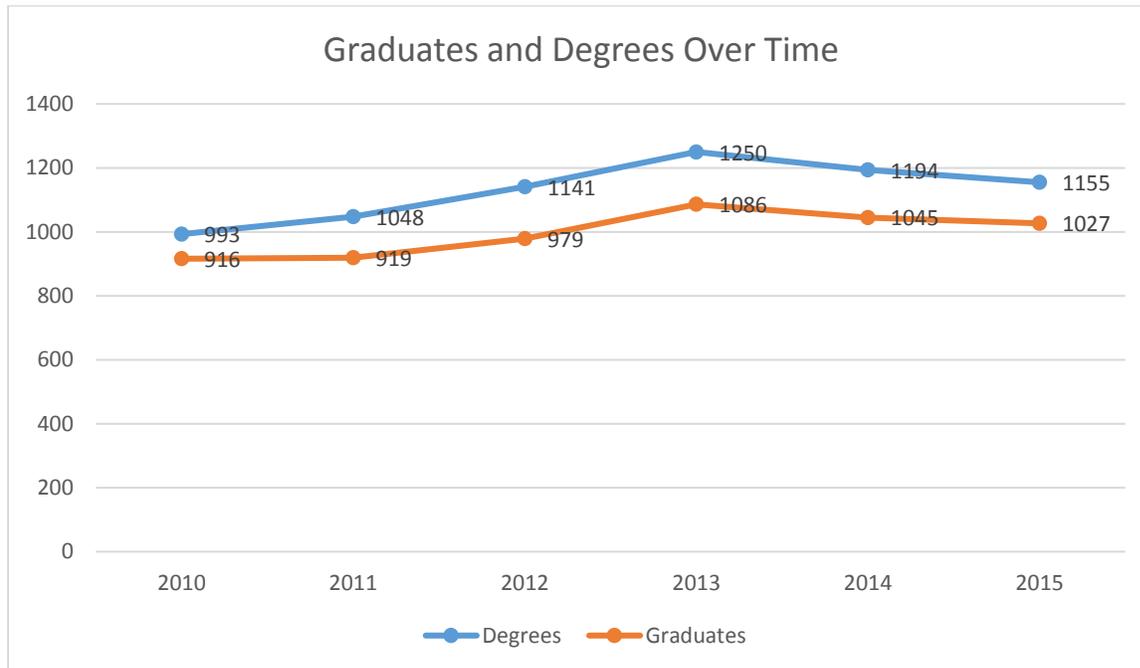


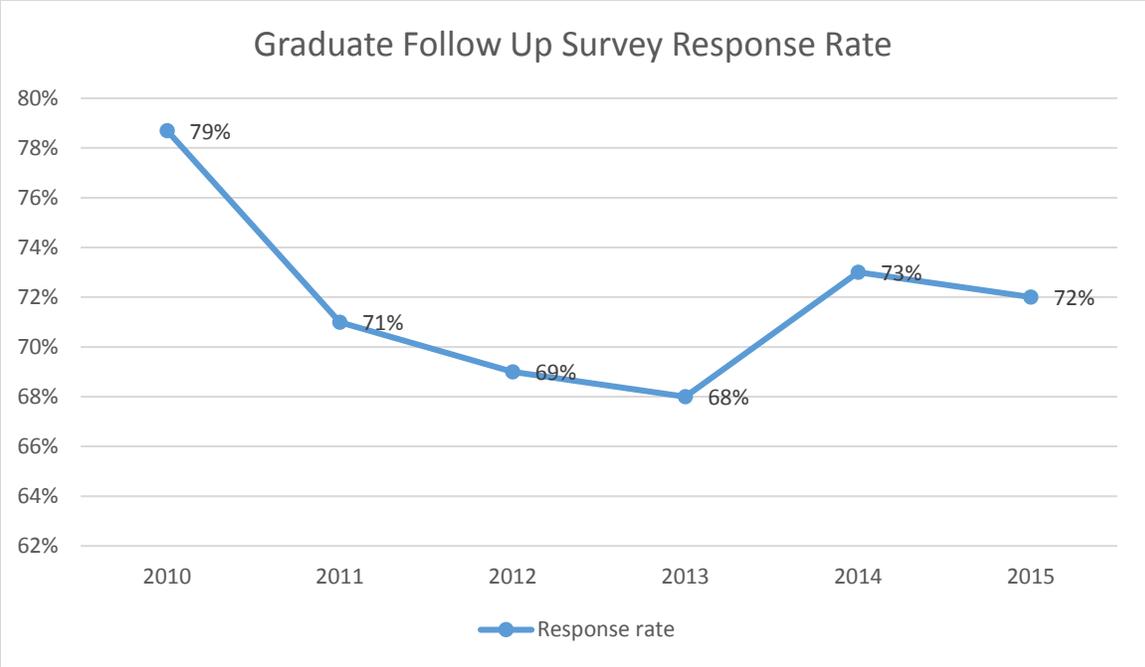
NECC Graduate Follow Up Survey: 2010-2015

