

Report of the Results of the BGSU Graduating Senior Questionnaire, 2011

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ABSTRACT

This report describes the results of the Summer 2010, Fall 2010, and Spring 2011 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 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 2010, Fall 2010, or Spring 2011 graduation were asked to complete the online BGSU Graduating Senior Questionnaire before they left the campus. Eight hundred and eighty-three students completed the survey, which represents 32.4% of the 2010-2011 graduating senior class. The response rate is lower than the ones in 2009-2010 (39%) and in 2008-2009 (36%).

Out of the total 883 respondents, 650 of them provided valid ID number, which allows us to compare their demographic characteristics with all 2010-2011 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.

	Survey Respondents	2010-2011 Graduating Seniors
Gender:		
Female	66.2%	56.9%
Male	33.8%	43.1%
Ethnicity:		
Minorities	12.2%	13.6%
European-American	85.2%	85.3%
Other/Unknown	2.6%	2.9%
College:		
Arts and Sciences	35.1%	37.2%
Business Administration	10.8%	10.4%
Education and Human	33.1%	30.8%
Health and Human Services	10.6%	11.1%
Musical Arts	2.5%	1.7%
Technology	8.0%	8.8%

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 2010-2011 survey respondents were investigated (female vs. male, minority graduates vs. European-American graduates, and college vs. college), and significant differences are noted where they occur.

ACADEMIC, SOCIAL, AND FINANCIAL INFORMATION

During your enrollment at BGSU, about how many years did you...

	1 Year or more			None		
	08-09	09-10	10-11	08-09	09-10	10-11
live in a campus residence hall or house	78%	78%	73%	22%	22%	27%
live in an apartment or house near campus	81%	81%	78%	19%	19%	22%
live at least 5 miles away from BGSU and commute	32%	32%	36%	68%	68%	64%

The majority of the 2010-2011 graduating seniors were living on campus or near campus while they studied at BGSU. The percentage of respondents who claimed that they lived at least 5 miles away from BGSU and commute increased from 32% last year to 36% this year.

Minority students were more likely than European-American students to spend three years or more living on campus. Among the students in the six colleges, Musical Arts students were most likely to live in a campus residence hall or house at least a year or longer.

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

	2008-09	2009-10	2010-11
participate in volunteer/service work	65%	68%	67%
work at a job off campus	71%	67%	69%
participate in an internship or co-op	57%	57%	60%
work at a job on campus	49%	52%	47%
participate in a social club, fraternity, or sorority	52%	52%	53%
serve as an officer in a social club, fraternity/sorority	32%	34%	34%
participate in a professional or student government org.	19%	21%	21%
participate in varsity/intercollegiate athletics	15%	16%	12%

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

athletic activities.

Males were more likely than females to participate in varsity/intercollegiate athletics. Females, on the other hand, were more likely to participate in volunteer/service work and a social club, fraternity, or sorority. 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 and to participate club/fraternity/sorority activities.

Compared with the respondents in the other colleges, respondents in the College of Business Administration, the College of Music Arts, and the College of Education and Human Development were more likely to state that they have participated in a professional or student government organization and served as an officer in a social club, fraternity or sorority. Respondents in the College of Arts and Sciences and the College of Music Arts were less likely to indicate that they have participated in an internship or co-op. Respondents in the College of Technology were least likely to say that they 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)

	2008-2009	2009-2010	2010-2011
Parents, relatives, friends	51%	46%	43%
Other college loan	42%	42%	43%
Other college grants or scholarships	32%	39%	36%
Savings from summer work	23%	22%	21%
Pell Grant	15%	19%	21%
Ford Direct Loan	17%	17%	20%
Other loan	19%	19%	18%
Off campus jobs	18%	16%	16%
Other savings	15%	15%	12%
Perkins Loan	10%	10%	14%
Ohio College Opportunity Grant (formal Ohio Instructional Grant)	7%	10%	8%
On campus jobs	8%	9%	8%
Other private grant	6%	9%	6%

Other than above	7%	7%	8%
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Like the seniors in the last two years, the recently 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 51% in 2008-2009 to 46% in 2009-2010 and 43% this year.

