

Graduate Follow-Up Study
Results from the Academic Years 2006-2007 through 2009-2010

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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 gathers information about Owens' recent graduates' satisfaction with various aspects of the College, both academic and non-academic. Further, it provides insight into graduates' employment status and salaries and how Owens education has affected these indicators. Finally, it provides a forum through which recent graduates can comment on their college experience and suggest ways to improve the experience of those coming after them.

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

The current reporting period includes students who graduated during the 2009-2010 academic year. The term "graduates" includes not only the recipients of associate's degrees, but certificates as well.

Profile of Population

The class of 2009-2010 was awarded a total of 1,640 associate's degrees or certificates among 1,536 students. Approximately 73.6% of these students received an associate's degree and 19.7% received a certificate. In some cases, an individual may have been awarded more than one degree, but each was sent only one survey. One hundred and four students (6.8%) 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 2009-2010 class by degree and certificate type conferred upon them.

Table 1: Total Graduates by Degree or Certificate Received, 2009-2010

Degree/Certificate Type	Total Graduates	Percent
Associate of Applied Science	683	44.5%
Certificate	302	19.7%
Associate of Applied Business	240	15.6%
Associate of Arts	111	7.2%
Associate of Science	70	4.6%
Associate of Technical Studies	26	1.7%
Duplicate Degrees/Certificates	104	6.8%
Grand Total	1,536	100.0%

There were 1,130 students who received associate's degrees in 2009-2010 (73.6% of total graduates). The top majors for this group were Registered Nursing (20.1%), Business Management (8.1%), Criminal Justice (7.6%), Licensed Practical Nursing (6.5%), and Accounting (4.9%). Among those receiving certificates (a total of 302 or 19.7% of total graduates), the top majors were GTAW Welding (5.3%), Early Childhood Director's Certificate (4.6%), Accounting (4.6%), and Medical Coding (4.0%).

The schools with the highest number of graduates were the School of Business (22.7%), the School of Nursing (19.9%), and the School of Technology (18.2%).

The graduates were predominantly female (60.9%) and Caucasian (82.0%). Over half of them were under 30 years old at the time of their graduation (57.2%).

Profile of Returners

A total of 414 respondents completed the survey. Information from Banner was again used to create a demographic profile of this subgroup. Complete information is available in Appendix B of this report.

About half of the returners had received an Associate's of Applied Science (44.5%). Table 2 breaks down the total number of respondents by the degree or certificate earned.

Table 2: Respondents by Degrees and Certificates Received, 2009-2010

Associate of Applied Science	195	47.1%
Certificate	96	23.2%
Associate of Applied Business	69	16.7%
Associate of Arts	32	7.7%
Associate of Science	17	4.1%
Associate of Technical Studies	5	1.2%
Grand Total	414	100.0%

Among respondents, the top majors for associate's degrees (a total of 336) were Registered Nursing (15.2%), Business Management (8.6%), Criminal Justice (6.8%), Licensed Practical Nursing (5.4%), and Accounting (4.2%). These majors are generally in line with those of the graduate population. Among certificate recipients (a total of 78), respondents had most often received these in Early Childhood Director's Certificate (9.0%), Computed Tomography (7.7%), Medical Office Support (6.4%), Accounting, GTAW Welding, and Sterile Processing (all 5.1%).

Among respondents, schools attended were most often the School of Business (22.7%) and Nursing (16.7%), and the School of Technology (17.4%), the same ones attended by the total graduates most often.

The respondents were most often female (67.4%) and Caucasian (85.7%). These were the same preponderances as among the total graduates. They were about as likely as the total population to be under 30 (53.8%).

Sample

This study surveyed the graduating class of 2009-2010 (a total of 1,536 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 2009 through Spring 2010. There were 47 graduates who were removed from the study due to having invalid address information (3.1% of the total), leaving a total of 1,489.

The returns and margins of error are provided in Table 3 for each of the four academic periods. For the 2009-2010 period, the return rate was 27.8% with a margin of error of 4.1%¹.

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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=414) in relation to the size of the population (N=1,489). 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, then 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 2009-2010 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%
2009-2010	1,489	414	27.8%	4.1%
Total Over Four Years	5,831	1,520	26.1%	2.2%

Instrument

Several changes were made to the survey since the last reporting period. The revised instrument consists of 19 questions relating to satisfaction and employment and contains a section for comments.

The section on students' main objectives for enrolling at Owens and how well those objectives had been met was removed.

The section on satisfaction with Owens was generally the same as the previous survey, but questions were added pertaining to graduates' views about whether Owens and their major were sound choices as well as their efforts to find work related to their field and Owens' reasonable presentation of the job market for that field.

The section about employment was revised to more fully reflect the employment status of graduates and to determine how many different positions they hold.

The sections regarding continuing education and personal satisfaction and enrichment were removed from the survey.

Finally, the survey ends with a section designed to garner positive and negative comments about graduates' experience at Owens Community College. There were no changes to this section from last year.

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

Procedure

An initial postcard was sent approximately two weeks before the survey instrument to alert recipients that the survey was forthcoming. The survey itself was mailed in March and April 2011 to 1,489 graduates. For the 47 remaining graduates, no address information was available, so they were not included among those contacted.

Approximately two weeks after this initial mailing, a telephone reminder was sent to each of the non-returners over an approximately three-week period.

Instead of mailing a new copy of the survey to non-respondents, an attempt was made to telephone these individuals to conduct the survey with them over the phone. It was first expected that the Office of Institutional Research would have access to the services of a four-person phoning team, but this access was removed prior to the start of the project, when the telephoning team was called upon to complete a campus-wide recruitment project. The Office of Institutional Research attempted to do the telephoning themselves, but the project proved to be inefficient and time-consuming. As a result, the decision was made in June to mail out the reminders instead.

After allowing for a return period of approximately 90 days, there were a total of 414 returns (27.8%). All individuals returning surveys were entered into a drawing to win one of four \$25 gas cards.

Summary of Results

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

A complete summary of responses is provided across the past four reporting periods (2006-2007 to 2009-2010). The tables on which this summary is based are provided in Appendix D. Literal responses for the 2009-2010 academic year are presented according to themes that emerged below and in total in Appendix E.

Standards applied in describing the results include

- $n \geq 20$ to draw any conclusions
- At least a 5% change must have taken place when comparing years in order to be mentioned as an increase or decrease

Satisfaction with Owens

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

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

Approximately 90% of respondents claimed to be at least somewhat satisfied with their overall Owens experience, with 56.0% reporting they were very satisfied. This level of satisfaction has remained steady over the past two reporting periods.

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

Most respondents were at least somewhat likely to recommend Owens to their friends and family (90.2%) for the 2009-2010 reporting period, with 63.2% very likely to recommend it.

Overall, how did your Owens experience meet your expectations?

This question was added for the first time in the 2009-2010 reporting period. It seeks to provide an additional measure of satisfaction with the school in comparison with the respondent's expectations prior to attending. About half of the respondents found that their experience was better than they expected (50.2%). Another 40.5% found their experience to be about what they had expected.

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

This question remained essentially unchanged from the past several studies, but one aspect was added: Availability of internships, co-ops, field experiences in my degree/certificate program. It was added to gauge graduate views on service learning opportunities available in the programs.

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

Least satisfaction is with aspects relating to preparation for the work environment and scheduling of classes (availability of course days and times). Both of these aspects have shown considerable drops in the highest levels of satisfaction across the past three years.

Other changes are less satisfaction with the variety of courses available, faculty availability outside of class, the availability of web-based classes, and preparation for academic study.

**Table 4 – Satisfaction with Academic Indicators, 2007-2008 through 2009-2010
(Data sorted from high to low by 3 year percentage of very satisfied)**

Aspect	Very Satisfied						Somewhat Satisfied						Total Responding	3 year % Very Satisfied
	2007-2008		2008-2009		2009-2010		2007-2008		2008-2009		2009-2010			
	#	%	#	%	#	%	#	%	#	%	#	%		
Quality of education in my major	245	59.3%	206	50.1%	206	50.5%	148	35.8%	177	43.1%	159	39.0%	1,232	53.3%
Faculty attitude toward students	218	52.9%	224	54.9%	195	48.0%	136	33.0%	142	34.8%	157	38.7%	1,226	52.0%
Faculty instruction	204	49.8%	209	51.5%	195	48.1%	154	37.6%	158	38.9%	150	37.0%	1,221	49.8%
Variety of courses	194	47.7%	196	48.2%	163	40.5%	165	40.5%	156	38.3%	160	39.8%	1,216	45.5%
Faculty availability outside class	197	49.9%	176	44.4%	154	39.1%	130	32.9%	147	37.1%	162	41.1%	1,185	44.5%
Availability of web-based courses	159	46.5%	162	42.6%	137	38.3%	101	29.5%	130	34.2%	115	32.1%	1,080	42.4%
Preparation for academic study	175	45.1%	177	45.7%	133	33.8%	147	37.9%	153	39.5%	154	39.2%	1,168	41.5%
Preparation for work environment	180	45.7%	144	36.1%	147	36.8%	166	42.1%	178	44.6%	155	38.8%	1,193	39.5%
Availability of course days and times	167	40.5%	159	39.0%	137	34.0%	157	38.1%	155	38.0%	153	38.0%	1,223	37.9%
Availability of internships, co-ops, etc.					77	24.0%					71	22.1%	321	24.0%

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.

It should be noted that satisfaction with several of these non-academic aspects is down this period, with general conditions of buildings and grounds, classroom and laboratory facilities, academic advising, career planning services and job placement services showing particularly substantial drops in the highest level of satisfaction.

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

Aspect	Very Satisfied						Somewhat Satisfied						Total Responding	3 Year % Very Satisfied
	2007-2008		2008-2009		2009-2010		2007-2008		2008-2009		2009-2010			
	#	%	#	%	#	%	#	%	#	%	#	%		
General conditions of buildings/grounds	224	54.6%	211	52.4%	177	43.9%	132	32.2%	144	35.7%	167	41.4%	1,216	50.3%
Laboratory facilities	184	45.0%	166	41.1%	131	32.7%	119	29.1%	145	35.9%	155	38.7%	1,087	44.3%
Classroom facilities	200	56.3%	188	51.4%	146	39.9%	160	45.1%	174	47.5%	183	50.0%	1,214	44.0%
Staff attitude toward students	169	42.5%	169	43.0%	135	34.5%	126	31.7%	135	34.4%	156	39.9%	1,182	40.0%
Transferability of credit	129	41.9%	134	43.1%	108	32.4%	85	27.6%	98	31.5%	96	28.8%	952	39.0%
Academic advising	139	35.7%	123	31.5%	100	25.6%	126	32.4%	126	32.3%	113	29.0%	1,169	31.0%
Opportunity for personal involvement	92	30.4%	79	24.6%	80	24.4%	76	25.1%	81	25.2%	81	24.7%	952	26.4%
Career planning services	80	24.8%	66	20.8%	44	13.3%	97	30.1%	93	29.2%	86	26.0%	971	19.6%
Job placement services	46	17.2%	38	13.4%	30	10.6%	57	21.3%	44	15.5%	53	18.7%	835	13.7%

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

For the 2009-2010 reporting period, a series of questions was added regarding graduates' reflection upon Owens and the field that they studied.

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

More than half of the respondents stated that they would be very likely to attend Owens if they were starting college over (52.4%). An additional 30.3% stated that they would be somewhat likely to do so, for a total of 82.7%.

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

Likewise, more than half of the respondents stated that they would be very likely to select the same field of study that they graduated with (57.1%). An additional 26.1% stated that they were somewhat likely to choose the same field, for a total of 83.2%.

To what extent would you agree or disagree with the following statements?

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

Over half of the respondents strongly agreed that they had searched for a job related to the program they graduated from (67.4%), with an additional 12.7% somewhat agreeing with the statement (a total of 80.0%). They also reported agreement that Owens had realistically portrayed the demand for jobs in their fields more than half the time (55.5% of respondents at least somewhat agreed, with 22.2% strongly in agreement). Also, more than half agreed that there is a

reasonable demand for positions related to their field of study (21.8% strongly agreed and 33.0% somewhat agreed, for a total of 54.9%)

Employment

The next major section of the survey focused on the employment of the graduates. It was revised to give a more complete picture of the employment status of the respondents and the nature of that employment – how many different jobs they hold and when they obtained their primary job, as well as how related their primary job is to what they had studied.

Which of the following best describes your current employment status?

This initial question is designed to find out whether or not the respondent is employed. Eighty-two percent of the respondents stated that they were employed and the rest (18.0%) were unemployed.

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

Unemployed respondents were asked about their situation to gain an understanding of the cause of their lack of employment. The responses included continuing my education (44.6% of unemployed respondents), seeking work (39.8%), retired (6.0%), caring for my family full time, and not seeking work for personal reasons (both 4.8%).

An open-ended question was included to encourage unemployed respondents to add additional comments about their situation or job search. There were a total of 18 responses to this question (4.3% of total respondents and 24.3% of unemployed respondents). A complete list of the responses can be seen in Appendix E of this report. Many of the respondents simply underscored that they were looking for a job in their field. They also gave information regarding continuing education, whether they were enrolled at Owens, a bachelor's program, or, in a few cases, in a post-graduate program. A few stated that they planned to continue their schooling or move to another area if they were unable to find a job soon.

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

Employed Graduates

Those graduates who are employed were asked a series of questions designed to gain insight into the details of their employment as an indicator of the economic times, the job market, and the positions held such as title and salary earned. While similar questions have been asked on past graduate follow-up studies, this series has been reworded and placed in a new order than in past surveys. Interpreting the responses across the time frames must be done with caution as a result of this.

How many different jobs do you currently have?

Over half of the respondents had one job (59.9%). Otherwise, 77 respondents held two jobs (18.6%), nine held three jobs (2.2%), and one held four jobs or more (0.2%).

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

Nearly three-quarters of respondents work at least 36 hours per week at one of their jobs (71.7%), indicating full-time status.

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

More than half of the respondents stated that the primary job they hold was highly related to the degree or certificate they had earned at Owens (58.6%). An additional 12.0% stated that it was moderately related.

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

A little over one third of the currently employed respondents had held their primary job prior to graduation (39.8%), while another third had obtained it within six months after graduation (34.6%). The rest of the employed respondents had obtained their jobs between six months and one year after graduation (16.8%) or more than one year afterward (8.9%).

Please indicate all of your current job titles

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

A complete list of respondents' job titles and their employers is available in Appendix E of this report. A total of 318 respondents answered this question, representing 76.8% of total respondents and 94.1% of employed respondents. Table 6 shows the top categories of jobs. The job most often reported was a nurse, whether an RN, LPN, or staff nurse, which was mentioned by 18.2% of the 318 respondents answering the question.

Table 6 – Categories of Jobs Held Reported by Respondents, 2009-2010

Job Category	#	%
Nursing	58	18.2%
Medical Technician	33	10.4%
Management	33	10.4%
Mechanical/Technician	28	8.8%
Sales/Retail	23	7.2%
Food Service	22	6.9%
General Office Worker	16	5.0%
Accounting/Finance	15	4.7%
Security/EMS/Fire fighter	13	4.1%
Radiology/X-Ray Tech	12	3.8%
Physical Therapy	10	3.1%
Laborer/Factory Worker	10	3.1%
Farming/Agriculture	10	3.1%
Automotive/Trucking/Logistics	10	3.1%
Total Answering Question	318	100.0%

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

As in the past, respondents' salaries are approximately equally divided among low, middle, and high income breaks. For the current reporting period, 30.9% of respondents earn \$24,000 or less, 38.5% earn between \$24,000 and \$41,999, and 31.2% earn \$42,000 or more. These numbers closely match those reported in all previous reporting periods.

While care must be taken in interpreting responses among the periods in this study due to the changes in question wording and the order in which they are asked, Table 7 attempts to put the responses between this period and previous years into a common framework. Full time employment has rebounded from the 2008-2009 reporting period to that of 2007-2008.

Over the period 2007-2008 through 2009-2010, more than three-quarters of the respondents are employed either full or part time (83.1%), with 52.1% of these employed full time.

Table 7 - Reported Employment Status, 2007-2008 through 2009-2010

Status	2007-2008		2008-2009		2009-2010		Total	
	#	%	#	%	#	%	#	%
Employed	349	84.2%	344	83.5%	338	81.6%	1031	83.1%
Full time	226	54.6%	182	44.2%	238	57.5%	646	52.1%
Part time	61	14.7%	76	18.4%	94	22.7%	231	18.6%
Employed, Status Unknown	62	15.0%	86	8.3%	6	1.4%	154	12.4%
Unemployed	57	13.8%	62	15.0%	74	17.9%	193	15.6%
And continuing education	26	6.3%	29	7.0%	37	8.9%	92	7.4%
Seeking work	25	6.0%	30	7.3%	33	8.0%	88	7.1%
Not seeking work	6	1.4%	3	0.7%	4	1.0%	13	1.0%
Other	8	1.9%	6	1.5%	9	2.2%	23	1.9%
Serving in the military	4	1.0%		0.0%		0.0%	4	0.3%
Caring for family	2	0.5%		0.0%	4	1.0%	6	0.5%
Retired	2	0.5%	6	1.5%	5	1.2%	13	1.0%
Total answering	414	100.0%	412	100.0%	414	100.0%	1240	100.0%

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

This question was added for the first time in the 2009-2010 reporting period. It was designed to help identify the most influential factors in a student obtaining a job, looking at Owens as well as non-Owens factors. Respondents were asked to rate the importance of six factors that may have played a role in their getting hired.

Table 8 breaks this question down in terms of whether the factor was very important or somewhat important in the mind of the respondents. Respondents' education at Owens was generally considered to be at least somewhat important by two-thirds of the returns (66.7%), with 43.5% finding it very important. Previous work experience was also considered an important factor (69.4%, with 42.9% of those considering it very important). Of less importance were other Owens channels: internships and other service learning opportunities were considered very important by 20.6% of respondents and connections made via faculty members, advisors, and other members of the College community by 12.2% of respondents.

Table 8 – Importance of Factors in Obtaining Primary Job

Factor	Very Important		Somewhat Important		Total Responding	
	#	%	#	%	#	%
Education at Owens	146	43.5%	78	23.2%	336	100.0%
Previous work experience	139	42.9%	86	26.5%	324	100.0%
Personal connections	105	31.8%	86	26.1%	330	100.0%
Internship/Co-op/Field experience offered through Owens	67	20.6%	39	12.0%	325	100.0%
Education at another school	47	14.7%	63	19.7%	319	100.0%
Connections through Owens	40	12.2%	50	15.3%	327	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 295 responses to this question for 2009-2010, representing 73.6% of the total. A summary of responses for previous years can be found in those reports. Some of the responses could be placed into more than one category, so the column will total to more than 100%. The largest category targeted for improvement was regarding issues with various courses, including problems respondents had had with instructors or the course materials (44.7%). This included scheduling (21.6%), with the suggestion that more classes be offered online, in the evenings, on weekends, and at more convenient times. Career services and job placement formed the next largest category (23.7%), followed by teaching and instruction (21.0%), parking (17.6%), and advising (16.9%). Table 9 provides a list of the general categories mentioned in this question. A complete list of literal responses is available in Appendix E.

Table 9 – Ideas for Improvement, 2009-2010

Category of Ideas for Improvement	#	%
Course Issues	132	44.7%
Career Services/Job Placement	70	23.7%
Classroom/Lab Facilities	66	22.4%
Teaching/Instruction	62	21.0%
Parking Issues	52	17.6%
Advising	50	16.9%
Service Learning	30	10.2%
Opportunities for Students	22	7.5%
Uncategorized	21	7.1%
Nursing Issues	21	7.1%
Accreditation Issues	19	6.4%
Communication	17	5.8%
Issues with Findlay Campus	16	5.4%
Staff Issues	14	4.7%
Total answering question	295	100.0%

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

A total of 300 respondents answered this question for 2008-2009 (72.5% of the total). Again, several of the comments could be placed in more than one category, so they add to more than 100%. The largest category included instruction or individual instructors (30.7%), followed by aspects about the positive atmosphere at Owens and some of the amenities offered (16.0%) and comments about tuition and cost (12.0%). Table 10 presents an overview of all comments. The complete literals for this question are provided in Appendix E of the report.

Table 10 – Most Remarkable Experience, 2009-2010

Category of Most Remarkable Experience	#	%
Instructors/Instruction	92	30.7%
Good/Rewarding Experience at Owens	48	16.0%
Tuition/Cost	36	12.0%
Comments About Individual Programs	28	9.3%
Small Class Size	24	8.0%
Placement/Finding a Job	23	7.7%
Classroom/Lab Facilities	22	7.3%
Clinicals/Service Learning	20	6.7%
Staff Issues	18	6.0%
Making Friends/Connections	18	6.0%
Uncategorized	17	5.7%
Graduating from Owens	12	4.0%
Online Classes Offered	11	3.7%
Availability of Classes	9	3.0%
Transferring Classes	8	2.7%
Extracurricular Activities	7	2.3%
Total answering question	300	100.0%

Summary and Data Limitations

Graduates are generally satisfied overall with the education they have received at Owens and are likely to recommend the College to their family and friends. Among academic indicators, they are generally most satisfied with the coursework in their majors, classroom instruction, and relationships with instructors. They are least satisfied with the variety of courses offered. Among non-academic characteristics, they are most satisfied with the appearance of the campus and its amenities. They are least satisfied with career planning and job placement. Several of the non-academic indicators, however, are less favorably reported upon than in the past.

