

August 25, 2006

Dear Reader,

We are pleased to present this report on our 2005 graduating class. The 1,192 students who received degrees were drawn from all six cities and nineteen towns in Westchester county and reflect closely the demographic characteristics of the county in terms of gender and ethnic background.

Our graduates are continuing their education at 46 colleges throughout the United States. In total, almost three-fifths (56.0%) of the respondents transferred to a four-year college, and nearly three-fourths (74.0%) are attending full-time.

Almost four-fifths (79.5%) of the respondents also are employed either full-time or part-time. They are employed by 73 different companies in Westchester county; another 29 companies in New York State, but outside the county; and an additional 13 firms located in other states. The mean salary for those holding full-time jobs was \$41,996. The median salary was \$37,833.

It is gratifying to know that the evaluation by the graduates of the college and the services it provides continues to remain high. In evaluating the *Overall Quality of Instruction* at Westchester Community College, 95.5% were either *very satisfied* (64.9%) or *satisfied* (30.6%). With regard to their *Overall College Experience*, 97.4% were either *very satisfied* (75.6%) or *satisfied* (21.8%).

The accomplishments of our graduates are a great source of pride to us. We believe you will share these feelings as you read this report.

Sincerely yours,

Dr. Joseph N. Hankin  
President

Dr. Julius C. Ford  
Vice-President and Dean of Students  
Personnel Services



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## EXECUTIVE SUMMARY

The graduates of Westchester Community College who responded to the 2005 Graduate Survey reported a considerable increase in salaries over the graduates of previous years reflecting the fully recovered, robust economy of Westchester County. The mean salary for those employed full-time is \$41,996, up \$7,895 from the previous year (\$34,101). Almost four-fifths (79.5%) reported being employed after six months, which is substantially higher than the previous year's graduating class (74.4%).

**Employment:** The 2005 graduates continued to feel positive about their jobs.

**Satisfaction with Job:** Over four-fifths (85.4%) of the graduates who responded were either *very satisfied* or *somewhat satisfied* with their jobs, and over four-fifths (85.1%) also were either *very satisfied* or *somewhat satisfied* with their *Opportunity to Advance*. Almost four-fifths (79.8%) further felt that their education at the college prepared them for their current job either *to a great degree* or *to a slight degree*.

**Location of Employment:** Half (50.0%) of the graduates who reported they were employed found employment in Westchester county. Another 18.8% of the graduates were employed outside Westchester, but inside New York State, while 7.5% found employment outside the state. The location of employment for 23.7% could not be determined. Thus we know that at the very least over two-thirds (68.8%) of the 2005 graduates who reported being employed were employed in New York State.

**Education:** The percentage transferring to a four-year college decreased slightly this year, with 56.0% of the graduates reporting they had transferred to a four-year college compared to 57.6% of the 2004 graduates.

**Attending College Full-Time:** Of the respondents who reported continuing their education, almost three-fourths 74.0% reported attending college *full-time*. This is a slight increase from last year's class (71.8%).

**Degree Aspirations:** As in previous years, a high percentage of the respondents (85.9%) intend to obtain a bachelor's degree or even a post baccalaureate degree. This percentage is slightly less than the previous year's percentage of 89.6%.

**Factors Facilitating Transfer:** Responses to a set of questions exploring factors important to facilitating student transfers showed that the ones considered *very important* by the largest percentage of respondents are: *Availability of Program Desired* (78.8%), *Location and Cost* (72.5%), and *Reputation of College* (66.9%).

**Demographic Characteristics:** A review of the demographic characteristics of the entire Class of 2005 reveals only slight changes from previous graduating classes.

**Gender:** The percentage of female graduates increased slightly from 61.5% in 2004 to 62.0% in 2005.

**Ethnic Background:** The percentage of Black graduates (17.6%) remained almost the same as last year's class (17.3%), while the percentage of Hispanics decreased to 14.7% from 16.9%.

**Age:** The percentage of students graduating under the age of twenty-two (22.5%) increased slightly over last year's class (21.4%). The percentage of graduates age 22 to 29 (43.0% in 2005) decreased slightly compared to 45.1% in 2004.

**Reasons for Attending:** Almost half (49.3%) reported that their major reason for attending Westchester Community College was to *Increase My Chances to Get a Specific Job or a Better Job*. Approximately one-third (32.2%) did so in order to transfer to a four-year institution. The remaining fifth (18.5%) did so to *Reach Other Goals Such As Self-fulfillment*.

**Evaluation of College Experience:** The respondents to the 2005 survey continue to give high marks to Westchester Community College on several broad questions concerning the college.

**Overall College Experience:** As in previous years, the overwhelming majority (97.4%) of the 2005 graduates were either *very satisfied* or *satisfied* when asked about their *Overall Westchester Community College Experience*. With regard to the *Quality of Instruction*, 95.5% reported being either *very satisfied* or *satisfied*.

**Courses in Major:** In evaluating courses in their major, a large percentage (94.7%) were either *very satisfied* or *satisfied*. This percentage is slightly lower than the previous year (98.0%).

**Availability of Courses:** This year, a slightly lower percentage (90.6%) expressed satisfaction with the *Availability of Courses*, than last year's graduating class (92.6%).

**Goals met by College Degree:** Over four-fifths of the graduates (86.6%) felt their goals were met by their college experience.

**Evaluation of Student Services:** In another series of questions, respondents were asked to rate their satisfaction with twenty of the college's services. The services to which the students gave the most *very satisfied* responses were: *Library Services* (73.9%), *Computer Services* (71.4%), *Tutorial Services* (60.5%) and *Reading and Math Skills Facilities* (58.6%).



**Effectiveness of the College in Helping to Achieve Goals of Respondents:** A large percentage of the respondents indicated that their goals had been met by their college experience.

**Employment Goals:** For the six questions exploring job-related goals, three-fourths or more of the respondents consistently indicated that Westchester Community College had been either *very effective* or *somewhat effective* in helping them to achieve these goals.

**Transfer Goals:** Of the graduates who cited *Transferring to a Four-year Institution* as a major goal, 98.9% indicated that Westchester Community College had been either *very effective* or *somewhat effective* in helping them to achieve this goal.

**Academic Goals:** The 2005 graduates also were asked a series of questions about their academic goals. Of the students who cited *Increased Knowledge and Understanding* as a goal, 84.1% rated Westchester Community College *very effective* and another 15.5% rated it *somewhat effective* for a total of 99.6% positive rating. Over four-fifths (82.9%) rated Westchester Community College *very effective* in helping to achieve their goal of *Increased Desire and Ability to Learn* with another 15.3% rating it *somewhat effective*, for a total of 98.2%.

