CAFES New Student Survey Summary
2018

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Survey Research Report 2018/26
September 2018
Staff working for the Survey Research Center at UW-River Falls were instrumental in the completion of this study. We would like to thank the staff and students working in the SRC - Shelly Hadley, Aaron Lieby, Beth Zimmer, Jennifer Pflum, and Elle Peretz - for their assistance and suggestions. Thanks also to Laura Walsh and Stephanie Cold in CAFES.
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Executive Summary

For the 12th consecutive year, the Survey Research Center collected data from students beginning their college career at UW-River Falls. The questionnaire used was changed somewhat in 2017 compared to the questionnaire used during the first decade of data gathering. Where applicable, we compare the 2017-18 data to previous years.

During Academic Day, September 4, 2018, a record number of incoming freshmen and transfer students (449) in the College of Agriculture, Food and Environmental Sciences (CAFES) completed a one-page survey (Figure 1). They were asked about:

- The information sources they used to investigate college options
- What sort of contact they had with the university prior to their arrival
- What were the two most important factors in their decision to come to UWRF
- 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 summarizes students’ responses.

Appendix A summarizes the response frequencies for each question in the survey. We summarize responses to open-ended comments in Appendix B.

The proportion of CAFES’ in-coming students who grew up on a farm continues to trend downward; in 2018 it was an all-time low of 37% of incoming students said that they grew up on a farm (Figure 2). Over the past 12 years, the percentage of new students who grew up on a farm has declined by an average of 1% per year. The rapid growth of the equine and companion animal program accounts for a good deal of this change in student demographics; only 27% of the new students in animal science grew up on a farm.

The proportion of new students in CAFES coming from Wisconsin in 2018 (61%) was tied for the all-time low; the proportion of students from Wisconsin has been declining by an average of about 1% per year since 2007. (Figure 4).

The proportion of students who report that they are the first in their family (first generation students) to attend college declined for the first time in 4 years in 2018. At 23%, first generation students are a much lower proportion of the CAFES student population than for UW-River Falls as a whole. (Figure 5).

In 2018, nearly three of every five students who completed an Academic day survey were enrolled in the Animal Science major (Figure 6). Over the past 12 years, the animal science major has increased the number of students responding to the Academic Day survey by an average of nearly 15 students per year (Figure 7).

Over the 2007 – 2018 time-period, both the Ag Studies and Agribusiness programs have had variable but upwardly trending enrollments (Figure 8); the Agribusiness program has added an average of about two new students per year and the Ag Studies program about one per year.

Though down from 2017, the 26 new Ag Education majors in 2018 are still substantially more than the average of 16 per year seen during the 2007 to 2012 period. After a robust enrollment in 2017, enrollment
in the new Agricultural Engineering program fell off considerably in 2017. The combined 2018 enrollment of Ag Engineering (14) and Ag Engineering Technology (7) in 2018 is comparable to the enrollment in the AET program in the four years prior to launching of the Ag Engineering degree program (22.5 new students on average) (Figure 9).

Figure 10 indicates that 2018 was not a good year in terms of recruiting new students for the Crops/Soils and Horticulture programs. Over the years, there has been a good deal of volatility in response numbers for the Conservation and Environmental Planning, the Environmental Science, and the Geology programs (Figure 11). In 2018, all three programs were very close or equal to their average new matriculants (14 for conservation and environmental planning, 8 for environmental science, and 3 for geology).

As was true in 2017, about half the 2018 respondents said that college websites and campus visits were the most important sources of information for them as they considered their college options. Word of mouth from family/friends (41%) and from high school teachers and counselors (31%) were also important information sources. (Figure 12).

The University of Wisconsin-River Falls continues to be effective in sharing information about the University with prospective CAFES students (Table 1). Students in 2018 said they were contacted by an average of 3.4 different methods, which was down significantly from the number of types of contacts reported by 2017 respondents. A majority of students said they had visited campus (83%), visited our website (70%), received our mailings (56%), and received an email from us (55%). This is the eighth year we asked about contact via social media and only 8% said they had contact with the University using this method.

The main reason students chose to attend UW-River Falls is the array of programs we offer (Figure 13). Our relatively low cost, size of campus, and location were important to substantial proportions of respondents.

For 2018, 87% of incoming students said UWRF was their first choice of colleges, down slightly from 90% in 2016 and 91% in 2017. (Figure 14). The proportion of students who plan to keep the major they had when starting at UW-River Falls (Figure 15) has been fairly steady from 2007 – 2018. In most years since 2007, between 75% and 80% of incoming students disagreed that they are likely to transfer from UW-River Falls (Figure 16). The highest proportion of incoming students recorded since this question was first asked in 2009 (45%) said they expect to include an international experience while at UW-River Falls (Figure 17).

The 2017 survey contained two new open-ended questions:

- Top concerns of students after they had been admitted to UWRF were how to pay for college and dealing with transfer credits, ensuring they have the correct mix of classes and scheduling their classes (Table 2)
- An overwhelming proportion of new student impressions of UWRF were positive. Many said they appreciated our beautiful and safe campus and the welcome they received from students, faculty and staff (Table 3)

In most respects, the 2018 results continued a number of positive trends the College has been seeing over the past 12 years. The summary we produced for the 2017 report applies without any changes:

- More CAFES students are attending Academic Day
- Students are less farm-focused
• We are drawing ever-more non-Wisconsin students
• A relatively low 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 sharp rate, and is attracting an increasingly diverse, non-farm oriented set of students
• The University continues to be effective in connecting with incoming students via a variety of communication channels (campus visits, website, 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, and a substantial proportion are interested in including an international experience during their time at UWRF
Sample Overview

This is the twelfth year that the SRC has conducted the New CAFES Student Survey for incoming students. 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 who completed a survey (red line – right axis) over the 2007 – 2018 time-period. For the third year in a row, CAFES matriculated more than 500 new students and more than 80% of them completed a survey on Academic Day. With 449 observations, estimates included in this summary are expected to be accurate to within +/- 1.8% with 95% confidence.

