




Student Perspectives on the UW-Green Bay Learning Experience

- ❧ New Freshmen Survey: 2006
 - ❧ Graduating Senior Survey: 2005
 - ❧ Alumni Survey: 2006
- 

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: 2006 | 2 |
| Graduating Senior Survey: 2005..... | 7 |
| Alumni Survey: 2006 | 11 |

Acknowledgements

Testing Services prepares this report, in cooperation with the Office of Institutional Research, the Office of Admissions, 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, Vicki Nellis of Academic Advising, Terry Weller of the Registrar's Office, Mark Brunette of University Advancement, and Bonnie Laundrie of Computing and Information Technology.

This report is one product of UWGB's Comprehensive Assessment Program. Copies of the survey instruments are available by request from Assessment and Testing Services:

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

Questions about this report should be directed to:

Pam Gilson, Coordinator
Testing Services
UW – Green Bay
2420 Nicolet Drive, CL 835
Green Bay WI 54311-7001
Tel: (920) 465-2221
E-mail: gilsonp@uwgb.edu

New Freshmen Survey: 2006

Beginning in June 2006, we surveyed new freshmen registering for the Fall 2006 semester about their motivations for attending college and their reasons for selecting UWGB. A total of 945 students completed the survey, representing **97 percent** (945/975) of the new freshmen enrolled for Fall 2006 who attended R&R.

Why did our students choose UWGB?

Over three-fourths (**76%**) of the respondents identified UWGB as their **first choice** of institutions to attend, and another **21** 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, 2003, 2004 and 2005 New Freshmen Surveys.



| | | Very important | Somewhat important | Not at all important |
|---|------|-------------------|-----------------------|-------------------------|
| | Mean | | | |
| ☞ The majors or programs at UWGB interest me. | 2.71 | 74% | 24% | 2% |
| ☞ UWGB's graduates get good jobs. | 2.71 | 73% | 24% | 3% |
| ☞ UWGB has a good academic reputation. | 2.69 | 70% | 29% | 1% |
| ☞ UWGB's appearance and facilities. | 2.60 | 63% | 35% | 2% |
| ☞ Low tuition. | 2.44 | 51% | 43% | 6% |
| ☞ Type of campus housing available. | 2.44 | 58% | 28% | 14% |
| ☞ UWGB has a good social reputation. | 2.39 | 46% | 47% | 7% |
| ☞ UWGB's size. | 2.33 | 45% | 43% | 12% |
| ☞ UWGB's graduates go to top graduate schools. | 2.31 | 41% | 48% | 11% |
| ☞ UWGB's unique, interdisciplinary approach to education. | 2.29 | 39% | 52% | 9% |

Before entering college, the incoming class of freshman had a lot of experiences to prepare them for their time at UWGB.

When asked “Which of the following activities have you participated in before coming to UWGB?” they responded as follows

| | Did | Did not |
|--|------------|----------------|
| ☞ Community Service | 80% | 20% |
| ☞ Took advanced courses (e.g. AP, IB, Honors, Youth Options) | 62% | 38% |
| ☞ Joined a student organization | 62% | 38% |
| ☞ Participated in a study group with other students | 52% | 48% |
| ☞ Worked with faculty member or teacher | 48% | 52% |
| ☞ Had (or still have) job related to intended major | 18% | 82% |
| ☞ Internship/practicum/field experience | 15% | 85% |
| ☞ Joined a professional organization | 15% | 85% |
| ☞ “Study Abroad” or travel classes | 8% | 92% |

What are their expectations?

They are optimistic, and confident in their plans!

