



Survey of Bachelors Degree Recipients AY2011

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Method, results, and discussion

In the fall semester of 2012, 1,503 undergraduate alumni who graduated in 2010—2011 were sent surveys. Two mailings were carried out. Of the 1,503 alumni, 127 completed the survey, an 8% response rate.

Sixty-eight percent (n=87) of the respondents were female, while 31% were male (n=40). Thirty-nine (35%) were over 35 years of age, 37 (30%) were 22 to 25 years of age, 22 (18%) were 30 to 35 years of age, and the remaining 22 (18%) were 26 – 29 years of age.

One hundred and fifteen (94%) of the undergraduates who completed the survey were U.S. citizens.

Sixty percent (n=75) indicated their marital status as being single, 30% (n=38) reported they were married, and nine percent (n=11) said they were divorced. Additionally, 71 (57%) reported they had no children living at home, 30 (24%) reported having two or more children, and 23 (18%) live with one child at home.

The racial/ethnic makeup of the undergraduates was as follows:

- White — 31% (n=47)
- Hispanic — 26% (n=31)
- African American/Black — 23% (n=27)
- Asian — 4% (n=5)

It is also important to note the counties in which the undergraduates currently live: 62 (50%) live in Hudson County, 35 (28%) live in an unspecified New Jersey county, 13(10%) live in Essex County, 11 (9%) live in Bergen County and three (2%) live out of state.

Seventy-seven (62%) of the undergraduates who completed the bachelor survey transferred from another institution. Sixty-five percent (n=49) of those that did transfer to NJCU from another university transferred from an NJ county/community college; while 11% (n=8) transferred from an NJ state public four year college/university.

Ninety-one (73%) of the respondents were enrolled full time and 34 (27%) were enrolled part-time during their undergraduate years. The majority of the respondents, 71% (n=95), never changed their NJCU enrollment status during their stay at the university, 12% (n=15) changed it once, and 11% (n=14) changed it more than once.

Likewise, most students (n=94, 76%) never stopped attending the university during their undergraduate years; a mix of 22 (18%) stopped attending for more than two semesters and for only one semester, seven (6%) stopped attending for two semesters, and eleven (9%) stopped for only one semester. The two reasons why some of the aforementioned undergraduates stopped attending was due to family responsibilities (n=11, 38%), and financial or job related concerns (n=9, 31%).

The primary majors chosen by the undergraduates were: Criminal Justice (n=15, 12%), Accounting, Business Administration, and Psychology being tied at (n=33; 27%), Nursing

(n=10, 8%), English and Sociology tied at (n=18, 14%), and History (n=8, 6%). Nineteen percent (n=24) of the undergraduates completed a co-major in Education; either with Elementary and Secondary Education (n=12, 9%), Early Childhood Education (n=7, 6%), or Special Education (n=5, 4%).

Reason for Attending and Satisfaction

Equally important, 54 (46%) chose “to prepare for a first career” as their primary objective for attending New Jersey City University as an undergraduate; other popular responses were “to prepare for further education” (n=36, 30%) and “to improve job skills” (n=16, 14%).

Ninety-seven percent (n=76) achieved their primary objective by the time they graduated, while 30% (n=24) did not.

Similarly, 60 (49%) of the undergraduates were very satisfied with the education they received at NJCU, and 39 (32%) were somewhat satisfied.

Thirty-four percent (n=42) reported the program they studied at NJCU helped them to develop the skills needed for a job or graduate program very well.

Fifty (40%) undergraduates would recommend their program to others.

Fifty percent (n=63) of the undergraduates rated the overall quality of the courses in their major as “good” and 34% (n=43) rated them as “excellent.”

Sixty-three (50%) rated the overall quality of other courses (electives) they took as “good,” and 28 (22%) rated them as “excellent.”

Also, 72% (n=89) of the undergraduates reported they would attend NJCU if they could start college again, and 28% (n=35) said they wouldn’t.

Thirty-eight percent (n=47) said they definitely would choose the same major if they could start college again, 29% (n=36) said they probably would, and 12% (n=15) said they probably would not.

The primary employment status of those that completed the bachelor survey during their undergraduate years at New Jersey City University was as follows: 48% (n=58) were employed full-time, 31% (n=37) were employed part-time, and 21% (n=26) were not employed.

