

BMCC 2017-18 Graduates Survey

Fall 2018



Office of Institutional Effectiveness
and Analytics

December 12, 2018



BMCC 2017-18 Graduates Survey

Office of Institutional Effectiveness and Analytics

Executive Summary

Between September 12 and September 30, 2018, BMCC conducted the annual online survey of all graduates in academic year 2017-2018, including summer 2017, fall 2017 and spring 2018 graduates. Responses were received from 995 individuals – about 24% of the total population, a response rate slightly lower than the previous year (27%). Of those who responded:

- Ninety-six percent indicated that they would recommend BMCC to friends or relatives, up two percentage points from last year's survey. Additionally, 92% would recommend their major program.
- Fifty-three percent of 2017-18 graduates participated in a special program, up from 37% of the survey sample in 2016-17, including 24% who indicated they had participated in ASAP.
- Ninety-two percent of graduates are continuing their education, up almost six percentage points from the 2016-17 survey. Interestingly, the percentage of graduates who are currently employed also increased, from 60% to 64% among this year's graduates. Trends in employment and education are disaggregated by student major and wide variation is evident.
- Forty-nine percent were the first generation in their family to attend college, with neither parent having more than a high school diploma; 67% were the first generation to receive a college degree.

Graduate satisfaction was highest with regard to the quality of teaching received (97% satisfied or very satisfied), the quality and rigor of courses (96%) and the extent to which students achieved their academic goals (96%). Additionally, students were most satisfied with the diversity and inclusion they experienced at BMCC (96%) and leadership development opportunities they received (90%).

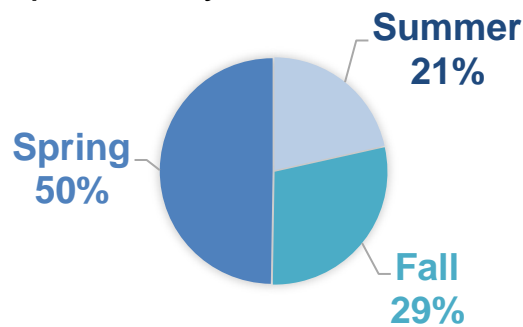
Graduates who were dissatisfied were most likely to express dissatisfaction for academic advisement received (13% dissatisfied or very dissatisfied) and the concern shown to them by faculty (9%) and staff (12%). However, both these areas still demonstrated substantial improvement in comparison to the 2016-17 survey.

Open-ended responses were collected asking graduates what they liked the best about BMCC and what could use improvement. In general, respondents indicated they enjoyed the faculty and teaching they received the most, as well as the diversity, staff, and course schedule flexibility. Emerging areas for improvement include advisement, facilities, and interactions with faculty and staff. An attached Appendix provides sample student open-ended responses.

Who Responded?

In total, the 2017-18 Graduate Survey received responses from 995 former BMCC students. About half of respondents were spring 2018 graduates, 29% graduated in fall 2017 and 21% graduated summer 2017. Respondents represented a range of 42 majors, although the majors with more graduates such as Liberal Arts and Criminal Justice made up a larger share of responses (24% and 14%, respectively). The chart below highlights the response rates of each of the largest majors. It is color-coded in stop-light fashion, where the brighter the green the higher the response rate and the brighter the red the lower the rate.

Responses by Graduation Term



Top 15 Majors by Number of Graduates	Response Percent	Response Count	Total # of Graduates	Response Rate
Liberal Arts	24%	239	1161	21%
Criminal Justice	14%	140	523	27%
Business Administration	9%	93	401	23%
Accounting	5%	49	188	26%
Child Care/Early Childhood Education	5%	48	171	28%
Human Services	4%	43	155	28%
Nursing	4%	35	118	30%
Business Management	2%	21	110	19%
Communication Studies	3%	27	103	26%
Science	2%	20	93	22%
Computer Network Technology	2%	18	83	22%
Computer Information Systems	2%	15	66	23%
Engineering	1%	14	64	22%
Childhood Education	3%	30	64	47%
Science for Health Professions	1%	14	64	22%

Majors

Students were asked “Would you recommend your BMCC major program to friends or relatives?” The table below breaks down responses by career community for this year and last. Overall, 2017-18 graduates were more likely than 2016-17 graduates to recommend their major, but change was varied by community. Science and Math graduates were ten percentage points less likely to recommend

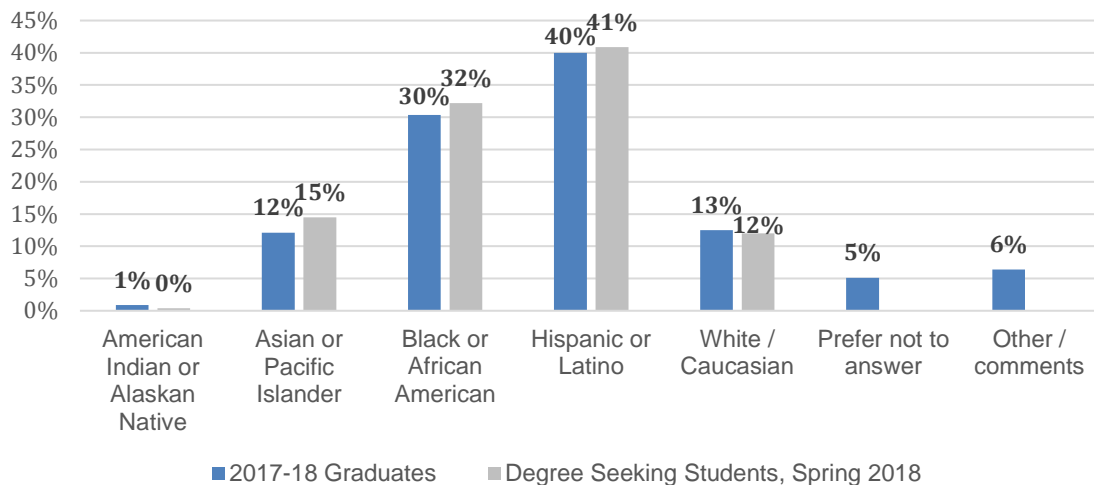
their major this year while Culture and Communication graduates were five percentage points more likely to do so. The three percentage point increase among graduates recommending Liberal Arts is significant due to the size of the major and the large number of survey respondents.