This year’s incoming freshman class is generally optimistic about their future at UWGB. Over half (59%) definitely plan to keep at least a B average. This is a wonderful goal considering almost half of the incoming freshman are first generation students, with neither parent having graduated from college. Still, with so many expecting to work, will they be able to accomplish their goals?

| 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. | 24% | 45% | 31% |
| ☞ Need a job to help with paying college expenses. | 65% | 26% | 9% |
| ☞ Make at least a B average. | 59% | 40% | <1% |
| ☞ Drop out of college temporarily or permanently. | <1% | 4% | 95% |
| ☞ Transfer to another college. | 11% | 44% | 45% |
| ☞ Graduate from UWGB. | 58% | 37% | 5% |

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: | 92% |
| Computer Lab: | 80% |
| Advising: | 76% |
| Student Life: | 75% |
| Union: | 66% |
| Phoenix Sports Center: | 65% |
| Financial Aid: | 65% |
| Career Services: | 50% |
| Bursar: | 47% |
| Writing Center: | 46% |
| Registrar: | 46% |
| Health Services: | 33% |
| Academic Resource Center: | 31% |
| American Intercultural Center: | 17% |
| International Center: | 16% |
| Counseling Center: | 13% |
| Disability Services: | 1% |

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% | 9% | 20% | 21% | 23% | 11% | 9% | 6% |
| ☞ Working | 11% | 9% | 27% | 29% | 15% | 6% | 2% | <1% |
| ☞ Co-curricular activities | 5% | 42% | 31% | 13% | 4% | 3% | 1% | 1% |
| ☞ Relaxing & socializing | 1% | 23% | 32% | 20% | 15% | 4% | 2% | 3% |
| ☞ Caring for dependents | 71% | 18% | 6% | 3% | <1% | <1% | < 1% | < 1% |

Like most freshmen throughout the United States, our students plan to work in college. In fact, 76 percent of new freshman expect to work at least 15 hours in a typical week during their first year at college.



These students expect an active and collaborative learning environment.

| How often do you expect to ...? | Very often | Often | Occasionally | Never |
|--|------------|-------|--------------|-------|
| ☞ Use e-mail to communicate with an instructor or other students. | 27% | 45% | 27% | 1% |
| ☞ Ask questions in class or contribute to class discussions. | 31% | 45% | 23% | <1% |
| ☞ Discuss ideas from your classes with others outside of class | 23% | 49% | 27% | 1% |
| ☞ Have serious conversations with students of a different ethnicity | 23% | 37% | 35% | 5% |
| ☞ Have serious conversations with students who differ in terms of their religious beliefs, political opinions, or personal values. | 21% | 34% | 38% | 7% |
| ☞ Work with classmates outside of class to prepare assignments. | 20% | 54% | 25% | <1% |
| ☞ Talk about career plans with an advisor | 24% | 45% | 30% | 1% |
| ☞ Discuss grades with an instructor | 22% | 48% | 29% | <1% |
| ☞ Use an electronic medium to complete an assignment | 40% | 36% | 21% | 3% |
| ☞ Work on a project that requires integrating information | 26% | 50% | 23% | <1% |
| ☞ Attend multicultural events | 13% | 33% | 48% | 6% |
| ☞ Make a class presentation. | 9% | 34% | 51% | 6% |
| ☞ Participate in a community-based project as part of a course. | 9% | 30% | 55% | 6% |

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

- ☞ While 38 percent of the students thought they might “occasionally” go to class **without completing readings or assignments**, 52 percent said they “never” planned to do so.
- ☞ 96 percent of the students expect to **prepare two or more drafts** of a paper or assignment “very often” (22%), “often” (41%), or “occasionally” (33%).
- ☞ Relatively few students “agreed” (19%) or “strongly agreed” (11%) that they hoped to organize their class schedule so that they would **be on campus as little as possible**. [Importantly, however, 44 percent of the students were “neutral” with respect to this last statement.]
- ☞ 854 of 945 students “strongly agreed” (59%) or “agreed” (31%) 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, 84 percent of the students said it was very important for them to **feel connected** to UWGB and its faculty, staff, and students (“strongly agree” – 37% and “agree” – 47%).



