

# Report of the Results of the 2001 BGSU Short-Term and Long-Term Alumni Questionnaires

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## **ABSTRACT**

This report describes the results of the 2001 administration of the BGSU Short-Term Alumni Questionnaire (1999 Bachelor's Degree graduates) and the BGSU Long-Term Alumni Questionnaire (1995 Bachelor's Degree graduates). The questionnaires were designed to collect information about the employment and continued education activities of alumni, their educational and personal gains, their satisfaction with various aspects of the University, and their awareness of and satisfaction with various Alumni Association programs and services. Their use supports the University's assessment priority. Results are used in this report to provide a descriptive profile of the 1995 and 1999 baccalaureate alumni. They are also maintained in databases within the Office of Institutional Research for use in longitudinal studies.

## **BACKGROUND AND METHODOLOGY**

The need for information about the post-graduation activities and perceptions of alumni prompted the development of the BGSU Short-Term and Long-Term Alumni Questionnaires in late 1997. This information constitutes a critical component of BGSU's assessment efforts. Since no single commercially-available questionnaire would provide the data specifically needed by BGSU in a timely and cost effective manner, short-term and long-term questionnaires were developed by the Office of Institutional Research in 1997 following widespread consultation with various sectors of the University. The Office of Institutional Research plans to administer the alumni surveys to BGSU graduates every three to five years.

Alumni questionnaires were mailed to all 1995 (long-term) and 1999 (short-term) BGSU baccalaureate alumni using mailing labels provided by the Office of Alumni Affairs. A first mailing was done in April 2001 and a second mailing to non-respondents was done in May. A total of 410 long-term questionnaires were returned from the group of 2,263 alumni of 1995 in the population; this represents a 18% response rate. The profile of the long-term respondents closely matched that of all 1995 baccalaureate alumni with respect to gender, ethnicity, and college. A total of 616 short-term questionnaires were returned from the group of 2,654 alumni of 1999 in the population; this representing a 23% response rate. There was a high degree of race similarity between the short-term respondents and the population of 1999 graduates. The largest difference was the under-representation of male respondents (30% of sample vs. 40% of population). The proportion of short-term respondents who were in College of Arts and Science (32%) was somewhat low compared with those in the population of 1999 graduates (38%). The proportion of short-term respondents who were in College of Health and Human Services (17%) was somewhat high compared with those in the population of 1999 graduates (12%). These limitations and the low response rates require that all results from this survey be interpreted with some caution.

Alumni questionnaire results were analyzed by noting the percentages of respondents who provided each response to each questionnaire item. Results were also compared with those of 1998 administration of surveys to 1991 (long-term) and 1996 (short-term) alumni. In addition, group differences (female vs. male, minority graduates vs. European-American graduates, and college vs. college) were investigated for 1995

and 1999 alumni and significant differences are noted where they occurred.

## EMPLOYMENT

### Which best describes your current employment status?

	Long-Term Alumni		Short-Term Alumni	
	1991 %	1995 %	1996 %	1999 %
employed full-time in a job related to my major	68	68	69	69
employed part-time in a job related to my major	7	4	6	3
employed full-time in a job unrelated to my major	17	19	12	16
employed part-time in a job unrelated to my major	3	3	3	2
employed as a graduate assistant	1	1	6	6
unemployed and seeking employment	2	1	2	2
unemployed and not seeking employment	3	4	2	2

European-American respondents were more likely to report being employed full-time in jobs related to their majors; minority respondents were more likely to report being employed full-time in jobs unrelated to their majors. Business Administration alumni of 1999 were most likely to be employed full-time in jobs related to their majors among the alumni of 1999 in all the colleges.

### What is the annual salary of your current job? (Long-Term Alumni)

### What was the annual salary of your first job after graduation? (Short-Term Alumni)

	Long-Term Alumni		Short-Term Alumni	
	1991 %	1995 %	1996 %	1999 %
less than \$20,000	9	10	34	18
\$20,000 - \$29,999	20	13	43	46
\$30,000 - \$39,999	24	30	17	28
\$40,000 - \$49,999	20	17	5	7
\$50,000 and above	27	29	1	2

Compared with 1996 alumni, 1999 alumni were less likely to have a annual salary less than \$20,000 for their first job, but more likely to have a salary between \$30,000 and \$39,000 a year. Males, on average, reported higher salaries than females. A significantly greater percentage of alumni from the College of Technology and College of Business Administration had salaries in the \$40,000+ range.