About half reported that they would attend Owens again if they were starting college anew, and that they would pursue the same area of study. Most of the respondents have spent some time searching for a job within their field; about half of them feel that Owens has portrayed the job market realistically and that there are positions available in their field.

About 82% were employed at the time they completed the survey, with 71.6% of these employed full time. The majority held just one job (82.0%). Over 70% reported that their employment was at least moderately related to their field of study. Over the three reporting periods, respondents are more likely to be employed both full and part time between 2008-2009 and 2009-2010.

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

Data limitations include the following:

- The survey was open in the field longer than were the previous two years, which may have affected respondents' recollection of their education at Owens and their reactions to it. Summer 2009 graduates, for example, may not have answered the survey for more than a year after their graduation.
- The survey instrument was changed extensively for the 2009-2010 reporting period which, for the questions effected, makes comparing the data across the reporting periods potentially risky.
- Sample sizes are too small to report data by program.

Appendix A – Demographic Profile of Total Graduates, 2006-2010

Degree Awarded by Total Graduates, 2006-2007 through 2009-2010

Degree	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Associate of Arts	121	104	142	112	9.1%	7.1%	9.1%	7.3%	479	8.1%
Associate of Applied Business	185	294	245	251	13.9%	20.2%	15.7%	16.3%	975	16.6%
Associate of Applied Science	667	693	729	698	50.3%	47.5%	46.6%	45.4%	2787	47.3%
Associate of Science	54	50	86	70	4.1%	3.4%	5.5%	4.6%	260	4.4%
Associate of Technical Studies	10	10	19	26	0.8%	0.7%	1.2%	1.7%	65	1.1%
CERT	182	209	249	283	13.7%	14.3%	15.9%	18.4%	923	15.7%
CERT1	108	98	95	96	8.1%	6.7%	6.1%	6.3%	397	6.7%
Grand Total	1,327	1,458	1,565	1,536	100.0%	100.0%	100.0%	100.0%	5886	100.0%

School Attended by Total Graduates, 2006-2007 through 2009-2010

School	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Arts and Sciences	249	215	300	256	18.8%	14.7%	19.2%	16.7%	1020	17.3%
Business	244	378	340	349	18.4%	25.9%	21.7%	22.7%	1311	22.3%
Health Sciences	191	221	235	247	14.4%	15.2%	15.0%	16.1%	894	15.2%
Nursing	323	329	354	306	24.3%	22.6%	22.6%	19.9%	1312	22.3%
Public Safety and Emergency Preparedness	97	98	73	98	7.3%	6.7%	4.7%	6.4%	366	6.2%
Technology	223	217	263	279	16.8%	14.9%	16.8%	18.2%	982	16.7%
NA				1	0.0%	0.0%	0.0%	0.1%	1	0.0%
Grand Total	1,327	1,458	1,565	1,536	100.0%	100.0%	100.0%	100.0%	5886	100.0%

Ethnicity by Total Graduates, 2006-2007 to 2009-2010

Ethnicity	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
American Indian or Alaskan Native	5	3	10	7	0.4%	0.2%	0.6%	0.5%	25	0.4%
Asian	20	20	20	12	1.5%	1.4%	1.3%	0.8%	72	1.2%
Black/African American	104	108	123	143	7.8%	7.4%	7.9%	9.3%	478	8.1%
Hispanic	46	47	66	64	3.5%	3.2%	4.2%	4.2%	223	3.8%
Pacific Islander	2	4	2	3	0.2%	0.3%	0.1%	0.2%	11	0.2%
Race unknown	14	15	26	31	1.1%	1.0%	1.7%	2.0%	86	1.5%
White/Caucasian	1134	1256	1313	1260	85.5%	86.1%	83.9%	82.0%	4963	84.3%
Not reported	2	5	5	16	0.2%	0.3%	0.3%	1.0%	28	0.5%
Grand Total	1,327	1,458	1,565	1,536	100.0%	100.0%	100.0%	100.0%	5886	100.0%

Gender by Total Graduates, 2006-2007 through 2009-2010

Gender	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Female	835	928	944	936	62.9%	63.6%	60.3%	60.9%	3643	61.9%
Male	492	530	621	600	37.1%	36.4%	39.7%	39.1%	2243	38.1%
Grand Total	1,327	1,458	1,565	1,536	100.0%	100.0%	100.0%	100.0%	5886	100.0%

Age by Total Graduates, 2006-2007 through 2009-2010

Age	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
19 or Under	6	4	24	1	0.5%	0.3%	1.5%	0.1%	35	0.6%
20-23	356	349	499	371	26.8%	23.9%	31.9%	24.2%	1575	26.8%
24-26	258	291	241	296	19.4%	20.0%	15.4%	19.3%	1086	18.5%
27-29	157	153	183	210	11.8%	10.5%	11.7%	13.7%	703	11.9%
30-34	196	234	207	242	14.8%	16.0%	13.2%	15.8%	879	14.9%
35-39	129	159	154	161	9.7%	10.9%	9.8%	10.5%	603	10.2%
40-44	95	104	109	92	7.2%	7.1%	7.0%	6.0%	400	6.8%
45+	130	164	148	163	9.8%	11.2%	9.5%	10.6%	605	10.3%
Grand Total	1,327	1,458	1,565	1,536	100.0%	100.0%	100.0%	100.0%	5886	100.0%

Major by Total Graduates, 2006-2007 through 2009-2010

Major Code	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Auto Business Mgmt Mjr	3	1	2		0.2%	0.1%	0.1%	0.0%	6	0.1%
Accounting Tech	28	59	46	55	2.1%	4.0%	2.9%	3.6%	188	3.2%
Automation Elect Engineering				1	0.0%	0.0%	0.0%	0.1%	1	0.0%
Agribusiness Mgmt	12	2	5	1	0.9%	0.1%	0.3%	0.1%	20	0.3%
AA General Concentration	62	46	69	44	4.7%	3.2%	4.4%	2.9%	221	3.8%
Agricultural Equip. Tech	14	10	7	11	1.1%	0.7%	0.4%	0.7%	42	0.7%
Adv. Integrated Systems Tech	2		1	1	0.2%	0.0%	0.1%	0.1%	4	0.1%
Architectural Engineering Tech	8	9	9	19	0.6%	0.6%	0.6%	1.2%	45	0.8%
Automotive Service Mgmt	1	3	1	4	0.1%	0.2%	0.1%	0.3%	9	0.2%
Associate of Technical Studies		2		1	0.0%	0.1%	0.0%	0.1%	3	0.1%
Automotive Technology	9	8	14	12	0.7%	0.5%	0.9%	0.8%	43	0.7%
Biology Concentration	2		2	3	0.2%	0.0%	0.1%	0.2%	7	0.1%
Biomedical Electronics Mjr	4	5	15	20	0.3%	0.3%	1.0%	1.3%	44	0.7%
Business Mgmt Tech	74	109	85	92	5.6%	7.5%	5.4%	6.0%	360	6.1%
CAD Tech	5	14	13	12	0.4%	1.0%	0.8%	0.8%	44	0.7%
Culinary Arts Prog		4	9	13	0.0%	0.3%	0.6%	0.8%	26	0.4%
Commercial Art Concentration	1	3	2	4	0.1%	0.2%	0.1%	0.3%	10	0.2%

Major by Total Graduates, 2006-2007 through 2009-2010 (Continued)

Major Code	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Commercial Art Tech	10	15	13	13	0.8%	1.0%	0.8%	0.8%	51	0.9%
Caterpillar Program	18	14	17	15	1.4%	1.0%	1.1%	1.0%	64	1.1%
Computer Electronics	4	3	3	1	0.3%	0.2%	0.2%	0.1%	11	0.2%
Chemistry Concentration				1	0.0%	0.0%	0.0%	0.1%	1	0.0%
Cancer Information Mgmt Prog				3	0.0%	0.0%	0.0%	0.2%	3	0.1%
Criminal Justice Tech	80	66	55	86	6.0%	4.5%	3.5%	5.6%	287	4.9%
Communication Studies Transfer			1	3	0.0%	0.0%	0.1%	0.2%	4	0.1%
Communication Art Conc.	5	8	8	7	0.4%	0.5%	0.5%	0.5%	28	0.5%
Corrections Major	5	6	3	2	0.4%	0.4%	0.2%	0.1%	16	0.3%
Computer Programming Tech	3	8	9	9	0.2%	0.5%	0.6%	0.6%	29	0.5%
Computer Science Major		1	5	8	0.0%	0.1%	0.3%	0.5%	14	0.2%
Creative Writing Concentration		1	1	2	0.0%	0.1%	0.1%	0.1%	4	0.1%
Dental Hygiene Prog	20	21	19	19	1.5%	1.4%	1.2%	1.2%	79	1.3%
Dietetic Tech	6	9	8	3	0.5%	0.6%	0.5%	0.2%	26	0.4%
Digital Media Tech					0.0%	0.0%	0.0%	0.0%	0	0.0%
Design/Drafting Mjr	1				0.1%	0.0%	0.0%	0.0%	1	0.0%
Diesel Tech	6	3	3	5	0.5%	0.2%	0.2%	0.3%	17	0.3%
Early Childhood Education Tech	33	24	24	10	2.5%	1.6%	1.5%	0.7%	91	1.5%
E-Business Tech	5	12	1	2	0.4%	0.8%	0.1%	0.1%	20	0.3%
Education Paraprofessional Mjr	1		1	1	0.1%	0.0%	0.1%	0.1%	3	0.1%
Electrical/Electronics Tech	8	6	8	4	0.6%	0.4%	0.5%	0.3%	26	0.4%
Emergency Medical Mgmt		1	4	1	0.0%	0.1%	0.3%	0.1%	6	0.1%
English Concentration	1	5	2	1	0.1%	0.3%	0.1%	0.1%	9	0.2%
Environmental Mgmt Tech	3	3	3	3	0.2%	0.2%	0.2%	0.2%	12	0.2%
Education Transfer - Adolescent	8	3	6	1	0.6%	0.2%	0.4%	0.1%	18	0.3%
Education Transfer – Early Child	10	14	10	12	0.8%	1.0%	0.6%	0.8%	46	0.8%
Education Transfer – Middle Child		2	7	7	0.0%	0.1%	0.4%	0.5%	16	0.3%
Education Transfer – Multi Age	2	1	3	1	0.2%	0.1%	0.2%	0.1%	7	0.1%
Fine Arts Concentration	3	5	4	6	0.2%	0.3%	0.3%	0.4%	18	0.3%
Fire Science Tech	11	25	11	9	0.8%	1.7%	0.7%	0.6%	56	1.0%
Food Service Mgmt	6	2			0.5%	0.1%	0.0%	0.0%	8	0.1%
Health Information Mgmt Prog	14	26	23	11	1.1%	1.8%	1.5%	0.7%	74	1.3%
History Concentration	3	2	1	3	0.2%	0.1%	0.1%	0.2%	9	0.2%
Hospitality Mgmt Prog		5	3	6	0.0%	0.3%	0.2%	0.4%	14	0.2%
Hospitality Mgmt Tech	4	3			0.3%	0.2%	0.0%	0.0%	7	0.1%
Indst & Automation Electronics	4	2	1	2	0.3%	0.1%	0.1%	0.1%	9	0.2%
International Business Option					0.0%	0.0%	0.0%	0.0%	0	0.0%
Information Systems Tech	4	10	11	7	0.3%	0.7%	0.7%	0.5%	32	0.5%
Landscape/Turf Mgmt	11	7	7	1	0.8%	0.5%	0.4%	0.1%	26	0.4%
Licensed Practical Nurse Cert	92	80	79	74	6.9%	5.5%	5.0%	4.8%	325	5.5%
Landscape & Turf Mgmt Prog		5	7	12	0.0%	0.3%	0.4%	0.8%	24	0.4%

Major by Total Graduates, 2006-2007 through 2009-2010 (Cont.)

Major Code	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Manufacturing Tech	4	1	5		0.3%	0.1%	0.3%	0.0%	10	0.2%
Mathematics Concentration	1		2	2	0.1%	0.0%	0.1%	0.1%	5	0.1%
Microcomputer Business Sys		2			0.0%	0.1%	0.0%	0.0%	2	0.0%
Medical Assisting Prog		13	14	17	0.0%	0.9%	0.9%	1.1%	44	0.7%
Medical Office Support Mjr				2	0.0%	0.0%	0.0%	0.1%	2	0.0%
Mechanical Engineering Tech	11	6	9	7	0.8%	0.4%	0.6%	0.5%	33	0.6%
Medical Office Option					0.0%	0.0%	0.0%	0.0%	0	0.0%
Marketing & Sales Tech	21	18	33	22	1.6%	1.2%	2.1%	1.4%	94	1.6%
Massage Therapy Prog		1	4	9	0.0%	0.1%	0.3%	0.6%	14	0.2%
Music Education Concentration	1				0.1%	0.0%	0.0%	0.0%	1	0.0%
Music Performance Conc.	2	1			0.2%	0.1%	0.0%	0.0%	3	0.1%
Network Electronics Major					0.0%	0.0%	0.0%	0.0%	0	0.0%
Networking & Info Sys Support	5	7	11	17	0.4%	0.5%	0.7%	1.1%	40	0.7%
Nuclear Medicine Mjr	10	11	15	7	0.8%	0.8%	1.0%	0.5%	43	0.7%
Registered Nursing - LPN to RN	46	51	55	41	3.5%	3.5%	3.5%	2.7%	193	3.3%
Registered Nursing Program	185	183	200	186	13.9%	12.6%	12.8%	12.1%	754	12.8%
Office Administration Tech	32	49	40	34	2.4%	3.4%	2.6%	2.2%	155	2.6%
Occupational Therapist Asst	18	26	21	17	1.4%	1.8%	1.3%	1.1%	82	1.4%
Pre-Biotechnology Conc.	1	1	4		0.1%	0.1%	0.3%	0.0%	6	0.1%
Pre-Business Admin Conc.	37	34	53	34	2.8%	2.3%	3.4%	2.2%	158	2.7%
Pre-Engineering Conc.			2		0.0%	0.0%	0.1%	0.0%	2	0.0%
Photography Concentration	3	2	6	2	0.2%	0.1%	0.4%	0.1%	13	0.2%
Pre-Nursing Concentration			1	2	0.0%	0.0%	0.1%	0.1%	3	0.1%
Pre-Physical Therapist Conc.				3	0.0%	0.0%	0.0%	0.2%	3	0.1%
Paramedic to RN Program		2	2	5	0.0%	0.1%	0.1%	0.3%	9	0.2%
Psychology Concentration	2	1		5	0.2%	0.1%	0.0%	0.3%	8	0.1%
Physical Therapist Asst.	17	22	20	26	1.3%	1.5%	1.3%	1.7%	85	1.4%
Quality Assurance	2	2	6	1	0.2%	0.1%	0.4%	0.1%	11	0.2%
Radiography Major	29	25	28	31	2.2%	1.7%	1.8%	2.0%	113	1.9%
AS General Concentration	11	14	22	20	0.8%	1.0%	1.4%	1.3%	67	1.1%
Skilled Trades – Building Maint	4	5	3	2	0.3%	0.3%	0.2%	0.1%	14	0.2%
Skilled Trades - Construction		1		1	0.0%	0.1%	0.0%	0.1%	2	0.0%
Skilled Trades - Electrical	23	19	33	38	1.7%	1.3%	2.1%	2.5%	113	1.9%
Skilled Trades - Mechanical	2	3	8	7	0.2%	0.2%	0.5%	0.5%	20	0.3%
Sociology Concentration	7	1	6	3	0.5%	0.1%	0.4%	0.2%	17	0.3%
Diagnostic Medical Sonography	8	10	11	9	0.6%	0.7%	0.7%	0.6%	38	0.6%
Supervision	3	9	6	5	0.2%	0.6%	0.4%	0.3%	23	0.4%
Surgical Tech	13	15	12	11	1.0%	1.0%	0.8%	0.7%	51	0.9%
Surveying Tech	1	2	1	1	0.1%	0.1%	0.1%	0.1%	5	0.1%
Social Work Concentration	9	9	13	14	0.7%	0.6%	0.8%	0.9%	45	0.8%

Major by Total Graduates, 2006-2007 through 2009-2010 (Continued)

Major Code	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Theatre-Performance Conc.			1		0.0%	0.0%	0.1%	0.0%	1	0.0%
Wide Area Networking Tech	6	5	3	1	0.5%	0.3%	0.2%	0.1%	15	0.3%
Welding	5	6	7	3	0.4%	0.4%	0.4%	0.2%	21	0.4%
World Language Studies Conc.	4	1	2	2	0.3%	0.1%	0.1%	0.1%	9	0.2%
Automotive Repair Tech Cert		1	1		0.0%	0.1%	0.1%	0.0%	2	0.0%
Accounting Cert	15	9	11	14	1.1%	0.6%	0.7%	0.9%	49	0.8%
Adv. Cancer Info Mgmt Cert		2		2	0.0%	0.1%	0.0%	0.1%	4	0.1%
Application Software Spec	1	2	3	5	0.1%	0.1%	0.2%	0.3%	11	0.2%
Automotive Refinish Cert				4	0.0%	0.0%	0.0%	0.3%	4	0.1%
Accounting Software App. Cert	7	8	14	7	0.5%	0.5%	0.9%	0.5%	36	0.6%
Automotive Service Cert	5	4	5	10	0.4%	0.3%	0.3%	0.7%	24	0.4%
Advanced Supervision Cert	3	9	1		0.2%	0.6%	0.1%	0.0%	13	0.2%
Administrative Virtual Asst.		1			0.0%	0.1%	0.0%	0.0%	1	0.0%
Six Sigma Black Belt Cert	1	4	2		0.1%	0.3%	0.1%	0.0%	7	0.1%
Biomedical Electronics Cert			2		0.0%	0.0%	0.1%	0.0%	2	0.0%
Auto Body Repair Cert	9	5	4		0.7%	0.3%	0.3%	0.0%	18	0.3%
Basic Supervision Cert	19	23	22	16	1.4%	1.6%	1.4%	1.0%	80	1.4%
Building Maintenance Cert	1	1		1	0.1%	0.1%	0.0%	0.1%	3	0.1%
Culinary Arts Cert	1	1		1	0.1%	0.1%	0.0%	0.1%	3	0.1%
Mechanical CAD Operator Cert	2	1			0.2%	0.1%	0.0%	0.0%	3	0.1%
CAD/CAM Cert		1	2		0.0%	0.1%	0.1%	0.0%	3	0.1%
Commercial Art Cert	1	6	2	5	0.1%	0.4%	0.1%	0.3%	14	0.2%
CISCO Academy Cert	1		1	1	0.1%	0.0%	0.1%	0.1%	3	0.1%
CAD Cert		3	3	10	0.0%	0.2%	0.2%	0.7%	16	0.3%
Arch CAD Operator Cert	2	1	1	2	0.2%	0.1%	0.1%	0.1%	6	0.1%
Computer Num Control Cert	2		1		0.2%	0.0%	0.1%	0.0%	3	0.1%
CNC Operator Cert				1	0.0%	0.0%	0.0%	0.1%	1	0.0%
CPA Qualifying Cert	2	4	9	6	0.2%	0.3%	0.6%	0.4%	21	0.4%
Commercial Photography Cert		1		3	0.0%	0.1%	0.0%	0.2%	4	0.1%
Computed Tomography Cert	3	3	3	8	0.2%	0.2%	0.2%	0.5%	17	0.3%
Culinary Arts Cert		1			0.0%	0.1%	0.0%	0.0%	1	0.0%
Diesel Service Cert	3	5	2	5	0.2%	0.3%	0.1%	0.3%	15	0.3%
Digital Media Cert	1				0.1%	0.0%	0.0%	0.0%	1	0.0%
Dietary Manager Cert	3		7	3	0.2%	0.0%	0.4%	0.2%	13	0.2%
Early Childhood Director's Cert	6	4	9	14	0.5%	0.3%	0.6%	0.9%	33	0.6%
Electronic Cert	1	2		1	0.1%	0.1%	0.0%	0.1%	4	0.1%
Electrical Cert	4	6	9	3	0.3%	0.4%	0.6%	0.2%	22	0.4%
Electrical Maintenance Cert			1		0.0%	0.0%	0.1%	0.0%	1	0.0%
ECE Social Work Cert			2		0.0%	0.0%	0.1%	0.0%	2	0.0%
Fire Fighter Cert	1				0.1%	0.0%	0.0%	0.0%	1	0.0%

Major by Total Graduates, 2006-2007 through 2009-2010 (Cont.)

