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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. A copy of UWGB's Comprehensive Assessment Plan (1995) is available on the World Wide Web at:

<http://www.uwgb.edu/assessment/index.htm>

Copies of the survey instruments are available by request from Assessment & Testing Services.

Data from the Graduating Senior and Alumni Surveys *by major* is available by request. Questions about this report should be directed to:

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New Freshmen Survey: 2002

Beginning in June 2002, we surveyed new freshmen registering for the Fall 2002 semester about their motivations for attending college and their reasons for selecting UWGB. A total of 814 students completed the survey, representing **90 percent** (814/903) of the new freshmen enrolled for Fall 2002.

Why did our students choose UWGB?

About three-fourths (**77%**) 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

- ☐ Academic majors or programs
- ☐ Good academic reputation
- ☐ Graduates get good jobs
- ☐ Appearance and facilities



These are the same top four reasons that were cited by freshmen responding to the 1999, 2000, and 2001 New Freshmen Surveys.

Scale: Very important = 3, Somewhat important = 2, Not at all important = 1.	mean	Very important	Somewhat important	Not at all important
▪ The majors or programs at UWGB interest me.	2.75	77%	21%	2%
▪ UWGB has a good academic reputation.	2.72	74%	25%	1%
▪ UWGB's graduates get good jobs.	2.70	73%	23%	4%
▪ UWGB's appearance and facilities.	2.70	72%	27%	1%
▪ Type of campus housing available.	2.44	60%	24%	16%
▪ Low tuition.	2.52	57%	37%	5%
▪ UWGB's size.	2.42	51%	41%	8%
▪ UWGB has a good social reputation.	2.40	46%	49%	5%
▪ UWGB's unique, interdisciplinary approach to education.	2.38	43%	52%	5%
▪ UWGB's graduates go on to top graduate schools.	2.31	41%	48%	11%

How do they plan to spend their time?

75% plan to live on campus.

How many weekends per month do they plan to be here?

0:	3%
1:	7%
2:	33%
3:	41%
4:	16%

Top 5 Words Used to Describe UWGB

- Friendly
- Small
- Beautiful
- Clean
- Fun

93% would attend programs offered on the weekend at UWGB. What kind?
(Note: Students could make multiple choices.)

Student Priorities

When asked to indicate the strength of their agreement with the following statement, about two-thirds of students "strongly agreed" (12%), "agreed" (24%), or were neutral (35%):

"School is important to me, but I have other priorities that are just as important, if not more important."

Athletic event:

70%

Movie:

70%

Comedian:

64%

Performing Arts event:

56%

Intramural event:

51%

Outdoor adventure or travel:

46%

Dance:

44%

Volunteer project:

34%

Career-related seminar:

23%

Student organization meeting:

20%

Cultural:

15%

Leadership:

11%

Current events lecture:

7%

Other:

3%

Which offices do they **expect to use** this year?
(Again, students could make multiple choices.)

Library:

90%

Advising:

80%

Computer Center:

76%

Phoenix Sports Center:

76%

Union:

73%

Bursar:

70%

Student Life:

69%

Financial Aid:

57%

Writing Center:

43%

Career Services:

41%

Tutoring:

41%

Health Services:

38%

Registrar:

35%

Counseling Center:

27%

International Center:

11%

American Intercultural Center:

6%

← They're looking for guidance!

How will they spend their time?

Most expect to spend more time preparing for class than they will spend on any other single activity – but just barely.

	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
▪ Preparing for class		12%	26%	23%	20%	11%	6%	2%
▪ Working	13%	9%	20%	26%	20%	7%	3%	2%
▪ Co-curricular activities	4%	43%	32%	13%	6%	< 1%	< 1%	< 1%
▪ Relaxing & socializing	< 1%	22%	35%	22%	13%	4%	2%	2%
▪ Caring for dependents	64%	25%	6%	2%	1%		< 1%	< 1%

Like most freshmen throughout the United States, our students plan to work in college. In fact, 58 percent of new freshmen expect to work at least 11 hours in a typical week during their first year.

These students expect an active and collaborative learning environment.

How often do they expect to do each of the following?

