

Report of the Results of the BGSU Graduating Senior Questionnaire, 2010

Abstract	1
Background and Methodology	1
Results:	
Academic, Social, and Financial Information	3
Enrollment Information	6
Perceptions of the Institution	9
Educational and Personal Gains	10
Emphasis	12
Satisfaction with BGSU	13
Further Plans	15
Comments	16
Summary and Conclusions	19

ABSTRACT

This report describes the results of the Summer 2009, Fall 2009, and Spring 2010 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 education at BGSU. Additional information such as sources of financial support, years of enrollment, and further plans after graduation 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 plans after graduation 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 students' outcomes. Since no single commercially-available questionnaire would provide the data specifically needed by BGSU in a time 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 2009, Fall 2009, or Spring 2010 graduation were asked to complete the online BGSU Graduating Senior Questionnaire before they left the campus. One thousand one hundred and eighty students completed the survey, which represents 39% of the 2009-2010 graduating senior class. The response rate is slightly higher than the ones in 2008-2009 (36%) and in 2007-2008 (38%).

Out of the total 1,180 respondents, 913 of them provided valid PID number, which allows us to compare their demographic characteristics with all 2009-2010 graduating seniors. As shown in the table below, in general, the survey respondents mirror the population in terms of race and college. Female respondents, however, were over-represented.

	Survey Respondents	2009-2010 Graduating Seniors
Gender:		
Female	66.3%	57.1%
Male	33.7%	42.9%
Ethnicity:		
Minorities	11.8%	14.0%
European-American	84.3%	82.2%
Other/Unknown	3.8%	3.8%
College:		
Arts and Sciences	38.8%	39.4%
Business Administration	13.3%	12.4%
Education and Human	30.2%	28.0%
Health and Human Services	9.4%	10.6%
Musical Arts	2.7%	1.7%
Technology	5.6%	7.9%

The BGSQ results were analyzed by noting the percentages of participants who chose a certain response 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 2009-2010 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	78%	22%
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 2009-2010 graduating seniors were living on campus or near campus while they studied at BGSU. Minority students were more likely than European-American students to spend three years or more living on campus. Male students were more likely than female students to spend three years or more living in an apartment or house near campus. Among the students in the six colleges, Musical Arts students were least likely to commute.

How many times have you changed your major?

	2007-08	2008-09	2009-10
None	53%	53%	57%
1	31%	34%	29%
2	9%	9%	9%
3 or more	6%	5%	5%

Forty-three percent of the 2009-2010 survey respondents reported that they have changed major at least once during their BGSU years. Compared with the students in the other colleges, Musical Arts students were least likely to change major.

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

	2007-08	2008-09	2009-10
participate in volunteer/service work	65%	65%	68%
work at a job off campus	74%	71%	67%
participate in an internship or co-op	58%	57%	57%
work at a job on campus	52%	49%	52%
participate in a social club, fraternity, or sorority	52%	52%	52%
serve as an officer in a social club, fraternity/sorority	33%	32%	34%
participate in a professional or student government org.	20%	19%	21%
participate in varsity/intercollegiate athletics	15%	15%	16%

The majority of the BGSU graduates have worked at a job while they were enrolled at BGSU. They were more likely to be involved with volunteer/service work, an internship or co-op, or a social club/fraternity/sorority than to participate in athletics activities or a professional/student government organization.

Males were more likely than females to participate in varsity/intercollegiate athletics. Females, on the other hand, were more likely than their counterparts to participate in volunteer/service work, and have an on campus or off campus job. While European American students were more likely to work at a job off campus, minority students were more likely to work at a job on campus. Minority students were also more likely to do volunteer work as well as an internship or co-op.

Compared with the respondents in the other colleges, respondents in the College of Arts and Sciences and the College of Technology were more likely to have worked at a job on campus; Respondents in the College of Technology, the College of Education and Human Development, and the College of Business Administration were more likely to have done an internship or co-op. Respondents in the College of Health and Human Services, the College of Education and Human Development, the College of Business Administration, and the College of Arts and Sciences were more likely to have participated in volunteer/service work.

