

Perceptions of the Graduates

Summary Report of the
Graduate Follow-Up Survey



2012 – 2014 Graduates

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Executive Summary

- The Center for Institutional Effectiveness at Bergen Community College (BCC) conducts an annual Graduate Follow-up Survey of graduates one year after they have completed their course of study. The following information relates to the students who received degrees and certificates between 2012 and 2014.
- Of the 2,604 graduates who were sent the graduate follow-up Survey, 373 graduates responded, providing a response rate of 14%. In 2012, the response rate was fairly low at 10%. Additional survey mailings were distributed in 2013 and 2014 in an effort to increase the response rates (18% and 14%, respectively).
- The majority of 2014 graduates' primary objectives were educational; 68% stated that they either wanted to earn a degree, to take courses for transfer, or to take courses for personal interest. Ninety-two percent of respondents stated that they had reached their primary objective.
- Throughout the past three administrations, the Library/LRC has remained the most highly rated service at Bergen Community College. Other highly valued services included: tutoring services, services for students with disabilities, the quality of major course instruction, and the quality of Developmental English.
- Sixty percent of 2014 graduates reported transferring to another institution after graduating from BCC. These graduates rated their preparedness, on average, for further education as being "Good".
- Nearly three-quarters (73%) of 2014 graduates indicated that they were employed either full- or part-time at the time of survey administration. Sixty-two percent of these 249 respondents stated that they were working in a directly related or somewhat related field to their field of study.
- When asked how well Bergen Community College prepared them for employment, participants typically responded that the job training they received was "Average" to "Good." Forty-two percent of respondents indicated that their program helped with job performance and 32% asserted that their program helped them to obtain a job.
- The graduates were asked to estimate how much they expected particular skills to improve and to what extent those skills actually did improve. Students' expectations were exceeded most from their initial expectations in the areas of "Tolerance and understanding of other people" and "Ability to cope with new situations."
- On average, over the past three administrations of the survey, 96% of graduates stated that they would recommend attending Bergen Community College to prospective students.

Introduction

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

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

The report that follows is a summary of results from three administrations of the Graduate Follow-up Survey, based on the responses of students who received degrees and/or certificates between the 2012 and 2014 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 "2012 graduates," "2014 graduates," etc.

Method

The Survey Instrument

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

Mailings

Each administration year, during the spring semester, a list of names and addresses of the graduates¹ from the previous year is compiled and used to generate the mailing labels. A postage-paid return envelope and, when necessary, a survey insert developed for specific academic programs are included in the mailing of the survey.² The first mailing of the survey is accompanied by an introductory letter from the President. An email invitation was sent to the 2014 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.

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 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 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 2012-2014 Graduate Follow-up Surveys, derived from the total number of surveys distributed and the number of graduates who responded. The response rate in 2012 was fairly low at 10%; therefore, efforts were made in the subsequent mailings to increase the response rate by increasing the number of email and paper survey mailings.

Table 1. Response Rate

	2012	2013	2014
# Sent	2,034	2,279	2,604
# Responded	208	403	373
Response Rate	10%	18%	14%

As shown below in Table 2, looking at the breakdown of respondents by program type, 72% of respondents graduated from transfer programs and 28% graduated from career programs in 2014. In comparison to the actual percentages of transfer and career students who graduated from BCC in 2014 (79% and 21%, respectively), respondents from career programs were slightly overrepresented in this sample.

Table 2. Respondents by Program

	2012		2013		2014	
	#	%	#	%	#	%
<i>Associate of Arts (AA)</i>	30	14%	39	10%	52	14%
<i>Associate of Fine Arts (AFA)</i>	–	–	–	–	1	0%
<i>Associate of Science (AS)</i>	107	51%	231	57%	216	58%
All Transfer Programs	137	66%	270	67%	269	72%
<i>Associate of Applied Science (AAS)</i>	56	27%	117	29%	92	25%
<i>Certificates (CERT)</i>	9	4%	9	2%	10	3%
<i>Certificates of Achievement (COA)</i>	0	0%	1	0%	2	1%
All Career Programs	65	31%	127	32%	104	28%
Unknown	6	3%	6	1%	0	0%
ALL RESPONDENTS	208	100%	403	100%	373	100%

Educational Objectives

Looking at Table 3, most respondents over the past three survey administrations cited their primary reason for attending BCC was for educational purposes ($m=72\%$)³, however this percentage has decreased from 73% in 2012 to 68% in 2014. This may indicate a shift toward career-centered objectives for attending college.

