

Entering Student Survey – Executive Summary

FALL 2023 COHORT: Main Campus

Survey Administration

- An invitation was sent to all undergraduate, degree-seeking students who registered for Orientation.
- Go live date was May 23, 2023 – students who registered for Orientation after that point were invited to participate as well, throughout June and July.
- Regular reminders were sent to students every two weeks.

Overall Participants

- 1243 completed surveys as of 8/14/23. Here are the number of completed surveys from various populations of students:
 - Females: 757; Males: 417; Non-Binary/Trans/Gender Fluid/Other: 69
 - Caucasian: 1073; URM: 166; Prefer not to say: 4
 - Black: 37
 - Hispanic: 55
 - Asian: 37
 - Multiracial/Biracial: 26
 - Other races/ethnicities: 30
 - Commuters: 158 (106 on Main Campus)
 - First Generation: 469

Understanding this Executive Summary

- Data reported below are for Main Campus students only. A separate Executive Summary will be created for the Marshfield and Wausau campuses.
- The first percentage reported is from the 2023 Cohort. Numbers in parentheses represent percentages from the 2022 Cohort.
- **Significant changes of 4% or more in either direction are highlighted in YELLOW.**
- Interpretive comments about the differences between Cohorts **are noted in RED.**

Participant Demographics

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

- 61% (62%) of respondents identified as female; 34% (33%) identified as male; 5% (5%) identified as non-binary/gender fluid/transgender or they preferred to self-describe or not answer.
- 86% (86%) of respondents identified as white; 4% (5%) as Hispanic/Latina/e/o/x; 3% (4%) identified as African American/Black; 2% (3%) as Asian or Asian American, 2% (2%) as American Indian/Alaska Native/Indigenous/First Nations.

Student Types (Mark all that apply):

- 97% (94%) of respondents identified as First Year Students; 3% (4%) identified as Transfer Students

55% (42%) of Transfer students came from an in-state, four-year college or university; 27% (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):

- 91% (90%) of respondents attended a public HS; 4% (4%) attended a private, *religiously affiliated* HS; 2% (2%) attended a private HS
- 39% (40%) participated in the Advanced Placement (AP) program
- 28% (26%) participated in a Dual Enrollment program: ECC, CESA, HCS
- 18% (19%) participated in an Honors Program
- 1% (2%) participated in the International Baccalaureate program

14% (14%) of respondents did not participate in any advanced academic programs while in HS.

17% (24%) of the URM students did not participate in any advanced academic programs, compared to 13% (13%) of white students.

It is great to see the stronger academic preparation of our students of color in the 2023 Cohort – this could have been a factor in how these students (and male students of color in particular) are thinking about their college experience, as seen later in this summary.

College Applications

- 56% (56%) of respondents applied to three or fewer schools; 21% (23%) applied only to UWSP.
- 14% (13%) applied to more than five schools.

81% (80%) of respondents reported UWSP was their FIRST-choice institution.

- 15% (15%) reported UWSP as their second-choice institution; 4% (5%) reported UWSP as less than their second-choice institution.
- 69% (70%) of URM students saw UWSP as their first-choice institution, compared to 83% (82%) of white students.
- *Of the 19% (20%) of respondents who reported that UWSP was not their first-choice institution, 14% (16%) reported they plan to transfer after one or two years - This represents 2.7% (3.2%) of ALL respondents.*

93% (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 2022	Overall 2023	First Gen 2022	First Gen 2023	Commuters 2022	Commuters 2023
Affordability		64%		65%		65%
Campus Life: Opportunities for involvement	64%	60%	66%	59%	37%	25%
Size of the university	55%	53%	55%	52%	34%	31%
Location – close to home	51%	51%	54%	55%	84%	82%
Wide variety of majors	45%	36%	47%	35%	42%	25%
Top ranked academic programs	37%	30%	36%	27%	32%	20%

The core reasons for attending UWSP have not changed: affordability, opportunities for involvement, size of the university, and its location. Note, however... the significant drop in academic factors as a reason to attend our university, along with the opportunities for campus involvement...