Preparation for Employment and/or Further Education

“Forced choice” questions, consisting of five choices ranging from “very well” to “not well at all” on educational skills and abilities, were included in the survey. The choices of “very well” and “well” were combined into a single category to assess the degree to which the students felt NJCU prepared them well on these skills and abilities. The list below, listed in descending order, relates the percentages of the combine “prepared well” responses:

- Thinking critically (n=123, 85%)

- Working independently (n=123, 84%)
- Planning (n=123, 81%)
- Setting personal and professional goals (n=123, 79%)
- Organizing work (n=124, 77%)
- Working in groups (n=123, 77%)
- Using computer technology (n=123, 74%)
- Communicating orally (n=120, 76%)
- Discussing ideas and alternatives (n=122, 74%)
- Communicating in writing (n=125, 72%)
- Managing time (n=124, 72%)
- Resolving problems (n=123, 72%)
- Applying new information to daily work (n=122, 72%)
- Exercising leadership (n=124, 70%)
- Conducting research related to work (n=123, 70%)
- Helped develop skills needed for job or grad program (n=123, 65%)
- Provide appropriate knowledge for current work (n=121, 65%)

Similarly, those New Jersey City University undergraduates who completed the bachelor survey reported that they were satisfied (assessed as a combined score of choices “excellent” and “good” from “forced-choice” items with choices ranging from “excellent” to “poor”) with the following college experiences:

- The quality of resources in the University’s library (n=90, 71%)
- The preparation for further education (n=69, 55%)
- The opportunity for personal development (n=68 54%)

Participation in Campus Events

- Sixty-two percent (n=77) did not participate in on-campus clubs or extra-curricular activities,
- Thirty-seven percent (n=47) did participate in on-campus clubs or extra-curricular activities.

In addition:

- Sixty-six (56%) undergraduates attended “Open House”
- Twenty-four (23%) attended “Club Day.”

The following are events that most said they did not attend:

- Convocation (n=13, 13%)
- Home Coming (n=2, 2%)
- Greek Week (n=6, 6%)
- Major Rush (n=3, 3%)
- Student Affairs Picnic (n=9, 9%)
- Faculty Lecture Series (n=16, 16%)
- Varsity Athletic Events (n=13, 13%)

None of the respondents reported having participated in any intramural event.

Likewise, most undergraduates who filled out the survey reported being involved in the following:

- OSP (n=13, 13%)
- Honors Program (n=19, 18%)
- Project Mentor (n=9, 9%)
- Project 100 (n=4, 4%)
- Project Excel (n=0)
- TLC (n=3, 3%).

Advisement

- Thirty-four percent (n=43) undergraduates met with their academic advisor three or more times a year
- Twenty-nine percent (n=36) met with their advisor at least twice a year
- Eighteen percent (n=23) met with their advisor at least once a year
- Fourteen percent (n=18) hardly ever met with their advisor
- Four percent (n=5) never met with their advisor
- Eighty percent (n=98) of undergraduates said that their advisor did not help choose a major for them
- Fifty-nine percent (n=73) said their advisor helped them with other college related issues
- Thirty-nine percent (n=48) said their advisor helped them choose courses and make schedules.

Regarding financial assistance, 79 (64%) of the undergraduates said they did receive financial aid, and 44 (36%) said they did not receive financial aid other than OSP (Pell, Tag, or a loan) while they were attending the university.

Thirty-four (28%) undergraduates thought the “Career Dimensions” course was somewhat helpful in preparing them for the work force, 28 (23%) found it to be very helpful, and 13 (11%) found it to be not helpful at all. Likewise, 25% (n=31) found the Career Development Library’s resources available to be very helpful.

Transfer Students

Prior to enrolling in New Jersey City University, 28 (37%) transfer students took basic skills/remedial courses at another college. Also, during their first year at the university, a number of transfers were enrolled in the following:

- College Writing (n=10, 15%)
 - Reading for College (n=3, 5%)
 - Basic Math: Arithmetic/Algebra for College (n=10, 15%)
- Native Students

During their first year at New Jersey City University, 48 native students were enrolled in the following:

- College Writing (n=26, 58%)
- Reading for College (n=17, 39%)
- Basic Math: Arithmetic/Algebra for College (n=28, 62%)

The following indicates the number of years the degree-seeking undergraduate students who completed the bachelor survey attended NJCU for: six or more (n=20, 16%), five years (n=21, 17%), four years (n=26, 21%), three years (n=20, 16%), and two years or less (n=37, 30%).

Their current status is as follows: 78% (n=98) are not currently enrolled in a degree program and 28 (22%) are currently enrolled in a degree program.

Fifty percent (n=61) reported a Master's degree, 18% (n=22) reported a Bachelor's degree, and 13% (n=16) reported a Doctorate or professional degree (i.e., MD, DDS, JD, etc) as the highest degree they plan to obtain, while 19% (n=24) are uncertain at this time.

Currently, 80 (65%) of those who completed the bachelor survey are employed full-time, 22 (18%) are not employed but are seeking employment, and 17 (14%) are employed part-time. Those that are employed reported being at their current job for the following length of time: less than one year (n=29, 30%), one to two years (n=25, 26%), three to five years (n=13, 13%), and six or more years (n=30, 31%). Furthermore, those that obtained their present job following graduation from NJCU did so in the following time period: one to three months (n=17, 15%), four to six months (n=11, 10%), and/or seven to twelve months (n=14, 12%).

The top fields in which the students who completed the bachelor survey are currently employed in are:

Business/Private industry (n=28, 26%)

Education—Teacher/Administrator/Special Services (n=27, 25%)

Equally pertinent, 46% (n=52) reported that their job is highly related to their undergraduate major at NJCU, 24% (n=21) said it was somewhat related, another 24% (n=21) reported it was not related at all, and 12% (n=14) said it was not applicable.