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

	2012		2013		2014	
	#	%	#	%	#	%
To improve job skills	0	0%	8	2%	16	4%
To prepare for first career	20	10%	40	11%	59	16%
To prepare for career change	32	16%	54	14%	43	12%
To earn a degree from BCC	81	42%	159	42%	127	34%
To complete courses for transfer	57	29%	107	28%	119	32%
To take courses for personal interest	5	3%	12	3%	7	2%

According to Table 4, ninety-two percent of students stated that they had achieved their primary objective by the time they had left the college. This percentage has remained constant since 2012.

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

	2012		2013		2014	
	#	%	#	%	#	%
Yes	178	92%	352	92%	330	92%
No	15	8%	31	8%	30	8%

Regarding their objectives, our graduates said:

“BCC is an excellent college. I am a 50yr old woman changing my career... The education is perfect for obtaining prereq classes at a fair cost.”

“My main goal in going back to school was to obtain an Associate’s Degree so that I can be eligible for a promotion should an opportunity present itself within the company.”

“I transferred my credits from BCC, graduated from Rutgers, and then transferred back to BCC to obtain a degree. However, I pretty much stayed in the same field of Science I started at BCC, which helped my good performance at Rutgers. BCC is a good way to starts a career, whether for transfer or for job application.”

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, with a composite score of 4.32, was that of the Library/LRC. This service has continued to be the most highly rated over the last three administrations ($m=4.3$)⁴. Satisfaction with this service was followed by Tutoring services ($m=4.0$), Services for students with disabilities ($m=4.1$), Quality of major course instruction ($m=4.0$), and the Quality of developmental English ($m=3.9$).

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

	2012	2013	2014
Academic Advising	3.57	3.71	3.51
Admissions	3.64	3.77	3.79
Counseling	3.51	3.61	3.47
Financial Aid	3.06	3.39	3.24
Job placement assistance	2.52	2.69	2.83
Transfer advisement	3.41	3.61	3.39
Library/LRC	4.25	4.31	4.32
Registration procedures	3.65	3.85	3.80
Student Life activities	3.67	3.73	3.73
Career counseling	3.06	3.20	3.26
Tutoring services	4.01	4.05	4.04
Services for students with disabilities	3.98	4.14	4.03
Cooperative Education	3.67	3.82	3.76
Quality of world language instruction	3.57	4.00	3.79
Quality of major course instruction	3.92	4.04	3.91
Quality of developmental English	3.93	4.03	3.88
Quality of developmental math	3.81	3.89	3.80

Regarding services, our graduates said:

“The library was very helpful. The private rooms for studying and computers helped me a lot.”

“Financial Aid could be handled better. The lines were absolutely too long and everyone spent too much time with one person.”

“I advise more guidance and counseling for students who definitely plan to transfer to four year colleges and universities.”

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

Transfer Enrollment

Sixty percent of students, as shown in Table 6, enrolled in a degree-granting institution after graduating from Bergen Community College. The percentage of students who have enrolled in another college has dipped by nearly 10% since 2012.

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

	2012		2013		2014	
	#	%	#	%	#	%
Yes	144	69%	253	63%	222	60%
No	64	31%	149	37%	148	40%

Of the graduates who transferred after graduating in 2014, 212 responded to the question about their current enrollment status. Sixty-seven percent of respondents said they were enrolled full-time; 86% in total are still currently enrolled in their respective institutions. The most frequently cited transfer institutions were Montclair State University (41 respondents), William Paterson University (30 respondents), Rutgers University (26 respondents), and Ramapo College of New Jersey (15 respondents).

Table 7. Please indicate your current enrollment status

	2012		2013		2014	
	#	%	#	%	#	%
Full-time Student	99	71%	179	71%	141	67%
Part-time Student	32	23%	53	21%	40	19%
No Longer Enrolled	8	6%	19	8%	31	15%

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 transfer students' composite score ratings, responses generally reflected that students had "Good" preparation for further education from the courses they completed at Bergen Community College.

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

	2012	2013	2014
Composite Score	3.99	4.09	4.00

Regarding transfer enrollment, our graduates said:

“Great job to the people who work at the Transfer Career Center, because of one of the people who work there I was able to clarify what I wanted in my career.”

“Would recommend for all majors to begin here then transfer or graduate into their fields of study.”

“Frustrated due to inability to transfer to a four year school.”

“Graduated with 75 credits and a degree but 60 credits only transferred.”