**Personal Goals:** Over two-thirds of the graduates considered achieving personal growth as a part of their reason for attending Westchester Community College. Of the eight sub-goals listed, 97.7% felt Westchester Community College had been either *very effective* or *somewhat effective* in *Developing Interest in New Ideas*, and 91.7% in *Improving Self-Image*.

It should be kept in mind that the results of the survey are based on the responses of the 234 graduates who took the time to return the survey, which represents one-fifth (19.6%) of the entire graduating class of 1,192 students. We are grateful to these students for their cooperation. We also know from past experience that those who return the surveys are likely to be the ones who feel most successful. To the extent that this has occurred, a bias is built in to the results and should be kept in mind. On the other hand, it is clear from those who did respond that a very large percentage have an unusually high opinion of the college and the benefits they received from attending this institution.

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# THE GRADUATES OF 2005

**T**he *2005 Study of the Graduates* of Westchester Community College provides information about the 2005 graduating class in three ways. First, it profiles the demographic, educational, and work-related characteristics of these graduates. Secondly, it compares these graduates to graduates in previous years to identify trends existing among our recent graduates. Thirdly, it provides the results of an evaluation by the graduates of the services and resources offered at Westchester Community College, along with an evaluation by the graduates of the effectiveness of Westchester Community College in helping them to achieve these goals. These evaluations are used by the faculty and administrators of the College for planning and assessment purposes.

## METHODOLOGY

In Fall 2005, a survey (see Appendix 13) was sent to students who graduated from Westchester Community College either in the late summer of 2004, December 2004, or the spring of 2005, otherwise considered the graduating Class of 2005.

Of the 1,192 students who graduated in the Class of 2005 (1,065 with Associate degrees and 127 with certificates), a total of 234 returned a completed, usable survey. This yielded a sample size of 19.6%.

A comparison of the respondents to the known demographic characteristics of the entire 2005 graduating class shows similar percentages with regard to ethnic background, gender, and residence. For example, 57.3% of the respondents are White, while White students comprise 55.5% of the actual graduating class; 18.0% of the respondents are Black compared to 17.6% of the actual graduating class; and 9.8% of the respondents are Hispanic compared to 14.7% of the actual graduating class. With regard to gender, 32.1% of the respondents are male, while males comprised 38.0% of the actual 2005 graduating class. Additionally, 10.3% of the respondents are from the Bronx, while 8.9% of the actual class are from the Bronx; two-thirds (67.1%) of the respondents are from Westchester County, while 71.5% of the actual class are from Westchester.

In certain instances, the total number of students responding to a question does not add up to the total number who returned the survey (234). This is due to the fact that some respondents failed to answer a question or responded to a question that was not applicable to their current status. In these cases, we have used the actual number of respondents.

## DEMOGRAPHIC PROFILE OF ENTIRE CLASS OF 2005

**Gender:** Over three-fifths (62.0%) of the graduating class of 2005 are female, as shown in Table I. This represents a slight increase from the previous year.

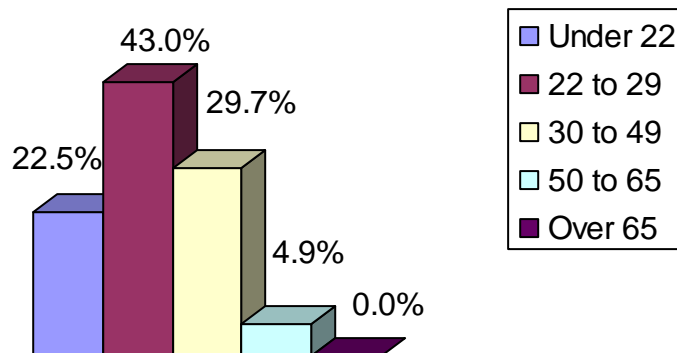
**Age:** Over one-fifth (22.5%) of the 2005 graduates were under twenty-two years of age at the time of graduation which was similar to the Class of 2004 (21.4%), as shown in Table I. The percentage of students graduating between the ages of twenty-two and twenty-nine decreased from (45.1%) in 2004 to (43.0%) in 2005.

**TABLE I: GRADUATES BY GENDER AND AGE, 2001-2005**

Characteristic	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2005 Number
Males	39.6%	38.9%	39.5%	38.5%	38.0%	453
Females	60.4%	61.1%	60.5%	61.5%	62.0%	739

Age Under 22	17.6%	20.3%	22.6%	21.4%	22.5%	268
22 to 29	45.6%	45.9%	42.2%	45.1%	43.0%	512
30 to 49	30.4%	29.1%	29.8%	28.1%	29.7%	354
50 to 65	6.3%	4.7%	5.1%	5.0%	4.9%	58
Over 65	0.1%	0.0%	0.4%	0.4%	0.0%	0

### 2005 GRADUATES BY AGE

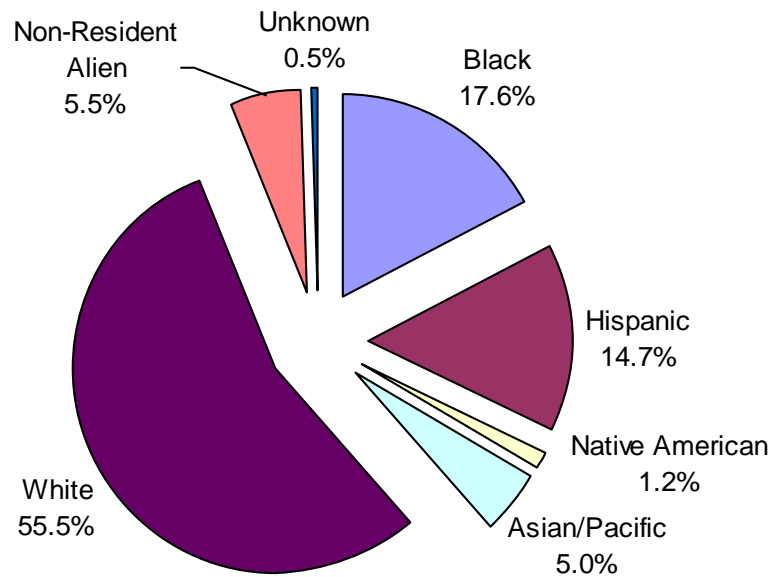


**Ethnic Background:** As shown in Table II, over half of the graduates are White (55.5%), 17.6% are Black, 14.7% are Hispanic, and 5.0% are Asian/Pacific. The percentage of graduates who are non-resident aliens is 5.5%.

