

Perceptions of the Graduates

Summary Report of the Graduate
Follow-up Survey



2007 – 2011 Graduates

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Executive Summary

- The Center for Institutional Effectiveness at Bergen Community College 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 2007 and 2011.
- Over the last five administrations, the response rate for the Graduate Follow-up Survey has averaged 23%, with approximately a 65/35 ratio of respondents who graduated from transfer programs/respondents who graduated from career programs.
- The majority of graduates over the last five years reported that their primary goal for attending BCC was either to receive a degree or to complete credits for transfer.
- Over the last five administrations, the highest-rated student services were Library/LRC, Services for Students with Disabilities, Quality of Major Course Instruction, Tutoring Services and Quality of Developmental English. The lowest-rated services on average were Transfer Advisement, Financial Aid, Career Counseling and Job Placement Assistance.
- Sixty-nine percent of responding graduates from 2011 reported transferring to a four-year school following Bergen. When asked how well their academic programs prepared them for further education, most students responded between “Average and “Good”.
- Seventy-one percent of responding graduates from 2011 reported being employed at the time of receiving the survey. Fifty-seven percent of employed respondents said they were employed in a field either directly related or somewhat related to their area of study at BCC.
- When asked how well their courses prepared them for their current job, most student responses ranged between “Average” and “Good.” When asked in what ways their program of study prepared them for their current job, the most common responses were “Helped performance on the job” and “Helped to obtain job.”
- The graduates were asked to estimate the degree to which they expected to improve and the amount they felt they actually improved in areas of academic and personal skills. The 2011 graduates saw the largest improvements in the areas of “Tolerance and understanding of other people in our diverse society” and “Ability to think and express ideas creatively”.
- On average, 97% of surveyed graduates across five administrations responded that they would recommend 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 five administrations of the Graduate Follow-up Survey, based on the responses of students who received degrees and/or certificates between the 2007 and 2011 academic years. The purpose of this report is to provide a succinct assessment of the major findings between administrations.

In order to simplify reading of this report, the graduates will be referred to by their year of program completion: as "2007 graduates," "2008 graduates," etc.

Method

The Survey Instrument

The Graduate Follow-up Survey is divided into 4 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 BCC and the extent to which these skills were *actually* improved. The graduates were also given the opportunity to comment on their experience while at BCC and to voice their opinions on what can be done to improve the College.

Mailings

For each administration year, during the spring semester a list of names and addresses of the graduates¹ from the previous year was compiled and used to generate the mailing labels. 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 The first mailing of the survey was accompanied by an introductory letter from the President. To maximize the response rate, non-respondents were sent two subsequent mailings of the survey (one in 2010 and 2011), each of which were accompanied by a letter from the Vice President of Research, Planning, Quality, and Assessment (2007-2009), or the interim president (2010 and 2011), urging them to respond. Finally, a sheet containing instructions for online completion of the survey was included with both mailings during the 2010 and 2011 administrations.

¹ Only students whose mailing information was available were contacted.

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

Results

Respondents

Table 1 below shows the response rates for the graduates of 2007-2011, based upon the number of surveys mailed and the number of graduates who responded. Overall response rate has gone down over the course of the last five administrations.

Table 1: Response rate

	2007	2008	2009	2010	2011
# Sent	1,398	1,426	1,536	1,909	2,022
# Responded	434	389	403	386	315
Response Rate	31%	27%	26%	20%	16%

Table 2 shows the number and percentage of respondent programs of study. As shown, the ratio of respondents from transfer programs to respondents from career programs changed from an approximate 60/40 split in 2007 to a 70/30 split in 2010 and an approximate 75/25 split in 2011.

