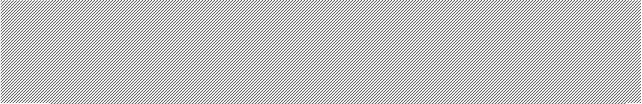




Student Perspectives on the UW-Green Bay Learning Experience

- ▣ New Freshmen Survey: 2004
 - ▣ Graduating Senior Survey: 2003-2004
 - ▣ Alumni Survey: 2004
-
- 

Contents

This report summarizes the results of three institution-wide surveys conducted annually at UWGB. Additional data analysis is available by request.

New Freshmen Survey: 2004	2
Graduating Senior Survey: 2003-2004	6
Alumni Survey: 2004	10

Acknowledgements

Assessment Services prepares this report, in cooperation with the Office of Institutional Research, the Office of Admissions and Orientation, the Registrar's Office, and University Advancement. Formal thanks are extended to the new freshmen, graduating seniors, and alumni who completed surveys. Thanks also to Deborah Furlong of the Office of Institutional Research, Jen Pfundtner of the Office of Admissions and Orientation, Terry Weller of the Registrar's Office, Lisa DeLeeuw and Shane Kohl of University Advancement, and Bonnie Laundrie of Computing and Information Technology. Bonnie made it possible for the new freshmen to complete their online survey in the main Computing Lab.

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 Services.

Questions about this report should be directed to:

Lucy Arendt, Director
Assessment Services
UWGB
2420 Nicolet Drive, CL 805
Green Bay WI 54311-7001
Tel: (920) 465-2221
E-mail: arendtl@uwgb.edu

New Freshmen Survey: 2004

Beginning in June 2004, we surveyed new freshmen registering for the Fall 2004 semester about their motivations for attending college and their reasons for selecting UWGB. A total of 961 students completed the survey, representing **96 percent** (961/996) of the new freshmen enrolled for Fall 2004 as of August, 2004.

Why did our students choose UWGB?

Nearly three-fourths (**71%**) of the respondents identified UWGB as their **first choice** of institutions to attend, and another **26 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 1999, 2000, 2001, 2002, and 2003 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.	2.70	72%	26%	2%
▪ UWGB's graduates get good jobs.	2.65	70%	26%	4%
▪ UWGB has a good academic reputation.	2.64	66%	32%	2%
▪ UWGB's appearance and facilities.	2.64	59%	25%	16%
▪ Low tuition.	2.44	52%	40%	8%
▪ Type of campus housing available.	2.43	59%	25%	16%
▪ UWGB's size.	2.32	46%	41%	13%
▪ UWGB has a good social reputation.	2.31	40%	51%	9%
▪ UWGB's unique, interdisciplinary approach to education.	2.28	38%	53%	9%
▪ UWGB's graduates go to top graduate schools.	2.27	39%	49%	12%

What are their expectations?

They are optimistic, and confident in their plans!

Still, with so many expecting to work, will they be able to accomplish their goals?
Or, is this a case of naïve expectations? Consider that about 50 percent are
1st generation college students, with neither parent having graduated from college.
Who tells them what to expect from college?

How likely are the following to occur to you while you are at UWGB?	Very likely	Somewhat likely	Not at all likely
▪ Change your major.	20%	45%	35%
▪ Need a job to help with paying college expenses.	63%	27%	10%
▪ Make at least a B average.	57%	42%	1%
▪ Drop out of college temporarily or permanently.	<1%	5%	95%
▪ Transfer to another college.	12%	46%	42%
▪ Graduate from UWGB.	53%	40%	7%

They expect to use the university's resources, for both academics and fun!

Which offices do they **expect to use** this year? (Note: Students could make multiple choices.)



Library:	90%
Computer Center:	82%
Advising:	75%
Student Life:	71%
Phoenix Sports Center:	69%
Union:	67%
Financial Aid:	67%
Registrar:	52%
Bursar:	52%
Career Services:	50%
Writing Center:	47%
Tutoring:	39%
Health Services:	32%
International Center:	14%
Counseling Center:	11%
American Intercultural Center:	7%
Disability Services:	2%

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.

