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# Student Perspectives on the UW-Green Bay Learning Experience

- ∞ New Freshmen Survey: 2021
- ∞ Graduating Senior Survey: 2020
- ∞ Alumni Survey: 2021

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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: 2021

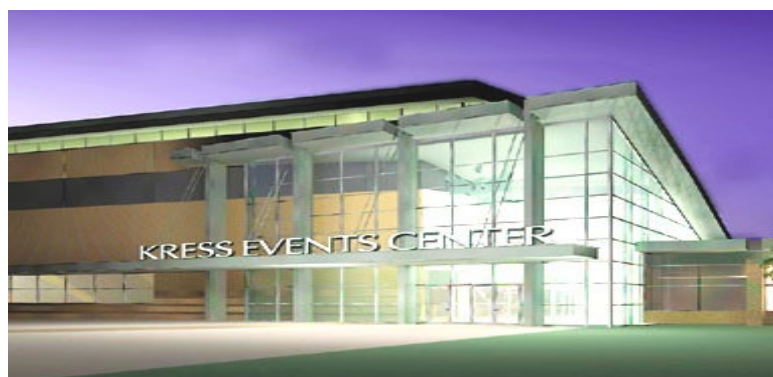
Beginning in June 2021, we surveyed new freshmen registering for the Fall 2021 semester about their motivations for attending college and their reasons for selecting UWGB. Students completed the online survey after GB Orientation was complete (June 2021) and summer of 2021. The response rate was 46% (374 of 821 students). In previous years, students would normally complete the survey at their GBO session.

## Why did our students choose UWGB?

UW-Green Bay was the **first choice** for **76%** of the new freshmen, down 2% from last year, and the second choice for another **21%** of the new freshmen.

What factored into their decision to attend UW-Green Bay? **A variety of things – the promise of good jobs, our academic programs, our academic reputation, and low tuition.** The order tends to stay the same year after year. (*Responses arranged in descending order by "very important."*)

	Very important	Somewhat important	Not at all important
1. The majors or programs at UW-Green Bay interest me.	85%	14%	1%
2. UW-Green Bay's graduates get good jobs.	76%	20%	4%
3. UW-Green Bay has a good academic reputation.	74%	24%	2%
4. Low tuition.	74%	23%	3%
5. UW-Green Bay's appearance and facilities.	62%	35%	3%
6. Type of campus housing available.	53%	29%	18%
7. UW-Green Bay has a good social reputation.	52%	41%	7%
8. UW-Green Bay's size.	42%	47%	11%
9. UW-Green's unique approach to education.	40%	51%	9%
10. UW-Green Bay's graduates go on to top graduate schools.	35%	51%	14%



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

What activities were you involved in during High School?	Did
▪ Student Council	14%
▪ Community service	35%
▪ Joined a Student Organization	37%
▪ Athletics or Intramurals	52%
▪ Newspaper	3%
▪ Theater	15%
▪ Dance	5%
▪ Student Employment	24%
▪ Other: includes choir, band, yearbook, FFA, National Honor Society, art club, and Forensics	14%

### 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	0	9%	25%	30%	18%	12%	3%	2%
▪ Working	9%	9%	20%	22%	24%	10%	3%	3%
▪ Co-curricular activities	7%	44%	26%	13%	6%	2%	<1%	<1%
▪ Relaxing & socializing	1%	27%	34%	22%	11%	3%	1%	1%
▪ Caring for dependents	72%	15%	7%	3%	2%	<1%	<1%	0



<b>During the upcoming school year, about how often do you expect to ...</b>	<b>Very often</b>	<b>Often</b>	<b>Occasionally</b>	<b>Never</b>
▪ Use an electronic medium to complete an assignment	41%	38%	20%	1%
▪ Ask questions in class or contribute to class discussions.	18%	43%	38%	1%
▪ Use email to communicate with an instructor or other students in a class.	41%	44%	14%	1%
▪ Work on a project that requires integrating information.	23%	59%	17%	1%
▪ Talk about career plans with a faculty member or advisor.	23%	41%	34%	2%
▪ Discuss ideas from your classes with others outside of class (students, family members, co-workers, etc.)	19%	47%	31%	2%
▪ Have serious conversations with students of a different race or ethnicity.	19%	42%	31%	7%
▪ Discuss grades or assignments with an instructor.	21%	44%	34%	1%
▪ Prepare two or more drafts of a paper or assignment before turning it in.	16%	41%	37%	5%
▪ Have serious conversations with students who differ in terms of their religious beliefs, political opinions, ...	12%	34%	42%	12%
▪ Work with peers outside of class to prepare assignments.	15%	50%	33%	2%
▪ Discuss ideas from your readings or classes with faculty members outside of class.	10%	28%	54%	8%
▪ Attend multicultural events.	9%	34%	49%	8%
▪ Make a class presentation.	6%	34%	56%	3%
▪ Participate in a community-based project as part of a regular course.	11%	35%	50%	4%
▪ Go to class without completing readings or assignments.	<1%	3%	35%	62%

