




# Student Perspectives on the UW-Green Bay Learning Experience

- ❧ New Freshmen Survey: 2013
  - ❧ Graduating Senior Survey: 2012
  - ❧ Alumni Survey: 2013
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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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## Acknowledgements

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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: 2013

Beginning in June 2013, we surveyed new freshmen registering for the Fall 2013 semester about their motivations for attending college and their reasons for selecting UWGB. A total of 535 students completed the Beginning College Survey of Student Engagement (BCSSE), representing **75 percent** (535/709) of the new freshmen who attended R&R. Students also completed the 2013 New Freshmen Survey which mainly dealt with R&R questions and the response rate was 87% (620 of 709). Students first completed the New Freshmen Survey which then led them to the BCSSE. As you can see, some students chose not to complete the BCSSE.

## Why did our students choose UWGB?

Eighty-four percent of the respondents indicated their intent to graduate from UW-Green Bay while 13% were uncertain. The questions/answers below may be an indicator of how satisfied they are with UW-Green Bay and whether they will continue their education beyond the first year. Our students plan to be involved!

How important is it to you that your college provides each of the following?	Not important	2	3	4	5	Very important
▪ A challenging academic experience.	1%	4%	15%	34%	29%	17%
▪ Support to help you succeed academically.	0	0	4%	12%	28%	55%
▪ Opportunities to interact with students from different economic, social, and racial or ethnic backgrounds.	2%	3%	13%	24%	29%	29%
▪ Help managing your non-academic responsibilities (work, family, etc).	2%	5%	14%	25%	27%	28%
▪ Opportunities to be involved socially.	1%	2%	8%	20%	35%	35%
▪ Opportunities to attend campus events and activities.	1%	2%	8%	20%	33%	36%



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

<b>During your High School years, how involved were you in the following activities at your school or elsewhere?</b>	<b>Not at all</b>	<b>Very little</b>	<b>Some</b>	<b>Quite a bit</b>	<b>Very much</b>
▪ Performing or visual arts programs	40%	10%	9%	11%	30%
▪ Athletic teams	23%	9%	17%	14%	37%
▪ Student government	68%	10%	10%	6%	6%
▪ Publications	67%	14%	9%	4%	6%
▪ Academic honor societies or clubs	35%	14%	18%	18%	14%
▪ Community service or volunteer work	10%	12%	30%	27%	20%
▪ Vocational clubs	68%	15%	9%	5%	3%
▪ Religious youth groups	58%	14%	11%	7%	10%

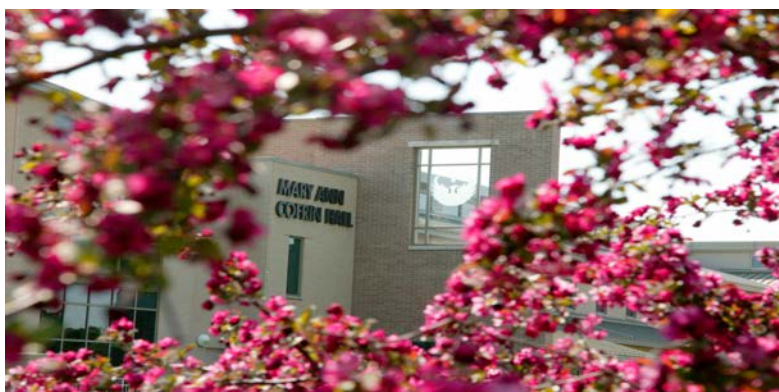
<b>During your last year of H.S., about how often did you do each of the following?</b>	<b>Very often</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
▪ Came to class without completing readings or assignments.	3%	6%	51%	40%
▪ Prepared two or more drafts of a paper or assignment before turning it in.	15%	29%	41%	15%
▪ Reached conclusions based on your own analysis of numerical information. (numbers, graphs, statistics, etc.)	15%	37%	39%	9%
▪ Used numerical information to examine a real-world problem or issue. (unemployment, climate change, public health, etc)	9%	28%	46%	17%
▪ Evaluated what others have concluded from numerical information.	10%	27%	44%	19%
▪ Identified key information from reading assignments.	31%	44%	23%	2%
▪ Reviewed your notes after class.	21%	34%	39%	6%
▪ Summarized what you learned in class or from course materials.	20%	34%	39%	6%
▪ Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.	19%	29%	42%	10%
▪ Examined the strengths and weaknesses of your own views on a topic or issue.	21%	40%	33%	6%
▪ Tried to better understand someone else's views by imagining how an issue looks from his or her perspective.	27%	38%	32%	3%