Graduates Recommending their Major	2016-17		2017-18	
	N	% who Recommend	N	% who Recommend
Health Professions	64	88.7%	80	89.6%
Culture and Communication	48	93.8%	55	98.1%
Education	69	92.5%	89	92.0%
Behavioral Sciences and Human Services	205	95.0%	219	96.7%
Arts and Design	44	95.5%	49	91.7%
Accounting and Business	190	95.6%	177	93.1%
Science and Math	67	95.4%	42	85.4%
Computer Information and Technology	67	82.8%	43	85.7%
Liberal Arts	298	85.0%	240	87.6%

Graduate Demographics

The self-reported ethnic breakdown of 2017-18 graduates matched the ethnic breakdown of degree seekers in the college generally. Black and Hispanic students made up 73% of BMCC degree seekers in spring 2018, and 70% of 2017-18 graduates. Other categories emerging from open-ended comments include multi-racial (1%), Caribbean/Guyanese (1.5%), and Middle Eastern/Arab American (1%). Thirty-seven percent of respondents were first-generation college graduates (neither parent had any college experience). Graduates were also disproportionately female. In 2017-18, 64% of the graduates were female despite females making up around 57% of degree seekers in the last several years.

Ethnicity of 2017-18 Grads and All Degree Students



Participation in Special Programs

The number of BMCC graduates who had participated in a special program has been steadily increasing over the years, particularly the number who had participated in Accelerated Study in Associate Programs, or ASAP. In total, 526 individual respondents (53%) participated in one or more of the six programs listed below. In the “Other” category, 50 respondents also listed a different program or group they were involved with, including YearUp, UMLA, Phi Theta Kappa, CREAR Futuros and IMPACT mentoring.

	2017-18		2016-17	
	Number of Responses	% of total respondents	Number of Responses	% of total respondents
BMCC Learning Academy or Freshman Learning Academy	132	13%	110	10%
ASAP	237	24%	145	14%
Out in 2	70	7%	54	5%
College Discovery (CD)	61	6%	56	5%
COPE or EDGE	55	6%	43	4%
CUNYStart	128	13%	112	11%
Other (please specify)	50	5%	46	4%

Many graduates report having participated in several different programs, including some who reported starting in the CUNYStart college readiness program and later also participating in a program such as ASAP (56 graduates, or 6% of total), BLA (30 graduates, or 3%), or Out in 2 (20 graduates, or 2%)

Further Education and Employment

Most of the graduates responding to the survey (90%) are both pursuing their education *and* are employed. For those continuing their education, (92% of all respondents), 96% were pursuing a Bachelor's degree. For those who are employed (64% of all respondents), 59% were working part-time (less than 35 hours a week) and the remaining 41% were working full-time. Of all those employed currently, only 32% of respondents indicated that their employment was related to their BMCC Major. Most of those not working in a job related to their major are likely to aspire to careers that require more advanced credentials. Only 15 survey respondents (1%) indicated that they were neither employed nor continuing their education at the time of this survey.

The chart below displays the summary of responses about continuing education and employment for the BMCC majors that had at least 25 survey respondents. It is color-coded in stop-light fashion, where the brighter the green the higher the percentage and the brighter the red the lower the percentage.

Major	Total	% of Total Continuing Education	% of Total Currently Employed	Employed Count	% of Employed Working Full Time	% of Employed Working in Major
Accounting	44	91%	66%	29	31%	55%
Business Administration	80	96%	65%	52	37%	40%
Child Care/Early Childhood Education	44	86%	70%	30	47%	63%
Communication Studies	25	92%	68%	17	29%	41%
Criminal Justice	112	95%	63%	69	35%	17%
Human Services	40	90%	70%	28	50%	39%
Liberal Arts	209	89%	68%	143	38%	16%
Nursing	27	93%	59%	16	88%	81%
Psychology	26	96%	50%	13	23%	31%
All others	248	92%	59%	146	41%	34%

As depicted above, graduates of some majors continue on to higher degrees in very high numbers, particularly in Business Administration (96%), Psychology (96%) and Criminal Justice (95%). When broken down by major, graduates appear to be trading off employment and continued education, with majors such as Early Childhood Education, Liberal Arts and Human Services exhibiting lower than average rates of continued education but comparatively high rates of employment. The two largest majors represented here, Liberal Arts and Criminal Justice, are intended to support graduates in transfer to a four-year degree. In comparison, more vocational majors have higher rates of employment in their field, including Accounting (55%), Early Childhood Education (63%) and Nursing (81%).

