



**Report of the Survey of Master's Degree Recipients: Academic
Year 2002-2003**

Office of Institutional Research
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Executive Summary

Survey instruments were mailed to master's degree recipients of the academic year 2002-2003. These surveys were similar in content to the one that had been implemented before; however the general format had changed due to the use of a new software application called *Remark*. After a series of mailings and follow-ups, we collectively received a response rate of 45%.

The results of the survey indicate that most of the respondents majored in Special Education (30%). In regard to the series of questions pertaining to demographics, the most notable area of statistical significance was found in the area of ethnicity, but no one group accounted for this difference. Most of the respondents were white (73%) and (81%) females composed the majority of responses. A series of questions were asked to graduates to determine the importance of several factors that influenced their decision to attend NJCU. The results indicate that the availability of a particular program was the most important factor (69%), followed by the cost of tuition (59%) and proximity to home (46%). In terms of problem resolution, most of the respondents (83%) stated that a faculty member was helpful, while 67% stated that they were able to turn to someone else from the university staff to resolve their issue. Moreover, 77% of the respondents reported that the office personnel in the Office of Graduate Studies were helpful and knowledgeable. A majority of respondents (72%) also indicated that their graduate advisors were helpful as well.

In terms of a deferred payment plan, 66% of the respondents stated that they would have preferred this payment option to help pay for their education. A great majority of respondents (95%) were employed while pursuing their degree. A total of 98% of the respondents were employed full-time during the time that the survey was administered. Of the total number of respondents who were employed, 20% had been earning over \$50,000 and 36% were earning \$60,000 or more. Approximately 82% of the respondents further indicated that they had received an increase in salary upon completion of their degree.

With regards to academic offerings and time of classes, about 79% of the respondents stated that the number of courses offered were adequate. Additionally, 87% of the respondents stated that hours the courses were offered were convenient and 89% stated that they felt the courses required by their major were appropriate. Approximately 73% of the respondents stated that their professors were available at convenient times as well. Overall, 93% of the respondents reported that their post-baccalaureate degree had increased their professional competence. When asked if they would recommend NJCU to others, 88% of the respondents indicated that they would.

A series of questions were asked to respondents regarding how well NJCU prepared them in certain, specified areas. Respondents indicated that they were most prepared in the area of Working in Groups (84%) followed by the areas of Providing Necessary Professional Skills and Information, Discussing Ideas and Alternatives and Applying New Information in Daily Work-all with an equal 79%. Seventy-seven percent respondents also stated that they were prepared well in the area of Work Independently.

Additionally, 76% of the respondents also stated that they were prepared well in the area of Thinking Critically, followed by Setting Personal and Professional Goals (75%), Conducting Work-Related Research (73%), Plan (70%), Organize my Work (69), Using Logical Problem-Solving Techniques (68%), Communicate Orally (66%) and Using Computers (65%). The lowest number of responses was received in the areas of Exercise Leadership (64%), Manage my Time (59%) and Communicate in Writing (58%). Overall, these percentages clearly indicate that a majority of respondents felt that NJCU had prepared them well in each of the corresponding areas.

Method

A survey instrument was mailed to the 540 master's degree recipients of the academic year 2002-2003. The instrument was basically the same as the one that had been mailed in prior years in regard to the questions it contained; however, the format was different. A new software application, *Remark*, was used in the creation of the form and subsequent scanning of the returned questionnaires. Three mailings were carried out during the summer of 2004: an initial mailing, a follow up letter two weeks later, and, finally, another survey form approximately three weeks after that. Two hundred and forty-four completed surveys were returned, for a response rate of 45%.

Results

Degree Programs

Tables 1 and 2 display the college from which the class and survey respondents earned their degree and their respective majors (data about the class are derived from the degree file submitted to the NJ Commission on Higher Education in the annual degree file for the Student Unit Record Enrollment [S.U.R.E.] requirement). Table 1 indicates that most students were from the college of Professional Studies (68%), followed by the college of Education (25%) and Arts and Sciences (8%). In comparison, results from the survey indicated that 30% of the respondents were in a Special Education program, 17% in the Educational Technology Program and 12% were in the Early Childhood Education program.

Similarly, the most respondents were from the same programs: Urban Education (n=73; 30%)-which is the major containing the degree tracks of Administration and Supervision, Bilingual/Bicultural Education, English as a Second Language, and Basic and Urban Studies.

Table 1 Class.

		College			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arts&Science	42	7.8	7.8	7.8
	Education	133	24.6	24.6	32.4
	Prof Studies	365	67.6	67.6	100.0
	Total	540	100.0	100.0	

Table 2 Survey Respondents.

		Degree Program			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Accounting	2	.8	1.1	1.1
	Counseling	15	6.1	8.3	9.4
	Early Childhood Education	22	9.0	12.2	21.5
	Educational Technology	31	12.7	17.1	38.7
	Fine Arts	1	.4	.6	39.2
	Mathematics Education	5	2.0	2.8	42.0
	Nursing	3	1.2	1.7	43.6
	Art Education	1	.4	.6	44.2
	Criminal Justice	8	3.3	4.4	48.6
	Educational Psychology	4	1.6	2.2	50.8
	Elementary School Reading	3	1.2	1.7	52.5
	Health Sciences	15	6.1	8.3	60.8
	Music Education	4	1.6	2.2	63.0
	Reading Specialist	12	4.9	6.6	69.6
	Special Education	55	22.5	30.4	100.0
	Total	181	74.2	100.0	
Missing	-1	63	25.8		
Total		244	100.0		

Urban Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administration and Supervision	40	16.4	54.8	54.8
	Bilingual/Bicultural	5	2.0	6.8	61.6
	English as a Second Language	24	9.8	32.9	94.5
	Basic and Urban Studies	4	1.6	5.5	100.0
	Total	73	29.9	100.0	
Missing	-1	171	70.1		
Total		244	100.0		

Overall, it is seen the respondent's sample was a good representation by college of the class.

Demographic Data

The ethnicity, gender and age breakdown of respondents are shown in Tables 3 and 4. Seventy-three percent of the respondents were White while 67% of the class was White, 12% were African American which compares with 15% of the class and 16% were Hispanic. Females composed the majority of responses (81%) and about 40% of respondents indicated they were 45 years or over, 38% stated they were between the ages of 25-34 and 22% were between the ages of 34-44. In total, then, the sample is not quite representative of the class because there were more Whites and women in the respondent sample than in the class, and the respondents were older (over 35 years of age).

Table 3 Class demographics.

Ethnicity of the class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	African American	72	13.3	14.8	14.8
	Asian	11	2.0	2.3	17.1
	Hispanic	77	14.3	15.8	32.9
	White	326	60.4	67.1	100.0
	Total	486	90.0	100.0	
Missing	0	54	10.0		
Total		540	100.0		

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3	.6	.6	.6
	Male	144	26.7	26.7	27.2
	Female	393	72.8	72.8	100.0
	Total	540	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22-25	22	4.1	4.1	4.1
	26-29	112	20.7	20.8	24.9
	30-35	133	24.6	24.7	49.5
	35 and over	272	50.4	50.5	100.0
	Total	539	99.8	100.0	
Missing		1	.2		
Total		540	100.0		

Table 4 Respondent demographics.

Ethnicity of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black/African-American	28	11.5	12.2	12.2
	Asian/Pacific Islander	4	1.6	1.7	14.0
	White	166	68.0	72.5	86.5
	Hispanic	24	9.8	10.5	96.9
	Other	7	2.9	3.1	100.0
	Total	229	93.9	100.0	
Missing	-1	15	6.1		
Total		244	100.0		

Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	42	17.2	19.0	19.0
	Female	179	73.4	81.0	100.0
	Total	221	90.6	100.0	
Missing	-1	23	9.4		
Total		244	100.0		

Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 or under	1	.4	.4	.4
	25- 34	89	36.5	37.7	38.1
	35- 44	52	21.3	22.0	60.2
	45 or over	94	38.5	39.8	100.0
	Total	236	96.7	100.0	
Missing	-1	8	3.3		
Total		244	100.0		

Table 5 shows that 69% of the respondents began their NJCU graduate career at the main campus (31% at an off-campus site).

Table 5.

Location of first graduate course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	On main campus	166	68.0	68.9	68.9
	An off-campus site	75	30.7	31.1	100.0
	Total	241	98.8	100.0	
Missing	-1	3	1.2		
Total		244	100.0		

It is also found, in table 6, that 28% of the respondents lived in Hudson County while pursuing their studies at NJCU, 20% in Bergen County and about 10% in Essex County. Monmouth, Middlesex, Passaic, and Union counties accounted for 23% of the students, and about 14% came from other NJ counties, and 1% was from out of state.

Table 6.

County lived while attending

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bergen	50	20.5	20.5	20.5
	Essex	24	9.8	9.8	30.3
	Hudson	69	28.3	28.3	58.6
	Monmouth	12	4.9	4.9	63.5
	Sussex	7	2.9	2.9	66.4
	Middlesex	13	5.3	5.3	71.7
	Union	18	7.4	7.4	79.1
	Passaic	14	5.7	5.7	84.8
	Other NJ County	34	13.9	13.9	98.8
	Out of State	3	1.2	1.2	100.0
	Total	244	100.0	100.0	

Table 7 shows that most respondents (79%) did not receive their bachelors' degree from NJCU. However, 21% of the participants indicated that they did receive their bachelors' degree from NJCU.

