

Report of the Results of the BGSU Graduating Senior Questionnaire, 2007

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ABSTRACT

This report describes the results of the Summer 2006, Fall 2006, and Spring 2007 administrations of the BGSU Graduating Senior Questionnaire (BGSQ). The BGSQ is designed to study graduating seniors' academic and social experiences at BGSU, their perceptions of the institution and satisfaction level with various programs and services provided by the University, and how much they have gained through the years that they have been here. Additional information such as graduates' college expenses, years of enrollment, and 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 has been reviewed by a wide audience. It has been used to collect graduating seniors' data ever since.

All seniors who scheduled for Summer 2006, Fall 2006 or Spring 2007 graduation were asked to complete the online BGSU Graduating Senior Questionnaire before graduation. One thousand one hundred and eleven students completed the survey, representing 37% of the 2006-2007 graduation class. This rate is lower than the one in 2005-2006 (45%) and in 2004-2005 (48%).

Out of the total 1,111 respondents, 859 of them provided their valid PID number, which allowed us to compare their demographic characteristics with all 2006-2007 graduating senior class. As shown in the table below, the survey respondents, in general, mirror the population in terms of race and college. Female respondents, however, were over represented.

	Survey Respondents	2006-07 Graduating Seniors
Gender:		
Female	63.3%	58.4%
Male	36.7%	41.6%
Race:		
Minorities	9.4%	8.4%
European-American	87.4%	87.9%
Other/Unknown	3.1%	3.6%
College:		
Arts and Sciences	31.8%	33.5%
Business Administration	14.0%	13.3%
Education and Human	30.5%	31.3%
Health and Human Services	9.5%	10.9%
Musical Arts	2.6%	1.6%
Technology	11.6%	9.6%

The 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 2006-2007 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 ...

	<u>1 Year or more</u>	<u>None</u>
live in a campus residence hall or house	75%	25%
live in an apartment or house near campus	81%	19%
live at least 5 miles away from BGSU and commute	32%	68%

The majority of the 2006-2007 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 three years or more 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?

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
None	53%	52%	55%
1	33%	34%	31%
2	9%	9%	9%
3 or more	6%	4%	5%

Forty-five percent of the 2006-2007 survey respondents reported that they have changed their major at least once during their BGSU years. Respondents in the College of Arts and Science as well as the College of Business Administration were more likely than the respondents in the other four colleges to claim that they have changed their major while they studied at BGSU.

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

	2004-05	2005-06	2006-07
work at a job off campus	72%	76%	72%
participate in volunteer/service work	66%	67%	65%
participate in an internship or co-op	55%	58%	58%
work at a job on campus	53%	53%	49%
participate in a social club, fraternity, or sorority	49%	52%	49%
serve as an officer in a social club, fraternity/sorority	32%	33%	29%
participate in a professional or student government org.	20%	20%	23%
participate in varsity/intercollegiate athletics	15%	15%	14%

The majority of graduating seniors have worked at a job either off campus or on campus while they enrolled at BGSU. They were more likely to be involved in volunteer/service work, an internship or co-op, or a social club/fraternity/sorority than to participate in varsity/intercollegiate athletics or a professional or student government organization.

Female respondents were more likely than male respondents to indicate that they have participated in volunteer/service work. Male graduates, on the other hands, were more likely to claim that they have participated in varsity/intercollegiate athletics. Compared with European-American graduates, minority graduates were more likely to have worked at a job on campus, but less likely to have worked at a job off campus. Among the graduates in the six colleges, graduates of the College of Business Administrations were least likely to have worked at a job on campus. While Technology graduates (94%) were most likely to say that they have participated in an internship or co-op, Arts and Sciences graduates were least likely to say so (35%). Graduates in both colleges, however, were less likely than the graduates in the other four colleges to report that they have participated in a professional or student government organization.

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)

	2004-05	2005-06	2006-07
Parents, relatives, friends	53%	54%	54%
Other college loan	34%	36%	37%
Other college grants or scholarships	23%	21%	25%
Savings from summer work	25%	24%	23%
Ford Direct Loan	26%	25%	20%
Off campus jobs	18%	17%	17%
Other loan	15%	15%	15%
Perkins Loan	15%	14%	15%
Other savings	14%	12%	15%
Pell Grant	13%	12%	14%
On campus jobs	8%	7%	6%
Ohio Instructional Grant	7%	7%	8%
Other than listed	6%	6%	8%

Other private grant	5%	4%	5%
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Family, other college loans, other college grants/scholarships, savings from summer work, and the Ford Direct Loan were the sources of financial support most often cited by BGSU graduates.

