

PREFACE

Since Monmouth University's reaffirmation of accreditation by the Middle States Commission on Higher Education in June 1996, Monmouth took major steps to actualize its vision and its mission as a comprehensive teaching university "committed to service in the public interest, lifelong learning, and the enhancement of the quality of life." Part of the impetus came from the findings of our own Institutional Self-Study (hereafter referred to as "the self-study"), which were also expressed through the Middle States evaluation team's comments and suggestions during its March 1996 visit.

This Preface has three sections. The first explains Monmouth's preparation for the Periodic Review Report (PRR). This will be done by presenting the PRR objectives, format, and methodology; by providing brief highlights of the narrative and relevance of the appendices and exhibits; and by describing the representative character of the groups involved in its preparation. The second section gives a current general overview of Monmouth. The third section updates Monmouth's response to issues addressed by the evaluation team in its March 1996 report and by the Commission on Higher Education in its July 1996 report.

MONMOUTH'S PREPARATION FOR THE PERIODIC REVIEW REPORT

The PRR was prepared under the direction of Dr. Saliba Sarsar, Associate Vice President for Academic Program Initiatives and Associate Professor of Political Science. He co-chaired with Dr. Marilyn Parker the self-study in 1995-1996. President Rebecca Stafford appointed him as the PRR chair in Fall 1999.

Also appointed was a Steering Committee composed of four faculty members, eight administrators, a Board of Trustees member, and two students (Table P.1). At the start of the periodic review, the Steering Committee met to examine the guidelines and content areas of the PRR. The Committee then selected five areas in which Monmouth experienced the most change: Mission, Goals, and Objectives/Institutional Integrity; Faculty and Programs and Curricula; Information Technology and Outcomes Assessment; Enrollment Management and Retention; and Capital Investments and Fund Raising.

These five areas furnished the basis for five subcommittees, which President Stafford appointed in December 1999. Each subcommittee had one or two liaisons to the Steering Committee and direct access to a group of designated resource people, and each chaired by a faculty member or administrator. (Table P.2) The faculty members were representative of the several schools, and the resource people mainly represented the main divisions of the University. (Table P.3) Collectively, the five subcommittees included twenty faculty members, three administrators, and five students. Each subcommittee began to study one of the five areas of Monmouth's institutional life, and all subcommittees completed their work at the end of Fall 2000.

TABLE P.1

**MONMOUTH UNIVERSITY
PERIODIC REVIEW REPORT
STEERING COMMITTEE**

Dr. Saliba Sarsar, Associate Vice President, Academic Program Initiatives,
Chair, Steering Committee

Mary Abate, Dean of Advising and Academic Support Services

Mr. Jason Bentley, Student

Dr. Edward Christensen, Assistant Professor, Chair, Department of
Management and Marketing

Mr. Christopher E. Grzesik, Associate Vice President for Instructional Technology

Dr. Doris Hiatt, Associate Professor, Department of Psychology

Mr. Donald J. Leonard, Member, Board of Trustees

Ms. Mary Anne Nagy, Vice President of Student Services

Dr. Datta Naik, Dean of the Graduate School and Continuing Education

Ms. Susan O'Keefe, Associate Vice President for Academic Administration/Registrar

Dr. Marilyn Parker, Professor, Department of Chemistry

Dr. Fernando Padro, Assistant Professor, Department of Educational Leadership and
Special Education

Ms. Christina Spor, Student

Dr. Kenneth Stunkel, Dean, School of Humanities and Social Sciences

Dr. Terry Webb, Dean, Guggenheim Library

TABLE P.2

MONMOUTH UNIVERSITY PERIODIC REVIEW REPORT SUBCOMMITTEES

PRR Mission, Goals and Objectives Subcommittee

Dr. Marilyn Lauria, Dean, School of Nursing and Health Studies*

Dr. Kenneth R. Stunkel, Dean, School of Humanities and Social Sciences**

Dr. Rebecca Stafford, President, Monmouth University***

Dr. Frank Lutz, Dean, School of Science, Technology and Engineering***

Dr. Julius Adekunle, Assistant Professor, Department of History

Dr. Judith Bazler, Associate Professor, Department of Curriculum and Instruction

Ms. Khamilah Brewington, Student

Dr. Andreas Christofi, Associate Professor, Department of Economics and Finance

PRR Faculty/Curriculum Changes Subcommittee

Dr. Kenneth Campbell, Associate Dean, School of Humanities and Social Sciences*

Dr. Datta Naik, Dean, Graduate School**

Dr. Terry Webb, Dean, Guggenheim Library**

Dr. Thomas S. Pearson, Vice President for Academic Affairs/Provost***

Ms. Patricia Cresson, Associate Professor, Department of Art and Design

Ms Kimberly Fields, Student

Dr. Brian Garvey, Associate Professor, Department of English

Dr. David McCurry, Assistant Professor, Department of Curriculum and Instruction

Mr. Paul Savoth, Associate Professor, Department of Accounting and Business Law

PRR Outcomes Assessment/Instructional Technology Subcommittee

Dr. Bonnie Gold, Professor, Chair, Department of Mathematics*

Dr. Edward Christensen, Assistant Professor, Chair, Department of Management and Marketing**

Mr. Christopher E. Grzesik, Associate Vice President for Instructional Technology**

Dr. Bernice Willis, Dean, School of Education***

Dr. Min Hua Lu, Associate Professor, Department of Management and Marketing

Dr. Robin Mama, Associate Professor, Department of Social Work

Ms. Jodi Meszaros, Student

Dr. Lynn Romeo, Associate Professor, Department of Educational Leadership & Special Education

Dr. Linda Rosen, Associate Professor, School of Nursing and Health Studies

Dr. Eleanor Swanson, Director, Institutional Research

* Committee Chairperson

** Liaison

***Resource Person(s)

TABLE P.2 (continued)

**MONMOUTH UNIVERSITY
PERIODIC REVIEW REPORT
SUBCOMMITTEES**

PRR Retention/Enrollment Subcommittee

Dr. Janice Stapley, Associate Professor, Department of Psychology*

Dr. Mary Abate, Dean of Advising and Academic Support Services**

Ms. Mary Ann Nagy Vice President of Student Services**

Ms. Susan O'Keefe, Associate Vice President for Academic Administration/Registrar**

Dr. Michael Hoban, Dean, Schlaefel School***

Ms. Miriam King, Vice President, Enrollment Management***

Dr. Diane Dobkowski, Assistant Professor, Department of Educational Leadership & Special Education

Mr. James Heely, Associate Professor, Department of Accounting and Business Law

Dr. Michael Palladino, Assistant Professor, Department of Biology

Dr. Ronald Reisner, Assistant Professor, Department of Criminal Justice

Ms. Deepak Vadada, Student

PRR Capital Investments and Fund Raising

Mr. Richard Benjamin, Professor, Department of Electrical Engineering*

Dr. Doris Hiatt, Associate Professor, Department of Psychology**

Mr. William Craig, Vice President for Finance***

Mr. Dennis Macro, Vice President for Institutional Advancement***

Ms. Patricia Swannack, Vice President for Administrative Services***

Dr. Amy Handlin, Associate Professor, Department of Management and Marketing

Ms. Jamilla Moore, Student

Dr. Donald Swanson, Associate Professor, Chair, Department of Communication

* Committee Chairperson

** Liaison

***Resource Person(s)

TABLE P.3

**MONMOUTH UNIVERSITY
PERIODIC REVIEW REPORT
RESOURCE PEOPLE**

PRR Resource People

Mr. William Craig, Vice President for Finance
Ms. Janet Fell, Executive Assistant to the President
Dr. Michael Hoban, Dean, Schlaefter School
Ms. Miriam King, Vice President, Enrollment Management
Dr. Frank Lutz, Dean, School of Science, Technology, and Engineering
Mr. Dennis Macro, Vice President for Institutional Advancement
Dr. Thomas S. Pearson, Vice President for Academic Affairs/Provost
Dr. Rebecca Stafford, President
Ms. Patricia Swannack, Vice President for Administrative Services
Dr. Bernice Willis, Dean, School of Education

After the subcommittees completed their work, the subcommittee chairs met several times during Spring 2001 in order to discuss content, progress, and report format. These meetings were most beneficial and had two important consequences. The first was that the Mission, Goals, and Objectives subcommittee revised Monmouth's mission statement and submitted it to the Faculty Council, general faculty, and the Board of Trustees for their review and approval. As will be discussed in Chapter I, all three bodies approved the revised mission unanimously. The second consequence related to splitting each of two subcommittee reports, those relating to Outcomes Assessment/Instructional Technology and to Faculty/Curriculum Changes. The subcommittee chairs felt that each of outcomes assessment, instructional technology, faculty, and curriculum changes deserved its own section, given the significant progress in each that Monmouth has made since the self-study. Hence, while there were five subcommittees, there were seven reports, and seven chapters appear in this PRR.

The seven reports were assembled into a first draft that was then examined by the Steering Committee, which made suggestions that were incorporated into a second draft. The Monmouth community was regularly updated on the PRR's progress and status at meetings of the general faculty, the Board of Trustees, and the Student Government Association. The second draft was refined further into a third draft, which was e-mailed to the Monmouth community for comments. All those comments were considered in May 2001, as the final manuscript was edited and prepared as this PRR. (See Table P.4 for the PRR timeline since Monmouth's self-study.)

Thus, while the seven reports were revised, condensed, and updated over a period of several months, the recommendations made therein remain virtually intact. The tables within the chapters clarify the narrative. The appendices provide a more in-depth look at issues examined in the PRR. Other materials sent with the PRR document Monmouth since the self-study. This Periodic Review Report reflects the status of Monmouth University as of April 1, 2001.

A CURRENT GENERAL OVERVIEW OF MONMOUTH UNIVERSITY

This overview will discuss the several facets of Monmouth's institutional life: mission, organization and administration, the governing board, curriculum and programs, information technology, outcomes assessment, faculty, student services, life and career advising, enrollment management and retention, and capital investments and fund raising. Highlighted will be the major changes that have occurred since the self-study. Some will be further analyzed in individual chapters, as is indicated below:

- Revision of the mission statement (Chapter I);
- Enhanced curricula and programs (Chapter II);
- Integration of technology into academic programs (Chapters II and III); and
- Implementation of outcomes assessment of student learning (Chapter IV).

The next section will focus on those areas addressed by the Evaluation Team in its March 1996 report and by the Commission on Higher Education in its July 1996 letter.

TABLE P.4

TIMELINE OF THE PERIODIC REVIEW REPORT SINCE MONMOUTH'S INSTITUTIONAL SELF-STUDY

1995-1996	Monmouth conducted its institutional self-study.
February 1996	Monmouth submitted its self-study to the Middle States Commission on Higher Education.
March 11-13, 1996	Middle States evaluation team visited Monmouth.
March 21, 1996	Monmouth received the draft report of the Middle States team.
April 3, 1996	President Rebecca Stafford sent her response to the chair of the Middle States team regarding the draft report.
April 23, 1996	President Stafford responded to the Commission regarding the report of the Middle States team.
July 15, 1996	Commission requested of Monmouth a follow-up report regarding Monmouth's accreditation.
October 29, 1997	President Stafford sent to Commission on Higher Education Monmouth's follow-up report regarding its accreditation.
December 1999	Periodic Review Report Chair, Steering Committee, and Subcommittees were appointed.
Spring 2000	PRR Steering Committee and subcommittees began their work.
December 2000	PRR subcommittees submitted their reports.
March 2001	The first draft of the PRR was e-mailed/mailed to PRR Steering Committee.
April 2001	PRR Steering Committee received the second draft of the PRR. The second draft of the PRR was edited.
May 8, 2001	Monmouth community sent e-mail containing the third draft of the PRR, with a request for comments and suggestions.
June 1, 2001	PRR and related documents submitted to Middle States Commission on Higher Education.

The Mission Statement

As the Evaluation Team recommended, the mission statement was reviewed and revised to reflect current practices and outlooks. This revised mission statement was approved unanimously in 2001 by Faculty Council, the general faculty, and the Board of Trustees. The mission statement distinguishes Monmouth by explicitly emphasizing the University's promotion of creativity, inquiry, research, and scholarship in the teaching and learning process; support of an interactive, interdisciplinary, and personalized education; integration of theory and practice with traditional and progressive pedagogical approaches; cognizance of cultural diversity and change; and engagement in ongoing assessment and improvement of curricula and programs.

Organization and Administration

Emphasizing enhanced and direct communication, "user-friendliness," collegiality, professional excellence, and accountability, President Stafford assumed office in July 1993, and established an administrative structure that has been maintained in its current form since 1996 (See Table P.5 for the Organizational Chart of Monmouth University). Cabinet officers represent the seven main divisions of the University: Academic Affairs, Administrative Services, Athletics, Enrollment Management, Finance, Institutional Advancement, and Student Service. These divisions set annual goals and objectives, and share these, along with their accomplishments, with the community each September during the Convocation. In addition, the Internal Auditor and the Director of Affirmative Action, Human Relations, and Compliance both report to the Vice President and the General Counsel.

Since the self-study, the administrative structure has experienced several noteworthy changes, two of which resulted in distributing functions and positions among two or more divisions.

First, in 1998, in an attempt to more effectively and efficiently respond to the ever-growing technology implementation and support issues that the University was facing, Information Systems was divided into three areas. The area of Administrative Information Systems reports to the Vice President for Finance and is responsible for the programming and support of the administrative computing package. A second area, Network Computing Services, reports to the Vice President for Administrative Services and handles all network functions, computer server administration, telecommunications, and particular end-user support. The third area is Instructional Technology Services, which reports to the Provost and Vice President for Academic Affairs and addresses all technology use in the teaching/learning process, thus insuring academic priority.

The second change in administrative structure involved the Vice President for Institutional Advancement's supervision of the Office of University Communications, which included Publications, Media Relations, Community Relations, Legislative Relations, and the Print Shop. These various functions and positions were revised and distributed among three divisions or offices. This included the hiring of the Director of Public Affairs, who reports directly to the President; the dividing of Publications between the division of Enrollment Management and that of Institutional Advancement; and moving the Print Shop under the supervision of the division of Finance.

In addition to the above, each of the seven main divisions made administrative modifications, improvements, and promotions.

TABLE P.5

In Academic Affairs, the Assistant Provost/Registrar became the Associate Vice President for Academic Administration and Registrar. A new position of the Associate Vice President for Academic Program Initiatives was created to oversee several initiatives, including outcomes assessment, general education, and accreditation. The School of Arts and Sciences was divided into the School of Humanities and Social Sciences and the School of Science, Technology, and Engineering, and a new School of Nursing and Health Studies was created, thus resulting in two new deans reporting to the Provost.

The Division of Administrative Services, which was created to improve service and improve accountability, performance, quality control of external contractors, and communication to the University community through increased efficiency, encompasses six major areas: Facilities Management (formerly Physical Plant), Campus Planning and Construction, Telecommunications and Network Operations (formerly part of Information Systems), Human Resources, University Police, and Insurance. While Facilities Management includes custodial services, building repairs and services, and grounds maintenance, Campus Planning and Construction plans, coordinates, and oversees all major site work, construction, and building renovations on campus. This division is also home to the Information Systems “Help Desk,” which is playing a central service role in Monmouth’s fast growing technology infrastructure. The University’s increase in the number of students, faculty, administrators, and staff has brought about additional responsibilities to the Human Resources Office and the University Police. Monmouth’s capital investments and increasing facilities have kept Administrative Services extremely busy but have generated a strong sense of accomplishment among the employees as well.

In Enrollment Management, an integrated, data-driven enrollment strategy that went beyond admission was implemented. Since 1993, full-time undergraduate enrollment at Monmouth has grown 91 percent, and total University enrollment has increased 42 percent. To address the marked growth in enrollment; to manage enrollment, admission, and retention initiatives; and to provide the best possible customer service to students, positions, practices, and procedures were reviewed and redesigned. For example, in the area of graduate enrollment, the staffing in the Graduate Admission Office was changed and expanded, and the enrollment strategy moved from a passive gate-keeping approach to an aggressive, student-centered one. Market research, marketing, and advertising became more pronounced, and enrollment publications and communications became more prominent. The Office of the Vice President for Enrollment Management currently has direct supervision of Undergraduate Admission, Graduate and Adult Enrollment Services, International Admission, Financial Aid, Admission Processing, Transcript Evaluation, Enrollment Publications, Market Research, and Corporate and Distance Learning.

There have been several organizational changes in the Division of Finance since the last review. The Administrative Information Systems now reports to the Vice President for Finance. The Associate Vice President for Administrative Information Systems administers this area. During this same period, the Assistant Vice President and

Controller and the Assistant Vice President for Budget and Finance were both promoted to Associate Vice President positions in their respective areas. This was done to better reflect additional responsibilities each had taken on in this period of rapid growth for the University.

In Institutional advancement, positions were clarified. Each was given a direct reporting line to the Vice President for Institutional Advancement, such as the Performing Arts Series. In addition to Alumni Affairs, Development, and Grants, the office manages the Annual Fund, the Athletic Fund, Capital Campaign, the Parents' Fund, and the Friends of the Arts. The \$5 million "To Ensure the Vision" campaign to help with the construction of the Edison Science Building was completed and the new academic building was finished in June 2000, with the help of a \$500,000 Kresge Foundation challenge grant. In February 2000, the private phase of a \$40 million "Vision for Distinction" campaign was begun to fund a new communication and instructional technology center, a new multipurpose activities center, the restoration and addition to the Guggenheim Library, and to increase the endowment. Currently, \$25 million in commitments have been achieved.

The division of Athletics has responded effectively to the challenges of Monmouth's growing athletics program by emphasizing academic support, marketing and promotions, sports medicine, and compliance. As part of the NCAA Division I athletics certification program, the Vice President for Finance is chairing a year-long, campus-wide self-study of the athletics program, covering academic and fiscal integrity, governance, rules compliance, as well as commitment to equity, student-athlete welfare, and sportsmanship.

In Student Services, residential life was enhanced to address the needs of more residential students. The Dean of Student Development became the Dean of Residential Life. The Assistant to the Vice President's focus was enlarged from judicial affairs to community standards. The Office of Students with Disabilities was moved to the Life and Career Advising Center under Academic Affairs. (More details appear below under Student Services, as well as the Life and Career Advising Center.)

Board of Trustees

The Monmouth University Board of Trustees is composed of 32 regular members who are elected to four-year terms and are divided into four class years. Eight Life Trustees are also currently members of the Board. The Board operates within the conventional framework of higher education academic governance for independent institutions. Between the Board's three yearly meetings in February, June, and October, a thirteen-member Executive Committee and its five subcommittees on Trustees, Honorary Degree, Legal, Compensation, and Government Relations carry out its work. Other standing committees diligently oversee specific areas of the business of the University, including Admission and Enrollment Management, Buildings and Grounds, Development, Educational and Faculty Affairs, Finance and Budgets, and Student Life.

Board members are concerned with higher education issues and share a specific and genuine involvement with Monmouth University. Indeed, that involvement is most

evident in the fact that many trustees are alumni, and more alumni are being elected to the Board every year. In addition to trustees' commitments of time and energy, they support the institutional financially and advocate for Monmouth in the public arena. Monmouth's trustees represent the fields of corporate executive management, education, engineering, finance, government, health, law, marketing, and communications, areas of expertise that enhance their efforts on behalf of the University.

In 1995, the Board adopted a Code of Ethics that sets forth conduct guidelines for its members, clearly defines conflicts of interest, and demonstrates the high standards by which the Board governs itself and the University. The Board is especially mindful of its fundraising responsibilities. It successfully concluded the \$5 million "To Ensure the Vision" Campaign in 2000. In February 2001, it committed to raising \$40 million by approving the private phase of the "Vision for Distinction" Campaign. It has also established a Charitable Gift Annuity Program.

Monmouth University is favored with a responsible, committed, hardworking Board of Trustees, supportive of the President and her vision, and generous with its time, talents, and resources. Collectively and individually, the Board members encourage, support, and enable Monmouth to flourish and excel in its mission.

Curricula and Programs

After careful deliberation among faculty and administration, as is best reflected in the work of the Undergraduate Studies Committee and the Graduate Studies Committee, Monmouth has further developed and refined both its curricula and programs in order to better serve students' interests and needs.

In the School of Education, learning objectives in most courses were modified in response to program review conducted in preparation for National Council for Accreditation of Teacher Education accreditation in 2003. In the School of Humanities and Social Sciences, the Department of Art and Design added a Bachelor of Fine Arts and a specialization in Computer and Graphic Design, the Department of Social Work added a Master in Social Work program with sixty credits of new courses, and the Department of Communication added six credits to the undergraduate major and six new undergraduate courses. The School of Business Administration received AACSB accreditation. The Marjorie E. Unterberg School of Nursing and Health Studies was created in July 1998, and received both continuing accreditation from the New Jersey State Board of Nursing and accreditation from the Commission on Collegiate Nursing Education. Since 1998, the School has revised the Health Studies minor, added a graduate certificates for Substance Awareness and School Nurse, as well as a post-master's certificate for nurse practitioners and a specialty in Nursing Administration for MSN students. The School of Science, Technology, and Engineering added courses to support the BS in Biology with concentrations in Marine and Environmental Biology and in Molecular Physiology, while the Department of Mathematics added courses stressing specific mathematical applications in business and scientific careers, and the Department of Software and Electrical Engineering created an Information Technology minor and a Certificate in Information Technology.

As for General Education, the Writing Proficiency requirement was strengthened and an Experiential Education requirement was added. Moreover, students who have entered Monmouth from Fall 1999 onwards are required to take two writing-intensive courses as prescribed by each academic department. In 2000, a Taskforce on General Education reviewed the status of General Education and made important recommendations for assessing and strengthening it.

The Schlaefter School, designed for students who have not met regular admission requirements, continues to operate successfully with an attrition rate that is traditionally only three or four percentage points below that of the better prepared students and a similar six-year graduation rate. The Honors Program has addressed the need for more faculty participation and courses by offering stipends for the development of sophomore- and junior-level seminar courses. Because enrollment has increased substantially since 1993, Monmouth has begun to expand its Study Abroad Program.

The Graduate School added four new graduate degree programs: two MAs in Criminal Justice and in Corporate and Public Communication, an MBA with Concentration in Healthcare Management, and an MSW in Social Work. Several graduate certificate programs were also added: Criminal Justice Administration, Human Resources Communication Specialist, Media Studies Specialist, Public Relations Specialist, Software Development, Software Engineering, Substance Abuse Coordinator, and School Nurse. A Post-Master's Certificate for Nurse Practitioners and a specialty in Nursing Administration for MSN students were also added.

Information Technology

Information technology initiatives followed a strategic plan inspired by President Stafford and developed by the Taskforce for Monmouth University's "Vision in the Information Age," which was chaired by Provost Pearson. Important changes include upgrading the technology infrastructure for faculty and staff, increasing the size and number of computer laboratories across campus, and outfitting a number of classrooms with display technology and network connectivity.

Faculty members are increasing their own learning about technology. Assistance has come from release time, stipends, extended computer support, and workshops. Student proficiency has been addressed in IT100 Information Technology, which is a General Education course, and via various sessions provided by Instructional Technology Services staff. Students are also supplementing their learning via Web-enhanced and online courses, discipline-specific software use, and a Laptop Program that has a thorough assessment component. Other assessment of instructional technology components of courses has been left to individual instructors. Both faculty and students benefit from on- and off-campus access to electronic library resources.

Outcomes Assessment

With the help of an Outcomes Assessment Taskforce that was appointed in Fall 1999, outcomes assessment of student learning has been approached systematically and systemically in three phases. In Phase 1, academic departments submitted a statement of

goals and objectives by December 1999. After Taskforce feedback on recommended improvements, in Phase 2, departments submitted a list of assessment criteria and procedures for each objective by May 2000. In Phase 3, which was initiated in March 2001, departments have begun to implement their Phase 2 plans. Since most of these departments have only in the last few months developed full-fledged assessment plans, they have only begun to gather data.

