

D. Student Outcomes

Over 62% of all full-time, first-time freshmen who entered MSU in the fall of 2005 earned a degree within six years of entry (see Table II.D.1.a). Non-Resident Alien (69.0%), White (65.2%), and Asian (64.6%) students had the highest, six-year graduation rates.

**TABLE II.D.1.a: Four-, Five-, and Six-Year Graduation Rates of Fall 2005 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
<b>African Amer.</b>						
Cohort=201	49	24.4%	85	42.3%	101	50.2%
<b>Asian</b>						
Cohort=130	46	35.4%	78	60.0%	84	64.6%
<b>Latino/a</b>						
Cohort=346	114	32.9%	184	53.2%	204	59.0%
<b>White</b>						
Cohort=1,146	414	36.1%	699	61.0%	747	65.2%
<b>Non-Res. Alien</b>						
Cohort=29	9	31.0%	19	65.5%	20	69.0%
<b>Other*</b>						
Cohort=16	3	18.8%	7	43.8%	8	50.0%
<b>Total</b>						
Cohort=1,868	635	34.0%	1,072	57.4%	1,164	62.3%

\* Includes Native American and Unknown Race/Ethnicity.

Nearly 94% of all full-time, first-time undergraduates who entered MSU in fall 2010 re-enrolled in spring 2011, and 81.8% returned in fall 2011 (see Table II.D.2).

**TABLE II.D.2: Third-Semester Retention of First-Time Undergraduates, Fall 2010 to 2011**

	Original Cohort	Retained		Not Retained	
	Number	Number	Percent	Number	Percent
<b>Full-time</b>	2,171	1,775	81.8%	396	18.2%
<b>Part-time</b>	19	7	36.8%	12	63.2%
<b>Total</b>	2,190	1,782	81.4%	408	18.6%

### Transfer Student Outcomes

Of the 939 students who entered MSU as full-time transfer students in fall 2005, 55% earned their degrees within three years, 69% earned degrees within four years, and 76% earned degrees within six years. The six-year graduation rate for fall 2005 full-time transfer students who entered as freshmen was 65%, while 72% of those who entered as sophomores, 84% of those who entered as juniors, and 75% 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 2010 was 84%.

### Other Student Outcomes

Using data from the National Student Clearinghouse, 25,102 alumni who earned Bachelor's degrees over a ten-year period were tracked to determine how many had furthered their education by enrolling in graduate school. The analysis revealed that 8,647 (34%) of these alumni continued their formal education, and of those who continued their education, 2,730 (32%) earned graduate degrees, including 213 doctorates and 2,517 Master's degrees.

A recent survey of alumni conducted one year from graduation revealed that 88% of Bachelor's degree recipients were gainfully employed. A majority (89%) of employed alumni said they worked in New Jersey, thus contributing to the State's economy. Over 70% said they held jobs that were 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](http://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](http://www.collegeportraits.org) by clicking on "College Portraits," and selecting New Jersey under the "Colleges by State" tab.

Local assessment efforts are led by the Committee on University Effectiveness (CUE). During the past year, CUE collected student learning outcome goals, information on assessment methods, and assessment data from academic departments related to learning in the major, and assessed student learning in general education using the Collegiate Learning Assessment (CLA) instrument.

The 2010-2011 CLA results were very positive, showing clear freshman to senior learning gains, as well as favorable performance, particularly for seniors, relative to the national data from 184 participating institutions. Faculty will closely analyze the results during the coming academic year to determine ways to improve learning in general education even further.

CUE also works closely with non-academic units to involve them in the assessment of even broader areas of institutional effectiveness. The current focus of this effort is on achieving the 132 objectives of the University's Strategic Plan approved in October 2011. Information on planning unit goals and objectives from every Division of the University are being collected, along with their assessment plans, methods, and results. All assessment data related to Institutional Effectiveness are being collected and stored in TracDat.

CUE'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).