Graduates and Response Rate

Over the past six years, NECC awarded an increasing number of degrees to an increasing number of students, reaching a peak in 2013. The number of graduates and degrees has declined slightly since 2013.

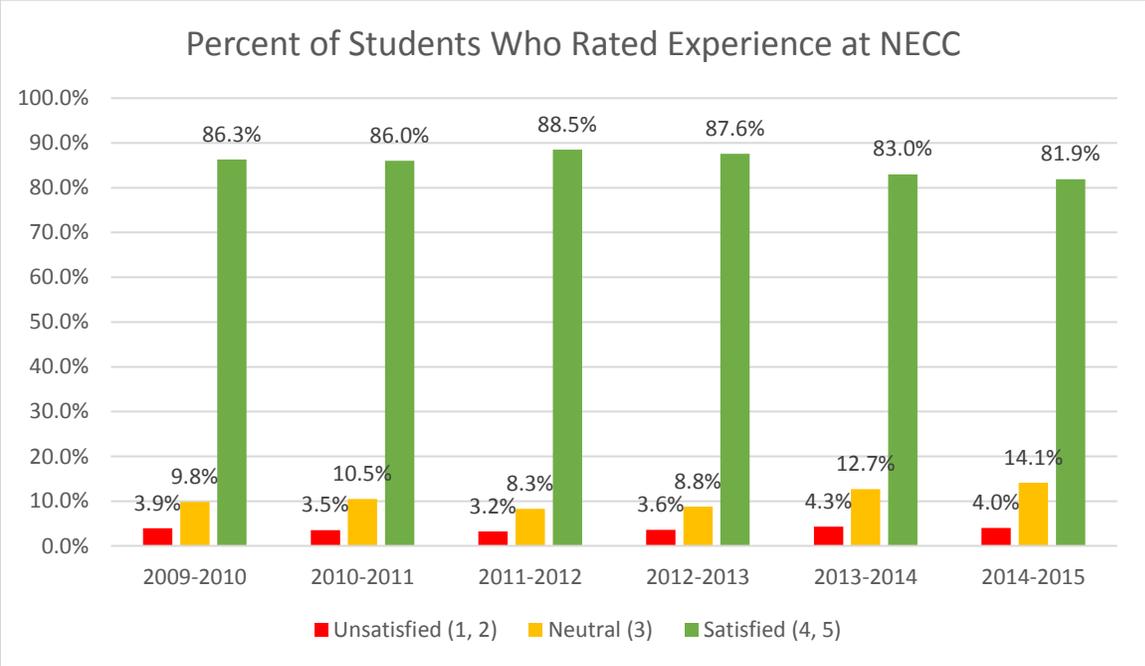


The response rate to NECC's Graduate Follow Up survey has generally been around 70%. The survey is administered by IRP staff every spring to the previous year's graduates. Responses are collected via mail, email, telephone, and the National Student Clearinghouse database.



Student Satisfaction

The Graduate Follow Up survey asks students, “On a scale of 1-Not at All Satisfied to 5-Extremely Satisfied, how satisfied were you with NECC?” The results represent a subsection of the survey respondents who actually answered this question.



Generally, satisfaction ratings have remained fairly steady over time. However, there has been a slightly increase in negative and neutral ratings in the past two years.

There does not appear to be any major difference in satisfaction rating by gender, race or age.

Gender: Across all six years of data, males appear slightly more likely than females to give a positive rating and less likely than females to give a negative or neutral rating. However, the difference is minimal.

| Satisfaction Rating | Females | % | Males | % |
|------------------------------------|---------|--------|-------|--------|
| Negative (1,2) | 85 | 3.9% | 34 | 3.5% |
| Neutral (3) | 242 | 11.2% | 101 | 10.0% |
| Positive (4,5) | 1,835 | 84.9% | 874 | 86.5% |
| Total who answered question | 2,162 | 100.0% | 1,009 | 100.0% |

Race: Multi-racial and American Indian/Alaskan Native students are more likely to give NECC a negative rating. However, due to small sample size (IND N=7, MULT N=29) across six years, these results may not be very useful.

