CAFES New Student Survey Summary 2016

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Executive Summary

During Academic Day, September 6, 2016, 425 incoming freshmen and transfer students (Figure 1) in the College of Agriculture, Food and Environmental Sciences (CAFES) completed a one-page survey asking:

- How they found out about UW-River Falls as an educational institution.
- What factors influenced their decision to come here.
- What sort of contact they had with the university prior to their arrival.
- What their current expectations are for their time at UW-River Falls (i.e. their commitment to their major, likelihood of participating in an international experience, etc.).
- A limited amount of information about the student (their state of residence, gender, if they are from a farm and their major).

This report is provided as a summary of the students’ responses.

The response frequencies for each question in the survey can be found in Appendix A. Responses to open-ended comments are summarized in Appendix B.

Again in 2016, fewer than half (45%) the new students said they grew up on a farm. The trend, over the past 10 years, in terms of the proportion of students coming from a farm, has been negative (Figure 2).

The proportion of new students in CAFES coming from Wisconsin in 2016 (61%) was the lowest since this survey was initiated and continues a generally declining trend (Figure 3).

Similarly, over the last 10 years CAFES has experienced a declining proportion of students who report that they are the first in their family (first generation students) to attend college. Only 18% of the incoming students in 2016 said they were the first in their family to go to college (Figure 4).

In 2016, about half (49%) of those who completed an academic day survey were enrolled in the Animal Science major (Figure 5). Over the past 10 years, the animal science major has increased the number responding to the academic day survey by an average of eleven students per year (Figure 6).

Over the 2007 – 2016 time-period, both the Ag Studies and Agribusiness programs have had variable but upwardly trending enrollments (Figure 7); the Agribusiness program has added an average of about two new students per year and the Ag Studies program about one per year.

For the Ag Engineering program, 2016 was an exciting year because the first students were admitted into the new Engineering degree program. The Ag Engineering Technology program has seen modest declines in number of students participating in academic day in recent years; 17 AET students provided input in 2016, down from the program’s peak of 25 in 2012. However, adding the 18 students starting in the Ag Engineering program means that the department had its biggest starting class since the Survey Research Center (SRC) started collecting these data. The Ag Education program has rebounded nicely in the past two years from a generally declining trend over the 2007-2014 time-frame (Figure 8).

Within the Plant and Earth Science (PES) department, there has been a good deal of volatility in the number of Academic Day respondents (Figures 9 and 10). The Crops and Soils and Horticulture majors
registered sharp increases in Academic Day participants in 2016. Neither, however, exceeded their peak number of participants since 2007. Similarly, the more earth-science focused majors (Conservation and Environmental Planning, Geology and Environmental Sciences) experienced increases in Academic Day participation but none have a clear trend in enrollment.

Once again, word of mouth was cited by 2016 students as the major means by which they learned about UWRF. Of those who responded, 63% reported that their family and friends were the most frequent sources of information about UWRF (Table 1). Word of mouth is a particularly potent source of information for CAFES students who come from farms. The University’s website was, for the first time, the second most frequently cited source of information about UWRF (33%), edging out high school teacher/guidance counselor (30%), which had been the second-most frequently cited source in previous years. The website was cited significantly more often by non-farm students as a source they used to find out about UWRF. Teachers/Guidance counselors were a more important source of information about our campus for students who are the first in their families to go to college.

The most influential factor in their decision to attend UW-River Falls was our reputation and quality of programs; 56% listed this as a key factor, 24% listed their campus visit, 23% our size, and 21% our location as influential factors (Table 2).

An open-ended question was also included to see what sources of information influenced their opinions about the quality of UW-River Falls programs. In 2016, students identified 640 information sources that were influential in shaping their opinions about the quality of UWRF programs. Informal sources (past and current UWRF students, family members and word of mouth) accounted for about one-third of total responses and another quarter referenced a variety of electronic media (Table 3).

The University of Wisconsin-River Falls continues to be effective in sharing information about the University with prospective CAFES students (Table 4). Students in 2016 reported being contacted by an average of three different methods. A majority of students said they had visited campus (84%), visited our website (64%), received our mailings (63%), and received an email from us (56%). This is the sixth year UW-River Falls has had a Facebook page; 10% of students stated they had accessed CAFES’ Facebook page. However, social media, in general, was noted in Table 3 as a key factor in students’ positive impression of the quality of our programs.

UW-River Falls was the first choice in colleges for the vast majority of the incoming CAFES class; 90% of students agreed (28%) or strongly agreed (62%) with this statement (Figure 11). In addition, approximately three-quarters of these students agreed (48%) or strongly agreed (30%) that they plan to stick with their current major (Figure 12). Only 6% of 2016 respondents indicate that they agree or strongly agree that they will transfer from UWRF (Figure 13). Slightly more than two-thirds of the class of 2016 agreed or strongly agreed that they were involved in many activities during high school (Figure 14). In 2016, more than one-third (39%) of the incoming class expected to include an international experience during their time at UWRF, and there is a slight upward slope over time in this proportion (Figure 15).

In most respects, the 2016 results represent a continuation of trends the College has been seeing over the past 10 years:

- Our clientele are becoming less farm-focused.
- We are drawing ever-more non-Wisconsin students.
• A low and declining proportion of our students are the first in their family to have attended college.
• The Animal Science program continues to be the largest program in the college, is expanding at a fairly sharp rate, and is attracting an increasingly diverse, non-farm oriented set of students.
• Family and friends along with electronic media are increasingly the source of information about UWRF and the most influential in forming the opinions our students hold about UWRF. Our traditional farm clientele lean more toward family and friends and non-farm students toward electronic media for their information about us.
• The University continues to be effective in connecting with incoming students via a variety of communication channels (campus visits, web, postal mailings, and email).
• UWRF continues to be the first choice of the overwhelming proportion of our incoming students, most of those students expect to stick with the major they declared when seeking admission, very few expect to transfer to a different university, most were active in high school activities, and a growing proportion are interested in including an international experience during their time at UWRF.
Sample Overview

This is the tenth year that the SRC has conducted the New CAFES Student Survey for incoming students. In general, 2016 extended trends that we have seen developing over the past decade.