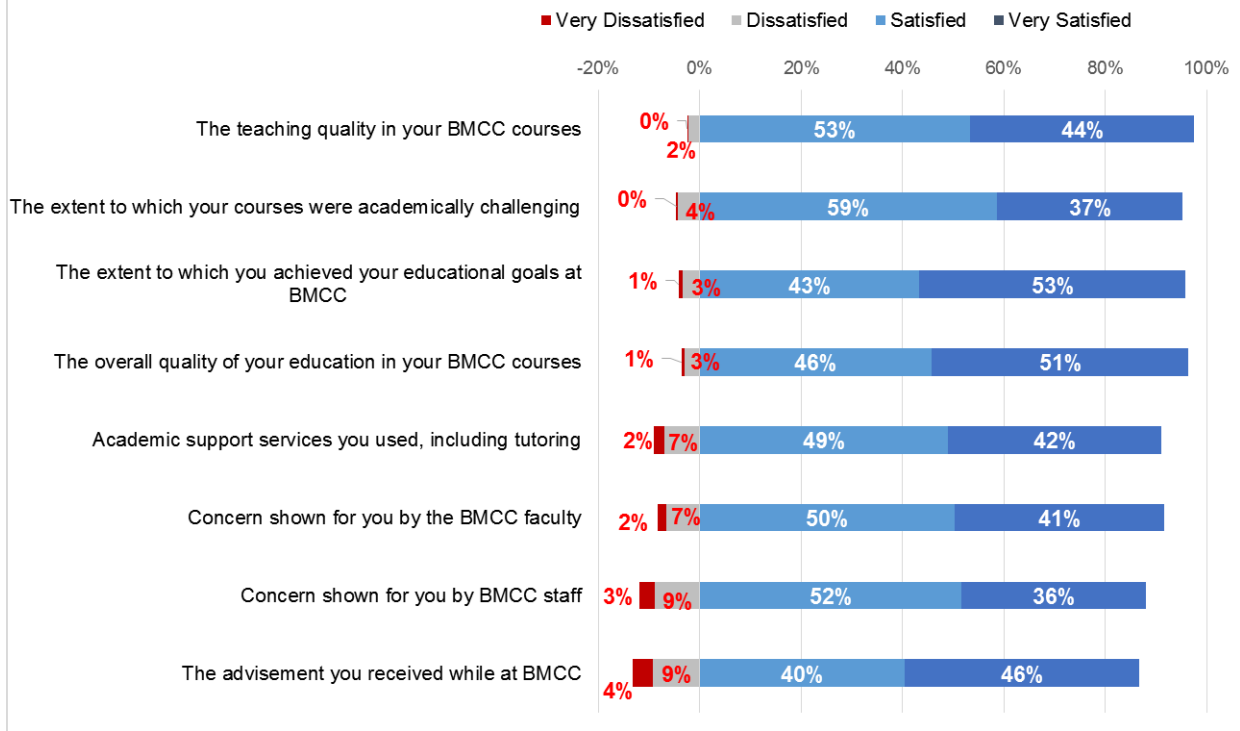
Overall Satisfaction Levels

The survey included a 4-point overall satisfaction scale for items normally applicable to all graduates. The choices were Very Satisfied, Satisfied, Dissatisfied, and Very Dissatisfied.

Academic Areas

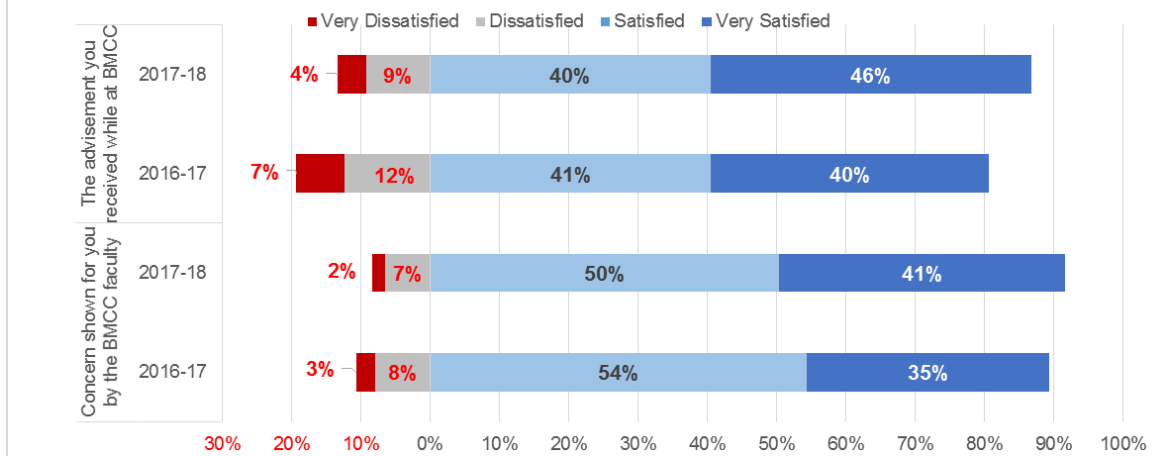
Over 95% of graduates expressed that they were satisfied or very satisfied with the quality of teaching at BMCC as well as the quality and the rigor of their courses. Similarly, 96% were satisfied or very satisfied with the extent to which they achieved their academic goals. Respondents were more likely to express dissatisfaction with the advisement they received (13%) and the concern shown to them by BMCC faculty (9%). In a new item added to the survey this year, 12% of respondents were dissatisfied or very dissatisfied with concern demonstrated by BMCC staff.

Satisfaction Levels by Items in Academic Areas (Negative numbers show dissatisfaction levels)



Aside from the new survey item on staff concern, the categories with the least satisfaction are the same as those from the 2016-17 survey. However, as the chart below indicates, the two lowest satisfactory items have shown significant improvement over the last year, evident in increased total satisfaction, more incidences of “Very Satisfied” and fewer of “Very Dissatisfied.”