Major Code	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Six Sigma Green Belt Cert	1		6		0.1%	0.0%	0.4%	0.0%	7	0.1%
GMAW Welding Cert	12	12	15	9	0.9%	0.8%	1.0%	0.6%	48	0.8%
GTAW Welding Cert	2	8	7	16	0.2%	0.5%	0.4%	1.0%	33	0.6%
Interior Design Cert		1	3	6	0.0%	0.1%	0.2%	0.4%	10	0.2%
Industrial Mechanic Cert			1	2	0.0%	0.0%	0.1%	0.1%	3	0.1%
International Nursing Cert			4		0.0%	0.0%	0.3%	0.0%	4	0.1%
Construction Inspector Cert				4	0.0%	0.0%	0.0%	0.3%	4	0.1%
Leadership Development Cert				4	0.0%	0.0%	0.0%	0.3%	4	0.1%
Machining Cert	1	1		3	0.1%	0.1%	0.0%	0.2%	5	0.1%
Music Business Cert		2	1	6	0.0%	0.1%	0.1%	0.4%	9	0.2%
Machinist Cert		1	4	1	0.0%	0.1%	0.3%	0.1%	6	0.1%
Medical Coding Cert	14	12	11	12	1.1%	0.8%	0.7%	0.8%	49	0.8%
Marketing & Sales Cert	6	8	5		0.5%	0.5%	0.3%	0.0%	19	0.3%
Medical Office Support Cert	4	7	8	8	0.3%	0.5%	0.5%	0.5%	27	0.5%
Medical Reimbursement Spc	2	2	2	4	0.2%	0.1%	0.1%	0.3%	10	0.2%
Massage Therapy Cert	4	10	17	17	0.3%	0.7%	1.1%	1.1%	48	0.8%
Medical Transcription Cert	10	6	6	3	0.8%	0.4%	0.4%	0.2%	25	0.4%
Network Administration Cert	1	2	5	2	0.1%	0.1%	0.3%	0.1%	10	0.2%
Networking Cert				1	0.0%	0.0%	0.0%	0.1%	1	0.0%
Network Security Cert	4		2	4	0.3%	0.0%	0.1%	0.3%	10	0.2%
Office Support Cert	1	9	5	8	0.1%	0.6%	0.3%	0.5%	23	0.4%
Operations Management Cert		3	1	9	0.0%	0.2%	0.1%	0.6%	13	0.2%
Quality Assurance Cert	2	2		3	0.2%	0.1%	0.0%	0.2%	7	0.1%
Real Estate Cert	1	2	2	5	0.1%	0.1%	0.1%	0.3%	10	0.2%
Real Estate Licensure Cert			5	10	0.0%	0.0%	0.3%	0.7%	15	0.3%
Safety Coordinator Cert	2	2	2	2	0.2%	0.1%	0.1%	0.1%	8	0.1%
Small Business Mgmt Cert	3	6	2	4	0.2%	0.4%	0.1%	0.3%	15	0.3%
SMAW Welding Cert	5	5	9	7	0.4%	0.3%	0.6%	0.5%	26	0.4%
Sterile Processing Cert	9	4	16	15	0.7%	0.3%	1.0%	1.0%	44	0.7%
Surveying Cert	6	4	1	3	0.5%	0.3%	0.1%	0.2%	14	0.2%
Computer Systems Cert				3	0.0%	0.0%	0.0%	0.2%	3	0.1%
Truck & Heavy Equipment Cert	1	1			0.1%	0.1%	0.0%	0.0%	2	0.0%
Tool & Die/Mold Maker Cert	1				0.1%	0.0%	0.0%	0.0%	1	0.0%
HVAC Cert	9	3	3	4	0.7%	0.2%	0.2%	0.3%	19	0.3%
Water Treatment Cert	1		1	1	0.1%	0.0%	0.1%	0.1%	3	0.1%
Web Design Cert	2	2	3	2	0.2%	0.1%	0.2%	0.1%	9	0.2%
Welding Cert		4	1	3	0.0%	0.3%	0.1%	0.2%	8	0.1%
Wildlife Management Cert				2	0.0%	0.0%	0.0%	0.1%	2	0.0%
Grand Total	1,327	1,458	1,565	1,536	100.0%	100.0%	100.0%	100.0%	5886	100.0%

Appendix B – Demographic Profile of Total Respondents, 2006-2010

Degree Awarded by Total Respondents, 2006-2007 to 2009-2010

Degree	Counts				Percents				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Associate of Arts	26	35	33	32	9.7%	8.4%	8.2%	7.7%	126	8.4%
Associate of Applied Business	43	88	72	69	16.0%	21.1%	17.9%	16.7%	272	18.1%
Associate of Applied Science	147	190	195	195	54.9%	45.6%	48.5%	47.1%	727	48.4%
Associate of Science	8	17	22	17	3.0%	4.1%	5.5%	4.1%	64	4.3%
Associate of Technical Studies	1		6	5	0.4%	0.0%	1.5%	1.2%	12	0.8%
CERT	29	54	50	71	10.8%	12.9%	12.4%	17.2%	204	13.6%
CERT1	14	33	24	25	5.2%	7.9%	6.0%	6.0%	96	6.4%
Grand Total	268	417	402	414	100.0%	100.0%	100.0%	100.0%	1501	100.0%

School Attended by Total Respondents, GFS 2006-2007 to 2009-2010

School	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Arts and Sciences	51	68	66	70	19.0%	16.3%	16.4%	16.9%	255	17.0%
Business	55	116	98	94	20.5%	27.8%	24.4%	22.7%	363	24.2%
Health Sciences	45	74	73	85	16.8%	17.7%	18.2%	20.5%	277	18.5%
Nursing	59	90	87	69	22.0%	21.6%	21.6%	16.7%	305	20.3%
Public Safety and Emergency Preparedness	22	22	16	24	8.2%	5.3%	4.0%	5.8%	84	5.6%
Technology	36	47	62	72	13.4%	11.3%	15.4%	17.4%	217	14.5%
Grand Total	268	417	402	414	100.0%	100.0%	100.0%	100.0%	1501	100.0%

Ethnicity by Total Respondents, 2006-2007 to 2009-2010

Ethnicity	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
American Indian or Alaskan Native		1	3	1	0.0%	0.2%	0.7%	0.2%	5	0.3%
Asian	4	5	2	3	1.5%	1.2%	0.5%	0.7%	14	0.9%
Black/African American	16	33	21	30	6.0%	7.9%	5.2%	7.2%	100	6.7%
Hispanic	7	7	12	13	2.6%	1.7%	3.0%	3.1%	39	2.6%
Pacific islander		1		1	0.0%	0.2%	0.0%	0.2%	2	0.1%
Unknown	3	6	11	11	1.1%	1.4%	2.7%	2.7%	31	2.1%
White/Caucasian	238	364	353	355	88.8%	87.3%	87.8%	85.7%	1310	87.3%
Grand Total	268	417	402	414	100.0%	100.0%	100.0%	100.0%	1501	100.0%

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

Gender	Count				Percent				Total Count	Total Percent
	2006-2008	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Female	190	299	269	279	70.9%	71.7%	66.9%	67.4%	1037	69.1%
Male	78	118	133	135	29.1%	28.3%	33.1%	32.6%	464	30.9%
Grand Total	268	417	402	414	100.0%	100.0%	100.0%	100.0%	1501	100.0%

Age by Total Respondents, 2006-2007 to 2009-2010

Age	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
19 or under	1	1	10	0	0.4%	0.2%	2.5%	0.0%	12	0.8%
20-23	62	85	122	97	23.1%	20.4%	30.3%	23.4%	366	24.4%
24-26	49	69	51	73	18.3%	16.5%	12.7%	17.6%	242	16.1%
27-29	35	42	38	53	13.1%	10.1%	9.5%	12.8%	168	11.2%
30-34	31	73	45	54	11.6%	17.5%	11.2%	13.0%	203	13.5%
35-39	25	45	39	36	9.3%	10.8%	9.7%	8.7%	145	9.7%
40-44	24	37	30	28	9.0%	8.9%	7.5%	6.7%	119	7.9%
45+	41	65	67	62	15.3%	15.6%	16.7%	15.1%	235	15.7%
No answer				11				2.7%	11	0.7%
Grand Total	268	417	402	414	100.0%	100.0%	100.0%	100.0%	1501	100.0%

Major by Total Respondents, 2006-2007 to 2009-2010

Major	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Auto Business Mgmt Mjr	1	1	1		0.4%	0.2%	0.2%		3	0.2%
Accounting Tech	6	17	17	14	2.2%	4.1%	4.2%	3.4%	54	3.6%
Automation Elect Engin Mjr				1				0.2%	1	0.1%
Agribusiness Mgmt	1	1	1		0.4%	0.2%	0.2%		3	0.2%
AA General Concentration	17	11	9	12	6.3%	2.6%	2.2%	2.9%	49	3.3%
Agricultural Equipment Tech	3	2	1	5	1.1%	0.5%	0.2%	1.2%	11	0.7%
Adv. Integrated Systems Tech			1	1	0.0%	0.0%	0.2%	0.2%	2	0.1%
Architectural Engineer Tech	2	2		2	0.7%	0.5%	0.0%	0.5%	6	0.4%
Automotive Tech		1	3	2	0.0%	0.2%	0.7%	0.5%	6	0.4%
Biology Concentration			1	1	0.0%	0.0%	0.2%	0.2%	2	0.1%
Biomedical Electronics Mjr	1	2	8	7	0.4%	0.5%	2.0%	1.7%	18	1.2%
Business Mgmt Tech	16	36	24	29	6.0%	8.6%	6.0%	7.0%	105	7.0%
CAD Tech	2	3	5	5	0.7%	0.7%	1.2%	1.2%	15	1.0%
Culinary Arts Prog		2	4	5	0.0%	0.5%	1.0%	1.2%	11	0.7%
Commercial Art Conc.		3	1	2	0.0%	0.7%	0.2%	0.5%	6	0.4%
Commercial Art Tech		1	3	1	0.0%	0.2%	0.7%	0.2%	5	0.3%
Caterpillar Prog	2	3	1	3	0.7%	0.7%	0.2%	0.7%	9	0.6%
Computer Electronics Mjr	1		1	1	0.4%	0.0%	0.2%	0.2%	3	0.2%
Chemistry Concentration				1				0.2%	1	0.1%
Cancer Info Mgmt Prog				3				0.7%	3	0.2%
Criminal Justice Tech	19	13	12	23	7.1%	3.1%	3.0%	5.6%	67	4.5%
Communication Art Conc		4	1	3	0.0%	1.0%	0.2%	0.7%	8	0.5%

Major by Total Respondents, 2006-2007 to 2009-2010 (Continued)

Major	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Corrections Major	1	2	1		0.4%	0.5%	0.2%		4	0.3%
Computer Programming Tech	1	1	2	4	0.4%	0.2%	0.5%	1.0%	8	0.5%
Computer Science Major			1	1	0.0%	0.0%	0.2%	0.2%	2	0.1%
Creative Writing Conc.		1	1		0.0%	0.2%	0.2%		2	0.1%
Dental Hygiene Program	6	6	10	7	2.2%	1.4%	2.5%	1.7%	29	1.9%
Dietetic Tech		5	4	3	0.0%	1.2%	1.0%	0.7%	12	0.8%
Design/Drafting major	1				0.4%	0.0%	0.0%		1	0.1%
Diesel Tech		1		1	0.0%	0.2%	0.0%	0.2%	2	0.1%
Early Childhood Education Tech	11	9	4	3	4.1%	2.2%	1.0%	0.7%	27	1.8%
E-Business Tech	1	4		1	0.4%	1.0%	0.0%	0.2%	6	0.4%
Electrical/Electronics Tech		1	3	2	0.0%	0.2%	0.7%	0.5%	6	0.4%
Emergency Medical Mgmt		1	1	1	0.0%	0.2%	0.2%	0.2%	3	0.2%
English Concentration	1	1	1	1	0.4%	0.2%	0.2%	0.2%	4	0.3%
Environmental Mgmt Tech		1	2		0.0%	0.2%	0.5%		3	0.2%
Education Transfer - Adolescent	1	1	3		0.4%	0.2%	0.7%		5	0.3%
Education Transfer – Early Child	1	9	2	6	0.4%	2.2%	0.5%	1.4%	18	1.2%
Education Trans – Middle Child			1	1	0.0%	0.0%	0.2%	0.2%	2	0.1%
Education Transfer – Multi Age	1		1		0.4%	0.0%	0.2%		2	0.1%
Fine Art Concentration	1			1	0.4%	0.0%	0.0%	0.2%	2	0.1%
Fire Science Tech	2	6	2		0.7%	1.4%	0.5%		10	0.7%
Food Service Management	1	1			0.4%	0.2%	0.0%		2	0.1%
Health Info Mgmt Systems	4	8	10	5	1.5%	1.9%	2.5%	1.2%	27	1.8%
History Concentration		1		1	0.0%	0.2%	0.0%	0.2%	2	0.1%
Hospitality Mgmt Program		1		1	0.0%	0.2%	0.0%	0.2%	2	0.1%
Indust & Automation Electronics	2				0.7%	0.0%	0.0%		2	0.1%
Information Systems	1	2	1	1	0.4%	0.5%	0.2%	0.2%	5	0.3%
Landscape/Turf Mgmt	3	3		1	1.1%	0.7%	0.0%	0.2%	7	0.5%
Licensed Practical Nurse Cert	10	26	16	18	3.7%	6.2%	4.0%	4.3%	70	4.7%
Landscape & Turf Grass Mgmt				4				1.0%	4	0.3%
Manufacturing Tech	1		1		0.4%	0.0%	0.2%		2	0.1%
Mathematics Concentration			1		0.0%	0.0%	0.2%		1	0.1%
Microcomputer Business Sys		1			0.0%	0.2%	0.0%		1	0.1%
Medical Assisting Program		6	3	4	0.0%	1.4%	0.7%	1.0%	13	0.9%
Medical Office Support Major				1				0.2%	1	0.1%
Mechanical Engineering Tech			2	2	0.0%	0.0%	0.5%	0.5%	4	0.3%
Marketing & Sales Tech	7	7	8	7	2.6%	1.7%	2.0%	1.7%	29	1.9%
Massage Therapy Program		1		3	0.0%	0.2%	0.0%	0.7%	4	0.3%
Networking & Info Systems Supp	1	2	2		0.4%	0.5%	0.5%		5	0.3%
Nuclear Medicine Major	1	3	4	3	0.4%	0.7%	1.0%	0.5%	11	0.7%

Major by Total Respondents, 2006-2007 to 2009-2010 (Continued)

Major	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Registered Nurse Prog - LPN	7	11	12	8	2.6%	2.6%	3.0%	1.9%	38	2.5%
Registered Nurse Program	42	47	56	43	15.7%	11.3%	13.9%	10.4%	188	12.5%
Office Administration Tech	8	15	15	11	3.0%	3.6%	3.7%	2.7%	49	3.3%
Occupational Therapy Asst	10	9	6	5	3.7%	2.2%	1.5%	1.2%	30	2.0%
Pre-Biotechnology Conc.	1		2		0.4%	0.0%	0.5%		3	0.2%
Pre-Business Admin Conc.	6	11	10	9	2.2%	2.6%	2.5%	2.3%	36	2.4%
Photography Concentration	1		3		0.4%	0.0%	0.7%		4	0.3%
Psychology Concentration				1				0.2%	1	0.1%
Physical Therapist Asst	5	10	8	10	1.9%	2.4%	2.0%	2.4%	33	2.2%
Quality Assurance			3	1	0.0%	0.0%	0.7%	0.2%	4	0.3%
Radiography Major	6	8	6	10	2.2%	1.9%	1.5%	2.4%	30	2.0%
AS General Concentration	1	6	8	5	0.4%	1.4%	2.0%	1.2%	20	1.3%
Skilled Trades Bldg Maintenance		2	1	1	0.0%	0.5%	0.2%	0.2%	4	0.3%
Skilled Trades Construction		1			0.0%	0.2%	0.0%		1	0.1%
Skilled Trades Electrical	3	5	10	10	1.1%	1.2%	2.5%	2.4%	28	1.9%
Skilled Trades Mechanical		1	3	3	0.0%	0.2%	0.7%	0.7%	7	0.5%
Sociology Concentration	1		3		0.4%	0.0%	0.7%		4	0.3%
Diagnostic Medical Sonography	4	4	4	5	1.5%	1.0%	1.0%	1.2%	17	1.1%
Supervision	1	1	3		0.4%	0.2%	0.7%		5	0.3%
Surgical Tech	3	5	1	5	1.1%	1.2%	0.2%	1.2%	14	0.9%
Surveying Tech	1	1			0.4%	0.2%	0.0%		2	0.1%
Social Work Concentration	2	4	6	5	0.7%	1.0%	1.5%	1.2%	17	1.1%
Wide-Area Network Tech	2		2		0.7%	0.0%	0.5%		4	0.3%
Welding	1	2			0.4%	0.5%	0.0%		3	0.2%
World Language Studies Con			1		0.0%	0.0%	0.2%		1	0.1%
Automotive Repair Tech Cert		1			0.0%	0.2%	0.0%		1	0.1%
Accounting Cert	4	3	6	4	1.5%	0.7%	1.5%	1.0%	17	1.1%
Adv Cancer Info Mgt Cert		1		1	0.0%	0.2%	0.0%	0.2%	2	0.1%
Application Software Spec Cert	1		1		0.4%	0.0%	0.2%		2	0.1%
Accounting Software App Cert		2	3	1	0.0%	0.5%	0.7%	0.2%	6	0.4%
Automotive Service Cert				2				0.5%	2	0.1%
Advanced Supervision Cert	2	2			0.7%	0.5%	0.0%		4	0.3%
Administrative Virtual Asst Cert		1			0.0%	0.2%	0.0%		1	0.1%
Six Sigma Black Belt Cert	1	2			0.4%	0.5%	0.0%		3	0.2%
Auto Body Repair Cert	2		2		0.7%	0.0%	0.5%		4	0.3%
Basic Supervision Cert	3	6	5	3	1.1%	1.4%	1.2%	0.7%	17	1.1%
CAD/CAM Cert			1		0.0%	0.0%	0.2%		1	0.1%
Commercial Art Cert		3		2	0.0%	0.7%	0.0%	0.5%	5	0.3%
CISCO Academy Cert			1		0.0%	0.0%	0.2%		1	0.1%
CAD Cert			2	2	0.0%	0.0%	0.5%	0.5%	4	0.3%
Arch CAD Operator Cert		1	1		0.0%	0.2%	0.2%		2	0.1%

Major by Total Respondents, 2006-2007 to 2009-2010 (Continued)

Major	Count				Percent				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Computer Num Cont Cert	1				0.4%				1	0.1%
CPA Qualifying Cert		3		2		0.7%		0.5%	5	0.3%
Commercial Photography Cert				1				0.2%	1	0.1%
Computed Tomography Cert			1	6	0.0%	0.0%	0.2%	1.4%	7	0.5%
Culinary Arts Cert		1				0.2%			1	0.1%
Diesel Service Cert				1				0.2%	1	0.1%
Dietary Manager Cert				1				0.2%	1	0.1%
Early Child Director's Cert	2	1	3	7	0.7%	0.2%	0.7%	1.7%	13	0.9%
Electronic Cert		1			0.0%	0.2%	0.0%		1	0.1%
Electrical Cert	2		1	1	0.7%	0.0%	0.2%	0.2%	4	0.3%
Electrical Maintenance Cert			1		0.0%	0.0%	0.2%		1	0.1%
GMAW Welding Cert	2	1	1	2	0.7%	0.2%	0.2%	0.5%	6	0.4%
GTAW Welding Cert	1	2		4	0.4%	0.5%	0.0%	1.0%	7	0.5%
Interior Design Cert				2				0.5%	2	0.1%
Industrial Mechanic Cert				1				0.2%	1	0.1%
Construction Inspector Cert				1				0.2%	1	0.1%
Leadership Development Cert				1				0.2%	1	0.1%
Machining Cert				1				0.2%	1	0.1%
Music Business Cert		1				0.2%			1	0.1%
Medical Coding Cert	3	4	3	2	1.1%	1.0%	0.7%	0.5%	12	0.8%
Marketing & Sales Cert	1	1	1		0.4%	0.2%	0.2%		3	0.2%
Medical Office Support Cert		2	5	5	0.0%	0.5%	1.2%	1.2%	12	0.8%
Medical Reimbursement Sp			1		0.0%	0.0%	0.2%		1	0.1%
Massage Therapy Cert		2	7	2	0.0%	0.5%	1.7%	0.5%	11	0.7%
Medical Transcription Cert	2	2	1		0.7%	0.5%	0.2%		5	0.3%
Network Admin Cert				1				0.2%	1	0.1%
Network Security Cert	1				0.4%	0.0%	0.0%		1	0.1%
Office Support Cert		4	2	3	0.0%	1.0%	0.5%	0.7%	9	0.6%
Operations Mgmt Cert		1		3	0.0%	0.2%	0.0%	0.7%	4	0.3%
Quality Assurance Cert		1		2	0.0%	0.2%	0.0%	0.5%	3	0.2%
Real Estate Cert				1				0.2%	1	0.1%
Real Estate Licensure Cert				2				0.5%	2	0.1%
Safety Coordinator Cert				2				0.5%	2	0.1%
Small Business Mgmt Cert		4	1		0.0%	1.0%	0.2%		5	0.3%
SMAW Welding Cert		1	3	1	0.0%	0.2%	0.7%	0.2%	5	0.3%
Sterile Processing Cert		1	3	4	0.0%	0.2%	0.7%	1.0%	8	0.5%
Surveying Cert		1		1	0.0%	0.2%	0.0%	0.2%	2	0.1%
Tool and Die/Mold Maker Cert	1				0.4%	0.0%	0.0%		1	0.1%
HVAC Cert	2	1		2	0.7%	0.2%	0.0%	0.5%	5	0.3%
Water Treatment Cert	1				0.4%	0.0%	0.0%		1	0.1%
Web Design Cert	1	1	2		0.4%	0.2%	0.5%		4	0.3%
Welding Cert		3		1	0.0%	0.7%	0.0%	0.2%	4	0.3%
Grand Total	268	417	402	414	100.0%	100.0%	100.0%	100.0%	1501	100.0%

Appendix C – Survey Instrument

Alumni Survey

Academic Year 2009-2010 Graduates

Dear Owens Graduate,

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

All graduates from the 2009-2010 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 rerun 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 at (567) 661-2678 or email at institutional_research@owens.edu with your questions.

