

MONTCLAIR STATE UNIVERSITY
EXCELLENCE AND ACCOUNTABILITY REPORT
ACADEMIC YEAR 2000

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MONTCLAIR STATE UNIVERSITY EXCELLENCE AND ACCOUNTABILITY REPORT ACADEMIC YEAR 2000

Montclair State University, New Jersey's second largest public university, continues to grow -- in the variety of the degrees it offers, in the number of student applications it receives and the number of students enrolled, in the student services it provides and in the number of facilities on-campus. Its vibrancy and excitement are felt particularly in the classroom where a highly qualified faculty is engaged with a diverse student body from all over the state and throughout the world, in teaching and learning.

The University is committed to serving the local and state communities through its many school collaborations, faculty research projects, student service-learning projects and continuing education courses. Several of these collaborations and research projects are highlighted later in this report.

MSU also has many ties with the global community; nearly 400 foreign students take courses here and the varied activities of the university's Global Education Center are well known. This year, the director of the Global Education Center along with MSU faculty, received a United States Information Agency grant in the amount of \$296,549 for a collaborative project with faculty from the Ukraine's Kirovograd State Pedagogical University. The project focuses on promoting democratic practices in the classroom and ultimately in society by encouraging critical thinking in learning and teaching in higher education. Other examples of how the work of Montclair State faculty crossed international borders are seen in some of the grants the Center awarded: Professor Nelson Nirenberg (Music) received a travel grant to participate in the Music of the Millennium Conference and Festival/99, serve on the jury of the National Chamber Music Competition and be a guest speaker in the Music History conference, all in Rio de Janeiro, Brazil; Professor Carole Stone (English) received a travel grant to present a paper, "Family and Global Transcendence: The Poetry of Stanley Kunitz and Louis Gluck" at the conference "A World of Local Voices: English Language Poetry Today" in Saarbrücken, Germany; and Professor Catherine Bebout (Fine Arts) had a solo exhibit in Shanghai, China, an exchange with a solo exhibit by Chinese artist Mi Xiu at MSU.

A. ACCREDITATION STATUS

The University has earned accreditation from 12 different agencies including the Middle States Association of Colleges and Schools and the National Council for the Accreditation of Teacher Education (NCATE). The computer science program is one of the few such undergraduate programs that is accredited by the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB). Most recently, the University's School of Business was awarded accreditation from the prestigious AACSB--The International Association for Management Education. A complete list of accrediting agencies is found in the following table.

ACCREDITATIONS

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

The university's greatest resources are its students and its faculty. Let's begin with a more detailed picture of who makes up our student body and how it has grown in the last five years followed by a closer look at faculty characteristics. Tables sent to the University from the NJ Commission of Higher Education are found in the appendix of this report.

B. CHARACTERISTICS OF STUDENTS

1. UNDERGRADUATE STUDENTS

a. The Fall 1999 Freshman Class

More than 6,400 persons applied for fall 1999 admission to Montclair State University, a four percent increase over the previous year and an 11 percent increase from 1995. In fall 1999, 1,337 full-time freshmen entered MSU. Not surprisingly, this year's CIRP Freshman Survey showed that two-thirds of the entering first-time full-time freshmen indicated that MSU was their first choice among the colleges to which they applied and another 27 percent indicated it was their second choice.

The freshman profile reflects the continuing commitment of the university to an ethnically and racially diverse student body. Fifteen percent identified themselves as African American, 5 percent as Asian, and 19 percent as Latino/a. An additional 2.4 percent were international students. Sixty-two percent were female and nearly all, 95 percent, were between 18 and 20 years of age. Most freshmen, 97 percent, came from New Jersey with four counties being particularly important: Bergen, 17 percent; Essex, 18 percent; Passaic, 15 percent; and Hudson, 11 percent.

On average, regular admit full-time freshmen had a combined SAT score of 1,033 (Math=532, Verbal=501). The University has several admission categories that enables it to meet the needs of more of its applicants. Honor students entered with average CSAT scores of 1260. Those who had special talents had combined SAT scores of 873 and a demonstrated special area of expertise such as musical ability. Students coming from disadvantaged backgrounds who qualify as EOF students had combined SAT scores of 858 (see table II.B.1).

