Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

CAEP Standards/Component: 4.4,5.1
InTASC Standards: 1,2,3,4,5,6,7,8,9,10
NJPST: 1,2,3,4,5,6,7,8,9,10

Purpose and Administration: The First Destination Survey is a proprietary assessment sent to graduates who have graduated within 6-9 months. The National Association of Colleges and Employers (NACE)are the proprietors of this assessment. The first administration of this assessment for Monmouth University was in 2017. The survey captures information regarding how new college graduates fare in their employment within their first six months of graduation. The survey is also designed to provide longitudinal trend data intended to inform discussions about the value of higher education. An older form of the survey was administered prior to 2017, with data points on employment. The survey was revised in 2017 to include numerous satisfaction data points. The survey administered in the 2017 school year had a low response rate (12 out of over 150 graduates); however all education majors are also graduates of another content, therefore their data may be included with the other content. This survey is only used to support the information gathered by the EPP Alumni Survey to provide data outside of InTASC standards on our graduates specific to employment, which is not covered under InTASC or the NJPST.

The assessment is administered each December to those who graduated the previous May. Students who are 6-9 months out of graduation report on employment and satisfaction outcomes. The

Use of Data: There are some measures that can be triangulated with the alumni surveys (overall satisfaction with program, level of preparedness), however the EPP intends to use this survey is to look at employment to determine where EPP graduates are getting jobs, starting salary range, level of satisfaction with the employer, and how long after graduation they were employed. This adds to the richness of data from our graduates. This information, along with Exit Survey Data and the Alumni Survey Data allows for a rich story of how our graduates perceive their preparation at Monmouth.

Instructions: All graduates assessed from the initial certification programs are asked to complete the attached survey to describe their employment or continuing education outcomes.

Scoring:
The proprietary assessment is scored and results are given to the institution and shared with schools and departments.

   Validity and Reliability: The 2016 CAEP Accreditation Handbook (p 167) states surveys are not required to meet these assessment attributes.

   Data Included in this Report:

   Analysis and Interpretation: There were many interesting findings from this survey. 66.67% of graduates were employed within 6 months of graduation. This statistic is excellent because many students continue with the EPP's 5-year program in special education. Another interesting fact was 60% of respondents were making salaries over $50,000 to start. Of those who responded, 91% were

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

"Very Satisfied" with their current career, and only 9% were somewhat unsatisfied. 89% were somewhat satisfied (22%) or Very Satisfied (67%) with their undergraduate education and support services, with 11% being unsure. The respondents believed they were prepared to be competitive from graduates from other institutions (89%). When asked about clinical experiences, graduates indicated they were "Very Satisfied" (66.7%) or "Somewhat Satisfied" (22%). Finally, 90% of graduates stated they were "Somewhat Satisfied" or "Very Satisfied" with support services (admissions, bursar's office, career services, financial aid, bookstore, library, IT, campus safety). The EPP will continue to look at trends in this data over time.

Use for Continuous Improvement: The EPP discusses the results at faculty meetings, faculty retreats, Dean's meetings, Deans Advisory Council, University Teacher Education Advisory Council, and the Dean's Education Leadership Council. Reporting to these constituency groups on strengths further support the work the EPP is doing to fulfill its mission. The areas of relative weakness, including collaboration and assessment are ongoing discussions. The EPP has completely changed its clinical practice model, increasing hours in P-12 settings, which in turn provides candidates with more opportunities to overcome these relative areas of improvement. The EPP has implemented support for Praxis II and edTPA to address student perceptions in content knowledge. Data is continuously and systematically collected, disaggregated, and analyzed in an effort to improve programs.

National Association of Colleges and Employers

Standards and Protocols for the Collection and Dissemination of Graduating Student Initial Career Outcomes Information For Undergraduates

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

Table of Contents

Sample spreadsheet

Each year, NACE will request summary data from all institutions to track and share broad trends in hiring and continuing education. Participation is voluntary. A sample spreadsheet that describes how outcomes data should be organized is available at

Introduction

The National Association of Colleges and Employers (NACE) is the preeminent national organization focused on the employment of the college educated. As such, it has a singular responsibility to the profession and the public to provide thought leadership on the relevant issues and trends affecting the college-educated work force.

In light of escalating higher education costs and perceived returns on the significant investment of time, effort, and resources expended by students and their families, NACE recognizes the critically important public discourse concerning the value and effectiveness of higher education as it relates to preparing the next generation work force. NACE further recognizes the growing importance of institutional outcomes

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

assessment efforts as they relate to improving higher education performance and achieving institutional and academic program accreditation standards.

