting agencies is:

- Middle States Association of Colleges and Schools
- National Council for the Accreditation of Teacher Education
- AACSB--The International Association for Management Education
- Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB)
- American Association of Family and Consumer Sciences
- American Dietetic Association
- American Speech-Language-Hearing Association
- National Association of Schools of Art and Design
- National Association of Schools of Dance
- National Association of Schools of Music
- National Association of Schools of Theatre
- National Recreation and Park Association

The University's greatest resources are its students and its faculty; together they bring MSU's roster of programs to vibrant life. We now turn to a more in-depth picture of who makes up the Montclair State University student body, followed by a closer look at our faculty. Tables sent to the University from the New Jersey Commission on Higher Education are one of the sources of information for these sections; they are found in the appendix of this report.

B. SERVING NEW JERSEY: STUDENT BODY CHARACTERISTICS

1. UNDERGRADUATE STUDENTS

a. The Fall 2000 Freshman Class

More than 6,600 persons applied for fall 2000 admission to Montclair State University, a three percent increase over the previous year. In fall 2000, 1,328 full-time freshmen entered MSU. The CIRP Freshman Survey showed that 62 percent of the entering first-time full-time freshmen indicated that MSU was their first choice among the colleges to which they applied and another 27 percent indicated it was their second choice.

The freshman profile reflects the continuing commitment of the University to serve New Jersey. The freshman class was ethnically and racially diverse: 13 percent identified themselves as African American, 6 percent as Asian, and 18 percent as Latino/a. An additional 2.6 percent were international students. Sixty-three percent were female and nearly all, 96 percent, were between 18 and 20 years of age. Most freshmen, 96 percent, came from New Jersey with four counties particularly important sources: Bergen, 18 percent; Essex, 16 percent; Passaic, 14 percent; and Hudson, 10 percent (Table II.B.5).

On average, regular admit full-time freshmen had a combined SAT score of 1,054 (Math=535, Verbal=519). The University has several admissions categories that enable it

to meet the needs of more applicants. Honor students entered with average CSAT scores of 1,260. Those with special talents had combined SAT scores of 863 and a demonstrated special expertise such as musical ability. Students coming from disadvantaged backgrounds who qualify as EOF students had combined SAT scores of 841 (see table II.B.1).

For those who come with some weaknesses in their educational backgrounds, Montclair offers skill development courses. Eight percent of the fall 2000 entering freshman class required remediation in writing, 15 percent in math computation, and 16 percent in reading.

b. Fall 2000 Entering Transfer Students

Montclair received almost 2,300 applications from transfer students, an increase of 3 percent since 1996. Transfer students made up 38 percent of the fall 2000 entering class, slightly less than last year (see table II.D.2.b). The majority of transfer students, 20 percent, coming to MSU are from New Jersey's two-year public community colleges, chiefly Bergen Community College, County College of Morris and Essex County College.

c. Undergraduate Students

Over 13,500 students attended Montclair State University in fall 2000; 75 percent were enrolled as undergraduates. The following is a brief demographic portrait of Montclair's undergraduate student body.

The undergraduate population increased by 11 percent over the past five years, from 9,179 in fall 1996 to 10,188 in fall 2000. Almost three-quarters of our undergraduates attended as full-time students -- taking 12 or more credits per semester. Six of every ten undergrads were female and the average age was 24.1 years. Twenty-four percent were ages 18 and 19; another 27 percent were 20 to 21; 24 percent were between 22-24; 10 percent were 25-29 years of age; and 14 percent were 30 or more years old. Sixteen percent identified themselves as Latino/a, 11 percent as African American, 5 percent as Asian, and 60 percent as White. Another 4 percent were international or foreign-born students. Almost 96 percent of the undergraduate population resided in New Jersey. Most students came from Essex, Bergen and Passaic counties (tables II B.3.a -3.c, II.B.5).

The number of international students continues to grow as the University continues its commitment to global education. Students come from all over the world with the top ten countries being: Turkey, Korea, Japan, China, India, Kenya, Colombia, Poland, Cyprus and Nigeria. American-born students also have the opportunity to experience these and other countries first hand. The University is known for its Global Education Center which helps arrange student and faculty exchanges, scholarly visits, conferences and seminars that promote international awareness. The state college/university study abroad consortium has its headquarters at MSU.