For those who come with some weaknesses in their educational backgrounds, Montclair offers skill development courses. Fourteen percent of the entering freshman class required remediation in writing, 21 percent each in math computation and elementary algebra, and 36 percent in reading (see table II.B.1).

b. Fall 1999 Entering Transfer Students

Montclair received over 2,400 applications from transfer students, an increase of 30 percent since 1995. Full- and part-time transfer students (1,061) make up over a third of the fall 1999 entering class. Most transfer students coming to MSU are from New Jersey's two-year public community colleges. Bergen Community College, County College of Morris and Essex County College are the three largest feeder colleges. Slightly more than 40 percent come to Montclair with 60 or more transfer credits.

c. Undergraduate Students

Over 13,000 students attended Montclair State University in fall 1999; 76 percent were enrolled as undergraduates. The following is a brief demographic portrait of Montclair's undergraduate student body.

The undergraduate population increased by nine percent over the past five years, from 9,320 in fall 1995 to 10,159 this fall. Last fall, almost three-quarters of our undergraduates attended as full-time students -- taking 12 or more credits per semester. Six out of ten students were female and the average age was 24.1 years. Twenty-two percent were ages 18 and 19; another 28 percent were 20 to 21; 24 percent were between 22-24; 11 percent were 25-29 years of age. Sixteen percent identified themselves as Latino/a, 11 percent as African American, 4.5 percent as Asian, and 61 percent as White. Another 3.8 percent were international or foreign-born students. For 97 percent of the undergraduate population, New Jersey was

their state of residence. Most students came from Essex, Bergen and Passaic counties (tables II B.3.a –c, II.B.5).

The number of international students continues to grow. Over the past five years international, undergraduate students increased by 64 percent. Students come from all over the world with the top ten countries being: Turkey, Korea, Japan, China, India, Kenya, Colombia, Poland, Cyprus and Nigeria.

Our freshman survey tells us that our students come to MSU because of the reputation of our majors and the affordability of its programs. Undergraduates can currently choose from 46 undergraduate degree programs in the arts, sciences, social sciences, humanities and business. The five undergraduate majors with the largest enrollments are: business administration, psychology, English, biology and human ecology. As well, 375 undergraduates are taking courses to meet the New Jersey requirements for teacher certification. Many of these students are studying to become elementary teachers, English teachers or physical education and health instructors. A list of undergraduate programs offered at MSU is found in section I of this report.

While NJ State funding for public colleges and universities has not regained earlier levels of support, Montclair State remains committed to keeping its programs affordable. The fall 1999 freshman survey reports that freshmen apply to MSU because of the university's good academic reputation; they feel our graduates get good jobs; and because the university has low tuition. Even with reasonable tuition, as many as 55 percent of these freshmen, indicated they had some concern about paying for college. However, they also indicated that they were confident that they would have sufficient funds. Additionally, 40 percent also report they expect to work while attending college. They also expect to finance some of their college through federal and state financial aid programs.

For those who need financial assistance, the MSU Alumni Association and the MSU Foundation sponsor a number of scholarships. Students are also eligible for federal and state loan and grant programs. In fiscal year 2000, 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 2000, MSU distributed over \$7.8 million in state-funded financial aid to 3,390 students. TAG awards made up three-quarters of all state dollars. There were 62 Bloustein scholars and 52 Urban scholars (table II.B.4).

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

2. GRADUATE STUDENTS

Of the 13,285 students who attended Montclair State University in fall 1999; 24 percent were graduate students. The following is a brief demographic portrait of the Montclair graduate student body based on student reported information.

In fall 1999, 3,126 graduate students were enrolled at MSU, continuing last year's increase in enrollments. Most graduate students, 82 percent, attended as part-time students, taking fewer than nine credits per semester. Seventy-one percent were female and the average age of a graduate student was 34.1 years. Eight percent identified themselves as African American, three percent as Asian, six percent as Latino/a, and 77 percent as White. Six percent were foreign-born. Those who live in-state were predominantly from Bergen, Essex, Passaic and Morris counties. Six percent came from outside of the New Jersey area.

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

STUDENT OUTCOMES

The University, of course, strives to deliver a quality education effectively and efficiently. Some of the traditional student indicators that are used to measure this are discussed below. Later in the report other institutional indicators are reviewed.

C. DEGREES CONFERRED

The number of undergraduate degrees Montclair State awarded in this academic year again surpassed the previous years. The University awarded 1,737 undergraduate degrees in a variety of areas: 56 percent were baccalaureate degrees in the humanities, social sciences, and education; 41 percent bachelor of science degrees in such areas as biology, computer science, mathematics, and environmental studies; and three percent in the arts -- 2 percent received bachelor of fine arts and 1 percent bachelor of music degrees. The five majors with the most graduates are: business administration, psychology, English, human ecology and biology. A detailed list of graduates by areas of interest is found in the appendix of this report (tables II.C.1.a & C.2).