Hours/week	0	1-5	6-10	11-15	16-20	21-25	26-30	31+
▪ Preparing for class	<1%	11%	22%	22%	20%	12%	6%	6%
▪ Working	11%	12%	27%	24%	15%	6%	2%	2%
▪ Co-curricular activities	8%	44%	27%	11%	6%	3%	1%	1%
▪ Relaxing & socializing	< 1%	28%	33%	20%	10%	5%	2%	3%
▪ Caring for dependents	72%	19%	4%	2%	1%	<1%	< 1%	2%

Like most freshmen throughout the United States, our students plan to work in college. In fact, 50 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.	31%	43%	25%	1%
▪ Ask questions in class or contribute to class discussions.	28%	43%	28%	1%
▪ Discuss ideas from your classes with others outside of class	24%	46%	29%	1%
▪ Have serious conversations with students of a different ethnicity	21%	39%	36%	3%
▪ Have serious conversations with students who differ in terms of their religious beliefs, political opinions, or personal values.	21%	32%	40%	6%
▪ Work with classmates outside of class to prepare assignments.	18%	51%	31%	<1%
▪ Talk about career plans with an advisor	23%	43%	32%	2%
▪ Discuss grades with an instructor	24%	46%	29%	1%
▪ Use an electronic medium to complete an assignment	37%	36%	23%	4%
▪ Work on a project that requires integrating information	25%	51%	24%	<1%
▪ Participate in a community-based project as part of a course.	8%	34%	51%	7%
▪ Make a class presentation.	8%	33%	53%	6%

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

- ▣ While 43 percent of the students thought they might “occasionally” go to class **without completing readings or assignments**, 49 percent said they “never” planned to do so.
- ▣ 95 percent of the students expect to **prepare two or more drafts** of a paper or assignment “very often” (23%), “often” (40%), or “occasionally” (32%).
- ▣ Relatively few students “agreed” (21%) or “strongly agreed” (12%) that they hoped to organize their class schedule so that they would **be on campus as little as possible**. [Importantly, however, 43 percent of the students were “neutral” with respect to this last statement.]
- ▣ All but 3 of 954 students “strongly agreed” (61%), “agreed” (31%), or were neutral (8%) that they would **like to have one faculty or staff member** to whom they could go with any questions about their life as a student.
- ▣ Finally, all but two percent of the students (18 of 955) said it was very important for them to **feel connected** to UWGB and its faculty, staff, and students (“strongly agree” – 36%; “agree” – 45%; “neutral” – 16%).



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

- ▣ Need a job to help pay college expenses.
- ▣ Use e-mail to communicate with an instructor or other students.
- ▣ Prepare two or more drafts of class work.
- ▣ Say it is important to be connected.

Male students (35% of respondents; 35% of new freshmen) are significantly more likely than female students to:

- ▣ Expect to spend more time on co-curricular activities.
- ▣ Expect to spend more time relaxing and socializing.
- ▣ Expect to go to class unprepared.

Graduating Senior Survey: 2003-2004

In August 2003, December 2003, and May 2004, 907 students received bachelor's degrees from UWGB. We surveyed all students eligible to graduate in those terms, and received 663 completed questionnaires (73 percent).

How do our students grade their majors?

Students gave the *highest* grades to:

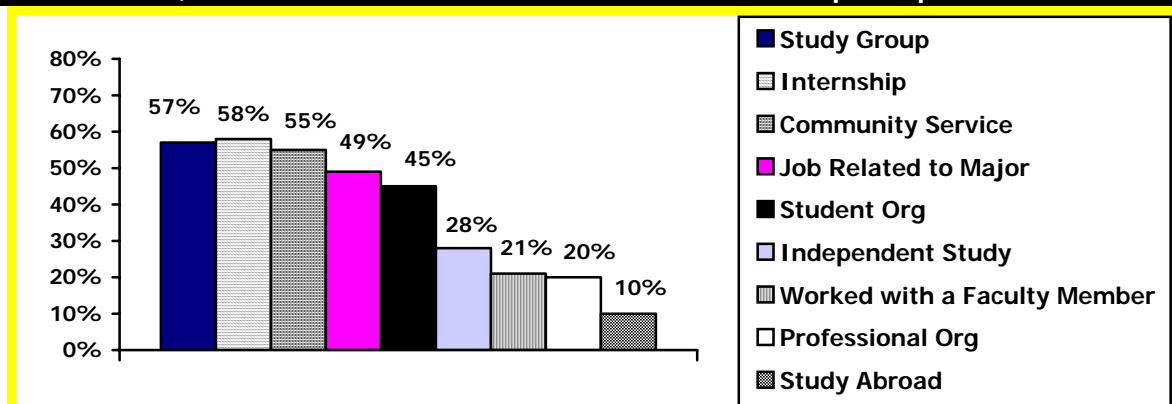
- ☒ Knowledge and expertise of the faculty
- ☒ Clarity of major requirements
- ☒ Reasonableness of major requirements
- ☒ Quality of teaching by faculty in major
- ☒ In-class faculty-student interaction

