



COLLEGE STUDENT SURVEY 2006

Office of Institutional Research

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Highlights

- 20% Percent of the graduating seniors who participated in the survey research, responded to the 2006 College Senior Survey.
- 77% percent of females responded to the survey.
- Of the graduates who identified their ethnicity, 60% were White, 17% Hispanic, 11% African American, and 10% Asian responded to the survey.
- Almost 87% of respondents started college in the year 2001 or 2002 and 53% started college at Montclair State University during the same time.
- Nearly 34% of the respondents transferred from a community college and 23 % transferred from a four-year college.
- Since they entered college, MSU graduating seniors participated in a wide range of courses and programs, including ethnic area studies courses, women's studies courses, and the study abroad program.
- Almost 65% of the graduating seniors indicated that they “frequently” or “occasionally” came late to class and did not have time to study due to job or family responsibilities.
- Relatively, more time was spent by MSU graduates in attending classes or labs than studying or doing homework.
- Close to 94% of the graduates “frequently” or “occasionally” received and completed assignments electronically, and over 88% completed their assignments or research using the internet.
- Seventy-six percent of the graduating seniors claimed that they typically interacted with faculty during their office hours, for up to two hours a week. Also, sixty-one percent 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 (37%), opportunity to discuss coursework (31%), and encouragement to pursue graduate/professional studies (33%).

- MSU seniors indicated that they participated in student club/organizations (36%) attended racial/cultural awareness workshops (23%), and intramural sports (19%).
- Thirty-six percent of the seniors chose “middle of the road” when expressing their political views and another 46% chose “liberal” or “far-left” as their political standpoint.
- A large proportion of the graduating seniors were consistent on their agreement regarding control of hand guns (85%), same sex marriage (73%), as well as, legalizing abortion and having the wealthy pay a larger share of taxes (74% each).
- Over 85% 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 80% of the graduating seniors cited helping others who are in difficulty, raising a family, and being well off financially, were the most important personal objectives for them.
- Compared to female graduating seniors, males indicated they were stronger in their ability to think critically and understand the social problems facing the country, while female students felt more prepared for employment after college.
- More than 80% of graduating seniors expressed that the following skills had strengthened since they joined MSU: knowledge of a particular field/discipline, problem-solving skills, ability to think critically, and interpersonal skills.
- 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. Over 80% were satisfied with courses offered in major, field, and class size.
- Nearly 30% of male and female respondents planned on enrolling in graduate school in the fall 2006 semester.
- About 90% of male and female graduates indicated they would like to earn a master’s or doctoral degree.

- MSU seniors who plan to pursue an education, indicated Education and Social Sciences as their top choices. The population of females is slightly higher compared to men in these fields.
- A significantly higher proportion of female graduates (36%) intended to work in elementary and secondary education compared to 14% of their male counterparts. Conversely, a much higher proportion of males (16%) plan to work in business, compared to 8% of females.
- Eighty percent of the graduating seniors were very satisfied with their overall college experience, and indicated they would choose MSU if they had an opportunity to do so again.

THE 2006 COLLEGE STUDENT SURVEY

Introduction

In the spring of 2006, the Office of Institutional Research participated in a national survey titled, "The College Student Survey." The College Student Survey (CSS), created in 1993 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

The survey research was conducted late in the spring of 2006. The Office of Institutional Research collaborated with the bookstore and the Office of Alumni Relations to survey seniors who graduated from Montclair State University during the academic year 2005-2006. The graduating seniors were asked to complete the survey as and when they came to collect their regalia from the bookstore. Additionally, 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 28 questions and took approximately 20 minutes to complete. 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.

Although MSU conferred 2,492 undergraduate degrees during the academic year 2005-2006, only 1684 graduates showed up to collect their regalia for the commencement ceremony in May 2006. Graduates were encouraged to complete the survey while in the bookstore, however, few did. The Office of Institutional Research sent out reminder post cards and emails to those who did not return their completed surveys and/or consent forms.

HERI coded and analyzed the data, then provided a report to the IR office in the fall of 2006. 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 1684 who received the survey, 329 responded, yielding a response rate of 20%. 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 2005-2006 academic year. The response rate of graduates from various race/ethnicities did not differ significantly from the graduating class of 2006, 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, 97% of the graduating seniors started college in the year 2001 or 2002, and almost 53% started their education at MSU in 2001. More than 33% of the respondents indicated that they transferred from a community college, while another 23% indicated that they transferred from a four-year college.