Montclair State ranked as one of the top 100 institutions in graduating Hispanic students, according to the April 23 issue of *Hispanic Outlook in Higher Education*. Ten percent of the graduating class was Hispanic, another 8 percent was African American, 4 percent Asian, .2 percent Native American and international students made up another 4 percent. Two-thirds of the recipients were female (tables II.C.1 a & b).

An additional 510 students earned graduate degrees from MSU. Sixty-four percent were master's degrees (MA); 13 percent were master in teaching (MAT), 10 percent were master of science degrees (MS); 8 percent were master of business administration (MBA) and 5 percent were master of education (MED).

D. OTHER STUDENT OUTCOMES

The One-Year-Out Alumni Survey the University conducts found that 94 percent of the undergraduates who graduated in academic year 1998 are employed and 27 percent are attending graduate school. A large majority of those who are employed are contributing to the New Jersey economy. As well, over three-quarters report they are employed in areas very or somewhat related to their MSU majors.

Today's undergraduates live complex lives, with many responsibilities competing for students' time and attention. Along with college commitments, large numbers are employed on- and off-campus, and many have family obligations as well. The average credit load for full-time students is 14 credits a semester, less than the traditional 16 credits needed to graduate in four years. Not surprisingly, the median time to degree completion for undergraduates is 4.96 years (table II.D.1.e). Montclair also met the State benchmark of five years for this indicator and received a score of 1.

Fifty-four percent of the first-time full-time freshmen who entered MSU in the fall of 1993 graduated from the University (the State funding indicator benchmark is 50 percent). This is significantly higher than the national rate, usually around 43 percent, for comparable public universities. For the fall 1994 freshman cohort, preliminary figures show that the graduation rate is 56 percent, continuing the upward trend for six-year graduation rates.

Graduation rates are sensitive to student characteristics and can vary accordingly. For example, for the fall 1993 freshman cohort, the graduation rate for women was 57 percent and for men it was 48 percent. Variations in program completion rates are also seen for those who entered with basic skills deficiencies. For the fall 1993 cohort, Montclair State met the State's graduation benchmark of 35 percent for those who required basic skills.

Thirty-nine percent of the entering class was transfer students. The overall graduation rate for transfer students who entered MSU in the fall of 1993 was 66 percent, and for those who came from New Jersey

public community colleges it was 69 percent. MSU's rate exceeded the State's benchmark rate of 50 percent. Transfer students who enter as if they were freshmen, with fewer than 32 credits, do slightly better in terms of graduating than native (those who are first time college goers at MSU) freshmen, 56 percent and 52 percent respectively. However, those transfer students who enter with the equivalent of sophomore or junior standing did not graduate quite as successfully as those who entered as first time or native freshmen. There is an average of five points between the two groups (table II.D.2d).

This difference is also seen in the slight variation between the mean GPA, at the beginning of the senior year, for transfer and native-degree seeking seniors. The average GPA for seniors who entered MSU as transfer students is 2.9 and for those who entered as natives it is 3.0 (table II.D.2c).

E. FACULTY CHARACTERISTICS

Montclair State University has 443 full-time faculty who teach two-thirds of all class sections offered (table II.E.1 & 2). Ninety percent have doctoral or other terminal degrees in their fields. Forty-one percent are female, 22 percent are from various minority ethnic and racial groups and 71 percent are in tenured positions.

The full-time faculty are augmented by a qualified part-time faculty. Adjuncts and visiting specialists often 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 can't portray the innovative teaching that takes place in the classrooms. The following few descriptions begin to illustrate what the MSU classroom experience is all about.

Faculty from the French department collaborated with three universities in France on a distance-learning project that allows students in both countries to undertake assignments together and conduct class work via teleconferencing connections. For example, Dr. Lois Oppenheim's French Perspectives course was held in conjunction with an interdisciplinary course in sociology and politics at the University of Paris VII, Jussieu. Similar classes were held in conjunction with universities in La Rochelle and Montpellier.

Dr. Quinn Vega of the Department of Biology and Molecular Biology not only caught the attention of his students but also that of the National Science Foundation (NSF) with his project, "Analysis of RET Co-receptor Function/Teaching Lab Setting," which puts his research in the context of a teaching laboratory. Dr. Vega and his students are examining a receptor that when overactive in rats causes three different types of cancer. While working on a cutting edge research project, these students are learning molecular biology principles as well as research techniques.

