

Graduate Follow-Up Study
Results from the Academic Years 2006-2007 through 2008-2009

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Introduction

The Graduate Follow-Up Study is an annual assessment tool developed and administered by Owens Community College to ascertain information about its recent graduates. The survey helps College administrators to understand student educational goals and how helpful their Owens education was in achieving these goals. Further, it tracks the continuing education of graduates who have elected to return to school or extend their postsecondary studies. It also provides insight into graduates' employment status and salaries and how Owens education affected these indicators. Finally, it explores the personal enrichment that an education at Owens has added to graduates' lives and 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 2008-2009 academic year. The term "graduates" includes not only the recipients of associate's degrees, but certificates as well.

Profile of Population

The class of 2008-2009 was awarded a total of 1,679 associate's degrees or certificates among 1,565 students. Approximately 79.9% of these students received an associate's degree and 20.1% received a certificate. In some cases, an individual may have been awarded more than one degree, but each was sent only one survey. Ninety-one students (5.8%) were in a position of having received multiple certificates, degrees, or some combination of these. 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 2008-2009 class by degree and certificate type conferred upon them.

Table 1: Total Graduates by Degree or Certificate Received, 2008-2009

Degree/Certificate	#	%
Associate of Applied Science	694	44.3%
Certificate	315	20.1%
Associate of Applied Business	222	14.2%
Associate of Arts	138	8.8%
Associate of Science	86	5.5%
Associate of Technical Studies	19	1.2%
Received more than one degree or certificate	91	5.8%
Total	1,565	100%

The top majors for this group were registered nursing (22.0%), business management (7.3%), licensed practical nursing (6.8%), criminal justice (4.7%), and accounting (4.0%). Among those receiving certificates (a total of 315), the top majors were basic supervision (7.0%), massage therapy (5.1%), GMAW welding (4.8%), sterile processing (4.8%), and accounting software (4.4%).

The schools with the highest number of graduates were the School of Nursing (22.6%) and School of Business and Information Systems (21.7%), a total of 44.3%.

The graduates were predominantly female (63.6%) and Caucasian (83.9%). Nearly half of them were under 27 years old at the time of their graduation (48.8%).

Profile of Returners

A total of 415 respondents completed the survey. Information from Banner was again used to create a demographic profile of this subgroup. Due to the fact that we were unable to capture the identifier for some of the students, the information pertains to 402 individuals within the 415 total. This information is available in Appendix B of this report.

About half of the returners had received an associate's of applied science (47.0%). Table 2 breaks down the total number of respondents by the degree and certificate type conferred upon them.

Table 2: Respondents by Degrees and Certificates Received, 2008-2009

Degree/Certificate	#	%
Associate of Applied Science	189	47.0%
Certificate	68	16.9%
Associate of Applied Business	72	17.9%
Associate of Arts	26	6.5%
Associate of Science	22	5.5%
Associate of Technical Studies	6	1.5%
Received more than one degree or certificate	19	4.7%
Total	402	100%

Among respondents, the top majors for associate's degrees (a total of 315) were registered nursing (21.6%), business management (7.6%), accounting (5.4%), licensed practical nursing (5.1%), and office administration technology (4.8%). Aside from office administration technology, the majors are generally in line with those of the graduate population. Among certificate recipients (a total of 68), respondents had most often received these in massage therapy (9.5%), accounting (8.1%), basic supervision, and medical office support (both 6.8%).

Among respondents, schools attended were most often the School of Business and Information Systems (24.4%) and Nursing (21.6%), the same ones attended by the total graduates most often. An additional 18.2% attended Health Sciences and 16.4% attended Arts and Sciences.

The respondents were most often female (69.7%) and Caucasian (87.8%). These were the same preponderances as among the total graduates, but with higher proportions for each demographic. They were about as likely as the total population to be 26 or under (45.5%).

Sample

This study targeted the graduating class of 2008-2009 (a total of 1,565 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 2008 through Spring 2009. There were 32 graduates who were removed from the study due to having invalid address information (2.0% of the total). Therefore, a total of 1,533 students were surveyed.

The returns and margins of error are provided in Table 3 for each of the three academic periods. For the 2008-2009 period, the return rate was 27.1% with a margin of error of 4.1¹.

¹ 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=415) in relation to the size of the population (N=1533). 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 4.1 margin of error, than the estimated percentage of individuals in the full population who are working in their field is between 54.1% and 45.9%. 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 2006-2007 through 2008-2009 with Margin of Error

Academic Year	Total Sent	Total Returned	Percent Returned	Margin of Error
2006-2007	1,327	272	20.5%	5.3
2007-2008	1,482	419	28.3%	4.1
2008-2009	1,533	415	27.1%	4.1
Total Over Three Years	4,342	1106	25.5%	2.5

Instrument

The survey instrument is a 32-question survey that includes sections on satisfaction with Owens, employment, continuing education, and personal enrichment. It also includes a comments section to garner student suggestions and other ideas for improvement. There were no changes made to the survey instrument for the past three academic years (2006-2007 to 2008-2009). It was created and deployed using Snap software. A copy of the survey is available in Appendix C of this report.

Procedure

An initial post card was sent approximately two weeks before the survey instrument to alert recipients that the survey was forthcoming. The survey was mailed in March 2010 to 1,533 graduates. After approximately one month, a reminder letter was sent to all non-returned. All students returning surveys were entered in a drawing to win one of four \$25 gas cards.

After allowing for a return period of approximately 90 days, there were a total of 345 returns (22%). At that time, a decision was made to telephone the non-respondents to see if any additional returns could be obtained. The survey was revised to make the language more appropriate for a telephone script.

In September of 2010, four members of the Student Services phoning staff contacted the non-returned over a two-week period. Each individual was called two times; and in cases where an answering machine was encountered, the staff members referred the graduate to a web address where the instrument could be accessed online. This methodology garnered an additional 70 responses, about 19 via telephone interview and the remainder from those who chose to complete the survey online or, in one case, by sending in his or her mailed copy. This was 17% of the final total of 415.

A respondent number for each student was put on the survey and every effort was made to capture this from returners. In some cases, though, the number was obliterated, incorrectly reported by the phoning staff or the graduates themselves, or left off altogether. There were a total of 13 respondents for whom we were unable to capture the number and thus, their demographic information.

Themes in the Comments Section were identified with the assistance of IBM SPSS Text Analytics for Surveys Software.

Summary of Results

For the 2008-2009 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 who make use of them.

A complete summary of responses is provided across the past three reporting periods (2006-2007 to 2008-2009). The tables on which this summary is based are provided in Appendix D. Literal responses for the 2008-2009 academic year are presented according to themes that emerged below and in total in Appendix E.

Standards applied in describing the results include

- n=20 for the drawing of any inferences
- At least a 5% change must have taken place when comparing years in order to be mentioned as an increase or decrease

Reasons for Enrolling and Satisfaction with Owens

Which of the following was the main reason that motivated you to enroll at Owens?

Across the three reporting periods, 75% of the respondents enrolled at Owens for professional development (in order to obtain a better or different job). Other motivators were mentioned less often: 16.4% of them reported earning credits for transferring to another school and 14.0% indicated personal development. Note that respondents could give more than one motivator for this question, so the percentages add to more than 100%.

With regard to your reason for enrollment, how helpful was your education at Owens?

Ninety-three percent of respondents across the three reporting periods found their education at Owens at least somewhat helpful, with 68.0% of these regarding it as very helpful. The remainder of respondents was evenly split between finding it not at all helpful and not knowing its effect.

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. Least satisfaction is with aspects relating to scheduling of classes (availability of course days and times) and preparation for the work environment.

**Table 4 – Satisfaction with Academic Indicators, 2006-2007 through 2008-2009
(Data sorted from high to low by 3 year percentage of very satisfied)**

Aspect	Very Satisfied						Somewhat Satisfied						Total Answering	3 yr % Very Satisfied
	2006-2007		2007-2008		2008-2009		2006-2007		2007-2008		2008-2009			
	#	%	#	%	#	%	#	%	#	%	#	%		
Quality of education in my major	151	55.7%	245	59.3%	206	50.1%	102	37.6%	148	35.8%	177	43.1%	1,095	55.0%
Faculty attitude toward students	137	50.4%	218	52.9%	224	54.9%	92	33.8%	136	33.0%	142	34.8%	1,092	53.0%
Faculty instruction	141	53.0%	204	49.8%	209	51.5%	94	35.3%	154	37.6%	158	38.9%	1,082	51.2%
Variety of courses	126	47.4%	194	47.7%	196	48.2%	106	39.8%	165	40.5%	156	38.3%	1,080	47.8%
Faculty availability outside class	114	44.4%	197	49.9%	176	44.4%	95	37.0%	130	32.9%	147	37.1%	1,048	46.5%
Preparation for academic study	107	43.1%	175	45.1%	177	45.7%	109	44.0%	147	37.9%	153	39.5%	1,023	44.9%
Availability of web-based courses	92	40.9%	159	46.5%	162	42.6%	78	34.7%	101	29.5%	130	34.2%	947	43.6%
Preparation for work environment	108	40.6%	180	45.7%	144	36.1%	104	39.1%	166	42.1%	178	44.6%	1,059	40.8%
Availability of course days and times	115	42.9%	167	40.5%	159	39.0%	99	36.9%	157	38.1%	155	38.0%	1,088	40.5%

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, 2006-2007 through 2008-2009
(Data sorted from high to low by 3 year percentage of very satisfied)**

Aspect	Very Satisfied						Somewhat Satisfied						Total Answering	3 yr % Very Satisfied
	2006-2007		2007-2008		2008-2009		2006-2007		2007-2008		2008-2009			
	#	%	#	%	#	%	#	%	#	%	#	%		
General conditions of buildings/grounds	139	51.3%	224	54.6%	211	52.4%	103	38.0%	132	32.2%	144	35.7%	1,084	53.0%
Laboratory setting	115	46.4%	184	51.8%	166	45.4%	99	39.9%	119	33.5%	145	39.6%	969	48.0%
Classroom setting	119	45.6%	200	50.3%	188	47.8%	116	44.4%	160	40.2%	174	44.3%	1,080	46.9%
Staff attitude toward students	105	40.2%	169	42.5%	169	43.0%	89	34.1%	126	31.7%	135	34.4%	1,052	42.1%
Transferability of credit	80	38.6%	129	41.9%	134	43.1%	54	26.1%	85	27.6%	98	31.5%	826	41.5%
Academic advising	75	29.0%	139	35.7%	123	31.5%	79	30.5%	126	32.4%	126	32.3%	1,038	32.5%
Opportunity for personal involvement	52	23.6%	92	30.4%	79	24.6%	73	33.2%	76	25.1%	81	25.2%	844	26.4%
Career planning services	50	22.2%	80	24.8%	66	20.8%	55	24.4%	97	30.1%	93	29.2%	865	22.7%
Job placement services	40	20.6%	46	17.2%	38	13.4%	29	14.9%	57	21.3%	44	15.5%	745	16.6%

Overall Satisfaction with Owens Education

Across the three academic years, approximately 91% of respondents stated that they were at least somewhat satisfied with their educational experience at Owens, with 55.7% stating that they were very satisfied. Likewise, 94.2% stated that they were at least somewhat likely to recommend the College to their family and friends, with 70.1% reporting that they were very likely to recommend Owens. About 29.2% stated that they were very likely to attend Owens again in the future and 30.8% that they were somewhat likely to attend, a total of 60.0%.

Employment

Which of the following best describes your current employment status?

More than three-quarters of the respondents are employed either full or part time (85.0%), with 52.3% of these employed full time. Table 6 provides a breakdown of respondents' replies to this question. Note that across the academic years reported, graduates are less likely to be employed full time than in the past. They are also more likely to be unemployed than in the past.

Table 6 – Reported Employment Status 2006-2007 through 2008-2009

Status	2006-2007		2007-2008		2008-2009		Total	
	#	%	#	%	#	%	#	%
Employed	238	88.5%	349	84.2%	344	83.5%	931	85.0%
Full time	165	61.3%	226	54.6%	182	44.2%	573	52.3%
Part time	34	12.6%	61	14.7%	76	18.4%	171	15.6%
Employed, Status Unknown	39	14.4%	62	15.0%	86	8.3%	187	7.4%
Unemployed	23	8.6%	57	13.8%	62	15.0%	142	13.0%
And continuing education	10	3.7%	26	6.3%	29	7.0%	65	5.9%
Seeking work	11	4.1%	25	6.0%	30	7.3%	66	6.0%
Not seeking work	2	0.7%	6	1.4%	3	0.7%	11	1.0%
Other	8	3.0%	8	1.9%	6	1.5%	22	2.0%
Serving in the military		0.0%	4	1.0%		0.0%	4	0.4%
Caring for family	6	2.2%	2	0.5%		0.0%	14	1.3%
Retired	2	0.7%	2	0.5%	6	1.5%	4	0.4%
Total answering	269	100.0%	414	100.0%	412	100.0%	1095	100.0%

Over half of the respondents reported that they were employed within their field of study (65.9%). A complete list of job titles and employers reported for this question is available in Appendix E. Responses for the other academic years are available in previous reports.

Most of the 2006-2007 through 2008-2009 respondents who were employed had held their positions for five years or less at the time they responded to the survey (84.1%), with 38.9% of these having held the position for one year or less. Two-thirds felt that they were using their education to at least a moderate extent within the position they held (67.2%). Of these, 42.4% felt that they were using their education to a great extent.

Wages for the positions that the respondents hold are equally likely to fall within the low, high, or middle registers listed on the survey. The lowest wages, under \$24,000 or less than \$11.55 per hour, were earned by about 28.9% of the respondents, while the highest wages (\$42,000 or over, or \$20.20 or more per hour) were reported by 32.8%. The rest of the respondents received wages from \$24,000 to \$41,999, or \$11.55 to \$20.19 per hour (38.3%).

About half of the respondents indicated that Owens had in some way influenced their getting the job they currently hold. Approximately 44% stated that some aspect of Owens had been the primary factor in helping them to get their position. Owens influences have decreased across these time frames, especially for the education received. Personal connections appear to have become more important. Table 7 outlines these factors.

Table 7 – Primary Factor That Helped Respondent to Get Current Job, 2006-2007 through 2008-2009

Factor	2006-2007		2007-2008		2008-2009		Total Respondents	
	#	%	#	%	#	%	#	%
Owens Influence	107	50.7%	148	47.6%	111	36.9%	366	44.5%
Education at Owens	96	45.5%	141	45.3%	97	32.2%	334	40.6%
Connections through Owens	10	4.7%	7	2.3%	13	4.3%	30	3.6%
Assistance through Owens Placement Office	1	0.5%	0	0.0%	1	0.3%	2	0.2%
Other Factors	127	60.2%	183	58.8%	205	68.1%	515	62.6%
Previous work experience	79	37.4%	96	30.9%	116	38.5%	291	35.4%
Personal connections	40	19.0%	78	25.1%	82	27.2%	200	24.3%
Education at another school	8	3.8%	9	2.9%	7	2.3%	24	2.9%
Total answering	211	100.0%	311	100.0%	301	100.0%	823	100.0%

Continuing Education

The next topic area that the survey explores is the graduates' continued education after Owens. Their plans for such education, where they intend to enroll in further classes, and their plans for the future are taken up in the next section of the report.

As part of the employment question, 252 (23%) of 2006-2007 through 2008-2009 respondents reported that they had continued their education. Among the 252 respondents who were continuing their education, 42.1% are attending part time, 57.9% are attending full time, and 74.2% are employed while they continue their education.

Have you enrolled in a 2 or 4 year college since graduating from Owens? In which college or university have you enrolled or will you enroll?

A little over half of the respondents have already continued their education or plan to do so at some point (55.6%). The schools most attended (or planned) were the University of Toledo, by over one-third of those responding (37.2%), Owens Community College for additional coursework (29.4%), and Bowling Green State University (19.6%).

Some of the schools that were not listed showed up in the Other category. These included Spring Arbor, Franklin University, University of Tiffin, and Ohio University. Table 8 shows the schools that students have enrolled in or plan to enroll in across the three academic years. Students have shown more of a tendency across this time frame to return to Owens for additional classes and less chance of attending BGSU and Lourdes College.

Table 8 – College or University Enrolled in or Plan to Enroll in, 2006-2007 to 2008-2009

College or University	2006-2007		2007-2008		2008-2009		Total Respondents	
	#	%	#	%	#	%	#	%
University of Toledo	43	40.6%	48	32.0%	65	39.9%	156	37.2%
Owens Community College (additional courses)	23	21.7%	44	29.3%	56	34.4%	123	29.4%
Bowling Green State University main campus	23	21.7%	34	22.7%	23	14.1%	80	19.1%
Lourdes College	21	19.8%	23	15.3%	18	11.0%	62	14.8%
University of Findlay	4	3.8%	9	6.0%	8	4.9%	21	5.0%
Ohio State University	4	3.8%	5	3.3%	8	4.9%	17	4.1%
Bowling Green State University Firelands campus	1	0.9%	1	0.7%		0.0%	2	0.5%
Miami University		0.0%		0.0%	1	0.6%	1	0.2%
Total answering	106	100.0%	150	100.0%	163	100.0%	419	100.0%

Are you pursuing or will you pursue the same field that you studied at Owens or a different one? Why will you pursue a different field?

More than half of the respondents planned to pursue the same field that they had studied at Owens (61.9%). Another 10% have not yet decided what they plan to study. Of those planning to pursue a different field, a complete list of literal responses is available in Appendix E.

The reason given most often for pursuing a different field was an interest in the subject (35.4%). The other responses had to do with changing or improving the respondents' employment status: to get a job in a different field (21.7%), because there were few jobs and opportunities in one's current field (22.6%), and to move up in one's current company (20.3%).

Over 90% of respondents felt that their Owens education had prepared them at least somewhat well for continuing their education (93.8%), with 54.8% of these stating that it prepared them very well.

As to future education, respondents most often plan to attain bachelor's degrees (42.3%) and master's degrees (34.8%). Table 9 shows respondents' degree aspirations in detail.

Table 9 – Highest Degree Respondent Plans to Obtain, 2006-2007 through 2008-2009

Highest Degree Planned	2006-2007		2007-2008		2008-2009		Total Answering	
	#	%	#	%	#	%	#	%
Bachelor's/4-year degree	67	39.6%	99	39.9%	119	46.5%	285	42.3%
Master's degree	69	40.8%	77	31.0%	88	34.4%	234	34.8%
Associate's or other 2-year degree	23	13.6%	40	16.1%	24	9.4%	87	12.9%
Doctorate	5	3.0%	14	5.6%	16	6.3%	35	5.2%
Vocational/Technical certificate	1	0.6%	14	5.6%	2	0.8%	17	2.5%
Specialist	3	1.8%	3	1.2%	2	0.8%	8	1.2%
Professional	1	0.6%	1	0.4%	5	2.0%	7	1.0%
Total answering	169	100.0%	248	100.0%	256	100.0%	673	100.0%

The respondents' reasons for continuing their education were most often to increase earning power (32.4%), to satisfy job and career requirements (24.1%), to change jobs or get a new occupation (21.3%), or for general self-improvement (19.8%).

Personal Enrichment

To what extent do you feel your education at Owens has improved the quality of your life?

The last part of the survey is concerned with gauging the personal gains that graduates feel their Owens education has afforded them. About 80% of the respondents reported feeling that it had improved the quality of their life to at least a moderate degree (80.3%). Table 10 shows how this question has changed throughout the past three time periods.

Table 10 – Extent to Which Owens Education Has Improved Life of Respondent, 2006-2007 through 2008-2009

Response	2006-2007		2007-2008		2008-2009		Total	
	#	%	#	%	#	%	#	%
A great extent	104	38.7%	166	40.2%	140	34.3%	410	37.6%
A moderate extent	115	42.8%	171	41.4%	179	43.9%	465	42.7%
A small extent	33	12.3%	59	14.3%	60	14.7%	152	13.9%
Not at all	17	6.3%	17	4.1%	29	7.1%	63	5.8%
Total	269	100.0%	413	100.0%	408	100.0%	1090	100.0%

Please indicate what you feel the greatest personal benefits of your education at Owens have been

The specific areas in which the lives of respondents were improved were asked about in the next question. The benefit mentioned most often was personal satisfaction at having accomplished an educational goal (79.6%). Table 11 shows the span of answers to this question, ranked from highest to lowest mentions. Respondents were able to give more than one response to this question, so the percentages total to over 100%.