The Background of CAFES 2017 Entering Class

Farm Background. The proportion of CAFES’ in-coming students who grew up on a farm continues to trend downward by an average of 1% per year (see regression equation in Figure 2). In 2018, for the fifth year in a row, fewer than half the incoming students (37%) said that they grew up on a farm. This is the lowest percentage since the SRC started collecting these data and reflects changes in the mix of majors offered by the college. Specifically, the continuing strong enrollments in the Animal Science – Equine program (109 new students) and the rapid growth in the Animal Science - Companion Animal program (114 new students) are rapidly changing the nature of CAFES students. If we look at all non-animal science respondents, 51% said they came from farms. In contrast, only 27% of respondents from the Animal Science department said they grew up on a farm.
Beyond Animal Science, there is a wide variation in the number and percentage of CAFES’ incoming students who grew up on farms (Figure 3). Half or more of the new students in seven programs in 2018 came from a farm: Ag Engineering Technology, Ag Marketing Communications, Ag Business, Ag Engineering, Ag Studies, Dairy Science, and Crops and Soils Science. These seven programs accounted for only 26% of new students in CAFES. The sheer size of the Animal Science program is such that, even though only about one-quarter of new students in that program are from farms, the 70 who are constitute 42% of all new CAFES students who grew up on a farm.

State of Residence. The proportion of new CAFES students from Wisconsin has also been trending downward by an average of 1% per year over the 2007 – 2018 period (Figure 4). In 2018, only 61% of the new CAFES students reported that they were from Wisconsin. Slightly more than one-third (35%) of
new CAFES students were from Minnesota and 20 students (4%) were from places other than these two states (10 from Illinois, two from Michigan, two from Japan, and one from Brazil, Iowa, Kansas, California, South Dakota and Washington). Still, compared to UWRF as a whole, which matriculated more students from Minnesota than Wisconsin, CAFES draws a substantially greater proportion of our students from America’s Dairyland.

Higher than average proportions of majors in the Crops and Soils (83%), Dairy (79%), Ag Education (73%), Ag Engineering (71%), and Animal Science (63%) majors were from Wisconsin. Fewer than half the majors in Conservation and Environmental Planning (36%), Geology (33%), Ag Marketing Communications (25%), and Environmental Sciences (13%) were from Wisconsin.

First Generation College Students. From 2007 through 2018, the proportion of students entering CAFES who reported being the first in their family to go to college declined (Figure 5). The coefficient on the regression equation in Figure 5 indicates that the proportion of first generation students has been declining by an average of 0.5% per year since 2007. However, since 2014, the proportion of first generation college students has been trending upward in CAFES. In 2018 slightly less than one-quarter of the new class (23%) were the first in their family to attend college. The proportion of CAFES students who are the first in their family to go to college is only about half the percentage for UWRF as a whole.

CAFES programs that had higher than average proportion of first generation college students in 2018 included: Geology (67%), Ag Studies (38%), Horticulture (33%), and Dairy Science (33%). Programs with substantially lower proportions of first-generation college students in 2018 were Environmental Sciences (0%), Ag Engineering (7%), Ag Business (11%), and Ag Engineering Technology (17%).
Program Summary

Figure 6 provides a breakdown of the majors of the 449 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 nearly 60% of all new CAFES students. About two-thirds of all new CAFES students were in the Animal and Food Science Department. The CAFES department with the second largest number of new students, Ag Business, had only 15% of the total. We discuss historic trends in individual programs below.
Figure 7 illustrates the long-term growth in the Animal Science program over the 2007 – 2018 period (blue line). Enrollment in the Animal Science program was fairly stable over the 2008-2011 time period and averaged 112 new students per year. Enrollment in 2018 was more than twice that amount. On average, the number of respondents from the Animal Science program has increased by nearly 15 students per year since 2007.

The number of responses from Dairy Science majors (red line) has had a slight positive slope over time. The average year-to-year increase in new Dairy Science majors is less than one student per year. After a hiatus in admissions to the Food Science program of five years, a modest number of students have matriculated in this program since 2016 (4 in 2016, 8 in 2017 and 9 this year). The numbers of new Food Science students since reinstatement of the program are similar to the number admitted over the 2007 to 2010 period (an average of 7/year).

![Figure 7: Trends in New Students in the Animal and Food Science Department, 2007 - 2018](image)

With respect to Figure 8, the Ag Business program has added an average of about two new students per year and the Ag Studies program an average of slightly less than one new student a year since 2007. Both programs have experienced a fair amount of volatility in the number of respondents, though the increase in Ag Business majors has been more stable over the past 4 years. The Marketing Communication major (shown in green) generally has a limited number of students who start in this program; in some years, none. Most Marketing Communication majors transfer into this major from other programs in CAFES. The four new Ag Mar Com majors in 2018 is the most since 2008.
The Agricultural Education program (blue line) has rebounded nicely in the past four years from a generally declining trend over the 2007 – 2014 time-frame (Figure 9). Though down from 2017, the 26 new Ag Education majors in 2018 are substantially more than the average of 16 per year seen during the 2007 to 2012 period.

For the Ag Engineering department, there was a robust start to the new Agricultural Engineering degree program in 2016 (red line), but new student enrollment dropped by nearly half in 2017 (from 18 to 10) before rebounding slightly in 2018 to 14 students. The combined enrollment of Ag Engineering (14) and Ag Engineering Technology (7) in 2018 is comparable to the enrollment in the AET program (green line) in the four years prior to launching of the Ag Engineering degree program (22.5 new students on
average). This brief history suggests that the College/Department needs to be concerned that the new major is cannibalizing the AET major more than drawing from a new/different pool of applicants.

Figure 10 indicates that 2018 was not a good year in terms of recruiting new students for the Crops/Soils (blue line) and Horticulture programs (red line). Both programs had been trending upward in terms of new students from 2015 to 2017, but dropped sharply in 2018. The reason for these declines is unclear, but worrisome.

