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Executive Summary

- The Center for Institutional Effectiveness at Bergen Community College (BCC) conducts an annual Graduate Follow-up Survey of graduates one year after they have completed their course of study. The following information relates to the students who received degrees and certificates between 2013 and 2015.
- Of the 2,508 graduates from 2015 who were sent the Graduate Follow-up Survey, 293 graduates responded, providing a response rate of 12%. The response rate has dipped since 2013 (18% in 2013, 14% in 2014 and 12% in 2015).
- The majority of 2015 graduates' primary objectives were educational; 74% stated that they either wanted to earn a degree, take courses for transfer or take courses for personal interest. Ninety-four percent of respondents stated that they had reached their primary objective.
- Throughout the past three administrations, the Library/Learning Resource Center has remained the most highly rated service at Bergen Community College. Other highly valued services included services for students with disabilities, tutoring services, the quality of major course instruction, and the quality of developmental English.
- Sixty-eight percent of 2015 graduates reported transferring to another institution after graduating from BCC. These graduates rated their preparedness, on average, for further education as being "Good".
- Seventy-five percent of 2015 graduates indicated that they were employed either full- or part-time at the time of survey administration. Fifty-eight percent of respondents stated that they were working in a directly related or somewhat related field to their field of study at Bergen.
- When asked how well Bergen Community College prepared them for employment, respondents from all three years typically responded that the job training they received was "Average" to "Good." Forty percent of 2015 graduates who were employed indicated that their program helped with job performance and 34% asserted that their program helped them to obtain their job.
- The graduates were asked to estimate how much they expected particular skills to improve and to what extent those skills actually did improve. Over the past three years, students' improvements were exceeded most from their initial expectations in the areas of "Tolerance and understanding of other people" and "Ability to cope with new situations".
- On average, over the past three administrations of the survey, 96% of graduates stated that they would recommend attending Bergen Community College to prospective students.

Introduction

The Center for Institutional Effectiveness conducts an annual survey of Bergen Community College graduates one year after they have completed their course of study. The primary objective of this survey is to assess the extent to which students feel the College's programs, facilities and services have enabled them to achieve their personal, educational and professional goals. The information obtained from the Graduate Follow-up Survey may be employed in the following ways:

- A. To provide information on the effectiveness of academic programs.
- B. To evaluate the quality of instruction, services and facilities.
- C. To provide useful feedback that can foster curriculum modifications and development.
- D. To provide data to fulfill the College's accountability requirement to the Federal Government, State, County, other external agencies and most importantly the community and students it serves.

The report that follows is a summary of results from three administrations of the Graduate Follow-up Survey, based on the responses of students who received degrees and/or certificates between the 2013 and 2015 academic years. The purpose of this report is to provide a succinct assessment of the major findings between administrations.

In order to simplify the reading of this report, the graduates will be referred to by their year of program completion: as "2013 graduates," "2014 graduates," etc.

Method

The Survey Instrument

The Graduate Follow-up Survey is divided into four sections. The questions in Section A address the graduates' initial goals for attending Bergen Community College and their assessment of the College's services and facilities. In Section B, the questions are directed at the graduates' educational status after graduating from BCC. Questions about the graduates' employment status and related career opportunities are presented in Section C. The final section, Section D, instructs the graduates to assess the effect their experiences at BCC have had on their personal and academic development. Here they are asked to determine the extent to which they had expected to improve certain skills when they started at BCC and the extent to which these skills actually improved. The graduates were also given the opportunity to comment on their experiences while at BCC and to voice their opinions on what could be done to improve the College.

Mailings

Each administration year, during the spring semester, a list of names and addresses of the graduates¹ from the previous year was compiled. An email invitation was sent to the 2015 graduates' Bergen and personal email addresses. Four email reminders were sent to those who had not yet participated. Two paper surveys were sent in the mail to graduates' addresses if this information was available. A postage-paid return envelope and, when necessary, a survey insert developed for specific academic programs were included in the mailing of the survey.² Each mailing of the survey was accompanied by an introductory letter from the President.

