

UWSP Alumni Survey, Fall 2002

In the fall of 2002, UW-System conducted a survey of alumni who had graduated within the past year from a UW university. Surveys were mailed to a sample of 1133 UW-Stevens Point alumni and 467 were returned for a response rate of 41%.

- 65% of the respondents are women
- Actions in the year after receiving high school diploma:
 - 94% enrolled in college
 - 12% entered the labor force
 - 2% enrolled in a technical college or vocational training
- 83% first enrolled in college between 1996 and 1998
- 96% first enrolled for the fall semester
- Institution where first enrolled:
 - 84% first enrolled at a 4-year college
 - 2% enrolled at a technical or vocational institution
 - 14% enrolled at a 2-year college
- Living arrangements first year of college:
 - 69% lived in university housing
 - 20% lived off campus with a parent or guardian
 - 11% lived off campus without a parent or guardian
- Living arrangements last year of college:
 - 83% lived off campus without a parent or guardian
 - 6% lived in university housing
 - 11% lived off campus with a parent or guardian
- Of those who lived off campus their first year of college, 45% lived five miles or less from campus: 55% lived more than five miles from campus
- Of those who lived off campus their last year of college, 74% lived five miles or less from campus: 26% lived more than five miles from campus
- 96% were predominantly full-time students while enrolled as undergraduates
- Students enrolled part-time for the following reasons:
 - Family reasons—49%
 - Academic reasons—32%
 - Financial reasons—49%
 - Personal reasons—51%
- Employment during first two years of college:
 - 7% were employed full-time
 - 43% were employed part-time off campus
 - 27% were employed part-time on campus
 - 24% were not employed

- Employment after first two years of college:
 - 10% were employed full-time
 - 55% were employed part-time off campus
 - 23% were employed part-time on campus
 - 13% were not employed
- Primary use of earnings from employment while in college:
 - 73% used their earnings for basic expenses related to college
 - 22% for extra spending money
 - 4% for supporting family and other dependents
- Median percentage of entire undergraduate education paid for by each of the following sources:
 - Grants, loans—10%
 - Loans—35%
 - Earnings, savings—20%
 - Parents, guardians—20%
 - Employer—0%
- 61% indicated that “concern with student life and activities” best described their life as a student during their first year of college compared to 38% during their last year
- 39% indicated that “concern with family, work, or other non-educational activities” best described their life as a student during their first year of college compared to 62% during their last year
- 84% were claimed as a dependent on their parent or guardian’s income taxes during their first year of college compared to 61% during their last year of college
- 12% discontinued attending college for a year or more and then re-enrolled. They discontinued their enrollment for the following reasons:
 - Family reasons—33%
 - Academic reasons—36%
 - Financial reasons—50%
 - Personal reasons—75%
 - Employment opportunity/job responsibilities—40%
 - Leisure/recreation/travel opportunity—13%
- 74% plan to live in Wisconsin next year
- Alumni who plan to live in Wisconsin next year indicated the following reasons:
 - Educational opportunities—40%
 - Employment opportunities—64%
 - Salary potential—30%
 - Taxes—9%
 - Quality of life—84%
 - Friends/family considerations—96%
 - Weather/climate—42%
- Alumni who do not plan to live in Wisconsin next year indicated the following reasons:
 - Educational opportunities—38%
 - Employment opportunities—61%
 - Salary potential—41%

- Taxes—4%
- Quality of life—19%
- Friends/family considerations—9%
- Weather/climate—24%
- 51% plan to be living in Wisconsin the next five years
- Current employment status:
 - Employed part-time—14%
 - Employed full-time—73%
 - Not employed, not looking—4%
 - Not employed, looking—9%
- Time spent on co-curricular activities during last year of college
 - 33% did not spend any time on co-curricular activities
 - 38% spent 1-5 hours
 - 30% spent more than 5 hours
- While attending college:
 - 73% did a practicum, internship, field experience, co-op experience, or clinical assignment
 - 44% did community service or volunteer work
 - 17% worked on a research project with a faculty member outside of course or program requirements
- Extent to which UWSP emphasized each of the following very much or quite a bit:
 - Providing the support you need to help you succeed academically—77%
 - Helping you cope with your non-academic responsibilities—26%
- Extent course work emphasized each of the following very much or quite a bit during last year of college:
 - Applying theories or concepts to practical problems or in new situations—76%
 - Analyzing the basic elements of an idea, experience, or theory—73%
- Extent UWSP experience contributed very much or quite a bit to your knowledge, skills, and personal development in the following areas:
 - Thinking critically and analytically—84%
 - Using computing and information technology—75%
 - Voting in local, state, or national elections—19%
 - Understanding people of other racial and ethnic backgrounds—45%
- Percentage who did each of the following very often or often during the last year of college:
 - Worked with classmates outside of class to prepare class assignments—67%
 - Participated in a community-based project as a part of a regular course—20%
 - Used an electronic medium to discuss or complete an assignment—49%
 - Used email to communicate with an instructor—80%
 - Talked about career plans with a faculty member or advisor—48%
 - Worked with faculty member on activities other than coursework—26%
 - Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values—37%