As has been true in past reports, Figure 11 indicates that there is a good deal of volatility in response numbers for the Conservation and Environmental Planning (blue line), the Environmental Science (red line), and the Geology programs (shown in green). Over these twelve years, new matriculants in these majors tend to be in the 10 – 20 students (averaging 14) for Conservation and Environmental Planning, in the 5 – 15 students (averaging 10) for Environmental Sciences and 0 – 10 students (averaging 3) for Geology. In 2018, all three programs were very close or equal to their average new matriculants (14 for Conservation and Environmental Planning, 8 for Environmental Science, and 3 for Geology).
Key Sources of Information for Investigating College Options

Entering students were asked, “What were the two most important information sources you used to investigate college options?” This was a new question in 2017.

Figure 12 indicates that importance of different information sources was fairly stable between 2017 and 2018; there were no statistically significant differences between the two years. In both years about half the respondents said campus visits and their websites were important sources of information about their college options. Family and friends were an important source of information about college for about four of every ten respondents and high school teachers for about one-third of them. Only about one-in-ten said that print material from the university or direct contact with faculty or staff were particularly influential.
Few listed college social media as important. Six students selected “other” key sources of information and four specified those sources (See Question 1 in Appendix B).

There were a handful of statistically significant differences in the appeal of different information sources across groups of new students:

- **College web sites** were more important to students from somewhere other than Minnesota or Wisconsin (80% of these 20 students selected this information source compared to 54% of Wisconsinites and 50% of Minnesotans).
- **Social media**, though still not hugely important, was four times as important for Animal Science majors (4% said social media was one of the two most important sources of information about colleges) compared to those not majoring in Animal Science (1%).
- **Family and friends** were more important to students from Minnesota (49% selected this vs. only 38% of Wisconsin students), those in the Ag Business program (64% selected this vs. 38% of non-Ag Business majors). Family and friends were less significant sources of information for Animal Science majors (36% selected this vs. 47% of non-Animal Science majors).
- **High school teachers** were more influential for Wisconsin students (38% vs. 22% for Minnesotans and only 15% of those from other places) and first generation students (45% vs. 27% of students who were not the first in their family to go to college).
- **University faculty/staff** were more influential for Ag Studies majors (25% vs. 9% of non-Ag Studies majors).

**What Contact Students Reported Having with UW-River Falls Prior to Arrival**

Students were asked to identify all the ways in which they had contact with UWRF prior to their arrival on campus. The College has asked a similar question in all other Academic Day surveys. The choice options, however, have evolved over time:

- 2011, social media was added
- 2015, “email messages” was added
- 2017, we added on-campus events, and a UWRF booth at a show such as Dairy Expo.

Table 1 summarizes the means by which new students have said they had contact with UWRF prior to their arrival on campus. All 449 respondents selected at least one of the types of contact listed in Table 1 and the average number of types of contact was 3.4.

An astonishing 83% of new students said they had visited campus prior to matriculation and this remains the most common pre-arrival contact for our students. For the second year in a row, seven of ten new CAFES students said they had been on our website. More than half the new students reported receiving a mailing or brochure from UWRF or an email from us.

Compared to 2017, significantly fewer 2018 students said they had received a mailing/brochure from UWRF, had received a phone call from campus, or had met with faculty/staff. As a result, the average total number of contacts reported by 2018 students was significantly lower than in 2017, falling from an average of 3.6 types of contacts to 3.38 per student.
### Table 1: What Contacts Did You Have with UW-River Falls Prior to Arrival?

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>Mailing</th>
<th>Phone Calls</th>
<th>Email Message</th>
<th>Meeting with Staff</th>
<th>Campus Visit</th>
<th>On-Campus Event</th>
<th>Website</th>
<th>CAFES Social Media</th>
<th>UWRF Booth at Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>190</td>
<td>68%</td>
<td>26%</td>
<td>18%</td>
<td>74%</td>
<td>7%</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>310</td>
<td>75%</td>
<td>23%</td>
<td>19%</td>
<td>78%</td>
<td>70%</td>
<td></td>
<td></td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>289</td>
<td>71%</td>
<td>27%</td>
<td>19%</td>
<td>79%</td>
<td>73%</td>
<td></td>
<td></td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>246</td>
<td>61%</td>
<td>28%</td>
<td>20%</td>
<td>80%</td>
<td>72%</td>
<td></td>
<td></td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>2011</td>
<td>246</td>
<td>59%</td>
<td>24%</td>
<td>22%</td>
<td>80%</td>
<td>63%</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>353</td>
<td>61%</td>
<td>23%</td>
<td>20%</td>
<td>78%</td>
<td>65%</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2013</td>
<td>305</td>
<td>62%</td>
<td>26%</td>
<td>22%</td>
<td>74%</td>
<td>54%</td>
<td>3%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>282</td>
<td>66%</td>
<td>18%</td>
<td>25%</td>
<td>83%</td>
<td>61%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>322</td>
<td>60%</td>
<td>15%</td>
<td>47%</td>
<td>24%</td>
<td>80%</td>
<td>60%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>425</td>
<td>63%</td>
<td>18%</td>
<td>56%</td>
<td>29%</td>
<td>80%</td>
<td>64%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>441</td>
<td>63%</td>
<td>19%</td>
<td>55%</td>
<td>24%</td>
<td>84%</td>
<td>17%</td>
<td>71%</td>
<td>10%</td>
<td>17%</td>
</tr>
<tr>
<td>2018</td>
<td>449</td>
<td>56%</td>
<td>13%</td>
<td>55%</td>
<td>18%</td>
<td>83%</td>
<td>15%</td>
<td>70%</td>
<td>8%</td>
<td>18%</td>
</tr>
</tbody>
</table>

In terms of differences across groups of new students:

- **Wisconsin** students were more likely than those from Minnesota to have received a phone call (14% vs 9%), attended an event on campus (19% vs. 10%), and visited a UWRF booth at a show (24% vs. 10%). In contrast, students from **Minnesota** were more likely to report visiting a UWRF faculty or staff member than students from Wisconsin (26% vs. 13%).

