MONTCLAIR STATE UNIVERSITY

Annual Institutional Profile Report

Fall 2018

September, 2018

PREFACE

Founded as the New Jersey State Normal School at Montclair in 1908, Montclair State University today is a preeminent center of research, education and scholarship. The University offers a broad array of undergraduate and graduate programs in the liberal arts and sciences, as well as in the professional fields of business, the arts and education. Substantial growth in research activity and doctoral-level education has earned Montclair State designation by the State of New Jersey as a public research university, and by the Carnegie Classification of Institutions of Higher Education as a national research doctoral university.

Montclair State is currently in a period of significant growth and development with an enrollment of 21,000 students, new programs, new faculty and expanding physical facilities. Recent accomplishments include the opening of a new Center for Computing and Information Science, the founding of the new University College, the opening and expansion of the School of Nursing, and construction of state-of-the-art learning and research facilities for students in the Feliciano School of Business, College of Science and Mathematics, The Graduate School, School of Nursing, and School of Communication and Media. The University received the largest philanthropic gift in its history — $20 million to support the Feliciano School of Business — and met the Federal criteria for recognition as an Hispanic-Serving Institution. These activities are evidence of the University's commitment to steadily adapting and evolving to serve the educational needs of New Jersey, grounded in a mission of academic excellence and service. The University's full mission statement follows.

Institutional Mission

Montclair State University is committed to serving the educational needs of New Jersey with programs characterized by academic rigor and currency in the development of knowledge and its applications. The University will offer a comprehensive range of baccalaureate, master's and certificate programs and a focused portfolio of doctoral programs that are closely aligned with the University's academic strengths and the needs of the state.

The University will recruit faculty with exceptional academic or professional credentials and a deep commitment to the pursuit of their development as teachers and scholars. The University will admit to study with this faculty, students who have demonstrated the potential for high achievement, diligence in the pursuit of their education, and high aspirations for using their education. The University will be inexorably committed to the maintenance of a learning community that is deeply and broadly reflective of the diverse population of New Jersey.

All University programs will develop in students the ability to discover, create, evaluate, apply, and share knowledge in a climate characterized by tolerance and openness in the exploration of ideas. Curricular and co-curricular programs will cultivate the ability to think critically, to act ethically, and to become informed citizen-participants prepared to assume leadership roles in a democracy.

Recognizing the increasing connectedness of the world, the University will ensure that all students develop an understanding of global issues and of their responsibilities as citizens of the world.

The University will serve as a center for the creation of new knowledge and for the development of innovative applications of existing knowledge and as a center for pedagogical and artistic excellence and creativity. The University seeks to focus the professional activities of its faculty and the educational endeavors of its students on the enduring disciplines that will continue to constitute the knowledge base of an educated citizenry in the 21st century, as well as on the more specific and changing areas of study that have particular relevance to the region served by the University.

The University will play a role beyond the campus community, partnering and collaborating at the local, state, national and international levels to make positive contributions to addressing issues of importance to society, to enable students to experience their ability to use knowledge in constructive ways in the world, and to share the rich array of intellectual and cultural resources of the University with the people of New Jersey.

Dr. Susan A. Cole
President
Montclair State University

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II. DATA BY CATEGORY

<u>A. Accreditation Status</u>

Montclair State University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104. Programs leading to a degree or certificate (not certification) are approved by the Office of the Secretary of Higher Education of the State of New Jersey. Programs leading to NJ State certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Discipline-specific accreditations include:

• AACSB International ─ The Association to Advance Collegiate Schools of Business (Baccalaureate and Graduate degree programs in business, School of Business)

• ACEND - Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (Didactic Program in Dietetics, Baccalaureate level; Dietetic Internship, Department of Health and Nutrition Sciences)

• CAATE - Commission on Accreditation of Athletic Training Education (Athletic Training major, BS, Department of Exercise Science and Physical Education, College of Education and Human Services)

• CAC/ABET - Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) (Computer Science major, concentration in Professional Computing, BS, Department of Computer Science, College of Science and Mathematics)

• CACREP - Council for the Accreditation of Counseling and Related Education Programs (Counseling, Ph.D., Counseling, M.A., Department of Counseling and Educational Leadership, College of Education and Human Services)

• CAA/ASHA - Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech Language Hearing Association (ASHA). CAA has accredited the M.A. with concentration in Speech-Language Pathology; and the Doctoral program in Audiology (AuD) in the Department of Communication Sciences and Disorders, College of Humanities and Social Sciences

• CAEP ─ Council for the Accreditation of Educator Preparation [Formerly NCATE] ─ for programs preparing elementary and secondary school teachers, as well as administrative and school service personnel

• CEPH - Council on Education for Public Health. (Master of Public Health (MPH), BS in Public Health, concentration in Community Health Education, Department of Public Health, College of Education and Human Services

• NASAD - National Association of Schools of Art and Design (Fashion Studies major, BA; Fine Arts major, concentrations in Art Education, Art History, Studio Art, BA; Animation/Illustration major, Filmmaking major, Fine Arts/Studio major, Graphic Design major, Industrial Design major, BFA; Studio Art major, MFA; Department of Art and Design, College of the Arts)

• NASD - National Association of Schools of Dance (Dance major, concentration Dance Education, BA; Dance major, BFA, Department of Theatre and Dance, College of the Arts)

• NASM - National Association of Schools of Music (Music Therapy major, BA; Music major, concentrations in Music Education, Jazz Studies, Performance, Theory/Composition, BMus; Music major, concentrations in Music Education, Music Therapy, Performance, and Theory/Composition, MA, John J. Cali School of Music, College of the Arts)

• NAST - National Association of Schools of Theatre (Theatre Studies major, BA; Theatre major concentrations in Acting and in Production/Design, BFA; Theatre major with concentration in Arts Theatre Studies, MA, Department of Theatre and Dance, School of the Arts)

Program approvals include:

- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)/American Association for Health Education (AAHE): Health Education major, BS, initial teacher certification, P-12
- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE): Physical Education major, BS, initial teacher certification, P-12
- American Bar Association: Justice Studies major, Paralegal Studies concentration, BA. Paralegal Studies minor; Post-baccalaureate Certificate Program in Paralegal Studies
- American Chemical Society: Biochemistry major, BS; Chemistry major, BS. Chemistry minor; Chemistry major, MS; Chemistry major, Biochemistry concentration, MS
- American Music Therapy Association: Music Therapy major, BA; Music major, concentration in Music Therapy, MA
- Council for Exceptional Children: Early Childhood Special Education major, MEd; Learning Disabilities major, MEd; Learning Disabilities Teacher-Consultant, post-master's certification; Communication Sciences and Disorders major, concentration in Speech-Language Pathology, MA
- Educational Leadership Constituent Council (ELCC): Educational Leadership major, MA
- International Reading Association (IRA): Reading major, MA; Reading Specialist, post-baccalaureate educational services certification, P-12
- National Association for the Education of Young Children (NAEYC): Family and Child Studies major, concentration in Early Childhood, BA, initial teacher certification, P-3
- National Association for Music Therapy: Music Therapy major, BA
- National Council for the Social Studies (NCSS): Anthropology major, BA, initial teacher certification, P-12; History major, BA, initial teacher certification, P-12; Political Science major, BA, initial teacher certification, P-12; Sociology major, BA, initial teacher certification, P-12; Geography major, BA, initial teacher certification, P-12; Economics major, BA, initial teacher certification, P-12; Social Studies, MAT, initial teacher certification, P-12; Social Studies, post-baccalaureate teacher certification, P-12

- National Council of Teachers of English (NCTE): English major, BA, initial teacher certification, 6-12; English, MAT, initial teacher certification, 6-12; English, post-baccalaureate teacher certification, 6-12
- National Council of Teachers of Mathematics (NCTM): Mathematics major (BS), initial teacher certification, 6-12; Mathematics, MAT, initial teacher certification, 6-12; Mathematics, post-baccalaureate teacher certification, 6-12
- Teachers of English to Speakers of Other Languages (TESOL): Linguistics major BA, initial teacher certification, P-12; Teaching English as a Second Language, MAT, initial teacher certification, P-12; Teaching English as a Second Language, post-baccalaureate teacher certification, P-12

Memberships include:

- The Association to Advance Collegiate Schools of Business
- American Association for Paralegal Education
- American Association for Colleges for Teacher Education
- American Association of Collegiate Registrar's and Admissions Officers
- American Association of State Colleges and Universities
- American Council on Education
- Association for Gerontology in Higher Education
- Association of American Colleges and Universities
- Council of Graduate Schools
- Middle Atlantic Association of Colleges of Business Administration
- National Association of Graduate Admissions Professionals
- National Association of State Universities and Land-Grant Colleges
- National Association of Student Personnel Administrators
- National Network for Educational Renewal
- New Jersey Association of Colleges for Teacher Education
- New Jersey Association of State Colleges and Universities
- North American Association of Summer Sessions
- Northeastern Association of Graduate Schools

B. Number of Students Served

Fall 2017 Undergraduates

In fall 2017, 16,852 undergraduates enrolled at Montclair State University (see Table II.B.1). This headcount was up 29.5% from fall 2007, and up 0.2% from fall 2016.

Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2017		
	Number	**Percent**
Full-time	**14,944**	**88.7%**
Part-time	**1,908**	**11.3%**
Total	**16,852**	**100.0%**

The proportion of undergraduates studying full-time rose 5.1 percentage points between 2007 and 2017, from 83.6% in fall 2007 to 88.7% in fall 2017.

Fall 2017 Graduate Students

Montclair State University enrolled 4,161 graduate students in fall 2017 (see Table II.B.2). This graduate student headcount was up 11.9% from fall 2007, but down -0.4% from fall 2016.

Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2017		
	Number	**Percent**
Full-time	**1,477**	**35.5%**
Part-time	**2,684**	**64.5%**
Total	**4,161**	**100.0%**

The proportion of graduate students studying full-time has risen over the past decade. The percent of graduate students enrolled full-time rose 15.1 percentage points, from 20.4% in fall 2007 to 35.5% in fall 2017.

FY17 (12-Month) Unduplicated Enrollments

While most students are admitted and enroll at the beginning of each academic year, thousands of additional students enroll during the University's other sessions that run in the winter, spring, and summer. During FY17, nearly 24,000 students attended MSU during one or more of its academic sessions (see Table II.B.4).

Table II.B.4: Unduplicated Enrollment, FY17 (IPEDS 12-Month)			
	Headcount	**Credit Hours**	**FTE**
Undergraduate	**18,785**	**480,999**	**16,033**
Graduate	**5,152**	**63,703**	**2,654**
Professional Practice	**52**	**1,644**	**69**
Total	**23,989**	**546,346**	**18,756**

C. Characteristics of Undergraduate Students

Fall 2017 First-time Undergraduates

A total of 13,384 individuals applied for admission as first-time undergraduates to Montclair State University in fall 2017, up 32% from fall 2007. The University admitted 70.7% of these applicants, and 3,017 of those who were admitted to the University enrolled as first-time undergraduates for a yield of 31.9%. The fall 2017 acceptance rate was 13.7 percentage points higher than in fall 2007, admissions yield was -4.6 percentage points lower than in fall 2007.

Fall 2017 first-time undergraduates entered MSU as either regular admits, special admits, or students admitted through the Educational Opportunity Fund (EOF) program. By admitting students using different admissions categories, the University fulfilled the hopes and aspirations of more of its applicants. Of MSU's 3,017 first-time undergraduates, 94.5% were Regular Admits, 4.1% were admitted through the EOF program, and 1.4% were Special Admits (see Table II.C.1).

In fall 2015, Montclair State became the first public university in New Jersey to adopt an ACT/SAT test optional policy. The decision was based upon studies showing that SAT and ACT test scores were less effective predictors of college success than student performance in high school courses. Test scores are considered if students voluntarily choose to submit them, but applicants are neither hindered nor advantaged by standardized test scores alone.

