

**Entering Student Survey – Executive Summary**  
**FALL 2022 COHORT**

### **Participants and Survey Administration**

- An invitation was sent to all undergraduate, degree-seeking students who registered for STAR orientation.
- Go live date was May 26, 2022 – students who registered for STAR after that point were invited to participate as well, throughout June, July, and August. Regular reminders were sent to students every two weeks.
- 1233 completed surveys as of 9/6/22. Here are the number of completed surveys from various populations of students:
  - Females: 760; Males: 423; Non-Binary/Trans/Gender Fluid/Other: 50
  - Caucasian: 1055; URM: 166; Prefer not to say: 12
    - Black: 45
    - Hispanic: 56
    - Asian: 37
    - Other races/ethnicities: 28
  - Commuters: 130; Honors: 152; Athletes: 131

### **Participant Demographics**

#### **Gender and Racial/Ethnic Identities (Mark all that apply):**

- 62% of respondents identified as female; 33% identified as male; 5% identified as non-binary/gender fluid/transgender or they preferred to self-describe or not answer
- 86% of respondents identified as white; 5% as Hispanic/Latina/e/o/x; 4% identified as African American/Black; 3% as Asian or Asian American, 2% as American Indian/Alaska Native/Indigenous/First Nations

#### **Student Types (Mark all that apply):**

- 94% of respondents identified as First Year Students; 4% identified as Transfer Students
- 10% identified as Honors Students
- 9% identified as Student Athletes
- 1% identified as being registered with the Disability Resource Center; 1% identified as Non-Traditional Students (age 25 or older); and 1% identified as receiving VA Benefits

***42% of Transfer students came from an in-state, four-year college or university; 21% came from an out-of-state two-year institution.***

### **The University Application Process**

#### **High School Background and Advanced Academic Program Participation (Mark all that apply):**

- 90% of respondents attended a public HS; 4% attended a private, *religiously affiliated* HS; 2% attended a private HS
- 40% participated in the Advanced Placement (AP) program: ECC, CESA, HCS
- 26% participated in a Dual Enrollment program
- 19% participated in an Honors Program
- 2% participated in the International Baccalaureate program

***14% of respondents did not participate in any advanced academic programs while in HS***

***24% of the URM students did not participate in any advanced academic programs, compared to 13% of white students***

#### **College Applications**

- 56% of respondents applied to three or fewer schools; 23% applied only to UWSP
- 13% applied to more than five schools

80% of respondents reported UWSP was their FIRST-choice institution

- 15% reported UWSP as their second-choice institution; 5% reported UWSP as less than their second-choice institution

***70% of URM students saw UWSP as their first-choice institution, compared to 82% of white students***

***Of the 20% of respondents who reported that UWSP was not their first-choice institution, 16% reported they plan to transfer after one or two years - This represents 3.2% of ALL respondents.***

93% of respondents plan to graduate from UWSP in FOUR or fewer years.

**Here are the TOP FIVE reasons why students chose to attend UWSP (Mark all that apply):**

	Overall	Female	Male	White	URM	Black	Hispanic	Asian	Commuters	Honors	Athletes
Campus Life: Opportunities for involvement	64%	66%	58%	64%	63%	67%	66%	58%	37%	76%	68%
Size of the university	55%	60%	43%	55%	52%	51%	63%	45%	34%	67%	63%
Location – close to home	51%	54%	47%	51%	49%	47%	46%	58%	84%	53%	52%
Wide variety of majors	45%	48%	38%	45%	46%	33%	57%	53%	42%	53%	40%
Top ranked academic programs	37%	37%	38%	38%	33%	24%	34%	34%	32%	43%	36%

**There were differences in the top five reasons for a number of different populations of students:**

- **African American students' top five included: Communication from the university that made me feel valued (49%); Accessibility of campus resources (42%)**
- **Hispanic students' top five included: Communication from the university that made me feel valued (39%)**
- **Asian students' top five included: Accessibility of campus resources (47%)**
- **Commuter students' top five included: Accessibility of campus resources (34%)**