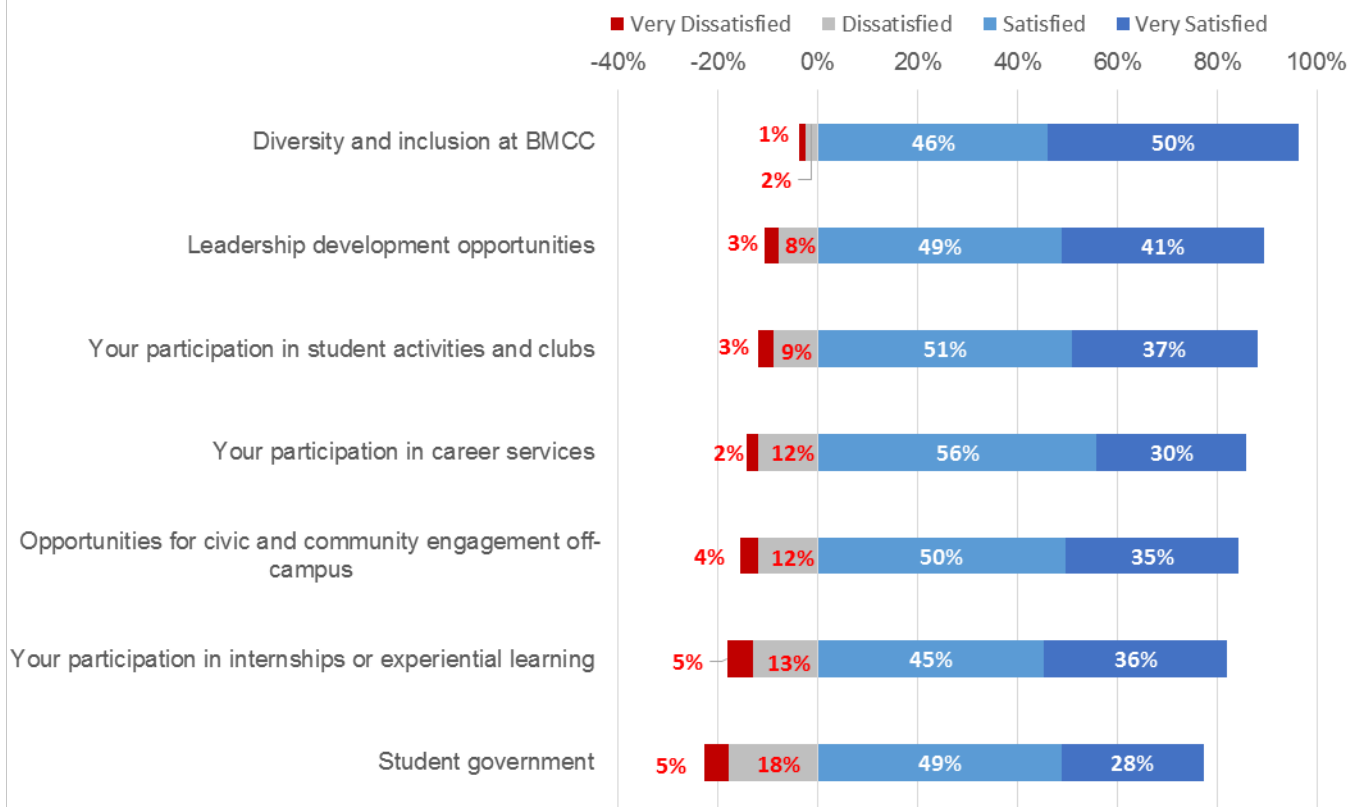
Key Changes in Satisfaction Among Grads from 2016-17 to 2017-18



Student Life

The following question asked students to identify their satisfaction with elements of their non-academic student experience. Not every respondent indicated satisfaction for each of the given items and as such, some topics have higher response rates (e.g. 78% of respondents rated satisfaction with diversity, compared to 42% for student government). In general, those items with fewer responses tended to skew more negatively. 96% of respondents were satisfied or very satisfied with the diversity and inclusion they experienced at BMCC. Key areas of dissatisfaction included student government (23%), internships (18%), civic and community engagement (16%) and career services (14%). These rates of satisfaction vary unsubstantially from the 2016-17 survey of graduates.

Satisfaction with Aspects of Student Life (excluding responses of "Not Applicable")



Benefits of BMCC Experience Identified

There were 857 responses to the question: “Do you feel your experiences while you were at BMCC benefited you in any of the following ways? (Mark all that apply.)” Responses did not vary substantially from 2016-17. The majority of graduates (81%) expressed that BMCC prepared them for further academic study and supported their self-improvement and personal growth. Just over half (51%) felt that BMCC prepared them for a career, the only category to decrease from the prior year (54% in 2016-17 survey). Less than one third of respondents indicated that BMCC increased their interest in civic participation or community service. Importantly, among 2017-18 graduates who indicated that they are currently

working (64% of respondents), only 49% felt BMCC prepared them for their career. This was eight percentage points lower than the previous year. Among those graduates who indicated they were continuing their education (92% of respondents), 83% marked that BMCC prepared them for further study, two percentage points higher than last year. A handful of respondents left open ended responses to comment on other aspects of personal development (e.g. ‘influenced me to take leadership roles’) or to express general negative sentiment (e.g. “None of the above”).