Analysis

Data were collected and aggregated from all mail and online responses for quantitative analysis. Analyses were separated into seven sections: Respondents, Educational Objectives, Student Services, Transfer Enrollment, Employment, Expectations for Improvement and Overall Impressions. In some cases, these data were paired with historical responses from the previous two years to show three-year trends.

Qualitative student feedback was requested in a comments section at the end of each survey. A small, but representative sample of these comments was selected and added to each of the seven sections, named above, in order to add depth and context to the quantitative data.

¹ Only students whose mailing information was available were contacted

² The results of the program inserts were made available to the specific departments and will not be included in this report

Results

Respondents

Table 1 below shows the response rate of the 2013-2015 Graduate Follow-up Surveys, derived from the total number of surveys distributed and the number of graduates who responded. Despite increased efforts to contact graduates, the response rate has dipped since 2013 going from a high of 18% in 2013 to a low of 12% in 2015.

Table 1. Response Rate

	2013	2014	2015
# Sent	2,279	2,604	2,508
# Responded	403	373	293
Response Rate	18%	14%	12%

As shown below in Table 2, looking at the breakdown of respondents by program type, 74% of respondents graduated from transfer programs and 26% graduated from career programs in 2015. In comparison to the actual percentages of transfer and career students who graduated from BCC in 2015 (80% and 20%, respectively), respondents from career programs were slightly overrepresented in this sample.

Table 2. Respondents by Program

	2013		2014		2015	
	#	%	#	%	#	%
<i>Associate of Arts (AA)</i>	39	10%	52	14%	38	13%
<i>Associate of Fine Arts (AFA)</i>	-	-	1	0%	0	0%
<i>Associate of Science (AS)</i>	231	57%	216	58%	178	61%
All Transfer Programs	270	67%	269	72%	216	74%
<i>Associate of Applied Science (AAS)</i>	117	29%	92	25%	66	23%
<i>Certificates (CERT)</i>	9	2%	10	3%	9	3%
<i>Certificates of Achievement (COA)</i>	1	0%	2	1%	2	1%
All Career Programs	127	32%	104	28%	77	26%
Unknown	6	1%	0	0%	0	0%
ALL RESPONDENTS	403	100%	373	100%	293	100%

Educational Objectives

Looking at Table 3, most respondents over the past three survey administrations cited their primary reason for attending BCC was for educational purposes ($m=72\%$)³. However, in 2015, 7% of respondents indicated wanting to improve job skills as their primary objective. This is the highest percentage for this question in the past three administrations suggesting that their might be a select population at Bergen interested in courses that improve workplace skills.

Table 3. Which statement best describes your PRIMARY objective for first attending BCC?

	2013		2014		2015	
	#	%	#	%	#	%
To improve job skills	8	2%	16	4%	19	7%
To prepare for first career	40	11%	59	16%	28	10%
To prepare for career change	54	14%	43	12%	29	10%
To earn a degree from BCC	159	42%	127	34%	121	42%
To complete courses for transfer	107	28%	119	32%	90	31%
To take courses for personal interest	12	3%	7	2%	4	1%

According to Table 4, 94% of 2015 graduates stated that they had achieved their primary objective by the time they had left the college. This percentage rose from the 92% seen in both 2013 and 2014.

Table 4. Did you achieve your primary objective by the time you left the college?

	2013		2014		2015	
	#	%	#	%	#	%
Yes	352	92%	330	92%	271	94%
No	31	8%	30	8%	16	6%

Regarding their objectives, our graduates said:

“BCC gave me the prerequisites I needed before transferring as well as enough to receive an Associates which has helped me in finding a job.”

“Furthering my education was a challenge I wanted to take. At Bergen I met those goals.”

