




# Student Perspectives on the UW-Green Bay Learning Experience

- ∞ New Freshmen Survey: 2007
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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/assessment/>

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# New Freshmen Survey: 2007

Beginning in June 2007, we surveyed new freshmen registering for the Fall 2007 semester about their motivations for attending college and their reasons for selecting UWGB. A total of 616 students completed the Beginning College Survey of Student Engagement (BCSSE), representing **66 percent** (616/937) of the new freshmen who attended R&R. Students also completed the 2007 New Freshmen Survey which mainly dealt with R&R questions and the response rate was 88% (827 of 937). This is a lower response rate than in the past because of the way the survey was administered making it difficult to track down anyone who did not complete it.

## Why did our students choose UWGB?

Sixty-nine percent of the respondents indicated their intent to graduate from UW-Green Bay and another 59% already have an idea of what their major will be.

### Students feel it is important for UW-Green Bay to provide the following:

Scale: 1-6 with Very important = 6-5, Somewhat important = 4-3, Not at all important = 2-1	Mean	Very important	Somewhat important	Not important
☞ A challenging Academic experience	4.5	48%	50%	2%
☞ Support to help you succeed academically	5.1	74%	25%	1%
☞ Opportunities to interact with students from different economic, social, and racial or ethnic backgrounds	4.6	57%	38%	4%
☞ Assistance with coping with your non-academic responsibilities	4.2	45%	46%	8%
☞ Support to help you thrive socially	4.3	48%	45%	7%
☞ Opportunities to attend campus events and activities	4.7	62%	36%	3%



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

**During your high school years, how involved were you in the following activities at your school or elsewhere?**

Scale: 1-6 with Highly involved = 6-5, Somewhat involved = 4-3, Not involved = 2-1

	Highly involved	Somewhat involved	Not involved
☞ Performing or visual arts programs (band, choir, etc)	32%	17%	52%
☞ Athletic teams (varsity, junior varsity, club sport, etc)	41%	25%	35%
☞ Student government	7%	8%	85%
☞ Publications (yearbook, student newspaper, etc)	10%	9%	81%
☞ Academic honor societies	17%	17%	66%
☞ Academic clubs (debate, math, science, etc)	4%	12%	85%
☞ Religious youth groups	13%	14%	74%

During your last year of high school, about how often did you do each of the following?	Very often	Often	Sometimes	Never
☞ Asked questions in class or contributed to class discussions	32%	42%	26%	1%
☞ Made a class presentation	14%	41%	44%	1%
☞ Came to class w/o completing readings or assignments	35%	7%	59%	3%
☞ Discussed grades or assignments w/ a teacher	11%	35%	49%	5%
☞ Worked w/ classmates outside of class to prepare for assignments	8%	28%	53%	11%
☞ Had serious conversations with students of a different race/ethnicity than your own	13%	18%	45%	24%
☞ Discussed ideas from your readings/classes with teachers outside of class	5%	16%	44%	35%
☞ Discussed ideas from your readings/classes with others outside of class	8%	30%	50%	11%
☞ Had serious conversations with students different from you in terms of religious, political, or personal beliefs	15%	26%	44%	15%

## What are their expectations?

This year's incoming freshman class is generally optimistic about their future at UWGB. Over three-quarters (81%) expect that most their grades will be at least a B or above. This is a wonderful goal considering more than half (59%) of the incoming freshman are first generation students, with neither parent having graduated from college. Still, with so many expecting to work, will they be able to accomplish their goals?

### During the coming school year how certain are you that you will do the following?

Scale: 1-6 with Very certain = 6-5, Somewhat certain = 4-3, Not at all certain = 2-1	Very certain	Somewhat certain	Not at all certain
☞ Study when there are other interesting things to do	25%	67%	8%
☞ Find additional information for course assignments when you don't understand the material	45%	51%	4%
☞ Participate regularly in course discussions, even when you don't feel like it	29%	61%	10%
☞ Ask instructors for help when you struggle with course assignments	58%	39%	3%
☞ Finish something you have started when you encounter challenges	60%	38%	3%
☞ Stay positive, even when you do poorly on a test assignment	49%	46%	5%



These students expect an active and collaborative learning environment.

