

THE STATE OF MACAULAY

A report by the Macaulay Scholars Council

April 24, 2018



MACAULAY
HONORS COLLEGE AT CUNY





BACKGROUND

Earlier in the spring 2018 semester, the Academic Affairs Committee of the Macaulay Scholars Council created and conducted a survey regarding the current state of affairs at Macaulay Honors College. The main goal of this survey was to gauge student sentiment about Macaulay and to gather input about critical issues and concerns that students have often expressed.

The survey asked students to answer a series of questions by using a 1-5 scale, selecting a choice from a list, or writing in their own response. The questions were as follows:

1. How satisfied are you with your experience as a Macaulay Honors scholar?
2. How valuable do you consider the Macaulay scholarship to be?
3. Should Macaulay stop advertising the Opportunities Fund to prospective students?
4. How connected do you feel to Macaulay students on other campuses?
5. How has your experience been with your Macaulay campus advisor?
6. How do you keep yourself up to date on potential opportunities and Macaulay news?
7. Do outsiders/employers/people you meet know what Macaulay Honors College is?
8. If you are in the Class of 2019, were you satisfied with the new the Meyer and Revson scholarships?
9. How often do you use Macaulay resources (i.e. writing advisement, career services, the Cultural Passport)?
10. How often do you attend Macaulay/Macaulay club events?
11. How can we get students more involved in and excited about Macaulay activities?
12. What ideas do you have to improve the Macaulay experience?
13. If you have any anecdotes about your experience that are relevant to the questions above, please share below.

Over the course of a few weeks, the survey received **202 responses**. Questions 11-13, which were optional, received **81, 78, and 28 responses respectively**. Students were also asked to input their campus and year. The following report will elaborate on our results.

Maisha Kamal, President

Jonathan Penuela, VP of Academic Affairs



OBSERVATIONS

To better understand the survey responses, the Council used several charts to summarize the trends for each question. With these, and the summary provided by the survey form itself, we were also able to draw **key conclusions** that can be categorized into five main areas: **transparency, engagement, advising, uniformity of experience, and long-term sustainability.**

Based on the observations made about the survey responses, it is evident that **students value many of the core underpinnings of the Macaulay program:** its tuition scholarship, its integration into and use of New York City, and the advisement that they have access to. Nevertheless, Macaulay students **see potential for Macaulay to grow**, both in name and the experience it offers students.

- I. TRANSPARENCY
- II. ENGAGEMENT
- III. ADVISING
- IV. UNIFORMITY OF EXPERIENCE
- V. LONG-TERM SUSTAINABILITY

I. TRANSPARENCY

Recent changes to the Opportunities Fund in the past few years include prioritization of Fund applications by year and type of application; modification of the language regarding the Fund in College advertisements; and the creation of the Revson and Meyer Scholarships. Many students expressed discontent with the lack of transparency regarding these alterations to the current policy:

“Not telling students (and apparently also advisors) about the changes made to the Opps Fund was an extremely disrespectful move and many of us are angry about it, especially those who were already in the process of completing applications for use during their junior year who are now unable to do so since it was switched to the Revson-Meyer scholarship all of a sudden. Macaulay has a responsibility to its students to keep them in the know about changes that directly affect them, and this occurrence has severed the trust between students and the college in many instances. Additionally, Macaulay should absolutely stop advertising/promising an Opp Fund to prospective students entirely until they can get their funding together and make a more sustainable, working model happen.”

This has created an atmosphere of distrust, leading students to believe Macaulay is deceitful. This sentiment was reflected in many of the write-in responses:

“Stop lying. Be honest and stop hiding problems from the students. Administration needs to own up to the issues and take some responsibility instead of throwing it onto “CUNY Central” and apologize for some things. They have excluded the students, lied to them and honestly I don't feel they are remorseful or care about the situation Macaulay students are in. They need to be upfront about the problems and current situation Macaulay is in.”

“Stop lying... ‘It's my money and I want it now!!’”

“Be upfront with people about the services and resources actually available to them, particularly the Op Fund.”



II. ENGAGEMENT

Macaulay prides itself on being a community (something that is evident to incoming students during their orientation day), but these community ties falter as the academic year progresses. As the survey shows, the overwhelming majority of respondents said they did not feel connected to students on other campuses, and this is a trend that persists throughout the college as a whole and at each campus individually. While the orientation days are great ways of encouraging cross-campus interactions, and there are many Macaulay events afterwards held at the central building, barriers such as building accessibility prevent further communication and contact between the campuses. In fact, 64% of respondents said they barely attend Macaulay events, whether general or hosted by clubs.

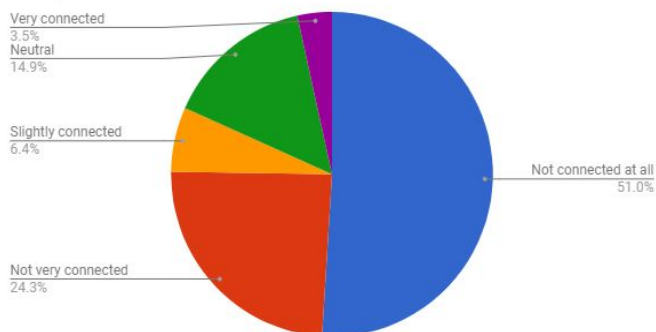
Students reasoned that this was because they would prefer more interactive events that would make Macaulay seem more like an actual university, compared to events that high schools would generally host. Others brought up the concern that many events are hosted on Friday nights, which does not allow Jewish students to attend due to religious obligations.

One suggestion brought up was providing transportation for students who do not live in boroughs close to the Macaulay building because events end late at night. Another popular idea was to host events in areas other than the Macaulay building because of the long commute, or, as one student put it, “it [the building] isn’t as pleasing or exciting as one would expect.”

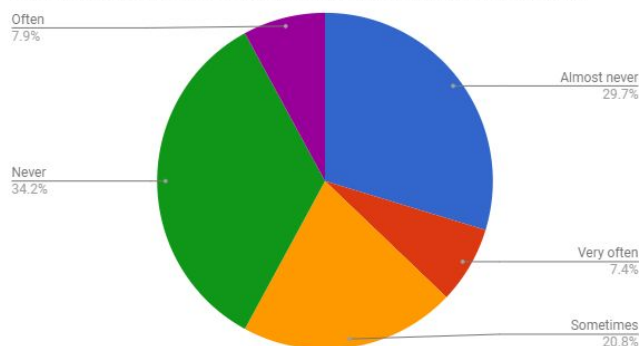
“Enable student leaders (Scholars Council representatives or others) to run Macaulay events open to all Macaulay students on each campus. This will create a more involved on campus community and encourage students who may live near one campus but attend another to get involved in their own area.”

“More personalized attention. That’s already the biggest selling point of Macaulay, to me, so if you amplify that and really put your focus on making sure each student is personally guided and given opportunities, then they will be more motivated to give back and get involved with the Macaulay community!”

How connected do you feel to Macaulay students on other campuses?



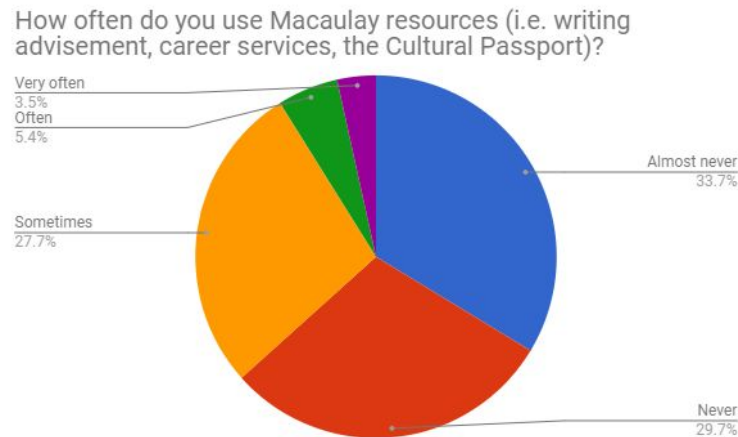
How often do you attend Macaulay/Macaulay club events?"





Additionally, resources are grossly underused by Macaulay students, both because students do not know these resources exist, or because it is difficult for students to access them.

“Half of my class doesn’t know what CareerPath is, or have never heard of Cam, Gianina or Victoria Maldonado. It’s emblematic of why students end up identifying more with their home campus as opposed to Macaulay. I would suggest facilitating the connections to graduates in a better way, as opposed to a forgotten tab in CareerPath. Think about the best ways to reach students based on Website Stats and changing up the format of the Macaulay Monday.”



III. ADVISING

More than 60% of students have had a positive experience with their advisors. Nevertheless, it is important to note that a handful of students (particularly those at Brooklyn College and Baruch) have had extremely negative or disheartening experiences with their advisors. At Baruch, over half of the students described their experience with advisement at Baruch as “poor.” In some anecdotes, it was mentioned that a few Macaulay advisors are not knowledgeable enough about the program/CUNY, have appeared unwilling to provide guidance, or have even threatened students’ scholarship.

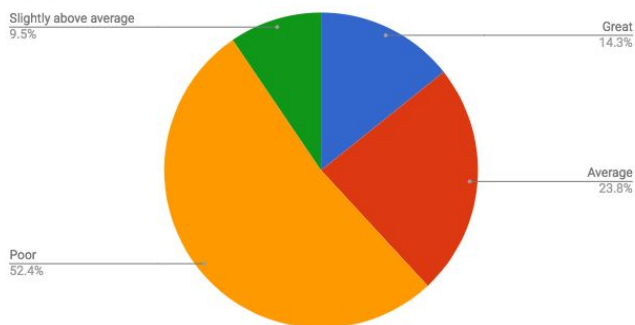
“I have also seen students who have felt that they cannot meet with their advisor about career goals and opportunities because of advisors’ attitudes towards topics. A friend of mine visited her advisor’s office to discuss potential paths for her post-graduation career and her advisor rolled her eyes and said “just Google it.” This may seem like a question with obvious answers to an advisor, but if a student is asking for resources or assistance in understanding exactly what paths each option might afford that student, advisors should be prepared to discuss these topics without making that student feel inadequate or irresponsible. Macaulay students often face a lot of pressure from peers, parents, and themselves about “what comes next” after graduation, and these discussions should not be off limits. Another advisor has repeatedly responded to students who enter in an academic panic, “A crisis on your part is not a crisis on mine.” While I understand that advisors should not have to deal with rude students, this is simply not an appropriate response to a student who is reaching out for assistance with any matter.”

“A colleague confided in me that their “Macaulay Scholarship” was threatened through vague language when having a conversation with an advisor. Due to the student being low income and



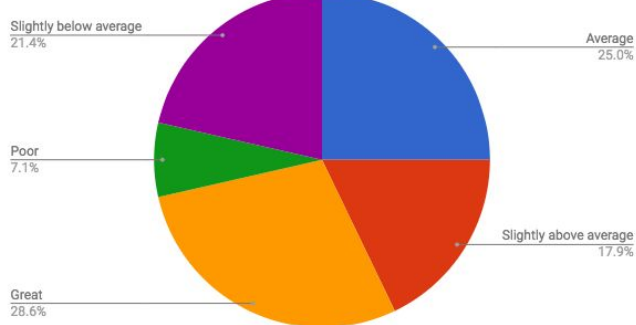
working, they countered with the fact that they do not receive this scholarship because their TAP and PELL covers the \$3500 tuition and fees. The Macaulay Honors "Scholarship" only benefits students who can already afford to go to CUNY and low income students have to find alternative forms of income (I personally have two jobs). Obviously, there are no short term solutions but it's unfortunate that this occurred."

How has your experience been with your Macaulay campus advisor?



(Baruch respondents)

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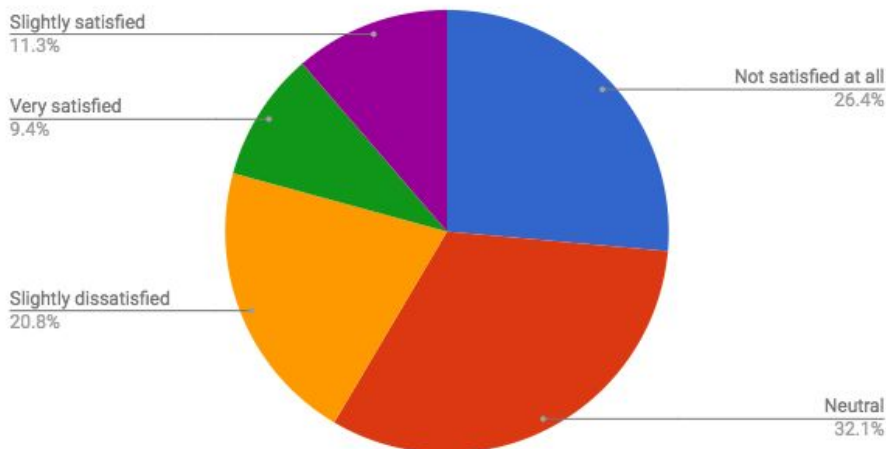


(Brooklyn College respondents)

III. UNIFORMITY OF EXPERIENCE

Only 19.6% of students were slightly satisfied or very satisfied with the Meyer and Revson Scholarships. This may be due to the decreased scholarship amounts, but students have also expressed that the application for the scholarships lacked standardization across campuses. For example, for the Meyer scholarship, some students were told by their advisors that the course abroad would have to directly relate to their major, but noticed students at other campuses were able to enroll in courses in a completely different field of study.

If you are in the Class of 2019, were you satisfied with the new Meyers and Revson scholarships?





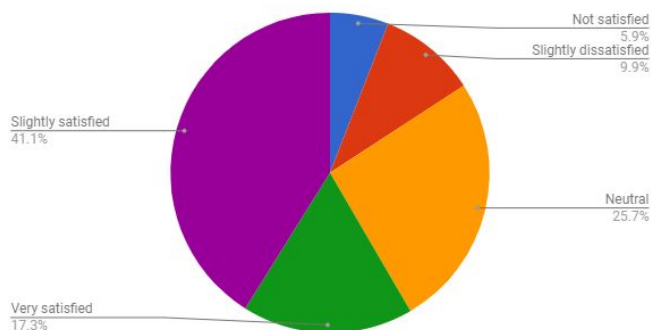
This confusion in communication also hints at a larger problem often brought up in Council discourse: a lack of *uniformity*. In many instances (such as with the Opportunities Fund), students' awareness of certain issues vary depending on their campus. Most recently, students at Lehman College expressed that they were not informed about the pilot transfer program, which is based at their own campus, while students from other campuses had heard the news long before.

An aside: a significant majority of students get information on opportunities and general Macaulay news from Macaulay email communications (not including Macaulay Monday). However, the rates at which students are getting information from Facebook pages (43%), Macaulay Monday (38%), and the Scholars Council (14%) are underwhelming.