“I credit a lot of my growth at BCC to owe in large part to the amazing professors and counselors who invested their time and energy in me. I know BCC prepared me to transfer to Boston College, but one area I think the school should seriously look into and examine is more trained transfer counselors.”

Employment

Nearly three-quarters of 2014 graduates (73%) reported being employed, either full- or part-time. Seventeen percent of respondents stated that they are currently seeking employment.

Table 9. What is your current employment status?

	2012		2013		2014	
	#	%	#	%	#	%
Employed full-time	67	33%	161	41%	145	40%
Employed part-time	73	36%	130	33%	118	33%
Not employed, but seeking employment	39	19%	70	18%	60	17%
Not available for employment	22	11%	34	9%	36	10%

Of the 2014 graduates who reported being employed either full- or part-time, the majority (38%) stated that they were hired more than three months after graduating (Table 10).

Table 10. When did you get your job?

	2012		2013		2014	
	#	%	#	%	#	%
Before entering BCC	31	23%	57	21%	59	24%
While attending BCC	36	27%	62	23%	47	19%
Within 3 months after graduation	23	17%	50	18%	46	19%
More than 3 months after graduation	43	32%	103	38%	92	38%

Shown in Table 11, roughly half of respondents (49%) reported annual earnings of \$30,000 or more, an increase from last year's findings (46%). One-third of respondents reported earning over \$40,000 per year which is consistent with data from the previous year.

Table 11. Please indicate your approximate salary.

	2012		2013		2014	
	#	%	#	%	#	%
Below \$15,000	34	26%	73	28%	60	26%
\$15,000-\$19,999	14	11%	32	12%	23	10%
\$20,000-\$29,999	21	16%	38	14%	35	15%
\$30,000-\$39,999	18	14%	35	13%	37	16%
\$40,000-\$49,999	14	11%	33	12%	27	12%
\$50,000-Up	28	22%	54	20%	49	21%

Employment (Continued)

Sixty-two percent of employed respondents reported working in a position either directly or somewhat related to their program of study at Bergen Community College (Table 12). Of those who stated that their job was related to their program of study at BCC, 65% obtained their jobs after graduation. Fifty-seven percent of those whose jobs are not related obtained their jobs before graduating from BCC.

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

	2012		2013		2014	
	#	%	#	%	#	%
Yes, directly related	49	36%	85	30%	84	34%
Yes, somewhat related	35	26%	81	29%	69	28%
No, not related	51	38%	116	41%	96	39%

If the employed respondents' jobs were not related to their course of study, they received a follow-up question to better understand why. Almost one-third (31%) of respondents cited that they were working in an unrelated field because they had transferred to a four-year college. Following this reason, 19% cited "Not sufficiently qualified for job in my field" as the reason why they are working in an unrelated field.

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

	2012		2013		2014	
	#	%	#	%	#	%
Transferred to a four year college	22	43%	36	32%	30	31%
Found a better paying job in another field	9	18%	11	10%	17	18%
Preferred to work in another field	1	2%	7	6%	7	7%
Could not find a job in my field	10	20%	23	21%	17	18%
Not sufficiently qualified for job in my field	8	16%	33	30%	18	19%
Worked in field, but changed jobs	1	2%	1	1%	0	0%

Regarding employment, our graduates said:

"I majored in computer animation and landed a job in graphic design which is fine because I love the job I have! Something Bergen needs to notice is that the computer animation major has plenty of graphic design courses that are major requirements."

"After graduating Bergen Community College I had a hard time finding a job in my field (Criminal Justice). My only wish is for Bergen Community College to guide students to get jobs in their major."

Sure I was educated and cultured on many subjects but feel not adequately prepared as most companies value experience over education. Most students end up working in jobs not related to their field of study either due to better pay or availability of jobs.

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 an “Average” to “Good” preparation for their current job due to preparation by BCC.

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

	2012	2013	2014
Composite Score	3.36	3.66	3.53

Respondents were asked to select any and all of the following ways their program of study helped them (see Table 5). Forty-two percent of respondents reported that their program “Helped performance on the job” and 32% 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)

	2012	2013	2014
	(% of Respondents)		
Helped to obtain job	36%	37%	32%
Helped performance on the job	39%	40%	42%
Helped to get a raise or promotion	9%	10%	11%
Other	11%	8%	9%

Other ways in which program of study helped respondents

“Have not yet received [promotion] but now that I have a degree I am eligible if a position opens up within the company.”

“Helped with my acceptance into a program at another University.”

