



THE 2008 COLLEGE STUDENT SURVEY

**Office of Institutional Research
October 2008**

Highlights

- 11% Percent of the graduating seniors who participated in the survey research responded to the 2008 College Senior Survey.
- Of the graduates who identified their ethnicity, 70% were White, nearly 15% Hispanic, 12% African American, and 4% Asian responded to the survey.
- Over 44% of respondents started college in the year 2004 or earlier and 56% started college at Montclair State University in 2003 or earlier.
- Thirty-four percent of the respondents transferred from a community college and nearly 20 % transferred from a four-year college.
- Since they entered college, MSU graduate respondents indicated their interest in a myriad of activities and courses, many of them enrolling in ethnic studies courses, women's studies courses, internship programs, and taking honors or advanced courses.
- Over 58% of the graduating seniors indicated that they "frequently" or "occasionally" came late to class and 34% missed class due to employment.
- Over 98% of the graduates "frequently" or "occasionally" received and completed assignments electronically, and over 85% completed their assignments or research using the internet.
- Seventy-five percent of the graduating seniors claimed that they typically interacted with faculty during their office hours, for up to two hours a week. Also, almost 62% suggested that they interacted with faculty outside of class or office hours up to two hours per week.
- MSU graduating seniors indicated that they received ample assistance and support from faculty, especially in the following areas: intellectual challenge and stimulation (36%), opportunity to discuss coursework (33%), and encouragement to pursue graduate/professional studies (39%).
- MSU seniors indicated that they participated in student club/organizations (35%) attended racial/cultural awareness workshops (22%).
- Thirty-nine percent of seniors chose "middle of the road" when expressing their political views and 45% chose "liberal" or "far-left" as their political standpoint.
- Over 75% of respondents also supported the idea of same sex marriage and the legalization of abortion.
- Over 87% of the graduating seniors disagreed with the fact that racial discrimination is still a problem in America. Also, the majority of seniors did not feel it was important to have laws prohibiting homosexual relationships.

- More than 73% of the graduating seniors cited helping others who are in difficulty, raising a family, and being well off financially, were amongst the most important personal objectives for them.
- Many seniors reported that the following abilities and skills improved since their entrance to MSU: knowledge of a particular field/discipline (62%), problem-solving skills (37%), ability to think critically (41%), and interpersonal skills (38%).
- MSU graduates rated themselves among the highest 10% with regard to the following traits: cooperativeness, drive to achieve, and academic ability.
- Graduating seniors were very satisfied with general education particularly, humanities and social service courses. They also expressed their satisfaction with library and lab facilities and equipment, and financial aid services, and the availability of internet access. Over 81% were satisfied with courses offered in major field and class size.
- Twenty-eight percent of male and female respondents planned on enrolling in graduate school in the fall 2008 semester.
- Seventy percent of male and female graduates indicated they would like to earn a master's or doctoral degree.
- Seventy-five percent of the graduating seniors indicated they would probably choose MSU if they had an opportunity to do so again.

THE 2008 COLLEGE STUDENT SURVEY

Introduction

In the spring of 2008, the Office of Institutional Research continued their annual participation in a national survey titled, "The College Student Survey." The College Student Survey (CSS), created in 1993 and issued by the Higher Education Research Institute (HERI) at the University of California, Los Angeles (UCLA), is administered primarily to graduating or continuing seniors. The survey is designed to assess changes in attitudes and intentions of college students as they progress through their undergraduate career. It provides an overall profile of the senior class, an overview of student experiences at the institution, and information about future aspirations and career goals.

Method

This year was slightly different from other years, in that our office relied solely on electronic technology to both contact and receive responses for the students. The survey was administered on the internet, providing seniors with a password to accompany their college ID in order to access the survey. Our response rate is 16%, as 294 of the 1,861 surveys were returned completed. We should use the Additionally, as in past years, an incentive was provided to graduates in the form of a coupon for a free transcript, upon completion of the survey and consent form.

The survey consisted of 34 questions, and as it was administered online, cut the time to answer each question, which most likely accounts for the higher response rate. The survey measured the following: their satisfaction with the college experience, student and academic involvement, cognitive and affective development, student values, attitudes and goals, as well as degree aspirations and career goals.

The Office of Institutional Research sent out emails the graduating seniors. The OIR also had an announcement added to the ticker on MSU's home page, promoting a free transcript in order to capture seniors' attention.

HERI coded and analyzed the data, then provided a report to the IR office in the summer of 2008. The tabular report compared responses on the CSS for MSU graduating seniors with responses from graduates and seniors from other baccalaureate degree-granting institutions along with public four-year institutions that participated in the study. For additional analyses, raw data was also purchased from HERI.

Findings

Of the 2,632 graduating seniors, 294 responded, yielding a response rate of 11%. Demographics of the graduating class were compared to the sample who responded to the survey. Comparatively, a large proportion of female students responded to the survey compared to the female students who graduated from MSU in the 2007-2008 academic year. The response rate of graduates from various race/ethnicities did not differ

significantly from the graduating class of 2008, indicating that the responses from the sample could be generalized to the entire population of graduating seniors from MSU.

The findings from the college student survey are provided below. Wherever applicable, comparisons are made with four-year public institutions that participated in the study. Results are not presented in the order of appearance on the survey. The report is discussed under the following sub-headings:

- Demographics
- Academic and Social Involvement
- Political and Social Attitudes
- Personal Objectives
- Perceptions and Satisfaction
- Degree aspirations and Future plans

A. Demographics

Among those who responded to the survey, 44% of the graduating seniors started college in the year 2004, and 56% started their education at MSU in 2003 or earlier. Thirty-four percent of the respondents indicated that they transferred from a community college, while 20% indicated that they transferred from a four-year college.