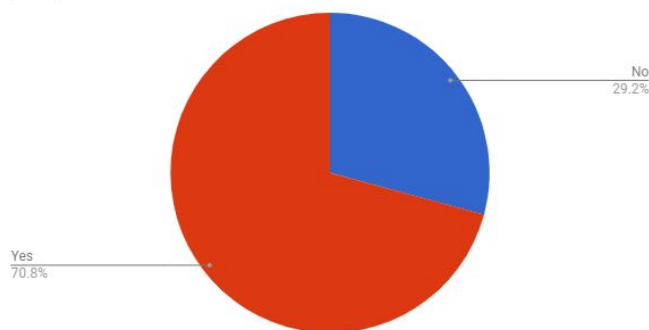
IV. LONG-TERM SUSTAINABILITY

Macaulay students are collectively moderately satisfied with the Macaulay experience as a whole, with over 50% of respondents indicating that they are slightly satisfied or very satisfied with the Macaulay experience. The most satisfied students were members of the Classes of 2018 and 2021, with a slight dip in approval from the Classes of 2019 and 2020. This discrepancy may come from the impact of the changed Opportunities Fund policy: the Classes of 2019 and 2020 more decisively responded that the Opportunities Fund should no longer be advertised (78% and 80% respectively), while the Classes of 2018 and 2021 agreed by a narrower margin (53% and 56% respectively.) While the Opportunities Fund is one of the great benefits of the Macaulay experience, its funding uncertainty makes it misleading to advertise it as something guaranteed, or simple to get access to.

How satisfied are you with your experience as a Macaulay Honors scholar?

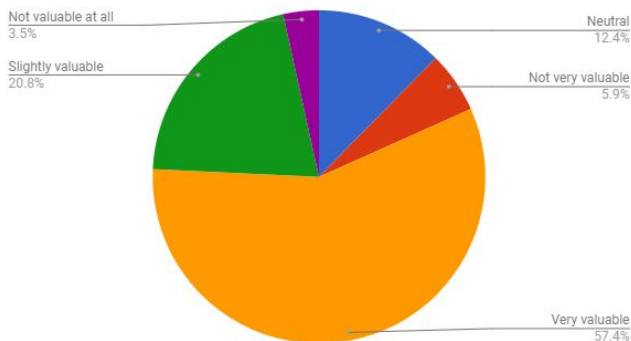


Should Macaulay stop advertising the Opportunities Fund to prospective students?



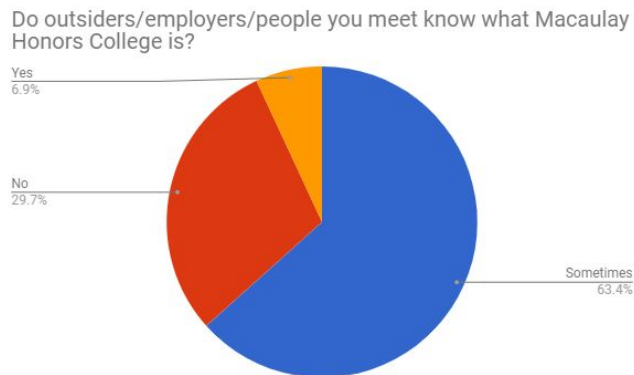
Contrarily, a significant majority of students see great value in the Macaulay scholarship, as free tuition is something that will always be important.

How valuable do you consider the Macaulay scholarship to be?





Lastly, 90% of students responded that outsiders they encounter are either completely unfamiliar or sometimes unfamiliar with the Macaulay program, hinting at a greater need for developing our name brand.



OTHER KEY TAKEAWAYS:

Macaulay diverges from the rest of the CUNY schools in terms of its student demographics. Students have noticed this, and want to improve Macaulay by increasing the racial diversity among students, as well as increasing transparency on its efforts. While they acknowledge Macaulay has taken steps to address the issue of underrepresentation, they still believe more can be done.

"I am excited to hear about new transfer Macaulay student opportunities as I feel this is a step in the right direction. However, I feel we must continue our efforts to create a diverse cross campus community including students from different backgrounds (race, ethnicity, religion, gender, sexuality, political persuasion, socioeconomic status, field of interest)."

Another important point brought to our attention was that the education being offered at Macaulay is oversold, and often does not reach the expectations of those who choose to enter Macaulay over prestigious universities.

"I do not feel like the education I am receiving is of the quality it was advertised to be. There is often a sense of jaded carelessness from some professors, as well as the students in some classes. Professors have literally said "I know you don't want to be in this class," or "I know you don't care about this material," which makes it very difficult to want to engage with my education. I also feel that there is not enough individual attention to students, and the advisors have too much to handle. There is a lack of campus culture. Among the student body in Macaulay, there is a culture of overwork and not taking care of yourself. This being said, the privileges of free tuition, priority registration, smaller advising pools and a laptop are all invaluable."

Macaulay students also believe that mental health services are a very important resource that Macaulay can do a better job at providing. Students have expressed interest in training advisors on how to assist students going through personal tragedies so these students do not feel alone.

"If Macaulay truly values the whole health of a student, advisors should check in regularly with students (even through email) to remind students of campus resources available to them. If students are visibly stressed for prolonged periods of time, advisors should suggest resources for students, as I



know many people in Macaulay who suffer from depression, anxiety, or other mental health disorders that are not receiving services and are not being shown concern for by adults who should know our situations best."

RECOMMENDATIONS

How can we make students more confident in and proud of Macaulay as an institution? We can begin by targeting the areas students have shed light on by responding to our survey. The remainder of this report will highlight possible solutions and recommendations for Macaulay moving forward, categorized in the same format as the observations.

I. TRANSPARENCY

Clear communication with students would effectively eradicate the perception that Macaulay is dishonest. The Macaulay administration should be open and willing to discuss any issues they encounter in the College or with CUNY before students find out through third parties, or else they risk misinformation. The administration should collaborate with the Scholars Council to disseminate news.

II. ENGAGEMENT

Keeping students consistently involved with Macaulay is a difficult task, merely due to the structure of the College as a program spread out through eight partner institutions. To create more of a community on home campuses, the College should advocate for and help organize smaller-scale Macaulay events on each campus, spearheaded by club leaders or Scholars Council representatives. Larger events (such as the Freshman Mixer, Semiformal, or Spring Formal) could still be held at the central building, in addition to workshops, panels, and other professional development events.

To draw attention to the resources Macaulay has to offer, and to encourage students to utilize them, the College should emphasize that many resources (i.e. writing advisement) are accessible through email/the web. The College should also introduce students to these resources as early as possible, and remind students throughout the year that they are available.

III. ADVISING

The largest problem with advising ties into the uniformity of experience. See below.

IV. UNIFORMITY OF EXPERIENCE

Students perceive a lack of uniformity in experience mainly due to errors in communication. Knowledge should be standardized, and the College should make sure all Macaulay advisors and directors have the same up-to-date information to give to their students.

V. LONG-TERM SUSTAINABILITY

Macaulay is still a young institution that must work to develop its name brand, as well as increase the diversity among its student population. For the former, the College should continue to reach out to large foundations or organizations and underscore the potential of Macaulay students. For the latter, Macaulay must expand its promotional base, and begin visiting high schools in geographically diverse or underserved areas, among other efforts.



To improve the quality of education, the College should attempt to offer more honors-level/Macaulay-specific courses on the home campuses (to eliminate long commutes) or at the central Macaulay building.

On mental health, while Macaulay Central has launched several efforts to prioritize wellness (such as Thursday meditation sessions or the hiring of Dr. Korn), it should encourage individual colleges to do the same.

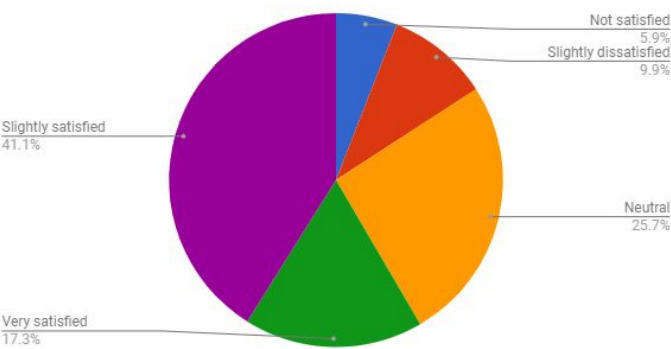
CONCLUSION

The Macaulay student body sees many areas in which improvement can occur, mainly referring to establishing connections between Macaulay students and campuses, promoting more engagement with Macaulay extracurricular activities, and improving advisement on certain campuses. We hope that that the observations made in this report prove useful to the current student body and administration, as well as future ones.

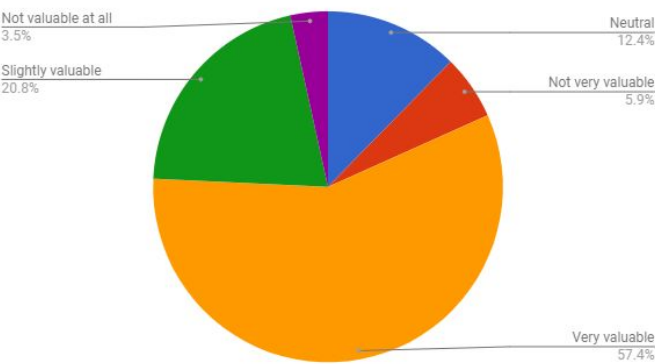
Appendix

Survey Data Charts: Macaulay Honors College

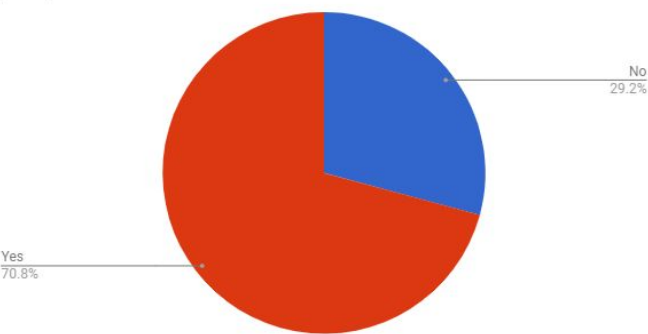
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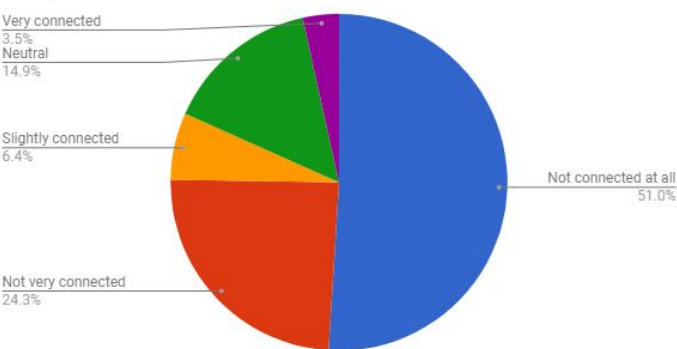
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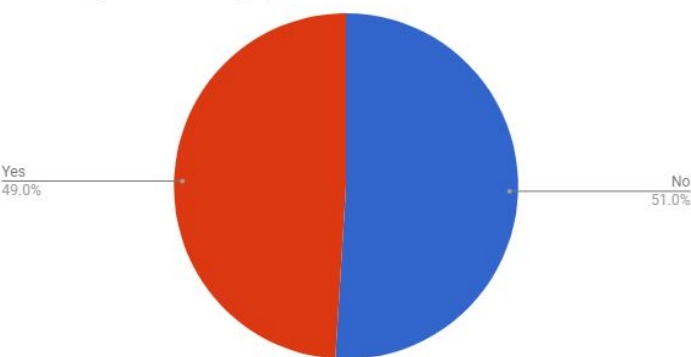
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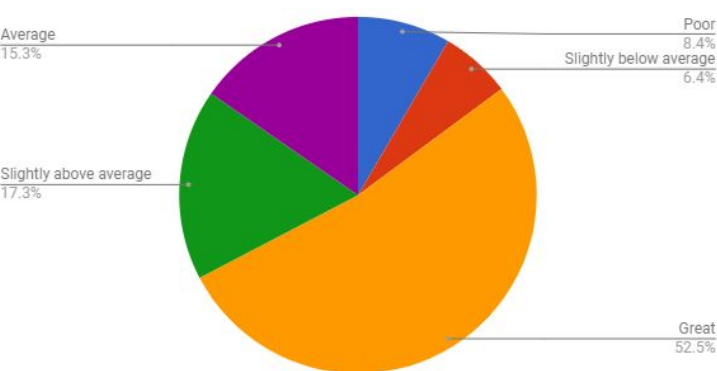
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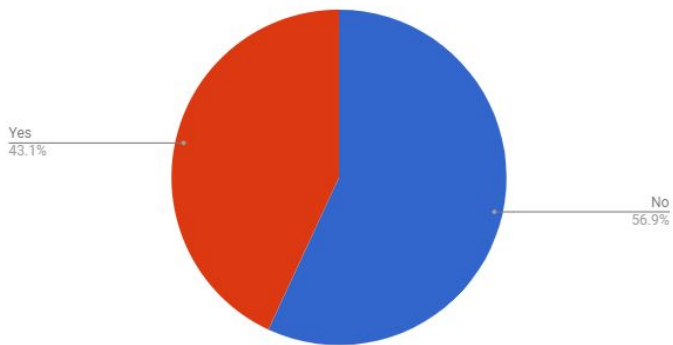
Do you keep yourself up to date on potential opportunities and Macaulay news through your advisor?



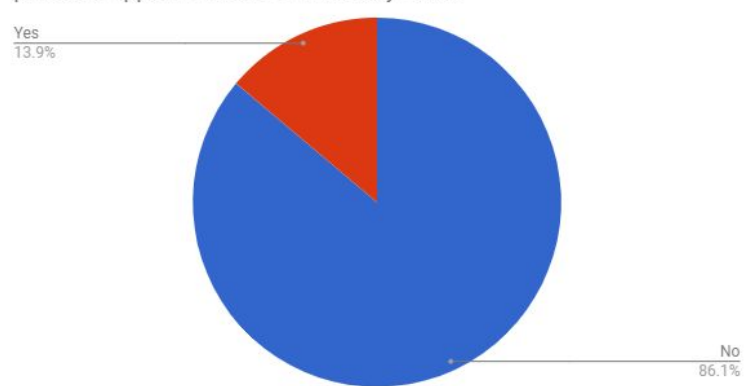
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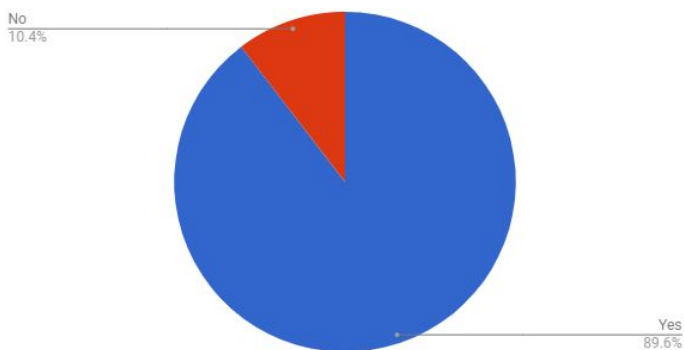
Do you use Facebook pages (by class or by campus) to keep yourself up to date on potential opportunities and Macaulay news?



