



# **NEW ALUMNI TRENDS**

## **1996-97 to 2001-02**

Office of Institutional Research

August 2005



# NEW ALUMNI TRENDS:

1996-97 to 2001-02

*Office of Institutional Research  
Montclair State University*

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The *New Alumni Survey*, conducted by the Career Development and Institutional Research 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 2001-02. It is meant to supplement annual reports that provide snapshots of data collected in a particular year. Annual reports of survey results can be found on the Institutional Research web site at [http://www.montclair.edu/pages/vpbpit/new\\_alumni.htm](http://www.montclair.edu/pages/vpbpit/new_alumni.htm).

The following highlights are drawn from Tables 1-19 of this report. Additional information on survey methodology and response rates can be found in Appendix 1. **Please note that percentage totals in tables may not always sum to exactly 100% due to rounding.**



## Employment

MSU alumni are successful in the job market, with full-time employment rising to its highest level ever in 2001-02.

- The percent of alumni employed full-time rose from the upper 70's to over 81% in 2001-02, with a corresponding decline in part-time employment. On the down side, the percent of alumni who say they are unemployed and looking for work has increased. [Table 1]

MSU alumni are employed in many sectors of the regional economy, with employment growth occurring in sales and media/entertainment compared to earlier years.

- More 2001-02 graduates were employed in sales and media/entertainment than were graduates from earlier years where jobs in government and the financial sector were favored. However, on average, most MSU graduates find employment in education and the health care industry. [Table 2]

Most MSU alumni work in New Jersey, but a growing number are seeking employment across the Hudson.

- Among 2001-02 alumni who were employed, 85% worked in New Jersey and 10% worked in New York. However, compared to previous years, the percent of graduates employed in New Jersey was at its lowest level, while the percent working in New York was at its highest level. [Table 3]

Employed alumni are more likely to work in either very small or very large businesses rather than in mid-range companies, but recent graduates seem to prefer larger employers.

- Most employed alumni from 2001-02 said they worked either in firms with 50 or fewer employees (23%), or in firms with more than 1,000 employees (38%). However, compared to previous years, the percentage of graduates employed in small firms was at its lowest level, while the percentage employed in large firms was at its highest level. [Table 4]

Most alumni are satisfied with their jobs, but the level of satisfaction is lower than it was in previous years.

- Over 89% of 2001-02 alumni said they were satisfied with their jobs. However, job satisfaction was slightly lower among these graduates than it was among earlier groups of alumni. Compared to previous years, the percentage of graduates expressing dissatisfaction with their jobs was at its highest level. [Table 5]

Starting salaries of graduates who are employed full-time are rising.

- Nearly 33% of 2001-02 graduates employed full-time had starting salaries between \$35,000 and \$45,000, compared to only 16% of 1996-97 graduates in that salary range. [Table 6]

Most alumni employed full-time received raises in their first year of work that moved them into higher salary ranges, and the percentage receiving increases rose from previous years.

- The proportion of 2001-02 graduates with starting salaries below \$35,000 who received substantive raises was approximately 10 percentage points higher than the previous year. The proportion of 2001-02 graduates with starting salaries between \$35,000 and \$45,000 who received substantive raises was nearly 20 percentage points higher than the previous year. [Table 7]

Most employed alumni say their jobs and majors are related, but the strength of the relationship declined from previous years.

- Over 76% of employed 2001-02 alumni reported that their jobs were related to their major field of study at MSU. However, compared to previous years, the percentage of 2002-01 graduates who reported that their jobs and their majors were not related was at its highest level. [Table 8]

## University Contributions to Alumni Goal Achievement

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

- The major resources used by 2001-02 graduates to help them find their jobs (i.e., faculty, alumni, co-ops, career development, MSU staff, and internships) were nearly identical to those used by earlier classes. The only resource found high on the lists of earlier graduating classes, but not high on this year's list, was Career Fairs. [Table 9]

The percent of alumni who relied on the University's Teacher Education Program to help them prepare to for certification by the State of New Jersey declined.

- The percent of MSU graduates in the teaching profession who received their certification training at the University declined from 66% in 2000-01 to 36% in 2001-02. [Table 10]

Opinions regarding which skills and abilities are needed to succeed in life have changed over time among MSU alumni.

- Compared to earlier graduating classes, alumni from 2001-02 were more likely to say that research ability, teamwork, and the ability to work effectively in a diverse human environment were needed in order to succeed. In contrast, earlier graduating classes placed greater emphasis on basic (public speaking and writing) and higher order (critical thinking/problem solving) skills. Both earlier and later graduates emphasized the importance of time management skills and leadership ability. [Table 11]

MSU's 2001-02 graduates were satisfied that the University helped them attain nearly all of the skills and abilities needed to succeed in life. However, by comparing "how important" graduates felt an ability was, to "how satisfied" they were that MSU had helped them attain that ability, certain institutional "strengths" and "challenges" were identified.

- This year's graduates reported that the University was particularly successful in helping them develop their research skills (86%), writing (84%), teamwork (82%), critical thinking (82%), and effective interaction with people from diverse backgrounds (80%). However, less than half of the graduates felt the University had helped them learn how to apply the scientific method (46%) and maintain good health habits and physical fitness (44%). [Table 12]
- An analysis of survey responses revealed three institutional "strengths," and two institutional "challenges."<sup>1</sup> Graduates rated the following three skills/abilities highly in terms of both "importance" and "satisfaction:" (1) working with people in teams or groups (teamwork), (2) expressing yourself clearly in writing, and (3) research skills. In contrast, graduates rated the following two skills/abilities high in "importance," but relatively low in "satisfaction:" (1) using effective leadership skills, and (2) applying moral and ethical principles to everyday life. [Table 13]

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<sup>1</sup> 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 expressed more satisfaction with teaching and learning than with advisement and co-curricular activities.

- Graduates said they were active learners (96%), and they felt challenged by professors (91%). In their opinion, the quality of instruction in courses in the major (94%) and in general education (78%) was excellent. They were less satisfied with academic advisement (67%), and only 41% felt that campus activities were an important part of their education. [Table 14]

## **Further Education**

MSU alumni remained committed to lifelong learning and professional development.

- Eighteen percent of 2001-02 graduates reported that they were enrolled in graduate school. This continuation rate was similar to those seen in prior years. [Table 15]
- Over 77% of alumni enrolled in graduate schools were pursuing master's degrees, while 7% were seeking professional degrees, and 2% were enrolled in doctoral programs. Compared to previous graduating classes, a much higher percentage of 2001-02 graduates were enrolled in master's degree programs. [Table 16]
- As seen in earlier years, approximately one third of alumni who chose to further their education did so by returning to MSU for their studies. [Table 17]
- Across all four survey years, Social Work, Law, and Teaching were among the most popular fields of study chosen by alumni. [Table 18]

## **Family Responsibilities**

An increasing percent of MSU alumni are managing households one year from graduation.

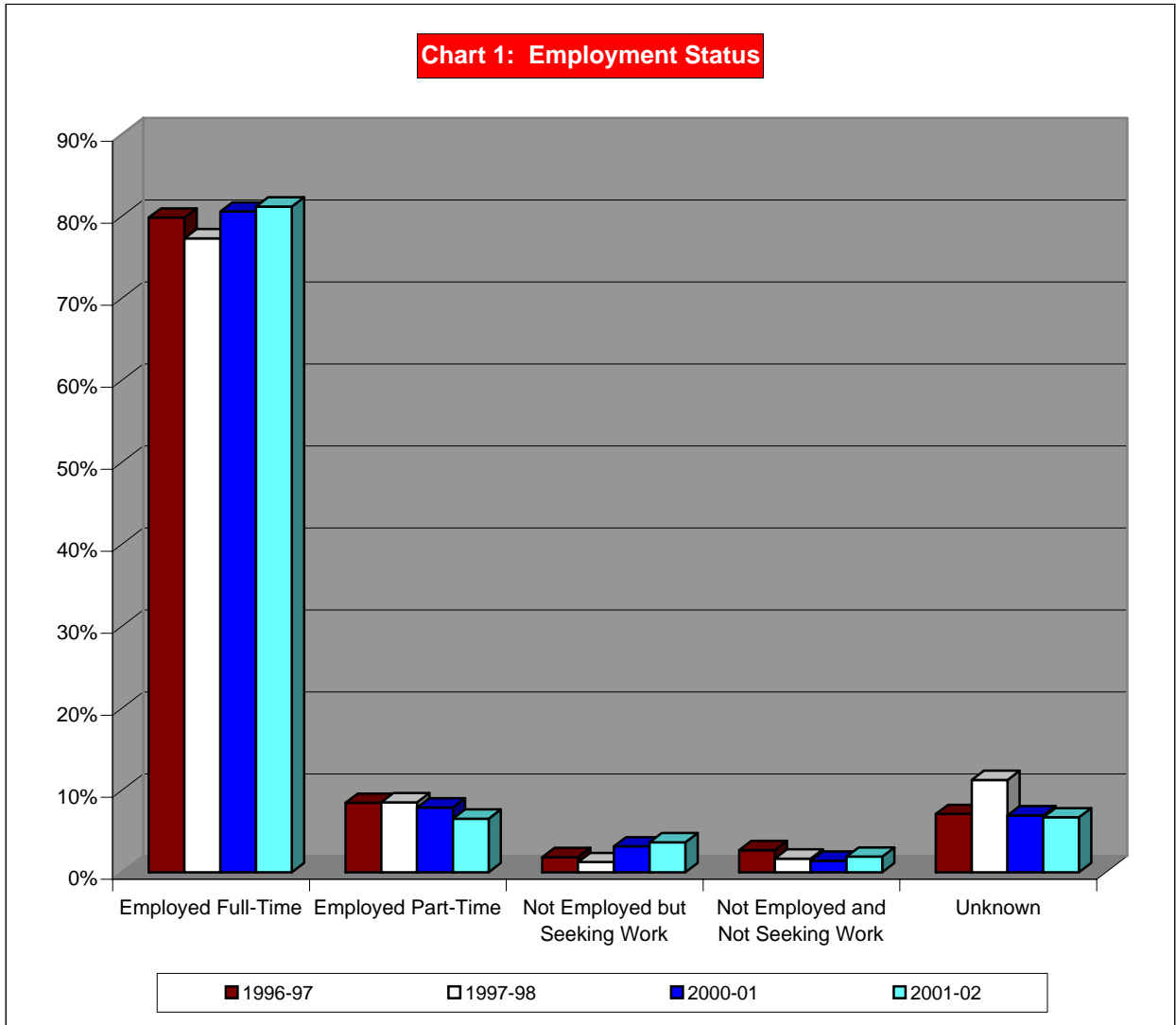
- Nearly 13% of 2001-02 graduates reported that they managed their own household. This was the highest level ever reported, and up over 7 percentage points from 1996-97. [Table 19]