## Expectations in College.....

During the upcoming school year, about how often do you expect to ...	Very often	Often	Sometimes	Never
▪ Work with other students on projects or assignments.	27%	48%	25%	0
▪ Ask another student to help you understand course material.	23%	48%	29%	0
▪ Explain course material to one or more students.	13%	41%	45%	1%
▪ Discuss ideas or course topics with a faculty member outside of class.	17%	38%	40%	5%
▪ Have discussions with students of a different race or ethnicity.	35%	43%	21%	1%
▪ Discuss your academic performance with an instructor.	16%	43%	38%	3%
▪ Talk about career plans with a faculty member.	23%	42%	33%	1%
▪ Have discussions with students who differ in terms of their religious beliefs.	37%	43%	18%	2%
▪ Prepare two or more drafts of a paper or assignment before turning in.	27%	45%	26%	2%
▪ Come to class without completing readings or assignments.	6%	5%	20%	69%
▪ Work with faculty on activities other than coursework.	16%	31%	47%	6%
▪ Prepare for exams by discussing or working through course material with other students.	34%	48%	17%	1%
▪ Have discussions with students who have political views other than your own.	38%	41%	19%	2%

### 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	0	8%	17%	25%	19%	14%	9%	7%
▪ Working	10%	11%	26%	23%	19%	7%	2%	2%
▪ Co-curricular activities	4%	31%	33%	19%	7%	3%	2%	1%
▪ Relaxing & socializing	1%	26%	33%	25%	10%	4%	1%	0



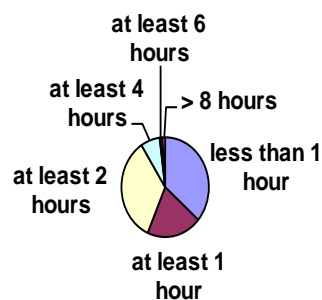
How prepared are you to do the following in your academic work at UW-Green Bay?	Not at all prepared	2	3	4	5	Very prepared
▪ Write clearly and effectively.	1%	3%	11%	25%	35%	24%
▪ Speak clearly and effectively.	1%	4%	15%	25%	35%	20%
▪ Think critically and analytically.	0	2%	9%	26%	39%	23%
▪ Analyze numerical and statistical information.	1%	6%	21%	28%	29%	15%
▪ Work effectively with others.	0	1%	6%	20%	40%	33%
▪ Use computing and information technology.	1%	3%	13%	25%	36%	22%
▪ Learn effectively on your own.	1%	3%	13%	25%	36%	22%

**Other interesting facts.....**

How many are **first-generation** college students?

- Just over half! 54% vs. 46%
- 26% of their parents completed college with a Bachelor's Degree
- 17% of their parents completed college with an Associate's Degree

In driving time, how far is your home from this college?



Other facts about our new freshmen:<sup>1</sup>

- The average high school grade point average is **3.38** on a 4.0 scale. Eighty percent completed high school with at least a "B" average. Their average ACT score is **22.9**.
- UW-Green Bay welcomed its most diverse freshmen class to date with **104** students of color (13% of incoming class) coming to campus in the fall.
- Female students continue to outnumber male students by a margin of **69 to 31** percent.