The fall 2000 CIRP freshman survey tells us that our students come to MSU because of the reputation of our majors. Undergraduates can currently choose from 46 undergraduate degree programs in the arts, sciences, social sciences, humanities and business. The five undergraduate majors with the largest enrollments are: business administration, psychology, English, biology and human ecology. A list of undergraduate programs offered at Montclair State is found in section I of this report.

As well, 377 undergraduates are taking courses to meet the New Jersey requirements for teacher certification in 21 different certification areas. Many of these students, 26 percent, are studying to become elementary teachers. Others are preparing to become English teachers, physical education and health instructors, art and music teachers, and mathematics teachers to mention a few of the teacher preparation areas.

While State funding for public colleges and universities has not regained earlier levels of support, Montclair State remains committed to keeping its programs affordable and of the highest quality. The fall 2000 freshman survey also reports that freshmen apply to MSU because the university has low tuition. Even with reasonable tuition, as many as half of these freshmen indicated they had some concern about paying for college. However, they also indicated they were confident they would have sufficient funds. About 40 percent report they expected to work while attending college and they also expected to finance some of their college education through federal and state financial aid programs.

For those who need financial assistance, the MSU Alumni Association and the MSU Foundation sponsor a number of scholarships. Students are also eligible for federal and state loan and grant programs. In fiscal year 2001, the financial aid office disbursed state and federal aid awards to several thousand undergraduates; some awards are based on need and others on merit. For FY 2001, MSU distributed over \$7.6 million in state-funded financial aid to 3,472 students. TAG awards made up more than three-quarters of all state dollars. There were 270 Bloustein scholars and 152 Urban scholars studying at MSU (table II.B.4).

Slightly more than \$23.5 million was distributed in financial aid awards from federally-funded programs. Stafford and Stafford Plus loans accounted for nearly 70 percent of the federal monies.

2. GRADUATE STUDENTS

Of the 13,502 students who attended Montclair State University in fall 2000, 25 percent were graduate students. The following is a brief demographic portrait of the Montclair graduate student body based on student-reported information.

In fall 2000, 3,314 graduate students were enrolled at MSU, an increase of six percent from last year's enrollments and the third year in a row that graduate enrollments grew. Most graduate students, 82 percent, attended as part-time students, taking fewer than nine credits per semester. For full-time graduate students the average credit load was 10.8

hours and for part-time students it was 4.2 credits. Seventy percent were female and the average age of a graduate student was approximately 34. Eight percent identified themselves as African American, three percent as Asian, six percent as Latino/a, and 77 percent as White. Six percent were foreign-born. Those who live in-state were predominantly from Bergen, Essex, Passaic and Morris counties. Seven percent came from outside the New Jersey area.

Graduate students can choose from 34 graduate programs, including MSU's new doctoral program in pedagogy, with specializations in mathematics education and philosophy for children. This program is the only one of its kind in the nation. Graduate students also have the opportunity to enroll in a growing list of post-baccalaureate certification and certificate programs. A list of graduate, degree-granting programs offered at MSU, is also found in section I of this report.

STUDENT OUTCOMES

The University, of course, strives to deliver a quality education effectively and efficiently. Some of the traditional student indicators that are used to measure this are discussed below. Throughout this section and in other parts of the report, the State Commission on Higher Education's benchmarking criteria for satisfactory institutional performance are also noted.

C. DEGREES CONFERRED

The number of undergraduate degrees Montclair State awarded in this academic year again surpassed previous years. The University awarded 1,752 undergraduate degrees in a variety of areas: 54 percent were baccalaureate degrees in the humanities, social sciences, and education; 43 percent were bachelor of science degrees in such areas as biology, business administration, computer science, mathematics, and environmental studies; and three percent in the arts -- 2 percent received bachelor of fine arts and 1 percent bachelor of music degrees. The five majors with the most graduates are: business administration, psychology, human ecology, English, and biology. A list of graduates by general field of interest is found in the appendix of this report (tables II.C.1.a & C.2).

Montclair State ranked as one of the top 100 institutions in graduating Hispanic students, according to the magazine *Hispanic Outlook in Higher Education*. Indeed, 13 percent of the graduating class was Hispanic, up from last year's ten percent. In addition, 8 percent of those who graduated were African American, 4 percent Asian, 0.2 percent Native American; international students made up another 5 percent. Almost two-thirds of the recipients, 63.6 percent, were female (tables II.C.1 a & b).

An additional 557 students earned graduate degrees from MSU. Sixty-three percent earned master's of arts degrees (MA); another 13 percent earned master's in teaching

(MAT); 10 percent master's of science degrees (MS); 10 percent master's of business administration (MBA) and 4 percent earned master's of education degrees (MEd).

