

D. Student Outcomes

Sixty-two percent of all full-time, first-time freshmen who entered MSU in the fall of 2003 earned a degree within six years of entry (see Table II.D.1.a). Six-year graduation rates were 55% or higher for all racial/ethnic groups, with White students having the highest graduation rate of 65%.

TABLE II.D.1.a: Four-, Five-, and Six-Year Graduation Rates of Fall 2003 Full-Time, First-Time Freshmen by Race/Ethnicity

	Graduated in 4 Years		Graduated in 5 Years		Graduated in 6 Years	
	Number	Percent	Number	Percent	Number	Percent
African Amer.						
Cohort=178	44	24.7%	92	51.7%	102	57.3%
Asian						
Cohort=106	39	36.8%	59	55.7%	65	61.3%
Latino/a						
Cohort=267	67	25.1%	127	47.6%	147	55.1%
White						
Cohort=973	300	30.8%	566	58.2%	6354	65.2%
Non-Res. Alien						
Cohort=29	10	34.5%	14	48.3%	15	51.7%
Other*						
Cohort=42	11	26.2%	16	38.1%	21	50.0%
Total						
Cohort=1,595	471	29.5%	874	54.8%	985	61.8%

* Includes Native American and Unknown Race/Ethnicity.

Nearly 95% of all full-time, first-time undergraduates who entered MSU in fall 2008 re-enrolled in spring 2009, and 83% returned in fall 2009 (see Table II.D.2).

TABLE II.D.2: Third-Semester Retention of First-Time Undergraduates

	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
Full-time	2,257	1,872	82.9%	385	17.1%
Part-time	15	6	40.0%	9	60.0%
Total	2,272	1,878	82.7%	394	17.3%

Transfer Student Outcomes

Of the 1,007 students who entered MSU as full-time transfer students in fall 2003, 52% earned their degrees within three years, 66% earned degrees within four years, and 73% earned degrees within six years. The six-year graduation rate for fall 2003 full-time transfer students who entered as freshmen was 62%, while 72% of those who entered as sophomores, 78% of those who entered as juniors, and 86% of those who entered as seniors also earned a degree within six-years. The one-year retention rate for full-time transfer students who entered in fall 2008 was 87%.

Other Student Outcomes

A survey of recent graduates revealed that, one year after graduation, 21% of respondents were enrolled in graduate school, and 88% were gainfully employed. A majority (89%) of employed alumni said they were contributing to the State's economy by working in New Jersey, and over 70% said they held jobs that were "somewhat" to "very" related to their MSU majors.

Montclair State University participates in the Voluntary System of Accountability (VSA) that is co-sponsored by the Association of Public and Land-grant Universities (APLU) and the American Association of State Colleges and Universities (AASCU) with support from the Lumina Foundation. As indicated on the VSA web site (www.voluntarysystem.org) "The Voluntary System of Accountability is an initiative by public 4-year universities to supply basic, comparable information on the undergraduate student experience to prospective students, families, and other higher education stakeholders through a common web report – the College Portrait." MSU is one of only six institutions in New Jersey that voluntarily share information about student outcomes to all interested parties, clearly demonstrating our commitment to both data transparency and the continuous improvement of student learning outcomes. Montclair State University's VSA College Profile can be viewed at www.collegeportraits.org by clicking on "College Profiles," and selecting New Jersey under the "Colleges by State" tab.

Local assessment efforts are led by the Taskforce on Assessment and University Effectiveness (TAUE). During the past year, TAUE assessed student learning in general education, and propagated guidelines to academic departments on procedures for assessing learning in the major. During the current year, TAUE will reach out to non-academic units to involve them in the assessment of even broader areas of institutional effectiveness.

TAUE's efforts are also informed by information gathered from students through the University's participation in the National Survey of Student Engagement (NSSE), the Noel-Levitz Student Satisfaction Inventory, and the Cooperative Institutional Research Program (CIRP) surveys of entering freshman and exiting seniors. Faculty and staff perspectives on student outcomes are revealed through the Faculty Survey of Student Engagement (FSSE), the Higher Education Research Institute (HERI) survey of faculty, and the Noel-Levitz Institutional Priorities Survey. These national surveys are supplemented with a number of local surveys of alumni, entering transfer and graduate students, and University employees (both faculty and staff).