Table 11 – Greatest Personal Benefits of Owens Education, 2006-2007 through 2008-2009

Personal Benefit	2006-2007		2007-2008		2008-2009		Total Answering	
	#	%	#	%	#	%	#	%
Personal satisfaction at having accomplished educational goal	202	78.9%	328	82.0%	301	77.6%	831	79.6%
Ability to communicate better	107	41.8%	159	39.8%	149	38.4%	415	39.8%
Ability to reason, solve problems	95	37.1%	158	39.5%	134	34.5%	387	37.1%
Enhancement of leadership abilities	91	35.5%	141	35.3%	121	31.2%	353	33.8%
Making a difference in society	73	28.5%	116	29.0%	92	23.7%	281	26.9%
Being first member of your family to obtain a higher degree or certificate	67	26.2%	87	21.8%	102	26.3%	256	24.5%
Improvement of time management	43	16.8%	65	16.3%	75	19.3%	183	17.5%
Total Answering	256	100.0%	400	100.0%	388	100.0%	1044	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 301 responses to this question for 2008-2009. 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 scheduling (21.6%), including suggestions that more classes be offered online, in the evenings and on weekends, and at more convenient times. Issues with instructors and methods of teaching formed the next largest category (18.6%), followed by issues with parking (16.6%). Table 12 provides a list of the general categories mentioned in this question. A complete list of literal responses is available in Appendix E.

Table 12 – Ideas for Improvement, 2008-2009

Improvement	#	%
Scheduling	65	21.6%
Instructors/Instruction	56	18.6%
Parking	50	16.6%
Issues Specific to Nursing Program	43	14.3%
Campus Facilities/Appearance	41	13.6%
Placement/Assistance with Job Search	30	10.0%
Advisors/Advising	30	10.0%
Student Involvement	17	5.6%
Bookstore/Book prices	16	5.3%
Transfer Issues	15	5.0%
No Ideas for Improvement	15	5.0%
Findlay Issues	13	4.3%
Issues with Specific Programs (non-nursing)	12	4.0%
Course Improvements	12	4.0%
Uncategorized	8	2.7%
Financial aid	5	1.7%
Total	301	100.0%

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

A total of 302 respondents answered this question for 2008-2009. Again, several of the comments could be placed in more than one category, so they add to more than 100%. The largest category included issues about instruction or individual instructors (33.1%), followed by aspects about the atmosphere at Owens and some of the amenities offered (12.6%) and issues relating to the Nursing Program (10.9%). Table 13 presents an overview of all comments. The complete literals for this question are provided in Appendix E of the report.

Table 13 -- Most Remarkable Aspects Reported by Respondents, 2008-2009

Remarkable Aspect	#	%
Instructors/Instruction	100	33.1%
Atmosphere/Facilities	38	12.6%
Issues Specific to Nursing Program	33	10.9%
Graduating	32	10.6%
Getting an Education	28	9.3%
Good Educational Experience/Liked Owens	25	8.3%
Tuition	21	7.0%
Success in Classes	12	4.0%
Hands-On Opportunities	12	4.0%
Online Classes/Course Delivery	11	3.6%
Friendships/Networking/Contacts	11	3.6%
Employment/Placement	11	3.6%
Self Improvement	9	3.0%
Uncategorized	8	2.6%
Scheduling	7	2.3%
Extracurricular Activities	7	2.3%
Negative Remarks	6	2.0%
Specific Program Issues (non-Nursing)	5	1.7%
Total	302	100.0%

Summary and Data Limitations

Graduates are generally satisfied with the education they have received at Owens and feel as though it has been useful to them in attaining their goals. Among academic indicators, they are generally most satisfied with classroom instruction and relationships with instructors and least satisfied with scheduling issues. Among non-academic characteristics, they are most satisfied with the appearance of the campus and its amenities and least satisfied with career planning and job placement.

Respondents are satisfied with their overall experience and are generally likely to recommend the College to others. About half of them would be likely to attend Owens again in the future.

About 85% were employed at the time they completed the survey, with about half of these employed full time. Over 60% reported that they were employed within their field of study. Over the three reporting periods, respondents are more likely to be unemployed or employed part time between 2006-2007 and 2008-2009. Also over these reporting periods, respondents attribute their success at getting a job less to their education at Owens and more to their personal connections.

Approximately half of the respondents stated that they have continued or plan to continue their education. Many of these students plan to attend the University of Toledo or continue their education at Owens. About half of those planning to continue their education plan to pursue the same field they studied at Owens.

Respondents' education at Owens appears to have enriched their lives, as about 80% state that it has improved the quality of their lives to at least a moderate degree. The personal benefit mentioned most often is satisfaction at having achieved an educational goal.

Data limitations include the following:

- The survey was open in the field longer than it was the previous two years, which may have affected respondents' recollection of their education at Owens and their reactions to it. Summer 2008 graduates, for example, may not have answered the survey for more than a year after their graduation.
- Sample sizes are too small to report data by program.

Appendix A – Demographic Profile of Total Graduates, Academic Years 2007-2009

Degree Awarded by Total Graduates, 2006-2007 through 2008-2009

Degree	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
AA	121	104	142	9.1%	7.1%	9.1%	367	8.4%
AAB	185	294	245	13.9%	20.2%	15.7%	724	16.6%
AAS	667	693	729	50.3%	47.5%	46.6%	2,089	48.0%
AS	54	50	86	4.1%	3.4%	5.5%	190	4.4%
ATS	10	10	19	0.8%	0.7%	1.1%	39	0.9%
CERT	182	209	249	13.7%	14.3%	15.9%	640	14.7%
CERT1	108	98	95	8.1%	6.7%	6.1%	301	6.9%
Grand Total	1,327	1,458	1,565	100.0%	100.0%	100.0%	4,350	100.0%

School Attended by Total Graduates, 2006-2007 through 2008-2009

School	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Arts & Sciences	249	215	300	18.8%	14.7%	19.2%	764	17.6%
Business & Information Systems	244	378	340	18.4%	25.9%	21.7%	962	22.1%
Health Sciences	191	221	235	14.4%	15.2%	15.0%	647	14.9%
Nursing	323	329	354	24.3%	22.6%	22.6%	1,006	23.1%
Public Safety & Emergency Preparedness	97	98	73	7.3%	6.7%	4.7%	268	6.2%
Technology	223	217	263	16.8%	14.9%	16.8%	703	16.2%
Grand Total	1,327	1,458	1,565	100.0%	100.0%	100.0%	4,350	100.0%

Ethnicity by Total Graduates, 2006-2007 through 2008-2009

Ethnicity	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
American Indian or Alaskan Native	5	3	10	0.4%	0.2%	0.6%	18	0.4%
Asian	20	20	20	1.5%	1.4%	1.3%	60	1.4%
Black/African American	104	108	123	7.8%	7.4%	7.9%	335	7.7%
Hispanic	46	47	66	3.5%	3.2%	4.2%	159	3.7%
Pacific Islander	2	4	2	0.2%	0.3%	0.1%	8	0.2%
Unknown	14	15	26	1.1%	1.0%	1.7%	55	1.3%
White	1,134	1,256	1,313	85.5%	86.1%	83.9%	3,703	85.1%
Not reported	2	5	5	0.2%	0.3%	0.3%	12	0.3%
Grand Total	1,327	1,458	1,565	100.0%	100.0%	100.0%	4,350	100.0%

Gender by Total Graduates, 2006-2007 through 2008-2009

Gender	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Female	835	928	944	60.3%	62.9%	63.6%	2,707	62.2%
Male	492	530	621	39.7%	37.1%	36.4%	1,643	37.8%
Grand Total	1,327	1,458	1,565	100.0%	100.0%	100.0%	4,350	100.0%

Age by Total Graduates, 2006-2007 through 2008-2009

Age	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
19 or Under	6	4	24	0.5%	0.3%	1.5%	34	0.8%
20-23	356	349	499	26.8%	23.9%	31.9%	1,204	27.7%
24-26	258	291	241	19.4%	20.0%	15.4%	790	18.2%
27-29	157	153	183	11.8%	10.5%	11.7%	493	11.3%
30-34	196	234	207	14.8%	16.0%	13.2%	637	14.6%
35-39	129	159	154	9.7%	10.9%	9.8%	442	10.2%
40-44	95	104	109	7.2%	7.1%	7.0%	308	7.1%
45+	130	164	148	9.8%	11.2%	9.5%	442	10.2%
Total	1,327	1,458	1,565	100.0%	100.0%	100.0%	4,350	100.0%

Major by Total Graduates, 2006-2007 through 2008-2009

Major Code	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
ABMG	3	1	2	0.2%	0.1%	0.1%	6	0.1%
ACCT	28	59	46	2.1%	4.0%	2.9%	133	3.1%
AGBT	12	2	5	0.9%	0.1%	0.3%	19	0.4%
AGEN	62	46	69	4.7%	3.2%	4.4%	177	4.1%
AGTC	14	10	7	1.1%	0.7%	0.4%	31	0.7%
AIST	2		1	0.2%	0.0%	0.1%	3	0.1%
ARET	8	9	9	0.6%	0.6%	0.6%	26	0.6%
ASMM	1	3	1	0.1%	0.2%	0.1%	5	0.1%
ATSD		2		0.0%	0.1%	0.0%	2	0.0%
AUTO	9	8	14	0.7%	0.5%	0.9%	31	0.7%
BIOL	2		2	0.2%	0.0%	0.1%	4	0.1%
BIOM	4	5	15	0.3%	0.3%	1.0%	24	0.6%
BUMT	74	109	85	5.6%	7.5%	5.4%	268	6.2%
CADT	5	14	13	0.4%	1.0%	0.8%	32	0.7%
CAPP		4	9	0.0%	0.3%	0.6%	13	0.3%
CARC	1	3	2	0.1%	0.2%	0.1%	6	0.1%
CART	10	15	13	0.8%	1.0%	0.8%	38	0.9%
CATP	18	14	17	1.4%	1.0%	1.1%	49	1.1%
CELE	4	3	3	0.3%	0.2%	0.2%	10	0.2%

Major by Total Graduates, 2006-2007 through 2008-2009 (Continued)

Major Code	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
CJST	80	66	55	6.0%	4.5%	3.5%	201	4.6%
CMST			1	0.0%	0.0%	0.1%	1	0.0%
COMT	5	8	8	0.4%	0.5%	0.5%	21	0.5%
CORM	5	6	3	0.4%	0.4%	0.2%	14	0.3%
CPPT	3	8	9	0.2%	0.5%	0.6%	20	0.5%
CSCI		1	5	0.0%	0.1%	0.3%	6	0.1%
CWRT		1	1	0.0%	0.1%	0.1%	2	0.0%
DHYP	20	21	19	1.5%	1.4%	1.2%	60	1.4%
DIET	6	9	8	0.5%	0.6%	0.5%	23	0.5%
DRAF	1			0.1%	0.0%	0.0%	1	0.0%
DSLJ	6	3	3	0.5%	0.2%	0.2%	12	0.3%
ECET	33	24	24	2.5%	1.6%	1.5%	81	1.9%
ECOM	5	12	1	0.4%	0.8%	0.1%	18	0.4%
EDPM	1		1	0.1%	0.0%	0.1%	2	0.0%
EETT	8	6	8	0.6%	0.4%	0.5%	22	0.5%
EMMT		1	4	0.0%	0.1%	0.3%	5	0.1%
ENGC	1	5	2	0.1%	0.3%	0.1%	8	0.2%
ENVJ	3	3	3	0.2%	0.2%	0.2%	9	0.2%
ETAE	8	3	6	0.6%	0.2%	0.4%	17	0.4%
ETEC	10	14	10	0.8%	1.0%	0.6%	34	0.8%
ETMC		2	7	0.0%	0.1%	0.4%	9	0.2%
ETME	2	1	3	0.2%	0.1%	0.2%	6	0.1%
FINA	3	5	4	0.2%	0.3%	0.3%	12	0.3%
FIRE	11	25	11	0.8%	1.7%	0.7%	47	1.1%
FOOD	6	2		0.5%	0.1%	0.0%	8	0.2%
HINF	14	26	23	1.1%	1.8%	1.5%	63	1.4%
HISC	3	2	1	0.2%	0.1%	0.1%	6	0.1%
HOSP		5	3	0.0%	0.3%	0.2%	8	0.2%
HRIT	4	3		0.3%	0.2%	0.0%	7	0.2%
IAEO	4	2	1	0.3%	0.1%	0.1%	7	0.2%
ISYS	4	10	11	0.3%	0.7%	0.7%	25	0.6%
LAND	11	7	7	0.8%	0.5%	0.4%	25	0.6%
LPNP	92	80	79	6.9%	5.5%	5.0%	251	5.8%
LTMP		5	7	0.0%	0.3%	0.4%	12	0.3%
MANT	4	1	5	0.3%	0.1%	0.3%	10	0.2%
MATH	1		2	0.1%	0.0%	0.1%	3	0.1%
MBUS		2		0.0%	0.1%	0.0%	2	0.0%
MDAP		13	14	0.0%	0.9%	0.9%	27	0.6%
MECH	11	6	9	0.8%	0.4%	0.6%	26	0.6%
MKTS	21	18	33	1.6%	1.2%	2.1%	72	1.7%
MSTP		1	4	0.0%	0.1%	0.3%	5	0.1%
MUED	1			0.1%	0.0%	0.0%	1	0.0%
MUSP	2	1		0.2%	0.1%	0.0%	3	0.1%

Major by Total Graduates, 2006-2007 through 2008-2009 (Continued)

Major Code	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
NIST	5	7	11	0.4%	0.5%	0.7%	23	0.5%
NMED	10	11	15	0.8%	0.8%	1.0%	36	0.8%
NRSL	46	51	55	3.5%	3.5%	3.5%	152	3.5%
NRSP	185	183	200	13.9%	12.6%	12.8%	568	13.1%
OADT	32	49	40	2.4%	3.4%	2.6%	121	2.8%
OTAP	18	26	21	1.4%	1.8%	1.3%	65	1.5%
PBIO	1	1	4	0.1%	0.1%	0.3%	6	0.1%
PBUS	37	34	53	2.8%	2.3%	3.4%	124	2.9%
PENG			2	0.0%	0.0%	0.1%	2	0.0%
PHOC	3	2	6	0.2%	0.1%	0.4%	11	0.3%
PNTC			1	0.0%	0.0%	0.1%	1	0.0%
PRNP		2	2	0.0%	0.1%	0.1%	4	0.1%
PSYC	2	1		0.2%	0.1%	0.0%	3	0.1%
PTAP	17	22	20	1.3%	1.5%	1.3%	59	1.4%
QUAL	2	2	6	0.2%	0.1%	0.4%	10	0.2%
RADT	29	25	28	2.2%	1.7%	1.8%	82	1.9%
SGEN	11	14	22	0.8%	1.0%	1.4%	47	1.1%
SKTB	4	5	3	0.3%	0.3%	0.2%	12	0.3%
SKTC		1		0.0%	0.1%	0.0%	1	0.0%
SKTE	23	19	33	1.7%	1.3%	2.1%	75	1.7%
SKTM	2	3	8	0.2%	0.2%	0.5%	13	0.3%
SOCC	7	1	6	0.5%	0.1%	0.4%	14	0.3%
SONO	8	10	11	0.6%	0.7%	0.7%	29	0.7%
SUPP	3	9	6	0.2%	0.6%	0.4%	18	0.4%
SURT	13	15	12	1.0%	1.0%	0.8%	40	0.9%
SUVT	1	2	1	0.1%	0.1%	0.1%	4	0.1%
SWKC	9	9	13	0.7%	0.6%	0.8%	31	0.7%
TPFM			1	0.0%	0.0%	0.1%	1	0.0%
WANT	6	5	3	0.5%	0.3%	0.2%	14	0.3%
WELD	5	6	7	0.4%	0.4%	0.4%	18	0.4%
WLST	4	1	2	0.3%	0.1%	0.1%	7	0.2%
ZABT		1	1	0.0%	0.1%	0.1%	2	0.0%
ZACC	15	9	11	1.1%	0.6%	0.7%	35	0.8%
ZACI		2		0.0%	0.1%	0.0%	2	0.0%
ZAPP	1	2	3	0.1%	0.1%	0.2%	6	0.1%
ZASA	7	8	14	0.5%	0.5%	0.9%	29	0.7%
ZASC	5	4	5	0.4%	0.3%	0.3%	14	0.3%
ZASU	3	9	1	0.2%	0.6%	0.1%	13	0.3%
ZAVA		1		0.0%	0.1%	0.0%	1	0.0%
ZBBC	1	4	2	0.1%	0.3%	0.1%	7	0.2%
ZBIO			2	0.0%	0.0%	0.1%	2	0.0%
ZBOD	9	5	4	0.7%	0.3%	0.3%	18	0.4%
ZBSU	19	23	22	1.4%	1.6%	1.4%	64	1.5%
ZBUL	1	1		0.1%	0.1%	0.0%	2	0.0%
ZCAC	1	1		0.1%	0.1%	0.0%	2	0.0%
ZCAD	2	1		0.2%	0.1%	0.0%	3	0.1%

Major by Total Graduates, 2006-2007 through 2008-2009 (Continued)

Major Code	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
ZCAM		1	2	0.0%	0.1%	0.1%	3	0.1%
ZCAR	1	6	2	0.1%	0.4%	0.1%	9	0.2%
ZCCO	1		1	0.1%	0.0%	0.1%	2	0.0%
ZCDC		3	3	0.0%	0.2%	0.2%	6	0.1%
ZCDO	2	1	1	0.2%	0.1%	0.1%	4	0.1%
ZCNC	2		1	0.2%	0.0%	0.1%	3	0.1%
ZCPA	2	4	9	0.2%	0.3%	0.6%	15	0.3%
ZCPC		1		0.0%	0.1%	0.0%	1	0.0%
ZCTC	3	3	3	0.2%	0.2%	0.2%	9	0.2%
ZCUL		1		0.0%	0.1%	0.0%	1	0.0%
ZDIE	3	5	2	0.2%	0.3%	0.1%	10	0.2%
ZDIM	1			0.1%	0.0%	0.0%	1	0.0%
ZDMG	3		7	0.2%	0.0%	0.4%	10	0.2%
ZECD	6	4	9	0.5%	0.3%	0.6%	19	0.4%
ZELC	1	2		0.1%	0.1%	0.0%	3	0.1%
ZELE	4	6	9	0.3%	0.4%	0.6%	19	0.4%
ZEMC			1	0.0%	0.0%	0.1%	1	0.0%
ZESW			2	0.0%	0.0%	0.1%	2	0.0%
ZFIR	1			0.1%	0.0%	0.0%	1	0.0%
ZGBC	1		6	0.1%	0.0%	0.4%	7	0.2%
ZGMW	12	12	15	0.9%	0.8%	1.0%	39	0.9%
ZGTW	2	8	7	0.2%	0.5%	0.4%	17	0.4%
ZIDC		1	3	0.0%	0.1%	0.2%	4	0.1%
ZIND			1	0.0%	0.0%	0.1%	1	0.0%
ZINN			4	0.0%	0.0%	0.3%	4	0.1%
ZMAC	1	1		0.1%	0.1%	0.0%	2	0.0%
ZMBC		2	1	0.0%	0.1%	0.1%	3	0.1%
ZMCH		1	4	0.0%	0.1%	0.3%	5	0.1%
ZMED	14	12	11	1.1%	0.8%	0.7%	37	0.9%
ZMKS	6	8	5	0.5%	0.5%	0.3%	19	0.4%
ZMOS	4	7	8	0.3%	0.5%	0.5%	19	0.4%
ZMRS	2	2	2	0.2%	0.1%	0.1%	6	0.1%
ZMSG	4	10	17	0.3%	0.7%	1.1%	31	0.7%
ZMTN	10	6	6	0.8%	0.4%	0.4%	22	0.5%
ZNAC	1	2	5	0.1%	0.1%	0.3%	8	0.2%
ZNSC	4		2	0.3%	0.0%	0.1%	6	0.1%
ZOFF	1	9	5	0.1%	0.6%	0.3%	15	0.3%
ZOMG		3	1	0.0%	0.2%	0.1%	4	0.1%
ZQUL	2	2		0.2%	0.1%	0.0%	4	0.1%
ZREL	1	2	2	0.1%	0.1%	0.1%	5	0.1%
ZRLL			5	0.0%	0.0%	0.3%	5	0.1%
ZSAF	2	2	2	0.2%	0.1%	0.1%	6	0.1%
ZSMG	3	6	2	0.2%	0.4%	0.1%	11	0.3%
ZSMW	5	5	9	0.4%	0.3%	0.6%	19	0.4%