Figure 1 shows the number of respondents from which the SRC received data (blue bars—left axis) and the proportion of all students starting their CAFES program at UW-River Falls (red line—right axis) over the 2007 – 2016 time-period. As indicated by the chart, the SRC received surveys from more students in the fall of 2016 than in any year over the past decade. Further, the 425 responses represent a healthy 82% of the incoming cohort of students. With 425 observations, estimates included in this summary are expected to be accurate to within +/- 2% with 95% confidence.

![Figure 1: Number of Respondents and Percent of New CAFES Students, 2007 - 2016](image)

The Background of CAFES 2016 Entering Class

**Demographics.** The proportion of CAFES’ in-coming students who grew up on a farm is trending downward (see regression equation in Figure 1). In 2016, for the third year in a row, fewer than half the incoming students (45%) said that they grew up on a farm. On average over the 2007 – 2016 period, the proportion of incoming students coming from a farm declined by 1.2% per year.

Majors that, in 2016, had a majority of students coming from farms include: Marketing Communications (1 of 1), Dairy (83%), Ag Studies (76%), Crops and Soils (61%), Ag Engineering Technology (59%), Ag Business (59%), and Ag Education (56%). The majors with a minority of students from farms include Ag Engineering (39%), Animal Science (37%), Food Science (33%), Horticulture (20%), Geology (13%), Conservation and Environmental Planning (10%), and Environmental Science (0%).
Sixty-one percent of the new 2016 CAFES students reported that they were from Wisconsin. Slightly more than one-third (35%) of new CAFES students were from Minnesota and 16 students (4%) were from other states (7 were from Illinois). Particularly high proportions of majors in the Horticulture (80%), Ag Engineering (78%), Ag Studies (76%), and Environmental Sciences (73%) majors are from Wisconsin, as was the lone Marketing Communications major. Half the new Ag Business and Geology students were from Wisconsin and the other half from Minnesota. Fewer than half the Conservation and Environmental Planning (29%) and Food Science (25%) majors were from Wisconsin.

The proportion of new CAFES students from Wisconsin had been trending downward very slightly over the 2007 – 2016 period. As Figure 3 illustrates, the proportion of new CAFES students from Wisconsin has dropped by an average of 0.8% per year over the 2007-2016 period.
Since 2007, the proportion of students entering CAFES who report being the first in their family to go to college has been declining (Figure 4). In 2016, only 18% of students said they were the first in their family to go to college, the third year in a row that fewer than one in five incoming CAFES students were in this category. The coefficient on the regression equation in Figure 2, which is significant, indicates that the proportion of first generation students has been declining by an average of 1.1% per year since 2007.

**Figure 4:** Percent of New CAFES Students First in Family to Attend College, 2007 - 2016

\[ y = -0.0107x + 0.2787 \]

\[ R^2 = 0.537 \]
Program Summary

Figure 5 provides a breakdown of the majors of the 425 new CAFES students from whom we received a completed survey on Academic Day. Animal Science continues to be the largest major for incoming students and is responsible for about half of all new students. Historic trends in individual programs will be discussed below.

![Figure 5: 2016 New Students by Major](image)

Figure 5: 2016 New Students by Major

<table>
<thead>
<tr>
<th>Major</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Science</td>
<td>49%</td>
</tr>
<tr>
<td>Ag Business</td>
<td>9%</td>
</tr>
<tr>
<td>Dairy Science</td>
<td>9%</td>
</tr>
<tr>
<td>Ag Education</td>
<td>6%</td>
</tr>
<tr>
<td>Conservation and Environmental Planning</td>
<td>5%</td>
</tr>
<tr>
<td>Ag Studies</td>
<td>5%</td>
</tr>
<tr>
<td>Ag Engineering</td>
<td>4%</td>
</tr>
<tr>
<td>Ag Engineering Tech</td>
<td>4%</td>
</tr>
<tr>
<td>Crops and Soils</td>
<td>4%</td>
</tr>
<tr>
<td>Ag Studies</td>
<td>5%</td>
</tr>
<tr>
<td>All Other</td>
<td>8%</td>
</tr>
<tr>
<td>Ag Engineering</td>
<td>4%</td>
</tr>
<tr>
<td>Dairy</td>
<td>9%</td>
</tr>
<tr>
<td>Ag Business</td>
<td>9%</td>
</tr>
</tbody>
</table>

Figure 6 demonstrates the long-term growth in the Animal Science program over the 2007 – 2016 period (blue line). The Animal Science program has accounted for 43% of all the Academic Day responses over the past 10 years. On average, the number of respondents from the Animal Science program has increased by more than 11 per year since 2007. The introduction of a companion animal option is likely to sustain or even accelerate this growth.

The number of responses from the Dairy Science program (red line) has been somewhat variable with a slight upwards tilt over time. Four Food Science students (shown in green) provided feedback in 2016 after a hiatus on admissions to this program of five years.

![Figure 6: Animal Science Department Majors, 2007 - 2016](image)
With respect to Figure 7, both the Ag Business and the Ag Studies programs show an upward trend in the number of Academic Day respondents over the 2007 - 2016 time frame. The Ag Business program (blue line) has added an average of 2 students per year and the Ag Studies program (red line) an average of about 1.5 students per year. Both programs, however, demonstrate a fair amount of volatility in the number of respondents. The Marketing Communication major (shown in green) generally has a limited number of students who start in this program; in some years, none. Most majors transfer into this major from other programs in CAFES.

