

Third Report

to the

**Commission
on
Higher Education**

**Committee on Advancement,
Excellence and Accountability
Reporting**

September 1997

INTRODUCTION

This is the third report concerning excellence and accountability presented by Montclair State University to the Commission on Higher Education.

Unlike the first two, which went into considerable detail, this report is much more concise. It covers little more than the items specified by the Committee on Advancement, Excellence and Accountability Reporting. Those items include graduation rate, SAT scores, the percentage of state residents in the student body, and the numbers of scholarship and Educational Opportunity Fund students in attendance. Additionally, there are profiles of the faculty, the Board of Trustees and the institution itself.

Despite the brevity of the report, we believe that MSU's excellence in New Jersey higher education will be apparent to all.

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**A Profile of Members of the Board of Trustees
by gender and ethnicity
1997-1998**

NAME	TITLE	SEX	ETHNICITY
Mr. Murray L. Cole	Chair	M	W
Mr. William Wimberly	Vice Chair	M	B
Ms. Rose Cali	Secretary	F	W
Ms. Susan L. Blount	Trustee	F	W
Mr. George J. Hiltzik	Trustee	M	W
Dr. Lily K. Lai	Trustee	F	A
Mr. Carlos Ortiz	Trustee	M	H
Dr. Jonathan R. Spicehandler	Trustee	M	W
Mr. Philip H. Thayer, Jr.	Trustee	M	W
Ms. Jennifer Connell	Student Trustee	F	W

Non - voting

Dr. Irvin D. Reid	President
Mr. Vitaly Satanovsky	Student

OFFICERS OF THE UNIVERSITY

Dr. Richard A. Lynde	Provost and Vice President for Academic Affairs
Dr. Patricia Hewitt	Vice President for Business and Finance
Dr. Gregory Waters	Deputy Provost and Vice President for Institutional Advancement (Acting)
Dr. Helen Matusow-Ayres	Vice President for Student Development and Campus Life (Acting)

GOALS AND OBJECTIVES

As we indicated in last year's report, the Planning Committee of the University was engaged in the task of defining a set of revised goals and objectives. The committee issued its report and it was discussed at length with the University administration. While it may be considered as a work-in-progress, this document has become a guide in the development of Vision 2008, the University's strategic plan. This planning process began during the 1996-97 academic year and will continue this year. What follows are the goals and objectives developed by the Planning Committee.

PLANNING COMMITTEE SPRING '96 REPORT MISSION AND GOALS

As a state institution of higher education, our primary goal is to provide the citizens of New Jersey with educational services; a secondary goal is to provide other services that address societal needs and fall within our ability because of our expertise and location.

Primary Goal

The overarching goal of all our educational efforts, undergraduate, graduate and lifelong learning is to give our students both the means and the desire to lead productive and rewarding lives and to be critical and engaged participants in the search for an inclusive and just civic society. This highest level goal informs all of what follows.

Underlying Principles

Also central to all of the more specific educational goals that follow are two underlying principles: Our students must become skilled at critical thinking, defined as the ability to make effective, responsible judgments that are caring, informed, self-correcting and self-reflective, and based on clearly understood, examined, and explicit criteria and values. Second, they must become critically and actively involved in the process of their own education. This requires the development of self-knowledge and an awareness of purpose and potential. This ability and involvement does not come automatically; it must be an explicit part of every aspect of the students' educational experience.

Abilities and Knowledge

Our students must leave MSU with the abilities or skills and knowledge described here. Although they are listed separately, they are not separable in practice. One cannot solve a problem without a deep understanding of the roots of the problem, nor can one communicate effectively without something substantive to communicate.

Abilities

These abilities are appropriate goals for all of our educational efforts, undergraduate, graduate and postgraduate. Our students must be able:

- * To communicate. This includes skill in reading, writing, listening and speaking.
- * To use technology for problem solving and communication.
- * To find, evaluate and use information.

Knowledge

Undergraduate: Our undergraduate students must develop a critical understanding of the following areas:

- * The histories and cultures of the various areas of the world, including the West, and the economic and political relationships between the West and the rest of the world.

The relationship between human behavior and the environment and the social responsibilities this entails.

The process of scientific discovery and the related social issues.

The arts, through study and participation.

The interconnectedness of the various disciplines. This awareness should be gained by both broad study across many disciplines and in-depth study, in one or more disciplines, designed for this purpose. Part of this is the understanding of the differences in the criteria for judgment in the various disciplines.

In addition, our undergraduate program will provide our students, through the majors, with career preparation or, where appropriate, the skills and knowledge to succeed in demanding graduate and post-BA professional programs.