Major by Total Graduates, 2006-2007 through 2008-2009 (Continued)

Major Code	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
ZSPC	9	4	16	0.7%	0.3%	1.0%	29	0.7%
ZSUV	6	4	1	0.5%	0.3%	0.1%	11	0.3%
ZTHE	1	1		0.1%	0.1%	0.0%	2	0.0%
ZTLD	1			0.1%	0.0%	0.0%	1	0.0%
ZVAC	9	3	3	0.7%	0.2%	0.2%	15	0.3%
ZWAT	1		1	0.1%	0.0%	0.1%	2	0.0%
ZWDS	2	2	3	0.2%	0.1%	0.2%	7	0.2%
ZWEL		4	1	0.0%	0.3%	0.1%	5	0.1%
Grand Total	1,327	1,458	1,565	100.0%	100.0%	100.0%	4,350	100.0%

Appendix B – Demographic Profile of Total Respondents, Academic Years 2007-2009

Degree Awarded by Total Respondents, 2006-2007 through 2008-2009

Degree	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
AA	26	35	33	9.7%	8.4%	8.2%	94	8.6%
AAB	43	88	72	16.0%	21.1%	17.9%	203	18.7%
AAS	147	190	195	54.9%	45.6%	48.5%	532	48.9%
AS	8	17	22	3.0%	4.1%	5.5%	47	4.3%
ATS	1		6	0.4%	0.0%	1.5%	7	0.6%
CERT	29	54	50	10.8%	12.9%	12.4%	133	12.2%
CERT1	14	33	24	5.2%	7.9%	6.0%	71	6.5%
Grand Total	268	417	402	100.0%	100.0%	100.0%	1,087	100.0%

School Attended by Total Respondents, GFS 2006-2007 through 2008-2009

School	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Arts and Sciences	51	68	66	19.0%	16.3%	16.4%	185	17.0%
Business and Information Systems	55	116	98	20.5%	27.8%	24.4%	269	24.7%
Health Sciences	45	74	73	16.8%	17.7%	18.2%	192	17.7%
Nursing	59	90	87	22.0%	21.6%	21.6%	236	21.7%
Public Safety and Emergency Preparedness	22	22	16	8.2%	5.3%	4.0%	60	5.5%
Technology	36	47	62	13.4%	11.3%	15.4%	145	13.3%
Grand Total	268	417	402	100.0%	100.0%	100.0%	1,087	100.0%

Ethnicity by Total Respondents, 2006-2007 through 2008-2009

Ethnicity	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
American Indian or Alaskan Native		1	3	0.0%	0.2%	0.7%	4	0.4%
Asian	4	5	2	1.5%	1.2%	0.5%	11	1.0%
Black/African American	16	33	21	6.0%	7.9%	5.2%	70	6.4%
Hispanic	7	7	12	2.6%	1.7%	3.0%	26	2.4%
Pacific Islander		1		0.0%	0.2%	0.0%	1	0.1%
Unknown	3	6	11	1.1%	1.4%	2.7%	20	1.8%
White	238	364	353	88.8%	87.3%	87.8%	955	87.9%
Grand Total	268	417	402	100.0%	100.0%	100.0%	1,087	100.0%

Gender by Total Respondents, 2006-2007 through 2008-2009

Gender	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Female	190	299	269	70.9%	71.7%	66.9%	758	69.7%
Male	78	118	133	29.1%	28.3%	33.1%	329	30.3%
Grand Total	268	417	402	100.0%	100.0%	100.0%	1,087	100.0%

Age by Total Respondents, 2006-2007 through 2008-2009

Age	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
19 or under	1	1	10	0.4%	0.2%	2.5%	12	1.1%
20-23	62	85	122	23.1%	20.4%	30.3%	269	24.7%
24-26	49	69	51	18.3%	16.5%	12.7%	169	15.5%
27-29	35	42	38	13.1%	10.1%	9.5%	115	10.6%
30-34	31	73	45	11.6%	17.5%	11.2%	149	13.7%
35-39	25	45	39	9.3%	10.8%	9.7%	109	10.0%
40-44	24	37	30	9.0%	8.9%	7.5%	91	8.4%
45+	41	65	67	15.3%	15.6%	16.7%	173	15.9%
Grand Total	268	417	402	100.0%	100.0%	100.0%	1,087	100.0%

Major by Total Respondents, 2006-2007 through 2008-2009

Major Code	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
ABMG	1	1	1	0.4%	0.2%	0.2%	3	0.3%
ACCT	6	17	17	2.2%	4.1%	4.2%	40	3.7%
AGBT	1	1	1	0.4%	0.2%	0.2%	3	0.3%
AGEN	17	11	9	6.3%	2.6%	2.2%	37	3.4%
AGTC	3	2	1	1.1%	0.5%	0.2%	6	0.6%
AIST			1	0.0%	0.0%	0.2%	1	0.1%
ARET	2	2		0.7%	0.5%	0.0%	4	0.4%
AUTO		1	3	0.0%	0.2%	0.7%	4	0.4%
BIOL			1	0.0%	0.0%	0.2%	1	0.1%
BIOM	1	2	8	0.4%	0.5%	2.0%	11	1.0%
BUMT	16	36	24	6.0%	8.6%	6.0%	76	7.0%
CADT	2	3	5	0.7%	0.7%	1.2%	10	0.9%
CAPP		2	4	0.0%	0.5%	1.0%	6	0.6%
CARC		3	1	0.0%	0.7%	0.2%	4	0.4%
CART		1	3	0.0%	0.2%	0.7%	4	0.4%
CATP	2	3	1	0.7%	0.7%	0.2%	6	0.6%
CELE	1		1	0.4%	0.0%	0.2%	2	0.2%

Major by Total Respondents, 2006-2007 through 2008-2009 (Continued)

Major Code	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
CJST	19	13	12	7.1%	3.1%	3.0%	44	4.0%
COMT		4	1	0.0%	1.0%	0.2%	5	0.5%
CORM	1	2	1	0.4%	0.5%	0.2%	4	0.4%
CPPT	1	1	2	0.4%	0.2%	0.5%	4	0.4%
CSCI			1	0.0%	0.0%	0.2%	1	0.1%
CWRT		1	1	0.0%	0.2%	0.2%	2	0.2%
DHYP	6	6	10	2.2%	1.4%	2.5%	22	2.0%
DIET		5	4	0.0%	1.2%	1.0%	9	0.8%
DRAF	1			0.4%	0.0%	0.0%	1	0.1%
DSLTT		1		0.0%	0.2%	0.0%	1	0.1%
ECET	11	9	4	4.1%	2.2%	1.0%	24	2.2%
ECOM	1	4		0.4%	1.0%	0.0%	5	0.5%
EETT		1	3	0.0%	0.2%	0.7%	4	0.4%
EMMT		1	1	0.0%	0.2%	0.2%	2	0.2%
ENGC	1	1	1	0.4%	0.2%	0.2%	3	0.3%
ENVT		1	2	0.0%	0.2%	0.5%	3	0.3%
ETAE	1	1	3	0.4%	0.2%	0.7%	5	0.5%
ETEC	1	9	2	0.4%	2.2%	0.5%	12	1.1%
ETMC			1	0.0%	0.0%	0.2%	1	0.1%
ETME	1		1	0.4%	0.0%	0.2%	2	0.2%
FINA	1			0.4%	0.0%	0.0%	1	0.1%
FIRE	2	6	2	0.7%	1.4%	0.5%	10	0.9%
FOOD	1	1		0.4%	0.2%	0.0%	2	0.2%
HINF	4	8	10	1.5%	1.9%	2.5%	22	2.0%
HISC		1		0.0%	0.2%	0.0%	1	0.1%
HOSP		1		0.0%	0.2%	0.0%	1	0.1%
IAEO	2			0.7%	0.0%	0.0%	2	0.2%
ISYS	1	2	1	0.4%	0.5%	0.2%	4	0.4%
LAND	3	3		1.1%	0.7%	0.0%	6	0.6%
LPNP	10	26	16	3.7%	6.2%	4.0%	52	4.8%
MANT	1		1	0.4%	0.0%	0.2%	2	0.2%
MATH			1	0.0%	0.0%	0.2%	1	0.1%
MBUS		1		0.0%	0.2%	0.0%	1	0.1%
MDAP		6	3	0.0%	1.4%	0.7%	9	0.8%
MECH			2	0.0%	0.0%	0.5%	2	0.2%
MKTS	7	7	8	2.6%	1.7%	2.0%	22	2.0%
MSTP		1		0.0%	0.2%	0.0%	1	0.1%
NIST	1	2	2	0.4%	0.5%	0.5%	5	0.5%
NMED	1	3	4	0.4%	0.7%	1.0%	8	0.7%
NRSL	7	11	12	2.6%	2.6%	3.0%	30	2.8%
NRSP	42	47	56	15.7%	11.3%	13.9%	145	13.3%
OADT	8	15	15	3.0%	3.6%	3.7%	38	3.5%
OTAP	10	9	6	3.7%	2.2%	1.5%	25	2.3%
PBIO	1		2	0.4%	0.0%	0.5%	3	0.3%
PBUS	6	11	10	2.2%	2.6%	2.5%	27	2.5%

Major by Total Respondents, 2006-2007 through 2008-2009 (Continued)

Major Code	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
PHOC	1		3	0.4%	0.0%	0.7%	4	0.4%
PTAP	5	10	8	1.9%	2.4%	2.0%	23	2.1%
QUAL			3	0.0%	0.0%	0.7%	3	0.3%
RADT	6	8	6	2.2%	1.9%	1.5%	20	1.8%
SGEN	1	6	8	0.4%	1.4%	2.0%	15	1.4%
SKTB		2	1	0.0%	0.5%	0.2%	3	0.3%
SKTC		1		0.0%	0.2%	0.0%	1	0.1%
SKTE	3	5	10	1.1%	1.2%	2.5%	18	1.7%
SKTM		1	3	0.0%	0.2%	0.7%	4	0.4%
SOCC	1		3	0.4%	0.0%	0.7%	4	0.4%
SONO	4	4	4	1.5%	1.0%	1.0%	12	1.1%
SUPP	1	1	3	0.4%	0.2%	0.7%	5	0.5%
SURT	3	5	1	1.1%	1.2%	0.2%	9	0.8%
SUVT	1	1		0.4%	0.2%	0.0%	2	0.2%
SWKC	2	4	6	0.7%	1.0%	1.5%	12	1.1%
WANT	2		2	0.7%	0.0%	0.5%	4	0.4%
WELD	1	2		0.4%	0.5%	0.0%	3	0.3%
WLST			1	0.0%	0.0%	0.2%	1	0.1%
ZABT		1		0.0%	0.2%	0.0%	1	0.1%
ZACC	4	3	6	1.5%	0.7%	1.5%	13	1.2%
ZACI		1		0.0%	0.2%	0.0%	1	0.1%
ZAPP	1		1	0.4%	0.0%	0.2%	2	0.2%
ZASA		2	3	0.0%	0.5%	0.7%	5	0.5%
ZASU	2	2		0.7%	0.5%	0.0%	4	0.4%
ZAVA		1		0.0%	0.2%	0.0%	1	0.1%
ZBBC	1	2		0.4%	0.5%	0.0%	3	0.3%
ZBOD	2		2	0.7%	0.0%	0.5%	4	0.4%
ZBSU	3	6	5	1.1%	1.4%	1.2%	14	1.3%
ZCAM			1	0.0%	0.0%	0.2%	1	0.1%
ZCAR		3		0.0%	0.7%	0.0%	3	0.3%
ZCCO			1	0.0%	0.0%	0.2%	1	0.1%
ZCDC			2	0.0%	0.0%	0.5%	2	0.2%
ZCDO		1	1	0.0%	0.2%	0.2%	2	0.2%
ZCNC	1			0.4%	0.0%	0.0%	1	0.1%
ZCPA		3		0.0%	0.7%	0.0%	3	0.3%
ZCTC			1	0.0%	0.0%	0.2%	1	0.1%
ZCUL		1		0.0%	0.2%	0.0%	1	0.1%
ZECD	2	1	3	0.7%	0.2%	0.7%	6	0.6%
ZELC		1		0.0%	0.2%	0.0%	1	0.1%
ZELE	2		1	0.7%	0.0%	0.2%	3	0.3%
ZEMC			1	0.0%	0.0%	0.2%	1	0.1%
ZGMW	2	1	1	0.7%	0.2%	0.2%	4	0.4%
ZGTW	1	2		0.4%	0.5%	0.0%	3	0.3%
ZMBC		1		0.0%	0.2%	0.0%	1	0.1%

Major by Total Respondents, 2006-2007 through 2008-2009 (Continued)

Major Code	Count			Percent			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
ZMED	3	4	3	1.1%	1.0%	0.7%	10	0.9%
ZMKS	1	1	1	0.4%	0.2%	0.2%	3	0.3%
ZMOS		2	5	0.0%	0.5%	1.2%	7	0.6%
ZMRS			1	0.0%	0.0%	0.2%	1	0.1%
ZMSG		2	7	0.0%	0.5%	1.7%	9	0.8%
ZMTN	2	2	1	0.7%	0.5%	0.2%	5	0.5%
ZNSC	1			0.4%	0.0%	0.0%	1	0.1%
ZOFF		4	2	0.0%	1.0%	0.5%	6	0.6%
ZOMG		1		0.0%	0.2%	0.0%	1	0.1%
ZQUL		1		0.0%	0.2%	0.0%	1	0.1%
ZSMG		4	1	0.0%	1.0%	0.2%	5	0.5%
ZSMW		1	3	0.0%	0.2%	0.7%	4	0.4%
ZSPC		1	3	0.0%	0.2%	0.7%	4	0.4%
ZSUV		1		0.0%	0.2%	0.0%	1	0.1%
ZTLD	1			0.4%	0.0%	0.0%	1	0.1%
ZVAC	2	1		0.7%	0.2%	0.0%	3	0.3%
ZWAT	1			0.4%	0.0%	0.0%	1	0.1%
ZWDS	1	1	2	0.4%	0.2%	0.5%	4	0.4%
ZWEL		3		0.0%	0.7%	0.0%	3	0.3%
Grand Total	268	417	402	100.0%	100.0%	100.0%	1,087	100.0%

Appendix C – Survey Instrument

**Graduate Follow Up Survey
2008-2009**

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 2008-2009 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 Jo Harmon, Institutional Research Associate, at (567) 661-2678 or 1-800-466-9367, ext. 2678 or email at mary_harmon@owens.edu with your questions.

Thank you very much for your assistance.

Debra Rathke
Director of Institutional Research
Phone: (567) 661-7247
Fax: (567) 661-7113

SATISFACTION

- Q1 Which of the following was the main reason that motivated you to enroll at Owens?**
- | | | | |
|---|--------------------------|---|--------------------------|
| <i>Professional development (to obtain a better/different job).....</i> | <input type="checkbox"/> | <i>Personal development (to increase your problem-solving or leadership skills; to become educated in general).....</i> | <input type="checkbox"/> |
| <i>Earn credits to transfer to another college or university</i> | <input type="checkbox"/> | | |

- Q2 With regard to your reason for enrollment (question #1), how helpful was your education at Owens Community College?**
- | | | | |
|-------------------------------|--------------------------|---------------------------------|--------------------------|
| <i>Very helpful</i> | <input type="checkbox"/> | <i>Not at all helpful</i> | <input type="checkbox"/> |
| <i>Somewhat helpful</i> | <input type="checkbox"/> | <i>Don't know</i> | <input type="checkbox"/> |

Q3 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 setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratory setting	<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"/>

Q4 Please indicate your OVERALL level of satisfaction with your educational experience at Owens Community College

- Very satisfied*..... *Somewhat dissatisfied*.....
Somewhat satisfied..... *Very dissatisfied*.....
Neither satisfied nor dissatisfied.....

Q5 How likely are you to recommend Owens to your friends and family?

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

Q6 How likely are you, yourself, to attend Owens again in the future?

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

EMPLOYMENT

Q7 Which of the following best describes your current employment status?

- Employed full-time (35 hours a week or more at a single job)*..... *Continuing my education full time and NOT employed*.....
Employed part-time (less than 35 hours a week)..... *Caring for my family full time*.....
Serving in the military..... *Retired*.....
Continuing my education part time and employed..... *Unemployed, seeking work*.....
Continuing my education full time and employed..... *Unemployed, not seeking work*.....
Continuing my education part time and NOT employed.....

If you are NOT currently employed, please skip to Q.15.

Q8 Are you currently employed in your field of study?
Yes.....
No.....

Q9 Please indicate your current job title.

Q10 What is the name and location of the company that employs you?

Q11 How long have you held your current position with this company?
Less than one year
1-5 years
6-10 years.....
11 years or more

Q12 What is your annual salary or hourly wage?
Less than \$15,000 (\$7.21 or less per hour) \$33,000 - \$35,999 (\$15.87 - \$17.31).....
\$15,000 - \$20,999 (\$7.21 - \$10.10) \$36,000 - \$38,999 (\$17.32 - \$18.75).....
\$21,000 - \$23,999 (\$10.11 - \$11.54)..... \$39,000 - \$41,999 (\$18.76 - \$20.19).....
\$24,000 - \$26,999 (\$11.55 - \$12.98)..... \$42,000 - \$46,999 (\$20.20 - \$22.12).....
\$27,000 - \$29,999 (\$12.99 - \$14.42)..... \$47,000 - \$51,999 (\$22.13 - \$24.99).....
\$30,000 - \$32,999 (\$14.43 - \$15.86)..... \$52,000 or more (\$25.00 or more per hour).....

Q13 To what extent do you feel your education is being utilized in your present position?
A great extent A small extent
A moderate extent Not at all

Q14 What do you think was the primary factor that helped you get the job you currently have? (Please choose only one)
Education at Owens Personal connections
Education at another school..... Connections through Owens (instructors, advisors, etc.)
Previous work experience..... Assistance through Owens Placement Office.....
Other (specify) _____

CONTINUING EDUCATION

Q15 Have you enrolled in a 2 or 4 year college since graduating from Owens?
Yes..... No, but plan to
No (Skip to Q.22).....

Q16 In which college or university have you enrolled or will you enroll?

<i>Owens Community College (for additional courses)</i>	<input type="checkbox"/>	<i>University of Findlay.....</i>	<input type="checkbox"/>
<i>Bowling Green State University main campus....</i>	<input type="checkbox"/>	<i>Lourdes College</i>	<input type="checkbox"/>
<i>Bowling Green State University Firelands campus</i>	<input type="checkbox"/>	<i>Ohio State University.....</i>	<input type="checkbox"/>
<i>University of Toledo</i>	<input type="checkbox"/>	<i>Miami University.....</i>	<input type="checkbox"/>
<i>Other (Please specify) _____</i>			

Q17 Are you pursuing/will you pursue the same field that you studied at Owens or a different one?

<i>Same</i>	<input type="checkbox"/>	<i>Undecided.....</i>	<input type="checkbox"/>
<i>Different field</i>	<input type="checkbox"/>	<i>What field, if different? _____</i>	

Q18 If pursuing a different field, why?

<i>Interest in subject.....</i>	<input type="checkbox"/>	<i>To move up in my current company.....</i>	<input type="checkbox"/>
<i>To get another job in a different field</i>	<input type="checkbox"/>	<i>Few opportunities/jobs in my current field ...</i>	<input type="checkbox"/>
<i>Other (Please specify) _____</i>			

Q19 How well do you feel your degree or certification from Owens has prepared you for continuing your education?

<i>Very well.....</i>	<input type="checkbox"/>	<i>Somewhat poorly.....</i>	<input type="checkbox"/>
<i>Somewhat well.....</i>	<input type="checkbox"/>	<i>Very poorly.....</i>	<input type="checkbox"/>

Q20 What is the highest degree or certification level that you eventually plan to obtain?