**During the coming school year, how often do you expect to ...?**

	<b>Very often</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
☞ Put together ideas or concepts from different courses when completing assignments	24%	54%	22%	1%
☞ Ask questions in class or contribute to class discussions	25%	49%	25%	0%
☞ Discuss ideas from your classes with others outside of class	13%	45%	40%	2%
☞ Have serious conversations with students of a different ethnicity or race	13%	38%	42%	4%
☞ Have serious conversations with students who differ in terms of their religious beliefs, political opinions, or personal values	22%	41%	34%	2%
☞ Work with classmates outside of class to prepare assignments	20%	48%	31%	1%
☞ Work with other students on projects during class	16%	39%	41%	5%
☞ Discuss grades or assignments with an instructor	17%	44%	37%	1%
☞ Discuss ideas from your readings or classes with faculty members outside of class	15%	37%	44%	4%
☞ Work on a project that requires integrating information or ideas	30%	55%	15%	0%
☞ Receive prompt feedback from faculty on your academic performance	13%	45%	40%	2%
☞ Make a class presentation	12%	45%	42%	2%



## Female vs. Male Students

**Female students** (66% of respondents; 66% of new freshmen) are significantly more likely than male students to:

- ☞ Expect to have a job to help pay college expenses.
- ☞ Expect to study when there are other more interesting things to do.
- ☞ Prepare two or more drafts of class work.
- ☞ Expect to spend more time preparing for class.

**Male students** (34% of respondents; 34% of new freshmen) are significantly more likely than female students to:

- ☞ Expect to spend more time relaxing and socializing.
- ☞ Expect to go to class unprepared.
- ☞ Not expect difficulties paying college expenses.

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

Hours/week	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
☞ Preparing for class	0%	4%	15%	23%	24%	17%	9%	9%
☞ Working	12%	9%	25%	29%	16%	6%	2%	1%
☞ Co-curricular activities	8%	37%	33%	11%	7%	2%	1%	1%
☞ Relaxing & socializing	1%	33%	33%	21%	8%	2%	1%	1%

**Like most freshmen throughout the United States, our students plan to work in college. In fact, 75 percent of new freshman expect to work at least 15 hours in a typical week during their first year at college.**

# Graduating Senior Survey: 2006

In May 2006, August 2006, and December 2006, 953 students received bachelor's degrees from UWGB. We surveyed all students eligible to graduate in those terms, and received 559 completed questionnaires (59 percent).

## How do our students grade their majors?

Students gave the *highest* grades to:

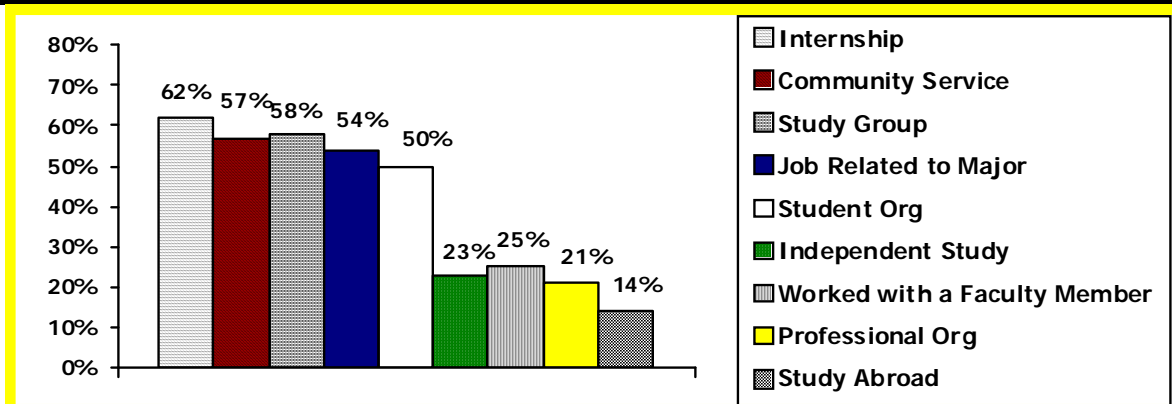
- ☞ Knowledge and expertise of the faculty
- ☞ Clarity of major requirements
- ☞ Reasonableness of major requirements
- ☞ In-class faculty-student interaction