By devising statements of departmental goals and objectives, and comparing them with the department's curriculum, some departments have revised their programs. For example, as a part of the AACSB accreditation process, the School of Business Administration undertook a comprehensive review of its programs. In the Department of Social Work, advisory board recommendations led to implementation of an elective in both the baccalaureate and master's programs. The Department administers a competency examination to its graduating seniors every year, and has used the results to change course content and assignments. Similarly, in the Nursing MS program, based on an exit survey, a separate advanced health assessment course was added to the Nurse Practitioner track, and a new course was developed to address health care, economics, cultural diversity, health policy, ethics, and disease prevention.

Assessment has been extended beyond individual departments to the General Education curriculum. The Writing component of General Education has been assessed for quite some time via the Writing Proficiency Examination (WPE). Because of the high WPE failure rate, major changes were made in the Writing Program. The entire General Education curriculum is being assessed by an Outcomes Assessment Taskforce, and a General Education Oversight Committee has been set up to ensure appropriate outcomes assessment in the assorted components of General Education and make recommendations for improvements.

To improve summer enrollment and to enable more students to graduate on time, students were surveyed about their summer course preferences, and based on that survey, summer course offerings were modified substantially. In turn, this led to a discounted summer tuition rate, but increased summer tuition income, and fewer summer courses cancelled for lack of enrollment.

Effective assessment by the administration is necessitated by the exigencies of running a private institution with a small endowment. The Board of Trustees regularly reviews the connections between spending efficiency and financial outcomes. A report to the Board of Trustees in 1998 on faculty productivity found that the number of students taught per faculty member has increased significantly. The excessively low student-faculty ratio in Electronic Engineering led to the termination of its undergraduate program.

Faculty

There are more full-time faculty members, with a significant number of them on tenure-track. Most hold the terminal degree in their fields. In Fall 2000, of the 219 full-time faculty members, 38 percent are tenured, compared to 54 percent in Fall 1995. No

department was fully tenured in Fall 2000, compared to one fully tenured department in 1995 and four fully tenured departments in 1990.

Faculty salaries have improved and are competitive with comparable institutions. Professors at Monmouth are in the 80th percentile of comparable institutions (AAUP Category 11), associate professors in the 95th percentile, and assistant professors in the 80th percentile. However, instructors rank in only between the 20th and 39th percentiles.

The recent contract includes significant salary increases relative to the cost of living, and a bonus given by the administration to the faculty has had a further positive effect on faculty morale and administration-faculty relations. Moreover, the contract increases compensation for summer courses, independent studies, and travel funds. Faculty members still have the options to augment their base salary by participating in a voluntary professional development plan and to obtain funds for specific projects from the grants-in-aid-for-creativity. The new faculty contract also provides course reductions for faculty who wish to pursue scholarship as opposed to those who focus exclusively on teaching.

Monmouth has created a new category of temporary specialist professors, who will be appointed on a year-to-year basis, for a period not to exceed five years, in departments that require applied, practical, or specific expertise, such as in Art, Communication, Music, Nursing, Psychology, and Social Work. Monmouth has continued to hire and appreciate the service of adjuncts or part-time faculty. Currently, adjunct faculty carries around 28 percent of the undergraduate and graduate credit hour teaching load.

Monmouth continues to make efforts toward diversification of its faculty. The number of Asian full-time faculty and female full-time faculty has increased significantly, and an improved balance has been established between full-time male and female faculty in the departments of Art and Design, Communication, Psychology, Social Work, and Mathematics.

In order to keep the faculty workload at a manageable level, efforts have been made to stabilize class size by balancing increased enrollment with additional sections. In 1999, a Committee on Class Cancellation and Scheduling recommended changes in course scheduling that are designed to minimize the numbers of courses that need to be cancelled or added before the start of a semester.

Student Services

The Division of Student Services is committed to a philosophy that students are responsible for their lives and capable of making appropriate decisions in conjunction with a variety of academic, personal, and student services resources. Student Services emphasizes the holistic concept of education, which endeavors to enhance each student's sense of self both socially and academically by integrating his/her academic, social, and developmental growth, while recognizing the diversity of his/her background and experience.

Since the self-study, Student Services has undertaken several changes to improve the experience of students. The Residential Life program has expanded tremendously, especially from a staff and facilities perspective. As enrollment has grown, more students have wanted to live on campus requiring the construction of three residence halls and the hiring of five new staff members. In addition, all of the remaining traditional-style residence halls have been renovated and refurbished.

Moreover, as enrollment grew, so did clubs, organizations, and other activities so necessary to round out a student's co-curricular experience. Dedicated staff support for fraternities and sororities began to pay off as two new organizations, Alpha Chi Rho fraternity and Zeta Tau Alpha sorority, joined the campus. In addition, staff in the Student Activities Office developed a student leadership development program.

Services for students were also enhanced in two other areas, Health Services and the Office of Off-Campus and Commuter Services. In Health Services, doctor hours were expanded and the addition of nurse practitioners now permits students to receive a wider range of services. The newly-established Office of Off-Campus and Commuter Student Services is primarily charged with assisting students who live off campus within the local community to understand their rights and responsibilities as members of a community. In addition, the Office works to assimilate commuter students into the life of the campus.

Life and Career Advising Center

Other important changes took place in the Life and Career Advising Center (LCAC), which is the hub of a comprehensive, integrated advising system providing academic, career, and personal counseling services to all students, beginning in orientation and continuing through and beyond graduation. The LCAC, which is nationally recognized, continues to strengthen and integrate new services. During the last five years, the most extensive changes were the expansion of the facility and the enhancement of career services to include Cooperative Education, Service Learning, Job Development, Experiential Education, Placement, and Student Employment.

Other recent changes included expansion of LCAC services to students with physical disabilities and to non-traditional adult students. Instead of a previous arrangement in which a part-time faculty member handled the needs of students with physical disabilities, the Department of Disability Services for Students enlarged its scope of service to include accommodations for students, in addition to enhancing its services to students with learning disabilities. Another enhancement to the LCAC is the academic advising and counseling of our undergraduate, part-time population most of whom are non-traditional adult students. A part-time counselor serves this population in the evenings in order to accommodate their working schedules. The organizational integration and the holistic approach to counseling continue to enhance available services and resources for students.

Governance

Since 1995, the University has revised its by-laws and streamlined governance. The current committee structure seems to be functioning well, with many opportunities for faculty involvement on formal as well as ad hoc committees and taskforces. The recent

eighteen-member Taskforce on General Education involved fourteen faculty members, and the eight-member Taskforce on Outcomes Assessment involved five faculty members.

The Faculty Council has deliberated on important documents such as the mission statement, has created new committees such as the Oversight Committee on General Education, and has refined the statement on “Civility in the Classroom” and the policy on Plagiarism. The Council is also reviewing the “Evaluation of Provost and Deans” document that was proposed by President Stafford.

The Undergraduate Studies Committee and the Graduate Studies Committee have been most instrumental in reviewing and approving important curricular changes and programs.

The Council of Chairs and Provost Pearson are collaborating on revising the “Role of Department Chair” document.

The Academic Affairs Planning Group (AAPG) consists of the Provost, the academic deans and deans of academic support areas, three associate vice president reporting to the Provost, and a representative of Institutional Advancement. The AAPG has been vital in reviewing budgets, policies, and procedures that cut across academic divisions. It has made recommendations to appropriate bodies, such as the President’s Cabinet and Faculty Council.

The recent negotiations between the administration and the Faculty Association, while lengthy and tough at times, have been cordial and substantive. They have resulted in a three-year contract that will benefit the faculty and the University, and serve as a landmark for years to come. Overall, communication between the faculty and administration has been improved, and the spirit of inclusion is alive and well at Monmouth.

MONMOUTH’S RESPONSE TO THE EVALUATION TEAM AND THE COMMISSION ON HIGHER EDUCATION

Considerable progress has been made since President Stafford’s October 1997 Follow-up Report to the Commission on Higher Education’s July 1996 letter. (See Appendix A for a copy of the Follow-up Report to the Commission on Higher Education.) This progress pertains to matters raised by the Commission, including planning for a major fund raising campaign, constructing and equipping a new library, reducing the attrition rate, and addressing faculty expectations in the establishment of a graduate faculty. These will be given in the order they appeared in the Commission’s letter, and will be analyzed further in the context of larger issues in individual chapters as given below:

- Institutional Advancement and Fundraising (Chapter VII);
- The Status of the Library (Chapter II and VII);
- Reducing the Attrition Rate (Chapter VI); and
- Faculty Expectations in the Establishment of a Graduate Faculty (Chapter V).

Fund Raising

Monmouth's financial health is strong. This is the most successful financial period in its history, largely because of its fund raising efforts. With the successful completion of the \$5 million "To Ensure the Vision" campaign in 1999-2000, which was designed to fund the New Academic Building, the Board of Trustees launched a \$40 million "Vision for Distinction" capital campaign in February 2000. As of September 2000, pledges and gifts totaled nearly \$10 million, and an additional \$8 million had been raised from public sources. The plan calls for achieving 60-70 percent of its goal through private solicitation by October 2001. At that time, a second, public phase will begin and continue through October 2005. This effort will be coordinated through a national campaign steering committee composed of alumni and trustees.

Of gifts received to date, the largest proportion is earmarked for the Center for Communication and Information Technology: \$7.5 million of its \$10 million cost is pledged or in hand. The Guggenheim Library portion of the campaign is funded in full through a large public grant of \$4.6 million and an additional \$500,000 in private contributions. The Multipurpose Activities Center remains the largest single fund raising challenge, with approximately \$4 million raised toward a goal of \$20 million. The institutional endowment will be built up from its current base of \$35 million through the "Vision for Distinction" campaign, which aims to raise \$5 million, of which at least \$1.3 million is already in hand.

Overall development activity is similarly aggressive, with a 2000-2001 objective of \$3.4 million in individual and corporate gifts. Institutional fund raising (private foundations and organizations) is proceeding apace: 59 percent of the 2000-2001 goal of \$1.1 million had been raised as of August 2000. In addition, the year 2000 is the first year in which trustee annual fund giving exceeded its dollar goal.

Monmouth is making excellent progress toward creating a campus environment through capital investments that will ensure continued success in the marketplace. A careful reading of the capital projects list included in the budget model for 2000-2001 indicates that renovations and repairs, new academic and telecommunications equipment, and HVAC upgrades are being funded in the annual Operating Budget, while new capital projects are being funded through gifts, pledges, and public funds. There is an occasional borrowing against our assets based on signed pledges. This appears to be a sound measured fiscal approach to meeting the physical plant needs of the institution.

The Guggenheim Library

The Guggenheim Library is listed in the National Registry of Historic Buildings and is a magnificent structure, most suitable as a place for study and intellectual reflection. The Library currently consists of approximately 46,000 square feet divided between the original historic mansion (two stories and a basement) and a 1967 addition (three stories and a basement).

Since 1996, Monmouth's plans for the Library have evolved, in part because technology changes in accessing, storing, and delivering information on campus have lessened the

need for a 100,000 square foot facility. Through necessary renovations of the original structure and through an addition to the 1967 adjoining building, the size of the library can be reduced from a projected 100,000 gross square feet to 60,000-70,000 square feet, and can still meet the needs of the University community for decades to come. A new/renewed physical addition for study, storage, teaching, and administrative space is also planned. As for the renovation design, the original part of the library building will be restored, with the main entrance changed from its current rear location to the front and more accessible side of the historic mansion. The HVAC system will be upgraded in order to provide additional conditioned study areas and group meeting space. The 1967 building addition will expand by 20,000 gross square feet, for the purpose of providing compact storage of print material, and administrative offices for the professional librarians. The project is being undertaken in two phases, the first of which will involve repairing the historic mansion exterior, and the second of which will include the new addition and the renovation/restoration of the existing interior spaces. The addition will be constructed along the easterly side of the building and will consist of three floors and a basement. The total anticipated cost, including furniture, fixtures, and equipment, is \$7.5 million. The construction of the addition began in April 2001, and when the new construction is complete, the restoration of the interior space will begin in August 2002. The project is slated for completion in May 2003.

The book collection will be held at its current level of 250,000 volumes by undertaking a systematic and continuous weeding project that will reduce the number of current volumes by 25 percent. The library anticipates acquiring approximately 3,500 volumes per year.

Reducing the Attrition Rate

The work on retention has been expanded campus-wide through the Enrollment Planning Committee (EPC). The Committee oversees the strategic enrollment planning and supervises campus committees responsible for tactical enrollment initiatives.

New initiatives have made substantial efforts to reduce attrition by improving the four-year graduation rate. Project Reach Out targets every undergraduate student eligible to return who has not registered in the priority registration for the upcoming term. Until the term start date, such students are contacted by telephone, e-mail, and letter by coordinated efforts of the Life and Career Advising Center, Enrollment Management, and Student Services. The Summer Grant Program continues to facilitate progress on the four-year graduation rate, especially for students entering in 1994 and beyond. The Advising Taskforce developed a set of recommendations intended to enhance the quality of the academic advising experience by shifting the focus of the interchange between the student and the faculty member to academic planning and away from the clerical tasks of registration. Retention Scholarships make additional grant funding available to students identified as “at risk for transfer due to cost.” The EPC's Student Tactical Action Subcommittee has reviewed the administrative processes of enrollment and recommended changes in the priority registration and bill paying processes, as well as communications to students in order to improve students' experiences. The EPC's Scheduling and Cancellation Subcommittee also made recommendations on class

cancellation and the planning of data driven schedule planning. Although four-year graduation rates had dipped as low as 19 percent for students who entered in 1991 and 1993, those rates have been enhanced to 28.4 percent for students who entered in 1994, 26 percent for those who entered in 1995, and 33 percent for those who entered in 1996.

The EPC also decided to move the five-year graduation rate from 48 percent to 55 percent. Of the students who entered as freshmen in 1994, the first class affected by this decision, 50.2 percent graduated in six years (compared to the long-term average of 48.7 percent).

Six-year graduation rates are not yet available for classes entering after 1994. However, the improvement in the four-year graduation rates for the 1994, 1995, and 1996 cohorts would seem to indicate that the six-year rate could be an improvement over the historic trend. Current data has been collected as a part of Monmouth's retention research, and this data indicates a wider variation in graduation rates than was indicated at the time that Monmouth's goal was set. At that time, six-year graduation rates were compared with the broad category of all higher educational institutions (53%) or of public (52%) and private (60%) institutions. In light of the academic profile of our students, this and other data suggest that although we should strive to improve retention to graduation, the historic six-year rate of 48.7 percent may be typical.

Three other recent developments are noteworthy. First, during the 2000-2001 academic year, a long-term, data-driven retention plan was drafted. Second, there has also been a change in policy regarding student participation in Commencement. Previously, students were allowed to walk at graduation if they were within six credits of completing their degree requirements; however, approximately 15 percent of these students never finished their degree requirements. In response, the faculty passed a resolution to change the requirements for participating in commencement, effective May 2003. At that time, only students who have met all degree requirements will be allowed to participate in Commencement. This new policy may enhance our 4- and 5-year graduation rates. Lastly, in Spring 2001, we have begun offering registration for a full year at a time, in another effort to streamline the registration process for students and help them to do academic planning in an organized and more long-term manner. This should also help students to monitor their academic progress and create academic plans that will result in graduation on time.

Faculty Expectations Regarding Graduate Faculty

The administration continues to award some faculty members Graduate Faculty status, which carries an expectation of increased scholarship in addition to teaching and service in a graduate program. The new contract between the University and the Faculty Association reduces the gap between graduate and undergraduate faculty by providing for course reductions for faculty who do not have a graduate program in their discipline and who are engaged in scholarly pursuits. Moreover, because some graduate faculty bear an exceptional burden in supporting program advising and administration beyond the responsibilities detailed in "Graduate Faculty Criteria and Appointment," it was decided in negotiations that those graduate faculty should be compensated at the rate of \$750 per

semester for their extra responsibilities, and that the Graduate School Dean will administer a fund to compensate graduate faculty for any additional graduate program administration duties.

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CHAPTER I

MISSION, GOALS, AND OBJECTIVES/INSTITUTIONAL INTEGRITY

Monmouth University has experienced major changes since its Institutional Self-Study in 1996, which necessitated revisions of our mission statement as well as our goals and objectives.

MISSION

Monmouth gradually transformed from a college to a university during the early 1990s, and was officially designated as a “teaching university” in 1995. These changes caused the University to re-examine and modify its mission statement. (See Table I.1.) During the 1996 visit of the Evaluation Team from the Commission on Higher Education of the Middle States Association of Colleges and Schools, the mission statement read:

Monmouth University is an independent, comprehensive, teaching-oriented institution of higher learning, at the undergraduate and graduate levels, committed to service in the public interest and, in particular, to the enhancement of the quality of life. Our commitment is to provide a learning environment that enables men and women to pursue their educational goals, to reach their full potential, to determine the direction of their lives, and to contribute actively to their community and society.

In the Evaluation Team's report to the faculty, administration, trustees, and students, the Team urged further re-examination of the mission statement to reflect Monmouth's status as an emerging university. That evaluation, Monmouth's annual goals and objectives and accomplishments (see below), and its future plans and expectations all led to a substantial change in Monmouth's mission statement by February 2001. The new mission statement was approved unanimously by Faculty Council, the general faculty, and the Board of Trustees:

Monmouth University is an independent, comprehensive, teaching-oriented institution of higher learning, committed to service in the public interest, lifelong learning, and the enhancement of the quality of life. Monmouth University promotes creativity, intellectual inquiry, research and scholarship as integral components of the teaching and learning process. This is accomplished through a dynamic, interactive, interdisciplinary, and personalized education that integrates theory and practice with traditional and progressive pedagogical approaches. Cognizant of cultural diversity and the dynamics of scientific, social, and technological change, faculty and staff engage in ongoing assessment and improvement of the curriculum and other university programs to meet the needs of students and the community. Monmouth University enables undergraduate and graduate students to pursue their educational goals, determine the direction of their lives, and contribute significantly to their profession, community, and society

TABLE I.1

CHANGES IN MONMOUTH'S MISSION STATEMENT, 1994-2001

September 1994	Monmouth revised its mission statement in preparation for its November 1994 University Status Petition to the State of New Jersey. The phrase "at the undergraduate and graduate levels" was added to make explicit the inclusion but also distinction between learning at the undergraduate and graduate levels.
Spring 1995	The Institutional Self-Study's Subcommittee on Mission, Goals, and Objectives/Institutional Integrity recommended further modifications to the mission statement. The term "teaching-oriented" was added, and the words "process and" were deleted. Moreover, the last sentence was reorganized to give the mission statement a more holistic expression of Monmouth's commitment.
March 1995	Following Monmouth's official designation as a "teaching university," the word "College" was replaced by "University."
Spring 1996	The Board of Trustees approved the mission statement.
April 1996	The Commission on Higher Education of the Middle States Association of Colleges and Schools' Evaluation Team issued its report, which urged Monmouth to revise its mission statement to reflect its emerging university status.
Summer 2000	The Periodic Review Report's Subcommittee on Mission, Goals, and Objectives modified the mission statement to reflect the unique and positive aspects of Monmouth's past, to express its present status, and to project its future needs and expectations.
Fall 2000- Winter 2001	The Faculty Council and the general faculty revised the mission statement further, with input from the University community.
January 2001	The Faculty Council unanimously approved the mission statement.
February 2001	The general faculty and the Board of Trustees both unanimously approved the mission statement.

GOALS AND OBJECTIVES

Monmouth's vision appears in *Monmouth University—A Regional Comprehensive University of Distinction—Our Vision*, along with specific objectives, referred to as "Activities and Behaviors Necessary to Realize Our Vision." This vision and these objectives have guided Monmouth's transformation since 1993. They were refined in *Our Vision and Our Challenge* in 1996, in light of the new rights and responsibilities accompanying Monmouth's designation as a comprehensive teaching university (Appendix C). The introductory statement reads:

Monmouth University strives to be an academic community offering distinctive curricular programs of exceptional quality within an affordable private institution combining modern facilities with a gracious historic campus and a professional environment supported by alumni, led by a dedicated Board of Trustees, and recognized in the region as a center of learning.

The vision and challenge are tied to annual goals and objectives for each of the seven major divisions at Monmouth (Academic Affairs, Administrative Services, Athletics, Enrollment Management, Finance, Institutional Advancement, and Student Services; see Table I.2 for Organizational Chart 2000-2001). Each division shares its goals and objectives, as well as its accomplishments, in writing with the entire Monmouth community during Opening Convocation (Appendix D). Monmouth fulfills its vision and meets its challenge by administrators being held to specific benchmarks and presenting them to others at the University for discussion and comment, commitments which are important expressions of its institutional integrity.

INSTITUTIONAL INTEGRITY

The basic principles of institutional integrity are articulated in Monmouth's mission statement. They also appear in *Our Vision and Our Challenge*, especially those sections emphasizing basic rights and responsibilities. These include freedom of expression and inquiry, academic preparation and quality, individual integrity and responsibility, respect for diversity as well as tolerance for the interests and views of others, fiscal soundness, teamwork and sharing, and cooperation among members of the community.

In addition, institutional integrity is explicitly found in negotiated documents pertaining to conditions of employment, such as fair and impartial processes in hiring and grievance procedures. Among them are the collective bargaining agreements between Monmouth University and the following labor groups: the Faculty Association of Monmouth University; the Office and Professional Employees International Union, Local 32, representing the office and clerical staff; the International Brotherhood of Teamsters, Local 11, representing the facilities management staff; the International Union of Production, Clerical and Public Employees, Local 911, representing the facilities management supervisory staff; the Monmouth University Patrol Officers; and the Monmouth University Police Supervisory Officers.

Other documents also address the issue of institutional integrity, such as the avoidance of conflict of interest or the appearance of such conflict in administrative practices; the response to concerns or alleged violations of institutional policies in a prompt, appropriate, and equitable manner; and the rights and responsibilities of students. These documents include numerous publications from the Office of Human Resources; the Office of Affirmative Action, Human Relations, and Compliance; the Board of Trustees Bylaws; the Faculty Bylaws; the Adjunct Faculty Handbook; the Student and Residential Life Handbook; the Constitution of the Student Government Association; and the undergraduate and graduate catalogs.

CHAPTER II

CURRICULA AND PROGRAMS/INNOVATION AND EXPERIMENTATION

An institution's curricula and educational programs are important measures of how it fulfills the academic component of its mission and its goals and objectives. This chapter examines curricula and programs at the undergraduate and graduate levels and analyzes innovation and experimentation, particularly in the use of technology for instructional purposes and in special programs.

As part of this overall periodic review, every school provided responses to a questionnaire that was developed and administered by the PRR Subcommittee on Faculty/Curriculum Changes (Appendix E).

CHANGES IN DEPARTMENTS AND SCHOOLS SINCE 1995-1996

Structure and Curricula Innovation

Monmouth's academic departments were first grouped into schools in 1981. The three schools established at that time remained until 1989. Since then, the schools have been reorganized several times. (See Table II.1 for the Organizational Chart of the Division of Academic Affairs.)

In 1981, the original three schools were Business Administration, Humanities and Social Sciences, and Science and Professional Studies, which included Education, Nursing, and Physical Education, in addition to the mathematics, science, and technical areas.

In July 1989, the School of Humanities and Social Sciences and the School of Science and Professional Studies were reorganized and renamed the School of Arts and Sciences and the School of Information Science and Technology, so that there were still three schools, including Business Administration. In 1993, the School of Information Science and Technology was absorbed into the School of Arts and Sciences, so that there were only two schools, including Business Administration.