“Although education wise I do not feel I gained much, I most definitely grew as a person through meeting people from all walks of life. Mother's coming back to school taking Saturday classes to work towards the degree of their dreams, soldiers getting back into the education system after their service, and so many more hard working people, every single one trying to make something of themselves. I am extremely grateful for my time at BCC and I will always remember it fondly.”

³ In this instance, m is equal to the mean frequency or mean percentage of responses over the past three years

Student Services

Table 5 shows the composite scores of those who responded to the question: how well did the following services at our college meet your needs as a student? Composite scores were calculated as the average value using the scale shown below and are based on responses of graduates who indicated that they had used the service.

(Excellent = 5, Good = 4, Average = 3, Fair = 2, Poor = 1)

The most highly rated service in 2015, with a composite score of 4.35, was that of the Library/LRC. The Library and Learning Resource Center has continued to be the most highly rated service over the last three administrations ($m=4.33$)⁴. Satisfaction with this service was followed by Services for students with disabilities ($m=4.15$), Tutoring services ($m=4.10$), Quality of major course instruction ($m=3.99$) and the Quality of developmental English ($m=3.96$).

Table 5. How well did the following services at our college meet your needs as a student?

	2013	2014	2015	3-YR AVERAGE (m)
Library/LRC	4.31	4.32	4.35	4.33
Services for students with disabilities	4.14	4.03	4.29	4.15
Tutoring services	4.05	4.04	4.22	4.10
Quality of major course instruction	4.04	3.91	4.03	3.99
Quality of developmental English	4.03	3.88	3.97	3.96
Quality of developmental math	3.89	3.80	3.95	3.88
Quality of world language instruction	4.00	3.79	3.81	3.87
Registration procedures	3.85	3.80	3.80	3.82
Admissions	3.77	3.79	3.84	3.80
Cooperative Education	3.82	3.76	3.81	3.80
Student Life activities	3.73	3.73	3.82	3.76
Academic Advising	3.71	3.51	3.57	3.60
Counseling	3.61	3.47	3.57	3.55
Transfer advisement	3.61	3.39	3.53	3.51
Financial Aid	3.39	3.24	3.35	3.33
Career counseling	3.20	3.26	3.34	3.27
Job placement assistance	2.69	2.83	3.03	2.85

Regarding services, our graduates said:

“Registration process was very straight forward, the Bursar’s department was very clear on payment.”

“There is no reason why any student should wait more than one hour to speak with a financial aid representative.”

“Advisement is terrible, everyone tells you something different and it takes hours upon hours to talk to someone.”

⁴ In these instances, m is equal to the mean frequency or mean percentage of responses over the past three years

Transfer Enrollment

Sixty-eight percent of 2015 graduates, as shown in Table 6, enrolled in a degree-granting institution after graduating from Bergen Community College. The percentage of respondents who enrolled in a degree-granting institution after graduating rose 8% from 2014 to 2015 (from 60% in 2014 to 68% in 2015).

Table 6. Have you enrolled at another college in a degree granting program since your graduation from BCC?

	2013		2014		2015	
	#	%	#	%	#	%
Yes	253	63%	222	60%	200	68%
No	149	37%	148	40%	93	32%

Of the 200 respondents who transferred after graduating in 2015, 197 responded to the question about their current enrollment status. As Table 7 shows, 70% of respondents said they were enrolled full-time; 90% in total were still enrolled at the time of survey administration. The most frequently cited transfer institutions were Montclair State University (31 respondents), William Paterson University (29 respondents), Ramapo College of New Jersey (27 respondents) and Rutgers University (18 respondents). In recent years, Ramapo College has seen an uptick in graduate-transfers according to the survey (15 respondents in 2014 to 27 respondents in 2015).

Table 7. Please indicate your current enrollment status

	2013		2014		2015	
	#	%	#	%	#	%
Full-time Student	179	71%	141	67%	138	70%
Part-time Student	53	21%	40	19%	40	20%
No Longer Enrolled	19	8%	31	15%	19	10%

Table 8 shows the composite scores that indicate how well the graduates' courses at BCC prepared them for future education. Composite scores were calculated as the mean value of responses using the scale shown below:

(Excellent = 5, Good = 4, Average = 3, Fair = 2, Poor = 1)

According to these composite score ratings, students indicated "Good" preparation for further education from the courses they completed at Bergen although the ratings have been decreasing since 2013.