<sup>1</sup>Source: Office of Institutional Research

# Graduating Senior Survey: 2012

In May 2012, August 2012, and December 2012, 1,292 students received bachelor's degrees from UWGB. We surveyed all students eligible to graduate in those terms, and received 557 completed questionnaires (43 percent).

## How do our students grade their majors?

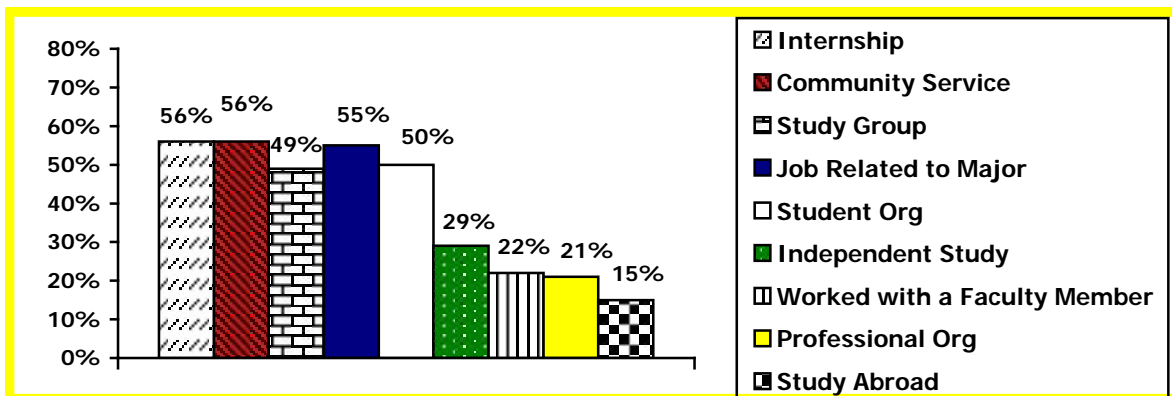
Students gave the *highest* grades to:

- ☞ 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	555	3.5	57%	34%	7%	1%	<1%
☞ Reasonableness of major requirements	553	3.5	58%	35%	5%	1%	<1%
☞ Variety of courses available in major	551	3.1	33%	45%	18%	4%	<1%
☞ Frequency of course offerings in major	550	2.7	22%	41%	27%	7%	2%
☞ Times courses were offered	536	2.9	26%	44%	24%	6%	<1%
☞ Quality of internship, practicum, field exp	326	3.4	61%	22%	13%	4%	<1%
☞ Quality of teaching by faculty in major	551	3.4	52%	38%	8%	2%	0
☞ Knowledge and expertise of faculty in major	556	3.6	68%	28%	3%	1%	0
☞ Faculty encouragement of educational goals	544	3.3	54%	30%	10%	4%	1%
☞ Overall quality of advising received from major advisor	532	3.2	53%	24%	13%	4%	5%
☞ Availability of major advisor for advising	526	3.3	61%	21%	12%	4%	2%
☞ Ability of major advisor to answer university questions	518	3.4	61%	23%	10%	4%	2%
☞ Ability of major advisor to answer career questions	479	3.2	52%	26%	14%	5%	3%
☞ In-class faculty-student interaction	515	3.4	55%	35%	8%	2%	<1%
☞ <b>Overall grade for the major</b>	<b>540</b>	<b>3.4</b>	<b>49%</b>	<b>42%</b>	<b>7%</b>	<b>1%</b>	<b>&lt;1%</b>



Besides classes, in which educational activities did our students participate? (n= 557)

