

Periodic Review Report

Presented by: Montclair State University

June 1, 2002

Chief Executive Officer: Susan A. Cole, Ph.D., President

Commission action which preceded this report: Accreditation reaffirmed June 26, 1997

Date of evaluation team's visit: March 9-12, 1997

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A. EXECUTIVE SUMMARY

Montclair State University has changed in many ways since the completion of the last self-study in 1997. This Periodic Review Report has been designed to provide an overview of the most significant of those changes, as well as the University's response to the recommendations made by the Evaluation Team, key enrollment and fiscal data, and a description of ongoing planning and assessment initiatives.

Seven of the changes have had a particularly transforming impact on the University.

- On September 1, 1998 Susan A. Cole became the eighth President of Montclair State University. In less than four years under her leadership the University has established several new initiatives in capacity-building that, in turn, drive new programs for the expansion of the faculty and physical facilities, the recruiting and retention of students, program development and renewal, and the provision of services to all members of the University community. Under her leadership the University has become significantly more active and effective in Trenton and Washington, D.C. and in the raising of private funds. The campus community shares a clear sense of direction and understanding of mission and potential that did not exist prior to President Cole's arrival.
- Over the AY99/00, AY00/01, and AY01/02 hiring cycles the University will have hired 120 tenure-track faculty members. This represents just over one-quarter of the authorized tenure-eligible lines at the institution. This has given the institution a remarkable opportunity to hire faculty members whose expertise is consistent with goals specified in the strategic planning process at the department, school/college and University levels and at the same time to significantly diversify the faculty. Projections of the need for replacement and new faculty lines over the next several years lead to the conclusion that well over one-half of the faculty in 2008, the University's Centennial year, will have been at the University for ten years or less.
- In addition to President Cole, eleven other members of the senior administrative staff of the University have assumed their responsibilities within the last five years. The vice-presidential leadership has remained relatively stable, with four of the five in place when President Cole arrived still performing their duties. Four of the eight deans assumed their responsibilities in the last five years, although two were successful internal candidates.

Thus the senior leadership of the University contains a mix of experience and fresh perspective.

- The University's first doctoral program, an Ed.D. in Pedagogy, was approved by the New Jersey Commission on Higher Education in October 1998. The second, a Ph.D. in Environmental Management, is under review by the Commission at this time. These are the first of what will be a small, but innovative, doctoral initiative at the University.
- In response to the pressing need for increased capacity in New Jersey's Higher Education system, the University has established a goal of attaining an enrollment of 18,000 students by 2008. This represents an increase of one-third in the 13,500 students enrolled at the University when the decision to expand capacity was made, but a somewhat smaller increase from the maximum of 15,000 students who were enrolled in the late 70s. The increase of 4,500 students will be distributed across baccalaureate and post-baccalaureate programs and will drive changes throughout the institution in areas such as admissions, retention, faculty size, facilities, co-curricular programs, and residence life.
- In response to the projected growth in enrollment, the University has embarked on the most extensive capital construction program in the history of the institution. The \$249M program contains \$214M in new capital construction and \$35M in maintenance and renovation of existing systems and buildings. The projects within the new capital construction portion of the program include an 1,100-space parking structure and an 826-bed residence life facility that are already under construction, a 500-seat performance space that will serve as a home for our performing arts programs and as a regional center for the performing arts that is in the final design stage, and a 270,000 gross sq. ft. academic building that will house the College of Education and Human Services and Information Technology and will serve as the primary classroom facility on campus.
- The University recently acquired the last undeveloped land contiguous to the main campus. The 30-acre parcel will be used to expand our residence life capacity by 826 beds. This will increase current capacity by over 40% at a time when the University is literally unable to meet rapidly increasing demand for on-campus housing. Further, it is the first step toward reaching a goal of providing on-campus housing for 40% of our full-time day undergraduate population and new housing opportunities for International and post-baccalaureate students. Once the goal is achieved a residential experience will be

possible for a significant proportion of our undergraduate population, the University will be able to recruit students from a geographically more diverse region, and our co-curricular program will become significantly more active over the weekend.

Several other changes have had or will have substantial impact on the University community.

A new General Education program, for which planning began in 1994, will be implemented in September 2002. The new program includes three team-taught, cross-disciplinary core courses and a mandatory Freshman Experience course. All courses must meet well-defined objectives and an assessment component has been built into the program.

In an effort to make our academic programs more consistent with the national norm and to make it possible for a student qualify for a degree after eight semesters of full-time work, the Board of Trustees changed the minimum number of credits required for a baccalaureate degree at Montclair State from 128 to 120 credits. Academic majors enrolling about one-half of the undergraduate students have formally adopted the new minimum and most of the rest will do so within the next year.

Even without enrollment growth, space has been at a premium at certain times during the day. In response, the University is moving to a more efficient course-scheduling grid as of fall 2002. The schedule, which is based on 75-minute blocks during the day and 150-minute blocks in the evening, is approximately 14% more efficient than the current scheduling template and has the advantage of distributing course offerings more evenly throughout the week from 7:00 a.m. to 10:45 p.m. Monday through Friday and across the weekend. This will give us the instructional space we need to meet our increasing enrollments while the new academic building is under construction.

Shortly after the last Evaluation Team was on campus the University inaugurated the Academic Success Center. This allowed the University to unify most of the critical student services in one location. The Center is under the direction of an Associate Dean for Enrollment Management/Enrollment Services, reflecting the new focus of the several units in the Center on enrollment management via retention programming.

Responses to the several recommendations of the Evaluation Team are also included within the Periodic Review Report. These recommendations have been addressed as follows:

Enrollment Planning: As noted above, the University has set a goal of building enrollment to 18,000 students by 2008, an increase of 4,500 students at the point the goal was set in AY00/01.

Specific goals have been established for undergraduate (3,000) and post-baccalaureate (1,500) student cohorts and translated into attainable annual increases. In addition, both the undergraduate and graduate admissions teams have new directors who are committed to achieving these goals and enhancing the quality of our matriculants. The University has also initiated an effort to significantly increase student retention. At the conclusion of an 18-month study, The Presidential Task Force on Student Achievement submitted an inclusive list of recommendations designed to increase the six-year graduation rate from the current 54% to the target of 70% suggested by President Cole. The Administration proposed a plan of action based on the recommendations of the Task Force, and following a campus-wide discussion in October 2001, the Administration is implementing those recommendations judged to have the highest probability of early success.

Strategic Planning and Budgeting: The University initiated a University-wide strategic planning exercise in September 1997. Academic departments and other first-level units prepared strategic plans that formed the basis for school/college, and then divisional strategic plans. Most recently, all of the strategic plans have been collected in a draft Consolidated Strategic Plans document. This document will provide the basis for the preparation of the first draft of Vision 2008, a concise strategic plan for the University. The first draft of Vision 2008 will be prepared for review by the campus community in September 2002. It is intended that Vision 2008 will provide the framework for planning at all levels of the institution over the next several years as well as the starting point for the development of a new concise mission statement for the University to replace the current statement which was first promulgated in 1978.

In response to the recommendation that the University move toward fact-based planning and decision-making, the University engaged a new Director of Institutional Research and invested in additional resources for the Office of Institutional Research. As a result of more effective data mining of the existing administrative databases, campus decision-makers now regularly have relevant and timely information upon which to base decisions. Much of the data is collected in the University Fact Book, the contents of which are also available on the University home page.

At the same time the University enhanced the Institutional Research function, the Office of Budget and Planning received additional staff, making it possible to provide accurate and well-conceived financial data for administrators who manage budgets. The Office of Institutional Research provides the data that allows goal setting and fact-based planning that, in turn, drives

the budget process, and the Office of Budget and Planning follows up with support for managers who are building budgets that reflect unit goals and objectives. It is clear from the instructions accompanying the annual budgeting exercise that budgets are now tailored to achieve tactical and strategic plans rather than the opposite.

Technology: Based on the Strategic Information Technology Plan prepared in AY98/99, the University has substantially enhanced the installed base of computing equipment and facilities, increased the number of technology professionals and support staff available to users, invested in core infrastructure, networking and bandwidth capacity, and deployed Internet-based, student centered applications that facilitate improved teaching, learning, research and administrative functions.

Outcomes Assessment: Outcomes assessment is still largely decentralized at Montclair State. Several very comprehensive assessment schemes have been established in response to external agencies such as AACSB, NCATE, the Computer Science Accreditation Board, and the several Arts accrediting agencies. The School of Graduate, Professional and Continuing Education has established a detailed assessment template as part of its continuing enrollment and retention initiative. Centrally, the Office of Institutional Research is actively generating outcomes data on a University-wide level. The Provost has just initiated a project with deans and department chairs that will yield a full cycle of student surveys geared toward informed decision-making about a broad range of University programs prior to the preparation of our next Institutional Self-Study in AY05/06.

Finally, enrollment and fiscal trend data and projections are presented. Although it is still early, the enrollment data suggests that the University will achieve its enrollment goal of 18,000 students by 2008 even before the full impact of the new leadership in undergraduate and graduate admissions and the retention initiative have been felt.

The assumptions made in the fiscal projections are quite conservative. This is consistent with the uncertainties in the level of State appropriations in FY03 and beyond. It is clear now that there will be a shortfall of 7.5% in the State appropriation for FY03 and this has been built into the projection. We believe that with prudent, informed management the University will not only be able to remain a remarkable educational value, but will be able to build both the faculty and physical facilities to ensure that the University maintains the excellence that has characterized the institution throughout the 94 years since it was founded.

B. INTRODUCTION AND GENERAL OVERVIEW

The Periodic Review Report Process

In response to recommendations made by the Evaluation Team in the report of its March 9-12, 1997 visit, the University initiated a strategic planning process on September 15, 1997. The process, was designed to generate broad participation in the preparation of Vision 2008, a concise strategic plan for the University which will guide the University through the initial years of the new Millennium as the campus community prepares to celebrate the centennial of the University in 2008. Using guidelines developed by the University Planning Committee¹ each unit in the University developed a long-range strategic plan. In turn, schools and colleges and then divisions developed long-range strategic plans based on the plans devised by their units. The divisional plans have now been condensed into a Consolidated Strategic Plans document from which a concise overview of the University-wide plan, Vision 2008, will emerge.

More recently, on University Day, October 24, 2001, a follow-up discussion of the report of the Presidential Task Force on Student Achievement re-invigorated a campus-wide focus on strategic planning. Individual units updated their assessments of external opportunities and challenges, and modified their strategic plans as necessary to address the new realities we face as an institution.

The information generated by these two inclusive projects provides a framework for much of the information contained in this Periodic Review Report. The responsibility for compiling the Report from this information, as well as data generated by Institutional Research was assigned to the Provost. Key staff persons from the several divisions of the University, as well as the President of the University Senate, provided responses to the recommendations made by the Evaluation Team and to the data requested for the Report. The Provost and his staff then prepared a summary of significant recent developments using information supplied by this broad range of campus sources.

After a comprehensive verification and review of the final draft of the document, it will be shared with the campus community as a snapshot of the campus at the mid-point of the ten-year self-study cycle.

¹ See Appendix 1 for a description of the Strategic Planning Process

Overview of Narrative and Appendices

This report is organized in six sections: Executive Summary; Introduction and General Overview; Significant Developments, Changes and Responses to Recommendations; Evidence of Outcomes Assessment, Self-Study and Planning; Conclusion; and Appendices.

Introduction and General Overview: This section is intended to give the reader a sense of how this report was prepared as well as provide an overview of the University midway between decennial self-studies. After identifying the need to increase capacity as a major issue for higher education, and therefore Montclair State University, through much of the first decade of the 21st Century, the report provides brief descriptions of key elements of the University. Included are statements on the mission, organization, governing board, faculty, admissions, student services, the library, resources, financial operations, plant, and equipment.

Significant Developments, Changes and Responses to Recommendations: This section describes how the University has responded to recommendations made by the Evaluation Team in 1997 as well as significant changes that have occurred on campus in the last five years. The section begins by describing the most significant change in the last five years: the arrival of Susan A. Cole as the eighth President of the University in the fall of 1998. After noting that there has also been significant change among the senior administration of the University, the report addresses the University's responses to the recommendations made by the Evaluation Team. While the team provided observations in a broad range of areas, its recommendations were limited to the areas of planning, using technology in the teaching/learning process, enrollment planning, outcomes assessment, budget, and facilities. Most of the recommendations are addressed in this section under the following headings: enrollment planning, strategic planning and budgeting, facilities, and technology. Outcomes assessment is addressed in the next section of the report. Additional significant changes in the areas of academic affairs, student development and campus life, and university advancement, are also described in this section.

Evidence of Outcomes Assessment, Self-Study and Planning: This section of the report includes an overview of outcomes assessment, the nature and scope of institutional research, five-year enrollment and graduation trend data, five-year fiscal trend data, five-year enrollment and finance projections, institutional plans for the next five years, and the relationship between planning and budgeting. The section also contains detailed tables of retention rate trends,

revenue trends, expenditure trends, tuition and fee trends, student aid trends, FTE projections, and revenue projections to provide a quantitative snapshot of the university to accompany the text.

Conclusion: Concluding statement.

Appendices: The appendices include the following items that provide more detail on several key sections in the report:

- Appendix 1 – Description of the University Strategic Planning Process
- Appendix 2 – University Mission Statement;
- Appendix 3 – Organizational Charts of the Six University Divisions;
- Appendix 4 – Executive Council and Management Council Membership;
- Appendix 5 – Executive Summary of the Report of the Presidential Task Force on Student Achievement and Administrative Response to the Task Force Report;
- Appendix 6 – Description of Current and Planned Graduate Student Assessment Initiatives; and
- Appendix 7 - Draft of Consolidated Strategic Plans.

In addition, a copy of the current University Fact Book has been included in the package.

Description of the University

The State of New Jersey has traditionally relied heavily on other states to educate its college-age students. In recent years, 60% of baccalaureate-seeking high school graduates have attended out-of-state institutions, a fact that is reflected in New Jersey's national ranking of 44th in four-year public college/university enrollment per capita. Students who attend out-of-state institutions are less likely to seek employment in New Jersey than those who earn their baccalaureates in the State, leading to a brain drain of talent at the same time New Jersey's business leaders are citing the need for an educated workforce as a high priority for the increasingly knowledge-driven economy of the State. The challenge for New Jersey is to encourage a significantly larger proportion of the State's best high school graduates to pursue baccalaureate studies in the State.

The need to reverse this long-standing trend immediately becomes more imperative upon examination of the demographic data on high school graduates in the State. Over the next six years the annual cohort of high school graduates will increase by 21%. Not only does the State have to reduce out-migration, it must accomplish it with a significantly larger cohort of students

or risk losing an inordinately large number of talented students, many of whom will never return to the workforce in New Jersey.

Montclair State University can and will play a prominent role in achieving a solution to the challenge facing Higher Education in New Jersey. Our commitment to increase capacity – enrollment will increase by a full one-third to 18,000 students by fall 2008 – drives a number of other activities at the University, all intended to expand opportunities for New Jersey residents to obtain an education of the very highest quality at an affordable cost close to home. In short, the University is most accurately described at this point in time as growing with and for the State of New Jersey.

The decision to increase capacity is consistent with one of the key recommendations found in “*New Jersey’s Plan for Higher Education: 1999 Update*,” released by the New Jersey Commission on Higher Education in July 1999. In addressing the growth in high school graduates and the need for highly trained persons in New Jersey’s workforce, the report noted that the Commission would work regularly with institutions “to ensure that the system is able to meet state needs into the future ... and ensure that institutions will be able to absorb projected enrollment ...”² This is especially critical since Montclair State is the only institution in New Jersey that is seriously planning for increased capacity at this time.

Mission: The Board of Trustees of the University drafted and approved the current mission statement of the University³ in 1978. At the time of the last evaluation team visit in 1997 the mission statement had been effectively supplanted as the driving force of the University by the Vision Statement drafted by President Irvin Reid in 1991. However, neither of these documents adequately describes the mission of the University as it prepares to celebrate its Centennial in 2008. It has not been until just recently, however that the conditions have been right to prepare a new vision statement for the University. The strategic planning process begun in the fall of 1997 has just yielded a University-wide document that will be the basis of our new strategic plan, which, in turn, will be the basis for a revised mission statement. Additionally, President Susan A. Cole has now had an opportunity to evaluate the potential inherent in the University and to assess the needs of our constituents. Now that the essential conditions have been met, the

² New Jersey’s Plan for Higher Education: 1999 Update, New Jersey Commission on Higher Education, p. 10, Trenton, NJ, 1999. (see www.state.nj.us/highereducation/lrp99up.htm)

³ See Appendix 2 for a copy of the Mission Statement

University intends to develop a mission statement that more accurately reflects the goals of the University in a milieu significantly different than that of 1978.

Organization and Administration: The University is organized into five Divisions, each headed by a vice president who reports directly to the President: Academic Affairs, Administration, Human Resources, Student Development and Campus Life, and University Advancement⁴. Major units within the Division of Academic Affairs include the College of Education and Human Services, the College of Humanities and Social Sciences, the College of Science and Mathematics, the School of the Arts, the School of Business, the School of Graduate, Professional, and Continuing Education, and the Harry A. Sprague Library. Major units within the Division of Administration include Facilities and Business Operations, Finance and Treasurer, and Information Technology. The Office of the Dean of Students is found within the Division of Student Development and Campus Life. Two administrative groups meet regularly to coordinate the administration of the University: the Executive Council⁵ and the Management Council⁶.

Governing Board: The general supervision of the University is vested, by statute, in the Board of Trustees of the University. The Board is composed of fifteen voting members, fourteen of whom have been appointed by the Governor with the advice and consent of the State Senate. The University has generally been able to consult successfully with the Governor's Appointments Secretary in regard to prospective Board Appointments. In addition, statute provides for the election of two student members of the Board of Trustees, one voting and one non-voting. Finally, the President of the University is an Ex Officio, non-voting member of the Board. There is currently a good mix of experience and new perspectives on the Board. The average length of service is six and one-half years. One member of the Board has served for twenty-one years and two new members joined the Board this spring. In the past five years we have added five new seats to the Board, increasing the number of public members of the Board from nine to fourteen, and seven new persons, two replacement appointments and five appointments to new seats. The new seats have all been added during President Cole's presidency.

⁴ See Appendix 3 for organizational charts

⁵ See Appendix 4a for current members of the Executive Council

⁶ See Appendix 4b for current members of the Management Council

Faculty: There were 476 authorized faculty lines at the University during the fall 2001 semester. A total of 441 of the authorized faculty lines were filled with full-time faculty members; 291 were tenured (66.0%), 124 were in tenure-track positions and 26 were in one-year positions. An additional 28 individuals (16 FTE) were in part-time lines and 19 lines were either vacant or unfilled. The University has worked diligently over the past several years to diversify the faculty. As a result, women held 39.9%, African Americans, 7.5%, Asian American, 7.9%, and Latinas/Latinos, 7.5% of the full-time faculty appointments. Finally, 36.7% of faculty were at the rank of Professor, 27.4% were Associate Professors, 33.1% were Assistant Professors, and 2.7% were Instructors. The number of adjuncts and visiting specialists varies from semester to semester, but the proportion of courses they teach remains relatively constant at about 27% of the total number of sections.

The average age of the members of the faculty, 51.4 years, is beginning to decrease. While the number of faculty in the 56-60 and 61-65 age cohorts remains relatively high as a result of major growth of the faculty in the period from 1970 through 1975, faculty retirements are beginning to provide a significant number of replacement lines. In addition to the replacement lines, the University will add new lines in response to planned enrollment increases. As a consequence, the University has had the opportunity to do a great deal of hiring. On September 1, 2001 the University welcomed 42 new persons into tenure-track lines, eleven of them in newly created lines. The group was remarkably diverse: twenty-four members of the cohort were women, nine were African American, four were Asian American, and two were Latinas/Latinos. During the course of the current academic year we have searches underway in 54 lines, including fifteen newly created lines. It is expected that another 40 to 45 new individuals will join the faculty on September 1, 2002.

Admissions and Student Services: Undergraduate admissions in particular and student services in general have become more student-centered during the last five years. The University's recruiting focus has mirrored the motto, "A center of knowledge, centered on you." More attention has been given to individualizing the admissions process through personal contact and attention, a process made easier by the availability of new technology.

An e-mail address, "Ask MSU," allows prospective students to communicate directly with current MSU students. Questions about majors, campus social life, and other areas of interest to them, will elicit an answer directly from a current student rather than an administrator.

Prospective students, at either the undergraduate or graduate level, now have the option of a completely on-line application process. Over 50% of the under-graduate and 10% of the graduate applications are currently submitted on-line.

The University piloted the New Jersey Statewide Transfer Initiative process during the past year and it is running as an important part of the transfer process. The NJSTI is an on-line equivalency program that allows prospective community college students to input their transcripts into a system that automatically translates those courses into Montclair State equivalent courses. The program allows a student to instantly see what courses and credits will transfer before they even apply to MSU. This program helps students negotiate the transfer process efficiently and provides greater satisfaction through ease of access to information.

In a major upgrade of student services, the University introduced WESS (Web Enrollment Services for Students) in the spring 2002 semester. Included in the features available for students via the Web are:

Student Records

- Grades
- Transcript of MSU courses
- Transcript of transferred courses
- Account Summary
- Holds

Registration & Schedule

- Drop/Add Classes
- Course Sections
- Conditional Drop/Add
- Student Schedule
- Detailed Schedule
- Account Summary
- Registration Status

Services that students will be able to access on the WEB in the near future

- Account payment by credit card
- Admissions
- Degree Audit
- Financial Aid

Course Catalog

- View course descriptions that include prerequisites and indications of General Education areas that a course fulfills

Available Course Sections

- For Spring, Summer, and Fall 2002
- Course title, course number and call number of courses that are offered
- When and where courses meet
- Course credit value, seat availability and instructor name

Personal Information

- Change PIN
- View E-mail and postal address

WESS was well received by students in its first months of existence. On-line registration was made available and almost one-quarter of students made use of it. Of the total enrollment, 15% of students used only the Web to register, 76% used only the Voice Response System, and 9% used both the Web and VRS. It is anticipated that this will become a more popular and convenient way for students to access needed information and services as more products are added and students become more familiar with the products.

Library: The Harry A. Sprague Library contains resources for and offers services to the students, faculty and staff of the University and is open to the public. The collections contain more than 400,000 volumes and bound periodicals as well as materials in diverse formats such as online indexes and abstracts and serials, CDs, videocassettes, audiocassettes, microforms, and software in support of teaching, learning, and research. It is a depository for U.S. and New Jersey government documents that are available in print, CD ROM, online, and in microform. The Library subscribes to over 3,000 serials (magazines, journals, newspapers, annuals, and yearbooks). Interlibrary services and resource sharing agreements among several consortia facilitate borrowing. The Library's homepage provides access to the Sprague Library online catalog and to other information about the Library's resources and services.

Librarians are available at the Reference Desk at nearly all times the Library is open. They provide assistance about the location, evaluation, and retrieval of information resources and the use of library services. Orientation sessions and classes on research methodology and resources in specific disciplines are given. A new electronic classroom will be completed in the summer of 2002.

Resources: Each fiscal year Montclair State University submits its budget for operating expenses to the Governor. The amount included in the budget for educational and general operating expenditures is then appropriated and held by the State of New Jersey for payment to the University on a regular monthly basis during the fiscal year. In addition, the State reimburses the University for employee fringe benefits. Direct state appropriations and fringe benefit reimbursements constitute approximately 45% of total revenues. The balance of revenues required to support operating expenditures are provided from student tuition and fees. Auxiliary enterprise facilities are operated on a self-supporting basis.

In fiscal year 2002, the State approved appropriations totaling \$49.3 million, including \$1.3 million to fund a portion of its employee salary increases. Tuition and fee revenue in fiscal year 2002 are projected to be approximately \$57 million. Due to the national recession in 2001 and 2002, and the State's revenue shortfall in fiscal year 2002, the State reduced University appropriations in FY02 by almost 7.5 percent, or \$3.3 million. Thus, the University is reducing operating expenses while protecting instructional programs and

employees by streamlining operations, by delaying equipment purchases, discretionary repairs, and renovations, and by implementing a judicious review of vacant positions.

The reduction in appropriations imposed in fiscal year 2002 is expected to continue into fiscal year 2003 and efforts aimed at improving internal operations while ensuring that academic programs are not adversely impacted will continue. The strategies to achieve the budget reductions required to balance the University's budget for fiscal year 2003 include: filling vacant positions only where clear programmatic necessity can be demonstrated, delaying the purchase of computers, office equipment and vehicles, and reducing expenditures for temporary office personnel, printing, mailing, consultant services, supplies and materials, travel and conferences, telecommunications and overtime wages. The budget gap also will be reduced by an increase in tuition rates and from tuition generated by increasing student enrollments (3.6% undergraduate and 4.5% graduate). The University will implement a 5% tuition increase for returning undergraduates and a flat rate tuition program for new undergraduates next academic year.