# **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
Employed Full-Time	79.8%	77.3%	80.6%	81.2%
Employed Part-Time	8.5%	8.5%	7.9%	6.5%
Not Employed but Seeking Work	1.9%	1.3%	3.2%	3.7%
Not Employed and Not Seeking Work	2.7%	1.7%	1.4%	1.9%
Employment Status Unknown	7.1%	11.3%	7.0%	6.7%
Number of Respondents	590	480	633	627

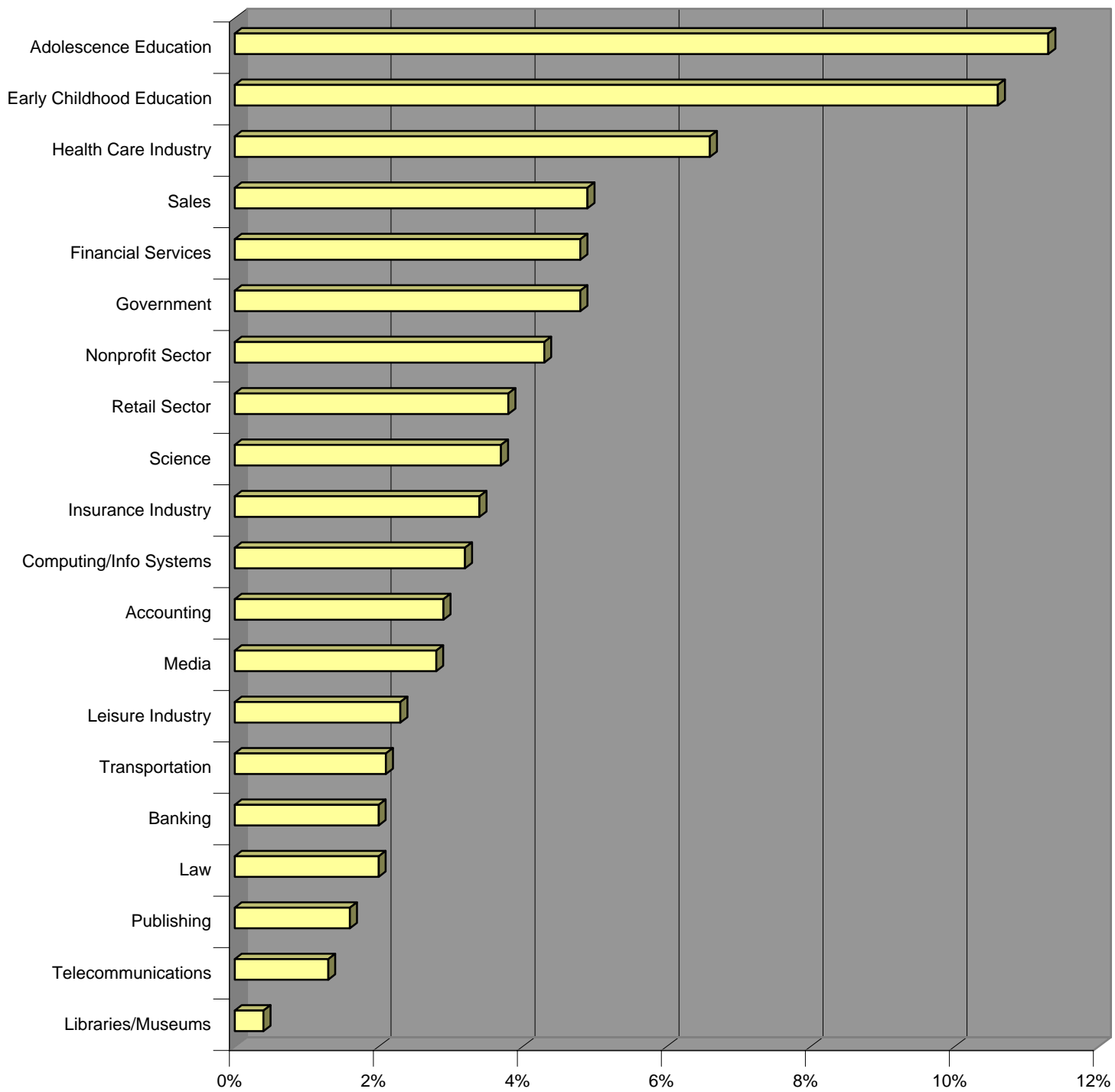


**TABLE 2: FIELD OF EMPLOYMENT**

Field [1]	Percent of 1997-98 Alumni	Percent of 2000-01 Alumni	Percent of 2001-02 Alumni
Accounting Firm	3.9%	2.2%	2.7%
Bank	1.2%	1.8%	2.9%
Computer/Information Systems	4.1%	2.9%	2.7%
Chemical/Energy/Science Lab	4.6%	3.4%	3.1%
Preschool/Elementary School	9.0%	12.5%	10.4%
Financial Services/Investment Banking	5.6%	5.6%	3.1%
Government Agency	5.3%	4.5%	4.6%
Health Care Provider/Hospital	6.3%	6.0%	7.7%
Middle School/High School	9.2%	12.1%	12.6%
Insurance Company	4.1%	3.2%	2.7%
Law Office	1.9%	1.8%	2.4%
Library/Museum	0.5%	0.4%	0.4%
Motel/Hotel/Restaurant/Recreational Facility	2.7%	2.5%	1.8%
Media/Entertainment	1.2%	2.3%	4.9%
Merchandising/Retail Store	3.1%	4.0%	4.4%
Nonprofit Agency	4.6%	4.2%	4.2%
Publishing	1.2%	1.8%	1.6%
Sales	4.8%	4.2%	5.8%
Telecommunications	1.5%	1.8%	0.5%
Transportation/Shipping/Airline	1.7%	2.9%	1.8%
Other	23.5%	20.0%	19.7%
Number of Respondents	413	554	549

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

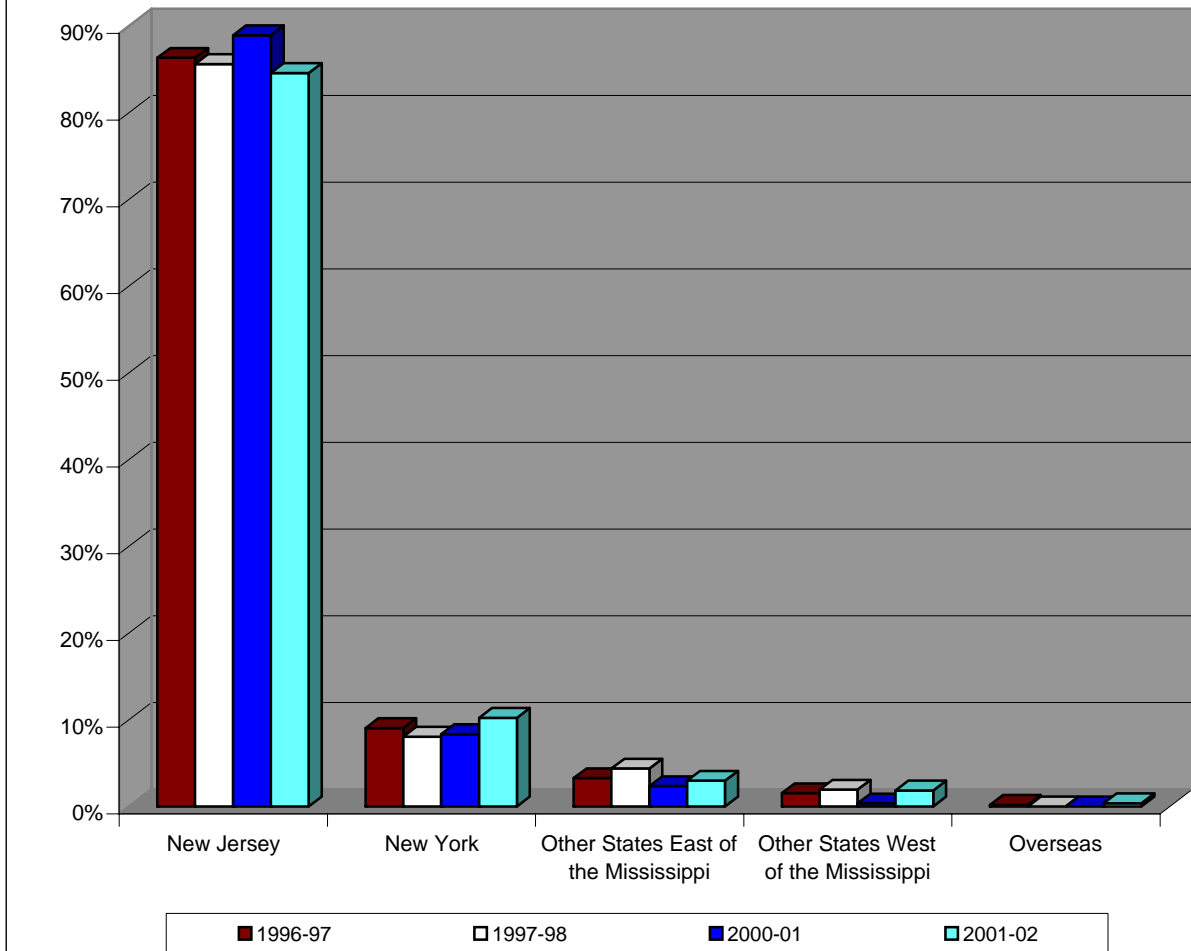
**Chart 2: Field of Employment, Excluding "Other" (3-year means)**