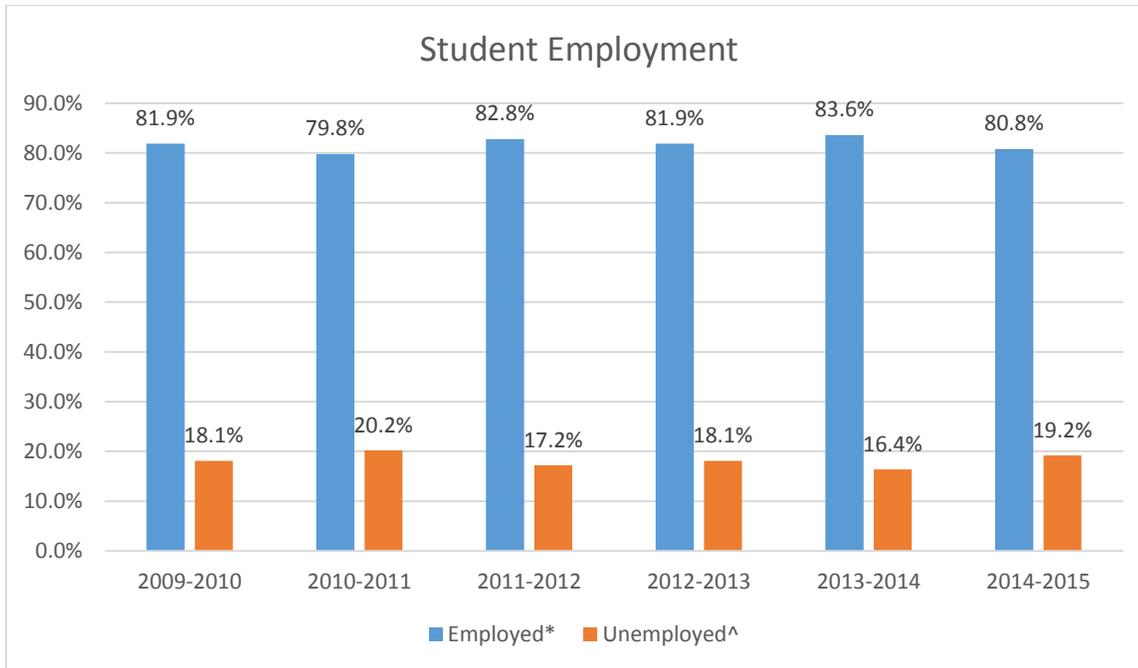
| Rating | AFR | ASN | CPV | HAW | HSP | IND | MULTI | NRA | UNK | WHT |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Negative | 4.4% | | | 3.6% | 3.1% | 42.8% | 6.9% | 3.9% | 2.3% | 3.9% |
| Neutral | 10.3% | 15.8% | | 17.8% | 9.3% | 14.4% | 17.2% | 11.5% | 4.5% | 11.2% |
| Positive | 85.3% | 84.2% | 100% | 78.6% | 87.6% | 42.8% | 75.9% | 84.6% | 93.2% | 84.9% |
| Total | 100% |

Age: It appears that “middle aged” students may be slightly more likely than younger or older students to give NECC a poor rating. For example, 6.8% of 45-54 year olds rated NECC a 1 or 2, whereas just 2.4% of 25-34 year olds gave a rating of 1 or 2.

| Rating | 18-24 | 25-34 | 35-44 | 45-54 | 55+ |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| Negative | 3.4% | 2.4% | 4.8% | 6.8% | 4.1% |
| Neutral | 12.1% | 9.0% | 11.1% | 11% | 9.7% |
| Positive | 84.5% | 88.6% | 84.1% | 82.2% | 86.2% |
| Total | 100% | 100% | 100% | 100% | 100% |

One Year After Graduation

The Graduate Follow Up survey asks students about their employment status.



*Employed includes students employed full-time, part-time, employed-unspecified, in the military, and registered apprentices.

