

Report of the Results of the BGSU Graduating Senior Questionnaire, 2003

ABSTRACT

This report describes the results of the Summer 2002, Fall 2002, and Spring 2003 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 graduates' 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.

All seniors who registered for 2002-2003 graduation were asked to fill out the BGSQ on-line. Six hundred and fifty-six surveys were back, resulting in a 21% (656/3104) response rate. This rate is lower than the one in 2000-2001 (24%) and 2001-2002 (32%).

To examine how representative the survey respondents were of the entire graduating class, the demographic characteristics of the 656 survey respondents were compared to all Summer 2002, Fall 2002, and Spring 2003 graduating seniors. There was a high degree of race similarity between the respondents and the population. The largest difference was the under-representation of students who graduated from BGSU in more than 4 years. Fifty-six percent of the participants reported that they graduated from BGSU in four or fewer years. This rate is much higher than the average Baccalaureate degree four-year graduation rate at BGSU, which was 30.0% for 1998-2002, 33.3% for 1997-2001, and 29.3% for 1996-2000. The proportion of men respondents (33%) was also lower than in the population (40%). While respondents in College of Business Administration were over-represented (20% in survey vs. 16% in population), respondents in College of Arts and Science were under-represented (38% in survey vs. 41% in population). These limitations and the low response rate 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.

ENROLLMENT INFORMATION

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

	2000-2001	2001-2002	2002-2003
less than four	21%	17%	22%
four	44%	46%	34%
between four and five	29%	29%	35%
more than five	6%	8%	9%

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) 9%

	2000-2001	2001-2002	2002-2003
I changed majors	33%	32%	33%
I worked while enrolled	20%	25%	24%
The classes that I needed were not offered when I needed to take them	17%	18%	19%
I transferred to BGSU and needed different courses	12%	15%	18%
I was involved in coop/internships	16%	15%	17%
I received poor academic advising	14%	13%	14%
My major takes more than four years to complete	10%	12%	14%
I dropped one or more classes because I was dissatisfied with the quality of instruction		10%	12%
I was undecided about a major when I started	21%	16%	11%
I chose not to enroll for one or more semesters	10%	9%	10%
I attended part-time	11%	8%	10%
I had family responsibilities while enrolled	9%	9%	9%
I had problems with the academic requirements for my major	5%	5%	9%
I had a double major	12%	10%	8%
I commuted while enrolled	6%	7%	7%
I wanted to maintain or improve my grades	5%	6%	7%
I had financial problems	6%	5%	6%
I took classes unrelated to my major due to personal interest	4%	7%	5%
I wanted to have some free time	5%	4%	5%
I did not spend enough time studying	4%	2%	4%
I had to take developmental classes	1%	1%	2%

Like the respondents in 2000-2001 and 2001-2002, more than half of the respondents in 2002-2003 reported that they graduated from BGSU in four or less than four years. This rate is much higher than the average baccalaureate degree four-year graduation rate at BGSU, which is 33.0% for 1998-2002, 33.3% for 1997-2001, and 29.3% for 1996-2000. "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.

During the past three year more students have reported that "I transferred to BGSU and needed different courses", "my major takes more than four years to complete", "I dropped one or more classes because I was dissatisfied with the quality of instruction", "I had problems with the academic requirements for my major" were the major reasons for them to extend their undergraduate study. At the same time, fewer students have claimed "I was undecided about a major when I started" and "I had a double major" as the major factors for them to take more than four years to graduate.

Differences Between Groups in 2002-2003. Minority respondents were more likely than European-American respondents to cite "I received poor academic advising", "My major takes more than four years to complete", "I wanted to maintain or improve my grades", and "I had a double major" as the major reasons to extend their undergraduate study. European-American respondents, on the other hand, were more likely than their counterparts to cite "I worked while enrolled" and "I chose not to enroll for one or more semesters" as the major reasons for them to take more than four years to graduate. While males were more likely to declare "I worked while enrolled" as the main reason for extending their undergraduate study, females were more likely to claim "I changed majors" as the main reason to take more than four years to graduate.

Students in the College of Arts and Sciences were most likely to report that they get their bachelor's degree in four years or less among the students in six colleges. Students in the College of Education and Human Development, the College of Musical Arts, and the College of Technology were more likely than the students in the College of Arts and Sciences, the College of Business Administration, and the College of Health and Human Services to report "My major takes more than four years to complete" as the major reason for them to extend their undergraduate study. Students in the College of Health and Human Services and the College of Technology were more likely than the students in other colleges to claim "The classes that I needed were not offered when I needed to take them" as the main reason for them to take more than four years to graduate.

