



2019 SENIOR EXIT SURVEY

A survey of Bradley University undergraduate students who graduated in May 2019



DIVISION OF STUDENT AFFAIRS

2019 Senior Exit Survey
Division of Student Affairs

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EXECUTIVE SUMMARY

INTRODUCTION

Throughout their years in college, students assimilate impressions they carry with them about Bradley University. Analysis of their initial perceptions upon exiting can illuminate important implications regarding possible linkages between student preferences and persistence, as well as projected alumni support. The Bradley University Senior Exit Survey, distributed annually by the Vice President for Student Affairs, is designed to measure the views of undergraduate seniors relative to the University's contribution to their development as individuals and the support they felt while enrolled at Bradley University.

INSTRUMENT AND METHODOLOGY

A Qualtrics survey was distributed via email on Tuesday, March 26 to all students who were tagged as seniors in Navigate. This is a change from past distributions of this survey. In the past, only students who had applied for May 2019 graduation were surveyed. Although this change occurred, 2019 responses closely aligned demographically and numerically with previous years and can be used for historical comparisons. Responses were collected through April 26. It was estimated the survey would take 10 minutes or less to complete. All questions were optional.

The first set of questions on the survey pertain to demographic characteristics, including gender, race and ethnicity, college, transfer status, and where a student resided while attending. The second set of questions presented participants with Likert scale questions adapted from the 2014 Gallup-Purdue Index (GPI) Report: "Great Jobs, Great Lives." The 2014 GPI Report was created to examine "the long-term success of graduates as they pursue a good job and a better life. This index provides insight into the relationship between the college experience and whether college graduates have great jobs and great lives." The second set of questions also presented participants with Likert scale questions related to the Bradley Core Curriculum (BCC) Core Learning Outcomes. The BCC Core Learning Outcomes questions were developed in cooperation with the University-wide Assessment Committee with the intent to use them as an assessment benchmark. The third and final set of questions prompted open-ended responses related to advising (with the intent to inform the ongoing campus conversations regarding academic advising), ethical actions, and participants' favorite and least favorite aspects of Bradley.

PARTICIPANTS

Of the 294 students who started the survey, 265 completed the entire instrument, yielding a 90.14% completion rate. The 265 completed surveys represent 19.91% of the 1,331 students who were surveyed yielding a confidence level of 95% and a confidence interval of 5.39.

AREAS of PRIDE and AREAS of CONCERN

The following areas of pride and areas of concern represent an analysis of the data contained in this study and should be used as a starting point from which to explore the data in more detail. For each area of pride or area of concern specific page numbers are referenced.

AREAS of PRIDE

97.58% of students Strongly Agree and Agree that they “have at least one professor or staff member at Bradley who makes them excited about learning.” (p. 8)

89.72% of students Strongly Agree and Agree that “Professors and staff at Bradley care about me as a person” (p. 8)

86.52% of students Strongly Agree and Agree their “experience at Bradley has improved my ability to communicate effectively through speaking.” (p. 18)

85.41% of students Strongly Agree and Agree their “experience at Bradley has improved my ability to connect knowledge and skills across multiple disciplines.” (p. 18)

85.11% of students Strongly Agree and Agree their “experience at Bradley has improved my ability to apply academic concepts in real-world situations.” (p. 18)

CFA and LAS are the two colleges where students most strongly agree that “My experience at Bradley has improved my ability to communicate effectively through writing.” (p.20)

EHS is the college where students most strongly agree that “My experience at Bradley has improved my ability to engage with individuals of different cultures.” (p.20)

CFA and LAS are the two colleges where students most strongly agree that “My experience at Bradley has improved my ability to use evidence for solving problems and making decisions.” (p. 20)

AREAS of CONCERN

66.78% of students agree and strongly agree that “Bradley University prepared them well for life after college.” (p. 9)

Students in EHS are the least likely to agree “they have worked/are working on a project that took a semester or more to complete.” (p. 11)

53.97 % of BUS students agree and strongly agree that they have a “mentor who encourages me to pursue my goals and dreams.” (p. 13)

40% of students who identify as Black/African American & 39% of students who identify as Hispanic/Latino agree and strongly agree they have a “mentor who encourages me to pursue my goals and dreams.” (p. 16)

40% of students who identify as Black/African American & 46.51 % of students who identify as Hispanic/Latino agree and strongly agree they “had/have an internship or job that allowed me to apply what I was learning in the classroom.” (p. 16)

Students in EGT are the least likely to agree that “Bradley has prepared them to make good decisions in a complex global society.” (p. 23)

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DEMOGRAPHICS

Gender

The table below indicates the responses to the “multiple answer” question: Gender?

Gender	# of Responses	% of Total	# of Survey Distributed	Response Rate
Female	191	64.97%	656	29.12%
Male	98	33.33%	675	14.52%
Non-binary/third gender	2	.68%	N/A	N/A
Prefer not to say	3	1.02%	N/A	N/A
Prefer to self-describe	N/A	N/A	N/A	N/A
Total	294	100.00%	1331	N/A

College

The table below indicates the responses to the “multiple answer” question:
From which college are you graduating? Check all that apply.

College	Responses	% of Total	# of Survey Sent	Response Rate
Foster College of Business	58	19.73%	224	25.89%
Slane College of Communications and Fine Arts	38	12.93%	208	18.27%
College of Education and Health Sciences	61	20.75%	268	22.76%
Caterpillar College of Engineering and Technology	42	14.29%	311	13.50%
College of Liberal Arts and Sciences	71	24.15%	282	25.18%
More Than One College	24	8.16%	38	63.16%
Total	294	100.01%	1331	N/A

Race and Ethnicity

The table below indicates the responses to the “multiple answer” question:
Please check the group with which you most identify:

Race and Ethnicity	Responses	% of Total	# of Survey Sent	Response Rate
Asian	10	3.40%	49	20.41%
Black/African American	7	2.38%	53	13.21%
Hawaiian/Pacific Islander	4	1.36%	0	N/A
Hispanic/Latino	14	4.76%	95	14.74%
Native American/American Indian or Alaska Native	0	N/A	N/A	N/A
White/Caucasian	248	84.35%	1010	24.55%
Multiracial	5	1.70%	73	6.85%
Prefer not to say	5	1.70%	N/A	N/A
Prefer to self-describe	1	.34%	N/A	N/A
Unknown	N/A	N/A	20	N/A
Non-Resident	N/A	N/A	31	N/A
Total	294	99.99%	1331	N/A

Transfer, Student Living, and Social Fraternity or Sorority Life Experience

The final three demographic questions regarded experiences related to residences, proximity and transportation to campus, and Greek life. Out of 294 responses, 58 (19.73%) respondents said they transferred to Bradley while 236 (80.27%) spent their entire college career at Bradley. Of the respondents, 31 (10.54%) commuted during their entire Bradley experience, 235 (79.93%) lived on or near campus the entire time, 27 (9.18%) both commuted and lived on or near campus during their Bradley experience, and 1 (.34%) did not answer this question. Finally, 189 (64.29%) respondents indicated they were not members of a social fraternity or sorority, while 105 (35.71%) respondents were. Additional information about these demographic groups can be requested from the Division of Student Affairs.

GALLUP-PURDUE INDEX (GPI)

The majority of participants in this study demonstrated some extent of agreement or strong agreement with every one of the measured items. The significance of this, according to the Gallup-Purdue Index Report “Great Jobs, Great Lives,” is that students are more likely to be engaged in their future jobs and to thrive in their well-being when they agree with one or more of these statements.

The Gallup-Purdue Index (GPI) section of the Senior Exit Survey asked participants to rate their agreement with eight statements using a 5.0 scale, with 1.0 being “strongly disagree”, 3.0 being “neutral”, and 5.0 being “strongly agree”.

Statement	University Response #	University Average	University Agree and Strongly Agree %
I have at least one professor or staff member at Bradley who made me excited about learning.	281	4.74	97.86%
Professors and staff at Bradley care about me as a person.	282	4.24	89.72%
I have a mentor who encourages me to pursue my goals and dreams.	282	3.84	68.44%
I have worked/am working on a project that took a semester or more to complete.	281	4.06	76.51%
I had/have an internship or job that allowed me to apply what I was learning in the classroom.	281	3.96	72.60%
I was extremely active in extracurricular activities and organizations while attending Bradley.	281	3.50	56.23%
Bradley University prepared me well for life after college.	281	3.69	64.06%
Bradley University is committed to the long-term success of its students.	282	3.72	66.31%

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University GPI Historical Comparison

The table below compared the university’s GPI average scores and the percentages of “Agree” and “Strongly Agree” responses since 2017 by each statement. Instances where the score or percentage is below the 3-year average are shaded.

Statement	University Average Score			
	% of A & SA			
	2017	2018	2019	3-year Avg.
I have at least one professor or staff member at Bradley who made me excited about learning.	4.68	4.68	4.74	4.70
	97.10%	97.77%	97.86%	97.58%
Professors and staff at Bradley care about me as a person.	4.25	4.29	4.24	4.26
	87.61%	90.30%	89.72%	89.21%
I have a mentor who encourages me to pursue my goals and dreams.	3.81	3.83	3.84	3.83
	65.13%	63.20%	68.44%	65.59%
I have worked/am working on a project that took a semester or more to complete.	4.11	4.10	4.06	4.09
	78.10%	78.07%	76.51%	77.56%
I had/have an internship or job that allowed me to apply what I was learning in the classroom.	4.01	4.02	3.96	4.00
	77.52%	75.46%	72.60%	75.19%
I was extremely active in extracurricular activities and organizations while attending Bradley.	3.63	3.49	3.50	3.54
	61.85%	55.22%	56.23%	57.77%
Bradley University prepared me well for life after college.	3.84	3.83	3.69	3.79
	68.36%	67.91%	64.06%	66.78%
Bradley University is committed to the long-term success of its students.	4.04	3.99	3.72	3.92
	79.30%	75.37%	66.31%	73.66%

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GPI Summary by College

The table below indicated these GPI scores by academic colleges. Students reporting more than one college are counted in all the colleges they report graduating from. As seen in the table on the next page, responses of Agree and Strongly Agree were pervasive throughout all five colleges.

Statement	College Response # / College Average				
	BUS	CFA	EHS	EGT	LAS
I have at least one professor or staff member at Bradley who made me excited about learning.	62 / 4.76	53 / 4.83	64 / 4.61	42 / 4.57	83 / 4.87
Professors and staff at Bradley care about me as a person.	63 / 4.21	53 / 4.32	64 / 4.28	42 / 3.93	83 / 4.36
I have a mentor who encourages me to pursue my goals and dreams.	63 / 3.51	53 / 4.21	64 / 3.75	42 / 3.74	83 / 4.07
I have worked/am working on a project that took a semester or more to complete.	63 / 4.49	53 / 4.00	63 / 3.29	42 / 4.60	83 / 4.08
I had/have an internship or job that allowed me to apply what I was learning in the classroom.	63 / 3.98	53 / 4.06	63 / 4.13	42 / 4.02	83 / 3.71
I was extremely active in extracurricular activities and organizations while attending Bradley.	63 / 3.30	53 / 3.70	63 / 3.60	42 / 3.40	83 / 3.67
Bradley University prepared me well for life after college.	63 / 3.67	53 / 3.60	63 / 3.89	42 / 3.36	83 / 3.67
Bradley University is committed to the long-term success of its students.	63 / 3.70	53 / 3.77	64 / 3.80	42 / 3.40	83 / 3.72

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GPI Historical Comparison – Colleges Summary

The table below compared the number of responses and the average GPI score by college since 2017. Students reporting more than one college are counted in all the colleges they report graduating from. Instances where the score is below the 3-year average are shaded.

GPI Statement	Year		BUS	CFA	EHS	EGT	LAS	Univ.
I have at least one professor or staff member at Bradley who made me excited about learning.	2017	# of Response*	68	61	80	68	92	346
		College Avg.	4.72	4.87	4.68	4.53	4.68	4.68
	2018	# of Response*	63	46	51	47	76	269
		College Avg.	4.83	4.76	4.59	4.43	4.78	4.68
	2019	# of Response*	62	53	64	42	83	281
		College Avg.	4.76	4.83	4.61	4.57	4.87	4.74
	3-year Avg.		4.77	4.82	4.63	4.51	4.78	4.70
Professors and staff at Bradley care about me as a person.	2017	# of Response*	69	61	80	68	93	348
		College Avg.	4.25	4.43	4.40	3.88	4.33	4.25
	2018	# of Response*	63	46	51	46	76	268
		College Avg.	4.30	4.28	4.37	4.17	4.34	4.29
	2019	# of Response*	63	53	64	42	83	282
		College Avg.	4.21	4.32	4.28	3.93	4.36	4.24
	3-year Avg.		4.25	4.34	4.35	3.99	4.34	4.26
I have a mentor who encourages me to pursue my goals and dreams.	2017	# of Response*	69	61	80	68	93	348
		College Avg.	3.70	3.95	4.00	3.47	3.99	3.81
	2018	# of Response*	63	46	51	47	76	269
		College Avg.	3.65	3.98	3.94	3.53	4.12	3.83
	2019	# of Response*	63	53	64	42	83	282
		College Avg.	3.51	4.21	3.75	3.74	4.07	3.84
	3-year Avg.		3.62	4.05	3.90	3.58	4.06	3.83
I have worked/am working on a project that took a semester or more to complete.	2017	# of Response*	69	61	80	68	93	348
		College Avg.	4.70	4.16	3.15	4.72	4.05	4.11
	2018	# of Response*	63	46	51	47	76	269
		College Avg.	4.54	4.11	3.10	4.79	4.01	4.10
	2019	# of Response*	63	53	63	42	83	281
		College Avg.	4.49	4.00	3.29	4.60	4.08	4.06
	3-year Avg.		4.58	4.09	3.18	4.70	4.05	4.09
I had/have an internship or job that allowed me to apply what I was learning in the classroom.	2017	# of Response*	69	61	80	68	93	348
		College Avg.	4.17	4.20	4.01	4.01	3.88	4.01
	2018	# of Response*	63	46	51	47	76	269
		College Avg.	4.19	3.96	4.04	4.21	3.89	4.02
	2019	# of Response*	63	53	63	42	83	281
		College Avg.	3.98	4.06	4.13	4.02	3.71	3.96
	3-year Avg.		4.11	4.07	4.06	4.08	3.83	4.00

* Students reporting more than one college are counted in all the colleges they report graduating from. The "University" column reflects the true number of the responses received.

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GPI Historical Comparison – Colleges Summary (Cont.)

GPI Statement	Year		BUS	CFA	EHS	EGT	LAS	Univ.
I was extremely active in extracurricular activities and organizations while attending Bradley.	2017	# of Response*	69	61	79	68	93	347
		College Avg.	3.84	3.61	3.72	3.50	3.56	3.63
	2018	# of Response*	63	46	51	46	76	268
		College Avg.	3.84	3.43	3.53	3.17	3.50	3.49
	2019	# of Response*	63	53	63	42	83	281
		College Avg.	3.30	3.70	3.60	3.40	3.67	3.50
	3-year Avg.			3.66	3.58	3.62	3.36	3.58
Bradley University prepared me well for life after college.	2017	# of Response*	69	61	79	68	93	347
		College Avg.	4.01	3.87	4.00	3.49	3.85	3.84
	2018	# of Response*	63	46	51	46	76	268
		College Avg.	4.10	3.72	3.98	3.70	3.72	3.83
	2019	# of Response*	63	53	63	42	83	281
		College Avg.	3.67	3.60	3.89	3.36	3.67	3.69
	3-year Avg.			3.93	3.73	3.96	3.52	3.75
Bradley University is committed to the long-term success of its students.	2017	# of Response*	69	61	79	66	92	344
		College Avg.	4.17	4.18	4.14	3.67	4.08	4.04
	2018	# of Response*	63	46	51	46	76	268
		College Avg.	4.25	4.04	4.06	3.80	3.87	3.99
	2019	# of Response*	63	53	64	42	83	281
		College Avg.	3.70	3.77	3.80	3.40	3.72	3.72
	3-year Avg.			4.04	4.00	4.00	3.62	3.89

* Students reporting more than one college are counted in all the colleges they report graduating from. The "University" column reflects the true number of the responses received.

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GPI and the Colleges Table

Instances where Agree and Strongly Agree total less than 75% are highlighted below and may be an area of discussion for the university and college.

Statement		BUS	CFA	EHS	EGT	LAS	Total
I have at least one professor or staff member at Bradley who made me excited about learning.	Strongly Disagree	0.00%	0.00%	1.56%	0.00%	0.00%	0.33%
	Disagree	1.61%	0.00%	1.56%	0.00%	0.00%	0.66%
	Neutral	0.00%	0.00%	3.13%	2.38%	0.00%	0.99%
	Agree	19.35%	16.98%	21.88%	38.10%	13.25%	20.39%
	Strongly Agree	79.03%	83.02%	71.88%	59.52%	86.75%	77.63%
	Total of A & SA	98.39%	100.00%	93.75%	97.62%	100.00%	98.03%
Professors and staff at Bradley care about me as a person.	Strongly Disagree	0.00%	0.00%	0.00%	2.38%	0.00%	0.33%
	Disagree	3.17%	0.00%	4.69%	7.14%	0.00%	2.62%
	Neutral	6.35%	7.55%	4.69%	11.90%	6.02%	6.89%
	Agree	57.14%	52.83%	48.44%	52.38%	51.81%	52.46%
	Strongly Agree	33.33%	39.62%	42.19%	26.19%	42.17%	37.70%
	Total of A & SA	90.48%	92.45%	90.63%	78.57%	93.98%	90.16%
	Strongly Disagree	3.17%	1.89%	4.69%	4.76%	1.20%	2.95%
	Disagree	22.22%	5.66%	12.50%	11.90%	10.84%	12.79%
	Neutral	20.63%	5.66%	21.88%	14.29%	10.84%	14.75%
	Agree	28.57%	43.40%	25.00%	42.86%	33.73%	33.77%
	Strongly Agree	25.40%	43.40%	35.94%	26.19%	43.37%	35.74%
	Total of A & SA	53.97%	86.79%	60.94%	69.05%	77.11%	69.51%
I have worked/am working on a project that took a semester or more to complete.	Strongly Disagree	1.59%	9.43%	17.46%	0.00%	4.82%	6.91%
	Disagree	4.76%	5.66%	20.63%	2.38%	8.43%	8.88%
	Neutral	1.59%	13.21%	6.35%	4.76%	13.25%	8.22%
	Agree	26.98%	18.87%	26.98%	23.81%	20.48%	23.36%
	Strongly Agree	65.08%	52.83%	28.57%	69.05%	53.01%	52.63%
	Total of A & SA	92.06%	71.70%	55.56%	92.86%	73.49%	75.99%
I had/have an internship or job that allowed me to apply what I was learning in the classroom.	Strongly Disagree	6.45%	3.77%	4.69%	2.38%	6.02%	4.93%
	Disagree	8.06%	11.32%	9.38%	4.76%	16.87%	10.86%
	Neutral	8.06%	7.55%	7.81%	19.05%	14.46%	11.18%
	Agree	37.10%	30.19%	23.44%	35.71%	25.30%	29.61%
	Strongly Agree	41.94%	47.17%	53.13%	38.10%	37.35%	43.42%
	Total of A & SA	79.03%	77.36%	76.56%	73.81%	62.65%	73.03%
I was extremely active in extracurricular activities and organizations while attending Bradley.	Strongly Disagree	14.52%	3.77%	9.38%	14.29%	8.43%	9.87%
	Disagree	14.52%	9.43%	7.81%	9.52%	13.25%	11.18%
	Neutral	22.58%	28.30%	20.31%	26.19%	13.25%	21.05%
	Agree	25.81%	30.19%	35.94%	21.43%	32.53%	29.93%
	Strongly Agree	24.19%	28.30%	25.00%	28.57%	32.53%	27.96%
	Total of A & SA	50.00%	58.49%	60.94%	50.00%	65.06%	57.89%
Bradley University prepared me well for life after college.	Strongly Disagree	0.00%	5.66%	0.00%	7.14%	1.20%	2.30%
	Disagree	17.74%	11.32%	6.25%	7.14%	12.05%	11.18%
	Neutral	17.74%	18.87%	20.31%	45.24%	21.69%	23.36%
	Agree	46.77%	45.28%	50.00%	23.81%	48.19%	44.41%
	Strongly Agree	19.35%	18.87%	21.88%	16.67%	16.87%	18.75%
	Total of A & SA	66.13%	64.15%	71.88%	40.48%	65.06%	63.16%
Bradley University is committed to the long-term success of its students.	Strongly Disagree	3.17%	5.66%	0.00%	2.38%	3.61%	2.95%
	Disagree	12.70%	7.55%	6.25%	19.05%	8.43%	10.16%
	Neutral	17.46%	18.87%	28.13%	26.19%	20.48%	21.97%
	Agree	44.44%	39.62%	45.31%	40.48%	46.99%	43.93%
	Strongly Agree	22.22%	28.30%	20.31%	11.90%	20.48%	20.98%
	Total of A & SA	66.67%	67.92%	65.63%	52.38%	67.47%	64.92%

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GPI Historical Comparison – Percentages of Agreement by College

The table below compared the university’s GPI average scores and the percentages of “Agree” and “Strongly Agree” responses since 2017 by each statement. Instances where Agree and Strongly Agree total less than 75% are shaded below.

Statement	Year	% of A & SA					
		BUS	CFA	EHS	EGT	LAS	Univ. Avg.
I have at least one professor or staff member at Bradley who made me excited about learning.	2017	100.00%	100.00%	96.25%	95.58%	95.66%	97.10%
	2018	98.41%	97.83%	100.00%	93.62%	98.72%	97.77%
	2019	98.39%	100.00%	93.75%	97.62%	100.00%	97.86%
	3-year Avg.	98.93%	99.28%	96.67%	95.61%	98.13%	97.58%
Professors and staff at Bradley care about me as a person.	2017	88.40%	93.44%	91.25%	73.53%	90.33%	87.61%
	2018	90.48%	86.96%	94.00%	86.96%	91.03%	90.30%
	2019	90.48%	92.45%	90.63%	78.57%	93.98%	90.16%
	3-year Avg.	89.79%	90.95%	91.96%	79.69%	91.78%	89.36%
I have a mentor who encourages me to pursue my goals and dreams.	2017	56.52%	72.13%	76.25%	51.47%	70.79%	65.13%
	2018	52.38%	73.91%	68.00%	59.57%	69.23%	63.20%
	2019	53.97%	86.79%	60.94%	69.05%	77.11%	69.51%
	3-year Avg.	54.29%	77.61%	68.40%	60.03%	72.38%	65.95%
I have worked/am working on a project that took a semester or more to complete.	2017	97.10%	78.69%	50.00%	95.59%	76.34%	78.10%
	2018	92.06%	80.43%	46.00%	100.00%	74.36%	78.07%
	2019	93.55%	71.70%	54.69%	92.86%	73.49%	76.51%
	3-year Avg.	94.24%	76.94%	50.23%	96.15%	74.73%	77.56%
I had/have an internship or job that allowed me to apply what I was learning in the classroom.	2017	81.16%	85.24%	75.00%	82.36%	73.11%	77.52%
	2018	82.54%	71.74%	78.00%	80.85%	70.51%	75.46%
	2019	79.03%	77.36%	76.56%	73.81%	62.65%	72.60%
	3-year Avg.	80.91%	78.11%	76.52%	79.01%	68.76%	75.19%
I was extremely active in extracurricular activities and organizations while attending Bradley.	2017	68.11%	59.02%	64.56%	60.29%	60.22%	61.85%
	2018	63.49%	54.35%	56.00%	56.52%	52.56%	55.22%
	2019	50.00%	58.49%	60.94%	50.00%	65.06%	56.23%
	3-year Avg.	60.53%	57.29%	60.50%	55.60%	59.28%	57.77%
Bradley University prepared me well for life after college.	2017	75.36%	72.13%	75.95%	51.47%	72.05%	68.36%
	2018	79.37%	63.04%	78.00%	65.22%	60.26%	67.91%
	2019	66.13%	64.15%	71.88%	40.48%	65.06%	64.06%
	3-year Avg.	73.62%	66.44%	75.28%	52.39%	65.79%	66.78%
Bradley University is committed to the long-term success of its students.	2017	85.50%	86.89%	82.28%	59.09%	83.70%	79.30%
	2018	84.13%	73.91%	82.00%	65.22%	73.08%	75.37%
	2019	66.67%	67.92%	65.63%	52.38%	67.47%	64.92%
	3-year Avg.	78.77%	76.24%	76.64%	58.90%	74.75%	73.20%

GPI Summary by Race and Ethnicity

In this section, the impact of a student's race and ethnicity on their experience is examined. It should be noted there were 9 different options for how a student could identify their race and ethnicity on the survey. None of the respondent identify as "Native American/American Indian or Alaska Native." Race and Ethnicity groups with less than 5 responses – "Hawaiian/Pacific Islander" and "Prefer to Self-Describe," received 4 and 1 responses respectively – were categorized under "Multiracial/Others" for the purpose of historical data comparisons.

As seen in the table on the next page, Black or African American, Hispanic or Latino students, and students who preferred not to say their race and ethnicity reported the least agreement with the GPI indicators. Multiracial or others, Asian, and White or Caucasian students reported the most agreement with the GPI indicators.

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GPI and Race/Ethnicity Table

Instances where Agree and Strongly Agree total less than 75% are highlighted and may be an area of discussion for the university.

		Asian	Black/African American	Hispanic/Latino	Multiracial/Others	White/Caucasian	Prefer not to say	Total
I have at least one professor or staff member at Bradley who made me excited about learning.	Strongly Disagree	0.00%	0.00%	0.00%	0.00%	0.00%	20.00%	0.36%
	Disagree	0.00%	0.00%	0.00%	0.00%	0.84%	0.00%	0.71%
	Neutral	0.00%	0.00%	0.00%	0.00%	1.26%	0.00%	1.07%
	Agree	30.00%	40.00%	23.08%	0.00%	21.01%	0.00%	20.64%
	Strongly Agree	70.00%	60.00%	76.92%	100.00%	76.89%	80.00%	77.22%
	Total of A & SA	100.00%	100.00%	100.00%	100.00%	97.90%	80.00%	97.86%
Professors and staff at Bradley care about me as a person.	Strongly Disagree	0.00%	0.00%	0.00%	0.00%	0.42%	0.00%	0.35%
	Disagree	10.00%	0.00%	0.00%	0.00%	2.93%	0.00%	2.84%
	Neutral	10.00%	60.00%	15.38%	0.00%	5.44%	20.00%	7.09%
	Agree	40.00%	40.00%	53.85%	30.00%	53.14%	60.00%	51.77%
	Strongly Agree	40.00%	0.00%	30.77%	70.00%	38.08%	20.00%	37.94%
	Total of A & SA	80.00%	40.00%	84.62%	100.00%	91.21%	80.00%	89.72%
I have a mentor who encourages me to pursue my goals and dreams.	Strongly Disagree	10.00%	40.00%	0.00%	0.00%	2.51%	0.00%	3.19%
	Disagree	10.00%	0.00%	15.38%	0.00%	13.81%	0.00%	12.77%
	Neutral	0.00%	20.00%	46.15%	20.00%	13.39%	60.00%	15.60%
	Agree	30.00%	20.00%	23.08%	40.00%	34.31%	40.00%	33.69%
	Strongly Agree	50.00%	20.00%	15.38%	40.00%	35.98%	0.00%	34.75%
	Total of A & SA	80.00%	40.00%	38.46%	80.00%	70.29%	40.00%	68.44%
I have worked/am working on a project that took a semester or more to complete.	Strongly Disagree	10.00%	20.00%	0.00%	0.00%	7.11%	0.00%	6.76%
	Disagree	0.00%	40.00%	23.08%	0.00%	8.79%	0.00%	9.25%
	Neutral	0.00%	0.00%	7.69%	30.00%	7.11%	0.00%	7.47%
	Agree	30.00%	20.00%	15.38%	0.00%	25.10%	25.00%	23.84%
	Strongly Agree	60.00%	20.00%	53.85%	70.00%	51.88%	75.00%	52.67%
	Total of A & SA	90.00%	40.00%	69.23%	70.00%	76.99%	100.00%	76.51%
I had/have an internship or job that allowed me to apply what I was learning in the classroom.	Strongly Disagree	0.00%	20.00%	0.00%	10.00%	4.18%	25.00%	4.63%
	Disagree	10.00%	40.00%	30.77%	30.00%	9.21%	0.00%	11.39%
	Neutral	0.00%	0.00%	23.08%	10.00%	11.72%	0.00%	11.39%
	Agree	60.00%	20.00%	15.38%	0.00%	28.45%	50.00%	28.11%
	Strongly Agree	30.00%	20.00%	30.77%	50.00%	46.44%	25.00%	44.48%
	Total of A & SA	90.00%	40.00%	46.15%	50.00%	74.90%	75.00%	72.60%
I was extremely active in extracurricular activities and organizations while attending Bradley.	Strongly Disagree	0.00%	20.00%	15.38%	0.00%	11.30%	0.00%	10.68%
	Disagree	20.00%	0.00%	7.69%	10.00%	11.30%	50.00%	11.74%
	Neutral	20.00%	0.00%	23.08%	20.00%	21.34%	50.00%	21.35%
	Agree	30.00%	40.00%	30.77%	40.00%	28.87%	0.00%	29.18%
	Strongly Agree	30.00%	40.00%	23.08%	30.00%	27.20%	0.00%	27.05%
	Total of A & SA	60.00%	80.00%	53.85%	70.00%	56.07%	0.00%	56.23%
Bradley University prepared me well for life after college.	Strongly Disagree	10.00%	0.00%	0.00%	0.00%	2.51%	0.00%	2.49%
	Disagree	10.00%	20.00%	0.00%	0.00%	10.46%	0.00%	9.61%
	Neutral	30.00%	60.00%	38.46%	10.00%	21.76%	75.00%	23.84%
	Agree	20.00%	20.00%	53.85%	60.00%	45.61%	25.00%	44.84%
	Strongly Agree	30.00%	0.00%	7.69%	30.00%	19.67%	0.00%	19.22%
	Total of A & SA	50.00%	20.00%	61.54%	90.00%	65.27%	25.00%	64.06%
Bradley University is committed to the long-term success of its students.	Strongly Disagree	0.00%	20.00%	0.00%	0.00%	2.51%	0.00%	2.48%
	Disagree	10.00%	20.00%	7.69%	0.00%	10.04%	20.00%	9.93%
	Neutral	20.00%	40.00%	38.46%	10.00%	20.50%	20.00%	21.28%
	Agree	40.00%	0.00%	38.46%	70.00%	45.61%	60.00%	45.39%
	Strongly Agree	30.00%	20.00%	15.38%	20.00%	21.34%	0.00%	20.92%
	Total of A & SA	70.00%	20.00%	53.85%	90.00%	66.95%	60.00%	66.31%

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GPI Historial Comparison – Percentages of Agreement by Race/Ethnicity

The table below compared the university’s GPI average scores and the percentages of “Agree” and “Strongly Agree” responses since 2017 by each statement. Instances where Agree and Strongly Agree total less than 75% are shaded below.

