

Table of Contents

Executive Summary.....	1
Introduction	2
Method	3
The Survey Instrument.....	3
Mailings.....	3
Analysis.....	3
Results	4
Respondents	4
Educational Objectives	5
Student Services	6
Transfer Enrollment.....	7
Employment.....	9
Employment (Continued).....	10
Employment (Continued).....	12
Expectations for Improvement.....	13
Overall Impressions.....	14
Appendix I: After Graduation	15
Appendix II: The Graduate Follow-up Survey.....	17

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 2014 and 2016.
- Of the 2,406 graduates from 2016 who were sent the Graduate Follow-up Survey, 281 graduates responded, providing a response rate of 12%. The response rate has dipped since 2014 (14% in 2014, 12% in 2015 and 12% in 2016).
- The majority of 2016 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-three 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, the quality of American Language Program instruction, and tutoring services.
- Sixty-six percent of 2016 graduates reported transferring to another institution after graduating from BCC. These graduates rated their preparedness, on average, for further education as being "Good".
- Seventy-seven percent of 2016 graduates indicated that they were employed either full- or part-time at the time of survey administration. Sixty-one 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-three percent of 2016 graduates who were employed indicated that their program helped with job performance and forty-one 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 (CIE) conducts an annual survey of Bergen Community College (BCC) 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 2014 and 2016 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 "2015 graduates," "2016 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 2016 graduates' Bergen and personal email addresses. Four email reminders were sent to those who had not yet participated. One paper survey was 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 Vice-President of Institutional Effectiveness.

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 2014-2016 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, which included a post card announcing the beginning of the survey administration and more follow-ups after initial contact, the response rate decreased since 2014. It has remained steady at 12% for 2015 and 2016.

Table 1. Response Rate

	2014	2015	2016
# Sent	2,604	2,508	2,406
# Responded	373	293	281
Response Rate	14%	12%	12%

As shown below in Table 2, looking at the breakdown of respondents by program type, 69% of respondents graduated from transfer programs and 28% graduated from career programs in 2016. In comparison to the actual percentages of transfer and career students who graduated from BCC in 2016 (81% and 19%, respectively), respondents from career programs were slightly overrepresented in this sample.

Table 2. Respondents by Program

	2014		2015		2016	
	#	%	#	%	#	%
<i>Associate of Arts (AA)</i>	52	14%	38	13%	32	11%
<i>Associate of Fine Arts (AFA)</i>	1	0%	0	0%	2	1%
<i>Associate of Science (AS)</i>	216	58%	178	61%	160	57%
All Transfer Programs	269	72%	216	74%	194	69%
<i>Associate of Applied Science (AAS)</i>	92	25%	66	23%	66	23%
<i>Certificates (CERT)</i>	10	3%	9	3%	10	4%
<i>Certificates of Achievement (COA)</i>	2	1%	2	1%	2	1%
All Career Programs	104	28%	77	26%	78	28%
Unknown	0	0%	0	0%	9	3%
ALL RESPONDENTS	373	100%	293	100%	281	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. An increasing percentage of respondents describe their primary objective as earning a degree from BCC. A slight decrease is seen over the years in respondents citing completing courses for transfer as their primary objective.

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

	2014		2015		2016	
	#	%	#	%	#	%
To improve job skills	16	4%	19	7%	4	1%
To prepare for first career	59	16%	28	10%	34	12%
To prepare for career change	43	12%	29	10%	34	12%
To earn a degree from BCC	127	34%	121	42%	118	43%
To complete courses for transfer	119	32%	90	31%	83	30%
To take courses for personal interest	7	2%	4	1%	3	1%

According to Table 4, 93% of 2016 graduates stated that they had achieved their primary objective by the time they had left the College. This percentage has remained steady since 2014.

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

	2014		2015		2016	
	#	%	#	%	#	%
Yes	330	92%	271	94%	254	93%
No	30	8%	16	6%	19	7%

Regarding their objectives, our graduates said:

“Attending BCC changed my life! In just two years I was able to form, meet, match and exceed my professional and personal Goals! The Diagnostic Sonography program is highly regarded and graduates of BCCs program - including myself - are embraced by new employers quickly after commencement.”

“I started ESL at BCC as a very beginner but i finished everything and I am health professional now. I did it so I think everyone can do it!!”