**TABLE II: GRADUATES BY ETHNIC BACKGROUND**

<b>Ethnic Background</b>	<b>2001 Percent</b>	<b>2002 Percent</b>	<b>2003 Percent</b>	<b>2004 Percent</b>	<b>2005 Percent</b>	<b>2005 Number</b>
Black	20.5%	17.4%	19.4%	17.3%	17.6%	210
Hispanic	11.8%	14.1%	15.9%	16.9%	14.7%	175
Native American	1.5%	0.7%	0.8%	1.1%	1.2%	14
Asian/Pacific	5.4%	5.0%	3.8%	4.6%	5.0%	59
White	57.5%	58.7%	56.1%	53.1%	55.5%	662
Non-Resident Alien	2.9%	4.1%	3.8%	6.3%	5.5%	66
Unknown	0.4%	0.2%	0.2%	0.6%	0.5%	6

**GRADUATES BY ETHNIC BACKGROUND – 2005**

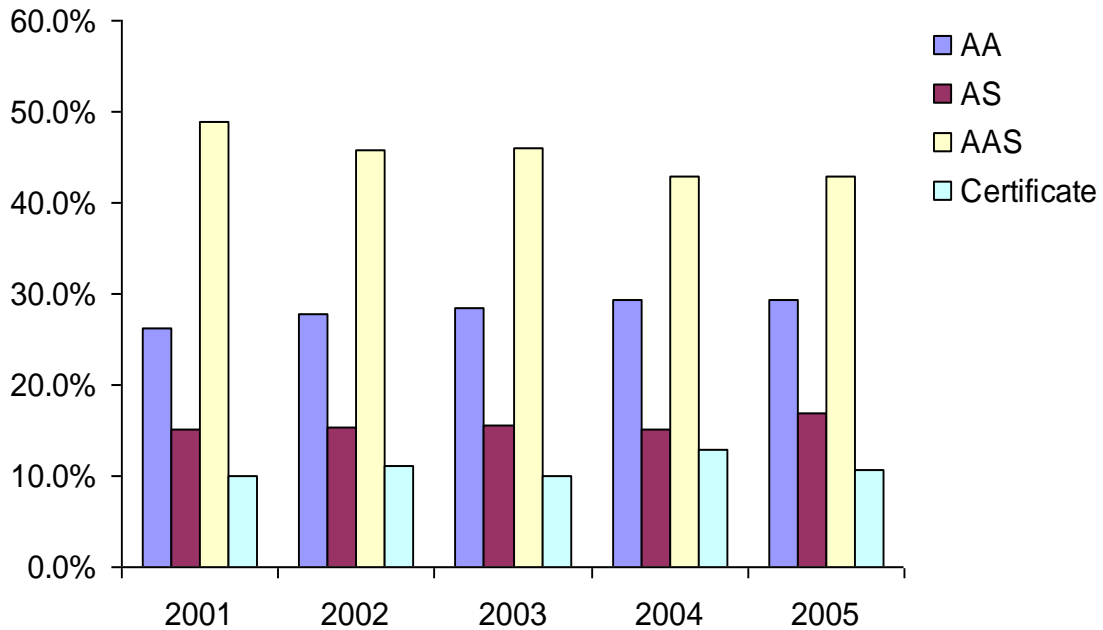


**Degrees:** Over two-fifths of the graduates (42.9%) graduated with an AAS degree, as shown in Table III. Over one-quarter (29.4%) graduated with an AA degree, and approximately one-sixth (17.0%) received an AS degree. The smallest percentage (10.7%) graduated with a Certificate.

**TABLE III: GRADUATES BY DEGREE: 2001-2005**

Curriculum	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2005 Number
AA	26.2%	27.7%	28.4%	29.3%	29.4%	351
AS	15.1%	15.4%	15.5%	15.2%	17.0%	203
AAS	48.8%	45.7%	46.1%	42.8%	42.9%	511
Certificate	10.0%	11.2%	10.0%	12.8%	10.7%	127

**GRADUATES BY DEGREE: 2001-2005**



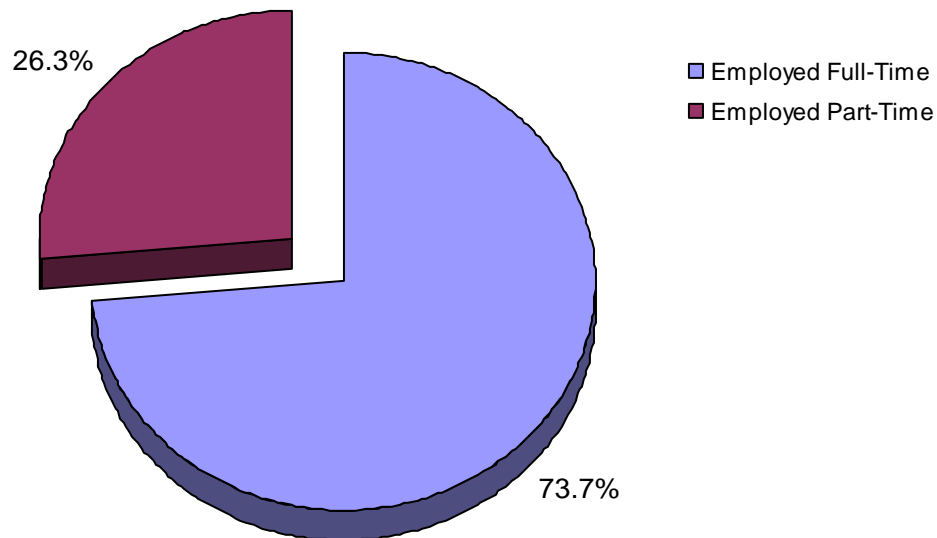
## EMPLOYMENT PROFILE OF 2005 GRADUATES

**Class of 2005:** Four-fifths (79.5%) of the 2005 graduates who responded reported being employed, as shown in Table IV. This percentage is substantially higher than last year's graduating class (74.7%). Of those employed, 73.7% reported being employed full-time.

**TABLE IV: 2005 GRADUATE – RESPONDENTS EMPLOYMENT STATUS**

Status	2004		2005	
	Number	Percent	Number	Percent
Total Employed	270	74.4%	186	80.5%
Employed Full-Time	205	75.9%	137	73.7%
Employed Part-Time	65	24.1%	49	26.3%

### EMPLOYMENT STATUS 2005 GRADUATES: FULL-TIME AND PART-TIME



**Location of employment:** Of the respondents who reported the location of their employment, half (50.0% or 93 graduates) reported working in Westchester County. Almost one-fifth (18.8% or 35 graduates) reported working in New York State, but outside Westchester County, bringing the total percentage of those working in New York State to 68.8% or over two-thirds. Another 7.5% or 14 graduates reported working outside New York State. The work location of 23.7% of the respondents could not be determined.