- **Students from farms**, compared to non-farm students, were more likely to report that they met with UWRF faculty/staff (24% vs. 15%) and attended an event on campus (25% vs. 10%) prior to their matriculation.

- **First generation students** identified fewer total means by which they had contact with UWRF prior to arrival than those who were not the first in their family to go to college (3.1 vs. 3.5 types of contact).

- **Ag Business** students were more likely to report meeting with a faculty/staff member (30% vs. 17% of other majors).

- **Ag Education** students were more likely to have visited at UWRF booth at a show (46% vs. 17% of other majors).

- **Ag Studies** students reported fewer total types of contact (19% reported only one point of contact vs only 8% of other majors).

- **Animal Science** majors were less likely to have met with UWRF faculty or staff (14% vs. 25% of other majors).

- **Conservation/Environmental Planning** majors were less likely to say they’d gotten a mailing from UWRF (29% vs. 57% of other majors), but more likely to have visited our website (100% vs. 69% of other majors).

- **Dairy Science** majors were more likely to have been in contact with UWRF via social media (18% vs. 7% of other majors) and at a UWRF booth at a show (33% vs. 17% of other majors).

- **Ag Engineers** were more likely to have visited the campus website (100% vs. 69% of other majors).

### Two Most Important Factors in Deciding to Attend UWRF

Another question asked students what the two most important factors were in their decision to come to UW-River Falls. Figure 13, which shows the results of this question in 2018 (top/red bar) and 2017...
(lower/blue bar), suggests that one of the reasons for attending UW-River Falls for most students is because of the College’s program array; 88% of students cited this as one of their top reasons. About one-third of students noted the cost (39%) and size of the campus (32%). UW-River Falls’ location was the only other factor important to a substantial proportion of the entering class; 24% rated this as one of the top two reasons for coming to school here. Ten students offered other factors that were influential in their decision, such as extracurricular opportunities (basketball, football, and IHSA team), campus ambiance (campus vibe, feels like home, dorm options) and animal options (ability to work with animals on the campus farms, the animal program offerings). The full list of these other reasons can be found in Appendix B, Question 3.

The broad pattern of results in 2018 and 2017 were similar – the same four factors were the most influential in both year and program array was, by far, the most important factor. Interestingly, both “geographic” factors, the size of campus and our location, declined in importance, though the declines are not statistically significant. In contrast, the cost of attending UW-River Falls was significantly more important to new students in 2018 than in 2017.

![Figure 13: Top Two Reasons for Attending UWRF, 2017-2018](image)

In terms of reasons given for attending UW-River Falls by new students in specific programs:

- **Program offerings** were particularly important to Animal Science majors (92% vs. 83% other majors), but relatively less important to Ag Business (79% vs. 90% other majors) and Ag Studies (63% vs. 89% other majors) majors.
- **Cost** was relatively unimportant to Dairy Science majors (18% vs. 40% other majors).
- **Location** was less important to Ag Education majors (4% vs. 25% other majors)
- **High school teachers** were a more significant influence for Ag Education majors (23% vs. 3% other majors).
In terms of demographic characteristics:

- **Program offerings** was more influential to students from Wisconsin (93% vs. 80% Minnesota)
- **Cost** was more important to non-Wisconsin residents (46% for Minnesotans and 45% for other students vs. 34% for Wisconsinites).
- **Faculty/Staff meetings** were more important to students from places other than Minnesota or Wisconsin (15% vs. 5% for those from Minnesota and 2% for those from Wisconsin).
- **Location**, surprisingly, was more influential with Minnesota students (38% vs. 17% Wisconsin and 10% other states)
- **Co-curricular interests** were more important to students from farms (13%) compared to those who did not grow up on a farm (5%).

**Retention Factors**

The incoming students were asked four questions pertaining to their commitment to UW-River Falls and CAFES, and their expectations about participating in an international experience. We expect that a student’s level of attachment to and expected participation in campus opportunities 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 14 indicates that, since 2007, more than 80% of respondents have said that UWRF was their first choice of colleges. For 2018, 87% of incoming students said UWRF was their first choice of colleges, down slightly from 90% in 2016 and 91% in 2017. The proportion of new students who disagreed that UW-River Falls was their first choice doubled from 3% in 2016 and 2017 to 6% in 2018. Significantly higher proportions of Animal Science majors, compared to other majors, said that UW-River Falls was not their first choice (8% vs. 3% of other majors).

Incoming students from Wisconsin agreed significantly more strongly that UW-River Falls was their first choice of colleges than was the case for those from Minnesota or other states.
The proportion of students who plan to keep the major they had when starting at UW-River Falls has been fairly steady from 2007 to 2018 (Figure 15). The minimum percentage who said they expect to keep their major was 71% in 2010 and the maximum was the 81% observed in 2018.

Significantly higher proportions of Ag Business (32%) and Ag Engineering (43%) majors were unsure they would stay in those programs; only 15% of all new CAFES students said they were unsure they would stay in their declared program.

In most years since 2007, between 75% and 80% of incoming students disagreed that they are likely to transfer from UW-River Falls (Figure 16). In 2018, 75% disagreed that they are likely to transfer.

Students in the Animal Science program were, for the fourth year in a row, significantly more likely to expect to transfer from UWRF (10% vs 5% of other majors in 2018).
In 2018, the proportion of new students expecting to include an international experience during their time at UW-River Falls (43%) exceeded the proportion who are not sure (37%); fewer than one in five (18%) said they don’t expect to go abroad while in college. There is a slight upward slope over time in the proportion of CAFES students looking for an international experience.

Students who did not grow up on a farm were significantly more likely to agree that they will include an international experience while at UW-River Falls (54%) than our farm-raised students (31%). As was true in 2017 also, students in the Ag Business program were significantly less likely to say they expect to include an international experience during their time at UW-River Falls (28% vs. 47% of other majors). Students in the Ag Engineering (29%) and Dairy Science (30%) programs were also significantly less likely to plan on having an international experience.

