

# **MONTCLAIR STATE UNIVERSITY: UNDERGRADUATE CLASS OF 2003-2004 ONE-YEAR-OUT ALUMNI SURVEY**

## **Introduction**

An institution may be construed to be only as excellent as the students to which it awards degrees. Students from Montclair State University go on to pursue their education and careers, largely armed with knowledge and experience gained within these academic walls. As we strive to provide our students with a competitive education, we also continue our role as academic leaders, ensuring our graduates make the most of their undergraduate education and apply it to the working and academic realm. For this reason, we established the “one year out” alumni survey. This survey allows us to understand not only the activities of our recent graduates, but how their experience at MSU has facilitated and enriched their professional careers.

## **Methodology**

### **Survey Instrument**

In the summer of 2005, the Office of Institutional Research worked with colleagues from Academic Affairs and Career Development to conduct a follow-up study of those students on whom a degree or a certificate was conferred by Montclair State University during 2003-2004. With the anticipated visit from the “Middle States” accreditation team in 2007, the Office of Academic Affairs intended to globally assess the alumni satisfaction with the institution. On the other hand, the Office of Career Development stressed a need to help the university gauge how well MSU graduates were faring in a difficult employment market and pursuing their post-baccalaureate educational goals.

The Office of Institutional Research, in conjunction with Academic Affairs and Career Development reviewed and modified the pre-existing survey instrument to gather relevant information. The survey consisted of 19 questions and inquired alumni about their academic and employment endeavors after they finished their studies at MSU. The survey also delved into additional data about their experience at MSU a year ago and their satisfaction with various units of the university. A copy of the survey is attached at the end of this report.

Graduates had the opportunity to complete the survey via the traditional paper survey or by completing the survey on the web. The scannable paper surveys were designed to be used with Remark OMR software and data from the web was added to these surveys.

### **Survey Administration**

Overall, 2,172 undergraduates graduated with a baccalaureate degree from Montclair State University in May 2004. The MSU Alumni Office graciously supplied the database with updated addresses for these graduates. For the purpose of this study, students who resided outside of the USA were excluded from the mailing. Therefore, in all 2,128 graduates were mailed a complete set of the survey, including a cover letter, a survey and a pre-paid business reply envelope.

Since the survey was a little more detailed than in previous years, a coupon for a free transcript was given to students who completed the survey. After three mailings, a total of 427 surveys were received. Excluding bad addresses that could not be reached, a moderate response rate of 22 percent was achieved. Among those who responded, 79 percent completed the paper survey, while 21 percent completed the same on the web.

The survey was analyzed using the SPSS-PC software and the results of the same are as discussed below. The open-ended questions were manually coded and were analyzed as well.

### **Sample**

Table 1.0 provides comparative information about the number of students who graduated from MSU and those who responded to the survey from each college. The response or completion rates for colleges and schools were fairly comparable to the number of graduates that were initially surveyed from each college or school. The response rates for various colleges and schools were as follows: College of Education and Human Services (17 percent), College of Humanities and Social Sciences (41 percent), College of Science and Math (over 10 percent), School of Arts (11 percent), and the School of Business (22 percent). The highest response rates for majors awarding 10 or more degrees were achieved by graduates in Business Administration (21%), Psychology (13%), Human Ecology (10%), Justice Studies (7%), and Biology (6%) (Table 2.0).

Of all undergraduates who graduated during 2003 - 2004 shows that almost 66 percent were female and 34 percent were male. For our respondents, a slightly higher number of females (73 percent) and a slightly lower number of males (27 percent) answered the survey (table 3.0).

Based on the findings above, it can be gathered that the results from the survey may be generalized to the population, as the characteristics of the graduates and the respondents were very similar.

