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# Student Perspectives on the UW-Green Bay Learning Experience

- ✎ New Freshmen Survey: 2016
  - ✎ Graduating Senior Survey: 2015
  - ✎ Alumni Survey: 2016
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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/oira/>

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# New Freshmen Survey: 2016

Beginning in June 2016, we surveyed new freshmen registering for the Fall 2016 semester about their motivations for attending college and their reasons for selecting UWGB. A total of 769 students completed the survey, representing 98% (769 of 784) of the new freshmen enrolled for Fall 2016 who attended R&R.

## Why did our students choose UWGB?

More than three-fourths (**82%- up 4% from last year**) of the respondents identified UWGB as their **first choice** of institutions to attend, and another **15** 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 & facilities

The first three above have been the same top three reasons cited by freshmen responding to the New Freshmen Survey over the past 14 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.	89%	10%	1%
2. UW-Green Bay's graduates get good jobs.	84%	14%	2%
3. UW-Green Bay has a good academic reputation.	81%	18%	1%
4. UW-Green Bay's appearance and facilities.	74%	24%	2%
5. Low tuition.	73%	24%	3%
6. Type of campus housing available.	66%	24%	10%
7. UW-Green Bay has a good social reputation.	66%	29%	5%
8. UW-Green's unique, interdisciplinary approach to education.	61%	34%	5%
9. UW-Green Bay's graduates go on to top graduate schools.	57%	36%	7%
10. UW-Green Bay's size.	56%	37%	7%



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	52%
▪ Athletics or Intramurals	62%
▪ Newspaper	5%
▪ Theater	21%
▪ Dance	9%
▪ Student Employment	29%
▪ Student Council	16%
▪ Other: includes choir, band, yearbook, art club, & Forensics	12%

#### What are their expectations?

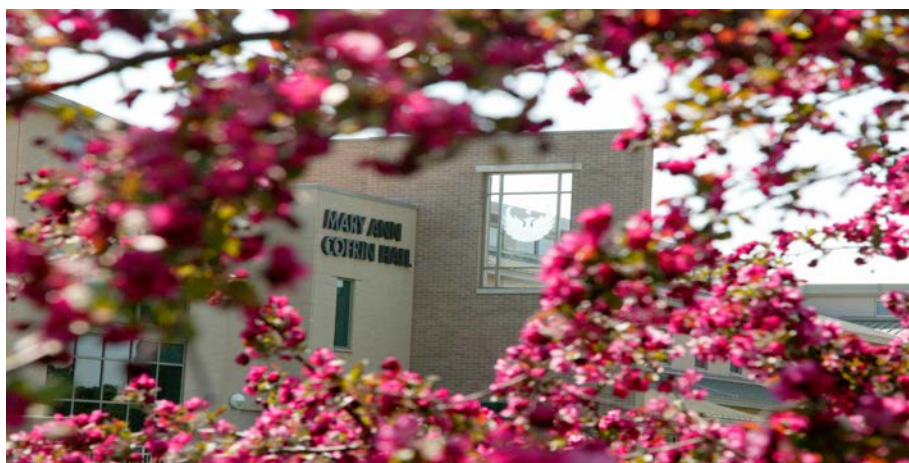
How will they spend their time? Most expect to spend more time preparing for class than they will spend on any other single activity. Working follows close behind.

#### 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%	10%	23%	21%	20%	13%	6%	7%
▪ Working	10%	8%	26%	27%	17%	7%	3%	2%
▪ Co-curricular activities	3%	34%	34%	18%	8%	1%	1%	1%
▪ Relaxing & socializing	1%	27%	34%	25%	8%	3%	1%	1%
▪ Caring for dependents	69%	19%	5%	4%	1%	1%	1%	<1%