**TABLE 3: LOCATION OF EMPLOYER**

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

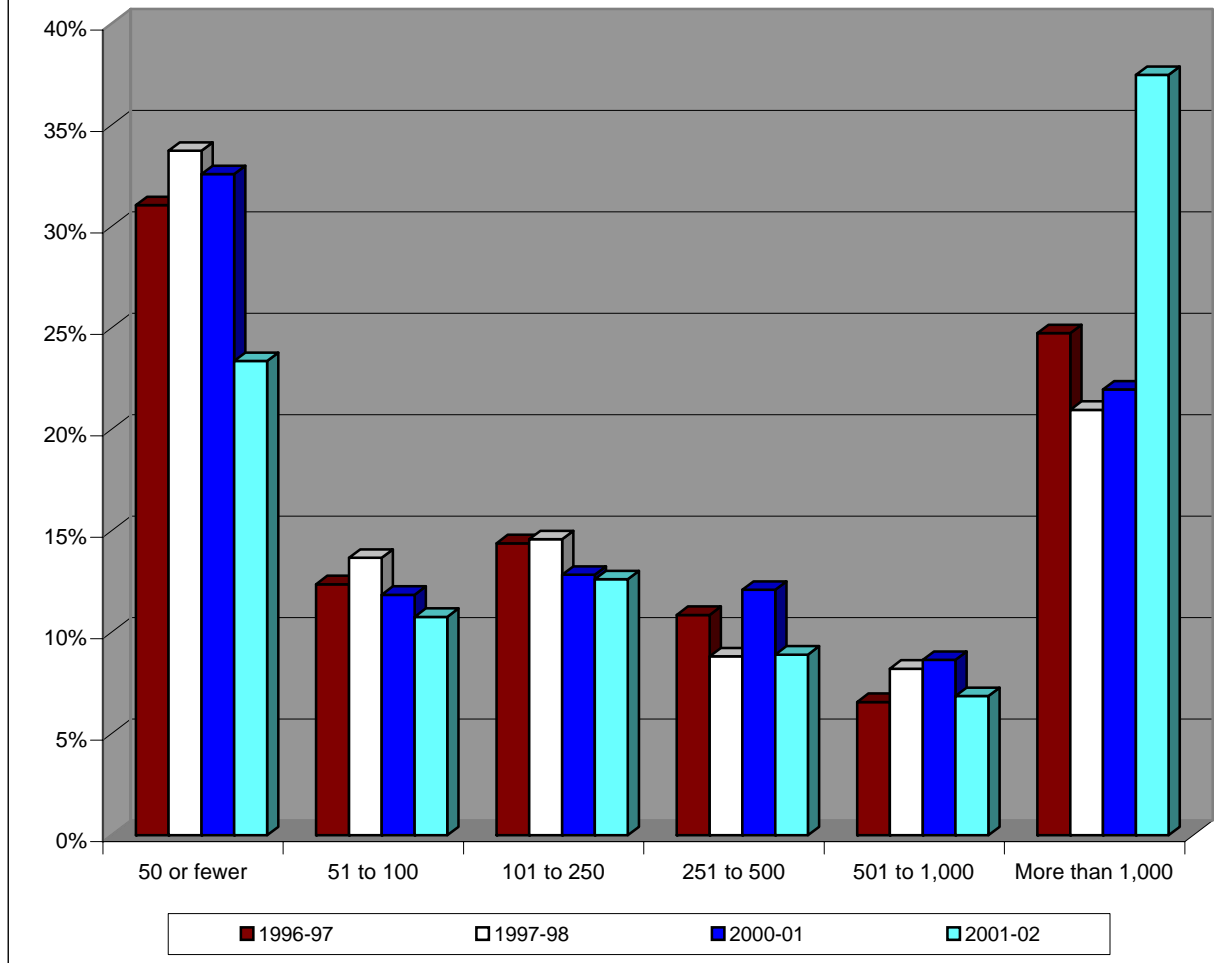
**Chart 3: Location of Employer**



**TABLE 4: SIZE OF EMPLOYER'S WORKFORCE**

Number	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02
50 or fewer	31.1%	33.7%	32.6%	23.4%
51 to 100	12.4%	13.7%	11.9%	10.8%
101 to 250	14.4%	14.6%	12.8%	12.6%
251 to 500	10.9%	8.8%	12.1%	8.9%
501 to 1,000	6.6%	8.2%	8.6%	6.9%
More than 1,000	24.7%	21.0%	22.0%	37.5%
Number of Respondents	396	329	405	539

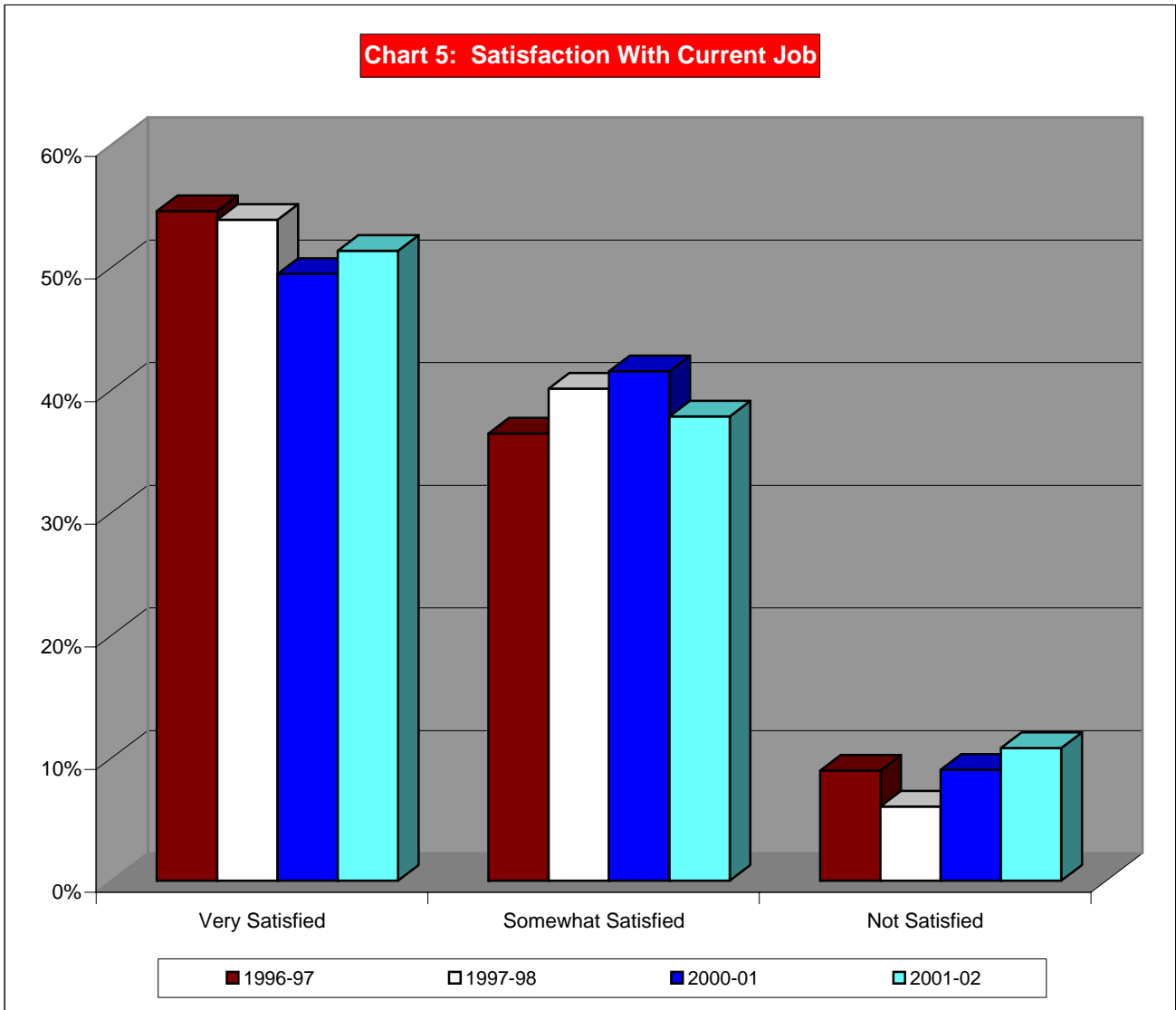
**Chart 4: Size of Employer's Workforce**