“Improve professional language required in the field.”

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 2014 graduates most exceeded their expectations of improvement was in “Tolerance and understanding of other people in our diverse society.” Over the past three years, this skill has shown the greatest positive change. Respondents expectations were also exceeded in the areas of “Personal Responsibility – managing yourself and your commitments” and the “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 your met those expectations through your experiences while attending the college.

	2012			2013			2014		
	Expected	Actual	% Change	Expected	Actual	% Change	Expected	Actual	% Change
Communication Skills	3.10	3.39	9%	3.07	3.37	10%	3.05	3.25	7%
Ability to apply bodies of knowledge within and across disciplines	3.32	3.21	-3%	3.17	3.37	6%	3.21	3.31	3%
Mathematical and computational ability	3.12	3.09	-1%	2.85	3.05	7%	2.83	3.00	6%
Computer fluency – retrieve, organize, and analyze information	2.75	2.94	7%	2.84	3.01	6%	2.81	2.92	4%
Personal Responsibility – managing yourself and your commitments	3.09	3.33	8%	3.01	3.35	11%	2.97	3.31	11%
Ability to think and express ideas creatively	2.99	3.19	7%	3.09	3.30	7%	3.10	3.30	6%
Tolerance and understanding of other people in our diverse society	2.84	3.28	15%	2.91	3.37	16%	2.99	3.37	13%
Ability to cope with new situations	3.05	3.35	10%	2.97	3.40	14%	3.07	3.38	10%
Ability to think critically	3.09	3.39	10%	3.15	3.42	9%	3.09	3.34	8%
Interpersonal skills – maintain professional relationships and engage in meaningful teamwork	3.01	3.28	9%	3.01	3.38	12%	3.03	3.25	7%

Overall Impressions

Participants were asked whether they would recommend Bergen Community College to prospective students. As shown in Table 17, the vast majority of students respond “yes” ($m=96\%$)⁵ with each administration of the survey.

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

	2012		2013		2014	
	#	%	#	%	#	%
Yes	178	96%	345	96%	296	95%
No	8	4%	13	4%	15	5%

Regarding overall impressions, our graduates said:

“BCC gave me everything I needed. I didn't expect it to give me what it did. Some of the professors are so much better at Bergen than at the 4 year University I go to.”

“Bergen Community College is a great school. I wish it was a four year program.”

“While attending Bergen Community College, I experienced some frustration at times with registration or with some of the courses I needed to take that didn't count for credit for graduating, however I'm pleased with my experience. I saved money and got a chance to eliminate all of my general education classes before focusing on my current major.”

“I am very proud to be a BCC alumni and I'm so grateful to Bergen for providing me with all of my current opportunities. I was able to afford college and succeed in my career and I owe it all to Bergen.”

“I returned to school after MANY years to get my Associate's degree. I was very satisfied with the education I received at Bergen. It was quite challenging!!”

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

Appendix I: After Graduation

According to the 2014 findings, of those who were enrolled in a transfer program, 202 respondents transferred to a degree-granting institution. Below, Table 18 shows the institutions in which our graduates most frequently enrolled. Montclair State University is the most frequently transferred to institution (41 respondents), followed by William Paterson University (30 respondents), and Rutgers University (26 respondents).

Table 18. Top 10 Transfer Institutions

Top 10 Transfer Institutions	#
Montclair State University	41
William Paterson University	30
Rutgers University	26
Ramapo College of New Jersey	15
New Jersey Institute of Technology	11
Fairleigh Dickinson University	8
Thomas Edison State College	5
Kean University	4
Columbia University	3
Hunter College (CUNY)	3
<i>Transferred to Other Institutions</i>	56
TOTAL	202

One hundred eighty-seven graduates cited that they were employed either full- or part-time after graduating. The most frequently cited job titles were Registered Nurse (12 respondents), Dental Hygienist (8 respondents), and Respiratory Therapist (8 respondents).