Table 7.

NJCU bachelor's degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	51	20.9	21.0	21.0
	No	192	78.7	79.0	100.0
	Total	243	99.6	100.0	
Missing	-1	1	.4		
Total		244	100.0		

Table 8 reveals that about 25% of the respondents have a relative who earned an NJCU degree; tables 9 and 10 show 7% had relatives attending NJCU at the time of the survey- ten were pursuing a bachelor's degree, two each were pursuing a professional diploma and attending for non-degree credits and one was pursuing a master's degree.

Table 8.

Has a family member earned a degree from NJCU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	59	24.2	24.5	24.5
	No	182	74.6	75.5	100.0
	Total	241	98.8	100.0	
Missing	-1	3	1.2		
Total		244	100.0		

Table 9.

Other family member currently attending NJCU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	6.6	6.7	6.7
	No	223	91.4	93.3	100.0
	Total	239	98.0	100.0	
Missing	-1	5	2.0		
Total		244	100.0		

Table 10.

If yes, in what capacity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree	10	4.1	66.7	66.7
	Master's Degree	1	.4	6.7	73.3
	Professioanl Diploma	2	.8	13.3	86.7
	Non-degree	2	.8	13.3	100.0
	Total	15	6.1	100.0	
Missing	-1	229	93.9		
Total		244	100.0		

About 29% of the respondents had enrolled in further study since graduating at the time of the survey (table 11).

Table 11.

Enrollment elsewhere since earning graduate degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	69	28.3	28.8	28.8
	No	171	70.1	71.3	100.0
	Total	240	98.4	100.0	
Missing	-1	4	1.6		
Total		244	100.0		

Most of the degree recipients (85%) earned a Master of Arts degree, and 13% earned the Master of Science degree (table 12).

Table 12.

Highest degree earned at NJCU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MA	199	81.6	85.0	85.0
	MS	31	12.7	13.2	98.3
	PD	3	1.2	1.3	99.6
	MFA	1	.4	.4	100.0
	Total	234	95.9	100.0	
Missing	-1	10	4.1		
Total		244	100.0		

When asked about their plans for future education, 30% responded they would like to earn a doctorate, 46% stated the master's degree is their highest aspiration, 4% stated the professional diploma, and 1% of the respondents stated the professional degree (table 13).

Table 13.

Highest degree planned currently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's Degree	105	43.0	45.7	45.7
	Docorate	68	27.9	29.6	75.2
	Professional Diploma	9	3.7	3.9	79.1
	Professional School Degree	3	1.2	1.3	80.4
	No plans	45	18.4	19.6	100.0
	Total	230	94.3	100.0	
Missing	-1	14	5.7		
Total		244	100.0		

Table 14 shows that it took three years for 32% of the graduates to earn their degree. Twenty-four percent of the respondents indicated that it took two years or less to earn their degree and another 23% stated that it took them four years or less to earn their degrees. Lastly, an equal number of respondents (11%) stated that it took them five years or six years or more to earn their degree.

Table 14.

Number of years attended NJCU as a graduate student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 or less	57	23.4	24.2	24.2
	3 years	75	30.7	31.8	55.9
	4 years	53	21.7	22.5	78.4
	5 years	26	10.7	11.0	89.4
	6 or more	25	10.2	10.6	100.0
	Total	236	96.7	100.0	
Missing	-1	8	3.3		
Total		244	100.0		

Table 15 suggests that 41% of the graduates would “definitely attend” NJCU again if they had to start all over, and 48% said that they would “probably attend” here again. Thus, collectively 89% of the graduates would attend NJCU again if they were to start all over again.

Table 15.

Would you choose NJCU again

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely yes	98	40.2	40.5	40.5
	Probably yes	115	47.1	47.5	88.0
	Definitely no	5	2.0	2.1	90.1
	Probably no	5	2.0	2.1	92.1
	Uncertain	19	7.8	7.9	100.0
	Total	242	99.2	100.0	
Missing	-1	2	.8		
Total		244	100.0		

Decision to attend NJCU

The graduates were asked to tell how important the following factors were in their process of deciding to attend NJCU: tuition, proximity to home, proximity to work, availability of a specific program, or the graduate faculty. It is found, in tables 16-20, that the availability of a particular program was rated as the most important criterion by 69% of the respondents, followed by the price of tuition (59%), proximity to home (46%), faculty credentials (42%) and proximity to work (40%).

Table 16.

Tuition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	4	1.6	1.7	1.7
	Not too important	7	2.9	2.9	4.6
	Neutral	23	9.4	9.5	14.1
	Important	65	26.6	27.0	41.1
	Very important	142	58.2	58.9	100.0
	Total	241	98.8	100.0	
Missing	-1	3	1.2		
Total		244	100.0		

Table 17.

Location-proximity to home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	4	1.6	1.7	1.7
	Not too important	15	6.1	6.2	7.9
	Neutral	36	14.8	14.9	22.8
	Important	76	31.1	31.5	54.4
	Very important	110	45.1	45.6	100.0
	Total	241	98.8	100.0	
Missing	-1	3	1.2		
Total		244	100.0		

Table 18.

Location-proximity to job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	13	5.3	5.4	5.4
	Not too important	21	8.6	8.7	14.1
	Neutral	42	17.2	17.4	31.5
	Important	68	27.9	28.2	59.8
	Very important	97	39.8	40.2	100.0
	Total	241	98.8	100.0	
Missing	-1	3	1.2		
Total		244	100.0		

Table 19.

Program/Major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	2	.8	.8	.8
	Neutral	13	5.3	5.4	6.2
	Important	61	25.0	25.3	31.5
	Very important	165	67.6	68.5	100.0
	Total	241	98.8	100.0	
Missing	-1	3	1.2		
Total		244	100.0		

Table 20.

Graduate Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	6	2.5	2.5	2.5
	Not too important	16	6.6	6.7	9.2
	Neutral	51	20.9	21.3	30.4
	Important	67	27.5	27.9	58.3
	Very important	100	41.0	41.7	100.0
	Total	240	98.4	100.0	
Missing	-1	4	1.6		
	Total	244	100.0		

Problem resolution

The graduates were asked who they felt they could turn to if/when they needed help negotiating their way through the processes of earning their degree. The results can be seen in tables 21-25. Eighty-three percent stated a faculty member was helpful and 67% of the respondents indicated they were able to turn to another member of the university staff. Those “other” members were a department chair (36%), a graduate advisor (19%), their dean (10%), a department director (9%), and a member of the clerical staff (8%) for help.

Additionally, 77% responded that the personnel in the Office of the Graduate Programs were helpful and knowledgeable, and when specifically asked about the graduate advisors, 72% responded that the advisors were helpful.

Table 21.

Was there a graduate faculty you contacted for help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	189	77.5	83.3	83.3
	No	38	15.6	16.7	100.0
	Total	227	93.0	100.0	
Missing	-1	17	7.0		
	Total	244	100.0		

Table 22.

Was there a person other than faculty you contacted for help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	156	63.9	67.0	67.0
	No	77	31.6	33.0	100.0
	Total	233	95.5	100.0	
Missing	-1	11	4.5		
Total		244	100.0		

Table 23.

If yes, who was that person

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dean	17	7.0	9.8	9.8
	Graduate Advisor	33	13.5	19.0	28.7
	Department Chair	63	25.8	36.2	64.9
	Department Director	15	6.1	8.6	73.6
	Clerical staff	14	5.7	8.0	81.6
	Other	32	13.1	18.4	100.0
	Total	174	71.3	100.0	
Missing	-1	70	28.7		
Total		244	100.0		

Table 24.

Graduate office was helpful and knowledgeable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Disagree strongly	7	2.9	2.9	2.9
	2- Disagree	13	5.3	5.5	8.4
	3- Neutral	35	14.3	14.7	23.1
	4- Agree	101	41.4	42.4	65.5
	5- Strongly agree	82	33.6	34.5	100.0
Total		238	97.5	100.0	
Missing	-1	6	2.5		
Total		244	100.0		

Table 25.

Advisors were helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Disagree strongly	12	4.9	5.1	5.1
	2- Disagree	8	3.3	3.4	8.4
	3- Neutral	47	19.3	19.8	28.3
	4- Agree	85	34.8	35.9	64.1
	5- Strongly agree	85	34.8	35.9	100.0
Total		237	97.1	100.0	
Missing	-1	7	2.9		
Total		244	100.0		

When asked if they would have preferred to pay for their education by means of a deferred payment plan, 66% of the respondents stated they would have preferred that type of an arrangement. When asked if they needed to take a loan to pay for their classes, about 21% of the respondents stated they did need a loan.

Table 26.

Would a deferred payment plan be helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	149	61.1	65.6	65.6
	No	78	32.0	34.4	100.0
	Total	227	93.0	100.0	
Missing	-1	17	7.0		
Total		244	100.0		

Table 27.

