

**Graduate Follow-Up Study**  
**Results from the Academic Years 2007-2008 through 2010-2011**

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**Introduction**

The Graduate Follow-Up Study is an annual survey tool developed and administered by Owens Community College to ascertain information about its recent graduates. The survey gathers information about Owens' recent graduates' satisfaction with various aspects of the College, both academic and non-academic. Further, it provides insight into graduates' employment status and salaries and how Owens education has affected these outcomes. Finally, it provides a forum through which recent graduates can comment on their college experience and suggest ways to improve the experience of those coming after them.

The information reported in the Graduate Follow-Up Study is used in many ways throughout the institution. It is used in determining strategies and objectives in the College's strategic plan and in measuring students' attainment of these objectives. It also provides satisfaction and improvement ideas for the program review and evaluation process. Additionally, the Graduate Follow-Up Study provides information used extensively in institutional and program-specific accreditation.

The current reporting period includes students who graduated during the 2010-2011 academic year. The term "graduates" includes not only the recipients of associate's degrees, but certificates as well. Due to extensive question changes made in 2009-2010, comparison of 2010-2011 data to data prior to 2009-2010 is limited.

*Profile of Population*

The class of 2010-2011 was awarded a total of 1,713 associate's degrees or certificates among 1,579 students. Approximately 74.5% of these students received an associate's degree and 25.5% received a certificate. In some cases, an individual may have been awarded more than one degree, but each was sent only one survey. One hundred and thirty-four students (8.5%) received multiple certificates, degrees, or some combination thereof. Banner information was used to create a demographic profile of this population, which is available in Appendix A of this report. Table 1 shows the total number of graduates for the 2010-2011 class by degree and certificate type conferred upon them.

**Table 1: Total Graduates by Degree or Certificate Received, 2010-2011**

Degree/Certificate Type	Total Graduates	Percent
Associate of Applied Science	666	42.2%
Certificate	402	25.4%
Associate of Applied Business	306	19.4%
Associate of Arts	111	7.0%
Associate of Science	72	4.6%
Associate of Technical Studies	22	1.4%
<b>Grand Total</b>	<b>1579</b>	<b>100.0%</b>
Multiple Degrees/Certificates	134	8.5%

There were 1,177 students who received associate's degrees in 2010-2011 (68.7% of total awards conferred). The top majors for this group were registered nursing (15.5%), business management (10.0%), criminal justice (6.8%), and accounting (6.1%). Among those receiving certificates (a total of 402 or 23.5% of total awards conferred), the top majors were licensed practical nursing (17.7%), GMAW welding (9.2%), basic supervision (5.2%), massage therapy, and sterile processing (both 4.5%).

The schools with the highest number of graduates were the School of Business (24.4%), the School of Arts and Sciences (17.9%), and the School of Technology (17.4%).

The graduates were predominantly female (61.9%) and Caucasian (82.4%). Nearly 60% of graduates were age 27 or older at the time of their graduation (58.2%).

### *Profile of Returners*

A total of 289 respondents completed the survey. Of these, three were unable to be identified, so information from Banner is available for only 286 of them. Information from Banner was again used to create a demographic profile of this subgroup. Complete information is available in Appendix B of this report.

About half of the returners had received an associate's of applied science (43.7%). Table 2 breaks down the total number of respondents by the degree or certificate conferred upon them.

**Table 2: Respondents by Degrees and Certificates Received, 2010-2011**

Degree/Certificate Type	Total Respondents	Percent
Associate of Applied Science	125	43.7%
Certificate	67	23.4%
Associate of Applied Business	52	18.2%
Associate of Arts	24	8.4%
Associate of Science	16	5.6%
Associate of Technical Studies	2	0.7%
Grand Total	286	100.0%

Among respondents, the top majors for associate's degrees (a total of 219) were registered nursing (11.0%), business management (10.0%), criminal justice (7.3%), and accounting (5.5%). Among certificate recipients (a total of 67), respondents had most often received these in licensed practical nursing (25.4%), GMAW welding (9.0%), massage therapy (7.5%), and early childhood director's certificate (6.0%).

Among respondents, schools attended were most often the School of Business (22.0%), School of Arts and Sciences (21.0%), and the Health Sciences (20.6%).

The respondents were most often female (67.5%), Caucasian (86.0%), and over age 27 (62.9%).

For a sample to be representative of the total population, it must approximate the distribution of characteristics in the total population. When meaningful differences are present, the results can be skewed. In this document a meaningful difference is defined as a difference of 5 percentage points or more. When comparing the respondents (sample population) to the total graduate population, there is a greater preponderance of females in the sample (67.5% vs. 61.9%). There are no meaningful differences related to degree/certificate type conferred, school attended, ethnicity, or age.

### **Sample**

This study surveyed the graduating class of 2010-2011 (a total of 1,579 students). A Banner query was run to identify study participants and to identify their demographic characteristics. These graduates included recipients of associate's degrees as well as certificates. The graduation period was Summer 2010 through Spring 2011. There were 34 graduates who were removed from the study due to having invalid address information (2.2% of the total), leaving a total of 1,545.

The returns and margins of error are provided in Table 3 for each of the four academic periods. For the 2010-2011 survey period, the return rate was 18.5% with a margin of error of 5.2<sup>1</sup>.

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<sup>1</sup> The margin of error is a statistic that reflects the amount of sampling error in a survey's results and is based on the size of the sample (for example, n=286) in relation to the size of the population (N=1,545). It can be used to estimate the percentage of individuals who would respond to a survey question in a particular way if the full population had actually been surveyed. For example, if 50% of respondents said that they are employed in their field and the survey has a 5.2% margin of error, then the estimated percentage of individuals in the full population who are working in their field is between 55.2% and 44.8%. The lower the margin of error, the more confidence one can have that the data are representative of the full population. Ideally the margin of error should be 5% or less.

**Table 3: Number Sent and Returned for GFS 2007-2008 through 2010-2011 with Margin of Error**

Academic Year	Total Sent	Total Returned	Percent Returned	Margin of Error
2007-2008	1,482	419	28.3%	4.1%
2008-2009	1,533	415	27.1%	4.1%
2009-2010	1,489	414	27.8%	4.1%
2010-2011	1,545	286	18.5%	5.2%
Total Over Four Years	6,049	1,515	25.0%	2.2%

**Instrument**

The instrument is unchanged from the previous year. It consists of 19 questions, with sections dealing with students' level of satisfaction and employment status. The survey ends with a section designed to garner positive and negative comments about graduates' experience at Owens Community College.

The survey was created and deployed using Snap software. A copy of the instrument is available in Appendix C of this report. Themes in the Comments Section were identified with the assistance of IBM SPSS Text Analytics for Surveys Software.

**Procedure**

The survey was mailed in May and June 2012 to 1,545 graduates. For the 34 remaining graduates, no address information was available, so they were not included among those contacted.

Approximately three weeks after this initial mailing, a second copy of the survey mailing was sent out with a reminder for graduates to send the survey back.

After allowing for a return period of approximately 90 days, there were a total of 286 returns (18.5%). All individuals returning surveys were entered into a drawing to win one of four \$25 gas cards.

**Summary of Results**

Starting with the 2009-2010 reporting period, the decision was made to compare the current study to the previous two reporting periods and to perform statistical analyses on the aggregate data across three years. Since returns within individual majors are often quite small, it was felt that comparing these data in aggregate would be more valuable to the schools and departments that make use of them.

A complete summary of responses is provided across the past four reporting periods (2007-2008 to 2010-2011). The tables on which this summary is based are provided in Appendix D. Note that additional questions were added to the survey in 2009-2010. For those questions, only a two year comparison of data is available. Literal responses for the 2010-2011 academic year are presented according to themes that emerged below and in total in Appendix E.

Standards applied in describing the results include

- Sample size (n) ≥ 20 to draw any conclusions
- At least a 5% change must have taken place when comparing years in order to be mentioned as an increase or decrease

**Satisfaction with Owens**

The first part of the survey asked about respondents' overall level of satisfaction with Owens and their likelihood of recommending the College to others.

*Please indicate your OVERALL level of satisfaction with your educational experience at Owens Community College*

Approximately 90% of respondents claimed to be at least somewhat satisfied with their overall Owens experience (89.5%), with 54.2% reporting they were very satisfied. There was no meaningful difference from the prior two years.

***How likely are you to recommend Owens to your friends and family?***

Most respondents graduating during the 2010-2011 academic year were at least somewhat likely to recommend Owens to their friends and family (91.2%), with 64.3% very likely to recommend it. There was no meaningful difference from the prior two years.

***Overall, how did your Owens experience meet your expectations?***

About half of the respondents found that their experience was better than they expected (51.8%). Another 38.8% found their experience to be about what they had expected. There was no meaningful difference from the year before.

***Please indicate your level of satisfaction with each of the following items (Academic Indicators)***

Table 4 shows the frequency and percentage of respondents' satisfaction with statements regarding academic indicators at Owens – that is, those factors that had to do with their educational experience. The aspects that respondents are most satisfied with are those related to the quality of education in my major and faculty attitude toward students. Satisfaction with these aspects of students' academic experience has been the highest for each of the past three years of reporting of all those listed. The aspect that respondents are least satisfied with is the availability of internships, co-ops etc.

**Table 4 – Satisfaction with Academic Indicators, 2007-2008 through 2010-2011  
(Data sorted from high to low by 3 year percentage of Very Satisfied)**

Aspects of students' academic experience	Very Satisfied						Somewhat Satisfied						Total Responding	3 year % Very Satisfied
	2008-2009		2009-2010		2010-2011		2008-2009		2009-2010		2010-2011			
	#	%	#	%	#	%	#	%	#	%	#	%		
Quality of education in my major	206	50.1%	206	50.5%	155	54.4%	177	43.1%	159	39.0%	95	33.3%	1,104	51.4%
Faculty attitude toward students	224	54.9%	195	48.0%	144	50.9%	142	34.8%	157	38.7%	95	33.6%	1,100	51.2%
Faculty instruction	209	51.5%	195	48.1%	142	50.7%	158	38.9%	150	37.0%	92	32.9%	1,092	50.0%
Variety of courses	196	48.2%	163	40.5%	128	45.1%	156	38.3%	160	39.8%	98	34.5%	1,099	44.3%
Faculty availability outside class	176	44.4%	154	39.1%	129	46.2%	147	37.1%	162	41.1%	81	29.0%	1,095	41.9%
Preparation for academic study	177	45.7%	133	33.8%	111	39.5%	153	39.5%	154	39.2%	98	34.9%	1,092	38.6%
Availability of web-based courses	162	42.6%	137	38.3%	104	36.9%	130	34.2%	115	32.1%	83	29.4%	1,096	36.8%
Preparation for work environment	144	36.1%	147	36.8%	111	39.6%	178	44.6%	155	38.8%	106	37.9%	1,094	36.7%
Availability of course days and times	159	39.0%	137	34.0%	96	33.8%	155	38.0%	153	38.0%	125	44.0%	1,100	35.6%
Availability of internships, co-ops, etc.			77	24.0%	50	17.7%			71	22.1%	57	20.2%	688	18.5%

Academic indicators that show a meaningful decrease in satisfaction (very + somewhat satisfied) over the three-year study include: quality of education in my major field of study (93.2% in 2008-2009 to 87.7% in 2010-2011), preparation for academic study (80.9% in 2008-2009 to 74.4% in 2010-2011), faculty instruction (90.4% in 2008-2009 to 83.6% in 2010-2011), faculty attitudes toward students (89.7% in 2008-2009 to 84.5% in 2010-2011), variety of courses (86.5% in 2008-2009 to 79.6% in 2010-2011), and availability of web-based courses (71.7% in 2008-2009 to 66.3% in 2010-2011).

There were no academic indicators that show a meaningful increase in satisfaction over the three-year study period.

*Please indicate your level of satisfaction with each of the following items (Non-Academic Indicators)*

Table 5 shows the frequency and percentage of respondent satisfaction with non-academic indicators, which are aspects not concerned specifically with instruction, faculty, and learning. They concentrate instead on the atmosphere at Owens and services outside of the classroom. The Owens campus is generally met with the most satisfaction, while aspects dealing with career planning and job placement services are met with least satisfaction.

**Table 5 – Satisfaction with Non-Academic Indicators, 2007-2008 through 2009-2010  
(Data sorted from high to low by 3 year percentage of very satisfied)**

Aspects of students' non-academic experience	Very Satisfied						Somewhat Satisfied						Total Responding	3 year % Very Satisfied
	2008-2009		2009-2010		2010-2011		2008-2009		2009-2010		2010-2011			
	#	%	#	%	#	%	#	%	#	%	#	%		
General conditions of buildings and grounds	211	52.4%	177	48.0%	134	47.0%	144	34.8%	167	38.7%	119	41.8%	1,100	47.5%
Classroom facilities	188	46.5%	146	48.1%	114	40.3%	174	38.9%	183	37.0%	120	42.4%	1,099	40.8%
Staff (non-teaching) attitude towards students	135	34.4%	156	40.5%	114	40.1%	135	38.3%	156	39.8%	100	35.2%	1,096	37.0%
Laboratory facilities	166	45.4%	131	50.5%	102	35.9%	145	43.1%	155	39.0%	117	41.2%	1,098	36.3%
Transferability of credit to/from other institutions	134	43.1%	108	39.1%	87	30.6%	98	37.1%	96	41.1%	60	21.1%	1,098	30.0%
Academic advising	123	31.5%	100	38.3%	81	28.4%	126	34.2%	113	32.1%	81	28.4%	1,100	27.6%
Opportunity for personal involvement in campus activities	79	24.6%	80	33.8%	56	19.7%	81	39.5%	81	39.2%	76	26.8%	1,097	19.6%
Career planning services	66	20.8%	44	36.8%	46	16.3%	93	44.6%	86	38.8%	58	20.5%	1,097	14.2%
Job placement services	38	13.4%	30	34.0%	27	9.6%	44	38.0%	53	38.0%	40	14.2%	1,096	8.7%

Non-academic indicators that show a meaningful decrease in satisfaction (very + somewhat satisfied) over the last three years include: transferability of credit to/from other institutions (57.0% in 2008-2009 to 51.7% 2010-2011), classroom facilities (88.7% in 2008-2009 to 82.7% in 2010-2011), and career planning services (43.2% in 2008-2009 to 36.8% in 2010-2011).

Over the last three years, there was a meaningful increase in satisfaction for one non-academic indicator, opportunity for personal involvement in campus activities (39.5% in 2008-2009 to 47.3% in 2010-2011).

### **Reflections on choice of Owens, field chosen, and job market**

#### ***If you could start college over, how likely would you be to attend Owens?***

More than half of the respondents stated that they would be very likely to attend Owens if they were starting college over (54.0%). An additional 30.9% stated that they would be somewhat likely to do so, for a total of 84.9%. There was no meaningful difference from the prior year.

#### ***If you could start college over, how likely would you be to select the same major area of study?***

Likewise, more than half of the respondents stated that they would be very likely to select the same field of study that they graduated with (51.6%). An additional 25.1% stated that they were somewhat likely to choose the same field, for a total of 76.7%, down from 83.2% the prior year.

*To what extent would you agree or disagree with the following statements? (a) I have searched for a job related to my degree or certificate (b) Owens has portrayed the demand for jobs in my field accurately, and (c) there is reasonable demand for positions related to my field of study.*

This question was meant to gain insights into graduates' views on the job market for their particular fields in terms of how diligently they searched for a job, whether Owens had realistically portrayed the employment possibilities for their fields and the overall demand for positions within these fields.

Over two-thirds of the respondents strongly agreed that they had searched for a job related to the program they graduated from (67.3%), with an additional 16.9% somewhat agreeing with the statement (a total of 84.2%). They were less likely to agree that Owens had realistically portrayed the demand for jobs in the graduates' fields: about one-quarter strongly agreed with this statement (25.7%) and an additional 33.1% somewhat agreed, for a total of 58.8%. About one-third strongly agreed that they found a reasonable demand for jobs in their field of study (30.4%), and an additional 32.2% somewhat agreed with the statement for a total of 62.6%. From 2009-2010 to 2010-2011, there was no meaningful difference in the preponderance of respondents in agreement with the statements regarding searching for a job in their field of study and Owens realistically portraying demand for jobs. However, the percentage of respondents in agreement that there is reasonable demand for positions related to the graduate's field of study increased from 54.8% in 2009-2010 to 62.6% in 2010-2011.

### **Employment**

The next major section of the survey focused on the employment of the graduates. Respondents are asked about how many different jobs they hold and when they obtained their primary job, as well as how related their primary job is to what they had studied.

*Which of the following best describes your current employment status?*

This initial question is designed to find out whether or not the respondent is employed. Nearly eighty-six percent of the respondents stated that they were employed and the rest (14.4%) were unemployed.

Over the period 2009-2010 through 2010-2011, 83.3% of respondents were employed. Of those employed, over seventy-percent were employed full-time. Table 6 shows a comparison of responses between 2009-2010 and 2010-2011.

**Table 6 - Reported Employment Status, 2008-2009 through 2010-2011**

Status	2009-2010		2010-2011		2-Year Total	
	#	%	#	%	#	%
<b>Employed</b>	<b>338</b>	<b>81.6%</b>	<b>244</b>	<b>85.6%</b>	<b>582</b>	<b>83.3%</b>
Full time	238	70.4%	182	74.6%	420	72.2%
Part time	94	27.8%	55	22.5%	149	25.6%
Employed, Status Unknown	6	1.8%	7	2.9%	13	2.2%
<b>Unemployed</b>	<b>74</b>	<b>17.9%</b>	<b>41</b>	<b>14.4%</b>	<b>115</b>	<b>16.5%</b>
Continuing education	37	50.0%	21	51.2%	58	50.4%
Seeking work	33	44.6%	22	53.6%	55	47.8%
Caring for family	4	5.4%	4	9.8%	8	7.0%
Retired	5	6.8%	1	2.4%	6	5.2%
Not seeking work	4	5.4%	1	2.4%	5	4.3%
<b>Total answering</b>	<b>412</b>	<b>100.0%</b>	<b>285</b>	<b>100.0%</b>	<b>697</b>	<b>100.0%</b>

*If you are unemployed, which of the following best applies to your situation?*

Unemployed respondents were asked about their situation to gain an understanding of a reason for their lack of employment. The responses included seeking work (53.6% of unemployed respondents), continuing my education (51.2%), caring for my family full time (9.8%), retired and not seeking work for personal reasons (both 2.4%).

An open-ended question was included to encourage unemployed respondents to add additional comments about their situation or job search. There were a total of seven responses to this question (2.5% of total respondents and 17.1% of unemployed respondents). A complete list of the responses can be seen in Appendix E of this report. One of these stated that he or she was working and another was back at Owens continuing her or his education. Another said that he or she and his/her spouse were using their time in volunteer work. There was one comment that the job prospects were not high in the area for the respondent's major field.

Once unemployed graduates had answered this question, they were skipped to the Comments Section.

### ***Employed Graduates***

Those graduates who are employed were asked a series of questions designed to gain insight into the details of their employment as an indicator of the economic times, the job market, and the positions held such as title and salary earned.

#### ***How many different jobs do you currently have?***

Nearly three-quarters of the respondents had one job (70.5%). Otherwise, 63 respondents held two jobs (26.6%), and seven held three jobs (3.0%), the most any respondent held.

#### ***Do you work 36 hours or more per week at any one of the jobs that you currently hold?***

More than three-quarters of respondents work at least 36 hours per week at one of their jobs (76.8%), indicating full-time status.

#### ***How related is your most primary job to the degree or certificate you earned?***

More than half of the respondents stated that the primary job they hold was highly related to the degree or certificate they had earned at Owens (59.5%). An additional 11.2% stated that it was moderately related. There was no meaningful change from the prior year.

#### ***Which of the following best describes when you obtained your most primary job?***

Over four in ten of the currently employed respondents had held their primary job prior to graduation (40.1%), while another third had obtained it within six months after graduation (34.6%). The rest of the employed respondents had obtained their jobs between six months and one year after graduation (17.7%) or more than one year afterward (7.6%).

#### ***Please indicate all of your current job titles***

#### ***What are the names and locations of all the companies that employ you?***

A complete list of respondents' job titles and their employers is available in Appendix E of this report. A total of 231 respondents answered this question, representing 80.8% of total respondents and 94.7% of employed respondents. Table 7 shows the top categories of jobs. The job most often reported was a nurse, whether an RN, LPN, or staff nurse, which was mentioned by 17.7% of the 231 respondents answering the question. Some respondents reported more than one job, so the sum of the jobs listed exceeds the total responding.