Students in the College of Technology were most likely to cite "I worked while enrolled", "I commuted while enrolled", "I attended part-time", and "I was involved in cooperative education/internships" as the major reasons for extending their study. Musical Arts graduates were most likely to cite "I had to take developmental classes" as the major reason for extending their undergraduate study. Respondents in the College of Health and Human Services were most likely to claim "I transferred to BGSU and needed different courses" and "I had problems with the academic requirements for my major" 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 ...

	1 Year or more	None
live in a campus residence hall or house	78%	22%
live in an apartment or house near campus	81%	19%
live at least 5 miles away from BGSU & commute	31%	69%

The majority of the 2002-2003 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 spent three or more years living in an apartment or house near campus. Among the graduates in six colleges, Technology graduates were most likely to live at least five miles away from BGSU and commute.

How many times have you changed your major?

	2000-2001	2001-2002	2002-2003
None	55%	51%	50%
1	30%	34%	34%
2	10%	10%	8%
3 or more	4%	6%	8%

Half of the 2002-2003 survey respondents changed their major at least once during their BGSU years. Females were more likely to change their majors than were males. Musical Arts graduates were least likely to change their majors among the graduates in six colleges.

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

	2000-2001	2001-2002	2002-2003
work at a job off campus	74%	73%	72%
participate in volunteer/service work	66%	71%	65%
work at a job on campus	57%	57%	56%
participate in an internship or co-op	53%	54%	55%
participate in a social club, fraternity, or sorority	50%	55%	54%
serve as an officer in a social club, fraternity/sorority	33%	38%	34%
participate in a professional or student government organization	27%	26%	23%
participate in varsity/intercollegiate athletics	19%	17%	15%

Like the graduates in 2000-2001 and 2001-2002, most of the 2002-2003 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 2002-2003. Female graduates were less likely to work at a job off campus than were male graduates. They were, however, more likely than males to serve as an officer in a social club, fraternity or sorority, participate in volunteer/service work and in a professional or student government organization. While European-American graduates were more likely to work at a job off campus, minority graduates were more likely to work on a job on campus. They were also more likely than European-American graduates to participate and serve as an officer in a social club, fraternity or sorority.

Among the graduates in six colleges, Musical Arts graduates were most likely to participate and serve as an officer in a social club, fraternity or sorority. Technology graduates were most likely to participate in an internship or co-op. Graduates in the Colleges of Heath & Human Services 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)

	2000-2001	2001-2002	2002-2003
Parents, relatives, friends	58%	57%	57%
Other college loan	22%	23%	30%
Other college grants/scholarships	21%	24%	26%

Savings from summer work	25%	24%	25%
Ford Direct Loan	31%	25%	22%
Off campus jobs	12%	16%	19%
Perkins Loan	11%	11%	14%
Other savings	10%	11%	12%
Pell Grant	6%	8%	11%
Other loan	5%	9%	11%
On campus jobs	5%	6%	8%
Ohio Instructional Grant	2%	3%	7%
Other than listed	5%	6%	6%
Other private grant	2%	4%	4%

Family, other college loans/grants/scholarships, savings from summer work, and the Ford Direct Loan were the sources of financial support most often cited by BGSU graduates. Students got more support from all the sources listed on the survey except from family, savings from summer work, and the Ford Direct Loan for the past three years.

Differences Between Groups in 2002-2003. Female graduates were more likely than male graduates to have other college grants/scholarships and other loan to support themselves. Minority graduates were more likely than European-American graduates to get support from the Pell Grant, Ohio Instructional Grant, Perkins Loan, other private grants, and other college grants/scholarships. Among the students in six colleges, Technology graduates were least likely to get support from their parents, relatives, and friends.

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

	2000-2001	2001-2002	2002-2003
Nothing	38%	39%	36%
Less than \$5,000	8%	6%	7%
\$5,000 - \$9,999	9%	7%	8%
\$10,000 - \$14,999	15%	12%	15%
\$15,000 - \$19,999	15%	14%	16%
\$20,000 or more	15%	22%	18%

Over sixty percent of the respondents owe some amount of student loans by the time they graduated from BGSU.