**TABLE 5: SATISFACTION WITH CURRENT JOB**

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

**Chart 5: Satisfaction With Current Job**

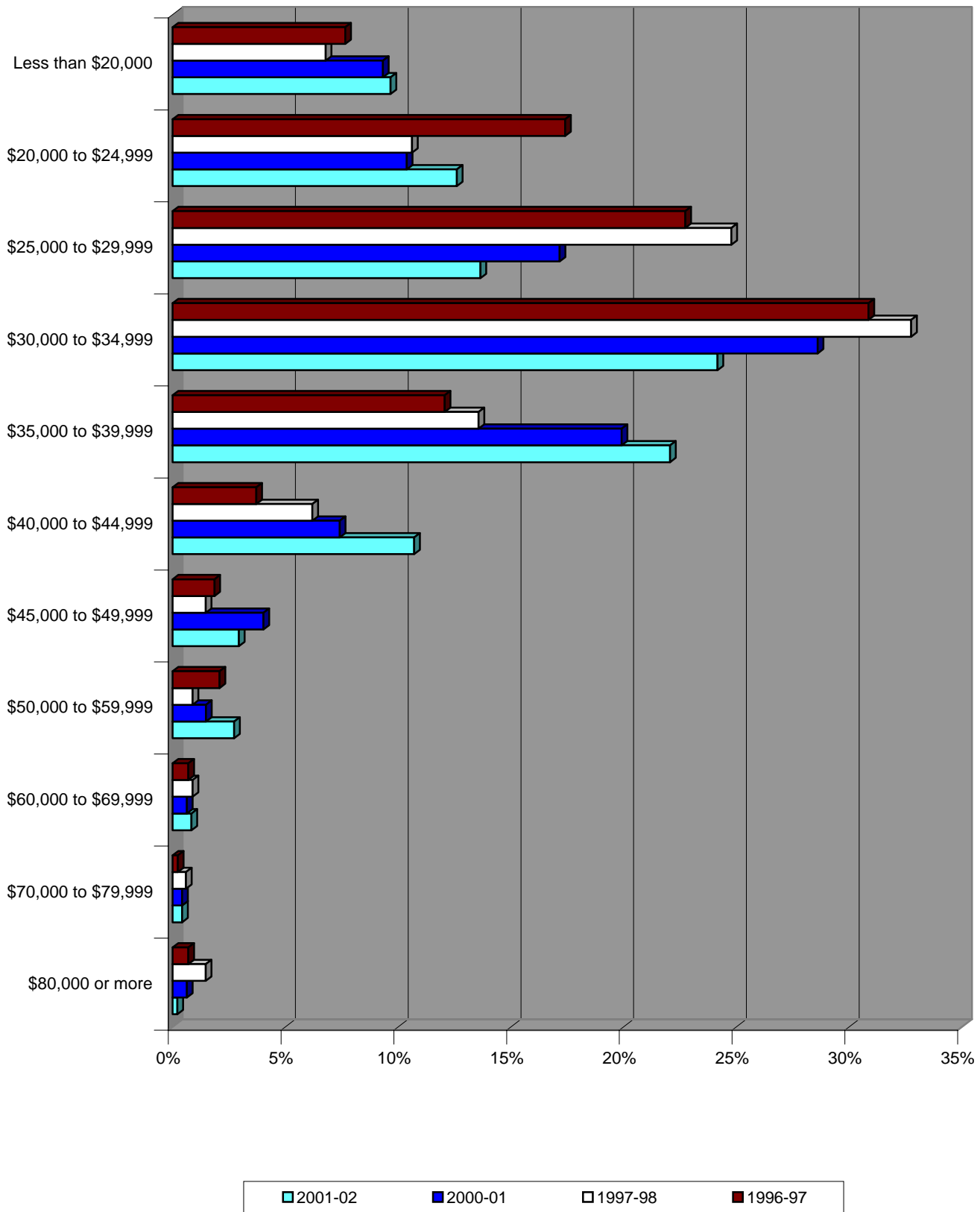


**TABLE 6: STARTING SALARIES OF GRADUATES WITH FULL-TIME JOBS**

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

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

**Chart 6: Starting Salaries of Graduates with Full-Time Jobs**



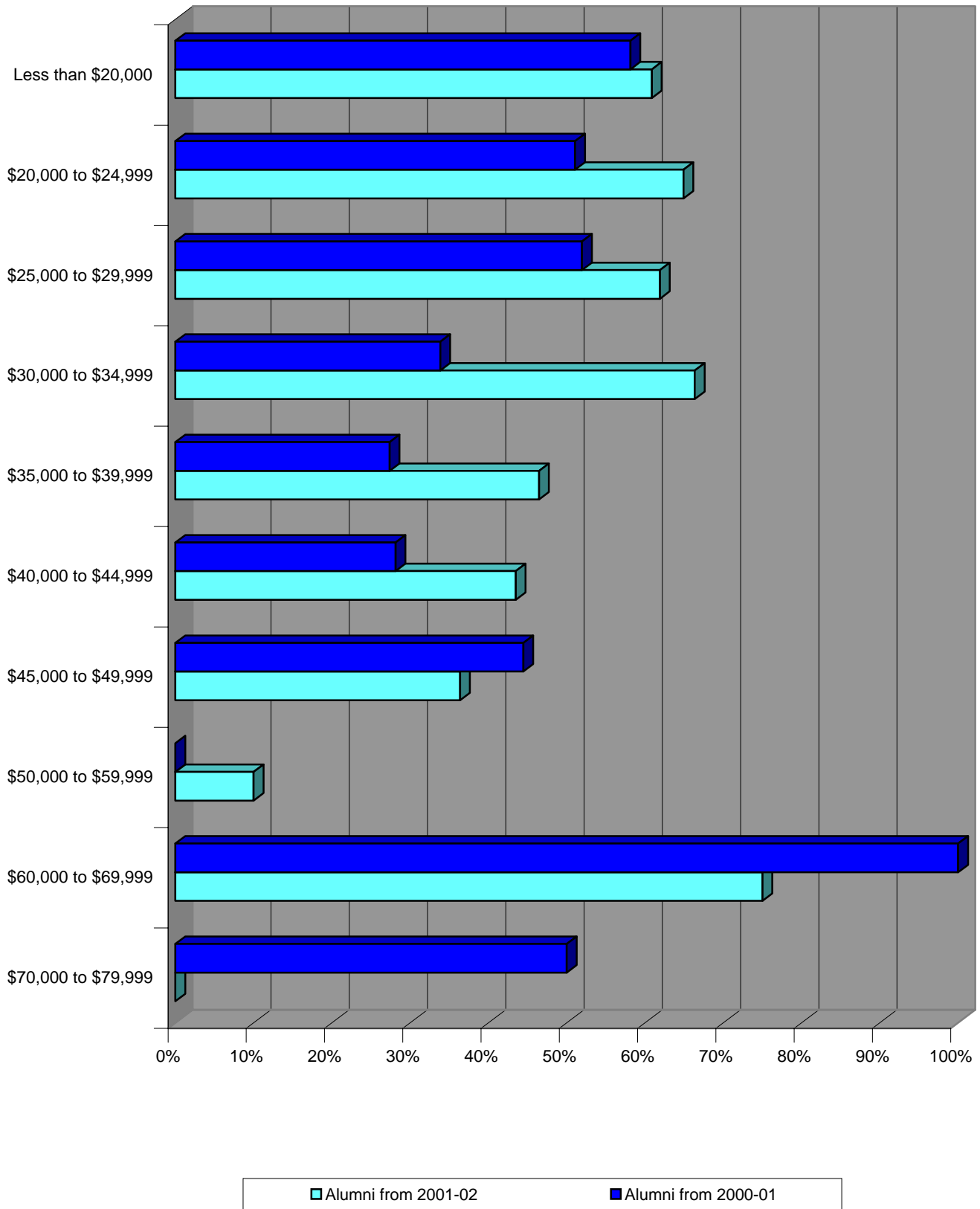


**TABLE 7: SALARY RANGE INCREASES OF GRADUATES EMPLOYED FULL-TIME****Percent Whose Current Range Exceeds Their Starting Range [1]**

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

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

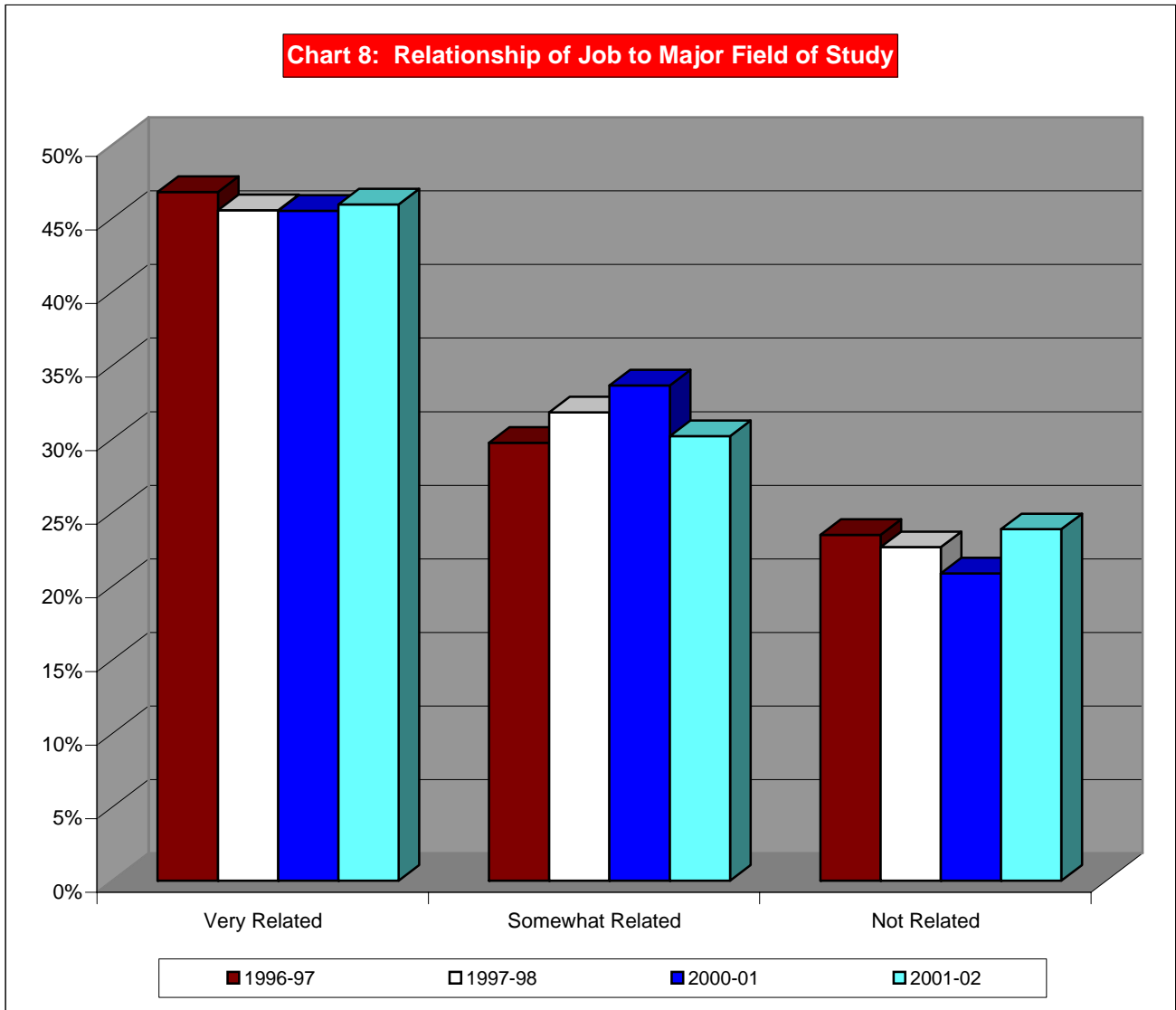
**Chart 7: Salary Range Increases of Graduates Employed Full-Time**



**TABLE 8: 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
Very Related	46.8%	45.5%	45.5%	45.9%
Somewhat Related	29.7%	31.8%	33.6%	30.2%
Not Related	23.5%	22.7%	20.9%	23.9%
Number of Respondents	528	415	556	553