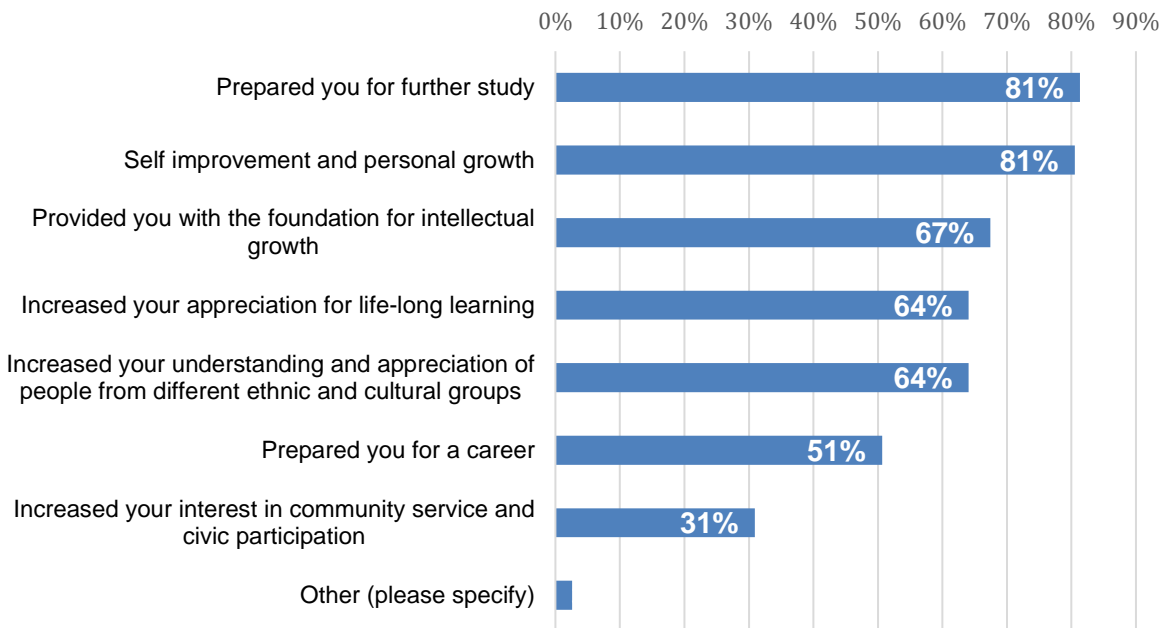
Among those Continuing their Education:

81%	2016-17 Graduates said that BMCC prepared them for further Study
83%	2017-18 Graduates said that BMCC prepared them for further Study

Among those Working:

57%	2016-17 Graduates said that BMCC prepared them for a career
49%	2017-18 Graduates said that BMCC prepared them for a career

2017-18 Benefits from BMCC Experiences



Open Ended Response Collection

What is Best about BMCC?

Open-ended responses were collected to the question “What did you like most about attending BMCC.” The 545 responses collected were then categorized into 20 emerging themes.

Most responses provided multiple examples and as such are counted towards each point. The largest category of responses to emerge from this question was faculty and teaching. For 202 who responded, the professors were a highlight of their BMCC experience. Comments were about their qualifications, their compassion and their genuine interest in students. Many comments (67) praised the diversity of the student body and faculty. Comments about BMCC staff also emerged in many responses (60), some addressing particular departments or individuals while most praised the overall administration for their competency and their caring. Many responses (53) commended the wide availability of diverse courses, as well as the accessibility of courses online, late night and on weekends. Campus location and facilities were also popular among graduates. Most comments about facilities were about the newly renovated Fiterman Hall, the Learning Resource Center, and the new pool. A number of comments (38) reference experiences with special programs, including ASAP, College Discovery, CUNYStart and Year Up. A handful of

What 2017-18 Grads liked Most	Number of Responses
ASAP/BLA/CD	38
Campus location	45
Classes/Flexibility	53
Clubs/Student Experience	25
Diversity	67
Facilities	57
Faculty/Teaching	202
Finances	21
General Positive	11
Help and Caring	58
Library	6
Opportunities	43
Peers	23
Personal Development	20
Staff/Administration	60
Support Services	14
Advising	31
Environment	42
Other	7
Tutoring/LRC	33

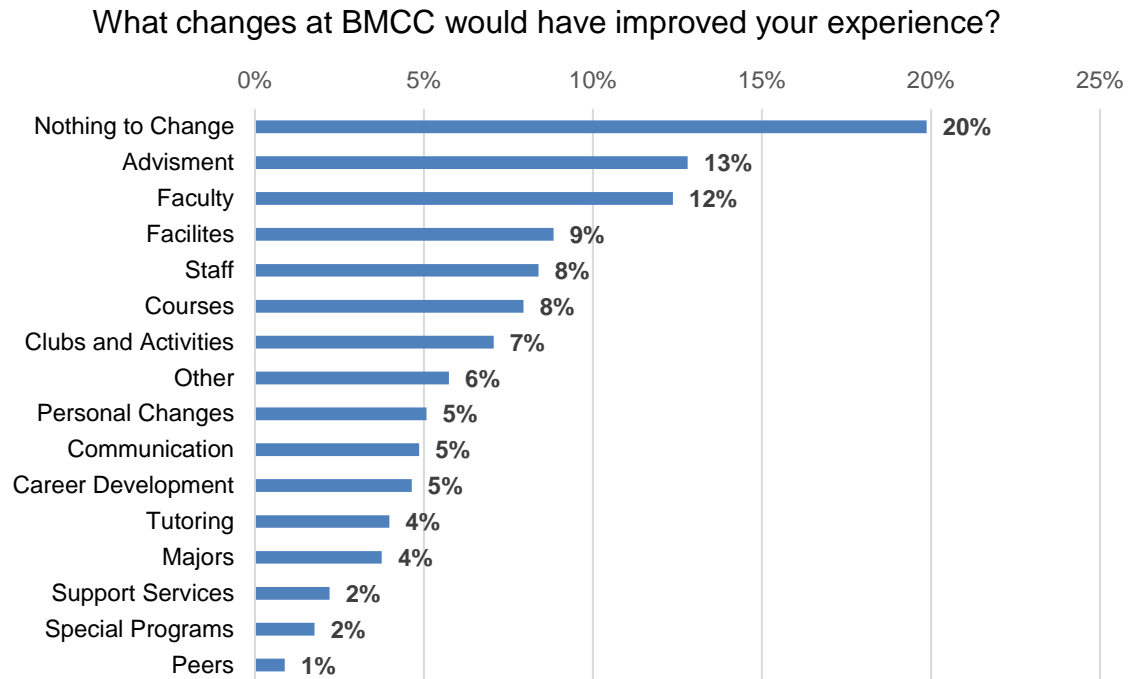
What 2017-18 Grads Would Change	Number of Responses
Nothing to Change	90
Advisement	58
Faculty	56
Facilities	40
Staff	38
Courses	36
Clubs and Activities	32
Other	26
Personal Changes	23
Communication	22
Career Development	21
Tutoring	18
Majors	17
Support Services	10
Special Programs	8
Peers	4

