

# **Report of the Results of the BGSU Graduating Senior Questionnaire, 2008**

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## **ABSTRACT**

This report describes the results of the Summer 2007, Fall 2007, and Spring 2008 administrations of the BGSU Graduating Senior Questionnaire (BGSQ). The BGSQ is designed to study graduating seniors' academic and social experiences at BGSU, perception of the institution, satisfaction level with various programs and services provided by the University, and how much they have gained through their BGSU education. 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 perception 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's 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 scheduled for Summer 2007, Fall 2007 or Spring 2008 graduation were asked to complete the online BGSU Graduating Senior Questionnaire before they left the campus. One thousand two hundred and six students completed the survey, which represents 38% of the 2007-2008 graduation class. The response rate is slightly higher than the one in 2006-2007 (37%), but lower than the one in 2005-2006 (45%) and in 2004-2005 (48%).

Out of the total 1,206 respondents, 1,003 of them provided valid PID number, which allowed us to compare their demographic characteristics with all 2007-2008 graduating seniors. 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.

	<b>Survey Respondents</b>	<b>2007-08 Graduating Seniors</b>
<b>Gender:</b>		
Female	65%	59%
Male	35%	41%
<b>Race:</b>		
Minorities	9.8%	9.6%
European-American	86.8%	86.2%
Other/Unknown	3.4%	4.2%
<b>College:</b>		
Arts and Sciences	38.1%	36.4%
Business Administration	14.4%	14.1%
Education and Human	26.7%	30.0%
Health and Human Services	10.4%	9.6%
Musical Arts	2.0%	1.8%
Technology	8.5%	8.1%

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 2007-2008 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	80%	20%
live in an apartment or house near campus	81%	19%
live at least 5 miles away from BGSU and commute	30%	70%

The majority of the 2007-2008 survey respondents indicated that they were living on campus or near campus during their enrollment at BGSU. Minority students and students in the College of Musical Arts were more likely to live on campus for three years or more than European-American students and students in the five other colleges. Male students were more likely than female students to spend three years or more living in an apartment or house near campus.

### How many times have you changed your major?

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
None	52%	55%	53%
1	34%	31%	31%
2	9%	9%	9%
3 or more	4%	5%	6%

Forty-six percent of the 2007-2008 survey respondents reported that they have changed major at least once during their BGSU years. Respondents in the College of Musical Arts and the College of Technology were less likely than the respondents in the other colleges to claim that they have changed their major while they studied at BGSU.

### While enrolled at BGSU, did you ever ... (Percentage of participants who answered "Yes")

	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
work at a job off campus	76%	72%	74%
participate in volunteer/service work	67%	65%	65%
participate in an internship or co-op	58%	58%	58%
work at a job on campus	53%	49%	52%
participate in a social club, fraternity, or sorority	52%	49%	52%
serve as an officer in a social club, fraternity/sorority	33%	29%	33%
participate in a professional or student government org.	20%	23%	20%
participate in varsity/intercollegiate athletics	15%	14%	15%

The majority of the survey respondents reported that have worked while they enrolled at BGSU. They were also 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/student government organization.

Female respondents and respondents in the College of Health and Human Services were more likely than their counterparts to say that they have participated in volunteer/service work. Females were also more likely than males to be a member of a social club or Greek Life. Minority respondents and respondents in the College of Arts and Sciences were more likely to have worked at a job on campus when compared them with their comparison group. While Technology graduates were most likely to be in an internship or co-op, they were least likely to be in a social club, fraternity, or sorority.

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

	2005-06	2006-07	2007-08
Parents, relatives, friends	54%	54%	54%
Other college loan	36%	37%	39%
Other college grants or scholarships	21%	25%	34%
Savings from summer work	24%	23%	25%
Ford Direct Loan	25%	20%	19%
Off campus jobs	17%	17%	18%
Other loan	15%	15%	16%
Perkins Loan	14%	15%	14%
Other savings	12%	15%	15%
Pell Grant	12%	14%	15%
On campus jobs	7%	6%	8%
Ohio Instructional Grant	7%	8%	7%
Other than listed	6%	8%	5%
Other private grant	4%	5%	6%

Family and other college loans/grants/scholarships were the sources of financial support most often cited by BGSU graduates.