Even with tuition increases, Montclair State University still ranks near the bottom when compared to rates charged at other senior public colleges and universities in New Jersey. The University is committed to no layoffs of full-time faculty or staff to reduce the University's operating budget, continuing the progress of all of its major capital projects, and most importantly, continuing its strong support to core academic programs.

Financial Operations: The University's financial health continues to be strong. For the last completed fiscal year that ended June 30, 2001, the University continued its history of balanced operating budgets. Furthermore, the University forecasts that fiscal year 2002 will also end with positive operating results. The strength of the University's financial health is further evidenced by recent credit ratings received from Moody's Investor Service (Rating – A2) and Standard & Poors (Rating – A).

In addition to continued demonstration of its ability to generate positive operating results, the University continues to grow its reserve funds and to invest in its physical facilities. Since fiscal year 1997 the University's expendable reserves have increased by \$22 million. Of that total, \$14 million has been set aside for future investment in facilities to support the University's academic and administrative activities. During the same period,

the University invested over \$41 million for acquisition, renovation and renewal of its buildings, equipment and technology.

Plant and Equipment: Montclair State University has a 220-acre campus located within the limits of an 8,000,000-population urban area, about 13 miles west of Manhattan. The campus has 44 buildings totaling 1,700,000 gross square feet. The buildings range in age from 94 to 4 years old with a majority of space being from 30 to 50 years old. These buildings are valued at \$250,000,000. The University's current capital improvement plan calls for a 30% increase in its physical plant over the next several years at an estimated cost of over \$200,000,000.

C. SIGNIFICANT DEVELOPMENTS, CHANGES AND RESPONSES TO RECOMMENDATIONS

Since the last reaffirmation of its accreditation in 1997, Montclair State has made considerable progress in addressing many of the recommendations made by the Evaluation Team, while also undertaking a number of new initiatives that extend existing institutional strengths.

New Presidential Leadership

Of all of the changes at Montclair State University over the past five years, none were as significant as the naming of Susan A. Cole as the eighth president of the University.

Shortly after the evaluation team issued its report in June 1997 Irvin D. Reid announced that he would be leaving on November 1, 1997 to assume the presidency of Wayne State University in Detroit, MI. The Board of Trustees selected Gregory L. Waters, Vice President for University Advancement, to serve as Interim President while a national search for President Reid's successor began. The search concluded successfully with the naming of Dr. Cole as president-designate in June 1998.

Soon after Dr. Cole assumed the presidency on September 1, 1998 she identified capacity building as an area of congruence between the interests and needs of the State and the University. In an address to the University community in October 2000 she challenged the University to increase its enrollment by one-third, from 13,500 to 18,000 students, by 2008, the year of the University's Centennial. Our commitment to significantly expand the opportunities and services provided by the University to the constituents we serve propelled much of the change at the University over the last five years. In particular,

increasing capacity is having a major impact on the size and composition of the faculty, the development of new programs and revision of existing programs, the refurbishment and expansion of our physical facilities, residence life opportunities, our approach to recruiting at both the baccalaureate and post-baccalaureate levels, and our efforts to retain and graduate existing students. In less than four years President Cole has established a clear direction for the University, and its future as a major resource for the State and beyond.

Changes in Administrative Leadership

There have been a number of changes in the administrative team responsible for managing change at the University since the Evaluation Team visited in 1997. Including President Cole, twelve of the twenty-three members of the Management Council⁷ have assumed their managerial responsibilities in the last five years. In addition to President Cole, the recent appointees include:

- Karen L. Pennington, Vice President for Student Development and Campus Life
- Judith T. Hain, Vice President for Human Resources
- Donald D. Cipullo, Vice President for Finance and Treasurer
- Ada Beth Cutler, Dean, College of Education and Human Services
- Richard J. Gigliotti, Dean, College of Humanities and Social Sciences
- Alan J. Oppenheim, Dean, School of Business
- Robert S. Prezant, Dean, College of Science and Mathematics
- Edward V. Chapel, Associate Vice President for Information Technology
- Joan C. Ficke, Associate Vice President for Academic Affairs for Personnel and Resource Planning
- Semmy Ju, Associate Vice President for Facilities Management
- Judith E. Minier, Associate Vice President for Academic Affairs for Curriculum and Instruction
- Gabrielle G. Charette, Director of Government Relations

Thus, there is a remarkable pool of new talent to manage the University through the period of extensive change leading up to the Centennial year. Only three of the positions are new: Vice President for Finance, Associate Vice President for Facilities Management, and Director of Government Relations. These positions are judged to be critical to the

⁷ See Appendix 4b for current members of the Management Council

successful implementation of University goals. The remaining positions were existing positions that were refilled following resignations or retirements. One position, Vice President for Facilities and Business Operations, is currently vacant.

Enrollment Planning

As indicated earlier, the University established a goal of increasing enrollment to 18,000 students by fall 2008 as a consequence of our review of the demographic forecasts for New Jersey through 2008, the enrollments for the colleges and universities in our peer institutions cohort, and our institutional enrollments over the past 10 years. The goal is consistent with the need to increase capacity in New Jersey's institutions of higher education and with Montclair State's ability to expand its academic and co-curricular programs as well as its physical plant.

At the time the goal was set in AY00/01 the University enrolled 13,500 undergraduate and graduate students, thus it required a total headcount increase of 4,500 students. The University anticipates an undergraduate headcount of 13,500 students and a graduate headcount of 4,500 students when the enrollment reaches 18,000 students. In order to achieve this goal, annual enrollment increases were set at 3.6% at the undergraduate level and 4.5% at the graduate level. While it is still a bit early to verify a trend, headcount enrollments for AY01/02 are at or above our targets, with spring 2002 undergraduate enrollment up 4.1% compared to the spring 2001 term, and graduate enrollment up 9.2% over the same period. We expect, given the demographic forecasts for high school graduates over the next six years, that we will be able to achieve our headcount targets and maintain or enhance our admissions indicators with first-time, full-time students.

The University has had the opportunity to bring new leadership to our admissions functions in the form of a new Director of Undergraduate Admissions and a new Director of Graduate Enrollment Management and Admissions. In each case the successful candidate to refill these positions was aware of the challenge of achieving significant enrollment increases and in each case he chose to accept the challenge. Both have demonstrated a level of imagination and energy that will revitalize our admissions activities and allow us to attain our goal of 18,000 students by fall 2008.

During the past five years the University has undertaken a successful branding and marketing campaign. Significant resources were allocated to improve the visibility of the

University to prospective students in adjacent counties. This included the use of billboards, transit advertising, and various media outlets to improve the name recognition and prominence of the University with constituents in the region. The plan also included a focused recruitment effort, segmented for market penetration, which can be coordinated with the activities of the Admissions Offices. Marketing efforts concentrated on Essex, Passaic, and Bergen counties, the source of most MSU students. During subsequent years additional counties were added in a systematic and targeted way to allow for an increased, and in some cases, untapped applicant pool.

The University further strengthened the Undergraduate Admissions Office with the addition of two Intern Recruiter positions. The individuals targeted for these positions are recent graduates who serve as Admissions recruiters for a maximum three-year period. Their strengths are their closeness to the college experience, and their ability to relate that experience in relevant ways to prospective traditional age students.

Development of the Center for Adult Learning allows the University to better target the older and adult populations for college admissions, and provides staff that can effectively advise them through the reentry process. The Center is also able to assist in the planned enrollment growth by providing a separate focus on a significant population in the region with the specific intent of building the enrollment of adult learners at the University.

The following tables provide an overview of undergraduate and graduate enrollments over the past five years and identify our enrollment targets for the next six years.

Table 1 - Enrollment History						
	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01
Undergraduate						
Headcount	9604	9717	9742	10159	10188	10404
% Increase		1.2%	0.3%	4.3%	0.3%	2.1%
Graduate						
Headcount	3389	3091	3015	3126	3314	3451
% Increase		-8.8%	-2.5%	3.7%	6.0%	4.1%

Table 2 - Enrollment Projection

	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
Undergraduate						
Headcount	10404	10779	11167	11569	11985	12416
% Increase		3.6%	3.6%	3.6%	3.6%	3.6%
Graduate						
Headcount	3451	3606	3769	3938	4115	4301
% Increase		4.5%	4.5%	4.5%	4.5%	4.5%

This increase in enrollment will be achieved through a strategic enrollment management approach involving a combination of admissions and retention. During the past five years the University has focused on understanding the factors that influence retention rates among students and developing strategies to enhance those rates. President Cole established a Task Force on Student Achievement in December 1999, charging the group with identifying strategies that would significantly enhance the University's six-year graduation rate. While that rate, 54%, is similar to, or a bit better than, the rate at similar institutions, it is still a very inefficient use of public resources. The President suggested a six-year graduation rate of 70% as an appropriate goal for the University. The broadly representative Task Force issued its comprehensive report⁸ in the summer of 2001 following eighteen months of data collection, interviews, and discussion. The report contained recommendations in ten areas, including Academic Advising, Assessment, Admissions, Campus Life, Educational Opportunity Programs, Financial Aid, Freshman English, New Student Experience, Residence Life, and Tutorial Services. As expected, the report focused on high first-year attrition, and therefore many of the recommendations focused on actions that would have especially high impact on first-year students, especially activities that could be implemented in the first few weeks of the freshman year.

In response to the report, the Provost and the Vice President for Student Development and Campus Life prepared a response to the Task Force Report⁹ to be used as a basis for campus-wide discussions on University Day, 2001. Following a morning plenary session in which Vincent Tinto, a leading national expert in the field of student achievement,

⁸ See Appendix 5a for the Executive Summary of the Task Force Report

⁹ See Appendix 5b for the Administrative Response to the Task Force Report

addressed the issue of student retention, the afternoon was devoted to meetings of individual colleges/schools and divisions to explore the impact of the Task Force report and the ideas presented in the plenary lecture on those units. The exercise was also seen as an extension of the strategic planning process initiated in 1997. The action plan prepared by the Provost and VPSD&CL attempted to prioritize the recommendations made in the report of the Task Force, focusing on those activities that would have a high impact and that were fiscally feasible in the near term. As it turns out, many of the recommendations were already being implemented. Perhaps the most significant commitments made in the response were those that indicated that enough sections of Freshman Composition, Basic Composition, the several first-level Mathematics courses, and the New Student Experience course would be scheduled in fall 2002 to ensure that all new first-year students would be able to enroll in the courses.

An Associate Dean for Enrollment Management was hired in January of 2001 to aid in pulling together the many strands of enrollment management. He is in the process of completing a strategic enrollment plan that will include a strategic admissions plan for all undergraduate admissions programs, as well as address plans for improvement in assessment and training of advising and student services personnel. This latter goal aims to mainstream responsibilities for enrollment management throughout the University, so that all areas and departments understand their role in the recruitment and retention of students.

To begin this process, the Administration created an Enrollment Management Team. This group includes the Directors of Admissions, Financial Aid, and Academic Advising, the Registrar, representatives from the academic schools and colleges, the VP for Student Development and Campus Life, and the Associate Dean for Enrollment Management. This group will meet on a biweekly basis to create a more uniform and coordinated approach to the issues of enrollment and retention that affect all students at the University. This Team is an essential in the overall enrollment planning process.

Strategic Planning and Budgeting

At the time of the reaffirmation of its accreditation in 1997 the University had just begun the implementation of a reorganization and consolidation of its planning and budgeting functions. The Evaluation Team expressed concern that unreasonably high

expectations were being placed on the Director of Budget and Planning and that the University would need to invest additional resources in order to develop fact-based planning designed to drive the budget process. The Team also recommended that the University take significant steps to closely link planning and budgeting activities. In response to the recommendation, the Administration expanded the position of Director of Budget Operations to include planning responsibilities as reflected in its new title, Director of Budget and Planning. Additionally, an Associate Director and two permanent, part-time Budget Researchers joined the existing Budget Analyst in the Office of Budget and Planning. With three persons in the Office of Institutional Research, the University has now provided an appropriate level of support for these critical activities.

More recently, in May 2001, the Division of Budget, Planning and Information Technology underwent a further reorganization in an effort to consolidate and streamline the administrative functions of the University. The Division was expanded to include all University administrative functions, and was renamed the Division of Administration. The University elevated the vice presidency of the new division to that of Senior Vice President for Administration, and two other Divisions now report through this area: the Division of Facilities and Business Operations and the Division of Finance and Treasurer¹⁰.

Improvements that the Budget and Planning team have recently implemented include:

- Electronic Annual Budget Process: Departments are now able to complete their annual budget requests electronically. Managers prepare their budgets on Excel spreadsheets, which are transmitted via e-mail. Previously, almost 1,000 worksheets in hard copy format would be mailed to departments for manual completion. In addition to eliminating voluminous amounts of paper, the new process allows departments to make budget adjustments that automatically calculate revenue and expense totals. Completed budget requests are then automatically uploaded into the financial records system, rather than having to manually enter budget changes into each separate account.
- Reengineering of Day-to-Day Operating Budget Management: In addition to enhancing the annual budget process, the Office of Budget and Planning is making other changes to improve day-to-day budget management. These include:

¹⁰ See Appendix 3 for organizational charts

eliminating redundant and obsolete forms and processes, reducing and consolidating program accounts, and enabling fiscal agents to process budget transfers on-line. The Office of Budget and Planning also works with the Office of Finance & Treasurer to produce regular financial reports for managers and fiscal agents to improve the quantity and quality of summary financial data. Finally, each division of the University now has a single staff member from the Budget and Planning Office who acts as personal liaison, thereby streamlining the interaction process.

Each of these efforts is intended to provide departments with quick access to the information they require to manage their resources effectively, while reducing burdensome administrative and clerical tasks.

New approaches to budget management have been applied to the capital program as well. The Office of Budget and Planning, in conjunction with the Office of Finance and Treasurer, has developed a system to budget and track capital program expenditures. The Office of Budget and Planning works closely with the Controller's Office and Architectural and Engineering Services to ensure that adequate and appropriate funding exists for capital projects and that ongoing expenditures do not exceed the approved budget.

The congruence of planning and budgeting is best seen in the Budget Call for FY 2003. The anticipated shortfall in our State appropriation has caused the University to plan for a 6% reduction from the FY2002 base budget. Certain assumptions will govern units as they develop their budgets:

- Units will have to establish priorities and hold harmless those programs and operations that most closely align with the long-range goals of the unit and the University;
- When seeking to reallocate resources, units must provide a justification with a multi-year perspective and focus on resource issues that have long-term implications;
- While it is unlikely that new programs will be funded, units may submit requests that include justifications that identify the planned contribution toward unit goals and institutional priorities;
- Units are reminded of our shared responsibility to achieve planned enrollment increases of 3.6% and 4.5%, respectively, at the undergraduate and graduate levels.

Further evidence that planning is driving the budget process is found in the decision to maintain the 52 faculty searches that were approved in FY02 and to fill all of the lines for which we identified clearly superior candidates, as well as to continue with our capital improvement program. Both of these are crucial to meeting the long-range goals of the University although they might be deemed expendable if we were concerned only with FY03. It also should be noted that, at a time when other institutions in the State College and University sector in New Jersey are predicting tuition increases of 10% to 15% for FY03, Montclair State intends to implement the third year of the three-year tuition plan that the Board of Trustees approved two years ago. The third year of the plan calls for a tuition increase of 5% for returning undergraduate students and the imposition of a flat-rate tuition program for all new undergraduate students at the University.

Facilities

In response to the recommendation of the Evaluation team, the University merged the facilities operations of the major academic buildings and the residence halls soon after its visit. All University facilities now operate as a single unit, a modification that has yielded significant gains in efficiency and uniformity in service. At the request of members of the Physical Plant unit, the University implemented a Physical Plant Training Initiative that allows members of the unit to develop new skills and develop latent leadership skills. This has resulted in a general enhancement in the level of professionalism in the unit, a concomitant improvement of the effectiveness of the unit, and an increase in customer satisfaction.

The decision to increase the enrollment of the University by one-third drives the \$214M capital improvement plan that has just recently been initiated. The major elements of the plan include:

- A centrally located parking structure to provide space for 1,100 vehicles, including a net increase of 725 new spaces;
- A residence hall complex to add 826 beds to the University's Residence Life capacity;
- A new academic building to a) be the major classroom resource on campus, b) house the College of Education and Human Services, and c) house the Information Technology unit; and
- A new 500-seat performance venue to be attached to the parking structure.

Parking continues to be a concern for both members of the campus community and visitors. Since the only reasonable location for the new academic building is currently occupied by a 375-car parking lot, and since the University is currently land-locked, the first project in the capital improvement plan is the construction of a 1,100-space parking deck in a central location on campus. This location provides convenient access to campus venues most often used by visitors as well as “easy-on, easy-off” vehicular flow that will keep traffic on the periphery of campus. As noted, the new performance venue will be integrated into the parking structure, providing a level of convenience that will surpass anything currently available on campus. The performance space will feature a very high level of acoustical excellence and it will have an immediate impact on the quality of our Music program. Concurrently, this venue will become a major event setting in the vibrant performing arts scene in suburban North Jersey. The project includes a café that will be integrated into the parking structure between the parking area and the performance space and a complete refurbishing of the WPA-constructed outdoor amphitheatre that is adjacent to the parking-theatre complex.

The new Residence Life facility is essential for the University to remain competitive for the best students – both local and those who live beyond commuting distance. Current space in the system is over-subscribed and “tripling” of existing double rooms has become a major problem for the University over the last several years. In fact, there is now compelling evidence that lack of capacity in Residence Life is having an adverse impact on the ability of the University to attract the number and type of students it seeks. This facility will be completed by late summer 2003, allowing the buildings to be occupied on September 1, 2003. Once completed, the capacity of the Residence Life system will increase to 3,000 students. Current plans call for Residence Life to provide space for approximately 40% of the full-time undergraduate population, requiring that the University add another 1,000 to 1,500 beds in future projects.

The new academic building will be home to two important units, the College of Education and Human Services as well as Information Technology. The former currently occupies several different locations on campus, the primary of which is a converted residence hall. Information Technology is located primarily in College Hall, a building constructed in 1908 that is devoid of infrastructure details that are commonly held to be

essential to efficient and effective technology facilities. The new building provides an opportunity to correct these deficiencies. Further, the new building will provide the instructional space required to accommodate an enrollment of 18,000 students. Current plans call for 50 classrooms of varying size. All will feature wireless access to MSUNet (thus the Internet), electronic whiteboards, and full-service teaching stations that will include built-in CPU, a high-speed hardwire connection to MSUNet, a data port that will allow faculty to use laptops at the station, a document scanner, DVD/VHS capability, and controls for screen, sound and lighting. Several of the rooms will be equipped for use as distance learning venues.

The projected number of classrooms is somewhat larger than necessary to accommodate the increase in headcount over the next few years. Extra instructional space in the new building will allow the University to decommission existing sub-standard classroom space as well as to turn existing classroom space in other buildings into faculty offices and research space that will be necessary to accommodate the anticipated increase in faculty lines as the University grows. Preliminary plans have been developed for the space vacated by the College of Education and Human Services and by Information Technology when they move to the new building, although the plans are subject to change should conditions warrant.

Two additional projects should be mentioned. Fundraising has already begun for a Childrens' Center that would allow the University to consolidate the activities of the Child Care Center, a daycare facility, and the Psychoeducational Center, a facility providing a variety of services to special-needs children and their families. With the number of on-campus residents scheduled to increase over the next few years, the need for a Recreation Center has become compelling. While not on the list of facilities under active development, it remains high in our list of priorities for capital construction, and we are looking for creative ways to finance such a facility.

No other institution in the New Jersey State College and University system has been at its current location longer than Montclair State. The four oldest buildings on campus were constructed shortly after the University was founded in 1908. Subsequently, significant facilities expansion occurred 45, 30 and 10 years ago. As might be expected, maintenance, and deferred maintenance, are important considerations for our aging physical plant. The

University has identified \$35M in high-priority maintenance projects. The State, through the Capital Improvement Fund will provide up to \$28M of the total and the University will add \$7M, to significantly reduce the capital maintenance backlog on campus.

Because of the anticipated level of activity, the University added several new positions to the Architectural and Engineering Services unit in the last two years. Included among the new staff are an Associate Vice President for Facilities Management and several professional staff persons to oversee new construction projects as well as maintenance and renovation projects. A&E Services now provides regular updates on both the annual maintenance and renovation project priority list and the long-range capital construction priority list. Additionally, the unit provides a range of services useful in setting priorities and evaluating the scope of projects under consideration for inclusion on the lists as well as managing all but the largest and most complex projects, for which external project management is generally employed. Finally, A&E Services serves as the bridge between University planning efforts and facilities planning for the campus.

Technology

The Office of Information Technology at Montclair State University provides the University community with the computing equipment, networking and telecommunications infrastructure and user support services necessary to conduct the teaching, learning, research and administrative business of the institution. The University has demonstrated a substantial commitment to the infusion of digital technologies throughout the institution since the last self-study by substantially enhancing the installed base of computing equipment and facilities, by increasing the number of technology professionals and support staff available to assist users, by investing in core infrastructure, networking, and bandwidth capacity to sustain rapidly increasing demand for connectivity, and by the deployment of internet centric, student centered user applications that facilitate improved teaching, learning, research, and administrative services.

The University achieved these goals within the guidelines of an Information Technology Strategic Plan prepared during Academic Year 1999. The University's Information Technology leadership is currently revising the IT Strategic Plan for review and recommendation by appropriate University committees and functional areas. The document will have a three-year horizon, it will link IT strategies to other strategic

planning goals at Montclair State University, including those in the academic program plan, and it will be reviewed and revised annually.

Foremost among the computing facility improvements is the University's new Technology Solutions Center (TSC), an integrated service center that provides end-user support for virtually any technology related challenge or problem. The TSC provides support for digitizing course materials, repairing broken equipment, developing specifications for a computer purchase, and web page production, to identify only a few of its many roles. Computing facilities for students have improved significantly during the last five years with the addition of a 36-unit, 24/7 computing lab in the Student Center and a Graphics Design Facility for the School of the Arts in Finley Hall. Finally, a third generation faculty computing initiative is well underway and it is expected that all full-time faculty members will have a high-end laptop before the end of AY02/03.

The Information Technology Staff has grown substantially over the last five years and now numbers approximately fifty full-time personnel and approximately 175 student employees. In response to the new focus on training and development, the Technology Training and Integration staff has grown from one full-time trainer to a staff of five full-time professionals over the past eighteen months.

The University has moved aggressively to introduce software applications that allow for digitally enhanced support for teaching, learning, and research activities as well as a wide variety of services for members of the Montclair State community and others. For example, the University introduced a unified Web mail interface that allowed all students, faculty and staff to be migrated to a single consolidated mail system. Significant progress has also been made in the context of academic offerings and services, with the introduction of digitally enhanced course offerings through the WebCT and BlackBoard learning management software applications.

The increasing and significant role of technology in the teaching and learning process underscores the University's goal to provide both infrastructure and technology training for pedagogical use by faculty. The increased focus on learning, and a commitment to integrate technology into the process, requires faculty to evaluate a growing body of information about educational options and resources.

To reduce faculty frustration with accelerating technological changes and to encourage the use of technology, consideration about workshop accessibility relative to faculty time, barriers to learning and using technology, and the availability of support professionals became part of the equation for providing and designing support methodologies and training workshops.

Academic Affairs

Earlier, this report provided a description of the faculty as it currently exists. There have been substantial changes in the faculty over the past several years that should be noted, along with significant changes that we anticipate over the next several years. Since new guidelines for faculty searches were implemented for the 1989/90 cohort, the University has made significant strides in diversifying the faculty. As can be seen in the attached table, almost 50% of our tenure-track hires have been women and almost 40% persons of color.

Table 3 – Faculty Hiring

UNIT	CLASS	AFRICAN		ASIAN		NATIVE		TOTAL HIRES
		AMERICAN	HISPANIC	AMERICAN	AMERICAN	OTHER	FEMALE	
UNIVERSITY	89/90	0	8	3	0	14	11	25
	90/91	4	3	2	0	8	8	17
	91/92	0	0	0	0	5	0	5
	92/93	4	3	5	0	9	11	21
	93/94	6	1	3	0	3	7	13
	94/95	3	1	0	0	15	12	19
	95/96	2	0	0	0	7	5	9
	96/97	2	2	2	0	14	9	20
	97/98	2	4	4	0	22	10	32
	98/99	2	6	4	0	12	16	24
	99/00	0	6	1	0	18	12	25
	00/01	1	2	6	0	21	13	30
	01/02	9	2	4	1	26	24	42
	TOTAL		35	38	34	1	174	138
%		12.4%	13.5%	12.1%	0.4%	61.7%	48.9%	

Recruiting activities operate at a national, and occasionally international, level and incoming faculty cohorts contain representatives from a diverse group of the strongest research universities in the country. While we continue to expand the scholarly credentials

of the faculty, we recognize that we need faculty members who are committed to teaching as well as a full range of other activities traditionally pursued by members of the faculty. Reflecting the balance we are seeking in successful candidates, we seek the following characteristics in new faculty hires:

New faculty should be:

- able to teach for learning;
- able to be productive scholars within the FSIP definition;
- student centered;
- able to embrace change, be flexible, and be adaptable;
- able to remain vital and in-touch with her/his discipline and the world;
- technologically literate;
- able to understand and commit to the goals of the department, school/college and university; and
- willing to take risks.

