

Report of the Results of the BGSU Graduating Senior Questionnaire, 2006

ABSTRACT

This report describes the results of the Summer 2005, Fall 2005, and Spring 2006 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 the University. Additional information such as graduates' college expenses, years of enrollment at BGSU, and their further education plans is 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. It has been used to collect graduating seniors' data ever since.

All seniors who registered for Summer 2005, Fall 2005 and Spring 2006 graduation were asked to take the on-line BGSU Graduating Senior Questionnaire three weeks before graduation. One thousand three hundred and sixty students completed the survey, which resulted in a 45% response rate. This rate is lower than last year's response rate of 48% but higher than the one in 2003-04(37%) and in 2002-03(21%).

Among the total 1360 respondents, 1256 of them provided their valid PID number, which allowed us to compare their demographic characteristics with all 2005-2006 graduating senior class. As shown in the table below there was a high degree of race and college similarity between the respondents and the population. The proportion of women respondents (65%), however, was higher than in the population (58%). In addition, **fifty-seven 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 32.7% for 2001-2005, 34.5% for 2000-2004, and 33.4% for 1999-2003. These limitations and the low response rate require that all results from this survey be interpreted with some caution.

	Survey Respondents	2005-06 Graduating Seniors
Gender:		
Female	65%	58%
Male	35%	42%
Race:		
Minorities	7%	7%
European-American	3%	4%
Other/Unknown	90%	89%
College:		
Arts and Sciences	33%	34%

Business Administration	14%	13%
Education and Human Development	32%	32%
Health and Human Services	9%	10%
Musical Arts	3%	2%
Technology	9%	9%

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 sections highlight these results. In addition, group differences among 2005-2006 survey respondents were investigated (female vs. male, minority graduates vs. European-American graduates, and college vs. college) and significant differences are noted where they occurred.

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	75%	25%
live in an apartment or house near campus	79%	21%
live at least 5 miles away from BGSU & commute	32%	68%

The majority of the 2005-2006 survey respondents indicated that they were living on campus or near campus during their enrollment at BGSU. Male students were more likely than female students to spend two or more years living in an apartment or house near campus. Minority students were more likely than European-American students to live on campus for three years or more.

How many times have you changed your major?

	2002-2003	2003-2004	2004-2005	2005-2006
None	50%	54%	53%	52%
1	34%	33%	33%	34%
2	8%	8%	9%	9%
3 or more	8%	5%	6%	4%

Nearly half of the 2005-2006 survey respondents reported that they have changed their major at least once during their BGSU years. Minority graduates were more likely than European-American graduates to change their major. While College of Arts and Science graduates were most likely to change their major among the graduates in the six colleges, College of Musical Arts graduates were least likely to do so.

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

	2002-2003	2003-2004	2004-2005	2005-2006
	%	%	%	%
work at a job off campus	72	75	72	76
participate in volunteer/service work	65	65	66	67
participate in an internship or co-op	55	53	55	58
work at a job on campus	56	53	53	53
participate in a social club, fraternity, or sorority	54	50	49	52
serve as an officer in a social club, fraternity/sorority	34	31	32	33
participate in a professional or student government organization	23	21	20	20
participate in varsity/intercollegiate athletics	15	12	15	15

Like the graduates in previous years, most of the 2005-2006 graduates worked at a job either on campus or off campus while they studied at BGSU. They were more likely to be involved in 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.

Minority graduates were more likely than European-American graduates to report that they have worked at a job on campus and participated in a social club, fraternity or sorority. Female graduates were more likely than male graduates to indicate that they have participated in volunteer/service work. Male graduates, on the other hand, were more likely than their counterparts to say that they have participated in varsity/intercollegiate athletics. Among the graduates in the six colleges, Technology graduates were most likely to participate in an internship or co-op. They, however, were least likely to be involved 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)

	2002-2003	2003-2004	2004-2005	2005-2006
	%	%	%	%
Parents, relatives, friends	57	59	53	54
Other college loan	30	32	34	36
Ford Direct Loan	22	25	26	25
Savings from summer work	25	26	25	24
Other college grants/scholarships	26	24	23	21
Off campus jobs	19	17	18	17
Other loan	11	11	15	15
Perkins Loan	14	13	15	14
Other savings	12	14	14	12
Pell Grant	11	10	13	12
On campus jobs	8	7	8	7
Ohio Instructional Grant	7	5	7	7
Other than listed	6	6	6	6
Other private grant	4	2	5	4

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

Female respondents were less likely than their counterparts to claim that they got over \$3000 support from their summer job. While minority graduates were less likely than European-American graduates to receive \$3000 or more financial support from their family or from other college loan, they were more likely than their counterparts to get support from Perkins Loan, Pell Grant, Ohio instructional Grant, other college grants and scholarships, and on campus jobs. Among the respondents in the six colleges, Musical Arts respondents were most likely to earn money from on campus jobs to cover their college expenses.