Compared with the graduates in previous two years, recent graduates, especially females, were more likely to cite other college grants and scholarships as one of their important finance sources. Males, on the other hand, were more likely to say that around \$1500 or more of their yearly college expenses were covered from summer work. Male respondents were also more likely than their counterpart to get support from Other Savings. While European-American graduates were more likely to get financial support from family and friends, minority graduates were more likely to receive support from Pell Grant, Ohio instructional Grant, other college grants and scholarships, Ford Direct Loan, and Perkins Loan. Among the respondents in the six colleges, Technology graduates were least likely to say that they received \$1500 or more of other college grants or scholarships per year for their college expenses.

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

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
Nothing	31%	32%	31%
Less than \$5,000	5%	5%	4%
\$5,000 - \$9,999	7%	6%	6%
\$10,000 - \$14,999	10%	10%	10%
\$15,000 - \$19,999	15%	13%	12%
\$20,000 or more	33%	35%	38%

Nearly seventy percent of the respondents claimed that they 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 33% in 2005-2006 and 38% in 2007-2008. Compared with European-American graduates, minority graduates were more likely to owe student loans.

**ENROLLMENT INFORMATION**

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

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
Less than four years	21%	23%	18%
Four years	36%	36%	47%
Between four and five years	32%	32%	26%
More than five years	12%	9%	9%

Sixty-five 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 has been about 34% for the past five years. Female respondents were more likely than male respondents to graduate from BGSU in four years or less.

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

	05-06	06-07	07-08
I changed majors	32%	32%	39%
I worked while enrolled	24%	22%	22%
The classes that I needed were not offered when I needed to take them	21%	21%	22%
I received poor academic advising	14%	18%	22%
I was involved in coop/internships	16%	23%	16%
I was undecided about a major when I started	16%	17%	13%
My major takes more than four years to complete	17%	15%	13%
I had family responsibilities while enrolled	11%	9%	13%
I chose not to enroll for one or more semesters	12%	10%	11%
I dropped one or more classes because I was dissatisfied with the quality of instruction	10%	11%	9%
I commuted while enrolled	9%	7%	9%
I had problems with the academic requirements for my major	8%	8%	8%
I had financial problems	8%	7%	8%
I took classes unrelated to my major due to personal interest	5%	7%	8%
I attended part-time	8%	7%	7%
I wanted to maintain or improve my grades	6%	6%	7%
I had a double major	6%	6%	6%
I did not spend enough time studying	4%	6%	6%
I transferred to BGSU and needed different courses	15%	5%	5%
I wanted to have some free time	4%	3%	4%
I had to take developmental classes	2%	3%	3%

Changing major remains the most often cited reason for 2007-2008 graduates to take more than four years to graduate, followed by working while enrolled, necessary classes were unavailable

when interested, and poor academic advising (see the table above).

Female respondents were more likely to report that changing major and family responsibilities were the reasons why they took more than four years to graduate. Male respondents, on the other hand, were more likely to cite “I had problems with the academic requirements for my major”, “I did not spend enough time studying”, “I had to take developmental classes”, and “I wanted to have some free time” as the causes for extended enrollment. Other than problems with major requirements and wanted to have more free time, financial difficulties was also a reason for minority students to take longer time to graduate.

Factor(s) that were more often reported by respondents in one/some college(s) than the others as a reason for taking five years or longer to get a Bachelor’s degree were:

- “I changed majors” – for students in the College of Arts and Sciences and the College of Health and Human Services
- “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 worked while enrolled” – for students in the College of Technology and the College of Arts and Sciences;
- “I commuted while enrolled” – for students in the College of Health and Human Development;

## **PERCEPTIONS OF THE INSTITUTION**

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

	<b>2006-07</b>	<b>2007-08</b>
I have participated in class discussions	93%	93%
I have met with a faculty member outside of class to talk about questions/concerns over my class work.	91%	90%
I have developed close personal relationships with other students at BGSU	90%	90%
Most faculty at BGSU are friendly and helpful	88%	88%
Most faculty and staff at BGSU seem generally interested in students	83%	81%