**Disaggregating this data by RACE and GENDER:**

	Overall	White Females	URM Females	White Males	URM Males
Campus Life: Opportunities for involvement	64%	66%	66%	57%	55%
Size of the university	55%	61%	54%	43%	49%
Location – close to home	51%	55%	51%	47%	42%
Wide variety of majors	45%	49%	45%	37%	49%
Top ranked academic programs	37%	38%	35%	39%	23%
Communication from the Univ that made me feel valued	33%	35%	42%	27%	42%
Accessibility of campus resources	33%	32%	36%	34%	38%

**Declared Major and Major Selection****The top five MAJORS of respondents:**

- Undecided – 11%
- Elementary Education – 5%
- Psychology – 5%
- Biology – 4%
- Wildlife Ecology/Management – 4%

**For those students who DECLARED their major:**

- 53% do not plan to change their major, but an additional 32% wouldn't be surprised if they DID change it...

**14% expressed concern around whether they can manage the required coursework for their major**

**For those students who remained UNDECIDED:**

- 33% have thought about what they would like to major in, but realize they need to explore majors that they don't know much about before deciding
- 32% have no idea what they want to major in and need help assessing their interests/abilities so they can choose a major that is the best fit with their passions and strengths
- 17% know what they want to do after graduation, but are unsure which major would be a good fit with their desired career
- 9% are seriously considering a few different majors
- 8% are interested in so many things that they aren't sure how they will decide

## Why Our Students are Attending College

Here are the FIVE most important reasons our students are attending college, based on the percentage who felt it was IMPORTANT or VERY IMPORTANT:

	Overall	Female	Male	White	URM	Black	Hispanic	Asian	Comm	Honors	Athletes
To learn more about things that interest me	93%	93%	92%	93%	96%	96%	96%	94%	92%	89%	89%
To get real-world, hands-on experience that leads to career-focused opportunities	92%	94%	89%	92%	95%	93%	96%	97%	90%	93%	92%
To be able to get a better job	86%	87%	86%	86%	88%	84%	87%	92%	87%	88%	91%
To gain a general education and appreciation of ideas	80%	83%	74%	79%	85%	89%	86%	74%	81%	78%	76%
To be able to make more money	79%	80%	78%	78%	83%	82%	82%	95%	82%	79%	88%

There were differences in the top five reasons for a number of different populations of students:

- **African American students' top five included:** To change my community and make an impact on the world (89%); To make me a more cultured person (87%)
- **Hispanic students' top five included:** To build meaningful relationships and get involved on campus (84%)
- **Asian students' top five included:** To prepare myself for graduate or professional school (84%)
- **Honors students' top five included:** To build meaningful relationships and get involved on campus (86%)
- **Student Athletes' top five included:** To build meaningful relationships and get involved on campus (83%)

Disaggregating this data by RACE and GENDER:

	Overall	White Females	URM Females	White Males	URM Males
To learn more about things that interest me	93%	93%	97%	92%	93%
To get real-world, hands-on experience that leads to career-focused opportunities	92%	93%	97%	89%	91%
To be able to get a better job	86%	87%	88%	86%	89%
To gain a general education and appreciation of ideas	80%	83%	87%	72%	82%
To be able to make more money	79%	80%	82%	77%	88%
To change my community and make an impact on the world	70%	71%	78%	66%	61%
To make me a more cultured person	63%	63%	81%	53%	66%
To build meaningful relationships and get involved on campus	79%	80%	77%	75%	66%
To prepare myself for graduate or professional school	59%	61%	80%	51%	70%

**Family's Educational Attainment** - The highest degree earned for each of the following adults living with the respondent:

- Mother – 54% earned their bachelor's or higher
- Father – 43% earned their bachelor's or higher
- Stepmother – 49% earned their bachelor's or higher
- Stepfather – 36% earned their bachelor's or higher
- Legal Guardian – 53% earned their bachelor's or higher
- Siblings – 36% earned their bachelor's or higher

**36% of the respondents are first-generation college students – neither parent/guardian earned a bachelor's degree**

**56% of white students' mothers earned a bachelor's degree or higher, compared to 33% of URM students**

**44% of white students' fathers earned a bachelor's degree or higher, compared to 24% of URM students**

**97% of respondents reported their parents/guardian's first language as ENGLISH**

## Living Arrangements for the First Year

**89% of respondents plan to live on campus.** Their primary reasons for living on campus included (Mark all that apply):

- To live around other first-year students – 69%
- To meet new people – 68%
- Proximity to academic buildings and campus resources – 56%