Table 2: Respondents by program

	2007		2008		2009		2010		2011	
	#	%	#	%	#	%	#	%	#	%
<i>Associate of Arts (AA)</i>	89	21%	97	25%	106	26%	88	23%	74	23%
<i>Associate of Science (AS)</i>	164	38%	147	38%	151	37%	184	48%	160	51%
All Transfer Programs	253	58%	244	63%	257	64%	272	70%	234	74%
<i>Associate of Applied Science (AAS)</i>	160	37%	133	34%	135	33%	101	26%	73	23%
<i>Certificates (CERT)</i>	18	4%	11	3%	10	2%	9	2%	8	3%
<i>Certificates of Achievement (COA)</i>	1	0.2%	1	0.3%	1	0.2%	2	1%	0	
All Career Programs	179	41%	145	37%	146	36%	112	29%	81	26%
Unknown	2	0.5%	0		0		2	1%	0	
ALL RESPONDENTS	434	100%	389	100%	403	100%	386	100%	315	100%

Educational Objectives

Table 3 illustrates that the majority of respondents over the past five years ($m = 70\%$)³ identified their primary objective as educational - either to earn a degree or to complete courses for transfer. Seventy-five percent of respondents in 2011 identified their primary objective for attending BCC as educational.

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

	2007		2008		2009		2010		2011	
	#	%	#	%	#	%	#	%	#	%
To improve job skills	22	5%	17	5%	12	3%	16	4%	10	3%
To prepare for first career	66	16%	45	13%	26	7%	39	11%	27	9%
To prepare for career change	66	16%	62	18%	52	14%	32	9%	35	12%
To earn a degree from BCC	148	36%	133	38%	160	44%	155	43%	126	43%
To complete courses for transfer	98	24%	88	25%	112	31%	116	32%	91	31%
To take courses for personal interest	6	1%	6	2%	2	1%	3	1%	1	0.3%

Table 4 reports the number of respondents who believed they had achieved their primary objective by the time they left college. The percentage of graduates that confirmed they had achieved their goal has never dipped below 94% and hit a five year high of 96% in 2011.

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

	2007		2008		2009		2010		2011	
	#	%	#	%	#	%	#	%	#	%
Yes	386	95%	345	96%	356	96%	333	94%	282	96%
No	19	5%	15	4%	15	4%	21	6%	11	4%

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

Student Services

Table 5 shows the composite scores of graduates who responded to the question of how well student services met their needs as a student. Composite scores were calculated as the average value using the scale shown, from among the respondents who indicated that they had used the service:

Excellent = 5.0 ----- Good = 4.0 ----- Average = 3.0 ----- Fair = 2.0 ----- Poor = 1.0

Across the five administration years, the highest-rated services were Library/LRC ($m= 4.30$)⁴, Services for Students with Disabilities ($m=4.10$), Quality of Major Course Instruction ($m=4.01$), Tutoring Services ($m = 4.01$) and Quality of Developmental English ($m=4.00$). Across the same span, the lowest-rated services on average were Transfer Advisement ($m = 3.54$), Financial Aid ($m = 3.50$), Career Counseling ($m=3.45$) and Job Placement Assistance ($m=3.03$).

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

	2007	2008	2009	2010	2011
Academic Advising	3.65	3.69	3.66	3.69	3.45
Admissions	3.87	3.85	3.83	3.89	3.50
Counseling	3.60	3.74	3.59	3.60	3.54
Financial Aid	3.63	3.45	3.63	3.40	3.40
Job placement assistance	3.08	3.19	2.83	2.66	3.41
Transfer advisement	3.65	3.50	3.55	3.58	3.40
Library/LRC	4.26	4.27	4.39	4.38	4.18
Registration procedures	3.86	3.87	3.87	3.93	3.67
Student Life activities	3.84	3.92	3.78	3.80	3.68
Career counseling	3.47	3.69	3.30	3.27	3.50
Tutoring services	3.98	4.00	3.95	4.13	3.98
Services for students with disabilities	4.08	4.13	4.16	4.15	3.94
Cooperative Education	3.84	3.99	3.92	3.91	3.88
Quality of world language instruction	3.96	3.91	3.92	3.96	3.80
Quality of major course instruction	4.13	4.05	4.06	4.05	3.78
Quality of developmental English	4.03	4.09	3.98	4.03	3.75
Quality of developmental math	3.84	3.84	3.78	3.91	3.72

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

Transfer Enrollment

The percentage of respondents who reported transferring to another institution upon graduation (Table 6) has met or exceeded 56% during the last five years, and reached a five year high of 69% in 2011.