**Chart 8: Relationship of Job to Major Field of Study**

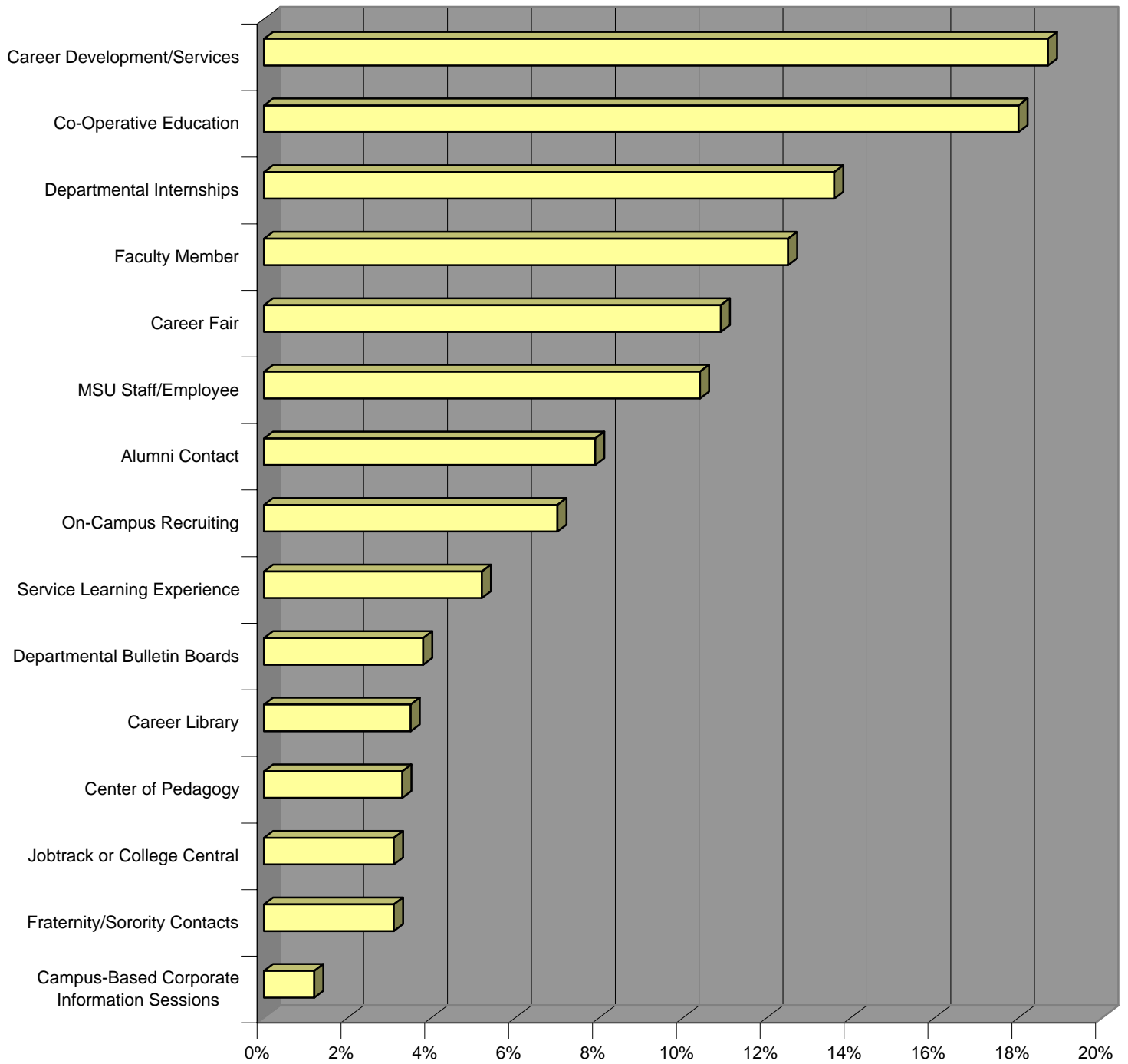


**TABLE 9: UNIVERSITY RESOURCES THAT WERE HELPFUL IN LOCATING EMPLOYMENT**

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

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

**Chart 9: University Resources That Were Helpful in Locating Employment, Excluding "Other"  
( 3-year means)**



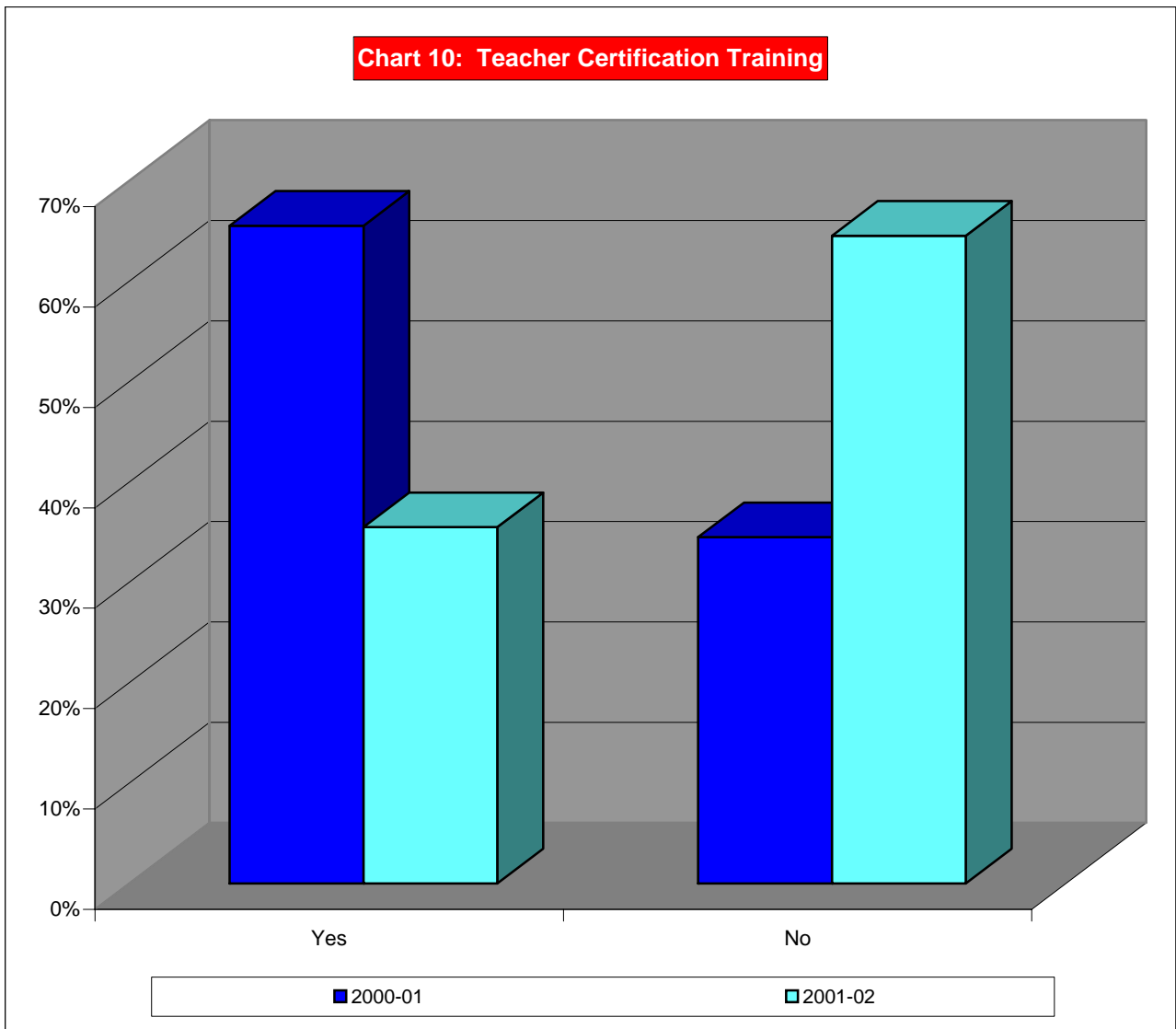
**TABLE 10: TEACHER CERTIFICATION TRAINING**

If you are currently a teacher, did you receive your certification training from MSU?

	Alumni from 2000-01	Alumni from 2001-02
Yes	65.5%	35.5%
No	34.5%	64.5%
Number of Respondents	145	217

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

**Chart 10: Teacher Certification Training**



**TABLE 11: IMPORTANT SKILLS/ABILITIES FOR PERSONAL/PROFESSIONAL SUCCESS****Percent Responding "Very" or "Somewhat" Important [1]**

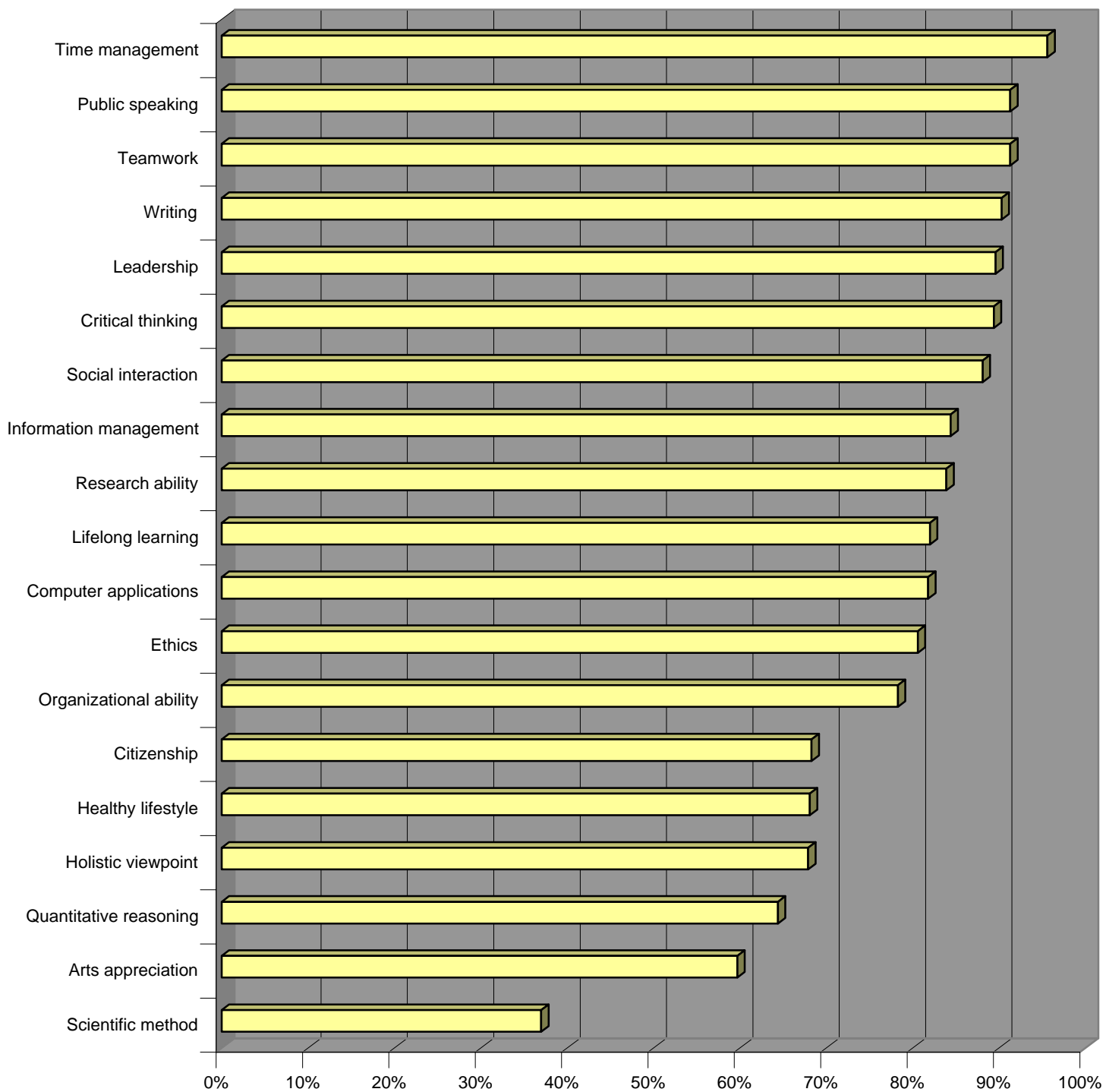
How important are the following skills and abilities in helping you achieve personal and professional success? [2]