comments were received about the importance of the Learning Resource Center and the tutoring opportunities it provides. Comments referred to accessible hours, helpful staff/tutors and the availability of textbooks on reserve. Less common and more personal comments included topics such as making friends, learning from diverse peers and building social networks through clubs and extracurricular activities. A few students also expressed that they appreciated the affordability of BMCC, particularly the prevalence of scholarship opportunities and the provision of summer tuition waivers. Sample comments are attached to this report in an Appendix.

Suggestions for Improvement

453 open ended responses were collected to the final survey question: “What changes at BMCC would have improved your experience?” The most frequent comment

received (20% of responses) was that students had no suggestions for improving the college, many describing a positive overall sentiment.

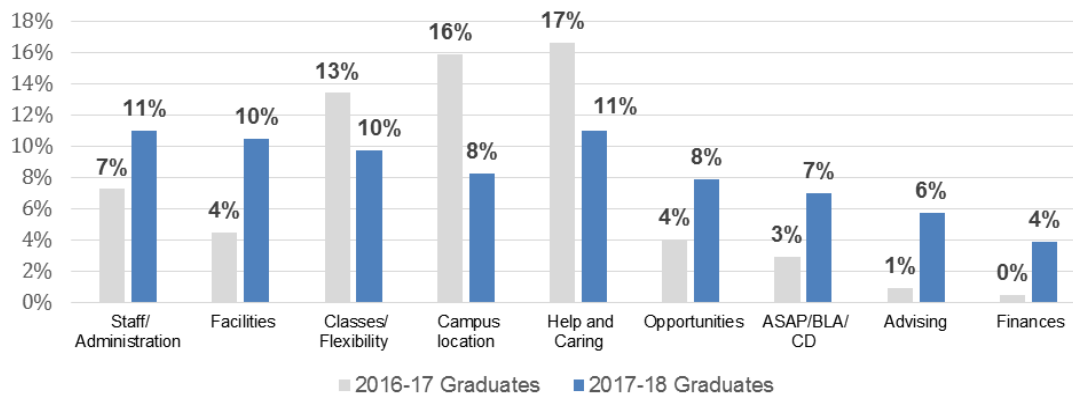


The most common suggested improvement was to have more access to academic advisement. Some comments reflected negative experiences with advisors or incorrect information received. While over 200 respondents in the previous question indicated that the faculty contributed positively to their BMCC experience, 56 included negative comments about their experience with faculty. Some of these comments called for more active, dynamic teaching, while others perceived a lack of empathy on the part of the faculty. Of the 40 responses received on campus facilities, ten referenced the elevators in Murray Hall, and six wanted the new pool to have opened. Other areas of concern included the noise, space and cleanliness of the cafeteria, the availability of seats in classrooms and improved technology in classrooms and labs. Comments on staff emphasized the need for well informed and respectful administrative workers in student-facing departments. Comments on courses ranged from requesting more online, weekend and late night course availability to perceptions of course difficulty (in some cases too easy, in others, too hard). One crosscutting theme that emerged was communication, both between administrative departments and to students. Respondents said they would have benefited from greater (and earlier) communication about opportunities such as ASAP, internships, clubs and events on campus. Another interesting emerging category was a desire by students to put greater emphasis on career development, particularly in advisement and student services. Smaller categories are further elaborated by the sample student responses in the attached appendix.

Changes in Comments from Previous Year's Survey

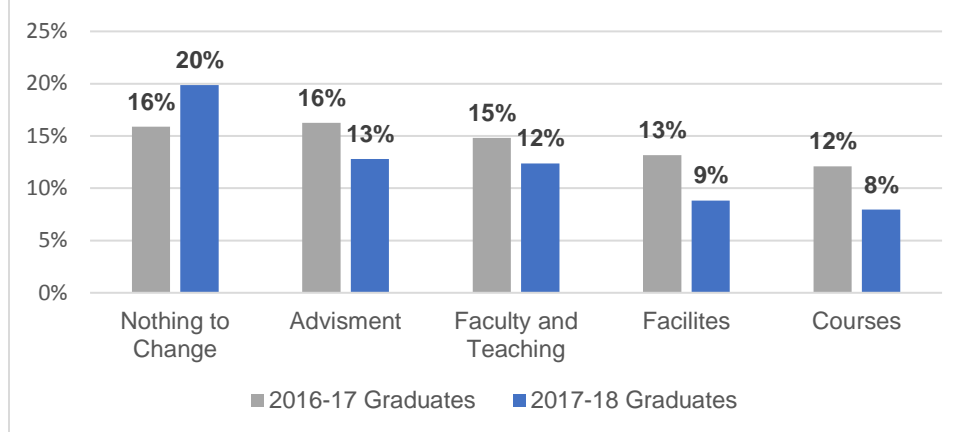
In general, graduates' responses in 2018 to what they liked most about attending BMCC (n=545) were comparable to those responding in 2017 (n=650) in the majority of categories identified. While large categories such as Faculty and Diversity remained consistent, 2017-18 graduates were less likely than their 2016-17 counterparts to comment on campus location and the general help and care they received. The recent graduates, however, were more apt to praise campus facilities, administrative staff, the opportunities they received (including internships, research opportunities etc.) as well as advising and special program participation.