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

	2007		2008		2009		2010		2011	
	#	%	#	%	#	%	#	%	#	%
Yes	243	56%	264	69%	250	62%	245	64%	215	69%
No	190	44%	118	31%	152	38%	136	36%	97	31%

During the last five years, the breakdown of graduates by enrollment status (Table 7) has remained relatively consistent since 2007, with at least 58% of respondents who transferred to another institution enrolled as full-time students at the time of their completion of the Graduate Follow-up Survey.

Across all survey administration years, the most frequently named transfer institutions were Montclair State University, Rutgers University, William Paterson University, Ramapo College of NJ, and Fairleigh Dickinson University.

Table 7: Please indicate your current enrollment status.

	2007		2008		2009		2010		2011	
	#	%	#	%	#	%	#	%	#	%
Full-time Student	166	69%	148	58%	175	70%	179	73%	151	71%
Part-time Student	49	20%	82	32%	40	16%	42	17%	38	18%
No Longer Enrolled	27	11%	26	10%	34	14%	24	10%	23	11%

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

Excellent = 5.0 ----- Good = 4.0 ----- Average = 3.0 ----- Fair = 2.0 ----- Poor = 1.0

As indicated, based on the average composite scores, graduates generally responded between “Average” and “Excellent” during each of the five administration years.

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

	2007	2008	2009	2010	2011
Composite Score	4.28	4.16	4.16	4.15	3.42

Employment

Seventy-one percent of 2011 graduates reported being employed either full-time or part-time (Table 9). This percentage has trended downward from a high of 79% in 2007 and 2008 to 74% in 2009 and 72% in 2010.

Table 9: What is your current employment status?

	2007		2008		2009		2010		2011	
	#	%	#	%	#	%	#	%	#	%
Employed full-time	221	52%	190	50%	156	40%	127	36%	109	36%
Employed part-time	115	27%	110	29%	136	35%	126	36%	108	35%
Not employed, but seeking employment	54	13%	58	15%	68	17%	56	16%	53	17%
Not available for employment	34	8%	23	6%	34	9%	41	12%	36	12%

Table 10 shows when these respondents reported being hired. Fifty-six percent of respondents got a job after graduating from BCC in 2011.

Table 10: When did you get your job?

	2007		2008		2009		2010		2011	
	#	%	#	%	#	%	#	%	#	%
Before entering BCC	76	24%	76	27%	91	32%	67	27%	47	22%
While attending BCC	85	27%	75	27%	60	21%	59	24%	45	22%
Within 3 months after graduation	57	18%	51	18%	35	12%	34	14%	38	18%
More than 3 months after graduation	100	31%	78	28%	98	35%	88	35%	79	38%

Table 11 shows respondents' reported annual salaries. Thirty-five percent of 2011 graduates reported an annual salary of \$30,000 or higher, but overall reported salaries have been trending downward.

Table 11: Please indicate your approximate annual salary.

	2007		2008		2009		2010		2011	
	#	%	#	%	#	%	#	%	#	%
Below \$15,000	49	17%	58	21%	83	31%	75	32%	72	36%
\$15,000-\$19,999	33	11%	25	9%	27	10%	26	11%	24	12%
\$20,000-\$29,999	39	13%	23	8%	36	13%	42	18%	33	16%
\$30,000-\$39,999	47	16%	49	18%	41	15%	27	11%	19	9%
\$40,000-\$49,999	47	16%	37	14%	31	12%	19	8%	14	7%
\$50,000-Up	81	27%	79	29%	51	19%	48	20%	39	19%

Employment continued

Among the employed respondents in 2011, 57% reported that their current position was either directly related or somewhat related to their program of study at BCC (Table 12).