Thank you very much for your assistance!

Debra Rathke
Director of Institutional Research

SATISFACTION

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

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

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

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

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

- Much better than I expected.....
Better than I expected.....
About what I expected.....
Worse than I expected.....
Much worse than I expected.....

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

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

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

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

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

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

EMPLOYMENT

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

Employed Unemployed

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

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

If you are not employed, please skip to Q18

Q10 How many different jobs do you currently have?

1 3
2 4 or more

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

Yes No

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

Highly related Slightly related
Moderately related Not at all related

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

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

Q14 Please indicate all of your current job titles.

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

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

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

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

COMMENTS/SUGGESTIONS

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

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

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

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Appendix D – Tables for GFS Reporting, 2006-2007 to 2009-2010

Q1 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	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very satisfied	151	245	218	230	55.7%	58.8%	52.5%	56.0%	844	55.7%
Somewhat satisfied	91	147	157	140	33.6%	35.3%	37.8%	34.1%	535	35.3%
Neither Satisfied nor Dissatisfied	15	12	12	16	5.5%	2.9%	2.9%	3.9%	55	3.6%
Somewhat dissatisfied	11	11	19	20	4.1%	2.6%	4.6%	4.9%	61	4.0%
Very dissatisfied	3	2	9	5	1.1%	0.5%	2.2%	1.2%	19	1.3%
Total answering	271	417	415	411	100.0%	100.0%	100.0%	100.0%	1514	100.0%

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

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very likely	201	310	262	259	74.2%	74.2%	63.3%	63.2%	1032	68.2%
Somewhat likely	55	84	127	111	20.3%	20.1%	30.7%	27.1%	377	24.9%
Somewhat unlikely	9	21	16	27	3.3%	5.0%	3.9%	6.6%	73	4.8%
Very unlikely	6	3	9	13	2.2%	0.7%	2.2%	3.2%	31	2.0%
Total answering	271	418	414	410	100.0%	100.0%	100.0%	100.0%	1513	100.0%

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

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Much better than I expected				64				15.5%	64	15.5%
Better than I expected				143				34.7%	143	34.7%
About what I expected				167				40.5%	167	40.5%
Worse than I expected				33				8.0%	33	8.0%
Much worse than I expected				5				1.2%	5	1.2%
Total answering				412				100.0%	412	100.0%

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

Q4a Quality of education in my major field of study

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	151	245	206	206	55.7%	59.3%	50.1%	50.5%	808	53.8%
Somewhat Satisfied	102	148	177	159	37.6%	35.8%	43.1%	39.0%	586	39.0%
Neither Satisfied nor Dissatisfied	5	9	12	25	1.8%	2.2%	2.9%	6.1%	51	3.4%
Somewhat Dissatisfied	13	9	14	14	4.8%	2.2%	3.4%	3.4%	50	3.3%
Very Dissatisfied	-	2	2	4		0.5%	0.5%	1.0%	8	0.5%
Total answering	271	413	411	408	100.0%	100.0%	100.0%	100.0%	1503	100.0%

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

Q4b Preparation for work environment

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	108	180	144	147	40.6%	45.7%	36.1%	36.8%	579	39.7%
Somewhat Satisfied	104	166	178	155	39.1%	42.1%	44.6%	38.8%	603	41.3%
Neither Satisfied nor Dissatisfied	30	30	46	61	11.3%	7.6%	11.5%	15.3%	167	11.4%
Somewhat Dissatisfied	19	14	23	29	7.1%	3.6%	5.8%	7.3%	85	5.8%
Very Dissatisfied	5	4	8	8	1.9%	1.0%	2.0%	2.0%	25	1.7%
N/A	5	15	10	5	1.9%	3.8%	2.5%	1.3%	35	2.4%
Total answering	266	394	399	400	100.0%	100.0%	100.0%	100.0%	1459	100.0%

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

Q4c Preparation for further academic study

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	107	175	177	133	43.1%	45.1%	45.7%	33.8%	592	41.8%
Somewhat Satisfied	109	147	153	154	44.0%	37.9%	39.5%	39.2%	563	39.8%
Neither Satisfied nor Dissatisfied	18	51	38	75	7.3%	13.1%	9.8%	19.1%	182	12.9%
Somewhat Dissatisfied	10	13	15	24	4.0%	3.4%	3.9%	6.1%	62	4.4%
Very Dissatisfied	4	2	4	7	1.6%	0.5%	1.0%	1.8%	17	1.2%
N/A	20	23	21	10	8.1%	5.9%	5.4%	2.5%	74	5.2%
Total answering	248	388	387	393	100.0%	100.0%	100.0%	100.0%	1416	100.0%

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

Q4d Faculty instruction (preparation, knowledge, etc.)

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	141	204	209	195	53.0%	49.8%	51.5%	48.1%	749	50.4%
Somewhat Satisfied	94	154	158	150	35.3%	37.6%	38.9%	37.0%	556	37.4%
Neither Satisfied nor Dissatisfied	18	32	18	37	6.8%	7.8%	4.4%	9.1%	105	7.1%
Somewhat Dissatisfied	9	15	16	17	3.4%	3.7%	3.9%	4.2%	57	3.8%
Very Dissatisfied	4	5	5	6	1.5%	1.2%	1.2%	1.5%	20	1.3%
N/A	-	-	-	1				0.2%	1	0.1%
Total answering	266	410	406	405	100.0%	100.0%	100.0%	100.0%	1487	100.0%

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

Q4e Faculty attitude toward students

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	137	218	224	195	50.4%	52.9%	54.9%	48.0%	774	51.7%
Somewhat Satisfied	92	136	142	157	33.8%	33.0%	34.8%	38.7%	527	35.2%
Neither Satisfied nor Dissatisfied	28	33	20	34	10.3%	8.0%	4.9%	8.4%	115	7.7%
Somewhat Dissatisfied	10	21	17	16	3.7%	5.1%	4.2%	3.9%	64	4.3%
Very Dissatisfied	5	4	5	4	1.8%	1.0%	1.2%	1.0%	18	1.2%
N/A	-	1	-	3		0.2%		0.7%	4	0.3%
Total answering	272	412	408	406	100.0%	100.0%	100.0%	100.0%	1498	100.0%

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

Q4f Faculty availability (out-of-class)

	Counts				Percents				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Very Satisfied	114	197	176	154	44.4%	49.9%	44.4%	39.1%	641	44.5%
Somewhat Satisfied	95	130	147	162	37.0%	32.9%	37.1%	41.1%	534	37.0%
Neither Satisfied nor Dissatisfied	31	52	56	56	12.1%	13.2%	14.1%	14.2%	195	13.5%
Somewhat Dissatisfied	15	12	15	19	5.8%	3.0%	3.8%	4.8%	61	4.2%
Very Dissatisfied	2	4	2	3	0.8%	1.0%	0.5%	0.8%	11	0.8%
N/A	9	15	13	13	3.5%	3.8%	3.3%	3.3%	50	3.5%
Total answering	257	395	396	394	100.0%	100.0%	100.0%	100.0%	1442	100.0%

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

Q4g Staff (non-teaching) attitude towards students

	Counts				Percents				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Very Satisfied	105	169	169	135	40.2%	42.5%	43.0%	34.5%	578	40.1%
Somewhat Satisfied	89	126	135	156	34.1%	31.7%	34.4%	39.9%	506	35.1%
Neither Satisfied nor Dissatisfied	43	75	59	70	16.5%	18.8%	15.0%	17.9%	247	17.1%
Somewhat Dissatisfied	18	21	21	20	6.9%	5.3%	5.3%	5.1%	80	5.5%
Very Dissatisfied	6	7	9	10	2.3%	1.8%	2.3%	2.6%	32	2.2%
N/A	8	17	13	15	3.1%	4.3%	3.3%	3.8%	53	3.7%
Total answering	261	398	393	391	100.0%	100.0%	100.0%	100.0%	1443	100.0%

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

Q4h Variety of courses

	Counts				Percents				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Very Satisfied	126	194	196	163	47.4%	47.7%	48.2%	40.5%	679	45.8%
Somewhat Satisfied	106	165	156	160	39.8%	40.5%	38.3%	39.8%	587	39.6%
Neither Satisfied nor Dissatisfied	21	35	36	57	7.9%	8.6%	8.8%	14.2%	149	10.1%
Somewhat Dissatisfied	11	12	16	17	4.1%	2.9%	3.9%	4.2%	56	3.8%
Very Dissatisfied	2	1	3	5	0.8%	0.2%	0.7%	1.2%	11	0.7%
N/A	3	6	-	6	1.1%	1.5%	-	1.5%	15	1.0%
Total answering	266	407	407	402	100.0%	100.0%	100.0%	100.0%	1482	100.0%

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

Q4i Availability of course days and times

	Counts				Percents				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Very Satisfied	115	167	159	137	42.9%	40.5%	39.0%	34.0%	578	38.8%
Somewhat Satisfied	99	157	155	153	36.9%	38.1%	38.0%	38.0%	564	37.8%
Neither Satisfied nor Dissatisfied	21	47	36	59	7.8%	11.4%	8.8%	14.6%	163	10.9%
Somewhat Dissatisfied	26	36	48	44	9.7%	8.7%	11.8%	10.9%	154	10.3%
Very Dissatisfied	7	5	10	10	2.6%	1.2%	2.5%	2.5%	32	2.1%
N/A	2	2	1	4	0.7%	0.5%	0.2%	1.0%	9	0.6%
Total answering	268	412	408	403	100.0%	100.0%	100.0%	100.0%	1491	100.0%

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

Q4j Availability of web-based courses

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	92	159	162	137	40.9%	46.5%	42.6%	38.3%	550	42.1%
Somewhat Satisfied	78	101	130	115	34.7%	29.5%	34.2%	32.1%	424	32.5%
Neither Satisfied nor Dissatisfied	42	65	62	81	18.7%	19.0%	16.3%	22.6%	250	19.2%
Somewhat Dissatisfied	11	15	18	22	4.9%	4.4%	4.7%	6.1%	66	5.1%
Very Dissatisfied	2	2	8	3	0.9%	0.6%	2.1%	0.8%	15	1.1%
N/A	46	71	27	49	20.4%	20.8%	7.1%	13.7%	193	14.8%
Total answering	225	342	380	358	100.0%	100.0%	100.0%	100.0%	1305	100.0%

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

Q4k Transferability of credit to/from other institutions

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	80	129	134	108	38.6%	41.9%	43.1%	32.4%	451	38.9%
Somewhat Satisfied	54	85	98	96	26.1%	27.6%	31.5%	28.8%	333	28.7%
Neither Satisfied nor Dissatisfied	46	66	48	82	22.2%	21.4%	15.4%	24.6%	242	20.9%
Somewhat Dissatisfied	18	19	24	29	8.7%	6.2%	7.7%	8.7%	90	7.8%
Very Dissatisfied	9	9	7	18	4.3%	2.9%	2.3%	5.4%	43	3.7%
N/A	63	106	96	74	30.4%	34.4%	30.9%	22.2%	339	29.2%
Total answering	207	308	311	333	100.0%	100.0%	100.0%	100.0%	1159	100.0%

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

Q4l Classroom facilities

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	119	200	188	146	44.6%	48.9%	46.5%	36.4%	653	44.1%
Somewhat Satisfied	116	160	174	183	43.4%	39.1%	43.1%	45.6%	633	42.7%
Neither Satisfied nor Dissatisfied	18	36	31	50	6.7%	8.8%	7.7%	12.5%	135	9.1%
Somewhat Dissatisfied	11	11	9	19	4.1%	2.7%	2.2%	4.7%	50	3.4%
Very Dissatisfied	3	2	2	3	1.1%	0.5%	0.5%	0.7%	10	0.7%
N/A	3	4	4	7	1.1%	1.0%	1.0%	1.7%	18	1.2%
Total answering	267	409	404	401	100.0%	100.0%	100.0%	100.0%	1481	100.0%

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

Q4m Laboratory facilities

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	115	184	166	131	46.4%	51.8%	45.4%	35.8%	596	44.6%
Somewhat Satisfied	99	119	145	155	39.9%	33.5%	39.6%	42.3%	518	38.8%
Neither Satisfied nor Dissatisfied	19	40	40	61	7.7%	11.3%	10.9%	16.7%	160	12.0%
Somewhat Dissatisfied	11	10	11	16	4.4%	2.8%	3.0%	4.4%	48	3.6%
Very Dissatisfied	4	2	4	3	1.6%	0.6%	1.1%	0.8%	13	1.0%
N/A	21	58	41	41	8.5%	16.3%	11.2%	11.2%	161	12.1%
Total answering	248	355	366	366	100.0%	100.0%	100.0%	100.0%	1335	100.0%

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

Q4n Academic advising

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	75	139	123	100	29.0%	35.7%	31.5%	25.6%	437	30.6%
Somewhat Satisfied	79	126	126	113	30.5%	32.4%	32.3%	29.0%	444	31.1%
Neither Satisfied nor Dissatisfied	45	60	63	85	17.4%	15.4%	16.2%	21.8%	253	17.7%
Somewhat Dissatisfied	39	37	43	53	15.1%	9.5%	11.0%	13.6%	172	12.0%
Very Dissatisfied	21	27	35	39	8.1%	6.9%	9.0%	10.0%	122	8.5%
N/A	11	24	17	18	4.2%	6.2%	4.4%	4.6%	70	4.9%
Total answering	259	389	390	390	100.0%	100.0%	100.0%	100.0%	1428	100.0%

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

Q4o Career planning services

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	50	80	66	44	22.2%	24.8%	20.8%	13.3%	240	20.1%
Somewhat Satisfied	55	97	93	86	24.4%	30.1%	29.2%	26.0%	331	27.7%
Neither Satisfied nor Dissatisfied	71	94	92	131	31.6%	29.2%	28.9%	39.6%	388	32.4%
Somewhat Dissatisfied	24	35	41	43	10.7%	10.9%	12.9%	13.0%	143	12.0%
Very Dissatisfied	25	16	26	27	11.1%	5.0%	8.2%	8.2%	94	7.9%
N/A	46	88	88	73	20.4%	27.3%	27.7%	22.1%	295	24.7%
Total answering	225	322	318	331	100.0%	100.0%	100.0%	100.0%	1196	100.0%

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

Q4p General condition of buildings and grounds

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	139	224	211	177	51.3%	54.6%	52.4%	43.9%	751	50.5%
Somewhat Satisfied	103	132	144	167	38.0%	32.2%	35.7%	41.4%	546	36.7%
Neither Satisfied nor Dissatisfied	21	44	37	50	7.7%	10.7%	9.2%	12.4%	152	10.2%
Somewhat Dissatisfied	8	9	10	8	3.0%	2.2%	2.5%	2.0%	35	2.4%
Very Dissatisfied	-	1	1	1		0.2%	0.2%	0.2%	3	0.2%
N/A	-	3	3	6		0.7%	0.7%	1.5%	12	0.8%
Total answering	271	410	403	403	100.0%	100.0%	100.0%	100.0%	1487	100.0%

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

Q4q Job placement services

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	40	46	38	30	20.6%	17.2%	13.4%	10.6%	154	15.0%
Somewhat Satisfied	29	57	44	53	14.9%	21.3%	15.5%	18.7%	183	17.8%
Neither Satisfied nor Dissatisfied	68	101	117	113	35.1%	37.8%	41.2%	39.8%	399	38.8%
Somewhat Dissatisfied	28	36	42	45	14.4%	13.5%	14.8%	15.8%	151	14.7%
Very Dissatisfied	29	27	43	43	14.9%	10.1%	15.1%	15.1%	142	13.8%
N/A	77	143	124	123	39.7%	53.6%	43.7%	43.3%	467	45.4%
Total answering	194	267	284	284	100.0%	100.0%	100.0%	100.0%	1029	100.0%

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

Q4r Opportunity for personal involvement in campus activities

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied	52	92	79	80	23.6%	30.4%	24.6%	24.4%	303	25.9%
Somewhat Satisfied	73	76	81	81	33.2%	25.1%	25.2%	24.7%	311	26.5%
Neither Satisfied nor Dissatisfied	77	121	134	145	35.0%	39.9%	41.7%	44.2%	477	40.7%
Somewhat Dissatisfied	11	9	18	16	5.0%	3.0%	5.6%	4.9%	54	4.6%
Very Dissatisfied	7	5	9	6	3.2%	1.7%	2.8%	1.8%	27	2.3%
N/A	51	110	85	79	23.2%	36.3%	26.5%	24.1%	325	27.7%
Total answering	220	303	321	328	100.0%	100.0%	100.0%	100.0%	1172	100.0%

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

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

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very Satisfied				77				24.0%	77	24.0%
Somewhat Satisfied				71				22.1%	71	22.1%
Neither Satisfied nor Dissatisfied				107				33.3%	107	33.3%
Somewhat Dissatisfied				34				10.6%	34	10.6%
Very Dissatisfied				32				10.0%	32	10.0%
N/A				85				26.5%	85	26.5%
Total answering				321				100.0%	321	100.0%

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

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very likely				216				52.4%	216	52.4%
Somewhat likely				125				30.3%	125	30.3%
Somewhat unlikely				38				9.2%	38	9.2%
Very unlikely				33				8.0%	33	8.0%
Total answering				412				100.0%	412	100.0%

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

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Very likely				234				57.1%	234	57.1%
Somewhat likely				107				26.1%	107	26.1%
Somewhat unlikely				43				10.5%	43	10.5%
Very unlikely				26				6.3%	26	6.3%
Total answering				410				100.0%	410	100.0%

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

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

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Strongly agree				277				67.4%	277	67.4%
Somewhat agree				52				12.7%	52	12.7%
Neither agree nor disagree				58				14.1%	58	14.1%
Somewhat disagree				10				2.4%	10	2.4%
Strongly disagree				14				3.4%	14	3.4%
Total answering				411				100.0%	411	100.0%

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

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

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Strongly agree				91				22.2%	91	22.2%
Somewhat agree				136				33.3%	136	33.3%
Neither agree nor disagree				119				29.1%	119	29.1%
Somewhat disagree				42				10.3%	42	10.3%
Strongly disagree				21				5.1%	21	5.1%
Total answering				409				100.0%	409	100.0%

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

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

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Strongly agree				90				21.8%	90	21.8%
Somewhat agree				136				33.0%	136	33.0%
Neither agree nor disagree				95				23.1%	95	23.1%
Somewhat disagree				58				14.1%	58	14.1%
Strongly disagree				33				8.0%	33	8.0%
Total answering				412				100.0%	412	100.0%

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

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Employed				338				82.0%	338	82.0%
Unemployed				74				18.0%	74	18.0%
Total answering				412				100.0%	412	100.0%

Q10 How many different jobs do you currently have?

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
1				248				74.0%	248	74.0%
2				77				23.0%	77	23.0%
3				9				2.7%	9	2.7%
4 or more				1				0.3%	1	0.3%
Total answering				335				100.0%	335	100.0%

Q11 Do you work 36 hours a week or more at any one of the jobs that you currently hold?

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Yes				238				71.7%	238	71.7%
No				94				28.3%	94	28.3%
Total answering				332				100.0%	332	100.0%

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

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Highly related				195				58.6%	195	58.6%
Moderately related				40				12.0%	40	12.0%
Slightly related				29				8.7%	29	8.7%
Not at all related				69				20.7%	69	20.7%
Total answering				333				100.0%	333	100.0%

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

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Held position before graduation				130				39.8%	130	39.8%
Hired within six months of graduation				113				34.6%	113	34.6%
Hired between six months and one year of graduation				55				16.8%	55	16.8%
Hired more than one year after graduation				29				8.9%	29	8.9%
Total answering				327				100.0%	327	100.0%

Q16 What is your annual salary or hourly wage?

