




Student Perspectives on the UW-Green Bay Learning Experience

- ∞ New Freshmen Survey: 2012
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This report summarizes the results of three institution-wide surveys conducted annually at UWGB. Additional data analysis is available by request.

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This report is one product of UWGB's Comprehensive Assessment Program. Copies of the survey instruments are available by request from Testing Services:

<http://www.uwgb.edu/oira/>

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New Freshmen Survey: 2012

Beginning in June 2012, we surveyed new freshmen registering for the Fall 2012 semester about their motivations for attending college and their reasons for selecting UWGB. A total of 794 students completed the survey, representing 96% (794 of 829) of the new freshmen enrolled for Fall 2012 who attended R&R.

Why did our students choose UWGB?

Three-fourths (**76%**) of the respondents identified UWGB as their **first choice** of institutions to attend, and another **20** percent identified us as their second choice.

Top four reasons for choosing UWGB

- ☞ Interesting academic majors or programs
- ☞ Graduates get good jobs
- ☞ Good academic reputation
- ☞ Appearance and facilities

These are the same top four reasons that were cited by freshmen responding to the New Freshmen Survey over the past 12 years.



How important was each of the following reasons in your decision to attend UWGB?	Very important	Somewhat important	Not at all important
1. The majors or programs at UW-Green Bay interest me.	85%	14%	1%
2. UW-Green Bay's graduates get good jobs.	81%	18%	1%
3. UW-Green Bay has a good academic reputation.	79%	20%	1%
4. UW-Green Bay's appearance and facilities.	73%	25%	2%
5. Low tuition.	68%	30%	2%
6. Type of campus housing available.	66%	24%	9%
7. UW-Green Bay has a good social reputation.	60%	37%	3%
8. UW-Green Bay's size.	55%	37%	8%
9. UW-Green Bay's graduates go on to top graduate schools.	55%	39%	6%
10. UW-Green's unique, interdisciplinary approach to education.	52%	41%	7%



Before entering college, the incoming class of freshman took part in various activities to prepare them for their time at UWGB.

What activities were you involved in during High School?	Did
▪ Community service	48%
▪ Joined a Student Organization	52%
▪ Athletics or Intramurals	60%
▪ Newspaper	8%
▪ Theater	21%
▪ Dance	10%
▪ Student Employment	28%
▪ Other: includes choir, band, yearbook, and Forensics	13%

What are their expectations?

How will they spend their time? Most expect to spend more time preparing for class than they will spend on any other single activity.

About how many hours do you expect to spend in a typical week doing each of the following?	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
▪ Preparing for class	1%	9%	21%	25%	19%	12%	8%	6%
▪ Working	12%	11%	19%	26%	21%	7%	2%	2%
▪ Co-curricular activities	2%	38%	32%	13%	9%	3%	1%	2%
▪ Relaxing & socializing	<1%	26%	36%	20%	10%	4%	2%	1%
▪ Caring for dependents	66%	21%	6%	3%	2%	1%	<1%	<1%

Like most freshmen throughout the United States, our students plan to work in college. In fact, 89 percent of new freshman expect to work at least 20 hours in a typical week during their first year at college.

During the upcoming school year, about how often do you expect to ...	Very often	Often	Occasionally	Never
▪ Use an electronic medium to complete an assignment	35%	43%	19%	2%
▪ Ask questions in class or contribute to class discussions.	33%	46%	21%	<1%
▪ Use email to communicate with an instructor or other students in a class.	37%	44%	19%	1%
▪ Work on a project that requires integrating information.	24%	55%	21%	<1%
▪ Talk about career plans with a faculty member or advisor.	31%	45%	23%	1%
▪ Discuss ideas from your classes with others outside of class (students, family members, co-workers, etc.)	26%	50%	23%	1%
▪ Have serious conversations with students of a different race or ethnicity.	19%	43%	31%	6%
▪ Discuss grades or assignments with an instructor.	23%	50%	26%	1%
▪ Prepare two or more drafts of a paper or assignment before turning it in.	21%	47%	28%	3%
▪ Have serious conversations with students who differ in terms of their religious beliefs, political opinions, ...	18%	38%	36%	8%
▪ Work with peers outside of class to prepare assignments.	23%	52%	24%	1%
▪ Discuss ideas from your readings or classes with faculty members outside of class.	19%	39%	38%	4%
▪ Attend multicultural events.	16%	36%	41%	7%
▪ Make a class presentation.	12%	35%	50%	3%
▪ Participate in a community-based project as part of a regular course.	15%	37%	45%	3%
▪ Go to class without completing readings or assignments.	5%	6%	30%	58%



