

EXCELLENCE AND ACCOUNTABILITY REPORT

**MONTCLAIR STATE UNIVERSITY
ACADEMIC YEAR 2002**

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**MONTCLAIR STATE UNIVERSITY
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Since its founding in 1908 and its early days as a teachers' college, Montclair State University has earned a reputation for excellence and innovation among New Jersey's higher education community. 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. Early on, Montclair's graduate education was recognized as outstanding enabling the college to award master's degrees as early as 1932. Responding to an early 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 New Jersey's first public teaching university; again in part due to its strong graduate division. The university continues to offer the nation's only doctorate in pedagogy.

This is a particularly exciting, creative and challenging time for Montclair State University. As it begins the new century the university is once again responding to a rapid period of growth in the state's college bound population with several long-range capacity building initiatives. These initiatives translate into developing new academic programs and renewing established ones, increasing the faculty, expanding the physical facilities, and recruiting a larger student body while effectively helping undergraduate and graduate students successfully complete their academic programs.

The university's mission continues to set the stage for accomplishing this next step in MSU's development. At the undergraduate level, a strong general education requirement complements the discipline-specific emphasis of the university's individual undergraduate 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. The aim is education, not merely training.

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

The university's instructional programs are the key to helping students become contributing members of New Jersey as well as meeting their personal educational goals. These 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.

This year in response to a renewed interest in early childhood education at the State level, a new academic department was added to the college – the Department of Early Childhood and Elementary Education.

• **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 way. 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 by a number of prestigious accrediting bodies. 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 public universities in New Jersey have achieved accreditation for both undergraduate and graduate programs. The computer science program is one of a 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:

- Commission on Higher Education of the Middle States Association of Colleges and Schools
- National Council for the Accreditation of Teacher Education
- AACSB—The Association to Advance Collegiate Schools of Business
- Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB)
- American Association of Family and Consumer Sciences
- 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

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

B. STUDENT BODY CHARACTERISTICS: MSU SERVES NEW JERSEY

1. UNDERGRADUATE STUDENTS

a. The Fall 2001 Freshman Class

As the state's college bound population grows, applications, acceptances and enrollments are also on the rise at the university. More than 6,900 persons applied for fall 2001 admission, a four percent increase over the previous year. In fall 2001, 1,375 full-time freshmen entered MSU. The CIRP Freshman Survey that MSU participates in showed that 63 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 26 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: 13.5 percent identified themselves as African American, 7.6 percent as Asian, and 15.3 percent as Latino/a. An additional 2.7 percent were international students. Sixty percent were female and nearly all, 95.5 percent, were between 18 and 20 years of age. Most freshmen, 97 percent, came from New Jersey with four counties being particularly important sources: Bergen, 16.1 percent; Essex, 19.1 percent; Passaic, 14.6 percent; and Hudson, 11.1 percent (see CHE Table II.B.5).

On average, regular admit full-time freshmen had a combined SAT score of 1,051 (Math=531, Verbal=520). The University has several admissions categories that enable it to meet the needs of more applicants. Those with special talents had combined SAT scores of 881 and a

demonstrated special expertise, such as musical ability. Students coming from disadvantaged backgrounds who qualify as EOF students had combined SAT scores of 833 (see CHE table II.B.1).

For those who come with some weaknesses in their educational backgrounds, Montclair offers skill development courses. Last fall about a third of all entering MSU freshmen reported having had some special tutoring or remedial work while they were in high school. The two areas in which entering freshmen *felt* they would need the most help in while at MSU were: mathematics, 27.8 percent and foreign languages, 15.4 percent. In actuality, 16 percent of those tested required remediation in writing, 13 percent in math computation, and 25 percent in reading.

b. Fall 2001 Entering Transfer Students

Applications from transfer students also increased, reaching almost 2,500 applications for the fall. Transfer students made up 40 percent of the fall 2001 entering class, slightly more than last year. The majority of transfer students, 52 percent, are from New Jersey's two-year public community colleges, chiefly Bergen Community College, County College of Morris and Essex County College. Transfers numbers increased by 11 percent totaling 1,090 new first-time enrolled transfer students. The most popular majors for transfers are: psychology, justice studies, business administration, physical education and English.

c. Undergraduate Students

Over 13,800 students attended Montclair State University in fall 2001; three-quarters were enrolled as undergraduates. The following is a brief demographic portrait of Montclair's undergraduate student body.

