



NEW ALUMNI TRENDS

1996-97 to 2002-03

Office of Institutional Research

July 2006



NEW ALUMNI TRENDS:

1996-97 to 2002-03

*Office of Institutional Research
Montclair State University*

Steven L. Johnson, Director
Gurvinder K. Khaneja, Associate Director
Fenghua Peng, Research Associate
Alexa Fernandez, Research Assistant
David Kois, Student Assistant
Elizabeth J. Keagy, Part-Time Assistant

July 2006

CONTENTS

Selected Findings.....	ii
------------------------	----

Tables and Charts

Table/Chart 1: Employment Status	1
Table 2: Field of Employment	2
Chart 2: Field of Employment	3
Table/Chart 3: Location of Employer.....	4
Table/Chart 4: Job Market	5
Table/Chart 5: Size of Employer’s Workforce.....	6
Table/Chart 6: Satisfaction with Current Job.....	7
Table 7: Starting Salaries of Graduates with Full-Time Jobs.....	8
Chart 7: Starting Salaries of Graduates with Full-Time Jobs.....	9
Table 8: Salary Range Increases of Graduates Employed Full-Time	10
Chart 8: Salary Range Increases of Graduates Employed Full-Time	11
Table/Chart 9: Relationship of Job to Major Field of Study.....	12
Table/Chart 10: Reasons Why Job May Be Unrelated to Major	13
Table 11: University Resources That Were Helpful in Locating Employment	14
Chart 11: University Resources That Were Helpful in Locating Employment	15
Table/Chart 12: Teacher Certification Training.....	16
Table 13: Important Skills/Abilities for Personal/Professional Success	17
Chart 13: Important Skills/Abilities for Personal/Professional Success.....	18
Table 14: Satisfaction That MSU Helped Students Attain Skills Needed for Success.....	19
Chart 14: Satisfaction That MSU Helped Students Attain Skills Needed for Success.....	20
Table 15: Strengths and Challenges Related to Skills Needed for Success.....	21
Table 16: Satisfaction with the Academic Program	22
Chart 16: Satisfaction with the Academic Program	23
Table 17: Important Program Characteristics and Services.....	24
Chart 17: Important Program Characteristics and Services.....	25
Table 18: Satisfaction with Programs and Services	26
Chart 18: Satisfaction with Programs and Services	27
Table 19: Strengths and Challenges Related to Programs and Services.....	28
Table/Chart 20: Overall Satisfaction	29
Table/Chart 21: Further Education	30
Table/Chart 22: Next Degree Sought.....	31
Table 23: Percentage of Graduates Enrolling in Post-Baccalaureate Institutions	32
Chart 23: Percentage of Graduates Enrolling in Post-Baccalaureate Institutions.....	33
Table 24: Post-Baccalaureate Fields of Study	34
Table/Chart 25: Educational Aspirations.....	35
Table/Chart 26: Family Responsibilities	36

Appendix

Methodological Note.....	38
Table A-1: Survey Response Rates	39

The *New Alumni Survey*, conducted by the Office of Institutional Research in co-operation with the Academic Affairs and Career Development offices of Montclair State University, is administered to graduates who earned bachelor's degrees one year earlier. The original purpose of the survey was to gather information from recent alumni about employment and further education. Later, questions were added to allow alumni to assess the University's contributions to their personal and professional growth, and to express their satisfaction with selected academic and co-curricular experiences at MSU.

This report presents a longitudinal summary of data collected from alumni between 1996-97 and 2002-03. It is meant to supplement annual reports that provide snapshots of data collected in a particular year. Annual snapshots, which contain richer summaries of survey results from a particular year, can be found online at http://www.montclair.edu/pages/vpbpit/new_alumni.htm.

The following highlights are drawn from Tables 1-26 of this report. Additional information on survey methodology and response rates can be found in the Appendix. **Please note that percentage totals in tables may not always sum to exactly 100% due to rounding.**



Employment

Full-time employment rates one year from graduation have remained at or above 80% for the last three alumni classes surveyed.

- Full-time employment rates for survey respondents rose from the upper 70% range to 80% or higher for the past three graduating classes surveyed. At the same time, part-time employment fell to less than 8%, and unemployment (defined as the percent of graduates not employed, but looking) rose to above 3% for the three most recent classes surveyed. [Table 1]

MSU alumni are employed across many sectors of the regional economy, with jobs in education, accounting/finance, sales, and health care leading the way.

- Higher percentages of 2002-03 alumni respondents were employed in education and the public sector than in any of the previous survey years. Conversely, lower percentages of 2002-03 respondents were employed in research (science/chemical/energy), libraries/museums, recreation, and the retail sector than in any of the previous survey years. [Table 2]

Most MSU alumni continue to find work in New Jersey.

- Among 2002-03 survey respondents who were employed, 89% worked in New Jersey and 9% worked in New York. The percent of graduates employed in New Jersey reached its highest level in five survey years. [Table 3]

Most alumni rate the current job market “fair” to “good.”

- Over 1/3 of alumni respondents from 2002-03 rated the job market as “fair” (35%) to “good” (34%). Other respondents who expressed their views on the subject were more likely to see the market as “poor” to “bleak” (17%) than “excellent” (10%). The remainder expressed no opinion on the matter. [Table 4]

More MSU alumni are being employed by very large organizations, while fewer are working for small businesses/organizations.

- The percentage of alumni respondents working in firms with more than 1,000 employees has risen from 25% in 1996-97 to 37% in 2002-03. Conversely, the percentage of graduates employed in firms with 50 or fewer employees has declined from 31% in 1996-7 to 20% in 2002-03. [Table 5]

Job satisfied has risen among MSU alumni.

- The percentage of alumni respondents who reported that they were “very satisfied” reached its highest level in 2002-03. Less than 9% of respondents expressed dissatisfaction with their jobs. [Table 6]

Starting salaries of graduates who are employed full-time have risen.

- While most MSU alumni (43% or more) have earned starting salaries between \$30,000 and \$39,999 throughout the period, the percentage of alumni earning starting salaries between \$40,000 and \$49,999 has risen from 6% in 1996-97 to 19% in 2002-03. Conversely, the percentage of graduates earning starting salaries between \$20,000 and \$29,999 has declined from 40% in 1996-97 to 26% in 2002-03. [Table 7]

Most alumni employed full-time received raises in their first year of work that moved them into higher salary ranges.

- Over 70% of 2002-03 graduates with starting salaries below \$25,000 received raises during their first year of employment, as did their peers with starting salaries between \$45,000 and \$49,999. Approximately half of those alumni from 2002-03 whose starting salaries ranged from \$25,000 to \$44,999 earned raises. [Table 8]

Most employed alumni say their jobs and majors are related.

- Over 77% of employed 2002-03 alumni reported that their jobs were related to their major field of study at MSU, up from 76% in the previous year. [Table 9]

Alumni working in areas unrelated to their majors do so for a variety of reasons.

- The main reasons alumni from 2002-03 worked in areas unrelated to their major were: they could not find a job in their field (26%), they found a better opportunity in another field (23%), and they developed new career interests (21%). [Table 10]

University Contributions to Alumni Goal Achievement

MSU graduates rely upon a wide variety of University resources to locate their jobs.

- The major resources used by 2002-03 graduates to help them find their jobs (i.e., internships, faculty, and the Career Development Center) were nearly identical to those used by earlier classes. Some resources found high on the lists of earlier graduating classes (e.g., Career Fairs and On-Campus/Corporate Recruiting), were not heavily utilized by graduates from 2002-03. [Table 11]

More alumni relied on MSU's Teacher Education Program to help them prepare for certification by the New Jersey Department of Education.

- The percent of MSU graduates in the teaching profession who received their certification training at the University rose from 36% in 2001-02 to 40% in 2002-03. [Table 12]

Opinions regarding the relative importance of various skills and abilities needed to succeed in life have changed over time among MSU alumni.

- Compared to earlier graduating classes, alumni from 2002-03 were more likely to say that foreign language skills, computer skills, knowledge of the scientific method, a commitment to lifelong learning, and responsible citizenship were needed in order to succeed. In contrast, earlier graduating classes placed greater emphasis on research skills, teamwork, and time management/organizational skills. [Table 13]

MSU's 2002-03 graduates were satisfied that the University helped them attain nearly all of the skills and abilities needed to succeed in life. Still, their responses can be used to identify certain institutional "strengths" and "challenges."

- This year's graduates reported that the University was particularly successful in helping them develop their research skills (87%), teamwork (85%), writing (82%), skill in interacting with people from diverse backgrounds (82%), and critical thinking (81%). They were less satisfied with the help they received to improve their foreign language skills (36%), maintain good health habits and physical fitness (43%), and learn how to apply the scientific method (44%). [Table 14]
- An analysis of survey responses revealed two institutional "strengths," and two institutional "challenges."¹ Graduates rated the following two skills/abilities highly in terms of both "importance" and "satisfaction:" (1) critical thinking/problem solving skills, and (2) expressing yourself clearly in writing. In contrast, graduates rated the following two skills/abilities high in "importance," but relatively low in "satisfaction:" (1) applying moral and ethical principles to everyday life, and (2) organizing large amounts of information. [Table 15]

¹ Institutional "strengths" are associated with skills and abilities that graduates rank high in terms of both importance and satisfaction. Institutional "challenges" are associated with skills and abilities that graduates rank high in terms of importance, but low in terms of satisfaction.

Satisfaction

MSU alumni from 2002-03 expressed more satisfaction with teaching and learning than with career preparation and co-curricular activities.

- Most graduates said they were active learners (90%), and many agreed that both the quality of instruction in courses in their major was excellent (83%) and course content was appropriate for their degree level (82%). Lower percentages of graduates felt that campus activities were an important part of their education (29%), that their education was relevant to their workplace duties (52%), or that their studies provided sufficient preparation for their career (53%). [Table 16]

Most MSU alumni from 2002-03 emphasized the importance of faculty, degree requirements, and curriculum in their overall education experience.

- The highest percentages of alumni described the following characteristics as “very” or “somewhat” important in their overall education: quality of faculty (99%), clarity of degree requirements (97%), quality of faculty-student interaction (96%), curriculum depth and breadth (96%), faculty teaching style (96%), and program quality (96%). [Table 17]

MSU’s 2002-03 graduates were satisfied that the University provided nearly all of the program characteristics and services needed to maximize the quality of their overall education experiences. Still, their responses can be used to identify certain institutional “strengths” and “challenges.”

- More of this year’s graduates reported that they were “very” or “somewhat” satisfied with the following University program characteristics: class size (95%), library services (88%), program quality (85%), curriculum depth and breadth (84%), and quality of faculty (84%). Lower percentages of 2002-03 alumni expressed satisfaction with: the availability of career counseling (55%), career services (55%), and the availability of information on licensing/certification (60%). [Table 18]
- An analysis of survey responses revealed four institutional “strengths,” and three institutional “challenges.” Graduates rated the following four characteristics/services highly in terms of both “importance” and “satisfaction:” (1) class size, (2) academic rigor of the program, (3) program quality, and (4) diversity of the student body. In contrast, graduates rated the following three characteristics/services high in “importance,” but relatively low in “satisfaction:” (1) curriculum depth and breadth, (2) quality of faculty, and (3) faculty teaching style. [Table 19]

Most MSU alumni from 2002-03 expressed a great deal of satisfaction with their undergraduate education.

- Over 81% of 2002-03 graduates said that, overall, they were “satisfied” to “very satisfied” with their undergraduate education at Montclair State University. [Table 20]

Further Education

MSU alumni remained committed to lifelong learning and professional development.

- Over 21% 2002-03 graduates reported that they were enrolled in graduate school, up over a percentage point from 1996-97, and over 3 percentage points from 2001-02. [Table 21]
- Over 72% of alumni enrolled in graduate schools were pursuing master's degrees, while 6% were seeking professional degrees, and 4% were enrolled in doctoral programs. Compared to previous graduating classes, a lower percentage of 2002-03 graduates were enrolled in professional degree programs. [Table 22]
- As seen in earlier years, most alumni from 2002-03 who chose to further their education did so by returning to MSU. Over 31% of 2002-03 alumni enrolled in graduate school said they attended MSU, while Rutgers and Kean both enrolled about 5% of these alumni. [Table 23]
- Averaged across five survey years, the most popular fields of study chosen by alumni were education (26%), business administration and accounting (10%), health professions (7%), social work (7%), psychology (7%), and law (7%). [Table 24]

MSU alumni who are not currently enrolled in graduate school still hope to attend some day.

- Over 81% 2002-03 graduates not enrolled in graduate school said they intended to enroll in the future. [Table 25]

Family Responsibilities

The percentage of MSU alumni who manage a household one year from graduation declined from the previous year.

- Approximately 11% of 2002-03 graduates reported that they managed their own household, compared to 13% from the previous graduating class. [Table 26]

Tables and Charts

TABLE 1: EMPLOYMENT STATUS

Employment Status	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
Employed Full-Time	79.8%	77.3%	80.6%	81.2%	80.0%
Employed Part-Time	8.5%	8.5%	7.9%	6.5%	7.5%
Not Employed but Seeking Work	1.9%	1.3%	3.2%	3.7%	3.2%
Not Employed and Not Seeking Work	2.7%	1.7%	1.4%	1.9%	1.5%
Employment Status Unknown	7.1%	11.3%	7.0%	6.7%	7.8%
Number of Respondents	590	480	633	627	411

Chart 1: Employment Status

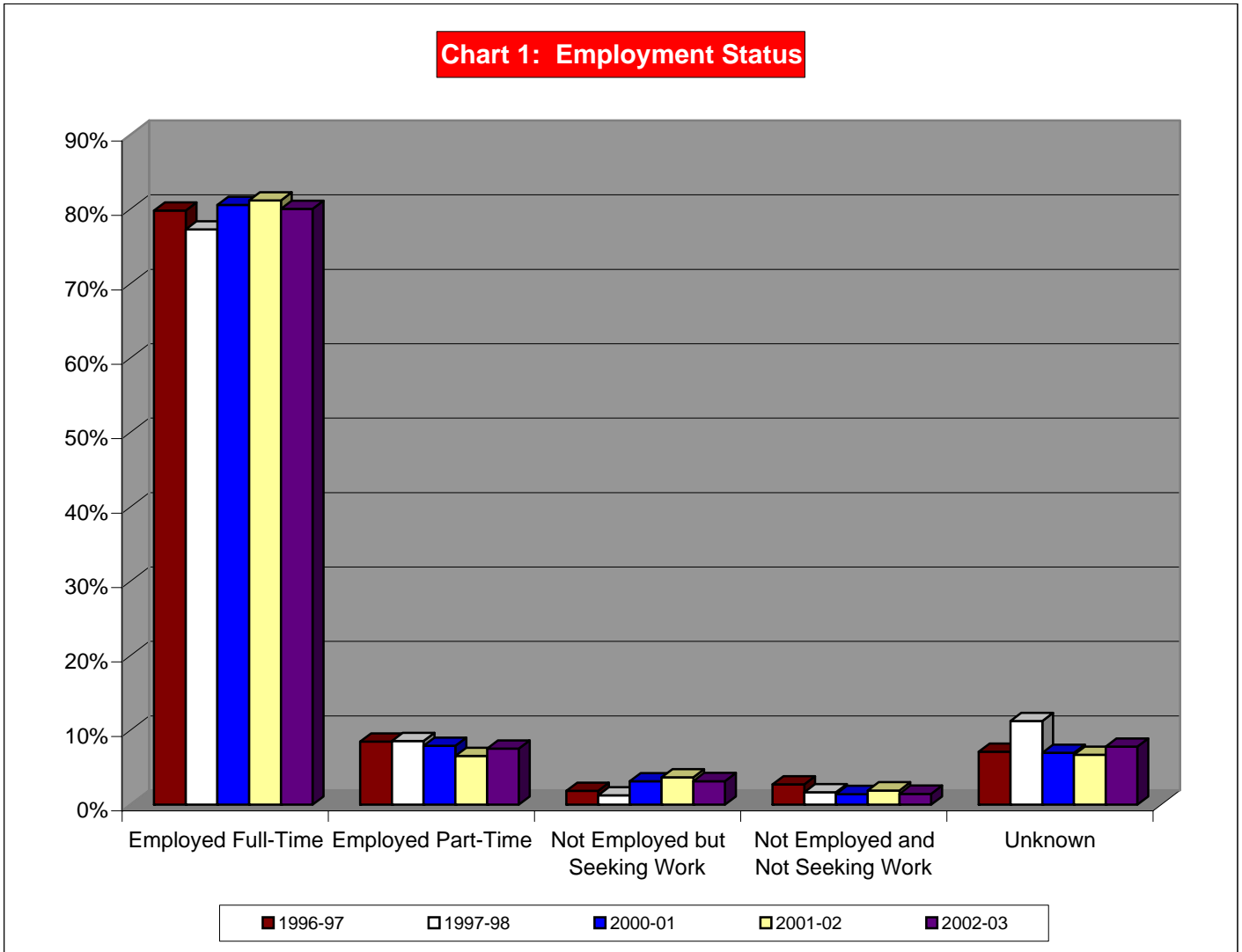


TABLE 2: FIELD OF EMPLOYMENT

Field [1]	Percent of 1997-98 Alumni	Percent of 2000-01 Alumni	Percent of 2001-02 Alumni	Percent of 2002-03 Alumni
Accounting Firm, Bank, Finance	10.7%	9.6%	8.7%	10.4%
Computer/Information Systems	4.1%	2.9%	2.7%	2.7%
Chemical/Energy/Science Lab	4.6%	3.4%	3.1%	2.5%
Education	18.2%	24.5%	23.0%	30.1%
Government Agency	5.3%	4.5%	4.6%	5.8%
Health Care Provider/Hospital	6.3%	6.0%	7.7%	7.1%
Law/Insurance	6.1%	5.1%	5.1%	5.5%
Library/Museum	0.5%	0.4%	0.4%	0.0%
Recreation	2.7%	2.5%	1.8%	1.1%
Retail Industry	8.0%	8.1%	10.2%	7.1%
Telecommunications	1.5%	1.8%	0.5%	1.4%
Other	32.2%	31.2%	32.2%	26.3%
Number of Respondents	413	554	549	365

[1] Data from the 1996-97 survey are excluded because the employment areas used were significantly different.