The Agricultural Education program (blue line) has rebounded nicely in the past two years from a generally declining trend over the 2007 – 2014 time-frame (Figure 8). Sustaining this short-term trend will be important for the department and the December 2016 admissions report provides some indication that recent trends will be carried into the next academic year. For the Ag Engineering department, there was a robust start to the new Agricultural Engineering degree program (green dot) that more than off-set a 5-year decline in respondents from the Ag Engineering Tech program (red line); 35 responses were received from the Ag Engineering and Ag Engineering Technology programs combined, which is substantially more than the department has had over the past 10 years.
The Crops and Soils program (blue line) has been trending slightly upward since 2010 (Figure 9). The number of Academic Day responses from these majors was sharply higher in 2016 (18) than in 2015 (11). Similarly, there were substantially more responses from Horticulture majors (10) in 2016 than in 2015 (4). After a lengthy downward trend in student numbers in the Horticulture program (red line), the most recent data provide a bit of optimism. The December 2016 admissions report shows an average number of Horticulture majors and a slightly above average number of students in the crops and soils options.

As has been true in past reports, Figure 10 indicates that there is a good deal of volatility and no clear trend in response numbers for the Conservation and Environmental Planning program (blue line), the Environmental Science program (red line), or the Geology program (shown in green). All three programs increased in 2016 compared to 2015 with Conservation nearly tripling its number of responses.
How Incoming Students Learned about UW-River Falls

Entering students were asked about nine specific means by which they might have learned about UW-River Falls, along with an “other” category. Students had the opportunity to check all boxes that were applicable. Table 1 shows that the most frequent source of information for incoming students for all 9 years has been family and friends; this source has consistently been cited by about twice as many students as the next most important factors (teachers and guidance counselors and the web). In 2016 for the first time, a higher proportion of incoming students identified the web (34%) as a means of finding out about UWRF than said they heard about us from a teacher or guidance counselor (30%). Compared to previous years, use of the UWRF website increased significantly, as did UWRF staff visits. Though still a very small minority, significantly more 2016 students identified newspapers as a source of information about UWRF than in previous years. CAFES Facebook page continues to be a rarely-used source of information about this university for incoming students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>Family/Friends</th>
<th>Web</th>
<th>Teacher/Counselor</th>
<th>Live nearby</th>
<th>Mailing/Brochure</th>
<th>UWRF Staff Visit</th>
<th>UWRF Booth</th>
<th>Newspaper</th>
<th>Facebook/Social Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>425</td>
<td>63%</td>
<td>34%</td>
<td>30%</td>
<td>22%</td>
<td>14%</td>
<td>12%</td>
<td>9%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>2015</td>
<td>322</td>
<td>64%</td>
<td>27%</td>
<td>27%</td>
<td>13%</td>
<td>14%</td>
<td>9%</td>
<td>11%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>2014</td>
<td>282</td>
<td>68%</td>
<td>22%</td>
<td>26%</td>
<td>20%</td>
<td>13%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2013</td>
<td>305</td>
<td>65%</td>
<td>18%</td>
<td>30%</td>
<td>18%</td>
<td>17%</td>
<td>9%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>2012</td>
<td>353</td>
<td>62%</td>
<td>25%</td>
<td>26%</td>
<td>20%</td>
<td>13%</td>
<td>8%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2011</td>
<td>246</td>
<td>63%</td>
<td>22%</td>
<td>28%</td>
<td>20%</td>
<td>10%</td>
<td>12%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2010</td>
<td>249</td>
<td>63%</td>
<td>18%</td>
<td>38%</td>
<td>18%</td>
<td>6%</td>
<td>5%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2009</td>
<td>289</td>
<td>70%</td>
<td>16%</td>
<td>32%</td>
<td>18%</td>
<td>9%</td>
<td>8%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2008</td>
<td>310</td>
<td>71%</td>
<td>16%</td>
<td>33%</td>
<td>18%</td>
<td>12%</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2007</td>
<td>190</td>
<td>68%</td>
<td>16%</td>
<td>31%</td>
<td>22%</td>
<td>15%</td>
<td>10%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The SRC looked at differences in the preferred sources of information about CAFES in 2016 across demographic groups and majors. Because there are relatively few respondents for some majors, we excluded them from this analysis (Mar Com, Food Sci, Geology). We found:

- **Students from farms**, compared to non-farm students were significantly more likely to report having learned about UWRF from family or friends (75% of farm kids vs. 54% non-farm), social media (2% farm vs. 0% non-farm), or at a UWRF booth at an event (16% farm vs. 4% non-farm). Students from farms were less likely than non-farm students to use the campus website (27% farm vs. 39% non-farm). The historic links the college has to the farm population will likely stand us in good stead for recruiting students from families involved in production agriculture. The lack of those links to many of those from urban or suburban areas, places added importance on the College’s electronic marketing efforts.

- **Students from Wisconsin vs. Minnesota vs. Other States**: Minnesota students were more likely to report knowing about UWRF because it is close to their home (29% MN vs. 18% WI), which makes sense given that most Minnesota students in the college are from the southeastern portion of the state. A good word from family or friends is also more important...
to students from Minnesota (75% MN vs. 54% WI). Wisconsin students were more likely to report hearing about UWRF from a teacher or guidance counselor (37% WI vs. 17% MN)

- **First generation college students** were more likely to cite a teacher or guidance counselor (41% first generation vs. 27% non-first generation) and less likely to have heard about us because they live nearby (15% first gen vs. 23% non-first gen).
- **Ag Business majors** are more likely to credit living nearby (43% Ag Bus vs. 20% Other) and postal mailings (25% Ag Business vs. 13% as sources of information about UWRF but less likely to have found out about us from the website (15% Ag Bus vs. 21% Other major) or a visit by a UWRF faculty or staff to their school (4% Ag Bus vs. 9% Others)
- **Ag Engineering majors** were more likely to report that UWRF is close to their home (27% of Ag Eng vs. 18% Other majors)
- **Ag Education majors** were more likely to say they learned about UWRF as a result of a teacher or counselor (56% Ag Ed vs. 28% Other majors), but less likely to cite the web (7% Ag Ed vs. 21% Other)
- **Animal Science majors** were also more avid users of the UWRF website (25% Animal Sci vs. 17% Other), but less likely to say they learned of us via family or friends (63% AN Sci vs. 68% Other) or because they live nearby (15% An Sci vs. 21% Other)
- **Conservation/Planning majors** were more likely to say a visit to their school by a UWRF faculty/staff was a source of information about our programs (14% cons vs. 8% Other)
- **Dairy Science majors** were likely to reference family or friends (75% Dairy vs. 65% Other), but less likely to have used the website (15% Dairy vs. 21% Other)
- **Environmental Science majors** are more likely to say they live nearby (27% Env Sci vs. 18% Other) but less likely to tap into family/friends (51% Env Sci vs. 67% Other)
- **Horticulture majors** are more likely to have heard about us from a teacher or counselor (40% Hort vs. 30% Other)