Statement	Year	% of A & SA						
		Asian	Black/African American	Hispanic/Lation	Multiracial/ Others	White/ Caucasian	Prefer not to say	Univ. Avg.
I have at least one professor or staff member at Bradley who made me excited about learning.	2017	100.00%	95.65%	100.00%	96.89%	88.89%	100.00%	97.10%
	2018	100.00%	100.00%	100.00%	100.00%	97.84%	100.00%	97.77%
	2019	100.00%	100.00%	100.00%	100.00%	97.90%	80.00%	97.86%
	3-year Avg.	100.00%	98.55%	100.00%	98.96%	94.88%	93.33%	97.58%
Professors and staff at Bradley care about me as a person.	2017	92.86%	73.91%	88.89%	88.32%	40.00%	80.00%	87.32%
	2018	85.71%	71.43%	78.50%	100.00%	92.61%	50.00%	90.30%
	2019	80.00%	40.00%	84.62%	100.00%	91.21%	80.00%	89.72%
	3-year Avg.	86.19%	61.78%	84.00%	96.11%	74.61%	70.00%	89.11%
I have a mentor who encourages me to pursue my goals and dreams.	2017	78.57%	47.83%	50.00%	67.02%	60.00%	60.00%	64.84%
	2018	71.43%	71.43%	57.14%	25.00%	64.50%	50.00%	63.57%
	2019	80.00%	40.00%	38.46%	80.00%	70.29%	40.00%	68.44%
	3-year Avg.	76.67%	53.09%	48.53%	57.34%	64.93%	50.00%	65.62%
I have worked/am working on a project that took a semester or more to complete.	2017	92.85%	73.91%	77.78%	78.00%	90.00%	90.00%	78.10%
	2018	85.71%	85.71%	77.78%	50.00%	79.22%	50.00%	78.44%
	2019	90.00%	40.00%	69.23%	70.00%	76.99%	100.00%	76.51%
	3-year Avg.	89.52%	66.54%	74.93%	66.00%	82.07%	80.00%	77.68%
I had/have an internship or job that allowed me to apply what I was learning in the classroom.	2017	71.43%	73.91%	55.56%	79.04%	60.00%	60.00%	77.53%
	2018	71.43%	85.71%	50.00%	75.00%	78.79%	0.00%	75.84%
	2019	90.00%	40.00%	46.15%	50.00%	74.90%	75.00%	72.60%
	3-year Avg.	77.62%	66.54%	50.57%	68.01%	71.23%	45.00%	75.32%
I was extremely active in extracurricular activities and organizations while attending Bradley.	2017	64.28%	39.13%	76.47%	62.20%	70.00%	70.00%	61.56%
	2018	42.86%	85.71%	57.14%	0.00%	56.52%	0.00%	55.60%
	2019	60.00%	80.00%	53.85%	70.00%	56.07%	0.00%	56.23%
	3-year Avg.	55.71%	68.28%	62.49%	44.07%	60.86%	23.33%	57.80%
Bradley University prepared me well for life after college.	2017	57.14%	52.17%	58.83%	71.48%	40.00%	90.00%	69.07%
	2018	42.86%	57.14%	57.15%	75.00%	70.87%	50.00%	68.28%
	2019	50.00%	20.00%	61.54%	90.00%	65.27%	25.00%	64.06%
	3-year Avg.	50.00%	43.10%	59.17%	78.83%	58.71%	55.00%	67.14%
Bradley University is committed to the long-term success of its students.	2017	64.29%	65.21%	70.59%	81.66%	44.44%	90.00%	79.01%
	2018	57.14%	85.72%	71.42%	75.00%	77.39%	25.00%	75.75%
	2019	70.00%	20.00%	53.85%	90.00%	66.95%	60.00%	66.31%
	3-year Avg.	63.81%	56.98%	65.29%	82.22%	62.93%	58.33%	73.69%

BRADLEY CORE CURRICULUM (BCC) LEARNING OUTCOMES

The *Bradley Core Curriculum* (BCC) exposes all students to the requisite range of knowledge, skills and perspectives that prepares them for further learning and growth to facilitate their success and fulfillment in a changing, complex world. In essence, the BCC lays the foundation for a lifetime of intellectual development. Although the students who participated in this study *were not* under the auspices of the BCC (as BCC began with entering freshman class of Fall 2016) they were asked questions regarding their likelihood of meeting Bradley Core Curriculum (BCC) Core Learning Outcomes for comparison against future survey administrations. Participants were asked to rate their agreement with eight statements using a 5.0 scale, with 1.0 being “strongly disagree”, 3.0 being “neutral”, and 5.0 being “strongly agree.”

BCC Learning Outcomes Summary

The majority of students who are graduating agree or strongly agree they are meeting the Bradley Core Curriculum (BCC) Core Learning Outcomes. An area of continued discussion for the university is the Core Outcome related to engaging with individuals of different cultures.

Statement	University Response #	University Average	University Agree and Strongly Agree %
My experience at Bradley has improved my ability to use evidence for solving problems and making decisions.	282	4.11	84.40%
My experience at Bradley has improved my ability to communicate effectively through speaking.	282	4.17	86.52%
My experience at Bradley has improved my ability to communicate effectively through writing.	281	4.08	81.85%
My experience at Bradley has improved my ability to connect knowledge and skills across multiple disciplines.	281	4.19	85.41%
My experience at Bradley has improved my ability to make good decisions in a complex global society.	281	3.99	77.94%
My experience at Bradley has improved my ability to act ethically within society.	282	4.05	79.79%
My experience at Bradley has improved my ability to apply academic concepts in real-world situations.	282	4.11	85.11%
My experience at Bradley has improved my ability to engage with individuals of different cultures.	282	3.87	74.82%

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BCC Historical Comparison

The table below compared the university’s BCC average and the percentage of “Agree” and “Strongly Agree” responses since 2017 by each statement. Instances where the score or percentage below the 3-year average were shaded.

My experience at Bradley has improved my ability to...	University Average Score			
	% of A & SA			
	2017	2018	2019	3-year Avg.
use evidence for solving problems and making decisions.	4.18	4.16	4.11	4.15
	87.24%	85.50%	84.40%	85.71%
communicate effectively through speaking.	4.27	4.25	4.17	4.23
	87.57%	86.25%	86.52%	86.78%
communicate effectively through writing.	4.09	4.08	4.08	4.08
	79.19%	81.78%	81.85%	80.94%
connect knowledge and skills across multiple disciplines.	4.17	4.23	4.19	4.20
	85.79%	88.10%	85.41%	86.43%
make good decisions in a complex global society.	4.05	4.02	3.99	4.02
	80.05%	78.44%	77.94%	78.81%
act ethically within society.	4.11	4.16	4.05	4.11
	82.03%	84.01%	79.79%	81.94%
apply academic concepts in real-world situations.	4.16	4.18	4.11	4.15
	87.57%	86.94%	85.11%	86.54%
engage with individuals of different cultures.	3.83	3.88	3.87	3.86
	68.02%	71.38%	74.82%	71.41%

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Colleges Summary

The majority of participants in this study demonstrated some extent of agreement or strong agreement with every one of the items below. This is an indication that the majority of Bradley students throughout the colleges agree or strongly agree that they are meeting the Bradley Core Curriculum (BCC) Core Learning Outcomes. As seen in the table on the next page, responses of Agree and Strongly Agree were pervasive throughout all five colleges.

Statement	College Response # / College Average				
	BUS	CFA	EHS	EGT	LAS
My experience at Bradley has improved my ability to use evidence for solving problems and making decisions.	63 / 4.03	53 / 3.92	64 / 4.11	42 / 4.12	83 / 4.24
My experience at Bradley has improved my ability to communicate effectively through speaking.	63 / 4.14	53 / 4.19	64 / 4.22	42 / 3.93	83 / 4.24
My experience at Bradley has improved my ability to communicate effectively through writing.	63 / 4.03	53 / 4.26	64 / 4.03	41 / 3.90	83 / 4.23
My experience at Bradley has improved my ability to connect knowledge and skills across multiple disciplines.	63 / 4.08	53 / 4.13	63 / 4.29	42 / 3.98	83 / 4.31
My experience at Bradley has improved my ability to make good decisions in a complex global society.	63 / 3.98	53 / 4.04	63 / 3.98	42 / 3.67	83 / 4.07
My experience at Bradley has improved my ability to act ethically within society.	63 / 4.05	53 / 3.98	64 / 4.09	42 / 3.71	83 / 4.22
My experience at Bradley has improved my ability to apply academic concepts in real-world situations.	63 / 4.02	53 / 4.09	64 / 4.30	42 / 3.79	83 / 4.20
My experience at Bradley has improved my ability to engage with individuals of different cultures.	63 / 3.76	53 / 3.79	64 / 4.11	42 / 3.55	83 / 3.94

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BCC Historical Comparison – Colleges Summary

The table below compared the number of responses and the average BCC score by college since 2017. Students reporting more than one college are counted in all the colleges they report graduating from. Instances where the score is below the 3-year average are shaded.

BCC Statement	Year	BUS	CFA	EHS	EGT	LAS	Univ.	
My experience at Bradley has improved my ability to use evidence for solving problems and making decisions.	2017	# of Response*	69	61	79	68	92	346
		College Avg.	4.23	4.20	4.28	3.99	4.18	4.18
	2018	# of Response*	63	46	50	45	78	269
		College Avg.	4.33	4.00	4.12	4.20	4.08	4.16
	2019	# of Response*	63	53	64	42	83	282
		College Avg.	4.03	3.92	4.11	4.12	4.24	4.11
3-year Avg.		4.20	4.04	4.17	4.10	4.17	4.15	
My experience at Bradley has improved my ability to communicate effectively through speaking.	2017	# of Response*	69	61	79	68	93	347
		College Avg.	4.49	4.41	4.25	3.96	4.31	4.27
	2018	# of Response*	63	46	50	45	78	269
		College Avg.	4.48	4.33	4.18	4.07	4.23	4.25
	2019	# of Response*	63	53	64	42	83	282
		College Avg.	4.14	4.19	4.22	3.93	4.24	4.17
3-year Avg.		4.37	4.31	4.22	3.99	4.26	4.23	
My experience at Bradley has improved my ability to communicate effectively through writing.	2017	# of Response*	69	61	79	68	93	347
		College Avg.	4.19	4.38	3.92	3.74	4.29	4.09
	2018	# of Response*	63	46	50	45	78	269
		College Avg.	4.22	4.28	3.92	3.78	4.15	4.08
	2019	# of Response*	63	53	64	41	83	281
		College Avg.	4.03	4.26	4.03	3.90	4.23	4.08
3-year Avg.		4.15	4.31	3.96	3.81	4.22	4.08	
My experience at Bradley has improved my ability to connect knowledge and skills across multiple disciplines.	2017	# of Response*	69	60	79	68	93	346
		College Avg.	4.33	4.43	4.15	3.82	4.19	4.17
	2018	# of Response*	63	46	50	45	78	269
		College Avg.	4.37	4.30	4.22	4.02	4.22	4.23
	2019	# of Response*	63	53	63	42	83	281
		College Avg.	4.08	4.13	4.29	3.98	4.31	4.19
3-year Avg.		4.26	4.29	4.22	3.94	4.24	4.20	
My experience at Bradley has improved my ability to make good decisions in a complex global society.	2017	# of Response*	69	61	79	68	93	347
		College Avg.	4.20	4.31	4.08	3.63	4.12	4.05
	2018	# of Response*	63	46	50	45	78	269
		College Avg.	4.13	4.13	3.86	3.91	4.06	4.02
	2019	# of Response*	63	53	63	42	83	281
		College Avg.	3.98	4.04	3.98	3.67	4.07	3.99
3-year Avg.		4.10	4.16	3.97	3.74	4.08	4.02	

* Students reporting more than one college are counted in all the colleges they report graduating from. The “University” column reflects the true number of the responses received.

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BCC Historical Comparison – Colleges Summary (Cont.)

BCC Statement	Year		BUS	CFA	EHS	EGT	LAS	Univ.
My experience at Bradley has improved my ability to act ethically within society.	2017	# of Response*	69	60	78	68	93	346
		College Avg.	4.30	4.25	4.21	3.65	4.20	4.11
	2018	# of Response*	63	46	50	45	78	269
		College Avg.	4.27	4.22	4.02	4.13	4.18	4.16
	2019	# of Response*	63	53	64	42	83	282
		College Avg.	4.05	3.98	4.09	3.71	4.22	4.05
	3-year Avg.			4.21	4.15	4.11	3.83	4.20
My experience at Bradley has improved my ability to apply academic concepts in real-world situations.	2017	# of Response*	69	61	79	68	93	347
		College Avg.	4.32	4.18	4.29	3.87	4.15	4.16
	2018	# of Response*	63	46	50	45	78	268
		College Avg.	4.41	4.13	4.24	3.93	4.13	4.18
	2019	# of Response*	63	53	64	42	83	282
		College Avg.	4.02	4.09	4.30	3.79	4.20	4.11
	3-year Avg.			4.25	4.13	4.28	3.86	4.16
My experience at Bradley has improved my ability to engage with individuals of different cultures.	2017	# of Response*	68	61	79	67	93	345
		College Avg.	4.01	4.02	3.80	3.46	3.92	3.83
	2018	# of Response*	63	46	50	45	78	269
		College Avg.	3.98	3.87	3.90	3.80	3.81	3.88
	2019	# of Response*	63	53	64	42	83	282
		College Avg.	3.76	3.79	4.11	3.55	3.94	3.87
	3-year Avg.			3.92	3.89	3.94	3.60	3.89

* Students reporting more than one college are counted in all the colleges they report graduating from. The "University" column reflects the true number of the responses received.

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BCC and the Colleges Table

Instances where Agree and Strongly Agree total less than 75% are highlighted and may be an area of discussion for the university.

My experience at Bradley has improved my ability to...		BUS	CFA	EHS	EGT	LAS	Total
use evidence for solving problems and making decisions.	Strongly Disagree	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Disagree	1.59%	3.77%	1.56%	0.00%	3.61%	2.30%
	Neutral	15.87%	22.64%	9.38%	19.05%	6.02%	13.44%
	Agree	60.32%	50.94%	65.63%	50.00%	53.01%	56.39%
	Strongly Agree	22.22%	22.64%	23.44%	30.95%	37.35%	27.87%
	Total of A & SA	82.54%	73.58%	89.06%	80.95%	90.36%	84.26%
communicate effectively through speaking.	Strongly Disagree	0.00%	0.00%	1.56%	0.00%	0.00%	0.33%
	Disagree	7.94%	7.55%	3.13%	9.52%	3.61%	5.90%
	Neutral	4.76%	5.66%	7.81%	9.52%	8.43%	7.21%
	Agree	52.38%	47.17%	46.88%	59.52%	48.19%	50.16%
	Strongly Agree	34.92%	39.62%	40.63%	21.43%	39.76%	36.39%
	Total of A & SA	87.30%	86.79%	87.50%	80.95%	87.95%	86.56%
communicate effectively through writing.	Strongly Disagree	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Disagree	6.35%	5.66%	6.25%	7.32%	4.82%	5.92%
	Neutral	15.87%	13.21%	12.50%	9.76%	7.23%	11.51%
	Agree	46.03%	30.19%	53.13%	68.29%	48.19%	48.36%
	Strongly Agree	31.75%	50.94%	28.13%	14.63%	39.76%	34.21%
	Total of A & SA	77.78%	81.13%	81.25%	82.93%	87.95%	82.57%
connect knowledge and skills across multiple disciplines.	Strongly Disagree	1.59%	1.89%	0.00%	0.00%	0.00%	0.66%
	Disagree	4.76%	3.77%	1.59%	4.76%	3.61%	3.62%
	Neutral	7.94%	15.09%	7.94%	16.67%	7.23%	10.20%
	Agree	55.56%	37.74%	50.79%	54.76%	43.37%	48.03%
	Strongly Agree	30.16%	41.51%	39.68%	23.81%	45.78%	37.50%
	Total of A & SA	85.71%	79.25%	90.48%	78.57%	89.16%	85.53%
make good decisions in a complex global society.	Strongly Disagree	1.59%	1.89%	0.00%	2.38%	1.20%	1.32%
	Disagree	7.94%	3.77%	6.35%	7.14%	4.82%	5.92%
	Neutral	11.11%	16.98%	15.87%	26.19%	9.64%	14.80%
	Agree	49.21%	43.40%	50.79%	50.00%	54.22%	50.00%
	Strongly Agree	30.16%	33.96%	26.98%	14.29%	30.12%	27.96%
	Total of A & SA	79.37%	77.36%	77.78%	64.29%	84.34%	77.96%
act ethically within society.	Strongly Disagree	1.59%	1.89%	1.56%	2.38%	1.20%	1.64%
	Disagree	9.52%	3.77%	7.81%	4.76%	1.20%	5.25%
	Neutral	9.52%	18.87%	7.81%	26.19%	8.43%	12.79%
	Agree	41.27%	45.28%	45.31%	52.38%	53.01%	47.54%
	Strongly Agree	38.10%	30.19%	37.50%	14.29%	36.14%	32.79%
	Total of A & SA	79.37%	75.47%	82.81%	66.67%	89.16%	80.33%
apply academic concepts in real-world situations.	Strongly Disagree	3.17%	1.89%	1.56%	0.00%	0.00%	1.31%
	Disagree	6.35%	0.00%	0.00%	9.52%	4.82%	3.93%
	Neutral	7.94%	15.09%	6.25%	16.67%	6.02%	9.51%
	Agree	50.79%	52.83%	51.56%	59.52%	53.01%	53.11%
	Strongly Agree	31.75%	30.19%	40.63%	14.29%	36.14%	32.13%
	Total of A & SA	82.54%	83.02%	92.19%	73.81%	89.16%	85.25%
engage with individuals of different cultures.	Strongly Disagree	4.76%	7.55%	3.13%	7.14%	2.41%	4.59%
	Disagree	12.70%	9.43%	4.69%	7.14%	7.23%	8.20%
	Neutral	9.52%	9.43%	4.69%	26.19%	14.46%	12.13%
	Agree	47.62%	43.40%	53.13%	42.86%	45.78%	46.89%
	Strongly Agree	25.40%	30.19%	34.38%	16.67%	30.12%	28.20%
	Total of A & SA	73.02%	73.58%	87.50%	59.52%	75.90%	75.08%

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BCC Historical Comparison – Percentages of Agreement by College

The table below compared the university’s BCC average scores and the percentages of “Agree” and “Strongly Agree” responses since 2017 by each statement. Instances where Agree and Strongly Agree total less than 75% are highlighted below.

My experience at Bradley has improved my ability to...	Year	% of A & SA					
		BUS	CFA	EHS	EGT	LAS	Univ. Avg.
use evidence for solving problems and making decisions.	2017	88.40%	86.89%	91.13%	76.47%	92.39%	87.24%
	2018	88.89%	76.09%	90.00%	87.23%	84.62%	85.50%
	2019	82.54%	73.58%	89.06%	80.95%	90.36%	84.26%
	3-year Avg.	86.61%	78.85%	90.06%	81.55%	89.12%	85.67%
communicate effectively through speaking.	2017	91.30%	93.44%	87.35%	75.00%	91.40%	87.57%
	2018	90.48%	89.13%	88.00%	80.85%	84.62%	86.25%
	2019	87.30%	86.79%	87.50%	80.95%	87.95%	86.56%
	3-year Avg.	89.69%	89.79%	87.62%	78.93%	87.99%	86.79%
communicate effectively through writing.	2017	85.51%	86.89%	68.35%	66.18%	88.17%	79.19%
	2018	84.13%	91.30%	78.00%	72.34%	83.33%	81.78%
	2019	77.78%	81.13%	81.25%	82.93%	87.95%	82.57%
	3-year Avg.	82.47%	86.44%	75.87%	73.82%	86.48%	81.18%
connect knowledge and skills across multiple disciplines.	2017	91.31%	91.66%	86.08%	76.47%	87.10%	85.79%
	2018	90.48%	89.13%	92.00%	80.85%	89.74%	88.10%
	2019	85.71%	79.25%	90.48%	78.57%	89.16%	85.53%
	3-year Avg.	89.17%	86.68%	89.52%	78.63%	88.67%	86.47%
make good decisions in a complex global society.	2017	82.61%	86.88%	79.75%	67.65%	86.02%	80.05%
	2018	80.95%	84.78%	70.00%	74.47%	82.05%	78.44%
	2019	79.37%	77.36%	77.78%	64.29%	84.34%	77.96%
	3-year Avg.	80.98%	83.01%	75.84%	68.80%	84.14%	78.82%
act ethically within society.	2017	89.86%	85.00%	84.61%	66.18%	87.09%	82.03%
	2018	92.06%	89.13%	80.00%	78.72%	83.33%	84.01%
	2019	79.37%	75.47%	82.81%	66.67%	89.16%	80.33%
	3-year Avg.	87.10%	83.20%	82.47%	70.52%	86.53%	82.12%
apply academic concepts in real-world situations.	2017	89.86%	86.89%	93.67%	76.47%	89.24%	87.57%
	2018	95.24%	84.78%	92.00%	80.85%	84.42%	86.94%
	2019	82.54%	83.02%	92.19%	73.81%	89.16%	85.25%
	3-year Avg.	89.21%	84.90%	92.62%	77.04%	87.61%	86.59%
engage with individuals of different cultures.	2017	75.00%	68.85%	68.35%	53.73%	72.04%	68.02%
	2018	73.02%	73.91%	74.00%	65.96%	69.23%	71.38%
	2019	73.02%	73.58%	87.50%	59.52%	75.90%	75.08%
	3-year Avg.	73.68%	72.11%	76.62%	59.74%	72.39%	71.49%

BCC Summary by Race and Ethnicity

In this section, the impact of a student’s race and ethnicity on their experience is examined. It should be noted there were 9 different options for how a student could identify their race and ethnicity on the survey. None of the respondent identify as “Native American/American Indian or Alaska Native.” Race and ethnicity groups with less than 5 responses – “Hawaiian/Pacific Islander” and “Prefer to Self-Describe,” received 4 and 1 responses respectively – were categorized under “Multiracial/Others” for the purpose of historical data comparisons.

As seen in the table on the next page, responses of Agree and Strongly Agree were varied throughout all ethnicities with Black/African American and Asian students reporting the least agreement with the BCC indicators.

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BCC and Race/Ethnicity Table

Instances where Agree and Strongly Agree total less than 75% are highlighted and may be an area of discussion for the university.

My experience at Bradley has improved my ability to...		Asian	Black/African American	Hispanic/Latino	Multiracial/Other	White/Caucasian	Prefer not to say	Total
use evidence for solving problems and making decisions.	Strongly Disagree	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Disagree	0.00%	20.00%	7.69%	0.00%	1.67%	0.00%	2.13%
	Neutral	40.00%	40.00%	7.69%	0.00%	12.55%	20.00%	13.48%
	Agree	30.00%	40.00%	53.85%	30.00%	58.16%	80.00%	56.03%
	Strongly Agree	30.00%	0.00%	30.77%	70.00%	27.62%	0.00%	28.37%
	Total of A & SA	60.00%	40.00%	84.62%	100.00%	85.77%	80.00%	84.40%
communicate effectively through speaking.	Strongly Disagree	0.00%	20.00%	0.00%	0.00%	0.00%	0.00%	0.35%
	Disagree	30.00%	20.00%	0.00%	0.00%	4.18%	40.00%	5.67%
	Neutral	10.00%	0.00%	7.69%	0.00%	7.95%	0.00%	7.45%
	Agree	0.00%	60.00%	46.15%	40.00%	52.30%	60.00%	50.00%
	Strongly Agree	60.00%	0.00%	46.15%	60.00%	35.56%	0.00%	36.52%
	Total of A & SA	60.00%	60.00%	92.31%	100.00%	87.87%	60.00%	86.52%
communicate effectively through writing.	Strongly Disagree	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Disagree	30.00%	40.00%	0.00%	0.00%	5.44%	0.00%	6.41%
	Neutral	0.00%	0.00%	7.69%	10.00%	12.13%	50.00%	11.74%
	Agree	30.00%	60.00%	38.46%	30.00%	51.46%	25.00%	49.11%
	Strongly Agree	40.00%	0.00%	53.85%	60.00%	30.96%	25.00%	32.74%
	Total of A & SA	70.00%	60.00%	92.31%	90.00%	82.43%	50.00%	81.85%
connect knowledge and skills across multiple disciplines.	Strongly Disagree	0.00%	0.00%	0.00%	0.00%	0.42%	0.00%	0.36%
	Disagree	0.00%	40.00%	0.00%	0.00%	2.93%	0.00%	3.20%
	Neutral	40.00%	0.00%	23.08%	10.00%	9.21%	25.00%	11.03%
	Agree	10.00%	40.00%	23.08%	20.00%	52.72%	50.00%	48.40%
	Strongly Agree	50.00%	20.00%	53.85%	70.00%	34.73%	25.00%	37.01%
	Total of A & SA	60.00%	60.00%	76.92%	90.00%	87.45%	75.00%	85.41%
make good decisions in a complex global society.	Strongly Disagree	0.00%	0.00%	0.00%	0.00%	1.26%	0.00%	1.07%
	Disagree	0.00%	40.00%	0.00%	0.00%	5.04%	20.00%	5.34%
	Neutral	40.00%	20.00%	7.69%	10.00%	15.13%	20.00%	15.66%
	Agree	20.00%	40.00%	30.77%	60.00%	51.68%	40.00%	49.47%
	Strongly Agree	40.00%	0.00%	61.54%	30.00%	26.89%	20.00%	28.47%
	Total of A & SA	60.00%	40.00%	92.31%	90.00%	78.57%	60.00%	77.94%
act ethically within society.	Strongly Disagree	0.00%	0.00%	0.00%	0.00%	1.67%	0.00%	1.42%
	Disagree	0.00%	40.00%	0.00%	0.00%	5.02%	20.00%	5.32%
	Neutral	20.00%	0.00%	7.69%	10.00%	13.39%	40.00%	13.48%
	Agree	30.00%	40.00%	38.46%	70.00%	47.28%	40.00%	46.81%
	Strongly Agree	50.00%	20.00%	53.85%	20.00%	32.64%	0.00%	32.98%
	Total of A & SA	80.00%	60.00%	92.31%	90.00%	79.92%	40.00%	79.79%
apply academic concepts in real-world situations.	Strongly Disagree	0.00%	0.00%	0.00%	0.00%	1.26%	0.00%	1.06%
	Disagree	0.00%	0.00%	0.00%	0.00%	4.60%	0.00%	3.90%
	Neutral	30.00%	20.00%	15.38%	0.00%	9.21%	0.00%	9.93%
	Agree	40.00%	80.00%	46.15%	70.00%	51.46%	100.00%	52.84%
	Strongly Agree	30.00%	0.00%	38.46%	30.00%	33.47%	0.00%	32.27%
	Total of A & SA	70.00%	80.00%	84.62%	100.00%	84.94%	100.00%	85.11%
engage with individuals of different cultures.	Strongly Disagree	10.00%	20.00%	0.00%	0.00%	3.77%	20.00%	4.26%
	Disagree	10.00%	40.00%	0.00%	0.00%	8.37%	0.00%	8.16%
	Neutral	20.00%	0.00%	7.69%	20.00%	12.55%	20.00%	12.77%
	Agree	20.00%	40.00%	46.15%	50.00%	47.28%	40.00%	46.10%
	Strongly Agree	40.00%	0.00%	46.15%	30.00%	28.03%	20.00%	28.72%
	Total of A & SA	60.00%	40.00%	92.31%	80.00%	75.31%	60.00%	74.82%

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BCC Historical Comparison – Percentages of Agreement by Ethnicity

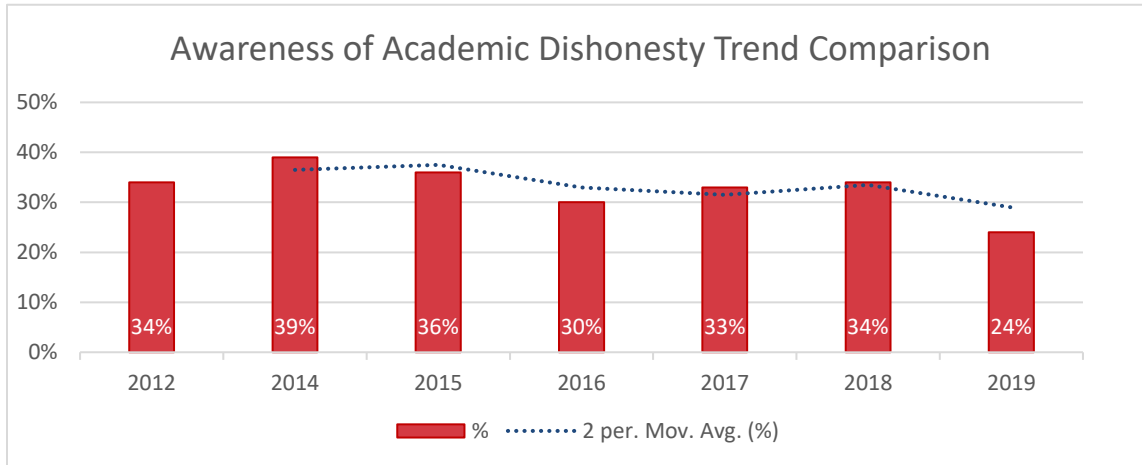
The table below compared the university’s BCC average scores and the percentages of “Agree” and “Strongly Agree” responses since 2017 by each statement. Instances where Agree and Strongly Agree total less than 75% are highlighted below.