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

	2007		2008		2009		2010		2011	
	#	%	#	%	#	%	#	%	#	%
Yes, directly related	136	41%	133	45%	99	34%	76	31%	64	30%
Yes, somewhat related	89	27%	64	22%	67	23%	61	25%	57	27%
No, not related	109	33%	98	33%	126	43%	108	44%	92	43%

If the employed respondents' jobs were not related to their course of study, they were asked a follow up question to better understand why not. As seen in Table 13, 19% of respondents from 2011 indicated that they could not find a job in their field and therefore took a job in an unrelated field.

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

	2007		2008		2009		2010		2011	
	#	%	#	%	#	%	#	%	#	%
Transferred to a four year college	33	37%	31	36%	45	38%	49	49%	31	39%
Found a better paying job in another field	8	9%	7	8%	13	11%	2	2%	3	4%
Preferred to work in another field	2	2%	4	5%	12	10%	9	9%	8	10%
Could not find a job in my field	13	15%	17	20%	28	23%	22	22%	15	19%
Not sufficiently qualified for job in my job field	12	13%	13	15%	22	18%	16	16%	22	28%
Worked in field, but changed jobs	3	3%	3	4%	0		3	3%	1	1%
Other (specify)	18	20%	10	12%	0		0		0	

Note: The "Other" category was eliminated from the survey in 2009

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:

Excellent = 5.0 ----- Good = 4.0 ----- Average = 3.0 ----- Fair = 2.0 ----- Poor = 1.0

Based on the average composite scores for all five years, most student responses ranged between “Average” and “Good” when asked how well their courses prepared them for future education.

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

	2007	2008	2009	2010	2011
Composite Score	3.81	3.76	3.65	3.67	3.24

Respondents were asked in what ways their program of study prepared them for their current job (Table 15). The most common responses across all administrations were “Helped performance on the job” and “Helped to obtain job”.

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

	2007	2008	2009	2010	2011
	(% of Respondents)				
Helped to obtain job	39%	36%	34%	39%	34%
Helped performance on the job	44%	38%	39%	29%	40%
Helped to get a raise or promotion	14%	11%	9%	5%	10%
Other	12%	13%	11%	10%	6%

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 academic and personal skills. Table 16 shows the composite scores for the expected and actual improvement of these skills, using the following scale:

Very much = 4.00 ----- Somewhat = 3.00 ----- Very little = 2.00 ----- Not at all = 1.00

Increases in composite score from “expected improvement” to “actual improvement” are seen as the respondents exceeding their expectations about the skill. The largest increases between expected and actual improvement (for all years) were seen for “Tolerance and understanding of other people in our diverse society” ($m = 13\%$)⁵, “Personal Responsibility-manage yourself and your commitments” ($m = 12\%$) and “Interpersonal Skills-maintain professional relationships and engage in meaningful teamwork” ($m = 12\%$). The smallest overall increases between expected and actual improvement were seen in “Ability to apply bodies of knowledge within and across disciplines” ($m = 7\%$) and “Computer Fluency-retrieve, organize, and analyze information” ($m = 7\%$).

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.

	2007			2008			2009		
	Expected	Actual	% Change	Expected	Actual	% Change	Expected	Actual	% Change
Communication Skills	3.07	3.39	10%	3.03	3.35	11%	3.03	3.34	10%
Ability to apply bodies of knowledge within and across disciplines	3.13	3.37	8%	3.11	3.30	6%	3.13	3.37	8%
Mathematical and computational ability	2.84	3.09	9%	2.81	2.99	6%	2.88	3.12	8%
Computer fluency - retrieve, organize, and analyze informations	2.64	2.82	7%	2.68	2.87	7%	2.72	2.99	10%
Personal Responsibility - managing yourself and your commitments	2.91	3.33	14%	2.84	3.29	16%	2.98	3.38	13%
Ability to think and express ideas creatively	2.93	3.26	11%	2.99	3.23	8%	2.98	3.29	10%
Tolerance and understanding of other people in our diverse society	2.76	3.24	17%	2.84	3.20	13%	2.87	3.33	16%
Ability to cope with new situations	2.92	3.34	14%	2.90	3.26	12%	2.93	3.34	14%
Ability to think critically	3.02	3.37	12%	3.01	3.37	12%	3.10	3.42	10%
Interpersonal skills - maintain professional relationships and engage in meaningful teamwork	2.91	3.32	14%	2.92	3.27	12%	2.96	3.34	13%