Female students (66% of respondents; 66% of new freshmen) are significantly more likely than male students to:

- ☞ Expect to have a job to help pay college expenses.
- ☞ Expect to use e-mail to communicate with an instructor or other students.
- ☞ Prepare two or more drafts of class work.
- ☞ Attend multicultural events.
- ☞ Expect to spend more time preparing for class.

Male students (34% of respondents; 34% 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: 2005

In May 2005, August 2005, and December 2005, 960 students received bachelor's degrees from UWGB. We surveyed all students eligible to graduate in those terms, and received 751 completed questionnaires (78 percent).

How do our students grade their majors?

Students gave the *highest* grades to:

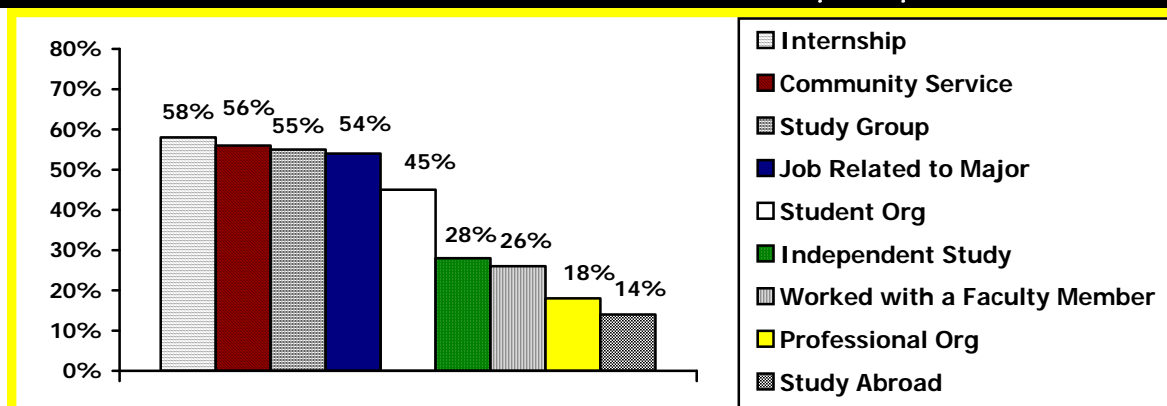
- ☞ Knowledge and expertise of the faculty
- ☞ Clarity of major requirements
- ☞ Reasonableness of major requirements
- ☞ Quality of teaching by faculty in major
- ☞ In-class faculty-student interaction

Students gave the *lowest* grades to:

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

| Scale: A = 4, F = 0 | N | Mean | A | B | C | D | F |
|---|------------|------------|------------|------------|------------|-----------|---------------|
| ☞ Clarity of major requirements | 750 | 3.4 | 49% | 40% | 9% | 1% | <1% |
| ☞ Reasonableness of major requirements | 748 | 3.3 | 44% | 45% | 9% | 1% | <1% |
| ☞ Variety of courses available in major | 743 | 2.7 | 22% | 42% | 27% | 7% | 2% |
| ☞ Frequency of course offerings in major | 746 | 2.3 | 11% | 35% | 36% | 14% | 4% |
| ☞ Times courses were offered | 730 | 2.7 | 18% | 43% | 29% | 8% | 2% |
| ☞ Quality of internship, practicum, field exp | 435 | 3.3 | 54% | 30% | 10% | 3% | 3% |
| ☞ Quality of teaching by faculty in major | 739 | 3.3 | 48% | 40% | 9% | 2% | <1% |
| ☞ Knowledge and expertise of faculty in major | 745 | 3.5 | 61% | 34% | 4% | <1% | <1% |
| ☞ Faculty encouragement of educational goals | 737 | 3.2 | 49% | 32% | 14% | 4% | 1% |
| ☞ Overall quality of advising received from major advisor | 718 | 3.0 | 48% | 25% | 14% | 7% | 6% |
| ☞ Availability of major advisor for advising | 712 | 3.2 | 55% | 25% | 12% | 4% | 4% |
| ☞ Ability of major advisor to answer university questions | 705 | 3.2 | 57% | 24% | 11% | 4% | 4% |
| ☞ Ability of major advisor to answer career questions | 645 | 3.1 | 48% | 25% | 17% | 5% | 5% |
| ☞ In-class faculty-student interaction | 727 | 3.4 | 51% | 39% | 9% | <1% | <1% |
| ☞ Overall grade for the major | 741 | 3.2 | 38% | 49% | 11% | 1% | <1% |