The undergraduate population increased by 7 percent over the past five years, from 9,717 in fall 1997 to 10,404 in fall 2001. Nearly 77 percent 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 just under 24 years. Twenty-four percent were ages 18 and 19; another 28 percent were 20 to 21; 25 percent were between 22-24; almost 10 percent were 25-29 years of age; and 13 percent were 30 or more years old. Fifteen percent identified themselves as Latino/a, 11 percent as African American, 5 percent as Asian, and 59 percent as White. Another 4 percent were international or foreign-born students. Almost 97 percent of the undergraduate population resided in New Jersey. Most students came from Essex, Bergen and Passaic counties (see CHE tables II B.3.a -3.c, II.B.5).

The number of international undergraduate students remained the same in spite of the September 11th tragedy. Students came from all over the world with the top ten countries being: Turkey, Kenya, Korea, India, Japan, Colombia, China, Poland, Peru, Bangladesh and Pakistan. 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 2001 freshman survey tells us that our students choose MSU for several important reasons. The most important reason cited was our good academic reputation. Undergraduates

can currently choose from 48 undergraduate degree programs in the arts, sciences, social sciences, humanities and business including the new bachelor's of science in athletic training. The five undergraduate majors with the largest enrollments are: business administration, psychology, human ecology, English and biology. 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, 28 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. Indeed, for freshmen another top reason for applying to MSU is the university's low tuition. Even with reasonable tuition, more than half of the freshmen answering the freshman survey indicated they had some concern about paying for college and an additional 18 percent said they had major concerns and were not sure they would have enough funds to complete their college studies.

Today, financial aid is an important part of successfully completing college. 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 2002, 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 2002, MSU distributed over \$8.5 million in state-funded financial aid to 3,645 students. TAG awards made up more than three-quarters of all state dollars. Last year there were 197 Bloustein and 143 Urban scholars studying at MSU (see CHE table II.B.4). As well, slightly more than \$35.6 million was distributed in financial aid awards from federally funded programs. Stafford and Stafford Plus loans accounted for nearly 69 percent of the federal monies.

2. GRADUATE STUDENTS

Of the 13,855 students who attended Montclair State University in fall 2001, 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 2001, 3,415 graduate students were enrolled at MSU, an increase of four percent from last year's enrollments and the fourth 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. Seventy-two percent were female and the average age of a graduate student was approximately 34. Nine percent identified themselves as African American, three percent as Asian, seven percent as Latino/a, and 75 percent as White. Five 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 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

Before we turn to the more traditional student outcome measures let's first briefly look at what students are encouraged to strive for and then achieve while attending Montclair State University.

At MSU we encourage the discovery process to be a shared experience between faculty and students. Students can learn how to engage in critical analysis and inquiry, as well as write for and present to an outside audience, all while working with an experienced mentor. For example, last November a short feature story - "Books of Thanks" - written, produced and edited by four Broadcasting majors, Marta Fernandez, Stacey Weaver, Valarie Harper and Maureen Paonessa, was aired as part of a special hour-long program on NJN (cable channel 50) called, "America Together: New Jersey Voices... Heroes."

NJN senior producer, Jeff Friedman, who is also a MSU alumnus and an adjunct professor here, supervised the four students. This is a wonderful example of how a faculty member helps students link classroom learning with real life experiences.

One of the best ways to encourage discovery is through the research process. Professors often view conducting research and co-authoring papers as part of the educational process. Professor Eileen Fernandez, Department of Mathematical Sciences, teamed up with her students on an article that dealt with unique solutions to geometry problems. Her students came up with ideas themselves—ideas that were based on the problem-solving strategies they were taught in class.

Miyuki Kawada, a graduate student in environmental management, said her research about land use changes and their impact on the environment with Professor William Solecki of Earth and Environmental Studies created a bridge between the classroom and the real world for her. Their co-authored paper was presented at a conference.

Conducting research with their professors not only takes students out of the classroom; sometimes it takes them out of the country. Professor Gregory Pope, again from Earth and Environmental Studies, conducted research with graduate students on acid rain in New Jersey and their paper was presented in the Czech Republic last May.

Virginia Kennedy, English graduate student, class of '01, presented a paper, "Margaret Fuller and Literary Indian Removal," at the Western Literature Association Conference. Professor Monica Elbert, English, directed the thesis from which this paper was drawn. In spite of tough competition from Ph.D. candidates, Ms Kennedy won the "J. Golden Taylor Award" for the best graduate paper at the conference.

Faculty gain as well from the inquisitive minds and personal experiences students bring to the research process. Professor Joann Pinto of Accounting, Law and Taxation noted that many M.B.A. students have a considerable amount of experience in the field or advanced degrees in other areas. Pinto collaborated with graduate student Susan Engles on a paper that dealt with environmental accounting issues, an area that has emerged in the last decade. "Students often bring industry-specific information into the classroom. For example, Susan has experience as an environmental scientist. This expands our research into community cooperation between the business and academic community. Students are truly an invaluable resource."

