

Report of the Results of the BGSU Graduating Senior Questionnaire

**Office of Institutional Research
July, 2002**

Contents

- Abstract**
- Background and Methodology**
- Result:**
 - Enrollment Information**
 - Academic, Social, and Financial Information**
 - Perceptions of the Institution**
 - Educational and Personal Gains**
 - Satisfaction with BGSU**
 - Emphasis**
 - Further Education Plans**
- Summary and Conclusions**
- BGSQ Item Responses**

Abstract

This report describes the results of the Summer 2001, Fall 2001, and Spring 2002 administrations of the BGSU Graduating Senior Questionnaire (BGSQ). The BGSQ is designed to collect data on graduating seniors' academic and social experiences at BGSU, their perceptions of the institution, their educational and personal gains, and their satisfaction with the programs and services provided by BGSU. Additional information such as graduate's college expenses, years of enrollment at BGSU, and their further education plans are also collected. The results of this report may be used to evaluate and improve the quality of BGSU's undergraduate education as well as the social and academic environment of the institution.

Background and Methodology

The need for information about graduating seniors' academic and social experiences at BGSU, their perceptions of the institution, educational and personal gains, satisfaction with programs and services, and their further education plans, prompted the development of the BGSU Graduating Senior Questionnaire (BGSQ) in Spring 2000. The literature on college student learning, development, and persistence clearly shows that these traits play a crucial role in student outcomes. Since no single commercially-available questionnaire would provide the data specifically needed by BGSU in a timely and cost effective manner, the BGSQ was developed by the Office of Institutional Research and reviewed

by a wide audience.

The Office of Institutional Research administers the BGSQ to all seniors before they graduate from BGSU. This report is based on the data gathered from Summer 2001, Fall 2001, and Spring 2002 graduates.

Two versions of the BGSQ were used to collect data for the past academic year. The paper version was mailed to all seniors who registered for Summer 2001 and Fall 2001 graduation and the web version was used by the seniors who registered for Spring 2002 graduation. Eight hundred and seventy-three out of the total 2769 surveys were returned, resulting in a 32% response rate. This rate is higher than the response rate of in Spring 2000 (27%) and 2000-2001 (24%).

To examine how representative the survey respondents were of the entire graduating class, the demographic characteristics of the 873 survey respondents were compared to all Summer 2001, Fall 2001, and Spring 2002 graduating seniors. There was a high degree of race similarity between the respondents and the population of graduates. The largest difference was the under-representation of students who graduated from BGSU in more than 4 years. Sixty-three percent of the participants reported that they graduated from BGSU in four or fewer years. This rate is much higher than the averaged Baccalaureate degree four-year graduation rate at BGSU, which is 33.3% for 1997-2001, 29.3% for 1996-2000, and 29.4% for 1995-1999. The proportion of men respondents (33%) was lower than in the population (40%). Respondents in College of Musical Arts (2%) and Business Administration(15%) were also under-represented when compared with those in the population (4% for Musical Arts and 20% for Business Administration). These limitations and the low response rate (33%) require that all results from this survey be interpreted with some caution.

BGSQ results were analyzed by noting the percentages of participants who provided various responses to each questionnaire item. Percentages may not always sum to 100 due to rounding. The following pages highlight these results. In addition, group differences (female vs. male, minority graduates vs. European-American graduates, and college vs. college) were investigated and significant differences are noted where they occurred. A complete listing of all questionnaire responses is provided at the end of this report.

Enrollment Information

How many years will you have been enrolled at BGSU by the time you graduate?

	Spring 2000	2000-2001	2001-2002
less than four	14%	21%	17%
four	53%	44%	46%
between four and five	28%	29%	29%
more than five	5%	6%	8%

If it has taken you more than four years to graduate, please indicate whether the following were reasons for extending your enrollment. (Percent Responding "Major" Reason)