![Figure 17: I Plan to Have International Experience, 2009 - 2018](image)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Concerns</td>
<td>18</td>
</tr>
<tr>
<td>Transfer Credits, Classes, &amp; Scheduling</td>
<td>17</td>
</tr>
<tr>
<td>Campus Life</td>
<td>11</td>
</tr>
<tr>
<td>College Choice</td>
<td>10</td>
</tr>
<tr>
<td>Major and Minor</td>
<td>10</td>
</tr>
<tr>
<td>Administration</td>
<td>8</td>
</tr>
<tr>
<td>Careers and Internships</td>
<td>4</td>
</tr>
</tbody>
</table>

### Concerns Post-Admission to UWRF

Fewer than one-in-five new students (17%) said that they had some concerns or unanswered questions about coming to UW-River Falls after they had been admitted.

As was true in 2017, the largest category of concern revolved around financing their college education. Nearly one-quarter of the responses (18 responses) focused on this topic. Comments in this set included:
• The cost of my major
• How do I get my loan money?
• Money from National Guard, how does it work?

The 17 comments about transfer credits, classes, and scheduling expressed concerns about ensuring they got proper credit for classes taken elsewhere, whether they were in the right mix of classes, and how to go about changing their class load if necessary. Concerns about transcript transfer and getting credit dominated this set of comments. Comments in the “Campus Life” category included some dealing with logistics (is there a fast way to get to the campus farm?) and others with the social aspects of their new environment (meeting people, accessing resources for LGBTQ students). The College Choice category was dominated by questions about whether they had made the right choice (the campus distance from home, whether or not it would be worth it, would they fit in, would they like it). A majority of comments in the Major and Minor category revolved around issues in the Animal and Food Science Department. The full set of responses to this question is included in Appendix B (Question 3).

Impressions of UWRF

In another open-ended question, new students were asked, “Before you moved to campus, what was your most memorable impression of UWRF (good or bad)?” New CAFES students provided 332 responses to this question. The majority of responses to this question were positive. Again, the SRC placed the comments into categories and the number of responses in each category is shown in Table 3.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Positive Sentiments</td>
<td>62</td>
</tr>
<tr>
<td>Faculty, Staff and Students</td>
<td>45</td>
</tr>
<tr>
<td>Location/Size of Campus</td>
<td>45</td>
</tr>
<tr>
<td>Campus Programs</td>
<td>39</td>
</tr>
<tr>
<td>Campus Facilities</td>
<td>30</td>
</tr>
<tr>
<td>Campus Atmosphere</td>
<td>25</td>
</tr>
<tr>
<td>Campus Visits, Orientation, Acceptance</td>
<td>25</td>
</tr>
<tr>
<td>Campus Appearance</td>
<td>19</td>
</tr>
<tr>
<td>Recommendation Alumni, Advisor, Students</td>
<td>17</td>
</tr>
<tr>
<td>Campus Events</td>
<td>15</td>
</tr>
<tr>
<td>River Falls Community</td>
<td>9</td>
</tr>
</tbody>
</table>

In terms of the key themes in the categories in Table 3:

• Most of the 62 general positive sentiments were one-word responses – the single word “good” appeared 50 times.
• Of the 45 comments about faculty, staff and students, all but one was complementary; the one complaint involved an issue with admissions and communications. Virtually all the others talked about how friendly and welcoming they found the campus community to be.
• While most comments about the campus’ size assessed as small but friendly/safe, but some said it was big but friendly. The campus size and location were almost always seen as positive features of UWRF.
• Given the proportion of new students in the program, it is probably not surprising that most of the 45 comments about campus programs referenced programs (equine, dairy, pre-vet) in the Animal and Food Science department.
• Similarly, most of the 30 comments about campus facilities talked about the laboratory farms and the hands-on learning opportunities they offer.
• Like the comments about faculty, staff, and students, the bulk of the 25 comments about the atmosphere on campus stressed how welcoming the campus was and how it felt like home.
• Many of the 25 comments grouped in the campus visits, orientation and acceptance category focused on the campus tour and most were very positive. There were some complaints that the orientation was too focused on freshmen and didn’t sufficiently consider the needs of transfer students.

The full set of responses to this question is included in Appendix B (Question 7).

Conclusions

A record number of in-coming students completed the Academic Day survey in 2018. In terms of demographic features of the 2018 entering class, they continued the trend of lower proportions being from a farm and a lower proportion from Wisconsin (though still high compared to the campus as a whole). Compared to the campus as a whole, CAFES students are only about half as likely to be the first in their family to attend a university. All of these trends may be attributed to the on-going, rapid growth of the Animal and Food Science department, particularly the equine and companion animal options, which tend to attract students who are less tightly tied to the agriculture sector.

Animal Science accounted for more than half the total responses to the 2018 Academic Day survey (57%). There was modest growth in the number of responses from Ag Business and Ag Studies in 2018.

Websites and campus visits were important sources of information about colleges for half the in-coming class. Word of mouth from friends, family and high school teachers and counselors were key sources for substantial numbers of students also. In terms of college visits, UWRF has been extremely successful in getting students to visit campus and the impact of those visits were evident from the many open-ended comments that referenced coming to campus and having a positive impression.

Most of the top reasons students gave for coming to UWRF tend to play to our strengths as enumerated by student comments. We have programs/majors they want to pursue, they like the size of our campus its location, and its relatively low price tag.

As in past years, most students reported that UWRF was their first choice of colleges, though this percentage dipped below 90% for the first time in three years. Most also expected to stick with their declared major, relatively few expect to transfer from UWRF and an all-time high expect to include an international experience during their time at UWRF.