D. OTHER STUDENT OUTCOMES

Every two years, Montclair State University surveys its recently graduated students. The most recent One-Year-Out Alumni Survey found that 94 percent of the undergraduates who graduated in academic year 1998 were employed and 27 percent were attending graduate school. A large majority of those who were employed were working in New Jersey. As well, over three-quarters reported they were employed in areas very or somewhat related to their MSU majors. The graduating class of 2000 is about to receive their questionnaires.

Graduation rates are a traditional student outcomes indicator. Fifty-seven percent of the first-time full-time freshmen that entered MSU in fall 1994 graduated from the University (The State funding indicator benchmark is 50 percent). This is significantly higher than the national rate, usually around 43 percent, for comparable public universities (table IID.1.a).

Graduation rates are sensitive to student characteristics as well as social conditions and can vary accordingly. For example, for the fall 1994 freshman cohort, the graduation rate for women was 61 percent and for men it was 52 percent. Variations in program completion rates are also seen for those who entered with basic skills deficiencies; 48 percent graduated in six years. This is a significant increase from last year's rate of 41 percent. As well, Montclair State met and exceeded the State's graduation benchmark of 35 percent for those who required basic skills remediation (table IID.1.b).

The overall graduation rate for transfer students who entered MSU in the fall of 1994 was 67 percent (table IID.2.b). Again, MSU's graduation rate far exceeded the State's benchmark rate of 50 percent for transfer students. Concentrating only on those who transferred here from New Jersey community colleges, the graduation rate was even better, 71 percent. On the whole, transfer students do as well as native students in terms of completing their programs. The only exception is the very small number of New Jersey community college transfer students (40) who entered as if they were freshmen, with fewer than 32 credits. This group had a graduation rate of 33 percent compared to 57 percent for native freshmen. Those transfer students with the equivalent of sophomore standing graduated nearly as well as those who were natives (73 and 71 percent, respectively); and for those with enough transfer credits to be considered juniors, the graduation rate was 79 percent and for native juniors, 83 percent (table IID.2d).

Student outcomes or accomplishments are also found in current student activities. For example, two MSU student productions received honorable mentions at the 25th annual American Women in Radio and Television Gracie Allen Awards. Brian Cohen and Robert Spear were recognized in the Magazine/Television category for "Carpe Diem: Out of the Broom Closet," a production about modern day witches. Tina Govic, Melissa

Butler, and Arrate Isusi received an award for their public service announcement, "You're Not Alone," which dealt with domestic violence.

Two students, Lociano Benjamin and Laura Ginenthal, from the Department of French, German and Russian, were awarded the prestigious French Cultural Services prize for poetry. They were honored at the French embassy in New York City.

E. LEADING THE WAY TOWARDS EXCELLENCE: MSU FACULTY CHARACTERISTICS

In fall 2000, Montclair State University added 30 new faculty members totaling 415 full-time faculty who taught about two-thirds of all the class sections offered. Almost 90 percent had doctoral or other terminal degrees in their fields. Thirty-eight percent were female, 22 percent were from various minority ethnic and racial groups and 69 percent were in tenured positions (table II.E.1).

The full-time faculty was augmented by a qualified part-time faculty. Adjuncts and visiting specialists bring specialized skills to the classroom such as knowledge about cutting-edge scientific areas, the latest technology skills or specialized languages.

While these figures certainly give a statistical portrait of MSU faculty, they don't portray the impact our faculty has on the lives and minds of our students in and outside the classroom, the contributions they make to their disciplines with cutting edge research, nor do they portray the innovative teaching that takes place in the classrooms. The following few descriptions only begin to illustrate what our 415 faculty members accomplish.

Professor Kathleen Bauer of the Human Ecology Department and graduate student Charlotte Perry have been working together on a cancer research project. In recognition of their efforts, they received the Gallo Award for Outstanding Cancer Research from the Cancer Institute of New Jersey. The pair earned the award for their research, "The Effect of Tailored Messaging on Cancer Risk Behavior."

Professor Carol Stone is the first holder of the Margaret and Herman Sokol Chair in Chemistry. The University's first endowed chair was created by a gift from alumna Margaret McCormack Sokol '38 in memory of her late husband, Herman, class of '37, who was a researcher, teacher, chemist and President of Bristol-Meyers Company. Are some people more susceptible to alcoholism? Are there differences between men and women? These are some of the questions Dr. Stone and her students are answering with research in the kinetics of human ethanol metabolism here at the University.