	Spring 2000	2000- 2001	2001- 2002
I changed majors	40%	33%	32%
I worked while enrolled	26%	20%	25%
The classes that I needed were not offered when I needed to take them	11%	17%	18%
I was undecided about a major when I started	21%	21%	16%
I was involved in coop/internships	10%	16%	15%
I transferred to BGSU and needed different courses	12%	12%	15%
I received poor academic advising	15%	14%	13%
My major takes more than four years to complete	12%	10%	12%
I dropped one or more classes because I was dissatisfied with the quality of instruction	10%	9%	10%
I had a double major	15%	12%	10%
I chose not to enroll for one or more semesters	11%	10%	9%
I had family responsibilities while enrolled	11%	9%	9%
I attended part-time	10%	11%	8%
I commuted while enrolled	6%	6%	7%
I took classes unrelated to my major due to personal interest	4%	4%	7%
I wanted to maintain or improve my grades	4%	5%	6%
I had financial problems	9%	6%	5%
I had problems with the academic requirements for my major	6%	5%	5%
I wanted to have some free time	4%	5%	4%
I did not spend enough time studying	4%	4%	2%
I had to take developmental classes	1%	1%	1%

Like the respondents in Spring 2000 and 2000-2001, over 60% of the respondents in 2001-2002 reported that they graduated from BGSU in four or less than four years. This

rate is much higher than the averaged baccalaureate degree four-year graduation rate at BGSU, which is 33.3% for 1997-2001, 29.3% for 1996-2000, and 29.4% for 1995-1999. "I changed majors" and "I worked while enrolled" were the major reasons more often cited by those who took more than four years to graduate in 2001-2002. In addition, respondents in 2000-2001 and 2001-2002 were more likely than the respondents in Spring 2000 to claim that "The classes that I needed were not offered when I needed to take them" and "I was involved in coop/internships" were the major reasons for them to take more than four years to graduate.

Differences Between Groups in 2001-2002. Males tended to take longer time to get their bachelor's degrees than did females and they were more likely than female graduates to declare "I took classes unrelated to my major due to personal interest" as the major reason for extending their undergraduate study.

Minority respondents were more likely than European-American respondents to cite "I have to take developmental classes", "My major takes more than four years to complete", and "I had problems with the academic requirements for my major" as the reasons to extend their undergraduate study. European-American respondents, on the other hands, were more likely than their counterparts to cite "I worked while enrolled" and "I didn't spend enough time studying" as the reasons for them to take more than four years to graduate.

Technology respondents were most likely to cite "I attended part-time" and "I was involved in cooperation/internships" as the major reasons for extending their study. Musical Arts graduates were most likely to mention that "I had a double major" and "I took classes unrelated to my major due to personal interest" were the major reasons for extending their undergraduate study. Respondents in the College of Health and Human Services were most likely to claim "I had financial problems", "I chose not to enroll for one or more semesters", "I transferred to BGSU and needed different courses", "My major takes more than four years to complete", and "The classes that I needed were not offered when I needed to take them" as the major reasons for them to take more than four years to graduate.

Academic, Social, and Financial Information

During your enrollment at BGSU, about how many years did you ...

	<u>1 Year or more</u>	<u>None</u>
live in a campus residence hall or house	82%	18%
live in an apartment or house near campus	78%	22%
live at least 5 miles away from BGSU & commute	25%	76%

The majority of the 2001-2002 survey respondents indicated that they were living on campus or near campus during their college years. Minority graduates, when compared with European-American graduates, were more likely to spend three or more years living on campus. Male graduates were more likely than female graduates to spend more years

living in an apartment or house near campus. Among the graduates in six colleges, Technology graduates were most likely to spent four or more years living in an apartment/house near campus or living at least five miles away from BGSU and commuting.

How many times have you changed your major?

	<u>Spring 2000</u>	<u>2000-2001</u>	<u>2001-2002</u>
None	54%	55%	51%
1	29%	30%	34%
2	11%	10%	10%
3 or more	7%	4%	6%

Nearly half of the 2001-2002 respondents changed their major at least once during their BGSU years. Minority graduates were more likely to change their majors than were European-American graduates. Musical Arts and Technology graduates were less likely to change their majors than were the graduates in other colleges.