## Findings

### **Alumni Activities**

Preparing students for a productive work experience is important to students and faculty alike. Responding to the CIRP survey in Fall 2006, 67 percent of the freshmen indicated that getting a good job was a major reason for attending MSU, while nearly 58 percent emphasized the importance of college to prepare them for graduate school. This itself is a strong basis for tapping into the employment and post-baccalaureate educational activities of our graduates

The 2003-2004 survey of our one-year-out graduates inquired about the activities of the graduates, since they graduated from Montclair State University. Graduates had the option to select as many activities that they were engaged in, i.e., employed full- or part-time, attending graduate school full or part-time, managing household, and unemployed seeking or not seeking work. Eighty-two percent (350) of the respondents were employed full-time, while nearly 9 percent (38) were employed part-time. Almost 8 percent (32) of the graduates were attending graduate school part-time and over 10 percent (42) were attending a graduate school full-time. Almost 8 percent (33) were currently involved in managing household, while over 4 percent (19) were unemployed at the time.

Teacher certification is an important program that is offered at Montclair State University. This enables our students to work as teachers at various levels in schools. Graduates were inquired if they had obtained a teacher certification, while studying at MSU. Almost 37 percent of respondents who indicated they obtained teacher's certification obtained their certificate prior to graduating from MSU. The largest percentage of certificates was obtained by respondents from the College of Education and Human Services (61 percent), who cleared their certification while at MSU (table 4.0).

### **Overview and Employment Activities**

Nearly 91 percent of the surveyed graduates were employed at the time when they completed the survey. Among those who provided information regarding the location of their employment, almost 89 percent indicated that they worked in New Jersey and almost 8 percent were employed in New York (table 5.0).

### **Job Market, Resources, and Relatedness**

Graduates were asked to rate job market in their field on a scale of 1 to 5, where 1 = *Excellent*; 2 = *Good*; 3 = *Fair*; 4 = *Poor*, and 5 = *Bleak*. Graduates had the option to indicate "Don't know" if they were not aware about the job market. It is encouraging to note that over half of the respondents who rated the job market indicated that the job market was either "Excellent" or "Good" in their field. Also, 51 percent of the graduates from the College of Education and Human Services rated the job market as "Excellent" or "Good" in their field (table 6.0).

Graduates, who responded to the survey, were asked to cite sources through which they found their current job. Departmental internships, help from faculty, and Career Fair were cited by most graduates, as the sources through which graduates were aware of the jobs that helped them get into their current positions. Some of the other sources that were helpful in obtaining their jobs were: co-op education and career counseling, postings on web sites/internet, and job advertisements in newspapers (table 7.0).

Graduates were asked to rate if their jobs were related to their majors that they pursued at MSU. They were asked to rate the relatedness of the job on a scale of 1 to 5 where 1 = *Very related*; 2 = *Quite related*; 3 = *Somewhat related*; 4 = *Slightly related*, and 5 = *Not related*. More than 55 percent of the respondents indicated that their jobs were "Very related" or "Quite related" to their major. Over 79 percent of the respondents from College of Education and Human Services, 59 percent from the College

of Science and Math and 55 percent from School of the Arts were working on the jobs that were “*Very related*” to the majors they graduated with (table 8.0).

Some of the reasons for finding jobs that were not related to the majors of the graduates were: no suitable position in my field or discipline, better opportunities in the current field than in my own field, and developed other career interests (table 10.0).

### **Type of Companies/Industries**

Employed graduates were also asked to classify their jobs according to various companies/industries, i.e., Accounting Firm/Bank/Finance, Computer/Information systems, Chemical/Energy/Science Laboratory, School System (elementary/ secondary/ High), Government Agency, Health Care provider/Hospital, Law/Insurance Company, Library/Museum, Recreational Facility, Merchandising/Retail Store/Sales, and Telecommunications. Graduates represented in almost every category, but a large proportion of the responding graduates indicated they were employed in the School system (25 percent), and Accounting Firm/Bank/Finance companies (over 11 percent) (table 9.0).

Table 8.0 provides college information regarding industries that our graduates are employed in with respect to their majors at Montclair State University. It is interesting to note that 40 percent of those employed in the school system were responding graduates from College of Education and Human Services. A similar trend was witnessed for the graduates from the College of Humanities and Social Sciences. Similarly, almost 65 percent of respondents employed in industries related to Accounting firms, bank or finance are Business Administration majors from the School of Business. This is not surprising, especially, when we look at the large number of students who are enroll in and graduate with degrees in programs related to education and business.

