

Student Perspectives on the UW-Green Bay Learning Experience

- ∞ New Freshmen Survey: 2008
 - ∞ Graduating Senior Survey: 2007
 - ∞ Alumni Survey: 2008
- 

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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: 2008

Beginning in June 2008, we surveyed new freshmen registering for the Fall 2008 semester about their motivations for attending college and their reasons for selecting UWGB. A total of 881 students completed the survey, representing 92% (881 of 962) of the new freshmen enrolled for Fall 2008 who attended R&R.

Why did our students choose UWGB?

Almost three-fourths (**73%**) of the respondents identified UWGB as their **first choice** of institutions to attend, and another **23** 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 8 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. | 77% | 21% | 2% |
| 2. UW-Green Bay's graduates get good jobs. | 72% | 25% | 3% |
| 3. UW-Green Bay's appearance and facilities. | 72% | 26% | 2% |
| 4. UW-Green Bay has a good academic reputation. | 69% | 30% | 1% |
| 5. Type of campus housing available. | 65% | 22% | 12% |
| 6. Low tuition. | 59% | 38% | 3% |
| 7. UW-Green Bay has a good social reputation. | 54% | 42% | 4% |
| 8. UW-Green Bay's size. | 51% | 40% | 9% |
| 9. UW-Green Bay's graduates go on to top graduate schools. | 46% | 44% | 10% |
| 10. UW-Green's unique, interdisciplinary approach to education. | 42% | 49% | 10% |



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 | 58% |
| ▪ Athletics or Intramurals | 69% |
| ▪ Newspaper | 11% |
| ▪ Theater | 20% |
| ▪ Dance | 11% |
| ▪ Student Employment | 32% |
| ▪ Other: includes choir, band, yearbook, and Forensics | 15% |

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% | 8% | 21% | 22% | 22% | 12% | 8% | 7% |
| ▪ Working | 13% | 9% | 22% | 27% | 19% | 6% | 3% | 1% |
| ▪ Co-curricular activities | 4% | 44% | 29% | 14% | 6% | 2% | 1% | <1% |
| ▪ Relaxing & socializing | <1% | 23% | 34% | 21% | 12% | 6% | 2% | 2% |
| ▪ Caring for dependents | 66% | 20% | 8% | 4% | 1% | <1% | < 1% | 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 | 43% | 38% | 17% | 2% |
| ▪ Ask questions in class or contribute to class discussions. | 31% | 47% | 22% | <1% |
| ▪ Use email to communicate with an instructor or other students in a class. | 33% | 44% | 23% | <1% |
| ▪ Work on a project that requires integrating information. | 24% | 54% | 22% | 1% |
| ▪ Talk about career plans with a faculty member or advisor. | 29% | 49% | 22% | <1% |
| ▪ Discuss ideas from your classes with others outside of class (students, family members, co-workers, etc.) | 25% | 47% | 27% | 1% |
| ▪ Have serious conversations with students of a different race or ethnicity. | 20% | 43% | 31% | 6% |
| ▪ Discuss grades or assignments with an instructor. | 25% | 49% | 25% | 1% |
| ▪ Prepare two or more drafts of a paper or assignment before turning it in. | 22% | 44% | 31% | 3% |
| ▪ Have serious conversations with students who differ in terms of their religious beliefs, political opinions, ... | 20% | 37% | 35% | 8% |
| ▪ Work with peers outside of class to prepare assignments. | 18% | 57% | 24% | <1% |
| ▪ Discuss ideas from your readings or classes with faculty members outside of class. | 18% | 41% | 38% | 3% |
| ▪ Attend multicultural events. | 15% | 39% | 42% | 4% |
| ▪ Make a class presentation. | 12% | 35% | 50% | 3% |
| ▪ Participate in a community-based project as part of a regular course. | 13% | 38% | 46% | 3% |
| ▪ Go to class without completing readings or assignments. | 3% | 5% | 42% | 49% |



| How likely are you to ... | Very likely | Somewhat likely | Not at all likely |
|---|-------------|-----------------|-------------------|
| ▪ Change your major | 23% | 47% | 30% |
| ▪ Need a job to help with paying college expenses | 66% | 27% | 7% |
| ▪ Make at least a B average | 63% | 37% | <1% |
| ▪ Drop out of college temporarily or permanently | <1% | 5% | 95% |
| ▪ Transfer to another college | 12% | 44% | 44% |
| ▪ Graduate from UWGB | 57% | 39% | 5% |

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.