Montclair State's test optional policy is designed to ensure that students selected for admission are capable of succeeding in the University's rigorous academic programs. It also supports the University's mission to serve a student body that reflects New Jersey's socio-economic and ethnic diversity.

A total of 1,205 (39.9%) of MSU's first-time undergraduates voluntarily submitted SAT scores to the University. Table II.C.1 contains information on SAT scores that were submitted voluntarily by first-time undergraduates who entered the University as freshmen.

TABLE II.C.1: Mean Math, Reading & Writing SAT for First-Time Freshmen, by Admission Status and Overall, Fall 2017							
	Full-Time				**Part-Time**		
Type	**Number**	**Math**	**Read**	**Write**	**Number**	**Math**	**Read**	**Write**
Regular	1,138	531	541	509	18	464	447	--
EOF	49	484	503	480	4	398	393	--
Special	10	510	527	--	1	380	400	--
All	1,197	529	539	508	23	449	435	--
Missing	1,794	--	--	--	18	--	--	--

In fall 2017, Montclair State University did not offer any remedial courses.

Table II.C.2: Enrollment in Remedial Courses, Fall 2017		
Total Fall 2017 Undergraduate Enrollment	**Number of Students Enrolled in One or More Remedial Courses**	**Percent of Total**
16,852	**0**	**0.0%**
Total Number of Full-time, First-time Students	**Number of FTFT Students Enrolled in One or More Remedial Courses**	**Percent of FTFT Students Enrolled in One or More Remedial Course**
3,004	**0**	**0.0%**
Remedial Subject Area	**Number of FTFT Students Enrolled in**	**Percent of FTFT Students Enrolled in**
Reading	**0**	**0.0%**
Writing	**0**	**0.0%**
Math Computation	**0**	**0.0%**
Elementary Algebra	**0**	**0.0%**

A CIRP survey administered to fall 2016 first-time undergraduates revealed that over 88% considered MSU to be their first or second choice among colleges. The survey also revealed that the top four reasons freshmen chose MSU were: a) very good academic reputation (59%), b) good reputation for social and extracurricular activities (54%), c) affordability (49%), and d) a visit to the campus (49%). The Freshman Survey (CIRP) is run every three years, and will next be administered to first-time undergraduates in fall 2019.

The profile of the fall 2017 entering class reflects the continuing commitment of the University to an ethnically and racially diverse student body. Excluding unknowns, 17.3% of first-time undergraduates identified themselves as African American, 6.8% as Asian, 30.3% as Latino/a, and 0.6% as non-resident aliens. Females comprised 64.7% of first-time undergraduates.

Fall 2017 Undergraduates

In fall 2017, a total of 21,013 students attended Montclair State University. Of this total, 16,852 (or 80.2% of all enrollees) were registered as undergraduates. The number of undergraduates attending the University rose 29.5% between fall 2007 and fall 2017. Eighty-nine percent of fall 2017 undergraduates attended the University full-time, up over 5 percentage points from fall 2007. MSU's undergraduates were racially/ethnically diverse. Excluding unknowns, 29.8% of undergraduates identified themselves as Latino/a, 13.8% as African American, 6.3% as Asian, 44.4% White, and 2.2% non-resident aliens (see Table II.C.3.a).

TABLE II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2017						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Native Amer.	12	0.1%	2	0.1%	14	0.1%
African Amer.	1,931	12.9%	231	12.1%	2,162	12.8%
Asian	913	6.1%	114	6.0%	1,027	6.1%
Latino/a	4,102	27.4%	552	28.9%	4,654	27.6%
White	6,237	41.7%	699	36.6%	6,936	41.2%
Non-Res. Alien	277	1.9%	60	3.1%	337	2.0%
Unknown	1,472	9.9%	250	13.1%	1,722	10.2%
Total	14,944	100.0%	1,908	100.0%	16,852	100.0%

In fall 2017, 61.8% of all undergraduates were female, and the average age of the undergraduate population was 21.73 years (see Tables II.C.3.b and II.C.3.c).

TABLE II.C.3.b: Undergraduate Enrollment by Sex, Fall 2017						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	9,154	61.3%	1,118	58.6%	10,272	61.0%
Male	5,790	38.7%	790	41.4%	6,580	39.0%
Total	14,944	100.0%	1,908	100.0%	16,852	100.0%

TABLE II.C.3.c: Undergraduate Enrollment by Age, Fall 2017						
	Full-time		Part-time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	28	0.2%	11	0.6%	39	0.2%
18-19	4,803	32.1%	62	3.2%	4,865	28.9%
20-21	5,949	39.8%	232	12.2%	6,181	36.7%
22-24	3,149	21.1%	679	35.6%	3,828	22.7%
25-29	719	4.8%	422	22.1%	1,141	6.8%
30-34	150	1.0%	167	8.8%	317	1.9%
35-39	69	0.5%	98	5.1%	167	1.0%
40-49	54	0.4%	129	6.8%	183	1.1%
50-64	21	0.1%	99	5.2%	120	0.7%
More than 64	2	0.0%	9	0.5%	11	0.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	14,944	100.0%	1,908	100.0%	16,852	100.0%

During AY16-17, MSU's undergraduates received financial aid from Federal, State, University, and private sources. Aid took multiple forms, from grants and scholarships, through loans and waivers. For those who needed financial assistance, the MSU Alumni Association and the MSU Foundation sponsored a number of scholarships, and special MSU program awards were substantial, amounting to nearly $9 million during the award year. Also in AY16-17, Federal grants, loans, and work-study programs amounted to over $124.7 million.

MSU distributed an additional $32.8 million in state-funded financial aid during AY16-17, including both scholarships and NJCLASS loans (see Table II.C.4). A total of 6,303 State awards were made to MSU students, including 5,180 TAG Awards, 357 NJCLASS Loans, and 647 EOF Awards.