Table 9.0 provides information regarding the occupation of the employed alumni with respect to their major. As evidenced, MSU alumni are involved in a wide range of occupation, and in most cases associated to the major that they graduated with. Table 10.0 provides information regarding the employers of our graduates.

Another question that is of importance to the institution is the “Salary” of the alumni. This indirectly indicates if the skills of the alumni are appropriately compensated for. Additionally, the starting salary and the currently earned salary provide a hint about how well our alumni are faring on various jobs.

Within approximately the first year of employment a number of alumni experienced salary changes. Table 11.0 indicates that over 38 percent who responded to the survey earned less than \$30,000 per annum as their starting salary. Comparatively, 22 percent were currently in the same salary range, indicating that definite progress has been made with respect to the salary and a large proportion was earning more money than they started with. However, the change was largely witnessed for alumni who indicated that they earned over \$50,000 per annum. Compared to almost 5 percent of the alumni whose starting salary was above \$50,000, almost 14 percent had shifted in the category and made more than \$50,000 per annum. Business administration majors drew annual salary above \$50,000; alumni who graduated with majors, such as political science, psychology and human ecology were earning over \$50,000, within one year of their employment.

### **Alumni Job Satisfaction**

It is important to know if our alumni are satisfied with their employment. Graduates were also asked to rate their satisfaction with their jobs on a scale of 1 to 3 where, 1 = *very satisfied*, 2 = *somewhat satisfied* and 3 = *not satisfied*. It is encouraging to note that over 90 percent of the students were either very or somewhat satisfied with their jobs. This trend was the similar for alumni from all five colleges and schools (Table 13.0).

## **Post-Baccalaureate Educational Activities**

Of the alumni who responded, almost 23 percent (97), were enrolled in a graduate school pursuing post-baccalaureate studies. Nearly 65 percent continue to study in state and almost 31 percent re-enrolled at Montclair State University. Among the students who enrolled in out-of-state colleges/universities, a large proportion of students were enrolled in various higher education institutions in New York (Table 14.0).

### **Type of Degrees Pursued**

MSU graduates, responding to the study, indicated that they were pursuing various types of degrees after completing their baccalaureate study at MSU. However, most of the respondents, (72 percent) were enrolled in a masters level program, i.e., MA, MS, MAT, MPA, MED, MSW, and MBA. More than 13 percent were enrolled in specialized certification programs, while over 10 percent indicated that they were enrolled in a doctoral program, i.e., PHD, JD, DMD etc. (Table 15.0).

### **Majors at Post-Baccalaureate Institutions**

Table 16.0 provides a list of the majors that respondents are pursuing in their graduate studies. A majority of the students were seeking post-baccalaureate education in the field of education, teaching and business.

Additionally, students were also asked if they intended to pursue their education further. Among those who responded, over 81 percent indicated that they plan to pursue their education, while over 15 percent were undecided about their opinion regarding further education.

### **Growth in Skills and Abilities**

Alumni were provided with a list of 12 abilities or skills that one might expect to develop while pursuing a college education and asked how important they felt each one was to their personal and professional success. They were asked to rate these skills on a four point scale where, *1 = not at all important*, *2 = a little*, *3 = somewhat* and *4 = very important*. Additionally, they were also asked to rate, on the same scale, if MSU helped them attain those skills. Although, over 98 percent of the respondents indicated that the skill was somewhat or very important to them, a little over three quarters (76 percent), indicated that MSU helped them attain the skill.

Ninety-three percent or more of the respondents indicated that the following skills or abilities were important to them: speaking effectively and time management or organizational skills (99 percent); leadership skills, working effectively with people of various backgrounds and cultures and working with people in teams or groups (96 percent each), reasoning skills (97 percent), writing skills (68 percent), and making lifelong commitment to learning (91 percent). Over 76 percent of the respondents indicated that MSU helped them attain these skills and abilities, except for the ability to apply moral and ethical principles of everyday life, which was cited by 64 percent of the responding alumni.