Table 8. How well did the courses you completed at BCC prepare you for further education?

	2013	2014	2015
Composite Score	4.09	4.00	3.97

Regarding transfer enrollment, our graduates said:

"I transferred to Ramapo College of New Jersey a semester after I graduated from BCC. If there is one thing I could recommend BCC is to prepare students for a four college and inspire its students to be something more. If there is anything I learned during my first year at Ramapo is that it helped me discover my self-worth."

"Montclair accepted all of my credits from BCC. However, that was fewer than 32 as I transferred to BCC with a number of credits already."

"Not sure if this is advertised already, but have a pamphlet with the courses offered and have a symbol marking down the exact courses that will 99.99% transfer over to a 4 year college so that students don't hesitate much when deciding which classes to take, because let's be honest, the majority of students attending BCC are there to transfer to a 4 year school and save money on all the general courses that the 4 year school would require them to take. If BCC can assure them that almost all 4 year schools will accept the associate's degree and the credits obtained to the same major they said they were going for when transferring, they would surely help prospective student's decisions to attend BCC. This would mean that BCC would have to match the general courses given at nearby 4 year schools and keep updating the curriculum or course because I remember Rutgers telling me that one of the classes was out of date and that they couldn't 100% safely accept it for transfer."

"The program and course that I was involved in were great and truly prepared me for my study at NJIT. There were a lot of things I didn't know about when I first started and I wish I was told more about where they were and how to contact those departments/ services."

Employment

As Table 9 shows, 75% of 2015 graduates reported being employed, either full- or part-time at the time of survey administration. Fifteen percent of respondents stated that they were seeking employment at the time of the survey.

Table 9. What is your current employment status?

	2013		2014		2015	
	#	%	#	%	#	%
Employed full-time	161	41%	145	40%	111	39%
Employed part-time	130	33%	118	33%	103	36%
Not employed, but seeking employment	70	18%	60	17%	44	15%
Not available for employment	34	9%	36	10%	28	10%

Table 10 shows that of the 2015 graduates who reported being employed either full- or part-time, the majority (54%) stated that they were hired after graduating from Bergen.

Table 10. When did you get your job?

	2013		2014		2015	
	#	%	#	%	#	%
Before entering BCC	57	21%	59	24%	49	24%
While attending BCC	62	23%	47	19%	45	22%
Within 3 months after graduation	50	18%	46	19%	36	18%
More than 3 months after graduation	103	38%	92	38%	75	37%

Forty-three percent of 2015 graduates reported annual earnings of \$30,000 or more, as shown in Table 11. This was a decrease from last year's findings (49%). Nearly a third of respondents reported earning over \$40,000 per year which is consistent with data from the two previous years.

Table 11. Please indicate your approximate salary.

	2013		2014		2015	
	#	%	#	%	#	%
Below \$15,000	73	28%	60	26%	53	27%
\$15,000-\$19,999	32	12%	23	10%	30	15%
\$20,000-\$29,999	38	14%	35	15%	32	16%
\$30,000-\$39,999	35	13%	37	16%	22	11%
\$40,000-\$49,999	33	12%	27	12%	21	11%
\$50,000-Up	54	20%	49	21%	42	21%

Employment (Continued)

Fifty-eight percent of employed 2015 graduates reported working in a position either directly related or somewhat related to their program of study at Bergen Community College, as shown in Table 12.

Table 12. Is your current job related to the program of study you completed at BCC?