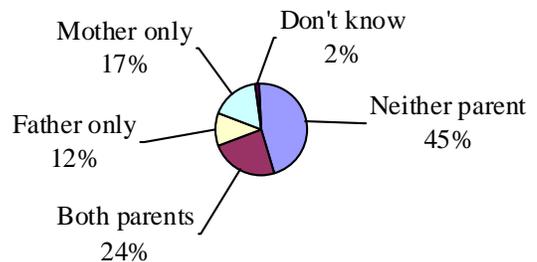
| Indicate the strength of your agreement with each of the following statements. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| ▪ I would like to have one faculty or staff member to whom I could go to with any questions about my life as a student. | 63% | 31% | 5% | 1% | 0% |
| ▪ It is very important for me to feel "connected" to UW-Green Bay and its faculty, staff and students. | 45% | 41% | 13% | 1% | <1% |
| ▪ I hope to organize my class schedule so that I have class on as few days per week as possible. | 15% | 24% | 41% | 16% | 3% |
| ▪ School is important to me, but I have other priorities that are just as important, if not more important. | 9% | 22% | 33% | 28% | 8% |

Other interesting facts.....

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

The average high school grade point average is **3.28** on a 4.0 scale. **74%** have over a 3.0 high school GPA. Their average ACT score is **22.4**.

Parents have college degree?



Graduating Senior Survey: 2007

In May 2007, August 2007, and December 2007, 969 students received bachelor's degrees from UWGB. We surveyed all students eligible to graduate in those terms, and received 644 completed questionnaires (66 percent).

How do our students grade their majors?

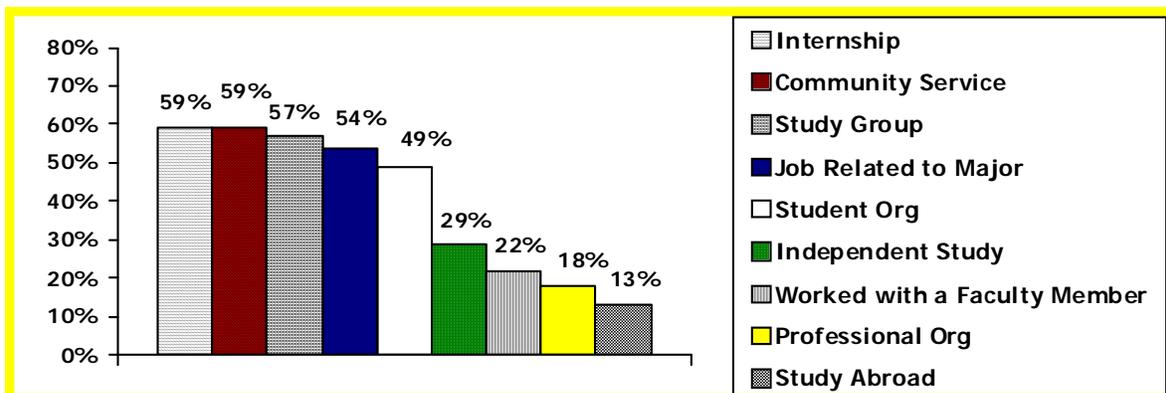
Students gave the *highest* grades to:

- ☞ Knowledge and expertise of the faculty
- ☞ Quality of internship, practicum, field exp
- ☞ Clarity/reasonableness of major reqmts
- ☞ 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
- ☞ Quality of advising received from major advisor

| Scale: A = 4, F = 0 | N | Mean | A | B | C | D | F |
|---|------------|------------|------------|------------|-----------|-----------|---------------|
| ☞ Clarity of major requirements | 642 | 3.4 | 51% | 38% | 9% | 2% | <1% |
| ☞ Reasonableness of major requirements | 641 | 3.4 | 50% | 41% | 7% | 1% | <1% |
| ☞ Variety of courses available in major | 634 | 2.8 | 24% | 40% | 26% | 8% | 2% |
| ☞ Frequency of course offerings in major | 637 | 2.4 | 12% | 33% | 37% | 14% | 4% |
| ☞ Times courses were offered | 625 | 2.6 | 21% | 37% | 30% | 10% | 2% |
| ☞ Quality of internship, practicum, field exp | 364 | 3.4 | 59% | 26% | 8% | 5% | 2% |
| ☞ Quality of teaching by faculty in major | 638 | 3.3 | 46% | 43% | 9% | 1% | 1% |
| ☞ Knowledge and expertise of faculty in major | 643 | 3.6 | 65% | 28% | 6% | <1% | 1% |
| ☞ Faculty encouragement of educational goals | 637 | 3.3 | 50% | 34% | 12% | 2% | 2% |
| ☞ Overall quality of advising received from major advisor | 611 | 3.0 | 46% | 27% | 15% | 6% | 6% |
| ☞ Availability of major advisor for advising | 604 | 3.2 | 53% | 26% | 13% | 6% | 2% |
| ☞ Ability of major advisor to answer university questions | 598 | 3.3 | 56% | 26% | 11% | 3% | 4% |
| ☞ Ability of major advisor to answer career questions | 554 | 3.1 | 45% | 30% | 18% | 3% | 4% |
| ☞ In-class faculty-student interaction | 625 | 3.4 | 53% | 36% | 9% | 1% | <1% |
| ☞ Overall grade for the major | 633 | 3.2 | 36% | 54% | 7% | 2% | <1% |



Besides classes, in which educational activities did our students participate? (n= 644)

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) | 577 | 3.5 | 58% | 33% | 7% | 2% | <1% |
| ☞ Library collection | 571 | 3.3 | 48% | 38% | 11% | 3% | <1% |
| ☞ Admission Office | 492 | 3.4 | 51% | 39% | 8% | 1% | <1% |
| ☞ Financial Aid Office | 450 | 3.2 | 42% | 42% | 14% | 1% | 1% |
| ☞ Bursar's Office | 609 | 3.4 | 49% | 40% | 9% | <1% | 1% |
| ☞ Career Services | 391 | 3.3 | 53% | 31% | 10% | 4% | 2% |
| ☞ Academic Advising Office | 443 | 2.9 | 38% | 33% | 16% | 10% | 3% |
| ☞ Student Health Services | 377 | 3.4 | 57% | 31% | 8% | 3% | 1% |
| ☞ Registrar's Office | 607 | 3.4 | 54% | 35% | 9% | 2% | <1% |
| ☞ Writing Center | 233 | 3.2 | 42% | 40% | 13% | 1% | 4% |
| ☞ University Union | 535 | 3.1 | 40% | 40% | 15% | 4% | 1% |
| ☞ Student Life | 318 | 3.1 | 38% | 40% | 14% | 5% | 3% |
| ☞ Counseling Center | 125 | 3.1 | 41% | 33% | 17% | 5% | 4% |
| ☞ Computer Facilities (e.g., labs) | 597 | 3.6 | 62% | 32% | 4% | 1% | 1% |
| ☞ Computer Services (e.g., hours) | 559 | 3.5 | 61% | 32% | 5% | 1% | 1% |
| ☞ Phoenix Sports/Kress Events Center | 371 | 2.9 | 35% | 32% | 23% | 5% | 5% |
| ☞ American Intercultural Center | 70 | 3.2 | 50% | 34% | 10% | 0% | 6% |
| ☞ International Center | 109 | 3.2 | 51% | 32% | 10% | 1% | 6% |
| ☞ Residence Life | 300 | 2.7 | 21% | 45% | 24% | 5% | 5% |
| ☞ Dining Services (newly added in '06) | 467 | 2.2 | 11% | 32% | 31% | 14% | 12% |
| ☞ Bookstore (newly added in '06) | 615 | 2.9 | 31% | 41% | 17% | 7% | 4% |