The last extensive, sustained period of faculty hiring at the University occurred in the 1970s. As a result, a particularly large proportion of the faculty is 55 years and older, and we anticipate a substantial number of faculty retirements in the next few years, a trend that has already begun. The number of retirements may, in fact, spike this year, since the Governor has just proposed an early retirement program that includes incentives for faculty members at State institutions to retire. In addition, we expect to add new lines to the faculty as the institution grows to 18,000 students in the next six years – perhaps as many as 80 to 100 new lines. The result of these two circumstances will be larger than average new faculty cohorts for the next several years. If the hiring pattern of the last two years continues for the cohort of 2002, nearly one-quarter of the faculty on September 1, 2002 will have been hired in the last three hiring cycles. This represents a tremendous opportunity for the University as it seeks to realign curricula and build programs in emerging disciplines. The challenge, of course, is that in certain areas, such as Business, it is very difficult for the University to be competitive for the strongest candidates seeking academic appointments.

The following new degree programs have been offered for the first time in the past five years:

- Ed.D. in Pedagogy with concentrations in Mathematics Education and Philosophy for Children (fall 1999)
- MFA in Studio Art (fall 1998)

- B.A. in Justice Studies with concentrations in Child Advocacy, Justice Systems, and Paralegal Studies (fall 1999)
- B.A. in Women's Studies (fall 2000)
- B.S. in Athletic Training (fall 2002)

The Ed.D. in Pedagogy was the first doctoral degree offered by the University. As a result, the University was obliged to seek permission from the New Jersey Commission on Higher Education to exceed our mission to offer the program. Permission was granted in October 1998 and the first cohort of students entered the program in summer 1999. The Evaluation Team conducted its review with the assumption that the program would be implemented shortly after its visit in 1997. The final report directed that a site visit to review the new program be conducted once it had been in operation for two years. The site visit occurred in early September 2001 and the program was strongly endorsed by the consultant. At the undergraduate level, the Justice Studies major has been one of the most successful program introductions ever at the University. Two years after the program was introduced it counted 227 majors.

A number of new programs are currently under development, most notably a second doctoral program. The new program, a Ph.D. in Environmental Management, has been approved through the level of the President's Council and we have just begun the process of petitioning to exceed our institutional mission for a second time.

Under development for eight years, the University will implement a new General Education program, GenEd 2002, in September 2002. The program includes a core of courses that all students will take, including a Freshman Experience course and three cross-disciplinary, team-taught courses designed to be taken at the sophomore or junior levels. The courses will focus on issues of current importance and interest at the national and international levels, and in the area of science and technology. In addition, the guidelines for courses that will be part of the distribution requirement were altered significantly, requiring that the course syllabi of courses carried forward from the current to the new General Education program be substantially revised. This has significantly reduced the number of courses that satisfy the General Education requirements and brought more focus to both the courses themselves and to the distribution portion of the requirement.

In December 2000 the Board of Trustees approved language that set the minimum credit requirement for undergraduate degrees at 120 credits, down from 128 credits. The

new minimum will allow a typical student to complete her program in 40 courses, or five per semester for eight semesters, a load we identify as a “full” schedule. This is a significant improvement over 128-credit programs that require more than eight semester of full-time work for completion. Undergraduate majors that encompass one-half of all of the students at Montclair State have modified their programs to conform to the new minimum requirement and many of the others are revising their programs to take advantage of the new minimum. In most cases major, collateral, and General Education requirements have remained the same, with the reduction coming in free elective courses. It will not be possible to reduce some professional programs to 120 credits, so there will be a small number of programs that will require more than the minimum of 120 credits to complete.

In another major change for the instructional program, the University will standardize on 75-minute class periods during the day and 150-minute periods in the evening and on weekends effective with the fall 2002 semester. Several considerations influenced this decision:

- Increasing complexity of the curriculum, more extensive use of technology, and increasing enrollment created a high demand for high quality instructional space;
- Utilization of existing space was generally 95% to 100% during the mid-day and in the early evening;
- Scheduling efficiency was well below peak since the University was using a mixture of scheduling patterns – 3 x 50 minutes as well as 2 x 75 minutes – in the same set of classrooms; and
- 79% of day classes were already meeting only one or two times per week and 82% of evening classes were already meeting only once a week.

As a result of the change, the University has gained a net of 14% of useable classroom space, allowing us to run an additional 160 courses during the day and 220 during the evening at reasonable times. In addition to allowing the University to take less desirable space out of use, the greater flexibility will allow us to run enough sections of Freshman Composition and Mathematics in fall 2002 to ensure a seat for every member of the incoming class of 2006. In addition, we have added approximately 60 sections of the Freshman Experience course that will be required, as a part of the new General Education program, for all members of the class of 2006.

The School of Business achieved a major milestone in 2000 when it achieved accreditation from AACSB International for both our undergraduate and MBA programs.

As an indication of the quality of the program, our initial accreditation was for a full ten-year period.

Two significant reorganizations involved Academic Affairs. In the first, Continuing Education was moved from the Division of University Advancement to Academic Affairs where it is now a part of the School of Graduate, Professional, and Continuing Education. The University believes that the North Jersey region is underserved by professional and continuing education programs and that, as a public institution, we should play a major role in providing new opportunities for our constituents. This new structure allows the Dean of the School of Graduate, Professional, and Continuing Education to coordinate our credit and non-credit post-baccalaureate programs in a manner that will allow the most efficient use of institutional resources. The Global Education Center has also been transferred from University Advancement to Academic Affairs. This change reflects the increasing level of activities of the Center that focus on academic programs and personnel. For example, the University now regularly hosts a number of visits/residencies of foreign scholars during the course of an academic year and the number of formal exchange agreements and joint grants with foreign institutions is growing regularly. The move will bring the Global Education Center more directly into contact with the large majority of its on-campus constituents.

Finally, the University filled its first endowed chair, the Margaret and Herman Sokol Chair in Chemistry, in 2000. The chair has been funded by Margaret Sokol, an alumna of the University, and will support the research activities of an active scholar who is highly regarded for her or his work in the general area of biochemistry or chemistry as applied to living systems. Fundraising for a second endowed chair, this one in Italian and Italian-American Studies, is well underway under the auspices of UNICO, an Italian-American Service organization that has funded similar chairs at several other universities.

Student Development and Campus Life

The Division of Student Development and Campus Life consists of thirty student services departments: Admissions, Academic Advising, Academic Needs Assessment, Academic Success Center, Campus Ministry, Campus Recreation, Career Development, Center for Adult Learning, Counseling and Psychological Services, Dean of Students, Educational Opportunity Program (EOP), Emergency Medical Services (EMS), Financial

Aid, Fraternity and Sorority Affairs, Health and Wellness Center, ID Card Office, International Student Services, Leadership Programs, Mentor Programs, New Student Experience, Registrar, Residence Life, Scheduling Services, Services for Students with Disabilities, Student Activities, Tutorial Services, Unity Collaboration, University Police, Women's Center, and Vice President for Student Development and Campus Life. These departments respond to the changing needs of students.

Since 1997 the division has gained new leadership with the present Vice President starting in January of 1998. Additionally, changes in the directorial staff of the division since the last review include: Admissions, Residence Life, Financial Aid, New Student Experience, Academic Success Center, Enrollment Management, Academic Advising, Career Development, University Police, Student Center, Student Activities, Campus Recreation, Health and Wellness, Psychological Counseling, and the Women's Center.

A major change in the delivery of services occurred in the fall of 1997 when the University opened a newly renovated Morehead Hall to the campus community as the Academic Success Center, a facility that brings to one building a number of related student services. The services initially located in this new facility were: Academic Advising, Academic Monitoring, Career Development, Educational Opportunity Programs/Program for Academic Student Success, Academic Needs Assessment, New Student Experience, Weekend College, Second Careers, Tutorial Services and the office of the Academic Success Center director.

Following the grouping of these existing offices into one location, a synergistic process of redevelopment ensued. Within a year, and with a focus on adjusting our programs to student needs, several departmental constructs changed. The Office of New Student Experience evolved from a department initially directed towards the orientation of new students to a department focused on helping students adjust to university life, thus increasing the retention rate of new students, through a full first year experience. In addition to orientation programs for both students and families, the department now assigns each student to a Freshman Counselor, a personal advisor who will support him or her throughout the first year. These individuals are responsible for serving as the academic advisors of all incoming undeclared students as well as serving as a resource for all new students. They have incorporated best practices in new student and orientation programs

into their work, concentrating great effort on the transition and assimilation process. They have created comprehensive “Welcome Month” and “Student Success” series for the first eight weeks of the fall semester to provide opportunities for academic and social interaction that will bind the student to the University in a positive and productive way. These group activities have been augmented by regular one-on-one advising. In order to implement these new initiatives the staff in the department has been increased so that it now consists of a director, a program assistant, and five counselors.

The Freshman Seminar course is also a significant part of this process. A standardized curriculum has been established to help create a common experience. Faculty and staff from various departments across the campus serve as leaders for the course. Its inclusion as part of the new General Education requirement will serve as strong support for the retention efforts that are being undertaken throughout the University.

The University re-evaluated the offices of Weekend College and Second Careers in relation to the changes in our clients since the inception of these programs. Utilizing the resources of both departments, plus some additional funding, the Division of Student Development and Campus Life established a new replacement department in January 2001 called the Center for Adult Learning (CAL). The Center for Adult Learning seeks to provide specialized support services to adult non-traditional undergraduate students in order to ease their adjustment and integration into the college environment. Ultimately, the Center's purpose is to help insure the non-traditional adult student's academic, intellectual, career and personal success and enhance movement toward lifelong learning. This office now has a director, two counselors and clerical support. The department has developed recruitment materials appropriate for this unique population. Efforts of the new department include:

- A standard curriculum for the Adult Academic Success Seminar;
- Learning communities for CAL students;
- Developmental activities and essential support programs for first-year adult students;
- Collaboration with the campus community and other institutions to assist first-year adult students in achieving academic and personal success;
- CAL Admission and Advisory Committees;
- A comprehensive website for CAL;
- Compiling data about students admitted in CAL and their progress at MSU.;
- Staff to provide more services to adult students; and

- Collaboration with departments on campus to offer expanded services for non-traditional adult students.

The Division combined the Departments of Academic Advising and Monitoring in fall 2000. The reorganized department assists students in the exploration, development and achievement of their academic goals so that they become active participants in the educational process. Academic monitoring identifies students who are not performing at the academic level established by the University and uses intervention strategies to get students back on track.

An Associate Dean for Enrollment Management/Retention Services was hired in January of 2000. This new position supplants the former Directorship of the Academic Success Center. This change, in particular, serves as the impetus for departments within the Center to address enrollment management through retention programs. The Associate Dean and directors of the departments located in the center have developed plans for further extension of their programs.

There are a number of other programs experiencing growth and development in SD&CL outside of the Academic Success Center. Since our last review we have experienced a steadily increasing demand for housing on campus. To respond to this new demand the University planned and completed the renovation of a former residence hall that prior to the renovation was used for classroom and office space. The building, Russ Hall, was totally gutted and restored to a ninety-bed residence hall. All mechanical and safety equipment were brought up to the latest codes and room configurations were designed to the requirements of present day students. In addition, space for the Office of Admissions, which shares Russ Hall with Residence Life, has become a showplace for prospective students and their families. The building is multipurpose in its use: housing present students, meetings for prospective students, and conference housing outside the academic year. The demand for housing continues to climb. As a result of this ever-increasing demand, efforts to acquire additional land and planning for new residence facilities became a top priority. The new Residence Life facility described earlier in this report will provide housing for 826 students, a number that will meet our immediate demand and allow for some modest growth.

Another area of major growth has been the Health and Wellness program. Based on students' needs for services, this program has expanded dramatically. With the institution of a health fee in the summer of 2000 and with some state funding, substantial financial resources were made available to significantly change the provision of health care to students. Health and Wellness, directed by a full-time University Physician, includes: medical services through a variety of health care professionals, health education, twenty-four hour/seven day emergency medical services (ambulance service with EMT's), services for students with disabilities, an immunization program, and counseling and psychological services. Clearly, the department has moved away from the infirmary model to a full service health care program. The emergency service is supervised by a professional staff person and staffed by a contingent of dedicated trained students; the ambulance is owned and maintained by the University.

The University hired a new director for Counseling and Psychological Services in fall 1998. With new goals and additional resources from the health fee, this department has evolved from a standard scheduling of clients for sessions to a more active, multi-purpose operation. It has expanded from two professionals, graduate assistants and one clerical position, to a director (psychologist), five psychologists, a consulting psychiatrist and a clerical position. The department offers individual and group psychological counseling, on-call services to the University, crisis intervention, and external on-site counseling in response to extraordinary occurrences, such as the death of a student or the aftermath of the World Trade Center tragedy. The staff provides immediate response to all problems with psychological implications.

Another department that has gone through significant change is the University Police Department. In the spring of 2001 the Vice-President for Student Development & Campus Life brought in an independent evaluation team from the International Association of Campus Law Enforcement Administrators (IACLEA) to study its programs and processes. The team, consisting of chief officers/directors of three universities from around the country, conducted two days of intensive interviews with all segments of the campus and the Police & Security Department. It also evaluated department materials, processes and staff functions. Its report provided excellent unbiased third party recommendations that will strengthen the department. Shortly after, the Director announced his retirement,

enabling the Vice President to redefine the department as a police department and to hire a new Chief of Police in December of 2001. Within a semester of receiving the evaluation report, the department implemented the majority of the evaluation team's recommendations.

There has been dramatic change in the Office of Student Activities. This Office originally consisted of a director, assistant director, two graduate assistants and half of a clerical position. In fall 2000 the addition of two new positions, Coordinator for Weekend and Evening Programs and Coordinator of Leadership Programs, along with full-time clerical support, allowed the University to extend programming to many more students. After an extensive search, a new Director of Student Activities joined this office in January of 2002. The goal of the new director and staff is to improve campus programming and increase cooperative activity between the Student Government Association and departments of the University. Since January, there has been an impressive amount of interaction between student groups, student government, and the Office of Student Activities. To complement the efforts of the activities staff, hours have been extended to 24 hours seven days a week. From Sunday through Friday a board plan meal is now available to students in the evening from 10pm to 2am. Near this late night food service area is a 24hour computer lab.

In Montclair State University's efforts to improve the relationship between the University and the Student Government Association, The Vice President for Student Development & Campus Life and the two SGA advisors created job descriptions for the advisor positions, which were then approved by the SGA. This was the first step in clearly defining a healthy working relationship between the advisors (representing the University) and student government. The student activities personnel changes have served to further develop a better relationship with the SGA. The student activities staff is in the process of creating a liaison system so that the major student organizations will have a student activities staff assigned to assist them with projects and programs.

A significant cooperative venture between student development staff and student government has been the development and institution of a Student Government Association Internal Audit Committee. The committee consists of student representatives selected by student government, the SGA financial advisor, and the internal auditor of the

University. It promises to be helpful in continuing a constructive relationship between university staff and SGA officers.

In the fall of 1998 the Division hired the Director of Campus Recreation with the goal of building the recreation/fitness program. The original department consisted of the director and a graduate student. Beginning, in the fall of 1999, an increased Student Center fee has been partially dedicated to the support of new efforts in campus recreation and fitness programming. The fitness program has attracted large numbers of the campus community, including students, faculty and staff. Further developments include the approval of a recreation fee for the future construction of a recreation center, and the addition of an assistant director position to focus on intramurals and sports clubs. Subsequently, student participation has increased 300%, and the campus recreation program continues to grow with the addition of several sports clubs and intramural teams. There has been a marked increase in the participation of women in intramural programs over the past two years due to the special efforts of staff to offer programs targeted for women.

University Advancement

The two most significant changes in the way the University communicates its messages to the general public were the creation of the University Web site and the operation of a multi-year comprehensive advertising campaign.

The University Web site has grown to more than 1,000 pages in the three and one-half years since it was established. It has evolved as a major vehicle for communication both within the University and to external audiences that records more than 300,000 hits per month. The site is particularly effective in attracting and communicating with prospective students. For example, a recent Web announcement for an open house for transfer students attracted 95% of the registrants online. The University is making use of the site to communicate with another important external constituency – our alumni. Alumni Life, our primary means of communicating with alumni, is also being disseminated on-line. Internally, the Web site provides a mechanism to communicate quickly and effectively with faculty, students, and staff and an opportunity to make significant reductions in the amount of paper used to conduct the business of the University.

A major advertising campaign has become an important part of our integrated marketing. Over the past four years it has evolved from an image and awareness campaign to branding and emphasizing specific programs. It has also expanded from print to include billboards, mall kiosks, and transit, and has expanded geographically to central New Jersey. The look and feel of these ads has been carried over into the rest of our marketing efforts. Since the start of this campaign, undergraduate and graduate enrollments have risen steadily each year, in some cases dramatically. The effectiveness of the University's advertising and publications programs is reflected not only in increasing enrollments, but also in the list of 19 awards they have received from national, regional and state organizations.

With the help of the Montclair State University Foundation and the Montclair State Alumni Association, the University has seen a growing sophistication in its development and fundraising activities since the last Middle States visit, and a significant increase in the level of voluntary support. One result has been an increase in the market value of the MSU Foundation from \$8M in June 1996 to \$18M today.

At the time of the last report the University was finishing its first capital campaign. Today it is preparing for a comprehensive campaign to conclude in 2008, the University's Centennial Year. Gifts from individuals as well as foundations and corporations have increased significantly; including many that had not previously supported Montclair State: for example the Ford, Johnson and Johnson, Dodge and Rockefeller Foundations. An annual fundraising dinner benefits such capital projects as the Children's Center and the new Theater, and expanded efforts have increased alumni and parent support.

In addition to the \$1.25M received for the Margaret and Herman Sokol Chair in Chemistry and the \$1.25M pledged by UNICO for a chair in Italian and Italian American Studies, the University has recently received its largest single gift, \$4M to support the construction of the new theatre, and a pledge of \$2M from ADP to support the construction of a Center for Teacher Education and Technology in the new academic building.

The University has made special efforts to connect more regularly with members of the Community. To this end, the University established a 25 person Community Advisory Board in the spring of 2001. The mission of the Community Advisory Board is:

- To help develop ideas that foster involvement: the involvement of the campus in the community, and the community on the campus;
- To serve as a sounding board for the president as new plans and programs are developed that might appeal to the community;
- To identify ways to attract more people from the community to the University's cultural, artistic, educational and recreational events.

During this past year the Community Advisory Board developed a survey to test community knowledge of the University and its activities; prepared a series of recommendations concerning parking and the need for better signage from the perspective of those who don't come to the campus every day; and sponsored a breakfast for 100 leaders of community organizations, to explore a variety of ways the University can better serve the community.

The Global Education Center supports the University's mission to educate students beyond the provincialisms of time and space, to help them understand foreign cultures and languages, to become citizens of the world. Since its creation the Center has supported faculty and curriculum development, student and faculty exchanges, summer institutes on campus and abroad, and a variety of other international initiatives.

In addition to providing substantial opportunities for students and faculty to study and pursue scholarly activities abroad, the Global Education Center has brokered several linkage agreements between the University and institutions in China, Slovakia, Ukraine, Japan, Korea, Italy and Mexico. A recent addition to the Center activities, the International Distinguished Scholar program provides funding to bring two internationally recognized scholars to spend a semester at MSU each year. Additionally, the Center coordinates visits ranging from a few days to a full year for 40 to 50 international scholars each year.

In 1999 the Global Education Center and the College of Education and Human Services were awarded a \$300,000 NIS-University and Partnership grant from the Department of State, Bureau of Educational and Cultural Affairs (BECA) which calls for MSU to assist Kirovograd State Pedagogical University in Ukraine with the democratization of its educational system. The project involves the establishment of a Philosophy for Children Center in Ukraine, the infusion of Critical Thinking into the curriculum of the university and the translation of educational materials.

The University supports a very competitive Division III intercollegiate athletic program. Since 1997 the Department of Intercollegiate Athletics has expanded to 24 teams. An innovative public/private partnership has allowed the University to share in the use of Yogi Berra Stadium, a professional-quality baseball stadium, and Floyd Hall Ice Arena. Both were built at no expense to the University. Over the past five years Montclair State won two conference championships in football; one national championship, two conference championships and three regional championships in baseball; one conference championship, two ECAC championships and one regional championship in softball; one ECAC championship in Women's soccer and one in field hockey; and a conference championship in volleyball. In addition University athletes have earned four individual national champions in wrestling and 62 have been designated as All American Athletes.

D. EVIDENCE OF OUTCOMES ASSESSMENT, SELF-STUDY AND PLANNING

Outcomes Assessment

The University has a rich tradition in Outcomes Assessment. A decade ago Montclair had an active assessment program that culminated each year in an assessment conference where topics such as *Confronting Campus Realities and Outcomes Assessment: Making It Work!* and *Expanding the Assessment Paradigm: The Curriculum and Beyond* were addressed. As the decade progressed, assessment efforts were less centralized and more likely to be found within academic departments or at the college or school level, especially as student outcomes assessment became an expected part of many accrediting bodies. Most recently the School of Business attained AACSB accreditation and student outcomes assessment was a critical part of the process for attaining and maintaining this accreditation. The same is true for the College of Education and Human Services, which is preparing for a reaccreditation review by the National Council for the Accreditation of Teacher Education (NCATE). This year the Computer Science department finished the reaccreditation process with the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB) for its program, a process that requires regular assessment of student outcomes.

Furthermore, the School of Graduate, Professional, and Continuing Education recently filled the new position of Director of Graduate Student Services & Retention as part of its

strategy to attain an enrollment of 4,500 students by the fall 2008 semester. A comprehensive plan for the regular assessment of our graduate students is seen as an essential tool in ensuring that we successfully achieve our enrollment goal for post-baccalaureate education. The Director's assessment plan, found in the Appendix¹¹, is an example of the type of comprehensive assessment being developed in programs across the campus.

The University began to expand its commitment to outcomes assessment by participating in the National Student Survey of Engagement (NSSE) in 2000, 2001 and 2002. NSSE participation added several important elements to the conversation; for example, the important student voice along with a great deal of student learning and campus engagement information. The NSSE and Student Achievement reports pointed to the need for more student information, especially for seniors. This, in turn, refocused some of the efforts of the institutional research office. The 2000 data was summarized in a lengthy report that placed the MSU experience in the context of its NSSE peers. The summary report began a deeper assessment conversation among the Provost and the College and School Deans, with the Deans making several suggestions for special analyses of these data, which were in turn, submitted to NSSE. Following this thread, the Associate Dean for Enrollment Management is collecting student input, especially as it pertains to undergraduate retention.

While a number of academic programs currently engage in the regular assessment of student learning outcomes and the Office of Institutional Research is once again actively engaged in generating data related to student outcomes, the practice is not yet pervasive across the campus. In an effort to foster campus-wide assessment activities, the Provost designed the spring 2002 retreat of the academic department chairs as the first step in a process that will result in a comprehensive plan for assessment at the University. In addition to familiarizing the chairs with the guidelines established by the Middle States Association for outcomes assessment, this meeting featured presentations from faculty and administrative leaders from campuses that have successfully implemented comprehensive campus assessment procedures. The goal is to have a full cycle of student surveys geared towards informed decision-making in place prior to the preparation of our next institutional

¹¹ See Appendix 6 for the Graduate Student Assessment Initiatives

self-study in AY05/06. Academic deans and chairpersons are slated as active participants in the design of our assessment activities; including both surveys and focus group feedback on student learning outcomes and student satisfaction.

Expectations for achieving this goal are high, since a significant proportion of our programs are already engaged in assessment activities that would meet the expectations of the Middle States Association. The extent of this activity is delineated in an inventory of the existing assessment activities on the campus listed on page 44 of this report.

Nature and Scope of Institutional Research

The Office of Institutional Research is housed in the Division of the Senior Vice President for Administration. The division includes among other areas, budget, planning, continuous quality improvement and information technology; areas with which the institutional research office works closely.

In response to the growing need for a more systematic approach to institutional data collection and planning, the University hired a new director in November 1998 and by early 1999, filled a newly established position of Associate Director.