**Salary:** The *mean salary (average)* for 2005 graduates employed full-time was \$41,996. The median salary was \$37,833. Almost two-thirds of these graduates (66.1%) reported being either *very satisfied* (20.4%) or *somewhat satisfied* (45.7%) with their salary, as shown in Table V. Another fifth (19.9%) reported being *somewhat dissatisfied*; another 14.0% were *very dissatisfied*.

**Job Satisfaction:** More than four-fifths (85.4%) of the respondents also reported being either *very satisfied* (40.9%) or *somewhat satisfied* (44.5%) with their jobs, while 10.8% of the respondents reported being *somewhat dissatisfied* and another 3.8% reported being *very dissatisfied*, as shown in Table V below.

**Opportunity to Advance:** Over four-fifths (85.1%) of the respondents felt either *very satisfied* (44.7%) or *somewhat satisfied* (40.4%) with their opportunities for advancement. This is considerably higher than last year's graduates, only three-fourths (76.7%) of whom expressed some degree of satisfaction.

**TABLE V: 2005 GRADUATES' SATISFACTION WITH SALARY AND JOB**

Work Item	N	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Salary	186	20.4%	45.7%	19.9%	14.0%
Job Satisfaction	186	40.8%	44.5%	10.8%	3.8%
Opportunity to Advance	188	44.7%	40.4%	9.6%	5.3%

**Westchester Community College's Impact on Employment:** Over half (54.1%) of the 234 respondents felt that *Finishing Their Degree* had been important in getting their current job. Moreover, over half (51.6%) of those who reported their employment status also felt that their *Specific Program of Study* was *important* to getting their current job.

Over half (50.3%) of the employed respondents indicated that their current occupation was *highly related* to their program of study at the college, and one-fifth (20.1%) indicated that it was *slightly related*, for a total of 70.4% reporting that their current employment was to some degree related to their course of study. Almost one-third, however, (29.6%) indicated that their current job was *not related* to their program of study at the college.

Four-fifths (79.8%) of the respondents felt that their Westchester Community College education prepared them for their current job either to a *great degree* (52.7%) or to a *slight degree* (27.1%). One-fifth, (20.2%), however, believed that it had *not helped them at all*.

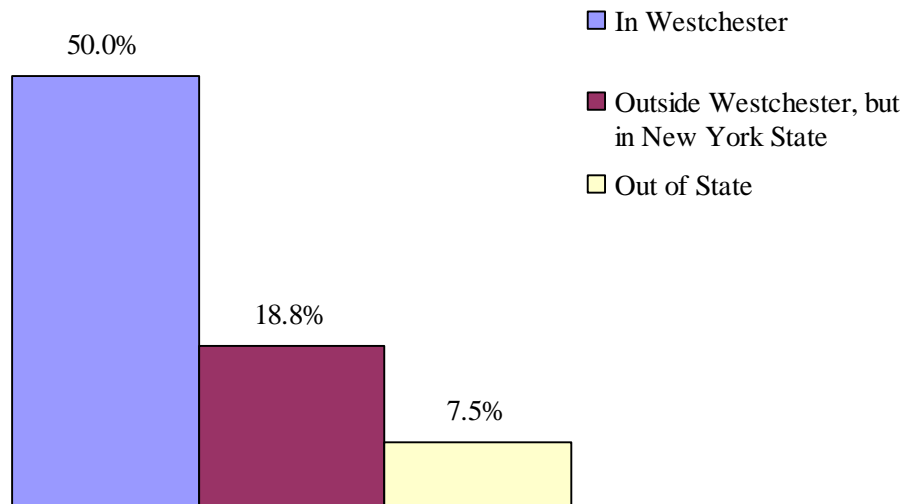
**Class of 2005 Employment Status Compared to Previous Classes:** When the respondents of the graduating class of 2005 are compared to previous graduating classes, considerable increase is seen in the mean beginning salary of the employed graduates, increasing from \$34,101 in 2004 to \$41,996 in 2005, as shown in Table VI. This represents an increase of \$7,895 and reflects the current robust economy of Westchester County.

The percentage of respondents working in Westchester County decreased substantially from 56.7% in 2004 to 50.0% in 2005.

**TABLE VI: SALARY AND LOCATION OF EMPLOYMENT OF RESPONDENTS SINCE 2001**

<b>Job Status</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2005 Number</b>
Mean Salary	\$32,792	\$35,875	\$34,419	\$34,101	\$41,996	--
Median Salary	\$30,000	\$34,000	\$36,000	\$32,000	\$37,833	--
In Westchester	66.7%	63.2%	52.1%	56.7%	50.0%	63
Outside Westchester, but in New York State	21.3%	13.2%	21.0%	18.1%	18.8%	35
Out of State*	9.8%	7.3%	6.2%	8.9%	7.5%	14