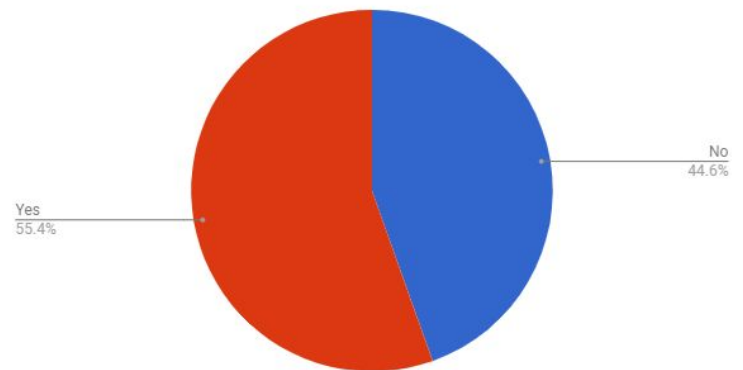
Do you use Scholars Council communications as a resource for potential opportunities and Macaulay news?



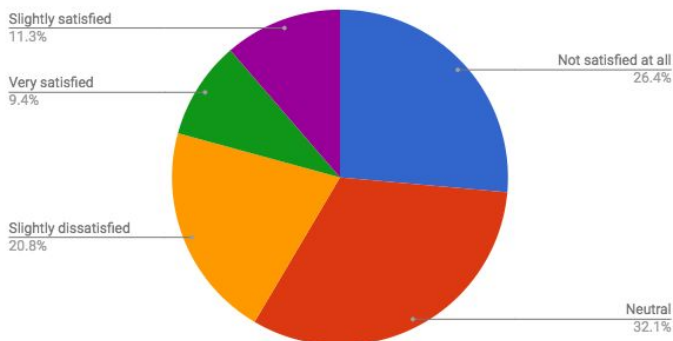
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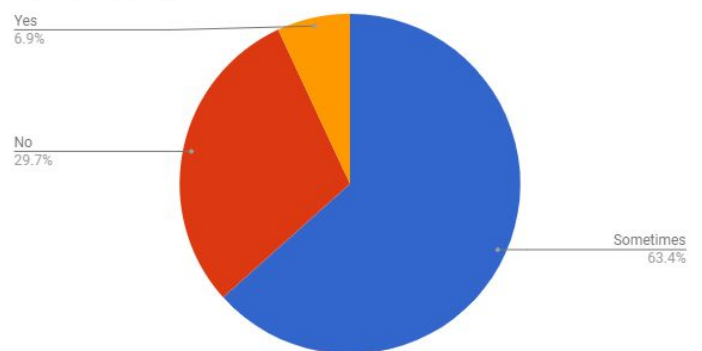
Do you keep up to date on potential opportunities and Macaulay news by word of mouth?



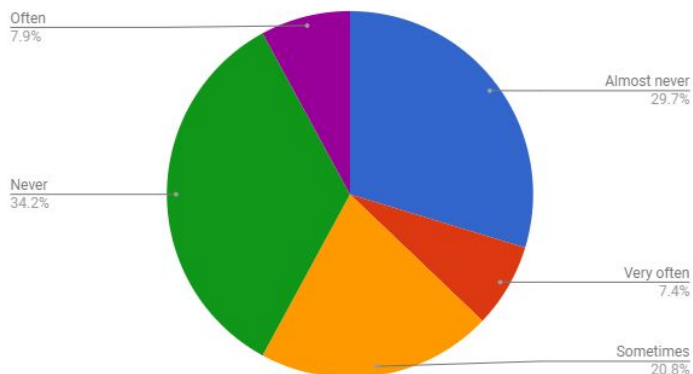
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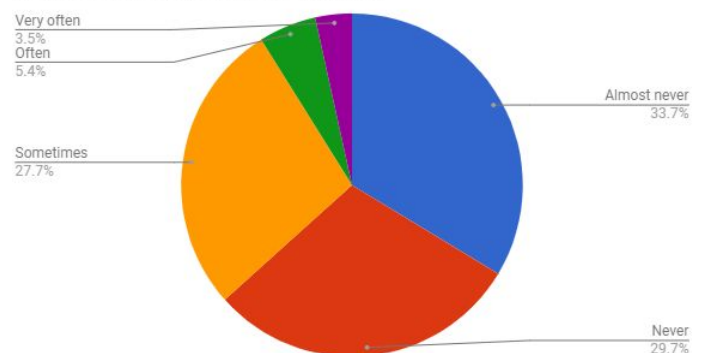
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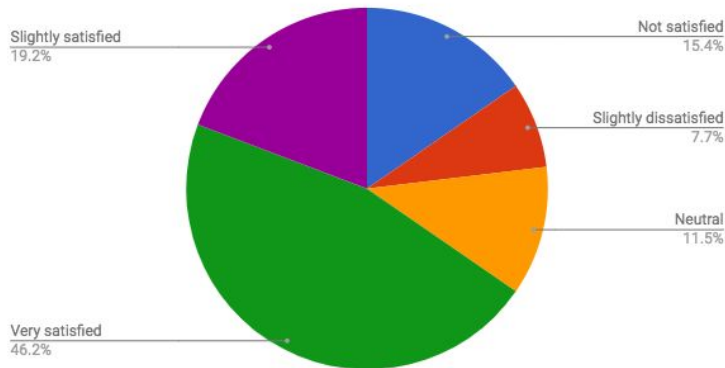
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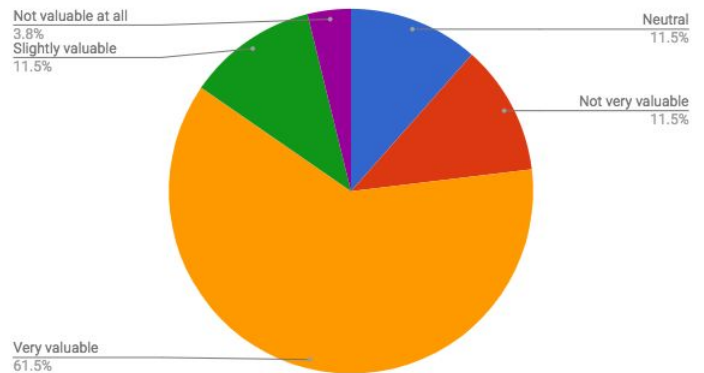
Survey Charts by Year:

Survey Data Charts: Class of 2018

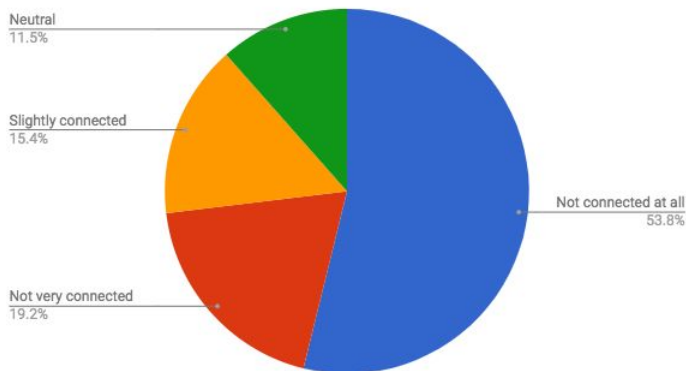
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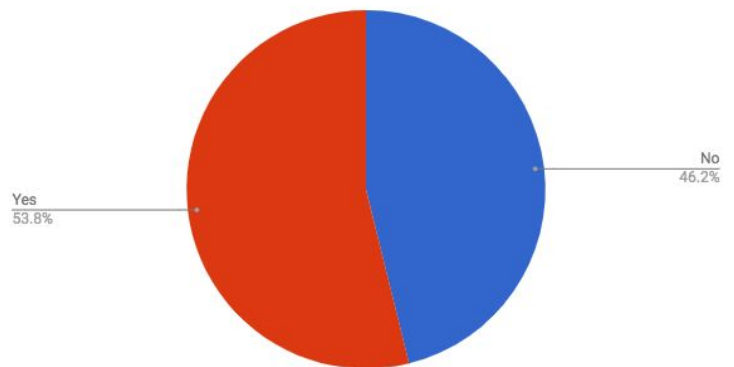
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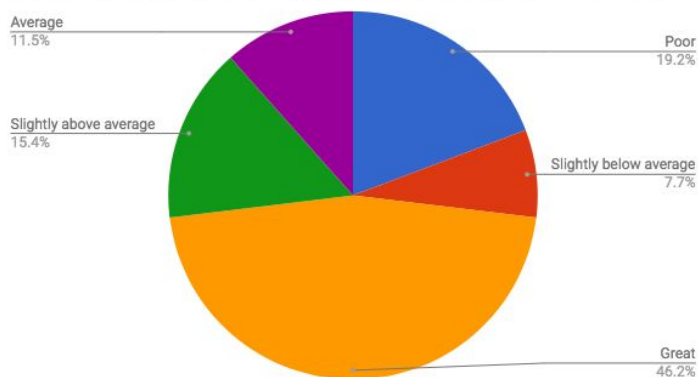
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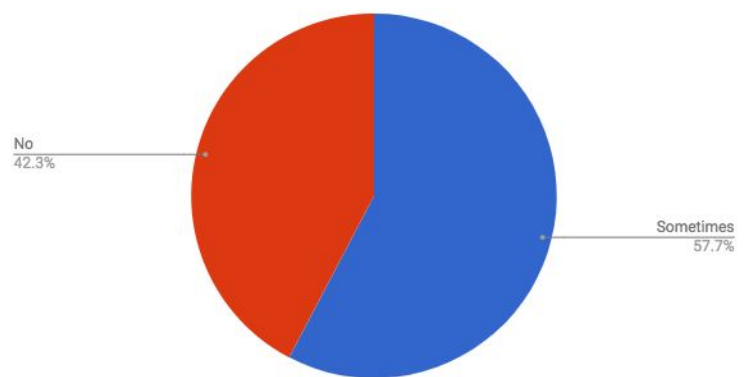
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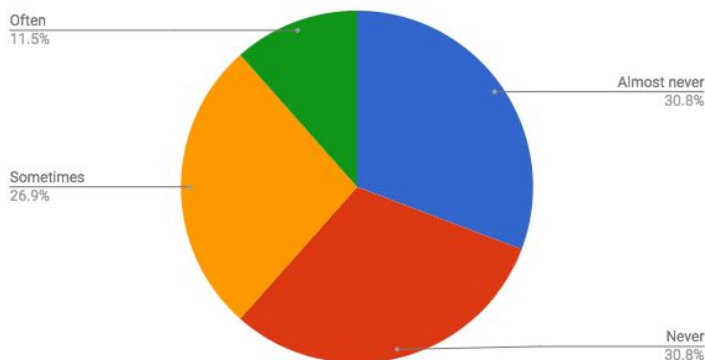
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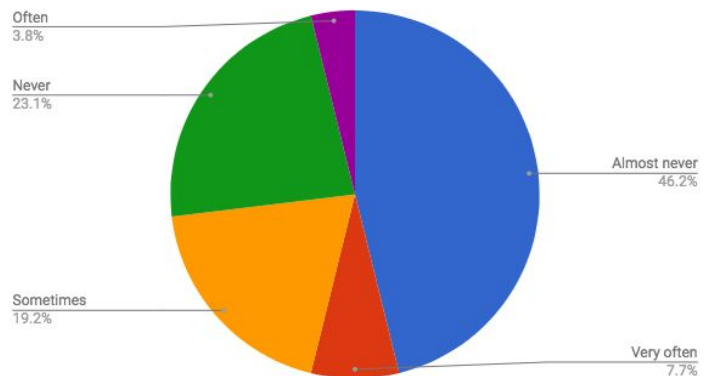
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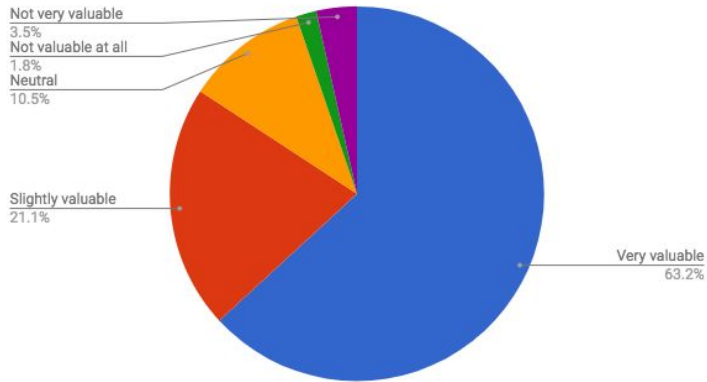


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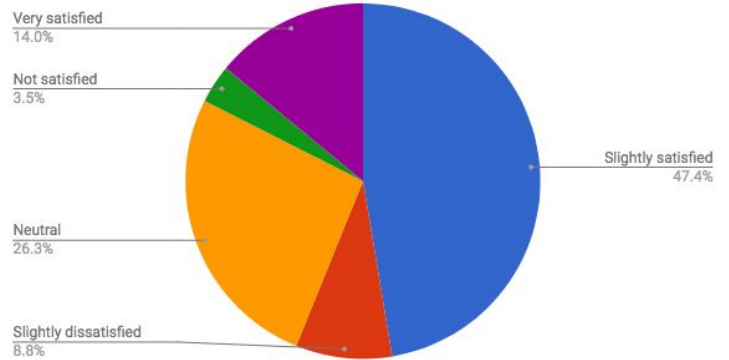


