
Student Perspectives on the UW-Green Bay Learning Experience

- ∞ New Freshmen Survey: 2018
- ∞ Graduating Senior Survey: 2017
- ∞ Alumni Survey: 2018

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This report summarizes the results of three institution-wide surveys conducted annually at UW-Green Bay. 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/otsa/>

Questions about this report should be directed to:

Pam Gilson, Coordinator
Testing Services
UW – Green Bay
2420 Nicolet Drive, CL 825
Green Bay WI 54311-7001

Tel: (920) 465-2221
E-mail: gilsonp@uwgb.edu

New Freshmen Survey: 2018

Beginning in June 2018, we surveyed new freshmen registering for the Fall 2018 semester about their motivations for attending college and their reasons for selecting UWGB. A total of 784 students completed the survey, representing 95% (784 of 829) of the new freshmen enrolled for Fall 2018 who attended R&R.

Why did our students choose UWGB?

More than three-fourths (**83%- up 4% from last year**) of the respondents identified UWGB as their **first choice** of institutions to attend, and another **14** 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
- ☞ Low tuition

The first three above have been the same top three reasons cited by freshmen responding to the New Freshmen Survey over the past 16 years. Low tuition, and appearance and facilities often alternate between the fourth choices.



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.	90%	10%	0
2. UW-Green Bay's graduates get good jobs.	83%	16%	1%
3. UW-Green Bay has a good academic reputation.	81%	18%	1%
4. Low tuition.	77%	21%	2%
5. UW-Green Bay's appearance and facilities.	72%	27%	1%
6. Type of campus housing available.	65%	23%	11%
7. UW-Green Bay has a good social reputation.	64%	32%	4%
8. UW-Green's unique, interdisciplinary approach to education.	59%	38%	3%
9. UW-Green Bay's size.	55%	37%	8%
10. UW-Green Bay's graduates go on to top graduate schools.	53%	39%	8%



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	46%
▪ Joined a Student Organization	55%
▪ Athletics or Intramurals	59%
▪ Newspaper	5%
▪ Theater	19%
▪ Dance	8%
▪ Student Employment	31%
▪ Student Council	16%
▪ Other: includes Choir, Band, Yearbook, FFA, Forensics, & National Honor Society	14%

What are their expectations?

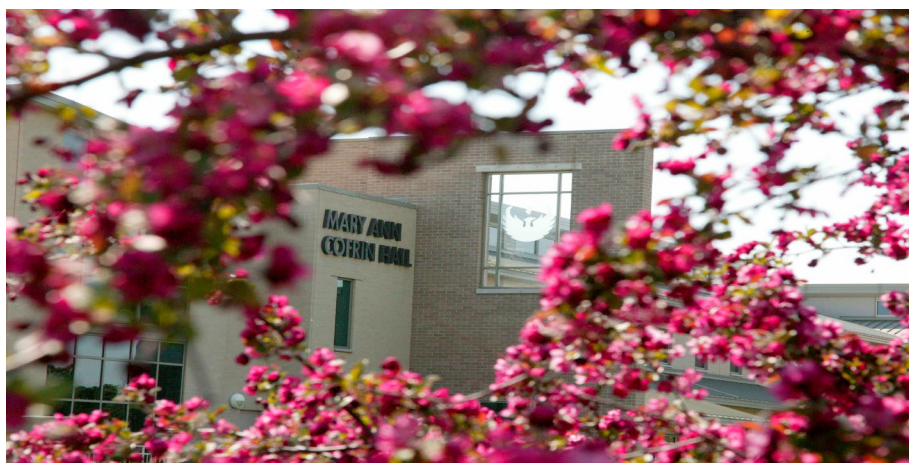
How will they spend their time? Most expect to spend more time preparing for class than they will spend on any other single activity. Working follows close behind.