Male respondents were more likely than females to report that on average per year, \$1500 or more of their college expenses were covered from their summer work and off campus jobs. While European-American graduates were more likely to get financial support from their family and friends, minority graduates were more likely to receive support from the Pell Grant, Ohio instructional Grant, other college grants and scholarships, Perkins Loan, other college loan, and on campus jobs. Among the respondents in the six colleges, Musical Arts respondents were most likely to say that they received other college grants or scholarships for their college expenses. Technology graduates, however, were least likely to say so.

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

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Nothing	31%	31%	32%
Less than \$5,000	5%	5%	5%
\$5,000 - \$9,999	8%	7%	6%
\$10,000 - \$14,999	13%	10%	10%
\$15,000 - \$19,999	14%	15%	13%
\$20,000 or more	30%	33%	35%

Nearly seventy percent of the respondents owed some amount of student loans by the time they graduated from BGSU. The percentage of students who owe \$20,000 or more in student loans increased from 18% in 2002-2003 to 30% in 2004-2005 and 35% in 2006-2007.

ENROLLMENT INFORMATION

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

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Less than 4	19%	21%	23%
Four	41%	36%	36%
Between four and five	31%	32%	32%
More than five	8%	12%	9%

Fifty-nine percent 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 34% for the past three years. Male respondents and respondents in the College of Technology were more likely than females and respondents in the other five colleges to report that it took more than four years for them 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)

	04-05	05-06	06-07
I changed majors	34%	32%	32%
I was involved in coop/internships	17%	16%	23%
I worked while enrolled	23%	24%	22%
The classes that I needed were not offered when I needed to take them	19%	21%	21%
I received poor academic advising	16%	14%	18%
I was undecided about a major when I started	17%	16%	17%
My major takes more than four years to complete	17%	17%	15%
I dropped one or more classes because I was dissatisfied with the quality of instruction	11%	10%	11%
I chose not to enroll for one or more semesters	10%	12%	10%
I had family responsibilities while enrolled	12%	11%	9%
I had problems with the academic requirements for my major	7%	8%	8%
I commuted while enrolled	9%	9%	7%
I had financial problems	8%	8%	7%

I attended part-time	7%	8%	7%
I took classes unrelated to my major due to personal interest	6%	5%	7%
I had a double major	8%	6%	6%
I wanted to maintain or improve my grades	6%	6%	6%
I did not spend enough time studying	3%	4%	6%
I transferred to BGSU and needed different courses	17%	15%	5%
I wanted to have some free time	3%	4%	3%
I had to take developmental classes	2%	2%	3%

"I changed majors" remains the most often cited reason for 2006-2007 graduates to take more than four years to graduate, followed by "I was involved in coop/internships", "I worked while enrolled", and "the classes that I needed were not offered when I needed to take them" (see the table above). This year's graduating seniors were less likely to cite "I transferred to BGSU and needed different courses" as an important factor for them to take longer time to graduate than did the seniors in previous two years.

Female respondents were more likely to cite "I changed majors" as a reason for them to take more than four years to graduate, while males were more likely to say "I wanted to have some free time". Family responsibilities and financial difficulties were more likely to be claimed as the causes for minority students to take longer time to graduate than for European-American respondents. Minority students were also more likely than their counterparts to cite "I had problems with the academic requirements for my major" as a major reason for their extended undergraduate education.

Factors that were more often reported by respondents in one/some college(s) than the others as a major reason to extend their college education were:

- "I was involved in coop/internships" - for Technology students;
- "I had a double major" - for students in the College of Musical Arts and the College of Business Administration;
- "My major takes more than four years to complete" - for students in the College of Musical Arts and the College of Technology;
- "I was undecided about a major when I started" – for students in the College of Arts and Sciences, the College of Business Administrations, the College of Education and Human Development, and the College of Technology.

PERCEPTIONS OF THE INSTITUTION

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

	Agree/ Strongly Agree	Neutral	Disagree/ Strongly Disagree
I have participated in class discussions	93%	6%	1%
I have met with a faculty member outside of class to talk about questions/concerns over my class work.	91%	5%	4%
I have developed close personal relationships with other students at BGSU	90%	6%	4%
Most faculty at BGSU are friendly and helpful	88%	9%	3%
Most faculty and staff at BGSU seem generally interested in students	83%	13%	4%
I have talked about my career plans with a BGSU faculty or staff member	82%	10%	8%
Most other students at BGSU are friendly and helpful	80%	16%	4%
I am able to get into the courses required for my degree program	79%	14%	7%
It has been easy for me to get to know other students	78%	15%	7%
Most faculty at BGSU are good teachers	75%	18%	7%
I have participated in study groups	73%	15%	12%
Most of my classes at BGSU seem relevant and applicable to my future	69%	18%	13%
I have developed a close personal relationship with at least one faculty or staff member at BGSU	62%	14%	14%
I have become involved with activities on campus	61%	20%	19%
I have become involved with student organizations	59%	18%	23%
The information that I received from my adviser was accurate	57%	24%	19%
Most students at BGSU have values similar to my own	53%	30%	17%
My adviser showed concern for my academic needs	53%	23%	24%
I have attended cultural events on campus	52%	21%	27%
My adviser helped me explore and clarify my educational goals	46%	24%	29%

