
Student Perspectives on the UW-Green Bay Learning Experience

- ∞ New Freshmen Survey: 2019
- ∞ Graduating Senior Survey: 2018
- ∞ Alumni Survey: 2019

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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/otsa/>

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New Freshmen Survey: 2019

Beginning in June 2019, we surveyed new freshmen registering for the Fall 2019 semester about their motivations for attending college and their reasons for selecting UWGB. Students completed the Beginning College Survey of Student Engagement (BCSSE) on-line survey during GB Orientation (June 2019) and early summer 2019. The response rate was 81% (743 of 916). Students also completed the 2019 New Freshmen Survey, which mainly dealt with GB Orientation questions, and the response rate was 87% (799 of 916). Students first completed the New Freshmen Survey, which then led them to the BCSSE.

Why did our students choose UWGB?

The questions/answers below may be an indicator of how satisfied they are with UW-Green Bay and whether they will continue their education beyond the first year. Our students plan to be involved!

How important is it to you that your college provides each of the following?	Not important	2	3	4	5	Very important
▪ A challenging academic experience.	<1%	3%	21%	35%	30%	10%
▪ Support to help you succeed academically.	0	<1%	7%	19%	31%	42%
▪ Opportunities to interact with students from different economic, social, and racial or ethnic backgrounds.	1%	3%	12%	29%	29%	25%
▪ Help managing your non-academic responsibilities (work, family, etc).	1%	5%	14%	31%	28%	21%
▪ Opportunities to be involved socially.	<1%	2%	12%	26%	34%	25%
▪ Opportunities to attend campus events and activities.	1%	2%	10%	26%	33%	28%



Before entering college, the incoming class of freshman took part in various activities to prepare them for their time at UWGB.

During your High School years, how involved were you in the following activities at your school or elsewhere?	Not at all	Very little	Some	Quite a bit	Very much
▪ Performing or visual arts programs	32%	13%	13%	13%	29%
▪ Athletic teams	28%	9%	13%	15%	35%
▪ Student government	66%	16%	8%	4%	5%
▪ Publications	69%	12%	8%	5%	6%
▪ Academic honor societies or clubs	38%	13%	17%	14%	18%
▪ Community service or volunteer work	11%	13%	32%	23%	21%
▪ Vocational clubs	61%	15%	14%	5%	5%
▪ Religious youth groups	63%	13%	9%	8%	7%

During your last year of H.S., about how often did you do each of the following?	Very often	Often	Sometimes	Never
▪ Came to class without completing readings or assignments.	5%	6%	53%	36%
▪ Prepared two or more drafts of a paper or assignment before turning it in.	8%	31%	47%	14%
▪ Reached conclusions based on your own analysis of numerical information. (numbers, graphs, statistics, etc.)	14%	42%	35%	8%
▪ Used numerical information to examine a real-world problem or issue. (unemployment, climate change, public health, etc.)	9%	32%	44%	15%
▪ Evaluated what others have concluded from numerical information.	8%	32%	46%	14%
▪ Identified key information from reading assignments.	28%	49%	22%	1%
▪ Reviewed your notes after class.	24%	40%	32%	4%
▪ Summarized what you learned in class or from course materials.	19%	47%	31%	3%
▪ Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.	17%	32%	39%	12%
▪ Examined the strengths and weaknesses of your own views on a topic or issue.	20%	45%	30%	5%
▪ Tried to better understand someone else's views by imagining how an issue looks from his or her perspective.	25%	47%	26%	2%

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%	8%	25%	27%	25%	10%	3%	2%
▪ Working	7%	7%	17%	26%	28%	10%	3%	2%
▪ Co-curricular activities	5%	29%	32%	21%	9%	3%	<1%	1%
▪ Relaxing & socializing	1%	20%	38%	24%	11%	4%	1%	1%



About how often do you expect to ...

	Very often	Often	Sometimes	Never
▪ Work with other students on projects or assignments.	21%	57%	21%	1%
▪ Ask another student to help you understand course material.	18%	47%	33%	2%
▪ Explain course material to one or more students.	11%	47%	41%	1%
▪ Discuss ideas or course topics with a faculty member outside of class.	13%	42%	41%	4%
▪ Have discussions with students of a different race or ethnicity.	34%	47%	18%	1%
▪ Discuss your academic performance with an instructor.	14%	47%	37%	2%
▪ Talk about career plans with a faculty member.	18%	48%	32%	2%
▪ Have discussions with students who differ in terms of their religious beliefs.	32%	46%	20%	2%
▪ Prepare two or more drafts of a paper or assignment before turning in.	16%	49%	31%	4%
▪ Come to class without completing readings or assignments.	5%	10%	24%	61%
▪ Work with faculty on activities other than coursework.	12%	37%	48%	3%
▪ Prepare for exams by discussing or working through course material with other students.	22%	57%	20%	1%
▪ Have discussions with students who have political views other than your own.	31%	47%	20%	2%
▪ Have discussions with students who are from an economic background other than your own.	33%	49%	17%	1%

Like most freshmen throughout the United States, our students plan to work in college. In fact, 85 percent of new freshman expect to work at least 20 hours in a typical week during their first year at college.