<i>Vocational/Technical certificate or diploma.....</i>	<input type="checkbox"/>	<i>Specialist (EdS, Phys).....</i>	<input type="checkbox"/>
<i>Associate's or other two year degree</i>	<input type="checkbox"/>	<i>Doctorate (PhD, EdD).....</i>	<input type="checkbox"/>
<i>Bachelor's/4-year degree</i>	<input type="checkbox"/>	<i>Professional (MD, JD).....</i>	<input type="checkbox"/>
<i>Master's degree.....</i>	<input type="checkbox"/>		

Q21 What is the main reason that you have continued or plan to continue your education?

<i>To satisfy job/career requirements.....</i>	<input type="checkbox"/>	<i>For general self-improvement.....</i>	<input type="checkbox"/>
<i>To change occupations/Get a new job.....</i>	<input type="checkbox"/>	<i>For love of learning</i>	<input type="checkbox"/>
<i>To increase earning power</i>	<input type="checkbox"/>	<i>For status of university degree/Higher degree....</i>	<input type="checkbox"/>
<i>To obtain or maintain a license or certificate.....</i>	<input type="checkbox"/>		
<i>Other (Specify) _____</i>			

PERSONAL ENRICHMENT

Q22 To what extent do you feel that your education at Owens has improved the quality of your life?

<i>A great extent</i>	<input type="checkbox"/>	<i>A small extent.....</i>	<input type="checkbox"/>
<i>A moderate extent</i>	<input type="checkbox"/>	<i>Not at all.....</i>	<input type="checkbox"/>

Q23 Please indicate what you feel the greatest personal benefits of your education at Owens have been (Check all that apply)

<i>Ability to communicate better (Speaking, writing, etc.).....</i>	<input type="checkbox"/>	<i>Improvement of time management</i>	<input type="checkbox"/>
<i>Enhancement of leadership abilities.....</i>	<input type="checkbox"/>	<i>Making a difference in society</i>	<input type="checkbox"/>
<i>Ability to reason, solve problems.....</i>	<input type="checkbox"/>	<i>Being first member of your family to obtain a higher degree or certificate</i>	<input type="checkbox"/>
<i>Personal satisfaction at having accomplished educational goal</i>	<input type="checkbox"/>		
<i>Other (Specify) _____</i>			

DEMOGRAPHICS

Q24 Race
African American Native American
Hispanic Caucasian
Asian/Pacific Islander Other

Q25 Gender
Male Female

Q26 Age
19 years or under 30-34 years
20-23 years 35-39 years
24-26 years 40-44 years
27-29 years 45 years and over

Q27 Graduation Term
Summer Spring
Fall

Q28 Campus
Toledo Findlay
eOwens only

Q29 What was your major(s) at Owens Community College?

COMMENTS/SUGGESTIONS

Q30 Please list three (3) ideas for improvement at Owens.

Q31 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

Appendix D – Tables for GFS Reporting, 2006-2007 through 2008-2009

Q1 Which of the following was the main reason that motivated you to enroll at Owens?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Professional development (to obtain a better/different job	201	319	299	75.0%	76.5%	72.4%	819	74.6%
Earn credits to transfer to another college or university	48	56	76	17.9%	13.4%	18.4%	180	16.4%
Personal development (to increase your problem-solving or leadership skills; to become educated in general)	33	62	59	12.3%	14.9%	14.3%	154	14.0%
Total answering	268	417	413	100.0%	100.0%	100.0%	1,098	100.0%
Total Respondents	272	419	415				1,106	

Q2 With regard to your reason for enrollment, how helpful was your education at Owens?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Very helpful	192	292	262	71.6%	70.2%	63.4%	746	68.0%
Somewhat helpful	55	102	119	20.5%	24.5%	28.8%	276	25.2%
Not at all helpful	12	9	20	4.5%	2.2%	4.8%	41	3.7%
Don't know	9	13	12	3.4%	3.1%	2.9%	34	3.1%
Total answering	268	416	413	100.0%	100.0%	100.0%	1,097	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3a Quality of education in my major field of study

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Very Satisfied	151	245	206	55.7%	59.3%	50.1%	602	55.0%
Somewhat Satisfied	102	148	177	37.6%	35.8%	43.1%	427	39.0%
Neither Satisfied nor Dissatisfied	5	9	12	1.8%	2.2%	2.9%	26	2.4%
Somewhat Dissatisfied	13	9	14	4.8%	2.2%	3.4%	36	3.3%
Very Dissatisfied	-	2	2		0.5%	0.5%	4	0.4%
Total answering	271	413	411	100.0%	100.0%	100.0%	1,095	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3b Preparation for work environment

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	108	180	144	40.6%	45.7%	36.1%	432	40.7%
Somewhat Satisfied	104	166	178	39.1%	42.1%	44.6%	448	42.3%
Neither Satisfied nor Dissatisfied	30	30	46	11.3%	7.6%	11.5%	106	10.0%
Somewhat Dissatisfied	19	14	23	7.1%	3.6%	5.8%	56	5.3%
Very Dissatisfied	5	4	8	1.9%	1.0%	2.0%	17	1.6%
Total answering	266	394	399	100.0%	100.0%	100.0%	1,059	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3c Preparation for further academic study

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	107	175	177	43.1%	45.1%	45.7%	459	44.9%
Somewhat Satisfied	109	147	153	44.0%	37.9%	39.5%	409	40.0%
Neither Satisfied nor Dissatisfied	18	51	38	7.3%	13.1%	9.8%	107	10.5%
Somewhat Dissatisfied	10	13	15	4.0%	3.4%	3.9%	38	3.7%
Very Dissatisfied	4	2	4	1.6%	0.5%	1.0%	10	1.0%
Total answering	248	388	387	100.0%	100.0%	100.0%	1,023	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3d Faculty instruction (preparation, knowledge, etc.)

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	141	204	209	53.0%	49.8%	51.5%	554	51.2%
Somewhat Satisfied	94	154	158	35.3%	37.6%	38.9%	406	37.5%
Neither Satisfied nor Dissatisfied	18	32	18	6.8%	7.8%	4.4%	68	6.3%
Somewhat Dissatisfied	9	15	16	3.4%	3.7%	3.9%	40	3.7%
Very Dissatisfied	4	5	5	1.5%	1.2%	1.2%	14	1.3%
Total answering	266	410	406	100.0%	100.0%	100.0%	1,082	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3e Faculty attitude toward students

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	137	218	224	50.4%	52.9%	54.9%	579	53.0%
Somewhat Satisfied	92	136	142	33.8%	33.0%	34.8%	370	33.9%
Neither Satisfied nor Dissatisfied	28	33	20	10.3%	8.0%	4.9%	81	7.4%
Somewhat Dissatisfied	10	21	17	3.7%	5.1%	4.2%	48	4.4%
Very Dissatisfied	5	4	5	1.8%	1.0%	1.2%	14	1.3%
Total answering	272	412	408	100.0%	100.0%	100.0%	1,092	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3f Faculty availability (out-of-class)

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	114	197	176	44.4%	49.9%	44.4%	487	46.5%
Somewhat Satisfied	95	130	147	37.0%	32.9%	37.1%	372	35.5%
Neither Satisfied nor Dissatisfied	31	52	56	12.1%	13.2%	14.1%	139	13.3%
Somewhat Dissatisfied	15	12	15	5.8%	3.0%	3.8%	42	4.0%
Very Dissatisfied	2	4	2	0.8%	1.0%	0.5%	8	0.8%
Total answering	257	395	396	100.0%	100.0%	100.0%	1,048	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3g Staff (non-teaching) attitude towards students

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	105	169	169	40.2%	42.5%	43.0%	443	42.1%
Somewhat Satisfied	89	126	135	34.1%	31.7%	34.4%	350	33.3%
Neither Satisfied nor Dissatisfied	43	75	59	16.5%	18.8%	15.0%	177	16.8%
Somewhat Dissatisfied	18	21	21	6.9%	5.3%	5.3%	60	5.7%
Very Dissatisfied	6	7	9	2.3%	1.8%	2.3%	22	2.1%
Total answering	261	398	393	100.0%	100.0%	100.0%	1,052	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3h Variety of courses

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	126	194	196	47.4%	47.7%	48.2%	516	47.8%
Somewhat Satisfied	106	165	156	39.8%	40.5%	38.3%	427	39.5%
Neither Satisfied nor Dissatisfied	21	35	36	7.9%	8.6%	8.8%	92	8.5%
Somewhat Dissatisfied	11	12	16	4.1%	2.9%	3.9%	39	3.6%
Very Dissatisfied	2	1	3	0.8%	0.2%	0.7%	6	0.6%
Total answering	266	407	407	100.0%	100.0%	100.0%	1,080	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3i Availability of course days and times

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	115	167	159	42.9%	40.5%	39.0%	441	40.5%
Somewhat Satisfied	99	157	155	36.9%	38.1%	38.0%	411	37.8%
Neither Satisfied nor Dissatisfied	21	47	36	7.8%	11.4%	8.8%	104	9.6%
Somewhat Dissatisfied	26	36	48	9.7%	8.7%	11.8%	110	10.1%
Very Dissatisfied	7	5	10	2.6%	1.2%	2.5%	22	2.0%
Total answering	268	412	408	100.0%	100.0%	100.0%	1,088	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3j Availability of web-based courses

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	92	159	162	40.9%	46.5%	42.6%	413	43.6%
Somewhat Satisfied	78	101	130	34.7%	29.5%	34.2%	309	32.6%
Neither Satisfied nor Dissatisfied	42	65	62	18.7%	19.0%	16.3%	169	17.8%
Somewhat Dissatisfied	11	15	18	4.9%	4.4%	4.7%	44	4.6%
Very Dissatisfied	2	2	8	0.9%	0.6%	2.1%	12	1.3%
Total answering	225	342	380	100.0%	100.0%	100.0%	947	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3k Transferability of credit to/from other institutions

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	80	129	134	38.6%	41.9%	43.1%	343	41.5%
Somewhat Satisfied	54	85	98	26.1%	27.6%	31.5%	237	28.7%
Neither Satisfied nor Dissatisfied	46	66	48	22.2%	21.4%	15.4%	160	19.4%
Somewhat Dissatisfied	18	19	24	8.7%	6.2%	7.7%	61	7.4%
Very Dissatisfied	9	9	7	4.3%	2.9%	2.3%	25	3.0%
Total answering	207	308	311	100.0%	100.0%	100.0%	826	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3l Classroom setting

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	119	200	188	44.6%	48.9%	46.5%	507	46.9%
Somewhat Satisfied	116	160	174	43.4%	39.1%	43.1%	450	41.7%
Neither Satisfied nor Dissatisfied	18	36	31	6.7%	8.8%	7.7%	85	7.9%
Somewhat Dissatisfied	11	11	9	4.1%	2.7%	2.2%	31	2.9%
Very Dissatisfied	3	2	2	1.1%	0.5%	0.5%	7	0.6%
Total answering	267	409	404	100.0%	100.0%	100.0%	1,080	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3m Laboratory setting

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	115	184	166	46.4%	51.8%	45.4%	465	48.0%
Somewhat Satisfied	99	119	145	39.9%	33.5%	39.6%	363	37.5%
Neither Satisfied nor Dissatisfied	19	40	40	7.7%	11.3%	10.9%	99	10.2%
Somewhat Dissatisfied	11	10	11	4.4%	2.8%	3.0%	32	3.3%
Very Dissatisfied	4	2	4	1.6%	0.6%	1.1%	10	1.0%
Total answering	248	355	366	100.0%	100.0%	100.0%	969	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3n Academic advising

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	75	139	123	29.0%	35.7%	31.5%	337	32.5%
Somewhat Satisfied	79	126	126	30.5%	32.4%	32.3%	331	31.9%
Neither Satisfied nor Dissatisfied	45	60	63	17.4%	15.4%	16.2%	168	16.2%
Somewhat Dissatisfied	39	37	43	15.1%	9.5%	11.0%	119	11.5%
Very Dissatisfied	21	27	35	8.1%	6.9%	9.0%	83	8.0%
Total answering	259	389	390	100.0%	100.0%	100.0%	1,038	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3o Career planning services

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	50	80	66	22.2%	24.8%	20.8%	196	22.7%
Somewhat Satisfied	55	97	93	24.4%	30.1%	29.2%	245	28.3%
Neither Satisfied nor Dissatisfied	71	94	92	31.6%	29.2%	28.9%	257	29.7%
Somewhat Dissatisfied	24	35	41	10.7%	10.9%	12.9%	100	11.6%
Very Dissatisfied	25	16	26	11.1%	5.0%	8.2%	67	7.7%
Total answering	225	322	318	100.0%	100.0%	100.0%	865	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3p General condition of buildings and grounds

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	139	224	211	51.3%	54.6%	52.4%	574	53.0%
Somewhat Satisfied	103	132	144	38.0%	32.2%	35.7%	379	35.0%
Neither Satisfied nor Dissatisfied	21	44	37	7.7%	10.7%	9.2%	102	9.4%
Somewhat Dissatisfied	8	9	10	3.0%	2.2%	2.5%	27	2.5%
Very Dissatisfied	-	1	1		0.2%	0.2%	2	0.2%
Total answering	271	410	403	100.0%	100.0%	100.0%	1,084	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3q Job placement services

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	40	46	38	20.6%	17.2%	13.4%	124	16.6%
Somewhat Satisfied	29	57	44	14.9%	21.3%	15.5%	130	17.4%
Neither Satisfied nor Dissatisfied	68	101	117	35.1%	37.8%	41.2%	286	38.4%
Somewhat Dissatisfied	28	36	42	14.4%	13.5%	14.8%	106	14.2%
Very Dissatisfied	29	27	43	14.9%	10.1%	15.1%	99	13.3%
Total answering	194	267	284	100.0%	100.0%	100.0%	745	100.0%
Total Respondents	272	419	415				1,106	

Q3 Please indicate your level of satisfaction with each of the following items

Q3r Opportunity for personal involvement in campus activities

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very Satisfied	52	92	79	23.6%	30.4%	24.6%	223	26.4%
Somewhat Satisfied	73	76	81	33.2%	25.1%	25.2%	230	27.3%
Neither Satisfied nor Dissatisfied	77	121	134	35.0%	39.9%	41.7%	332	39.3%
Somewhat Dissatisfied	11	9	18	5.0%	3.0%	5.6%	38	4.5%
Very Dissatisfied	7	5	9	3.2%	1.7%	2.8%	21	2.5%
Total answering	220	303	321	100.0%	100.0%	100.0%	844	100.0%
Total Respondents	272	419	415				1,106	

Q4 Please indicate your OVERALL level of satisfaction with your educational experience at Owens

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very satisfied	151	245	218	55.7%	58.8%	52.5%	614	55.7%
Somewhat satisfied	91	147	157	33.6%	35.3%	37.8%	395	35.8%
Neither Satisfied nor Dissatisfied	15	12	12	5.5%	2.9%	2.9%	39	3.5%
Somewhat dissatisfied	11	11	19	4.1%	2.6%	4.6%	41	3.7%
Very dissatisfied	3	2	9	1.1%	0.5%	2.2%	14	1.3%
Total answering	271	417	415	100.0%	100.0%	100.0%	1,103	100.0%
Total Respondents	272	419	415				1,106	

Q5 How likely are you to recommend Owens to your friends and family?

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very likely	201	310	262	74.2%	74.2%	63.3%	773	70.1%
Somewhat likely	55	84	127	20.3%	20.1%	30.7%	266	24.1%
Somewhat unlikely	9	21	16	3.3%	5.0%	3.9%	46	4.2%
Very unlikely	6	3	9	2.2%	0.7%	2.2%	18	1.6%
Total answering	271	418	414	100.0%	100.0%	100.0%	1,103	100.0%
Total Respondents	272	419	415				1,106	

Q6 How likely are you, yourself, to attend Owens again in the future?

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Very likely	80	118	123	29.6%	28.4%	29.8%	321	29.2%
Somewhat likely	74	137	127	27.4%	32.9%	30.8%	338	30.8%
Somewhat unlikely	53	73	85	19.6%	17.5%	20.6%	211	19.2%
Very unlikely	63	88	78	23.3%	21.2%	18.9%	229	20.8%
Total answering	270	416	413	100.0%	100.0%	100.0%	1,099	100.0%
Total Respondents	272	419	415				1,106	

Q7 Which of the following best describes your current employment status?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Employed full-time (35 hours a week or more at a single job)	165	226	182	61.3%	54.6%	44.2%	573	52.3%
Employed part-time (less than 35 hours a week)	34	61	76	12.6%	14.7%	18.4%	171	15.6%
Serving in the military	-	4	-		1.0%		4	0.4%
Continuing my education part time and employed	17	30	34	6.3%	7.2%	8.3%	81	7.4%
Continuing my education full time and employed	22	32	52	8.2%	7.7%	12.6%	106	9.7%
Continuing my education part time and NOT employed	2	13	10	0.7%	3.1%	2.4%	25	2.3%
Continuing my education full time and NOT employed	8	13	19	3.0%	3.1%	4.6%	40	3.7%
Caring for my family full time	6	2	6	2.2%	0.5%	1.5%	14	1.3%
Retired	2	2	-	0.7%	0.5%		4	0.4%
Unemployed, seeking work	11	25	30	4.1%	6.0%	7.3%	66	6.0%
Unemployed, not seeking work	2	6	3	0.7%	1.4%	0.7%	11	1.0%
Total answering	269	414	412	100.0%	100.0%	100.0%	1,095	100.0%
Total Respondents	272	419	415				1,106	

Q8 Are you currently employed in your field of study?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Yes	173	254	210	70.6%	68.1%	60.2%	637	65.9%
No	72	119	139	29.4%	31.9%	39.8%	330	34.1%
Total answering	245	373	349	100.0%	100.0%	100.0%	967	100.0%
Total Respondents	272	419	415				1,106	

Q11 How long have you held your current position with this company?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Less than one year	112	124	124	47.3%	35.0%	37.0%	360	38.9%
1-5 years	96	183	140	40.5%	51.7%	41.8%	419	45.2%
6-10 years	20	32	49	8.4%	9.0%	14.6%	101	10.9%
11 years or more	9	15	22	3.8%	4.2%	6.6%	46	5.0%
Total answering	237	354	335	100.0%	100.0%	100.0%	926	100.0%
Total Respondents	272	419	415				1,106	

Q12 What is your annual salary or hourly wage?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Less than \$15,000 (\$7.21 or less per hour)	24	21	22	10.4%	6.3%	6.8%	67	7.6%
\$15,000 - \$20,999 (\$7.21 - \$10.10)	21	49	63	9.1%	14.8%	19.6%	133	15.0%
\$21,000 - \$23,999 (\$10.11 - \$11.54)	12	23	21	5.2%	6.9%	6.5%	56	6.3%
\$24,000 - \$26,999 (\$11.55 - \$12.98)	18	26	25	7.8%	7.8%	7.8%	69	7.8%
\$27,000 - \$29,999 (\$12.99 - \$14.42)	10	22	16	4.3%	6.6%	5.0%	48	5.4%
\$30,000 - \$32,999 (\$14.43 - \$15.86)	12	29	19	5.2%	8.7%	5.9%	60	6.8%
\$33,000 - \$35,999 (\$15.87 - \$17.31)	16	21	17	6.9%	6.3%	5.3%	54	6.1%
\$36,000 - \$38,999 (\$17.32 - \$18.75)	16	20	12	6.9%	6.0%	3.7%	48	5.4%
\$39,000 - \$41,999 (\$18.76 - \$20.19)	17	26	17	7.4%	7.8%	5.3%	60	6.8%
\$42,000 - \$46,999 (\$20.20 - \$22.12)	35	32	29	15.2%	9.6%	9.0%	96	10.8%
\$47,000 - \$51,999 (\$22.13 - \$24.99)	28	37	41	12.1%	11.1%	12.7%	106	12.0%
\$52,000 or more (\$25.00 or more per hour)	22	26	40	9.5%	7.8%	12.4%	88	9.9%
Total answering	231	332	322	100.0%	100.0%	100.0%	885	100.0%
Total Respondents	272	419	415				1,106	

Q13 To what extent do you feel your education is being utilized in your present position?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
A great extent	111	153	127	45.9%	44.0%	38.1%	391	42.4%
A moderate extent	64	92	74	26.4%	26.4%	22.2%	230	24.9%
A small extent	29	62	71	12.0%	17.8%	21.3%	162	17.6%
Not at all	38	41	61	15.7%	11.8%	18.3%	140	15.2%
Total answering	242	348	333	100.0%	100.0%	100.0%	923	100.0%
Total Respondents	272	419	415				1,106	

