

## HIGHLIGHTS

### NEW UNDERGRADUATE STUDENTS

#### Full-Time, First-Time Freshmen

Full-time, first-time freshmen represent the traditional core segment of MSU population. During the fall of 2005, full-time, first-time freshmen accounted for over half (57 percent) of the newly admitted students at Montclair State University. More than 8,800 students applied for fall 2005 admission to Montclair State University, an almost 2 percent increase from fall 2004. Almost 54 percent (4,773) of those who applied were accepted and nearly 40 percent (1,907) of those who were accepted eventually enrolled at the university (Table 1.1).

The standardized test scores of MSU's full-time, first-time freshmen improved slightly since last fall, i.e.: the SAT average score increased from 1,031 in fall 2004 to 1,056 in fall 2005. The average high school rank of 69 did not change considerably since last fall (Table 1.4).

The full-time, first-time freshmen continue to reflect the University's commitment to an ethnically and racially diverse student body. Eleven percent identified themselves as African American, while over 18 percent identified themselves as Latino/a and nearly 7 percent as Asian. Almost 57 percent of our entering freshmen were female and the average age of the first-time entrants to the university was 18.5 years. Almost 97 percent of the freshmen cited New Jersey as their state of origin. Montclair, predominantly a commuter campus, is situated in the middle of Bergen, Passaic, Morris, Union and Hudson counties of New Jersey. Not surprisingly, therefore, almost half (46 percent) of the full-time, first-time freshmen came from the neighboring three feeder counties of New Jersey, i.e., Bergen (19 percent), Essex (15 percent) and Passaic (12 percent) (Table 1.5).

Sixty-two percent of the incoming full-time, first-time freshmen declared their major field of study as they enrolled at the university. Of the freshmen who chose their major at the outset, the five most frequently chosen majors are: Biology and Family and Child Studies (over 11 percent each), Business Administration (11 percent), Psychology (over 9 percent), and English (7 percent) (Table 1.7).

Almost 64 percent of the entering full-time, first-time freshmen indicated that Montclair State University was their first choice among the colleges to which they applied and more than 28 percent indicated MSU was their second choice (Figure 1.4).

#### Transfer Students

Montclair State University is a receiving institution for many community college students to fulfill their undergraduate degree ambitions. Almost 37 percent (1,241) of the newly admitted students in fall 2005 transferred from various universities and colleges in US. Montclair received 2,878 applications from transfer students. More than 63 percent were accepted (1,824) and 68 percent (1,241) of those accepted were enrolled (Table 1.2). Close to 60 percent (734) of all transfers came from New Jersey public community colleges; and of these, more than 59 percent came from the following three community colleges: Bergen County Community College, (29 percent); County College of Morris,

(16 percent); and Essex County Community College, (14 percent) (Figure 1.9). Regardless of the transfer institution, 644 students (52 percent) came to MSU with 60 or more credits (Table 1.9). Almost 82 percent declared their major and among those who declared, the most popular transfer majors were: Psychology (over 12 percent), Family and Child Studies (9 percent), English and Biology (over 7 percent each), Justice Studies and Fine Arts (over 6 percent each), and History (over 5 percent) (Table 1.10).

## **UNDERGRADUATE STUDENTS**

Overall, 12,174 undergraduates enrolled at MSU during the fall of 2005. Among these, 61 percent were females and over 60 percent identified their race/ethnicity as Caucasians. While 18 percent identified themselves as Latino(a), another 11 percent indicated African-American and 6 percent indicated Asian as their race/ethnicity. Among those who resided in New Jersey, almost 55 percent were from three counties: Bergen and Essex (20 percent each) and Passaic (15 percent). The average age of the undergraduates at MSU was 23.1 years. Almost one-third of the undergraduates (32 percent) were seniors while 25 percent were freshmen in fall 2005.

### Majors

During the fall of 2005, the University offered 48 active undergraduate majors. Using the primary major as the measure, programs with the most students are: Business Administration (11 percent), Family and Child Studies (10 percent), Psychology (8 percent), Biology and English (over 5 percent each) (Table 3.6). More than 6 percent (751) of undergraduates are also pursuing teacher certification. The three most popular areas for teaching certification are Elementary (Early Childhood) Education (315), Preschool through Grade 3 (100) and Physical Education and Health (93) (Figure 3.9).

### Graduation and Continuation (Retention)

The University granted 2,211 degrees in the 2004-2005 academic year (Table 4.1). The overall undergraduate grade point average of graduates was 3.2 (Table 4.3).

The most recent freshman cohort finishing their degrees in six years entered MSU in fall 1999. Almost 58 percent graduated and over 6 percent continued into the seventh year. While the majority of our students still graduate in five years, the four-year graduation rate has risen from 20 percent of freshmen who entered in fall 1995 to 26 percent of freshmen who entered in fall 2001. The one-year retention rate, for the fall 2004 freshman cohort was 82 percent (Table 4.4). Graduation rates also vary by certain characteristics such as sex, race/ethnicity and admittance type.

Continuation (retention) and graduation rates for transfer students point to the importance of the number of accepted transfer credits. Students who enter with 60 or more credits tend to reenroll and graduate in greater numbers than students with fewer than 60 transfer credits. For example, the six-year graduation rates for the 1999 cohort are: 63 percent for those entering with up to 32 credits, 70 percent for those entering with up to 59 credits, and 74 percent for those entering with 60 or more credits (Table 4.9). The six-year graduation rate for Fall 1999 transfer cohorts who transferred from New Jersey community colleges is approximately 73 percent (Table 4.10).

## **NEW GRADUATE STUDENTS**

Over 4,800 students applied to MSU at the graduate level in the fall of 2005. More than 78 percent (2,822) of those who completed the application process were accepted and, of those accepted, 69 percent (1,530) were enrolled (Table 2.1).