Chart 2: Field of Employment, Excluding "Other" (4-year means)

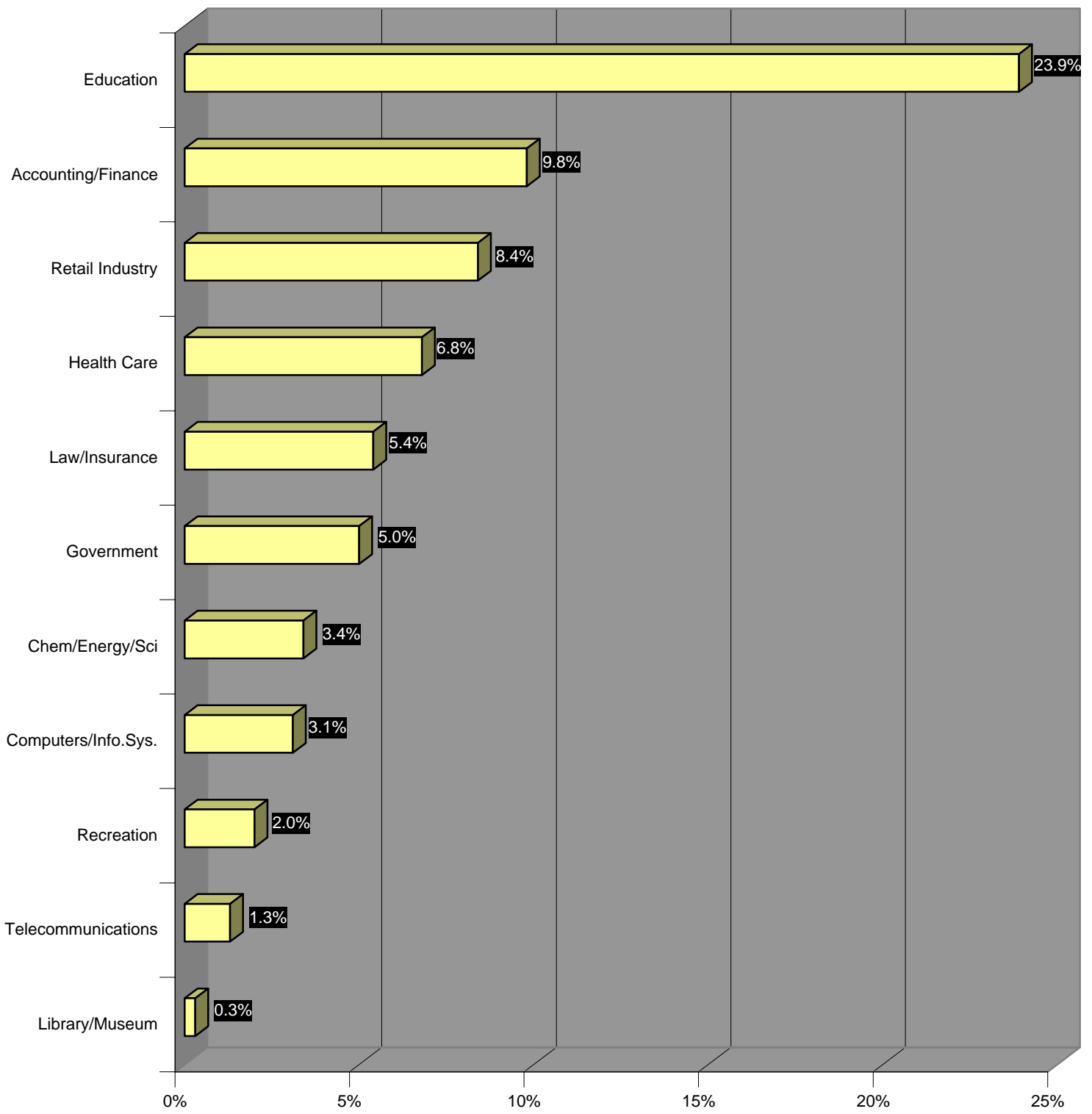


TABLE 3: LOCATION OF EMPLOYER

Location	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
New Jersey	86.3%	85.6%	88.9%	84.6%	89.0%
New York	9.1%	8.0%	8.3%	10.2%	8.8%
Other States East of the Mississippi	3.3%	4.4%	2.4%	3.0%	0.6%
Other States West of the Mississippi	1.5%	2.0%	0.4%	1.9%	1.7%
Overseas	0.2%	0.0%	0.0%	0.4%	0.0%
Number of Respondents	519	410	551	538	362

Chart 3: Location of Employer

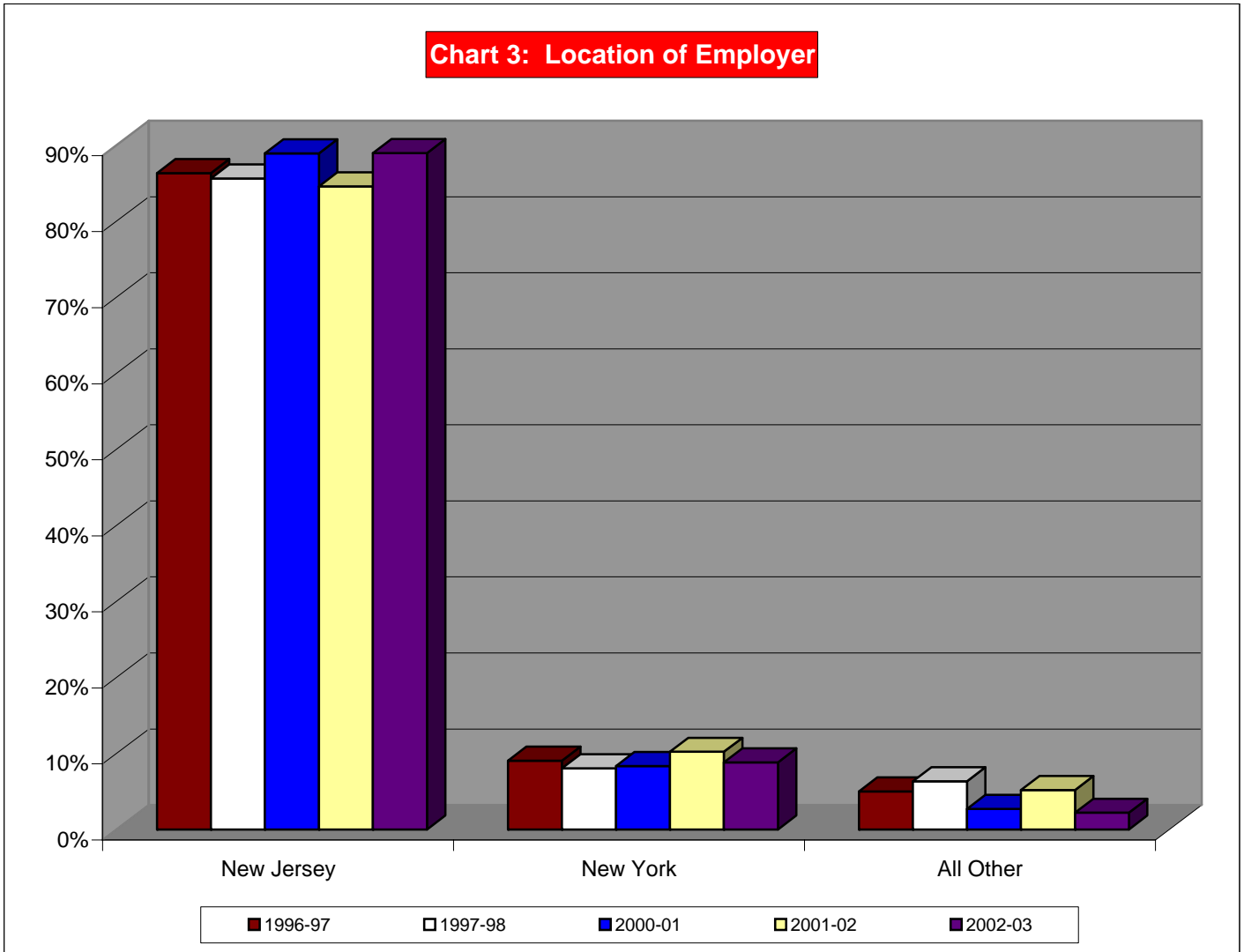


TABLE 4: JOB MARKET [1]

How would you rate the job market in your field?

Alumni from 2002-03

Excellent	10.3%
Good	34.4%
Fair	34.7%
Poor	15.2%
Bleak	2.2%
Don't Know	3.3%

Number of Respondents

369

[1] Question not asked prior to 2002-03.

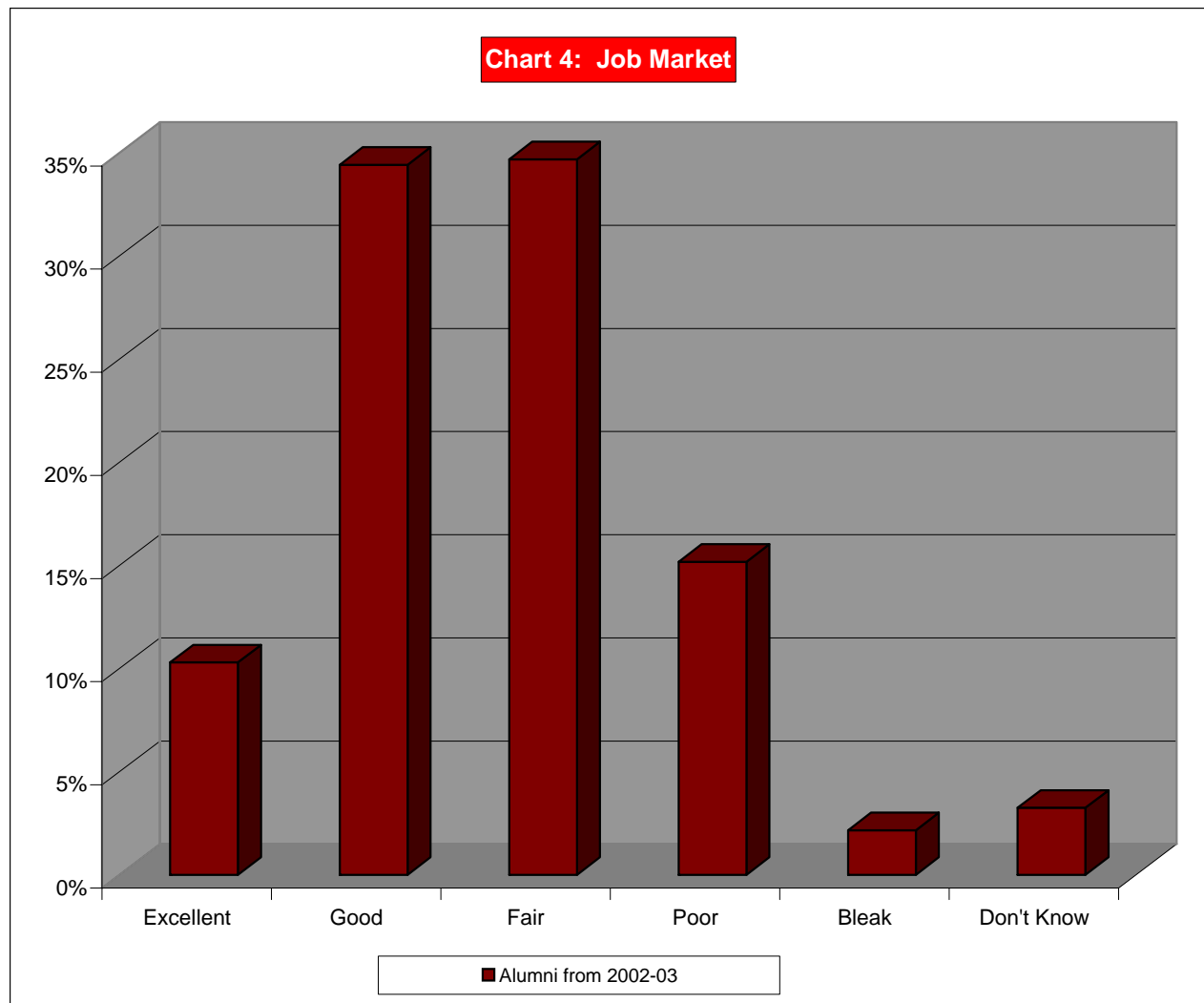


TABLE 5: SIZE OF EMPLOYER'S WORKFORCE

Number	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
50 or fewer	31.1%	33.7%	32.6%	23.4%	19.9%
51 to 100	12.4%	13.7%	11.9%	10.8%	12.7%
101 to 250	14.4%	14.6%	12.8%	12.6%	15.7%
251 to 500	10.9%	8.8%	12.1%	8.9%	8.3%
501 to 1,000	6.6%	8.2%	8.6%	6.9%	6.9%
More than 1,000	24.7%	21.0%	22.0%	37.5%	36.5%