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%	11%	22%	22%	21%	10%	9%	4%
▪ Working	10%	10%	20%	26%	21%	9%	2%	2%
▪ Co-curricular activities	3%	32%	37%	16%	8%	2%	1%	1%
▪ Relaxing & socializing	<1%	22%	39%	24%	10%	3%	1%	1%
▪ Caring for dependents	67%	17%	7%	4%	2%	1%	15%	1%

Like most freshmen throughout the United States, our students plan to work in college. In fact, 77 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.	44%	41%	13%	2%
▪ Ask questions in class or contribute to class discussions.	26%	48%	25%	1%
▪ Use email to communicate with an instructor or other students in a class.	39%	46%	15%	<1%
▪ Work on a project that requires integrating information.	32%	54%	13%	1%
▪ Talk about career plans with a faculty member or advisor.	38%	44%	17%	1%
▪ Discuss ideas from your classes with others outside of class (students, family members, co-workers, etc.)	29%	47%	22%	2%
▪ Have serious conversations with students of a different race or ethnicity.	25%	39%	28%	8%
▪ Discuss grades or assignments with an instructor.	32%	47%	21%	<1%
▪ Prepare two or more drafts of a paper or assignment before turning it in.	20%	45%	32%	3%
▪ Have serious conversations with students who differ in terms of their religious beliefs, political opinions, ...	20%	35%	34%	10%
▪ Work with peers outside of class to prepare assignments.	25%	55%	19%	1%
▪ Discuss ideas from your readings or classes with faculty members outside of class.	22%	43%	33%	2%
▪ Attend multicultural events.	18%	36%	41%	5%
▪ Make a class presentation.	11%	40%	46%	3%
▪ Participate in a community-based project as part of a regular course.	19%	46%	33%	2%
▪ Go to class without completing readings or assignments.	4%	6%	34%	56%



The following table provides some insight into students' expectations. Expecting to graduate from UW-Green Bay is up from 57% just 9 years ago.

How likely are you to ...	Very likely	Somewhat likely	Not at all likely
▪ Change your major	14%	47%	39%
▪ Need a job to help with paying college expenses	64%	27%	9%
▪ Make at least a B average	63%	36%	1%
▪ Drop out of college temporarily or permanently	1%	4%	95%
▪ Transfer to another college	6%	33%	61%
▪ Graduate from UWGB	72%	26%	2%

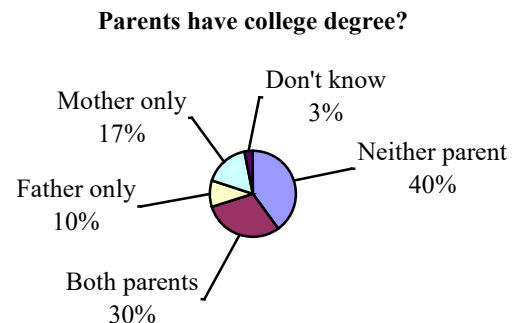
How important is "being connected" to our new freshmen? More important than not! Students wish to be connected to some aspects of UW-Green Bay whether it's faculty, staff or fellow students. A support system is very important for them.

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.	69%	25%	5%	0	0
▪ It is very important for me to feel "connected" to UW-Green Bay and its faculty, staff and students.	50%	39%	10%	<1%	1%
▪ I hope to organize my class schedule so that I have class on as few days per week as possible.	21%	23%	40%	14%	2%
▪ School is important to me, but I have other priorities that are just as important, if not more important.	13%	30%	32%	21%	4%

Other interesting facts.....

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

The average high school grade point average is **3.3** on a 4.0 scale. Their average ACT score is **22.2**. Females continue to outnumber males by a 65/35 margin.



Graduating Senior Survey: 2017

In May 2017, August 2017, and December 2017, 1,181 students received bachelor's degrees from UWGB. We surveyed all students eligible to graduate in those terms, and received 456 completed questionnaires (39 percent). Students are sent several emails throughout each semester (for which they are graduating) and are invited to complete the survey then.