“No comments. Everything was great. I had a great experience attending Bergen community college; it helped me improve a lot of my skills and learn a lot about the major that I'm seeking

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 2016 was that of the Library/Learning Resource Center. The Library/LRC has continued to be the most highly rated service over the past three administrations ($m=4.33$)⁴. Satisfaction with this service was followed by Services for students with disabilities ($m=4.17$), Quality of American Language Program instruction ($m=4.14$), and Tutoring services ($m=4.13$).

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

	2014	2015	2016	3-YR AVERAGE (m)
Library/LRC	4.32	4.35	4.31	4.33
Services for students with disabilities	4.03	4.29	4.18	4.17
Quality of American Language Program instruction	n/a	n/a	4.14	4.14
Tutoring services	4.04	4.22	4.13	4.13
Quality of major course instruction	3.91	4.03	4.10	4.01
Quality of General Education course instruction	n/a	n/a	4.10	4.10
Quality of developmental math	3.80	3.95	4.07	3.94
Quality of developmental English	3.88	3.97	4.03	3.96
Admissions	3.79	3.84	3.98	3.87
Cooperative Education	3.76	3.81	3.98	3.85
Student Life activities	3.73	3.82	3.93	3.83
Registration procedures	3.80	3.80	3.92	3.84
Academic Advising	3.51	3.57	3.78	3.62
Transfer advisement	3.39	3.53	3.75	3.56
Financial Aid	3.24	3.35	3.62	3.40
Counseling	3.47	3.57	3.57	3.54
Job placement assistance	2.83	3.03	3.42	3.09
Career counseling	3.26	3.34	3.27	3.29

Regarding services, our graduates said:

"Better academic and transfer advising. Encourage them to go for top schools at an early stage."

"BCC - OSS -did an outstanding job helping me with extra-time accommodations for exams @ testing center. The BCC Tutoring Center is the Best!"

"I would wish Bergen would make students aware of internship and do more in preparing students on how to look for internships, practice interviewing skills for the future, learn how to create an efficient resume and how to be successful during the internship or in the job position in general."

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

Transfer Enrollment

Sixty-six percent of 2016 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 BCC decreased by 2% from 2015 to 2016 (from 68% in 2015 to 66% in 2016).

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

	2014		2015		2016	
	#	%	#	%	#	%
Yes	222	60%	200	68%	186	66%
No	148	40%	93	32%	95	34%

Of the 186 respondents who transferred after graduating in 2016, 175 responded to the question about their current enrollment status. As Table 7 shows, 70% of respondents said they were enrolled full-time; 91% were still enrolled at the time of survey administration. The most frequently cited transfer institutions were Montclair State University (34 respondents), Rutgers University (28 respondents), William Paterson University (22 respondents), and Ramapo College of New Jersey (20 respondents). Since the 2007 Graduate Follow Up survey administration, Montclair State University remains the top transfer institution of survey respondents.

Table 7. Please indicate your current enrollment status

	2014		2015		2016	
	#	%	#	%	#	%
Full-time Student	141	67%	138	70%	123	70%
Part-time Student	40	19%	40	20%	36	21%
No Longer Enrolled	31	15%	19	10%	16	9%

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 after completing their course of study at Bergen.

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

	2014	2015	2016
Composite Score	4.00	3.97	4.16

Regarding transfer enrollment, our graduates said:

“Bergen Community College prepared me for a four year school and I am very grateful for that. Since I have graduated I would like to come back and take a few classes but I do not know where to start.”

“I am very happy. I graduated from William Paterson this year and now entering Seton Hall’s accelerated nursing program this September. I had taken all my pre-requisite at Bergen for nursing and now I am headed to a private college to accomplish my dreams of becoming a nurse.”

“I wish that the advising department was not so focused on getting students to stay at BCC for longer and was more helpful in actually advising students in what their current major and plan is. Every time I went to discuss my progress and transfer with advising I was trying to be talked into changing my major or getting a second degree rather than answering the questions I had about transferring. I have a lot of issues with getting credit for classes I have taken because while the class matches the course number is too low and my four year university will not accept them. I know this is not just a BCC problem but if BCC dealt with it then maybe other students would not have as hard of a time transferring credits as I did.”

“The credits that I earned at BBC were not transferrable. I did not enroll at Syracuse University as a transfer student, thus the related questions are not applicable.”

Employment

As Table 9 shows, 77% of 2016 graduates reported being employed, either full- or part-time at the time of survey administration. Thirteen percent of respondents stated that they were seeking employment at the time of the survey.