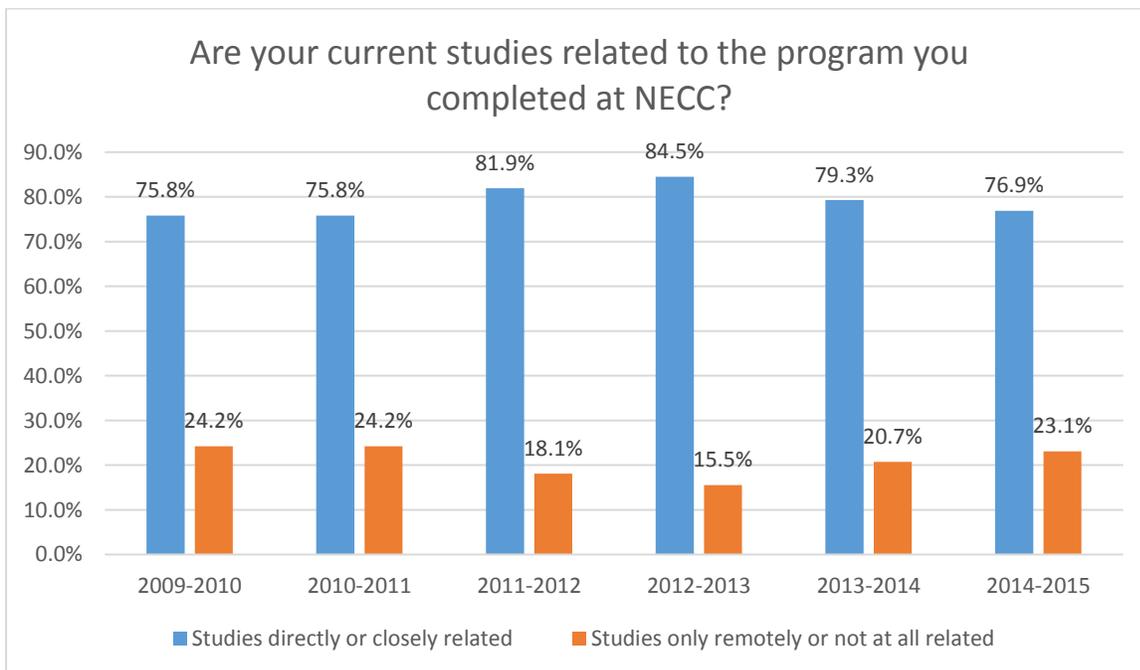
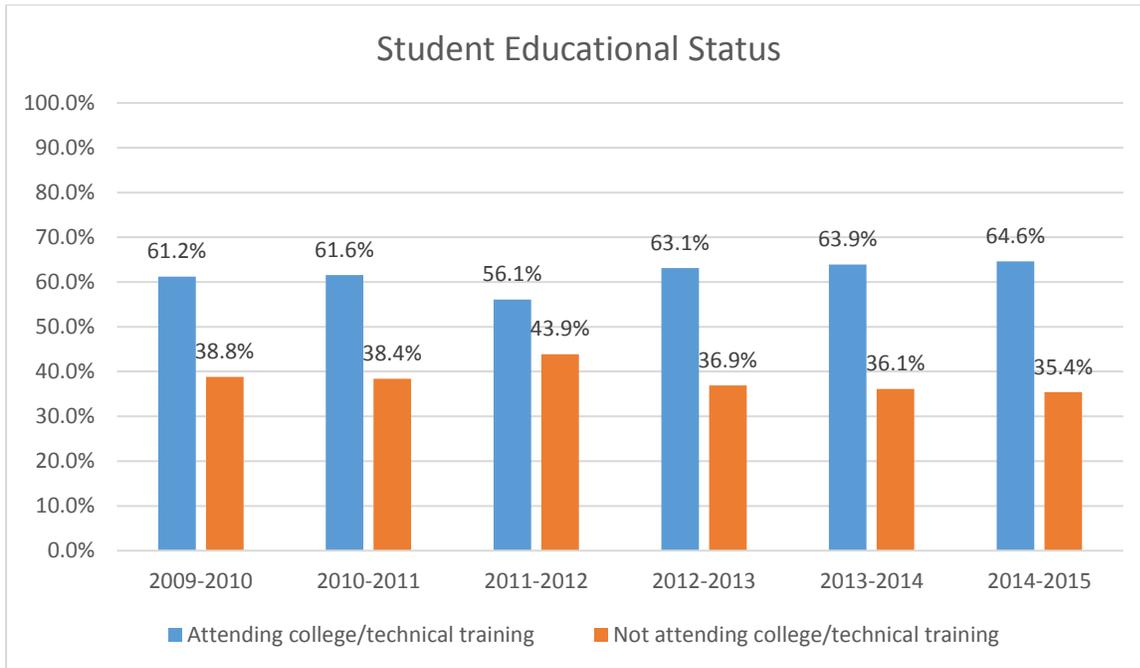
^Unemployed includes students who have chosen not to be in the labor force as well as unemployed students who are seeking work.

