Middle States Alumni Survey Report

Administered in Fall 2017 by the Middle States Steering Committee and the Office of Institutional Research and Data Analysis
1. Is your home address within either a 2 mile or 15 minute commute from Brooklyn College?

UNIVARIATE SUMMARY ANALYSIS:

<table>
<thead>
<tr>
<th>Response</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>163</td>
<td>15.5%</td>
</tr>
<tr>
<td>No</td>
<td>890</td>
<td>84.5%</td>
</tr>
<tr>
<td>Total</td>
<td>1,053</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
1. Is your home address within either a 2 mile or 15 minute commute from Brooklyn College?

**BREAKDOWN BY SELECTED VARIABLES**

**Gender:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Female No.</th>
<th>Male No.</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>101</td>
<td>59</td>
<td>18.8</td>
<td>11.7</td>
</tr>
<tr>
<td>No</td>
<td>435</td>
<td>445</td>
<td>81.2</td>
<td>88.3</td>
</tr>
<tr>
<td>Total</td>
<td>536</td>
<td>504</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Ethnicity:**

<table>
<thead>
<tr>
<th>Response</th>
<th>American Indian or Alaskan Native No.</th>
<th>Asian No.</th>
<th>Black or African American No.</th>
<th>Hispanic No.</th>
<th>Native Hawaiian or Other Pacific Islander No.</th>
<th>White No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>7</td>
<td>43</td>
<td>9</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>23</td>
<td>90</td>
<td>34</td>
<td>1</td>
<td>727</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>30</td>
<td>133</td>
<td>43</td>
<td>1</td>
<td>827</td>
</tr>
</tbody>
</table>

**Year Received Highest Degree From Brooklyn College:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>15</td>
<td>19</td>
<td>39</td>
<td>47</td>
</tr>
<tr>
<td>No</td>
<td>540</td>
<td>98</td>
<td>60</td>
<td>64</td>
<td>106</td>
</tr>
<tr>
<td>Total</td>
<td>571</td>
<td>113</td>
<td>79</td>
<td>103</td>
<td>153</td>
</tr>
</tbody>
</table>

**Highest Degree Earned at Brooklyn College:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Bachelor's Degree No.</th>
<th>Master's Degree No.</th>
<th>Advanced Certificate No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97</td>
<td>54</td>
<td>9</td>
</tr>
<tr>
<td>No</td>
<td>664</td>
<td>201</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>761</td>
<td>255</td>
<td>25</td>
</tr>
</tbody>
</table>

**First Admitted to Brooklyn College as a:**

<table>
<thead>
<tr>
<th>Response</th>
<th>First Time Freshman No.</th>
<th>Transfer Student No.</th>
<th>Second Degree or Post-Baccalaureate Student No.</th>
<th>Graduate Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>96</td>
<td>35</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>No</td>
<td>633</td>
<td>157</td>
<td>9</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>729</td>
<td>192</td>
<td>13</td>
<td>112</td>
</tr>
</tbody>
</table>
2. In your opinion, how well integrated is Brooklyn College into the surrounding community?

**UNIVARIATE SUMMARY ANALYSIS:**

<table>
<thead>
<tr>
<th>Response</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Well</td>
<td>334</td>
<td>32.0%</td>
</tr>
<tr>
<td>Somewhat Well</td>
<td>213</td>
<td>20.4%</td>
</tr>
<tr>
<td>Somewhat Poorly</td>
<td>47</td>
<td>4.5%</td>
</tr>
<tr>
<td>Very Poorly</td>
<td>22</td>
<td>2.1%</td>
</tr>
<tr>
<td>I Don't Know</td>
<td>428</td>
<td>41.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,044</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
2. In your opinion, how well integrated is Brooklyn College into the surrounding community?

**BREAKDOWN BY SELECTED VARIABLES**

**By Proximity to Brooklyn College Campus:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Home Within 2 Mile/15 Min. From Campus</th>
<th>Not Within 2 Mile/15 Min. From Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.  %</td>
<td>No.  %</td>
</tr>
<tr>
<td>Very Well</td>
<td>61  37.9%</td>
<td>272  30.8%</td>
</tr>
<tr>
<td>Somewhat Well</td>
<td>45  28.0%</td>
<td>168  19.0%</td>
</tr>
<tr>
<td>Somewhat Poorly</td>
<td>23  14.3%</td>
<td>24  2.7%</td>
</tr>
<tr>
<td>Very Poorly</td>
<td>9  5.6%</td>
<td>13  1.5%</td>
</tr>
<tr>
<td>I Don't Know</td>
<td>23  14.3%</td>
<td>405  45.9%</td>
</tr>
<tr>
<td>Total</td>
<td>161 100.0%</td>
<td>882 100.0%</td>
</tr>
</tbody>
</table>

**Gender:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Female  %</th>
<th>Male  %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.  %</td>
<td>No.  %</td>
</tr>
<tr>
<td>Very Well</td>
<td>165 30.9%</td>
<td>166 33.3%</td>
</tr>
<tr>
<td>Somewhat Well</td>
<td>123 23.0%</td>
<td>88 17.6%</td>
</tr>
<tr>
<td>Somewhat Poorly</td>
<td>32 6.0%</td>
<td>15 3.0%</td>
</tr>
<tr>
<td>Very Poorly</td>
<td>11 2.1%</td>
<td>10 2.0%</td>
</tr>
<tr>
<td>I Don't Know</td>
<td>203 38.0%</td>
<td>220 44.1%</td>
</tr>
<tr>
<td>Total</td>
<td>534 100.0%</td>
<td>499 100.0%</td>
</tr>
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</table>

**Ethnicity:**

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<tr>
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<tr>
<td></td>
<td>No.  %</td>
<td>No.  %</td>
<td>No.  %</td>
<td>No.  %</td>
<td>No.  %</td>
<td>No.  %</td>
</tr>
<tr>
<td>Very Well</td>
<td>2  28.6%</td>
<td>17  56.7%</td>
<td>61  46.6%</td>
<td>17  39.5%</td>
<td>1  100.0%</td>
<td>236  28.7%</td>
</tr>
<tr>
<td>Somewhat Well</td>
<td>0  0.0%</td>
<td>6  20.0%</td>
<td>36  27.5%</td>
<td>11  25.6%</td>
<td>0  0.0%</td>
<td>160  19.5%</td>
</tr>
<tr>
<td>Somewhat Poorly</td>
<td>1  14.3%</td>
<td>1  3.3%</td>
<td>11  8.4%</td>
<td>3  7.0%</td>
<td>0  0.0%</td>
<td>30  3.6%</td>
</tr>
<tr>
<td>Very Poorly</td>
<td>1  14.3%</td>
<td>3  10.0%</td>
<td>2  1.5%</td>
<td>1  2.3%</td>
<td>0  0.0%</td>
<td>12  1.5%</td>
</tr>
<tr>
<td>I Don't Know</td>
<td>3  42.9%</td>
<td>3  10.0%</td>
<td>21  16.0%</td>
<td>11  25.6%</td>
<td>0  0.0%</td>
<td>384  46.7%</td>
</tr>
<tr>
<td>Total</td>
<td>7  100.0%</td>
<td>30 100.0%</td>
<td>131 100.0%</td>
<td>43 100.0%</td>
<td>1  100.0%</td>
<td>822 100.0%</td>
</tr>
</tbody>
</table>
2. In your opinion, how well integrated is Brooklyn College into the surrounding community?

### Year Received Highest Degree From Brooklyn College:

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Very Well</td>
<td>147</td>
<td>25.9%</td>
<td>47</td>
<td>41.6%</td>
<td>34</td>
</tr>
<tr>
<td>Somewhat Well</td>
<td>75</td>
<td>13.2%</td>
<td>23</td>
<td>20.4%</td>
<td>19</td>
</tr>
<tr>
<td>Somewhat Poorly</td>
<td>13</td>
<td>2.3%</td>
<td>4</td>
<td>3.5%</td>
<td>5</td>
</tr>
<tr>
<td>Very Poorly</td>
<td>1</td>
<td>0.2%</td>
<td>1</td>
<td>0.9%</td>
<td>1</td>
</tr>
<tr>
<td>I Don't Know</td>
<td>331</td>
<td>58.4%</td>
<td>38</td>
<td>33.6%</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>567</td>
<td>100.0%</td>
<td>113</td>
<td>100.0%</td>
<td>78</td>
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</table>

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<tr>
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<th>Advanced Certificate No.</th>
<th>Advanced Certificate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Well</td>
<td>236</td>
<td>31.3%</td>
<td>84</td>
<td>33.1%</td>
<td>12</td>
<td>50.0%</td>
</tr>
<tr>
<td>Somewhat Well</td>
<td>143</td>
<td>18.9%</td>
<td>62</td>
<td>24.4%</td>
<td>6</td>
<td>25.0%</td>
</tr>
<tr>
<td>Somewhat Poorly</td>
<td>34</td>
<td>4.5%</td>
<td>12</td>
<td>4.7%</td>
<td>1</td>
<td>4.2%</td>
</tr>
<tr>
<td>Very Poorly</td>
<td>13</td>
<td>1.7%</td>
<td>8</td>
<td>3.1%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>I Don't Know</td>
<td>329</td>
<td>43.6%</td>
<td>88</td>
<td>34.6%</td>
<td>5</td>
<td>20.8%</td>
</tr>
<tr>
<td>Total</td>
<td>755</td>
<td>100.0%</td>
<td>254</td>
<td>100.0%</td>
<td>24</td>
<td>100.0%</td>
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</tbody>
</table>

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<table>
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<tr>
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<th>Second Degree or Post-Baccalaureate %</th>
<th>Graduate Student No.</th>
<th>Graduate Student %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Well</td>
<td>218</td>
<td>30.2%</td>
<td>74</td>
<td>38.7%</td>
<td>5</td>
<td>38.5%</td>
<td>37</td>
<td>33.0%</td>
</tr>
<tr>
<td>Somewhat Well</td>
<td>125</td>
<td>17.3%</td>
<td>51</td>
<td>26.7%</td>
<td>2</td>
<td>15.4%</td>
<td>34</td>
<td>30.4%</td>
</tr>
<tr>
<td>Somewhat Poorly</td>
<td>28</td>
<td>3.9%</td>
<td>10</td>
<td>5.2%</td>
<td>1</td>
<td>7.7%</td>
<td>8</td>
<td>7.1%</td>
</tr>
<tr>
<td>Very Poorly</td>
<td>8</td>
<td>1.1%</td>
<td>3</td>
<td>1.6%</td>
<td>1</td>
<td>7.7%</td>
<td>9</td>
<td>8.0%</td>
</tr>
<tr>
<td>I Don't Know</td>
<td>344</td>
<td>47.6%</td>
<td>53</td>
<td>27.7%</td>
<td>4</td>
<td>30.8%</td>
<td>24</td>
<td>21.4%</td>
</tr>
<tr>
<td>Total</td>
<td>723</td>
<td>100.0%</td>
<td>191</td>
<td>100.0%</td>
<td>13</td>
<td>100.0%</td>
<td>112</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

[Name Withheld] and [Name Withheld].

[Name Withheld] stood on a chair in Boylan Hall in 1983, yelled at the clerical help who scurried to follow her commands & I found myself enrolled as an undergrad after having been thwarted by other faculty. I now stand on chairs to make myself heard & seen. It works! I also got my MA in 1989 from BC. That was the offer which I couldn't refuse. Me too! Stand up!

1. Academic excellence - the 'Harvard' of the poor people. 2. Mother and uncle were BC grads.
1. They admitted me. 2. I think my first general fee (tuition) was about $14 or less.

1963 - BC was highly rated, close to home.

A BA program with an excellent philosophy department (I was transferring from Cooper Union's BME engineering program).
A BFA in acting - an excellent theater program!
A caliber of programs and teachers second to none and located in the heart of Brooklyn where many great people grew up. I am proud to say in any company I received a BS and MS from Brooklyn College.
A campus with close proximity to my home and the major I wanted.
A challenging science program and a knowledgeable body of professors! I am currently a physician assistant student, and if it weren’t for what my former professors taught me I wouldn’t be here. I can’t wait to give back to my community and Brooklyn College.
A city college with no tuition, a highly selective institution with a fine reputation.
A college education at a very low cost.
A college setting in NYC. Convenient to subway.
A comprehensive and well rounded curricula.
A comprehensive education within budget for college, and a strong teaching staff for my chosen major field of study.
A decent location and evening class availability.
A degree and course schedule that would work for me.
A degree in Police Science (late 1950s).
A degree offer I was interested in.
A fine reputation and close to home.
A fine, free education. No longer the case.
A free education in a school that had a good reputation.
A free education.
A free education.
A free quality college education.
A full range of exciting courses.
A full scholarship.
A general Liberal Arts education with no tuition.
A good all around education at a reasonable price.
A good Biology graduate program and financial support in the form of teaching assistantships.
A good education at a great value.
A good education at virtually no cost (it was 1954).
A good education in a great location, for a lower cost than comparable schools.
A good education, low tuition (free) and within walking distance of my home at the time.
A good education, supportive professors and a great library that allowed comfort while studying.
A good education.
A good educational experience close to home with the choice of many majors.
A good free education.
A good liberal arts degree. I was unsure what I wanted to major in and the liberal arts course was important for me. I eventually majored in English.
A good liberal arts education.
A good liberal arts education. At the time, tuition was free.
A good program in education and a variety of resources. It had good professors and was cost-effective.
A good reputation for a strong education department and a beautiful campus.
A good reputation for quality education at a low cost.
A good, affordable, education in my home borough.
A great education and it was free at the time.
A great education at a great price.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

A great education at a price that I could afford. Without Brooklyn College, I could not have afforded to go to college and eventually medical school. Also, at the time I lived only a few miles from Brooklyn College, and this enabled me to live with my family, who were both my financial and emotional support!
A great education at little financial cost.
A great education program and great resources.
A great education.
A great teacher education program!
A high quality and affordable Education program.
A high quality education at a very low price.
A high quality education at affordable prices.
A high quality of education with a varied curriculum and course offerings at a very affordable tuition rate.
A high standard of expectation and learning.
A Hockey Team that sadly was refused by Administration to re-activate, even with many interested students. You know the expression "grow a spine".
A low cost education with a city location that would allow me to intern in my chosen field.
A Masters degree in history - at the time it was the closest CUNY college to me with the program.
A nice campus.
A program for sports needs.
A program in chemistry.
A quality education at the right price. It was close to my home at that point in time.
A quality education for $52 a semester. I was first generation in our family to go to college and there was no other way to afford this opportunity.
A quality education that was basically tuition free. High academic standards.
A reputable education program.
A rigorous MFA program with outstanding faculty at an affordable price.
A solid program in my field of study, excellent faculty, high standards for student entrance and a great economic proposition.
A special academic program and free tuition.
A special Math Education program where I was able to student teach as well as apprentice teach Math.
A special program (liberal studies) not offered elsewhere.
A strong academic program at a low cost.
A strong academic program that was affordable.
A superb education without tuition!
A top school at a bargain price. The best "deal" of my life.
A tremendous faculty at that time 1974 -1978, well paid, honorable excellent especially the History and Psychology Departments. Great individual Faculty and a few administrators in a variety of Departments. Great students in various fields, depts., per annum classes.
A tuition free education.
A variety of majors.
A very good educators.
A very high level of education and free tuition.
A very high quality liberal arts program at a very affordable cost.
A well rounded curriculum that promised to enhance my education and prepare me to go out and "face" the world.
A well thought out M.S. program in Radio/Television and a faculty of merit. I was a student from India and the internship was a boom along with the practicality of the subjects and training offered.
A well-rounded education.
A wonderful background in literature, art history, classical civilization and philosophy.
A world-class education at an affordable price.
Academic excellence and free tuition.
Academic excellence and strict admission policy, i.e., prospective students had to have excellent academic history and/or pass an admissions test.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

Access and affordability.
Accessibility and an excellent faculty which was full of surprises.
Accounting department and close to home.
Accounting/Economics Department.
Affordability and close to home.
Affordability and close to my home at the time, plus very good reputation. I had just turned 16 entering my freshman year.
Affordability and good program reputation.
Affordability and good reputation.
Affordability and its great reputation for excellent education at a public institution.
Affordability as an in-state resident and its reputation in my chosen field of study.
Affordability, proximity to home.
Affordability.
Affordability.
Affordability.
Affordability.
Affordability. Academic reputation.
Affordable access to a great college.
Affordable one college and requirements were easy to be accepted for graduate program.
Affordable prices and close to home, when I lived in Brooklyn.
Affordable top quality education with outstanding faculty and curriculum.
Affordable tuition and an AICPA accredited accounting program.
Affordable tuition and good academic standards.
Affordable tuition, an actual campus, and a wide range of majors to choose from at a reputable institution.
Affordable tuition, the program I was in (MFA in Dramaturgy) had a good reputation.
Affordable tuition.
Affordable tuition.
Affordable tuition.
Affordable tuition.
Affordable tuition.
Affordable tuition.
Affordable combined BS-MD program with SUNY Downstate.
Affordable, excellent education.
Affordable, good reputation.
Affordable, high-level education in a multi-ethnic environment.
Affordable, quality education.
Affordable.
Affordable.
Affordable.
After extended Army service, I had a good job; but it was obvious that a college degree would benefit. Therefore, I went to night school for 7 years to get a degree. The last years at Brooklyn College. I retired after 30 years from AT&T as a Vice President. All classes I was interested in. Wide choice of majors.
All math classes that I wanted to fulfill my degree.
All my friends went there or going there.
An accredited Masters program in my field with very high national ranking, prestigious faculty and well equipped facilities at a fraction of the cost of comparable and lower ranked institutions.
An advanced degree in psychology in Brooklyn.
An affordable college in NYC.
An affordable education and a major in business administration.
An affordable tuition.
An amazing Pre-Med program and diversity.
An atmosphere of inclusion and academic integrity.
An education degree with many different electives.
An excellent affordable education with research opportunities and the Scholars Program.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

An excellent chance to further my education, wonderful campus and of course for the love of Brooklyn.
An excellent education and at low cost.
An excellent education and the ability to graduate debt free.
An excellent education in the liberal arts. The fact that at the time it was tuition free and I could attend BC while living at home, meant that I didn't have to start my life paying an enormous college loan the way students often have to do today.
An excellent education that was free and allowed me to continue to pursue a career in medicine.
An excellent education which was highly affordable. It prepared me and made attending Veterinary medical school possible as my parents didn’t use those funds for undergraduate school in addition to a PhD which I didn’t have to pay for. Legacy - my mother and her siblings attended Brooklyn College and I never considered applying elsewhere.
An excellent education.
An excellent program in speech pathology.
An excellent reputation, within commuting distance, friends were planning to attend, affordable, stepping stone to a professional career.
An excellent schedule of classes during the day as well as in the evenings.
An excellent science program that was affordable. I paid for college myself, so affordability plus quality was a huge factor.
An excellent speech department.
An excellent undergraduate and graduate program; an outstanding Dept. of Speech and Hearing with outstanding instructors; free tuition, at that time.
An exciting grad program with great names and a good reputation, in an exciting city.
An inexpensive well rounded education that prepared me for dental school.
An opportunity for a higher education and an advancement towards a career goal.
Apart from being close to home and the fact it was deemed the most beautiful campus, the interaction between students and professors and or adjuncts was remarkable. I would recommend Brooklyn College to anyone in a heartbeat.
Architecture, looked like a real college. Library. Closeness to my home.
Are you kidding, if Brooklyn College didn't offer free tuition, I probably could never have attended. It was also known as academically rigorous with an excellent staff.
Art courses.
As a prospective graduate student, I liked the small class size and was impressed by the faculty in the Biology Department. Also, I think Brooklyn College had a lot to offer as far as programs and career services.
As an adult returning to school, the Special Baccalaureate program offered by the college made my decision.
At that time I lived in Brooklyn. I was an older transfer student.
At that time it was a tuition free institution. My parents could not afford to send me to a private school.
At that time the college offered an excellent staff in fine arts.
At the time - free tuition.
At the time (1958) was a free school with high admissions standard (B+) and excellent academic standing. I could not have gone if there was any tuition at all. I eventually obtained a PhD in genetics, was President of the Genetics Society of America and member of the American Academy of Arts and Sciences.
At the time it was a good education. Teachers kept their politics to themselves. Today not so.
At the time it was free except for registration fees, it always had excellent academic record and students could compete with some of finest academic institutions in this country.
At the time it was free.
At the time my major in Accounting. The closeness and convenience in getting a good education.
At the time, a free education (through a Masters degree in Education) and an excellent reputation.
At the time, BC was close to my house, and the level of education was rated among the best.
At the time, free tuition was very attractive at the undergraduate level. Graduate tuition was reasonable.
At the time, I was Pre-Med and BC was associated with Downstate and offered a great Pre-Med program and was very affordable.
At the time, more than 50 years ago, Free Tuition!
At the time, one of the highest level Television/Radio programs in the CUNY pool and around the state.
At the time, the New School of Liberal Arts.
At the time, the price was right for my family.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

At the time, tuition was free and I felt that BC was the best in CUNY for my chosen major. I couldn't afford NYU. Availability of major.
Back in 1961, if you were not accepted to an Ivy League college, you were encouraged for public high school guidance counselors to attend the City University which offered free tuition. It was a no brainer!
Back in 1969, CUNY was tuition free to NYC residents and we were assigned to schools. Not sure if there was a special test, may have been based on SAT scores.
BC had an excellent number of courses for my Graduate degree. So I transferred there!
BC offered the course study needed for my degree. However, BC had an excellent reputation for its diversity, professors, student support and begin one of the best CUNY school to attend.
BC was known for outstanding Pre-Med, chemistry, and biology courses of study.
Beautiful campus and a decent reputation in the sciences.
Beautiful campus close to public transportation.
Beautiful campus with good reputation.
Beautiful campus, strong accounting department, diversity.
Beautiful campus. Great faculty.
Best bang for your buck.
Best college in NYC and essentially it was FREE!
Best financial option and a quality education.
Both my parents went to Brooklyn College (it's where they met).
Broad curriculum with a well respected faculty and close to home.
Brooklyn College had a diverse group of qualified professors who were interested in the students they taught.
Brooklyn College had the curriculum that I was looking for and the commute was also convenient for me.
Brooklyn College is an outstanding college with so much to offer to students looking to get a wonderful and well rounded education.
Brooklyn College offered a high quality education and provided an opportunity to me, as a legally blind student a strong support network. Faculty were encouraging and accommodating as well as respectful.
Brooklyn College offered a masters program, which led to certification. The curriculum consisted of day and night courses equally.
Brooklyn College was a college that I could afford, was an easy commute from work and offered an extensive amount of undergraduate degrees.
Brooklyn College was free back in 1959. I only had to pay for books and a registration fee. However, I recently learned that girls needed a higher high school grade point average than boys. Amazing!
Brooklyn College was not my first choice. I got into some private colleges but could not afford to attend.
Brooklyn College’s campus is spacious and beautiful. It’s located not too far from my home. It offered night classes and I was able to drive which shortened my commute in half.
Career change.
Chase scholarship.
Cheap tuition.
Cheap tuition. Good education. Local school.
Cheap, relatively close to home.
Cheaper than private.
Choice of program. Affordability.
Classes in my major.
Close by to my home.
Close proximity to my home at the time and an affordable quality education.
Close proximity. For its name and being famous.
Close to home - no tuition.
Close to home and great Computer Science Department.
Close to home and no tuition. I just had to pay for books, carfare, etc.
Close to home at the time. It had a good reputation.
Close to home, affordable with a very good educational reputation.
Close to home, good reputation.
Close to home, low fees, organizations to create community.
Close to home, night classes, inexpensive tuition.
Close to home, offered the degree I wanted, affordable.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

Close to home.
Close to home.
Close to home.
Close to home.
Close to home.
Close to home.
Close to home. Excellent speech department.
Close to home. Free tuition.
Close to home. Free.
Close to home/affordable.
Close to my home at that time. Offered a variety of course choices. All my friends went there. Pretty campus. Free.
Close to my home back in 1955. Low cost. Liberal arts education.
Close to my home, excellent reputation.
Close to my residence at that time, part of CUNY, accredited university offering bachelor, master degrees, inexpensive.
Closely located to home.
Closeness to home, and when I attended back in the 50's many of my friends also attended there.
Closeness to my home; free tuition (at the time); classes of interest to me; well-rounded requirements for a liberal arts education (those were the days!); chance to work on school newspaper.
Closer to home, at the time, and high quality professors, and very inexpensive, at the time.
Commuter campus, so I lived at home. Free tuition. Good reputation.
Commuting.
Competitive tuition.
Comprehensive academic expertise.
Comprehensive liberal arts education for free. I couldn't afford any private colleges.
Computer Science along with core, liberal arts studies.
Conservatory of Music.
Convenience and easy to commute to from home and affordable.
Convenience to my residence (at that time). Affordable Master's. I was a CCNY grad and was familiar with CUNY schools.
Convenience, cost.
Convenience, low cost, good reputation.
Convenience.
Convenience; subject (history).
Convenient location, hybrid online/classroom classes.
Convenient location.
Conveniently located.
Cost and neighborhood campus location.
Cost and program.
Cost and proximity to my home.
Cost of tuition. Location. Reputation. Available majors and course offerings.
Cost.
Cost.
Cost. Location.
Courses in special education.
Courses needed for Master's Program.
CUNY and low tuition and they offered my degree.
Degree program.
Distance from my house. Good academic program.
Diverse classes, good reputation, convenient location, beautiful campus.
Diverse student body, best teachers, great location, good facilities.
Diversities. Local school. Local Network.
Diversity in course offerings.
Diversity, great curriculum. In city campus.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

Diversity, location and educational opportunities - BA/MD program.
Diversity.
Early admissions through the High School Enrichment Program, cost of tuition, walking distance from home.
Early Childhood program.
Easy access and inexpensive, Good faculty some of whom changed my life.
Easy access.
Easy commute, excellent reputation, free tuition.
Easy commute.
Easy commute.
Easy commute. Great courses.
Economics! My parents could not afford to send me to college which charged tuition.
Education courses.
Education on par with any Ivy League school close by and affordable.
Education programs.
Education, central, and finances.
Educational Administration Certification.
Educational excellence.
Enroll was free at the time. Classes were diverse! Clubs were good.
Essentially free tuition.
Excellence at a price that was amazing! Also proximity to home which allowed me to live at home (I turned 16 a month before I started).
Excellence in Chemistry.
Excellence in the degree program I was pursuing.
Excellence.
Excellence.
Excellent academic curriculum!
Excellent academic institution and the price was right. I attended 1965-1969.
Excellent academic reputation. Commuting distance of one mile.
Excellent academics & reputation (don't let this be watered down!), reasonable tuition.
Excellent academics and No Tuition.
Excellent academics and reputation, low (free) tuition, a real campus in NYC, all within a 30 minute commute from home.
Excellent and affordable education and a very nice campus.
Excellent and free education.
Excellent chemistry and math departments.
Excellent choice of classes.
Excellent courses and instructors.
Excellent courses in Math and Physics, free tuition, and the ability to take classes while living at home.
Excellent curriculum and outstanding teaching staff and free tuition.
Excellent curriculum.
Excellent curriculum.
Excellent curriculum. Good professors.
Excellent education and affordable.
Excellent education and free tuition.
Excellent education at a very good tuition rate and very close to my home at the time.
Excellent education at affordable price close to home.
Excellent education at low cost.
Excellent education at low cost.
Excellent education at virtually no cost.
Excellent Education Department was a factor because I wanted to become a teacher.
Excellent education for very little money.
Excellent education.
Excellent education.
Excellent education; courses taught by "real" faculty committed to teaching; low cost.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

Excellent educators and well laid out campus.
Excellent English department and faculty.
Excellent faculty, good location, attractive environment.
Excellent foreign language department.
Excellent journalism program.
Excellent liberal arts program. Excellent instructional staff.
Excellent medical school acceptance rates.
Excellent MFA Acting program and faculty. Lovely campus.
Excellent Pre-Med program.
Excellent professors and Art/Ed program.
Excellent professors and courses. Free tuition.
Excellent program in Computer and Information Sciences.
Excellent reputation and free tuition.
Excellent reputation and high admission standards.
Excellent reputation, two blocks from my home and, by far, the best price.
Excellent reputation.
Excellent reputation.
Excellent teachers, good course selection, convenience to my home back then, and low tuition.
Excellent, inexpensive higher education.
Exceptional high level of studies offered with excellent educators and intelligent student body. Important low tuition.
Extensive excellent curriculum.
Faculty.
Familiarity, free tuition, friends.
Family attending college.
Film program, robust arts.
Film Studies and Film Production as well as a strong Science Department.
Finance degree.
Fine education department.
First rate education that was affordable (free tuition at that time).
First, it was free. Second, it was local; I could commute from home. Third; the students were highly motivated. This last item made the faculty better. Finally I had no other choice for attending college, but it turned out to be an excellent choice.
Flexible schedule, inclusive local campus, respected standing as a CUNY school.
Flexible schedule, many choices of majors.
Free and close by.
Free education. I could not afford to go away to school.
Free education. Local institution. High quality academics.
Free superb education.
Free tuition - it was the only school I could afford.
Free tuition & good reputation.
Free tuition & great reputation.
Free tuition (1963) and close to home. Top rank in CUNY.
Free tuition (this was a number of years ago).
Free tuition and a good education.
Free tuition and a great education.
Free tuition and a high quality education.
Free tuition and a rigorous curriculum.
Free tuition and a sterling reputation.
Free tuition and a variety of majors which interested me. It was also close to home at the time.
Free tuition and an excellent education.
Free tuition and an excellent education.
Free tuition and an excellent reputation.
Free tuition and an excellent reputation.
Free tuition and close to home.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:
Free tuition and could live at home.
Free tuition and excellent academics.
Free tuition and excellent professors in the art department and finally, when established, the Judaic Studies Departments.
Free tuition and fine academic reputation.
Free tuition and great professors.
Free tuition and highest academic standards, excellent curriculum for liberal arts.
Free tuition and I could live at home. Sort of continuation of high school.
Free tuition and living at home.
Free tuition and local.
Free tuition and local.
Free tuition and relatively close to home at that time.
Free tuition and wonderful academics.
Free tuition as a Matriculated student and close proximity to my home, accessible by public transportation.
Free tuition at a quality college.
Free tuition combined with a great education.
Free tuition for bright students.
Free tuition for the course of study I wanted.
Free tuition in 1965.
Free tuition or very minimal tuition. Reputation.
Free tuition was the major incentive; the quality of education was a given.
Free tuition!
Free tuition!
Free tuition! Convenient to my home. Excellent reputation.
Free tuition! Great Education! Local location!
Free tuition, an excellent reputation which it lived up to.
Free tuition, closeness to home, excellent education with disciplined studies.
Free tuition, convenient and a good education.
Free tuition, excellent education, top-notch faculty, nice campus, lots of student activities.
Free tuition, excellent scholastic reputation.
Free tuition, good education.
Free tuition, great faculty!
Free tuition, high quality education.
Free tuition, I was able to live at home.
Free tuition, in Brooklyn.
Free tuition, location location location! Strong academic credentials.
Free tuition, walking distance at time.
Free tuition.
Free tuition.
Free tuition.
Free tuition.
Free tuition.
Free tuition.
Free tuition.
Free tuition.
Free tuition.
Free tuition.
Free tuition.
Free tuition.
Free tuition.
Free tuition.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

- Free tuition.
- Free tuition.
- Free tuition.
- Free tuition.
- Free tuition.
- Free tuition.
- Free tuition.
- Free tuition.
- Free tuition.
- Free tuition.
- Free tuition.
- Free tuition.
- Free tuition.
- Free tuition.
- Free tuition.
- Free tuition.
- Accessible by public transportation.
- Convenient location to Ave. N and East 12th Street.
- Easy to get to by public transportation. Excellent reputation.
- Excellent education. Local.
- Good reputation. Close to home.
- I was granted a partial scholarship to Marymount College but I declined in favor of free tuition at Brooklyn College.
- That was all my family could afford.
- Free tuition-1960 and I lived in Brooklyn.
- Excellent teacher education program.
- Free-tuition, live-at-home.
- Full scholarship and honors program. It was part of the Macaulay Honors College.
- Geology program.
- Good academics and cost effective. (This was 1970 and tuition was nil).
- Good academics, free tuition.
- Good early childhood education program and close proximity to home.
- Good education (BS Accounting), affordable, close to home. Easy to get to with car or public transportation.
- Good education at a great price.
- Good education at affordable cost.
- Good education at little cost.
- Good Education Facility.
- Good education with lots of choices of majors and classes.
- Good education, affordable, close to my home.
- Good education, location/convenience combined with low tuition costs.
- Good education.
- Good education. Moderate price.
- Good free education.
- Good liberal arts and science.
- Good liberal arts education and great price.
- Good Music Dept. and subway near by.
- Good Pre-Med courses.
- Good professors, no tuition, and easy access to my home.
- Good program at a reasonable cost.
- Good program.
- Good programs.
- Good quality education. Low cost (free at the time).
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

Good reputation and free tuition.
Good reputation with free tuition.
Good reputation, affordable, close to home, program's I wanted.
Good reputation.
Good reputation.
Good reputation; close to home; low cost.
Good school, good education, proximity.
Good school, low cost.
Good school, many majors, good quality.
Good specialized program and professors, easy commute because I took classes in lower Manhattan, not on campus. My union reimbursed 75% of my tuition, so it was affordable.
Good value and a good range of courses in the subjects that I liked.
Good, low-cost school within walking distance of home.
Grade courses, low tuition, nearby at the time.
Graduate Division full 2 year teaching fellowship.
Graduate program in TV broadcasting.
Graduate program through workers education, masters degree in political science and urban policy.
Graduation.
Great academic courses and professor at an affordable cost.
Great academic standing.
Great academics, good theatre program.
Great caring faculty, very affordable, many smaller recitation classes, could still live at home-no dorm fees, ability to join athletic programs, intense students.
Great course of study.
Great curriculum, great diversity, easy commute at that time.
Great education at a good price.
Great education at a low cost.
Great education at affordable cost, and it was close to home.
Great education for free.
Great education for the price!
Great education, free tuition.
Great education.
Great education. Great library. Convenient location.
Great English program.
Great faculty and no tuition at that time.
Great faculty, great library, great computer labs.
Great faculty, rigorous curriculum, affordability.
Great higher education at an affordable cost to both me and my family.
Great liberal art.
Great liberal arts program.
Great professors and production equipment.
Great programs and faculty as well as a beautiful campus that reminded me of my Alma Marta (St. Xavier's College, Mumbai, India).
Great quality education at a reasonable cost.
Great reputation and excellent education for a CUNY school.
Great reputation and great education.
Great reputation, nearby!
Great reputation; close to home; low tuition.
Great school and it was free.
Great school, good education.
Great school.
Great teachers, important artists in the Art Department, affordable tuition and at the time I was a student I lived in Brooklyn.
Great teachers.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

Had a great reputation and I wanted to major in computer science.
Have not made decision yet to enroll at Brooklyn College.
Heard good reports about learning.
High academic reputation and accessibility to my home.
High academic reputation. Highly regarded in the eastern USA. Inexpensive and accessible.
High academic standards and affordability. BC was a tuition free college at the time of my enrollment. It was the only way I could have attended college at that time.
High academic standards, free education, highly respected nationwide, accessible, diverse and always trying to meet the needs of a changing society.
High academic standards, nearby, inexpensive.
High academic standards.
High academic standards. Proximity to home. Attendance by other family members. Clubs, sports available.
High educational level.
High level quality education for (almost) free (if qualified).
High quality & low cost. Back in the 50's it was essentially free. I wouldn't have a good career without it!
High quality education and low tuition.
High quality education, accessible by public transport.
High quality education, free tuition.
High quality education. Free tuition.
High quality free college education.
High quality free education.
High quality of curriculum; free tuition; being closer to my home than any other branch of what is now the CUNY.
High regard; wide course study; convenience; CUNY school; transportation accessible.
High school guidance department.
High standard of learning, friendly environment, affordable education.
High standards (a tough entrance exam), and free tuition.
High standards and low cost - a winning combination!
High standards.
Highest academic standards and close to home.
History; mother's alma mater. Location to public transportation; made it easier to commute from work and then home. Reputation of school; one of the top colleges within the CUNY system.
Honestly, it wasn't a well-thought-out decision. Truthfully, there's a lot of things the school lacks (academically, speaking), but not every college is perfect. I believe many universities don't do a good job with the transition from school to work.
I am a first generation American and would never have been able to obtain a college education if it weren't for the opportunity offered by Brooklyn College. I am eternally grateful for the gift of a college education.
I attended 1987-1991. I am a poor test taker. My grades are good, but my SAT scores abysmal. BC took a chance on me, and I earned my BA in 4 years with a 3.5 average and have a successful career today as a journalist. Please don't rely on test scores to measure the worth of a person!
I attended from 1969-1973. It cost me $57/semester and it was the poor man's Harvard.
I attended in 1961-1965 it was a quality education, close to home and affordable.
I chose BC because they had the major that I wanted, bilingual, and easy to get there by bus although it took me more than one hour to get there which I never regretted.
I could take courses that would put me directly into a career to live on, and at the same time, study all the arts for my non-paying careers.
I decided to enroll at Brooklyn College because it provided an excellent free college education.
I did not want to enroll!
I enrolled at the time way back when BC had a quadrangle with 2 buildings, a big field, with the science building - Ingersoll Hall? and the auditorium. So it made me think of all the small out of town colleges. It had a very good rating and so I enrolled. P.S. I had a long ride on the subway from lower Manhattan.
I enrolled because BC offered an accelerated program where I could skip my senior year of high school and enroll as a freshman.
I enrolled because of low cost tuition and quality education.
I enrolled before open enrollment and it was a low cost option that allowed me to live at home and receive an excellent education.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

I enrolled in 1949. BC and City College had excellent reputations for quality. BC was co-ed, there was no tuition.
I enrolled in 1958 as a Brooklyn high school graduate at age 15. Free tuition was the most important reason I enrolled.
I enrolled in 1972 because Brooklyn College offered an excellent Early Childhood Education degree program.
I entered CLAS in Sept. 1964. Excellent academic reputation; free tuition; 40 minute commute from home.
I got a full scholarship to attend BC!
I graduated from Brooklyn College in 1995. It was very convenient for me as I lived just blocks away from the college. The special program for people returning to school suited me.
I graduated in 1975. I grew up in Brooklyn, so it was an easy commute. Had a good high school GPA so attended BC for free & got a great liberal arts education.
I graduated in 1977. I was a first generation college student, daughter of a Puerto Rican factory worker. This was the only college that I could have afforded back in the day!
I was a first gen American. Brooklyn was our only option - 60 years ago!
I lived close by and the price was good in 1972.
I lived close to the college. My two older brothers and younger sister attended the college.
I lived in downtown Brooklyn at the time. I took a bus to campus.
I think it's a good college which offered courses I was interested in and also the courses and support that I needed to become a teacher.
I also believe that a person who applies himself or herself can obtain a good education anywhere; however, I know people who have worked hard as students at BC and are successful in their careers today. BC is local for me: 25 minute bike ride, or longer bus/train ride, which is also an important consideration. I hardly drove to BC.
I thought BC was an outstanding institution of higher learning. However, I have since read a very disturbing report that BC students have banned police from using bathrooms on the BC campus, and have also banned police from the campus. What are students doing that they fear a police presence? Are they selling drugs? Are they doing drugs? Are they harboring criminals? Why aren't they concentrating on their academic studies? I graduated from BC Phi Beta Kappa, summa cum laude. I worked as hard as possible to do the best as I could. Why aren't today's BC students working toward the highest goals possible? Instead, they're banning police from the campus. Disgraceful!
I was in a special program enabling me to work one-on-one with top professors and instructors, and to design my own curriculum.
I was part of the NYC Teaching Fellows program and offered no choice about the school I attended.
I was in the class of 1975. As an 18 year old I wanted to go out of town for college. But my dad convinced me to forego the student loans and I went to BC tuition and cost free. Got a great education and participated in student govt. got a free college education and saved the loans for law school.
I was in the Professional Diploma Program for my School Leadership certification. BC offered extension classes on Long Island.
I was too young to make that decision on my own. It was the school my parents could afford.
I was young and naive at the time (16). It was free that was big. I was admitted to a liberal arts experimental curriculum. It spoke to my strengths as a student.
I went for grad school, and the only reason I selected BC was due to wanting a campus experience without repeating the same one I had as an undergraduate. Looking back, I wish I continued my studies at Queens College, where I attended as an undergraduate, but I'll explain my reasons in greater detail on the next question.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

I’m a 1962 graduate. In those days there was no tuition - only a $25 per semester activity fee. My mother was a widow with two children and a household to support on a teacher’s salary. For me it was a city college or no college. I thank God I was able to get a free education.