The overarching importance of cultivating positive word of mouth about CAFES is not altered by the foregoing results. But, the growing number of students drawn to CAFES who have little or no connection to production agriculture, means that electronic information platforms will likely continue to grow in importance. Over time, if the college is successful in placing these students into careers in non-production-focused occupations, word of mouth will be important for this portion of our student body portfolio also.
What Influenced Their Decision to Come to UW-River Falls

Students were asked to identify the single factor that most influenced their decision to come to UW-River Falls. However, many students included multiple responses; the question was analyzed as though students could choose multiple options. Because multiple choices are possible, the percentages for any given year sum to more than 100%.

As in previous years, incoming students noted that the quality of our programs and our strong reputation as the most important factor in choosing UW-River Falls. In recent years, about half the students said reputation was the most important factor in deciding to attend UW-River Falls. Other influential factors in 2016 (Table 2) were visiting the campus (24%), the size of campus (23%), and location (21%).

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>Quality /Rep</th>
<th>Campus Visit</th>
<th>Size</th>
<th>Location</th>
<th>Parents /Family</th>
<th>Friends</th>
<th>Web Site</th>
<th>Teacher</th>
<th>UWRF Faculty</th>
<th>Fin Aid</th>
<th>Soc Media</th>
<th>Turned down by first choice</th>
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<td>2016</td>
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<td>56%</td>
<td>24%</td>
<td>23%</td>
<td>21%</td>
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<td>16%</td>
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<td>4%</td>
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<td>2015</td>
<td>322</td>
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<td>2014</td>
<td>282</td>
<td>56%</td>
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<td>2013</td>
<td>305</td>
<td>46%</td>
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<td>353</td>
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<td>22%</td>
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<td>2011</td>
<td>246</td>
<td>49%</td>
<td>23%</td>
<td>16%</td>
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<td>17%</td>
<td>11%</td>
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<td>2009</td>
<td>289</td>
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<td>5%</td>
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<td>2008</td>
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<td>13%</td>
<td>5%</td>
<td>7%</td>
<td>7%</td>
<td>9%</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Compared to previous years, significantly higher proportions of 2016 students identified our reputation, size, location, input from friends, the UWRF website, and financial aid as factors that were very influential in their decision to come to school here.

There are a few notable differences in 2016 in terms of the most influential factor in choosing UWRF:

- Reputation is particularly important to Animal and Dairy Science majors and much less so to Hort and Environmental Science majors
- The influence of parents and friends is more important for Ag Business majors and those who grew up on a farm
- Teachers/guidance counselors are particularly key for Ag Education majors and first generation students
- Friends and UWRF students are more influential with Ag Education and Dairy Science majors
- Minnesota students cited UWRF’s location as more influential. Location was significantly less important to Ag Studies and Conservation students

In the 2016 survey, respondents were again asked to identify the person who most influenced their decision to attend UWRF. The results of that open-ended question are shown in Appendix B. There were few individuals identified by more than one respondent.
Sources of Information About UWRF Quality

Because incoming students consistently identify the quality of our programs as a key factor in their decision to attend UWRF, we again asked new 2016 students to identify the sources of information that were influential in their assessment of our university. Many students identified multiple information sources. The SRC placed 640 citations into the 10 categories shown in Table 3. The importance of electronic media (web, email, social media) is quite obvious, with more than one-quarter of the incoming students identifying one form of electronic media or another. Informal sources of information (current or past students, family, word of mouth), with 220 combined responses, is still the most important source of information about us. The complete list of responses to this question are included in Appendix B.

Contact Incoming CAFES Students Had with UWRF Prior to Arrival

Table 4 summarizes contact that the university had with students prior to their arrival on campus. The table shows that the university has been consistently successful in attracting students to campus visits; more than 8 out of 10 of this year’s new students reported having visited campus. In addition, nearly two-thirds of this years’ incoming class said they had visited our website and/or received a mailing from us. Facebook continues to be a point of contact for a small minority of incoming students but has reached at least 10% of incoming students for the past three years. In 2015, we added “Email Message” as an answer option, and more than half of the 2016 students reported that they had been contacted by UWRF via email.

Table 3: Information Sources Influencing Opinions About Quality of UWRF Programs, 2016