Besides classes, in which educational activities did our students participate? (n=751)



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) | 690 | 3.3 | 46% | 40% | 11% | 2% | 1% |
| ☞ Library collection | 667 | 3.2 | 38% | 45% | 15% | 1% | <1% |
| ☞ Admission Office | 572 | 3.2 | 38% | 45% | 14% | 2% | 1% |
| ☞ Financial Aid Office | 535 | 3.0 | 37% | 40% | 16% | 4% | 3% |
| ☞ Bursar's Office | 712 | 3.2 | 40% | 43% | 13% | 3% | <1% |
| ☞ Career Services | 478 | 3.3 | 52% | 31% | 11% | 3% | 3% |
| ☞ Academic Advising Office | 566 | 2.8 | 36% | 30% | 18% | 10% | 6% |
| ☞ Student Health Services | 406 | 3.4 | 58% | 30% | 8% | 3% | 1% |
| ☞ Registrar's Office | 720 | 3.1 | 41% | 40% | 11% | 6% | 2% |
| ☞ Writing Center | 272 | 3.2 | 46% | 37% | 13% | 2% | 2% |
| ☞ University Union | 591 | 3.2 | 37% | 47% | 13% | 2% | <1% |
| ☞ Student Life | 345 | 3.1 | 38% | 45% | 11% | 3% | 3% |
| ☞ Counseling Center | 150 | 3.0 | 42% | 33% | 13% | 4% | 8% |
| ☞ Computer Facilities (e.g., labs) | 705 | 3.5 | 56% | 37% | 6% | <1% | <1% |
| ☞ Computer Services (e.g., hours) | 672 | 3.4 | 52% | 37% | 9% | 1% | <1% |
| ☞ Phoenix Sports Center | 392 | 2.5 | 20% | 35% | 28% | 12% | 5% |
| ☞ Academic Resource Center | 137 | 3.2 | 42% | 41% | 14% | <1% | 2% |
| ☞ American Intercultural Center | 97 | 3.1 | 44% | 38% | 10% | 1% | 7% |
| ☞ International Center | 150 | 3.3 | 54% | 32% | 9% | 1% | 4% |
| ☞ Residence Life | 325 | 2.8 | 22% | 48% | 21% | 5% | 4% |