Students gave the *lowest* grades to:

- ☒ Frequency of course offerings in major
- ☒ Times courses were offered
- ☒ Variety of courses available in majors
- ☒ **Overall quality of advising received from major advisor**

Scale: A = 4, D = 1	N	Mean	A	B	C	D	F
▪ Clarity of major requirements	658	3.3	45%	41%	11%	3%	
▪ Reasonableness of major requirements	656	3.3	44%	46%	8%	2%	
▪ Variety of courses available in major	654	2.8	23%	45%	25%	6%	1%
▪ Frequency of course offerings in major	656	2.4	12%	37%	36%	12%	3%
▪ Times courses were offered	648	2.7	21%	42%	27%	7%	3%
▪ Quality of internship, practicum, field exp	411	3.3	50%	31%	14%	4%	1%
▪ Quality of teaching by faculty in major	654	3.3	46%	44%	9%	1%	
▪ Knowledge and expertise of faculty in major	655	3.5	60%	34%	5%	1%	
▪ Faculty encouragement of educational goals	653	3.2	45%	33%	16%	4%	1%
▪ Overall quality of advising received from major advisor	624	2.9	41%	29%	15%	9%	6%
▪ Availability of major advisor for advising	624	3.1	48%	29%	13%	6%	4%
▪ Ability of major advisor to answer university questions	584	3.1	50%	29%	10%	6%	5%
▪ Ability of major advisor to answer career questions	522	3.0	42%	32%	16%	5%	5%
▪ In-class faculty-student interaction	636	3.3	48%	40%	11%	1%	
▪ Overall grade for the major	648	3.2	36%	50%	12%	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)	610	3.3	48%	39%	11%	2%	
▪ Library collection	604	3.1	33%	46%	16%	4%	1%
▪ Admission Office	497	3.1	32%	52%	13%	3%	
▪ Financial Aid Office	464	3.0	33%	42%	17%	5%	3%
▪ Bursar's Office	598	3.1	37%	45%	14%	3%	1%
▪ Career Services	404	3.2	46%	36%	10%	5%	3%
▪ Academic Advising Office	494	2.6	28%	31%	25%	9%	7%
▪ Student Health Services	356	3.4	52%	35%	10%	2%	1%
▪ Registrar's Office	611	3.1	37%	41%	15%	4%	3%
▪ Writing Center	272	3.2	45%	39%	12%	2%	2%
▪ University Union	511	3.2	38%	47%	12%	3%	
▪ Student Life	273	3.1	37%	45%	12%	4%	2%
▪ Counseling Center	134	3.0	34%	44%	13%	5%	5%
▪ Computer Facilities (e.g., labs)	594	3.5	55%	38%	6%	1%	
▪ Computer Services (e.g., hours)	561	3.4	52%	38%	9%	1%	
▪ Phoenix Sports Center	339	2.5	20%	34%	26%	12%	8%
▪ Academic Resource Center	127	3.1	29%	55%	13%	3%	
▪ American Intercultural Center	92	3.5	59%	34%	5%	1%	1%
▪ International Center	127	3.6	67%	26%	5%	1%	1%
▪ Residence Life	243	2.9	26%	49%	19%	3%	3%

Overall, students awarded an average grade of "B" (3.1) 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, nearly forty percent (39%) of these students began their college careers elsewhere.

	UWGB		Another college		No bachelor's degree
	Same major	Different major	Same major	Different major	
N = 663	63%	11%	18%	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 **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 = 70%)
- ▣ Critical analysis skills (High = 65%)
- ▣ Understanding causes and effects of stereotyping and racism (High = 65%)
- ▣ Written communication skills (High = 62%)
- ▣ Understanding the impact of social institutions and values (High = 49%)

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
627	2.7	65%	35%		▪ Critical analysis skills	601	2.0	22%	53%	25%
625	2.7	70%	30%		▪ Problem-solving skills	597	2.0	21%	53%	26%
618	2.0	23%	50%	27%	▪ Biological and physical environment concepts	586	1.9	24%	44%	32%
618	2.2	34%	50%	16%	▪ The impact of science and technology	582	2.0	24%	47%	28%
621	2.2	30%	54%	16%	▪ Social, political, geographic, and economic structures	597	2.0	24%	54%	22%
626	2.4	49%	45%	6%	▪ Impact of social institutions and values	609	2.2	34%	49%	17%
622	2.1	27%	53%	20%	▪ Significance of major events in Western civilization	592	2.1	29%	48%	23%
623	2.2	32%	53%	15%	▪ Role of the humanities in identifying and clarifying values	593	2.1	29%	52%	19%
622	2.2	37%	46%	17%	▪ At least one Fine Art	585	2.1	33%	43%	24%
624	2.1	27%	54%	18%	▪ Contemporary global issues and problems	594	1.9	19%	52%	29%
621	2.6	65%	31%	4%	▪ Causes and effects of stereotyping and racism	597	2.1	34%	43%	23%
626	2.6	62%	35%	3%	▪ Written communication	608	2.2	35%	47%	18%
624	2.3	42%	47%	11%	▪ Public speaking and presentation skills	593	1.9	24%	45%	31%
621	2.4	48%	46%	6%	▪ Computer skills	573	1.9	20%	45%	35%