Female students were more likely than male students to cite other college grants and scholarships as one of their important finance sources. Male students and students in the College of Technology and the College of Business Administration were more likely than their counterparts to claim that they have used at least \$500 or more of their summer earnings each year to cover their education expenses. Compared with European-American students, minority students were more likely to report that they have received funds from Ford Direct Loan, Perkins Loan, Pell Grant, Ohio College Opportunity Grant, other college grants or scholarships, and other private grant.

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

	2008-2009	2009-2010	2010-2011
Nothing	28%	27%	27%
Less than \$5,000	4%	4%	4%
\$5,000 - \$9,999	7%	7%	5%
\$10,000 - \$14,999	10%	8%	7%
\$15,000 - \$19,999	11%	10%	9%
\$20,000 or more	40%	44%	47%

More than 70% 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 reported to owe \$20,000 or more in student loans increased from 40% in 2008-2009 to 47% in 2010-2011. Minority students were more likely to owe some kind of loan than were European-American students.

ENROLLMENT INFORMATION

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

	2008-2009	2009-2010	2010-2011
Less than four years	18%	20%	22%
Four years	42%	43%	37%
Between four and five years	31%	29%	32%
More than five years	9%	9%	10%

Fifty-nine percent of the 2010-2011 survey respondents reported that they graduated from BGSU in four year or less. This rate is much higher than the average baccalaureate degree four-year graduation rate at BGSU, which was around 35% in the past few years (<http://www.bgsu.edu/offices/ir/factbook/student/graduation.xls>).

Female respondents as well as respondents in the College of Business Administration and the College of Education and Human Development were more likely than their counterparts to report that they graduated from BGSU in four years or less.

How many times have you changed your major?

	2008-09	2009-10	2010-11
None	53%	57%	54%
1	34%	29%	33%
2	9%	9%	9%
3 or more	5%	5%	4%

Forty-six percent of the 2010-2011 survey respondents indicated that they have changed major at least once during their BGSU years. Students in the College of Musical Arts and the College of Technology were less likely to change their major than were the students in the other colleges.

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
	08-09	09-10	10-11	10-11
I changed majors	37%	38%	40%	19%
I worked while enrolled	25%	20%	25%	31%
I was undecided about a major when I started	15%	14%	19%	15%
I received poor academic advising	19%	16%	18%	21%
I was involved in coop/internships	15%	17%	17%	12%
The classes that I needed were not offered when I needed to take them	19%	17%	16%	25%
My major takes more than four years to complete	13%	18%	13%	16%
I had family responsibilities while enrolled	13%	11%	12%	13%
I dropped one or more classes because I was dissatisfied with the quality of instruction	9%	11%	10%	23%
I chose not to enroll for one or more semesters	13%	7%	10%	6%
I had problems with the academic requirements for my major	10%	11%	9%	15%
I commuted while enrolled	7%	7%	8%	15%
I attended part-time	8%	6%	8%	10%
I took classes unrelated to my major due to personal interest	8%	11%	7%	23%
I had a double major	6%	7%	7%	2%
I wanted to maintain or improve my grades	5%	7%	7%	19%
I had financial problems	9%	7%	5%	13%
I did not spend enough time studying	6%	5%	5%	15%
I transferred to BGSU and needed different courses	4%	6%	4%	6%
I wanted to have some free time	3%	3%	3%	19%
I had to take developmental classes	3%	3%	2%	7%

Reasons other than above (2010-2011): involvement with Athletics, student organization and campus activities; family issues; failing classes/suspension; health problem/accident; learning disability; party too much; personal problems; extra credit hours are needed to be eligible for CPA exam.; military obligations; study abroad.