Number of Respondents

396

329

405

539

362

Chart 5: Size of Employer's Workforce

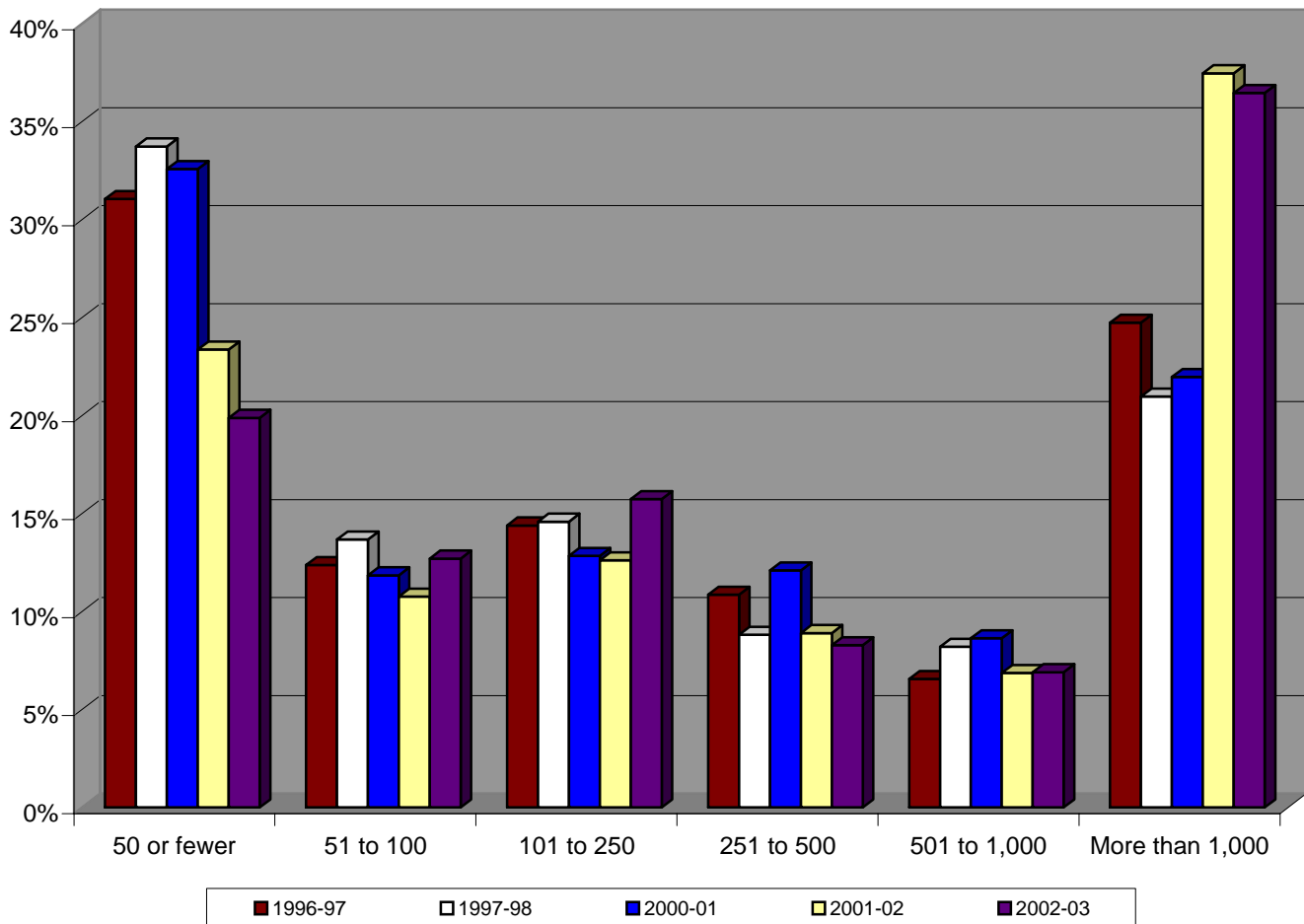


TABLE 6: SATISFACTION WITH CURRENT JOB

Level of Satisfaction	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
Very Satisfied	54.6%	53.9%	49.5%	51.4%	54.8%
Somewhat Satisfied	36.5%	40.1%	41.5%	37.8%	36.5%
Not Satisfied	9.0%	6.0%	9.0%	10.8%	8.7%
Number of Respondents	524	414	554	555	367

Chart 6: Satisfaction With Current Job

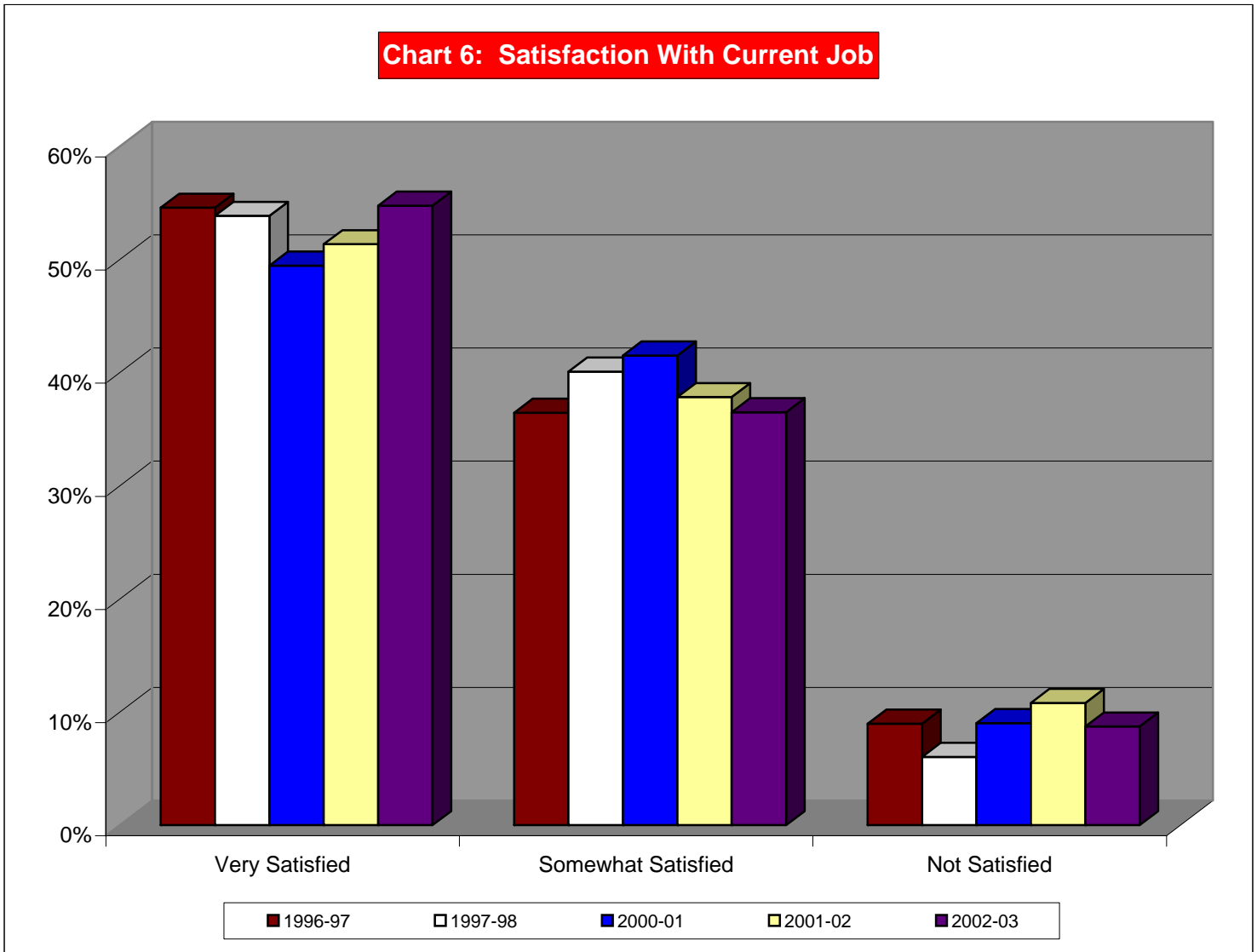


TABLE 7: STARTING SALARIES OF GRADUATES WITH FULL-TIME JOBS

Salary Ranges [1]	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
Less than \$20,000	7.7%	6.8%	9.3%	9.7%	8.6%
\$20,000 to \$24,999	17.4%	10.6%	10.4%	12.6%	10.2%
\$25,000 to \$29,999	22.7%	24.8%	17.2%	13.7%	16.2%
\$30,000 to \$34,999	30.9%	32.7%	28.6%	24.2%	23.6%
\$35,000 to \$39,999	12.1%	13.6%	19.9%	22.1%	19.7%
\$40,000 to \$44,999	3.7%	6.2%	7.4%	10.7%	14.6%
\$45,000 to \$49,999	1.9%	1.5%	4.0%	2.9%	4.1%
\$50,000 to \$59,999	2.1%	0.9%	1.5%	2.7%	1.6%
\$60,000 to \$69,999	0.7%	0.9%	0.6%	0.8%	1.0%
\$70,000 to \$79,999	0.2%	0.6%	0.4%	0.4%	0.3%
\$80,000 or more	0.7%	1.5%	0.6%	0.2%	0.0%
Number of Respondents	431	339	472	476	314

[1] Salary questions from 1996-97 and 1997-98 called for open-ended responses.

Chart 7: Starting Salaries of Graduates with Full-Time Jobs

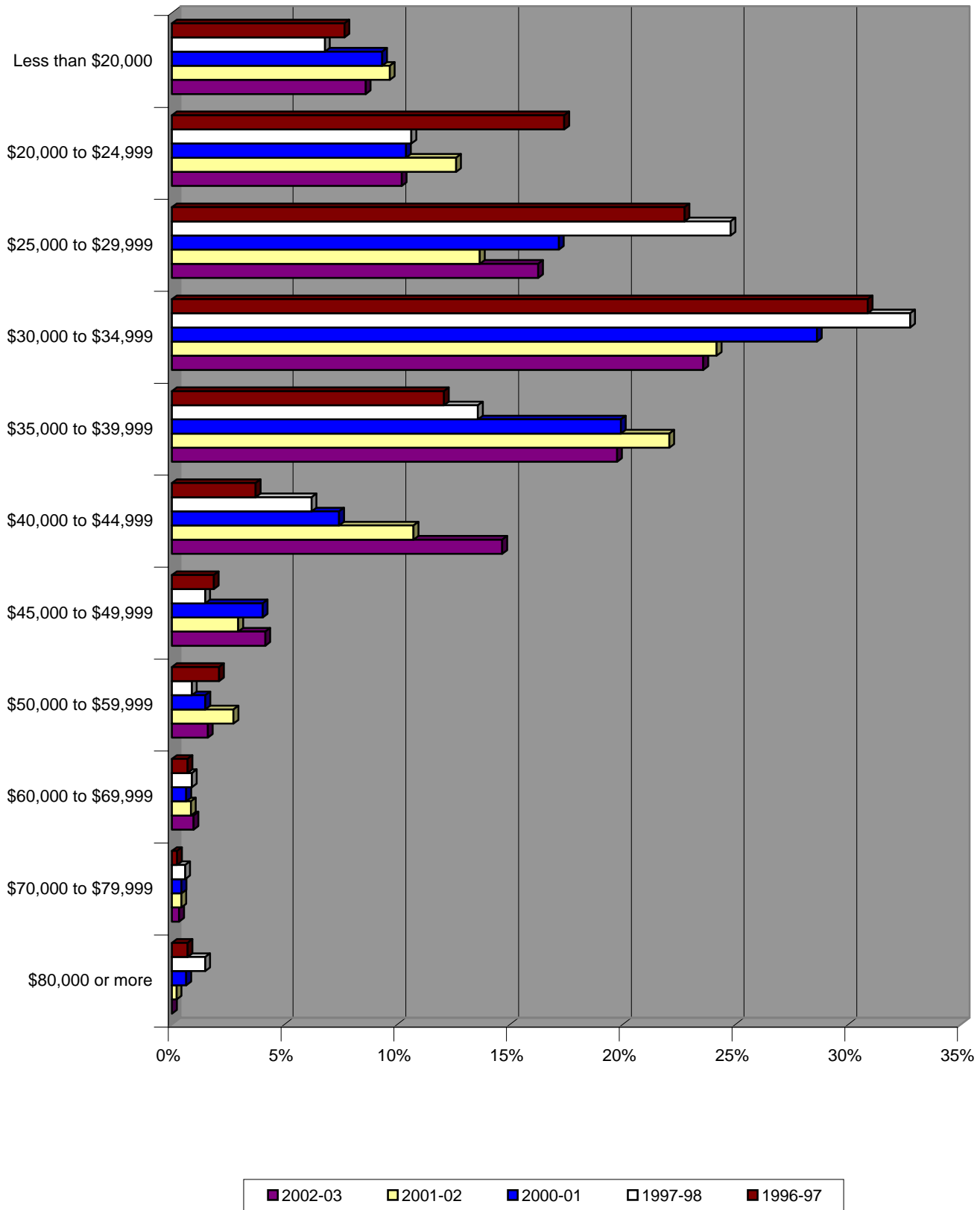


TABLE 8: SALARY RANGE INCREASES OF GRADUATES EMPLOYED FULL-TIME**Percent Whose Current Range Exceeds Their Starting Range [1]**

Starting Salary Range	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
Less than \$20,000	58.1%	60.9%	70.4%
\$20,000 to \$24,999	51.1%	64.9%	71.9%
\$25,000 to \$29,999	51.9%	61.9%	49.0%
\$30,000 to \$34,999	33.8%	66.4%	59.5%
\$35,000 to \$39,999	27.4%	46.5%	45.2%
\$40,000 to \$44,999	28.1%	43.5%	32.6%
\$45,000 to \$49,999	44.4%	36.4%	76.9%
\$50,000 to \$59,999	0.0%	10.0%	20.0%
\$60,000 to \$69,999	100.0%	75.0%	0.0%
\$70,000 to \$79,999	50.0%	0.0%	0.0%
\$80,000 or more	--	--	--
Number of Respondents	446	446	285

[1] Information on current salary not requested on 1996-97 and 1997-98 surveys.

Chart 8: Salary Range Increases of Graduates Employed Full-Time

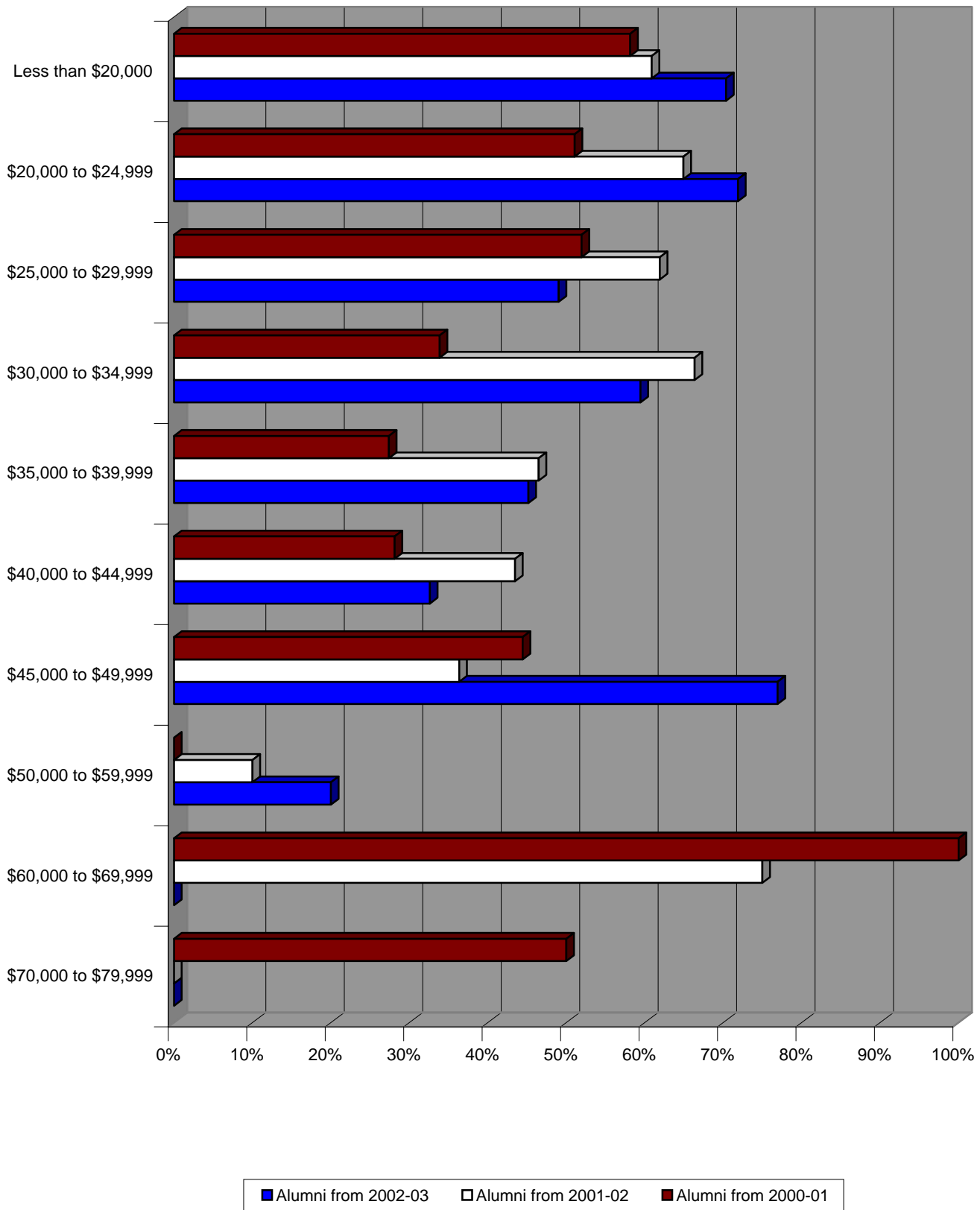


TABLE 9: RELATIONSHIP OF JOB TO MAJOR FIELD OF STUDY

Degree of Relationship	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
Very Related	46.8%	45.5%	45.5%	45.9%	39.1%
Quite Related					14.7%
Somewhat Related	29.7%	31.8%	33.6%	30.2%	16.3%
Slightly Related					7.1%
Not Related	23.5%	22.7%	20.9%	23.9%	22.8%
Number of Respondents	528	415	556	553	368