	2013		2014		2015	
	#	%	#	%	#	%
Yes, directly related	85	30%	84	34%	77	37%
Yes, somewhat related	81	29%	69	28%	43	21%
No, not related	116	41%	96	39%	88	42%

If the employed respondents' jobs were not related to their course of study, they received a follow-up question to better understand why. Table 13 shows the results of this question. Thirty percent of employed 2015 graduates cited that they were working in an unrelated field because they were not sufficiently qualified for a job in their chosen field.

Table 13. If your job is not related, why not?

	2013		2014		2015	
	#	%	#	%	#	%
Transferred to a four year college	36	32%	30	31%	20	24%
Found a better paying job in another field	11	10%	17	18%	11	13%
Preferred to work in another field	7	6%	7	7%	12	15%
Could not find a job in my field	23	21%	17	18%	12	15%
Not sufficiently qualified for job in my field	33	30%	18	19%	25	30%
Worked in field, but changed jobs	1	1%	0	0%	3	4%

Regarding employment, our graduates said:

"Programs like "123 Connect" teach students necessary skills for their future careers. Personally I was very lucky to be involved with the program; it taught me responsibility, leadership skills, and many other positive aspects to apply in my years as a college student and also on my future career."

"Overall, I found the program that I enrolled in at BCC to be very valuable and insightful. The issue I dealt with, was landing a relevant position after finishing the program. I am still in the process trying to substantiate my career through meaningful employment."

"The nursing program at BCC well prepared me for a career in the field."

"I had transferred out of BCC when I was hired at my current profession. I since returned and graduated from BCC as a means to changing my career. I enjoyed my time at BCC and it has helped me greatly in my life and career."

Employment (Continued)

Graduates were asked how well their studies at BCC prepared them for their current position. In Table 14, composite scores were based upon a mean of responses using the scale shown below:

(Excellent = 5, Good = 4, Average = 3, Fair = 2, Poor = 1)

Based on the composite scores for the past three administrations of the survey, respondents, on average, stated that they received between “Average” to “Good” preparation at BCC for their current job.

Table 14. How well did the training you received at BCC prepare you for your current job?

	2013	2014	2015
Composite Score	3.66	3.53	3.61

Respondents were asked to select any and all of the following ways their program of study helped them in their career. The results are reported in Table 15. Forty percent of 2015 graduates reported that their program “Helped performance on the job” while 34% stated that their program “Helped [them] to obtain a job.”

Table 15. Did your program of study help you in any of the following ways? (Mark all that apply)

	2013	2014	2015
	(% of Respondents)		
Helped to obtain job	37%	32%	34%
Helped performance on the job	40%	42%	40%
Helped to get a raise or promotion	10%	11%	11%
Other	8%	9%	13%

Other ways in which program of study helped respondents:

“Ability to understand applications and interactions and how to test”

“More certifications and more hands on job training”

“Higher rank due to credit hours”

“Help the company I work for to improve and grow”

Expectations for Improvement

In addition to their primary objectives for attending Bergen Community College, it is believed that graduates have expectations for the improvement of their academic and personal skills. In Table 16, the “Expected” column shows how much the respondents initially felt that particular skills would improve, the “Actual” column shows how much these skills did improve, and the “% Change” column shows the difference between what respondents originally expected and to what degree they actually improved, with positive scores depicting respondents exceeding their expectations about the skill. The composite scores for expected and actual improvement of these skills were calculated using the following scale:

(Very much = 4, Somewhat = 3, Very little = 2, Not at all = 1)

The skill in which 2015 graduates most exceeded their expectations of improvement was in “Tolerance and understanding of other people in our diverse society”. Over the past three years, this skill has shown the greatest positive change. Respondents’ expectations were also exceeded in the areas of “Ability to cope with new situations” and “Personal Responsibility – managing yourself and your commitments”. The only skill that had a negative % Change for 2015 graduates was “Mathematical and computational ability”. Respondents from 2015 thought they would improve more in this skill than they actually did improve.

Table 16. Please review the skills listed below and try to assess what your expectations were when you started at BCC and if you met those expectations through your experiences while attending the college.