Disaggregating this data by RACE and GENDER:

	Overall 2022	Overall 2023	White F 2022	White F 2023	URM F 2022	URM F 2023	White M 2022	White M 2023	URM M 2022	URM M 2023
Campus Life: Opportunities for involvement	64%	60%	66%	62%	66%	55%	57%	53%	55%	61%
Affordability		64%		67%		67%		59%		65%
Size of the university	55%	53%	61%	60%	54%	55%	43%	43%	49%	44%
Location – close to home	51%	51%	55%	54%	51%	59%	47%	50%	42%	44%
Wide variety of majors	45%	36%	49%	37%	45%	31%	37%	33%	49%	16%
Top ranked academic programs	37%	30%	38%	31%	35%	19%	39%	30%	23%	16%
Communication from the Univ that made me feel valued	33%	29%	35%	32%	42%	40%	27%	18%	42%	26%
Accessibility of campus resources	33%	30%	32%	30%	36%	27%	34%	27%	38%	30%

Across primary demographic groups, you can see the same pattern of factors that remain important in the selection of UWSP by incoming students: affordability, size, and location (close to home). There is a dramatic drop in issues such as opportunities for involvement, array of majors, strong academic programs, communication from the institution, and accessibility of resources... although these are still the most frequently chosen items overall.

Declared Major and Major Selection

The top five MAJORS of respondents:

2022	2023
Undecided	Undecided
Elementary Education	Wildlife Ecology
Psychology	Elementary Education
Biology	Biology
Wildlife Ecology/Management	Psychology

For those students who DECLARED their major:

- 63% (53%) do not plan to change their major, but an additional 26% (32%) wouldn't be surprised if they DID change it...
- 11% (14%) expressed concern around whether they can manage the required coursework for their major

For those students who remained UNDECIDED:

- 43% (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.
- 24% (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.
- 11% (17%) know what they want to do after graduation but are unsure which major would be a good fit with their desired career.
- 15% (9%) are seriously considering a few different majors.
- 7% (8%) are interested in so many things that they aren't sure how they will decide.

Note the increase in certainty about their choice of major – 4% FEWER students declared an undecided major coming into the institution, but those students who did remain undecided appear to be more focused on what they need to do to select their major, and there is less uncertainty about the process of self-understanding and what majors are the best fit with their interests and abilities...

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 2022	Overall 2023	Commuters 2022	Commuters 2023	First Gen 2022	First Gen 2023
To learn more about things that interest me	93%	94%	92%	93%	94%	94%
To get real-world, hands-on experience that leads to career-focused opportunities	92%	91%	90%	83%	95%	90%
To be able to get a better job	86%	86%	87%	86%	83%	86%
To gain a general education and appreciation of ideas	80%	77%	81%	77%	83%	80%
To be able to make more money	79%	83%	82%	77%	80%	82%

Disaggregating this data by RACE and GENDER:

	Overall 2022	Overall 2023	White F 2022	White F 2023	URM F 2022	URM F 2023	White M 2022	White M 2023	URM M 2022	URM M 2023
To learn more about things that interest me	93%	94%	93%	96%	97%	93%	92%	90%	93%	93%
To get real-world, hands-on experience that leads to career-focused opportunities	92%	91%	93%	92%	97%	94%	89%	89%	91%	88%
To be able to get a better job	86%	86%	87%	86%	88%	88%	86%	85%	89%	86%
To gain a general education and appreciation of ideas	80%	77%	83%	79%	87%	83%	72%	71%	82%	79%
To be able to make more money	79%	83%	80%	83%	82%	84%	77%	82%	88%	82%
To change my community and make an impact on the world	70%	68%	71%	70%	78%	74%	66%	64%	61%	63%
To make me a more cultured person	63%	62%	63%	64%	81%	72%	53%	53%	66%	65%
To build meaningful relationships and get involved on campus	79%	77%	80%	80%	77%	79%	75%	71%	66%	75%
To prepare myself for graduate or professional school	59%	64%	61%	69%	80%	77%	51%	54%	70%	67%

We can see the trend toward more functional, transactional goals for attending college that center around income and the means to get it, and away from reasons for attending college that are rooted in the "liberal" tradition of education and the liberal arts.