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, AY16-17			
	Recipients	**$ Dollars**	**$/Recipient**
STATE PROGRAMS			
TAG	**5,180**	**$27,010,000**	**$5,214**
EOF	647	$751,000	$1,161
Distinguished Scholars	**0**	**$0**	**$0**
Urban Scholars	47	$44,000	$936
NJCLASS Loans	**357**	**$4,867,000**	**$13,633**
NJ Stars	72	$146,000	$2,028
OSRP	**0**	**$0**	**$0**
FEDERAL PROGRAMS			
Pell Grants	7,361	$31,927,000	$4,337
College Work Study	528	$688,000	$1,303
Perkins Loans	340	$843,000	$2,479
SEOG	1,234	$880,000	$713
Stafford Loans (Subsidized)	8,889	$36,167,000	$4,069
Stafford Loans (Unsubsidized)	8,897	$30,842,000	$3,467
PLUS Loans	1,707	$23,359,000	$13,684
SMART & ACG or other	0	$0	$0
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	2,972	$8,965,000	$3,016
Loans	0	$0	$0

Of MSU's 3,017 first-time undergraduates who entered in fall 2017, 96% were New Jersey residents (see Table II.C.5). Most were from Bergen (512), Essex (462), and Passaic (424) counties.

Table II.C.5: First-Time Undergraduate Enrollment by State of Residence, Fall 2017			
State Residents	**Non-State Residents**	**Total Students**	**% State Residents**
2,907	**110**	**3,017**	**96.4%**

Fall 2017 Graduate Students

Of the 21,013 students who attended Montclair State University in fall 2017, 4,161 (19.8%) were graduate students. Graduate student enrollment rose 11.9% between fall 2007 (3,719) and fall 2017 (4,161).

Most graduate students (64.5%) attended MSU part-time, taking fewer than nine credits per semester. Nearly 72% of fall 2017 graduate students were female, and the average age of the graduate student population was 31.15 years. Excluding unknowns, 10.2% of graduate students identified themselves as African American, 4.8% as Asian, 17.1% as Latino/a, 58.8% as White, 7.0% as non-resident aliens, and 1.7% as multi-racial. Of MSU's 4,161,graduate students, 91.9% are New Jersey residents.

D. Student Outcomes

Over 65% of all full-time, first-time freshmen who entered MSU in the fall of 2011 earned a degree within six years of entry (see Table II.D.1.a).

TABLE II.D.1.a: Four-, Five-, and Six-Year Graduation Rates of Fall 2011 Full-Time, First-Time Freshmen by Race/Ethnicity						
	Graduated in 4 Years		Graduated in 5 Years		Graduated in 6 Years	
	Number	Percent	Number	Percent	Number	Percent
African Amer.						
Cohort=214	81	37.9%	127	59.3%	134	62.6%
Asian						
Cohort=113	48	42.5%	68	60.2%	70	61.9%
Latinx						
Cohort=508	202	39.8%	308	60.6%	325	64.0%
White						
Cohort=1,189	520	43.7%	751	63.2%	789	66.4%
Non-Res. Alien						
Cohort=30	17	56.7%	22	73.3%	25	83.3%
Other*						
Cohort=282	121	42.9%	172	61.0%	183	64.9%
Total						
Cohort=2,336	989	42.3%	1,448	62.0%	1,526	65.3%

* Includes Native American and Unknown Race/Ethnicity. One deceased student excluded.

Nearly 92% of all full-time, first-time undergraduates who entered MSU in fall 2016 re-enrolled in spring 2017, and 80.5% returned in fall 2017 (see Table II.D.2).

TABLE II.D.2: Third-Semester Retention of First-Time Undergraduates, Fall 2016 to 2017					
	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
Full-time	2,977	2,395	80.5%	582	19.5%
Part-time	20	6	30.0%	14	70.0%
Total	2,997	2,401	80.1%	534	19.9%

Transfer Student Outcomes

Of the 1,285 students who entered MSU as full-time transfer students in fall 2010, 55% earned their degrees within three years, 70% earned degrees within four years, and 75% earned degrees within six years. The one-year retention rate for full-time transfer students who entered in fall 2015 was 84%.

Other Student Outcomes

Using data from the National Student Clearinghouse, 2,631 alumni who earned Bachelor's degrees in 2007-08 were tracked over a 10-year period to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 1,163 (44.2%) of these alumni continued their formal education, and of those who continued their education, 705 (26.8%) earned one or more graduate degrees, including 76 doctorates and 657 Master's degrees.

Last year, the State of New Jersey unveiled the New Jersey Education to Employment Data System (NJEEDS), which combines data from the Department of Education, the Department of Labor and Workforce Development, and the Office of the Secretary of Higher Education into a single repository for both pure and applied research. It is hoped that this system will enable New Jersey's postsecondary institutions to finally have access to valid and reliable data on employment, employment industry, and salaries of their graduates spanning a number of years and graduating classes.

In the meantime, a recent survey of alumni conducted one year from graduation revealed that 88% of Bachelor's degree recipients were gainfully employed. A majority (89%) of employed alumni said they worked in New Jersey, thus contributing to the State's economy. Over 70% said they held jobs that were related to their MSU majors.

Again this year, Montclair State University participated in the Voluntary System of Accountability (VSA) that is co-sponsored by the Association of Public and Land-grant Universities (APLU) and the American Association of State Colleges and Universities (AASCU) with support from the Lumina Foundation. As indicated on the VSA web site (www.voluntarysystem.org) "The Voluntary System of Accountability is an initiative by public 4-year universities to supply basic, comparable information on the undergraduate student experience to prospective students, families, and other higher education stakeholders through a common web report – the College Portrait." MSU is among a small number of institutions in New Jersey that voluntarily share information about student outcomes to all interested parties, clearly demonstrating our commitment to both data transparency and the continuous improvement of student learning outcomes. Montclair State University's VSA College Profile can be viewed at www.collegeportraits.org by clicking on "College Portraits," and selecting New Jersey under the "Colleges by State" tab.

Local assessment efforts are led by the Committee on University Effectiveness (CUE). During the past year, CUE collected student learning outcome goals, information on assessment methods, and assessment data from academic departments related to learning in the major, and assessed student learning in general education using the Collegiate Learning Assessment Plus (CLA+) instrument.