	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02
Speak effectively in front of a group	96.1%	98.4%	79.5%
Apply mathematical concepts	64.6%	69.3%	59.3%
Express yourself clearly in writing	94.4%	94.3%	82.3%
Research skills	84.2%	84.9%	82.5%
Critical thinking/problem solving skills	94.2%	94.4%	79.5%
Foreign language skills	28.4%	35.6%	36.7%
Computer skills/information management	88.4%	86.5%	78.3%
Applying scientific methods	36.5%	36.6%	37.9%
Making a lifelong commitment to learning	85.4%	85.8%	74.9%
Exercising your responsibilities as a citizen	66.0%	71.2%	67.6%
Working effectively with people from various backgrounds and cultures	87.3%	88.0%	89.1%
Working with people in teams or groups	--	92.1%	90.5%
Understanding how domestic and international issues affect you	67.7%	71.0%	65.1%
Using effective leadership skills	92.1%	94.1%	82.5%
Time management and organizational skills	96.5%	98.6%	91.8%
Appreciation of the arts	--	--	59.7%
Organizing large amounts of information	--	--	78.3%
Maintaining good health habits and physical fitness	--	--	68.1%
Applying moral/ethical principles to everyday life	--	--	80.6%
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 11: Important Skills/Abilities for Personal/Professional Success (3-year means)**



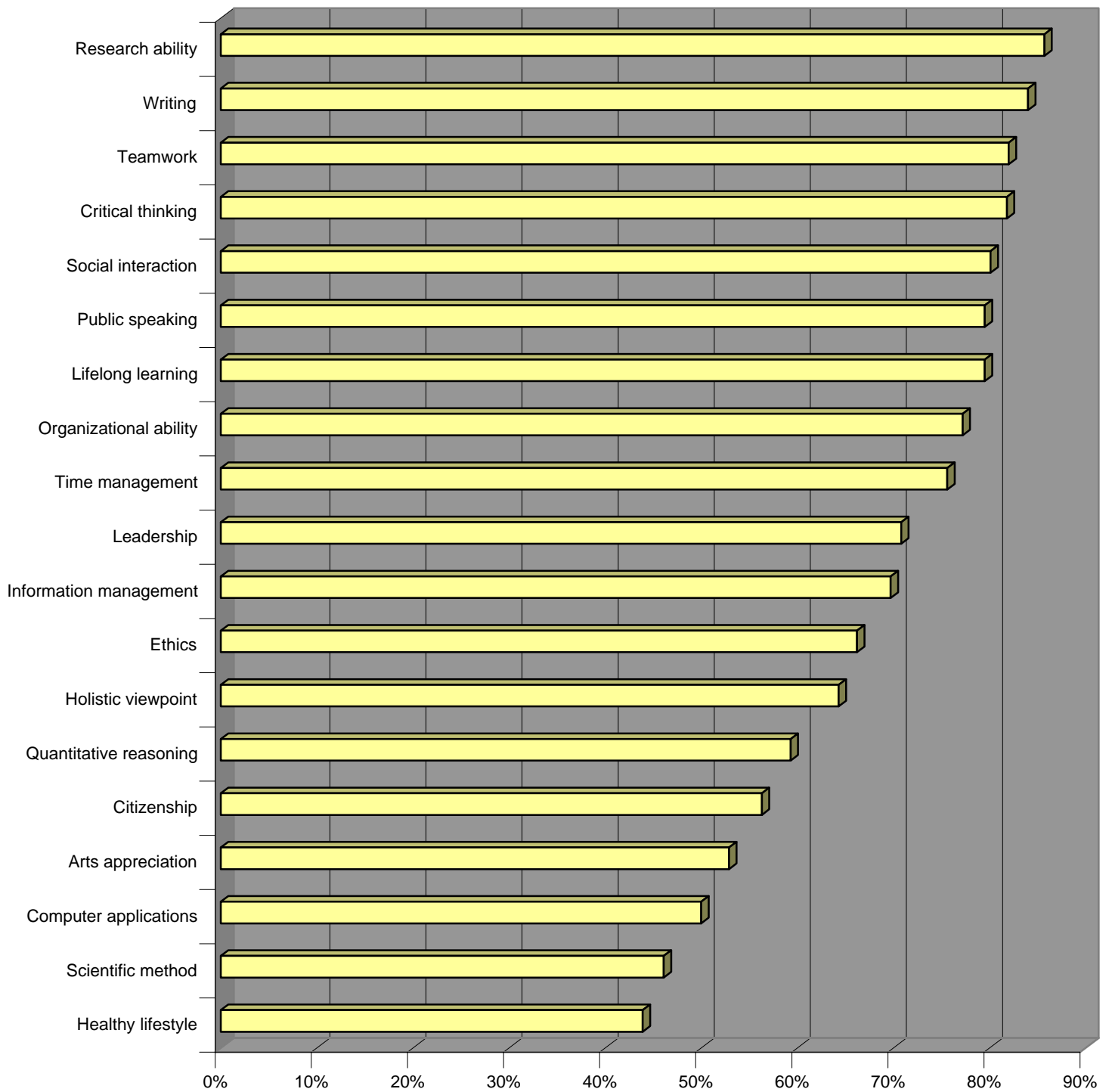


**TABLE 12: SATISFACTION THAT MSU HELPED STUDENTS ATTAIN SKILLS NEEDED FOR SUCCESS****Percent Responding MSU was "Very" or "Somewhat" Helpful**

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

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

**Chart 12: Satisfaction That MSU Helped Students Attain Skills Needed for Success**



**TABLE 13: STRENGTHS AND CHALLENGES [1]**

Skills and Abilities	Mean Importance [2]	Mean Satisfaction [3]	Gap
Time management and organizational skills	3.65	3.11	-0.54
Working effectively with people from various backgrounds and cultures	3.56	3.22	-0.34
<b>Working with people in teams or groups</b>	<b>3.55</b>	<b>3.26</b>	<b>-0.29</b>
<b>Express yourself clearly in writing</b>	<b>3.42</b>	<b>3.28</b>	<b>-0.14</b>
<b>Using effective leadership skills</b>	<b>3.36</b>	<b>2.92</b>	<b>-0.44</b>
<b>Applying moral/ethical principles to everyday life</b>	<b>3.33</b>	<b>2.88</b>	<b>-0.45</b>
Speak effectively in front of a group	3.32	3.16	-0.16
<b>Research skills</b>	<b>3.30</b>	<b>3.30</b>	<b>0.00</b>
Critical thinking/problem solving skills	3.28	3.15	-0.13
Organizing large amounts of information	3.21	3.10	-0.11
<i>Median</i>			
Computer skills/information management	3.19	2.92	-0.27
Making a lifelong commitment to learning	3.14	3.24	0.10
Maintaining good health habits and physical fitness	2.99	2.34	-0.65
Exercising your responsibilities as a citizen	2.94	2.58	-0.36
Understanding how domestic and international issues affect you	2.78	2.82	0.04
Appreciation of the arts	2.74	2.57	-0.17
Apply mathematical concepts	2.69	2.66	-0.03
Applying scientific methods	2.22	2.39	0.17
Foreign language skills	2.22	2.17	-0.05
Using job-appropriate computer software	1.69	2.47	0.78

[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] Scale reversed to match satisfaction scale (1=Not at all, 2=A little, 3=Somewhat, 4=Very).

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

**TABLE 14: SATISFACTION WITH ACADEMICS AND CAMPUS ACTIVITIES [1]**

Agree "Strongly" or "Somewhat"

Alumni from 2001-02

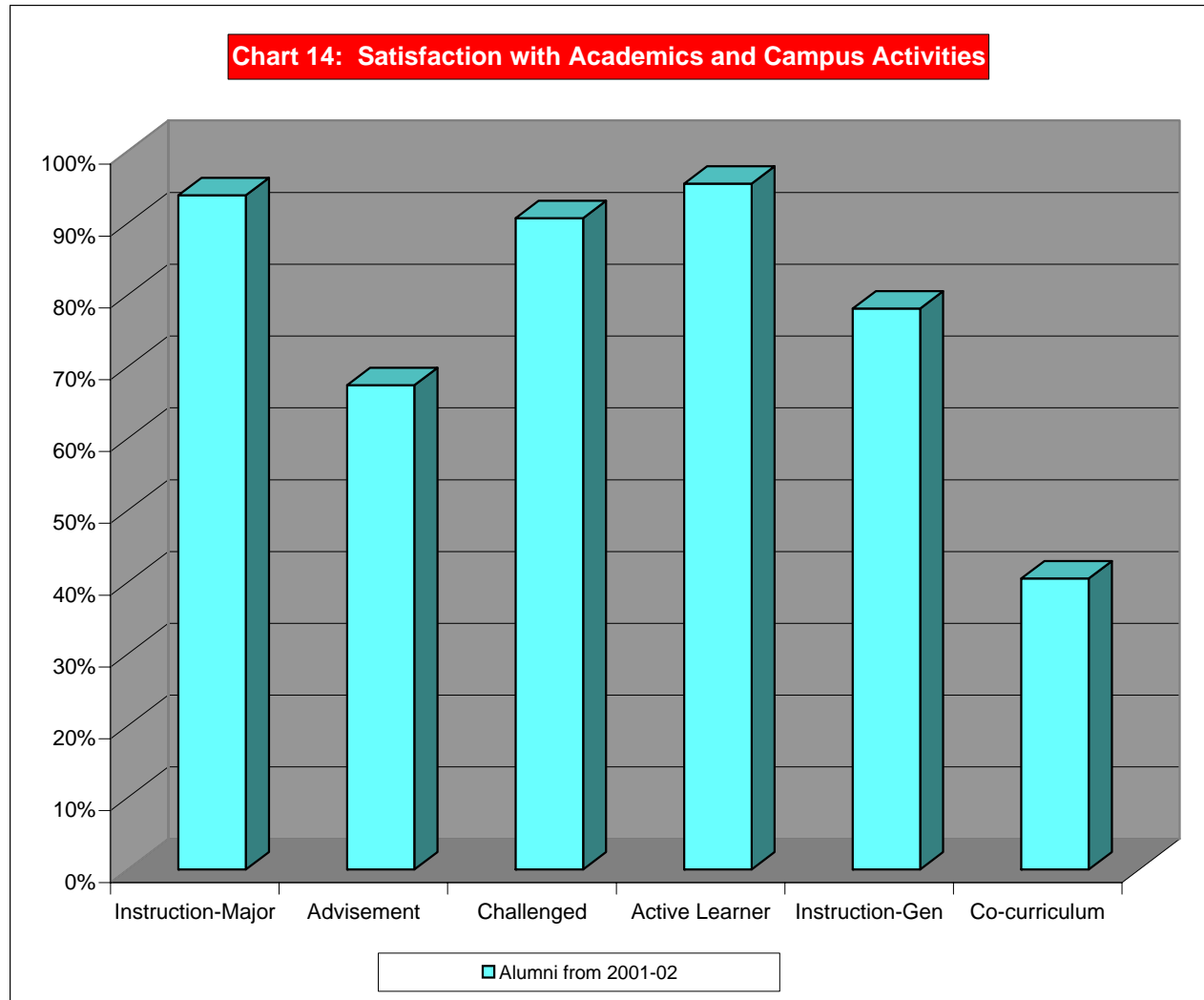
The quality of instruction in my major courses was excellent.	93.9%
I was satisfied with the academic advisement provided by my department.	67.4%
My professors challenged me to do my best work.	90.6%
I was an active learner (read assignments, contributed to class discussions, etc.).	95.5%
The quality of instruction in my General Education Courses was excellent.	78.1%
Participation in campus activities was an important part of my education.	40.5%