<b>Indicate the strength of your agreement with each of the following statements.....</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
▪ I would like to have one faculty or staff member to whom I could go to with any questions about my life as a student.	58%	33%	9%	0	<1%
▪ It is very important for me to feel "connected" to UW-Green Bay and its faculty, staff and students.	38%	42%	18%	1%	1%
▪ I hope to organize my class schedule so that I have class on as few days per week as possible.	23%	31%	35%	9%	1%
▪ School is important to me, but I have other priorities that are just as important, if not more important.	17%	24%	31%	25%	2%

The following table provides some insight into students' expectations. Seventy-seven percent say they are very likely to graduate from UW-Green Bay. This number is down 2% from last year, and up 16% from 10 years prior. This is very encouraging news.

How likely are you to ...	Very likely	Somewhat likely	Not at all likely
▪ Change your major	12%	49%	39%
▪ Need a job to help with paying college expenses	67%	26%	7%
▪ Make at least a B average	67%	32%	1%
▪ Drop out of college temporarily or permanently	1%	6%	93%
▪ Transfer to another college	6%	33%	61%
▪ Graduate from UWGB	77%	22%	1%

### Other interesting facts.....

How many are **first-generation** college students? Nearly half!

Other facts about our new freshmen:<sup>1</sup>

- The average high school grade point average is **3.2** on a 4.0 scale. Their average ACT score is **21.7**.
- UW-Green Bay welcomed **23%** of the incoming class of new freshmen as students of color.
- New Freshmen from beyond Wisconsin come from 20 different states, with most coming from Illinois, Michigan, Minnesota, California, Ohio, Texas, and Florida.
- Female students continue to outnumber male students by a margin of **64 to 36** percent.
- Twenty-two percent (same as last year), graduated from Brown County high schools. Some area schools include Green Bay Preble leading the group with 42 students, Bay Port with 32, De Pere with 19, Pulaski with 19, GB Southwest and West with 17, GB East with 15, Ashwaubenon with 10, and West De Pere High School with 8 students.
- 8% brought in enough college credits to already be considered Sophomores.

<sup>1</sup>Source: Office of Institutional Strategy and Effectiveness

# Graduating Senior Survey: 2020

In May 2020, August 2020, and December 2020, 1,285 students received bachelor's degrees from UWGB. We surveyed all students eligible to graduate in those terms, and received 482 completed questionnaires (38 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?

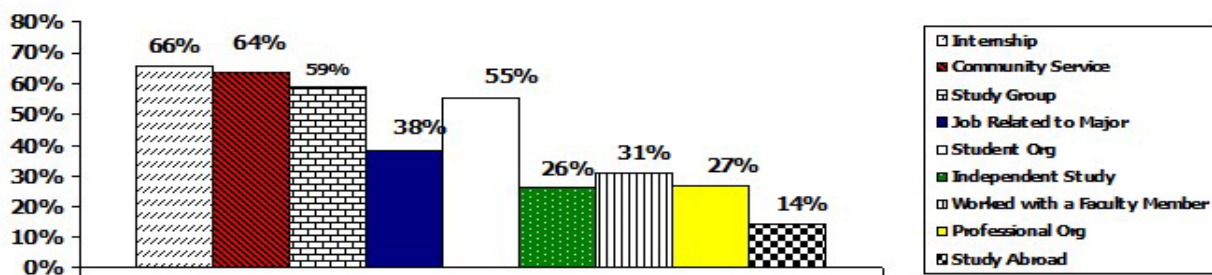
Students gave the *highest* grades to:

- ☞ Knowledge and expertise of the faculty
- ☞ Reasonableness of major requirements
- ☞ Clarity of major requirements
- ☞ Quality of internship, practicum, field exp
- ☞ Faculty encouragement of educational goals