I have talked about personal problems with a BGSU faculty or staff member	46%	20%	34%
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* New category “neutral” has been added to 2006-2007 survey.

More than half of the 2006-2007 survey respondents agreed or strongly agreed with all the items listed in the table above other than “My adviser helped me explore and clarify my educational goals” and “I have talked about personal problems with a BGSU faculty or staff member.”

Females and minority respondents were more likely than males and European-American respondents to report that they have been involved with student organizations. Minority respondents were also more likely than their counterparts to participate in study groups and attend cultural events and other activities on campus.

Compared with respondents in other colleges,

- respondents in the College of Technology and the College of Health and Human Services were more likely to agree that their adviser showed concerns for their academic needs and helped them explore and clarify their educational goals;
- respondents in the College of Education and Human Development and the College of Health and Human Services were more likely to say that most other students at BGSU are friendly and helpful and most of their classes seem relevant and applicable to their future;
- respondents in the College of Health and Human Services were most likely to claim that they have attended cultural events on campus;
- Musical Arts respondents were most likely to agree that they have developed a close personal relationship with at least one faculty or staff member at BGSU and talked about personal problems with them as well; they, however, were least likely to agree that most students at BGSU have values similar to their own and that they have participated in study groups;
- respondents in the College of Business Administrations were least likely to talk about personal problems with a faculty or staff member at BGSU.

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")

	2004-2005	2005-2006	2006-2007
making connections between the classes I have taken	76%	78%	77%
making connections between things I have learned in class and other experiences in my life	73%	77%	76%
developing knowledge and skills applicable to a career	75%	77%	75%
understanding my own abilities, interests, and values	75%	76%	74%
being open to new ideas	77%	77%	73%
thinking critically	74%	75%	73%
making informed judgments	75%	74%	73%
writing effectively	70%	72%	69%
developing a better understanding of my career goals	70%	72%	69%
relating to others	72%	73%	68%
speaking effectively	67%	72%	66%
using computers	65%	67%	66%
solving problems	65%	67%	64%
being prepared for further education	60%	63%	63%
understanding cultural, racial, and gender differences and how they relate to me, my field of study, and my future career	58%	62%	60%

Sixty percent or more of the 2006-2007 graduates 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 writing and understanding cultural, racial, and gender differences and how they relate to them, their field of study, and their future career. Minority respondents were more likely than European-American respondents to claim that they learned a lot in terms of thinking

critically, using computers, being open to new ideas, making connections between the classes they have taken, developing a better understanding of their career goals as well as knowledge and skills applicable to a career.

Compared with the respondents in other colleges,

- respondents in the College of Education and Human Development, the College of Business Administration, and the College of Musical Arts were more likely to say that they gained a lot in speaking effectively;
- respondents in the College of Technology, the College of Business Administration, and the College of Education and Human Development were more likely to say that they gained a lot in using computers;
- respondents in the College of Education and Human Development and the College of Health and Human Services were more likely to think that they gained quite a bit or very much in understanding cultural, racial, and gender differences and how they relate to them, their field of study, and their future.
- Music Arts respondents were least likely to think that they have been prepared for further education;
- Arts and Sciences respondents were least likely to indicate that they have developed a better understanding of their career goals as well as knowledge and skills that are applicable to a career.

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		
04-05	05-06	06-07		04-05	05-06	06-07
60%	60%	61%	developing knowledge and skills applicable to a career	39%	39%	38%
64%	61%	62%	developing a better understanding of my career goals	36%	38%	38%
63%	63%	61%	being prepared for further education	36%	37%	37%
60%	62%	65%	speaking effectively	39%	37%	34%
62%	63%	66%	making connections between things I have learned in class and other experiences in my life	37%	36%	33%