I'm an alumnus, enrolled in 1964. At that time, the college was selective and essentially free. A perfect combination. I'm of the class of 1961. I chose Brooklyn College because of free tuition and I am deeply angered that this is no longer available.

In 1940, tuition was free, and the campus had the attraction of an out of town college. Also, I lived a short trolley ride away.

In 1948 tuition was free, nor were there any fees that I recall. This was important to me if I were to go to college.

In 1956 it was one of the very few schools I could afford to attend.

In 1959, an excellent education and low cost tuition based on my high school academics.

In 1960, good education, ability to commute, and financially reasonable.

In 1969, my decision was based on free tuition and proximity to home.

In 1970 when I enrolled it was a great school.

In 1972 there was free tuition. Also my best friend was enrolled there.

In the mid 1970’s it was still free and eventually went up to an affordable $500 per semester. It was local.

In the remote past; 1961. Financial and considered solid educational opportunity. Good extra curricular activities as well. Incredibly low cost for exceptional education, local campus and star professors.

Inexpensive tuition, excellent liberal arts program, convenient to home.

Inexpensive, convenient, good education.

Inexpensive, quality education.

It allowed me to finish college in the field I wanted and accommodated my limited time since I was working. Also, it had affordable tuition and it was close to home.

It gave me an excellent education that allowed me to be successful in graduate school and beyond.

It gave me skills to earn living. Forever I am grateful for this.

It had a fine reputation and the cost of the education enabled me to attend the college.

It had a fine reputation and tuition was what my family could afford.

It had a good science program and it was relatively near by. It was academically well praised.

It had a great reputation for a local college.

It had a great reputation for quality education. It was not a huge campus. When I enrolled, I lived in Brooklyn and it was easy to get to by train or bus.

It had a program I was interested in and they offered me a scholarship. The tuition was affordable and they had a competitive quality of education for my field of interest.

It had excellent faculty, and most of the instructors were professors not graduate RAs. Back then, it was also free!

It had free tuition.

It had my major, wasn't too far from home, beautiful campus, affordable tuition.

It had the field of study that I wanted to pursue (Accounting) and it was convenient to my home at the time.

It had the program I was looking for.

It is affordable with noteworthy programs that had outstanding and notable faculty members. The music department was particularly attractive and the faculty were welcoming.

It is still community college (affordable) & it was close to my home.

It is the poor man's Harvard, it was a great education at an affordable price.

It offered a bridge program with another CUNY institution.

It offered a great educational opportunity at low cost, which allowed me to go to college.

It offered a program I liked.

It offered an amazing education at an affordable rate.

It offered an excellent core curriculum. I was also interested in the area of health and nutrition.

It offered an excellent education at a very reasonable nearly nothing cost.

It offered free tuition and had a good reputation.

It offered me a high quality education at a reasonable price. My father was a graduate of City College, and my sister also graduated from Brooklyn College.

It offered me an African American male a safe place to learn and grow.

It offered my course of study and it was convenient for me to get to.

It offered my major, it was one of the top schools and very affordable.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

It offered the master's program in industrial psychology without requiring an entrance exam. Also, I was already familiar with the college because I'm a graduate of Midwood High School and took College Now classes at Brooklyn College.

It offered the program I wished to pursue.

It was (at the time) a highly accredited college for their journalism program, which is what I wanted to study. The tuition for the level of education was a very good value. However, I did receive a full scholarship through the Presidential Scholarships, so that was ultimately what made my decision.

It was 1951 and I was sixteen. My parents were not about to let me go very far. (And BC was free, and had a very good academic reputation).

It was 1962. Scholarship was excellent and tuition free if you had a 91 grade point average in High School.

It was a fine college and it was a free education in Brooklyn where I lived.

It was a free master's degree and the best deal available.

It was a free school with an excellent reputation. Coming from a lower middle class family it was my gateway to success.

It was a minimal cost and near where I lived at the time.

It was a very long time ago - nearly 50 years ago - so I don't know how relevant my experience would be to current students. At the time, the good reputation of the school was a primary factor.

It was a well priced, and a quality education.

It was affordable when I went to college and there was a good biology program.

It was an excellent school and close to home.

It was an excellent school that was very close to where I was living at the time I enrolled.

It was close (across the street from my high school), it was free, my relatives and friends and K-12 teachers went there, and it was an exciting place in the late 1960s: like being at the center of the action politically, culturally. The campus was a place I hung out even before I was admitted (no security back then) and I met cool people of all races and backgrounds. I was in love with the campus even before I went.

It was close and it was free.

It was close to home and a good school.

It was close to home and easy commute and it had the education program I wanted. Also it's a very good college with a great reputation.

It was close to home and free at the time.

It was close to home in the beginning. Afterwards, upon returning for a long hiatus, I returned for quality education that I knew I would be receiving.

It was close to home, diverse, beautiful campus and not expensive.

It was close to home, had an excellent reputation for learning, it was inexpensive at the time.

It was close to home. My friends and family had gone there.

It was close to my home and it was free.

It was closest to my house.

It was considered a good school and was free at the time.

It was considered one of the top schools at the time and the price was right.

It was convenient and close to where I lived and it was a beautiful campus.

It was educationally on par with Harvard.

It was free and co-ed (both of which were new for me), it gave me a great deal of freedom is exploring various courses, and it had a fabulous Speech and Hearing undergrad department.

It was free and it was within a 15 minute bus ride from where I lived at that time.

It was free and near where I lived. It offered a degree in physics. I could only afford the free city university colleges and BC was closest by far.

It was free and we had little money.

It was free at the time - 1963.

It was free in 1954 when I enrolled and my parents could not afford a private college.

It was free, and it had a good reputation as a fine educational facility.

It was free, which tells you how long ago I attended BC. It was my first choice CUNY college because of its good reputation.

It was free.

It was free. My family was low income and could not afford to pay tuition.

It was free. Played varsity basketball. Had a very nice campus. Ed classes were good.

It was highly acclaimed and prestigious at the time.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

- It was highly rated academically. It was affordable and an easy commute from home.
- It was highly regarded, hard to get into and tuition-free.
- It was in the heart of Brooklyn.
- It was inexpensive and in Brooklyn where I was moving. Bonus, it was right around the corner from me!
- It was known for a good education program and also had a great reputation as far as being involved in community issues. There was a Latino Studies program that I was interested in as well.
- It was local and $50 a semester was inviting.
- It was local and almost free '74 - had no reason to go anywhere else.
- It was local and inexpensive.
- It was more affordable than my undergraduate program and were more lenient than other CUNY programs as far as requirements to enter the masters program.
- It was my local college and had a BS in Accounting.
- It was near my home and had a good reputation. A first generation college student, I really had no idea about college other than I wanted to go. Being nearby, BC was the place and maybe I would not have gone to college if that had not been the case - although that kind of prediction is difficult to know.
- It was near the home I grew up in. When applying, it was also the highest ranked college in the CUNY system and I had the stats-no brainer.
- It was one of the finest liberal arts colleges in the country.
- It was one of the very few schools to offer a computer science major.
- It was only 3 miles from my home. CUNY had a good academic reputation. The tuition was free.
- It was ranked well, very affordable, and not too far from home.
- It was the nearest to my home at the time and offered evening courses and accepted my Regents scholarship.
- It was tuition free when I attended.
- It was tuition-free! Anyone could afford it.
- It was what I could afford at the time.
- It was within the bus line from my home in East Flatbush.
- It’s education reputation, it was not a party school, it had a diverse student body, it offered classes that interested me and my academic advisor helped me with enrolling in classes that addressed deficiencies.
- Its location and cost.
- It's location.
- It's reputation and tuition.
- It's reputation. I started in 1970 which saw the beginning of open enrollment. I was thrilled to be able to attend BC.
- Just being accepted.
- Large selection of courses. Solid core curriculum. Large campus to accommodate many activities.
- Legacy.
- Less expensive tuition.
- Liberal arts Business curriculum.
- Living at home.
- Local option.
- Local, affordable, friends.
- Local.
- Location and free tuition.
- Location and free tuition.
- Location and price.
- Location to home, beautiful campus environment, excellent professors and curriculum, and an affordable price for tuition.
- Location, liberal arts.
- Location.
- Location.
- Location. Psychology Program.
- Long time ago - my parents could not afford for me to go to a school away from home and I was quite young (16) when I started college.
- Lot's of friends were going. Extensive Jewish Life. Close to home!
- Loved the campus. It was important for me to have a campus life but still close to home.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

- Low cost and excellence.
- Low cost tuition with an outstanding education.
- Low cost with a great atmosphere.
- Low cost, good education.
- Low cost, good teachers.
- Low cost, high caliber education.
- Low cost, high quality.
- Low cost, quality education.
- Low cost; easy commute.
- Low or free tuition rates. Near within commuting distance. Reputation for high educational standards.
- Low tuition and a world-class faculty.
- Low tuition close to home! Great national reputation!
- Low tuition for a great education.
- Low tuition, excellent academics, convenient location.
- Low tuition, good professors.
- Low tuition, live at home.
- Low tuition.
- Low tuition.
- Low tuition.
- Low tuition.
- Low tuition.
- Low tuition.
- Low tuition.
- Low tuition. Able to ride a bus to get there. Family attending.
- Low tuition; excellent program in math. One of the first programs in computer science was starting at BC.
- Major I wanted - Nursing.
- Master of Fine Arts in theatre directing.
- MFA in acting, pretty campus, great professors, down to earth and friendly students.
- MFA in Arts program, proximity to NYC.
- MFA Program.
- Music Conservatory.
- My brother was attending Brooklyn College at the time, so it was somewhat convenient for me to go there. The cost (which was reasonable) of attending the school was another reason why I attended Brooklyn College.
- My choice for my career.
- My desired major, a great reputation, and not to mention one of the best bang for your bucks out there.
- My goal was to become a teacher and Brooklyn College offered the best preparation.
- My parents could afford the tuition and the college had a great academic program. That was important as I was the first member of our family to attend college.
- My parents were unable to pay for private college, Brooklyn College offered programs I want within commuting distance.
- Nationally recognized Core Curriculum and professors such as [Name Withheld], [Name Withheld], [Name Withheld] and [Name Withheld].
- Near my home and free tuition. Excellent reputation for teacher-training.
- Nearby, good learning institution, and free tuition at the time (1970).
- Nearness to home.
- New York City teaching fellow partner school.
- Night classes.
- Night school excellent education it's many years but I remember many professors who made you love going to their classes [Name Withheld] and [Name Withheld] philosophy just examples.
- No cost.
- No tuition - poor man's Harvard education.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

No tuition and an ability to live at home. I could not have afforded it otherwise but those days are gone. They need to be brought back.
No tuition, could live at home, at that time could walk there.
No tuition.
No tuition.
No tuition.
No tuition.
No tuition.
Nominal tuition & fees. Decent reputation (at the time).
Nothing specific.
Nothing. It was the only college that accepted me.
Number one was free tuition. Number two was that it was a local institution and I could live at home. Number three (which ended up being number one) was the quality education I received!
Numerous programs and a good commute. I had initially gone to Baruch which was a nightmare traveling.
NYC location; grad program had industry connections; lower cost than the Ivy's I was accepted into.
Offered excellent science classes which are taught by very passionate professors who cared about the subject areas and taught with enthusiastically.
Offered pre-engineering curriculum.
Offered the major I wanted, short commute and affordable.
Only college my parents could afford.
Opportunity for a great higher education and real world opportunities.
Other than quality academics and lower cost than non-CUNY schools, BC also seemed to have more of a community and less of a commuter-feel than other CUNY colleges.
Outstanding and almost free education.
Outstanding education at an affordable price. Brooklyn College was the top ranked campus in the City University system when I applied in 1968.
Outstanding history department.
Outstanding reputation and faculty, ability to live at home with parents, and free tuition. I was enrolled from 1969 to 1973.
Outstanding value.
Part of NYC Teaching Fellows.
Physical Education professors who were of high quality.
Police science.
Practical academic program plus extensive internships. I was so much better prepared than my peers who went to private universities.
Practically free tuition, and a very good reputation, plus commutable from my home.
Pre-Med program.
Prepared me very well for law school. Although I majored in economics there were professors who taught tax planning which eventually became my profession; a tax lawyer.
Prestige and affordability.
Program I wanted, close location to home and very low cost.
Program of study I was interested in.
Programs, location, affordability.
Proximity and cost.
Proximity and excellent, world renowned faculty in my program.
Proximity and free education.
Proximity and low fees.
Proximity and no tuition.
Proximity and price.
Proximity and value.
Proximity to home - tuition free - excellent biology department.
Proximity to home and it was rated as the Ivy League of CUNY.
Proximity to home, and tuition was affordable.
Proximity to home, CUNY pricing and range of schools and majors.
Proximity to home, free tuition, and a good academic program.
Proximity to home, major.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

- Proximity to home, variety of available majors.
- Proximity to home. Free tuition. Teacher Ed program.
- Proximity to home; high quality of education; affordability.
- Proximity to my Brooklyn home and offered classes in my major.
- Proximity to my home at that time. It also had the major that I wanted to pursue.
- Proximity to my home.
- Proximity to my professional career.
- Proximity to where I lived at that point. Good reputation.
- Proximity to where I lived at the time.
- Proximity to where I lived, cost, and an incredible faculty at that time.
- Proximity to where I lived; the desire to attend a well-regarded college.
- Proximity, cost, and reputation.
- Proximity, great education at an affordable tuition, diversity, professors who actually cared about the students.
- Proximity, powerful name, diversity of disciplines offered.
- Proximity, value.
- Psychology and education.
- Psychology, Dance program.
- Public university with urban and diverse student body.
- Quality and affordable local education.
- Quality and supportive faculty members in my major, namely chemistry.
- Quality education and free tuition.
- Quality education and free tuition.
- Quality education and low tuition.
- Quality education at a nominal charge.
- Quality education at affordable price.
- Quality education at an affordable price.
- Quality education at what could be considered free.
- Quality education for price.
- Quality education in my field and affordable price.
- Quality education with accomplished staff.
- Quality education with close proximity to my home.
- Quality education, reasonable tuition.
- Quality education.
- Quality Education. Low cost. Close Proximity.
- Quality faculty; proximity to my home; free tuition.
- Quality of education, reasonable cost, easily accessed.
- Quality of education.
- Quality Teachers, Academic Program, Student Facilities and Beautiful Campus.
- Quality, affordable education.
- Quality, affordable program.
- Quality, inexpensive education.
- Quality. Economy (Free admission 1940).
- Reasonable entrance fees.
- Reasonable tuition, location.
- Reasonable tuition.
- Reasonable tuition.
- Recommended.
- Relatively close to my home (Rockaways) and an enriched atmosphere to learn for my future.
- Reputable theater department.
- Reputation + Cost.
- Reputation for excellence.
- Reputation.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:
Respected academic reputation at a cost my family could afford.
Respected school with a world class philosophy department.
Rural campus feel in a crowded city.
Scholars program, commuting distance, co-educational.
Scholarship money and the opportunity to work with professionals in the BFA program.
Scholarship; ease of commute.
School Counseling Degree Program.
School Psychology program had an astounding reputation. Known nationally as one of the best. It was!
Science curriculum and accessibility.
Short drive from my home at the time.
Sound education at a good price and close to home.
Special Baccalaureate Program.
Sports.
Spring semester for my Masters degree.
Strong academic reputation; no tuition.
Strong academics, very affordable.
Strong Core Studies and Support Services.
Strong departments in the majors I was considering.
Strong science curriculum.
Strong science/Pre-Med reputation.
Studies in Foreign Languages!
Superb education at a cost I could afford.
Superb education program. The "Harvard" within Brooklyn.
Superb teachers.
Superior education, affordable tuition.
Support for minorities and a community environment.
Teacher Education.
Television Center.
Thanks for offering the best way to meet my goals at the time.
The adult degree program. I got a lot of support from this program. BMF undergrad program. Good tutoring dept. Advisement dept. with late hours.
The adult seminar tract that included life experience credit and which featured [Name Withheld], an outstanding teacher.
The Air Force ROTC program.
The best educational experience.
The broad curriculum, and the beauty of the campus, also it was within the borough that I live in.
The campus life and the education. It wasn't too expensive and I met a lot of teachers that stated that they went to Brooklyn College. It seemed like the best choice.
The campus was an oasis in the middle of this city.
The campus was beautiful and the college was affordable for the quality of education.
The classes I needed for my degree.
The college had the highest rating of the CUNY system.
The college offered a good education, was affordable, and it was located in the borough that I lived.
The college offered me an affordable graduate education. In addition, I feel the Brooklyn College School of Education's reputation was a huge reason I wanted to attend the college.
The college offered the prestige of "the poor man's Harvard" on a beautiful campus.
The college's excellent reputation and the college having the program I was interested in.
The cost and the convenience.
The cost for attending BC. The quality of the faculty in science. The quality of the students. The atmosphere with respect to religion, and no discrimination against students of color of students.
The course of study being offered at the time that fit into my schedule.
The courses offered.
The degree that I was interested in was offered at the college. I decided to attend BC because of its representation.
3. Think back to your decision to enroll at Brooklyn College. What did the College offer that made you want to enroll here?

Open-Ended Comments:

The degrees that were offered.
The diversity of college students and staff. Additionally, there are many opportunities for students to get involved both academically and extra curricular. The school also offers opportunities to high school students to earn early college credits. This was important to me and was a decision maker in attending school at Brooklyn College. I have attained both my undergraduate and graduate degrees from Brooklyn College. The school is affordable and the professors are great!
The Elementary, Bilingual and Special Education programs at Brooklyn College were recommended by former alumni.
The excellent quality of the courses and the high value of the degree awarded by this college. The cost of the courses offered was only secondary in my decision.
The fact that at the time it was a very prestigious school with high admission standards, and I felt I would be getting a quality education.
The fellowship program.
The graduate program had the concentration I was looking for at a fraction of the price.
The learning environment and faculty.
The major I wanted with the convenience of an easy commute to home.
The major.
The openess and excitement exhibited by the professors to embrace and work with students.
The prestige of the institution compared to other CUNY schools. I also loved the "IVY LEAGUE" campus atmosphere in the middle of Brooklyn.
The pretty campus and affordable tuition.
The price was affordable 1968.
The professors. Knowledge blended with unlimited inspiration. Amazing.
The program I completed was not common at other colleges.
The program that I wanted to complete. It was also conveniently located and cost effective.
The program was suited to my needs and career goals. The location was extremely convenient because I was working, studying, had a family as well as involved in community activities.
The programs.
The psychology program.
The quality of education; recognition of the college's academic standing among other institutions of higher educations; and, extremely low tuition.
The school counselor graduate program. The college was close, so I could work and go to school. It was also very affordable.
The school had a great reputation and was also in close proximity to where I lived at the time.
The selection of majors and distance to my residence were the primary factors in my decision to enroll.
The Special BACC program.
The standards of education were at a higher level compared to CSI, John Jay and City Tech.
The subject area that I wanted to study.
The teacher education program.
The tuition for the reputation was unbeatable.
The very low cost (first full year of tuition and the quality of the faculty).
The violin teacher that I wanted to study with and the lower tuition.
There were several reasons. First, there was an economic decision since I did not have to pay room and board. Second, I received a full scholarship to attend. Third, there was the academic reputation of BC, including the Scholar's Program, which really appealed to me.
They gave me a full scholarship.
They had a division 1 Baseball program.
They had a good reputation.
They had an excellent leadership program.
They had excellent credentials and offered the courses I was interested in.
They offered a special program with my high school.
They offered the program and major that I wanted to pursuit.
This is back in 1956 and tough to remember. Knew it was a tough school to get into and had a good reputation. But I was a kid and had no idea how good it really was. Turned out that it was good enough for me to go for a MA at Teacher's College, Columbia and another Masters and PhD in Science Education from Cornell.
Open-Ended Comments:
This was back in 1956. Brooklyn College had a good reputation and it was free. To be perfectly honest, in 1964 when I was applying to colleges CUNY did not charge tuition. That clinched it for my parents who weren't about to pay for college when they could get it for nothing. You did not apply to individual colleges then. You applied to CUNY and they told which college you would attend.
Top notch school with low tuition so that I could afford to go without taking out a loan.
Top Notch TV/R Graduate Program.
Top teacher Ed program, reasonably priced, close to home so that I could live at home and use my parent car if needed for student teaching.
Tradition and friends receiving a quality higher education.
Tuition and faculty.
Tuition free and close to home.
Tuition free and I could live at home.
Tuition was affordable as a city resident and it had the major I wanted to study.
Tuition was free.
Tuition was free. My only costs were $25. Activity fee per semester and textbooks.
Tuition was reasonable, great reputation and it was a 20 min ride from my home.
Tuition.
Tuition-free, very high quality undergraduate education.
Tutors.
TV production course in NYC.
Variety of class choices.
Variety of classes that were offered at convenient times.
Very close to home.
Very good reputation and affordable.
Very high academic standards & renown faculty. Location in NYC. Free tuition ($22/semester).
Was a local college and I was working full time so it made it possible to do both.
Was accessible by public transportation (2 buses); had the program I wanted!
Was close, was affordable, had liberal arts programs and basically good teaching staff.
We lived nearby, my family was poor, and it had a great rep!
Welcome attitude to recently arrived immigrant, close to home at the time, excellent academic departments, high rate of acceptance to medical school and affordable.
Well informed and qualified faculty, as also their incredible graduation rate and name recognition.
Well regarded, nearby, and cost.
Well respected and affordable.
Well-respected MFA program in poetry.
What I wanted to study.
When I enrolled (BA) fees were $4.00 per semester plus books and lab fees. My MS was $12.00 plus perks because I became a teacher. I am a 2003 retiree as a NYC Elementary School Principal.
When I enrolled in Brooklyn College in 1956 the college offered a fantastic curriculum, excellent teaching staff and affordable tuition. Wide array of course work at a value price.
Within easy commuting distance, free tuition.
Zero tuition.
4. Why did you choose Brooklyn College? Please select your top three reasons for doing so:

UNIVARIATE SUMMARY ANALYSIS:

<table>
<thead>
<tr>
<th>Response</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cost of attending was affordable.</td>
<td>971</td>
<td>92.5%</td>
</tr>
<tr>
<td>The location was convenient.</td>
<td>765</td>
<td>72.9%</td>
</tr>
<tr>
<td>The student body was diverse.</td>
<td>96</td>
<td>9.1%</td>
</tr>
<tr>
<td>The faculty have a good academic reputation.</td>
<td>490</td>
<td>46.7%</td>
</tr>
<tr>
<td>Brooklyn College has a good reputation in the community.</td>
<td>403</td>
<td>38.4%</td>
</tr>
<tr>
<td>I wanted a specific program or major offered by Brooklyn College.</td>
<td>286</td>
<td>27.2%</td>
</tr>
<tr>
<td>My family or a friend recommended the College.</td>
<td>143</td>
<td>13.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,050</strong></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

(NOTE: Alumni May Select Multiple Responses to This Item, So Totals May Exceed Total Survey Response Count. "Total" is the count of respondents who provided a response.)
4. Why did you choose Brooklyn College? Please select your top three reasons for doing so:

**BREAKDOWN BY SELECTED VARIABLES**

**By Gender:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Female No.</th>
<th>Female %</th>
<th>Male No.</th>
<th>Male %</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cost of attending was affordable.</td>
<td>488</td>
<td>91.2%</td>
<td>472</td>
<td>93.8%</td>
</tr>
<tr>
<td>The location was convenient.</td>
<td>379</td>
<td>70.8%</td>
<td>378</td>
<td>75.1%</td>
</tr>
<tr>
<td>The student body was diverse.</td>
<td>49</td>
<td>9.2%</td>
<td>46</td>
<td>9.1%</td>
</tr>
<tr>
<td>The faculty have a good academic reputation.</td>
<td>239</td>
<td>44.7%</td>
<td>244</td>
<td>48.5%</td>
</tr>
<tr>
<td>Brooklyn College has a good reputation in the community.</td>
<td>222</td>
<td>41.5%</td>
<td>178</td>
<td>35.4%</td>
</tr>
<tr>
<td>I wanted a specific program or major offered by Brooklyn College.</td>
<td>159</td>
<td>29.7%</td>
<td>123</td>
<td>24.5%</td>
</tr>
<tr>
<td>My family or a friend recommended the College.</td>
<td>80</td>
<td>15.0%</td>
<td>62</td>
<td>12.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>535</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>503</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**By Ethnicity:**

<table>
<thead>
<tr>
<th>Response</th>
<th>American Indian or Alaskan Native No.</th>
<th>American Indian or Alaskan Native %</th>
<th>Asian No.</th>
<th>Asian %</th>
<th>Black or African American No.</th>
<th>Black or African American %</th>
<th>Hispanic No.</th>
<th>Hispanic %</th>
<th>Native Hawaiian or Other Pacific Islander No.</th>
<th>Native Hawaiian or Other Pacific Islander %</th>
<th>White No.</th>
<th>White %</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cost of attending was affordable.</td>
<td>5</td>
<td>71.4%</td>
<td>26</td>
<td>86.7%</td>
<td>113</td>
<td>85.0%</td>
<td>35</td>
<td>81.4%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>778</td>
<td>94.2%</td>
</tr>
<tr>
<td>The location was convenient.</td>
<td>4</td>
<td>57.1%</td>
<td>13</td>
<td>43.3%</td>
<td>98</td>
<td>73.7%</td>
<td>24</td>
<td>55.8%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>618</td>
<td>74.8%</td>
</tr>
<tr>
<td>The student body was diverse.</td>
<td>1</td>
<td>14.3%</td>
<td>9</td>
<td>30.0%</td>
<td>30</td>
<td>22.6%</td>
<td>9</td>
<td>20.9%</td>
<td>0%</td>
<td>0%</td>
<td>47</td>
<td>5.7%</td>
</tr>
<tr>
<td>The faculty have a good academic reputation.</td>
<td>3</td>
<td>42.9%</td>
<td>12</td>
<td>40.0%</td>
<td>58</td>
<td>43.6%</td>
<td>19</td>
<td>44.2%</td>
<td>0%</td>
<td>0%</td>
<td>399</td>
<td>48.3%</td>
</tr>
<tr>
<td>Brooklyn College has a good reputation in the community.</td>
<td>2</td>
<td>28.6%</td>
<td>12</td>
<td>40.0%</td>
<td>53</td>
<td>39.8%</td>
<td>19</td>
<td>44.2%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>318</td>
<td>38.5%</td>
</tr>
<tr>
<td>I wanted a specific program or major offered by Brooklyn College.</td>
<td>2</td>
<td>28.6%</td>
<td>14</td>
<td>46.7%</td>
<td>53</td>
<td>39.8%</td>
<td>19</td>
<td>44.2%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>190</td>
<td>23.0%</td>
</tr>
<tr>
<td>My family or a friend recommended the College.</td>
<td>2</td>
<td>28.6%</td>
<td>4</td>
<td>13.3%</td>
<td>16</td>
<td>12.0%</td>
<td>9</td>
<td>20.9%</td>
<td>0%</td>
<td>0%</td>
<td>112</td>
<td>13.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>133</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>43</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>826</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
4. Why did you choose Brooklyn College? Please select your top three reasons for doing so:

**Year Received Highest Degree From Brooklyn College:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The cost of attending was affordable.</td>
<td>549 95.8%</td>
<td>106 93.8%</td>
<td>70 88.6%</td>
<td>82 80.4%</td>
<td>138 90.8%</td>
</tr>
<tr>
<td>The location was convenient.</td>
<td>445 77.7%</td>
<td>81 71.7%</td>
<td>54 68.4%</td>
<td>67 65.7%</td>
<td>97 63.8%</td>
</tr>
<tr>
<td>The student body was diverse.</td>
<td>31  5.4%</td>
<td>11  9.7%</td>
<td>9  11.4%</td>
<td>14 13.7%</td>
<td>29 19.1%</td>
</tr>
<tr>
<td>The faculty have a good academic reputation.</td>
<td>289 50.4%</td>
<td>53 46.9%</td>
<td>36 45.6%</td>
<td>42 41.2%</td>
<td>58 38.2%</td>
</tr>
<tr>
<td>Brooklyn College has a good reputation in the community.</td>
<td>252 44.0%</td>
<td>37 32.7%</td>
<td>33 41.8%</td>
<td>37 36.3%</td>
<td>37 24.3%</td>
</tr>
<tr>
<td>I wanted a specific program or major offered by Brooklyn College.</td>
<td>87  15.2%</td>
<td>35 31.0%</td>
<td>31 39.2%</td>
<td>56 54.9%</td>
<td>69 45.4%</td>
</tr>
<tr>
<td>My family or a friend recommended the College.</td>
<td>62  10.8%</td>
<td>19  16.8%</td>
<td>15  19.0%</td>
<td>11 10.8%</td>
<td>25 16.4%</td>
</tr>
<tr>
<td>Total</td>
<td>573 100.0%</td>
<td>113 100.0%</td>
<td>79 100.0%</td>
<td>102 100.0%</td>
<td>152 100.0%</td>
</tr>
</tbody>
</table>

**Highest Degree Earned at Brooklyn College:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Bachelor's Degree No.</th>
<th>Bachelor's Degree %</th>
<th>Master's Degree No.</th>
<th>Master's Degree %</th>
<th>Advanced Certificate No.</th>
<th>Advanced Certificate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cost of attending was affordable.</td>
<td>712 93.4%</td>
<td>229 90.9%</td>
<td>20 80.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The location was convenient.</td>
<td>582 76.4%</td>
<td>157 62.3%</td>
<td>18 72.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student body was diverse.</td>
<td>74  9.7%</td>
<td>18  7.1%</td>
<td>2  8.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The faculty have a good academic reputation.</td>
<td>349 45.8%</td>
<td>129 51.2%</td>
<td>10 40.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brooklyn College has a good reputation in the community.</td>
<td>315 41.3%</td>
<td>77 30.6%</td>
<td>7 28.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wanted a specific program or major offered by Brooklyn College.</td>
<td>160 21.0%</td>
<td>106 42.1%</td>
<td>17 68.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My family or a friend recommended the College.</td>
<td>104 13.6%</td>
<td>32 12.7%</td>
<td>5 20.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>762 100.0%</td>
<td>252 100.0%</td>
<td>25 100.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Why did you choose Brooklyn College? Please select your top three reasons for doing so:

**First Admitted to Brooklyn College as a:**

<table>
<thead>
<tr>
<th>Response</th>
<th>First Time Freshman No.</th>
<th>First Time Freshman %</th>
<th>Transfer Student No.</th>
<th>Transfer Student %</th>
<th>Second Degree or Post-Baccalaureate Student No.</th>
<th>Second Degree or Post-Baccalaureate Student %</th>
<th>Graduate Student No.</th>
<th>Graduate Student %</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cost of attending was affordable.</td>
<td>689</td>
<td>94.5%</td>
<td>169</td>
<td>88.0%</td>
<td>12</td>
<td>92.3%</td>
<td>95</td>
<td>86.4%</td>
</tr>
<tr>
<td>The location was convenient.</td>
<td>566</td>
<td>77.6%</td>
<td>135</td>
<td>70.3%</td>
<td>10</td>
<td>76.9%</td>
<td>50</td>
<td>45.5%</td>
</tr>
<tr>
<td>The student body was diverse.</td>
<td>47</td>
<td>6.4%</td>
<td>38</td>
<td>19.8%</td>
<td>1</td>
<td>7.7%</td>
<td>9</td>
<td>8.2%</td>
</tr>
<tr>
<td>The faculty have a good academic reputation.</td>
<td>344</td>
<td>47.2%</td>
<td>87</td>
<td>45.3%</td>
<td>5</td>
<td>38.5%</td>
<td>51</td>
<td>46.4%</td>
</tr>
<tr>
<td>Brooklyn College has a good reputation in the community.</td>
<td>309</td>
<td>42.4%</td>
<td>66</td>
<td>34.4%</td>
<td>3</td>
<td>23.1%</td>
<td>25</td>
<td>22.7%</td>
</tr>
<tr>
<td>I wanted a specific program or major offered by Brooklyn College.</td>
<td>119</td>
<td>16.3%</td>
<td>77</td>
<td>40.1%</td>
<td>6</td>
<td>46.2%</td>
<td>84</td>
<td>76.4%</td>
</tr>
<tr>
<td>My family or a friend recommended the College.</td>
<td>102</td>
<td>14.0%</td>
<td>26</td>
<td>13.5%</td>
<td>0</td>
<td>0.0%</td>
<td>13</td>
<td>11.8%</td>
</tr>
<tr>
<td>Total</td>
<td>729</td>
<td>100.0%</td>
<td>192</td>
<td>100.0%</td>
<td>13</td>
<td>100.0%</td>
<td>110</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
5. Which of the following statements best describes your familiarity with the Brooklyn College Mission Statement?

UNIVARIATE SUMMARY ANALYSIS:

<table>
<thead>
<tr>
<th>Response</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have read the Mission Statement and I have at least a general recollection of what it says.</td>
<td>120</td>
<td>11.4%</td>
</tr>
<tr>
<td>I have read the Mission Statement at some point, but I don't recall what it says.</td>
<td>378</td>
<td>36.0%</td>
</tr>
<tr>
<td>I have never read the Mission Statement.</td>
<td>553</td>
<td>52.6%</td>
</tr>
<tr>
<td>Total</td>
<td>1,051</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

5. Which of the following statements best describes your familiarity with the Brooklyn College Mission Statement?
5. Which of the following statements best describes your familiarity with the Brooklyn College Mission Statement?

**BREAKDOWN BY SELECTED VARIABLES**

**By Gender:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th></th>
<th>Male</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have read the Mission Statement and I have at least a general recollection of what it says.</td>
<td>70 13.1%</td>
<td>49 9.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have read the Mission Statement at some point, but I don't recall what it says.</td>
<td>221 41.2%</td>
<td>151 30.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have never read the Mission Statement.</td>
<td>245 45.7%</td>
<td>302 60.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>536 100.0%</td>
<td>502 100.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**By Ethnicity:**

<table>
<thead>
<tr>
<th>Response</th>
<th>American Indian or Alaskan Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have read the Mission Statement and I have at least a general recollection of what it says.</td>
<td>1 14.3%</td>
<td>7 23.3%</td>
<td>29 21.8%</td>
<td>9 20.9%</td>
<td>0 0.0%</td>
<td>75 9.1%</td>
</tr>
<tr>
<td>I have read the Mission Statement at some point, but I don't recall what it says.</td>
<td>2 28.6%</td>
<td>15 50.0%</td>
<td>75 56.4%</td>
<td>24 55.8%</td>
<td>0 0.0%</td>
<td>261 31.6%</td>
</tr>
<tr>
<td>I have never read the Mission Statement.</td>
<td>4 57.1%</td>
<td>8 26.7%</td>
<td>29 21.8%</td>
<td>10 23.3%</td>
<td>1 100.0%</td>
<td>490 59.3%</td>
</tr>
<tr>
<td>Total</td>
<td>7 100.0%</td>
<td>30 100.0%</td>
<td>133 100.0%</td>
<td>43 100.0%</td>
<td>1 100.0%</td>
<td>826 100.0%</td>
</tr>
</tbody>
</table>
5. Which of the following statements best describes your familiarity with the Brooklyn College Mission Statement?