My experience at Bradley has improved my ability to...	Year	% of A & SA						
		Asian	Black/African American	Hispanic/Lation	Multiracial/ Others	White/ Caucasian	Prefer not to say	Univ. Avg.
use evidence for solving problems and making decisions.	2017	78.57%	82.61%	76.47%	88.66%	44.44%	90.00%	86.95%
	2018	71.43%	71.43%	85.71%	100.00%	86.58%	75.00%	85.50%
	2019	60.00%	40.00%	84.62%	100.00%	85.77%	80.00%	84.40%
	3-year Avg.	70.00%	64.68%	82.27%	96.22%	72.26%	81.67%	85.62%
communicate effectively through speaking.	2017	85.71%	78.26%	76.47%	87.63%	80.00%	90.00%	87.28%
	2018	71.43%	85.71%	92.86%	100.00%	87.01%	50.00%	86.25%
	2019	60.00%	60.00%	92.31%	100.00%	87.87%	60.00%	86.52%
	3-year Avg.	72.38%	74.66%	87.21%	95.88%	84.96%	66.67%	86.68%
communicate effectively through writing.	2017	71.43%	78.26%	70.59%	79.38%	60.00%	80.00%	78.91%
	2018	71.43%	85.71%	85.71%	100.00%	82.25%	50.00%	81.78%
	2019	70.00%	60.00%	92.31%	90.00%	82.43%	50.00%	81.85%
	3-year Avg.	70.95%	74.66%	82.87%	89.79%	74.89%	60.00%	80.85%
connect knowledge and skills across multiple disciplines.	2017	71.43%	82.61%	82.35%	86.55%	70.00%	90.00%	85.50%
	2018	71.43%	100.00%	78.57%	100.00%	89.61%	50.00%	88.10%
	2019	60.00%	60.00%	76.92%	90.00%	87.45%	75.00%	85.41%
	3-year Avg.	67.62%	80.87%	79.28%	92.18%	82.35%	71.67%	86.34%
make good decisions in a complex global society.	2017	78.57%	69.56%	70.59%	81.79%	40.00%	80.00%	79.77%
	2018	42.86%	85.71%	92.86%	100.00%	79.22%	50.00%	78.44%
	2019	60.00%	40.00%	92.31%	90.00%	78.57%	60.00%	77.94%
	3-year Avg.	60.48%	65.09%	85.25%	90.60%	65.93%	63.33%	78.72%
act ethically within society.	2017	85.72%	78.26%	76.47%	82.76%	40.00%	90.00%	81.74%
	2018	42.86%	100.00%	92.86%	100.00%	83.98%	100.00%	84.01%
	2019	80.00%	60.00%	92.31%	90.00%	79.92%	40.00%	79.79%
	3-year Avg.	69.53%	79.42%	87.21%	90.92%	67.97%	76.67%	81.85%
apply academic concepts in real-world situations.	2017	92.86%	73.92%	82.35%	88.32%	50.00%	90.00%	87.28%
	2018	71.43%	71.43%	100.00%	100.00%	87.83%	25.00%	86.94%
	2019	70.00%	80.00%	84.62%	100.00%	84.94%	100.00%	85.11%
	3-year Avg.	78.10%	75.12%	88.99%	96.11%	74.26%	71.67%	86.44%
engage with individuals of different cultures.	2017	71.43%	78.26%	76.47%	66.90%	33.33%	70.00%	67.73%
	2018	85.71%	71.43%	64.29%	75.00%	72.29%	25.00%	71.38%
	2019	60.00%	40.00%	92.31%	80.00%	75.31%	60.00%	74.82%
	3-year Avg.	72.38%	63.23%	77.69%	73.97%	60.31%	51.67%	71.31%

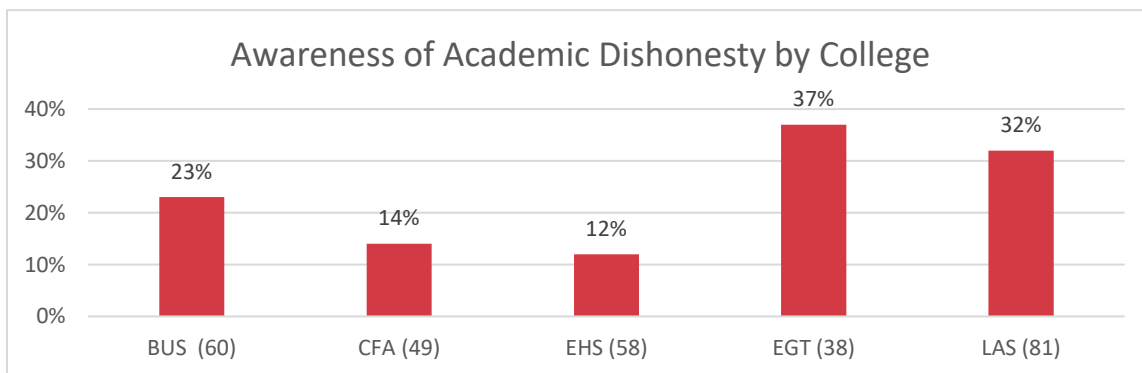
AWARENESS OF ACADEMIC DISHONESTY

Campus Trend Comparison

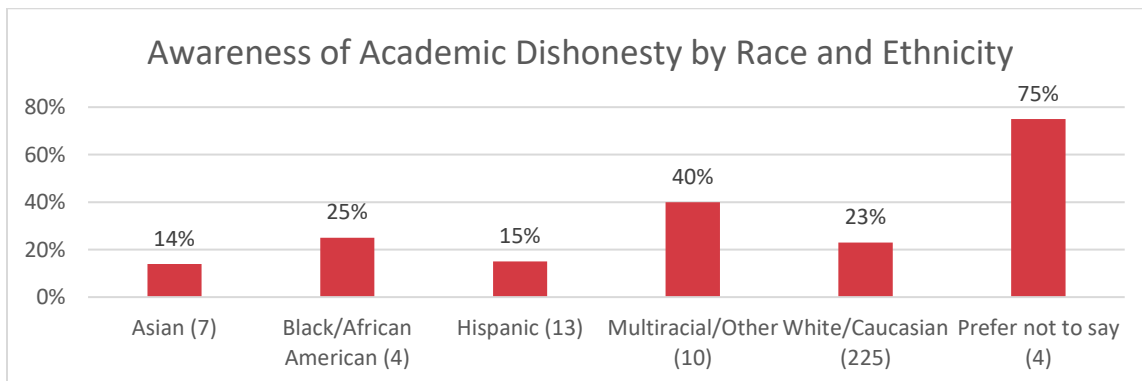
Overall, 24% of participants said they were aware of incidents of plagiarism and/or cheating among their peers. This marked the lowest percentage since 2012 with a seven-year average of 33%.



Awareness of Academic Dishonesty by College



Awareness of Academic Dishonesty by Race and Ethnicity



OPEN-ENDED QUESTIONS

The 2019 Senior Exit Survey included four open-ended questions. These questions are listed below, followed by the number of responses per question.

The 2019 Senior Exit Survey included four open-ended questions. The first question, focused on academic advising, was included to inform the current campus interest in discovering more about the academic advising process as well as the Task Force on Advising committee. The second question, regarding the ability to act ethically within society, was included at the request of the Bradley Core Curriculum Committee to better understand whether or not we are meeting the Bradley Core Outcome of Social awareness in which Bradley graduates will understand and act ethically upon their connections to larger communities. The final two questions regarding aspects of the Bradley experience are asked each year in an effort to identify emerging trends.

- How could Bradley help future students with academic advising? (212)
- How has your experience at Bradley improved your ability to act ethically within society? (182)
- What was your least favorite aspect of Bradley? (222)
- What was your favorite aspect of Bradley? (222)

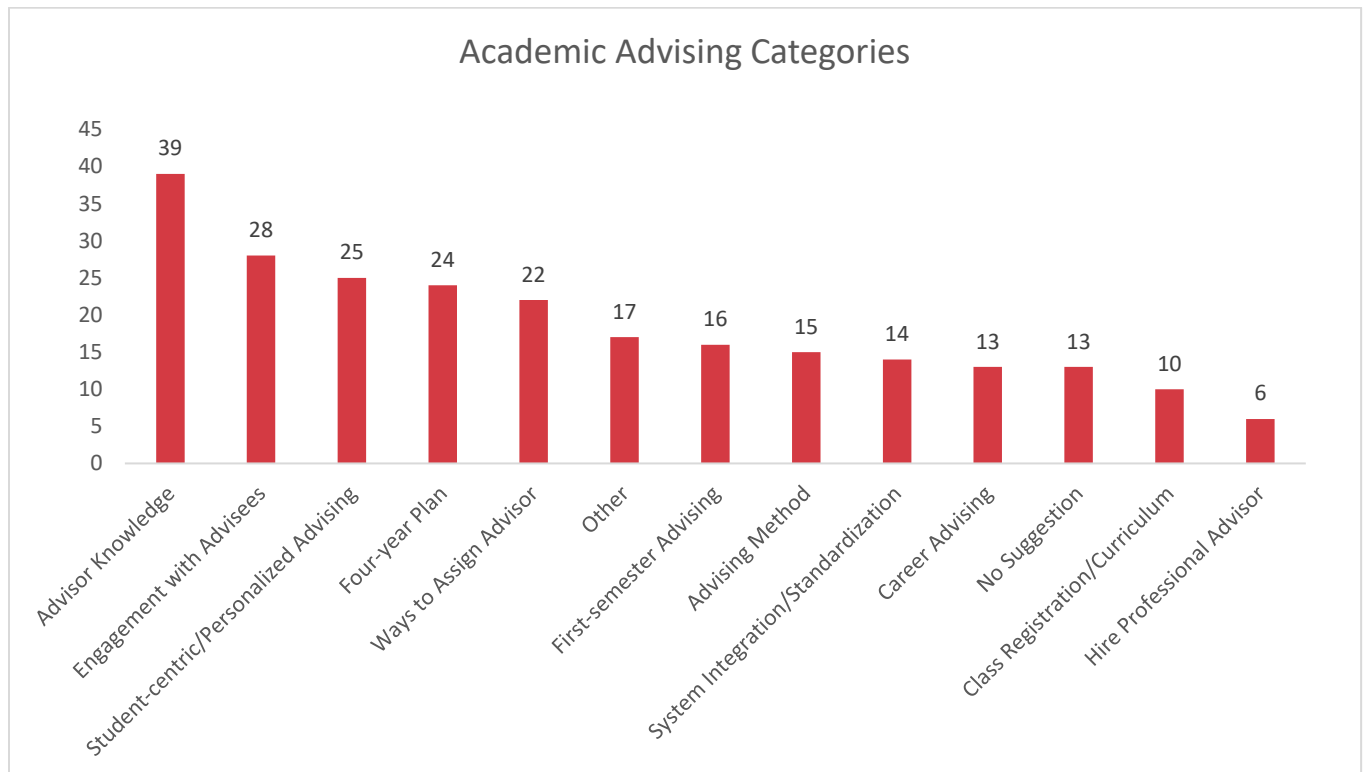
Results were coded into common categories to allow for quantifiable data. Some individual responses fell into multiple categories and were duplicated within those categories.

Academic Advising

As seen in the graph below, many students stated academic advisors were not knowledgeable enough in curriculum requirements and other areas. Many respondents wished advisors to be more engaged with advisees and to make the advising sessions more personalized. It is also common that students believed a four-year academic plan would be helpful. Some suggested that first-semester advising, for both first-year and transfer student, needs improvement.

Academic Advising Question / Prompt

How could Bradley help future students with academic advising?



Many of these responses included multiple answers and fit into various categories. Please see below for text of free response.

Academic Advising Responses by Category

Advisor Knowledge (39 Responses)

- Academic advisors need to actually be trained how to be academic advisors. There also needs to be criteria that they are supposed to follow with each session. I have had a few different advisors that all ran their appointments differently and some where a lot more helpful than others.
- Academic advisors should always know the ins and outs of the college and give good advice in classes. Never let anything go missed.
- Actually advise and understand class offerings

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- Advisers should know what classes are required, how to plan out a 4 year track including summer course options. Advisers should check in with students more than once a semester. Advisers should, if promised upon acceptance, aid graduating students with finding jobs after graduation.
- Advisors need to know more about courses and the actual enrollment process. My advisor knew a lot about my major but almost nothing about actually enrolling in courses or the best way to take courses.
- Allow students to give ideas of their plans. Because if my advisor who advised against me taking a class that occurs once every two years, I am forced to finish my degree in 4.5 years rather than 4.
- Be more accurate. I was mis-advised multiple times, forcing me to rework my schedule last-minute.
- Be more knowledgeable about getting minors in different subjects, be more honest about how much work each class will be so students have evenly balanced systems, and have an idea of what classes would be offered in the future.
- Be sure the professors that are in charge of academic advising are actually familiar with the requirements for the program their advisees are completing. There have been many instances of students being told they needed (or didn't need) to take certain classes and had their schedules messed up. As a result, students have to complete classes over summer/ j term, or additional semesters. This is a problem because college is expensive as it is and their ignorance about the requirements is costing us a lot of money. Please be sure they are advising students correctly so that this doesn't continue.
- Better understanding of course requirements before meeting with advisors
- Educate the professors on the curriculum and the classes required for graduation. Also, educate them on alternative options for all classes that are required.
- Ensure advisers have a larger understanding of classes. There will several times I would ask "Should I take X class or Y class?" and received a nonanswer that was not at all helpful. Being told something along the lines of which class is more difficult and which would fit in my schedule to help connect what I was learning would have been helpful.
- Ensure that academic advisors are prepared to answer questions from students and know who the student is that they are talking to. Think critically when pairing students with advisors.
- FCB advising is terrible. It seems like every professor I talk to has a different list of requirements for my major. Also, the online list of requirements is almost never updated which only adds to the confusion. The poor advising that Bradley provides not just in the FCB but across departments forces students to pay to take extra courses or stay extra semesters because of inadequate advising and planning of their required courses. This is unacceptable and should be Bradley's top priority in regards to academic improvements.
- Have all advisers not forget students scheduled meets, and make sure they don't guide you off of the wrong curriculum.
- Have better advisors. My advisors made many mistakes in getting me the right classes that allowed me to graduate quicker. I would never use an advisor from here but rather use someone trust worthy like Pam Miller in the athletic department to make my decisions for me and help me understand how I needed to graduate and the courses I could take.
- I feel some advisors were not fully aware of their responsibilities and some were not encouraging and just put students down. I feel like people of certain personalities should be advisors.
- I had Laura Bruns for 6/8 of my semesters at Bradley and she was great, but I've heard some horror stories from PR students and other com majors who had different advisors that steered them in the completely wrong direction and told them they needed classes they really didn't. While I had a great advising experience with Laura, it's important to be sure that advisors really do know what they're talking about and understand what each student needs and wants to take.
- Listen when students have disrespectful advisors, get advisors that know what they're doing. I was told "don't know...ask someone else and then tell me," my freshman year. I have had interactions with my advisor where she was very rude and short, and other advisers have said the same thing. When brought to higher ups we were ignored.
- Make sure ALL advisors are knowledgeable on course requirements and reasonable expectations.
- Make sure all advisors know what their students need to take and when they need to take it so they are able to graduate on time.
- Make sure professor are knowledgeable of ALL the rules for graduation requirements.

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- Make sure the academic adviser knows what they are doing. I have had an instance where I was in the AEP program and my academic adviser was useless. I felt that I had to do everything to make sure that I graduated on time. When I got placed in advertising I felt like my academic adviser was super helpful and he was always there for me.
- MAKE SURE THE ADVISERS' KNOW WHAT THEY ARE TELLING STUDENTS. ESPECIALLY FOR TRANSFER STUDENTS. Students rely on advisers recommendations for classes, and there shouldn't be missing credits/classes by the end of senior year. This happened to me personally as well as other students that I know. This should not be happening. I think there needs to be separate or better academic advising, especially for transfer students!
- Make sure the advisors actually know what they are advising
- Making sure that advisors are aware of the credits you need. My advisor this semester messed up my classes last semester and now if I have to take 18 credit hours and pay more money.
- Making sure that advisors are up to date on current academic policies.
- More reliable, helpful, and capable individuals who understand the credit system. It's important for students to graduate ON TIME!
- My advising experience for my major has been mediocre, but that was okay for me because I knew what I was doing in terms of scheduling and meeting requirements. My advising experience with Dr. Glassmeyer in the English department for my minor was stellar and exactly what advising should be. Even though I wasn't reliant on her, she always thoroughly answered any and all of my questions regarding course requirements by clearly explaining all my potential options. She also made sure that I understood that I wasn't able to double count any English courses for both gen eds and my minor, which my DARS said I was able to do. I think it is imperative that advisors make their advisees aware of such rules as well as of any prerequisites. I've had friends who either have to drop a minor or graduate a semester later because their advisor didn't tell them about prerequisites which they didn't have or didn't tell them that a certain class they needed to graduate was only offered in either the spring or fall semester. Ideally, it would also be good if advisors would ask students about their intended career path and make recommendations for classes or degree programs that would be an asset to their studies if they intend to go into a particular field.
- Provide 4 year plan for all majors and make sure all faculty are up to date and aware of other programs so students are able to cross between colleges
- Provide advisors with a crash course of how to help students. I think as students we need guidance and as advisors they need to know that academic Bradley shit. They are the expert when it comes to their department and courses of what should and needs to be taken to achieve the goal.
- Provide more structure for what classes to pick. It may have changed with common core vs gen ed requirements however, I took at least one class that was not required for me to graduate and I would not have taken it knowing that. Also, making sure that advisors are completely aware of what AP credit transfers to and how those classes can be applied to the classes required to take.
- Provide training to academic advisors, as it has come to my knowledge that they have none. Encourage advisors to be engaged with their advisees on a more personable level so that most meetings don't just consist of removing a hold.
- Some how train the advisers because I feel like they don't know what they are doing and have screwed with some students
- tell them about options for adding minors. I am one class away from having a second minor but i never realized until my last semester and i am upset about it.
- The advisers need to be better. They need to have some sort of training so they know how to help students with schedules.
- Train and/or hire staff that knows what they're doing in terms of advising. If a professor is going to be an advisor, make sure they know everything about their students' majors, etc. Also, try to keep advisors more consistent. I had three advisors throughout my 2.5 years here and that has ultimately resulted in me having to take a class after graduation.
- Train the advisers more in how to best adapt a schedule to the needs of the student and engage in conversation about the plans. My advising always seemed like a chore because I had it all set for the 4 years basically from the start in Engineering so I just needed my adviser to sign off on my schedule every semester. I would have liked them to be more engaged and get to know me more through it of not have it as a requirement but it is a smart thing to

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have required. I also know other students who have struggled with getting the advisement they need and it has set them back a semester or made them drop a major/minor.

- Training for advisors so they are aware of what is expected of them. Additionally, students, especially Freshmen, should be aware of what an advisor should be providing them. Often is left almost entirely up to the students on what to take and in what order and very little "advising" takes place.

Engagement with Advisees (28 Responses)

- A mid-term check in
- A sign required meetings with advisors
- Advisers should be someone that students see regularly, not just to get your hold lifted for registering for classes or when you do bad on an exam. There should be constant communication with the adviser to make sure they are on the right track and are liking their major and are experiencing the full college experience.
- Advisers should know what classes are required, how to plan out a 4 year track including summer course options. Advisers should check in with students more than once a semester. Advisers should, if promised upon acceptance, aid graduating students with finding jobs after graduation.
- Advisers should take a more active interest in the life and goals of students.
- Advisors need to be better about missing requirements and being sure to follow up because many people have found missing requirements their last semester
- Advisors need to pay closer attention to the schedules students are creating for themselves and ensure all required classes are being taken at the correct time.
- Be more engaged and take the time to get to know students based on their personality and career goals. This way when students find themselves in difficult situation they will comfortable coming to the advisor for help.
- Be more hands on with transfer students
- Be more involved with students if they are struggling
- Be well aware of each student's progress of how many credits they have, how many they need to take, and which required classes they have left. I have one friend who still needs 4 credits because their academic advisor messed up.
- Becoming more engaged with guiding students who are not quite sure of their next steps. I felt my advisor was extremely encouraging and helpful when I expressed interest in something, but not when I needed their professional guidance when I no longer was sure of my interests.
- Better communication with students about advising and registration dates/times, especially if they are off campus and cannot easily meet with their advisor
- Check to make sure professors actually. I have had one adviser who is crucial to me graduating in 4 years with 2 majors, my other adviser barely cared and typically our sessions lasted 5 minutes.
- Do more meetings. the only time I hear from my advisor is when I have to schedule my next set of classes. I wish there was more of a connection.
- Get professors who actually care about their students to be academic advisors. I've had a professor who told kids to take adderall if they couldn't pay attention. It was super rude and unethical
- Have academic advisors reach out to students and follow up. From this they can learn about students experiences and use this information to better advise other students.
- Have all advisers not forget students scheduled meets, and make sure they don't guide you off of the wrong curriculum.
- Have more than one advising session a semester.
- Have students build a stronger relationship with their advisors so they feel more comfortable with them.
- "It would help if the transfer adviser for mechanical engineering was able to write clear English. [Faculty Name] was my adviser and she would take weeks to get back to me and then respond with a very confusing and poorly written email. See below a exact copy of the email I got from her.

Hello [Student Name],

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Please make sure to forward your official transcript. Can you let me know if you plan to take a class in the summer. I have put all of your classes together. Most semesters will be 15 credits. With a few adjustments, you should be able to get out Spring 2019. I have a checks to make but if you take one or two of the following on the summer it will help: the 300 level writing or IME 301 (both Bu classes) also you need a gen ed HU (I need recheck the class) - you can take it at ICC. If you knew, you could have taken this course this semester since you only have 2 classes. "

- Just generally advise them better and care more about their success. I know too many students that don't feel like their adviser helped them and didn't put much thought in helping people put together a schedule that will help them graduate on time. My adviser is great though.
- Make sure the adviser doesn't try to hide from the freshman. My freshman year, my adviser was literally never around.
- More advise or more frequent meetings
- Most advisors don't seem to care. They expect you to have it all planned out and you come to them to ask questions. The issue with that is most students don't know which questions to ask. They are coming in completely blind, the professors need to be more involved and care about advising appointments beyond freshman year.
- My advising experience for my major has been mediocre, but that was okay for me because I knew what I was doing in terms of scheduling and meeting requirements. My advising experience with Dr. Glassmeyer in the English department for my minor was stellar and exactly what advising should be. Even though I wasn't reliant on her, she always thoroughly answered any and all of my questions regarding course requirements by clearly explaining all my potential options. She also made sure that I understood that I wasn't able to double count any English courses for both gen eds and my minor, which my DARS said I was able to do. I think it is imperative that advisors make their advisees aware of such rules as well as of any prerequisites. I've had friends who either have to drop a minor or graduate a semester later because their advisor didn't tell them about prerequisites which they didn't have or didn't tell them that a certain class they needed to graduate was only offered in either the spring or fall semester. Ideally, it would also be good if advisors would ask students about their intended career path and make recommendations for classes or degree programs that would be an asset to their studies if they intend to go into a particular field.
- Provide training to academic advisors, as it has come to my knowledge that they have none. Encourage advisors to be engaged with their advisees on a more personable level so that most meetings don't just consist of removing a hold.
- Some the engineering professors could be more engaged. There were only a few that actually seemed to care during advisement
- Train the advisers more in how to best adapt a schedule to the needs of the student and engage in conversation about the plans. My advising always seemed like a chore because I had it all set for the 4 years basically from the start in Engineering so I just needed my adviser to sign off on my schedule every semester. I would have liked them to be more engaged and get to know me more through it of not have it as a requirement but it is a smart thing to have required. I also know other students who have struggled with getting the advisement they need and it has set them back a semester or made them drop a major/minor.

Student-centric/Personalized Advising (25 Responses)

- Advisers should focus more on student's career goals and providing input on how to reach those goals. Time should be focused more on the long term, NOT the short term
- Advisors should focus on students' goals in the future, rather than only their class schedules.
- Allow students to give ideas of their plans. Because if my advisor who advised against me taking a class that occurs once every two years, I am forced to finish my degree in 4.5 years rather than 4.
- Allow them to get multiple opinions when it comes to advising; create program plans for everyone so they can graduate on time.
- Always encourage students to do what THEY want to do
- Be more positive. Have heard many students have been turned away from health careers by Bradley staff. Students that I think could have made it. Instead of telling us we can't do it, how bout figure out a way we can. I had to do it on my own because the health advising office (not health science department they are awesome) did not help and was very negative.

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- Be supportive and assist them in doing any thing they are passionate in doing no matter how difficult it may seem to that advisor.
- Bradley could help by having the advisers use a standardized system to accurately track each student's academic record. This way the information is always accurate and every adviser is using the same program. Also train the advisers to help students pick the route they want, whether it's dual majoring and those requirements, etc.
- Customize a plan for each student. Sometimes I felt like I was being pushed into a mold that was made for every marketing major. It didn't take into account my personal interest or strengths.
- During meetings with academic advisors, do not just set out your class list. Often meetings were less than 10 minutes, and I believe this is a time where the advisors should be helping their student navigate what their steps to a successful career are. What can they be doing besides just signing up for classes the next semester.
- Have advisors who help students to take more class that the students want as opposed to what academic advisors want them to take. There have been numerous times I have been steered in the wrong direction by an advisor.
- Have fewer students assigned to academic advisers so there can be a more personalized feel.
- Have longer advising meetings.
- Help to breakdown student interests, passions, and skills to better help them discern the best college/major/minors for them at Bradley early on-- especially their freshman year when there is ample time to change routes.
- I believe giving students a more personal experience with an advisor, someone who is familiar with what the student would like to do for their career and how to best get them there. Advising now is a short and impersonal meeting for professors to meet job expectations, not a chance for students to gain guidance or create a connection with a professor.
- I think Bradley overall does a great job of providing academic advisement to students. However, some faculty definitely do a better job and are more interested in students' career goals.
- It seems like advisors just try to shove you out the door as fast as possible for schedule building. Give them more time through the semester so they can devote more than 15 min per student if needed.
- Listen when students have disrespectful advisors, get advisors that know what they're doing. I was told "don't know...ask someone else and then tell me," my freshman year. I have had interactions with my advisor where she was very rude and short, and other advisers have said the same thing. When brought to higher ups we were ignored.
- Make meetings more personalized for the student. For the Mechanical department, we are required to have some sort of list of the classes we wish to take the next semester. I find this unhelpful, as many of us do not know the content of these courses. Guidance on how to best get through the mechanical engineering track would be much more beneficial than having to go through it yourself
- Make sure credits transfer over when majors change, if they don't then make it clear so that they're not rushing to finish when they are intending to graduate by a certain time. Tailor advising to be more personal; I've had a great experience with my adviser and people should be more like her.
- Not all colleges are as efficient at creating four year plans that help students stay on track. But also remember that goals and ambitions change, be patient with the students.
- Professors should advise students with what classes would be beneficial for their CAREERS. Advisers need to be hired so students know what classes to take in order to GRADUATE quickly. Advisers=classes. Professors=careers
- Provide all students with a typical 4 year plan for their degree. Advisors should support students to achieve whatever time frame STUDENT wish to complete their degree. Provide students with at least 2 advisors to cross check schedules, etc. so that mistakes are less likely to happen.
- Suggest more classes to take that can interest the students. Don't let them just pick everything, guide them through the best process.
- Work with them to create schedules

Four-year Plan (24 Responses)

- Advisers should know what classes are required, how to plan out a 4 year track including summer course options. Advisers should check in with students more than once a semester. Advisers should, if promised upon acceptance, aid graduating students with finding jobs after graduation.