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)

	2007-2008	2008-2009	2009-2010
Parents, relatives, friends	54%	51%	46%
Other college loan	39%	42%	42%
Other college grants or scholarships	34%	32%	39%
Savings from summer work	25%	23%	22%
Pell Grant	15%	15%	19%
Ford Direct Loan	19%	17%	17%
Other loan	16%	19%	19%
Off campus jobs	18%	18%	16%
Other savings	15%	15%	15%
Perkins Loan	14%	10%	10%
Ohio College Opportunity Grant (formal Ohio Instructional Grant)	7%	7%	10%
On campus jobs	8%	8%	9%
Other private grant	6%	6%	9%
Other than above	5%	7%	7%

Like the seniors in 2007-2008 and 2008-2009, 2009-2010 graduating seniors were most likely to cite family (parents, relatives, and friends) and other college loans/grants/scholarships as the major sources of financial support. The percentage of seniors who reported to receive \$1500 or more from their families, however, decreased from 54% to 46% in past three years. BGSU students have become more and more likely to depend on loans and grants/scholarships to support their education.

Female students were more likely than male students to cite other college grants and scholarships as one of their important finance sources. While minority students were more likely to receive funds from grants, loans and scholarships (such as Pell Grant, Ohio College Opportunity Grant, other college grants or scholarships, Ford Direct Loan, and Perkins Loan), European American students were more likely to get help from their family and other savings. Among the students in the six colleges, Musical Arts students were most likely to receive funds from other college

grants and scholarship, but least likely to get support from savings from summer work and off campus job.

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

	2007-2008	2008-2009	2009-2010
Nothing	31%	28%	27%
Less than \$5,000	4%	4%	4%
\$5,000 - \$9,999	6%	7%	7%
\$10,000 - \$14,999	10%	10%	8%
\$15,000 - \$19,999	12%	11%	10%
\$20,000 or more	38%	40%	44%

More than seventy percent of the recent graduates 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 38% in 2007-2008 and 44% in 2009-2010. Minority students were more likely to owe some kind of loans than were European American students.

ENROLLMENT INFORMATION

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

	2007-2008	2008-2009	2009-2010
Less than four years	18%	18%	20%
Four years	47%	42%	43%
Between four and five years	26%	31%	29%
More than five years	9%	9%	9%

Sixty-three percent of the 2009-2010 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 was around 35% in past two years. Female respondents as well as respondents in the College of Health and Human Services and the College of Musical Arts were more likely to report that they graduated from BGSU in four years or less.

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

	Major Reasons			Minor Reasons
	07-08	08-09	09-10	09-10
I changed majors	39%	37%	38%	20%
I worked while enrolled	22%	25%	20%	28%
My major takes more than four years to complete	13%	13%	18%	13%
The classes that I needed were not offered when I needed to take them	22%	19%	17%	22%
I was involved in coop/internships	16%	15%	17%	12%
I received poor academic advising	22%	19%	16%	23%
I was undecided about a major when I started	13%	15%	14%	14%
I had family responsibilities while enrolled	13%	13%	11%	8%
I had problems with the academic requirements for my major	8%	10%	11%	15%
I dropped one or more classes because I was dissatisfied with the quality of instruction	9%	9%	11%	25%
I took classes unrelated to my major due to personal interest	8%	8%	11%	22%
I chose not to enroll for one or more semesters	11%	13%	7%	6%
I had financial problems	8%	9%	7%	10%
I commuted while enrolled	9%	7%	7%	11%
I had a double major	6%	6%	7%	3%
I wanted to maintain or improve my grades	7%	5%	7%	19%
I attended part-time	7%	8%	6%	7%
I transferred to BGSU and needed different courses	5%	4%	6%	5%
I did not spend enough time studying	6%	6%	5%	18%
I wanted to have some free time	4%	3%	3%	16%
I had to take developmental classes	3%	3%	3%	7%

Reasons other than above (2009-2010): study abroad, military service/deployments, add a minor/second degree, sports, health/personal problems, family issue, over involvement with student organizations.

“I changed majors” and “I worked while enrolled” remain the most often cited reasons for 2009-2010 graduates who took more than four years to get a Bachelor’s degree.