“I changed majors” and “I worked while enrolled” remain the most often cited reasons for 2010-2011 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 their counterparts as the reason(s) for taking five years or more to graduate were:

- Female respondents – “ I changed majors”;
- European-American respondents – “I dropped one or more classes because I was dissatisfied with the quality of instruction”;
- Minority respondents – “I had financial problems”; “I wanted to maintain or improve my grades”; “I took classes unrelated to my major due to personal interest”
- Respondents in the College of Arts and Sciences, the College of Business Administration, and the College of Musical Arts - “I had a double major”;
- Respondents in the College of Business Administration, the College of Health and Human Services, and the College of Technology – “I was undecided about a major when I started”;
- Respondents in the College of Education and Human Development, the College of Musical Arts, and the College of Technology - “My major takes more than four years to complete”; and
- Respondents in the College of Technology and the College of Business Administration - “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?

	2008-2009	2009-2010	2010-2011
I have participated in class discussions	94%	92%	93%
I have developed close personal relationships with other students at BGSU	88%	90%	88%
Most faculty at BGSU are friendly and helpful	88%	88%	88%
I have met with a faculty member outside of class to talk about questions/concerns over my class work.	89%	88%	86%
Most faculty and staff at BGSU seem generally interested in students	82%	82%	82%
I am able to get into the courses required for my degree program	77%	82%	82%
I have talked about my career plans with a BGSU faculty/staff member	81%	81%	79%
Most other students at BGSU are friendly and helpful	79%	79%	78%
Most offices and staff at BGSU are friendly and helpful	77%	78%	78%
It has been easy for me to get to know other students	76%	76%	75%
Most faculty at BGSU are good teachers	75%	76%	75%
I have developed a close personal relationship with at least one faculty or staff member at BGSU	72%	72%	73%
I have participated in study groups	73%	72%	71%
Most of my classes at BGSU seem relevant and applicable to my future	64%	67%	68%
I have become involved with activities on campus	64%	68%	64%
I have become involved with student organizations	59%	65%	61%
The information that I received from my adviser was accurate	58%	60%	60%
My adviser showed concern for my academic needs	54%	56%	56%
I have attended cultural events on campus	54%	55%	52%
Most students at BGSU have values similar to my own	52%	53%	54%

My adviser helped me explore and clarify my educational goals	46%	51%	49%
I have talked about personal problems with a BGSU faculty or staff member	45%	47%	47%

More than half of the 2010-2011 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.” and “My adviser helped me explore and clarify my educational goals”

Females were less likely than males to agree that their adviser showed concern for their academic needs and helped them explore and clarify their education goals. Minority students were more likely than European-American students to say that they have attended cultural events on campus and developed a close personal relationship with at least one faculty or staff member at BGSU.

Compared with students in the other colleges, students in the College of Arts and Sciences and the College of Musical Arts were less likely to agree that most students at BGSU have values similar to their own and that the information they received from their advisers was accurate. Musical Arts students were most likely to agree that they have developed a good relationship with at least one faculty or staff member and talked about their career plans with them as well; they were also most likely to say that it has been easy for them to get know other students, that they have become involved with campus activities, and that most of their classes 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")

	2008-2009	2009-2010	2010-2011
making connections between things I have learned in class and other experiences in my life	73%	74%	78%
making connections between the classes I have taken	74%	76%	77%
developing knowledge and skills applicable to a career	76%	74%	76%
thinking critically	74%	74%	76%
making informed judgments	73%	74%	76%
understanding my own abilities, interests, and values	72%	72%	74%

being open to new ideas	74%	74%	73%
developing a better understanding of my career goals	71%	69%	70%
writing effectively	71%	68%	70%
speaking effectively	67%	65%	70%
relating to others	67%	67%	68%
solving problems	64%	64%	68%
using computers	65%	60%	64%
being prepared for further education	62%	63%	63%
understanding cultural, racial, and gender differences and how they relate to me, my field of study, and my future career	61%	63%	63%

The majority of the 2010-2011 graduates reported that they have gained quite a bit or very much on all the items listed in the survey 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 understanding their career goals as well as 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 a better understanding of their career goals as well as the knowledge and skills that are applicable to a career. Musical Arts students were least likely to say that they have gained a lot in critical thinking. Compared with the students in the other colleges, students in the College of Arts and Sciences, the College of Business Administration, and the College of Technology were more likely to report that the BGSU education has improved their problem solving skills a lot. Students in the College of Education and Human Development and the College of Business Administration were more likely to say that they could speak more effectively than before. Students in the College of Technology, the College of Business Administration, and the College of Education and Human Development were more likely to claim that they have learned a great deal of computing skills.