Chart 9: Relationship of Job to Major Field of Study

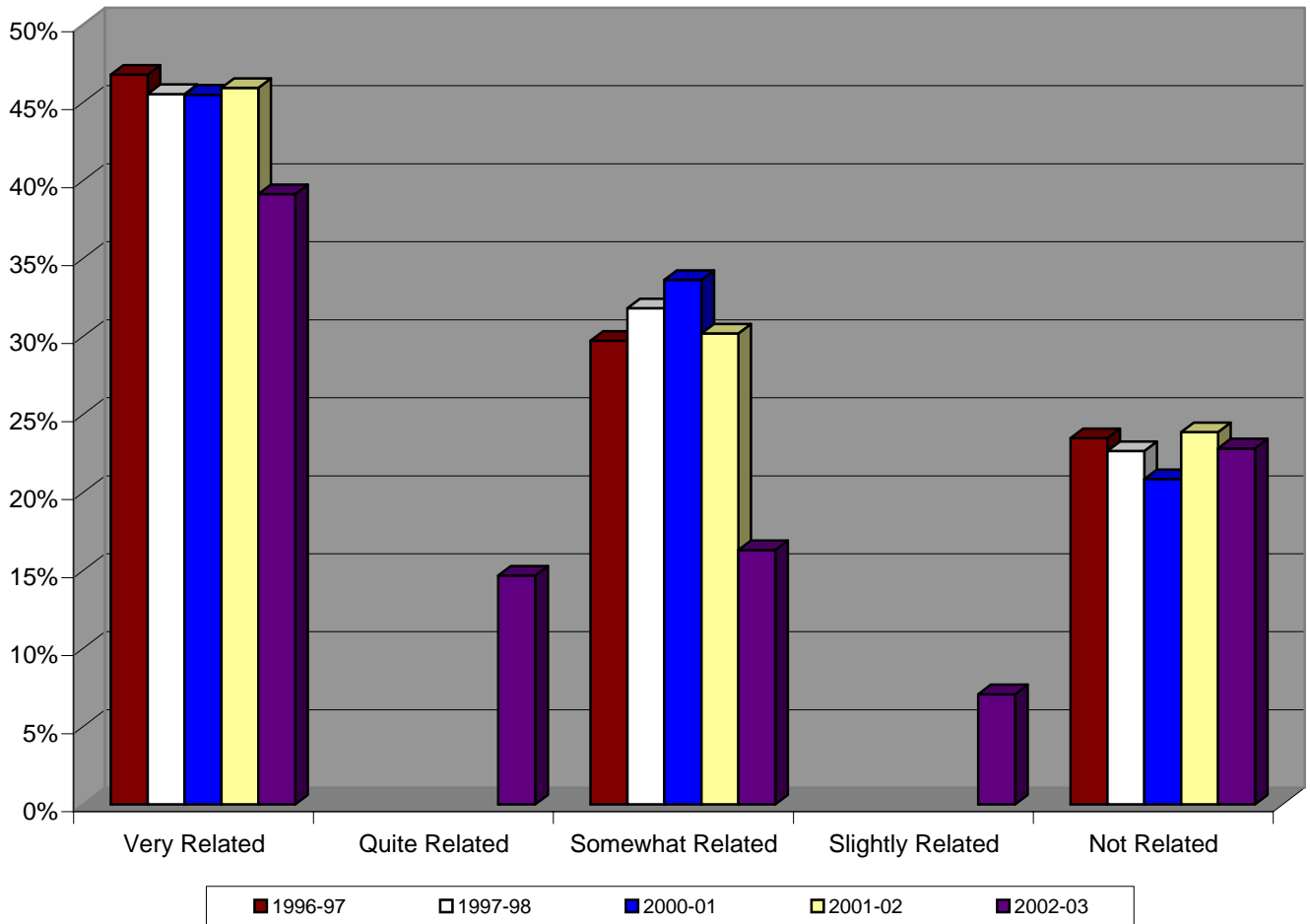


TABLE 10: REASONS WHY JOB MAY BE UNRELATED TO MAJOR [1]

If your job is unrelated to your major of study, which of the following explains the reasons?

Alumni from 2002-03

Developed other career interests	20.7%
No suitable positions in my field/discipline	25.5%
Better job opportunities than in my field	22.8%
Better salary in other fields	6.9%
My job does not need to be related	8.3%
Other	15.9%
Number of Respondents	145

[1] Question not asked prior to 2002-03.

Chart 10: Reasons Why Job May Be Unrelated to Major

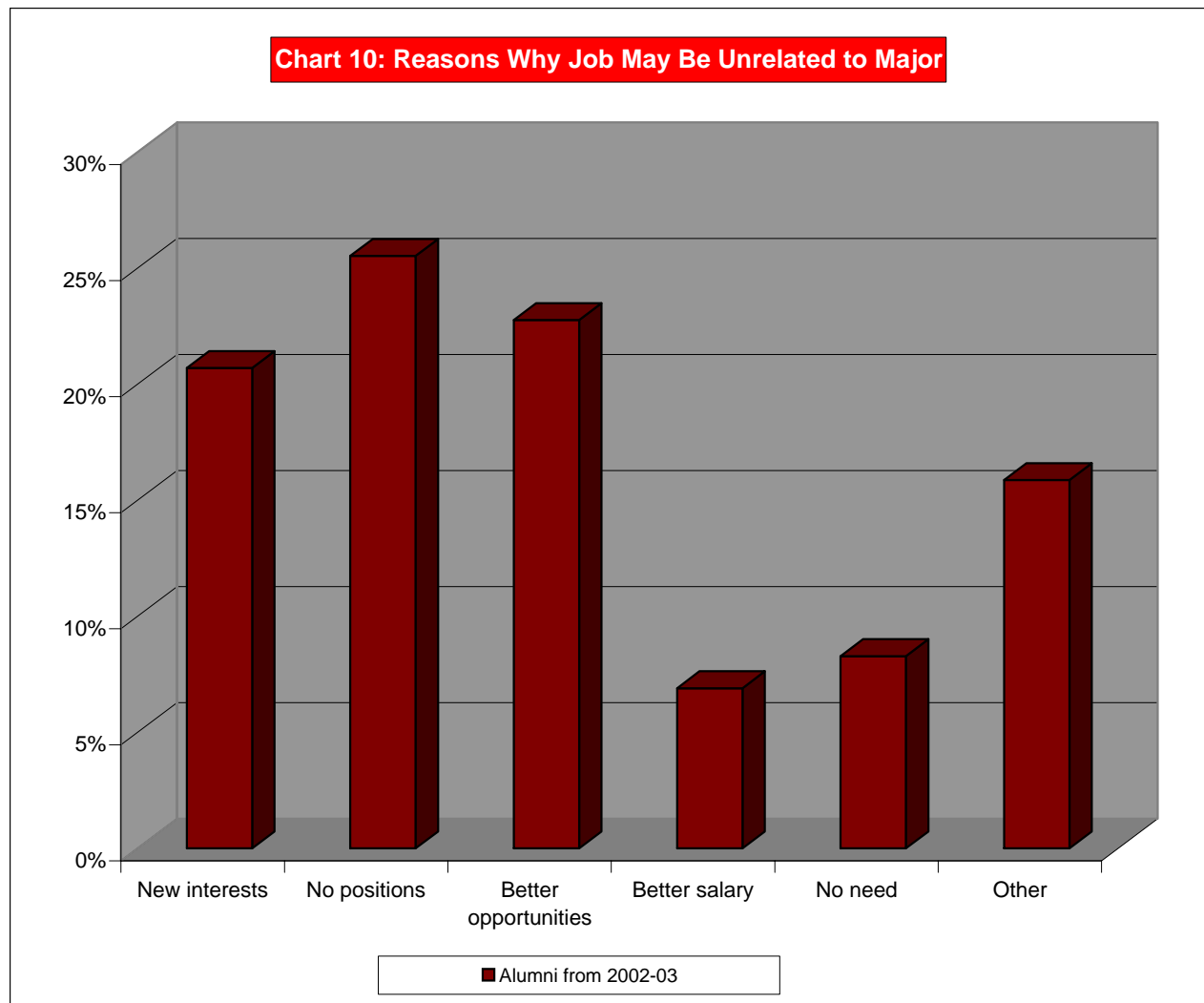


TABLE 11: UNIVERSITY RESOURCES THAT WERE HELPFUL IN LOCATING EMPLOYMENT

University Resource [1]	Percent of 1997-98 Alumni	Percent of 2000-01 Alumni	Percent of 2001-02 Alumni	Percent of 2002-03 Alumni
Career Fair	17.6%	8.1%	7.1%	3.7%
Departmental Internships	22.9%	9.9%	8.2%	9.0%
Departmental Bulletin Boards	6.5%	2.9%	1.9%	1.5%
Service Learning Experience	--	5.8%	4.6%	1.5%
Faculty Member	--	12.8%	12.3%	8.2%
Center of Pedagogy	--	2.6%	4.1%	1.1%
Alumni Contact	--	4.3%	11.4%	2.6%
College Central	2.6%	3.8%	3.0%	1.1%
Career Development Center	--	9.6%	10.6%	8.2%
On-Campus/Corporate Recruiting	14.4%	3.8%	3.0%	2.6%
MSU Administrative Staff	--	11.9%	9.0%	0.7%
Career Library	6.5%	1.2%	2.7%	--
Campus-Based Corporate Information Sessions	2.6%	0.3%	0.8%	--
Co-Operative Education	32.0%	10.7%	11.2%	--
Fraternity/Sorority Contacts	3.9%	2.3%	3.0%	--
Career Services	35.9%	--	--	--
Other	--	52.5%	47.7%	68.9%
Number of Respondents	153	345	367	267

[1] Question not asked on 1996-97 survey. Percent totals exceed 100% because multiple responses were submitted.

Chart 11: University Resources That Were Helpful in Locating Employment, Excluding "Other" (4-year means)

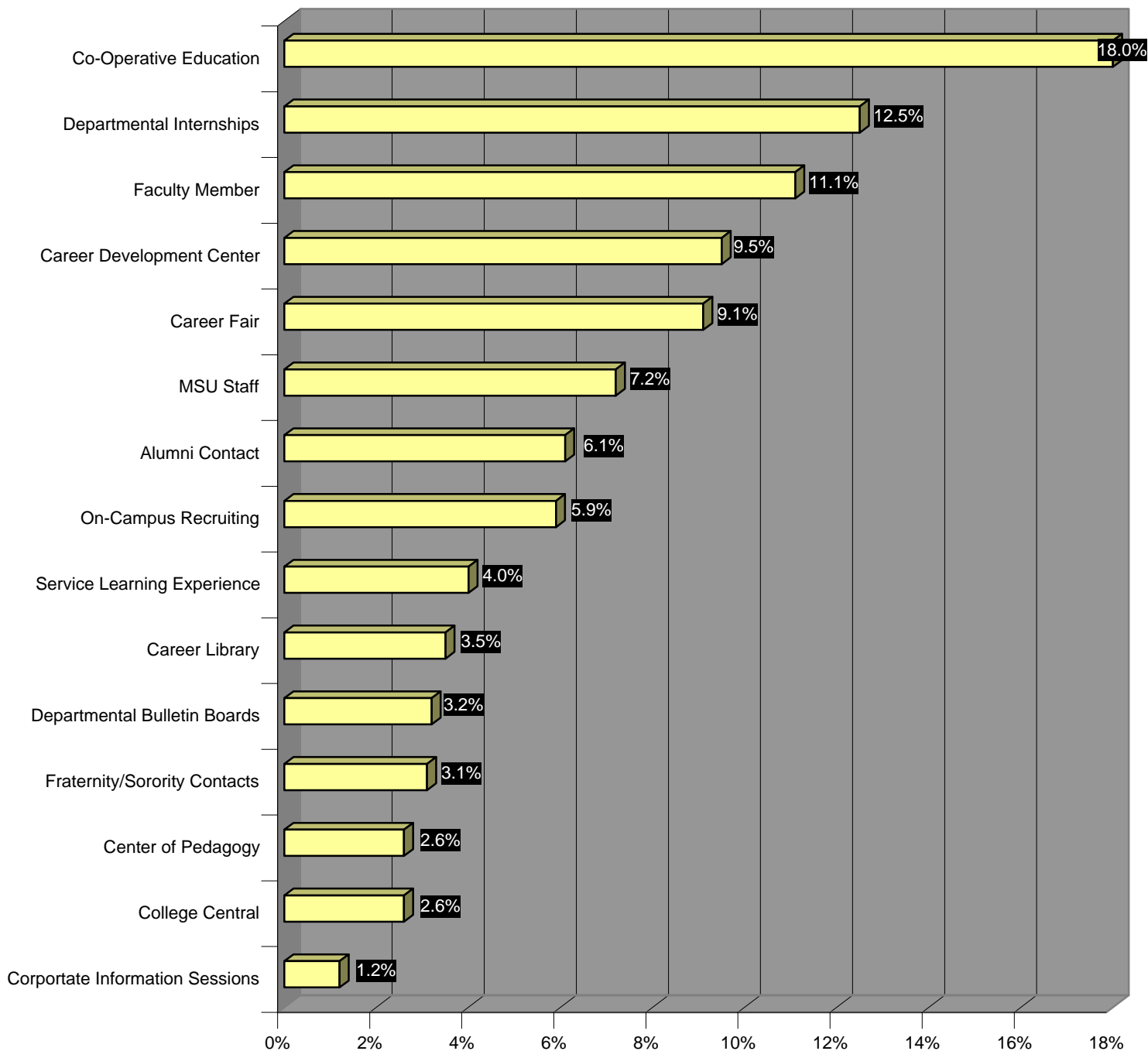


TABLE 12: TEACHER CERTIFICATION TRAINING

If you are currently a teacher, did you receive your certification training from MSU?	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
Yes	65.5%	35.5%	39.8%
No	34.5%	64.5%	60.2%
Number of Respondents	145	217	171

[1] This question was not asked prior to 2000-01.