### How satisfied are you with your current job? (Long-Term Alumni)

### How satisfied were you with your first job after graduation? (Short-Term)

**Alumni)**

	Long-Term Alumni		Short-Term Alumni	
	1991	1995	1996	1999
	%	%	%	%
very satisfied	49	51	37	35
satisfied	42	42	43	47
dissatisfied	8	7	14	13
very dissatisfied	1	1	5	6

European-American respondents were more likely to report that they were satisfied or very satisfied with their first jobs after their graduation than were minority respondents.

**How satisfied are you with the way BGSU prepared you for your current job? (Long-Term Alumni)**

**How satisfied are you with the way BGSU prepared you for your first job after graduation? (Short-Term Alumni)**

	Long-Term Alumni		Short-Term Alumni	
	1991	1995	1996	1999
	%	%	%	%
very satisfied	31	34	26	22
satisfied	61	56	60	63
dissatisfied	6	8	10	11
very dissatisfied	2	3	4	3

European-American alumni more often said they were satisfied or very satisfied with their career preparation than did minority alumni.

**How many different jobs have you had since you graduated from BGSU?**

	Long-Term Alumni only	
	1991	1995
	%	%
none	4	5
one	14	13
two	26	32
three or more	57	50

Men were less likely to have had three or more different jobs since they graduated from BGSU than were women.

**What methods did you use to find your first job after you graduated from BGSU?**

	Short-Term Alumni only	
	1996	1999
	%	%

personal contacts/networking	53	52
newspaper ad	28	26
BGSU Career Services	25	25
co-op/internship contacts	16	19
BGSU faculty	13	10
other BGSU contacts	7	5
employment agency	7	6
recruiter	5	7
alumni career programs	1	1

### How long did it take you to get your first job after you graduated from BGSU?

	Short-Term Alumni only	
	1996	1999
	%	%
I continued in a job I already had	13	10
I found a job before graduation	28	34
less than 3 months	32	31
3 to 6 months	15	16
6 to 12 months	9	6
more than 12 months	4	2

Men, European-American alumni, and alumni from College of Business Administration and College of Technology were more likely to find a job before their graduation than were women, minority alumni, and alumni from other colleges.

### If you are required to take a licensing or certification examination related to your area of study at BGSU, please choose one of the following options:

	Short-Term Alumni only	
	1996	1999
	%	%
I have taken and passed the examination	95	92
I have taken the exam but do not yet know the results	2	2
I have taken the exam but did not pass	3	6

Minority alumni and alumni from College of Business Administration were less likely to report that they have taken and passed a licensing or certification examination related to their area of study at BGSU than were European-American alumni and alumni from other colleges.

### CONTINUED EDUCATION

### Since graduation from BGSU have you completed any additional college courses?

	Long-Term Alumni	Short-Term Alumni
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	1991 %	1995 %	1996 %	1999 %
No	39	40	60	67
Yes, I've completed courses, but not towards another degree.	18	16	12	9
Yes, I've completed courses towards another Bachelor's degree, but haven't yet earned it.	1	2	2	2
Yes, I've completed courses towards and earned another bachelor's Degree.	1	1	0	0
Yes, I've completed courses towards a Master's Degree, but haven't yet earned it.	11	17	12	17
Yes, I've completed courses towards and earned a Master's Degree.	22	20	8	3
Yes, I've completed courses towards a doctoral degree, but haven't yet earned it.	3	2	3	2
Yes, I've completed courses towards and earned a doctoral degree.	3	1	0	2
Yes, I've completed courses towards a law or medical degree, but haven't yet earned it.	0	1	2	0
Yes, I've completed courses towards and earned a law or medical degree.	3	1	1	1

Compared with men and the short-term alumni (those who recently graduated), women and long-term alumni were more likely to take additional course work. Minority alumni of 1995 were more likely to take additional college course than were European-American alumni of 1995. Education & Human Development alumni of 1995 and Health and Human Services alumni of 1999 more often said they have taken additional course work since their graduation from BGSU.