### Year Received Highest Degree From Brooklyn College:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have read the Mission Statement and I have at least a general recollection of what it says.</td>
<td>37 6.5%</td>
<td>14 12.5%</td>
<td>13 16.5%</td>
<td>18 17.5%</td>
<td>32 20.9%</td>
</tr>
<tr>
<td>I have read the Mission Statement at some point, but I don't recall what it says.</td>
<td>167 29.2%</td>
<td>36 32.1%</td>
<td>37 46.8%</td>
<td>55 53.4%</td>
<td>69 45.1%</td>
</tr>
<tr>
<td>I have never read the Mission Statement.</td>
<td>368 64.3%</td>
<td>62 55.4%</td>
<td>29 36.7%</td>
<td>30 29.1%</td>
<td>52 34.0%</td>
</tr>
<tr>
<td>Total</td>
<td>572 100.0%</td>
<td>112 100.0%</td>
<td>79 100.0%</td>
<td>103 100.0%</td>
<td>153 100.0%</td>
</tr>
</tbody>
</table>

### Highest Degree Earned at Brooklyn College:

<table>
<thead>
<tr>
<th>Response</th>
<th>Bachelor's Degree No.</th>
<th>Master's Degree No.</th>
<th>Advanced Certificate No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have read the Mission Statement and I have at least a general recollection of what it says.</td>
<td>73 9.6%</td>
<td>40 15.8%</td>
<td>4 16.0%</td>
</tr>
<tr>
<td>I have read the Mission Statement at some point, but I don't recall what it says.</td>
<td>263 34.6%</td>
<td>107 42.3%</td>
<td>5 20.0%</td>
</tr>
<tr>
<td>I have never read the Mission Statement.</td>
<td>425 55.8%</td>
<td>106 41.9%</td>
<td>16 64.0%</td>
</tr>
<tr>
<td>Total</td>
<td>761 100.0%</td>
<td>253 100.0%</td>
<td>25 100.0%</td>
</tr>
</tbody>
</table>

### First Admitted to Brooklyn College as a:

<table>
<thead>
<tr>
<th>Response</th>
<th>First Time Freshman No.</th>
<th>Transfer Student No.</th>
<th>Second Degree or Post-Baccalaureate Student No.</th>
<th>Graduate Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have read the Mission Statement and I have at least a general recollection of what it says.</td>
<td>61 8.4%</td>
<td>37 19.3%</td>
<td>3 23.1%</td>
<td>19 17.1%</td>
</tr>
<tr>
<td>I have read the Mission Statement at some point, but I don't recall what it says.</td>
<td>246 33.8%</td>
<td>76 39.6%</td>
<td>6 46.2%</td>
<td>49 44.1%</td>
</tr>
<tr>
<td>I have never read the Mission Statement.</td>
<td>421 57.8%</td>
<td>79 41.1%</td>
<td>4 30.8%</td>
<td>43 38.7%</td>
</tr>
<tr>
<td>Total</td>
<td>728 100.0%</td>
<td>192 100.0%</td>
<td>13 100.0%</td>
<td>111 100.0%</td>
</tr>
</tbody>
</table>
6. In what year did you receive your highest degree from Brooklyn College?

UNIVARIATE SUMMARY ANALYSIS:

<table>
<thead>
<tr>
<th>Response</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1978</td>
<td>573</td>
<td>56.1%</td>
</tr>
<tr>
<td>1978-1987</td>
<td>113</td>
<td>11.1%</td>
</tr>
<tr>
<td>1988-1997</td>
<td>79</td>
<td>7.7%</td>
</tr>
<tr>
<td>1998-2007</td>
<td>103</td>
<td>10.1%</td>
</tr>
<tr>
<td>2008-2017</td>
<td>153</td>
<td>15.0%</td>
</tr>
<tr>
<td>Total</td>
<td>1,021</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

6. In what year did you receive your highest degree from Brooklyn College?
6. In what year did you receive your highest degree from Brooklyn College?

**BREAKDOWN BY SELECTED VARIABLES**

**Gender:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Female No.</th>
<th>%</th>
<th>Male No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1978</td>
<td>247</td>
<td>47.6%</td>
<td>320</td>
<td>65.3%</td>
</tr>
<tr>
<td>1978-1987</td>
<td>53</td>
<td>10.2%</td>
<td>59</td>
<td>12.0%</td>
</tr>
<tr>
<td>1988-1997</td>
<td>52</td>
<td>10.0%</td>
<td>26</td>
<td>5.3%</td>
</tr>
<tr>
<td>1998-2007</td>
<td>69</td>
<td>13.3%</td>
<td>32</td>
<td>6.5%</td>
</tr>
<tr>
<td>2008-2017</td>
<td>98</td>
<td>18.9%</td>
<td>53</td>
<td>10.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>519</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>490</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Ethnicity:**

<table>
<thead>
<tr>
<th>Response</th>
<th>American Indian or Alaskan Native No.</th>
<th>%</th>
<th>Asian No.</th>
<th>%</th>
<th>Black or African American No.</th>
<th>%</th>
<th>Hispanic No.</th>
<th>%</th>
<th>Native Hawaiian or Other Pacific Islander No.</th>
<th>%</th>
<th>White No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1978</td>
<td>2</td>
<td>28.6%</td>
<td>0</td>
<td>0.0%</td>
<td>14</td>
<td>10.9%</td>
<td>5</td>
<td>11.9%</td>
<td>0</td>
<td>0.0%</td>
<td>540</td>
<td>67.2%</td>
</tr>
<tr>
<td>1978-1987</td>
<td>1</td>
<td>14.3%</td>
<td>6</td>
<td>20.7%</td>
<td>6</td>
<td>4.7%</td>
<td>5</td>
<td>11.9%</td>
<td>1</td>
<td>100.0%</td>
<td>88</td>
<td>10.9%</td>
</tr>
<tr>
<td>1988-1997</td>
<td>1</td>
<td>14.3%</td>
<td>4</td>
<td>13.8%</td>
<td>25</td>
<td>19.5%</td>
<td>12</td>
<td>28.6%</td>
<td>0</td>
<td>0.0%</td>
<td>46</td>
<td>5.7%</td>
</tr>
<tr>
<td>1998-2007</td>
<td>2</td>
<td>28.6%</td>
<td>7</td>
<td>24.1%</td>
<td>35</td>
<td>27.3%</td>
<td>9</td>
<td>21.4%</td>
<td>0</td>
<td>0.0%</td>
<td>51</td>
<td>6.3%</td>
</tr>
<tr>
<td>2008-2017</td>
<td>1</td>
<td>14.3%</td>
<td>12</td>
<td>41.4%</td>
<td>48</td>
<td>37.5%</td>
<td>11</td>
<td>26.2%</td>
<td>0</td>
<td>0.0%</td>
<td>79</td>
<td>9.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>29</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>128</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>42</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>804</strong></td>
<td><strong>100.0%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Highest Degree Earned at Brooklyn College:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Bachelor's Degree No.</th>
<th>%</th>
<th>Master's Degree No.</th>
<th>%</th>
<th>Advanced Certificate No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1978</td>
<td>470</td>
<td>63.0%</td>
<td>91</td>
<td>37.6%</td>
<td>7</td>
<td>28.0%</td>
</tr>
<tr>
<td>1978-1987</td>
<td>85</td>
<td>11.4%</td>
<td>24</td>
<td>9.9%</td>
<td>3</td>
<td>12.0%</td>
</tr>
<tr>
<td>1988-1997</td>
<td>46</td>
<td>6.2%</td>
<td>27</td>
<td>11.2%</td>
<td>6</td>
<td>24.0%</td>
</tr>
<tr>
<td>1998-2007</td>
<td>59</td>
<td>7.9%</td>
<td>40</td>
<td>16.5%</td>
<td>4</td>
<td>16.0%</td>
</tr>
<tr>
<td>2008-2017</td>
<td>86</td>
<td>11.5%</td>
<td>60</td>
<td>24.8%</td>
<td>5</td>
<td>20.0%</td>
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<td><strong>Total</strong></td>
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<td><strong>100.0%</strong></td>
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**First Admitted to Brooklyn College as a:**

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<tr>
<th>Response</th>
<th>First Time Freshman No.</th>
<th>%</th>
<th>Transfer Student No.</th>
<th>%</th>
<th>Second Degree or Post-Baccalaureate Student No.</th>
<th>%</th>
<th>Graduate Student No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1978</td>
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<td>57</td>
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<td>7.7%</td>
<td>13</td>
<td>12.1%</td>
</tr>
<tr>
<td>1978-1987</td>
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<td>11.1%</td>
<td>20</td>
<td>10.9%</td>
<td>1</td>
<td>7.7%</td>
<td>12</td>
<td>11.2%</td>
</tr>
<tr>
<td>1988-1997</td>
<td>48</td>
<td>6.7%</td>
<td>17</td>
<td>9.3%</td>
<td>0</td>
<td>0.0%</td>
<td>14</td>
<td>13.1%</td>
</tr>
<tr>
<td>1998-2007</td>
<td>37</td>
<td>5.2%</td>
<td>34</td>
<td>18.6%</td>
<td>2</td>
<td>15.4%</td>
<td>30</td>
<td>28.0%</td>
</tr>
<tr>
<td>2008-2017</td>
<td>50</td>
<td>7.0%</td>
<td>55</td>
<td>30.1%</td>
<td>9</td>
<td>69.2%</td>
<td>38</td>
<td>35.5%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>712</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>183</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>107</strong></td>
<td><strong>100.0%</strong></td>
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</table>
7. Which of the following degrees did you earn at Brooklyn College?

**UNIVARIATE SUMMARY ANALYSIS:**

<table>
<thead>
<tr>
<th>Response</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (B.A.)</td>
<td>592</td>
<td>56.8%</td>
</tr>
<tr>
<td>Bachelor of Business Administration (B.B.A.)</td>
<td>10</td>
<td>1.0%</td>
</tr>
<tr>
<td>Bachelor of Fine Arts (B.F.A.)</td>
<td>12</td>
<td>1.2%</td>
</tr>
<tr>
<td>Bachelor of Music (B.MUS)</td>
<td>4</td>
<td>0.4%</td>
</tr>
<tr>
<td>Bachelor of Science (B.S.)</td>
<td>292</td>
<td>28.0%</td>
</tr>
<tr>
<td>Post-Baccalaureate Certificate</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Master of Arts (M.A.)</td>
<td>108</td>
<td>10.4%</td>
</tr>
<tr>
<td>Master of Arts in Teaching (M.A.T.)</td>
<td>19</td>
<td>1.8%</td>
</tr>
<tr>
<td>Master of Fine Arts (M.F.A.)</td>
<td>27</td>
<td>2.6%</td>
</tr>
<tr>
<td>Master of Music (M.M)</td>
<td>4</td>
<td>0.4%</td>
</tr>
<tr>
<td>Master of Public Health (M.P.H.)</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Master of Professional Studies (M.P.S.)</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Master of Science (M.S.)</td>
<td>60</td>
<td>5.8%</td>
</tr>
<tr>
<td>Master of Science in Education (M.S. Ed.)</td>
<td>57</td>
<td>5.5%</td>
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<tr>
<td>Graduate Advanced Certificate</td>
<td>19</td>
<td>1.8%</td>
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<tr>
<td>Graduate Advanced Diploma</td>
<td>6</td>
<td>0.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>100.0%</td>
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(Note: Alumni may select multiple responses to this item, so totals may exceed total survey response count. "Total" is the count of respondents who provided a response.)
7. Which of the following degrees did you earn at Brooklyn College?

**BREAKDOWN BY SELECTED VARIABLES**

**By Gender:**

<table>
<thead>
<tr>
<th>Response</th>
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<th>Male No.</th>
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<tr>
<td>Bachelor of Arts (B.A.)</td>
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<td>256</td>
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<tr>
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<td>0.8%</td>
<td>6</td>
<td>1.2%</td>
</tr>
<tr>
<td>Bachelor of Fine Arts (B.F.A.)</td>
<td>8</td>
<td>1.5%</td>
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</tr>
<tr>
<td>Bachelor of Music (B.MUS)</td>
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<td>2</td>
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</tr>
<tr>
<td>Bachelor of Science (B.S.)</td>
<td>105</td>
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<tr>
<td>Post-Baccalaureate Certificate</td>
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<td>0.2%</td>
<td>0</td>
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<tr>
<td>Master of Arts (M.A.)</td>
<td>59</td>
<td>11.1%</td>
<td>47</td>
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<tr>
<td>Master of Arts in Teaching (M.A.T.)</td>
<td>15</td>
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</tr>
<tr>
<td>Master of Fine Arts (M.F.A.)</td>
<td>18</td>
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<td>1.8%</td>
</tr>
<tr>
<td>Master of Music (M.M)</td>
<td>3</td>
<td>0.6%</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>Master of Public Health (M.P.H.)</td>
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</tr>
<tr>
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<td>0.2%</td>
</tr>
<tr>
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<td>37</td>
<td>7.0%</td>
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</tr>
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<td>Graduate Advanced Certificate</td>
<td>11</td>
<td>2.1%</td>
<td>7</td>
<td>1.4%</td>
</tr>
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<td>0.8%</td>
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<tr>
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**By Ethnicity:**

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<th>%</th>
<th>Asian No.</th>
<th>%</th>
<th>Black or African American No.</th>
<th>%</th>
<th>Hispanic No.</th>
<th>%</th>
<th>Native Hawaiian or Other Pacific Islander No.</th>
<th>%</th>
<th>White No.</th>
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<tr>
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<td>2.3%</td>
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<td>3</td>
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<tr>
<td>Master of Public Health (M.P.H.)</td>
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<td>0.0%</td>
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<tr>
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<tr>
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<td>0.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>43</strong></td>
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<td><strong>100.0%</strong></td>
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<td><strong>100.0%</strong></td>
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7. Which of the following degrees did you earn at Brooklyn College?

### Year Received Highest Degree From Brooklyn College:

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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
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<tr>
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<td>1</td>
</tr>
<tr>
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<td>1.8%</td>
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<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Master of Arts (M.A.)</td>
<td>39</td>
<td>6.9%</td>
<td>11</td>
<td>9.8%</td>
<td>12</td>
</tr>
<tr>
<td>Master of Arts in Teaching (M.A.T.)</td>
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<td>0.0%</td>
<td>2</td>
</tr>
<tr>
<td>Master of Fine Arts (M.F.A.)</td>
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<td>0.4%</td>
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<td>2.7%</td>
<td>3</td>
</tr>
<tr>
<td>Master of Music (M.M)</td>
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<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
</tr>
<tr>
<td>Master of Public Health (M.P.H.)</td>
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<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Master of Professional Studies (M.P.S.)</td>
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<td>0.2%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Master of Science (M.S.)</td>
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<td>10</td>
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<tr>
<td>Master of Science in Education (M.S. Ed.)</td>
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<td>3.6%</td>
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<tr>
<td>Graduate Advanced Certificate</td>
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<td>1.8%</td>
<td>6</td>
</tr>
<tr>
<td>Graduate Advanced Diploma</td>
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<td>0.4%</td>
<td>1</td>
<td>0.9%</td>
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</tr>
<tr>
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### Highest Degree Earned at Brooklyn College:

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<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
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<td>1.2%</td>
<td>1</td>
<td>0.4%</td>
<td>0</td>
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<tr>
<td>Bachelor of Fine Arts (B.F.A.)</td>
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<td>1.0%</td>
<td>4</td>
<td>1.6%</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Music (B.MUS)</td>
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</tr>
<tr>
<td>Bachelor of Science (B.S.)</td>
<td>251</td>
<td>32.9%</td>
<td>37</td>
<td>14.5%</td>
<td>4</td>
</tr>
<tr>
<td>Post-Baccalaureate Certificate</td>
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<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Master of Arts (M.A.)</td>
<td>0</td>
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<td>4</td>
</tr>
<tr>
<td>Master of Arts in Teaching (M.A.T.)</td>
<td>0</td>
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<td>19</td>
<td>7.5%</td>
<td>0</td>
</tr>
<tr>
<td>Master of Fine Arts (M.F.A.)</td>
<td>0</td>
<td>0.0%</td>
<td>27</td>
<td>10.6%</td>
<td>0</td>
</tr>
<tr>
<td>Master of Music (M.M)</td>
<td>0</td>
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<td>4</td>
<td>1.6%</td>
<td>0</td>
</tr>
<tr>
<td>Master of Public Health (M.P.H.)</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>0.4%</td>
<td>0</td>
</tr>
<tr>
<td>Master of Professional Studies (M.P.S.)</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>0.4%</td>
<td>0</td>
</tr>
<tr>
<td>Master of Science (M.S.)</td>
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<td>0.0%</td>
<td>56</td>
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<td>4</td>
</tr>
<tr>
<td>Master of Science in Education (M.S. Ed.)</td>
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<td>0.0%</td>
<td>49</td>
<td>19.2%</td>
<td>8</td>
</tr>
<tr>
<td>Graduate Advanced Certificate</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>19</td>
</tr>
<tr>
<td>Graduate Advanced Diploma</td>
<td>0</td>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>
7. Which of the following degrees did you earn at Brooklyn College?

First Admitted to Brooklyn College as a:

<table>
<thead>
<tr>
<th>Response</th>
<th>First Time Freshman No.</th>
<th>First Time Freshman %</th>
<th>Transfer Student No.</th>
<th>Transfer Student %</th>
<th>Second Degree or Post-Baccalaureate Student No.</th>
<th>Second Degree or Post-Baccalaureate Student %</th>
<th>Graduate Student No.</th>
<th>Graduate Student %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (B.A.)</td>
<td>469</td>
<td>64.8%</td>
<td>117</td>
<td>62.2%</td>
<td>4</td>
<td>30.8%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Bachelor of Business Administration (B.B.A.)</td>
<td>3</td>
<td>0.4%</td>
<td>7</td>
<td>3.7%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Bachelor of Fine Arts (B.F.A.)</td>
<td>5</td>
<td>0.7%</td>
<td>7</td>
<td>3.7%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Bachelor of Music (B.MUS)</td>
<td>3</td>
<td>0.4%</td>
<td>1</td>
<td>0.5%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Bachelor of Science (B.S.)</td>
<td>230</td>
<td>31.8%</td>
<td>52</td>
<td>27.7%</td>
<td>6</td>
<td>46.2%</td>
<td>2</td>
<td>1.8%</td>
</tr>
<tr>
<td>Post-Baccalaureate Certificate</td>
<td>0</td>
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<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>7.7%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Master of Arts (M.A.)</td>
<td>53</td>
<td>7.3%</td>
<td>19</td>
<td>10.1%</td>
<td>1</td>
<td>7.7%</td>
<td>34</td>
<td>30.6%</td>
</tr>
<tr>
<td>Master of Arts in Teaching (M.A.T.)</td>
<td>9</td>
<td>1.2%</td>
<td>5</td>
<td>2.7%</td>
<td>1</td>
<td>7.7%</td>
<td>4</td>
<td>3.6%</td>
</tr>
<tr>
<td>Master of Fine Arts (M.F.A.)</td>
<td>1</td>
<td>0.1%</td>
<td>2</td>
<td>1.1%</td>
<td>0</td>
<td>0.0%</td>
<td>24</td>
<td>21.6%</td>
</tr>
<tr>
<td>Master of Music (M.M)</td>
<td>2</td>
<td>0.3%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>1.8%</td>
</tr>
<tr>
<td>Master of Public Health (M.P.H.)</td>
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<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>Master of Professional Studies (M.P.S.)</td>
<td>1</td>
<td>0.1%</td>
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<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Master of Science (M.S.)</td>
<td>32</td>
<td>4.4%</td>
<td>7</td>
<td>3.7%</td>
<td>1</td>
<td>7.7%</td>
<td>20</td>
<td>18.0%</td>
</tr>
<tr>
<td>Master of Science in Education (M.S. Ed.)</td>
<td>23</td>
<td>3.2%</td>
<td>9</td>
<td>4.8%</td>
<td>0</td>
<td>0.0%</td>
<td>24</td>
<td>21.6%</td>
</tr>
<tr>
<td>Graduate Advanced Certificate</td>
<td>8</td>
<td>1.1%</td>
<td>1</td>
<td>0.5%</td>
<td>0</td>
<td>0.0%</td>
<td>9</td>
<td>8.1%</td>
</tr>
<tr>
<td>Graduate Advanced Diploma</td>
<td>2</td>
<td>0.3%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>4</td>
<td>3.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>724</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>188</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>111</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
8. Which of the following statements best summarizes how well Brooklyn College prepared you for your career?

**UNIVARIATE SUMMARY ANALYSIS:**

<table>
<thead>
<tr>
<th>Response</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Brooklyn College education prepared me very well for my career.</td>
<td>631</td>
<td>60.2%</td>
</tr>
<tr>
<td>My Brooklyn College education prepared me somewhat well for my career.</td>
<td>320</td>
<td>30.5%</td>
</tr>
<tr>
<td>My Brooklyn College education prepared me very little for my career.</td>
<td>53</td>
<td>5.1%</td>
</tr>
<tr>
<td>My Brooklyn College education did not prepare me at all for my career.</td>
<td>44</td>
<td>4.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,048</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
8. Which of the following statements best summarizes how well Brooklyn College prepared you for your career?

**BREAKDOWN BY SELECTED VARIABLES**

**By Gender:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Female No.</th>
<th>Female %</th>
<th>Male No.</th>
<th>Male %</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Brooklyn College education prepared me very well for my career.</td>
<td>306</td>
<td>57.3%</td>
<td>317</td>
<td>63.1%</td>
</tr>
<tr>
<td>My Brooklyn College education prepared me somewhat well for my career.</td>
<td>173</td>
<td>32.4%</td>
<td>145</td>
<td>28.9%</td>
</tr>
<tr>
<td>My Brooklyn College education prepared me very little for my career.</td>
<td>30</td>
<td>5.6%</td>
<td>22</td>
<td>4.4%</td>
</tr>
<tr>
<td>My Brooklyn College education did not prepare me at all for my career.</td>
<td>25</td>
<td>4.7%</td>
<td>18</td>
<td>3.6%</td>
</tr>
<tr>
<td>Total</td>
<td>534</td>
<td>100.0%</td>
<td>502</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**By Ethnicity:**

<table>
<thead>
<tr>
<th>Response</th>
<th>American Indian or Alaskan Native No.</th>
<th>American Indian or Alaskan Native %</th>
<th>Asian No.</th>
<th>Asian %</th>
<th>Black or African American No.</th>
<th>Black or African American %</th>
<th>Hispanic No.</th>
<th>Hispanic %</th>
<th>Native Hawaiian or Other Pacific Islander No.</th>
<th>Native Hawaiian or Other Pacific Islander %</th>
<th>White No.</th>
<th>White %</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Brooklyn College education prepared me very well for my career.</td>
<td>1</td>
<td>14.3%</td>
<td>11</td>
<td>36.7%</td>
<td>78</td>
<td>58.6%</td>
<td>24</td>
<td>55.8%</td>
<td>1</td>
<td>100.0%</td>
<td>514</td>
<td>62.4%</td>
</tr>
<tr>
<td>My Brooklyn College education prepared me somewhat well for my career.</td>
<td>5</td>
<td>71.4%</td>
<td>10</td>
<td>33.3%</td>
<td>44</td>
<td>33.1%</td>
<td>15</td>
<td>34.9%</td>
<td>0</td>
<td>0.0%</td>
<td>240</td>
<td>29.1%</td>
</tr>
<tr>
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<td>0</td>
<td>0.0%</td>
<td>4</td>
<td>13.3%</td>
<td>4</td>
<td>3.0%</td>
<td>2</td>
<td>4.7%</td>
<td>0</td>
<td>0.0%</td>
<td>39</td>
<td>4.7%</td>
</tr>
<tr>
<td>My Brooklyn College education did not prepare me at all for my career.</td>
<td>1</td>
<td>14.3%</td>
<td>5</td>
<td>16.7%</td>
<td>7</td>
<td>5.3%</td>
<td>2</td>
<td>4.7%</td>
<td>0</td>
<td>0.0%</td>
<td>31</td>
<td>3.8%</td>
</tr>
<tr>
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<td>43</td>
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<td>1</td>
<td>100.0%</td>
<td>824</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
8. Which of the following statements best summarizes how well Brooklyn College prepared you for your career?

**Year Received Highest Degree From Brooklyn College:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>My Brooklyn College education prepared me very well for my career.</td>
<td>393</td>
<td>61</td>
<td>52</td>
<td>42</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>69.2%</td>
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<td>65.8%</td>
<td>40.8%</td>
<td>41.4%</td>
</tr>
<tr>
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<td>137</td>
<td>44</td>
<td>19</td>
<td>46</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>24.1%</td>
<td>38.9%</td>
<td>24.1%</td>
<td>44.7%</td>
<td>44.7%</td>
</tr>
<tr>
<td>My Brooklyn College education prepared me very little for my career.</td>
<td>23</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>4.0%</td>
<td>4.4%</td>
<td>7.6%</td>
<td>7.8%</td>
<td>4.6%</td>
</tr>
<tr>
<td>My Brooklyn College education did not prepare me at all for my career.</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>2.6%</td>
<td>2.7%</td>
<td>2.5%</td>
<td>6.8%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Total</td>
<td>568</td>
<td>113</td>
<td>79</td>
<td>103</td>
<td>152</td>
</tr>
<tr>
<td></td>
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<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Highest Degree Earned at Brooklyn College:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Bachelor's Degree</th>
<th>Master's Degree</th>
<th>Advanced Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Brooklyn College education prepared me very well for my career.</td>
<td>452</td>
<td>153</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>59.6%</td>
<td>60.2%</td>
<td>88.0%</td>
</tr>
<tr>
<td>My Brooklyn College education prepared me somewhat well for my career.</td>
<td>230</td>
<td>84</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>30.3%</td>
<td>33.1%</td>
<td>12.0%</td>
</tr>
<tr>
<td>My Brooklyn College education prepared me very little for my career.</td>
<td>41</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5.4%</td>
<td>4.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>My Brooklyn College education did not prepare me at all for my career.</td>
<td>36</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>4.7%</td>
<td>2.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>759</td>
<td>254</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
8. Which of the following statements best summarizes how well Brooklyn College prepared you for your career?

**First Admitted to Brooklyn College as a:**

<table>
<thead>
<tr>
<th>Response</th>
<th>First Time Freshman No.</th>
<th>Transfer Student No.</th>
<th>Second Degree or Post-Baccalaureate Student No.</th>
<th>Graduate Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Brooklyn College education prepared me very well for my career.</td>
<td>463 63.9%</td>
<td>99 51.6%</td>
<td>4 30.8%</td>
<td>62 55.4%</td>
</tr>
<tr>
<td>My Brooklyn College education prepared me somewhat well for my career.</td>
<td>199 27.4%</td>
<td>74 38.5%</td>
<td>8 61.5%</td>
<td>38 33.9%</td>
</tr>
<tr>
<td>My Brooklyn College education prepared me very little for my career.</td>
<td>37 5.1%</td>
<td>9 4.7%</td>
<td>0 0.0%</td>
<td>6 5.4%</td>
</tr>
<tr>
<td>My Brooklyn College education did not prepare me at all for my career.</td>
<td>26 3.6%</td>
<td>10 5.2%</td>
<td>1 7.7%</td>
<td>6 5.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>725 100.0%</td>
<td>192 100.0%</td>
<td>13 100.0%</td>
<td>112 100.0%</td>
</tr>
</tbody>
</table>
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

[Name Withheld] (History Dept.) was especially influential in my professional development. [Name Withheld] and [Name Withheld] brilliant instruction in painting and drawing, and [Name Withheld] insistence that we visit NYC art galleries weekly. I continue to be involved in graphic arts and, at 73, volunteer to design stage sets for our rural high school's spring musical. My fine arts background from BC in addition to my approach to working with rural kids and appreciating our sociological differences enable me to successfully involve 90 VERY rural kids/year in executing the sets. [Name Withheld] Sociology class made me look at my life and my community in a completely different perspective. [Name Withheld] and [Name Withheld] taught me things regularly that I continue to reflect on now as a playwright, and [Name Withheld] taught me things about teaching that I continue to think about as well. [Name Withheld] and [Name Withheld] were great psychology professors. [Name Withheld] commented on my writing ability and pressed me to pursue writing as a career. I inevitably took on an MFA in Creative Writing and went on to copywriting. [Name Withheld] course. It inspired me to get my PhD in Clinical Psychology. [Name Withheld] encouraged me to take an editing course that I was hesitant about because I had never edited before. I am now a full time editor. [Name Withheld] English elective entitled Advanced Exposition when I was a senior. It was the only English elective I took (I was mostly in psychology and math). He was a great teacher. We had to write one essay every week. The class helped me become a good writer. [Name Withheld] history courses. [Name Withheld] in comparative anatomy was my mentor. [Name Withheld] in comparative anatomy. [Name Withheld] inspired me to pursue a career in speech language pathology and to specialize in fluency disorders. [Name Withheld] Renaissance art class. [Name Withheld] use of semi micro methods in organic chemistry. [Name Withheld] was a Tuskegee airman. Talking to him taught me how to deal with greatness. [Name Withheld], [Name Withheld], [Name Withheld], [Name Withheld], [Name Withheld]. [Name Withheld], a History professor that I had earned my greatest respect. I mention him frequently to this day as someone who could be looked up to. [Name Withheld], Professor of Biology. [Name Withheld]. [Name Withheld]. Great teachers who really work in New York City. Most people in New York do not realize that the New York working experience of professors is one of the best in the world. Real world explanations for finance is key for real world experience. [Name Withheld] is excellent and his knowledge of the subject of finance is second to none. I still talk about him today. A class with [Name Withheld] in political science analyzing supreme court cases increased my desire to be a lawyer. A couple of small seminars (one each, Pol. Sci. + History) afforded me the opportunity to enhance my research and writing skills. A diverse student body. A few fine teachers such as [Name Withheld], [Name Withheld], [Name Withheld], [Name Withheld]. A few professors made a difference. A good basic education prepared me for a Master's at Penn and another Master's at American Military University. A large number of Professors who were interested in teaching. I have a PhD and do research, but I valued the education I got at BC. A long time ago but the sciences prepared me well. A phi beta kappa professor stating that he did not know the answer to a question, but that he would find it. A professor dedicated a small portion of an otherwise theoretical class toward some practical things which I use everyday at work. A psych course in lab methods. A women's history class with an open minded German professor who was in the U.S. for the semester (if I remember correctly). Our discussions to this day remind me about equality, caring, character strength, and understanding. An English grammar professor who was very strict, but recognized effort and helped. A history class where the professor did not admonish me for blurting out the answer because my affect displayed excitement and pride. My favorite: Another history professor who drew a sunrise with birds and clouds after his grading remarks on my essay to encourage my thinking and writing! Ability to create a course in biophysics with a faculty member willing to watch over me. Academic research and report helped me improve my writing and communication skills. The academic programs in the History and Political Science Departments helped prepare me for my second career in the education field. Academic rigor. Academics. Access to full professors and experienced faculty even as a freshman.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

- Access to professors.
- Accessible professors; undergraduate clinical training and supervision; diverse curriculum.
- Accounting & Economics Courses.
- Accounting and Economics.
  Accounting and law classes were very difficult. Accounting majors did not have time for a big social life. The same is true for my career in accounting.
  Accounting homework which involved setting up companies and associated accounting transactions.
  Actually, I found the faculty, especially the full-time faculty to be detached and aloof. Almost none of them had any real interest in my success or in my failure.
- Air science helped me in the Air Force.
- All CIS classes.
- All classes and clinical courses were important for professional development.
- All classes in my major were excellent.
- All courses in the Speech Department for my speech education major.
- All education and knowledge received added to my overall professional development.
- All FL profs. were willing to recommend me for T.A.’s and scholarships.
- All lab classes help me become familiar with much of the equipment and tools I use in my career today.
- All math courses developed my expertise, and [Name Withheld] Ed class fed my passion and perspective about the value public education.
- All my music classes were important.
- All of it!
- All of my classes were great. Professors were unique. Topics and subjects were at the top.
- All of my math and physics courses were important.
- All of my professors helped me to achieve in my future career.
- All the writing that was required.
- All.
- Always challenging me.
- Amazing professors.
- An excellent offering of courses and excellent professors prepared me for the professional world.
- An extraordinary opportunity to direct a professional-level production of a play which received notice in the New York press.
- An intensive TV and film course offered and taught by an industry professional. Also books and articles written by faculty in my chosen field.
- An intercultural communications class. Other than that, the only thing I learned in the classroom is nepotism and how who you know is very important.
- An opportunity to use creative thinking.
- Any practical experience.
- As a French major, speaking, reading and cultural knowledge was important for my jobs right after college.
- As a History major I regularly had to research and write papers.
- As a history major, the vivacity of the professors.
- As a math major I recall the classes of [Name Withheld] and [Name Withheld] as particularly stimulating. Eventually I became an engineer and attended Stevens Institute (MS) and Princeton U. (MS).
- As a Phys Ed teacher I needed to learn practical application and teaching methodology and my professors did an amazing job preparing me for these aspects of my profession.
- As a physics major the demands of a liberal arts education broadened my knowledge and outlook. Freshman English, which I only got a "C" in was an eye-opener pushing me to become a better writer.
- As an early childhood major from a home with limited resources I was exposed to a variety of school placements in my sophomore year. One class required that we participate in cultural and other new experiences to enhance and broaden my ability to teach and provide to children from high poverty homes. Learning curriculum was integrated and hands-on which made me a successful teacher.
- As I recall (and it's really a long time ago) the teachers I had for my student teaching courses were the ones who prepared me best for my job. Aside from journalism classes which taught me about editing and proofreading - none.
- Aside from making a plan and sticking to it until I was finished, nothing in particular.
- At the time, which was most likely par for the course, the faculty did not demonstrate much interaction with students. In today’s academic settings, faculty have much greater interactions with their students. Emails are exchanged, tutoring is provided. Classes are more interpersonal and less lecture driven. These are great improvements over past practices.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Attending BC helped me to be more analytical when approaching and solving different issues in my professional development. Attention to detail.

BC's reputation for outstanding education assisted me in getting into graduate school, although my grades weren't the best. Being a part of the speech and debate team and being an elective officer in student government and other clubs.

Being a student of two Professors ([Name Withheld] and [Name Withheld]). Being able to interact with fellow students and instructors with similar professional interests.

Being able to observe in the ECE center, as well as all the student teaching we did semester after semester helped enormously. Being able to produce & direct TV programs. Working at various positions in the TV studio. Production classes with great teachers.

Being challenged to study and excel.

Being in the Philosophy Club and President of the Libertarian Club.

Being introduced to SHAPE America and the national standards and [Name Withheld].

Being one of the first computer science majors we were able to interact with both the faculty and students both inside and outside the classroom in a social and informal setting.

Being part of the scholars program was a formative experience for me. I suppose that is not the typical experience of a BC student, but it was great to get close attention from Professors who really believed in our potential.

Being pushed to really go in depth when doing research and being pushed/encouraged not to take the easy way out.

Being research assistant for a biology elective.

Being selected to speak before the NY Society of CPAs.

Being taught by political science adjuncts with hands on domestic political and international political experience.

Being taught to do advanced level historical research and writing, which prepared me for a PhD program at the CUNY Graduate Center. Beyond my major in Biology, I especially recall a course in International Law and Organization which has helped me beyond my medical career in participating in the development of an international treaty on tobacco control. As a foreign student I also owe a debt of gratitude to [Name Withheld] who helped me overcoming my accent.

Bio Lab courses were very helpful.

Both [Name Withheld] and [Name Withheld] taught me how to research and solve problems. This ultimately helped me to enjoy a very good life.

Breadth and depth of knowledge imparted.

Breaking through some really tough math problems.

Brilliant professors.

Brooklyn College built my confidence to present in front of large groups of people.

Brooklyn College gave me a well-rounded education which allowed me to be flexible in my career choices. I was not a single focused student. However this liberal arts education prepared me for just about everything that came my way.

Brooklyn College had an outstanding English Department which honed my writing ability and provided exposure to literature. I was a good writer and well read.

Brooklyn College opened up my window into the world. My classes in Geology, Primate Behavior, Cultural Anthropology, and Philosophy. These classes so interested me, and helped develop my interests and career choices.

Brooklyn College was nothing more than an advanced high school when I attended.

Business Law.

Business Law.

By learning from other students on project.

Can't recall.

Can’t recall.

Can't recall.

Can't recall.

Can't recall. It was very long ago.

Can't remember.

Can't think of anything in particular.

Caring informative professors.

Certain professors were extremely sexist and condescending which prepared me well for my career being talked down to by men at my advertising agency!

Class presentations.