The CLA+ was administered to a random sample of freshmen and seniors during AY2016-17, and an initial analysis of results has been completed. Results show that the performance of MSU students closely matches national averages. Faculty will continue to analyze the results during the coming academic year to determine ways to improve learning in general education even further.

CUE also works closely with Administrative Divisions (Budget and Planning, Finance and Treasury, Human Resources, Information Technology, Student Development and Campus Life, University Advancement, and University Facilities) to involve them in the assessment of even broader areas of institutional effectiveness. The current focus of this effort is on summarizing what was achieved under the current University Strategic Plan approved in October 2011. This will be accomplished by utilizing assessment data stored in the Nuventive Improve, cloud-based database.

Work has begun on a new, University Strategic Plan that will again engage faculty and staff from both the Academic and Administrative areas. This effort will be led by the Provost and Vice President for Academic Affairs.

CUE's efforts are also informed by information gathered from students through the University's participation in the National Survey of Student Engagement (NSSE), the Ruffalo Noel Levitz Student Satisfaction Inventory, and the Cooperative Institutional Research Program (CIRP) surveys of entering freshman and exiting seniors. Faculty and staff perspectives on student outcomes are revealed through the Faculty Survey of Student Engagement (FSSE), the Higher Education Research Institute (HERI) survey of faculty, and the Ruffalo Noel Levitz Institutional Priorities Survey.

E. Faculty Characteristics

In fall 2017, Montclair State University employed 636 full-time instructional staff (see Table II.E.1).

	Female					Male					Total				
TABLE II.E.1: Full-time Instructional Staff by Race/Ethnicity, Sex, Tenure Status, and Academic Rank, Fall 2017	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total	Professor	Associate	Assistant	Other	Total
Native Amer.	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Tenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Untenured	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
African Amer.	**7**	**6**	**4**	**2**	**19**	**5**	**11**	**1**	**1**	**18**	**12**	**17**	**5**	**3**	**37**
Tenured	7	6	3	0	16	5	10	0	0	15	12	16	3	0	31
Untenured	0	0	1	2	3	0	1	1	1	3	0	1	2	3	6
Asian	**11**	**22**	**3**	**1**	**37**	**15**	**19**	**5**	**2**	**41**	**26**	**41**	**8**	**3**	**78**
Tenured	11	20	1	0	32	15	19	0	0	34	26	39	1	0	66
Untenured	0	2	2	1	5	0	0	5	2	7	0	2	7	3	12
Latinx	**5**	**9**	**1**	**4**	**19**	**10**	**8**	**2**	**1**	**21**	**15**	**17**	**3**	**5**	**40**
Tenured	5	9	0	0	14	10	7	1	0	18	15	16	1	0	32
Untenured	0	0	1	4	5	0	1	1	1	3	0	1	2	5	8
White	**61**	**66**	**31**	**34**	**192**	**67**	**73**	**27**	**22**	**189**	**128**	**139**	**58**	**56**	**381**
Tenured	61	64	5	0	130	67	72	6	0	145	128	136	11	0	275
Untenured	0	2	26	34	62	0	1	21	22	44	0	3	47	56	106
Non-Res. Alien	**0**	**0**	**7**	**0**	**7**	**0**	**1**	**11**	**0**	**12**	**0**	**1**	**18**	**0**	**19**
Tenured	0	0	0	0	0	0	0	1	0	1	0	0	1	0	1
Untenured	0	0	7	0	7	0	1	10	0	11	0	1	17	0	18
Missing	**1**	**4**	**24**	**14**	**43**	**3**	**9**	**16**	**10**	**38**	**4**	**13**	**40**	**24**	**81**
Tenured	0	3	1	0	4	3	8	0	0	11	3	11	1	0	15
Untenured	1	1	23	14	39	0	1	16	10	27	1	2	39	24	66
Total	**85**	**107**	**70**	**55**	**317**	**100**	**121**	**62**	**36**	**319**	**185**	**228**	**132**	**91**	**636**
Tenured	84	102	10	0	196	100	116	8	0	224	184	218	18	0	420
Untenured	1	5	60	55	121	0	5	54	36	95	1	10	114	91	216

The number of full-time instructional staff increased 25.0% from fall 2007 (N=509) to fall 2017 (N=636). From fall 2007 to fall 2017, the number of full-time male faculty members rose 16.0% (275 to 319), while the number of full-time female faculty members increased 35.5% (234 to 317).

MSU's full-time faculty was augmented by a highly-trained cadre of adjunct professors, visiting specialists, administrators, and professional staff (see Table II.F.2).

Table II.E.2: Percent of Course Sections Taught By Full-Time Instructional Staff, Fall 2017						
No. of Sections	# taught by F-T Instr. Staff	% taught by F-T Instr. Staff	# taught by P-T Instr Staff	% taught by P-T Instr. Staff	# taught by Others	% taught by Others
4,739	2,299	48.5%	2,079	43.9%	361	7.6%

Table II.E.3 shows IPEDS headcounts of fall 2017 employees in instructional titles. Note that the IPEDS headcount of full-time instructional staff (636) includes employees on paid leaves (e.g., sabbaticals), while excluding employees on unpaid leaves (i.e., not all of these 636 taught in the fall).

Table II.E.3: Headcount Ratio of Full- to Part-Time Instructional Staff, Fall 2017				
Total No. of Instructional Staff	No. Full-Time	Pct. Full-Time	No. Part-Time	Pct. Part-Time
1,855	636	34.3%	1,219	65.7%

F. Characteristics of the Trustees

1. Race/Ethnicity and Gender of Governing Board

Gender	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	10	1	0	0	0	0	0	11
Female	4	1	0	0	0	0	0	5
Total	14	2	0	0	0	0	0	16