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

Scale: A = 4, F = 0	N	Mean	A	B	C	D	F
☞ Clarity of major requirements	553	3.4	49%	41%	8%	1%	<1%
☞ Reasonableness of major requirements	555	3.4	47%	44%	7%	2%	<1%
☞ Variety of courses available in major	551	2.8	25%	44%	23%	6%	2%
☞ Frequency of course offerings in major	555	2.5	13%	39%	33%	13%	2%
☞ Times courses were offered	549	2.7	20%	42%	28%	8%	2%
☞ Quality of internship, practicum, field exp	499	3.3	49%	34%	12%	4%	1%
☞ Quality of teaching by faculty in major	552	3.3	47%	44%	7%	2%	<1%
☞ Knowledge and expertise of faculty in major	555	3.6	62%	33%	4%	1%	<1%
☞ Faculty encouragement of educational goals	555	3.3	48%	35%	14%	2%	1%
☞ Overall quality of advising received from major advisor	553	3.1	49%	29%	14%	4%	4%
☞ Availability of major advisor for advising	553	3.3	55%	27%	11%	5%	2%
☞ Ability of major advisor to answer university questions	554	3.3	58%	26%	10%	3%	3%
☞ Ability of major advisor to answer career questions	554	3.2	48%	32%	13%	4%	3%
☞ In-class faculty-student interaction	546	3.4	52%	40%	6%	2%	<1%
☞ <b>Overall grade for the major</b>	<b>549</b>	<b>3.3</b>	<b>41%</b>	<b>50%</b>	<b>7%</b>	<b>2%</b>	<b>&lt;1%</b>

## Besides classes, in which educational activities did our students participate? (n=559)





## 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)	514	3.4	55%	36%	6%	2%	<1%
☞ Library collection	506	3.3	43%	44%	11%	1%	<1%
☞ Admission Office	450	3.3	44%	46%	8%	1%	<1%
☞ Financial Aid Office	388	3.1	42%	38%	15%	3%	2%
☞ Bursar's Office	531	3.3	44%	44%	9%	2%	1%
☞ Career Services	359	3.3	51%	35%	10%	2%	2%
☞ Academic Advising Office	421	2.9	37%	38%	13%	7%	5%
☞ Student Health Services	323	3.4	54%	36%	7%	2%	<1%
☞ Registrar's Office	533	3.3	47%	39%	9%	4%	<1%
☞ Writing Center	241	3.3	46%	38%	12%	3%	<1%
☞ University Union	473	3.3	46%	40%	10%	3%	<1%
☞ Student Life	298	3.2	44%	37%	13%	4%	2%
☞ Counseling Center	120	2.9	38%	32%	20%	3%	7%
☞ Computer Facilities (e.g., labs)	525	3.6	61%	34%	3%	1%	<1%
☞ Computer Services (e.g., hours)	504	3.5	56%	36%	5%	2%	<1%
☞ Phoenix Sports Center	310	2.7	23%	39%	23%	12%	3%
☞ Academic Resource Center	119	3.1	31%	51%	16%	0%	2%
☞ American Intercultural Center	88	3.3	48%	41%	8%	0%	3%
☞ International Center	111	3.2	44%	39%	9%	5%	3%
☞ Residence Life	255	2.8	28%	42%	20%	7%	3%
☞ Dining Services (newly added in '06)	25	2.2	16%	16%	48%	8%	12%
☞ Bookstore (newly added in '06)	31	2.9	39%	32%	16%	3%	10%

**Overall, students awarded an average grade of "B" (3.2) 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, forty 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 = 557	67%	11%	16%	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 = 66%)
- 🔗 Understanding causes and effects of stereotyping and racism (High = 62%)
- 🔗 Written communication skills (High = 62%)
- 🔗 Critical analysis skills (High = 59%)
- 🔗 Computer Skills (High = 54%)

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>528</b>	<b>2.6</b>	<b>59%</b>	<b>40%</b>	<b>&lt;1%</b>	▪ <b>Critical analysis skills</b>	<b>537</b>	<b>2.0</b>	<b>21%</b>	<b>54%</b>	<b>25%</b>
<b>529</b>	<b>2.7</b>	<b>66%</b>	<b>34%</b>	<b>&lt;1%</b>	▪ <b>Problem-solving skills</b>	<b>536</b>	<b>2.0</b>	<b>22%</b>	<b>55%</b>	<b>23%</b>
526	1.9	23%	48%	29%	▪ Biological and physical environment concepts	540	1.9	23%	47%	30%
524	2.1	31%	51%	18%	▪ The impact of science and technology	536	1.9	19%	51%	30%
527	2.2	33%	51%	16%	▪ Social, political, geographic, and economic structures	538	2.0	24%	50%	26%
527	2.4	49%	46%	5%	▪ Impact of social institutions and values	539	2.1	32%	48%	20%
525	2.1	29%	49%	22%	▪ Significance of major events in Western civilization	540	2.1	28%	49%	23%
525	2.2	32%	50%	18%	▪ Role of the humanities in identifying and clarifying values	540	2.0	28%	48%	24%
526	2.2	35%	45%	20%	▪ At least one Fine Art	541	2.0	26%	48%	26%
521	2.2	32%	55%	13%	▪ Contemporary global issues and problems	539	2.0	21%	54%	25%
<b>528</b>	<b>2.6</b>	<b>62%</b>	<b>35%</b>	<b>3%</b>	▪ <b>Causes and effects of stereotyping &amp; racism</b>	<b>538</b>	<b>2.1</b>	<b>35%</b>	<b>43%</b>	<b>22%</b>
<b>524</b>	<b>2.6</b>	<b>62%</b>	<b>35%</b>	<b>3%</b>	▪ <b>Written communication</b>	<b>540</b>	<b>2.2</b>	<b>37%</b>	<b>44%</b>	<b>19%</b>
525	2.3	42%	49%	9%	▪ Public speaking and presentation skills	538	2.0	26%	44%	30%
<b>526</b>	<b>2.5</b>	<b>54%</b>	<b>42%</b>	<b>4%</b>	▪ <b>Computer skills</b>	<b>538</b>	<b>1.8</b>	<b>22%</b>	<b>38%</b>	<b>40%</b>