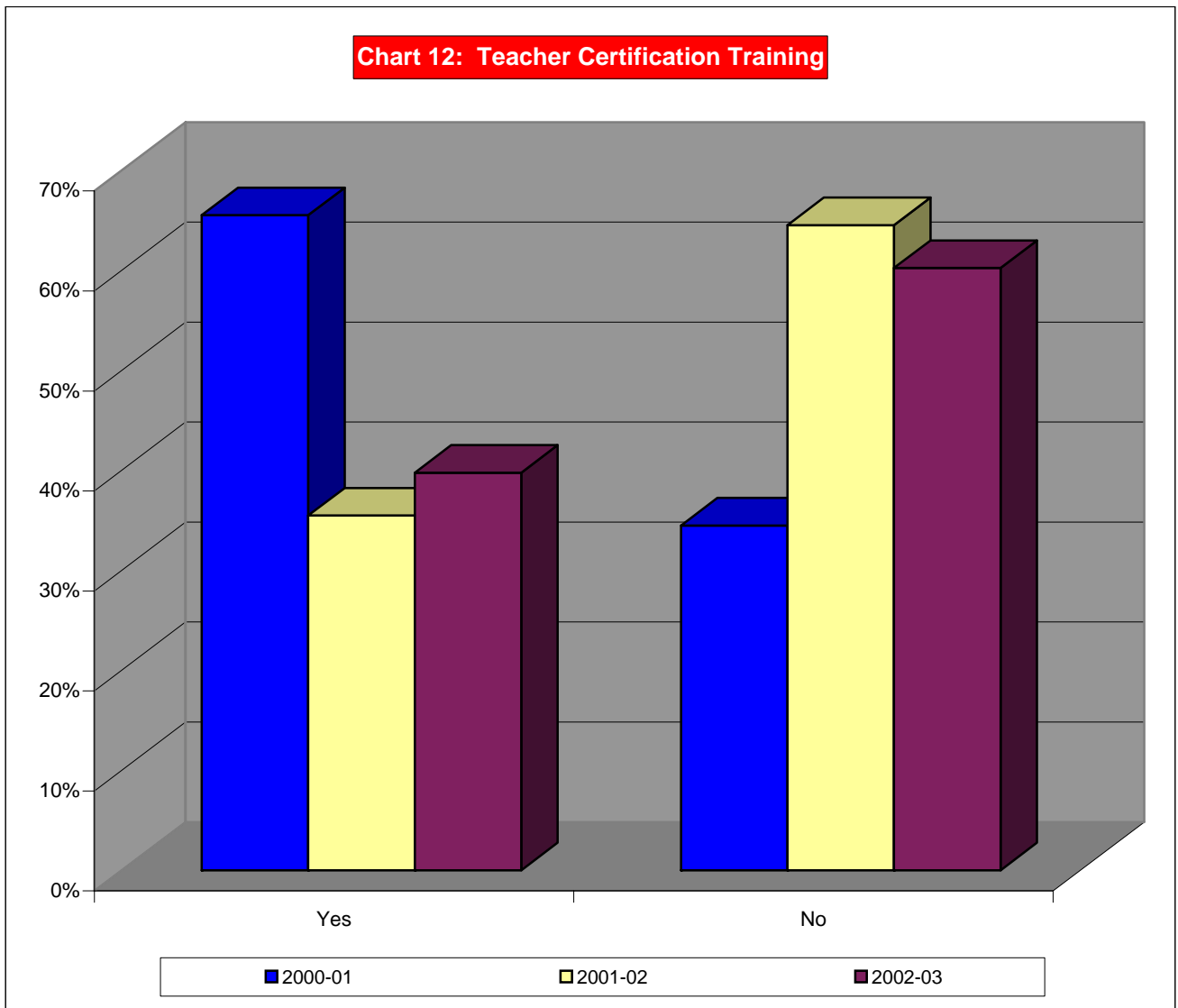


TABLE 13: IMPORTANT SKILLS/ABILITIES FOR PERSONAL/PROFESSIONAL SUCCESS**Percent Responding "Very" or "Somewhat" Important [1]**

How important are the following skills and abilities in helping you achieve personal and professional success? [2]

	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
Speak effectively in front of a group	96.1%	98.4%	79.5%	94.1%
Apply mathematical concepts	64.6%	69.3%	59.3%	64.1%
Express yourself clearly in writing	94.4%	94.3%	82.3%	89.8%
Research skills	84.2%	84.9%	82.5%	79.7%
Critical thinking/problem solving skills	94.2%	94.4%	79.5%	92.7%
Foreign language skills	28.4%	35.6%	36.7%	44.6%
Computer skills/information management	88.4%	86.5%	78.3%	88.8%
Applying scientific methods	36.5%	36.6%	37.9%	41.7%
Making a lifelong commitment to learning	85.4%	85.8%	74.9%	89.2%
Exercising your responsibilities as a citizen	66.0%	71.2%	67.6%	75.1%
Working effectively with people from various backgrounds and cultures	87.3%	88.0%	89.1%	86.3%
Working with people in teams or groups	--	92.1%	90.5%	86.3%
Understanding how domestic and international issues affect you	67.7%	71.0%	65.1%	73.3%
Using effective leadership skills	92.1%	94.1%	82.5%	91.2%
Time management and organizational skills	96.5%	98.6%	91.8%	91.4%
Appreciation of the arts	--	--	59.7%	51.8%
Organizing large amounts of information	--	--	78.3%	91.0%
Maintaining good health habits and physical fitness	--	--	68.1%	75.8%
Applying moral/ethical principles to everyday life	--	--	80.6%	91.4%
Using job-appropriate computer software	--	--	81.8%	--

[1] In the 2000-01 and 1997-98 surveys, the equivalent response options were "Major" and "Moderate" importance.

[2] Question not asked on 1996-97 survey.

Chart 13: Important Skills/Abilities for Personal/Professional Success (4-year means)

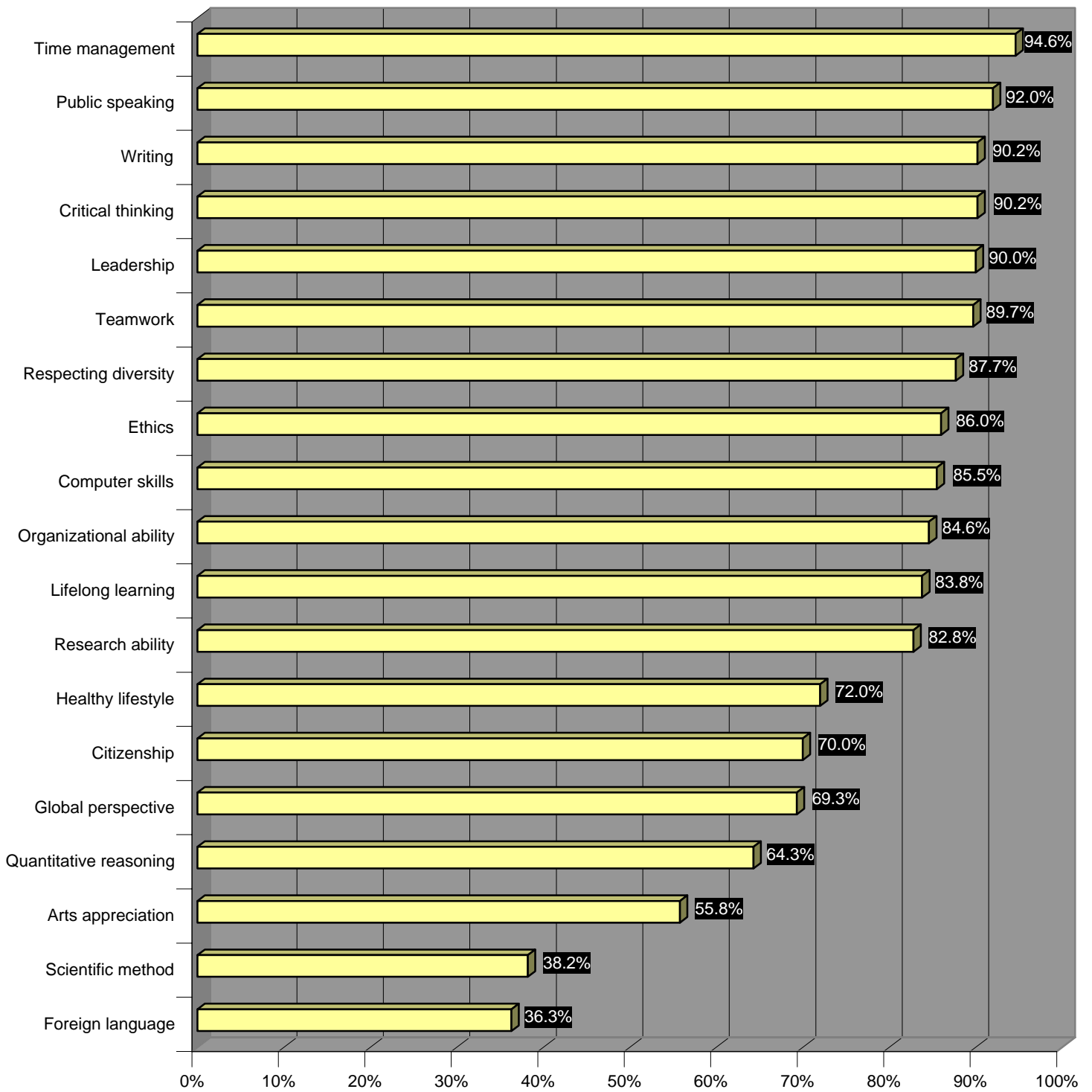


TABLE 14: SATISFACTION THAT MSU HELPED STUDENTS ATTAIN SKILLS NEEDED FOR SUCCESS**Percent Responding MSU was "Very" or "Somewhat" Helpful**

MSU helped me attain this skill/ability. [1]	Alumni from 2001-02	Alumni from 2002-03
Speak effectively in front of a group	79.5%	73.4%
Apply mathematical concepts	59.3%	56.8%
Express yourself clearly in writing	84.0%	82.3%
Research skills	85.7%	87.2%
Critical thinking/problem solving skills	81.8%	80.6%
Foreign language skills	35.7%	36.1%
Computer skills/information management	69.7%	56.9%
Applying scientific methods	46.1%	44.0%
Making a lifelong commitment to learning	79.5%	75.1%
Exercising your responsibilities as a citizen	56.3%	58.3%
Working effectively with people from various backgrounds and cultures	80.1%	82.0%
Working with people in teams or groups	82.0%	85.1%
Understanding how domestic and international issues affect you	64.3%	53.0%
Using effective leadership skills	70.8%	74.3%
Time management and organizational skills	75.6%	71.5%
Appreciation of the arts	52.9%	53.9%
Organizing large amounts of information	77.2%	68.1%
Maintaining good health habits and physical fitness	43.9%	43.2%
Applying moral/ethical principles to everyday life	66.2%	61.6%
Using job-appropriate computer software	50.0%	--

[1] Question not asked prior to 2001-02.

Chart 14: Satisfaction That They Attained Skills Needed for Success at MSU (2-year means)

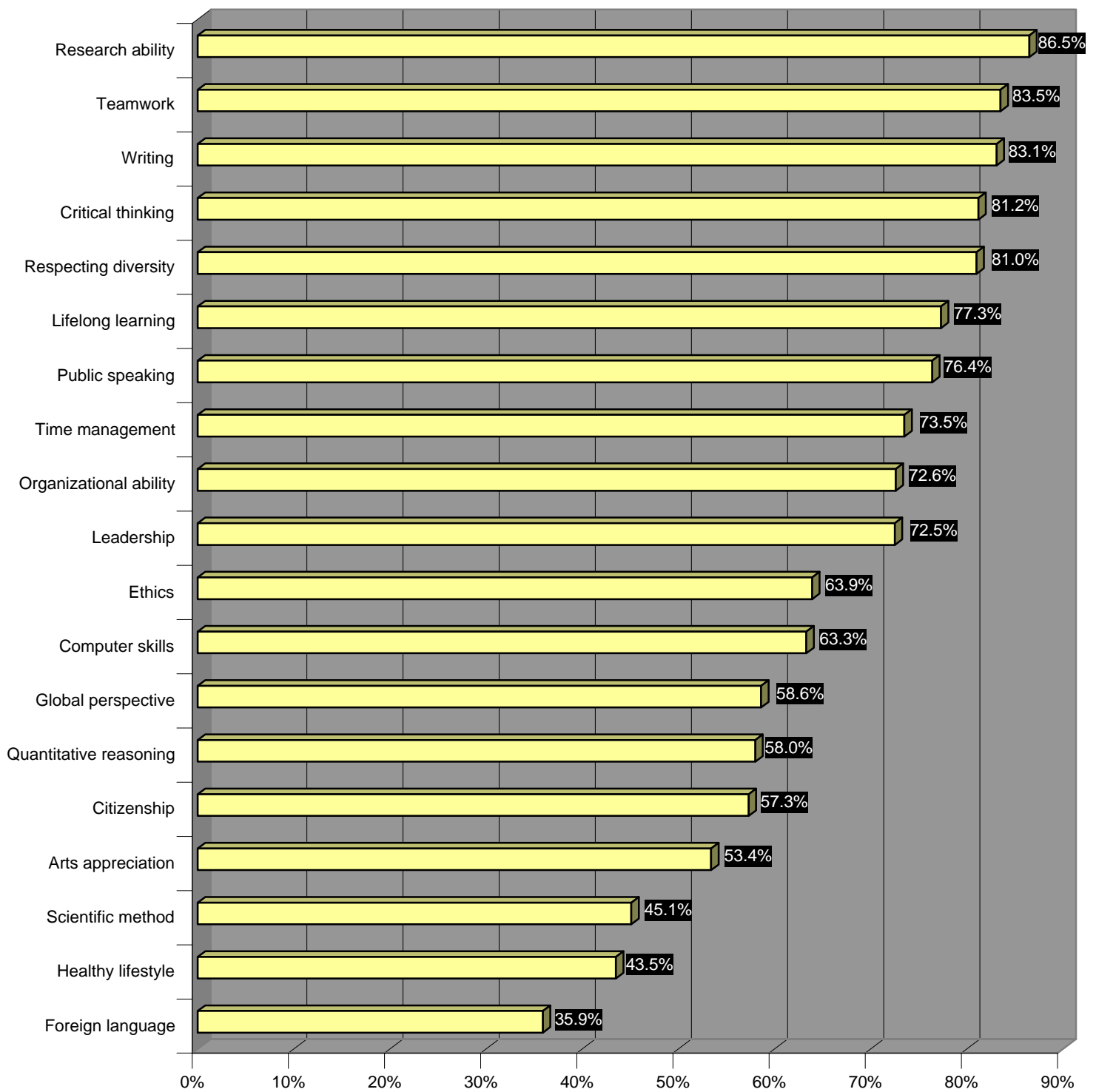


TABLE 15: STRENGTHS AND CHALLENGES RELATED TO SKILLS NEEDED FOR SUCCESS [1]

Skills and Abilities	Mean Importance	Mean Satisfaction [2]	Gap
Speak effectively in front of a group	3.69	2.97	-0.72
Critical thinking/problem solving skills	3.64	3.10	-0.54
Time management and organizational skills	3.63	2.96	-0.67
Express yourself clearly in writing	3.58	3.20	-0.38
Making a lifelong commitment to learning	3.57	3.06	-0.51
Using effective leadership skills	3.56	2.97	-0.59
Applying moral/ethical principles to everyday life	3.56	2.75	-0.81
Organizing large amounts of information	3.52	2.85	-0.67
Working effectively with people from various backgrounds and cultures	3.50	3.27	-0.23
Working with people in teams or groups	3.50	3.32	-0.18
Computer skills/information management	3.44	2.65	-0.79
Research skills	3.23	3.36	0.13
Maintaining good health habits and physical fitness	3.13	2.39	-0.74
Exercising your responsibilities as a citizen	3.09	2.69	-0.40
Understanding how domestic and international issues affect you	3.05	2.57	-0.48
Apply mathematical concepts	2.77	2.58	-0.19
Appreciation of the arts	2.58	2.67	0.09
Foreign language skills	2.39	2.16	-0.23
Applying scientific methods	2.30	2.39	0.09
MEDIAN	3.50	2.85	

[1] Skills shaded green are judged "strengths" when their importance scores are above the median, and their satisfaction scores are in the top quartile. Skills shaded yellow are judged "challenges" when their importance scores are above the median, while their satisfaction scores are at or below the median.

[2] As measured by how "helpful" MSU was in enabling the student to acquire these skills and abilities.

TABLE 16: SATISFACTION WITH THE ACADEMIC PROGRAM [1]

Percent Responding "Strongly Agree" or "Agree" [2]

Please tell us how strongly you agree or disagree with each statement.