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-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 = 640 | 66% | 10% | 17% | 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 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%)
- 🔗 Critical analysis skills (High = 70%)
- 🔗 Written communication skills (High = 63%)
- 🔗 Understanding causes and effects of stereotyping and racism (High = 62%)
- 🔗 Computer Skills (High = 56%)

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 |
| 600 | 2.7 | 70% | 30% | <1% | ▪ Critical analysis skills | 581 | 2.0 | 26% | 49% | 25% |
| 602 | 2.7 | 73% | 26% | 1% | ▪ Problem-solving skills | 579 | 2.0 | 23% | 54% | 23% |
| 600 | 2.0 | 25% | 50% | 25% | ▪ Biological and physical environment concepts | 560 | 1.9 | 22% | 44% | 34% |
| 598 | 2.2 | 35% | 47% | 18% | ▪ The impact of science and technology | 560 | 1.9 | 19% | 52% | 29% |
| 599 | 2.2 | 31% | 54% | 15% | ▪ Social, political, geographic, and economic structures | 568 | 2.0 | 25% | 52% | 23% |
| 596 | 2.4 | 50% | 43% | 7% | ▪ Impact of social institutions and values | 568 | 2.2 | 32% | 52% | 16% |
| 597 | 2.1 | 29% | 50% | 21% | ▪ Significance of major events in Western civilization | 566 | 2.0 | 25% | 51% | 24% |
| 599 | 2.2 | 33% | 52% | 15% | ▪ Role of the humanities in identifying and clarifying values | 567 | 2.0 | 25% | 55% | 20% |
| 597 | 2.2 | 37% | 45% | 18% | ▪ At least one Fine Art | 566 | 2.0 | 27% | 46% | 27% |
| 591 | 2.2 | 33% | 53% | 14% | ▪ Contemporary global issues and problems | 566 | 1.9 | 20% | 52% | 28% |
| 599 | 2.6 | 62% | 34% | 4% | ▪ Causes and effects of stereotyping & racism | 569 | 2.1 | 32% | 45% | 23% |
| 599 | 2.6 | 63% | 35% | 2% | ▪ Written communication | 584 | 2.2 | 34% | 48% | 18% |
| 598 | 2.3 | 45% | 45% | 10% | ▪ Public speaking and presentation skills | 562 | 2.0 | 26% | 46% | 28% |
| 599 | 2.5 | 56% | 40% | 4% | ▪ Computer skills | 558 | 1.9 | 21% | 42% | 37% |

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**.
- ☞ 80 percent “agree” or “strongly agree” that their experiences 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.

| | N | Mean | SA | A | N | D | SD |
|---|------------|------------|------------|------------|------------|-----------|---------------|
| Scale: SA = Strongly Agree (5), A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree (1) | | | | | | | |
| ☞ My experiences at UWGB helped me to learn or reinforced my belief that learning is a lifelong process. | 628 | 4.3 | 40% | 50% | 8% | 1% | 1% |
| ☞ I had frequent interactions with people from different countries or cultural backgrounds. | 621 | 3.1 | 8% | 30% | 29% | 26% | 7% |
| ☞ Students at UWGB are encouraged to become involved in community affairs. | 601 | 3.3 | 9% | 37% | 34% | 17% | 3% |
| ☞ My UWGB experiences and courses encouraged me to think creatively and innovatively. | 626 | 4.0 | 24% | 56% | 16% | 4% | <1% |
| ☞ UWGB's interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school. | 589 | 3.6 | 17% | 37% | 34% | 9% | 3% |
| ☞ UWGB provides a strong, interdisciplinary, problem-focused education. | 610 | 3.8 | 18% | 47% | 28% | 6% | 1% |
| ☞ Students at UWGB have many opportunities to apply their learning to real situations. | 614 | 3.7 | 20% | 46% | 21% | 11% | 2% |
| ☞ I would recommend UWGB to a co-worker, friend, or family member. | 617 | 4.0 | 31% | 46% | 16% | 5% | 2% |
| ☞ There is a strong commitment to racial harmony on this campus. | 578 | 3.6 | 14% | 41% | 35% | 8% | 2% |
| ☞ The faculty and staff of UWGB are committed to gender equity. | 596 | 3.9 | 24% | 50% | 22% | 3% | 1% |
| ☞ UWGB shows concern for students as individuals. | 609 | 3.9 | 25% | 47% | 20% | 5% | 3% |
| ☞ The General Education requirements at UWGB were a valuable component of my education. | 588 | 3.1 | 11% | 29% | 27% | 22% | 11% |