<table>
<thead>
<tr>
<th>Source</th>
<th>Number Citing Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Media</td>
<td>176</td>
</tr>
<tr>
<td>Past and Current Students</td>
<td>119</td>
</tr>
<tr>
<td>Parents, Friends, Family</td>
<td>75</td>
</tr>
<tr>
<td>Programs, Facilities, Industry Links</td>
<td>54</td>
</tr>
<tr>
<td>High School Related</td>
<td>54</td>
</tr>
<tr>
<td>Faculty, Staff, Advisors</td>
<td>52</td>
</tr>
<tr>
<td>Campus Visit</td>
<td>44</td>
</tr>
<tr>
<td>Brochures, Paper Media</td>
<td>40</td>
</tr>
<tr>
<td>Word of Mouth</td>
<td>26</td>
</tr>
<tr>
<td>Special Events, Miscellaneous</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 4: What Contacts Did You Have with UW-River Falls Prior to Arrival?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>190</td>
<td>310</td>
<td>289</td>
<td>246</td>
<td>246</td>
<td>353</td>
<td>305</td>
<td>282</td>
<td>322</td>
<td>485</td>
</tr>
<tr>
<td>Campus Visit</td>
<td>74%</td>
<td>78%</td>
<td>79%</td>
<td>80%</td>
<td>80%</td>
<td>78%</td>
<td>74%</td>
<td>83%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Website</td>
<td>62%</td>
<td>70%</td>
<td>73%</td>
<td>72%</td>
<td>63%</td>
<td>65%</td>
<td>54%</td>
<td>61%</td>
<td>60%</td>
<td>64%</td>
</tr>
<tr>
<td>Mailing</td>
<td>68%</td>
<td>75%</td>
<td>71%</td>
<td>61%</td>
<td>59%</td>
<td>61%</td>
<td>62%</td>
<td>66%</td>
<td>60%</td>
<td>63%</td>
</tr>
<tr>
<td>Email message</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>47%</td>
</tr>
<tr>
<td>Faculty Meeting</td>
<td>18%</td>
<td>19%</td>
<td>19%</td>
<td>20%</td>
<td>22%</td>
<td>20%</td>
<td>22%</td>
<td>25%</td>
<td>24%</td>
<td>29%</td>
</tr>
<tr>
<td>Phone Calls</td>
<td>26%</td>
<td>23%</td>
<td>27%</td>
<td>28%</td>
<td>24%</td>
<td>23%</td>
<td>26%</td>
<td>18%</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>CAFES Facebook Page</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>11%</td>
<td>3%</td>
<td>9%</td>
<td>7%</td>
<td>8%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>8%</td>
<td>7%</td>
<td>5%</td>
<td>7%</td>
<td>8%</td>
<td>4%</td>
<td>7%</td>
</tr>
</tbody>
</table>
The average student reported having been contacted by the university via three of the methods listed in Table 5. Two of the students reported that they’d had no contact from the University prior to their arrival on campus. More than 40% of the 2016 students reported four or more different modes of contact.

Compared to earlier years, incoming students in 2016 were significantly:

- Less likely to report being contacted by phone
- More likely to have had a meeting with a faculty member
- More likely to have accessed campus social media

The average number of communication channels by which UWRF contacted 2016 students was also significantly greater than in prior years.

There were relatively few differences across demographic groups or majors with respect to the types of contacts the 2016 class reported having had:

- First generation students were less likely to have reported having visited the campus website
- Ag education majors were more likely to have had a personal meeting with a faculty or staff member and to have visited the campus website
- Animal Science majors are more likely to have visited campus
- Dairy Science majors were more likely to have contacted the campus via social media but less likely to have visited campus
- Ag Studies majors were more likely to say they had received an email from UWRF.
- Students from places other than Minnesota or Wisconsin were more likely to have had a meeting with a faculty member

Retention Factors

The incoming students were asked five questions pertaining to their commitment to UW-River Falls and CAFES, and their level of participation in high school activities. We expect that a student's level of attachment to and expected participation in campus life might influence their commitment to remain at UW-River Falls until they graduate.

Answer options to the following questions included Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. In the graphs, Strongly Agree and Agree responses were combined into a single “Agreement” category (shown in green), Strongly Disagree and Disagree were combined into a “Disagreement” category (in red) and the Neutral response are shown in yellow.

Figure 11 indicates that over the 2007 – 2016 timeframe, consistently more than 80% of respondents have said that UWRF was their first choice of colleges. For 2016, 90% of incoming students said UWRF was their first choice of colleges; this is an all-time high and significantly greater than in prior years. Slightly fewer Ag Business and Environmental Science students agreed that UWRF was their first choice of colleges.
There are no clear trends in the proportion of students who plan to keep the major they had when starting at UWRF (Figure 12). In 2016, 78% of respondents agreed or strongly agreed that they will stick to their major. Ag Studies majors (not surprisingly) were significantly less likely to agree that they will stick with the major they declared when they applied for admission to UWRF.

Figure 13 indicates that for the past 10 years between 75% and 80% of CAFES’ incoming students indicated that they do not plan on transferring from UWRF. In 2016, 76% of the incoming class disagreed or strongly disagreed that they are planning to transfer from UWRF. Students in the Animal Science program were, for the second year in a row, significantly more likely to expect to transfer from UWRF, while those in Crops and Soils are less likely to think they will go elsewhere.
Students were asked if they were involved in high school activities, including sports, clubs, and volunteer activities. Studies have shown that students who participate in clubs and other extracurricular activities are more likely to be retained at college. Implicitly, we are assuming that if our incoming students were active in high school extracurricular activities, they will also be active at UW-River Falls. Over the past nine years about two-thirds of the entering classes have agreed that they were active in high school. The proportion for 2016 (68%) was not significantly different than in previous years.

In 2016, students were significantly more likely to say they were active in high school if:

- They grew up on a farm
- They were from Wisconsin rather than Minnesota
- They were an Ag Engineering Technology or Conservation and Environmental Planning major
In 2016, nearly four of 10 (39%) of the incoming class expected to include an international experience during their time at UWRF, an equal proportion (39%) were unsure about this and about one-fifth (22%) said they don’t plan on including an international experience. There is a hint of an upward sloping trend in the proportion of CAFES students looking for an international experience.