The skills and abilities that were attained largely by being at Montclair State University were working effectively with people in teams and working effectively with people of various backgrounds and cultures (82 percent), speaking effectively and reasoning skills (77 percent), and writing skills (78 percent). These skills were rated somewhat or very important by over 68 percent of the alumni, who responded to the study.

### **Satisfaction with Montclair State University**

Alumni was asked to rate their agreement with various perspectives of the institution on a scale of 1 to 5 where, 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree* and 5 = *strongly agree*. The information is reported individually for each of the schools and colleges, as well as, for the entire institution.

It is encouraging to note that alumni were positive about their collegiate experience while at MSU. Alumni were asked to indicate the importance and their satisfaction with various units operating within the university. They were asked to rate the importance and their satisfaction with four broad areas, i.e., program and curriculum, faculty, advisement, and information provision and student services, on a scale of 1 to 4 where, 1 = *not at all*, 2 = *a little*, 3 = *somewhat*, 4 = *very*. The areas that were tapped into were: program and curriculum, faculty, advisement/information provision and student services.

### **Faculty**

Interesting, almost all of our alumni (97 percent) indicated that the quality of faculty-student interaction was somewhat or very important for them, and that they were somewhat or very satisfied with the aforementioned (nearly 84 percent). More than 95 percent of the students cited quality of student-faculty interaction, faculty teaching style and accessibility of faculty members, as somewhat or very important to them and over 80 percent of the alumni were satisfied with the same.

### **Program and curriculum**

Program quality and depth and breath of curriculum were cited to be somewhat or very important by over 97 percent of the graduates. More than 88 percent of the alumni indicated their satisfaction with these elements of programs and curriculum.

### **Student Services**

Library resources, campus safety, advisement, and technology services were rated to be quite important by the alumni (over 78 percent) and over half expressed their satisfaction with the same.

### **Overall Satisfaction**

Alumni were asked if they would recommend the program that they graduated with to students with similar academic and professional interests. They were asked to rate their responses on a scale of 1 to 5 where, 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree* and 5 = *strongly agree*. Alumni were also inquired about their choice of program if they had to start all over again. Almost 67 percent of the alumni indicated that they would enroll in the same program if they had to start all over again (Table 14.0) .

Additionally, alumni were asked to indicate their overall satisfaction with Montclair State University, one year after they had graduated from the university. Well over one-third of the responding alumni indicated that they were very satisfied with Montclair State University.

### **Student Comments**

One-year out graduates were asked to provide comments or suggestions to help our new graduates seeking job. Over 200 comments were obtained from the alumni. Of which, over 12 percent indicated they would suggest the current students to do an internship, followed. Only 3 percent were dissatisfied

with their experience while 5 percent indicated that experience in the field is very important for them and another 6 percent indicated that networking or connections are very important.

Almost 6 percent re-iterated that they were very satisfied with Montclair State University and 2 percent each indicated that it was difficult to find a job and that students need to look for jobs outside their major. The same percentage of alumni also expressed that graduates should not give up.

### Conclusion

One of the major objectives of a college for students, parents and faculty alike, is preparing students for a career. One way of finding out how well graduates are progressing in their career pursuits is by doing a post-graduate assessment. This particular survey looked at alumni early on in their careers; those who recently graduated in academic year 2003. A large number of the survey's questions gathered work history information, e.g., type of professions, salary ranges, type of industries, work satisfaction, etc. The survey results showed that, in spite of a tough market, MSU graduates have been able to begin their careers. Over 90 percent of our alumni are working full or part-time, most of them contribute to New Jersey by working here in the Garden State.

Today, post-baccalaureate education is often factored into career plans. Several survey questions asked alumni if they were pursuing a graduate education. Almost 23 percent (97) of the graduates who responded to the survey were pursuing post-baccalaureate studies. Alumni were enrolled in various types of degrees, but most were in masters programs (MA, MSW, MIS, MBA, etc.). Of those pursuing their education post baccalaureate, over two-thirds continue to study in state and nearly 31 percent re-enrolled at Montclair State University.