Like most freshmen throughout the United States, our students plan to work in college. In fact, 88 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.	42%	42%	15%	1%
▪ Ask questions in class or contribute to class discussions.	35%	44%	20%	1%
▪ Use email to communicate with an instructor or other students in a class.	41%	45%	14%	0
▪ Work on a project that requires integrating information.	32%	52%	16%	<1%
▪ Talk about career plans with a faculty member or advisor.	39%	45%	15%	1%
▪ Discuss ideas from your classes with others outside of class (students, family members, co-workers, etc.)	29%	48%	21%	1%
▪ Have serious conversations with students of a different race or ethnicity.	24%	41%	30%	5%
▪ Discuss grades or assignments with an instructor.	32%	48%	19%	1%
▪ Prepare two or more drafts of a paper or assignment before turning it in.	23%	47%	28%	1%
▪ Have serious conversations with students who differ in terms of their religious beliefs, political opinions, ...	21%	38%	33%	8%
▪ Work with peers outside of class to prepare assignments.	24%	57%	19%	<1%
▪ Discuss ideas from your readings or classes with faculty members outside of class.	24%	45%	29%	1%
▪ Attend multicultural events.	19%	35%	40%	6%
▪ Make a class presentation.	15%	41%	41%	3%
▪ Participate in a community-based project as part of a regular course.	18%	43%	38%	1%
▪ Go to class without completing readings or assignments.	4%	7%	36%	53%



The following table provides some insight into students' expectations. Expecting to graduate from UW-Green Bay is up from 58% just 10 years ago.

How likely are you to ...	Very likely	Somewhat likely	Not at all likely
▪ Change your major	17%	45%	38%
▪ Need a job to help with paying college expenses	66%	25%	9%
▪ Make at least a B average	66%	33%	1%
▪ Drop out of college temporarily or permanently	1%	3%	96%
▪ Transfer to another college	7%	33%	60%
▪ Graduate from UWGB	73%	25%	2%

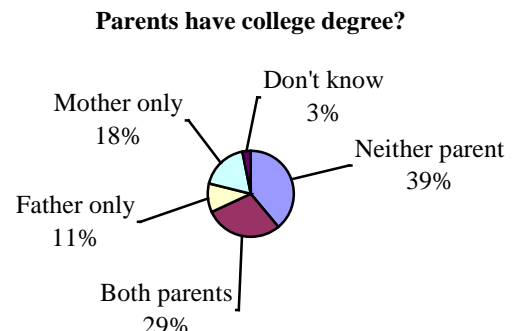
How important is "being connected" to our new freshmen? More important than not! Students wish to be connected to some aspects of UW-Green Bay whether it's faculty, staff or fellow students. A support system is very important for them.

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.	73%	23%	3%	<1%	<1%
▪ It is very important for me to feel "connected" to UW-Green Bay and its faculty, staff and students.	53%	38%	8%	1%	<1%
▪ I hope to organize my class schedule so that I have class on as few days per week as possible.	26%	26%	38%	8%	1%
▪ School is important to me, but I have other priorities that are just as important, if not more important.	18%	25%	31%	21%	5%

## 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 **22.6**. Females continue to outnumber males by a 67/33 margin.



# Graduating Senior Survey: 2015

In May 2015, August 2015, and December 2015, 1,259 students received bachelor's degrees from UWGB. We surveyed all students eligible to graduate in those terms, and received 550 completed questionnaires (44 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?