Q14 What do you think was the primary factor that helped you get the job you currently have?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Education at Owens	96	141	97	45.5%	45.3%	32.2%	334	40.6%
Education at another school	8	9	7	3.8%	2.9%	2.3%	24	2.9%
Previous work experience	79	96	116	37.4%	30.9%	38.5%	291	35.4%
Personal connections	40	78	82	19.0%	25.1%	27.2%	200	24.3%
Connections through Owens (instructors, advisors, etc.)	10	7	13	4.7%	2.3%	4.3%	30	3.6%
Assistance through Owens Placement Office	1	-	1	0.5%		0.3%	2	0.2%
Total answering	211	311	301	100.0%	100.0%	100.0%	823	100.0%
Total Respondents	272	419	415				1,106	

Q15 Have you enrolled in a 2 or 4 year college since graduating from Owens?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Yes	74	120	130	27.7%	29.6%	32.1%	324	30.1%
No (Skip to Q.22)	118	188	172	44.2%	46.4%	42.5%	478	44.4%
No, but plan to	75	97	103	28.1%	24.0%	25.4%	275	25.5%
Total answering	267	405	405	100.0%	100.0%	100.0%	1,077	100.0%
Total Respondents	272	419	415				1,106	

Q16 In which college or university have you enrolled or will you enroll?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Owens Community College (for additional courses)	23	44	56	21.7%	29.3%	34.4%	123	29.4%
Bowling Green State University main campus	23	34	23	21.7%	22.7%	14.1%	80	19.1%
Bowling Green State University Firelands campus	1	1	-	0.9%	0.7%		2	0.5%
University of Toledo	43	48	65	40.6%	32.0%	39.9%	156	37.2%
Findlay College	4	9	8	3.8%	6.0%	4.9%	21	5.0%
Lourdes College	21	23	18	19.8%	15.3%	11.0%	62	14.8%
Ohio State University	4	5	8	3.8%	3.3%	4.9%	17	4.1%
Miami University	-	-	1			0.6%	1	0.2%
Total answering	106	150	163	100.0%	100.0%	100.0%	419	100.0%
Total Respondents	272	419	415				1,106	

Q17 Are you pursuing/will you pursue the same field that you studied at Owens or a different one?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Same	98	134	142	65.3%	61.5%	60.2%	374	61.9%
Different field	38	56	74	25.3%	25.7%	31.4%	168	27.8%
Undecided	14	28	20	9.3%	12.8%	8.5%	62	10.3%
Total answering	150	218	236	100.0%	100.0%	100.0%	604	100.0%
Total Respondents	272	419	415				1,106	

Q18 If pursuing a different field, why?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Interest in subject	19	29	27	41.3%	36.3%	31.4%	75	35.4%
To get another job in a different field	9	16	21	19.6%	20.0%	24.4%	46	21.7%
To move up in my current company	10	19	14	21.7%	23.8%	16.3%	43	20.3%
Few opportunities/jobs in my current field	8	16	24	17.4%	20.0%	27.9%	48	22.6%
Total answering	46	80	86	100.0%	100.0%	100.0%	212	100.0%
Total Respondents	272	419	415				1,106	

Q19 How well do you feel your degree or certification from Owens has prepared you for continuing your education?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Very well	87	148	138	50.3%	59.4%	53.3%	373	54.8%
Somewhat well	76	87	103	43.9%	34.9%	39.8%	266	39.1%
Somewhat poorly	8	10	16	4.6%	4.0%	6.2%	34	5.0%
Very poorly	2	4	2	1.2%	1.6%	0.8%	8	1.2%
Total answering	173	249	259	100.0%	100.0%	100.0%	681	100.0%
Total Respondents	272	419	415				1,106	

Q20 What is the highest degree or certification level that you eventually plan to obtain?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Vocational/Technical certificate or diploma	1	14	2	0.6%	5.6%	0.8%	17	2.5%
Associate's or other two year degree	23	40	24	13.6%	16.1%	9.4%	87	12.9%
Bachelor's/4-year degree	67	99	119	39.6%	39.9%	46.5%	285	42.3%
Master's degree	69	77	88	40.8%	31.0%	34.4%	234	34.8%
Specialist (Ed S, Phy S)	3	3	2	1.8%	1.2%	0.8%	8	1.2%
Doctorate (PhD, EdD)	5	14	16	3.0%	5.6%	6.3%	35	5.2%
Professional (MD, JD)	1	1	5	0.6%	0.4%	2.0%	7	1.0%
Total answering	169	248	256	100.0%	100.0%	100.0%	673	100.0%
Total Respondents	272	419	415				1,106	

Q21 What is the main reason that you have continued or plan to continue your education?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
To satisfy job/career requirements	38	71	39	23.0%	29.6%	18.6%	148	24.1%
To change occupations/Get a new job	39	49	43	23.6%	20.4%	20.5%	131	21.3%
To increase earning power	60	79	60	36.4%	32.9%	28.6%	199	32.4%
To obtain or maintain a license or certificate	14	23	8	8.5%	9.6%	3.8%	45	7.3%
For general self-improvement	37	54	31	22.4%	22.5%	14.8%	122	19.8%
For love of learning	21	22	8	12.7%	9.2%	3.8%	51	8.3%
For status of university degree/Higher degree	22	18	21	13.3%	7.5%	10.0%	61	9.9%
Total answering	165	240	210	100.0%	100.0%	100.0%	615	100.0%
Total Respondents	272	419	415				1,106	

Q22 To what extent do you feel that your education at Owens has improved the quality of your life?

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
A great extent	104	166	140	38.7%	40.2%	34.3%	410	37.6%
A moderate extent	115	171	179	42.8%	41.4%	43.9%	465	42.7%
A small extent	33	59	60	12.3%	14.3%	14.7%	152	13.9%
Not at all	17	17	29	6.3%	4.1%	7.1%	63	5.8%
Total answering	269	413	408	100.0%	100.0%	100.0%	1,090	100.0%
Total Respondents	272	419	415				1,106	

Q23 Please indicate what you feel the greatest personal benefits of your education at Owens have been

	Counts			Percents			Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009		
Ability to communicate better (Speaking, writing, etc.)	107	159	149	41.8%	39.8%	38.4%	415	39.8%
Enhancement of leadership abilities	91	141	121	35.5%	35.3%	31.2%	353	33.8%
Ability to reason, solve problems	95	158	134	37.1%	39.5%	34.5%	387	37.1%
Personal satisfaction at having accomplished educational goal	202	328	301	78.9%	82.0%	77.6%	831	79.6%
Improvement of time management	43	65	75	16.8%	16.3%	19.3%	183	17.5%
Making a difference in society	73	116	92	28.5%	29.0%	23.7%	281	26.9%
Being first member of your family to obtain a higher degree or certificate	67	87	102	26.2%	21.8%	26.3%	256	24.5%
Total answering	256	400	388	100.0%	100.0%	100.0%	1,044	100.0%
Total Respondents	272	419	415				1,106	

Q27 Graduation Term

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Summer	20	49	42	7.5%	12.0%	10.7%	111	10.4%
Fall	83	131	133	31.3%	32.2%	33.9%	347	32.6%
Spring	162	227	217	61.1%	55.8%	55.4%	606	57.0%
Total answering	265	407	392	100.0%	100.0%	100.0%	1,064	100.0%
Total Respondents	272	419	415				1,106	

Q28 Campus

	Counts			Percents			Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2006- 2007	2007- 2008	2008- 2009		
Toledo	228	338	301	84.1%	81.6%	78.2%	867	81.0%
eOwens only	-	3	3		0.7%	0.8%	6	0.6%
Findlay	43	73	81	15.9%	17.6%	21.0%	197	18.4%
Total answering	271	414	385	100.0%	100.0%	100.0%	1,070	100.0%
Total Respondents	272	419	415				1,106	

Appendix E - Verbatim Responses to Open End Questions

Q9 and Q10 Job Title and Employer

Job Title	Employer
A/V business owner/installer; A/V technician at a church; Live sound engineer	Epworth United Methodist Church 3077 Valleyview Drive Toledo, OH 43615
Accounting Clerk	Transnet, Inc.
Administration	Time Staffing Findlay, OH
Administrative Assistant	
Administrative Assistant	Steacker Tractor Sales, Findlay OH
Administrative assistant	Experience works -- assigned to LMHA Resident and Special Services
Administrative assistant/Client accounting	CB Richard Ellis, Reichle, Klein One Seagate, 26th Floor Toledo, OH 43604
Agronomy Sales Specialist	Harvest Land Co-Op, Decatur, IN
allied health instructor	professional skills institute
Ambulatory Systems support technician	St. Luke's Hospital 5901 Monclova Road, Maumee, OH
Analyst I	Promedica Health System
Area Lead	Tronair Inc, Holland OH
Assistant controller	ACT NW
Assistant director of re-admissions	
Assistant General Manager	City Barbeque, Findlay, OH
Assistant Manager	Little Caesar's, Oregon OH
Assistant Manager	Speedway, Bowling Green OH
Assistant preschool teacher	YMC Child Development Center at Calvary Toledo, OH
Assistant research and contract compliance specialist	ProMedica health Systems research Administration Office 2121 Hughes Drive #880 Toledo, OH 43506
Associate manager	Kroger Louisville, KY
Auto Worker	n/a
Automotive mechanics	Dons automotive Wauseon
Automotive Technician	Reineke Ford
Bakery Associate	WalMart Supercenter, Fremont, OH
Bank teller	Henry County Bank, Napoleon OH
Banker personnel	Charter One Bank Bowling Green, OH
Banquet cook	Sauder Village
Bartender	
Behavioral assistant	Harbor, Toledo, OH
Bill assistant to realtor -- I pay bills and invoice to banks for reimbursement and handle daily deposits	Ray Doster -- ReMax Preferred 3306 Executive Pkwy Toledo, OH
Billing Specialist	Promedica, Toledo OH
Biomedical technician	Fitzsimmons Hospital Services Maumee, OH
Biomedical Technician II	Technicore Biomedical, Findlay OH
Board operator	BAS Broadcasting Central, Fremont, OH
Bookkeeper	Synod of the Covenant, Maumee, OH
Bookkeeper	ArtsTec Sylvania, OH
Business development representative	Taylor Hyundai Perrysburg, OH

Q9 and Q10 Job Title and Employer, Continued

Job Title	Employer
Care Giver	Home Instead on Central
Caretaker	
Carpenter	SKI Construction, LLC Tiffin, OH 44883
Cashier	Community Market, Delta, OH
Cashier/Customer Service	Ney Oil Company
cashier/working on my RN degree at Marion Tech.	Aldi's
Central Sterile Tech I	Bay Park Community Hospital
Certified Medical Assistant	Pinewood Family Practice, Bowling Green OH
Certified Nuclear Medicine Technologist	Flower Hospital Sylvania, OH
Certified Occupational Therapy Assistant	United Rehab, Toledo OH (assigned to Wolfcreek Holland OH)
Certified Occupational Therapy Assistant	Glacier Hills Care and Rehab Ann Arbor, MI
Certified occupational therapy assistant	North Point Educational Service Center Sandusky, OH
Certified Occupational Therapy Assistant, Licensed	Concept Rehab., Inc.
Certified surgical technologist	Institute for Orthopedic Surgery, Orthopedic Institute of Ohio, Lima, OH
Child care provider	Jobs and Family Services
Child care provider and teacher	
Clerical Specialist i.e. hosp. unit clerk	University of Toledo Medical Center, Toledo OH
Clinical lab coordinator, Radiologic Technology Program; Radiologic Technologist	Mercy College NWO; Aspen Urgent Care Lambertville, MI
Clinical Nurse 2	Mercy St Charles Hospital, Toledo OH
Clinical nurse II, registered nurse	St. Anne's Hospital, Toledo, OH
College intern	ODOT - NW Region Real Estate, Findlay OH
Construction labor	Self employed
Construction worker	Baird Excavating and Masonry
Cook/chef	Chartwell's Food Service @ BGSU
Corrections Officer	Toledo Correctional Inst.
Corrections Officer	Mansfield Correctional
Critical care RN	St Rita Medical Center, Lima, OH
Cure Technician	Cooper and Tire Rubber Company, Findlay, OH
Custom protection officer/Deputy sheriff	G4S Wackenhut Toledo, OH
Customer service	Brown Automotive Toledo, OH 43615
Customer service	Kroger
Customer service associate	Rite Aid Oregon, OH
Customer Service Rep	Turnstyles Ticketing, Whitehouse Station NJ
Customer Service Rep.	The Kroger Company, Toledo OH
Customer service/sales	Blockbuster Video Laskey/Jackman Toledo, OH
Delivery Driver	Capital Tire
Delivery driver	
Dental Hygienist	Cary Dunne, DDS, Toledo, OH
Dental Hygienist	Toledo OH
Dental hygienist	Sylvania Pediatric Dental Care and Hires Dental Studio
Dental hygienist	Whittaker Road Dental Ypsilanti, MI

Q9 and Q10 Job Title and Employer, Continued

Job Title	Employer
Dental hygienist	Dr. Klein's office 4303 Talmadge Road Toledo, OH
Dental hygienist and receptionist	Bowling Green Pediatric Dental Group Bowling Green, OH
Dental hygienist, EFDA	Cross Creek Dental Care Marion, OH
Department Manager	Walt Churchill's Market, 3320 Briarfield Blvd, Maumee, OH
Deputy Officer	Seneca County Auditor's Office, Tiffin OH
Diagnostic medical sonographer	St. Rita's Medical center 730 W. Market Street Lima, OH 45801
Diesel Mechanic	Pro Transport and Leasing, St. Paul, NC
Dietary aide	St Charles Mercy Hospital, Toledo OH
Director of Maintenance	BD Aero Works Ltd, Swanton OH
Director's assistant	Wood County Jobs and Family Services
Dispatcher	TARTA/TARPS via temp service
Drywall contractor	Self employed
Early childhood education art teacher	Charter school, BG
Early childhood teacher's aide	
Ed Schmidt Express Care Technician	Ed Schmidt Perrysburg OH
Electrical Lineman	Toledo Edison
Electrical Lineman	First Energy Toledo
Electrician	
Emergency RN	Mercy Memorial Hospital Monroe, MI
Enrichment instructor	Maritime Academy of Toledo, Toledo OH
Facilities management	Target 5225 Monroe Street 43623
Facility site manager	Chrysler Plant, Toledo, OH
Factory Assembly	Chrysler LLC
Factory Worker	Custom Deco, Toledo OH
Financial investigations/Fraud analyst	Medical Mutual of Ohio Toledo, OH
Firefighter	Toledo Fire & Rescue, Toledo OH
Firefighter/Paramedic	Toledo Fire Department Toledo, OH
Firefighter-Paramedic	City of Perrysburg Fire Division, Perrysburg, OH
Flight Attendant	Delta Airlines, Atlanta GA, (based in Detroit, MI)
floor supervisor for Nursing Home	Lutheran Home of Toledo, OH
Foreign military sales -- I am class right now	Federal government
Forklift driver	Costco Wholesale, Toledo OH
Freight Sorter	Bax Global
Front office assistant; Billing representative	Birchaven Retirement Village
Global payroll lead	IBWI Armonk, NY
Grocery	Kroger
Grocery clerk	Meijer Findlay, OH
Group sales associate	The Toledo Zoo Toledo, OH
Health insurance customer service	Ninth Wave Media 425 Jefferson Ave. Toledo, OH 43614
Heating & Air Conditioning Technician	Ultra Heating & Cooling, Perrysburg OH
Herdsman	Genex, Tiffin, OH

Q9 and Q10 Job Title and Employer, Continued

Job Title	Employer
HR	Seneca Millwork, Inc. Fostoria, OH
HR Director	HCR Manor Care, Toledo, OH
HR Manager	Kmart 4168 2830 Navarre Ave. Oregon, OH 43616
HSM	
Human resource Intern	The University of Toledo Office of Equity and Diversity
ICU RN	Riverside (Ohio Health), Columbus OH
Independent Contractor	Priority Dispatch, Perrysburg, OH
Information supervisor	Lucas County Board of Elections
IT Manager	All Construction, Alvada, OH
Journeyman electrician	DTE Energy, Newport, MI
Kitchen staff	Major Magic's ASPR
Lab tech, med student	
Laborer	Old Castle Glass Inc., Perrysburg OH
Laborer	Impact Employment Solution, Toledo, OH
Laborer	Frische-Mullin Inc., Toledo, OH
Lead person	Parker Hannifin Corp., Waterville OH
Lead sales associate	Dollar General, Delta, OH Express Personnel for Omnicare, South Toledo
Lead teacher in toddler classroom	YMCA of Greater Toledo (Summit Branch) 1500 N. Superior Street Toledo, OH 43604
Legal assistant	Spitler Huffman, LLP
Letter carrier	USPS, Toledo OH
Letter carrier	U.S. Postal Service
Letter carrier -- Temporary	USPS, Sandusky, OH
Licensed Practical Nurse	Saint Catherine's Manor
Licensed Practical Nurse	ProMedica Continuing Care Services; Sylvania, OH
Lineman	Toledo Edison, Toledo OH
LMT, Independent contractor	Salvation Capelli
Loader (freight)	United Parcel Service (UPS) Maumee, OH
LPN	
LPN	Kingston of Perrysburg, Perrysburg OH
LPN	Hartford Rehab, Detroit MI
LPN	Wood County Medical Assoc., Bowling Green OH
LPN	Lutheran Home at Toledo
LPN	Kingston Residence of Perrysburg
LPN	
LPN	St. Francis Home Tiffin, OH
LPN	Medilodge of Taylor Taylor, MI
Machinist	Whemco, Lima OH
Manager	LCESC, Toledo, OH
Manager	Taco Bell
Manufacturing tech	Pilkington 140 Dixie Highway Rossford, OH
Marketing Manager	Survey Research Associates, Inc. Maumee OH

Q9 and Q10 Job Title and Employer, Continued

Job Title	Employer
Massage Therapist	Self Employed Massage Therapist, Tiffin, OH
material handler	Calphalon 3rd and D Street Toledo, OH
Medical Assistant	Hematology/Oncology office, Findlay OH
Medical assistant	
Medical assistant	Duane A. Sander, MD 1100 W. Main Street Woodville, OH 43469 (Woodville Family Practice)
Merchandiser	Kellogg, Battle Creek, MI
Millwright/Machinist	BP/Husky LLC Toledo Refinery
Mortgage Loan Processor	
National customer advocate	Ryder Systems, Perrysburg, OH
Nuclear Medicine Technologist	Magruder Memorial Hospital, Port Clinton OH
Nuclear medicine technologist	Cardiology Wellness of Toledo
Nuclear medicine technologist	Mercy Memorial Hospital Monroe, MI
Nurse -- LPN	Sunset Valley Retirement Community; Swan Point Rehabilitation and Nursing Facility
Nurse LPN	St. Catherine's, Fostoria OH
nurses aid	St Lukes (year) and Rossford Fire dpt (month)
Office Manager	Lakeside Trucking Company
Office manager/Benefit coordinator/HR Representative	Lubrizol Advanced Materials Bowling Green, OH
Operations manager	Peterson Spring -- Maumee Holland, OH
Order Entry Technician	Omnicare, Perrysburg, OH
Outpatient coder	Nationwide Children's Hospital, Columbus OH
Owner	Bodon Photography LLC Toledo, OH
Owner	Shoreline and construction and Excavating Indian Lake, OH www.shorelineohio.com
Owner	Maumee Valley Movers, Toledo, OH
Owner/Office Manager/Stylist of Hair Salon	Ms & His Hair Salon, Forest OH
P/S/RN	Lucas Co/Sylvania Rehab
Package Handler	FedEx Ground, Toledo, OH
Part time administrative assistant; Part time pharmacy tech	Maumee and Toledo
Patient advocate	Center for Choice, Toledo, OH
Patient Service Coordinator	Mercy Health Partners, Toledo OH
Payroll Clerk	City of Perrysburg, Perrysburg OH
Pharmacy Tech	Kroger
Pharmacy Technician	Rite-Aid, Toledo OH
Pharmacy technician, LTC Pharmacy	Omnicare Clinical Intervention Center, Maumee, OH
Physical Therapist Assistant	Lake Park (Blue Sky Therapy Services) Sylvania, OH
Physical Therapist Assistant	East Point Physical Therapy, Oregon OH
Physical Therapist Assistant	Toledo Orthopedic Surgeons, Toledo OH
Physical therapist assistant	Wadsworth Family Physical Therapy 145 Smokerise Drive Wadsworth, OH
Physical therapist assistant, Home health care	ProHealth Partners Inc., Toledo, OH Advanced Health, Sandusky, OH