While enrolled at BGSU, did you ever ... (Percent Responding "Yes")

	<u>Spring 2000</u>	<u>2000-2001</u>	<u>2001-2002</u>
work at a job off campus	71%	74%	73%
participate in volunteer/service work	77%	66%	71%
work at a job on campus	65%	57%	57%
participate in an internship or co-op	51%	53%	54%
participate in a social club, fraternity, or sorority	62%	50%	55%
serve as an officer in a social club, fraternity/sorority	42%	33%	38%
participate in a professional or student government organization	29%	27%	26%
participate in varsity/intercollegiate athletics	16%	19%	17%

Like the graduates in Spring 2000 and 2000-2001, most of the 2001-2002 graduates worked at a job either on or off campus while they studied at BGSU. They were more likely to be involved with volunteer/service work, an internship or co-op, and a social club/fraternity/sorority than to participate in varsity/intercollegiate athletics and in a professional or student government organization.

Differences Between Groups in 2001-2002. Female graduates were more likely to work at a job on campus while male graduates were more likely to work off campus. Females were also more likely than males to participate in volunteer/service work.

Compared with European-American graduates, minority graduates were more likely to participate and serve as an officer in a social club, fraternity or sorority, but less likely to

be involved with an internship or co-op.

Among the graduates in six colleges, Musical Arts graduates were least likely to be involved with an internship or co-op, but most likely to work at a job on campus as well as participate and serve as a officer in a social club, fraternity or sorority. Technology graduates were most likely to work on a job off campus and participate in an internship or co-op. Graduates in College of Heath & Human Development and Musical Arts were more likely than the graduates in other colleges to participate in volunteer or service work

On average, per year, how much of your educational expenses did you cover from each of the sources listed below ? (Percent \$1,500 and Over)

	<u>Spring 2000</u>	<u>2000-2001</u>	<u>2001-2002</u>
Parents, relatives, friends	52%	58%	57%
Ford Direct Loan	32%	31%	25%
Savings from summer work	26%	25%	24%
Other college loan	21%	22%	23%
Other college grants/scholarships	22%	21%	24%
Off campus jobs	13%	12%	16%
Perkins Loan	11%	11%	11%
Other savings	11%	10%	11%
Pell Grant	8%	6%	8%
On campus jobs	7%	5%	6%
Other loan	7%	5%	9%
Other than listed	5%	5%	6%
Ohio Instructional Grant	4%	2%	3%
Other private grant	2%	2%	4%

Family, the Ford Direct Loan, savings from summer work, and other college loans/grants/scholarships were the sources of financial support most often cited by BGSU graduates.

Differences Between Groups in 2001-2002. Female graduates were more likely than male graduates to have on campus job to support themselves. Male graduates were more likely than females to earn \$3000 or more from their summer job and have financial support from a source other than those listed on the survey. Minority graduates were more likely than European-American graduates to get support from the Pell Grant, Ohio Instructional Grant, Perkins Loan, Ford Direct Loan, and other college grants/scholarships. While Musical Arts graduates were most likely to receive support from other college grants/scholarships, Technology graduates were most likely to get support from Ford

Direct Loan.

How much will you owe in student loans when you graduate?

	<u>Spring 2000</u>	<u>2000-2001</u>	<u>2001-2002</u>
Nothing	38%	38%	39%
Less than \$5,000	5%	8%	6%
\$5,000 - \$9,999	10%	9%	7%
\$10,000 - \$14,999	15%	15%	12%
\$15,000 - \$19,999	13%	15%	14%
\$20,000 or more	18%	15%	22%

Over sixty percent of the respondents owe some amount of student loans by the time they graduated from BGSU. Graduates in College of Technology, College of Education & Human Development, and College of Health & Human Services were more likely to own \$15,000 or more in loans than were graduates in College of Musical Arts, College of Business Administration, and College of Arts & Sciences.