In July 1994, two new schools, the Graduate School and the Schlaefer School, were formed and added to the existing two, making a total of four. Both schools are administrative units, each with its own dean, rather than homes to academic departments. The Graduate School was formed to enhance all aspects of Monmouth's graduate programs. The Schlaefer School was formed to clarify the purpose of the former Schlaefer Program and to strengthen the services offered to its students. (More information on these schools is offered later in this chapter.)

In July 1995, the School of Education was created from what was, until then, the Department of Education in the School of Arts and Sciences. It was formed in response to the special needs and large number of undergraduate and graduate majors in Education.

TABLE II.1
MONMOUTH UNIVERSITY
ORGANIZATIONAL CHART OF THE DIVISION OF ACADEMIC AFFAIRS

In July 1996, the School of Science, Technology, and Engineering was created from five departments formerly within the School of Arts and Sciences. The School of Arts and Sciences also changed its name back to its original name, the School of Humanities and Social Sciences.

In July 1998, the School of Nursing and Health Studies was created from departments in the School of Humanities and Social Sciences, making a total of six schools.

The following is a report on the current status of each school and their departmental structures, along with a discussion of curricula innovation and change, as well as learning objectives. (See Table II.2.)

School of Education

The School of Education was established in 1995 with two departments, the Department of Curriculum and Instruction and the Department of Educational Leadership and Special Education (ELSE). No new departments have been created or removed since the 1996 institutional self-study.

The School offers six master's degree programs, four MEd and two MAT. In addition, there are four certificate programs. The undergraduate program has the education major combined with 13 academic major disciplines across the campus and one major within the School of Education (Special Education).

In response to program reform in the past five years, learning objectives in most courses offered in the School have been revised or modified. New programs in the ELSE Department have been added with revised courses, while the core undergraduate education and graduate MAT programs are currently under revision in preparation for National Council for Accreditation of Teacher Education (NCATE) accreditation, using national association guidelines and standards.

Both departments have developed and approved outcomes assessment plans for the undergraduate and graduate programs. These plans are based on the School's Mission and Goals and Objectives statements that it developed during this reporting period. All programs in the School of Education are using or planning to use performance-based assessment strategies in individual courses and in program assessment.

The School of Education is preparing to seek accreditation by NCATE in 2003. In preparation for this process, school programs and courses are being revised to reflect national standards for content areas, professional development, and technology integration.

The Wayne D. McMurray School of Humanities and Social Sciences

The Wayne D. McMurray School of Humanities and Social Sciences includes eleven departments: Art and Design, Communication, Criminal Justice, English, History and Anthropology, Interdisciplinary Studies, Music and Theatre Arts, Political Science and Philosophy, Psychology, Romance Languages and Literatures, and Social Work. The

TABLE II.2

ACADEMIC DEPARTMENT STRUCTURE, FALL 2000

Department (School)	Program Changes Since 1995
Accounting and Business Law (Business Administration)	– New MBA concentration in Accounting, Accounting Information Systems undergraduate courses.
Art and Design (Humanities and Social Sciences)	– New BFA in computer and Graphic Design, concentration in Graphic Design.
Biology (Science, Technology, and Engineering)	– New concentrations in Marine and Environmental Biology, Molecular Cell Physiology.
Chemistry, Medical Technology, and Physics (Science, Technology, and Engineering)	– New BS in chemistry with concentrations in advanced chemistry (ACS approved), concentrations in Biochemistry.
Communication (Humanities and Social Sciences)	– New MA in Corporate and Public Communication.
Computer Science (Science, Technology, and Engineering)	– Revision of undergraduate and graduate curricula.
Criminal Justice (Humanities and Social Sciences)	– New MA in Criminal Justice.
Curriculum and Instruction (Education)	– Revision of undergraduate and graduate curricula.
Economics and Finance (Business Administration)	– Revision of undergraduate curriculum.
Education Leadership and Special Education (Education)	– New online certificate program, revisions of undergraduate and graduate curricula.
English and Foreign Languages (Humanities and Social Sciences)	– Revision of undergraduate English curricula, deletion of Classics minor and Foreign Languages minors except Spanish.

**TABLE II.2
(continued)**

ACADEMIC DEPARTMENT STRUCTURE, FALL 2000

Department (School)	Program Changes Since 1995
History and Anthropology (Humanities and Social Sciences)	– Revision of History graduate curriculum.
Interdisciplinary Studies (Humanities and Social Sciences)	– Graduate program changed from MA in Liberal Studies to MA in Liberal Arts, revision of Graduate curriculum, Pathways to Fitness requirement deleted.
Management and Marketing (Business Administration)	– New MBA concentration in Health Care Management, seminar in E-commerce.
Mathematics (Science, Technology, and Engineering)	– Revision of undergraduate curriculum.
Music and Theatre Arts (Humanities and Social Sciences)	– Revision of undergraduate curriculum.
Nursing and Health Studies (Nursing and Health Studies)	– Became a separate school. Curriculum is run at the school level.
Political Science and Philosophy (Humanities and Social Sciences)	– Religious Studies deleted from department title; revision of curriculum.
Psychology (Humanities and Social Sciences)	– Revision of undergraduate and graduate curricula.
Social Work (Humanities and Social Sciences)	– New MSW program (CSWE accreditation in progress).
Software Engineering (Science, Technology, and Engineering)	– New BSSE minor and certificate in Information Technology, revision of graduate curricula.

School offers 13 undergraduate degree programs as well as master's degrees in Corporate and Public Communication, Criminal Justice, History, Liberal Arts, Psychological Counseling, and Social Work.

There have been several changes in areas of specialization and disciplines within various departments.

The Department of Art and Design added a BFA (Bachelor of Fine Arts) degree with a specialization in Computer and Graphic Design, a more concentrated professional degree. The Department also added new minors in Art History and Photography

In the Department of Criminal Justice, several areas of specialization were dropped, and in Summer 1995, Social Work left and became an independent department.

In the Department of English and Foreign Languages, the Classics minor, nearly all foreign language minors (except Spanish), and all ESL (English as a Second Language) sections have been eliminated; because of the growing enrollment in foreign languages and the heavy burden on the Chair of the English Department that has resulted from growing University enrollment, as of January 2001, the Department has divided into two departments, English and Romance Languages and Literatures.

In the History graduate program, a concentration in Industrial Civilization was introduced in 1998.

The Department of Interdisciplinary Studies added a Geography major in 1998 and a Geographic Information Systems program in Fall 2000; in the same semester, the MA in Liberal Studies became the MA in Liberal Arts.

By 1998, the Department of Social Work added a Master in Social Work (MSW) program with 60 credits of new courses, including concentrations in International Community Development and Practice with Families and Children, and a minor in Social Welfare.

In most of the departments, there has been a great deal of curricular reform, ranging from individual courses to entire majors, spurred by the growth of the University and by reforms in assessment procedures.

In the Department of Art and Design, faculty members have added more specialized courses in computer and graphic design to support the new BFA degree, minors in Art History and Photography, and six new undergraduate courses.

The Department of Communication has been placing more emphasis on writing, theory, and research. The Department has added six credits to the undergraduate major (36 to 42) and six new undergraduate courses. In outcomes assessment, the department is seeking feedback from seniors and alumni to produce a synthesis of major concepts in the senior year in the form of an evaluated portfolio.

In the Department of Criminal Justice, two new undergraduate courses have been added. Faculty have also determined four areas of learning objectives and redesigned their courses accordingly.

The Department of English and Foreign Languages has established outcomes assessment procedures for English and English Education majors, including portfolio review, assessment by faculty, and questionnaires to graduates and alumni. The English major course offerings were thoroughly revised: several courses in the English major received new course numbers, titles, descriptions, or prerequisites, other courses have been added or dropped, and all major courses were re-sequenced to provide for a more coherent curriculum.

In the Department of History and Anthropology, the survey course Western Civilization in World Perspectives has been revised, and five new undergraduate courses were added.

In Interdisciplinary Studies, there are new guidelines for the Interdisciplinary major as well as new courses in Sociology and Geography. The recently established Experiential Education program has also been refined.

In the Department of Music and Theatre Arts, an undergraduate course has been added, and three Appreciation courses are in place.

The Department of Psychology has added a sophomore-level course in order to give earlier exposure to statistics and methods, and to serve as a baseline measure for outcomes assessment. The Department has also added seven new undergraduate courses.

In Social Work, the learning objectives have been revised as mandated by the Council on Social Work Education. Two undergraduate and six new elective courses have also been added. Their assessment strategy is based on competency exams, employer surveys, alumni surveys, and videotaping and skills assessment. These techniques are being utilized in other departments on campus as well.

Related to accreditation by regional or national organizations, two departments reported changes. The Department of Social Work has maintained an accredited BSW program and has had its MSW program admitted into candidacy. With the 1998 curriculum reform by the Communication Department, its curriculum was certified by the Public Relations Society of America.

School of Business Administration

The School of Business Administration includes the disciplines of accounting, economics, finance, management, and marketing. No disciplines have been added or dropped since 1995. The departments of Management and Marketing, however, have been combined.

In 1999, the School received AACSB accreditation by the Association to Advance Collegiate Schools of Business. This was the result of a five-year process, during which the curriculum and faculty were thoroughly reviewed.

The AACSB report thoroughly reviews how the curriculum addresses ethical, global, legal, regulatory, technological, and diversity concerns. Additionally, the School has established a specific monitoring process that identifies how individual faculty, departments, the School Curriculum Committee, the Dean, and University committees introduce changes to the curriculum. The effectiveness of the curriculum is continually monitored by alumni surveys, exit surveys, employer surveys, a field achievement test, SIR reports, and the review of course portfolios. The conclusion of the AACSB report, as affirmed by accreditation, is that the curriculum is subject to a continual process of improvement.

The major changes in departmental course offering during the last five years include the following:

Accounting: restructured and renumbered BA 101 and 102 Principles of Financial and Managerial Accounting; added BA 430 Accounting Information Systems.

Economics: dropped BE 151 Economics and Society, BE 310 Business and Economic Development of the United States, and BE 404 Analysis and Forecasting of Business Conditions; added BE 480 Business Research: Economics.

Finance: dropped BE 314 International Trade and BE 341 Comparative Economic Systems; added BE/BF 455 Business Forecasting, BF 435 Derivatives, and BF 480 Business Research: Finance.

Management: renumbered numerous courses to reflect appropriate level for students; added BM 327 Business Ethics, Diversity, and Social Responsibility, which later became a requirement; BM 480 Business Research: Management; BM 485 and 486 Experiential Learning Internship; dropped BM 351 Entrepreneurship.

Marketing: dropped BK 313 Purchasing and BK 401 Marketing Research; renumbered numerous courses; added BK 480 Business Research: Marketing and BK 485, 486 Experiential Learning Internship.

A review of the catalogs from 1995 and 2000 indicates several changes to the business core requirements. However, most of the changes represent a change of course numbers. The substantive change in the core requirements includes the addition of BM 327 Business Ethics, Diversity, and Social Responsibility and the deletion of BE/BF 304 Money, Credit, and Banking. It should be noted that the accounting concentration will likely be dramatically revised in the near future in response to the requirement that candidates for the CPA exam have 150 credit hours beginning in 2001.

Marjorie K. Unterberg School of Nursing and Health Studies

The Marjorie K. Unterberg School of Nursing and Health Studies offers a BS in Nursing for registered nurses, an MSN to prepare nurse practitioners and nurse administrators, as well as a Health Studies minor. In Fall 1998, a post-master's certificate for nurse practitioners was added. In Fall 2000, a specialty in Nursing Administration for MSN students, and a post-baccalaureate program for School Nurse certification were added. In the MSN program's Acute Care and Gerontological nurse practitioner tracks, admission was discontinued as of Fall 1999. Admission into the Adult and Family nurse practitioner tracks continues.

The School reviews its learning objectives on a yearly basis and has made significant revisions to the BSN and MSN programs to be effective Fall 2001. A new undergraduate course on Alternative/Complementary Health has been added to the Health Studies offerings. Two courses have been revised: Health in Developing Countries and Women's Health in Diverse Cultures, which now fulfill the General Education requirement in Cross-Cultural Studies. AIDS in a Global Society, a health course, now meets the General Education requirement in the Perspectives program. The School has retained its outcomes assessment plan for the BSN program, which is reviewed every two years, and has added an outcomes assessment plan for the MSN program. All changes have been consistent with the learning objectives and also with the requirements of the State Board of Nursing and the national accrediting body for the School. Courses in Health Studies support health awareness, cross-cultural, and global learning objectives of the University.

All changes in the MSN Program are related to national accreditation standards, except the decision to suspend enrollment in the two tracks for Acute Care and Gerontological nurse practitioners, which was based on the lack of demand. The School received continuing accreditation from the New Jersey State Board of Nursing in February 2000, based on a site visit in October 1999. The School received accreditation from the Commission on Collegiate Nursing Education in Spring 2000, based on a site visit in November 1999.

The School of Science, Technology, and Engineering

The School of Science, Technology, and Engineering includes five departments: Biology; Chemistry, Medical Technology, and Physics; Computer Science; Mathematics; and Software and Electrical Engineering.

The School offers undergraduate degree programs in Biology, Chemistry, Clinical Laboratory Science, Computer Science, Mathematics, Medical Technology and Software Engineering; minors in Biology, Chemistry, Information Technology, and Mathematics; and concentrations in Marine and Environmental Science, Cytotechnology, Medical Technology, and Toxicology. The School also offers Master's degrees in Computer Science, Electrical Engineering, and Software Engineering. All programs of study are directed toward preparing students for working and living in a multicultural, technologically complex, global environment.

Students wishing to earn certification as an elementary teacher (N-8) or subject area teacher (K-12) are required to complete simultaneously the requirements of the BS program in Education and one of the subject area specific programs offered by the University. In conjunction with the BS in Education and certification as an elementary teacher or certification as a subject area teacher, BS programs include Biology, Chemistry, Computer Science, and Mathematics.

The curriculums offered by the School's departments have continued to evolve since the School's establishment. Specific curricular offerings are outlined below.

The Biology Department offers a BS in Biology as well as a minor in Biology. The curriculum is designed to give students a basic and diversified background in the life sciences. Curricular initiatives in 1999-2000 include the addition of courses to support a BS in Biology with concentrations in Marine and Environmental Biology and in Molecular Cell Physiology.

The Chemistry curriculum provides a firm foundation in all of the traditional aspects of chemistry. In addition to the BS in Chemistry and the minor in Chemistry, the Department now offers a BS in Chemistry with a concentration in Advanced Chemistry or in Biochemistry. The American Chemical Society (ACS) has approved the concentration in Advanced Chemistry.

The Clinical Laboratory Sciences curriculum is composed of a three-year pre-professional component and a fifteen-month professional component leading to a BS degree. The program is offered in collaboration with the University of Medicine and Dentistry of New Jersey (UMDNJ) School of Health Related Professions. The pre-professional component is conducted at Monmouth University and the professional component is conducted by UMDNJ. Concentrations within the program are available in Cytotechnology, Medical Technology, and Toxicology.

The Department of Computer Science offers undergraduate and graduate degrees. The undergraduate curriculum provides a foundation in the computing sciences, including software analysis and design, and computer hardware systems. In addition to the BS in Computer Science, the Department offers both a minor and a certificate in Computer Science. The graduate program in Computer Science leads to the MS degree and includes concentrations in Computer Networks and Intelligent Systems. In addition, students have the option of taking the interdisciplinary program in Telecommunications in conjunction with the MS in Electrical Engineering.

The Mathematics curriculum is designed to provide an introduction to classical and modern mathematics. In addition to the BS in mathematics, the program offers a minor in mathematics. Recent curricular initiatives have included the addition of courses stressing specific mathematical applications to careers in business, marketing, and the sciences.

The Medical Technology curriculum is designed to give students a broad knowledge of the life sciences. It provides experience in performing and understanding numerous standardized and specialized laboratory procedures by completing an undergraduate program of study prescribed by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), followed by a 12-month training period in a NAACLS-approved hospital. Cooperating hospitals in New Jersey include Monmouth Medical Center in Long Branch, Jersey Shore Medical Center in Neptune, and Cooper Medical Center in Camden. The Department also facilitates the Monmouth Medical Center Scholars Program, an eight-year undergraduate/medical school program directed toward the preparation of physicians for the 21st century. The Program is for students who have excelled academically and who wish to enter the medical disciplines of family medicine, general internal medicine, or general pediatrics. The Monmouth Medical Center Scholars Program is a cooperative integrated program developed by Monmouth University, Monmouth Medical Center, and the MCP-Hahnemann School of Medicine of Allegheny University of the Health Sciences.

The Department of Software and Electrical Engineering offers degrees and certificates on the undergraduate and graduate levels. Monmouth was one of the first institutions in the country to establish a department specializing in Software Engineering. The undergraduate Software Engineering curriculum is designed to give students a broad background in both computer and engineering science, with a heavy emphasis on those aspects of software engineering that will enable graduates to participate efficiently in design, development, and deployment of large software systems. This program's first undergraduate class enrolled in Fall 2000. The Department also initiated an undergraduate minor in Information Technology and a certificate in Information Technology. On the graduate level, the Department offers an MS in Software Engineering and two graduate certificate programs in Software Development and in Software Engineering. The MS in Electrical Engineering is an advanced professional degree, with emphasis on developing technical depth and professional expertise in computer engineering, telecommunications, signal processing, and military electronics.

GENERAL EDUCATION

General Education is at the heart of Monmouth's academic mission. While the major provides undergraduate students with career preparation, General Education gives them a taste of liberal education. Consisting of multiple learning goals, seven interdisciplinary perspectives, and 51 (40 percent) of 128 credits, it embodies the fundamental purpose and expectations for undergraduate students. It constitutes a common learning experience for students and a shared teaching experience for some faculty.

There have been three notable changes in the General Education curriculum since 1995-1996. First, all students are required to take a Writing Proficiency Examination when they are enrolled in EN 102 or EN 151H, or when they have received transfer credit for both EN 101 and EN 102 or EN 151H. Since 1995-1996, students who fail or are absent from the examination must now enroll for the following semester in EN 110 Writing Reasoned Arguments and its co-requisite EN Lab, a weekly one-hour tutoring session in

the Writing Center. EN 110 is a three-credit course for which a retaking of the Writing Proficiency Examination is the final examination. Second, since Fall 1997, students are also required to satisfy the Experiential Education requirement, which they may fulfill in a variety of ways. (See below.) Finally, students who have entered Monmouth since Fall 1999 are required to complete two writing-intensive courses as prescribed by the academic departments in which their majors are housed.

In February 2000, a Taskforce on General Education was formed to review Monmouth's General Education curriculum. The Taskforce consisted of eighteen members, including one student. The goals of the Taskforce were threefold: to review the current General Education courses, to find ways to strengthen General Education, and to find ways to assess General Education. The Taskforce reviewed syllabi for all General Education courses, using a checklist to ensure that they fulfilled the requirements of the course. Questionnaires were sent to all department chairs and program coordinators who supervised General Education courses. Members of the Taskforce met with focus groups, including students, representing different areas of the core curriculum. This led to a discussion about ways to strengthen and assess General Education. Currently, the Writing Proficiency Examination exists as an example of assessment in the core. The Taskforce considered similar exams in other areas, such as the sciences, Cross-Cultural, Perspectives, and Critical Discourse. (Appendix F provides the Report of the Taskforce on General Education.)

GRADUATE STUDY

In 1994, during the reorganization of Monmouth College to seek teaching university status from the State of New Jersey, the existing graduate programs were organized into a Graduate School, effective July 1, 1994. At the same time, 56 faculty members who met the established criteria were appointed as graduate faculty for three-year renewable terms. (See Appendix III of the Agreement between Monmouth College and the Faculty Association of Monmouth College.) The graduate faculty's primary responsibility is to provide the core of instruction in the graduate programs, pursue scholarship, and serve as advisors and mentors to graduate students. In Fall 2000, there were 74 graduate faculty members supporting the 18 graduate degree programs in the five academic schools.

The Commission on Higher Education of the State of New Jersey granted Monmouth the University designation on March 24, 1995. On that date, Monmouth College was renamed Monmouth University. The achievement of university status reflects the success of Monmouth as a comprehensive institution. Effective teaching at the graduate and undergraduate levels remains at the heart and mission of Monmouth University.

The Dean of the Graduate School, the Graduate Studies Committee (GSC), and the academic school deans share the responsibility and accountability for the administration and coordination of graduate programs. The Graduate School Dean chairs the GSC, and the Committee membership includes academic school deans and the director of each graduate degree program. The Graduate School Dean, in consultation with the academic school deans, coordinates external evaluations of graduate programs on a regular basis with an objective to bring about continuous improvements in its offerings. The Graduate

School Dean also coordinates proposals for new graduate programs according to the established institutional procedure.

Degree Programs and Degrees Awarded

Graduate degree and certificate programs are listed on pages 11 through 23 of the 1999-2001 Graduate Catalog. Four new graduate degree programs have been added since Fall 1995, following the established institutional process for approval of new programs: MA in Criminal Justice in 1996, MA in Corporate and Public Communication in 1997, MBA with Concentration in Healthcare Management in 1997, and MSW in Social Work in 1998. Several graduate certificate programs have also been added during the same period: Criminal Justice Administration, Human Resources Communication Specialist, Media Studies Specialist, Public Relations Specialist, Software Development, Software Engineering, Substance Awareness Coordinator, and School Nurse.

The number of master's degrees awarded in 1999-2000 was 430, compared to 391 in 1995-1996 and 253 in 1990-1991. (See Table II.3) This increase parallels the growth in graduate student enrollment: 710 in Fall 1990, 1135 in Fall 1995, and 1442 in Fall 2000.

The most popular degrees in recent years have been the master's degrees in Education and in Business Administration. Master's degrees awarded in Education increased steadily from 49 in 1990-1991 to 147 in 1996-1997, and then stabilized in the range of 121-135 per year during the last three academic years (1997-2000). The number of MBA degrees awarded peaked in 1993-1994 at 174, and then declined steadily to 76 in 1999-2000. This decrease can be attributed to the discontinuation of off-campus MBA sites, the upgrading of the MBA admission standards, and the general national downward trend in student interest in the MBA degree. Currently, the third most popular master's degree program is the MSW program, which was added in Fall 1998, which started with a full enrollment of 60, and which graduated 59 students in 1999-2000 from the first class of 60 students. Master's degrees awarded in Psychological Counseling, Software Engineering, Computer Science, Nursing, Criminal Justice, and Communication account for most of the rest of the graduate degrees awarded in 1999-2000.

TECHNOLOGY INTEGRATION AND IMPACT ON TEACHING AND LEARNING

Monmouth has moved rapidly into several technology initiatives, including upgrading the technology infrastructure for faculty and staff, increasing the size and number of computer laboratories across campus, and outfitting a number of classrooms with display technology and network connectivity. (See Chapter III for a fuller examination of information technology.) These initiatives include the Laptop Pilot Program, Web-enhanced courses, and online asynchronous courses.

The Laptop Pilot Program involves technical and administrative support for the use of laptop computers by faculty in their teaching and by students in their learning. The Program began in Fall 1999 with 4 courses and 36 students; in the 2000-2001 academic year, 40 laptop pilot courses are running, with 170 students.

TABLE II.3**MASTER'S DEGREES BY MAJOR**

	90/91	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00
BUSINESS	128	147	140	174	142	135	97	109	68	76
COMMUNICATION									4	16
COMPUTER SCIENCE	27	37	45	39	48	29	13	18	34	27
CRIMINAL JUSTICE									9	17
EDUCATION	49	65	78	86	121	130	147	131	135	121
ELECTRONIC ENGINEERING	9	12	12	10	15	17	6	8	11	10
HISTORY	3	2	6	7	5	1	2	5	7	7
LIBERAL STUDIES	1	3	2	1	5	8	4	0	4	4
NURSING								20	13	20
PSYCHOLOGICAL COUNSELING						9	5	31	28	37
SOCIAL WORK										59
SOFTWARE ENGINEERING	36	21	31	34	44	62	50	63	27	36
<i>TOTAL</i>	253	287	314	351	380	391	324	385	340	430

Web-enhanced courses enhance the delivery of courses with information from and communication via the Internet, in most cases using the WebCT course environment. The number of Web-enhanced courses has risen steadily from 28 in Fall 1998 to over 200 in the current academic year.

