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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 UW-Green Bay's Comprehensive Assessment Program. A copy of UW-Green Bay'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: 2001

Beginning in May 2001, we surveyed new freshmen registering for the Fall 2001 semester about their motivations for attending college and their reasons for selecting UW-Green Bay. A total of 831 students completed the survey, representing 92 percent (831/908) of the new freshmen enrolled for Fall 2001.

## Why are our students attending college, and why did they choose UW-Green Bay?

### Top four reasons for attending college

Ranking based on mean scores [in brackets]. (% who said factor was "very important" in parentheses.)

1. **To be able to get a better job** [2.76] (79%)
2. To learn about things that interest me [2.71] (72%)
3. To be able to make more money [2.52] (59%)
4. To gain a general education [2.51] (55%) [↓ from 60% in 2000]

**Surprise!** Jobs in interesting fields that pay well are important to our students (and students across the country).

These are the same top four reasons as found in the 1999 and 2000 New Freshmen Surveys.

### Top five reasons for choosing UW-Green Bay

Ranking based on mean scores [in brackets]. (% who said factor was "very important" in parentheses.)

1. **Academic majors or programs** [2.55] (61%)
2. Appearance and facilities [2.51] (57%)
3. Graduates get good jobs [2.44] (53%)
4. Good academic reputation [2.41] (47%)
5. Size [2.33] (43%)



The top four of these reasons appeared also in the top four from the 1999 and 2000 New Freshmen Surveys.

### What didn't make the "Top Five" list of "very important" reasons for choosing UW-Green Bay?

Ranking based on mean scores [in brackets]. (% who said factor was "very important" in parentheses.)

15. Advice from a teacher/counselor [1.51] (6%)
14. Parents' or other relatives' wishes [1.53] (8%)
13. Financial assistance [1.80] (22%)
12. Advice from a friend or sibling [1.85] (19%)
11. Wanting to live close to home [1.85] (26%)
10. UW-Green Bay's "unique interdisciplinary approach to education" [2.07] (24%)
9. Graduates go to top graduate schools [2.12] (29%)
8. UW-Green Bay's social reputation [2.22] (34%)
7. Low tuition [2.27] (39%)
6. Type of campus housing [2.27] (48%)

**91 percent of the respondents told us that it was “somewhat” (30%) or “very likely” (61%) that they would need a job to help with paying college expenses. 62 percent expected to work at least 11 hours in a typical week during their first year. In nearly the same breath, 97 percent thought it was “somewhat” (31%) or “very likely” (66%) that they would make at least a “B” average while at UW-Green Bay.**

## **Is UW-Green Bay an “institution of preference?”**



### **The answer? Yes and no.**

- ▣ About three-fourths (74%) of the respondents identified UW-Green Bay as their **first choice** of institutions to attend, and another 22 percent identified us as their second choice.
- ▣ 58 percent of **all** respondents said they were “very likely” to graduate from UW-Green Bay, and another 38 percent said they were “somewhat likely” to graduate from UW-Green Bay. Of the 593 students who said we were their **first choice**, 64 percent said they were “very likely” to graduate from UW-Green Bay, and another 32 percent said they were “somewhat likely” to graduate from UW-Green Bay. The difference between the “first choice” group of students and the “non-first choice” group of students is statistically significant.
- ▣ 58 percent of **all** respondents said they were “somewhat” (49%) or “very likely” (10%) to transfer to another institution. Of the 604 students who said we were their **first choice**, 51 percent indicated that they were “somewhat” (45%) [up from 35% in 1999 and 42% in 2000] or “very likely” (6%) to transfer. The difference between the “first choice” group of students and the “non-first choice” group of students is statistically significant.
- ▣ While 49 percent of the respondents said they were certain they would graduate (though not necessarily from UW-Green Bay), 20 percent said that a good job offer could cause them to leave without a degree. Another 10 percent said they might leave *sans* degree if getting a degree cost more than their family could afford. Ten percent thought disinterest in study might cause them to leave without a degree.
- ▣ Students who said they might leave college without a degree were more likely to attribute their potential departure to **external**, rather than internal, forces. Very few students thought they would leave because of lack of ability (4%) or insufficient reading or study skills (2%).