Perceptions of the Institution

Looking back at your overall experience at BGSU, to what extent would you agree with the following? (Percent Responding "Agree" or "Strongly Agree")

	<u>Spring 2000</u>	<u>2000-2001</u>	<u>2001-2002</u>
I have participated in class discussions	97%	95%	97%
Most faculty at BGSU are friendly and helpful	95%	95%	95%
I have developed close personal relationships with other students at BGSU	93%	95%	95%
I have met with a faculty member outside of class to talk about questions/concerns over my class work.	94%	94%	94%
Most other students at BGSU are friendly and helpful	91%	94%	92%
It has been easy for me to get to know other students	88%	86%	89%
Most faculty and staff at BGSU seem generally interested in students	84%	89%	87%
Most offices and staff at BGSU are friendly and helpful	85%	87%	87%
I have talked about my career plans with a BGSU faculty or staff member	86%	84%	87%
Most faculty at BGSU are good teachers	84%	83%	82%
I have participated in study groups	72%	68%	74%
Most of my classes at BGSU seem relevant and applicable to my future	77%	77%	73%

I have developed a close personal relationship with at least one faculty or staff member at BGSU	70%	72%	72%
I have become involved with activities on campus	70%	69%	70%
Most students at BGSU have values similar to my own	65%	68%	69%
I have become involved with student organizations	65%	62%	64%
I have attended cultural events on campus	61%	53%	58%
I have talked about personal problems with a BGSU faculty or staff member	43%	39%	45%

The majority of the respondents over the past three years agreed or strongly agreed with most of the items listed in the survey.

Differences Between Groups in 2001-2002. Female respondents were more likely to talk about their personal problems with a BGSU faculty or staff member than were male respondents. They were also more likely to agree that most students at BGSU had values similar to their own.

Minority graduates were more likely than European-American graduates to participate in study groups, be involved with cultural events on campus, and have developed a close personal relationship with at least one faculty or staff member at BGSU. European-American graduates, on the other hand, were more likely than minority graduates to agree that "most students at BGSU have values similar to my own" and "most of my classes at BGSU seem relevant and applicable to my future."

Among the graduates in six colleges, Musical Arts graduates tended to be most actively involved with student organizations, campus activities and cultural events. They were also most likely to agree that "most faculty at BGSU are good teachers," "I have developed a close personal relationship with at least one faculty or staff member at BGSU," and "I have talked about personal problems with a BGSU faculty or staff member." They were, however, least likely to agree that "most students at BGSU have values similar to my own." While Technology graduates were most likely to agree that most of their classes at BGSU seem relevant and applicable to their future, they were least likely to agree that they have developed close personal relationships with other students at BGSU. They were also least likely to participate in study groups and be involved with activities on campus.

Educational and Personal Gains

For each of the following items, please indicate how much you feel you have gained as a result of your BGSU education? (Percent Responding "Very Much" or "Quite a Bit")

	<u>Spring</u> <u>2000</u>	<u>2000-</u> <u>2001</u>	<u>2001-</u> <u>2002</u>
--	------------------------------	-----------------------------	-----------------------------

developing knowledge and skills applicable to a career	73%	74%	75%
understanding my own abilities, interests, and values	67%	64%	73%
being open to new ideas	71%	71%	72%
making connections between the classes I have taken	64%	65%	71%
making informed judgements	64%	62%	71%
relating to others	64%	62%	70%
thinking critically	69%	70%	70%
writing effectively	67%	66%	69%
using computers	71%	66%	69%
making connections between things I have learned in class and other experiences in my life	60%	61%	69%
developing a better understanding of my career goals	62%	61%	67%
solving problems	61%	59%	65%
speaking effectively	55%	56%	65%
being prepared for further education	61%	53%	58%
understanding cultural, racial, and gender differences and how they relate to me, my field of study, and my future career	52%	53%	53%

Most of the respondents in past three years felt that they made gains towards various educational and personal goals. Compared with respondents in Spring 2000 and 2000-2001, respondents in 2001-2002 were more likely to report that they gained quite a bit or very much in speaking effectively, relating to others, making informed judgements, understanding their own abilities/interests/values, developing a better understanding of their career goals, and making connections between the classes they have taken as well as things they have learned in class and other experiences in their life.

Differences Between Groups in 2001-2002. Female graduates were more likely than male graduates to report that they gained very much or quite a bit in being prepared for further education, making connections between things they have learned in class and other experiences in their life, and understanding cultural/racial/gender difference, and how they relate to them, their field of study, and their future career. European-American graduates were more likely than minority graduates to indicate that they gained very much or quite a bit in being open to new ideas, developing a better understanding of their career goals, and being prepared for further education. Respondents in Musical Arts were least likely to report that they gained a lot in thinking critically, writing effectively, making informed judgements, and making connections between things they have learned in class and other experiences in their life. Respondents in College of Technology were least likely to claim they gained a lot in developing a better understanding of their career goals and being prepared for further education.