Among the director's first tasks were assessing the availability and quality of institutional databases; reviewing existing reports sent to the university community; and determining the basic information needs required for meeting external and internal requests for University information. Conversations with various departments and offices about their information needs were also undertaken and continue today. After reviewing the information and the notes from her initial conversations, the Director set office goals and objectives and focused on insuring that accurate and reliable information is delivered in a timely manner with an emphasis on customer service. For the first several years a great deal of the office's energy focused on database issues, developing standard semester reports needed for basic planning purposes, and standardizing information used in responding to external surveys and requests for information.

The need for student information was certainly recognized but, out of necessity, was limited to administering and analyzing the CIRP freshman survey and following up on the employment and educational activities of undergraduate alumni one year after graduating from MSU.

Last year, the office undertook two major campus assessment initiatives: first, to oversee the University's participation in the National Student Survey of Engagement (the University continues to participate yearly in NSSE); and second, President Cole convened the Task Force on Student Achievement and asked the Institutional Research director to supply the committee with the data it needed. The Task Force requested two non-returning freshman surveys be conducted.

As the office enters its fifth year the director has set as a new objective, the development and implementation of a complete cycle of student surveys for informed decision-making. These surveys will focus on the issues of student satisfaction and student learning outcomes especially as they pertain to the University's mission and goals. A current calendar of Institutional Research projects is noted below.

STANDARD REPORTS

EXTERNAL

I.P.E.D.S.

- Institutional Characteristics
- Tuition and Fees
- Salaries and Tenure
- Applications and Admissions
- Applications and Admissions
- Student Financial Aid
- Full-Time Faculty
- Number of Employees

S.U.R.E.

- Graduation
- Fall Enrollment
- Spring Enrollment

Excellence & Accountability

Middle States Annual Institutional Profile (AIP)

Funding Indicators

(includes basic skills)

INTERNAL

- UG admissions
- Grad admissions
- Semester Enrollment Reports
 - Fall
 - Spring
 - Summer
- Graduation & Retention Cohort Tables
- Fact Book
- Pipeline
- Course Enrollments Overtime
- Flow model for majors
- Student Semester Hour Report
 - Fall
 - Spring
 - Summer
- Grade Distribution Report
 - Fall
 - Spring
- Comparative University Database

SURVEYS

EXTERNAL

Undergraduate Admissions

Common Data Set

University Surveys

US News & World Report

Market Data Retrieval

NASULGC Economic Development

Hispanic Outlook Survey

INTERNAL

CIRP-Freshman Survey

Alumni One-Year Out

NSSE Survey

CSRDE/SMET Data Collection

CSRDE/SMET SECTIONS II & III

CSRDE Summary Report

Your First College Year Survey

HERI Faculty Survey

IN DEVELOPMENT

Faculty Productivity report (TCHs)

Expanded Cycle of Student Surveys Possibly:

Senior Survey/Focus Groups

Five Year Out Alumni Survey

Five-Year Enrollment and Graduation and Trend Data

After reviewing the enrollments for the colleges and universities in our peer institutions cohort, and our institutional enrollments over the past 10 years and the demographic forecasts for NJ, we have set an enrollment goal of 18,000 (graduates and undergraduates) for 2008. Enrollment counts begin with first-time student counts. This information is frozen and extracted as an official record for the University. The semester admission summary reports have been expanded to give department chairs, deans and other administrative units as much background detail about enrolled first-time undergraduate and graduate students as possible. The highlights at the beginning of the report compare this year's figures to last year's.

The University collects head count information for all enrolled students each semester after the tenth day of classes. This information is frozen and extracted as an official record for the university. These data files are made available to a selected number of key campus users as well as being sent to the NJ Commission of Higher Education (CHE) as part of the state S.U.R.E. data collection system. These semester summary reports have also been expanded to give department chairs, deans and other administrative units as much detail about enrolled undergraduate and graduate students as possible. These expanded reports are also available to the University community via the Institutional Research Web page.

The University Fact Book¹² includes headcount enrollment information for five years for first time students, the University as a whole, and for majors. As part of the NJ State accountability initiative, enrollments in majors are monitored across the state. Comparable information is available from the Commission of Higher Education and the IPEDS peer analysis system.

Specialized enrollment reports are also produced, such as the pipeline reports that track weekly enrollments as they pertain to tuition. Each year enrollments and tuition and fees are tracked for our NJ sister institutions. A related report tracks student semester hours (based on enrollments) over a five-year period for each MSU department at the graduate and undergraduate levels.

Graduation information is collected at the end of each semester. This information is also frozen and extracted as an official record for the University. These data files are sent to the NJ Commission of Higher Education (CHE) as part of the state S.U.R.E. data collection system. The semester summary reports have been greatly expanded to give department chairs, deans and other administrative units as much detail about graduated undergraduate and graduate students as possible. Most notable is the addition of race/ethnicity and gender counts for each major. These expanded reports are available to the University community via the Institutional Research Web page.

For the past three years the university has participated in the CSRDE (Consortium for Student Retention Data Exchange) retention and graduation study and for the past two years in the SMET (Science, Mathematics, Engineering and Technology) retention and graduation study. The purpose of these studies is to provide benchmark statistics on retention and graduation using data collected, in the case of CSRDE, from approximately 300 colleges and universities across the country and for SMET, from 175 institutions. The CSRDE comparative data the Consortium sends back to Montclair is summarized in a report by the Institutional Research office and sent to the campus community. This information places MSU graduation and retention rates in the national context in terms of selectivity, race/ethnicity and sex. The SMET information is sent to the Dean of the College of Science and Mathematics for his use. Graduation rates are also tracked for our NJ sister institutions and for those in our peer analysis cohort.

¹² A copy of the most recent University Fact book accompanies the PRR

The enrollment trend data for several recent years is provided below:

Table 4 - Enrollment Trend Data						
	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01
Undergraduate						
Headcount	9604	9717	9742	10159	10188	10404
% Increase		1.2%	0.3%	4.3%	0.3%	2.1%
Graduate						
Headcount	3389	3091	3015	3126	3314	3451
% Increase		-8.8%	-2.5%	3.7%	6.0%	4.1%

The average rate of increase of undergraduate enrollment over the five-year period, 1.6%, is somewhat lower than the goal of 3.6% set in AY00/01, yet we remain optimistic that we will attain and maintain that goal through 2008. The main reason for our optimism is the arrival of a new Director of Admissions who has re-energized the Admissions team and brought fresh new ideas to the operation. At this point in the admissions cycle for fall 2002 all of the key admissions indicators are running significantly ahead of last year.

The graduate enrollment has increased dramatically since the mid-90s when we had a change in leadership of the graduate admissions function. The new person arrived in the late spring of 1998 and the enrollment for fall 1999 shows the result of active recruiting. As indicated earlier, the enrollment for the current semester, spring 2002, is fully 9.2% higher than spring 2001 and we do not anticipate any problems in attaining our growth projection of 4.5% per year through fall 2008.

Table 5
% Change in Admissions Categories - AY00/01 to AY01/02

	First-time, Full-time Freshmen	Transfer Students
Applications Received	7%	28%
Accepted Candidates	7%	34%
Admitted Students	8%	43%

The graduation trend data for five years is provided below:

Table 6 - Graduation Trend Data					
	AY96/97	AY97/98	AY98/99	AY99/00	AY00/01
Undergraduate	1511	1566	1692	1736	1841
Graduate	559	580	559	534	595

These data shows steadily increasing numbers of baccalaureate graduates as anticipated from enrollment data. The graduate data shows the effect of the steep decline in graduate enrollment during the mid-90s, although it seems to have recovered. Based on enrollment data, we expect the numbers of post-baccalaureate graduates to continue to increase slowly.

Finally, Table 7 summarizes graduation and continuation rates for full-time, first-time freshman cohorts beginning with the cohort that entered in 1993.

Five-Year Fiscal Trend Data

The five-year fiscal trend data are in Tables 8 through 11. Table 8 summarizes University revenue over the past five years. As with most public institutions, the state appropriation, as a proportion of total revenue, has steadily declined from 48.7% to 40.4% of the total current fund revenues. The increase in the proportion of total revenue represented by tuition, from 27.6% to 31.8%, has been moderated somewhat by a doubling of revenue from government grants and contracts, from 5.9% of the total revenue to 11.6%. Other sources of revenue have remained relatively constant as a proportion of the total budget over the period. Total revenue has increased by 30.3% since FY1997.

Table 9 lists expenditures and transfers over the last five years in ten critical categories. Spending in each category, as a proportion of total expenditures, remained relatively constant. Although quite small, spending for research did double from 0.4% to 0.9% of total expenditures.

Table 10 provides an overview of tuition and fee as well as room and board charges across the period in question. Table 11 summarizes financial aid awards over the period.

TABLE 7
GRADUATION AND CONTINUATION (RETENTION) RATES FOR FULL-TIME, FIRST-TIME FRESHMAN COHORTS

YEAR COHORT ENTERED	FT FT FRESHMEN (1ST FALL 100%)	CONTINUATION RATES		CUMULATIVE GRADUATION RATES & CONTINUATION RATES							
		CONTINUED TO: SECOND YEAR	THIRD YEAR	GRADUA- TED IN 3 YRS	CONTIN- UED TO 4TH YR	GRADUA- TED IN 4 YRS	CONTIN- UED TO 5TH YR	GRADUA- TED IN 5 YRS	CONTIN- UED TO 6TH YR	GRADUA- TED IN 6 YRS	CONTIN- UED TO 7TH YR
1993	868	84.2%	74.1%	0.1%	68.3%	17.9%	45.7%	44.1%	17.7%	53.7%	6.9%
1994	872	83.9%	74.9%	0.1%	69.4%	19.4%	46.9%	48.2%	16.1%	57.5%	7.0%
1995	1,068	85.1%	74.5%	0.6%	68.3%	20.3%	46.8%	43.3%	14.2%	56.2%	6.6%
1996	1,194	83.8%	74.7%	0.5%	70.5%	16.5%	45.0%	47.5%	16.0%		
1997	1,147	83.5%	73.1%	0.3%	67.6%	20.1%	44.5%				
1998	1,108	81.0%	72.5%	0.6%	67.1%						
1999	1,337	83.0%	72.8%								
2000	1,332	82.0%									

Includes students who graduated prior to September. Therefore, students who graduate in January are considered graduating in five years.

Graduation rates are cumulative; thus, the most recent graduation rate includes those who graduated in prior semesters.

Source: Institutional Research Office; Fall 1992-Fall 1997 cohorts are reconstructed from SURE enrollment files. All other cohorts are constructed from the fall semester frozen extract files.

Table 8
REVENUE SOURCES, FY 1997- FY 2001

SOURCE & AMOUNT (WHOLE DOLLARS)	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
TUITION & FEES					
UNRESTRICTED	\$33,899,752	\$36,767,251	\$40,447,143	\$44,597,416	\$50,838,526
% OF FY TOTAL	27.6%	28.3%	29.6%	30.1%	31.8%
STATE APPROPRIATIONS					
UNRESTRICTED	\$54,731,576	\$56,677,147	\$58,307,095	\$61,319,475	\$64,526,031
RESTRICTED	\$5,064,850	\$1,329,353	\$1,060,841	0	0
TOTAL	\$59,796,426	\$58,006,500	\$59,367,936	\$61,319,475	\$64,526,031
% OF FY TOTAL	48.7%	44.7%	43.4%	41.3%	40.4%
GOVT GRANTS & CONTRACTS FUNDS					
FEDERAL					
RESTRICTED	\$5,248,350	\$6,070,653	\$6,013,732	\$7,486,849	\$7,844,849
UNRESTRICTED	\$11,278	\$35,606	\$13,446	\$13,863	\$13,038
STATE					
RESTRICTED	\$1,888,393	\$5,795,667	\$7,810,510	\$8,188,007	\$10,625,208
UNRESTRICTED	0	0	0	\$2,020,000	0
LOCAL (RESTRICTED)	\$63,497	\$60,732	\$44,314	\$937	\$6,811
TOTAL	\$7,211,518	\$11,962,658	\$13,882,002	\$17,709,656	\$18,489,906
% OF FY TOTAL	5.9%	9.2%	10.2%	11.9%	11.6%
PRIVATE GIFTS, GRANTS					
RESTRICTED	\$422,665	\$213,691	\$149,919	\$174,627	\$421,090
UNRESTRICTED	0	0	0	0	0
TOTAL	\$422,665	\$213,691	\$149,919	\$174,627	\$421,090
% OF FY TOTAL	0.3%	0.1%	0.1%	0.1%	0.3%
SALES & SERVICES OF EDUCATIONAL ACTIVITIES					
UNRESTRICTED	\$1,922,954	\$2,093,900	\$2,126,137	\$3,284,293	\$3,695,525
% OF FY TOTAL	1.6%	1.6%	1.6%	2.2%	2.3%
AUXILIARY ENTERPRISES					
UNRESTRICTED FUNDS	\$16,102,824	\$17,513,691	\$17,626,517	\$17,682,270	\$18,094,767
% OF FY TOTAL	13.1%	13.5%	12.9%	11.9%	11.3%
OTHER SOURCES					
UNRESTRICTED FUNDS	\$3,328,771	\$3,113,553	\$3,087,968	\$3,629,765	\$3,778,188
RESTRICTED FUNDS	0	\$2,666	\$8,170	0	0
TOTAL	\$3,328,771	\$3,116,219	\$3,096,138	\$3,629,765	\$3,778,188
% OF FY TOTAL	2.7%	2.4%	2.3%	2.4%	2.4%
TOTAL CURRENT FUND REVENUES	\$122,684,910	\$129,673,910	\$136,695,792	\$148,397,502	\$159,844,033

Source: IPEDS Finance Surveys

**Table 9
EXPENDITURES AND TRANSFERS, FY 1997-FY 2001 (AMOUNTS IN WHOLE DOLLARS)**

EXPENDITURES AND TRANSFERS	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
INSTRUCTION					
UNRESTRICTED	\$40,786,054	\$42,166,571	\$44,561,437	\$46,671,996	\$47,459,624
RESTRICTED	\$875,043	\$928,130	\$1,261,155	\$634,505	\$1,506,768
TOTAL	\$41,661,097	\$43,094,701	\$45,822,592	\$47,306,501	\$48,966,392
% OF FY TOTAL	35.1%	33.2%	33.9%	32.2%	30.7%
RESEARCH					
UNRESTRICTED	\$479,806	\$666,647	\$777,315	\$1,022,445	\$918,298
RESTRICTED	\$370	\$6,590	\$94,761	\$128,236	\$472,966
TOTAL	\$480,176	\$673,237	\$872,076	\$1,150,681	\$1,391,264
% OF FY TOTAL	0.4%	0.5%	0.6%	0.8%	0.9%
PUBLIC SERVICE					
UNRESTRICTED	\$3,376,787	\$3,535,066	\$3,761,637	\$4,036,801	\$4,145,182
RESTRICTED	\$1,663,889	\$1,619,052	\$1,540,720	\$1,894,882	\$2,395,916
TOTAL	\$5,040,676	\$5,154,118	\$5,302,357	\$5,931,683	\$6,541,098
% OF FY TOTAL	4.2%	3.9%	3.9%	4.0%	4.1%
ACADEMIC SUPPORT					
UNRESTRICTED	\$9,594,545	\$10,415,993	\$10,307,222	\$11,881,350	\$13,865,287
RESTRICTED	\$6,298	0	\$31,556	\$821	\$12,019
TOTAL	\$9,600,843	\$10,415,993	\$10,338,778	\$11,882,171	\$13,877,306
% OF FY TOTAL	8.1%	8.1%	7.6%	8.1%	8.7%
STUDENT SERVICES					
UNRESTRICTED	\$9,854,918	\$10,234,667	\$11,543,281	\$12,043,049	\$12,408,974
RESTRICTED	\$23,357	\$61,795	\$2,943	0	\$1,950
TOTAL	\$9,878,275	\$10,296,462	\$11,546,224	\$12,043,049	\$12,410,924
% OF FY TOTAL	8.3%	7.9%	8.5%	8.2%	7.8%
INSTITUTIONAL SUPPORT					
UNRESTRICTED	\$14,226,521	\$17,253,254	\$17,164,986	\$19,228,899	\$20,456,775
RESTRICTED	\$67,450	\$30,454	\$21,826	\$2,154	0
TOTAL	\$14,293,971	\$17,283,708	\$17,186,812	\$19,231,053	\$20,456,775
% OF FY TOTAL	12.0%	13.3%	12.7%	13.1%	12.8%
OPERATION AND MAINTENANCE OF PLANT					
UNRESTRICTED	\$9,672,967	\$10,982,521	\$11,480,562	\$11,694,308	\$12,494,364
RESTRICTED	0	\$9,596	\$1,996	\$23,643	0
TOTAL	\$9,672,967	\$10,992,117	\$11,482,558	\$11,717,951	\$12,494,364
% OF FY TOTAL	8.2%	8.4%	8.5%	8.0%	7.8%
SCHOLARSHIPS & FELLOWSHIPS					
UNRESTRICTED	\$1,965,106	\$2,132,061	\$2,144,051	\$2,462,750	\$3,692,740
RESTRICTED	\$10,051,348	\$10,817,145	\$12,105,935	\$13,166,179	\$14,508,339
TOTAL	\$12,016,454	\$12,949,206	\$14,249,986	\$15,628,929	\$18,201,079
% OF FY TOTAL	10.1%	9.9%	10.5%	10.6%	11.4%
MANDATORY TRANSFERS					
UNRESTRICTED	\$1,112,030	\$1,468,464	\$1,813,273	\$1,735,843	\$2,232,908
TOTAL	\$1,112,030	\$1,468,464	\$1,813,273	\$1,735,843	\$2,232,908
% OF FY TOTAL	0.9%	1.1%	1.3%	1.2%	1.4%
NONMANDATORY TRANSFERS					
TOTAL ¹	\$3,936,790	\$1,021,014	\$1,267,378	\$4,422,271	\$7,056,093
% OF FY TOTAL	3.3%	0.8%	0.9%	3.0%	4.4%
TOTAL EDUCATIONAL & GENERAL EXPENDITURES & TRANSFERS					
	\$103,756,489	\$112,328,006	\$118,614,656	\$131,050,132	\$143,628,203
AUXILIARY ENTERPRISES					
UNRESTRICTED	\$14,921,339	\$16,268,905	\$16,645,451	\$16,091,669	\$16,104,380
% OF FY TOTAL	12.6%	12.7%	12.3%	10.9%	10.1%
TOTAL CURRENT FUNDS EXPENDITURES & TRANSFERS					
	\$118,677,828	\$128,596,911	\$135,260,107	\$147,141,801	\$159,732,583

¹This total was not included in the IPEDS Finance survey until FY2000. The values for FY1997-1999 were extracted from the unrestricted Auxiliary Enterprise total for those years so that full five-year comparisons could be made for both lines.

Table 10
STUDENT CHARGES AND FEES FOR ACADEMIC YEARS 97/98-01/02

TUITION & FEES (PER CREDIT)	DOLLAR AMOUNT				
	AY 97/98	AY 98/99	AY 99/00	AY 00/01	AY 01/02
UNDERGRADUATE					
TUITION IN-STATE	\$93.15	\$100.15	\$105.16	\$115.68	\$127.24
TUITION OUT-OF-STATE	\$141.90	\$154.55	\$165.00	\$184.80	\$206.98
FEES	\$24.43	\$28.60	\$29.85	\$35.70	\$38.95
GRADUATE *					
TUITION IN-STATE	\$186.30	\$200.50	\$215.00	\$236.50	\$260.15
TUITION OUT-OF-STATE	\$236.10	\$257.35	\$290.00	\$324.80	\$363.78
MBA TUITION IN-STATE	--	--	\$220.00	\$290.00	\$304.50
MBA TUITION OUT-OF-STATE	--	--	\$295.00	\$388.00	\$407.40
MFA TUITION IN-STATE	--	--	\$240.00	\$264.00	\$290.40
MFA TUITION OUT-OF-STATE	--	--	\$320.00	\$358.40	\$401.41
DOCTORAL TUITION IN-STATE	--	--	\$250.00	\$275.00	\$302.50
DOCTORAL TUITION OUT-OF-STATE	--	--	\$335.00	\$368.50	\$405.35
FEES	\$18.05	\$22.05	\$23.10	\$28.60	\$31.35
ANNUAL ROOM AND BOARD CHARGES					
ROOM					
RESIDENCE HALL					
SINGLE	\$4,062	\$4,224	\$4,424	\$5,750	\$5,750
DOUBLE	\$3,826	\$3,980	\$4,160	\$4,330	\$4,524
CLOVE RD.	\$4,228	\$4,398	\$4,598	\$4,790	\$5,006
RUSS HALL (Opened Fall 1997)					
SINGLE	\$4,438	\$4,616	\$4,816	\$6,270	\$6,270
DOUBLE	\$4,228	\$4,398	\$4,598	\$4,790	\$5,006
BOARD **					
9 MEAL PLAN PER WEEK	\$1,580	--	--	--	--
14 MEAL PLAN PER WEEK	\$1,686	\$1,822	\$1,894	\$1,960	\$2,058
19 MEAL PLAN PER WEEK	\$1,832	\$1,972	\$2,052	\$2,124	\$2,230
300 MEALS PER SEMESTER	--	\$2,008	\$2,088	\$2,160	\$2,268
225 MEALS PER SEMESTER	--	\$1,864	\$1,940	\$2,008	\$2,108
150 MEALS PER SEMESTER	--	\$1,730	\$1,800	\$1,862	\$1,956
50 MEALS PER SEMESTER	--	\$656	\$682	\$706	\$742

*In fall 1999, graduate tuition reflected the newly added Ed.D and M.F.A. programs as well as a new M.B.A.tuition structure.

**The nine-meals plan were discontinued in fall 1998. In fall 1998 a new option, the meals per semester plan, was introduced.

Annual tuition and fees for full-time (15 credits per semester), in-state, undergraduates in Academic Year

2001/2002 is \$5,026 (includes a flat \$20 recreation fee per semester).

Annual room & board (based on double occupancy and a 14 meal plan) in Academic Year 2001/2002 is \$6,582.

Percent of students living on campus: 26.8%

Source: Office of the Bursar

Table 11
Federal and State Financial Aid Program Awards

Program	(amounts in thousands)				
	FY1997	FY1998	FY1999	FY2000	FY2001
Federal Title IV Aid					
Pell Grants	\$3,373	\$4,166	\$5,046	\$5,317	\$5,746
Supplemental Educational Opportunity Grants	\$427	\$344	\$547	\$575	\$512
Federal Work Study	\$316	\$365	\$417	\$417	\$347
Perkins Loan	\$377	\$294	\$509	\$558	\$707
Federal Total	\$4,493	\$5,169	\$6,519	\$6,867	\$7,312
State of New Jersey					
Educational Opportunity Fund	\$674	\$644	\$613	\$668	\$678
Tuition Aid Grants	\$4,645	\$4,707	\$5,051	\$5,877	\$6,034
Other State scholarships and grants	\$412	\$404	\$523	\$660	\$760
State Total	\$5,731	\$5,755	\$6,187	\$7,205	\$7,472
Grand Total	\$10,224	\$10,924	\$12,706	\$14,072	\$14,784

Five-Year Enrollment and Finance Projections

On the strength of projections of strong growth in both the general population and in the size of high school graduation cohorts, Montclair State University is planning for significant growth over the next six years. New Jersey will have the fifth largest increase nationally in population overall and, more specifically, in high school graduates over the next 10 years. By 2008, the number of students graduating from New Jersey public high schools will have increased by almost 24 percent, adding more than 19,000 additional high school graduates per year, to the pool of college-bound students. Unlike other institutions in the State, Montclair State is aggressively seeking to raise both the number and quality of the students who make up the freshman class. For example, over the next six years the University will add residence hall capacity to accommodate almost two-thirds of the increase in undergraduate students in an effort to attract to Montclair State a portion of the 60% of college-attending State residents who currently leave the State. At the same time, the University will begin to recruit heavily in Manhattan as soon as New Jersey Transit inaugurates direct commuter service between mid-town Manhattan and the campus sometime within the next two years. Based on past University enrollments, demographic projections for college age students in the State of New Jersey, our commitment to provide curricula that are both academically challenging and contemporary, instruction that combines the best of faculty-centered and technology enhanced learning, and a more residential living and learning milieu, we are confident that the University's goal of growing to 18,000 undergraduate and graduate students will be achieved by 2008.

As detailed in Table 12, the average undergraduate headcount increase for FY2002 through FY 2006 is 3.6%, while the average graduate headcount increase will be 4.5%. It is assumed that the FTE/Headcount ratio will stay approximately the same over the period. As noted earlier, the increase in undergraduate enrollment is consistent with the increasing size of high school graduating cohorts throughout this period. Given the region that the University serves, and the continuing demand for a highly skilled workforce in New Jersey, the University believes that the graduate enrollment projections are readily attainable as well.

The data in Table 13 project unrestricted operating revenues, unrestricted operating expenditures, and anticipated debt service through FY2006, and include an estimate of the

resources available to fund other initiatives on campus once operating expenditures and debt service are accounted for.