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- All students should be required to have all courses planned out for future semesters at each advising appointment even if they are likely to change
- Allow them to get multiple opinions when it comes to advising; create program plans for everyone so they can graduate on time.
- Bradley advisors absolutely need to put together a four-year academic plan with freshman students. Whether or not they divert from this plan is incidental, but I have known a great many students who have been negatively impacted by the lack of advance planning for their academic career. I also believe there should be more communication between academic advisors across different colleges for students who have multiple majors or minors.
- Bradley could help future students with academic advising by providing them with possible internships for the summer or the semester that they could be interested in or would be interested to help them get the process started. It would be great if all students could have a four-year plan of classes they need to take. It will help them stay on task and know what they have to do prior to graduation.
- Dr. Chen is a very helpful advisor however scheduling with future semesters in mind would help
- Encourage students to make 4-year plans so they are completely aware of the courses they need and when they will fit in their schedule.
- Ensuring that advisors are perform one-on-one consultations and provide suggestions, options, and general help for planning for the next four years. Additionally, ensuring that those advisors provide that same help throughout the entire process from Freshman to Senior year.
- I like that my adviser gave a map of what the semesters would look like each semester. It wasn't mandatory to follow it strictly but overall helped me prepare and take the necessary steps.
- I think it is beneficial to map out courses throughout a student's entire time at Bradley, rather than a semester at a time.
- In the Department of Teacher Education, I had to complete a four-year plan my first year, detailing all the classes I was taking and when. Each semester, I update this plan with my advisor. I think this was a really great way of visualizing what my four years would look like, and ensuring I met all requirements. When I have told my friends in other departments about this, they think it's a great idea and always say that they would like it if their department did something similar. I think it would be great for all departments to adopt this practice.
- Lay out a visual plan of progression to aid in conceptualizing what steps need to be taken to reach the final goal (i.e. career, job).
- Make a clearer outline of what needs to be completed and when it should be completed.
- Make all students aware of each of the systems in place to help them plan their schedules: Schedule Builder, the four-year-plan, etc... keep them aware of the opportunities that they'll have with their major once out of school, let the man know the flexibility of the academic system and encourage them to do something they love even ignore it requires deviating from an original plan.
- Make sure the student understands what he or she is going to undertake during his or her time at Bradley, i.e. will the student graduate in 4 years? should the student take classes at a community college to get credit?
- Making sure every student has a program plan and fills it out their freshman year! They could be aided by older students in the major or by their advisor if additional help is needed to fill out the plan.
- My advisor was great. It is helpful to have a 4 year plan of the classes that you are expected to take, then that can change if needed.
- Not all colleges are as efficient at creating four year plans that help students stay on track. But also remember that goals and ambitions change, be patient with the students.
- Provide 4 year plan for all majors and make sure all faculty are up to date and aware of other programs so students are able to cross between colleges
- Provide all students with a typical 4 year plan for their degree. Advisors should support students to achieve whatever time frame STUDENT wish to complete their degree. Provide students with at least 2 advisors to cross check schedules, etc. so that mistakes are less likely to happen.
- Students "helped" me arrange my schedule during the summer session before freshman year, which was fine except that I ended up in a normal-level class instead of the honors-level version. I had to make up that credit later with a class I was not passionate about. However, my major has had a "Suggested Progression" up on their part of

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the Bradley website that laid out the skeleton of my major's classes. With that guide, and my DARS, I put together an optimal schedule/progression for myself early on that included my major, minor, Honors credits, and a few special/fun classes. I hope that all majors have something like this.

- The nursing program helped me to effectively plan the academic plan for four years and I do not recommend any changes.
- Try to schedule more 4 year plans for students their freshman year, and show them where they have options to choose classes. Also an advising appointment for seniors explaining the steps and deadlines to graduate would be useful.
- Walk them through what classes they need to take and what year would be the appropriate year to take the classes. I heard a lot of students are confused and overwhelmed when scheduling classes.

Ways to Assign Advisor (22 Responses)

- Allow Freshmen and Sophomores to take their Jr. Level English requirement earlier. Allowing that would have made the process of making my schedule a lot easier.
- Allow upperclassmen to hold advising sessions for students.
- Assign advisers based on concentration rather than grade level, if applicable.
- Attempting to give students only one advisor and their advisor not forget about any advisers
- Find advisors that actually were involved in the major they are advising for. I really struggled with my advisor in the past because he never was Health Science so I primarily relied on Valerie Bennett to help make proper academic decisions and receive advice.
- Have fewer students assigned to academic advisers so there can be a more personalized feel.
- have more mentors within each major be there for younger students because at the beginning i was completely lost trying to make my own schedule for the future
- Have more than one adviser per major
- I am a middle childhood mathematics major, and I have an education advisor but not a mathematics advisor. I think that if I had a mathematics advisor there would be less of a divide between the two parts that make up my major.
- I think after the first year, students should be allowed to then choose who their academic advisor is. One of my advisors always made me feel stressed and bad about myself when I left advising. My other advisor never really met with me, and just approved my schedule each semester.
- If an advisor goes on leave please have a plan set up for their advisees and communicate it to them.
- It would be nice to have academic advisers who are only advisers. It is hard for professors to be full time and also to advise. It means that they do not take advising as seriously as they could. Bradley has enough money to hire academic advisers. Just stop giving Gary Roberts so much money. He hasn't done anything that align with student wishes.
- Keeping the same advisor that I transferred in with would have been helpful. I had many different advisors so the lack of consistency caused my advisors to not be able to help me as much because they didn't get the full story over the semesters.
- Let students pick who they want their advisor to be after a substantial amount of time in the university. I didn't have a good relationship with my advisor which really impacted my college career in a negative way.
- Let them choose their academic advisor.
- Make sure they are seeing the right person for what they want to do as a career, not just what their major is. I am a psych major but am going for pharmacy. About halfway through the year I started seeing Dr. Bennett along with my Psychology academic advisor and it really helped me to graduate on time.
- More than one transfer student adviser. Dr. Henderson had so many to advise, it was really hard to contact her, especially during the transfer process.
- My experience with advisors were adequate. However, I know of several students who have experienced issues with their academic advisers. Consider having faculty members specifically focused on advising to make sure each student's needs are met.
- Only have professors advise that are interested in it. I had an amazing advisor but it is very clear when professors do not care to be an advisor

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- Pair up advisors more consciously as well as allowing students to change advisors if the relationship is not going to be cohesive. I think including student aides also was a great option.
- There could be more freedom in the choosing of their academic advisers, because I know students who dreaded going to see their advisers because they did not like them and they were strict.
- Train and/or hire staff that knows what they're doing in terms of advising. If a professor is going to be an advisor, make sure they know everything about their students' majors, etc. Also, try to keep advisors more consistent. I had three advisors throughout my 2.5 years here and that has ultimately resulted in me having to take a class after graduation.

Other (17 Responses)

- Be more hands on with transfer students
- Be more honest about the professors to avoid
- Bradley could provide specific advising days in the semester where there are no classes, strictly just advising appointments so there are minimal scheduling conflicts.
- Encourage transfer students to get more involved with school
- Get involved in things outside of class.
- Give more clarity on what classes are good for electives and when to take classes
- Go to advising and if you don't like them, talk to a different one or someone else. Personally, who cares if they're "assigned to you". If your success means branching out and talking to someone MORE helpful or who makes you more comfortable, DO IT!
- Have better scheduling and information about advising from advisors.
- I think that being more open and direct about the timeline to graduation would help students like me put their lives into more perspective and help at the end with job searching would be helpful as well.
- I think that Bradley does a pretty good job of it a lot of academic issues I see people have are brought about by off campus issues such as problems with home life. These can get in the way of mental health and impact some peoples academics. Perhaps put more emphasis on these issues.
- More Help on how the courses info will be used after graduation
- My adviser always came prepared with my classes that I needed to take, and she listened to all of my researched options. I would say come prepared for advising because not all adviser are prepared and well-versed in your schedules.
- no comment.
- Not have your adviser leave on sabbatical before your last semester.
- Not sure
- Shape programs for what students needs are. Also there's a lot of services for freshman, so maybe add a little more focus to Upperclassmen needs as well.
- They need to contact their advisor.

First-semester Advising (16 Responses)

- be honest about how many credit hours it takes to be on time. Don't sugarcoat freshmen by letting them think they can float by year 1 with 12 credit hours per semester
- Better advising during orientation so that the first semester is actually useful classes
- Both of my advisors were very helpful and thorough in every advising session. However, I received almost no direction or advice when I was registering for my first semester during freshman orientation. Because of that, I was set back in my schedule because I did not realize there were better classes I could be taking. I would recommend improving that part of orientation.
- By thoroughly going through program plans freshman year. Mine got messed up and I ended up taking 13 credits within one summer. Extra courses should not be thrown into the mix before all required courses are taken/planned for
- Explain to freshman exactly what classes they are signing up for instead of signing them up without any information such as a previous syllabus
- give more guidance when freshmen come for orientation

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- Have advisers that actually had time to advise their students. Transferring in, I was given Zero explanation of what the requirements were to graduate. My major was mostly explained by a graduate student who happened to be passing by during a facility tour I was being given.
- Help freshmen out with academic advising, I had no idea what I was doing my Freshman year.
- I think that Bradley could help future students with academic advising by having RA's create floor programs in the Fall that prepare students for academic advising. The program could go over every aspect of academic advising from how to find out who your academic adviser is to preparing a class schedule.
- Make transfer students sit down with advisor shortly after the first semester begins for them. I'm a transfer student and my first semester I ended up taking a course that did nothing for me or my major. I was just trying to meet full-time status and when meeting for planning the second semester my advisor stated he wished he would have met with me sooner and we could have found something to knock out credits or at least useful in the long run for just information.
- My advice would be to make sure to always get a second opinion, check with another advisor, and it is never a bad idea to check with the department head or dean!! My experience would be a lot different if I had not taken the advice of just one advisor my freshman year.
- Possibly advise students sooner
- Seek help from advisers sooner rather later when it comes to registering for classes. Have teachers assist with topics in the beginning of the semester if you feel you are struggling.
- Students "helped" me arrange my schedule during the summer session before freshman year, which was fine except that I ended up in a normal-level class instead of the honors-level version. I had to make up that credit later with a class I was not passionate about. However, my major has had a "Suggested Progression" up on their part of the Bradley website that laid out the skeleton of my major's classes. With that guide, and my DARS, I put together an optimal schedule/progression for myself early on that included my major, minor, Honors credits, and a few special/fun classes. I hope that all majors have something like this.
- The first time you chose classes on your own, second semester of freshman year, is terrifying so student help, not just advisors help.
- Training for advisors so they are aware of what is expected of them. Additionally, students, especially Freshmen, should be aware of what an advisor should be providing them. Often is left almost entirely up to the students on what to take and in what order and very little "advising" takes place.

Advising Method (15 Responses)

- Don't discourage students from following a major or minor they want.
- Don't have group advising sessions. I know that there are not a lot of advisors compared to students but having group advising sessions was a waste of time for the advisor and the students and was not helpful.
- Ensuring that advisors are perform one-on-one consultations and provide suggestions, options, and general help for planning for the next four years. Additionally, ensuring that those advisors provide that same help throughout the entire process from Freshman to Senior year.
- Have one on one advising, this is especially important in the first two years when students need more guidance
- I feel as though some of the advisors were not as helpful in actually choosing the classes; It would be more of us choosing the classes we wanted then showing it to them so that they could approve of them. I feel as though them making more suggestions would be helpful.
- I think advising meetings should be optional after sophomore year. For me, having to meet with advisors was a hassle and often prevented me from registering on time when I was given a 4-year plan that I've been following since Freshman year. It was also a waste of time having to do it for my last semester with advisors from both colleges because I only had a few classes left to take and really no other options
- I think it is fairly well done within Engineering. I like the paper sheets that they give us. I think ironing out EVERYTHING by sophomore year would definitely be beneficial, and allow for students to start looking into minors earlier. I do think there should be 2 advisers. One for classes, one for more of 'life' on campus. Someone a bit more personal. Maybe make this a choice? Have students volunteer to do this? That way it is more personal.
- It should be required to meet with someone in every major for every semester. I know plenty of people who were lost and confused but didn't know where to get help.

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- Make all advisers do individual meetings not group advising.
- make appointments that are mandatory
- Maybe advisers could have suggested schedules for a student's next semester. Or have someone design an algorithm that does so.
- No group advising and it seems like it is too much of a responsibility for one person (the advisor) to be responsible for everyone graduating on time. Maybe emphasis that it's the students' responsibility to do so.
- Provide criteria that the advisors have to follow. Ex) checking degree audits, suggesting classes, having a plan
- Provide more idea of what classes are needed as the student declares their major. They can plan ahead of time and know what is expected of them.
- The implementation of student group advising is great. I feel like this makes for great conversation as to what students are taking and what they recommend doing and hearing various opinions. I feel that advisors don't really know what happens in a classroom setting and they judge schedules based on the syllabus given from each class. I was told many times by my advisor to not take a certain group of classes together, but in order to graduate on time I decided to bite the bullet and take them anyways. However going forth with the semester, I felt like my advisor worried me for no reason and I am perfectly fine.

System Integration/Standardization (14 Responses)

- Academic advisers need to actually be trained how to be academic advisers. There also needs to be criteria that they are supposed to follow with each session. I have had a few different advisers that all ran their appointments differently and some were a lot more helpful than others.
- Bradley can help future academic advising by providing advisers the tools to communicate between colleges so that students enrolled in multiple colleges do not have to struggle to generate an appropriate schedule each semester.
- Consolidate academic resources to one main page and email it out with the notification of class registration
- I believe that Bradley could help future students with academic advising by improving the uAchieve software. I believe it would be helpful if uAchieve crossed with the list of classes offered so students could search more easily for what available classes fit what specific credits they require.
- Let them know before they can register for classes what classes they need to take and what requirements need to be filled especially when they are supposed to graduate that semester.
- Make it clearer what is needed, websites for graduation requirements can be confusing.
- Make it easier to make appointments. Not all departments use Navigate to schedule academic advisement appointments, and I think that would be a great option for all students.
- Make it easier to schedule. Sakai isn't the easiest. The time slots are available only a week or so before. Also have a consistent advisor. I didn't get to meet with my current advisor until junior year and I wish he was advising me from day one.
- Make sure credits transfer over when majors change, if they don't then make it clear so that they're not rushing to finish when they are intending to graduate by a certain time. Tailor advising to be more personal; I've had a great experience with my adviser and people should be more like her.
- More cross-department communication. My schedules in different colleges often conflicted a double major in CFA and LAS, leaving me with little wiggle-room.
- My academic advising was fantastic. My advisors always knew what was going on and what classes I needed for the coming semester. One thing I would suggest would be to keep uAchieve up to date, so that if multiple classes can be taken for one credit it is clear what can and cannot be taken.
- My advising went well until the senior audit came out... I had 3 different people check my audit and ALL of them said I had the credits to graduate.. Then around spring midterms of my SENIOR YEAR I got an email saying I was missing 3 credits. Which then it was a scramble to be able to find these credits and still struggling with it. There has to be a better way to do senior audits because 3 of my friends have also experienced similar problems and it's annoying.
- The curriculum was constantly changing and as such some of the information given wasn't always right.
- There needs to be a better or more clear way for students to see the classes they've taken and the ones they still need to fulfill. uAchieve is better than DARS but is still confusing. Also, I think advisors have a lot on their plates

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that sometimes takes away from their competencies as advisors. I think advising is all they should do so that they're able to have a clearer focus just on the advising process. I had a lot of scares throughout my 4 years and some unpleasant advising experiences that led to the need to take extra classes outside the semester by surprise, and to load up on extra courses in my last semester. If an advisor solely focuses on advising, in my opinion they would be able to focus on the students and their advising needs much better.

Career Advising (13 Responses)

- Advisers should know what classes are required, how to plan out a 4 year track including summer course options. Advisers should check in with students more than once a semester. Advisers should, if promised upon acceptance, aid graduating students with finding jobs after graduation.
- Bradley could help future students with academic advising by providing them with possible internships for the summer or the semester that they could be interested in or would be interested to help them get the process started. It would be great if all students could have a four-year plan of classes they need to take. It will help them stay on task and know what they have to do prior to graduation.
- By educating them more on the post-grad process. Showing them the job options and opportunities before and after Post-Grad
- Have advisors be educated in their area, if you are going into more schooling after graduation, have them be able to steer you in the right direction of who can help you make those dreams come true as well.
- Have advisors really be educated in their area. If they know you are pursuing something post grad, enlist the help of another advisor to help make sure that you are on the right track at bradley but for after bradley also.
- Help us figure out how to find jobs in the not so popular majors.
- Lay out a visual plan of progression to aid in conceptualizing what steps need to be taken to reach the final goal (i.e. career, job).
- Make all students aware of each of the systems in place to help them plan their schedules: Schedule Builder, the four-year-plan, etc... keep them aware of the opportunities that they'll have with their major once out of school, let the man know the flexibility of the academic system and encourage them to do something they love even ignore it requires deviating from an original plan.
- Maybe advertise internships within majors more
- Professors should advise students with what classes would be beneficial for their CAREERS. Advisers need to be hired so students know what classes to take in order to GRADUATE quickly. Advisers=classes. Professors=careers
- Teach us about life after college: salary, buying a car, retirement, etc.
- Tell them the classes that are applicable to their chosen careers
- They could advise students on when/how to start applying to jobs. I felt like Bradley did nothing to prepare me for life after college, they only cared about me getting to graduation but actually made it harder to find a job.

No Suggestion (10 Responses)

- I have always had positive experiences with academic advising. I think if they keep it the way that it is, students will be advised in a proper way.
- I have no suggestions for this as my academic advising was right on track.
- I like that my adviser gave me a map of what the semesters would look like each semester. It wasn't mandatory to follow it strictly but overall helped me prepare and take the necessary steps.
- I liked my academic advising sessions. There was nothing more that I would ask of.
- I liked my academic advisors.
- I think the advising here at Bradley is the best that I have gotten compared to the bigger schools I went to. Bradley should continue to have personalized meetings with students and advisors. The main issue with advising is not the advisor's lack of planning, but a lack of multiple sections for classes. Some classes conflict, and only have one section. This can hold people back from graduation. It seems the lower level classes have a lot of sections, but upper level classes have scarce choices. This isn't good for people that work while they go to school, or are close to graduation.
- I think the current academic advising process is fine.
- It's good

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- My academic advising was fantastic. My advisors always knew what was going on and what classes I needed for the coming semester. One thing I would suggest would be to keep u.Achieve up to date, so that if multiple classes can be taken for one credit it is clear what can and cannot be taken.
- My pre health advisor was amazing
- The nursing program helped me to effectively plan the academic plan for four years and I do not recommend any changes.
- They do a good job as of now.
- They do great already

Class Registration/Curriculum (6 Responses)

- Allow students to schedule classes a year or more in advance and make sure there are enough seats available for required courses. Waiting to be accepted into the class was one of the most stressful times during my Bradley career.
- Change the entire system, explain waitlists better or just get rid of them. It is so inefficient I almost transferred schools. Bradley promised I would not have issues with getting classes, but I did because the system is terrible and I was extremely disappointed with Bradley in that aspect.
- Don't let athletes go first just because they're athletes and bring in money for the school.
- Ensuring enough student seats in each required class and section. Offering students the option to register for classes beyond the upcoming semester.
- I think the advising here at Bradley is the best that I have gotten compared to the bigger schools I went to. Bradley should continue to have personalized meetings with students and advisors. The main issue with advising is not the advisor's lack of planning, but a lack of multiple sections for classes. Some classes conflict, and only have one section. This can hold people back from graduation. It seems the lower level classes have a lot of sections, but upper level classes have scarce choices. This isn't good for people that work while they go to school, or are close to graduation.
- I think the omission of the Human Values requirement when the University administration made the shift from the Gen-Ed to BCC is a serious mistake that will have obviously violent consequences later on. Advisement should pick up the slack left behind with the abandonment of the Human Values requirement by encouraging students to take courses outside of their primary major field of study. How are we supposed to learn to perspective take, practice empathy and sympathy, forgive, and cherish people from all walks of life if we're locked into some rigid "career-driven" structure of advisement??
- Less wait lists for classes
- More logic based gen Ed's
- Shape programs for what students needs are. Also there's a lot of services for freshman, so maybe add a little more focus to Upperclassmen needs as well.
- Stop changing things every semester for requirements.

Hire Professional Advisors (6 Responses)

- Get actual academic advisors...not just using professors because they aren't really helpful.
- Hire professors that are actually interested in teaching the course. In the physics department, one of the professors could not solve his own problems that was asked in the exam. There are many other classes where professors did not have any interest in students.
- I personally received terrible advising resulting in having to take a summer term and spending an extra \$2,600 out of pocket. Advisors should not also be professors. Hire full time advisors.
- Make more teacher's advisors or hire people whose entire job is advising students
- Professors are busy enough as it is. My adviser was great, but I've heard some real horror stories regarding academic advising. With that being said, I think it'd be wise if the university were to employ actual advisers to help students.
- There needs to be a better or more clear way for students to see the classes they've taken and the ones they still need to fulfill. u.achieve is better than DARS but is still confusing. Also, I think advisors have a lot on their plates that sometimes takes away from their competencies as advisors. I think advising is all they should do so that

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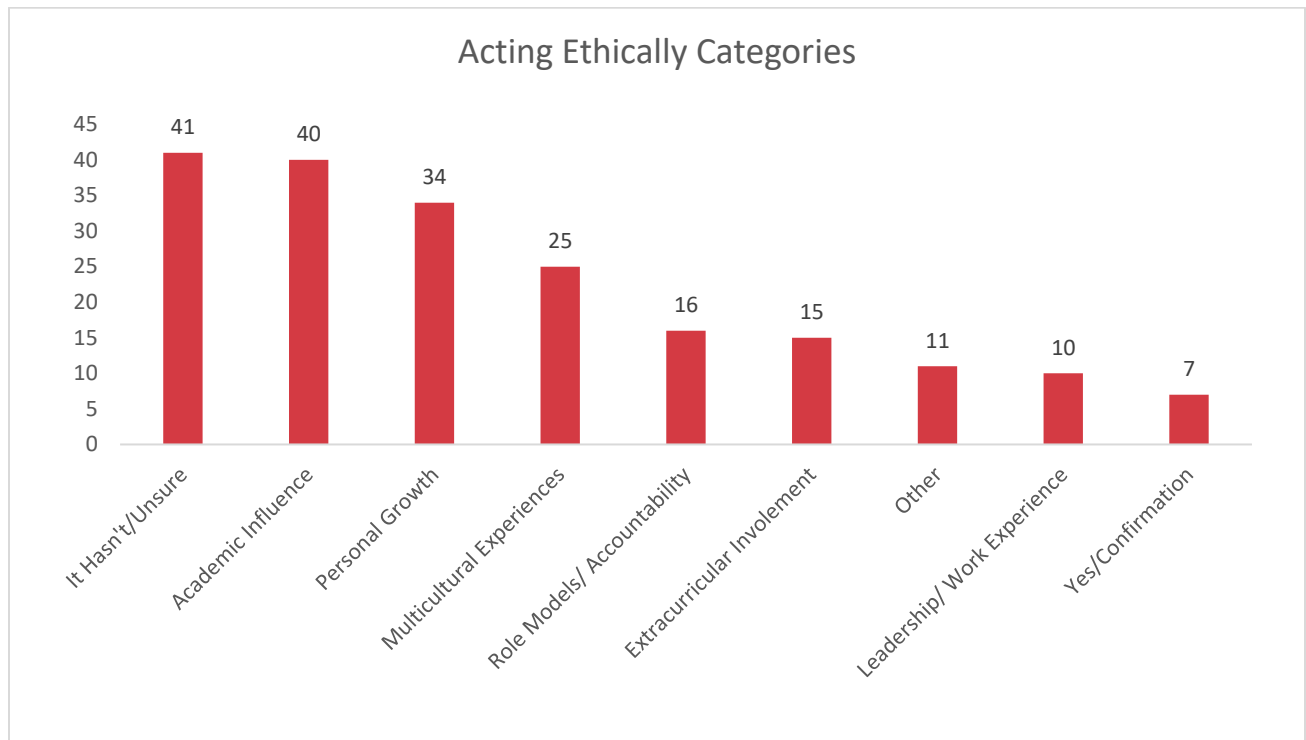
they're able to have a clearer focus just on the advising process. I had a lot of scares throughout my 4 years and some unpleasant advising experiences that led to the need to take extra classes outside the semester by surprise, and to load up on extra courses in my last semester. If an advisor solely focuses on advising, in my opinion they would be able to focus on the students and their advising needs much better.

Acting Ethically

The question is intended to have a better understand whether or not we are meeting the Bradley Core Outcome of “Social Awareness” in which Bradley graduates will understand and act ethically upon their connections to larger communities. Student responses balanced them being unsure how Bradley had influenced their ethical action with the recongnition of the academic influence and personal growth which influenced their ethical action.

Acting Ethically Question / Prompt

How has your experience at Bradley improved your ability to act ethically within society?



Many of these responses included multiple answers and fit into various categories. Please see below for text of free response.

Acting Ethically Responses by Category

It Hasn't/Unsure (41 Responses)

- Bradley as an institute has not taught me anything about acting ethically within society. Through open discussions with mentors, bosses, and my interactions with the real world, outside the "Bradley Bubble" have I learned to act ethically in society.
- Bradley did not shape me with who I am ethically. I was an adult with formed opinions before I got here.
- Bradley hasn't done anything to improve this. Bradley needs to figure out how to act ethically within society itself. Is it ethical to hire sexual abusers and racists to teach your students?
- Bradley hasn't improved or affected m ability to act ethically.
- Hasn't really had much impact.
- I am not sure
- I am not sure it totally has. I think an ethics course for nursing that encouraged dialect would be fascinating.

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- I believe I already knew how to act ethically within society, but it is emphasized in many courses, especially the ethics of your future profession.
- I don't feel I had those experiences at Bradley, I had them at the other university I attended.
- I don't feel like Bradley has formed my ethics at all.
- I don't know if it necessarily has other than just me becoming more mature
- I don't know that it has? I had pretty strong ethics coming into Bradley already
- I don't know that it really has had much of an impact on my 'ability to act ethically' within society.
- I don't think I was inclined to act unethically before coming to Bradley. I think a lot of professors and staff see "ethics" as not plagiarising, but requiring us to cite nearly every sentence in every paper we write doesn't make me more inclined to act ethically. It just makes me frustrated that I can't express my own ideas or experiences without having to have research data to support it. While plagiarism education is important, I don't think hammering it into our brains in every single class is very effective and this was the main "ethics" training I feel I got at Bradley.
- I don't think it has. I have witnessed many professors do things that seemed very unethical to me. I would say I learned a lot about how not to treat people and how not to act.
- I don't think it's really changed my ability at all. I think I've always been able to act ethically within society.
- I don't think that it has
- I feel that my upbringing taught me more about acting ethically than Bradley did.
- I guess?
- I had this ability when I came to Bradley
- I think it hasn't really helped with that since as people, in general, we learn that through life. I think it made me more honest when I don't get things done, or self-plagiarising my own work.
- I was ethical before Bradley
- I'm not really sure that it has, I think I learned my ethical stances from my family.
- I'm not sure if Bradley has improved my ability to act ethically. That's something that my parents have taught and I have learned on my own regardless of being at Bradley or not.
- It has not really changed my ability
- It has not, my family taught me that.
- It has not. I knew how to act ethically before attending Bradley.
- It has not. To be honest I felt that Bradley was on top of a hill and its own bubble. I feel like Bradley should encourage its students to explore the greater Peoria area because it has a lot of hidden gems in it.
- It hasn't really
- It hasn't. I knew how to do that before coming here.
- It hasn't
- It really hasn't. I consider myself an ethical person and I learned nothing new at Bradley. Business ethics were barely touched upon and it was all information that I had heard before.
- No
- None?
- Nope
- Not at all
- Not many of my classes spoke toward ethics. I think most of this is learned by experience, not so much teaching.
- Not really at all
- not really sure on this one
- Not really, ethics were discussed briefly but never were emphasized. Cheating is almost required in the engineering discipline in order to pass or even understand the subject. The material is complex and the professors either overload the students with too much work for them to complete in time, or they don't explain the subject well enough for the students to complete it with any success
- Not really. There's things in place to help teach ethics, but if you knew they'll coming into Bradley it does not affect it much

Academic Influence (40 Responses)

- All the ethical classes and accounting courses.
- ATG 268 ethics course, also we cover ethics in almost every course.
- ATG 268 was a great ethics course
- Based on experiences in classes that I have gotten to have, I have gained the knowledge to decide between right and wrong
- Bradley has helped me experience a more diverse group of people, and with that, has aided me in communicating with people from different backgrounds than myself. This experience has showed me how to act ethically towards others, even if I do not agree on every little thing. Additionally, the school prompts hard work and ingenuity in academics-- and doing one's own work.
- Bradley has provided multiple ethics classes. Bradley also provided activities and events to help act ethically.
- Bradley has taught me the differences between what is ethical and what is legal and how to work with both of these in the work force to get the best results
- Bradley's ENC 37/375 course has a specific portion of the class dedicated to ethical actions in each student's future profession. The ethical actions of professors.
- Classes have touched on the consequences that can happen if one acts unethically.
- Ethics were a separate section of almost every class I took, which was irritating but ingrained an ethical mindset in me.
- Every professor had sections on plagiarism in their syllabus and used software to detect it in writing.
- HS 11 professionalism was helpful
- I am an accounting student so ethics is heavily built into my curriculum
- I am graduating with a degree in Religious Studies, so ethics comes naturally to my major, but this is not true of nearly all majors on campus. I only learned ethics through my major.
- I am more cognizant of the people and events around me. Before coming to Bradley, I was unaware of the events worldwide as well as political views and I believe throughout all of my Bradley courses I have developed opinions and viewpoints which I freely express in the right environment which Bradley helped me develop.
- I have had well-rounded courses throughout my time at Bradley making me more aware of so many things within society.
- I have learned about ethics within several courses covering topics such as research ethics, classroom ethics, and workplace ethics. I believe this given me a well-rounded idea of how to present myself ethically within society.
- I have taken many diversity classes throughout the education program and communication classes. These have helped me work with others and speak to different people about a variety of topics.
- I have taken multiple ethics classes in my major and they have all shown me how to act professional in my major. But being involved in extracurricular has shown how to act ethically in my personal length
- I learned about different ethical situations in my CS Ethics course
- I think the wide variety of classes from English to the sciences that are required for everyone to take makes one view the world in multiple ways.
- I think what really helped with ethics was philosophy classes, and classes I took through my GenEds. What helped apply it outside the classroom was the different volunteer experiences I had. These experiences allowed for me to meet a variety of people, and see things I wanted to emulate, or that I didn't. Other experiences that helped include working jobs on campus. This is really what helped with ethics, soft skills, and finding hobbies.
- I took ATG 268 Business Ethics which helped me learn about controversial situations that I might find myself in in my future career. It also helped me develop different ways to analyze ethical dilemmas.
- I've taken several classes at Bradley that have helped me be aware of other cultures and backgrounds, specifically the class I took on Christianity in America with Dr. Fuller.
- Knowing the engineering code of ethics has laid out clear guidelines on how to be ethical on the job.
- Many of my classes as well as involvement with student organizations have challenged me to reflect on my own moral conduct and make ethical decisions.