**Table 7 – Categories of Jobs Held Reported by Respondents, 2010-2011**

<b>Job Title/Category</b>	<b>Count</b>	<b>Percent</b>
Nursing	41	17.7%
Management	29	12.6%
Medical Support	27	11.7%
Office Support Staff	21	9.1%
Restaurant Worker/Server	19	8.2%
Laborer/Skilled Trades	19	8.2%
Occupational/Physical Therapy/Massage Therapy	18	7.8%
Child Care/Education	14	6.1%
Services/Service Support	11	4.8%
Security/Police/Fire Services	11	4.8%
Engineering	10	4.3%
Retail/Cashier	8	3.5%
Maintenance	7	3.0%
Dental Assistant/Hygienist	6	2.6%
Computers/IT/Information Services	5	2.2%
Driving/Delivery	4	1.7%
Uncategorized	4	1.7%
Radiographer/Office Asst	1	0.4%
<b>Total Responding</b>	<b>231</b>	<b>100.0%</b>

***What is your annual salary or hourly wage for your most primary position?***

Respondents' salaries tend to be in the middle income range more than in the past during the current reporting period. In 2010-2011, 23.3% of respondents earn less than \$24,000, 46.2% earn between \$24,000 and \$41,999, and 30.6% earn \$42,000 or more. Over the period 2008-2009 through 2010-2011, the percentage of respondents with moderate wages (\$24,000 - \$41,999) grew from 33.0% to 46.2%, while the percentage of respondents from the lowest wage category (less than \$15,000 - \$23,999) decreased from 32.9% to 23.3%.

***How important were each of the following factors in obtaining your most primary job?***

This question was designed to help identify the most influential factors in a student obtaining a job, looking at Owens as well as non-Owens factors. Respondents were asked to rate the importance of six factors that may have played a role in their getting hired.

Table 8 breaks this question down in terms of whether the factor was extremely important or somewhat important in the mind of the respondents. Previous work experience was considered to be an important factor by two-thirds of the respondents (69.6%), with 45.1% finding it extremely important. Respondents' education at Owens was generally considered to be at least somewhat important by two-thirds of the returns (67.5%), with 44.0% finding it extremely important. Personal connections were considered important by 59.4% of respondents, with 34.3% reporting that they were extremely important.

Of less importance were other Owens channels: internships and other service learning opportunities were considered extremely important by 19.2% of respondents, and connections through Owens considered extremely important by 17.5% of respondents. From 2009-2010 to 2010-2011 there was a meaningful decrease in the percentage of respondents that indicated internships/co-op/field experiences (32.6% to 27.3%) was important in obtaining their job.

**Table 8 – Importance of Factors in Obtaining Primary Job**

Factor	Extremely Important		Somewhat Important		Total Responding	
	#	%	#	%	#	%
Previous work experience	107	45.1%	58	24.5%	237	100.0%
Education at Owens	107	44.0%	57	23.5%	243	100.0%
Personal connections	82	34.3%	60	25.1%	239	100.0%
Internship/Co-op/Field experience offered through Owens	46	19.3%	19	8.0%	238	100.0%
Education at another school	42	17.5%	49	20.4%	240	100.0%
Connections through Owens	40	16.7%	23	9.6%	240	100.0%

**Comments Section**

Respondents were asked to comment on their experience at Owens in the final section of this survey, first to garner their negative views and ideas for improvement and second to garner more positive remarks or things they found remarkable about their education at Owens. Content analysis of these data was performed using IBM SPSS Text Analytics for Surveys software.

***Please list three ideas for improvement at Owens***

There were 191 responses to this question for 2010-2011, representing 66.8% of the total. A summary of responses for previous years can be found in those reports. Some of the responses could be placed into more than one category, so the column will total to more than 100%.

The largest category targeted for improvement was with issues with faculty (22.5% of respondents). Ineffective teaching, a lack of empathy for students and their problems and a lack of practical knowledge of subjects by instructors were noted. Issues with advisors were mentioned by 20.9% of respondents. Respondents noted concerns about the information they received from advisors as well as how advisors interacted with them. Table 9 provides a list of the general categories mentioned in this question. A complete list of literal responses is available in Appendix E.

**Table 9 – Ideas for Improvement, 2010-2011**

Category	Count	Percent
Issues with Faculty	43	22.5%
Issues with Advisors	40	20.9%
Facilities/Other Amenities	32	16.8%
Placement/Employment	30	15.7%
Clinicals/Internships	28	14.7%
Online Courses	25	13.1%
Parking	20	10.5%
Uncategorized	17	8.9%
Book Store/Cost of Books	14	7.3%
Nursing Program	14	7.3%
Transfer Issues	13	6.8%
Course Offerings	12	6.3%
Graduation	11	5.8%
Tuition/Cost	10	5.2%
Accreditation Issues	6	3.1%
Positive Comments	5	2.6%
Food Service	4	2.1%
<b>Total respondents</b>	<b>191</b>	<b>100.0%</b>

***What do you talk about to others as your most remarkable experience at Owens?***

A total of 208 respondents answered this question for 2010-2011 (72.7% of the total). Again, several of the comments could be placed in more than one category, so the responses add to more than 100%. The largest category included comments about instructors or instruction (40.9%), followed by aspects about the course offerings at Owens (14.9%) and comments about graduation (13.5%). Table 10 presents an overview of all comments. The complete literals for this question are provided in Appendix E of the report.

**Table 10 – Most Remarkable Experiences, 2010 -2011**

<b>Category</b>	<b>Count</b>	<b>Percent</b>
Instructors	85	40.9%
Courses Offerings	31	14.9%
Graduation	28	13.5%
Tuition Costs	27	13.0%
Comments About Specific Programs	26	12.5%
Clinical Experience/Internships	26	12.5%
Uncategorized	12	5.8%
Personal Accomplishment	11	5.3%
Online Class Offerings	11	5.3%
Meeting People/Social Aspects	10	4.8%
Flexible/Convenient	9	4.3%
Lab/Tutor Facilities	8	3.8%
Advising Staff	4	1.9%
<b>Total respondents</b>	<b>208</b>	<b>100.0%</b>

**Summary and Data Limitations**

2010-2011 graduates report that they are generally satisfied overall with the education they have received at Owens and are likely to recommend the College to their family and friends. There has been no meaningful change in these indicators over the past three years.

Among academic indicators, they are generally most satisfied with quality of education in their majors, faculty instruction, and faculty attitude toward students and least satisfied with the availability of internships/co-op/field experiences.

Academic indicators that show a meaningful decrease in satisfaction (very + somewhat satisfied) over the three-year study include: quality of education in my major field of study, preparation for academic study, faculty instruction, faculty attitudes toward, variety of courses, and availability of web-based courses. There were no academic indicators that show a meaningful increase in satisfaction over the three-year study period.

Among non-academic characteristics, 2010-2011 graduates are most satisfied with the general conditions of buildings and grounds and the classroom facilities and least satisfied with career planning services and job placement services.

Non-academic indicators that show a meaningful decrease in satisfaction (very + somewhat satisfied) over the last three years include: transferability of credit to/from other institutions, classroom facilities, and career planning services.

Over the last three years, there was a meaningful increase in satisfaction in the non-academic indicator: opportunity for personal involvement in campus activities.

About half of respondents reported that they would attend Owens again if they were starting college anew, and that they would pursue the same area of study. Most of the respondents have spent some time searching for a job within their field;

about half of them feel that Owens has portrayed the job market realistically and that there are positions available in their field.

About 85% were employed at the time they completed the survey, with 72.2% of these employed full time. The majority held just one job (68.4%). Around 70% reported that their employment was at least moderately related to their field of study.

Employed respondents feel that their education at Owens and their previous work experience were the most important factors in obtaining their current job.

Data limitations include the following:

- There is potentially a long gap between an individual's graduation and the receipt of the survey, which may have affected respondents' recollection of their education at Owens and their reactions to it. Summer 2010 graduates, for example, may not have answered the survey for more than a year after their graduation.
- The survey instrument was changed extensively for the 2009-2010 reporting period which makes comparing the data across the reporting periods prior to 2009-2010 potentially risky.
- Sample sizes are too small to report data by program.
- Caution should be taken in comparing one year to the next because the respondent profile has changed (more business management respondents this year and more nursing respondents in the past).

## Appendix A – Demographic Profile of Total Graduates, 2007-2011

### Degree Awarded by Total Graduates, 2007-2008 through 2010-2011

Degree	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Associate of Arts	104	142	112	111	7.1%	9.1%	7.3%	7.0%	469	7.6%
Associate of Applied Business	294	245	251	306	20.2%	15.7%	16.3%	19.4%	1096	17.9%
Associate of Applied Science	693	729	698	666	47.5%	46.6%	45.4%	42.2%	2786	45.4%
Associate of Science	50	86	70	72	3.4%	5.5%	4.6%	4.6%	278	4.5%
Associate of Technical Studies	10	19	26	22	0.7%	1.2%	1.7%	1.4%	77	1.3%
CERT	209	249	283	315	14.3%	15.9%	18.4%	19.9%	1056	17.2%
CERT1	98	95	96	87	6.7%	6.1%	6.3%	5.5%	376	6.1%
<b>Grand Total</b>	<b>1,458</b>	<b>1,565</b>	<b>1,536</b>	<b>1,579</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>6138</b>	<b>100.0%</b>

### School Attended by Total Graduates, 2007-2008 through 2010-2011

School	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Arts and Sciences	215	300	256	283	14.7%	19.2%	16.7%	17.9%	1054	17.2%
Business	378	340	349	386	25.9%	21.7%	22.7%	24.4%	1453	23.7%
Health Sciences	221	235	247	266	15.2%	15.0%	16.1%	16.8%	969	15.8%
Nursing	329	354	306	269	22.6%	22.6%	19.9%	17.0%	1258	20.5%
Public Safety and Emergency Preparedness	98	73	98	100	6.7%	4.7%	6.4%	6.3%	369	6.0%
Technology	217	263	279	274	14.9%	16.8%	18.2%	17.4%	1033	16.8%
NA			1	1	0.0%	0.0%	0.1%	0.1%	2	0.0%
<b>Grand Total</b>	<b>1,458</b>	<b>1,565</b>	<b>1,536</b>	<b>1,579</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>6138</b>	<b>100.0%</b>

### Ethnicity by Total Graduates, 2007-2008 to 2010-2011

Ethnicity	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
American Indian or Alaskan Native	3	10	7	7	0.2%	0.6%	0.5%	0.4%	27	0.4%
Asian	20	20	12	20	1.4%	1.3%	0.8%	1.3%	72	1.2%
Black/African American	108	123	143	143	7.4%	7.9%	9.3%	9.1%	517	8.4%
Hispanic	47	66	64	66	3.2%	4.2%	4.2%	4.2%	243	4.0%
Pacific Islander	4	2	3		0.3%	0.1%	0.2%	0.0%	9	0.1%
More than one race given				21				1.3%	21	0.3%
Race unknown	15	26	31	21	1.0%	1.7%	2.0%	1.3%	93	1.5%
White/Caucasian	1256	1313	1260	1301	86.1%	83.9%	82.0%	82.4%	5130	83.6%
Not reported	5	5	16		0.3%	0.3%	1.0%	0.0%	26	0.4%
<b>Grand Total</b>	<b>1,458</b>	<b>1,565</b>	<b>1,536</b>	<b>1,579</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>6138</b>	<b>100.0%</b>

**Gender by Total Graduates, 2007-2008 to 2010-2011**

Gender	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Female	928	944	936	977	63.6%	60.3%	60.9%	61.9%	3785	61.7%
Male	530	621	600	602	36.4%	39.7%	39.1%	38.1%	2353	38.3%
<b>Grand Total</b>	<b>1,458</b>	<b>1,565</b>	<b>1,536</b>	<b>1,579</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>6138</b>	<b>100.0%</b>

**Age by Total Graduates, 2007-2008 to 2010-2011**

Age	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
19 or Under	4	24	1	3	0.3%	1.5%	0.1%	0.2%	32	0.5%
20-23	349	499	371	325	23.9%	31.9%	24.2%	20.6%	1,544	25.2%
24-26	291	241	296	332	20.0%	15.4%	19.3%	21.0%	1,160	18.9%
27-29	153	183	210	196	10.5%	11.7%	13.7%	12.4%	742	12.1%
30-34	234	207	242	233	16.0%	13.2%	15.8%	14.8%	916	14.9%
35-39	159	154	161	157	10.9%	9.8%	10.5%	9.9%	631	10.3%
40-44	104	109	92	136	7.1%	7.0%	6.0%	8.6%	441	7.2%
45+	164	148	163	197	11.2%	9.5%	10.6%	12.5%	672	10.9%
<b>Grand Total</b>	<b>1,458</b>	<b>1,565</b>	<b>1,536</b>	<b>1,579</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>6,138</b>	<b>100.0%</b>

**Major by Total Graduates, 2007-2008 through 2010-2011**

Major Code	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Auto Business Mgmt Mjr	1	2			0.1%	0.1%	0.0%	0.0%	3	0.0%
Accounting Tech	59	46	55	72	4.0%	2.9%	3.6%	4.6%	232	3.8%
Automation Elect Engineering			1		0.0%	0.0%	0.1%	0.0%	1	0.0%
Agribusiness Mgmt	2	5	1		0.1%	0.3%	0.1%	0.0%	8	0.1%
AA General Concentration	46	69	44	39	3.2%	4.4%	2.9%	2.5%	198	3.2%
Agricultural Equip. Tech	10	7	11	10	0.7%	0.4%	0.7%	0.6%	38	0.6%
Adv. Integrated Systems Tech		1	1		0.0%	0.1%	0.1%	0.0%	2	0.0%
Architectural Engineering Tech	9	9	19	5	0.6%	0.6%	1.2%	0.3%	42	0.7%
Automotive Service Excel Program				1				0.1%	1	0.0%
Automotive Service Mgmt	3	1	4	1	0.2%	0.1%	0.3%	0.1%	9	0.1%
Associate of Technical Studies	2		1	1	0.1%	0.0%	0.1%	0.1%	4	0.1%
Automotive Technology	8	14	12	7	0.5%	0.9%	0.8%	0.4%	41	0.7%
Biology Concentration.		2	3	5	0.0%	0.1%	0.2%	0.3%	10	0.2%
Biomedical Electronics Mjr	5	15	20	21	0.3%	1.0%	1.3%	1.3%	61	1.0%

**Major by Total Graduates, 2007-2008 through 2010-2011 (Continued)**

Major Code	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Business Mgmt Tech	109	85	92	118	7.5%	5.4%	6.0%	7.5%	404	6.6%
CAD Tech	14	13	12	14	1.0%	0.8%	0.8%	0.9%	53	0.9%
Culinary Arts Prog	4	9	13	9	0.3%	0.6%	0.8%	0.6%	35	0.6%
Commercial Art Concentration	3	2	4	1	0.2%	0.1%	0.3%	0.1%	10	0.2%
Commercial Art Technology	15	13	13	12	1.0%	0.8%	0.8%	0.8%	53	0.9%
Caterpillar Program	14	17	15	8	1.0%	1.1%	1.0%	0.5%	54	0.9%
Computer Electronics	3	3	1		0.2%	0.2%	0.1%	0.0%	7	0.1%
Chemistry Concentration			1		0.0%	0.0%	0.1%	0.0%	1	0.0%
Cancer Information Mgmt Prog			3	6	0.0%	0.0%	0.2%	0.4%	9	0.1%
Criminal Justice Technology	66	55	86	80	4.5%	3.5%	5.6%	5.1%	287	4.7%
Communication Studies Transfer		1	3	5	0.0%	0.1%	0.2%	0.3%	9	0.1%
Communication Art Concen	8	8	7	2	0.5%	0.5%	0.5%	0.1%	25	0.4%
Corrections Major	6	3	2	3	0.4%	0.2%	0.1%	0.2%	14	0.2%
Computer Programming Tech	8	9	9	9	0.5%	0.6%	0.6%	0.6%	35	0.6%
Computer Science Major	1	5	8	5	0.1%	0.3%	0.5%	0.3%	19	0.3%
Creative Writing Concentration	1	1	2		0.1%	0.1%	0.1%	0.0%	4	0.1%
Dental Hygiene Prog	21	19	19	18	1.4%	1.2%	1.2%	1.1%	77	1.3%
Dietetic Tech	9	8	3	13	0.6%	0.5%	0.2%	0.8%	33	0.5%
Digital Media Tech					0.0%	0.0%	0.0%	0.0%	0	0.0%
Design/Drafting Mjr					0.0%	0.0%	0.0%	0.0%	0	0.0%
Diesel Tech	3	3	5	6	0.2%	0.2%	0.3%	0.4%	17	0.3%
Early Childhood Education Tech	24	24	10	25	1.6%	1.5%	0.7%	1.6%	83	1.4%
E-Business Tech	12	1	2	7	0.8%	0.1%	0.1%	0.4%	22	0.4%
Education Paraprofessional Mjr		1	1	1	0.0%	0.1%	0.1%	0.1%	3	0.0%
Electrical/Electronics Tech	6	8	4	7	0.4%	0.5%	0.3%	0.4%	25	0.4%
Emergency Management and Planning				2				0.1%	2	0.0%
Emergency Medical Mgmt	1	4	1	1	0.1%	0.3%	0.1%	0.1%	7	0.1%
English Concentration	5	2	1		0.3%	0.1%	0.1%	0.0%	8	0.1%
English Literature Transfer				1	0.0%	0.0%	0.0%	0.1%	1	0.0%
Environmental Mgmt Tech	3	3	3	5	0.2%	0.2%	0.2%	0.3%	14	0.2%
Education Transfer - Adolescent	3	6	1	6	0.2%	0.4%	0.1%	0.4%	16	0.3%
Education Transfer – Early Child	14	10	12	17	1.0%	0.6%	0.8%	1.1%	53	0.9%
Education Transfer – Middle Child	2	7	7	5	0.1%	0.4%	0.5%	0.3%	21	0.3%
Education Transfer – Multi Age	1	3	1	4	0.1%	0.2%	0.1%	0.3%	9	0.1%
Fine Arts Concentration	5	4	6	4	0.3%	0.3%	0.4%	0.3%	19	0.3%
Fire Science Tech	25	11	9	14	1.7%	0.7%	0.6%	0.9%	59	1.0%
Food Service Mgmt	2				0.1%	0.0%	0.0%	0.0%	2	0.0%