2. Members of the Board of Governors and/or Trustees

Name	Title	Affiliation
Rose C. Cali	Education Advocate	
Mary A. Comito	Financial Advisor	State Farm Insurance
Francis M.C. Cuss	Retired Executive Vice President & Chief Scientific Officer at Bristol-Myers Squibb	
Jean Marc de Grandpre	General Manager	New York Red Bulls
George J. Hiltzik	Senior Executive	Hiltzik Strategies
Lawrence R. Inserra, Jr.	President	Inserra Supermarkets, Inc.
Douglas L. Kennedy	Chief Operating Officer	Peapack Gladstone Bank
Ralph A. LaRossa	President and Chief Operating Officer	PSE&G
Thomas Maguire	Retired Senior Vice President	
John L. McGoldrick	Past Chairman of the Board	Zimmer Holdings
William T. Mullen	President	NJ State Building and Construction Trades Council AFL-CIO
Preston D. Pinkett III	Chief Executive Officer	City National Bank of New Jersey
Kent Sluyter	Chief Executive Officer, Individual Life Insurance and Prudential Advisors	Prudential Financial, Inc.
Cierra Watts	Student	Montclair State University
Susan A. Cole, *ex officio*	President	Montclair State University
Nikita Williams, *ex officio*	Student	Montclair State University

3. URL
If your organization has a web site that includes information on your governing board, please report the URL.
URL   http://www.montclair.edu/board-of-trustees

G. A Profile of the Institution

Montclair State University offered the following programs and majors at the undergraduate and graduate levels in fall 2017:

FALL 2017 ACTIVE DEGREE PROGRAMS	
DEGREE PROGRAMS	**CIP CODE***
BACHELOR OF ARTS	
ANTHROPOLOGY	450201
ARABIC	161101
CHILD ADVOCACY AND POLICY	440701
CLASSICS	161201
COMMUNICATION AND MEDIA ARTS	090199
COMMUNICATION STUDIES	090101
DANCE	131324
ECONOMICS	450601
ENGLISH	230101
FAMILY AND CHILD STUDIES	190101
FASHION STUDIES	500407
FINE ARTS	500701
FRENCH	160901
GENDER, SEXUALITY & WOMEN STUDIES	050207
GENERAL HUMANITIES	240103
GEOGRAPHY	450701
GERMAN	160501
HISTORY	540101
HUMANITIES	240103
ITALIAN	160902
JOURNALISM	090401
JURISPRUDENCE	229999
JUSTICE STUDIES	309999
LATIN	161203
LINGUISTICS	160102
MUSIC THERAPY	512305
PHILOSOPHY	380101
POLITICAL SCIENCE	451001
PSYCHOLOGY	420101
PUBLIC RELATIONS	090902
RELIGIOUS STUDIES	380201
SOCIOLOGY	451101
SPANISH	160905
TELEVISION AND DIGITAL MEDIA	090701
THEATRE STUDIES	500501
VISUAL ARTS	500701

FALL 2017 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
BACHELOR OF FINE ARTS	
ANIMATION AND ILLUSTRATION	500499
DANCE	500301
FILMMAKING	500602
FINE ARTS/STUDIO	500701
GRAPHIC DESIGN	500409
INDUSTRIAL DESIGN	500404
MUSICAL THEATRE	500901
PRODUCT DESIGN	500404
THEATRE	500501
VISUAL COMMUNICATION DESIGN	500409
BACHELOR OF MUSIC	
MUSIC	500903
BACHELOR OF SCIENCE	
ACCOUNTING	520301
ATHLETIC TRAINING	510913
BIOCHEMISTRY	260202
BIOLOGY	260101
BUSINESS ADMINISTRATION	520201
CHEMISTRY	400501
COMPUTER SCIENCE	110101
EARTH & ENVIRONMENTAL SCIENCE	400601
EXERCISE SCIENCE	310505
INFORMATION TECHNOLOGY	110103
MARINE BIOLOGY & COASTAL SCIENCES	261302
MATHEMATICS	270101
MOLECULAR BIOLOGY	260402
NUTRITION AND FOOD SCIENCE	190501
PHYSICAL EDUCATION	131314
PHYSICS	400801
PUBLIC HEALTH	512201
SCIENCE INFORMATICS	309999
SUSTAINABILITY SCIENCE	303301
BACHELOR OF SCIENCE IN NURSING	
NURSING (RN to BSN)	513801
NURSING	513801
MASTER OF ARTS	
APPLIED LINGUISTICS	160102
CHILD ADVOCACY AND POLICY	440701
CLINICAL PSYCHOLOGY	422801
COMMUNICATION SCIENCES & DISORDERS	510201
COUNSELING	131101

FALL 2017 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
MASTER OF ARTS (cont.)	
EDUCATIONAL LEADERSHIP	130401
ENGLISH	230101
EXERCISE SCIENCE & PHYSICAL EDUCATION	131314
FAMILY AND CHILD STUDIES	190101
FRENCH	160901
INDUSTRIAL ORGANIZATIONAL PSYCH	422804
LAW AND GOVERNANCE	229999
MUSIC	500901
PSYCHOLOGY	420101
PUBLIC & ORGANIZATIONAL RELATIONS	090101
READING	131315
SPANISH	160905
TEACHING MIDDLE GRADES MATHEMATICS	131311
THEATRE	500501
MASTER OF ARTS IN TEACHING	
TEACHING	130101
MASTER OF BUSINESS ADMINISTRATION	
BUSINESS ADMINISTRATION	520201
MASTER OF EDUCATION	
INCLUSIVE EDUCATION	131001
SPECIAL EDUCATION	131001
MASTER OF FINE ARTS	
DANCE	500301
STUDIO ART	500702
MASTER OF MUSIC	
PERFORMANCE	500903
MASTER OF PUBLIC HEALTH	
PUBLIC HEALTH	512201
MASTER OF SCIENCE	
ACCOUNTING	520301
ATHLETIC TRAINING	510913
BIOLOGY	260101
BUSINESS ANALYTICS	521301
CHEMISTRY	400501
COMPUTER SCIENCE	110101
EARTH & ENVIRONMENTAL SCIENCE	400601
EXERCISE SCIENCE & PHYSICAL EDUCATION	131314
INFORMATION TECHNOLOGY	110103
MARINE BIOLOGY	261302
MATHEMATICS	270101
MATHEMATICAL & COMPUT'L MODELING	270304
MOLECULAR BIOLOGY	260204

FALL 2017 ACTIVE DEGREE PROGRAMS (cont.)