Lastly, the numbers and percentages regarding the annual salary of those that completed the bachelor survey are as follows: \$65,000 or more (n=16, 14%), \$55,000 to \$64,000 (n=13, 11%), \$45,000 to \$54,000 (n=15, 13%), \$35,000 to \$44,000 (n=15, 13%) and less than \$35,000 (n=36, 32%).

Primary Major

		Frequency	Valid Percent
Valid	Accounting	11	9.0
	Art	7	5.7
	Biology	2	1.6
	Business Administration	11	9.0
	Chemistry	3	2.5
	Criminal Justice	15	12.3
	Early Childhood Ed	4	3.3
	Economics	1	.8
	Elementary Ed	5	4.1
	English	9	7.4
	Fire Science	3	2.5
	Health Science	2	1.6
	History	8	6.6
	Management	1	.8
	Marketing	1	.8
	Media Arts	2	1.6
	Nursing	10	8.2
	Political Science	1	.8
	Professional Security	4	3.3
	Psychology	11	9.0
	Sociology	9	7.4
	Spanish	1	.8
	Special Education	1	.8
	Total	122	100.0
Missing	-1	5	
Total		127	

Co-major

		Frequency	Valid Percent
Valid	Early Childhood Education	7	29.2
	Elementary & Secondary Education	12	50.0
	Special Education	5	20.8
	Total	24	100.0
Missing	-1	103	
Total		127	

Transfer to NJCU from another Institution

		Frequency	Valid Percent
Valid	Yes	77	61.6
	No	48	38.4
	Total	125	100.0
Missing	-1	2	
Total		127	

If yes, was it a:

		Frequency	Valid Percent
Valid	NJ State Public 4 year College/University	8	10.7
	NJ State Private 4 year	3	4.0
	NJ County College	49	65.3
	Out of State Public 4 year	2	2.7
	Out of State Public 2 year	4	5.3
	Out of State Private 4 year	3	4.0
	Other	6	8.0
	Total	75	100.0
Missing	-1	52	
Total		127	

Primary Objective

		Frequency	Valid Percent
Valid	To prepare for further education	36	30.5
	To prepare for first career	54	45.8
	To improve job skills	16	13.6
	Personal enrichment	12	10.2
	Total	118	100.0
Missing	-1	9	
Total		127	

Achieve Primary Objective

		Frequency	Valid Percent
Valid	Yes	97	76.4
	No	30	23.6
	Total	127	100.0

Number of Years Attended: Degree Seeking

		Frequency	Valid Percent
Valid	2 or less	37	29.8
	3	20	16.1
	4	26	21.0
	5	21	16.9
	6 or more	20	16.1
	Total	124	100.0
Missing	-1	3	
Total		127	

Primary Enrollment Status during Undergrad

		Frequency	Valid Percent
Valid	Full-time student	91	72.8
	part-time student	34	27.2
	Total	125	100.0
Missing	-1	2	
Total		127	

How Often Changed Enrollment Status

		Frequency	Valid Percent
Valid	Never	95	76.6
	Once	15	12.1
	More than once	14	11.3
	Total	124	100.0
Missing	-1	3	
Total		127	

Ever Stop Attending

		Frequency	Valid Percent
Valid	No	94	76.4
	Yes - 1 semester	11	8.9
	Yes - 2 semesters	7	5.7
	Yes - more than 2 semesters	11	8.9
	Total	123	100.0
Missing	-1	4	
Total		127	

If Yes, Why Stop Attending

		Frequency	Valid Percent
Valid	Financial or job related concerns - difficult to attend college	9	31.0
	Family responsibilities - difficult to attend college and m	11	37.9
	College related concerns - difficult to meet course/program	1	3.4
	Other	8	27.6
	Total	29	100.0
Missing	-1	98	
Total		127	

First Year College Writing

		Frequency	Valid Percent
Valid	No	76	67.3
	Yes	37	32.7
	Total	113	100.0
Missing	-1	14	
Total		127	

First Year Reading For College

		Frequency	Valid Percent
Valid	No	89	81.7
	Yes	20	18.3
	Total	109	100.0
Missing	-1	18	
Total		127	

First Year Basic Math

		Frequency	Valid Percent
Valid	No	75	65.8
	Yes	39	34.2
	Total	114	100.0
Missing	-1	13	
Total		127	

Basic Skills at another University

		Frequency	Valid Percent
Valid	No	86	72.9
	Yes	32	27.1
	Total	118	100.0
Missing	-1	9	
Total		127	

Overall Quality of Major Courses

		Frequency	Valid Percent
Valid	Poor	3	2.4
	Fair	4	3.2
	Neutral	13	10.3
	Good	63	50.0
	Excellent	43	34.1
	Total	126	100.0
Missing	-1	1	
Total		127	

Overall Quality of Other Academic Courses

		Frequency	Valid Percent
Valid	Poor	4	3.1
	Fair	6	4.7
	Neutral	26	20.5
	Good	63	49.6
	Excellent	28	22.0
	Total	127	100.0