**Major by Total Graduates, 2007-2008 through 2010-2011 (Continued)**

Major Code	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Geography Concentration				1	0.0%	0.0%	0.0%	0.1%	1	0.0%
Golf Course/Athletic Field Mgmt				5				0.3%	5	0.1%
Health Information Mgmt Prog	26	23	11	11	1.8%	1.5%	0.7%	0.7%	71	1.2%
History Concentration	2	1	3	4	0.1%	0.1%	0.2%	0.3%	10	0.2%
Hospitality Mgmt Prog	5	3	6	8	0.3%	0.2%	0.4%	0.5%	22	0.4%
Hospitality Mgmt Tech	3				0.2%	0.0%	0.0%	0.0%	3	0.0%
Indst & Automation Electronics	2	1	2		0.1%	0.1%	0.1%	0.0%	5	0.1%
International Business Option					0.0%	0.0%	0.0%	0.0%	0	0.0%
Information Systems Tech	10	11	7	12	0.7%	0.7%	0.5%	0.8%	40	0.7%
Journalism Concentration				2				0.1%	2	0.0%
Landscape/Turf Mgmt	7	7	1	2	0.5%	0.4%	0.1%	0.1%	17	0.3%
Landscape & Turf Mgmt Prog	5	7	12	10	0.3%	0.4%	0.8%	0.6%	34	0.6%
Manufacturing Tech	1	5		2	0.1%	0.3%	0.0%	0.1%	8	0.1%
Mathematics Concentration		2	2		0.0%	0.1%	0.1%	0.0%	4	0.1%
Microcomputer Business Sysys	2				0.1%	0.0%	0.0%	0.0%	2	0.0%
Medical Assisting Prog	13	14	17	13	0.9%	0.9%	1.1%	0.8%	57	0.9%
Medical Office Support Mjr			2	10	0.0%	0.0%	0.1%	0.6%	12	0.2%
Mechanical Engineering Tech	6	9	7	11	0.4%	0.6%	0.5%	0.7%	33	0.5%
Medical Office Option					0.0%	0.0%	0.0%	0.0%	0	0.0%
Marketing & Sales Tech	18	33	22	18	1.2%	2.1%	1.4%	1.1%	91	1.5%
Massage Therapy Prog	1	4	9	10	0.1%	0.3%	0.6%	0.6%	24	0.4%
Music Education Concentration				1	0.0%	0.0%	0.0%	0.1%	1	0.0%
Music Performance Concentr.	1			1	0.1%	0.0%	0.0%	0.1%	2	0.0%
Network Electronics Major					0.0%	0.0%	0.0%	0.0%	0	0.0%
Networking & Info Sys Support	7	11	17	18	0.5%	0.7%	1.1%	1.1%	53	0.9%
Nuclear Medicine Mjr	11	15	7	8	0.8%	1.0%	0.5%	0.5%	41	0.7%
Registered Nursing - LPN to RN	51	55	41	35	3.5%	3.5%	2.7%	2.2%	182	3.0%
Registered Nursing Program	183	200	186	147	12.6%	12.8%	12.1%	9.3%	716	11.7%
Office Administration Tech	49	40	34	29	3.4%	2.6%	2.2%	1.8%	152	2.5%
Occupational Therapist Asst	26	21	17	27	1.8%	1.3%	1.1%	1.7%	91	1.5%
Organizational Leadership				1				0.1%	1	0.0%
Pre-Biotechnology Conc.	1	4		2	0.1%	0.3%	0.0%	0.1%	7	0.1%
Pre-Business Admin Conc.	34	53	34	29	2.3%	3.4%	2.2%	1.8%	150	2.4%
Pre-Culinary Arts Concentration				2				0.1%	2	0.0%
Pre-Engineering Conc.		2			0.0%	0.1%	0.0%	0.0%	2	0.0%
Photography Concentration	2	6	2	5	0.1%	0.4%	0.1%	0.3%	15	0.2%
Pre-Nursing Concentration		1	2	11	0.0%	0.1%	0.1%	0.7%	14	0.2%
Pre-Physical Therapist Conc.			3		0.0%	0.0%	0.2%	0.0%	3	0.0%
Pre-Radiographic Concentration				1				0.1%	1	0.0%



**Major by Total Graduates, 2007-2008 through 2010-2011 (Continued)**

Major Code	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Paramedic to RN Program	2	2	5	3	0.1%	0.1%	0.3%	0.2%	12	0.2%
Psychology Concentration	1		5	3	0.1%	0.0%	0.3%	0.2%	9	0.1%
Physical Therapist Asst.	22	20	26	24	1.5%	1.3%	1.7%	1.5%	92	1.5%
Quality Assurance	2	6	1	5	0.1%	0.4%	0.1%	0.3%	14	0.2%
Radiography Major	25	28	31	30	1.7%	1.8%	2.0%	1.9%	114	1.9%
AS General Concentration	14	22	20	19	1.0%	1.4%	1.3%	1.2%	75	1.2%
Skilled Trades – Building Maint	5	3	2	4	0.3%	0.2%	0.1%	0.3%	14	0.2%
Skilled Trades - Construction	1		1		0.1%	0.0%	0.1%	0.0%	2	0.0%
Skilled Trades - Electrical	19	33	38	18	1.3%	2.1%	2.5%	1.1%	108	1.8%
Skilled Trades - Mechanical	3	8	7	4	0.2%	0.5%	0.5%	0.3%	22	0.4%
Sociology Concentration	1	6	3		0.1%	0.4%	0.2%	0.0%	10	0.2%
Diagnostic Medical Sonography	10	11	9	11	0.7%	0.7%	0.6%	0.7%	41	0.7%
Supervision	9	6	5	5	0.6%	0.4%	0.3%	0.3%	25	0.4%
Surgical Tech	15	12	11	15	1.0%	0.8%	0.7%	0.9%	53	0.9%
Surveying Tech	2	1	1	3	0.1%	0.1%	0.1%	0.2%	7	0.1%
Social Work Concentration	9	13	14	13	0.6%	0.8%	0.9%	0.8%	49	0.8%
Theatre-Performance Conc.		1		1	0.0%	0.1%	0.0%	0.1%	2	0.0%
Wide Area Networking Tech	5	3	1	6	0.3%	0.2%	0.1%	0.4%	15	0.2%
Welding	6	7	3	7	0.4%	0.4%	0.2%	0.4%	23	0.4%
World Language Studies Conc.	1	2	2		0.1%	0.1%	0.1%	0.0%	5	0.1%
Automotive Repair Tech Cert	1	1		5	0.1%	0.1%	0.0%	0.3%	7	0.1%
Accounting Cert	9	11	14	10	0.6%	0.7%	0.9%	0.6%	44	0.7%
Adv. Cancer Info Mgmt Cert	2		2		0.1%	0.0%	0.1%	0.0%	4	0.1%
Application Software Spec	2	3	5	4	0.1%	0.2%	0.3%	0.3%	14	0.2%
Automotive Refinish Cert			4	4	0.0%	0.0%	0.3%	0.3%	8	0.1%
Accounting Software App. Cert	8	14	7	8	0.5%	0.9%	0.5%	0.5%	37	0.6%
Automotive Service Cert	4	5	10	6	0.3%	0.3%	0.7%	0.4%	25	0.4%
Advanced Supervision Cert	9	1			0.6%	0.1%	0.0%	0.0%	10	0.2%
Administrative Virtual Asst.	1				0.1%	0.0%	0.0%	0.0%	1	0.0%
Six Sigma Black Belt Cert	4	2		5	0.3%	0.1%	0.0%	0.3%	11	0.2%
Biomedical Electronics Cert		2		2	0.0%	0.1%	0.0%	0.1%	4	0.1%
Auto Body Repair Cert	5	4			0.3%	0.3%	0.0%	0.0%	9	0.1%
Basic Supervision Cert	23	22	16	21	1.6%	1.4%	1.0%	1.3%	82	1.3%
Building Maintenance Cert	1		1	8	0.1%	0.0%	0.1%	0.5%	10	0.2%
Culinary Arts Cert	1		1	4	0.1%	0.0%	0.1%	0.3%	6	0.1%
Mechanical CAD Operator Cert	1				0.1%	0.0%	0.0%	0.0%	1	0.0%
CAD/CAM Cert	1	2		1	0.1%	0.1%	0.0%	0.1%	4	0.1%
Commercial Art Cert	6	2	5	5	0.4%	0.1%	0.3%	0.3%	18	0.3%
CISCO Academy Cert		1	1	1	0.0%	0.1%	0.1%	0.1%	3	0.0%
CAD Cert	3	3	10	5	0.2%	0.2%	0.7%	0.3%	21	0.3%
Arch CAD Operator Cert	1	1	2	1	0.1%	0.1%	0.1%	0.1%	5	0.1%
Computer Num Control Cert		1			0.0%	0.1%	0.0%	0.0%	1	0.0%

**Major by Total Graduates, 2007-2008 through 2010-2011 (Continued)**

Major Code	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
CNC Operator Cert			1	1	0.0%	0.0%	0.1%	0.1%	2	0.0%
CPA Qualifying Cert	4	9	6	4	0.3%	0.6%	0.4%	0.3%	23	0.4%
Commercial Photography Cert	1		3	2	0.1%	0.0%	0.2%	0.1%	6	0.1%
Computed Tomography Cert	3	3	8	5	0.2%	0.2%	0.5%	0.3%	19	0.3%
Culinary Arts Cert	1				0.1%	0.0%	0.0%	0.0%	1	0.0%
Diesel Service Cert	5	2	5	4	0.3%	0.1%	0.3%	0.3%	16	0.3%
Digital Media Cert					0.0%	0.0%	0.0%	0.0%	0	0.0%
Dietary Manager Cert		7	3	1	0.0%	0.4%	0.2%	0.1%	11	0.2%
Early Childhood Director's Cert	4	9	14	12	0.3%	0.6%	0.9%	0.8%	39	0.6%
Electronic Cert	2		1		0.1%	0.0%	0.1%	0.0%	3	0.0%
Electrical Cert	6	9	3	6	0.4%	0.6%	0.2%	0.4%	24	0.4%
Electrical Maintenance Cert		1			0.0%	0.1%	0.0%	0.0%	1	0.0%
ECE Social Work Certificate		2			0.0%	0.1%	0.0%	0.0%	2	0.0%
Expanded Functions Dental Cert				9				0.6%	9	0.1%
Fire Fighter Certificate					0.0%	0.0%	0.0%	0.0%	0	0.0%
Six Sigma Green Belt Cert		6			0.0%	0.4%	0.0%	0.0%	6	0.1%
GMAW Welding Certificate	12	15	9	37	0.8%	1.0%	0.6%	2.3%	73	1.2%
GTAW Welding Certificate	8	7	16	7	0.5%	0.4%	1.0%	0.4%	38	0.6%
Interior Design Certificate	1	3	6	9	0.1%	0.2%	0.4%	0.6%	19	0.3%
Industrial Mechanic Cert		1	2	3	0.0%	0.1%	0.1%	0.2%	6	0.1%
International Nursing Cert		4			0.0%	0.3%	0.0%	0.0%	4	0.1%
Construction Inspector Cert			4	1	0.0%	0.0%	0.3%	0.1%	5	0.1%
Leadership Development Ct			4		0.0%	0.0%	0.3%	0.0%	4	0.1%
Licensed Practical Nurse Cert	80	79	74	71	5.5%	5.0%	4.8%	4.5%	304	5.0%
Machining Certificate	1		3	3	0.1%	0.0%	0.2%	0.2%	7	0.1%
Music Business Certificate	2	1	6	7	0.1%	0.1%	0.4%	0.4%	16	0.3%
Machinist Certificate	1	4	1		0.1%	0.3%	0.1%	0.0%	6	0.1%
Medical Coding Certificate	12	11	12	6	0.8%	0.7%	0.8%	0.4%	41	0.7%
Marketing & Sales Certificate	8	5		5	0.5%	0.3%	0.0%	0.3%	18	0.3%
Medical Office Support Cert	7	8	8	6	0.5%	0.5%	0.5%	0.4%	29	0.5%
Medical Reimbursement Spc	2	2	4	1	0.1%	0.1%	0.3%	0.1%	9	0.1%
Massage Therapy Cert	10	17	17	18	0.7%	1.1%	1.1%	1.1%	62	1.0%
Medical Transcription Cert	6	6	3	14	0.4%	0.4%	0.2%	0.9%	29	0.5%
Network Administration Cert	2	5	2	8	0.1%	0.3%	0.1%	0.5%	17	0.3%
Networking Certificate			1		0.0%	0.0%	0.1%	0.0%	1	0.0%
Network Security Cert		2	4	1	0.0%	0.1%	0.3%	0.1%	7	0.1%
Office Support Cert	9	5	8	6	0.6%	0.3%	0.5%	0.4%	28	0.5%
Operations Management Ct	3	1	9	2	0.2%	0.1%	0.6%	0.1%	15	0.2%
Proficiency in Japanese Cert				1				0.1%	1	0.0%
Proficiency in Russian Certificate				2				0.1%	2	0.0%
Proficiency in Spanish Certificate				6				0.4%	6	0.1%
Quality Assurance Cert	2		3		0.1%	0.0%	0.2%	0.0%	5	0.1%

**Major by Total Graduates, 2007-2008 through 2010-2011 (Continued)**

Major Code	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Real Estate Cert	2	2	5		0.1%	0.1%	0.3%	0.0%	9	0.1%
Real Estate Licensure Cert		5	10	8	0.0%	0.3%	0.7%	0.5%	23	0.4%
Safety Coordinator Cert	2	2	2	4	0.1%	0.1%	0.1%	0.3%	10	0.2%
Small Business Mgmt Cert	6	2	4	3	0.4%	0.1%	0.3%	0.2%	15	0.2%
SMAW Welding Certificate	5	9	7	4	0.3%	0.6%	0.5%	0.3%	25	0.4%
Sterile Processing Certificate	4	16	15	18	0.3%	1.0%	1.0%	1.1%	53	0.9%
Surveying Certificate	4	1	3	3	0.3%	0.1%	0.2%	0.2%	11	0.2%
Computer Systems Cert			3	2	0.0%	0.0%	0.2%	0.1%	5	0.1%
Truck & Heavy Equipment Ct	1				0.1%	0.0%	0.0%	0.0%	1	0.0%
HVAC Certificate	3	3	4	6	0.2%	0.2%	0.3%	0.4%	16	0.3%
Water Treatment Cert		1	1	3	0.0%	0.1%	0.1%	0.2%	5	0.1%
Web Design Certificate	2	3	2	1	0.1%	0.2%	0.1%	0.1%	8	0.1%
Welding Certificate	4	1	3	2	0.3%	0.1%	0.2%	0.1%	10	0.2%
Wildlife Management Cert			2		0.0%	0.0%	0.1%	0.0%	2	0.0%
<b>Grand Total</b>	<b>1,458</b>	<b>1,565</b>	<b>1,536</b>	<b>1,579</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>6138</b>	<b>100.0%</b>

## Appendix B – Demographic Profile of Total Respondents, 2007-2010

### Degree Awarded by Total Respondents, 2007-2008 to 2010-2011

Degree	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Associate of Arts	35	33	32	24	8.4%	8.2%	7.7%	8.4%	124	8.2%
Associate of Applied Business	88	72	69	52	21.1%	17.9%	16.7%	18.2%	281	18.5%
Associate of Applied Science	190	195	195	125	45.6%	48.5%	47.1%	43.7%	705	46.4%
Associate of Science	17	22	17	16	4.1%	5.5%	4.1%	5.6%	72	4.7%
Associate of Technical Studies		6	5	2	0.0%	1.5%	1.2%	0.7%	13	0.9%
CERT	54	50	71	46	12.9%	12.4%	17.2%	16.1%	221	14.5%
CERT1	33	24	25	21	7.9%	6.0%	6.0%	7.3%	103	6.8%
<b>Grand Total</b>	<b>417</b>	<b>402</b>	<b>414</b>	<b>286</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>1519</b>	<b>100.0%</b>

### School Attended by Total Respondents, GFS 2007-2008 to 2010-2011

School	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Arts and Sciences	68	66	70	60	16.3%	16.4%	16.9%	21.0%	264	17.4%
Business	116	98	94	63	27.8%	24.4%	22.7%	22.0%	371	24.4%
Health Sciences	74	73	85	59	17.7%	18.2%	20.5%	20.6%	291	19.2%
Nursing	90	87	69	46	21.6%	21.6%	16.7%	16.1%	292	19.2%
Public Safety and Emergency Preparedness	22	16	24	17	5.3%	4.0%	5.8%	5.9%	79	5.2%
Technology	47	62	72	41	11.3%	15.4%	17.4%	14.3%	222	14.6%
<b>Grand Total</b>	<b>417</b>	<b>402</b>	<b>414</b>	<b>286</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>1519</b>	<b>100.0%</b>

### Ethnicity by Total Respondents, 2007-2008 to 2010-2011

Ethnicity	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
American Indian or Alaskan Native	1	3	1		0.2%	0.7%	0.2%		5	0.3%
Asian	5	2	3	6	1.2%	0.5%	0.7%	2.1%	16	1.1%
Black/African American	33	21	30	20	7.9%	5.2%	7.2%	7.0%	104	6.8%
Hispanic	7	12	13	9	1.7%	3.0%	3.1%	3.1%	41	2.7%
Pacific islander	1		1		0.2%		0.2%		2	0.1%
More than one race reported				3				1.0%	3	0.2%
Unknown	6	11	11	2	1.4%	2.7%	2.7%	0.7%	30	2.0%
White/Caucasian	364	353	355	246	87.3%	87.8%	85.7%	86.0%	1318	86.8%
<b>Grand Total</b>	<b>417</b>	<b>402</b>	<b>414</b>	<b>286</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>1519</b>	<b>100.0%</b>

**Gender by Total Respondents, 2007-2008 to 2010-2011**

Gender	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Female	299	269	279	193	71.7%	66.9%	67.4%	67.5%	1040	68.5%
Male	118	133	135	93	28.3%	33.1%	32.6%	32.5%	479	31.5%
<b>Grand Total</b>	<b>417</b>	<b>402</b>	<b>414</b>	<b>286</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>1519</b>	<b>100.0%</b>

**Age by Total Respondents, 2007-2008 to 2010-2011**

Age	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
19 or under	1	10			0.2%	2.5%			11	0.7%
20-23	85	122	97	47	20.4%	30.3%	23.4%	16.4%	351	23.1%
24-26	69	51	73	59	16.5%	12.7%	17.6%	20.6%	252	16.6%
27-29	42	38	53	34	10.1%	9.5%	12.8%	11.9%	167	11.0%
30-34	73	45	54	31	17.5%	11.2%	13.0%	10.8%	203	13.4%
35-39	45	39	36	32	10.8%	9.7%	8.7%	11.2%	152	10.0%
40-44	37	30	28	32	8.9%	7.5%	6.7%	11.2%	127	8.4%
45+	65	67	62	51	15.6%	16.7%	15.1%	17.8%	245	16.1%
No answer			11				2.7%		11	0.7%
<b>Grand Total</b>	<b>417</b>	<b>402</b>	<b>414</b>	<b>286</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>1519</b>	<b>100.0%</b>

**Major by Total Respondents, 2007-2008 to 2010-2011**

Major	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Auto Business Mgmt Mjr	1	1			0.2%	0.2%			2	0.1%
Accounting Tech	17	17	14	12	4.1%	4.2%	3.4%	4.2%	60	3.9%
Automation Elect Engin Mjr			1				0.2%		1	0.1%
Agribusiness Mgmt	1	1			0.2%	0.2%			2	0.1%
AA General Concentration	11	9	12	9	2.6%	2.2%	2.9%	3.1%	41	2.7%
Agricultural Equipment Tech	2	1	5	2	0.5%	0.2%	1.2%	0.7%	10	0.7%
Adv. Integrated Systems Tech		1	1		0.0%	0.2%	0.2%		2	0.1%
Architectural Engineer Tech	2		2	2	0.5%	0.0%	0.5%	0.7%	6	0.4%
Automotive Tech	1	3	2	2	0.2%	0.7%	0.5%	0.7%	8	0.5%
Biology Concentration		1	1	1	0.0%	0.2%	0.2%	0.3%	3	0.2%
Biomedical Electronics Mjr	2	8	7	2	0.5%	2.0%	1.7%	0.7%	19	1.3%
Business Mgmt Tech	36	24	29	22	8.6%	6.0%	7.0%	7.7%	111	7.3%

**Major by Total Respondents, 2007-2008 to 2010-2011 (Continued)**

Major	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
CAD Tech	3	5	5	2	0.7%	1.2%	1.2%	0.7%	15	1.0%
Culinary Arts Prog	2	4	5	2	0.5%	1.0%	1.2%	0.7%	13	0.9%
Commercial Art Conc..	3	1	2		0.7%	0.2%	0.5%		6	0.4%
Commercial Art Tech	1	3	1	1	0.2%	0.7%	0.2%	0.3%	6	0.4%
Caterpillar Prog	3	1	3		0.7%	0.2%	0.7%		7	0.5%
Computer Electronics Mjr		1	1		0.0%	0.2%	0.2%		2	0.1%
Chemistry Concentration			1				0.2%		1	0.1%
Cancer Info Mgmt Prog			3				0.7%		3	0.2%
Criminal Justice Technology	13	12	23	16	3.1%	3.0%	5.6%	5.6%	64	4.2%
Communication Art Conc	4	1	3		1.0%	0.2%	0.7%		8	0.5%
Corrections Major	2	1			0.5%	0.2%			3	0.2%
Computer Programming Tech	1	2	4		0.2%	0.5%	1.0%		7	0.5%
Computer Science Major		1	1		0.0%	0.2%	0.2%		2	0.1%
Creative Writing Conc	1	1			0.2%	0.2%			2	0.1%
Dental Hygiene Program	6	10	7	4	1.4%	2.5%	1.7%	1.4%	27	1.8%
Dietetic Technology	5	4	3	4	1.2%	1.0%	0.7%	1.4%	16	1.1%
Diesel Technology	1		1	1	0.2%	0.0%	0.2%	0.3%	3	0.2%
Early Childhood Education Tech	9	4	3	4	2.2%	1.0%	0.7%	1.4%	20	1.3%
E-Business Technology	4		1		1.0%	0.0%	0.2%		5	0.3%
Education Paraprofessional Major				1						0.0%
Electrical/Electronics Tech	1	3	2		0.2%	0.7%	0.5%		6	0.4%
Emergency Medical Mgmt	1	1	1		0.2%	0.2%	0.2%		3	0.2%
English Concentration	1	1	1		0.2%	0.2%	0.2%		3	0.2%
Environmental Mgmt Tech	1	2		1	0.2%	0.5%		0.3%	4	0.3%
Education Trans - Adolescent	1	3		2	0.2%	0.7%		0.7%	6	0.4%
Education Trans – Early Child	9	2	6	4	2.2%	0.5%	1.4%	1.4%	21	1.4%
Education Trans – Middle Ch		1	1	2	0.0%	0.2%	0.2%	0.7%	4	0.3%
Education Trans – Multi Age		1			0.0%	0.2%			1	0.1%
Fine Art Concentration			1	1	0.0%	0.0%	0.2%	0.3%	2	0.1%
Fire Science Technology	6	2		1	1.4%	0.5%		0.3%	9	0.6%
Food Service Management	1				0.2%	0.0%			1	0.1%
Golf Course/Athletic Field Mgmt				2				0.7%	2	0.1%