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		
08-09	09-10	10-11		08-09	09-10	10-11
59%	59%	56%	developing a better understanding of my career goals	40%	40%	43%
59%	59%	56%	being prepared for further education	40%	40%	42%
58%	57%	57%	developing knowledge and skills applicable to a career	41%	42%	41%
64%	63%	62%	speaking effectively	36%	36%	38%
66%	64%	64%	making connections between the classes I have taken	33%	35%	34%
63%	66%	65%	making connections between things I have learned in class and other experiences in my life	36%	33%	34%
67%	66%	64%	writing effectively	32%	33%	34%
69%	72%	71%	making informed judgements	30%	28%	29%
70%	73%	70%	thinking critically	28%	26%	29%
71%	70%	70%	using computers	27%	27%	27%
68%	71%	69%	being open to new ideas	30%	26%	27%
66%	65%	64%	understanding cultural/racial/gender differences and how they relate to me, my field of study, and my future career	25%	24%	27%
74%	75%	76%	solving problems	25%	25%	24%
73%	75%	76%	understanding my own abilities, interests, and values	25%	21%	23%
76%	75%	75%	relating to others	22%	22%	22%

More than half of the 2010-2011 survey respondents 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.

Females were more likely than males to report that BGSU has given the right emphasis or need to emphasize more in understanding cultural, racial, and gender differences and how they relate to them, their field of study, and their future career. Minority students were more likely than European-American students to say that BGSU should focus more in the areas of understanding their own abilities, interests, and values, making connections between things they have learned in class and other experiences in their life, and understanding cultural, racial, and 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
	08-09	09-10	10-11	10-11	10-11
class size	82%	84%	85%	13%	3%
the overall quality of instruction	84%	84%	83%	12%	5%
library resources	85%	84%	82%	16%	3%
BGSU overall	81%	81%	81%	13%	6%
ease of access to instructors	79%	81%	80%	16%	4%
computer resources	77%	81%	77%	15%	8%
feedback on assignments	73%	73%	75%	18%	6%
places to study	73%	72%	69%	22%	10%
racial and ethnic diversity	64%	64%	64%	31%	6%
the availability of classes at times I needed them	53%	57%	61%	19%	20%
financial aid	52%	52%	53%	29%	18%
concern for me as an individual	51%	52%	53%	31%	17%
the overall quality of academic advising	47%	51%	53%	23%	25%
career services	51%	51%	50%	37%	13%
helpfulness in preparing for further education	46%	48%	48%	32%	20%

Residence halls	47%	44%	48%	37%	15%
helpfulness in preparing for employment	44%	45%	45%	29%	25%
the condition of buildings	43%	44%	45%	31%	24%
campus dining services	41%	40%	42%	34%	24%
service to commuters	32%	34%	30%	40%	30%

More than half of the 2010-2011 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 resources, and BGSU overall. In 2008-2009 survey, 53% percent of the respondents indicated that they were happy with the availability of classes at times they needed them. That number has increased to 57% in 2009-2010 and 61% in 2010-2011. More than twenty percent of the recent graduates, however, did express dissatisfaction with the service to commuters, the condition of buildings, the campus dining services, the overall quality of academic advising, and helpfulness in preparing for employment,

Females were more likely than males to complain about helpfulness they have got from BGSU in preparing for further education. While minorities were more likely to report that they were happy with financial aid, European-American students were more likely to say that they were satisfied with the racial and ethnic diversity of BGSU.

Compared with the respondents in the other colleges,

- Respondents in the College of Arts and Sciences and the College of Health and Human Services were less likely to be satisfied with helpfulness in preparing them for employment;
- 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 career services;
- Respondents in the College of Musical Arts and the College of Arts and Sciences were more likely to report that they are dissatisfied with dining services; and
- Musical Arts respondents were more likely to agree that BGSU has concerned for them as an individual.