| Grad Year | Employment | | | | | | | Total |
|-------------------|-------------------------|--------------|-------------|---------------------------|--------------|--------------------|--------------|---------------|
| | Employed-didn't specify | Full-time | Military | Registered Apprenticeship | Part-time | Not in Labor Force | Unemployed | |
| 2009-2010 | 11.1% | 46.4% | 0.2% | 0.0% | 24.2% | 6.1% | 12.0% | 100.0% |
| 2010-2011 | 3.4% | 43.6% | 0.0% | 0.0% | 32.8% | 8.7% | 11.5% | 100.0% |
| 2011-2012 | 2.4% | 43.1% | 0.5% | 0.0% | 36.8% | 4.7% | 12.5% | 100.0% |
| 2012-2013 | 0.4% | 47.6% | 0.4% | 0.0% | 33.6% | 6.0% | 12.1% | 100.0% |
| 2013-2014 | 0.8% | 51.6% | 0.0% | 0.0% | 31.2% | 6.6% | 9.8% | 100.0% |
| 2014-2015 | 0.2% | 50.6% | 0.0% | 0.2% | 29.8% | 9.8% | 9.4% | 100.0% |
| % of Total | 2.9% | 47.3% | 0.2% | 0.2% | 31.4% | 7.0% | 11.2% | 100.0% |

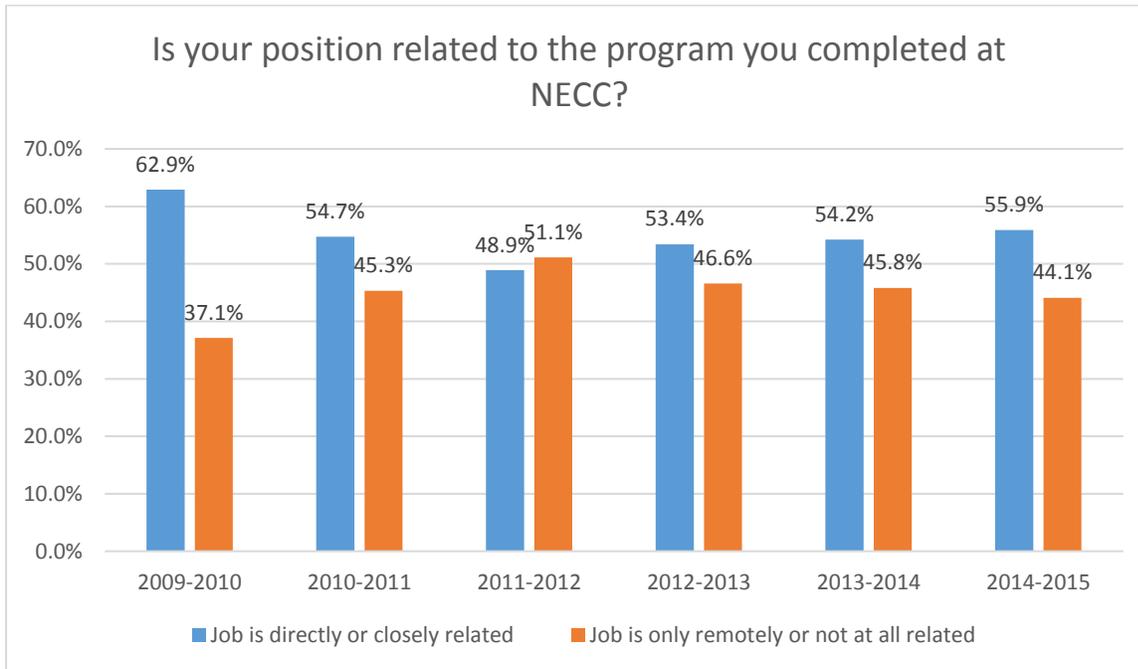
The percentage of students who are working full time one year after graduation seemed to be rising but has stalled out around 50.0%.