How do our students grade their majors?

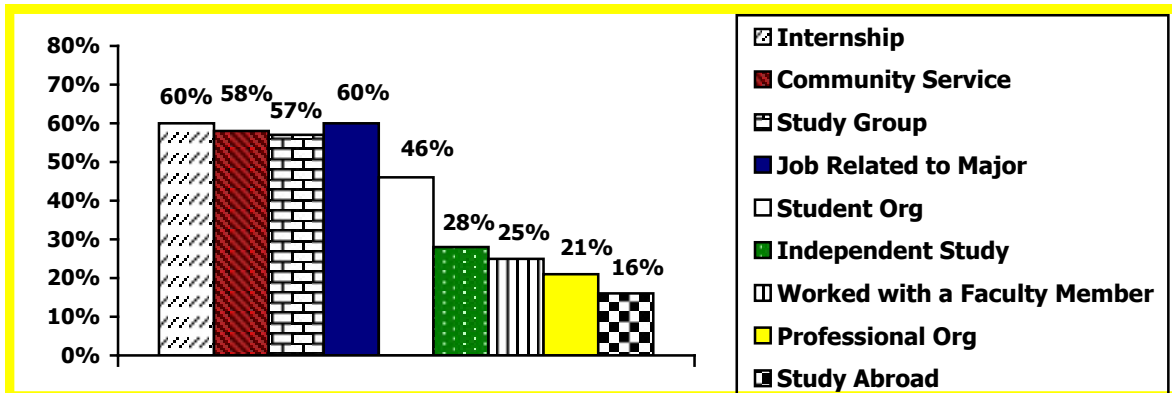
Students gave the *highest* grades to:

- ☞ Knowledge and expertise of the faculty
- ☞ Faculty encouragement of educational goals
- ☞ Reasonableness of major requirements
- ☞ Clarity 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
- ☞ Quality of teaching by faculty in major

Scale: A = 4, F = 0	N	Mean	A	B	C	D	F
☞ Clarity of major requirements	455	3.5	61%	31%	6%	1%	<1%
☞ Reasonableness of major requirements	456	3.5	63%	29%	6%	2%	<1%
☞ Variety of courses available in major	454	3.1	42%	36%	16%	5%	1%
☞ Frequency of course offerings in major	454	2.8	29%	36%	24%	8%	3%
☞ Times courses were offered	434	3.0	35%	35%	23%	5%	2%
☞ Quality of internship, practicum, field exp	273	3.4	65%	22%	8%	3%	2%
☞ Quality of teaching by faculty in major	455	3.3	51%	36%	8%	4%	1%
☞ Knowledge and expertise of faculty in major	452	3.6	68%	25%	6%	1%	0
☞ Faculty encouragement of educational goals	450	3.5	64%	24%	9%	2%	1%
☞ Overall quality of advising received from major advisor	440	3.2	60%	22%	8%	4%	6%
☞ Availability of major advisor for advising	435	3.4	63%	21%	8%	3%	4%
☞ Ability of major advisor to answer university questions	436	3.4	67%	18%	6%	3%	5%
☞ Ability of major advisor to answer career questions	370	3.3	61%	21%	8%	5%	5%
☞ In-class faculty-student interaction	392	3.5	59%	32%	7%	2%	<1%
☞ Overall grade for the major	453	3.4	36%	8%	2%	2%	<1%



Besides classes, in which educational activities did our students participate? (n= 454)