How often do you expect to ...?	Very often	Often	Occasionally	Never
▪ Use e-mail to communicate with an instructor or other students.	27%	41%	31%	1%
▪ Ask questions in class or contribute to class discussions.	26%	46%	28%	< 1%
▪ Discuss ideas from your classes with others outside of class (students, family members, co-workers, etc.)	18%	50%	30%	2%
▪ Have serious conversations with students of a different race or ethnicity	17%	44%	36%	3%
▪ Have serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.	15%	39%	43%	3%
▪ Work with classmates outside of class to prepare assignments.	12%	52%	35%	1%
▪ Participate in a community-based project as part of a course.	7%	27%	60%	6%
▪ Make a class presentation.	5%	26%	64%	5%

Most new freshmen want to be active, contributing members of the campus community. Being connected matters to them.

- ☐ While 38 percent of the students thought they might “occasionally” go to class **without completing readings or assignments**, 56 percent said they “never” planned to do so.
- ☐ 64 percent of the students expect to **prepare two or more drafts** of a paper or assignment “very often” (18%), “often” (47%), or “occasionally” (30%).
- ☐ Relatively few students “agreed” (22%) or “strongly agreed” (16%) that they hoped to organize their class schedule so that they would **be on campus as little as possible**. [Importantly, however, 46 percent of the students were “neutral” with respect to this last statement.]
- ☐ Finally, all but two percent of the students said it was very important for them to **feel connected** to UWGB and its faculty, staff, and students (“strongly agree” – 39%; “agree” – 48%; “neutral” – 11%).

Interactions with Us

When asked to indicate the strength of their agreement with the following statement, nearly all students “strongly agreed” (60%), “agreed” (34%), or were neutral (6%):

“I would like to have one faculty or staff member to whom I could go with any questions about my life as a student.”

Most students expect and want to interact with faculty members and advisors, as evidenced by their responses to the following.

How often do you expect to ...?	Very often	Often	Occasionally	Never
▪ Talk about career plans with a faculty member or advisor.	17%	40%	42%	1%
▪ Discuss grades or assignments with an instructor.	14%	46%	39%	< 1%
▪ Discuss ideas from class with faculty members outside of class.	6%	31%	57%	6%



Female students (67% of respondents; 65% of new freshmen) are significantly more likely than male students to:

- ☐ Want one faculty or staff member to whom they can go with any questions about their lives as students.
- ☐ Say that feeling “**connected**” to UWGB and its faculty, staff and students is very important.



Male students (33% of respondents; 35% 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.

Graduating Senior Survey: 2001-2002

In August 2001, December 2001, and May 2002, 852 students received bachelor's degrees from UWGB. We surveyed all students eligible to graduate in those terms, and received 580 completed questionnaires (68 percent).

How do our students grade their majors?

Students gave the *highest* grades to:

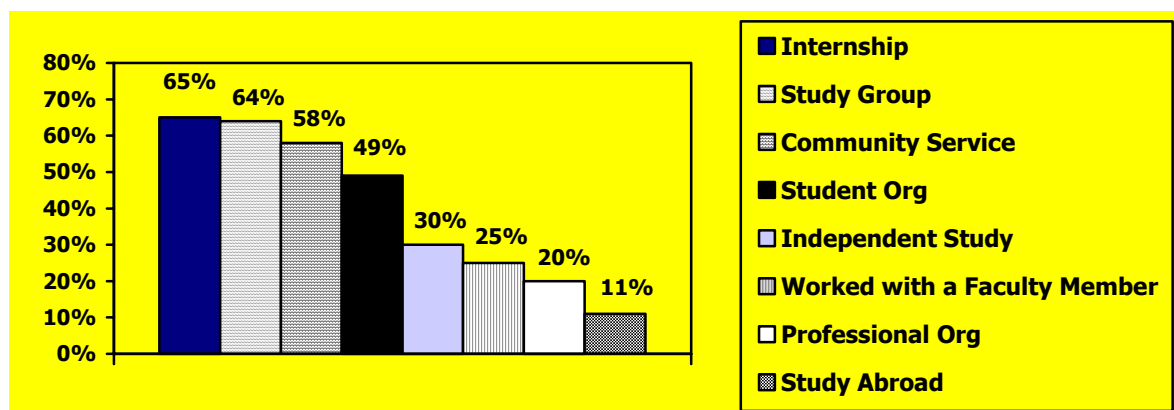
- ☐ Knowledge and expertise of the faculty
- ☐ Clarity of major requirements
- ☐ Reasonableness of major requirements
- ☐ In-class faculty-student interaction
- ☐ Quality of teaching by faculty in major

Students gave the *lowest* grades to:

- ☐ Frequency of course offerings in major
- ☐ Times courses were offered
- ☐ Variety of courses available in majors
- ☐ Advising received from major faculty