### What is the most important reason that you continued your education after graduating from BGSU?

	Long-Term Alumni		Short-Term Alumni	
	1991 %	1995 %	1996 %	1999 %
for continued career preparation	56	49	54	53
for preparation for a new career	11	16	15	14
to increase my earnings	19	24	17	24
for general self-improvement	14	12	14	8

Female alumni more frequently reported that the most important reason for them to continue their education was continuing their career preparation.

### How satisfied are you with the way BGSU prepared you for additional college

**work?**

	Long-Term Alumni		Short-Term Alumni	
	1991	1995	1996	1999
	%	%	%	%
very satisfied	32	37	33	25
satisfied	61	59	60	69
dissatisfied	6	3	7	5
very dissatisfied	1	2	1	2

European-American alumni of 1995 more often said they were satisfied or very satisfied with the way BGSU prepared them for additional college work than did minority alumni of 1995.

**GAINS AND EMPHASIS**

**For each of the following items, please indicated how much you feel you have gained as a results of your BGSU education. (Percentage "Quite a Bit" or "Very Much")**

being open to new ideas
developing knowledge and skills applicable to a career
writing effectively
relating to others
thinking critically
being prepared for further education
making informed judgments
solving problems
understanding my own abilities, interests, and values
speaking effectively
making connections between the classes I have taken
making connections between things I have learned in class and other experiences in understanding cultural, racial and gender differences and how they relate to me, my study, and my future career
using computers
developing a better understanding of my career goals

**For each of the following items, please indicated how much emphasis you feel BGSU should place in each area (Percentage "Need to Emphasize More")**

using computers
speaking effectively

- developing a better understanding of my career goals
- solving problems
- thinking critically
- developing knowledge and skills applicable to a career
- making connections between things I have learned in class and other experiences in my life
- making connections between the classes I have taken
- writing effectively
- understanding my own abilities, interests, and values
- understanding cultural, racial and gender differences and how they relate to me, my field of study,  
and my future career
- making informed judgments
- being prepared for further education
- relating to others
- being open to new ideas

Alumni from Health and Human Services were least likely to report that they gained quite a bit or very much in using computers among the alumni in all colleges. They were most likely to indicate that BGSU needs to emphasize more developing a better understanding of their career goals.

Minority alumni more often reported that they gained quite a bit or very much in writing effectively. They were, however, less likely than European-American alumni to report that they gained quite a bit or very much in solving problems, speaking effectively, thinking critically, making informed judgments, relating to others, being open to new ideas, developing a better understanding of their career goals, being prepared for further education, making connections between things they have learned in class and other experiences in their life, and understanding cultural, racial, and gender differences and how they relate to themselves, their field of study, and their future career. They were more likely than European-American alumni to indicate that BGSU should emphasize more on 12 out of 15 items listed on the table above, except solving problems, making informed judgments, and being prepared for further education, for which there were no cross group difference.

#### SATISFACTION WITH THE UNIVERSITY

**Regardless of the financial benefits, has your college education improved the quality of your life so far?**

	<u>Long-Term Alumni</u>		<u>Short-Term Alumni</u>	
	<u>1991</u>	<u>1995</u>	<u>1996</u>	<u>1999</u>
definitely	79%	75%	69%	66%
probably	18%	20%	25%	27%
probably not	2%	4%	4%	4%
definitely not	1%	2%	2%	3%

**If you could start college over again, would you choose to enroll at BGSU?**

	<u>Long-Term Alumni</u>		<u>Short-Term Alumni</u>	
	<u>1991</u>	<u>1995</u>	<u>1996</u>	<u>1999</u>
definitely	34%	50%	40%	42%

probably	52%	38%	44%	43%
probably not	13%	9%	12%	13%
definitely not	1%	3%	3%	3%

**If you could start college over again, would you choose the same major?**

	<u>Long-Term Alumni</u>		<u>Short-Term Alumni</u>	
	<u>1991</u>	<u>1995</u>	<u>1996</u>	<u>1999</u>
definitely	25%	32%	37%	37%
probably	40%	35%	34%	32%
probably not	25%	26%	21%	25%
definitely not	10%	7%	9%	6%