	Counts				Percents				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Less than \$15,000 (\$7.21 or less per hour)	24	21	22	27	10.4%	6.3%	6.8%	8.4%	94	7.8%
\$15,000 - \$20,999 (\$7.21 - \$10.10)	21	49	63	54	9.1%	14.8%	19.6%	16.7%	187	15.5%
\$21,000 - \$23,999 (\$10.11 - \$11.54)	12	23	21	29	5.2%	6.9%	6.5%	9.0%	85	7.0%
\$24,000 - \$26,999 (\$11.55 - \$12.98)	18	26	25	17	7.8%	7.8%	7.8%	5.3%	86	7.1%
\$27,000 - \$29,999 (\$12.99 - \$14.42)	10	22	16	19	4.3%	6.6%	5.0%	5.9%	67	5.5%
\$30,000 - \$32,999 (\$14.43 - \$15.86)	12	29	19	27	5.2%	8.7%	5.9%	8.4%	87	7.2%
\$33,000 - \$35,999 (\$15.87 - \$17.31)	16	21	17	28	6.9%	6.3%	5.3%	8.7%	82	6.8%
\$36,000 - \$38,999 (\$17.32 - \$18.75)	16	20	12	10	6.9%	6.0%	3.7%	3.1%	58	4.8%
\$39,000 - \$41,999 (\$18.76 - \$20.19)	17	26	17	25	7.4%	7.8%	5.3%	7.7%	85	7.0%
\$42,000 - \$46,999 (\$20.20 - \$22.12)	35	32	29	29	15.2%	9.6%	9.0%	9.0%	125	10.3%
\$47,000 - \$51,999 (\$22.13 - \$24.99)	28	37	41	32	12.1%	11.1%	12.7%	9.9%	138	11.4%
\$52,000 or more (\$25.00 or more per hour)	22	26	40	26	9.5%	7.8%	12.4%	8.0%	114	9.4%
Total answering	231	332	322	323	100.0%	100.0%	100.0%	100.0%	1208	100.0%

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

Q17a Education at Owens

	Counts				Percents				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Extremely important				146				43.3%	146	43.3%
Somewhat important				78				23.1%	78	23.1%
Neither important nor unimportant				46				13.6%	46	13.6%
Somewhat unimportant				20				5.9%	20	5.9%
Extremely unimportant				47				13.9%	47	13.9%
Total answering				337				100.0%	337	100.0%

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

Q17b Education at another school

	Counts				Percents				Total Count	Total Percent
	2006-2007	2007-2008	2008-2009	2009-2010	2006-2007	2007-2008	2008-2009	2009-2010		
Extremely important				47				14.7%	47	14.7%
Somewhat important				63				19.7%	63	19.7%
Neither important nor unimportant				131				40.9%	131	40.9%
Somewhat unimportant				22				6.9%	22	6.9%
Extremely unimportant				57				17.8%	57	17.8%
Total answering				320				100.0%	320	100.0%

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

Q17c Previous work experience (in field or within company)

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Extremely important				139				42.9%	139	42.9%
Somewhat important				86				26.5%	86	26.5%
Neither important nor unimportant				60				18.5%	60	18.5%
Somewhat unimportant				13				4.0%	13	4.0%
Extremely unimportant				26				8.0%	26	8.0%
Total answering				324				100.0%	324	100.0%

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

Q17d Personal connections

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Extremely important				105				31.8%	105	31.8%
Somewhat important				86				26.1%	86	26.1%
Neither important nor unimportant				88				26.7%	88	26.7%
Somewhat unimportant				8				2.4%	8	2.4%
Extremely unimportant				43				13.0%	43	13.0%
Total answering				330				100.0%	330	100.0%

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

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

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Extremely important				40				12.2%	40	12.2%
Somewhat important				50				15.2%	50	15.2%
Neither important nor unimportant				104				31.7%	104	31.7%
Somewhat unimportant				27				8.2%	27	8.2%
Extremely unimportant				107				32.6%	107	32.6%
Total answering				328				100.0%	328	100.0%

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

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

	Counts				Percents				Total Count	Total Percent
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2006- 2007	2007- 2008	2008- 2009	2009- 2010		
Extremely important				67				20.6%	67	20.6%
Somewhat important				39				12.0%	39	12.0%
Neither important nor unimportant				92				28.3%	92	28.3%
Somewhat unimportant				21				6.5%	21	6.5%
Extremely unimportant				106				32.6%	106	32.6%
Total answering				325				100.0%	325	100.0%

Appendix E - Verbatim Responses to Open End Questions

Q9a Other Situations of Unemployment

Owens has been a disappointment in helping me obtain a job in nursing.
I am still going to Owens even though I graduated. I am doing the Ohio University/Owens BJC program.
I am employed PRN as a PTA and have been accepted into the DPT program at UTMC
Employed part time while continuing my education
I am employed but I am continuing my education so I have not looked for a full time job
Unable to find jobs in my degree field
Still seeking full time work
I am seeking a position in which I earned my degree
Currently I work at family-owned restaurant seasonally, Mar - Sept. do not work Oct - Feb.
Getting my bachelors at BGSU
attaining bachelor's degree in medical technology at BGSU
Will be going to BGSU if I can't find a job by the fall.
Master's of Accounting at BGSU
I am not employed in the field of which I hold my degree.
part-time work
need to take boards and currently going to Lourdes College.
Not many hospitals in my area
Nothing available in Toledo. Moving to Columbus to continue job search and education.

Q14 and Q15 Job Title and Employer

Q14 Job Title	Q15 Company
2-3 year olds' teacher	The Gathering Place
2nd shift shipping clerk/engineer	Welca Pkg Group-Toledo OH, Sunrise Windows-Temperance MI
Account Manager	Detroit, Mich & Avon, Ohio Omnichem, LLC
Accountant I	Keystone Foods, OH, PA, KY, AI, GA
Accounting Clerk	
Accounting Manager	
Administrative Assistant	Peterbuilt of Northwest Ohio, Findlay OH
Administrative Assistant-Financial Aid	The University of Findlay- Findlay OH
Administrative Coordinator	Hospice of NW Ohio
Administrator	Something Special Learning Center 8251 Waterville-Swanton, Waterville, OH 43566
Ag Mechanic, Diary Farmer	Van Erk Dairy; TBT Sinn Farms
Ag Tech	Self Employed
Analyst (system)	Ruralogic, Bryan OH
Apprentice Lineman: Toledo Edison	First Energy/Toledo Edison
Assistant Administrator of EE Center	The Gathering Place in Perrysburg
Assistant manager	Arby's Findlay Main Street location
Assistant plant manager	American Canvas Products, Inc. 2925 South Avenue Toledo, OH 43609
Assistant teacher	Toledo Day Nursery Child Care Center 1300 Jefferson Ave. Toledo, OH 43604
Automotive Service Writer	The Tireman, Auto Service Centers
Baker	
Baker and tax preparer	Panera Bread-Ann Arbor, Liberty Tax-Secor and Sylvania

Q14 and Q15 Job Title and Employer (Continued)	
Bartender, Server, Caretaker	Quarter Bar & Grill Bowling Green; hervies Train Depot Haskins; My Grandmother
Bartender/Server	Molvaneys Bunker
Bay Park Radiographer (per diem), Frickers Server	
Benefits Assistant	Marathon Petroleum Co., Findlay, OH
Biomedical Engineering Technician; Technical Consultant, Marine simulation	Great Lakes Bio-Medical Services; Self-employed
Biomedical Equipment Technician	University of Toledo Medical Center
Biomedical equipment technician = BMET1	Catholic Health Initiative Mercy Hospital Tiffin, OH
CAD Tech-part time; Packer/INSpector-primary	Cool Machines-Van Wert OH; PPI-Leipsic OH
Cancer data specialist	University of Toledo Medical Center
Carrier Relations Leader	Owens Corning
Case Manager	
Cash lead at shoe carnival full time student	Shoe Carnival, Owens Community College
Cash office associate at Bass Pro Shop	
Cashier (primary) Physical Therapist Assistant	Kroger (primary) Kingston
Cashier at a carry out	
Cashier, Sales Associate	Victoria's Secret-Maumee; Menards-Holland
Certified Medical Assistant	Blanchard Valley Surgical Specialists
Certified nuclear medicine technologist	
Certified occupational therapist assistant, licensed	Kingston Care Center of Sylvania, Sylvania, OH
Certified Occupational Therapy Assistant	Northpoint Educational Service Center-Sandusky OH
Certified Occupational Therapy Assistant /Licensed	Hearland of Marion
Certified Occupational therapy assistant, polysomnographic technician	North Point Educational Service Center, Fremont Memorial Hospital
Certified Sterile processing tech II and tech I	FCHC -- Wauseon, OH
Certified Surgical Tech	Promedica-Toledo Hospital
certified surgical technologist	St. V's
Certified Tumor Registrar	Flower Hospital, Sylvania OH
Chef	Ice Restaurant & Bar Downtown Toledo
Chef le Cuisine, Lab Assistant	Mancy's Italian Grill- Toledo OH, Owens Community College- Toledo OH
Chef, Real estate salesperson; Stock options trader	Sam B's Restaurant; A.A. Green, Self-employed
Chemical operator/Firefighter and EMT	Lubrizol, Bowling Green, OH; Lake Township Fire Department, Walbridge, OH
Clerical Specialist	University of Toledo Medical Center
Clerk Librarian/Elementary School 20hrs/wk	Maumee city Schools
CMA (Certified medical assistant	Firelands Physicians Group, Sanducky OH
Collection Tech Specialist	American Red Cross
Commisary attendant/Lucas County Jail	J Curus Inc. Toledo OH
compliance specialist	owens CC oregon Rd, Perrysburg Oh.
Computed Tomography Technologist	Toledo Hospital
Contingent sonographer, Part-time registration clerk	The Bellevue Hospital- Bellevue OH Fremont Memorial Hospital - Fremont OH
Cook	Owens Corning World Headquarters
COTAIL and Therapy Manager	P.T. Services rehabilitation Inc. Fremont and Clyde OH
CPN-Office	CHS-Fremont
Credit analyst; Tax auditor; General accountant	Libbey Glass; Ohio Dept. of Taxation; Advanced Drainage Systems

Q14 and Q15 Job Title and Employer (Continued)	
CSR	Pukka Headwear, Findlay OH
CT Technologist	Allied Imaging Professionals Athens, OH
Customer service associate, corporate office sales department	Mennel Milling Co.
Customer Service Representative	Commercial Savings Bank Marion OH
Data entry specialist and sales	Toledo NW Ohio Food Bank and Meijer
Daycare Instructor	Athens community Center-Athens OH
Deli	The Andersons Market, Sylvania, OH
Delivery Drive	Marcos Pizza
Dental Hygiene Sub; Olive Garden carryout specialist	Sylvania Dental-Pediatrics Office-Dr. Maley's-Sylvania; Olive Garden; dr. Phipps, Levin Hebeke-Bowling Green
Dental Hygienist	Dayton Dental Collaborative
Dental Hygienist @ both jobs	
Dental Hygienist and dental assistant	Family Dentistry-Canton, MI; Sylvania Pediatrics-Sylvania, OH (just a sub); Brightside Dental-Livonia, MI (just a sub)
Deputy clerk for Juvenile court system	Lucas County Juvenile Court
Diagnostic Medical Sonographer, Registered (RDMS); Certified Medical Assistant (CMA)	Stark County Womens Clinic - (ROMS)- Canton, OH; Multicounty Juvenile Attention System - (CMA) - Canton, OH
Diesel technician	Ohio CAT
Diet clerk	St Charles Mercy Hospital
Dietary aid in nursing home. I am unable to get a job in psychology with an associates.	Wood Haven Health Care-Bowling Green, OH
dietary Aide/Dishwasher	prefer not to answer
Dietary Supervisor/CDM/CFPP	Rosary Care Center Sylvania OH
Direct Support Professional for Developmentally Disabled Individuals, Customer Service Rep at David's Bridal	Sunshine Inc. Northwest Ohio, Maumee OH; David's Bridal Inc. Toledo, OH
Director-Pre college Programs; Bowling Green State University	
Disable Veterans Outreach Program	ODJFS State of OHIO
District Sales Manager	Claire's Accessories
DMH Toyota; Erie Detail	
Driver	
Editor	Perrysburg, OH
Electrical Project Technician	Pilkington North America-Rossford OH
Experimental mechanic	Caterpillar, Inc., Peoria, IL
Factory Worker	Northwood, OH
Family Care Home Supervisor	Wiky Homes Sunshine Children's Home
Farm Administrator	Archbold Elevator, Archbold OH
Farmer	Convoy OH
Farmer	Erie, MI
Field Agent	Knights of Columbus, New Haven, CT
Financial Advisor/Life/Health Insurance Sales	Self-employed Toledo
Firestop Technician	Northwest Firestop, Inc.
Floor Nurse/Change Nurse	Fransican Care Center...Advance Specialty Hospitals
Food server/preparation	The Dairy Barn, Forest, OH

Q14 and Q15 Job Title and Employer (Continued)	
Foreman,Fabricator, Owner	Michigan Iron and Equipment, Perry MI, Landscape solutions of michigan, Perry MI
Freight	Home Depot
Gallery Guard-Toledo Museum of Art	Toledo Museum of Art, Toledo OH
General Farm Labor, Part-time Management, Wash Crew, Driver in Training, CABS bus system OSU	Tom Baughman Farms LTD-Napoleon Oh, CABS Bus System (Transportable & Parking) OSU
GM Ad Product Coordinator	Meijer Oregon OH
Graphic Designer since 2004	Emdean Business Services, Toledo OH
Grinder, Tool finisher	Kennametal, Whitehouse, OH
Grinder-I am only a temp worker with no benefits!	Kelley Services
Grounds maintenance	Healthcare REIT Toledo OH
Groundskeeper	Toledo Museum of Art
Head cashier	Home Depot Rossford, OH
Health information discharge analyst; Coding specialist	Mercy Hospital of Defiance
Healthy Family Aide-Americorp	Grace Community Center-Teacher Assistant
Hemodialysis equipment technician	Fresenius Medical Care
Home health aide	
Hospitality OH Site Specialist	Ikon Office Solutions, Columbus OH
Hostess	Holiday Inn Perrysburg, OH
HVAC Tech, apprentice	Campbell, Inc.
Independent contractor- Blade Carrier- Peer Mentor educator-Owens	Owens Community College Blade Carrier
Intermodal Service Worker CSX part time: Rose Gutterworks	CSX and Rose Gutterworks North Baltimore area
Intern	
IT Support specialist	
John Deere Tech and farmer	Polen Implement, John Deere dealership; Burrer Farms
John Deere Technician	Shearer Equipment, Cleveland Road, Wooster, OH
Journeyman electrician	IBEW #8, UAW #12 Chrysler, Toledo Jeep Assembly
Laborer	Lowes RDC 990 Findlay OH
Lead Clinical Services Technician	Heartland Healthcare Services- Toledo, OH
Lead designer	Webcasters 29 S. Erie Street Toledo, OH 43604
Library Clerk- part time	Owens C.C. Library-Toledo Campus
Licensed Massage Therapist	Massage Envy, Maumee
Licensed massage therapist; Front desk reception (hotel)	Bodywork by Brandie, Tiffin, OH (self-employed); Hampton Inn, Tiffin, OH
Licensed Physical Therapist Asst.	Healththerapy Partners in Spring Meadows
Loss prevention officer	Kohl's Department Stores-Toledo, OH
LPN	Elmwood at the Spring's health Care -Green Springs OH
LPN	Genoa Retirement Village
LPN	LVWC Perrysburg, Holland; Ann Grady Eber Rd.
LPN	Med/Care
LPN	Med7Care, Toledo OH
LPN	Mercy Family Physicians, Toledo, OH
LPN	Orchard Villa; Franciscan Care Center
LPN	Parkview Care Center (Fremont) Independence House (Fostoria)
LPN	Parkview Care Center, Fremont, OH
LPN	Primrose Retirement Community- Findlay, OH

Q14 and Q15 Job Title and Employer (Continued)	
LPN	St. Francis Home, Tiffin, OH
LPN	Walter Reuther Psychiatric Hospital Westland, MI
LPN St. Francis Home, Tiffin, OH	
LPN Charge Nurse	Sunset House
lpn- part time.	
LPN/Supervisor	Heartland of Perrysburg; Orchard Villa
Machinist	Libbey Glass
Maintenance supervisor	Lucas county Commissioner
Manager	
Manager at a clothing store	Cititrends on Manhattan Blvd. in toledo
Marketing Assistant	GEM Inc.
mechanic	Tireman
Mechanic Hired Hand	Kahly Bros. Farming/Pumping
Mechanic, Cashier	Don's Automotive Group, Wauseon OH, Kroger Stores, Sylvania OH
mechanical engineer	AHI
mechanical engineer	Automatic Handling International
Medical Billing Specialist	Toledo, OH
Medical Billing, Appointment scheduler, data entry	Omnicare Pharmacy (Perrysburg), Davita Dialysis (Northwood)
Medical Clerk	Community health services, Fremont, OH
Medical Records Coding Specialist	The Ohio State University
Member services rep	
Millwright	Northstar Bluescope Steel, Delta OH
No!	Owens Community College
Nuclear Medicine Technologist	Lima Memorial Health System, Lima OH 45804
Nuclear medicine technologist, clean residential homes	Supplemental Health Care, Livonia MI; Self-employed to clean
Office Assistant	Verhoff and Company Ottawa OH
Office Manager	Allies in Mental Health 1305 s. Main st. Suite 218 Bowling Green OH
Office Manager	Gilboa Quarry, Inc., Gilboa, OH
Office Manager Radiologic Technologist	Flower Hospital ABC Warehouse
Office Manager of Accounting Firm	Goodmeen BKPA and tax services Holland OH
Officer, Deputy	
Operatons Manager of security for a private college.	Savannah Colleg of Art and Design (SCAD) Savannah, GA
Organizational Quality Manager	St. Luke's Hospital
Owner of daycare; Work in nursery at church	Little Acorns Sylvania Oh; Epworth UMC Toledo OH
Owner, Outerscapes, LLC	Outerscapes Wauseon OH
Owner/Operator	Massage Professinals of Ohio-Findlay OH
Package handler	Bax global, Toledo OH
Paramedic	North Central EMS Milan
paraprofessional	Toledo Bd Education
Part time grocery clerk	Kroger, St. Clairsville, OH
Part time physical therapy assistant and production assistant	Heartland of Waterville -- Waterville, OH; Heatherdowns Care and Rehab -- Toledo, OH; BCSN, Toledo, OH
Part-time Sonographer	Genito-Urinary Surgeons; toledo ohio

Q14 and Q15 Job Title and Employer (Continued)	
Personal Companion, Caregiver, Part time graphic designer	Preferred Care at Home, Orlando, FL; Sticker Brand Orlando, FL.
Pharmacy tech, Retail sales	CVS, Ollie's, Gabriel Brothers
Phlebotomist	Flower Hospital
Phlebotomist	The Toledo Hospital
Physical Therapist Assistant	UTMC
Physical therapy assistant	Therapy in Motion LLC
Plant Admin (Accounting Assistant)	GKN Driveline Bowling Green, Inc. Bowling Green OH
Point of sale supervisor for Kohl's Department Store, server at Smedlap Smithy's	Kohl's Department Store Airport Hwy location, Smedlap Smithy's Waterville OH
Police Officer	Bluffton Police Department 154 N. Main St. Bluffton, OH 45817
Pre Kindergarten Floater	Children's Discovery Center-Perrysburg
Pre-school teacher	
Press Operator/Assembler	Toledo Molding and Die -Tiffin OH
Product specialist	VizRT head Office New York, but employees are home based
Product support specialist	Owens Corning
Production Supervisor	Keystone Foods
Promedica Home Care Support Coordinator	
Property Management/Property Manager	Omnicare Maumee; woda Management and Real Estate LLC- Columbus
PTA	Outpatient Rehab facility in Toledo area
PTA	Progressive Therapy Alternatives
PTA	Total Rehab Fostoria, OH
PTA, Musician	Swanton Healthcare- Swanton, Various Orchestras
Purification (Laborer)	Morgan AM&T-Fostoria OH
QA and Calibration technician	Eaton Corporation Maumee, OH
QA Specialist; Laborer	
Quality Assurance Supervisor	The Home Depot
Quality Process Auditor	Johns Manville- Waterville
Rad Tech	St Lukes Hospital, Wood County Hospital
Radiographer	Toledo Hospital
Radiology Technologist	Source Diagnostics-Toledo OH; Bowman Chiropractic-Iowa City, IA
Radiology Technologist	University of Michigan health systems
Real estate	Seaway Asset Management, Maumee, OH
Real Seafood Co.- Server, Volleyball coach	Real Seafood Co. Toledo Revolution Volleyball Club
Realty Specialist	ODOT
Refinery Operator	Toledo Refining Company (Formerly Sunoco)
Registered Dental Hygienist	Avon Dental Care, Avon OH- Daniel T Stewart-Greenwich OH
Registered Diagnostic Medical Sonographer	St. Anne Hospital 3404 Sylvania Ave. Toledo, OH Flower Hospital 5200 Harroun Rd. Sylvania OH
Registered Nurse	Blanchard Valley Hospital
Registered Nurse	Firelands Regional Medical Center
Registered Nurse	Flower Hospital (Promedica)
Registered Nurse	Franciscan Care Center