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")

	2000-01	2001-02	2002-03
I have participated in class discussions	95%	97%	97%
I have developed close personal relationships with other students at BGSU	95%	95%	96%
Most faculty at BGSU are friendly and helpful	95%	95%	95%

I have met with a faculty member outside of class to talk about questions/concerns over my class work.	94%	94%	95%
Most other students at BGSU are friendly and helpful	94%	92%	92%
It has been easy for me to get to know other students	86%	89%	88%
I have talked about my career plans with a BGSU faculty or staff member	84%	87%	87%
Most faculty and staff at BGSU seem generally interested in students	89%	87%	86%
Most offices and staff at BGSU are friendly and helpful	87%	87%	86%
Most faculty at BGSU are good teachers	83%	82%	83%
I have participated in study groups	68%	74%	77%
I have developed a close personal relationship with at least one faculty or staff member at BGSU	72%	72%	76%
Most of my classes at BGSU seem relevant and applicable to my future	77%	73%	72%
Most students at BGSU have values similar to my own	68%	69%	71%
I have become involved with activities on campus	69%	70%	68%
I have become involved with student organizations	62%	64%	62%
I have attended cultural events on campus	53%	58%	60%
I have talked about personal problems with a BGSU faculty or staff member	39%	45%	46%

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 2002-2003. Female respondents were more likely than male respondents to agree that most faculty at BGSU are good teachers. They were also more likely than males to be involved with student organizations, and attend cultural events/activities on campus.

Minority graduates were more likely than European-American graduates to participate in study groups, be involved with student organizations, cultural events and activities on campus. 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".

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 "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." Graduates in the College of Health and Human Services were most likely to agree that most faculty at BGSU are good teachers and that most of their classes at BGSU seem relevant and applicable to their future.

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")

	2000- 2001	2001- 2002	2002- 2003
being open to new ideas	71%	72%	77%
understanding my own abilities, interests, and values	64%	73%	74%
making connections between the classes I have taken	65%	71%	74%
developing knowledge and skills applicable to a career	74%	75%	73%
making informed judgments	62%	71%	72%
relating to others	62%	70%	71%
thinking critically	70%	70%	71%
making connections between things I have learned in class and other experiences in my life	61%	69%	71%
writing effectively	66%	69%	69%
using computers	66%	69%	67%
developing a better understanding of my career goals	61%	67%	67%
speaking effectively	56%	65%	67%
solving problems	59%	65%	62%
being prepared for further education	53%	58%	59%
understanding cultural, racial, and gender differences and how they relate to me, my field of study, and my future career	53%	53%	54%

Most of the respondents in past three years felt that they made gains towards various educational and personal goals. Compared with respondents in 2000-2001, 5% or more of the respondents between 2001 and 2003 have reported that they gained quite a bit or very much in understanding their own abilities/interests/values, making connections between the classes they have taken as well as things they have learned in class and other experiences in their life, making informed judgments, relating to others, speaking effectively, developing a better understanding of their career goals, and being prepared for further education. Compared with respondents in previous two years, respondents in 2002-2003 were more likely to claim that they gained quite a bit or very much in being open to new ideas as a result of their BGSU education.

Differences Between Groups in 2002-2003. European-American graduates were more likely than minority graduates to indicate that they gained very much or quite a bit in writing effectively, relating to others, and being open to new ideas.

Respondents in the College of Business Administration, the College of Technology, and the College of Education and Human Development were more likely than the respondents in other three colleges to report that they gained quite a bit or very much in using computers. Respondents in Education and Human Development were most likely to say that they gained a lot in speaking effectively. Respondents in the College of Health and Human Services were most likely to claim that they gained a lot in understanding cultural, racial, and gender differences, and being prepared for further education. While

respondents in Musical Arts were most likely to report that they gained a lot in developing a better understanding of their career goals, they were least likely to say that they gained a lot in writing effectively, making connections between the classes they have taken as well as between things they have learned in class and other experiences in their life. Arts and Sciences respondents were least likely to report that they gained quit a bit or very much in developing knowledge and skills applicable to a career as a result of their BGSU education.