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

	2002-2003	2003-2004	2004-2005	2005-2006
Nothing	36%	33%	31%	31%
Less than \$5,000	7%	4%	5%	5%
\$5,000 - \$9,999	8%	10%	8%	7%
\$10,000 - \$14,999	15%	13%	13%	10%
\$15,000 - \$19,999	16%	15%	14%	15%
\$20,000 or more	18%	26%	30%	33%

Nearly seventy percent of the respondents owe some amount of student loans by the time they graduated from BGSU. The percentage of students who own \$20,000 or more of student loans increased from 18% in 2002-2003 to 33% in 2005-2006.

Minority graduates were more likely to owe students loans than were European-American graduates.

ENROLLMENT INFORMATION

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

	2002-2003	2003-2004	2004-2005	2005-2006
less than four	22%	24%	19%	21%
four	34%	37%	41%	36%
between four and five	35%	31%	31%	32%
more than five	9%	8%	8%	12%

More than half of the survey respondents reported that they graduated from BGSU in four or fewer than four years. This rate is much higher than the average baccalaureate degree four-year graduation rate at BGSU, which is about 33% for the past three years.

Male respondents and respondents in College of Technology were more likely than females and respondents in the other five colleges to report that it took them more than four years to graduate from BGSU.

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)

	2002-2003 %	2003-2004 %	2004-2005 %	2005-2006 %
I changed majors	33	34	34	32
I worked while enrolled	24	22	23	24
The classes that I needed were not offered when I needed to take them	19	25	19	21
My major takes more than four years to complete	14	20	17	17
I was undecided about a major when I started	11	15	17	16
I was involved in coop/internships	17	15	17	16
I transferred to BGSU and needed different courses	18	22	17	15
I received poor academic advising	14	16	16	14
I chose not to enroll for one or more semesters	10	12	10	12
I had family responsibilities while enrolled	9	11	12	11
I dropped one or more classes because I was dissatisfied with the quality of instruction	12	10	11	10
I commuted while enrolled	7	8	9	9
I had financial problems	6	8	8	8
I attended part-time	10	8	7	8
I had problems with the academic requirements for my major	9	8	7	8
I had a double major	8	8	8	6
I wanted to maintain or improve my grades	7	6	6	6
I took classes unrelated to my major due to personal interest	5	6	6	5
I wanted to have some free time	5	4	3	4

I did not spend enough time studying	4	3	3	4
I had to take developmental classes	2	2	2	2

"I changed majors" remains the major reason that was most often cited by 2005-2006 graduates who took more than four years to graduate, followed by "I worked while enrolled" and "the classes that I needed were not offered when I needed to take them" (see the table above).

Male respondents were more likely than female respondents to cite >"I was involved in coop/internships", "I dropped one or more classes because I was dissatisfied with the quality of instruction", "I was undecided about a major when I started", "I wanted to have some free time", and "I did not spend enough time study" as the reasons for them to take more than four years to graduate.

European-American respondents were more likely than minority respondents to say that "I was involved in coop/internships" was the reason for them to take longer time to graduate. Minority respondents, on the other hands, were more likely than their counterpart to report that "I chose not to enroll for one or more semesters", "I had financial problems", "I had problems with the academic requirements for my major" and "I did not spend enough time study" were the causes for their extended undergraduate education.

Among the respondents in the six colleges, Musical Arts respondents were least likely to cite "I changed majors" as the reason for their extended undergraduate education. They and the respondents in College of Health and Human Services were also less likely to say that "I was undecided about a major when I started college" was a reason for them to take longer time to graduate.

Other factors that were more often reported by respondents in one college than the others as a reason to extend their college education were:

- "I worked while enrolled"; "I was involved in coop/internships" - for Technology students;
- "My major takes more than four years to complete" - for students in College of Musical Arts, College of Technology, and College of Education and Human Development;
- "I chose not to enroll for one or more semesters" - for students in College of Technology and College of Arts and Sciences;
- "I dropped one or more classes because I was dissatisfied with the quality of instruction" - for students in College of Arts and Sciences, College of Business Administration, and College of Education and Human Development)
- "I had problems with the academic requirements for my major" - for Musical Arts students;
- "I had a double major" - for students in College of Business Administration and College of Musical Arts.