Alumni Survey: 2008

In the Summer/Fall of 2008, we surveyed UWGB alumni who received bachelor's degrees in August 2004, December 2004, and May 2005. Of the 927 alumni receiving bachelor's degrees in this period, 845 (91%) had a working mailing address. Twenty-seven percent (226) of the alumni with a working mailing address completed the survey; the overall completion rate was 226/927, 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"

- ☞ Written communication skills (82%)
- ☞ Problem-solving skills (76%)
- ☞ Listening skills (75%)
- ☞ Reading skills (75%)
- ☞ Impact of social institutions & values (74%)

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

- ☞ Listening skills (95%)
- ☞ Problem-solving skills (94%)
- ☞ Leadership and management skills (94%)
- ☞ Written communication skills (89%)
- ☞ Reading skills (89%)

| 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% | 4.5 | 64% | 27% |
| ▪ Problem-solving skills | Yes (-) | 4.0 | 27% | 49% | 4.7 | 76% | 18% |
| Understanding.... | | | | | | | |
| ▪ Biology and the physical sciences | Yes (+) | 3.6 | 20% | 39% | 2.5 | 16% | 12% |
| ▪ The impact of science and technology | Yes (+) | 3.6 | 23% | 31% | 3.2 | 22% | 21% |
| ▪ Social, political, geographic, and economic structures | Yes (+) | 3.7 | 21% | 43% | 3.5 | 24% | 29% |
| ▪ The impact of social institutions and values | Yes (+) | 3.9 | 27% | 47% | 3.7 | 31% | 34% |
| ▪ The significance of major events in Western civilization | Yes (+) | 3.7 | 20% | 37% | 2.6 | 11% | 15% |
| ▪ A range of literature | Yes (+) | 3.6 | 22% | 33% | 2.6 | 13% | 15% |
| ▪ The role of the humanities in identifying and clarifying individual/social values | Yes (+) | 3.8 | 22% | 41% | 3.0 | 18% | 20% |
| ▪ At least one of the Fine Arts | Yes (+) | 3.9 | 25% | 46% | 2.7 | 17% | 15% |
| ▪ Contemporary global issues | Yes (+) | 3.7 | 17% | 47% | 3.3 | 19% | 31% |
| ▪ Causes and effects of stereotyping & racism | Yes (+) | 3.9 | 30% | 39% | 3.7 | 32% | 32% |
| Skills.... | | | | | | | |
| ▪ Written communication | Yes (-) | 4.2 | 41% | 41% | 4.5 | 71% | 18% |
| ▪ Public speaking and presentation | Yes (-) | 3.8 | 28% | 37% | 4.3 | 55% | 31% |
| ▪ Reading | Yes (-) | 4.1 | 38% | 37% | 4.5 | 66% | 23% |
| ▪ Listening | Yes (-) | 4.1 | 40% | 35% | 4.7 | 79% | 16% |
| ▪ Leadership and management | Yes (-) | 3.9 | 29% | 39% | 4.6 | 75% | 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:

- ☞ 91 percent “agree” or “strongly agree” that their experiences and course work at UWGB encouraged them to **think creatively and innovatively**.
- ☞ 94 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**.