Quality of College Services

		Frequency	Valid Percent
Valid	Poor	11	8.9
	Fair	15	12.1
	Neutral	32	25.8
	Good	40	32.3
	Excellent	26	21.0
	Total	124	100.0
Missing	-1	3	
Total		127	

Opportunity for Personal Development

		Frequency	Valid Percent
Valid	Poor	5	4.0
	Fair	15	11.9
	Neutral	38	30.2
	Good	45	35.7
	Excellent	23	18.3
	Total	126	100.0
Missing	-1	1	
Total		127	

Preparation for Further Education

		Frequency	Valid Percent
Valid	Poor	7	5.6
	Fair	8	6.4
	Neutral	41	32.8
	Good	44	35.2
	Excellent	25	20.0
	Total	125	100.0
Missing	-1	2	
Total		127	

Quality of Resources: University Library

		Frequency	Valid Percent
Valid	Poor	3	2.4
	Fair	4	3.2
	Neutral	29	23.0
	Good	49	38.9
	Excellent	41	32.5
	Total	126	100.0
Missing	-1	1	
Total		127	

Clubs/Extra Curricular Activities

		Frequency	Valid Percent
Valid	None	77	62.1
	One	27	21.8
	Two	12	9.7
	Three	7	5.6
	Four or more	1	.8
	Total	124	100.0
Missing	-1	3	
Total		127	

Overall Satisfaction with NJCU Education

		Frequency	Valid Percent
Valid	Very Unsatisfied	16	13.0
	Somewhat Unsatisfied	8	6.5
	Somewhat Satisfied	39	31.7
	Very Satisfied	60	48.8
	Total	123	100.0
Missing	-1	4	
Total		127	

Open House

		Frequency	Valid Percent
Valid	Yes	66	55.9
	No	52	44.1
	Total	118	100.0
Missing	-1	9	
Total		127	

Convocation

		Frequency	Valid Percent
Valid	Yes	13	12.5
	No	91	87.5
	Total	104	100.0
Missing	-1	23	
Total		127	

Home Coming

		Frequency	Valid Percent
Valid	Yes	2	2.0
	No	99	98.0
	Total	101	100.0
Missing	-1	26	
Total		127	

Greek Week

		Frequency	Valid Percent
Valid	Yes	6	6.1
	No	93	93.9
	Total	99	100.0
Missing	-1	28	
Total		127	

Major Rush

		Frequency	Valid Percent
Valid	Yes	3	3.0
	No	96	97.0
	Total	99	100.0
Missing	-1	28	
Total		127	

Student Affairs Picnic

		Frequency	Valid Percent
Valid	Yes	9	8.8
	No	93	91.2
	Total	102	100.0
Missing	-1	25	
Total		127	

Faculty Lecture Series

		Frequency	Valid Percent
Valid	Yes	16	15.5
	No	87	84.5
	Total	103	100.0
Missing	-1	24	
Total		127	

Varsity Athletic Events

		Frequency	Valid Percent
Valid	Yes	13	13.0
	No	87	87.0
	Total	100	100.0
Missing	-1	27	
Total		127	

Club Day

		Frequency	Valid Percent
Valid	Yes	24	23.3
	No	79	76.7
	Total	103	100.0
Missing	-1	24	
Total		127	

Intramural Event

		Frequency	Valid Percent
Valid	Yes	5	5.1
	No	94	94.9
	Total	99	100.0
Missing	-1	28	
Total		127	

OSP

		Frequency	Valid Percent
Valid	Yes	13	12.5
	No	91	87.5
	Total	104	100.0
Missing	-1	23	
Total		127	

Honors Program

		Frequency	Valid Percent
Valid	Yes	19	18.3
	No	85	81.7
	Total	104	100.0
Missing	-1	23	
Total		127	

Project Mentor

		Frequency	Valid Percent
Valid	Yes	9	8.8
	No	93	91.2
	Total	102	100.0
Missing	-1	25	
Total		127	

Project 100

		Frequency	Valid Percent
Valid	Yes	4	4.0
	No	97	96.0
	Total	101	100.0
Missing	-1	26	
Total		127	

Project Excel

		Frequency	Valid Percent
Valid	No	98	100.0
Missing	-1	29	
Total		127	

TLC

		Frequency	Valid Percent
Valid	Yes	3	2.9
	No	99	97.1
	Total	102	100.0
Missing	-1	25	
Total		127	

Receive Financial Aid

		Frequency	Valid Percent
Valid	Yes	79	64.2
	No	44	35.8
	Total	123	100.0
Missing	-1	4	
Total		127	

Career Dimensions Course

		Frequency	Valid Percent
Valid	Not helpful at all	13	10.6
	Not too helpful	14	11.4
	Somewhat helpful	34	27.6
	Very helpful	28	22.8
	Not Applicable	34	27.6
	Total	123	100.0
Missing	-1	4	
Total		127	