**LOCATION OF EMPLOYMENT: 2005**



\* Of those employed, the location of 23.7% could not be determined

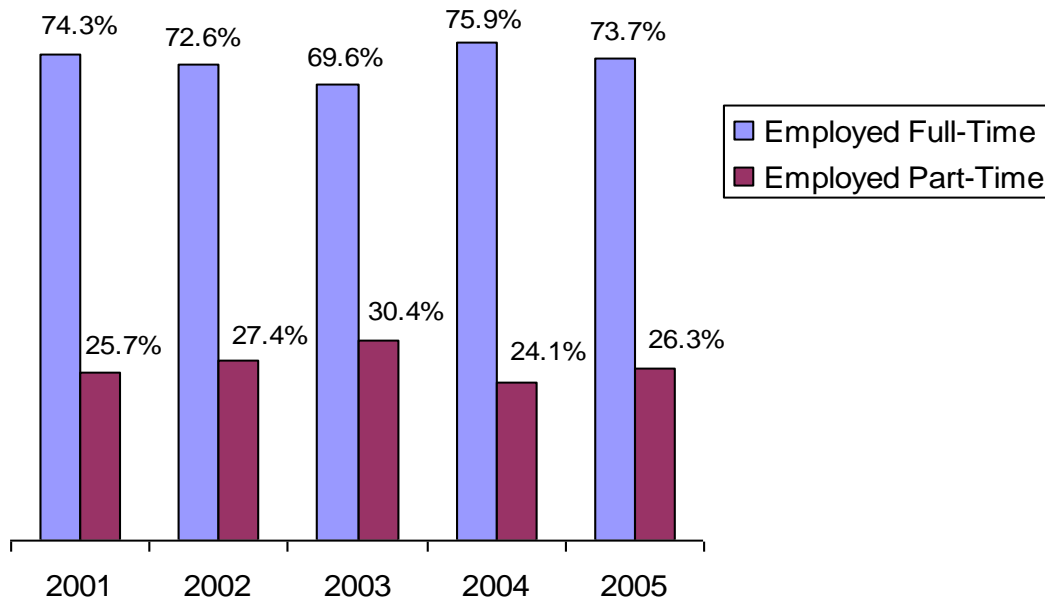


The Class of 2005 also shows a substantially higher percentage employed than the previous year. As shown in Table VII, 79.5% of the 2005 graduates reported being employed, compared to 74.4% in 2004. The percentage of those working full-time, however, decreased slightly from 74.4% in 2004 to 73.7% in 2005. The percentage still seeking employment decreased from 8.8% in 2004 to 4.7% in 2005.

**TABLE VII: EMPLOYMENT STATUS OF GRADUATES SINCE 2001**

Status <sup>1</sup>	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2005 Number
Employed	74.4%	76.2%	74.3%	74.4%	79.5%	186
Employed Full-Time	74.3%	72.6%	69.6%	75.9%	73.7%	137
Employed Part-Time	25.7%	27.4%	30.4%	24.1%	26.3%	49
Unemployed Seeking Job	4.9%	8.1%	7.1%	8.8%	4.7%	11

**EMPLOYMENT STATUS OF GRADUATES 2001 TO 2005  
FULL-TIME AND PART-TIME**



<sup>1</sup> The *unemployed* percentage is based on the total number of respondents, while the *full-time* and *part-time* percentages are based on the number actually employed.

## EDUCATION PROFILE OF 2005 GRADUATES

**Class of 2005:** Nearly three-fifths of the respondents (56.0%) or 131 graduates reported attending a college, university, or training program, as shown in Table VIII. Of these students, 74.0% reported attending full-time.

**TABLE VIII: EDUCATIONAL STATUS OF 2005 RESPONDENTS**

Status	Number	Percent
Attending College	131	56.0%
Not Attending College	101	43.2%
Total	232	*99.2%

Attending Full-Time	97	74.0%
Attending Part-Time	34	26.0%
Total	131	100.0%

**Demographic Characteristics of Those Attending College:** Of the 2005 graduates who reported continuing their education, 67.2% were female; 63.1% were White; 15.6% were Black, and 10.7% were Hispanic, as shown in Table IX. A higher percentage of females (85.4%) were attending full-time than males (67.5%).

**TABLE IX: DEMOGRAPHICS OF RESPONDENTS CONTINUING THEIR EDUCATION**

Gender	Continuing College		Attending Full-Time	
	N	Percent	N	Percent
Male	40	32.8%	27	67.5%
Female	82	67.2%	70	85.4%
Total	122	100.0%		

Ethnicity	Continuing College		Attending Full-Time	
	N	Percent	N	Percent
Black	19	15.6%	15	78.9%
Hispanic	13	10.7%	9	69.2%
Asian	2	1.6%	2	100.0%
Native American	5	4.1%	3	60.0%
White	77	63.1%	59	76.6%
Foreign Student	6	4.9%	6	100.0%
Unknown	0	0.0%	0	0.0%
Total	122	100.0%		

\* 0.8% reflects two students who left the question blank.

**The College's Contribution to Achieving Transfer:** Based on the responses, the 2005 graduates consider Westchester Community College to have been very effective in assisting them to transfer. Of those respondents who indicated *transferring* was a goal, over three-fourths (78.0%) reported that the college was either *very effective* (63.4%) or *somewhat effective* (14.6%) in helping them to achieve their goal of transferring to a four-year institution.

When graduates were asked how well Westchester Community College prepared them for further study, almost four-fifths (78.9%) indicated that they felt *well prepared*, and another 19.3% felt *somewhat prepared*. Very few (1.8% or only three graduates) reported being *unprepared*.

A large percentage reported being in a field of study either *highly related* (55.8%) or *slightly related* (29.0%) to their program of study at Westchester Community College. Almost one-sixth, (15.2%), however, reported being in a field of study *not related or applicable* to their program of study at the college.

**Four-Year College's Contribution to Affecting Transfer:** The 2005 respondents were asked to rate the most important factors affecting their decision to transfer to a four-year college. The three factors with the highest percentage of respondents rating them *very important* were: *Availability of Program* (78.8%), *Location and Cost* (72.5%), and *Reputation of College* (66.9%). The least important factor was *Recruitment by College* (19.8%), as shown in Table X.

**TABLE X: IMPORTANCE OF FOUR-YEAR COLLEGE IN AFFECTING TRANSFER**

<b>Factor</b>	<b>N</b>	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>Don't Know</b>
Availability of Program	132	78.8%	15.2%	3.8%	2.2%
Location and Cost	131	72.5%	16.0%	8.4%	3.1%
Reputation of College	130	66.9%	25.4%	6.2%	1.5%
Ease of Transfer Process	132	62.9%	17.4%	15.2%	4.5%
Advice from Others	130	27.7%	39.2%	26.2%	6.9%
Recruitment by College	131	19.8%	29.8%	37.4%	13.0%
Social Environment of College	132	25.8%	31.8%	34.8%	7.6%