## **Which offices do they plan to visit during their first year at UW-Green Bay?**

92%	Library	58%	Financial Aid Office	36%	Writing Center
76%	Phoenix Sports Center	57%	Bursar's Office	32%	Academic Resource Center
75%	Computer Labs	45%	Career Services	21%	Counseling Center
73%	University Union	44%	Admissions Office	13%	International Center
71%	Academic Advising Center	39%	Student Health Services	9%	American Intercultural
66%	Student Life	37%	Registrar's Office		

## What else do we know about these students?

- ▣ **Most expect to spend more time preparing for class than they will spend on any other single activity – but just barely.** In order of the typical number of hours per week that they expect to spend engaged in various activities, students tell us that they will spend the greatest amount of time preparing for class (16 hours on average), closely followed by time devoted to relaxing and socializing (14 hours on average), time spent working (13 hours on average), time spent in co-curricular activities (10 hours on average), and time spent caring for dependents (6 hours on average – less than five hours per week for 87% of the students).

### Student Priorities

When asked to indicate the strength of their agreement with the following statement, about two-thirds of students “strongly agreed” (7%), “agreed” (20%), or were neutral (38%):

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

- ▣ **They expect an active and collaborative learning environment.**

- 99 percent expect to ask questions in class or contribute to class discussions “occasionally” (39%), “often” (39%), or “very often” (21%).
- 98 percent plan to use e-mail to communicate with their instructors or other students “occasionally” (26%), “often” (39%), or “very often” (33%).
- 92 expect to make a class presentation at least “occasionally” (67%), “often” (21%), or “very often” (4%).
- 99 percent plan to work with other students on projects outside of class “occasionally” (48%), “often” (44%), or “very often” (7%).
- 95 percent expect to participate in a community-based project as part of a class at least “occasionally” (61%), “often” (29%), or “very often” (5%).
- 99 percent plan to discuss ideas from class with others outside of class at least “occasionally” (30%), “often” (43%), or “very often” (25%). Only a very small percentage of students expects to engage in these activities “never.”

### Interactions with Us

When asked to indicate the strength of their agreement with the following statement, nearly all students “strongly agreed” (43%), “agreed” (43%), or were neutral (13%):

**“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 expect and want to interact with faculty members and advisors.** 99 percent expect to discuss grades or assignments with their instructors “occasionally” (46%), “often” (41%), or “very often” (12%). 99 percent plan to talk about their career plans with a faculty member or advisor “occasionally” (49%), “often” (38%), or “very often” (12%). 95 percent expect to discuss ideas from their classes with their instructors “occasionally” (59%), “often” (28%), or “very often” (8%).

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

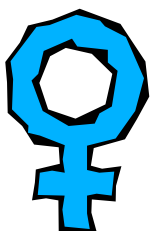
- While 39 percent of the students thought they might “occasionally” go to class unprepared, 57 percent said they “never” planned to do so.
- Most expected to work hard to meet instructors’ standards “often” (43%) and “very often” (48%).
- Very few students “agreed” (7%) or “strongly agreed” (4%) that they hoped to organize their class schedule so that they would be on campus as little as possible. [Importantly, however, 40 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 UW-Green Bay and its faculty, staff, and students (“strongly agree” – 31%; “agree” – 49%; “neutral” – 18%).