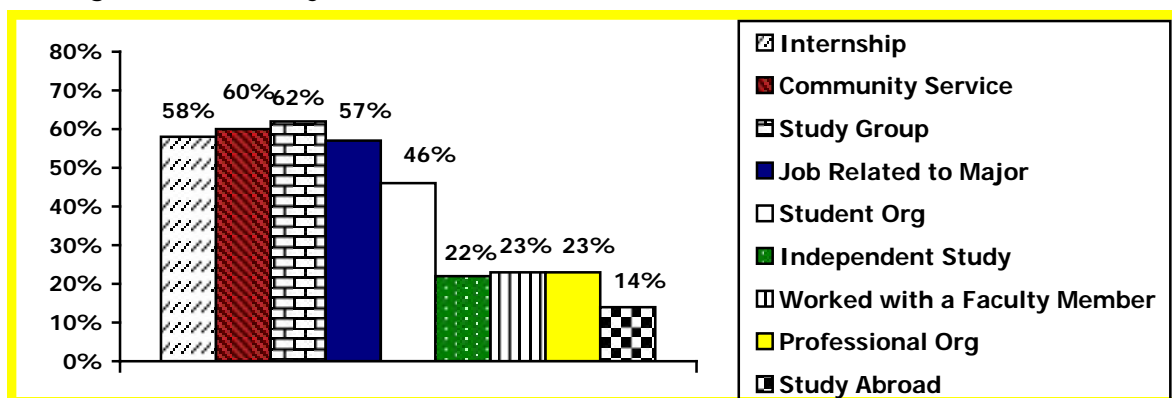
Students gave the *highest* grades to:

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

Students gave the *lowest* grades to:

- ☞ Frequency of course offerings in major
- ☞ Times courses were offered
- ☞ Variety of courses available in majors
- ☞ Overall quality of advising received from major advisor
- ☞ Ability of major advisor to answer career questions

Scale: A = 4, F = 0	N	Mean	A	B	C	D	F
☞ Clarity of major requirements	549	3.5	59%	33%	8%	<1%	<1%
☞ Reasonableness of major requirements	547	3.5	60%	32%	6%	2%	<1%
☞ Variety of courses available in major	549	3.1	38%	39%	17%	5%	1%
☞ Frequency of course offerings in major	544	2.8	27%	42%	22%	6%	3%
☞ Times courses were offered	539	3.0	32%	43%	19%	5%	1%
☞ Quality of internship, practicum, field exp	313	3.4	62%	26%	7%	4%	1%
☞ Quality of teaching by faculty in major	550	3.4	53%	35%	10%	2%	<1%
☞ Knowledge and expertise of faculty in major	549	3.6	70%	25%	5%	<1%	<1%
☞ Faculty encouragement of educational goals	548	3.4	57%	28%	11%	3%	1%
☞ Overall quality of advising received from major advisor	531	3.2	56%	21%	13%	6%	4%
☞ Availability of major advisor for advising	526	3.6	61%	22%	9%	4%	3%
☞ Ability of major advisor to answer university questions	522	3.4	66%	18%	8%	4%	3%
☞ Ability of major advisor to answer career questions	459	3.2	53%	26%	11%	5%	5%
☞ In-class faculty-student interaction	501	3.5	57%	33%	8%	1%	<1%
☞ <b>Overall grade for the major</b>	<b>546</b>	<b>3.4</b>	<b>51%</b>	<b>40%</b>	<b>6%</b>	<b>3%</b>	<b>&lt;1%</b>



Besides classes, in which educational activities did our students participate? (n= 549)



## 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)	454	3.5	61%	30%	6%	3%	<1%
Library collection	417	3.6	62%	33%	5%	<1%	0
Admission Office	393	3.5	58%	33%	7%	1%	1%
Financial Aid Office	363	3.4	58%	28%	11%	3%	<1%
Bursar's Office	466	3.3	52%	35%	9%	3%	1%
Career Services	279	3.3	56%	30%	8%	4%	2%
Academic Advising Office	439	3.2	53%	29%	10%	5%	3%
Student Health Services	226	3.4	61%	26%	10%	1%	2%
Registrar's Office	394	3.5	58%	33%	7%	1%	1%
Writing Center	194	3.3	50%	33%	14%	3%	<1%
University Union	428	3.3	46%	39%	12%	2%	1%
Student Life	262	3.2	41%	39%	15%	3%	2%
Counseling Center	97	3.2	57%	24%	11%	3%	5%
Computer Facilities (e.g., labs)	429	3.6	68%	26%	4%	1%	<1%
Computer Services (e.g., hours)	370	3.5	63%	29%	7%	1%	<1%
Phoenix Sports/Kress Events Center	359	3.7	78%	18%	3%	1%	0
American Intercultural Center	70	3.5	63%	26%	10%	1%	0
International Center	60	3.4	58%	25%	17%	0	0
Residence Life	257	3.0	29%	47%	17%	5%	2%
Dining Services	371	2.4	17%	32%	29%	14%	8%
Bookstore	519	3.2	40%	42%	13%	4%	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-three 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 = 549	67%	14%	14%	4%	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 = 70%)
- 🔗 Written communication skills (High = 65%)
- 🔗 Critical analysis skills (High = 63%)
- 🔗 Understanding causes and effects of stereotyping and racism (High = 61%)
- 🔗 Computer Skills (High = 55%)