**Major by Total Respondents, 2007-2008 to 2010-2011 (Continued)**

Major	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Health Info Mgmt Systems	8	10	5		1.9%	2.5%	1.2%		23	1.5%
History Concentration	1		1	1	0.2%	0.0%	0.2%	0.3%	3	0.2%
Hospitality Mgmt Program	1		1		0.2%	0.0%	0.2%	0.0%	2	0.1%
Information Systems	2	1	1	2	0.5%	0.2%	0.2%	0.7%	6	0.4%
Journalism Transfer				1				0.3%	1	0.1%
Landscape/Turf Mgmt	3		1		0.7%	0.0%	0.2%		4	0.3%
Landscape & Turf Grass Mgt			4	4			1.0%	1.4%	8	0.5%
Manufacturing Tech		1			0.0%	0.2%			1	0.1%
Mathematics Concentration		1			0.0%	0.2%			1	0.1%
Microcomputer Business Syst	1				0.2%	0.0%			1	0.1%
Medical Assisting Program	6	3	4	5	1.4%	0.7%	1.0%	1.7%	18	1.2%
Medical Office Support Major			1	6			0.2%	2.1%	7	0.5%
Mechanical Engineering Tech		2	2	3	0.0%	0.5%	0.5%	1.0%	7	0.5%
Marketing & Sales Tech	7	8	7	3	1.7%	2.0%	1.7%	1.0%	25	1.6%
Massage Therapy Program	1		3	3	0.2%	0.0%	0.7%	1.0%	7	0.5%
Networking & Info Syst Supp	2	2		3	0.5%	0.5%		1.0%	7	0.5%
Nuclear Medicine Major	3	4	3	1	0.7%	1.0%	0.5%	0.3%	11	0.7%
Registered Nurse Prog - LPN	11	12	8	6	2.6%	3.0%	1.9%	2.1%	37	2.4%
Registered Nurse Program	47	56	43	18	11.3%	13.9%	10.4%	6.3%	164	10.8%
Office Administration Tech	15	15	11	4	3.6%	3.7%	2.7%	1.4%	45	3.0%
Occupational Therapy Asst	9	6	5	7	2.2%	1.5%	1.2%	2.4%	27	1.8%
Pre-Biotechnology Conc		2			0.0%	0.5%			2	0.1%
Pre-Business Admin Conc	11	10	9	11	2.6%	2.5%	2.3%	3.8%	41	2.7%
Pre-Radiography Transfer				1				0.3%	1	0.1%
Photography Concentration		3		1	0.0%	0.7%		0.3%	4	0.3%
Psychology Concentration			1	1			0.2%	0.3%	2	0.1%
Physical Therapist Asst	10	8	10	8	2.4%	2.0%	2.4%	2.8%	36	2.4%
Quality Assurance		3	1	1	0.0%	0.7%	0.2%	0.3%	5	0.3%
Radiography Major	8	6	10	5	1.9%	1.5%	2.4%	1.7%	29	1.9%
AS General Concentration	6	8	5	2	1.4%	2.0%	1.2%	0.7%	21	1.4%
Skilled Trades Bldg Maint	2	1	1	2	0.5%	0.2%	0.2%	0.7%	6	0.4%

**Major by Total Respondents, 2007-2008 to 2010-2011 (Continued)**

Major	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Skilled Trades Construction	1				0.2%	0.0%			1	0.1%
Skilled Trades Electrical	5	10	10	2	1.2%	2.5%	2.4%	0.7%	27	1.8%
Skilled Trades Mechanical	1	3	3	1	0.2%	0.7%	0.7%	0.3%	8	0.5%
Sociology Concentration		3			0.0%	0.7%			3	0.2%
Diagnostic Med Sonography	4	4	5	7	1.0%	1.0%	1.2%	2.4%	20	1.3%
Supervision	1	3		1	0.2%	0.7%		0.3%	5	0.3%
Surgical Technology	5	1	5	6	1.2%	0.2%	1.2%	2.1%	17	1.1%
Surveying Technology	1				0.2%	0.0%			1	0.1%
Social Work Concentration	4	6	5	2	1.0%	1.5%	1.2%	0.7%	17	1.1%
Theater Performance Concentration				1				0.3%	1	0.1%
Wide-Area Network Tech		2			0.0%	0.5%			2	0.1%
Welding	2				0.5%	0.0%			2	0.1%
World Language Studies Con		1			0.0%	0.2%			1	0.1%
Automotive Repair Tech Cert	1				0.2%	0.0%			1	0.1%
Accounting Certificate	3	6	4	2	0.7%	1.5%	1.0%	0.7%	15	1.0%
Adv Cancer Info Mgt Cert	1		1		0.2%	0.0%	0.2%		2	0.1%
Application Software Spec Ct		1			0.0%	0.2%			1	0.1%
Accounting Software App Ct	2	3	1		0.5%	0.7%	0.2%		6	0.4%
Automotive Service Cert			2	1			0.5%	0.3%	3	0.2%
Advanced Supervision Cert	2				0.5%	0.0%			2	0.1%
Administrative Virtual Asst Ct	1				0.2%	0.0%			1	0.1%
Six Sigma Black Belt Cert	2			2	0.5%	0.0%		0.7%	4	0.3%
Auto Body Repair Cert		2			0.0%	0.5%			2	0.1%
Basic Supervision Cert	6	5	3	2	1.4%	1.2%	0.7%	0.7%	16	1.1%
Biomedical Electronics Certificate				1				0.3%	1	0.1%
Building Maintenance Certificate				2				0.7%	2	0.1%
CAD/CAM Certificate		1			0.0%	0.2%			1	0.1%
Commercial Art Certificate	3		2		0.7%	0.0%	0.5%		5	0.3%
CISCO Academy Certificate		1			0.0%	0.2%			1	0.1%
CAD Certificate		2	2		0.0%	0.5%	0.5%		4	0.3%
Arch CAD Operator Cert	1	1			0.2%	0.2%			2	0.1%
Computer System Certificate				1				0.3%	1	0.1%
CPA Qualifying Certificate	3		2		0.7%		0.5%		5	0.3%



**Major by Total Respondents, 2007-2008 to 2010-2011 (Continued)**

Major	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Commercial Photography Cert			1				0.2%		1	0.1%
Computed Tomography Ct		1	6		0.0%	0.2%	1.4%		7	0.5%
Culinary Arts Certificate	1				0.2%				1	0.1%
Diesel Service Certificate			1	1			0.2%	0.3%	2	0.1%
Dietary Manager Certificate			1				0.2%		1	0.1%
Early Child Director's Cert	1	3	7	4	0.2%	0.7%	1.7%	1.4%	15	1.0%
Electronic Certificate	1				0.2%	0.0%			1	0.1%
Electrical Certificate		1	1		0.0%	0.2%	0.2%		2	0.1%
Electrical Maintenance Ct		1			0.0%	0.2%			1	0.1%
Expanded Functions Dental Cert				3				1.0%	3	0.2%
GMAW Welding Cert	1	1	2	6	0.2%	0.2%	0.5%	2.1%	10	0.7%
GTAW Welding Certificate	2		4	1	0.5%	0.0%	1.0%	0.3%	7	0.5%
Interior Design Certificate			2	1			0.5%	0.3%	3	0.2%
Industrial Mechanic Cert			1				0.2%		1	0.1%
Construction Inspector Cert			1				0.2%		1	0.1%
Leadership Development Certificate			1				0.2%		1	0.1%
Licensed Practical Nurse Cert	26	16	18	17	6.2%	4.0%	4.3%	5.9%	77	5.1%
Machining Certificate			1				0.2%		1	0.1%
Music Business Certificate	1			1	0.2%			0.3%	2	0.1%
Medical Coding Cert	4	3	2		1.0%	0.7%	0.5%		9	0.6%
Marketing & Sales Cert	1	1		1	0.2%	0.2%		0.3%	3	0.2%
Medical Office Support Ct	2	5	5		0.5%	1.2%	1.2%		12	0.8%
Medical Reimbursement Sp Cert		1			0.0%	0.2%			1	0.1%
Massage Therapy Cert	2	7	2	5	0.5%	1.7%	0.5%	1.7%	16	1.1%
Medical Transcription Ct	2	1		2	0.5%	0.2%		0.7%	5	0.3%
Network Admin Cert			1	2			0.2%	0.7%	3	0.2%
Office Support Cert	4	2	3	2	1.0%	0.5%	0.7%	0.7%	11	0.7%
Operations Mgmt Cert	1		3	1	0.2%	0.0%	0.7%	0.3%	5	0.3%
Proficiency in Spanish Ct				2				0.7%	2	0.1%
Quality Assurance Cert	1		2		0.2%	0.0%	0.5%		3	0.2%
Real Estate Certificate			1				0.2%		1	0.1%
Real Estate Licensure Cert			2				0.5%		2	0.1%
Safety Coordinator Cert			2	1			0.5%	0.3%	3	0.2%
Small Business Mgmt Cert	4	1			1.0%	0.2%			5	0.3%
SMAW Welding Cert	1	3	1		0.2%	0.7%	0.2%		5	0.3%
Sterile Processing Cert	1	3	4	2	0.2%	0.7%	1.0%	0.7%	10	0.7%
Surveying Certificate	1		1		0.2%	0.0%	0.2%		2	0.1%
HVAC Certificate	1		2	3	0.2%	0.0%	0.5%	1.0%	6	0.4%
Water Treatment Certificate				1	0.0%	0.0%		0.3%	1	0.1%
Web Design Certificate	1	2			0.2%	0.5%			3	0.2%
Welding Certificate	3		1		0.7%	0.0%	0.2%		4	0.3%
<b>Grand Total</b>	<b>417</b>	<b>402</b>	<b>414</b>	<b>286</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>1519</b>	<b>100.0%</b>

## Appendix C – Survey Instrument

### Alumni Survey

#### Academic Year 2010-2011 Graduates

Dear Owens Graduate,

Congratulations on graduating from Owens Community College. Your experience at Owens can provide us with critical information that is vital for making decisions on the future of the College and the quality of its programs and services.

All graduates from the 2010-2011 graduating class are being invited to give their opinions. Please invest the time to complete and send the questionnaire within the next two weeks. Once you have filled it out, just return it in the enclosed postage-paid envelope. We want to hear from you!

When you have returned your survey, you will be automatically entered into a drawing to win one of several \$25 gas cards, so please don't delay!

Your opinions are important and completely confidential. The questionnaire has an identification number for mailing purposes only. The survey does not identify you by name nor will your answers be associated with you as an individual.

We would be happy to answer any questions you have about this study. Please feel free to call the Institutional Research Office at (567) 661-7116 or email at [institutional\\_research@owens.edu](mailto:institutional_research@owens.edu) with your questions.

Thank you very much for your assistance.

Debra Rathke  
Institutional Research Office

### SATISFACTION

**Q1 Please indicate your OVERALL level of satisfaction with your educational experience at Owens Community College**

- |   |                          |                                    |                          |
|---|--------------------------|------------------------------------|--------------------------|
| <i>Very satisfied</i> .....                     | <input type="checkbox"/> | <i>Somewhat dissatisfied</i> ..... | <input type="checkbox"/> |
| <i>Somewhat satisfied</i> .....                 | <input type="checkbox"/> | <i>Very dissatisfied</i> .....     | <input type="checkbox"/> |
| <i>Neither satisfied nor dissatisfied</i> ..... | <input type="checkbox"/> |                                    |                          |

**Q2 How likely are you to recommend Owens to your friends and family?**

- |                              |                          |                                |                          |
|------------------------------|--------------------------|--------------------------------|--------------------------|
| <i>Very likely</i> .....     | <input type="checkbox"/> | <i>Somewhat unlikely</i> ..... | <input type="checkbox"/> |
| <i>Somewhat likely</i> ..... | <input type="checkbox"/> | <i>Very unlikely</i> .....     | <input type="checkbox"/> |

**Q3 Overall, how did your Owens experience meet your expectations?**

- |  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| <i>Much better than I expected</i> ..... | <input type="checkbox"/> | <i>Worse than I expected</i> .....      | <input type="checkbox"/> |
| <i>Better than I expected</i> .....      | <input type="checkbox"/> | <i>Much worse than I expected</i> ..... | <input type="checkbox"/> |
| <i>About what I expected</i> .....       | <input type="checkbox"/> |   |                          |

**Q4 Please consider the following aspects of your experience at Owens. Please mark the appropriate circle that indicates your level of satisfaction with each of the following items.**

	<i>Very Satisfied</i>	<i>Somewhat Satisfied</i>	<i>Neither Satisfied nor Dissatisfied</i>	<i>Somewhat Dissatisfied</i>	<i>Very Dissatisfied</i>	<i>N/A</i>
Quality of education in my major field of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for further academic study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty instruction (preparation, knowledge, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty attitude toward students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty availability (out-of-class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff (non-teaching) attitude towards students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variety of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of course days and times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of web-based courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transferability of credit to/from other institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratory facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career planning services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General condition of buildings and grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job placement services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity for personal involvement in campus activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of internships, co-ops, field experiences in my degree/certificate program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q5 If you could start college over, how likely would you be to attend Owens?**

*Very likely* .....       *Somewhat unlikely* .....   
*Somewhat likely* .....       *Very unlikely* .....

**Q6 If you could start college over, how likely would you be to select the same major area of study?**

*Very likely* .....       *Somewhat unlikely* .....   
*Somewhat likely* .....       *Very unlikely* .....

**Q7 To what extent do you agree or disagree with the following statements?**

	<i>Strongly agree</i>	<i>Somewhat agree</i>	<i>Neither agree nor disagree</i>	<i>Somewhat disagree</i>	<i>Strongly disagree</i>
I have searched for a job related to my degree or certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Owens has portrayed the demand for jobs in my field accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a reasonable demand for positions related to my field of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## EMPLOYMENT

**Q8** Which of the following best describes your current employment status?  
*Employed* .....  *Unemployed* .....

**Q9** If you are unemployed, which of the following best applies to your situation? (Please check all that apply).

*Retired* .....  *Seeking work* .....   
*Caring for my family full time* .....  *Not seeking work for personal reasons* .....   
*Continuing my education* .....   
*Other (Specify)*

**If you are not employed, please skip to Q18**

**Q10** How many different jobs do you currently have?

1 .....  3 .....   
2 .....  4 or more .....

**Q11** Do you work 35 hours or more per week at any one of the jobs that you currently hold?  
Yes .....  No .....

**Q12** How related is your most primary job to the degree or certificate you earned?

*Highly related* .....  *Slightly related* .....   
*Moderately related* .....  *Not at all related* .....

**Q13** Which of the following best describes when you obtained your most primary job?

*Held position before graduation* .....  *Hired between six months and one year after graduation* .....   
*Hired within six months of graduation* .....  *Hired more than one year after graduation* .....

**Q14** Please indicate all of your current job titles.

**Q15** What are the names and locations of all of the companies that employ you?

**Q16** What is your annual salary or hourly wage for your most primary position?

<i>Less than \$15,000 (\$7.21 or less per hour)</i> ..... <input type="checkbox"/>	<i>\$33,000 - \$35,999 (\$15.87 - \$17.31)</i> ..... <input type="checkbox"/>
<i>\$15,000 - \$20,999 (\$7.21 - \$10.10)</i> ..... <input type="checkbox"/>	<i>\$36,000 - \$38,999 (\$17.32 - \$18.75)</i> ..... <input type="checkbox"/>
<i>\$21,000 - \$23,999 (\$10.11 - \$11.54)</i> ..... <input type="checkbox"/>	<i>\$39,000 - \$41,999 (\$18.76 - \$20.19)</i> ..... <input type="checkbox"/>
<i>\$24,000 - \$26,999 (\$11.55 - \$12.98)</i> ..... <input type="checkbox"/>	<i>\$42,000 - \$46,999 (\$20.20 - \$22.12)</i> ..... <input type="checkbox"/>
<i>\$27,000 - \$29,999 (\$12.99 - \$14.42)</i> ..... <input type="checkbox"/>	<i>\$47,000 - \$51,999 (\$22.13 - \$24.99)</i> ..... <input type="checkbox"/>
<i>\$30,000 - \$32,999 (\$14.43 - \$15.86)</i> ..... <input type="checkbox"/>	<i>\$52,000 or more (\$25.00 or more per hour)</i> ..... <input type="checkbox"/>

Q17	How important were each of the following factors in obtaining your most primary job?	<i>Extremely important</i>	<i>Somewhat important</i>	<i>Neither important nor unimportant</i>	<i>Somewhat unimportant</i>	<i>Extremely unimportant</i>
	Education at Owens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Education at another school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Previous work experience (in field or within company)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Personal connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Connections through Owens (instructors, advisors, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Internship/co-op/field experience offered at Owens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**COMMENTS/SUGGESTIONS**

Q18 Please list three (3) ideas for improvement at Owens.

Q19 What do you talk about to others as your most remarkable experience at Owens?

Thank you for your valuable assistance.  
 Please return completed survey in the enclosed postage-paid envelope to:  
 Institutional Research Department  
 Owens Community College  
 P.O. Box 10000  
 Toledo, OH 43682-4060

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## Appendix D – Tables for GFS Reporting, 2007-2008 to 2010-2011

Q1 Please indicate your OVERALL level of satisfaction with your educational experience at Owens

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very satisfied	245	218	230	155	58.8%	52.5%	56.0%	54.2%	848	55.5%
Somewhat satisfied	147	157	140	101	35.3%	37.8%	34.1%	35.3%	545	35.6%
Neither Satisfied nor Dissatisfied	12	12	16	11	2.9%	2.9%	3.9%	3.8%	51	3.3%
Somewhat dissatisfied	11	19	20	16	2.6%	4.6%	4.9%	5.6%	66	4.3%
Very dissatisfied	2	9	5	3	0.5%	2.2%	1.2%	1.0%	19	1.2%
Total answering	417	415	411	286	100.0%	100.0%	100.0%	100.0%	1529	100.0%

Q2 How likely are you to recommend Owens to your friends and family?

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very likely	310	262	259	184	74.2%	63.3%	63.2%	64.3%	1015	66.4%
Somewhat likely	84	127	111	77	20.1%	30.7%	27.1%	26.9%	399	26.1%
Somewhat unlikely	21	16	27	19	5.0%	3.9%	6.6%	6.6%	83	5.4%
Very unlikely	3	9	13	6	0.7%	2.2%	3.2%	2.1%	31	2.0%
Total answering	418	414	410	286	100.0%	100.0%	100.0%	100.0%	1528	100.0%

Q3 Overall, how did your Owens experience meet your expectations?