Graduate: In the service of the primary educational goal of the University, we offer a variety of Masters programs. Additionally, a small number of unique and applied doctoral programs are in the process of approval. In all of our graduate programs, the emphasis is on teaching and fostering critical thinking. All are responsible and responsive to the needs of the students served and to the larger community.

Connections and Partnerships with K-12 Public Education: These activities have a primary educational goal of training teachers, but they also fit into the following two categories. They support our primary educational goal by helping the public school systems to produce better-prepared students, and they provide a clear service to the community.

Goals in Support of the Educational Mission

Many of the activities we pursue on and off campus are not directly educational but are designed to support those efforts. These are of secondary but high priority because without them, the primary goal would not be achieved.

An environment that is secure, safe, high quality, open, inviting and friendly to all members of the campus community and the public.

Student support: Access and continuing support regardless of differences in initial preparation, learning styles and financial ability. Equal commitment of service to all—full-time, part-time non-traditional, evening, weekend, graduate and continuing education students. Program flexibility to allow timely completion and a variety of active learning experiences, including co-op, experiential and service learning, externships and internships. Excellent student services, including advisement, residence life, wellness and recreational activities.

Program Improvement: Continuous program assessment and evolution, including innovation in teaching and effective use of technology. Continuous faculty and staff development, including support for research and pedagogy and appropriate rewards for achievement and excellence.

Shared Governance: Broad participation in planning and establishing goals and the commitment of all members of the community to those goals.

Goals in Support of Service to the Community

As a State institution with a great variety of expertise and an Internet in finding solutions to social problems, we provide a broad range of services to the surrounding community—from cultural and sports programming, educational activities for youth such as the Gifted and Talented and Music Prep programs, consulting, the services performed by students in experiential and service learning programs, internships, and fieldwork, to the use of our physical facilities. Some of these are provided by individual faculty and staff volunteering, others are official University programs.

New Student Experience

The Office of New Student Experience coordinates all Montclair State University programs for assisting first-year students to make a smooth adjustment to university life. It is part of the Academic Success Center which is located in newly-renovated Morehead Hall. Among the major components of the New Student Experience are: New Student Orientation, Freshman Convocation, the Freshman Connection, the Freshman Seminar and the Learning Communities projects.

The New Student Orientation, a three-day residential summer experience introduces new freshmen and transfer students to MSU's programs and services, provides opportunities to meet with advisors and/or faculty and register for classes. Five sessions were held during summer 1997, serving approximately 1300 freshmen and transfers.

The Freshman Convocation is intended to bring the entire freshman class together and introduce them to the academic community.

The Freshman Connection, a new program for fall 1997, assigns a number of freshmen to each professional staff member in the Academic Success Center who will then work with these students for the entire year. The majority of the fall 1997 freshmen will be served by this program.

Freshman Seminar is a three-credit course covering topics such as critical thinking, study skills, note-taking and test-taking skills. All freshmen are encourage to enroll in it. A Learning Community consists of 20 to 25 students who are enrolled in the same section of two general education courses and a Freshman Seminar. It provides both academic and social advantages by affording students a continuing opportunity to get to know each other and form study groups.

Computerization of the Campus

The technology infrastructure at MSU has been continually maintained at a very high level of readiness for the needs of the students, faculty, and staff. During the past year many changes to the organizational structure of the Information Technology (IT) unit, network facility improvements, and IT services have been made. The key motive for the commitment of the resources to make these changes and improvements is the desire to insure the students who attend Montclair State the highest level of preparation for their chosen career.

During the past year MSU has again concentrated on creating opportunities for the student population to have expanded access to technology resources for their educational experience. Three new computer laboratories were created in the residence halls for students without their own computers to access the software and network resources needed for their course work. The RESnet system is fully in place and will be available

for each student to have full access to the network starting with the fall '97 semester. Several laboratories have also been upgraded with new hardware and software to respond to new requirements. To ease communication between faculty, staff, and students, a set of systems was installed to allow all students access to Email, library catalogs, and other resources.

Significant resources have been dedicated to planning for, and executing several initiatives for high technology. Major programs for upgrading lab and faculty machines have been implemented to be able to take advantage of new software systems. Systems to allow the sharing of data resources have been installed for release in the fall '97 semester. These include the addition of a CD-ROM disk tower, and the availability of the data base resources on CD-ROM systems in Sprague Library and other areas, to be available from any machine connected to the network.