While certainly not the main focus of this survey, one question did ask alumni about educational outcomes. Alumni were given a list of skills or abilities that might be developed while pursuing a college education and asked how important they felt each skill or ability was to their personal/professional success. Over 93 percent cited oral communication, time management and organizational skills as very important skills. Critical thinking skills, written communication skills, working with people in teams and groups, and using effective leadership skills were also rated to be of major importance by over two-thirds of the respondents.

Finally, the number of alumni who mentioned in their comments the usefulness of participating in internships, co-operative education experiences and volunteer work in finding employment demonstrates the wisdom gained by alumni since graduating from MSU and experiencing the workplace.

**Table 1.0 - Respondents by College**

	<b>CEH</b>	<b>CHS</b>	<b>CSM</b>	<b>SAR</b>	<b>SBU</b>	<b>Total</b>
Female	53	130	28	29	56	296
Male	14	35	14	14	34	111
Total	67	165	42	43	90	407

**Table 2.0 Respondents by Major**

<b>Major</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Allied Health Services	3	0	3
Anthropology	4	1	5

Biology	20	4	24
Broadcasting	5	3	8
Business Administration	54	32	86
Chemistry	3	0	3
Computer Science	1	6	7
Dance	1	0	1
Economics	2	2	4
English	12	4	16
Fine Arts	17	4	21
French	2	0	2
General Humanities	7	1	8
Geoscience	0	1	1
Health Education	2	0	2
History	4	5	9
Human Ecology	35	4	39
Italian	1	0	1
Justice Studies	25	5	30
Linguistics	1	0	1
Mathematics	3	2	5
Music	1	3	4
Philosophy	1	0	1
Physical Education	4	6	10
Physics	1	1	2
Political Science	5	7	12
Psychology	46	8	54
Recreation Professions	8	2	10
Sociology	17	3	20
Spanish	3	1	4
Speech Communication	4	3	7
Technology Education	1	2	3
Theatre Studies	1	1	2
Women's Studies	2	0	2
<b>Total</b>	<b>296</b>	<b>111</b>	<b>407</b>

**Table 3.0 Respondents by Gender**

<b>Gender</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Female	296	72.7
Male	111	27.3
<b>Total</b>	<b>407</b>	<b>100.0</b>

**Table 4.0 Respondents who received teacher certification from MSU by College**

	<b>CEH</b>	<b>CHS</b>	<b>CSM</b>	<b>SAR</b>	<b>SBU</b>	<b>Total</b>
Yes	34	11	3	8	0	56



No	7	47	7	11	25	97
<b>Total</b>	<b>41</b>	<b>58</b>	<b>10</b>	<b>19</b>	<b>25</b>	<b>153</b>

**Table 5.0 State of employment**

State	Percent
CA	.3
CT	.3
FL	.5
GA	.3
IN	.3
MA	.5
NJ	88.8
NY	7.7
PA	.3
TX	.3
VA	.3
WA	.5
<b>Total</b>	<b>100.0</b>

**Table 6.0 Job market rated by students**

	College CEH	CHS	CSM	SAR	SBU	Total
excellent	9	17	5	0	14	45
good	17	55	8	13	38	131
fair	28	42	14	12	20	116
poor	7	20	2	10	8	47
bleak	1	4	0	2	0	7
don't know	1	3	3	2	4	13
<b>Total</b>	<b>63</b>	<b>141</b>	<b>32</b>	<b>39</b>	<b>84</b>	<b>359</b>

**Table 7.0 Sources in obtaining current position**

	College CEH	CHS	CSM	SAR	SBU	Total
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career counseling	1	3	0	0	0	4
workshops	1	0	0	0	2	3
career development web site	0	2	1	1	3	7
career fairs	0	5	0	2	5	12
college central	0	1	0	1	0	2
on-campus interviews	0	0	0	0	2	2
other career center program	1	1	1	0	0	3
internships	9	13	3	1	5	31
bulletin boards	0	0	1	0	0	1
faculty help	1	4	2	3	1	11
co-operative education	1	2	0	0	2	5
service learning experience	0	1	0	0	0	1
center of pedagogy	2	1	1	0	0	4
alumni contact	0	0	0	1	1	2
other	10	47	7	7	22	93
Total	26	80	16	16	43	181