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- My Bradley experience has allowed to work beside, in class and in organizations, others who work and act ethically, and through this experience I will apply this to experience after Bradley.
- My classes with Dr. Chubin in sociology challenged my previous way of thinking and made me into a better more ethical person with a greater understanding of others.
- My communication and English classes have allowed me to see multiple perspectives and react to all of them respectfully.
- My experience in the Honors Program within the Psychology Department improved my understanding on how to act ethically, especially in the research field.
- My experiences at Bradley have improved my ability to act ethically within society by surrounding me with many other individuals that have strived to become more ethical. In addition, many of Bradley's faculty have taught me how to act more ethically by actively demonstrated their ethics.
- My major teaches us the importance of collaboration which helps us move through society.
- My majors are criminology and sociology. That is essentially built into our curriculum
- Sociology classes have really done that
- Studying ethics, other philosophy, psychology, other science disciplines, and the synthesis of all these concepts on how they relate to society through my own critical reasoning.
- The Honors seminars I have taken over the years have been really interesting and some of the most useful classes I have taken on campus. Most of the seminars I took concerned politics, and they helped me stay up to date on the news, as well as look at it critically and impartially. I think it could be valuable to open up similar seminars to students not in the Honors program so that they too can benefit from classes that are light on course load, but still challenge your beliefs and preconceived notions.
- There are a few events where Bradley has acted unethical, so I know what not to do, plus I took an ethics course.
- Three of my classes had sections on ethics.
- Took a couple philosophy and ethics classes that really make you think about what you are doing in every situation - would highly recommend the Ethics class to anyone
- Took lots of ethics classes

Personal Growth (34 Responses)

- Because Bradley itself is a bit of a separate society from the rest of Peoria, being able to act ethically and empathetically allows you to befriend a greater population and not offend those within it.
- Being knowledgeable about ethically controversial topics allows one to make informed decisions.
- Better communicate with diverse groups
- Bradley has given me the ability to know right from wrong and to stand up for what I believe in morally. It has also taught me, however to play the system when it has been flawed for so long.
- Bradley has offered me a great experience that has helped improve my ability to act ethically within society because of the diversity that it offers interaction with many students.
- By being about to face problems head on and not run away from a challenge
- By evaluating what is evidence based practices to back up claims or perspectives.
- College itself does that but Bradley gave me a small school feel I needed to interact with others and create more relationships than a large school.
- Having good role models here at Bradley has helped develop my ethics and sense of right and wrong. I am fortunate enough to have been surrounded by good people. That being said, my ethical behavior is primarily a product of my choices. There is an ambivalence to plagiarism and cheating that I have observed on our campus. This culture makes it easy for otherwise ethical people to behave poorly.... bad ethics perpetuates bad ethics... all in all, I do not think that ethics is heavily emphasized as a priority at Bradley.
- Helped me learn different view points on life and helped make me a better person.
- I am more cognizant of the people and events around me. Before coming to Bradley, I was unaware of the events worldwide as well as political views and I believe throughout all of my Bradley courses I have developed opinions and viewpoints which I freely express in the right environment which Bradley helped me develop.

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- I feel that coming from a small school has humbled me into making closer connections with people where ever I go. I had an out of state internship and I was complimented of how hardworking I was while making interpersonal connections with people both inside and outside my department.
- I have been taught people skills and social skills
- I have learned how to effectively communicate my believes and concerns in a respectful manner when I disagree with another person's viewpoint.
- I have learned to collaborate, to try out other people's perspectives and to maximize my time and productive potential. I have come to understand moral structures (rights and wrongs) as totally socially constructed under the guise of protecting a GROUP, not the WORLD, the PLANET, or the SPECIES at large. Ethics is about what's good for everyone. I know now that living in society requires sacrifices and commitments, no one has the right to get everything they want all the time. I make choices now by first considering the ripples and long-term effects of my actions. I live for myself in 5 years rather than 5 minutes.
- I know what is and isn't acceptable.
- I now know how to work with all types of people.
- I think being at Bradley has improved my critical thinking skills, and allowing me to weigh how my actions affect others. Also, being in class and learning about diverse topics has improved my insight into society as a whole.
- I think by further educating, it helped me act ethically. I also believe certain reactions made by Bradley faculty, especially those regarding race and sexuality, made me further know my own beliefs.
- I think of impacts in terms of safety, economy, and environmental impacts before making decisions.
- I've been exposed to different viewpoints and ideals, which in turn has helped me see different sides of arguments, and allow me to think in a more inclusive fashion
- I've gotten a better idea of who I am as a person and what my values are.
- Informing me with the tools I need to make better decisions.
- It has helped grow as a professional
- It has helped me be more empathetic towards others.
- It has opened me to new points of view that I hadn't considered before, and allowed me to see that things I thought of as normal were actually issues. It also made me realize how passionate some people are about certain projects or initiatives, and that made me more aware of them as well.
- It has shown me how to act professionally around those higher up than myself.
- It made me become more professional and knowledgeable.
- Learned about society on a unbiased and factual base. Understanding the complexities and situations that we live in here and globally
- My experience made me realize businesses are founded by members of society and I wouldn't act unethically to a person, so I shouldn't act unethical in a business setting.
- Practiced ethical behaviors in the classroom and outside of the classroom
- Taught me to see the world in different lenses
- There are a few events where Bradley has acted unethical, so I know what not to do, plus I took an ethics course.
- Yes. Bradley has taught me that there is more out there besides what I think and believe. You learn to adapt and fit in to other cultures other than your own. Bradley has taught me to think about my decisions before I made them and how it affects other people.

Multicultural Experiences (25 Responses)

- being aware of different cultures, identities, and perspectives
- Bradley has always had a diverse community of students on campus and within classrooms which allows everyone to hear different points of view and prepares students to be able to communicate when they may disagree.
- Bradley has helped me experience a more diverse group of people, and with that, has aided me in communicating with people from different backgrounds than myself. This experience has showed me how to

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act ethically towards others, even if I do not agree on every little thing. Additionally, the school prompts hard work and ingenuity in academics-- and doing one's own work.

- Bradley has offered me a great experience that has helped improve my ability to act ethically within society because of the diversity that it offers interaction with many students.
- Bradley has provided me to interact with people of all different backgrounds and know how to act with people who different views than I have.
- Coming to Bradley I was able to meet so many new people and learn to appreciate everyone for their differences through my own actions and judgments.
- Given me the opportunity to interact with others who are different than I am.
- Having a diverse student body allows me to interact and learn more about other cultures.
- I have better knowledge on several different cultures' ideas of ethics
- I have met new people with various backgrounds and cultures and through interacting with them I have learned.
- I love the diversity here.
- I think Bradley is very accepting of all types of people through speakers, daily interactions with peers and staff and through the classroom I have e learned ways to communicate
- I think what really helped with ethics was philosophy classes, and classes I took through my GenEds. What helped apply it outside the classroom was the different volunteer experiences I had. These experiences allowed for me to meet a variety of people, and see things I wanted to emulate, or that I didn't. Other experiences that helped include working jobs on campus. This is really what helped with ethics, soft skills, and finding hobbies.
- I was exposed to a lot of different people from different backgrounds so it helped me open my mind and get real life experience working with lots of people who have had different life experiences than myself.
- I've broadened my perspective on a lot of controversial themes and became more open to new ideas and cultures.
- I've learned more about the ways in which people who are different from me think. So, I used to think people were being unethical when they made certain choices, but now I understand more where different people are coming from.
- It has allowed me to be open minded to other peoples experiences, backgrounds, and privileges.
- It has exposed me to a diverse background of students. I have listened, collaborated, and learned with/from these students to better sympathize with their background. However, I have also been given the tools to evaluate and analyze a situation or somebody's perspective in order to understand them without compromising my own beliefs and values.
- Lots of opportunities to communicate with other students and staff through multiple platforms and settings.
- Since Bradley is so tight-knit and allows us to meet people from all walks of life, it has educated me on other cultures and diversity, which has provided me with perspectives to know how to act respectfully toward others who may see the world differently.
- Spending each day with people across many cultures and backgrounds led me to understand where people get their viewpoints. It also helped me to reach out and start conversations with people with different views, not to attach but to try to learn as much as I can.
- taught me how to interact with people who are different than me and respect everyones opinions
- Through my work experience on campus, internships, and studying abroad my view and understanding of the world has expanded and allowed me to see how others face ethical questions and act in response.
- With many different cultures on campus and various organizations
- Working with people from various backgrounds lended insight to how different people foresee situations and actions.

Role Models/Accountability (16 Responses)

- As a student at Bradley, I have developed a more well-rounded view of social issues through discussions with faculty and other students.

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- Bradley's ENC 37/375 course has a specific portion of the class dedicated to ethical actions in each student's future profession. The ethical actions of professors
- Everything I have learned about ethics from Bradley has been in response to what I perceive to be unethical actions taken by faculty members.
- Having good role models here at Bradley has helped develop my ethics and sense of right and wrong. I am fortunate enough to have been surrounded by good people. That being said, my ethical behavior is primarily a product of my choices. There is an ambivalence to plagiarism and cheating that I have observed on our campus. This culture makes it easy for otherwise ethical people to behave poorly.... bad ethics perpetuates bad ethics... all in all, I do not think that ethics is heavily emphasized as a priority at Bradley.
- I believe that Bradley students learn from Bradley faculty and staff, as they exemplify acting ethically both in and outside the classroom. That is a very special aspect of Bradley.
- I have had some awesome professors. However, Bradley as an institution is a soul sucking corporate machine.
- I have interacted with many different types of people at Bradley and I think those experiences have helped me in the long run.
- I think by further educating, it helped me act ethically. I also believe certain reactions made by Bradley faculty, especially those regarding race and sexuality, made me further know my own beliefs.
- I think the social experiences with other classmates, professors, and through experiential learning was how Bradley helped me act more ethically in society. It helps to have good examples of ethical behavior that you can mimic. Also I think being more knowledgeable about many topics also really helps me to act more ethically.
- I've taken several classes at Bradley that have helped me be aware of other cultures and backgrounds, specifically the class I took on Christianity in America with Dr. Fuller.
- it has allowed me to be more cautious of what I say and do especially for my future of teaching. it has created an accountable environment for me and others around me
- Learning by example of professors and staff
- My classes with Dr. Chubin in sociology challenged my previous way of thinking and made me into a better more ethical person with a greater understanding of others.
- My experience at Bradley has improved my ability to act ethically within society because throughout my time at Bradley the teachers are trusting in you, to be honest on exams or even homework assignments. So I have learned about that more while being at Bradley.
- My experience at Bradley made me realize what unethical issues are around me and made me realize I don't want to be unethical.
- The opportunities at Bradley have challenged me to work hard, consider others and improve my confidence. Individual assignments that resulted in collaborative events were the most inspiring and motivating projects to work on. I was held accountable because my results had an impact on others, so I think that counts as ethics.

Extracurricular Involvement (15 Responses)

- Bradley has provided multiple ethics classes. Bradley also provided activities and events to help act ethically.
- Bradley offers many different organizations to partake in that promote events to gain experience with different ethnic groups
- Getting involved.
- I believe my experience of joining a fraternity has improved my ability to act ethically within society, and that my experience with clients during senior project has improved my ability to act in the workplace. This, however, was not a large improvement. I feel previous experiences from boy scouts or volunteering has helped far more
- I have learned to act ethically within society from Bradley with the opportunities that have been offered here and the educational speakers and presentations have also helped. The speakers that Bradley brings in are often well versed and bring new and powerful information to the students. The extra lectures and presentations have been a big help with this.
- I have personally been involved in a lot of organizations that have exposed me to real world experiences.
- I have taken multiple ethics classes in my major and they have all shown me how to act professional in my

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major. But being involved in extracurricular has shown how to act ethically in my personal length

- I think Bradley is very accepting of all types of people through speakers, daily interactions with peers and staff and through the classroom I have e learned ways to communicate
- I think what really helped with ethics was philosophy classes, and classes I took through my GenEds. What helped apply it outside the classroom was the different volunteer experiences I had. These experiences allowed for me to meet a variety of people, and see things I wanted to emulate, or that I didn't. Other experiences that helped include working jobs on campus. This is really what helped with ethics, soft skills, and finding hobbies.
- I've had the opportunity to work with the outside community (local Peoria area) through projects, volunteering and sorority events that have helped me maintain my ability to act ethically within society. I've also been able to network through job fairs or other career events like Resume Critique Day.
- Many of my classes as well as involvement with student organizations have challenged me to reflect on my own moral conduct and make ethical decisions.
- My Bradley experience has allowed to work beside, in class and in organizations, others who work and act ethically, and through this experience I will apply this to experience after Bradley.
- My sorority, Sigma Lambda Gamma, has a principal of moral and ethics and it is prominently owed to my organization that I see and understand the importance of ethics in everything that I do.
- With many different cultures on campus and various organizations
- Yes, but not Bradley specifically. Organizations at Bradley fostered that environment, but not the school itself.

Other (11 Responses)

- Bradley has allowed me to understand the flaw of bad ethics. Living in the dorms has allowed me to see how people are directly effected when others act poorly.
- Go Braves
- I don't understand this question.
- I feel as though as a proud Bradley student I want to be able to represent my school in a positive manner so other people have respect Bradley as well.
- I have been informed much more about the systemic problems that persist in society today. I have also learned much more about critical thinking and research methods for addressing these problems.
- I would say we spent a lot of time on ethics, sometimes I think it was ponded into us too much. Especially when it's up to the person in the end, and everyone has a different outlook on ethics.
- I've learned more about different ethnicities and genders and the problems they face in society. I feel like I am more socially conscious of what I say and talk about in order to not offend anyone.
- N/A I've just matured. There have been some quite unethical things happen with faculty and staff within the past 2 years at least.
- no comment.
- People are people and work is work. This is a place for academic work and that is it.
- Was not a main focus

Leadership/Work Experience (10 Responses)

- Bradley as a institute has not taught me anything about acting ethically within society. Through open discussions with mentors, bosses, and my interactions with the real world, outside the "Bradley Bubble" have I learned to act ethically in society.
- I have been a part of Residential Living which provided me with many opportunities to learn to act ethically.
- I think by leading by example a lot. I saw a lot of things that were ethical and some that were not. When unethical things happened around me from all levels of the university, I saw people speak up. That was exciting. That was infectious.
- I think what really helped with ethics was philosophy classes, and classes I took through my GenEds. What helped apply it outside the classroom was the different volunteer experiences I had. These experiences allowed for me to meet a variety of people, and see things I wanted to emulate, or that I didn't. Other

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experiences that helped include working jobs on campus. This is really what helped with ethics, soft skills, and finding hobbies.

- I've been in leadership roles that require me to consider what is the right thing to do. Sometimes I've struggled, but my peers in these roles have opened a dialogue that has always helped guide me to do the right thing.
- Through my work experience on campus, internships, and studying abroad my view and understanding of the world has expanded and allowed me to see how others face ethical questions and act in response.
- Through professional opportunities of conducting field experience and placements at different schools within the community

Yes/Confirmation (7 Responses)

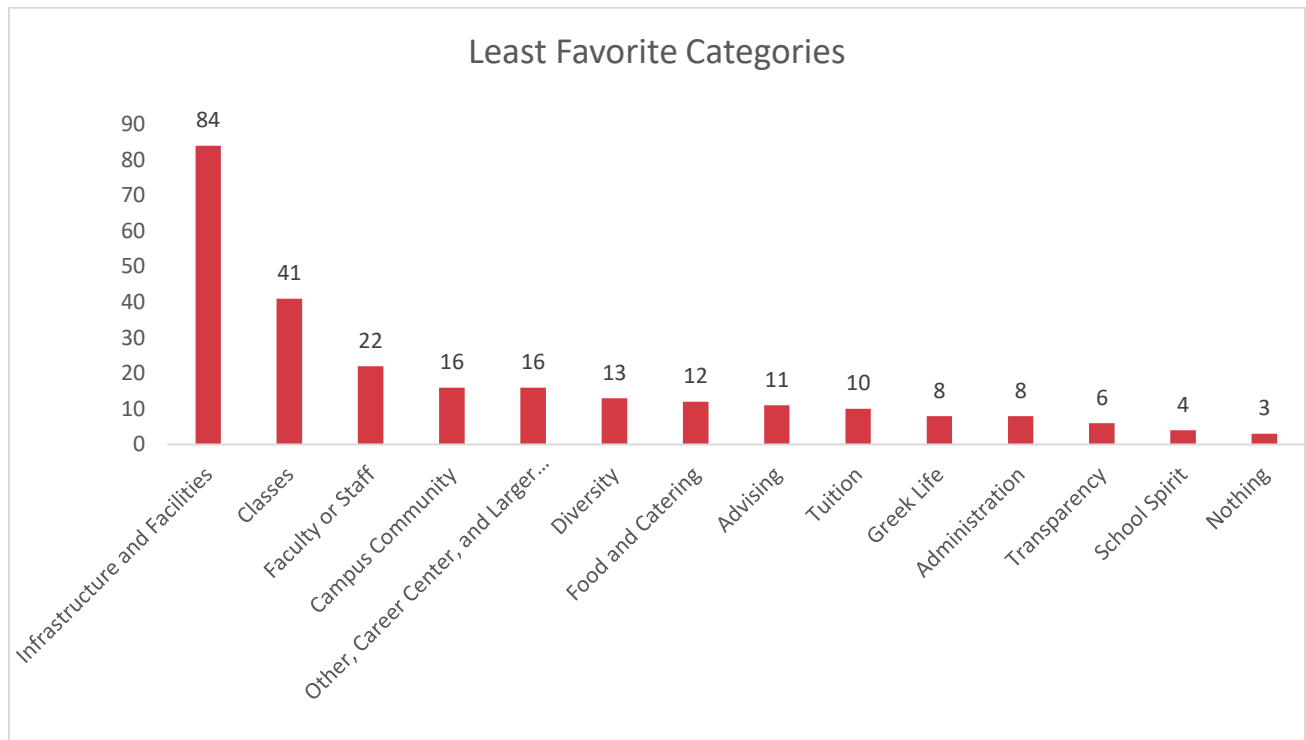
- A lot
- From the get go the expectation Bradley has for its students it to act ethically so it easily translates into being ethical in society too.
- I think there were situations that happened that allowed for others to learn
- I would definitely say it has, but no specific examples come to mind.
- It has... but through negative experiences. I came in to Bradley with more exposure to diversity than more than half of the campus. I've seen students act unethically or unprofessional while teachers turn a blind eye. Because of that I know how to never treat my students.
- It taught me how to be morally and think responsibility in society.
- It's been great.
- My experience was fine, no issues.
- Yes
- Yes. I know what's right and wrong.

Least Favorite

Students overwhelmingly cited frustrations with Infrastructure, including issues with wireless internet and outdated facilities. With the “Infrastructure and Facilities” being the largest category, this following section breaks these 84 responses into two mutually exclusive sub-sections – “Wi-Fi & Technology Specific” and “Other Infrastructure and Facilities.” Complaints about class content, faculty, or staff were also common.

Least Favorite Question / Prompt

What was your least favorite aspect of Bradley?



Many of these responses included multiple answers and fit into various categories. Please see below for text of free response.

Least Favorite Responses by Category

Infrastructure and Facilities (Total 84 Responses)

Wi-Fi & Technology Specific (49 Responses)

- A big problem is the wifi. It's nearly impossible to be on a college campus where you don't know if you'll be able to access the internet. Not only that, but the professors are not always understanding about this when it comes to online assignments. Especially if you're living in the dorms, it is essential to have working wifi at all times.
- Amenities like wi-fi.
- Cutting cable television. I understand that most things are streamed, but we clearly do not have the wi-fi to support that. I was told a survey was handed out, but I did not see a copy of that survey. As a sports fan, particularly a Bradley sports fan, streaming their events was incredibly difficult because the wi-fi could not

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support everyone streaming from their various devices. Furthermore, our rent actually went up despite a service being taken away. I think the entire situation was handled poorly

- Having inconsistent wifi especially over the last two years. It feels like the wifi has gotten less and less consistent which is incredibly frustrating considering we have apparently made changes to improve it and have given up cable to essentially have the wifi work less efficiently than before. And newer computers do not always have Ethernet cords as an option
- I could say the internet because its absolutely ridiculous to have problems with it so often in such an advanced day and age, but I would probably say school spirit. We severely lack the students wanting to get involved with the sports we have on our campus which doesnt allow us to meet eachother as easily. Tailgating before games would probably open more opportunities
- I don't like how you put all the transfer students in a building and prevent them from mixing with other, longer-term students on campus. My only friends are transfer students because of this. And why did we need a parking pass? Why did you ticket us for parking somewhere when we already pay SO MUCH to go here. PLUS THE WIFI NEVER WORKED! EVER!
- I'm sure many people are saying this, but the wifi really did negatively impact my college experience. Homework took longer, I had to plan my schedule around when/where the wifi would work best, etc. I don't know of any other school that faces these problems, so I would strongly recommend simply copying what everyone else does.
- Internet access
- Internet connection problems.
- It sickens me that Bradley cares more about plagiarism than sexual assault. How can education come first if people do not feel safe and heard? Bradley should do a better job at handling this type of trauma for students. Additionally, students should be able to be excused from class and get extra help from a professor when they are struggling with a mental illness, just like a physical illness is excused. Also, the parking and wifi is not the best. At least let visitors/students park at St. James without ticketing.
- It's a tie between the WiFi not working and having to use data in the lib, westlake, jobs, Olin, and Bradley hall. And the fact that within the nursing department students are not listened to. If we have valid, evidence backed complaints we are yelled at or ignored. Also, the way Greek life was handled and the fact that kids have to go off campus to sketchy areas to hang out.
- My least favorite aspect is the internet connection throughout campus as it has been quite problematic over the years.
- My least favorite aspect of Bradley is the Wifi.
- My least favorite aspect of Bradley was the WiFi connections and parking. I know that the WiFi was not an easy fix, but we should have been more accommodated for if we had homework assignments or projects due.
- My least favorite aspect of Bradley was the WiFi. The WiFi is something that all Bradley students need in order to complete assignments on time or to be able to do the necessarily daily activities that are asked of them. It's difficult when we don't have the WiFi access and when there's an outage. We know that some outages can't be controlled, but we hope for the future that it will be able to fix. There weren't that many least favorite aspects, which is why this one is really minimal. I have loved my years here at Bradley.
- My least favorite thing about Bradley has been the Wifi. When I came here four years ago it wasn't nearly as hard to deal with but it's gotten worse and worse ever since they began to completely change the system. I know that it's a tough thing to deal with and technology can be very unpredictable, but it's tough being a student on a college campus with wifi that doesn't work.
- poor internet infrastructure. Poorly organized activity spaces, schedule overlaps for room reservations in Markin lots of times.
- The bookstore books are very overpriced in comparison to online companies such as chegg and valore books. It would also be nice to know if books came with access codes so that we know that we have to buy the code separately or buy a new book. Also it would be nice to know what books are in a bundle so that we can compare prices online and maybe buy them individually. The WiFi is also an issue, but I know they're working hard on that which is great. It would also be nice to see the president (Gary Roberts) come to some Bradley student events so that we can meet him.

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- "THE DAMN WIFI BARELY WORKED

FIX

FIX

FIX

FIX"

- The flooding sidewalks and the WiFi
- The internet was poor. Made it difficult to turn in assignments. They claimed they were fixing it but I never saw an improvement over the 4 years
- the internet, it has not connected all year and I cannot get LTE in the basement of most buildings
- The lack of technological advancement on the campus. The internet was a major issue all four years I was here. Also the classrooms in Bradley hall all have outdated projector systems that would sometimes cause issues for my professors, and we were not able to learn as effectively as we should have been able to.
- The poor Wifi considering how much we pay for tuition each year.
- The quality of computers in the labs.
- "The unreliable wifi, aimless sidewalks, and under/poor staffing in some departments often related to under-funding. The first two are more lighthearted but very present in everyday life so it continuously wears on you. The wifi has been inconsistent through all four of my years on campus, freshman year and senior year especially. The sidewalks were not well planned out. They are not directed in a logical order to get people around campus nor are they some crazy aesthetically pleasing design. They just feel random which leads to people walking in places where there should be sidewalks which either kills the grass or gets blocked off, which adds to the irritation.

The more major issue that I had while on campus is finding some departments struggle on the staffing or resource side often because of under funding. I have a limited view because of the departments I have worked with but have heard similar things from others in different departments. In the Mechanical Engineering department, we have some professors who just shouldn't be teaching here. [Faculty 1] should have been let go years ago. He is sexist, racist, sizist, probably any -ist you could come up with. Additionally, he makes inappropriate jokes about guns, eating disorders, and mental health to name a few. Plus at this point he isn't a quality teacher providing a quality education, he's lazy and doesn't teach, rather he talks about drones, politics, current events, and himself. His classes were a waste of time and paper, and I did not come out of them with any additional knowledge in the subject areas which he was suppose to be teaching. [Faculty 2] is another professor that struggled a bit on the teaching side. I want to be clear, [Faculty 2] I can tell in a very intelligent man who is an expert in his field but his excitement and energy seems more directed towards research than teaching. Also at times he tried using some scare tactics to get us to put more effort towards his classes claiming they were far more important than our other classes. I think [Faculty 2] would be better fitted at a research university than here, but he's not too bad. The other department I've seen struggle the more is Health Services and Counseling. My experiences going to Health Services have been alright but I have never gone for anything major. Friends of mine have left with horror stories though. The staff can be rude, unhelpful, and inadequately trained. Counseling Services on the other hand is extremely understaffed. Their jobs are incredibly important and they are having to meet with far too many students daily. For our size university we should have at least 3 more counselors. Also we should have male counselors as well, some students would benefit more from having a male perspective who they could relate to more, some people just work better with one type of person over another.

Yes, our athletics are doing better not than when I started at this university, but we are not an athletic focused university. Put funding towards the majority of students and improve Bradley as a whole, rather than putting so much towards athletics which aren't bringing in the money that would make it worth it. We could put the money towards improving our academic facility resources, our faculty, our health services, our counseling

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department, our residence halls, our dining services, our student center, our staff buildings (Sisson & Burgees), our research, our wifi, or our sidewalks to name a few."

- The unstable wifi connection throughout all campus buildings and apartments. There are certain buildings and rooms within buildings that I can almost never get connection, even if the wifi is working elsewhere. These buildings include Morgan Hall and the upper levels of Bradley Hall.
- the Wi-Fi barely worked, and I felt business and engineering majors were favored.
- The wifi and technology... BU secure rarely works, BU guest kicks you out every 5 seconds if you can log in.. Half the time I was running a hot spot through my phone which would kill my phone and my laptop. Also a lot of professors lack answering emails, which makes it hard to communicate.
- The wifi because it is really bad.
- The Wifi because it proved very unreliable
- The wifi being awful, for instance I have not been able to use my TV or game systems online for the past 3 days (I called and went to the tech help desk and all they could tell me was that the server has been down).
- The wifi going out constantly throughout my four years and having old equipment at Markin
- The wifi services are poor. There is not enough parking for commuter students. I did not enjoy the temporary foster college of business located in campus town.
- The wifi sucks. Communication of professors needs to be better.
- The wifi sucks. We all know that. Also, a lot of business professors are adjunct professors who don't particularly care about the class, cancel often, and do not teach very well.
- "The wifi was one of my least favorite parts because it's unreliable. However, I'm glad that changes are being implemented and I hope that it is improved long term. I also wish that the CFA college didn't require all students to have MacBook Pros, because it's not needed for my discipline (as it isn't for many others) and mine has proved to be unreliable and expensive to maintain. If I had known they'd never enforce that rule, I would have bought a PC instead. And the advising was subpar.

The other thing I've been most disappointed in is Bradley's handling of sexual assaults that occur on campus. From President Roberts' remarks to the cases this past fall with Bradley faculty to a case in which a [member of a student organization] was not appropriately disciplined after assaulting multiple peers, I fear that if my peers or I had experienced such an incident, it would not have been taken seriously and attackers would not have been disciplined. The reason why so many people don't come forward is because too often they aren't believed or taken seriously or helped. Sexual assault is too big of a problem on college campuses for the adults who run them to not know how to properly handle it. Why is it that students' safety is such a priority when it comes to restricted access to buildings and walking home alone from the library at 2 am, but not when one student sexually assaults another? I love Bradley with my whole heart, but it saddens me to know that students work hard to campaign for sexual assault awareness during April and yet it is still such a problem due to lack of seriousness on part of the administration."