Fully online, asynchronous courses have increased from five in Fall 1998 to ten in the current academic year. The Department of Education Leadership and Special Education has had approved and will offer the first fully online certificate program at Monmouth (in Early Childhood Education) beginning with the 2001-2002 academic year.

To provide faculty input into academic issues arising from new technology initiatives, Teaching and Learning Technology Roundtables (TLTR) have been created in each school, and a University Instructional Technology Committee (UITC) has been formed. The UITC reports to the Associate Vice President for Information Technology Services, and recommendations are made to the Technology Leadership Committee for executive decisions.

The impact of these new technologies on teaching and learning has yet to be fully developed and monitored. (See Chapter IV for a discussion of assessment in this area.) Faculty members are increasing their own learning about technology, but guidelines and expectations to facilitate this integration need clarification. Research has supported the notion that faculty are more likely to integrate technology if they know about it, and to this end, the Instructional Technology Services (ITS) program has been very supportive with demonstrations as well as individual and departmental support to faculty. Even though this support has increased, ITS resources are quickly being outpaced by faculty and student demands for training, technical support, and service. In subtle but growing ways, the new technology infrastructure is having an impact not just on how Monmouth faculty members are teaching, but also in what they are teaching. New information sources, available in class or through asynchronous access online, create new learning opportunities for students and faculty alike.

GUGGENHEIM LIBRARY

Considerable progress has occurred in the Library since the self-study and President Stafford's 1997 Follow-up Report to the Commission, which revised the University's plan for the Library, as stated in the self-study.

Expansion/Renovation: a new addition will enlarge the Library to nearly 75,000 gross square feet. Renovation of the existing structure will relocate the entrance, upgrade HVAC systems, and assure a more logical arrangement of services and materials, making them easier to find and use. The expansion and renovation will provide more public service and office space, and permit development of the Library's collections to support future growth in the University's curricula. The project should be completed in 2002-2003. (See Chapter VII for more details on the Library's expansion and renovation.)

Administration/Faculty: since 1996, four tenure-track librarians and the Library Dean left Monmouth, preferring academic or business opportunities elsewhere. These departures have adversely affected service in the Library. While reasons for the high turnover vary, the library is taking steps to alleviate the primary causes by improving recruitment methods to attract the most qualified applicants and by developing a mentoring program to guide new hires through the tenure process.

New Library Information System: The non-Y2K-compliant system was replaced, and the major modules of the new system have been installed, including serials and acquisitions. This new system includes a web-based interface, making it possible for users outside the University to gain access. The use of a proxy web server allows students and faculty to access all library resources from off-campus, thus significantly improving library use.

Library Centrality: To compensate for its peripheral location on the campus, the Library plans to integrate itself more fully into the processes of teaching and learning at the University.

Over the next five years, the Library has six major objectives. First, it will increase library instruction in the Guggenheim and conduct instruction via laptop across the campus. The “new” Guggenheim will accommodate the expanded teaching role that academic libraries now play in the learning process, and will fully support the University’s laptop initiative, collaborative learning and teaching, and other new approaches to information fluency. The Library will become a teaching venue in its own right, where students and faculty work with librarians to achieve subject mastery.

Second, to complement its fine array of Internet/Web scholarly databases, online government and business data, the online gateway/catalog, and document delivery services, the Library will develop original online learning resources in collaboration with instructional faculty. These unique knowledge bases will support specific instructional programs, escalate scholarly communication with the University and the larger academic community, and provide local businesses, professionals, and the public with access to valuable data and research. The Library will coordinate development of these resources with Instructional Technology Services and Network Computing Systems to assure their accessibility and effectiveness and to avoid duplication of effort.

Third, the Library will sharpen its book collection. While many functions once performed by print materials will be handled electronically, books will continue to provide breadth and depth of coverage to complement online resources. It follows that every book must earn its place in the Library to give students the fullest possible knowledge in their fields. Instructional faculty will be urged to participate in all aspects of collection development, including weeding.

Fourth, Library staffing patterns will be restructured to improve the workflow and to enhance reference service, library instruction, and online resource development.

Fifth, Library interaction with instructional faculty will increase through collaborative teaching, resource design, collection development, jointly sponsored courses, advisory committees, and special events.

Sixth and finally, new services will be added in the Guggenheim, including greater network connectivity, classrooms, group study rooms, conference/seminar rooms, exhibits, special events, and refreshment.

Achieving these six objectives will increase student and faculty usage of the Guggenheim overall, and make it more central to the learning that occurs at Monmouth.

INSTRUCTIONAL SERVICES

Instructional services include tutoring via the Reading Center and the Writing Center, as well as the Life and Career Advising Center (LCAC). They also occur via the scheduling of classes in terms of the academic calendar and the time frame of classes.

Tutoring

Since 1995, the Reading Center has made two changes. First, if a student's verbal SAT score is 510 or greater, then he/she is waived from taking the reading portion of the placement test. In addition, a customized test book has been created to integrate the reading course with other content courses.

Since 1995, there have been a number of changes in the Writing Center. Increases in student enrollment and demand have led to increased hours, space, staff, and technology use. At the same time, the Center has improved its delivery of tutorial services, its training of tutors, and its outreach efforts to faculty.

Approximately 800-900 students use the Writing Center during the Fall semester, and an approximately 700 use it during the Spring semester. Around 70 percent are first-year students who are required to use the Center because they are enrolled in EN 050, 101S, 102S, or 110. There has been an increased effort to monitor student attendance. Due to increases in student enrollment and demand, the Writing Center has extended its hours from 36 to 42 hours per week, and the space it occupies from one to three rooms. There are approximately 45 student-tutors who work in the Fall and 35 in the Spring. Added to their ranks are an additional five professional tutors who have masters and terminal degrees.

The Center's use of technology has been improved and increased. Currently, there are 10 new computers in the writing labs. Students are allowed to bring their laptops in during their tutorial sessions, and the tutors work with the students to provide hands-on learning. There are more source materials and programs on the computer, which include practice drills for the students.

In 1997, the Writing Center initiated an ongoing pilot program that allows writing tutors to enter into the classrooms on scheduled days and to act as assistants to the professor.

The program is a cooperative learning effort that is aimed at helping students to practice in-class writing and to remedy specific composing and writing problems.

Tutoring objectives have changed slightly. There is an increased emphasis on the idea of tutoring the students, not editing their writings. The goal is to help students to recognize their own mistakes and to make the necessary corrections. Tutors act as guides, rather than providing quick fixes.

Also, communication between professors, tutors, and students has increased in order to better meet the students' needs. The Center provides feedback to faculty every two weeks concerning their students' performance. Through a revised report form that keeps track of students' attendance, their performance, and their weaknesses, faculty are better able to guide tutors in helping their students.

Life and Career Advising Center

Instructional services are also provided by the Life and Career Advising Center (LCAC), a holistic center focusing on students' academic, career, and personal development. All students are able to take free workshops on topics such as "Understanding Academic Requirements," "Choosing a Major," "Planning Your Schedule," "Calculate Your GPA," "What About Summer School," and a host of others focused on career and personal topics. These workshops have increased over the last five years not only in frequency, but also in diversity.

The LCAC also coordinates LC100 Freshman Seminar, a one-credit course in which freshmen receive information about Monmouth and its academic policies. Although the course addresses career and personal issues freshmen encounter, the "Choosing Major" and "Academic Planning" modules are required. LC300 Career Search is another one-credit course managed through the LCAC's Placement department. Each semester, this course offers instruction on resumes, cover letters, interviewing techniques, and general job-finding skills. Special sections for athletes and students with disabilities have been offered. It is open to junior- and senior-level students.

Faculty advisors in the LCAC are trained to guide students throughout the freshman year in time management, study skills, planning schedules, understanding the curriculum, and very importantly, advocating for themselves.

Scheduling of Classes

To optimize the use of both facilities and time, and to accommodate the increasing numbers of freshmen, scheduling revisions have been made to the academic calendar and the time frame of classes.

The academic calendar was revised in February 1994. The Fall semester schedule remains unchanged. Intersession, a four-week session during January, has been eliminated. The Spring semester now begins in mid-January, after the Winter recess. The new calendar concludes the Spring semester in the beginning of May. These

changes were made to accommodate both student schedules and the availability of off-campus housing in the form of winter rentals in the area.

With the calendar revision, Summer sessions begin in mid-May, which allows the students a two-week break between the end of the Spring semester and the start of Summer classes. In mid-May, a four-week session, a six-week session, and a twelve-week session begin concurrently. At the conclusion of the first six-week session, a second four-week session and a second six-week begin concurrently. This Summer schedule ends two weeks before the Fall semester begins, whereas the previous schedule provided no break between Summer and Fall. This new calendar is similar to that of a majority of other colleges and universities, and permits Monmouth students to compete for summer jobs more easily. It creates a convenient timetable to take an extra class, and effectively uses the time and facilities during and between semesters.

To maximize time and classroom space, as well as to accommodate the increase in the number of students and faculty and their scheduling preferences, a revision of the time frame for scheduling classes was approved in October 1994 and inaugurated in September 1995. Since in recent years 80 percent of scheduled classes taken have used the twice-a-week/75-minute class period format (as opposed to the previously popular three 50-minute class format or the infrequent once-a-week 150-minute class format), the revised time frame includes additional 75-minute class periods. This increases scheduling efficiency through elimination of time gaps and alternative time slots. Fifty-minute periods, however, are still available for courses requiring this type of scheduling.

SPECIAL PROGRAMS

Monmouth offers distinctive programs for its exceptional students, including the Edward G. Schlaefer School and the Honors Program. The University also offers all students the opportunities to enhance their education through the Study Abroad and Experiential Education programs.

The Edward G. Schlaefer School

Monmouth offers a program for students who have not met regular admissions requirements, but who appear to have the potential for success in college. Students who apply for admission to the University and do not meet regular admissions requirements are considered for admission to the Schlaefer School. A combination of the SAT score and the high school GPA are used in this determination. For the Fall semester each year, 150 students are admitted to the School. A student moves from a highly structured first semester program, to gradual mainstreaming into regular courses, to eventual matriculation in one of the University's schools. Most students make this transition in two semesters, while a few may take longer.

Courses in the School are designed to give special attention to incoming students who need extra educational support and a more structured learning environment. Among the School's features are smaller class sections with enrollment limited to its students, extra class time for each course, a limit of 13 credits in the first semester, an intensive and

caring advising program, concerned and selected faculty, a close monitoring of student progress, and tutoring help available in all subjects. Students' attendance and performance are monitored very closely, and faculty communicate any cause for concern to the Dean's office so that appropriate intervention strategies, such as corresponding with the student's parents or guardian, can be taken if the circumstances warrant.

In 1997, a full-time Coordinator of Tutoring was hired to bolster the tutoring support system by training a cadre of tutors for all subject areas and by monitoring all the School's tutoring activities. This has been an important and successful addition to the School's efforts. In addition to the educational support strategies mentioned above, the Life and Career Advising Center also provides the School's students with counseling, workshops, and seminars designed to foster good study habits and to aid in the selection of majors and careers.

The goal of the Schlaefter School is to help under-prepared students to succeed in college. Advisors, academic support staff, and faculty are committed to providing the instruction, guidance, monitoring, and support necessary to help students move into a major program from which they can eventually graduate. In this regard, the program has succeeded well in recent years, with an attrition rate that is only three or four percentage points below that of the better-prepared students and with a similar six-year graduation rate. When one considers that the program deals exclusively with "high risk" students, these results are indeed gratifying.

The Honors Program

Since the self-study, the Program has increased its quality and resources.

An administrative decision was made to reduce the Program's size from nearly 400 students to 200, nearer to the national average for an institution of Monmouth's size. The standard for acceptance to the Program was raised from a combination of 3.2 grade point average and 1000 SAT score to 3.25 GPA and 1050 SAT score. This raised standard has reduced the number of qualified freshmen, at current enrollment rates, from 180 to 120, of which 100 register for the program. Given attrition and students who fail to maintain the required 3.2 GPA, the desired level of 200 students should be reached in two years.

The Program also has greater institutional support, the annual budget being raised from \$10,000 to \$20,000. The Honors donor and the University provided the additional monies equally. This will allow the Program to hire a half-time Assistant to the Director, who will share responsibility for recruiting more aggressively the most academically talented high school seniors, developing retention studies and implementation, recruiting more Honors faculty, and developing more Honors courses.

The Program now administers two survey instruments. The first surveys those aspects of the Program and its professors that the students rate as most to least important. The second instrument, SACQ, measures student adaptation along several parameters from the social to the academic. Last academic year's results indicate that the Honors population scores higher on academic adjustment and attachment to college, which indicates the greater likelihood of graduation and is validated by our continuing retention

rate of about 85 percent. However, the Honors population scores lower on social adaptation, and greater measures should be taken to rectify this problem.

The Program has addressed the need for more faculty participation and courses by offering \$800 stipends for the development of sophomore- and junior-level seminar courses. Ten faculty submitted initial proposals, two courses have been developed, and eight more are in the process.

Taken together, these changes have addressed all of the plans elaborated in the last institutional self-study, and the program continues to evolve and strengthen.

Study Abroad

Since 1990, Monmouth has been a member of the College Consortium on International Studies. In January 2001, Study Abroad was re-organized. A new office was created under the direction of the Associate Vice President for Academic Program Initiatives. A full-time Study Abroad Liaison was hired to recruit and guide students through the vast array of international study programs. The first Study Abroad program, in affiliation with Regent's College in London, is unique in that the courses have already been pre-approved by department chairs and the Undergraduate Studies Committee, and will transfer in for many as major and General Education requirement courses rather than electives. Students' grades will be factored into their cumulative GPAs. Study Abroad also satisfies the Experiential Education requirement in General Education.

Within the first six weeks of the new office's existence, over 60 students visited and either signed on for the Fall 2001 semester in London, or expressed interest for the Spring 2002 semester or for studying at other locales. There seems to be great appeal and interest in study abroad opportunities, and many students have expressed their positive comments in having an actual Study Abroad office and a full-time Study Abroad Liaison. The office features a library of brochures, catalogs, and hundreds of other recruitment information packets from other colleges and universities. To help students to navigate the process, the Study Abroad Liaison refers students who seek admission to overseas programs to the Financial Aid Office and their advisor.

Students are encouraged to participate in Study Abroad programs by a statement in the catalog, Study Abroad stories and advertisements in the student newspaper, mass mailings and e-mailings, and an informative color brochure highlighting the Monmouth University at Regent's College Study Abroad program. These efforts have generated a wide and enthusiastic response. The response has been especially gratifying in light of low Study Abroad enrollment in recent years. Between 1995 and 1999, the average number of students participating in the program each year was seven. During the 1999-2000 school year, only three students were enrolled in study abroad programs. In contrast, in 2001-2002, between 40 and 50 students will be studying abroad, with the majority in London. Many others will participate in the successful summer programs in France and Italy, which were established in Summer 2000. Monmouth plans to initiate other programs in the next five years, possibly in Australia, Mexico, and Spain.

Experiential Education

Monmouth is committed to helping students develop professionally as well as academically. A comprehensive new program, Experiential Education, was created in 1996-1997 to link career-related experience with classroom learning. While most institutions of higher education still do not require practical experience as an integral part of the academic curriculum, Monmouth requires Experiential Education for all undergraduate students, who may fulfill the requirement by taking any of over fifty designated courses or cooperative education courses, by participating in internships, corporate projects, service learning, or study abroad, or by submitting a portfolio for review. Through these opportunities and more, students obtain important early exposure to their future careers while testing skills and concepts learned in the classroom.

To support students in the Program, there is an extraordinary array of academic and support services. Each academic department has a faculty member designated as the Career Advisor Planner who helps students identify and prepare for an appropriate experience. In addition, the Life Career and Advising Center's staff of professionals is available to help students seek internship and co-op placements, develop resumes, perfect interview skills, learn business etiquette, and engage in service learning. Each year, in special symposium series and workshops, students also receive career tips and advice from active alumni, top corporate executives, personnel managers, and job development officers. Finally, the Program's interactive website enables students to review at their convenience a comprehensive database of local, national, and international career and service learning opportunities; prospective employers and agencies are invited to visit and post directly to the site as well.

Building community and corporate partnerships are an essential part of the program's success. Through the Program, faculty, students, and administration are able to network and form important off-campus connections and partnerships with a variety of industries and organizations. Participating businesses and community organizations benefit from the high level of energy, commitment, and skill that Monmouth students bring to the job. Students benefit by learning about real-world problems, testing their research, writing and cognitive skills, and reflecting on the connection, or perhaps even the contrast, between work in the field and in the classroom. Faculty benefit through increased contact with the local communities, which aids their research interests and provides feedback about the kinds of skills students need to succeed in the real world.

Each year, over a thousand students participate in Experiential Education classes, internships, service learning, and co-ops directly connected to external firms and agencies. In addition, each week, students provide special education services and social activities for over fifty at-risk children from the local area through the Monmouth On-Campus "Partners in Learning" (PAL) Community Youth program. In recognition of its important contributions to community growth and improvement, the Program has received several awards from such organizations as the W.K. Kellogg Foundation, Learn and Serve America, Prudential Insurance Companies, and CoreStates Bank. (See Appendix G for the external report on the Ex Ed Program. The internal report on the Program is among the materials sent to the Commission on Higher Education.)

CERTIFICATE AND MINOR PROGRAMS

Monmouth offers certificates and/or minors in African-American Studies; Hispanic Language, Literature, and Culture; Gender Studies; Geographic Information Systems; Information Technology; and Policy Studies. The University also provides a certificate through its Real Estate Institute.

African-American Studies

The Certificate in African American Studies is a 15-credit interdisciplinary course of study that students in any major may complete. It brings together courses from several departments that relate to African American cultures, language, and history. This program has been shifted from the Department of English and Foreign Languages to the Department of Interdisciplinary Studies.

Certificate Program in Hispanic Language, Literature, and Culture

The Certificate Program in Hispanic Language, Literature, and Culture (formerly the Certificate in Latin American Studies) is a 21-credit course of study that students in any major may complete. It is also designed for students who are looking to become proficient in the Spanish language and culture. This Certificate will attract working professionals, such as teachers, businesspeople, human resource personnel, social workers, and people in the law enforcement and medical fields. Interest in the Certificate has been increasing as employers are recognizing New Jersey as an area in which knowledge of the Spanish language and culture is useful. This program now resides in the Department of Romance Languages and Literatures.

Gender Studies

While a faculty coordinator heads the Gender Studies Program (formerly the Women's Studies Program), membership on the Gender Studies Committee is open to all faculty, staff, administrators, and students. All Gender Studies faculty, including the Coordinator, are members of a major department. Each semester, Gender Studies presents programs—panels, speakers, films—that are open to all campus constituencies and members of the surrounding community, including the program to celebrate Women's History Month. Enrollment in the Introduction to Gender Studies course has increased significantly in the last five years, with courses filled to capacity and three sections being offered each year. The program graduates approximately twelve minors every two years. The Department of Interdisciplinary Studies also administers the Gender Studies Program.

Geographic Information Systems (GIS) Certificate

The GIS Certificate, a 15-credit program, teaches students to think spatially in order to conceptualize, analyze, and solve geographic problems using GIS technology. Accompanying this is intensive and extensive hands-on experience with the various GIS software systems in the market today. The program culminates in experiential learning experiences where students can apply their theoretical and technical skills. By the time students receive the certificate, they will have a portfolio of work demonstrating their proficiency in the field of GIS.

Information Technology Certificate Program

This Program is specifically designed to provide technical literacy to Monmouth's non-technical majors. Students from all academic concentrations are provided with the academic and practical foundations to become technically fluent. The five-course sequence, begun in 1997, incorporates hands-on learning in a wide variety of computing areas. Topics include contemporary end-user application software, Internet and network technology, information systems analysis, design, security, and implementation, and information systems project management. Application for the Information Technology Certificate was obtained in 1998 to meet the needs of both traditional students as well as degreed students returning to Monmouth. Fifty-three students completed the minor and certificate program in May 2001, the second graduating class to obtain the degree. In addition, 400 students chose the Information Technology courses as electives during the 2000-2001 academic year. In April 2001, the capstone course, IT350 Information Systems Project Management, became an Experiential Education course.

Policy Studies

The Policy Studies Program offers students a minor for completion of 18 credits in an interdisciplinary course of study designed to provide students with a general background on the role of public policy in our society, an evaluation methodology for the formation and selection of a particular policy, and an intensive learning experience in the area of policy studies. It is available to any major. This program resides in the Department of Political Science and Philosophy.

Executive Education: The Real Estate Institute

The Real Estate Institute at Monmouth was established in 1994 so that the University and the School of Business Administration could play a more active role in the economic and educational development of a major New Jersey industry. In response to the needs of real-estate professionals, the Real Estate Institute, under the direction of Dr. Donald M. Moliver and with the assistance of the Real Estate Advisory Board, offers a five-course certificate program, the only executive education real-estate program in New Jersey. A second location has been opened in East Brunswick, New Jersey, to accommodate the large number of northern New Jersey applicants.

CONCLUSIONS AND RECOMMENDATIONS

Monmouth has made many strides toward its goal of becoming a university of regional distinction. In the last five years, considerable improvement and innovation have been achieved in several areas of the curriculum. Each school continues to re-evaluate its curriculum and to make adjustments and improvements to better meet the needs of students. General Education remains a strength of the curriculum, but is currently being evaluated with the intention of strengthening it even further. Monmouth has upgraded its technology infrastructure and has undertaken technology initiatives that have diversified the curriculum, although further evaluation of these programs is necessary. Below are several general recommendations, followed by some specific recommendations related to specific areas addressed in the report.

The following general recommendations are in order:

1. Monmouth should closely monitor and evaluate the role of technology in the curriculum and expectations for faculty regarding the use of technology, with special attention to the Laptop Program and to Web-enhanced and online courses. The administration should come to definitive decisions on the Laptop Program and on Web-enhanced and online courses based on their relationship with the overall teaching mission of the University.
2. Curriculum changes have added to the complexity of advising and the faculty's roles as advisors. While the faculty has grown and been enhanced in a number of areas, the role and effectiveness of faculty advisors should be better supported and more closely monitored.
3. Interdisciplinary connections should be enhanced in terms of course offerings and faculty teaching to support the Cross Cultural, Gender Studies, and Perspectives programs and to integrate the study of ethics across the curriculum.
4. Efforts should continue toward scheduling more activities for students on campus to retain students in the Honors Program and Schlaefel School, and toward integrating these students into campus life and the regular student body.

Technology Integration and Impact on Teaching and Learning

1. In each department, guidelines need to be developed to assist faculty in decisions about delivering courses, either in whole or in part, with Internet and other multimedia resources.
2. Expectations for individual faculty, and for entire programs in general, need to be articulated regarding integration of various technologies into the teaching and learning process. Faculty members need to make informed decisions about the benefits of restructuring their courses by integrating new and emerging information and communication technologies. Dedicated support at the departmental and program level is needed to bridge the "technology gap," especially as expectations for technology integration rise.
3. Hybrid course structures need to be explored, in which some parts of some courses or programs would be available online through asynchronous modes, and other parts would require face-to-face contact in classrooms. This likely means exploring contact hour and scheduling arrangements different from the existing Carnegie unit and semester schedule. As new technologies suggest changes to traditional instructional delivery modes, alternative forms of student assessment and evaluation need to be made available to faculty as part of their continued professional development.
4. The nomenclature of "ITS" (Instructional Technology Services) needs to be replaced, in discussions of teaching and learning, by the more widely (and internationally) used "ICT" (Information and Communications Technology).