**Would you encourage others to enroll at BGSU?**

	<u>Long-Term Alumni</u>		<u>Short-Term Alumni</u>	
	<u>1991</u>	<u>1995</u>	<u>1996</u>	<u>1999</u>
definitely	56%	66%	57%	57%
probably	40%	30%	36%	37%
probably not	4%	3%	6%	4%
definitely not	1%	2%	1%	2%

Compared with the alumni of 1991, 1995 alumni seemed more likely to say they would enroll at BGSU if they could start college over again and they were also more likely to encourage others to enroll at BGSU.

Minority alumni of 1995 were less likely than European-American alumni of 1995 to report that their college education improved the quality of their life. They were less likely to choose the same major or to enroll at BGSU again if they could. They were also less likely to encourage others to enroll at BGSU.

Alumni of 1999 from the colleges of Technology and Musical Arts were less likely than the alumni of 1999 from other colleges to enroll again at BGSU.

**How satisfied are you with each of the following aspects of the department or college from which you earned your BGSU degree? (Short-Term Alumni Only)**

	very satisfied		satisfied		dissatisfied		very dissatisfied	
	1996	1999	1996	1999	1996	1999	1996	1999
	%	%	%	%	%	%	%	%
the overall quality of instruction	33	32	62	62	5	5	1	1
the overall quality of advising	19	18	51	51	23	23	8	9
ease of access to instructors	33	31	57	61	9	7	1	1
helpfulness in preparing for employment	17	19	55	55	23	21	6	6
helpfulness in preparing for further education	18	15	63	65	16	17	3	3

concern for me as an individual	23	20	57	59	16	17	4	4
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Alumni from Musical Arts were more satisfied with the help they received in preparing for employment. They were, however, less satisfied with the overall quality of advising and concern for them as individuals. While European-American alumni were more satisfied than minority alumni with the help they received in preparing for employment and further education, and concern for them as individuals, they were less satisfied with the overall quality of advising.

**How satisfied with each of the following aspects of BGSU outside of the department or college from which you earned your degree (e.g., other departments where you took classes, administrative offices, etc.)? (Short-Term Alumni Only)**

	very satisfied		satisfied		dissatisfied		very dissatisfied	
	1996	1999	1996	1999	1996	1999	1996	1999
	%	%	%	%	%	%	%	%
the overall quality of instruction	16	13	79	80	5	6	1	1
ease of access to instructors	14	13	73	75	12	11	1	1
helpfulness in preparing for employment	10	6	63	67	24	22	3	5
helpfulness in preparing for further education	11	8	71	72	17	17	2	3
concern for me as an individual	11	8	65	65	21	22	4	4

Female and minority alumni were more satisfied than male and European-American alumni with the ease of access to instructors. Alumni in Musical Arts and Health & Human Services were more satisfied with the help they received in preparing for employment than were the alumni from other colleges. Alumni from Musical Arts and Technology were less satisfied with the overall quality of instruction and ease of access to instructors. Technology alumni were least satisfied with concern for them as individuals.

**ALUMNI ASSOCIATION PROGRAMS AND SERVICES**

**Are you familiar with the Alumni Association World Wide Web site?**

	<u>Long-Term Alumni</u>		<u>Short-Term Alumni</u>	
	<u>1991</u>	<u>1995</u>	<u>1996</u>	<u>1999</u>
yes	17%	28%	25%	40%
no	83%	72%	75%	60%

**How often do you use the Alumni Association web site to connect with Bowling Green State University?**

	<u>Long-Term Alumni</u>		<u>Short-Term Alumni</u>	
	<u>1991</u>	<u>1995</u>	<u>1996</u>	<u>1999</u>
never	89%	82%	90%	80%

for special events	9%	1%	9%	0%
only	2%	4%	1%	3%
monthly	0%	13%	0%	16%
daily				

Compared with the previous survey respondents (1991 and 1996), 2001 survey respondents (1995 and 1999) seemed more likely to report that they were familiar with the Alumni Association web site and that they have used it on a daily basis. Men of 1995 and women of 1999 more frequently said that they were familiar with the Alumni web site than did women of 1995 and men of 1999.