Intellectual and personal growth converge in the programs sponsored by the university's Center for Community Based Learning. The Center addresses community needs while advancing the civic and professional development of students. It promotes, supports and encourages an engaged campus where learning and research are grounded in human needs and experiences. The Center meets its goals through two major programs: cooperative education and service learning. For example, since 1994 the service-learning program has collaborated with community leaders on a range of service priorities identified by the United Way of North Essex. Linking students with a range of issues: academic achievement, alcohol/substance abuse, the digital divide, at risk youth, services to seniors and conflict resolution/peer mediation, these experiences complement and expand what students learn in the classroom.

Students are encouraged to participate in one of the 200 clubs and organizations on campus. Clubs and organizations give students opportunities for personal growth as well as applying what they have learned in the classroom. Students may learn leadership skills while participating in student government, writing for the student newspaper, *The Montclarion*, or the student literary magazine. MSU's TALON (Teaching Athletes Leadership Opportunities Now) Club was recognized for its community service work from the National Association of Division III Athletic Administrators. Student athlete leaders served the community through volunteer work and community outreach.

We now turn to some of the more traditional indicators used to measure student outcomes. 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. Montclair State University met or exceeded all benchmarks and received 100 percent of its allocated performance funding.

C. DEGREES CONFERRED

The number of undergraduate degrees Montclair State awarded in this academic year again surpassed previous years. The university awarded almost 1,900 undergraduate degrees in academic year 2001 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 almost 3 percent received bachelor of fine arts and bachelor of music degrees. The five majors with the most graduates are: business administration, psychology, English, human ecology, and biology. A list of graduates by general field of interest is found in the appendix.

Montclair State ranked as one of the top 100 institutions in graduating Hispanic students, according to the magazine *Hispanic Outlook in Higher Education*. Indeed, almost 13 percent of the graduating class was Hispanic. In addition, 9 percent of those who graduated were African American, 5 percent Asian and international students made up another 5 percent. Almost two-thirds of the recipients, 63 percent, were female (see CHE 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 16 percent earned master's in teaching (MAT) and master's of education (MEd) degrees; 10 percent master's of business administration (MBA); 10 percent master's of science degrees (MS) and 1 percent earned master's of fine art degrees. An additional 21 graduate students earned certificates in legal studies and 17 earned certificates in child advocacy.

D. OTHER STUDENT OUTCOMES

Every two years, Montclair State University surveys its recently graduated students. Preliminary results from the most recent One-Year-Out Alumni Survey found, that in spite of the tough employment market, 91 percent of the undergraduate respondents who graduated in academic year 2001 were employed and 19 percent were attending graduate school. A large majority of these alumni are successfully employed in New Jersey. This past year seven Montclair State University alumni, along with President Cole, were listed in "Who's Who, New Jersey Business Leaders, 2002" in the December 25th issue of *Business News*.

Graduation rates are a traditional student outcomes indicator. Of the 1,068 full time freshmen entering MSU in fall 1995, 56 percent graduated from the university (the state funding indicator benchmark is 50 percent). MSU's graduation rate is significantly higher than the national rate, around 43 percent, for comparable public universities (see CHE 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 1995 freshman cohort, the graduation rate for women was 60 percent and for men it was 50 percent. Variations in program completion rates are also seen for those who entered with basic skills deficiencies; 47 percent graduated in six years. Montclair State met and exceeded the state's graduation benchmark of 35 percent for those who required basic skills remediation (see CHE table IID.1.b).

The overall graduation rate for transfer students who entered MSU in the fall of 1995 was 71 percent (see CHE table IID.2.d). Once again, MSU's graduation rate exceeded the state's benchmark rate for transfer students.

E. MSU FACULTY CHARACTERISTICS: LEADING THE WAY TOWARDS EXCELLENCE

To meet the university's growing student enrollment Montclair State University's faculty continues to increase in size. Full-time filled faculty lines grew to 441, from the previous year's 415. Full-time faculty taught about two-thirds of all the class sections offered. Highly qualified, almost 90 percent had doctoral or other terminal degrees in their fields. The university has made

a concerted effort over the past several years to build a diversified faculty. As a result 40 percent were female and 24 percent were from various minority ethnic and racial groups. This effort is due in part to the replacement of retiring faculty as well as an increase in faculty positions at the university. On September 1, 2001 the university welcomed 42 new faculty into tenure-track positions, 11 in newly created ones. This group was remarkably diverse: 24 members of the cohort were women, 9 African American, 4 Asian American, and 2 were Hispanic. Finally, 37 percent of the faculty were at the rank of full professor, 27 percent were associate professors, 33 percent assistant professors and 3 percent were at the instructor rank. Two-thirds were in tenured positions (see CHE table II.E.1).