Survey Data Charts: Class of 2019

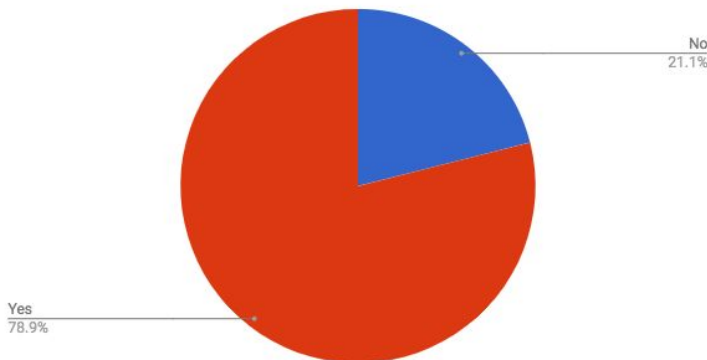
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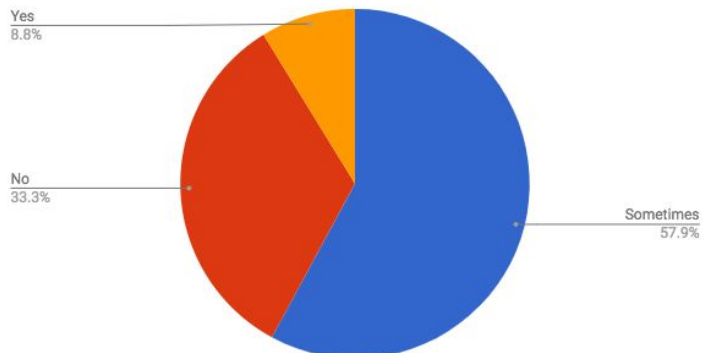
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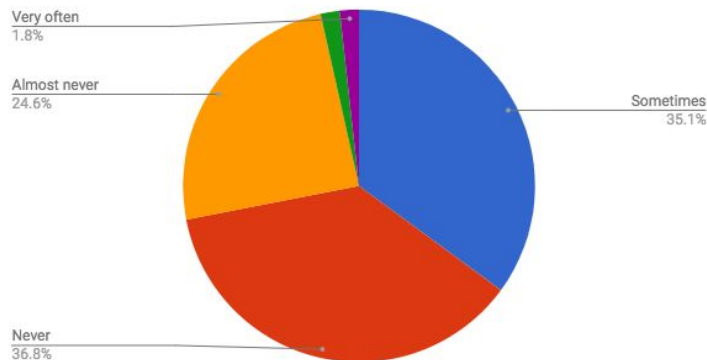
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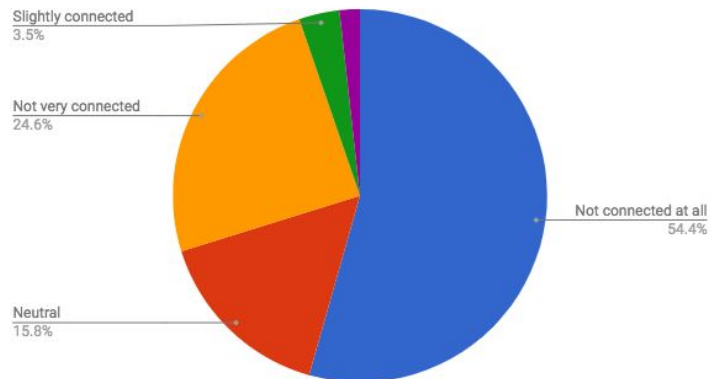
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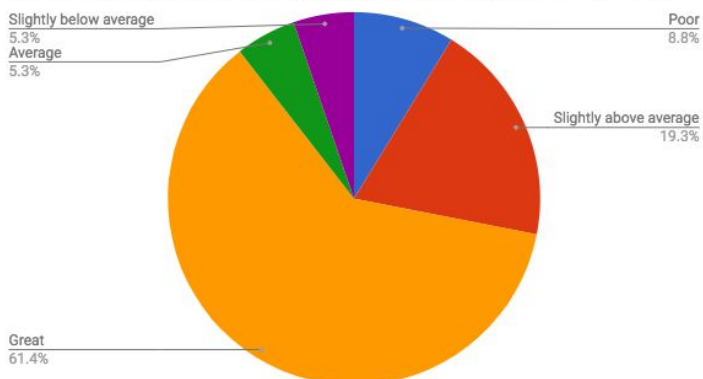
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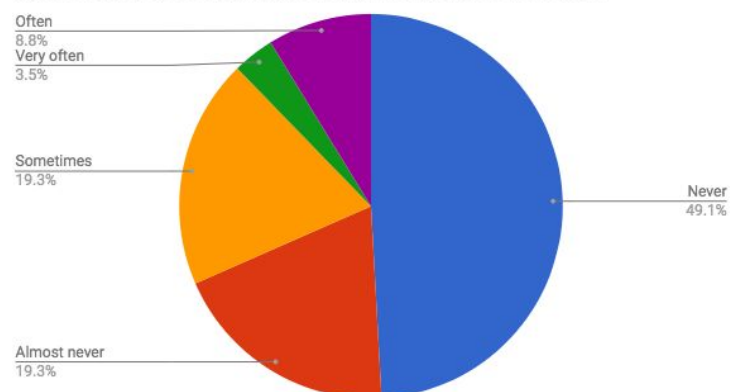
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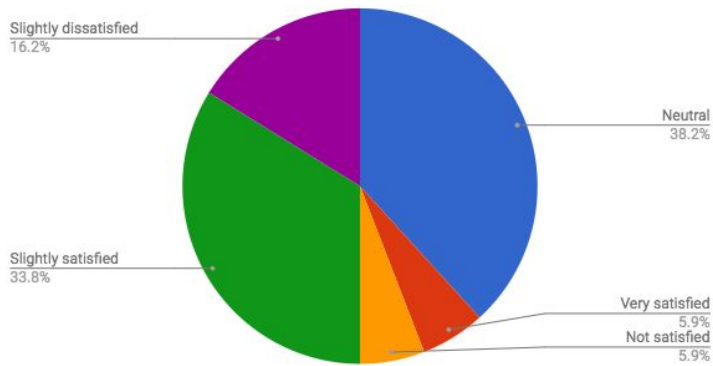


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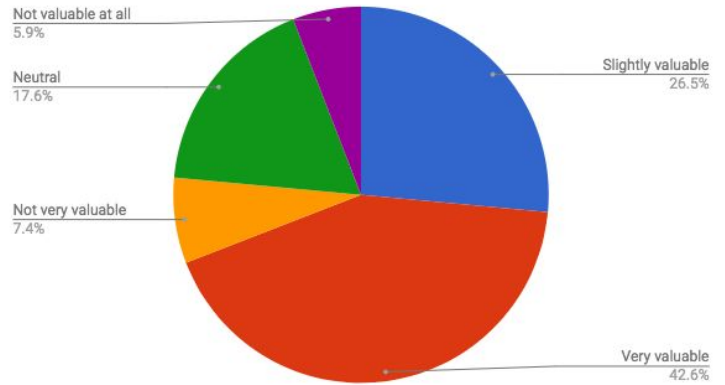


Survey Data Charts: Class of 2020

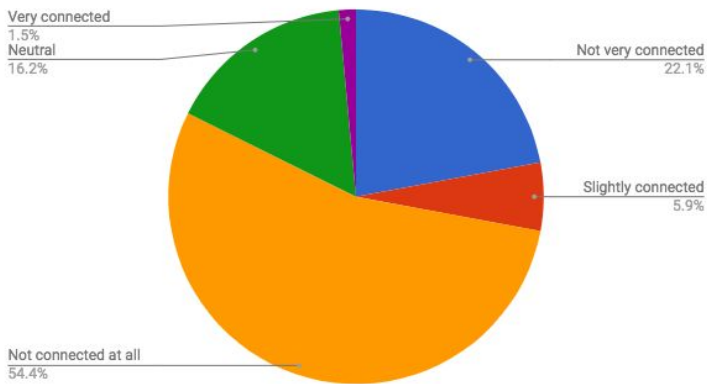
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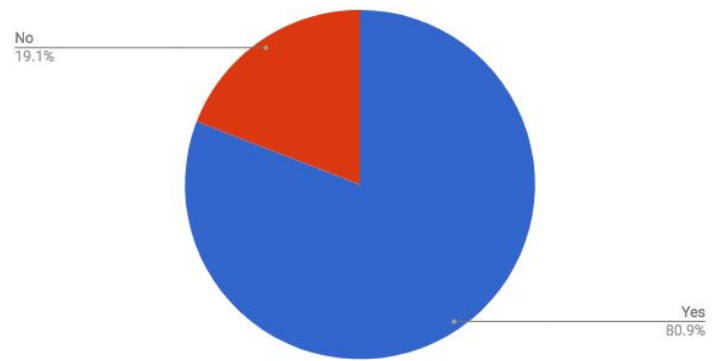
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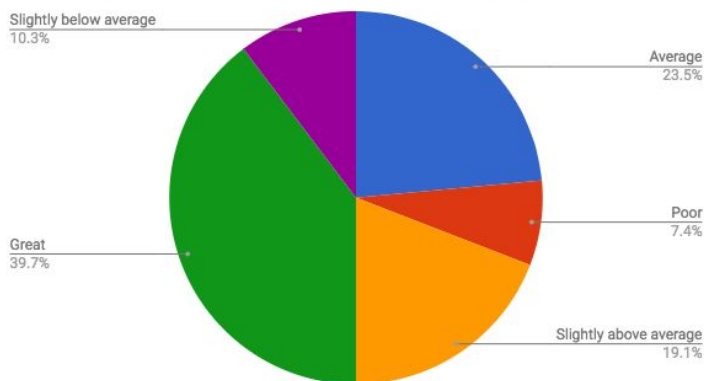
How connected do you feel to Macaulay students on other campuses?



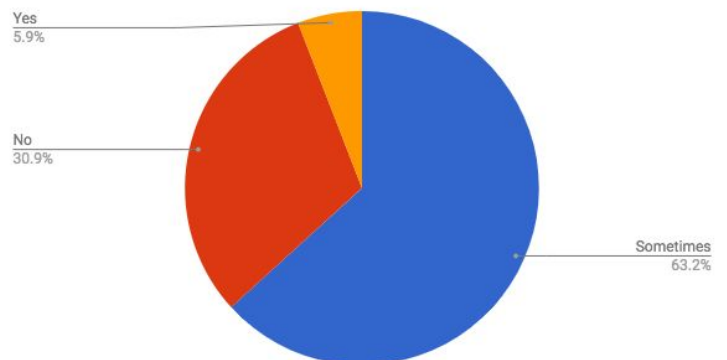
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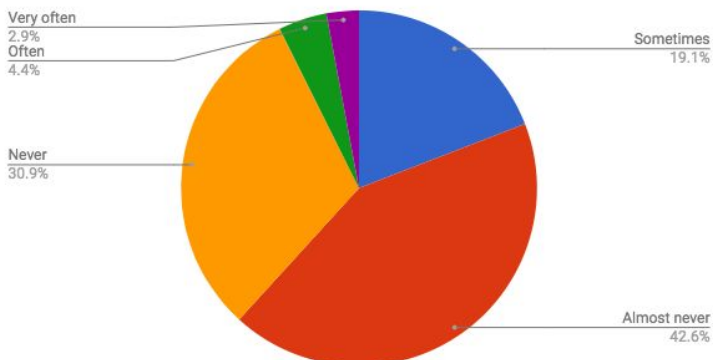
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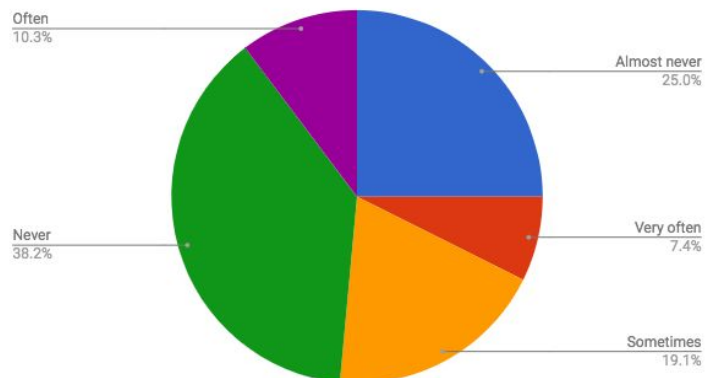
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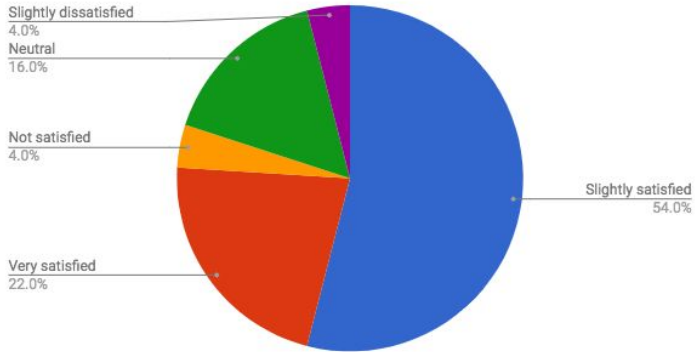


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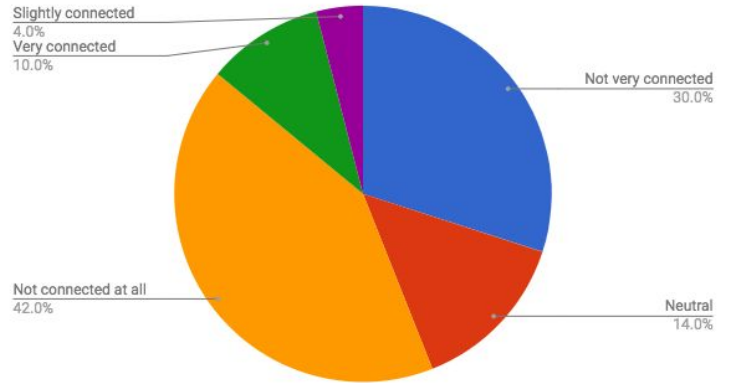