Class size was great as they were quite small. I always felt I received the right amount of attention.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Classroom discussions that tied coursework/learning with relevant current events. Group discussions. Professor/student engagements.
Clinical practicum in the speech and hearing clinic. Having wonderful professors like [Name Withheld], [Name Withheld], & [Name Withheld].
Close interactions with professors.
Close relationship with several professors.
Committed faculty who took teaching and scholarship seriously.
Communication and networking.
Communication with a diverse population.
Communication with different race, culture.
Connection with specific faculty.
Constitutional jurisprudence with [Name Withheld].
Course in optics with [Name Withheld].
Courses in Geology, my major, prepared me well for my later career in Geology and Geophysics.
Courses in the Speech & Theater Dept. opened me up in terms of my communication skills.
Courses were excellent. Teachers superior. My experience at BC was exceptional academically and socially.
Creative teacher that individualized for me to make the experience meaningful.
Creative writing.
Critical thinking and analytical skills.
Critical thinking, broad range of required subjects to help develop a well rounded individual and the ability to succeed in a highly competitive environment.
Critical thinking, writing and research.
Database development, structured programming, and documentation.
Death and bereavement was one of the cores that I took and when we had to switch power of attorney for my granny I remembered how to do it.
Debate classes, political science class.
Dedication and expertise of teaching staff. They cared.
Developing, along with three others, a comprehensive booklet about access to the various buildings for the disabled.
Development of personal relations.
Devotion of [Name Withheld] in biology. Getting an "F" in freshman English. I now have over 300 manuscripts published.
Discovery of computer science as a discipline.
Discussion groups.
Discussions and research on Hispanic culture and literature.
Diverse academic program stringent requirements that stood me well in graduate school.
Diverse experiences with a lot of different kind of people.
Diverse ideas and feedbacks from my professors and fellow colleague teachers greatly helped me in developing different ways to reach my early childhood students.
Diverse views from the student body and professors. I felt that professors were also very grounded and in touch with the community.
Diverse, educated opinions.
Diversity of students!
Do not recall.
Do not recall.
Do not recall.
Doing research with [Name Withheld] in biochemistry taught me the principles of how to conducting good research and also discipline to try again after failing.
Don't recall but overall education helped to become JHS math teacher and then ultimately Branch Director for SSA.
Don't remember.
Dozens, but they were all interdependent. I did realize, when I got to grad school, how high academic standards at BC were.
Easily doing well in select classes within my major.
Education classes.
Encouragement from faculty.
Ethical teachings. I was a philosophy major.
Evaluations and class discussions in Creative Writing classes.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Even though it was night school, the teachers were very proficient. In some instances the first math classes were very difficult in order to get day students to drop the course as not being an easy credit. Every class I took was a step to a well rounded education. The core, my dual major and my teachers were all significant parts of rounding me out as an individual ready to face the world. Everything from the curriculum to the networking helped me gain lots of experience and advance well professionally. Excel, networking and writing emails to professors. Either than that, you guys need to ramp up writing skills, communication skills, computer skills, thinking skills, etc.

Excellent and caring professors.
Excellent Chemistry professors.
Excellent classroom discussions promoted by the professors.
Excellent faculty who taught me to think and question.
Excellent full-time professors.
Excellent humanities classes.
Excellent instruction, access to social life (fraternity), bright, industrious, hard-working students.
Excellent instructors and an integrated studies program that was a wonderful way to find and make friendships and learn.
Excellent instructors who were most helpful as I was starting out at age 16, and had so much to learn.
Excellent overall undergraduate curriculum.
Excellent Philosophy Department and especially [Name Withheld].
Excellent Political Science and Economics.
Excellent professor of mathematics, [Name Withheld], taught in a most creative way.
Excellent professors in small classes. I loved the education teachers as being making classes relevant to the children's experiences in their homes.
Excellent professors with tremendous professional knowledge were teaching the course materials.
Excellent professors. Clinical instruction and participation in the Speech-Language-Hearing clinic in Boylan Hall.
Excellent science department.
Excellent TV studio facilities and a lot of creative production opportunity.
Experience in the biology labs.
Experiential Learning at Kings County Hospital. Assignments about artwork at the Metropolitan Museum of Art. Experimental Theatre ongoing on campus. [Name Withheld], Chair of English. [Name Withheld], Supervisor of Student Teaching. Many more amazing classes in Classic Civilization; [Name Withheld] and his class when he was discussing his book on William Carlos Williams.
Externship.
Extremely good math professor.
Faculty advisor was not supportive and a poor teacher; lead me to change carrier fields; program head then helped plug me in to that career. Faculty mentoring of me as a student.
Faculty sharing their personal experiences and advising on what and how to do in various situations.
Faculty were interested in us as students. Faculty had real world experience in some cases.
Faculty who paid attention to student questions and cared about us.
Fantastic teaching by professors who were engaged and engaging with real interest in a student's progress and success.
Field experience, many great professors.
Finding a scientific mentor.
Fluency class.
Full integration of education techniques as I was a PE teacher I felt very comfortable. Passed all licensing exams on first try.
General expansion of my intellectual boundaries.
Good classes.
Good computer science professors.
Good group interaction.
Good music classes and excellent chorus and chorale.
Good rapport with many of my professors.
Good Science department.
Good science labs.
Good Soc. and Psych classes.
Good teachers.
Good well rounded educate.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Great cost accounting teachers.
Great language professors.
Great physics and math classes. Very good students.
Great professors in the Anthropology Department.
Great professors that cared about me.
Great professors.
Great professors: [Name Withheld], Philosophy Dept.; [Name Withheld], American Studies/History; [Name Withheld], Political Science.
Great teacher interaction.
Great teachers who cared.
Great teachers.
Group interaction.
Group projects were memorable.
Group sessions.
Group workshops.
Guidance and mentoring by Biology faculty.
Guidance by [Name Withheld].
Had a marketing professor who gave real life examples of most that he taught.
Had everything I needed.
Had some excellent professors in the Psych Department.
Hands on experience - i.e. TV Dept. - handling of the cameras, directing programs, etc.
Hands on experiences.
Hands on lab classes and professors being available for consultation.
Hands-on experience through internship.
Having [Name Withheld] as an instructor.
Having alumnus come in and share their career development.
Having an amazing professor like [Name Withheld] made my understanding of Science a lot easier and smoother than I anticipated.
Having attended Brooklyn College during the Vietnam war years the study of the decline and fall of Athens during the Peloponnesian War raised a haunting parallel of the excesses a great empire could fall prey to in arrogance and overreach. This realization dictated a new direction for America as a country and a civilization.
Having broadcast professionals as teachers and guest speakers.
Having professors with real life business experience was a huge boost in my professional development because they offered real life experience and that helped me once I graduated and began working in the real-world.
Having the teacher teaching tell us to get used to being cursed at so that when it happened in a class we would not act shocked.
Here's the thing: everything I learned was useful but I think colleges need to teach students how to "sell" what students learn. It would also be a good idea to actually work together with professors/lecturers to show that the students that what they're learning is applicable in the real world! The aforementioned doesn't happen often in the classroom - and if you actually want people to continue to attend your university (or any for that matter) it needs to change with the times.
High intelligence level of students, and friendships. High academic offerings - topnotch faculty, many now basic to literature in their fields.
High involvement of teachers, counselors in making me succeed at Brooklyn College.
High level of computer science studies, hands-on experience.
High level.
Histology class.
Histology lab.
History and political science classes.
History classes because they affected one's life no matter what your field was.
Honors courses in fine arts.
Honors tutorial with [Name Withheld], at that time chair of the Classics Department; and undergraduate research project with [Name Withheld], my mentor in the archaeology program.
I always went the extra mile in class or when doing papers. The same applies on the job.
I am a retired teacher of Latin and English. I recall many marvelous discussions in my Classics courses and in my English classes. [Name Withheld], requiescat in pace, was an outstanding Latin and Classics professor who challenged her students. [Name Withheld], [Name Withheld] and [Name Withheld] in the English Dept. provoked students to think and thoroughly enjoy literature. What I learned in these classes helped to develop my own teaching skills.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

I attended mostly evening classes and some of those teachers were professionals in the field not just academics so I was afforded a number of networking opportunities.

I became a research psychologist because of Psych 1 course.

I cannot recall.

I chose my profession as a result of my experience in a course taught by [Name Withheld].

I did not work in the field for which I received a degree. However, the education I received enabled me to qualify for more highly titled jobs which required a broad general background, analytical skills, and good writing abilities.

I do not recall.

I don't recall any specific experiences.

I don't recall from half a century ago.

I enrolled in an entry level accounting course to see what it was like and it developed into my major and my profession.

I feel the classroom observations and student teaching in the Education program prepared me the most for my career.

I found of the professor geared course work to real life work.

I found the faculty very accessible and engaging. I was able to do an independent study to complete course requirements and take graduate-level courses that really prepared me.

I found the teachers to be extremely well-informed and many stimulated my intellectual curiosity.

I had a few great classes.

I had a marvelous instructor in the mathematics department, [Name Withheld].

I had a particularly great honors English literature professor who sharpened the way I write and think.

I had a terrific student teaching experience. It made me want to be a teacher.

I had many excellent professors.

I had one education professor who was interested in helping education majors understand the challenges and requirements for this field. She was, at that time, a minority professor struggling with integrating into the local community.

I had some of the best teachers in the History Department. [Name Withheld], [Name Withheld], and [Name Withheld]. They exemplified what good teaching should be.

I had some very dedicated professors.

I had some very good experiences in the classroom and also some miserable experiences. In the misery, I didn't learn anything. At one point, I was documenting the ways in which my teaching advisor (provided through BC) was handling the students I taught. The 'how to teach science' teacher perpetuated negative self-talk/image when the one group of females (I was in the group) correctly identified the mystery substance within 10 minutes of the start of class. He manifested sexism in his demeanor and words.

I had wonderful and memorable teachers. A terrible experience with a professor in my freshman year changed my life goal. It turned out to be the best decision for me!

I had wonderful professors and took classes that taught me history, literature and most importantly how to think.

I have many experiences. Feel free to contact me.

I learned a lot in my graduate program in education from [Name Withheld] and [Name Withheld].

I learned how to think critically, how to challenge myself, how to deal with opposing points of view, etc. I was the only student, so there was no place to hide from rigorous study.

I learned that colleges like to take your tuition money, give you a piece of paper and tell me apply online when asked for help regarding work.

I learned to think.

I loved the Classics program.

I loved the diversity of cultural perspectives during classroom discussions.

I loved the seminar I took on [Name Withheld] and I still teach it today.

I minored in Computer Science so that helped. In addition, I still use what I learned in Oral Interpretation when I need to deliver public speeches.

I particularly loved bonding with my cohort and I felt the student/professor relationship was helpful to becoming a successful educator.

I performed a research project in the lab of [Name Withheld] and [Name Withheld]. I took a microbial physiology class with [Name Withheld] and a plant metabolism class with [Name Withheld]. I had excellent classes in the chemistry dept.; quantitative, organic and biochemistry. I received a comprehensive liberal arts education. This included English Literature [Name Withheld] Classical Civilization [Name Withheld] and Philosophy. The general education curriculum requirement was superior to any educational institution I subsequently attended or worked for.

I questioned one of my teachers on why he had never met someone who supported McCarthy.

I realized there were kids smarter than I was. This affected how I related to coworkers (in a positive way).
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

I recall [Name Withheld] warmth and compassion in some of my Education courses. Also, [Name Withheld] advice on writing enters my life on a regular basis. [Name Withheld] helped my love for Shakespeare and Chaucer grow.
I recall small classes enabling easy and frequent interactions with other students and faculty.
I received an excellent education in every way. The methods classes and all the education classes were very helpful. The health education classes were excellent.
I received an excellent liberal arts education. My teaching classes were not at all helpful.
I remember taking a class in Anatomy and Physiology of Non-Flowering Plants. I only took it because it was a prerequisite for Microbiology, which I really wanted to take. The professor was outstanding and it was my first introduction to, what was then, "modern" science. I think it cemented in my mind the desire to become a scientist.
I remember that the Chemistry and Biology courses were excellent and prepared me for medical school.
I took a course that included CPR training and also an internship at a hospital helped prepare me.
I took a journalism 101 class with [Name Withheld]. It changed the direction of my life.
I took a series of aptitude tests at the school, which established that law would be the best choice for me. I went on to get a law degree from Brooklyn Law School and practiced for 44 years before I retired seven years ago.
I volunteered to assist in the research of a faculty member.
I was a Film/TV major and the studio experience put me on the right track for my career.
I was a history major & an educational minor. Learned a lot about psychology & empathy in my education classes.
I was a history major and a minor in secondary education. Gave me an excellent preparation. I went on to get a doctorate in curriculum and instruction. I became a college professor, associate dean and associate university provost.
I was a non-traditional student who had worked in the business world for a number of years before returning to school. The professors respected the fact that I had experience outside of the classroom.
I was a student in the School of Humanities studying Fine Arts and Literature. The literature courses I took and the authors I was exposed to; the poets playwrights and other thinkers continue to influence the literary work that I have created and continue to create for publication. The enrichment to my intellectual life has been significant and longstanding. If I may call out the name of one of my favorite professors and there were so many of them: [Name Withheld]. In his class I was introduced to Jean Genet; the playwright Jean Giraudoux and many others have influenced me greatly. [Name Withheld] and all of my other instructors and professors gave me a foundation like no other, and I am extremely grateful to them for doing so.
I was able to develop my critical thinking skills in the classroom.
I was able to participate in an Independent Studies Class that allowed me to travel and study in West Africa, develop and maintain friendships, and get a more inclusive education.
I was able to take the first computer programming course offered. I don't know if any other college/university offered that type of course. It was taught by a vendor.
I was an acting major so my classroom experience was vital. We were able to audition for and perform in the school theater dept. productions but because the number of productions were limited, it was in the classroom that most of my growth occurred.
I was an English major with a concentration in journalism. The writing skills I developed at the college have greatly assisted me in my legal career. Additionally courses in political science and history facilitated the critical thinking necessary for success in the legal field.
I was an English major. I now have a PhD in English. I had excellent preparation!
I was carefully and completely trained for my profession.
I was in the Scholars program and the challenge of the 1 on 1 teacher/student relationship was memorable.
I was mentored by several excellent faculty members.
I was Pre-Med and felt stimulated and encouraged by my professors.
I wasn’t given a direction.
Improvisation - I use it every day.
In general the courses I took broadened my knowledge base.
In general, the high academic standards set by my professors, i.e., [Name Withheld], [Name Withheld], [Name Withheld], were particularly important to me.
In my political science classes we marched against the war in Vietnam. I became editor of the SGS newspaper, and that is where I learned my profession. From scratch.
In my special Ed courses, the instructor gave up an IEP to analyze which was very helpful.
In one class the professor decided that we would have class by the lake. This inspired me to think outside of the box sometimes.
In one of my courses, I had a practical group project that involved serving as a consultant at an organization and presenting it to my peers.
In the classroom not necessarily, with my advisor yes.
In the classroom not so much, but mentoring from staff and professors was essential, as was their recommending me for positions, etc.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

In the Sciences, reading papers for classes and thinking critically helped a lot.
Independent study class.
Inspiring teacher.
Inspiring teachers to keep me going.
Instruction from teachers in the Teaching Fellows program was important for my professional development.
Instructors and professors appeared to care about teaching.
Intellectual curiosity was encouraged.
Interaction with encouraging faculty.
Interaction with excellent teachers and students.
Interaction with the faculty on one on one level.
Interaction with the professors on a one on one basis.
Interactions with faculty.
Interactive discussions that required not just spitting out facts but analytic thinking, in both my science and humanities courses.
Interactive read aloud, student studies, lesson planning, Fountas & Pinnell Reading levels and assessments, hands on science, reading IEP's, building relationships with students and parents were instrumental strategies needed to help achieve and maintain my goal as an educator.
Interest in diversity.
Internship class VITA tax assistance program.
Internship.
Intro to Taxation - [Name Withheld]. Writing classes. Financial accounting.
Introduced me to sociology. Later earned a PhD in that fields. Had wonderful instructors who made it very exciting and fun. Small class size was very important in my learning experience.
Investiture of the faculty with the students. They took the time to clarify doubts, content, and provided support.
Involvement of professors in Education Dept. in preparing us for careers as teachers.
It is less a matter of individual experiences than the sum and total of the preparation to work with people that my four years at BC provided.
It opened my eyes to the possibilities in my field.
It was 50 years ago.
It was a long time ago - there were lots!
It was a long time ago. When I first attended in 1967, I was going to go for a bachelor of arts degree in speech and theatre. Years later (1982), I returned for a degree in accounting. It was the accounting degree that help get employment.
It was rather rigorous and interesting.
It was smooth sailing from day one. The faculty was erudite. The material was presented with alacrity. It was an excellent learning experience.
It was so long ago it's hard to remember now.
It was the mix of classroom and extra curricular activities that made the greatest contribution to my college experience.
It was very difficult to drop a course once you enrolled. That taught me commitment.
It's difficult to recall specific experiences that took place 60+ years ago, but I developed an insatiable thirst for learning, which has remained with me to this day.
Just exchanging my opinions with fellow students and faculty.
Just getting my Bachelor's degree.
Just having the greatest Mathematics professor [Name Withheld]!
Just the general atmosphere. The faculty were friendly and helpful and several acted as advisors to student organizations I belonged to. The student body also provided mental stimulation.
Lab work.
Laboratory experience, and practical (laboratory practical experience), and forming an alliance with my classmates.
Large lectures. You were pretty much on your own for learning.
Learning critical thinking and writing skills. Being exposed to a wide diversity of thought, and a rigorous approach to understanding primary source material.
Learning how to actually teach math to students.
Learning how to integrate math in every subject taken.
Learning how to program in pl1 and student teaching. Both gave me the knowledge of how to approach varied situation logically. I was able to apply the skills learned to my future employment opportunities.
Learning how to successfully navigate the stock market. Thanks [Name Withheld].
Learning the counseling theories and practical strategies to us during counseling sessions.
Learning to think for myself.
Open-Ended Comments:

Learning to think.

Loved and respected my Education teachers. They were the best "old fashioned" educators that an up-and-coming education could ask for. Loved my TV classes as well my acting classes.

Many - "Be prepared for anything and everything" "Plan" "Knowledge is power" "Remember to toil (Proud national honors student and cum laude). BC not only prepared me for teaching but were also responsible for me being prepared for the test requirements. Excellent program for Education and several of my networks speak very highly about BC and the academic programs offered.

Many 1:1 experiences in honors classes. The faculty was excellent, top of their field and offered students their expertise.

Many hours spent in science lab and grades were never marked on a curve as the work isn't paid on a curve.

Many insights from faculty in my major were invaluable to my success.

Many of my journalism professors went out of their way and out of the scope of the coursework to make sure that we were prepared to the "real world" of journalism.

Many of the history professors went out of the way to help me pursue my field of interest.

Many of the teachers in my graduate program were experienced professionals working in my field. I could trust their judgement and they helped me get my first jobs.

Many.

Many.

Master classes with [Name Withheld].
Math classes.
Mentoring from several professors.
Mentorship from professor.
Microbiology and anatomy lab.
Military science (AFROTC).
Mock interviews and professional dress days in class. Also taking economics made me very comfortable with statistical and economic data that I come across in the HIM field.

Money 101.

Most classes were done by experts in their fields.

Most of my professors shared their actual experience in the field - practical knowledge is always useful in combination with book knowledge.

Most of my professors within may major (Economics) had not only great academic/research experience but also a lot of practical experience in the private sector that they shared in the classroom. Made it possible to see how theory and analytic methods applied.

Music studies.

Mutual respect between professors and myself.

My accounting classes, especially business law.

My accounting skills help in my profession.

My adviser in my field (political science) took lots of interest and prepared me for grad school.

My Biology classes were outstanding, particularly in Genetics. The faculty were amazing. Most importantly, I learned how to ask questions not just repeat back information.

My classes with [Name Withheld] and [Name Withheld] were SOLID. The work was challenging but you felt you really had a course(s) that would last you for life. They did!

My classmates were from all walks of life and I appreciated that as I began a career in the politics/non-profit world where I regularly interacted with a wide variety of people and often had to find consensus among various groups.

My degree is in accounting and profs [Name Withheld] and [Name Withheld] were excellent in preparing me for the real world experience of the accounting profession.

My dramaturgy class with [Name Withheld] was the highlight of my BC experience. The emphasis on collaboration and deep analysis was sophisticated and useful.

My enrollment in the RISE and MARC programs.

My experience holding a graduate teaching fellowship gave me a lot of confidence for my later positions.

My experiences are Brooklyn College taught me the value of critical thinking, a major factor in my professional success in several areas.

My first CIS instructor made a lasting impression by saying it was more important to understand the concepts and know where to look up the details than to just blindly memorize details for a test.

My first day. First class. Psych 101. [Name Withheld]. Made me laugh and put me at ease right away. Opened the door for me. Allowed me to hit the ground running.

My instructors went above and beyond their duties to make sure that I had access to the resources necessary to succeed.

My interaction with faculty members.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

My love of political science, sociology and philosophy and the excellence of the courses prepared me for law. My MA degree from Brooklyn College prepared me very well for my 8 years of teaching art in Wantagh High Schools and then for my MA degree from USC and teaching years in architecture at California State Polytechnic University. My major faculty, Psychology, was perhaps the best in the U.S. My major was philosophy. The department faculty was excellent and helped me learn to think logically and critically, which has a real advantage in my career as an appellate lawyer. My management courses really helped me and also accounting. My painting classes and seminar with [Name Withheld]. My professors encouraging me to do better and learn everything available. My professors gave important feedback on writing and news gathering that still resonate today. My professors were amazing and made everything interesting. My researching experiences, and my teamwork on projects. My science and education professors were excellent in their disciplines and provided information--textual and verbal--which gave me the information I needed to become an Earth Science teacher in content. My science classes were excellent. My student teaching professor recommended me for the teaching job I kept for 33-34 years. My student teaching. My teachers, especially in the smaller classes and labs, were top-notch. My time with [Name Withheld] and [Name Withheld]. Networking. No - it fit my plans perfectly. No excuses were accepted for failing to be prepared or for missing deadlines. The professors demanded that we take responsibility for the results of our efforts. No one in particular, but my classroom experiences generally instilled in me an intellectual curiosity that has served me well in my professional career. No particular classroom experience, just my overall education and the analytic abilities I developed have come in handy over the years. No particular experience comes to mind. No, best experiences came through campus organizations. No, but the general level of education was very good and the ability to take interesting and challenging electives was great for my future career as a journalist. No, it was the overall experience. No, sorry. It was a very long time ago. No, very unresourceful, poor teaching quality. No. (146 Responses) No. I did not pursue a career relevant to my education. No. It was a long time ago. None in particular. None in particular. It was all beneficial. None that I can recall. None that I can recall. None that I can remember. None that I recall, or all classes. None that I recall. None. None. I could not get a job. I had to do a master's degree. An internship should have been required; it would have helped me get experience necessary for a job. None; but [Name Withheld] in his neurophysiology class made me think more scientifically, and [Name Withheld] of the mathematics department made me calculus humanly approachable and enjoyable. Not at this time. Not being allowed to take a student teaching semester because I had one 'D' grade was very important. Had I taken that teacher training, probably wouldn't have spent 30 years working in television. Not especially. Not in particular, but in general YES.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Not necessarily.
Not necessarily.
Not really other than learning discipline in order to succeed in my chosen career and in life and at the time as a science major at Brooklyn.
Not really.
Not really.
Not really.
Not really. I got a broad education which I value greatly, but it did not prepare me well for teaching, which is the career I went into after graduation.
Not related to professional Ed, but rather enrichment: philosophy, music.
Not that I can recall.
Not that I recall.
Not that I recall.
Not that I recall.
Not the classroom, the cafeteria in basement of Boylan Hall.
Nothing in particular that I recall.
Nothing in particular.
Nothing prepared me for the disappointment I would receive upon graduation.
Nothing special.
Nothing specific.
Observation hours for speech language pathology. Graduate play therapy courses.
Observing different classrooms/schools.
On hand project.
One of the elective class (Accounting) became my major.
One teacher encouraged me and helped me get into Yale Medical School.
Opportunities to form teams for projects that related to real life experiences.
Opportunity to undertake a small research project.
Opportunity to work in the department in which I was studying, opportunity to work privately with my professor, encouragement to get an advanced degree with advice on how to get a fellowship. Also paved the way for me to do research at NYU while attending Brooklyn College.
Option to run Group Counseling class as a “group” - which the class took.
Other students at night school brought life experience. The instructors for the most part had day jobs that added real value to the content.
Outdoor Field laboratories.
Outstanding accounting and business professors.
Outstanding accounting lecturers.
Outstanding history teachers.
Outstanding teachers: [Name Withheld], [Name Withheld] and [Name Withheld].
Overall excellent, interested and professional staff.
Overall, the experience was an unrewarding one.
Participating with the Light Opera Guild supervised by [Name Withheld].
Pay attention to details!
People interaction, organizational skills.
Personal attention given by professors was incredible and camaraderie among students unsurpassed.
Personal contact with the faculty convinced me that I wanted to pursue an academic career in Higher Education.
Personal direction by faculty advisor.
Personal interest in my well-being and career in health and physical education.
Personal interest of so many professors.
Personal relationships during science labs and the same on a more diverse level both racially and academically in core classes.
Political science class discussions.
Practical hands on experiences.
Preparation for student teaching.
Presentation I made for core people power and politics course.
Pretty much all of them. Every single class, even the ones with the weakest teachers (not many, but relatively speaking) or the subjects I was least interested in - they all were important to me in my development as a published writer, a politician, a college professor, a lawyer, a computer education trainer, a law school administrator, and a citizen.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Primarily the things that impacted me most were the faculty.
Professors helping me through graduate school application process.
Professors really encouraged me to learn, do well and understand the material. They were available for assistance and were mentors.
Professors that said what they meant, and meant what they said.
Professors were first class. Classical lounge was our hangout!
Professors were passionate about the subjects they taught and made themselves available to students.
Professors were spot on in preparing me for my degree.
Professors were thorough with their feedbacks on assignments. Completing an internship in my field was required in order to graduate. This was helpful because it allowed students to interact with professionals in their field of study with exposure to real-life situations. The internship symbolized professional development and long-term relationships for future career opportunities. I am very grateful for my education at Brooklyn College. The career center and services was also a catalyst for students professional development. They offered many services from resume building to mock interviews, and much more.
Professors who advocated and encouraged challenge and discourse.
Psychology courses & philosophy.
Psychology, physiology and biology.
Public speaking required by many of my classes helped me a lot on interviews and giving presentations at work and at large staff meetings.
Public speaking.
Quality of my professors.
Quality of the academic instruction.
Reactions to JFK assassination.
Reading Masters program with competent chair - [Name Withheld].
Receiving the encouragement and recommendation for my future from one particular professor.
Relationship with professors.
Remarkably able faculty (physic). Very good (and first) exposure to the liberal arts, which have served me well to the present. I am 90 years old.
Required classes (e.g., Health Education) that were worse than a waste of time and credits. Faculty were a heterogeneous mix of the well-qualified and the incompetent.
Resistance against positive change, in the real world, made it impossible for me to apply the good things I learned in college.
Respect for elders.
Rigorous coursework and knowledgeable professors helped to focus and define my subsequent work ethic.
Rigorous curriculum.
Role models.
Seminars regarding student teaching.
Several. One was a low grade in an early class that motivated me to work harder. Another was several lectures from two professors that led me to pursue a masters degree.
Sharing ideas and debating a diversity of positions.
Sharing my experiences in student and apprentice teaching was very helpful. The excellent Math courses helped me to really know my subject content.
Small analytic seminars. Strong behavioral and scientific orientation.
Small class sizes and lots of interaction with professors.
Small classes, great faculty.
Small labs and faculty attention in those labs.
So many specific moments have stuck with me. Invaluable teaching and mentoring.
So many, so many wonderful experiences, get teachers, students. [Name Withheld] in English a lifelong influence.
So many. Open minded students and professors. I experienced a method of education that was nearly spiritual meaning, in some way, it went beyond education and intense inspiration.
So many; my peers and professors from Brooklyn College remain some of the most important people in my life.
Solid math major prepared me for statistics graduate study.
Some classes more than others.
Some of instructors in the Ed dept. were progressive. All transmitted to you a love dedication and importance of teaching. Connecting with your students and parents. A teacher can make a difference.
Some of my professors/instructors were extremely helpful.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Some professors passionate about subject matter, modeling Ochoa then teach the interactive, hands on lessons. Also took a basic computer programming class which was so new at that time!
Some teacher behaviors I would not want to emulate.
Somewhat.
Speaking and writing.
Special Baccalaureate program provided an intense, comprehensive curriculum geared for older adults taught by exceptional and outstanding professors, both do whom are now deceased.
Speech and theater classes helped me become a better public speaker.
Speech class.
Speech.
Still love BC but many experiences were negative: Many of the elderly pros seemed against blue collar workers and night school students, some pros ill equipped to teach, etc.
Stimulating professors; female professors in my major.
Stimulating teachers, but can't think of anything in particular.
Stood in hallway photographing developmental biology posters. Then developing the film and trying to read it! Today, iPhone, shoot, good picture, go home.
Strong competitive environment.
Strong teachers in my area of final interest, science.
Student Teaching & methods class.
Student Teaching and final education course. Variety of liberal arts choices to broaden scope of knowledge.
Student Teaching and roll play.
Student teaching experience was invaluable.
Student Teaching helped in preparation for classroom.
Student Teaching was an important part.
Student Teaching!
Student Teaching.
Student Teaching.
Student Teaching.
Student Teaching.
Student Teaching.
Student Teaching.
Student Teaching.
Student Teaching.
Student Teaching.

Studying with working professionals.
Sure, theory and practical studies in Computer/Informational Science.
Taking first computer programming class Brooklyn College offered in 1959 (before Brooklyn College had a computer).
Teachers kept their political leanings to themselves. They worked hard to prepare students to enter the workforce and make a difference.
Teachers knew each of us personally. Several provided close personal attention and encouragement. Many classes were quite challenging and no corners were cut.
Teachers were approachable.
Teachers were encouraging and generally available. I was in "The Scholars' Program".
Teachers were very available to help outside of the classroom with office hours.
Teaching ability. Many professors in different department seem to be proving themselves to their chair, I suppose, due to the fact that they penalize students in the way they test them. I find it repulsive that quite a few professors may have their doctorate but it does not mean they can teach. Those who teach very well are sometimes critiqued of the good grade that their students have received from them. I have had a lot of professors who expected a lot from their students and have graded my paper severely, therefore when I meet other professors that I can’t do as well I have found that they are too engrossed into the subject and their lack of enthusiasm or dedication have hurt my learning process.
Teaching me how to teach.
Teaching undergrads and the socio-economic diversity of the student body were important in my subsequent development.
Team work and presentations.
Thanks for recommendations to be a volunteer going to work with special children, that's what changed my life.
That the professional climate of the classes and we had to get hands on experience in the community!
The "Experimental Curriculum" that was electable in the arts and humanities was excellent prep for my future in academia.
The ability of the professors to take what was happening outside and bring it inside of the classroom for a discussion.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:
The academic freedoms I had and the almost limitless opportunities I was given to indulge in the subjects that were of greatest interest to me. This freedom gave me a great boost to the successful launch of my career - which was most successful.
The art studio classes were taught by excellent and well renown professional artists.
The attention to detail and being allowed to experiment, creatively, at the TV Center was really important! The Center for Worker Education was geared to working healthcare professionals and was great. The guidance/mentoring by the dean and professors was tops. A class in word perfect and lotus spreadsheet was offered. It gave me a huge advantage in the workplace beyond my expectations and I had no more fear of technology!
The chairman of the chemistry department during his lectures inspired the class by challenges/unknowns that will confront us in the real world, and to have an open mind, when seeking solutions.
The classes I took at Brooklyn College helped to prepare me for a performing career.
The classes in the Speech and Hearing division were thorough and practical.
The classes were on a very adult level as they were mostly returning war veterans.
The classes were smaller compared to other colleges and universities. Professor we’re personal with students.
The classroom is an unpredictable place at times. A student had an epileptic seizure in class and the professor used this situation to create a perfect classroom experience. The professor taught us in the moment how to react in the classroom when the unexpected happens.
The communication between my professors and myself.
The comparative anatomy course that I had taken when a junior student at BC.
The core curriculum stretched me to think.
The course I took in introduction to business.
The dedication of the professor and organizational effort.
The demand for academic excellence above all. No one ever said that you couldn't attend any branch of CUNY - you just had to prove that you belonged there. And BC made you prove it the most.
The development of computer applications was almost identical to what I experienced in my first position.
The diverse faculty, women as role models - I am now a professor.
The diverse population taught me how to help students in my classroom. The professors were very helpful with time management strategies.
The library provided valuable resources.
The ease of communication and personal attention from the senior faculty helped grasp the nuances of the subjects being taught for the MS course.
The education classes prepared me to go into the classroom.
The English professors were brilliant scholars and encouraged their students to learn more.
The enthusiasm and availability of some of the professors.
The enthusiasm of my teachers especially in the language arts, philosophy and Classics department. My science courses were rigorous and demanding and prepared me for my career, but it was the humanities that made me love learning and improved me as a human being.
The ethics class I took with [Name Withheld]. It was one of the defining moments of my college career because it laid a solid foundation and helped me to formulate my own principles with regard to the cyber world as well other issues.
The excellent quality of the professors opened and expanded my mind which was extraordinarily useful in all of the career paths I entered.
The experiences I had at Brooklyn College provided to me all the skills requisite for a very successful graduate level.
The faculty had very relevant backgrounds and experiences for my intended career, which is invaluable.
The faculty in mathematics and science were excellent.
The faculty in my department were supportive and encouraging.
The faculty was typically accessible.
The handful of exceptional professors/instructors who inspired me to reach for the stars.
The help and concern of a few of my art professors to foster my creativity.
The instructional staff in my major, physical education, provided excellent instruction and advice.
The intellectual challenge and the introduction to a very unfamiliar world of ideas.
The interactive nature of classes, where I was able to articulate real world experiences.
The interesting professors that elicited thoughtful conversation.
The intern teaching experience was extremely valuable in preparing me to become a high school mathematics teacher. And the Math-Ed courses taught by [Name Withheld] were very relevant.
The intimacy of the classes allowed students to have individualized attention and the professors were accessible.
The journalism program is excellent at emphasizing real life scenarios in the media world, particularly the newsroom course taken in a final year.
The leadership instruction provided in the ROTC program.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

The lectures and class discussions in my Africana Studies literature courses helped me connect with and develop a deeper understanding of the texts that I eventually relied on to teach my high school English students.
The level of dedication and commitment to students by the faculty.
The majority of my teachers were supportive, knowledgeable and caring.
The majority of Professors always had engaging discussions during lectures.
The majority of the music faculty at the time was not helpful, not willing to be available for the students.
The MFA in Television Production was the most career-oriented, hands-on degree for anyone, I was lucky to have been accepted.
The news lab that was part of the journalism major. That was pretty eye opening for me as to what it would take to be a journalist in NYC.
Ultimately at the end of my major, I realized that it wasn't for me. But I did end up in book publishing so those skills definitely helped.
The openness of discussions facilitated by the professors.
The openness of the professors to answer our questions without being made to feel they were inappropriate.
The opportunities that were provided for me to enroll and actively participate in master level course seminars as an undergraduate who needed to fulfill my honors courses requirement for my CUNY Pipeline fellowship.
The opportunity to teach undergraduate courses.
The outstanding faculty in the School of Social Sciences, particularly the History and Political Science Departments.
The overall education process helped me grow as a person.
The passion of a new adjunct in a literature course.
The Pre-Med curriculum was highly competitive. It prepared me for competition in my subsequent education and profession.
The professors integrating their relevant personal experiences into the subject matter.
The professors prepared me very well for the outside world, especially the business world.
The professors were well engaged and quite willing to help you succeed.
The programs integrated to mimic professional activities.
The rapport and genuine friendship and concern of the instructors helped me become a better supervisor.
The relationships and connections I made with the faculty and classmates.
The relationships that were fostered by the faculty within the classroom and the educational and emotional support given by the staff were excellent.
The required liberal arts curriculum that introduced me to subjects that I never would have found on my own.
The required Liberal Arts program exposed me to a diverse, world class collection of great minds. I always strived to replicate that environment, and to encourage diverse ideas.
The scholarship of the faculty and the rigorous education.
The science courses were challenging and worthwhile.
The sciences at BC prepared me well for my career in health care.
The scope of the academic courses opened my mind to so many things, the influence of intellectual diversity is with me 50 years later and I hope will remain with me for the rest of my life.
The small class size learning environment (at that time); the interaction with professors in the classroom.
The small, close-knit Geology Department and its inspiring professors.
The smaller classes were very informative and helped me to progress in my education.
The students in all of my science courses were at least "B" quality high school students, plus the science course books were of the highest quality - most M.I.T. books.
The support and flexibility of the faculty afforded me the opportunity to have a foundation across multiple disciplines which in turn allowed me to meet the challenges of incredible career choices and advantage serendipity.
The teacher education program had incredibly supportive teachers who encouraged me throughout the program.
The test prep that was offered.
The thought provoking professors who taught me how to approach and solve problems.
The variety of courses (core and non) came back in subsequent years to prove very helpful to my career growth.
The Victorian lit courses with [Name Withheld] impassioned me and led to my field of study attending NYU for my Masters.
The way my math experience made me to be more open to the teaching and learning of math.
The wonderful professors: [Name Withheld], [Name Withheld], [Name Withheld], [Name Withheld] all gave me their time and experience to guide me throughout my time at Brooklyn College.
There are countless experiences I recall on a daily as being important to my professional development.
There was an environment which invited a diverse opinion, creativity, and original thought. It was comfortable to an open exchange of ideas, opinions, beliefs and attitudes.
There was one computer course which I cherished and devoured which prepared me for my career as a software engineer.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

There wasn't one particular experience that I can recall but the entire experience made me a more well rounded person. There were a number of professors that I use as role models now that I am a professor.

There were no experiences in the classroom that were particularly important for my professional development. All my professional development was gained through my own work outside of Brooklyn College.

