

# Perceptions of the Graduates

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Summary Report of the Graduate  
Follow-up Survey



2008 – 2012 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 2008 and 2012.
- Over the last five administrations, the response rate for the Graduate Follow-Up Survey has averaged 19%. Approximately 45% of respondents over the last five years have graduated with an Associate of Science degree. This is representative of the Bergen Community College graduate population as 48% of the graduates over the last five years have graduated with an Associate of Science degree.
- 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 services were Library/LRC, Services for Students with Disabilities, Tutoring Services, Quality of major course instruction and Quality of developmental English. The lowest-rated services on average were Counseling, Transfer advisement, Financial Aid, Career counseling and Job placement assistance.
- Sixty-nine percent of responding graduates from 2012 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 percent of responding graduates from 2012 reported being employed at the time of receiving the survey. Sixty-two 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 2012 graduates saw the largest improvements in the areas of “Tolerance and understanding of other people in our diverse society” and “Ability to cope with new situations”.
- 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 response of students who received degrees and/or certificates between the 2008 and 2012 academic years. The purpose of this report is to provide 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 "2008 graduates," "2009 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 has 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 *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, a list of names and addresses of the graduates<sup>1</sup> from the previous year<sup>2</sup> 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.<sup>3</sup> To maximize the response rate, non-respondents were sent subsequent mailings of the survey. For the 2008 and 2009 graduates, additional paper mailings were sent to non-respondents. For the 2010 and 2011 graduates, additional paper mailings were sent along with additional email reminders to the graduates' Bergen and personal email addresses. For the 2012 graduates, only additional email reminders were sent; there was no subsequent paper mailing.

## *Analysis*

Data was 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 most cases, this data was paired with historical responses from the previous four years to show five-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 this report, in order to add depth and context to the quantitative data.

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<sup>1</sup> Only graduates whose mailing information was available were contacted.

<sup>2</sup> In 2013, graduates from Academic Year 2012 (made up of graduates from August 2011, December 2011 and May 2012) were contacted.

<sup>3</sup> 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 rate for the graduates of 2008 – 2012, 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 even as the number of overall graduates has increased from year to year.

**Table 1: Response rate**

	2008	2009	2010	2011	2012
<b># Sent</b>	1,426	1,536	1,909	2,022	2,034
<b># Responded</b>	389	403	386	315	208
<b>Response Rate</b>	27%	26%	20%	16%	10%

Table 2 shows the number and percentage of respondents by program of study. After reaching a five-year high of 74% for the 2011 graduates, the percentage of respondents from transfer programs dropped back down to 66% for the 2012 graduates. More than half of the respondents from 2012 graduated with an Associate in Science (51%).

**Table 2: Respondents by program**

	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
<i>Associate of Arts (AA)</i>	97	25%	106	26%	88	23%	74	23%	30	14%
<i>Associate of Science (AS)</i>	147	38%	151	37%	184	48%	160	51%	107	51%
<b>All Transfer Programs</b>	<b>244</b>	<b>63%</b>	<b>257</b>	<b>64%</b>	<b>272</b>	<b>70%</b>	<b>234</b>	<b>74%</b>	<b>137</b>	<b>66%</b>
<i>Associate of Applied Science (AAS)</i>	133	34%	135	33%	101	26%	73	23%	56	27%
<i>Certificates (CERT)</i>	11	3%	10	2%	9	2%	8	3%	9	4%
<i>Certificates of Achievement (COA)</i>	1	<1%	1	<1%	2	1%	0	-	0	-
<b>All Career Programs</b>	<b>145</b>	<b>37%</b>	<b>146</b>	<b>36%</b>	<b>112</b>	<b>29%</b>	<b>81</b>	<b>26%</b>	<b>65</b>	<b>31%</b>
Unknown	0	-	0	-	2	1%	0	-	6	3%
<b>ALL RESPONDENTS</b>	<b>389</b>	<b>100%</b>	<b>403</b>	<b>100%</b>	<b>386</b>	<b>100%</b>	<b>315</b>	<b>100%</b>	<b>208</b>	<b>100%</b>

## Educational Objectives

Table 3 illustrates that the majority of respondents over the past five years ( $m=73\%$ )<sup>4</sup> identified their primary objective as educational – either to earn a degree, to complete courses for transfer or to take courses for personal interest. Seventy-three percent of 2012 graduates identified their primary objective for attending BCC as educational.