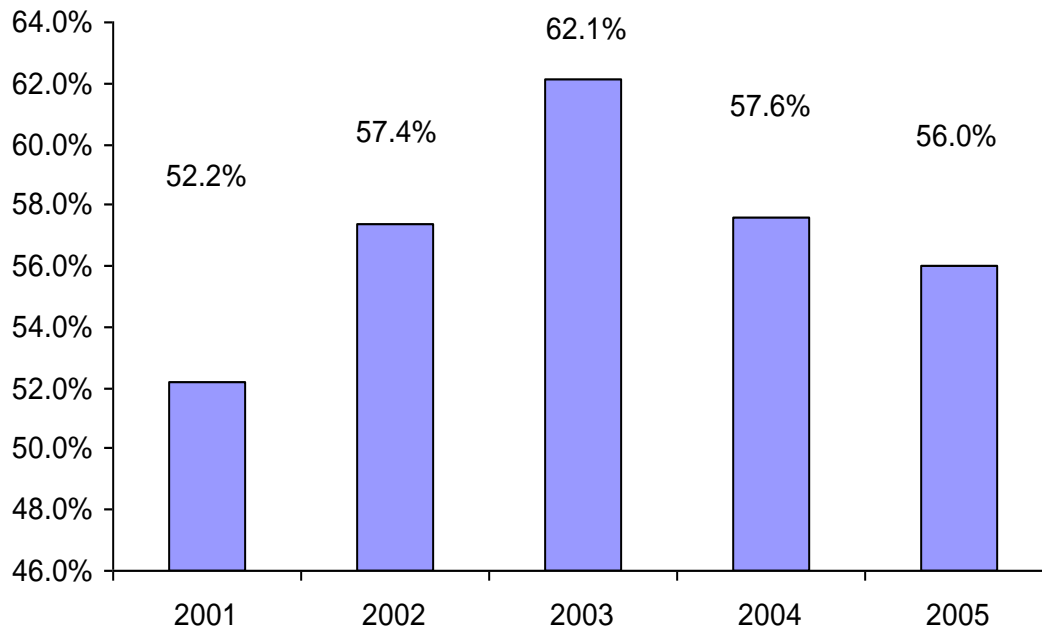
**Future Educational Goals:** A slightly lower percentage (85.9%) of the respondents who are continuing their education expect to earn a bachelor's degree or post baccalaureate degree at the completion of their studies than those in the previous year (89.6%), as shown in Table XI.

**Class of 2005 Higher Education Status Compared to Previous Classes:** A comparison of the 2005 graduates to the four previous classes with regard to continuing their education shows that the percentage who are continuing their education (56.0%) has decreased from the previous year (57.6%). In addition, the percentage attending full-time increased slightly – 74.0% this year compared to 71.8% last year.

**TABLE XI: PERCENTAGE TRANSFERRING AND EXPECTING BACHELOR’S DEGREE**

Goal	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2005 Number
Attending College, University, or Training Program	52.2%	57.4%	62.1%	57.6%	56.0%	131
Attending Full-Time	72.9%	72.5%	73.4%	71.8%	74.0%	97
Attending Part-Time	27.1%	27.5%	26.2%	28.2%	26.0%	34
Expecting Bachelor’s Degree	83.0%	86.2%	85.2%	89.6%	85.9%	107

**PERCENTAGE TRANSFERRING: 2001-2005**



## STUDENT EVALUATION OF ACADEMIC EXPERIENCES

**Overall Evaluation:** The graduates responding to this survey continue to give high marks in their overall evaluation of the college, the faculty, and the courses they took in their major, as shown in Table XII. An unusually high percentage of the 2005 graduates (97.4%) gave a *very satisfied* or *satisfied* response to their *Overall Westchester Community College Experience*. Well over ninety percent (95.5%) gave a *satisfied* or better response to the *Overall Quality of Instruction*, and 94.7% were either *satisfied* or *very satisfied* with *Courses Taken in Their Major*. A large percentage of the graduates (97.6%) also were *satisfied* or *very satisfied* with *Library Services*, and 90.6% were *satisfied* or *very satisfied* with the *Availability of Courses*.

**TABLE XII: STUDENT EVALUATION OF COLLEGE EXPERIENCES  
2001 TO 2005**

Item Evaluated	2001	2002	2003	2004	2005	2005 N
Overall College Experience	96%	98.4%	96.6%	97.8%	97.4%	234
Overall Quality of Instruction	95%	94.7%	95.8%	95.4%	95.5%	225
Courses in Major	95%	96.0%	98.1%	98.0%	94.7%	227
Library Services	95%	92.1%	98.6%	98.2%	97.6%	226
Courses Outside Major	96%	94.7%	96.3%	96.9%	95.8%	226
Availability of Courses	96%	94.7%	95.3%	92.6%	90.6%	225

Table XIII further breaks down the evaluations for the Class of 2005 into the more specific responses of *very satisfied*, *somewhat satisfied*, *somewhat dissatisfied*, and *very dissatisfied*. Over three-quarters (75.6%) of the respondents gave a *very satisfied* response to their *Overall Westchester Community College Experience*. Over three-fifths (64.9%) of the respondents also were *very satisfied* with the *Overall Quality of Instruction*.

**TABLE XIII: EVALUATION OF WCC, FACULTY, AND INSTRUCTION: 2005**

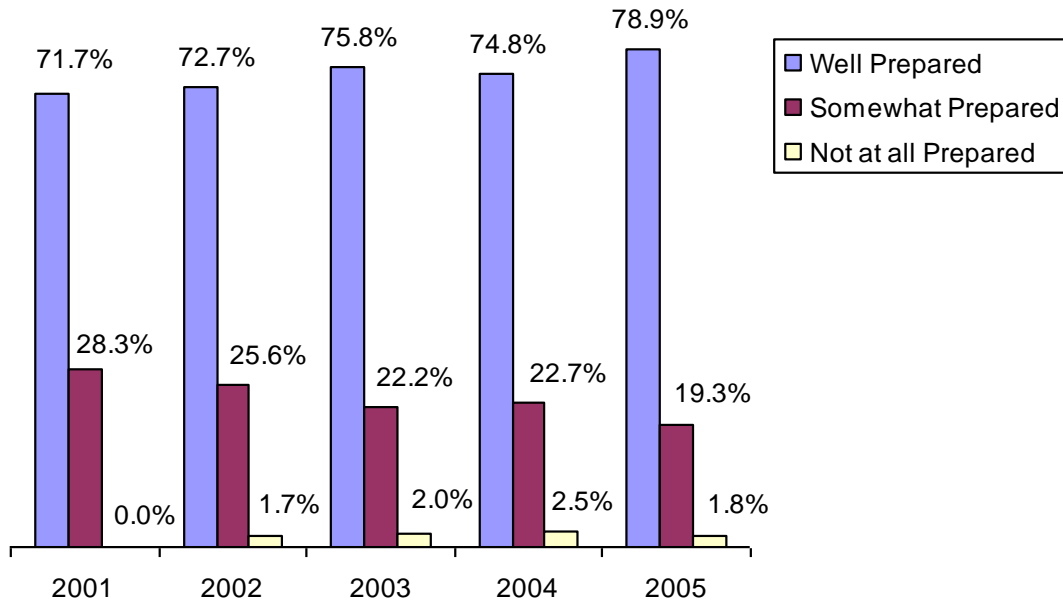
Item Evaluated	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Total Responding	
					N	%
Overall College Experience	75.6%	21.8%	2.6%	0.0%	234	97.4%
Courses in Major	70.9%	23.8%	4.0%	1.3%	227	94.7%
Availability of Courses	57.8%	32.8%	6.3%	3.1%	225	90.6%
Overall Quality of Instruction	64.9%	30.6%	4.0%	0.5%	225	95.5%
Library Services	73.9%	23.7%	2.4%	0.0%	226	97.6%
Courses Outside Major	58.7%	37.1%	2.8%	1.4%	226	95.8%

**Degree of Preparation for Further Study:** Table XIV shows that of the respondents who evaluated the extent to which Westchester Community College had prepared them for further study, almost four-fifths (78.9%) felt that they were *well prepared*. Another one-fifth (19.3%) felt *somewhat prepared* and 1.8% felt they were *not at all prepared*.