- The WiFi was spotty.
- The wifi, of course, was frustrating. Also, I don't understand why Bradley only counts the first 7 semesters towards walking with honors in graduation.
- THE WIFI! It never fricken worked. It was so unreliable I'd rather meet off campus somewhere than on campus for a group project beaus who knows if I'd be able to use my laptop. In an era of today computers are all we use sometimes. Money needs to be put in wifi and also improving trash classrooms in the Jobst.
- THE WIFI! It would sometimes work, but sometimes not. Really frustrating when you need to work on things. Parking was also another thing I did not like. It is super expensive to park a vehicle on or around campus, but then there isn't any spots for the people who actually bought passes and it is frustrating.
- Tough to say. It's the little things that you expect out of higher education that Bradley doesn't have. Working wifi is an example. Every campus should have free, quality, working wifi avialable everywhere. In my 4 years as a student here I have NEVER had consistent wifi. I always have trouble connecting in class rooms, especially Bradley Hall. I also feel like my tuition money isn't being put to it's best use. This school wastes money on things like outside consultants when they have qualified staff. I'm sure if you just asked and listened to the extremely knowledgable business proffesors, they would be able to help the entire university. We litterally answer similar questions in a 400 level business class and everybody agrees that the school doesn't provide

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basic level amenities. The construction professors will all agree that the new building is very behind. I'm sure they could have done proper estimation there. The culture here is just dismal. It's tough to find somebody that is very passionate about this school.

- WiFi because it sucks
- Wifi because it wasn't very efficient.
- Wifi lol
- WiFi was awful
- Wifi, no Bradley Stoles for Graduation, no plowing of snow on off-campus streets during the winter
- Wifi, non recycling, not keeping sidewalks and roads clear of ice and slow
- Wifi(never works right), no drainage on quad (its basically a swamp), and its absolutely terrible physics department (Lets be honest.....You already knew this)

Other Infrastructures and Facilities (35 Responses)

- Construction, it ruined Baker and makes campus look atrocious.
- Cost and the less than ideal conditions of some of the dorms.
- Dorms/food/technology issues
- Going to class in campustown, living in Geisert Hall
- I did not like that there are not a lot of places to study other than the library and Westlake. Hopefully with the new building being build there will be more places to study.
- Lack of distribution of funds. Bradley doesn't mind throwing a lot of money at sports, but then "promises" to use other funds towards the internet, which was false.
- Living in the dorms for 2 years was my least favorite because I enjoy cooking/baking and I eat a lot healthier when I am able to do it myself, but being in a dorm limited that.
- Location isn't the safest
- Location, nothing they can help
- My least favorite aspect of Bradley is the limited transportation. I really appreciate the Safety Cruisers at night, but I wish Bradley had similar shuttles during the day, especially during the winter months. I also wish they went a bit further. For instance, for students who live on campus and do not have a car, it can be difficult to go grocery shopping. Not all of us feel safe taking the bus and Ubers are not always available, or students may not feel as safe in them.
- My least favorite aspect of Bradley was staying in the dorms. It was probably just my experience. The girls on my floor were disgusting in the bathroom.
- My least favorite aspect of Bradley was the sidewalks. The sidewalks consistently flood after it rains causing students to walk in water that is 3-4 inches deep or more. It effects every student, faculty member, and visitor, and it makes Bradley look bad overall.
- My least favorite part of Bradley has to do with the looks on campus. Sometimes I felt like students were not always listened to when it came to this. Take for instance the "circle of pride." Countless students came forward and said a fountain would be cool! In response, we were told students would 'ruin it'. I just feel like the maturity of students is always looked over. Same with other instances of how the campus looks. I think if students' interests were taken more into consideration when it comes to improving the school, it would be much more beneficial for all. At least this should be done more openly, like having it stated that students are helping make decisions, because from an incoming freshman/a semi-involved sophomore it really isn't seen and it really feels unfair.
- My senior capstone project through the Foster College of Business. It is a WASTE of time. I have other classes and the CPA exam that are more important and relevant to my future success but i have to spend lots of time on a project that is absolutely worthless to me. I also think the ease of using the safety cruiser should be better. They are rude to students over the phone and students have no idea when they are coming so they have to stare out the window for 20+ minutes. they should receive a call when the cruiser has arrived
- Not having enough parking for upper classman, because sometimes all I need to do is drop off a paper and there isn't enough parking where I can park for 15 minutes without getting a ticket.

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- Parking and financial office. The financial office has been the least helpful when I come to them for help. And parking tickets a ridiculous amount. If I'm taking 16 credit hours at Bradley, 3 at ICC AND working 14 hours a week that requires commute I shouldn't have to balance the pros and cons of being late to class or a ticket because there isn't enough parking. Which makes me stressed and distracted when I get to class.
- parking tickets, gen. ed classes were boring
- Poor hours of operation regarding the library and campus dining. They do not tailor to those who are early risers.
- Probably the location, being around shady areas of Peoria. Additionally, had issues with academic advising and graduation credits, which should not be an issue if the advisers know how to do their jobs correctly.
- The campus is not handicap accessible at all. The school was over sold for the resources and things provided.
- the dining hall food and the dorms are outdated a bit.
- the dining hall food, the dorms had bugs and are outdated, lack of security, changing the tutor center to only open tutoring and not by appointment
- The dorms feel like jail especially Geisert because they do not feel homey however much you decorate your room and the communal bathrooms are poor. There is a high level of variability in quality from one dorm to another and this makes it unfair. I have also seen an immense lack of accountability between professors and students and the syllabus means nothing because professors will make schedules and rules on the fly and students do not have to follow rules put in place at the beginning of the semester. This causes a lot of frustration and confusion between professors and students because no one is held accountable.
- The drainage systems and sidewalks make no sense. Also there is no parking on campus for students who live off campus.
- The emphasis on sorority and fraternities and the limited parking.
- The fact that there was no football team, the fact that printing costs money, the size of the school.
- "The fact that they don't care about anyone on this campus besides athletes and engineers. I don't give a shit if the athletes bring the university money. I also don't care about their claims that they have double the work of "regular students." The fact is, every student athlete that I've met is going here FOR FREE WITH MONTHLY STIPENDS and they do not give a single fuck about their classes, yet are still being hand-held by their professors and aren't losing their scholarships.

Also, I have repeatedly spoken out about [Faculty Name], who single-handedly made my life 1000 times worse here. But just because she has tenure, my words mean nothing. Her poor advising has resulted in my late graduation. Also, on the last day of one of my classes with her, she told us that contrary to what the syllabus said, the class would be pass-fail. I told the chair of the FCS department and she mostly didn't care. I have also witnessed her blatant racism. In another one of her poorly instructed classes, she gave the same grade to everyone in the class (as she usually does, because actually grading assignments is TOO MUCH) except for the one black student. This just brushes the surface of every fucked up thing [Faculty Name] has ever done. I know she's retiring but the university needs to DO BETTER. Pay attention to the student reviews even if your staff member is tenured.

The food is horrible. One of my roommates told me she lost 15 lbs freshman year because she couldn't stomach the dining hall food, and only ate things she could make in her dorm room. I've been to so many other universities of all different sizes and costs that have food that is much better than ours.

Lastly, please, for the love of god, PLEASE do not let Gary Roberts write his own e-mails to students, or even speak for himself in any situation. He is an absolute embarrassment to this university and is tarnishing our reputation.

P.S. Honorable mention for that Wifi"

- the gym was never updated. Things remain broken for months. we pay too much money for that
- The lack of classrooms. I am a nursing major and have had more classes is Job than Wes.
- The location because there is a lot of crime in the area.

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- "The parking. There were so many times I was late to class because I couldn't find any parking spots. We should build more free lots because the tickets were ridiculous when we pay so much money to go here. As an involved member of Greek life, I was very affected by Gary Roberts' comments on sexual assault. I feel like Bradley focuses more on preaching to not drink alcohol than teaching people consent. The physics department was horrible. I had to take a year of physics for my degree and it was a joke. It was so unnecessarily hard and the professors did not relay information to the students well. I enjoyed being a Health Science major, but I felt extremely underrepresented because the entire major focuses so intensely on Physical Therapy. Half of my coursework was taught with a PT mindset and for someone who is not going to PT school, I did not find this beneficial at all. "
- The price is really high and seems to keep growing every year. Also, the price of commuter parking is really high. I just committed to paying thousands of dollars to go here then find out just to park in a very selective and crowded area that I have to pay \$200 for the first year, then \$100 for the years following. It gets a little ridiculous. Plus if there no place to park in the designated area then we receive a ticket, so even more money out of my empty pocket.
- The sidewalks are absolutely atrocious. They constantly flood and are not easy to walk on. It is also not a good campus for people with disabilities. The sidewalks, lack of access, and broken elevators contribute to this issue. Finally, there are frequent pests that return year after year and are not solved (wasps, mice, roaches, lady bugs).
- The surrounding area is very displeasing. Bradley does do a good job at keeping their students safe.
- The surrounding area. The neighborhoods are not very nice.

Classes (41 Responses)

- Advising was terrible because professors don't understand class schedules or graduation requirements. I had to meet with professors and advisers. Having to go to campustown for classes was terrible (and I will pay the same for my schooling as the next student that uses the brand new building... that's not right and not good business). The finance department is in shambles. I didn't learn much in finance because the professors are not that good, or don't have real world experience. There are too few professors and there is not any communication or corporation in the program. I was a double major and can say that the marketing department was FAR superior than the finance department.
- All of the Gen Eds. I think there are too many. Also for the CS department, there are too many required Jr./Sr. hours needed to graduate. Also, [Faculty Name] from the CS department, he is not a good teacher.
- Arbitrary or unnecessary coursework made it feel like I was only in some of the classes I took to get a grade in them.
- As stated above, being wait listed for classes. It's stressful not knowing if you will get into a class for the semester and have to potentially rearrange your entire schedule.
- Finance courses are a joke. The head of the finance department does not teach and simply has one paper due at the end of the semester. He does not challenge students and it is very of a class.
- I definitely think the Hospitality program needs improvement. I felt like most of the classes were a waste of my time (ex. Facilities Management) I do not want anything to do with foodservice or lodging. Bradley should definitely consider having its own Event Planning program.
- I feel like I don't even know what I did for the past four years. I feel like I'm finally taking a class in my major that's applicable to real life and I'm a second-semester senior, which sucks. I think I learned a lot in my gen-eds and classes like that (GES 101, ANT 101, etc.) and while I really enjoyed those classes, they're not what I'm \$140,000 in debt now for. I really enjoyed the opportunity to learn about things like earth science, anthropology and astronomy, but when it comes to my major (PR) I can't tell you a single thing I've learned before this semester and I've had nothing to show for it besides internships I found completely on my own and experiences I've had in those internships. I felt like what little content we learned in past PR classes was outdated and no longer applies in a digital world, and I was even told this by a few of my internship supervisors. Even in the Hollywood Semester, which was why I came to Bradley in the first place, my internship was the best thing I got out of it. It was so hyped up when I was considering coming to Bradley and it sounded so great, when in reality, my classes there taught me almost nothing, which was really disappointing. I've heard from other students that the UTLA Hollywood Semester was way better and that

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they got way more out of it than I did. I felt like I got sort of scammed into being a guinea pig for the Bradley Hollywood Semester and while I enjoyed LA, my education there was seriously lacking. All in all, I feel like I'm \$140,000 in debt with nothing but some cool astronomy facts to show for it.

- I feel like my major is behind with the times. (Graphic Design)
- I think a lot of academic aspects at Bradley have been lost over my time here. When I was touring and applying Bradley made it feel like they cared. Over my 4 years I have ran into many roadblocks set up by professors that don't care about the success of the student but rather the money aspect of teaching and how can the professors lighten their work load.
- Least favorite aspect of Bradley is the course offerings within majors.
- Many topics covered were too academic and there were not as many real world applications.
- Material often gets repeated in different classes which takes away time to get deeper into the material.
- My department 3 years before 2019. We had a department chairman that was unwilling to further academic knowledge for the department as a whole. Electrical Engineering students need more focused based programs rather than computers.
- My least favorite aspect of Bradley is some of the teachers and curriculum in the Construction department. A few teachers are out dated, don't know how to teach, or waste a lot of time with irrelevant material. Furthermore some classes teach us material that we will never use in our careers, such as CON 487 & 489.
- My least favorite aspect was that the nursing department is under supported. They don't have a solid space to have classes and end up getting some bad situations. It sad when nursing is the biggest major on campus.
- My senior capstone project through the Foster College of Business. It is a WASTE of time. I have other classes and the CPA exam that are more important and relevant to my future success but i have to spend lots of time on a project that is absolutely worthless to me. I also think the ease of using the safety cruiser should be better. They are rude to students over the phone and students have no idea when they are coming so they have to stare out the window for 20+ minutes. they should receive a call when the cruiser has arrived
- Not very hands-on with learning. Most learning is old fashioned lectures, which is an outdated and inefficient way of learning.
- Outdated. The engineering school in particular is very behind in technology, both physically and what the topics you learn in the classroom. I was being taught information from thirty years ago. Being in construction, this industry changes every year and going to class to learn about methods from long ago is not what i am paying to go here. I'm using technology on the computers that is 4, 5 years behind so now when i begin my job in June i am already at a disadvantage.
- parking tickets, gen. ed classes were boring
- Physics department. I learned absolute nothing in Physics 1 and 2. I passed Physics 1 with a 35%. That is horrible. I showed up every day and the professor could not teach. Tenure is really hurting Bradley.
- Registering for classes. It is not fair that I pay just as much money to go to a school where students with accommodations and athletes get to register before me so I don't get into classes or the time I need. The finance department could use more classes offered and more times.
- Signing up for classes, have the schedule built into the signup so you can choose classes better
- "Some of the teaching placements that I and my peers got were not good. Some elementary ed majors were placed in high schools or preschools for the ESL endorsement. For one in particular, I had to report to Bradley staff that my CT was so bad that she should never be used again, but many people had already had her as a CT.

Also, the food in the dining halls is usually terrible. "

- Sometimes I felt like classes were unrelated but they are
- Student teaching at Bradley. Only being allowed to go to one job fair, and having job interviews count against the two days that you can miss while student teaching made me feel like Bradley didn't give a single shit if I found a job or if I lived in a box after graduation. They worked against student teachers who were actively job seeking by only caring about the EdTPA and passing.
- The academic requirements that had nothing to do with my major because I could've saved myself from getting excess loans

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- The chemistry labs are only worth one credit hour but take a ton of outside preparation and work.
- The Computer Science department, specifically in terms of the Game Technology concentration, seemed to be disorganized. While I learned a lot, it seemed like a lot of classes were not available or were taught by someone not very qualified for that specific topic.
- The finance department is a mess. Bradley needs to try a lot harder to find good finance professors that can actually teach. I feel like I spent most of my time in finance classes teaching myself the material, even though I am paying THOUSANDS of dollars for a professor to teach me. I have been very disappointed by Bradley's finance department.
- The least favorite aspect is the registration process. I don't feel it's done efficiently and is more stressful than need be.
- The most recent problem I had was creating my last semester schedule due to lack of electives available because of lack of professors.
- "The music department is the closest thing to a toxic environment anyone could get on our campus. The departments order is kept through competition and what seems like politics. While there have been and still are so many wonderful music professors such as Dr. Choi, Dr. Terry, Dr. Ganschow, Molly Slotter, Dr. Orfe, Dr. Seminik, and a hand full of adjunct faculty I've had the pleasure of working with, I will always associate my time here with unfair treatment, never ending press for competition, and constant judgement from those professors who I would expect the opposite of.

Another point I would like to mention is the massive gap between the music department and the education department. It seems as though the education department does not understand the amount of work each student puts in and the demands required for the completion of our almost double major while the music department continuously bashes on the education department for just that reason (myself included). Karen Henderson is a wonderful educator and a great example of an effective bridge between both departments. She has taught me more in one half of a semester than any of my previous teacher education classes combined. "

- "The parking. There were so many times I was late to class because I couldn't find any parking spots. We should build more free lots because the tickets were ridiculous when we pay so much money to go here. As an involved member of Greek life, I was very affected by Gary Roberts' comments on sexual assault. I feel like Bradley focuses more on preaching to not drink alcohol than teaching people consent. The physics department was horrible. I had to take a year of physics for my degree and it was a joke. It was so unnecessarily hard and the professors did not relay information to the students well. I enjoyed being a Health Science major, but I felt extremely underrepresented because the entire major focuses so intensely on Physical Therapy. Half of my coursework was taught with a PT mindset and for someone who is not going to PT school, I did not find this beneficial at all. "
- The scheduling and the lack of good professors. It is ridiculous how bad it is and the amount of "staff" employees on the schedule that are not real professors. If you are going to have that, don't lie about it to perspective students.
- The scheduling options
- The university seems not to care about majors that aren't engineering or business. Having to always take a back seat to them is very annoying. I have never seen anyone in my departments recognized for anything despite both being full of absolutely brilliant students and professors. Our professors deserve a lot more recognition than they get.
- The way that general university finances and student tuition is used should be more clearly reported to students. Also, many required textbooks were often not needed in order to be successful in class. Professors should reevaluate textbook current relation to content/up to date information and how often the book with actually be used. Students end up wasting lots of money on textbooks.
- There are professors in Physics and ME department who has no interest in teaching and did not care about students at all. Also in my senior year, ME department dropped most of the electives which many students were interested in. As advised by the Dean, even after signing a petition showing that enough students are interested in taking the class, there was no action taken to offer that class. There was no survey given to ME

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class of 2019 for choosing electives. Department arbitrarily decided on which classes to offer. So the students had to choose electives which they were not interested in just so they can graduate.

- There are very few classes to take for "fun" not related to your major if you have extra space in your schedule to round out your education. It was difficult to find classes to take my junior and senior year that were relevant and interesting to me apart from those that I already was required to take.
- There were many times that I felt I was in classes that made me unhappy because I had to be in them. I also felt as if there were many things that kept changing on my in degree requirements and I wouldn't know unless I was overly proactive and always checking. Lastly, the wifi.
- "While I thought my experience in the Television Arts program was well spent, I think that the major needs to adapt to the evolving interests of the students. Many students wish to focus more on creative production in film and television, while the program still focuses almost entirely on news production. This was initially misleading during orientation, where I was under the impression that we would spend more time on cinematically creative projects. The Hollywood Semester is a great program for getting experience in LA, but it is not an option for some students, and that should not hold them back from getting good film experience. I also wish that we could expand into the Adobe editing suite, or other editing programs."

Faculty or Staff (22 Responses)

- All of the Gen Eds. I think there are too many. Also for the CS department, there are too many required Jr./Sr. hours needed to graduate. Also, [Faculty Name] from the CS department, he is not a good teacher.
- At times professors give way to bias in the classroom. Sometimes they can assume everybody agrees on one topic as an universal truth or fact, dismissing the minority belief/view. Most did well to avoid this, but some held strong beliefs that at times skewed grades for essays that had no rubrics. One class I received an 89% for the majority of my essays without a rubric. It was my only English class I received a B in. I added up all of the points and it was because the professor's arbitrary 89% over an 90% that I missed the A.
- Certain professors were terrible
- [Faculty Name] - the absolute worst experience I've ever had with a professor/teacher in my life. He hates his students and doesn't care if we learned anything or not. He's an overall rude person whom I honestly believe likes to fail his students.
- Having professors who are really bad at teaching, and struggling to teach myself the material while wasting time in class not gaining anything.
- I do not think that every professor has the best interest of the students in mind. I am in college to learn the necessary skills that will help me be successful in my career, and help me attain a job and career that I want and will be fulfilled by. At times, I think that professors lose sight of that and focus on the theory of topics too much, and are sometimes more motivated by their research than their work in the classroom. By no means is this a blanket statement, and I can name multiple professors that have told me that they are there first and foremost to teach and are there to help us as students and young professionals, but I have had professors on the other end of the spectrum as well.
- I have been frustrated about the large turnover of staff. I have experienced this in both my academic department (Teacher Education) and Student Affairs. Some of the people who helped me through the transition to college my freshmen year were no longer around by my junior year. I think that Bradley needs to do a better job of retaining its staff, because it definitely affects the mental health of students who build relationships with staff members only to no longer have that support system.
- It seems like there are some professors who don't know what they are doing and I do not enjoy being in their classes.
- Not a lot of my professors used Sakai, so I ended up having to keep my own grade books for a lot of classes. it was fine for me as I am a math major, but it ended up being kind of a hassle sometimes. I would get frustrated when midterms would come out and I didn't have something figured in. I think training the professors on how to use Sakai so that they are more comfortable using it would be great.
- One of my least favorite aspects about Bradley is that I didn't feel close to majority of my psychology professors. They only seemed to care research and proving psychology as a science. Which is fine, but there was minimal to zero attention to the application side of psychology. I learned more about my career goals at

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an internship I found by myself than any 99% of my psychology classes. Also, I think the overall faculty and staff at Bradley needs to change in regards to diversity. I think as a whole, I was extremely sadden and frustrated by the fact that my four years here I could count on ONE hand how many professors of color I've had. Having diversity within faculty and staff is basically proven on how extremely beneficial it is for any institution.

- Professors are not required to use Sakai. I feel in the dark in these classes and unable to meet expectations to the best of my ability when I cannot access these resources.
- Professors that are bad communicators and poor teachers.
- Professors who don't care about students learning because it makes it hard to learn and get help if there isn't help available.
- Some professors clearly took on more than they can handle, which led to deficits in the student's learning. It is vital that students paying for a good education receive that.
- the dining food. It was just horrible. Also, I disliked how some professors were not trained well, in terms of racial backgrounds
- The Engineering professors were by far my least favorite aspect of Bradley. There are professors at Bradley like [Faculty 1], [Faculty 2], and [Faculty 3] who all were not good professors and terrible people. Also I'm disappointed in all of the politics in the engineering department as it gets in the ways of the students and shows how disorganized the department is.
- "The fact that they don't care about anyone on this campus besides athletes and engineers. I don't give a shit if the athletes bring the university money. I also don't care about their claims that they have double the work of ""regular students."" The fact is, every student athlete that I've met is going here FOR FREE WITH MONTHLY STIPENDS and they do not give a single fuck about their classes, yet are still being hand-held by their professors and aren't losing their scholarships.

Also, I have repeatedly spoken out about [Faculty Name], who single-handedly made my life 1000 times worse here. But just because she has tenure, my words mean nothing. Her poor advising has resulted in my late graduation. Also, on the last day of one of my classes with her, she told us that contrary to what the syllabus said, the class would be pass-fail. I told the chair of the FCS department and she mostly didn't care. I have also witnessed her blatant racism. In another one of her poorly instructed classes, she gave the same grade to everyone in the class (as she usually does, because actually grading assignments is TOO MUCH) except for the one black student. This just brushes the surface of every fucked up thing [Faculty Name] has ever done. I know she's retiring but the university needs to DO BETTER. Pay attention to the student reviews even if your staff member is tenured.

The food is horrible. One of my roommates told me she lost 15 lbs freshman year because she couldn't stomach the dining hall food, and only ate things she could make in her dorm room. I've been to so many other universities of all different sizes and costs that have food that is much better than ours.

Lastly, please, for the love of god, PLEASE do not let Gary Roberts write his own e-mails to students, or even speak for himself in any situation. He is an absolute embarrassment to this university and is tarnishing our reputation.

P.S. Honorable mention for that Wifi"

- "The music department is the closest thing to a toxic environment anyone could get on our campus. The departments order is kept through competition and what seems like politics. While there have been and still are so many wonderful music professors such as Dr. Choi, Dr. Terry, Dr. Ganschow, Molly Slotter, Dr. Orfe, Dr. Seminik, and a hand full of adjunct faculty I've had the pleasure of working with, I will always associate my time here with unfair treatment, never ending press for competition, and constant judgement from those professors who I would expect the opposite of.

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- The professors, I feel some are very unapproachable could care less if I do well.
- The professors. They care almost nothing for their students, overwork us, and unfairly grade us. In many classes, particularly ME 303 and 403 have the most random grading, and very vague instructions on how to complete the work. Your grade in those classes are completely random and make no sense whatsoever.
- The staff/faculty in my specific department (Theater).
- "The unreliable wifi, aimless sidewalks, and under/poor staffing in some departments often related to under-funding. The first two are more lighthearted but very present in everyday life so it continuously wears on you. The wifi has been inconsistent through all four of my years on campus, freshman year and senior year especially. The sidewalks were not well planned out. They are not directed in a logical order to get people around campus nor are they some crazy aesthetically pleasing design. They just feel random which leads to people walking in places where there should be sidewalks which either kills the grass or gets blocked off, which adds to the irritation.

The more major issue that I had while on campus is finding some departments struggle on the staffing or resource side often because of under funding. I have a limited view because of the departments I have worked with but have heard similar things from others in different departments. In the Mechanical Engineering department, we have some professors who just shouldn't be teaching here. [Faculty 1] should have been let go years ago. He is sexist, racist, sizist, probably any -ist you could come up with. Additionally, he makes inappropriate jokes about guns, eating disorders, and mental health to name a few. Plus at this point he isn't a quality teacher providing a quality education, he's lazy and doesn't teach, rather he talks about drones, politics, current events, and himself. His classes were a waste of time and paper, and I did not come out of them with any additional knowledge in the subject areas which he was suppose to be teaching. [Faculty 2] is another professor that struggled a bit on the teaching side. I want to be clear, [Faculty 2] I can tell in a very intelligent man who is an expert in his field but his excitement and energy seems more directed towards research than teaching. Also at times he tried using some scare tactics to get us to put more effort towards his classes claiming they were far more important than our other classes. I think [Faculty 2] would be better fitted at a research university than here, but he's not too bad. The other department I've seen struggle the more is Health Services and Counseling. My experiences going to Health Services have been alright but I have never gone for anything major. Friends of mine have left with horror stories though. The staff can be rude, unhelpful, and inadequately trained. Counseling Services on the other hand is extremely understaffed. Their jobs are incredibly important and they are having to meet with far too many students daily. For our size university we should have at least 3 more counselors. Also we should have male counselors as well, some students would benefit more from having a male perspective who they could relate to more, some people just work better with one type of person over another.

Yes, our athletics are doing better not than when I started at this university, but we are not an athletic focused university. Put funding towards the majority of students and improve Bradley as a whole, rather than putting so much towards athletics which aren't bringing in the money that would make it worth it. We could put the money towards improving our academic facility resources, our faculty, our health services, our counseling department, our residence halls, our dining services, our student center, our staff buildings (Sisson & Burgees), our research, our wifi, or our sidewalks to name a few."

Campus Community (16 Responses)

- As a transfer it sometimes feels hard to feel like I am part of the group
- As a transfer student, there is a large amount of alienation. It felt like i was unable to join in social groups and wasn't given as much information about facilities on campus or where to get help with various aspects of college

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- How the Greek life and athletes are little groups held above the rest. How the STAR tour kids are like an elitist cult.
- I don't like how you put all the transfer students in a building and prevent them from mixing with other, longer-term students on campus. My only friends are transfer students because of this. And why did we need a parking pass? Why did you ticket us for parking somewhere when we already pay SO MUCH to go here. PLUS THE WIFI NEVER WORKED! EVER!
- I never felt like I created lifelong friendships.
- Lack of student involvement in school activities
- Lack of transfer community and integration
- Not every much communication between colleges. This is because I never really knew that much stuff that was going on in other colleges until recently and wish I could of gotten involved earlier.
- Some students going here lack enthusiasm or appreciation, always complaining about issues like spotty wi-fi, disliking Kaboom's design or disagreements with professors. I think that they're all drama queens so I stayed away from them, which sucked because they infected a lot of my favorite clubs. I used to go to a bunch of clubs freshman year, but a lot of them are popularity contests where you need approval from those running the club in order to feel wanted or appreciated. Unfortunately there's not much the professors or higher-ups can do about that, but it really soiled my Bradley Experience.
- The environment was a little intense at some points, but I think that also comes with the major I chose and its difficulty level.
- The lack of competitive push. I think from an admissions standpoint we should become more selective. We have the faculty, resources, number of applicants, etc. The reputation of Bradley doesn't have what it could.
- The small campus feel. Bradley seemed to have very little presence outside of campus. Traveling through the city to restaurants or to shop made it very hard to tell that there was even a university in town.
- "The unreliable wifi, aimless sidewalks, and under/poor staffing in some departments often related to under-funding. The first two are more lighthearted but very present in everyday life so it continuously wears on you. The wifi has been inconsistent through all four of my years on campus, freshman year and senior year especially. The sidewalks were not well planned out. They are not directed in a logical order to get people around campus nor are they some crazy aesthetically pleasing design. They just feel random which leads to people walking in places where there should be sidewalks which either kills the grass or gets blocked off, which adds to the irritation.

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- There is nothing to do if one is not in Greek Life. I was super bored on weekends and went home on most weekends because there was nothing to do.
- Too many cliques. They're very closed off and don't make it easy for outsiders to hang out.
- Very disconnected from the city. No sense of pride or union among Peoria citizens.