Did you apply for a loan to finance your graduate degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	20.1	20.9	20.9
	No	185	75.8	79.1	100.0
	Total	234	95.9	100.0	
Missing	-1	10	4.1		
Total		244	100.0		

Employment

Tables 28-32 provide the following information: Most of the respondents were employed while pursuing their degree (95%); however, 3 people chose not to respond to the question. Ninety-eight percent of the respondents indicated that they were employed at the time the survey was administered and only 2% of the respondents stated they were not employed at the time of the survey. Of the people that were employed, 53% had been in their job for over five years and 22% had been in their job between three to five years. Additionally, 34% of the respondents stated they were earning 40,000-49,000, 20% were earning 50,000-59,000 and 36% were earning 60,000 or more. Eighty-seven percent of the respondents were employed in Education (n=205), 5% were Health Professionals (n=11), and 3% (n=4) were employed in a Private Sector, and less than 1% was employed in the field of Criminal Justice (n=2).

Table 28.

Were you employed while attending as a graduate student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	229	93.9	95.0	95.0
	No	12	4.9	5.0	100.0
	Total	241	98.8	100.0	
Missing	-1	3	1.2		
Total		244	100.0		

Table 29.

Currently employed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	231	94.7	98.3	98.3
	No	4	1.6	1.7	100.0
	Total	235	96.3	100.0	
Missing	-1	9	3.7		
Total		244	100.0		

Table 30.

Current employment description

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private sector	8	3.3	3.4	3.4
	Education	205	84.0	87.2	90.6
	Health	11	4.5	4.7	95.3
	Criminal Justice	2	.8	.9	96.2
	Other	9	3.7	3.8	100.0
	Total	235	96.3	100.0	
Missing	-1	9	3.7		
Total		244	100.0		

Table 31.

Length of time at current job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3 months	3	1.2	1.3	1.3
	3- 11 months	21	8.6	9.1	10.3
	1-2 years	34	13.9	14.7	25.0
	3-5 years	52	21.3	22.4	47.4
	6 or more years	122	50.0	52.6	100.0
	Total	232	95.1	100.0	
Missing	-1	12	4.9		
Total		244	100.0		

Table 32.

Current Annual Salary Range

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than \$20000	4	1.6	1.7	1.7
	\$20000-\$29999	3	1.2	1.3	3.0
	\$30000-\$39999	18	7.4	7.7	10.7
	\$40000-\$49999	80	32.8	34.2	44.9
	\$50000-\$59999	45	18.4	19.2	64.1
	\$60000 or above	84	34.4	35.9	100.0
	Total	234	95.9	100.0	
Missing	-1	10	4.1		
Total		244	100.0		

Tables 33 and 34 shows that of those respondents working, 82% received a raise and 24% received a promotion upon completion of their graduate degree.

Table 33.

Did you receive a salary increase upon completion of degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	198	81.1	82.2	82.2
	No	39	16.0	16.2	98.3
	Not applicable: not employed	4	1.6	1.7	100.0
	Total	241	98.8	100.0	
Missing	-1	3	1.2		
Total		244	100.0		

Table 34.

Did you obtain a promotion upon completion of degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	57	23.4	23.9	23.9
	No	175	71.7	73.5	97.5
	Not applicable: not employed	6	2.5	2.5	100.0
	Total	238	97.5	100.0	
Missing	-1	6	2.5		
Total		244	100.0		

More than 83% of the respondents surveyed stated they were members of some type of professional organization.

Table 35.

Member of any professional organization(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	198	81.1	83.2	83.2
	No	40	16.4	16.8	100.0
	Total	238	97.5	100.0	
Missing	-1	6	2.5		
Total		244	100.0		

Academic offerings and time of classes

The graduates were asked if there were an adequate variety of courses offered. The results can be seen in table 36. Over 78% responded the number of courses were adequate; with almost 24% of them “strongly agreeing” the number was adequate.

Table 36.

Adequate variety of courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Disagree strongly	1	.5	.5	.5
	2- Disagree	12	6.4	6.5	7.0
	3- Neutral	27	14.4	14.5	21.5
	4- Agree	102	54.3	54.8	76.3
	5- Strongly agree	44	23.4	23.7	100.0
	Total	186	98.9	100.0	
Missing	-1	2	1.1		
Total		188	100.0		

Tables 37-39 illustrates that 87% of the respondents felt that courses were offered at convenient hours, with the most satisfactory hour being the four o’clock hour-68% stating this hour was most convenient. And, 89% of the respondents felt the courses required by their major were appropriate.

Table 37.

Courses were offered at convenient hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Disagree strongly	2	.8	.8	.8
	2- Disagree	6	2.5	2.5	3.4
	3- Neutral	23	9.4	9.7	13.1
	4- Agree	111	45.5	46.8	59.9
	5- Strongly agree	95	38.9	40.1	100.0
	Total	237	97.1	100.0	
Missing	-1	7	2.9		
Total		244	100.0		

Table 38.

4:00 class was most satisfactory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Disagree strongly	14	5.7	5.9	5.9
	2- Disagree	18	7.4	7.6	13.6
	3- Neutral	43	17.6	18.2	31.8
	4- Agree	75	30.7	31.8	63.6
	5- Strongly agree	86	35.2	36.4	100.0
	Total	236	96.7	100.0	
Missing	-1	8	3.3		
Total		244	100.0		

Table 39.

7:00 class was most satisfactory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Disagree strongly	12	4.9	5.1	5.1
	2- Disagree	29	11.9	12.4	17.5
	3- Neutral	59	24.2	25.2	42.7
	4- Agree	80	32.8	34.2	76.9
	5- Strongly agree	54	22.1	23.1	100.0
	Total	234	95.9	100.0	
Missing	-1	10	4.1		
Total		244	100.0		

Table 40.

Required courses were appropriate for career objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Disagree strongly	3	1.2	1.3	1.3
	2- Disagree	6	2.5	2.5	3.8
	3- Neutral	17	7.0	7.1	10.9
	4- Agree	114	46.7	47.9	58.8
	5- Strongly agree	98	40.2	41.2	100.0
	Total	238	97.5	100.0	
Missing	-1	6	2.5		
Total		244	100.0		

In regard to campus security, about 60% of the respondents agreed with the statement that it was adequate (table 41).

Table 41.

Campus security was adequate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Disagree strongly	2	.8	.8	.8
	2- Disagree	20	8.2	8.5	9.3
	3- Neutral	73	29.9	30.9	40.3
	4- Agree	106	43.4	44.9	85.2
	5- Strongly agree	35	14.3	14.8	100.0
	Total	236	96.7	100.0	
Missing	-1	8	3.3		
Total		244	100.0		

Tables 42 and 43 show that overall, 93% of the respondents felt their post-baccalaureate education has increased their competence on their job and 88% would recommend NJCU's graduate program to others.

Table 42.

Graduate degree has increased my professional competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Disagree strongly	6	2.5	2.5	2.5
	2- Disagree	1	.4	.4	3.0
	3- Neutral	11	4.5	4.6	7.6
	4- Agree	98	40.2	41.4	48.9
	5- Strongly agree	121	49.6	51.1	100.0
	Total	237	97.1	100.0	
Missing	-1	7	2.9		
Total		244	100.0		

Table 43.

I would recommend this program to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	4	1.6	1.7	1.7
	2	4	1.6	1.7	3.4
	3	21	8.6	9.0	12.4
	4	85	34.8	36.3	48.7
	5- Very well	120	49.2	51.3	100.0
	Total	234	95.9	100.0	
Missing	-1	10	4.1		
Total		244	100.0		

When asked if they would prefer to take classes on the weekends, 23% of the respondents surveyed indicated that they would prefer weekend classes (table 44).

Table 44.

Preferred to take classes on weekends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Disagree strongly	59	24.2	25.0	25.0
	2- Disagree	54	22.1	22.9	47.9
	3- Neutral	70	28.7	29.7	77.5
	4- Agree	42	17.2	17.8	95.3
	5- Strongly agree	11	4.5	4.7	100.0
	Total	236	96.7	100.0	
Missing	-1	8	3.3		
Total		244	100.0		

Seventy-three percent of the respondents stated their professors were available outside of class (table 45).

Table 45.

Professors were available at convenient times

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Disagree strongly	6	2.5	2.6	2.6
	2- Disagree	10	4.1	4.3	6.8
	3- Neutral	47	19.3	20.0	26.8
	4- Agree	96	39.3	40.9	67.7
	5- Strongly agree	76	31.1	32.3	100.0
	Total	235	96.3	100.0	
Missing	-1	9	3.7		
Total		244	100.0		

When asked if they felt they made instrumental career contacts while attending NJCU, 37% responded that they felt they did make such contacts (table 46).

Table 46.

Made instrumental contacts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Disagree strongly	22	9.0	9.4	9.4
	2- Disagree	37	15.2	15.7	25.1
	3- Neutral	90	36.9	38.3	63.4
	4- Agree	51	20.9	21.7	85.1
	5- Strongly agree	35	14.3	14.9	100.0
	Total	235	96.3	100.0	
Missing	-1	9	3.7		
	Total	244	100.0		

Responses to the series of questions: “How well do you feel NJCU prepared you in the following areas?”