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	482	3.5	64%	28%	6%	2%	0
☞ Reasonableness of major requirements	482	3.6	66%	25%	7%	2%	<1%
☞ Variety of courses available in major	480	3.2	44%	37%	15%	2%	2%
☞ Frequency of course offerings in major	480	3.0	33%	40%	20%	6%	1%
☞ Times courses were offered	460	3.2	42%	36%	16%	5%	1%
☞ Quality of internship, practicum, field exp	301	3.5	64%	24%	8%	2%	2%
☞ Quality of teaching by faculty in major	481	3.3	52%	34%	10%	2%	2%
☞ Knowledge and expertise of faculty in major	480	3.6	68%	23%	7%	1%	1%
☞ Faculty encouragement of educational goals	475	3.4	64%	23%	9%	2%	2%
☞ Overall quality of advising received from major advisor	468	3.3	62%	18%	8%	7%	5%
☞ Availability of major advisor for advising	460	3.4	65%	19%	8%	5%	3%
☞ Ability of major advisor to answer university questions	456	3.4	68%	16%	8%	4%	4%
☞ Ability of major advisor to answer career questions	397	3.3	61%	21%	10%	5%	3%
☞ In-class faculty-student interaction	409	3.4	58%	30%	8%	1%	2%
☞ <b>Overall grade for the major</b>	<b>481</b>	<b>3.4</b>	<b>55%</b>	<b>35%</b>	<b>8%</b>	<b>1%</b>	<b>1%</b>



Besides classes, in which educational activities did our students participate? (n= 482)



## 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)	354	3.6	69%	25%	5%	1%	<1%
☞ Library collection	336	3.7	70%	26%	3%	0	1%
☞ Admissions Office	350	3.5	63%	30%	6%	1%	<1%
☞ Financial Aid Office	327	3.4	60%	29%	8%	2%	1%
☞ Student Billing Resources	407	3.4	60%	27%	9%	2%	2%
☞ Career Services	235	3.6	70%	20%	7%	1%	1%
☞ Academic Advising Office	278	3.4	62%	25%	9%	2%	2%
☞ Student Health Services	222	3.6	72%	20%	5%	2%	1%
☞ Registrar's Office	319	3.6	67%	25%	6%	1%	<1%
☞ Writing Center	155	3.5	64%	26%	6%	3%	1%
☞ University Union	348	3.4	54%	35%	8%	2%	1%
☞ Student Engagement	235	3.3	54%	31%	8%	4%	3%
☞ Counseling Center	126	3.6	75%	17%	4%	2%	2%
☞ Computer Facilities (e.g., labs)	314	3.6	68%	28%	2%	2%	<1%
☞ Computer Services (e.g., hours)	272	3.6	71%	21%	6%	1%	1%
☞ Kress Events Center	284	3.7	77%	20%	2%	<1%	<1%
☞ Multi-Ethnic Student Affairs	79	3.7	79%	17%	2%	1%	1%
☞ International Center	55	3.5	62%	27%	9%	2%	0
☞ Housing & Residential Engagement	217	2.8	34%	34%	20%	7%	5%
☞ Dining Services	287	2.5	25%	28%	26%	13%	8%
☞ Bookstore	440	3.2	45%	36%	13%	4%	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-four 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 = 480	70%	11%	14%	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 (87%)
- ☞ Problem-solving skills (87%)
- ☞ Critical analysis skills (85%)
- ☞ Social sciences to think critically using tools & methods to address social problems (73%)
- ☞ Quantitative literacy to perform quantitative operations and apply analytical concepts (71%)
- ☞ Ethnic studies to recognize multiple ethnic, racial, and cultural perspectives (71%)

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 16 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.	3.5	24%	28%	31%	9%	8%
☞ Ethnic studies to recognize multiple ethnic, racial, and cultural perspectives.	4.0	36%	35%	21%	5%	3%
☞ The fine arts to perform artistically or have the knowledge to understand the creations and evaluation of an art form.	3.4	25%	22%	30%	13%	10%
☞ Global cultures to understand the geographic, political, economic and/or socio-cultural issues outside the United States.	3.7	28%	33%	24%	11%	4%
☞ The humanities to identify values within cultures and examine major events in Western civilization.	3.9	36%	31%	21%	7%	5%
☞ The natural sciences to understand its method of inquiry, central principles, and theories of the physical world.	3.6	28%	30%	27%	8%	7%
☞ Quantitative literacy to perform quantitative operations and apply analytical concepts to models, problem-solving, decision-making, and other real-world problems.	4.0	39%	32%	20%	5%	4%
☞ The social sciences to think critically using their tools and methods to address social problems.	4.0	40%	33%	19%	5%	3%
☞ Sustainability perspectives to make informed and ethical judgments about the environment as responsible citizens.	3.9	37%	33%	21%	6%	3%
☞ Critical analysis skills.	4.3	50%	35%	11%	3%	1%
☞ Problem-solving skills.	4.4	52%	35%	10%	2%	1%
☞ Written communication skills.	4.4	54%	33%	10%	2%	1%
☞ Public speaking skills.	3.8	34%	29%	25%	8%	4%