Telecommunication systems are maintained to the latest releases to provide an array of choices and cost conscious capabilities. Students are provided arrival to departure phone service within the residence halls and may take advantage of various programs which meet their particular communication requirements. Several upgrades to the system for heightened security awareness and preparedness have been installed. A large number of direct connect security phones have been installed in locations which may be a potential security risk area. A system of remote control cameras has been installed to allow campus security views of parking lots and access roads.

MSU has continually invested in technology systems to insure that the faculty and students have access to the latest educational capabilities. In doing so, the campus has been able to create a highly sophisticated environment to serve the needs of the many constituencies using the facilities. Lucent Technologies, National Computer Systems, Xerox Corporation, among other external groups and individuals, who have seen the network and the installed technology, have all remarked that MSU has one of the best infrastructures for technology they have seen.

Graduate Education

Over the past 65 years MSU has provided graduate education at the masters level in a range of fields which have improved the lives of thousands of northern New Jersey residents. Whether it has been providing a degree or certificate program directly, continuing professional development, or educating the teachers who guide their children the impact is clear. The quality of these programs has been consistently recognized by several national accrediting agencies. They have seen the international appeal of programs like Philosophy for Children and the high quality of the Master of Business Administration program. They have seen MSU meet the emerging needs of professionals in the area, and they have benefited from the expertise of our graduates.

As a university, Montclair is now poised to take another step in graduate education, providing doctoral programs. There are strong administrative and faculty teams in place and excellent proposals were submitted for State consideration. When approved, the doctoral programs will enable MSU to meet further educational needs of New Jersey's citizens.

The enrollment (headcount) for Fall 1996 was 3389 or 26 percent of the total University enrollment. Two-thirds of these students are currently in one of the 34 degree programs or 39 instructional and administrative certification programs. The remaining one-third are exploring the wide range of educational offerings at the University as non-matriculated students. These students are developing skills which will enhance their work performance, exploring new career options, or taking prerequisite courses which will permit them to matriculate.

Degree-seeking students are housed in programs in the College of Education and Human Services (49%), in the College of Humanities and Social Sciences (21%), in the College of Science and Mathematics (16%), in the School of Business (10%), and in the School of the Arts (4%).

Eighty-two percent (82%) of our post-baccalaureate students pursue their education on a part-time basis. Through flexible scheduling, a broad range of offerings and a faculty which is accessible and committed, MSU is at the forefront of meeting the needs of "nontraditional" students. More than 50 percent of the graduate students this year are over the age of 30. With the approval of doctoral degrees at MSU, we will remain at the forefront of addressing the needs of working New Jersey residents.

As the diversity of the country and the state has grown so has the diversity of the student population in graduate programs, and with it the relevance of our offerings. Last year, of the students identifying their ethnicity, 15 percent of the graduate students identify as African-American, Hispanic, American Indian, or Asian, and 66 percent identify themselves as white. Almost 70 percent of MSU's graduate students are female and over 110 are international students from 40 different countries.

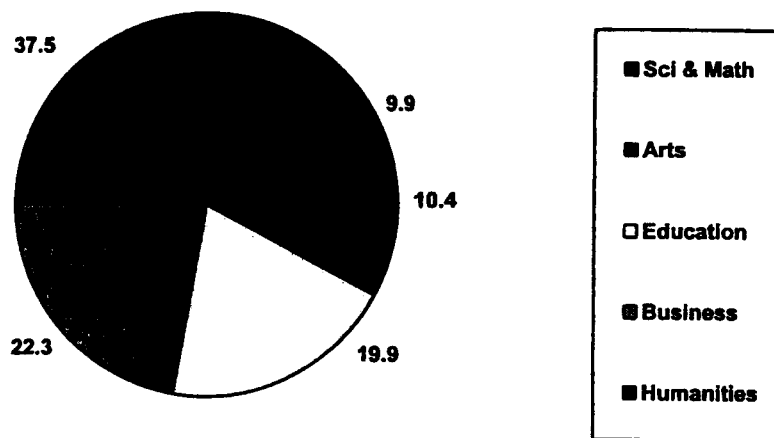
Students living and working in the four neighboring counties--Essex (25%), Bergen (23%), Passaic (15%) and Morris (12%)--have consistently taken advantage of the breadth of programs available at the University.

ACHIEVEMENTS

Graduation Rates and Degrees Awarded

Table 1. Undergraduate Degree by College/School AY 1996

College School	AY 1996	
	N	%
Business	338	22.3
Arts	158	10.4
Humanities & Soc Sci	570	37.5
Sci & Math	150	9.9
Edu & Hum Services	302	19.9
Total	1518	100.0



Since 1992, the total number of baccalaureates awarded has increased 4.0 percent, from 1460 to 1518. In the five years from 1992 to 1996, the number of baccalaureates rose to a high of 1636 in 1994 then declined to 1518 in 1996. Over the same period, the number of degrees in business decreased while those in humanities/social sciences, education, and science/mathematics increased.