About 77% of respondents to the CSS were female. Among those who responded, 60% were White, 17% Hispanic, 11% African American, and 10% Asian. Almost 70% of the responding graduates indicated that English is their native language. Over 40% of the respondents indicated their religious affiliation as Roman Catholic.

Montclair State University is a commuter campus, and it is evident from the responses of our graduating seniors that over 92% commuted during the week. However, almost 65% indicated they commuted up to 5 hours a week. Comparatively, 19% of seniors from other four-year public institutions indicated they did not commute during the week, and almost 60% commuted up to 5 hours a week.

About 74% of the graduating seniors were enrolled as full-time students during their last semester at MSU. Compared to 36% of the respondents from four-year public institutions, 48% of the respondents from MSU indicated that they worked full-time since they entered college. However, during their senior year, almost 40% of students from MSU worked full-time (over 20 hours) for pay off campus, while less than 3% worked full-time for pay on-campus.

B. Academic and Social Involvement

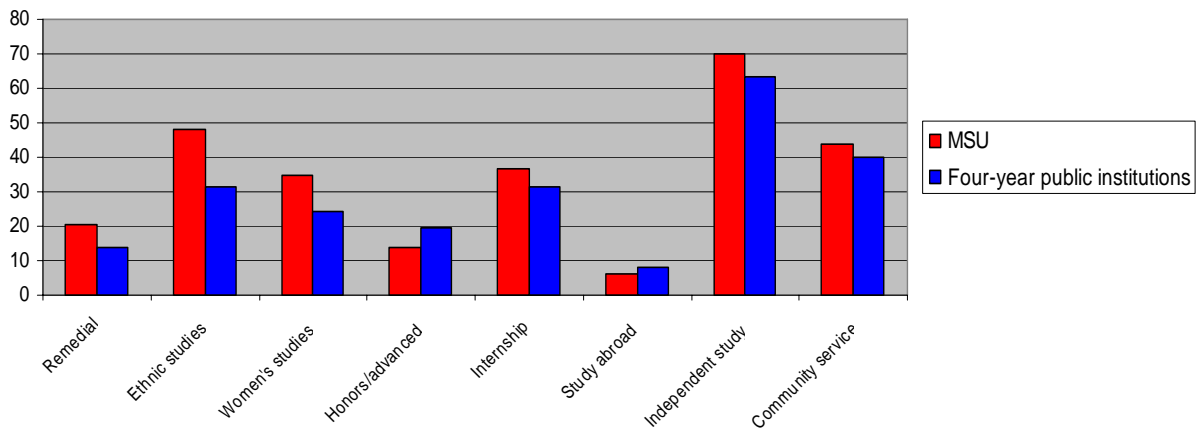
There is ample research to support that academic and social integration are significant predictors of student retention in higher education. It is expected that the results from the graduating seniors’ survey will provide meaningful insight regarding the social and academic involvement of graduates during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

Figure 1.0 Enrollment in Various Courses and Programs: A comparison of MSU Seniors and their Peers in four-year Public Institutions nationally