Overall, students said that their General Education coursework had **contributed** to their knowledge and skill proficiencies to a moderate (medium) degree. These are the same top five as last year as well.

Proficiency					Scale: High= 3, Medium= 2, Low= 1	Gen Ed Contribution				
N	Mean	H	M	L		N	Mean	H	M	L
525	2.6	63%	36%	1%	▪ Critical analysis skills	503	2.4	47%	46%	7%
525	2.7	70%	28%	2%	▪ Problem-solving skills	502	2.4	51%	39%	10%
494	2.1	30%	47%	23%	▪ Biological and physical environment concepts	470	2.0	28%	48%	24%
506	2.3	39%	46%	14%	▪ The impact of science and technology	480	2.1	19%	49%	32%
515	2.2	35%	51%	14%	▪ Social, political, geographic, and economic structures	494	2.2	34%	48%	18%
510	2.4	51%	42%	7%	▪ Impact of social institutions and values	495	2.4	46%	44%	10%
508	2.2	35%	47%	18%	▪ Significance of major events in Western civilization	490	2.1	33%	47%	20%
508	2.3	41%	48%	11%	▪ Role of the humanities in identifying and clarifying values	490	2.3	39%	48%	13%
496	2.2	38%	44%	18%	▪ At least one Fine Art	478	2.2	36%	43%	21%
508	2.2	35%	52%	13%	▪ Contemporary global issues and problems	489	2.2	35%	47%	18%
512	2.6	61%	35%	4%	▪ Causes and effects of stereotyping & racism	495	2.4	53%	36%	11%
519	2.6	65%	32%	3%	▪ Written communication	494	2.5	55%	37%	8%
507	2.4	47%	44%	9%	▪ Public speaking and presentation skills	485	2.2	41%	42%	17%
514	2.5	55%	39%	6%	▪ Computer skills	485	2.2	41%	42%	17%

## Overall Perceptions of the UWGB Experience

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



UNIVERSITY of WISCONSIN  
GREEN BAY

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

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>	528	4.4	54%	36%	8%	2%	<1%
☞ I had frequent interactions with people from different countries or cultural backgrounds.	500	3.4	15%	33%	30%	18%	4%
☞ Students at UWGB are encouraged to become involved in community affairs.	508	3.7	19%	43%	24%	11%	3%
☞ <b>My UWGB experiences and courses encouraged me to think creatively and innovatively.</b>	525	4.2	37%	45%	14%	3%	1%
☞ UWGB's interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	501	3.9	31%	37%	23%	6%	3%
☞ UWGB provides a strong, interdisciplinary, problem-focused education.	512	4.0	35%	41%	18%	4%	2%
☞ Students at UWGB have many opportunities to apply their learning to real situations.	521	4.0	32%	44%	16%	6%	2%
☞ <b>I would recommend UWGB to a co-worker, friend, or family member.</b>	523	4.2	44%	38%	11%	4%	3%
☞ There is a strong commitment to racial harmony on this campus.	475	3.8	24%	36%	32%	6%	2%
☞ The faculty and staff of UWGB are committed to gender equity.	487	4.1	37%	42%	18%	2%	1%
☞ UWGB shows concern for students as individuals.	518	4.0	34%	42%	16%	5%	2%
☞ The General Education requirements at UWGB were a valuable component of my education.	491	3.5	23%	36%	22%	12%	7%