Satisfaction with BGSU

**Looking back at your overall experience at BGSU, how satisfied were you with ...
(Percent Responding "Very Satisfied" or "Satisfied")**

	<u>Spring</u> <u>2000</u>	<u>2000-</u> <u>2001</u>	<u>2001-</u> <u>2002</u>
library resources	91%	95%	95%
BGSU overall	93%	96%	94%
the overall quality of instruction	93%	94%	94%
ease of access to instructors	92%	92%	93%
class size	91%	94%	91%
residence halls	84%	87%	88%
computer resources	81%	86%	87%
feedback on assignments	86%	87%	86%
places to study	80%	85%	86%
the condition of buildings	79%	82%	83%
financial aid	76%	75%	81%
racial and ethnic diversity	74%	77%	79%
career services	78%	78%	72%
campus dining services	69%	77%	69%
helpfulness in preparing for further education	70%	72%	68%
concern for me as an individual	68%	70%	68%
the availability of classes at times I needed them	69%	67%	63%
the overall quality of academic advising	58%	60%	62%
helpfulness in preparing for employment	65%	69%	61%
services to commuters	61%	60%	60%

The majority of BGSU graduates were satisfied or very satisfied with all of the aspects of their educational and social experiences listed in the survey. Graduates in 2001-2002 seemed more likely than the graduates in Spring 2000 and 2000-2001 to be satisfied with financial aid, but less likely to be satisfied with career services. Graduates in 2001-2002 were also less likely to be satisfied with campus dining services as well as the helpfulness in preparing for their employment than were graduates in 2000-2001. There was a decline in satisfaction with "the availability of classes at times student needed them" over the past three years.

Differences Between Groups in 2001-2002. Female respondents were more satisfied than male respondents with residence halls and career services. Minority graduates were more satisfied with feedback on assignments than were European-American graduates, but less satisfied with the overall quality of academic advising, racial/ethnic diversity of BGSU, and the availability of classes at times they needed them.

Business and Technology graduates were less satisfied with the availability of classes at times they needed them than were the graduates in other colleges. Musical Arts graduates were least satisfied with residence halls and Technology graduates were least satisfied with services to commuters among the graduates in six colleges .

Emphasis

For each of the following items, please indicate how much emphasis you feel BGSU should place in each area?

About the Right Emphasis				Need to Emphasize More		
<u>Spring 2000</u>	<u>2000- 2001</u>	<u>2001- 2002</u>		<u>Spring 2000</u>	<u>2000- 2001</u>	<u>2001- 2002</u>
51%	56%	55%	being prepared for further education	46%	43%	44%
52%	60%	56%	making connections between the classes I have taken	45%	38%	43%
52%	55%	56%	developing a better understanding of my career goals	46%	43%	43%
52%	56%	56%	developing knowledge and skills applicable to a career	47%	42%	43%
53%	57%	57%	speaking effectively	46%	40%	42%
49%	58%	57%	making connections between things I have learned in class and other experiences in my life	49%	39%	42%
53%	58%	59%	using computers	44%	40%	40%
57%	66%	61%	thinking critically	43%	32%	38%
61%	67%	62%	writing effectively	36%	32%	37%
44%	53%	57%	understanding cultural/racial/gender differences and how they relate to me, my field of study, and my future career	42%	37%	34%
61%	65%	67%	solving problems	39%	33%	32%
57%	69%	66%	being open to new ideas	39%	28%	32%
60%	71%	69%	making informed judgements	39%	28%	31%

66%	74%	72%	understanding my own abilities, interests, and values	32%	24%	26%
68%	76%	77%	relating to others	30%	22%	21%

More than fifty percent of the respondents felt that BGSU had given the right emphasis in most of the survey items. Helping students to prepare for their career as well as their further education seem to be the areas BGSU could emphasize more in the future.