A number of assumptions have been made in generating these estimates. Enrollment increases have been addressed earlier in this document. The University is committed to a moderate and predictable approach to tuition. The tuition adjustment in FY2003 will be the third and final adjustment in a three-year tuition plan that was the Board of Trustees approved in spring 2000. The University anticipates maintaining this strategy during the next several years in an effort to avoid major variations in increases from year-to-year and the difficulty that causes those responsible for paying tuition. Tuition increases for FY03 at other institutions are likely to be somewhat higher than projected at Montclair State, but we believe that the 7% per year projection is prudent and appropriate.

The primary source of income in the auxiliary enterprise category is the residence life unit. The estimates here are very conservative, with no increase from one year to the next except in FY2004, when a new 826-bed residence hall is opened providing a significant new revenue stream. The projection of revenue growth in all other areas is conservative as well, with the number set at 2%.

The estimates of financial aid expenditures reflect the growth in tuition adjusted for the mix of students we expect to have. Finally, all other expenditures will remain in the 3.1-3.5% range except in FY2004, when the large new residence life complex opens.

Finally, with the start of a major capital construction program the University will be increasing its indebtedness. In anticipation of this increase in indebtedness to fund the planned projects, the University has undertaken a review of its debt capacity. The result of this review allows the University, and its financial advisors, to conclude that its capacity is more than adequate to achieve the goals that have been established for new facilities.

Table 12 - FTE Projections

Table 12 - FTE Projections						
FTE History	AY 96-97	AY 97-98	AY 98-99	AY 99-00	AY 00-01	Average
Undergraduate headcount	9604	9717	9742	10159	10188	49410
Undergraduate FTE	6659	6887	7005	7253	7441	35245
FTE/HDCT	69.3%	70.9%	71.9%	71.4%	73.0%	71.3%
Graduate headcount	3389	3091	3015	3126	3314	15935
Graduate FTE	1500	1365	1319	1383	1470	7037
FTE/HDCT	44.3%	44.2%	43.7%	44.2%	44.4%	44.2%
FTE Projection	AY 01-02	AY 02-03	AY 03-04	AY 04-05	AY 05-06	AY 06-07
Undergraduate headcount	10390	10767	11161	11563	11974	12402
Undergraduate FTE	7411	7680	7961	8248	8541	8847
% Headcount Increase		3.6%	3.7%	3.6%	3.6%	3.6%
Graduate headcount	3420	3575	3735	3904	4085	4272
Graduate FTE	1510	1579	1649	1724	1804	1887
% Headcount Increase		4.5%	4.5%	4.5%	4.6%	4.6%
Total FTE	8922	9259	9611	9972	10345	10733

Table 13
Summary Five Year Projected Operating Results

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Unrestricted operating revenues					
Tuition and Fees	\$ 56,628,414	\$ 63,011,845	\$ 70,201,531	\$ 77,676,905	\$ 84,444,578
Auxiliary enterprises	18,097,767	18,097,767	25,802,655	25,802,655	25,802,655
Other revenues	70,389,978	68,737,777	70,112,533	71,514,783	72,945,079
Total	145,116,159	149,847,390	166,116,720	174,994,344	183,192,312
Total unrestricted operating expenditures	132,094,930	136,668,175	144,137,592	149,759,877	155,311,554
Anticipated debt service	5,700,000	9,500,000	15,100,000	16,700,000	16,900,000
Results of operations available to fund capital renewal and renovation projects and other initiatives	\$ 7,321,229	\$ 3,679,215	\$ 6,879,128	\$ 8,534,467	\$ 10,980,759

Assumptions for Projected Five Year Operating Results:

Unrestricted operating revenues

Tuition and fees

Undergraduate

Headcount increase	3.6%	3.6%	3.7%	3.6%	3.6%
Tuition Increase	7.0%	7.0%	7.0%	7.0%	5.0%

Graduate

Headcount increase	4.5%	4.5%	4.5%	4.5%	4.6%
Tuition Increase	7.0%	7.0%	7.0%	7.0%	5.0%

Auxiliary enterprises

Annual rate increase	0.0%	0.0%	5.0%	0.0%	0.0%
New occupancy revenue beginning in FY2004			\$6,800,000		

All other revenues

Annual increase	2.0%	2.0%	2.0%	2.0%	2.0%
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Unrestricted operating expenditures

Financial Aid

Annual increase	10.6%	14.3%	13.9%	14.4%	8.6%
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All other

Annual increase	3.1%	3.1%	5.2%	3.5%	3.5%
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Institutional Plans: AY2002/03 through AY2006/07

Because 2008 is the year of the University's Centennial celebration, our institutional plans generally span the period of AY02/03 through AY07/08. Many of these plans were identified in a general way earlier in this report. For example, both the long-term goal of reaching 18,000 students by 2008, and annual growth goals for undergraduate and graduate enrollment were identified along with goals for improving the retention of students. The capital construction program, described earlier, notes that it is the University's intent that this program be completed prior to the Centennial in 2008. Furthermore, as a subset of the capital construction program, short and long-range goals for residence life facilities were identified.

The dramatic increase in student enrollment will lead to a significant increase in the number of tenure-track and tenured faculty at the University. This, in turn, can provide departments and deans with the opportunity to think both tactically and strategically about where programs should be going and what kind of faculty will be needed to support evolving programs. Over the next several years of enrollment growth, departments should, quite literally, be able to control their own growth. This new faculty resource will flow toward those programs that are most creative in developing new programs in high demand areas or those enhancing the demand for existing programs. The most extensive program development is expected to occur at the Master's level or in the area of Professional and Continuing Education, a modest number of doctoral programs and will be developed along with new undergraduate programs where there is demand.

As noted earlier, Montclair State is close to completing the first cycle of a university-wide long-range strategic plan process. Individual academic department and primary unit strategic plans were integrated into college/school plans that, in turn, were integrated into division-wide plans. The division plans were then integrated into a consolidated University document¹³ that provides the basis for Vision 2008, a concise mission statement for the University. Once Vision 2008 is available in late summer 2002 it will provide the framework for an iterative process through which division, school/college and academic department/primary unit strategic and tactical plans will be updated. These revised documents will then be used as the basis for emendations to Vision 2008. While this plan

¹³ See Appendix 7 for the Consolidated Strategic Plans

identifies goals for 2008, there will be a yearly re-evaluation of environmental factors, short-term goals and objectives. It is this collection of strategic plan documents that will finally define the annual goals and objectives for AY02/03 through AY07/08.

Relationship between Planning and Budgeting

The planning process determines the financial resources needed to enhance existing programs and fund new ones. In the past, budget allocations have primarily been based on prior year expenditures, and both increases and cuts tended to be evenly distributed as a percentage of divisional and departmental budgets. The University has now moved toward a budgeting model based on strategic planning which allows resources to be allocated to those programs that will most effectively further the mission of the University.

During the budget process each year, division resource requests are driven by the long-term goals developed in their strategic plans. Divisions are requested to describe how requests for new resources or reallocations will affect the ability of the division to achieve its goals, and how they are consistent with departmental and divisional strategic plans. Divisions are also requested to identify requests for new funding, even if new funding may be limited, because they reflect the divisions' long-range priorities that may be considered in future budget cycles or if additional funding opportunities are identified. It is particularly important for divisions to take a multi-year perspective and identify those resource issues that have long-term implications. Identification of longer-term goals becomes even more critical as financial resources become tighter in the current economic environment and short-term goals may have to be curtailed.

E. CONCLUSION

Montclair State University has changed in significant ways over the past five years and the pace of change is expected to continue in the next five years. However, in spite of the rapid change, the University has neither compromised quality nor instituted excessive increases in tuition and fees. Thus, it continues to provide an exceptional level of educational value for the citizens of the State of New Jersey and continues to be a major educational and cultural resource for the region it serves.

F. TABLE OF APPENDICES

Appendix 1: Description of the University Strategic Planning Process

Appendix 2: Mission of the University

Appendix 3: Organization Charts of the Six University Divisions

Appendix 4: Executive Council and Management Council Membership

Appendix 5: Executive Summary of the Report of the Presidential Task Force on Student Achievement and Administrative Response to the Task Force Report

Appendix 6: Description of Current and Planned Graduate Student Assessment Initiatives

Appendix 7: Draft of Consolidated Strategic Plans

G. List of Attachments

1. Fact Book 2001-2002
2. Undergraduate Catalog 2000-2002
3. Graduate Catalog 2001-2003
4. Student Handbook 2001-2002
5. Audited financial statements for FY00 and FY01
6. Collective bargaining agreements
 - Agreement between the State of New Jersey and the Council of New Jersey State College Locals, AFT, AFL-CIO; State Colleges/Universities Unit; July 1, 1999-June 30, 2003
 - Agreement between the State of New Jersey and the Council of New Jersey State College Locals, AFT, AFL-CIO; State Colleges/Universities Adjunct Unit; July 1, 1999-June 30, 2003
 - Montclair State University Local Selected Procedures Agreement; July 1, 1995-June 30, 1999
 - Montclair State University Local Selected Procedures Agreement; Summary of Emendations and Additions; AY00/01, AY01/02
 - Agreement between the CWA, AFL-CIO and the State of New Jersey; July 1, 1999-June 30, 2003
7. Faculty Handbook 2001-2002. This document has not been included because of its size. It may be accessed from the University's web page, <http://www.montclair.edu>. Select "Administration" on the University's main page. Select "2001-2002 Faculty Handbook" under "Provost" on the Administration page to access the current Faculty Handbook.

Description of the Planning Process

The President has charged each department of each division of the University to develop long-range strategic plans. These departmental plans will then be integrated into divisional strategic plans. Out of all these will come a long-range strategic plan for the University. This is a massive and complex endeavor, and the University has never undertaken anything like it before. The University Planning Committee has been asked to oversee and facilitate this planning process. In pursuit of that goal, we offer the following information as clarification and guidelines for planning.

Strategic Planning:

Strategic Planning is long range planning. It is not the kind of operational planning most departments are used to doing. It is not designed to answer such questions as "How many new faculty lines will we need next year to meet projected enrollments?" or "How much money should we budget for that new project we are starting?" It is, rather, planning designed to answer the question, "Given the needs we serve and the trends we see around us, what should we strive to become in the future?" This, of course, immediately raises two related questions:

The Time Frame for Strategic Planning:

Even though strategic planning often doesn't project much beyond five years since the future becomes more uncertain the farther ahead you look, we are undertaking this project with 2008, MSU's centennial year, in mind. However, since strategic plans need to be revisited each year as unexpected trends and opportunities become apparent, this longer time frame is not a problem. In fact, it allows us to develop more far-reaching plans. The important question is "What do we want to become?"

Resources:

How can I plan if I don't know what resources will be available? One answer might be, how will I know what resources I will need if I don't plan? More to the point, we can probably assume between 5 and 7% growth in the budget each year, but it is not clear that all of that can be devoted to new initiatives. You are being asked to perform a balancing act. On the one hand, there is little point in dreaming about what your department could become if resources were infinite, because they are not. On the other hand, you should not assume that your resources will remain exactly as they are since that precludes any meaningful change. In the past budget allocations have primarily been based on prior year expenditures, and both increases and cuts tended to be evenly distributed as a percentage of divisional and departmental budgets. The University is now moving toward a budgeting model based on strategic planning which will allow resources to be allocated to those programs that will most effectively further the mission of the University. Therefore, it is critical that your department and division develop practical, realistic, and responsible plans based on carefully projected needs, plans which account for possible alternative sources of revenue or reduction or termination of marginal programs. Clearly, all the projected plans arising from this planning process will not be funded. Equally clearly, those who make the strongest cases and address the most pressing needs will be moved forward.

Our Vision 2008 Strategic Planning process will take place in several steps.

1. Environment:

The first step is an analysis and understanding of the environment in which your department operates, both as it is and as it will be in the future. This environment is both external to the university and internal and is the source of opportunities for positive change and threats to business as usual. To facilitate discussion of environmental factors, external and internal, we are providing an extensive list in each area. The items in the External scan are projections about the future. Some are well-documented trends, others are more speculative. In addition to these, which may or may not be relevant to your operations, you will be aware of other factors more specific to your concerns--movements and best practices in your area or discipline, or larger societal trends with special impact for you. The

internal scan is designed to provide a snapshot of the University as it is, with both strengths and opportunities for improvement.

The first step in our planning process then should be an extensive discussion of these environmental factors to provide the framework of assumptions within which planning should go forward. We expect that these discussions will take place both in individual departments and in the larger units of which each is a part. In order to keep the planning project on track, to clarify and focus the list of environmental factors, and to share the result of departmental discussions with the rest of the campus community, The Planning Committee is asking for comments, additions and corrections to both the external and the internal scans from each department within three weeks of their beginning the planning process.

2. Mission:

The second step is to take a close look at the mission of your department and the way it fits into the larger University mission. This may be a simple process or it may be complex and generate much discussion and many ideas. In any case, it is necessary to focus the planning process.

Your plans, as they develop, may well require a change in your mission, which may, in turn, require a reassessment of the University's mission. To help in your analysis, the Planning Committee is including with this material its "Reflections on Mission and Goals" as well as the University Mission Statement.

3. Planning:

Planning will take place in several stages. Each department will develop preliminary plans that will be submitted both to the Planning Committee and to the larger unit of which it is a part. These department plans will be shared and discussed at this broader level, and from these discussions, the planning documents for this level will be developed. Individual department plans may then need to be revised to reflect these broader discussions and the priorities that may come out of them. At each step, as the planning process moves through the divisional structures, copies of preliminary and revised plans will be sent to the Planning Committee. The Planning Committee will be happy to receive dissenting and minority plans as well.

Planning Questions and Outline

A number of people have asked the Planning Committee to provide a template for planning. This is an attractive idea, not least because the PC's work would be simplified if all the planning documents it reviews followed a common format, but it is not desirable for several reasons: Given the variety of units and departments taking part in this work, no single template would provide enough flexibility to meet the needs of all, and, more important, we cannot anticipate the rich variety of plans we expect to be developed. You are, after all, being asked to be imaginative, to envision and create the future.

However, the strategic planning process does require that you ask a number of important questions, and the answers to these questions can provide some organization to your report. We will first consider some of these questions and then offer a broad outline you might wish to follow when writing your report.

External And Internal Environment:

What are the perceived societal needs and changes to which your plans are a response? What internal issues, needs, or problems are your plans responding to? What external information are you using in your planning process?

Mission:

What is your unit's mission? Are you proposing to change it? How does this mission fit with the mission of the larger unit to which you belong?

Programs:

After considering its mission within the contexts in which it exists, departments need to consider long-term implications for programs. With a view to the horizon, we must ask, what programs are we currently offering? How well will our current programs serve us in the future? Using the assumptions provided and added, which programs will need major revision or perhaps will no longer be critical? Which programs that do not now exist might be needed?

With mission and program in mind, we move on to consider the impact of technology, the resources likely to be needed in the long run, and means of ongoing assessment.

Technology:

Although technological change and the vast but still largely untapped potential for technologically based teaching and learning are part of the larger planning environment, we feel that it is sufficiently important in the future of the University to require separate treatment. How do your plans make use of educational technology and account for future technological change?

Resources:

One of the more probable environmental projections is that levels of state funding will not increase significantly. Although you are being asked to be imaginative, your plans must be grounded in reality. Resource issues are significant. What are the resource implications of your plans? Have you identified opportunities for external support for your programs? Given your new goals and objectives, will some of your present activities and programs be curtailed or ended?

Assessment:

Plans are not made once for all time; they must be periodically checked to see if they are working, if the expected goals are being achieved. How do you plan to assess your success? What information will you regularly collect to see if adjustments need to be made? How will you assure any supporting organizations that their support is a worthwhile investment of resources?

Being part of a larger purpose:

Departmental plans will become parts of the plans of the larger units to which they belong and ultimately to division plans. We assume that there will be a process of give and take to ensure that the various plans work together and will not duplicate effort or be at cross purposes. In its preliminary stages your plans should make explicit what programmatic changes and support services will be required of other units within the University to support and enable those plans. How does your plan fit into the plans of the unit of which you are a part and with University plans, as you understand them.

Planning Outline:

This broad outline is only offered as a suggested structure for your planning document. There are many others that might be more appropriate to your situation. It does, however, include all the aspects of strategic planning that the Planning Committee feels are necessary. Alternative approaches should still include this information.

- I. Discussion of relevant external and internal assumptions**
- II. Mission of department or unit**
- III. Detailed plans, including technology and assessment**
- IV. Integration with broader units**
- V. Resource implications**

Approved In Public Session by Montclair State University Board of Trustees on 5/13/81
Revised on 4/27/94 (change from College to University)

Montclair State University Upper Montclair, New Jersey

MISSION STATEMENT

PREAMBLE

Montclair State University is proud of its long history of excellence. Since its start as a normal school in 1908, it has provided New Jersey with superior school teachers. Its development from teachers college to a high quality multiple purpose institution was nurtured by the quality of its prior work in the humanities, the natural and social sciences, and the fine arts. Professional programs in turn emulated the quality of other areas and contributed to the excellence of Montclair's curriculum and the high regard for its graduates. In the 1970s, the School of Fine and Performing Arts was designated a Center of Influence by the New Jersey Board of Higher Education. The Institution was designated a university by the Board of Higher Education in 1994. The University continues to respect its role in the training of teachers while broadening its responsibilities to other professions.

STATEMENT OF MISSION

The mission of Montclair State University as a multipurpose public institution is to develop educated persons of inquiring, creative, and disciplined intelligence to be competent in careers that are fulfilling and to be socially responsible contributors to society. This University strives, therefore, to graduate people on the bachelor's and master's level who have had sound education in the arts and sciences and relevant specialized training built upon that base.

General Education

The University aims to provide all its baccalaureate graduates with a fine general education. Its graduates must be competent in the basic intellectual disciplines, be aware of human experience in the arts and in society, and understand the development of scientific theories through objective observation of the way nature works. Its aim is education, not merely training. Its graduates must have developed their affective and intellectual faculties through encounters with the great works of literature, philosophy, and history. Its graduates also must understand foreign cultures and languages in order to be educated beyond the provincialisms of time, place religion, or race to become world citizens.

Professional Education

The University is equally dedicated to preparing students well in professional and career education through programs of high quality and practical relevance to the world of work.

Preparation for Graduate Work

Montclair State University is committed to excellence in undergraduate studies in order to prepare students to succeed in demanding graduate schools.

Graduate Work

Montclair State University is committed to providing a comprehensive range of post-baccalaureate programs of intellectual, cultural, social, and economic usefulness.

Its aim is to provide graduate programs of intrinsic merit and social utility, open to part-time and full-time students and designed to qualify people to meet needs in commerce, industry, education, and public service while improving their understanding of themselves and the world about them.

Innovative Curricula

The University recognizes the need to develop innovative curricula, interdisciplinary concentrations, and educational delivery systems for practical experience through internships, cooperative education, and other meaningful experiences.

Access and Special Opportunities

Montclair State University is devoted to providing access to higher education for part-time students, disadvantaged students, fully employed persons, adults in mid-career, and persons interested in environmental education, bilingual/bicultural education, and adult education courses on a credit or non-credit basis.

The University also provides early opportunities for superior high school students and admission to graduate courses for gifted undergraduates.

Finally, the University aims to serve as a center for research, instruction, and conferences for industry, commerce, and the public.

Basic Skills

Montclair State University is committed to maintaining an academic environment in which students may succeed by providing developmental/remedial opportunities for traditional or non-traditional students who lack the verbal or mathematical literacy required to take full advantage of a university education.

Public Service

In serving a community larger than its immediate campus, the University provides enrichment to the public through its physical resources, the expertise of its faculty, and the vitality of its intellectual, cultural, and athletic life.

Student Development

The University aims to provide an appropriate mix of the curricular and non-curricular to contribute to individual growth and to the development of skills needed for group participation and leadership, healthful living, lifelong recreation, and career planning and employment.

The Montclair State University Community

The University will maintain an atmosphere of trust, cooperation, and full opportunity for development of all segments of the community: students, alumni, staff, faculty, administrators, and trustees.

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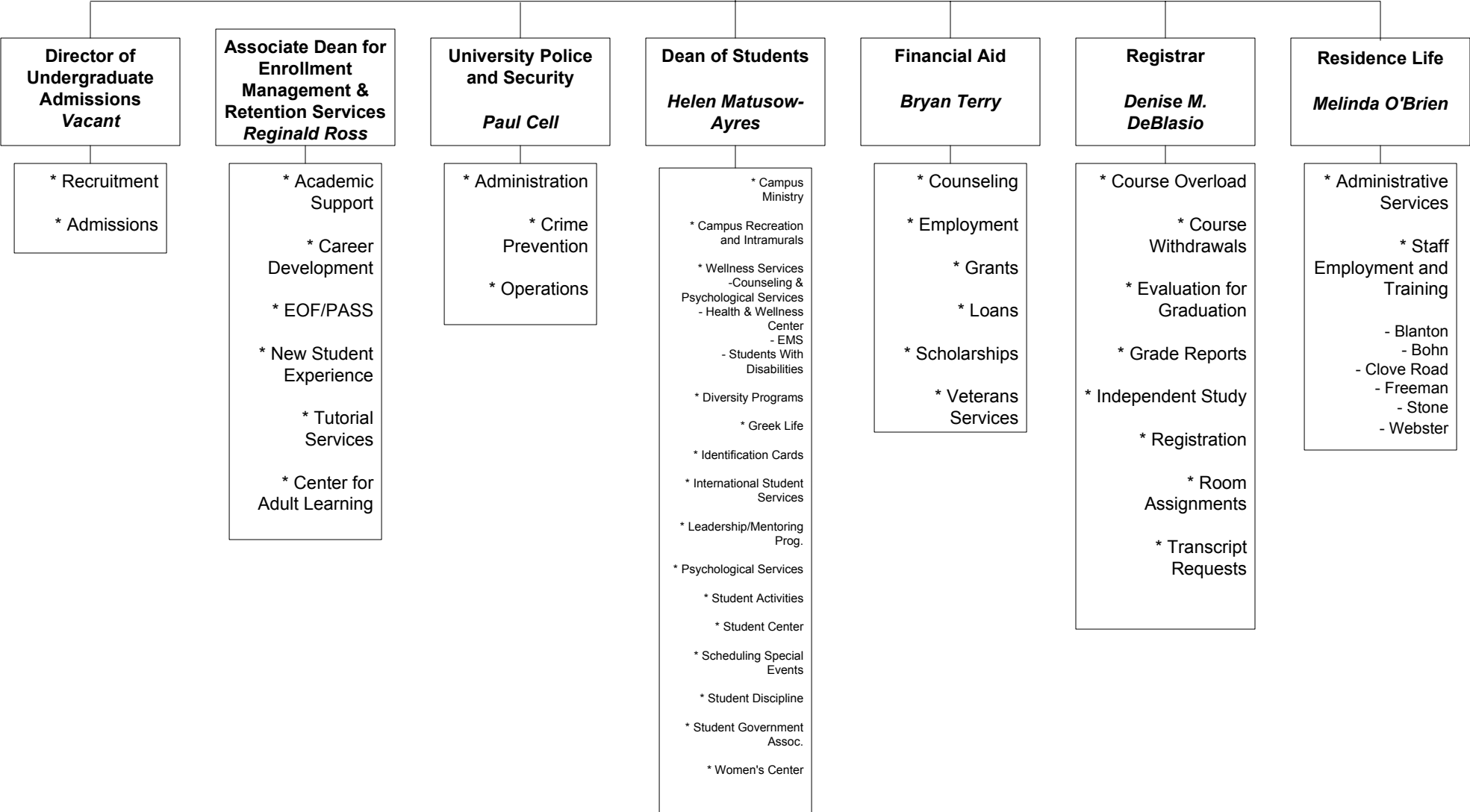
Division of Student Development and Campus Life

DRAFT

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Vice President
Karen L. Pennington