Students and faculty enjoyed two weeks last August at the Summer Institute, participating in the "Shakespeare at the Globe" program. This unique program focuses on Shakespeare in performance and is taught at Montclair State, in London and in Stratford-Upon-Avon. Students had the opportunity to examine the literary and theatrical traditions that informed and shaped Shakespearean performance, as well as the challenges involved in producing Shakespeare and his contemporaries' works in England today. The program director was Professor Susan Kerner of the Theatre and Dance Department and it was sponsored by the Global Education Center and the International Center for the Arts.

F. EFFICIENCY AND EFFECTIVENESS

For the purposes of this report efficiency and effectiveness are defined by the measures found in the NJ State performance funding indicators report. Graduate and undergraduate program enrollments, the number of collaborations and a process for assessing outcomes for graduates were all measured. Montclair State University met the State indicators in every case.

Programs

The benchmark of undergraduate programs with 25 percent or fewer juniors or seniors was met. In addition, after a careful review the University was able to reduce the number of programs in this category by 10 percent from the previous year.

Twenty-two percent of MSU's graduate programs had fewer than 10 students enrolled in them. This exceeds the stated benchmark of 25 percent.

Collaborations

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

As noted earlier, the University procured a United States Information Agency (USIA) grant of \$297,000 to establish an educational partnership with Kirovograd State Pedagogical University (KSPU) in Ukraine. The grant will assist KSPU in the development of its faculty and curriculum, and help bring about changes in higher education as well as education at the primary and secondary levels in order to teach about democracy. As well, three faculty members from Kirovograd State Pedagogical University visited MSU for a one-month stay.

Assessing Graduates

Meeting the rigorous accreditation requirements of such organizations as the Middle States Association of Colleges and Schools, the National Council for the Accreditation of Teacher Education, AACSB--The International Association for Management Education and the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB) requires various forms of outcome assessment.

The University also has a visiting committee self-assessment process in place by which each department is visited by a committee made up of members from other universities that reviews its undergraduate and graduate programs. A thorough report is written by the department and is presented to the visiting committee, the Dean, the Provost and the President.

Several university-sponsored surveys tap into student opinions of their experiences here.

- For the last few years undergraduate alumni have been mailed a survey one year after graduating from Montclair asking them a variety of questions about their activities. Several questions ask students to assess acquired skills.
- This year President Cole appointed a Presidential Task Force on Retention and Graduation. The task force was charged with developing a plan to help meet one of the University's top goals or priorities -- increasing graduation and retention. The task force gathered information from various campus sources including two student surveys. One was a mailed survey to fall 1998 non-returning freshmen and the other was a phone interview of non-returning fall 1999 freshmen. The results of both surveys will be used in formulating the recommendations made by the task force.
- MSU participated in the new National Survey of Student Engagement (NSSE) supported by the Pew Charitable Trusts and cosponsored by the Carnegie Foundation. The NSSE project gives the University information about students' views of collegiate quality. The data will be summarized and distributed campus-wide.

G. DIVERSIFIED REVENUES

With leveling State financial support for public universities, diversifying revenues is an important goal for MSU. The University has successively pursued several avenues to increase these revenues. Gifts to the MSU Foundation and Alumni Association have substantially increased, helping the University to successfully meet the NJ State requirements for this program funding measure.

Through its increased activities, the Alumni Association almost doubled the amount of gifts it received: from \$172,174 in FY 92 to \$324,872 in FY 99. The MSU Foundation increased its donations over twelve fold to \$2,217,222 in the last seven years. For example, the generous gift from Board of Trustees member Murray L. Cole and his wife Miriam initiated the establishment of the Musical Instrument Endowment Fund, that will allow the Music Department to purchase a full range of state-of-the-art instruments. The fund is designed to insure that music students will have access to quality instruments to help them reach their full musical potential.

H. BOARD OF TRUSTEES

Montclair State University is governed by a Board of Trustees. Voting trustees are appointed by the Governor and serve six year terms. The Board meets six times a year and reflects the diversity of the State. Of the nine appointed members, three are female, one is Hispanic and one is Asian. Members include two student trustees, one voting and one non-voting. One student representative is male and the other is female. One is white and one is African American.

I. INSTITUTIONAL PROFILE

The University offers a wide variety of programs and majors at the undergraduate and graduate levels. MSU's currently active degree programs are listed here.