Factor(s) that were more often reported by one group of respondents than the other(s) as the reason(s) for taking five years or more to graduate were:

- Female respondents – “ I had family responsibilities while enrolled”;
- Male respondents - “I was involved in coop/internships”, "I wanted to have some free time".
- Minority respondents – “I did not spend enough time studying”, “I dropped one or more classes because I was dissatisfied with the quality of instruction”.
- Respondents in the College of Arts and Sciences - “I worked while enrolled”, “I chose not to enroll for one or more semesters”, “I did not spend enough time studying”;
- Respondents in the College of Business Administration - “I was involved in coop/internships”;
- Respondents in the College of Education and Human Development - “My major takes more than four years to complete”;
- Respondents in the College of Health and Human Services - “I was involved in coop/internships”, “I chose not to enroll for one or more semesters”;
- Respondents in the College of Musical Arts - “I had a double major”, “My major takes more than four years to complete”;
- Respondents in the College of Technology - “I worked while enrolled”, “My major takes more than four years to complete”, “I was involved in coop/internships”.

PERCEPTIONS OF THE INSTITUTION

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

	2007-2008	2008-2009	2009-2010
I have participated in class discussions	93%	94%	92%
I have developed close personal relationships with other students at BGSU	90%	88%	90%
I have met with a faculty member outside of class to talk about questions/concerns over my class work.	90%	89%	88%
Most faculty at BGSU are friendly and helpful	88%	88%	88%
Most faculty and staff at BGSU seem generally interested in students	81%	82%	82%
I am able to get into the courses required for my degree program	80%	77%	82%
I have talked about my career plans with a BGSU faculty/staff member	81%	81%	81%
Most other students at BGSU are friendly and helpful	79%	79%	79%
Most offices and staff at BGSU are friendly and helpful	81%	77%	78%
It has been easy for me to get to know other students	77%	76%	76%
Most faculty at BGSU are good teachers	74%	75%	76%
I have participated in study groups	72%	73%	72%
I have developed a close personal relationship with at least one faculty or staff member at BGSU	71%	72%	72%
I have become involved with activities on campus	63%	64%	68%
Most of my classes at BGSU seem relevant and applicable to my future	67%	64%	67%
I have become involved with student organizations	60%	59%	65%
The information that I received from my adviser was accurate	59%	58%	60%
My adviser showed concern for my academic needs	54%	54%	56%
I have attended cultural events on campus	53%	54%	55%
Most students at BGSU have values similar to my own	56%	52%	53%

My adviser helped me explore and clarify my educational goals	48%	46%	51%
I have talked about personal problems with a BGSU faculty or staff member	50%	45%	47%

More than half of the 2009-2010 survey respondents agreed or strongly agreed with almost all the items that were listed in the survey except “I have talked about personal problems with a BGSU faculty or staff member.”

Females were more likely than males to report that they have attended cultural events on campus and talked about personal problems with a faculty or staff member. Minority students were more likely than European-American students to say that they have participated in study groups and student organizations, and involved with cultural events and other activities on campus.

Compared with students in the other colleges, students in the College of Arts and Sciences and the College of Health and Human Services were less likely to claim that they have become involved with campus activities; Students in the College of Technology, the College of Health and Human Services, and the College of Business Administration were more likely to report that they have received accurate information from their adviser; Students in the College of Technology and the College of Health and Human Services were also more likely to say that their adviser not only showed concern for their academic needs but also helped them exploring and clarifying their educational goals. While Musical Arts students were least likely to agree that they have participated in study groups, they were most likely to report that they have talked about personal problems and career plans with a faculty or staff member and developed a close personal relationship with them as well.

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")

	2007-2008	2008-2009	2009-2010
making connections between the classes I have taken	76%	74%	76%
developing knowledge and skills applicable to a career	75%	76%	74%
being open to new ideas	75%	74%	74%
thinking critically	75%	74%	74%
making informed judgments	75%	73%	74%
making connections between things I have learned in class and other experiences in my life	74%	73%	74%

understanding my own abilities, interests, and values	73%	72%	72%
developing a better understanding of my career goals	70%	71%	69%
writing effectively	70%	71%	68%
relating to others	68%	67%	67%
speaking effectively	67%	67%	65%
solving problems	66%	64%	64%
being prepared for further education	64%	62%	63%
understanding cultural, racial, and gender differences and how they relate to me, my field of study, and my future career	62%	61%	63%
using computers	64%	65%	60%

The majority of the 2009-2010 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).

Minority students were more likely than European-American students to indicate that they have gained a lot in being open to new ideas, relating to others, speaking effectively, using computers, understanding their own abilities/interests/values, and understanding cultural, racial, and gender differences and how they relate to themselves, their field of study, and their future career.