Professor Stone has two passions – research and teaching. Typically, endowed chairs are research-only positions. The Sokol chair is unique in recognizing the importance of both research and teaching and Dr. Stone is able to pursue both at MSU.

Two faculty members received prestigious Fulbright awards during the last academic year. Professor Nancy Tumposky, a member of the Curriculum and Teaching department, headed to Comenius University in the Slovak Republic to teach methods of teaching English as a foreign language while also teaching English. The Economics and Finance department's Sang Moon Kim was the other Fulbright recipient. Professor Kim spent a year in Korea teaching and conducting research at Ankuk University in Seoul.

Also abroad was Professor Richard Franke of Anthropology. The John D. and Catherine T. MacArthur foundation awarded \$92,936 in support of Dr. Franke's research in disease prevention and health care in Kerala, India. The grant, part of a foundation program designed to encourage First and Third world collaborations, will be shared by Montclair State and the Kerala Health Studies and Research Centre in India.

The Music Department's Professor David Singer practices what he teaches; Professor Singer has been a member of the renowned Orpheus Chamber Orchestra for more than 20 years. His involvement in the orchestra has some wonderful benefits for his Montclair State students from attending Orpheus's open rehearsals at Carnegie Hall to attending performances. Some of his talented students actually had the opportunity of performing with the orchestra.

Each year, Professor Singer brings many high school students to the MSU campus through his Chamber Music Days and Clarinet Nights. He also takes his passion for music directly into the classroom. In Newark, he coaches ensembles of high school students and instructs in woodwind instruments as well.

F. EFFICIENCY AND EFFECTIVENESS

For the purposes of this section of the report, efficiency and effectiveness are defined by the State performance funding indicator measures of median time to degree completion, graduate and undergraduate program enrollments, and cost per graduate.

Median Time to Degree Completion

Today there are many activities competing for an undergraduate's time and attention. Along with college commitments, large numbers are employed on- and off-campus, and many have family obligations. Yet even with all these obligations, the median time to degree completion for undergraduates is 4.96 years, slightly below the State's benchmark of five years for this indicator (table II.F.1). An important University initiative that will help undergraduates complete their degree programs in a timely manner is the implementation of many 120-credit degree programs.

Programs

MSU fully met the benchmark for having no more than 25 percent of undergraduate programs with 25 or fewer juniors or seniors. Only 22 percent of undergraduate programs had 25 or fewer upper division undergraduate students.

Only 16 percent of MSU's graduate programs had fewer than 10 students enrolled in them. This exceeds the State's benchmark of 25 percent by a considerable margin. Again, Montclair received full funding for this indicator.

Cost per Graduate

The State benchmark for this indicator is \$65,338. MSU graduates an above-average number of students at below the State-set amount. Montclair spent \$59,719 per graduate and received full funding for this indicator.

G. DIVERSIFIED REVENUES

As State financial support for public universities levels off, diversifying revenues has become an even more important goal for MSU. Looking at the first of these two measures, the University has successively pursued several avenues to increase these revenues. Gifts to the MSU Foundation and Alumni Association have continued to increase, helping the University successfully meet the State requirements for this particular funding measure. External funding for the three-year average the State tracked increased by 24 percent (table II.G.2).

Combined donations to the MSU Foundation and Alumni Association increased twelve fold to more than \$2.2 million in the last seven years. A prime example of the Foundation's efforts on behalf of the University is the generous gift from Board of Trustees member Murray L. Cole and his wife, Miriam Cole, to establish the Musical Instrument Endowment Fund. This allows the Music Department to purchase a full range of state-of-the-art instruments. The fund ensures that music students have access to quality instruments so they can reach their full musical potential.

Through its increased activities, the Alumni Association more than doubled the amount of gifts it received: from \$172,174 in FY 92 to \$359,994 in FY 00 and increased its donor base by 4 percent from last year. The Alumni Association awards scholarships to both undergraduate and graduate students in recognition of students' outstanding academic achievements. Alumni association support is also given in the form of grants; many of these grants are for faculty/student research projects.

Montclair State University also met and received full funding for the diversified revenues goal's second measure of: an increase in tuition below the FY 1999 sector average increase of \$215. Montclair's increase was a modest \$105. The University's continued efforts to keep college costs as reasonable as possible are reflected in FY 2002 costs. Montclair has the second lowest annual undergraduate tuition and fees among New Jersey's public four-year colleges and universities.