Question	Mean	Percent
Work in Groups	4.2	84%
Program Provides Necessary Professional Skills and Information	4.2	79%
Discuss Ideas and Alternatives	4.1	79%
Apply New Information in my Daily Work	4.2	79%
Work Independently	4.1	77%
Think Critically	4.1	76%
Set Personal and Professional Goals	4.1	75%
Conduct Work-Related Research	4.1	73%
Plan	4.0	70%
Organize my Work	4.0	69%
Use Logical Problem-Solving Techniques	3.9	68%
Communicate Orally	3.8	66%
Use Computers	3.8	65%
Exercise Leadership	3.9	64%
Manage my Time	3.8	59%
Communicate in Writing	3.7	58%

In the area of skills and abilities, the respondents felt that they were most prepared in the area of Working in Groups (84%). The next highest number of responses came from the areas of Providing Necessary Professional Skills and Information, Discussing

Ideas and Alternatives and Applying New Information in Daily Work-all with an equal 79%. All of these percentages indicate that respondents felt that NJCU had “prepared them well to very well” in each of the corresponding areas. Seventy-seven percent of the respondents also stated that they were prepared well in the area of Work Independently. Additionally, 76% of the respondents also stated that they were prepared well in the area of Thinking Critically, followed by Setting Personal and Professional Goals (75%), Conducting Work-Related Research (73%), Plan (70%), Organize my Work (69), Using Logical Problem-Solving Techniques (68%), Communicate Orally (66%) and Using Computers (65%). The lowest number of responses was received in the areas of Exercise Leadership (64%), Manage my Time (59%) and Communicate in Writing (58%).

Table 47.

I would recommend this program to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	4	1.6	1.7	1.7
	2	4	1.6	1.7	3.4
	3	21	8.6	9.0	12.4
	4	85	34.8	36.3	48.7
	5- Very well	120	49.2	51.3	100.0
	Total	234	95.9	100.0	
Missing	-1	10	4.1		
Total		244	100.0		

Eighty-four percent of the respondents stated they would recommend the program to others.

Table 48

Overall, the program helped me to develop necessary skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	6	2.5	2.6	2.6
	2	7	2.9	3.0	5.5
	3	34	13.9	14.5	20.0
	4	98	40.2	41.7	61.7
	5- Very well	90	36.9	38.3	100.0
	Total	235	96.3	100.0	
Missing	-1	9	3.7		
Total		244	100.0		

Overall, 77% of the respondents believed that the program helped them develop the skills for the job they were looking for.

Appendix A

Question Asked: As you think back on your class work at NJCU, what are the most valuable skills or areas of knowledge that you developed?

- 1) School law -curriculum & instruction.
- 2) ... was awesome! He was so patient & helpful at helping me produce a thesis that I can be proud of.
- 3) Actually I am finishing my second masters as a Reading specialist at N.J.C.U. This program has been much more helpful. The Special Ed. Degree left me with little knowledge/no knowledge of how to teach students to read. Courses were repetitive in the Special Ed department.
- 4) Analytical skills, problem solving, research, oral communication skills, dedication and endurance.
- 5) An understanding of research within special education.
- 6) As a reading specialist the most valuable skills are those related to diagnosing reading problems & strategies to improve defects.
- 7) As I think back on my class work at NJCU the most valuable skill that I developed was that of working with people that had a diversity of ideas. The energy that I was able to acquire from working with others was very uplifting and motivational.
- 8) Build on my self-confidence and extend my knowledge in psychology.
- 9) Certain professors of classes that helped me in my field.
- 10) Collaborative work. Computer skills.
- 11) Communication skills.
- 12) Critical thinking, research, and data analysis.
- 13) Development of lesson plans and rubrics, collaborative group work skills, debating skills, writing skills, reflective knowledge and critical thinking skills.
- 14) Discussing current events and finding logical responses to the question [s] asked. Also since graduating in May 03 I become an instructor in an alternative high school setting. And I feel at last there from the knowledge I learned at the school. [SIC]
- 15) Distance learning skills web design research skills & formal writing skills [thesis].
- 16) Dr. ...Classes and my internship.
- 17) Dr. ...classes provided life experiences and on hands discussions. These were extremely helpful.
- 18) How to understand social students and give alternate ways of teaching a chance.
- 19) I had a very positive experience at the university. Completing my masters has helped me secure a better position. [unknown phrase].
- 20) I learned to assess students reading problems and ways to improve their reading difficulties.
- 21) Improved technology literacy. While writing my thesis I learned how to conduct a research study, which in turn demanded that I think logically and sequentially with the added benefit of sharpening my writing & research skills.
- 22) Increased knowledge of law and code teaching strategies and professional confidence.
- 23) Interpersonal skills.

- 24) Knowledge of the laws in special education. This is very important in my current job.
- 25) Learn to work with other people and gain knowledge necessary to engage in the psychological field.
- 26) Learning about current topics in education, listening to class discussions and the input of other students.
- 27) Learning the steps involved in an evaluation was very important. Professor ... was an excellent instructor. I found his class to be extremely worthwhile.
- 28) Library tour and technology demonstration A+++.
- 29) Most courses provided current researched- based information that proved to be useful in my career. The professor and advisors were kind and down to earth. Specifically the oral presentations required for certain classes were greatly beneficial. My deep understanding of the English language & just how difficult it is to learn
- 30) My typing skills are much faster and more accurate.
- 31) None. I did not learn anything new. It was a waste of time and money. I received a diploma that has no meaning other than a title. I'm ashamed to say that I graduated from NJCU. To tell you the truth I have no idea where my diploma is nor do I care.
- 32) One of the most valuable skills I have acquired has been my writing and proof-reading skills. I wrote numerous papers. I saw great improvement in my writing style and sentence structure as I continue to write I also think my ability to be valuable.
- 33) Organization theory community in schools research skills.
- 34) Our research class was very informative and enjoyable. The law classes were great too. Dr. ... was very good.
- 35) Preparing assignments to my best ability. I completed my assignments with very few errors as a result of the guidance of the professors.
- 36) Practical application of conceptual knowledge.
- 37) Peers- classmates- relationships and contacts I have made. Reading, research, critical thinking, more confidence in my area of study.
- 38) Perhaps most salient were analytical, critical thinking, writing skills. Often this posed a definitive challenge because in healthcare no one size fits all. There are no easy solutions to the many issues presented. Group dynamics.
- 39) Preparing assignments to my best ability. I completed my assignments with very few errors as a result of the guidance of the professors.
- 40) Practical strategies for using technology in my curriculum.
- 41) Proper counseling skills/ways of thinking & acting appropriately with clients.
- 42) Public speaking being able to speak in front of my peers with confidence.
- 43) Report writing lesson planning special education learning disabilities.
- 44) Public speaking and problem solving.
- 45) Research skills and oral presentations.
- 46) Research and critical thinking.
- 47) Research skills & technology skills.

- 48) Project planning, awareness of urban school, culture networking with other educators, utilizing media and government educational resources and utilizing and applying technology during planning and instructing time.
- 49) Research skills accessing information and critical thinking- the writing of my thesis was a difficult but rewarding experience.
- 50) Research time management class discussions.
- 51) Research analysis.
- 52) School law for special education.
- 53) The diversity in students and professors was very important in my students. By working with people from different backgrounds with different experiences I gained a well rounded experience as well. Research skills and writing were a big emphasis in my program.
- 54) The most valuable skill I learned was how to conduct research. Thanks to Dr....I definitely learned how to conduct research, summarize the results and use the information learned to make educational decisions.
- 55) The most valuable skill or area of knowledge that was developed was my grammar and typing skills. There were many term papers to be written. The knowledge of using the computer was enhanced by looking was material in the library or at home.
- 56) The most valuable skills that I developed were an appreciation and understanding of other cultures and how language is developed and processed within us.
- 57) Time management- Many of my courses were online. They always required more time than if I was in a classroom setting. Working full time, having a husband and grad school was a strain at times.
- 58) Time management, research skills, computing skills, writing and group interaction skills with adults and professionals. I love NJCU! The university has a heart after urban professionals. I recommend NJCU as often as the opportunity avails itself. God Bless NJCU.
- 59) [Unknown word] what skills or knowledge that I developed by attending N.J.C.U are several. First the professional strategies that allows me to comprehend and interact with students that are educationally challenged. In addition my classroom management has improved.
- 60) Since I am a computer teacher my masters in Educational Technology has been very relevant to my job
- 61) Teaching methods and strategies. Also very important was skills in compiling data for and writing the final thesis
- 62) Technology skills and knowledge and using the in an educational setting.
- 63) Specific knowledge of how to teach English to speakers of other languages.
- 64) The most important thing about teaching is the process not the product.
- 65) The foundation course work was excellent and exiting leadership courses were practical, challenging, demanding and realistic. Shared real life experiences were inspirational as professors shared their ideas in our classes.
- 66) The knowledge and applications used to conduct, manage and teach special education in all areas. The courses within the program prepared you for all disabilities and knowledge on how to communicate and teach students with disabilities

- 67) The most valuable skills or areas of knowledge that I developed were in the role of leadership to assist in management and organizational development improving the internal capability to respond to strategic challenge driven by teacher's parents and student.
- 68) The most valuable skills that I developed were an appreciation and understanding of other cultures and how language is developed and processed within us.
- 69) Work independently and problem solving.
- 70) Understanding and working with LEP students. Phonological Awareness. [Phonology] Teaching strategies for the second Long.
- 71) To think critically and use knowledge of criminal justice. Great professors.
- 72) Working collaboratively with colleagues and then applying the finished project in my own classroom. Also the research process helped me understand the steps necessary to complete a successful project or paper.
- 73) Working online and using distance learning for writing a thesis for my degree.