Differences Between Groups in 2001-2002. Female respondents were more likely than male respondents to indicate that BGSU should more heavily emphasize relating to others, being open to new ideas, and understanding cultural/racial/gender differences and how they relate to them, their field of study, and their future career. Minority graduates were more likely than European-American graduates to report that BGSU should more heavily emphasize solving problems, writing effectively, being open to new ideas, relating to others, understanding their own abilities/interests/values, being prepared for further education, making connections between things they have learned in class and other experiences in their life, and understanding cultural/racial/gender differences, and how they relate to them, their field of study, and their future career. Compared with graduates in other colleges, graduates in College of Health & Human Development and College of Musical Arts were more likely to indicate that BGSU should emphasize more making connections between things they have learned in class and other experiences in their life. Arts and Science graduates were most likely to report that BGSU should more heavily emphasize speaking effectively.

Further Education Plans

Which best describes your plans for further education after graduation?

	<u>Spring 2000</u>	<u>2000- 2001</u>	<u>2001- 2002</u>
plan to earn a Master's or doctoral degree	57%	61%	56%
unsure of future education plans	24%	21%	24%
no plans for further college-level education	7%	9%	11%
plan to earn a medical, law, or other professional degree	7%	6%	5%
plan to complete more courses, but not towards a degree	4%	2%	3%
plan to earn another Bachelor's Degree	1%	1%	1%

More than sixty percent of the respondents planned to earn a higher degree other than a bachelors after they graduated from BGSU. Minority respondents were more likely than European-American respondents to pursue a Master's degrees or higher in the future. Among the respondents in six colleges, Technology respondents were least likely to pursue a Master's degree or higher after they graduated from BGSU.

Summary and Conclusions

The BGSU Graduating Senior Questionnaire (BGSQ) was designed to gather information about graduating seniors' undergraduate experiences at BGSU. The 2001-2002 survey results indicate that the majority of graduating seniors lived on campus or near campus during their college years and most of them worked while they enrolled at BGSU. Besides studying and working, more than two thirds of them participated in volunteer or service work and over half of them participated in an internship or co-op and in a social club, fraternity or sorority.

Family, the Ford Direct Loan, savings from summer work, and other college loans/grants/scholarships were the sources of financial support most often cited by BGSU graduates for the past three years. More than 60% of the graduate had some amount of student debt by the time they graduated.

Nearly half of the graduates changed their major at least once at BGSU. "I Changed my major" and "I worked while enrolled" were the most often given reasons for taking more than four years to graduate.

The majority of the BGSU graduates were satisfied or very satisfied with all of the aspects of their educational and social experiences listed in the survey, especially with library resources (95% satisfied or very satisfied), BGSU overall (94% satisfied or very satisfied), the overall quality of instruction (94% satisfied or very satisfied), ease of access to instructors (93% satisfied or very satisfied), and class size (91% satisfied or very satisfied). Compared with the graduates in Spring 2000 and 2000-2001, graduates in 2001-2002 were more likely to be satisfied with the financial aid they received at BGSU, but less likely to be satisfied with career services. 2001-2002 graduates were also less likely to be satisfied with campus dining services as well as the helpfulness in preparing for employment than were 2000-2001 graduates. There was a decline in the rate of satisfaction with "the availability of classes at times student needed them" over the past three years.

Most of the 2001-2002 graduates had good perceptions of BGSU, and felt they gained very much or quite a bit on all the items of student's educational and personal development listed in the survey. In addition, 2001-2002 graduates were more likely than the graduates in Spring 2000 and 2000-2001 to claim that they gained quite a bit or very much in speaking effectively, relating to others, making informed judgements, developing a better understanding of their career goals, understanding their own abilities/interests/values, and making connections between the classes they have taken as well as between things they have learned in class and other experiences in their life.

About 60% of the 2001-2002 graduates planned to earn a Master's degree or higher after graduation.

Areas that BGSU could emphasize more in the future are:

- helping students to prepare for their career and employment
- helping students to prepare for further education
- the availability of classes at times students need them

The major limitations of this study were the low response rate (33%) for the questionnaire and the under-representation of males and respondents who graduated from BGSU in more than four years. These limitations require that the results from this survey be interpreted with some caution.