H. BOARD OF TRUSTEES

Nine appointed members make up the Montclair State University Board of Trustees. Voting trustees are appointed by the Governor and serve six-year terms. The Board

three trustees were female, one Hispanic and one Asian. Members include two student trustees, one voting and one non-voting. Both representatives are female and both are white.

I. INSTITUTIONAL PROFILE

The University offers a wide variety of programs and majors at the undergraduate and graduate levels. Many of the programs take advantage of the high quality computer services MSU offers. For example, faculty use a wide spectrum of technology, from providing course syllabi on Web pages to live teleconferencing of heart transplants and other events not reproducible in the classroom. The new graphics design and production lab features the most advanced technology for students studying computer graphics. An additional 200 computers are found in the teaching labs on campus.

The University is also committed to providing students easy access to technology outside the classroom. The University has nine public computer labs housing 200 computers. The newest is a state-of-the-art facility in the Student Center open 24 hours a day, seven days a week. The lab is equipped with 36 stations, three of which are compliant with Americans with Disabilities Act specifications so that disabled students are also served. The lab also has 12 plug-in ports for students' personal computers and up to 32 students can use the wireless connections anywhere in the lab's surrounding area.

A detailed list of MSU's currently active undergraduate and graduate degree programs is as follows:

MSU CURRENTLY ACTIVE DEGREE PROGRAMS

DEGREE PROGRAMS	CIP CODE*
UNDERGRADUATE	
ANTHROPOLOGY	450201
BROADCASTING	90701
CLASSICS	161201
ECONOMICS	450601
ENGLISH	230101
FINE ARTS	500701
FRENCH	160901
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
HISTORY	450801
HUMAN ECOLOGY	190101
ITALIAN	160902
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MUSIC THERAPY	512305
MUSIC	500901
PHILOSOPHY	380101
POLITICAL SCIENCE	451001

UNDERGRADUATE PROGRAMS CONTINUED

PSYCHOLOGY	420101
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905
SPEECH COMMUNICATION	90101
THEATRE STUDIES	500501
WOMENS STUDIES	240101
DANCE	500301
FINE ARTS STUDIO	500701
THEATRE	500501
MUSIC (BA)	500903
MUSIC (BMUS)	500901
ALLIED HEALTH SERVICES	519999
BIOLOGY	260101
BIOCHEMISTRY	260202
BUSINESS ADMINISTRATION	520201
BUSINESS EDUCATION	131303
CHEMISTRY	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
HEALTH EDUCATION	131307
HUMAN ECOLOGY	190101
TECHNOLOGY EDUCATION	131309
MATHEMATICS	270101
MOLECULAR BIOLOGY	260402
PHYSICAL EDUCATION	131314
PHYSICS	400801
RECREATION PROFESSIONS	310301
GRADUATE	
ADMINISTRATION & SUPERVISION	130401
APPLIED LINGUISTICS	160102
APPLIED SOCIOLOGY	451101
BUSINESS EDUCATION	131303
COMMUNICATION SCIENCES & DISORDERS	510201
COUNSELING, HUMAN SERVICES & GUIDANCE	131101
EDUCATIONAL PSYCHOLOGY	130802
ENGLISH	230101
ENVIRONMENTAL STUDIES	30102
FINE ARTS	500701
FRENCH	160901
HEALTH EDUCATION	131307
HUMAN ECOLOGY	190101
LEGAL STUDIES	220199
MUSIC	500901
PRACTICAL ANTHROPOLOGY (BA/MA)	450201
PHYSICAL EDUCATION	131314
PSYCHOLOGY	420101
READING	131315
SOCIAL SCIENCES	450101

GRADUATE PROGRAMS CONTINUED

SPANISH	160905
SPEECH & THEATRE	500501
TECHNOLOGY EDUCATION	131309
BIOLOGY	260101
CHEMISTRY	400501
COMPUTER SCIENCE	110101
GEOSCIENCE	400601
MATHEMATICS	270101
STATISTICS	270501
TEACHING (MAT)	130101
EDUCATION (MED)	130101
BUSINESS ADMINISTRATION	520201
STUDIO ARTS	500702
EDUCATION (PEDAGOGY) (EDD)	130101

CIP REFERS TO CLASSIFICATION OF INSTRUCTIONAL PROGRAMS, A TAXONOMY OF INSTRUCTIONAL PROGRAMS DEVELOPED BY THE U.S. DEPT. OF EDUCATION'S CENTER FOR EDUCATION STATISTICS.