	2013			2014			2015		
	Expected	Actual	% Change	Expected	Actual	% Change	Expected	Actual	% Change
Communication Skills	3.07	3.37	10%	3.05	3.25	7%	2.95	3.03	3%
Ability to apply bodies of knowledge within and across disciplines	3.17	3.37	6%	3.21	3.31	3%	3.27	3.29	1%
Mathematical and computational ability	2.85	3.05	7%	2.83	3.00	6%	3.04	2.87	-6%
Computer fluency – retrieve, organize, and analyze information	2.84	3.01	6%	2.81	2.92	4%	3.19	3.28	3%
Personal Responsibility – managing yourself and your commitments	3.01	3.35	11%	2.97	3.31	11%	2.76	3.09	11%
Ability to think and express ideas creatively	3.09	3.30	7%	3.10	3.30	6%	3.05	3.39	10%
Tolerance and understanding of other people in our diverse society	2.91	3.37	16%	2.99	3.37	13%	2.64	3.17	17%
Ability to cope with new situations	2.97	3.40	14%	3.07	3.38	10%	2.82	3.35	16%
Ability to think critically	3.15	3.42	9%	3.09	3.34	8%	2.96	3.03	2%
Interpersonal skills – maintain professional relationships and engage in meaningful teamwork	3.01	3.38	12%	3.03	3.25	7%	3.31	3.33	1%

Overall Impressions

Participants were asked whether they would recommend Bergen Community College to prospective students. As shown in Table 17, the vast majority of graduates from all three years responded “yes” to this question ($m=96\%$)⁵.

Table 17. Would you recommend Bergen Community College to prospective students?

	2013		2014		2015	
	#	%	#	%	#	%
Yes	345	96%	296	95%	240	95%
No	13	4%	15	5%	12	5%

Regarding overall impressions, our graduates said:

“Amazing college! I take every chance to refer everyone possible to go to this college.”

“Atmosphere is terrible there. Everything is dated and the schools website is horrendous to navigate. I spent the entire year trying to figure out where to find the academic calendar online. I was only able to obtain it from a teacher who even told me she has a hard time getting it. I should not have to rely on a teacher to know the schools calendar which should be readily accessible information. With that said. I also attended County College of Morris. There is no comparison between the two. I would recommend CCM over BCC every time.”

“I worked 7 days a week at 4-5 jobs while attending BCC so I primarily studied online. I treasure every painstaking moment of my academic experience at BCC and always will. To this day, I still utilize the knowledge, memories and resources I gained through my studies with my wonderful Professors-all of whom I have written thank you/updates cards to. I really did not want to take some mandated courses such as Women's Literature. Yet, these classes brought me the most astounding joy and new found realms of knowledge and inspiration.”

“My experience at BCC was very good. I found many of my professors to be helpful and caring. However, there are some areas that need some improvements such as in the tutoring section. I found some classes in the Business major such as accounting and finance that didn't have any tutoring support. I hope you will develop study groups for these areas because you have them for students in Science majors like Biology and Chemistry. In addition, please open your library on Sundays again. I found it extremely difficult the last couple of semester not being able to study on Sundays as I am a working parent. Let's be fair to those adults that are also trying to get an education.”

“It just feels like a 2 year high school to me. Decent school if you want to transfer to a better one and get a degree cheaper and that's really it. The standard 2 year degree you get doesn't really matter much and would be better investing the money spent.”

⁵ In this instance, m is equal to the mean frequency or mean percentage of responses over the past three years

Appendix I: After Graduation

In 2015, 216 respondents graduated from a transfer program. Of these respondents, 166 transferred to a degree-granting institution (77%). Below, Table 18 shows the institutions in which our transfer graduates in particular most frequently enrolled. Montclair State University was the most frequently transferred to institution (29 respondents), followed by William Paterson University (28 respondents), and Ramapo College of New Jersey (22 respondents).