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

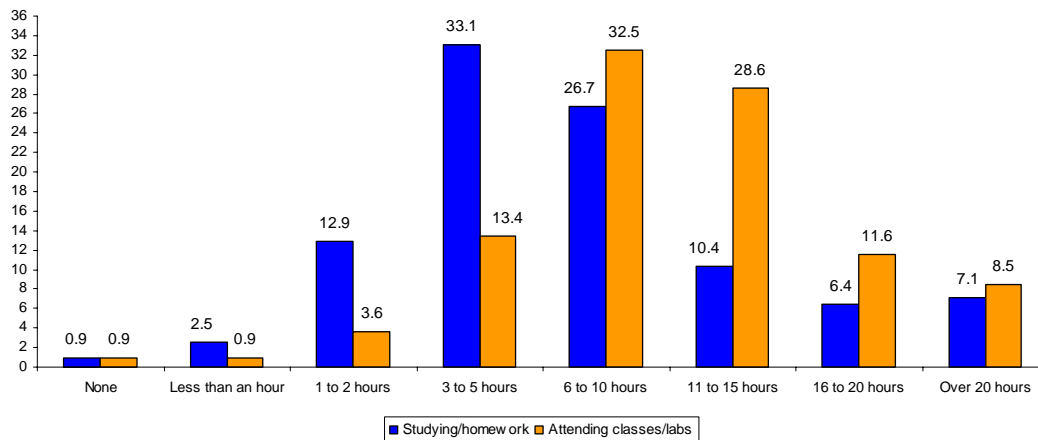
Table 1.0 indicates a significant difference between the responses of male and female graduates on various indicators for students' engagement in class. A larger number of graduating seniors from MSU indicated that they frequently or occasionally missed their class due to employment (32%), compared to graduates from other institutions (29%). 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	67.1	64.0	64.7	71.2	64.2	66.1
Missed class due to employment	33.8	31.1	31.7	36.4	26.0	28.8
Failed to complete homework on time	50.7	40.6	42.9	67.9	52.7	56.8
Overslept and missed class or an appointment	41.3	38.6	39.2	61.7	52.7	55.1
Fell asleep in class	33.3	30.0	30.7	42.6	34.4	36.3
Felt bored in class	28.0	20.3	22.1	32.4	28.1	29.3

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. Almost 60% indicated they spent anywhere between 3 to 10 hours doing homework or studying, while 61% indicated they spent anywhere from 6 to 15 hours attending classes or labs.

Figure 2.0 Number of Hours per week spent on studying/doing homework and attending classes/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. Almost 94% indicated they frequently or occasionally received their courses electronically, and 92% answered that they turned in their course assignments electronically. More than 88% 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, compared to over 19% of the respondents from public four-year institutions, only about 15% from MSU indicated that they never interacted with faculty during office hours.

About 65% of MSU graduates indicated that they interacted with faculty outside of class or during office hours. Nearly 18% of MSU graduates indicated that they frequently or occasionally have been a guest in a professor's home.

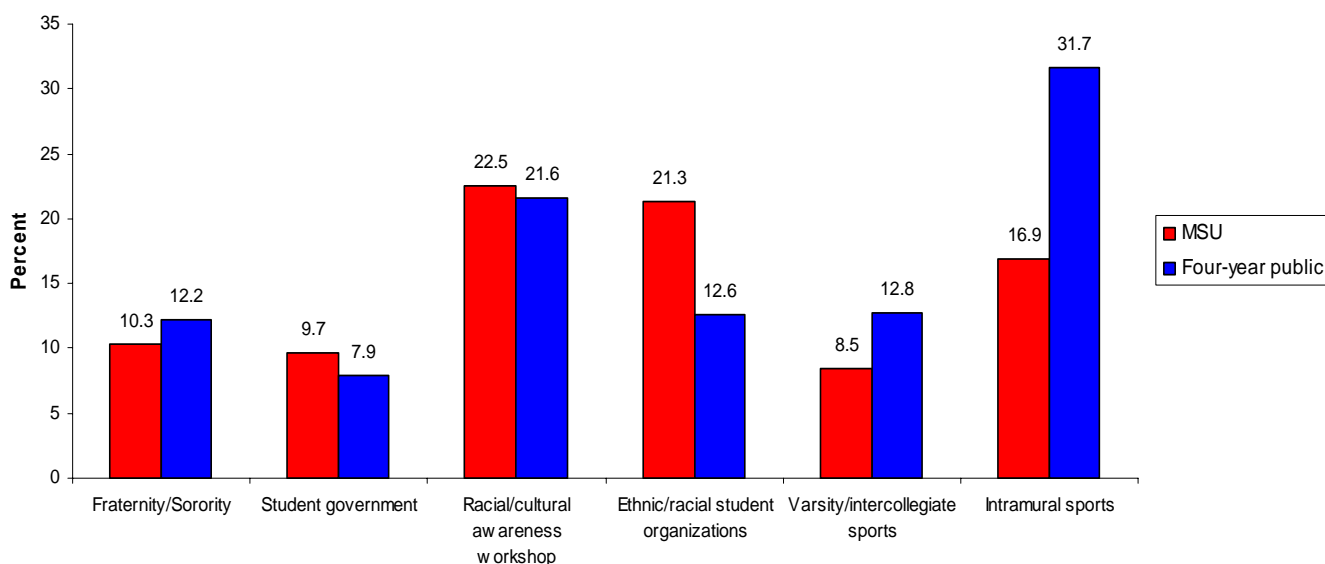
Social Involvement

- 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.