How likely are you to ...	Very likely	Somewhat likely	Not at all likely
▪ Change your major	18%	46%	36%
▪ Need a job to help with paying college expenses	68%	26%	6%
▪ Make at least a B average	67%	33%	<1%
▪ Drop out of college temporarily or permanently	1%	4%	95%
▪ Transfer to another college	7%	42%	50%
▪ Graduate from UWGB	65%	32%	3%

How important is "being connected" to our new freshmen? More important than not!
 Students wish to be connected to some aspects of UW-Green Bay whether it's faculty, staff or fellow students.

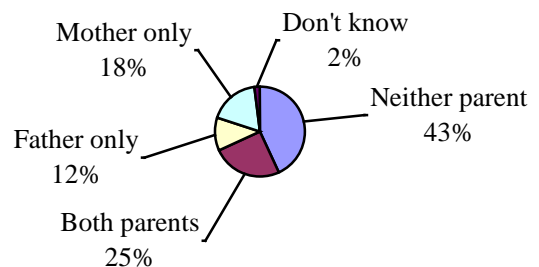
Indicate the strength of your agreement with each of the following statements.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
▪ I would like to have one faculty or staff member to whom I could go to with any questions about my life as a student.	65%	30%	5%	0%	<1%
▪ It is very important for me to feel "connected" to UW-Green Bay and its faculty, staff and students.	51%	39%	10%	<1%	<1%
▪ I hope to organize my class schedule so that I have class on as few days per week as possible.	19%	25%	40%	14%	2%
▪ School is important to me, but I have other priorities that are just as important, if not more important.	13%	22%	31%	28%	6%

Other interesting facts.....

How many are **first-generation** college students? Nearly half!

The average high school grade point average is **3.32** on a 4.0 scale. **75%** have over a 3.0 high school GPA. Their average ACT score is **22.7**. **11%** were minority students.

Parents have college degree?



Graduating Senior Survey: 2011

In May 2011, August 2011, and December 2011, 1,185 students received bachelor's degrees from UWGB. We surveyed all students eligible to graduate in those terms, and received 484 completed questionnaires (41 percent).

How do our students grade their majors?

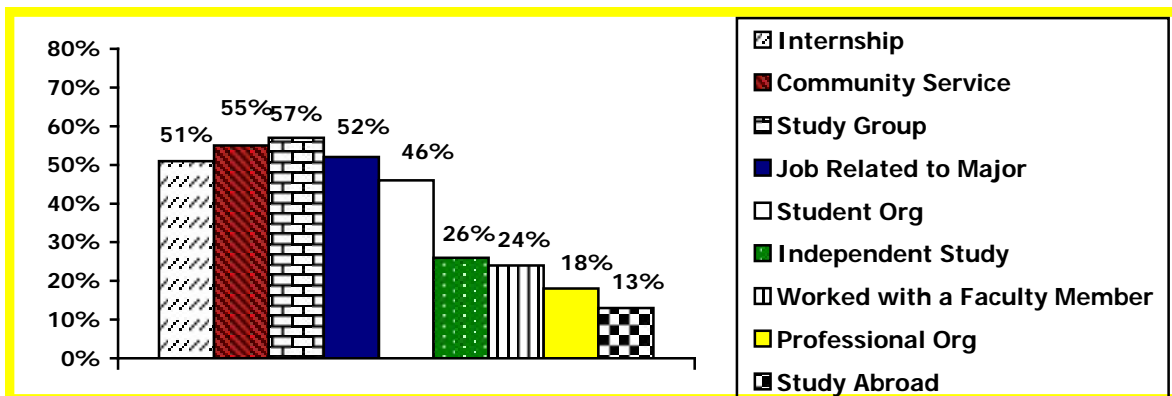
Students gave the *highest* grades to:

- ☞ Knowledge and expertise of the faculty
- ☞ Clarity of major requirements
- ☞ Reasonableness of major requirements
- ☞ Quality of teaching by faculty in major
- ☞ In-class faculty-student interaction