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Much better than I expected			64	52			15.5%	18.2%	116	16.6%
Better than I expected			143	96			34.7%	33.6%	239	34.2%
About what I expected			167	111			40.5%	38.8%	278	39.8%
Worse than I expected			33	24			8.0%	8.4%	57	8.2%
Much worse than I expected			5	3			1.2%	1.0%	8	1.1%
Total answering			412	286			100.0%	100.0%	698	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4a Quality of education in my major field of study

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	245	206	206	155	59.3%	50.1%	50.5%	54.4%	812	53.5%
Somewhat Satisfied	148	177	159	95	35.8%	43.1%	39.0%	33.3%	579	38.2%
Neither Satisfied nor Dissatisfied	9	12	25	15	2.2%	2.9%	6.1%	5.3%	61	4.0%
Somewhat Dissatisfied	9	14	14	16	2.2%	3.4%	3.4%	5.6%	53	3.5%
Very Dissatisfied	2	2	4	4	0.5%	0.5%	1.0%	1.4%	12	0.8%
Total answering	413	411	408	285	100.0%	100.0%	100.0%	100.0%	1517	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4b Preparation for work environment

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	180	144	147	111	44.0%	35.2%	36.3%	39.6%	582	38.7%
Somewhat Satisfied	166	178	155	106	40.6%	43.5%	38.3%	37.9%	605	40.3%
Neither Satisfied nor Dissatisfied	30	46	61	29	7.3%	11.2%	15.1%	10.4%	166	11.0%
Somewhat Dissatisfied	14	23	29	25	3.4%	5.6%	7.2%	8.9%	91	6.1%
Very Dissatisfied	4	8	8	8	1.0%	2.0%	2.0%	2.9%	28	1.9%
N/A	15	10	5	1	3.7%	2.4%	1.2%	0.4%	31	2.1%
Total answering	409	409	405	280	100.0%	100.0%	100.0%	100.0%	1503	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4c Preparation for further academic study

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	175	177	133	111	42.6%	43.4%	33.0%	39.5%	596	39.7%
Somewhat Satisfied	147	153	154	98	35.8%	37.5%	38.2%	34.9%	552	36.7%
Neither Satisfied nor Dissatisfied	51	38	75	40	12.4%	9.3%	18.6%	14.2%	204	13.6%
Somewhat Dissatisfied	13	15	24	20	3.2%	3.7%	6.0%	7.1%	72	4.8%
Very Dissatisfied	2	4	7	7	0.5%	1.0%	1.7%	2.5%	20	1.3%
N/A	23	21	10	5	5.6%	5.1%	2.5%	1.8%	59	3.9%
Total answering	411	408	403	281	100.0%	100.0%	100.0%	100.0%	1503	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4d Faculty instruction (preparation, knowledge, etc.)

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	204	209	195	142	49.8%	51.5%	48.0%	50.7%	750	49.9%
Somewhat Satisfied	154	158	150	92	37.6%	38.9%	36.9%	32.9%	554	36.9%
Neither Satisfied nor Dissatisfied	32	18	37	19	7.8%	4.4%	9.1%	6.8%	106	7.1%
Somewhat Dissatisfied	15	16	17	20	3.7%	3.9%	4.2%	7.1%	68	4.5%
Very Dissatisfied	5	5	6	7	1.2%	1.2%	1.5%	2.5%	23	1.5%
N/A	-	-	1	-			0.2%		1	0.1%
Total answering	410	406	406	280	100.0%	100.0%	100.0%	100.0%	1502	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4e Faculty attitude toward students

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	218	224	195	144	52.8%	54.9%	47.7%	50.9%	781	51.6%
Somewhat Satisfied	136	142	157	95	32.9%	34.8%	38.4%	33.6%	530	35.0%
Neither Satisfied nor Dissatisfied	33	20	34	17	8.0%	4.9%	8.3%	6.0%	104	6.9%
Somewhat Dissatisfied	21	17	16	19	5.1%	4.2%	3.9%	6.7%	73	4.8%
Very Dissatisfied	4	5	4	8	1.0%	1.2%	1.0%	2.8%	21	1.4%
N/A	1	-	3	-	0.2%		0.7%		4	0.3%
Total answering	413	408	409	283	100.0%	100.0%	100.0%	100.0%	1513	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4f Faculty availability (out-of-class)

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	197	176	154	129	48.0%	43.0%	37.8%	46.2%	656	43.6%
Somewhat Satisfied	130	147	162	81	31.7%	35.9%	39.8%	29.0%	520	34.6%
Neither Satisfied nor Dissatisfied	52	56	56	41	12.7%	13.7%	13.8%	14.7%	205	13.6%
Somewhat Dissatisfied	12	15	19	14	2.9%	3.7%	4.7%	5.0%	60	4.0%
Very Dissatisfied	4	2	3	8	1.0%	0.5%	0.7%	2.9%	17	1.1%
N/A	15	13	13	6	3.7%	3.2%	3.2%	2.2%	47	3.1%
Total answering	410	409	407	279	100.0%	100.0%	100.0%	100.0%	1505	100.0%



Q4 Please indicate your level of satisfaction with each of the following items

Q4g Staff (non-teaching) attitude towards students

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	169	169	135	114	40.7%	41.6%	33.3%	40.1%	587	38.8%
Somewhat Satisfied	126	135	156	100	30.4%	33.3%	38.4%	35.2%	517	34.2%
Neither Satisfied nor Dissatisfied	75	59	70	41	18.1%	14.5%	17.2%	14.4%	245	16.2%
Somewhat Dissatisfied	21	21	20	12	5.1%	5.2%	4.9%	4.2%	74	4.9%
Very Dissatisfied	7	9	10	7	1.7%	2.2%	2.5%	2.5%	33	2.2%
N/A	17	13	15	10	4.1%	3.2%	3.7%	3.5%	55	3.6%
Total answering	415	406	406	284	100.0%	100.0%	100.0%	100.0%	1511	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4h Variety of courses

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	194	196	163	128	47.0%	48.2%	40.0%	45.1%	681	45.0%
Somewhat Satisfied	165	156	160	98	40.0%	38.3%	39.2%	34.5%	579	38.3%
Neither Satisfied nor Dissatisfied	35	36	57	42	8.5%	8.8%	14.0%	14.8%	170	11.2%
Somewhat Dissatisfied	12	16	17	10	2.9%	3.9%	4.2%	3.5%	55	3.6%
Very Dissatisfied	1	3	5	5	0.2%	0.7%	1.2%	1.8%	14	0.9%
N/A	6	-	6	1	1.5%	-	1.5%	0.4%	13	0.9%
Total answering	413	407	408	284	100.0%	100.0%	100.0%	100.0%	1512	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4i Availability of course days and times

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	167	159	137	96	40.3%	38.9%	33.7%	33.8%	559	36.9%
Somewhat Satisfied	157	155	153	125	37.9%	37.9%	37.6%	44.0%	590	39.0%
Neither Satisfied nor Dissatisfied	47	36	59	31	11.4%	8.8%	14.5%	10.9%	173	11.4%
Somewhat Dissatisfied	36	48	44	22	8.7%	11.7%	10.8%	7.7%	150	9.9%
Very Dissatisfied	5	10	10	8	1.2%	2.4%	2.5%	2.8%	33	2.2%
N/A	2	1	4	2	0.5%	0.2%	1.0%	0.7%	9	0.6%
Total answering	414	409	407	284	100.0%	100.0%	100.0%	100.0%	1514	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4j Availability of web-based courses

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	159	162	137	104	38.5%	39.8%	33.7%	36.9%	562	37.2%
Somewhat Satisfied	101	130	115	83	24.5%	31.9%	28.3%	29.4%	429	28.4%
Neither Satisfied nor Dissatisfied	65	62	81	50	15.7%	15.2%	19.9%	17.7%	258	17.1%
Somewhat Dissatisfied	15	18	22	10	3.6%	4.4%	5.4%	3.5%	65	4.3%
Very Dissatisfied	2	8	3	5	0.5%	2.0%	0.7%	1.8%	18	1.2%
N/A	71	27	49	30	17.2%	6.6%	12.0%	10.6%	177	11.7%
Total answering	413	407	407	282	100.0%	100.0%	100.0%	100.0%	1509	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4k Transferability of credit to/from other institutions

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	129	134	108	87	31.2%	32.9%	26.5%	30.6%	458	30.3%
Somewhat Satisfied	85	98	96	60	20.5%	24.1%	23.6%	21.1%	339	22.4%
Neither Satisfied nor Dissatisfied	66	48	82	58	15.9%	11.8%	20.1%	20.4%	254	16.8%
Somewhat Dissatisfied	19	24	29	17	4.6%	5.9%	7.1%	6.0%	89	5.9%
Very Dissatisfied	9	7	18	9	2.2%	1.7%	4.4%	3.2%	43	2.8%
N/A	106	96	74	53	25.6%	23.6%	18.2%	18.7%	329	21.8%
Total answering	414	407	407	284	100.0%	100.0%	100.0%	100.0%	1512	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4l Classroom facilities

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	200	188	146	114	48.4%	46.1%	35.8%	40.3%	648	42.9%
Somewhat Satisfied	160	174	183	120	38.7%	42.6%	44.9%	42.4%	637	42.1%
Neither Satisfied nor Dissatisfied	36	31	50	33	8.7%	7.6%	12.3%	11.7%	150	9.9%
Somewhat Dissatisfied	11	9	19	9	2.7%	2.2%	4.7%	3.2%	48	3.2%
Very Dissatisfied	2	2	3	4	0.5%	0.5%	0.7%	1.4%	11	0.7%
N/A	4	4	7	3	1.0%	1.0%	1.7%	1.1%	18	1.2%
Total answering	413	408	408	283	100.0%	100.0%	100.0%	100.0%	1512	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4m Laboratory facilities

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	184	166	131	102	44.6%	40.8%	32.2%	35.9%	583	38.6%
Somewhat Satisfied	119	145	155	117	28.8%	35.6%	38.1%	41.2%	536	35.5%
Neither Satisfied nor Dissatisfied	40	40	61	22	9.7%	9.8%	15.0%	7.7%	163	10.8%
Somewhat Dissatisfied	10	11	16	14	2.4%	2.7%	3.9%	4.9%	51	3.4%
Very Dissatisfied	2	4	3	5	0.5%	1.0%	0.7%	1.8%	14	0.9%
N/A	58	41	41	24	14.0%	10.1%	10.1%	8.5%	164	10.9%
Total answering	413	407	407	284	100.0%	100.0%	100.0%	100.0%	1511	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4n Academic advising

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	139	123	100	81	33.7%	30.2%	24.5%	28.4%	443	29.3%
Somewhat Satisfied	126	126	113	81	30.5%	31.0%	27.7%	28.4%	446	29.5%
Neither Satisfied nor Dissatisfied	60	63	85	49	14.5%	15.5%	20.8%	17.2%	257	17.0%
Somewhat Dissatisfied	37	43	53	36	9.0%	10.6%	13.0%	12.6%	169	11.2%
Very Dissatisfied	27	35	39	27	6.5%	8.6%	9.6%	9.5%	128	8.5%
N/A	24	17	18	11	5.8%	4.2%	4.4%	3.9%	70	4.6%
Total answering	413	407	408	285	100.0%	100.0%	100.0%	100.0%	1513	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4o Career planning services

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	80	66	44	46	19.5%	16.3%	10.9%	16.3%	236	15.7%
Somewhat Satisfied	97	93	86	58	23.7%	23.0%	21.3%	20.5%	334	22.3%
Neither Satisfied nor Dissatisfied	94	92	131	73	22.9%	22.8%	32.4%	25.8%	390	26.0%
Somewhat Dissatisfied	35	41	43	40	8.5%	10.1%	10.6%	14.1%	159	10.6%
Very Dissatisfied	16	26	27	19	3.9%	6.4%	6.7%	6.7%	88	5.9%
N/A	88	88	73	47	21.5%	21.8%	18.1%	16.6%	296	19.7%
Total answering	410	404	404	283	100.0%	100.0%	100.0%	100.0%	1501	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4p General condition of buildings and grounds

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	224	211	177	134	54.2%	52.0%	43.3%	47.0%	746	49.3%
Somewhat Satisfied	132	144	167	119	32.0%	35.5%	40.8%	41.8%	562	37.1%
Neither Satisfied nor Dissatisfied	44	37	50	24	10.7%	9.1%	12.2%	8.4%	155	10.2%
Somewhat Dissatisfied	9	10	8	3	2.2%	2.5%	2.0%	1.1%	30	2.0%
Very Dissatisfied	1	1	1	3	0.2%	0.2%	0.2%	1.1%	6	0.4%
N/A	3	3	6	2	0.7%	0.7%	1.5%	0.7%	14	0.9%
Total answering	413	406	409	285	100.0%	100.0%	100.0%	100.0%	1513	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4q Job placement services

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	46	38	30	27	11.2%	9.3%	7.4%	9.6%	141	9.4%
Somewhat Satisfied	57	44	53	40	13.9%	10.8%	13.0%	14.2%	194	12.9%
Neither Satisfied nor Dissatisfied	101	117	113	78	24.6%	28.7%	27.8%	27.8%	409	27.2%
Somewhat Dissatisfied	36	42	45	33	8.8%	10.3%	11.1%	11.7%	156	10.4%
Very Dissatisfied	27	43	43	26	6.6%	10.5%	10.6%	9.3%	139	9.2%
N/A	143	124	123	77	34.9%	30.4%	30.2%	27.4%	467	31.0%
Total answering	410	408	407	281	100.0%	100.0%	100.0%	100.0%	1506	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4r Opportunity for personal involvement in campus activities

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied	92	79	80	56	22.3%	19.5%	19.7%	19.7%	307	20.3%
Somewhat Satisfied	76	81	81	76	18.4%	20.0%	19.9%	26.8%	314	20.8%
Neither Satisfied nor Dissatisfied	121	134	145	85	29.3%	33.0%	35.6%	29.9%	485	32.1%
Somewhat Dissatisfied	9	18	16	9	2.2%	4.4%	3.9%	3.2%	52	3.4%
Very Dissatisfied	5	9	6	6	1.2%	2.2%	1.5%	2.1%	26	1.7%
N/A	110	85	79	52	26.6%	20.9%	19.4%	18.3%	326	21.6%
Total answering	413	406	407	284	100.0%	100.0%	100.0%	100.0%	1510	100.0%

Q4 Please indicate your level of satisfaction with each of the following items

Q4s Availability of internships, co-ops, field experience in my degree/certificate program

	Count				Percent				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very Satisfied			77	50			19.0%	17.7%	127	18.5%
Somewhat Satisfied			71	57			17.5%	20.2%	128	18.6%
Neither Satisfied nor Dissatisfied			107	65			26.4%	23.0%	172	25.0%
Somewhat Dissatisfied			34	32			8.4%	11.3%	66	9.6%
Very Dissatisfied			32	26			7.9%	9.2%	58	8.4%
N/A			85	52			20.9%	18.4%	137	19.9%
Total answering			406	282			100.0%	100.0%	688	100.0%

Q5 If you could start college over, how likely would you be to attend Owens?

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very likely			216	154			52.4%	54.0%	370	53.1%
Somewhat likely			125	88			30.3%	30.9%	213	30.6%
Somewhat unlikely			38	20			9.2%	7.0%	58	8.3%
Very unlikely			33	23			8.0%	8.1%	56	8.0%
Total answering			412	285			100.0%	100.0%	697	100.0%

Q6 If you could start college over, how likely would you be to select the same area of study?

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Very likely			234	146			57.1%	51.6%	380	54.8%
Somewhat likely			107	71			26.1%	25.1%	178	25.7%
Somewhat unlikely			43	37			10.5%	13.1%	80	11.5%
Very unlikely			26	29			6.3%	10.2%	55	7.9%
Total answering			410	283			100.0%	100.0%	693	100.0%

Q7 To what extent do you agree or disagree with each of the following statements?

Q7a I have searched for a job related to my degree or certificate

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Strongly agree			277	191			67.4%	67.3%	468	67.3%
Somewhat agree			52	48			12.7%	16.9%	100	14.4%
Neither agree nor disagree			58	31			14.1%	10.9%	89	12.8%
Somewhat disagree			10	3			2.4%	1.1%	13	1.9%
Strongly disagree			14	11			3.4%	3.9%	25	3.6%
Total answering			411	284			100.0%	100.0%	695	100.0%

Q7 To what extent do you agree or disagree with each of the following statements?

Q7b Owens has portrayed the demand for jobs in my field accurately

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Strongly agree			91	73			22.2%	25.7%	164	23.7%
Somewhat agree			136	94			33.3%	33.1%	230	33.2%
Neither agree nor disagree			119	77			29.1%	27.1%	196	28.3%
Somewhat disagree			42	27			10.3%	9.5%	69	10.0%
Strongly disagree			21	13			5.1%	4.6%	34	4.9%
Total answering			409	284			100.0%	100.0%	693	100.0%

Q7 To what extent do you agree or disagree with each of the following statements?

Q7c There is a reasonable demand for positions related to my field of study

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Strongly agree			90	86			21.8%	30.4%	176	25.3%
Somewhat agree			136	91			33.0%	32.2%	227	32.7%
Neither agree nor disagree			95	49			23.1%	17.3%	144	20.7%
Somewhat disagree			58	43			14.1%	15.2%	101	14.5%
Strongly disagree			33	14			8.0%	4.9%	47	6.8%
Total answering			412	283			100.0%	100.0%	695	100.0%

Q8 Which of the following best describes your current employment status?

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Employed			338	244			82.0%	85.6%	582	83.5%
Unemployed			74	41			18.0%	14.4%	115	16.5%
Total answering			412	285			100.0%	100.0%	697	100.0%

Q9 If you are unemployed, which of the following best describes your situation? (Check all that apply)

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Retired			5	1			6.8%	2.0%	6	4.9%
Caring for my family full time			4	4			5.4%	8.2%	8	6.5%
Continuing my education			37	21			50.0%	42.9%	58	47.2%
Seeking work			33	22			44.6%	44.9%	55	44.7%
Not seeking work for personal reasons			4	1			5.4%	2.0%	5	4.1%
Total answering			74	49			100.0%	100.0%	123	100.0%

Q10 How many different jobs do you currently have?

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
1			248	167			74.0%	70.5%	415	72.6%
2			77	63			23.0%	26.6%	140	24.5%
3			9	7			2.7%	3.0%	16	2.8%
4 or more			1	0			0.3%	0.0%	1	0.2%
Total answering			335	237			100.0%	100.0%	572	100.0%

Q11 Do you work 35 hours a week or more at any one of the jobs that you currently hold?

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Yes			238	182			71.7%	76.8%	420	73.8%
No			94	55			28.3%	23.2%	149	26.2%
Total answering			332	237			100.0%	100.0%	569	100.0%

Q12 How related is your most primary job to the degree or certificate you earned?

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Highly related			195	138			58.6%	59.5%	333	58.9%
Moderately related			40	26			12.0%	11.2%	66	11.7%
Slightly related			29	24			8.7%	10.3%	53	9.4%
Not at all related			69	44			20.7%	19.0%	113	20.0%
Total answering			333	232			100.0%	100.0%	565	100.0%

Q15 Which of the following best describes when you obtained your most primary job?

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Held position before graduation			130	95			39.8%	40.1%	225	39.9%
Hired within six months of graduation			113	82			34.6%	34.6%	195	34.6%
Hired between six months and one year of graduation			55	42			16.8%	17.7%	97	17.2%
Hired more than one year after graduation			29	18			8.9%	7.6%	47	8.3%
Total answering			327	237			100.0%	100.0%	564	100.0%

Q16 What is your annual salary or hourly wage?

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Less than \$15,000 (\$7.21 or less per hour)	21	22	27	17	6.3%	6.8%	8.4%	7.3%	87	7.2%
\$15,000 - \$20,999 (\$7.21 - \$10.10)	49	63	54	25	14.8%	19.6%	16.7%	10.8%	191	15.8%
\$21,000 - \$23,999 (\$10.11 - \$11.54)	23	21	29	12	6.9%	6.5%	9.0%	5.2%	85	7.0%
\$24,000 - \$26,999 (\$11.55 - \$12.98)	26	25	17	21	7.8%	7.8%	5.3%	9.1%	89	7.4%
\$27,000 - \$29,999 (\$12.99 - \$14.42)	22	16	19	24	6.6%	5.0%	5.9%	10.3%	81	6.7%
\$30,000 - \$32,999 (\$14.43 - \$15.86)	29	19	27	9	8.7%	5.9%	8.4%	3.9%	84	6.9%
\$33,000 - \$35,999 (\$15.87 - \$17.31)	21	17	28	28	6.3%	5.3%	8.7%	12.1%	94	7.8%
\$36,000 - \$38,999 (\$17.32 - \$18.75)	20	12	10	15	6.0%	3.7%	3.1%	6.5%	57	4.7%
\$39,000 - \$41,999 (\$18.76 - \$20.19)	26	17	25	10	7.8%	5.3%	7.7%	4.3%	78	6.5%
\$42,000 - \$46,999 (\$20.20 - \$22.12)	32	29	29	21	9.6%	9.0%	9.0%	9.1%	111	9.2%
\$47,000 - \$51,999 (\$22.13 - \$24.99)	37	41	32	26	11.1%	12.7%	9.9%	11.2%	136	11.2%
\$52,000 or more (\$25.00 or more per hour)	26	40	26	24	7.8%	12.4%	8.0%	10.3%	116	9.6%
Total answering	332	322	323	232	100.0%	100.0%	100.0%	100.0%	1209	100.0%

Q17 How important were each of the following factors in obtaining your most primary job?