Efforts to assess the employment- and career-related outcomes for college graduates are not new and, in fact, a great many institutions undertake these efforts in various ways, to differing degrees and at different points in time. There has been significantly growing interest, however, among career services professionals and other stakeholders, in the leadership role that NACE can, and should, play in providing greater direction and guidance in this specific form of assessment to ensure greater consistency and to advance best practices.

In response to the concerns and circumstances, NACE has established these national standards and protocols to guide higher education institutions in collecting and disseminating the vital information regarding the immediate career outcomes of their graduates. In doing so, NACE does not seek to supersede or take the place of other standards established for specific academic programs (e.g., M.B.A. and law) or efforts by various state entities and public higher education systems to assess graduating student career outcomes.

NACE recognizes the enormous diversity among higher education institutions in terms of mission and goals and the inherent difficulty of a simple one-size-fits-all approach. Consequently, the goal of this initiative is to establish some initial minimum standards and protocols which serve both to help institutions embark on this assessment process and lay the critical foundation for further development and advancement in this vital area of evaluation. Given this goal, the focus of this initial set of standards is on the first-destination career activities of students completing their undergraduate degrees. NACE will work with other organizations, including the Graduate School Council, to determine appropriate additional standards for assessing the initial career outcomes of master's and doctoral graduates.

Clearly, many institutions have already dedicated the necessary career services office and/or institutional resources to effectively undertake their assessment efforts in the area of graduating student initial career outcomes. Many institutions, for which these standards introduce new and expanded expectations, may struggle initially with allocating the necessary resources to meet these new standards. NACE recognizes that full implementation will take some time for these institutions. The association hopes in establishing these standards to raise greater awareness of the critical nature of these assessments and, in doing so, to help career services professionals in lobbying for the needed resources to effectively undertake them.

NACE also wishes to acknowledge the inherent limitations in focusing on first-destination outcomes. The positive impact of a college education cannot be measured in the simple terms of employment, earnings, or continued studies. The full benefits of the profoundly personal growth, enrichment, and increased knowledge evidenced by graduates cannot be adequately measured nor properly accounted for in the near-term. The most significant and substantive outcomes occur over the lifetime of the individual graduate.

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

Guiding Principles

The standards described in this document reflect the guiding principles regarding the collection of graduating student career outcomes established by the NACE Board of Directors in July of 2012. Those principles include, in part, the following:

- Helping students achieve postgraduation career success is a critical element of the mission of the entire higher education institution.
- Higher education institutions should be focused on obtaining career outcomes information from all institutional graduates each year.
- The institution's career services organization should have an integral role—in collaboration with other institutional entities (e.g., academic departments, alumni relations offices)—in collecting and disseminating career outcomes information.
- Data collection protocols should be consistent with institutional human subject requirements, and the institutional research office should be aware of and involved with data collection as appropriate.
- Data may be collected from various legitimate sources (e.g., student survey responses; employer-, parent-, or faculty-provided information).
- Data collection should be ongoing, with final summary analysis being completed by six months after the graduation date.
- Outcomes information reports should provide aggregate data maintaining the confidentiality of individuals in accordance with institutional protocols involving these types of data.

NACE further encourages higher education institutions to pursue longer-term studies of the career progression of their graduates to better assess career outcomes over time.

Standards and Protocols

Outlined below and organized by sub-section are the relevant standards and protocols established by NACE concerning the collection and dissemination of graduating student career outcomes.

1. Defining the graduating class

a. Each year's graduating class includes those students who completed degrees between the periods of July 1 to June 30 each year, a time period consistent with degree completion reporting requirements established by the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) program. For example, for purposes of outcomes reporting, the Class of 2013 - 2014 would include all graduates who completed degrees between July 1, 2013, and June 30, 2014.

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

b. The graduating class should include all students completing either an associate or baccalaureate degree, full or part time, including those with permanent work authorization and those without permanent work authorization.

c. Career outcomes information about graduates should be sortable by degree program, degree level (i.e., associate, baccalaureate) and work authorization (i.e., permanent work authorization, non-permanent work authorization).