Q14 and Q15 Job Title and Employer (Continued)	
Registered nurse	Lake Park, Sylvania, OH (ProMedica)
Registered Nurse	Mercy Monroe Hospital-Monroe Michigan
Registered Nurse	St. Charles Hospital
Registered nurse	St. Luke's Hospital, Maumee, OH
Registered nurse	St. Luke's Hospital, Maumee, OH
Registered Nurse	Swan pointe Care Center Maumee OH, Richards Health System Toledo OH
Registered nurse	the toledo hospital
Registered Nurse	The Toledo Hospital, Allied Home Health Services
Registered nurse -- Pediatric Concentration	Home Care Network
Registered Nurse, Certified Surgical Technologist	St. Luke's Hospital
Resident Assistant, Barn Manager	Brownign Masonic, Leffler Farms
RN	Arrowhead Behavioral Health Toledo Women's Center
RN	Arrowhead, Maumee, OH
RN	BVHS
RN	Elmwood Healthcare Center
RN	Henry County Health Dept; Home Health and Hospice
RN	LMHS
RN	Luther Home on Monroe Street, Toledo, OH
RN	N/A
RN	Nashville, TN Vanderbilt Medical Center
RN	St. Lukes Hospital
RN	St. Lukes Hospital
RN	St. Lukes Maumee OH
RN	St. Lukes, Maumee- Rosary Care Center, Sylvania
RN	Sun Health- San Leandro CA; Kindred- Oakland CA
RN	Toledo Hospital
RN	Upper Sandusky, OH
RN	UTMC
RN	
RN	
RN	
RN	
RN - Behavioral services	Mercy St Charles
RN Charge Nurse	The Laurels of Toledo
RN (contingent-hospital), RN (home health care), Leagal Assistant	Mercy Memorial Hospital-Monroe MI; AtoZ healthcare-Perrysburg OH; Frederickson Heintschel & King-Toledo OH
RN, Renal transplant coordinator	UTMC
Sales	N/A
Sales Assistant	NWO Beverage-Northwood Ohio Flower Hospital-Sylvania Ohio
Sales associate	Abercrombie and Fitch
Sales Associate at Childrens retail store	Gap Inc. at the Franklin Park Mall
Sales Associate; X-ray Tech	Kohl's Findlay Oh; West Central Surgical Center Toledo Oh.
Sales rep; PTA	Luckey Oil Equipment- Luckey Ohio; Arbors of Oregon-Oregon OH; Owens Adjunct Faculty
Salesclerk, Lunch recess monitor	Findlay City Schools

Q14 and Q15 Job Title and Employer (Continued)	
Secretary	TPS
Security Administrative Coordinator	honda Aircraft company, Greensboro, NC
Security Officer	Advance Security Southfield MI
Senior Technologist PACS/RIS coordinator (at St. V's); Radiology Technologist (Bay Park)	Mercy St. Vincent-Toledo OH; Bay Park Hospital- Northwood OH
Server	Carrabba's
Server	Oregon Inn Restaurant, Oregon OH
Service Technician	Holt Cat Laredo TXS
Shipping/Receiving warehouse; Stock Clerk	DRS Ind., 1067 Hamilton Drive, Holland, OH 43528; In and Out Mart, 2007 Sylvania Ave, Toledo, OH 43613
SPD Technician	Toledo Hospital
Special Deputy Lucas County, Security Officer, Youth Advisor	UT Wood county Lucas County
Staff Engineer	City of Napoleon, OH
Staff Nurse-RN	St. Lukes Hospital-Maumee OH
Staff RN Medcentral Hosptal PRN Mansfield, OH Staff Burn Unit RN St Vincent full time Toledo, OH	
Steel Fabrications Estimator	Art Iron Inc. Toledo OH
Stocker; Sales associate	WalMart
Store Clerk	Natures BIN Lakewood OH
Store front	Tim Horton's Buck Road
Student Assistant IV	Wright State University, Dayton, OH
substation electrician	Toledo Edison
Taco Bell manager; administrative support @ colonial fireworks	Taco Bell-Genoa, OH Colonial Fireworks-Toledo, OH
Tax commissioner agent I	State if Ohio Department of Taxation
Tax preparer	
Tax preparer; Office manager	H&R Block, Fostoria, OH
Team leader/supervisor of a call center for marketing research company	TNS/Kantar Operations, Oregon Road, Toledo, OH
Team member at Joann Fabrics & Small Business Owner	Joann Fabrics Jackman Rd, Toledo OH; Home based sewing and design business
TEC	BVHS
Teller Supervisor	First Federal S&L of Delta
TOC Radiographer, Imaging Attendant	Blanchard Valley Hospital, Findlay OH
Toledo Fire Fighter	City of Toledo, All stations
Tool and Die Maker	FPC (Findlay Products Corp) Findlay OH
Trailer/Tractor Tech	Interstate Trailer and Equipment Columbus OH
Trainer	Promedica
Transportation Manager	Fulton county Board of DD
Trauma database specialist; Residential support specialist	St. Vincent's Hospital, Toledo, OH; Behavioral Connections of Wood County, Bowling Green, OH
Treasury specialist	Toledo Public Schools
United Way of Greater Toledo. I wear two hats here. My 1st job is an information & referral assistant,	United Way of Greater Toledo-Maritz Research-Maumee
UPS Local sort FDC Clerk	UPS Findlay
US Tech- Other	Findlay, Toledo, Bowling Green
Waitress, Sandwich maker	Henry's-Kenton, Jimmy Johns-Findlay

Q14 and Q15 Job Title and Employer (Continued)	
Warehouse Manager	Patsy Thompson Designs. LTD
Web Coordinator/Project Manager	Burkett Restaurant Equipment
Welder	
What difference does it make to Owens?	Doesnt matter to Owens your placement office was no help!
Whirlpool maintenance supervisor	
work order operations manager	the brickman group, CTD annopolis, MD
Work part-time for a Custom Home Builder	Bowling Green OH, Mapel Bloff Builders
Working half day in one yr room, then other half in office training for director's position	Something Special-Findlay
X-Ray Ct Tech., Maintenance	Parkview Whittey, Vontage Career Center
X-ray Tech	St. Lukes Imaging Center
	CSP
	LH Services, Toledo; JCI Group, Maumee
	Whirlpool Ottawa Division-Ottawa, OH; Henry's Restaurant- Ottawa, OH

Q18 Three Ideas for Improvement

Better instructors -- one faculty member in Findlay is awful; Math lab -- bring back the way it used to be in Findlay -- 2 separate ones. This new way is not good. Have more classes on Monday and Wednesday -- everything is Tuesday/Thursday
Obtain/keep all accreditation; Provide bachelor degree programs
Don't assume we're all stupid -- I already had a college degree. A lot of the staff treat students like they're dumb (not the instructors, but the records office, admissions, etc.); Get the nursing accreditation back! Offer more online classes
Having some type of system to lend out laptops for certain courses that are pre-setup for the class; Improving the SHAC and its size; Becoming a Division I junior college in athletics
Greater knowledge of institution by employees; organization of operations; More opportunities for non-traditional students
Nursing program needs job placement assistance -- very hard to find a job as a new graduate even with top grades. People who were failing NCLEX had an easier time finding work than 4.0 GPA students, if they knew someone inside an organization. Owens should offer referrals for top performing students, or job placement assistance in general. More consistency in difficulty of courses -- some sections are much MUCH harder than others depending on the instructor. Some variation is expected but there are certain instructors who are very hard or very easy.
Better lab and hands-on time at Owens; Help getting a job in field of study as residential plumber; More of a focus on plumbing rather than commercial welding
More student/instructor interaction in online classes; Prep for exams that need to be taken after graduation (certification exams); More job-related clinical application
Help with job placement; More parking; More realistic and spacious labs for health care program (i.e., Surgical technology)
PLC labs must have a computer for every individual student. We had to share computers, which is ridiculous! Pay attention to the student surveys that you hand out, because our complaints were never acted upon during four years of school!
Better parking; Eliminate textbooks and provide all necessary course information in online textbooks. I repeat -- get rid of expensive paper textbooks
Better professors and advisors; Make sure professors know the subject they are teaching
1. Help with job placement after graduation. 2. Offering of internships. 3. Add another computer lab.
Better Job Placement is needed.
1. More parking 2. Cheaper books 3. More Parking
1. better tools to work with in the lab. 2. All teachers should have keys to their room, a lot of the time we as students & teachers have to call and wait for a security guy to come and unlock the door, we miss some class time. 3. advisors when you first start don't always know what their talking about, so I would suggest having people with more knowledge of what the student needs to start their degree/classes.
1. Use academic advisors who are trained well and have specific advisor for each student. 2. For students who are just beginning at Owens, get more help for the ones who are unsure what college they will transfer to and what classes to take.
While at Owens, I would have gotten involved more in extra curricular activities, however, I feel that the communication was not that good.
1. Know about all educational options for students @ Owens & near by. Know what courses transfer where & help students to know what each degree means in terms of future education and/or job potential. 2. courses offered at a variety of times (days of week, times of day, online when possible). 3. Courses offered more than once a year for degree. Someone might have to wait 1-2 semesters for a course & prerequisites can really stretch out time to complete associates degree!
More real world repair's i the diesel lab, example...let us repair the trucks that are in need of repair Better physic teacher(s) and lab hours Offer a course to learn to operate heavy equipment
More science electives Making the Honors program not just geared toward english/non-science majors

Q18 Three Ideas for Improvement (Continued)

Can't think of anything. Parking was always an issue.
Have staff on Findlay campus that KNOW programs on toledo campus.
Better Job opportunities i.e...Career Search
None
Attitudes of the Academic Advisors More Parking Change back Graduation Ceremony to twice a year
Improve AV (audio-visual) equipment in classrooms
The parking is a little difficult at times on the Findlay Campus.
Improve Parking; Correct lines at bookstore
1. Advisors are misleading 2. Student workers are rude 3. Job center unhelpful
Knowledge of courses needs to improve among advisors; Overall knowledge of material needs to improve among instructors...especially through online courses.; More availability for full time working students either more web availability or after 6 p.m. classes.
1. Help students get a job after graduation should be #1 priority; 2. Post job openings on website related to college courses.; 3. Be able to use Owens card on more purchases such as food, gas, and books, clothes like UT.
1. Not losing NLN accreditation right before the semester I graduated.;
Bigger variety of online courses
Re-evaluating instructors. Instructors who single students out, yelling at them for writing or taking notes or turning the page during class are not people I would like teaching my children or experience when/if I return for more classes. I have never heard so many people complain about her teaching and communication from instructor to student and have nothing done about it. does not make me feel like my school cares about me. I have made a point to tell friends who are current or future students of Owens to avoid taking classes instructed by one instructor. She did nothing but make me feel stupid and like I was always wrong.
In trade studies try to bring in companies that field. To tell what they look for in new hires.
1. take seriously the reviews teachers are given by students. Poor performance by tenured teachers should have actions taken against them, as opposed to nothing. 2. Teachers performance should be more closely monitored. too many times had I signed up for a teacher and the performance for a college class/environment was unacceptable. 3. Try to find a way to make books slightly more affordable for students, especially to those (like me) who paid for schooling in cash with no loans or help.
Maybe a food cour...more selection and lower prices ... Infer on existing scholarships available.
The way advisors put you in classes you don't need. The advisors do not tell you that you have to complete your degree in so many attempted hours or your financial aid can be compromised. The price of the uniforms is outrageous.
Please add a bachelor program in your top programs. Nursing, Criminal Justice
Advising needs to be better...know more about exact field; what needs to be done to get there
1. Don't lie or cover up Owens failures with accreditations. 2. More "hands on" clinicals. 3. "Hands on" lab time.
1. Accreditation - Big disappointment for students 2. Facilities
1. Get accredited for your nursing program; 2. Better preparation for NCLEX type questions; 3. Have better communication between faculty and students.
1. The advisors are very unorganized. Maybe they could have a planning session.; 2. It constantly feels like the rules and expectations for graduation change. This should be clearly communicated.; 3. Over see the nursing program to make sure they are doing what they say they are doing.
1. Teachers that are aware of ways to teach students in the best way (I did not have issues with teachers, however, I had many friends with teachers that were unaware of how to teach). 2. Better parking (especially college hall in toledo). 3. Cheaper books.
Better labs. More hands on experience. Better Job placement. Teachers who have more relevant experience.
1. recruit other instructors for electronic systems. One of the instructors is disinterested, detached, and was unable to answer questions concerning subject matter. 2. Create class teaching general diagnostic skills for biomedical engineering program.
PARKING!

Q18 Three Ideas for Improvement (Continued)

1. Interest in Nuc. Med program/students by Radiology faculty head. 2. CT clinicals offered. 3. career advisors should give realistic/actual employment expectations for Nuc. Med. Techs.
Required internship
1. Communication; 2. Should be separate programs-RN & LPN to RN progression...Basic RN students get an orientation @ the start of the nursing program then when LPN-RN students are brought in for orientation with the basic RN students, we (LPN-RN students) are completely lost. ; 3. Communication!
When a student comes to an instructor and needs help to be successful, make sure they do all they can to help. I was told "some people aren't made to be nurses," by 2 teachers. Explain the importance of working in the field while in school. You gain experience and it's a must when trying to get a job. Treat people as people and not dollar signs.
1. Get accreditation back for nursing program.; 2. Friendlier staff of nursing program. Not the one on one instructors but the higher up staff. So you don't feel so intimidated. ; 3. More parking. Very difficult at beginning of semester.
Parking Garage! More instructors that are practicing RN's.
More hands on for CJ majors
Fill the math and science center with fully accredited staff of all the subjects at once.
1. Professors have better communication and people skills.; 2. Admin offices treat students like they are a person instead of a #.; 3. Be treated with respect.
More parking
Everything was done already that I would have changed!
Better lab room/equipment for PTA program.
1. Offer Bachelor's degrees in the future.; 2. Offer more scholarships to good students.; 3. Expand into more areas of study.
Clinicals- we did not attend clinicals enough days, we did not have skills check off in the hospital clinicals. clinical teachers were consistent and did not coordinate classroom learning and clinical skills. Clinical teachers did not make sure all students had opportunities to use all their skills and did not take time to assign different skill related points to all students fairly. Placement for new grads needs to improve and dedication of career services to place those of us who still can't find a job. Now I have been out for 1 year and can't find a job and there is no program to refresh both my classroom and clinical experience.
More parking.; More money back for books.; Free parking.
There needs to be more help for students when filling out financial aid.; More information on Ohiolink, explain in more detail to help those students that can not afford books.
While completing the courses for my real estate license, the instructor indicated that Owens encouraged alumni to return and audit these same courses, if needed to pass the licensure tests! But I was unable to do that this year.
parking
1. Student workers generally aren't helpful/know what they are doing.; 2. Academic advisors not doing their jobs in a helpful/productive manner.; 3. Nobody seems to ever be on the same page about anything. For example: Toledo administrators vs. Findlay- I could never get a unanimous answer-leaves students confused and frustrated.; 4. Financial aid very confusing. Staff not very helpful.
1. Better parking.; Inform students when a course name or number has changed.; More available times for classes.
some instructor evaluations, more parking space, food
One instructor shows favoritism and speaks inappropriately to students (ex. cussing etc.) improve professionalism of some staff and advisors my advisor had me wait to take a class that was currently available because she didn't check to see if it was available she assumed it wasn't.
Owens is a great school the location, the availability of the staff, and the cost.
Parking was an issue at times, so I avoided some morning classes. When I started my degree, it was all about "weekend college", as I got farther ahead, less classes were offered on the weekend.
Better communication from instructors. Especially during on-line classes.
Parking- 1. The parking lots are crowded this year. It would be nice if you had more parking-Findlay. 2. I think staff should have their own parking lot (& students). Some employees (ex.: Testing Center - Findlay) were rude to me. They treat me like a child and like they were better than me. I graduated but I am doing the OU/Owens education BA

Q18 Three Ideas for Improvement (Continued)

1. More weekend classes. 2. More web based courses. 3. Fire The Absolute Worst Instructor I've ever had)
Parking in area of building where courses were taken. Walkway over street can get icy and slippery sometimes in cold and wet weather. More chemistry labs during the course.
I think Owens should help a little more with job placement. Teachers should be as nice as Mrs. Teri Pratt. Teachers should go above and beyond for their students. At my career at Owens I only experienced this twice.
Communication even if it means admitting to a mistake.
Course Time: more evening classes in the commercial arts degree. Instructors need to up-to-date and kept up to date with current way sof designing field is changing. More courses need to be taught on more different design software.
Parking space; Truck program for CDL; Book prices
Better study on job fields and availability better replacement/placement skills more variety in course for study in case job field is poor upon graduation.
Another room for the PTA program.
Improve staff attitudes towards students; Improve communication between college and students ; maximize time spent doing hands-on work.
More web classes; Knowledgeable Advisors; always keeping up to date technology
An instructor I had for Ac circuits was not a very competant teacher. My classmates and I were primarily self-taught in that class as a result.
INstructor flexibility; class flexibility
Place microwaves in more buildings for student use. Many classromms do not have windows and are very dull. Offer more lab times-especially in the evening. For those of us who had clinical rotations during the day, finding lab times was difficult. Make graduation more organized-better inform graduated of where they need to be and when and what to expect when they get there.
1. Have work related internship in my field of study for instance massage therapy for work experience purposes. 2. Classroom settings. Having an algebra class in a dark room was not beneficial. Thank You
Owens staff/faculty need to be "harder" teachers. Tests, homework, and classroom activities were not as demanding as my prior college experience and it left me feeling cheated. Luckily I wasn't paying for any of the instruction.
Don't inflate grades/instructor curving curriculum for students that have no business being in the field.
Better Externship/internship/co-op availability; Better counseling by advisors pertaining to jobs
Allow students "current interest" in what they would like to do/study be reality, and student advisors not be diased or get in the way of that. I wanted to be a personal trainer, however, an Owens advisor pushed my dream aside by saying there wasn't a demand for that field. Now all I have is a uselss AA 2 yr. degree. And working in a field that pays the bills, but is not what I want to do for a career! What a waste of my tiem and money! Big Regret!
1) Maybe look at other schools intro to programs. Had I had two intro to engineering classes, I would have entered right into major. 2) Provide some workshops in certain classes dealing with an especially tricky topic. Such as calculus or chemistry. 3) Bring some speakers in to talk with students about transferring and ensuring credits transfer to that school, and what programs schools have. I am an engineering major, but found a FABE (Food, Agriculture, and Biological) program how unique.
The accounting AA required FIN 215, but FIN 201 is more demanded by Universities. Give students the option to choose 215 or 201. Some online teachers take a long time to post grades. People watching videos jam up the computer labs.
Consistent Faculty & Staff; More parking around College Hall and Health Tech.; Cheaper Books
The only area that I see need in improvement is the graduation ceremony. Everyone was packed in a small hallway where it was very hot and unorganized.
1) Each student @ Owens should have their own personel advisor that will know the major requirements. 2) Better general educaiton requirements so when students transfer to a University they will not have to take freshman gen eds.
More web classes; Better parking

Q18 Three Ideas for Improvement (Continued)

1) Pre check the class schedule to accomodate the studetns who have full time requirements; 2) Get better access to nursing heads of department in both campuses. 3) Get the school re-acredittd if it stil has not been.

More Parking!

Job placement; Expand program to Findlay Camput; Increase class days/times so as to be more flexible for working students.

1) Make sure students get into the right program depending on their intentions after graduation. 2) Better advising for students who have undeclared majors. 3) Teach commuters how the 4-way stop works.

1) More parking; 2) Make more activities at the Findlay location; 3) Improvement of Library

1) Longer metered parking; 2) Fresher cafeteria food

1) Better knowledge of helping find employment in the field you went to school for.

Some instructors ar ethere just to collect a check. Insure that all instructors are at the same level of difficulty. Some classes woul d give out "A's" for showing up. Others really requiered work. Have companies that need ehlp work with the AIM's program. Stop the Dept. head from lieing about the job's available in this field.

1) Cleaner labs; 2) Newer equipment; 3) N/A

1) Informing nursing students about internship opportunities since I didn't know there was on at all. 2) Informing nursing students about job placement service. 3) More availability of on-line classes.

1) Get better advisors who know about the programs offered there so students take pre-req classes at the right time. 2) Encourage faculty to give an honest picture of the job market. Lying about it doesn't do anyone any favors. 3) Offer a better variety of web classes.

More hands on work and more guidance for new students to the college experience. Hire teachers that speak clear English.

Personal advisors for students, one's required to have more knowledge about students' majors.

I don't really see any need for improvements.

Redo class rosters to be up-to-date. Lose Architectual classes in a "mechanical" based program. More machining courses/hands on courses.