In response to an open-ended question, the biggest source of nervousness students noted was how to pay for their college degree and dealing with transfer credits, ensuring they have the correct mix of classes and scheduling their classes. In a second open-ended question about their impression of UWRF the vast majority of comments were positive and focused on the beauty and safety of the campus, the friendly and welcoming students, faculty and staff, and the size and location of the university.
In sum, as in past reports there were a number of quite positive outcomes flowing from the 2018 Academic Day survey. The demographic trends that continued in 2018 portend a cultural shift in the college from one focused primarily on production agriculture to one with a much more diverse set of student interests. This shift will likely put strains on the college in terms of placing students in professional careers once they graduate.
Appendix A - New CAFES Student Survey, Fall 2018

1. What were the 2 most important info sources you used to investigate college options? (mark 2 only)

<table>
<thead>
<tr>
<th>Source</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>College websites</td>
<td>240</td>
</tr>
<tr>
<td>College social media</td>
<td>11</td>
</tr>
<tr>
<td>College print material (e.g. brochures)</td>
<td>37</td>
</tr>
<tr>
<td>High school teachers/counselors</td>
<td>139</td>
</tr>
<tr>
<td>Contact with college faculty/staff</td>
<td>43</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Contact</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailings/brochures</td>
<td>252</td>
</tr>
<tr>
<td>Personal meeting with faculty/staff</td>
<td>83</td>
</tr>
<tr>
<td>Phone calls</td>
<td>59</td>
</tr>
<tr>
<td>Visited website</td>
<td>316</td>
</tr>
<tr>
<td>Visited CAFES social media</td>
<td>35</td>
</tr>
<tr>
<td>Visited UWRF Booth</td>
<td>82</td>
</tr>
<tr>
<td>Visited UWRF Booth at a show (e.g. Dairy Expo)</td>
<td>17</td>
</tr>
</tbody>
</table>

3. What were the 2 most important factors in your decision to come to UW-River Falls? (mark 2 only)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program/Major I want</td>
<td>397</td>
</tr>
<tr>
<td>Cost (including financial aid)</td>
<td>174</td>
</tr>
<tr>
<td>Size of campus</td>
<td>144</td>
</tr>
<tr>
<td>Co-curricular interests (athletics, clubs, etc.)</td>
<td>35</td>
</tr>
<tr>
<td>Family members</td>
<td>22</td>
</tr>
<tr>
<td>Contact with UWRF faculty/staff</td>
<td>17</td>
</tr>
<tr>
<td>Friends/Other UWRF students</td>
<td>27</td>
</tr>
<tr>
<td>Other: See Appendix B</td>
<td>11</td>
</tr>
</tbody>
</table>

4. Please indicate the extent to which you agree with the following

<table>
<thead>
<tr>
<th>Agreeance</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>265</td>
<td>125</td>
<td>32</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>b. I am sure I’ll stick with my current major</td>
<td>176</td>
<td>189</td>
<td>68</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>c. I expect to transfer from UWRF</td>
<td>16</td>
<td>19</td>
<td>75</td>
<td>182</td>
<td>155</td>
</tr>
<tr>
<td>d. I plan to include an international experience (e.g. study tour) during my time at UWRF</td>
<td>78</td>
<td>124</td>
<td>165</td>
<td>58</td>
<td>21</td>
</tr>
</tbody>
</table>

5. After you were admitted, did you have any concerns or unanswered questions about coming to school at UWRF?

<table>
<thead>
<tr>
<th>Concern</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97</td>
<td>345</td>
</tr>
</tbody>
</table>

6. If you had concerns/questions, what were they?

| See Appendix B |

7. Before you moved to campus, what was your most memorable impression of UWRF (good or bad)?

| See Appendix B |

8. I grew up on a farm

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>166</td>
<td>282</td>
</tr>
</tbody>
</table>

9. I am from

<table>
<thead>
<tr>
<th>Wisconsin</th>
<th>Minnesota</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>272</td>
<td>157</td>
<td>17</td>
</tr>
</tbody>
</table>

10. Others in my family have gone to college

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>341</td>
<td>104</td>
<td>3</td>
</tr>
</tbody>
</table>

11. What is your major?

<table>
<thead>
<tr>
<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>47</td>
<td>26</td>
<td>14</td>
<td>7</td>
<td>16</td>
<td>260</td>
<td>14</td>
</tr>
<tr>
<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>6</td>
<td>33</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td>9</td>
<td>4</td>
</tr>
</tbody>
</table>

24
Appendix B – Open-Ended Comments New CAFES Student Survey, Fall 2018

Question 1: What were the 2 most important info sources you used to investigate college options? Other, Text. (4 Responses)

- College Fair
- College prep class
- FFA Contests
- Veterinarians

Question 3: What were the 2 most important factors in your decision to come to UW-River Falls? Other, Text. (10 Responses)

- Ability to work with animals (campus farms)
- Basketball
- Campus Vibe
- Class requirements
- Dorm options
- Feels like home/environment
- Football
- ISHA Team
- Known for Animal Programs
- Personal reasons

Question 6: If you had concerns/questions, what were they? Text. (78 Responses)

Financial Concerns (18 Responses)

- Financial Aid (x4)
- Concerned with switching my major, cost
- Cost of my major
- Financial aid, scholarships, dorm life, equine team, etc.
- How do I get my loan money
- How do I pick a roommate, when will my FAFSA come in?
- How financial aid works
- How I was gonna pay
- How I'll pay for my education, what services are provided
- Loans
- Money from National Guard. How does it work?
- My finances with tuition
- Tuition, what would it cost per semester.
- What kind of loans I should takeout to pay for tuition
- Will River Falls accept my financial aid?