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)	339	3.5	63%	26%	9%	1%	1%
☞ Library collection	320	3.5	63%	28%	7%	2%	<1%
☞ Admissions Office	334	3.5	60%	33%	7%	<1%	0
☞ Financial Aid Office	319	3.4	56%	31%	9%	2%	1%
☞ Bursar's Office	383	3.4	56%	33%	8%	2%	1%
☞ Career Services	203	3.3	56%	29%	9%	4%	2%
☞ Academic Advising Office	334	3.2	58%	22%	9%	6%	5%
☞ Student Health Services	190	3.5	65%	25%	7%	2%	1%
☞ Registrar's Office	333	3.5	58%	32%	8%	2%	<1%
☞ Writing Center	147	3.3	52%	31%	13%	2%	1%
☞ University Union	333	3.2	44%	35%	16%	4%	1%
☞ Student Life	214	3.2	48%	34%	13%	4%	1%
☞ Counseling Center	104	3.4	62%	27%	5%	4%	2%
☞ Computer Facilities (e.g., labs)	326	3.6	68%	29%	2%	1%	<1%
☞ Computer Services (e.g., hours)	295	3.5	63%	27%	6%	3%	<1%
☞ Kress Events Center	271	3.7	76%	20%	3%	<1%	0
☞ Multi-Ethnic Student Affairs	56	3.6	73%	18%	5%	4%	0
☞ International Center	62	3.5	63%	27%	5%	3%	2%
☞ Residence Life	190	2.8	28%	40%	19%	8%	5%
☞ Dining Services	272	2.3	14%	33%	29%	15%	8%
☞ Bookstore	422	3.2	46%	37%	13%	3%	1%

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-five 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 = 454	65%	14%	14%	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 = 73%)
- ☞ Written communication skills (High = 69%)
- ☞ Critical analysis skills (High = 68%)
- ☞ Understanding causes and effects of stereotyping and racism (High = 62%)
- ☞ Computer Skills (High = 59%)

Overall, students said that their General Education coursework had **contributed** to their knowledge and skill proficiencies to a moderate (medium) degree. These have been the same top five for the past 13 years.

Proficiency					Scale: High= 3, Medium= 2, Low= 1	Gen Ed Contribution				
N	Mean	H	M	L		N	Mean	H	M	L
445	2.7	68%	30%	2%	▪ Critical analysis skills	436	2.4	46%	43%	11%
445	2.7	73%	25%	2%	▪ Problem-solving skills	437	2.4	51%	36%	13%
418	2.1	32%	46%	22%	▪ Biological and physical environment concepts	415	2.1	32%	45%	23%
427	2.3	44%	43%	13%	▪ The impact of science and technology	421	2.2	36%	46%	18%
433	2.2	39%	44%	17%	▪ Social, political, geographic, and economic structures	430	2.2	38%	44%	18%
433	2.5	53%	39%	8%	▪ Impact of social institutions and values	428	2.4	47%	43%	10%
425	2.2	40%	37%	23%	▪ Significance of major events in Western civilization	423	2.1	37%	39%	24%
433	2.3	47%	40%	13%	▪ Role of the humanities in identifying and clarifying values	426	2.3	42%	43%	15%
423	2.2	40%	41%	18%	▪ At least one Fine Art	422	2.1	37%	41%	22%
430	2.3	40%	45%	15%	▪ Contemporary global issues and problems	425	2.2	39%	43%	18%
432	2.6	62%	32%	6%	▪ Causes and effects of stereotyping & racism	428	2.4	54%	34%	12%
438	2.7	69%	27%	4%	▪ Written communication	430	2.5	58%	34%	8%
427	2.4	48%	43%	9%	▪ Public speaking and presentation skills	420	2.2	41%	41%	18%
435	2.6	59%	36%	5%	▪ Computer skills	425	2.3	48%	35%	17%

Overall Perceptions of the UWGB Experience

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



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GREEN BAY

- ☞ 89 percent “agree” or “strongly agree” that they have learned to view **learning as a lifelong experience**.
- ☞ 85 percent “agree” or “strongly agree” that their experiences at UWGB encouraged them to **think creatively and innovatively**.
- ☞ 83 percent “agree” or “strongly agree” that the faculty and staff of UWGB are **committed to gender equity**.