Scale: A = 4, D = 1	N	Mean	A	B	C	D	F
▪ Clarity of major requirements	578	3.4	48%	42%	9%	1%	<1%
▪ Reasonableness of major requirements	575	3.3	45%	45%	8%	1%	<1%
▪ Variety of courses available in major	576	2.7	22%	41%	29%	8%	<1%
▪ Frequency of course offerings in major	576	2.4	11%	33%	39%	15%	2%
▪ Times courses were offered	570	2.6	15%	42%	34%	7%	2%
▪ Quality of internship, practicum, field exp	362	3.2	47%	33%	14%	2%	4%
▪ Quality of teaching by faculty in major	577	3.2	40%	46%	12%	2%	<1%
▪ Knowledge and expertise of faculty in major	576	3.5	57%	38%	4%	1%	
▪ Faculty encouragement of educational goals	574	3.0	35%	39%	19%	5%	1%
▪ Advising received from faculty in major	572	2.8	34%	30%	20%	10%	6%
▪ Availability of faculty for advising	567	3.0	39%	34%	18%	7%	2%
▪ In-class faculty-student interaction	571	3.2	41%	45%	11%	3%	<1%
▪ Overall grade for the major (<i>not an average of the above</i>)	572	3.1	30%	56%	12%	2%	<1%

Besides classes, in which educational activities did our students participate?



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

Scale: A = 4, D = 1	n	mean	A	B	C	D	F
▪ Library services (e.g., hours, staff)	541	3.1	33%	50%	14%	2%	<1%
▪ Library collection	523	2.8	26%	41%	24%	7%	2%
▪ Admission Office	461	3.0	28%	51%	18%	2%	1%
▪ Financial Aid Office	407	2.9	29%	45%	20%	4%	2%
▪ Bursar's Office	533	3.0	28%	48%	21%	2%	1%
▪ Career Services	385	3.0	37%	36%	17%	6%	4%
▪ Academic Advising Office	448	2.4	19%	33%	27%	13%	8%
▪ Student Health Services	314	3.1	44%	34%	13%	6%	3%
▪ Registrar's Office	536	3.1	30%	52%	14%	3%	1%
▪ Writing Center	253	2.9	31%	41%	20%	4%	4%
▪ University Union	428	3.0	32%	46%	19%	2%	1%
▪ Student Life	274	3.0	30%	45%	19%	5%	1%
▪ Counseling Center	106	2.6	25%	34%	24%	7%	10%
▪ Computer Facilities (e.g., labs)	534	3.3	44%	44%	10%	2%	1%
▪ Computer Services (e.g., hours)	511	3.2	40%	41%	15%	2%	1%
▪ Phoenix Sports Center	286	2.1	11%	31%	29%	16%	13%
▪ Academic Resource Center	103	2.8	24%	42%	28%	2%	4%
▪ American Intercultural Center	59	3.0	41%	36%	13%		10%
▪ International Center	88	3.2	48%	38%	7%	3%	4%

> Overall, students awarded an average grade of "B" (3.0) 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, approximately one-third (38%) of these students began their college careers elsewhere.

	UWGB		Another college		No bachelor's degree
	Same major	Different major	Same major	Different major	
n = 580	61%	12%	20%	7%	<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 page 5, "Grading the Major"). The best indicator of whether a student would return to UWGB and pursue the same major was **faculty encouragement of the student's goals**.

How well did UWGB prepare them?

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

- ☐ Problem-solving skills (High = 68%)
- ☐ Written communication skills (High = 68%)
- ☐ Critical analysis skills (High = 63%)
- ☐ Understanding causes and effects of stereotyping and racism (High = 60%)
- ☐ Understanding the impact of social institutions and values (High = 50%)