Transfer Credits, Classes and Scheduling (17 Responses)

- Am I able to haggle out of classes
- Being admitted in the first place was a big challenge. Mix up with transcripts & what not
- Classes
- College transcripts
- Credit transfers and late program start
- Do my other credits transfer?
- Dorm, major, and class questions
- General questions about transfer credits and general school information.
- I am a PSEO student and already have a 2-year degree, how will that effect graduation for me?
- I need help deciding if I need to take a class/which ones to take.
- If all my gen eds. from UW- Washington County would transfer and living arrangements
- If all my gen. eds. from UW- Washington County would transfer and living elsewhere
- Just the layout and future class plans
- My college transcripts
- What classes I needed, if my major was correct
- What/how to change classes if needed
- Worried about taking the correct classes/major

**Campus Life (11 Responses)**

- How do I college?
- How do riding classes work concerning placement/riding teams
- I am not mentally ready for college.
- Is there a fast way to get to the campus farm?
- Meeting people, figuring out what I want to do
- Moving in
- The campus life/community
- Too many left unanswered
- What to do before I came to campus
- What were some more resources for LGBTQ students (beside community)?
- Where to go

**College Choice (10 Responses)**

- Distance from home (x2)
- Was it worth it (x2)
- How I would do away from home. If it would be a right fit.
- If this was where I wanted to go
- More of a personal concern- if it would be a right fit
- My concern was if I should take a year off or not. I obviously choose not to.
- The college tour was awesome
- Worried about liking it

**Major and Minor (10 Responses)**

- Am I able to do the colt program without an equine major? Can I work on the farm as an on campus job at some point?
- How major/minors worked
- I haven't had much experience with horses, can I still be in the equine science program
- I plan to go to vet school, is it okay if I'm taking horse science or should I specialize later?
- I want my major, but am clueless about my emphasis
- If I could own a shelter someday with this major
- Just more info. about pre vet/animal science
- Mostly about my major
- Switching my field in Agriculture
- When can we do the service dog program?

**Administration (8 Responses)**

- Can I change my name in the system without my family knowing?
- Falcon account didn't work over summer
- How much do the teacher and advisors care?
- Lack of contact throughout summer about things such as parking
- Parking permit questions
- Registration
- Wasn't sure what needed to be completed over the summer.
- What did I all have to get done before we start
Careers and Internships (4 Responses)

- Internships with what companies does the school help with?
- Questions on animal behavior-jobs within that field
- What jobs you will be able to get out of college with an Animal Science or Food Science degree.
- What kind of jobs can you do with an animal science equine degree?

Question 7: Before you moved to campus, what was your most memorable impression of UWRF (good or bad)? Text. (332 Responses)

General Positive Sentiments (62 Responses)

- Good (x50)
- Neutral (x3)
- Amazing
- Good. But very overwhelming with all the changes.
- Great
- I like how close it was to home and the impression of the school was really good.
- It was good. I felt like I knew this school was for me.
- My impression was good
- Nice
- Pretty good
- Really good

Faculty, Staff, and Students (45 Responses)

- It was good, I loved the campus and how helpful everyone seemed (x2)
- The people (x2)
- Bad honestly because of the admission screw up and lack of communication in other areas.
- Beth Rausch did PowerPoint at my work very informative!
- Everyone I encountered on my campus visit was very friendly and helpful
- Everyone said I'm going to a hick school
- Everyone seemed very helpful and easy to talk to.
- Everyone seems to know everyone
- Everyone was so friendly and accepting. Always willing to answer question.
- Everyone was very friendly and welcoming
- Everyone was very welcoming
- Everyone was welcoming and friendly
- Faculty to student ratio
- Friendly and very accepting/felt like home
- Friendly/helpful staff, all questions answered, good tour.
- Good everyone was really inviting
- High energy, caring staff
- How friendly people and staff were
- How kind and helpful the staff was. Campus size/location!
- How kind and welcoming the students were before I was accepted.
- How welcoming and supportive everyone was
- I was able to find students with similar interests easily
- It’s friendly and supportive, the faculty was and campus size- good.
- Love the small town feel and connection with professors
- Meeting with a professor (good)
- Meeting with Beth to learn career options
- Meeting with Dr. Onan on first visit to UWRF
- Meeting with faculty and seeing all of campus
- Meetings with staff
- Teachers were very involved with the students
• The beautiful campus and very friendly students and faculty
• The campus farm and how teachers actually care
• The class sizes were small and the professors were welcoming
• The connection the professors made with students
• The faculty and staff were always nice and supportive

Location and Campus Size (45 Responses)

• Is smaller than most (x2)
• Small Campus (x2)
• Beautiful yet small campus, informative
• Campus size
• Campus size and location seemed nice, known for my major.
• Class sizes are small
• Good size campus
• Good, big campus
• Good, the look and class size
• Great size of campus
• I liked it because small size and small community
• I liked size and location
• I liked the size, It's not too big or small
• I loved the size of the campus and its location. (not a concrete jungle)
• It was a smaller campus
• It was big, but everyone was friendly
• It wasn't too large
• My impression was good. Average sized school
• Nice size
• Nice size campus, felt like home
• Nice, easy to get around campus
• Size of campus, small class size

• The friendly people
• The good professors
• The people and how they were with everyone
• The people were friendly and welcoming
• The staff cares about the students
• The staff was awesome/ kind, great campus
• The students and staff are kind
• They knew about my major when I walked in and seemed like they actually want me here

• Small
• Small campus, friendly staff
• Small campus, seemed safe
• Small classes
• Small classrooms
• Small friendly campus
• Small school and rodeos
• Small school but still a big school
• Small town campus (bad-coming from a big college town atmosphere) but good horse program
• Small town feel with a great school.
• Small, close together buildings, safely lit paths
• Small, close, friendly
• Small, neat campus
• Smaller campus, helpful staff
• The good size and location of the campus
• The size
• The size and vibe from campus
• The size of the campus and the barn
• The size of the campus and the peppy tour guide.
• The small campus was very comforting
• The small personalized campus
Campus Programs (39 Responses)

Educational Opportunities (33 Responses)

- (illegible) and equine programs
- All of the opportunities (illegible)
- Colt in Training Program
- Colt training. Good
- Equine program/Major
- Excellent animal science program
- Good AG school
- Good, lots of agriculture with the school
- Good, strong animal science program
- Good, very proficient in my specific major.
- Good. Great Dairy Program
- Great pre vet program
- Had my group of people like horse people and my major
- How great the animal science/pre vet program is.
- It was a very hands-on school with lots of valuable programs.
- It was affordable yet still had great programs.
- It wasn't a concrete jungle, gave a lot of opportunities
- It's international. They have huge area

