

C. UW-Stout Student and Alumni Satisfaction

Student Services

- Library Facilities and Services as well as Recreational and Intramural Programs and Services are consistently the two highest rated student services reported by the ACT Student Opinion Survey since Stout first participated in 1999-00. Library Facilities and Services ratings through spring 2007 are significantly higher than the public colleges and national comparison groups.
- The rating of Residence Hall Services and Programs at Stout dropped from a high of 3.81 in 2000-01 down to 3.55 in 2005-06. However, the rating in 2006-07 jumped to 3.62 and Stout's ratings continue to be higher than the comparison groups.
- Financial Aid Services saw a steady decline in ratings from 4.06 in 2001-02 to 3.79 in 2005-06. This decline was noted as an opportunity for improvement by the AQIP reviewers. In 2006-07 the rating jumped to 3.87 and is higher than the public colleges and national comparison group ratings.
- Stout's lowest rated service in 2006-07 was Parking Facilities and Services at 2.43; a drop of .23 from the previous year.
- Like the on-campus students, the Library was also the most used service for Distance Ed students. Usage of other services for Distance Ed students was minimal, with an average usage for all services of just over 9%.
- The AQIP reviewers identified the declining trend in satisfaction with the student center from 2000-2005 as an opportunity for improvement.

College Environment

- Stout has always received high student ratings on the Facilities section of the ACT Student Opinion Survey. The ratings continue to be high in 2006-07 but are lower for 7 of the 8 items compared to the 2005-06 ratings. Ratings range from 3.60 up to 3.99 with about half of the ratings still being significantly higher than the public colleges and national comparison groups.
- The highest rating of all questions on college environment is *the class size relative to the type of course*. This question averaged 4.12 over 4 years (1 to 5 scale with 1 = very dissatisfied and 5 = very satisfied). The ratings on this item are higher than the comparison groups.
- The availability of courses students want at times they can take them is consistently the lowest rated college environment question on the ACT Student Opinion survey. The 06-07 rating of 3.06 however, is higher than past year ratings of 2.71 to 2.94. The rating for this item is now at the comparison group ratings, but still remains the lowest rated question in this section.
- Stout student ratings regarding *purposes for which student activity fees are used* and *student voice in college policies* are the 2nd and 3rd lowest in the college environment section of the ACT Student Opinion Survey. The public colleges and national comparison group ratings were lower for the item on student activity fees but higher on the item regarding student voice.
- Stout's Distance Ed students rated 39 out of the 42 environment items higher than the on-campus students on the ACT Student Opinion Survey in spring 2006. Their overall average of 4.02 exceeded the on-campus student average by .37. Of the 42

item averages for the DE students, 28 were statistically higher than the comparable samples

Overall satisfaction

- In 2006, about 83% of first-year students and 81% (85% in 2005) of seniors would "probably" or "definitely" attend the same school if they were starting college again. Stout's students responded the same as the national sample for first-year students and seniors were just below the national sample at 82%.
- UW-Stout undergraduate alumni consistently report high ratings on if they would attend UW-Stout again, and if they would enroll in the same program. Mean ratings have been 3.93 or higher on a 5-point scale for the past several years. This was one of the highest rated questions in 2006.
- Most (77%) undergraduate alumni rate their program's overall effectiveness high or very high. The ratings on this question have increased since the 2004 survey. Given the cost of education and their investment of time and effort, most (69%) undergraduate alumni rate the value of their education as very good or exceptional, however ratings on this question decreased in the 2006 survey.
- Overall, questions that received the highest ratings from undergraduate alumni in the 2006 study were: how important UW-Stout was in contributing to working in teams and leadership; and availability of faculty in program courses.
- Questions that received the lowest ratings from the undergraduate alumni in the 2006 study were: value of senior year course work activities in developing preparation for community, civic and political roles and financial management; how important UW-Stout was in contributing to appreciating the value of literature and the arts and appreciating history in context to current issues.
- Overall, questions that received the highest ratings from graduate alumni in the 2006 study were: education at UW-Stout prepared me to consider the ethics of my profession; and availability of faculty in program courses.
- Questions that received the lowest ratings from the graduate alumni in the 2006 study were: how well co-curricular and extra-curricular activities prepared me for employment; education experience at UW-Stout prepared me to utilize computing and digital technology; and prepared me to view community service as my social responsibility.
- Employers provided the highest ratings on the following questions: educational preparation of the graduate to perform his/her role in their organization, and demonstrated high competency regarding working in teams and ability to plan and complete a project.
- The lowest ratings were given to competency in using mathematics or statistics and critically analyzing information. All mean responses were above 4.1 on a five-point scale.

Advising

- *Quality of Academic Advising* continues to remain one of the areas of lower satisfaction for UW-Stout undergraduates after graduation. Ratings from alumni dropped in 2006.

- Academic Advising ratings vary slightly from year to year with a low of 3.53 in 2003-04 to a high in 2004-05 of 3.78. The 2006-07 rating dropped slightly to 3.67, which is statistically lower than the national comparison group.
- Student evaluations of the First-Year advising program, however, show positive ratings. Over 95% of freshmen students in 2007 reported they were satisfied or very satisfied with their First-Year advising experience. Students in 2007 also reported over 95% positive opinions regarding: advisor's knowledge about requirements of the student's major; answering questions regarding the university in general; helpfulness w/ personal, social, or adjustment issues; and helpfulness w/ academic issues or concerns.
- Over 95% of freshmen students in 2007 reported their advisor was prompt about responding to e-mail messages and the advisor was sufficiently available to meet their needs. Approximately 80% reported fall orientation and Advisement day information as useful and 67% reported the Transition meeting was useful.
- In 2007, advisors helped the students with selecting or changing a major (40%), considering or selecting a minor (37%), improving study skills/academic habits (30%), academic performance/Early Alert (26%), transferring to another university (14%), identifying career areas (40%), and personal/social/adjustment issues (20%).
- Freshmen in 2006 indicate that the quality of academic advising at Stout has remained about the same as last year. The mean rating of 3.06 on a 4 point scale is statistically higher than the Carnegie Peer's average of 2.93 and the national average of 2.94.