## 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)	470	3.4	59%	29%	8%	2%	2%
☞ Library collection	452	3.5	56%	34%	8%	2%	0
☞ Admission Office	452	3.4	52%	38%	9%	1%	<1%
☞ Financial Aid Office	428	3.3	50%	35%	11%	2%	2%
☞ Bursar's Office	510	3.3	49%	37%	10%	2%	2%
☞ Career Services	331	3.3	54%	32%	9%	4%	1%
☞ Academic Advising Office	445	3.0	46%	28%	15%	6%	5%
☞ Student Health Services	279	3.4	57%	29%	10%	3%	1%
☞ Registrar's Office	455	3.5	58%	33%	6%	2%	1%
☞ Writing Center	188	3.2	47%	36%	13%	2%	2%
☞ University Union	436	3.4	48%	41%	9%	2%	<1%
☞ Student Life	283	3.2	41%	41%	12%	4%	1%
☞ Counseling Center	119	3.1	51%	26%	13%	6%	4%
☞ Computer Facilities (e.g., labs)	448	3.6	63%	32%	4%	1%	0
☞ Computer Services (e.g., hours)	414	3.5	60%	31%	6%	2%	<1%
☞ Phoenix Sports/Kress Events Center	387	3.7	75%	21%	3%	1%	<1%
☞ American Intercultural Center	83	3.3	53%	32%	7%	4%	4%
☞ International Center	81	3.1	41%	38%	16%	3%	2%
☞ Residence Life	232	3.0	32%	45%	17%	3%	3%
☞ Dining Services	381	2.6	22%	36%	25%	13%	4%
☞ Bookstore	523	3.1	42%	38%	13%	4%	3%

**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-one 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 = 553	71%	13%	10%	6%	<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 = 79%)
- 🔗 Written communication skills (High = 70%)
- 🔗 Critical analysis skills (High = 70%)
- 🔗 Understanding causes and effects of stereotyping and racism (High = 63%)
- 🔗 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
<b>510</b>	<b>2.7</b>	<b>70%</b>	<b>29%</b>	<b>1%</b>	▪ <b>Critical analysis skills</b>	<b>489</b>	<b>2.1</b>	<b>29%</b>	<b>49%</b>	<b>22%</b>
<b>507</b>	<b>2.8</b>	<b>79%</b>	<b>19%</b>	<b>1%</b>	▪ <b>Problem-solving skills</b>	<b>484</b>	<b>2.1</b>	<b>27%</b>	<b>52%</b>	<b>21%</b>
508	2.0	27%	47%	26%	▪ Biological and physical environment concepts	468	2.0	27%	42%	31%
505	2.2	35%	53%	12%	▪ The impact of science and technology	476	2.0	25%	49%	26%
505	2.2	34%	53%	13%	▪ Social, political, geographic, and economic structures	483	2.0	27%	49%	24%
509	2.5	50%	45%	5%	▪ Impact of social institutions and values	484	2.2	36%	46%	18%
507	2.2	32%	51%	17%	▪ Significance of major events in Western civilization	476	2.1	32%	47%	21%
509	2.2	37%	49%	14%	▪ Role of the humanities in identifying and clarifying values	483	2.1	33%	44%	23%
508	2.2	40%	41%	19%	▪ At least one Fine Art	470	2.1	32%	41%	27%
507	2.2	32%	51%	17%	▪ Contemporary global issues and problems	478	2.0	24%	50%	26%
<b>507</b>	<b>2.6</b>	<b>63%</b>	<b>33%</b>	<b>4%</b>	▪ <b>Causes and effects of stereotyping &amp; racism</b>	<b>479</b>	<b>2.2</b>	<b>36%</b>	<b>43%</b>	<b>21%</b>
<b>510</b>	<b>2.7</b>	<b>70%</b>	<b>28%</b>	<b>2%</b>	▪ <b>Written communication</b>	<b>486</b>	<b>2.2</b>	<b>37%</b>	<b>44%</b>	<b>19%</b>
511	2.3	46%	42%	12%	▪ Public speaking and presentation skills	469	2.0	25%	45%	30%
<b>507</b>	<b>2.5</b>	<b>57%</b>	<b>39%</b>	<b>4%</b>	▪ <b>Computer skills</b>	<b>469</b>	<b>1.9</b>	<b>24%</b>	<b>39%</b>	<b>37%</b>