Number of Respondents

621

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

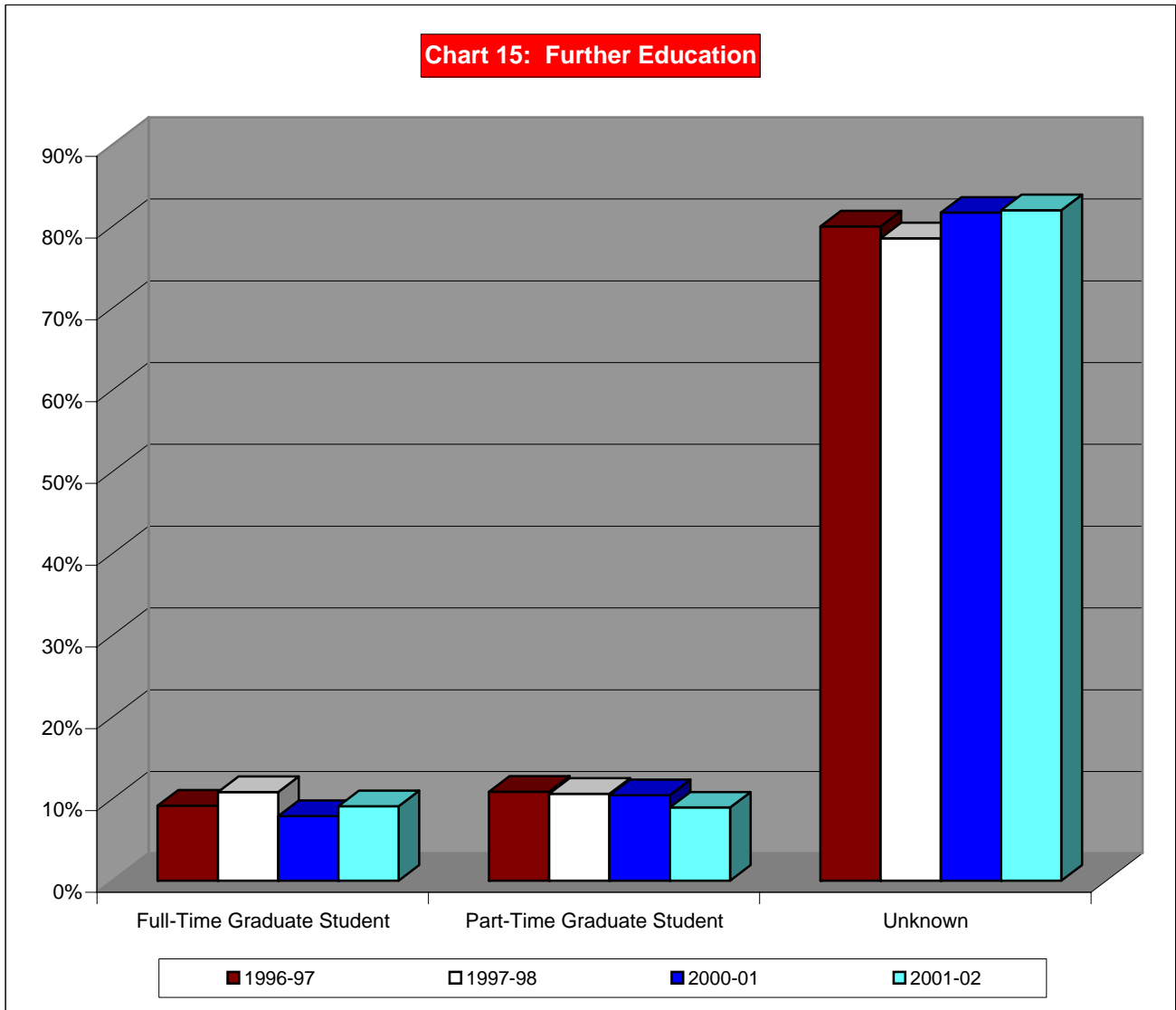
**Chart 14: Satisfaction with Academics and Campus Activities**



**TABLE 15: FURTHER EDUCATION**

Educational Status	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02
Full-Time Graduate Student	9.2%	10.8%	7.9%	9.1%
Part-Time Graduate Student	10.8%	10.6%	10.4%	8.9%
Educational Status Unknown	80.0%	78.5%	81.7%	82.0%
Number of Respondents	590	480	633	627