MSU CURRENTLY ACTIVE DEGREE PROGRAMS

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

Continued

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

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

Several other new programs began in fall 1999. A new 60-credit master of fine arts is expected to become one of the leading graduate degree programs in the visual arts in the Northeast. The master of science degree in biology with a concentration in biology science education will provide classroom biology teachers with the tools they need to meet the challenges of improving scientific literacy in today's increasingly technological world. This new program integrates biology content, science education, technology skills and pedagogy.

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

In addition to MSU's Paralegal certificate program, seven new certificate programs were offered this fall: Object Oriented Computing, CISCO, Water Resource Management, Child Advocacy, Molecular Biology, Translation and Interpretation of Spanish, and Collaborative Teaching for Inclusive Settings.

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

J. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

The University's faculty and students engage in a wide variety of public service and research activities. Several examples will illustrate the varied interests and projects that are being pursued.

The Institute for Community Studies, headed by sociology professor Dr. Gerald Kobly, serves as a resource for groups that 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.

The Health Careers Program, designed to increase career opportunities in the health professions and other sciences for underrepresented groups, received an \$800,000 Upward Bound grant from the United States Department of Education.

Lucent Technologies awarded Montclair \$447,000 over a three-year period to develop the Montclair State University Pre-Collegiate Teaching Academy in Paterson. The college prep academy will have a rigorous academic program focused on math, science and literacy.

Dr. Ana Maria Villegas of the Department of Curriculum and Teaching was awarded \$86,000 from the Urban Institute to continue her research on innovative teacher education programs and the preparation of persons of color for the teaching profession.

Dr. Joseph Donnelly, Department of Health Professions, Physical Education, Recreation and Leisure Studies, was awarded third-year grant funding (\$149,389) to continue Project C.A.R.E.: Community Awareness and Relationship Education. This year project C.A.R.E. expanded to include 12 New Jersey schools. Working together, pre-adolescents, adolescents, their parents and educators implemented the *Sex Can Wait* school curricula. The grant supports two graduate assistantships giving graduate students a wonderful opportunity to work with young students and their teachers.

Worth mentioning again is the National Science Foundation (NSF) award of \$420,000 to Dr. Quinn Vega of the Department of Biology and Molecular Biology for his research "Analysis of RET Co-receptor Function/Teaching Lab Setting."

K. MAJOR CAPITAL PROJECTS

An inviting campus and modern facilities add immeasurably to the MSU experience. This year saw the opening of the newly completed \$18.7 million Science Hall facility which houses the Department of Biology and Molecular Biology, the Health Careers Program and the Biochemistry Program. The Hall contains state-of-the-art teaching and research laboratories, faculty and staff offices, a rooftop greenhouse and the Margaret and Herman Sokol Science Seminar Room. The seminar room was made possible through the generosity of alumna Margaret McCormack Sokol '38.

Other projects completed this year were: a significant upgrade to Blanton Hall, one of the university's undergraduate residence halls; a new roof for Panzer gym and renovations to the Finley classrooms area.

The Excellence and Accountability Report lets us share some of the highlights of AY 2000, a very productive year at Montclair State University. The report helps to explain MSU's position as New Jersey's second largest public university and its future potential.

APPENDIX
TABLES FOR THE FALL SEMESTER, AY 2000

Montclair State University
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	531.64	891	529.99	891	486.97	89	479.55	89
EOF Admits	441.90	179	415.53	179	460.00	3	406.67	3
Special Admits	438.54	198	439.85	198	433.33	18	424.44	18
All Admits	504.43	1,268	499.76	1,268	477.45	110	468.55	110
Missing Scores	-	51	-	51	-	66	-	66

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Table II. B. 2:

Percentage of First-Time Freshmen Needing Remediation, by Subject Area

	<u>% of All 1st-Time Freshmen Tested</u>	<u>% of All F-T Freshmen Needing Remediation</u>
Reading	75%	36%
Writing	66%	14%
Math Computation	75%	21%
Elementary Algebra	76%	21%

Montclair State University
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>	
Enr.	Pct.	Enr.	Pct.	Enr.	Pct.	Enr.	Pct.	Enr.	Pct.	Enr.	Pct.	Enr.	Pct.	Enr.	Pct.
4,557	61.0	798	10.7	1,153	15.4	363	4.9	19	0.3	314	4.2	266	3.6	7,470	100%
1,628	60.5	281	10.4	432	16.1	94	3.5	7	0.3	74	2.8	173	6.4	2,689	100%
6,185	60.9	1,079	10.6	1,585	15.6	457	4.5	26	0.3	388	3.8	439	4.3	10,159	100%