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. | 226 | 4.4 | 47% | 47% | 6% | 0 | 0 |
| ☞ I had frequent interactions with people from different countries or cultural backgrounds. | 225 | 3.4 | 13% | 38% | 24% | 21% | 4% |
| ☞ Students at UWGB are encouraged to become involved in community affairs. | 216 | 3.6 | 15% | 43% | 26% | 15% | 1% |
| ☞ My UWGB experiences and courses encouraged me to think creatively and innovatively. | 223 | 4.3 | 35% | 56% | 8% | 1% | 0 |
| ☞ UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school. | 222 | 4.0 | 26% | 51% | 17% | 4% | 2% |
| ☞ UWGB provides a strong, interdisciplinary, problem-focused education. | 224 | 4.1 | 28% | 56% | 14% | 1% | 1% |
| ☞ Students at UWGB have many opportunities to apply their learning to real situations. | 223 | 3.9 | 25% | 49% | 19% | 6% | 1% |
| ☞ I would recommend UWGB to a co-worker, friend, or family member. | 226 | 4.4 | 49% | 41% | 9% | 1% | <1% |
| ☞ The General Education requirements at UWGB were a valuable component of my education. | 208 | 3.7 | 20% | 45% | 24% | 9% | 2% |
| ☞ UWGB cares about its alumni. | 216 | 3.7 | 17% | 45% | 33% | 4% | 1% |
| ☞ As a graduate, I feel connected to UWGB. | 220 | 3.4 | 11% | 44% | 24% | 16% | 5% |

How do alumni grade their majors?

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

- 96 percent gave an A or a B to the quality of teaching in their major (mean = 3.6)
- 100 percent gave an A or a B to the knowledge and expertise of their major faculty (mean = 3.7)
- 92 percent gave an A or a B to the relationship between faculty and students (mean = 3.5)
- 91 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)
- 96 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?

63 percent plan to pursue their education beyond the bachelor's degree. Of those planning to achieve more than a bachelor's degree, 54 percent had not yet applied, 25 percent were currently enrolled, and 16 percent had completed an advanced degree. Two percent had been accepted but were not yet enrolled, and two percent had their applications rejected.

How is their career progressing?

Most alumni are employed:

- Employed, Full-time (84%) (↑ from 76%)
- Employed, Part-time (9%)
- Seeking employment (3%)
- Not seeking employment (1%)
- Student (3%)

In a field related to their major:

- Very related (53%)
- Somewhat related (30%)
- Not at all related (17%)

44 percent (↑ from 39%) are very satisfied or satisfied (35%) with their current job.



What are the minimum educational requirements for their current position?

- 📄 5%: Graduate degree
- 📄 61%: Bachelor's degree
- 📄 15%: Associate degree or two years of college
- 📄 4%: Certificate program or one year of college
- 📄 15%: High school diploma or less

What is their current income?

- 📄 11%: Under \$20,000
- 📄 10%: \$20,000 to \$25,999
- 📄 8%: \$26,000 to 29,999
- 📄 24%: \$30,000 to \$35,999
- 📄 10%: \$36,000 to \$39,999
- 📄 23%: \$40,000 to \$49,000
- 📄 14%: \$50,000 and up

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

68 percent would return to UWGB and complete the same major if they started college over; **19 percent** would attend UWGB but choose another major. **Six percent** would complete the same major, but at a different university; **7 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 59 percent of survey respondents said they had visited campus in person, another 19 percent said they had visited campus monthly via its website and 46% have visited the website within the past year. Similarly, 60 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.

- 📄 19% Weidner Center performance
- 📄 11% Cofrin Arboretum
- 📄 17% Athletic event
- 📄 8% Shorewood golf course
- 📄 5% UWGB theatre performance
- 📄 2% UWGB musical performance
- 📄 4% Alumni Association event
- 📄 2% Work at UWGB
- 📄 34% Other (e.g., to visit faculty, staff)
- 📄 4% Kress Events Center