There were student teaching classes that put me in the classroom to prepare for my teaching career. They taught creative thinking.

This was 60 years ago.

Thorroughness and good teachers.

Three professors in the Psychology Department who influenced the direction of my career.

Too long ago - don't recall.

Too long ago to recall.

Too many fine classroom experiences. Can’t single any out.

Too many to recount here. My experiences at Brooklyn College compelled me to pursue a combined career in science and medicine.

Too many to write here so I will just add one: the brutal honesty of [Name Withheld] in his comments/teaching.

Too numerous to mention - great individualized attention.

Topics of study, example: Statistics in Political Science.

TV studio - I was an undergrad but was allowed to take grad classes for undergrad credit. TV/R Dept. got me my first temp gig in the business.

TV/R Internship Program was the reason I attended and was not disappointed.

Two faculty, [Name Withheld] and [Name Withheld] played a prominent role in my education and development as a scientist.

Two of my professors drive to ensure that I completed my classes.

Two Professors - [Name Withheld], [Name Withheld]; but all professors were superlative.

Undergraduate fieldwork in social work elective course in sociology department.

Undergraduate research in a Biology lab.

Vague.

Various professors who how to teach.

Very good faculty in mathematics and physics and a balanced liberal core.

Very less.

Visiting [Name Withheld] from Spain leading the course on El ingenioso Hidalgo Don Quijote de la Mancha. The best Spanish course I've ever enjoyed. I was (obviously) a Spanish major.

Vocal class with [Name Withheld], acting class with [Name Withheld].

Watching the movie Sugar Cane Alley in one of my core courses. Being introduced to Classical Music. Listening to [Name Withheld] recite poetry and seeing the world through the glasses of [Name Withheld] gave me the tools that I needed to become an advocate for others.

We had practical experience student teaching in the NYC public schools as part of our training. The computer programing course in 1966 was important in helping me change careers after almost 15 years of teaching.

We were worked very hard with very high standards, but this prepared me for graduate school.

Went on a archeology dig in Brooklyn with [Name Withheld]. Fantastic experience!

What I recall are the professor's real world experiences in the IT world has CIOs and/or developers and what the reality of their work entailed and what is expected. I thought those discussions were more valuable than the actual academics.

What to look for in as good teacher. What to look for in direction and guidance.

When a visiting faculty member who was called in to take over the regular professors class told us about the Hero’s journey and that’s when I discovered [Name Withheld].

When I took physics as a freshman, I knew I wanted to go in a different direction.

Women professors who encouraged me and took me under their wing.

Wonderful, helpful and caring faculty.

Wonderful, unique American Studies seminar; excellent history and economics courses; availability of faculty to meet in private.

Working at Kingsman.

Working in the Experimental Psychology lab.

Working in the speech clinic as a graduate student launched my career as a Speech-Language Pathologist.

Workshops.

Writing assignments.

Writing classes.
9. Were there any experiences in the classroom at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Writing my autobiography in a psych course.
Yes - [Name Withheld] and [Name Withheld] set me straight in moving forward in my college education by being there and offering sound advice.
Yes - when I returned to BC in the 1990's I not only received course credit for courses based upon previous life experience I found that there were several courses in which I taught the instructor the material to teach to my fellow students - computers, music history, photography, art history.
Yes [Name Withheld] stressing the importance of a graduate degree.
Yes but it was in the speech clinic.
Yes I learned from experiencing bias from some "professors" back-in-the-day firsthand - to not do this in later years when having responsibilities in the similar positions.
Yes I was there during open enrollment and the physics department refused to compromise the quality of the education although there was great pressure to do so. 100 Physics majors began and only two of us graduated.
Yes in acting classes with [Name Withheld] and [Name Withheld].
Yes many of my policy and planning classes were very useful.
Yes presentations and group work.
Yes Student Teaching.
Yes when my professor told me that, I should not be a teacher. I pushed myself even harder to become an educator.
Yes, [Name Withheld] made me understand the importance of hard work.
Yes, clinical practicums where students work under the direction of licensed professionals not only allows students to get hands-on exposure with various patient populations but also allow students to see master clinician supervisors interacting with patients, their families and other professionals. The small clinical courses allow students to develop skills and prepare for externships and their future profession.
Yes, conducting research and writing well.
Yes, guest speakers about the real world job market.
Yes, I learned to read scientific journals, analyze experiments, and build my own. I did field work and lab work at Brooklyn College and my experience more than prepared me for my current journey of becoming a PA.
Yes, many lesson learned. Appreciate the core curriculum more and more as I progress through life. Great professors, [Name Withheld], [Name Withheld], - many.
Yes, teacher teaching us about search engines on line.
Yes, the use of the Socratic method, and a real world illustration of how a great professor doesn't just teach the material, but also explains, dramatizes, engages and communicates with students, an excellent backdrop for my legal professional career.
Yes. (16 Responses)
Yes. Do not trust teachers.
Yes. My epidemiology class with [Name Withheld], and the invaluable guidance from [Name Withheld], [Name Withheld], and [Name Withheld] in the Health and Nutrition Sciences program.
Yes. Seminar Presentations in graduate chemistry.
Yes. Several Sociology and Psychology courses were meaningful.
Yes: [Name Withheld], [Name Withheld], and [Name Withheld], French; [Name Withheld], Freshman English; [Name Withheld], Comparative Literature (I still remember the opening lines of Dante’s Inferno in Italian that [Name Withheld] recited); [Name Withheld] and another Art Professor (a young woman) whose name I unfortunately forgot. All these teachers were enthusiastic and devoted to their field.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

[Name Withheld] from NIH came and told us about opportunities at NIH. [Name Withheld] took me under his wing and helped me with his letters of recommendation to receive a PhD, and an NDEA Fellowship. 24 hour computer lab & library. 50 years is a long time. A poetry reading event at a local brewery and lectures by visiting poets/writers. A professor who was involved in the "senior check" mentioned a number of career field choices I had not thought of as an undergrad. A trip to SIT and Robert Flaherty Center in Vermont that our Education professor organized. Abelard House was important as a house plan; also meeting up with friends in Boylan Hall to socialize. Concerts were fun: Jay and the Americans, Barry Manilow. I also started the Brooklyn College Emergency Medical Squad, which changed my career path to go to medical school. I am an endocrinologist today.

Ability to participate in athletics. Ability to perform professionally while in school.
Accounting Society had good speakers and offered good opportunities. Hillel Society offered good comradery.
Accounting Society.
Accounting Society.
Accounting Society.
Active involvement in student activities on campus.
Advocacy for a professor unfairly dismissed.
Affiliation with Hillel.
Again, many. Theater, house plan, intra-mural sports. Ah, the old house plans!
All of my extra curricular led me to a career in Student Development work although I didn't know it at the time. All the plays that I worked in - onstage and backstage. Having the experience of Stage Managing Mainstage Productions under [Name Withheld] gave me what I needed to get my Equity card 8 months after graduating. The job was for U/S of main character and ASM of an Off Broadway Show. Thanks to BC I had both skills.
Allowing us to see shows for class was important. Working on shows too.
Alpha Phi Omega ingrained a spirit of service to the community; being on the fencing team gave me an athletic head start that has led me to spend 58 years in the sport having national and international offices and having been to 6 Olympic games in various capacities.
Alumni network in my chosen field; was completely outside of anything offered by Central BC.
Ambulance.
American Medical Student Associate, student government.
An excellent Karate school in the gym by [Name Withheld], who was a graduate student at the college.
Apprentice and Student Teaching.
As a member of a sorority, Phil Sigma, I learned to lead, to teach, and, to give back to the community.
As editor of Ken, my career was shaped by the value of reporting FACTS and TRUTH. Especially during Watergate and the Vietnam War. Putting together an art show for Chanukah 1969 helped, as did being President of the Student Center Board and a member of SGS Student Government. Yes, those were those idealistic, truly American melting pot days. Not like the world we live in now.
As I was an adult returning to college for my degree, I did not participate in any clubs, events or social experiences offered by BC. Associating with students with diverse backgrounds at activities outside the classroom contributed to my professional development.
Attendance at the American Choral Directors Conference; opportunities to conduct in local schools based on relationships developed with partner schools and the college's faculty members.
Attending leadership conferences.
Back in the 1950's I was a business manager of one of the college newspapers and learned how to sell advertising as well as to write winning advertisements.
Baseball team and intramural sports.
Basic socializing. No clubs or events I recall.
BC swimming team still in touch with many members and coaches.
Being a member in Gamma Sigma, I learned to value volunteering and giving back, which is still a great part of my life today.
Being a member of health and nutrition sciences club.
Being a science major, Math and Physics, I appreciated my socializing with all the Liberal Arts Majors i.e. Drama.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Being active in a House Plan probably helped prepare me for fifty years as a college prof, talking to lots of new people all the time.
Being active in and ultimately President of the Law Society.
Being active in the Puerto Rican Alliance and Being President of the Graduate Student Organization.
Being an assistant to [Name Withheld].
Being an older student, I was elated to find a social group of peers which I could relate to and study with comfortably.
Being one of the first computer science majors we were able in interact both the faulty and students both inside and outside the classroom in a social and informal setting.
Being part of student government.
Being selected in the MARC program was key to my professional development. The program allowed me to do internships at the NIH and Harvard Medical School, where I was involved in research that ultimately led to my decision to pursue science and medicine.
Belonged to a House Plan and wrote for the House Plan Association newspaper. Learned parliamentary procedure, public speaking and writing skills. All very useful.
Belonged to a House Plan.
Belonged to a house plan. Made friendships.
Belonged to a sorority which helped with socialization beyond my close knit family.
Belonged to the psychology club.
Belonging to a sorority and taking part in activities. Also belonging to the bio/med society a and the Panhellenic association.
Belonging to Curtis House.
Black Male Initiative provided tutoring and a support system.
Brainstorming in the Writing Club.
Brigham House Plan, all college sing.
Brooklyn College afforded me the ability to grow and hone my social and communications skills.
Brooklyn College TV Center, House Plan.
Bureau of Economic research.
Buying Noam Chomsky books in the Pathfinder bookstore in the Village for one of my courses.
Campus grounds with grass and beautiful plants and trees where students could relax and socialize.
Campus social life was important and broadened my perspective. I firmly believe that all parts of my college experience helped prepare me for success.
Cannot recall any.
Can't recall at this point.
Can't recall.
Can't remember.
Can't think of anything right now. It has been a long time ago.
Caribbean Students Union, Black Students Union, SUBO, Student Government.
Chemistry Club.
Chemistry Society.
Classes that offered field experience and practice.
Clinical conferences.
Club event - was offered a job interview.
Club membership was restricted back then to one, so I chose a sorority. However, I would have liked to participate in other experiences.
Clubs and classroom observations.
Clubs and programs which helps students with studies.
Clubs geared towards my career.
Clubs were key to my own social integration on the campus.
Corporate careers program.
Dealing with rude staff in several of the offices helped prepare me to face difficult personality types in the workplace.
Debate Club.
Democratic Club.
Departmental concerts and events and parties.
Did not do any of those - I worked all day, attended college 4 nights a week. No time for other stuff.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Did not participate in any outside events.
Did not participate much in these areas.
Did volunteer work in Mexico sponsored by the Newman Club.
Didn't attend many.
Didn't have the time - attended college after work.
Dinners at [Name Withheld] home.
Diverse cultural offerings and social opportunities.
Division 1 Baseball program experience with very strong Coaches. [Name Withheld] and [Name Withheld] helped me understand the game at a much higher level than I had previously.
Do not recall.
Do not recall.
Doing Film Shoots was very/very important!
Don't recall any.
Economic Club.
Economics club and graduate Economics Society brought a number of guest speakers that exposed me to a broader range of applications of economics.
Economics club as president.
Editor of Bioscope magazine, member of Spring House.
Employment in the registrar's office.
Encouragement to study physics from [Name Withheld].
Even though I taught high school, I took a class in student created books and it was very successful with English language learners (and all students, including myself).
Evening student government, clubs and activities were wonderful.
Every connection I have, I made social through Brooklyn College.
Excellent library support service for research of the literature, Great study hall in library.
Externships.
Faculty site visits.
Fencing Team, Writing Center, Hillel.
Field experience in the community.
Field experiences.
Field mapping and outside work for geology electives were practical, realistic, and well planned. Real world experience helps academic understanding.
Field work on Teen Alcoholism at Kings County Hospital.
Football team.
For professional development - the activities of the house plans, county fair, sing, etc. gave me the opportunity to work with others as a team - a very valuable experience.
Founding member of the E.V. Debs Society.
Fraternal org.
Fraternities for social life, cafeteria interpersonal interactions.
Fraternity and inter mural sports.
Fraternity life.
Fraternity life.
Fraternity life.
Fraternity.
Fraternity.
Friendships.
From my BA, I moved into the sciences at the graduate level so while a broad background in the Humanities does make for a better scientist in my view and general experience, there was little specific relevance.
Fully staged performance opportunities with a full orchestra and opera theater workshop.
Geology class field trip.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Going to SUBO for events, etc.
Good socialization, good Pre-Med courses.
Graduate student government. Forensic club.
Great experiences in Speech and Theatre Department and Varsity Players.
Great professors. I had few social interactions at the school beyond that.
Had a girlfriend fellow student.
Hands on, in the field video production, TVR was my major.
Hanging out at Kosher country and making contacts.
Harper house.
Having access to such an amazing Library which I still use as an Alumni.
Having the support of a group of sorority sisters was critical to my success.
Head of Student Orientation Committee. Loved [Name Withheld].
Here's the thing: everything I learned was useful but I think colleges need to teach students how to "sell" what students learn. It would also be a good idea to actually work together with professors/lecturers to show that the students that what they're learning is applicable in the real world! The aforementioned doesn't happen often in the classroom - and if you actually want people to continue to attend your university (or any for that matter) it needs to change with the times.
Hillel.
House Plan - because of the friends I made.
House Plan activity was helpful in my growth as a leader.
House Plan and socializing with women is different interests, particularly the field of education.
House Plan Association and other student government activities.
House Plan Association.
House Plan Association.
House Plan Association.
House Plan, Chess Club, Classical lounge, the pond, the friends I met, the intellectual stimulation, the cafeteria where we socialized.
House Plan, Student Teaching.
House Plan.
House Plans for socializing. Contacts helpful in professional career.
House Plans were the best thing ever for providing a great social life for young folks. We met the nicest people.
House Plans.
House Plans.
House Plans.
House Plans. I don't know if they still exist.
House Plans. Those were low level frat houses.
I appreciated the interaction my professors like [Name Withheld] and [Name Withheld] maintained with their grad students. We interacted on a personal level.
I attended events as a Delta and was able to network. We inducted new members, during ceremonies as well. Encouraged others.
I attended off campus and worked full time.
I attended several events held by the Magner Career Center. These events were incredibly helpful for career and professional development.
I basically went to classes and did not have time to be very involved in other activities on campus.
I became active in the Young Democrats at BC and retained my interest in politics for the rest of my career.
I became treasurer of the math club. It was the first time I had to prepare and track budget.
I became very adept in finding parking spaces.
I began my college career as a non-matriculated, evening student. I worked for three years while attending classes evenings and then matriculated. I did not participate in many social activities at the time. Classroom learning was my focus.
I belonged to a fraternity that helped me "network" with members who were in programs like the one I was in and with older members who had graduated and were already teaching.
I belonged to a house plan at that time, and the social experience was good for me.
I belonged to a House Plan which became an important part of my social life and a venue to meet new friends.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

I belonged to Eaton House and have maintained friendships to this day with some of the members. I liked the fact that there was an alternative to Greek life. I also enjoyed belonging to the Open Road Club and helping to maintain the hiking trails in Harriman State Park.

I can't recall.
I can't remember any.
I developed a large group of friends some of whom I am still friends with to this day.
I did not belong to any groups nor did I attend any extra curricular activities.
I did not join any clubs, etc. I was a graduate student at night, and worked full time during the day.
I did not participate in any social events.
I did not participate in the extra curricular activities.
I did work on the school paper and that did give me experience that helped me in my career as an editor.
I didn't participate in any outside events as I was working full time and attended classes at night.
I didn't take very much advantage of the social experiences as a grad student.
I don't know really.
I enjoyed the social interaction at SUBO.
I enjoyed the spring events. I enjoyed being part of the peer counseling center.
I found out about osteopathic medicine from a fellow member of Thoreau House Plan.
I generally took early classes so I could take the subway to Manhattan and work until the end of the day when I took the train back to Brooklyn. I did lots of reading and studying on those trains!
I had a full-time job with full-time classes and was unable to participate.
I had joined a sorority which enabled me to make connections that I still have today. I also held board positions which helped me to prepare for more real life situations than most of my classes.
I had some poor experiences unfortunately where great lessons were learned. I tried to join study groups with some of my classmates and was rejected because I was not Jewish. I went to order food at what used to be a Jewish restaurant on campus and they would not take my order or serve me. I think the name of the place was Hillel cafe. The worst experience was the counselor telling me not to begin college but that black people like clothes, money and cars. I should go to order food at what used to be a Jewish restaurant on campus and they would not take my order or serve me. I think the name of the place was Hillel cafe. The worst experience was the counselor telling me not to begin college but that black people like clothes, money and cars. I should go out for two years and get a job. If after two years I still felt the need for college, then I should come back and re-apply. Those experiences although negative for me, made me push myself forward so that I could stand on my own two feet and gain the respect of others not because of the color of my skin but the content of my character. I think that I am well on my way to achieving this goal. I have earned two Master’s degrees and working toward a doctoral degree. I have moved up from volunteer educator, to teacher, to vice-principal, to principal (elementary & secondary), to assistant Director of Education and now I serve as Associate Director of Education.
I had the best feedback when the professors were honest.
I had to work when not on campus so I could not participate in other social experiences.
I had wonderful opportunities through the my CLAS student government affiliations which allowed me to go to a conference in LA for $50. Moreover, I developed a diverse progression network as a result of my involvement in fraternity life on campus (Kappa Sigma).
I had young children so I did not spend any extra curricular time on campus.
I have many experiences. Feel free to contact me.
I helped to organize the Philosophy Club.
I hope that my communications between an Emotionally Disturbed girl, & her psychologist helped to resolve her problems while I was a volunteer at the Jewish Boards of Guardians.
I identified my first professional position through the Brooklyn College placement center.
I joined a fraternity Sigma Alpha Mu and was a Prior (president) for a term. We did not approve nor did we permit hazing. Our friendship was real and rewarding.
I joined a House Plan at Brooklyn College, which we helped me develop my social skills, which are very important in my profession as a physician.
I joined a sorority of supportive friends. I helped found the club for sociology-anthropology (don't recall what we named), and we attempted interchange with black students.
I joined clubs and many many friends.
I joined the Student Christian Association, a YMCA sponsored club, for social rather than religious reasons. It was the perfect complement to academics.
I liked the internship programs and work study program.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

I liked the layout of the campus. The library was good for me. A place to study.
I loved economic theory and philosophy and brought the writer [Name Withheld] to campus.
I loved my house plan.
I loved my sorority, Delta Phi Epsilon. It was fun but top academic achievement was paramount to all the girls.
I loved the campus.
I made my life-long friends through the fraternity I joined especially helping me through my freshman years. They remain today my closest friends.
I met wonderful students at BC some of whom I am still in touch with, students that I worked with on a literary magazine in the English Club, and students that I met in the Classics Club.
I never got a chance to participate.
I participated in various clubs but they did not have to do with professional development.
I particularly remember listening to a guest lecture by [Name Withheld] that influenced me. My participation in a House Plan and its activities strengthened my organization and interpersonal skills.
I pledged with ZBT: it was another family that I treasure to this day.
I rarely got involved outside of BC because many of their events were geared toward the young crowd.
I realized there were kids smarter than I was. This affected how I related to coworkers (in a positive way).
I really liked that there was a specific area to pray for the Muslims.
I represented Brooklyn College at open house in spring 2011.
I started by joining the French club. They had social gatherings where I met people from Europe and North Africa.
I took most of my credits as a night student, so there was virtually no opportunity for me to have a social life related to my schooling.
I volunteered in [Name Withheld] lab. Her guidance and support helped advance me in my career development. Without her, I would have not become a successful dietitian.
I was a fraternity member.
I was a reporter and eventually editor of the BC student newspaper, Kingsman. That was by far the most important part of my years at BC.
I was a member of a House Plan and continued to maintain friendships after graduation.
I was a member of the Geology Society which provided for additional field trips not covered in course work.
I was a member of the history club, and was editor of Clio, the research magazine of this organization. Definitely encouraged me to do research. Was a member of a sorority and had leadership positions. Excellent experience for future leadership positions.
I was a member of the House Plan Association.
I was active in a few clubs and built friendships and networks that remain important to my life now.
I was a member of the Open Road Club. Again, it taught me how to think critically, and how to deal with many different people.
I was involved in a variety of school programs, i.e. Young Democrats, history society, sorority, that all helped professional development.
I was involved in the anti-war movement and the civil rights movement. I wrote for an underground student newspaper that was not sanctioned by the College.
I was involved in various offices of HPA. Eventually I was elected president of that organization which was the largest student organization at that time.
I was involved in the anti-war movement and the civil rights movement. I wrote for an underground student newspaper that was not sanctioned by the College.
I was involved in various offices of HPA. Eventually I was elected president of that organization which was the largest student organization at that time.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

I was on the track team and the experiences on the team were invaluable to my future academic successes.
I was part of two clubs that helped me focus into my academic studies.
I was president of student government body.
I was president of the Bio-Med Society and that prepared me for a leadership position in the American Lung Association among others.
I was President of the Bureau of Economic Research and we completed the largest survey of students employment situations from 1953-54.
I was president of the physics society and vice president of the rock and roll club. We had great talks and concerts.
I was President of the Psychology Club and editor in chief on the psych newspaper that I founded. Prior to myself and others being there the psych club had minimal turnout and there was no paper. Attendance grew at our meetings.
I was student government president for 2 years.
I was very active in the Student Council, multiple demonstrations and several clubs. All of these were managed with a light hand by faculty and administration so they were really opportunities to develop judgement, collaboration and conflict resolution.
I was very active in Women's Recreation Assoc. and in Woman's Association for Health and Physical Education. They too prepared me for my career.
I went in the evening, working in the day to support myself, and missing intellectual challenges outside the classroom created the society for philosophy and literature. There I met my future wife and made lifetime friends and, of course, debated the ideas important to me and my colleagues.
I went to a conference given by the noted Historian, [Name Withheld], and I belonged to Hillel.
I went to the Multi-Cultural Action committee and it helped me deal with a variety of people which helped me integrate better into the working world. I deal with a variety of people in the course of my work.
I worked at the counseling center as an undergraduate. My undergraduate advisor helped me to tailor my undergraduate transcript for graduate admission.
I went to a conference given by the noted Historian, [Name Withheld], and I belonged to Hillel.
I went to the Multi-Cultural Action committee and it helped me deal with a variety of people which helped me integrate better into the working world. I deal with a variety of people in the course of my work.
I worked at the counseling center as an undergraduate. My undergraduate advisor helped me to tailor my undergraduate transcript for graduate admission.
I worked part time in the Bursar's office. This created an opportunity to experience professionalism in a work-place that could be stressful for the employees and the students they served.
I'm afraid I remember only French Club, SUBO, and Country Fair. I was one of those nerds who did little else but study.
In general, the opportunity to meet and interact with a number of budding professionals, many of whom are lifetime friendships which have contributed in some cases to further career opportunities.
In my senior year, I took a Fencing course which was very exciting, and my instructor/professor at the time even invited me to join the team. She said I was all "leg." She invited me to the Olympic fencing qualifying trials right on campus, which was the thrill of a lifetime for me. I will always remember that privileged experience. I learned a great deal about winning in competition. The winner was the most humble contestant, some were bold and brash, but the humble player placed best which told me something very important about how to move forward to win.
Intellectual classmates.
Interaction with a diverse student body.
Interaction with highly successful people from the New York City Business Community.
Intermural sports program.
Internship that I got through Brooklyn College and heard of by talking with other students.
Internship.
Internships at other institutions where I could practice and better learn my craft.
Internships.
Internships.
Internships.
Intervarsity Christian Fellowship allowed me to do so much including go on school funded trips for leadership training. That helped me immensely in my ability to articulate and vision cast so effectively and problem solve no matter what group of people I have.
Involvement in a House Plan was important to my social life, not so much for my professional development.
Involvement in research with professor.
Involvement in sorority AST and Brooklyn College Chorus.
Involvement in Student Government.
Involvement in Student Government.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

It was a very political time. At that time you were very aware of the world around you and other people's lives.
It was all classroom for me.
It was good seeing the multicultural gatherings.
It was so long ago it's hard to remember.
JFK assassination.
Joined a fraternity, met my wife and we just celebrated sixty years anniversary.
Joined a sorority; it was great.
Joining Alpha Epsilon Phi Sorority and the three day diversity retreat.
Joining my fraternity was the best experience in my life - thanks to the structure of fraternity life at BC. The guest speakers and performing artists added culture.
Just being able to network with other people.
Just friends made in my classes with whom I remained connected for many years.
Just meeting other students from other countries and professors from different departments that actually talked to you as a person.
Just the general connection to professors and my cohort. We are all in the same field, so the relationships were important.
Kappa Delta pi.
Kingsman newspaper and WBC radio station.
Knowing bright and independent female fellow students gave me confidence.
Kosher Country is where we hung out and made friends and contacts. It is now the internet café.
Lab assistant.
Leadership program and sorority life.
Leadership role in my house plan.
Leadership roles in my house plan helped me learn leadership skills that were used later in my career.
Learned to be professional and don't hit on your superiors.
Library is a great place to study.
Library volunteering.
Life long friendships from a fraternity.
Lifelong friends and contacts.
INO.
Magner Center helped me obtain internship.
Many field trips mapping collecting data and drawing conclusions from my work and fellow students.
Many too.
Many.
Meaningful relationships with professors and classmates.
Meeting my best friends.
Meeting new friends and running track.
Meeting professors who were lawyers, business owners, work in finance in professional positions in New York was key. I recall the clear desire for former Brooklyn College alumni vey willing to invest their time and expertise in specific subjects such as real estate, law, finance, tax.
Member & secretary of the historical society. Gave me leadership & administrative skills.
Member of a fraternity - Tau Alpha Omega (now a part of ZBT). Partaking in the Bureau of Economic Affairs.
Member of a House Plan Association (HPA).
Member of a House Plan.
Member of a local Greek fraternity.
Member of a service sorority.
Member of Phi Lambda Delta fraternity. Also joined professional fraternity Pi Epsilon Phi. Varsity team player in Baseball and Soccer.
Member of professional societies (Sigma Xi for the Math department) and ACM (Association of Computing Machinery) which opened up information to me in my field.
Membership in State House.
Met great impressive people.
Met great people who form my business network.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Met my first wife on the Quad.
Met my future wife. House plan; yielded life long friends.
Met my wife at SUBO.
Met other alumni who were extremely helpful to my career.
Mingling and intramural sports at club hours.
Mitchell House.
Music was very important to me and so the variety of conductors and choruses I was able to work with was wonderful. However that had nothing to do with my main career. I did have a small secondary career as a professional singer - mostly in ensembles, not solo and the experience I got in the music dept. in general was extremely helpful there.
My experience as editor-in-chief of the college yearbook.
My experiences on the track team were useful in my career, as it taught me how to compete.
My extensive work in the CLAS Student Government and the college-wide governance process (including litigation with the college administration) were valuable experiences as I planned on a career in the law and government.
My friends in the program.
My house plan.
My internship involved working with two holocaust survivors. That is something that might not have happened in my life had it not been for the study at Brooklyn College - I will never forget the effect they both had on me.
My internships, which I helped receive through the film department.
My involvement for 3 years with the Brooklyn College Art and Literary review "Landscapes" and being the Art Editor of the Spring 1962 issue.
My involvement in the volunteer tutoring program for fellow classmates at Brooklyn College.
My involvement with NYPIRG ignited my passing for public service and activism.
My membership in Omega Delta Phi.
My participation in the Geology Club allowed me to be in discussion with the other students, and to try to plan a later career. Friends I made while attending BC were helpful in researching and finding a job and a career.
My participation in the House Plan Association provided not only social opportunities but through my involvement at a higher level learned a bit about government in action.
My participation increased my awareness of other opportunities and enhanced my social life.
My professional career was given a great start - I got a job with the world’s leading professional when I left school. It was ever upward from there - I give Brooklyn College credit for my success.
My sorority, Gamma Sigma, enabled me to meet fellow students of various backgrounds and to take on leadership roles.
My work-study program in the history department helped me afford to stay in school.
National Honor Society.
Networking through house plans and intensive student teaching experiences.
Networking through house plans and intensive student teaching experiences.
Newman Center.
No I worked after classes.
No, as I attended Brooklyn College at night.
No, I did not participate in campus life.
No, I had a job; the income was important to me.
No, I was an evening student.
No, I worked in a factory when I was not in class and had no time for clubs etc. It was also difficult to get to BC from where I lived in Brooklyn in the Bushwick-Arlington section.
No. (286 Responses)
No. But several that led to lifelong friendships and to my future wife.
No. Due to the fact I had a lengthy daily commute to and from the campus.
No: I did not participate in social experiences, though I was a very friendly and helpful student to my classmates!
None I can recall.
None recalled specifically.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

None that I can recall. Please realize that I graduated 60 years ago.
None that I recall.
None that I recall.
None that I recall.
None, because I was a part time student.
None, mostly waste of time.
None. Too busy studying.
Not any I recall.
Not applicable.
Not especially.
Not for my professional development, but for my life. More important, no?
Not for my professional development.
Not for professional development.
Not for professional development. But the Open road Club, the college's hiking and outdoors club, was instrumental in my enjoyment of our urban college.
Not necessarily besides the conversations I had with other students in similar situations as myself, employed and in the masters program. It was good to build on sharing the same experiences with them.
Not particularly. I wasn't involved in many clubs or extra curricular programs.
Not really but enjoyed attending Magner Center workshops featuring employers.
Not really that I recall.
Not specifically.
Not that I recall.
Not that I recall.
Not that I recall.
Nothing specific.
Opportunity to work on a research project.
Orchestra.
Orchestra.
Organizing for NYPIRG.
Organizing the very first Earth Day teach-in.
Other than the lab work, no.
Participated in a musical play, directed by a Brooklyn College professor & we made a soundtrack to the play, on an LP (Vinyl) which I have to this day.
Participating in Hale House helped introduce me to students beyond my own High School and helped me grow socially which helped me during my professional development.
Participating in the theatre productions.
Participation in extracurricular activities and athletic teams.
Participation in student government, writing for the student newspaper and working on the radio station assisted in developing skills necessary in the legal profession.
Participation in the Athletic programs offered.
Participation in the Biology Club's lecture program.
PE club and scholarships.
Peer counseling program the Trudy Font Padron ran.
Phi Lambda Delta fraternity, Country Fair, intramural sports.
Played football and belonged to a "house".
Playing Varsity Baseball for the college.
Plays performed by students, Dance, Trips to Central Park to observe rocks.
Political Science class had a very important project.
Pre-Health club events.
President of Bureau of Economic Research.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Pride in my education and fellow students.
Probably.
Professors having classes in their homes and always available.
Professors who lived near the campus would invite students to their home for evening and weekend get-togethers.
Ran a political polling club; worked for a professor.
Ridge House annual parade. At the student union, poets came to campus once a month. I have laminated the bookmark from 1969. I attended most if not all of these poetry readings. I attended theatre productions and musical performances at the Whitman Theatre.
Scholars Program lounge in Whitman Hall. Met faculty and students there who didn't think it was ridiculous for me to undertake grad school.
Seeing class friends on the other side of a protest.
Seeing Malcolm X, an anti-war teach in, history with [Name Withheld].
Serving as president of George House and active as a journalist with the House Plan Association newspaper.
Serving on CWERC and being Hillel President helped teach me diplomacy, another skill I regularly use as an educator.
Sharrett House plan! We organized events, parties and that really expanded my social circle. Joined SDS for a short while and quickly realized how scary they were.
Simply group participation in sorority events and social interaction.
Since almost all the courses I took were weekday evening courses, the campus was almost completely devoid of life after 5PM.
Singing in the BC Chorus and Chorale.
Sneaking up through hidden staircases and hallways with a group of funky avant-garde friends and reaching the top of the clocktower. I was always such a goody-goody it, it was my first real bad girl adventure. View was breathtaking. Such a gorgeous campus. Also, our Chinese class put on a real play in Mandarin and our teachers invited +/-150 friends from Chinatown community as our audience. I gained enormous confidence in spoken Chinese and used it to teach the campers at our summer sleep-away camp for children. They all learned how to count 1-10 and say 10 phrases way back in the '70s. I continue to volunteer in our rural elementary school and teach a class in Chinese writing and speaking 1x/yrl. In addition, I would assist Mayor of Binghamton in greeting official guests from China to our City (I was Director of Cultural Affairs). Never would have had the confidence to do that without performing while at BC.
Social activities with Knight House; student government activities.
Social clubs promoted networking and the ability to interact with a diverse group of people.
Social development at Cavalier House.
Social networking in the classical lounge.
Socialization.
Socializing at the library/coffee.
Socializing with the diverse student body opened my eyes to a world of wonderful people.
Socially, attending social events was and still is important to me and helps in my professional as well as cultural development.
Sorority and some clubs gave me the opportunity to meet new people and engage in activities that gave me a taste of college life that students who live on campus have.
Sorority.
Sorry, catch the LLR to Massapequa at 10 pm, do homework and be sure that the conductor woke me up at my stop if I fell asleep.
Sorry, no. Numerous careers in later life helped me more in my professional development, but Brooklyn College gave me a great start.
Spring term of my freshman year (1970) we protested the Vietnam War.
Stage managing theatrical events and working on crew in the performing arts center.
Starting my own Jazz Club there, which lasted from mid 50's to early 60's which gave me confidence and management. Experience.
Student Advisor Leadership Program, being able to choose course and major.
Student clubs and the opportunity to work on campus.
Student Clubs were integral in my professional development. Gave me skills that I have built upon in my professional career.
Student government, sports, student athlete advisory board.
Student Government.
Student Government.
Student Government.
Student newspaper: student council.
Student Orientation Committee; Dahl House; Country Fair Chairman; Education Society; Hillel. They helped to shape me. Do they still exist?
Student Teaching practicum.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Student Teaching.
Student Teaching.
Student Teaching. My professor had never stepped foot in a public school. We went to a very private school in Manhattan to observe!
Study abroad program.
Study groups prepared me for working together with others.
SUBO to network and intrasports.
SUBO was a great place to hangout.
SUBO.
SUBO.
Support from the Puerto Rican Studies program.
SVRP - the student volunteer resources program.
The "fraternity" like social clubs and gatherings (parties) on the weekends introduced you to new people, different viewpoints.
The ability to travel to a teachers conference in my senior year along with my teacher advisor.
The Accounting Club.
The Accounting Society had new graduates who spoke to us during club hours and told us about life in an accounting firm at the low levels of the totem pole.
The Africana Studies Department was a very safe space for me. Developing relationships and engaging with faculty in that department was quite helpful because they pushed me beyond my comfort zone.
The Anthropology Club and being an editor on the college yearbook. In addition there were numerous situations that presented me with opportunities for success that were unexpected.
The Arnold Air Society brought like minded people together.
The athletic programs and campus activities allowed me to feel connected to the school and community.
The availability of individual personal counseling.
The BC Television Studio and community involvement gave me an opportunity to work in my field.
The Bilingual program courses and the Bilingual Students Association celebrations help me understand that validating the student's culture help facilitate the ELL's academic progress.
The Brooklyn College Photographic Society.
The clubs and events brought me together with other people.
The clubs were a big part of my life there and I was grateful to be able to work on campus. That also helped with my professional development.
The college paper (Kingsman) was my second home as well as being part of a house plan (Pierce Power).
The costume design class I took at NYU.
The diverse clubs and cultures.
The diversity at Brooklyn College got me to engage on social and political topics with people who had very different perspectives than mine.
Overall I learned a lot about other communities and value systems.
The educational and social environment was excellent.
The Excelsior, Women’s Action Group and Student Government were places where I learned a great deal that I still use today.
The friends that I made!
The Hispanic Society.
The House Plan Association gave me insight into leadership and teamwork.
The house plan association helped to reinforce social skills; the college work study program, the Corporate Career Program, and association with the Center for East Central European Studies improved my office/workplace skills.
The House Plan association was important socially. Every week we (pierce power house plan) were visited by a female house plan. Those were the days!
The House Plan experience was an important part of my social experience while attending Brooklyn College.
The internship program - I worked at four different companies within two years.
The Itskisn. The Italian Club. I was the president and the vice-president became my wife. I learned to motivate and organize over 100 students of diverse backgrounds.
The jobs I got from the Career Center help put money in my pocket.
The Kingsman Student Newspaper. The Light Opera Guild introduced me to scenic design which later became my career. The Macaulay Honors College provided me with both a framework and access to opportunities I wouldn't have otherwise known about. I was able to study New York from many different angles within the honors program and studying abroad was a wonderful experience that fostered my ability to travel abroad with confidence. The Magner Center, computer labs, and events. The Magner Center. The many clubs and house plans. The many people of different backgrounds and nationalities whom I met began to open my eyes to the world beyond Brooklyn and myself. The Mathematics Coordination Society that integrated math and science. The movement to retain the school’s "Open Admission" policy and the student’s anti-war activity were important to my social and political development. The National Association of Black Accountants. The onsite mock interviews were helpful. The opportunity to do live performances, in front of an audience. The opportunity to teach within the English Department as an adjunct. The outside clubs, etc. helped me with my non-paying, hobby careers. Being in the Opera club was the best. The overall culture of the school, the "energy" and I really loved walking past the library. It made me feel like I was at the right place and the right time. The Pre-Med society was a help. The Scholars Program prepared me to work harder and give extra effort. The several campus journals helped grow our skills as writers and reporters. The social aspect of being in the program at BC was excellent and a great bridge to other important things in my life. The social connections formed in the MFA Fiction program endure to this day. The Student Adviser Leadership Program was outstanding! It made BC seem like a small private. The trip to London in the summer of 1990. Theater. There was a play reading series that was produced in the summer where professional playwrights and professional actors performed and it was a great opportunity to begin to make connections and build relationships with theater professionals in NYC. And the BFA program head [Name Withheld] had a monthly alumni panel discussion which proved enlightening and inspiring almost every time. Having alumni return to talk about their unique experience in their professional life was a very good thing for students to hear. There were clubs, house plans where students could expand their college experiences. There were cultural events that are just too numerous to name. There were many opportunities to develop professionally. There were very limited opportunities for research, so I did not have an option to do that. There were no experiences that had any relevance to my professional development. Through the education programs, I participated in community services at a local YM&WHA. I worked with kids. Further, I also did some student teaching. This enabled me to become more confident as a teacher. Too many to point out. Cheers. Travel to Philadelphia with the fencing team. Tutoring at the Learning Center. Undergraduate Speech Society (Sigma Alpha) with a diversity of professional speakers; professional/social meetings at [Name Withheld] home. Unfortunately I did not attend many events or join any clubs during my time at Brooklyn College, but I did participate in an art class that asked us to go see some shows at galleries in Chelsea - and I have been going ever since (and now work at a gallery!). Unproductive S1 with the TV dept. over summer break. Lots of time to communicate and work with classmates in a real world setting. Various clubs in the Dept. of Music. Varsity basketball team. Country Fair Director 1969. Varsity tennis team. Very few.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Very good library. Good sport area also.
Very little as I had to work right after school and could not partake of many experiences.
Veterans Club.
Veterans house plan.
Visits to my studio by faculty members.
Volunteering in the peer tutoring center helped me meet many people and have a better understanding of teaching others.
Volunteering with the college EMS.
Was encouraged to join professional societies, also encouraged to take licensing exams early which meant I could start work immediately upon graduating.
Was working full time so I did not participate in any outside events.
We had a Pre-Med club which I was a member of. We had a number of events outside of the college at different labs, and hospitals. We also had outside speakers from the medical and scientific professions.
Well, I met my wife through a house plan party.
When I was a student at BC, I also worked a full time job in the evenings so I did not have much time for extracurricular activities but it did help my professional development immensely.
Work on the college newspaper.
Worked in physics lab.
Worked on school newspaper; joined and then ran the Russian Club, so it gave me leadership skills; worked in music library so I learned a lot about classical music.
Working at the library.
Working at the Student Center.
Working in the Office of Alumni Affairs.
Working on a history magazine.
Working on research with excellent faculty.
Working on the Brooklyn Review.
Working with faculty on projects outside the classroom.
Yes - graduate events were useful for networking.
Yes - internship.
Yes - Kingsman (I was Managing Editor) and the TV studio in Whitehead.
Yes - the costume design theater people stayed together and often worked together after graduation. Mentorship from faculty and staff was extremely important. I was also a member of the Geology Society, and felt very at home there, though it is not something I ended up with as a career.
Yes at the time I attended there was a Birth Control & Abortion Counseling Office that I worked at that was a good experience in working on a 'team'.
Yes I became president of an independent sorority Tabs developed leadership skills.
Yes I loved being a part of BC Women of Color and Supreme Steppers.
Yes I still have friends study groups that helped my development and learning.
Yes I worked on the college newspaper, The Excelsior.
Yes the clubs I participated in and field trips with the sociology club I participated in.
Yes the Women's Center was very supportive and helpful to me. [Name Withheld] and [Name Withheld] from SUBO were always encouraging me as well others!
Yes! I took a position in student government just before the May 1970 nationwide student strike, and after that, I basically lived on campus for the next four years and beyond. I met my lifelong friends in activities like student government, newspapers, serving on the Curriculum Committee of Faculty Council alongside professors, attending cultural events (films, shows, opera, concerts, lectures), demonstrations and rallies and marches. Then there were lunches with other students and also faculty and administrators. I got to talk with the college president a few times. I learned so much outside of the classroom, but as I said, I would often stay on campus from morning to night and on weekends when very few students were around. A lot of them just went to class and then went home.
Yes, attending the National Black Science Students Organization (NBSSO) club. We were very serious about succeeding and doing our best!
Yes, being a member of the Academic Club Association, president of the Psychology Club and being a peer advisor for registration.
10. Were there any experiences outside of the classroom (in clubs, at events, or other social experiences) at Brooklyn College that you recall as being particularly important for your professional development?