How prepared are you to do the following in your academic work at UW-Green Bay?	Not at all prepared	2	3	4	5	Very prepared
▪ Write clearly and effectively.	1%	2%	15%	30%	34%	18%
▪ Speak clearly and effectively.	1%	3%	16%	32%	30%	18%
▪ Think critically and analytically.	<1%	1%	13%	32%	36%	18%
▪ Analyze numerical and statistical information.	1%	7%	21%	33%	27%	11%
▪ Work effectively with others.	<1%	1%	9%	26%	38%	25%
▪ Use computing and information technology.	1%	5%	19%	31%	28%	16%
▪ Learn effectively on your own.	<1%	3%	15%	31%	35%	16%

The following table provides some insight into students' expectations. Expecting to graduate from UW-Green Bay is up 5% to 89% from just 6 years ago.

Other interesting facts.....

How many are **first-generation** college students? Just over half! 53% vs. 47%

Other facts about our new freshmen:¹

- The average high school grade point average is **3.27** on a 4.0 scale. Four percent are starting college at the sophomore level. Their average ACT score is **22**.
- UW-Green Bay will welcome 23% students of color to campus this fall.
- Eighty-nine percent say they intend to graduate from UW-Green Bay while 10% are uncertain. (from BCSE survey)
- Female students continue to outnumber male students by a margin of **65 to 34** percent.
- Ninety-three percent are Wisconsin residents with 20% coming from Brown County.
- International students come from Australia, China, France, Germany, Greece, Iceland, Malaysia, New Zealand, Spain, Sweden, Tajikistan, and United Kingdom. (from Office of International Education)

¹Source: Office of Institutional Strategy & Effectiveness

Graduating Senior Survey: 2018

In May 2018, August 2018, and December 2018, 1,179 students received bachelor's degrees from UWGB. We surveyed all students eligible to graduate in those terms, and received 383 completed questionnaires (32 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?

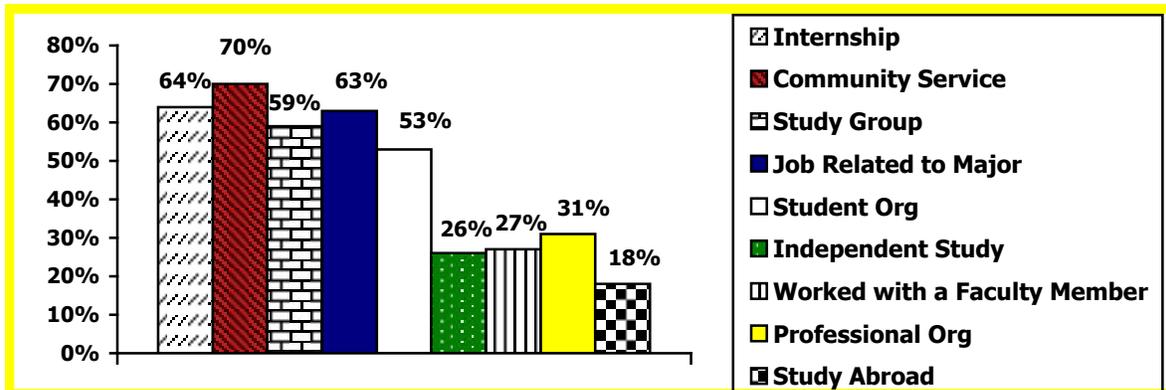
Students gave the *highest* grades to:

- ☞ Knowledge and expertise of the faculty
- ☞ Faculty encouragement of educational goals
- ☞ Reasonableness of major requirements
- ☞ Clarity of major requirements
- ☞ 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 advisor to answer career questions