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

- Mother – 54% (54%) earned their bachelor's or higher
- Father – 41% (43%) earned their bachelor's or higher
- Stepmother – 53% (49%) earned their bachelor's or higher
- Stepfather – 32% (36%) earned their bachelor's or higher
- Legal Guardian – 48% (53%) earned their bachelor's or higher
- Siblings – 35% (36%) earned their bachelor's or higher

38% (36%) of the respondents are first-generation college students – neither parent/guardian earned a bachelor’s degree
 54% (56%) of white students’ mothers earned a bachelor’s degree or higher, compared to 43% (33%) of URM students
 40% (44%) of white students’ fathers earned a bachelor’s degree or higher, compared to 29% (24%) of URM students

Note that the families of URM students are more highly educated than in the 2022 Cohort – although a gap still exists in educational attainment between white and URM families, this could have played a role in the shifts in academic confidence articulated by URM Male students that will be seen later in this summary.

Living Arrangements for the First Year

91% (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 – 64% (69%)
- To meet new people – 64% (68%)
- Proximity to academic buildings and campus resources – 55% (56%)

33% (35%) of respondents cited the Board of Regents “live-on” requirement as a reason they are living on campus.
 88% of white students plan to live on campus (91%), compared to 81% of URM students (82%).

Of the 9% of the students who plan to live off campus:

- 43% (57%) will live within 10 miles of campus.
- 26% (15%) will live 11-20 miles from campus.
- 31% (29%) will live 21 or more miles from campus.

67% (60%) of commuter students plan to live with at least one family member, while 7% (5%) plan to live alone.

There is a significant increase in the percentage of Main Campus Commuting students who are living more than 10 miles from campus, which is a point of concern...based upon national data that shows that the further a student lives from campus, the less likely they are to persist.

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

- To save money – 80% (75%)
- To avoid the stress of living with random roommates, the noise – 47% (43%)
- To remain close to my family – 43% (36%)

Financial Issues

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

- Working while in college – 76% (76%)
- Scholarships – 70% (75%)
- Their own savings – 65% (72%)
- Loans – 54% (57%)
- Parents/Family income – 53% (54%)
- Other financial aid (e.g., Work Study) – 35% (36%)
- Grants (e.g., Pell Grant) – 30% (31%)

7% of respondents said they will receive the Wisconsin Tuition Promise, while 5% noted they will receive VA Benefits, which could explain the decrease in students who said they will rely on scholarships or their own savings to fund their education.

Disaggregating this data by RACE and GENDER:

	Overall 2022	Overall 2023	White F 2022	White F 2023	URM F 2022	URM F 2023	White M 2022	White M 2023	URM M 2022	URM M 2023
Working while in college	76%	76%	79%	81%	77%	77%	70%	68%	77%	77%
Scholarships	75%	70%	79%	76%	72%	61%	69%	62%	68%	63%
Their own savings	72%	65%	73%	69%	59%	57%	73%	62%	55%	56%
Loans	57%	54%	58%	57%	41%	47%	58%	51%	61%	56%
Parents/Family income	54%	53%	53%	51%	46%	43%	57%	57%	59%	53%
Other financial aid (e.g., Work Study)	36%	35%	38%	35%	54%	52%	27%	28%	54%	40%
Grants (e.g., Pell Grant)	31%	30%	30%	28%	49%	45%	26%	28%	48%	28%
Wisconsin Tuition Promise		7%		7%		9%		4%		7%

We can see fewer students being given scholarships and fewer students able to rely on their own savings to fund their education. In addition, fewer URM students are receiving Pell Grants, but this may be offset by the numbers who are receiving the Wisconsin Tuition Promise.