Survey Data Charts: Class of 2021

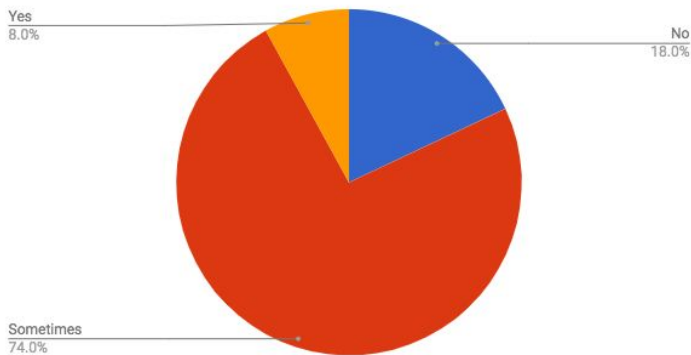
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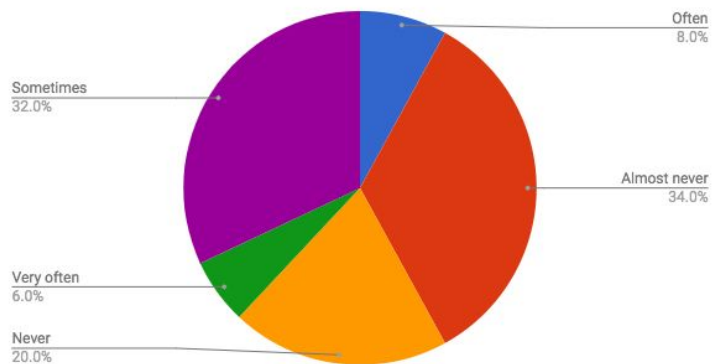
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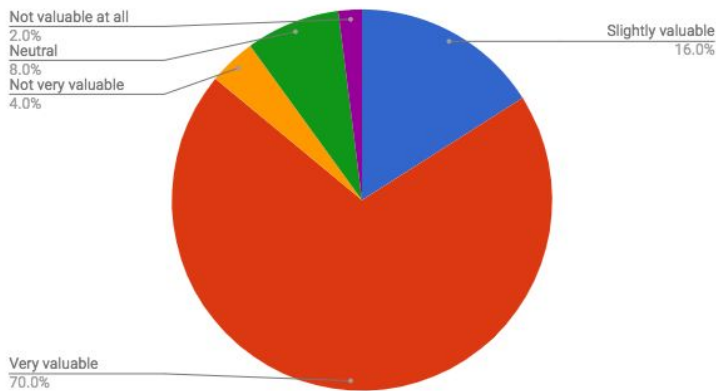
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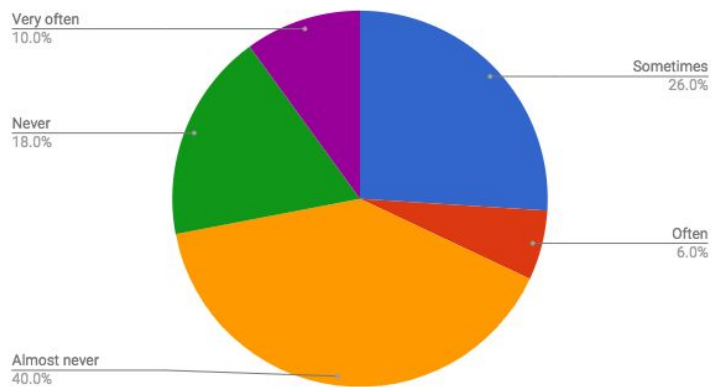
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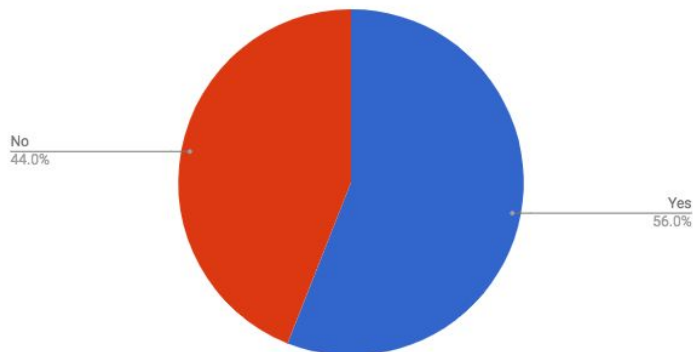
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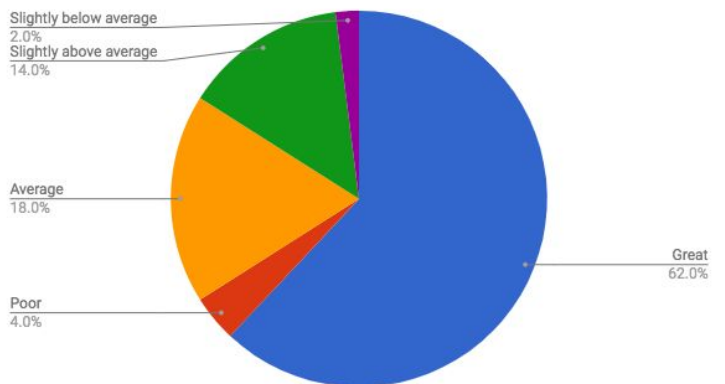
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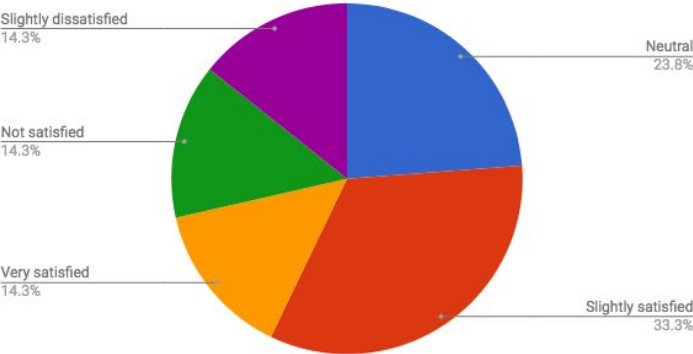


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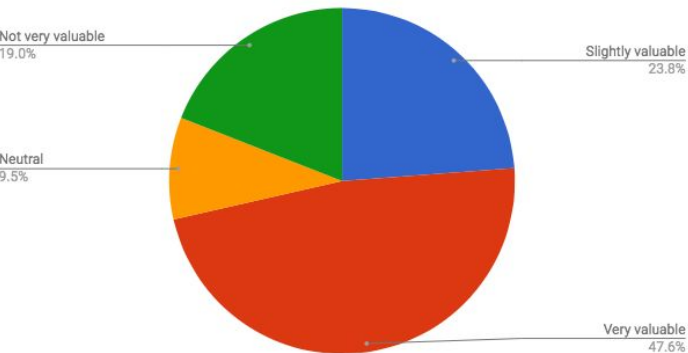


Survey Data Charts: Baruch College

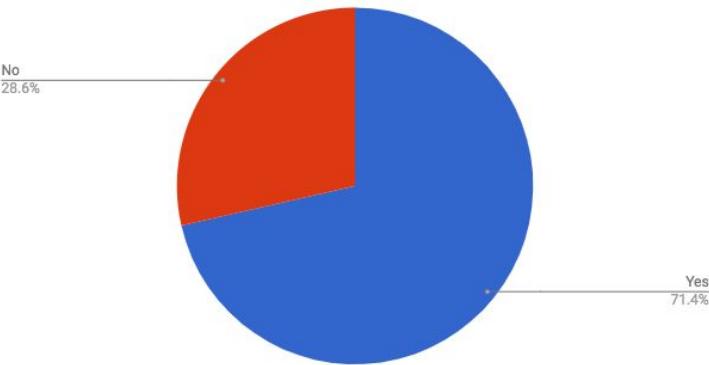
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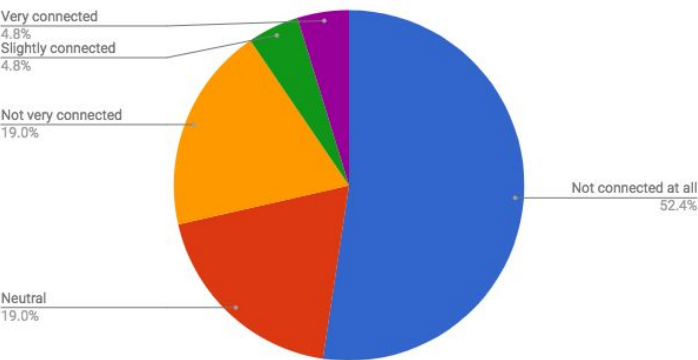
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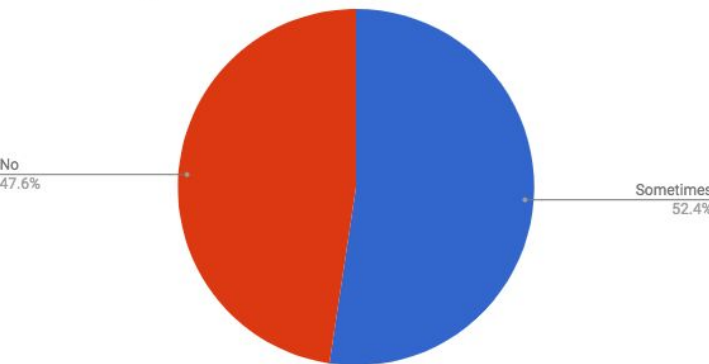
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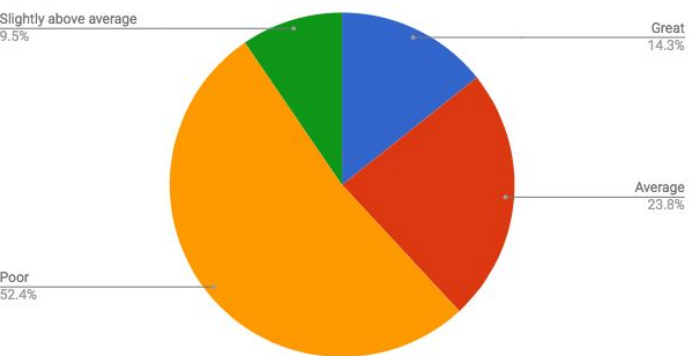
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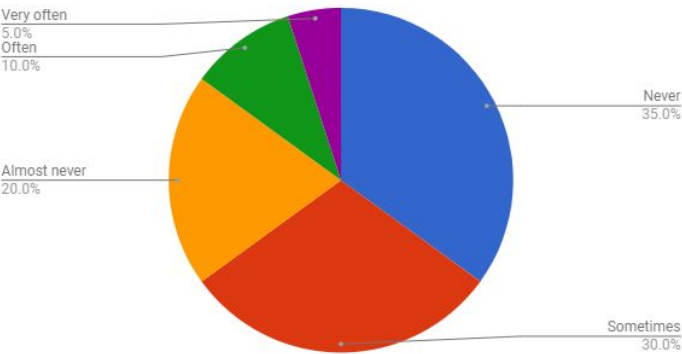
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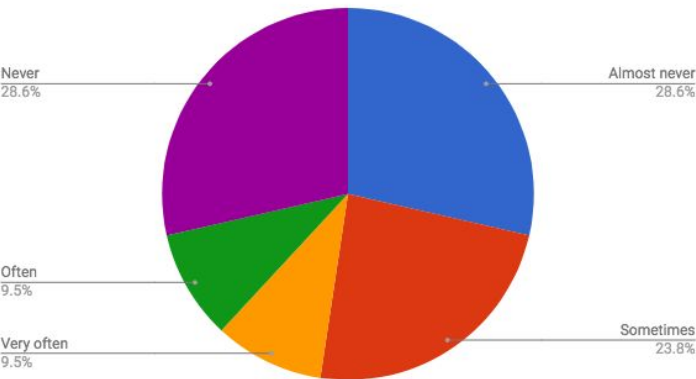
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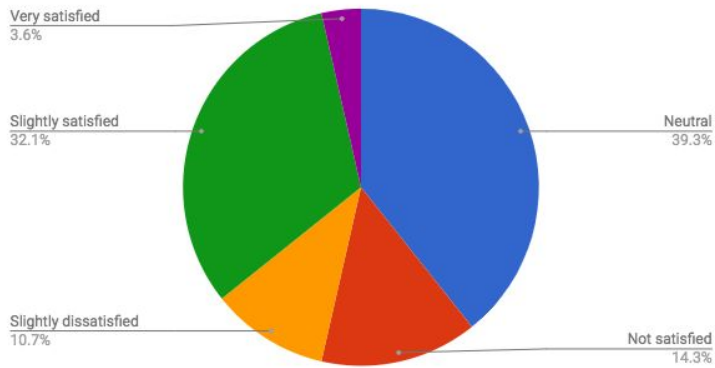


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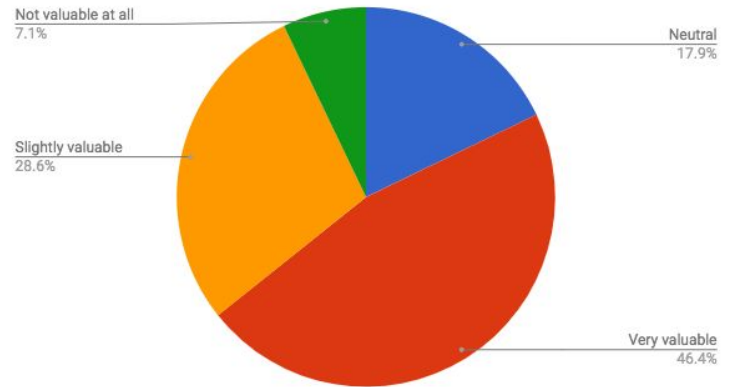