Perceptions of Educational Experience

Survey Question	UWSP Alumni %	National Publics %	UWSP Seniors %
To what extent did your institution emphasize providing the support you need to help you succeed academically? (% quite a bit or very much)	77	61*	66*
To what extent did your institution emphasize helping you cope with your non-academic responsibilities? (% quite a bit or very much)	26	---	20*
During your last year of college, to what extent did your course work emphasize applying theories or concepts to practical problems or in new situations? (% quite a bit or very much)	76	76	74
During your last year of college, to what extent did your course work emphasize analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components? (% quite a bit or very much)	73	84*	82*
To what extent has your UWSP experience contributed to your knowledge, skills and personal development in thinking critically and analytically? (% quite a bit or very much)	84	84	84
To what extent has your UWSP experience contributed to your knowledge, skills and personal development in using computing and information technology? (% quite a bit or very much)	75	72	82*
To what extent has your UWSP experience contributed to your knowledge, skills and personal development in voting in local, state or national elections? (% quite a bit or very much)	19	26*	33*
To what extent has your UWSP experience contributed to your knowledge, skills and personal development in understanding people of other racial and ethnic backgrounds? (% quite a bit or very much)	45	54*	46
In your experience during your last year of college, about how often did you work with classmates outside of class to prepare class assignments? (% often or very often)	67	56*	69
In your experience during your last year of college, about how often did you participate in a community-based project as part of a regular course? (% often or very often)	20	11*	12*
In your experience during your last year of college, about how often did you use an electronic medium to discuss or complete an assignment? (% often or very often)	49	57*	57*
In your experience during your last year of college, about how often did you use email to communicate with an instructor? (% often or very often)	80	65*	81
In your experience during your last year of college, about how often did you talk about career plans with a faculty member or advisor? (% often or very often)	48	37*	51
In your experience during your last year of college, about how often did you work with faculty members on activities other than course work? (% often or very often)	26	17*	25
In your experience during your last year of college, about how often did you have serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values? (% often or very often)	37	55*	62*

* t-test, $p < .05$. Comparisons are UWSP alumni v. national publics and UWSP alumni v. UWSP seniors.

UWSP alumni are significantly more likely than a national sample of public university seniors to feel that UWSP emphasized providing the support they needed to help them succeed academically. *[A national sample of public university alumni is not available for comparison. The validity of comparing seniors and alumni has been questioned.]* They are also more likely to have worked with classmates outside of class to prepare class assignments; participated in a community-based project as part of a regular course; used email to communicate with their instructor; talked about career plans with a faculty member or advisor; and, worked with faculty members on activities other than course work.

UWSP alumni are significantly less likely to feel that UWSP emphasized analyzing the basic elements of an idea, experience, or theory than the national sample. They are less likely to feel their UWSP experience contributed to their knowledge, skills and personal development in voting in local, state or national elections and understanding people of other racial and ethnic backgrounds. They are also less likely to have used an electronic medium to discuss or complete an assignment; and, had serious conversations with students who have different religious beliefs, political opinions, or personal values.

UWSP alumni are similar to the national sample with respect to the extent to which they feel their course work emphasized applying theories or concepts to practical problems or new situations. They are similar with respect to the extent to which they feel their institutional experience contributed to their thinking critically and analytically and use of computing and information technology.

UWSP alumni are significantly more likely than a sample of UWSP seniors to feel that UWSP emphasized providing the support they needed to help them succeed academically and helping them cope with their non-academic responsibilities. They are also significantly more likely to have participated in a community-based project as part of a regular course.

UWSP alumni are significantly less likely to feel their course work emphasized analyzing the basic elements of an idea, experience, or theory than seniors. They are significantly more likely to report their UWSP experience had less of an impact on their using computing and information technology and voting in local, state, or national elections than the graduating seniors. They are also significantly less likely to have used an electronic medium to discuss or complete an assignment and to have had serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values than the seniors.

UWSP alumni are similar to UWSP seniors regarding the extent to which they feel their course work emphasized applying theories or concepts to practical problems or in new situations; the extent to which they feel their UWSP experience contributed to their thinking critically and analytically and their understanding people of other racial and ethnic backgrounds. They are also similar in having worked with classmates outside of class to prepare assignments; use email to communicate with an instructor; talked about career plans with a faculty member or advisor; and, worked with a faculty member on activities other than course work.

UWSP alumni and seniors are both significantly more likely to have worked with classmates outside of class to prepare class assignments than the national sample. They are also more likely to have used email to communicate with an instructor and talked about career plans with a faculty member or advisor.

UWSP alumni and seniors are both significantly less likely to feel their experience contributed to their knowledge, skills and personal development in understanding people of other racial and ethnic backgrounds than the national sample.

UWSP alumni and seniors are both similar to the national sample regarding the extent their course work emphasized applying theories or concepts and the extent their experience contributed to their knowledge, skills and personal development in thinking critically and analytically.