Estimated family income of respondents:

- 40% (38%) of respondents cited a combined family income exceeding \$100,000/year:
 - 42% (41%) of white students' combined family income exceeds 100k, compared to 23% (18%) of URM students.
- 30% (28%) of respondents cited a combined income of \$50,000/year or less:
 - 19% (25%) of white students' combined family income is below 50k, compared to 40% (56%) of URM students.

Although family income has increased for the URM student cohort, the income disparity between majority and minoritized students remains significant...and we see the impact of this through the Withdrawal Survey, when students of color cite financial issues tied to living expenses as a very impactful reason for their departure.

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) – 80% (83%)
- Having spending money – 75% (75%)
- Paying for living expenses (rent, food, utilities) – 72% (74%)

4% (3%) of white students cited the need to provide for family back home or for their spouse/children, versus 8% (10%) of URM students.

Extracurricular Engagement in the First Year**The FIVE most cited plans for extracurricular engagement include (Mark all that apply):**

	Overall 2022	Overall 2023	Commuters 2022	Commuters 2023	First Gen 2022	First Gen 2023
Club sports	40%	36%	28%	25%	37%	33%
Intramurals	37%	32%	22%	21%	28%	25%
A program/activity sponsored by CASE	23%	19%	15%	14%	24%	18%
A Registered Student Organization	23%	19%	15%	15%	21%	17%
A program/event sponsored by Housing & Residence Life	21%	19%	<1%	2%	20%	18%
A leadership development program	22%	13%	22%	12%	25%	16%

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

22% (29%) of COMMUTER STUDENTS said they would participate in NO campus activities.

It's encouraging to see a smaller percentage of commuter students indicating they have no interest in participating in any campus activities...although this percentage is still more and double what it is for the entire entering class.

Disaggregating this data by RACE and GENDER:

	Overall 2022	Overall 2023	White F 2022	White F 2023	URM F 2022	URM F 2023	White M 2022	White M 2023	URU M 2022	URM M 2023
Club sports	40%	36%	35%	32%	34%	27%	50%	45%	59%	53%
Intramurals	37%	32%	36%	30%	17%	17%	45%	40%	43%	32%
A program/activity sponsored by CASE	23%	19%	27%	23%	25%	16%	14%	12%	20%	16%
A Registered Student Organization	23%	19%	23%	19%	23%	16%	20%	15%	14%	19%
A leadership development program	22%	13%	27%	14%	34%	32%	10%	6%	32%	19%
A program or event sponsored by Housing and Residence Life	21%	19%	25%	21%	15%	14%	16%	15%	13%	14%
A program or events sponsored by the Honors Program	16%	13%	21%	16%	14%	9%	8%	10%	7%	9%
A religious or spiritual community	14%	12%	15%	13%	11%	15%	12%	11%	16%	12%
Research with a faculty member	13%	11%	12%	11%	10%	10%	12%	8%	16%	5%
A program or event sponsored by DCA	10%	10%	8%	9%	24%	23%	4%	4%	11%	7%
A program or event sponsored by the Multicultural Resource Center	8%	7%	5%	5%	23%	23%	4%	3%	14%	11%

Although the top interest areas for future engagement have remained the same, fewer students plan on participating in them: interest has declined in club sports, intramurals, CASE programming, student organizations, and in leadership development programs.