**Which of the following roles do you think alumni chapters should fulfill?**

	<u>Long-Term Alumni</u>		<u>Short-Term Alumni</u>	
	<u>1991</u>	<u>1995</u>	<u>1996</u>	<u>1999</u>
"welcome wagon"				
career assistance	27%	25%	22%	21%
fundraising for the University	58%	56%	60%	57%
recruiting new students	29%	30%	31%	25%
special events	28%	28%	29%	26%
networking	34%	35%	35%	32%
community service	54%	55%	55%	48%
to keep alumni in touch with BGSU	24%	22%	23%	17%
	59%	57%	60%	52%

About half of the survey respondents indicated that career assistance, networking, and keeping alumni in touch with BGSU were the roles alumni chapters should fulfill.

**Have you ever used the following Alumni Association programs and services? (have used)**

	<u>Long-Term Alumni</u>		<u>Short-Term Alumni</u>	
	<u>1991</u>	<u>1995</u>	<u>1996</u>	<u>1999</u>
alumni chapters	14%	9%	4%	4%
alumni gift shop	9%	10%	8%	8%
"AT BG" magazine	69%	69%	54%	40%
BGSU visa card	7%	13%	9%	6%
career assistance	8%	10%	10%	8%
homecoming/reunions	18%	19%	12%	13%
insurance programs	1%	2%	1%	4%
on-line services	6%	10%	7%	14%

Among the 8 items listed on the table above, "AT BG" magazine is the only one that forty percent or more of the alumni have used.

Minority alumni were more likely than European American alumni to use on-line services. Men of 1999 and alumni of 1995 from College of Technology and College of Health & Human Services were less likely to have read the "AT BG" magazine than were women of 1999 and alumni of 1995 from other colleges.

**If you have used any of the following Alumni Association programs and services, how satisfied are you with them?**

	Long-Term Alumni		Short-Term Alumni	
	1991	1995	1996	1999
	%	%	%	%
<b><i>alumni chapters:</i></b>				
satisfied	15	12	12	11
neutral	78	84	84	86
dissatisfied	7	3	4	3
<b><i>alumni gift shop:</i></b>				
satisfied	17	15	19	24
neutral	81	81	80	74
dissatisfied	3	5	1	2
<b><i>"AT BG" magazine:</i></b>				
satisfied	59	66	63	51
neutral	40	32	37	47
dissatisfied	2	2	1	2
<b><i>BGSU visa card:</i></b>				
satisfied	10	19	20	11
neutral	88	78	78	86
dissatisfied	2	4	3	3
<b><i>career assistance:</i></b>				
satisfied	10	12	15	15
neutral	81	79	75	73
dissatisfied	9	9	11	12
<b><i>homecoming/reunions:</i></b>				
satisfied	24	29	29	36
neutral	72	71	69	61
dissatisfied	4	1	2	4
<b><i>insurance programs:</i></b>				
satisfied	5	4	5	10
neutral	95	92	94	89
dissatisfied	1	4	2	1
<b><i>on-line services:</i></b>				
satisfied	7	14	18	30
neutral	91	84	80	69
dissatisfied	2	2	2	2

**OPEN-ENDED QUESTIONNAIRE RESPONSES**

A total of 776 open-ended questionnaires were received. Among them 469 were short-term (1999) responses and 307 were long-term (1995) responses.

**What activities, events, programs, or individuals contributed the most to your educational and personal development at BGSU?**

### ***Short-Term Alumni Responses:***

**Activities** were most frequently credited (358) as having contributed significantly to students' educational and individual development. Student activities/clubs/organizations (126), Greek life (92), athletics (55), and campus employment (48) were mentioned most frequently. **Individuals**, mentioned by name or as a group (289), were the second most frequently mentioned (289) as having contributed significantly to students' educational and individual development. Faculty (192) were the most frequently mentioned individuals or group, followed by staff (32) and peers (11). Two **program** areas (123) were mentioned by this sample. They were academics (101) and Residence Life (22). **Events** (16) such as the job fairs (11) were mentioned as being important.