Conclusions

The results from the 2016 New CAFES Student Survey generally aligns with those from previous years. Perhaps the most interesting and strategically important result is the continuing decline in the proportion of incoming students who have a farm background. These non-farm focused students tend not to have the same personal links to UWRF through family and friends that have been key recruiting vehicles for the College. These students also have different preferences in terms of accessing information and forming opinions about our university. It will be incumbent on CAFES to provide these students with a positive experience during their course work and in their work career so that they become ambassadors for the College to future generations of prospective students.
### Appendix A-New CAFES Student Survey, Fall 2016

#### 1. How did you learn about UW-River Falls? (check all that apply)

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I live nearby</td>
<td>22%</td>
</tr>
<tr>
<td>UWRF staff visited my school</td>
<td>12%</td>
</tr>
<tr>
<td>Newspaper/magazine ad/story</td>
<td>4%</td>
</tr>
<tr>
<td>Family/Friends</td>
<td>63%</td>
</tr>
<tr>
<td>Mailing/Brochure from UWRF</td>
<td>14%</td>
</tr>
<tr>
<td>CAFES Facebook Page</td>
<td>1%</td>
</tr>
<tr>
<td>Web Search</td>
<td>34%</td>
</tr>
<tr>
<td>Teacher/Guidance Counselor</td>
<td>30%</td>
</tr>
<tr>
<td>UWRF Booth at a Show (e.g. Dairy Expo)</td>
<td>9%</td>
</tr>
<tr>
<td>Other See Appendix B</td>
<td></td>
</tr>
</tbody>
</table>

#### 2. What most influenced your decision to come to UW-River Falls? (check only one)

<table>
<thead>
<tr>
<th>Influence</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info on website</td>
<td>9%</td>
</tr>
<tr>
<td>Reputation/quality of programs</td>
<td>56%</td>
</tr>
<tr>
<td>Size of campus</td>
<td>23%</td>
</tr>
<tr>
<td>Parents/family members</td>
<td>15%</td>
</tr>
<tr>
<td>Friends/other students at UWRF</td>
<td>16%</td>
</tr>
<tr>
<td>Financial aid received</td>
<td>4%</td>
</tr>
<tr>
<td>Teacher/guidance counselor</td>
<td>8%</td>
</tr>
<tr>
<td>Turned down by first choice of colleges</td>
<td>1%</td>
</tr>
<tr>
<td>Campus visit</td>
<td>24%</td>
</tr>
<tr>
<td>Personal contact w/ UWRF faculty/staff</td>
<td>3%</td>
</tr>
<tr>
<td>CAFES Facebook Page</td>
<td>1%</td>
</tr>
<tr>
<td>Other See Appendix B</td>
<td></td>
</tr>
</tbody>
</table>

#### 3. What is the name of the person who most influenced your decision to attend UWRF? See Appendix B

#### 4. What contact did you have with UW-River Falls prior to your arrival? (check all that apply)

<table>
<thead>
<tr>
<th>Contact</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailings/brochures</td>
<td>63%</td>
</tr>
<tr>
<td>Personal meeting with faculty/staff</td>
<td>29%</td>
</tr>
<tr>
<td>Visited website</td>
<td>64%</td>
</tr>
<tr>
<td>Phone calls</td>
<td>18%</td>
</tr>
<tr>
<td>Campus visit</td>
<td>80%</td>
</tr>
<tr>
<td>CAFES Facebook Page</td>
<td>10%</td>
</tr>
<tr>
<td>Other See Appendix B</td>
<td>7%</td>
</tr>
</tbody>
</table>

#### 5. Please indicate the extent to which you agree with the following

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. UWRF was my first choice of colleges</td>
<td>62%</td>
<td>30%</td>
<td>2%</td>
<td>35%</td>
<td>15%</td>
</tr>
<tr>
<td>b. I am sure I’ll stick with my current major</td>
<td>28%</td>
<td>48%</td>
<td>4%</td>
<td>33%</td>
<td>24%</td>
</tr>
<tr>
<td>c. I expect to transfer from UWRF</td>
<td>7%</td>
<td>18%</td>
<td>18%</td>
<td>20%</td>
<td>39%</td>
</tr>
<tr>
<td>d. I was involved in lots of activities (sports, clubs, volunteering) in high school.</td>
<td>3%</td>
<td>3%</td>
<td>38%</td>
<td>9%</td>
<td>16%</td>
</tr>
<tr>
<td>e. I plan to include an international experience (e.g. study tour) during my time at UWRF</td>
<td>0%</td>
<td>1%</td>
<td>38%</td>
<td>2%</td>
<td>6%</td>
</tr>
</tbody>
</table>

#### 6. What sources of information have influenced your opinions about the quality of UW-River Falls programs?

See Appendix B

#### 7. I grew up on a farm

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45%</td>
<td>55%</td>
</tr>
</tbody>
</table>

#### 8. I am from Wisconsin

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>61%</td>
<td>36%</td>
</tr>
</tbody>
</table>

#### 9. Others in my family have gone to college

<table>
<thead>
<tr>
<th></th>
<th>Ag Bus</th>
<th>Ag Ed</th>
<th>Ag Eng</th>
<th>Ag Eng Tech</th>
<th>Ag Studies</th>
<th>An Sci</th>
<th>Cons &amp; Env Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9%</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>49%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Crop/Soils</td>
<td>Dairy</td>
<td>Envir Sci</td>
<td>Food Sci</td>
<td>Geology</td>
<td>Hort</td>
<td>Mar Com</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>9%</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### 10. What is your major?

<table>
<thead>
<tr>
<th></th>
<th>Ag Bus</th>
<th>Ag Ed</th>
<th>Ag Eng</th>
<th>Ag Eng Tech</th>
<th>Ag Studies</th>
<th>An Sci</th>
<th>Cons &amp; Env Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9%</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>49%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Crop/Soils</td>
<td>Dairy</td>
<td>Envir Sci</td>
<td>Food Sci</td>
<td>Geology</td>
<td>Hort</td>
<td>Mar Com</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>9%</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Appendix B New CAFES Student Survey, Fall 2016

Q1. How did you learn about UW-River Falls? Word (30 Responses)

- FFA (6x)
- FFA Competition (5x)
- Ag Teacher (2x)
- Alumni (2x)
- Family (2x)
- Veterinarian (2x)
- Athletic Coach
- Co-worker
- Employer
- Farm Tech Days
- FFA Conventions
- Group Tour
- Kids at School
- Leadership Conference
- My Major
- Upward Bound
- UW Madison Veterinary Advisor
- Volleyball