Seventy-three of respondents to the CSS were female. Among those who responded, 70% were White, 15% Hispanic, 12% African American, and 4% Asian responded to the survey. Seventy-nine percent of the responding graduates indicated that English is their native language. Forty-five percent of the respondents indicated their religious affiliation as Roman Catholic.

Montclair State University is a commuter campus. It is evident from the responses of our graduating seniors that almost 89% commuted during the week. Fifty-two percent indicated they commuted up to 5 hours a week. Comparatively, nearly 11% of MSU graduating senior respondents commuted up to 5 hours a week.

Ninety-two percent of the respondents were enrolled as full-time students during their last semester at MSU. Compared to 67% of the respondents from four-year public institutions, 80% of the respondents from MSU indicated that they worked full-time since they entered college. During their senior year, almost 41% of students from MSU worked full-time (over 20 hours) for pay off campus, while 2% worked full-time for pay on-campus.

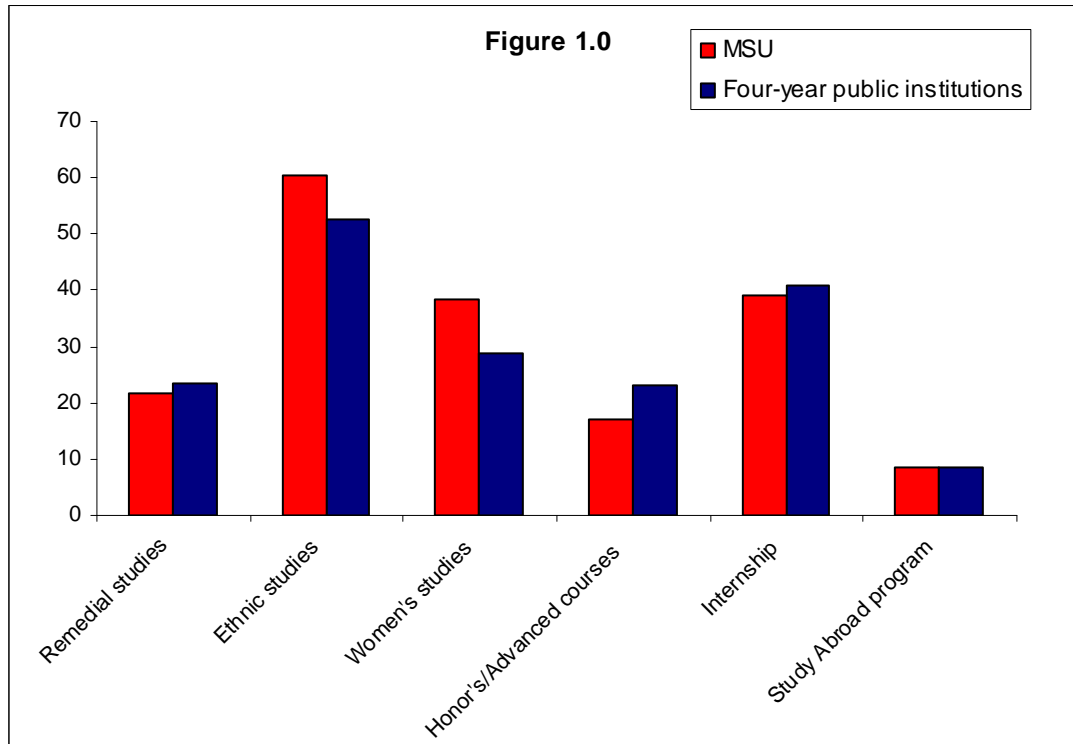
B. Academic and Social Involvement

There is ample research to support that academic and social integration are significant predictors of student retention in higher education. It is expected that the results from the graduating seniors' survey will provide meaningful insight regarding the social and academic involvement of graduates during the undergraduate term at MSU.

Academic Involvement

a. Enrollment in courses and programs: MSU graduates enrolled in a wide range of courses, programs, and activities during their tenure at college.

As can be observed from figure 1.0, MSU graduates were enrolled in a broad and global array of programs offered at MSU. Compared to public four year institutions, a large proportion of our graduating seniors enrolled in ethnic studies, women's studies, and independent study courses. Also, compared to graduates from other four-year institutions, a higher proportion of graduates enrolled in remedial classes during their undergraduate year at MSU.