New program and certificate offerings are one way the University stays current with student and industry demands. For example, MSU's doctoral program in education with a concentration in pedagogy began two summers ago with the first class of 15 students. The program offers two areas of specialization -- mathematics education and philosophy for children -- and is designed to keep teachers committed to the profession in the classroom and prepare them to be leaders in educational reform.

Several other new programs began recently as well. A new 60-credit Master of Fine Arts is expected to become one of the leading graduate degree programs in the visual arts in the Northeast. The Master of Science degree in biology with a concentration in biology science education will provide classroom biology teachers with the tools they need to meet the challenges of improving scientific literacy in today's increasingly technological world. This new program integrates biology content, science education, technology skills and pedagogy.

Faculty members from three departments in the College of Humanities and Social Sciences teamed up to develop the popular multidisciplinary major -- justice studies. This new undergraduate major provides a learning experience that connects theory and application from the three departments - Legal Studies, Psychology, and Sociology -- to better prepare students for careers in law, justice and child advocacy. The new women's studies major also takes a multidisciplinary approach to the issues in women's lives.

In addition to MSU's successful Paralegal certificate, seven new certificate programs have been added. They are: Object Oriented Computing, CISCO, Water Resource Management, Child Advocacy, Molecular Biology, Translation and Interpretation of Spanish, and Collaborative Teaching for Inclusive Settings.

Also of note is the continuing effort of the University to ease community college students' transition to the MSU community. Montclair and Brookdale Community College (BCC) joined forces to ease the transfer of BCC graduates with their sights set on a bachelor's degree in business administration. This agreement allows eligible Brookdale graduates to enter MSU with full junior status. MSU has similar articulation agreements with 17 other colleges. In addition, providing special academic advisors for incoming transfer students facilitates this transition. Advisors review with each student his or her transfer courses and how these courses fit into the MSU program he or she has chosen. Students are also assisted with their first registration. In addition, Montclair is part of Brookdale's CommUniversity initiative.

J. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

The University's faculty and students engage in a wide variety of public service and research activities. Some of the faculty's research has already been highlighted in the earlier section about the faculty. In addition, several other examples here will further illustrate the varied interests and projects being pursued at the University.

The Institute for Community Studies, headed by sociology professor Dr. Gerald Kloby, serves as a resource for groups wishing to strengthen their communities. The Institute also places students in positions in community groups where they benefit from guided learning experiences. As an added note, the Institute has received outside funding in the form of a generous gift from MSU alumnus Angelo Cali '36.

Montclair State University's TEAM (Technology, Education, Access, Mentoring) project received \$80,000 from MCI WorldCom to enhance existing Computer Learning Centers and establish three others in the township of Montclair. The two-year grant is administered under the Campus Compact "Making a Civic Investment" program. In this highly competitive program, only 20 of 160 applications were funded. MSU was the sole New Jersey recipient.

Worth mentioning is the continuing work of Dr. Quinn Vega of the Department of Biology and Molecular Biology. His research, the "Analysis of RET Co-receptor Function/Teaching Lab Setting," is funded by a National Science Foundation (NSF) award of \$420,000.

Collaborations

Montclair State University had 20 collaborations with a host of organizations; a number of these are with New Jersey school districts. A prime example was the new program MSU unveiled last year to recruit highly trained math and science teachers for urban secondary schools. The TRUST (Teacher Recruitment for Urban Schools of Tomorrow) program is a partnership between the College of Education and Human Services, the College of Science and Mathematics and the Newark and Paterson school districts to attract teachers to urban districts. Program benefits include full tuition, stipends for

books and transportation, intensive education in culturally responsive teaching, and teaching for social justice.

Fifteen Montclair High School students were the first to participate in the Weston Science Scholars Program, made possible by the generous support of Judy and Josh Weston. The specially selected ninth and tenth graders had the opportunity to work at Montclair State with faculty conducting original research.

As the new fall semester begins, MSU will implement the Teacher Effectiveness Grant of \$748,517 it was awarded by the Commission on Higher Education. This grant extends collaborative work with county colleges and Abbott centers already underway. The Urban Teaching Academy will recruit, prepare and support transfer students for P-3 certification to teach in Abbott centers and to collaborate with urban teachers and administrators on curriculum, teaching and mentoring for new urban teachers.