**What kind of weekend activities do they want?**

22%	Cultural program	15%	Leadership seminar
22%	Student organization meeting	52%	Dance
54%	Comedian	11%	Current events lecture
73%	Athletic event	56%	Intramural (athletic) activity
30%	Career-related seminar	41%	Volunteer project
52%	Outdoor adventure or travel	70%	Movie

**Any differences by gender?**

**Female students (71 percent of respondents; 70 percent of new freshmen) are significantly more likely than male students to:**



- ☐ attach greater importance to gaining a general education as a reason to attend college;
- ☐ attach greater importance to our academic reputation, majors and academic programs, interdisciplinary approach, size, type of campus housing, and their perception that our graduates get good jobs and are accepted into top graduate schools;
- ☐ anticipate needing a job to help pay college expenses;
- ☐ expect to use e-mail to communicate with faculty and other students, to participate in a community-based project, and to work hard to meet an instructor’s standards;
- ☐ want a faculty or staff mentor, and think that being connected is very important.

**Male students (29 percent of respondents; 30 percent of new freshmen) are significantly more likely than female students to:**



- ☐ attach greater importance to making more money as a reason for attending college;
- ☐ drop out of college temporarily or permanently;
- ☐ expect to spend more time relaxing and socializing;
- ☐ expect to go to class unprepared.

# Graduating Senior Survey: 2000-2001

In August 2000, December 2000, and May 2001, 822 students received bachelor's degrees from UW-Green Bay. We surveyed all students eligible to graduate in those terms, and received 592 completed questionnaires (72 percent).

## How do our students grade their majors?

Students gave the *highest* grades to:

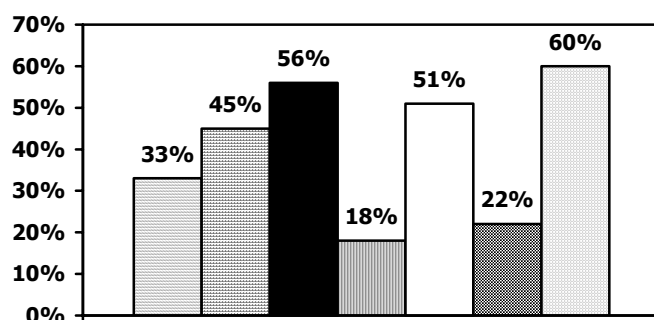
- ☐ Knowledge and expertise of the faculty
- ☐ Reasonableness of major requirements
- ☐ Clarity of major requirements
- ☐ Quality of teaching by faculty in major
- ☐ In-class faculty-student interaction

Students gave the *lowest* grades to:

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

Grading the Major (Scale: A = 4, D = 1)	N	Mean	A	B	C	D	F
Clarity of major requirements	583	3.3	47%	41%	9%	3%	<1%
Reasonableness of major requirements	590	3.3	42%	49%	8%	<1%	
Variety of courses available in major	586	2.8	22%	40%	30%	7%	<1%
Frequency of course offerings in major	585	2.4	10%	40%	35%	11%	3%
Times courses were offered	582	2.6	14%	44%	30%	10%	2%
Quality of internship, practicum, field exp	341	3.2	46%	37%	13%	3%	1%
Quality of teaching by faculty in major	588	3.3	38%	50%	10%	1%	<1%
Knowledge and expertise of faculty in major	588	3.5	52%	42%	6%	<1%	<1%
Faculty encouragement of educational goals	586	3.1	38%	37%	20%	4%	1%
Advising received from faculty in major	574	2.8	35%	28%	21%	11%	5%
In-class faculty-student interaction	586	3.3	41%	45%	13%	1%	<1%
Out-of-class faculty-student interaction	570	2.9	34%	36%	22%	6%	2%
<b>Overall grade for the major</b> (not an average of the above)	<b>584</b>	<b>3.1</b>	<b>28%</b>	<b>57%</b>	<b>14%</b>	<b>1%</b>	<b>&lt;1%</b>

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



- ☐ Independent Study
- ☐ Student Org
- ☐ Internship
- ☐ Professional Org
- ☐ Community Service
- ☐ Worked with a Faculty Member
- ☐ Study Group