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, forty 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 = 750 | 67% | 9% | 17% | 6% | <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 = 67%)
- 🔗 Understanding causes and effects of stereotyping and racism (High = 64%)
- 🔗 Written communication skills (High = 64%)
- 🔗 Critical analysis skills (High = 61%)
- 🔗 Computer Skills (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 |
| 713 | 2.6 | 61% | 38% | 1% | ▪ Critical analysis skills | 670 | 1.9 | 21% | 56% | 23% |
| 707 | 2.7 | 67% | 32% | <1% | ▪ Problem-solving skills | 677 | 1.9 | 21% | 52% | 27% |
| 707 | 1.9 | 22% | 46% | 32% | ▪ Biological and physical environment concepts | 653 | 1.9 | 21% | 44% | 35% |
| 709 | 2.1 | 30% | 53% | 17% | ▪ The impact of science and technology | 661 | 1.9 | 21% | 49% | 30% |
| 708 | 2.2 | 34% | 56% | 13% | ▪ Social, political, geographic, and economic structures | 668 | 2.0 | 22% | 56% | 22% |
| 707 | 2.4 | 50% | 44% | 6% | ▪ Impact of social institutions and values | 677 | 2.1 | 27% | 57% | 16% |
| 707 | 2.1 | 28% | 51% | 21% | ▪ Significance of major events in Western civilization | 665 | 2.0 | 25% | 51% | 24% |
| 706 | 2.1 | 32% | 50% | 18% | ▪ Role of the humanities in identifying and clarifying values | 672 | 2.0 | 27% | 49% | 24% |
| 708 | 2.2 | 39% | 40% | 21% | ▪ At least one Fine Art | 671 | 2.0 | 30% | 42% | 28% |
| 704 | 2.1 | 29% | 54% | 17% | ▪ Contemporary global issues and problems | 664 | 1.9 | 17% | 52% | 31% |
| 701 | 2.6 | 64% | 31% | 5% | ▪ Causes and effects of stereotyping & racism | 670 | 2.1 | 31% | 46% | 23% |
| 710 | 2.6 | 64% | 34% | 2% | ▪ Written communication | 679 | 2.1 | 33% | 46% | 21% |
| 709 | 2.4 | 48% | 41% | 11% | ▪ Public speaking and presentation skills | 662 | 1.9 | 25% | 44% | 31% |
| 707 | 2.4 | 49% | 44% | 7% | ▪ Computer skills | 656 | 1.8 | 19% | 40% | 41% |

Overall Perceptions of the UWGB Experience

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



- ☞ 87 percent “agree” or “strongly agree” that they have learned to view **learning as a lifelong experience**.
- ☞ 79 percent “agree” or “strongly agree” that their experiences at UWGB encouraged them to **think creatively and innovatively**.
- ☞ 74 percent “agree” or “strongly agree” that they would **recommend UWGB** to a co-worker, friend, or family member.
- ☞ 65 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. | 738 | 4.3 | 43% | 44% | 11% | 2% | <1% |
| ☞ I had frequent interactions with people from different countries or cultural backgrounds. | 730 | 3.1 | 11% | 28% | 31% | 22% | 8% |
| ☞ Students at UWGB are encouraged to become involved in community affairs. | 701 | 3.3 | 10% | 36% | 34% | 15% | 5% |
| ☞ My UWGB experiences and courses encouraged me to think creatively and innovatively. | 736 | 4.0 | 24% | 55% | 15% | 5% | 1% |
| ☞ UWGB's interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school. | 704 | 3.6 | 17% | 39% | 32% | 7% | 5% |
| ☞ UWGB provides a strong, interdisciplinary, problem-focused education. | 723 | 3.8 | 18% | 45% | 29% | 4% | 2% |
| ☞ Students at UWGB have many opportunities to apply their learning to real situations. | 726 | 3.6 | 16% | 42% | 24% | 12% | 3% |
| ☞ I would recommend UWGB to a co-worker, friend, or family member. | 736 | 3.9 | 26% | 48% | 17% | 6% | 3% |
| ☞ There is a strong commitment to racial harmony on this campus. | 673 | 3.5 | 14% | 39% | 36% | 8% | 3% |
| ☞ The faculty and staff of UWGB are committed to gender equity. | 702 | 3.9 | 21% | 50% | 25% | 3% | <1% |
| ☞ UWGB shows concern for students as individuals. | 725 | 3.8 | 23% | 47% | 19% | 9% | 2% |
| ☞ The General Education requirements at UWGB were a valuable component of my education. | 702 | 3.1 | 10% | 32% | 30% | 17% | 11% |

Alumni Survey: 2006

In the Summer of 2006, we surveyed UWGB alumni who received bachelor's degrees in August 2002, December 2002, and May 2003. Of the 948 alumni receiving bachelor's degrees in this period, 827 (87%) had a working mailing address. Twenty-four percent (199) of the alumni with a working mailing address completed the survey; the overall completion rate was 199/948, or 21 percent. This year alumni were again given the option of completing the Alumni Survey online. Of the 199 responses, 52 percent were completed online.