# Alumni Survey: 2016

In the Summer/Fall of 2016, we surveyed UWGB alumni who received bachelor's degrees in August 2012, December 2012, and May 2013. Of the 1245 alumni receiving bachelor's degrees in this period, 1241 (99%) had a working mailing address. Eighteen percent (225) of the alumni with a working mailing address completed the survey; the overall completion rate was 225/1245, or 18 percent. Alumni were 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 (76%)
- ✎ Listening skills (72%)
- ✎ Reading skills (67%)
- ✎ Problem-solving skills (62%)
- ✎ Critical analysis skills (61%)

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

- ✎ Listening skills (91%)
- ✎ Written communication skills (91%)
- ✎ Reading skills (89%)
- ✎ Problem-solving skills (88%)
- ✎ Leadership & management (87%)

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 (-)	3.6	17%	44%	4.2	44%	35%
▪ Problem-solving skills	Yes (-)	3.7	18%	44%	4.5	64%	24%
▪ Biology and the physical sciences	Yes (+)	3.5	19%	37%	3.0	20%	18%
▪ The impact of science and technology	Yes (+)	3.5	14%	43%	3.4	18%	39%
▪ Social, political, geographic, and economic structures	No (=)	3.5	18%	35%	3.5	24%	28%
▪ The impact of social institutions and values	No (=)	3.8	29%	36%	3.8	41%	23%
▪ The significance of major events in Western civilization	Yes (+)	3.4	16%	33%	2.9	17%	18%
▪ A range of literature	Yes (+)	3.4	14%	35%	3.0	17%	22%
▪ The role of the humanities in identifying and clarifying individual/social values	Yes (+)	3.5	16%	36%	3.4	23%	29%
▪ At least one of the Fine Arts	Yes (+)	3.4	13%	40%	2.7	10%	20%
▪ Contemporary global issues	No (=)	3.5	20%	31%	3.5	30%	20%
▪ Causes and effects of stereotyping & racism	Yes (-)	3.6	26%	24%	3.7	40%	22%
▪ Written communication	Yes (-)	4.1	41%	35%	4.6	73%	18%
▪ Public speaking and presentation	Yes (-)	3.7	24%	35%	4.2	50%	28%
▪ Reading	Yes (-)	3.8	29%	38%	4.5	62%	27%
▪ Listening	Yes (-)	3.9	30%	42%	4.5	64%	27%
▪ Leadership and management	Yes (-)	3.7	28%	31%	4.4	60%	27%

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:

- ☞ 92 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.
- ☞ 85 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.
- ☞ 75 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
☞ <b>My experiences at UWGB helped me to learn or reinforced my belief that learning is a lifelong process.</b>	223	4.4	45%	47%	7%	1%	0
☞ I had frequent interactions with people from different countries or cultural backgrounds.	217	3.3	13%	34%	30%	19%	4%
☞ Students at UWGB are encouraged to become involved in community affairs.	220	3.6	15%	49%	24%	9%	3%
☞ <b>My UWGB experiences and courses encouraged me to think creatively and innovatively.</b>	225	4.1	28%	57%	12%	2%	1%
☞ <b>UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.</b>	222	4.0	31%	44%	17%	5%	3%
☞ <b>UWGB provides a strong, interdisciplinary, problem-focused education.</b>	218	4.1	32%	50%	14%	3%	1%
☞ Students at UWGB have many opportunities to apply their learning to real situations.	224	3.9	26%	46%	19%	7%	1%
☞ <b>I would recommend UWGB to a co-worker, friend, or family member.</b>	221	4.4	49%	41%	8%	2%	1%
☞ The General Education requirements at UWGB were a valuable component of my education.	215	3.8	20%	32%	23%	17%	8%
☞ UWGB cares about its alumni.	208	3.8	24%	42%	27%	5%	2%
☞ As a graduate, I feel connected to UWGB.	217	3.5	18%	33%	30%	12%	7%