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

	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
To improve job skills	17	5%	12	3%	16	4%	10	3%	0	0%
To prepare for first career	45	13%	26	7%	39	11%	27	9%	20	10%
To prepare for career change	62	18%	52	14%	32	9%	35	12%	32	16%
To earn a degree from BCC	133	38%	160	44%	155	43%	126	43%	81	42%
To complete courses for transfer	88	25%	112	31%	116	32%	91	31%	57	29%
To take courses for personal interest	6	2%	2	1%	3	1%	1	<1%	5	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 not dipped below 92% over the last five administrations.

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

	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
<b>Yes</b>	345	96%	356	96%	333	94%	282	96%	178	92%
<b>No</b>	15	4%	15	4%	21	6%	11	4%	15	8%

### Regarding their objectives, our graduates said:

*“As an adult student, BCC provided the opportunity to pursue a long awaited start to attaining a degree. The experience was beneficial in comparison to my studies now – it was a starting point to build upon.”*

*“I thoroughly enjoyed my education at Bergen. Bergen was the primary reason my transfer back into a 4-year university went so well. I obtained my Associates at Bergen and am proud to have received it at this facility. I recommend Bergen to any prospective student. I had more help and guidance than I had at any other university. I loved my professors and I can’t say thank you enough!”*

<sup>4</sup> In 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 score 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 ( $m=4.29$ )<sup>5</sup>, Services for Students with Disabilities ( $m=4.07$ ), Tutoring Services ( $m=4.01$ ), Quality of major course instruction ( $m=3.97$ ) and Quality of developmental English ( $m=3.96$ ). Across the same span, the lowest-rated services on average were Counseling ( $m=3.60$ ), Transfer advisement ( $m=3.49$ ), Financial Aid ( $m=3.39$ ), Career counseling ( $m=3.36$ ) and Job placement assistance ( $m=2.92$ ).

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

	2008	2009	2010	2011	2012
Academic Advising	3.69	3.66	3.69	3.45	3.57
Admissions	3.85	3.83	3.89	3.50	3.64
Counseling	3.74	3.59	3.60	3.54	3.51
Financial Aid	3.45	3.63	3.40	3.40	3.06
Job placement assistance	3.19	2.83	2.66	3.41	2.52
Transfer advisement	3.50	3.55	3.58	3.40	3.41
Library/LRC	4.27	4.39	4.38	4.18	4.25
Registration procedures	3.87	3.87	3.93	3.67	3.65
Student Life activities	3.92	3.78	3.80	3.68	3.67
Career counseling	3.69	3.30	3.27	3.50	3.06
Tutoring services	4.00	3.95	4.13	3.98	4.01
Services for students with disabilities	4.13	4.16	4.15	3.94	3.98
Cooperative Education	3.99	3.92	3.91	3.88	3.67
Quality of world language instruction	3.91	3.92	3.96	3.80	3.57
Quality of major course instruction	4.05	4.06	4.05	3.78	3.92
Quality of developmental English	4.09	3.98	4.03	3.75	3.93
Quality of developmental math	3.84	3.78	3.91	3.72	3.81

### Regarding student services, our graduates said:

*“The lines for financial aid were incredibly long! Having more than 2 employees to help students at certain designated times would be beneficial!”*

*“BCC should have deaf counseling in job placement / career counseling.”*

<sup>5</sup> 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 62% during the last five administrations.