Table II.B.3.b:
Undergraduate Enrollment by Sex

	<u>Full-Time</u>				<u>Part-Time</u>				<u>Total</u>					
	Male	Pct.	Female	Pct.	Male	Pct.	Female	Pct.	Male	Pct.	Female	Pct.	Total	
2,982	39.9	4,488	60.1	7,470	943	35.1	1,746	64.9	2,689	3,925	38.6	6,234	61.4	10,159

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**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	30	2,117	2,619	1,839	522	156	91	74	16	1	5	7,470
	Pct.	0.4	28.3	35.1	24.6	7.0	2.1	1.2	1.0	0.2	0.0	0.1	100%
Part-time	Num	5	119	198	585	578	406	321	338	108	29	2	2,689
	Pct.	0.2	4.4	7.4	21.8	21.5	15.1	11.9	12.6	4.0	1.1	0.1	100%
Total	Num	35	2,236	2,817	2,424	1,100	562	412	412	124	30	7	10,159
	Pct.	0.3	22.0	27.7	23.9	10.8	5.5	4.1	4.1	1.2	0.3	0.1	100%

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Table II.B.4:
Financial Aid from State-Funded Programs, FY 2000

	<u>Recipients</u>	<u>Awards</u>	<u>Dollars(\$)</u>	<u>\$/Recipient</u>	<u>\$/Award</u>
TAG	2,570	4,640	5,920,693.00	2,303.77	1,276.01
EOF	706	1,329	648,620.00	918.73	488.05
Bloustein Scholars	62	123	61,500.00	991.94	500.00
Garden State Scholars	0	0	0.00	0.00	0.00
Urban Scholars	52	100	50,000.00	961.54	500.00
NJCLASS Loans	--	188	960,959.00	--	5,111.48
OSRP	--	75	183,344.00	--	2,444.59

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Table II.B.5:
Undergraduate Enrollment by State of Residence

<u>State Residence</u>	<u>Non-State Residence</u>	<u>Total Students</u>	<u>% State Residence</u>
9,831	328	10,159	96.8

Montclair State University
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>	
Degr.	PCT	Degr.	PCT	Degr.	PCT	Degr.	PCT	Degr.	PCT	Degr.	PCT	Degr.	PCT	Degr.	PCT
1,212	69.8	142	8.2	175	10.1	74	4.3	3	0.2	69	4	62	3.6	1,737	100%

Table II.C.1.b:
Baccalaureate Degrees Conferred by Sex

Men	Pct.	Women	Pct.	Total
588	33.9	1,149	66.1	1,737

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

IPEDS CIP Code	
<u>Major Category</u>	<u>No.</u>
Agricultural Business and Production	-
Agriculture Sciences	-
Conservation/Renewable Natural Resources	-
Architecture and Related Programs	-
Area, Ethnic and Cultural Studies	-
Business/Management	300
Marketing	-
Communications	-
Computer Science	38
Education	86
Engineering	-
Engineering-Related Technologies	-
Foreign Languages	44
Health Sciences	17
Home Economics	142
Vocational Home Economics	-
Law	30
Letters	154
Liberal Studies	14
Life Sciences	123
Mathematics	21
Multidiscipline	-
Parks/Recreation	48
Philosophy and Religion	4
Theology	-
Physical Sciences	15
Psychology	219
Protective Services	-
Public Affairs	-
Social Sciences	260
Precision Production Trades	-
Visual and Performing Arts	222
Total	1,737

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Table II.E.1:

Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.	Num.	Pct.
Tenure	263	83.5	19	6	10	3.2	22	7	1	0.3	0	0	0	0	315	100%
Female	97	84.3	10	8.7	2	1.7	5	4.3	1	0.9	0	0	0	0	115	100%
Male	166	83	9	4.5	8	4	17	8.5	0	0	0	0	0	0	200	100%
Without Tenure	82	64.1	8	6.3	24	18.8	12	9.4	0	0	2	1.6	0	0	128	100%
Female	43	66.2	4	6.2	14	21.5	2	3.1	0	0	2	3.1	0	0	65	100%
Male	39	61.9	4	6.3	10	15.9	10	15.9	0	0	0	0	0	0	63	100%
Total	345	77.9	27	6.1	34	7.7	34	7.7	1	0.2	2	0.5	0	0.0	443	100%

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Table II.E.2:

Percentage of Course Sections Taught by Full-Time Faculty

Sections	F.T.	P.T.	T.A.	Other
3,779	66.3	29.6	0.0	4.1