Q2. What most influenced your decision to come to UW-River Falls? Word (12 Responses)

- Equine Program (3x)
- Majors Offered (3x)
- Affordability
- Ag Ed Program
- Companion Animal Program
- Internship
- Reciprocity
- Vet Tech Program

Q3. What is the name of the person who most influenced your decision to attend UWRF? (376 Responses)

- Me (27x)
- NA (11x)
- Parents (7x)
- Mom (6x)
- Joe Staseak (3x)
- Dad (2x)
- Dean Olson (2x)
- Friend (2x)
- Kristen Kvaiheim (2x)
- Matt Walker (2x)
- Not sure (2x)
- Ryan Holle (2x)
- Susan Olsen Rosenbach (2x)
- Whitney Barnes (2x)
- Aaron Johnson
- Abby Rotering
- Adam Striebe
- Adam Suhr- my dad
- Ag teacher
- Alan DuChene
- Alex Weiss
- Alexis Stephens
- Allison Newman, Josh Burton
- Amber Dornfeld
- Amber Yoger
- Amelia Dunlap
- Amy Thielman
- An admissions lady who answered the phone when I needed to really be helped
- Andy Damm
- Andy Helmer (brother)
- Angie Anhatt (mom)
- Angie Schulting
- Ann Felker
- Arica Kirkham
- Bailey Hanson
- Barbra Watrop
- Bartel M.
- Beanna Yenter
- Becky Kramer
- Ben Wolterman
- Beth (companion animal staff)
- Beth Bante
- Beth Sommerfeld
- Bill Mcleod
- Blake
- Bonnie
- Bonnie Walters
- Brad MarkLandt
- Bradley Kanter
- Branda Scheil
- Brenda Markwell
- Brian Forrest
- Brian Olsem
- Brian Thoma
- Brice
- Brigid Reimann
- Brittany Kroll
- Brittany Mayer
- Bruce Brunner
- Candice Olson
- Carol Mischke
- Kristy Conyers
- Kristy Loithrout
- Kyle Manning
- Lana Crawford
- Lance Miller
- Lance Westerburg
- Lea Grant
- Leah Flannagan
- Lexi A.
- Lexie Arlt
- Lexy Heldt
- Linda Zurn
- Lindsay Knoebel (sister)
- Lisa Green
- Lisa Halverson
- Lisa Kopp
- Lisa Samp
- Liz Nelson
- Luke
- Luke B.
- Maddie Bode
- Marci Tolinoon
- Maria Gumney
- Mariah Ross
- Mark Ensrude
- Mark Libra
- Mark Seefoldt
- Marole Molette
- Marsha
- Maru Weve
- Mary Daily
- Mary Handrich
- Mary Schaar
- Matt Ellerbrock
- Matt Lullett
- Matt Speckman
- Matthew Williamson
- Max Emmerson
- Megan Dansmore
- Melinda Goplin
- Melinda Swanda (mom)
- Melissa Heise
- Melissa Phelps
- Micah Dick
- Michael
- Michele
- Michelle Muhreh
- Mikayla
- Molly Streightiff
- Morgan Randall
- Mr. Bruflat
- Mr. Dale Carlson
- Mr. Engel
- Mr. Jon Yusten
- Mrs. Ross
- Mrs. Tari Costello
- Ms. Hagemann (ag teacher)
- My roommate Cassie Chmielewski
- My sister Valerie Ponterio
- My uncle (he went here)
- Nathan V
- Nelda Poalley
- Nick Schnieder
- Orientation guide
- Page Johnson
- Paige Linder
- Patrick Pierce
- Patrick Sweeney
- Pattie Olson
- Patty Ford
- Paul Maaiz (dad)
- Paul Majors
- Paule Treu
- Penny
- Pete Tremine
- Phil Hewitt (dad)
- Prudence Currier
- Rachel Anderson
- Rachel Kropelina
- Randall Vinter
- Rob Peters
- Rodney and Meary
- Jean Hassehl
- Roger King
- Ryan Behling
- Ryan Haffren
- Ryan Leach
- Sally Emmerson
- Sandy Cordes
- Sandy Dykes
- Sandy Revis
- Sanita Rouse
- Sara Brantner
- Sarah Myers
- Sarah Winter
- Seth
- Seth Weyer
- Shan Booth
- Shannon Adkins
- Sharaya Schmidt
- Shelby Hen
- Shelly Topness
- Shenna Mantufel
- Shizue and Eric Leverance
- Shizue Teal (relative and alumni)
- Sierra Henz
- Stacy Miltor
- Steave Hilger
- Stephanie Bisek
- Stephen Kenimore
- Steve Henderson
- Steve Stappelmooor
- Steven Schank
- Susan Heer
- Susan Jedlund
- Sydnee
- Sylvia Kehoe
- Tari Costello
- Taylor Carlson
- Terry and Tom Lauth
- Terry Frawley
Q4. What contact did you have with UW-River Falls prior to your arrival? Word (19 Responses)

- Ag Shadow Days (3x)
- FFA Contests (3x)
- Family went here (2x)
- Attended clinics/events here
- Bartel at Farm Tech Days
- Basketball coach
- Colt Sale
- Dairy Expo
- Friend going here
- Horsemanship Clinic
- Personal letter in mail
- Presentation
- Sporting events
- Volleyball
Q6. What sources of information have influenced your opinions about the quality of UW-River Falls programs? (649 Responses)

Electronic Media, Website, Brochures, and Articles (176 Responses)

- Website (110x)
- Internet (30x)
- Social Media (11x)
- Emails (9x)
- Facebook (4x)
- Media (2x)
- Animal Science portion of UWRF website
- Just what I could find on the website. the information was a little vague, but encouraging none the less

Past and Current Students (119 Responses)