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

	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
<b>Yes</b>	264	69%	250	62%	245	64%	215	69%	144	69%
<b>No</b>	118	31%	152	38%	136	36%	97	31%	64	31%

During the last five years, the breakdown of graduates by enrollment status (Table 7) has remained relatively consistent; 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.**

	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
<b>Full-time Student</b>	148	58%	175	70%	179	73%	151	71%	99	71%
<b>Part-time Student</b>	82	32%	40	16%	42	17%	38	18%	32	23%
<b>No Longer Enrolled</b>	26	10%	34	14%	24	10%	23	11%	8	6%

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***

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?**

	2008	2009	2010	2011	2012
<b>Composite Score</b>	4.16	4.16	4.15	3.42	3.99

## Employment

Seventy percent of 2012 graduates reported being employed either full-time or part-time at the time of the survey administration (Table 9). The percentage of graduates reporting full-time or part-time employment reached a five-year low in 2012.

**Table 9: What is your current employment status?**

	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
<b>Employed full-time</b>	190	50%	156	40%	127	36%	109	36%	67	33%
<b>Employed part-time</b>	110	29%	136	35%	126	36%	108	35%	73	36%
<b>Not employed, but seeking employment</b>	58	15%	68	17%	56	16%	53	17%	39	19%
<b>Not available for employment</b>	23	6%	34	9%	41	12%	36	12%	22	11%

Table 10 shows when the employed respondents reported being hired. Fifty percent of respondents got their job after graduating from BCC in 2012.

**Table 10: When did you get your job?**

	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
<b>Before entering BCC</b>	76	27%	91	32%	67	27%	47	22%	31	23%
<b>While attending BCC</b>	75	27%	60	21%	59	24%	45	22%	36	27%
<b>Within 3 months after graduation</b>	51	18%	35	12%	34	14%	38	18%	23	17%
<b>More than 3 months after graduation</b>	78	28%	98	35%	88	35%	79	38%	43	32%

Table 11 shows employed respondents' reported annual salaries. Forty-seven percent of 2012 graduates reported an annual salary of \$30,000 or higher, an increase from the 36% who reported an annual salary of \$30,000 or higher in 2011.

**Table 11: Please indicate your approximate annual salary.**

	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
<b>Below \$15,000</b>	58	21%	83	31%	75	32%	72	36%	34	26%
<b>\$15,000-\$19,999</b>	25	9%	27	10%	26	11%	24	12%	14	11%
<b>\$20,000-\$29,999</b>	23	8%	36	13%	42	18%	33	16%	21	16%
<b>\$30,000-\$39,999</b>	49	18%	41	15%	27	11%	19	9%	18	14%
<b>\$40,000-\$49,999</b>	37	14%	31	12%	19	8%	14	7%	14	11%
<b>\$50,000-Up</b>	79	29%	51	19%	48	20%	39	19%	28	22%

## Employment continued

Among the employed respondents in 2012, 62% 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?**

	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
<b>Yes, directly related</b>	133	45%	99	34%	76	31%	64	30%	49	36%
<b>Yes, somewhat related</b>	64	22%	67	23%	61	25%	57	27%	35	26%
<b>No, not related</b>	98	33%	126	43%	108	44%	92	43%	51	38%

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, 20% of respondents from 2012 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?**

	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
<b>Transferred to a four year college</b>	31	36%	45	38%	49	49%	31	39%	22	43%
<b>Found a better paying job in another field</b>	7	8%	13	11%	2	2%	3	4%	9	18%
<b>Preferred to work in another field</b>	4	5%	12	10%	9	9%	8	10%	1	2%
<b>Could not find a job in my field</b>	17	20%	28	23%	22	22%	15	19%	10	20%
<b>Not sufficiently qualified for job in my job field</b>	13	15%	22	18%	16	16%	22	28%	8	16%
<b>Worked in field, but changed jobs</b>	3	4%	0	-	3	3%	1	1%	1	2%
<b>Other (specify)</b>	10	12%	0	-	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 their current position.