A qualified part-time faculty augmented the full-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.

Wendy Tiburcio, graduating senior, summarizes this 'personal touch' well when she spoke of one of her English professors. "Dan Bronson is different from many other teachers in the way he presents the material. He is passionate about what we study, and he brings his humor and experience into the classroom. He's also taught me that it's OK to take life a little easier."

The following few descriptions only begin to illustrate what our 441 faculty members accomplish.

Music faculty often wear many hats. For example, 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.

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.

Visiting Specialist Mark Pakman taught and performed on- and off-campus. His off-campus travels took him as near as Westchester County and as far as Russia. Professor Pakman accompanied the MSU Band members on their trip to perform in Russia this year. There he acted as translator as well as professor. He instructed our MSU students about Russian culture and music and along with Professor David Witten he gave master classes to Russian students at the Moscow Conservatory College, Saratov Conservatory and the St. Petersburg Conservatory College. Both gave a joint recital at the Saratov Pedagogical Institute and accompanied the band members at the concert they gave at the Saratov Conservatory.

Professor Robert Aldridge, in his second year at MSU, has brought music composition on campus into the 21st century by introducing his classes to a software program called Finale. By combining traditional music composition techniques with modern technology, students in the Music department are taking their craft to new levels of excellence. "My students can e-mail me their music so I can open it and listen to it on my computer, then I e-mail it back".

Professor Aldridge is also busy with his own compositions. After the performance of his "The Third Person," at MSU's Theatrefest, the musical opened on the London stage last year. His opera, "Elmer Gantry", will be given its full stage world premiere in 2004 and performed in Tulsa, OK, Germany and Finland. Closer to home, the NJ Symphony Orchestra commissioned him to do an orchestra piece for a concert they will perform in February 2003.

As part of an ongoing interest in improving teacher preparation and training in the area of sexuality education, Professors Goldfarb's and Donnelly's, Health Professions, Physical Education, Recreation and Leisure Studies, most recent efforts have been through Project NJ S.T.E.P. (New Jersey Sexuality Education Teacher Education Program). The project is funded through a \$174,525 grant from the New Jersey Department of Education and The Centers for Disease Control and Prevention (CDC).

The project provides in-depth, ongoing training to New Jersey middle school teachers with responsibility for teaching sexuality education. The districts participating in the project are Jersey City, Paterson and Newark. Teachers receive a total of 18 hours of training, 9 in the fall and 9 in the spring. The purpose of the training is to increase teachers' skills in teaching about sexuality and HIV to middle school students and enable them to meet NJ's core curriculum content standards for health and physical education. Part of the training includes ways to conduct peer observations and assessments as well as self-assessment to monitor progress.

In addition, about 40 non-instructional professional support staff (social workers, student assistance counselors, school nurses) also received 6-9 hours of training in how to support the efforts of the classroom teacher in working with young people around the important but sensitive issue of human sexuality.

In addition to teaching, a large number of faculty presented papers, published articles and books and served on the governing bodies of their professional organizations during the past year. A prime example, is Professor Naomi Lieber, English, who was elected to a three-year term as a trustee of the Shakespeare Association of America. The SAA is the largest organization of Shakespeare scholars in the world. As well, she published a book entitled, *The Female Tragic Hero in English Renaissance Drama*.

Montclair State University is noted for its Global Education Center and its emphasis on international experiences for our faculty and student body. Last year's two international scholars gave students a world view of learning that they just couldn't get from a textbook. A highly skilled researcher who is well published (4 books and 75 papers in international journals), Professor Chattopadhyay is also an exceptional teacher. His areas of expertise are geomorphology, remote sensing and environmental surveying (taking satellite pictures of the earth and surveying them for environmental problems). During the spring semester he taught

cultural anthropology as well as an upper level seminar in satellite photography in Earth and Environmental Sciences. Students gained hands on experience as they worked on research in landscape analysis and their data served as a baseline for future projects.

Professor de la Garza is also an international scholar. She is a professor of Philosophy in Mexico City and is working on her fifth book. She also taught two courses at MSU: an upper level course on Latin American philosophy and a graduate course, "Habermas and Dewey and the Ethics of Discourse", in Educational Foundations. Our visiting scholars are also learners while they are here. During her stay Professor de la Cruz increased her knowledge of contemporary American philosophy. As an adviser for the Mexican Federation for the Philosophy for Children she shared ideas with Professors Matthew Lipman and Anne Sharpe of MSU's Institute for the Advancement of Philosophy for Children.