Comments #2

Question Asked: What would you recommend the department add to its curriculum or change to better prepare graduates for the kind of work you are currently doing?

- 1) Include a course on discipline practices/ issues in school and communicating with parents regarding discipline issues in the Education Leadership course work.
- 2) Offer content- driven coursework for Special Education majors so they can become "Highly Qualified" as per President Bush.
- 3) Offer more internships.
- 4) Practices for classroom use.
- 5) Creative lessons which we can use as a model of how to implement this in our classes.
- 6) ...should no longer be allowed to teach! ... to be taught by a qualified and interesting Professor. ... is inappropriate to teach such a vital course.
- 7) Provide doctoral program in Administration Leadership. Provide a doctoral program in teaching teachers to improve their pedagogy.
- 8) A way for teachers such as myself to obtain certification directly from the University. I have fulfilled all state requirements yet I have not received certification after waiting over one full year.
- 9) A course on differentiated instruction at the elementary level would be helpful.
- 10) A doctoral program. Also a wider variety of majors. [ex. forensic psychology].
- 11) A Master's in History.
- 12) A PhD program so students can continue at NJCU.
- 13) A wider range of electives, more options and a better faculty.
- 14) A wider variety of courses. Interpretation of test scores, neurobiology etc.
- 15) Add another school law course and expand technology in education courses include NJPSA somehow as guest speaker seminar... include State Dept. of Education.
- 16) Add more technology to the class focused on practices and build more networking facilitation.

- 17) Additional online courses should be offered in the education major specifically in Special Education.
- 18) Additional outsiders to come in and present. Your program has blessed me-I make over a hundred thousand dollars.
- 19) All education programs should provide additional certification upon completion. Since I have begun taking leadership courses in pursuit of my supervising certificate, I have found that there are very few online courses offered in the departments.
- 20) An ABA certification program [Applied Behavioral Analysis].
- 21) As an educator I would like to see a wider variety of course offerings at Hudson county off campus locations-administrative courses
- 22) As much field work as possible! Get them out there in the field- Bring reality into the classroom.
- 23) At NJCU I found a compendium of talent on both faculty and student bodies. I would suggest networking graduates and have them return for to the University for a synopsis.
- 24) C.P.R. certification\ First Aid.
- 25) Get rid of ... He is very unfair and plays favoritism, very unprofessional.
- 26) Classroom demonstration.
- 27) Clinical practicum holistic modalities.
- 28) Communicate more and avoid over-lapping confront.
- 29) Continue to keep current.
- 30) Courses on autism- more of them and with better more approachable staff.
- 31) Courses-Focus more attention to evaluation of staff. I felt under prepared in this area on public speaking and disputes and conflict resolution.
- 32) Hire and keep more professors who come from school nursing background.
- 33) I am currently interested in earning my LDCT Certified & after & contacted NJCU I learned that your program is on hold for the New Year.
- 34) I continued on and received the LDJC Certification I was disappointed with that program- one of the instructors during Fall 02 was totally useless-she came late and was always unprepared. She gave no help to the students when I complained to ... about the grade she gave.
- 35) I could as well as anyone else probably have benefited from more experience in the area of research.
- 36) During my courses in Educational Technology I learned a lot of information through reading appropriate book material as well as hands-on software that was used.
- 37) I feel that I could have benefited from a class to learn more about the special needs of children. We need more preparation as teachers to be able to identify and help the children in our class that have special needs.
- 38) I had no problems with the graduate program and feel nothing needed to be changed.
- 39) I have just completed the LDTC portion of my Masters and more practical experience would have been useful observations, more testing and more child study meetings would have helped me feel more comfortable with the hands on part of the job.

- 40) I recommend Saturday courses or weekend 2 week courses for Graduate credits- which would help keep teachers current with new strategies and information as well as not overloading with a full semester scheduled. Also more off-campus courses in Ocean County.
- 41) I really can't recommend much to be done I felt everything was just fine. Maybe more courses or selections during the semester.
- 42) I received a number of certificate and two masters degrees from NJCU- consequently I studied curriculum from a number of different departments. In the end it is up to the student to prepare for the challenges in the work place.
- 43) I think Special Education graduation students should have a specialized major such as English math or a language because of the new laws and the No Child Left Behind Act.
- 44) I think it would be beneficial if more speakers visit the classes.
- 45) I think that all the candidates in the program should be capable of doing graduate work. This includes speaking and writing English grammatically correct especially for projects and presentations. I also disagree with earning a degree through on-line courses.
- 46) I think the program is adequate as is.
- 47) I think the special Education and Reading Department should merge. I think more reading classes should be required for the Special Ed. Program.
- 48) I thought that the curriculum was varied & the staff was cooperation & knowledgeable. Dr. ... was a favorite professor of mine and was always helpful.
- 49) I truly enjoy working towards my degree in the Multicultural Department. Everyone in the department was available to the students. The professors always made themselves available and were always willing to provide the students with the support and respect.
- 50) I was very satisfied with the curriculum and the teachers.
- 51) I would like the degree to be a more specific listing than the actual major. It is too plain looking and not worthy of hanging on the wall with only bachelors.
- 52) I would like to see a speech therapist and LDTC program added.
- 53) I would like to see NJCU offer a doctorate program in Special Education.
- 54) I would like to see speech pathology added to the programs. In addition more practical classes on discipline would have been helpful.
- 55) I would request that students of psychology courses explore in depth study to include the workings of the mind and to create class or individual counseling.
- 56) I would recommend more clinical experience with children to practice diagnosing and testing same practicum classes didn't even work with children.
- 57) Improve school finance counselor and include practical budgeting activities.
- 58) In the area of Educational Technology- I feel I needed more classes on actually how the computer works. I think a class where one would take apart the computer and re-build it would be very resourceful.
- 59) Increase hours for field experience.
- 60) Instead of having a thesis requirement for Educational Technology. I think on final project would be more appropriate. I did not find writing a thesis of any benefit to my major.

- 61) Instead of requiring teachers to do specific lesson plans let them choose a topic they could actually use in their classroom and then report back with the outcome. NJCU should recruit more professors that have taught at the elementary level [k-5] most instruct.
- 62) It seemed that the Special Education all covered the same thing. Maybe they need to diversify these classes.
- 63) Making sure that each person meets the necessary requirements to be state certified.
- 64) Make the program challenging and offer courses that don't repeat each other. I felt like I took the same class 8 times just with a different class name. It was boring and a waste. Had I known I would've gone somewhere else.
- 65) Many of my fellow students had inadequate English skills better written and oral. Writing for classes was de-emphasized for this reason. There were no tests. Many students did the minimum required to pass the course.
- 66) Mental Health studies/Clinical Psychology courses.
- 67) More age-specific courses for special education- for example early childhood. Also specialty courses such as on autism, down syndrome, biomedical issues etc. On-site experience would also be beneficial.
- 68) More assistance in and counseling with courses. Also lower tuition.
- 69) More available on-line courses.
- 70) More classes about teaching reading methods and differential instruction.
- 71) More classroom management [skills] courses, classroom resources center [lending library] continuing access to college Internet.
- 72) More clinic rotations for nurses and holistic nurses.
- 73) More conservative instruction. There are too many liberal viewpoints being preached by instructors. It would be beneficial to have some conservative and middle of the road ideas so that students could acquire a broader and less one sided perspective.
- 74) More courses for those in Community Health-not school health-education i.e. how would I approach a group of senior citizens or an adult group.
- 75) More courses relating to academic advising [college preparation] in the Student Personnel Service option. Too much psychology & counseling.
- 76) More courses that would help in understanding and relating to their culture.
- 77) More cultural appreciation courses.
- 78) More examples of best practices in using technology as a tool to enhance learning. Specific information about software written for schools and how those learning Assessment data-driven software systems are changing the way we educate children.
- 79) More experience with faculty members already working in the field of study. I found the staff that taught the supervision classes brought more to the classes [off-site] with actual experience I might encounter as a supervisor.
- 80) More field based experience. One course required during the summer was based at the Bergen Community Jewish Y. We took the course but were required to work some hours in the afternoon. It was a special needs camp- what a great experience.