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

	2008	2009	2010	2011	2012
<b>Composite Score</b>	3.76	3.65	3.67	3.24	3.36

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)**

	2008	2009	2010	2011	2012
	(% of Respondents)				
<b>Helped to obtain job</b>	36%	34%	39%	34%	36%
<b>Helped performance on the job</b>	38%	39%	29%	40%	39%
<b>Helped to get a raise or promotion</b>	11%	9%	5%	10%	9%
<b>Other</b>	13%	11%	10%	6%	11%

### Regarding employment, our graduates said:

*“It was a good experience overall, I appreciated the flexibility of the library with book loans and the simulations at the computer lab. Realistically, there are very few full time jobs available within this profession, there are jobs, but mostly per diems, part times and usually night shifts, I think this should be disclosed by the academic advisor to the students before enrolling in this program. The program was great; the program Director was an excellent professor and mentor for me.”*

*“The nursing department did not properly prepare students for continuing education. You cannot obtain a decent nursing job with an A.A.S. Why does BCC have this program if students are not marketable once they graduate? Also very few nursing professors were professional, approachable, and had a full understanding of the material they were teaching.”*

## Expectations for Improvement

In addition to their primary objectives for attending Bergen Community College, it is believed that students 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 scores from “expected improvement” to “actual improvement” are seen as the respondents exceeding their expectations about the skill. Likewise, decreases in composite scores from “expected improvement” to “actual improvement” are seen as falling short of desired improvements in a certain skill. Out of all administration years, only twice did respondents feel that they fell short of desired improvements. In 2012, graduates deemed that they had not improved as much as they had thought they would in the areas of “Ability to apply bodies of knowledge within and across disciplines” and “Mathematical and computational ability”.

**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.**

	2008			2009			2010		
	Expected	Actual	% Change	Expected	Actual	% Change	Expected	Actual	% Change
Communication Skills	3.03	3.35	11%	3.03	3.34	10%	3.06	3.34	9%
Ability to apply bodies of knowledge within and across disciplines	3.11	3.30	6%	3.13	3.37	8%	3.17	3.36	6%
Mathematical and computational ability	2.81	2.99	6%	2.88	3.12	8%	2.85	3.05	7%
Computer fluency - retrieve, organize, and analyze information	2.68	2.87	7%	2.72	2.99	10%	2.76	2.94	7%
Personal Responsibility - managing yourself and your commitments	2.84	3.29	16%	2.98	3.38	13%	3.02	3.34	11%
Ability to think and express ideas creatively	2.99	3.23	8%	2.98	3.29	10%	3.06	3.32	9%
Tolerance and understanding of other people in our diverse society	2.84	3.20	13%	2.87	3.33	16%	2.89	3.21	11%
Ability to cope with new situations	2.90	3.26	12%	2.93	3.34	14%	2.96	3.28	11%
Ability to think critically	3.01	3.37	12%	3.10	3.42	10%	3.11	3.34	7%
Interpersonal skills - maintain professional relationships and engage in meaningful teamwork	2.92	3.27	12%	2.96	3.34	13%	3.02	3.38	12%

	2011			2012		
	Expected	Actual	% Change	Expected	Actual	% Change
Communication Skills	2.62	2.81	7%	3.10	3.39	9%
Ability to apply bodies of knowledge within and across disciplines	2.66	2.84	7%	3.32	3.21	-3%
Mathematical and computational ability	2.69	2.83	5%	3.12	3.09	-1%
Computer fluency - retrieve, organize, and analyze information	2.58	2.71	5%	2.75	2.94	7%
Personal Responsibility - managing yourself and your commitments	2.60	2.79	7%	3.09	3.33	8%
Ability to think and express ideas creatively	2.61	2.83	8%	2.99	3.19	7%
Tolerance and understanding of other people in our diverse society	2.61	2.83	8%	2.84	3.28	15%
Ability to cope with new situations	2.66	2.81	6%	3.05	3.35	10%
Ability to think critically	2.65	2.72	3%	3.09	3.39	10%
Interpersonal skills - maintain professional relationships and engage in meaningful teamwork	2.69	2.89	7%	3.01	3.28	9%