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

<b>Grading Services and Resources (Scale: A = 4, D = 1)</b>	<b>n</b>	<b>mean</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
Library services (e.g., hours, staff)	554	3.1	34%	46%	15%	3%	2%
Library collection	506	2.7	21%	42%	28%	7%	2%
Admission Office	466	3.1	31%	51%	15%	2%	1%
Financial Aid Office	405	3.0	32%	44%	17%	5%	2%
Bursar's Office	552	3.0	28%	48%	18%	5%	1%
Career Services	344	2.9	34%	36%	19%	8%	3%
Academic Advising Office	447	2.4	20%	32%	24%	14%	10%
Student Health Services	293	3.3	51%	31%	13%	3%	2%
Registrar's Office	540	3.0	30%	49%	15%	3%	2%
Writing Center	238	3.0	30%	44%	21%	4%	1%
University Union	417	3.0	27%	51%	18%	3%	1%
Student Life	235	3.0	31%	44%	16%	6%	3%
Counseling Center	103	2.7	29%	36%	19%	9%	7%
Computer Facilities (e.g., labs)	544	3.3	45%	46%	7%	1%	<1%
Computer Services (e.g., hours)	478	3.2	42%	41%	13%	3%	1%
Phoenix Sports Center	290	2.3	14%	34%	29%	15%	8%
Academic Resource Center	108	3.0	27%	49%	18%	4%	2%
American Intercultural Center	68	2.7	24%	44%	19%	6%	7%

**> 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 UW-Green Bay?

Student willingness to return to an institution is one proxy measure of student satisfaction with a university's programs and services. Students graduating from UW-Green Bay appear generally satisfied with their experiences, as indicated by the following table. Importantly, approximately one-third of these students began their college careers elsewhere.

	<b>UW-Green Bay</b>		<b>Another college</b>		<b>No bachelor's degree</b>
	<b>Same major</b>	<b>Different major</b>	<b>Same major</b>	<b>Different major</b>	
n = 591	58%	11%	22%	8%	<1%

Students who said they would attend UW-Green Bay and pursue the same major (shaded box, above) were significantly more likely to report positive perceptions of their major programs at UW-Green Bay. Specifically, these students were more likely to assign higher grades to (1) the clarity and reasonableness of their major requirements, (2) the variety and frequency of course offerings, (3) the quality of internships and teaching, (4) faculty knowledge, (5) faculty advising and encouragement of students' goals, and (6) faculty and student interaction. The best indicator of whether a student would return to UW-Green Bay and pursue the same major was **faculty encouragement of the student's goals**.



## How well did UW-Green Bay prepare them?

Students gave the highest grades to **skill** preparation:

- ☐ 74 percent said UW-Green Bay did an “excellent” or “good” job of developing their **written communication skills**.
- ☐ 80 percent said UW-Green Bay did an “excellent” or “good” job of developing their **critical analysis skills**.
- ☐ 79 percent said UW-Green Bay did an “excellent” or “good” job of developing their **problem-solving skills**.
- ☐ 73 percent said UW-Green Bay did an “excellent” or “good” job of developing their **listening skills**.