Pre-Vet Program
- Silo Tech
- Small beautiful campus, good ag/vet program.
- Strong Ag programs and low cost.
- Strong animal science program (Ag. school in general)
- That is a very good school and had a great AG program.
- That it was a small school with a great Pre-Vet program
- The animal science program was nationally recognized
- The equine classes and opportunities
- The have a great equine program
- The horse program
- The number of options for internships!
- The visit with the Ag Engineering program
- Their equine program
- They had a great program and people were helpful, good

Extracurricular and Sports (6 Responses)

- Good, horse shows on campus farm
- Good, I enjoyed spending time with the women's basketball team
- Rodeo and horse programs

- That they had a rodeo team
- The riding programs and teams- good
- Very good, playing tennis for me

Campus Facilities (30 Responses)

Lab Farms (28 Responses)

- **Campus Farm** (x2)
- **The horse farm** (x2)
- Amount of hands on opportunities (ex. lab farms)
- Campus farm and beauty on campus
- Good- horses in my backyard for hands on experience

- Great tour of farm
- How pretty the campus was; how nice the lab farm (Mann Valley) was.
- I heard great things about the horses and how the barn worked.
- Lab farms and internships
• Nice to be able to work with animals right away
• Seeing the campus and Mann Valley Farms
• Seeing the farm and knowing my AG teacher went here.
• Seeing the horse barn
• The amount of animals
• The campus equine Lab Farm
• The campus farm (equine) felt like home
• The campus farms for hands-on learning
• The farms that UWRF offered

General Campus Facilities (2 Responses)

• Dorms bad
• The nice stable facilities
• The on campus farms looked and sounded like amazing experiences
• They had a farm on campus
• They have horses on campus
• Variety of animal science options and animals on the farms
• Visiting Man Valley Farm
• Visiting the horse farm
• Visiting the lab farm

Campus Atmosphere (25 Responses)

• Agriculture is common
• All the falcon pride around campus
• Campus community
• Excellent, very comfortable type campus
• Good- happy that there are horses here!
• Good, it felt like home
• Good, nice small town feel
• Good, very welcoming and the people were (illegible)
• Good, welcoming, happy.
• Good, welcoming, open, friendly
• How safe and homey it feels
• How the campus felt like home
• I liked it seemed very student focused (i.e. comfort, preparation, health, etc.)
• It seemed like a home away from home
• It seemed like a very positive campus.
• Nice area, felt like home.
• Perfect environment
• Positive, welcoming environment
• Safe environment
• The atmosphere in the UC
• The environment was very welcoming every time I was here.
• The impression UWRF gave me was very welcoming
• The setting/environment/friendly staff
• Very good, small town feel, good majors
• Welcoming environment

Campus Visits, Orientation, Acceptance (25 Responses)

• Campus Tour (x2)
• As a transfer student and a fourth year college student I always feel like I'm treated like a freshman. My sister had the same problem. A more transfer-focused program would be appreciated.
• Campus tour or registration day
• Class registration was a mess for me
• Dropping my sister off at UWRF
• ESA acceptance
• Friendly tour guide
• Getting accepted
• Good campus tour, lots of inclusion
• Good campus visit
• Good I enjoyed the visits
• Good. Getting accepted
• Good. My orientation day was not helpful
• Got a free t-shirt on my birthday during a tour
• Great tour
• Great, big campus with lots of opportunities for my personal growth.
• I really enjoyed the campus when I came to visit
• My campus tour was really nice
• On campus tour-- Great!

• Orientation (it was my only other time here)
• The tours
• Tour (good)
• Visiting campus
• Visiting the campus and seeing the size

Campus Appearance (19 Responses)

• The beautiful landscape and campus
  (x2)
• Beautiful campus, friendly people
• Beautiful campus, kind people... good impression
• Good, beautiful campus
• Good, I liked the campus
• Good, nice place
• Good, pretty campus
• How nice the campus looked
• How pretty the campus was
• Nice and neat campus
• Nice campus
• Rural, Farms, Lots of Agriculture/ nature, nice campus
• The beautiful campus
• The campus
• The campus was/is really pretty
• The layout of the campus
• The very pretty campus, good
• Very nice school

Recommendations from Alumni, Advisors, Students (17 Responses)

• Family members who went here liked it
• Friends that loved campus
• Good, heard many good things
• Great- Both of my FFA Advisors strongly encouraged me to go here
• Heard good things about the school
• How strongly people I know who went here recommended it.
• I don’t really have a memorable impression but my Ag teacher told me lots from her experience
• I heard from friends they love it here, plus I saw a play here
• I knew many people already at UWRF
• I worked at a vet and lots of coworkers had so many good things to say
• My dad talking about his experience here
• My mentor went to UWRF
• My parents met here
• Stories and experiences that friends and family had
• Story Recommendations from past students
• That I heard many good things about UWRF and going there
• World Dairy Expo and Friends

Campus Events (15 Responses)

• 4-H Horse Con.
• Agronomy judging competition
• Attending Dairy Club sale, which was good.
• Colt Sale
• Coming for FFA competitions
• Coming for shadow day
• Coming to the Colt sale in the spring
• Dog therapy
• FFA contests at the dairy science farm
• FFA judging
• Fun FFA Events
• Good traveled here many times for FFA
• State convention
• The colt sale
• Went to an art work shop here and everyone was real and very

River Falls Community (9 Responses)

• Beautiful campus and strong community feeling
• Good, close community, accepting
• Good, the community seemed really strong and tight knit.
• Great community
• How close the community felt
• I loved the small town feel and the community
• Small, good community
• The city of River Falls
• The community

Question 9: I am from: Other, Text. (19 Responses)

• Illinois (x9)
• Japan (x2)
• Brazil
• Iowa
• Kansas
• Los Angeles, California
• Michigan
• Michigan (UP)
• South Dakota
• Washington State