DEGREE PROGRAMS	CIP CODE*
MASTER OF SCIENCE (cont.)	
NUTRITION AND FOOD SCIENCE	190501
PHARMACEUTICAL BIOCHEMISTRY	260202
STATISTICS	270501
SUSTAINABILITY SCIENCE	303301
DOCTOR OF AUDIOLOGY (Au.D.)	
AUDIOLOGY-CLINICAL	510202
DOCTOR OF PHILOSOPY (Ph.D.)	
COMMUNICATION SCIENCES & DISORDERS	510202
COUNSELING	131102
ENVIRONMENTAL MANAGEMENT	030201
DOCTOR OF PHILOSOPY (Ph.D.)	
FAMILY STUDIES	190701
MATHEMATICS EDUCATION	131399
TEACHER EDUCATION & TEACHER DEVEL.	131299

In addition, the following certificates were offered at the undergraduate and/or graduate level:

Academy of Nutrition and Dietetics graduate
Accounting, graduate
Adolescent Advocacy, graduate
Advanced Counseling, graduate
Artist Diploma, graduate
Arts and Health, graduate
Certified Alcohol and Drug Counselor, graduate
Child Advocacy, graduate and undergraduate
CISCO, graduate and undergraduate
Computational Linguistics, graduate
Conflict Management in the Workplace, graduate
Criminal Forensic Psychology, graduate
Data Collection and Management, graduate
Developmental Models of Autism Intervention, graduate
Educational Assessment, graduate
Entrepreneurship, graduate
Environmental Forensics, graduate
Family/Civil Forensic Psychology, graduate
Food Safety Instructor, graduate
Forensic Accounting, graduate
Geographic Information Science, graduate

Homeland Security, graduate
Infant and Early Childhood Mental Health, graduate
International Artist Diploma: Studio Art, graduate
International Artist Diploma: Music, graduate
Makeup Artistry, undergraduate
Molecular Biology, graduate
Music Therapy, graduate
New Literacies, Digital Technologies, and Learning, graduate
Nutrition and Exercise Science, graduate
Paralegal Studies, graduate
Performer's Certificate, graduate
Program Evaluation, graduate
Spanish Translation, undergraduate
Teaching English to Speakers of Other Languages, graduate
Teaching Middle Grades Mathematics, graduate
Teaching Writing, graduate
Translation and Interpreting in Spanish, graduate
Water Resource Management, graduate

H. Major Research and Public Service Activities

In FY17, faculty received 72 research awards and $12.5 million in funding, with most awards coming from the State of New Jersey (12), National Science Foundation (18), the U.S. Department of Education (4), and the Department of Health and Human Services (6). FY17 research expenditures approached $5.8 million.

TABLE II.H.1: R&D Expenditures, FY17 [1]	
Source of Funds	**Amount**
U.S. Federal Government	$2,163,000
State and Local Government	$823,000
Business and Non-Profit Organizations	$1,835,000
Institutional Funds (incl. MSU Foundation)	$975,000
Grand Total of Academic R&D Expenditures (All Disciplines and Sources)	$5,796,000

[1] Source: NSF Higher Education Research and Development Survey, FY17.

Expenditures on Other Sponsored Programs, FY17 [2]	
Source of Funds	**Amount**
U.S. Federal Government	$2,580,000
State and Local Government	$3,384,000
Business and Non-Profit Organizations	$340,000
Institutional Funds (incl. MSU Foundation)	$1,926,000
Total of Expenditures on Sponsored Programs Other Than Research	$8,230,000
Grand Total of Expenditures on R&D and Other Sponsored Programs	$14,026,000

[2] Source: FY16 Audit schedule.

Selected Montclair State University Faculty Accomplishments

Faculty members at the University enhance their teaching by actively engaging in research, scholarship, and other forms of creative expression. These activities also serve to improve their local communities and the wider society.

Montclair State University has enjoyed great success in recruiting and retaining outstanding faculty. The University's 636 full-time instructional staff members, along with those who serve in part-time instructional roles, have repeatedly demonstrated their excellence through their professional activities and their engagement with their communities.

During the past academic year (2017-2018), MSU faculty published 175 books and book chapters, and 579 articles, reviews, and other works. Faculty offered 797 exhibitions and performances, and made over 797 presentations, ranging from papers delivered at professional conferences, to talks given to community groups and organizations. A total of 199 members of the faculty served on national, state, and/or local boards, and 193 received grants or other awards for their contributions to their professions or the wider community.

The following table summarizes the accomplishments of MSU faculty teaching in the College of the Arts, the College of Education and Human Services, the College of Humanities and Social Sciences, the College of Science and Mathematics, and The Feliciano School of Business.

Activity	TOTAL	CART	CEHS	CHSS	CSAM	SBUS
Published Books & Book Chapters	175	24	41	78	20	12
Published Works	579	27	79	110	218	145
Performances & Exhibitions	797	738	0	0	59	0
Presentations	797	91	108	200	268	130
Boards	199	32	21	33	33	80
Awards & Grants	193	21	24	35	69	44

The publication titled University Authors, 2017-2018 is included as Appendix 1 of this report.

I. Major Capital Projects

Mallory Hall Renovation (2018)

The Mallory Hall Renovation project converted a 52-year old building from a 34,400 GSF building, into a state-of-the-art 43,800 GSF instructional and research facility for the Computer Sciences. The project added a fourth floor to the existing building, which houses classrooms, faculty offices, meeting rooms, student study and project spaces, and specialized research/instructional spaces. The facility also houses several specialized Biology research laboratories. The building was also life cycle renovated to include a new heating and cooling system, plumbing and electrical upgrades, life safety systems replacement, environmental systems remediation, new flooring, ceilings, and walls, and a new exterior façade and roof system.