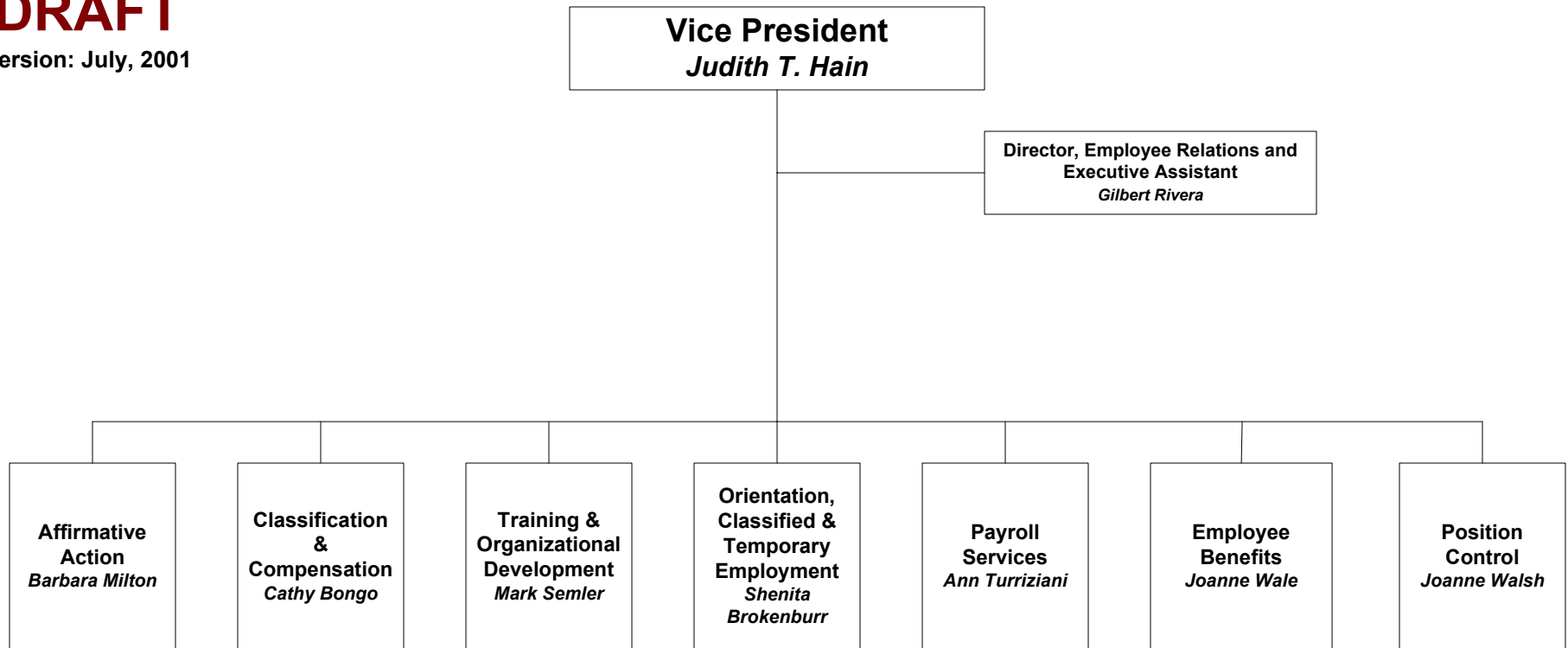
Executive Assistant
Louis Anderson



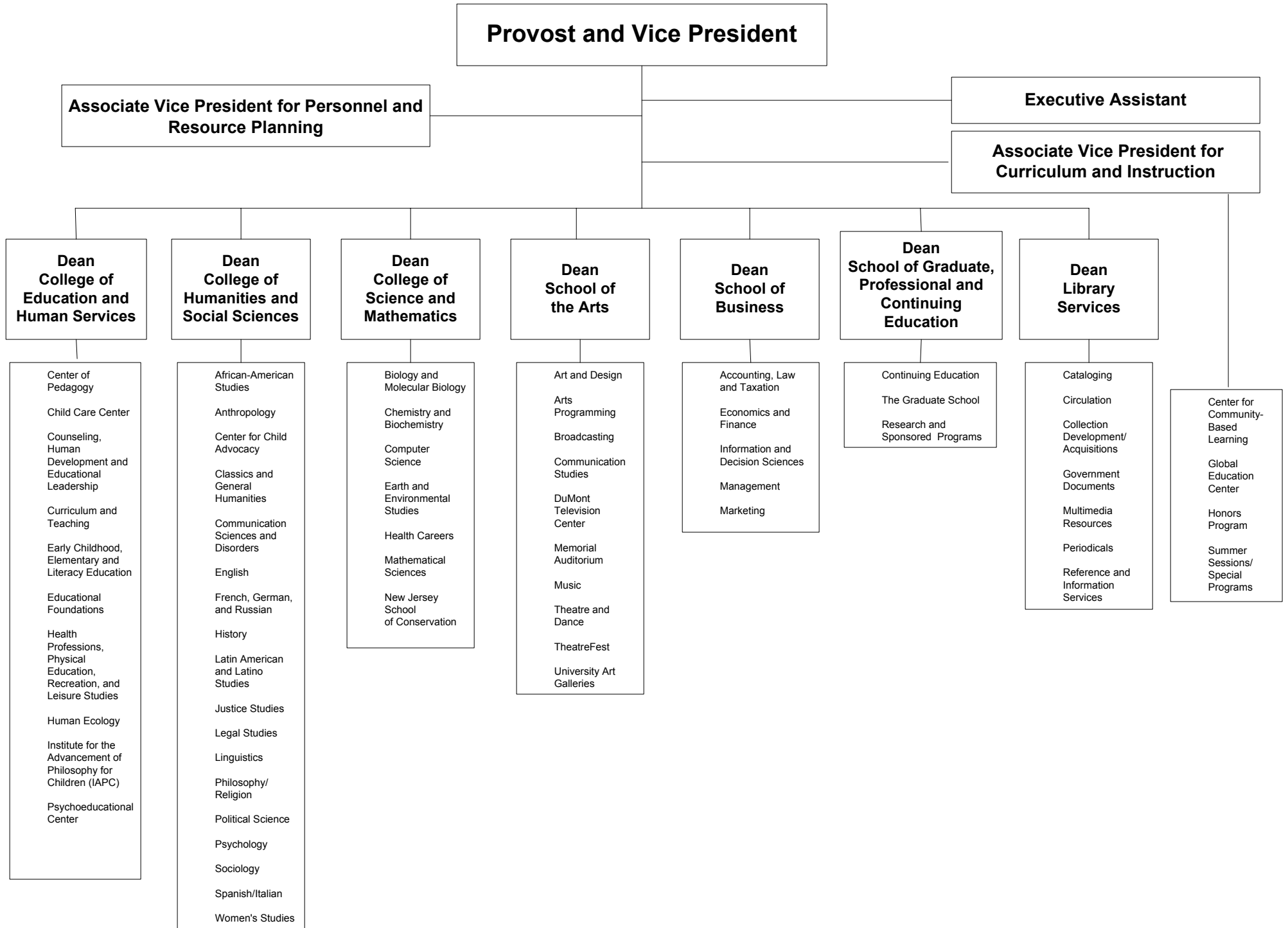
Division of Human Resources

DRAFT

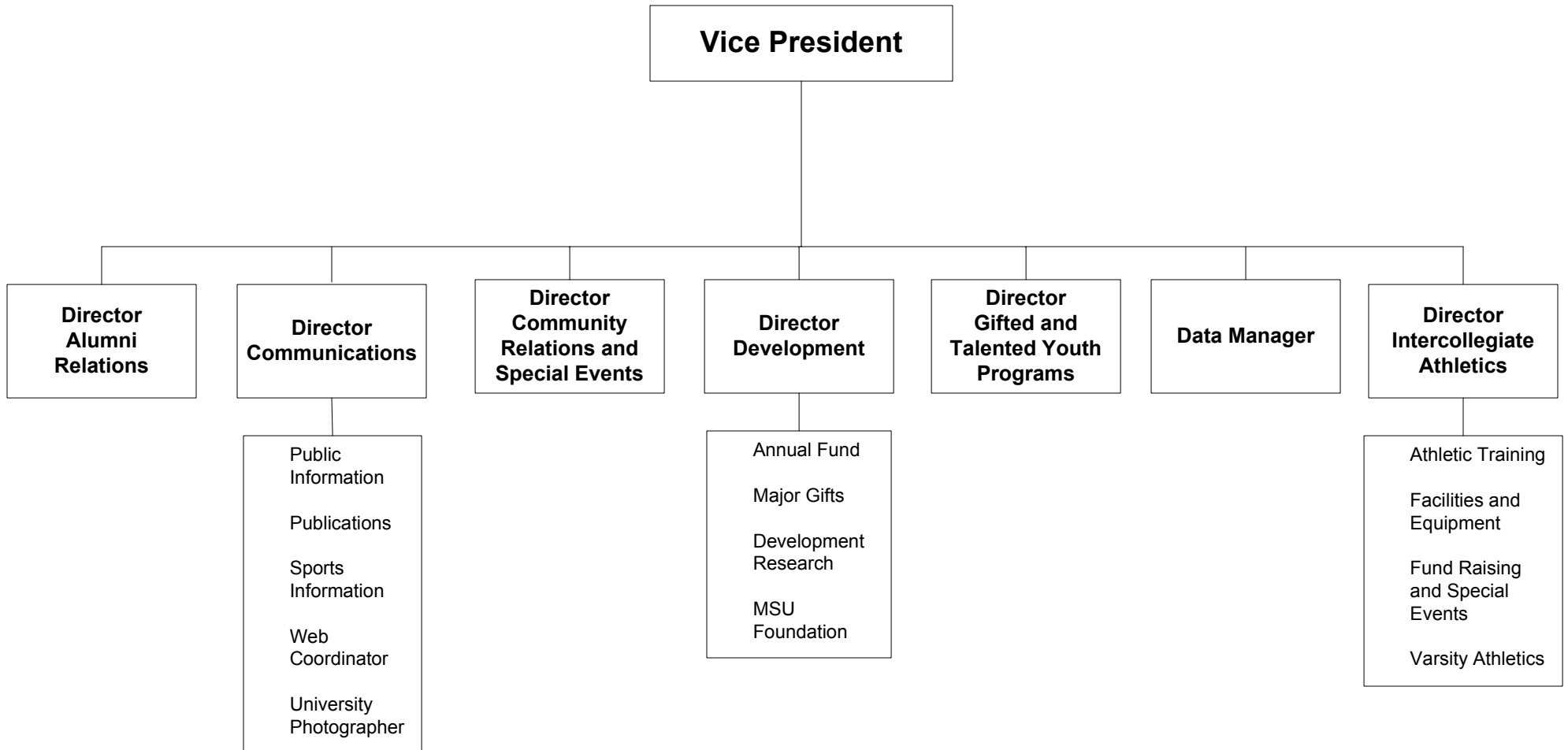
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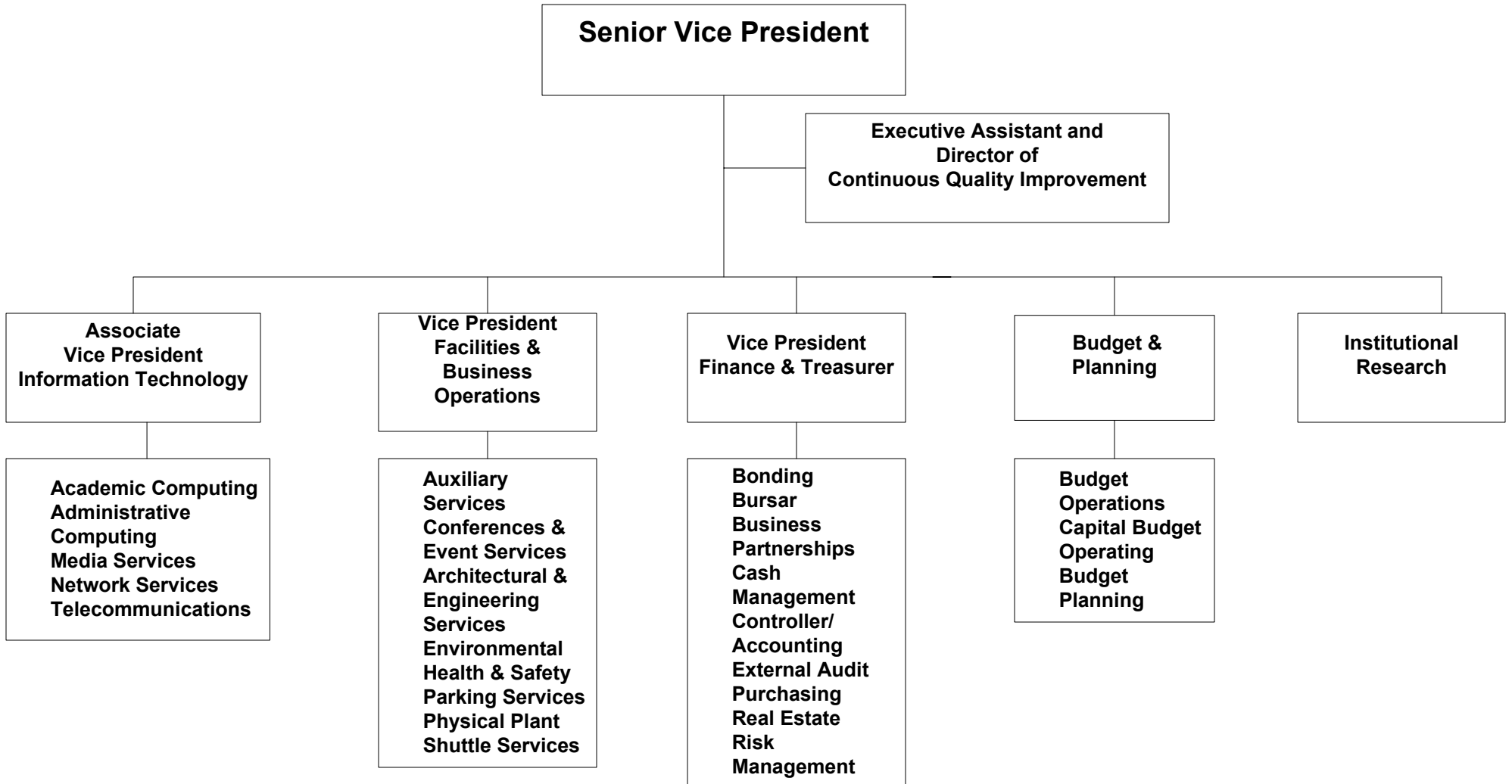
Division of Academic Affairs



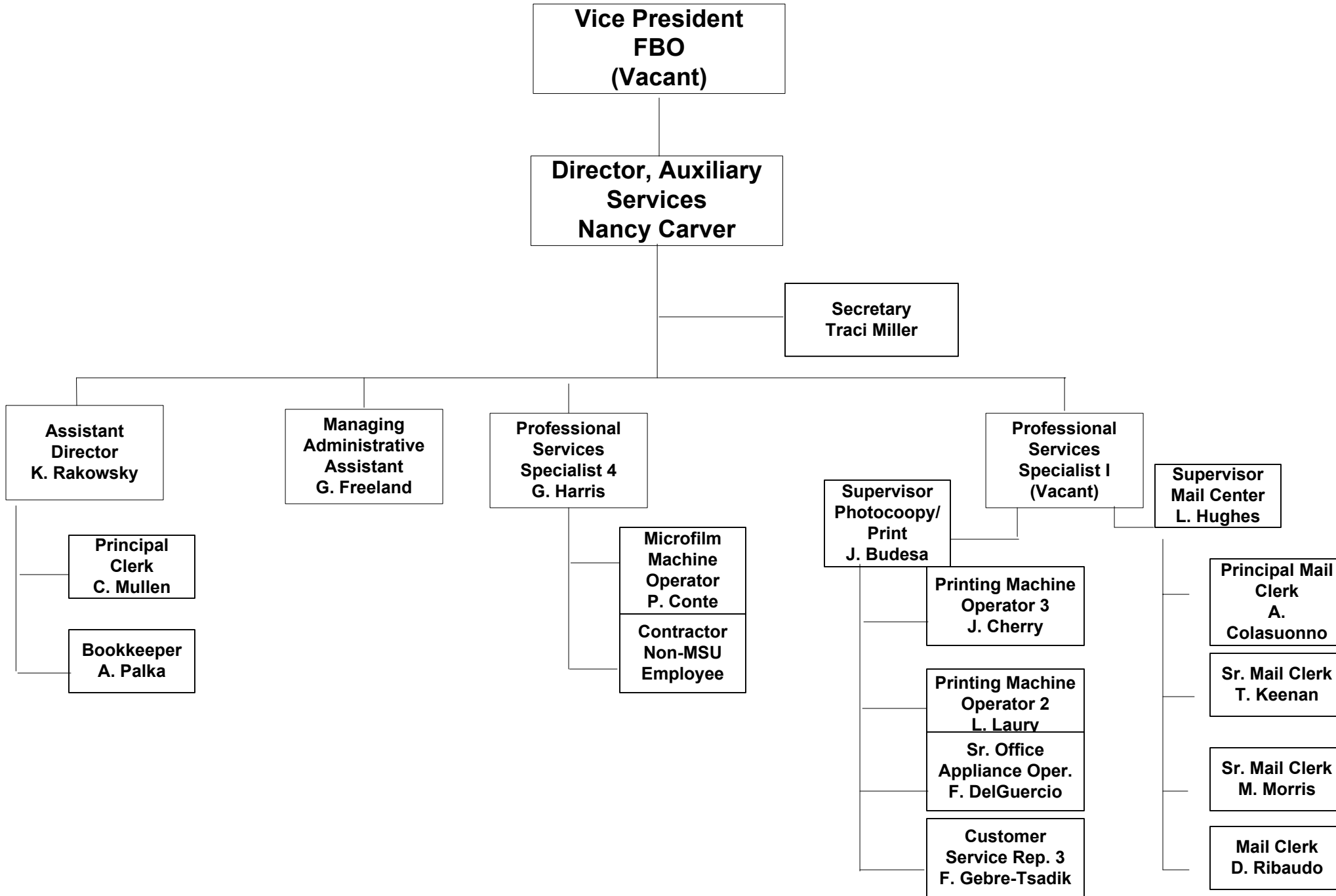
Division of University Advancement



Office of the Senior Vice President for Administration



Division of Auxiliary Enterprises



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Valerie Van Baaren, University Counsel

EXECUTIVE SUMMARY

The Presidential Task Force on Student Achievement Final Report is a review of target areas which impact on student retention at Montclair State University. Montclair State University's graduation rate is 54 percent in a six year period which actually surpasses the national rate for four year public institutions. A sixteen member team of faculty and professional staff representing a broad range of educational programs and services in addition to resource personnel from President's Office, Institutional Research and Academic Affairs was selected by President Cole to address the issue of retention, with the goal of improving the current graduation rate.

The Task Force and Institutional Research examined data on Montclair State University graduation and retention rates and compared it to national data. Cohort analysis of first-time full-time freshman found the following information:

- The overall graduation rate for fall 1993 first-time full-time freshmen was 54 percent, and 7 percent continued on to the seventh year.
- Sixteen percent of those students who did not complete their degrees at Montclair State University dropped out after their first year.
- Graduation rates for the fall of 1993 freshman cohort varied by admission type. Students who met regular admission criteria tended to have the highest six-year graduation rate -- 59 percent. Students admitted under other criteria such as EOF and Special Admit had lower graduation rates, 38 percent and 41 percent respectively. The percent continuing into the seventh year for these last two groups was 11 and 9 percent, respectively.
- Graduation rates vary by the race/ethnicity of entering freshmen. Six year graduation rates are lower for Asians, at 51 percent; Latino/a, at 39 percent; African Americans, at 37 percent; than for whites, at 62 percent. More minority students are continuing into their seventh year: 11 percent for African Americans, 10 percent for Latino/as and 5 percent for Asian.
- Between 1994 and 1998, EOF freshmen first year retention rates equaled or exceeded regular admit freshman.
- First year retention rates for freshmen eased downward, reaching a six year low of 81 for fall the 1998 cohort.

The Task Force also reviewed the summary reports of the fall 1999 CIRP freshman survey administered during orientation with pertinent findings such as:

- Montclair State University has a higher percent of non-resident foreign freshmen than the national norm.
- Almost a quarter of Montclair State University fall 1998 freshmen reported their parents' income is less than \$25,000 a year. Only 14 percent of the national data fell into this category. Slightly more than half of Montclair State University freshmen report their family income as \$50,000 or more, and 26 percent report it over \$75,000. Almost half of all parents have had some college experience.
- Sixty percent said they occasionally or frequently came late to class and 40 percent said they were frequently bored in class.
- Thirty-one percent reported they felt overwhelmed by all they had to do. Mirroring the national trend, a larger percent of women, 37.9, than men, 20.3, reported this.
- Over half, 56.6 percent, reported they frequently used a personal computer and 52.3 percent used the Internet for research or homework.
- There is a record level of academic self-confidence in entering freshmen; 58 percent rate themselves as above average in academic ability.
- Personal life objectives that freshman considered essential or very important to them are: being financially well off, raising a family, becoming an authority in a field, and helping others who are in difficulty.
- A quarter said they planned to earn a bachelor's degree; 49 percent a master's degree and 12.5 percent a doctorate.
- Two-thirds said Montclair State University was their first choice for college.
- The three most important reasons for deciding to attend were: Montclair State University's very good academic reputation, the belief that our graduates get good jobs, and that the tuition is low.
- Only 6 percent reported that chances were very good that they would transfer to another college before graduating from Montclair State University.
- Forty-five percent thought they would be satisfied with Montclair State University.

- Forty percent reported that chances were very good that they would get a job to help pay for college expenses but only 8.8 percent thought they would have a full-time job.
- When asked if they had any concerns about financing their college costs, only 27.6 percent said they had no concern and they were confident they would have sufficient funds; 54.8 percent said they had some concern, but felt they would probably have enough funds, and 17.6 percent said they had some major concerns.
- Montclair State University freshman are significantly less likely to cite college grants/scholarships as a source for \$1500 of college funding than those in the national sample; 4.8 percent versus 17.2 percent.

The Task Force used the Consortium for Student Retention Data Exchange (CSRDE) to compare Montclair State University figures with the national retention and graduation picture. The relevant points are as follows:

- *Freshman year is the most critical period in student retention.* Montclair State University’s figures confirm this finding. The fall 1993 cohort at Montclair State University lost 16 percent after the first year, increasing to 19 percent after the first year for the fall 1998 freshman cohort.
- *Degree completion required more than four years for most students.* The CSRDE study found that only 28 percent of the entering freshman class graduated in four years. The comparable figure for Montclair State University was 18 percent. Full time students carry an average of 14 credits per semester. With this course load, it can take at least nine semesters, or four and one half years to complete a 120-credit degree. In actuality, the majority of students take slightly more than 5 years to graduate Montclair State University.
- *Students attending private institutions graduated earlier and at a higher rate.* Montclair State University’s fall 1993 graduation rate of 54 percent placed it closer to the performance of private Master I universities in the CSRDE study than to public Master’s I universities’ 59 and 43 percent, respectively. Montclair State University’s rate was also closer to the graduation rates of private selective and privately moderately selective institutions, 56 and 57 percent. Though a public institution, Montclair State University seemed more like a private one in terms of its graduation rates.
- *Retention and graduation rates were consistently lower for underrepresented minorities.* Montclair State University’s rates confirmed this CSRDE finding as seen below:

Six-Year Graduation Rates by Race/Ethnicity		
Race/Ethnicity	CSRDE	MSU
African American	39%	37%
Hispanic	42%	39%
Asian	62%	51%
Native American	34%	50%
White	57%	62%

- *Retention and graduation rates were consistently higher for women.* Montclair State University reflects this pattern. The CSRDE six year graduation rate for males was 52 percent and for women it was 58 percent. Montclair State University’s rates were 48 percent for males, and 57 percent for females.
- *From 1992 to 1998, the participation rates for women and underrepresented minorities continued to increase.* In the last decade, the enrollment in CSRDE universities and colleges for women and under represented minorities increased from 13 percent in 1992 to 15 percent 1998. Montclair State University figures confirm this trend, but more than a third of the 1998 freshman class was from a minority population, a trend that reflects the makeup of New Jersey now and certainly in the future.

Following initial collection of data describing the characteristics of our student population, and reviewing the retention literature, the Task Force reviewed target areas that impact on student retention such as Academic Advising, Basic Skills, Student Services, Financial Aid, Freshman English, Freshman Orientation, Admissions, New Student Experience, Residence Life, Educational Opportunity Programs and Tutorial Services.

ACADEMIC ADVISING

At Montclair State University academic advising is shared among various offices, department and constituent groups such as: the Office of Academic Advising; New Student Experience; departmental advising for majors; Educational Opportunity Program; and advising for other special programs such as Honors and Health Careers.

This unit primarily serves undeclared students, newly-admitted transfer students, newly matriculated students, readmitted students, provisionally matriculated students (Center for Adult Learning), visiting/transfer students, and students who are changing majors.

The present model is a centralized advising center, with faculty delivering advising information for majors. There has been an uneven delivery of advising services. Individual faculty members expressed their concern that advisement is labor intensive and minimally rewarded. Students rely on word of mouth recommendations and the Schedule of Courses booklet when making course selections. Retention literature highlights that academic advising is an area which impacts directly on student achievement. Montclair State University seems to have a deficiency in their coordination and centralization of these advising services. Therefore the Task Force recommends in the area of Academic Advising that:

1. All incoming undergraduate students regardless of a major or status should be assigned to a professional staff advisor with equivalent credentials for their entire Montclair State University experience.
2. Students, upon declaration of major, will also be assigned a faculty mentor for professional development. The role of faculty in the advising process would be one of mentoring and career development.