## Overall Perceptions of the UWGB Experience

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



UNIVERSITY of WISCONSIN  
GREEN BAY

- ☞ 86 percent “agree” or “strongly agree” that they have learned to view **learning as a lifelong experience**.
- ☞ 81 percent “agree” or “strongly agree” that their experiences at UWGB encouraged them to **think creatively and innovatively**.
- ☞ 79 percent “agree” or “strongly agree” that the faculty and staff of UWGB are **committed to gender equity**. The same amount would also **recommend** UWGB to a co-worker, friend, or family member.

**Scale:** SA = Strongly Agree (5), A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree (1)

	N	Mean	SA	A	N	D	SD
☞ <b>My experiences at UWGB helped me to learn or reinforced my belief that learning is a lifelong process.</b>	455	4.3	46%	40%	11%	2%	1%
☞ I had frequent interactions with people from different countries or cultural backgrounds.	419	3.5	20%	37%	25%	12%	6%
☞ Students at UWGB are encouraged to become involved in community affairs.	430	3.7	20%	43%	26%	9%	2%
☞ <b>My UWGB experiences and courses encouraged me to think creatively and innovatively.</b>	455	4.1	34%	47%	14%	4%	1%
☞ UWGB’s problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	424	3.7	25%	38%	25%	9%	3%
☞ UWGB provides a strong, problem-focused education.	447	3.9	27%	43%	22%	6%	2%
☞ Students at UWGB have many opportunities to apply their learning to real situations.	448	3.9	29%	41%	20%	7%	3%
☞ <b>I would recommend UWGB to a co-worker, friend, or family member.</b>	452	4.1	39%	40%	14%	3%	3%
☞ There is a strong commitment to racial harmony on this campus.	403	3.9	28%	37%	28%	4%	2%
☞ <b>The faculty and staff of UWGB are committed to gender equity.</b>	417	4.1	39%	40%	17%	3%	1%
☞ UWGB shows concern for students as individuals.	446	4.0	34%	40%	17%	6%	3%
☞ The General Education requirements at UWGB were a valuable component of my education.	432	3.4	22%	31%	22%	12%	13%

# Alumni Survey: 2021

In the Summer/Fall of 2021, we surveyed UWGB alumni who received bachelor's degrees in August 2017, December 2017, and May 2018. Of the 1209 alumni receiving bachelor's degrees in this period, all but one had a working mailing address. Seven percent (84) of the alumni with a working mailing address completed the survey; the overall completion rate was 84/1209, or 7 percent. Alumni were only given the option of completing the Alumni Survey online.

## 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"

- ☞ Written communication skills (76%)
- ☞ Problem-solving skills (74%)
- ☞ Critical analysis skills (74%)
- ☞ Leadership and management skills (70%)
- ☞ Social sciences to think critically using tools and methods to address social problems (70%)

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.	3.8	31%	36%	18%	13%	2%
☞ The biological sciences to understand its method of inquiry, central principles, and theories of the natural/biological world.	3.5	18%	31%	36%	11%	4%
☞ The fine arts to perform artistically or have the knowledge to understand the creations and evaluation of an art form.	3.4	16%	33%	33%	14%	4%
☞ Global cultures to understand the geographic, political, economic and/or socio-cultural issues outside the U.S.	3.5	22%	29%	33%	11%	5%
☞ The humanities to identify values within cultures and examine major events in Western civilization.	3.9	33%	33%	26%	4%	4%
☞ The natural sciences to understand its method of inquiry, central principles, and theories of the physical world.	3.5	16%	41%	25%	12%	6%
☞ Quantitative literacy to perform quantitative operations and apply analytical concepts to models, problem-solving, decision-making, and other real-world problems.	3.7	19%	46%	24%	7%	4%
☞ The social sciences to think critically using their tools and methods to address social problems.	4.0	36%	34%	24%	2%	4%
☞ Sustainability perspectives to make informed and ethical judgments about the environment as responsible citizens.	3.6	22%	33%	33%	8%	4%
☞ Critical analysis skills.	3.9	29%	45%	17%	7%	2%
☞ Problem-solving skills.	4.0	33%	41%	17%	5%	3%
☞ Written communication skills.	4.1	45%	31%	17%	0	7%
☞ Public speaking skills.	3.7	30%	23%	40%	0	7%
☞ Leadership and management skills.	3.8	34%	36%	14%	9%	7%