Career Development Library

		Frequency	Valid Percent
Valid	Not helpful at all	12	9.8
	Not too helpful	7	5.7
	Somewhat helpful	32	26.0
	Very helpful	31	25.2
	Not Applicable	41	33.3
	Total	123	100.0
Missing	-1	4	
Total		127	

Currently Enrolled Degree Program

		Frequency	Valid Percent
Valid	Yes	28	22.2
	No	98	77.8
	Total	126	100.0
Missing	-1	1	
Total		127	

Highest Degree Plan to Obtain

		Frequency	Valid Percent
Valid	Bachelor's Degree	22	17.9
	Master's Degree	61	49.6
	Doctorate or professional Degree	16	13.0
	I am not certain at this time	24	19.5
	Total	123	100.0
Missing	-1	4	
Total		127	

Choose NJCU Again

		Frequency	Valid Percent
Valid	Yes	89	71.8
	No	35	28.2
	Total	124	100.0
Missing	-1	3	
Total		127	

Choose Same Major Again

		Frequency	Valid Percent
Valid	Definitely Yes	47	38.2
	Probably Yes	36	29.3
	Definitely No	11	8.9
	Probably No	15	12.2
	Uncertain	14	11.4
	Total	123	100.0
Missing	-1	4	
Total		127	

Current Employment Status

		Frequency	Valid Percent
Valid	Employed full - time	80	65.0
	Employed part - time	17	13.8
	Not employed at this time but seeking employment	22	17.9
	Not available for employment	4	3.3
	Total	123	100.0
Missing	-1	4	
Total		127	

How Long at Current Job

		Frequency	Valid Percent
Valid	Less than 1 year	29	29.9
	1 - 2 years	25	25.8
	3 - 5 years	13	13.4
	6 or more years	30	30.9
	Total	97	100.0
Missing	-1	30	
Total		127	

How Long After Graduating to Obtain Job

		Frequency	Valid Percent
Valid	1 - 3 months	17	15.2
	4 - 6 months	11	9.8
	7 - 12 months	14	12.5
	Not Applicable	70	62.5
	Total	112	100.0
Missing	-1	15	
Total		127	

Current Field of Employment

		Frequency	Valid Percent
Valid	Business/Private industry	28	25.9
	Criminal Justice	11	10.2
	Education:	27	25.0
	Teacher/Administrator/Special services		
	Health Care	17	15.7
	Other	25	23.1
	Total	108	100.0
Missing	-1	19	
Total		127	

Job Related to Undergrad Major at NJCU

		Frequency	Valid Percent
Valid	Highly Related	52	45.6
	Somewhat Related	24	21.1
	Not Related at all	24	21.1
	Not Applicable	14	12.3
	Total	114	100.0
Missing	-1	13	
Total		127	

Annual Salary Range

		Frequency	Valid Percent
Valid	Less than \$35000	36	31.6
	\$35000-44000	15	13.2
	\$45000-54000	15	13.2
	\$55000-\$64000	13	11.4
	\$65000 or more	16	14.0
	Not applicable: I am not employed	19	16.7
	Total	114	100.0
Missing	-1	13	
Total		127	

Communicate in Writing

		Frequency	Valid Percent
Valid	Not well at all	5	4.0
	Not too well	4	3.2
	Neutral	26	20.8
	Well	43	34.4
	Very well	47	37.6
	Total	125	100.0
Missing	-1	2	
Total		127	

Communicate Orally

		Frequency	Valid Percent
Valid	Not well at all	4	3.3
	Not too well	5	4.2
	Neutral	20	16.7
	Well	50	41.7
	Very well	41	34.2
	Total	120	100.0
Missing	-1	7	
Total		127	

Work Independently

		Frequency	Valid Percent
Valid	Not well at all	4	3.3
	Not too well	1	.8
	Neutral	15	12.2
	Well	47	38.2
	Very well	56	45.5
	Total	123	100.0
Missing	-1	4	
Total		127	

Think Critically

		Frequency	Valid Percent
Valid	Not well at all	5	4.1
	Not too well	2	1.6
	Neutral	12	9.8
	Well	50	40.7
	Very well	54	43.9
	Total	123	100.0
Missing	-1	4	
Total		127	

Work in Groups

		Frequency	Valid Percent
Valid	Not well at all	4	3.3
	Not too well	4	3.3
	Neutral	21	17.1
	Well	44	35.8
	Very well	50	40.7
	Total	123	100.0
Missing	-1	4	
Total		127	

Plan

		Frequency	Valid Percent
Valid	Not well at all	3	2.4
	Not too well	3	2.4
	Neutral	18	14.6
	Well	53	43.1
	Very well	46	37.4
	Total	123	100.0
Missing	-1	4	
Total		127	

Resolve Problems Using Logical Problem Solving

		Frequency	Valid Percent
Valid	Not well at all	2	1.6
	Not too well	6	4.9
	Neutral	27	22.0
	Well	51	41.5
	Very well	37	30.1
	Total	123	100.0
Missing	-1	4	
Total		127	