Student Goal: To complete a program of study leading to a baccalaureate degree.

1. The average time to earn a baccalaureate degree is **5.28 years**.

**Table 2. Baccalaureate Degrees Awarded by Race/Ethnicity:
AY 1995/1996**

Non Resident Alien		African American		American Indian		Asian		Hispanic		White		Not Reported		Total
N	%	N	%	N	%	N	%	N	%	N	%	N	%	
54	3.6	91	6.0	9	0.6	46	3.0	156	10.3	1082	71.3	80	5.3	1518

2. Of the students who graduated in AY 1995/1996:
20.7 percent earned their degrees in 4 years
47.9 percent earned their degrees in 5 years
20.5 percent earned their degrees in 6 years
10.8 percent earned their degrees in 7 years or more
3. The percentage of matriculated students within the population who graduated in AY 1995/1996 was **24.6%**.
4. After five years, **69.5%** of full-time transfer students have graduated. For native students, over the same time span, the graduation rate is **69.6%** for sophomores and **85.1%** for juniors.

The graduation rates for the 225 students who transferred to Montclair State from New Jersey community colleges in fall 1990 are shown in the table below.

Table 3. Transfer Graduation Rate

No. in Cohort	Two-Year	Three-Year	Four-Year	Five-Year	Six-Year
236	14.8%	43.6%	62.7%	69.5%	72.9%

ACADEMIC PROFILE

Montclair State, over the past two decades, continues to attract an increasing number of minority students, while maintaining commitment to excellence. From 1991 to 1996, the mean SAT verbal score has risen from 469 to 520; the SAT math mean, 526, is two points above the 1991 score.

There is still a substantial difference between national and state SAT scores and MSU freshmen scores. Montclair's verbal mean has averaged 38 points higher than the national average, and 43 points higher than the state mean. In mathematics, MSU freshmen averaged 45 points higher than the national mean and 49 points higher than the state's.

Test Scores of Fall 1996 Entering Freshmen

* Scholastic Assessment Test (SAT)

* Average SAT Verbal---520.58

* Average SAT Math ---526.90

Trends in Academic Profile of Regular Admit Full-time Freshmen

	1990	1996
Mean Combined SAT	977	1047.48
Mean HS% Rank	77	75

*SAT scores are averages of all first-time, full-time students admitted to the University, excluding the scores of EOF students

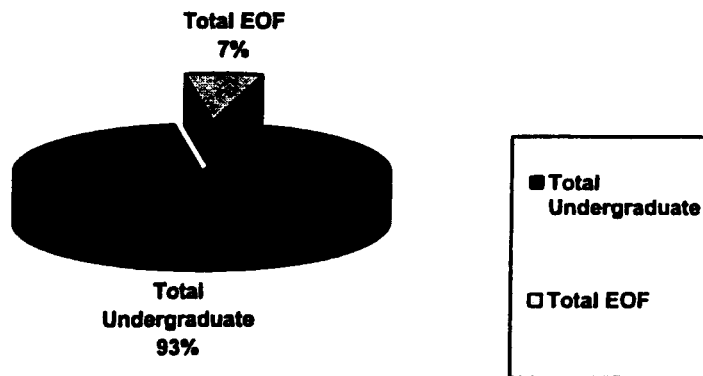
PROFILE OF THE STUDENT BODY

1. Residency

Ninety-seven (97.4%) percent of fall 1996 undergraduates were New Jersey residents.

2. Enrollment in EOF Program as Proportion of Undergraduate Enrollment

1996 Enrollment EOF



3. Scholarship Students in Attendance

In fall 1996, 135 scholarship students attended MSU: 48 Urban Scholars, 81 Distinguished Scholars and 6 Garden State Scholars.

FACULTY PROFILE

Goal

To provide a profile of faculty and to acquire information on the maintenance of faculty vitality:

1. The gender and ethnicity of MSU's faculty is shown in Table 4 below.

Of the 430 full-time faculty, 336 (78.6%) are tenured (see Table 5) and over 90% hold a doctorate or the appropriate terminal degree in their field.