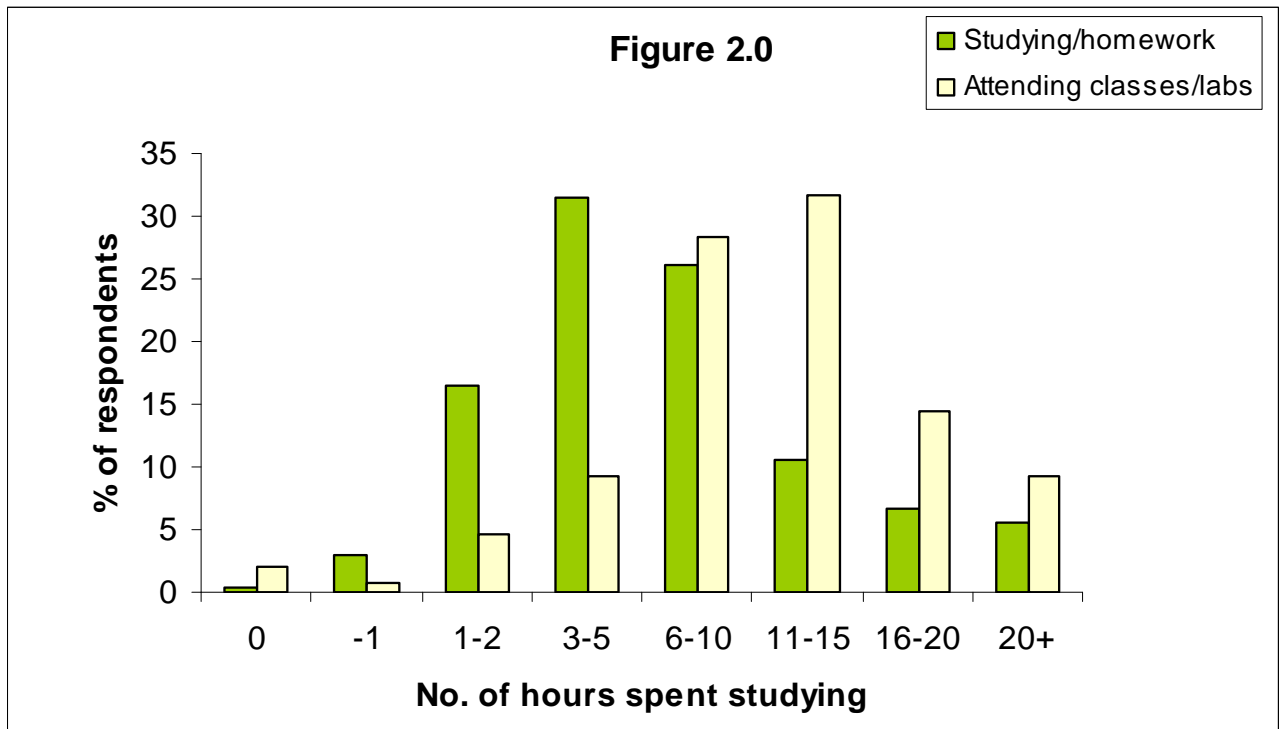
b. Academic Engagement: Academic Engagement was largely influenced by financial and family responsibilities for MSU graduates.

Table 1.0 indicates a significant difference between the responses of male and female graduates on various indicators for students' engagement in class. Thirty-four percent of the respondents from MSU and other four-year institutions indicated that they frequently or occasionally missed their class due to employment. The difference was more evident for males than females. Compared to their peers nationally, fewer MSU graduates felt bored in class, overslept or missed class, fell asleep in class, or failed to complete their homework.

Table 1.0
Academic Engagement of seniors since they entered college

| | MSU | | | Four-year public Institutions | | |
|-------------------------------------|------|--------|-------|-------------------------------|--------|-------|
| | Male | Female | Total | Male | Female | Total |
| Came late to class | 55.6 | 59.2 | 58.2 | 68.0 | 62.6 | 64.2 |
| Missed class due to employment | 46.9 | 29.1 | 34.0 | 44.6 | 34.5 | 37.5 |
| Failed to complete homework on time | 45.7 | 43.2 | 43.9 | 53.6 | 45.7 | 48.0 |
| Fell asleep in class | 34.6 | 24.9 | 27.6 | 34.4 | 26.3 | 28.7 |
| Felt bored in class | 32.1 | 24.4 | 26.5 | 28.4 | 23.4 | 24.9 |

Graduates were also asked about the number of hours they spent studying, doing homework, or attending classes or labs. Although the time spent did not differ significantly between MSU graduates spent more time in classes and labs than studying or doing their homework. Nearly 58% indicated they spent anywhere between 3 to 10 hours doing homework or studying, while 60% indicated they spent anywhere from 6 to 15 hours attending classes or labs.



- c. ***Technology usage: Use of Electronic medium for assignments and internet for research work was reported by a large proportion of seniors at MSU and seniors at four-year public institutions nationally.***

Graduating seniors were asked to provide information about the use of technology in their educational career. Over 98% indicated they frequently or occasionally received their courses electronically, and nearly 98% answered that they turned in their course assignments electronically. Nearly 100% used the internet for research or homework.

- d. ***Relationship with faculty: Higher student-faculty interaction was indicated by MSU graduates compared to their peers in other four-year public institutions.***

Research in higher education already substantiates the role of student-faculty interaction in higher education. The results of the College Student Survey reveal the importance and extent of student-faculty interaction for MSU graduating seniors.

More than two-thirds of MSU graduates, as well as graduates from four-year public institutions nationally, indicated that they interacted with faculty during office hours. However, 24% of MSU graduate respondents indicated that they never interacted with faculty during office hours, compared to 20% of the respondents from public four-year institutions.