Table 18. Top Transfer Institutions for 2015 Transfer Program Graduates

Transfer Institution	#
Montclair State University	29
William Paterson University	28
Ramapo College of New Jersey	22
Rutgers University	18
New Jersey Institute of Technology	6
Fairleigh Dickinson University	6
Rutgers University, Newark	6
Kean University	3
<i>Transferred to Other Institutions</i>	<i>48</i>
TOTAL	166

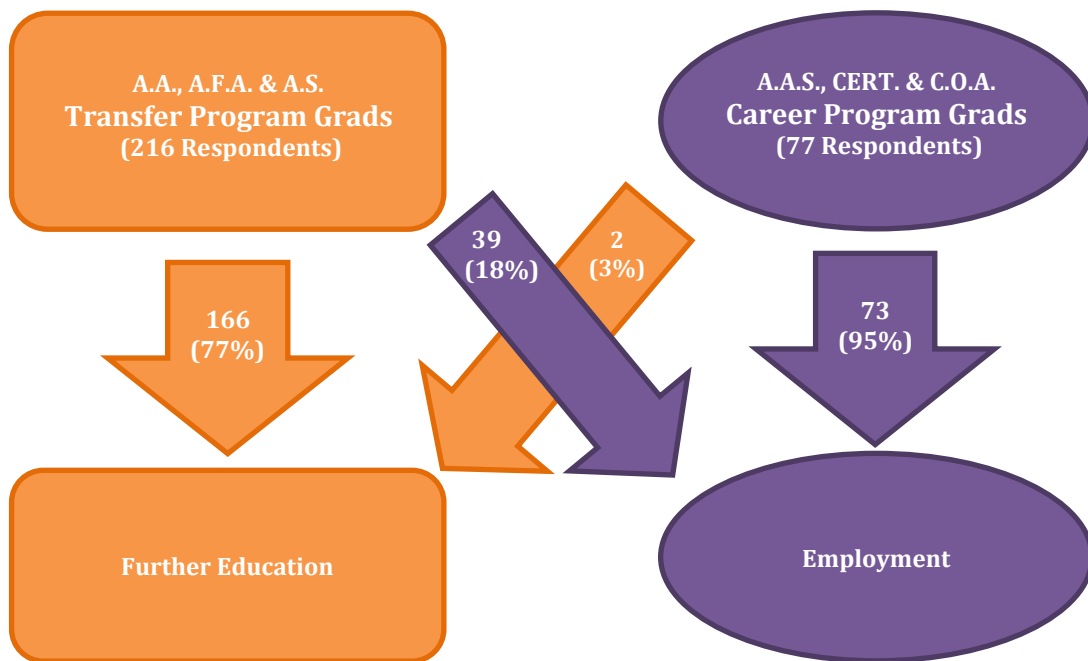
In 2015, 77 respondents graduated from a career program. Of these respondents, 73 were employed either full- or part-time after graduating (95%). The most frequently cited job titles were Registered Nurse (14 respondents), Dental Hygienist (7 respondents), Certified Medical Assistant (3 respondents) and Medical Office Assistant (3 respondents).

Table 19. Top Occupations for 2015 Career Program Graduates

Job Title	#
Registered Nurse	14
Dental Hygienist	7
Certified Medical Assistant	3
Medical Office Assistant	3
Paralegal	2
Radiation Therapist	2
Respiratory Therapist	2
Ultrasound Technician	2
X-Ray Technologist	2
<i>Other Professions</i>	<i>36</i>
TOTAL	73

While it is important to see how transfer and career program graduates fared in regards to the primary objective of the program (i.e. how many students from transfer programs transferred and how many students from career programs joined the workforce), it is equally important to see if there was any crossover between these two groups. The flow chart below shows the crossover between students who graduated in transfer programs, but instead of transferring joined the workforce and students who graduated from career programs, but instead of joining the workforce transferred to a different institution.