## 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 academic years said “yes” ( $m=97%$ )<sup>6</sup>

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

	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
<b>Yes</b>	352	98%	381	97%	338	95%	288	98%	178	96%
<b>No</b>	9	2%	13	3%	18	5%	6	2%	8	4%

### Regarding overall impressions, our graduates said:

*“BCC was not what I expected. I judged it to be less challenging because it was a community college; however, in my years there I accomplished a lot and was helped through the great and outstanding faculty and students. It did feel like a community. Thank you BCC for helping me to move on.”*

*“The overall course quality and professors at BCC were excellent. However, I would have preferred a more diverse selection of honor’s courses. My academic counselor was of tremendous help to me transferring to Rutgers. He advised me on my major selection as well as the process of being admitted. Financial Aid and Admissions could use some customer service improvements. I also experienced issues with my transcript being sent to Rutgers and had to send the same request multiple times.”*

*“Think of the Students as clients. Train your staff to be positive and to take accountability. Develop a culture in your organization that is helpful, honest and respectful to the needs of the students. Remember that for many students your organization is their first experience with how adults handle business. If a wolf raises a (human) child, the child will act like a wolf. This is Bergen County, NJ. We expect the best.”*

*“I had a total wholesome and transforming experience at BCC. I am an adult transition student who never felt like I did not fit or couldn’t learn with the younger students. I promote BCC to whomever I know who has an interest in continuing their education. Thank you!”*

*“BCC is an amazing school to begin your college career. The only problem I see is they need to try and get more students involved with clubs, sports and on- and off-campus activities.”*

<sup>6</sup> In this instance,  $m$  is equal to the mean frequency of mean percentage of responses over the past five years.

# Appendix 1: 2012 Respondents' Transfer Institutions and Job Titles

If the 2012 graduates indicated that they transferred to an institution after graduating from BCC, they were asked to provide the name of that transfer institution. Table 18 shows the results of this question. The majority of respondents who transferred chose a school in New Jersey with Montclair State University and William Paterson University as the most popular transfer institutions.

**Table 18: What is the name of your current (mostly recently attended) college?**

Institution	#
Montclair State University	28
William Paterson University	21
Ramapo College of New Jersey	20
Rutgers, The State University of New Jersey	17
City University of New York	8
Fairleigh Dickinson University	7
New Jersey Institute of Technology	5
Columbia University	3
Felician College	3
Bloomfield College	2
Other Institutions	25
<b>TOTAL</b>	<b>139</b>

If the 2012 graduates indicated that they were currently employed, they were asked to provide their job title. Table 19 shows the results of this question. Job titles were consolidated and grouped together in overarching categories for reporting purposes. Jobs in the health professions were the most commonly reported.