Overall Perceptions of the UWGB Experience

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



- ☐ 88 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**.
- ☐ 73 percent “agree” or “strongly agree” that they would **recommend UWGB** to a co-worker, friend, or family member.
- ☐ 69 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.	643	4.3	43%	45%	10%	2%	
▪ I had frequent interactions with people from different countries or cultural backgrounds.	626	3.1	11%	30%	28%	21%	10%
▪ Students at UWGB are encouraged to become involved in community affairs.	614	3.3	10%	33%	37%	17%	3%
▪ My UWGB experiences and courses encouraged me to think creatively and innovatively.	645	4.0	27%	53%	14%	4%	1%
▪ UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	606	3.5	17%	38%	31%	10%	4%
▪ UWGB provides a strong, interdisciplinary, problem-focused education.	626	3.8	19%	50%	24%	6%	1%
▪ Students at UWGB have many opportunities to apply their learning to real situations.	631	3.6	16%	42%	27%	13%	2%
▪ I would recommend UWGB to a co-worker, friend, or family member.	641	3.9	28%	45%	18%	5%	3%
▪ There is a strong commitment to racial harmony on this campus.	578	3.5	13%	37%	40%	7%	3%
▪ The faculty and staff of UWGB are committed to gender equity.	592	3.8	19%	50%	27%	3%	1%
▪ UWGB shows concern for students as individuals.	631	3.7	22%	44%	24%	7%	3%
▪ The General Education requirements at UWGB were a valuable component of my education.	608	3.2	13%	34%	24%	19%	10%

Alumni Survey: 2004

In Summer 2004, we surveyed UWGB alumni who received bachelor's degrees in August 2000, December 2000, and May 2001. Of the 921 alumni receiving bachelor's degrees in this period, 618 (67%) had a working mailing address. Thirty-five percent (214) of the alumni with a working mailing address completed the survey; the overall completion rate was 214/921, or 23 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 (82%)
- ☐ Listening skills (72%)
- ☐ Problem-solving skills (69%)
- ☐ Reading skills (71%)
- ☐ At least one Fine Art (65%)

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

- ☐ Listening skills (96%)
- ☐ Leadership and management skills (96%)
- ☐ Written communication skills (94%)
- ☐ Problem-solving skills (93%)
- ☐ Critical thinking 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 (—)	3.7	21%	39%	4.5	69%	20%
▪ Problem-solving skills	Yes (—)	3.8	19%	50%	4.6	73%	20%
Understanding ...							
▪ Biology and the physical sciences	Yes (+)	3.5	14%	41%	2.8	24%	14%
▪ The impact of science and technology	No	3.4	13%	35%	3.4	26%	31%
▪ Social, political, geographic, and economic structures	No	3.5	14%	34%	3.5	21%	33%
▪ The impact of social institutions and values	No	3.6	19%	41%	3.6	32%	26%
▪ The significance of major events in Western civilization	Yes (+)	3.3	9%	33%	2.6	6%	19%
▪ A range of literature	Yes (+)	3.4	14%	37%	2.7	16%	13%
▪ The role of the humanities in identifying and clarifying individual/social values	Yes (+)	3.5	14%	38%	3.0	15%	28%
▪ At least one of the Fine Arts	Yes (+)	3.8	29%	36%	2.7	14%	13%
▪ Contemporary global issues	No	3.4	8%	39%	3.3	16%	36%
▪ Causes and effects of stereotyping & racism	No	3.6	20%	37%	3.6	32%	29%
Skills							
▪ Written communication	Yes (—)	4.0	28%	54%	4.6	72%	22%
▪ Public speaking and presentation	Yes (—)	3.5	17%	36%	4.5	65%	23%
▪ Reading	Yes (—)	3.8	25%	46%	4.5	67%	22%
▪ Listening	Yes (—)	3.9	24%	48%	4.8	82%	14%
▪ Leadership and management	Yes (—)	3.7	19%	45%	4.6	72%	24%