Among the students in the six colleges, Arts and Sciences students were least likely to feel that the BGSU education has helped them to develop the knowledge and skills that are applicable to a career; Technology students were least likely to feel that they have gained a lot in speaking effectively; and Musical Arts students were least likely to say that they have learned a great deal of skills in using computers, relating to others, making informed judgments, and making connections between the things they have learned in class and other experiences in their life. Compared with the students in the other colleges, students in the College of Business Administration, the College of Education and Human Development, and the College of Health and Human Services were more likely to claim that they have developed a better understanding of their career goals through their BGSU education; Students in the College of Musical Arts and the College of Technology were less likely to report that they have gained quite a bit or very much in terms of understanding cultural, racial, and gender differences and how they relate to themselves, their field of study, and their future 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		
07-08	08-09	09-10		07-08	08-09	09-10
58%	58%	57%	developing knowledge and skills applicable to a career	41%	41%	42%
57%	59%	59%	developing a better understanding of my career goals	42%	40%	40%
59%	59%	59%	being prepared for further education	39%	40%	40%
62%	64%	63%	speaking effectively	37%	36%	36%
63%	66%	64%	making connections between the classes I have taken	36%	33%	35%
63%	63%	66%	making connections between things I have learned in class and other experiences in my life	36%	36%	33%
65%	67%	66%	writing effectively	33%	32%	33%
72%	69%	72%	making informed judgements	28%	30%	28%
70%	71%	70%	using computers	27%	27%	27%
69%	68%	71%	being open to new ideas	27%	30%	26%
70%	70%	73%	thinking critically	28%	28%	26%
75%	74%	75%	solving problems	24%	25%	25%
64%	66%	65%	understanding cultural/racial/gender differences and how they relate to me, my field of study, and my future career	25%	25%	24%
74%	76%	75%	relating to others	23%	22%	22%
74%	73%	75%	understanding my own abilities, interests, and values	24%	25%	21%

About two-thirds of the 2009-2010 graduating seniors felt that BGSU has given an appropriate emphasis to all the areas listed on the table above. Career and future education preparation remains the area that BGSU could emphasize more in the future.

Males, minorities, and the respondents in the College of Arts and Sciences, the College of Business Administrations, and the College of Technology were more likely than their counterparts to indicate that BGSU could focus more in understanding their own abilities, interests, and values. Minority respondents and the respondents in the College of Arts and Sciences were also more likely to say that BGSU should stress more in relating to others as well as understanding cultural/racial/gender differences and how they relate to them, their field of study, and their future career.

Compared with the students in the other colleges, the students in the College of Arts and Sciences and the College of Business Administration were more likely to feel that BGSU could emphasize more being open to new ideas, and developing a better understanding of their career goals as well as the knowledge of skills applicable to a career; Students in the College of Musical Arts and the College of Arts and Science were more likely to point out that BGSU should pay more attention to “making connections between the classes they have taken”. Arts and Sciences students were also most likely to say that “speaking/writing effectively” and “making connections between things I have learned in class and other experiences in my life” were the areas that BGSU should emphasize more in the future.

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
	07-08	08-09	09-10	09-10	09-10
library resources	83%	85%	84%	13%	3%
the overall quality of instruction	83%	84%	84%	11%	5%
class size	82%	82%	84%	14%	3%
BGSU overall	83%	81%	81%	13%	6%
ease of access to instructors	81%	79%	81%	15%	4%
computer resources	76%	77%	81%	12%	7%
feedback on assignments	76%	73%	73%	20%	7%
places to study	71%	73%	72%	20%	8%
racial and ethnic diversity	63%	64%	64%	29%	7%

the availability of classes at times I needed them	55%	53%	57%	22%	21%
financial aid	51%	52%	52%	30%	18%
concern for me as an individual	54%	51%	52%	30%	17%
career services	55%	51%	51%	36%	13%
the overall quality of academic advising	52%	47%	51%	22%	27%
helpfulness in preparing for further education	48%	46%	48%	35%	17%
helpfulness in preparing for employment	47%	44%	45%	29%	26%
Residence halls	51%	47%	44%	38%	18%
the condition of buildings	49%	43%	44%	28%	29%
campus dining services	48%	41%	40%	33%	27%
service to commuters	35%	32%	34%	44%	22%

More than half of the 2009-2010 graduating seniors were satisfied or very satisfied with most of the aspects of their educational and social experiences at BGSU, especially with the quality of instruction, class size, easy access to instructors, library/computer resources, and BGSU overall. More than twenty percent of them, however, did express dissatisfaction with the condition of buildings, campus dining services, the overall quality of academic advising, helpfulness in preparing for employment, service to commuters, and the availability of classes at the time they need them.