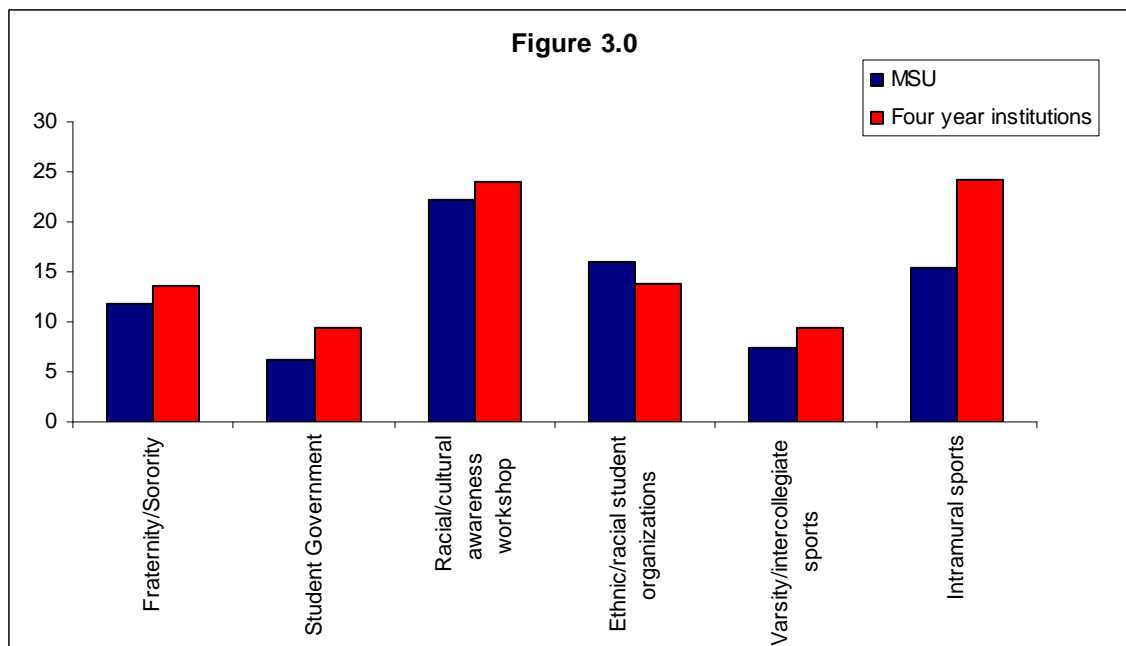
Sixty-eight percent of MSU graduates indicated that they interacted with faculty outside of class or during office hours. Nearly sixteen percent of MSU respondents indicated that they frequently or occasionally have been a guest in a professor's home.

Social Involvement

- a. ***Participation in campus activities: A higher proportion of MSU graduates many of the student activities, except for athletic activities, compared to their peers in four-year public institutions.***

As can be observed from figure 3.0, a large proportion of MSU graduates joined student clubs/organizations and participated in racial/cultural awareness workshops since they entered MSU. Compared to their peers nationally, a large number of MSU graduates joined fraternities/sororities, participated in student government, attended a racial/cultural awareness workshop, and participated in racial/ethnic organizations during their tenure at MSU.

More than two-thirds of the graduating seniors indicated that they spent up to 10 hours exercising or in sports activities, although their participation was significantly less than their peers in other institutions. In general, a higher participation was evidenced for males compared to females.



b. Interaction with peers: MSU graduates interacted fairly well with their peers, both socially and academically.

MSU graduates rank equally with students from other institutions in regards to studying with other students, and tutoring other students.

Compared to 75% of their peers from four-year public institutions nationally, 76% of the graduating seniors from MSU socialized with their friends for up to 10 hours a week. However, over 59% of our respondents and those from four-year institutions indicated they spent anywhere up to 10 hours a week partying.

Thirty-five percent of the reporting graduates from MSU indicated that they had a roommate of different race or ethnicity, compared to nearly 25% of respondents from four-year institutions. Forty-eight percent reported that they frequently socialized with students of other racial groups, compared with 41% of respondents from four-year institutions.

c. Political and social attitudes: The political views of MSU graduating seniors were similar to their peers at other four-year public institutions nationally.

Graduating seniors were asked to rate their political views on a five point scale ranging from far left to far right. A large proportion of the graduates at MSU chose liberals when describing their political views, which differs greatly from students from other four-year public institutions. A higher proportion of females described themselves as liberal at MSU in comparison to other four-year public institutions. MSU graduates and their peers have nearly equal results with respect to their conservative or far right political views.

Table 2.0
Political views of MSU graduates and their peers nationally

| | MSU | | | Four-year public institutions | | |
|--------------------|------|--------|-------|-------------------------------|--------|-------|
| | Male | Female | Total | Male | Female | Total |
| Far left | 3.7 | 2.9 | 3.1 | 4.7 | 4.7 | 4.7 |
| Liberal | 37.0 | 44.0 | 42.1 | 29.3 | 35.7 | 33.7 |
| Middle of the road | 38.3 | 39.2 | 39.0 | 41.7 | 39.7 | 40.3 |
| Conservative | 17.3 | 13.4 | 14.5 | 22.3 | 19.0 | 20.0 |
| Far right | 3.7 | 0.5 | 1.4 | 1.0 | 1.3 | 0.7 |

Seniors were provided with a list of political and social statements and asked to rate agreement with the same on a four point rating scale where 1 = disagree strongly, 2 = disagree somewhat, 3 = agree somewhat, and 4 = agree strongly. As is clear from Table 3.0, the issues what were somewhat or strongly agreed upon were: There is too much concern in the courts for the rights of criminals (57%), prohibiting racist/sexist speech on campus (49%), legalizing abortion (74%) and same sex marriages (80%).

The issues that were disagreed upon included: federal/military spending should be increased (75%), and that racial discrimination is no longer a major problem in America (87%), as well as prohibiting same sex relationships (89%). The responses to these issues were also affected by the gender of the seniors.

Table 3.0
Agreement with Social and Political Attitudes: MSU Graduating Seniors

| Attitudes | Percent of seniors who indicated “somewhat” or strongly agree | | |
|---|--|--------|-------|
| | Male | Female | Total |
| Abortion should be legal | 75.0 | 74.1 | 74.3 |
| The death penalty should be abolished | 33.7 | 38.9 | 37.5 |
| Marijuana should be legalized | 40.0 | 35.5 | 36.8 |
| It is important to have laws prohibiting homosexual relationships | 18.7 | 9.0 | 11.6 |
| Racial discrimination is no longer a major problem in America | 18.7 | 10.4 | 12.7 |
| Colleges should prohibit racist/sexist speech on campus | 43.7 | 51.4 | 49.3 |
| Same-sex couples should have the right to legal marital status | 67.5 | 84.8 | 80.1 |
| Affirmative action in college admissions should be abolished | 60.0 | 40.4 | 45.8 |
| Federal military spending should be increased | 31.2 | 22.0 | 24.6 |

d. Personal objectives: A large proportion of MSU graduates and their peers nationally indicate financial stability, helping others in difficulty, and raising family as the most important objectives.