Library

1. As students and faculty increase their use of the Library, its budget should also be enhanced, in part by making its annual allocation equal to 3 percent of Monmouth's total Education and General budget. Adequate funding is necessary to provide a facility of sufficient size, resources, and staff for a school of

- Monmouth's caliber at a time of unprecedented and rapid change in information technology.
2. To better support teaching and research, the Library should continue to improve its print and electronic resources

Gender Studies Program

1. The Program will continue to recruit and be led by faculty members who have lines in active departments and who are active Gender Studies scholars and teachers. The Program will also make efforts to enhance communication among Program faculty members by considering both the development of a faculty mailing list and Gender Studies listserv for announcements of Program activities, and the publication of a list of resources relevant to Gender Studies or gender issues for use of all faculty members.
2. The Program will explore the possibility of setting up a Student Advisory Committee that would provide additional input into its activities and policies. It will also explore opportunities for students to do internships at women's organizations, both locally and nationally, as a means for them to fulfill the Experiential Education component of the General Education requirement.

Experiential Education:

1. While the program has recently gained recognition for its administrative and student services models, more efforts are needed to promote and support faculty development and encourage greater pedagogical innovation and course diversification in line with other national programs.

CHAPTER III

INFORMATION TECHNOLOGY

Monmouth University has had a history of being ahead of many institutions of higher learning in the development of computer-enhanced teaching and learning. In 1995, there were sixteen computer laboratories for student use, either for instructional purposes or as open access labs. All buildings—academic, administrative, and residence halls—were connected with a fiber-optic Ethernet. All students had e-mail, and freshmen were introduced to it in their freshman seminars. The University had a web page. (Appendix H contains a summary of technology as of 1995.)

However, there were a number of problems. Many lab computers depended on network server-based applications and thus on network stability: when the network went down, the machines were useless. In addition, there was a general feeling on the part of the faculty and students their computer equipment, training, and repair needs were supported unsatisfactorily.

PROGRESS SINCE THE INSTITUTIONAL SELF-STUDY

Since 1996, there has been dramatic growth of technology use for instruction and administrative processes. In June 1997, President Rebecca Stafford formed a taskforce to recommend a strategic plan for the University's approach to instructional technology. In October 1998, the Taskforce for Monmouth University's "Vision in the Information Age" issued its report, setting forth a vision statement for instructional technology, a set of recommendations for specific actions, and an implementation plan.

The vision statement outlined several key objectives:

1. Institutionalizing technology for enhancing teaching and learning;
2. Increasing technological proficiency of faculty, administrators, and staff;
3. Increasing student proficiency and technology use;
4. Supplementing and enhancing student learning with technology-based methods;
5. Examining select graduate courses and degrees for delivery in an online or Web-enhanced manner;
6. Evaluating learning outcomes in relation to technology enhancement; and
7. Strategic planning in technology investment, infrastructure, technical services, and training programs for both students and faculty.

Each of these objectives was addressed in the recommendations for action. To accomplish institutionalization of technology, a major renovation of the campus network is being completed, including connection of all dormitory rooms, classrooms, laboratories, and non-academic departments to the campus network to facilitate communication. Classrooms are being wired as multimedia classrooms, and several of them are being retrofitted to accommodate laptop use. Prior to 1999, the University had contracted with eCollege to deliver online courses, while WebCT was used for Web-

enhanced courses, but in 1999, a decision was made to streamline the delivery of Web-enhanced and online courses using only WebCT. Training in its use was and continues to be provided to faculty and students each semester for the last couple of years, and faculty members have shared ideas on its use in on-campus seminars. In addition, regular workshops provided by Instructional Technology personnel have improved the technological proficiency of University administrators, staff, and faculty. Support for increasing the technological proficiency of faculty has come through assorted initiatives that have provided release time, stipends, extended computer support, and workshops to faculty participating in them. This support has been available to faculty who are interested in participating in the Laptop Program, in the development of online or Web-enhanced courses. Student proficiency has been addressed in IT100 Information Technology, a General Education course, and via various sessions provided by the Instructional Technology personnel, as well as through the increasing use of technology by faculty throughout the curriculum.

Student learning was also supplemented via technology in at least four major ways. First, a Laptop Program was begun (see below), and an evaluation is underway to determine the advisability of requiring all full-time students to have laptops at some time within the next three years. Second, a substantial proportion of courses is now Web-enhanced to varying degrees, from simple use of course Web pages to major projects done on the Web. Third, the number of online courses has increased, although not as substantially as the other two initiatives: in Fall 2000, there were six online courses, and in Spring 2001, there are twelve. Fourth, many academic departments use software particular to the discipline to enhance student learning. For example, the Mathematics Department has site licenses for Maple (a Computer Algebra System) and Geometer's Sketchpad, for use with its students, and the majority of its courses now involve a computer laboratory component.

Assessment of instructional technology varies as the technology use varies. The Laptop Program has a fairly thorough assessment component, including a baseline technology proficiency survey of students, reflective journals kept by both students and faculty, and a survey of student and faculty on the impact of the laptop environment on their teaching and learning. Most other assessment of instructional technology components of courses has been left to individual instructors.

To ensure strategic planning for instructional technology, the University Instructional Technology Committee (UITC) was formed. Each school has implemented a Teaching, Learning, and Technology Roundtable (TLTR) responsible for examining and overseeing the instructional technology efforts within the school. In addition, the chairs of each TLTR serve on the UITC (which also includes administrators and students) for the purpose of making recommendations on use of technology in teaching and learning.

In 1998, in an attempt to more effectively and efficiently deal with the ever-growing technology implementation and support issues that the University was facing, Information Systems was divided into three areas: 1) Administrative Information Systems, which deals with the programming and support of the administrative computing

package, and which reports to the Vice President for Finance; 2) Network Computing Services, which deals with all network functions, computer server administration, telecommunications, and particular end-user support, and which reports to the Vice President for Administrative Services; and 3) Instructional Technology Services (ITS), which deals with all technology use in teaching and learning (including all student computing laboratories, all classroom use of technology, the Laptop Program, the Media Center, the Interactive Television Studio, the campus cable television network, and the teleconference satellite system), and which reports directly to the Provost and Vice President for Academic Affairs, insuring academic priority.

Laptop Program

One of the most visible of the recommendations of the 1998 Taskforce report concerned the use of laptops by students and faculty. Recognizing that mobile computing will be a large part of the future of education and the ways people work and go through life, Monmouth instituted a Laptop Program in the summer of 1999. In the Program's first stage, 50 faculty were chosen from a pool of applicants to receive technology awards, which consisted of a laptop and release time or stipend to use the laptop for classroom presentation, for development of online courses, or for teaching students with personal laptops in an interactive classroom. To participate in the interactive laptop classroom environment, 36 students and 4 faculty were chosen initially. Stage 2 of the program began in Fall 2000 with another 38 faculty with awards and 150 freshmen participating, in addition to the previous year's students. The projected end is to require all incoming students to have a laptop and to provide all interested faculty with laptops, bringing the total student population and faculty into the program within four years. At this stage, the University is still monitoring the assessment of the program, with the aim of deciding soon whether to continue to full laptop use.

Web-Enhanced and Online Courses

In response to the recommendations of the Taskforce, both eCollege and WebCT were considered for delivery of online and Web-enhanced courses, and WebCT was selected. To develop WebCT courses, some faculty members were given release time or a stipend. In addition, several WebCT workshops have been offered, as well as seminars in which faculty using it share their experiences with others interested in or actively using it. The faculty union is working on how to fit expectations on use of technology into the list of expected faculty skills and activities. Most courses are now Web-enhanced, at least to the extent of having syllabi online, other course information online, or e-mail contact between faculty and students. This includes both courses using WebCT and those simply using web browsers. In Fall 2000, there were 208 WebCT courses, 38 of which were graduate courses, and in Spring 2001, approximately 190 courses are using WebCT. The number of online courses has increased from six in Fall 2001 to twelve in Spring 2001.

The "Web Factory @ MU" has been created in ITS to assist all faculty and staff in the development of web sites. This group consists of ITS staff and some very talented, conscientious student workers who digitize content, build interactive web sites, and construct databases for use in teaching and learning. This has been very successful for the development and use of electronic media. Many courses now use the Web as a

content delivery tool, and approximately twenty asynchronous online courses have been or are being developed. The University has been very generous in instituting programs to distribute stipends, release time, and general personnel support for the production and delivery of Web-enhanced and online courses.

Computer Labs

The computer labs have been brought to a level of acceptable performance, that is 95 percent efficiency. The labs are reliable and comprehensive. In various computing labs throughout the University, there are now over 500 fully loaded, networked, and Internet-capable workstations, including Windows, Macintosh, and Unix platforms. Every year \$250,000 is spent to install new computing facilities and upgrading existing labs, planned on a three-year cycle.

The labs now use a variety of software that costs \$60,000 and \$75,000 per year to add or upgrade. To accommodate teaching needs, the labs are usually re-loaded two or three times a year. In 1998-1999, a Microsoft Software Campus Agreement was purchased, which allows our faculty, staff, and computing labs to freely use the Microsoft set of software tools and all upgrades, and which has eliminated the need to budget for upgrades while keeping the software current. Faculty and staff are also included in the license with respect to their home computers, thus promoting a consistency between home and office.

Faculty Computing

All full-time faculty members now have in their offices individual computers, which are upgraded on a regular basis (approximately every three years as needed). Adjunct faculty members are given access to similar computers in various office situations. There is a move toward the use of laptops for ubiquitous computing (see above).

Faculty computing at the desktop includes access to network printers, the Internet, the World Wide Web, library databases and catalog, e-mail, a unified WebCT account, and student records for advising. Faculty are encouraged to post their own web pages, and a plethora of software applications are available beyond Microsoft licensed products, such as Maple, Matlab, SPSS, and AMOS.

Faculty and students have electronic access, both on- and off-campus through a normal web browser, to online library resources, including full-text databases (such as ABI/Inform and Lexis-Nexis), indexes (such as CINAHL and Wilson Abstracts in the Humanities, Social Sciences, Business, and General Sciences), and the Library's book catalog.

Support of the Use of Technology

In the use of software and in the acquisition and maintenance of the hardware, there are now many levels of support, including an improved Help Desk, more individualized training (particularly for faculty), and forums for faculty to share experiences with major initiatives (such as WebCT and the Laptop Program).

A new help-desk software package was purchased and installed in Fall 1999. This software incorporates extensive database functions, and allows many not previously available tracking and problem-solving features. The help-desk system has been working much more satisfactorily than in the past, providing a central support mechanism for problems with either hardware or software. Requests for help result either in immediate consultation and resolution of the problem, or the opening of a work order to fix the problem.

Support structures are now more personalized by gearing away from the usual class training sessions of the past. Such sessions had not been well attended and did not make optimal use of time invested. A new personalized training approach involves visiting individual schools/departments at pre-scheduled, weekly times, as well as individual tutorials upon request. Mass training classes are still a possibility when the need is there, for example, when faculty and students need orientation with WebCT or when a substantial number of requests come in for a specific issue.

Wired Classrooms

Almost all classrooms are wired for Internet connection to be used with installed or portable LCD presenters. A number of classrooms have hard-wired computers installed, but increasing laptop use requires more rooms to be plug-in ready for the instructor. Many rooms are already equipped with TVs and VCRs, but for rooms not so equipped, carts carrying TVs and VCRs are provided.

Thirty-five classrooms and computer labs are equipped with hard-wired LCD projectors, network connections, and audio/video capabilities. The eventual goal is to wire all teaching spaces for which it is reasonable with this multimedia configuration. To carry us through this transition period, the Media Center has a few loaner LCD projectors and laptops for use in non-equipped rooms. These will be maintained for travel and other situations as the classrooms are wired.

As of Spring 2001, ITS has retrofitted six classrooms for laptop use by students.

Infrastructure

A major renovation of the Web servers has been completed, yielding a much more stable system, with a cluster of servers allowing for reliable service and database connectivity. A consulting firm has been engaged to revise the University's Web page to find a style that will serve the needs of all constituents better while maintaining stylistic uniformity.

The campus network is being reworked and upgraded to give a more reliable and quicker service. The outside Internet connectivity was upgraded to three times the capacity in September 2000, but this has already become inadequate, and there will be another upgrade soon. Wireless network connection possibilities are also being studied.

Ground was broken in Summer 2000 for the Jules L. Plangere, Jr. Center for Communication and Instructional Technology (CCIT), which, upon completion, will house Instructional Technology Services. It is hoped that this Center will become the

model for technology research and implementation, and will become a hub for the development of faculty technology use.

Works that are still in progress and plans for the future include: a full laptop program for all incoming students, all teaching spaces wired with LCD projectors and network connections with audio/video capabilities, more classrooms retrofitted for laptop use, more use of Web-delivery of course content, and more asynchronous courses, especially at the graduate level.

INSRUCTIONAL TECHNOLOGY: PAST, PRESENT, AND FUTURE

Monmouth plans to continue strengthening its instructional technology resources and preparedness. Table III.1 compares Monmouth in Fall 1995 to Spring 2001 and projects plans for Spring 2006. Because computer technology is changing so rapidly, however, the third column may well be outdated by the time this PRR is read, and is almost certain to change in ways we cannot foresee today!

TABLE III.1

INSTRUCTIONAL TECHNOLOGY SUMMARY

	As of Institutional Self-Study, 1996	Currently, 2001	Within 5 years, 2006
Infrastructure:			
Instructional Technology housed	Basement of Howard Hall	Temporary quarters	Plangere CCIT building
Computer labs	16 labs, floppy drives in most	24 large labs and 11 small clusters, 500 fully loaded work-stations, Office 97 or later	Upgrade lab computers every 3 years, with software upgrades as necessary.
Wiring	All buildings connected with fiber-optic cable to campus network	All classrooms wired for Internet	Upgrade to current industry standards.
Laptop classrooms	None	6	More
Classrooms with LCD projectors, AV capability	A few	35	Virtually all
Faculty computers	Many faculty didn't yet have computers in offices.	As of Fall 1998, all faculty have computers in offices.	Regular upgrades of faculty computers every 3 years
Course Support:			
Laptop Program	Non-existent	180 students, 88 faculty involved; decision on whether to require laptops of all students to be made within a year	
Online courses	Non-existent	18 this academic year	More, especially graduate courses
Web-enhanced courses	Non-existent	Most (over 200 via WebCT, others just using web)	Virtually all
Faculty and Student Support:			
Response to requests for help	Poor	New Help-desk software	
University web pages	There was one.	Web Factory handles the Academic use of Web for teaching/learning; Web page being redesigned	
Faculty professional development	Practically none	Release time to develop laptop, online courses; faculty forums sharing ideas	Faculty scholarship involving use of technology
Student proficiency with technology	IT 100	Addition of IT minor	

CHAPTER IV

OUTCOMES ASSESSMENT

Since the self-study, Monmouth University has made considerable progress on outcomes assessment.

Up until that time, there was little uniformity. Assessment plans were most commonly found in those undergraduate departments and graduate programs with disciplinary accrediting bodies that required such plans. However, because assessment requirements in the assorted disciplinary accrediting bodies varied widely, so did the departmental assessment plans, not only in what they were assessing and the methods for carrying out the assessment, but also in the overall format of assessment plans. There were also assessment plans in a few other departments and programs with faculty having some expertise in assessment. There was no systematic assessment of General Education, although a few of the components, particularly Writing Proficiency, did have well-developed assessment activity in place.

However, in general, there was a grassroots approach to assessment. Other than encouraging faculty in the individual disciplines to develop assessment plans appropriate to their disciplines, and providing some release time for individual faculty to work on assessment, there was little administrative oversight. This approach has many advantages, including the freedom to adapt assessment to a department's needs, and the likelihood that departments will actually carry out plans if they themselves have developed them, and thus feel a sense of ownership of the plans, rather than having had them imposed from above. However, the approach also has some disadvantages. These include the difficulty of collecting information on how outcomes assessment relates to institutional planning and decision-making beyond the department and program levels. Also, because faculty members are faced with more immediate needs of their students, faculty assessment efforts are often relatively lower priorities on a consistent basis. Further, departments lacking pressure from disciplinary accrediting agencies are under little pressure to develop assessment plans.

At the time of the self-study, a University Taskforce on Outcomes Assessment recommended that the University further implement outcomes assessment by developing a common language for those involved in outcomes assessment, establishing a Program Review Committee to oversee outcomes assessment, making necessary assessment resources available, using outside consultants to assist in the development of outcome measures, beginning systematic assessment of General Education, and developing instruments for alumni and employer input.

PROGRESS SINCE THE INSTITUTIONAL SELF-STUDY

For the first few years since the self-study and the Taskforce's recommendations, departments and programs that already had assessment plans continued to carry them out.

Doing so enabled the School of Business Administration to become accredited by AACSB, and the School of Nursing and Health Studies to add accreditation by the American Association of Colleges of Nursing. However, several years passed before the recommendations included in the self-study began to be implemented. In 1998, Provost Thomas S. Pearson announced at the Chairs' Semi-Annual Fall Meeting that departments that had not yet developed assessment plans were expected to do so prior to the end of the academic year, and that only departments with such plans would be given tenure-track lines in the future. In 1999, an Outcomes Assessment Taskforce was appointed, filling the role of "Program Review Committee" in recommendations on p. 50 of the 1996 institutional self-study. The Outcomes Assessment Taskforce was headed by Dr. Saliba Sarsar, a newly appointed Associate Vice President for Academic Program Initiatives, part of whose duties became supervision of the University's assessment activities. The Taskforce also included five faculty members and two administrators, all with considerable expertise in outcomes assessment.

Since its inception, the Outcomes Assessment Taskforce has been quite active. It required every department and program to submit a mission statement and goals and objectives by December 1999, and a list of assessment criteria and procedures for each objective by May 2000. It has provided review of and feedback concerning departmental goals and objectives, making suggestions for improvements as appropriate; it is in the process of responding similarly to the assessment criteria and procedures. To date (see Table VI.1), all departments and programs have given the Taskforce a list of goals and learning objectives, and all but five have developed initial assessment mechanisms for these objectives. A small number have clear benchmarks or criteria for success in meeting their objectives. All but one graduate program have goals and objectives, and all but two have assessment mechanisms. About one-third of all departments and programs has clearly defined benchmarks or criteria for success. (See Appendix I for the Outcomes Assessment Plans of Six Departments and Programs.) Since most of these programs have developed full-fledged assessment plans only in the last year, they have only begun to gather data. However, there are a number of programs that have been collecting such data for quite a few years, and examples of how such data has been used to improve programs is given in the next section, "Outcomes Assessment and its Relation to Institutional Decision Making." The Outcomes Assessment Taskforce has made recommendations to the Provost and Faculty Council, which include the appointment of a Director of Assessment. (See Appendix J for the Report of the Taskforce on Outcomes Assessment.)

In addition to facilitating departmental assessments of their undergraduate and graduate programs, the Outcomes Assessment Taskforce has worked closely with the Taskforce on General Education, also chaired by Associate Vice President Sarsar, to begin the assessment of the General Education component of the curriculum. In Spring 2000, to discuss how this assessment might occur, both taskforces held a joint meeting that involved faculty from every school in the University. In early 2001, the taskforces proposed formation of a General Education Oversight Committee, a proposal approved by Faculty Council and by the general faculty.

TABLE IV.1

DEPARTMENT/PROGRAM PROGRESS ON ASSESSMENT

UNDERGRADUATE

Department/ Program	Mission/ Goals	Learning Objectives	Assessment Mechanisms	Criteria/ Benchmarks	Data Collection Begun? Analysis Of Data Begun? Revisions Resulting From Analysis? (Yes/Some/No for each)
Accounting and Business Law	Yes	Yes	Yes	No	D, A, R: No
Art	Yes	Yes	Yes	No	D, A, R: No
Anthropology	Yes	Yes	Yes	Some	D, A, R: No
Biology	Yes	Yes	Yes	No	D, A: Yes; R: Some
Chemistry	Yes	Yes	Yes	No	D: Some; A, R: No
Communication	Yes	Yes	Yes	Yes	D, A: Yes; R: No
Computer Science	Goals	Yes	Yes	No	D, A, R: No
Criminal Justice	Goals	Yes	Yes	Some	D: Some; A, R: No; revised goals
Curriculum and Instruction	Yes	Yes	Yes	No	D, A, R: Some (surveys)
Economics and Finance	Yes	Yes	Yes	No	D, A, R: Yes
Educational Leadership and Special Education	Yes	Yes	Yes	No	D, A, R: No
English	Yes	Yes	Yes	No	D: Yes; A: found portfolios hard to analyze, revising assessment plan
History	Yes	Yes	Some	No	D, A, R: No
Information Technology	Yes	Yes	Yes	Yes	D, A, R: Yes
Interdisciplinary Studies	Yes	Yes	Yes	No	D, A, R: No
Interdisciplinary Studies	Yes	Yes	Yes	No	D, A, R: No
Management and Marketing	Yes	Yes	Yes	No	D, A, R: Yes
Mathematics	Yes	Yes	Yes	No	D, A: Some; R: No
Music	Yes	Yes	No	No	D, A, R: No
Nursing	Yes	Yes	Yes	Yes	D, A, N: Yes
Political Science	Yes	Yes	Yes	No	D, A, N: Some (via internship debriefings)
Psychology	Yes	Yes	Some	In process	D, A, R: No
Romance Languages	Yes	Yes	Yes	No	D: Yes, but decided collecting written work not sufficient: revising assessment plan
Social Work	Yes	Yes	Yes	No	Yes to all (competency exam)
Software Engineering	Yes	Yes	Yes	Yes	D, A, R: No, still defining process for collecting data

GRADUATE

Department/Program	Mission/Goals	Learning Objectives	Assessment Mechanisms	Criteria/Benchmarks	Data Collection begun? Analysis of data begun? Revisions resulting from analysis (Yes/Some/No for each)
Business Administration	Yes	Yes	Yes	Yes	D: Yes; A, R: No
Communication	Yes	Yes	Yes	No	D: Yes; A, R: No
Computer Science	Yes	Yes	No	No	D, A, R: No
Criminal Justice	Yes	Yes	Yes	Yes	D, A, R: No
Education (Curriculum and Instruction)/ MAT, MAT advanced	Yes	Yes	Yes	No	D: Some (surveys); A, R: Yes (for surveys)
Education (Educational Leadership and Special Education)/ Educational Counseling MEd	Yes	Yes	Yes	Yes	D, A, R: No
Education (Educational Leadership and Special Education)/ Reading Specialist MEd	Yes	Yes	Yes	No	D, A, R: No
Education (Educational Leadership and Special Education)/ Special Education MEd	Yes	Yes	Yes	No	D, A, R: No
Education (Educational Leadership and Special Education)/ Reading Specialist Certificate	Yes	Yes	Yes	No	D, A, R: No
Education (Educational Leadership and Special Education)/ Learning Disability Certificate	Yes	Yes	Yes	No	D, A, R: No
Education (Educational Leadership and Special Education)/ Teacher of Handicapped Certificate	Yes	Yes	Yes	No	D, A, R: No
History	Yes	Yes	Yes	Some	D, A, R: No
Interdisciplinary Department-MALA (program undergoing revision)	No	No	No	No	D, A, R: No
Nursing	Yes	Yes	Yes	Yes	D, A, R: Yes (surveys of graduate, alumni, and employers)
Psychological Counseling	Mission	Yes	No	No	D: Some; A, R: No
Social Work MSW	Yes	Yes	Yes	Some	D, A, R: Yes (competency exam)
Software Engineering	Yes	Yes	Yes	Yes	D, A, R: No (still defining data collection process)

The General Education Oversight Committee is charged with ensuring that appropriate outcomes assessments are being conducted in the assorted components of the General Education program, to receive annual reports from these areas, and to make recommendations to the administration and faculty for improvements or needed reconsideration of curricular components. This Oversight Committee will not be responsible for the daily activities of General Education, because most General Education components (such as Writing, Cross-Cultural, Perspectives, and Experiential Education) already have committees with this responsibility. Rather, the Oversight Committee will ensure that each component's assessment is working correctly and that the assorted components fit together as they were designed.