## How do alumni grade their majors?

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

- 97 percent gave an A or a B to the quality of teaching in their major (mean = 3.6)
- 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 = 3.5)
- 94 percent gave an A or B to the availability of their major faculty during office hours (mean = 3.5)
- 91 percent awarded their major department a grade of A or B (mean = 3.5)
- 87 percent gave an A or a B to the importance and relevance of major courses to their professional and academic goals (mean = 3.4)
- 82 percent gave an A or B to the accuracy of major advising information (mean = 3.3)

## Is more schooling in their future?

**Sixty-four percent plan to pursue their education beyond a bachelor's degree.** Of those planning to achieve more than a bachelor's degree, 50 percent had not yet applied, 20 percent were currently enrolled, and 27 percent had completed an advanced degree. One percent applied but were not accepted.

## How is their career progressing?

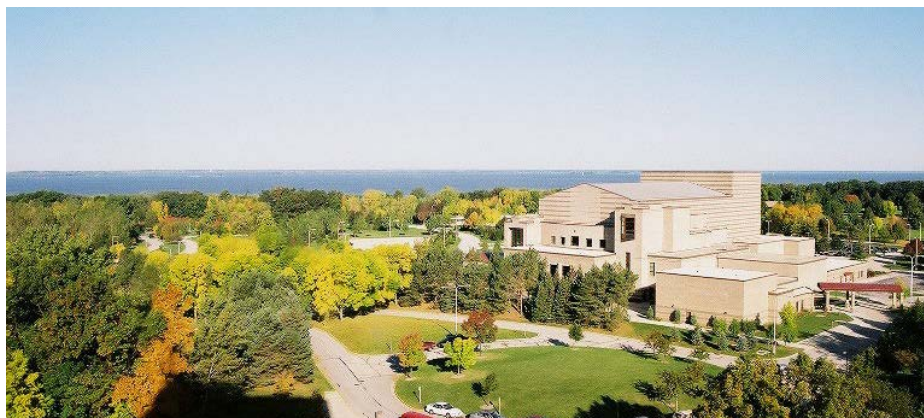
### Most alumni are employed:

- Employed, Full-time (83%) (↑ from 81%, and up 7% from two years earlier)
- Employed, Part-time (8%)
- Seeking employment (3%)
- Not seeking employment (1%)
- Student (5%)

### In a field related to their major:

- Very related (59%)
- Somewhat related (27%)
- Not at all related (14%)

**Forty-two percent (↑ from 36%) are very satisfied and 39% are satisfied with their current job.**



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

- 🔗 10%: Graduate degree
- 🔗 61%: Bachelor's degree
- 🔗 16%: Associate degree or two years of college
- 🔗 <1%: Certificate program or one year of college
- 🔗 13%: High school diploma or less

## What is their current income?

- 🔗 7%: Under \$20,000
- 🔗 6%: \$20,000 to \$25,999
- 🔗 9%: \$26,000 to \$29,999
- 🔗 13%: \$30,000 to \$35,999
- 🔗 11%: \$36,000 to \$39,999
- 🔗 19%: \$40,000 to \$49,000
- 🔗 34%: \$50,000 and up

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

**Sixty-three percent** would return to UWGB and complete the same major if they started college over; **22 percent** would attend UWGB but choose another major. (The same number of students reported this last year as well.) **Seven percent** would complete the same major, but at a different university; **8 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." Twenty-nine percent said they had visited the Alumni Facebook page, 29 percent said they read the *Inside magazine*, and 48% said they read the Alumni newsletter.

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

- 🔗 12% Weidner Center performance
- 🔗 11% Cofrin Arboretum
- 🔗 16% Athletic event
- 🔗 7% Color Run
- 🔗 6% Shorewood Golf Course
- 🔗 4% UWGB theatre performance
- 🔗 3% UWGB musical performance
- 🔗 1% Kress Events Center
- 🔗 4% Library
- 🔗 3% Complete Master's Degree
- 🔗 4% Guest Lecturer