Of the 216 respondents who graduated from a transfer program in 2015, 166 (77%) enrolled at a four-year institution and 39 respondents (18%) entered the workforce. Of the 77 respondents who graduated from a career program in 2015, 73 (95%) joined the workforce, and 2 respondents (3%) transferred to a four-year institution. This chart shows that while the majority of students who graduate from a transfer or career program stick to the primary objective of that program, there are some students who decide to take a different path after graduation.



SECTION B

1. Have you enrolled at another college in a degree granting program since your graduation from BCC?
 Yes
 No (skip to section C)

2. Please indicate your current status.
 Full-time student
 Part-time student
 No longer enrolled

3. What is the name of your current (most recently attended) college?
Name: _____ State: ___ Major: ___

4. How many credits earned at BCC were accepted at the college you indicated?
 Less than 32 credits Between 33 and 63 credits 64 credits or more

5. How did the courses you completed at BCC prepare you for further education?

Excellent	Good	Average	Fair	Poor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Did you have any of the following problems while transferring to the college that you indicated? (Mark all that apply)

<input type="radio"/> Transferring credits from BCC	<input type="radio"/> Receiving transcript at other college
<input type="radio"/> Receiving transfer credits earned at BCC	<input type="radio"/> Problems being admitted for transfer
<input type="radio"/> Sending transcript from BCC	<input type="radio"/> Other: _____

SECTION C

1. What is your current employment status?
 - Employed full-time
 - Employed part-time
 - Not employed, but seeking employment
 - Not available for employment

2. Is your current job related to the program of study you completed at BCC?
 - Yes, directly related
 - Yes, somewhat related
 - No, not related

3. If your job is **not** related, why not?
 - Transferred to a four year college
 - Found a better paying job in another field
 - Preferred to work in another field
 - Could not find a job in my field
 - Not sufficiently qualified for job in my field
 - Worked in field, but changed jobs

4. Please provide the following information.

Job Title: _____
Employer: _____ State: _____ County: _____

5. When did you get your job?
 - Before entering BCC
 - While attending BCC
 - Within 3 months after graduation
 - More than 3 months after graduation

6. Did your program of study at BCC help you in any of the following ways? (MARK ALL THAT APPLY)
 - Helped to obtain job
 - Helped performance on the job
 - Helped to get a raise or promotion
 - Other: _____

7. How well did the training you received at BCC prepare you for your current job?

Excellent	Good	Average	Fair	Poor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please indicate your approximate annual salary.

<input type="radio"/> Below \$15,000	<input type="radio"/> \$20,000 – \$29,999	<input type="radio"/> \$40,000 – \$49,999
<input type="radio"/> \$15,000 – \$19,999	<input type="radio"/> \$30,000 – \$39,999	<input type="radio"/> \$50,000 – Up

9. Through what source did you first hear about your current position?

<input type="radio"/> College Placement Office	<input type="radio"/> Newspaper/Internet classified ad	<input type="radio"/> Friend or relative
<input type="radio"/> Employment agency/headhunter	<input type="radio"/> Co-op/Internship Program	<input type="radio"/> BCC faculty or staff member

SECTION D

1. Please review the skills listed below and try to assess what your expectations were when you started at BCC and if you met those expectations through your experiences while attending the college. (For example: How much did you **expect to improve** your communication skills in college **and** how much did you **actually improve** those skills?)

Expected to Improve					Actually Improved			
Very much	Somewhat	Very Little	Not at All		Very much	Somewhat	Very Little	Not at All
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Communication Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Ability to apply bodies of knowledge within and across disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Mathematical and Computational Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Computer Fluency-retrieve, organize and analyze information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Personal Responsibility-manage yourself and your commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Ability to think and express ideas creatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Tolerance and understanding of other people in our diverse society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Ability to cope with new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Ability to think critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. Interpersonal Skills-maintain professional relationships and engage in meaningful team work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you recommend Bergen Community College to prospective students?
 Yes No

COMMENTS

We would appreciate any comments regarding your experiences while at BCC and how you feel we can improve the programs, courses, and services available to BCC students. Please make your comments in this space provided or use an additional sheet if necessary.