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 4.98 years, slightly below the State's benchmark of five years (see CHE table II.F.1). An important university initiative that is helping undergraduates complete their degree programs efficiently 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 majors at the junior and senior levels. Only 22 percent of undergraduate programs had 25 or fewer upper division undergraduate students.

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

Cost per Graduate

MSU graduates an above-average number of students at below the State-set cost per student. Montclair spent \$54,140 per graduate and received full funding for this indicator.

G. DIVERSIFIED REVENUES

As all state offices and institutions saw this past year, state financial support for their operations was cut in response to the poor economic climate and the tragedy of September 11th; public universities were no exception. Given these circumstances diversifying revenues has become an even more important goal. 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 23 percent. The university's three-year average is \$6,929,099 (see CHE table II.G.2).

A prime example of the Foundation's efforts on behalf of the university is the generous gift of \$4 million for the construction of the state-of-the-art Alexander Kasser Theater. The name of the international philanthropist, art lover and one-time Montclair resident will grace this new theater thanks to his family's generosity. The theater will benefit the students and faculty in the arts as well as serving as an extraordinary resource for the surrounding community.

The campaign for an endowed chair in Italian or Italian American Studies was officially launched this year when UNICO presented a check for \$125,000 to the University. MSU and UNICO, a national Italian service organization, are partnering to raise the funds for this endowed chair that will reside in the College of Humanities and Social Sciences.

Through its increased activities, Alumni Association gifts have increased by almost six percent in the last five years. In FY 01 3,808 alumni gave \$331,837 in gifts to Montclair. 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 projects. For example, an Alumni Association grant helped Professor Greb, Early Childhood and Elementary Education, to help newly graduated MSU beginning teachers. Beginning teachers want and need autonomy but the initial years can also be overwhelming. Professor Greb started a once-a-month support group to assist first-year teachers who graduated from MSU's early childhood/elementary education program. The group met to discuss concerns and accomplishments while seeking assistance in a non-threatening venue. One participant summarized her experience this way; "I really needed to talk to others about my experience as it truly was."

Montclair State University also met and received full funding for the diversified revenues goal's second measure: an increase in tuition below the sector average. Montclair's increase was a modest \$347. The University's continued efforts to keep college costs as reasonable as possible are reflected in FY 2002 costs. Montclair had the lowest annual undergraduate tuition and fees among New Jersey's public four-year colleges and universities.

H. BOARD OF TRUSTEES

The Board of Trustees is the governing body of Montclair State University. The Board has general supervision over the university, with its authority set by New Jersey statute (Statutes Annotated 18A:64-6). The Board has the power and duty, for example, to determine the educational curriculum and program of the university; determine the policies for the organization, administration and development of the university; establish tuition and fees; disburse all monies appropriated to the university and all monies received from tuition, fees, auxiliary services and other sources; appoint and fix compensation of the President and other

professional members of the academic, administrative and teaching staffs; and grant diplomas, certificates and degrees.

Currently the Board consists of fifteen voting members and two non-voting members as follows: fourteen citizens of the state of New Jersey, appointed for six-year terms by the Governor with the consent of the Senate (all voting members); two students elected by the student body (one voting and one non-voting); and the President of the University (non-voting).

The Board meets periodically throughout the year and the number of meetings has been expanded to eight in the upcoming academic year. The Board reflects New Jersey's diversity: 11 trustees are male (one is African American and one is Hispanic) and 3 are female (one is Asian female). Both student representatives are white and one is female and the other male.

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 music computer lab features the most advanced technology for students studying music. The MacIntosh workstations enable students to use state-of-the-art electronic music keyboards and peripherals to compose and arrange music and then print out completed musical scores.

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.

Each year the university's computing capacity grows. Sprague library added wireless computing to its long list of services. The ideal venue for those who like to multi-task, the Library's wireless environment enables a lab top user to: connect to the internet anywhere in the library, send an e-mail while searching a data base, enter notes while reading a journal article, and have a librarian right by your side helping you evaluate the wealth of information found on the web.

Computer technology is a powerful tool for faculty as well. For example, the College of Humanities and Social Science (CHSS) has added four wireless hubs in Dickson Hall where the college is housed. These hubs can accommodate the growing number of CHSS faculty incorporating technologies such as Blackboard and WebCT into their pedagogy. On the first floor alone, 500-600 students in 15 classrooms during any given class hour can benefit from these wireless hubs.

The Language Lab has Web Audio Instruction in almost all of the world's languages. This means any MSU student with a university email account has access to the most advanced language learning technology anytime and anywhere in the world: on-campus between classes, at home on weekends, or at a local cyber café at 3 a.m.