- 81) More multicultural courses, possibly internships over broad or interstates. More adjuncts with advanced degrees or professors with doctorate degrees specializing in specific educational topics.
- 82) More organization with business officer.
- 83) More practical knowledge rather than research. More strategies and behavior modification techniques.
- 84) More role playing more hands-on activities on the dialogue that may occur between client and therapist. Force students to role play so they become more comfortable with that interaction. Grief therapy courses-more specific course like aforementioned to help students.
- 85) More special education for the administration major.
- 86) More work on how to deal with descriptive students in the class.
- 87) More technology in the actual classrooms.
- 88) My experience was a positive one. Since my graduation I have been appointed assistant principal at the high school level. I feel my education at NJCU prepared me to meet the challenges of this position.
- 89) NJCU is on target.
- 90) My work is not related to my course of study.
- 91) NJCU should try to pin point what each school construct in NJ except from their guidance counselors. According to your findings develop courses that would focus on the needs of the districts.
- 92) The program was great.
- 93) Offer in Correction- Psychology of Forensic Criminal Behavior: Family & Criminal Behavior; Parenting Behind Bars and gangs for a concentration.
- 94) Professors need to use correct up-to-date material the course lead needs to be consistence across all classes. Professors need to explain their grading procedures and be able to back up their grades with a strong rational.
- 95) Project-based themes/curriculum.
- 96) The urban education program is excellent and fully prepares teachers to effectively teach all children. The early childhood program help prepare teachers in every area of teaching specifically developmentally appropriate.
- 97) Provide "Reading Certification Programs" to the Passaic district as W.P.U. have for us. This program is a great offering educator's 100% reimbursement as they prepare for "Reading Coach Positions." I would attend NJCU in a heartbeat-rather than attend WPU.
- 98) Provide more classes dealing with classroom management and student behavior. Most often special education teachers struggle with these issues
- 99) Psychology department should not be so rigid in courses graduate students are allowed to take. I find this very difficult and unaccommodating. The counseling program could be more clinically focused.
- 100) This department-Multi-Cultural- is biased toward Bilingual Education and those students who are native speakers of a language other than English. Some courses were lightly politicized. I saw several older native English speakers quiet in disgust.
- 101) To continue to provide skills for leadership necessary to guarantee access to a district of highly qualified public education.

- 102) The security staff did and still does a wonderful job. The Instructors were very fair and upfront. I've taken 2 not for credit Professional [unknown word] security administration Fire Safety and combined with my m/s they have helped me greatly with part-time work.
- 103) The graduate office staff including ... were rude to me. I had difficulty registering on-line and was told to go to the grad office for help. When I got there the young lady whose desk faces the entrance door was extremely rude. She had absolutely no interpersonal skills.
- 104) Require research analysis be taken earlier so that you develop a better understanding of various research projects.
- 105) Set the course work aligned to state and national standards. Have rubrics available to each assignment for both students and faculty members.
- 106) Since my school has used email computer grading lab tops on a cart etc., I believe all future educational leaders need to be comfortable with daily use of these tools in class work.
- 107) Special education law/school health law should be a requirement or at least an elective for health science majors with a concentration in school health education.
- 108) Specific courses on data collection for students with disabilities within the context of everyday classroom experiences. [this would apply to both graduate and undergraduate programs] -specific courses on teaching students with moderate to severe disability.
- 109) Specific ways/ideas to support non-English speaking students in the regular educational classroom.
- 110) The department needs to add more courses to be available during each semester. The rotating schedule does not allow a student to finish the program early.
- 111) The Early Childhood Education program should provide both pre-school and kindergarten through 3rd grade with the necessary professional skills and information. During my studies the concentration of the program was mainly on pre-school children.
- 112) The Education Technology program is excellent.
- 113) The Educational Technology courses should include more current research as to how current technology can help change the way students learn. Current uses of PDAs, Smartboards, LCD, projectors, streaming video etc. should be presented to students.
- 114) The field should be related to courses. It should go for at least 2 semesters. Also the field study should involve case studies.
- 115) The internship needs to be revised.
- 116) The learning disabilities Teachers' consultant [LDTC] program should provide more hands on experiences and report writing. In the Special Education program teachers focus more on reaction papers. The tools should be also on the content of the subject.
- 117) Staff at the graduate school was very disorganized making it difficult to obtain information. Many things were lost or misplaced.

- 118) Program [Ed. Tech] prepares teachers to teach using them. I would have liked to have seen more courses to help me become a technical coordination for a school or district.
- 119) The university may want to promote more courses that deal with public speaking.
- 120) There needs to be more instruction in music education especially for these music educators who came to teaching profession through the alternate route program.
- 121) They may want to look at internships of some kind. They may provide current students an opportunity to experience the “real world.” It may also serve as a catalyst to help districts recognize the value of technology and how best to support it.
- 122) Unfortunately in the Early Childhood department the masters track does not prepare change of career or people to teach instruction in math or reading development. Undergrad courses prepare teachers in this area. People need a stronger lease in math and reading.
- 123) Classes communication classes.
- 124) Keep current.
- 125) While the classes I took were very informative compared to other program [reading specialist] there needs to be more of a variety of classes and exposure to more type of tests.

Comments 3

Question: Please provide any additional comments, which may be helpful to us.

- 1) As a resident of Sussex County, the offering off campus courses was a tremendous challenge. It was a crucial factor in my selection of NJCU.
- 2) As much as I liked I felt the research class was too much and needs to be toned down.
- 3) Being able to access EBSCO Host from any computer was very valuable to me. I was able to work on assignments at all hours everyday. This service made research more enjoyable.
- 4) Continue with the same progress.
- 5) Enjoyed my stay.
- 6) Frustrating parking experiences. No protection from weather often long waits for arbitrary pick-ups.
- 7) NJCU was a great experience. I wish I would do it again. I am interested in teaching on the graduate/college level in Fine Arts. That is why I pursued an MBA.
- 8) Having a BA Music Education from NJCU I would like to see in the future a Professional diploma program in the Special Education and Music Department having to do with “Music Therapy.” I feel that this field can be useful for music educators in the urban areas.
- 9) I always speak highly about NJCU to others and I recommend NJCU to coworkers seeking to further their career.

- 10) I am very grateful for the education and learning experience provided by NJCU. I hope that I may return the favor one day. Stay in touch.
- 11) I am currently enrolled in the Educational Leadership program and find oneself missing the kind of service that I received from the Multicultural department. Although I am close to culminating my coursework in the department I have yet to meet with my advisor.
- 12) I am currently taking off campus and online classes in Educational leadership. Classes needed for the supervisor certificate are offered irregularly. Last Spring the same course was offered in both Newton & Hopatcong.
- 13) I am presently continuing my education for the supervisor certification. It would be great if one of the Educational Technology courses were on the list of approved courses so that these grads would only need 3 instead of 4 additional courses. [I am proud to be a part of NJCU. I have raved about the school to students. I miss the critical thinking and brainstorming that happened in the classes.]
- 14) I became very ill and had two major surgeries during the time I was at NJCU. ... was wonderful and patient with me so were all my other professors.
- 15) I do feel that my experience at NJCU opened many doors to new friendship and a strong desire. To return to the campus gave me inspiration guidance and helped me develop my love for learning. The staff in the Early Childhood went out of their way.
- 16) I enjoyed the professors and fellow students. I found dealing with the University very frustrating. There seemed to be constant change. The requirements for my degree changed several times and getting into and scheduling classes were very difficult.
- 17) I found all the Professors in the Special Education department to be very knowledgeable in their field. The Professors were always willing to help in any way they could whenever asked by their students.
- 18) I found my time at NJCU very frustrating. I completed the same assignments over and over again. Just in a different class with different materials. Portfolios were all too common. The staff should also be more flexible and understanding.
- 19) I have made a career change in my life and became a special ed teacher. I have a great new job and I would like to say thanks for being affordable in order for me to reach my goals.
- 20) I loved being a student at NJCU & found it to be an extremely rewarding experience.
- 21) I think it would benefit more graduate students to offer "total" online courses. Some of my graduate courses were totally online and that helped me tremendously.
- 22) I think students should be encouraged to join N.J. State Public Health Association.
- 23) I want to say that my experience at NJCU has been wonderful...was always so helpful and she need to be applauded for her hard work and dedication. She made me want to be a better teacher. I made many new lifelong friends at NJCU and will treasure my experience.

- 24) I was very disappointed in the manner of which the Special Education Department was handled this year- I was in the LDTC Certification program and we all felt as if we were somehow mistreated- There is truly a lack of communication between the graduates and advisors.
- 25) I was very disappointed with my advisor. I did not receive my thesis copy until last month or 1 year from the date of graduation. I had to contact the Dept. Chair who had intervened regarding the matter. I learned that ... [criminal justice] lost the 4 final.
- 26) I was very pleased with my experiences.
- 27) I was very satisfied.
- 28) I will always be grateful to NJCU for the opportunities and education I received while at the University. I continually recommend NJCU to others
- 29) I would like to continue my educational career at NJCU. I hope you would consider having a doctorate program.
- 30) If a class is to be cancelled it should be cancelled before the semester begins and not 3 weeks into the semester. If numbers for enrollment are low cancel the class- don't let it go 3 weeks and then cancel it. This is a major inconvenience to students.
- 31) It is time that NJCU implements a doctoral program in the field of education.
- 32) It would be helpful to prospective students if they were able to meet with academic advisors prior to applying at NJCU.
- 33) It would be helpful to make the library and its periodicals and papers more easily available to graduate students. During the period of time which I studied at NJCU this was not the case- the library was being renovated.
- 34) Jersey City University is a wonderful school-keep up the great work and the great changes.
- 35) Keep tuition low so students can finish on time and take more courses.
- 36) The good work and acceptance to the differences. Thanks.
- 37) Licensing procedure need to be more organized between departments communications do need to improve! It's been over 1 year and I still wait for my P.3 certification. This has been my only disappointment at NJCU. They need to be more courteous by sending.
- 38) Keep up the good work.
- 39) Keep up the great work.
- 40) Many students experience difficulty with the various registration and matriculation paperwork. The condition of the graduate office did not give me a secure feeling that my materials would be properly filed after I dropped them off
- 41) My three years at NJCU was an everlasting an exciting experience. Through the courses I selected I increased a host of valuable insight about "myself" to continue my journey. Many, many - Thanks to the "Greatest" ... and to ...!!! Your kindness.
- 42) Need more off campus courses in the summer in Educational Leadership.
- 43) NJCU should feel proud of its accomplishments. It is a fine University. Thank you.
- 44) Overall had a wonderful experience at NJCU. The program is new and needed same "fine tuning" but I enjoyed my time there.