I have talked about my career plans with a BGSU faculty or staff member	82%	81%
Most offices and staff at BGSU are friendly and helpful	N/A	81%
I am able to get into the courses required for my degree program	79%	80%
Most other students at BGSU are friendly and helpful	80%	79%
It has been easy for me to get to know other students	78%	77%
Most faculty at BGSU are good teachers	75%	74%
I have participated in study groups	73%	72%
I have developed a close personal relationship with at least one faculty or staff member at BGSU	62%	71%
Most of my classes at BGSU seem relevant and applicable to my future	69%	67%
I have become involved with activities on campus	61%	63%
I have become involved with student organizations	59%	60%
The information that I received from my adviser was accurate	57%	59%
Most students at BGSU have values similar to my own	53%	56%
My adviser showed concern for my academic needs	53%	54%
I have attended cultural events on campus	52%	53%
I have talked about personal problems with a BGSU faculty or staff member	46%	50%
My adviser helped me explore and clarify my educational goals	46%	48%

\*The category “neutral” has been added to survey since 2006

More than half of the 2007-2008 survey respondents agreed or strongly agreed with all the items listed in the survey 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 were more likely than males to report that they have been involved with activities on campus. Minorities were more likely than European-Americans to say that they have attended cultural events on campus and talked about personal problems with a BGSU faculty or staff member. 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 Health and Human Services were also most likely to point out that they have received accurate information from their adviser. While Musical Arts respondents were most likely to involve with cultural events and activities on



campus and develop a close personal relationship with at least one faculty or staff member at BGSU, they were least likely to share similar values with others. Respondents in the College of Arts and Sciences and the College of Business Administration were less likely to say 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 "Very Much" or "Quite a Bit")**

	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
making connections between the classes I have taken	78%	77%	76%
developing knowledge and skills applicable to a career	77%	75%	75%
being open to new ideas	77%	73%	75%
thinking critically	75%	73%	75%
making informed judgments	74%	73%	75%
making connections between things I have learned in class and other experiences in my life	77%	76%	74%
understanding my own abilities, interests, and values	76%	74%	73%
writing effectively	72%	69%	70%
developing a better understanding of my career goals	72%	69%	70%
relating to others	73%	68%	68%
speaking effectively	72%	66%	67%
solving problems	67%	64%	66%
using computers	67%	66%	64%
being prepared for further education	63%	63%	64%
understanding cultural, racial, and gender differences and how they relate to me, my field of study, and my future career	62%	60%	62%

Sixty-two percent or more of the 2007-2008 graduates reported that they have gained quite a bit or very much towards various educational and personal goals as a result of their BGSU education (see table above).

Females, European-Americans, and respondents in the College of Health and Human Services were more likely than their counterparts to claim that BGSU has prepared them for further education. Females and respondents in the College of Health and Human Services were also more likely to indicate that they have gained quite a bit or very much in making connections between things they have learned in class and other experiences in their life. Compared with the respondents in other colleges, respondents in the College of Arts and Sciences and the College of Business Administration were less likely to agree that they have gained a lot in developing a better understanding of their career goals as well as knowledge and skills applicable to a career. Musical Arts and Technology respondents were less likely to say that they have learned a lot in making connections between the classes they have taken. In addition, 20% of the Musical Arts respondents pointed out that they have gained very little in effective speaking and writing comparing with 10% or less of the respondents in the other five colleges.

## EMPHASIS

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

About the Right Emphasis				Need to Emphasize More		
05-06	06-07	07-08		05-06	06-07	07-08
61%	62%	57%	developing a better understanding of my career goals	38%	38%	42%
60%	61%	58%	developing knowledge and skills applicable to a career	39%	38%	41%
63%	61%	59%	being prepared for further education	37%	37%	39%
62%	65%	62%	speaking effectively	37%	34%	37%
63%	66%	63%	making connections between things I have learned in class and other experiences in my life	36%	33%	36%
65%	66%	63%	making connections between the classes I have taken	34%	33%	36%
66%	67%	65%	writing effectively	32%	31%	33%
70%	72%	70%	thinking critically	28%	26%	28%
71%	74%	72%	making informed judgements	28%	25%	28%

67%	71%	70%	using computers	31%	26%	27%
70%	70%	69%	being open to new ideas	29%	26%	27%
69%	67%	64%	understanding cultural/racial/gender differences and how they relate to me, my field of study, and my future career	23%	24%	25%
75%	77%	75%	solving problems	24%	22%	24%
77%	76%	74%	understanding my own abilities, interests, and values	21%	21%	24%
78%	76%	74%	relating to others	21%	21%	23%

Roughly two-thirds of the 2007-2008 respondents felt that BGSU has given the right emphasis to all the areas listed on the table above. Career and future education preparation, training in effective speaking and writing, and making connections between classes students have taken as well as between things students have learned in class and other experiences in their life are the areas that BGSU could emphasize more in the future.