61%	65%	66%	making connections between the classes I have taken	38%	34%	33%
65%	66%	67%	writing effectively	34%	32%	31%
67%	67%	71%	using computers	30%	31%	26%
71%	70%	70%	being open to new ideas	27%	29%	26%
68%	70%	72%	thinking critically	31%	28%	26%
71%	71%	74%	making informed judgements	29%	28%	25%
67%	69%	67%	understanding cultural/racial/gender differences and how they relate to me, my field of study, and my future career	26%	23%	24%
75%	75%	77%	solving problems	24%	24%	22%
78%	77%	76%	understanding my own abilities, interests, and values	21%	21%	21%
79%	78%	76%	relating to others	19%	21%	21%

More than sixty percent of the 2006-2007 respondents felt that BGSU has given the right emphasis to all the areas listed on the table above. Career and future education preparation, speaking and writing training, making connections between classes students have taken as well as between things students have learned in class and other experiences in their life remain the areas that BGSU could emphasize more in the future.

Male respondents were more likely than females to say that BGSU needs to emphasize more thinking critically and relating to others. While male respondents were more likely than their counterparts to report that BGSU needs to emphasize less understanding cultural/racial/gender differences and how they relate to them, their field of study, and their future career, minority respondents were more likely than their counterparts to feel that BGSU needs to place a greater emphasis on this area.

Graduates in the College of Arts and Sciences and the College of Business Administration were more likely than the graduates in the four other colleges to indicate that BGSU should emphasize more developing a better understanding of their career goals as well as knowledge and skills applicable to a career. While College of Business Administration graduates were most likely to say that BGSU should put more effort into making connections between the classes they have taken, College of Arts and Sciences graduates were most likely to feel that BGSU could emphasize more speaking effectively as well as understanding cultural/racial/gender differences and how they relate to them, their field of study, and their future career.

SATISFACTION WITH BGSU

Looking back at your overall experience at BGSU, how satisfied were you with ...*

	Satisfied or Very Satisfied	Neutral	Dissatisfied or Very Dissatisfied
the overall quality of instruction	86%	10%	4%
BGSU overall	85%	11%	4%
library resources	83%	15%	3%
class size	83%	15%	3%
ease of access to instructors	81%	16%	4%
computer resources	81%	13%	7%
feedback on assignments	73%	20%	7%
places to study	68%	22%	10%
racial and ethnic diversity	61%	31%	8%
career services	54%	34%	12%
the condition of buildings	54%	27%	19%
the availability of classes at times I needed them	54%	23%	23%
concern for me as an individual	52%	32%	15%
financial aid	51%	33%	16%
residence halls	50%	38%	12%
campus dining services	50%	31%	19%
helpfulness in preparing for employment	48%	31%	22%
the overall quality of academic advising	48%	25%	27%
helpfulness in preparing for further education	46%	38%	17%
service to commuters	33%	41%	26%

* New category “neutral” has been added to 2006-2007 survey.

Fifty percent or more of the 2006-2007 graduates were satisfied or very satisfied with most of the aspects of their educational and social experiences listed in the questionnaire (see table above), especially with the quality of instruction, class size, easy access to instructors, library and computer resources, and BGSU overall. The areas that recent graduates were less likely to be happy with were service to commuters, the overall quality of academic advising, helpfulness in preparing for employment and further education, and the availability of classes at the time they need them.

Male respondents were more likely to be satisfied with the helpfulness in preparing for their employment than were females. Female respondents, on the other hand, were more likely than their counterparts to be happy with campus dining services, places to study, computer and library resources, and services to commuters. While minority respondents were more likely to be satisfied with financial aid, European American respondents were more likely to be happy with the racial and ethnic diversity of BGSU.

Compared with the graduates in the other colleges,

- respondents in the College of Health and Human Services and the College of Technology were more likely to report that they are satisfied or very satisfied with the overall quality of academic advising;
- respondents in the College of Education and Human Development and the College of Health and Human Services were more likely to say that they were happy with the places to study and the services to commuters;
- respondents in the College of Education and Human Development, the College of Health and Human Services and the College of Musical Arts were more likely to indicate that they were satisfied with computer resources at BGSU;
- respondents in the College of Business Administrations, the College of Education and Human Development, and the College of Health and Human Services were more likely to report that they were satisfied with career services;
- Arts and Sciences respondents were least likely to be happy with helpfulness in preparing them for employment.

FURTHER EDUCATION PLANS

Which best describes your plans for further education after graduation?

	2004-2005	2005-2006	2006-2007
plan to earn a Master's or doctoral degree	54%	54%	55%
unsure of future education plans	24%	24%	24%
no plans for further college-level education	14%	14%	15%
plan to earn a medical, law, or other professional degree	5%	5%	4%
plan to complete more courses, but not towards a degree	2%	2%	2%
plan to earn another Bachelor's Degree	1%	1%	1%

Nearly 60% of the recent graduates planned to earn a graduate degree after they graduated from BGSU. Graduates in the College of Musical Arts and the College of Education and Human Development were more likely to be interested in pursuing a Master's or doctoral degree in the future than were the graduates in the four other colleges. Technology graduates were most likely to say that they had no plans for further college-level education.