Survey Data Charts: Brooklyn College

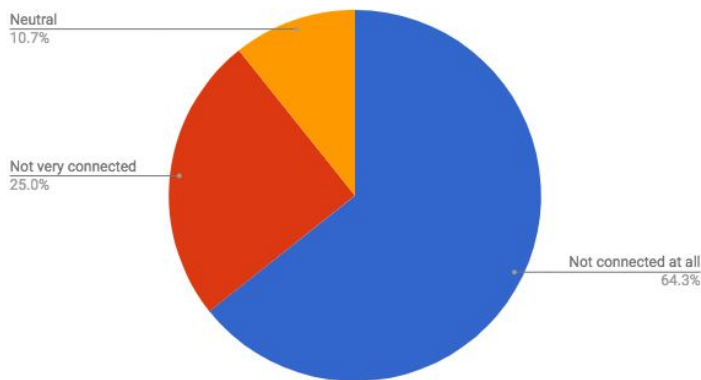
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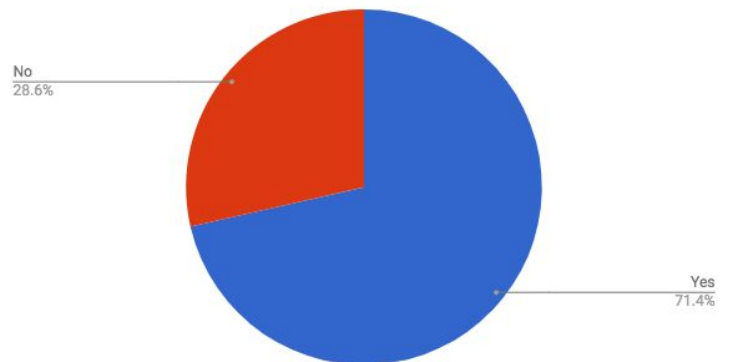
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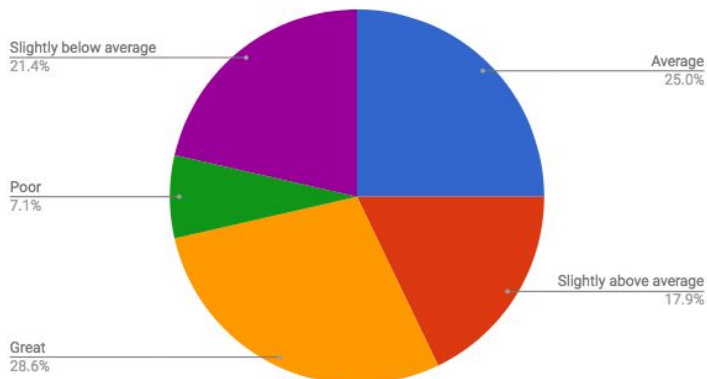
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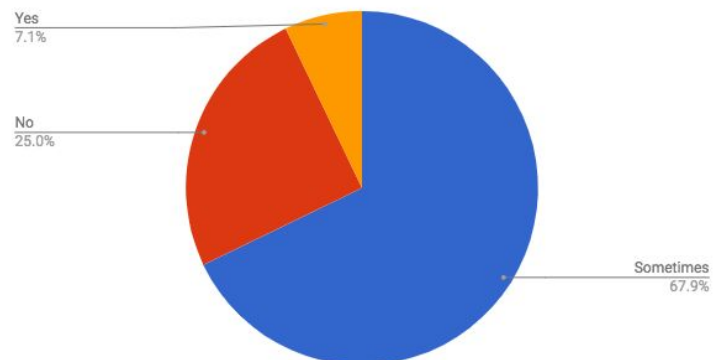
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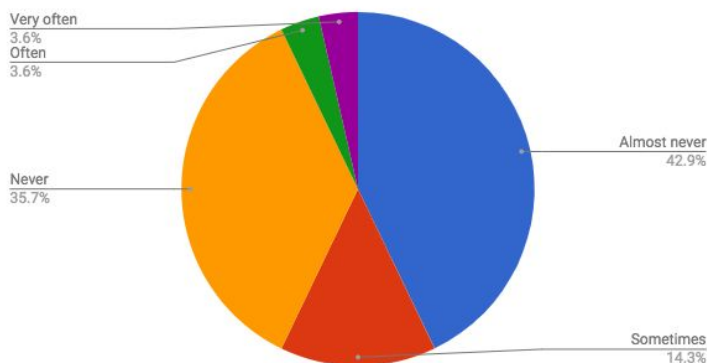
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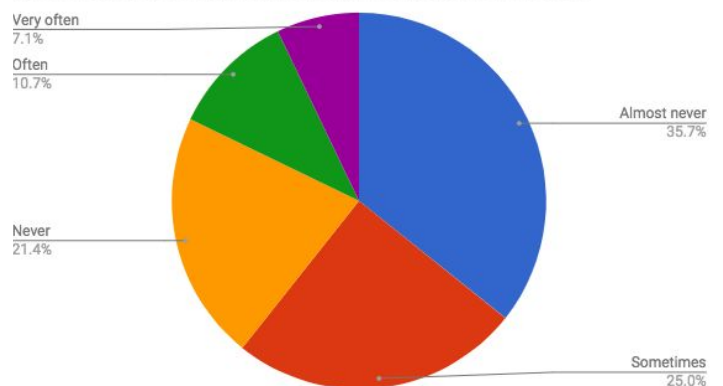
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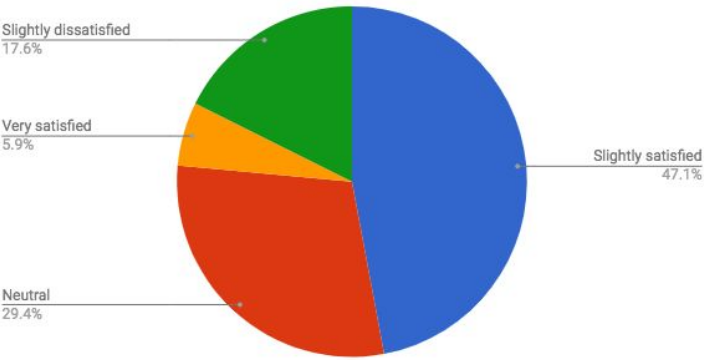


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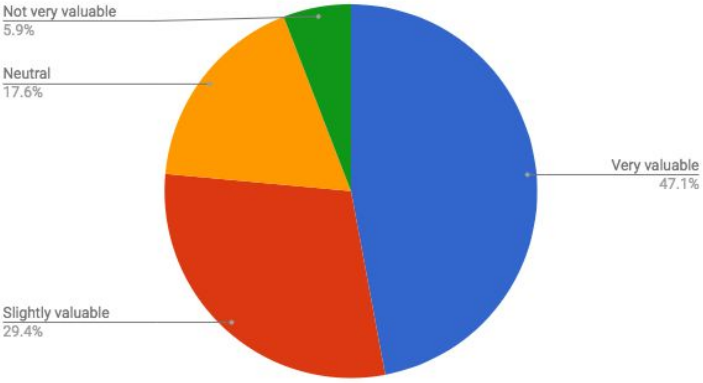


Survey Data Charts: City College

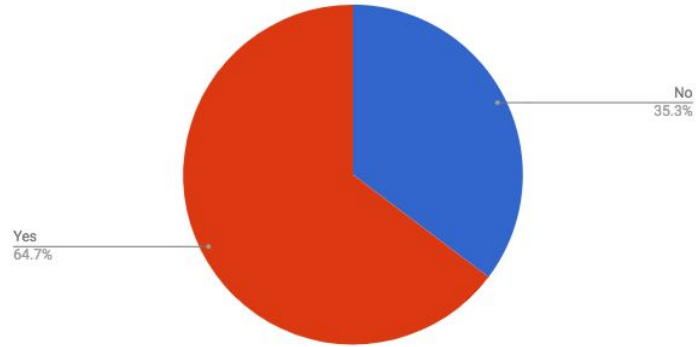
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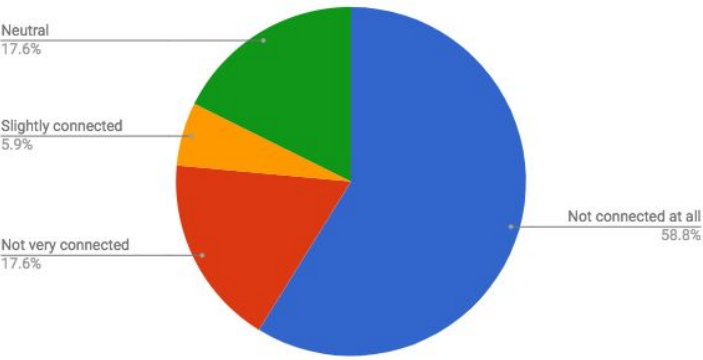
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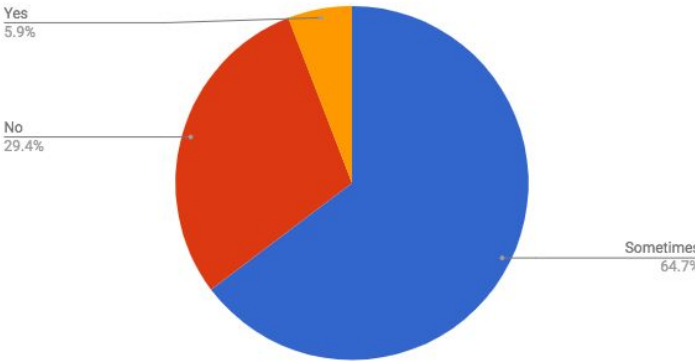
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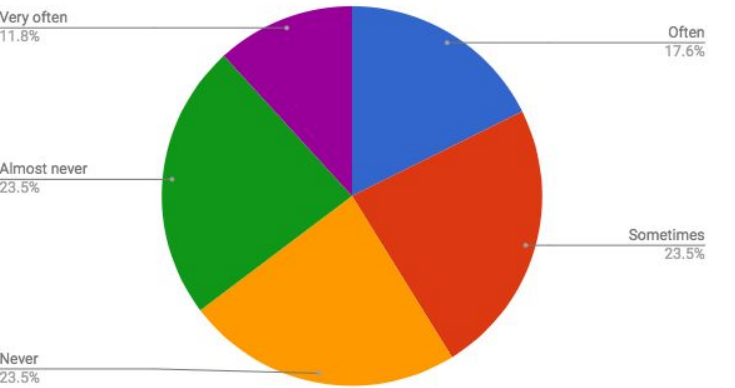
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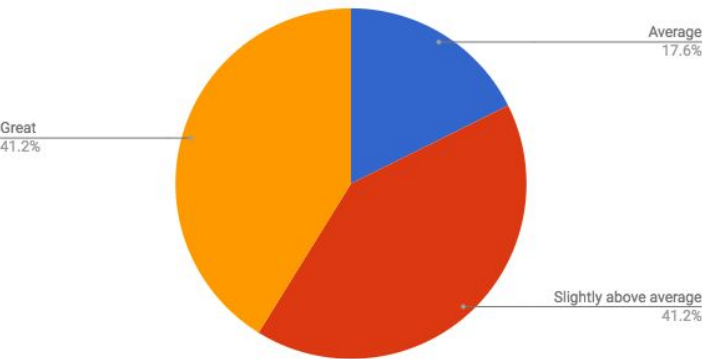
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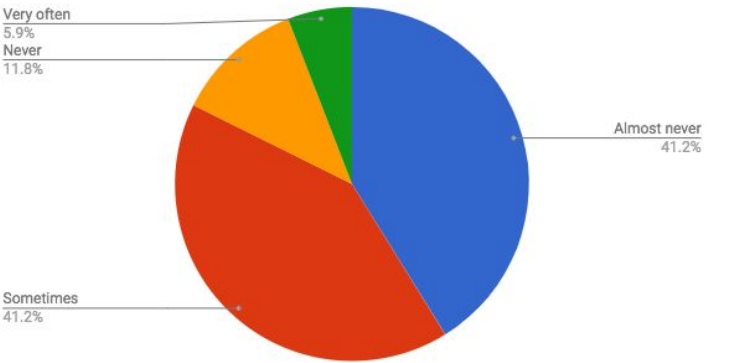
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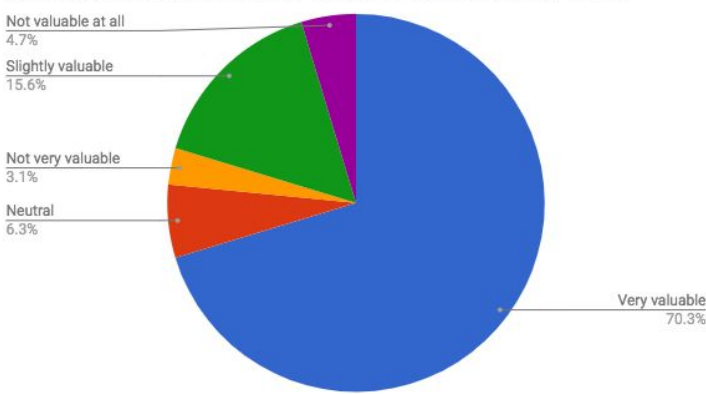


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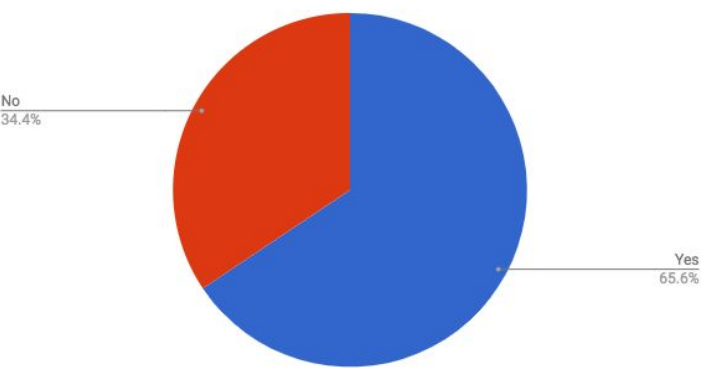