Q9 and Q10 Job Title and Employer, Continued

Job Title	Employer
Physical therapy assistant	Encore Rehabilitation Columbus, OH
Physical therapy assistant	Optima rehab in Tiffin, OH
Pizza Manager	Convenience Center, Republic OH
Precision RN	Cleveland Clinic
Preschool Teacher	Kinder Care, Sylvania, OH
Preschool teacher and a teacher for after school kids	St. Frances Early Childhood Day Care YMCA, Fremont OH
Press operator	Metal Forming and Coining 1007 Illinois Ave Maumee, OH 43537
Production Administrator	Precision Strip, Inc.
Production worker	Frostlite Brand, Toledo OH
Program Secretary	Local community center
Project engineer	Whirlpool, Findlay, OH
Proofer	IntelliShop Perrysburg, OH
PTA	ProMedica (Defiance)
Quality Assurance supervisor	Principle Business Enterprises Dunbridge, OH
quality engineer	Bridgestone upper Sandusky
Radiographer	Wood County Hospital, Bowling Green, OH
Radiographer	St. Luke's Hospital Maumee, OH
radiographer	the Toledo hospital in Toledo Ohio
Radiologic technologist	Mercy Memorial Hospital
Radiologic technologist	Flower Hospital
Radiologic Technologist (registered)	Fostoria Community Hospital
Receiver	Hohl's Distribution Center, Findlay OH
Receptionist	
receptionist	Wyandot Memorial Hospital Upper Sandusky, OH
Receptionist/Administrative assistant	Koder, Vanderhorst and Burgy, LLC 3361 Executive Pkwy, Suite 101 Toledo, OH 43606
Receptionist/Purchasing Assistant	Biofit Engineer Products, Bowling Green OH
Receptionist/transcriptionist Vascular Surgeon's office	Richard Sbrocci, M.D. F.A.C.S. Sylvania, OH
Recreation aide	Riley Elementary (WSOS) Fostoria, OH
Refinery work (Millwright)	Sun Oil refinery
Registered dental hygienist	
Registered Diagnostic Medical Sonographer	The Toledo Hospital, Toledo OH
Registered Diagnostic Medical Sonographer	University of Michigan Health System Ann Arbor, MI
Registered Nurse	Autumnwood Care Center, Tiffin, OH
Registered Nurse	Rae-Ann Suburban Skilled Nursing & Rehab, Westlake, OH
Registered Nurse	The Toledo Hospital, Toledo OH
Registered Nurse	Wood County Hospital, Bowling Green, OH
Registered Nurse	
Registered Nurse	Mercy Memorial Hospital, Monroe MI
Registered nurse	Toledo Children's Hospital
Registered nurse	Mercy Health Partners St. Charles Hospital

Q9 and Q10 Job Title and Employer, Continued

Job Title	Employer
Registered nurse	
Registered nurse	Mercy Memorial Hospital Monroe, MI
Registered nurse	St. Catherine's Manor Fostoria, OH
Registered nurse	St. Vincent Mercy Medical Center
Registered nurse	St. Vincent's Mercy Hospital Toledo, OH
Registered nurse	Advaned Specialty Hospital of Toledo 1015 Garden Lake Parkway Toledo, OH 43615
Registered nurse	Mercy Memorial Hospital Monroe, MI
Registered nurse	St. Rita's Medical Center Lima, OH Emergency Department
Registered nurse	Mercy Memorial Hospital Monroe, MI
Registered nurse	St. Rita's Medical Center, Lima, OH
Registered nurse	Mercy Memorial Hospital Monroe, MI
Registered Nurse	Saint Luke's' Hospital, Maumee, OH
Registered Nurse	The Toledo Hospital
Registered Nurse	Mercy Memorial Hospital
Registered Nurse	ProMedica Health System, Toledo, OH
Registered Nurse	Toledo Hospital
REGISTERED NURSE	ALLIED HOME HEALTH HOLLAND OHIO
Registered nurse -- Coronary ICU	The Toledo Hospital
Registered Nurse - Observation/Pediatric Specialty	Mercy Memorial Hospital, Monroe MI
Restaurant Manager	J.C.A. Enterprises, Perrysburg, OH
Retail supervisor	Lowes 3900 Conpritus Road Ypsilanti, MI 48107
Retail visual merchandiser	Cabela's Dundee, MI
Ride host	Cedar Fair
RN	Orchard Villa, Oregon OH
RN	Promedica Health Systems, The Toledo Hospital, Toledo OH
RN	Arlington Good Samaritan Society, Arlington OH
RN	
RN	Arrowhead Behavioral Health
RN	Good Shepherd Home
RN	UTMC 3000 Arlington Toledo, OH
RN	Ruffing Family Care Center 22 Clinton Street Bloomville, OH 44818
RN	Blanchard Valley Hospital, Findlay, OH
RN	The Toledo Hospital
RN	The Toledo Hospital
RN	Regency Hospital Sylvania, OH
RN	St. Charles mercy Hospital 2600 Navarre Ave. Oregon, OH 43616
RN	Atrium Medical Center Middletown, OH
RN	Heatherdowns Rehab Toledo, OH
RN	Toledo Hospital
RN	St. Rita, Lima, OH
RN - Charge nurse	Kingston Care Center of Sylvania 4121 King Road Sylvania, OH 43650

Q9 and Q10 Job Title and Employer, Continued

Job Title	Employer
RN Charge Nurse	Briar Hill Health Campus, North Baltimore, OH
RN, Neonatal unit	Toledo Hospital, Toledo OH
Rotating Equipment Maintenance	URS/WGI (offices on-site at BP refinery Oregon OH) Headquartered internationally
Safety Specialist	
SALES	BASED OUT CINNCINATI TRUSTWORTHY TRANSPORTATION LEGISTICS COMPANY
Sales agent/Account executive	Kim Bradford and Associates, LLC 12020 Airport Hwy Swanton, OH 42558
Sales associate	Kohl's Department Store, Findlay, OH
Sales associate	Dick's Sporting Goods
Sales Associate	WalMart
Sales Associate & Sub Para	Babies R Us & Toledo Public Schools
Sales Consultant (Had same job when started with Owens)	Al Smith Chrysler Dodge Jeep, Inc. Bowling Green OH
Salesman	Advance Auto Parts
Screamster at Cedar Point through Oct 31st.	Cedar Point in Sandusky, OH.
Security	Dillards 5001 Monroe Street Toledo, OH 43623
Security Officer	Secuntas Security Services
Self employed	Solar Valley Design
Senior systems analyst	Convergys, Cincinnati, OH
Server	Lone Star Steakhouse Miamisburg, OH
Service tech	CCSI, Maumee, OH
Service technician	Access Medical Knoxville, TN
Set up operator	Spiratex Co. Monroe, MI
Shift supervisor	Rite Aid 105 W. Airport Hwy Swanton. OH 43558
Skilled nursing & rehab	
Sorter/Unloader	UPS, Maumee, OH
Special educational paraprofessional	Sylvania School District Sylvania, OH
Staff Accountant	Max Dorfmeister & Co LLP, Toledo OH
Staff nurse	Toledo Hospital
Staff RN	Findlay Surgery Center and Bridge Hospice Care Center Findlay, OH
STNA	Perrysburg Care and Rehab Starbright Blvd. Perrysburg, OH 43551
Superintendent	Butler Mill Service Butler, IN
Support coordinator for EC Director	Pay Park Community Hospital 2801 Bay Park Drive Oregon, OH 43616
Surgical Tech	Owens
Swing manager	McDonald's 3138 Secor Road Toledo, OH 43606
Tax commissioner agent	State of Ohio 1 Government Center Toledo, OH
Tax Preparer	H & R Block, Northwood, OH
Teacher assistant	St. John's Nurturing Center 1213 Washington, St. Genoa, OH
Teacher at day care	The name of my employer is The Gathering Place in Perrysburg, OH.
Teacher's Assistant	Maumee Board of Education (Wayne Trail Elementary), Maumee OH
Team leader	Kids Unlimited Toledo, OH

Q9 and Q10 Job Title and Employer, Continued

Job Title	Employer
Tech	
Teller at U.S. Bank	U.S. Bank, Oak Harbor, OH
Thanks to the moronic college kids who voted for their fellow moron, I don't have one!	
Tier I Technical Support	Community ISP 3035 Moffat Toledo, OH
Tire builder	Cooper Tire, Findlay, OH
Tool and die maker	Ford Dearborn Tool and Die Plant Dearborn, MI
Unemployed, mostly due to the fact that no one in our industry will retire!	
UPS Loader and Server	UPS, and Mancy's, Maumee, OH
Verizon Wireless rep	Verizon Wireless, Bowling Green, OH
Waitress	Bob Evans
Waitress and Bartender	
Warehouse manager	
Weekend coordinator; Tutor	Owens Community College
Welder	Sabco Industries Toledo, OH
Work in records for father's family practice office	The Toledo Clinic I have two useless degrees: associate's in nuclear medicine tech and BA in philosophy, Huntington Univ, IN
X-Ray tech -- Radiography	Consulting Radiologist Corporation

Q14 Other Factors that Helped Get Current Job

Remained with previous position
Promoted from within org.
Right place, right time. Placement Office-no help.
Edison Training Program
Already employed there while taking classes
clinicals
RHIT certification at OCC allowed me to sit for exam
Already working there
Temp service, then hired in.
1yr education = 1 yr experience
was employed prior to education at Owens
and education at Owens
score on civil service test
Already had current job when I enrolled at Owens
Special Program
My fieldwork experience
Worked at Cleveland Clinic
Through Jobs
Boy Scouts
Had job before school
Self motivation

Q14 Other Factors that Helped Get Current Job, Continued

No help at all through Placement
Already employed there
Directed practice
Needed to find work
Was already an LPN there
Application & interview
Maybe education, but not now
Personal work ethic
Employed before Owens
Already worked there as LPN
Need for RNs
License
Doing clinicals at the hospital
worked there before
herself
yourself
My love for Jesus Christ and children.
Overall work performance during clinical internship

Q16 Other School Attending/Plan to Attend

#	School Name	#	School Name
1	Baker College	4	Mercy College of NW Ohio
4	Bluffton University	7	Ohio University
1	Brown Mackie	1	online classes through BGSU
1	Converse College	1	Rhodes State College
4	Eastern Michigan University	3	Spring Arbor College
1	Excelsior College	3	Tiffin University
1	Federal govt -- Military	1	Transferring to Toledo but continuing here in the meantime -- military member
1	Florida or Michigan	2	University of Cincinnati
7	Franklin University	1	University of Michigan
2	Heidelberg	1	University of NW Ohio
1	Ind. State, U of M, East M	2	University of Phoenix
1	Jackson University	1	University of Akron
1	Keller School of Management	1	University of Virginia
1	Kinesiology/phys. therapy	1	unsure
1	Madonna University	4	Wright State
1	Marion Tech		

Q17 Different Field Plan to Pursue

#	Field	#	Field
1	A & P of head and neck	1	higher position
3	Accounting	1	Hospitality Mgmt
1	alternate energy sources	1	HR and Bus. Admin
1	Anthropology	2	Human Resource Management
1	Application software	1	HVACR
1	Athletic training	1	interdisciplinary studies
1	Automotive technology	1	Management & Org. Develop
1	BA in HCA	1	Mechanical Engineering
1	Bachelor's in dental hygiene	1	Medical Assisting
1	Bioengineering	1	Nursing
1	Biology	1	Organizational Leadership
2	Business	1	Photography; Marketing
2	Business management	1	Physics, philosophy, psychology, computer science
1	CAD Technology	1	Political science
1	Cancer Info Mgmt	1	programming
1	Comp Science and Engineering	2	Psychology
2	Computer Science	1	PTA
1	don't know at this time	1	Quality Assurance
1	Early Childhood Education	1	RN to BSN
3	Education	1	Secondary Education
3	Electrical engineering	1	Sign Language; Gerontology
1	Engineering	1	Similar, business related
1	Engineering technology	1	Social work
1	Exercise science, pre-PT	1	Something in medical field
1	Finance	1	STNA
1	Finance, Radiology Tech.	1	Wind
2	Health Care administration		

Q18 If pursuing a different field, why?

Obtain teaching degree-DH
Round out knowledge
No physics associate's degree at Owens
Expand abilities in field
Broader range in field
higher position
diversity
previous education
further education
accepted all prior credits
Want to be teacher, earn higher degree
Military training

Q21 Main Reason Continuing Education

Achieve high career goals
Can't find a job
Employment Choose
Start a company
Always a goal for Bachelor
To become a CRNA
To get a career!
personal satisfaction
Want to get my MBA and teach at Owens; I already have my BA
Taking advantage of militia

Q23 Greatest Personal Benefits of OCC Education

allowed change of careers
No benefits
Networking
New OEBT in amt of \$14K
Made a few friends
Get better job for family
University of Findlay was more helpful for nuclear medicine
Earning power; Health
None
Financial independence
I have a degree!
Self-confidence
each part plays a role
Less debt vs. university
to be in chosen field

Q30 Three Ideas for Improvement

Improve clinical experience. Provide more options for on-line education throughout nursing program
Have more courses that transfer to 4-yr college. Hire more knowledgeable professors. Lower the cost of textbooks.
Update lecture rooms, update dental clinic facility, more parking
Better qualified teachers, more school activities at night, more parking - build a parking garage
Drop electrical in Findlay, not enough enrollment. Too hard to form classes. Have textbooks available before classes begin. Textbooks not always correct.
Parking. More variety of class schedule time. More communication between students and faculty.
Teachers more willing to meet outside of class. More study guides for classes. More security after 8 p.m.
Shorten waiting list for programs. Help non-nursing majors with job placement. During the medical job fair I left in tears because of how I was treated. "We're only looking for nurses" even though their forms listed more. If you have to wait to get into programs, classes should be offered to kill time while waiting. Not retake ones you have already and waste time & money.
Offer educational classes at night. Mindy's classes are only during the day. Smart Boards - area schools have them and I had no idea how to use them.
Smoking policy right by entrance
Billing, lighting in some classrooms, parking

Q30 Three Ideas for Improvement

I don't think Owens is the problem, it's the economy.
More parking spaces at College Hall. Instructor parking spaces.
Get academic advisors involved w/ students. Have meeting times w/ advisors at least once a semester, to help review what the student has accomplished & still needs to accomplish. Academic advisors should be assigned to students, instead of having students meet w/ a new advisor whenever they need to discuss something. Make it easier for students to be able to see their advisor
Job placement help for nursing students. Improving time management skills
Don't tell students potential board questions - it's a test what you really know - not what instructors tell you to memorize (handicapped a few classmates-large failure rate in class) Instructors should not play favorites. More assistance between finishing college and taking boards-boards and getting job
Academic advising. Variety of courses in major. Parking at facilities.
Better lab equipment. Additional online classes. Cleaner facilities
More accounting elective courses offered more frequently and possibly on-line.
Tougher 100 level courses. Greater attention to attendance.
The biggest disappointment that I had at Owens was that I registered for the dental program and was told I had to wait over 2 yrs as there was not enough lab space!! Received my OCC degree and then enrolled at Marion Tech where larger lab classes are no problem.
Have teachers who want to teach the class and care. Be air to all students don't let some students slide by and be harsh to others. Have the classes be consistent (grading) sometimes teachers will look at how valid a test question is and then other times they refuse to look.
Don't allow teachers to teach too many courses, it allows more time for teachers to focus on teaching courses & not grading papers all the time. Allow students at Findlay to have improved internet service. What they have now is slow, unreliable, & unsafe there is no reason for such bad service. Treat Findlay as a satellite campus & not the same as Toledo-diff people, customs
More consistent class times (instead of Monday late then Tuesday early, etc.) More simulated "facility" activates, more instruction on billing/documentation
Health Tech building 2nd floor bathroom cold water didn't work in woman's restroom. Lower tuition.
Better IT - the main Web passé is sorely behind other colleges/universities. Parking/Parking/Parking! (College Hall) You're already replacing the old President at Owens
I have had a great experience at Owens.
Get Nursing School together to regain your good name in the community for nursing!
Parking. Parking. Missed graduating with class due to missing deadline from not understanding online process - big disappointment first in family to graduate from college.
Counselors who actually care
Offer more online choices for my specific major. Revamp degree I obtained as a lot of what I learned was not applicable to my job.
More Parking!
Invest more into physical therapy and other medical programs (not just nursing!). Administrators should be more involved in ensuring all programs are accredited rather than just leaving that up to already busy program staff. Decrease wait time at the Bookstore - (and more used books if possible)
More degree programs
Fix buildings. More areas to study, not play video games. More computer labs. More Job Fairs/interaction with possible employers.
Employ more knowledgeable staff. Have advisors and financial aid be more involved with each student. Expand nursing lab.
The school needs to work towards getting serious students there. More group activities. Tutoring help.
Have all the teachers know how to do PowerPoint
Provide more classes at the Findlay Campus. Have more web courses available.
Better transfer classes.
Offer RN classes in summer. More clinical hours. Make sure instructors can speak English.
The advisors have always been helpful, but is a challenge to keep track of who to contact when a problem arises. They need to post it somewhere who to contact for each program offered.
More parking space. Follow up by Security when it comes to checking cameras after a theft. Better Advisors.
Having more selection of classes at Findlay Campus. Have more classes through other universities like Bluffton's program. Bachelor's program every Thursday night.
More on-line classes. Better availability for classes.

Q30 Three Ideas for Improvement

More online classes. More specialty classes, ex. critical care class & lab given in summer, too hard for student with family. Batter ways to reuse or sell books back/
Guide/advise student to take courses that transfer to universities. Not math courses etc. that don't. I had 55+ credit hours at Owens only 9 courses transferred. Now it sets me even further back at receiving my 4-yr degree.
Parking, quality instructors, more used books, advanced program for certified athletic trainers to become physical therapist assistants
Get advisers who know what is going on, what classes students need to take, what classes are available, etc. Try & get your students more involved in the extra circ. activities. More parking by the Health Technologies building.
Improve the Job Placement office. There has been no assistance in the area to help me or my classmates get work. I have never understood why the computer science program is divided into two different schools. I experienced no assistance in career planning. The only help I received was in the incoming interview.
More online classes. Availability of hours of classes. More one-on-one with professors.
Offer more classes in the summer. Make more parking places.
Accountability for instructors and dept heads. Maintain need for national certification for program. Improvement of advisors-most advisors were poorly informed, gave improper advice, advised wrong classes, and generally unavailable.
Do not treat the RN program like a cattle drive. Focus on procedure to select # of quality nurses instead of mass quantity of "not so" quality. Quality vs. Quantity. Felt like a # not a student.
Offer more online classes. More "on hand" job experience. Offer even more scheduling options.
It would be nice if some student activities were held in evening or Saturdays. There were a couple of teachers that weren't great-better annual eval of all, but especially part-time faculty. Student Newspaper no so "twenty-year old" geared-put in an article for older non-trad students. Owens credibility was damaged by nursing probably need to insure doesn't happen again.
More web courses availability. Classes booked 5 min. after enrollment opening.
More parking/shuttles. Easier ways to contact profs/get feedback
To help student find jobs in their field of study once they graduate. Cheaper textbook prices. More parking spaces.
Improve job assistance program (Placement Program). Better communication when instructors cancel class. More student activities.
More online courses. Fire Science courses at Findlay. Different times/availability of classes
Job Placement
24 hour access to computer lab. Making sure students on financial aid know that book vouchers are available maybe by sending out postcards. Longer hours for Testing Center (for those who work 9-5).
Better advisors, better job placement, more classes available for times
More time with students that have been out of school for more than ten years. Maybe a more transitional course to English or math classes a refresher, to get the student more adapted to the course work.
In auto classes; most of the students had jobs doing auto maintenance type work. So they had some idea what was going on. I found that most of the auto instructors assumed we knew certain things, which I did not, so I found it a bit difficult trying to keep and understand what was going on. So my advice would be to have the instructors not assume their students had previous exp
Improve customer service at registration desk. Educate career planning & course registration personnel about all programs
Better academic advising, my experience was not well in dealing with that situation. It could use improvement.
Consistency across teachers. Class x's, Attitude of upper management toward students.
Findlay campus - campus offices & student services as well as campus activities are not available in the evenings.
Some classes are not currently offered as web courses but should be. Offer more sections of certain web courses-especially ones that fill up fast. Make it easier to get a parking permit-ex: have a table setup to get them, order online again, etc.
Better lab equipment to study with for genetics. Internships or list of them made available to all students. Lab & lecture of Human Genetics class to fulfill the requirements at other colleges.
Job Placement needs major improvement. Some instructors. Accreditation.
Better and more lab equipment. The signal operators and meters are antiques ready for a museum.
Room facilities/updates. Regaining Nursing accreditation. Cafeteria choices.
More scholarships for people returning to school or switching majors. More quiet areas for doing homework. Offer beginning language classes in the spring.
Cleaner facilities/classrooms. Better technology in classrooms - get rid of the trailers! Better advising - a lot of my classes are not transferrable to UT or BGSU in my field of study.