Students gave the *lowest* grades to:

- ☞ Frequency of course offerings in major
- ☞ Times courses were offered
- ☞ Variety of courses available in majors
- ☞ Overall quality of advising received from major advisor
- ☞ Ability of major advisor to answer career questions

Scale: A = 4, F = 0	N	Mean	A	B	C	D	F
☞ Clarity of major requirements	484	3.5	56%	37%	5%	1%	1%
☞ Reasonableness of major requirements	482	3.5	56%	34%	8%	2%	0%
☞ Variety of courses available in major	479	3.0	34%	42%	18%	4%	2%
☞ Frequency of course offerings in major	483	2.7	22%	41%	26%	8%	3%
☞ Times courses were offered	468	2.9	28%	42%	21%	6%	3%
☞ Quality of internship, practicum, field exp	269	3.3	54%	29%	11%	3%	3%
☞ Quality of teaching by faculty in major	480	3.4	53%	38%	8%	1%	<1%
☞ Knowledge and expertise of faculty in major	484	3.7	68%	28%	4%	0%	0%
☞ Faculty encouragement of educational goals	476	3.4	55%	32%	10%	2%	1%
☞ Overall quality of advising received from major advisor	459	3.3	55%	26%	12%	5%	2%
☞ Availability of major advisor for advising	454	3.4	60%	24%	11%	2%	2%
☞ Ability of major advisor to answer university questions	455	3.4	66%	20%	8%	4%	2%
☞ Ability of major advisor to answer career questions	414	3.2	54%	25%	13%	5%	3%
☞ In-class faculty-student interaction	465	3.5	57%	34%	8%	<1%	<1%
☞ Overall grade for the major	477	3.4	48%	44%	7%	1%	<1%



Besides classes, in which educational activities did our students participate? (n= 484)

How do students grade the university's services and resources?

Scale: A = 4, F = 0	N	Mean	A	B	C	D	F
🔗 Library services (e.g., hours, staff)	423	3.4	55%	36%	7%	2%	<1%
🔗 Library collection	400	3.5	52%	41%	7%	<1%	0%
🔗 Admission Office	383	3.5	54%	39%	6%	1%	0%
🔗 Financial Aid Office	353	3.3	50%	36%	8%	3%	2%
🔗 Bursar's Office	453	3.3	51%	35%	10%	3%	1%
🔗 Career Services	261	3.3	54%	32%	9%	5%	<1%
🔗 Academic Advising Office	372	3.1	43%	34%	11%	8%	4%
🔗 Student Health Services	244	3.4	57%	31%	5%	4%	3%
🔗 Registrar's Office	404	3.5	54%	39%	5%	2%	0%
🔗 Writing Center	174	3.3	48%	39%	9%	2%	2%
🔗 University Union	394	3.4	49%	42%	7%	2%	0%
🔗 Student Life	236	3.3	47%	41%	10%	1%	1%
🔗 Counseling Center	86	3.3	57%	28%	7%	5%	3%
🔗 Computer Facilities (e.g., labs)	420	3.5	59%	36%	4%	<1%	<1%
🔗 Computer Services (e.g., hours)	384	3.5	56%	36%	7%	1%	<1%
🔗 Phoenix Sports/Kress Events Center	322	3.7	75%	23%	1%	1%	0%
🔗 American Intercultural Center	64	3.3	53%	31%	11%	2%	3%
🔗 International Center	66	3.1	41%	41%	9%	6%	3%
🔗 Residence Life	187	2.8	27%	46%	16%	6%	5%
🔗 Dining Services	340	2.6	23%	35%	28%	10%	4%
🔗 Bookstore	462	3.1	37%	42%	15%	4%	2%

Overall, students awarded an average grade of "B" (3.3) to the university's services and resources.

If they could start over, would they return to UWGB?

Student willingness to return to an institution is one proxy measure of student satisfaction with a university's programs and services. Students graduating from UWGB appear generally satisfied with their experiences, as indicated by the following table. Importantly, fifty percent of these students began their college careers elsewhere.