Scale: A = 4, F = 0	N	Mean	A	B	C	D	F
☞ Clarity of major requirements	381	3.6	65%	26%	7%	1%	<1%
☞ Reasonableness of major requirements	382	3.5	61%	32%	5%	2%	<1%
☞ Variety of courses available in major	379	3.0	39%	37%	16%	6%	2%
☞ Frequency of course offerings in major	381	2.8	26%	42%	22%	7%	3%
☞ Times courses were offered	366	3.0	35%	35%	23%	6%	1%
☞ Quality of internship, practicum, field exp	232	3.5	65%	23%	7%	3%	2%
☞ Quality of teaching by faculty in major	379	3.4	56%	31%	9%	3%	1%
☞ Knowledge and expertise of faculty in major	382	3.6	69%	25%	3%	2%	1%
☞ Faculty encouragement of educational goals	377	3.5	65%	23%	9%	2%	1%
☞ Overall quality of advising received from major advisor	370	3.3	64%	20%	7%	5%	4%
☞ Availability of major advisor for advising	368	3.5	67%	20%	7%	3%	3%
☞ Ability of major advisor to answer university questions	360	3.5	71%	14%	8%	4%	3%
☞ Ability of major advisor to answer career questions	315	3.2	55%	27%	10%	3%	5%
☞ In-class faculty-student interaction	332	3.5	64%	24%	8%	3%	<1%
☞ Overall grade for the major	382	3.4	54%	35%	8%	2%	1%



Besides classes, in which educational activities did our students participate? (n= 383)

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)	295	3.6	68%	25%	6%	1%	<1%
☞ Library collection	273	3.6	69%	27%	3%	1%	<1%
☞ Admissions Office	284	3.5	62%	30%	5%	1%	1%
☞ Financial Aid Office	270	3.4	59%	30%	9%	1%	1%
☞ Bursar's Office	322	3.5	61%	29%	7%	2%	1%
☞ Career Services	191	3.4	62%	23%	7%	5%	3%
☞ Academic Advising Office	232	3.2	53%	28%	10%	4%	5%
☞ Student Health Services	172	3.5	68%	20%	8%	2%	2%
☞ Registrar's Office	272	3.5	61%	31%	5%	2%	1%
☞ Writing Center	164	3.5	60%	31%	6%	1%	2%
☞ University Union	287	3.4	49%	42%	8%	<1%	1%
☞ Student Life	184	3.6	59%	27%	7%	5%	2%
☞ Counseling Center	86	3.3	62%	22%	9%	1%	6%
☞ Computer Facilities (e.g., labs)	277	3.6	68%	28%	4%	0	0
☞ Computer Services (e.g., hours)	253	3.6	66%	29%	3%	2%	<1%
☞ Kress Events Center	241	3.8	80%	18%	2%	<1%	0
☞ Multi-Ethnic Student Affairs	48	3.6	69%	21%	8%	2%	0
☞ International Center	41	3.3	56%	32%	5%	5%	2%
☞ Residence Life	177	3.0	38%	38%	15%	6%	3%
☞ Dining Services	221	2.5	20%	34%	28%	13%	5%
☞ Bookstore	351	3.2	44%	37%	14%	3%	2%

Overall, students awarded an average grade of "B" (3.4) 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-five 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 = 383	68%	14%	13%	5%	<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?

Top knowledge & skill areas which students said their General Education at UW-Green Bay helped the most to develop their understanding of:

- ☞ Written communication skills (82%)
- ☞ Critical analysis skills (81%)
- ☞ Problem-solving skills (80%)
- ☞ Ethnic studies to recognize multiple ethnic, racial, and cultural perspectives (76%)
- ☞ Social sciences to think critically using tools & methods to address social problems (72%)

Overall, students said that their General Education coursework had **helped** to develop their knowledge and skills to a moderate (medium) degree. The first three skills above have been in the top five for the past 14 years.

Scale: Extremely = 5, Not at All = 1 5 = Extremely, 4 = Very, 3 = Somewhat, 2 = Slightly, 1 = Not at All	Development of Understanding					
	Mean	5	4	3	2	1
☞ The biological sciences to understand its method of inquiry, central principles, and theories of the natural/biological world.	3.7	30%	33%	21%	9%	7%
☞ Ethnic studies to recognize multiple ethnic, racial, and cultural perspectives.	4.0	37%	39%	15%	7%	2%
☞ The fine arts to perform artistically or have the knowledge to understand the creations and evaluation of an art form.	3.4	19%	29%	31%	10%	11%
☞ Global cultures to understand the geographic, political, economic and/or socio-cultural issues outside the United States.	3.9	30%	39%	23%	7%	1%
☞ The humanities to identify values within cultures and examine major events in Western civilization.	3.9	31%	39%	21%	7%	2%
☞ The natural sciences to understand its method of inquiry, central principles, and theories of the physical world.	3.7	32%	29%	23%	9%	7%
☞ Quantitative literacy to perform quantitative operations and apply analytical concepts to models, problem-solving, decision-making, and other real-world problems.	3.9	34%	36%	20%	4%	6%
☞ The social sciences to think critically using their tools and methods to address social problems.	4.0	35%	37%	21%	5%	2%
☞ Sustainability perspectives to make informed and ethical judgments about the environment as responsible citizens.	3.9	36%	33%	22%	7%	2%
☞ Critical analysis skills.	4.3	48%	33%	18%	1%	0
☞ Problem-solving skills.	4.3	50%	30%	17%	2%	1%
☞ Written communication skills.	4.3	56%	26%	13%	4%	1%
☞ Public speaking skills.	3.7	34%	25%	26%	7%	7%