Table 9. What is your current employment status?

	2014		2015		2016	
	#	%	#	%	#	%
Employed full-time	145	40%	111	39%	111	41%
Employed part-time	118	33%	103	36%	98	36%
Not employed, but seeking employment	60	17%	44	15%	34	13%
Not available for employment	36	10%	28	10%	28	10%

Table 10 shows that of the 2016 graduates who reported being employed either full- or part-time, the majority (58%) stated that they were hired after graduating from Bergen.

Table 10. When did you get your job?

	2014		2015		2016	
	#	%	#	%	#	%
Before entering BCC	59	24%	49	24%	47	24%
While attending BCC	47	19%	45	22%	38	19%
Within 3 months after graduation	46	19%	36	18%	42	21%
More than 3 months after graduation	92	38%	75	37%	73	37%

Forty-nine percent of 2016 graduates reported annual earnings of \$30,000 or more, as shown in Table 11. This was an increase from last year's findings (43%). Nearly a third of respondents reported earning over \$40,000 per year which is consistent with data from the two previous survey administrations.

Table 11. Please indicate your approximate salary.

	2014		2015		2016	
	#	%	#	%	#	%
Below \$15,000	60	26%	53	27%	42	22%
\$15,000-\$19,999	23	10%	30	15%	25	13%
\$20,000-\$29,999	35	15%	32	16%	30	16%
\$30,000-\$39,999	37	16%	22	11%	34	18%
\$40,000-\$49,999	27	12%	21	11%	16	9%
\$50,000-Up	49	21%	42	21%	41	22%

Employment (Continued)

Sixty-one percent of employed 2016 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?

	2014		2015		2016	
	#	%	#	%	#	%
Yes, directly related	84	34%	77	37%	69	34%
Yes, somewhat related	69	28%	43	21%	55	27%
No, not related	96	39%	88	42%	77	38%

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-seven percent of employed 2016 graduates who were working in an unrelated field said they were doing so because they transferred to a four year college.

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

	2014		2015		2016	
	#	%	#	%	#	%
Transferred to a four year college	30	31%	20	24%	42	37%
Found a better paying job in another field	17	18%	11	13%	6	5%
Preferred to work in another field	7	7%	12	15%	14	12%
Could not find a job in my field	17	18%	12	15%	24	21%
Not sufficiently qualified for job in my field	18	19%	25	30%	26	23%
Worked in field, but changed jobs	0	0%	3	4%	1	1%

Regarding employment, our graduates said:

"As a student at Bergen, I was constantly looking for employment to be able to cover my living expenses. During my time there, I did not once hear about any employment assistance offered through Bergen. I hope Bergen can open positions and help place students with at least an internship within their designated field to be able to learn more about their career and have a better college experience."

"I finished two programs at BCC. First radiography, which was an outstanding program under the leadership of Professor Mamatz. I graduated radiography in September 2015. I was immediately hired upon finishing the program and taking my license exam at St Barnabas Medical Center as a per diem X-ray tech where I am still employed per diem. I also immediately entered the Radiation therapy program that same September 2015 and finished the program and took my license exam in September 2016. I was hired at HUMC in January 2017 full time and have been working for 7 months full time now."

"Overall, I am very pleased with the quality of education I received at BCC. However, I have still not been able to find a job in accounting since my BCC graduation in May 2016 because I have no recent experience in accounting. When I was still a student at BCC, I tried to get an internship and I was told by the Career

Development office that they were unable to arrange an internship for me as an internship was no longer a requirement for my degree. They told me that I had to find my own internship and then notify them about it and then they would make the arrangements for me to do it as an internship. I was unable to find an internship on my own so I did not do an internship which I definitely think would have helped me in finding a job. I keep coming to the school to use the computers to apply for jobs (I have no home computer), but so far, I have not had any luck."

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?

	2014	2015	2016
Composite Score	3.53	3.61	3.70

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-three percent of 2016 graduates reported that their program “Helped performance on the job” while 41% 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)

	2014	2015	2016
	(% of Respondents)		
Helped to obtain job	32%	34%	41%
Helped performance on the job	42%	40%	43%
Helped to get a raise or promotion	11%	11%	17%
Other⁵	9%	13%	-

Comments specific to programs of study:

“Wonderful Dental hygiene program!”