Open-Ended Comments:

Yes, being a part of the wrestling team prepared me for the necessary discipline to finally return to school and get the degree necessary for me to participate in my career.

Yes, community service and volunteer opportunities in my related field. Also, info sessions and in-services that were faculty led were very beneficial.

Yes, getting active in Multicultural Action Committee.

Yes, I met amazing people especially through the Magnar Center.

Yes, I was involved in many activities on campus. However, I was more interested in activities at the women center. The women center offered many opportunities for students to get involved such as coordinating events, hosting events and being involved in semester plays and advocacy events.

Yes, Kingsman, House Plan.

Yes, my being a member of Tau Epsilon Phi fraternity, Inter Fraternity Council, and several BC faculty-student committees helped expand my understanding of leadership, managing and organizing groups and people with similar political and social objectives.

Yes, my membership in the Young Republicans was a great experience in seeing that at that time our opinions could be freely expressed and certainly commented on my all in the college community. Working with an understanding other opinions was particularly beneficial in later professional settings.

Yes, SOFEDUP for students with disabilities, Art History Club.

Yes, speaking to other interested in the field of education and speaking a honors events.

Yes, the folk song club started my career in music.

Yes, the former Ice Hockey Varsity Team as one of the few positive experiences overall.

Yes, the Health & Nutrition Science Club, NBSSO, and an internship in the Women's Health Program were particularly important to my career.

Yes, the speech clinic provided amazing experience to undergrads and grads.

Yes, there was a Philosophy of Science Club that met on Friday evenings at a faculty member's home. There were wonderful discussions of scientific rationales.

Yes, when we were visited at the Student Union Building by South American Indians, and they explained how they made their flutes.

Yes. (18 Responses)

Yes. Be connected to volunteer at Ramapo Anchorage Camp, to work as a bunk counselor.

Yes. But usually I went home after classes. But made lasting friendships.

Yes. Career advancement workshop and resume writing workshop. Each catered to the needs of grad students.

Yes. I joined The Kingsman newspaper. This is probably the best decision I could have made. Having clubs that work in tandem with classes/careers are essential. I learned about journalism, freedom of the press, working with the administration, meeting deadlines, writing. My entire career was rooted in one club.

Yes. I was in a house plan, and participated in all of the social activities. As a reference I will tell you I was awarded the Brooklyn College gold pin for service along with the HPA (House Plan Association) gold pin as well.

Yes. I was on the school newspaper.

Yes. I was president of the Newman Club for several years. It was an incredible experience!

Yes. Many political atmosphere in the early 60's was exciting, stimulating and relevant.

Yes. My first yoga class, which took place in the area by the stairs (over Bedford Ave and I believe it was torn down). Also, I visited the women's clinic and a very caring and knowledgeable professional attended to me.

Yes. Participation on the swimming team and membership in a fraternity allowed for new friendships and respect for fellow students.

Yes. Since Brooklyn College student body was so huge, even though I was not "a joiner" I joined a sorority. Being part of a group of girls was important. Believe it or not, I am still in very close touch with seven of my "sisters".

Yes. Swim team - 4 years and the service fraternity APO. Probably other groups that I can't remember. Did receive a silver key award at graduation more for service than academics.

Yes. The Graduate Association of School Psychologist fostered a support system for the students that is still present.

Yes. Theatrical productions.

Yes. Volunteering at the local community center.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

50 years after graduating from BC has clouded any such thoughts.
A better advisory system.
A course on healthcare finance.
A course on how to audition would have been very helpful.
A few other classes I wanted to take but didn't have the time for. I would have taken.
A good education was available to those who wanted to get it.
A more economical part time package tuition price for part time students, similar to the full time students package tuition price per semester, instead of having to pay for each course separately per credit, which was more costly over time for part time students.
A nuts and bolts class in clinical practice/methodology, & behavioral supports would have better prepared me. What was addressed in the seminars was too broad and non-specific. Needed more practice in actually teaching, how to go about it, how to increase behavior/how to decrease unwanted behaviors.
A personal interest in me.
A poorly prepared, ignorant guidance counselor said I needed to take during my first semester the most difficult calculus course, a course a later learned was designed only for students who had taken calculus in high school (I did not). Consequently I did not do well in that course.
The college must have knowledgeable well-prepared course advisors and counselors.
A work-study program would have been helpful.
Administrative offices could have been more organized and more cohesively informed. It was often stressful to get different information from different people.
Advisement.
Advising was perfunctory.
Allow for a switch to a music major in the second semester of my sophomore year.
Allow more time for exchange between faculty and student.
Already an adult; does not directly relate to me outside of degree for a different career path.
Although I would have loved to go on to optometry school after graduating in 1957, it was not possible, since the only optometry school in NYC at that time, Columbia, had just closed its college of optometry and I could not afford to go to an "out-of-town" school. My degree was in political science and history, with a minor in secondary education. I taught for only two years, then married and was a stay-at-home mom for a long time. In 1975, at the age of 38, I began a new career as an ophthalmic medical technologist and contact lens specialist. Unfortunately, there was no optometry school within commuting distance of our home in NJ and I had 3 young children, but I made the most of my career in the eye care field, writing, teaching, and becoming a nationally-known specialty lens fitter.
Always things can go better.
An administration that was more sensitive to the First Amendment rights of all members of the college community and less committed to dictatorial powers.
At that time, I felt the counseling department could have been stronger in assisting me with making class selections and career choices.
At the time I attended it did not offer a degree in Business or Accounting.
At the time I was in school, teachers often used the same tests and some students had old exams and others did not. I did not have old exams and I benefitted a great deal from doing things on my own but those who succeeded most academically had previous exams. They were not the finest teacher when they were graduated.
At the time I went to BC, many of the jobs were in the oil industry. At that time many graduates went into teaching. We did not have a lot of contact with the oil industry back then, though that may have changed today.
At the time possibly have more internships available.
At the time there was no assistance in job opportunities after graduation.
At the time, I don't think there was much formal placement support. That has probably changed.
At the time, I felt that the academic programs were only concerned with teaching the subject matter. One or two courses offered in each department preparing undergrads for careers in their specific major would have been very beneficial.
Back in the 1990's I might not have flunked out (in 1957 by having a lower than "B" index) if I had had some help.
BC could have known more information on the Edtpa and how to be successful in passing it. They should have prepared their students more for this.
BC was an excellent source to obtain a degree.
Be mindful that not all the students had their early education in the U.S.
Be more involved in academic societies and social clubs.
Become more like a University than an inbred school. PS I went on to University of Maryland for an MS and PhD.
Better administration - my records were wrong more than once which put holds on my account. It took months to clear up - classic Brooklyn College run around and it's not my job. If I wasn't in a supportive major where my Dept. held my classes I would not have graduated on time.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

Better advice on pursuing a graduate degree and/or obtaining employment.
Better advisement at an earlier stage - but I did receive good advisement about graduate school in my senior year.
Better advisement/access to Pre-Med advisor.
Better budgeting skills.
Better career counseling for the future.
Better Career Guidance. When I went you were pretty much on your own to decide classes and career opportunities. I would hope that has changed.
Better Career Service Department.
Better counseling about which graduate school to attend.
Better counseling needed, and computer laboratory was poor.
Better counseling.
Better counseling.
Better counseling.
Better counseling. At the time, I never had any inclination to reach out for career counseling.
Better counseling. I had a crisis in the family in my senior year where the professors were not accommodating! I wished there was a counselor to speak to.
Better direction towards a career.
Better events for part-time evening students.
Better exposure to range of careers.
Better familiarity with actual classroom texts.
Better financial preparations.
Better guidance counseling would have helped.
Better guidance counselling was needed, and financial aid counselling. I gave up on medical school too easy, went to law school instead.
Better guidance counselling.
Better guidance counselors. Better career counselors. There were several instances where I was actually given the wrong advice and the wrong counseling. That was back in 1958 - I hope it is not still true today.
Better guidance.
Better guidance.
Better networking with industry (connections are stronger now).
Better opportunities for hands-on undergraduate research. (From what I have heard this is better now than in 1967).
Better opportunities for internships and guidance on career planning.
Better outreach in terms of connecting me with possible future employers.
Better preparation for teaching in inner city schools.
Better student advising. I needed the support.
Better student teaching program.
Better supervision for the advanced Education courses for teacher preparation. More targeted and meaningful experiential instructional opportunities.
Better transition from classroom to workforce.
Better understanding of International Student requirements and communication with that population to mitigate immigration difficulties that are avoidable.
Better/more courses on topics that are covered in interviews (in my context, algorithms).
Brooklyn College did as well as it possibly could to help me become a teacher and absolutely set me on the right path; however, not all of the material is taught at BC that an Earth Science teacher needs to prepare students for the Regents examination. My strongest advice would be that a BC professor should communicate and collaborate with a current Earth Science teacher who has had several years of experience in teaching middle and high school - yet such a teacher should strongly recall what he/she learned at BC to become an Earth Science teacher, so as to help BC support teachers who are about to enter the field. What may complicate the above suggestion is that the Dept. of Ed is currently in transition between the New York Scope & Sequence on its way to adapt to the Next Generation Science Standards - as I was warned by one BC professor. Also, I found I was quite at a tremendous loss with actual teaching strategies and behavior management in the classroom and juggling all of the tasks asked of teachers, which continues to be a challenge after 2 1/2 years of teaching high school Earth Science. Apparently, I have survived without such support and am very much appreciative to what BC has already provided; however, I see how teaching is huge and how much it takes to become an effective teacher who can truly engage students instead of just "lecturing", and preparing engaging, thought-provoking work for students.
Brooklyn College prepared me very well for my career.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

Brooklyn College should offer classes that specialized in job-related skills such as being proficient in Microsoft Excel. There are no classes that have students prepared for what employers, look for in the real-world work environment. Thus putting students, in an unqualified state when applying for jobs.

Brooklyn College was thorough. I was able to be an assistant principal for 2 years. Therefore, I impacted many teachers, students, and community positively. Brooklyn College invited me back for a fellowship.

Can’t think of any.
Can’t think of anything this moment.
Cannot recall.
Cannot say.
Can't recall.
Can't say, too long ago.
Can't think of anything.
Can't think of anything.
Career testing, career counseling!
Chosen a different major initially.
Classes on how to function in an office/team in the real world would have helped.
Commercial aspects of career route would be helpful.
Could have been integrated into the other masters programs; it felt like a stand alone program accredited through BC.
Could have done more vocational development and workshops in resume writing, interview prep, etc.
Could have had more instructors who had come from bona fide professional backgrounds.
Could have offered more prep sessions for freshmen.
Courses with less students.
Cut at this emphasis on diversity by skin color.
Difficult question. In retrospect we all can say I wish this or I wish that. On the whole, BC helped to prepare me for the world beyond college. It was one step in a long journey of lifelong education. I still value my Brooklyn College experience and education these many years later.
Diverse texts outside of the Department of Africana Studies and opportunities to learn about children of African descent.
Don't know of any.
Don't know.
Don't think so.
Don't think so.
Doubtful. They helped with internships and provided relevant education.
Embrace the diversity and make sure it leads to proper discourse as opposed to letting it happen naturally.
Encouraged me to go to the Magner Center more.
Engage with good companies for the job fair.
ESL, my major classes, core studies, teachers all were good except for some mediocre individuals.
Everything was done appropriately.
Everything was perfect.
Excellent Program.
Expand their internship. Needed more exposure.
Externships / better relations with the film and media world.
Externships.
Faculty could have been more willing to interact with students.
Fewer core classes and more major-related classes.
Financial awareness.
Find an internship. Take different classes. A different major.
Fire [Name Withheld], he brain washed me in libertarianism which I had to fight hard to overcome.
Found very little interaction between professors and students. Big sausage factory but at least the students didn't need remedial reading.
Freshman counseling.
Give equal recognition to girls.
Given the time and public climate, none I can think of.
Greater ability of counseling.
Greater access to counselors, especially professional guidance.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

Guidance counseling was perfunctory - a more personalized experience would have been helpful.
Guidance counseling.
Hard to say.
Hard to think in those terms now.
Have a better library - but I understand all has been upgraded. Otherwise, no.
Have access to better internships. It doesn't matter how good the school is. Without social capital, meaning people that can help me land a relevant job outside of school, it's pointless. I had the luck of meeting the right people, partly from internships. But, many people don't get those opportunities in the more competitive career pools.
Have classes that applied to what I was seeing each day while I taught.
Have me meet with an advisor? Have some sort of career path testing? Meetings? Seminars? I had no input from faculty or administration until the semester that I was to graduate and that was only to be sure I'd fulfilled all requirements and would actually be able to graduate.
Have more French professors and more French classes offered.
Have more hands on laboratory experiences and problem sets in classes.
Have more internships.
Have more teachers introduce professionals in the field of study brought into the classroom.
Have smaller classes in required courses.
Have working professionals come to the school to discuss their career path.
Having more classes in Puerto Rican Culture and Black studies.
Help bridge the gap to the professional community that was right outside our door but unreachable.
Help finding a job.
Here's the thing: everything I learned was useful but I think colleges need to teach students how to "sell" what students learn. It would also be a good idea to actually work together with professors/lecturers to show that the students that what they're learning is applicable in the real world! The aforementioned doesn't happen often in the classroom - and if you actually want people to continue to attend your university (or any for that matter) it needs to change with the times.
Hire better teachers who actually teach and don't do it for the paycheck. Teachers who actually care and help with your future. More of a mentor personality.
Hired more competent undergraduate professors and provide tutoring.
I already had a career.
I am quite sure there are things that could have been done differently, but nothing specific comes to mind at this moment.
I attended BC late in life. I had significant career experience prior to attending.
I believe that many of my undergraduate professors were not currently in the field at the time they taught me. There is a certain resourcefulness that comes from practical knowledge; and quite a few of them did not possess it.
I believe that more programs were available. I lived in Astoria at the time, I truly enjoyed the programs offered. More guidance counselors are needed to guide the best path for so many students.
I believe that the professors could have been more involved in the student teaching sessions ensuring that the student teachers were well matched. I spent a whole semester with a teacher that wasted my time. I learned nothing that I could use to become an effective teacher from her. She did not care for her students or for me. If the professor had been a little more involved then they would have noticed that the placement was not a good one.
I can't think of anything at the moment.
I cannot think of anything specifically. I was very fortunate.
I cannot think of anything. I felt I received a well rounded education that also introduced me new areas of study to explore.
I can't think of anything to cite that Brooklyn College might have done differently - it was a particularly fortunate situation to be so close to the professional world of the theatre in New York, and I think BC took full advantage of that for our benefit.
I can't think of anything.
I can't think of anything.
I can't think of anything.
I could have studied harder.
I did well, so what I got from the college was good.
I don't know.
I don't know.
I don't know.
I don't believe so.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

I don't believe so. My current career is not connected to my degree. It was however, a good foundation for anyone seeking a career in that area or a PhD.
I don't feel like the comprehensive exam added any real value to my career growth and development. It's actually more of an inconvenience, especially when you've completed your course work from previous semesters and have to refresh yourself on old courses. Also more frequent and meaningful career fairs.
I don't know if this would be possible in such a large college community - and maybe it has improved in the intervening 4 decades - but more counseling and opportunities to network with professors and professionals would have been helpful to me.
I don't know.
I don't know. I worked part-time throughout my time at Brooklyn College and didn't participate much in extracurricular organizations and events.
I don't recollect there being any on campus recruitment drive for Graduate level students.
I don't think so.
I don't think so.
I don't think so. I did not realize what a great education I had until I actually began to teach in several settings.
I don't think so. Most of what prepared me for my career was just time and work experience. I think that it would have been helpful to understand how to write a cover letter & professional email, but luckily I had people in my life at the time to advise me on such matters.
I don't think the classroom education classes were practical enough. There is a big difference between teaching in the lower grades and in the higher grades.
I entered at age 16 and could have been prepared better for methods of college-level study.
I feel that teaching in NYC present us with great trials and challenges that the professors are not aware of. It would be great if Brooklyn College would invite on a weekly basis, real elementary school teachers in our P.S. to speak on campus.
I felt like my grad program was too lenient and the caliber of students was too low for the level of education. The students were not adept at studying or putting in effort to learn. I would have liked if Brooklyn College screened their potential students better.
I got a good theoretical education. The practical stuff I had to learn on the job.
I had a successful career in education and feel that BC prepared me for it.
I had not taken chemistry in high school. Didn't have a good foundation. He expressed how he was tired of ill prepared students. I never made my students feel badly for their weakness or lacking. Everyone can achieve has strengths. Never should anyone feel badly for weakness. We can all achieve at different levels - never should anyone feel defeated.
I had to take a “core” curriculum. Was awful. Not relevant.
I have always believed that most teaching stops at the book educational level. It is my opinion that the next step, the one that discusses the true business world is a most important way to ease the transition from classroom to the true work a day experience.
I have no complaints.
I have no regrets or needed changes for BC. The education was very good and the campus was beautiful.
I honestly can’t remember anything that stands out to me.
I honestly can't think of anything at this time.
I learned so much from the intense Core program.
I loved my time there. Admittedly only two years.
I majored in education. NYC did not need teachers in 1975. I went into financial analysis never having taken any coursework in that area.
I needed supportive classes/instruction in writing for research papers, etc.
I prefer more fieldwork.
I received absolutely no professional guidance.
I received wonderful education. Only regret is that I did not attend an out of town college; did not have that part of college experience.
I started at BC in 1968 directly after HS at Midwood but left before graduation. At 50 years old I returned to BC and was awarded my BA in 2005. By then I was ready to retire but decided to go back to school for self fulfillment.
I suppose that there is always something, but BC provided the academic and social tools that prepared me to tackle the world.
I think BC did a good job.
I think Brooklyn College prepared me well for my teaching career.
I think help with resume preparation and job searching would have helped.
I think it did a fine job for the time.
I think not.
I think not.
I think some of the required courses back then did not serve me well for teaching. I would have benefited in a more effective way if I had been able to take more education classes.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

I think the core curriculum in my era was very good. I took a classics course in which I read Homer, Plato, Virgil, and other ancients. I took three challenging required English courses during my first three semesters. I got straight C's. My wife is an alumna of an Ivy League institution. My general education was better than hers although I suspect that the general education today is not as rigorous as it was back when I was an undergraduate.

I think they did a terrific job overall. The professors were outstanding. I think we could've improved the diversity of the student body more by more aggressively recruiting from predominantly black areas and without reducing the quality of the admitted class. I think open enrollment was a mistake but followed long after I was gone. The time to develop a more diverse campus was in the early sixties when the admitted students can from a predominantly poor and immigrant community.

I thought most of the faculty was too impersonal. I thought there were too many required subjects. I only had about 2 free elective classes and would have preferred more.

I understand there are now classes to prepare music students to do studio work and working closely with the film department. Also the jazz program is expanding. Wish those opportunities were available when I was a student.

I was a political science major and I would've liked it if statistics were a requirement. I met many folks from other universities since my time in college and that seems to be the biggest gap as I compared my education to those around me. Also, a required class in managing personal finances would be excellent.

I was a very young (16), insecure and overwhelmed kid who almost flunked out first semester. I think if there had been an assigned academic advisor from the very beginning I would have had a better start and a better experience overall.

I was an education major. Many of my professors, though interesting, were not aware of what we needed to know to survive the special education classroom. Most of what I needed to know I learned on the job.

I got a waiver to take Physics for Major as an incoming Freshman. I wasn't ready for it.

I was pretty motivated and self sufficient while at BC. I was the first person in my family to attend college. That was a big deal. I wanted to attend college, despite lack of encouragement from my family, because I am female. I would have been grateful to meet others with a similar background. We could have supported one another emotionally.

I was very satisfied with my education at that time.

I was very stressed with child care and I couldn’t afford the child care they offered that was on campus at that time. I missed seeing my little daughter a lot because of this.

I was on a student visa, I looked for guidance but nothing was done to help me around. I looked for guidance with my transcripts when I transferred, and different from giving me a free copy of my transcripts, nobody could help me understand how to use my transcripts to select the classes needed for the curriculum I wanted to follow. I was misguided when enrolling classes, where I ended up taking unnecessary, costly classes, I felt I was the means for the college to make money, and eventually I got help through my masters which I took the program but I never felt special or proud of being a part of Brooklyn College.

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I was very stressed with child care and I couldn’t afford the child care they offered that was on campus at that time. I missed seeing my little daughter a lot because of this.

I was way too young when I was there (age 17-20) to have any idea what really was awaiting me. I wasn't happy as an elementary teacher and my education major was useless for getting a job in any other area.

I went into science research and went on to get my PhD in toxicology. I found a lot of research opportunities outside of campus that really helped me develop as a scientist. I was lucky that I had great mentors and came across the resources I needed. I think resources for helping students get internships and opportunities outside of campus can go a long way. Helping students secure funding for these opportunities will be great too. I also benefited from workshops and tutoring. Reaching out to students that are struggling and providing them resources would help. I felt a lot of this information was siloed within groups of students that had a common background.

I wish I was given better guidance on what field I would get hired fast. I wasted time and chose the easy way out. I wish that I had expanded my skill set a bit more in analytics as it has become a very large part of my career.

I wish the curriculum were less restrictive in required courses outside my major which would have enabled me to experience interests like computer programming which I was unable to do.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

I wish there were more productions throughout the school year so that there were more opportunities for performance. I also think that perhaps internships should be a requirement with the help of the university. Especially with the BFA in acting, as it is always a very small group of students. I think each senior or junior should have one semester where they are required and helped to get an internship at a theater in NYC, this will be the first step in building those relationships necessary for their careers. I wished they had additional computers for programing than the 3 keypunch machines to share with others. Long waits into the late evening. So I dropped Computers and learned later at work and NYU.

I work as Quality Assurance Specialist now. I regret, that we didn't have any course on testing by that time.

I work for the Department of Education. I would’ve liked more preparation in the various and complicated DOE computer systems that I have to use in my job.

I worked full-time so I was only at school in the evenings for classes. I wish the college would have more welcoming for evening students. I felt on my own.

I would have appreciated more classwork in child development, child psychology, and topics such as instruction to teach students with disabilities and English Language Learners.

I would have appreciated more internship opportunities and career services that were geared toward graduate students.

I would have chosen a different major.

I would have liked a mentor/advisor who followed me all 4 years. I was head strong and impulsive in the way that I availed myself of what BC offered.

I would have liked education courses to be offered at night. Many of the courses I needed started at 3pm and I worked and had to travel.

I would have liked to have more access to career resources. For example, it would have been helpful if a career services staff member came in to one of our required classes to speak to us because many of us did not have the time to go in to meet with them. At that time, they could have let us know what resources were available and what other ways that we could connect with them outside of meeting in person. I found out a lot of things after the fact, which is my own fault for not being more proactive.

I would have preferred to do an internship that more closely mirrored the average day in the profession of school counselor.

I would have profited from more career counseling. I did not experience any outreach from that department. I stumbled through virtually on my own.

I would have taken more computer classes.

I would have tried to spend much more time student teaching.

I would have worked harder in getting a better grade.

I would not have majored in TV/Radio. I would have majored in something more lucrative like Accounting.

If professors could develop more practical classes, based on their experiences.

I'm not sure.

I'm not sure.

I'm not sure.

I'm not sure.

In 1964 there were a few opportunities for women. I wish I had known about other careers such as curatorial positions at museums, music education, and others.

In those days, some faculty were indifferent and paid no attention to the students. Most did, however.

In those days, we needed better computer science and math labs. More affiliation and interaction with good universities would have helped.

In those days, you still had to produce real classwork and learn how to find answers and think. I think people need to be taught how to do those things these days. I do not see many younger people capable of putting things in context, of thinking things through, of knowing history. Most know nothing about the function of democracy and why voting is important in a government by the people of the people. We have completely lost that vital aspect of our democracy and now we are stuck in a terrible place.

Increase the availability of student research.

Instead of hiring rock star writers to teach MFA writing students how to write they should have hired teacher who could actually teach you. The rock stars they hired didn’t care about teaching and couldn’t teach properly. It was frustrating to have these famous writers who couldn't help you.


Internship and Job opportunities. Placement office is non-existent.

Internship opportunities in psychology would have been appreciated.

Internship or real-life situations.

Internship programs at television networks and stations.

Internships availability not just for the ‘good students’. A mentoring program would have been great. It should be a class requirement to have someone from the career center meeting with students in a classroom setting & guiding them with their resumes and other career guidance.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

Internships, they were not very helpful with helping place me in an internship. I think it would have better prepared me for my career. Internships. Internships. Introduced us to real situations and procedures of the NYC DOE. Invite Army ROTC to campus. It could have let me into the student teaching program despite my low grades. I became an excellent teacher. It is hard to imagine what they could have done better. The faculty pushed me to succeed and their relentless attention to my progress exceeded the requirements of the curriculum and that was the key to my growth. It was difficult for women science majors to be taken seriously. I had some bad experiences with some faculty. I assume this has improved. It was during the war years and Brooklyn College was forced to limit courses and teachers. It was great. It was not easy for me to find internships. If there had been some advisor to help, it would be great. Textbooks are expensive. I wished there were rental textbook service. Microwave oven was only one in dinning hall. It was pretty great. It was so long ago that I doubt it. It would have been helpful for me if I had mandatory sessions with the career center. Knowing more about what I could do with my degree and how to find jobs specifically pertaining to my major would have been very helpful. It’s so hard to remember after so much time. I got a first rate education that was the equivalent of any Ivy League College. It's hard to say, because I attended pre-internet and pre-cell phone. I'm sure things are very different today than they were back when I attended. But, I do remember BC always being very open to student opinions and suggestions, something I'm sure continues to this day. I've never thought of it and still can't quickly now. Job placement was sorely lacking. I felt totally on my own following graduation. Language and movement classes as part of the required music curriculum. Less didactic instructor oriented classes and more demand for active student participation. Less liberal slant in the student body and professors. Real world is not like that and they are not in touch. Less theory, more practical application. Level was higher first time I attended than second time. Liberal art education at that time limited my choices. Longer time as a student teacher in the field! Made it easier to integrate classes from other colleges. Made me a better student. Made sure there were jobs available upon completion. There was no job placement. Make certification exams for teaching necessary. Making sure that I was state certified before graduation. Maybe an organized pre-law program would have been helpful. Maybe have career advisors or guidance counselors. If they existed I was not aware. Maybe if there had been undergraduate journalism, but really it was better not to have done that and gotten a general education. Maybe laced marketing into some of the media classes. Maybe smaller classroom sizes and stronger career advisement services. Maybe some career advice. Maybe, but I can't think of any. Maybe. Meeting with faculty adviser more than twice in four years? However, this observation is not about career, since I had no inkling what I would do. (Do I yet?) Still, might have been nice to have talked about something to someone. That said, given who I was (and am), I probably would not have said much, listened much or paid attention. Overall, there might have been more faculty-student interaction. (No, not that! Get your mind out of the gutters on Boylan Hall!) Given class size in my day, that would have extremely burdensome for faculty. Impossible, actually. Years later, having met more folk who went to college elsewhere, I concluded that (again, in my day) in 1965 Brooklyn College was probably one of the better high schools in the country. (No offense. I rather enjoyed my stay, but upon graduation, I felt that I'd had all the education I was ever going to need. Am still of that opinion). Meg. Mentoring. Mo. Mo.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

More assignments involving presentations.
More career advising.
More career counseling outreach.
More career counseling. I don’t remember ever getting help choosing either a major or career path.
More career fairs.
More classes with Casting Directors.
More clubs and resources.
More communication and events geared towards grad students.
More courses in Computer Programming.
More courses related to my eventual graduate school major. When I attended the college, there were strict limits on the number of credits allowed in a single department. As someone majoring in classical Greek language, with requirements in Latin as part of my major, this significantly limited my access to archaeology courses (which along with the language courses were also offered through the Classics Department. A bit more flexibility on the part of college administrators in dealing with an unusual major situation would have been both welcome and helpful).
More demanding undergraduate math courses.
More diversity in faculty.
More emphasis on computers and excel.
More encouragement for women to follow professional and/or business positions at high levels. I graduated in 1959. I was fortunate that several of the faculty encouraged me to become a college professor. Many of my friends did not have similar encouragement regarding non-traditional roles for women.
More encouragement from major faculty.
More faculty one on one advisement.
More focus on actual career options for dramaturgs and more assistance with finding a job after graduation would have been helpful.
More focus on post-production within the Film department.
More focus on publishing: networking opportunities, introductions, etc.
More focused guidance on future goals and steps to attain them.
More frequent and practical brown bag lunches with business leaders.
More hands on courses.
More hands on experience.
More hands on teaching experiences and less emphasis on “methodology”. A mentor teacher early in the training process.
More hands on type of classes with real life applications.
More help for employment.
More help in applying to grad schools. I did get a fellowship to grad school but I did it all on my own.
More help preparing lesson plans.
More help with job placement.
More help with job placement. I struggled so much after college.
More help with skills assessment and career planning.
More individual attention and sense of community.
More informed career counseling.
More integration between theater and creative writing programs for playwrights.
More intense focus on writing skills and career advisement early in my college years.
More interest by counselors for career development.
More internship opportunities.
More internship opportunities.
More math courses.
More mentoring opportunities.
More opportunities for internships would have been great.
More opportunities for student teaching and using lesson plans.
More opportunity for socialization.
More out-of-classroom interaction with faculty; informal talks, guest seminars and get together of that ilk.
More practice in classroom.
More pre-law classes but most importantly graduate school teaching in History, European, American, East Asian History.
More pro-active counseling.
Open-Ended Comments:

More professional development. People working in the industry to teach/lecture.
More radical and less traditional faculty.
More skilled people in Magner Center, provide better information/recruitment/preparedness for competitive job market.
More social interaction.
More straight talk about teaching in the classroom. I feel like we talked only very little about different types of pedagogy, and I have had to self-train in that area in a way that is inconsistent for somebody with a Master's in Education.
More student teaching and practical classroom experience. But with better schools.
More student teaching experiences.
More student teaching over more time.
More writing intensive courses.
Much less emphasis on theoretical computing and much more on practical and real world usage.
My BA and MA in chemistry should have been a BS and MS, based on the courses of study. If possible, these should be changed on the record.
My education was top notch!
My experience at Brooklyn College was a good one, and it was a happy time for me. I cannot think of anything that BC could have done differently.
My experience with the counseling department and my counselor in particular was pitiful. Almost caused me to drop out.
My Graduate Advisor did a very poor job. I was studying Secondary Education with a focus to teach English Language Arts, and had asked her if I should either switch or double my concentration to include Special Education. I was concerned with the unbalanced ratio of unemployed English teachers and spare job openings. My advisor, [Name Withheld], said that it would not be necessary to pursue Special Education, as I would definitely find a teaching position in English. She was also responsible for scheduling my student teaching practicum, and both semesters I was paired with teachers who not only didn't provide me with my own class, but would not switch my assignments when I explained the circumstances. I have not secured a teaching position post-graduation, and it is still the case years later. I partially blame [Name Withheld] for my misfortune.
My immediate careers after college were not directly related to my major in college.
My professional career as a psychologist was totally unknown at the time. I was a classical concert pianist and a music major at BC.
My track needed a Masters for Audiology. It would have been great if there were more Audiology courses.
No - needed job experience.
No business courses were offered, unlike now.
No comment.
No comment.
No comment.
No I believe I took advantage of what was offered.
No I learned a lot and carried it forward into my career.
No I was not able to take advantage of the opportunities provided.
No not really.
No one warned me how unprepared I'd be for the world outside my insular immigrant working-class Brooklyn Jewish community. (But maybe they shouldn't have because I may have been too frightened to try for Berkeley).
No since I wasn't career oriented then.
No! I am proud that I made the choice to leave work and take the subway to the end of the line. That was the pot of gold for me.
No! I was very happy with Brooklyn College, it got me to where I wanted to be, Medical School, which got me to what I wanted to be, a physician!
No! It changed my life - encouraged scholarship!
No, but the NY public schools should not allow students to complete high school 2 months after turning 16. I was not mature enough for college level work.
No, but utilizing the available resources more efficiently would have lead to greater skills and competencies.
No, everything was perfect.
No, I actually failed to take full advantage of the courses and experience offered by BC. I've regretted it ever since.
No, I believe not.
No, I never had any complaints, so I cannot think of anything that was not provided in my courses of study.
No, I think my years at Brooklyn College were wonderful.
No, my career choices changed over time.
No, not really.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