## Overall Perceptions of the UWGB Experience

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



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

	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>	553	4.3	47%	40%	10%	2%	1%
☞ I had frequent interactions with people from different countries or cultural backgrounds.	551	3.1	12%	26%	30%	24%	8%
☞ Students at UWGB are encouraged to become involved in community affairs.	551	3.4	11%	38%	30%	17%	4%
☞ <b>My UWGB experiences and courses encouraged me to think creatively and innovatively.</b>	553	4.0	27%	50%	17%	4%	2%
☞ UWGB's interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	552	3.6	18%	39%	30%	9%	4%
☞ UWGB provides a strong, interdisciplinary, problem-focused education.	554	3.8	20%	48%	24%	6%	2%
☞ Students at UWGB have many opportunities to apply their learning to real situations.	552	3.7	21%	44%	22%	10%	3%
☞ <b>I would recommend UWGB to a co-worker, friend, or family member.</b>	550	4.0	34%	44%	14%	5%	3%
☞ There is a strong commitment to racial harmony on this campus.	554	3.7	19%	40%	31%	8%	2%
☞ The faculty and staff of UWGB are committed to gender equity.	554	3.9	26%	49%	22%	2%	1%
☞ UWGB shows concern for students as individuals.	552	3.9	26%	48%	18%	5%	3%
☞ The General Education requirements at UWGB were a valuable component of my education.	554	3.2	14%	31%	24%	19%	12%

# Alumni Survey: 2007

In the Summer of 2007, we surveyed UWGB alumni who received bachelor's degrees in August 2003, December 2003, and May 2004. Of the 833 alumni receiving bachelor's degrees in this period, 705 (85%) had a working mailing address. Twenty-nine percent (201) of the alumni with a working mailing address completed the survey; the overall completion rate was 201/833, or 24 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"

- ☞ Listening skills (72%)
- ☞ Written communication skills (70%)
- ☞ Reading skills (69%)
- ☞ Problem-solving skills (63%)
- ☞ Critical analysis skills (62%)

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

- ☞ Listening skills (97%)
- ☞ Problem-solving skills (95%)
- ☞ Written communication skills (92%)
- ☞ Leadership and management skills (91%)
- ☞ Reading skills (90%)

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	17%	45%	4.6	69%	25%
▪ Problem-solving skills	Yes (-)	3.7	20%	43%	4.7	77%	18%
<b>Understanding ...</b>							
▪ Biology and the physical sciences	Yes (+)	3.4	16%	32%	2.6	16%	14%
▪ The impact of science and technology	Yes (+)	3.5	17%	35%	3.3	26%	28%
▪ Social, political, geographic, and economic structures	Yes (-)	3.4	16%	35%	3.5	25%	28%
▪ The impact of social institutions and values	Yes (-)	3.6	19%	39%	3.8	39%	27%
▪ The significance of major events in Western civilization	Yes (+)	3.4	15%	35%	2.7	10%	18%
▪ A range of literature	Yes (+)	3.2	8%	37%	2.7	13%	15%
▪ The role of the humanities in identifying and clarifying individual/social values	Yes (+)	3.5	16%	37%	3.0	14%	23%
▪ At least one of the Fine Arts	Yes (+)	3.7	23%	36%	2.6	10%	20%
▪ Contemporary global issues	Yes (-)	3.4	10%	39%	3.5	22%	31%
▪ Causes and effects of stereotyping & racism	Yes (-)	3.5	21%	34%	3.8	37%	34%
<b>Skills</b>							
▪ Written communication	Yes (-)	3.9	30%	40%	4.6	71%	21%
▪ Public speaking and presentation	Yes (-)	3.7	26%	34%	4.4	69%	16%
▪ Reading	Yes (-)	3.9	28%	41%	4.6	67%	23%
▪ Listening	Yes (-)	3.9	29%	43%	4.8	84%	13%
▪ Leadership and management	Yes (-)	3.7	22%	38%	4.7	76%	15%