The preferences of personal objectives, in terms of their importance, were quite similar for seniors graduating from MSU and to their peers at four-year public institutions. Self-sufficiency, generosity, and family resurfaced as important factors, while becoming accomplished and contributing to various fields were deemed inconsequential.

Table 4.0
Five most and least important personal objectives rated by MSU graduates

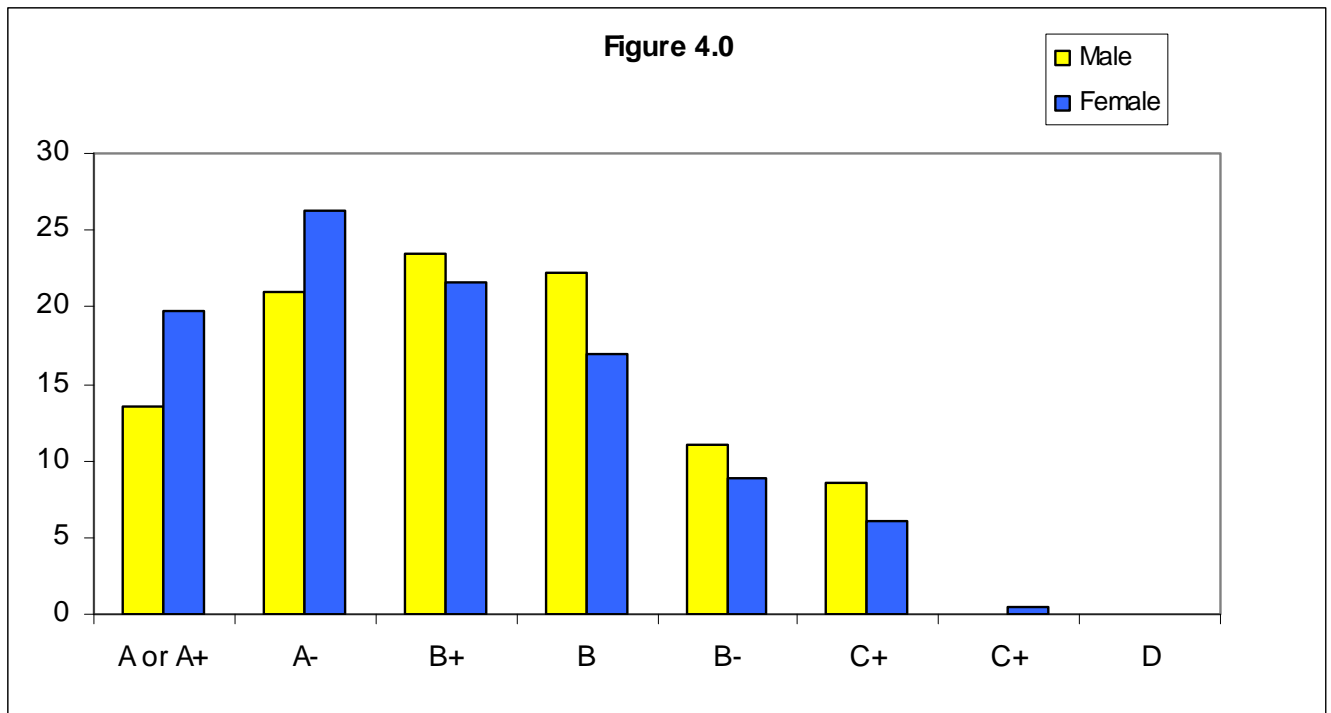
| Personal objectives | Percent indicated very important or essential | | |
|--|---|--------|-------|
| | Male | Female | Total |
| Most Important | | | |
| Helping others who are in difficulty | 77.5 | 80.8 | 79.9 |
| Raising a family | 76.3 | 84.0 | 81.9 |
| Being very well off financially | 77.5 | 70.9 | 72.7 |
| Becoming an authority in my field | 75.0 | 67.1 | 69.3 |
| Obtaining recognition from my colleagues for contributions to my special field | 73.8 | 66.0 | 68.2 |
| Least Important | | | |
| Influencing the political structure | 31.2 | 27.2 | 28.3 |
| Writing original works (poems, novels, etc.) | 31.2 | 24.4 | 26.3 |
| Making a theoretical contribution to science | 27.5 | 21.1 | 22.9 |
| Creating artistic work (painting, sculpture, etc.) | 23.7 | 25.8 | 25.3 |
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | 16.2 | 17.8 | 17.4 |

e. Perception and satisfaction:

The mission statement for Montclair State University reflects its expanded role in educating the students of New Jersey, conducting research, and providing service to the community, the region, the state, and beyond. An important outcome of this survey is to evaluate the growth of the seniors, in terms of skills and abilities, since they joined MSU. It is also important to know if seniors were satisfied with these gains, and if their expectations were met at the time of their graduation.

f. Academic performance: Montclair graduates perceived that they performed better than graduating seniors from other four-year public institutions.

Graduating seniors were asked to indicate the grade that best describes their undergraduate performance. Compared to their peers in four-year public institutions, a large proportion of MSU seniors perceived that they had earned A, A-, or B+ as their grade average in college (figure 4.0).