**Table 8.0 Job relative to major**

Major	very related	quite related	somewhat related	slightly related	not related	Total
Allied Health Services	1	0	0	0	2	3
Anthropology	0	0	0	1	3	4
Biology	4	4	2	1	5	16
Broadcasting	4	0	1	0	3	8
Business Administration	28	23	16	6	10	83
Chemistry	2	0	0	1	0	3
Computer Science	1	2	0	0	2	5
Economics	1	0	1	0	1	3
English	2	2	4	2	3	13
Fine Arts	11	3	1	1	5	21
French	2	0	0	0	0	2
General Humanities	0	2	0	0	5	7
Geoscience	0	0	1	0	0	1
Health Education	1	1	0	0	0	2
History	3	3	0	0	0	6
Human Ecology	26	3	3	1	4	37
Italian	1	0	0	0	0	1
Justice Studies	9	4	4	0	9	26
Linguistics	0	1	0	0	0	1

Mathematics	5	0	0	0	0	5
Music	2	2	0	0	0	4
Philosophy	0	0	0	1	0	1
Physical Education	10	0	0	0	0	10
Physics	0	1	1	0	0	2
Political Science	0	1	1	2	6	10
Psychology	10	10	9	6	12	47
Recreation Professions	2	4	1	0	2	9
Sociology	2	3	6	3	4	18
Spanish	3	0	0	0	1	4
Speech Communication	0	0	3	3	0	6
Technology Education	1	0	1	0	0	2
Theatre Studies	0	0	1	0	0	1
Women's Studies	0	0	0	0	2	2
Total	131	69	56	28	79	363

**Table 9.0 Industry in which respondents are employed**

<b>Industry</b>	<b>CEH</b>	<b>CHS</b>	<b>CSM</b>	<b>SAR</b>	<b>SBU</b>	<b>Total</b>
accounting firm/bank/finance	1	10	1	1	25	38
computer/information systems	0	2	2	1	5	10
chemical/energy/science lab	0	1	5	0	0	6
school system	33	31	4	14	2	84
government agency	2	11	1	1	3	18
health care provider/hospital	7	14	3	2	3	29
law/insurance company	1	10	0	3	4	18
recreational facility	1	1	1	0	0	3
merchandising/retail store/sales	5	9	2	2	15	33
telecommunications	0	4	0	1	0	5
other	10	41	7	13	22	93
Total	60	134	26	38	79	337

**Table 10.0 Reasons why job unrelated to major**

	<b>My job does not need to be related</b>	<b>Developed other career interests</b>	<b>Not suitable position in my field</b>	<b>Better job opportunities than in my field</b>	<b>Better salary in other fields</b>	<b>Other</b>	<b>Total</b>
Allied Health	0	1	0	0	0	0	1
Anthropology	1	1	1	0	0	0	3
Biology	0	1	3	0	1	1	6
Broadcasting	0	2	0	0	0	0	2
Business Administration	5	5	5	3	3	2	23
Computer Science	0	0	1	1	0	0	2
Economics	0	1	0	0	0	0	1
English	0	1	1	3	0	0	5
Fine Arts	1	1	3	0	0	0	5
General Humanities	2	2	2	0	0	1	7
Geoscience	0	0	0	1	0	0	1
Human Ecology	0	1	2	1	2	1	7
Justice Studies	1	1	1	1	1	2	7
Physics	0	0	0	1	0	0	1
Political Science	3	1	1	2	0	0	7
Psychology	2	2	3	6	2	3	18
Recreation Professions	0	0	1	0	0	1	2
Sociology	0	1	2	0	5	0	8
Spanish	0	0	1	0	0	0	1
Speech Communication	0	0	1	1	0	2	4
Technology Education	0	0	1	0	0	0	1
Theatre Studies	0	0	0	1	0	0	1
Women's Studies	0	1	0	0	0	1	2
<b>Total</b>	<b>15</b>	<b>22</b>	<b>29</b>	<b>21</b>	<b>14</b>	<b>14</b>	<b>115</b>