Beyond courses and programs for majors, there are many other non-academic departments of the University that affect student learning directly or indirectly. As of this report, there has been no systematic attempt to assess these support services; however, the committee working on this portion of the report did contact a wide variety of these services to find out the kind of assessment in which they are engaged. Most report some kind of assessment, although not always involving direct feedback from students. Table IV.2 summarizes what is currently in place with respect to non-academic departments.

OUTCOMES ASSESSMENT AND ITS RELATION TO INSTITUTIONAL DECISION-MAKING

Since many of the departmental assessment plans have only recently been developed, there has not yet been time for full assessment cycles in all departments. However, in the process of developing statements of goals and objectives and examining their curricular implementation, some departments have revised their programs. For example, as the Mathematics Department discussed its departmental goals, it came to two realizations. First, if the Department really wants students to learn to discuss mathematics, there needed to be more group work in the curriculum, which has since been added at several levels. Second, the Department realized that students should be familiar with the use of sophisticated mathematics in today's society, which led to a new course in mathematical modeling as well as to faculty beginning to use UMAP (Undergraduate Mathematics and its Applications) modules in several courses.

Revisions made subsequent to outcomes assessment are evident in several disciplines where assessment plans have been in effect for a number of years. One aspect of our General Education program, student writing, has been assessed for quite some time via the Writing Proficiency Examination (WPE). In Spring 1999, because of the high WPE failure rate, the number of students who have delayed taking the examination until they were about to graduate, and the concerns that even students who have passed the WPE still need work on their writing, the ad hoc Writing Program Committee brought to the faculty four recommendations. These recommendations included adding EN 110 Writing Reasoned Arguments as a required course for students who fail the WPE after taking EN 101 and 102 (students are automatically registered for EN 110 the following semester), listing fulfillment of the writing proficiency requirement as a prerequisite for EN 201

**TABLE IV.2
STATUS OF ASSESSMENT OF ACADEMIC SUPPORT SERVICES**

Department Program	Has mission statement (M)/ goals (G)/neither (N)	Has been doing some kind of regular assessment involving some kind of feedback from students
Academic Support		
Disabilities Services	M	No; some student surveys
EOF Program	M, G	Monitoring of grades; annual report to Commission on Higher Education
Instructional Support Services (peer tutoring)	M	Surveys, logs, annual report on tutoring subjects
Mathematics Learning Center	No	Records kept of student use of center; survey prepared but not yet in use
Reading Center	M, G	Pre- and post-tests, and some other as well
Schlaefler School	M	Regular assessment of student success in progressing to regular status, graduation rates
Writing Center	M, sort of	Reports by tutors of sessions; reports by professors how students do
Athletics		
Athletic Department	G	Academic profile of all student athletes each semester; graduation rate data sent to NCAA
Life and Career Advising Center		
Advising	G	Some surveys via Freshmen Seminar and Psychological Services
Career Placement	G	Annual survey of graduates 1 year after graduation
Resource Centers		
Bookstore	M	None (just financial auditor)
Computer Help Desk	N	For a while, had follow-up on open tickets
Library	M	Some qualitative assessment
University web pages	N	E-mails to the webmaster; redesigning web in process
Registration and Records		
Admissions	M	Questionnaires of students admitted
Bursar's Office	Uses University mission statement as guideline	No
Financial Aid	M	Reports on financial aid given; otherwise no
Registrar's Office	M	Tracks turnaround time on requests, student e-mails
Transcript Evaluation	N	No
Student Life		
Banking services	N	No; not a University service: we rent them space
Fitness Center	Working on M	Collects data on usage
Food Services	M	Yes: survey once/semester, food commuting monthly, report each semester
Health Center	M	Yes: survey after treatment, student advisory committee
Parking services (including valet parking)	Subset of University Police	Within police assessment; valet parking is by a private company
Residential life (residence halls)	M, being revised	Some satisfaction surveys, anecdotal evidence via LCAC
University Police	M	Yearly basis assessment

Literature 1 and HU 201 Critical Discourse, adding Writing Intensive upper-level courses in each major, and forming a standing University Writing Committee, with faculty representatives from all schools of the University.

As a part of the AACSB accreditation process, the School of Business Administration undertook a comprehensive review of its programs and a subsequent self-study report, as a result of which the school implemented several outcomes assessment tools whose results have prompted changes in the curriculum.

One such assessment tool is the Stakeholders' Conference, in which current students, alumni, and business community representatives meet to discuss the strengths and weaknesses of the School's curriculum. The 1998 Conference prompted changes in the curriculum in terms of the addition of a required undergraduate course, BM 327 Ethics, Diversity, and Social Responsibility. In addition, the Conference caused the School to consider new graduate curricular offerings, to add an Accounting Concentration in the MBA program (approved in Spring 2001), and to consider a concentration in the Management of Technology (in progress). The 1998 Conference also prompted the School to change the prerequisite sequencing of courses in both the undergraduate and graduate programs. The 2000 Stakeholders' Conference confirmed the positive advance in the pedagogical use of technology and produced a strong recommendation for continued efforts to integrate technology into the curriculum in terms of greater numbers of Web-enhanced courses.

Another assessment tool is the ETS General Business Test, which has been administered to undergraduate seniors since 1998. Following the most recent administration of the test, areas of demonstrated weakness in the curriculum were reviewed during Spring 2001. In addition, a need for process changes became evident; these assessment and curriculum revision efforts are now overseen by a School Outcomes Assessment Committee and a School Curriculum Committee.

In the School of Humanities and Social Sciences, the Department of Social Work has an advisory board composed of social workers from local agencies, Social Work alumni, and current Social Work students. Two years ago, advisory board members who are practitioners suggested that undergraduate Social Work students did not have enough information about client diagnoses, and recommended implementation of an elective on the Diagnostic Statistical Manual of Mental Disorders (DSM-IV). This was done, and this elective currently runs in both the undergraduate and graduate programs.

For many years, the Department of Social Work has given its graduating seniors a competency examination consisting of 100 multiple-choice questions and 5 essays. The competency exam reflects undergraduate social work content from all four years, and is used to indicate areas of weakness to the student and to the faculty. The Department has used the results of this exam every year to change course content, assignments, and so forth. In the MSW program, a pre- and post-test competency has also been implemented.

In the School of Nursing and Health Studies, students graduating from the MS program in Nursing are surveyed. Based on this outcome assessment in 1998, a separate advanced health assessment course was added to the Nurse Practitioner track. In addition, a new course was developed to address health care, economics, cultural diversity, health policy, ethics, and disease prevention. Graduates of the BS in Nursing program are surveyed upon completion of that program. Based on results of this survey, the study of Case Management, a recent means to manage the health care needs of patients, was added, initially to NU 450 and moved in Fall 2000 to NU 311. BSN and MSN students are also surveyed at one-year and five-year intervals after graduation. In addition, employers of MSN graduates are surveyed at one year past graduation.

In the administration, assessment has been an important part of decision-making throughout the term of our current President. Due to the exigencies of running a private institution with a very small endowment, improvement of the University depends significantly on increased productivity and efficiency, which have occurred because of assessment in a number of areas.

The Board of Trustees regularly reviews the relationship between spending efficiency and financial outcomes; for example, Board members examine fund-raising efforts in terms of the cost of fund raising versus the amount of funds raised. The Investment Committee regularly compares the outcomes of the University's investments with the S&P 500, with an eye toward improving investment performance.

A recent study of our purchasing process revealed that 60 percent of purchases were under \$1000, and amounted to only 6 percent of the dollars spent. As a result, it was decided to give departments more responsibility for these small purchases, saving the Purchasing Department oversight for the 40 percent of purchases over \$1000 that uses 94 percent of funds.

A Fall 1998 study of faculty productivity reported to the Board of Trustees that the number of students taught per faculty member has increased significantly, despite release time given for faculty teaching in graduate programs. However, the low student-faculty ratio in Electronic Engineering led to the termination of its undergraduate program and reconsideration of its graduate program; the Master of Arts in Liberal Arts is also being reconsidered.

When the Office of Admission was recently assessed with an eye to the cost of enrolling a class, the study showed that the most expensive method of enrolling students is having admissions counselors travel off campus. Such travel was cut back dramatically, allowing us to fill our classes without increasing staff substantially.

The Retention Management Council regularly studies our retention rates and makes recommendations to improve these rates. One such study led to an Advising Taskforce, whose May 1998 report led to a revision of the advising process. A Spring 2000 study of retention rates concluded that the University's retention rate is about average and that additional improvement in the rate may be difficult to achieve. The possible exception is

increasing our dormitory space, since living on campus turned out to be a significant factor in retention. Residence hall advising has been improved by actually adding professional staff in each dormitory, which led to lower levels of vandalism and behavior problems, resulting in overall financial savings.

In a study of Summer School enrollment, students were surveyed to find out what courses they would like to take during the summer, and based on that survey, course offerings were modified substantially, leading to far fewer summer courses having to be cancelled for lack of enrollment. Also based on the survey, summer tuition discounts were offered, with the result that there were increases in summer enrollment; these larger summer enrollment were in turn sufficient to increase both summer income, despite the discount, and the number of students graduating on time.

Vice Presidents in each area assess the previous year's accomplishments; those accomplishments, as well as the goals and objectives for the coming year, are reported annually to each area, and to all University employees at the Convocation.

In Fall 2000, Provost Pearson proposed a new methodology for academic planning and program review, which would evaluate the efficacy of academic programs in support of the University's mission and would inform decisions on program development, resource allocation, and strategic planning. This review process would examine student demand, graduation and retention data, as well as instructional cost by discipline, faculty productivity in terms of teaching and scholarship, and institutional outcomes assessment. The resulting data would be used to inform decision-making that affects development of new programs, quality improvement (including enrollment management), and in some cases, termination of current programs. The immediate goals would involve managing enrollments in programs that have been growing very rapidly, and reconsidering the necessity of extremely small programs. This methodology is still under discussion.

In the last seven years, the size of the University has roughly doubled, without a similar increase in personnel. This was accomplished because assessments in a variety of areas enabled increases in productivity and efficiency.

DIRECTIONS FOR THE NEXT FIVE YEARS

The administration has committed resources in the form of a permanent administrator, the Associate Vice President for Academic Program Initiatives, who will monitor assessment activities, including reception and review of annual reports on assessment from departments and programs. The administration has also committed funds that will enable departments to firm up their assessment plans by bringing in outside consultants.

On the departmental level, assessment procedures are beginning to gather data. Although this is proving to be more work than anticipated and although some assessment plans are being revised, within three years each department should have at least some data with which to work. The gathering and discussion of this data is involving an ever-widening subset of the faculty in the assessment process.

The Outcomes Assessment Taskforce has developed graduating senior, alumni, and employer surveys. Each of these surveys would have a portion that would be answered by all respondents, independent of major, and a portion where individual majors could add questions directly relevant to their programs. The graduating senior survey was tested and administered to graduating seniors in twenty upper-level or seminar classes in Spring 2001 as a pilot of a broader mandate to be implemented in 2002. The alumni and employer surveys were also tested and will be administered in 2002 as well.

Little has been done yet in terms of systematic assessment of the student-learning outcomes related to non-academic and academic support programs. (However, many of these programs have other kinds of assessment in place, as noted previously.) Since many of these directly or indirectly affect student learning, some systematic assessment of these activities needs to be undertaken. This discussion is currently beginning.

The last five years have seen Monmouth move from serious but uneven assessment activities mainly based on individual disciplines to a more uniform assessment process that gives all academic departments and programs a role in assessment and assessment-based decision-making. The next five years should see a consolidation of this process, with data sufficient to complete in each field at least one assessment cycle that should lead to improvement in instruction across the board, with a coherent collection of assessment instruments for the General Education curriculum, and with a beginning of student-learning assessment from support programs.

CHAPTER V

FACULTY

Monmouth University's faculty is at the heart of the institution's academic mission and activities. In addition to facilitating, assuring, and evaluating student learning and growth, faculty members are the architects and stewards of its teaching, scholarship, and service life.

MAJOR CHANGES SINCE THE INSTITUTIONAL SELF-STUDY

The faculty at Monmouth is thriving as never before. The full-time faculty has increased in number over the past five years, including those who are on tenure-track, and more faculty than ever before hold the terminal degree in their field. (See Table V.1.) The faculty is teaching more students, producing more scholarship, and offering a wider range of courses and services to meet the demands of undergraduate and graduate programs. Monmouth continues to make efforts toward a faculty that is more diverse, more productive, and devoted to high levels of service and dedication, while preserving the primary mission of the institution as a teaching university.

Many faculty members are engaged in high levels of scholarship and are contributing to their fields in ways that enhance the reputation of the university. A new Agreement between Monmouth University and the Faculty Association of Monmouth University (July 1, 2000-June 30, 2003) not only recognizes the contributions and importance of the faculty, but also provides for course reductions for all faculty members who wish to pursue scholarship, as opposed to those who prefer to concentrate exclusively on teaching. The administration continues to award some faculty members Graduate Faculty status, which carries an expectation of increased scholarship, in addition to teaching and service in a graduate program. The new Agreement reduces the gap between graduate and undergraduate faculty by providing for course reductions for faculty who are engaged in scholarly pursuits but who do not have a graduate program in their discipline.

Since the last report, the University has revised the by-laws and streamlined governance. The current committee structure is functioning well, with many opportunities for faculty involvement on formal as well as ad hoc committees and taskforces. Within the past five years, Provost Pearson has initiated a practice of asking faculty members to indicate what committee and service responsibilities they have and where they would like to contribute in an effort to encourage a wider sharing of such duties.

Faculty salaries continue to improve and to remain extremely competitive with comparable institutions. A bonus given by the administration to the faculty has had a further positive effect on faculty morale and administration-faculty relations. Furthermore, the new Agreement increases compensation for summer courses, independent studies, and travel funds. Faculty members still have the option to increase their base salary by participating in a professional development plan and to obtain funds

TABLE V.1
FULL-TIME TEACHING FACULTY

	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Number of faculty	173	187	196	197	219
Number tenured	84	86	83	85	83
Number on tenure track	140	145	142	150	147
Number with terminal degrees	128	144	144	149	156

for specific projects from the University's grants-in-aid-for-creativity. The current three-year Agreement includes significant salary increases relative to the cost of living.

As noted above, the new Agreement has done much to address concerns about a two-tier system of faculty, although the existence of a graduate faculty never seemed to cause discontent or resentment among faculty members not designated as such. It is important to note, in an era of burgeoning enrollment at Monmouth resulting in increased dependence on part-time faculty, that the percentage of adjunct faculty has actually declined from 32 percent to 28 percent, a figure comparable to that of peer institutions and consistent with the University's goals. Finally, Monmouth has made efforts to increase faculty diversity, which will be detailed below.

Teaching Faculty

The self-study noted that faculty size was too dependent on enrollment, which affected the quality of programs. Over the past decade, the full-time teaching faculty has increased in number, from 138 in Fall 1993, to 173 in Fall 1996, to 219 in Fall 2000. This growth in full-time faculty size is directly related to increases in undergraduate enrollments, which are now projected to stabilize. Therefore, full-time faculty size is not anticipated to change significantly in the near future.

Temporary faculty members are appointed pursuant to the terms of the current Agreement, which, as stated in its Appendix IV, reflects the University's desire "to respond to undergraduate enrollment pressures and the University's need to maintain flexibility with regard to increased faculty appointments in case of enrollment declines." Temporary lines in certain departments are designed to preclude tenure denials based on tenure ratios. Although not guaranteed, the University does not anticipate significant fluctuations in enrollment in the foreseeable future; therefore, the expectation is that the use of temporary faculty will not increase and may decrease as the University solidifies the enrollment increases of the recent past.

Monmouth recognizes the importance of the professional qualification of its faculty. The percentage of full-time teaching faculty, including administrators with faculty rank but excluding full-time temporary teaching faculty, steadily increased from 77.6 percent in Fall 1995 to 91.7 percent in Fall 2000. Additionally, because of the new Agreement, beginning in 2001-2002, the University will be investing substantial resources in faculty scholarship by reducing the teaching load of tenure-track faculty from 24 to 18 credit hours.

Over the past five years, the University has assessed teaching faculty through the Educational Testing Service's Student Instructional Reports (SIR) evaluation. Because the Educational Testing Service revised the SIR evaluation, the University has replaced the SIR evaluation with the new revised version, the SIR II.

Diversity

Throughout its history, Monmouth has maintained a strong commitment to hiring and maintaining minority and female full-time faculty. Although striving toward this goal, the outcomes have varied, with progress in some areas and stasis in others.

In the past five years, the number of Asian full-time faculty members has increased, from twelve in 1995 to seventeen in 2000, a 42 percent increase. The number of Hispanic full-time faculty has increased from four in 1995 to five in 2000. The number of African-American full-time faculty has remained the same. The number of full-time male faculty of color has increased from 4.5 percent in 1995 to 6.5 percent in 2000, a 2 percent gain. The combined full-time male and female faculty of color ratio has increased from 11.5 percent in 1995 to 13.4 percent in Fall 2000. This number includes administrators and excludes librarians.

Every effort is being made to continue to grow and progress in the hiring of minorities and females. Monmouth's Affirmative Action Plan describes specific and result-oriented procedures to which the University is committed. These procedures, in conjunction with the University's efforts, will ensure equal opportunities. When recruiting on its own and through employment agencies, the University is dedicated to using sources that refer applicants of minority, non-minority males and females, qualified individuals with disabilities, and veterans for job openings at all levels. Based on their previous year's performance analysis, the Department of Affirmative Action established goals in hiring. There were no opportunities to meet some of these goals, such as in the Minority Goals for Professors, even though there was a concerted, good faith effort. Monmouth has had difficulty hiring qualified minority applicants because of increased competition among colleges and universities for the limited pool available.

However, the increased numbers of female full-time faculty and the significant role that they serve at Monmouth are encouraging. In the prior years' performance analysis, the Female Associate Professors job group exceeded its goal in new hires. Although the number of male and female full-time faculty increased between 1995 and 2000, both the number and percentage of female full-time faculty increased from 56 in Fall 1995 (32.2%) to 104 in Fall 2000 (45.0%). This illustrates that in female faculty hiring, some progress has been made.

As was the case in 1995, some departments are more heavily diverse than others. The School of Nursing and Health Studies remains all female, while the Department of Music and Theatre Arts' full-time faculty remains all male. In the School of Education, the Department of Curriculum and Instruction (two males, eight females) and the Department of Educational Leadership and Special Education (one male, eight females) are primarily female. Since 1995, an improved balance between full-time male and female faculty has been established in the departments of Art and Design, Communication, English and Foreign Languages, Psychology, Social Work, and Mathematics. However, the full-time tenure/tenure-track faculty remains primarily male in many departments, such as Criminal Justice, History and Anthropology, Economics and Finance, Management and Marketing, Biology, and Computer Science. Perhaps special continued efforts can be

made to recruit new faculty into departments of both sets of polarization (male or female) that will help to balance gender and minority representation in all departments.

When Monmouth attracts and hires female and minority faculty, it is crucial that continued effort be made to mentor them through the tenure process and to retain them. The Provost continues to meet individually with all second-year faculty members to review and clarify the tenure process and to encourage them in the University's expectations and in their academic goals. Deans as well as department chairs are urged to meet with untenured faculty every step of the way to make the process smoother. The Agreement between Monmouth University and the Faculty Association of Monmouth University greatly benefits all tenure- and non-tenure-track faculty in many ways and will only help to improve the recruitment and retention of female and minority faculty.

Faculty Recruitment and Departures

From 1995-1996 to Fall 2000, 232 faculty members (120 women, 112 men) were hired. In the Fall 2000 semester alone, 49 faculty members were hired, many of whom were recruited for temporary positions needed to teach the added courses required to accommodate the unusually large number of freshmen who entered Monmouth that semester. From 1995-1996 through Fall 2000, 72 tenured and untenured faculty members departed the University. Forty-two of these resigned, 22 retired or reached tenure-buyout agreements with the administration, and five passed away, while three other faculty members left their faculty posts for administrative positions in the University.

Tenure

In Fall 1995, there were 162 full-time faculty, while in Fall 2000, there were 219 full-time instructional faculty members, including 74 full-time temporary teaching faculty members, and excluding librarians and administrators with faculty rank, an increase of over 35 percent. In Fall 2000, the 226 full-time faculty members (including seven librarians with faculty rank, and excluding 12 administrators with faculty rank and faculty members on leave of absence) consisted of 32 Professors, 60 Associate Professors, 83 Assistant Professors, and 51 Instructors. Of all full-time instructional faculty members, the percentage of tenured faculty has declined by half over the past fifteen years, from 73 percent in Fall 1985, to 62 percent in Fall 1990, to 70 percent in 1993, to 54 percent in Fall 1995, and to 38 percent in Fall 2000. The percentage of tenured faculty significantly dropped between 1993 and 2000 due to a significant increase in the number of new faculty hires at Assistant Professor and Instructor levels; these new hires supported the dramatic increase in full-time undergraduate enrollments from 2353 in Fall 1993 to 4221 in Fall 2000. Faculty resignations, retirements, buy-outs, and deaths also contributed to the decrease in tenure ratio.

Although there were four fully tenured departments in 1990 and one fully tenured department in 1995, no department was fully tenured in Fall 2000. The current tenure percentages range from 0 percent in the Department of Music and Theatre Arts to 83 percent in the Department of Economics and Finance. The current tenure percentages by schools range from 21 percent in the School of Education to 60 percent in the School of

Science, Technology, and Engineering. The low tenure ratios in the School of Education (21%) and the School of Nursing and Health Studies (25%) are attributable to recent buy-outs, resignations, and significant numbers of new hires at Assistant Professor and Instructor levels.

All tenured faculty members are at the Associate Professor or higher rank. In 1995, 70 of 104 male faculty members were tenured, while in 2000, 58 of 119 male faculty members were tenured. In 1995, 15 of 53 female faculty members were tenured, while in 2000, 25 of 100 female faculty members were tenured. In Fall 1995, only 9 of 21 departments had one or more female tenured faculty members, but in Fall 2000, among the 21 academic departments, 16 departments currently have one or more female tenured faculty members. In the last five years, 24 candidates were awarded tenure, and of these, ten were males and fourteen were females.

Salaries

Aside from the initial salary that a candidate negotiates with Provost, the Faculty Association negotiates salaries and other compensation for the full-time faculty as a group. Salaries have continued to improve since 1996. Professors at Monmouth are in the top 20th percentile of comparable institutions (AAUP Category 11). Associate professors rank in the 95th percentile, while assistant professors rank in the 80th percentile. However, for instructors Monmouth only ranks in the 20th to 39th percentile.

Discrepancies in the salary structure are largely the result of market conditions. In some cases, deans and department chairs may successfully press for a higher salary for a new hire, while some candidates themselves may simply be able to negotiate better than others. Discrepancies between the salaries of male and female faculty members still exist as well, as appears in Table V.2. Age, or more specifically length of service, continues to be a factor. Another major factor is the prevalence of males in the disciplines for which market demand is greatest, such as Software Engineering, Computer Science, and Business. Conversely, women predominate in fields such as English and Education, for which there is a relatively low market demand. Thus, salaries differ across departments and schools, sometimes significantly. While efforts could be made to address this, it appears unlikely that these differences will be eliminated easily. The new contract did provide a one-half percent parity pool for 2001-2002 and again for 2002-2003, which represents at least a step in the direction of greater parity.