The percentage of unemployed students seeking work has steadily decreased over the past four years – likely a result of economic conditions. However, the portion of students choosing not to be in the labor force has also risen steadily in the same time frame.

The Graduate Follow Up survey asks students if they are currently attending college or other technical training, and if so, whether their current studies are related to the program they completed at NECC. Each year, a number of students skip one or both of these questions. Over the course of six years of survey administration, 4,191 students reported whether or not they were in school a year after graduation. Of the 2,592 (61.8%) who reported that they were in school, 1,768 provided information about whether their jobs were related to the program they completed at NECC.



Similarly, the survey asks students if they are currently employed, and if so, whether their job is related to the degree they received from NECC. Over the course of six years of survey administration, 3,347 students reported whether or not they were working a year after graduation. Of the 2,738 who reported that they were working, 1,768 provided information about whether their jobs were related to the program they completed at NECC.



Students are more likely to apply their program of study to further education than directly to their careers.

Open Ended Remarks

Historically, at the end of the Graduate Follow Up survey, students were asked if there were any additional comments they would like to leave. For the 2014-2015 graduates, the survey instrument was changed and students were asked to report “What was the best part of your experience at NECC?” and “What would have improved your experience at NECC?” The text of these responses was analyzed and sorted into categories using the qualitative data analysis software NVivo. Below are the most common themes students referenced, and a few student comments.

2009-2010, 2010-2011, 2011-2012, 2012-2013, 2014-2015 Graduates: Additional Comments

633 total comments were analyzed. Comments were categorized as positive, negative, or neutral. Comments could be placed in multiple categories.

377 comments were considered fully or partially positive. The top five themes from the positive comments:

1. General positive comments. 162 comments (43.0% of the positive comments or 25.6% of all comments) were brief and general in their praise of NECC.
 - “Love NECC!”
 - “NECC was a wonderful school and attending it was one of the better choices I have made in life.”
 - “Wonderful life changing experience!! 😊”
2. Faculty. 19.1% of positive responses praised specific NECC instructors as well as faculty at the school generally.
 - “Professors at NECC want you to succeed!”
 - “Luce Aubry was excellent teacher and program coordinator. Without her pushing me I would have never made it through the program or gained the skills I needed.”
 - “The professors for this program went above & beyond for their students.”
3. Academics – Programs. 10.1% of positive comments referred to specific academic programs.
 - “Math department is awesome!”
 - “Excellent Nursing Program! Would recommend it to anyone. It is a very highly respected program.”
 - “I loved the ease, convenience and fast pace of the Medical Coding Hybrid Program.”
4. Student support – general supportive environment. 6.6% of positive comments cited the help and support students received at NECC.
 - “Think NECC was a great college to attend. I loved the relationships with the professors. Everyone helped you at NECC and it was nice to receive the attention that you needed.”
 - “Please continue to give students the care and personal attention NECC was founded on!”
 - “Everyone helped every step of the way and I graduated with high honors. I never thought it possible.”
5. Cost of attendance. 3.4% of positive comments referenced the affordability of NECC.
 - “Best value for education.”
 - “Inexpensive and attainable. Keep it up.”
 - “Great school financially & academically.”

379 comments fully or partially involved areas where students thought NECC had room to improve. Here, the top five themes were:

1. Employment – availability. 12.4% of negative comments were about the availability of jobs.
 - “Could not find employment in desired field.”
 - “I love NECC however, I found that trying to find a job as a sleep tech, which is the certification I graduated with, was nearly impossible as the market was flooded with students graduating within a year of each other.”
 - “Certification I received doesn’t seem to qualify me for any related entry-level jobs.”
2. Student support – advising. 11.9% of negative responses suggested ways that academic advising could be more helpful.
 - “Better communication between academic advising and academic departments.”
 - “I would have liked/benefitted from more advising – group or one on one – I feel I took classes that were off my career path and not required.”