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 they have learned to view **learning as a lifelong experience**.
- ☐ 88 percent “agree” or “strongly agree” that their experiences and course work at UWGB encouraged them to **think creatively and innovatively**.
- ☐ 83 percent “agree” or “strongly agree” that they would **recommend UWGB** to a co-worker, friend, or family member.
- ☐ 79 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.	214	4.2	36%	55%	6%	2%	1%	
▪ I had frequent interactions with people from different countries or cultural backgrounds.	211	3.2	8%	35%	28%	24%	5%	
▪ Students at UWGB are encouraged to become involved in community affairs.	205	3.3	4%	38%	42%	15%	1%	
▪ My UWGB experiences and courses encouraged me to think creatively and innovatively.	213	4.1	29%	59%	9%	3%		
▪ UWGB's interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	210	3.9	22%	52%	17%	7%	2%	
▪ UWGB provides a strong, interdisciplinary, problem-focused education.	211	4.0	26%	53%	16%	4%	1%	
▪ Students at UWGB have many opportunities to apply their learning to real situations.	212	3.7	18%	46%	22%	13%	1%	
▪ I would recommend UWGB to a co-worker, friend, or family member.	213	4.1	36%	47%	13%	3%	1%	
▪ The General Education requirements at UWGB were a valuable component of my education.	203	3.5	15%	40%	26%	14%	5%	
▪ UWGB cares about its alumni.	204	3.6	13%	42%	37%	6%	2%	
▪ As a graduate, I feel connected to UWGB.	209	3.3	9%	38%	31%	18%	4%	

How do alumni grade their majors?

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

- ☐ 92 percent gave an A or a B to the quality of teaching in their major (mean = 3.4)
- ☐ 95 percent gave an A or a B to the knowledge and expertise of their major faculty (mean = 3.5)
- ☐ 88 percent gave an A or a B to the relationship between faculty and students (mean = 3.3)
- ☐ 88 percent gave an A or a B to the importance and relevance of major courses to their professional and academic goals (mean = 3.3)
- ☐ 76 percent gave an A or B to the accuracy of major advising information (mean = 3.0)
- ☐ 83 percent gave an A or B to the availability of their major faculty during office hours (mean = 3.3).
- ☐ 90 percent awarded their major department a grade of A or B (mean = 3.3)

FYI: These results are virtually unchanged from previous years' results.

Is more schooling in their future?

68 percent plan to pursue their education beyond the bachelor's degree (this percent is up from last year's 63 percent). Of those planning to achieve more than a bachelor's degree, 49 percent had not yet applied, 27 percent were currently enrolled, and 16 percent had completed an advanced degree. Four percent had been accepted but were not yet enrolled, and four percent had their applications rejected.

How's their career progressing?

Most alumni are employed:

- ☐ Employed, Full-time (73%) (↓ from 78%)
- ☐ Employed, Part-time (11%)
- ☐ Seeking employment (4%)
- ☐ Not seeking employment (5%)
- ☐ Student (7%)

In a field related to their major:

- ☐ Very related (45%)
- ☐ Somewhat related (35%)
- ☐ Not at all related (20%) (↑ from 16%)



69 percent (↓ from 77%) are very satisfied (38%) or satisfied (31%) with their current job.

What are the minimum educational requirements for their current position?

- ☐ 5%: Graduate degree
- ☐ 58%: Bachelor's degree
- ☐ 14%: Associate degree or two years of college
- ☐ 4%: Certificate program or one year of college
- ☐ 19%: High school diploma or less (↑ from 14%)

What's their current income?

- ☐ 13%: Under \$20,000 (↑ from 8%)
- ☐ 13%: \$20,000 to \$25,999
- ☐ 10%: \$26,000 to 29,999
- ☐ 23%: \$30,000 to \$35,999
- ☐ 9%: \$36,000 to \$39,999
- ☐ 17%: \$40,000 to \$49,000
- ☐ 15%: \$50,000 and up

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

58 percent would return to UWGB and complete the same major if they started college over; **19 percent** would attend UWGB but choose another major. **11 percent** would complete the same major, but at a different university; **11 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 70 percent of survey respondents said they had visited campus in person, another 73 percent said they had visited campus via its website. Similarly, 68 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.

- 27% Weidner Center performance
- 17% Bayfest
- 13% Cofrin Arboretum
- 10% Athletic event
- 9% Shorewood golf course
- 4% UWGB musical performance
- 3% Alumni Association event
- 2% UWGB theatre performance
- 2% Work at UWGB
- 22% Other (e.g., to visit faculty, staff)