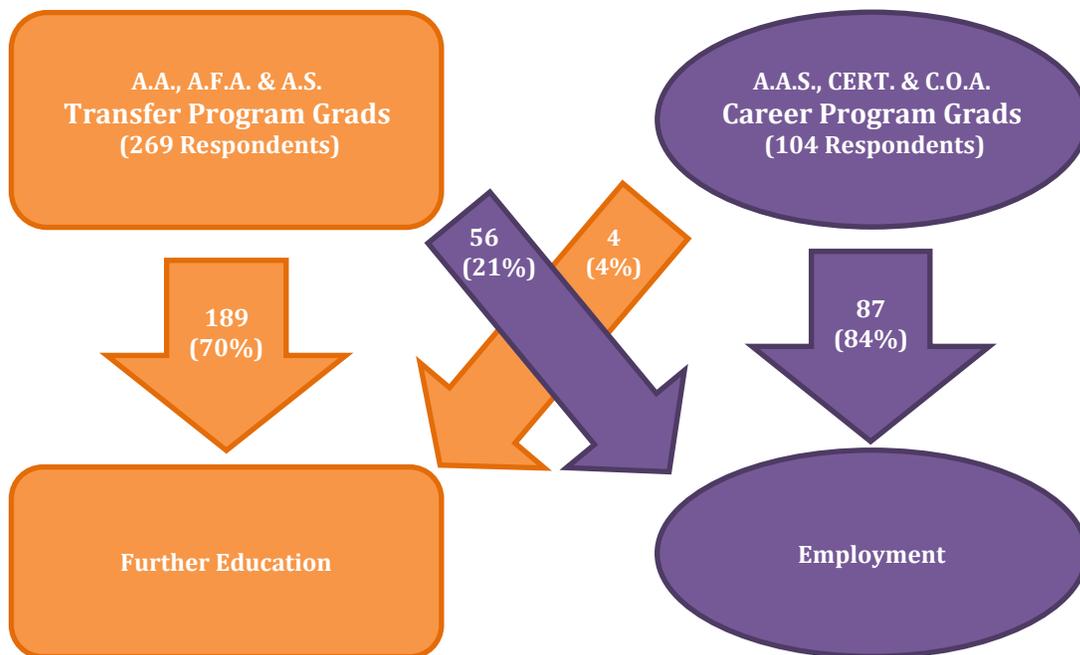
Table 19. Top 10 Occupations

Top 10 Job Titles	#
Registered Nurse	12
Dental Hygienist	8
Respiratory Therapist	8
Sales	6
Server	4
Veterinary Technician	4
Bank Teller	3
Bartender	3
Manager	3
Substitute Teacher	3
<i>Employed in Other Professions</i>	133
TOTAL	187

Appendix II: Respondents by Transfer and Career Programs

Two hundred sixty-nine of the responding graduates in 2014 graduated from a Transfer Program (Associate in Arts or Associate in Science) while 104 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 prepare 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 primary goal of their program of study (i.e. transfer graduates who transferred and career graduates who entered the workforce), and how many continued in the opposite path (i.e. those from transfer programs who entered the workforce, and those from career programs who enrolled at a four-year institution).

Shown in the chart below, of the 269 respondents who were enrolled in the Transfer Program at Bergen Community College, 189 (70%) enrolled at a four-year institution and 56 respondents (21%) entered the workforce. Of the 104 graduates who were enrolled in a Career Program at BCC, 87 (84%) continued into the workforce, and 4 respondents (4%) transferred to a four-year institution.



Appendix III: 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. 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"/>					
Admissions	<input type="radio"/>	<input type="radio"/>					
Counseling	<input type="radio"/>	<input type="radio"/>					
Financial Aid	<input type="radio"/>	<input type="radio"/>					
Job Placement Assistance	<input type="radio"/>	<input type="radio"/>					
Transfer Advisement	<input type="radio"/>	<input type="radio"/>					
Library/Learning Resource Center	<input type="radio"/>	<input type="radio"/>					
Registration Procedures	<input type="radio"/>	<input type="radio"/>					
Student Life Activities	<input type="radio"/>	<input type="radio"/>					
Career Counseling	<input type="radio"/>	<input type="radio"/>					
Tutoring Services	<input type="radio"/>	<input type="radio"/>					
Services for Students with Disabilities	<input type="radio"/>	<input type="radio"/>					
Cooperative Education	<input type="radio"/>	<input type="radio"/>					
Quality of World Language Instruction	<input type="radio"/>	<input type="radio"/>					
Quality of Major Course Instruction	<input type="radio"/>	<input type="radio"/>					
Quality of Developmental English	<input type="radio"/>	<input type="radio"/>					
Quality of Developmental Math	<input type="radio"/>	<input type="radio"/>					
Other (specify)_____	<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
<input type="radio"/>				

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

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

SECTION C

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

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

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

4. Please provide the following information.

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

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

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

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

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

8. Please indicate your approximate annual salary.

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

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

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

SECTION D

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

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

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

COMMENTS

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