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
		OVERALL 2022		OVERALL 2023	
Studying/Homework	6 or MORE hours/week	35%	54%	34%	53%
Socializing w/friends	11 or MORE hours/week	32%	25%	28%	24%
Talking with teachers outside of class	3 or MORE hours/week	13%	24%	12%	20%
Exercise or Playing Sports	6 or MORE hours/week	53%	43%	54%	44%
Partying	3 or MORE hours/week	11%	20%	11%	20%
Working for Pay	11 or MORE hours/week	58%	42%	54%	41%
Volunteering in Your Community	3 or MORE hours/week	23%	24%	24%	22%
Participating in Student Clubs/Groups	1 or MORE hours/week	69%	87%	63%	83%
Watching TV/Movies	6 or MORE hours/week	25%	15%	21%	13%
Household Chores or Childcare	3 or MORE hours/week	44%	25%	49%	22%
Reading for Pleasure	1 or MORE hours/week	44%	51%	55%	59%
Gaming – Video or Computer Games	3 or MORE hours/week	35%	24%	34%	22%
Using Social Media	3 or MORE hours/week	76%	62%	75%	59%

This cohort of incoming students worked less and socialized less while in HS and participated less in student clubs, so it's not surprising to see them express less interest in cocurricular engagement coming into college. We can see an anticipated decline in social engagement – through student organizations, by interacting with faculty...but note the increase in students who plan to read for pleasure!

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 – 97% (98%)
- Socialize with someone of a different racial or ethnic group – 94% (95%)
- Discuss course content with other students outside of class – 88% (90%)
- Communicate regularly with their professors – 87% (88%)
- Take preventative measures to reduce the spread of COVID – 57% (70%)
- Get tutoring or other academic support for specific courses – 69% (70%)

Disaggregating this data by RACE and GENDER:

	Overall 2022	Overall 2023	White F 2022	White F 2023	URM F 2022	URM F 2023	White M 2022	White M 2023	URM M 2022	URM M 2023
Make at least a "B" average (3.0)	98%	97%	99%	98%	95%	94%	98%	96%	91%	96%
Socialize with someone of a different racial/ethnic group	95%	94%	95%	93%	94%	93%	95%	92%	96%	98%
Discuss course content with other students outside of class	90%	88%	92%	88%	88%	83%	90%	86%	82%	89%
Communicate regularly with their professors	88%	87%	90%	89%	91%	84%	86%	86%	75%	89%
Take preventative measures to reduce the spread of COVID	70%	57%	72%	56%	75%	70%	62%	50%	75%	58%
Get tutoring or other academic support for specific courses	70%	69%	72%	71%	85%	72%	60%	66%	89%	67%

Notice the lower intention of URM Females regarding academic engagement, but the significant increase in engagement by URM Males. In addition, there is lower intention to discuss course content with peers outside of the classroom.

Here are the items with the biggest differences between all respondents and COMMUTER STUDENTS regarding the likelihood they would:

	Overall 2022	Overall 2023	Commuters 2022	Commuters 2023
Have a roommate of a different race or ethnicity	54%	50%	32%	29%
Discuss course content with other students outside of class	90%	88%	83%	77%
Participate in a study abroad program	41%	43%	32%	36%
Be a part of a religious or spiritual community	26%	25%	24%	31%
Communicate regularly with your professors	88%	87%	84%	93%
Transfer to another university or community/technical college	8%	7%	12%	13%

Commuter students in the 2023 Cohort appear more likely to take advantage of several academic opportunities, including regular communication with their faculty, but indicate that they are less likely to engage with their peers...

Here are the items with the biggest differences between all respondents and FIRST GEN STUDENTS regarding the likelihood they would:

	Overall 2022	Overall 2023	First Gen 2022	First Gen 2023
Get tutoring or other academic support for specific courses	70%	69%	71%	73%
Participate in a study abroad program	41%	43%	43%	39%
Discuss course content with other students outside of class	90%	88%	89%	85%
Work on a professor's research project	59%	57%	59%	60%
Take foreign language classes	27%	27%	29%	24%

Overall (across all survey items), our First-Generation students look more like the overall entering cohort than they did in 2022, but they are less likely to participate in academic or scholarly activities than other entering students.

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) – 46% (47%)
- Their mental health (stress management/emotional health) – 26% (30%)
- Course registration (taking the right courses, course availability) – 25% (29%)
- Developing study skills and time management – 24% (28%)
- Making friends and meeting people – 25% (27%)

8% (7%) of incoming students, and 9% (11%) of URM students, were concerned/very concerned about obtaining enough food while in college.