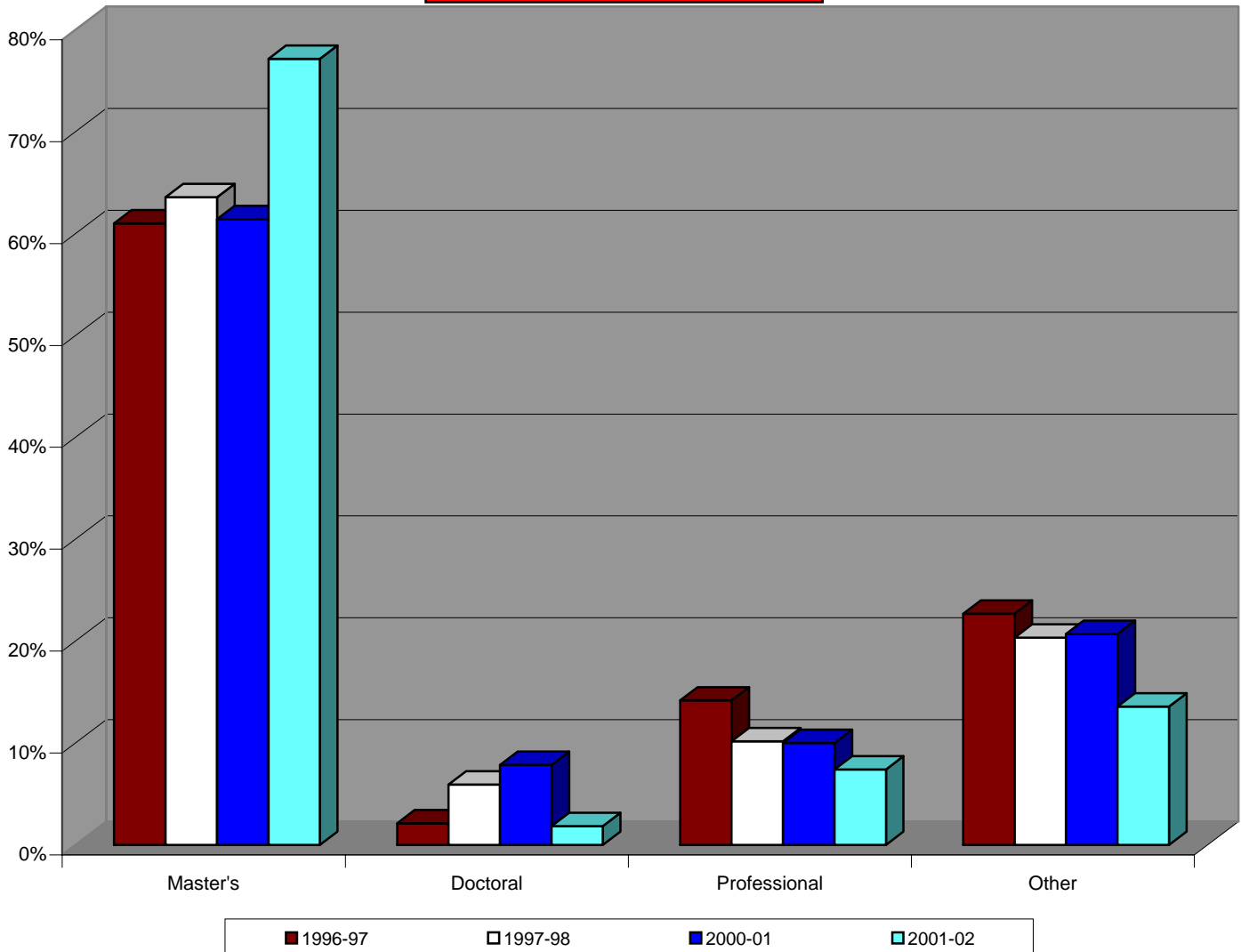
**Chart 15: Further Education**



**TABLE 16: NEXT DEGREE SOUGHT**

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

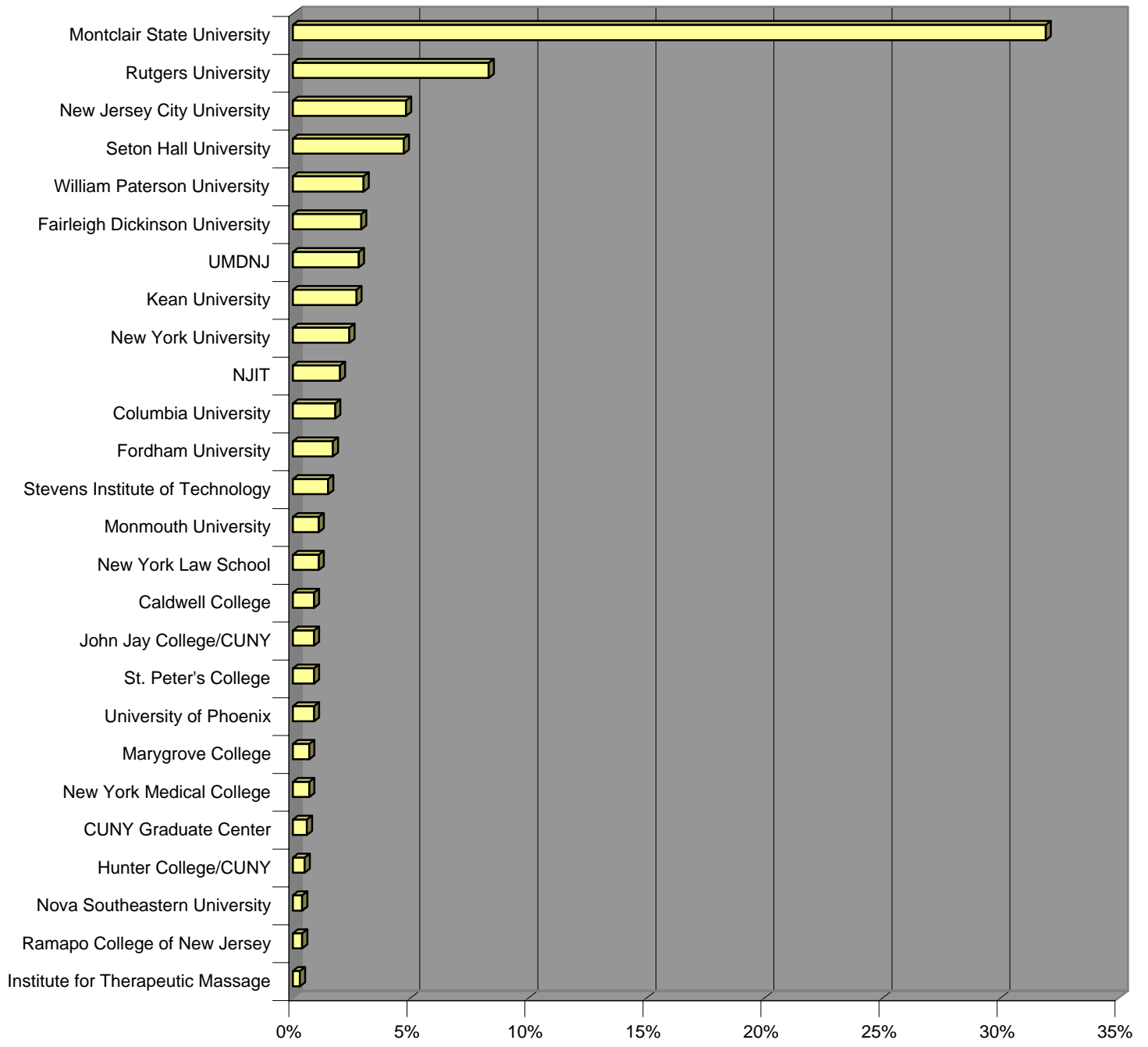
**Chart 16: Next Degree Sought**



**TABLE 17: 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
Caldwell College	0.0%	2.5%	0.7%	0.6%
Columbia University	2.7%	1.7%	2.2%	0.6%
CUNY Graduate Center	0.0%	1.7%	0.7%	0.0%
Fairleigh Dickinson University	2.7%	1.7%	3.6%	3.6%
Fordham University	2.7%	1.7%	0.7%	1.8%
Hunter College/CUNY	0.7%	0.0%	1.4%	0.0%
Institute for Therapeutic Massage	0.0%	0.0%	0.0%	1.2%
John Jay College/CUNY	2.0%	0.8%	0.0%	0.6%
Kean University	2.7%	4.1%	1.4%	2.4%
Marygrove College	1.4%	0.0%	0.7%	0.6%
Monmouth University	0.7%	2.5%	0.0%	1.2%
Montclair State University	33.8%	24.0%	36.2%	33.7%
New Jersey City University	4.7%	2.5%	6.5%	5.3%
New York Law School	2.0%	0.0%	2.2%	0.0%
New York Medical College	0.7%	1.7%	0.0%	0.6%
New York University	1.4%	5.0%	2.2%	1.2%
NJIT	1.4%	3.3%	2.2%	1.2%
Nova Southeastern University	0.0%	0.0%	1.4%	0.0%
Ramapo College of New Jersey	0.0%	1.7%	0.0%	0.0%
Rutgers University	9.5%	8.3%	7.2%	8.3%
Seton Hall University	3.4%	6.6%	3.6%	5.3%
St. Peter's College	0.7%	1.7%	0.0%	1.2%
Stevens Institute of Technology	0.7%	2.5%	2.2%	0.6%
UMDNJ	3.4%	3.3%	1.4%	3.0%
University of Phoenix	0.0%	0.0%	0.0%	3.6%
William Paterson University	2.0%	2.5%	4.3%	3.0%
Institutions Attended by One Graduate	20.9%	20.7%	18.8%	20.7%
Number of Respondents	148	121	138	169

**Chart 17: Post-Baccalaureate Institutions, Excluding Those Enrolling Only One Graduate (4-year means)**





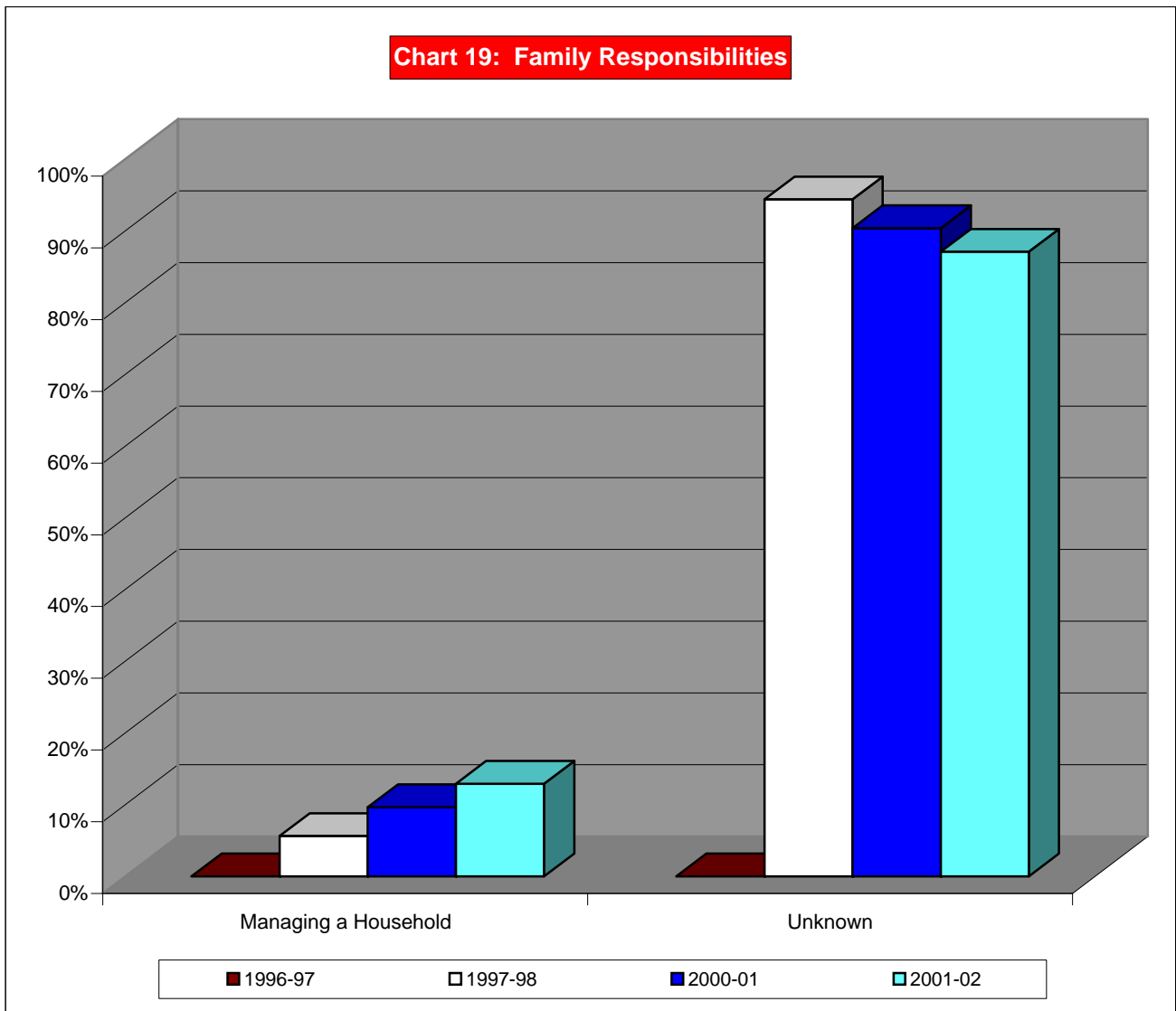
**TABLE 18: POST-BACCALAUREATE FIELDS OF STUDY**

Fields [1]	Alumni from 1996-97	Alumni from 1997-98	Alumni from 2000-01	Alumni from 2001-02
Administrative Science			1.8%	
Biology	5.7%		1.8%	
Business Administration	4.8%		7.9%	1.8%
Business: Accounting				2.4%
Chemistry			1.8%	
Computer Science	2.9%	2.9%		
Counseling	2.9%	3.8%		
Criminal Justice		2.9%		
Dietetics			1.8%	
Education		5.8%	4.9%	
Education: Administration and Supervision	2.9%			4.2%
Education: Early Childhood (P-3 Certification)				4.8%
Education: Elementary				3.0%
Education: ESL/Bilingual			3.0%	
Education: Music				1.8%
Education: Special Education	2.9%	3.8%	3.0%	
Education: Teaching	7.6%	4.8%	8.5%	3.6%
English	5.7%		4.9%	2.4%
Fine Arts			2.4%	
History		3.8%		
Information Systems/Technology Management		5.8%	4.3%	
Law	7.6%	6.7%	6.7%	4.8%
Linguistics/Applied Linguistics		2.9%		1.8%
Nursing			3.0%	
Psychology	6.7%	4.8%	5.5%	
Social Work	8.6%	9.6%	9.8%	4.8%
Programs with fewer than 3 enrollees	41.9%	42.3%	28.7%	64.2%
Number of Respondents	105	104	164	165

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

**TABLE 19 FAMILY RESPONSIBILITIES**

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



# Appendix 1

### 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 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 four administrations of the one-year out survey have averaged 36% (see Table A-1). The highest rate (40%) was achieved in 1996-97, while the lowest (32%) came in 1997-98.

**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%
<i>Means</i>	1,713	189	583	36.0%

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