Females were less likely to complain about the campus dining services than were males; minorities were less likely to be satisfied with the racial and ethnic diversity of BGSU, but more likely than their counterparts to be happy with the financial aid they have received from the University.

Compared with the respondents in the other colleges,

- Respondents in the College of Business Administration, the College of Education and Human Development, and the College of Health and Human Services were more likely to be satisfied with the place to study; respondents in the College of Business Administration and the College of Education and Human Development were also more likely to be happy with the career services;
- Respondents in the College of Health and Human Services, the College of Technology, and the College of Business Administration were more likely to be satisfied with the overall quality of academic advising;

- Musical Arts respondents were most likely to be happy with concern for them as an individual and residence halls;
- Respondents in the College of Musical Arts, the College of Education and Human Development, and the College of Business Administration were more likely to be satisfied with the financial aid as well as the helpfulness in preparing them for employment; respondents in the College of Musical Arts and the College of Education and Human Development were also more likely to be happy with the helpfulness in preparing them for further education;
- Respondents in the College of Arts and Sciences and the College of Musical Arts were less likely to be happy with the service to commuters; Arts and Sciences respondents were also least likely to be satisfied with the racial and ethnic diversity at BGSU.

FURTHER PLANS

What is most likely to be your principal activity upon graduation?

	2007-2008	2008-2009	2009-2010
Employment, full-time paid	NA	64%	62%
Employment, part-time paid	NA	6%	6%
Graduate or professional school, full-time	NA	18%	22%
Graduate or professional school, part-time	NA	2%	1%
Additional undergraduate coursework	NA	1%	0%
Military service	NA	1%	2%
Volunteer activity	NA	1%	2%
Starting or raising a family	NA	1%	1%
Other (for 2009-2010 graduates: combination of activities above; job hunting; internship; traveling/vacation; unemployment; don't know/find out what I want to do)	NA	6%	5%

Which best describes your plans for further education after graduation?

	2007-2008	2008-2009	2009-2010
plan to earn a Master's or doctoral degree	53%	56%	59%
unsure of future education plans	22%	24%	21%
no plans for further college-level education	16%	12%	13%
plan to earn a medical, law, or other professional degree	5%	6%	4%
plan to complete more courses, but not towards a degree	3%	2%	2%
plan to earn another Bachelor's Degree	2%	1%	1%

The majority of BGSU graduates were likely to be employed or attend a graduate/professional school upon graduation. Compared with the graduates in the other colleges, graduates in the College of Business Administrations, the College of Education and Human Development, and the College of Technology were more likely to have a full-time paid job right after graduation. Female graduates and graduates in the College of Musical Arts, the College of Education and Human Development, and the College of Health and Human Services seemed more likely to pursue a Master's degree or higher after they left BGSU.

COMMENTS AND SUGGESTIONS

Three hundred and eighty-one students filled out the “comments” section of the survey, which are cataloged as below.

SUBJECT	TOTAL
Good Experience with:	
BGSU overall (“I am truly thankful for my BGSU experience”, “I am proud to say I will be an Alumni of BGSU”, “Thanks, BGSU”, “BGSU is a special and unique university with a community of caring individuals”, “It was one of my most valuable time of my life”	90
people at BGSU [faculty/staff (including advisors), students]	40
academic programs/classes/internships	11