ACADEMIC NEEDS ASSESSMENT

Academic Needs Assessment (ANA), formerly the Office of Basic Skills, merged with the New Student Experience (NSE) administers testing and placement for all incoming freshman in their content areas of reading, writing, computation and elementary algebra. The unavailability of sufficient sections of these required courses impacts on the timely completion of an undergraduate degree, as the average student spends one or two semesters completing developmental courses. Without these foundational courses, their academic standing may be jeopardized. The Office of Institutional Research examined retention and graduation rates over the six-year period for the fall 1994 first-time full-time cohort by the number of needed courses. Students who did not require any basic skills courses had the highest six-year graduation rate of 64.4 percent. Those who required one basic skills course had a graduation rate of 64.3 percent. For those students requiring two courses, the six-year graduation rate was 58.4 percent. For students requiring three courses, the six-year graduation rate drops to 45.7 percent. Finally, 47.2 percent of students who required all four courses, and completed them successfully, graduated in six years.

The data show that students who needed basic skills courses and successfully complete them can succeed. The number of classes needed and the availability of said courses impact on the ability to complete a degree and the time it takes to completion. The more basic skills courses needed the larger the percent of students who continue into their seventh year. Therefore the Task Force recommends:

1. Insure immediate availability of basic skills courses so that students complete requirements within their first semester.
2. Evaluate the feasibility of offering basic skills courses, including ESL needs, prior to the commencement of the first academic semester.
3. Initiate block programming for students placed in basic skills courses.
4. Mandate ESL testing.

ADMISSIONS

The Office of Admissions primarily functions as a freestanding unit with little or no coordination with the ancillary units of Financial Aid, Registrar's Office, New Student Experience, Office of Academic Advising or Academic Affairs. Recruitment of potential Montclair State University students relies on a historical set of feeder

schools. It appears that efforts are presently focused on recruitment during the fall semester and processing of applications in the spring.

As the university is committed to a long range goal of increasing overall enrollment figures to 18,000 in the next five years, the Task Force recommends a variety of initiatives related to Admissions, including:

1. Expansion of recruitment efforts.
2. Web based information available to assist student in their college planning with regard to recruitment, admissions process information, online applications, updates on status of application, financial aid, and freshman registration.
3. Data collection to identify support needs and services.
4. Implementation of an automated tracking and creation of a follow-up system and prospective student database and tracking system from initial inquiry to alumni services. Outreach efforts are to include the community colleges.
5. Collaboration with the Academic Success Center, so that students receive general information and a designated academic advisor in a timely fashion.
6. Planned coordination of information between Financial Aid and the Office of Admissions.

CAMPUS LIFE

Montclair State University has a broad range of student activities supported by professional staff and faculty advisors who assist in the planning of co-curricular programs. Students are introduced to this broad array of opportunities during New Student Orientation held during the summer. The impact of campus life on student achievement cannot be underestimated.

Campus spirit is largely absent at Montclair State University. Although over 2200 students reside in residence halls and many commuters live within twenty-five miles from the campus, there are very few events that rally the entire campus to celebration. The majority of students do not participate in any organization.

The Dean of Students Office collaborates, plans and executes specific activities to develop and encourage campus spirit, as it is a factor in retention. However, greater collaboration and participation by students, faculty and university units is critical to the success of these activities. The greatest challenge lies in attracting a critical mass of students to attend each activity. The Task Force continually explored this issue as an overarching factor. As empirical research was not compiled during our report, the Task Force recommends that:

1. Convene a committee to specifically study collaboration between student affairs and academic affairs to foster campus spirit and identification.
2. Initiate comprehensive research to assess the impact of student involvement in co-curricular activities on student success at Montclair State University.
3. Implement a common hour to foster campus wide activities.
4. Plan student activities to meet the needs of commuter students.

EDUCATIONAL OPPORTUNITY PROGRAMS (EOP)

The Educational Opportunity Programs at Montclair State University are comprised of the Education Opportunity Fund (EOF) and the Program for Academic Student Support (PASS) that use a variety of retention models in the course of preparing students for success at Montclair State University. Institutional Research data showed that EOF freshman first year retention rates equaled or exceeded regular admit freshman. There seems to be a direct correlation between the proactive student support services during the first year, and student achievement. Given the diverse population that has been historically underrepresented in higher education, with over 50 percent of the program enrollment coming from New Jersey special needs school districts, it is important for the professional counselors to be innovative in their approach to providing support services to insure student achievement. The Task Force recommends:

1. Develop an EOF and PASS statistical profile to identify and support program changes to better address retention of high risk special need populations.

2. Establish an Alumni Book Scholarship Fund for students.

FINANCIAL AID

Dr. Bryan Terry III, Director of Financial Aid addressed the Task Force in order to present an overview of the office practices and how they relate to student achievement issues. He indicated that all Montclair State University students are encouraged to apply for financial assistance. However, aid is awarded on a case-by-case basis. Presently Montclair State University does not have any major endowments and relies on state and federal monies to provide financial aid. Scholarship opportunities are very limited and the institution lacks financial incentives as a retention and recruitment strategy. The state of New Jersey ranks below average in its state allocation for higher education funding. Therefore, a Montclair State University student must rely on personal funds to underwrite his/her education. For some, this is accomplished by living at home to reduce expenses and maintaining part time employment (to meet expenses not covered by financial aid allocation. Data compiled by Institutional Research shows that almost 80 percent of our students work during the week.

Although increased and expanded financial options might attract a new pool of students to Montclair State University, Dr. Terry cited that the current research in this field shows that financial aid issues are not a determining factor for non-completion of undergraduate studies. Non-returning freshman surveys compiled by Institutional Research confirm that financial reasons were not a main factor for leaving the institution. The Task Force recommends:

1. Assignment of a financial aid resource person to assist with incoming freshman and transfer students to formulate a comprehensive financial aid plan.
2. Development of a mechanism to disseminate information about financial aid opportunities.
3. Creation of scholarships or mechanisms to cover book expenditures.
4. Implementation of fundraising strategies to provide competitive financial aid packages.
5. Coordination of Financial Aid, Bursar's Office, Admissions and New Student Experience.

FRESHMAN ENGLISH

The Freshman English Program provides undergraduate instruction in Basic Composition, Freshman Composition and Introduction to Literature. Students fulfill their General Education Requirement of Writing and Reading through these limited enrollment writing intensive courses. The Department of English requires that full time faculty teach one course of basic or freshman composition once every two years. The majority of class sections are taught by adjunct faculty that presents a difficulty in finding qualified English adjuncts on a yearly basis due to the low pay scale. This has the immediate consequence of having students not being able to complete their writing requirement in their first year. Freshman English courses provide incoming students with the development of academic writing and critical thinking abilities essential to student achievement with university level work. Some students who have been placed in the Basic Composition course must wait one semester in order to schedule and complete the course, which is necessary to academic survival in most disciplines. Therefore, the Task Force recommends:

1. Scheduling of sufficient sections of Freshman English and Basic Composition so that students can fulfill these requirements during their freshman year.
2. Formulation of a plan to accommodate the current demand and the planned increase in demand for these courses.

NEW STUDENT EXPERIENCE

The New Student Experience facilitates the transition of freshman to university life by providing information on campus resources and support services. Integration of the student population into the university community is a key component of student achievement. Efforts to create and implement freshman intensive programs can produce an increase in retention. New Student Orientation, Welcome Week, Freshman Seminar, Learning Communities and Freshman Connection are under the direction of Dr. McGinty. NSE appears to be a pivotal program that is similar to successful retention efforts done at other institutions. The success of these types of endeavors depends on the substantial support and endorsement from the Division of Academic Affairs and the recognition of faculty involvement. The Task Force recommends:

1. Increase participation of faculty with demonstrated interest in being faculty mentors.
2. Create a Freshman Seminar course to be a required course with full faculty involvement and meeting G.E.R. requirements.
3. Cross-departmental collaboration for freshman registration to insure availability and suitability of courses.
4. Development of learning community courses that are linked by common themes and a coordinated effort.
5. Proactive interventions by freshman counselors to avoid academic difficulties.
6. Implementation of block programming for first year students.
7. Compilation of data via Institutional Research surveys.
8. Collaboration with Information Technology to meet technology needs.
9. Faculty development activities to solidify faculty commitment to NSE.
10. Development of a comprehensive student affairs research agenda to foster collaboration between academic affairs and student affairs to ensure student achievement.
11. Cohort structure to be incorporated into New Student Orientation and Welcome Week.

RESIDENCE LIFE

Montclair State University has fewer than 2,300 residential spaces for a total student population of approximately 13,000. As part of its long-range plans, the University will expand living facilities during the next ten years. Literature on retention reflects that residence hall life can be a focal point for campus life. Due to the limited residential facilities, there are reduced co-curricular opportunities. The Task Force recommends:

1. Improve technology to facilitate room assignments.
2. Foster collaboration with the Auxiliary Services office to expand dining program options.
3. Partner with academic departments to create theme-based student centered activities to foster learning environments.
4. Improve facilities as per student satisfaction ratings.
5. Create more residential facilities.

TUTORIAL SERVICES

The Office of Tutorial Services provides support services for the general population in over thirty-five content areas. This unit is presently structured as a drop-in program for students to utilize on an as-needed basis. Most walk-ins appear to be self selected or are referrals from the Academic Alert unit. Services are provided by peer tutors who are undergraduate students with an average grade point average of 3.0, as well as graduate students. There also needs to be higher faculty participation in the form of referrals to the Office of Tutorial Services. The Task Force recommends:

1. Selection of trained upper level students to serve as peer tutors.
2. Require early identification, direct intervention and mandatory participation as a class component to ensure academic success.
3. Create a Learning Resource Center as part of the Office of Tutorial Services, whereby tutors are available to assist students in developing skills needed for academic success.
4. Link Tutorial Services to the content of academic courses by working with department faculty in the coordination of services.
5. Students in academic difficulty need to be referred by the instructor as a mandatory course requirement until the student obtains a grade of C or better.

**DRAFT RESPONSE TO THE FINAL REPORT
OF THE
PRESIDENTIAL TASK FORCE ON STUDENT
ACHIEVEMENT**

**A PLAN OF ACTION
FOR DISCUSSION ON UNIVERSITY DAY 2001**

October 24, 2001

Following a review of the Final Report of the Presidential Task Force on Student Achievement and responses from the campus community to the Task Force report, the following activities are proposed as being the most likely to result in measurable improvements in student achievement and retention within the next two to four years as well as being fiscally, physically, and academically feasible. The Student Achievement Action Plan is viewed as being a living and evolving document so that initiatives not now considered feasible or new initiatives will be regularly reviewed for possible inclusion in the Plan.

MAJOR INITIATIVES

I ACADEMIC ADVISING

- A. Freshman Students: All undeclared freshman students will continue to be advised by counselors in the Office of New Student Experience. Declared students will be advised in their academic department, although they will have an assigned counselor in the Office of New Student Experience who will advise on general issues related to the transition to university life. Implementation – continuation.
- B. Incoming transfer students: All incoming transfer students will be advised in the Admissions Office at the point of entry to the University. Once enrolled, declared majors will be advised by members of the faculty and undeclared students will be advised by professional advisors. With the inception of the New Jersey Statewide Transfer Initiative, for which Montclair State is a pilot institution, students seeking to transfer to the University will be able to determine which of their courses will transfer to Montclair State at the time they apply for admission. Implementation – spring 2002.
- C. Continuing Students: Faculty advisors will advise declared majors and professional advisors will advise all other undergraduates. Implementation – continuation.
- D. The following students will be required to consult with their advisor prior to registering for courses:
- All freshmen;
 - All students on academic probation;
 - All students who drop two or more courses in the previous and/or current semester;
 - All students who have earned fewer than 30 credits at Montclair State; and
 - All students admitted through special programs.
- Implementation – summer 2002.

- E. The Assistant Dean will assume the responsibility of coordinating academic advising within each of the colleges and schools. Specifically, the Assistant Dean will be responsible for:
- Creating and implementing an advising system that is effective within the context of her/his college/school and that reflects University requirements;
 - Providing training and support for the faculty members serving as advisors;
 - Assessing the advising process for accuracy and thoroughness; and
 - Being familiar with current University requirements
- Implementation – fall 2002.

II ACADEMIC NEEDS ASSESSMENT

- A. Using data provided by Academic Needs Assessment (ANA), the departments of English, Mathematical Sciences, and Literacy and Educational Media (critical skills departments) will schedule sufficient basic skills courses to accommodate the number of students projected to need such courses from each incoming cohort of students. For one time only, the number of courses/sections will accommodate holdover students from previous years in order to alleviate the basic skills backlog. Implementation – summer 2002.
- B. Students who must take two or more basic skills courses will be required to start their course sequence during the summer prior to their first fall semester. The critical skills departments will work with ANA to determine the kind and number of courses needed. Implementation – spring 2002.
- C. The Office of the Registrar will enforce the University policy that prohibits withdrawals from basic skills courses. Students will be notified of this policy on the placement form and during the first week of the semester. Implementation – immediate.
- D. Review and rejustify entry and exit standards for basic skills courses. Implementation – recommendations to be submitted by the conclusion of the spring 2002 semester.

III FRESHMAN ENGLISH

- A. Schedule sufficient sections of Freshman Composition, ENGL105, so that students who do not have to take Basic Composition, ENGL100, and those that complete their ENGL100 requirement in the summer can enroll in ENGL105 in the fall of their freshman year and ENGL106, Introduction to Literature, in the

spring of their freshman year. Implementation – fall 2002.

- B. Provide instructional staff and classroom space necessary in the fall 2002 semester to eliminate the ENGL106 backlog from spring 2002. Implementation – fall 2002.

IV AVAILABILITY OF COURSES

- A. Identify freshman core skill courses other than basic skills courses and freshman writing courses and work with Admissions to ensure enough sections to meet the needs of the incoming cohort of students as early in the year as possible. Implementation – fall 2002.
- B. Identify key upper division courses in each discipline and ensure that they are offered in a predictable manner and with adequate capacity so that they do not delay program completion. Implementation – fall 2002.

V ESL SUPPORT

- A. Students who must take ESL courses will be required to start their course sequence during the summer prior to their first fall semester. Implementation – spring 2002.
- B. A group of faculty, staff and students will be convened to review and to make a recommendation on mandatory ESL testing. Implementation – recommendation to be submitted by the conclusion of the spring 2002 semester.
- C. A group of faculty and staff will be convened to make a recommendation for continuing academic support for students who have completed their mandatory ESL coursework. Implementation – recommendation to be submitted by the conclusion of the spring 2002 semester.

VI 120-HOUR MAJORS

- A. As possible and appropriate, the conversion to 120-hour programs will continue. Implementation – ongoing.

OTHER INITIATIVES

A number of other recommendations of the Presidential Task Force on Student Achievement have either been implemented or will be implemented. Some of the more significant are:

- The “Web for Students” software that IT will be installing in spring 2002 will provide a broad array of web-based products related to the admissions process for potential students.
- A common hour for student activities has been built into the revised course schedule grid that will be implemented in fall 2002.
- A one-credit Freshman Experience has been included in the new GER program.
- Work is about to commence on a 900-bed residence life complex on Clove Road, the first phase of a program that will provide on-campus housing for 40% of our undergraduate population.
- The need for additional information to drive University decision-making is universal. Institutional Research, in collaboration with specialists in each of the divisions, is working to provide an increasingly comprehensive array of data.

CAMPUS RESPONSES

Members of the campus community submitted a broad range of responses. The most commonly identified concerns were academic advising, basic skills courses and ESL testing. One other issue, the need for increased recreational facilities, was mentioned in several responses. This is a concern that students have stressed repeatedly over the last several years and the administration continues to seek external funding for such a facility, which remains high on the University capital priorities list.

ASSESSMENT

Some of the new initiatives will be more effective in enhancing student achievement than others. It is essential that we know which of the initiatives are working and which are not. To this end, we will ask Institutional Research to design a rigorous assessment plan for the project during the course of the spring 2002 that will give us a regular and ongoing means to measure our success.

The Graduate School

Current & Planned Student Assessment Initiatives

Dimensions of Assessment

1. *Tracking students' use of service, programs, and facilities*

- Program Attendance Tracking—numbers of graduate students participating in The Graduate School's programs (workshops, orientations, open houses, etc.).
- Evening Office Use Tracking—number of graduate students visiting The Graduate School office on late nights and for what uses.

2. *Assessing current and potential students' needs*

- Retention Survey (once per year in late spring)—to learn more about the factors that influence graduate students retention or attrition.
- Regret Survey (twice per year)—to learn more about why prospective students chose an institution other than MSU for graduate study.
- Student Needs Assessment Survey (once per year in mid-to-late fall)—to learn more about graduate student needs with respect to services and programs.
- Incomplete Applicants Survey—to learn what prospective students need from The Graduate School to complete their admissions application.

3. *Assessing Current & Potential students' satisfaction*

- Exit Survey (once per year in late spring/early summer)—to determine the level of satisfaction among graduated graduate students regarding their MSU experience and how/what can be improved.
- Admitted (Newly Enrolled) Student Survey (twice per year)—to learn more about the perception of and satisfaction with the admissions process.
-

4. *Assessing program and service outcomes*

- Retention Data Analysis (once per year in late spring)—to determine baseline and subsequent retention rates of graduate students through analysis of existing data.
- Retention Survey (once per year in late spring)—to learn more about the factors that influence graduate students retention or attrition.
- Exit Survey (once per year in late spring/early summer)—to determine the level of satisfaction among graduated graduate students regarding their MSU experience and how/what can be improved.
- Graduate Assistant & Supervisor Evaluation (twice per year)—to determine if graduate assistantship experiences are meeting the goals of the program.
- Graduate Orientation Evaluations—to determine if the participant experiences meet the goals of the program.
- Graduate Workshop Series Evaluations— to determine if the participant experiences meet the goals of the program.

- Pre-Admit Student Data Analysis (once per year)—to examine the degree to which Pre-Admit students actually complete their application and matriculate into a program, using existing data.

5. *Benchmarking: comparing performance across organizations*

- Policy Benchmarking (as needed)—using a set of pre-identified peer institutions with comparable graduate programs of study.
- Program Benchmarking (as needed)—using a set of pre-identified peer institutions with comparable graduate programs of study.

Dimensions of Assessment taken from:

Upcraft, M. Lee, and Schuh, John H., *Assessment in Student Affairs: A Guide for Practitioners*. San Francisco: Jossey-Bass Publishers, 1996.

Updated: Kim O'Halloran, Director of Graduate Student Services & Retention, March 15, 2002

Traditions and Shared Values

Since its foundation in 1908, Montclair State University's history has been one of change, growth and distinction. With its first-rate faculty and academic programs, and deeply rooted in a tradition of excellence in teaching, Montclair State University is New Jersey's second largest public university. It offers a broad, comprehensive array of undergraduate and graduate programs, including doctoral ones. However, it also is a globally-connected institution, its students, faculty and staff representing more than 135 countries.

Throughout its history, Montclair State has been committed to high quality academic programs. As a multipurpose public institution, the University has been committed to developing educated persons of inquiring, creative and disciplined intelligence, responsible contributors to society, and competent in careers they find fulfilling. The University strives, therefore, to graduate at all degree levels people who have a sound education in the arts and sciences and relevant specialized training built upon that base.

The University has recognized the need to develop innovative curricula for both undergraduate and graduate students. To that end, MSU has devised such things as interdisciplinary concentrations and certifications and provides practical experience through internships and cooperative education.

Traditionally, MSU has provided access to higher education for all—the disadvantaged and the fully employed, the part-time student and the adult in mid-career, the student interested in environmental education and the one interested in bilingual/bicultural education. Adult education courses are available on a credit or non-credit basis. The University provides early opportunities for superior high school students and admits gifted undergraduates to graduate courses. Finally, the University serves as a center for research, instruction and conferences for industry, commerce and the public.

Consistent with its strong traditions of excellence in teaching and access for all, MSU assists those who need additional opportunities to strengthen verbal and mathematical skills. This enables these under-prepared students to take full advantage of a university education.

Traditionally, also, the University provides an appropriate mix of curricular and extracurricular programs and activities. These contribute to the individual student's growth and to the skills needed for group participation and leadership, healthful living, career planning and employment, and lifelong recreation.

Serving a community larger than the immediate campus is another long-standing tradition at Montclair State. The University enriches the public by sharing its physical resources, the expertise of its faculty and the vitality of its intellectual, cultural and athletic life.

As we embrace unprecedented growth, we welcome change and will build academic programs to respond to an increasingly global society shaped by rapidly-evolving technology. Within that context, it is critical to acknowledge those values and traditions that have given the University its strengths and unique character and that will continue to guide our institution.

- Total dedication to the highest quality in teaching and scholarship.

- A commitment to the University as a center of scholarship and culture, devoted to the creation of knowledge and demanding excellence and the tolerant and open exploration of ideas.
- A devotion to continuing institutional change and renewal to match the changing needs of the society we serve, enthusiastically embracing the future with confidence.
- A commitment to public higher education with its concomitant emphasis on the preparation of students as citizens in a democracy and also their participation in the economic life of our society through their preparation for work and careers.
- A dedication to the idea of the University as a citizen within the larger world, interacting and collaborating with the community, with local, State, and federal government, and seeking global linkages, to create positive changes in society.
- The University as an institution committed to broad access and diversity, reflecting the world, actively seeking out those who need us, and striving to support the success of all our students, by preparing them for deliberate and fruitful lives.
- An abiding commitment to an atmosphere of trust, cooperation, and full opportunity for development of all segments of the community: students, alumni, staff, faculty, administrators and trustees

Strategic Priorities

As we enter the twenty-first century and our institution approaches its centennial, it is clear that as a center of knowledge, teaching, and research, the University must define, analyze and explain the great currents of change that will rush upon our society. However, as an educational institution, the University itself will also have to deal with these external forces.

Many issues, including economic and educational ones, previously of local, regional, or national concern, will increasingly take on a global dimension. Traditional education in foreign languages and cultures will no longer be sufficient. Students will need to be deeply and broadly educated to live, work in, and understand the world beyond New Jersey. Simultaneously, increasingly greater numbers of international students will seek access to Montclair State University.

The demographic changes facing the University will also be profound. As global population growth continues to accelerate, New Jersey's college-bound population is projected to increase by twenty-five percent. Moreover, the ethnic diversity of students, faculty and staff will change dramatically. For example, by 2008 the proportion of white citizens in the fifteen to twenty-nine age group will decline from 61.3% to 55.8%, while Hispanic citizens will increase from 13.8% to approximately 16.7%. Additionally, our population will age. By 2011, baby-boomers will begin to turn sixty-five, rapidly increasing that segment of the population.

Technology is ubiquitous and integral to all aspects of personal and professional life. General expectations are that the current dizzying rate of technological change will accelerate further, with even greater impact on society and on how the University will educate students and conduct its operations. Students, faculty and staff will join the University with high levels of technological literacy and experience and will expect state-of-the-art technological support for academic programs and work environments. Prospective employers, too, will demand high levels of technological competence from all the University's graduates, regardless of their academic major.

A Regional University with Global Reach

Cherishing the foundation of Montclair's core strengths yet remaining open to the future, we will build a distinctive, world-class teaching university with regional and global reach. With excellence uppermost in our minds, we will strive to maintain the proper balance between a liberal education and the practical knowledge found in applied programs. Grounded firmly in our academic traditions, we will educate our students to have a global perspective, technological competency, and strong values to prepare them for the world of work and leadership in a global society as well as in New Jersey. This vision must be realized within the context of the global, demographic and technological trends already mentioned. We will continue to be guided by our clear and compelling vision of excellence. This will ensure our ability to attract and retain a faculty that is fully committed to teaching and research, and will make significant contributions to their chosen disciplines.

Enrollments

Montclair State University is located in the most densely populated part of the most densely populated state in the nation. Though lodged between the great cities of New York and Philadelphia, New Jersey is a cultural and economic stronghold in its own right. However, as we enter the twenty-first century, higher education faces significant challenges that, if ignored, will seriously limit New Jersey's future economic growth and development.

Currently, New Jersey ranks a disappointing forty-fourth among the states in the number of public higher education seats. Consequently, sixty percent of high school graduates who seek a college education leave the state. Unfortunately, many never return to live or work in New Jersey, depriving the state of their skills, knowledge, and energies, qualities that are absolutely essential for a knowledge-driven economy.

Exacerbating the situation is the anticipated population spike, the "baby boom echo." Within an overall pattern of demographic growth, New Jersey will experience the fifth highest increase in college-age students. Unless capacity is expanded, access to public higher education will be further restricted; even more college-bound students will leave the state or, worse, not be able to attend college at all. A public opinion poll conducted in 2001 clearly showed overwhelming support to expand New Jersey's capacity for public higher education.