An extensive list of courses and brownbag lunch demonstrations are available to faculty throughout the year. For example, a teaching and learning brownbag entitled, How to Get the Most Out of Blackboard, was led by two faculty members. The dos and don'ts of discussion boards were shared over lunch with colleagues. At another brownbag, adjunct instructor Steve Kilianski of Psychology, discussed the ways technology helped students with different learning styles. Courses on using software such as Power Point and Excel are offered monthly and at various proficiency levels.

And finally, additions to administrative computing systems helped students with the important, but sometimes frustrating, registration process. WESS (Web Enrollment Services for Students) was launched this past spring. Students can now see their grades, schedules, transcripts, registration status and more thanks to WESS. It is as easy as logging on to www.montclair.edu/wess/.

The list of degrees MSU offers continues to grow with the addition of the newest bachelors degree in athletic training. A detailed list of MSU's currently active undergraduate and graduate degree programs follows:

MSU CURRENTLY ACTIVE DEGREE PROGRAMS

DEGREE PROGRAMS	CIP CODE*
UNDERGRADUATE	
ANTHROPOLOGY	450201
ATHLETIC TRAINING	310599
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
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
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. 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.

The university's second doctoral degree, a Ph.D. in Environmental Management, has been approved through the level of the President's Council and the required process to petition the NJ Commission on Higher Education to exceed our mission has begun.

As well, the university finished redesigning its general education programs and will launch GenED 2002 in September of 2002. The program includes a core of courses that all students will take, including a freshman experience course and three cross-disciplinary, team-taught courses designed to be taken at the sophomore or junior levels. The courses will focus on issues of current importance and interest at the national and international levels, and in the area of science and technology.

Another major change for the instructional program is the university's decision to standardize on 75-minute class periods during the day, 150-minute periods in the evening and on weekends. This also begins in the upcoming fall semester.

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 this research has already been highlighted in the earlier faculty section. 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. In the last year of a two-year grant, it 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.

Last spring Montclair State University received a \$750,000 federal grant to create a facility for the College of Education and Human Services that will have state-of-the-art classrooms and play an integral role in addressing New Jersey's teacher shortage.

Collaborations

Montclair State University has many collaborations with a host of organizations; a number of these are with New Jersey school districts. A prime example of a continuing relationship is *Detectives in the Classroom*. In 2000 Professor Kaelin, Department of Health Professions, Physical Education, Recreation and Leisure Studies, received a Science Education Partnership Award from the National Institute of Health to create, implement, and assess a curriculum to teach middle school students the science of epidemiology. Last year, in partnership with two

middle school teachers, one from Paterson and the other from Montclair, the curriculum was pilot tested. Starting this fall, *Detectives in the Classroom* Professional Development Workshops for Paterson's 32 7th grade science teachers will be held. Teachers will use the curriculum and assess its impact on students' fundamental abilities in scientific inquiry and interest in science. The curriculum will be posted on a MSU web site and linked to the Centers for Disease Control and Prevention's EXCITE web site.

As the new fall semester begins, MSU will continue with the Teacher Effectiveness Grant of \$748,517 it was awarded last year by the Commission on Higher Education. This grant extends collaborative work with county colleges and Abbott centers already underway. The Urban Teaching Academy recruits, prepares and supports 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.

A collaboration of another sort is Montclair State University's partnering with New Jersey Transit to build a train station and parking structure that directly links the campus and the surrounding community with mid-Manhattan.

K. MAJOR CAPITAL PROJECTS

The Montclair State University campus is being transformed. Past successes -- New Jersey's only on-campus diner, the Red Hawk (named for the University's sports teams, the Red Hawks); the \$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 -- just primed the pump. This past year saw the beginning of major construction projects that are modernizing and expanding the University's physical facilities. Projects are at various stages of completion. Some are being planned while construction has already started on others. The best way of keeping abreast is by clicking on Red Hawk Construction: <http://www.montclair.edu/redhawkconstruction/redhawkconstruction.html>.

Projects include:

- Foundations are already laid for a residential village housing almost 900 students in five-story buildings, with club house, market place and police sub-station
- Well on its way to completion, a new 1,000-space parking structure is an engineering feat that grows daily before our eyes
- The state-of-the art Alexander Kasser Theater
- A state-of-the-art academic building that includes conference and restaurant services
- A new Children's Center
- Renovation to College Hall and Panzer gym
- Extensive upgrades to the water and electrical infrastructure

The Excellence and Accountability Report is an opportunity for Montclair State 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 next year. With a foundation of outstanding programs

that continues to grow, a highly accomplished faculty that also is growing and a well defined and ambitious building program, Montclair State University begins the new century uniquely qualified to meet the challenges of New Jersey's rapidly growing college-bound population, a struggling economy with large technology and pharmaceutical sectors that still requires 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 AY 2002 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	530.55	1,063	519.98	1,063	475.44	90	471.89	90
EOF Admits	425.80	131	406.87	131				
Special Admits	447.23	155	433.29	155	410.00	1	380.00	1
All Admits	510.80	1,349	499.04	1,349	474.73	91	470.88	91
Missing Scores		29		29		29		29