- 45) Parking was a tremendous nightmare.
- 46) Provide information on the registration bulletin for graduate students that have completed their degrees in regards to re-applying to NJCU after they haven't attended the university in a year.
- 47) Satellite courses were extremely beneficial allowing me to ease into course work gradually and with the least impact on family life/obligations.
- 48) Sometimes oral presentations were used as a time-waster. Too much time was given for students [unprepared & boring] to waste class time. Professionals do not want to come to class after working all day to listen to nonsense.
- 49) Start a post BA- Program that offers courses to be applied to obtaining a BCBA [Board Certified Behavior Analyst].
- 50) Students should be allowed to complete the thesis for the accounting major while they're taking Business Statistics [Quantitative methods] or immediately-Instead of being told that they have to complete Quantities and not have the opportunity to start the thesis.
- 51) Taking classes online was certainly great.
- 52) The career services department lacks in the ability to find a job for me. I'm a paralegal and I'm not working in my field. I finished the MS program in 2002 and have not worked in my field. I majored in courts not L.E. and have not been successful in finding a job.
- 53) The Early Childhood department staff was the best; very well organized.
- 54) The faculty was overall helpful however Prof. ... was in my opinion awful.
- 55) Only 2 professors were impossible ... in Special Education. on campus and ...- off campus Perth Amboy.
- 56) Make sure books are available at the book store -higher variety of courses, parking availability, organization of good admissions office. Courses should support more classroom participation and independent thinking as opposed to mainstream by the book. I hope this writing find you well! Thank you for this opportunity to express our concerns.
- 57) The university must consider Health Clinics to the community in the future. Clinics such as Asthma Diabetes Obesity.
- 58) Graduating I moved to California where the teacher standards are much more strict than in NJ. I'm therefore taking more classes now for my credential here.
- 59) Although I do not necessarily agree with the standards here, many of the classes are specialized theories and for new teachers [based on practical teaching and training]. I know myself and other new teachers felt ill-equipped when placed in the practicum's towards the end of our degree program. I also feel the books need to be updated.
- 60) ...is a detriment to the department. The complaints I heard from many students were all about her treatment of people in classes.
- 61) ...great professor and advisor. He took his time to talk to his students with their questions in his research class and preparation for the comp. He is a lost asset to NJCU.
- 62) ...needs to restructure this old fashioned curriculum for his practicum. He bases grades on a taped counseling session rather than the student. He has developed into an inadequate counselor based on their expenses. It is a disadvantage to

serious students in the “How to” of researching should be a requirement prior to the initial thesis. I personally feel it will benefit the student by presenting a thesis of quality not just a crash course on thesis writing.

- 63) The grad office needs to get organized. There were times when my paperwork was lost or misfiled and this is incredibly frustrating. Add a doctoral program in the Administration/Leadership program.

Appendix B

Statistics

Communicate in writing

N	Valid	235
	Missing	9
Mean		3.71

Communicate in writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	10	4.1	4.3	4.3
	2	13	5.3	5.5	9.8
	3	70	28.7	29.8	39.6
	4	84	34.4	35.7	75.3
	5- Very well	58	23.8	24.7	100.0
	Total	235	96.3	100.0	
Missing	-1	9	3.7		
	Total	244	100.0		

Statistics

Communicate orally

N	Valid	237
	Missing	7
Mean		3.81

Communicate orally

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	7	2.9	3.0	3.0
	2	10	4.1	4.2	7.2
	3	59	24.2	24.9	32.1
	4	105	43.0	44.3	76.4
	5- Very well	56	23.0	23.6	100.0
	Total	237	97.1	100.0	
Missing	-1	7	2.9		
	Total	244	100.0		

Statistics

Work independently

N	Valid	235
	Missing	9
Mean		4.11

Work independently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	1	.4	.4	.4
	2	5	2.0	2.1	2.6
	3	41	16.8	17.4	20.0
	4	107	43.9	45.5	65.5
	5- Very well	81	33.2	34.5	100.0
	Total	235	96.3	100.0	
Missing	-1	9	3.7		
Total		244	100.0		

Statistics

Think critically

N	Valid	236
	Missing	8
Mean		4.07

Think critically

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	2	.8	.8	.8
	2	6	2.5	2.5	3.4
	3	42	17.2	17.8	21.2
	4	109	44.7	46.2	67.4
	5- Very well	77	31.6	32.6	100.0
	Total	236	96.7	100.0	
Missing	-1	8	3.3		
Total		244	100.0		

Statistics

Work in groups and participate in the group process

N	Valid	235
	Missing	9
Mean		4.17

Work in groups and participate in the group process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	2.9	3.0	3.0
	3	30	12.3	12.8	15.7
	4	115	47.1	48.9	64.7
	5- Very well	83	34.0	35.3	100.0
	Total	235	96.3	100.0	
Missing	-1	9	3.7		
Total		244	100.0		

Statistics

Plan

N	Valid	232
	Missing	12
Mean		4.00

Plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	1	.4	.4	.4
	2	4	1.6	1.7	2.2
	3	56	23.0	24.1	26.3
	4	104	42.6	44.8	71.1
	5- Very well	67	27.5	28.9	100.0
	Total	232	95.1	100.0	
Missing	-1	12	4.9		
Total		244	100.0		

Statistics

Resolve problems using logical problem-solving

N	Valid	233
	Missing	11
Mean		3.91

Resolve problems using logical problem-solving

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	4	1.6	1.7	1.7
	2	4	1.6	1.7	3.4
	3	60	24.6	25.8	29.2
	4	105	43.0	45.1	74.2
	5- Very well	60	24.6	25.8	100.0
	Total	233	95.5	100.0	
Missing	-1	11	4.5		
Total		244	100.0		

Statistics

Exercise leadership

N	Valid	234
	Missing	10
Mean		3.84

Exercise leadership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	4	1.6	1.7	1.7
	2	11	4.5	4.7	6.4
	3	62	25.4	26.5	32.9
	4	98	40.2	41.9	74.8
	5- Very well	59	24.2	25.2	100.0
	Total	234	95.9	100.0	
Missing	-1	10	4.1		
Total		244	100.0		

Statistics

Apply new information in my daily work

N	Valid	233
	Missing	11
Mean		4.16

Apply new information in my daily work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	1	.4	.4	.4
	2	7	2.9	3.0	3.4
	3	32	13.1	13.7	17.2
	4	106	43.4	45.5	62.7
	5- Very well	87	35.7	37.3	100.0
	Total	233	95.5	100.0	
Missing	-1	11	4.5		
Total		244	100.0		

Statistics

Conduct research related to my work

N	Valid	235
	Missing	9
Mean		4.09

Conduct research related to my work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	1	.4	.4	.4
	2	10	4.1	4.3	4.7
	3	45	18.4	19.1	23.8
	4	91	37.3	38.7	62.6
	5- Very well	88	36.1	37.4	100.0
	Total	235	96.3	100.0	
Missing	-1	9	3.7		
Total		244	100.0		

Statistics

Discuss ideas and alternatives

N	Valid	234
	Missing	10
Mean		4.11

Discuss ideas and alternatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	2	.8	.9	.9
	2	5	2.0	2.1	3.0
	3	35	14.3	15.0	17.9
	4	115	47.1	49.1	67.1
	5- Very well	77	31.6	32.9	100.0
	Total	234	95.9	100.0	
Missing	-1	10	4.1		
Total		244	100.0		

Statistics

Set personal and professional goals

N	Valid	234
	Missing	10
Mean		4.09

Set personal and professional goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	4	1.6	1.7	1.7
	2	6	2.5	2.6	4.3
	3	42	17.2	17.9	22.2
	4	95	38.9	40.6	62.8
	5- Very well	87	35.7	37.2	100.0
	Total	234	95.9	100.0	
Missing	-1	10	4.1		
Total		244	100.0		

Statistics

Organize my work

N	Valid	232
	Missing	12
Mean		3.96

Organize my work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	4	1.6	1.7	1.7
	2	9	3.7	3.9	5.6
	3	50	20.5	21.6	27.2
	4	98	40.2	42.2	69.4
	5- Very well	71	29.1	30.6	100.0
	Total	232	95.1	100.0	
Missing	-1	12	4.9		
Total		244	100.0		