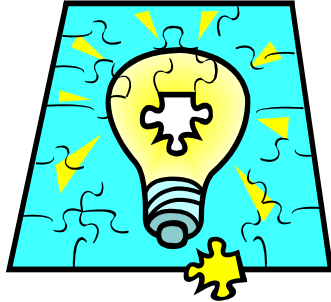


<b>Preparation (Scale: excellent = 5, poor = 1)</b>	<b>n</b>	<b>mean</b>	<b>excellent</b>	<b>good</b>	<b>average</b>	<b>fair</b>	<b>poor</b>
<b>Critical analysis skills</b>	<b>578</b>	<b>4.0</b>	<b>27%</b>	<b>53%</b>	<b>17%</b>	<b>3%</b>	<b>&lt;1%</b>
<b>Problem-solving skills</b>	<b>579</b>	<b>4.0</b>	<b>27%</b>	<b>52%</b>	<b>18%</b>	<b>2%</b>	<b>&lt;1%</b>
<b>Understanding ...</b>							
Biological and physical environment concepts	510	3.4	16%	32%	34%	14%	4%
The impact of science and technology	537	3.6	18%	37%	31%	11%	3%
Social, political, geographic, and economic structures	542	3.5	16%	39%	32%	10%	3%
The impact of social institutions and values	551	3.9	28%	42%	23%	5%	2%
The significance of major events in Western civilization	517	3.4	13%	37%	35%	10%	4%
A range of literature	520	3.5	17%	33%	33%	12%	5%
The role of the humanities in identifying and clarifying individual and social values in a culture	524	3.6	19%	40%	29%	9%	3%
At least one of the Fine Arts	510	3.7	26%	35%	24%	11%	4%
Contemporary global issues and problems related to ethnocentrism	531	3.4	11%	41%	31%	13%	4%
The causes and effects of stereotyping and racism, and appreciating cultural diversity within the U.S.	539	3.8	29%	39%	20%	9%	3%
<b>Skills</b>							
<b>Written communication</b>	<b>559</b>	<b>4.1</b>	<b>35%</b>	<b>44%</b>	<b>15%</b>	<b>5%</b>	<b>1%</b>
Public speaking and presentation	553	3.8	27%	38%	24%	7%	4%
Reading	544	3.8	27%	39%	26%	6%	2%
<b>Listening</b>	<b>552</b>	<b>4.0</b>	<b>30%</b>	<b>43%</b>	<b>21%</b>	<b>5%</b>	<b>1%</b>
Computer	547	3.7	21%	42%	24%	9%	4%



## Overall Perceptions of the UW-Green Bay Experience

Students are generally **positive** about their overall experience at UW-Green Bay:



- ☐ 89 percent “agree” or “strongly agree” that they have learned to view **learning as a lifelong experience**.
- ☐ 76 percent “agree” or “strongly agree” that their experiences and course work at UW-Green Bay encouraged them to **think creatively and innovatively**.
- ☐ 68 percent “agree” or “strongly agree” that they would **recommend UW-Green Bay** to a co-worker, friend, or family member.
- ☐ 61 percent “agree” or “strongly agree” that UW-Green Bay provides a **strong, interdisciplinary, problem-focused education**.

(Scale: SA = Strongly Agree [5], A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree [1])	n	mean	SA	A	N	D	SD
<b>My experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.</b>	<b>585</b>	<b>4.3</b>	<b>48%</b>	<b>41%</b>	<b>9%</b>	<b>1%</b>	<b>1%</b>
I had frequent interactions with people from different countries or cultural backgrounds.	570	3.1	9%	30%	27%	25%	9%
Students at UW-Green Bay are encouraged to become involved in community affairs.	553	3.2	9%	31%	33%	22%	5%
<b>My UW-Green Bay experiences and courses encouraged me to think creatively and innovatively.</b>	<b>585</b>	<b>4.0</b>	<b>27%</b>	<b>49%</b>	<b>18%</b>	<b>5%</b>	<b>&lt;1%</b>
UW-Green Bay’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	549	3.5	16%	38%	34%	8%	4%
<b>UW-Green Bay provides a strong, interdisciplinary, problem-focused education.</b>	<b>562</b>	<b>3.7</b>	<b>16%</b>	<b>45%</b>	<b>31%</b>	<b>7%</b>	<b>1%</b>
Students at UW-Green Bay have many opportunities to apply their learning to real situations.	579	3.5	16%	43%	24%	14%	3%
<b>I would recommend UW-Green Bay to a co-worker, friend, or family member.</b>	<b>576</b>	<b>3.8</b>	<b>24%</b>	<b>44%</b>	<b>19%</b>	<b>8%</b>	<b>5%</b>