Figure 3.0 Participation in various activities: A comparison of seniors from MSU and peer institutions nationally



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 70% of their peers from four-year public institutions nationally, almost 80% of the graduating seniors from MSU socialized with their friends for up to 10 hours a week. Also, 62% of our graduates indicated they spent anywhere up to 10 hours a week partying, compared to 63% of their counterparts.

Approximately 32% of the reporting graduates from MSU indicated that they had a roommate of different race or ethnicity, and 30% reported that they socialized with students of other racial groups.

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. Compared to almost 24% of their peers who described themselves as conservative or far right in their political views, less than 18% of MSU graduates identify with the former.

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	8.1	4.5	5.3	5.1	2.7	3.3
Liberal	33.8	43.0	40.9	27.0	34.6	32.6
Middle of the road	35.1	36.5	36.2	39.1	41.1	40.6
Conservative	23.0	15.6	17.3	26.2	20.8	22.3
Far right	0.0	0.4	0.3	2.6	0.8	1.3

Approximately 66% of MSU graduates indicated that they voted in a state or national election, yet only twelve percent indicated they voted in a student election.

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 2.0, the issues that were somewhat or strongly agreed upon were: control of handguns (85%), same sex marriages (73%), legalizing abortion and heavily taxing the wealthy (approximately 74% each).

The issues that were disagreed upon included: confining activities of married women to home and family (85%), and that racial discrimination is no longer a major problem in America (87%), as well as prohibiting same sex relationships (83%). 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			Average
	Male	Female	Total	
There is too much concern in the courts for the rights of the criminal	58.7	60.7	60.3	
Abortion should be legal	72.0	74.7	74.1	
The death penalty should be abolished	50.7	35.5	39.1	
Marijuana should be legalized	42.7	36.1	37.6	
It is important to have laws prohibiting homosexual relationships	29.3	12.8	16.7	
The federal government should do more to control the sale of handguns	76.3	87.8	85.0	
Racial discrimination is no longer a major problem in America	18.4	11.8	13.4	
Realistically, an individual can do little to bring about changes in our society	48.0	29.0	33.5	
Wealthy people should pay a larger number of taxes than they do now	73.3	73.8	73.7	
Colleges should prohibit racist/sexist speech on campus	53.3	60.6	58.9	
Same-sex couples should have the right to legal marital status	62.2	76.2	73.0	
Affirmative action in college admissions should be abolished	58.9	37.2	42.3	
The activities of married women are best confined to the home and family	27.6	11.6	15.5	
Federal military spending should be increased	30.3	26.0	27.0	
The federal government should do more to discourage energy consumption	73.3	73.1	73.2	
The chief benefit of a college education is that it increases one’s earning power	66.2	67.6	67.3	

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	85.3	81.0	82.0
Raising a family	82.7	81.2	81.5
Being very well off financially	74.7	73.3	73.6
Becoming an authority in my field	69.7	64.8	66.0
Developing a meaningful philosophy of life	77.3	56.1	61.0
Least Important			
Influencing the political structure	42.7	22.1	26.8
Writing original works (poems, novels, etc.)	24.0	20.2	21.1
Making a theoretical contribution to science	28.0	18.7	20.9
Creating artistic work (painting, sculpture, etc.)	21.3	18.6	19.2
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	18.4	14.6	15.5

e. Perception and satisfaction:

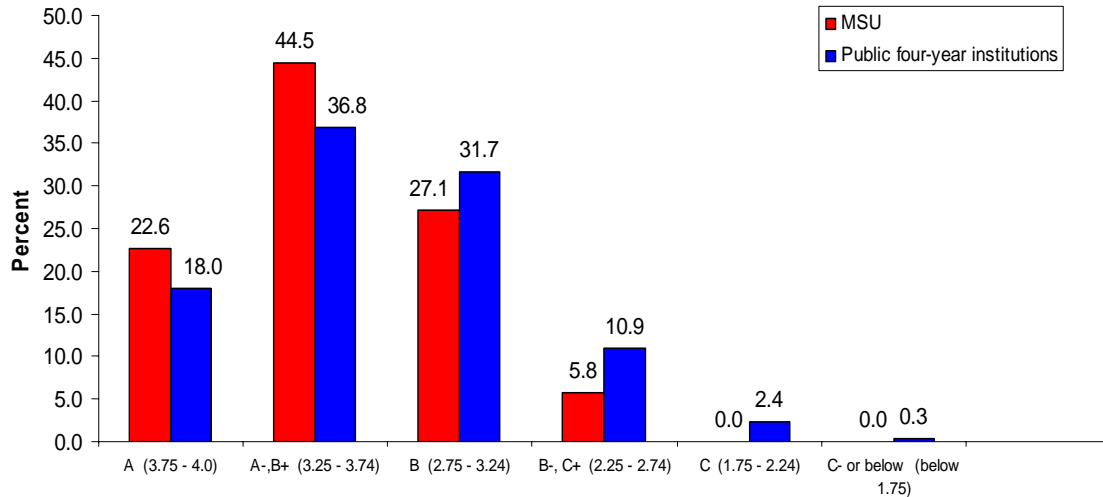
The mission statement for Montclair State University reflects its expanded role in educating the students of New Jersey, conducting research, and providing service to the community, the region, the state, and beyond. An important outcome of this survey is to evaluate the growth of the seniors, in terms 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 3.0).

Nearly 20% of MSU graduates indicated that they failed one or more courses since they entered college. About 12% indicated that they took a leave of absence since they entered college.

Figure 4.0 Self reported GPA: A Comparison of graduating seniors at MSU and their peers in national four-year institutions

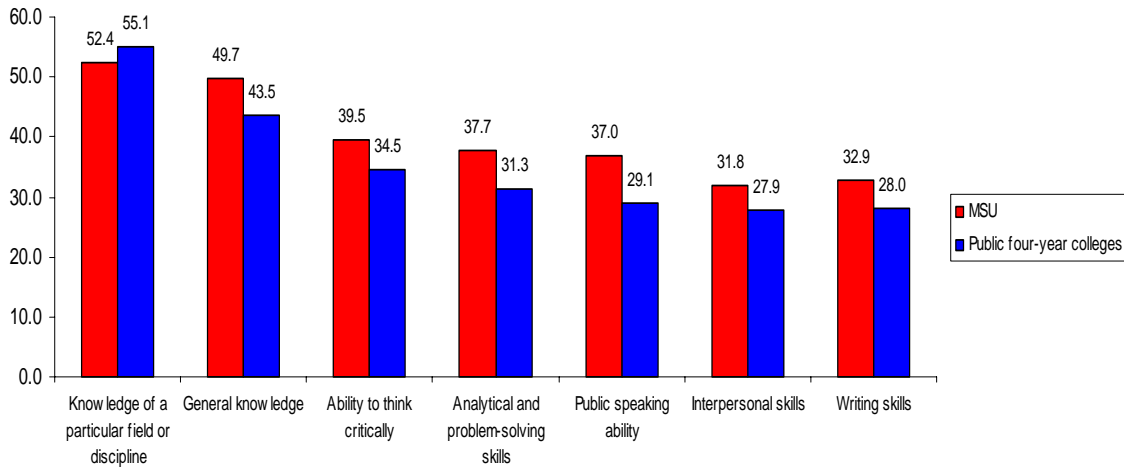


a. Academic Expectation:

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 4.0) 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 (40%), public speaking skills (37%), and analytical and problem solving skills (38%).

Figure 5.0 Success in Understanding Institution's Expectation: A Comparison of graduating seniors at MSU and their national peers



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. It is interesting to note from table 4.0 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

	<i>Percent rating “highest 10%” or “above average”</i>		
	Male	Female	Total
Academic ability	80.3	72.5	74.3
Artistic ability	35.1	28.2	29.8
Computer skills	64.5	42.6	47.7
Cooperativeness	84.0	83.3	83.4
Creativity	69.7	58.3	61.0
Drive to achieve	78.7	80.2	79.8
Emotional health	54.7	47.8	49.4
Leadership ability	66.2	59.2	60.8
Mathematical ability	45.9	28.8	32.7
Physical health	57.3	40.6	44.5
Persistence	72.0	70.4	70.8
Public speaking ability	61.3	40.1	45.0
Risk-taking	62.7	49.0	52.1
Self-confidence (intellectual)	82.7	63.3	67.8
Self-confidence (social)	62.2	57.0	58.2
Self-understanding	72.0	62.9	65.0
Spirituality	50.7	39.3	41.9
Understanding of others	70.7	71.7	71.5
Writing ability	68.0	51.2	55.0

Overall, students from MSU believed themselves to be above average or in the highest 10% with the following traits: academic ability, self-confidence, and leadership ability. Additionally, they ranked themselves higher than their national peers in traits such as spirituality, writing ability, and public speaking.