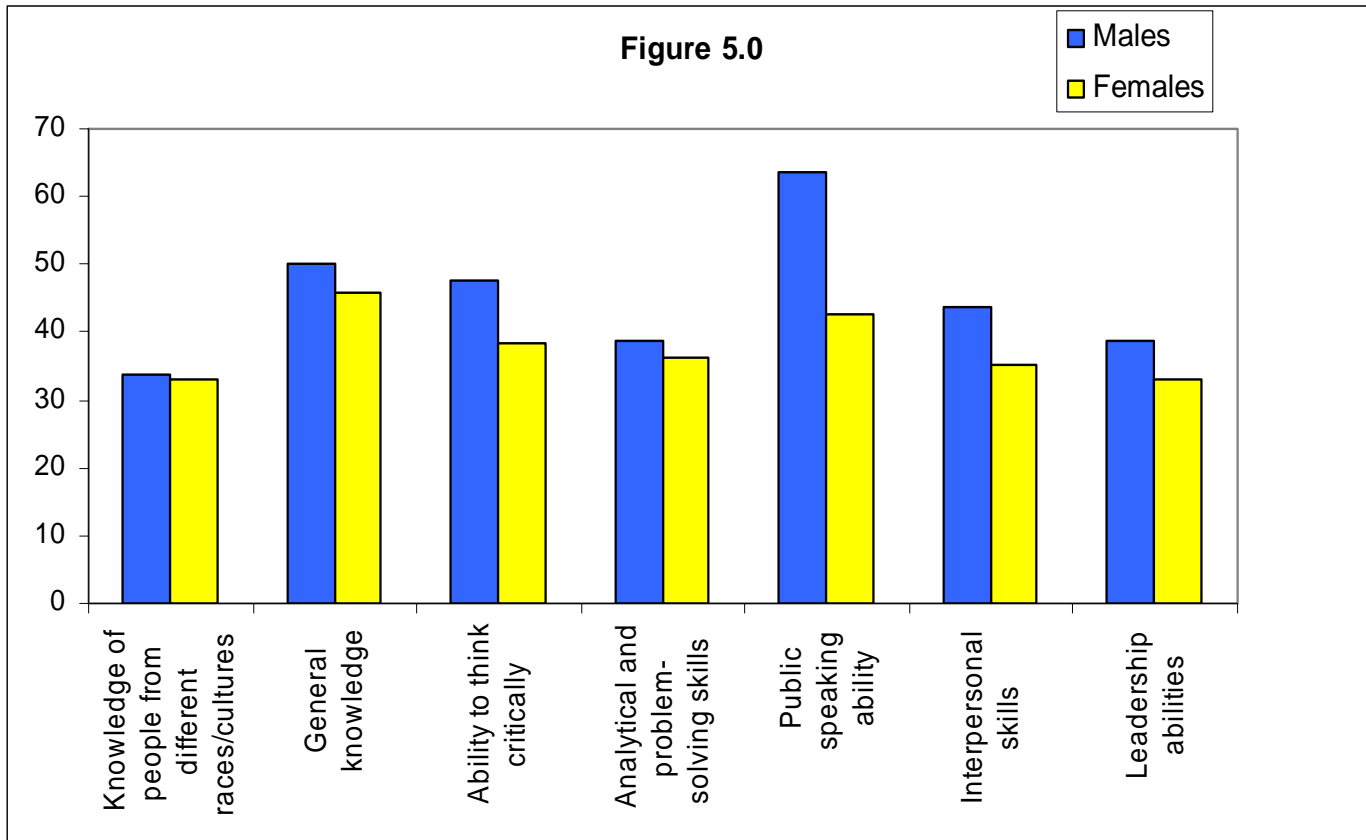


Twenty-four percent of MSU graduates indicated that they failed one or more courses since they entered college. Fifteen percent indicated that they took a leave of absence since they entered college.

a. Academic Expectation:

A review of literature in higher education indicates that managing demands of college and time, utilizing campus services and developing relationships with faculty are strongly correlated with a successful collegiate experience.

Seniors were asked to rate if they were successful with the same on a five point scale, where 1 = much weaker, 2 = weaker, 3 = no change, 4 = stronger, and 5 = much stronger. It is evident from the graph below (figure 5.0) that MSU's graduating seniors were quite successful in understanding the required academic expectations, compared to their peers. A large proportion of our seniors indicated they were much stronger in their ability to think critically (41%), public speaking skills (49%), and interpersonal skills and analytical and problem solving skills (37% each).



More MSU graduates felt prepared for employment and graduate and advanced education than their national counterparts. They felt less improvement in their mathematical skills and understanding the problems facing their community and nation.

Graduating seniors were asked to estimate their traits compared to an average person of their age. Students were asked to rate these traits on a five point scale where, 1 = highest 10%, 2 = above average, 3 = average, 4 = below average, and 5 = lower 10%. Overall, the rating on the perception of traits was either comparable to or higher than for their peers in other four-year public institutions. Namely, our graduates believed they were quite strong in their public speaking skills. It is interesting to note from table 5.0 that the perception of males was higher or above average on most of the traits than for females.

Table 5.0
Traits rated above average by graduating seniors from Montclair State University

*Percent rating “highest 10%”
or “above average”*

| | Male | Female | Total |
|--------------------------------|-------------|---------------|--------------|
| Academic ability | 78.8 | 69.0 | 71.7 |
| Artistic ability | 32.5 | 31.5 | 31.7 |
| Computer skills | 50.0 | 44.6 | 46.1 |
| Cooperativeness | 85.0 | 75.6 | 78.2 |
| Creativity | 70.0 | 59.2 | 62.1 |
| Drive to achieve | 78.8 | 77.0 | 77.5 |
| Emotional health | 63.7 | 48.8 | 52.9 |
| Leadership ability | 81.3 | 62.4 | 67.6 |
| Mathematical ability | 41.2 | 30.0 | 33.1 |
| Physical health | 81.3 | 67.6 | 71.3 |
| Public speaking ability | 52.5 | 43.2 | 45.7 |
| Risk-taking | 63.7 | 42.7 | 48.5 |
| Self-confidence (intellectual) | 66.3 | 37.1 | 45.1 |
| Self-confidence (social) | 83.8 | 58.2 | 65.2 |
| Self-understanding | 65.0 | 49.8 | 53.9 |
| Spirituality | 83.8 | 57.7 | 64.8 |
| Understanding of others | 82.5 | 70.9 | 74.1 |
| Writing ability | 71.3 | 63.4 | 65.5 |

Overall, students from MSU believed themselves to be above average or in the highest 10% with the following traits: academic ability, cooperativeness, drive to achieve, and understanding of others. Additionally, they ranked themselves higher than their national peers in traits such as understanding of others, spirituality, and writing ability.

a. Satisfaction: Graduating seniors from MSU were very satisfied with their collegiate experience at MSU.