	UWGB		Another college		No bachelor's degree
	Same major	Different major	Same major	Different major	
N = 481	67%	13%	14%	5%	1%

Students who said they would attend UWGB and pursue the same major (shaded box, above) were significantly more likely to report **positive** perceptions of their major programs at UWGB (see the previous page, "How do our students grade their majors"). A key indicator of whether a student would return to UWGB and pursue the same major was **knowledge and expertise of faculty in your major**.

How well did UWGB prepare them?

Students said they were most **proficient** with respect to:

- 🔗 Problem-solving skills (High = 70%)
- 🔗 Written communication skills (High = 68%)
- 🔗 Understanding causes and effects of stereotyping and racism (High = 62%)
- 🔗 Critical analysis skills (High = 61%)
- 🔗 Computer Skills (High = 57%)

Overall, students said that their General Education coursework had **contributed** to their knowledge and skill proficiencies to a moderate (medium) degree.

Proficiency					Scale: High = 3, Medium = 2, Low = 1	Gen Ed Contribution				
N	Mean	H	M	L		N	Mean	H	M	L
455	2.6	61%	38%	1%	▪ Critical analysis skills	446	2.0	23%	51%	26%
454	2.7	70%	29%	1%	▪ Problem-solving skills	446	2.0	24%	50%	26%
453	2.1	29%	49%	22%	▪ Biological and physical environment concepts	433	2.0	26%	47%	27%
453	2.3	38%	49%	13%	▪ The impact of science and technology	432	2.0	24%	51%	25%
450	2.2	35%	53%	12%	▪ Social, political, geographic, and economic structures	442	2.0	26%	51%	23%
451	2.5	52%	42%	6%	▪ Impact of social institutions and values	445	2.1	33%	49%	18%
451	2.2	33%	50%	17%	▪ Significance of major events in Western civilization	440	2.0	29%	46%	25%
451	2.2	38%	48%	14%	▪ Role of the humanities in identifying and clarifying values	440	2.1	30%	48%	22%
451	2.2	40%	41%	19%	▪ At least one Fine Art	441	2.0	31%	40%	29%
453	2.2	35%	50%	15%	▪ Contemporary global issues and problems	436	2.0	23%	52%	25%
453	2.6	62%	33%	5%	▪ Causes and effects of stereotyping & racism	437	2.1	33%	45%	22%
452	2.7	68%	30%	2%	▪ Written communication	449	2.2	35%	49%	16%
454	2.4	45%	45%	10%	▪ Public speaking and presentation skills	435	2.0	25%	46%	29%
452	2.5	57%	39%	4%	▪ Computer skills	424	1.9	23%	44%	33%

Overall Perceptions of the UWGB Experience

Students are generally *positive* about their overall experience at UWGB:



- ☞ 91 percent “agree” or “strongly agree” that they have learned to view **learning as a lifelong experience**.
- ☞ 84 percent “agree” or “strongly agree” that their experiences at UWGB encouraged them to **think creatively and innovatively**.
- ☞ 82 percent “agree” or “strongly agree” that they would **recommend UWGB** to a co-worker, friend, or family member.

Scale: **SA** = Strongly Agree (5), **A** = Agree, **N** = Neutral, **D** = Disagree, **SD** = Strongly Disagree (1)

	N	Mean	SA	A	N	D	SD
☞ My experiences at UWGB helped me to learn or reinforced my belief that learning is a lifelong process.	469	4.4	51%	40%	8%	1%	<1%
☞ I had frequent interactions with people from different countries or cultural backgrounds.	456	3.3	13%	30%	31%	20%	5%
☞ Students at UWGB are encouraged to become involved in community affairs.	455	3.5	12%	42%	30%	13%	3%
☞ My UWGB experiences and courses encouraged me to think creatively and innovatively.	474	4.1	32%	52%	12%	3%	<1%
☞ UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	452	3.8	25%	41%	23%	9%	2%
☞ UWGB provides a strong, interdisciplinary, problem-focused education.	468	4.0	26%	49%	21%	3%	1%
☞ Students at UWGB have many opportunities to apply their learning to real situations.	471	3.9	25%	48%	20%	6%	1%
☞ I would recommend UWGB to a co-worker, friend, or family member.	471	4.2	41%	41%	12%	4%	2%
☞ There is a strong commitment to racial harmony on this campus.	412	3.7	20%	40%	33%	6%	1%
☞ The faculty and staff of UWGB are committed to gender equity.	435	4.0	30%	49%	18%	3%	<1%
☞ UWGB shows concern for students as individuals.	465	3.9	29%	45%	18%	7%	1%
☞ The General Education requirements at UWGB were a valuable component of my education.	455	3.2	16%	32%	22%	20%	10%