“As a former nursing student, I can safely say that BCC has a very robust nursing program that delivers optimal education.”

“The Diagnostic Sonography program is highly regarded and graduates of BCCs program - including myself - are embraced by new employers quickly after commencement.”

⁵ Option for ‘Other’ removed in 2016 administration.

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 2016 graduates most exceeded their expectations of improvement was in “Communication Skills”. Respondents’ expectations were also exceeded in the areas of “Ability to think critically” and “Ability to cope with new situations”.

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.

	2014			2015			2016		
	Expected	Actual	% Change	Expected	Actual	% Change	Expected	Actual	% Change
Communication Skills	3.05	3.25	7%	2.95	3.03	3%	3.10	3.42	10%
Ability to apply bodies of knowledge within and across disciplines	3.21	3.31	3%	3.27	3.29	1%	3.21	3.31	3%
Mathematical and computational ability	2.83	3.00	6%	3.04	2.87	-6%	2.97	3.07	3%
Computer fluency – retrieve, organize, and analyze information	2.81	2.92	4%	3.19	3.28	3%	2.78	2.99	8%
Personal Responsibility – managing yourself and your commitments	2.97	3.31	11%	2.76	3.09	11%	3.11	3.36	7%
Ability to think and express ideas creatively	3.10	3.30	6%	3.05	3.39	10%	3.10	3.35	8%
Tolerance and understanding of other people in our diverse society	2.99	3.37	13%	2.64	3.17	17%	3.14	3.39	8%
Ability to cope with new situations	3.07	3.38	10%	2.82	3.35	16%	3.12	3.41	9%
Ability to think critically	3.09	3.34	8%	2.96	3.03	2%	3.16	3.43	9%
Interpersonal skills – maintain professional relationships and engage in meaningful teamwork	3.03	3.25	7%	3.31	3.33	1%	3.11	3.38	9%

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 ($m=96\%$)⁶.

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

	2014		2015		2016	
	#	%	#	%	#	%
Yes	296	95%	240	95%	224	98%
No	15	5%	12	5%	4	2%

Regarding overall impressions, our graduates said:

“Aside from the counseling center, I enjoyed my time at Bergen. I just had a couple bad experiences at the student counseling center where I was give wrong information and then wasn't given much help to fix the situation. The school could also use some more parking. But I always enjoyed the campus, my courses and my professors.”

“BCC has a great variety of programs and excellent student support.”

“I enjoyed my time at BCC. Improve the food!”

“I love BCC, I had a great experience I wish it was a 4 year college. It's so convenient and well situated. Everything is easy and accessible for students.”

“I really enjoyed my time at BCC. The beginning process was stressful, but with the right guidance I was able to finish my program. It took me 3 years instead of two. I would just say to have more people in admissions and financial aid services with a lot of knowledge on their field, so student that need help can be guided well. That will help others graduate on time. Thank you”

“I would wish Bergen would make students aware of internship and do more in preparing students on how to look for internships, practice interviewing skills for the future, learn how to create an efficient resume and how to be successful during the internship or in the job position in general.”

“My experiences at BCC are unforgettable. The learning environment was perfect. For me, BCC has the best professors in the State of New Jersey. The Program, courses, and services are great. BCC has a rate A+++++ in NJ.”

“The initial registration process and the administrative office were not as knowledgeable as they could have been. There is much room for improvement in directing students to where they need to go for registration requirements, testing, etc.”

⁶ 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 2016, 194 respondents graduated from a transfer program. Of these respondents, 156 transferred to a degree-granting institution (80%). 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 (32 respondents), followed by Rutgers University (25 respondents), and William Paterson University (21 respondents).

Table 18. Top Transfer Institutions for 2016 Transfer Program Graduates

Transfer Institution	#
Montclair State University	32
Rutgers University	25
William Paterson University	21
Ramapo College of New Jersey	19
Fairleigh Dickinson University	10
New Jersey Institute of Technology	6
Seton Hall University	4
Thomas Edison University	4
<i>Transferred to Other Institutions</i>	35
TOTAL	166