SATISFACTION WITH BGSU

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

	2000-2001	2001-2002	2002-2003
library resources	95%	95%	94%
the overall quality of instruction	94%	94%	93%
class size	94%	91%	93%
BGSU overall	96%	94%	92%
ease of access to instructors	92%	93%	92%
residence halls	87%	88%	87%
feedback on assignments	87%	86%	87%
places to study	85%	86%	87%
computer resources	86%	87%	85%
the condition of buildings	82%	83%	83%
racial and ethnic diversity	77%	79%	77%
financial aid	75%	81%	76%
career services	78%	72%	75%
campus dining services	77%	69%	73%
concern for me as an individual	70%	68%	71%
helpfulness in preparing for further education	72%	68%	68%
the availability of classes at times I needed them	67%	63%	60%
the overall quality of academic advising	60%	62%	60%
helpfulness in preparing for employment	69%	61%	60%
service to commuters	60%	60%	59%

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. Although improvement occurred in the areas of career services and campus dining services between 2001-2002 and 2002-2003, the satisfaction scores of the two areas were still lower in 2002-2003 than were the scores in 2000-2001. Students' satisfaction with financial aid in 2002-2003 is also lower than in 2001-2002. Furthermore, students' satisfaction with "the availability of classes at times I needed them" and "helpfulness in preparing for employment" decreased from 67%/69% in 2000-2001 to 60% in 2002-2003.

Differences Between Groups in 2002-2003. Female respondents were more satisfied than male respondents with campus dining services and career services. Minority graduates were more satisfied with career services than were European-American graduates, but less satisfied with the ease of access to instructors, helpfulness in preparing for further education, feedback on assignments, campus dining services, residence halls, services to commuters, and racial/ethnic diversity of BGSU

Among the graduates in six colleges, Health and Human Services graduates were most satisfied with the availability of classes at times they needed them. Technology graduates were most satisfied with the overall quality of academic advising and campus dining services. Arts and Sciences graduates were least satisfied with helpfulness in preparing for employment as well as racial and ethnic diversity of BGSU. Musical Arts graduates were least satisfied with feedback on assignments, residence halls, and helpfulness in preparing for further education.

Compared with graduates in other colleges, graduates in the College of Education and Human Development and the College of Health and Human Services were more satisfied with "concerning for me as an individual"; Musical Arts and Education and Human Development graduates were more satisfied with career services; and graduates in the College of Arts and Sciences as well as Musical Arts were less satisfied with places to study and financial aid.

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		
2000-2001	2001-2002	2002-2003		2000-2001	2001-2002	2002-2003
56%	56%	49%	developing knowledge and skills applicable to a career	42%	43%	51%
55%	56%	53%	developing a better understanding of my career goals	43%	43%	47%
56%	55%	54%	being prepared for further education	43%	44%	46%
60%	56%	55%	making connections between the classes I have taken	38%	43%	44%
57%	57%	57%	speaking effectively	40%	42%	42%
58%	57%	58%	making connections between things I have learned in class and other experiences in my life	39%	42%	41%
58%	59%	59%	using computers	40%	40%	39%
67%	62%	59%	writing effectively	32%	37%	39%
66%	61%	62%	thinking critically	32%	38%	36%
69%	66%	62%	being open to new ideas	28%	32%	36%
71%	69%	64%	making informed judgments	28%	31%	35%
53%	57%	56%	understanding cultural/racial/gender differences and how they relate to me, my field of study, and my future career	37%	34%	34%
65%	67%	70%	solving problems	33%	32%	30%
74%	72%	74%	understanding my own abilities, interests, and values	24%	26%	24%

76%	77%	74%	relating to others	22%	21%	24%
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Fifty percent or more 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 2002-2003. Female respondents were more likely than male respondents to indicate that BGSU should more heavily emphasize understanding cultural/racial/gender differences and how they relate to them, their field of study, and their future career. Male respondents, on the other hand, were more likely than females to indicate that BGSU should more heavily emphasize thinking critically and solving problems. Minority graduates were more likely than European-American graduates to report that BGSU should more heavily emphasize speaking effectively, being open to new ideas, relating to others, 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, Technology, Arts and Sciences, and Musical Arts graduates were more likely to cite "developing a better understanding of my career goals" as an area BGSU could emphasize more. Graduates in the College of Arts and Sciences, the College of Business Administration, and the College of Musical Arts were more likely to say BGSU should emphasize more thinking critically and making connections between things they have learned in class and other experiences in their life. Arts and Sciences and Musical Arts graduates were also more likely than the graduates in other colleges to report that BGSU should emphasize more being open to new ideas and developing knowledge and skills applicable to a career.

Musical Arts graduates were most likely to indicate that BGSU should emphasize more "solving problems", "making informed judgments", "making connections between the classes I have taken", "speaking effectively", "relating to others", "being prepared for further education", and "understanding cultural, racial, and gender differences and how they relate to me, my field of study, and my future career" among the graduates in six colleges.