### ***Long-Term Alumni Responses:***

Like the short-term responses, **activities** (270) were the most frequently mentioned factor that has contributed significantly to students' educational and individual development, followed by **individuals** (177), **programs** (111) and **events** (10). Student activities/clubs/organizations (101), Greek life (82), athletics (36), and field experiences (23) were the most frequently mentioned activities. Faculty (125) were the most frequently credited individuals or group. Academic programs (77) and Residence Life (34) were the two most influential programs. Events such as the job fairs (7) and Orientation (3) were also mentioned as being important.

### **What does BGSU do well?**

#### ***Short-Term Alumni Responses:***

Alumni mentioned a wide range of factors that they believed were strengths. Responses that pertained to the **overall campus climate** were most often mentioned (219). The sense of community (74), variety of activities (68), physical environmental factors/facilities (40), and care for students (34) were subcategories with the highest frequencies. The **academic experience** (168) was often described as varied, solid, and wealth-while. **Faculty and staff** (65) were described as caring, understanding, and helpful. **Campus services** (59) such as career services, the orientation program, class registration, dining services, Bursar, Financial Aid, and transportation services, were the areas receiving praise. Several respondents (24) noted that BGSU had done well to promote itself and to promote diversity.

#### ***Long-Term Alumni Responses:***

Again, the **general climate of the campus** and associated factors (166) were most often mentioned as a strength of BGSU. The variety of activities (53), overall campus climate (52), and sense of community (32), were the most frequently described strengths. Academics (158) was the second most frequently mentioned strength. The variety of courses, programs and majors, along with the quality of skills learned and instruction, were common sources of alumni academic experiences. Faculty were described as dedicated, knowledgeable, available, and supported. **Campus services** (career, dining, residence life, shuttle, registration) (38) and **facilities** (library, computer lab, recreation center) (27) were the areas receiving praise.

### **What does BGSU need to improve?**

#### ***Short-Term Alumni Responses:***

Academic and service issues were the broad areas of concern for alumni. Academic (145) areas in need of improvement included specific programs needing adjustments in curriculum (50), providing students with more "relevant and real world" information/experience in and out of the classroom (26), improvement in the quality and evaluation of faculty and graduate assistant teaching skills (27), and reducing class

size/increasing class availability (16).

Alumni believe that BGSU needs to improve several services. Career services, job placement, and academic advising (125) were often mentioned as having potential to be more beneficial. Some alumni (52) hoped that more parking space would become available and that fewer tickets could be written as a result. Service and coordination of information in and among the offices of Student Financial Aid, Bursar, Dining Services, and Registration and Records (54) were believed to be areas that could enhance students' satisfaction. The Alumni Affairs Office could provide more activities/services other than homecoming and fund raising as a means for enhancing alumni involvement (31). Several (18) alumni suggested that BGSU should wait for a while before asking for money.

Addressing specific student issues (102) could improve the campus climate. Increasing the availability of non-fraternity and sorority activities on weekends was suggested (44) as a means for keeping students in town and reducing drinking related incidents. Other areas that need to be improved were buildings (16), communications between units and individuals (15), diversity (11), individual attention to students (11), support for non-traditional students (10), funding for student activities, campus safety, athletic events and programs, transportation, tuition, and student in campus decision making.

### ***Long-Term Alumni Responses:***

Again, academic issues (139) were a frequently mentioned area for improvement. Adjusting specific programs/classes in curriculum (46), increasing "relevant and real world" material and experience in the classroom/curriculum (30) and updating information technology (17) were important for preparing for employment.

Career services, job placement, and academic advising (80) were services viewed as needing improvement. Generally, alumni expressed the need for these services to give students the right direction in their major and career hunting, and help students as early as possible.