Key Changes in What Graduates Liked Most



In terms of areas for improvement, 2018 respondents were slightly more positive, with a larger share suggesting no change was necessary. Each of the largest areas for improvement identified by graduates in the previous year were less often mentioned in 2018, including advisement, interactions with faculty and issues with campus facilities. In reviewing the comments from both years, we find that suggestions about courses this year, while similar in nature (e.g. more availability, more accessible time, more challenging etc.), were less common than last year.

Key Changes in Areas of Improvement



With assistance from Danielle Jarvis

Appendix A

Best of BMCC Sample Responses

Advising

- I really liked the advisement and how they are always one email away and the fact they actually care about your academic standing and what are ways to make it better.
- The advisors were very helpful, they made sure I took the right classes for me
- The advisors are great and they made me take a lot of classes so I can graduate from BMCC on time and not only that, they also helped me with anything I needed throughout my semester. I was struggling with a Math class and they sent me to do tutoring which was very helpful and I was able to pass the class.

Administration and Staff

- the staff at BMCC is always available for help. after passing through hard time i end up with an academic probation, i thought i would not make it until i met with a BMCC academic counselor who really help me back on my feet
- All support staff, registrar, financial aid, counseling, etc seemed to take a genuine interest in my success
- Everyone was extremely helpful, from staff to advisors, mentors, classmates and professors. It was easy to find help whenever it was needed. Very reliable in every aspect and very communal.

Special Programs

- I liked ASAP not because of money books or metrocard, but there was always an advisor by my side helping me whatever I needed. Something that I miss right now, since my new college allow me to see an advisor only two tomes during the semester and they are not helpful
- I loved the college discovery program! The counselors were amazing!! “Do it in two”!

Courses/Flexibility

- I enjoyed the different courses and also liked that there were so many courses were available online. It helped me maintain my full time job and finish school.
- The evening and weekend classes.
- Small-Average classroom sizes, Flexible schedule opportunities.
- Wide class schedule availability, and online courses.

Diversity

- The diversity of Professors, especially having my first black teachers/professors in my life. It was very satisfying to see.

- Studying at BMCC exposed me to people from different backgrounds and I now feel completely comfortable around anyone. Thank you!
- Diversity and professionalism within a community college. Felt honored to be in a school well put together like that one. High school wasn't like that.

Environment/Facilities

- I love how everyone was friendly, if I ever needed help locating a building, classroom or office there was always someone to go out of their way to help.
- The environment was welcoming and classrooms had many age group ranges, which I liked because I had the opportunity to learn from these individuals.
- The environment , friends , MY ADVISOR, the microwaves in all 3 buildings. The staff, but most importantly the books that were on reserve when I couldn't afford to purchase them.
- Fiterman Hall was amazing. Everything was modern, plenty of space to hang out and study.
- The campus was amazing I really enjoyed the vibe that is at BMCC

Faculty/Teaching

- I loved how the professors cared about my learning and teaching me how to improve .
- Professors I encountered,especially in the psychology field were very versed in their material and overall great inspiration sources.
- The diversity of Professors, especially having my first black teachers/professors in my life. It was very satisfying to see.
- I appreciate the concern the professors have for the students throughout the semester. I was always told negative things about community colleges. However, coming to BMCC made me feel proud of myself and the accomplishments that I have been able to achieve.
- What I liked most about BMCC was the few professors who made class fun, challenging and cared outside of the narrative of just being a professor to a caring individual.

Finances

- I was able to obtain the classes I needed. The school offered scholarships to pay for summer classes.
- UMLA and bursars worked with me to allow me to pay as I go and register for classes.

Library and LRC

- The library was so easy to go through, you need any book theres someone there to help you get it within 3 minutes.
- I would have to give a special shout out to the learning resource center and their team of tutors who are readily able to assist whenever you go there.

- I liked the fact that the institution had facilities and tutors that were available and at the students' disposal. Facility and staff were uberly helpful when help Was needed
- I also like the tutoring that BMCC offers. After getting to Hunter College, I noticed that BMCC was amazing when it came to tutors in the tutoring center, even though I didn't go much.

Opportunities

- I really like the diversity and the opportunity to work learn about my major with things such as research and club activities.
- The opportunities for intellectual growth like research and honors programs.
- Internship opportunity, cstep program, leadership program.

Personal

- It paved the road and gave me confidence in obtaining more then just an associates degree.

Peers

- The ability of being part of a diverse community and be supported by my peers to gain leadership skills and experiences.
- The friends I made and the experience I gained from staff and classmates.
- The environment was welcoming and classrooms had many age group ranges, which I liked because I had the opportunity to learn from these individuals.
- I love the fact that I had many opportunities to become a better leader such as being in the Leadership Academy and co-founding the debate club.