- “More active advising in class selection, career counseling, and transferring to 4-year schools.”
3. Employment – job placement assistance. 10.0% of negative comments expressed the desire for more support from NECC in finding a job.
 - “Would have been nice to get help with job placement.”
 - “I feel that more could have been done to relate the degree to the needs of the industry, and I feel more services could have been offered for job placement. The school should partner with industry to provide placement for outgoing students.”
 - “NECC needs to take a stronger role in placing their graduates in appropriate fields.”
 4. Academics – specific programs. 10.0% of negative comments referred to specific academic programs.
 - “Some changes need to be made in the Deaf Studies program. I did not feel adequately prepared to work in the deaf community. More social experiences would have been helpful. Books/study materials were not helpful or sufficient to help students succeed.”
 - “The X-Ray program was very well taught, but seriously outdated. Need better clinical sites, BMC is 10 times busier than LGH was.”
 - “Program needed better organization.”
 5. Transfer. 8.2% of negative comments involved the process of transferring credits to another institution.
 - “Not all courses transferred for credit – very annoying.”
 - “My major and elective classes didn’t transfer. I need to retake a lot of them!”
 - “More articulation agreements with four year schools.”

2014-2015 Graduates: Best part of NECC. (482 total comments analyzed. Comments could be placed in one or more categories.)

1. Faculty. By far the most frequent response, 38.6% of all answers to this question were about NECC’s faculty, either generally or specific members.
 - “The computer science teachers were phenomenal. I am so far ahead of some of the students at UML because of how amazing the teachers are. They put me in a great position to move on to another school.”
 - “The professors are truly invested in the educational and learning experience for all students. They were all WONDERFUL to work with!”
 - “The program I was in was challenging, and the professors made it exciting and fun!”
2. Interpersonal connections. 9.8% of responses were about making friendships and other connections at NECC.
 - “The connections I made that I’ll carry with me into the professional world, both friends and professors alike.”
 - “At NECC, I was editor in chief of the NECC Observer. Through this, I met a lot of fantastic people and had a truly excellent time at the college. Majoring in journalism, it helped me get great experience and really come out of my shell.”
 - “The ability to learn and connect with people from different cultural backgrounds often provided valuable insight.”

3. Academics – classes. 8.7% of responses praised the classes at NECC generally or specific courses that students particularly enjoyed.
 - “Classes that directly related to computer science, information technology, computer networks, and information security. I also enjoyed the challenge of Calculus.”
 - “The wide range of classes available to take and the great teachers that taught them.”
 - “Classes pertaining to my major.”
4. Academics – training. 6.8% of responses mentioned some form of hands-on career training that was part of their academic curriculum.
 - “My internship.”
 - “Clinical – hands on training – better learning hands on than through books.”
 - “Psych rotation – connection with work and class.”
5. Student support – general supportive environment. 6.2% of responses referred generally to the help and support the school provided.
 - “As an older student, the resources (labs, tutor & professor) available to me helped me to achieve my goal.”
 - “All of the help that was offered if one needed it.”
 - “The attention given to each individual student’s life and areas of opportunity.”

2014-2015 Graduates: Opportunities for Improvement. (349 total comments analyzed. Comments could be placed in one or more categories.)

1. Faculty. 15.8% of comments referred to faculty.
 - “Professors being more involved in online courses rather than relying on students to teach themselves material.”
 - “I wish that NECC took complaints about faculty more seriously.”
 - “If the teachers were held to the same standard the students are held to. Did not feel respected as a student.”
2. Positive – nothing to improve. Remarkably, 14.0% of students declined to answer, citing an all-around good experience at NECC.
 - “Nothing. Very satisfied.”
 - “Can’t think of anything.”
 - “Nothing – everything was great from financial aid to choosing classes to practicum to graduation. The whole experience was very positive – thoroughly enjoyed school.”
3. Campus community and environment. 12.9% of responses suggested improving the NECC campus.
 - “More social events as big as college for a day.”
 - “Parking at the Lawrence location!”
 - “Better dining options.”
4. Academics – scheduling and availability. 9.2% of comments referenced the timing and/or availability of courses.
 - “More evening course offerings. I ended up at Salem State for some courses just to finish my degree. I work full time during the day.”
 - “More summer class options.”

- “More variety of classes.”
5. Student support – advising. 6.9% of responses suggested ways that academic advising could improve.
- “Better academic advisement – advisors should stay consistent, however I believe each time I went to the advising center I was assigned different advisors and resulted in me taking classes twice that I did not actually need to take.”
 - “Sometimes I would receive mixed answers from different advisors, some telling me I had to take certain classes and some saying I didn’t. Everyone being on the same page would have been more helpful.”
 - “The advising resources for transferring to private and out of state colleges could be improved. Advising regarding course selection and degree planning could also use improvement.”