	2010			2011		
	Expected	Actual	% Change	Expected	Actual	% Change
Communication Skills	3.06	3.34	9%	2.62	2.81	7%
Ability to apply bodies of knowledge within and across disciplines	3.17	3.36	6%	2.66	2.84	7%
Mathematical and computational ability	2.85	3.05	7%	2.69	2.83	5%
Computer fluency - retrieve, organize, and analyze information	2.76	2.94	7%	2.58	2.71	5%
Personal Responsibility - managing yourself and your commitments	3.02	3.34	11%	2.60	2.79	7%
Ability to think and express ideas creatively	3.06	3.32	9%	2.61	2.83	8%
Tolerance and understanding of other people in our diverse society	2.89	3.21	11%	2.61	2.83	8%
Ability to cope with new situations	2.96	3.28	11%	2.66	2.81	6%
Ability to think critically	3.11	3.34	7%	2.65	2.72	3%
Interpersonal skills - maintain professional relationships and engage in meaningful teamwork	3.02	3.38	12%	2.69	2.89	7%

⁶ In these instances, m is equal to the mean frequency or mean percentage of responses over the past five years

Overall Impressions

Graduates were asked whether they would recommend BCC to prospective students. As illustrated in Table 17, the overwhelming majority of respondents in all administration years said “yes” ($m = 97\%$)⁶.

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

	2007		2008		2009		2010		2011	
	#	%	#	%	#	%	#	%	#	%
Yes	384	98%	352	98%	381	97%	338	95%	288	98%
No	8	2%	9	2%	13	3%	18	5%	6	2%

⁷In this instance, m is equal to the mean frequency or mean percentage of responses over the past five years

Appendix 1: 2011 Respondents Separated by Transfer and Career Programs

Two hundred and thirty-four of the responding graduates in 2011 graduated from a Transfer Program (Associate in Arts or Associate in Science) while eighty-one of the responding graduates graduated from a Career Program (Associate in Applied Science, Certificate, or Certificate of Achievement). In order to determine how these programs are preparing graduates for further education or employment opportunities, we separated the Transfer Program graduates from the Career Program graduates and assessed how many of them reached the overarching goal of their program of study. Put simply, the number of transfer graduates who transferred and career graduates who entered the workforce.

Out of the 234 responding Transfer Program graduates, 188 of them (80%) were enrolled at another college at the time of survey administration. Table 18 shows the breakdown of where the 188 respondents transferred. As shown, local universities William Paterson University, Montclair State University and Ramapo College of New Jersey took the majority of transferring respondents.

Table 18: Transfer Program students who enrolled at another college in a degree granting program after graduating from BCC.

Institution	#
Fairleigh Dickinson University	6
Felician College	6
Kean University	3
Montclair State University	32
New Jersey City University	6
New Jersey Institute of Technology	4
Ramapo College of New Jersey	22
Rutgers, The State University of New Jersey	21
William Paterson University	44
Other Institutions	39
Unknown	5
TOTAL	188

Out of the 81 respondents who graduated from Career Programs in 2011, 50 of them (62%) went on to work in a field directly or somewhat related to their program of study at BCC. As Table 19 illustrates, the majority of these respondents studied and subsequently worked in the medical field.