**Table 11.0 Starting salary of respondents**

<b>Major</b>	<b>less than \$19999</b>	<b>\$20000 to \$24999</b>	<b>\$25000 to \$29999</b>	<b>\$30000 to \$34999</b>	<b>\$35000 to \$39999</b>	<b>\$40000 to \$44999</b>	<b>\$45000 to \$49999</b>	<b>\$50000 to \$59999</b>	<b>\$60000 to \$69999</b>	<b>\$80000 and above</b>	<b>Total</b>
Allied Health Services	0	1	0	0	1	0	1	0	0	0	3
Anthropology	1	1	0	1	0	0	1	0	0	0	4
Biology	4	2	1	4	2	1	0	0	0	1	15
Broadcasting	3	1	2	1	0	0	0	0	0	0	7
Business Administration	8	1	10	18	17	11	6	7	2	1	81
Chemistry	0	0	0	1	0	2	0	0	0	0	3
Computer Science	0	1	0	0	3	1	0	0	0	0	5
Economics	0	0	0	1	2	0	0	0	0	0	3
English	2	2	1	5	1	1	0	0	0	0	12
Fine Arts	6	0	3	4	5	2	0	0	0	0	20
French	0	0	0	0	0	1	0	0	0	0	1
General Humanities	2	2	0	1	0	1	0	0	0	0	6
Geoscience	0	0	0	0	1	0	0	0	0	0	1
Health Education	0	0	0	0	0	1	0	1	0	0	2
History	0	1	0	0	4	0	0	0	0	0	5
Human Ecology	4	3	3	3	10	8	1	0	0	0	32
Italian	0	0	0	0	1	0	0	0	0	0	1
Justice Studies	2	6	3	5	5	3	1	1	0	0	26
Linguistics	0	0	1	0	0	0	0	0	0	0	1
Mathematics	0	0	1	0	2	2	0	0	0	0	5
Music	0	0	0	1	2	1	0	0	0	0	4
Philosophy	0	0	0	1	0	0	0	0	0	0	1
Physical Education	1	0	0	1	5	3	0	0	0	0	10
Physics	2	0	0	0	0	0	0	0	0	0	2
Political Science	0	1	1	3	1	1	0	1	0	0	8
Psychology	10	9	9	8	2	3	2	0	0	0	43
Recreation Professions	2	4	2	0	0	1	0	0	0	0	9
Sociology	2	2	2	4	4	1	0	0	0	2	17
Spanish	1	0	0	0	2	1	0	0	0	0	4
Speech Communication	1	2	2	1	0	0	0	0	0	0	6
Technology Education	0	0	0	0	0	1	1	0	0	0	2
Theatre Studies	0	0	1	0	0	0	0	0	0	0	1
Women's Studies	0	0	0	1	1	0	0	0	0	0	2
<b>Total</b>	<b>51</b>	<b>39</b>	<b>42</b>	<b>64</b>	<b>71</b>	<b>46</b>	<b>13</b>	<b>10</b>	<b>2</b>	<b>4</b>	<b>342</b>