2. Targeted knowledge rates

a. The term "knowledge rate" defines the percent of graduates for which the institution has reasonable and verifiable information concerning the graduates' postgraduation career activities.

b. This information may come directly from the graduates via, for example, a survey method. Relevant data, however, may also be provided by employers, or obtained through other sources (e.g., LinkedIn profiles, other online sources, fellow graduates, or parents). The institution should make good faith efforts to verify the information obtained by any source other than the graduate or in any case where there is some concern about the accuracy of the available information.

c. The goal should be the highest possible rate, but institutions should strive for a minimum knowledge rate of 65 percent. The knowledge rate refers to basic information about the career outcomes of graduates (e.g., employed or continuing education). It is a given that in some instances certain information relative to the details of that status (e.g., salary for those employed) may not always be provided or may otherwise be difficult to obtain.

d. A sample survey that addresses the specific data needs articulated in the standards is provided in the appendix of this document. The survey is not intended to be prescriptive but merely to represent a basic starting point for data collection. By necessity, the example is based on a paper-and-pencil-survey approach. If the institution uses an online survey approach, then certain data elements will not need to be provided by the respondent. Institutions are free to add whatever additional questions they desire to the sample survey or use a different survey format or style.

3. Career outcomes reporting categories

Outcomes data concerning individual graduates should be organized into standardized categories. Individual graduates should be included in the appropriate category that best represents their primary activity upon graduation. While in certain instances, graduates may be pursuing multiple activities (e.g., working part time and taking graduate courses), their status should only be reported once in their primary area of activity.

Reporting categories include the following:

Employed Full Time
Employed full time is generally defined as a position in which the graduate works for 30 hours or more per week.

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

In recognition of the diverse nature of employment, there are a number of important sub-categories that define employment and should be tracked for individual graduates. Graduates should be included in only one of the following categories:

- Employed as an entrepreneur
- Employed in a temporary/contract work assignment
- Employed freelance
- Employed in a postgraduate internship or fellowship
- Employed in all other work categories

Data to be collected include:

- Employing organization
- Position location—city, state, and country
- Job title
- If employed full time, annual base salary amount
- Guaranteed first-year bonus amount if appropriate (e.g., sign-on and/or year end).

Employed Part Time

Part-time employment is generally defined as a position in which the graduate works less than 30 hours per week.

Graduates should be included in only one of the following categories:

- Employed as an entrepreneur
- Employed in a temporary/contract work assignment
- Employed freelance
- Employed in a postgraduate internship or fellowship
- Employed in all other work categories

Data to be collected include:

- Employing organization
- Position location—city, state, and country
- Job title

Volunteer Service

This category is defined as those graduates who are participating in a volunteer or service program (e.g., Peace Corps, mission work).

Data to be collected include:

- Organization
- Assignment location—city, state, country
- Role or title

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

Military Service

This category is defined as those graduates serving in the U.S. Armed Forces.

Data to be collected include:

- Service branch
- Rank

Continuing Education

This category is defined as those who have been accepted to and plan to matriculate into a program of further study. This includes graduate school or other specialized training.

Data to be collected include:

- Name of institution
- Location of the institution—city, state, and country
- Program of study
- Degree to be earned

Seeking Employment

This category is defined as those graduates who have indicated that they are seeking employment or engaged in the job-search process.

Seeking Continuing Education

This category is defined as those graduates who have indicated that they are seeking and have not yet enrolled in a program of continuing education.

Not Seeking

This category is defined as those graduates who have indicated that they choose not to pursue either employment or continuing education at this time.

No Information Available

This category is defined as those graduates who, despite reasonable efforts on the part of the institution, have not responded to efforts to obtain information about their postgraduation career plans.

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

4. Career outcomes rate

In lieu of the term "placement rate," these standards instead focus on the notion of a "career outcomes rate." This is described as the percentage of graduates who fall into the following categories:

- Employed full time
- Employed part time
- Participating in a program of voluntary service
- Serving in the U.S. Armed Forces
- Enrolled in a program of continuing education

Details for calculating this percentage are provided in the spreadsheet that accompanies these standards/protocols. (See www.naceweb.org/knowledge/assessment/first-destination-surveystandards.aspx.)

5. Timeline for summary data collection and reporting

The target date for *gathering* all summary career outcomes data is December 31 of each year. For example, all career outcomes data collection for graduates from the Class of 2013 - 2014 (as defined in #1 above) would be completed by December 31, 2014. This common deadline provides a consistent metric to be used in reporting and comparing summary outcomes.

NACE recognizes that there are many reasons (e.g., *BusinessWeek* and *U.S. News & World Report* rankings) to collect and summarize outcomes data at other points in time (e.g., at graduation; three months following graduation). In addition to the December 31 deadline, institutions may continue to collect and report data subsequent to that period as suits their particular interests and circumstances.