Institutional Accountability Report for FY 2002

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	4,695	58.8	909	11.4	1,203	15.1	424	5.3	18	0.2	361	4.5	376	4.7	7,986	100.0
Part-time	1,391	57.5	246	10.2	399	16.5	107	4.4	5	0.2	88	3.6	182	7.5	2,418	100.0
Total	6,086	58.5	1,155	11.1	1,602	15.4	531	5.1	23	0.2	449	4.3	558	5.4	10,404	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>
	3,150	39.4	4,836	60.6	7,986	901	37.3	1,517	62.7	2,418	4,051	38.9	6,353	61.1	10,404

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	20	2,359	2,765	1,979	501	166	91	85	20	0
	Pct	0.3	29.5	34.6	24.8	6.3	2.1	1.1	1.1	0.3	0.0	0.0	100.0
Part-time	Num	5	114	188	592	494	329	242	324	108	19	3	2,418
	Pct	0.2	4.7	7.8	24.5	20.4	13.6	10.0	13.4	4.5	0.8	0.1	100.0
Total	Num	25	2,473	2,953	2,571	995	495	333	409	128	19	3	10,404
	Pct	0.2	23.8	28.4	24.7	9.6	4.8	3.2	3.9	1.2	0.2	0.0	100.0

Montclair
 Table II.B.4:
 Financial Aid from State-Funded Programs, FY 2002

	Recipients	Awards	Dollars(\$)	\$/Recipient	\$/Award
TAG	2,601	4,722	6,803,329	2,615.66	1440.77
EOF	704	1,343	707,550	1,005.04	526.84
Bloustein Scholars	197	384	192,000	974.62	500.00
Urban Scholars	143	276	138,000	965.03	500.00
NJCLASS Loans		92	469,248		5100.52
OSRP*	-	99	247,625		2501.26

* First disbursement of state share.

Montclair
Table II.B.5

First-time Full-time Freshman in Fall 2001 Enrollment
by State Residence

State Residents	Non-State Residents	Total	% State Residents
1,336	42	1,378	96.95%

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>
1210	64.33	164	8.72	235	12.49	97	5.16	1	0.05	100	5.32	74	3.93	1,881	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>
692	36.79	1,189	63.21	1,881

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

IPEDS CIP Code Major Category	No.
Business Management & Administrative Services	332
Communications	91
Computer Sciences	79
Education	98
Foreign Languages & Literature/Letters	44
Health Sciences	18
Home Economics	142
Law & Legal Studies	21
English Language & Literature/Letters	138
Liberal Arts & Sciences, General Studies & Humanities	19
Biological Sciences/Life Sciences	118
Mathematics	32
Multi/Interdisciplinary Studies	21
Parks, Recreation, Leisure & Fitness Studies	43
Philosophy & Religion	13
Physical Sciences	25
Psychology	213
Social Sciences	265
Visual & Performing Arts	169
Total	1,881

**Table II.D.1.a:
Overall Graduation Rate for a Freshman Cohort**

<u>Institution</u>	<u>94 cohort</u>	<u># grads</u>	<u>1994-2000</u>	<u>95 cohort</u>	<u># grads</u>	<u>1995-2001</u>	<u>Change</u>
Montclair	872	497	56.9%	1,068	599	56.0%	-0.9%

**Table II.D.1.b:
Graduation Rate for Students Needing Remediation**

<u>Institution</u>	<u>94 cohort</u>	<u># grads</u>	<u>1994-2000</u>	<u>95 cohort</u>	<u># grads</u>	<u>1995-2001</u>	<u>Change</u>
Montclair	366	175	47.8%	391	182	46.5%	-1.3%

**Table II.D.2.b:
Relative Graduation Rate of Transfer and Natives**

<u>Institution</u>	<u>Native</u>			<u>Transfer</u>			<u>Change</u>
	<u>Fall 95</u>	<u># Grad</u>	<u>95-2001</u>	<u>Fall 95</u>	<u># Grad</u>	<u>95-2001</u>	
Montclair	1068	599	56.0%	368	273	74.1%	18.1%

**Table II.D.2.d:
Graduation Rate for Transfer Students**

<u>Institution</u>	<u>94 cohort</u>	<u># grads</u>	<u>1994-2000</u>	<u>95 cohort</u>	<u># grads</u>	<u>1995-2001</u>	<u>Change</u>
Montclair	602	406	67.4%	733	523	71.3%	3.9%