	Alumni from 2001-02	Alumni from 2002-03
The quality of instruction in my major courses was excellent.	93.9%	83.0%
The quality of instruction in my General Education Courses was excellent.	78.1%	63.5%
I was satisfied with the academic advisement provided by my department.	67.4%	55.9%
My professors challenged me to do my best work.	90.6%	78.7%
I was an active learner (read assignments, contributed to class discussions, etc.).	95.5%	90.3%
Participation in campus activities was an important part of my education.	40.5%	28.9%
There was good exposure to current developments in my field.	--	58.1%
Course content was appropriate for my degree level.	--	82.1%
The tuition I paid was a worthwhile investment.	--	75.6%
My program helped me get to where I want to be academically/professionally.	--	60.8%
My degree enhanced my career opportunities.	--	66.7%
My program equipped me with skills required to perform competently in my field.	--	62.8%
My program enabled me to perform more effectively in my profession.	--	60.5%
My studies at MSU provided sufficient preparation for the career I actually entered.	--	52.5%
The education I received at MSU is relevant to the duties I perform in my workplace.	--	52.2%
I would recommend my program to students with similar academic and professional interests.	--	74.5%
If I had to do it all over again, I would enroll as a student in my program.	--	63.5%

[1] Question not asked prior to 2001-02.

[2] In 2000-01, the response options were "Strongly" and "Somewhat."

Chart 16: Satisfaction With the Academic Program (2-year means)

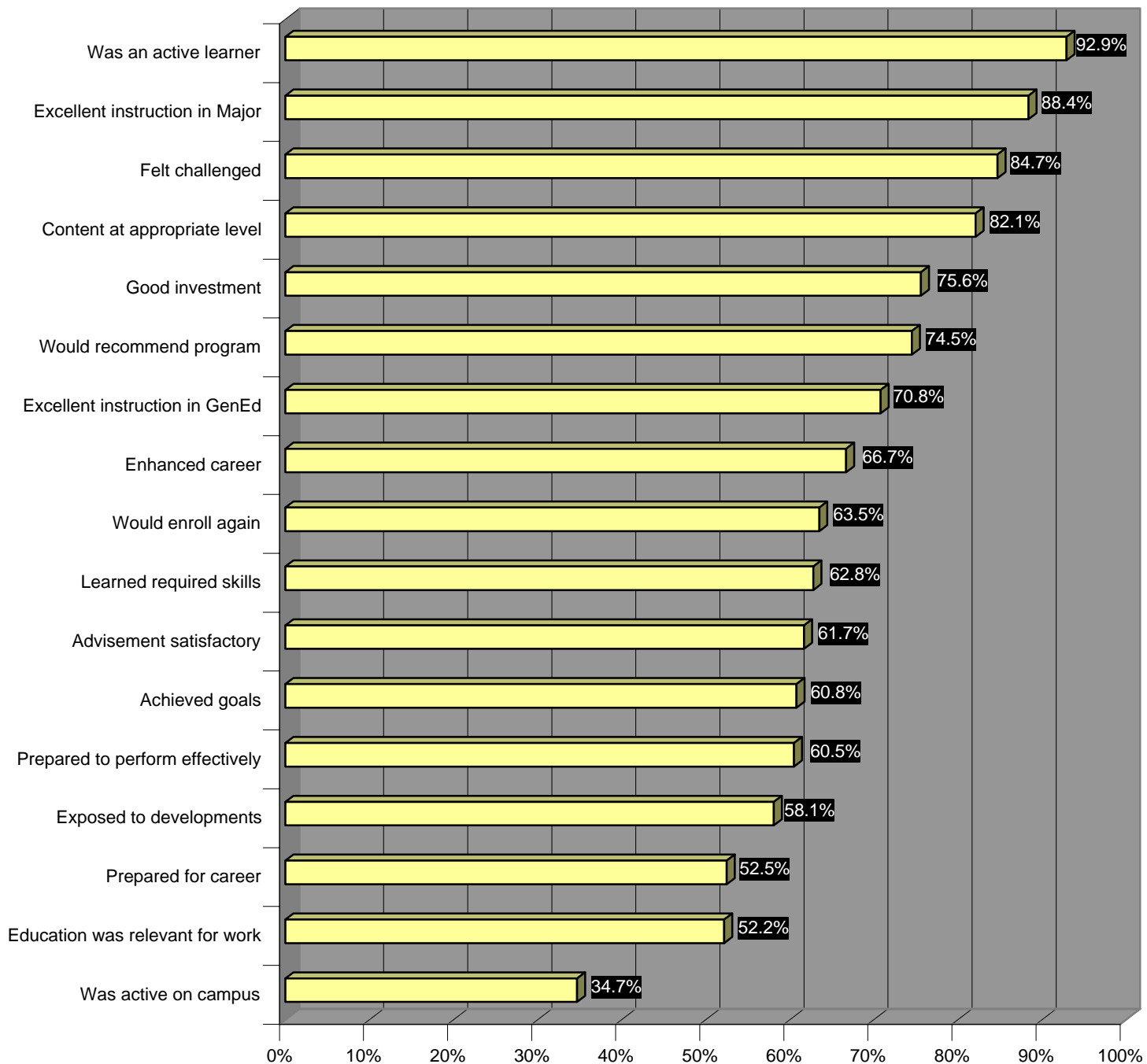


TABLE 17: IMPORTANT PROGRAM CHARACTERISTICS AND SERVICES [1]

Please rate the importance of each of the following program characteristics in contribution to the overall quality of your educational experience.

Percent Responding "Very" or "Somewhat" Important

Alumni from 2002-03

Class size	92.0%
Academic rigor of the program	94.9%
Curriculum depth and breadth	96.0%
Emphasis devoted to theory	75.6%
Program quality	96.0%
Program reputation	89.4%
Quality of student body	82.2%
Diversity of student body	73.2%
Quality of faculty	99.0%
Quality of faculty-student interaction	96.2%
Faculty teaching style	96.0%
Accessibility of faculty members	95.2%
Quality of pre-registration advisement	92.0%
Quality of academic advisement	92.2%
Availability of career counseling	87.7%
Clarity of degree completion requirements	96.7%
Availability of information on licensing/certification	90.3%
Financial aid services	80.6%
Health services	76.1%
Library services	95.0%
Public safety	91.4%
Registration office services	91.4%
Computer development	91.2%
Career services	88.4%
Campus safety	91.7%
Campus life	66.2%

[1] Question not asked prior to 2002-03.

Chart 17: Important Program Characteristics and Services

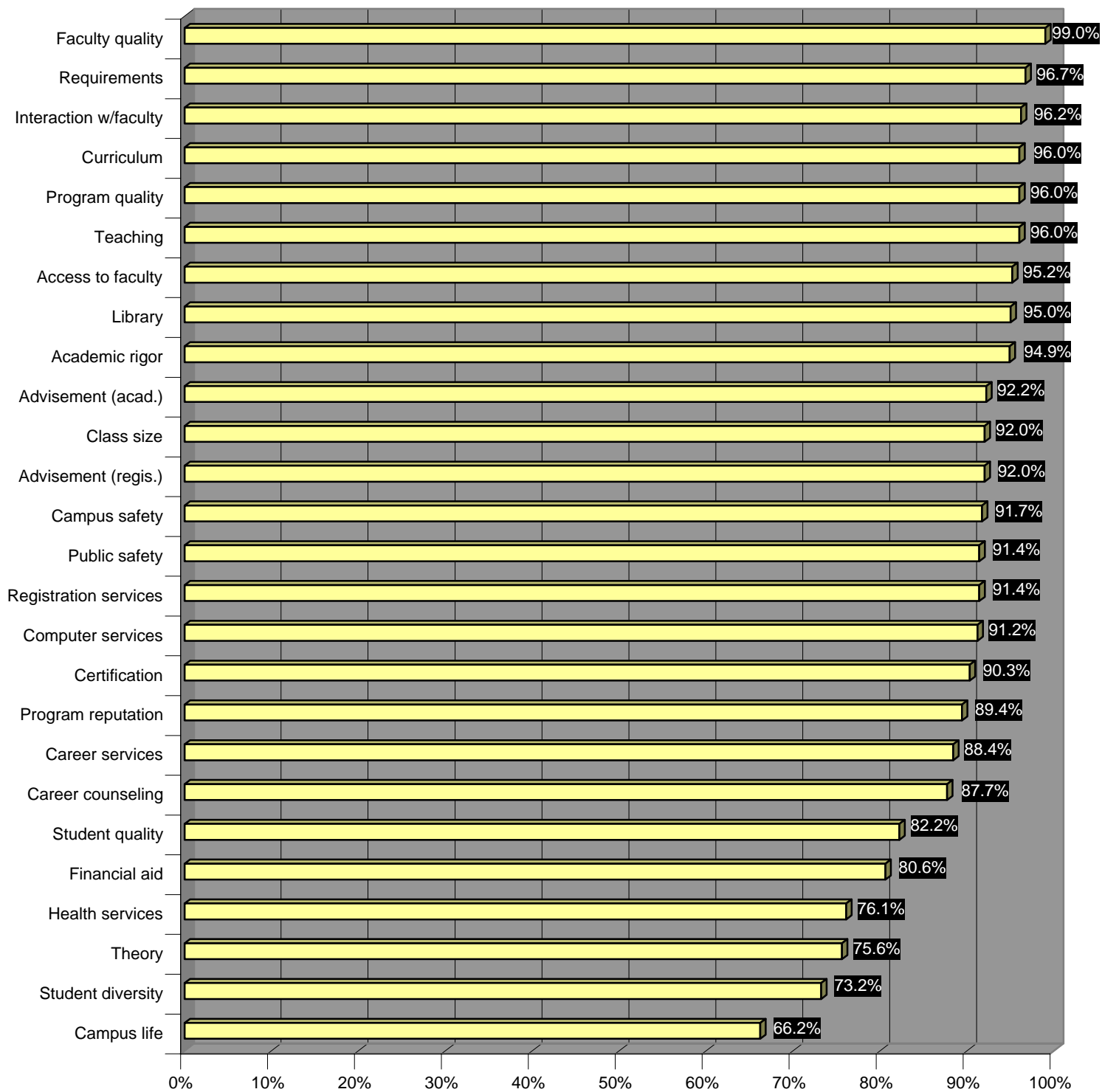


TABLE 18: SATISFACTION WITH PROGRAMS AND SERVICES [1]**Percent Responding "Very" or "Somewhat" Satisfied**

Please rate your level of satisfaction with the program or service along each of these dimensions.

Alumni from 2002-03

Class size	94.5%
Academic rigor of the program	82.4%
Curriculum depth and breadth	83.8%
Emphasis devoted to theory	69.9%
Program quality	85.4%
Program reputation	78.4%
Quality of student body	73.3%
Diversity of student body	78.5%
Quality of faculty	83.8%
Quality of faculty-student interaction	76.2%
Faculty teaching style	82.0%
Accessibility of faculty members	78.2%
Quality of pre-registration advisement	60.8%
Quality of academic advisement	61.5%
Availability of career counseling	54.7%
Clarity of degree completion requirements	70.0%
Availability of information on licensing/certification	59.9%
Financial aid services	62.0%
Health services	63.9%
Library services	88.2%
Public safety	78.4%
Registration office services	66.6%
Computer development	70.8%
Career services	55.2%
Campus safety	75.1%
Campus life	61.3%

[1] Question not asked prior to 2002-03.

Chart 18: Satisfaction With Programs and Services

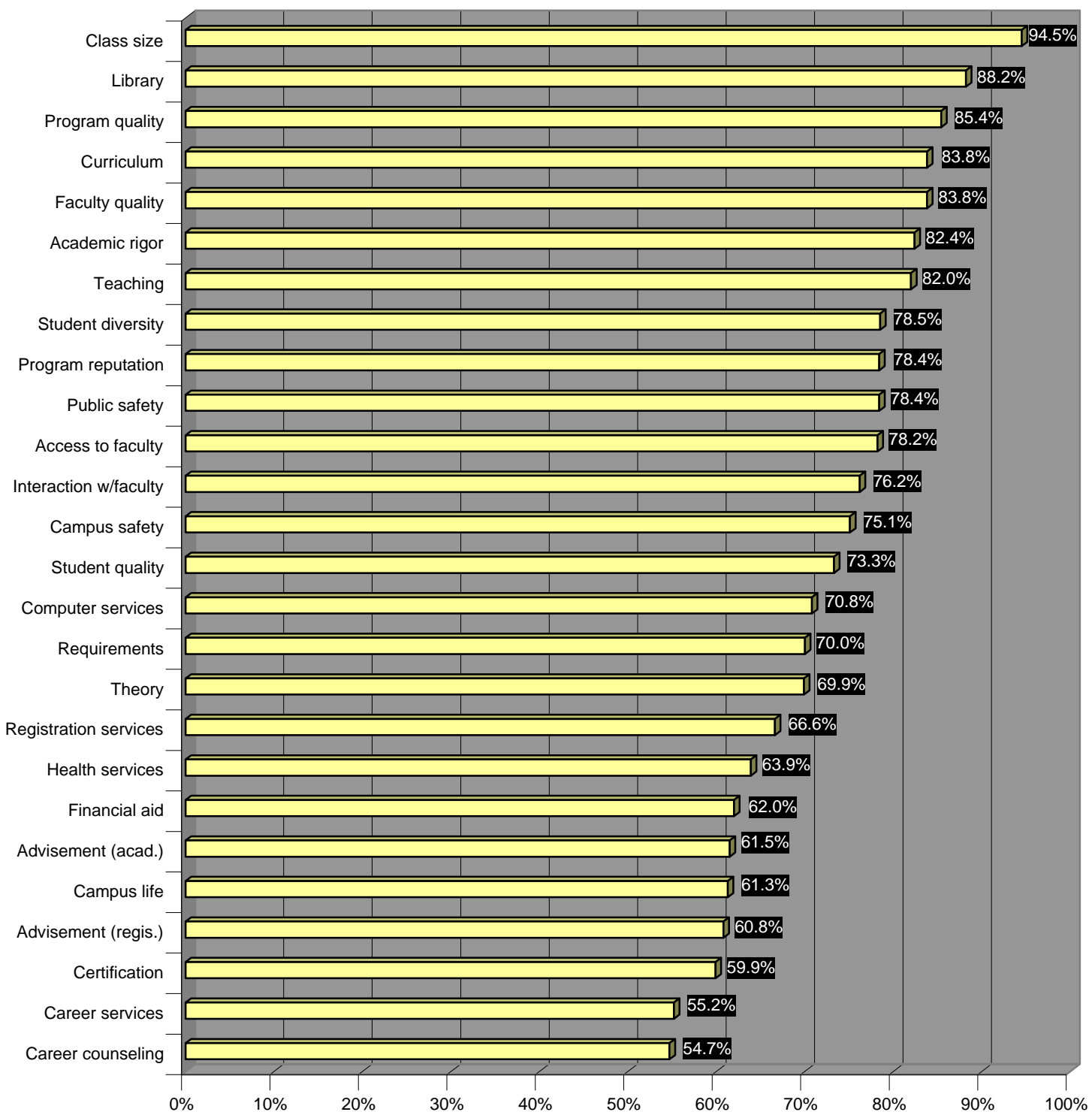


TABLE 19: STRENGTHS AND CHALLENGES RELATED TO PROGRAMS AND SERVICES [1]

Programs and Services	Mean Importance	Mean Satisfaction	Gap
Class size	3.87	3.22	-0.65
Academic rigor of the program	3.73	3.30	-0.43
Curriculum depth and breadth	3.70	2.95	-0.75
Emphasis devoted to theory	3.69	3.11	-0.58
Program quality	3.68	3.37	-0.31
Program reputation	3.67	3.08	-0.59
Quality of student body	3.64	3.10	-0.54
Diversity of student body	3.60	3.18	-0.42
Quality of faculty	3.58	3.00	-0.58
Quality of faculty-student interaction	3.56	3.12	-0.44
Faculty teaching style	3.56	2.71	-0.85
Accessibility of faculty members	3.53	3.06	-0.47
Quality of pre-registration advisement	3.52	2.73	-0.79
Quality of academic advisement	3.52	2.91	-0.61
Availability of career counseling	3.51	2.69	-0.82
Clarity of degree completion requirements	3.48	2.78	-0.70
Availability of information on licensing/certification	3.47	3.55	0.08
Financial aid services	3.45	2.61	-0.84
Health services	3.43	3.13	-0.30
Library services	3.42	2.53	-0.89
Public safety	3.31	2.73	-0.58
Registration office services	3.17	2.99	-0.18
Computer development	3.11	2.78	-0.33
Career services	3.05	3.16	0.11
Campus safety	2.98	2.84	-0.14
Campus life	2.90	2.68	-0.22
MEDIAN	3.52	3.00	

[1] Skills shaded green are judged "strengths" when their importance scores are above the median, and their satisfaction scores are in the top quartile. Skills shaded yellow are judged "challenges" when their importance scores are above the median, while their satisfaction scores are at or below the median.