Room for Improvement Sample Responses

No Change

- BMCC doesn't need any changes Wish I can go back
- I can't think of any changes that would have improved my experiences the moment. I can say that BMCC offers many educational opportunities to its students, which can further enrich their educational and personal journeys. But it's really all up to the students to take advantage of these opportunities.

Advisement

- Better advisement staff, it doesn't seem like the advisement staff on the 1st floor isn't that friendly and it feels impersonal.

- start by having an advisement staff that actually cares for the future of their students. Not having a staff that wants to rush people out.

Faculty

- more professors who cared about teaching and helping their student learn in a fun environment.
- I strongly believe that the professor selection at BMCC could be better. some of the professor don't seem to care about their students
- Even if I came across amazing professors at BMCC, the ones who lack the pedagogy of teaching far outnumber the ones that excel at what they do.

Facilities

- Open up the pool already!!!
- The elevators in the Murray building were insane most of the time. it would take 15 minutes to get downstairs because so many people would be on them.
- Some of the tech in some rooms are out of date which kills a lot of learning time, before each class an IT person should check to see if everything is running to standard at least that's my humble opinion

Staff

- Staff at BMCC was always transferring students to departments and that department was transferring students back to the other. Staff must know what they are doing and where to direct students to.
- Staff in different offices have to be more friendly (mostly at HR!!!!) because they don't care about the students. They have no motivation to work and it annoys them to serve students !
- Dealing with advisement and help support was always lengthy and painful, and usually didn't help me whatsoever. The way BMCC staff often responds to e-mails make me question whether they even ever attended college (mostly advisement, residency staff etc.)

Clubs and Activities

- More opportunities for students who work during the day, like clubs or events.
- More communication of all clubs, events, and activities.

Communication

- Informing me of all the opportunities and resources Bmcc has to offer when I was a freshman.
- Maybe, advertise more the activities that there are currently at BMCC, I barely heard about them.

- If different offices were more centralized or in constant communication with each other. Too many times, different offices tell you different things and send you from one office to the next and back where you started. No one seems to know what their job responsibilities are sometimes

Career Development

- More information relating to internships opportunities, such finding out ways to become research assistants for professors.
- More reaching out to students about career fairs and job looking. Having an office in campus is not enough, there needs to be workshops for students to attend and know those services are available for us.
- Career oriented advisement and not only academic advisement .

Special Programs

- give everyone the opportunity to be an ASAP student, I feel that would've helped me get out in 2years & be on top of my game. When I learned about ASAp & to be an ASAP student I already had 18 credits.
- I wish I would've found out earlier about ASAP

Appendix B

Graduates Survey

* 1. What term did you graduate?

- Summer
- Fall
- Spring

* 2. What was your major?

* 3. Would you recommend your BMCC major program to friends or relatives?

- Yes
- No

* 4. Would you recommend BMCC to friends or relatives?

- Yes
- No

5. Please indicate if you participated in any of the following programs:

	Yes	No
BMCC Learning Academy or Freshman Learning Academy	<input type="radio"/>	<input type="radio"/>
ASAP	<input type="radio"/>	<input type="radio"/>
Out in 2	<input type="radio"/>	<input type="radio"/>
College Discovery (CD)	<input type="radio"/>	<input type="radio"/>
COPE or EDGE	<input type="radio"/>	<input type="radio"/>
CUNYStart	<input type="radio"/>	<input type="radio"/>
Other (please specify)		
<input type="text"/>		

* 6. How satisfied you were overall with:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
The teaching quality in your BMCC courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which your BMCC courses were academically challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concern shown for you by the BMCC faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concern shown for you by BMCC staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The advisement you received while at BMCC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic support services you used, including tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extent to which you achieved your educational goals at BMCC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall quality of your education in your BMCC courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 7. How satisfied were you overall with:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not applicable
Your participation in student activities and clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your participation in career services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your participation in internships or experiential learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for civic and community engagement off-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity and inclusion at BMCC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 8. Do you feel your experiences while you were at BMCC benefited you in any of the following ways?
(Mark all that apply.)

- Prepared you for further study
- Increased your interest in community service and civic participation
- Prepared you for a career
- Provided you with the foundation for intellectual growth
- Increased your understanding and appreciation of people from different ethnic and cultural groups
- Self improvement and personal growth
- Increased your appreciation for life-long learning
- Other (please specify)

* 9. Are you currently continuing your education?

- Yes
- No

* 10. At what level?

- Bachelors
- Associate
- Certificate
- Other

* 11. Are you currently employed?

- Yes
- No

* 12. Are you employed full-time or part-time?

- Full-time (35 or more hours per week)
- Part-time (less than 35 hours per week)

* 13. Is your employment related to your major at BMCC?

- Yes
- No

14. What did you like most about attending BMCC? Please, provide one or two examples.

15. What changes at BMCC would have improved your experience? Please, provide one or two examples

Please help us understand your background.

16. What is your gender?

- Female
- Male
- Other
- Prefer not to answer

17. What is your ethnicity? (Please select all that apply.)

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black or African American
- Hispanic or Latino
- White / Caucasian
- Prefer not to answer
- Other (please specify)

18. What is the highest level of school your mother completed or the highest degree she received?

- Less than high school degree
- High school degree or equivalent (e.g., GED)
- Some college but no degree
- Associate degree
- Bachelor degree
- Graduate degree

19. What is the highest level of school your father completed or the highest degree he received?

- Less than high school degree
- High school degree or equivalent (e.g., GED)
- Some college but no degree
- Associate degree
- Bachelor degree
- Graduate degree