Table 4
Sex and Race/Ethnicity of Faculty: Fall 1996

SEX	African American	American Indian	Asian	Hispanic	White	TOTAL
FT MALE	18	0	20	13	218	269
FT FEMALE	12	1	8	10	130	161
PT MALE	0	0	0	0	4	4
PT FEMALE	0	1	0	1	9	11
ADJ/VISITING MALE	4	0	2	11	146	163
ADJ/VISITING FEMALE	3	0	3	12	149	167
TOTAL FACULTY	37	2	33	47	656	775

Table 5
Tenured Faculty by Sex and Race/Ethnicity: Fall 1996

SEX	African American	American Indian	Asian	Hispanic	White	TOTAL
FT MALE	8	0	15	8	185	216
FT FEMALE	4	1	7	4	104	120
TOTAL	12	1	22	12	289	336

2. Montclair State University faculty carry out a wide range of applied research and public service activities across the disciplines. The chemistry, biology and English departments are engaged in funded basic research. Approximately the same percentage of faculty engaged in externally funded research this year as last year. The external awards were \$2,116,219 for Fiscal Year 1997. Among the more notable projects are:

A five-year project focusing on the reform of science and mathematics teaching in the cities of East Orange and Jersey City, funded by the National Science Foundation under its Local Systemic Initiative that is now going into its third year of NSF funding.

A program to help students and teachers break down gender stereotyping in career choice and preparation called STAGES -- Students, Teachers Achieving Gender Equity funded by the United States Department of Education.

A study of Pathways to Teaching Careers for Minorities funded by the DeWitt Wallace-Readers Digest Foundation.

The Vocational Equity Technical Assistance Center which studies gender issues in vocational and technical education in the public schools state-wide.

A variety of programs to train women for careers in Head Start and child care programs by providing the initial level of credentialing.

The Parent/Infant program which provides early intervention services to children with disabilities and to their families.

Research in Novel Chromophores.

The International Trade Counseling Service which provides advice on engaging in international trade to small businesses.

Faculty development is supported through approximately \$170,000 of internal grants. These programs include:

The Separately Budgeted Research Program which provides summer stipends of \$2400 for peer-reviewed research.

The Career Development Program which furthers the careers of faculty, librarians, and non-teaching professionals for attendance at training seminars and the presentation of scholarly papers.

The Alumni Association's awards for faculty projects and travel.

Global Education funds which support curriculum development, conferences, faculty seminars and faculty exchanges.

Student Faculty Research awards for collaborative research.

INSTITUTIONAL PROFILE

1. Degree and Program Offerings

Montclair State University awards the following degrees: BA, BS, BFA, BMUS, MA, MS, MBA, MAT and MED. It offers 44 undergraduate majors and 34 graduate majors. Additionally, it offers 51 instructional, educational services and administrative certificate programs.

2. Accreditations and Memberships

Montclair State University is accredited by the Middle States Association of Colleges and Schools. In addition, the National Council for the Accreditation of Teacher Education has granted accreditation for the preparation of elementary and secondary school teachers as well as administrative and school service personnel. These programs leading to 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.

Other academic accreditations include the American Association of Family and Consumer Sciences, American Dietetic Association (Department of Human Ecology, College of Education and Human Services), American Speech-Language-Hearing Association (Department of Communication Sciences and Disorders, College of Humanities and Social Sciences), National Association of Schools of Art and Design (Department of Fine Arts, School of the Arts), National Association of Schools of Dance (Department of Theatre and Dance, School of the Arts), National Association of Schools of Music (Department of Music, School of the Arts), National Association of Schools of Theatre (Department of Theatre and Dance, School of the Arts), and National Recreation and Park Association (Department of Health Professions, Physical Education, Recreation, and Leisure Studies, College of Education and Human Services). The undergraduate concentration in Professional Computing offered by the Department of Mathematics and Computer Science, College of Science and Mathematics, is accredited by the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA) and the United States Department of Education. In addition, the undergraduate minor in Paralegal Studies offered by the Department of Legal Studies, College of Humanities and Social Sciences, has been approved by the American Bar Association; programs offered by the Department of Chemistry and Biochemistry, College of Science and Mathematics, have been approved by the American Chemical Society; and the undergraduate program in Music Therapy offered by the Department of Music, School of the Arts, has been approved by the National Association for Music Therapy.

Montclair State University is a member of the American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Association of State Colleges and Universities, American Council on Education, Association of American Colleges, Association for Gerontology in Higher Education, Council of Graduate Schools in the United States, National Network for Educational Renewal and the Holmes Partnership, New Jersey Association of Colleges and Universities, New Jersey Association of Colleges for Teacher Education, North American Association of Summer Sessions, and Northeastern Association of Graduate Schools. Women graduates of Montclair State are accepted for membership in the American Association of University Women.