Survey Data Charts: College of Staten Island

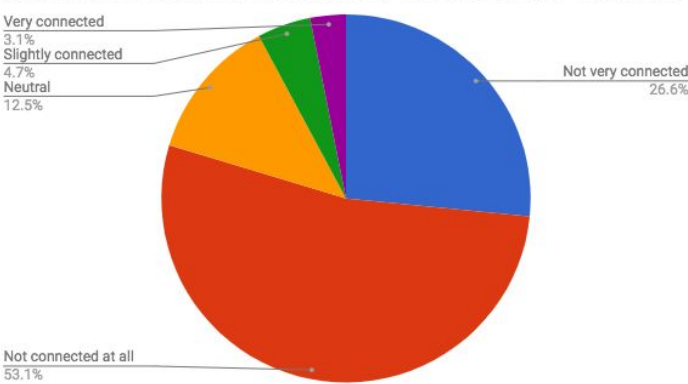
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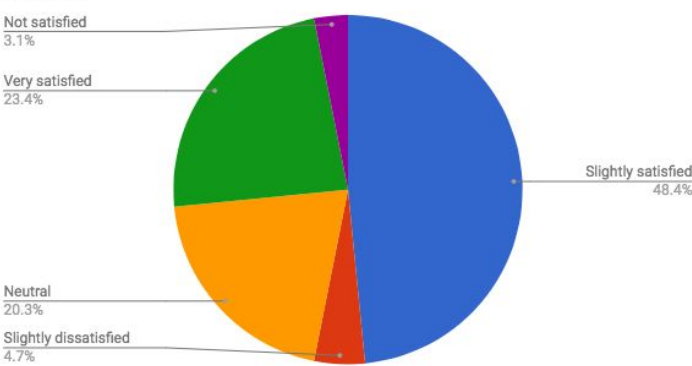
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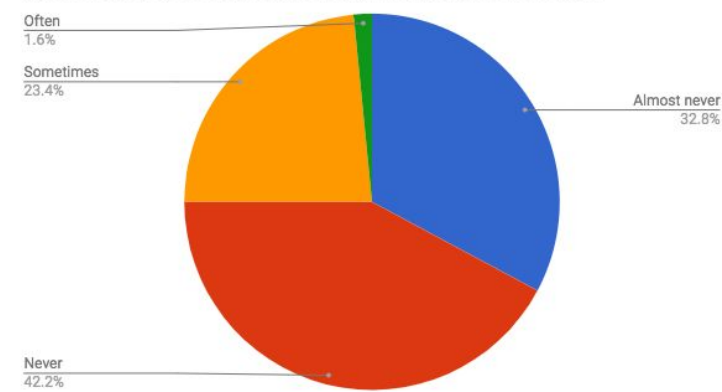
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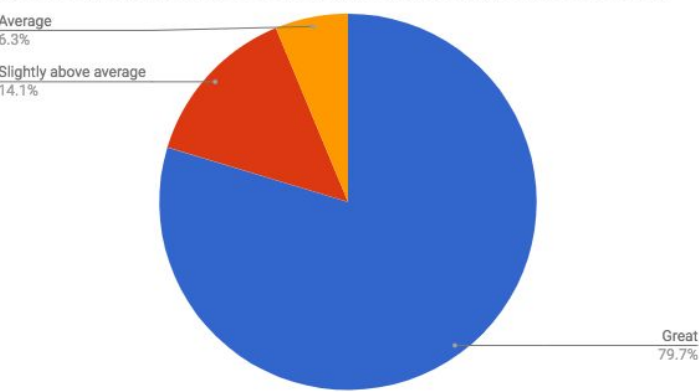
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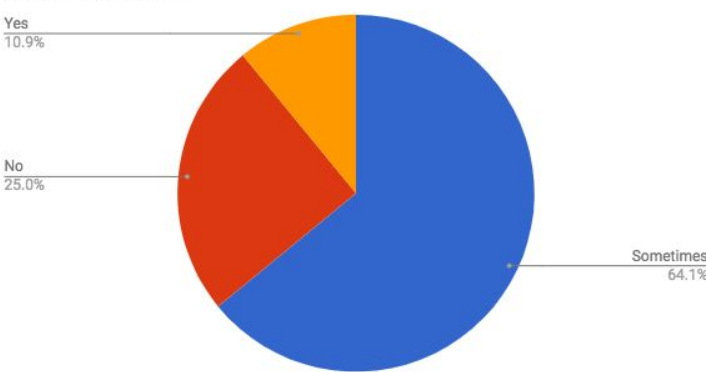
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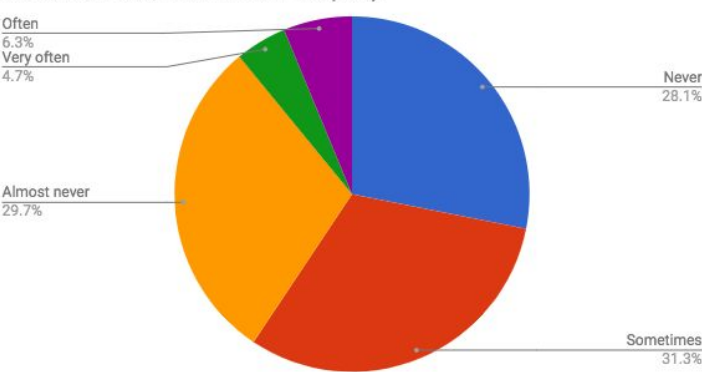
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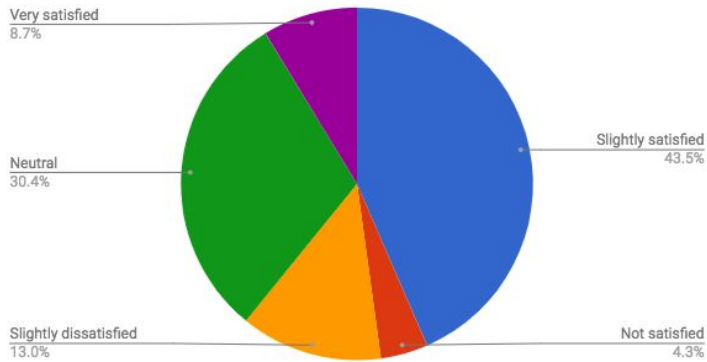


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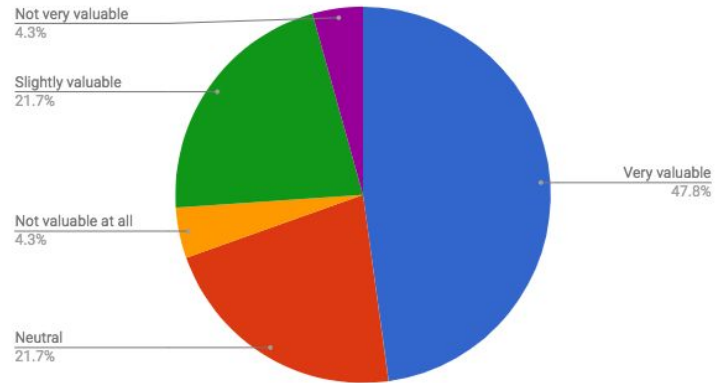


Survey Data Charts: Hunter College

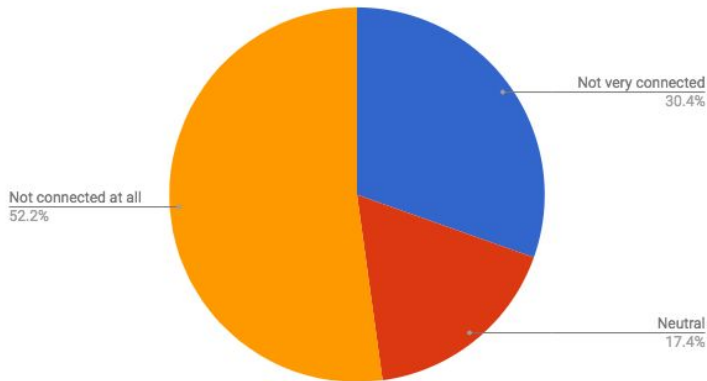
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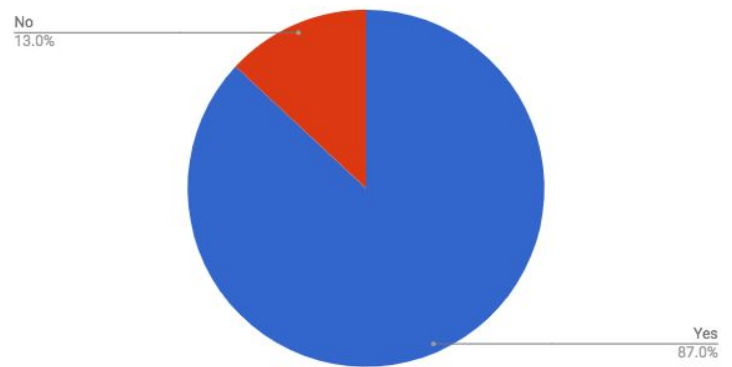
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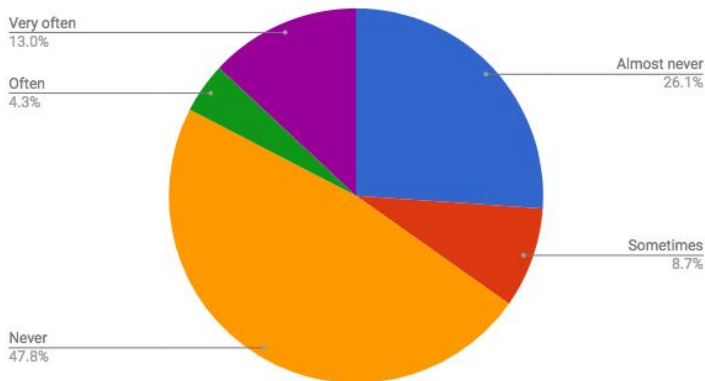
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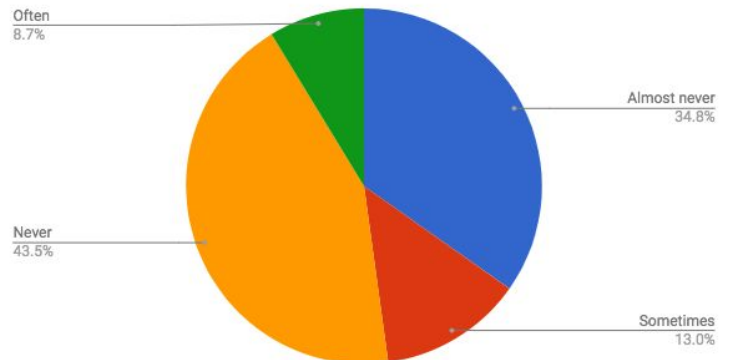
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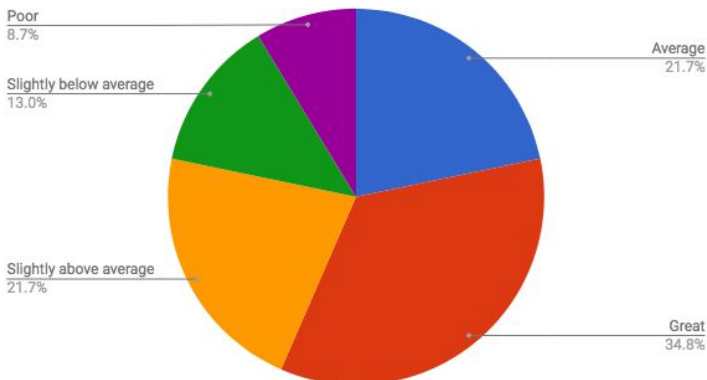
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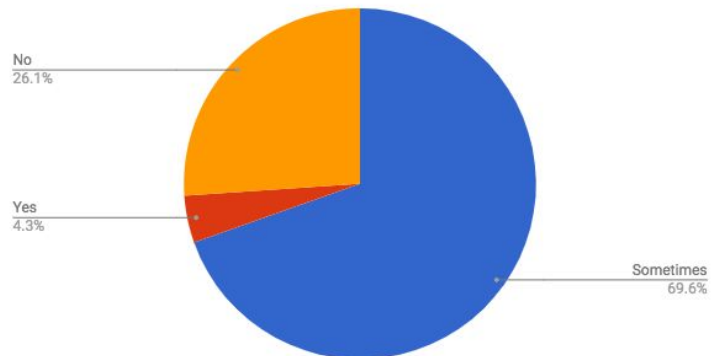
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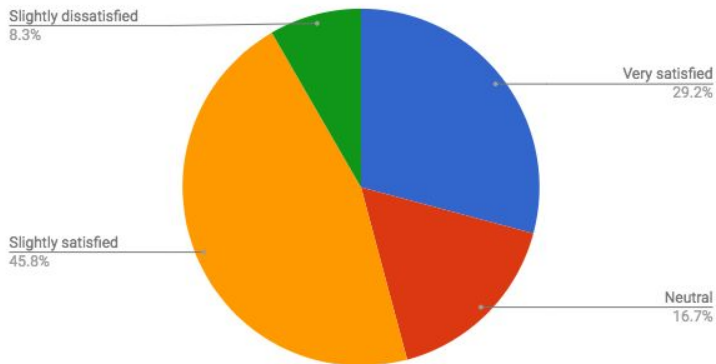


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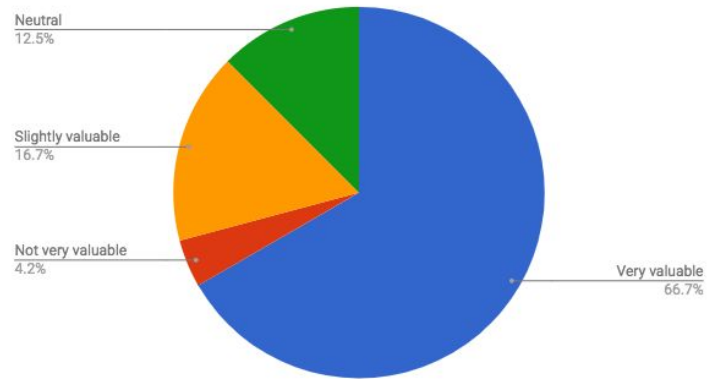


Survey Data Charts: John Jay College of Criminal Justice

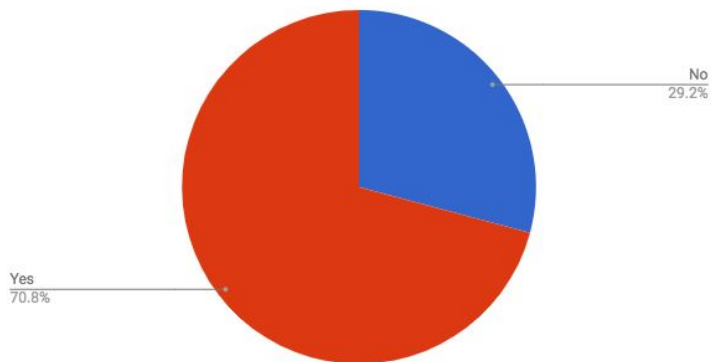
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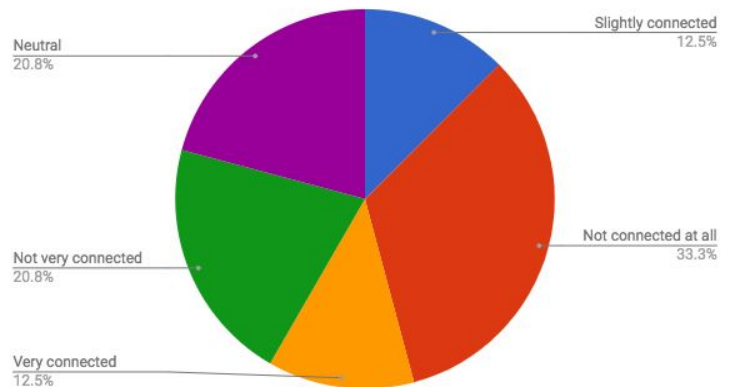
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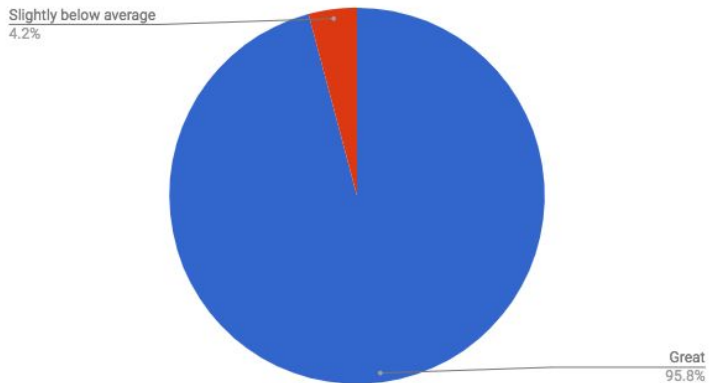
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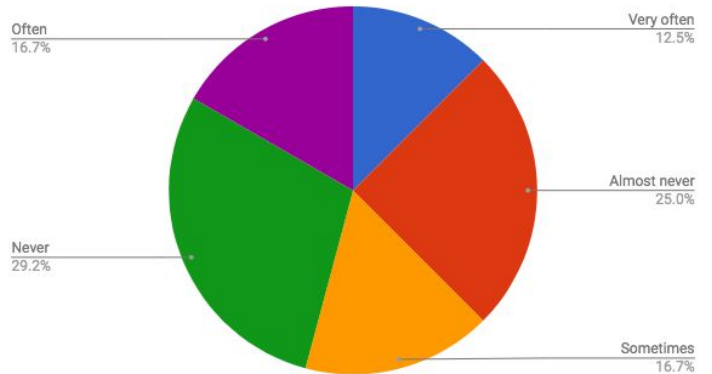
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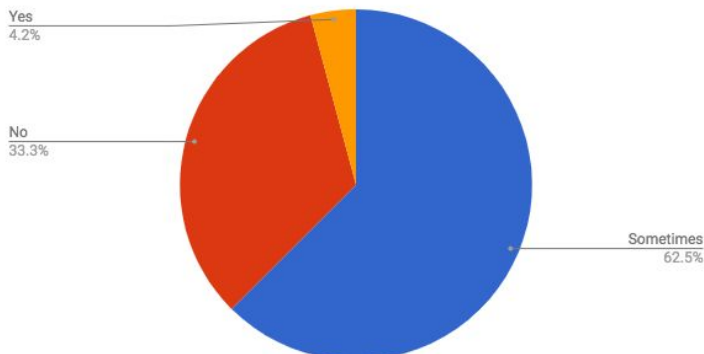
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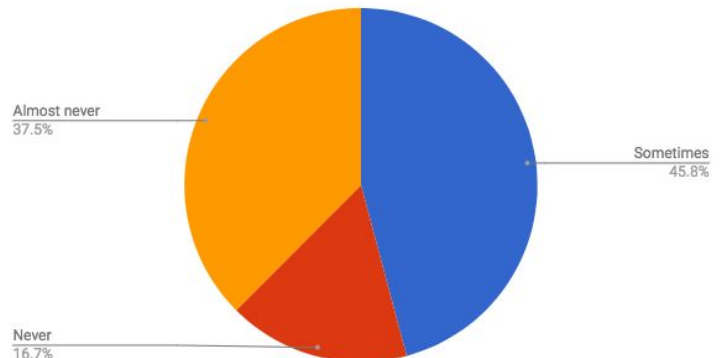
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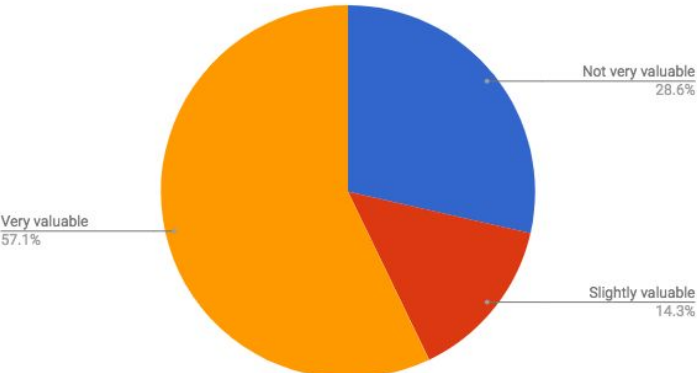