Advisors who know what they're talking about; Better course schedule so there is not 3-4 hours between courses (day and evening options); A more effective way to report problems with a course or instructor

More student organization opportunities/awareness; More equal opportunities between campuses (main focus is currently on Toledo students); representatives available on Findlay campus every day from JOBS

Not hiring "temporary" teaching staff for basic (non-program) classes. Primarily noticed during summer semester. More knowledge about opportunities that college offers (job placement, transferrable credit,e tc.) Same advisors every semester! I feel more appreciated as a student getting into into meetings with an advison based on MY schedule and when they know me from previous semesters.

More availability hours for classes that are higher up : example, there is tons of days and times available for BUS 101

I have not yet graduated or been certified in the field I attended Owens for. This survey should have been sent after I graduate

Better career placement

Updated diesel tech building; Harder math classes in order to obtain degree; More stringent admissions standards

Need more job placement help; Internships; Need co-ops

Hire advisors that know what they are talking about. I was told I wouldn't make it into the PTA Program and to change majors; Offer grants/scholarships to middle class dependent people that have parents that won't pay anything! More parking! Or less faculty spots, no parking meters. Add visitor parking (to end temp parking permits)

Q18 Three Ideas for Improvement (Continued)

More programs geared toward jobs that are available. I would have liked to have had a legal assistant or paralegal program. The TT Building is horrible; Students were better advisors than the actual advisors

Allow your teachers to get rid of students that are dead weight; Get rid of teacher evals ; teachers are afraid to move or clam up. Shame on managers

Have career counselors who know the needs of chosen specified fields; Higher echelon of OCC be more honest, straightforward, and transparent of accreditation changes or possible losses. Better ways for web students to audit "live" classes if they find themselves struggling with online environment

English teachers; NO classes that don't pertain to what the career is; More online classes

The advisors have no clue about the program and actually caused me to not get on the waiting list when I should have been. Upgrade rooms/buildings; Increase parking availability

More labs and how each relates to my career

Longer testing service hours on Saturdays

Clearly state the true job demands i the field before letting a student sit on a wait list only to find out after graduation the lack of jobs in the field compared to the people graduating in the field. Keep tuition low to enable students to actually be able to achieve and afford a college degree

Make it possible for students to choose not only class times but also the instructor teaching the class; Eliminate blood donor activities in the main areas of the school. Move them into the Health Tech Building; Dedicate some parking to the library in peak times

Keep current all accreditations

Some classes seemed to be repetitive of other ones: a waste of time when we could be learning something else

Availability of more night classes (hard to take time off work!)

More opportunities to work with advisor; I felt very alone when I began at Owens because you do everything yourself over the computer

Speech class should not be an online class

Stress the transferability of Owens credits; Improve the knowledge and attention given to students by advisors

Less favoritism towards individuals in program of study; Teaching more applications of therapy as it will be used in the field; Better after school assistance finding work and leads, as well as assistance leading up to Boards

Requiring men to keep their pants pulled up

Better advisors; More parking; Free parking

Vet Tech program; More on-site classes; A second book store

Better after graduation job placement; More assistance with getting internships/co-ops; Computer class instructors who are more fluent in computers themselves

More night classes would be beneficial; More standards in web-based courses that clearup what is expected from class to class; Book store needs more hours openand more used book availability

Fine arts major should not have to take biology or other science classes

The loss of NLN accreditationneeds to be reinstated. This is very important in the field of nursing and continuing education after students graduate from the nursing program; Nursing classes at the Findlay campus should be offered at night to allow students more flexibility in scheduling; Help with job placement, resume writing, and job interviewing should be offered in a class format that all students are required to take. this would help to prepare students for job seeking after graduation and could also help land jobs in field of study

Stronger Curriculum; More evening classes; More engaged "career planning" dept.; communication can always be improved.

Ability to test out of art classes; More intense focus to art majors; Expansion of online courses.

Parking; class availability, class schedules

Administration being honest with students on accreditation; Re-acquire accreditation; Offer incentives to instructors for further education.

Q18 Three Ideas for Improvement (Continued)

Continue to work on accreditation of the program. Reputation of Owens Nursing has taken a major hit!

Maintenance: if it is not life-threatening, it does not seem to get done in a timely manner (for example, Blackboard box upkeep). Availability of some classes

Job placement

Have better co-op positions for students to gain at least 1-2 years experience before graduating; Have instructors help the students with the job searches and possible opportunities for employment; Set up some type of positions with the JOBS office for students to gain experience in their degree of study

More web-based classes; Degree in economics; Lower book prices

Text alerts; Book list sent to students before class; Less geese

More variety of classes to transfer for health tech for bachelor's at UT or BGSU

Buildings always cold; Lost accreditation for Nursing; Parking situation (need to be able to get parking pass online, better parking places)

More opportunities to transfer to four-year schools and have credits transfer; More information about internships, co-ops, etc. I wasn't really aware of possible opportunities. I am a non-traditional student (43 years old) and was unaware of the importance of an internship

First academic advisor seen put me in wrong direction (so better A.A); Waiting list is crap; took me too long and wasted lots of money; Advisors, advisors, advisors -- we need to know our options!

More computer labs; if not more, then keep better watch of who's actually doing school work and who's Facebooking; Some of the non-teaching staff (students) are rude -- I would have been better asking a wall; Some teachers have too many classes and therefore have not out-of-class time to help students

Ensure that students are taking the necessary classes that are required for their major; Require students to meet with advisors during mid-point of completion of program of study; Owens is doing a great job! Glad I had the chance to experience the college experience.

Great school!

More clubs and organizations

I only have one: try not to cancel course offerings as much. I had three classes cancelled on my and I finally had to do independent study

More course availability times; Longer lab hours; Smarter academic advisors

I was not offered any opportunity for co-op or field experience in my certificate program. I would offer that, to get experience; Allow instructors to write a letter of reference for students, at least regarding classroom attitude (I asked my instructor how I would be given a chance if the one instructor I spent so much time with couldn't give me a reference; Schedule regular advisory meetings with students

* Organization (there was confusion on whether I graduated or not) * Online courses * More Summer classes

1) I really fell the value of education is proven with the type of job it helps to get. Job placement would be my #1 improvement for Owens. 2) Realistic presentation of jobs open and at the rate that is told during schooling. 3) Keep costs as low as possible.

1) When advertising Owens, more attention should be paid to disability services. I personally know someone with a visual disability that didn't know about the services, therefore thought college would be out of his reach. 2) Students with college experience should also go on the Owens tour because many times, they know more about certain subjects than the faculty and could answer questions. 3) More attention could be paid to student safety when dealing with Owens Security. I personally had a problem with a student who unbeknown to me (but known to security) was a registered sex offender. Instead of telling me this or telling me to also con

Make it easier to get a hold of people for problems: financial aid, classes (add/drop), advisors who have a clue about the job fields they are advising you on. More degree and better degree programs. More class at Findlay Campus if you are not going to offer all mandatory classes for program in Findlay don't offer it there it is not easy to drive to Toledo and work everyday.

Have choice of classes for afternoon and evenings, have advisors that are more involved with the other colleges for further education.

Q18 Three Ideas for Improvement (Continued)

Parking closer to building, More specified majors ie. apparel merchandising and product development, more time in class
Have instructors that are up to date in the field to better educate the students.
1) Better parking- more ample parking 2) advertise the math/science lab/library - best kept secret at Owens - Computer Lab- 3) Find a way to have job fairs in the late afternoon-early evening for those who work during the day and are unable to make the daytime job fair. (I did participate in a job fair online.)
1) Parking availability 2) Keeping classes in their appropriate building 3) More flexible class schedule within sonography
1) Allow more delays and cancellations during bad weather 2) Allow more availability for web-based courses 3) Advertise transfer credits for Bachelor degree at local universities.
Day and evening availability for classes. Incentive to retake a class if the student improves their grade. Course work that relates better to the field of study versus text and lecture based. For example, realistic organizational experiences.
Helping recent graduates find work.
More on line classes offered. More times available for classes.
Designate Advisors according to professional field of study assign appt. or have advisors available.
More sports teams, Better parking, Cheaper food on campus.
Tell the students before they enter a program of the loss of accreditation. Be honest to students. have scheduled classroom that has equipment that works.
1) Availability of instructors on the Findlay campus for massage therapy 2) More open computer labs (they are always packed full). (Findlay). 3) More parking that is closer to the building. The south lots are far away (Findlay).
I wish you had co-ops or internships for the skilled trades fields.
1) Do not schedule teachers to teach two classes at the same time. 2) If more than 1/2 of a class is dropping out of a clinical do not keep the instructor. 3) Communicate honestly with students.
The CRT department needs faster and better printers in the classrooms, as well as a larger number of printers. Instead of giving BGSU design students preference for your graphic design internship, offer an internship for OCC students who can't afford to stop working in order to gain on-the-job experience. Most of us can't afford to quit our jobs and don't have anybody to support us if we were selected for internship. The electronic published portfolio class needs a serious overhaul. This class should be for students to improve upon projects from previous classes, and should help students create a professional online portfolio.
1) Better classroom technology 2) More class time/location options for upper level coursework. 3) More networking with UT and BGSU
1) It is an adult continuing education college. Instructors think it is a conventional 4 year college. 2) More sensitive to families. 3) Better accessibility to services (student).
Keep classrooms and lab areas clean, maintained and with modern equipment and furnishings.
More evening class offerings, more availability for skt classes as many fall under a couple days during the week, stop changing criteria for degree in skt school of technology as a student works for degree.
Pool. Study session room open to students. Better food selection.
The problems I had at Owens came from the decision-making body of the college. all of my instructors were great! I had two advisors while at Owens. One of them did a good job at first, but during my time at Owens, he was promoted to head of his department which meant less time to work out students' issues. During this time frame, courses were changed, dropped, and new ones created by the college in an effort to make (apparently) things easier. It only created problems. Then, when I was a class or two away from graduation, things changed again, to include my advisor! That would have been just fine, except for the fact
1) Better job placement help, 2) More realistic views on jobs available in relation to degree obtained, 3) More on the job training opportunities
1) bigger weight room in the SHAC, 2) More Parking, 3) More food selection
1) Shuttle service between buildings, 2) Enforce no smoking policy, 3) Simplify registrar/bursars' office

Q18 Three Ideas for Improvement (Continued)

communication between depts and students
convert to or add bachelors degree programs focus on keeping and expanding accreditation work with other schools to scholarships to continue education
proactive with informing students, consistency in information provided to students, signage for employee parking. main lot is not marked yet students are ticketed.
Connection between child care (Owens) and teachers placing students in there for labs. Teachers (in child care) were no help and would get upset with teachers. Allowing more time for feedback on lessons. Teacher, child care director, and lab teacher would review lesson but students would not get them back till after implemented complete, defeating the purpose of it being reviewed. Overall communication with students!
The course required at Owens is also required at other universities but at a higher level. I spent an entire semester retaking course. There are no science requirements at Owens for my degree, yet there are at universities. Add to requirements. Advisors don't know university requirements. I felt very unprepared for transferring to a university
More cooperation from departments, more perks and classes for honor's students.
Improve Athletics facilities, Create more jobs inside the school, Go to 4 year programs
Better job availability statistics, Better real world job experiences, more internship availability
I was pretty happy with it
Change in management of the Nursing Program
Career Center improvements -- Could not get into the computer systems to get additional information about job postings. Easy to get jobs inside of the college atmosphere; Push a little more on the internship experience
Survey should be given a lot later after graduation
Co-ops need to be more available. they need to be taken to the next level. for instance, profs could touch base more actively. Without this, it is hard to apply them to the real world. Other than that I really liked the school. I took mostly online classes and they were well handled.
I don't know. It's been a year since I graduated and I don't remember
Everything was flexible; Suited all my needs
Work to get accreditation back for Nursing
Have one or two more campus activities for the students
Scheduling with advisors -- never could speak to the same advisor, and advisors didn't seem to know much about degree. Sales and marketing of degree seems to be generic; Classwork can not prepare you for Sales/Marketing -- need co-op experience
Needs a larger math lab
Course similar to BUS 290 in the Business major; Some more majors or different classes within the majors or even something in IT like game design
No suggestions
They need more web classes and more opportunity to take these, as they allow you to take the course at your pace
Try not to have pointless classes; Advisors gave me a runaround
1) Replace some of current administration. 2) consolidate # of sections offered to increase class sizes. 3) Hire more full-time, less part-time faculty.
Find professors that are not over educated. I found the more advanced in their education they are, the harder it is for them to relate the information to the students.
1) Better communication with students either by mail, through Ozone, or by email. 2) Have a wider variety of majors and courses available on Findlay campus. 3) Schedule more meetings with student workers to gain a better understanding of the students point of view, as they (the student workers) get to see things from both sides as an employee and as a student.
More available courses in the evening time. parking/bookstore always jammed in the beginning of semester and sometimes books are not available (sold out). Cost
ease of transfer credits

Q18 Three Ideas for Improvement (Continued)

Offer more online class opportunities for Findlay Campus.
Make academic advising more easily attainable
N/A
1) Expand Curriculum 2) provide more capstone classes 3) Offer marketing classes in web design/information system degrees.
More help w/job placement internships etc. More interior design classes. More degree options
Advising: took a course an advisor said to take found out I didn't need it. Student information for career help and how Owens can help get students started. Providing info. for student services Owens provides.
As a parent and a student @ Owens I would like the a.m. classes to be scheduled in consideration of times we drop our children off @ school. Classes start @ 8 a.m. or 8:30. I would like for classes to start @ 8:30, 9:30, 11:30 more like Findlay campus. I could take classes back to back (a full schedule) while my child is in school from 8-3.
Academic advisors should know a little bit more about a field and options related to it. If they don't know your options they should have you talk with someone else rather than misleading you.
1) More availability of required courses for specific courses of study. 2) Always keep students informed in a timely manner
1) Less academic classes and more time for lab and ase related classes. 2) Make sure students who are entering the ASEP Program understand the requirements of their internship. Many in my class were not until almost our last semester.
More help with employment, once graduated.
More parking spaces
More parking, more computer labs in business places, more advisors available.
Make sure students know the demand for ppl in field they are going into.
Owens needs to be a 4 year college? I would attend! Job placement was never very helpful to me.
Employers working in offices (financial aid, scheduling, etc) are very rude and I honestly believe they find it humorous to send us from one building to the next saying my problem is not "their job". Be honest with students about jobs in each career field before they get their name put on a waiting list.
1) If the teachers require a book it should be used unlike Forensic acct. It was a waste of \$200. 2) Acct. tutors should be on hand not just math tutors. 3) have all of the classes @ both locations, instead of having students some nights in Findlay and other nights in Toledo.
1) Be Honest 2) Communicate and file paperwork on time and protect your name better. 3) Offer more classes in the summer that would apply to the nursing program.
Be more open minded about class choices that would benefit me and my needs for my business...for example...don't mind a small engine class...I needed a marketing class...and they said "NO"??? Who's paying? ME!!! Bad decision on the school's part.
1) Different nurse instructor for LPN program. 2) Discuss and teach office nurse skills, insurance, testing, orders, well child checks, vaccines. 3) More child care experience.
counselors should know more about the classes. Assigned counselors should have evening hours.
Better advising for furthering education. Parking lot size. Overall academic advising (wasted 'some' money on classes I did not need due to advising).
1) Thought graduation ceremony preparation extremely disorganized, and disliked that we couldn't graduate at our own school. Graduates were kept standing in a hot and stuffy hallway for almost an hour with minimal information on the ceremony's procedures. More prep information needed for participants. 2) College hall parking always was an issue. Open or expand another lot?
More classes at different times. More online classes. Internships/Co-ops
10 Better or more information/leads for proper internship/co-op opportunities-provide more realistic information for job opportunities after graduation. 20 Better training for advisors - most do not seem to have proper information or just do not know what they are advising students about. *Instructor evaluation: 3) If Owens is going to provide additional certificates or degrees-then take a closer look at the instructor in charge. Not all are the compatible ones for the class.

Q18 Three Ideas for Improvement (Continued)

Incorporate SMART boards...Help incoming students who are undecided find a major most suited to their strengths (before starting classes)...Encourage a more professional environment.

After hour classes 5:15 should not be start time of night classes...Hold ceremony at time of graduation..Disappointed in having to wait 5 months...I did not attend.

Can't think of any changes that are needed. Keep up the good work!

Studied welding but took another welding program after moving to Cleveland. The program in Cleveland worked better for me as it went 9 months straight and built on what I had just learned. My classes at Owens were hit and miss allowing too much time between some classes so I would forget things. I am now working a welding job in Cleveland and have 4 certifications.

More on campus activities...Parking

Availability for more summer courses. It may help with enrollment, to counter, low student enrollment....Parking maybe garages...Bookstore..Larger spaces, textbooks would be borrowed from the library. In fact they should combine the two in the same building.

Bigger variety of trucks in Labs...More trailer repairs, refer units...More diesel only classes for basic courses.

1) Offer other ideas for how students can use their degree if he/she cannot obtain a position in their major/program of study under that degree. I have an associate of applied science in dietetic technology and cannot find employment in dietetics and I have no idea what other health fields I may have opportunities in for having such a degree.

1) Get more scrap metal for welding. 2) Cleaner welding lab. 3) Add more advanced welding courses.

1) The office help needs to be more educated about the field of study in the CJS office. 2) Advisors need to work together with instructors and have more knowledge of the classes being offered. 3) PARKING!

Designate advisors for students based on fields. Not all advisors are familiar with offerings

Parking was a problem at times- depending on what building I was to be at.

Focus some teachers in the CAD program into fields of employment. The CAD program has many uses but exactly where major markets and specific skills attach to each market is unclear for students and new graduates.

Better math teachers that can teach it more than one way.

More nursing instructors, Better communication to students, regain nursing accreditation.

Better educated instructors, Better communication, Keep accreditation

More parking available

1) Quit trying to make students take courses they don't need. 2) Have a realistic course load you can get through in 2 years. 3) More availability on the web courses.

Offer more online classes...Offer more late night classes...Offer later hours at the gym

There needs to be more time spent in a clinical setting. Working on patient orders from the doctor. This is something I struggled with due to lack of experience.

Don't like Oserve. Lines are longer than before. More online courses for nursing classes.

none that I can think of. I have attended Owens since 1998. Graduated 3 times. I have always had a great experience.

More co-op opportunities...More class availability...More classes offered at Findlay campus...Bring back mechanical engineering program.

1) Make sure nursing instructors and lab instructors are teaching the procedures the same way. 2) Make sure instructor is teaching from the same book as what the student has.

Bigger Lab for Physical Therapy department

More co-op programs. Transfer credits process smoother.

Offer more evening classes for certain programs (ex. OTA & PTA program)

More online classes...More flexible for class time and clinics

1) Career Counseling 2) Career Counseling 3) Career Counseling I spent more money and time at Owens because a counselor guided me to do so.

Helping students find a job after and before graduation. by more means other than PPE's.. More in field experience...Helping students in making correct decisions about choosing a career and getting financial aid.

Q18 Three Ideas for Improvement (Continued)

I would recommend better coordination between Owens and surrounding Universities regarding transferability of credits. I would also require mandatory initial counseling/advisement session so students are made fully aware of the difference between technology and transfer degrees.

Fieldwork placements at the OTA program...More activities to involve the students to meet...Focus more on about anatomy in the OTA programj.

Student advisors always seemed to be no help. Well some help- I expected a lot more than what I got. The Parking Sucks.

1) Some courses only available on Toledo campus to be offered at the Findlay campus also or available. 2) I feel parking is expensive. Could possibly base the amount on credit hours or credits being taken. Not fair for someone that parks once a day for 4 hrs. to pay the same as someone parking every day for 5-8 hours. 3) Keep adding different courses (example. photography) which may be used for a hobby more than career.

Better parking...Bigger class sizes...More afternoon times.

I can't think of anything at the time. Great School! I will probably be back for a certificate to add to my degree.

Lab time in HVAC classes

Newer trucks; On job training for diesel mechanics

1) Provide systematic way to test out of courses offered at Owens. Some departments, notably mathematics, have a conflict of interest with students testing out because they want bodies in their classes. the dept. head was uncooperative, even hostile about revealing texts used and syllabi to allow preparation for the placement exam.

Better advisors

More open lab times for practice...Instructors who are more prepared, organized, and knowledgeable in fundamental courses like manual muscle testing and range of motion. A parking garage.

Better Job Placement...Promised employment did not happen...Everything else was great!

1) More help finding a job in your degree...2) Professors be more available for students...3) Staff to be more kind to paying students.

1) have medical oriented people in advising situations. 2) Have all classes (per major) located in similar building not across campus in a building not pertaining to degree choice (Transportation building)

1) Students should be encouraged to contact department chair of their area of study if they are having problems with instructors. 2) Instructors should be evaluated more often in the class room...3) Evaluations should be given at the middle and end of semester.