**TABLE XIV: DEGREE OF PREPARATION FOR FURTHER STUDY**

Degree of Preparation	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2005 Number
Well Prepared	71.7%	72.7%	75.8%	74.8%	78.9%	131
Somewhat Prepared	28.3%	25.6%	22.2%	22.7%	19.3%	32
Not at all Prepared	0.0%	1.7%	2.0%	2.5%	1.8%	3

**DEGREE OF PREPARATION FOR FURTHER STUDY: 2001-2005**



## STUDENT EVALUATION OF COLLEGE SERVICES

In addition to evaluating the college academically, the graduates were asked to evaluate student services. Table XV is a breakdown of the results in descending order of the percentage of students who were *very satisfied*. Students who did not use a service were excluded in calculating percentages.

**TABLE XV: EVALUATION OF STUDENT SERVICES**

Student Service	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	N	Percent Using Service
Library Services	73.9%	23.7%	2.4%	0.0%	226	93.4%
Computer Services	71.4%	26.1%	2.5%	0.0%	226	89.9%
Tutorial Services	60.5%	29.3%	10.2%	0.0%	225	65.3%
Reading and Math Skills Facilities	58.6%	33.7%	6.0%	1.7%	226	80.1%
Registration	55.3%	35.2%	6.4%	3.1%	224	97.8%
Advising by Academic Faculty	52.8%	33.2%	10.7%	3.3%	225	95.1%
Health Services	49.5%	38.5%	9.9%	2.1%	226	40.3%
Transfer Services	48.8%	33.8%	15.0%	2.4%	223	71.8%
Admissions Services	46.8%	42.0%	9.3%	1.9%	226	95.6%
Recreational and Athletic Facilities	44.4%	47.4%	6.7%	1.5%	224	60.3%
Access to Advisors	42.9%	36.9%	14.3%	5.9%	226	89.8%
Job/Career Services	42.5%	42.5%	11.3%	3.7%	224	47.3%
Financial Aid	40.9%	33.9%	19.1%	6.1%	226	50.9%
Advising by Counseling Faculty	40.5%	36.3%	17.9%	5.3%	227	87.3%
Counseling Services	39.8%	37.0%	13.8%	9.4%	222	62.2%
Cafeteria Food Services	35.3%	42.1%	15.3%	7.3%	226	66.4%

The evaluation by students of college services shows that the graduates were particularly positive about library services. It received the highest percentage of *very satisfied* responses (73.9%). Computer Services (71.4%), Tutorial Services (60.5%), Reading and Math Skills Facilities (58.6%) and Registration (55.3%), also received high percentages of *very satisfied* responses.

Those services receiving the greatest percentage of *very dissatisfied* responses were Counseling Services (9.4%), Cafeteria Food Services (7.3%), Financial Aid (6.1%), and Access to Advisor (5.9%).

In terms of usage, the most frequently used services were Registration (97.8%), Admissions Services (95.6%), and Advising by Academic Faculty (95.1%). The least used services were Health Services (40.3%), Job/Career Services (47.3%), Financial Aid (50.9%), Recreational Facilities (60.3%), and Counseling Services (62.2%).

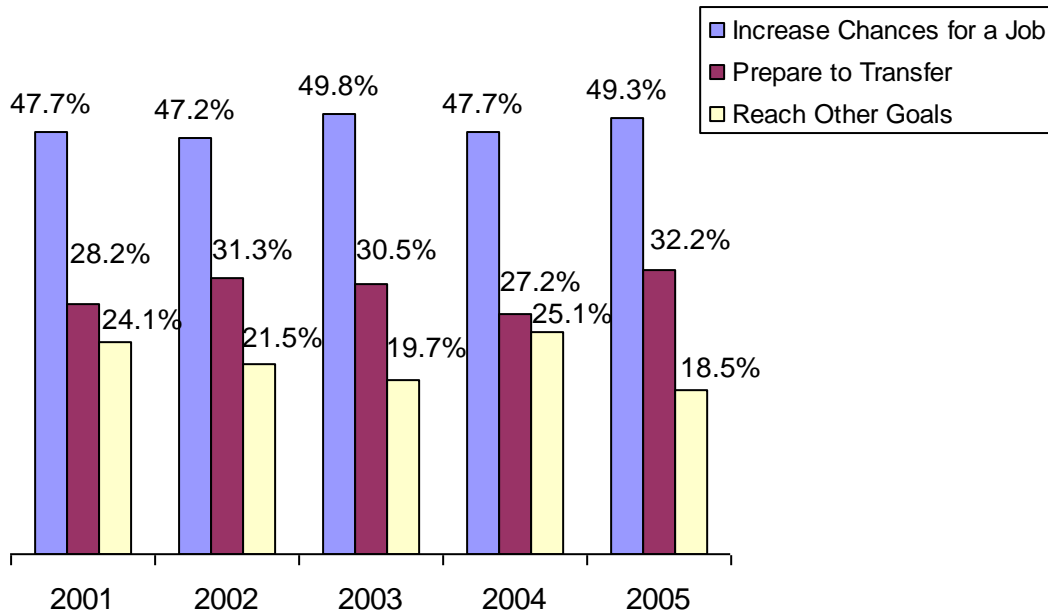
## EFFECTIVENESS IN STUDENT GOAL ATTAINMENT

Westchester Community College graduates were asked what best describes their most important reason for earning a college degree. Table XVI shows that almost one-half (49.3%) of the 2005 graduates selected *To Increase Their Chances of Job Placement or Advancement*. Almost one-third (32.2%), however, chose *To Prepare to Transfer to a Four-Year College*, and almost one-fifth (18.5%) selected *To Reach Other Goals Such As Self-Fulfillment*.