Q17a Education at Owens

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Extremely important			146	107			43.3%	44.0%	253	43.6%
Somewhat important			78	57			23.1%	23.5%	135	23.3%
Neither important nor unimportant			46	38			13.6%	15.6%	84	14.5%
Somewhat unimportant			20	11			5.9%	4.5%	31	5.3%
Extremely unimportant			47	30			13.9%	12.3%	77	13.3%
Total answering			337	243			100.0%	100.0%	580	100.0%

Q17 How important were each of the following factors in obtaining your most primary job?

Q17b Education at another school

	Counts				Percents				Total Count	Total Percent
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010	2010-2011		
Extremely important			47	42			14.7%	17.5%	89	15.9%
Somewhat important			63	49			19.7%	20.4%	112	20.0%
Neither important nor unimportant			131	103			40.9%	42.9%	234	41.8%
Somewhat unimportant			22	10			6.9%	4.2%	32	5.7%
Extremely unimportant			57	36			17.8%	15.0%	93	16.6%
Total answering			320	240			100.0%	100.0%	560	100.0%



Q17 How important were each of the following factors in obtaining your most primary job?

Q17c Previous work experience (in field or within company)

	Counts				Percents				Total Count	Total Percent
	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2007- 2008	2008- 2009	2009- 2010	2010- 2011		
Extremely important			139	107			42.9%	45.1%	246	43.9%
Somewhat important			86	58			26.5%	24.5%	144	25.7%
Neither important nor unimportant			60	45			18.5%	19.0%	105	18.7%
Somewhat unimportant			13	12			4.0%	5.1%	25	4.5%
Extremely unimportant			26	15			8.0%	6.3%	41	7.3%
Total answering			324	237			100.0%	100.0%	561	100.0%

Q17 How important were each of the following factors in obtaining your most primary job?

Q17d Personal connections

	Counts				Percents				Total Count	Total Percent
	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2007- 2008	2008- 2009	2009- 2010	2010- 2011		
Extremely important			105	82			31.8%	34.3%	187	32.9%
Somewhat important			86	60			26.1%	25.1%	146	25.7%
Neither important nor unimportant			88	64			26.7%	26.8%	152	26.7%
Somewhat unimportant			8	8			2.4%	3.3%	16	2.8%
Extremely unimportant			43	25			13.0%	10.5%	68	12.0%
Total answering			330	239			100.0%	100.0%	569	100.0%

Q17 How important were each of the following factors in obtaining your most primary job?

Q17e Connections through Owens (instructors, advisors, etc.)

	Counts				Percents				Total Count	Total Percent
	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2007- 2008	2008- 2009	2009- 2010	2010- 2011		
Extremely important			40	40			12.2%	16.7%	80	14.1%
Somewhat important			50	23			15.2%	9.6%	73	12.9%
Neither important nor unimportant			104	92			31.7%	38.3%	196	34.5%
Somewhat unimportant			27	14			8.2%	5.8%	41	7.2%
Extremely unimportant			107	71			32.6%	29.6%	178	31.3%
Total answering			328	240			100.0%	100.0%	568	100.0%

Q17 How important were each of the following factors in obtaining your most primary job?

Q17f Internship/co-op/field experience offered at Owens

	Counts				Percents				Total Count	Total Percent
	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2007- 2008	2008- 2009	2009- 2010	2010- 2011		
Extremely important			67	46			20.6%	19.3%	113	20.1%
Somewhat important			39	19			12.0%	8.0%	58	10.3%
Neither important nor unimportant			92	92			28.3%	38.7%	184	32.7%
Somewhat unimportant			21	15			6.5%	6.3%	36	6.4%
Extremely unimportant			106	66			32.6%	27.7%	172	30.6%
Total answering			325	238			100.0%	100.0%	563	100.0%

## Appendix E - Verbatim Responses to Open End Questions

### Q9 Other Unemployment Situation

Working a great job!
NYU-tisch
My spouse and I are keeping time in doing volunteer work
Finishing my degree at Owens
CEU credits
Not many positions in my field in Toledo area

### Q14 and Q15 Job Title and Employer

Q14 Current Job Title	Q15 Employer
A/R clerk	NSS Enterprises, Inc. Toledo, OH
Academic advisor	Tiffin University
Account manager / LTL Operations	CH Robinson, Toledo, OH
Accounting	I would rather not disclose
Accounts payable clerk	Finishing Brands 320 Phillips Avenue Toledo, OH 43612
Accounts Payable/Payroll	Harbor, Inc.
Administrative assistant	
Administrative assistant; Accounting assistant	
Administrative assistant; Stocker	TASC of NW Ohio 701 Jefferson Ave Suite 101 Toledo, OH 43605 Meijers store #117 Central Avenue, Sylvania, OH
Administrator	Cherry Street Mission Ministries
Admissions representative at a cosmetology school	The Salon Professional Academy
Animal care provider	Humane Society
Area coordinator; Legal transcriptioist	Securitas; StenTel
Assistant adaptive technology specialist	Owens Community College Toledo campus
Assistant golf course superintendent	Bowling Green Country Club
Assistant, recruiter, trainer, scheduler, etc.	IntelliShop, Perrysburg, OH
Athletic trainer; Swim instructor	Elite Amenities, Jacksonville, FL; Jacksonville Sharks, Jacksonville, FL
Bagger - Small sort	UPS, 1550 Holland Road, Maumee, OH
Banquet server; Pool manager; Fitness supervisor, Lifeguard	Findlay Country Club; YMCA
Bartender; Freelance business person	
Billing	Craig Transportation, Perrysburg, OH
Billing supervisor	The Blade, Toledo, OH
Blanchard Valley Farmers' Co-Op	
BMET II; Newspaper carrier	The Toledo Hospital, Toledo, OH; The Press, Millbury, OH
Bookkeeper; Program coordinator	Synod of the Covenant, Maumee, OH
Business development officer	NOIC 5700 Monroe Street Sylvania, OH 43560
Business owner (restaurant)	Wonder Meal 4254 Lewis Avenue Toledo, OH 43612
Buyer	Owens-Illinois, Perrysburg, OH

**Q14 and Q15 Job Title and Employer (continued)**

CAD design engineer; CAM design engineer	Clark Fixture Technologies, Bowling Green, OH
CAD designer	Harmon
Call Center Representative	Maritz Research
Car man	
Car man - Railroad	TTX, North Baltimore, OH
Cashier	Corks Wine and Liquor
Cashier; Substitute teacher	Grab and Go, Kingsville, OH; Buckeye School System, Kingsville, OH
Certified medical assistant	West Side Orthopedics, Maumee, OH
Certified Occupational Therapy Assistant	Birchhaven Village, Findlay, OH (PRN); Heartland of Marion, Marion, OH; Heartland of Bucyrus, Bucyrus, OH
Certified occupational therapy assistant (COTA)	Ultra Care Physical Therapy; St. Charles Hospital
Certified Occupational Therapy Assistant (COTA/L)	Firelands Regional Medical Center, Sandusky, OH
Certified Occupational Therapy Assistant (COTA/L)	
Certified Surgical Tech	Promedica Bay Park
Certified surgical technologist	Ohio Health - Riverside Methodist Hospital, Columbus, OH
Certified surgical technologist	The Toledo Hospital
Certified surgical technologist	Promedica Toledo Hospital
Certified surgical technologist	Toledo Hospital
Certified surgical technologist	Fulton County Health Center, Wauseon, OH
Child care provider	Home
Clerical assistant	Area Office on Aging
Clinical Nurse II	MSVMC
CMA	
Continuous improvement engineering assistant	M-TEK
Co-owner of produce and meat market	Keppler Family Farm Market LLC Edgerton, OH 43517
Corrections officer	Lucas County Sheriff's Office, 1622 Spielbusch, Toledo OH 43604
COTA/L	
COTA/L	NPESC, Sandusky, OH; Trilogy - Variety of locations at different nursing homes
COTA/L	St. Vincent Hospital, Jacksonville, FL
County deputy sheriff	Seneca County Sheriff's Office
CT Technologist; Bartender	Wild Wood Spine Hospital
Customer Service and Accounting	Hudson, Maumee, OH
Data entry/Coding; Merchandiser; Spanish translator	Maritz; Ballreich's
Data entry; Point of sales specialist	Zepf Center, Toledo, OH; Kohls, Toledo OH
Dental hygienist	
Dental hygienist; Marketing coordinator	Dental reflections at Briarfield, Maumee, OH; BizTech, Toledo, OH
Department manager	H&M
Diagnostic medical sonographer	Toledo Clinic; Wood County Hospital
Diagnostic medical sonographer	Fulton County Health Center, Wauseon, OH

**Q14 and Q15 Job Title and Employer (continued)**

Diesel engine technician; Farmer	Ogio Cat, Power Systems Division, Cleveland, OH; Blake View Farms, Seville, OH
Dietetic technician, registered	Downey Regional Medical Center, Downey, CA
Direct care staff -- Medical/health	Luther Home of Mercy
Direct Care – State of Ohio	Northwest Ohio Developmental Center Toledo Oh 43614
Dishwasher; STNA	
DTR at Armstrong Nutrition Management; PRN - part time; Member services at YMCA Toledo; Fitness instructor	Armstrong Nutrition Management; YMCA/JCC
Educational paraprofessional - Student aide	WCESC, Lake School District
EFDA	Dr. Charles Michalak, Oregon, OH
EFDA, MCDS	Dental Center of NWO, MCDS
Electrician	Boes Gosche, Alvada, OH
Engineering intern	
Electrician, Dispatcher, Fire Fighter/ EMT	First Energy, Bolt Express, Allen Clay JFD
Facilities maintenance	
Facilities maintenance coordinator	All Saints Church and School
Facilities serviceperson	Sylvania recreation District at Pacesetter Park, Sylvania, OH
Facility tech	Oakland Community College, Royal Oak, MI
Field service	Philips Healthcare
Field services rep	
Financial officer	
Firefighter; Paramedic	8210 W. Sylvania Avenue Sylvania, OH 43560; Sylvania Township Fire Department
Flight attendant	United Airlines, Chicago, IL
General manager	Chuck E. Cheese, Parma, OH
General warehouse team member; LPTA (PRN)	Walgreens Distribution Perrysburg, OH; Encore rehabilitation Services/Heatherdowns Rehabilitation Services Toledo, OH
Golf Course Superintendent	Heatherdowns Country Club – Toledo, OH
Grocery IA; Sandwich artist	Meijer, Rossford, OH; Subway, Toledo, OH
Grocery sales associate	Sam's Club Toledo, OH
Had two security jobs paying minimum wage prior to going into Airforce	Airforce
Hair stylist	Great Clips
Head Start teacher	NOCAC Head Start
Heavy equipment operator, sewer maintenance worker	City of Toledo
Helicopter crew mwumber (fire fighter); Teacher's aide	USFS - Helena, MT; UM Preschool, Missoula, MT
Home health	Home Health (CareStar)
Horticulturist; Associate cosmetic consultant	Toledo Metroparks; Clinique Laboratories
Housekeeper	Holiday Inn Express, Perrysburg, OH
Human resources coordinator; Accounts payable coordinator	Nissin Brake Ohio, Inc. 1901 Industrial Drive Findlay, OH 45839
I am an entrepreneur and I create opportunity for myself	Kynard's Child Development, TPS, WLS Imagine School districts

**Q14 and Q15 Job Title and Employer (continued)**

ICU registered nurse	ProMedica
IT Specialist	Applied Technologies Maumee, OH
Labor and delivery RN	Allegiance
Laborer; Head mechanic for lawn care company	City of Perrysburg, Perrysburg, OH; Lawnscape, Walbridge, OH
Lead ESR, new account rep	First Federal Bank, Fostoria, OH
Licensed manicurist; Waitress/Bartender	Designer Cuts and Hair Salon; Los Tocallos
Licensed massage therapist; Clinical lab instructor	Massage Envy, Maumee, OH; Owens Community College, Toledo, OH
LMT	HealthSource Chiropractic and Progressive Rehab
LMT - Licensed massage therapist; Server, bartender	Self employed as an LMT; Clamdiggers in Monroe, MI
Logistics specialist; Waitress	Owens Illinois; Ciao!
Loss prevention manager	KMart
LPN	St. Francis Nursing Home Tiffin, OH
LPN	Taylor House
LPN	Lake Park, Rosary Care
LPN	Orchard Park Assisted Living
LPN	Independence House (Blanchard Valley), Fostoria, OH
LPN	Presbyterian, Albuquerque, NM
LPN	
LPN Charge Nurse	Kingston Care Center- Sylvania, OH; Lake Park – Sylvania, OH; Mollen Immunizations – Toledo, OH
LPN, Home care nurse	ABC Healthcare, Maumee, OH; Best At Home, Toledo, OH
LPN; Intermediate level EMT	St. Catherine's Home Health Care, 25 Christopher Drive Fostoria, OH; Wyandot County EMS, 10 Court Street, Upper Sandusky, OH
Lpn; LPN Supervisor	BVRHC; St. Catherines Manor Findlay, OH
LPTA	Regency Hospital; Sunbridge Health Care
LPTA	Kingston Care Center - Sylvania, OH; Carter Rehabilitation and Aquatics Center - South
Machinery Technician; Parts Manager	
Maintenance tech	TransCo, Toledo, OH
Maintenance worker	Swan Creek Retirement Village Toledo, OH
Manager	Uncle Mike's Dairy Bar , Tiffin, OH; Private Home Health, Tiffin, OH
Manager	UPS
Mechanic	AMST, Holland, MI
Mechanical engineer	Kaufman Engineered Systems
Medical assistant	NWOPCP (Dr. Kahle, Woodville, OH)
Modeling instructor; Sales associate	John Cassablanco, Toledo, OH; Charlotte Russe, Toledo, OH
MRDD support; Massage therapist	Filling Home; Self-employed
Nanny and childcare provider	NA
Nuclear pharmacy technician (full time); Nuclear medicine technologist (per diem)	Triad Isotopes, Toledo, OH; Mercy St. Vincent Medical Center, Toledo, OH

**Q14 and Q15 Job Title and Employer (continued)**

Nursing technician	St Luke's Hospital
Office staff	
Opener for ice cream shop	Pearsons Too
Operator	Toledo Mold and Die, Tiffin, OH
Own and operate a small business. One person: me. This degree was more of a personal goal than for future	
Owner, Account Manager, Sales, Crew leader	Bella's Lawn and Landscape, Toledo, OH
Owner, Administrator, Head teacher	Extended Holmes Family Child Care, Toledo, OH
Paraprofessional	Toledo Public Schools
Parent education caseworker	Lucas County Children's Services
Part time administrative assistant	Owens Community College
Part-time package handler (day); Part time secretary (night)	Fed-Ex Ground, Buck Road; St. Clement Catholic Church, Toledo, OH
Patient service coordinator	Northwest Ohio Cardiology Consultants (Promedica)
Payroll	SMI Crankshaft, LLC
Pediatric home health nurse (LPN), Lowes, DC	HCN Perrysburg; Lowes DC, Findlay
Phlebotomist	Red Cross
Physical therapist assistant	Darlington Nursing Home
Physical Therapy Assistant	Kindred Healthcare, Louisville, KY
Police Officer & Security Officer	Walbridge Police Dept/Continental Secret Services, Inc.
POS at Kohl's (part time); Personnel specialist	Kohl's on Monroe Street, Toledo, OH; North Shores Personnel, Maumee, OH
Preschool lead teacher	Forever Friends Learning Center
Preschool teacher; Housekeeper	Kangaroo Child Care; Hilton Garden Inn
Private nurse	State of Ohio
Procurement analyst	Biofit Engineered Products, Bowling Green, OH
Production baker	Penn National Gaming; Hollywood Casino, Toledo
Psych/MR nurse (RN)	Ohio Dept of Mental Health, NWOPH, Toledo, OH Birchhaven, Findlay, OH; Fremont Memorial, Fremont, OH
PTA	Anne Grady Center; Arbors of Oregon
PTA (Mostly PRN positions)	Alternative Physical Therapy; Darlington; Regency
Quality control technician	Helm Instrument, Maumee, OH
Quality Engineer	Lott Industries
Quality specialist	St. Luke's Hospital
Radio dispatcher	The State of Ohio
Radiographer/Office Assistant	
Radiologic technologist	
Radiologic technologist	The Toledo Hospital
Real estate agent	Key Realty, Toledo, OH
Registered dental hygienist	Toledo, OH
Registered dental hygienist	They are in Maryland and Virginia (none in Ohio)
Registered Diagnostic Medical Sonographer	NWO PWH #, Toledo, OH
Registered nurse	Toledo Hospital

**Q14 and Q15 Job Title and Employer (continued)**

Registered nurse	Swan Pointe Care Center, Maumee, OH; Lutheran Home of Toledo
Registered nurse	Wood County Hospital
Registered nurse	ProMedica
Registered nurse	Toledo Hospital, Toledo, OH
Registered nurse	Hardin Memorial Hospital
Registered nurse -- Gyn/oncology unit	University of Texas Medical Branch, Galveston, TX
Registered nurse in surgery	Bay Park Hospital, Oregon, OH
Reserve deputy; Automotive detailer	Van Wert Sheriff's Office, Van Wert, OH; Grove Chrysler/Jeep/Dodge, Van Wert, OH
Residential Service Tech; Security Team Lead	True Green, Acworth GA; Sidelines Grille, Canton, GA
RN	Fremont Hospital/ BVH
RN	St. Vincent Mercy Medical Center
RN	
RN	St. Vincent Mercy Medical Center; University of Toledo Medical Center
RN	The Toledo Hospital (Toledo, OH) – Full-time; Fox Run Manor (Findlay, OH) – as needed
RN Charge nurse	Swanton Healthcare and Retirement Center; Ursuline Center
RN Supervisor	Heartland of Oregon
RN, OB/MS	Wyandot Memorial Hospital
RN; Bartender	Mercy Tiffin Hospital; Moose International
RN; Licensed optician	UC Health - The Drake Center; Luxottica - Lenscrafters
Route driver; Manager	Maumee Valley Vending, Maumee, OH; Hawks Pizza and Drive Thru, Napoleon, OH
Sales associate; Laborer	Circle K; Pirate's Cove
Sales floor; Bike builder; Electronics	Target, Rossford, OH
Security assistant	Naval Research Laboratory, Washington DC
Security officer	Mercy St. Charles Hospital
Server	Call of the Canyon, Bowling Green, OH
Server	Mainstreet Ventures
Server	Frickers
Server	Venturas, Holland, OH
Server and cashier	
Server/Student	Granite City Food and Brewery, Maumee, OH
Service director	Kroger
Service Management	
Service technician	Bowling Green Lincoln Mercury
Shift supervisor ; Full time student	Starbucks
Solar technician; Electrician	ADG; Perrysburg Electric
Specialist	Block Communication
Sr. controls designer/Office manager/ Project manager	Control Design Solutions Ltd. Bowling Green, OH
Sterile processing tech	Wood County Hospital, Bowling Green, OH
STNA	Right at Home
Stock	Shoe Carnival, Holland-Sylvania
Structural/mechanical designer; Steel detailer	Sponseller Group, Inc.