Male respondents were more likely than females to feel that BGSU could emphasize critical thinking and informed judgments more. Female respondents, on the other hand, were more likely to indicate that BGSU could focus more understanding cultural/racial/gender differences and how they relate to them, their field of study, and their future career. While European American respondents wanted BGSU to pay more attention to effective speaking, minority respondents would like BGSU to stress more in the areas of problems solving, further education preparation, and understanding cultural/racial/gender differences and how they relate to them, their field of study, and their future career.

The differences between colleges are:

- Arts and Sciences, Business Administration, and Musical Arts : focusing more in “thinking critically” and “making connections between the classes students have taken”
- Business Administration : focusing more in “making connections between things students have learned in class and other experiences in their life”
- Arts and Sciences, and Musical Arts: focusing more in “making informed judgments” and “being prepared for further education”
- Arts and Sciences, and Business Administration: focusing more in “relating to other”, “developing a better understanding of career goals”, and “developing knowledge/skills applicable to a career”
- Arts and Sciences: focusing more in understanding cultural/racial/gender differences and how they relate to students, their field of study, and their future career

## SATISFACTION WITH BGSU

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

	<b>Satisfied or Very Satisfied</b>		<b>Neutral</b>	<b>Dissatisfied or Very Dissatisfied</b>
	<b>06-07</b>	<b>07-08</b>	<b>07-08</b>	<b>07-08</b>
the overall quality of instruction	86%	83%	12%	4%
BGSU overall	85%	83%	12%	6%
library resources	83%	83%	14%	3%
class size	83%	82%	14%	4%
ease of access to instructors	81%	81%	16%	4%
computer resources	81%	76%	14%	10%
feedback on assignments	73%	76%	19%	6%
places to study	68%	71%	20%	9%
racial and ethnic diversity	61%	63%	28%	9%
career services	54%	55%	33%	12%
the availability of classes at times I needed them	54%	55%	22%	23%
concern for me as an individual	52%	54%	31%	15%
the overall quality of academic advising	48%	52%	22%	26%
financial aid	51%	51%	33%	16%
residence halls	50%	51%	33%	16%
the condition of buildings	54%	49%	29%	22%
campus dining services	50%	48%	29%	23%
helpfulness in preparing for further education	46%	48%	35%	17%
helpfulness in preparing for employment	48%	47%	30%	23%
service to commuters	33%	35%	40%	25%

\* The category “neutral” has been added to the survey since 2006.

More than 50% of the 2007-2008 graduates were satisfied or very satisfied with most of the aspects of their educational and social experiences listed in the questionnaire (see the table above), especially with the quality of instruction, class size, easy access to instructors, library resources, and BGSU overall. Twenty two percent or more of the recent graduates expressed their dissatisfaction with the overall quality of academic advising, service to commuters, the availability of classes at the time they need them, helpfulness in preparing for employment, campus dining services, and the condition of buildings.

Male respondents were less likely to be satisfied with the condition of buildings, residence halls, and campus dining services than were female respondents. While minority respondents were more likely to be satisfied with computer resources, European American respondents were more likely to be happy with the racial and ethnic diversity of BGSU.

Compared with the respondents in the other colleges,

- 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 be satisfied with career services;
- respondents in the College of Education and Human Development and the College of Health and Human Services were more likely to be happy with the residence halls and campus dining services;
- Musical Arts respondents were more likely to claim that they were satisfied with the overall quality of instruction;
- Health and Human Services respondents were more likely to indicate that they were happy with the overall quality of academic advising;
- Respondents in the College of Technology and the College of Arts and Sciences were less likely to be satisfied with the condition of buildings;
- Arts and Sciences respondents were less likely to be happy with concerning for them as an individual, and helpfulness in preparing them for employment.

## **FURTHER EDUCATION PLANS**

**Which best describes your plans for further education after graduation?**

	<b>2005- 2006</b>	<b>2006- 2007</b>	<b>2007- 2008</b>
plan to earn a Master's or doctoral degree	54%	55%	53%

unsure of future education plans	24%	24%	22%
no plans for further college-level education	14%	15%	16%
plan to earn a medical, law, or other professional degree	5%	4%	5%
plan to complete more courses, but not towards a degree	2%	2%	3%
plan to earn another Bachelor's Degree	1%	1%	2%

About 60% of the recent graduates had planed to earn an advanced degree after they graduate from BGSU. Females and graduates in the College of Musical Arts, the College of Health and Human Services, and the College of Education and Human Development were more likely to report that they were interested in pursuing a Master's degree or higher in the future than were males and graduates in the three other colleges.