student organizations/clubs/activities/services	2
residence living experience	2
Wolfe Center	1
Areas that need to be improved:	
Academic units/programs, courses/majors, academic polices (changing program/course/major/degree requirements; eliminating some required general education courses; adding more internships and hands-on/career oriented courses; creating a “how to apply job or graduate school” courses; class size; availability of class; enforcing interdepartmental communications; offering students a variety of exam options)	76
Academic advising (constantly changing of staff; communications between different advisors; some staff are not knowledgeable; some staff have no patience and interests to student advising)	67
Facilities (the campus needs a face-lifting; updating/repairing buildings; more software/new technology available to students; a new Ethnic Student Center)	38
Faculty/GAs (caring more about students’ opinion, feeling, and special needs; quality of teaching; updating knowledge; some GAs need to improve English speaking skills; improving communications between teacher and student; some faculty members “have expressed personal opinions that shouldn’t be expressed in class”)	34
The University should focus more on students’ needs and respect their opinions/values, show more concerns for special groups of students (such as transfer students, international students, commuters, non-traditional students) and provide special services to them as well (such as increasing parking spaces; more evening/online class available; special advising/activities designed for specific group of students)	34
Staff/Administrators/RAs (communications between offices; misusing power; manners; RA should strictly maintain the residence hall rules)	29
Making coming to BGSU more affordable (low tuition/fees; more financial aid available; changing awarding/rewarding scholarship method)	27
Career advising and career services (“bringing better companies to job fair”; offering special programs for students to learn job/school hunting skills and advices for life after graduation)	18
Spending/saving money (distributing more money into academics programs, scholarships, facility updating, and any areas that all students could be benefited	16

with; saving money by tuning off lights, controlling room/building temperature, stopping to purchase big screen TV for hallways, and eliminating new constructions on campus)	
Parking	15
Dining Services (price is too high; increasing food variety; adding Wendy's to meal plan; having meal roll-over plan; offering a "no meal plan" option for future students)	15
"I am disappointed with my experience at BGSU"; "I would not recommend BGSU to others"; "I feel my tuition has been wasted."	10
positions/programs/classes/activities have been cut through out the years; a decline in the "spirit" of the BGSU	8
Graduation (seniors shouldn't have to pay for cap/gown and graduation fee; unorganized/need to be streamlined)	5
University rules/policies/disciplinary actions (residence hall rules; drinking on campus; class attendance police)	6
Better marketing for upcoming campus events/getting more students involved with campus events and organizations	5
Faculty are overloaded/giving faculty a pay raise	5
keeping BGSU's academic standards	4
Questionnaire (questions should be more specific for certain group of students)	3
First Year programs	2
diversity	2
UGS	1
Bookstore	1
Club web pages are outdated	1
"Don't charge student for printing, it will hurt retention"	1
"Restore its supply of NY times in the buildings and residence hall"	1
"the three flagpoles in the Harshman Quad have never been used for anything and I wonder about that every time I walk past them"	1

SUMMARY AND CONCLUSIONS

The majority of the 2009-2010 graduating seniors lived on or near campus during their college years and most of them worked while they enrolled at BGSU. Besides studying and working, 68% of them participated in volunteer or service work, and over half of them participated in an internship or co-op. More than 80% of them indicated that “employment, full-time paid” or “graduate/professional school, full-time” were the principal activities that they most likely to have upon graduation. Over 60% of them predicted that they will earn a Master degree or higher in the future.

Family was the greatest source of financial support for 50% or more of the 2000-2009 BGSU graduates. This number has decreased to 46% this year. BGSU graduates have become more and more likely to depend on loans and grants/scholarships to support their education. In fact, about two-thirds of the 2009-2010 graduating seniors owe some amount of loans, and the percentage of graduates who reported to have a debt of \$20,000 or more has increased steadily through out the years, from 18% in 2002-2003 to 33% in 2005-2006, 38% in 2007-2008, 40% last year, and 44% this year.

Forty-three percent of the recent graduates reported that they have changed their major at least once at BGSU. "I changed my major" (38%) was the most often given reason for them to take more than four years to get a Bachelor's degree, followed by "I worked while enrolled" (20%), “my major takes more than four years to complete” (18%), “I was involved in coop/internships” (17%), "the classes that I needed were not offered when I needed to take them" (17%), and “I received poor academic advising” (16%).

The 2009-2010 graduates had a good perception of BGSU. The majority of them agreed that most faculty members at BGSU are good teachers and that 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, easy access to instructors, class size, library and computer resources, and BGSU overall. Two thirds of them reported 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. Near 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 from 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 the conditions of buildings, the campus dining services, and services to commuters, non-traditional students, and other specific group of students.

The major limitations of this study were the low response rate (39%) 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 report or other studies and how they can continue to be improved.