## Overall Perceptions of the UWGB Experience

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



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

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

	N	Mean	SA	A	N	D	SD
☞ <b>My experiences at UWGB helped me to learn or reinforced my belief that learning is a lifelong process.</b>	543	4.4	52%	36%	10%	2%	<1%
☞ I had frequent interactions with people from different countries or cultural backgrounds.	517	3.3	11%	37%	28%	19%	5%
☞ Students at UWGB are encouraged to become involved in community affairs.	515	3.6	16%	42%	26%	13%	3%
☞ <b>My UWGB experiences and courses encouraged me to think creatively and innovatively.</b>	536	4.1	35%	47%	15%	3%	<1%
☞ UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	520	3.8	26%	41%	23%	8%	2%
☞ UWGB provides a strong, interdisciplinary, problem-focused education.	536	4.0	30%	46%	19%	4%	1%
☞ Students at UWGB have many opportunities to apply their learning to real situations.	537	3.9	27%	44%	18%	9%	2%
☞ <b>I would recommend UWGB to a co-worker, friend, or family member.</b>	537	4.3	46%	39%	10%	4%	1%
☞ There is a strong commitment to racial harmony on this campus.	475	3.7	22%	38%	32%	6%	2%
☞ The faculty and staff of UWGB are committed to gender equity.	502	4.1	34%	43%	19%	3%	1%
☞ UWGB shows concern for students as individuals.	526	4.0	33%	42%	19%	5%	1%
☞ The General Education requirements at UWGB were a valuable component of my education.	509	3.3	19%	30%	24%	15%	12%

# Alumni Survey: 2013

In the Summer/Fall of 2013, we surveyed UWGB alumni who received bachelor's degrees in August 2009, December 2009, and May 2010. Of the 1106 alumni receiving bachelor's degrees in this period, 999 (90%) had a working mailing address. Fifteen percent (151) of the alumni with a working mailing address completed the survey; the overall completion rate was 151/1106, or 14 percent. Alumni are given the option of completing the Alumni Survey online or via a paper based survey. (It should also be noted that these numbers do not include the 71 IST graduates who were excluded. The Adult Degree Office also surveyed a large population of their students and to not create survey fatigue, we decided to omit them.)

## 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 (78%)
- 🌀 Problem-solving skills (76%)
- 🌀 Reading skills (75%)
- 🌀 Critical analysis skills (73%)
- 🌀 Listening skills (79%)

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

- 🌀 Listening skills (98%)
- 🌀 Problem-solving skills (98%)
- 🌀 Written communication skills (96%)
- 🌀 Leadership and management skills (95%)
- 🌀 Critical analysis skills (94%)

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 (-)	3.9	25%	48%	4.7	78%	16%
▪ Problem-solving skills	Yes (-)	4.0	26%	50%	4.8	83%	15%
▪ Biology and the physical sciences	Yes (+)	3.5	19%	32%	2.7	19%	12%
▪ The impact of science and technology	Yes (+)	3.5	16%	36%	3.3	22%	19%
▪ Social, political, geographic, and economic structures	Equal (=)	3.8	27%	37%	3.8	34%	29%
▪ The impact of social institutions and values	Yes (+)	3.9	31%	39%	3.8	35%	30%
▪ The significance of major events in Western civilization	Yes (+)	3.7	25%	31%	2.7	11%	17%
▪ A range of literature	Yes (+)	3.6	20%	36%	2.7	18%	13%
▪ The role of the humanities in identifying and clarifying individual/social values	Yes (+)	3.7	21%	39%	3.2	21%	22%
▪ At least one of the Fine Arts	Yes (+)	3.7	27%	32%	2.5	18%	18%
▪ Contemporary global issues	Yes (+)	3.5	16%	34%	3.4	23%	31%
▪ Causes and effects of stereotyping & racism	Yes (+)	3.8	27%	38%	3.7	36%	25%
▪ Written communication	Yes (-)	4.2	42%	36%	4.8	81%	15%
▪ Public speaking and presentation	Yes (-)	3.7	27%	31%	4.5	67%	20%
▪ Reading	Yes (-)	4.1	37%	38%	4.6	72%	19%
▪ Listening	Yes (-)	4.1	37%	42%	4.8	86%	12%
▪ Leadership and management	Yes (-)	3.8	34%	31%	4.7	76%	19%