School of Communication and Media (2017)

The School of Communication and Media building is a 105,000-square-foot facility that joined together Morehead and Life Halls into a single, multi-functional communications and multimedia facility. The building is equipped with a leading-edge, multi-platform "newsroom of the future," along with a 150-seat presentation hall, broadcast studios, integrated media lab, film screening room, and acting and dance studios

Partridge Hall Renovation (2017)

Partridge Hall is the home of The Graduate School and the School of Nursing. Construction on this 50,000 square foot renovation was completed in 2017. The Nursing portion of Partridge Hall includes mediated classrooms and specialized spaces, such as a nursing skills lab, an anatomy lab, high-fidelity simulation labs outfitted with state-of-the-art computer interfaced mannequins, a home care lab, a mock quarantine room and computer labs, as well as faculty offices and student and faculty/staff gathering and meeting spaces. Much of the ground floor of Partridge is designed as a gathering and study space for graduate and nursing students

Center for Environmental and Life Sciences (2015)

The Center for Environmental and Life Sciences (CELS) includes approximately 100,000 gross square feet of academic and research space. The facility consolidates and fosters a new identity and hub of activity for the University's science programs.

Key components of the CELS building include: seven trans-disciplinary research lab group suites, six core research labs, a large lecture hall, five office suites, and lounge/study areas for students.

The Feliciano School of Business (2015)

The Feliciano School of Business is a six-story, 143,000 square foot structure located adjacent to University Hall. The facility houses instructional spaces, administrative offices, conference and seminar rooms, departmental suites, group study rooms, large common lobby and lounge spaces, a café, and an open (surface) parking lot.

The design of the building complements and draws from the Spanish Mission architectural design vocabulary used in University Hall. The building exemplifies the University's commitment to sustainable design and its intent to achieve a Silver LEED rating. Audio/Visual and technology systems shall be designed as an integral part of the building's infrastructure to help support the teaching curriculum.

Current Campus Projects

College Hall Renovation

This project consists of a phased renovation of the University's original building to facilitate centralizing the academic support services of: Admissions; Financial Aid; Advising; EOF; CADA; Adult Services Center; ASRP; Career Services; Cooperative Education; DRC; Registrar; Student Account Services; Enrollment Management; and the Office of the VP Student Development and Campus Life. Along with the aforementioned functional changes, this project will life cycle renovate this 105 year old building.

Phase One will be the construction of an addition on the first floor of the building.

Phase Two will complete the second and third floors of the addition and the renovation of the original building. The addition will be located on the northern side of the building, where the bridge exists today, and will be oriented towards the center of campus.

Within the addition on the first floor will be a new Utilities Infrastructure Vault that will house critical services such as steam, chilled water and electrical distribution systems, a telecommunications equipment room, and network operations center. The second floor will be a two-story atrium and home to Red Hawk Central, the campus hub for all admissions and academic support services

Current Technology Investments

Digital Communications and Accessibility – Web Sites and Course Materials

Montclair State continues to roll out an extensive redesign of the Montclair.edu web site, enhancing communication, search and navigation capabilities across all of Montclair State's educational and research resources and services. This redesign includes optimizing the accessibility of the site to assure that all web content is perceivable, operable, understandable and robust for all audiences, including those with disabilities.

Additionally, Montclair State has launched a program to increase the accessibility of all online courses, programs, and services offered by Montclair State University through website pages or applications. New tools are being made available to faculty to assist them in ensuring their course materials are accessible. For example, the Ally application automatically checks for accessibility issues with files uploaded to Canvas, the University's Learning Management System, and provides guidance to instructors to improve the accessibility of their course content. Training is available to faculty and staff to assist them in their efforts to improve accessibility.

Institutional Repository Housing Faculty Research and Other Institutional Scholarship

In 2018 Montclair State launched an Institutional Repository, hosted by the Digital Commons repository service, which will ultimately bring all of Montclair State's research and creative works into one platform, with an aim to preserve and provide access to that research. Examples of content that will be made more widely accessible are faculty research; student research, theses and dissertations; annual reports; arts and cultural programming media; newsletters; and conference-symposium materials.

Customer Service Technologies

A variety of new technologies and applications will enhance applicant, student and faculty experiences across a wide range of University services. Student recruitment and admissions services are benefiting from the fall 2018 implementation of Slate for Admissions. New Call Center technologies are improving customer service in the Undergraduate and Graduate Admissions areas,

as well as in Red Hawk Central (the University's new one-stop solution center for enrolled students). Implementation of Interfolio will streamline the administrative demands associated with faculty promotion and tenure decisions.

Evolving Classroom Technologies

The University continues to upgrade the quality and integration of audio-visual, broadcasting, and learning management technologies supporting our traditional and virtual classrooms. Our campus includes more than 350 mediated spaces that support teaching and learning. A multi-year classroom technology refresh is assuring that all these spaces provide current, relevant, innovative technologies supporting the education of our students and accommodating specialized needs. Concurrently, our offerings of online and hybrid courses and programs continue to rise, complementing traditional classroom formats.

Enhancements to Core Enterprise Administrative Systems

Continued enhancement to University Administrative Systems will achieve efficiencies and enable better use of information for administrative effectiveness and for student success. Over the coming 18 months all Finance functions, including core financials, grants, capital projects, procurement, and expenses (travel and expense) will be implemented in WorkDay. Additional Human Resources functions such as Affordable Care Act processing, applicant tracking, automated hiring workflow, and employee performance management will be enabled by WorkDay enhancements.

Identity/Security Management Improvements

The University will be implementing the new Red Hawk ID System to ensure faster and more accurate provisioning of ID's to students, new employees, and affiliates. The new system will allow for role-based access control, simpler password resets, multi-factor authentication, and better security event auditing and alerting.

Montclair State University will also be implementing the use of "preferred" first names across all administrative systems. Only administrative functions with a "need to know" will be permitted to see gender, legal first name, or prior first names.

The University is also launching mandatory annual employee security awareness training over the coming year.

University Analytics

The University is investing in technologies and processes to improve how we leverage data for increased institutional effectiveness and student success. Program goals over the coming year focus on four work streams: a).Student Success Analytics, b) Compliance and Institutional Research Analytics, c) Institutional Measures and Academic Performance Predictive Analytics, and d) Enabling Functions (Administrative) Operational Analytics.