Exercise Leadership

		Frequency	Valid Percent
Valid	Not well at all	5	4.0
	Not too well	5	4.0
	Neutral	27	21.8
	Well	49	39.5
	Very well	38	30.6
	Total	124	100.0
Missing	-1	3	
Total		127	

Apply New Information in Daily Work

		Frequency	Valid Percent
Valid	Not well at all	4	3.3
	Not too well	5	4.1
	Neutral	25	20.5
	Well	48	39.3
	Very well	40	32.8
	Total	122	100.0
Missing	-1	5	
Total		127	

Conduct Research Related to Work

		Frequency	Valid Percent
Valid	Not well at all	4	3.3
	Not too well	3	2.4
	Neutral	30	24.4
	Well	45	36.6
	Very well	41	33.3
	Total	123	100.0
Missing	-1	4	
Total		127	

Discuss Ideas and Alternatives

		Frequency	Valid Percent
Valid	Not well at all	5	4.1
	Not too well	5	4.1
	Neutral	22	18.0
	Well	52	42.6
	Very well	38	31.1
	Total	122	100.0
Missing	-1	5	
Total		127	

Set Personal and Professional Goals

		Frequency	Valid Percent
Valid	Not well at all	4	3.3
	Not too well	5	4.1
	Neutral	17	13.8
	Well	48	39.0
	Very well	49	39.8
	Total	123	100.0
Missing	-1	4	
Total		127	

Organize Work

		Frequency	Valid Percent
Valid	Not well at all	4	3.2
	Not too well	4	3.2
	Neutral	20	16.1
	Well	46	37.1
	Very well	50	40.3
	Total	124	100.0
Missing	-1	3	
Total		127	

Use Computer Technology

		Frequency	Valid Percent
Valid	Not well at all	2	1.6
	Not too well	3	2.4
	Neutral	27	22.0
	Well	40	32.5
	Very well	51	41.5
	Total	123	100.0
Missing	-1	4	
Total		127	

Manage Time

		Frequency	Valid Percent
Valid	Not well at all	6	4.8
	Not too well	7	5.6
	Neutral	22	17.7
	Well	37	29.8
	Very well	52	41.9
	Total	124	100.0
Missing	-1	3	
Total		127	

Program Provided an Appropriate Knowledge Base for Current Work/Curriculum

		Frequency	Valid Percent
Valid	Not well at all	8	6.6
	Not too well	8	6.6
	Neutral	26	21.5
	Well	41	33.9
	Very well	38	31.4
	Total	121	100.0
Missing	-1	6	
Total		127	

Overall, the program Helped Develop Skills needed for a Job or Graduate Program

		Frequency	Valid Percent
Valid	Not well at all	8	6.5
	Not too well	7	5.7
	Neutral	28	22.8
	Well	38	30.9
	Very well	42	34.1
	Total	123	100.0
Missing	-1	4	
Total		127	

How Often Met with an Academic Advisor

		Frequency	Valid Percent
Valid	At least once a year	23	18.4
	At least twice a year	36	28.8
	3 or more times a year	43	34.4
	Hardly ever met	18	14.4
	Never met	5	4.0
	Total	125	100.0
Missing	-1	2	
Total		127	

Academic Advisor Help Choose Courses and Make Schedules

		Frequency	Valid Percent
Valid	Yes	48	38.7
	No	22	17.7
	Sometimes	54	43.5
	Total	124	100.0
Missing	-1	3	
Total		127	

Academic Advisor Help Choose College Major

		Frequency	Valid Percent
Valid	Yes	11	8.9
	No	98	79.7
	Sometimes	14	11.4
	Total	123	100.0
Missing	-1	4	
Total		127	

Academic Advisor Help with Any Other College Related Issues/Concerns

		Frequency	Valid Percent
Valid	Yes	73	59.3
	No	50	40.7
	Total	123	100.0
Missing	-1	4	
Total		127	

Recommend Program to Others

		Frequency	Valid Percent
Valid	Yes Highly	50	40.7
	Most likely	42	34.1
	Unsure	15	12.2
	Probably Not	12	9.8
	Definitely Not	4	3.3
	Total	123	100.0
Missing	-1	4	
Total		127	

Gender

		Frequency	Valid Percent
Valid	Male	40	31.5
	Female	87	68.5
	Total	127	100.0

Age

		Frequency	Valid Percent
Valid	22 - 25	37	29.6
	26 - 29	22	17.6
	30 - 35	22	17.6
	35 or over	44	35.2
	Total	125	100.0
Missing	-1	2	
Total		127	

County

		Frequency	Valid Percent
Valid	Bergen County	11	8.9
	Essex County	13	10.5
	Hudson County	62	50.0
	Other NJ County	35	28.2
	Out of State	3	2.4
	Total	124	100.0
Missing	-1	3	
Total		127	

Marital Status

		Frequency	Valid Percent
Valid	Single	75	60.0
	Married	38	30.4
	Divorced	11	8.8
	Widowed	1	.8
	Total	125	100.0
Missing	-1	2	
Total		127	