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 two-thirds 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, campus health services, and leadership opportunities. Conversely, more men were satisfied with financial aid services, student housing, and career counseling.

Table 6.0
Satisfaction of graduating seniors with various disciplines and services

Areas	MSU	Four-year public
General education or core curriculum courses	67.5	71.3
Science and mathematics courses	54.8	62.1
Humanities courses	70.3	67.0
Social science courses	68.2	68.8
Laboratory facilities and equipment	57.3	63.4
Library facilities	78.4	73.2
Computer facilities	58.7	73.3
Quality of computer training/assistance	45.2	55.9
Availability of Internet access	66.3	81.3
Tutoring or other academic assistance	38.7	53.6
Academic advising	43.9	53.7
Career counseling and advising	44.8	51.4
Student housing	37.3	48.3
Financial aid services	50.6	52.6
Opportunities for community service	40.0	50.3
Job placement services for students	26.3	37.3
Campus health services	51.6	52.9
Ability to find a faculty or staff mentor	53.1	62.7
Leadership opportunities	50.5	57.8
Recreational facilities	40.3	63.1

Over 72% of the graduating seniors at MSU and other four-year public institutions indicated that they encountered difficulty (“frequently” or “occasionally”) in getting the courses they needed.

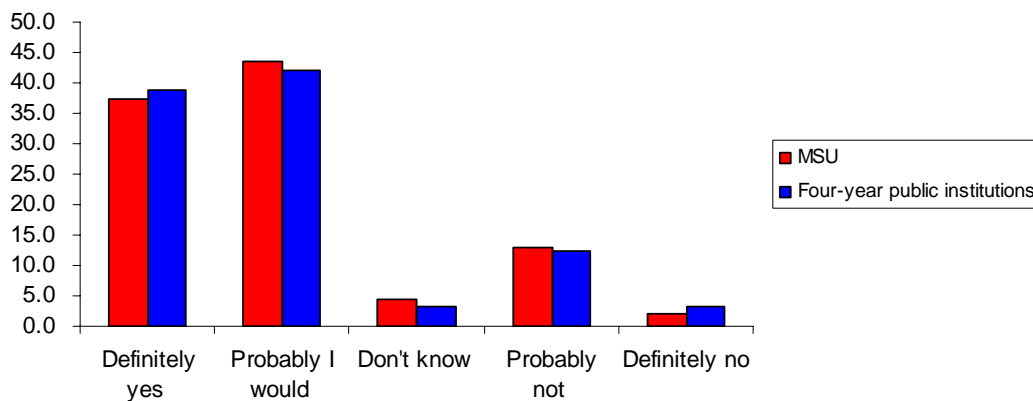
Graduating seniors were also asked to rate their satisfaction with the academic aspects of their college life on a scale of 1 to 4 where, 1 = very dissatisfied, 2 = neutral, 3 = satisfied, and 4 = very satisfied. It is encouraging to note that graduating seniors (80%) were very satisfied or satisfied with their overall college experience at Montclair State University. In general, they rated a comparable or higher satisfaction 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	93.3	84.0	86.2
Amount of contact with faculty	74.7	70.2	71.3
Class size	86.7	83.7	84.4
Interaction with other students	78.4	82.2	81.3
Relevance of coursework to everyday life	69.3	67.7	68.1
Relevance of coursework to future career plans	77.3	70.8	72.3
Overall quality of instruction	85.3	77.4	79.2
Overall sense of community among students	56.0	57.8	57.4
Availability of campus social activities	49.3	43.6	44.9
Overall college experience	85.3	77.9	79.6
Respect for the expression of diverse beliefs	81.1	84.9	84.0

Finally, graduates were also asked if they would choose to enroll at MSU if they had to choose to the college all over again. Approximately 37% of the seniors indicated they would undoubtedly choose this institution, with an additional 43% indicating they would probably choose MSU all over again. About 15% of males and females indicated that they probably or definitely not choose to re-enroll at this institution if they had to.