To respond to this challenge, the University will work with State legislators to increase student capacity, building on work already started on our campus. Montclair State University commits itself to achieving the following goals.

- Overall student enrollment will grow to 18,000 by 2008.
- Until 2008, undergraduate enrollments will grow by an average of 3.5% annually and graduate enrollments by 4.1% annually.
- Retention of graduate and undergraduate students will improve. Even though current retention rates match similar American institutions, the University is committed to improve this measure.
- Graduation rates for graduate and undergraduate students will improve. While current graduation rates for this measure compare favorably with those of peer institutions, the University also intends to improve this index.
- Enrollments of out-of-state graduate and undergraduate students, including international students, will increase. The University is committed to increase enrollments in these categories to diversify the enrollment base and to make its academic programs accessible to students from other states and countries.
- A strategic enrollment management plan for undergraduate, graduate, and non-traditional students will be developed and implemented. The plan will be tied to and integrated with the needs of academic departments, and will guide the University's course scheduling practices.

Student Programs and Services

The University is committed to ensuring more than just access to higher education by expanding its enrollment capacity. The undergraduate and graduate students who attend Montclair State will be challenged to develop and mature intellectually. They will be provided opportunities to explore cultural, social, spiritual, and career education opportunities. An expanded orientation, improved residential living, and a rich environment of extracurricular programs will provide students many opportunities to develop these dimensions. Such programs will also develop leadership potential and promote a sense of community.

Securely rooted in its traditions, Montclair State University will continue to strive to make higher education accessible to all students, including those with unique needs, through development of suitable programs and services. These groups include minority and international students, adult learners, and commuting students. Services appropriate to undergraduate and graduate students will include a comprehensive academic advising program, assistantships and internships, environments conducive to study, housing opportunities, and recreational services. The recently completed report of the Presidential Task Force on Student Achievement included recommendations helpful to further development of the advisement program and other services. The action plan for student programs and services includes:

- Increasing opportunities for residential living from approximately 20% to as much as 40% of our students. This is in response to the continued high demand for student housing.
- Maintaining a quality residence life environment, including dining services, through an consultative management program that includes periodic surveys of student satisfaction.
- Developing further the Student Center and its programs and activities so as to become the focus of campus life for undergraduate, graduate, commuter, and non-traditional students, as well as faculty and staff.
- Expanding the University Wellness Center to serve the entire campus community.
- Expanding the intramural recreation program.
- Strengthening the academic advising program to include an expanded faculty role in academic advising and on-line advising.
- Expanding the University's Basic Skills program, currently serving 600 students, to serve anticipated enrollment growth. Other changes in the Basic Skills program that will be considered include block programming, mandatory ESL testing, and offering new students Basic Skills courses prior to their first academic semester.
- Strengthening the New Student Experience program to further improve retention of freshmen.
- Expanding student support services, including evening and weekend hours, for undergraduate, graduate and non-traditional students.

- Strengthening and expanding tutoring, learning-study skills, writing support services, and psychological services, including greater coordination with academic departments.
- Establishing a cyber café in the Student Center.
- Establishing a career center and developing a program for job and graduate school placement of University graduates.
- Expanding financial aid support for targeted undergraduate student populations, including out-of-state students, to attract academically qualified students to selected academic programs.
- Improving administrative coordination between the Offices of Admissions, Financial Aid, Bursar, and New Student Experience to better serve students.
- Implementing flat rate tuition for undergraduate students. This will permit students to take more courses at a fixed tuition rate and provide an incentive for more rapid academic progress, thereby improving the University's graduation rates.
- Developing opportunities for graduate student housing as the University's graduate student population grows.
- Developing and implementing non-academic programming for graduate students in order to create a sense of community for them.
- Increasing the number of graduate assistantships for select masters and doctoral programs to match their growth.
- Increasing graduate stipends for masters program assistantships from \$5000 to \$7500 and setting stipends for doctoral assistantships at \$10,000.
- Further develop externally funded financial aid programs such as the Sokol fellowship and scholarship program.

Academic Programs

The academic programs at Montclair State University have always reflected a commitment to a core curriculum solidly grounded in the liberal arts, but tempered with a practical, applied dimension, at both the undergraduate and graduate levels; this will continue to be an institutional emphasis. However, the University's willingness to embrace change to respond to a changing educational environment has always been a strong characteristic. This will continue with a commitment to on-going reviews of academic programs ensuring outstanding quality and a proper fit with New Jersey's higher education needs.

Improvement in undergraduate programs will be on-going, and significant attention will be given to strengthening graduate programs. A few strong doctoral programs with an applied emphasis will be offered, and other professional, applied, and experiential programs will be enhanced or developed. Furthermore, to prepare our students to live, work, and think beyond the boundaries of their home state and nation, the University's curriculum must, where necessary, be changed to reflect the global realities of an increasingly interconnected world.

Montclair State University is particularly well positioned to respond to New Jersey's expanding need for well-prepared teachers, especially during the next ten years when a critical shortage of teachers is expected to develop. Building on its long-term strength at all levels of teacher education and expanding its certification program, Montclair State University will continue to be a major force serving the nation's and New Jersey's education communities.

Our current strengths in science education provide good bases for expanding programs to better serve New Jersey's increasing dependence on research, especially in pharmaceuticals and biotechnology. The University's emphasis on applied and interdisciplinary programs provides a solid foundation for the unique and cutting-edge programs that will attract students and respond to the future needs of the State's knowledge economy.

Montclair State University also will advance external recognition of its accomplishments by expanding the number of research grants, and obtaining professional accreditation and national rankings in selected program areas. The action plans for academic programs will:

- Update and refine existing academic programs to respond to the changing needs of future students by:
 - Developing a new undergraduate program in Science Informatics
 - Expanding biological sciences programs.
 - Expanding programs in the environmental sciences.
 - Updating and expanding computer management and information technology programs.
 - Expanding foreign language studies.
 - Expanding honors and study abroad programs
 - Developing a minor in Business Administration.
 - Expanding fine and performing arts programs.
 - Developing a new undergraduate program in Musical Theater.

- Promote interdepartmental and interdisciplinary collaboration through development of interdisciplinary and multi-disciplinary majors, minors and programs, and also initiatives such as:
 - Interdisciplinary working groups in cultural studies.
 - Collaborations on the School of Business interdisciplinary minor.
 - Development of an Interdisciplinary Masters in Humanities.
 - Development of a program in Gerontology.
- Expand and develop post-baccalaureate and masters programs, including applied graduate fields, such as:
 - a Masters in Teacher Education.
 - a Masters in Global Education.
 - a graduate program in teaching mathematics for middle school mathematics teachers.
 - new graduate programs for Early Childhood and Elementary programs.
 - a Masters in Environmental Management.
 - a Masters in Linguistics.
 - a Masters in Music Therapy.
 - a 5-year Masters Program in French Education.
 - a new graduate program in Allied Health Management.
 - the Masters in Business Administration, including off-campus offerings in locations such as India.
- Selectively develop and establish up to six new doctoral programs or Ed.D.'s with an applied emphasis, including:
 - A Doctorate in Environmental Management.
 - A Doctorate in Wellness.
 - A Doctorate in Applied Linguistics.
 - Expansion of the options within the Ed.D. in Pedagogy by adding new interdisciplinary specializations in Language Arts and Literacy, and Music Education.
- Develop collaborative programs with other institutions, including businesses, schools and professional organizations.
- Significantly expand opportunities for continuing education, certificate, non-credit, and contract programs, centered around the University's core academic programs, including:
 - Adult education
 - Experiential education
 - English as a second language
 - Off-campus courses
 - Professional development courses for teacher certification requirements

- Post-baccalaureate certificates
 - An Early Childhood certificate
 - An Elementary Education certificate
 - Develop programs in gerontology – Center of Gerontology
 - Develop a certificate program in Community of Inquiry in the Center of Pedagogy
 - Develop certificate programs, e.g., Special Education
 - Develop graduate certificate programs, such as those already developed for CISCO, Object Oriented Programming.
 - Develop certificates in Bioinformatics and Data Mining
 - Develop and market weekend program, e.g., Managing Business Essentials
- Expand the University’s summer undergraduate and graduate program offerings to meet the needs of regular students and also to attract visiting students.
 - Facilitate improved course scheduling by adding Summer Sessions and Special Programs representation to graduate and undergraduate curriculum committees.
 - Strengthen the global characteristics of MSU’s curriculum:
 - Develop new partnerships with other institutions in the international community
 - Attract visiting foreign scholars to academic departments
 - Develop internships and work experiences for MSU students
 - Develop more summer institutes that focus on Latin America, Asia, and Africa
 - Continually review and, when necessary, improve course schedules to ensure completion of educational programs in a timely fashion for all students, especially Freshman English and Basic Composition courses.
 - Expand evening and weekend program offerings
 - Institute a University College for part-time, weekend, evening and non-traditional students
 - Collaborate with community colleges and develop branch programs
 - Expand articulation programs with junior colleges and other four-year colleges and universities in New Jersey, including UMDNJ
 - Further develop a Center for Equity of Teaching Enhancement in the Reform of Math and Sciences.
 - Further develop a Computer Consulting Center.
 - Develop a New Jersey Center for Environmental Management.

- Revitalize the School of Conservation - Increase visibility and interaction of SOC with main campus – use as site for field research.
- Fully integrate emerging technologies into all aspects of academic programs.
- Develop a comprehensive program of distance learning, particularly for programs at the applied masters levels.
- Develop prototype programs – To avoid programmatic duplication, develop common prototypes for several core programs.
- Collaborate with teachers in K-12 schools to develop programs of mutual interest.
- Streamline curriculum approval processes throughout the University.
- Identify a curriculum integration specialist who can cross traditional academic barriers.
- Establish a support network within academic programs and the Office of Information Technology for on-line learning.
- Increase library holdings, especially journals, to match the expansion and growth of academic programs.
- Offer more sections of high demand courses.

Faculty

More than any single factor, the University's quality depends on the excellence of its faculty. At Montclair State University, the faculty continues to distinguish itself to its students, the public at large, and to the community of scholars and teachers.

The University maintains its commitment to retaining and attracting highly qualified faculty members. It also will strive to recruit distinguished faculty and seek support to increase the number of endowed chairs. These efforts will be particularly challenging because of the large number of faculty who will be retiring within the next six years. Complicating matters further, some academic disciplines face particularly competitive situations with regard to faculty hiring. Furthermore, the changing demographic composition of anticipated student enrollments requires that the University emphasize even greater diversity among its faculty.

Building on its proud tradition of teaching and research, the University will commit itself to expand its support for increased faculty research, publication, and external recognition. The University's continuing commitment to the FSIP program, summer support for teaching and research, a strong technological infrastructure, joint faculty appointments, and an expanded faculty development program is the key to preserving the faculty's reputation as world-class teachers and scholars, and significantly enhancing that recognition. The action plan for faculty includes:

- Increasing the absolute number of full-time faculty to match the anticipated growth of academic programs.
- Aggressively recruiting and retaining full-time research and teaching faculty with the strongest possible academic credentials and experience, in addition to filling vacated faculty positions.
- Seeking external support to increase the number of endowed chairs for strong academic programs.
- Increasing the diversity of our faculty by supporting special hiring initiatives for academic programs with demonstrable resource needs.
- Developing and implementing a transition assistance program (including housing searches) to attract new young faculty by providing help with the expense and complexity of moving to New Jersey.
- Providing startup funds from college/school or University sources for every new faculty member hired.
- Strongly encouraging joint appointments for faculty and collaboration across department boundaries.
- Making every effort to attract and retain qualified affiliate and adjunct faculty to supplement the University's rich academic programs with qualified teachers who also can bring the benefits of practical experience into the classroom. However, in order to preserve academic quality, no academic department will rely excessively on adjunct teaching staff.

- Developing innovative incentive programs to attract full-time faculty to teach in summer sessions. This will require adequate compensation.
- Continuing to measure excellence by all components of the academic triad—teaching, research and service—not just the teaching in which we take justifiable pride.
- Ensuring that appropriate recognition is given in faculty performance evaluation criteria to incorporating technology into teaching and research.
- Expanding support for faculty research initiatives, including grant writing and grant management support, and providing increased financial incentives through the University’s overhead cost sharing program.
- Increasing the number of successful faculty research grants to complement increased support. Joint faculty proposals and college/school collaborations will be expected and joint ventures with sister institutions should be pursued.
- Building on the successful FSIP program, the University will continue and extend its faculty development program.
- Committing to a three-year program to increase funds for faculty travel to attend scholarly conferences and meetings to present papers or participate as panel members.
- Emphasis on research and faculty grants. [doesn’t seem to add much to what’s already been said.]
- Emphasizing extensive student research with faculty partners.

Administrative Support

The University will continue to improve administrative services for students, faculty, and staff. State-of-the-art management and administrative systems, supported with the latest technologies, will be implemented to ensure the highest quality support services.

Not only will the projected enrollment growth and academic program development necessitate additional staff resources, but the University's support services will also have to be improved and expanded to meet future institutional needs. The action plan for administration requires that the University:

- Commit to continually improve its administrative support services through on-going reviews and customer satisfaction feedback programs
- Expand the operating time of crucial support services and extracurricular activities to include evenings and weekends to accommodate the growing student population (traditional and non-traditional) and academic programs. Included are the Student Center, the University Library, the Financial Aid Office, the Registrar, the Bursar and computer laboratories and cafeterias.
- Develop and implement a one-stop student service model for crucial services.
- Expand the Center for Adult Learning to support easy access to higher education for adults.
- Commit to provide opportunities for staff training and professional development, and endeavor to maintain a quality workplace that will attract and retain staff.
- Develop and implement a new performance assessment review system.
- Maintain a fair and competitive staff salary program to attract and retain non-union staff.
- Expand the computer training program for administrative staff and faculty. Develop and implement specialized and individual training programs to fully prepare employees to utilize technology.
- Provide technical training for business service personnel, including training for more effective customer service skills.
- Develop and implement a program of records retention and storage, including the preservation of electronic information.
- Continue to support the technology renewal and replacement plan to renew and upgrade computer laboratories, faculty computers, and administrative computers in regular cycles.
- Upgrade or replace all administrative computing systems, including the admissions, registration, financial, budgeting, human resources, payroll, and purchasing systems by 2005. To prepare for this transition technical user committees will be established to develop specifications for new computer systems, evaluate vendor proposals, and guide the conversion to new systems.
- Web-enable all administrative support systems. This will facilitate on-line applications for admission, registration, bill payment, advising, and record

inquiry for students. It also will enable employees to access and update their own records and make it possible to process many administrative forms digitally.

- Upgrade and maintain the University's network infrastructure at the technological cutting edge. To meet increasing demands for bandwidth for academic and administrative applications, and to provide a computing environment with maximum flexibility, the University will make every effort to apply the latest technologies, including wireless services.
- Provide resources for specialized technical staff support for every college/school and every major administrative division in order to fully exploit the potential of available technologies.
- Establish end user and advisory committees for each major administrative computing system.
- Develop and maintain a global data directory, integrated into the human resources computer system, to permit management of unique digital identities for students, faculty, and staff necessary for programs that require authentication and secure access. This service also will make it possible to maintain on-line telephone directories or produce printed versions.
- Develop and implement University technology standards for hardware and software. Such standardization will permit more efficient management of technology once installed, and a less complex training program for installed equipment. Moreover, it will enable the University to develop bulk purchase programs for recurring purchases of technology.

Facilities

A world-class teaching university requires not only cutting edge academic programs, but also the facilities to support such a venture. This requires land and new buildings. The recent acquisition of the last large parcel of land contiguous to the University will support these efforts. Moreover, many of the University's existing facilities require significant renovations and upgrades.

Additional space is needed for classrooms and other instructional facilities. Currently, during peak hours, most of our classrooms are fully used. Renovated and new facilities will be fully mediated and supported with the latest technologies. Existing laboratory facilities must be renovated and additional laboratories provided to support the University's expanding research associated with its academic programs. As the University continues to grow, more space also is required for additional faculty and staff. Therefore, the University is committed to the long-term investment of resources for the following projects:

- Construction of a new parking garage has begun. When it is finished later this year, it will accommodate 1,100 vehicles. This will significantly ease parking limitations for visitors to campus and also improve access for faculty and staff, as well as commuter students.
- A new three-building undergraduate residence complex is being designed. Construction is scheduled to begin later this year with completion in 2003. It will be located on the recently-acquired 30 acres of land on Clove Road and will have a capacity of 860 beds.
- A new 500-seat theatre is being designed. Scheduled to be completed late in 2003, this will be a state-of-the-art facility for the University's music, theatre and dance programs, and distinguished faculty, student and guest artists.
- A new academic building will be designed and constructed. Upon completion in 2005, it will be the largest building on campus and house the College of Education and Human Services, including the Center for Teacher Preparation and Learning Technologies. The new building will offer state-of-the-art classrooms, offices, laboratories, and technologies. It will also be the home of the Office of Information Technology and all its units, plus and conference space and dining facilities.
- A children's center will be designed and constructed to house under one roof the Psychoeducational and Child Care centers. This facility will become a model for early childhood education where children with disabilities can learn, play and grow alongside peers. The center will serve as many as 500 children.
- A recreation facility will be designed and constructed to serve the recreational needs of the University's students, faculty, and staff.
- The University will develop and implement a program to improve and expand its athletic facilities.
- By 2006, Richardson, Calcia, Partridge, Chapin, Finley, and Mallory Halls will all be upgraded with major renovations.

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- The University will invest \$12 million to upgrade its utilities infrastructure; completion is expected by early 2003.
- An aggressive program of regular and deferred maintenance will be implemented. Annual and long-term maintenance and renovation priorities will be reviewed and re-assessed periodically and matched with available funding.
- As opportunities arise, the University will continue to acquire land and buildings to assist in building institutional capacity.
- The University will develop and implement a plan to lease office and classroom space at off-campus locations to provide space for grants and other externally funded programs.
- The program of campus beautification will continue to be a high priority.
- Comprehensive facilities inventories and qualitative space audits will be conducted to guide the University's space allocation and management program.
- The University's Facilities Committee will be asked to develop appropriate space standards that are practical and equitable and reflect the needs of academics, research, and administration.

Institutional Advancement

Montclair State University is blessed with the ingredients necessary for a successful institutional advancement program. These include superior academic reputation, outstanding faculty, positive public perception, institutional visibility, and strong management.

The University needs a successful public information program to communicate its core values and academic excellence to prospective private supporters and to potential government funding sources. This strategic plan presents clear institutional goals that will attract external support. Additionally, Montclair State University will continue to pursue excellence for all its sports and recreation programs. The action plan for institutional advancement follows.

- The University will launch its second capital development campaign to raise \$00,000,000 to fund the priority needs identified in this plan. While support will be sought from State and federal sources, special efforts will be made to seek private funding for capital projects.
- The Development Office will increase the proceeds of the annual fund by 0% for each of the next five years.
- The University's alumni organization, including the development of additional alumni chapters, will be expanded. Greater efforts to familiarize students with the Alumni Association will be made.
- A new alumni and fundraising computer support system will be developed and installed to support development and better track alumni.
- The Global Education programs will remain a high priority for the University. This attracts public and private funding as well as international scholars. It also represents a source of funding for faculty research and travel.
- The intercollegiate athletic programs will be strengthened.
- The University will develop long-term plans to expand its athletic facilities.
- The University will enhance its support for athletic teams, many of which have won regional and national championships.
- A long-range advertising campaign to position the image of the University and to help market its academic programs and faculty will be developed.

External University Constituencies

Montclair State University, a public institution of higher education, is a well known and highly regarded teaching institution. Consistent with its broader mission, the University's value to New Jersey does not end with its strong academic programs, but serves a variety of non-traditional populations.

Through its highly successful programs for Academically Gifted and Talented Youth, the University has attracted pre-college students since 1981. Its Weston Science Scholars Program enables high school students to work with science professors. Through its Preparatory Music Program, the University has provided pre-college music education to all age groups. This encourages and develops potential in beginning students and offers intensive training for the musically gifted. All these programs reach far beyond the campus into the surrounding communities.

The University has also been well known for its Psychoeducational Center that serves children with special needs and the Child Care Center that serves preschoolers.

The action plan for continuing service to external University constituencies includes:

- A University commitment to make effective community relations a high priority. This includes maintaining high institutional visibility and developing closer relationships with community leaders and elected officials.
- A continuing commitment to make the successful Gifted and Talented Program will continue to be a high priority.
- The University will continue to sponsor summer athletic camps for K-12 students.
- The athletic fields of the University will continue to be available for use by amateur athletic teams.
- Continuing support for Project Thistle, the nation's first professional development program based on critical thinking.
- Support the Weston Program, a K-12 students program that partners students with MSU science faculty members.
- Continuing support of the Music Preparation Program and other fine and performing arts offerings to attract the external community to campus.
- The University will continue to make the development of public and private partnerships a high priority. Building on the success of the Floyd Hall partnership, and on the negotiations involving the New Jersey Transit train station project, the University will continue to seek opportunities for collaboration.

Finances

Essential to achieving the long-term plan the University has set for itself is the establishment of a firm relationship between strategic goal setting and the financial planning process. This essential bond will ensure that strategic goals and objectives are realistic and achievable.

As Montclair State University approaches its centennial, the financial foundation of the institution will be further strengthened so that it can prosper during a period when local and national demographic shifts and growth will create significant institutional challenges. The University will have to ensure its financial stability as part of a balanced growth program. Not only must its physical infrastructure be strengthened and preserved, but its human and programmatic resources must also be nurtured and allowed to prosper and develop to their full potential.

The strategic goals and action plans that have been outlined represent bold initiatives involving people, programs, facilities, and endowment. The financial challenges of these commitments, when added to the projections of normal University expenditures, provide a clear picture of institutional needs for the years ahead. The gap between these resource needs and projections of normally-expected resources defines the fund-raising requirement and the programs necessary to procure State and federal support. The action plan for finances includes:

- Working to procure additional State funding to remedy current underfunding, as measured by per student appropriations, and also to accommodate anticipated enrollment growth.
- Working to procure additional State funding for new construction, renewal and replacement projects, and for deferred maintenance.
- Developing more external and diverse sources of funding.
- Remaining affordable but setting tuition and fee rates closer to the average of the senior New Jersey public colleges and universities.
- Setting residence hall rates as low as possible but sufficient to produce the revenues necessary to operate residence halls and provide for normal repair and maintenance.
- Increasing investment income at a rate greater than the national Higher Education Price Index (HEPI).
- Increasing revenues from sponsored research, training and other special contracts each fiscal year.
- Increasing miscellaneous revenue streams at a rate greater than the Consumer Price Index (CPI).
- Maintaining adequate uncommitted reserves to respond to unforeseen challenges or opportunities, and to support its capital program. The level of reserves will be reviewed each year.

- To fund unexpected operating expenditures, the annual operating budget will include an undesignated contingency fund. Its level will be determined annually.
- The University's auxiliary enterprises, including residence halls, student center, campus store, and parking services will be expected to operate on a revenue center basis. Consequently, once all direct and indirect costs have been met, such operations will benefit from their own financial performance.

Implementation of the Strategic Plan

The University's strategic plan clearly articulates our institutional values and goals while serving as a practical guide for annual resource allocation and also for long-term investment. It is important to emphasize that it does not represent the end of a process, but a beginning. The plan represents the University's vision at a point in time; as such, it is the first step in a dynamic institutional planning process.

This process will afford annual opportunities to assess progress toward established goals. Moreover, the annual review will afford an opportunity to adjust the University's strategic plan to respond to internal and external changes, thus maintaining its flexibility and effectiveness. Department and divisional plans will also be reviewed annually and updated as necessary.

Modified plans will be sent to the University Planning Committee for review and comment. The Planning Committee in turn will forward the plans, along with its comments, to the President for consideration. Subsequently, changes in strategic direction that emanate from departmental and divisional updates may result in changes to the University's Strategic Plan.

Implementation of the University's Strategic Plan is a collective responsibility. To assist with the execution of this shared responsibility, the University Planning Committee, in collaboration with the Senior Vice President for Administration, will conduct an annual review of the goals and objectives outlined in the University's Strategic Plan. Subsequently, the Planning Committee will issue a report that notes the progress achieved in implementing those goals and objectives during the preceding academic year, along with any recommendations the committee deems appropriate.

Linking Strategic Planning and Budgeting

To achieve the goals and objectives in the University's plan, it is essential that allocation of the University's resources reflect those strategic priorities. Consequently, the formulation of annual operating budgets, as well as the development of long-range budget commitments, will be integrally linked to those priorities, i.e., resource requests tied to priorities articulated in the University's Strategic Plan will receive primary funding consideration. To ensure successful implementation of their own strategic plans, departments and divisions should explicitly link annual and long-term budgets to their goals. Linking planning and budgeting in such a manner will ensure that scarce University resources are effectively targeted to help achieve the highest priorities.