No, not that I can think of.
No, nothing that I can think of.
No, was very well prepared for grad school.
No. (275 Responses)
No. At the time they had the best TV studio facilities in the city.
No. Being an attorney requires being a well rounded scholar and citizen. Brooklyn accomplished this for me.
No. Can't thing of anything.
No. I am forever grateful to Brooklyn College for my education. I only wish I would have had time to participate in a sport for the Bulldogs.
No. I am grateful for the core curriculum which mandated I take courses in which I had little interest or skill. Each one expanded my world view and strengthened my own personal awareness. I have had 3 significant and distinctly different careers and have utilized things I learned at BC in all 3! The first - Owner Director of children's sleepaway summer camp; Director of Cultural Affairs City of Binghamton NY; Currently Massage Therapist - my background in Chinese studies from BC provided the basis for my comprehension of the traditional Chinese approach to body and mind health.
No. I could have better taken advantage of the opportunities that Brooklyn College offered.
No. I decided to go law school after I graduated, not during my attendance.
No. I feel that BC prepared me far better than teachers are prepared now.
No. I had a great education which prepared me for a successful career and life.
No. I received an excellent education.
No. In the early 60's most professors taught objectively. There was no attempt to indoctrinate students towards one political view.
No. It did a great job.
No. It serves me well still.
No. It was a great experience. Set me on the path to where I am now.
No. Nothing. Both undergrad and graduate programs were incredible.
No. Overall an excellent college education.
No. Preparation at BC was excellent.
No. The faculty advisors to the student newspaper gave me advice that helped me choose the appropriate graduate programs.
No. There were a lot of poor + smart students , which = high motivation. The students were willing disciples and the faculty excited to teach us. It was a fantastic learning environment!
No. They had a great student teaching program. You were in the schools for 2&1/2 semesters.
None at that time.
None I can think of. I attended 6 colleges/universities in my life. Brooklyn College was equal or better than the others. Never 'less than'. Of this I'm positive.
None that I can think of.
None that I know of to date.
None that I recall.
Nope - did a great job.
Nope! The Speech Department was outstanding and my professors were experts in their field!
Nope, my college experience was perfect, except I would have studied organic chemistry a bit harder.
Nope. Best Pre-Med education for free. Back then, with state incentive award, it was free. Whatever Bernie Sanders wants, existed then. Not a thing - excellent preparation for lift.
Not a thing. I had a better undergraduate education than many people I met who went to private colleges and universities.
Not at the time.
Not aware of any.
Not during the years I was there - 1958-1962.
Not for the career I eventually went into.
Not given in to open enrollment. It damaged the academic reputation of the school.
Not have the core program. Classes in chemistry and philosophy did nothing for my career.
Not particularly. I came in as an adult student.
Not really.
Not really.
Not really.
Not really.
Not really.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

Not really. Not really. Not really. Not really. Not really. Not really. Not really. Not really. Not really. Not really. Not really. I changed careers early on. My second career was not related to my degree but it was beneficial having it. Not sure I can answer this one so many years later. Not sure. Not sure. Not sure. Not sure. Not that I can recall from 50 years ago. Not that I can recall. Not that I can recall. Not that I can think of at the moment. Not that I can think of now. Not that I can think of. Not that I can think of. Not that I can think of. Not that I can think of. Not that I can think of. Not that I can think of. Not that I can think of. I have great memories of my time at BC. Not that I can think of. I was admitted to Columbia Law School after graduation. Brooklyn College gave me the ability to engage with ivy leaguers without feeling inferior to them. Not that I could think of. Not that I know of. Not that I think of. Nothing comes to mind. Nothing I can think of at this time. Nothing I can think of at this time. Nothing I can think of at this time. Nothing I can think of at this time. I did choose to seek an MBA degree and was able to join what is now a Big 4 accounting firm. Back in 1965, few if any of the Big 8 accounting firms recruited at Brooklyn College. I know that changed in subsequent years. Nothing I can think of now. Nothing I can think of. Nothing I would have changed. Nothing that I can recall. Nothing that I can think of at this time. Nothing that I can think of. Nothing that I can think of. Nothing, other than offering a PhD program. Had the college been able to offer such a program I would have continued on past my MA to get a PhD. Nothing. Nothing. Nothing. Nothing. Nothing. Nothing.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

Nothing.
Offer better counseling on majors. Offer more proactive career services engagement. Fuse career services with major advisement.
Offer courses that relate to the commercial world.
Offer MBA.
Offer more pre-law classes.
Offered a Voice Over class.
Offered internships and opportunities for students to gain some experience.
Offered mentorships. Had more seminars regarding different employment options.
Offered more journalism/writing classes.
Offered more willingness to guide students regularly not just voice mail after voice mail each and everyday for several weeks at a time. In addition the office with [Name Withheld] was not as helpful as they should/could have been. To my understanding student experience regarding getting solid, helpful, directive advice remains an area of deficit. There are people within the college experienced with state/city requirements regarding teaching, however, this experience/knowledge is not shared in an effective, professional and motivational manor.
Offered nursing as a major.
Offhand, I cannot think of anything. It was all positive.
On campus housing (there were no dorms when I was there). Free computer software - Mac, Adobe, etc.
Opportunity to shadow or observe a professional.
Organized registration fairly. I was locked out of courses because it was alphabetized. Less restrictions on women, i.e. dress code, participation, etc.
Overall, my educational and social experience was superb. Having access to college housing, like a dorm or apartment building would have been helpful.
Pay attention to the students, in order to help provide enriching experiences when needed.
Peer mentors would have been a bonus for a struggling student like myself. Thankfully I moved on to graduate school and am today a Higher Ed administrator.
Perfect - just as it was.
Perhaps a grammar course.
Perhaps a journalism course; I don't recall if there was one.
Perhaps an intern program at that time could have assisted with future job placement.
Perhaps an opportunity to work with high school students from Freshman year on instead of waiting until the senior year.
Perhaps more awareness of a guidance counselor.
Perhaps more hands on experiences.
Perhaps provide peer guidance to incoming freshman. Transition from High School was to College tough.
Perhaps told me how difficult life was going to be.
Periodic review of student performance and counseling against that background. However, at the undergraduate level undue emphasis is often placed on career (as opposed to the development of basic abilities and furtherance of the student's interests and self-discovery).
Place more emphasis on job placement. Secure more internships for students with employers.
Placement is of essential value.
Possibly a hands on look at accounting firms and how they operated.
Possibly attempt to make a connection between real-world careers and what is learned in the classroom.
Possibly having some scientists working in the field to explain to the Seniors and Juniors what they should expect upon graduation.
Possibly more career counseling.
Possibly some one-to-one counsel.
Pre-Med committee and support for students who do not complete BA/MD program.
Prepare students to have internship.
President could have had a better relationship to the student body.
Probably , there is always room for the improvement. I would say 50% professors could have been better. Some of my grades suffered because I could not understand them, some literally were not able to convey the content and some just didn't care to evolve for the student. I also had petty terrific professors too, for whom I am grateful.
Probably better nutritional items in the cafeteria. But then the Sugar Bowl would have gone out of business. Is Lord's still at The Junction?
Probably but can’t specify what that could be.
Probably not.
Process of international transcripts always been complicated & energy/time consuming should be easier for students!
Professors that had more experience recent classroom experience.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

Provide access to internships in New York City companies.
Provide better advisement and mentorship.
Provide employment assistance post graduation.
Provide intern work program with a fortune 500 company to gain experience so when I graduate I have some experiences. Whether paid or not paid.
Provide more internships and connect with alumni, something I believe is in place now for BC students.
Provided career counseling.
Provided information on possible career choices.
Providing a counselor or advisor with whom I could have had a one to one relationship and received advice that would have gotten more both intellectually and socially.
Publicize more extracurricular opportunities around the school.
Referrals internship in the evening & weekend. Career opportunities for middle aged adults.
Relationship with professional theatre company to get equity card.
Required service learning.
Since it is a commuter school; integrate the student body into events.
Smaller class size and diversity education.
Smaller classes with more interaction with instructors. More instructors who actually were teachers in elementary schools.
Smaller classes would have been nice, not that there was either money or space.
Smaller classes.
Smaller classes.
Some business courses should have been required for everyone to teach life skills and support possible entrepreneur ventures.
Some classes could have been more refined and organized.
Some of the basic classes too large.
Some of the many liberal arts courses, especially the sciences, could have been replaced with more of my major: economics.
Some professors seem more interested in failing you to prove a point rather than helping you achieve your goal.
Stronger emphasis on internships, helping students connect better with internship opportunities. Offer students some kind of guidance in this area.
Study harder!
Study more.
Study more.
Supported me to be a better writer. This is a sore issue as I was humiliated by a faculty member. It still burns many years later.
Taken different courses.
Taking additional courses not in my major.
Taking time to choose a better minor.
Teach about ethics and emotional maturity.
Tell me what courses I needed to take to get into graduate school.
Thanks for your question, but I think that Brooklyn College helped me find my way when I needed to get on the road to my professional path. The 60 elective undergraduate credits were a waste of time. They were supposed to round out my education and make me an interesting, well-informed person, when in fact many of the courses were irrelevant and silly.
The advisors were limited in their help. I needed to do 2 extra semesters due to confusion and lack of guidance.
The choices were mine. Since I ended with a PhD in mathematics, I can see now that minoring in physics would have been better for me. I minored in education. None of those courses were memorable.
The college did not give enough attention to non educational activity on campus.
The college was not very diverse when I was a student. The diversity of the current student population is exciting and important for college age people broadening their understanding of others.
The college wasn't nearly diverse enough, though I didn't recognize that as an issue at the time.
The Computer Science curriculum is largely theory-based. More practical experience would have been helpful.
The core curriculum with its diverse requirements and broad spectrum of learning were and still are an important part of who I became. It was a different time.
The directing/theatre department is isolated from the professional community. It did very little to capitalize. On its location and access to the major players in our field. Nor did the department try to recruit high quality applicants. It should be a premiere program.
The education classes didn't really prepare me for the reality of overcrowded and chaotic school population.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

The education course could have been much better. The best part was the student teaching - the hands-on part. The coursework was insufficient.
The faculty and students were amazing. The cost was reasonable. I don't have any complaints.
The first two years required courses and the classes were separated as male and female. Big mistake socially and academically on the college's part. The men's classes encouraged higher/deeper level of study and student participation. Later elective courses were more stimulating and valuable.
The knowledgeable faculty staff at Brooklyn College went above and beyond their duties to make sure that I was prepared to succeed in my career.
The majority of my professors were awful. Advisement was minimal and not helpful. I regret coming here.
The offerings of the Math department were not good.
The opportunity to teach has completely shaped my career trajectory as I am now a full-time instructor at NYU.
The time was particular, assistance in internship/job search could have helped.
The TV/RA department needed/needs a complete overhaul.
The whole education department was a let down. While they were knowledgeable, I really didn't learn to be a good teacher at Brooklyn.
There could have been a few more computer courses. A business writing course would have helped. The speech course and small groups course helped me quite a lot to work and present more effectively.
There could have been more environmental health courses, and there could have been a course in entomology as I was thinking of going into that endeavor.
There really was no placement office when I attended.
There was no career development program or discussion of any significance.
There was no emphasis on career at the time - especially in liberal arts.
There wasn't enough academic advisement, in my opinion.
There were no practical applications to what I was learning so that when I started working, I had to take training for a business environment.
My education was very theoretical and more geared to an academic career, not a business career. I mentioned this to the chairman when I returned for a visit and was told that they had already addressed this complaint.
There were things I could have done differently, but that's not the school's responsibility.
They could have evaluated my Bachelors course work and steered me into a different major.
They could have finished the music building so we didn’t have to run from Whitman to Roosevelt and back again.
They could have had a diverse amount of professors for the sciences.
They could have helped make enrollment easier as well as better guidance for higher education.
They might have been more flexible with externship placements. I was given one that was difficult to get to, dangerous to attend, and with a population I had no interest in serving, but I was given no say in the decision.
They should have stressed the importance of internships or prepare/teach freshman how to study (not just EOP); mandatory internships; more company affiliations with top 100 companies; encourage entrepreneurship as well.
To have a monthly meeting with peers in my major to become friendly and share experiences.
Too long ago to remember.
Too many required courses at that time.
Took more Ed courses.
Took more interest in the students.
Unsure.
Updated business and marketing courses. The world of advertising changes very quickly and textbooks from 2008 just don't prep you for the workforce in 2018.
Very poor career counseling and no alumni network.
Was quite pleased with my experience.
We should have been educated about what we can do with an MFA besides teach, sell books, or work in publishing.
When I taking classes undergrad, I would have taken education courses.
When I went to Brooklyn College (1962-1966) the students were essentially on their own to succeed or fail. There was little or no back-up help. If it wasn't for a friend who pushed me hard to study I would have failed out of the school. I found the college experience very hard but I did get through and am now a Distinguished Professor with over 750 scientific publications. I could have used much more help at the time, other than the guidance counselor telling me when I was in danger of dismissal from the school because of poor grades in my first semester that I should be able to make it, which really wasn't of much help. When I recently went to the 50th anniversary of my wife's graduation (a year after my 50th which I did not attend) I found out that the students today get a lot more help than we ever did. That was good news to hear.
11. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped prepare you better for your career?

Open-Ended Comments:

While I recall taking a required Speech class, I don't recall what it covered. What definitely would have been useful: a class on how to organize/give a formal oral presentation. That is something I've had to do (and advise students on how to do) in both academic and non-academic settings many times over the years. I've been self-taught in this area. Structured, formal guidance would have been very useful. On a wholly separate note: while I am very comfortable with numbers and quantitative reasoning, this is a field in which many people are ill-equipped. Given the role of big data in so many diverse settings these days, undergrads ought to have to take a required course on quantitative reasoning.

Wish there was more promotional outreach (for evening students) regarding joining a student club or group.

Would have been hugely helpful to have been able to teach undergrad classes.

Would have been nice to have internship programs for Math majors.

Would like to have had more hands on research and applications experience. There really wasn't much in the way of internships while I was at Brooklyn that would have helped as well.

Yes accepted my several recommendations from their own faculty members to admit me into masters for speech pathology.

Yes I'd focus more on study I'd seek more help.

Yes, actually teach students what they need to learn for jobs. They need to improve their overall connection with studies and job placement.

Many employers want skills you can bring to the table, instead of a piece of paper.

Yes, any administrative process like signing up for classes, taking courses at other CUNY schools was very time consuming and everyone was very rude.

Yes, be more detailed about the everyday basics of teaching and less theory.

Yes, definitely. I could have had a faculty advisor who actually had a real interest in working with me. The actual full time faculty of my department were always too busy with their other agendas to show me that they cared in any way about my work with them.

Yes, had more professors for a Master's degree in Spanish.

Yes, have better counselors, and have faculty that did not judge students based on demographics/ethnicity.

Yes, I wish we had more places to study. At that time, the library hours were less than they are now, and we didn't have a 24 hour center for studying for finals. I had to hide in classes to study until I was thrown out by security officers. Have ever freshman take a self-help course.

Yes, if there had been opportunities for undergraduates to participate in Physics research.

Yes, in Physics a better lab system would have helped in my graduate studies.

Yes, more career counseling and some aptitude tests to assist me in choosing a major and a career.

Yes, more practicality in applying theory to real world. At times, too academic vs. actual real world.

Yes, offered some technical engineering type courses. I had graduated from Brooklyn Tech HS and wanted a tech type education. CCNY was too far to travel to where I could have gotten an engineering degree. So as a kid I opted for BC.

Yes, provide more mentoring opportunities in Freshmen and Sophomore years.

Yes, talk to us about other things we could do with our degree, as well as how to work as a freelancer, how to manage your finances as your own business, how to promote yourself, etc.

Yes, there were only two Political Science courses, to my recollection, that related to the practice of law, with one of them being a Constitutional Law survey course. That was insufficient in my view to prepare me for law school. I also think that more courses in the business/law field would enhance both business and pre-law students ability to succeed in a MBA program and law school. Separating Criminal Law from Civil Law issues would help; trying to cover both areas in a single course based on U.S. Supreme Court law is too overwhelming for students who have not been heavily engaged in Socratic method courses. Not sure of the offerings today, but hopefully there are courses such as a survey course on Civil Law, one on Criminal Law, Consumer Protection Law, Business and Law, Intellectual Property survey course (excluding patents), Patent Law survey course, Sex, Age, and Disability Law, etc.

Yes, they could have warned me how hard it was to break into my chosen profession and the pitfalls involved.

Yes. (10 Responses)

Yes. As a student chemistry major, the faculty should have reached out to local industries to arrange internships or visitations to observe what goes on in the real world!

Yes. Gain an internship within the accounting field. Doing so would have better prepared me and limited my time being unemployed for 1 year upon graduation.

Yes. Resume writing.

Yes. Take much more seriously the hiring of competent Core Curriculum instructors, including among the full-time faculty.

Yes. To have had a much better professor for student teaching. No support at all.

Yes. To help prepare for my licensing exam. I did not know what to expect - and had to do my own research. Being in a graduate program, would have been nice to be prepared for the licensing exam or what to expect.

You did good job by having the same class in the day and evening to allow cops with rotating schedules to attend.
12. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped you grow as a person?

Open-Ended Comments:

54 years is a long time to look back on. I was happy then with what the college provided. A greater emphasis on outside speakers of various political points of view. A student union where I could have met non-science students. The social interaction was lacking for a commuter campus.

A nicer campus environment. A partnership with a local theatre offering equity weeks would have been invaluable. A social center for graduate students. Actively recruit members to professional groups. After Hurricane Sandy, there was like one director who said come to my office but after that there was nothing and we had been displaced from our home for several months. They almost didn’t care. Again more personal interaction with the instructors. I didn’t feel like I had a real college experience. Other friends had the real deal. I had other expectations of real problem solving, sharing of professional literature etc. between me and those teaching me. Again, I can't think of anything that BC might have done differently on a personal level - it was a very rich, open atmosphere of exchange among students, academics, and professionals from many diverse backgrounds. Again, it's been so long, hard to recall. A major weakness of BC is in its blood as a result of its being a commuter school. I think I would have benefited in terms of personal growth had I been in a dorm, at a school away from home. I was too young, unable at that time to appreciate how that could have made a big difference. Again, not the school's responsibility. They did a fine job of providing an education, which is what they were asked to do. All good.

Allow for more courses to be taken pass/fail to encourage exploring fields (other career possibilities/educational opportunities) without fear of hurting GPA. Although I was able to graduate high school age of 16, I lived at home in a disruptive household (my older brother schizophrenic ). The chaos in my life made it hard for me to concentrate. Would have been nice to have had readily available counseling. Always better guidance, better results!

As a college, BC offered a fantastic education equal if not better than many of the national institutions and universities in the country. But in terms of helping students grow as a person, that often devolved to a student finding one's own way through volunteering or joining college clubs, programs, committees, etc., as occurs on nearly all campuses. However, it would have been nice to have some BC organized programs that provided opportunities to explore those extracurricular activities without actually having to join or go through the process of participating so that a person could obtain some insights into the nature of the program and whether there would be a “fit” before taking the steps to actually join.

As a commuter school, it was not easy to make the kind of relationships that could have helped me grow as a person and get through the painful experience I had when my mother died during finals week of my senior year. As a commuter school, there was little college/campus atmosphere. As a mature adult who has traveled extensively in the U.S., Europe, and Asia, I wish I had had the opportunity to go abroad when I was in college. It would not have been possible, due to economic restraints and the fact that it was too soon after WWII. I feel that every college student should have the opportunity to study abroad.

As a member of a house plan, BC provided me with a home away from home. My very nurturing academic department and my social life were separate but equally important in my development going from a teenager to an adult. I held leadership positions at the house plan and worked on the house plan newspaper. I also met people from a variety of nationalities to expand my network of friends. For a commuter school, I think BC did a good job of integrating work/home/academics together. As before, more support as far as looking towards the future - career counseling, etc. Assist international students more readily especially when most were leaving the home nations for the first time. At that time they did the best they could under the circumstances.

Attended school at night, after work. It was difficult to get involved in anything else. Back in the 1990's I could have used some tutoring help to avoid flunking out with less than a "B" index. BC gave me all the opportunity possible. I am deeply grateful for that path out of near poverty. BC is one of the most diverse community colleges. It is reflective of the population landscape of Brooklyn and its workforce. I felt a sense of belonging which is hard to appreciate until it’s gone.

BC should have had the doctorate program on campus back in the fifties. Be more about the students than the tuition. Hire young people so we could feel relatable. Someone to guide students when they are lost with selecting majors. Less core classes waste of times taking 10 core classes. Because it was a commuter school, there could have been more outside lecturers and visitors to the campus. Better advising. Advising was poorly done as I was a French major but my adviser was in Music and knew nothing about my course of study. 
12. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped you grow as a person?

Open-Ended Comments:


Bring in more professionals to speak to students. Brooklyn College "Days" with no classes that faculty and students could interact every quarter! Brooklyn College could care more for all students not just the athletes and the outspoken ones. I came to college as an orphan with no one to give me direction. No one ever took the time to talk to me and show me what I ought to do. I believe that I would have had a better richer college experience if I had more support. I was a high risk student due to my circumstances and the support was not there. I still love Brooklyn College, but as I reflect back, I see the flaws. Brooklyn College could have familiarize themselves with the different new curriculum changes which were constantly been implemented by the board of education. Brooklyn College did help me grow as a person. It showed me that college is a money-making business. That does not look out for the best interests of students, but rather trying to squeeze out every dollar from our bank accounts and our parents. Brooklyn College shaped my life, gave me my freedom when I left a repressive sexist ultra Orthodox life. It gave me my career by letting me learn by the seat of my pants, and taught me never to be intimidated. As the daughter of Holocaust survivors who lived just three blocks from the campus, and living on the corner of Ocean and H, BC was my home when I was not at work, and as a single mom, that meant a lot to me. But it is nothing like it was in those days. Too bad. Brooklyn College taught me to be independent. I chose to travel abroad. I chose to work three jobs. BC taught me how to be the little fish surviving, flourishing in the big pond. Building relationship. Campus housing so I could escape my home life. Campus life. Can't really recall. Can't think of any. Can't think of anything at this moment. Can't think of anything. Cannot recall. Cannot think of anything right now. Can't say, too long ago. Can't say. Can't think of anything. Can't think of anything. Can't think of anything. Career consultancy. Classes that applied to my actual teaching job.

Coming from a first generation family, I was first to attend and graduate from college. BC afforded that opportunity to me and countless others. They still do today. That education broadened my horizons and exposed me to a world of ideas and thoughts I never knew existed. Competitive opportunities for travel and field work grants. Connect us with professionals in the field of study. Make it feel like more than a commuter college. I believe it is better now than in my days.
12. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped you grow as a person?

Open-Ended Comments:

Connecting the class room experience to career and life struggles/challenges.
Could have been integrated into the other masters programs; it felt like a stand alone program accredited through BC.
Could have had psychological counseling for students who would request it.
Counseling from a student from a higher grade.
Counseling.
Decently paid work-study opportunities to facilitate staying in school continuously and as a full-time student; Affordable student housing near or on campus; increased access to scholarships and low interest and interest subsidized student loans (over student's signature only).
Did pretty well!
Do an internship or volunteer work.
Don’t know.
Don’t know.
Don’t know.
Don’t know.
Don’t remember.
Don't think so.
Don't think so.
Dorms.
Due to the fact that I was involved in so many any activities in my life, I had no time for social events.
Due to the large student population, long classroom hours especially with lab time and commuting, there was no time to enjoy student life.
Educatign myself in Brooklyn taught me real life lessons.
Encourage individual growth. There was no guidance. No interaction with teachers.
Encourage more effective development of a dialogue between the diverse elements of the campus community.
Encourage more fairness around scholarships and opportunity for grad school preparation.
Encouraged the commuter student.
Enforced a broader distribution of diverse coursework. I took an overly heavy concentration of science at the expense of humanities. Good for career, but maybe not as good for personal enrichment.
Even after going to "Ivy League" colleges for my post-graduate training and winding up on the faculty of Yale I still think of my time at Brooklyn College as the most important time of my life and thus I guess I would return BC to those values I found there in the early sixties.
Everything was available. Had to make sure to participate.
Expand its outreach within the business community, gain feedback as to what skills are required in the workforce today, and to better plan the college curriculum so that students are better prepared entering the workforce.
Feel free to contact me.
Financial literacy.
Fired the music teacher who required male students to wear ties to class.
Focus more subject of my major.
Free counseling - I don't remember it being offered and my family dynamics were problematic.
Given us more choice as to the courses we had to take. Everything was so prescribed, it felt like I didn't have much agency. I think I would've grown more with more choices.
Going to BC was the best experience of my life educationally and socially. I don't think they could have done better!
Good question. I don't have an answer.
Great education.
Greater exposure to more fields.
Guidance counselors could have provided me with lesser known career options. There were very few for women in 1964.
Have a meditation course.
Have a more diverse faculty representative of the student body; not show favoritism to students that the professors see themselves in; not encourage factions and segregation; I think it would have given me more confidence in my ability and I probably would have seen it possible to obtain a doctorate; etc.
Have a more diverse student body.
Have a more diverse student population.
12. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped you grow as a person?

Open-Ended Comments:

Have more knowledgeable staff/volunteers helping transfer students. I noticed that there weren't and it affected me negatively. However, I can't fully blame them. Later on, I worked for the college and I made sure to go out of my way to help out. Reflecting on the past, I can confidently say that major problems at the top (admin staff) trickle down to the people who directly work with the students, meaning a lot of your high-level administrative staff are terrible (and I've worked with my fair share of incompetent high-level staff). BTW, I recommend changing the way you categorize the way you classify people. Did you know that if you are of middle-eastern background, you are considered white?

Have student forums to hear their concerns.

Having activities & events in evening for evening students.

Having faculty that was available for students. Why post office hours, if never there?

Help guide students not only with the selection of classes but help them understand how the system works and how to interpret the program selected. Guidance with clubs is also suggested.

Hi: In retrospect it would have been great to have instructors as mentors who could bridge the gap between the academic and the real world we were about to enter!

Hired teachers based on their ability to teach not just how famous they were.

House plans are really not open to all.

I actually didn't think about that.

I actually think the college did a pretty good job there.

I am afraid not, only I could grow as a person by making mistakes and learning from them.

I am proud to be from Brooklyn College. My memories are of great significance.

I am quite sure there are things that could have been done differently, but nothing specific comes to mind at this moment.

I attended Brooklyn College as an adult.

I believe it was excellent in helping me grow as a person.

I believe my experimental graduate program should have had some oversight. Evaluations or observers to see how the courses and students were doing.

I believe my participation in extra-circular activities such as the house plan association, and Kingsman newspaper helped me personally grow as a person.

I cannot pinpoint anything else Brooklyn College could have done different at the time besides going above and beyond their duty to help me grow as a person.

I cannot think of anything.

I can't think of anything in particular.

I can't think of anything.

I can't think of anything.

I can't think of anything.

I could have worked at the TV Station.

I definitely credit Brooklyn with assisting in my maturity. Thank you.

I did grow as a person - for the most part my professors pushed me with reading materials and discussion.

I do not know what BC could have done, but a college should strive to offer diverse course and non-course activities to its student body, particularly one located in New York.

I don't know.

I don't think so.

I don't think so.

I don't know if this would be possible in such a large college community - and maybe it has improved in the intervening 4 decades - but more counseling and opportunities to network with professors and professionals would have been helpful to me.

I don't know.

I don't think so.

I don't think so.

I don't think so. Coming of age in New York in the 1960s was an invaluable experience.

I don't think so. I loved the school.

I don't think so. It was a tremendous experience and I have fond memories forever.

I doubt it.

I doubt it; that's a highly personal time-line.

I enjoyed my BC experience as a traditional student and as a returning student just as BC presented it to me.
12. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped you grow as a person?

Open-Ended Comments:

I felt isolated at times. Also had financial difficulties and few resources to rely on at BC.
I grew a lot at BC.
I grew because of my work in the various groups I attended.
I grew immensely as a person just by being exposed to students of diverse cultures and opinions.
I grew pretty well so I guess BC did a good job.
I had a great college career, even though now I wish that I could have gone "away" to college and not lived at home.
I had a great experience at Brooklyn College. Breaking down social silos would have helped. I felt everyone was in groups that corresponded with their cultural/ethnic/religious identity. Although it was diverse, the social structure only made me feel left out as I didn't strongly associate with any of the groups. I remember a friend and I wanted to volunteer with the ambulance service but felt very unwelcome due to the aforementioned reasons.
I have a deep and strong love for Brooklyn College. The education I received, and the value I place on my experiences (intellectual growth development) are specifically due to the fact that I attended Brooklyn College. I am loyal and appreciative. I feel privileged to have attended and graduated the finest school in CUNY, and one that ranks very high at the national level, this info was mentioned by the late [Name Withheld] in an English course I took with him at the time. I have a lot of pride in being an exponent of BC, and yes, in many ways because my education was so enriching; it contributed greatly to the creative thinker and doer that I am today. I believe that to truly grow as a person, you have to have love mixed in with instruction. Our parents give us this important mixture, and our teachers and professors as well. My professors at BC helped me to grow as a person and I treasure them for doing so. I wish I could answer this question more perfectly, but I can point to love. Not just the information or course content, but the love my professors and instructors shared for the content of what was taught. My instructors gave much of themselves. Mixed in was love, and that love has also helped me grow as a person. Keep up the great work! I loved all my experiences and I think the school and educators did their best to help make us good teachers.
I never knew who my faculty advisor was.
I really did not have the time to do anything else.
I received excellent support in all areas.
I should have got my Masters degree.
I suppose that there is always something, but BC provided the academic and social tools that prepared me to tackle the world.
I suppose there might have been some consideration that I started quite young. But as I said before, Kingsman acted as a good home, particularly as my brother worked on the paper as well.
I think a course like LIFE 101 might have been helpful. The focus would be becoming a responsible adult, understanding civics, the need to look for opportunities, maintaining one's health and being a volunteer as part of the course.
I think BC did a lot for the students.
I think Brooklyn College did a great job to help me grow as a person.
I think I should have had more open discussion about how class, race, gender, ethnicity influence life. The belief, still widespread, that a good education opens all doors, needs to be questioned and analyzed.
I think not, since I was not mature enough to recognize what was being offered.
I think not.
I think not. There were good people at BC and "not as good" people at BC. I think the Faculty and the Student body was very good. Some administrators were good but generally those on a middle level who had come from teaching departments.
I think one’s name has been a guide as to who should receive some of the help at BC. Certain people get some classes that are impossible for some minorities to receive. Information that would help some to graduate in a timely matter are not announced properly. I never knew about applying to certain program although I had very good grades. Also, a more welcoming setting from the safety (of them was particularly not friendly although she seems to have gotten better around 2015,) officers to the librarians (some of them make you feel stupid for asking questions) would have been great.
I think the college could have done more to stop the chatting in the library. I have always loved to read. It is a burden on me if people are chatting in the background while I am trying to read.
I was 20 years old when I graduated BC and still had a lot of growing up to do. But I believe that I received an excellent education at BC that has stayed with me my entire life.
I was a mature student and just wanted to complete my degree.
I was a very young married woman with 2 years of college plus a son in first grade when I started. I did get the BA and continued while teaching to get the Masters. Obviously I also matured.
I was able to select most of my core curriculum. Very few classes were required.
I was already 26 with a wife and two kids.
12. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped you grow as a person?

Open-Ended Comments:

I was already grown. My daughter was a professor of psychology at BC.
I was appreciative of the lectures and fine arts performances available at BC, e.g. heard/saw Malcolm in person; Alvin Ailey Dancers; I think perhaps if there was a pre-first semester orientation program camping trip type thing, such was offered at each of my kids colleges, it might have provided an entree into spending more time with people whose backgrounds were completely different than my own, and also bind me to the school itself closer. My own mom commuted and started Brooklyn College at age 15 in 1930 working in a bakery to bring money to the family. In 1930 she was a rarity and her education was nothing short of brilliant. She became a statistician for AT&T before there were computers and could still whip through Sunday NY Times Crosswords until just before her 90th birthday when she died.
I was at Brooklyn College in the late 60's when there were a lot of protests and the atmosphere at the time really did help me grow as a person and question my ideals.
I was involved in so many activities, great college experience.
I was pleased with the programs and activities available at Brooklyn College during the four years that I was in attendance.
I was pretty confident, although, I think that I could have and should have been able to test out of some of the lower level required classes. I did the work, I got the A's, but they were very clearly for people whose high schools didn't do a good job preparing them for college. I could have started at a more appropriate level for my skill set, and had better experiences taking more challenging coursework.
I was unusually fortunate to be in an elite department where the faculty gave me a lot of freedom to do special projects. I have no idea if it is still this terrific but somehow doubt it. It prepared me to go to graduate school and I had no trouble keeping up at MIT. First class education and it was $300 per semester. And I had a scholarship for more than that.
I wasn't mature enough at the time to even realize the quality of the attention I was being given. I truly realize that today and still thank them for that.
I wish I was employed at Brooklyn College while studying there.
I wish I was given better guidance on what field I would get hired fast. I wasted time and chose the easy way out.
I wish I was more present at school activities.
I wish I would have gotten involved in more student activities. At the time, I was working and engaged, both of which vied for any extra time I may have had after studying.
I wish that I had originally majored in graphic design/computer science instead of business management but that was almost 10 years ago and I was thinking differently. I realized over time that I was more creative minded but the business degree definitely helped me find a job quicker.
I wish the curriculum were less restrictive in required courses outside my major which would have enabled me to experience interests like computer programming which I was unable to do.
I worked during my studies, so I did not have a lot of time to invest in personal growth.
I worked full-time so I was only at school in the evenings for classes. I wish the college would have more welcoming for evening students. I felt on my own.
I would have gotten more involved in the colleges other activities other than going to class.
I would have liked a mentor/advisor who followed me all 4 years. I was head strong and impulsive in the way that I availed myself of what BC offered.
I would have liked career counseling.
I would have preferred the opportunity to take more free electives.
I would suggest more social/emotional resources, organizational skills forums, and a clear chart to help students track their classes to ensure graduation within four years.
I'd have to think about that. Not sure.
If it had been a very small college, someone might have taken me under their thumb.
If they had on campus recruitment drives, possibly it would have helped me better professionally.
I'm not really sure.
I'm not sure.
I'm not sure.
I'm sure I would have graduated more mature if BC was an away school, but dealing with the cost of room and board alone I still would have chosen BC from a practical standpoint.
In that case, that's was very well.
In the years I attended school, the environment was different. Students were not coddles. There was no need for "safe spaces." We were treated as adults, and that made all the difference in the world. The state of higher education now is deplorable.
Increase student and faculty diversity.
Instructors should require students to submit assignments in the excel format.
12. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped you grow as a person?

Open-Ended Comments:
Invest in smart tech classrooms.
It can be hard to make friends at a 'commuter college'. A lot of people who went to a college with dorms seemed to have an easier time making friends. At times it was a bit isolating for me personally.
It did everything.
It is difficult for a commuter college to help, especially as I worked part time after school.
It was a great time to be a student at BC.
It was a great time. There was much discussion, sharing and interaction in most classes.
It was a long time ago. Hard to recall anything in particular.
It was a slap to find out that alumni services were only available for 1 year after graduation. For my undergraduate degree I get a lifetime - they understand employed students donate to their schools.
It was difficult for women science majors to be taken seriously. I had some bad experiences with some faculty. I assume this has improved.
It was difficult to interact with other students or be friendly due to it being a commuter school.
It was the best foundation for life.
It wasn't BC's fault, but thanks to the SP in public school I started college at the age of 16. Accordingly, I was quite backwards socially and academically for the 4 years of my college life.
Jewish teachers could have been more interested in Black students. They were always much nicer to Jewish students.
Job placement for all students before graduation.
Learning is about life not only about subject matter. Faculty should be aware of this in their interaction with students.
Leave and go to a better college.
Less focus on grades, more emphasis on a sharing of student projects.
Life advisor besides study advisor.
Life experience training.
Like most colleges in the US, it could have had a more diverse range of ideas as opposed to "races and backgrounds" being trumpeted all over. Back when I was in college, and now more than ever only left-leaning "politically correct" thought is accepted. All other ideas are silenced. I wish I was exposed to other ideas when I was in college, as opposed to years later.
Listen more attentively to complaints made against some faculty members.
Literally you nailed it then. You had a real telescope, real physicist [Name Withheld]. Was a great urban school then.
Made the students more responsible for themselves.
Maybe provide psychological counseling for students.
Mentoring opportunities.
Mentoring.
More campus social activities.
More career guidance.
More classes on working class people.
More clubs and campus activities.
More clubs.
More contact.
More course group projects outside of the classroom setting to provide a different environment for group study and course work collaborations.
More diverse experiences outside of the Department of Africana Studies.
More emphasis on ethical behavior. But this can be a trap in colleges because true ethical teaching requires an ethical teacher with belief in God's laws, but not to misuse God's laws. Many college professors are making up their own definition of ethical behavior, e.g. support for terrorism or government handouts which are more social issues not ethical issues.
More encouragement for women to enter all professions.
More focus on the individual - especially in the context of large classes. There was not the personalized attention that I felt my children had when they went to smaller colleges.
More hands on situation and less paperwork.
More help with the academics that I mentioned above.
More house plan activity.
More independent studies and travel opportunity would have been helpful.
More individual attention. Simplify bureaucracy!
12. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped you grow as a person?