	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.	441	4.4	54%	36%	8%	2%	<1%
☞ I had frequent interactions with people from different countries or cultural backgrounds.	423	3.5	21%	35%	25%	14%	5%
☞ Students at UWGB are encouraged to become involved in community affairs.	426	3.7	24%	41%	22%	10%	3%
☞ My UWGB experiences and courses encouraged me to think creatively and innovatively.	443	4.2	41%	44%	11%	2%	2%
☞ UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	431	3.9	34%	35%	21%	5%	5%
☞ UWGB provides a strong, interdisciplinary, problem-focused education.	437	4.0	36%	42%	16%	4%	2%
☞ Students at UWGB have many opportunities to apply their learning to real situations.	439	4.0	35%	39%	16%	7%	3%
☞ I would recommend UWGB to a co-worker, friend, or family member.	440	4.1	46%	31%	14%	4%	4%
☞ There is a strong commitment to racial harmony on this campus.	399	3.9	32%	33%	31%	3%	1%
☞ The faculty and staff of UWGB are committed to gender equity.	409	4.2	42%	41%	15%	1%	1%
☞ UWGB shows concern for students as individuals.	435	4.0	38%	37%	16%	7%	2%
☞ The General Education requirements at UWGB were a valuable component of my education.	422	3.5	27%	33%	15%	13%	12%

Alumni Survey: 2018

In the Summer/Fall of 2018, we surveyed UWGB alumni (via email & postal mail) who received bachelor's degrees in August 2014, December 2014, and May 2015. Of the 1256 alumni receiving bachelor's degrees in this period, all had a working mailing address. Seventeen percent (213) of the alumni with a working mailing address completed the survey; the overall completion rate was 213/1256, or 17 percent. Alumni were given the option of completing the Alumni Survey online or via a paper based survey.

How well did their UW-Green Bay education help to develop their skills overall? Are Alumni well prepared?

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

- ☞ Problem-solving skills (87%)
- ☞ Critical analysis skills (83%)
- ☞ Written communication skills (82%)
- ☞ The social sciences to think critically using their tools and methods to address social problems (76%)
- ☞ Leadership and management skills (74%)

Scale: Excellent = 5, Poor = 1 E = Excellent, G = Good, A = Average, F = Fair, P = Poor	Academic Preparation					
	Mean	E	G	A	F	P
Ethnic studies to recognize multiple ethnic, racial, and cultural perspectives	3.7	27%	36%	22%	11%	4%
The biological sciences to understand its method of inquiry, central principles, and theories of the natural/biological world	3.4	22%	22%	36%	16%	4%
The fine arts to perform artistically or have the knowledge to understand the creations and evaluation of an art form	3.4	20%	31%	29%	14%	6%
Global cultures to understand the geographic, political, economic and/or socio-cultural issues outside the United States	3.6	21%	34%	33%	9%	3%
The humanities to identify values within cultures and examine major events in Western civilization	3.7	28%	35%	25%	6%	6%
The natural sciences to understand its method of inquiry, central principles, and theories of the physical world	3.5	16%	36%	35%	11%	2%
Quantitative literacy to perform quantitative operations and apply analytical concepts to models, problem-solving, decision-making, and other real-world problems	3.8	22%	47%	23%	6%	2%
The social sciences to think critically using their tools and methods to address social problems	4.0	30%	46%	20%	3%	1%
Sustainability perspectives to make informed and ethical judgments about the environment as responsible citizens	3.9	29%	41%	24%	5%	1%
Critical analysis skills	4.2	36%	47%	13%	4%	0
Problem-solving skills	4.3	41%	46%	11%	2%	0
Written communication skills	4.2	40%	42%	15%	2%	1%
Public speaking skills	3.9	30%	36%	28%	5%	1%
Leadership and management skills	4.1	36%	38%	20%	5%	1%

Overall Perceptions of the UWGB Experience



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

- ☞ 92 percent “agree” or “strongly agree” that they have learned to view learning as a lifelong experience.
- ☞ 91 percent “agree” or “strongly agree” that they would recommend UWGB to a co-worker, friend, or family member.
- ☞ 87 percent “agree” or “strongly agree” that their experiences and course work at UWGB encouraged them to think creatively and innovatively.
- ☞ 82 percent “agree” or “strongly agree” that UWGB provides a strong, interdisciplinary, problem-focused education.
- ☞ 80 percent “agree” or “strongly agree” that UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when seeking employment.