COMMENTS AND SUGGESTIONS

Two hundred and forty-five students wrote comments and suggestions on the survey. The results are shown below.

SUBJECT	TOTAL
Good Experience:	
Overall, I had an excellent/rewarding experience at BGSU. Go, BGSU!	88
I had a good experience with faculty and staff members of BGSU.	28
I appreciated the academic programs or quality of education of BGSU	16
I had good experience with student organizations/clubs/activities	8
beautiful campus	2

Areas That Need To Be Improved:	
advisor/advising (better guidance for students; keeping students updated; respect students)	47
classes/courses/academic programs (subject; requirements; usefulness; less general education course; more online/new course)	40
faculty/staff (including administrators and TAs) (quality; respecting for students' opinion; lack of understanding; attitude; set higher standards for students)	38
parking/commuting (tickets; space; more lights for commuter parking lots; parking meters should accept dimes and nickels; shuttle services could be expanded)	19
facilities (update some buildings/desks/chairs, pave a sidewalk between the commuter lot by the Health ct. and the Business building; have cross walks along Mercer street)	11
services/activities/class schedule/study areas for non-traditional students and commuters	6
survey (too many; more open ended question type; questions for distance education students)	5
overall experience at BGSU was disappointed	5
more scholarships and financial aid available	5
residential living (too much noise and non punishment for it; the quality of hall directors/RAs; rules/regulations in Greek house)	4
help/honor transfer students	4
co-op office	4
gender/racial/cultural diversity	4
labs (size; regulations; equipments)	4
less money for sports more for student's education	4
dining services (price; choices; bring Wok back to the Union)	4
more computer available for students	3
registering for class/class availability	3
career services (positive support for those who are not in Business majors; get	3

more bigger players to come to the job fairs; worknet/resume approval process)	
USG	2
have an anonymous reporting system available for students to report their concerns	2
some first year programs should not be mandatory	2
Financial Aid Office	2
cut the cost/lower tuition	2
assisting students with job hunting/career development	2
Bursar's Office	2
communication/cooperation between offices/departments	1
more free speech spots available	1
Student Health plan	1
grading system lacks of + and – for GPA	1
tutoring service	1
emphasizing more on 4 years graduation	1
wishing BGSU has it's own nursing program	1
Blackboard (more information available; graduation process)	1
admissions (more selective)	1
end of term faculty evaluation (have open ended question; give more time to take it)	1
more student activities/events	1
bureaucracy	1

SUMMARY AND CONCLUSIONS

The results of 2006-2007 BGSU Graduating Senior Questionnaire are similar to those of previous years' survey results.

The majority of the 2006-07 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. About 60% of them plan to earn a graduate degree in the future.

Family remains the greatest source of financial support for BGSU graduates, followed by other college loans, other college grants/scholarships, savings from summer work, and Ford Direct Loans. Nearly 70% of the 2006-07 graduating seniors had some amount of debt by the time they graduated from BGSU. The percentage of graduates who reported having a debt of \$20,000 or more increased steadily during the past five years, from 18% in 2002-2003 to 30% in 2004-2005 and 35% in 2006-2007.

Forty-five percent of the survey respondents reported that they have changed their major at least once at BGSU. "I changed my major" (32%), "I was involved in coop/internships" (23%), "I worked while enrolled" (22%), and "the classes that I needed were not offered when I needed to take them" (21%) were the most often given reasons for 2006-2007 graduates to take more than four years to get a Bachelor's Degree.

The 2006-2007 responding graduates had good perceptions of BGSU. The majority of them agreed that most faculty members at BGSU are good teachers, and most staff members and students here are friendly and helpful. Two out of three 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. Nearly 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 gained very much or quite a bit in these areas as well.

The majority of the 2006-2007 graduates were satisfied or very satisfied with the overall quality of instruction, class size, ease of access to instructors, library and computer resources, and BGSU overall. "Overall, I had an excellent/rewarding experience at BGSU" is the comment that was mentioned by the largest number of 2006-2007 responding graduates.

Career and future education preparation remains the area that recent graduates most likely feel that BGSU could emphasize more in the future. Other areas in which students were more likely to express their concerns were academic/career advising, service to commuters, class subject/quality/usefulness, and faculty/staff member's quality as well as attitude towards students.

The major limitations of this study were the low response rate (37%) 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.