FURTHER EDUCATION PLANS

Which best describes your plans for further education after graduation?

	2000- 2001	2001- 2002	2002- 2003
plan to earn a Master's or doctoral degree	61%	56%	57%
unsure of future education plans	21%	24%	22%
no plans for further college-level education	9%	11%	12%
plan to earn a medical, law, or other professional degree	6%	5%	5%
plan to complete more courses, but not towards a degree	2%	3%	3%
plan to earn another Bachelor's Degree	1%	1%	2%

More than sixty percent of the respondents planned to earn a higher degree other than a bachelors after they graduated from BGSU. Females and respondents in the College of Musical Arts and the College of Education and Human Development were more likely than males and respondents in other colleges to pursue a Master's or doctoral degree in the future. While minority respondents were more likely to plan to earn a medical, law, or other professional degree after they graduated from BGSU, European American respondents were more likely to be unsure of their future education plans.

COMMENTS AND SUGGESTIONS

Some students wrote comments and suggestions on the survey. The results are shown below.

SUBJECT	TOTAL
the experience at BGSU was a good/great/wonderful one. Go Falcons!	77
the faculty at BGSU were caring, helpful and more than available to answer questions or concerns.	23
improving the advising system and the quality of advisors	18
offering more classes/majors/degrees	11
improving the structure/quality of some classes (100 and 200 level) and academic programs	11
BGSU should focus more on job placement, career and graduate school preparations	10
more parking spaces available	9
improving services of some offices	5
improving faculty/student relations, increasing the availability of teachers outside of class	4
improving the services of the financial aid office	4
improving the quality of faculty in some departments	4
more attention is needed for transfer students	3
more attention is needed for commuters	3
increasing the diversity of some academic programs	3
The experience with BGSU was disappointing	3
BGSU should pay more attention to students	3
improving the dinning services and food payment system	3
improving the diversity of student body	3
improving the service of the Business College	2
improving the service of the Bursar's Office	2
BGSU should increase its academic standards	2
creating a place for off-campus students to study 24/7	1
had a good experience with long distance learning	1
BGSU should emphasize more critical and analytical thinking	1
improving the service of the Registration and Records Office	1
improving the computer lab in the library	1
the best experience in BG was to participating in the National Student Exchange program	1
improving the placement testing system	1
improving the grading system	1

office staff was friendly and helpful	1
Arts and Sciences and Social Work advisors were very helpful	1
study environment in some dorms was terrible	1
wishing to see more computer labs open 24 hours a day	1
some buildings such as University Hall, Hanna, and Mosley Hall need to be fixed	1
the new student organizations didn't get as much funding as they needed	1
to get more teachers who want to teach, not just do research	1
faculty need to understand there are differences between traditional and non-traditional students	1
BGSU should focus more on real educational values instead of marketing slogans.	1
BGSU should learn more about what the Walt Disney World College Program offers to the students instead of seeing and hearing all the negative stuff about the program.	1

SUMMARY AND CONCLUSIONS

The BGSU Graduating Senior Questionnaire (BGSQ) was designed to gather information about graduating seniors' undergraduate experiences at BGSU. The 2002-2003 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, 65% 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, other college loans/grants/scholarships, savings from summer work, and the Ford Direct Loan were the sources of financial support most often cited by BGSU graduates for the past three years. More than 60% of the graduating seniors had some amount of student debt by the time they graduated.

Half of the 2002-2003 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 them to take more than four years to graduate. Over 60% of the 2002-2003 graduates planed to earn a Master's degree or higher after graduation.

Most of the 2002-2003 graduates had good perceptions of BGSU, and felt they gained very much or quite a bit on all the items of students' educational and personal development listed in the survey. In addition, 2002-2003 graduates were more likely than the graduates in 2000-2001 and in 2001-2002 to claim that they gained a lot in being open to new ideas as a result of their BGSU education. "I had a good/great/wonderful experience at BGSU" was the comment mentioned by the largest number of 2002-2003 graduates.

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, the overall quality of instruction, class size, ease of access to instructors, and BGSU overall. Improvements were seen in the areas of career services and campus dining services between 2002 and 2003. The satisfaction scores in these two areas, however, were still lower in recent years than were the scores in 2000-2001. Graduates in 2002-2003 were also less likely to be satisfied with the financial aid they received at BGSU than were the graduates in 2001-2002. More efforts are needed to increase the availability of classes at times students

need them, and to help them in preparing for employment and further education.

The major limitations of this study were the low response rate (22%) 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.