Other, Career Center, and Larger Community (16 Responses)

- A lot of things feel forced
- Bradley needs a greater presence and more up to date presence on social media. Along with more recognition to the successes of students other than those on the basketball team. Cross country is constantly winning the valley championship and our speech team is phenomenal as well.
- Doesn't have the best connects outside of the Midwest and I really wanted to move out side of the Midwest post graduation
- Everything was always go, go, go. I became so busy, that I never had time to grow in my friendships and relationships. This was partially my fault, but I do think Bradleys experience can result in a lot of stress.
- I often get the sense that Bradley tries to promote events which are student or institution-oriented that rouse school spirit or basic social awareness over speaker events that are highly educational in nature. Imagine if as many students attended a talk like "Technology and the Virtues" by a published philosopher as are required to attend a HEAT seminar. Not saying that the stuff HEAT teaches is not important, but you get the point.
- I wish that students were encouraged to engage in the community more. We are surrounded by some of the poorest people in the nation... can we help them or at least communicate with them? Also, the emphasis of the school seems Ron Ben on finding careers... education is about much more than vocation and I think that prevailing mentality can pigeonhole people and stifle creativity and dreams....
- It sickens me that Bradley cares more about plagiarism than sexual assault. How can education come first if people do not feel safe and heard? Bradley should do a better job at handling this type of trauma for students. Additionally, students should be able to be excused from class and get extra help from a professor when they are struggling with a mental illness, just like a physical illness is excused. Also, the parking and wifi is not the best. At least let visitors/students park at St. James without ticketing.
- My least favorite aspect is the fact that the only jobs Bradley helps students find are ones located in Peoria or the midwest. The job fairs only apply to one or two majors and are completely irrelevant to all other majors.
- My least favorite aspect of Bradley is that when I applied to transfer and even after I had enrolled I had a very difficult time with the administration specifically with financial aid department. The people I spoke an interacted with had a very snobby and pretentious attitude. I was asked questions about my parents legal status and made to feel like the paper work I was turning in was not accurate or as if it was false information which it was not. Despite this I still decided to enroll at Bradley and to my relief my professes and piers did not posses the same attitudes as the administration department had. I think this is not a minor but a huge problem that in the future if not addressed will most definitely deter non white students from enrolling or even apply at Bradley university.
- My least favorite aspect of Bradley is the cold calling my parents received to donate money during my time as a student. I find this pretty ridiculous because my family and I were already giving the campus a big portion of our money to go towards tuition.
- My least favorite thing about Bradley is the attitude towards business collaborations. During my time at Bradley, I was involved with a business collaboration that included doing research for a business. I owe this experience to one of my professors in the department, and the success of this collaboration to him. However, the company we were working with had to quit the collaboration due to the costs associated with maintaining

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the relationship with Bradley. Bradley was very unwilling to invest back to the program (Overhead money was not given to us, Had to pay for parts out of pocket on occasion, coworkers had issues trying to receive aid to continue schooling/research, members of faculty on campus made completing our work difficult, etc.). I truly feel as though this collaboration could have continued if Bradley had invested some money and time back into the program. This was an essential experience in my engineering career, and I wish future engineers would be able to have the same sort of experience.

- The amount of spam emails from the bookstore is absolutely ridiculous. It makes it harder to find actual emails I need and leads to me not seeing them because whenever I get an email notification I assume it is just bookstore spam.
- "The unreliable wifi, aimless sidewalks, and under/poor staffing in some departments often related to under-funding. The first two are more lighthearted but very present in everyday life so it continuously wears on you. The wifi has been inconsistent through all four of my years on campus, freshman year and senior year especially. The sidewalks were not well planned out. They are not directed in a logical order to get people around campus nor are they some crazy aesthetically pleasing design. They just feel random which leads to people walking in places where there should be sidewalks which either kills the grass or gets blocked off, which adds to the irritation.

The more major issue that I had while on campus is finding some departments struggle on the staffing or resource side often because of under funding. I have a limited view because of the departments I have worked with but have heard similar things from others in different departments. In the Mechanical Engineering department, we have some professors who just shouldn't be teaching here. [Faculty 1] should have been let go years ago. He is sexist, racist, sizist, probably any -ist you could come up with. Additionally, he makes inappropriate jokes about guns, eating disorders, and mental health to name a few. Plus at this point he isn't a quality teacher providing a quality education, he's lazy and doesn't teach, rather he talks about drones, politics, current events, and himself. His classes were a waste of time and paper, and I did not come out of them with any additional knowledge in the subject areas which he was suppose to be teaching. [Faculty 2] is another professor that struggled a bit on the teaching side. I want to be clear, [Faculty 2] I can tell in a very intelligent man who is an expert in his field but his excitement and energy seems more directed towards research than teaching. Also at times he tried using some scare tactics to get us to put more effort towards his classes claiming they were far more important than our other classes. I think [Faculty 2] would be better fitted at a research university than here, but he's not too bad. The other department I've seen struggle the more is Health Services and Counseling. My experiences going to Health Services have been alright but I have never gone for anything major. Friends of mine have left with horror stories though. The staff can be rude, unhelpful, and inadequately trained. Counseling Services on the other hand is extremely understaffed. Their jobs are incredibly important and they are having to meet with far too many students daily. For our size university we should have at least 3 more counselors. Also we should have male counselors as well, some students would benefit more from having a male perspective who they could relate to more, some people just work better with one type of person over another.

Yes, our athletics are doing better not than when I started at this university, but we are not an athletic focused university. Put funding towards the majority of students and improve Bradley as a whole, rather than putting so much towards athletics which aren't bringing in the money that would make it worth it. We could put the money towards improving our academic facility resources, our faculty, our health services, our counseling department, our residence halls, our dining services, our student center, our staff buildings (Sisson & Burgees), our research, our wifi, or our sidewalks to name a few."

- The wifi, of course, was frustrating. Also, I don't understand why Bradley only counts the first 7 semesters towards walking with honors in graduation.
- There is very little about Bradley that indicates that, as an institution, the school genuinely cares about the safety and wellbeing of their students. Our health services, both mental and physical, are subpar, and often unable to see students in a timely manner. Bradley University employed a known sex offender for years, and regardless of the circumstances of the crime, that directly endangers students on campus. Organizations that rake in money have been allowed, for years, to haze, bully, and discriminate within their membership. Sexual

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assault is underreported and mishandled by both Bradley's police department and their mental health services. There is little to nothing about the university that indicates that they care about anything besides profit.

- They give me all this free stuff freshman year and none of it fits me by sophomore year - I wish I anticipate getting fat more

Diversity (13 Responses)

- Bradley is a primarily Caucasian school that is isolated from the cultural diversity of the real world. The term the "Bradley Bubble" perfectly describes the situation here.
- I don't like the fact that minority students are not always treated fairly and sometimes feel out of place. The ODI building is really tiny and should be rebuilt and black Greeks (NPHC) should be recognized more and other Greek life people should be educated on them. One more thing, we pay too much to go here for the wifi to suck and not be able to do our homework in a timely fashion.
- I felt like Bradley was not ethnically diverse enough. I felt like I was always surrounded by white people and there was not that much diversity aside from that. In addition, do not crack down on Greek life it makes campus so much better. I feel that the school has been trying to get rid of it and if they get rid of 30% of the people on campus that reside in it. Take for example if you took out greek life then the second biggest on campus group would be the athletes. Do not do it. Leave greek life alone.
- I wish there was more diversity on this campus. Bringing more diversity to a majority white campus would teach the students more about the different cultures there are in the world.
- My least favorite aspect has been the lack of different ideologies. It seems that the entire school has moved towards a liberal mindset and does not allow any other viewpoints the platform to speak. Even in some of my classes, there have been philosophies and ideologies shoved down our throats. There have been times where if I disagree with a professor on political or philosophical issues, then my grade has suffered. A lack of backbone from the university is a travesty.
- My least favorite aspect of Bradley is how there are a large number of people that do not get too involved with diversity.
- My least favorite aspect of Bradley is the lack of diversity in students and teachers. In my four years at Bradley, I have always been the only or one of two black students in the class. This is the first semester that I have had a teacher that was not white.
- Not diverse at all
- Not diverse by any means of the word.
- Not enough diversity and representation. I have talked about this with other students and we feel as though retention rates within minorities is at a low. Having more representation on campus could help these numbers especially by having more ethnic employees and professors. I am a first generation student and having a professor or mentor that I could connect with would have really made my experience at Bradley a lot more special.
- The lack of diversity in professors and staff. It was hard to feel motivated when professors/staff didn't look like me nor could they relate to my struggles
- The lack of diversity. I used to go to ISU, and knew many international students, and people of different races and economic statuses. Bradley could do more to encourage diversity. Most of the people here tend to be wealthy, and I think it's because Bradley kind of has a reputation for being expensive. I applied to go here when I was 18, but I withdrew my application because of the cost. I didn't know I could get big scholarships here. I got a nice scholarship to go here, and now I don't have to worry as much about money. But it seems some of the people here are a bit wealthy and elitist. Not the staff for sure. I'm referring to the student body.
- The universities attempts to appear politically correct. It was pure virtue signaling and not once was an opposing viewpoint ever brought on campus, only ever left wing ideas, speakers, and movements. This does not help anybody, professors and students alike, develop a critical thinking mind capable of analyzing all sides of an issue and coming to their own conclusions like college graduates should.

Food and Catering (12 Responses)

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- Dining halls. The food wasn't the best and the novelty of it wore off after the first few weeks.
- Dining Services
- Dorms/food/technology issues
- required to be on meal plan for 2 years.
- "Some of the teaching placements that I and my peers got were not good. Some elementary ed majors were placed in high schools or preschools for the ESL endorsement. For one in particular, I had to report to Bradley staff that my CT was so bad that she should never be used again, but many people had already had her as a CT.

Also, the food in the dining halls is usually terrible. "

- the dining food. It was just horrible. Also, I disliked how some professors were not trained well, in terms of racial backgrounds
- the dining hall food and the dorms are outdated a bit.
- the dining hall food, the dorms had bugs and are outdated, lack of security, changing the tutor center to only open tutoring and not by appointment
- The dining options would be my least favorite aspect. The pick your own options are fine (Chick-fila, Moe's, center court, etc.) but the dining hall options are not appealing most days. Increasing the quality of this food in the dining halls would help students be more healthy, feel better, and help cut down on the lines at the 'on the go' eating options.
- "The fact that they don't care about anyone on this campus besides athletes and engineers. I don't give a shit if the athletes bring the university money. I also don't care about their claims that they have double the work of ""regular students."" The fact is, every student athlete that I've met is going here FOR FREE WITH MONTHLY STIPENDS and they do not give a single fuck about their classes, yet are still being hand-held by their professors and aren't losing their scholarships.

Also, I have repeatedly spoken out about [Faculty Name], who single-handedly made my life 1000 times worse here. But just because she has tenure, my words mean nothing. Her poor advising has resulted in my late graduation. Also, on the last day of one of my classes with her, she told us that contrary to what the syllabus said, the class would be pass-fail. I told the chair of the FCS department and she mostly didn't care. I have also witnessed her blatant racism. In another one of her poorly instructed classes, she gave the same grade to everyone in the class (as she usually does, because actually grading assignments is TOO MUCH) except for the one black student. This just brushes the surface of every fucked up thing [Faculty Name] has ever done. I know she's retiring but the university needs to DO BETTER. Pay attention to the student reviews even if your staff member is tenured.

The food is horrible. One of my roommates told me she lost 15 lbs freshman year because she couldn't stomach the dining hall food, and only ate things she could make in her dorm room. I've been to so many other universities of all different sizes and costs that have food that is much better than ours.

Lastly, please, for the love of god, PLEASE do not let Gary Roberts write his own e-mails to students, or even speak for himself in any situation. He is an absolute embarrassment to this university and is tarnishing our reputation.

P.S. Honorable mention for that Wifi"

- The food options
- You stop getting dining dollars after freshman year.):

Advising (11 Responses)

- Advising and registering for classes was my least favorite because it was a stressful time.
- Advising was terrible because professors don't understand class schedules or graduation requirements. I had to meet with professors and advisers. Having to go to campustown for classes was terrible (and I will pay the same for my schooling as the next student that uses the brand new building... that's not right and not good

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business). The finance department is in shambles. I didn't learn much in finance because the professors are not that good, or don't have real world experience. There are too few professors and there is not any communication or corporation in the program. I was a double major and can say that the marketing department was FAR superior than the finance department.

- Advising was terrible. While I know people that have had poor experiences at Bradley, I have personally not had those same experiences and cannot talk to their experience.
- Advising.
- My advising experience. I felt like my advisor didn't really know what was going on sometimes and would say things without knowing if they were true or not. Advising is one of the most important things to happen at a University, and while I will graduate in 4 years, there were lots of unpleasant surprises that made me question whether I would finish in 4 years. I realize it's also on the student, but we have advisors for a reason and I felt like sometimes I was missing out on the guidance I really needed.
- No one ever really took interest in whether I would graduate in 4 years or not.
- Probably the location, being around shady areas of Peoria. Additionally, had issues with academic advising and graduation credits, which should not be an issue if the advisers know how to do their jobs correctly.
- "The wifi was one of my least favorite parts because it's unreliable. However, I'm glad that changes are being implemented and I hope that it is improved long term. I also wish that the CFA college didn't require all students to have MacBook Pros, because it's not needed for my discipline (as it isn't for many others) and mine has proved to be unreliable and expensive to maintain. If I had known they'd never enforce that rule, I would have bought a PC instead. And the advising was subpar.

The other thing I've been most disappointed in is Bradley's handling of sexual assaults that occur on campus. From President Roberts' remarks to the cases this past fall with Bradley faculty to a case in which a [member of a student organization] was not appropriately disciplined after assaulting multiple peers, I fear that if my peers or I had experienced such an incident, it would not have been taken seriously and attackers would not have been disciplined. The reason why so many people don't come forward is because too often they aren't believed or taken seriously or helped. Sexual assault is too big of a problem on college campuses for the adults who run them to not know how to properly handle it. Why is it that students' safety is such a priority when it comes to restricted access to buildings and walking home alone from the library at 2 am, but not when one student sexually assaults another? I love Bradley with my whole heart, but it saddens me to know that students work hard to campaign for sexual assault awareness during April and yet it is still such a problem due to lack of seriousness on part of the administration."

- There wasn't much help in my preparing myself to apply real world knowledge in finding a job, I had to use outside sources to acquire a good resume and then also create connections. I was never put in situations to connect with Bradley alumni who were looking for jobs for graduating students.
- Was not given much help as far as choosing classes and finding jobs/internships
- When I was in business school the professors provided little help to have me succeed.

Tuition (10 Responses)

- Cost and the less than ideal conditions of some of the dorms.
- Cost of parking because tuition is already expensive and even then the parking is limited
- EVERYTHING is so expensive. Between food, printing, parking, and tuition it's hard not to think the school is over-charging us for everything it possibly can.
- My least favorite aspect is how much money you pay for what students actually receive. The school is too costly for courses that do not prepare you.
- Paying for classes that did not benefit my learning and paying the "umbrella cost" of tuition while student teaching. Even though I will only receive 12 credit hours for student teaching, I am paying for 16 credit hours.
- Price. Inability to enter the Honors Program as a transfer. Small surrounding campus town. No close grocery stores.
- The cost of tuition.

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- The expense. It is sometimes hard to see a value difference between other schools, but there is definitely a price difference. Also, it is difficult to get better scholarships or funding through Bradley without having a low family income.
- The price is really high and seems to keep growing every year. Also, the price of commuter parking is really high. I just committed to paying thousands of dollars to go here then find out just to park in a very selective and crowded area, that I have to pay \$200 for the first year, then \$100 for the years following. It gets a little ridiculous. Plus if there no place to park in the designated area then we receive a ticket, so even more money out of my empty pocket.
- The way that general university finances and student tuition is used should be more clearly reported to students. Also, many required textbooks were often not needed in order to be successful in class. Professors should reevaluate textbook current relation to content/up to date information and how often the book with actually be used. Students end up wasting lots of money on textbooks.

Greek Life (8 Responses)

- frat lives matter
- Fraternity/Sorority dominance.
- I don't hold anything against those in Greek life, but I feel like the organization as a whole negatively impacts student life on campus. It is very cliquy and many of its members focus on that more than school.
- I felt like Bradley was not ethnically diverse enough. I felt like I was always surrounded by white people and there was not that much diversity aside from that. In addition, do not crack down on Greek life it makes campus so much better. I feel that the school has been trying to get rid of it and if they get rid of 30% of the people on campus that reside in it. Take for example if you took out greek life then the second biggest on campus group would be the athletes. Do not do it. Leave greek life alone.
- It's a tie between the WiFi not working and having to use data in the lib, westlake, jobs, Olin, and Bradley hall. And the fact that within the nursing department students are not listened to. If we have valid, evidence backed complaints we are yelled at or ignored. Also, the way Greek life was handled and the fact that kids have to go off campus to sketchy areas to hang out.
- The domination of cliques through greek life.
- The emphasis on sorority and fraternities and the limited parking.
- The way the university treats greek life. Greek life makes up 33% of the student population and tends to organize a huge amount of the social and philanthropic activities around campus. Since my freshmen year the quality of greek life has certainly gone down. Students are going to drink no matter what (I mean c'mon its college) so it does not make sense to me that the university tends to punish the organizations that try to make the party atmosphere a one of safety and control. Drinking culture at Bradley now just seems like all these underaged kids buy fake IDs, go out to the bars, and drink in a very very loosely controlled environment filled with older people who don't attend Bradley. In my opinion and personal experience the bar environment is not a safe one. I know this is not an easy issue to solve but it really seems like this university is actively trying to punish organizations for making drinking safe in an effort to push drinking off of campus and onto the bars, a place where Bradley is no longer accountable.

Administration (8 Responses)

- A conservative administration that runs a university as a business (prioritizing sports over improvement of facilities, keeping faculty/staff wages stagnant while investing in trival short-term goals, maximizing exposure of our "profitable" major fields while downplaying the careful and passionate professors in worldly disciplines) gets absolutely zero respect from me.
- Administration, they have no idea what they aware doing.
- Executive administration seems to have a misunderstanding of students and the power of their feedback or questions.
- The administration does not care about student needs. It only cares about how to make money.

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- The bookstore books are very overpriced in comparison to online companies such as chegg and valore books. It would also be nice to know if books came with access codes so that we know that we have to buy the code separately or buy a new book. Also it would be nice to know what books are in a bundle so that we can compare prices online and maybe buy them individually. The WiFi is also an issue, but I know they're working hard on that which is great. I would also be nice to see the president (Gary Roberts) come to some Bradley student events so that we can meet him.
- "The fact that they don't care about anyone on this campus besides athletes and engineers. I don't give shit if the athletes bring the university money. I also don't care about their claims that they have double the work of ""regular students."" The fact is, every student athlete that I've met is going here FOR FREE WITH MONTHLY STIPENDS and they do not give a single fuck about their classes, yet are still being hand-held by their professors and aren't losing their scholarships.

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- P.S. Honorable mention for that Wifi"
- "The parking. There were so many times I was late to class because I couldn't find any parking spots. We should build more free lots because the tickets were ridiculous when we pay so much money to go here.
- As an involved member of Greek life, I was very affected by Gary Roberts' comments on sexual assault. I feel like Bradley focuses more on preaching to not drink alcohol than teaching people consent. The physics department was horrible. I had to take a year of physics for my degree and it was a joke. It was so unnecessarily hard and the professors did not relay information to the students well. I enjoyed being a Health Science major, but I felt extremely underrepresented because the entire major focuses so intensely on Physical Therapy. Half of my coursework was taught with a PT mindset and for someone who is not going to PT school, I did not find this beneficial at all. "
- "The wifi was one of my least favorite parts because it's unreliable. However, I'm glad that changes are being implemented and I hope that it is improved long term. I also wish that the CFA college didn't require all students to have MacBook Pros, because it's not needed for my discipline (as it isn't for many others) and mine has proved to be unreliable and expensive to maintain. If I had known they'd never enforce that rule, I would have bought a PC instead. And the advising was subpar.

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Transparency (7 Responses)

- Bradley has a major PR problem in my opinion. There have been several incidents where Bradley has not appropriately communicated with the Bradley community or public at large. Between the ODI director job posting, PJStar press pass fiasco and the student deaths, the communication or lack there of has been disappointing. A lot of how the Bradley administration handles situations of concerns does not make me proud to be a Brave, which is extremely disappointing. To think I will have experienced these incredible academic and extracurricular developments, but will not be proud of the administration or the way it has acted in my 4 years is sad. I would like to stand by the actions this university has taken in times of tragedy or distress, but I simply can't.
- Bradley tends to not tell you about things until the last minute and staff lost my application for advancement.
- My least favorite aspect is the lack of transparency from administration. It seems like we don't know what's going on or even the professors histories that are teaching us. There are fundamental problems that need to be fixed and instead Bradley is building a new expensive building instead of giving us more counseling resources and things that really matter to students right at this moment. I get that the future students need to be looked out for but not at the expense of current students.
- My least favorite aspect of Bradley is the bending-the-truth that the university does on the public level, as well as the money allocated to the athletics department. I have seen Bradley boast of diversity and inclusion, but saw very little during my early years, but it has improved. As far as the athletics department goes, I think the student athletes are given more than they deserve in regard to the rest of the students. Why do the athletes get free printing and books? Why is my participation in over 6 musical ensembles over 5 years worth less than an athlete?
- The Administration speak up events. I felt like the officers of Bradley dodged some students questions.
- There seems to always be a lack of communication between the administration and the students with majority of major events.

School Spirit (6 Responses)

- I could say the internet because its absolutely ridiculous to have problems with it so often in such an advanced day and age, but I would probably say school spirit. We severely lack the students wanting to get involved with the sports we have on our campus which doesnt allow us to meet eachother as easily. Tailgating before games would probably open more opportunities
- My least favorite aspect is that many students do no have school pride. I transferred from a big university where sports were important and I was excited to go to a small school that made me feel more comfortable. Our basketball team went to march madness and the university didn't seem to care. The school lacks pride and spirit. When I transferred I didn't even know it was homecoming week until the night of the lighting of the B when I was walking to the gym and saw the quad packed and was confused on why it wasn't advertised.
- My least favorite aspect of Bradley is that the Red Sea isn't promoted enough.
- Sports community (football, spirt) makes school seem like an American school.

Nothing (3 Responses)

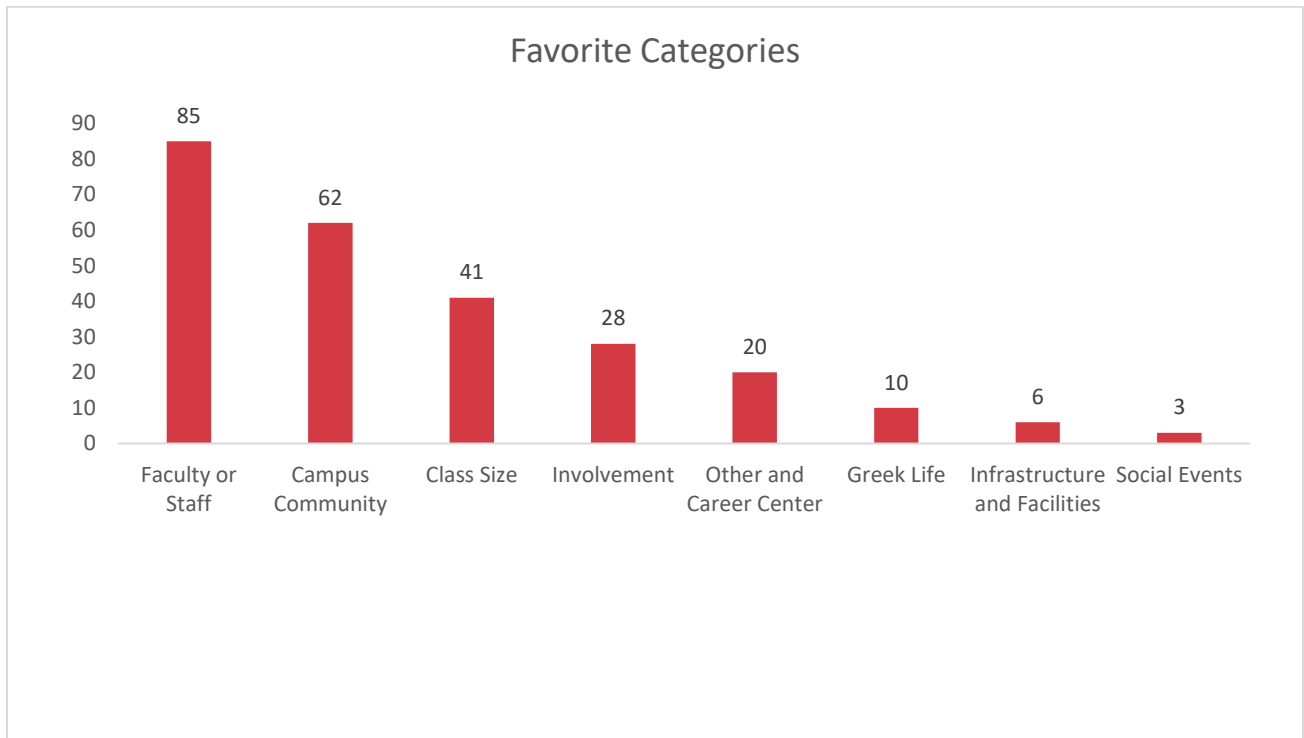
- I do not have a least favorite aspect of Bradley. I have had great experiences with students, faculty, and staff members.
- not sure.
- Nothing

Favorite

Consistent with results from prior years, participants' favorite aspects of Bradley related to the relationships they formed, faculty and staff members, the sense of community and the size of the school. Students consistently reported they felt supported by individual faculty and staff members and that they appreciated opportunities to form close relationships with them, which is not often possible at larger institutions. Additionally, students' favorite aspects often related to friendships they formed with peers and their sense of being a part of a community.

Favorite Question / Prompt

What was your favorite aspect of Bradley?



Many of these responses included multiple answers and fit into various categories. Please see below for text of free response.

Favorite Responses by Category

Faculty or Staff (85 Responses)

- A handful of my professors
- A majority of the staff will do whatever is possible to help you succeed.
- Bradley as an absolutely amazing art program and facilities. Personally I love art and having all these awesome classes, teachers, and equipment have made my art experience here at Bradley amazing.
- Caring Professors and class sizes
- Class size, caring and engaged professors
- Dr Williams, professor whetstone, dr prescott, dr Getz, dr reed
- Dr. Crawford. She's the only reason I didn't transfer years ago.

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- For sure the staff, One of the main reasons I was able to succeed here. I had such a good experience with both the biology and the chemistry department staff
- Getting to know professors personally
- Having teachers that really care about me
- Having the few really good teachers that helped me learn and enjoy class.
- How close you were able to get with not only your teachers/professors but also all the students. Feels more like a community than a school
- How much professors really care about our success
- How nice and friendly students and professors are, how understanding faculty is. It seems like they truly care and want what's best for students.
- "I absolutely love Bradley and cannot name just one favorite aspect. I love that we're a small school, not a party school, not too big into athletics, and that we don't have ultra-fancy dorms like some other schools, because the students that come here aren't here for any of those reasons--they're here for the quality of education they'll get.

I love the faculty and staff. The professors in the communication, English, and music departments were fantastic and many of them had an impact on my education and professional development. My favorite classes were in the COM and ENG departments, plus Chorale (MUS344). The professors took the time to get to know me, to ensure I had the support I needed to succeed, to believe in me, to provide me with practical, educational opportunities, and to truly challenge me. I spent a significant amount of my time at Bradley working with the faculty from student activities/student involvement and advancement and I would be remiss if I failed to acknowledge their contribution to my professional development. They also believed in me, challenged me, and taught me well.

I love the culture of passion for involvement and success. Students here take their academics and their roles in student organizations very seriously. I love that Bradley students all are passionate about learning and being involved on campus. We will carry that passion for involvement with us throughout the rest of our lives.

I love that Bradley prioritizes experiential learning. I definitely feel as though the Smith Career Center's rigorous programming and employment-related resources for students is a strong asset. I'm confident that the experiential learning opportunities, both on and off campus, have propelled and prepared me for a career beyond Bradley.

I love the small class sizes and the small campus in general. I've always told my non-Bradley friends that Bradley is a place where people always hold the door open for the next person. Never have I felt like I was being reduced to an ID number. Even in the few large lectures I've taken, the professors knew my name. Because of the size, students are able to participate in organizations far outside of their discipline. I love that I'm able to be a part of top, audition-level music ensembles as a non-music major, which is an opportunity not afforded to non-music majors at larger institutions. I have strong ties with many peers and faculty members across various departments and campus as a whole. Every time I step outside, I am greeted with the smiling face of someone I know.

I love that Bradley was founded by a remarkable woman and that we celebrate her. Having a woman founder is part of what makes Bradley unique from other colleges and I love that Lydia Moss Bradley is present everywhere on campus. She is a true inspiration and I'm glad that the genuine love and appreciation of her is so alive. It was amazing to see how people were affected when the Founder's Circle statue was knocked down this summer and to see everyone come to sign the box and celebrate when it was put back up before classes started. It really is a true testament to the school spirit that everyone jokes that we don't have."

- I had a lot of professors who genuinely cared about my academic success and personal wellbeing. Some professors reached out to me to check in on how I was doing if I was sick or they could tell something was off about my performance, and actually wanted to help me.
- I like a lot of things about Bradley, mostly the teachers and smaller classrooms.