Graduating seniors were asked to rate their satisfaction with various units at MSU, with their academic aspects of campus life and with the institution in general. They were asked to rate their satisfaction on a scale ranging from 1 to 4 where, 1 = very dissatisfied, 2 = neutral, 3 = satisfied, and 4 = very satisfied.

Over 80% of the graduating seniors indicated their satisfaction with library facilities, humanities and social science courses. A higher proportion of females were satisfied with computer services, academic advising, and social science courses. Conversely, more men were satisfied with student health services and leadership opportunities.

Table 6.0
Satisfaction of graduating seniors with various disciplines and services

| Areas | MSU | Four-year public |
|--|------------|-------------------------|
| General education or core curriculum courses | 73.8 | 78.4 |
| Science and mathematics courses | 64.3 | 67.3 |
| Humanities courses | 71.9 | 74.2 |
| Social science courses | 73.4 | 74.6 |
| Laboratory facilities and equipment | 60.2 | 60.1 |
| Library facilities | 81.4 | 77.1 |
| Computer facilities | 69.1 | 74.6 |
| Quality of computer training/assistance | 53.7 | 61.4 |
| Availability of Internet access | 80.8 | 81.2 |
| Tutoring or other academic assistance | 58.4 | 58.6 |
| Academic advising | 51.2 | 58.9 |
| Career counseling and advising | 43.9 | 49.8 |
| Student housing facilities (residence halls, etc.) | 42.8 | 43.5 |
| Student housing office/services | 34.0 | 39.3 |
| Financial aid office | 61.2 | 60.3 |
| Financial aid package | 55.2 | 58.1 |
| Opportunities for community service | 45.2 | 52.9 |
| Job placement services for students | 38.3 | 40.1 |
| Student health services | 62.2 | 55.6 |
| Leadership opportunities | 53.5 | 59.2 |
| Recreational facilities | 68.4 | 68.5 |
| Psychological counseling services | 53.5 | 50.9 |

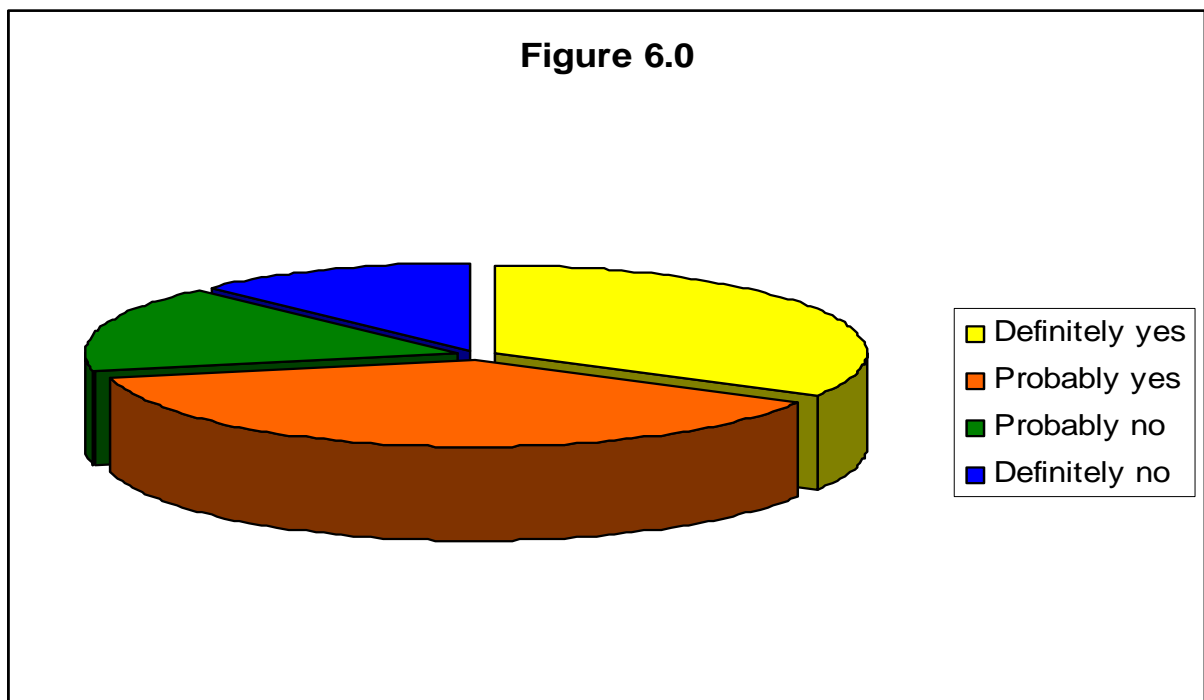
Over 75% of the graduating seniors at MSU and other four-year public institutions agreed that they encountered difficulty (“frequently” or “occasionally”) in getting the courses they needed.