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")

	2002-03	2003-04	2004-05	2005-06
	%	%	%	%
I have participated in class discussions	97	97	97	98
Most faculty at BGSU are friendly and helpful	95	96	97	97
Most other students at BGSU are friendly and helpful	92	92	93	95
I have developed close personal relationships with other students at BGSU	96	94	94	94
I have met with a faculty member outside of class to talk about	95	94	94	93

questions/concerns over my class work.				
Most faculty and staff at BGSU seem generally interested in students	86	88	90	92
Most offices and staff at BGSU are friendly and helpful	86	89	90	91
Most faculty at BGSU are good teachers	83	87	87	90
I am able to get into the courses required for my degree program	NA	NA	87	89
I have talked about my career plans with a BGSU faculty or staff member	87	86	88	88
It has been easy for me to get to know other students	88	87	87	87
Most of my classes at BGSU seem relevant and applicable to my future	72	75	76	80
I have developed a close personal relationship with at least one faculty or staff member at BGSU	76	75	77	78
I have participated in study groups	77	74	76	76
Most students at BGSU have values similar to my own	71	72	74	76
The information that I received from my adviser was accurate	NA	NA	76	74
I have become involved with activities on campus	68	66	68	70
My adviser showed concern for my academic needs	NA	NA	66	69
My adviser helped me explore and clarify my educational goals	NA	NA	59	61
I have become involved with student organizations	62	58	60	60
I have attended cultural events on campus	60	55	58	59
I have talked about personal problems with a BGSU faculty or staff member	46	49	50	53

The majority of the 2005-2006 survey respondents agreed or strongly agreed with all the items listed above. Females were more likely than males to report that most of their classes at BGSU seemed relevant and applicable to their future. While European-American graduates were more likely to agree that most faculty at BGSU are good teachers and most students have values similar to their own, minority graduates were more likely to say they have attended cultural events on campus, participated in study groups, been involved with student organizations, and talked about personal problems with a BGSU faculty or staff member.

Musical Arts graduates tended to be most actively involved with campus cultural events among the graduates in the six colleges. They were also most likely to agree that they have developed a close personal relationship with at least one faculty or staff member at BGSU and have talked about their career plans and personal problems with them. They, however, were least likely to agree that their advisers have helped them explore and clarify their educational goals. Graduates from College of Technology were least likely to feel that it has been easy for them to get to know other students and that they have developed close personal relationships with other students at BGSU.

Compared with graduates in the other colleges, graduates in College of Business Administration, College of Education and Human Development, and College of Health and Human Services were more likely to say that most students at BGSU had values similar to their own; Graduates in College of Musical Arts, College of Education and Human Development, and College of Health and Human Services were more likely to agree that most of their classes at BGSU seemed relevant and applicable to their future; Graduates in College of Musical Arts and College of Education and Human Development, however, were less likely to agree that the information they received from their adviser was accurate.

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")

	2002-03	2003-04	2004-05	2005-06
	%	%	%	%

making connections between the classes I have taken	74	72	76	78
being open to new ideas	77	75	77	77
developing knowledge and skills applicable to a career	73	75	75	77
making connections between things I have learned in class and other experiences in my life	71	72	73	77
understanding my own abilities, interests, and values	74	73	75	76
thinking critically	71	73	74	75
making informed judgments	72	72	75	74
relating to others	71	70	72	73
developing a better understanding of my career goals	67	72	70	72
writing effectively	69	68	70	72
speaking effectively	67	67	67	72
using computers	67	64	65	67
solving problems	62	63	65	67
being prepared for further education	59	61	60	63
understanding cultural, racial, and gender differences and how they relate to me, my field of study, and my future career	54	60	58	62

Sixty-two percent or more of the respondents reported that they made gains towards various educational and personal goals as a result of their BGSU education (see table above).

Female respondents were more likely than male respondents to report that they gained quite a bit or very much in making connections between the classes they have taken. Compared with the respondents in other colleges,

- respondents in the College of Education and Human Development were most likely to claim that they gained a lot in relating to others, developing a better understanding of their career goals, and understanding cultural, racial, and gender differences and how they relate to them, their field of study, and their future career.
- respondents in the College of Musical Arts, College of Business Administration, and College of Education and Human Development were more likely to say that they gained a lot in developing knowledge and skills applicable to a career;
- respondents in the College of Musical Arts and College of Education and Human Development were more likely to report that they gained quite a bit or very much in making connections between the classes they have taken and other experiences in their life;
- respondents in the College of Musical Arts and College of Health and Human Services were less likely to agree that they gained a lot in using computer;
- respondents in the College of Technology and College of Health and Human Services were less likely to think they gained a lot in thinking critically as well as in making informed judgments;
- respondents in the College of Musical Arts and College of Technology were least likely to say that they gained a quite a bit or very much in writing effectively;
- Technology respondents were least likely to say that they gained a quite a bit or very much in speaking effectively, making connections between the classes they have taken, 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")