Career outcomes data, in accordance with federal and various state regulations and policies, should be readily available to all appropriate parties. All information provided through public outlets should ensure the confidentiality of individual respondents, and individual respondents' information should only be provided in accordance with an institution's internal policies concerning private information. Institutions should use whatever means they believe are most effective in making this information available to their stakeholders or as required by some other agency or entity (e.g., state system reporting process).

Each year, NACE will request summary data from all institutions in order to track and share broad trends in hiring and continuing education. Participation in this process is voluntary. A

First-Destination Standards/Protocols   NACE |

sample spreadsheet that describes how these data should be organized is included as part of these standards. (Note: Access the spreadsheet at www.naceweb.org/knowledge/assessment/ first-destination-survey-standards.aspx). Institutions should track outcomes for those graduates with permanent work authorization and those without permanent work authorization; consequently separate summary analyses should be maintained. This same spreadsheet tool may be effective for individual institutions whether they choose to provide information to NACE or not.

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

Summary data will be requested by NACE no earlier than February 1 of each year to allow time for institutions time to analyze their data before submission.

6. Further assessments

The standards and protocols articulated here are intended to capture the core elements of career outcomes assessment deemed essential for the initial launch of these standards. It is expected that, as institutions become more familiar and comfortable with these initial standards and fully implement them, the standards will be expanded over time. As such, they do not cover every area of immediate or potential assessment interest to every institution. In fact, many institutions may already be including additional assessments beyond the minimums established in these standards. If so, they should continue that practice in anticipation of future development of the standards.

Recognizing the diverse interests in this area, NACE endorses and encourages supplemental efforts to gather and analyze other information as it relates to and influences career outcomes. Institutions are free to extend their efforts beyond these initial minimum standards, for example, to evaluate questions such as the following:

- What is the level of graduates' satisfaction with their initial career activity following graduation? A common practice would be to use a 5- or 7-point Likert scale to measure satisfaction along a continuum from "not satisfied" to "highly satisfied."
- What is the relationship between the graduates' first-destination activity and their degree program? While this may be of limited interest to certain academic disciplines (e.g., liberal arts), it may be of particular interest to others (e.g., engineering or business). Again, a common practice would be to use a 5- or 7-point Likert scale to measure the relationship along a continuum from "not at all related" to "directly related."
- What is the relationship between the graduate's initial career activity and the nature and extent of participation in the institution's experiential learning programs and activities (e.g., internships, cooperative education)? Common assessments in this area include asking questions about the extent of the graduate's participation in such activities and whether the first postgraduation position was taken with an employer for whom the graduate worked previously as part of an experiential learning program.
- What is the relationship between the graduate's career outcomes and use of the institution's career services? Common assessments in this area include asking graduates to rate services and prioritize their value in helping to achieve the postgraduate career activity. Increasingly, these assessments are being used to develop correlations between graduates' use of services and the likelihood of specific career outcomes.
- What numbers of job offers were received by graduates and/or what were the amounts of those salary offers?
- What were the hire dates for graduates? This is especially important for programs that, for ranking or other compliance purposes, are required to track outcomes during very specific time periods.

Of course, these questions, and several others, can be addressed in different ways and for different populations depending on the interests and goals of the institution

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

Appendix: Sample Survey

Data in this initial section may be prepopulated if using an online survey process. Certain of these data (e.g., name or ID number) may be suppressed if the institution desires confidential responses.

Your Name—First, Middle, Last_____

Academic Program _____

Degree Level _____

Graduation Date _____

Your ID number _____

Are you authorized to permanently work in the U.S.?   Yes   No

Which of the following BEST describes your PRIMARY status after graduation? Please select only ONE of the following categories:

Employed full time (on average 30 hours or more per week)	m
Employed part time (on average less than 30 hours per week)	m
Participating in a volunteer or service program (e.g., Peace Corps)	m
Serving in the U.S. military	m
Enrolled in a program of continuing education	m
Seeking employment	m
Planning to continue education but not yet enrolled	m
Not seeking employment or continuing education at this time	m

If your PRIMARY status is employed full time OR employed part time please select the category which BEST describes your employment:

Employed as an entrepreneur	m
Employed in a temporary/contract work assignment	m
Employed freelance	m
Employed in a postgraduate internship or fellowship	m
Employed in all other work categories	m

If employed, please provide the following information concerning your employment:

Employing organization _____

Position location—city, state, and country _____ Job

title _____

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

If employed full time, annual base salary amount in U.S. dollars: $ _____

Guaranteed first-year bonus amount in U.S. dollars, if you are receiving one: $ _____

If your PRIMARY status is participating in a volunteer or service program, please provide the following information about your assignment:

Organization   _____

Assignment location—city, state, and country _____

Role or title _____

If your PRIMARY status is serving with the U.S. military, please provide the following information about your assignment:

Service Branch _____

Rank _____

If your PRIMARY status is enrolled in a program of continuing education, please provide the following information concerning your education:

Name of institution _____

Location of the institution—city, state, and country _____

Program of study _____

Degree you are pursuing _____

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

First Destination Survey Outcomes:
2017 Graduates – Six to Nine Months Post-Graduation

Undergraduate Major: Elementary

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

MONMOUTH UNIVERSITY

Section I:
Education Career and Service Information

Employment Status:
8 out of 12 (66.67%) - 2017 graduates who completed the survey are employed full-time
11 out of 12 (91.67%) – Did not have their current job prior to graduating from the program

How soon after graduation were graduates working full-time:

Duration	Less than a month	1-2 months	3-4 months	5-6 months	More than 6 months
% of Grads	0%	0%	40%	20%	30%

*2 graduates did not answer the question

How graduates obtained their current employment:

- 40% through their own personal connections/contacts
- 40% through an external source (i.e. online)
- 10% through collaboration with a faculty member
- 10% other

Employment Information:

Title	Employer	Employer Location
ESL Teacher	Englewood Cliffs School District	Englewood Cliffs, NJ
Assistant Teacher	Our Lady of the Lake	Verona, NJ
Teacher	Edgemont Union Free School District	Scarsdale, NY
Kindergarten Teacher	Perth Amboy School District	Perth Amboy, NJ
Teacher	Jefferson Schools	Jefferson Township, NJ
Teacher	Woodbridge Township	Woodbridge, NJ
ABA Preschool Teacher	Marlboro School District	Marlboro, NJ
Paraprofessional	Wall Township Board of Education	Wall, NJ
Supporting Staff Member	Jersey City Global Charter School	Jersey City, NJ
Replacement ESL Teacher (maternity leave)	Manalapan Englishtown School District	Manalapan, NJ

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

Starting Salary:

Salary	$30,000 – $39,999	$40,000 – $49,999	$50,000 – $59,999	$60,000 – $69,999	$70,000 +
% of Grads	0%	10%	60%	0%	0%

*2 graduates did not answer the question

Level of Satisfaction with Current Career:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	82%	9%	9%	0%	0%

*1 graduate did not answer the question

What graduate degrees are graduates interested in pursuing/enrolled in:

Graduate School Information:

Degree Program	College/University
Literacy	Monmouth University
Early Literacy	SUNY Oneonta
MSEd TSD	Monmouth University
MSEd	Monmouth University
Education Administration	Monmouth University
Masters of Education	Any institution with a full online Masters program for education which Monmouth does not have

Section II:
Evaluating Your Undergraduate Education

<u>Level of Satisfaction with Undergraduate Education and Support Services</u>:

Overall Level of Satisfaction:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	67%	22%	0%	0%	11%

*3 graduates did not answer the question

Level of Satisfaction with Academic Experiences/Services:

Academic Experiences/Services Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
The quality of instruction in your courses	78%	22%	0%	0%	0%
Availability of faculty members	67%	33%	0%	0%	0%
Availability of academic support services	44 %	56%	0%	0%	0%
Quality of academic support services	44%	33%	22. %	0%	0%
Quality of advising services	44%	22%	22%	11%	0%

*3 graduates did not answer portions of the question

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

Preparation of Program Graduates:

Overall, how prepared do you feel a Monmouth education made you to be competitive with graduates from other institution:

Level of Preparedness	Very Prepared	Somewhat Prepared	Somewhat Unprepared	Very Unprepared	Not Sure
% of Grads	67%	22%	0%	0%	11%

*3 graduates did not answer the question

Level of Preparation in the Following Areas:

Academic Outcomes Level of Preparation	Very Well	Adequately	Less than Adequately	Very Poorly	Not Sure
Write clearly and effectively	63%	25%	12%	0%	0%
Communicate/present information well orally	75%	12.5%	12.5%	0%	0%
Think critically	50%	50%	0%	0%	0%
Locate, evaluate and use information effectively	62.5%	37.5%	0%	0%	0%
Work effectively as a member of a team	75%	25%	0%	0%	0%
Be an effective leader	62.5%	37.5%	0%	0%	0%
Identify ethical issues in your field	50%	37.5%	0%	0%	12.5%
Conduct research	75%	12.5%	0%	0%	12.5%
Acquire in-depth knowledge in your field of study	75%	25%	0%	0%	0%
Develop your career or work related knowledge and skills	87.5%	12.5%	0%	0%	0%
Use the skills, techniques and tools necessary for your profession/career	62.5%	37.5%	0%	0%	0%
Plan and execute complex projects.	50%	50%	0%	0%	0%

Section III:
Engagement in Extracurricular Activities

Internships:

9 - 2017 graduates identified that they participated in an internship
2 out of 9 (22.22%) – obtained the internship through collaboration with a faculty member
6 out of 9 (66.67%) – were "Very Satisfied" with their internship experience

Internship Placements
Twp. of Ocean many school districts
East Brunswick Board of Education
Woodbridge Township School District, Woodbridge NJ
Woodrow Wilson Elementary School, Neptune city
Lafayette Mills Elementary, student teaching at: Middle Road School
LOCAL SCHOOL DISTRICTS (Ocean, Long Branch, Rumson, Eatontown)
Manalapan-Englishtown Regional School District And Toms River Regional School District
Gregory Elementary School
Monmouth County Public Schools, Monmouth County, NJ (field work) Franklin Lakes School District, Franklin Lakes, NJ (student teaching)

Level of Satisfaction with Internship Placement:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	667%	22%	11%	0%	0%

Community Service:

5 - 2017 graduates identified that they participated in community service

Community Service Experiences
School of Education CEC ILA KDP
Big Event, Greek organized events, community walks

Exhibit 4.4.C   First Destination Survey   CAEP: 4.4,5.1

Big Event
Read aloud at Gutenberg Center at Monmouth Medical
Breast cancer awareness

Level of Satisfaction with Community Service Experiences:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	50%	33%	0%	0%	17%

Study Abroad:

2 - 2017 graduates identified that they participated in Study Abroad

Study Abroad Experiences
Regent's College in London, England
Australia

Level of Satisfaction with Study Abroad Experiences:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	67%	0%	0%	0%	33%

Research Experience:

0 - 2017 graduates identified that they participated in research

Research Conducted
N/A

Level of Satisfaction with Research Experience:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	%	%	%	%	%

Additional Extra Curricular Activities:

What Additional Extra Curricular Activities Should be Available: (Open-Ended)

KDP
OAK
Outdoors Club

Level of Satisfaction with Extra Curricular Activities:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	50%	37.5%	12.5%	0%	0%

Section IV:
Evaluating the Student Support Services at Monmouth

Level of Satisfaction with Student Support Services

Overall Satisfaction with Student Support Services:

Level of Preparedness	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	33%	57%	0%	0%	11%

*3 graduates did not answer the question

Level of Satisfaction with the Following Areas:

Academic Outcomes Level of Preparation	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
Admissions Office	50%	50%	0%	0%	0%
Bursar's Office	29%	43%	0%	14 %	14%
Career Services	50%	33%	0%	0%	17%
Financial Aid Office	57%	29%	0%	0%	14%
Help Desk (IT Services)	50%	17%	17%	0%	17%
MU Police Department (Campus Safety)	43%	43%	14%	0%	0%

University Bookstore	55%	33%	11%	0%	0%
University Library	67%	33%	0%	0%	0%

Overall

Most Memorable Moment from Your Time at Monmouth: (Open-Ended)

Senior Week and Award Ceremonies
The friends that I made
Meeting my friends
Studying abroad in London; it was an incredible experience and Monmouth/Robyn Asaro provided an amazing amount of support throughout the entire process. I wish I could experience it all over again!

If you could change one thing about your time at Monmouth what would it be? (Open-Ended)

Bad advice from advisor and bad placements
Be more involved
Monmouth University did a great job preparing me to be in a classroom. However, Monmouth did a very poor job preparing me to get a job. The knowledge I acquired of how to be a teacher was useless without the knowledge of how to actually get the job (resume, interviews, etc.)
Participating more in campus life.

Would You Still Choose to Attend Monmouth:

Likelihood of Choosing MU, Again	Definitely Yes	Probably Yes	Probably Not	Definitely Not	Not Sure
% of Grads	75%	12.5%	0%	0%	12.5%

Additional Comments: (Open-Ended)

N/A