Graduating seniors were also asked to rate their satisfaction with the academic aspects of their college life on a scale of 1 to 4 where, 1 = very dissatisfied, 2 = neutral, 3 = satisfied, and 4 = very satisfied. It is encouraging to note that graduating seniors (79%) were very satisfied or satisfied with their overall college experience at Montclair State University. In general, they were satisfied with their experience at MSU compared to their peers at other institutions nationally.

Table 7.0
Percent of MSU graduates satisfied with academic and social activities

| Areas | Male | Female | Total |
|--|-------------|---------------|--------------|
| Courses in your major field | 78.8 | 86.9 | 84.6 |
| Amount of contact with faculty | 75.0 | 74.6 | 74.7 |
| Class size | 76.3 | 83.6 | 81.6 |
| Interaction with other students | 83.8 | 76.9 | 78.8 |
| Relevance of coursework to everyday life | 55.0 | 65.5 | 62.7 |
| Relevance of coursework to future career plans | 65.0 | 70.3 | 68.8 |
| Overall quality of instruction | 71.3 | 82.1 | 79.1 |
| Overall sense of community among students | 61.2 | 62.7 | 62.3 |
| Availability of campus social activities | 55.0 | 51.4 | 52.4 |
| Overall college experience | 75.0 | 80.2 | 79.5 |
| Respect for the expression of diverse beliefs | 77.5 | 80.2 | 79.5 |
| Ability to find a faculty or staff member | 67.5 | 59.9 | 62.0 |
| Size of student population | 77.5 | 71.7 | 69.2 |
| Racial/ethnic diversity of the student body | 63.7 | 71.2 | 69.2 |

Finally, graduates were also asked if they would choose to enroll at MSU if they had to choose to the college all over again. Almost 39% of the seniors indicated they would undoubtedly choose this institution, with an additional 36% indicating they would most likely choose MSU all over again. MSU respondents, when compared with their peers on a national level, did not differ in their decision to probably not decide to re-enroll at their respective institutions, given the choice. In fact, less MSU respondents were dissatisfied with their choice than their cohorts at other institutions.



b. Future Plans:

Graduating seniors were also asked about their future goals and degree aspirations upon their graduation from MSU. Seventy percent of MSU graduates indicated they met with an advisor or counselor regarding their career plans. A slightly higher proportion of females (70%) indicated they met with an advisor, compared to 69% of males.

a. Degree Aspirations: A higher proportion of female graduates from MSU plan to earn a master's or doctoral degree compared to males.

It is encouraging to note that a large proportion of seniors who were graduating from Montclair State University intended to continue their studies. However, a higher proportion of females than males indicated an intention to pursue higher education. Compared to 15% of males and females who intend to earn a bachelor's degree as their highest degree, about 42% of males intend to pursue graduate school, compared to 54% of the females at MSU. However, the number of males (24%) is slightly higher than females (19%) at the question of the pursuit of a doctoral degree.

- c. Planned major at graduate level: A majority of seniors from MSU and in the nation intended to graduate with a degree in Business, Education, Social Science, and other non-technical. Table 8.0 indicates the variation in the responses by gender.

Table 8.0
Intended Major at another institution of higher education: MSU graduates

| Majors | Male | Female | Total |
|---------------|-------------|---------------|--------------|
| Psychology | 4.8 | 12.3 | 10.2 |
| Law | 9.5 | 5.6 | 6.7 |
| Education | 4.8 | 6.2 | 5.8 |
| Finance | 11.1 | 1.9 | 4.4 |

d. Probable career choices: A majority of seniors from MSU and peer institutions nationally intended to choose occupations in the field of business or education.

It is interesting to note that the choice of occupation for MSU graduating seniors and seniors at other public institutions nationally was very similar. Most respondents are interested in careers as teachers, lawyers, business executives, and social workers.

Conclusions:

The results of the College Student Survey provided insightful information about the collegiate experience of seniors who were at the end of their undergraduate tenure. The aim of any institution of higher education is to ensure a satisfactory experience for its students and provide them with adequate skills and experience in their future endeavors.

The responses of graduating seniors from Montclair State University were comparable or better than the responses for their peers in four year public institutions, regarding their academic and social involvement, cognitive and affective development, values, attitudes, and future goals.

Although, slightly higher proportions of seniors indicated that they took remedial courses, compared to their counterparts in the nation – they also enrolled and participated in a range of courses and activities, while at MSU. MSU seniors did not feel bored or fall asleep in class, although, they occasionally, came late to class, missed classes, and failed to complete their homework. A higher proportion of male graduates indicated that they missed classes due to job responsibilities and females did the same due to family responsibilities.

It is encouraging to note that compared to their peers nationally, MSU seniors had ample opportunities to interact with faculty, both inside and outside of the classroom. They felt respected and intellectually stimulated by their professors. They were quite successful in understanding the demands of the institution and their professors, developing efficient study skills, and managing their time effectively, all of which are necessary for a successful collegiate experience. Comparatively, males were more inclined to pursue a doctoral or professional degree than females graduating from MSU.

MSU seniors were moderately integrated into the social fabric of the institution. Fewer seniors participated in student clubs or organizations, workshops, or varsity athletics. MSU is predominantly a commuter campus and a larger number of MSU graduates were employed full-time off campus. This may have impacted the participation of student activities, as MSU's are lower than those of other four-year institutions. It is interesting to note that a large number of our seniors interacted with students of different races and/or ethnicities, yet agreed that racial discrimination is still a problem in this country.

MSU graduates had strengthened many of their skills since they joined college. They were, by and large, quite satisfied with various aspects of their collegiate experience. However, they were only moderately satisfied with job placement services, computer facilities, and academic advising. Overall, four out of five students were quite satisfied with their college experience.