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- I like the teachers here a lot. I have met some teachers that are passionate about what they do, and are always willing to help. They are personable, and impart a lot of information.
- I liked that all my professors knew me by name. Even some of the professors I had my freshman year still know my name and stop to chat when they see me. I like the personal connections I've made here, they're incredibly valuable and it feels good to be more than just an ID number on a piece of paper.
- I love the size of Bradley and the majority of the faculty that I have interacted with. Small class sizes and a personal relationship with teachers creates a very friendly environment that promotes learning.
- I loved the faculty, staff, classes, and my entire experience at Bradley
- I really enjoyed the personal connections I received through the faculty and staff. I felt cared for both as a individual and a student. Faculty members have gone out of their way to help me grow scholarly and as a person.
- I really like all my teachers in the Health Science department and I feel like they really care about us learning the material.
- Interaction with professors, such as Dr. Alvin and Dr. Byerly, that always have open doors to discuss school or work or just talk to us on an equal level.
- Lots of great professors who care about their job and the students. Great size- easy to get everywhere on campus.
- Meeting professors and friends who shared the same interests and passions as me, as well as being given the opportunity to travel and experience things that I wouldn't have been able to otherwise.
- My favorite aspect is the staff. I haven't loved every professor that I've had and even strongly disliked some of them. But there are some very intelligent, passionate, and genuine professors here that care about the students, try their hardest to engage every student, and try to increase the interest level for the class. Those professors have really taught me a ton and made a positive impact on my life.
- My favorite aspect of Bradley was meeting all the wonderful faculty members and how encouraging they were. The students were driven and great supporters to work with.
- My favorite aspect of Bradley was the professors. I have enjoyed the majority of my professors, and I have formed relationships with many of them.
- My favorite aspect was having small classes, with professors who were passionate about math education and made my passion grow in ways I didn't even know were possible.
- My favorite aspect was the small class sizes because this gave me the opportunity to really feel comfortable with the professors in my two majors. Being comfortable enough to ask questions and speak with them after class really made a big difference.
- My favorite part has been the people-- students and teachers! I love the size of Bradley and allowing for those relationships to be fostered.
- My friends I've made and a few of my professors, they're the reason I didn't transfer out in the first place.
- My junior and senior Health Science professors were very involved in my graduate school pursuit and were genuinely interested in my life after Bradley.
- My professors have absolutely changed my life. Granted, I've enjoyed coursework in three major fields all umbrellaed under the Liberal Arts & Sciences designation, and as research has consistently shown time and time again, there is a mood that pervades the study of the humanities. I enjoyed years of coursework that emphasized interdisciplinary learning, student-student and student-faculty collaboration and friendship, cultural relativism in a world that seems ever-more willing to shut itself off from other perspectives, empathy and sympathy, personal responsibility, and how to make time for learning and creativity. I have learned everything I know about leading a good life in my few years at Bradley; the administration needs to be more aware of the sort of revelations students could be having on this campus and think very seriously about whether we want to be reporting higher five-year post graduation job placement/salary level rates, or if we want to be sending ethically minded, thoughtful, compassionate individuals into the world.
- My psychology professors cared a lot about my success
- On the otherhand, my favorite aspect about Bradley was the level of interest that most of my English professors and Spanish professors had for my academic pursuits. They assisted me in acquiring and fostering opportunities outside the classroom.

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- Personal connections with professors
- Professor connections
- Professors
- Professors setting aside time outside of class for me if they realized I needed a little extra help to better understand the material. It made Bradley feel like a very open place with no fear of judgement just because you weren't as fast to understand a concept as everyone else.
- Rachelle Pavelko
- Relationships with my peers and professors in my departments. I feel that I have a genuine support system in this community to whom I can turn.
- Residential Living has been amazing. Also my advisor for my MIS major is amazing. Just the level of experiential learning that Bradley provides is exactly what sold me on this school and I'm so happy that it wasn't just marketing but that it was real. Also Joe from the Smith Career Center who has since left played a big part in helping me figure out my career path.
- Small class sizes which allowed me to get to know my professors and my professors to get to know me. This opened a lot of little doors to conference attendance, scholarship, and general involvement opportunities that I would have missed otherwise. Transfer dorms (College Hall was amazing for my transfer process). Rock climbing wall. Moe's (great food). Rise of the Red events (where'd the t-shirts go during Spring 2019?)
- Some of the professors really take the time to help their students understand the material. I enjoyed those professors that were challenging, but overall improved my intellectual ability.
- Some of the staff made my entire Bradley career. Especially one of my bosses who has made it hard to think about life post-Bradley where I won't be able to have his guidance at the ready
- Some professors are amazing but it is kind of rare.
- Some professors in the nursing department (not all) were really encouraging and promoted a great learning environment
- Study Abroad and German courses with Professor Hagen.
- Taking interesting classes with professors that are passionate about their field of study.
- The accounting professors. They actually show their interest in students
- The amazing professors
- The English and International Studies departments (I love having coffee in either office) and Dr. Angela Weck.
- The faculty. They have been amazing and helped me develop the skills I will need as a graduate student.
- The family of my department.
- The friends and relationships I built. My professors in the theatre department.
- The learning environment. Being in small classes and developing relationships with my professors will always be the best part of my Bradley experience.
- The marketing departments professors because they inspired me to work harder to one day help students like myself
- The nursing department! it prepares you and supports you
- The people is what make Bradley my school. They are who I will leave and remember from here. I think there are 100% some professors in specifically the nursing department who have had such awful reviews from students but still somehow have a job here and that should truly be addressed because Bradley is supposed to be about their students and their students need better teaching. Something needs to be done about that. I will always treasure the professors that went the extra mile/ran the marathon for me. In the biology department specifically I want to mention how much Dr. Cady gave to his students. I think more professors need that compassion and greater thinking not of why is this student failing, BUT how can I aide in helping them achieve.
- The people that are on this campus, staff and students, are extremely nice and respectful
- The people! The professors are great and truly passionate about teaching! The events that Bradley put on are fun such as late night bu, special performances and movies. It would cool if Bradley brought in more influential speakers!

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- The people. Not just students, but professors, advisors, and even the other employees. Everyone is so friendly and it made the experience very enjoyable. Internship opportunities were also very helpful because it allows students to apply their knowledge to the real world.
- The personal relationships I have formed with individual professors has been incredibly influential on my academic life. Being able to discuss lofty topics with my professors has made me a more motivated, intellectual person.
- The Professors
- The professors and culture. My professors were deeply involved with our success as students and professionals. They were knowledgeable and connected with valuable contacts in the field.
- The professors are every approachable and friendly. They want you to succeed
- The professors care about their students' successes. I loved the professors.
- The professors in my department genuinely care about students well-being and their ability to succeed beyond college.
- The professors that I liked i REALLY liked and they were always available to talk outside of class. The professors here care about the students.
- The professors who loved teaching
- The professors, some of my professors are some of the best people I have met in my college career and I feel as if they truly want me to succeed. I think professors can make or break a students view on certain subjects.
- The professors. Throughout every department it is clear that they all love their students as well as they just want the best for each and everyone of them. They make these lecture halls and classrooms comfortable and inviting.
- The Psychology Department because it has trained me sufficiently enough for admittance into a great graduate program in neuroscience.
- The relationships I had with my professors because I got to take advantage of many opportunities.
- The relationships with professors - I am in a small major and Bradley is a relatively small campus. You get to know your professors very well, which allows for a great learning environment.
- The size of the classroom and the one on one interaction with the professors
- The small classes and the faculty that actually cares at their students.
- The staff is super helpful regardless of situation
- The student teacher relationships. I feel that there are more professors of mine than not that truly care about my success both inside and outside of Bradley. They care about what I am doing in my personal life and are always interested to hear how my family is doing.
- The teachers and community as a whole, really makes you feel like BU is your home away from home.
- The teachers. They really care about students and their future
- There were several professors that despite poor funding and resources went above and beyond to help there students learn. These professors showed that hard work and determination can overcome any situation that you are placed in.
- What I really liked about my time spent on campus was, among other things, the staff on food services. All of the dining services staff, and especially the ladies at Jerry's deserve a huge shoutout because they were always so nice and cheery. By the end of freshman year I was on a first name basis with many of them, and even though I no longer have a meal plan, and can therefore not eat on campus as often, they remember me when I come around. Likewise, I have had really good experiences with the majority of my professors, who have always encouraged me, and pushed me to pursue my interests.

Campus Community (62 Responses)

- Bradley always felt like home. Bradley is somewhere welcoming and kind. I believe this is more of a grassroots student movement than anything the faculty or staff do.
- Campus size and being an part of a team!
- Diversity. I made the best friends across so many background
- Everything else that was not in the Electrical engineering department. Do not get me wrong, I enjoyed the majority of my professors within the department except for some.

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- Fantastic school
- Favorite aspect of Bradley was the fact that I could go somewhere and know someone there or someone would know me. The fact that I knew people in other majors and people made Bradley great.
- Finding my forever friends and having professors that genuinely care about me
- good community in clubs
- How small and close-knit it felt.
- "I absolutely love Bradley and cannot name just one favorite aspect. I love that we're a small school, not a party school, not too big into athletics, and that we don't have ultra-fancy dorms like some other schools, because the students that come here aren't here for any of those reasons--they're here for the quality of education they'll get.

I love the faculty and staff. The professors in the communication, English, and music departments were fantastic and many of them had an impact on my education and professional development. My favorite classes were in the COM and ENG departments, plus Chorale (MUS344). The professors took the time to get to know me, to ensure I had the support I needed to succeed, to believe in me, to provide me with practical, educational opportunities, and to truly challenge me. I spent a significant amount of my time at Bradley working with the faculty from student activities/student involvement and advancement and I would be remiss if I failed to acknowledge their contribution to my professional development. They also believed in me, challenged me, and taught me well.

I love the culture of passion for involvement and success. Students here take their academics and their roles in student organizations very seriously. I love that Bradley students all are passionate about learning and being involved on campus. We will carry that passion for involvement with us throughout the rest of our lives.

I love that Bradley prioritizes experiential learning. I definitely feel as though the Smith Career Center's rigorous programming and employment-related resources for students is a strong asset. I'm confident that the experiential learning opportunities, both on and off campus, have propelled and prepared me for a career beyond Bradley.

I love the small class sizes and the small campus in general. I've always told my non-Bradley friends that Bradley is a place where people always hold the door open for the next person. Never have I felt like I was being reduced to an ID number. Even in the few large lectures I've taken, the professors knew my name. Because of the size, students are able to participate in organizations far outside of their discipline. I love that I'm able to be a part of top, audition-level music ensembles as a non-music major, which is an opportunity not afforded to non-music majors at larger institutions. I have strong ties with many peers and faculty members across various departments and campus as a whole. Every time I step outside, I am greeted with the smiling face of someone I know.

I love that Bradley was founded by a remarkable woman and that we celebrate her. Having a woman founder is part of what makes Bradley unique from other colleges and I love that Lydia Moss Bradley is present everywhere on campus. She is a true inspiration and I'm glad that the genuine love and appreciation of her is so alive. It was amazing to see how people were affected when the Founder's Circle statue was knocked down this summer and to see everyone come to sign the box and celebrate when it was put back up before classes started. It really is a true testament to the school spirit that everyone jokes that we don't have."

- i do not have a favorite aspect. Bradley was just another 4 years of school for me. The students I met along the way were great but the school has not effected me in a large way.
- I like the feeling of community. My organizations have been my favorite part of Bradley because I've been so involved,
- I love the community. Since it's such a small campus, you run into most of the same people every day and it's great to see familiar faces. People are also very close here and a lot nicer than on large campuses where everyone always seems to be in a rush.

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- I loved feeling a sense of community in the university as a whole, as well as in each of the departments/organizations/teams I was a part of. The sense of belonging and higher purpose that came with being a part of the Bradley community helped me to feel welcome and accomplish things that I am proud of here at school. As a whole, the faculty, staff and students all lift each other up and want to foster enjoyment and fulfillment in each person on campus.
- I loved the size of Bradley. It's has a big school feel, but it's small enough that you learn people's names and you recognize people as you walk throughout campus. It definitely makes you feel welcomed and included.
- I met good, supportive friends, and I found the many members of the staff in one of my majors to be extremely kind, supportive, and empathetic human beings.
- I've truly enjoyed my four years here at Bradley so far. Everyone is so welcoming, students and staff members, and think this is my favorite aspect. The minute I stepped on campus for a visit day and the rest of the days following that, everyone has been super friendly and outgoing. They're always willing to help you, no matter what the situation may be or no matter who you are. Everyone's willing to go out of their way to make sure that you can succeed in your college career. Bradley is truly there for their students, employees, and others at all times and it truly shows. It's great to attend a university that cares so much and that's one of the reasons that made me join the Bradley Brave community. I'm forever grateful.
- Meeting professors and friends who shared the same interests and passions as me, as well as being given the opportunity to travel and experience things that I wouldn't have been able to otherwise.
- My education and that friends that I have made. The campus is small enough to where it allows students to get to know each other and be able to recognize those in their classes and build relationships.
- My favorite aspect of Bradley are the people. The people at Bradley truly make it a lot better place to be. I have met some of my best friends at Bradley and the love of my life.
- My favorite aspect of Bradley has been the whole community feeling that it gives. Just walking around on campus makes you feel like you're home and I love that. It's one of the main reasons I chose to come here in the first place - I came here for a second visit and it just felt like this is where I belong for the next four years.
- My favorite aspect of Bradley is the close-knit student community and the small classroom sizes. Being able to have direct communication with a professor has helped me succeed in multiple classes.
- My favorite aspect of Bradley is the community. It is very tight-knit and it makes the transition to university a lot easier because you meet so many people and feel accepted. As a transfer student who came in knowing absolutely no one, this was especially helpful.
- My favorite aspect of Bradley was how my experiences at Bradley allowed me to meet, befriend, and learn from so many diverse individuals, helping me to drastically grow in so many ways.
- My favorite aspect of Bradley was the people I met. I made many friends who encouraged me to be true to myself, and because of them, I have blossomed. I am now confident in who I am and my ability to navigate my life beyond Bradley.
- My favorite aspect of Bradley would be the community and students. I truly believe that this campus has given me a home away from home which is what I was looking for when I went off to college.
- My favorite aspects of Bradley was the campus and campus life, and the small classes. Campus and Campus life brought many great experiences. Small class sizes because it allowed for a better learning environment.
- My favorite part has been the people-- students and teachers! I love the size of Bradley and allowing for those relationships to be fostered.
- My favorite part of Bradley is how kind and caring everyone is. Bradley is truly like a family to me. I feel like I always had a person to turn to and never walked across the quad without seeing a friendly face. Learning is much easier in a friendly, safe environment and Bradley provides that.
- One of my favorite things at Bradley is the diversity I had and got to experience within the International business program. It was something that I was not expecting at first and was relieved to have.
- Students were willing to help me as I transferred in. They gave me advice on professors and other aspects of Bradley.
- The ability to make close friendships, have a community of people that feel like family, grow in my knowledge and abilities which translates into feeling more confident with the education path I chose.
- The campus community. The students Bradley brings in are awesome.

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- The campus life. It was very enjoyable.
- The close-knit small community, truly a Bradley family.
- The communities I've found and created within a campus ministry and ResLife.
- The community
- the community of the campus. this year in particular, there were a handful of incidents over a short period of time where the students and staff came together to support one another during the intense time of need.
- The family atmosphere because it was nice to know everyone
- The friends I made
- The friends I made here.
- The friends I made.
- The friends that I made.
- The general atmosphere was very nice. Most students were respectful and seemed to really care about being at school and most professors seem passionate. The smaller class sizes are nice and allow a lot of involvement.
- The other students
- The people because it's not the place but the community in it
- The people here give a good sense of community.
- The people I met because I will have those friends for the rest of my life
- The people is what make Bradley my school. They are who I will leave and remember from here. I think there are 100% some professors in specifically the nursing department who have had such awful reviews from students but still somehow have a job here and that should truly be addressed because Bradley is supposed to be about their students and their students need better teaching. Something needs to be done about that. I will always treasure the professors that went the extra mile/ran the marathon for me. In the biology department specifically I want to mention how much Dr. Cady gave to his students. I think more professors need that compassion and greater thinking not of why is this student failing, BUT how can I aide in helping them achieve.
- The people.
- The people. Easy. I have never found a community of people where I have felt more appreciated and accepted.
- The people. Hands down. The nicest people I have ever met. People who made me feel like I mattered. That I was not just a number or a sorority girl. I was able to write my story here and it felt like everyone would listen.
- The people. Not just students, but professors, advisors, and even the other employees. Everyone is so friendly and it made the experience very enjoyable. Internship opportunities were also very helpful because it allows students to apply their knowledge to the real world.
- The people. The are so many people on campus that truly want the best for you.
- The professors and culture. My professors were deeply involved with our success as students and professionals. They were knowledgeable and connected with valuable contacts in the field.
- The sense of community and the resources available such as the gym, counseling, nursing, career advisors. All of these have really helped my success at Bradley and although I have heard good things about private tutoring I have never used it.
- The sense of community between students
- The sense of community. There is a special sense of love at Bradley that was not mimicked at my previous University.
- The students I met
- the students, having opportunities to be involved
- The teachers and community as a whole, really makes you feel like BU is your home away from home.
- This small class size/ student body

Class Size (41 Responses)

- Caring Professors and class sizes
- Class size, caring and engaged professors
- Class sizes and real world experience with companies

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- Class sizes, small
- "I absolutely love Bradley and cannot name just one favorite aspect. I love that we're a small school, not a party school, not too big into athletics, and that we don't have ultra-fancy dorms like some other schools, because the students that come here aren't here for any of those reasons--they're here for the quality of education they'll get.

I love the faculty and staff. The professors in the communication, English, and music departments were fantastic and many of them had an impact on my education and professional development. My favorite classes were in the COM and ENG departments, plus Chorale (MUS344). The professors took the time to get to know me, to ensure I had the support I needed to succeed, to believe in me, to provide me with practical, educational opportunities, and to truly challenge me. I spent a significant amount of my time at Bradley working with the faculty from student activities/student involvement and advancement and I would be remiss if I failed to acknowledge their contribution to my professional development. They also believed in me, challenged me, and taught me well.

I love the culture of passion for involvement and success. Students here take their academics and their roles in student organizations very seriously. I love that Bradley students all are passionate about learning and being involved on campus. We will carry that passion for involvement with us throughout the rest of our lives.

I love that Bradley prioritizes experiential learning. I definitely feel as though the Smith Career Center's rigorous programming and employment-related resources for students is a strong asset. I'm confident that the experiential learning opportunities, both on and off campus, have propelled and prepared me for a career beyond Bradley.

I love the small class sizes and the small campus in general. I've always told my non-Bradley friends that Bradley is a place where people always hold the door open for the next person. Never have I felt like I was being reduced to an ID number. Even in the few large lectures I've taken, the professors knew my name. Because of the size, students are able to participate in organizations far outside of their discipline. I love that I'm able to be a part of top, audition-level music ensembles as a non-music major, which is an opportunity not afforded to non-music majors at larger institutions. I have strong ties with many peers and faculty members across various departments and campus as a whole. Every time I step outside, I am greeted with the smiling face of someone I know.

I love that Bradley was founded by a remarkable woman and that we celebrate her. Having a woman founder is part of what makes Bradley unique from other colleges and I love that Lydia Moss Bradley is present everywhere on campus. She is a true inspiration and I'm glad that the genuine love and appreciation of her is so alive. It was amazing to see how people were affected when the Founder's Circle statue was knocked down this summer and to see everyone come to sign the box and celebrate when it was put back up before classes started. It really is a true testament to the school spirit that everyone jokes that we don't have."

- I appreciate the small class sizes because it makes interacting with professors easier.
- I like a lot of things about Bradley, mostly the teachers and smaller classrooms.
- I love the size of Bradley and the majority of the faculty that I have interacted with. Small class sizes and a personal relationship with teachers creates a very friendly environment that promotes learning.
- My favorite aspect is the class sizes. Most professors are genuine.
- My favorite aspect of Bradley is the class sizes.. The smaller classes sizes allows for good discussion and professors are more readily available for help.
- My favorite aspect was having small classes, with professors who were passionate about math education and made my passion grow in ways I didn't even know were possible.
- My favorite aspect was the small class sizes because this gave me the opportunity to really feel comfortable with the professors in my two majors. Being comfortable enough to ask questions and speak with them after class really made a big difference.
- My favorite aspect was the small classroom sizes and attention from teachers without TAs.

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- My favorite aspects of Bradley was the campus and campus life, and the small classes. Campus and Campus life brought many great experiences. Small class sizes because it allowed for a better learning environment.
- Size
- Small and personal. Professors are available and care about the student.
- Small campus community/class sizes with supportive and caring professors.
- small campus that felt big, I liked that I could easily get across campus in 5-10 minutes but from the outside looking in, the campus felt huge
- Small class sizes
- Small class sizes allow students to develop extremely valuable relationships with professors
- Small class sizes because I could connect better with professors.
- Small class sizes because it helped for me to engage with my professors more.
- Small class sizes because they encourage engagement.
- Small class sizes which allowed me to get to know my professors and my professors to get to know me. This opened a lot of little doors to conference attendance, scholarship, and general involvement opportunities that I would have missed otherwise. Transfer dorms (College Hall was amazing for my transfer process). Rock climbing wall. Moe's (great food). Rise of the Red events (where'd the t-shirts go during Spring 2019?)
- Small class sizes, getting to know professors.
- Small classes and interactivity.
- Small classes, good school. Greek life is honestly the best aspect of Bradley as it the only real sense of community felt on campus
- Small school feel and small class sizes allowed me to do better in the classroom.
- Small school giving opportunity to do different activities
- The learning environment. Being in small classes and developing relationships with my professors will always be the best part of my Bradley experience.
- The many extracurriculars, small class sized, leadership opportunities, and campus size.
- The mid-size community culture and the friends that I have made here as a result. Bradley does things differently based on size and this size lets students have different sides of their life and a good work-life balance. I have my engineering friends, I have my staff friends, and I have my other various friends, all function and I see randomly around campus. I've been able to create connections that will last past Bradley.
- The size of the classroom and the one on one interaction with the professors
- The small class sizes, Because I enjoy the ability to ask my teachers questions
- The small class sizes, I feel like most of my professors knew who I was and it made it easier for me to make connections with them and get the individualized help I needed.
- The small classes and the faculty that actually cares at their students.
- The small classes made it easy to connect with teachers and students which in turn made for a deeper learning and connection
- The small close community filled with many opportunities
- The smaller campus as it was easy to get around and find everything without getting lost.
- The smaller classes. It was easier to engage with everyone, including the professors.
- This small class size/ student body

Involvement (28 Responses)

- All of the opportunity it offers. I was able to participate in many different things and get experience in anything I was interested in.
- All of the organizations on campus that students could be involved in.
- All the opportunities I was given in terms of scholarships, conferences/symposiums/lectures I was able to attend, and people I was able to meet.
- Being a part of on campus groups and organizations helped my experience and Bradley tremendously.
- Being a student-athlete
- Favorite aspect of Bradley is the extracurricular activities. I have learned so much and met so many people through these activities. They are inclusive to all and have a club for every interest. With this being said, there

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is a funding issue with these orgs and SABRC needs to be more inclusive to more organizations wanting to receive these funds.

- Greek life and hockey. Both have provided long-lasting friendships and memories that will last forever.
- "I absolutely love Bradley and cannot name just one favorite aspect. I love that we're a small school, not a party school, not too big into athletics, and that we don't have ultra-fancy dorms like some other schools, because the students that come here aren't here for any of those reasons--they're here for the quality of education they'll get.

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- I enjoyed having classes that involve projects that are very hands on and help get real-world work experience.
- I enjoyed some of the research and other opportunities that Bradley offers. I think the job fair is awesome and the Smith Career Center is top notch. SCC deserves a lot of credit and has some amazing people working there.
- I like the feeling of community. My organizations have been my favorite part of Bradley because I've been so involved,
- I loved how easy it was to get involved from day one. I joined The Scout and a sorority during my first week on campus and added activities as I progressed through the university. It helped me to feel connected to the school and community.
- I was able to be in a classroom placement and apply what I learned in class every year of college.

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- My favorite aspect of Bradley is the involvement I've had in my 4 years here. There's so much to do here and because of how involved I've been I've grown in every aspect of my being. I can gladly say I am a better professional, student, and overall person because of all the experiences and opportunities I've had at Bradley.
- My favorite aspect of Bradley was the opportunities it gave me on campus. It led me to Residential Living which allowed me to have a life-changing experience at Bradley and learn what I'm passionate about. The people at Bradley aren't afraid to talk about what they don't like and what needs to change. There are many differing opinions at Bradley but it leads to being challenged and learning to question your beliefs and hold strong to them if they are worth it.
- My favorite aspect was the involvement. While some clubs are sort of sad and have a lack of involvement... Others are absolutely overflowing with fun! I was on Tech Crew, in Admissions, got to start a NASA project, go to the NCAA with Basketball Band, be in Fellows... all hobbies of mine that I'm sad I cannot continue doing once leaving Bradley. These are all things I will miss. Bradley University let me define my limit, let me pick my involvements and activities, and didn't tell me no. Everything I was involved with are things I loved to do.
- My favorite thing about Bradley was having the opportunity to get involved in several different extra-curricular activities. I have met a lot of individuals through the organizations that I am involved with and have also gained leadership experience from holding executive positions in student organizations.
- Residential Living has been amazing. Also my advisor for my MIS major is amazing. Just the level of experiential learning that Bradley provides is exactly what sold me on this school and I'm so happy that it wasn't just marketing but that it was real. Also Joe from the Smith Career Center who has since left played a big part in helping me figure out my career path.
- Some of the clubs around campus. Helped me to meet new people and start new hobbies.
- The experiences I gained in the classroom was helpful in my internships, and will be helpful when I enter the work force.
- The many extracurriculars, small class sized, leadership opportunities, and campus size.
- The opportunities for extracurricular involvement to give me more advanced experience in my major.
- The opportunities on and off campus.
- The organizations I was a part of and the communication department. Both gave me leadership and world experience as well as connections that I will have for the rest of my life.
- The programs there are programs here like my major (animation) that most schools don't have. Most options for me would be an art school the fact that I can receive a bachelors degree and get the generals and business side of things here helps as well. On top of that we have a sort of expo to show student work and build up our portfolio.
- There have always been plenty of activities to get involved in. I have rarely, if ever, been 'bored' at Bradley.
- Through hard work and dedication, you can become anyone and do anything on this campus. I have grown so much through the opportunities Bradley gave me, and I am truly blessed for that.
- Wags for Mags. Being able to train the dogs makes you feel better and allows you to do something really great for someone else for a change. :)

Other and Career Center (20 Responses)

- :-{
- "Free" counseling! Mental health is so important to maintain in the college atmosphere.
- Becoming an education major, I wish I would have switched sooner
- Good volleyball skills on my team
- I enjoyed some of the research and other opportunities that Bradley offers. I think the job fair is awesome and the Smith Career Center is top notch. SCC deserves a lot of credit and has some amazing people working there.
- I liked being able to take classes that were tuned to my particular interests.
- I love being able to start the nursing program sophomore year.
- It has helped me to get jobs and internships through the job fairs.
- It landed me a job come June.

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- Literally everything but my student teaching experience was amazing. After talking with students from other universities I felt Bradley really screwed their student teachers over. Before this semester I had nothing to complain about with Bradley. Now being a student teacher I wish I would have chosen another university.
- Most aspects of the education program.
- My experiences in the field of education has been great. My placement for K-8 was fun and helped me realize that I put up with so much negative to positively impact those students who I will teach. It has given me experience and confidence in the classroom.
- My favorite aspect of Bradley was the wide variety of clubs a student could participate in. I also liked the option to live in St. James if a person did not want to live in an off campus house.
- None. This is by far the worst school I have ever been a part of. I have never had a more negative experience with my education. This school is the direct cause of severe escalation of my pre-existing mental health issues.
- Residential Living has been amazing. Also my advisor for my MIS major is amazing. Just the level of experiential learning that Bradley provides is exactly what sold me on this school and I'm so happy that it wasn't just marketing but that it was real. Also Joe from the Smith Career Center who has since left played a big part in helping me figure out my career path.
- The connections to employers and opportunities in my field
- The programs there are programs here like my major (animation) that most schools don't have. Most options for me would be an art school the fact that I can receive a bachelors degree and get the generals and business side of things here helps as well. On top of that we have a sort of expo to show student work and build up our portfolio.
- The scholarships made it worth it.
- While I learned next to nothing in my Hollywood Semester classes, I really enjoyed living in LA for a semester and I really fell in love with the city. I also enjoyed many of my gen-eds that allowed me to explore other interests of mine, like earth science and astronomy, that weren't directly related to my major.

Greek Life (10 Responses)

- frat lives matter
- Great family like community
- Greek life and hockey. Both have provided long-lasting friendships and memories that will last forever.
- Greek Life because i felt like I became part of something bigger then myself. I felt that it also introduced me to life long friends and some of the best memories that you could think of.
- Greek life, career opportunities, building relationships with my peers and professors
- Greek life. It is the only reason someone should go here.
- I liked the extracurriculars. Greek life is one thing that really brings a lot of people to this campus. If you ruin Greek Life this campus will not survive. Greek life brings a lot of people together and brings people together that previously wouldn't have met. I know a majority of my friends and classmates through Greek life.
- Small classes, good school. Greek life is honestly the best aspect of Bradley as it the only real sense of community felt on campus
- The people. Hands down. The nicest people I have ever met. People who made me feel like I mattered. That I was not just a number or a sorority girl. I was able to write my story here and it felt like everyone would listen.
- the sorority experience

Infrastructure and Facilities (6 Responses)

- How things functioned 3 years ago. Internet was manageable, food was better, it was easier to find parking.
- I liked how close all the buildings are to each other. It made commuting to classes very easy.
- Markin
- My favorite aspect of Bradley are the newer buildings and their architecture.
- Small class sizes which allowed me to get to know my professors and my professors to get to know me. This opened a lot of little doors to conference attendance, scholarship, and general involvement opportunities that I would have missed otherwise. Transfer dorms (College Hall was amazing for my transfer process). Rock climbing wall. Moe's (great food). Rise of the Red events (where'd the t-shirts go during Spring 2019?)

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- The variety of experiences Bradley has offered. I do believe the department needs to invest money to update some of the technology used in the classroom. However, there are many routes for students to take depending on their interests. Bradley offers the ability to work with a wind tunnel, water table, robotics, 3D printing, CAD modeling and simulations, etc.

Social Events (3 Responses)

- Late Night BU is my favorite aspect of Bradley because it always a fun time.
- My favorite aspect of Bradley was the wide variety of clubs a student could participate in. I also liked the option to live in St. James if a person did not want to live in an off campus house.
- Obviously my social interactions and the bonds I've made.