Professional Development

Faculty members have the opportunity to design individual programs of professional development. Upon completing a three-year program of scholarship and curricular or teaching improvements, these faculty members receive a base salary increase of \$2,000. From 1995 through 2000, eighteen faculty members have participated in this program. Ten have successfully completed their professional development activities, and eight are expected to do so in 2000-2001. Monmouth also provides for full-year sabbaticals at 80% of salary, half-year sabbaticals at full salary, and mini-sabbaticals for summer research. In addition, Monmouth provides up to \$1,500 in creativity grants and up to

TABLE V.2

**AVERAGE SALARY OF FULL-TIME INSTRUCTIONAL FACULTY
BY GENDER AND RANK, 1991-1995 AND 1996-2000**

	FALL 1991	FALL 1992	FALL 1993	FALL 1994	FALL 1995
FEMALES					
Professor	\$54,205	\$56,973	\$60,265	\$62,765	\$65,521
Associate Professor	\$44,024	\$44,715	\$47,290	\$49,612	\$51,254
Assistant Professor	\$34,571	\$36,140	\$37,905	\$38,033	\$41,133
Instructor	N/A	\$30,090	\$26,125	\$27,333	\$28,667
FEMALE AVERAGE	\$38,776	\$40,256	\$43,407	\$41,095	\$43,530
MALES					
Professor	\$56,822	\$59,130	\$61,779	\$64,679	\$67,646
Associate Professor	\$47,669	\$49,949	\$51,633	\$53,467	\$56,976
Assistant. Professor	\$38,908	\$39,873	\$45,012	\$45,815	\$47,926
Instructor	N/A	N/A	N/A	\$27,500	\$29,143
MALE AVERAGE	\$49,476	\$51,945	\$54,711	\$55,228	\$55,136

	FALL 1996	FALL 1997	FALL 1998	FALL 1999	FALL 2000
FEMALES					
Professor	\$68,121	\$71,869	\$73,132	\$75,915	\$79,686
Associate Professor	\$52,770	\$56,959	\$57,986	\$58,320	\$57,942
Assistant Professor	\$40,466	\$41,835	\$44,395	\$46,759	\$47,923
Instructor	\$30,600	\$30,351	\$30,956	\$32,550	\$32,439
FEMALE AVERAGE	\$43,947	\$43,865	\$45,767	\$47,402	\$46,606
MALES					
Professor	\$70,350	\$74,264	\$77,089	\$80,066	\$83,114
Associate Professor	\$59,189	\$63,796	\$65,617	\$69,070	\$71,955
Assistant. Professor	\$47,181	\$46,999	\$47,724	\$50,584	\$50,680
Instructor	\$30,567	\$30,726	\$32,769	\$33,200	\$32,250
MALE AVERAGE	\$56,091	\$58,548	\$59,557	\$61,857	\$61,818

Table is based on IPEDS reports and does not include administrators with faculty status or faculty on leave of absence without pay.

\$1400 for each faculty member in professional travel funds each year. Faculty members pursuing advanced degrees can also apply for course load reductions and loans.

Temporary Specialist Professor Appointments

The new Agreement between Monmouth University and the Faculty Association created a new category of temporary Specialist Professor appointments that may affect the way departments hire and project for long-term faculty needs outside of the tenure-track line or adjunct positions. These appointments will be made in departments that require applied or specific/practical expertise, such as Nursing, Psychology, Social Work, Art and Design, Music and Theatre Arts, and Communication.

As described in the Agreement, the Specialist Professor appointment may be made on a year-to-year basis for a period not to exceed five years. Subsequent reappointments may be made at the academic department's discretion, subject to approval by the appropriate school dean, on a year-to-year basis for a period not to exceed five years. Appointments and reappointment will also be contingent on enrollment. These positions will not be tenure-track, nor will they imply that there will ever be a tenure-track line or tenure awarded in the future. If, however, faculty holding the position of Specialist Professor serve four or more continuous years on a full-time temporary appointment and are eventually appointed to a full-time tenure-track position, they may receive no more than two years for prior teaching experience toward the calculation of years of service prior to attaining tenure.

Endowed and Sponsored Chairs

In Spring 2000, there are still seven endowed or sponsored chairs, whose occupants have a reduced teaching load and receive a stipend and research money. Occupants of the chairs are also expected to contribute to the institution through publications, conferences, and other activities. The system of endowed and sponsored chairs has added vitality to the campus. Monmouth will continue its efforts in this regard, obtaining outside money to endow professorships.

PART-TIME FACULTY

Monmouth continues to make use of part-time (adjunct) faculty to offer courses in the various academic degree programs, and part-time faculty members still account for a significant portion of the credit-hour teaching responsibility. While the self-study targeted a goal of 25 percent of the undergraduate and graduate credit-hour teaching load, a more realistic goal, consistent with institutional norms in the region and state, would be closer to 30 percent. Currently, it is around 28 percent.

The departments of Music and Theater Arts, Art and Design, and Software and Electrical Engineering consistently have higher numbers of part-time teaching credit hours, varying between 37 and 50 percent of all teaching credit hours in each department. In the School of Education, the self-study noted that since 1988, part-time teaching credit hours had remained above 40 percent, but by Fall 2000, part-time teaching credit hours had been reduced to 26.3 percent. The School of Business Administration (18.1%) and the departments of Criminal Justice (8.8%) and Social Work (10.7%) had the lowest overall

percentages of part-time credit hours. During this reporting period, both the School of Business Administration and the Department of Social Work have pursued national accreditation, which was granted to the School of Business Administration and which is in the final approval process for the Department of Social Work's MSW program. (The BSW program is already accredited.)

Individual departmental policy on the use of adjunct faculty ranges from the teaching of introductory courses to teaching special courses otherwise not offered by full-time faculty. Part-time faculty salaries have increased, although modestly. The self-study indicated the lowest starting salary of \$1,300 for a three-credit course taught by a master's degree holder, while current compensation for the same minimal level is \$1,600 for all disciplines except the technical fields, which have consistently paid higher. For example, in the current period, for a holder of a doctorate degree, the salary for a graduate course in Software Engineering has increased from \$2,500 to \$ 4,000.

Other than monetary compensation, support for adjunct faculty could be enhanced. Some departments offered a shared office space for a number of adjunct faculty members, while others have none. Some part-time faculty members have made full use of instructional technology opportunities, such as teaching online or laptop courses.

CLASS SIZE AND COURSE CANCELLATIONS

Monmouth prides itself on small class sizes as well as close teaching and advising relationships. While most faculty members strive to provide individual attention to students, increasing class size makes this more difficult. Overall, the average class size has increased in the longer term from a low of 20.0 in 1988 to 21.6 in 2000, although in the short term it has decreased from 23.0 in 1995. Average class size has recently decreased because of an increased number of Writing Intensive courses, technologically enhanced courses, and graduate courses with reduced class capacities. (See Table V.3) The University has tried to balance the increase in the numbers of students with additional sections to keep class size at a manageable level. Class capacities have not been significantly increased, though there has been some attempt within the past five years to make them more uniform.

With the dramatic increase in the size of the freshman classes since 1994-1995, the Registrar has worked with the deans and department chairs to create a complementary schedule for classes in English, History, Reading, and Mathematics to assure that freshmen will be able to get all of the General Education courses that they need, while maximizing class size and room use. Monmouth continues to address problems created by course cancellations, which are made in order to meet an average class size that is tied to the year's budget, and by inadequate course offerings in some areas, especially in General Education, which have increasingly necessitated adding courses to the schedule during the registration process. Such last-minute schedule changes upset both faculty and students. In 1999, the Enrollment Planning Committee created a subcommittee, the Committee on Class Cancellation and Scheduling, that plans to minimize the numbers of courses that need to be cancelled or added prior to the beginning of a semester by recommending several changes. These recommended changes include adopting a one-

TABLE V.3
ON-CAMPUS AVERAGE CLASS SIZE BY DEPARTMENT

	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
<i>School of Humanities and Social Sciences</i>						
Art and Design	18.1	21.8	19.0	19.7	18.6	19.0
Communication	20.6	20.0	20.2	20.5	20.1	20.4
Criminal Justice	22.9	27.1	26.8	22.9	22.3	19.5
English and Foreign Languages	22.5	22.5	23.0	21.3	21.4	19.4
History and Anthropology	26.6	28.3	27.6	25.6	27.2	26.8
Interdisciplinary Studies	24.7	25.3	25.5	24.3	25.5	26.8
Music and Theatre Arts	18.7	21.7	24.4	20.9	20.0	20.8
Political Science, Philosophy, Religious Studies	27.7	28.5	28.7	28.7	30.7	25.3
Psychology	26.6	28.6	27.5	25.3	25.9	25.3
Social Work	26.5	18.1	20.6	17.9	19.5	19.0
Freshman Seminar/Career Search	21.6	21.7	22.8	23.2	22.8	23.5
<i>Subtotal</i>	23.3	23.8	23.9	22.5	22.6	21.9
<i>School of Science, Technology, & Engineering</i>						
Biology	21.9	20.2	18.9	19.4	18.3	17.9
Chemistry and Physics	18.9	20.7	20.6	21.4	20.8	21.8
Computer Science	19.2	19.2	16.1	17.7	17.9	19.3
Electrical Engineering	10.4	19.2	17.2	18.1	18.0	19.1
Mathematics	22.6	24.3	24.2	22.6	21.9	20.9
Software Engineering	19.7	17.9	14.3	14.1	10.6	10.0
<i>Subtotal</i>	20.1	20.8	19.8	19.9	19.3	19.4
<i>School of Business Administration</i>						
Accounting and Law	27.4	26.0	29.2	27.8	27.3	25.0
Economics and Finance	27.0	26.0	28.9	27.7	26.4	28.1
Management and Marketing	26.0	22.8	30.0	28.2	27.7	26.4
<i>Subtotal</i>	26.6	24.6	29.5	28.0	27.3	26.5
<i>Subtotal, School of Nursing</i>	20.9	20.1	17.1	14.5	12.5	11.9
<i>Subtotal, School of Education</i>	24.6	23.9	24.4	25.6	24.6	23.0
Institution-wide average	23.0	23.1	23.4	22.5	22.2	21.6

year scheduling system along with a trial registration for the following year that would allow students to register demand and interest in courses, adjusting the numbers of credits offered by departments and schools in accordance with enrollments and numbers of majors, using curriculum charts and degree audits to determine demand for courses prior to the scheduling process, and reserving numbers of seats for incoming freshmen in all General Education courses. (See Appendix K for the Report of the Subcommittee on Cancellation of Students for Nonpayment and Related Enrollment/Scheduling Issues.)

RESOURCES AVAILABLE TO FACULTY

Classrooms

Since 1995, the campus has experienced a great deal of expansion and modernization of its classrooms. Major improvements and additions are summarized below. (See Chapter VII of this report for a fuller treatment of capital investments.)

The Edison Science Building houses many departments of the School of Science, Technology, and Engineering. In 1996-1997, office, classroom, and laboratory areas on all three floors were renovated, including new heating and air conditioning. In Fall 1997, the faculty moved into their newly refurbished offices and began delivering the curriculum from newly refurbished classrooms and laboratories. In addition to physical upgrades to the laboratories, several acquisitions of laboratory equipment were also made as part of Monmouth's continuing efforts to upgrade the laboratory learning environment. For example, new equipment for the biology and chemistry labs has resulted in expanded capabilities in cell and molecular biology, biochemistry, gas chromatography, mass spectroscopy, and high performance liquid chromatography. All of these renovations greatly enhanced the learning experience for students.

The role of computer-based learning laboratories has also expanded. Existing computer capabilities have been continuously enhanced in the Edison Science Building, Howard Hall, Bey Hall, and the buildings housing the departments of Communication and Art and Design. This includes the installation of additional computers in computer learning laboratories, creation of a computer-based laboratory and learning center in the Department of Mathematics, installation of computers and projection units in numerous classrooms, and conversion of several classrooms to accommodate a laptop computer learning environment.

In the buildings used by the Department of Art and Design, there have also been some renovations, including the establishment and equipping of a new, state-of-the-art photography darkroom and digital photography lab.

In February 2000, construction was completed on the New Academic Building (NAB), which houses the School of Education, the Marjorie K. Unterberg School of Nursing and Health Studies, and the departments of Criminal Justice and Social Work, service majors that account for one-third of Monmouth's students. The NAB is state-of-the art learning environment consisting of classrooms, conference/seminar rooms, computer laboratories, departmental and faculty offices, and support areas for each school. Many of the

classrooms are equipped with computers and projection units, and most are wired to accommodate a laptop computer learning environment.

Finally, in Fall 2000, the University began construction of a new, state-of-the-art building, the Jules L. Plangere, Jr. Center for Communication and Instructional Technology (CCIT), which is being built on the former site of the C. Walt Withey Building, which housed the academic offices of the School of Education and the departments of Social Work and Criminal Justice.

Secretarial and Student Assistant Support

In the past five years, the role of department secretaries has changed. Previously, the secretary's work was spread out equally among members of a department, and involved typing syllabi, examinations, and letters, as well as duplicating and filing important information. Some of the larger departments felt that the secretary was being shared by too many faculty.

Although at the present time the secretary's tasks generally remain the same, there have been some changes in how this position is viewed by departments. With the widespread use of computers and the ease of editing on laptops, faculty members are typing more of their correspondence, exams, and syllabi than ever before, and are therefore expecting less individual service from the departmental secretary. Most faculty interviewed seemed satisfied with this arrangement, as it reflected a more practical solution to the distribution of labor. Secretaries are expected to be Web literate and to assist in some e-mail correspondence for faculty and the department.

Many faculty were able to use undergraduate and graduate student assistants for more routine chores and specific assignments. Some of these assignments ranged from limited research, procuring information, monitoring labs, assisting at the art gallery and at openings of art exhibits, to assisting faculty with fieldwork. While student assistants remain a somewhat untapped source of organized labor, and in some cases the student assistants lacked strong supervision, while in other instances they were managed effectively.

CONCLUSION AND GENERAL RECOMMENDATIONS

Monmouth has made many strides toward its goal of becoming a university of regional distinction. In the last five years, considerable progress and improvement have been achieved in the qualifications, morale, and effectiveness of the faculty. Teaching conditions have been improved, and opportunities and encouragement to pursue scholarship have increased. Monmouth's faculty is stronger, as is the academic reputation of the University.

Much of the improvement has resulted from the initiation of processes designed toward achieving these goals. Reduced teaching loads for faculty on a scholarship track reflect the University's commitment to assisting faculty development and scholarly production. New buildings with improved facilities and the technological enhancement of existing

classrooms have improved working conditions and contributed to teaching effectiveness. Monmouth has made good use of part-time and temporary full-time faculty members, some of whom have been converted to tenure-track status.

Several recommendations are in order. These include:

1. The administration and faculty should explore ways to use the SIRs more effectively and ways to encourage collaboration among faculty on teaching effectiveness.
2. In light of continued projections about stable healthy enrollments in the future, Monmouth should consider converting additional temporary full-time positions into tenure-track positions.
3. Monmouth should maintain its relatively low ratio of courses taught by part-time faculty, but should consider raising further the compensation for adjunct faculty and finding additional ways to support them on campus (such as office space, access to technology, laptop computers) in order to attract and retain individuals with higher qualifications.
4. Monmouth should continue its Affirmative Action efforts, put more resources toward attracting and retaining qualified minority candidates, and make every effort toward more diversity in the faculty.

CHAPTER VI

ENROLLMENT MANAGEMENT AND RETENTION

This chapter will focus on issues related to recruiting and retaining students, including an examination of the policies of the offices of Undergraduate Admission, Graduate Admissions, and Financial Aid. The chapter will also address Enrollment Management issues that are specific to the large freshman class of Fall 2000 and plans for better controlling the size of next year's freshman class. Lastly, the chapter explores the issue of retention, including examining the retention figures, the question of their appropriateness for the type of population involved, and the reasons for attrition when it occurs. Initiatives for retaining academically successful students are also discussed.

ENROLLMENT

Monmouth employs a variety of methods for securing the interest of prospective students and their parents. Currently, these methods include direct and e-mail communication, telemarketing, campus recruitment events, interviews and campus tours, advertising, and outreach via college fairs, school visits, and conferences. University publications for recruitment and enrollment include viewbooks, undergraduate and graduate catalogs, brochures, fact sheets, and orientation materials. Enrollment publications are reviewed and updated on a regular biennial schedule, enabling prospective students to receive up-to-date information. Information brochures range from general information about Monmouth and campus life to specific information, such as services for students with disabilities; these brochures are mailed to students in a systematic fashion through a sequence of mailings, keeping Monmouth fresh in the minds of the recipients. All University enrollment publications have been revised to ensure a coherent, consistent message about Monmouth, regardless of the particular goal of the brochure.

In addition to obtaining University information through traditional means (campus visit, telephone request), prospective students and their parents may obtain information through the University's Web site. Currently, the Web site provides an overview of the University, a page of questions frequently asked by parents, and an opportunity for graduate and undergraduate students to apply online. Through links from the University home page, students can get admission information and can browse the Web pages of all of the individual departments for more detailed information. The University's Web site is undergoing redesign this year and several interactive modules are being introduced. This initiative will facilitate the objective of an enhanced relationship between the student and the University for both prospective and current students.

Over the last five years, implementation of a comprehensive enrollment strategy has facilitated growth in the several student populations, despite downward trends nationwide. The full-time undergraduate enrollment increased 27 percent, in part because in the last five years, the size of the freshman class grew 9 percent. Graduate enrollment increased by 28 percent. Part-time undergraduate enrollment has increased slightly. In

the same period, the number of first-time, full-time freshmen enrolling in the nation's colleges and universities declined by 28 percent; similarly, graduate enrollment in the nation grew less than three percent, and among Monmouth's regional competitors, there has been a loss of two percent.

Potential students have additional options from which to choose, including a new undergraduate degree program in Software Engineering, as well as expansion of graduate programs to nineteen degree and thirteen certificate programs. The greatest growth has occurred in several graduate degree programs (Corporate and Public Communication, Criminal Justice, Nursing, Social Work) as well as in graduate certificate programs (Nursing, Psychological Counseling, Software Engineering, Education). (See Table VI.1 and Table VI.2.)

Enrollment Management for the Large Freshman Class in Fall 2000

The University builds an annual enrollment model that includes projected size of the freshman class. According to that model, in Fall 2000, the projected size of the new, full-time freshman class was 830. However, because the University was the first choice for a larger percentage of its accepted students, the yield on the Fall 2000 class was higher than usual. This resulted in an unexpectedly large class of 1034 new freshmen for Fall 2000, which in turn led to a number of changes in the University's policies and procedures as this class was accommodated and as plans were made for the enrollment of future freshman classes. (See Table VI.3.)

To accommodate the size of this freshman class, class schedules were developed. A new method of implementation for freshman schedules was tested. It allowed for better prediction of class schedules, and new faculty members were hired to meet the scheduling needs of the class.

Since most of the growth in the freshman class came from students who want to live on campus and since Monmouth has a limited number of beds for freshmen (approximately 700), a group of students who deposited by the May 1 National Candidates' Reply Date could not be assigned on-campus housing at the start of the Fall 2000 semester. To remedy this problem, the timing and process for distribution of the contracts was altered to provide the most fair and equitable system of allocating the available housing. Housing contracts equal to the number of beds available by order of date of deposit were mailed in batches, beginning on May 15, until all of the available beds were used. Students on the waitlist and their parents were informed of the situation, and they perceived the process as fair. An arrangement was made to take over a local hotel, and approximately one hundred students began the year in residence there under the supervision of specially trained Residential Life staff. These students were provided with many amenities, such as an onsite computer laboratory, cooking facilities, and shuttle bus service. Other support initiatives included social events intended to bond this group to the University community.

TABLE VI.1

TABLE VI.2

TABLE VI.3

Parking for freshman residents was limited in order to ensure sufficient spaces for commuter and upper-class resident students. Parking for all commuters, including those freshmen living off campus, was provided. Valet parking service in the commuter lot was set up in order to accommodate more commuter students' cars.

Admission and Enrollment Management for the Freshmen Entering in Fall 2001

For next year's freshman class, several changes have been implemented to manage admission and enrollment. Instead of the previous rolling admission system, a new deadline system has been modeled on similar systems at selective institutions. The Early Decision application deadline is December 1, with a notification date of January 1. Students accepted via Early Decision will be guaranteed housing and parking if they comply with contract and deposit requirements. The Early Application deadline is December 15, with a notification date of January 15, and the Regular Decision application deadline is March 1, with a notification date of April 1. For all admitted students other than Early Decision, housing will be assigned on a space-available basis, prioritized by the date on which the student's enrollment deposit, housing contract, and housing deposit are received.

Throughout the year, to control the size and quality of the freshman class, the Enrollment Planning Committee (EPC) has carefully monitored the implementation of the new admission deadline system and the enrollment model associated with the deadline system.

FINANCIAL AID

Since 1996, Monmouth has seen a marked growth in enrollment, and consequently, an increase in the number of students served by the Office of Financial Aid. Although the number of professional and support staff members in the Office has not increased, financial aid staff members have been able to continually enhance the level of customer service to student and parent constituencies, as well as to other interconnected University departments. This commitment to customer service is in keeping with the initiatives developed by the EPC to re-engineer business processes and to afford efficient, accurate service to students. Achievement of service-related objectives has been made possible through the enhanced use of technology, new office leadership, the hiring and training of an entirely new staff, revision of office practices and procedures, cross-training of staff in other departments, and revision of all financial aid communications. A Direct Lending Coordinator, responsible for processing of all student loans, has been hired and trained. Also, the new professional financial aid staff members have an academic and/or experiential background in counseling.

Monmouth is one of two institutions in the state that has successfully developed and used automated packaging. For the last four years, technology has been employed to automate formerly time-consuming tasks such as award packaging, student loan processing, the tracking of documents, and federal, state, and institutional reporting. In addition to the global use of sophisticated programming, implementation of technological resources in the Office of Financial Aid has also impacted the end user; all staff members have been

provided, at their individual workstations, with the hardware, software, and training appropriate to their job functions.

Office practices and procedures have been reviewed and revised in order to simplify the aid process for the student and to eliminate the unnecessary collection of paper documentation, in accordance with federal regulation. Simplification and automation have resulted in increased availability of the professional staff for cost management counseling with students and parents. Financial aid counseling initiatives have included individual appointments with students and parents, telephone follow-ups to students about their financial aid packages (approximately 4,000 phone calls are made each spring to current and newly admitted students), extended office hours, attendance at undergraduate and graduate open houses and information sessions, and more frequent participation at local high school financial aid events. Counseling outreach is also extended to students who have not registered for an upcoming term.

In both the enrollment and retention processes, the opportunity to counsel and provide information to students and parents is critical. New and continuing students are concerned about managing their educational costs, and those concerns must be addressed adequately. To that end, the financial aid brochures, the financial aid information in the catalogs, the award letters, and the award letters information sheet have been revised so that financial aid information is clear and concise. Prospective new undergraduate and graduate students are now provided with financial aid information and required aid application forms (Free Application for Federal Student Aid or FAFSA) within one week of submitting their applications for admission. This change in the timing of information dissemination encourages students to apply for financial aid early in the enrollment process and results in students having a financial aid package before making the decision to enroll. Prospective students (and their families) who have an actual aid package are able of making informed decisions about their capabilities to manage the cost of education at Monmouth. Continuing students are also encouraged to apply early for financial aid through the mailing of reminder post cards, beginning January 1 and continuing every two weeks thereafter. This practice has been successful, in that 85 percent of continuing students have submitted their FAFSA and thus received their aid package before the conclusion of final exams in May.

Monmouth has changed not only its financial aid processes, but also its financial commitment to students by addressing their concerns about cost through several additions and changes. For the first time since 1994, there was an increase in the merit scholarships and grants offered to new full-time freshmen students. Upon graduation, some undergraduate students proceed directly into a Monmouth graduate degree; these students are now awarded scholarship funding through the Graduate Scholars program. The financial needs of returning students have been addressed by implementation of the Retention Scholarship program and the Leadership Scholarship. While the former provides grants of approximately \$3000 to upper division students meeting certain academic and financial criteria, the latter gives funds to students who have made outstanding contributions, in a leadership capacity, to campus organizations. Finally, in 1997, the Summer Grant program was established to enhance summer course enrollment

and to help students complete their degrees in four years. In part because of the Summer Grants, the number and percentage of four-year graduates has increased.