Overall Perceptions of the UWGB Experience

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



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- ☞ 89 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**.
- ☞ 81 percent “agree” or “strongly agree” that the faculty and staff of UWGB are **committed to gender equity**.

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.	371	4.4	54%	35%	8%	1%	1%
☞ I had frequent interactions with people from different countries or cultural backgrounds.	342	3.5	20%	34%	26%	15%	5%
☞ Students at UWGB are encouraged to become involved in community affairs.	348	3.8	27%	39%	24%	7%	3%
☞ My UWGB experiences and courses encouraged me to think creatively and innovatively.	368	4.2	41%	41%	14%	3%	1%
☞ UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	351	3.9	31%	36%	24%	5%	4%
☞ UWGB provides a strong, interdisciplinary, problem-focused education.	366	4.0	33%	40%	20%	6%	1%
☞ Students at UWGB have many opportunities to apply their learning to real situations.	365	4.0	33%	44%	15%	7%	1%
☞ I would recommend UWGB to a co-worker, friend, or family member.	371	4.1	43%	38%	11%	4%	4%
☞ There is a strong commitment to racial harmony on this campus.	325	3.9	32%	33%	30%	2%	3%
☞ The faculty and staff of UWGB are committed to gender equity.	338	4.2	42%	39%	17%	1%	1%
☞ UWGB shows concern for students as individuals.	355	4.0	38%	38%	17%	4%	3%
☞ The General Education requirements at UWGB were a valuable component of my education.	349	3.5	25%	30%	22%	14%	9%

Alumni Survey: 2019

In the Summer/Fall of 2019, we surveyed UWGB alumni (via email & postal mail) who received bachelor's degrees in August 2015, December 2015, and May 2016. Of the 1243 alumni receiving bachelor's degrees in this period, all but one had a working mailing address. Thirteen percent (160) of the alumni with a working mailing address completed the survey; the overall completion rate was 160/1243, or 13 percent. Alumni were only given the option of completing the Alumni Survey online this year.

How well did their UW-Green Bay education help to develop their skills overall?

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

- ☞ Problem-solving skills (81%)
- ☞ Written communication skills (81%)
- ☞ Critical analysis skills (80%)
- ☞ Ethnic studies to recognize multiple ethnic, racial, and cultural perspectives (73%)
- ☞ The social sciences to think critically using their tools and methods to address social problems (72%)

Scale: Excellent = 5, Poor = 1 E = Excellent, G = Good, A = Average, F = Fair, P = Poor	Academic Preparation					
	Mean	E	G	A	F	P
☞ Ethnic studies to recognize multiple ethnic, racial, and cultural perspectives.	3.9	24%	49%	22%	4%	1%
☞ The biological sciences to understand its method of inquiry, central principles, and theories of the natural/biological world.	3.5	13%	41%	33%	9%	4%
☞ The fine arts to perform artistically or have the knowledge to understand the creations and evaluation of an art form.	3.5	15%	40%	35%	3%	7%
☞ Global cultures to understand the geographic, political, economic and/or socio-cultural issues outside the United States.	3.7	22%	38%	32%	6%	2%
☞ The humanities to identify values within cultures and examine major events in Western civilization.	3.9	28%	38%	27%	5%	2%
☞ The natural sciences to understand its method of inquiry, central principles, and theories of the physical world.	3.6	15%	44%	30%	5%	5%
☞ Quantitative literacy to perform quantitative operations and apply analytical concepts to models, problem-solving, decision-making, and other real-world problems.	3.7	23%	40%	27%	6%	4%
☞ The social sciences to think critically using their tools and methods to address social problems.	4.0	33%	39%	21%	5%	2%
☞ Sustainability perspectives to make informed and ethical judgments about the environment as responsible citizens.	3.7	20%	42%	30%	6%	2%
☞ Critical analysis skills.	4.1	32%	48%	17%	1%	2%
☞ Problem-solving skills.	4.1	35%	46%	16%	1%	2%
☞ Written communication skills.	4.2	38%	43%	17%	2%	0