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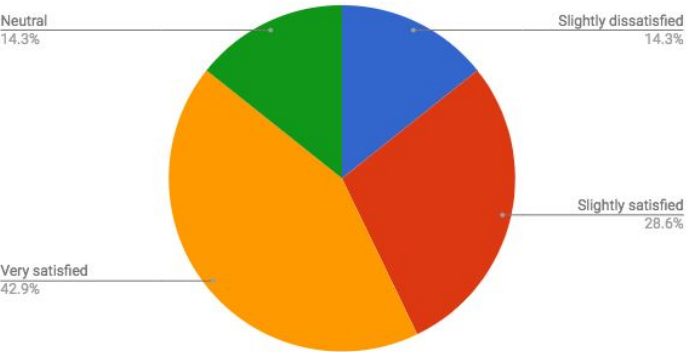


Survey Data Charts: Lehman College

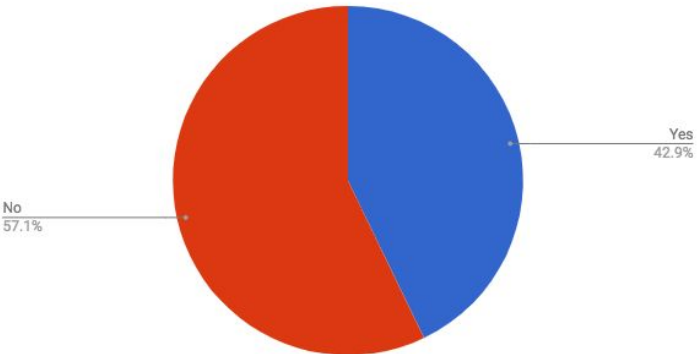
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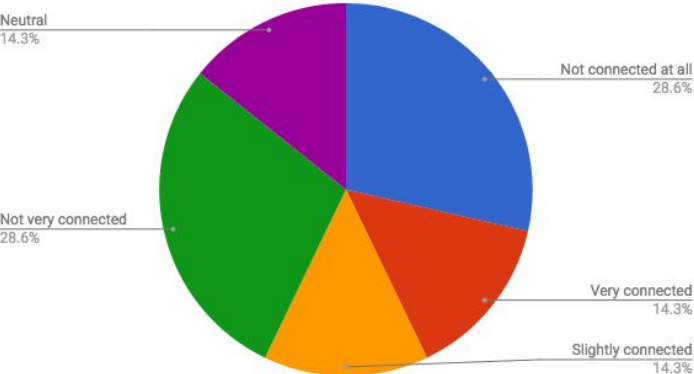
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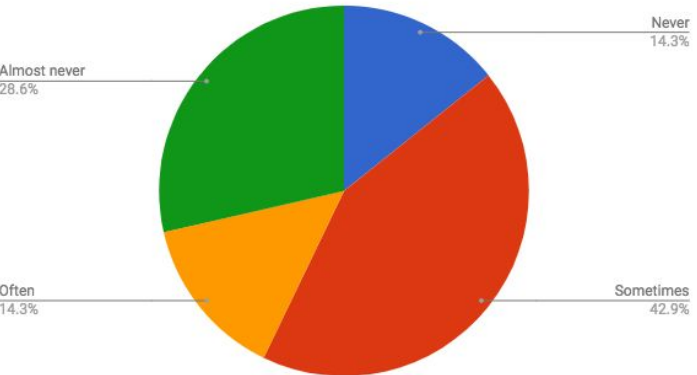
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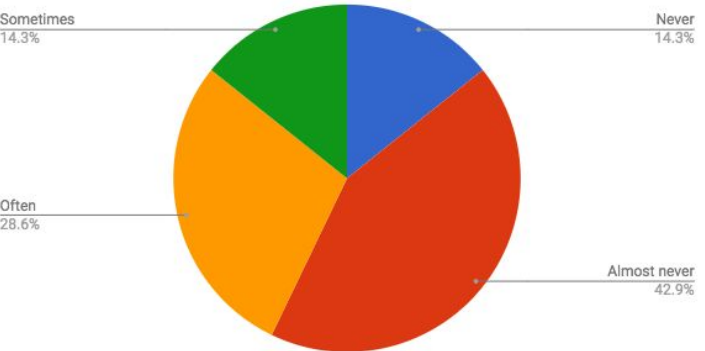
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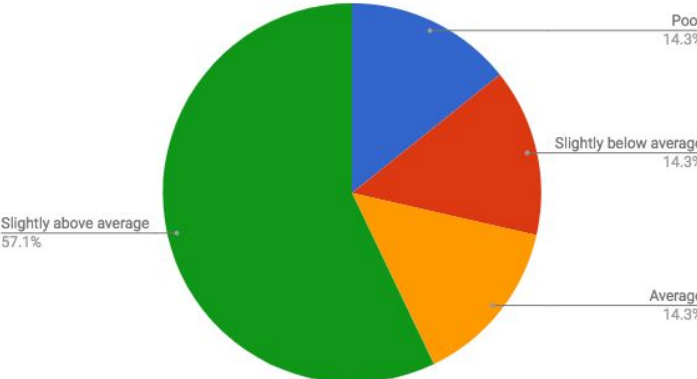
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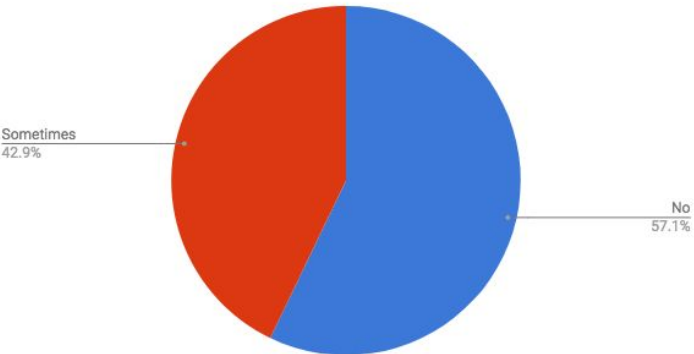
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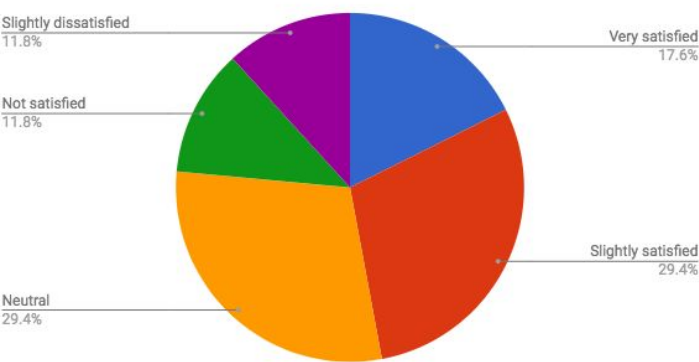


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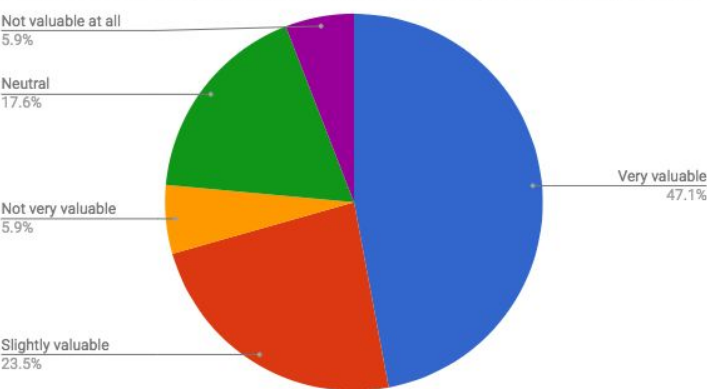


Survey Data Charts: Queens College

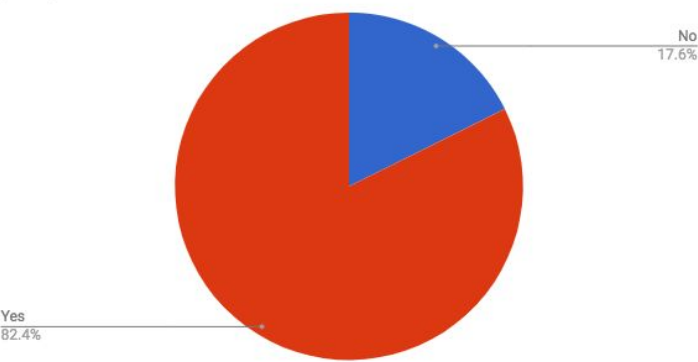
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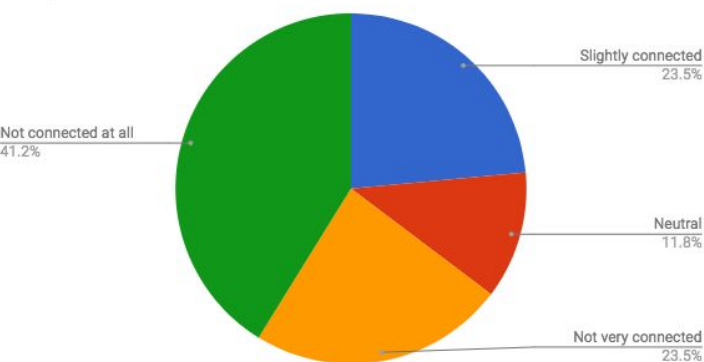
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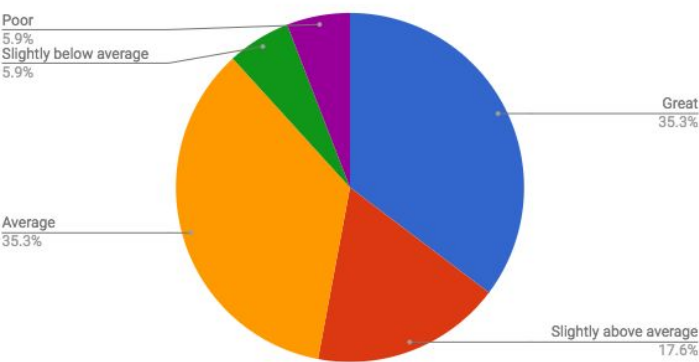
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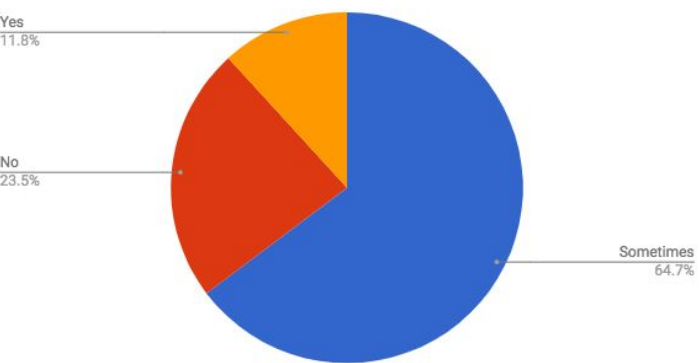
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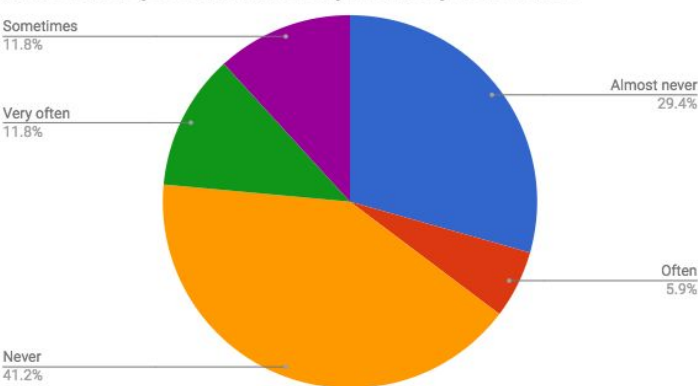
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