Statistics

Use computer technology

N	Valid	233
	Missing	11
Mean		3.85

Use computer technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	12	4.9	5.2	5.2
	2	15	6.1	6.4	11.6
	3	48	19.7	20.6	32.2
	4	78	32.0	33.5	65.7
	5- Very well	80	32.8	34.3	100.0
	Total	233	95.5	100.0	
Missing	-1	11	4.5		
Total		244	100.0		

Statistics

Manage my time

N	Valid	230
	Missing	14
Mean		3.79

Manage my time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	6	2.5	2.6	2.6
	2	12	4.9	5.2	7.8
	3	69	28.3	30.0	37.8
	4	81	33.2	35.2	73.0
	5- Very well	62	25.4	27.0	100.0
	Total	230	94.3	100.0	
Missing	-1	14	5.7		
Total		244	100.0		

Statistics

Program provided necessary professional skills and information

N	Valid	235
	Missing	9
Mean		4.15

Program provided necessary professional skills and information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- Not very well	2	.8	.9	.9
	2	5	2.0	2.1	3.0
	3	35	14.3	14.9	17.9
	4	107	43.9	45.5	63.4
	5- Very well	86	35.2	36.6	100.0
	Total	235	96.3	100.0	
Missing	-1	9	3.7		
Total		244	100.0		

Appendix C

Masters and P.D. Recipient Survey

New Jersey City University

Please use only a No. 2 lead pencil for marking

Please fill in marks like this:



Not like this:



Ⓨ -Yes, Ⓝ- No

1. What was your degree program?

- | | | | |
|----------------------------------|-----------------------|-----------------------|----------------------------------|
| Accounting | <input type="radio"/> | <input type="radio"/> | Art Education |
| Counseling | <input type="radio"/> | <input type="radio"/> | Criminal Justice |
| Early Childhood Education | <input type="radio"/> | <input type="radio"/> | Educational Psychology |
| Educational Technology | <input type="radio"/> | <input type="radio"/> | Elementary School Reading |
| Fine Arts | <input type="radio"/> | <input type="radio"/> | Health Sciences |
| Mathematics Education | <input type="radio"/> | <input type="radio"/> | Music Education |
| Nursing | <input type="radio"/> | <input type="radio"/> | Reading Specialist |
| Secondary School Reading | <input type="radio"/> | <input type="radio"/> | Special Education |

2. Urban Education:

- Administrative and Supervision**
- Bilingual/Bicultural**
- English as a Second Language**
- Educational Media**
- Basic and Urban Studies**

3. Professional
Diploma:

- School Psychology**

4. What was the location of your first graduate course at NJCU?

On main campus

An off-campus site

5. In which county did you reside during most of your years as a graduate student at NJCU?

- | | | | |
|-----------------|-----------------------|-----------------------|------------------------|
| Bergen | <input type="radio"/> | <input type="radio"/> | Middlesex |
| Essex | <input type="radio"/> | <input type="radio"/> | Union |
| Hudson | <input type="radio"/> | <input type="radio"/> | Passaic |
| Monmouth | <input type="radio"/> | <input type="radio"/> | Other NJ County |
| Sussex | <input type="radio"/> | <input type="radio"/> | Out of State |

6. Did you earn your bachelor's degree from NJCU?

Y N

7. Has anyone in your family earned a degree from NJCU?

Y N

8. Is anyone in your family currently attending NJCU?

Y N

9. If yes, is that person attending for a :

- Bachelor's Degree
- Master's Degree
- Non-credit
- Professional Diploma
- Non-degree

10. Have you enrolled in any course anywhere since earning your graduate degree from NJCU?

Y N

11. What is the highest degree you earned at NJCU?

MA **MS** **PD** **MFA**

12. What is the highest degree you plan to obtain?

- Master's Degree
- Doctorate
- Professional Diploma
- Professional School Degree (i.e., MD, DDS, JD, etc.)
- No plans

13. Please indicate the number of years that you attended NJCU as a GRADUATE student (to the nearest year).

2 or less **3 years** **4 years** **5 years** **6+ years**

14. If you could start graduate school again, would you choose to attend NJCU?

Definitely yes **Probably yes** **Definitely no** **Probably no** **Uncertain**

For the next series of questions, please rate the importance of the item in your decision to attend NJCU as a graduate student, by marking your assessment according to the following scale:

1 Not important at all 2 Not too Important 3 Neutral
 4 Important 5 Very important

15. Tuition 1 2 3 4 5
16. Location (close to my home) 1 2 3 4 5
17. Location (close to my job) 1 2 3 4 5
18. Program/Major 1 2 3 4 5
19. Graduate Faculty 1 2 3 4 5

20. If you had a problem, was there one graduate faculty you contacted who was especially helpful and interested in you as a student?

Y N

21. If you had a problem was there someone else at the University whom you contacted?

Y N

22. If yes, was that person a:

- Dean
- Graduate Advisor
- Department Chair (i.e., academic department chair)
- Department Director (i.e., Administrator)
- Clerical staff (e.g., secretary, etc.)
- Other

Please specify: _____

23. Were you employed for a majority of time while attending as a graduate student? Y N

24. Are you currently employed? Y N

25. If yes, which one of the following best describes your current place of employment?

- Private sector (for-profit or non-profit business or agency etc.)
- Education
- Health
- Criminal Justice
- Other

Please specify: _____

26. If you are employed, how long have you been in your current job?

Less than 3 months	3-11 months	1-2 years	3-5 years	6 or more years
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. If you are employed in what range is your current annual salary?

Less than \$20,000	<input type="radio"/>	<input type="radio"/>	\$20,000-\$29,999
\$30,000- \$39,999	<input type="radio"/>	<input type="radio"/>	\$40,000-\$49,999
\$50,000- \$59,999	<input type="radio"/>	<input type="radio"/>	\$60,000 or above

28. Upon completing your graduate work, did you receive a salary increase?

Yes	No	Not applicable, I am not currently employed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Upon completing your graduate work, did you obtain a job promotion?

Yes	No	Not applicable, I am not currently employed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Are you a member of any professional organization?

(Y) (N)

Following is a series of statements about your graduate school experiences at NJCU. Please indicate the extent to which you agree or disagree with each statement by marking your opinion according to the following scale:

① Disagree strongly ② Disagree ③ Neutral ④ Agree ⑤ Strongly agree

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 31. The graduate division offers an adequate variety of courses. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. The hours at which classes were scheduled were convenient. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. The 4:00 class was most satisfactory. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. The 7:00 class was most satisfactory. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. The required courses were appropriate for my career objective. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. The staff of the graduate office was helpful and knowledgeable. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. The advisors were helpful during my period of graduate study. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. Professors were available for consultation at times convenient for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. I made contact at NJCU with people who have been instrumental in advancing my professional career. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. The resources in the University's Library were adequate for the | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- work required in the graduate courses.
41. Security on campus was adequate. (1) (2) (3) (4) (5)
42. Overall, I feel that a graduate degree has increased my professional competence. (1) (2) (3) (4) (5)
43. Based on my graduate school experience at NJCU, I would recommend the graduate program to others. (1) (2) (3) (4) (5)
44. I would have preferred to take classes on weekends. (1) (2) (3) (4) (5)

The following is a list of skills and areas of knowledge that may be related to your work. Darken the appropriate number using the scale below to tell how you feel NJCU prepared you in those areas.

- (1) Not very well (2) (3) (4) (5) Very well
45. Communicate in writing (1) (2) (3) (4) (5)
46. Communicate orally (1) (2) (3) (4) (5)
47. Work independently (1) (2) (3) (4) (5)
48. Think critically (1) (2) (3) (4) (5)
49. Work in groups and participate in the group process (1) (2) (3) (4) (5)
50. Plan (1) (2) (3) (4) (5)
51. Resolve problems using logical problem-solving (1) (2) (3) (4) (5)
52. Exercise leadership (1) (2) (3) (4) (5)
53. Apply new information in my daily work (1) (2) (3) (4) (5)
54. Conduct research related to my work (1) (2) (3) (4) (5)
55. Discuss ideas and alternatives (1) (2) (3) (4) (5)
56. Set personal and professional goals (1) (2) (3) (4) (5)
57. Organize my work (1) (2) (3) (4) (5)
58. Use computer technology (1) (2) (3) (4) (5)
59. Manage my time (1) (2) (3) (4) (5)

For each statement select the appropriate answer using the same scale as the previous section.

60. The program provided the necessary professional skills and information (1) (2) (3) (4) (5)
61. I would recommend this program to others (1) (2) (3) (4) (5)
62. Overall, the program helped me to develop the skills needed for the job I was looking for (1) (2) (3) (4) (5)

The next two questions ask for information about how you financed your graduate studies.

63. During the course of your graduate studies did you find it necessary to apply for a loan to finance your graduate degree?

(Y) (N)

Please provide any additional comments which may be helpful to us.

Thank you for your cooperation in completing this questionnaire.

Please DO NOT fold the forms. Place the form and the comment sheet in the postage-paid return envelope, and mail the material to:

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