RETENTION

Work on retention has been expanded campus-wide through the Enrollment Planning Committee (EPC), which includes the Vice President for Enrollment Management (chair), the President, the Vice President for Academic Affairs and Provost, the Vice President for Student Services, the Vice President for Finance, the Registrar, the Director of Financial Aid, and two deans. The Committee meets biweekly, oversees the strategic enrollment planning, and supervises campus committees responsible for tactical enrollment initiatives. The Retention Management Council (RMC) consists of 30 representatives from all campus constituencies, and continues to operate as the functional organization responsible for implementing retention activities.

A number of retention activities have been initiated since the self-study. Most of the new initiatives have been institutionalized as routine retention activities. For example, Project Reach Out has been continued through the efforts of the office of the Dean of Advising and Academic Support Services, which contacts every undergraduate student eligible to return who has not registered in the priority registration for the upcoming term. The effort to enroll these students continues in the Enrollment Management and Student Services divisions through telephone calls, e-mails, and contact by letter until the term start date. The Summer Grant program continues to facilitate progress on the four-year graduation rate. Students entering in 1994 and beyond have been impacted by the Summer Grant opportunity. Four-year graduation rates had dipped as low as 19 percent for students who entered in 1991 and 1993. The four-year graduation rates for those cohorts have been enhanced to 28.4 percent in 1994, 26 percent in 1995, and 33 percent in 1996.

New initiatives have also been developed. The Advising Taskforce developed a set of recommendations intended to enhance the quality of the academic advising experience by shifting the focus of the interchange between the student and the faculty member to academic planning and away from the clerical tasks of registration. (See Appendix L for the Report of the Advising Taskforce.) Another initiative developed by the EPC, Retention Scholarships, make additional grant funding available to students identified as "at risk for transfer due to cost." The EPC's Student Tactical Action Subcommittee has reviewed the administrative processes of enrollment and recommended changes in the priority registration and bill paying processes, as well as communications to students in order to improve students' experiences. The EPC's Scheduling and Cancellation Subcommittee also made recommendations on class cancellation and the planning of data driven schedule planning.

The RMC and the EPC both concluded that Monmouth lacked the necessary qualitative research and resulting data to strategically address attrition and plan retention activities. Therefore, for the last two years, the focus of the groups' work has been research. A number of analyses have been completed, including a study of the characteristics and

changes in students who complete undergraduate degrees in four years: a comparison of the national and Monmouth cohorts who participated in the CIRP and the CSS+SIF; a report on the characteristic differences (as measured by grade point average, SAT score, residence, financial need, family income, scholarships and grants, and the gap between total cost and financial aid packages) between students who are retained or leave; a report on retention and attrition by major; an annual analysis of the ACT student satisfaction survey; an analysis of variance and multiple regression analysis of variables, which affect retention of students, including demographic variables such as race/ethnicity/gender, a financial vulnerability index, student involvement in campus life activities, residence, and major; and graduate retention rates by academic program.

Monmouth has decided to move the five-year graduation rate from 48 percent to 55 percent. In the first class affected by this decision, students who entered as freshmen in 1994, 52.6 percent graduated in six years, compared to the long-term average of 48.7 percent. Six-year graduation rates are not yet available for classes entering after 1994. However, the improvement in the four-year graduation rates for the 1994, 1995, and 1996 cohorts would seem to indicate that the six-year rate for these classes could be an improvement over the historic trend. As a part of Monmouth's retention research, current data was collected, and it indicates a wider variation in graduation rates than was indicated at the time that Monmouth's goal was set. At that time, six-year graduation rates were compared with the broad category of all higher educational institutions (53%) or of public (52%) and private (60%) institutions. Data from the American College Testing Program indicates that institutions with "traditional" selectivity (950-1070 SAT range) have five-year graduation rates of 56.3 percent. According to data from the Consortium for Student Retention Data Exchange (CSRDE), more selective institutions generally had higher six-year graduation rates than less selective colleges and universities. In the CSRDE study, "selective" institutions, with 50 percent of the freshman class in the 990-1100 SAT range, had six-year graduation rates of 49.1 percent. (The middle 50 percent of the freshman class at Monmouth has SAT scores between 950 and 1100.) This information puts Monmouth's graduation rate in perspective in light of the academic profile of our students and indicates that, although we should strive to improve retention to graduation, the historic rate of 48.7 percent may be typical.

To date, the EPC, the RMC, and personnel in the divisions of Enrollment Management, Student Services, and Academic Affairs have played a central role in working to develop and implement a comprehensive range of retention strategies. Although the broad range of initiatives implemented is too extensive to be described in detail, some of the most substantive efforts not mentioned previously include: a one-day workshop on retention strategies sponsored by Dr. Lana Low, Vice President of USA Group Noel Levitz; strategies to target and cultivate students with Monmouth as their first choice; summer tuition discounts, and improved scheduling of summer classes based on student need; improved scheduling during the regular semesters; streamlining the enrollment process and simplifying the financial aid packaging process; improvements in student life activities and increased communication of student activities; orientation programs, retreats, and open house opportunities for undergraduate and graduate programs; and

continued student support by the Life and Career Advising Center and the creation of Departmental Advising Coordinators to strengthen advising for upperclassmen.

During the 2000-2001 academic year, a long-term, data-driven Monmouth retention plan was drafted. In addition, the faculty passed a resolution to change the requirements for participating in Commencement, effective May 2003. Beginning then, only students who have met all degree requirements will be allowed to participate in Commencement exercises. Currently, students are allowed to walk at graduation if they are within six credits of completing their degree requirements, and approximately 15 percent of these students never finish their degree requirements. However, the new policy on participating in Commencement should be another factor that will enhance the four- and five-year graduation rates.

Based on the data analyses completed in the summer of 2000, most of the freshmen who left Monmouth were in the bottom of the class, with GPAs of less than 2.0. Students who cannot maintain a GPA of 2.0 would be academically dismissed if, after probation, they could not bring up their grades. Thus, there may be a subset of freshmen that for various reasons are simply not up to the academic challenge. Analyses also refuted the notion that the major reason students leave is financial. Beyond GPA, the major reason students leave appears to be that they have failed to make a connection or bond to the University, as evidenced by retention rates being poorer for commuters and for those who are not involved in any co-curricular or extra-curricular activities. Thus, for improving retention of students capable of the academic challenge, the most fruitful direction appears to be focusing on facilitating connection to Monmouth by providing the types of student services discussed above.

The data analyzed to date have been focused on the traditional measure of completion of the degree by students who entered as freshmen. In addition to tracking their progress, examining the retention rate of transfer students may also yield insights into the dynamics of the student population.

Lastly, in Spring 2001, registration is being offered for a full year at a time, in another effort to streamline the registration process for students and help them to do academic planning in an organized and more long-term manner. This should also help students to monitor their academic progress and create academic plans that will result in graduation on time.

RECOMMENDATIONS

1. Retention efforts should be focused on helping all students make a meaningful connection to Monmouth through involvement in curricular, co-curricular, and extra-curricular activities.
2. New freshman admission policies should allow better control of future class sizes and should position Monmouth as a competitive, selective university.
3. The streamlined financial aid process should allow the staff to spend more time meeting with students and parents, and less time in managing paperwork.

CHAPTER VII

CAPITAL INVESTMENTS AND FUND RAISING

Since the self-study, Monmouth has enjoyed increased undergraduate and graduate enrollments that have supported additional faculty hires and capital improvements. With increased enrollments, emphasis has been placed upon institutional advancement and fund raising to help attend to the considerable and growing need for facilities to accommodate this influx of students. In the University's planning and achievements, it has carefully considered the issues noted by the Commission in its July 1996 letter. This chapter will address two of the issues, capital investments and fund raising.

CAPITAL INVESTMENTS

New Dormitories

On the North Campus, in addition to the student housing reported in the self-study, the third building of a three-dormitory addition has been completed. These three buildings are three-story wood frame plus basement structures, with various room configurations. The most recent consists of 18 student apartments housing 84 students. The total cost for the three dormitories is \$4.6 million.

New Academic Building

The New Academic Building (NAB) now houses the departments of Criminal Justice and Social Work, as well as the School of Nursing and Health Studies and the School of Education. The NAB consists of six classrooms, five conference/seminar rooms, two computer laboratories, department offices, and support areas. The gross area for this structure is 36,280 square feet, with a total anticipated cost of \$5.1 million. The NAB was dedicated on May 5, 2000, and is occupied and operational for the 2000-2001 academic year.

Center for Communications and Instructional Technology

The growth of the Department of Communication, the various changes in technology, and the need for distance learning classrooms have prompted a change in plans. Instead of one large \$20 million combination library and information resource center, construction is currently underway on the Center for Communications and Instructional Technology (CCIT), which will house the Department of Communication, radio and television studios, the student newspaper, and distance learning classrooms. Construction of the CCIT began in August 2000 with the demolition of the antiquated Withey Hall and needed preparation of the site. The CCIT building has been designed as a two-story structure with a partial basement. A 225-seat auditorium is being considered as a possible addition to be completed at a later time. The gross area of the CCIT without the auditorium is approximately 47,540 square feet. The total anticipated cost is \$10.5 million, which includes the cost of equipment. Occupancy is planned for Fall 2002.

Guggenheim Library

Monmouth's plans for the library have evolved as well. When the Middle States team visited campus in March 1996, it learned of the University's plan for a \$20 million Information Resource Center. Since then, technology changes in accessing, storing, and delivering information on campus have lessened the need for a 100,000 square-foot facility. The existing Guggenheim Library is listed in the National Registry of Historic Buildings and is a magnificent structure, most suitable as a place for study and intellectual reflection. Through necessary renovations of the original structure and an addition to the 1967 adjoining building, the size of the Library can be reduced from a projected 100,000 gross square feet to between 60,000 and 70,000 square feet, and still meet the needs of the University community for decades to come. Currently, a new/renewed physical addition for study, storage, teaching, and administrative space is being planned. The book collection will be held at its current level of 250,000 volumes by undertaking a systematic and continuous weeding project that will reduce the number of current volumes by 25 percent. The Library anticipates acquiring approximately 3,500 volumes per year. With the collection judiciously weeded and the use of compact storage, there should be sufficient space to house book acquisitions for the foreseeable future.

The Library currently consists of approximately 46,000 square feet divided between the original historic mansion (two stories and a basement) and a 1967 addition (three stories and a basement). As for the renovation design, the original part of the Library building will be restored, with the main entrance changed from its current rear location to the front and more accessible side of the historic mansion, and the HVAC system will be upgraded in order to provide additional conditioned study areas and group meeting space. The 1967 building addition will expand by 20,000 gross square feet, in order to provide compact storage of print material and administrative offices for the professional librarians. The project is being undertaken in two phases. Phase 1 will involve repairing the historic mansion exterior; phase 2 will include the new addition and the renovation/restoration of the existing interior spaces. The addition will be constructed along the eastern side of the building and will consist of three floors and a basement. The total anticipated cost, including furniture, fixtures, and equipment is \$7.5 million. The construction of the addition is planned to begin in April 2001, and when the new construction is complete, the restoration of the interior space will begin, in August 2002. The project is slated for completion in May 2003.

Multipurpose Activity Center

The growing student body has placed many new demands on campus facilities, especially the athletic facilities. Another project being considered will renovate the existing gymnasium and connect it to a new, much larger Multipurpose Activity Center (MAC), which would provide an arena-type setting for basketball games, and possibly an indoor track, plus lockers and other facilities for Monmouth's many athletic teams. The original gymnasium would be used mainly for student recreation and would continue to house a fitness center. The MAC, when built, would replace about one-half acre of temporary trailer-type housing that is currently office and meeting space for the coaches and others associated with athletics. Preliminary plans are in the development stage, with funding

actively being sought as part of our development objectives. The anticipated cost for the MAC is roughly \$21 million.

Pedestrian Tunnel to Join North and South Campuses

Because a busy state highway bisects the campus, the state of New Jersey has agreed to build an underground pedestrian tunnel under the highway to connect the North Campus (where the dormitories and library are located) to the South Campus (where most of the academic and administrative offices and buildings are located). The state has agreed to pay the full cost of the tunnel, with minimal expense to the University. The construction is slated to begin in Summer 2001.

Maintenance and Renovations

In the area of maintenance and rehabilitation of the existing buildings, there have been several major accomplishments. The interior of Edison Science Hall has been completely remodeled, with completely new laboratory furniture, and many new pieces of scientific equipment; two lecture halls in Edison have been converted into ten badly-needed classrooms. The Student Center Cafeteria has been completely remodeled, with new furniture and serving facilities. In Wilson Hall, the Auditorium has been completely refurbished with new seating and lighting. One dormitory has been renovated each year, and the renovation cycle is now repeating, with Elmwood Hall scheduled for summer 2001.

Additions and Improvements

Numerous additions and improvements have been made to the parking lots and athletic fields. Since 1996, we have added a soccer field, a softball field, and six new tennis courts. More than 400 additional parking spaces have been created to serve the NAB and the Lauren K. Woods (formerly Guggenheim) Theatre areas.

Physical Plant Space Comparisons—1995 to 2000

In Table VII.1, a summary of the physical plant space as of 1995 is listed. Table VII.2 shows the physical plant space summary as of the year 2000. A comparison of the two lists reveals that about nine acres have added to the campus footprint, and that Withey Hall and many of the Pollak estate buildings have been demolished to make way for new construction. Although the current number of buildings (46) is less than the 1995 total (49), we have added over 120,000 square feet of additional floor space since 1995, and have increased our dormitory capacity by 405 beds.

FUND RAISING

Excellent progress has been made in attending to the space and facility needs of a growing student body. Fortunately, Monmouth has achieved those needs without accumulating significant additional debt to pay for it all. The following illustrates how this is being accomplished.

TABLE VII.1

YEAR 1995—MONMOUTH UNIVERSITY SPACE SUMMARY

Major Buildings (10,000 square feet or more)		Gross Square Feet
Woodrow Wilson Hall and Annex		91,469
Samuel Hayes Magill Commons		29,400
College Center		77,500
Boylan Gymnasium, including Steadman Pool and Fitness Center		59,590
Edison Science Building		60,893
Howard Hall	50,190	
Pollak Auditorium	20,659	
Link	2,668	73,417
Bey Hall – School of Business		41,658
Guggenheim Library and addition		45,963
Pinewood Hall	164 beds	32,742
Elmwood Hall	229 beds	41,727
Willow Hall	121 beds	24,415
Laurel Hall	121 beds	24,415
Cedar Hall	121 beds	24,415
Spruce Hall	121 beds	24,415
Beechwood Hall	121 beds	24,415
Garden Apartments (2 buildings)	56 beds	18,060
Great Lawn Apartments (4 buildings)	64 beds	17,872
	Total beds: 1,118	
Physical Plant		15,594
School for Children		12,380
Withey Hall		10,389
600 Building – Art Department		12,774
800 Building – Art Department		13,446
President’s House – 10 Norwood Avenue		10,424
Guggenheim Theatre, including classrooms		12,123
Health Center		<u>11,073</u>
	29 Buildings – Sub Total	810,569

Minor Buildings (less than 10,000 square feet)	Gross Square Feet
900 Building – Governor’s School	4,609
Art Workshop/Ice House Gallery	4,584
Academic Skills Center (Temporary Building)	4,320
700 Building – Music Studios	8,122
Campus Police Building	4,600
Greenhouse	2,405
Storage Building – Housing Area	2,806
Athletic/Physical Education (Temporary Building)	7,920
68 Pinewood Avenue	2,644
17 Norwood Court	<u>1,576</u>
9 Buildings – Sub Total	40,780
 Pollak Estate Buildings:	
Main House – 462 Cedar Avenue	6,297
Pool Wing	2,110
Forman’s House	1,280
Garage Apartment with Dog Kennel	2,260
Garage	360
Squash Court with attached greenhouse	1,273
Boiler House with attached greenhouse	580
Greenhouse	228
Law and Garden Equipment Building	1,276
Barn 1	1,354
Barn 2	2,510
House – 98 Larchwood Avenue (including garage)	<u>4,158</u>
11 Buildings – Sub Total	22,374
49 Buildings – TOTAL	869,741

Acreage Summary	Acres
Land as of 1986	120.00
Pollak Gift Land	4.75
Pollak Purchased Land	8.65
Faust Purchase	2.60
Baldwin Purchase	.94
Monner Seebach Purchase	.75
Kremens Purchase	<u>.13</u>
Total Acreage - 1995	138.49

TABLE VII.2

YEAR 2000 – MONMOUTH UNIVERSITY SPACE SUMMARY

Major Buildings	Gross Square Feet	
Woodrow Wilson Hall and Annex		91,469
Samuel Hayes Magill Commons		29,400
Student Center		77,500
Boylan Gymnasium, including Steadman Pool and Fitness Center		59,590
Edison Science Building		60,893
Howard Hall	50,190	
Pollak Theater	20,659	
Link	2,668	73,417
Bey Hall – School of Business		41,658
Guggenheim Library and addition		45,963
Pinewood Hall	161 beds	32,742
Elmwood Hall	248 beds	41,727
Oakwood Hall	112 beds	41,727
Redwood Hall	113 beds	27,207
Maplewood Hall	84 beds	26,504
Suite Style Dorms – Willow Hall	133 beds	34,972
Laurel Hall	133 beds	24,415
Cedar Hall	131 beds	24,415
Spruce Hall	133 beds	24,415
Beechwood Hall	132 beds	24,415
Birch Hall/Health Center	34 beds	11,073
	Total Residence Hall Beds: 1,330	
Garden Apartments (2 buildings)	56 beds	18,060
Great Lawn Apartments (4 buildings)	63 beds	17,872
	Total Apartment Beds: 118	
	Total Beds: 1,533	
Physical Plant		15,594
School for Children		12,380
600 Building – Art Department		12,774
800 Building – Art Department		13,446
President’s House – 10 Norwood Avenue		10,424
Woods Theatre, including classrooms		12,123
New Academic Building (NAB)		<u>36,280</u>
32 Buildings – Sub Total		925,143

Minor Buildings	Gross Square Feet
900 Building – Governor’s School	4,609
Art Workshop/Ice House Gallery	4,584
Academic Skills Center (Temporary Building)	4,320
700 Building – Communications	8,122
Campus Police Building	4,600
Greenhouse	2,405
Athletic/Physical Education (Temporary Building)	7,920
68 Pinewood Avenue	2,644
17 Norwood Court	1,576
98 Larchwood Avenue (including garage)	4,158
155 Larchwood Avenue	3,378
490 Cedar Avenue	2,124
Garage Apartment and Dog Kennel (Pollak)	2,260
Barn 1 (Pollak)	<u>1,354</u>
14 Buildings – Sub Total	54,054
46 Buildings – TOTAL	977,073

Acreage Summary	Acres
Land as of 1986	120.00
Pollak Gift Land	4.75
Pollak Purchased Land	8.65
Faust Purchase	2.60
Baldwin Purchase	.94
Monner Seeback Purchase	.75
Kremens Purchase – 68 Pinewood	.67
Bry Purchase – 17 Norwood Court	.13
Jarmon Purchase – 155 Larchwood Avenue	8.46
490 Cedar Avenue Purchase	<u>.68</u>
Total Acreage - 2000	147.54

The Budget Process

The budget process uses a three-year budget model and a three-year capital expenditure plan. In February of each year, the Board of Trustees is provided with the recommended tuition and fee increase as well as a plan to fit the revenue. In June of each year, the Board approves a detailed budget. Under their Bylaws, the Board of Trustees must examine every capital expenditure above \$100,000. In general, there is a sense that there is very careful three-year planning of all capital expenditures. The capital expenditure plan is thorough, yet flexible, and long range enough to anticipate most impending issues.

The Budget Planning Model and the Capital Budget Funding Plan show that because of increased enrollments and careful budget planning, not all revenue has been placed in recurring costs. As a result of the combination of successful fund raising and increased revenue, current funds were adequate to cover the completed projects.

“Vision for Distinction” Campaign

With the successful completion in 1999-2000 of the \$5 million “To Ensure the Vision” campaign, which was intended as funding for the NAB, the Board of Trustees launched a \$40 million “Vision for Distinction” capital campaign in February 2000. The plan calls for achieving 60-70 percent of its goal through private solicitation by October 2001. A second, public phase will begin at that time and continue through October 2005. The campaign is off to a strong and encouraging start. As of September 2000, pledges and gifts totaled nearly \$10 million, and an additional \$8 million had been raised from public sources. A consultant has been hired to help form and coordinate a national campaign steering committee composed of alumni and trustees.

Of gifts received to date, the largest proportion is earmarked for the CCIT: \$7.6 million of its \$10 million cost is pledged or in hand. Thanks to a large public grant of \$4.6 million and an additional \$500,000 in private contributions, the Guggenheim Library portion of the campaign is already fully funded. The MAC remains the largest single fundraising challenge, with approximately \$4 million raised toward a goal of \$20 million. The “Vision for Distinction” campaign also aims to raise \$5 million to build the institutional endowment from its current base of \$35 million; as of March 2001, \$2.3 million was in hand toward that goal. Please see Table VII.3 for an overview of this campaign’s current status.

Overall development activity is similarly aggressive, with a 2000-2001 objective of \$3.4 million in individual and corporate gifts. Institutional fundraising (private foundations and organizations) is proceeding apace—59 percent of the 2000-2001 goal of \$1.1 million had been raised as of August 2000. Moreover, 2000 marks the first year when trustee annual fund giving exceeded its dollar goal. It is important to note that the development effort is designed to significantly increase the number of individual givers from among alumni, parents, and friends.

TABLE VII.3

**MONMOUTH UNIVERSITY "VISION FOR DISTINCTION" CAMPAIGN
CURRENT STATUS, MARCH 21, 2001**

	CCIT	Library	MAC	Endowment**	Unrestricted Gifts	Total Campaign
Goal	\$10,000,000.00	\$ 5,000,000.00	\$20,000,000.00	\$ 5,000,000.00		\$40,000,000.00
Pledges/Gifts*	\$ 7,601,486.00	\$ 500,000.00	\$ 554,170.00	\$ 2,382,742.00	\$ 211,500.00	\$11,249,898.00
Public Funds		\$ 4,587,539.00	\$ 3,500,000.00			\$ 8,087,539.00
Balance Needed	\$ 2,398,514.00	\$ (87,539.00)	\$15,945,830.00	\$ 2,617,258.00	\$ (211,500.00)	\$20,662,563.00

*Planned Gifts reported at current value on this report.

**Endowment gifts, distributions from estates trusts since 10/1/96 unless payments on pledges received prior to 10/1/96

Monmouth is making excellent progress toward creating a campus environment through capital investments that will ensure continued success in the marketplace. A careful reading of the capital projects list included in the budget model for 2000-2001 shows that renovations and repairs, new academic and telecommunications equipment, and HVAC upgrades are being funded in the annual Operating Budget, while new capital projects are being funded through gifts, pledges, and public funds, with an occasional borrowing from against our assets based on signed pledges. This appears to be a sound measured fiscal approach to meeting the physical plant needs of the institution. Monmouth's financial health is strong: this is the most successful financial period in its history.

RECOMMENDATION

The University should continue to make efforts to increase the endowment fund to a level at least equivalent to the annual budget. The University's current prosperity is not guaranteed to last forever, and a significant cushion in endowment funds should be available to see the institution through a potential future downturn in enrollments. This may well be the most difficult fundraising challenge in the years ahead.

All appendices are available in Wilson Hall, Room 205 with Inventory Resources.