Have Children Living at Home

		Frequency	Valid Percent
Valid	Yes - 1 child	23	18.5
	Yes - 2 or more children	30	24.2
	No	71	57.3
	Total	124	100.0
Missing	-1	3	
Total		127	

Race/Ethnic Group

		Frequency	Valid Percent
Valid	African American/Black	27	22.7
	Hispanic	31	26.1
	White	47	39.5
	Asian	5	4.2
	Hawaiian or other Pacific Islander	1	.8
	Other	8	6.7
	Total	119	100.0
Missing	-1	8	
Total		127	

US Citizen

		Frequency	Valid Percent
Valid	Yes	115	94.3
	No	7	5.7
	Total	122	100.0
Missing	-1	5	
Total		127	

During Undergrad at NJCU What Was Primary Employment Status

		Frequency	Valid Percent
Valid	Employed Full-time	58	47.9
	Employed Part-time	37	30.6
	Not Employed	26	21.5
	Total	121	100.0
Missing	-1	6	
Total		127	

Comments by Major

Accounting

“I made an appointment with Mrs. _____ 2 times. She never could see me. I just heard her voice sending somebody else, as a counselor to speak to me. I have the feeling, I hope I’m wrong, she’s not taking care of the student’s necessities. Also, _____ the advisor he was very unprofessional, beginning that he doesn’t respect your schedule [SIC] appointment, he will take care of anybody else like a “friends” before you and as an advisor he doesn’t help me at all, he needs to be more serious and focus in his job duties. Most of the students in my class were not satisfy [SIC] with the counseling role. I’m sure it has to be improved in order to maintain the students. Now I’m enroll [SIC] in another university for masters.”

“NJCUC was a great experience. I met a lot of nice people including classmates, teachers and other faculty members. Especially _____. Attending NCJU and graduating last year has made my future more optimistic by providing me the tools I need to succeed in many aspects of life.”

“Overall I had a very positive experience. My goal was to level the playing field in my career by obtaining experience full time employed while gaining my education. I credit NJCU for repeatedly accepting me back through my many absences from school. The instructors specifically in the evening were full time employed professors like myself so it gives real insight into the real world in the classroom.”

“it would be of great resource if you guys would get involved more in Juniors and Seniors who are about to graduate in helping them develop themselves in the work field of their career. It’s to my concern the university does not help at all as I have been looking for a job for about a year in my field and still have found nothing. The university lacks job recruits for each field of study and does not help the undergraduate at all.”

Art

“Professor _____ (Psy Dept.) was the best Professor!”

“I felt there was not enough general support for evening students as a whole throughout the entire college environment. Most activities either art related or no [SIC] were for the benefit of the day student population. Particularly in my program I felt that certain professors were out of touch with the general requirements of an evening student workload and status. Younger professors that are not so egotistical are needed.”

Biology

“Laboratory safety, basic laboratory sciences, some research opportunity. Basic understanding of science. Recommendations: more research faculty/funding. More critical thinking tests. GRE prep. MCAT prep. LSAT prep. Grade deflation. Testing curves.”

Business Administration

“I had good advisors, _____, General Studies. Professor Dr. _____, Business, Statistics, Dr. _____. Overall I have learned a great deal at NJCU. I am grateful for my College Writing program, who showed me how to outline and expand on my papers, which was very helpful throughout my college years. Last but not least, my supervisor, _____ who allowed me to do my internship at work.”

“I enjoyed the material and I felt the studies were difficult (in a good way). To many team oriented projects. Expand your intern programs as there are tons of businesses in downtown JC. Get guest lecturers for business program & use senior people from area businesses.”

Criminal Justice

“I didn’t like the fact I was not able to attend this semester because my GPA was to low and I had to take the test to attend which I was unable to because of my finance status. But I am trying to come back in Spring 2013.”

“The communiversity program was very disorganized. The teachers were mostly great but communicating with Jersey City wasn’t. Would not go back.”

“Very unorganized; most specifically financial aid, bursar’s office, etc.”

“Oral speaking or speech class should be required. Take of blocking ability to register for classes until you see advisor (students may already know the courses they need without help of advisors).”

“I was displeased with the quality of advisement. Because of faculty advice, I was forced to take more courses than necessary to meet the academic requirement. This cost me an extreme amount of money in tuition and loss of employment opportunities. A number of my friends also had the same experience.”

Early Childhood Ed

“NJCU helped me to achieve my goal as an Education major, although I graduated with Sociology, because I didn’t pass the writing assessment that doesn’t make me not to see my achievement.”

“I did not obtain my early childhood degree because I would not quit my job or take time off to complete my student teaching. Something must be done to allow students to complete their student teaching without quitting their jobs in the economy.”

“Dr ____ was the best professor ever. Thank you for all your support and encouraging words. Dr. _____. Thank you Dr _____ & _____ & Dr. _____.

Elementary Ed

“The career center needs to provide more information on employment to the campus community. Most students do not know there is a career center on campus, because I did not know. I happen to be in the building looking for something else.”