Montclair State University
Table II.D.2.f:
Graduation Rates of Transfer vs. Native Students
Six-Year Graduation Rates for Fall 1995 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	387	74.16%
Native Freshmen	1068	56.09%
Freshman Transfers From CC	40	55.00%
Native Sophomores	957	70.64%
Sophomore Transfers from CC	125	72.00%
Native Juniors	865	80.00%
Junior Transfers from CC	207	77.78%

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>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	80.7	21	7.2	12	4.1	22	7.6	1	0.3	0	0.0	290	100.0
Female	84	81.6	9	8.7	4	3.9	5	4.9	1	1.0	0	0.0	103	100.0
Male	150	80.2	12	6.4	8	4.3	17	9.1	0	0.0	0	0.0	187	100.0
Without Tenure	101	66.9	12	7.9	21	13.9	12	7.9	0	0.0	5	3.3	151	100.0
Female	51	69.9	7	9.6	10	13.7	2	2.7	0	0.0	3	4.1	73	100.0
Male	50	64.1	5	6.4	11	14.1	10	12.8	0	0.0	2	2.6	78	100.0
Total	335	76.0	33	7.5	33	7.5	34	7.7	1	0.2	5	1.1	441	100.0
Female	135	76.7	16	9.1	14	8.0	7	4.0	1	0.6	3	1.7	176	100.0
Male	200	75.5	17	6.4	19	7.2	27	10.2	0	0.0	2	0.8	265	100.0

**Table II.F.1:
Median Time to Completion of the Degree**

<u>Institution</u>	<u>FY 2000 Graduates</u>	<u>FY 2001 Graduates</u>	<u>Change</u>
Montclair	4.96	4.98	0.02

**Table II.F.2:
Percentage of Undergraduate Programs
with 25 or Fewer Students Enrolled**

<u>Institution</u>	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Change</u>
Montclair	24.3%	21.6%	-2.7%

**Table II.F.3:
Percentage of Graduate Programs
with 10 or Fewer Students Enrolled**

<u>Institution</u>	<u>Fall 2000</u>	<u>Fall 2001</u>	<u>Change</u>
Montclair	7.1%	3.6%	-3.6%

**Table II.F.5:
Cost per Graduate**

<u>Institution</u>	<u>FY 2000</u>	<u>FY 2001</u>	<u>Change</u>
Montclair	\$62,167	\$64,140	\$1,973

**Table II.G.2:
External Funding**

<u>Institution</u>	<u>Average FY98 - FY00</u>	<u>Average FY99 - FY01</u>	<u>Change</u>
Montclair	\$5,628,178	\$6,929,099	23.1%

**Table II.G.4:
Increase in Tution**

<u>Institution</u>	<u>FY 2001</u>	<u>FY 2002</u>	<u>Change</u>
Montclair	\$3,470	\$3,817	\$347

FY 2002 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%	56.0%	-0.9%	1
Measure 2: Graduation Rate for Students Needing Remediation			
Benchmark Absolute: 35%	46.5%	-1.3%	1
Measure 3: Median Time to Degree Completion			
Benchmark Absolute: 5.0 years	4.98	0.02	1
GOAL 2: IMPROVED TRANSFER AND ARTICULATION			
Measure 1: Graduation Rate for Transfer Students			
Benchmark Absolute: 50%	71.3%	3.9%	1
Measure 2: Relative Graduation Rates of Transfers and Natives			
Benchmark Grad. Rate of Transfers Equal/Greater than Natives	74.1%	18.1%	1
	56.0%		
GOAL 3: IMPROVED EFFICIENCY AND EFFECTIVENESS			
Measure 1: Percentage of Undergraduate Programs with 25 or Fewer Students			
Benchmark Absolute: Below 25%	21.6%	-2.7%	1
Measure 2: Percentage of Graduate Programs with 10 or Fewer Students			
Benchmark Absolute: Below 25%	3.6%	-3.6%	1
Measure 3: Cost per Graduate			
Benchmark Absolute: \$72,118	\$63,451	\$1,284	1
GOAL 4: DIVERSIFIED REVENUES			
Measure 1: Increase in Tuition			
Benchmark: Below FY00 Sector Ave./Increase of less than \$215	\$3,817	\$347	1
Measure 2: External Funding			
Benchmark: Increase of 1%	\$6,090,538	8.2%	1
Goal 1 Value (average of three measures)			1.0
Goal 2 Value (average of two measures)			1.0
Goal 3 Value (average of three measures)			1.0
Goal 4 Value (average of two measures)			1.0
Average of all ten measures			1.0
Percentage of Performance Funding \$		100.0%	