Figure 6.0 Response of MSU and their peer regarding enrolling at the current institution if given the choice again



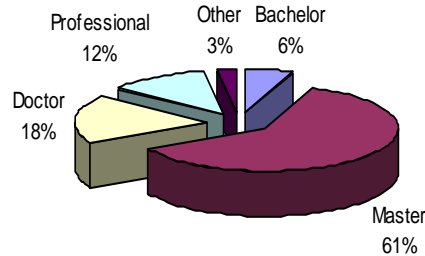
b. Future Plans:

Graduating seniors were also asked about their future goals and degree aspirations upon their graduation from MSU. About 76% of MSU graduates indicated they met with an advisor or counselor regarding their career plans. A higher proportion of females (79%) indicated they met with an advisor, compared to 66% 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 6% of males and females who intend to earn a bachelor's degree as their highest degree, about 49% of males intend to pursue graduate school, compared to 63% of the females at MSU. The number of females declines, however, at the question of the pursuit of a doctoral degree.

Figure 7.0 Degree Aspiration of Graduating Seniors from MSU



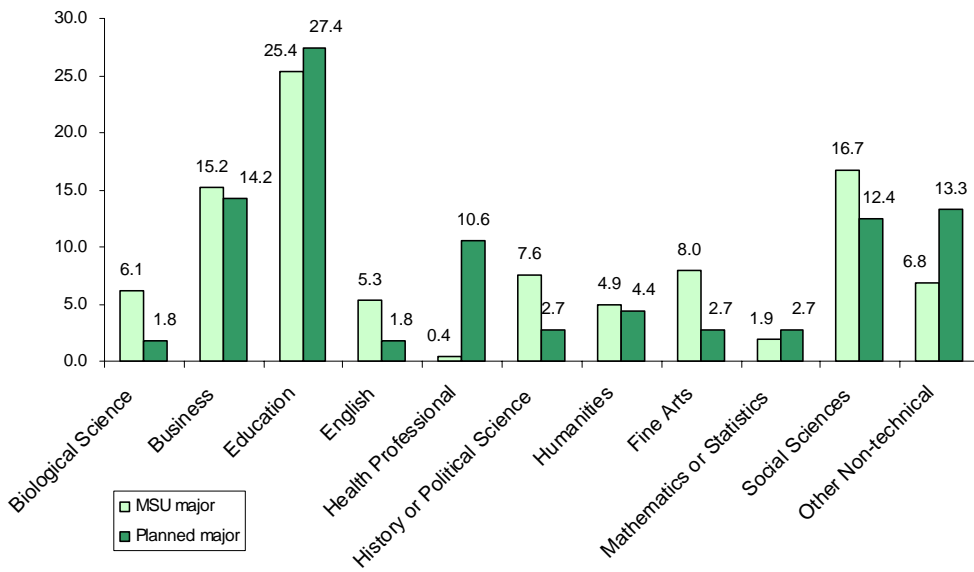
- c. Planned major at graduate level: A majority of seniors from MSU and in the nation intended to graduate with a degree in Business, Education, Social Science, and other non-technical. Table 7.0 indicates the variation in the responses by gender.

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

Majors	Male	Female	Total
Business	26.9	10.3	14.2
Education	15.4	31.0	27.4
Health Professional	7.7	11.5	10.6
Social Sciences	11.5	12.6	12.4
Other Non-technical	19.2	11.5	13.3

Figure 8.0 indicates a comparison of majors opted for at MSU and planned major at another institution. A relatively higher proportion of graduating seniors intend to graduate with business, health professional, and non-technical majors at other institutions.

Figure 8.0 Major at MSU and Planned Major at Other Institution of Higher Education



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.

Table 9.0
Probable occupation choices for MSU seniors

Occupation areas	Male	Female	Total
Health Professions	4.1	7.8	6.9
Business	24.6	12.3	15.2
Education (elementary)	5.5	27.6	22.5
Education (secondary)	8.2	8.2	8.2
Artist	2.7	2.5	2.5
Social, welfare, or recreational workers	0.0	3.7	2.8

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, females were more inclined to pursue a doctoral or professional degree than males 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 still maintained 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.