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:

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

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

	N	Mean	SA	A	N	D	SD
☞ <b>My experiences at UWGB helped me to learn or reinforced my belief that learning is a lifelong process.</b>	150	4.4	46%	45%	7%	1%	0
☞ I had frequent interactions with people from different countries or cultural backgrounds.	146	3.5	14%	40%	27%	15%	3%
☞ Students at UWGB are encouraged to become involved in community affairs.	147	3.6	10%	50%	30%	8%	2%
☞ <b>My UWGB experiences and courses encouraged me to think creatively and innovatively.</b>	149	4.1	32%	52%	13%	3%	0
☞ UWGB's interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	148	4.1	37%	44%	13%	5%	1%
☞ <b>UWGB provides a strong, interdisciplinary, problem-focused education.</b>	151	4.2	34%	50%	13%	3%	<1%
☞ Students at UWGB have many opportunities to apply their learning to real situations.	151	3.9	23%	56%	13%	8%	<1%
☞ <b>I would recommend UWGB to a co-worker, friend, or family member.</b>	151	4.4	49%	44%	6%	1%	<1%
☞ The General Education requirements at UWGB were a valuable component of my education.	145	3.6	22%	38%	25%	12%	3%
☞ UWGB cares about its alumni.	144	3.8	18%	49%	32%	1%	0
☞ As a graduate, I feel connected to UWGB.	148	3.5	14%	38%	30%	16%	2%

## How do alumni grade their majors?

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

- 95 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 = 3.8)
- 93 percent gave an A or a B to the relationship between faculty and students (mean = 3.6)
- 90 percent gave an A or a B to the importance and relevance of major courses to their professional and academic goals (mean = 3.5)
- 90 percent gave an A or B to the accuracy of major advising information (mean = 3.4)
- 95 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 = 3.5)

## Is more schooling in their future?

**Sixty-one percent plan to pursue their education beyond the bachelor's degree.** Of those planning to achieve more than a bachelor's degree, 52 percent had not yet applied, 22 percent were currently enrolled, and 26 percent had completed an advanced degree. One percent applied but were not accepted.

## How is their career progressing?

### Most alumni are employed:

- Employed, Full-time (76%) (↑ from 74%)
- Employed, Part-time (11%)
- Seeking employment (8%)
- Not seeking employment (2%)
- Student (1%)

### In a field related to their major:

- Very related (50%)
- Somewhat related (34%)
- Not at all related (16%)

**38 percent (↑ from 32%) are very satisfied or satisfied (36%) with their current job.**



## What are the minimum educational requirements for their current position?

- 7%: Graduate degree
- 64%: Bachelor's degree
- 10%: Associate degree or two years of college
- 2%: Certificate program or one year of college
- 18%: High school diploma or less

## What is their current income?

- 12%: Under \$20,000
- 10%: \$20,000 to \$25,999
- 5%: \$26,000 to \$29,999
- 18%: \$30,000 to \$35,999
- 13%: \$36,000 to \$39,999
- 21%: \$40,000 to \$49,000
- 21%: \$50,000 and up

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

**Seventy percent** would return to UWGB and complete the same major if they started college over; **21 percent** would attend UWGB but choose another major. **Four percent** would complete the same major, but at a different university; **5 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 62 percent of survey respondents said they had visited campus in person, another 13 percent said they had visited campus monthly via its website and 44% have visited the website within the past year. Similarly, 68 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
- 17% Cofrin Arboretum
- 15% Athletic event
- 10% Shorewood golf course
- 3% UWGB theatre performance
- 3% UWGB musical performance
- 4% Alumni Association event
- 2% Work at UWGB
- 30% Other (e.g., to visit faculty, staff)
- 2% Kress Events Center