**Q14 and Q15 Job Title and Employer (continued)**

Student at university of Toledo, Catering, bartending	AVI Food systems, Warren, OH
Tracking and support administrator	Prefer to be kept private
Truck driver/Farmer	Wagner Farms, Inc. Bowling Green, OH
Truck driver: a far cry from a CJ degree. NW Ohio has no LE opportunities; the fact Owens offers an academy is absurd	Werner, Omaha, NE
Tutor	Lourdes University
Ultrasound tech	Defiance Promedica; Bryan Hospital (CHWC); Fulton County Hospital (FCHC)
Ultrasound tech	St. Rita's Medical Center
Ultrasound technician	Mobilex/ADS, Midwest region, Columbus, OH (I do the entire NW Ohio area)
Ultrasound technologist	University of Michigan Hospital
Vault keeper; Information manager	BP Oil refinery
Waiter	Casa Barron, Perrysburg, OH
Welder/Fabricator	Prefer not to answer
Welding Instructor	Lincoln College of Technology, Grand Prarie Texas



**Q18 Please list three ideas for improvement at Owens**

Faculty are of poor quality. I have taken concerns to chairs and got no replies. Two of the faculty members were of no help. Bookstore employes are awful. You really need to look at the instructors
Friendly staff in Bookstore; More accommodating class times for anatomy; More realistic approach to nursing instruction
None
More involvement with career services and job placement department; Information about internships; Business School should be more proactive with seminars and interconnections with other companies (job placement)
Work with industry to arrange internship in respective fields; Again, greater intervention with potential local employers to show the Owens education/training programs and their great levels
Better transition for credits to other colleges; More help with jobs after college; Better parking
More online classes; More class availabilities; More connections for jobs upon graduation
Spread out the one-year medical transcriptioist certificate program to two years; Advise potential students that most companies only hire experienced transcriptionists
Some of my classes were only held at night -- I wish that could have been different
Seeking job placement for students, constant contact with employers that hire LPNs. Encourage the students to learn more on their own, such as a research paper or a certain medical term or field. Sine most LPNs work in nursing homes, teach more toward nursing home regulations instead of hospital regulations
Guidance for course selection; More scholarship opportunities; More options for online courses in my major
Teaching resume, interview skills, and helping with connections; More online classes for all degrees; Better adversary for student
The counselors should be more knowledgeable to advise students. It's wise to suggest students to get the information from the program they are willing to study, instead of misleading students
Care more about the student and their education goals than the money the school receives for each student
Cost, cost, cost. Owens is starting to cost as much as UT and BG; that will drive people away. Parking: you need more space to park; Help students get jobs better: job placement is the #1 thing after graduation
More lunch rooms; dining areas; More organized academic advisors; Parking (need more space)
Get teachers that actually care about the student, not just a paycheck (ASEP); Actually offer help in finding a job after graduation rather than just empty promises (Automotive)
More web classes; Cheaper books; Cheaper schooling
Offer more certification classes in the Fire Science program
NA
More transfer courses should be towards the end of graduation so these courses can be fresh inthe student's mind when he/she transfers to another university
Better prep for after graduation; Friendlier system for filing instructor complaints; More "personally involved" advisors
Stop allowing entire classes to take over the entire computer lab and not allow entrance of other students. I had a very demanding schedule while at Owens and many ties I had a very limited time to use the computer lab and would be denied entry because a class was being held in the lab during regular posted lab times
Need more local opportunites for cheaper education after Owens; Better scholarships; Netter job opportunities and/or internship help
Better labs; Newer technologies; Teachers with more relevant work experience
Remain current on all nursing issues; Competent in hospital training instructors for nursing; Cafeteria-style lunch and dinner would be nice
Owens could be more proactive in helping graduates find work.
Be more up front with online students who are distance learning students about what is available, not what is speculated. Counselors should be more than guess-givers. They should be audited for accuracy, in regard to recommendations they give students. Offer more online degrees for technology
Accreditation (National); Certain instructors who don't try to see students succeed (only ONE I know of, who teaches math)

**Q18 Please list three ideas for improvement at Owens (continued)**

Actual advising instead of just pushing students through as fast as possible. The advisors never seemed to really listen.
More lab hours (especially CRT); Keep tuition down; More school spirit/activities that everyone can get involved in/on-campus events
Bigger arts department for Findlay campus; More room for art/photo class on Findlay campus
More information/resources for transferring students, like an advisor or department that does nothing else; A book exchange program for students who have to purchase books
Find ways to make sure people go to school for something they're really interested in (I was in radiology and didn't realize I didn't like it until I was almost a year into the program, and several others dropped out as well). Expand availability of online courses; Find ways to shorten waiting lists
Online course availability; Increase number of advisors; Campus activities for students
Increased communication between administration and students; Better variety of online courses; Better sources of clinical locations
More webcourse availability; More classes available in summer; More respect from certain professors
Dressing better; No jeans and shorts for women; No sneakers. Grooming better: makeup, look more professional, more approachable, more dressy. Better grammar and less crude talk; Manners. More prepared and respectful. I find Owens to be unprofessional and rather a school for lower IQs. I want more, and the lifestyle where it has it on. NYU-tisch is an art school that has very successful returns and from one of the most popular schools -- NYU. I find also that in this NYU-tisch school, you have to be accepted, not just an easy in for everyone. Feels more worthy.
More parking, options for class times, and better access to advisors
More knowledgeable instructors in the skilled trades; More shop lab material for skilled trade area
More Tai Chi classes offered in the evening; Easier online catalog (very hard to find classes): I preferred the paper one (easier to look classes up). Classes listed online are not available to sign up for all the time; make the listed classes available.
For there to be more help with job placement after one graduates. More help in finding co-ops so that one doesn't have to struggle with finding one. Better communication between Owens advisors and UT advisors on what classes will transfer
Availability of core classes for a specific degree; Book discounts; Better advising
Actually talk to the students about internships and where to find them and get help on finding them from a place on campus. Hire technological teachers who can actually teach an online class well. Ones that are willing to help students and also teachers in general that are qualified to teach the subject, not ones where the students are correcting them every day! Reject students' entrance to the college if their scores on standardized tests are low. I couldn't believe some of the math I heard people struggling with.
More organized parking; Some more online options
Computer lab available in Health Science building at all times; Better equipment for the PTA program; A workout pool in the Rec Center
More meeting times for clubs and organizations; Rollover of printing allotment; Varying number of free printable pages dependent upon major. A lot of the medical majors, for example, often print 250 pages within the first two weeks of class
Singles activities/Gatherings
More parking; Cameras in ALL parking lots -- it made me a little uncomfortable walking out of night classes. Also, the advisors: they all tell you something different. I ended up taking three classes that weren't even required for my major. That's very frustrating. They need to give you a basic list of required classes and quit tacking on pointless extras that aren't needed.
Help students look for job opportunities before graduation . . . like during their last semester. Also inform students of internships or whatever else a new graduate might need. Have students do follow along with a person in the field the student is graduating from as a requirement. Give the student a list of jobs they are eligible to apply for, given the degree they are about to receive.

**Q18 Please list three ideas for improvement at Owens (continued)**

More class times in field of study; Better parking
More Internet classes; More nighttime classes; Weekend classes
Increased involvement for web-based program instructions
More assistance to graduates with finding employment in their field of study; It means a lot to a graduate who has put that much effort into an education to be able to secure work
More organization of COMACS and clinical experience; More communication between instructors to diminish overwork and repetition of assignments; More educated and caring people in student services
None that I can think of
i haven't got my diploma yet
Instructors and advisors should give students an honest assessment of the job potential of majors at Owens College; Student evaluations of teachers should result in corrective actions that are used to improve the performance of these instructors; Age discrimination of older students occurs at Owens. Efforts should be made to remedy this situation.
A better screening of new students. The quality of the students has severely decreased. Holding back the payment of financial aid until the end of the semester to ensure the students finish the semester. Parking, parking, parking -- something like a parking garage.
Larger classroom sizes for students in health care. When we would practice techniques on each other in class with a full class, it was a bit crowded. Updated equipment for PTA students. The traction machines are outdated. Consider revising the curriculum order for PTA students. A lot of students, myself included, felt that it would have been beneficial in the first semester to take Functional Anatomy and Physiology with the intro course.
Keep tuition rates lower than your competition. Broaden more courses offered. Offer some religious-based education
Certificate class instructors need to meet requirements. for example: OSHA 30 hour construction and general industry. No certificates issued; not federally-recognized instructors. Increase the number of classes that books can be rented/leased, rather than bought. Create a car pooling site for students that commute.
Teaching nursing students mock calls to doctors and what information they need before calling doctors. Actually, practice writing a few orders for doctors. Keeping accreditation with your School of Nursing so other students don't get affected by it.
Offer more classes at Findlay campus for construction trades and auto body classes; Offer more online classes; Create a path to follow for each area of study, such as what is required to be a residential electrician
More time to learn all the material; Make more classes online; Offer the class more than just AM OR PM
Make more classes available online; Have more help at service desks (financial aid, etc.) Have more parking available.
Give an accurate idea for the demand of jobs of a certain profession. Don't try to weed people out of a program -- give everyone a chance. Make sure each student is given a fair chance to learn (especially at clinical sites -- some hospitals are smaller and not as busy).
Provide on job experiences more often/openly. Consider students who travel far distances when deciding class cancellations . . . rather weather or teacher related.
Parking availability
I inadvertently took a statistics class that was listed very similarly to another. My graduation was denied because it was the wrong one. I also took an SPE class, and it happened to be the one that could not count toward the degree. I had consulted with an advisor, so that should not have happened. I stayed an extra semester to take the classes, yet my graduation was denied again. Finally, I just transferred to UT (without my associate's degree). I appealed and fought this for a year before I was approved to graduate. By then I had my bachelor's (May 2011).
Better clarification of how many days classes will take. I was unaware of the extra lab days til after classes started. That made it initially more stressful with scheduling work and class.
Lower textbook prices. Everyone knows that there are invested interests in what textbooks are chosen for a course. Whatever happened to the best sources for a course of study? Textbooks are often more expensive than the course and can't be used the following year.

**Q18 Please list three ideas for improvement at Owens (continued)**

Make certain courses available for the students taking Wednesday courses. Example: Microbiology. Improve the way instructors interact with students -- I sometimes felt that certain ones acted like they were better than us (students). When courses online fill up, make more available for that course.
I only took online classes and didn't always experience good turnaround with responses from professors; The advisors are not very helpful.
Have more advisors available and be able to answer questions appropriately!
Specific counselors for specific fields of interest
Better followup on internships; Better followup on work placement programs; More involvement of instructors the the John Deere Tech program
Required planning ahead of time for students who will transfer yo further their education to ensure full transfer of credits obtained. Personal counseling on financial aid prior to enrollment -- not optional, but required.
Get a new lead instructor fo r PTA program
Need to work on organization of graduation ceremony expereince -- very disappointing!
Keep up the good work!
Advising -- transferring classes; Financial advising planning related to aid; Scholarship counseling/advising
Advising -- sometimes didn't know what they were talking about; Some labs are outdated; Larger cafeteria in College Hall
Better classroom environment; More options for class schedules/times
Don't have any
More engaged advisors. My advisor asked me multiple times why I wanted to take certain classes and seemingly discouraging me from taking them because they were hard. Isn't college supposed to be challenging? Have more web classes; Have more readily available information regarding campus and activities, like library hours, fitness center equipment, easy to read maps, etc.
More online availability in courses. Course-specific classes need to be available more so degree can be finished sooner
Regain certification; Improved clinical sites for elder care
More advertisement for jobs in/out of area; More options for out of school activities or more advertisement of what they do have; Start degree programs to get new students out there talking to companies
Find more co-ops/Interns; Offer classes both semesters; Offer job placement better
Get the nursing program back on the right track; Staff needs more experience in teaching; Accept more people into programs
More online classes available; More availability for classroom times (night classes)
More parking
Please have advisors who truly want to help the student; Offices on campus need to communicate better: I received three of the same letter. When you have to sub out a class for one that's not available, make sure that the class subbed is in the field of study being taken.
Eliminate useless degrees; Keep tuition affordable; Keep up on accreditation
Equipment needs to be updated and in working condition. Current condition: old, missing parts, incomplete; get input from instructors on the best choices for textbooks; Most important! Get and use input from instructors. They hear it from the students and know what tools the students need to succeed.
Only take students once a year
I was happy with Owens -- not anything I can think of to improve

**Q18 Please list three ideas for improvement at Owens (continued)**

Take the pole out of the ass of the one girl in the graduation office. She was very rude to me and my wife and didn't want to let me graduate even though I had all credits done. She was a royal cunt.
More class availability; variety of hours to attend nursing classes; Bigger variety of clinicals
More parking; Better involvement or structure from academic advisors
You've already done the major one and that is make an entrepreneurial program separate from business management; Continue to employ professors with practical experience. This is essential in educating
Better teaching faculty; Advisors tell you different things if you don't see the same one all the time; Remember you are a community college -- you can't compare to UT or another university
I can't think of any improvements
Organization!!; Administration in the Nursing Program is arrogant and unapproachable; Make it easier for students to get their problems solved without having to talk to five different people. I believe this can be related back to the lack of organization
Before graduation, degree audits should be done for all soon-to-be graduates
SAP training
More explanation of transferring to four-year school to finish degree; Rent books. Lourdes does this: it's great; More challenging accounting and business ethics courses
Better access to advising; More direction for new students (never had orientation, etc.). Somehow I slipped through the cracks and never had orientation, entrance testing, etc.; Financial Aid needs to be more efficient and have availability of documents online that a student can get to without making an in-office appointment, provide better online directions, etc.
Can't think of anything at this time
Parking; Book prices
Need better leads for employment; Have more knowledgeable advisor staff on hand at College Hall; More student events
More evening or late afternoon classes for full time working employees; Faculty need to be somewhat accommodating to full time working students; I do know students who drop out or quit because of this.
That academic advisors KNOW what they are talking about; Advisors for specific fields only
None
Consistency with classes; Reliability of professors and instructors; Accountability of students
Update the skilled trades building with more equipment; Much more lab time
In regard to financial aid/advising -- Need appropriate, qualified individuals to assist in aiding students, not students assisting other students; Send out these surveys immediately after graduation, not 2+ years later, as individuals cannot/may not recall the details of their college experience at Owens; More parking. Every time I went to class, there were spots, empty spaces for instructors, but nothing for students
Staff was not available during posted hours; Staff would not return calls or emails either in a timely manner or not at all; Assignments including tests were somewhat unclear and most of the time always debatable
The need for additional computer labs in Health Tech; Increased parking
Offering a co-op or internship for students in their field to have job experience; Having more hands-on experience for the job field, where students can visit real job places
Nursing program -- ditch the A,B,C schedules -- just offer the classes and let students pick the times that work best for them. It was a nightmare trying to get class and clinical times to mesh with my work schedule and also having to get child care
Owens overall is a great college. I wouldn't change anything, It gets five stars.
Less wait time to get into programs; Instructors showing more respect to students; Keeping tuition rates low
Make sure advisors will transfer you to another specialty advisor if they are unsure of your questions . . . can save students a lot of time. I had almost an extra year because I talked with the wrong advisor -- who suggested I take courses that did not give me any points on my evaluation. Very upsetting!!

**Q18 Please list three ideas for improvement at Owens (continued)**

Require a turf equipment class rather than small engine repair for Turf Management program; Parking pass price should be based on the number of credit hours (i.e., why should someone taking one class per week pay the same as someone taking 5 or 6 per week); Graduation: I didn't receive my cum laude cords for the ceremony, wasn't recognized for it, and my name was left out of the graduating class in the newspaper.
More extracurricular; Acting internships; Friendlier (non-teaching) staff (like security guards)
Helping students get jobs in their career field; Making classes harder and more advanced; Stop raising tuition
Better communication with students about field of study and the problems with accreditation; More organized graduation process; My name was pronounced wrong at graduation
Better communication/knowledge of programs from advisors; Friendlier in the Bursar/Financial Aid offices
Bigger PTA lab; Tell students job demand for PTAs is low in NW Ohio
Some instructors were not very professional. I know the dietetics program had problems with one of their teachers and they could have done a better job selecting a good candidate for the teaching job. More organization with the competencies that need to be completed. There were also too many competencies! I end up with three 4-in binders full of competencies! Maybe they could all be submitted on a USB drive or something
More online classes; Better planning with students for future; More majors
More assistance with financial aid to help the students complete paperwork, etc.; More assistance to plan schedule and find classrooms; Faculty that is available outside the classroom
The new Bursar's Office was horrible -- needs work; More internships need to be obtained. There were none in my field; More drinking fountains
A few instructors I had don't understand "diversity." They seem to have a strong opinion or attitude toward students from other cultures. They should have an education themselves about "diversity" before they teach others.
Owens needs a CPA exam prep class: no other schools in the area offer them; The computer labs are often overcrowded with people who are playing games or watching videos; Changing an Owens login password all the time is a huge hassle. I can never remember the bizarre passwords Owens requires
More student advisors; Strict class policy; More instructors should make grades available online
Get rid of summer camp - not only was it a waste of time but we did not learn much of OT-related; Update the pediatrics course -- the instructor was poor and we did not learn much; Poor communication with instructors and students regarding assignments
Owens was great. I did not hold a job that pertained to my degree but had to quit for some time as we moved out of state. The only thing I would change at Owens would be to get better job placement/internship placement help and direction. We were given no help in this rough economy. Some students could not even graduate because they couldn't afford to do an unpaid internship that is required.
Parking; Advisors
It would be nice if the program had less courses that are virtually meaningless to the degree; I know part of the college experience is getting through those obstacles but it's not really helping with the education of specific training. It's just a time-consuming money sucker.
I really don't care for the nursing instructors at Owens. They don't seem to care to help the students. Also, the Dean when I was attending Owens accused me of something I did not do, and I proved her wrong. Then come to find out they fired her over something she was hiding and she never apologized to me. So Owens makes me sick to my stomach. I don't want to step into the place.
Better advising for students; I know you started focusing advisors on specific majors at end of my education. This will help students understand class focus and help students take classes in order best suited for success, and plan their education in a timely manner.
Explain results expected from planned major; Offer more than one each of class; Offer classes that apply to credit at other schools
Give the option of four-year degrees! I transferred from Owens to UT and I wish Owens could have given me the opportunity to obtain a 4-year degree because I would have stayed in a heartbeat!