TABLE 20: OVERALL SATISFACTION [1]

Overall, how satisfied are you with your undergraduate education at Montclair State University?

Alumni from 2002-03

Very Satisfied	34.2%
Satisfied	47.2%
Neutral	11.7%
Dissatisfied	3.7%
Very Dissatisfied	3.2%

Number of Respondents

409

[1] Question not asked prior to 2002-03.

Chart 20: Overall Satisfaction

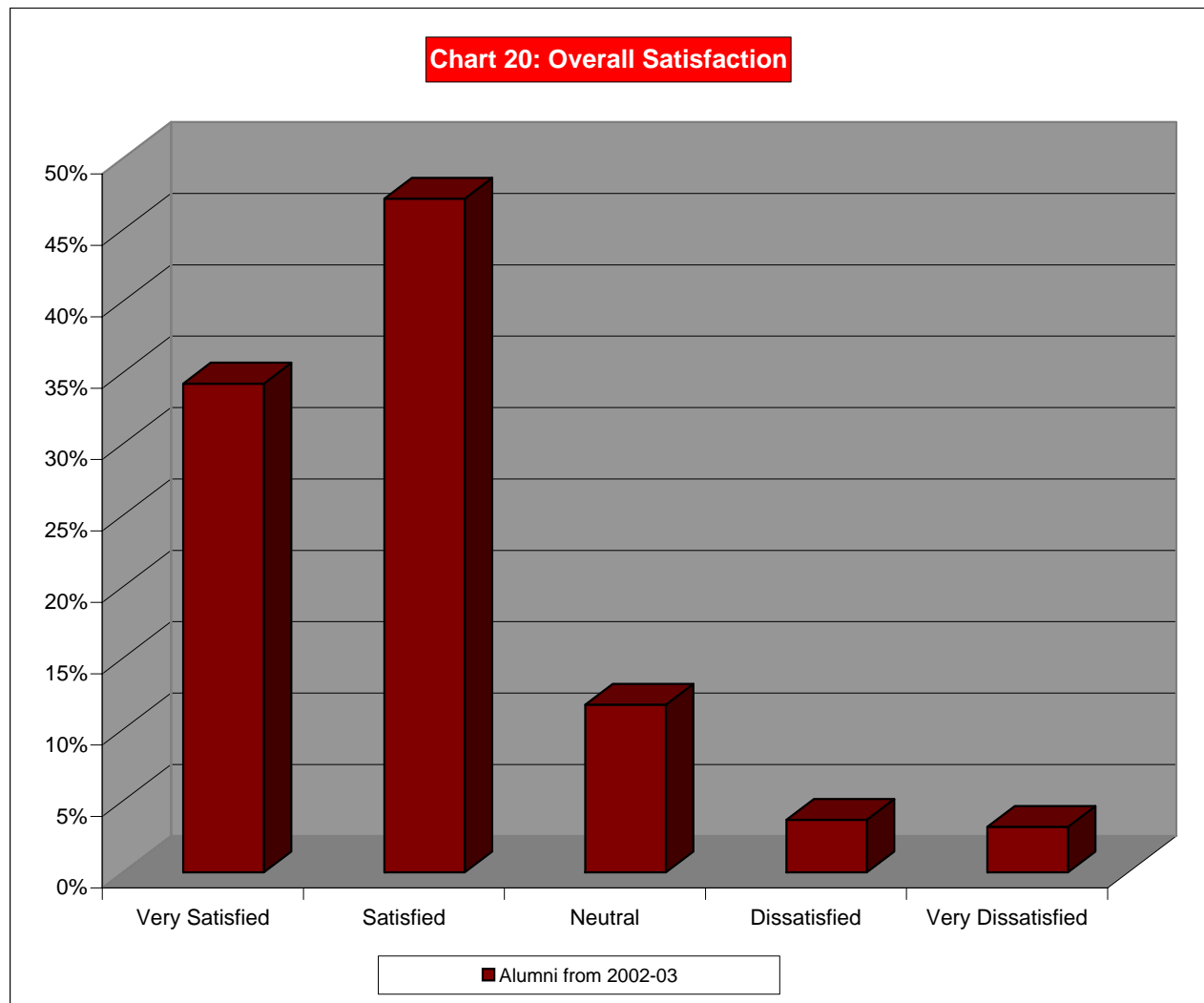


TABLE 21: FURTHER EDUCATION

Educational Status	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
Full-Time Graduate Student	9.2%	10.8%	7.9%	9.1%	8.5%
Part-Time Graduate Student	10.8%	10.6%	10.4%	8.9%	12.9%
<i>Total Continuing Education</i>	<i>20.0%</i>	<i>21.5%</i>	<i>18.3%</i>	<i>18.0%</i>	<i>21.4%</i>
Educational Status Unknown	80.0%	78.5%	81.7%	82.0%	78.6%
Number of Respondents	590	480	633	627	411

Chart 21: Further Education

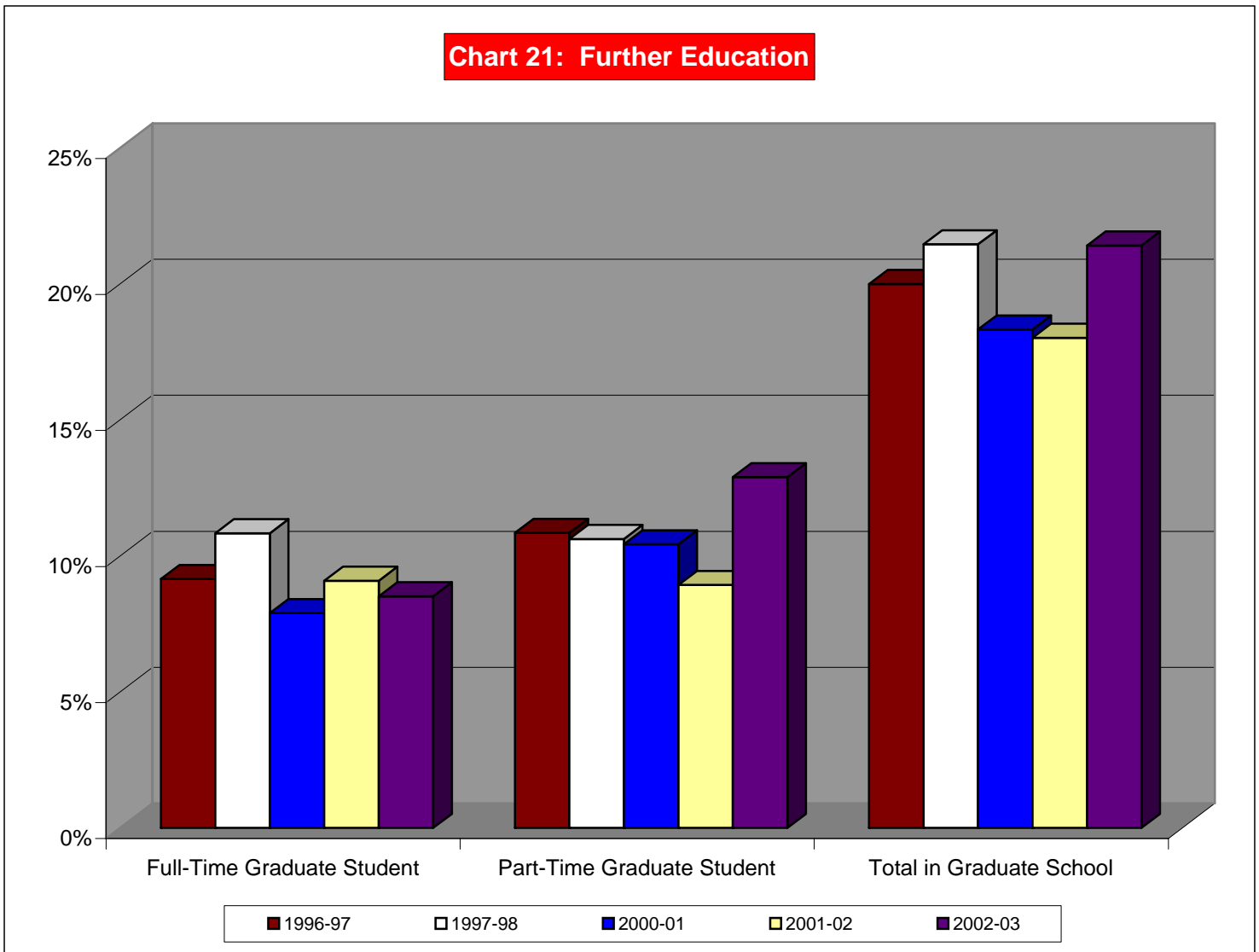


TABLE 22: NEXT DEGREE SOUGHT

Degree Level	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
Master's	61.0%	63.6%	61.4%	77.2%	72.1%
Doctoral	2.1%	5.9%	7.9%	1.9%	3.9%
Professional (e.g., Medicine, Dentistry, Law, or Veterinary Science)	14.2%	10.2%	10.0%	7.4%	6.2%
Other (e.g., Certificates or Licenses)	22.7%	20.3%	20.7%	13.6%	17.8%
Number of Respondents	141	118	140	162	129

Chart 22: Next Degree Sought

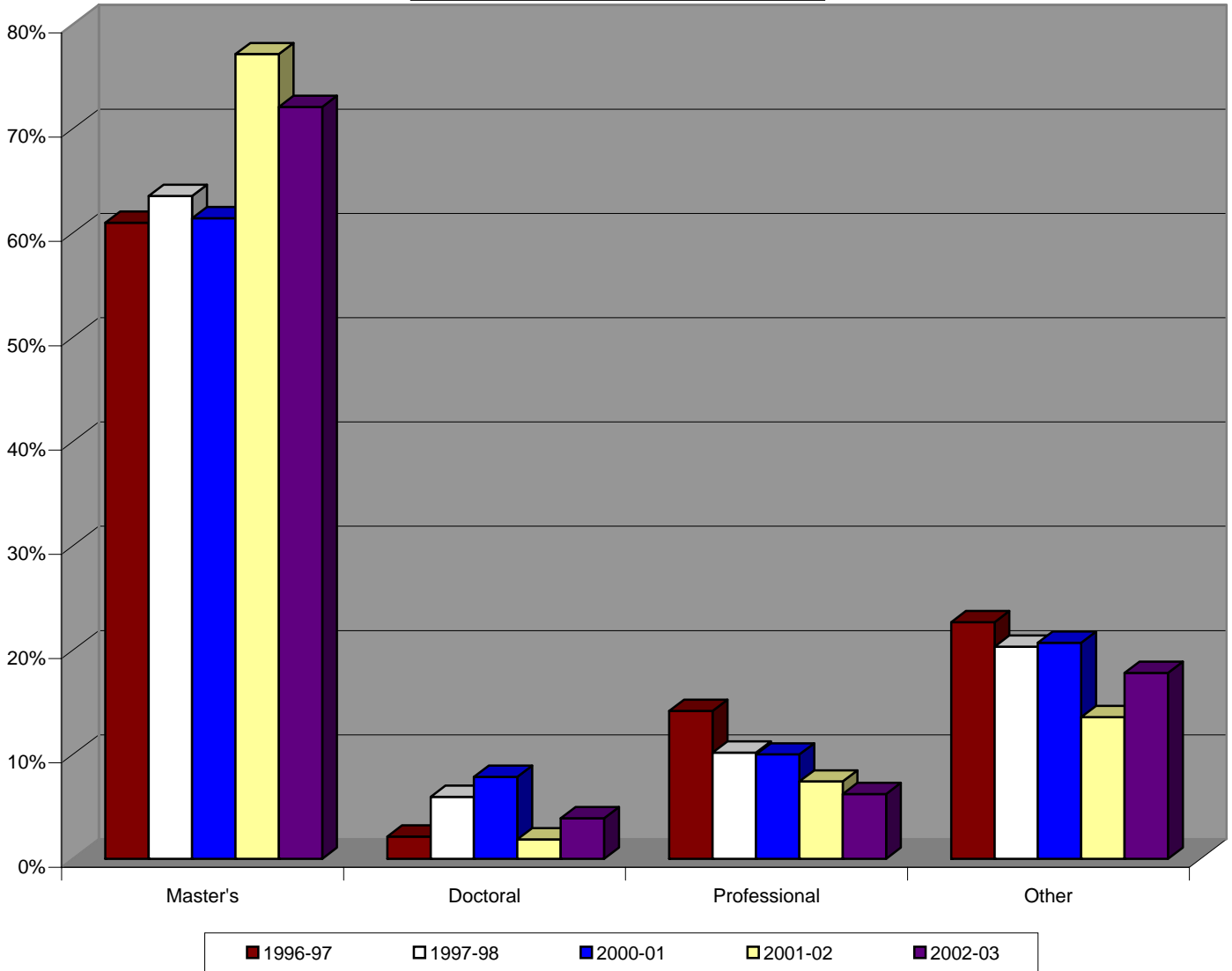


TABLE 23: PERCENTAGE OF GRADUATES ENROLLING IN POST-BACCALAUREATE INSTITUTIONS

Institutions Enrolling Two or More Alumni in Any Given Year	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
Caldwell College	0.0%	2.5%	0.7%	0.6%	3.0%
Columbia University	2.7%	1.7%	2.2%	0.6%	2.3%
CUNY Graduate Center	0.0%	1.7%	0.7%	0.0%	0.8%
Fairleigh Dickinson University	2.7%	1.7%	3.6%	3.6%	1.5%
Fordham University	2.7%	1.7%	0.7%	1.8%	1.5%
Hunter College/CUNY	0.7%	0.0%	1.4%	0.0%	0.0%
Institute for Therapeutic Massage	0.0%	0.0%	0.0%	1.2%	0.8%
John Jay College/CUNY	2.0%	0.8%	0.0%	0.6%	0.0%
Kean University	2.7%	4.1%	1.4%	2.4%	4.5%
Marygrove College	1.4%	0.0%	0.7%	0.6%	3.0%
Monmouth University	0.7%	2.5%	0.0%	1.2%	1.5%
Montclair State University	33.8%	24.0%	36.2%	33.7%	30.8%
New Jersey City University	4.7%	2.5%	6.5%	5.3%	3.8%
New York Law School	2.0%	0.0%	2.2%	0.0%	0.0%
New York Medical College	0.7%	1.7%	0.0%	0.6%	0.0%
New York University	1.4%	5.0%	2.2%	1.2%	3.0%
NJIT	1.4%	3.3%	2.2%	1.2%	0.0%
Nova Southeastern University	0.0%	0.0%	1.4%	0.0%	0.8%
Ramapo College of New Jersey	0.0%	1.7%	0.0%	0.0%	0.8%
Rutgers University	9.5%	8.3%	7.2%	8.3%	4.5%
Seton Hall University	3.4%	6.6%	3.6%	5.3%	3.0%
St. Peter's College	0.7%	1.7%	0.0%	1.2%	0.8%
Stevens Institute of Technology	0.7%	2.5%	2.2%	0.6%	1.5%
UMDNJ	3.4%	3.3%	1.4%	3.0%	3.0%
University of Phoenix	0.0%	0.0%	0.0%	3.6%	2.3%
Villanova University	0.0%	0.0%	0.0%	0.0%	1.5%
Walden University	0.0%	0.0%	0.0%	0.0%	1.5%
William Paterson University	2.0%	2.5%	4.3%	3.0%	3.0%
Institutions Attended by One Graduate	20.9%	20.7%	18.8%	20.7%	21.1%
Number of Respondents	148	121	138	169	133