### COMMENTS AND SUGGESTIONS

Comments and suggestions that were written by four hundred students are cataloged as below.

SUBJECT	TOTAL
<b>Good Experience with:</b>	
BGSU overall	90
people at BGSU (faculty, staff, students)	35
academic programs/classes/internships	15
student organizations/clubs/activities/services	9
academic scholarship	1
campus food/meal plan	1
diversity	1
first year program	1
voicing my concerns	1

<b>Areas that need to be improved:</b>	
Academic advising (constantly changing of staff; conflicting information; some staff are not knowledgeable; service )	65
Academic programs/courses/academic polices (some course contents are overlapped; changing program/course requirements; emphasizing basic math and sciences in curriculum; too many courses taught by GAs; student could retake the same course multiple times; changing required general education courses; class size; availability of class; a special course that teaches student how to apply graduate school; adding more credit hours for Lab class; more online course available)	34
Faculty/GAs (caring more about students' opinion, feeling, and special needs; quality of teaching; quality of visiting professors; updating knowledge)	31
Career (more courses applicable to future career; career advising; helping with job searching)	30
Facilities (updating/repairing buildings, labs, parking lots; adding more study areas on campus; more computers available to students; landscaping)	25
Parking (reducing parking fee for carpooler; fine is too high; more spots available)	22
I am disappointed with my experience at BGSU	15
Spending (distributing more money into academics programs, scholarships, facility updating, and any areas that <b>all</b> students could be benefited with)	14
Office services	12
Quality of overall education (students seemed not to be motivated to be the best; admission standard is somewhat low and is hurting the overall quality of the University; I still feel unprepared even I got my degree)	11
The University should focus more on students' needs and respect their opinions/values as well.	10
Questionnaire (questions should be more specific for certain major/course/people)	9
Dinning Services (food price is too high; increasing food verity; outside food for events should be allowed)	8
Staffs/administrators	7
Services/policies for commuters/no-traditional students (more online and evening classes available; providing a good support system; parking; new class attendance policy)	7

Diversity	6
Meal plan	5
Co-ops (I didn't get too much help from the office; no pay for attending it; low the number of co-ops students are required to attend)	5
School spirit/ pride (not only in Athletics but overall; having more campus wide student activities to promote school pride)	4
Lower all the costs	4
Bookstore (too expensive; book returning policy)	4
Housing (house for married couple; a new dorm for graduate students; assigning roommate according to students' needs)	3
UGS	2
New way to distribute financial aid	2
Keeping St. Patrick's day as a holiday	1
Extending computer lab hours	1
Expanding campus escort service	1
Emphasize campus involvement	1
Communications between departments/offices	1
Commencement (more tickets; Anderson is inadequate for commencement needs)	1
BGSU needs to do deep self-analysis	1

## SUMMARY AND CONCLUSIONS

The results of 2007-2008 BGSU Graduating Senior Questionnaire are similar to those of last year's.

The majority of the 2007-08 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 had planned to earn a graduate degree in the future.

Family remains the greatest source of financial support for BGSU graduates, followed by other college loans/grants/scholarships, and savings from summer work. About two thirds of the 2007-08 graduating seniors owe some amount of loans, and the percentage of graduates who reported having a debt of \$20,000 or more increased steadily during the past several years, from 18% in 2002-2003 to 33% in 2005-2006 and 38% this year.

Forty-seven percent of the recent graduates reported that they have changed their major at least once at BGSU. "I changed my major" (39%), "I worked while enrolled" (22%), "the classes that I needed were not offered when I needed to take them" (22%), and "I received poor academic advising" (22%) were the most often given reasons for them to take more than four years to get a Bachelor's Degree.

The 2007-2008 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. Eighty percent or more of them indicated that they 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. Two thirds of them pointed out 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. About 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 that they have gained very much or quite a bit in these areas as well.

Academic advising, career and further education preparation are the areas that BGSU could emphasize more in the future. Some students also expressed their concerns with service to commuters, the conditions of buildings, and campus dining services.

The major limitations of this study were the low response rate (38%) 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.