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

BGSQ Item Responses, 2001- 2002

How many years will you have been enrolled at BGSU by the time you graduate?

less than four	17%
four	46%
between four and five	29%
more than five	8%

If it has taken you more than four years to graduate, please indicate whether the following were reasons for extending your enrollment.

	Major Reason	Minor Reason	Not a Reason
I worked while enrolled	25%	32%	43%
I changed majors	32%	22%	46%
I was undecided about a major when I started	16%	15%	69%
I had family responsibilities while enrolled	9%	14%	77%
I commuted while enrolled	7%	15%	79%
I chose not to enroll for one or more semesters	9%	8%	84%
I attended part-time	8%	7%	85%
I had to take developmental classes	1%	4%	95%
I received poor academic advising	13%	30%	57%
I did not spend enough time studying	2%	21%	77%
I transferred to BGSU and needed different courses	15%	11%	74%
I had financial problems	5%	11%	84%

I had a double major	10%	4%	86%
My major takes more than four years to complete	12%	17%	71%
I wanted to maintain or improve my grades	6%	21%	73%
I wanted to have some free time	4%	17%	79%
I had problems with the academic requirements for my major	5%	15%	80%
I took classes unrelated to my major due to personal interest	7%	21%	72%
I dropped one or more classes because I was dissatisfied with the quality of instruction	10%	23%	66%
The classes that I needed were not offered when I needed to take them	18%	26%	57%
I was involved in coop/internships	15%	16%	69%

How many times have you changed your major?

None	51%
1	34%
2	10%
3 or more	6%

During your enrollment at BGSU, about how many years did you ...

	None	One	Two	Three	Four or more
live in a campus residence hall or house	18%	16%	41%	15%	11%
live in an apartment or house near campus	22%	17%	37%	19%	6%
live at least 5 miles away from BGSU & commute	76%	7%	6%	6%	5%

While enrolled at BGSU, did you ever ...

	Yes	No
work at a job on campus	57%	43%
work at a job off campus	73%	28%
participate in an internship or co-op	54%	46%
participate in a social club, fraternity, or sorority	55%	45%
serve as an officer in a social club, fraternity/sorority	38%	62%
participate in volunteer/service work	71%	29%
participate in varsity/intercollegiate athletics	17%	83%
participate in a professional or student government organization	26%	74%

On average, per year, how much of your educational expenses did you cover from each of the sources listed below?

	None	\$1-499	\$500- \$1499	\$1500- \$3000	Over \$3000
Parents, relatives, friends	18%	13%	12%	14%	43%
Savings from summer work	26%	23%	28%	17%	7%
Other savings	57%	20%	12%	6%	5%
On campus jobs	56%	25%	13%	4%	2%
Off campus jobs	42%	23%	19%	8%	8%
Pell Grant	79%	5%	8%	6%	2%
Ohio Instructional Grant	85%	6%	7%	3%	1%
Other college grants/scholarships	49%	12%	15%	10%	14%
Other private grant	92%	2%	2%	2%	2%
Ford Direct Loan	70%	1%	5%	10%	15%
Perkins Loan	84%	1%	4%	7%	4%
Other college loan	71%	2%	4%	7%	16%
Other loan	88%	1%	2%	3%	6%
Other than above	92%	1%	2%	1%	4%

How much will you owe in student loans when you graduate?

Nothing	39%
Less than \$5,000	6%
\$5,000 - \$9,999	7%
\$10,000 - \$14,999	12%
\$15,000 - \$19,999	14%
\$20,000 or more	22%

Looking back at your overall experience at BGSU, to what extent would you agree with the following?