Disaggregating this data by RACE and GENDER:

	Overall 2022	Overall 2023	White F 2022	White F 2023	URM F 2022	URM F 2023	White M 2022	White M 2023	URM M 2022	URM M 2023
Financial obligations: paying for school, managing money, family finances	47%	46%	52%	50%	49%	59%	36%	34%	46%	38%
Their mental health: stress management/emotional health	30%	26%	33%	29%	38%	38%	15%	13%	27%	14%
Course registration: taking the right courses, course availability	29%	25%	32%	29%	39%	32%	18%	16%	30%	23%
Developing study skills and time management	28%	24%	27%	26%	36%	28%	23%	19%	32%	30%
Making friends and meeting people	27%	25%	30%	30%	34%	22%	18%	13%	14%	19%
Balancing a part-time job with their academics	23%	21%	25%	24%	37%	27%	13%	11%	25%	21%
Handling the academic rigor of college courses	24%	21%	27%	23%	29%	27%	14%	11%	20%	21%

Students are less concerned overall – most items on the survey decreased slightly for the entire entering class...and you can see this reflected across disaggregated groups, especially for URM Males in the 2023 Cohort, whose concern dropped significantly. URM Females, however, are much more concerned about their financial obligations than the previous cohort, and in comparison, to other groups of students...

Building Community at UWSP

47% (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 – 60% (63%)
- Meeting people with similar values – 58% (59%)
- Meeting people with similar major/career interests – 52% (57%)
- Meeting people through participating in campus activities – 39% (43%)
- Meeting people who are different than them – 36% (40%)

Disaggregating this data by RACE and GENDER:

	Overall 2022	Overall 2023	White F 2022	White F 2023	URM F 2022	URM F 2023	White M 2022	White M 2023	URM M 2022	URM M 2023
Percentage who feel it is VERY or EXTREMELY important to experience a sense of community at UWSP	50%	47%	52%	52%	54%	54%	45%	35%	50%	46%
Meeting people with similar interests/hobbies	63%	60%	64%	62%	60%	44%	56%	54%	63%	63%
Meeting people with similar values	59%	58%	61%	62%	55%	50%	52%	48%	55%	58%
Meeting people with similar major/career interests	57%	52%	61%	55%	64%	48%	48%	46%	48%	56%
Meeting people through participating in campus activities	43%	39%	44%	44%	45%	27%	36%	31%	34%	40%
Meeting people who are different than them	40%	36%	43%	39%	45%	32%	29%	28%	41%	37%
Meeting people with similar identities: racial, ethnic, religious, sexual	33%	30%	34%	30%	49%	34%	19%	23%	30%	28%
Meeting people who identify with a culture different than my own	29%	26%	30%	28%	40%	28%	18%	18%	38%	23%

This is the first time I've seen LESS THAN 50% of incoming students who feel it is important to experience a sense of community, and this is particularly salient for MALES regardless of race or ethnicity. Although the top three factors for developing community remain the same by a wide margin, there were drops in the percentages of students who felt most of these factors would be important to building community...except for URM Males who expressed increased interest in meeting others in similar majors/careers and through campus activities.

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 – 70% (72%)
- Understand what professors expect from them academically – 65% (66%)
- Think critically in order to solve problems – 67% (66%)
- Be aware of critical university policies, procedures, and deadlines – 64% (65%)
- Be a successful college student – 67% (65%)
- Communicate effectively with others – 64% (64%)
- **Do well academically in their courses – 67% (63%)**
- Set goals and strive to achieve them – 60% (62%)

Disaggregating this data by RACE and GENDER:

	Overall 2022	Overall 2023	White F 2022	White F 2023	URM F 2022	URM F 2023	White M 2022	White M 2023	URM M 2022	URM M 2023
Understand their strengths	72%	70%	68%	68%	65%	64%	82%	74%	70%	77%
Understand what professors expect from them academically	66%	65%	64%	63%	69%	66%	72%	65%	66%	79%
Think critically in order to solve problems	66%	67%	60%	61%	65%	60%	78%	72%	63%	82%
Be aware of critical university policies, procedures, and deadlines	65%	64%	62%	65%	66%	58%	69%	63%	68%	56%
Be a successful college student	65%	67%	61%	67%	56%	52%	77%	69%	55%	70%
Communicate effectively with others	64%	64%	63%	66%	56%	60%	71%	64%	63%	68%
Do well academically in their courses	63%	67%	59%	66%	54%	59%	76%	68%	63%	81%
Set goals and strive to achieve them	62%	60%	58%	58%	63%	61%	71%	65%	64%	58%

We can see some drastic shifts in confidence levels here:

- Overall, there is an increase in confidence around doing well academically, with most factors showing little change from 2022.
- White females appear to have more confidence in their academic abilities, while URM females are LESS CONFIDENT across the board.
- White males' confidence levels have dropped significantly across the board, while URM Males' confidence has drastically INCREASED.

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 – 64% (65%)
- Manage their time effectively – 58% (58%)
- Manage their money – 53% (54%)
- **Study effectively for college level courses – 47% (54%)**
- Adjust to the academic demands of college – 50% (52%)

Disaggregating this data by RACE and GENDER:

	Overall 2022	Overall 2023	White F 2022	White F 2023	URM F 2022	URM F 2023	White M 2022	White M 2023	URM M 2022	URM M 2023
Study when there are other distractions	65%	64%	68%	67%	61%	66%	58%	59%	63%	51%
Manage their time effectively	58%	58%	61%	59%	58%	54%	48%	55%	64%	54%
Manage their money	54%	53%	59%	59%	51%	64%	39%	41%	57%	47%
Study effectively for college level courses	54%	47%	58%	49%	47%	52%	47%	43%	48%	42%
Adjust to the academic demands of college	52%	50%	55%	52%	66%	63%	40%	43%	61%	44%

The same patterns of changes in confidence levels noted above are reflected in the five items students are the least confident in:

- White females show greater academic confidence.
- URM females show LOWER confidence in these items (shown by an increase in the percentage who said they were not confident in their abilities)
- White males decline in confidence is shown in a general increase in percentages across the board.
- URM Males' greater confidence is obvious through significant DECLINE in these percentages.

Preferred Methods of University Communication

Outside of email from the university, students overwhelmingly prefer to be communicated with via Text Message 93% (94%).

- 38% of Male students preferred a phone call (39%), which is significantly more than female students 24% (27%).
- 46% of URM Males prefer a phone call, which is more than any other group of incoming students.

Here is an Academic Snapshot of Our Fall 2023 Cohort

	2023	2022	2021	2020	2019	2018	2017
HS GPA	3.30	3.30	3.24	3.23	3.30	3.27	3.26
GPA < 3.0	27%	26%	29%	29%	24%	27%	28%
ACT COMP	22.5	22.2	22.0	21.6	21.8	22.2	22.3
ACT Math	21.6	21.3	21.5	20.8	21.4	21.6	21.8
ACT English	21.7	21.4	21.2	20.7	21.2	21.8	21.8
ACT Read	23.6	23.0	22.6	22.5	22.3	22.8	22.6

1695 (1612) First Year Students enrolled on the Main Campus by ACAC

- Approximately 8% (8%) of the Cohort are Honors Students - GPA 3.9; ACT COMP 26.2
- Approximately 10% (14%) of the Cohort are UNDECIDED majors
- 38% (38%) are eligible for Pell Grants
- 37% (38%) identify as first-generation students (neither parent/guardian) earned a 4-year degree

Of the 1447 students who have taken a Math Placement Test:

- 33% (34%) placed into Math 090/095/105
- 45% (39%) placed into College Level (GE) Math
- 22% (27%) placed into PreCalc/Trig/Calc