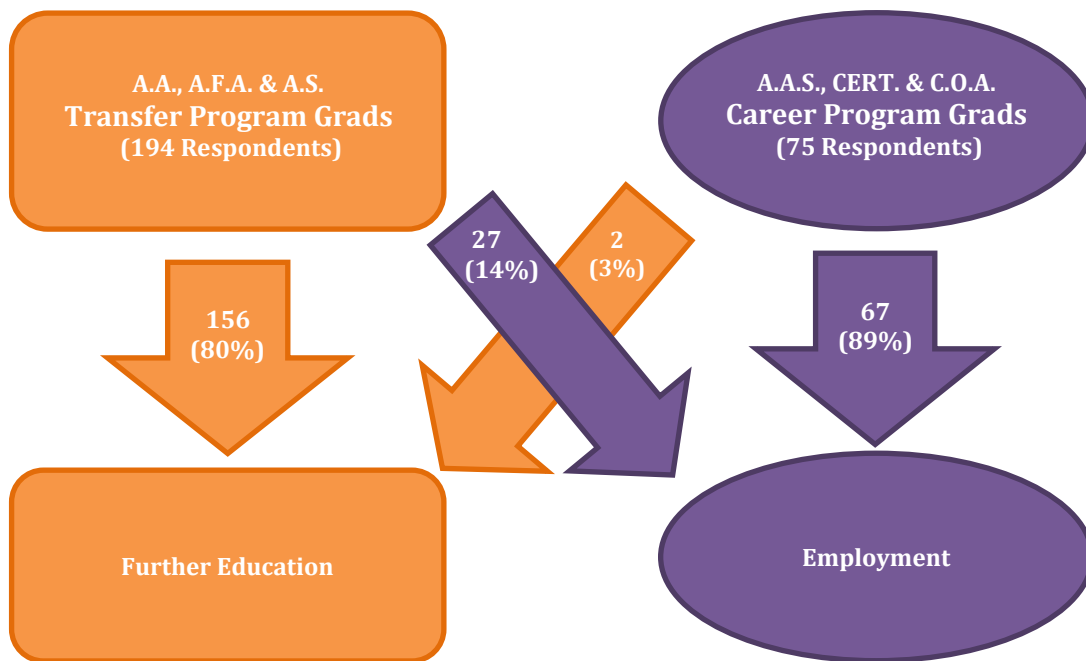
In 2016, 75 respondents graduated from a career program. Of these respondents, 67 were employed either full- or part-time after graduating (89%). The most frequently cited job titles were Registered Nurse (8 respondents), Dental Hygienist (6 respondents), and X-Ray Technologist (4 respondents).

Table 19. Top Occupations for 2016 Career Program Graduates

Job Title	#
Registered Nurse	8
Dental Hygienist	6
X-Ray Technologist	4
Radiation Therapist	3
Respiratory Therapist	3
Surgical Technologist	2
Veterinary Technician	2
Chef/Cook	2
Ultrasound Technician	2
<i>Other Professions</i>	35
TOTAL	67

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 194 respondents who graduated from a transfer program in 2016, 156 (80%) enrolled at a four-year institution and 27 respondents (14%) entered the workforce. Of the 75 respondents who graduated from a career program in 2016, 67 (89%) 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.



Appendix II: The Graduate Follow-up Survey

Attached is the current (post-2007) version of the survey form. The survey form has been edited for space; items have been moved and resized to fit the current page format.

BERGEN COMMUNITY COLLEGE **Graduate Follow-up Questionnaire**

SECTION A

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

<input type="radio"/> To improve job skills	<input type="radio"/> To earn a degree from BCC
<input type="radio"/> To prepare for first career	<input type="radio"/> To complete courses for transfer
<input type="radio"/> To prepare for career change	<input type="radio"/> To take courses for personal interest

2. Did you achieve your primary objective by the time you graduated?

<input type="radio"/> Yes	<input type="radio"/> No
---------------------------	--------------------------

3. Please rate the following services at our college on how well they met your needs as a student:

	EXCELLENT	GOOD	AVERAGE	FAIR	POOR	DIDN'T KNOW EXISTED	KNEW ABOUT BUT DIDN'T USE
Academic advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Placement Assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer Advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library/Learning Resource Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Life Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services for Students with Disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of American Language Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction							
Quality of Major Course Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Developmental English Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Developmental Math Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of General Education Course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction							

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 or 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 well 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"/> DID NOT have any problems while transferring	<input type="radio"/> Sending transcript from BCC
<input type="radio"/> Transferring credits from BCC to new college	<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

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? (MARK ALL THAT APPLY)
 - 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: _____

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

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 Bergen Community College (Expected to Improve) and if you met those expectations through your experiences while attending the college (Actually Improved).

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"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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.