**Q18 Please list three ideas for improvement at Owens (continued)**

At my graduation, it was the most embarrassing, heartbreaking experience, because my name was not added to the list of graduates in my class in the book. And I was placed in a graduating class that I was not supposed to be in and had to stand up in front of hundreds of people and go to the right class. I had to call the school just to get my degree in which she gave me a very hard time over the phone stating that I would have to pay for my degree if they had to send me another one when I never got it. I had no problem when going to school but this experience could have been prevented. I did what I was supposed to do at the end of school. Come up with better system.
Make sure your accreditations are up to date; Communicate about important issues quicker; Quit treating Findlay students as second rate under Toledo
The advising staff was not helpful at all; The financial aid workers were not helpful; Most of the staff (including some teachers) acted as if I was a huge inconvenience; Side note: one of the math teachers was the worst teachers I've ever had the displeasure of having.
Having two semesters of a hospital clinical experience versus only one semester. Offering organic chemistry or biochemistry
One of my instructors ruined my Owens experience. I have a hard time grasping the fact that she still teaches; More clinical sites closer to college (have 1.5 hour drive to Fulton County from Findlay campus); The outsourcing of calls for the O-Zone: horrible considering few speak clear English
Teachers not talking about students behind their back; Better advisement; Financial help
The advisors need to be more knowledgeable when advising students. I took two unnecessary classes under their advisement. It was a waste of my money and time. Students would be more comfortable sitting at tables instead of the small desks (no room for working)
Better equipment and lab supplies
Advising is somewhat hard to get straight and sometimes unapproachable; I had grades for Honor Program and never knew or was instructed that I had to sign up so at graduation I was so upset when informed I didn't qualify. Very poor. Very disappointed. Still bothers me.
Have instructors who want to be there for students, not just for extra income; have help readily available more often
Job placement
Increase course difficulty to be closer to a university difficulty; Screen profs' classes to make sure things are being taught at a college level; Mandatory advising at least one time per year
Lower cost for books; Parking garage
Honestly I got everything I needed from Owens and could only say keep up the good work!
CCNA classes would have greatly helped me in my current position
Have more classes at Arrowhead location; Provide a better variety of foods in cafeteria (specifically at College Hall); Offer more than one location to purchase textbooks
Academic advisors need to be knowledgeable/involved on a personal level. Every time I needed an advisor, it was different from the person I had before and they always told me something different. Credits need to transfer. I was told most of my credits would transfer to other institutions (e.g. UT) and most of them did not. Very frustrating and disenheartening. Wait list for U.S. program took much longer than I was first told. Took five years to finally complete my major due to wait list. Five years on an associate's degree is absurd.
yes -- when someone enrolls in a field they should be allowed to finish.
Work out a way to make right with the students that Owens has wronged with regard to the accreditation issue. In Michigan it does matter. I would never recommend Owens. Angela Nichols
Tutoring
More updated on teaching. I had an instructor who focused on outdated nursing. She obsessed over us using old style terms such as trouche and using apothecary. I have yet to encounter these in the "real world". Professionalism training for staff. While enrolling I was actually discouraged to go from my LPN: "at my age it would be very hard". I was 40 and made it despite the negativity encountered at Owens.
Better idea of employment in fields of study (low for dental hygienists)
Job placement; Internship opportunities

**Q18 Please list three ideas for improvement at Owens (continued)**

Classes could be longer (18-20 week semester); Classes could be better up-to-date, specifically in software; Book prices need to be lower!
More clinical selections for night students; Convenient parking
Serious actions need to be taken for RN program. Facility, equipment, some staff need to be updated
Have no instructor who students can't understand their English (speaking); Encourage all instructors to be caring and flexible to students' life demands; Heard through other students that other instructors were bad teachers -- so pay attention to student feedback,
Move trailer classrooms to a building; Better job placement programs for graduates; More advising for transfer students
Advising department needs to be consistent and knowledgeable with current degree requirements; Records department should not lose student observation hours specific to their degree -- better record keeping; Overall communication
LPN program very supportive for success! Should make RN program same way
First semester RN program: Schedule classes so that a student could come in two days instead of three. I had one day that I had to drive 1.5 hours both ways for a one hour class.
Pay more attention to the student evaluations. Follow-up on negative evaluations. A system should be put into place to do that. There are a couple of instructors who do not do their jobs well and complain about their jobs to students. These instructors tend to push students out of class extremely early and students don't get their full contact hours. If negative evaluations could be followed-up upon, some of these ineffective (and some irresponsible) instructors could be weeded out. However, no matter how ineffective or irresponsible an instructor, it was my responsibility to labor in the text and other materials. My education was my responsibility. With that said, effective instructors aid the learning process.
A lot of my Class work not used in field repeating. Some instructors in program untaught other instructors previous lessons So many times appointments, test, extras, were not on syllabus
4 year planning day 1, less students in class, more veterans services
Cannot think of any
Better parking for early morning classes; more options for precepting for LPN; include video player on campus computers that are required by some instructors
More separation between Landscape and Turfgrass management; More experienced teachers for LTM besides Chris Foley (he is great); Clearer course guide for Turf Mgmt students. It was changed 3 times while I was there.
Internships, on-the-job training --- more job connections
Get the school of nursing more organized; COMMUNICATE to the nursing students; make the Fibdlay program as good as Toledo's -- communicate important info more than a day ahead, offer more times/sections and not just online
Working equipment; current software that won't expire before the class ends; books that are apolitical (no politics) or teach both sides (i.e. economics (Keynes vs. freemarket)
Obtain the NLNAC accreditation
Require students to attend seminars regarding ways to seek employment
More use of Homeland Security Facility
Having students see the same advisor. When I transferred I was lost and behind because every advisor had a different plan.
Classrooms with internet use by instructors to keep students engaged; Longer classes once a week vrs. twice ex. M 6-9 vs. M 3:00-4:00 & W 3:00-4:00; better signage for buildings -- a lot of times people are lost



**Q19 What do you talk about to others as your most remarkable experience at Owens?**

Nothing
Finding so many friends in the nursing program
Graduation!
I always talk about instructors' help and professionalism. As a student we know that they have our backs
Good training/education program; Courteous teaching staff; Convenient class schedules
The teachers and faculty and my experiences in my major field -- ECE: they were the best
Graduation and the degree
The Accounting Department is one of the best in this area. They care about you as a person and help in whatever capacity they can
Low cost
Instructors were very knowledgeable and wanted to see their students succeed. I had great relationships with the majority of my instructors
How much the curriculum pushed students to be better -- high standards. The education was a building block for the actual work; gave me a basis to help me learn my job. An LPN constantly learns on the job but if they have not been taught how to learn correctly, it does not help. I hope that makes sense.
Great for pre-major classes
Wonderful teachers who are helpful and knowledgeable
The whole college experience: labs, study time, cafe, gym, etc.
Thanks Dr. Kwasniak and the chair of hygiene program; they were awesome
Getting finished
How helpful all the tutoring labs from computer, accounting, math, English, chemistry, etc. were
Teachers are great!
Getting my degree
My most remarkable experience at Owens was performing in the choir/string ensemble concert in Spring 2010 as a violinist (in the string ensemble)
The fact that I was able to take all but two classes online so I could still work full time
I tell others how terrible my English was when I first started at OCC and how Owens instructors and advisors and Writing Center helped me to develop my skills in English. I am proud of all my professors because they advanced an ESL student from O level to this level
Sadly, my best experience with Owens was graduating and being done with Owens. It wasn't all bad; however, it FAR outweighed the good
Good education; Less expensive
The amount of hands-on experience provided during clinical rotations. This provided an accurate portrayal of my work environment.
Findlay facility nursing instructors
A great education for less -- I will only have 40 credit hours to go when I transfer to BGSU; I saved a ton and actually learned something because I was a person, not a number like one can be when at a bigger school!
The fact that the teachers are remarkable! They honestly care! However! The administration and department heads are incompetence-prone. They also lack people skills!
Great instructors! Great education! Great experience!
I tell them the landscape program is awesome! Best thing I ever did.
Krista Kiessling's "Learn through Service" class. It was by far the best class I took at Owens. I hope Owens continues to expand this concept and offer more classes this way.
Specific instructors that made the CRT program for me, such as Carey Marten
Photo department Toledo campus; Lori King = amazing person
The teaching staff; They were awesome!
The ECE staff really helped me!
The instructors are incredibly helpful and always willing to assist the students

**Q19 What do you talk about to others as your most remarkable experience at Owens? (continued)**

The online AA program was extremely convenient. The variety of classes offered online was why I chose Owens, and transferring to BGSU is seamless
The instructors really work with you; Campus is small and easy to get around; Spring Fling was fun
Clinicals' Hands-on learning
My learning experience at Owens. Web classes experience. Faculty
The community feel between the students and the campus
Great professors (some); Good experiences in classes
Very flexible; Wide array of online courses
My most remarkable experience at Owens is really none. I guess making friends, but not real friends, just a conversation or two. I guess it's the knowledge that I was more hard-working than any in my view or class. In other words, I was too smart for this school. The school is too cheap and for the money you waste away, could go toward a trip to somewhere, a trip to see the school you really want to go to.
Once you are accepted in your program, the semesters fly by. Hands on experience (internship) is the best. You learn so much and everyone is willing to teach.
The small class sizes that allowed me to mak more personal connections with my instructors. Also I feel I was more than prepared to begin working in my field after graduation
Very easy to obtain a degree from Owens
Graduating with honors at 50 years old with a 3.72 GPA and working the whole time
I let others know about the small classes that Owens has which makes it easier to have a better relationship with your professor
Challenging math courses; Superior work preparation
If you take online classes you may benefit from the teacher not knowing how to operate the Blackboard system well enough to post assignments/exams
My instructors were great! Frau Geckis and Dr. Culbertson
Finishing!
I talk about two primary experiences: the first is the amount of money I saved. Owens is a credible institution for half the cost of a typical college. The second is the instructors. During my three years at Owens, I have encountered a handful of instructors who honestly relit my passion for learning.
The challenge; The hot college babes
I was a criminal justice major, and I literally loved all my criminal justice professors. And a lot of other CJS majors said the same thing. I would recommend anyone majoring in CJS to go to Owens only because of the professors. They made class enjoyable and laid back.
My most remarkable experience at Owens was being able to work at my own pace. If I had any questions or problems, most of instructors made time to meet with you one-on-one outside the classroom. I also liked the small class size so I felt I was getting more one-on-one help when needed.
Fast-paced learning experience
The teachers who work out in the field
Price
I received the Outstanding Graduate award for my class
I had a very detailed program (in-depth) with good instructors. Most of my credits transferred to BGSU
How remarkable all of my instructors were during my time at Owens
Owens has friendly staff and instructors are easy to understand
I love how well Owens worked with me to get my degree. I was able to have a personal relationship with the dean of my department that made my experience a success
I achieved a perfect 4.0 grade point average at Owens College. I am very proud of this achievement!
The Culinary Program was remarkable.
Overall, I really enjoyed my experience at Owens. the thing that impressed me the most was the quality of educators Owens has obtained. Nancy Rupp (PTA instructor) should be commended for the job she does instructing students. I also felt tuition was very affordable.

**Q19 What do you talk about to others as your most remarkable experience at Owens? (continued)**

The most remarkable experiences at Owens that I remember to pass on to others would be that the faculty and staff were very helpful and supportive in wanting me to succeed in meeting my goals. the atmosphere overall was students and staff were great.

The staff, teaching and support: how friendly and knowledgeable they all are. Cost, and that it is a good price per credit hour. Modern facilities.

Practice with "Owen," the practice dummy in nursing lab -- practicing COPES, etc., with him and the baby.

Graduating!

Getting my degree and doing lab work

Being able to take most of my classes online and the low tuition rate

My self-esteem was extremely low. I didn't have any self-confidence at all. After I graduated from Owens, I gained self confidence and am proud of myself. I can't say enough thank yous to Owens.

Fieldwork experience as well as multiple competencies required to pass in order to continue on with the program of study

How hard the program was, but how I feel so accomplished after completing it. I was put through so much (personal life, clinic, etc.), but I still came out on top. Although it was the hardest time of my life, I still feel thankful I was so fortunate to be able to go through the program and be taught by such compassionate teachers. I feel very proud of myself!

I had an amazing advisor. He somehow balanced his work load along with everything I had going on. Always found a way for me to keep working toward graduation. Also, two or three teachers will always stay in my memory for their ability to go above and beyond. Thank you to those few.

The amazing knowledge base of the sonography faculty -- both didactic and clinical. I was able to experience so much variety and the sonography faculty were always willing to help. Mrs. Susan Perry is an angel! She was there when you needed her, whether as a teacher, a mentor, or just a shoulder to cry on! I couldn't have done it without her!

I loved the instructors. They made me love coming to their classes and they taught me so much. I truly enjoyed my studies at Owens. I also love the campus. The most wonderful part of my experience was that it cost a third of the amount to attend four year colleges, but I learned just as much or more. Owens gave me a very strong foundation and the confidence to continue my education. I am now halfway through my master's degree program.

My clinical experiences were awesome through Owens. I watched open heart surgery twice! That was amazing.

Advisors are great! Nice facility, convenient location for those in Ohio -- south of Toledo: Findlay location. Most courses transferable to other colleges and universities in the area.

When I completed my program and the amount of pride that I felt because of how hard I had worked to get to that place.

Easy to take classes online

Graduation day! Knowing that my hard work was paying off!

The staff was outstanding in the massage classes

I would occasionally have an instructor who was or had been an instructor at other local colleges that were more expensive than Owens. This is the same or better education than the other colleges but it is less expensive. My daughter will be a freshman at BGSU this year. After all financial aid and scholarships, I still have to pay \$1,200 and buy her books. I wish she would start at Owens.

Good times spent with friends while attending Owens

Ability to succeed there because of the flexibility in scheduling and the price was affordable.

I am currently unemployed and use several agencies in town. I could use some help finding employment.

A certain instructor was inadequate and it hindered a student's ability to learn.

Small personal classes

Cost, good teachers, lots of services offered, four-year colleges working with Owens. Thank you!

Cost of tuition and transferring credits!

DHYP was ten times harder than four-year business degree at BGSU

**Q19 What do you talk about to others as your most remarkable experience at Owens? (continued)**

My experience that I had when I worked with the teacher at the child care center on campus
I liked how the instructors seemed understanding of work schedules. Coming from BGSU, I felt like Owens understood what it was like to be a working student more than the university did.
How much I learned (knowledge of instructors on degree-specific courses); Class sizes were manageable
Instructor support is awesome
I personally liked walking down the halls and seeing old classmates (from Owens) in the hall. I liked knowing that they didn't ditch out on college.
Just the overall classroom experience I had with the instructors I had throughout my educational experience at Owens. They made it more fun and I highly enjoyed it.
That it was cheap
Meeting Chris Foley and Matt Ross; their passion and dedication to helping their students follow their passion
I really didn't care for my experience at Owens and in hindsight wish I had attended Terra!
I tell others the astronomy, geology, and philosophy classes were very interesting. I also found the Toledo Edison demonstration where a lineman cooks a hot dog with electricity very memorable.
Transfer opportunity; Ease; Cost
How awesome the program is with clinical experience to help you.
Flex on class times and web courses
The VA lady, Joanne Decant. She was a remarkable woman who did so much for so many vets. Many thanks and love to her.
It was tough but made me work hard, so I felt a huge accomplishment when I passed boards
My sign language classes
Four of my professors that I had: Charles Boxell, Jeff Hardesty, Dennis Pauken, and James Mitchell. They gave me practical knowledge. I learned so much from these professors, knowledge and skill I am applying today.
Nothing was remarkable
I tell them that when I left Owens, I felt prepared. I tell them that even though I went for two years, I feel I walked away with a lot of experience and knowledge. I truly loved my two years!
The instructors are what made the program and what kept me going at Owens, otherwise, I would have transferred.
The academic environment; Small number of students in a class at a time; Quality education; Experience of the instructors (teaching experience); Obtaining a nursing degree
Good clinicals and lab experience
Convenience
The amazing massage therapy program and professors at Owens!
The experience of meeting some of my lifelong best friends
How demanding the instructors were. Expected excellence which in turn benefitted me as this pushed me to be the best.
Being able to get my degree through web-based courses at my home!
Low tuition cost
I normally just say it was good and recommend it to others who cannot go to college full time or are not sure of their future
That it is better than PSI
Relationships I had with classmates and teachers; Affordability of classes
The classes and instructors in my program were amazing
Small class sizes and becoming closer to instructors

**Q19 What do you talk about to others as your most remarkable experience at Owens? (continued)**

Getting the help I needed at the writing lab and math lab
Everything at Owens was expected. Nothing extraordinary
I have only a few good things to say about a few instructors. Other than that, I would not recommend Owens nursing program due to all of the inconsistencies
The friendships I have made; Age is not an issue at Owens: I did not feel out of place being an older student
Affordable; Great instructors and staff!
Good opportunity to get a college experience if you've been away from college. Affordable
I tell others that Owens has a great teaching staff and they really care if you succeed or not. Also, teachers work with you if work or kids becomes an issue
Overall great experience for the cost
My clinical rotations -- gave me so much hands-on experience
Graduating cum laude; 2010 OTF Turf Bowl Champion
Getting to know the students
Getting my degree
A couple of friendly staff members and instructors
i am a transfer student. I now go to BGSU to obtain my bachelor's. I miss everything about Owens. I felt more comfortable there. I also related to students more and faculty is more personable.
My best experiences came from the Massage Therapy department. The faculty/staff are extremely knowledgeable and passionate about their role as MT instructors.
Nancy Rupp's great instruction in PTA program
The amount of experience I was able to obtain at Owens through my classes and clinical experiences. I am finishing my RD at BGSU and I feel like I am leaps and bounds ahead of the BG students. Many students tell me they wish they had done what I did by becoming a DTR first. I am very happy with my decision to go to Owens first; it allowed me to see that this is what I really love doing!
That I graduated
The social experience. I met my best friend and many new friends at Owens
The teaching staff in the Criminal Justice field
Best welding instructor in Ohio and country (Charlie)
Class is flexible, affordable compared to other universities.
The affordability of tuition; Quality instruction; Small client sizes
More like UNremarkable, regarding the summer camp (all week long Monday through Friday) and how ridiculous it was. We all felt like baby sitters.
Teachers are great and really care for their students! Love the teachers!
Available class times and the instructors
That I worked hard to get my nursing license, not what Owens did for me. What I did for myself.
Web-based classes for those of us working and continuing education
Certain professors' excellence as teachers/concern for students as a whole. Jeff Hardesty is a shining example as well as Jack Phelps.
Had great teachers in my major courses; Learned a lot; Had good experience overall
The level of organization in the faculty and staff; The guidance counselors regarding transferring advice; The teachers; The ability to seamlessly transfer to UT.
Seeing a baby born
Some teachers were great: Steve Linville, Jen Lentz, and the Rentzon brothers
Clinical experiences

**Q19 What do you talk about to others as your most remarkable experience at Owens? (continued)**

My preceptorship was fantastic; Melanie Scherdt -- best teacher. Kristina Keller (Findlay lab staff): Most amazing woman in the Findlay lab. Very helpful. Highly recommend other students to see her.
Strict classrooms better prepared me for work in health care field
Through all the hard work, I thought it was fun to learn new things and meet new people.
Small classes and kind teachers
Teaching staff; One-on-one help from teaching staff; Great level of preparation for state boards, massage therapy
The online classes were very convenient and easy to sign up for
Price and location
Clinical experiences
Spring Fling is a lot of fun and is a good time to show off student work and is also nice to relax a bit.
The ease of online courses
My experience as a student worker at Owens day care is something I talk about all the time. It has encouraged me to pursue my career in the field of child development and occupational therapy as opposed to teaching specifically
Amount of internship hours
Cost; Safe campus
The very reasonable prices that allow you to get a head start in your college career without havign to be so much in debt.
I loved my major and even though it took too long to finish the program, I do not regret it because I love my job. My US instructors were wonderful.
The staff and the instructors were great. They made all the problems I had almost worth it. Also, Bob Asec and Glenn R. helped me a lot. Just wish I wouldn't have had so much trouble at someone else's cause. Now I'm in debt and should not be. Litigation may be my only way.
Instructors; Classes/transfer int; Experience in general of nursing school
Being debt free after college with a degree
Field experiences
Owens lost their accreditation while I was there. This did not surprise me at the disorganization I saw while there. My papers were lost and I had to sit out a semester. I dropped them off at the mailroom. They had records where they were dropped off. Teacher said she never got them so I suffered. I feel I got my nursing license in spite of Owens, not because.
Good education compared to other dental hygiene programs in Ohio; Better DHY board preparations; Overall more knowledge!
Being able to do most of my nursing courses online. This is the ONLY way I could finish my nursing degree at this time in my life. I am very grateful!
Rosemary Meyers was/is a fantastic advisor and professor. She loves what she does and it shows! I miss being able to talk to her.
How good the instructors are
Very affordable; Wish I could have started at Owens right out of high school; Small classrooms -- get more attention
Preparation for working in a "real world" environment, not just book work. Owens teaches you what you need to know when interacting in the field. You have a better idea of what to expect when you get a job. More personable than a big school and more relevant.
Speaking at commencement
Diane, the LPN instructor and head of department: she works for the students and cares about them. Very rare these days.
I had all good instructors whose encouragement and positive feedback motivated me to do the best I could; Some instructors saw more potential in me than I saw in myself. I wanted to live up to their high expectations.

**Q19 What do you talk about to others as your most remarkable experience at Owens? (continued)**

The opportunity to do my clinical rotation at several area hospitals, large and small. Doing this allowed me to observe the differences, good and not so good at each facility, which formed my professionalism in my field of study.
Plenty of online course options!
Teachers were amazing
I don't
Meeting everyone
LPN teachers
I've had many great instructors with a great passion for teaching
Variety of Courses and decent instructors
Well organized nursing dept – they work hard for you to understand and do well in your program
The instructor Tim Glorioso. He is a superintendent at Toledo Country Club. His knowledge & teaching skills were extremely important in the Turf Management Program
Professor Laura Schuster
Good education. Feel mostly prepared but the school of nursing is very unorganized. If you do go, drive to Toledo
The experience of having small classrooms with people in my major
Cyber comp - CCDC
The nursing program. Some of the instructors are very helpful. The head of the Nursing Dept has been very helpful whenever I have needed her assistance. The nursing skills lab instructors were very helpful
The education (courses), facilities, and financial aid (credit/hr)
The multiple locations and Math & Writing Labs