Alumni Survey: 2012

In the Summer/Fall of 2012, we surveyed UWGB alumni who received bachelor's degrees in August 2008, December 2008, and May 2009. Of the 956 alumni receiving bachelor's degrees in this period, 881 (92%) had a working mailing address. Nineteen percent (170) of the alumni with a working mailing address completed the survey; the overall completion rate was 170/956, or 18 percent. Alumni are given the option of completing the Alumni Survey online or via a paper based survey.

Are alumni well prepared? How important are these skills and knowledge?

Top five areas for which alumni said their preparation was "excellent" or "good"

- ☞ Written communication skills (75%)
- ☞ Impact of social institutions & values (71%)
- ☞ Reading skills (68%)
- ☞ Causes & effects of stereotyping & racism (66%)
- ☞ Listening skills (65%)

Top five areas considered "very important" or "important" to their current work

- ☞ Listening skills (96%)
- ☞ Problem-solving skills (96%)
- ☞ Leadership and management skills (93%)
- ☞ Written communication skills (91%)
- ☞ Reading skills (91%)

Scale: Excellent = 5, Poor = 1 E = excellent, G = good VI = very important, I = important	Gap? (+) or (-)	Preparation			Importance		
		Mean	E	G	Mean	VI	I
▪ Critical analysis skills	Yes (-)	3.7	20%	43%	4.5	65%	25%
▪ Problem-solving skills	Yes (-)	3.7	16%	47%	4.7	78%	18%
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▪ Biology and the physical sciences	Yes (+)	3.4	16%	31%	2.7	17%	15%
▪ The impact of science and technology	Yes (+)	3.3	12%	33%	3.2	18%	28%
▪ Social, political, geographic, and economic structures	Yes (+)	3.7	20%	42%	3.4	23%	34%
▪ The impact of social institutions and values	Yes (+)	3.9	25%	46%	3.7	35%	24%
▪ The significance of major events in Western civilization	Yes (+)	3.6	15%	45%	2.5	9%	14%
▪ A range of literature	Yes (+)	3.4	14%	32%	2.6	10%	16%
▪ The role of the humanities in identifying and clarifying individual/social values	Yes (+)	3.7	20%	38%	2.9	16%	22%
▪ At least one of the Fine Arts	Yes (+)	3.6	20%	39%	2.5	10%	12%
▪ Contemporary global issues	Yes (+)	3.6	19%	34%	3.4	23%	32%
▪ Causes and effects of stereotyping & racism	Yes (+)	3.8	28%	38%	3.6	36%	26%
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▪ Written communication	Yes (-)	4.0	34%	41%	4.7	75%	16%
▪ Public speaking and presentation	Yes (-)	3.5	23%	31%	4.5	65%	22%
▪ Reading	Yes (-)	3.8	27%	41%	4.6	69%	22%
▪ Listening	Yes (-)	3.8	27%	38%	4.7	78%	18%
▪ Leadership and management	Yes (-)	3.6	26%	35%	4.6	72%	21%

Yes (+) **More** preparation than needed

Yes (-) **Less** preparation than needed

Overall Perceptions of the UWGB Experience



Alumni are generally *positive* about their overall experience with UWGB:

- ☞ 87 percent “agree” or “strongly agree” that their experiences and course work at UWGB encouraged them to **think creatively and innovatively**.
- ☞ 92 percent “agree” or “strongly agree” that they have learned to view **learning as a lifelong experience**.
- ☞ 90 percent “agree” or “strongly agree” that they would **recommend UWGB** to a co-worker, friend, or family member.
- ☞ 84 percent “agree” or “strongly agree” that UWGB provides a **strong, interdisciplinary, problem-focused education**.