2002-2003 2003-2004 2004-2005 2005-2006

library resources	94	96	96	97
class size	93	94	95	95
ease of access to instructors	92	94	94	95
the overall quality of instruction	93	94	94	94
BGSU overall	92	93	95	94
computer resources	85	87	89	91
feedback on assignments	87	89	90	90
places to study	87	88	88	88
racial and ethnic diversity	77	84	83	87
residence halls	87	86	83	84
the condition of buildings	83	84	80	82
financial aid	76	79	79	81
career services	75	79	79	81
campus dining services	73	70	73	77
concern for me as an individual	71	71	75	76
helpfulness in preparing for further education	68	68	70	70
the availability of classes at times I needed them	60	62	65	67
helpfulness in preparing for employment	60	62	63	66
the overall quality of academic advising	60	64	64	65
service to commuters	59	56	58	62

The majority of BGSU graduates were satisfied or very satisfied with all of the aspects of their educational and social experiences listed in the questionnaire (see table above).

Female graduates were more likely to be satisfied with campus dining services than were male graduates. While minority graduates were more likely to be satisfied with financial aid than were European-American graduates, they were less likely than their counterparts to be satisfied with "concern for me as an individual" as well as racial and ethnic diversity of BGSU.

Among the graduates in the six colleges, Musical Arts graduates were most likely to be satisfied with concern for them as an individual and helpfulness in preparing for their employment and further education; Graduates in College of Technology, College of Arts and Sciences, and College of Business Administrations were less likely to be satisfied with service to commuters; Graduates in Arts and Sciences as well as Business Administration were also less likely to be satisfied with the campus dining services than were graduates in the four other colleges. Technology graduates seemed least likely to be happy with the overall quality of instruction.

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			
2002- 03	2003- 04	2004- 05	2005- 06		2002- 03	2003- 04	2004- 05	2005- 06
%	%	%	%		%	%	%	%
49	56	60	60	developing knowledge and skills applicable to a career	51	44	39	39
53	58	64	61	developing a better understanding of my career	47	41	36	38

				goals				
57	62	60	62	speaking effectively	42	37	39	37
54	57	63	63	being prepared for further education	46	42	36	37
58	61	62	63	making connections between things have learned in class and other experiences in my life	41	38	37	36
55	59	61	65	making connections between the classes I have taken	44	40	38	34
59	64	65	66	writing effectively	39	34	34	32
59	66	67	67	using computers	39	32	30	31
62	71	71	70	being open to new ideas	36	27	27	29
62	68	68	70	thinking critically	36	30	31	28
64	70	71	71	making informed judgements	35	29	29	28
70	75	75	75	solving problems	30	25	24	24
56	65	67	69	understanding cultural/racial/gender differences and how they relate to me, my field of study, and my future career	34	26	26	23
74	76	78	77	understanding my own abilities, interests, and values	24	22	21	21
74	78	79	78	relating to others	24	20	19	21

Sixty percent or more of the 2005-2006 respondents felt that BGSU have given the right emphasis to all the areas listed on the table above. Improvements were seen in all the areas during the past four years.

Minority graduates were more likely than their counterparts to say that BGSU needs to emphasize 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 the other colleges,

- graduates in the College of Arts and Sciences, College of Business Administration, College of Musical Arts, and College of Technology were more likely to indicate that BGSU should emphasize in basic skill training such as speaking clearly and writing effectively;
- graduates in the College of Arts and Sciences and College of Technology were more likely to say that BGSU should put more effort into using computers as well as in helping students to understand their own abilities, interests, and values;
- graduates in the College of Arts and Sciences and College of Musical Arts were more likely to say that BGSU should emphasize relating to others and being open to new ideas;
- graduates in the College of Arts and Sciences, College of Business Administration, and College of Technology were more likely to claim that BGSU should emphasize solving problems, thinking critically, making informed judgments, making connections between the classes students have taken as well as between things students have learned in class and other experiences in their lives, and developing a better understanding of their career goals, as well as knowledge and skills applicable to a career.

FURTHER EDUCATION PLANS

Which best describes your plans for further education after graduation?