“NJCU did not prepare me for my career. My supervisors were not involved and I wasted an entire year taking classes I didn’t need. Also, during my field experience they placed me in a town that required a \$160 parking permit. When I advised them of this and they moved me, the town they switched me to also required a parking permit. When I called again they told me I’d either have to deal with it, or wait another semester, which would delay my graduation. I will never recommend NJCU.”

English

“I’m trying to convince my son who is a high school senior this year to attend NJCU for the 2013 fall semester.”

“The education program and English department staff and advisors were very helpful. A lot of the other departments and staff were not and become frustrating at times. Especially when I would go to the financial aid department and was treated rudely which happened a lot. I also wish I was helped more and guided more with specifics of my major during the years I was there not one month before I was to graduate.”

“I became a “shocked” celebrity when I graduated in May 2011, appearing on the front page in many newspapers. I was the oldest student to graduate from NJCU & it took me approximately 25 years due to money responsibilities & working full time. I took one course each semester. I was the speaker at A. Harry Moore graduation & did 2 radio broadcasts. I am concerned about continuing as a matriculated student in the Masters Program. Was told by someone in registrar’s office that Senior Waivers may be discontinued. Also, I will not continue. My goal is not to be employed, but to do volunteer work in counseling.”

“I had my senior internship remaining for my dual certification in Secondary Education & English and had to drop out for financial reasons. There should be an alternative for someone like me to complete my Education & work.”

“Poor job career training. Great English program, great Education program. Enjoyed my time there.”

“The literature/English faculty are professional, knowledgeable, and caring. I found most to be nurturing and pushed me to develop my critical thinking and creativity. I encourage my children’s friends who enjoy writing to give NJCU a shot.”

Health Science

“In the 4 ½ years at NJCU that I attended as a part time student I have no complaints. The schedule was perfect for me. I was a middle age working mother and needed to attend class on weekends, evenings and summers. Most influential professor was _____. I was also greatly helped by _____ and Professor _____ of the English department. He was an amazing teacher and inspiration to me.”

History

“I was quite disappointed with many of the adjunct professors in the Education dept.”

“I am very disappointed in Secondary Ed classes. I graduated with a 3.8 and did not know how to use a white board – shame on the Education Dept?”

Management

“The academic advisors to undergraduates were terrible. If I had a helpful advisor during my first 2 yrs, it would have save me plenty of time. Often, I was taking unnecessary courses. On the other hand, the advisors to the business dept. were fantastic-they guided me in the right direction.”

Math

“Great flexible scheduling for working adults going back to college.”

Media Arts

“The NJCU Media Arts curriculum needs to incorporate an emphasis on technical skill-sets and upgrade their equipment, so that students are familiarized with a HD digital workflow. Employers are looking for individuals who are familiar with the HD digital workflow and using the Avid editing software. Suggest certifications in editing software be offered.”

“Media arts department need to revamp program. Incorporate other departments (acting, art, etc.) to teach how to work with others. Better prepare us for “real world” and working in flim/tv industry as I feel I was not prepared well at all.”

Nursing

“I love NJCU.”

“Graduates need more assistance in registrar & advisement.”

“The financial aid department was not helpful. I wish they were more helpful and it would be nice if the school could provide more non financial aid help.”

“NJCU has an excellent RN to BSM articulation program. Dr. _____ and Dr. _____ do an excellent job in preparing the RN student to become a nurse with a BSM. I wish NJCU has a nursing graduate program. I would definitely attend and recommend it to my colleagues.”

Professional Security

“VA Dept & Dr. _____ were vital to my success. Prof _____ was the reason I learned of my current job. The vast knowledge & agencies that instructors/professors came from offer what many institutions cannot duplicate.”

“More math classes and computer classes should be required for the professional security studies.”

Psychology

“I was doing very well until the increase in adjuncts. They were very random some could teach well and others couldn't. Towards the end I was discriminated in the office of specialized services by a Mrs. _____ and a Mrs. _____ and ignored by my disability support provider Ms. _____. I didn't finish with a 3.0 GPA because I didn't use my accommodations because of them.”

“The only thing I did not like was group projects. Too many teachers/professors use this in their classes. It's great for social building but not for grading. I felt that I did not get the grade that I put so much work into.”

“I have a wonderful experiences [SIC] in NJCU during my undergraduate studies. I don't know about other people, not [SIC] I have recommended NJCU to my friends that aspired to further their educational career.”

“NJCU should teach APA work and enforce it. I am in grad school and the APA is what I struggle with most. In NJCU I was an A student which is difficult be a B student. If APA work is very important it should be enforced in college writing/English comp 1 and 2.”

Sociology

“I am attending Drew Theological University and I am having difficulty with writing skills.”

“NJCU has been a rich experience because of the incredible professors. I was very lucky to take elective first. I went in expecting to become a teacher and via work study and professors who helped me discover myself I ended up majoring in sociology. Thank you so much!”

“Sociology advisor need major skill learning when it comes to advising.”