K. MAJOR CAPITAL PROJECTS

While the campus was busy last year with the opening of the newly completed \$18.7 million Science Hall facility; a significant upgrade to Blanton Hall, one of the university's undergraduate residence halls; a new roof for Panzer gym; and renovations to the Finley classrooms area, the next few years are going to be downright transformational. The major construction projects that will modernize and expand the University's physical facilities are at various stages. Some are being planned while construction has already started on others. The best way of keeping abreast is by visiting the MSU web page and clicking on Red Hawk Construction. The projects include:

- A residential village housing almost 900 students in five-story buildings, with club house, market place and police sub-station
- A new 1,000-space parking structure
- A 500-seat theatre with café
- A state-of-the-art academic building that includes conference and restaurant services
- A new Children's Center
- The renovation of the Studio Theatre, made possible by a grant from the Laraja Foundation
- Last, but certainly not least, is New Jersey's only on-campus diner, the Red Hawk (named for the University's sports teams, the Red Hawks). Sporting the University colors of red and white, the 95 by 25 feet diner seats 120 and will be serving students, faculty and the public, 24 hours a day, seven days a week, beginning this fall.

The Excellence and Accountability Report is an opportunity for the University to share with a broader audience some of the highlights of a very productive past year as well as pointing the way to a busy and productive future. With a foundation of outstanding

programs, a highly accomplished faculty and a well defined building program, Montclair State University begins the new century uniquely qualified to meet the challenges of the state's rapidly growing college-bound population, an economy with large technology and pharmaceutical sectors requiring skilled employees, and an impending teacher shortage, as a third of the State's teachers are predicted to retire by 2010 (College Countdown, *The Star Ledger*).

APPENDIX

**TABLES FOR THE FALL SEMESTER and AY 2001 FROM THE
COMMISSION ON HIGHER EDUCATION**

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	535.07	978	518.92	978	469.27	123	464.39	123
EOF Admits	431.01	139	410.43	139	450.00	1	380.00	1
Special Admits	438.31	172	425.29	172	391.67	6	370.00	6
All Admits	510.94	1,289	494.72	1,289	465.54	130	459.38	130
Missing Scores		35		35		27		27

Institutional Accountability Report for FY 2001

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	4,527	59.48	872	11.46	1,195	15.70	382	5.02	18	0.24	329	4.32	288	3.78	7,611	100.0
Part-time	1,537	59.64	260	10.09	402	15.60	115	4.46	5	0.19	88	3.41	170	6.60	2,577	100.0
Total	6,064	59.52	1,132	11.11	1,597	15.68	497	4.88	23	0.23	417	4.09	458	4.50	10,188	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>Total</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>
	2,973	39.06	4,638	60.94	7,611	931	36.13	1,646	63.87	2,577	3,904	38.32	6,284	61.68	10,188

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+</u>	<u>Unknown</u>	<u>Total</u>
		Full-time	Num	26	2,292	2,535	1,883	509	178	82	87	15	2
	Pct	0.34	30.11	33.31	24.74	6.69	2.34	1.08	1.14	0.20	0.03	0.03	100.00
Part-time	Num	3	157	228	581	510	379	287	294	117	19	2	2,577
	Pct	0.12	6.09	8.85	22.55	19.79	14.71	11.14	11.41	4.54	0.74	0.08	100.00
Total	Num	29	2,449	2,763	2,464	1,019	557	369	381	132	21	4	10,188
	Pct	0.28	24.04	27.12	24.19	10.00	5.47	3.62	3.74	1.30	0.21	0.04	100.00

Montclair
 Table II.B.4:
 Financial Aid from State-Funded Programs, FY 2001

	Recipients	Awards	Dollars(\$)	\$/Recipient	\$/Award
TAG	2,353	4,366	5,928,132	2,519.39	1357.79
EOF	697	1,304	671,164	962.93	514.70
Bloustein Scholars	270	520	259,750	962.04	499.52
Garden State Scholars	-	-	-		
Urban Scholars	152	288	14,400	94.74	50.00
NJCLASS Loans		85	492,766		5797.25
OSRP	-	104	257,250	-	2473.56

Montclair
Table II.B.5

First-time Full-time Freshman in Fall 2000 Enrollment
by State Residence

State Residence	Non-State Residence	Total	Pct State-Res
1,269	55	1,324	95.85%

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>
1163	66.38	138	7.88	234	13.36	75	4.28	4	0.23	91	5.19	47	2.68	1,752	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>
638	36.42	1,114	63.58	1,752