	N	Mean	SA	A	N	D	SD
☞ My experiences at UWGB helped me to learn or reinforced my belief that learning is a lifelong process.	170	4.3	40%	52%	7%	1%	0
☞ I had frequent interactions with people from different countries or cultural backgrounds.	168	3.2	9%	41%	28%	18%	4%
☞ Students at UWGB are encouraged to become involved in community affairs.	167	3.6	14%	44%	33%	8%	1%
☞ My UWGB experiences and courses encouraged me to think creatively and innovatively.	169	4.1	30%	57%	11%	2%	<1%
☞ UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	168	3.9	27%	50%	16%	5%	2%
☞ UWGB provides a strong, interdisciplinary, problem-focused education.	170	4.0	24%	60%	13%	3%	0
☞ Students at UWGB have many opportunities to apply their learning to real situations.	166	3.8	23%	47%	21%	7%	2%
☞ I would recommend UWGB to a co-worker, friend, or family member.	170	4.4	53%	37%	10%	<1%	0
☞ The General Education requirements at UWGB were a valuable component of my education.	158	3.5	20%	34%	25%	14%	7%
☞ UWGB cares about its alumni.	160	3.6	12%	46%	36%	4%	2%
☞ As a graduate, I feel connected to UWGB.	166	3.3	10%	33%	32%	22%	3%

How do alumni grade their majors?

Alumni give good marks to their **majors**. Specifically,

- 94 percent gave an A or a B to the quality of teaching in their major (mean = 3.6)
- 99 percent gave an A or a B to the knowledge and expertise of their major faculty (mean = 3.7)
- 94 percent gave an A or a B to the relationship between faculty and students (mean = 3.6)
- 87 percent gave an A or a B to the importance and relevance of major courses to their professional and academic goals (mean = 3.4)
- 87 percent gave an A or B to the accuracy of major advising information (mean = 3.4)
- 93 percent gave an A or B to the availability of their major faculty during office hours (mean = 3.5).
- 95 percent awarded their major department a grade of A or B (mean = 3.6)

Is more schooling in their future?

Sixty-two percent plan to pursue their education beyond the bachelor's degree. Of those planning to achieve more than a bachelor's degree, 39 percent had not yet applied, 30 percent were currently enrolled, and 24 percent had completed an advanced degree. Seven percent had been accepted but were not yet enrolled.

How is their career progressing?

Most alumni are employed:

- Employed, Full-time (74%) (↓ from 83%)
- Employed, Part-time (15%)
- Seeking employment (2%)
- Not seeking employment (4%)
- Student (5%)

In a field related to their major:

- Very related (49%)
- Somewhat related (29%)
- Not at all related (22%)

32 percent (↑ from 29%) are very satisfied or satisfied (37%) with their current job.



What are the minimum educational requirements for their current position?

- 📄 10%: Graduate degree
- 📄 52%: Bachelor's degree
- 📄 13%: Associate degree or two years of college
- 📄 3%: Certificate program or one year of college
- 📄 22%: High school diploma or less

What is their current income?

- 📄 16%: Under \$20,000
- 📄 13%: \$20,000 to \$25,999
- 📄 9%: \$26,000 to \$29,999
- 📄 18%: \$30,000 to \$35,999
- 📄 14%: \$36,000 to \$39,999
- 📄 11%: \$40,000 to \$49,000
- 📄 19%: \$50,000 and up

If they could start over, would they return to UWGB?

Sixty-three percent would return to UWGB and complete the same major if they started college over; **25 percent** would attend UWGB but choose another major. **Seven percent** would complete the same major, but at a different university; **4 percent** would complete a different major at a different university.

In fact, many have returned to UWGB already!

Since graduating, many alumni have visited UWGB, both in person and “virtually.” While 52 percent of survey respondents said they had visited campus in person, another 18 percent said they had visited campus monthly via its website and 38% have visited the website within the past year. Similarly, 56 percent said they read *Inside UWGB*, a quarterly campus publication.

Alumni visited campus for the following reasons. *Note:* The total may exceed 100% because respondents could select more than one option.

- 📄 12% Weidner Center performance
- 📄 13% Cofrin Arboretum
- 📄 18% Athletic event
- 📄 4% Shorewood golf course
- 📄 5% UWGB theatre performance
- 📄 4% UWGB musical performance
- 📄 1% Alumni Association event
- 📄 2% Work at UWGB
- 📄 27% Other (e.g., to visit faculty, staff)
- 📄 3% Kress Events Center