Females constitute nearly three-fourths (74 percent) of the graduate enrollment and the average age of the enrolled students was 32.5 years. In similar fashion to the university's undergraduate enrollment, the graduate enrollment is ethnically diverse with 11 percent each indicating their ethnicity as African-American and as Hispanics and over 4 percent as Asian. Almost 62 percent of the newly admitted graduates are from Bergen, Essex and Passaic counties of New Jersey. Of those who joined a graduate program, 648 students enrolled in Masters Program, 117 enrolled for a certification and 85 enrolled in a certificate program. Additionally, 27 students enrolled in two of the doctoral programs offered at MSU.

## **GRADUATE STUDENTS**

Overall, 3889 graduate students were enrolled at MSU in fall 2005. These included students who were new to the institution or new in a major. Almost a quarter (73 percent) enrolled graduate students were females. Over 73 percent cited their race/ethnicity as Caucasian, while approximately 10 percent identified themselves as African-American and another 9 percent were Latino(a). The average age of graduate students was 33 years. Almost two-thirds (64 percent) of these students were from three counties in New Jersey: Bergen and Essex (25 percent each) and Passaic (14 percent).

Montclair State University offered 38 graduate master's degree programs and 3 doctoral degree programs in fall 2005. In addition, graduate students can also pursue post baccalaureate teaching certification in teacher education or certificate programs in a variety of areas.

Overall, 3,889 graduate students make up almost a quarter (24 percent) of the student body at MSU. Of these, 63 percent (2,453) are degree-seeking (Table 3.10). Overall, the College of Education and Human Services enrolls the most students (over 52 percent), followed by the College of Humanities and Social Sciences (18 percent), the School of Business (14 percent), the College of Science and Mathematics (11 percent), and the School of the Arts (5 percent). Additionally, 24 percent are non-degree students who are not formally enrolled in any school but take courses in the University's various graduate programs (Table 3.9).

## **COURSE CHARACTERISTICS**

Montclair State University recently added a third doctoral program, the Sc.D. in Audiology, to its offerings of advanced degrees in selected professional fields. The program is housed in the Department of Communication Sciences and Disorders and is candidate for accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing

Association. Graduates of the program will work as clinicians, researchers, and in private practice in the rapidly growing field of hearing diagnoses and treatment. The program began in fall 2005 with 19 students. The program joins the two existing doctoral programs, Pedagogy, and Environmental Science.

In the fall of 2005, 2,358 course sections were offered at the undergraduate level and 417 were offered at the graduate level. The average class size at the undergraduate level was 24 as compared with 15 at graduate level. The doctoral program offered 27 sections and had an average of 4 students (Table 3.11). There were 329,160 student semester credits generated in Fiscal Year '05, which translates to 11,340 Full-Time Equivalents (Table 3.12).

## **EMPLOYEES**

Faculty make up the largest percentage of full-time employees at MSU: 34 percent. It is followed by Other Professionals, 21 percent; Clerical & Secretarial staff, 13 percent; Service/Maintenance, 12 percent; Executive/Administrative & Managerial, 11 percent; Skilled Crafts, 5 percent; and Technical and Paraprofessionals, 3 percent (Figure 5.1).

Tables 5.1 and 5.2 give a profile of MSU faculty. Of the 474 full-time faculty, almost 44 percent are female, approximately 25 percent report they are members of a racial or ethnic minority group (African-American, Asian and Latino(a)), and approximately 94 percent have doctorates or other terminal degrees.

## **FINANCIAL FACTS**

State appropriations remain one of the largest source of revenue for the university; but the State's support has decreased substantially over a five-year period, from a little over 40 percent in FY 2001 to not quite 31 percent in FY 2005. Other sources of revenue for Fiscal Year 2005 were: Tuition and Fees, 43 percent; Government Grants & Contract Funds, 10 percent; Auxiliary Enterprises, almost 12 percent; and Other Sources, 4 percent (Figure 6.1).

Beginning in the fall 2002, newly entering undergraduate students were charged a flat rate tuition charge per semester; along with additional fees. Full-time is defined as 12 or more credits. For the academic year 2005/06, a full-time (12 credits per semester) undergraduate at MSU pays \$7,710 in tuition and fees. Annual room and board for the same year is \$8158 (based on double occupancy and a minimum meal plan). Approximately 27 percent of our undergraduate student body lives on-campus (Table 6.3).

More than \$8 million in federal financial aid was disbursed to about 3,069 students in Academic Year 2005. Another \$49 million in other forms of federal aid (loans, work study) was also disbursed. Additionally, about \$14.4 million in financial aid came from the State of New Jersey (Table 6.4).

## **FACILITIES**

Over the past several years the University has been in the midst of a rapid expansion of the physical plant in order to accommodate the planned growth in student enrollment. The highlights of facilities development during the 2005 fiscal year were the opening of the Children's Center and University Hall.

The Children's Center, which opened in September 2005, brings together children with identified special developmental needs with their typically developing peers in a setting that fosters learning and growth in a diverse environment. It will provide a social and learning environment for approximately 300 children a year and serve as a learning laboratory for more than 400 University students in early childhood education, through internships, observations and other hands-on learning experiences.

University Hall, which officially opened in March 2006, houses the College of Education and Human Services and has office and instructional space including a dean's suite; 125 faculty offices; eight specialized learning labs; six department offices; 28 adjunct faculty work stations; the ADP Center for Teacher Preparation and Learning Technology; the Center of Pedagogy; a Literacy Enrichment Center; and the Institute for the Advancement of Philosophy for Children. Classroom space includes eight 100-seat lecture halls and 29 classrooms with 30 to 40 seats. Also, network operations and data center as well as training classrooms, offices and workstations for the Information Technology group are located in University Hall.