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have developed a close personal relationship with at least one faculty or staff member at BGSU	37%	36%	22%	6%
Most faculty at BGSU are friendly and helpful	21%	74%	5%	0%
Most offices and staff at BGSU are friendly and helpful	16%	71%	12%	1%
Most faculty and staff at BGSU seem generally interested in students	14%	72%	12%	1%
Most faculty at BGSU are good teachers	11%	71%	17%	1%
Most of my classes at BGSU seem relevant and	10%	63%	25%	3%

applicable to my future				
I have participated in class discussions	43%	54%	3%	0%
I have participated in study groups	26%	49%	22%	4%
I have met with a faculty member outside of class to talk about questions/concerns over my class work	42%	53%	5%	1%
I have talked about personal problems with a BGSU faculty or staff member	16%	29%	36%	20%
I have talked about my career plans with a BGSU faculty or staff member	32%	55%	11%	2%
I have developed close personal relationships with other students at BGSU	66%	29%	4%	1%
I have become involved with activities on campus	35%	35%	23%	7%
I have attended cultural events on campus	20%	38%	32%	10%
I have become involved with student organizations	32%	32%	26%	9%
Most other students at BGSU are friendly and helpful	25%	68%	7%	1%
It has been easy for me to get to know other students	34%	55%	10%	2%
Most students at BGSU have values similar to my own	15%	54%	27%	4%

For each of the following items, please indicate how much you feel you have gained as a result of your BGSU?

	Very Much	Quite a Bit	Some	Very Little
solving problems	16%	48%	32%	4%
thinking critically	22%	47%	27%	3%
making informed judgements	23%	48%	25%	4%
making connections between the classes I have taken	26%	45%	25%	3%
making connections between things I have learned in class and other experiences in my life	27%	43%	26%	5%
speaking effectively	23%	42%	30%	5%
writing effectively	23%	46%	27%	5%
using computers	32%	37%	25%	6%
understanding my own abilities, interests, and values	26%	46%	24%	4%

relating to others	23%	47%	27%	4%
being open to new ideas	29%	44%	24%	3%
developing knowledge and skills applicable to a career	28%	47%	21%	4%
developing a better understanding of my career goals	26%	41%	25%	8%
being prepared for further education	20%	38%	33%	10%
understanding cultural/racial/gender differences and how they relate to me/my field of study/my future career	19%	34%	37%	11%

For each of the following items, please indicate how much emphasis you feel BGSU should place in each area?

	Need to Emphasize More	About the Right Emphasis	Need to Emphasize Less
solving problems	32%	67%	1%
thinking critically	38%	61%	2%
making informed judgements	31%	69%	1%
making connections between the classes I have taken	42%	56%	2%
making connections between things I have learned in class and other experiences in my life	42%	57%	1%
speaking effectively	42%	57%	1%
writing effectively	37%	62%	1%
using computers	40%	59%	2%
understanding my own abilities, interests, and values	26%	72%	2%
relating to others	21%	77%	3%
being open to new ideas	32%	66%	2%
developing knowledge and skills applicable to a career	43%	56%	1%
developing a better understanding of my career goals	43%	56%	1%
being prepared for further education	44%	55%	1%
understanding cultural/racial/gender differences and how they relate to me/my field of study/my future career	34%	57%	10%

Looking back at your overall experience at BGSU, how satisfied were you with ... (Please do not mark items which do not apply to you.)

	Very	Satisfied	Dissatisfied	Very
--	------	-----------	--------------	------

the overall quality of instruction	14%	80%	5%	1%
the overall quality of academic advising	14%	48%	29%	9%
ease of access to instructors	22%	70%	7%	0%
helpfulness in preparing for employment	10%	51%	29%	10%
helpfulness in preparing for further education	8%	59%	27%	6%
concern for me as an individual	8%	59%	24%	8%
the availability of classes at times I needed them	11%	52%	28%	9%
class size	16%	75%	8%	2%
feedback on assignments	9%	77%	12%	2%
racial and ethnic diversity	9%	69%	17%	4%
the condition of buildings	9%	73%	16%	1%
campus dining services	8%	60%	25%	6%
places to study	15%	71%	13%	1%
computer resources	25%	62%	12%	2%
library resources	26%	69%	4%	1%
career services	13%	59%	22%	6%
financial aid	14%	67%	16%	4%
residence halls	10%	78%	11%	1%
services to commuters	5%	55%	31%	9%

Which best describes your plans for further education after graduation?

plan to earn a Master's or doctoral degree	56%
unsure of future education plans	24%
plan to earn a medical, law, or other professional degree	5%
no plans for further college-level education	11%
plan to complete more courses, but not towards a degree	3%
plan to earn another Bachelor's Degree	1%