FURTHER PLANS

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

	2008-2009	2009-2010	2010-2011
Employment, full-time paid	64%	62%	64%
Employment, part-time paid	6%	6%	10%
Graduate or professional school, full-time	18%	22%	17%
Graduate or professional school, part-time	2%	1%	2%
Additional undergraduate coursework	1%	0%	0%
Military service	1%	2%	1%
Volunteer activity	1%	2%	1%
Starting or raising a family	1%	1%	1%
Other (for 2010-2011 graduates: AmeriCorps; combination of working and doing something else; internship; job hunting; Post-baccalaureate bridge program; studying for another minor/major; traveling; starting a family; self employment; unemployed;)	6%	5%	4%

The majority of BGSU graduates would like to be employed or attend a graduate/professional school upon graduation. While minority graduates were more likely to attend a graduate or professional school, European-American students were more likely to be employed in full time. Graduates in the College of Business Administration, the College of Technology, the College of Education and Human Development and the College of Health and Human Services were more likely to have a full-time paid job right after graduation than were students in the other two colleges. Graduates in the College of Musical Arts, the College of Arts and Sciences, and the College of Health and Human Services were more likely to study full time in a graduate or professional school than were the students in the three other colleges.

Which best describes your plans for further education after graduation?

	2008-2009	2009-2010	2010-2011
plan to earn a Master's or doctoral degree	56%	59%	53%
unsure of future education plans	24%	21%	25%
no plans for further college-level education	12%	13%	14%
plan to earn a medical, law, or other professional degree	6%	4%	4%
plan to complete more courses, but not towards a degree	2%	2%	3%
plan to earn another Bachelor's Degree	1%	1%	1%

More than half of the BGSU graduates indicated that they would like to earn a Master's degree or higher in the future. Minority students and students in the College of Musical Arts, the College of Education and Human Development, and the College of Health and Human Services were more likely than their counterparts to claim that they would like to pursue a degree higher than Bachelor eventually.

COMMENTS AND SUGGESTIONS

Two hundred and eighty-eight students filled out the "comments" section of the survey. They are cataloged as below.

SUBJECT	TOTAL
Good Experience with:	
BGSU (I love BGSU; overall I had a great experience at BGSU; BGSU will forever hold a special place in my heart; Thank You! I absolutely loved my time at BGSU; I enjoyed being a student at BGSU; I will miss BGSU; I feel that it really prepared me for my future; BGSU is my second home)	80
Faculty/academic advisors/staff /student	22
Academic/degree programs and classes	11
Student organizations and dorm life	2
the ease of transition from another school to BGSU	1

Internship	1
the survey (a well informed one)	1
Areas that need to be improved:	
Academic (more hands on/diversity/job orientated /real life scenarios classes; new courses related to current issues; offering more online courses; repetition of classes; restructure courses; general education/perspective courses are waste of time/money; class availability; problems with specific course, department, or a major; respecting student's opinions; testing method; emphasis more in writing; offering more placement tests; my major/degree does not prepared me for many things, including employment;)	50
Academic Advising/Advisors (not be helpful; all too often I had questions that they could not answer; providing career/post Bachelors advice; more available to students; helping students to graduate on time; providing most updated information to students; advisors should encourage students to take challenge courses)	45
Faculty/staff/TA (need to care and respect students; unfair grading; spending more time with students; adding a mid-semester evaluations of professors; improving teaching skills; need to update their own knowledge/skills; bring in faculties who could catch with current trends; focusing more on teaching; hiring PHDs not instructors; some TAs' language problem; The BGSU Police need to be more professional)	33
Services to students (Bursars; Financial Aid; Payroll; Registration; dining services needs to improve their meal plans, menus and price; Library; Field Placement Office; Residence Life and RAs in dorms; International Program; some departments/offices;)	22
Services to commuters (more parking spots; cheap parking/dining; quiet study areas with technology accessibility; a safe place for commuters to use when weather is bad)	19
Parking/shuttle bus (parking tickets; parking cost is too high; more parking lot; a new parking garage)	14
Facilities (more new equipment/computers in lab; more plans/trees; every building needs to have desks and chairs in the halls for studying; older buildings should be renovated or cleaned up, not just the outside)	9
BGSU should care more students' needs (the administration does not seem to care about current students but rather increasing monetary gains and updating campus;	8