	2002-2003	2003-2004	2004-2005	2005-2006
plan to earn a Master's or doctoral degree	57%	57%	54%	54%
unsure of future education plans	22%	20%	24%	24%
no plans for further college-level education	12%	14%	14%	14%

plan to earn a medical, law, or other professional degree	5%	5%	5%	5%
plan to complete more courses, but not towards a degree	3%	2%	2%	2%
plan to earn another Bachelor's Degree	2%	1%	1%	1%

Most of the survey respondents plan to earn a graduate degree after they graduated from BGSU. Females, minority graduates and graduates in College of Musical Arts and College of Education and Human Development were more likely to be interested in pursuing a Master's or doctoral degree in the future than did males, European-American graduates and graduates in the four other colleges. Graduates in the College of Technology were most likely to say that they were unsure of future education plans or have no plans for further college-level education.

COMMENTS AND SUGGESTIONS

Four hundred and thirty-three students wrote comments and suggestions on the survey. The results are shown below.

SUBJECT
Good Experience:
I had an enjoyable/rewarding experience at BGSU. Thanks, BGSU.
I had a good experience with faculty/staff members/advising
The academic programs or classes are good
The classmates/students are good
good experience with student organizations/activities
beautiful campus
living on campus
Union was open almost all the time
Areas That Need To Be Improved:
advisor/advising
classes/courses/academic programs (subject, quality, requirements, usefulness)
faculty/staff/TA (quality, fairness, respecting for students' opinion, emphasizing teaching, teaching real world information, set higher standards for students)
survey (too long, type of questions)
parking/commuting
services/activities/class schedule for non-traditional students
assisting students with job hunting/career development
racial/cultural diversity
registering for class/class availability
some buildings
overall experience at BGSU was not great/disappointed with BGSU
residential living
career services (need to be proactive)
bookstore (price)

University administrations	3
emphasizing critical thinking skills to a greater extent	3
Financial Aid Office	3
communication/cooperation between offices/departments	3
tuition	3
helping freshmen to adjust college life	2
dining services	2
Bursar's Office	2
more scholarships and financial aid available	2
updating computer lab/equipment	2
the relationships between students and the local community	2
class size	1
degree or major requirements (too strict, unnecessary)	1
Library staff	1
placements in intern/jobs (not many chances)	1
Flexfunds	1
more study area available	1
student activities	1
grading methods	1
Student Affairs	1
more graduation tickets available	1
BGSU should become an undergraduate university	1

SUMMARY AND CONCLUSIONS

The results of 2005-2006 BGSU Graduating Senior Questionnaire are similar to those of previous years' survey results.

The majority of the 2005-06 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, 67% of them participated in volunteer or service work, and over half of them participated in an internship or co-op and joined a social club, fraternity, or sorority. Around 60% of them planed to earn a graduate degree in their future.

Family remains the greatest source of financial support for BGSU graduates, followed by other college loans, Ford Direct Loans, savings from summer work, and other college grants/scholarships. Nearly 70% of the 2005-06 graduating seniors had some amount of debt by the time they graduated from BGSU. Moreover, the percentage of graduates who reported having a debt of \$20,000 or more increased steadily during the past four years, from 18% in 2002-2003 to 33% in 2005-2006.

Forty-eight percent of the survey respondents reported that they have changed their major at least once at BGSU. "I changed my major" (32%), "I worked while enrolled" (24%), and "the classes that I needed were not offered when I needed to take them" (21%) were the most often given reasons for 2005-2006 graduates

to take more than four years to get a Bachelor's Degree.

The 2005-2006 responding graduates had good perceptions of BGSU. The vast majority of them agreed that most faculty at BGSU are good teachers, and most staff members and students here are friendly and helpful. Eighty percent or more of them indicated that they were able to get into the courses required for their degree program and that most of classes at BGSU seemed relevant and applicable to their future. Two out of three of them reported that the information they received from their advisers was accurate and that their advisers showed concerns for their academic needs. Sixty percent or more of them felt that BGSU has placed the right **emphasis** on all the items of students educational and personal development listed in the questionnaire, and they have made great progress in these areas as well.

The majority of the 2005-2006 graduates were satisfied or very satisfied with their BGSU experiences. The areas that received the highest satisfaction ratings were library resources (97%), class size (95%), ease of access to instructors (95%), BGSU overall (95%), the overall quality of instruction (94%), computer resources (91%), feedback on assignments (90%), places to study (88%), and racial and ethnic diversity (87%). "I had an enjoyable and rewarding experience at BGSU" is the comment that was mentioned by the largest number of 2005-2006 responding graduates.

Although improvement were seen in career and future education preparation during the past four years, it remains the area that recent graduates most likely feel that BGSU could emphasis more in the future. **Other areas** that some students expressed their concerns were academic/career advising, class subject/quality/usefulness, and faculty/staff/teaching assistants.

The major limitations of this study were the low response rate (45%) 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.