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
556	2.6	63%	36%	1%	▪ Critical analysis skills	537	2.1	26%	55%	19%
555	2.7	68%	31%	1%	▪ Problem-solving skills	539	2.1	25%	57%	18%
550	2.0	22%	56%	22%	▪ Biological and physical environment concepts	505	1.9	22%	48%	30%
551	2.2	32%	55%	13%	▪ The impact of science and technology	513	2.0	21%	53%	26%
553	2.2	33%	53%	14%	▪ Social, political, geographic, and economic structures	530	2.0	25%	54%	21%
549	2.5	50%	45%	5%	▪ Impact of social institutions and values	526	2.1	31%	53%	16%
553	2.1	27%	54%	18%	▪ Significance of major events in Western civilization	522	2.0	24%	51%	25%
551	2.2	32%	51%	17%	▪ Role of the humanities in identifying and clarifying values	524	2.0	26%	52%	22%
555	2.2	37%	42%	21%	▪ At least one Fine Art	513	2.1	31%	44%	25%
549	2.1	30%	53%	17%	▪ Contemporary global issues and problems	519	1.9	17%	55%	28%
548	2.5	60%	33%	6%	▪ Causes and effects of stereotyping and racism	521	2.1	31%	48%	21%
555	2.6	68%	28%	4%	▪ Written communication	535	2.2	39%	45%	16%
553	2.3	45%	43%	12%	▪ Public speaking and presentation skills	525	2.0	26%	46%	28%
554	2.4	45%	49%	6%	▪ Computer skills	520	1.8	18%	47%	35%

Overall Perceptions of the UWGB Experience

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



- ▣ 90 percent “agree” or “strongly agree” that they have learned to view **learning as a lifelong experience**.
- ▣ 79 percent “agree” or “strongly agree” that their experiences and course work at UWGB encouraged them to **think creatively and innovatively**.
- ▣ 68 percent “agree” or “strongly agree” that they would **recommend UWGB** to a co-worker, friend, or family member.
- ▣ 61 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
My experiences at UWGB helped me to learn or reinforced my belief that learning is a lifelong process.	571	4.3	42%	48%	9%	1%	<1%
I had frequent interactions with people from different countries or cultural backgrounds.	557	3.0	9%	27%	26%	29%	9%
Students at UWGB are encouraged to become involved in community affairs.	551	3.0	6%	28%	34%	26%	5%
My UWGB experiences and courses encouraged me to think creatively and innovatively.	574	4.0	22%	57%	16%	4%	1%
UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	539	3.4	11%	41%	31%	11%	6%
UWGB provides a strong, interdisciplinary, problem-focused education.	561	3.6	12%	49%	30%	7%	2%
Students at UWGB have many opportunities to apply their learning to real situations.	566	3.4	11%	40%	27%	18%	3%
I would recommend UWGB to a co-worker, friend, or family member.	567	3.7	18%	50%	21%	6%	5%
There is a strong commitment to racial harmony on this campus.	523	3.3	9%	31%	43%	13%	5%
The faculty and staff of UWGB are committed to gender equity.	538	3.5	13%	42%	31%	10%	4%
UWGB shows concern for students as individuals.	563	3.5	13%	46%	25%	12%	4%
The General Education requirements at UWGB were a valuable component of my education.	539	3.1	8%	34%	25%	22%	10%

Alumni Survey: 2002

In Summer and Fall 2002, we surveyed UWGB alumni who received bachelor's degrees in December 1998, May 1999, and August 1999. Of the 773 alumni receiving bachelor's degrees in this period, 577 (75%) had a working mailing address. Thirty-nine percent (**227**) of the alumni with a working mailing address completed the survey; the overall completion rate was 227/773, or 29 percent.

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%)
- ☐ Listening skills (62%)
- ☐ Reading skills (57%)
- ☐ Impact of social institutions (55%)
- ☐ Problem-solving skills (53%)

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

- ☐ Listening skills (94%)
- ☐ Leadership and management skills (93%)
- ☐ Problem-solving skills (91%)
- ☐ Written communication skills (90%)
- ☐ Reading skills (90%)

Preparation and Importance (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 (—)	3.4	12%	38%	4.3	55%	29%
▪ Problem-solving skills	Yes (—)	3.4	12%	41%	4.6	73%	18%
Understanding ...							
▪ Biology and the physical sciences	Yes (+)	3.3	14%	28%	2.6	15%	12%
▪ The impact of science and technology	No	3.2	9%	29%	3.1	16%	27%
▪ Social, political, geographic, and economic structures	No	3.4	14%	36%	3.4	25%	24%
▪ The impact of social institutions and values	No	3.5	17%	38%	3.6	29%	31%
▪ The significance of major events in Western civilization	Yes (+)	3.1	10%	29%	2.6	9%	18%
▪ A range of literature	Yes (+)	3.1	9%	33%	2.6	12%	17%
▪ The role of the humanities in identifying and clarifying individual/social values	No	3.4	15%	33%	3.2	23%	23%
▪ At least one of the Fine Arts	Yes (+)	3.3	13%	33%	2.5	12%	14%
▪ Contemporary global issues	No	3.0	5%	32%	3.1	14%	27%
▪ Causes and effects of stereotyping & racism	No	3.4	16%	35%	3.5	32%	26%
Skills							
▪ Written communication	Yes (—)	4.0	27%	48%	4.5	68%	22%
▪ Public speaking and presentation	Yes (—)	3.4	19%	31%	4.4	61%	23%
▪ Reading	Yes (—)	3.6	20%	37%	4.5	61%	29%
▪ Listening	Yes (—)	3.7	20%	42%	4.7	75%	19%
▪ Leadership and management	Yes (—)	3.4	18%	32%	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 at UWGB:



- ▣ 92 percent “agree” or “strongly agree” that they have learned to view **learning as a lifelong experience**.
- ▣ 83 percent “agree” or “strongly agree” that their experiences and course work at UWGB encouraged them to **think creatively and innovatively**.
- ▣ 77 percent “agree” or “strongly agree” that they would **recommend UWGB** to a co-worker, friend, or family member.
- ▣ 67 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
▪	My experiences at UWGB helped me to learn or reinforced my belief that learning is a lifelong process.	227	4.3	37%	55%	8%	>1%	
▪	I had frequent interactions with people from different countries or cultural backgrounds.	225	3.1	10%	30%	27%	26%	7%
▪	Students at UWGB are encouraged to become involved in community affairs.	222	3.2	9%	31%	36%	21%	3%
▪	My UWGB experiences and courses encouraged me to think creatively and innovatively.	227	4.0	22%	61%	14%	2%	1%
▪	UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	222	3.7	20%	50%	18%	9%	3%
▪	UWGB provides a strong, interdisciplinary, problem-focused education.	224	3.8	22%	45%	25%	6%	1%
▪	Students at UWGB have many opportunities to apply their learning to real situations.	223	3.6	16%	43%	26%	12%	3%
▪	I would recommend UWGB to a co-worker, friend, or family member.	227	4.0	32%	45%	19%	4%	<1%
▪	The General Education requirements at UWGB were a valuable component of my education.	222	3.4	16%	39%	25%	13%	7%

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

54 percent would return to UWGB and complete the same major if they started college over; **22 percent** would attend UWGB but choose another major. **13 percent** would complete the same major, but at a different university; **9 percent** would complete a different major at a different university.

How do alumni grade their majors?

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

- ☐ 91 percent gave an A or a B to the quality of teaching in their major (mean = 3.3)
- ☐ 96 percent gave an A or a B to the knowledge and expertise of their major faculty (mean = 3.5)
- ☐ 82 percent gave an A or a B to the relationship between faculty and students (mean = 3.3)
- ☐ 79 percent gave an A or a B to the importance and relevance of major courses to their professional and academic goals (mean = 3.1)
- ☐ 76 percent gave an A or B to the accuracy of major advising information (mean = 3.0)
- ☐ 81 percent gave an A or B to the availability of their major faculty during office hours (mean = 3.2).
- ☐ 88 percent awarded their major department a grade of A or B (mean = 3.3)

Is more schooling in their future?

70 percent plan to pursue their education beyond the bachelor's degree. Of those planning to achieve more than a bachelor's degree, 57 percent had not yet applied, 26 percent were currently enrolled, and 13 percent had completed an advanced degree. Three percent had been accepted but were not yet enrolled, and one percent had their applications rejected.

How's their career progressing?

Most alumni are employed:

- ☐ Employed, Full-time (84%)
- ☐ Employed, Part-time (9%)
- ☐ Seeking employment (1%)
- ☐ Not seeking employment (3%)
- ☐ Student (3%)

In a field related to their major:

- ☐ Very related (52%)
- ☐ Somewhat related (34%)
- ☐ Not at all related (14%)

80 percent are very satisfied (41%) or satisfied (39%) with their current job.

What are the minimum educational requirements for their current position?

- ☐ 5%: Graduate degree
- ☐ 66%: Bachelor's degree
- ☐ 9%: Associate degree or two years of college
- ☐ 3%: Certificate program or one year of college
- ☐ 17%: High school diploma or less

What's their current income?

- ☐ 10%: Under \$20,000
- ☐ 9%: \$20,000 to \$25,999
- ☐ 15%: \$26,000 to 29,999
- ☐ 25%: \$30,000 to \$35,999
- ☐ 8%: \$36,000 to \$39,999

- ▣ 16%: \$40,000 to \$49,000
- ▣ 17%: \$50,000 and up

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