## Overall Perceptions of the UWGB Experience



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

- ☞ 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.
- ☞ 78 percent “agree” or “strongly agree” that UWGB provides a strong, problem-focused education.
- ☞ 77 percent “agree” or “strongly agree” that their experiences and course work at UWGB encouraged them to think creatively and innovatively.
- ☞ 68 percent “agree” or “strongly agree” that UWGB’s 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)

	<b>N</b>	<b>Mean</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
☞ My experiences at UWGB helped me to learn or reinforced my belief that learning is a lifelong process.	83	4.3	48%	37%	10%	4%	1%
☞ I had frequent interactions with people from different countries or cultural backgrounds.	81	3.5	17%	36%	26%	19%	2%
☞ Students at UWGB are encouraged to become involved in community affairs.	79	3.6	19%	41%	25%	14%	1%
☞ My UWGB experiences and courses encouraged me to think creatively and innovatively.	83	3.9	29%	48%	10%	11%	2%
☞ UWGB’s interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school.	83	3.7	25%	43%	12%	11%	8%
☞ UWGB provides a strong, interdisciplinary, problem-focused education.	83	3.9	24%	54%	12%	6%	4%
☞ Students at UWGB have many opportunities to apply their learning to real situations.	83	3.7	25%	42%	17%	10%	6%
☞ I would recommend UWGB to a co-worker, friend, or family member.	83	4.2	46%	39%	7%	5%	3%
☞ The General Education requirements at UWGB were a valuable component of my education.	69	3.5	26%	29%	22%	14%	9%
☞ UWGB cares about its alumni.	78	3.5	14%	40%	33%	4%	9%
☞ As a graduate, I feel connected to UWGB.	82	3.2	12%	29%	32%	17%	10%

## How do alumni grade their majors?

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

- ☞ 89 percent gave an A or a B to the knowledge and expertise of their major faculty (mean = 3.6)
- ☞ 88 percent gave an A or a B to the relationship between faculty and students (mean = 3.4)
- ☞ 86 percent gave an A or a B to the quality of teaching in their major (mean = 3.4)
- ☞ 82 percent gave an A or B to the availability of their major faculty during office hours (mean = 3.4)
- ☞ 82 percent awarded their major department a grade of A or B (mean = 3.3)
- ☞ 80 percent gave an A or a B to the importance and relevance of major courses to their professional and academic goals (mean = 3.3)
- ☞ 77 percent gave an A or B to the accuracy of major advising information (mean = 3.2)

## Is more schooling in their future?

**Fifty-four percent plan to pursue their education beyond a bachelor's degree.** Of those planning to achieve more than a bachelor's degree, 50 percent had not yet applied, 18 percent were currently enrolled, and 30 percent had completed an advanced degree. Two percent applied but have not been accepted.

## How is their career progressing?

### Most alumni are employed:

- ☞ Employed, Full-time (80%) (↓ from 81%)
- ☞ Employed, Part-time (8%)
- ☞ Seeking employment (4%)
- ☞ Not seeking employment (0)
- ☞ Student (8%)

### In a field related to their major:

- ☞ Very related (55%)
- ☞ Somewhat related (27%)
- ☞ Not at all related (18%)

**Thirty-four percent (↓ from 40%) are very satisfied and 41% are satisfied with their current job.**



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

- 4%: Graduate degree
- 64%: Bachelor's degree
- 15%: Associate degree or two years of college
- 0: Certificate program or one year of college
- 16%: High school diploma or less

## What is their current income?

- 1%: Under \$20,000
- 4%: \$20,000 to \$25,999
- 5%: \$26,000 to \$29,999
- 8%: \$30,000 to \$35,999
- 14%: \$36,000 to \$39,999
- 21%: \$40,000 to \$49,999
- 21%: \$50,000 to \$59,999
- 13%: \$60,000 to \$69,999
- 13%: \$70,000 and up

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

**Fifty-seven percent** would return to UWGB and complete the same major if they started college over; **19 percent** would attend UWGB but choose another major. **Nine percent** would complete the same major, but at a different university; **11 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
- 10% read the *Inside Magazine*
- 45% read the Alumni Newsletter
- 1% stay connected via Twitter
- 10% stay connected via the UWGB LinkedIn Group