# Alumni Survey: 2001

In Summer 2001, we surveyed UW-Green Bay alumni who received bachelor's degrees in December 1997, May 1998, and August 1998. Of the 872 alumni receiving bachelor's degrees in this period, 684 (78%) had a working mailing address. Forty-six percent (**318**) of the alumni with a working mailing address completed the survey; the overall completion rate was 318/872, or 36 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 (72%)
- ☐ Problem-solving skills (72%)
- ☐ Critical analysis skills (71%)
- ☐ Listening skills (71%)
- ☐ Public speaking skills (69%)

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

- ☐ Listening skills (94%)
- ☐ Problem-solving skills (94%)
- ☐ Leadership and management skills (91%)
- ☐ Written communication skills (91%)
- ☐ Reading skills (88%)

Preparation and Importance (Scale: excellent = 5, poor = 1) E = excellent, G = good VI = very important, I = important	Gap? (see below) (+) or (—)	preparation			importance		
		mean	E	G	mean	VI	I
Critical analysis skills	Yes (—)	3.9	18%	53%	4.4	54%	30%
Problem-solving skills	Yes (—)	3.9	21%	51%	4.6	70%	24%
<b>Understanding ...</b>							
Biology and the physical sciences	Yes (+)	3.2	10%	30%	2.4	12%	13%
The impact of science and technology	No	3.4	8%	40%	3.4	21%	30%
Social, political, geographic, and economic structures	No	3.5	15%	37%	3.5	18%	36%
The impact of social institutions & values	No	3.6	19%	38%	3.5	23%	31%
The significance of major events in Western civilization	Yes (+)	3.1	10%	21%	2.5	6%	12%
A range of literature	Yes (+)	3.1	9%	28%	2.5	7%	14%
The role of the humanities in identifying and clarifying individual and social values	Yes (+)	3.4	15%	36%	3.1	18%	24%
At least one of the Fine Arts	Yes (+)	3.3	10%	34%	2.4	6%	10%
Contemporary global issues	No	3.2	10%	32%	3.1	13%	24%
The causes and effects of stereotyping and racism	No	3.6	22%	31%	3.6	30%	29%
<b>Skills</b>							
Written communication	Yes (—)	4.0	31%	41%	4.5	65%	26%
Public speaking and presentation	Yes (—)	3.8	23%	46%	4.4	56%	28%
Reading	Yes (—)	3.8	21%	46%	4.4	58%	30%
Listening	Yes (—)	3.9	24%	47%	4.7	74%	20%
Leadership and management	Yes (—)	3.7	22%	41%	4.5	67%	24%

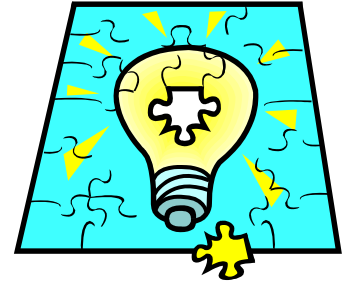
Yes (+)    More preparation than needed

Yes (—)    Less preparation than needed

## Overall Perceptions of the UW-Green Bay Experience

Alumni are generally **positive** about their overall experience at UW-Green Bay:

- ☐ 90 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 UW-Green Bay encouraged them to **think creatively and innovatively**.
- ☐ 82 percent “agree” or “strongly agree” that they would **recommend UW-Green Bay** to a co-worker, friend, or family member.
- ☐ 69 percent “agree” or “strongly agree” that UW-Green Bay provides a **strong, interdisciplinary, problem-focused education**.\*