the staff of BGSU run it like a business instead of an institution of higher learning that focuses on the students; the focus has changed from the students to making more money)	
More funding/resources towards students (scholarships), faculty, curriculum, old buildings.	8
BGSU accepts students who are far below average into its programs and does not force these students to improve; I would recommend BGSU to the average student not to those who are serious about academics; one of the biggest problems at BGSU is the lack of genuine interest in learning and intellectual activities on the part of the students; students are not very good at really understanding the “why” to most of what they learn;	6
Increasing diversity; treat everyone same; many of the multicultural organizations and groups are overshadowed by mainstream activities and clubs	6
Disappointed with BGSU; This school is not for me; I feel I might as well have written a check for my diploma; my education at BGSU was a huge waste of money	5
Helping with career/job hunting; more career resources available; more programs and trainings available for student to learn job hunting	5
Encouraging involvement on student organizations/extracurricular activities;	5
Survey (should ask questions related to the skills that students had prior to coming BGSU; adding questions for online degree students, and students who are using Disability Services; the survey is too long)	4
Services to transfer students	3
Shouldn't charge printing fee	3
tuition is too high	3
Don't waste students' money; to save on utilities will be able to keep costs down for students and update the campus as needed	3
Presidents' income/benefits;	3
Services to students with a disability (parking; no elevator in some buildings)	2
Focus more in internship	2
Communications between different areas	2
I have a concern that BGSU is starting to value art and music more than their	1

sciences	
Not a fan of how the athletic department is run	1
Changing BGSU homepage	1
Providing personal financial advising	1
I think it is unfair that BGSU requires 2 years of residency, especially since the residence halls are cramped, run-down and dirty	1
International students need help from all areas and at different time	1
It seems like they try to emphasize diversity almost too much	1
The university could have several billboards or other items standing along I-75 to promote the school	1
I do not think the Undergraduate Student Government president should receive a scholarship or stipend for their work; ... Especially since in my four years there has been two recorded incidents where they acted against the law and were not punished. It shows a lack of responsibility and respect. Scholarships should be better publicized for students and maybe have a course or workshop on how to fill out applications.	1
There is far too much drinking both on and off campus	1
We drive to and from school during student teaching year and don't get paid and nothing is taken off of our tuition	1

SUMMARY AND CONCLUSIONS

The majority of the 2010-2011 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, 67% of them participated in volunteer or service work, and 60% of them participated in an internship or co-op. More than 80% of them indicated that they would like to obtain a full-time paid job or attend a graduate/professional school as a full time student upon graduation. More than half of them predicted that they will pursue 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% last year and 43% this year. More and more BGSU graduates have been depending on loans and grants/scholarships to support their education. In fact, more than 70% of the recent graduates reported that they owe some amount of loans. The percentage of graduates who claimed to have a debt of \$20,000 or more has increased steadily since early 2000, from 18% in 2002-2003 to 26% in 2003-2004, 30% in 2004-2005, 40% in 2008-2009, 44% last year, and 47% this year.

Forty-six percent of the recent graduates reported that they have changed their major at least once at BGSU. "I changed my major" (40%) was the most often given reason for BGSU students who have taken more than four years to graduate, followed by "I worked while enrolled" (25%), "I was undecided about a major when I started" (19%), "I received poor academic advising" (18%), "I was involved in coop/internships" (17%), and "the classes that I needed were not offered when I needed to take them" (16%).

The 2010-2011 graduates have positive 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 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. More than 60% of them felt that they have gained very much or quite a bit on all the survey items that relate to educational and personal development.

Academic advising, helpfulness in preparing students for employment and further education, service to commuters, dining services, and improvement of buildings are the areas that BGSU could emphasize more in the future.

The major limitations of this study were the low response rate (32%) 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.