Scale: Excellent = 5, Poor = 1 E = Excellent, G = Good, A = Average, F = Fair, P = Poor	Academic Preparation					
	Mean	E	G	A	F	P
☞ Public speaking skills.	3.8	32%	36%	18%	11%	3%
☞ Leadership and management skills.	3.9	34%	32%	25%	7%	2%

Overall Perceptions of the UWGB Experience



Alumni are generally *positive* about their overall experience with UWGB:

- ☞ 94 percent “agree” or “strongly agree” that they have learned to view learning as a lifelong experience.
- ☞ 90 percent “agree” or “strongly agree” that they would recommend UWGB to a co-worker, friend, or family member.
- ☞ 86 percent “agree” or “strongly agree” that their experiences and course work at UWGB encouraged them to think creatively and innovatively.
- ☞ 84 percent “agree” or “strongly agree” that UWGB provides a strong, interdisciplinary, problem-focused education.
- ☞ 80 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
☞ My experiences at UWGB helped me to learn or reinforced my belief that learning is a lifelong process.	158	4.4	45%	49%	6%	0	0
☞ I had frequent interactions with people from different countries or cultural backgrounds.	156	3.5	15%	39%	26%	17%	3%
☞ Students at UWGB are encouraged to become involved in community affairs.	155	3.8	22%	43%	26%	9%	0
☞ My UWGB experiences and courses encouraged me to think creatively and innovatively.	156	4.2	38%	48%	12%	2%	0
☞ UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	156	4.1	35%	45%	15%	5%	<1%
☞ UWGB provides a strong, interdisciplinary, problem-focused education.	157	4.1	34%	50%	12%	4%	0
☞ Students at UWGB have many opportunities to apply their learning to real situations.	158	4.0	30%	47%	15%	6%	2%
☞ I would recommend UWGB to a co-worker, friend, or family member.	155	4.4	58%	32%	5%	4%	1%
☞ The General Education requirements at UWGB were a valuable component of my education.	140	3.4	19%	36%	21%	15%	9%
☞ UWGB cares about its alumni.	154	3.6	21%	33%	38%	4%	4%
☞ As a graduate, I feel connected to UWGB.	155	3.4	15%	34%	33%	12%	6%

How do alumni grade their majors?

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

- ☞ 97 percent gave an A or a B to the knowledge and expertise of their major faculty (mean = 3.7)
- ☞ 86 percent gave an A or a B to the relationship between faculty and students (mean = 3.4)
- ☞ 91 percent gave an A or B to the availability of their major faculty during office hours (mean = 3.5)
- ☞ 92 percent gave an A or a B to the quality of teaching in their major (mean = 3.5)
- ☞ 91 percent awarded their major department a grade of A or B (mean = 3.5)
- ☞ 88 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?

Fifty-six percent plan to pursue their education beyond a bachelor's degree. Of those planning to achieve more than a bachelor's degree, 47 percent had not yet applied, 24 percent were currently enrolled, and 22 percent had completed an advanced degree. Three percent applied but were not accepted.

How is their career progressing?

Most alumni are employed:

- ☞ Employed, Full-time (83%) (↑ from 82%)
- ☞ Employed, Part-time (9%)
- ☞ Seeking employment (2%)
- ☞ Not seeking employment (1%)
- ☞ Student (4%)

In a field related to their major:

- ☞ Very related (52%)
- ☞ Somewhat related (37%)
- ☞ Not at all related (11%)

Thirty-nine percent (↓ from 40%) are very satisfied and 44% are satisfied with their current job.



What are the minimum educational requirements for their current position?

- 4%: Graduate degree
- 69%: Bachelor's degree
- 13%: 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?

- 1%: Under \$20,000
- 3%: \$20,000 to \$25,999
- 10%: \$26,000 to \$29,999
- 9%: \$30,000 to \$35,999
- 13%: \$36,000 to \$39,999
- 25%: \$40,000 to \$49,999
- 17%: \$50,000 to \$59,999
- 9%: \$60,000 to \$69,999
- 13%: \$70,000 and up

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

Sixty-five percent (down 3%) would return to UWGB and complete the same major if they started college over; **18 percent** would attend UWGB but choose another major. **Seven percent** would complete the same major, but at a different university; **6 percent** would complete a different major at a different university.

Staying Connected

Since graduating, many alumni have visited UWGB, both in person and "virtually."

- 24% visited the Alumni Facebook page
- 25% read the *Inside Magazine*
- 58% read the Alumni Newsletter
- 2% stay connected via Twitter
- 6% stay connected via the UWGB LinkedIn Group