Other areas that BGSU need to improve were the "campus look" (13), parking (12), student activities (10), diversity (10), "selling itself" (9), and "keeping alumni informed" (22). Some alumni suggested publishing more events other than homecoming and sports on the web. Others would like to receive magazine from BGSU at least once a year.

### **What other information would you like to share with us?**

Many of the comments in this section of the survey were very positive. Numerous respondents exclaimed that they were proud and happy with their BGSU education (66 for short term respondents and 60 for long term respondents). "I had a wonderful time at BGSU," " It will always be the time in my life I cherish and remember fondly", and "Wish I could do it all again" were the few of the sentences respondents liked to use. There were a few people (6 long-term and 3 short-term respondents), however, indicated that their BGSU life was "a total loss".

Several short-term alumni expressed appreciation for the work of Dr. Ribeau in making changes to improve the quality of student life at BGSU.

Some alumni asked to be contacted to assist in providing internships or speaking in classes on the "real world" experiences.

### **What other questions should we ask on future surveys?**

A variety of suggestions have been made for future surveys. Primarily, alumni would like the survey to ask more questions related to their major, their career preparation, and their career change. Also, alumni

thought future surveys should be used to assess interest on the part of alumni for providing service to the university (speaking, career advising, helping with campus events, fund raising).

## **SUMMARY AND CONCLUSIONS**

The results of 2001 alumni survey are similar to those of 1998 study. Most alumni are employed in jobs related to their majors and the vast majority are satisfied or very satisfied with their first job (1999 alumni) or current job (1995 alumni). More than 85% of the survey respondents are satisfied or very satisfied with the way that the University prepared them for employment. Most alumni found their post-graduation jobs in a timely manner and nearly all who were required to take a certification examination passed it.

About 60% of long term alumni and 35% short term alumni have taken additional college courses since they graduated from BGSU and a considerable portion of this group have earned additional college degrees. Nearly all alumni who took additional college courses were satisfied or very satisfied with the way that BGSU prepared them for doing so. Preparing for career is the most important reason for most of the alumni who continued their education.

More than half of the 1995 survey respondents feel that they have gained quite a bit or very much on most of the items listed on the survey, especially about being open to new ideas, developing knowledge and skills applicable to a career, solving problems, thinking critically, writing effectively, and relating to others. Most of them indicated that BGSU should emphasize using computers more.

The majority of alumni agreed that having a college education has improved the quality of their lives. More than 80% of the alumni would choose to attend BGSU if they could start over again, about two-thirds would choose the same major, and more than 90% would encourage others to enroll at BGSU. A considerable majority of 1999 respondents were satisfied with the quality of instruction, the quality of advising, the ease of access to instructors, the concern shown for them as individuals, and the helpfulness in preparing them for employment and for further education, both within and outside of their major field of study.

Although most of the 2001 survey respondents are still unfamiliar with the Alumni Association World Wide Web site and the majority of them never used it yet, there is some progress over the last three years. Keeping in touch with BGSU, networking, and career assistance were roles that most of respondents felt that alumni chapters should fulfill. Forty percent or more of the alumni have read the "AT BG" magazine and most of them are satisfied with it. The majority of alumni were unfamiliar with and neutral toward other Alumni Association programs and services.

The open-ended results reinforced and provided greater depth to the basic questionnaire results. BGSU's faculty and staff, the general institutional climate, academic programs and student activities were cited as most helpful and positive. Changes to the curriculum, providing more "real world" experiences in the classroom, advising, and career services were among the areas identified as needing improvement.

There are some significant differences between genders, races and across colleges. The most notable differences exist between races. Compared with European-American alumni, minority alumni were less likely to say that they were satisfied or very satisfied with the way BGSU prepared them for their employment and their further education. Among the 1995 survey respondents, minorities were less likely than European-Americans to report that they gained quite a bit or very much on 10 out of 15 items listed on the survey.

The major limitations of 2001 alumni questionnaires were the low response rate (18% to 23%) and the under-representation of 1999 male respondents. Therefore all the results from this survey should be interpreted with some caution. Additionally, it is important that alumni follow-up efforts be continued, both at the program and institutional levels.

The Office of Institutional Research welcomes feedback concerning this and other studies and how they can continue to be improved.