Are alumni well prepared? How important are these skills and knowledge?

Top five areas for which alumni said their preparation was "excellent" or "good"

- ✎ Written communication skills (75%)
- ✎ Listening skills (71%)
- ✎ Problem-solving skills (68%)
- ✎ Critical analysis skills (66%)
- ✎ Reading skills (66%)

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

- ✎ Listening skills (96%)
- ✎ Problem-solving skills (95%)
- ✎ Written communication skills (94%)
- ✎ Leadership and management skills (93%)
- ✎ Reading skills (92%)

| 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% | 49% | 4.4 | 62% | 27% |
| ▪ Problem-solving skills | Yes (—) | 3.7 | 18% | 50% | 4.6 | 76% | 19% |
| Understanding ... | | | | | | | |
| ▪ Biology and the physical sciences | Yes (+) | 3.1 | 13% | 29% | 2.4 | 17% | 11% |
| ▪ The impact of science and technology | Yes (+) | 3.2 | 11% | 32% | 3.0 | 18% | 24% |
| ▪ Social, political, geographic, and economic structures | No | 3.5 | 19% | 38% | 3.5 | 24% | 33% |
| ▪ The impact of social institutions and values | Yes (—) | 3.6 | 15% | 50% | 3.7 | 31% | 35% |
| ▪ The significance of major events in Western civilization | Yes (+) | 3.1 | 8% | 37% | 2.4 | 6% | 16% |
| ▪ A range of literature | Yes (+) | 3.2 | 10% | 37% | 2.5 | 10% | 18% |
| ▪ The role of the humanities in identifying and clarifying individual/social values | Yes (+) | 3.4 | 11% | 43% | 2.9 | 15% | 22% |
| ▪ At least one of the Fine Arts | Yes (+) | 3.5 | 21% | 35% | 2.5 | 12% | 17% |
| ▪ Contemporary global issues | No | 3.2 | 9% | 39% | 3.2 | 16% | 33% |
| ▪ Causes and effects of stereotyping & racism | Yes (—) | 3.5 | 23% | 38% | 3.6 | 36% | 24% |
| Skills | | | | | | | |
| ▪ Written communication | Yes (—) | 3.9 | 33% | 42% | 4.6 | 77% | 17% |
| ▪ Public speaking and presentation | Yes (—) | 3.4 | 22% | 33% | 4.4 | 66% | 17% |
| ▪ Reading | Yes (—) | 3.6 | 27% | 39% | 4.6 | 71% | 21% |
| ▪ Listening | Yes (—) | 3.7 | 29% | 42% | 4.8 | 85% | 11% |
| ▪ Leadership and management | Yes (—) | 3.5 | 25% | 35% | 4.6 | 82% | 11% |

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:

- ☞ 88 percent “agree” or “strongly agree” that their experiences and course work at UWGB encouraged them to **think creatively and innovatively**.
- ☞ 85 percent “agree” or “strongly agree” that they have learned to view **learning as a lifelong experience**.
- ☞ 85 percent “agree” or “strongly agree” that they would **recommend UWGB** to a co-worker, friend, or family member.
- ☞ 77 percent “agree” or “strongly agree” that UWGB provides a **strong, interdisciplinary, problem-focused education which gives grads an advantage** when seeking employment or graduate school.