Open-Ended Comments:

More integrated activities to mitigate the limitations posed by attendance at a commuter school.
More interaction with faculty.
More interactions with faculty.
More internship opportunities.
More internships, more helpful professors.
More internships.
More involved career counseling.
More meetings with supervisor for guidance and make sure they don't have too much on their professional plate so that they have time to actually counsel students.
More opportunities for co-curricular involvement.
More opportunity for field work in the Dept. of psychology.
More out-of-classroom interaction with faculty; informal talks, guest seminars and get together of that ilk.
More outside experience such as internships.
More outside speakers.
More personal counseling regarding my coursework as I basically took required courses during my first two years without any regard to my personal interests.
More personal interaction with staff.
More personal interaction.
More personal treatment.
More personalized interactions with faculty.
More programs/events for graduate students to attend.
More sensitive to the psychological needs of student.
More social events and more direct experience with topics being taught and how that would apply to the real world, but otherwise I was happy with the education.
More understanding.
My college experience was the best! The professors were knowledgeable and differentiated the course work, for learning styles and approaches. They were always supportive and available for consultation.
My experience was excellent.
My experience with the counseling department and my counselor in particular was pitiful. Almost caused me to drop out.  
My graduate advisor did a very poor job. I was studying Secondary Education with a focus to teach English Language Arts, and had asked her if I should either switch or double my concentration to include Special Education. I was concerned with the unbalanced ratio of unemployed English teachers and spare job openings. My advisor, [Name Withheld], said that it would not be necessary to pursue Special Education, as I would definitely find a teaching position in English. She was also responsible for scheduling my student teaching practicum, and both semesters I was paired with teachers who not only didn't provide me with my own class, but would not switch my assignments when I explained the circumstances. I have not secured a teaching position post-graduation, and it is still the case years later. I partially blame [Name Withheld] for my misfortune.
My time at BC was a true growing and challenging experience. The essentials were all there for me. I am a real proud graduate of BC and forever grateful for those four years.
My time there (67-71) was turbulent but all those challenges helped me grow and mature.
Nah. I found myself at college.
No - it reinforced my scholarly ambitions!
No - that part was and is up to me! Also, experience and time help people grow. But thanks for asking!
No - the exposure to so many different people did more than anything else could have.
No - they really did their job.
No comment.
No comment.
No great interaction with students and teachers.
No they did a fine job. I got to study physics and math and also liberal arts, which I think was better for me than just a technical education I might have gotten at an engineering school.
No! I think Brooklyn College helped me develop as a person socially!
No, as a night student there was not much time for anything else.
No, cannot think of anything.
12. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped you grow as a person?

Open-Ended Comments:

No, every experience at Brooklyn College helped me to grow.
No, however, I think it needs to be stressed that orthodox kiruv (outreach) groups shouldn't be on campus in a position to proselytize.
No, I don't think so.
No, I had good experiences.
No, I survived the BC experience, and fared much better in other academic institutions, going on to teach in two areas of "expertise". Luckily, there was no EEOC in effect at the time I attended. N.B.: Your survey question #16 below needs to have a "prefer not to answer" selection choice as well as an "Italian-American" selection. Have times really changed?
No, I think outside activities were always available and I regret that I didn't participate more!
No, I was a mature adult.
No, I was part of The Scholar's Program. The school prepared me well for the person I was at graduation and the person I am today.
No, I was too stubborn.
No, it was an amazing education.
No, it was up to me to take advantage of all the opportunities that Brooklyn College offered.
No, nor do I believe that. That belongs to parents and church.
No, the education I received did, naturally, help me to grow.
No, they did everything perfectly. Stimulated me, encouraged me, and helped me on a path to become a prominent scientist.
No, they did pretty well, supporting our efforts to stop the war.
No. (370 Responses)
No. All my time at Brooklyn College was, for me, an opening and expanding for life in general.
No. For a school it did as well as any Ivy school.
No. I believe I received a very well-rounded education.
No. I enjoyed a variety of social, athletic and cultural activities and groups.
No. I found it to be a very nurturing environment. My opinion hasn't really changed even after 40+ years in Higher Ed.
No. I grew a great deal from a sheltered student at an all-male high school to my more socially and politically aware person.
No. I grew there and entered a new world.
No. I had a wonderful experience at Brooklyn College, for which I will always be grateful.
No. I met and married my wife, a fellow student in the class year after mine. We have been married 63 years, raised 3 children, have 5 grandchildren, and still are very much in love with each other.
No. I took part in activities that helped me develop skills that I use today.
No. My experience at Brooklyn College was truly life changing.
No. My gender? Are you all serious? Of course I'm a female. I was from the moment of conception. (re: question 15).
No. My whole educational experience was exceptional.
No. Perfect as it is (was).
No. Some of my growth as a person came from juggling my responsibilities of school and work.
No. That was the responsibility of my parents and, ultimately, me.
No. The campus was diverse and the school's overall "spirit" was peaceful and positive. Based on my relatives experiences there now I would never attend if I had to do it all over again. The school has turned into a divisive state with a liberal political agenda from the faculty on down which has poisoned the peace and created friction based on narrow mindedness and the inability to debate peacefully and see other's point of view. The supposedly tolerant are the ones who are intolerant. Unfortunately, this is not unlike most institutions of higher learning today. My experiences were great but at this moment in time I would never allow my children to attend. I hope that changes.
No. The college gave me a chance to meet an economically diverse group that get me to better understand others.
No. There was an excellent support network of instructors, counselors and friends.
No. This was a true strength of my program.
None that I can think of now.
None that I can think of.
None that I recall.
Not at all.
Not dropped the Athletics program.
Not enough time for social life.
Not especially, was a well-rounded program.
Not introduced me to my abusive ex-boyfriend but I guess that's not exactly the college's fault.
Not limited me to female oriented activities and experiences, however I am sure that is no longer the case.
12. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped you grow as a person?

Open-Ended Comments:

Not particularly. I was very much involved in student government, graduate economics society, Newman Club all of which helped me grow both personally and professionally.

Not really I was an adult when I went back and really wanted to learn. Perhaps more discussion groups.

Not really.

Not really.

Not really.

Not really.

Not really.

Not really.

Not really.

Not really.

Not really.

Not really.

Not really.

Not really.

Not really.

Not really. BC gave me the opportunity to enlist in many activities options.

Not really. Can’t think of anything at this moment.

Not really. It was one of the best periods of my life. I was very happy there.

Not sure I can answer this one so many years later.

Not sure it's the job of the college.

Not sure.

Not sure.

Not sure.

Not sure.

Not sure. Grad students are somewhat neglected. (PhD students from the Grad Center had more recognition). At the time, the Grad Dean's Office made efforts to assist grad students with funds for research and travel as well as sponsor workshops that were beneficial.

Not that I can recall from 50 years ago.

Not that I can recall.

Not that I can recall.

Not that I can recall.

Not that I can recall. BC afforded me with a wonderful opportunity to develop into the person that I am now.

Not that I can think of at the moment.

Not that I can think of now. BC afforded me with a wonderful opportunity to develop into the person that I am now.

Not that I can think of right now.

Not that I can think of today. Brooklyn College helped me grow as person by introducing me to new ideas through its challenging curriculum.

Not that I can think of.

Not that I can think of.

Not that I can think of.
12. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped you grow as a person?

Open-Ended Comments:

Not that I can think of. Standards were high. Getting a B was tough, as C was the default grade. That has changed, but back then the standards were very rigorous.

Not that I could think of.

Not that I recall.

Nothing - it was a microcosm of the world.

Nothing at all. They did a great job.

Nothing comes to mind.

Nothing I can recall.

Nothing I can think of.

Nothing I can think of.

Nothing I can think of.

Nothing that I know of.

Nothing that the atmosphere and courses did not succeed in doing.

Nothing.

Nothing.

Nothing.

Nothing.

Nothing.

Nothing.

Nothing.

Nothing.

Offer various science related trips.

Offered courses in the political process.

Offering of counseling for students! To help coping with stress! Better payments & offering of jobs on campus!

On-campus dormitory.

Only allowed 5 applications to medical school could have used more.

Overall, excellent experience. As noted previously, housing would have made life easier.

Part of the college experience is the freedom to grow and that needs to be part of each individual's journey, not orchestrated by the school. There shouldn't be hand holding here.

Perfect as it was.

Perhaps a guidance counselor for entering students more attuned to my interests at the time.

Perhaps assigned advisors. Went to masters program at hunter, they had human interaction.

Perhaps more activities for Freshmen that were not optional - since I would never have gone if I knew I didn't have to go.

Perhaps more situations to do get involved in charitable causes.

Perhaps some psychological help.

Perhaps.

Possibly more weekend activities.

Possibly, but I would have to really think about it. It was a long time ago.

Possibly, but it was 1968.

Probably an internship program with New York City programs providing services for indigent New Yorkers.

Probably some more required guidance as an incoming freshman by a more professional person than who was available to me. I think I was having a tough time in my early college years. The "counselor" as I recall was intimidated by my youthful problems and was totally unhelpful. She had no real life experience. I hope that this has changed as I feel that my situation was not unique.

Professors could have been more personally accessible. I do not recall any instructor or professor reaching out to get to know the students on a personal level, interact with students in informal settings such as coffee get together soon etc. It was very institutional and not at all engaging. I ultimately taught at the college level, and I made an effort to relate to my students on a personal level. I wish I had the same experiences as an undergraduate at Brooklyn College.

Promoted more the available social clubs, awareness.

Provide more career guidance, direction, and relevant business courses.

Provide more practical knowledge (workshops/projects, etc.).

Provide opportunity to learn to work on a project in a team effort.

Provided an environment safe from anti-Semitism and Israel-bashing.
12. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped you grow as a person?

Open-Ended Comments:

Providing a counselor or advisor with whom I could have had a one to one relationship and received advice that would have gotten more both intellectually and socially.

Realize BC wants to treat students as adults, but I believe every student should be required to meet with an advisor (academic and career) once each semester and have the option of waiving that meeting. Kids today don't necessarily know options available, or even options on campus re: education/degree.

Show appreciation for the hard work of the students that make there school look good. Show interest in retaining former desirable students in some type of role within the school setting. BC needs to show new students success from former students and show/share the need and success of students within not the school but the community.

Smaller class room sizes.

Smaller class sizes and more personal interaction between students and faculty.

Social support services for family discord.

Some spirituality classes, some discussion of values.

Someone connected with me regarding career guidance.

Strange to say this so many years later - allowed women to wear jeans.

Student housing.

Student work experiences.

Suggested a different major.

Support and practice in communication with professors when not agreeing with their viewpoints on subject matter or assignment grades.

Tell me more about clubs and social opportunities.

That was up to me and not to the college.

That worked well, but that was sixty-some years ago. I am grateful that BC, unlike my grad school, took women seriously, even before the Civil Rights Act.

The college wasn't nearly diverse enough, though I didn't recognize that as an issue at the time.

The faculty and administration were very supportive and helped me in my personal as well as professional growth.

The faculty gave me wonderful support, and I can't think of anything to complain about, except that because I was an adult, they, at first, tried to discourage me from taking on a biology major.

The first two years required courses and the classes were separated as male and female. Big mistake socially and academically on the college's part. The men's classes encouraged higher/deeper level of study and student participation. Later elective courses were more stimulating and valuable.

The individual had to show initiative, all of the experiences and facilities were available, but many probably never took advantage, more individual guidance perhaps by older students might have been helpful.

The office staff and Bursar's staff were rude and unhelpful. I often felt embattled and hassled for no reason.

The professors and counselors helped me to grow as a person.

The school did not have a strong community outside of classes.

The student body was not diverse. I felt I was at an extension of my Brooklyn High School.

There could have been a better guidance program.

There could have been more student-community building activities. Most of my peers just went to class and went home.

There was no connection to the institution if your primary classes were at night.

There was nothing personal about my education. No advice, counseling, mentoring. Felt completely on my own and had to make life choices as a teenager.

There was very little career development guidance at that time-hope that has changed.

They could have had fat friendly desks. If you have to sit for 3 hours you should be comfortable.

They probably could have had better counseling services. As I recall, the services were limited and I ended up going to Kings County Hospital outpatient clinic on Clarkson Avenue, where I saw a social worker for two years. Who knows how I would have gotten through college without that help.

They should advertise the student health clinic more. Also, having the student health clinic in a more remote location where students congregant will bring more awareness to this important service for students.

This was during the Vietnam War era - the administration seemed to not connect with the students.
12. Was there anything Brooklyn College could have done differently at the time you were a student that could have helped you grow as a person?

Open-Ended Comments:

Today's college experience is quite different. Much more awareness of the students needs socially as well as academically.
Too long ago to be relevant.
Too long ago to know for sure. Perhaps because for many it was a commuter college we weren't forced to be independent early on.
Too long ago to remember.
Too many teachers lived in a bubble absent of real life experience.
Too many years have passed to give a wise answer.
Treat the students better.
Unfortunately, working as a full time teacher, far away from the campus, if there was something offered there wasn't enough time to take advantage of it.
Very satisfied with my personal growth at the college.
We expected much less in 1969.
We were very isolated from the rest of the college - so we didn't participate in clubs or any student activities.
Well, I went from 6'3 in September, 1961 to 6'5 ½ in June, 1965. (Don't remember my weight, but on the skinny side back then). Growth was not my problem.
Well, the bureaucracy got a little tiring at times. But the school overall definitely helped me grow as a person.
Why is there a question mark at the end of sentence #13 below? It is a statement, not a question. That does not reflect well on the school.
Yes - allow more access to consult with instructors outside of class for help with assignments.
Yes make career counseling and mentoring available from the 1st year.
Yes not be so favoring to the Jewish religion.
Yes, concentrate more on how to connect students with employers, so they get their money's worth.
Yes, have small group discussions with student in your major if possible, but not necessary.
Yes, I could have worked with a dedicated faculty member who had a genuine interest in my present and future interests. As it was, the full time faculty couldn't be bothered to spend much of any time with me. I was an inconvenience.
Yes, I wish the Brooklyn College provided opportunity for people of color in higher education to come to the college to give talks in.
Yes, it could have supported the Asian American population.
Yes, more time spent at campus and facilities.
Yes, offer group counseling for emotionally screwed up students.
Yes, offered some technical engineering type courses. I had graduated from Brooklyn Tech HS and wanted a tech type education. CCNY was too far to travel to where I could have gotten an engineering degree. So as a kid I opted for BC.
Yes. (8 Responses)
Yes. I should have taken more non science classes.
Yes. I was a commuter student (as were we all back then). A short (say, one-week) off campus residential program would have given me a taste of collegiate life experienced by many of my friends. As it was I went to Harvard Summer School between my sophomore and junior years and that was an eye-opener.
Yes. Take much more seriously the hiring of competent core curriculum instructors, including among the full-time faculty.
You could have treated me as a person.
13. From this list, please identify three skills you think are the most important for Brooklyn College students to develop?

**UNIVARIATE SUMMARY ANALYSIS:**

<table>
<thead>
<tr>
<th>Response</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills for applying social justice and promoting social awareness.</td>
<td>191</td>
<td>18.3%</td>
</tr>
<tr>
<td>Skills for effective written communication.</td>
<td>710</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Skills for collaborative leadership.</td>
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<td>24.2%</td>
</tr>
<tr>
<td>Skills for working with people whose cultural or ethnic backgrounds are different from your own.</td>
<td>342</td>
<td>32.8%</td>
</tr>
<tr>
<td>Skills for identifying and resolving ethical dilemmas.</td>
<td>142</td>
<td>13.6%</td>
</tr>
<tr>
<td>Computer literacy skills.</td>
<td>208</td>
<td>19.9%</td>
</tr>
<tr>
<td>Critical thinking skills.</td>
<td>738</td>
<td>70.7%</td>
</tr>
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<td><strong>Total</strong></td>
<td>1,044</td>
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(Note: Alumni may select multiple responses to this item, so totals may exceed total survey response count. "Total" is the count of respondents who provided a response.)
13. From this list, please identify three skills you think are the most important for Brooklyn College students to develop?

**BREAKDOWN BY SELECTED VARIABLES**

**By Gender:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
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<th>Male</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Skills for applying social justice and promoting social awareness.</td>
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<tr>
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<td>19.4%</td>
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<td>37.6%</td>
<td>137</td>
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</tr>
<tr>
<td>Skills for identifying and resolving ethical dilemmas.</td>
<td>73</td>
<td>13.6%</td>
<td>69</td>
<td>13.8%</td>
</tr>
<tr>
<td>Computer literacy skills.</td>
<td>94</td>
<td>17.6%</td>
<td>113</td>
<td>22.6%</td>
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<tr>
<td>Critical thinking skills.</td>
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<td>67.9%</td>
<td>370</td>
<td>74.1%</td>
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**By Ethnicity:**

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<tr>
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<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White</th>
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<td>5</td>
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<td>7</td>
<td>44</td>
<td>10</td>
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<td>17</td>
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<tr>
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<td>88</td>
<td>27</td>
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<td>133</td>
<td>43</td>
<td>1</td>
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Office of Institutional Research and Data Analysis
13. From this list, please identify three skills you think are the most important for Brooklyn College students to develop?

### Year Received Highest Degree From Brooklyn College:

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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Skills for applying social justice and promoting social awareness.</td>
<td>94 16.6%</td>
<td>11 9.8%</td>
<td>17 21.5%</td>
<td>26 25.5%</td>
<td>37 24.5%</td>
</tr>
<tr>
<td>Skills for effective written communication.</td>
<td>398 70.2%</td>
<td>82 73.2%</td>
<td>47 59.5%</td>
<td>64 62.7%</td>
<td>98 64.9%</td>
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<tr>
<td>Skills for effective oral communication.</td>
<td>339 59.8%</td>
<td>67 59.8%</td>
<td>50 63.3%</td>
<td>46 45.1%</td>
<td>72 47.7%</td>
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<tr>
<td>Skills for collaborative leadership.</td>
<td>113 19.9%</td>
<td>29 25.9%</td>
<td>26 32.9%</td>
<td>33 32.4%</td>
<td>44 29.1%</td>
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<tr>
<td>Skills for working with people whose cultural or ethnic backgrounds are different from your own.</td>
<td>146 25.7%</td>
<td>31 27.7%</td>
<td>31 39.2%</td>
<td>48 47.1%</td>
<td>68 45.0%</td>
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<tr>
<td>Skills for identifying and resolving ethical dilemmas.</td>
<td>74 13.1%</td>
<td>12 10.7%</td>
<td>10 12.7%</td>
<td>16 15.7%</td>
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</tr>
<tr>
<td>Computer literacy skills.</td>
<td>111 19.6%</td>
<td>29 25.9%</td>
<td>12 15.2%</td>
<td>21 20.6%</td>
<td>27 17.9%</td>
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<tr>
<td>Critical thinking skills.</td>
<td>437 77.1%</td>
<td>73 65.2%</td>
<td>55 69.6%</td>
<td>65 63.7%</td>
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<td>Total</td>
<td>567 100.0%</td>
<td>112 100.0%</td>
<td>79 100.0%</td>
<td>102 100.0%</td>
<td>151 100.0%</td>
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### Highest Degree Earned at Brooklyn College:

<table>
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<tr>
<th>Response</th>
<th>Bachelor's Degree</th>
<th>Master's Degree</th>
<th>Advanced Certificate</th>
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<tbody>
<tr>
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<td>%</td>
<td>No.</td>
</tr>
<tr>
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<td>7 28.0%</td>
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<td>162 63.8%</td>
<td>12 48.0%</td>
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<tr>
<td>Skills for effective oral communication.</td>
<td>439 58.3%</td>
<td>130 51.2%</td>
<td>16 64.0%</td>
</tr>
<tr>
<td>Skills for collaborative leadership.</td>
<td>170 22.6%</td>
<td>73 28.7%</td>
<td>8 32.0%</td>
</tr>
<tr>
<td>Skills for working with people whose cultural or ethnic backgrounds are different from your own.</td>
<td>228 30.3%</td>
<td>96 37.8%</td>
<td>10 40.0%</td>
</tr>
<tr>
<td>Skills for identifying and resolving ethical dilemmas.</td>
<td>99 13.1%</td>
<td>39 15.4%</td>
<td>3 12.0%</td>
</tr>
<tr>
<td>Computer literacy skills.</td>
<td>160 21.2%</td>
<td>47 18.5%</td>
<td>1 4.0%</td>
</tr>
<tr>
<td>Critical thinking skills.</td>
<td>536 71.2%</td>
<td>177 69.7%</td>
<td>16 64.0%</td>
</tr>
<tr>
<td>Total</td>
<td>753 100.0%</td>
<td>254 100.0%</td>
<td>25 100.0%</td>
</tr>
</tbody>
</table>
13. From this list, please identify three skills you think are the most important for Brooklyn College students to develop?

**First Admitted to Brooklyn College as a:**

<table>
<thead>
<tr>
<th>Response</th>
<th>First Time Freshman No.</th>
<th>Transfer Student No.</th>
<th>Second Degree or Post-Baccalaureate Student No.</th>
<th>Graduate Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills for applying social justice and promoting social awareness.</td>
<td>121 16.7%</td>
<td>42 22.0%</td>
<td>3 23.1%</td>
<td>25 22.3%</td>
</tr>
<tr>
<td>Skills for effective written communication.</td>
<td>514 71.0%</td>
<td>119 62.3%</td>
<td>6 46.2%</td>
<td>67 59.8%</td>
</tr>
<tr>
<td>Skills for effective oral communication.</td>
<td>424 58.6%</td>
<td>99 51.8%</td>
<td>6 46.2%</td>
<td>57 50.9%</td>
</tr>
<tr>
<td>Skills for collaborative leadership.</td>
<td>156 21.5%</td>
<td>53 27.7%</td>
<td>5 38.5%</td>
<td>38 33.9%</td>
</tr>
<tr>
<td>Skills for working with people whose cultural or ethnic backgrounds are different from your own.</td>
<td>207 28.6%</td>
<td>78 40.8%</td>
<td>3 23.1%</td>
<td>53 47.3%</td>
</tr>
<tr>
<td>Skills for identifying and resolving ethical dilemmas.</td>
<td>93 12.8%</td>
<td>30 15.7%</td>
<td>3 23.1%</td>
<td>16 14.3%</td>
</tr>
<tr>
<td>Computer literacy skills.</td>
<td>149 20.6%</td>
<td>37 19.4%</td>
<td>4 30.8%</td>
<td>17 15.2%</td>
</tr>
<tr>
<td>Critical thinking skills.</td>
<td>533 73.6%</td>
<td>130 68.1%</td>
<td>7 53.8%</td>
<td>65 58.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>724 100.0%</td>
<td>191 100.0%</td>
<td>13 100.0%</td>
<td>112 100.0%</td>
</tr>
</tbody>
</table>
14. How were you admitted to Brooklyn College? Please check any of the following that ever applied to you.

**UNIVARIATE SUMMARY ANALYSIS:**

<table>
<thead>
<tr>
<th>Response</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a first time freshman: Brooklyn College was the first college I ever attended.</td>
<td>732</td>
<td>69.8%</td>
</tr>
<tr>
<td>As a transfer student: I had attended at least one other college prior to my undergraduate experience at Brooklyn College.</td>
<td>195</td>
<td>18.6%</td>
</tr>
<tr>
<td>As a second degree or post-baccalaureate student: I was admitted to Brooklyn College for after completing an undergraduate degree, but not to pursue a graduate degree.</td>
<td>26</td>
<td>2.5%</td>
</tr>
<tr>
<td>As a graduate student: I was admitted to Brooklyn College for graduate study.</td>
<td>182</td>
<td>17.3%</td>
</tr>
<tr>
<td>Total</td>
<td>1,049</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

(Note: Alumni may select multiple responses to this item, so totals may exceed total survey response count. "Total" is the count of respondents who provided a response.)
14. How were you admitted to Brooklyn College? Please check any of the following that ever applied to you.

**BREAKDOWN BY SELECTED VARIABLES**

**By Gender:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Female No.</th>
<th>%</th>
<th>Male No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a first time freshman: Brooklyn College was the first college I ever attended.</td>
<td>357</td>
<td>66.4%</td>
<td>371</td>
<td>73.6%</td>
</tr>
<tr>
<td>As a transfer student: I had attended at least one other college prior to my undergraduate experience at Brooklyn College.</td>
<td>99</td>
<td>18.4%</td>
<td>95</td>
<td>18.8%</td>
</tr>
<tr>
<td>As a second degree or post-baccalaureate student: I was admitted to Brooklyn College for after completing an undergraduate degree, but not to pursue a graduate degree.</td>
<td>19</td>
<td>3.5%</td>
<td>7</td>
<td>1.4%</td>
</tr>
<tr>
<td>As a graduate student: I was admitted to Brooklyn College for graduate study.</td>
<td>109</td>
<td>20.3%</td>
<td>71</td>
<td>14.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>538</td>
<td>100.0%</td>
<td>504</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**By Ethnicity:**

<table>
<thead>
<tr>
<th>Response</th>
<th>American Indian or Alaskan Native No.</th>
<th>%</th>
<th>Asian No.</th>
<th>%</th>
<th>Black or African American No.</th>
<th>%</th>
<th>Hispanic No.</th>
<th>%</th>
<th>Native Hawaiian or Other Pacific Islander No.</th>
<th>%</th>
<th>White No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a first time freshman: Brooklyn College was the first college I ever attended.</td>
<td>4</td>
<td>57.1%</td>
<td>17</td>
<td>56.7%</td>
<td>57</td>
<td>42.5%</td>
<td>27</td>
<td>62.8%</td>
<td>1</td>
<td>100.0%</td>
<td>630</td>
<td>76.2%</td>
</tr>
<tr>
<td>As a transfer student: I had attended at least one other college prior to my undergraduate experience at Brooklyn College.</td>
<td>2</td>
<td>28.6%</td>
<td>5</td>
<td>16.7%</td>
<td>45</td>
<td>33.6%</td>
<td>14</td>
<td>32.6%</td>
<td>0</td>
<td>0.0%</td>
<td>125</td>
<td>15.1%</td>
</tr>
<tr>
<td>As a second degree or post-baccalaureate student: I was admitted to Brooklyn College for after completing an undergraduate degree, but not to pursue a graduate degree.</td>
<td>1</td>
<td>14.3%</td>
<td>2</td>
<td>6.7%</td>
<td>5</td>
<td>3.7%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>17</td>
<td>2.1%</td>
</tr>
<tr>
<td>As a graduate student: I was admitted to Brooklyn College for graduate study.</td>
<td>1</td>
<td>14.3%</td>
<td>7</td>
<td>23.3%</td>
<td>41</td>
<td>30.6%</td>
<td>4</td>
<td>9.3%</td>
<td>0</td>
<td>0.0%</td>
<td>122</td>
<td>14.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
<td>100.0%</td>
<td>30</td>
<td>100.0%</td>
<td>134</td>
<td>100.0%</td>
<td>43</td>
<td>100.0%</td>
<td>1</td>
<td>100.0%</td>
<td>827</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
14. How were you admitted to Brooklyn College? Please check any of the following that ever applied to you.

**Year Received Highest Degree From Brooklyn College:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>As a first time freshman: Brooklyn College was the first college I ever attended.</td>
<td>498 87.5%</td>
<td>79 70.5%</td>
<td>48 60.8%</td>
<td>37 35.9%</td>
<td>50 32.9%</td>
</tr>
<tr>
<td>As a transfer student: I had attended at least one other college prior to my undergraduate experience at Brooklyn College.</td>
<td>58 10.2%</td>
<td>21 18.8%</td>
<td>17 21.5%</td>
<td>34 33.0%</td>
<td>56 36.8%</td>
</tr>
<tr>
<td>As a second degree or post-baccalaureate student: I was admitted to Brooklyn College for after completing an undergraduate degree, but not to pursue a graduate degree.</td>
<td>4 0.7%</td>
<td>4 3.6%</td>
<td>2 2.5%</td>
<td>2 1.9%</td>
<td>12 7.9%</td>
</tr>
<tr>
<td>As a graduate student: I was admitted to Brooklyn College for graduate study.</td>
<td>45 7.9%</td>
<td>20 17.9%</td>
<td>19 24.1%</td>
<td>35 34.0%</td>
<td>53 34.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>569 100.0%</td>
<td>112 100.0%</td>
<td>79 100.0%</td>
<td>103 100.0%</td>
<td>152 100.0%</td>
</tr>
</tbody>
</table>

**Highest Degree Earned at Brooklyn College:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Bachelor's Degree No.</th>
<th>Bachelor's Degree %</th>
<th>Master's Degree No.</th>
<th>Master's Degree %</th>
<th>Advanced Certificate No.</th>
<th>Advanced Certificate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a first time freshman: Brooklyn College was the first college I ever attended.</td>
<td>599 79.0%</td>
<td>115 45.3%</td>
<td>10 41.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a transfer student: I had attended at least one other college prior to my undergraduate experience at Brooklyn College.</td>
<td>149 19.7%</td>
<td>41 16.1%</td>
<td>1 4.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a second degree or post-baccalaureate student: I was admitted to Brooklyn College for after completing an undergraduate degree, but not to pursue a graduate degree.</td>
<td>20 2.6%</td>
<td>6 2.4%</td>
<td>0 0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a graduate student: I was admitted to Brooklyn College for graduate study.</td>
<td>11 1.5%</td>
<td>152 59.8%</td>
<td>17 70.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>758 100.0%</td>
<td>254 100.0%</td>
<td>24 100.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
15. Which of the following best describes your gender?

**UNIVARIATE SUMMARY ANALYSIS:**

<table>
<thead>
<tr>
<th>Response</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>538</td>
<td>51.6%</td>
</tr>
<tr>
<td>Male</td>
<td>505</td>
<td>48.4%</td>
</tr>
<tr>
<td>Total</td>
<td>1,043</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Bar Graph:**
- Female: 51.6%
- Male: 48.4%
15. Which of the following best describes your gender?

### BREAKDOWN BY SELECTED VARIABLES

#### Ethnicity:

<table>
<thead>
<tr>
<th>Response</th>
<th>American Indian or Alaskan Native No.</th>
<th>American Indian or Alaskan Native %</th>
<th>Asian No.</th>
<th>Asian %</th>
<th>Black or African American No.</th>
<th>Black or African American %</th>
<th>Hispanic No.</th>
<th>Hispanic %</th>
<th>Native Hawaiian or Other Pacific Islander No.</th>
<th>Native Hawaiian or Other Pacific Islander %</th>
<th>White No.</th>
<th>White %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>3</td>
<td>42.9%</td>
<td>13</td>
<td>43.3%</td>
<td>94</td>
<td>70.7%</td>
<td>26</td>
<td>60.5%</td>
<td>0</td>
<td>0.0%</td>
<td>395</td>
<td>47.8%</td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>57.1%</td>
<td>17</td>
<td>56.7%</td>
<td>39</td>
<td>29.3%</td>
<td>17</td>
<td>39.5%</td>
<td>1</td>
<td>100.0%</td>
<td>431</td>
<td>52.2%</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100.0%</td>
<td>30</td>
<td>100.0%</td>
<td>133</td>
<td>100.0%</td>
<td>43</td>
<td>100.0%</td>
<td>1</td>
<td>100.0%</td>
<td>826</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Year Received Highest Degree From Brooklyn College:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>247</td>
<td>43.6%</td>
<td>53</td>
<td>47.3%</td>
<td>52</td>
<td>66.7%</td>
<td>69</td>
<td>68.3%</td>
<td>98</td>
<td>64.9%</td>
</tr>
<tr>
<td>Male</td>
<td>320</td>
<td>56.4%</td>
<td>59</td>
<td>52.7%</td>
<td>26</td>
<td>33.3%</td>
<td>32</td>
<td>31.7%</td>
<td>53</td>
<td>35.1%</td>
</tr>
<tr>
<td>Total</td>
<td>567</td>
<td>100.0%</td>
<td>112</td>
<td>100.0%</td>
<td>78</td>
<td>100.0%</td>
<td>101</td>
<td>100.0%</td>
<td>151</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Highest Degree Earned at Brooklyn College:

<table>
<thead>
<tr>
<th>Response</th>
<th>Bachelor's Degree No.</th>
<th>Bachelor's Degree %</th>
<th>Master's Degree No.</th>
<th>Master's Degree %</th>
<th>Advanced Certificate No.</th>
<th>Advanced Certificate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>361</td>
<td>47.8%</td>
<td>158</td>
<td>62.7%</td>
<td>12</td>
<td>52.2%</td>
</tr>
<tr>
<td>Male</td>
<td>394</td>
<td>52.2%</td>
<td>94</td>
<td>37.3%</td>
<td>11</td>
<td>47.8%</td>
</tr>
<tr>
<td>Total</td>
<td>755</td>
<td>100.0%</td>
<td>252</td>
<td>100.0%</td>
<td>23</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### First Admitted to Brooklyn College as a:

<table>
<thead>
<tr>
<th>Response</th>
<th>First Time Freshman No.</th>
<th>First Time Freshman %</th>
<th>Transfer Student No.</th>
<th>Transfer Student %</th>
<th>Second Degree or Post-Baccalaureate Student No.</th>
<th>Second Degree or Post-Baccalaureate Student %</th>
<th>Graduate Student No.</th>
<th>Graduate Student %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>357</td>
<td>49.0%</td>
<td>97</td>
<td>50.8%</td>
<td>11</td>
<td>84.6%</td>
<td>73</td>
<td>66.4%</td>
</tr>
<tr>
<td>Male</td>
<td>371</td>
<td>51.0%</td>
<td>94</td>
<td>49.2%</td>
<td>2</td>
<td>15.4%</td>
<td>37</td>
<td>33.6%</td>
</tr>
<tr>
<td>Total</td>
<td>728</td>
<td>100.0%</td>
<td>191</td>
<td>100.0%</td>
<td>13</td>
<td>100.0%</td>
<td>110</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
16. Which of the following best describes your ethnicity? Please select all that apply.

<table>
<thead>
<tr>
<th>Response</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>7</td>
<td>0.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>30</td>
<td>3.0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>134</td>
<td>13.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>43</td>
<td>4.3%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>White</td>
<td>829</td>
<td>82.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,009</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

(Note: Alumni may select multiple responses to this item, so totals may exceed total survey response count. "Total" is the count of respondents who provided a response.)
16. Which of the following best describes your ethnicity? Please select all that apply.

## BREAKDOWN BY SELECTED VARIABLES

### By Gender:

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>%</th>
<th>Male</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>3</td>
<td>0.6%</td>
<td>4</td>
<td>0.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>13</td>
<td>2.5%</td>
<td>17</td>
<td>3.5%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>94</td>
<td>18.2%</td>
<td>39</td>
<td>8.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>26</td>
<td>5.0%</td>
<td>17</td>
<td>3.5%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>0.2%</td>
</tr>
<tr>
<td>White</td>
<td>395</td>
<td>76.6%</td>
<td>431</td>
<td>88.1%</td>
</tr>
<tr>
<td>Total</td>
<td>516</td>
<td>100.0%</td>
<td>489</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Year Received Highest Degree From Brooklyn College:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>2</td>
<td>0.4%</td>
<td>1</td>
<td>1.0%</td>
<td>1</td>
<td>1.3%</td>
<td>2</td>
<td>2.0%</td>
<td>1</td>
<td>0.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0.0%</td>
<td>6</td>
<td>5.8%</td>
<td>4</td>
<td>5.1%</td>
<td>7</td>
<td>7.1%</td>
<td>12</td>
<td>8.4%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>14</td>
<td>2.5%</td>
<td>6</td>
<td>5.8%</td>
<td>25</td>
<td>32.1%</td>
<td>35</td>
<td>35.7%</td>
<td>48</td>
<td>33.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>0.9%</td>
<td>5</td>
<td>4.9%</td>
<td>12</td>
<td>15.4%</td>
<td>9</td>
<td>9.2%</td>
<td>11</td>
<td>7.7%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>1.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>540</td>
<td>97.5%</td>
<td>88</td>
<td>85.4%</td>
<td>46</td>
<td>59.0%</td>
<td>51</td>
<td>52.0%</td>
<td>79</td>
<td>55.2%</td>
</tr>
<tr>
<td>Total</td>
<td>554</td>
<td>100.0%</td>
<td>103</td>
<td>100.0%</td>
<td>78</td>
<td>100.0%</td>
<td>98</td>
<td>100.0%</td>
<td>143</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
16. Which of the following best describes your ethnicity? Please select all that apply.

**Highest Degree Earned at Brooklyn College:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Bachelor's Degree No.</th>
<th>Bachelor's Degree %</th>
<th>Master's Degree No.</th>
<th>Master's Degree %</th>
<th>Advanced Certificate No.</th>
<th>Advanced Certificate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>5</td>
<td>0.7%</td>
<td>2</td>
<td>0.8%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>23</td>
<td>3.1%</td>
<td>6</td>
<td>2.5%</td>
<td>1</td>
<td>4.5%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>81</td>
<td>11.1%</td>
<td>46</td>
<td>19.0%</td>
<td>4</td>
<td>18.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>31</td>
<td>4.2%</td>
<td>12</td>
<td>5.0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>0.1%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>613</td>
<td>83.7%</td>
<td>188</td>
<td>77.7%</td>
<td>18</td>
<td>81.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>732</td>
<td>100.0%</td>
<td>242</td>
<td>100.0%</td>
<td>22</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**First Admitted to Brooklyn College as a:**

<table>
<thead>
<tr>
<th>Response</th>
<th>First Time Freshman No.</th>
<th>First Time Freshman %</th>
<th>Transfer Student No.</th>
<th>Transfer Student %</th>
<th>Second Degree or Post-Baccalaureate Student No.</th>
<th>Second Degree or Post-Baccalaureate Student %</th>
<th>Graduate Student No.</th>
<th>Graduate Student %</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>4</td>
<td>0.6%</td>
<td>2</td>
<td>1.1%</td>
<td>1</td>
<td>8.3%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>17</td>
<td>2.4%</td>
<td>5</td>
<td>2.8%</td>
<td>1</td>
<td>8.3%</td>
<td>7</td>
<td>6.8%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>57</td>
<td>8.0%</td>
<td>44</td>
<td>24.3%</td>
<td>3</td>
<td>25.0%</td>
<td>30</td>
<td>29.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>27</td>
<td>3.8%</td>
<td>14</td>
<td>7.7%</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>0.1%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>630</td>
<td>88.6%</td>
<td>123</td>
<td>68.0%</td>
<td>7</td>
<td>58.3%</td>
<td>67</td>
<td>65.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>711</td>
<td>100.0%</td>
<td>181</td>
<td>100.0%</td>
<td>12</td>
<td>100.0%</td>
<td>103</td>
<td>100.0%</td>
</tr>
</tbody>
</table>