Q30 Three Ideas for Improvement

Communication of expectations, schedules etc from nursing program to students. Re-evaluate pre-requisite classes vs. program classes ex: 2 semesters of composition vs. 1 semester pharmacology or pathology. Add a 2nd "orientation" meeting - possibly midway thru - you'd get better questions.

Job placement for field of study

Guidance department is not always knowledgeable.

Campus is ugly. Closer eye on what/how professors teach. Stay up to date on certification credentials

Security personnel need to be more professional and could treat new (and confused) students better. Improve job placement program. I graduated Dec. 08 and still haven't found a job. Have a graduation in Findlay for Findlay graduates.

Most of the classes in my program didn't pertain to my area of study many of which were basic classes.

Lower cost

Graduation fee explanation. Has your transcript & graduation date changed due to fees? Not good communication about what to expect if fee are not paid within your graduation period.

DHY could be slightly more organized. Owens could help provide patients for DHY students.

Parking issues. Nursing tests improved.

The classes I had were mainly taught from PowerPoint presentation. Enormous distribution of paper with PowerPoint-too small to read. The improvement would be to save the paper & use computers & books & lecture. I had no need of a spiral notebook to take notes on - I wrote on the printed handouts & assembled them in a notebook.

Better training & understanding of the various degrees by Career Counselors. Better understand population of students the program is designed to serve (older students, career est. students, etc). Understanding the students are a customer paying for your services. Don't try to cram square peg into round holes. Individualize degree programs while maintaining academic standards.

Require students to meet with counselors more to talk about graduation requirements.

Help w/major and Academic Advising.

Offer more night and weekend classes. Offer all classes every semester. More transferable classes available.

More web classes.

Staff willingness to help. Nursing lab staff attitude toward students wanting their help (annoyed that they can't have gossip time with each other and have to actually do their job). Better one on one counseling services. Owens student counselors are a joke compared to other colleges.

Better clinical staff for RN's clinicals - I knew more than my clinical instructors! Classroom with windows in nursing building

More activities on campus. Improve fitness center. Better one on one with students & teachers.

More room in cafeteria. More parking (on older side). In state tuition for student from Michigan

More parking!! More employees working in the Financial Aid office; More choices for online classes

More advertisements for campus involvement; Sending out emails for employment opportunities

If a whole class of students is having trouble with a teacher then something should be done; Make sure students know to save their Owens debit card even if they aren't planning on using that account

The computer labs require up-to-date hardware to allow optimum experience in the lab

Honestly, it's been so long, but I really don't remember any significant issues

Better real job workplace preparation

Give the OTA program a bigger classroom; Improve the parking -- there isn't enough! Offer homemade soup in the grill

Advising/Financial Aid -- improvement needed. Appts would be beneficial to someone working full time and trying to go to school also; Enrollment level -- cancelling class two days before start of class frustrating. Perhaps cut off to cancel a week prior? More areas of student lounge/food choices in east side of Oregon Road. Jaguar Grill not easily accessible and hours not into evening

Consider allowing a GPA forgiveness if a student has a 10-year lapse in attendance. Maturity is a lesson in itself, but I could have demonstrated my program success if grades from 12 years ago could have been waived automatically

More personnel in advising or more training (I was given incorrect advisory information many times); More online classes (although the selection is already great); More services from the library

Consider putting more emphasis on student opinions and suggestions; Becoming more transparent as an organization and each department; Lengthen the amount of material that is used on an everyday basis on not so much on meeting ATI scores

Better parking; More weekend classes

Staff understand and be willing to be helpful inside and outside of classes; More classes offered and/or independent studies

More friendly staff (Records, Bursar, Bookstore); Better interdepartmental communication; Accreditation

Q30 Three Ideas for Improvement

My survey would be incomplete were I to not include the following thoughts. I completed by biomed degree in May of 2009. I worked diligently upon this goal and earned a 3.88 GPA. At this time, I have nothing to show for my efforts except the \$14K student loan debt. I feel more than a little betrayed by OCC. Have a look at <website> and you will see the words "Did you know the Biomedical Electronics major has a 100% job placement rate?" Those same words were present on that web page in 2007, and they influenced my educational choices. I committed to the degree, Owens got my student loan money every semester, and NOBODY warned me that the national market was saturated with biomed. Nobody warned me that the national market demand for biomed was going down the tubes. You see, people that are looking out for your best interests stay informed and warn you when they see trouble coming. The placement office is pathetic. They don't 'place' anyone that graduates with a Biomed degree because they don't have any contacts within the industry. A biomed-related job was actually published via the placement office a couple of months after I graduated and I learned of it from the person who took the job. I asked the placement office how it was possible that I wasn't notified of the job posting and they told me that had mis-configured my profile. Super! I met twice with personnel from that office soon after graduation and spoke with them on the phone and yet the placement office still couldn't get my job search profile correctly configured. I think we graduated seventeen biomed last may. To my knowledge, four of them landed jobs, but only three as biomed. One of those three later lost their job

Require instructors to have a master's before teaching

For my design certificate, I used computers heavily while in class and out of it. The computers in the classroom were extremely slow and riddled with problems; I don't have any other suggestions. My experience was relatively problem-free.

Availability of classes offered after 6 pm

Hands on in all majors -- out in the field

Offer more web courses; Offer degrees solely with web courses; Do not increase tuition

More clinical time; More hands-on experiences; More emphasis on prioritization and time management

Better parking; Better communication with students on current events at Owens; More full time staff members

Teachers should teach. Most of my teachers are friends with students. This is a good thing. But when you override the syllabus that students are supposed to adhere to for only select students, that is a problem. Two required courses are exactly the same - Photo seminar and Careers in Photography -- Rip-off! Courses should supply "extras" or the bookstore should carry required supplies. the entire time I have been there they carry none of the required supplies.

Redesign the atrium at Findlay; it's often too bright and must be a burden to heat and cool; Switch to a completely non-smoking campus: better for the environment and the students.; Don't use so much salt on the sidewalks at Findlay: 200 years from now there will be a salt mine there.

More management training in the nursing program; More opportunity to learn how to handle health emergencies; Instead of memorizing information to pass tests, actually learning the critical thinking skills

Have more of the classes available in the summer; Have all classes available during every term (I had to wait to graduate in the spring cause the last class I needed wasn't offered in the fall); Offer more classes online

Make sure equipment is working/available in each class; Make sure all labs have software and hardware available that we are using for class

Stop hiring part time staff based on degree qualifications and more on ability to teach content. Tom Mahas was the best teacher along with Paul Svatik. Some of the part time staff I had were qualified, but couldn't teach very well.

Actually help with job placement and inform students about help being available

Updated nursing lab equipment; More information/awareness of job placement services; More summer clinical hours

Transfer of credits to University of Toledo was poor -- out of ten classes, only one credit transferred; Would like it if I could obtain my bachelor's degree here!

Wear black/colored clinical scrubs; Lower uniform prices; Lower book prices

One of the nursing instructors needs to improve her student/teacher rapport; More hands-on lab -- simulations would be of greater benefit to nursing students

I can't think of anything that is in need of improvement at the moment

Automatic suspension of school closure notifications when not enrolled in classes; More activities for evening students; More parking

The Testing Center personnel were rude and condescending -- even to a person of my age (mid-40s). These people need communication skills! Better lighting in the parking lots; Some sort of a study lounge area -- quiet and comfortable

More employment assistance; Some instructors need more (better) skills; Bathrooms need work

Keep accreditations up to date; More training of advisors in more than one area; Maintain costs

Make sure students meet all requirements before allowing them into a nursing program

Better job placement; Possible internships or apprenticeships; More majors available at Findlay campus

Q30 Three Ideas for Improvement

Group to help encourage those who have problems interviewing
Get more teachers like Dr. Jack, who inspire students; Supervise teachers closer to ensure they are not turning the class into a waste of time. Many classes were a joke. There are more than you think! Help students find jobs after graduation
Even after the old Penta parking lot was used, there wasn't enough parking
Need to do better at job placement for graduates (at least set up interviews with businesses. I went to school at Owens to get a better job to support my family and so I could quit my current job eventually
Financial aid needs to be more helpful for students; Bursar staff needs to be less aggressive to students trying to resolve issues (I have had issues every semester resulting in staff cursing and hanging up on me); Advisors should actually know what they are talking about
To help in job placement; Mid-term evaluations so students know where they stand
Possibly become a four-year degree college
Some of the SKT classes need to be offered during the day. Monitor classroom temp a little better; More library hours
While almost all of my 70+ credit hours did transfer to BGSU, I was dismayed to find they did not transfer to any specific college (Business, Engineering, etc) So I thought I'd be an incoming junior and ended up being a freshman all over again. Ouch.
Good teachers
Better class times; Classes that all transfer; Instructors that can speak English
For the hygiene program: The dental hygienist program prepares students better for private practice; More encouragement to students/less criticism. Make students more confident in their abilities -- this program tests our self-esteem!
Make more of a recreation center. Out basketball court and workout area should be expanded and made to look like UT's Rec Center
Parking, of course; Other than that, I was satisfied with my experience at Owens. I found all of my professors to be very helpful if the student took the initiative to seek help.
More class options; Stronger community; More interaction
More online classes and exclusively online degrees; Watch teachers closer --- a few are not up to par; Longer payment plans to allow more, smaller payments -- we students don't work much, remember?
Better math classes - none of my three math classes transferred!; Parking; More room for criminal justice -- Fire and EMS took over that building
Better communication with students, between staff and students; Advisors for nursing need to be more informed about program
More parking
Offer courses that are available at times convenient to non-traditional students. These are limited; Offer more web courses in more programs of study; Make advisor/student communication easier and smoother for students intending to transfer to BGSU. I always feel lost and wonder if the advisor really knows what transfers, etc. to BGSU. She seemed confused. Change email back to what it used to be. "O-Mail" is not user-friendly
Get nursing program accreditation back ASAP; Shorter nursing program waiting list; More time for LPN students to be in LTC setting since most will end up there.
State accreditation for the nursing program
More summer class options; More transferable credits to area universities for regular bachelor's degrees
Better parking; Improve the attitudes of your academic advisors; Offer more online classes
Solar classes; Give more credit for life experience; Have counselors give more help to older students
Eliminate educators who are there for their own personal gains and do not care for the success of the student
The student should not have to view CT, MRI, etc after accepted into the program. The semester I went to St. Luke's for five hours each week. I as a student already knew what I wanted to do and thought CT, MRI was a waste of my time. Take away 5 hours a week at the hospital just to watch the workers in nuclear medicine -- if it was hands on that would have been different.
Internships
Make sure certain teachers do their job -- don't slack off. Check to see if staff is friendly to students.
Food
Be able to receive bachelor's degree there; Listen to students when there is a teacher they do not feel is helping them learn.
More web course offerings; Lower text book prices; More equipment in lab (nursing, science)
More night class availability starting around 6 PM; Parking
Often a class might only be available on the Toledo campus -- make it so Findlay has the same availability; Make sure all kinks are worked out of eLearning applications before instituting (Ex: SNAP)
The campus is beautiful but all of the goose crap ruins it. Have someone clean the goose crap off of the marble benches and walkways or kill every one of those damn geese. Aaarggghhh . . .

Q30 Three Ideas for Improvement

More CAD classes; Less cost; Closer to town
Updated/Larger classrooms (Nursing); New equipment or adequate amount of supplies in lab; More hands on for techniques (i.e., PEG tube, suctioning, etc.)
More classes online; Accelerated program
I don't really know what three areas Owens would need improvement in. What I do know is that the Jobs program should be more widely discussed. I had no idea about this program until it was too late.
Inform students of the services the college provides earlier than at the day of graduation; Have a class to prepare students for an interview and new job as a requirement. Class would teach resume, cover letter, how to answer questions at an interview, etc.; Fix simplified programs
Better prepare for NCLEX! Special classes geared toward NCLEX! Follow up with students after graduation to see if they have successfully passed NCLEX!
More classes; Consistent staff within PTA program; Chair for PTA program
More hand on training; More supplies for skilled trades; More real life activities
Include Findlay in more activities; Have Security turn off lights in unoccupied rooms; Do not allow advisors to tell students they should or should not take a class without having some sort of test for level of ability
Parking was always a major issue; If a student like myself has reciprocity due to living in Michigan and attends the Owens, the student should not have to change her/his major over and over again. Once a major has been decided, the reciprocity should follow from beginning to end of college where a diploma/certificate is earned. Don't have graduation until after the last class
Nursing staff treating nursing students like high school kids; Classroom conditions in College Hall; Availability of textbooks at book store
Assign students to an advisor and encourage use of advisor in department; Bigger lab area; More independent instead of group activities
Dedicate more resources (money as well as additional manpower) to labs, as opposed to wasting it on titled individuals that do nothing to serve students; More lab space needed; Trim the excessive waste of money on sculpture and non-essential maintenance personnel
Not hiring sex offenders then backing them; Increase availability of clinical times and days; Allow for a way for students to expedite through the RN program; I would love to see Owens offer bachelor's degrees
More contact with advisors -- I can't remember who my advisor was at Owens. Maybe more on-campus, school pride activities; Guest speakers from four-year universities regarding expectations for transfer students
More availability in major at Findlay campus; More availability in major online; Better parking on both campuses
An accounting instructor lacks professionalism in her field and is unable to teach the students to a passing satisfaction
More parking; Continue to offer low tuition; recognize "spotlight" instructors and students
Continuity from person to person, especially with those advising. I always got totally different answers; Campus to campus, the RN program should have same material and it's way off (especially pediatrics class); Shift clinicals for those working. Lima schools have first and second shift and people love it.
More variety of programs; Internships for my specific program/Clinicals; Field work so someone graduation in my field would be eligible for social worker assistant licensure (SWA)
Increase of web-based classes; Help the students who are undecided to choose a major; go to high schools or offer help online to help students at the freshman high school level to pick a major and help them know exactly what they will have to take
Job placement for nurses
Parking is a huge problem
My only suggestion is to make sure that all academic advisors are on the same page about classes and programs. Every advisor I saw told me something different and because of this I graduated a year and a half later than I was supposed to. I'm very displeased with my experience at Owens.
Job placement for new graduates from RN program; Employ faculty who actually care about students; Be more involved in the nursing department because they do whatever they want
Hold more of the student meetings to accommodate people who work during the day; More space for skills study in the nursing skills lab; More details given to new students entering the nursing program,(i.e., what to expect each semester)
Improved lab area; Expanded course offerings; Advanced continuing education opportunities
More readily available parking; Bring back the students health services dept. It was extremely helpful because without health insurance it made it very affordable to get shots and other requirements, especially for people in the health care fields at Owens who needed these before starting fieldwork; Eliminate the pay meter parking
Small computer labs in every building; Better bookstore efficiency; Augment curriculum for biomed

Q30 Three Ideas for Improvement

More classes that have to do with programs; Better instructors (good were good, bad were very bad); More job placement help
I will never recommend the Toledo campus. the Findlay campus is simply the best. So have the Toledo campus run their operations like Findlay. Hire nice employees. Before hiring someone in the Bursar's office, make sure they can do basic math (Toledo campus)
Longer labs for culinary classes; Allow for more students into the program; Would like to see a more formal, intense training in the culinary program
For nursing program: get rid of the nursing home rotation. More time on the medical floors at the hospitals
I know there had to be aspects of the school that frustrated me. However, almost two years after graduating I can't remember any. Overall, I have been very satisfied with my Owens experience.
More out of class experiences
More parking; When offering new classes, make sure the instructor is familiar with the course subject
Make it a four year university
Have PowerPoint capability available in classrooms that give oral presentations. I took speech -- an overhead PowerPoint presentation would have helped. In the business world it is used often.
Hardware in computer labs; IST instructors need to talk to students at a beginning level, not talk like we know it like they do; More hand on
More evening classes
More web course availability
Clinical instructors maintaining student confidentiality
Better upkeep of older buildings; Making sure each program has a chair! We had no chair the entire way through the program
Lower payments for books! Online classes; Better parking
More online classes; Four year degree
Parking; More labs (computers)
More class options; On campus housing; More community campus events
More/Better parking Later computer lab hours; A sidewalk from extra parking to side door (south side)
More online classes; More parking for students
Academic advisors were not very helpful. Could have explained criteria better; I was very unhappy about being forced into online classes for final semester of nursing clinicals due to LPN bridge program and lack of seats available. Online teachers are rude and unavailable
Students in the OTA program need to be prepared for facilities that are hiring the most OTAs. Treatment for illnesses should be covered thoroughly by instructors, not by students doing reports. We are expected to know more at facilities (I was employed in my field; now I'm not) than we do and it is frustrating. Many times I could not even find the info in my textbooks.
More parking area
They are already expanding the campus; They are already expanding the parking lot; They are already offering new courses
Better hours for the food court (9 to 6 pm, for example). A lot of fellow students have expressed concern about this topic. A lot of people I know get off work and have not had any meals throughout the day due to being at work or other reasons.
More knowledgeable advisors -- having advisors specific to each program; Improvements to classrooms, furniture
Be clear to transfer students what credits will transfer and double check
Equal rules for all students; Expanded evening classes for LPN program for working adults; More informed instructors in (M?) laws
Parking
More web courses; Bring back old indoor tennis courts; Bring back nursing
Get accredited
Staff communicating better with each other to give students one correct answer to problems. Not changing rules and requirements mid semester
Being able to work with students with schedule problems. I could not go every semester. Someone would change my program, adding other requirements and removing those I already obtained. Work with the students to make their experience worthwhile, not a hassle every time!
Number of classes; Availability of classes; New courses/certification programs.
The radiology department needs another lab. It was sometimes hard to get in for open lab.
Make certain that instructors know how to teach; More science course offerings; More education course offerings
More class times to choose from. Bigger parking lots

Q30 Three Ideas for Improvement

A laboratory that is set up to prepare use for field experience
Better availability of times for courses; More online courses
Do not educate for non-existent positions; Try harder to connect us with openings; If you are viewing student as out of state and charging thusly, ask him every semester if he is still out of state. I never was but by your rules had to pay the first semester out of state -- but should not have been regarded as out of state the other terms -- but because I did not know I had to reapply, you charged me out of state every time and denied my appeal after the fact --- red tape.
Increase utilization of textbooks or don't require us to purchase them -- they are very expensive; Require and address problems with proper English, grammar, and spelling; Monitor instructors' lesson plans and implementations.
Monitor quality of instructors; Improve eOwens instruction; Fill multiple empty positions in administration
More classes; Better advisors; More parking
More parking; More flexible hours for admissions office; Silent study rooms
1.) offer each class as in-house and web
Start Wrestling team Start Bachelors programs More Doctorates
accreditation return/more instructors/better parking
1.) staff more available for students after class hours; 2.) that faculties are fare with everybody with grading; 3.) better organization in the offices; e.g. bursar's, student services, etc.
He didn't have any
plan program more flexible scheduling class days and times
He didn't have any
More online classes
1.)for clinical courses, offer more options
More Campus Activities for students
more parking
Do not have any
Don't have any ideas for improvement.
Letting students know if there really is any jobs in the field they plan to go into, if there are few maybe guiding them to a specialization.
Don't have any improvement ideas.
More outside availability for students.
Don't have any improvement ideas.
Make sure that every student has traditional therapy experience in a therapy gym.
1.) parking; 2.) better preparation for transfer to a university;
Have instructors that have not been out of the field so long; Obtaining newer vehicles (lot of cars were outdated);
1.) Trailers that are used as classrooms are horrible; 2.) more quiet areas for study closer to classes;
More challenging courses for people planning to transfer to a university. The work load at Owens is much less than at a university. Owens' work load didn't prepare me well for a university work load. -Healthier food in vending -Teacher appreciation day
1.) More web courses for other categories; 2.) One-on-one tutoring for students; 3.) More class availabilities
Don't have any improvement ideas.
1.) Number of classes in culinary arts degree program; 2.) Availability of classes in culinary arts degree program;
more variety of class days and times
She doesn't have any ideas for improvement.
He doesn't have any ideas for improvement; very satisfied.
He doesn't have any.
1.) In technology degrees, more current and up-to-date equipment; 2.) More clear cut description of what your degree leads to after graduation; 3.) More co-ops or mandatory in-field time of your degree
More availability for childcare considering we are affordable school, childcare should be as well
She doesn't have any improvement ideas.
She doesn't have any new ideas.
1.) Pepsi machines would be fine. He didn't have any other suggestions.
more dean involvement, sitting in on professors classroom teachings
1.)better facilities; 2.)more up-to-date equipment;
1.) more clinical experience;