**TABLE XVI: MOST IMPORTANT REASON FOR EARNING A DEGREE**

Most Important Reason	2001 Percent	2002 Percent	2003 Percent	2004 Percent	2005 Percent	2005 Number
Increase Chances for a Job	47.7%	47.2%	49.8%	47.7%	49.3%	112
Prepare to Transfer	28.2%	31.3%	30.5%	27.2%	32.2%	73
Reach Other Goals	24.1%	21.5%	19.7%	25.1%	18.5%	42

**MOST IMPORTANT REASONS FOR EARNING A DEGREE  
2001-2005**



The graduates also were asked to evaluate how effective Westchester Community College has been in helping them to reach goals in four areas: (1) Academic Goals, (2) Career Goals, (3) Personal Goals, and (4) Social/Cultural Goals. The following is a synopsis of the results in each area.



## Academic Goals

**Goal of Increased Knowledge:** Table XVII shows that on each of the six questions exploring the success of the college in helping graduates to achieve *increased knowledge*, at least ninety percent indicated on each sub-goal that Westchester Community College had been either *very effective* or *somewhat effective* in helping them.

**TABLE XVII: ACHIEVING GOAL OF INCREASED KNOWLEDGE**

Goal	Very Effective	Somewhat Effective	Not Effective	Did Not Considered It a Goal	
				N	%
Increased Knowledge	84.1%	15.5%	0.4%	1	0.4%
Increased Desire and Ability to Learn	82.9%	15.3%	1.8%	2	0.9%
Preparing for Continued Intellectual Growth	67.4%	29.8%	2.8%	5	2.3%
Improving Reading Skills	53.0%	38.3%	8.7%	30	12.8%
Developing Oral Expression Skills	59.8%	33.2%	7.0%	14	6.1%
Expressing Yourself in Writing	58.8%	35.5%	5.7%	16	6.8%

With regard to specific skills, three-fifths (59.8%) felt the college had been *very effective* in developing *Oral Expression Skills*; almost three-fifths (58.8%) also felt the college had been *very effective* in developing *Writing Skills*, and over one-half (53.0%) felt that the college had been *very effective* in *Improving Reading Skills*.

**Transfer Goals:** Table XVIII shows that over four-fifths (80.4%) felt that Westchester Community College had been *very effective* in helping them to *Transfer to a Four-Year Institution*.

The graduates also were asked how effective the college had been in helping them to achieve their goal of *Meeting Professional or Graduate School Requirements*. Of those who consider it a goal, almost three-fourths (72.6%) felt Westchester Community College had been *very effective* in doing so, as shown in Table XVIII.

**TABLE XVIII: HELPING TO ACHIEVE THE GOAL OF TRANSFERRING**

Goal	Very Effective	Somewhat Effective	Not Effective	Did Not Consider It a Goal	
				N	%
Transferring	80.4%	18.5%	1.1%	45	21.1%
Meeting Professional/Grad School Requirements	72.6%	23.2%	4.2%	52	24.1%

**Career Goals**

**Employment Goals:** Table XIX consists of six questions exploring Westchester Community College's effectiveness in accomplishing the graduates' job-related goals. Taken collectively, ninety percent of the respondents consistently indicated that the college had been either *very effective* or *somewhat effective* in helping them to achieve these sub-goals.

**TABLE XIX: ACHIEVING EMPLOYMENT GOALS**

Goal	Very Effective	Somewhat Effective	Not Effective	Did Not Consider It a Goal	
				N	%
Attaining Degree Required for a Job	68.0%	22.8%	9.2%	21	9.2%
Attaining Skills Useful on a Job	65.6%	26.1%	8.3%	8	3.5%
Improving Professional Status	61.1%	32.0%	6.9%	22	9.8%
Improving Chances of Making More Money	60.8%	31.1%	8.1%	15	6.6%
Developing Idea of Career Goals	63.8%	31.9%	4.3%	13	5.8%
Developing a New Career	55.3%	34.5%	10.2%	19	8.4%

In terms of *very effective* responses, the highest marks were given to *Attaining a Degree Required for a Job* (68.0%), *Attaining Skills Useful on a Job* (65.6%), and *Developing Idea of Career Goals* (63.8%). The lowest was given to *Developing a New Career* (55.3%).

## Personal Goals

**Personal Growth:** Table XX lists the personal growth objectives to which the respondents gave the highest percentages of *very effective* responses. The top three were *Developing an Interest in New Ideas* (67.9%), *Improving Self-Confidence* (65.3%), and *Increase Desire and Ability to Learn* (63.6%). *Learning to Participate Effectively in a Community* (46.6%) received the lowest percentage of *very effective* responses.

**TABLE XX: WCC EFFECTIVENESS IN ACHIEVING PERSONAL GROWTH**

Goal	Very Effective	Somewhat Effective	Not Effective	Did Not Consider It a Goal	
				N	%
Improve Self-Confidence	65.3%	29.0%	5.7%	18	8.3%
Develop Interest in New Ideas	67.9%	29.8%	2.3%	10	4.4%
Develop a Sense of Responsibility	62.1%	31.5%	6.4%	24	10.6%
Increase Desire and Ability to Learn	63.6%	33.1%	3.3%	18	7.9%
Improve Self-Image	58.5%	33.2%	8.3%	23	10.1%
Improve Ability to Get Along With Others	57.2%	34.3%	8.5%	26	11.4%
Improve Leadership Skills	56.6%	36.6%	6.8%	22	9.7%
Learn to Participate Effectively in a Community	46.6%	37.0%	16.4%	39	17.1%

## Social and Cultural Goals

Of the graduates who included cultural and social enrichment as goals for attending Westchester Community College, *Appreciation of Art and Architecture* received the highest percentage of *very effective* ratings (40.3%) followed by *Appreciation of Theater* (30.4%), and *Appreciation of Musical Performance* (27.7%). Respondents felt that the college was least effective in meeting the goals of *Involvement in Social Activities* (27.3%) and *Involvement in Political Activities* (25.9%), as shown in Table XXI.

**TABLE XXI: ACHIEVING CULTURAL AND SOCIAL GOALS**

<b>Goal</b>	<b>Very Effective</b>	<b>Somewhat Effective</b>	<b>Not Effective</b>	<b>Did Not Consider It a Goal</b>	
				<b>N</b>	<b>%</b>
Appreciation of Art & Architecture	40.3%	37.0%	22.7%	72	31.9%
Appreciation of Theater	30.4%	31.9%	37.7%	91	40.3%
Involvement in Social Activities	27.3%	42.4%	30.3%	61	27.0%
Appreciation of Musical Performance	27.7%	29.2%	43.1%	95	42.2%
Involvement in Political Activities	25.9%	27.4%	46.7%	91	40.2%