**Table 19: What is your job title?**

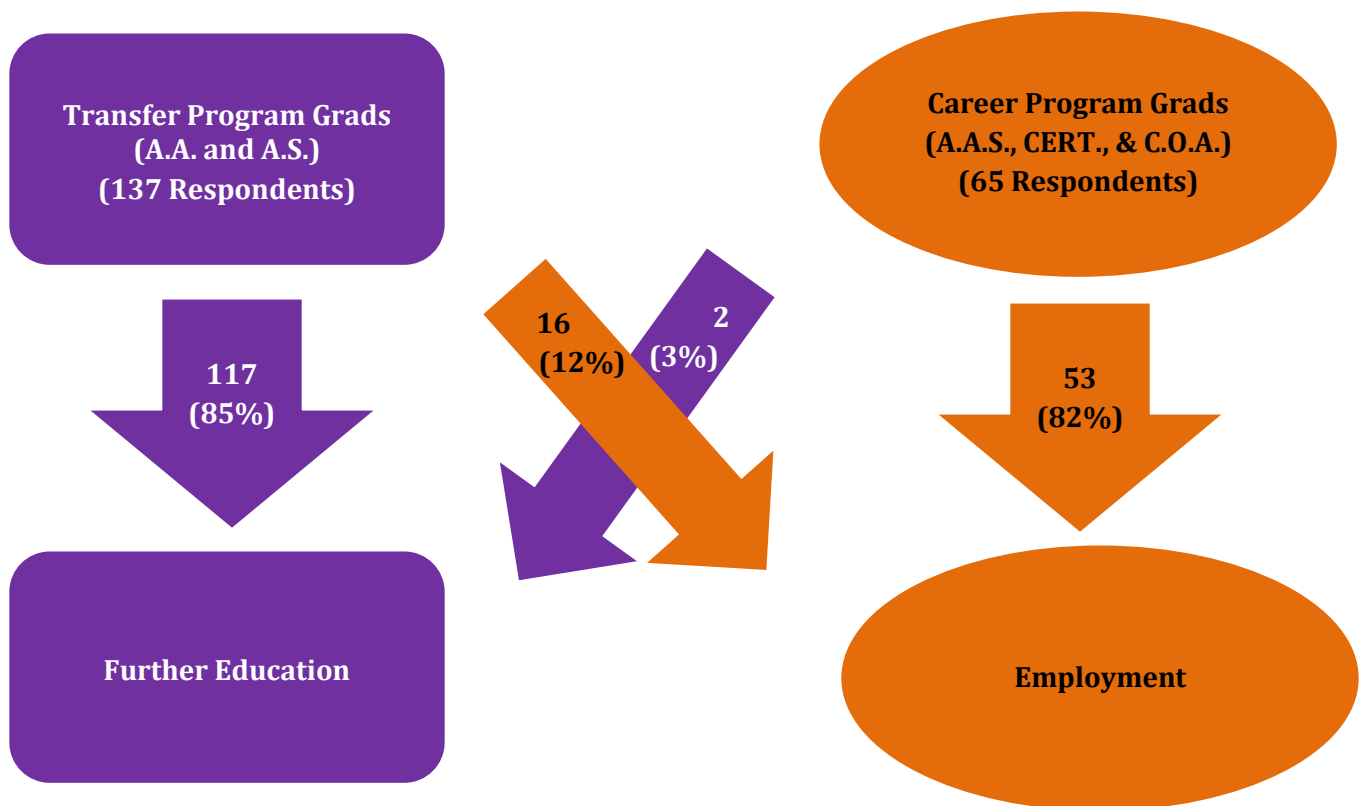
Job Title	#
Registered Nurse	15
Receptionist	8
Manager	7
Help Desk Technician	5
Radiographer	5
Server/Bartender	5
Administrative Assistant	4
Sales Associate	4
Substitute Teacher	4
Counselor	4
Other Professions	52
<b>TOTAL</b>	<b>113</b>

## Appendix 2: 2012 Respondents Separated by Transfer and Career Programs

One hundred thirty-seven of the responding graduates in 2012 graduated from a Transfer Program (Associate of Arts or Associate of Science). Sixty-five of the responding graduates graduated from a Career Program (Associate of 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 (the number of transfer graduates who transferred and the number of career graduates who entered the workforce).

If the graduates failed to reach the objective of their BCC program, we looked to see how many of them reached the opposite overarching goal (how many transfer graduates entered the workforce instead of transferring and how many career graduates transferred instead of entering the workforce). Diagram 1 separates the 2012 graduates by program of study and shows their various paths one year after graduation.

**Diagram 1: Graduates' paths one year after graduation.**





# Appendix 3: 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?
 

Yes     No

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

	EXCELLENT	GOOD	AVERAGE	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(specify)_____							

**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. 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"/> Co-op/Internship Program
<input type="radio"/> Employment agency/headhunter	<input type="radio"/> Friend or relative
<input type="radio"/> Newspaper/Internet classified ad	<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

Very much      Somewhat      Very Little      Not at All

### ACTUALLY IMPROVED

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.