Q30 Three Ideas for Improvement

1.)more job placement help; 2.)better facilities for laboratories; 3.)more one-on-one with nursing skills
1.)fix r.n. program; 2.)more clinical experience in nursing programs; 3.)more availabilities and more classes on-line
Change chair of nursing department. Have more responsive instructors. Re-obtain accreditation for nursing program
1. Try to make core/initial classes comparable to larger Universities. A few of my classes were "just below the 100 level" at another University, which equates to a 3rd year student taking freshman classes. 2. Make one year of foreign language mandatory. Most 4 year schools require a few years of a foreign language. It would generate more classes for Owens and eliminate h
making some labs instructors higher educated would ask questions and wouldn't know
lab instructors have more work experience and knowledge
Don't have any improvement ideas.
1.) more media focus in your communications' departments; 2.) more workshops
More weekend activities
Main one (which numerous people I graduated with also said): please provide a lot more clinical experience. Much more hands on time needed -- clinical experience was extremely limited. That was really a shock when I started working at Toledo Hospital and was thrown on the floor with a full case load
Older profs in Automotive couldn't relate to younger students. They were set in their ways and only wanted to tell you their way with no deviation. Wouldn't answer questions if they didn't want to answer them. Only one prof in Automotive was good. Other core classes were good
Owens needs to tell students the job market is flooded with people. My wife is a nurse and went to school here also. She had a little trouble finding a job and had to go to Indianapolis to find work. I hated the Engineering Building. The profs need to realize the adult students (married with kids, etc.) aren't high school kids and need to be treated like adults. Otherwise I did enjoy my education here, overall. I am still here until the spring.
Become a four-year college! I love Owens and would still like to be there; and duplicate the environment and professors at the college I am at now
Nancy was the only one that was there constantly. Other instructors came and went while I was there
More parking
Professors need improvement in evening time. One was great; in the other key class I needed, the prof was more or less a fill-in that didn't know anything. Taught for one hour in a 3-hour class
Lab classes more available with working hours. It's hard when you are working full time
Need more computer hands on time for the techs within my field
Backup lights in the bathrooms when power goes out

Q31 Most Remarkable Experience at Owens

Many of the instructors were incredible, very knowledgeable, inspirational, professional
Graduating
Helping clinic patients
The Writing Center
How great the class discussions were.
Great learning experience, gets you ready for the real world.
I might sound bitter, well I am. Had a math teacher teach science-very poorly. Kept changing deadlines. Syllabus said one thing - email different. Need help finding jobs. Deception is a big player at OCC. Reel us in with dreams of new career then have to wait for spots.
The help of professional staff.
Loved small class size.
Gaining a higher level of education
My instructor
The Natural Science Learning Center is central to my experience at Owens. The instructors in there are very knowledgeable and helpful.
Owens largest asset is the teachers who truly love what they do and who truly care for the students. Many teacher at OCC go beyond their job requirements. & help students any way possible. It helps students to know their teachers care.
Making it through the nursing program and passing the NCLEX on the first try!

Q31 Most Remarkable Experience at Owens, Continued

The instructors are very passionate and knowledgeable on subjects in field. However, they didn't give the same information to all students at all times (I felt separated).
Was disappointed in Owens in cancelling the agriculture majors as it's a big part the world today
Being able to take advantage of online education
On-line classes
The diversity of ages in Owens classrooms. How easy it was to fit in.
Teachers
The interpersonal understanding between students and teachers. This not only allows for a better understanding between students & teachers but also allows for a greater understanding of materials studied within the course.
The great classmates & friends I made
Some of the instructors I had were incredible! I have a list that I recommend to future students.
Online class, because it easy to fit in with a busy life-style.
The quickness of the program. The amount of help instructors are.
Language class and teacher
Learning what I did in such a short time.
Online classes were great!
The instructors in my program. How they really wanted all of us to succeed. They were always available to help or to talk to.
Video game tournaments!
Clinical experience
Gross anatomy lab at UT was very interesting and surprisingly not as gruesome as one would think.
To further your education
Graduating
Graduating
I liked that it was close to home and it was a great education.
How great the instructors were. Their ability to communicate the course materials in a way every student comprehended.
Clinicals at Wood County Hospital. Best clinical site I had.
Finding out that I can still be taught something! (lots of things)
Very comfortable. Not intimidating. Just really enjoyed my experience there.
Being able to pass Business Calculus & Statistics after many attempts.
Well prepared for my specialty.
Cheaper tuition, personalization. Relationships with you instructors.
Being able to complete a 2-yr degree in 2 years without a "C" grade.
Graduation
The prices to attend Owens is better than other colleges.
Graduation
Graduated in timely manner.
Lasting friendships - contacts
The freedom to take your classes in so many different ways.
How helpful the faculty are - if you want to succeed attend class regularly & put forth the effort they are behind you all the way. How much sharper I am after going through school. I can figure things out quickly & did great on civil service exam to get my present job.
Instructor was most positive & influential.
Clinical experience.
I tell them I got a good education t less than half of area universities.
Outstanding teachers and staff. Working at day care on campus
Quality and affordable education
Professors. New layout of the parking lot (College Hall)
The nice teachers at Owens always willing to help you achieve your goals in college.
The clinical experience.
Really enjoyed most of my instructors and other students
It is only one of two programs for PTA in the area and it is the better of the two.

Q31 Most Remarkable Experience at Owens, Continued

The fact that they have a superior Veteran's Rep who serves vets needs with distinction. This is important in any institution. Great online capability.
Clinicals
Graduation ceremony
I don't have one specific experience that I tell others about. I have spoke to people about how up-to-date the programs are and how excellent several of the professors are though.
The many skills I have developed like my ability to speak to an audience or within a group and do so effectively. Also of the experiences that I gained from my Biology & Biotechnology classes.
Small classes.
There are a lot more "older" students than I imagined when I first started.
Great variety/flexibility of courses
Stage managing the spring 2009 student production of "The Curae Shakespeare: As You Like It."
The teachers.
Obtaining my Associates Degree
Being involved with highly educated people.
Hands on training.
Transferability of credits.
The availability of online classes and flexibility with classes offered - many classes are offered day or night, spring or fall.
Have had a college environment experience
It was a good experience
The nursing lab and the instructors
My ability to score a 96% on my clinical board after my education at Owens.
As much Owens says they will help place their graduates, I was advised (well advised, I know) to stay in my position until my 1/1/2011 retirement date. Then - all jobs ask for 3 or more years experience. How do you suggest one gets 3-5 year of coding experience?
Being asked what one w/my career background does on the first day of class in a program that was designed to take those w/my career background to the next level. On positive note, there were many clinical & classroom teachers that are very knowledgeable and talented
ASL classes with a particular instructor were the best. The atmosphere was wonderful, the information was beneficial and the teacher was quite remarkable.
Getting through it.
The convenience
Don't have one. I was angry about constantly having to fix problems there. Paperwork was always getting lost, when I would ask for a receipt for anything I turned in they would tell me no. Incompetent workers in every office. I hated going to OCC. Would never recommend.
Getting to know people. Networking
New friends
The ease and availability of classes, the small class sizes, the cost, and the ease of transferring to a 4 year institution.
My degree at Owens got me a great high paying job!
Interacting with the instructors and fellow students. Feel as though I have made many new lifelong friends
Quality of education
Hands on experience and interaction with instructors
Getting the same education I would have gotten at a larger college for an extremely cheaper price
The teachers and how they (most of them) make learning personal for you. They will do what they can to make sure you understand\
The knowledge I gained and the relationships that resulted from my experience
The fantastic faculty I experienced while attending; genuinely interested in the students' success
Academic achievements
I tell everyone about Barb Seguire and Dorrie Crissman and how they were instrumental in holding our program together. These two ladies deserve great appreciation from Owens for what they did and still do for the OTA program.
All my CJ instructors have field experience, which is invaluable in my course of study. I am not impressed with the "academic" PhDs at my current four year college in reference to field experience
The great educational staff and the overall program curriculum

Q31 Most Remarkable Experience at Owens, Continued

That I have learned so much and most of the instructors are very approachable
Clinicals
Graduating
Dr. Pratt is a great instructor
I enjoyed being able to help the instructors with their development. At several times the instructors would get stuck and were open to the students in being able to offer a solution.
Different locations you can go to for Owens, evenings and weekend classes; Costs less than a university
Great teachers
I love Owens and feel that they offer a great two-year program at affordable rates
Clinicals
Cost of attending is very good.
How nice the campus is -- a lot of hands on and one-on-one with instructors. the reasonable price of tuition and most of all the friendships and once in a lifetime experiences,
Leaving for good! I have learned to hate Owens in every way. The entire school appears to be money motivated and could care less about a student outside of that. On a good note, I got to know what I could call your best teacher, Larry Linkous, but the students are ruining him as well. Your photo department needs serious attention. Major issues! Add a box for additional comments -- I have a lot more to say!
ASI I and ASL II on the Findlay campus
Having wonderful clinical instructors who really care about teaching.
Teachers
How some instructors went above and beyond to help the students
Small classes; Variety of web classes
My troubleshooting skills are very good as a result of Owens
Clinicals; however, one day a week was not enough
How much I liked the small class size and my teachers
My professional practice experience; Having that set up to tour/shadow with potential employers was the best experience and it landed me my opportunity with my current position!
Good place to start college education
Graduation!
Clinicals
Achieving my goal and walking across the stage for graduation
No one thing stands out in particular except actually graduating and the great sense of accomplishment from that.
Small classes; Great/qualified instructors; Caring; Comfortable
Hands on labs; Tutoring labs; Friendly, knowledgeable staff
That most instructors want you to do well and are willing to help. Instructors available to help in the different labs and through email
When I was accepted into the LPN program, finish it with honors, went through the pinning ceremony and then was sent a letter a month later saying that I would not receive my certificate until I retook two classes.
Having Mrs. Siva as a professor
Mrs. Teri Pratt, the most involved/knowledgeable instructor
The small handful of teachers who did in fact inspire me to learn the material at hand.
In our program we drew blood and gave injections to each other before we ever had to on a patient. This prepared me most!
It's been a year and I still don't have a job in the automotive industry. Most remarkable experience is I learned to work on my own car.
The labs -- Hands on
The Police Academy and things related to that specific program
How knowledgeable the instructors are and how they are willing to help the students.
Learning new things
Learning Center resources has helped many people like me
My biomed internship for my major
I had a great experience at Owens. I enjoyed my professors in my technical classes on Tracy Road. Deb, Maury, and Don Brown were some that I enjoyed.

Q31 Most Remarkable Experience at Owens, Continued

Wonderful teaching staff. Nice campus
Price per credit hour
Dr. Miga was a great instructor
Flexibility; Availability; Cost difference from major universities
Terry Johnson and Kevin Pooley were excellent CJ teachers. I learned the most from their classes. Thank you!
The people that I met; Connections made with other students and teachers
The small personal class sizes
Being prepared for nursing jobs
Overcoming difficulties in terms of grades in each class
Completing two majors at one time; How great the faculty in my programs were to me
Field trip to state environmental workshop
Slowens CC -- your defeat starts there!
Jim Johnson and his fantastic job as an instructor for course ready nuclear medicine for the University of Findlay. His taking us to Toledo Hospital for lab was very helpful -- more time in that would have been great
The book store staff treated people badly
Small classes; Easy to take online
Low tuition; Mostly good teachers
Excellent teachers
the ability to have smaller, flexible classes
How well older students are accepted and treated by younger ones.
Knowledge of instructors in their field that they teach
I don't talk like that!
Clinical rotations for RN program
Walking up to receive my diploma!
I don't talk about my experience at Owens. It doesn't come up regularly in conversation
Being able to obtain my degree mostly online
How I skated through college with little effort nor challenge and obtained a 3.5 GPA and could sometimes show up my teacher (trying not to be conceited). My wife is in Dietetics at Owens and her program is so much harder and thorough and her faculty of the department ensure she is prepared not only as a student but to be hired tomorrow. I did not get that from my program. Kind of shameful: same school, different programs.
Clinical experience and patients I have cared for.
Flexibility of learning
The welding room and some teachers that work in the trades. they are the best teachers because they tell you how the real world is.
I am happy about going to Owens. As a part time student, I took classes at Owens for eight years and had a good enough experience to recommend Owens to others
Most often talk about the teachers -- how they act and deal with non-traditional students. Good comments
The tuition and choice of classes; Commencement was very nice.
Clinicals and different experiences I had with patients good and bad.
My EDU 100 class where I chose to change my major and keep going to school
How Owens expects certain programs to thrive or run on no budget and throw excessive amounts of money at other programs (Nursing and IST) when they are not accredited.
I think the RN program is the best around
As a biology major, the genetic transformation designed to produce fluorescent bacteria was very interesting and a great choice for a lab experiment. Taken in fall 2007
Actually, we mostly talk about the now tainted reputation of Owens' nursing program and the lack of support for the "upper" faculty
Knowledge that the coding classes helped me most
I graduated finally!
Honestly -- how horrible the Findlay pediatrics class is and the overall program. I'm just happy I made it through
Graduating!
Getting an associate's degree in science

Q31 Most Remarkable Experience at Owens, Continued

The education I received through Dr. Miga (social work) more than prepared me for my 4-year college. My first year at UT was like a refresher course and made my transition a very smooth one. I am very grateful for what Owens did for me in my progression toward a better life.
I tell people about some of the great instructors like Renton Rathbun and Pam Chabucos. However, I also share my experiences with academic advising
Nothing: it was horribly disorganized and full of drama
The education I received and the friendships I have made. I loved my experience at Owens and cannot speak more highly of the education I received. I definitely refer many people to Owens quite often!
The personal attention I received because of the smaller class sizes!
My internship at UTMC and corresponding Biomedical Instrumentation classes I and II
Mr. Deckelman -- he was the best teacher I had and everyone I know that had him too agrees
The fact that I changed campuses. I'm so glad I changed -- Findlay was the best!!
How helpful most of the professors were to help you succeed
Very good place to start secondary education. Staying close to home and get a two year degree for less money then move on to 4 year program or beyond
The entire experience. I would suggest Owens to anyone who asks. It's a very good school
Quality of teaching staff and real life experience in what they teach
Gaining confidence in my self and my opinions
Graduating -- and how the classes are offered at all times; That was the main reason I went to Owens. I have kids so Saturday and Sunday classes I attended a lot and morning classes during the week. It's not like that at UT
Diversity -- I am older than the "traditional" student, yet I felt at home at Owens.
Graduation
Affordable
We talk about how challenging it was to work full time and go to nursing school full time---not negatively but pride in accomplishment
PTA program and Nancy Rupp, associate professor!
Affordable! I was able to pay for school all on my own with no loans!! Thanks, Owens!!
I don't have one, I have many, and most are about how great the instructors are
Wonderful staff
Being able to dual enroll while in high school and graduating from Owens shortly after graduating from high school
Cost effective
Findlay teachers are much more approachable than Toledo campus
Not sure about "remarkable" but the wonderful thing Owens has going for it is its tutoring program.
The care that the instructors showed for the students to go the extra mile to help them succeed
They have very good instructors; They have very good financial aid counselors; They have very good counselors for planning courses
The more personal relationship between the faculty and the students. The one on one help is what made the experience at Owens very enriching.
Has a great RN program and hope that credit will soon be restored.
Small campus, small classes, teachers who actually work in the field they're teaching
No wait list; 100% pass rate in NCLEX; Loss of accreditation in RN program
Cost; Great instructors
Teachers are helpful and caring; Classes are small; Help in the Learning Resource Center
Graduating
A lot of my instructors were really fun and made class enjoyable. I would do college all over again rather than high school
Small classes -- more one on one time
The people I have met at Owens as well as in the clinical setting and the experiences that have helped me grow as a person
Actually being able to find a parking space and not have to run a long distance to get to my class!
The size of the classes and easily comprehensible material
Owens was a fantastic school to start out in. I enjoyed my experiences and think that all people should start at a community college like this.
I founded and was the president of the Owens Community College Japanese Club

Q31 Most Remarkable Experience at Owens, Continued

The teaching staff
The courses I had with Mr. Bean, who was a great instructor and mentor in the quality field. he made coming to class very enjoyable!
That I was viewed and charged as out of state when I so clearly lived here and parents paid Ohio taxes all my life; That you train for non-existent jobs
Learning communication in small groups
The instructors I had and the relationships I made.
Good prices, and teachers who are really knowledgeable in their fields and are always willing to help you
Graduating
Enjoys Professors
Time spent with the RN's at St. V's Hospital
Graduation, walking up on stage to receive degree with father in background
He didn't have any
the inexpensive cost and small class size
General satisfaction of availability of classes, and flexible schedules
I met my wife in Owens Community College.
cheaper and good education
Helped him to get on-track with life, and find his career path.
Professor Dr. Bullerjahn GREAT TEACHER. Human Genetics
Good tuition prices
Some of her instructors
Clinicals because they gave me the best opportunity to learn.
Learning as much as I could about music.
Self satisfaction for self improvement.
Graduation and meeting new people.
He liked the classes and teachers.
For continuing education, it is a great value.
It is easy to be here.
being able to graduate with honors.
As an older student, the ease of the staff and instructors to get back into an education environment was very helpful.
The low price which means less debt
Working in the front office as a student worker.
math and writing labs hours came in handy
Softball - it helped me to get into the program
The whole experience -- teachers, people that I met here, everyone, and everything.
graduation accomplishing a goal
The one-on-one with teachers.
The interaction with instructors.
Overall experience of interacting with other students and teachers.
Getting the degree and finishing something for once.
self improvementprepared her well to get supervisor position
The small classroom sizes.
The level of education here was extremely high; very remarkable.
that he graduated
small classes, atmosphere
my nursing classes, in general
The fact that he graduated.
The clinical experience of instructors in their personal lives.
I don't
The fact that I graduated with a 3.9, and I was horrible on High School.
professors were so very helpful
hands on labs

Q31 Most Remarkable Experience at Owens, Continued

He would have to say all of the hands-on lab activities for working in the real world.
flexibility, class availabilities, affordable tuition; it's easy to work and attend Owens.
Being a student worker and now being an employee. One of my instructors is now my best friend
Lisa Valigosky was awesome. Other professors and clinical instructors were great also
The early childhood education professor impressed me, but I can't recall her name
The two math classes I was required to take actually helped me in the long run
Joanne Decant. She's a remarkable person and a great benefit to the VA department at Owens. I greatly appreciate all she has done to aid me while at Owens
Professors were amazing -- down to earth. Weaknesses and strengths were dealt with, and they took their time and helped students individually
Don't have one
Nancy in the PTA program was exceptional
Professors having helped me on my career choice
I earned an outstanding business award while I was there
Great experience
Classes were easy to schedule around my schedule. Teachers were great and I made some great new friends. Overall good experience.
Good hands on experience. I went here in the 80s as well as five years ago. Work placement is good. the first time, in the 80s, I got a job immediately through Owens.
Don't have one -- experience was good
Maintained 3-point average throughout.
A handful of good professors. Also appreciate the hands-on experience
Favorite classes and guest speakers. Dean Purdy -- great teacher