**Table 12.0 Current salary of respondents**

	less than \$19999	\$20000 to \$24999	\$25000 to \$29999	\$3000 0 to \$3499 9	\$35000 to \$39999	\$40000 to \$44999	\$45000 to \$49999	\$50000 to \$59999	\$60000 to \$69999	\$70000 to \$79999	\$80000 and above	Total
Allied Health Services	0	0	0	0	1	0	0	1	1	0	0	3
Anthropology	1	0	0	0	0	0	0	1	0	0	1	3
Biology	0	3	4	2	2	2	0	0	0	0	1	14
Broadcasting	1	0	2	3	1	0	0	0	0	0	0	7
Business Administration	3	2	1	11	14	13	13	13	3	2	3	78
Chemistry	0	0	0	1	0	1	1	0	0	0	0	3
Computer Science	0	1	0	0	3	1	0	0	0	0	0	5
Economics	0	0	0	0	0	0	2	1	0	0	0	3
English	2	1	1	3	2	2	2	0	0	0	0	13
Fine Arts	4	0	4	3	2	5	1	1	0	0	0	20
French	0	0	0	1	0	1	0	0	0	0	0	2
General Humanities	1	2	0	0	1	1	0	0	0	0	1	6
Geoscience	0	0	0	0	0	1	0	0	0	0	0	1
Health Education	0	0	0	0	0	0	1	1	0	0	0	2
History	0	0	0	1	1	3	0	0	0	0	1	6
Human Ecology	3	0	3	4	5	15	3	2	0	0	0	35
Italian	0	0	0	0	0	1	0	0	0	0	0	1
Justice Studies	0	2	2	6	6	5	1	1	1	0	0	24
Linguistics	0	0	1	0	0	0	0	0	0	0	0	1
Mathematics	0	0	0	0	0	3	1	0	0	0	0	4
Music	0	0	0	1	1	2	0	0	0	0	0	4
Philosophy	0	0	0	0	0	0	1	0	0	0	0	1
Physical Education	0	0	0	1	5	2	2	0	0	0	0	10
Physics	1	1	0	0	0	0	0	0	0	0	0	2
Political Science	0	0	0	3	2	2	0	0	1	0	1	9
Psychology	4	9	4	10	4	6	0	3	0	1	1	42
Recreation Professions	2	2	0	2	2	0	0	1	0	0	0	9
Sociology	2	1	1	2	2	4	0	0	0	1	1	14
Spanish	1	0	0	0	0	2	0	0	0	0	0	3
Speech Communication	1	0	0	2	2	0	0	1	0	0	0	6
Technology Education	0	0	0	0	0	1	1	0	0	0	0	2
Theatre Studies	0	0	1	0	0	0	0	0	0	0	0	1
Women's Studies	0	0	0	0	0	1	0	1	0	0	0	2
<b>Total</b>	<b>26</b>	<b>24</b>	<b>24</b>	<b>56</b>	<b>56</b>	<b>74</b>	<b>29</b>	<b>27</b>	<b>6</b>	<b>4</b>	<b>10</b>	<b>336</b>

**Table 13.0 Job Satisfaction for respondents**

	<b>CEH</b>	<b>CHS</b>	<b>CSM</b>	<b>SAR</b>	<b>SBU</b>	<b>Total</b>
very satisfied	40	58	14	22	41	175
somewhat satisfied	17	69	15	12	35	148
not satisfied	4	14	3	6	9	36
Total	61	141	32	40	85	359

**Table 14.0 Location of post-baccalaureate institution by college**

	<b>CEH</b>	<b>CHS</b>	<b>CSM</b>	<b>SAR</b>	<b>SBU</b>	<b>Total</b>
Caldwell	1	1	0	0	0	2
Davis	0	0	1	0	0	1
Edison	0	0	1	0	0	1
Elkins Park	0	0	1	0	0	1
Englewood	0	1	0	0	0	1
Florham Park	0	2	0	0	0	2
Greensboro	0	1	0	0	0	1
Hackettstown	1	1	0	0	0	2
Hoboken	0	0	0	0	1	1
Huntington	0	1	0	0	0	1
Irving	0	0	0	0	1	1
Jersey City	0	6	0	1	0	7
Lansing	0	1	0	0	0	1
Malvern	0	0	0	0	1	1
Montclair	6	13	3	2	0	24
Morgantown	0	0	1	0	0	1
New Brunswick	0	2	0	0	0	2
New Paltz	0	1	0	0	0	1
New York	0	5	0	1	5	11
New York City	0	0	1	0	0	1
Newark	0	3	3	0	0	6
Orlando	0	1	0	0	0	1
Philadelphia	0	1	0	0	0	1
Piscataway	1	0	1	0	0	2
Sarasota	1	0	0	0	0	1
South Orange	0	1	0	1	1	3
Teaneck	0	0	0	0	1	1
Union	0	2	0	0	0	2
Upper Montclair	1	0	0	0	1	2
Valencia	0	0	0	1	0	1
Villanova	0	1	0	0	0	1
Wayne	0	2	0	0	0	2
West Caldwell	0	1	0	0	0	1
West Long Branch	0	1	0	0	0	1
Total	11	48	12	6	11	88