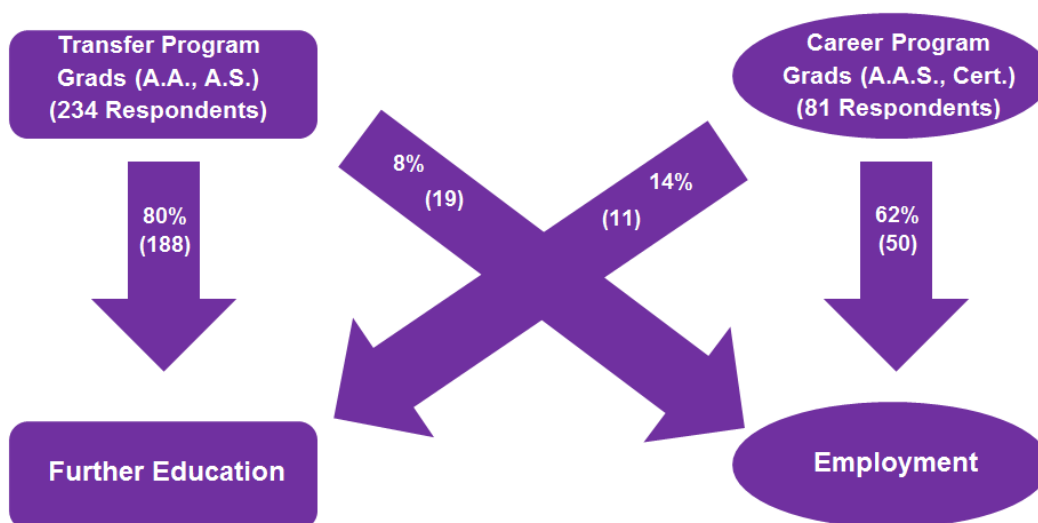
Table 19: Career Program students who graduated from BCC and are working in a job that is related to their program of study.

Job Title	Freq.
Clerk	3
Dental Hygienist	10
Medical Assistant	4
Registered Nurse	9
Respiratory Therapist	6
Veterinary Technician	2
X-Ray Technician	3
Other Occupations	11
Unknown	2
TOTAL	50

In addition to this analysis, we also deemed it important to evaluate those who failed to reach the objective of their BCC program and what they did after graduating. For this analysis, we took the remaining 46 Transfer Program respondents who did not transfer to another college (234-188=46) and the remaining 31 Career Program respondents who did not find work in their related field of study (81-50=31). We determined who did the opposite after graduating BCC, which Transfer Program graduates found jobs in their field of study and which Career Program graduates decided to go back to school. The diagram below illustrates the findings.

As seen in Diagram 1, 19 of the remaining 46 Transfer Program graduates were able to find employment in a field that was either directly or somewhat related to their field of study at BCC. 11 of the remaining 31 Career Program graduates enrolled at another college in a degree granting program after graduating from BCC.

Diagram 1: Graduates' cross intentions one year after graduation.



Appendix 2: 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 left the college?

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

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

	EXCELLENT	GOOD	AVG.	FAIR	POOR	DIDN'T KNOW EXISTED	KNEW ABOUT BUT DIDN'T USE
A. Academic advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Financial Aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Job Placement Assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Transfer Advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. 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"/>
H. Registration Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Student Life Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Career Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Tutoring Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. 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"/>
M. Cooperative Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N. Quality of World Language Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O. 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"/>
P. Quality of Developmental English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q. Quality of Developmental Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R. Other (specify)_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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"/> - Problems being admitted for transfer |
| <input type="radio"/> - Receiving transfer credits earned at BCC | <input type="radio"/> - Other: _____ |
| <input type="radio"/> - Sending transcript from BCC | <input type="radio"/> - None (Only offered as an answer in 2007 and 2008) |
| <input type="radio"/> - Receiving transcript at other college | |

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. In an effort to evaluate Career Programs, may we contact your Supervisor?
 Yes
 No
If Yes, who is your Supervisor? Name: _____

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

7. 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: _____

8. 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"/>

9. 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

10. 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.