**Chart 23: Percentage of Graduates Enrolling in Post-Baccalaureate Institutions
(Limited to Institutions Enrolling More Than One Graduate, 5-year means)**

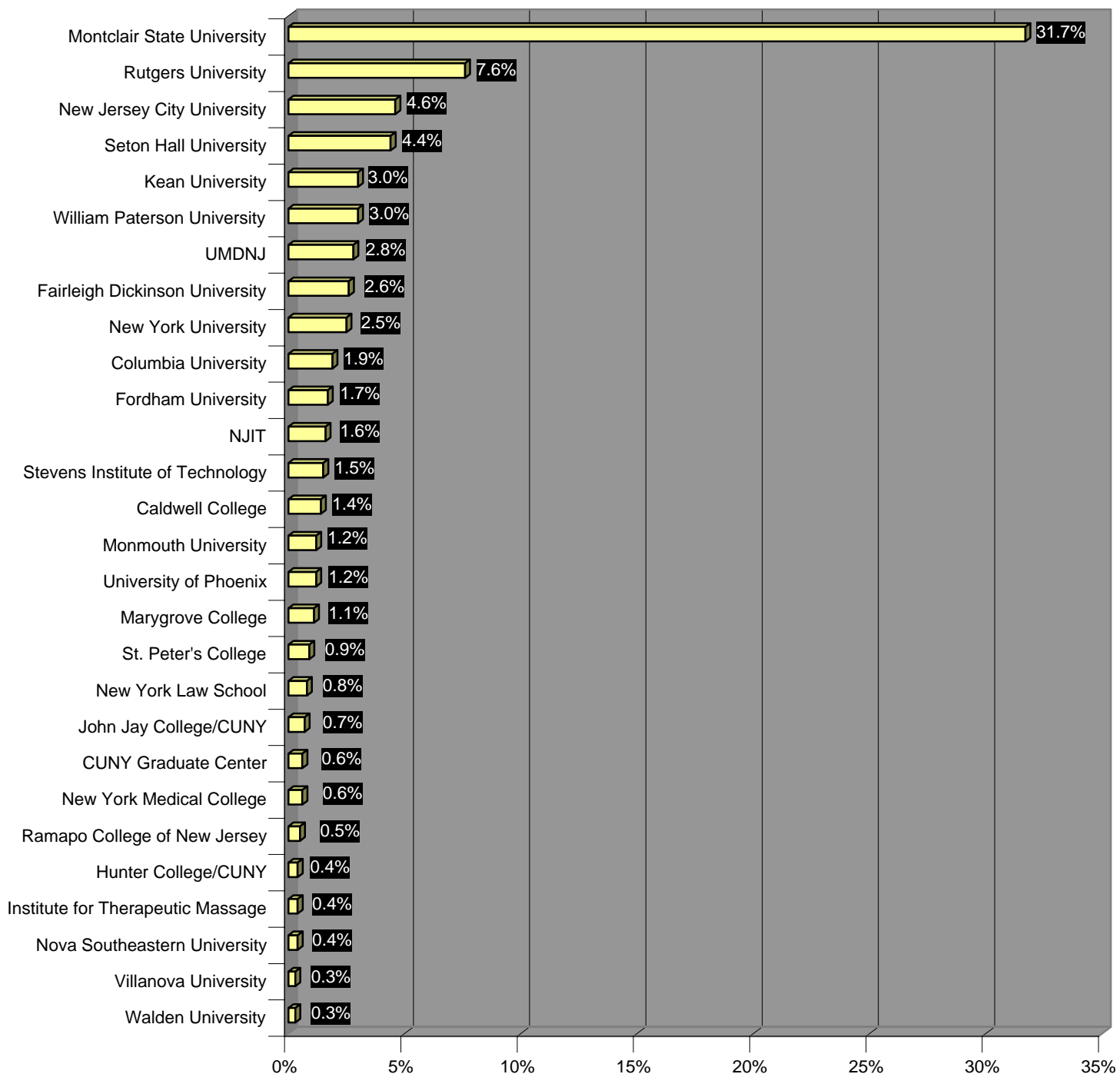


TABLE 24: POST-BACCALAUREATE FIELDS OF STUDY

Fields [1]	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
Administrative Science (incl. Public Admin.)	1.0%	1.0%	1.8%	2.4%	2.3%
Biology	5.7%	3.8%	2.4%	1.2%	3.8%
Business Administration (Mktg., Mgmt., Finance, etc.)	7.6%	2.9%	8.5%	6.7%	8.4%
Business: Accounting		1.0%		3.6%	3.8%
Chemistry	1.0%	1.9%	1.8%		
Computer Science/Information Technology	2.9%	8.7%	4.3%	3.0%	1.5%
Counseling	2.9%	3.8%	1.2%	4.2%	5.3%
Criminal Justice (incl. Forensics and Justice Studies)	1.0%	2.9%	0.6%	0.6%	1.5%
Dietetics (incl. Nutrition)	1.0%		1.8%	0.6%	
Education	5.7%	5.8%	4.9%	6.7%	10.7%
Education: Administration and Supervision	2.9%	1.0%		5.5%	2.3%
Education: Early Childhood (P-3 Certification)	1.0%			4.8%	0.8%
Education: Elementary		1.0%		3.0%	2.3%
Education: ESL/Bilingual			3.0%	3.0%	0.8%
Education: Special Education	2.9%	3.8%	3.0%	3.0%	3.8%
Education: Teaching	7.6%	4.8%	8.5%	4.8%	6.9%
English	5.7%		4.9%	3.0%	6.1%
Fine Arts	3.8%	4.8%	4.3%	1.8%	3.8%
Health (Medicine, Nursing, Physical Therapy, etc.)	8.6%	5.8%	7.9%	9.1%	5.3%
History		3.8%		0.6%	0.8%
Law (incl. Paralegal)	7.6%	6.7%	6.7%	6.1%	5.3%
Linguistics/Applied Linguistics	1.0%	2.9%	1.2%	2.4%	0.8%
Psychology (Clinical, Educational, Industrial, etc.)	9.5%	4.8%	5.5%	4.2%	10.7%
Social Work	8.6%	9.6%	9.8%	4.8%	3.1%
Programs with fewer than 3 enrollees	12.4%	19.2%	17.7%	14.5%	9.9%
Number of Respondents	105	104	164	165	131

[1] Self-identified by graduates, and representing programs, majors, certificate areas, and/or careers.

TABLE 25: EDUCATIONAL ASPIRATIONS [1]

If you are not currently enrolled as a student at any institution, how would you describe your intentions for further study?

	Alumni from 2002-03
Do not intend to pursue further study	4.1%
Intend to study further within the next three years	74.6%
Intend to study further more than three years from now	6.6%
Am undecided whether or not I will pursue further study	11.5%
Other	3.3%
Number of Respondents	
122	

[1] Question not asked prior to 2002-03.

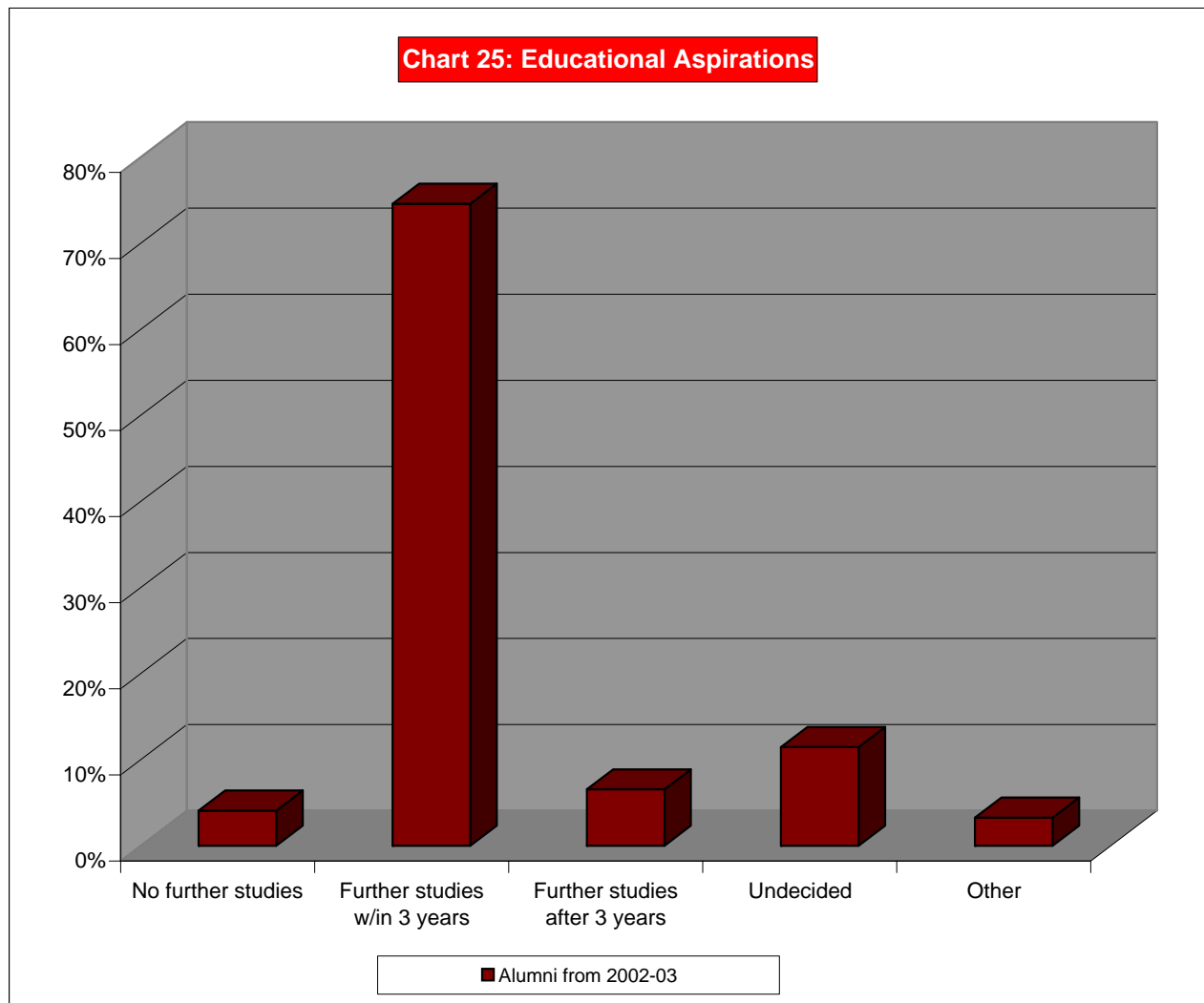
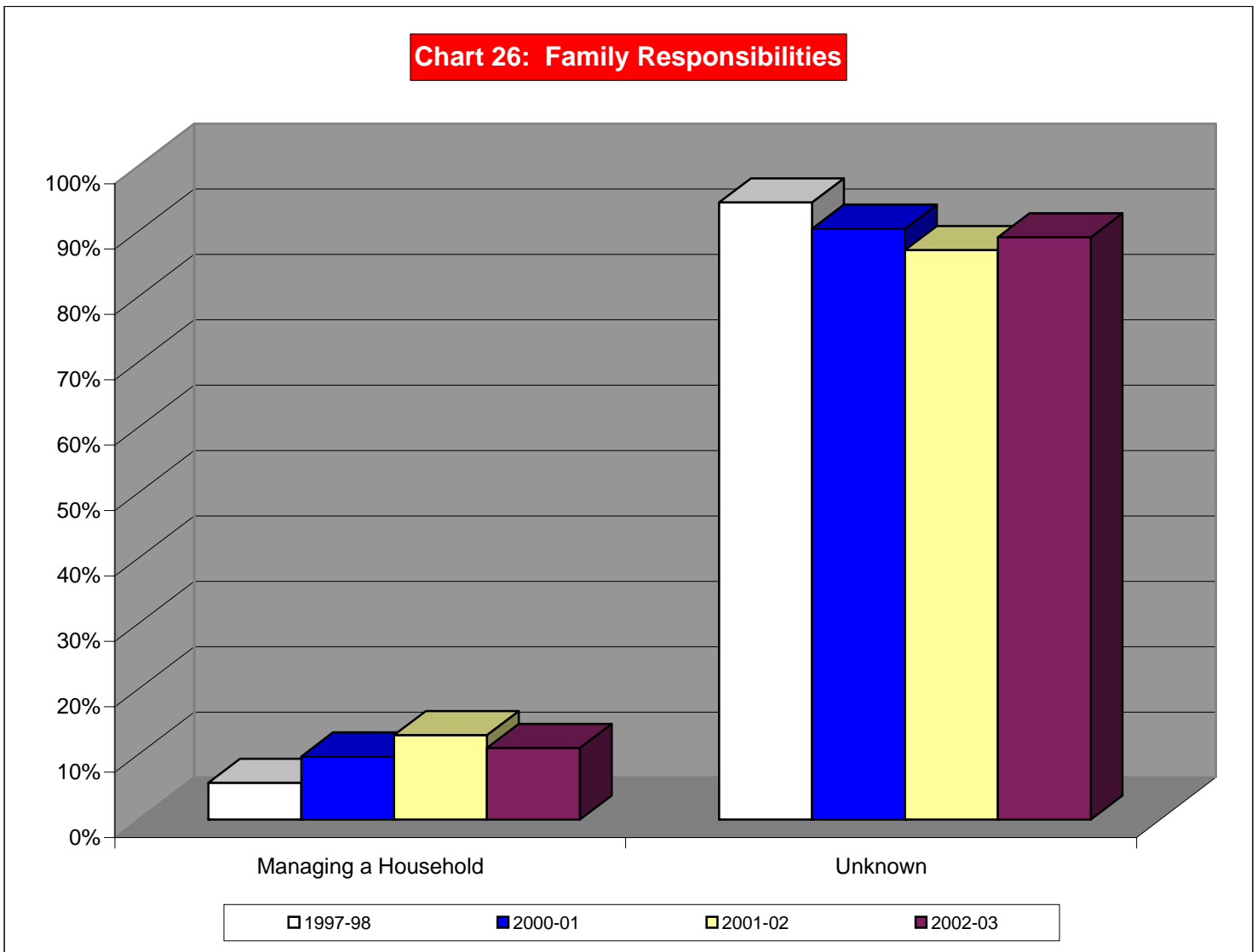


TABLE 26 FAMILY RESPONSIBILITIES

Family Responsibilities	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02	Alumni from 2002-03
Managing a Household	N/A	5.6%	9.6%	12.9%	10.9%
Family Responsibilities Unknown	N/A	94.4%	90.4%	87.1%	89.1%
Number of Respondents	590	480	633	627	411

Chart 26: Family Responsibilities



Appendix

Methodological Note

In 1998, the Career Development and Institutional Research offices at Montclair State University cooperated to administer the first survey of alumni one-year following graduation. This original survey of graduates from 1996-97 was very brief, and questions were focused mainly on employment and further education.

Over time, the survey began to serve other purposes. As its scope expanded, so did its length. Initially, questions were added that were designed to elicit the opinions of alumni about MSU's contributions to their academic and personal development. Later, questions were added that gave alumni the opportunity to describe their level of satisfaction with various aspects of the MSU experience.

Response rates for the first five administrations of the one-year out survey have averaged 34% (see Table A-1). The highest rate (40%) was achieved in 1996-97, while the lowest (24%) came in 2002-03.

TABLE A-1: SURVEY RESPONSE RATES

Graduates from:	Total Population	Number Undeliverable	Number of Usable Surveys	Survey Response Rate [1]
1996-1997	1,488	N/A	590	39.7%
1997-1998	1,492	N/A	480	32.2%
2000-2001	1,843	175	633	37.9%
2001-2002	2,028	202	627	34.3%
2002-2003	1,744	45	411	24.2%
<i>Means</i>	1,719	141	548	33.7%

[1] The response rate equals the number of usable surveys divided by the total survey population minus the number of undeliverable surveys.