- Former Students (27x)
- Alumni (18x)
- Conversations with current students (12x)
- Family and friends who are attending or did attend here (5x)
- Friends who have attended here (5x)
- Alumni from my high school who are attending (3x)
- Current and previous students (3x)
- Alumni in my community (2x)
- Brother graduated from here (2x)
- Good reviews from past students (2x)
- Parents are alumni (2x)
- People who went here before (2x)
- Students experiences and reviews (2x)
- Testimony and experiences from former students (2x)
- A student who started going here last year said he liked it a lot
- Family member graduated from UWRF and joined the Peace Corp
- Friends who are upperclassmen
- Had family members in the ag program
- Research online about UWRF Ag Ed major
- Researching the programs at UWRF
- Reviews
- The info on the website and compared to other colleges like Platteville
- The UWRF Rodeo Website, An Sci-Equine Website
- Twitter
- Web and others at the school
- Websites that told the best programs for vet techs

Hannah Schaller told me you guys are the best. Got to take her word
- I have a couple of teachers that went here and they loved it.
- I have friends who took the same program as I will be enrolled in.
- I have met a lot of successful people who are UWRF alumni
- I have met many people that go here who loved the staff and stick by what they teach
- I know many people here and they all have good things to say
- Listened to many people who went here
- My ag teachers in high school attended here and push UWRF as being "the best." Others that I know who either attend now or have attended have also been influential.
- My cousin also went here and never stops talking about it
- My cousin attended UWRF and highly recommended it
My cousin, who went here, said it was a small, nice campus that had a strong ag background.

My co-worker who went here with the same career option

My father's experience here

My high school ag teacher went here

My high school teacher went to UWRF and said the crop and soil program was challenging, but very good.

My mother attended UWRF and was in the animal science program

My sister attended UWRF

My sister is on her fifth year at UWRF and loves it

Peers that were going here

People who work with my mom who graduated from here

Previous students’ experiences were all great

Previously attending students of UWRF (mother, teacher, and two employers)

Teachers and friends who have attended UWRF

The amount of people that came here for ag programs

The feedback I got from family members that went to UWRF

The reputation of the college from others

The way people talk about the college/programs who graduated from UWRF.

What successful people that have come here said.

Parents, Friends, and Family (75 Responses)

Family and Friends (25x)

Friends (19x)

Family (15x)

Parents (5x)

Sister (2x)

Family that have attended

Friends and family speak about the quality of the programs

Friends attending high school ag program

Friends info about classes

My family members have influenced my opinion about UW-River Falls

Other students

People from my home town

Talking with others

WFC owners, Wysacki Family of Companies
Programs, Facilities, and Industry Links (54 Responses)

- Reputation (6x)
- Rates of getting a job after college (5x)
- Heard from people they have a great program (4x)
- Majors offered (4x)
- Animal Science Program (2x)
- Employers (2x)
- Size and Structure of classes and campus (2x)
- Two Lab Farms (2x)
- Ability Services
- Ag Engineering Tech program
- Course Descriptions
- Good Ag program, hands on
- Great Business program, especially for Ag
- History of strength in school of ag
- How highly my doctors spoke of school and the programs here
- I did a lot of research online and River Falls had the best programs around for the Agriculture related majors
- It has an excellent Vet program and Agriculture program.
- It's a big Ag school
- Learning about GREAT programs
- Learning from the web that it has one of the best Ag programs in the nation.
- Only Dairy Science program in state that's not Madison
- PATH International
- People at the barn I ride at and my veterinarians say good things also
- People I know say positive things about it. People in the dairy industry
- Personal Performance
- Positive feedback about the Animal Science program
- Programs attended
- Recommendations
- Research on what I wanted as a program
- Seeing that there is counseling and pet therapy which has reassured me about the college keeping the students in mind, which to me shows that the college is good in general
- The ag programs and nice campus
- The small class and how teacher understand students learning types are different
- Volleyball program
- What I knew about the programs
- What the UW-Madison DVM program advisor told me
**High School Related (54 Responses)**

- Teachers (19x)
- Ag Teacher (7x)
- Guidance Counselor (7x)
- Counselor (6x)
- FFA Advisor (3x)
- Wisconsin FFA (2x)
- Coaches
- Contact with faculty at my high school over summer break
- Fellow 4-Hers
- FFA Alumni
- High School Chemistry teacher
- High School staff
- My Ag teacher and FFA advisor graduated from UWRF and strongly encouraged it
- My Ag teacher in high school talked the college up
- Recognition from high school teachers and counselors

**Faculty, Staff, Advisors (52 Responses)**

- Staff (28x)
- Faculty (7x)
- Advisors (4x)
- Faculty and staff (4x)
- Orientation (2x)
- Advisors information during registration
- Faculty at college fairs
- Personal meetings
- Professors
- Professors and my TA
- Talking with Dean Olson
- The personal meetings with the professors

**Campus Visit (44 Responses)**

- Campus Visit (33x)
- Campus tour guide (2x)
- Being Here
- Events
- I visited the campus and loved the campus farms
- Mostly campus visit- loved the size, how pretty the campus was
- My time spent on campus
- Personal experience
- Presentation during my campus visit
- The campus tour and being able to see everything that the faculty does
- Visiting with counselors/tour

**Brochures and Other Paper Media (40 Responses)**

- Brochures (24x)
- Mail (9x)
- Articles published
- Campus/college info
- Hoards Dairyman and other ag publications
- Letters
- Pamphlets received from high school
- Papers
- Stuff UWRF has sent me
Word of Mouth (26 Responses)

- Word of Mouth (13x)
- People (6x)
- Other people (4x)
- From what I have heard from people

- Discussion with others in the profession about UWRF
- Other people’s experiences

Special Events and Miscellaneous (10 Responses)

- Ag Ed Shadow Day (2x)
- World Dairy Expo booth (2x)
- FFA conventions booths
- Living on a farm

- The OTO
- Personal sources
- Research
- Shenna Mantufel (therapist)

Q8. I am from... Word (11 Responses)

- Illinois (7x)
- Michigan (2x)
- Tennessee (2x)
- California

- Missouri
- South Carolina
- Washington