Q19 Most Remarkable Experience at Owens

It's over
Losing our nursing accreditation in our final semester of nursing school
Playing college softball and receiving a full ride, pretty much getting a free degree for my softball abilities
Tuition cost
Clinical experience
The teachers' and professors' knowledge and attitudes toward the students and the topics they teach
Availability of classes
I do not! Although the math classes were quite good! To charge the student: I would consider a redemption if you offered me a re-do for free in another field. Like a one-year certificate in food prep/culinary
Del Lockhart was a great teacher. He made learning easy and enjoyable
My English Professor, Mark Cuthbertson, is one of the most extraordinary professors ever
I would say my overall schooling at Owens was a rewarding experience.
None
Hands on training
The teachers/professors were easy to talk to, and they knew their stuff. Another thing I talk about would be the cost, its cheaper than the colleges around. And that Owens is one of few colleges around that has a culinary degree. And I love the maps of the whole campus, they really worked for me. THANKS OWENS!
Overall the experience at Owens was great. I only had one major problem and that was the advisors. Four times I went to see an advisor (each time was a different one) and they lead me in the wrong direction of where I need to be when I finally found out that I was taking the wrong classes it was too late and now I have to take two extra years of school because of this mistake. I was very unhappy with this. I would have saved thousands of dollars if I never went to Owens.
Owens Surgical Technology Program set me up for success in the medical field. I graduated in May, was hired in June, and was working (fully trained and flying solo) in July. I have had experience with surgical tech. students from other schools, and Owens students have a huge advantage. Thanks to Kris Flickinger!
Hands on experience in field (i.e. preschool placements at Owens childcare center & special needs course placement) I also find many similar assignments at Owens to requirement for licensure courses. I felt prepared at next level classes.
Going to the Dana Corp to see where they tested and produced their products. All the welding tests I've passed.
How they really help you learn what you are interested in It is a big school that seems really small I just really liked Owens and I miss it a lot.
A good job (prepared me for). Don't have a lot of student loan debt.
Online classes were great
Online Classes
The variety of online classes
The instructors in the Diagnostic Medical Sonography program.
I love how my academic advisor (Emilee Whetstone) helped me and guided me with my education decisions. She was a key individual with my progress and has impacted my life in a great way! I am very grateful and fortunate to have had her in my life and educational experience. Owens has changed and continues to change my life. Thank You!
My classes
Relavant Courses (ISO, Six Sigma, Quality) Ease Cost
Teachers who care and interact w/students.
My opportunity to transfer my credits to another institution. (Tiffin University)
The ease of taking classes and how the teachers were very helpful. the pay for tuition is reasonable also.
Most people just want to know about how losing the accreditation affected me.
Good place to start an education
Hands on practice in your field.
There were a few teachers that weren't all that bad * the tuition prices were affordable.
Owens Volleyball was awesome experience...Great Teachers
The clinical/labs help you for working as a LPN, so does the precepting experience.

Q19 Most Remarkable Experience at Owens (Continued)

The campus was comfortable, programs went on schedule. The entire campus/faculty was friendly and very helpful.

Thank you for everything!

EMT teachers are very good

Most of the time my patients/co-workers ask about the accreditation issue.

School was decent, but nursing students were very much in the dark about accreditation loss.

My capstone seminar class

The friendships I've built with classmates.

How disorganized it is.

It was inexpensive and a good place to start my education.

The excellent online degree program and course study.

Graduating. It was more of a stepping stone to a four year college.

Internship experience and classes with Jerome Monaco.

comparable University Education for low cost

Misrepresentation of job placement after graduation.

The teachers I had were very good (at Findlay)

Loss of certification during my time with no communication of jeopardy of loss of certification. One instructor that has a horrible failure rate of peds class, so near the end of school people are worried about failing.

My clinical experiences and clinical instructors.

I put a lot into the college. 2 degrees is hard work when you are working full-time. It was nice to have a lot of options of class times and clinicals in nursing program. I had great feelings towards Owens until loss of accreditation.

Clinicals

The Learning Center and the availability of times you can attend.

None-always tell the truth-the negative experiences-how people are treated. I don't sugar coat anything.

In general, just how great Owens prepared me for my major.

The friends I made. My class was/is like a family to me now.

Cadaver lab

The most remarkable experiences at Owens Community College involve the instructors. They are great, and they are always willing to help.

1. Scheduling- very open to new courses at different times.; 2. cost effective- very economical.

Places just have classroom. I don't know what to do from here. HELP! My 3 classroom teachers and the friends I made at Owens.

How it was very nice and a blessing that my education and books were all paid for.

For the most part the teachers went out of their way to help. But when you get a bad teacher, they are really bad.

Graduating

A horrible experience w/academic advisors and administration's lack of concern for students. Felt like I had no support from either group of people. Overall amount of respect for the college plummeted during my last year there. Very bad experience! Only positive experience was my field of study (Medical Assisting) was very happy to graduate, and not have to ever return to Owens or have to deal with rude and/or incompetent staff members.

My last semester teachers. They were awesome.

Small classes and class availability.

Good variety and quality of classes

Transferring process was easy but put me so far behind. My investment in the long run would not be worth it. I should have started at UT in the first place.

I love the faculty, they really take the time to help when needed.

Being in a program that kept you on track.

The Judge who taught Business law, Jack Pheps who teaches math, and the prof who taught finance math.

Great Dental Hygiene instructors.

Cost

Q19 Most Remarkable Experience at Owens (Continued)

The criminal justice program. I really enjoyed the instructors and the courses of CJ. I learned a lot from those classes and some others (ex.: English, Ethics, Hlstory, Government).
My new ability and skills that I've recently aquired in the welding program.
Smaller classroom settings provide for better learning experiences.
classroom discussions about subject manner in and out of the classroom.
That the web classes are excellent. Going to Owens gives you the best opportunity there is.
Most of the Nursing Instructors I felt wanted me to succeed. Encouraged me to do my best.
good/valuable education for the cost you pay; affordable; small class sizes are great!
The new John Deer equipment and the JD tech program was able to work with
Online classes!
The PTA program far exceeded my expectations.
I had a fantastic clinical instructor (Monica Rancatore) who gave everyone in clinicals every opportunity to practice our nursing skills.
The instructors
The intership offered at Owens was the most memorable part of my education, as it required all that I had learned at Owens. Including professional approach to the job.
N/A
Clinical rotations-the benefits of actually being in the field with employees and Owens instructors to guide you.
Owens is a good start for a base college experience. To lead someone to further their education.
I just loved Owens period! I obtained an Associated in Business and in Commercial Art. Wish I could come back to do a 3rd Associates!
Student/teacher relationship; Cost
I don't talk about Owens
Very flexible and great school to commute bach and forth. Easily able to work up to and more than 30 hours/week. Credits transferred very easily to OSU and prepared well for next education experience. Was able to enter right into major. All around great people and enjoyable school to attend.
Lots of help available in the study centers.
Small class sizes, Cheap, get through the programs fast and can usually find a job fast.
Graduating High School with 43 credits at Owens as well as graduating high school and college one year apart.
Small class sizes, the ability to get to know your instructors.
communication w/instructors
The best experiences I had with my patho, pharm and teachers. The help I got from most of my nursing teachers at the findlay campus. Most of the teachers were to be emulated.
Lower tuition than most other schools!
The hands on experience while in labs and during student teaching. Also the teachers in the field, especially Elisa Huss-Hage.
My most remarkable experience at Owens would be meeting all the new people I met, and the great teaching staff.
How hard/challenging the program was.
Instructors for the skiled trades were awesome and very helpful.
Having to do independant studies. Having to arrange my own intership and being charged full price for the credit.
How much I learned, and how much of a good time it was.
Precepting in ICU
The intesity of the radiography program. The faculty of the program prep you like they are preping for a masters degree which puts students in a great spot for passing their registry, and I love telling potential students about how great the program is.

Q19 Most Remarkable Experience at Owens (Continued)

Actually getting my certificates.
Field Experience or service hours done for class.
The dedication of the professor's in my field and their desire to bring out the best in everyone.
Eric Daling-Good Teacher
The adjunct did not have time for me; her material was not user friendly; she did not follow up. While on the other hand, the other instructor was on the opposite end of the spectrum. Always available, encouraging, material was relevant and followup was used.
Working on campus, small classes, instructors who know your name, pleasant atmosphere, and about how much I loved it.
My current experience in the Surgical Tech program. Staff is amazing and I'm learning so much. The experience I am receiving from clinicals will make me stand out from students from surrounding schools (Brown - Mackey, Herzing, etc.) when graduation comes around.
I really enjoyed my clinical experiences at different facilities
Being involved in school activities; Taking classes not offered at UT (catia)
The CAT Think Big program was great and it got me a great job at Caterpillar in Illinois
Teachers were great. How easy they made it for you to understand the information. And how useful the textbooks were.
The whole PTA program was great. The staff really gives you a lot of one-on-one attention. They really care about your success. I would never consider any other PTA program. Nancy Rupp and Cindy Doyle are the best!
Not good psych clinical experiences; Not good OB clinical experiences; Computer labs need longer hours
Extracurricular programs are top notch
People still question me on how OCC could have lost accreditation of NLN and question if I am properly trained and accredited (mostly patients and their families)
My last day
My radiology instructors left the most remarkable memory to me. They were great! Thanks!
Field trips and labs were a great way to better understand my field/career
The convenience of the online classes
The education you receive is education of many larger colleges such as UT and BGSU; however, it's reasonably priced so that when you do get your degree and finish college you are able to stand on your own two feet without the worry of lots of college debt. Owens is a practical and sensible college option
I enjoyed the computer classes especially working with Denise Pheils. I enjoyed learning about network security. The information technology area of Owens is amazing!
Staff and faculty, good and bad qualities; Losing NLN accreditation
Staff was great to work with. Enjoyed Owens!
How awesome the Early Childhood Department of Education is! The staff is understanding \, caring, and willing to help in any way they can for us to succeed.
Flexibility of courses, online and on campus
I enjoyed my classes on campus the most
Low cost; Transferable credit to many other Ohio schools; Small class size
Instructor favoritism, inability to help/care about certain students; Office of Graduation inability to do their job -- see attached documentation about diploma request
Amazing low cost for a quality education
Small classes; Free tutoring
Small class size; Ability to get to know each other
Graduation
The personal atmosphere in the classroom with the students and teachers
Getting good education with a low tuition rate
There were a couple of teachers that were able to open my mind and see business from a larger perspective, which made my experience both enjoyable and fun

Q19 Most Remarkable Experience at Owens (Continued)

The classes and friendships that I had

The amount of clinical experience I had as a student as very remarkable. the faculty were very knowledgeable in the field and always very helpful

Scholarship Opportunities Amazing Staff

High GPA when graduating; Teachers: Jeff Hardesty was my favorite. An amazing educator!; Prices of books! Low tuition.

The people that attend Owens are there to learn and work hard.

My instructors (not administration) were amazing teachers and are responsible for my great education.

Being able to complete the program to enter in to the pinning ceremony related to the nursing program.

Staff -- excellent teachers; The experience in general

Great college; Great teachers who care

Most remarkable experience was the staff -- very friendly, willing to help, and positive attitude of the overall outcome of the students' future

Being able to finally get my degree after many issues

Quality for the exceptional price

Friendly teachers

The education provided by Nancy Rupp from the PTA program! It was the best and most challenging experience of my life!

Lost nursing accreditation

In general, that it was a good experience and that Owens is growing (Penta buildings, etc.); That I liked the teachers that brought their real-world experience into the classroom

Not much. the food is okay. Some of the teachers are REALLY good and class availability is good. Nothing remarkable.

At least I graduated, which is more than I can say about other students I know

The instructors are helpful and the classroom sizes are still reasonable despite the increase of students

My instructors were awesome! I have encouraged three other women to go back to school -- at Owens!

Police Academy

The staff treating me as if I was on the same level with them and not just another body in the room

Actually graduating and getting a job on my own so quickly

Nothing particular comes to mind. It is shiny and clean

Getting my degree mostly online

The fact that you really can learn and go back to school at any age.

Probably how helpful most of my teachers have been and how much they have helped me to succeed as well as see how much I was capable of.

My teachers were the best.

I was able to go right into finishing out my bachelor's degree in 18 months because I took the right classes that transferred.

The small classrooms and friendly environment

The friends I met and small classes to make it more personal.

I was a nontraditional student coming back to school after 30 years and I was treated the same as if I had just graduated high school by the students and by the instructors because they could see I was working to achieve the same goals. I utilized the math/science lab especially when I found the need to take chemistry- in the lab you could get tutoring from any instructor at Owens and if one did not help you with your understanding perhaps another would, having the opportunity for one on one was invaluable.

I was able to start a fulltime career shortly after I graduated from Owens. It's medical imaging department is highly recommended by nearby health institutions.

My first visit to the campus. I was welcomed by the receptionist, Jany Doty, and she was so helpful and pleasant. I speak to her every time I see her.

Everyone I have spoke to (staff) have been very helpful and courteous. I have been very pleased with the assistance I received at Owens.

Q19 Most Remarkable Experience at Owens (Continued)

Playing volleyball for Lonny Lewis

Embarrassed to tell anyone I graduated from Owens due to the fact everyone knows they lost their accreditation. Even patients know when I care for them.

My time and education

Massage Therapy was a great choice and instructors were awesome. Owens' staff/instructors are very helpful after completion of degree to help you attain a job in your field of study.

Making new friends.

Nursing instructors; Tina L, Kris Keller and many others you fired to replace with less caring instructors. You are ruining the nursing program...turn it around.

I tell them that it's a university quality education. Owens offered classes that taught me how to use all of the most widely used design tools and software, and most of the staff made my education enjoyable and useful.

education cost

Affordable, generally convenient, amicable instructors

I tell of sinceretiy of wanting students to succeed.

(cont. from above): that I did not receive a letter, email, call etc. about the change. I ended up with an advisor from the Findlay campus! I live in and went to the Toledo campus. I lucked out and Mr. Rettig was a huge help in getting things pulled together for me. He told me that I was in the Owens system with 8 DIFFERENT MAJORS! What happened along the way to create this problem? My course of study was for an electrical degree which was part of the IBEW JATC program for electrical workers. This just goes to show me that somewhere

The price, small class sizes

My satisfaction with my education and overall impression of Owens. It was convenient for school and work.

I was on billboards and on commercials as a face of Owens.!

Working with Lacy Davis, Mary Beth Czerniak, Linda Green, and Susie T. These ladies are great.

clinical experiences.

planet studet career days with chris foley.

not remarkable but i do talk about the quality of education, affordability and smaller class size.

Working with Elisa Huss-Hage -- Amazing teacher!

People were very helpful during my courses.

N/A

Enjoy being a nurse; do not discuss anything else

I tell people I would go back, but not fur Nursing. But I had a great experience!

My experience with instructor from Medical transcription class

They have an axcellent program for students; really enjoyed experience here at Owens

Liked all the teachers in my field of study

Selection of classes and programs. Other area community colleges do not have this variety. Online availability is very good

Teachers/faculty/staff are good -- very knowledgeable about their fields

Price and flexibility of schedule

Clinicals, experience learning

Some of the classes I took. really liked Marketing class -- teacher was a great aspect for the class

OAD was a good field to take

All instructors were great

The instructors in the clinicals; absolutely fabulous clinical instructors

Inteructor/student interaction -- easier to get questions answered. Much better than at UT, where interactions with TAs are not as helpful

I enjoyed most of the teachers; Clinical experiences were wonderful

N/A

I was lucky enough to work at Owens as a student worker for alomst 3yrs. I have gained a wide range of understanding for higher education. The friendships I made with both co-workers and with other studetns will last a lifetime.

Q19 Most Remarkable Experience at Owens (Continued)

<p>If I could have received a Bachelors degree from Owens I would have because I had a much better experience there then my transfer school.</p>
<p>I appreciate the writing center's services. They are so great. I also liked computer lab.</p>
<p>The ease of scheduling classes for my major: Business Management</p>
<p>The opportunity to take bachelor's classes that transfer to other schools credit for credit.</p>
<p>lack of academic advising, job placement</p>
<p>The faculty attituded toward students.</p>
<p>My system analysis and design class, which prepped me for real world situations.</p>
<p>Interior design classes but unfortunately there was no actual degree program when I attended.</p>
<p>The teacher/student ratio-the willingness to help students.</p>
<p>Note: I have not fully graduated, I completed a certificate program but are still working on my degree at Owens.</p>
<p>I tell people that they (Owens) realy helped me prepare for and pass the NCLEX.</p>
<p>Small class sizes. Maturity of classmates in simular course of study. How down-to-earch instructors were.</p>
<p>Getting most of my GM training from the 2 years I attended Owens.</p>
<p>Sign language class, best experience overall.</p>
<p>cost of classes</p>
<p>That my certificate did not help me get a job in my field.</p>
<p>What great clinical instructors I had and the guidance given to me to make it through.</p>
<p>The excellent staff of the automotive tech program.</p>
<p>The teachers of the program were very knowledgeable and always willing to hlep if students had problems with course work.</p>
<p>Classes prepared me for 4 year degree opportunities for classes are so great, night morning and weekend classes are great! it is affordable!</p>
<p>They tell you every career field is booming and the best just to get you in there. I would have chosen anyting else because there are no jobs in my field.</p>
<p>Owens does a good job preparing you for a bachelor's degree if you don't know what to expect from college. The tuition is also much cheaper than the surrounding colleges per credit hour.</p>
<p>The student to instructor ratio- yoru questions are always answered. The nursing instructors were always more than willing to help in answering any questions and making sure you understand the material.</p>
<p>I was 49 when I graduated...the younger kids accepted me and I even have friends I still keep in touch wilth. Graduating summa cum laude!!</p>
<p>Surgical rotation</p>
<p>Being an honor student and the cost of classes make Owens affordable for most.</p>
<p>Saving money while earning a great degree in a field where job is high in demand and good pay.</p>
<p>\$ per credit hour. Close to home. Classes are put together well.</p>
<p>The willingness of most faculty members to extend help to their students, or meet with them as needed. Only ran into one teacher with a bad attitude my entire time attending. Every single other instructor was wonderful!</p>
<p>some teachers that push you to excel, make you strive to succeed.</p>
<p>Specifically speak about certain few instructors that made a very big difference in attitude and desire; also satisfied with those in charge of certain programs.</p>
<p>Mainly just the great teachers that will leave a lasting impression on me.</p>

The one on one with the teachers. They all were very helpful and did everything they could to help me learn the material discussed in class.

The importance of my field work experiences and the professionalism taught to me.

Small Classes (one on one focus with instructors) Writing Center

Finishing 1st place in an Owens sponsored, national venison cooking competition. The knowledge and passion from the majority of the faculty, that helped me with my academic career.

The hands on class/lab experience.

Class experience, and quality of education.

My teachers are now my friends, especially ones from my program of study.

Small classes w/individualized attention.

How some of the welding instructors are dedicated to help me reach my full potential as a welder.

I always talk about my instructors and the price of Owens compared to other colleges.

The low tuition and small classes. The instructors were supportive and helpful.

CAD program

My teacher Siva. Great person and wonderful teacher.

Price of the education

Small classroom sizes, was able to get to know other students and staff.

The deep and sincere interest that Owens Student Government shows for its students.

The most remarkable thing was Owens losing their nursing accreditation while I was there. Now I can't move to states out west and transfer my license. Thanks for That!

Owens had great criminal justice professors and the facilities are top notch.

Class size just right. Wide variety of selections of classes. Ozone extremely helpful tool.

My experience was pleasant and would like to return to Owens in the future.

Very supportive teachers and good amount of education related to degree.

The small classes and connection between students and teachers.

I don't

Inexpensive tuition and I got a job quickly.

I was able to get a great education for a great price!

Great clinical and hands on experience

Work study experience

Being in the medical imaging program

I really do like my chosen field and degree but since I can not find a job, without moving to a whole new area, it costs me more to keep my degree and credentials.

The super teachers, the math lab, the tutoring office!

Becoming good friends with my OTA class.

It was an affordable way to get the same degree with same pay as other area nursing students. Owens provided the best "hands on" experience. And I walked away with minimal school loan debt!

Willingness to help when you have difficulty.

2 year program specified to my field- make pretty good money for an associates degree.

Online classes.

The personal satisfaction of getting the further education. hardest thing to do is going back to school. Once you get the push and motivation there is no regret. Owens makes it easy to sign up and register. Advisors have always been very helpful!

Q19 Most Remarkable Experience at Owens (Continued)

Teachers in my major

Owens has a great faculty that is always willing to help.

Credit hour prices

Extremely affordable; Teacher and student ratio is a plus

Relationships with teachers

Help is available to all students including returning students and those with disabilities.

The Cost

Small classes and professors who get to know you if you apply yourself.

Affordability

Group of friends and contacts made.

Mr. Sealy was an awesome professor, Wayne Sealy is very thorough, available, and a great teacher. Angela was a great criminal justice professor, she is strict, but you learn a lot and are expected to do a lot. Angela Ondrus is great!

1) The relationship with professors is great - they are always there to lend a helping thought or for advice. 2) Close-knit friendship from small classes.

The few instructors that I felt did an excellent job teaching and actually had interest in their students and cared about their jobs.