(Scale: SA = Strongly Agree [5], A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree [1])	n	mean	SA	A	N	D	SD
<b>My experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.</b>	<b>315</b>	<b>4.2</b>	<b>32%</b>	<b>58%</b>	<b>9%</b>	<b>1%</b>	
I had frequent interactions with people from different countries or cultural backgrounds.	313	3.1	10%	29%	33%	21%	7%
Students at UW-Green Bay are encouraged to become involved in community affairs.	308	3.2	4%	39%	37%	18%	2%
<b>My UW-Green Bay experiences and courses encouraged me to think creatively and innovatively.</b>	<b>313</b>	<b>4.0</b>	<b>20%</b>	<b>63%</b>	<b>13%</b>	<b>3%</b>	<b>&lt;1%</b>
UW-Green Bay's interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	305	3.5	12%	42%	35%	7%	4%
<b>UW-Green Bay provides a strong, interdisciplinary, problem-focused education.*</b>	<b>315</b>	<b>3.8</b>	<b>17%</b>	<b>52%</b>	<b>25%</b>	<b>5%</b>	<b>1%</b>
Students at UW-Green Bay have many opportunities to apply their learning to real situations.	313	3.6	9%	56%	23%	10%	2%
<b>I would recommend UW-Green Bay to a co-worker, friend, or family member.</b>	<b>314</b>	<b>4.0</b>	<b>26%</b>	<b>56%</b>	<b>11%</b>	<b>4%</b>	<b>3%</b>

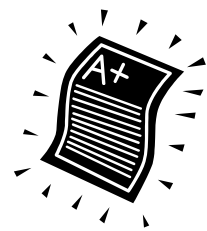
\* Significant decline from the previous year's results. The previous year's (2000) mean for this statement was 4.1, and the percent reporting "Strongly Agree" or "Agree" in the same year was 85%.

## If they could start over, would they return to UW-Green Bay?

**56 percent** would return to UW-Green Bay and complete the same major if they started college over; **22 percent** would attend UW-Green Bay but choose another major. **12 percent** would complete the same major, but at a different university; **9 percent** would complete a different major at a different university. The different universities listed by respondents were primarily in-state institutions, and included UW-Madison, UW-Eau Claire, UW-Milwaukee, UW-Whitewater, UW-Oshkosh, UW-Stevens Point, and St. Norbert College.

## How do alumni grade their majors?

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



- ▣ 90 percent gave an A or a B to the quality of teaching in their major (mean = 3.4)
- ▣ 97 percent gave an A or a B to the knowledge and expertise of their major faculty (mean = 3.6)
- ▣ 91 percent gave an A or a B to the relationship between faculty and students (mean = 3.4)
- ▣ 82 percent gave an A or a B to the importance and relevance of major courses to their professional and academic goals (mean = 3.2)
- ▣ 88 percent awarded their major department a grade of A or B (mean = 3.3)

## Is more schooling in their future?

**64 percent plan to pursue their education beyond the bachelor's degree.** Of those planning to achieve more than a bachelor's degree, 66 percent had not yet applied, 18 percent were currently enrolled, and 9 percent had completed an advanced degree. Five percent had been accepted but were not yet enrolled, and three percent had their applications rejected.

## How's their career progressing?

### Most alumni are employed:

- ▣ Employed, Full-time (84%)
- ▣ Employed, Part-time (11%)
- ▣ Seeking employment (2%)
- ▣ Not seeking employment (1%)
- ▣ Student (2%)

### In a field related to their major:

- ▣ Very related (49%) [↓ from 52% in 1999]
- ▣ Somewhat related (37%) [↑ from 31% in 1999]
- ▣ Not at all related (14%)

**76 percent are very satisfied (30%) or satisfied (46%) with their current job.**

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

- ▣ 6%: Graduate degree
- ▣ 61%: Bachelor's degree
- ▣ 15%: Associate degree or two years of college
- ▣ 5%: Certificate program or one year of college
- ▣ 13%: High school diploma or less

### What's their current income?

- ▣ 12%: Under \$20,000
- ▣ 14%: \$20,000 to \$25,999
- ▣ 14%: \$26,000 to 29,999
- ▣ 26%: \$30,000 to \$35,999

- ▣ 12%: \$36,000 to \$39,999
- ▣ 10%: \$40,000 to \$49,000
- ▣ 12%: \$50,000 and up

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