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

IPEDS CIP Code Major Category	No.
Business/Management	335
Communications	80
Computer Sciences	66
Education	84
Foreign Language	49
Health Sciences	21
Home Economics	132
Law	5
Letters	130
Liberal Studies	18
Life Sciences	126
Mathematics	22
Parks/Recreation	31
Philos/Religion	11
Physical Sciences	17
Psychology	201
Social Sciences	289
Visual/Perf. Arts	135
Total	1,752

**NJ Commission on Higher Education
Office of Research and Policy Analysis**

**State Colleges/Universities
Table II.D.2.b
Percentage of Entering Students Who Are Transfers**

<u>Institution</u>	<u>Fall 1999</u>	<u>Fall 2000</u>	<u>Change</u>
Montclair	39.2%	37.8%	-1.4%

Montclair State University
Table II.D.2.d:
Graduation Rates of Transfer vs. Native Students
Six-Year Graduation Rates for Fall 1994 Full-Time Degree-Seeking
Transfers from NJ Community Colleges
and Native Freshmen, Sophomores and Juniors

Montclair	No. in Cohort	Grad. Rate
All Transfers from CC	304	70.72%
Native Freshmen	872	57.00%
Freshman Transfers From CC	40	32.50%
Native Sophomores	942	71.34%
Sophomore Transfers from CC	123	73.17%
Native Juniors	808	82.92%
Junior Transfers from CC	133	78.95%

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>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>
Tenure	236	82.5	19	6.6	10	3.5	20	7.0	1	0.3	0	0.0	0	0.0	286	100.0
Female	84	83.2	9	8.9	3	3.0	4	4.0	1	1.0	0	0.0	0	0.0	101	100.0
Male	152	82.2	10	5.4	7	3.8	16	8.6	0	0.0	0	0.0	0	0.0	185	100.0
Without Tenure	87	67.4	6	4.7	23	17.8	13	10.1	0	0.0	0	0.0	0	0.0	129	100.0
Female	41	70.7	3	5.2	12	20.7	2	3.4	0	0.0	0	0.0	0	0.0	58	100.0
Male	46	64.8	3	4.2	11	15.5	11	15.5	0	0.0	0	0.0	0	0.0	71	100.0
Total	323	77.8	25	6.0	33	8.0	33	8.0	1	0.2	0	0.0	0	0.0	415	100.0
Female	125	78.6	12	7.5	15	9.4	6	3.8	1	0.6	0	0.0	0	0.0	159	100.0
Male	198	77.3	13	5.1	18	7.0	27	10.5	0	0.0	0	0.0	0	0.0	256	100.0

FY 2001 RESULTS ON PERFORMANCE FUNDING MEASURES - STATE COLLEGES/UNIVERSITIES

Institution:	Montclair		
	Absolute	Change	Score
GOAL 1: IMPROVED GRADUATION RATES			
Measure 1: Overall Graduation Rate			
Benchmark Absolute: 50%	56.9%	3.4%	1
Measure 2: Graduation Rate for Students Needing Remediation			
Benchmark Absolute: 35%	47.8%	6.9%	1
Measure 3: Median Time to Degree Completion			
Benchmark Absolute: 5.0 years	4.96	0.00	1
GOAL 2: IMPROVED TRANSFER AND ARTICULATION			
Measure 1: Graduation Rate for Transfer Students			
Benchmark Absolute: 50%	67.4%	1.0%	1
Measure 2: Percentage of Entering Students Who Are Transfers from CC			
Benchmark Absolute: 25%	20.3%	-1.2%	0
GOAL 3: IMPROVED EFFICIENCY AND EFFECTIVENESS			
Measure 1: Percentage of Undergraduate Programs with 25 or Fewer Students			
Benchmark Absolute: Below 25%	22.2%	5.6%	1
Measure 2: Percentage of Graduate Programs with 10 or Fewer Students			
Benchmark Absolute: Below 25%	16.1%	-3.2%	1
Measure 3: Cost per Graduate			
Benchmark Absolute: \$65,338	\$59,719	\$2,125	1
GOAL 4: DIVERSIFIED REVENUES			
Measure 1: Increase in Tuition			
Benchmark: Below FY99 Sector Ave./Increase of less than \$215	\$3,470	\$105	1
Measure 2: External Funding			
Benchmark: Increase of 1%	\$8,153,092	24.2%	1
Goal 1 Value (average of three measures)			1.0
Goal 2 Value (average of two measures)			0.5
Goal 3 Value (average of three measures)			1.0
Goal 4 Value (average of two measures)			1.0
Percentage of Performance Funding \$		87.5%	