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**.
- ☞ 93 percent “agree” or “strongly agree” that they have learned to view **learning as a lifelong experience**.
- ☞ 87 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 UWGB provides a **strong, interdisciplinary, problem-focused education**.

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>	201	4.4	48%	45%	6%	1%	0%
☞ I had frequent interactions with people from different countries or cultural backgrounds.	200	3.4	16%	38%	24%	19%	3%
☞ Students at UWGB are encouraged to become involved in community affairs.	201	3.6	12%	44%	34%	9%	1%
☞ <b>My UWGB experiences and courses encouraged me to think creatively and innovatively.</b>	201	4.2	31%	56%	10%	2%	<1%
☞ UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	200	3.9	26%	51%	15%	5%	3%
☞ <b>UWGB provides a strong, interdisciplinary, problem-focused education.</b>	200	4.0	25%	57%	14%	4%	0%
☞ Students at UWGB have many opportunities to apply their learning to real situations.	200	3.8	20%	50%	20%	9%	1%
☞ <b>I would recommend UWGB to a co-worker, friend, or family member.</b>	201	4.2	42%	45%	8%	3%	2%
☞ The General Education requirements at UWGB were a valuable component of my education.	200	3.6	17%	42%	23%	14%	4%
☞ UWGB cares about its alumni.	201	3.7	15%	49%	29%	7%	<1%
☞ As a graduate, I feel connected to UWGB.	201	3.3	12%	33%	34%	16%	5%

## 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 = 3.5)
- 97 percent gave an A or a B to the knowledge and expertise of their major faculty (mean = 3.6)
- 91 percent gave an A or a B to the relationship between faculty and students (mean = 3.5)
- 86 percent gave an A or a B to the importance and relevance of major courses to their professional and academic goals (mean = 3.3)
- 83 percent gave an A or B to the accuracy of major advising information (mean = 3.3)
- 92 percent gave an A or B to the availability of their major faculty during office hours (mean = 3.4).
- 90 percent awarded their major department a grade of A or B (mean = 3.4)

## Is more schooling in their future?

**68 percent plan to pursue their education beyond the bachelor's degree.** Of those planning to achieve more than a bachelor's degree, 47 percent had not yet applied, 28 percent were currently enrolled, and 18 percent had completed an advanced degree. Four percent had been accepted but were not yet enrolled, and three percent had their applications rejected.

## How is their career progressing?

### Most alumni are employed:

- Employed, Full-time (76%) (↓ from 84%)
- Employed, Part-time (10%)
- Seeking employment (5%)
- Not seeking employment (3%)
- Student (6%)

### In a field related to their major:

- Very related (57%)
- Somewhat related (31%)
- Not at all related (12%)

**39 percent (↓ from 71%) are very satisfied or satisfied (42%) with their current job.**



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

- 7%: Graduate degree
- 63%: Bachelor's degree
- 13%: Associate degree or two years of college
- 3%: Certificate program or one year of college
- 14%: High school diploma or less (↓ from 15%)

## What is their current income?

- 11%: Under \$20,000 (↑ from 8%)
- 12%: \$20,000 to \$25,999
- 8%: \$26,000 to 29,999
- 22%: \$30,000 to \$35,999
- 9%: \$36,000 to \$39,999
- 20%: \$40,000 to \$49,000
- 18%: \$50,000 and up

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

**58 percent** would return to UWGB and complete the same major if they started college over; **25 percent** would attend UWGB but choose another major. **11 percent** would complete the same major, but at a different university; **6 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 66 percent of survey respondents said they had visited campus in person, another 68 percent said they had visited campus via its website one or more times within the past year. Similarly, 70 percent said they read *Inside UWGB*, a quarterly campus publication.

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

- 24% Weidner Center performance
- 9% Cofrin Arboretum
- 18% Athletic event
- 5% Shorewood golf course
- 6% UWGB theatre performance
- 3% UWGB musical performance
- 1% Alumni Association event
- 2% Work at UWGB
- 35% Other (e.g., to visit faculty, staff)