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.	210	4.4	51%	41%	7%	1%	0
☞ I had frequent interactions with people from different countries or cultural backgrounds.	204	3.4	13%	36%	32%	15%	4%
☞ Students at UWGB are encouraged to become involved in community affairs.	199	3.8	18%	51%	22%	7%	2%
☞ My UWGB experiences and courses encouraged me to think creatively and innovatively.	208	4.2	38%	49%	9%	3%	1%
☞ UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	210	4.1	37%	43%	12%	7%	1%
☞ UWGB provides a strong, interdisciplinary, problem-focused education.	208	4.2	42%	40%	13%	5%	0
☞ Students at UWGB have many opportunities to apply their learning to real situations.	207	4.0	32%	48%	14%	5%	1%
☞ I would recommend UWGB to a co-worker, friend, or family member.	209	4.5	57%	34%	7%	1%	1%
☞ The General Education requirements at UWGB were a valuable component of my education.	191	3.6	25%	30%	29%	7%	8%
☞ UWGB cares about its alumni.	198	3.8	24%	45%	26%	2%	3%
☞ As a graduate, I feel connected to UWGB.	208	3.5	18%	35%	26%	15%	5%

How do alumni grade their majors?

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

- 97 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)
- 94 percent gave an A or B to the availability of their major faculty during office hours (mean = 3.6)
- 93 percent gave an A or a B to the quality of teaching in their major (mean = 3.6)
- 93 percent awarded their major department a grade of A or B (mean = 3.6)
- 91 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 = 3.5)

Is more schooling in their future?

Fifty-eight percent plan to pursue their education beyond a bachelor's degree. Of those planning to achieve more than a bachelor's degree, 45 percent had not yet applied, 24 percent were currently enrolled, and 27 percent had completed an advanced degree. Two percent applied but were not accepted.

How is their career progressing?

Most alumni are employed:

- Employed, Full-time (82%) (↑ from 78%)
- Employed, Part-time (12%)
- Seeking employment (<1%)
- Not seeking employment (2%)
- Student (4%)

In a field related to their major:

- Very related (54%)
- Somewhat related (34%)
- Not at all related (12%)

Forty percent (↑ from 34%) are very satisfied and 44% are satisfied with their current job.



What are the minimum educational requirements for their current position?

- 7%: Graduate degree
- 61%: Bachelor's degree
- 18%: Associate degree or two years of college
- 3%: Certificate program or one year of college
- 11%: High school diploma or less

What is their current income?

- 7%: Under \$20,000
- 4%: \$20,000 to \$25,999
- 8%: \$26,000 to \$29,999
- 11%: \$30,000 to \$35,999
- 10%: \$36,000 to \$39,999
- 23%: \$40,000 to \$49,999
- 16%: \$50,000 to \$59,999
- 7%: \$60,000 to \$69,999
- 14%: \$70,000 and up

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

Sixty-eight percent (up 4%) would return to UWGB and complete the same major if they started college over; **19 percent** would attend UWGB but choose another major. **Five percent** would complete the same major, but at a different university; **6 percent** would complete a different major at a different university.

Staying Connected

Since graduating, many alumni have visited UWGB, both in person and “virtually.”

- 24% visited the Alumni Facebook page
- 36% read the *Inside Magazine*
- 56% read the Alumni Newsletter
- 5% stay connected via Twitter
- 6% stay connected via the UWGB LinkedIn Group