**35% of respondents cited the Board of Regents "live-on" requirement as a reason they are living on campus**

**More white students plan to live on campus (91%) than URM students (82%)**

**Of the 11% of the students who plan to live off campus:**

- 57% will live within 10 miles of campus
- 15% will live 11-20 miles from campus
- 29% will live 21 or more miles from campus

**60% of commuter students plan to live with at least one family member, while 5% plan to live alone**

**The primary reasons commuters chose to live off campus include (Mark all that apply):**

- To save money – 75%
- To avoid the stress of living with random roommates, the noise – 43%
- To remain close to my family – 36%

**Financial Issues****Respondents plan to finance their education through (Mark all that apply):**

- Working while in college – 76%
- Scholarships – 75%
- Their own savings – 72%
- Loans – 57%
- Parents/Family income – 54%
- Other financial aid (e.g., Work Study) – 36%
- Grants (e.g., Pell Grant) – 31%

**74% of white students plan to use their own savings to finance their education, compared to 58% of URM students  
55% of URM students plan to utilize other sources of financial aid, like work study, compared to 33% of white students  
49% of URM students indicated they are receiving grants, compared to 28% of white students**

**VA Benefits were cited by approximately 2% of respondents**

**Disaggregating this data by RACE and GENDER:**

	Overall	White Females	URM Females	White Males	URM Males
Working while in college	76%	79%	77%	70%	77%
Scholarships	75%	79%	72%	69%	68%
Their own savings	72%	73%	59%	73%	55%
Loans	57%	58%	41%	58%	61%
Parents/Family income	54%	53%	46%	57%	59%
Other financial aid (e.g., Work Study)	36%	38%	54%	27%	54%
Grants (e.g., Pell Grant)	31%	30%	49%	26%	48%

**Estimated family income of respondents:**

- 38% of respondents cited a combined family income exceeding \$100,000/year
  - **41% of white students' combined family income exceeds 100k, compared to 18% of URM students**
- 28% of respondents cited a combined income below \$50,000/year
  - **25% of white students' combined family income is below 50k, compared to 56% of URM students**

**Of the respondents who plan to work while in college, their primary reasons include (Mark all that apply):**

- To pay for course-related expenses (tuition, fees, books) - 83%
- Having spending money – 75%
- Paying for living expenses (rent, food, utilities) – 74%

**3% of white students cited the need to provide for family back home or for their spouse/children, versus 10% of URM students**

## Extracurricular Engagement in the First Year

The FIVE most commonly cited plans for extracurricular engagement include (Mark all that apply):

	Overall	Female	Male	White	URM	Black	Hispanic	Asian	Comm	Honors	Athletes
Club sports	40%	35%	52%	39%	42%	56%	41%	39%	28%	43%	53%
Intramurals	37%	34%	45%	39%	28%	33%	34%	16%	22%	50%	40%
A program/activity sponsored by CASE	23%	27%	15%	23%	25%	16%	30%	24%	15%	29%	15%
A Registered Student Organization	23%	23%	20%	24%	19%	13%	21%	16%	15%	33%	14%
A leadership development program	22%	27%	13%	20%	34%	36%	39%	34%	22%	30%	13%

10% of respondents said they would participate in NO campus activities

29% of COMMUTER STUDENTS said they would participate in NO campus activities

There were a number of differences in the top five activities cited for various populations of students:

- African American students' top five included: A program or event sponsored by the Multicultural Resource Center (20%); A fraternity or sorority (18%)
- Hispanic students' top five included: A program or event sponsored by Diversity and College Access (29%)
- Asian students' top five included: A program or event sponsored by the Multicultural Resource Center (32%); Research with a faculty member (26%)
- Commuter students' top five included: A program or event sponsored by a degree-granting college (16%)
- Honors students' top five included: A program or event sponsored by the University Honors Program (63%); A program or event sponsored by Housing and Residence Life (34%)
- Student Athletes' top five included: A religious or spiritual community (16%); A program or event sponsored by Housing and Residence Life (15%)

Disaggregating this data by RACE and GENDER:

	Overall	White Females	URM Females	White Males	URM Males
Club sports	40%	35%	34%	50%	59%
Intramurals	37%	36%	17%	45%	43%
A program/activity sponsored by CASE	23%	27%	25%	14%	20%
A Registered Student Organization	23%	23%	23%	20%	14%
A leadership development program	22%	27%	34%	10%	32%
A program or event sponsored by Housing and Residence Life	21%	25%	15%	16%	13%
A program or events sponsored by the Honors Program	16%	21%	14%	8%	7%
A religious or spiritual community	14%	15%	11%	12%	16%
Research with a faculty member	13%	12%	10%	12%	16%
A program or event sponsored by DCA	10%	8%	24%	4%	11%
A program or event sponsored by the Multicultural Resource Center	8%	5%	23%	4%	14%

Here are some trends on how incoming FTIC students spent their time in HIGH SCHOOL (HS) and how they plan to spend their time in their first year in COLLEGE (COL):

		HS	COL	HS	COL	HS	COL	HS	COL	HS	COL
		OVERALL		FEMALE		MALE		WHITE		URM	
Studying/Homework	6 or MORE hours/week	35%	54%	39%	56%	30%	55%	34%	55%	40%	52%
Socializing w/friends	11 or MORE hours/week	32%	25%	32%	28%	33%	26%	32%	27%	32%	27%
Talking with teachers outside of class	3 or MORE hours/week	13%	24%	13%	24%	12%	24%	13%	23%	15%	32%
Exercise or Playing Sports	6 or MORE hours/week	53%	43%	49%	38%	63%	56%	54%	44%	47%	37%
Partying	3 or MORE hours/week	11%	20%	11%	21%	13%	20%	10%	20%	15%	24%
Working for Pay	11 or MORE hours/week	58%	42%	60%	45%	56%	39%	58%	42%	51%	46%
Volunteering in Your Community	3 or MORE hours/week	23%	24%	24%	26%	22%	19%	23%	22%	24%	30%
Participating in Student Clubs/Groups	1 or MORE hours/week	69%	87%	71%	89%	61%	80%	69%	87%	63%	83%
Watching TV/Movies	6 or MORE hours/week	25%	15%	25%	14%	19%	14%	25%	15%	24%	13%
Household Chores or Childcare	3 or MORE hours/week	44%	25%	46%	25%	44%	24%	44%	24%	49%	28%
Reading for Pleasure	1 or MORE hours/week	44%	51%	47%	56%	35%	41%	44%	51%	43%	50%
Gaming – Video or Computer Games	3 or MORE hours/week	35%	24%	22%	13%	53%	41%	34%	22%	35%	24%
Using Social Media	3 or MORE hours/week	76%	62%	81%	67%	67%	53%	78%	62%	76%	59%

**Overall** – students plan to study MORE, participate MORE in student organizations/activities, work LESS, and socialize/game/use social media LESS than they did in high school

During college, **MEN** plan to exercise **MORE** and participate **LESS** in student organizations than **WOMEN**; **WOMEN** plan to work **MORE**, read for pleasure **MORE** and use social media **MORE** than **MEN**

During college, **URM** students plan to talk **MORE** with their instructors, work **MORE**, volunteer **MORE** in the community and exercise **LESS** than **WHITE** students

### How Likely are Our Students to do Various Behaviors?

Here are the items that **at least 70% of incoming students** said it was **MODERATELY** or **VERY LIKELY** they would do:

- Make at least a “B” average – 98%
- Socialize with someone of a different racial or ethnic group – 95%
- Discuss course content with other students outside of class – 90%
- Communicate regularly with their professors – 88%
- Take preventative measures to reduce the spread of COVID – 70%
- Get tutoring or other academic support for specific courses – 70%

**Disaggregating this data by RACE and GENDER:**

	Overall	White Females	URM Females		White Males	URM Males
Make at least a “B” average (3.0)	98%	99%	95%		98%	91%
Socialize with someone of a different racial/ethnic group	95%	95%	94%		95%	96%
Discuss course content with other students outside of class	90%	92%	88%		90%	82%
Communicate regularly with their professors	88%	90%	91%		86%	75%
Take preventative measures to reduce the spread of COVID	70%	72%	75%		62%	75%
Get tutoring or other academic support for specific courses	70%	72%	85%		60%	89%

Here are the items with the **biggest differences** between **MEN** and **WOMEN** in regard to the likelihood they would:

	Female	Male
Seek personal counseling	55%	31%
Participate in a study abroad program	48%	28%
Take on a leadership position in a student org or campus activity	44%	29%
Get tutoring or other academic support for specific courses	73%	63%
Take preventative measures to reduce the spread of COVID	72%	64%

Here are the items with the **biggest differences** between **WHITE AND URM** students in regard to the likelihood they would:

	White	URM
Have a roommate of a different race/ethnicity	51%	73%
Get tutoring or other academic support for specific courses	67%	86%
Seek personal counseling	44%	61%
Take foreign language classes	26%	36%
Work on a professor’s research project	58%	66%

Here are the items with the **biggest differences** between **all respondents and COMMUTER STUDENTS** in regard to the likelihood they would:

	Overall	Commuters
Have a roommate of a different race or ethnicity	54%	32%
Get tutoring or other academic support for specific courses	70%	61%
Participate in a study abroad program	41%	32%
Discuss course content with other students outside of class	90%	83%
Seek personal counseling	46%	52%

Here are the items with the **biggest differences** between **all respondents and HONORS STUDENTS** in regard to the likelihood they would:

	Overall	Honors
Take on a leadership position in a student org or campus activity	38%	53%
Have a roommate of a different race or ethnicity	54%	45%
Communicate regularly with their professors	88%	95%
Participate in a study abroad program	41%	48%
Change their career choice	35%	28%

## The Primary Concerns of Incoming Students

Here are the top five issues that respondents said they were **VERY or EXTREMELY CONCERNED** about heading into their first semester at UWSP:

- Financial obligations (paying for school, managing money, family finances) – 47%
- Their mental health (stress management/emotional health) – 30%
- Course registration (taking the right courses, course availability) – 29%
- Developing study skills and time management – 28%
- Making friends and meeting people – 27%

*The top five concerns of Black (31%), Hispanic (34%), and Asian (42%) students included: Balancing a part-time job with their academics. In addition, Asian students' top five concerns also included Handling the academic rigor of college courses (29%)*

*7% of incoming students (and 11% of URM students) were concerned/very concerned about obtaining enough food while in college*

**Disaggregating this data by RACE and GENDER:**

	Overall	White Females	URM Females	White Males	URM Males
Financial obligations: paying for school, managing money, family finances	47%	52%	49%	36%	46%
Their mental health: stress management/emotional health	30%	33%	38%	15%	27%
Course registration: taking the right courses, course availability	29%	32%	39%	18%	30%
Developing study skills and time management	28%	27%	36%	23%	32%
Making friends and meeting people	27%	30%	34%	18%	14%
Balancing a part-time job with their academics	23%	25%	37%	13%	25%
Handling the academic rigor of college courses	24%	27%	29%	14%	20%

## Building Community at UWSP

50% of incoming students feel it is **VERY or EXTREMELY IMPORTANT** to experience a sense of community at UWSP.

Here are the top five factors cited by respondents as being very/extremely important when developing their sense of community:

- Meeting people with similar interests/hobbies – 63%
- Meeting people with similar values – 59%
- Meeting people with similar major/career interests – 57%
- Meeting people through participating in campus activities – 43%
- Meeting people who are different than them – 40%

*URM students' top five factors included Meeting people with similar identities: racial, ethnic, religious, sexual orientation, etc. (45%)*

*This factor was also in the top five for Hispanic (39%) and Asian (50%) students*

*Black (49%) and Hispanic (34%) students' top five factors also included Meeting people who identify with a culture different than my own*

**Disaggregating this data by RACE and GENDER:**

	Overall	White Females	URM Females	White Males	URM Males
Percentage who feel it is VERY or EXTREMELY important to experience a sense of community at UWSP	50%	52%	54%	45%	50%
Meeting people with similar interests/hobbies	63%	64%	60%	56%	63%
Meeting people with similar values	59%	61%	55%	52%	55%
Meeting people with similar major/career interests	57%	61%	64%	48%	48%
Meeting people through participating in campus activities	43%	44%	45%	36%	34%
Meeting people who are different than them	40%	43%	45%	29%	41%
Meeting people with similar identities: racial, ethnic, religious, sexual	33%	34%	49%	19%	30%
Meeting people who identify with a culture different than my own	29%	30%	40%	18%	38%

## How Confident are Our Incoming Students?

Here are the items that **60% or more** of incoming students said they are **CONFIDENT or VERY CONFIDENT** in their abilities to do:

- Understand their strengths – 72%
- Understand what professors expect from them academically – 66%
- Think critically in order to solve problems – 66%
- Be aware of critical university policies, procedures, and deadlines – 65%
- Be a successful college student – 65%
- Communicate effectively with others – 64%
- Do well academically in their courses – 63%
- Set goals and strive to achieve them – 62%

**Disaggregating this data by RACE and GENDER:**

	Overall	White Females	URM Females	White Males	URM Males
Understand their strengths	72%	68%	65%	82%	70%
Understand what professors expect from them academically	66%	64%	69%	72%	66%
Think critically in order to solve problems	66%	60%	65%	78%	63%
Be aware of critical university policies, procedures, and deadlines	65%	62%	66%	69%	68%
Be a successful college student	65%	61%	56%	77%	55%
Communicate effectively with others	64%	63%	56%	71%	63%
Do well academically in their courses	63%	59%	54%	76%	63%
Set goals and strive to achieve them	62%	58%	63%	71%	64%

**MALE students are generally more confident in their abilities than FEMALE students. Here are some of the areas with the largest difference in percentages of students who were CONFIDENT or VERY CONFIDENT in their abilities:**

	Male	Female
Do well academically in their courses	75%	58%
Think critically in order to solve problems	76%	60%
Manage their money	58%	42%
Be a successful college student	75%	60%
Adjust to the academic demands of college	58%	44%

**WHITE students are more confident in their abilities than are URM students in a number of areas:**

	White	URM
Adjust to the academic demands of college	50%	37%
Be a successful college student	66%	56%
Communicate effectively with others	65%	58%
Do well academically in their courses	64%	57%
Understand their strengths	73%	67%

**Here are the five items with the largest percentage of students indicating that they are SOMEWHAT or NOT AT ALL CONFIDENT in their abilities to:**

- Study when there are other distractions – 65%
- Manage their time effectively – 58%
- Manage their money – 54%
- Study effectively for college level courses – 54%
- Adjust to the academic demands of college – 52%

**Disaggregating this data by RACE and GENDER:**

	Overall	White Females	URM Females	White Males	URM Males
Study when there are other distractions	65%	68%	61%	58%	63%
Manage their time effectively	58%	61%	58%	48%	64%
Manage their money	54%	59%	51%	39%	57%
Study effectively for college level courses	54%	58%	47%	47%	48%
Adjust to the academic demands of college	52%	55%	66%	40%	61%

## Preferred Methods of University Communication

Outside of email from the university, students overwhelmingly prefer to be communicated with via Text Message (94%).

*URM students' preference for phone calls (40%) was greater than white students (29%)  
Male students preferred a phone call (39%) more than female students (27%).*

## Here is an Academic Snapshot of Our Fall 2022 Cohort

**1612 First Year Students** enrolled across all campuses:

**HS GPA: 3.30**

- 26% had HS GPA below 3.0

**17% had a GRADUATING CLASS SIZE of less than 100; 9% had a GRADUATING CLASS SIZE of more than 400**

**1022 students (60%) submitted ACT/SAT scores:**

- Composite: 22.2/1128
- Math: 21.3
- English: 21.4
- Reading: 23.0

**Of the 1445 students who have taken a Math Placement Test:**

- 34% placed into Math 090/095/105
- 39% placed into College Level (GE) Math
- 27% placed into PreCalc/Trig/Calc

**Approximately 8% of the Cohort are Honors Students** - GPA 3.9; ACT COMP 25.2

**Approximately 14% of the Cohort are UNDECIDED majors**

**38% (614) are eligible for Pell Grants**

**38% (613) identify as first-generation students (neither parent/guardian) earned a 4-year degree**

## A Comparison of the 2022 Cohort with Previous FYS Cohorts:

	2022	2021	2020	2019	2018	2017
HS GPA	3.30	3.24	3.23	3.30	3.27	3.26
GPA < 3.0	26%	29%	29%	24%	27%	28%
ACT COMP	22.2	22.0	21.6	21.8	22.2	22.3
ACT Math	21.3	21.5	20.8	21.4	21.6	21.8
ACT English	21.4	21.2	20.7	21.2	21.8	21.8
ACT Read	23.0	22.6	22.5	22.3	22.8	22.6