| 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. | 195 | 4.3 | 44% | 41% | 11% | 3% | 1% |
| ☞ I had frequent interactions with people from different countries or cultural backgrounds. | 197 | 3.3 | 9% | 39% | 28% | 21% | 3% |
| ☞ Students at UWGB are encouraged to become involved in community affairs. | 185 | 3.4 | 12% | 37% | 34% | 12% | 5% |
| ☞ My UWGB experiences and courses encouraged me to think creatively and innovatively. | 198 | 4.2 | 33% | 55% | 8% | 3% | 1% |
| ☞ UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school. | 190 | 3.9 | 29% | 48% | 12% | 8% | 3% |
| ☞ UWGB provides a strong, interdisciplinary, problem-focused education. | 198 | 3.8 | 23% | 57% | 14% | 4% | 2% |
| ☞ Students at UWGB have many opportunities to apply their learning to real situations. | 198 | 3.8 | 24% | 44% | 21% | 9% | 2% |
| ☞ I would recommend UWGB to a co-worker, friend, or family member. | 196 | 4.2 | 44% | 41% | 8% | 4% | 3% |
| ☞ The General Education requirements at UWGB were a valuable component of my education. | 186 | 3.6 | 19% | 39% | 26% | 14% | 2% |
| ☞ UWGB cares about its alumni. | 189 | 3.7 | 17% | 43% | 31% | 7% | 2% |
| ☞ As a graduate, I feel connected to UWGB. | 195 | 3.3 | 11% | 34% | 32% | 18% | 5% |

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)
- 94 percent gave an A or a B to the knowledge and expertise of their major faculty (mean = 3.5)
- 87 percent gave an A or a B to the relationship between faculty and students (mean = 3.4)
- 83 percent gave an A or a B to the importance and relevance of major courses to their professional and academic goals (mean = 3.2)
- 79 percent gave an A or B to the accuracy of major advising information (mean = 3.1)
- 86 percent gave an A or B to the availability of their major faculty during office hours (mean = 3.3).
- 88 percent awarded their major department a grade of A or B (mean = 3.3)

Is more schooling in their future?

68 percent plan to pursue their education beyond the bachelor's degree (this percent is similar to last year's 69 percent). Of those planning to achieve more than a bachelor's degree, 56 percent had not yet applied, 20 percent were currently enrolled, and 20 percent had completed an advanced degree. Two percent had been accepted but were not yet enrolled, and two percent had their applications rejected.

How's their career progressing?

Most alumni are employed:

- Employed, Full-time (84%) (↑ from 81%)
- Employed, Part-time (7%)
- Seeking employment (3%)
- Not seeking employment (3%)
- Student (4%)

In a field related to their major:

- Very related (53%)
- Somewhat related (29%)
- Not at all related (18%)

71 percent (↓ from 74%) are very satisfied or satisfied (25%) with their current job.



What are the minimum educational requirements for their current position?

- 🔗 8%: Graduate degree
- 🔗 63%: Bachelor's degree
- 🔗 11%: Associate degree or two years of college
- 🔗 3%: Certificate program or one year of college
- 🔗 15%: High school diploma or less (↑ from 14%)

What's their current income?

- 🔗 8%: Under \$20,000 (↓ from 12%)
- 🔗 8%: \$20,000 to \$25,999
- 🔗 11%: \$26,000 to 29,999
- 🔗 26%: \$30,000 to \$35,999
- 🔗 15%: \$36,000 to \$39,999
- 🔗 18%: \$40,000 to \$49,000
- 🔗 14%: \$50,000 and up

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

65 percent would return to UWGB and complete the same major if they started college over; **18 percent** would attend UWGB but choose another major. **9 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 67 percent of survey respondents said they had visited campus in person, another 56 percent said they had visited campus via its website. Similarly, 69 percent said they read *Inside UWGB*, a quarterly campus publication.

Alumni visited campus for the following reasons and at a much higher rate than last year's alumni.

Note: The total exceeds 100% because respondents could select more than one option.

- 🔗 34% Weidner Center performance
- 🔗 11% Cofrin Arboretum
- 🔗 18% Athletic event
- 🔗 7% Shorewood golf course
- 🔗 6% UWGB theatre performance
- 🔗 5% UWGB musical performance
- 🔗 3% Alumni Association event
- 🔗 2% Work at UWGB
- 🔗 31% Other (e.g., to visit faculty, staff)