



CAFES 2009 New Student Survey Report

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Executive Summary

During Academic Day, September 1, 2009, incoming freshmen and transfer students in the College of Agriculture, Food and Environmental Sciences (CAFES) were asked to complete a one-page questionnaire designed to find out:

- how they learned about UW-River Falls as an option for their tertiary education
- what factors most influenced their decision to come here
- what sorts of contact they had with the University prior to matriculating
- what their current expectations are regarding their time at UW-River Falls (e.g. how committed they are to their declared major, their likelihood of participating in an international experience, etc.)

A limited amount of demographic information was also collected. This report summarizes the 289 responses that were returned. Based on the approximately 449 freshmen and transfer students admitted to CAFES for Fall 2009, the estimates contained in this report should be accurate to within plus or minus 3.3 percent. Survey response frequencies are summarized in Appendix A.

As was true when we did similar surveys in 2007 and 2008, only slightly more than half (53%) reported that they grew up on a farm and, compared to the university as a whole, relatively few (28%) are the first in their family to attend a university.

Word of mouth continues to be a major means of attracting students to CAFES. The most important sources of information about UW-River Falls for our incoming students are their friends and family (70% learned about UWRF through them). The factor they listed as the most influential in their decision to attend this University is our reputation and quality of the programs (48% listed this as the most influential factor in their decision).

A subsequent, open-ended question, asked students to identify the sources of information that have influenced their opinions about the quality of programs at UW-River Falls. One-quarter (25%) said that family and friends helped form their opinions of our programs, and nearly another quarter (24%) said that talking to current students and alumni of the university influenced their opinions. Eighteen percent of students cited information gleaned from the internet, and another 18% said their teachers and guidance counselors were influential.

The University of Wisconsin-River Falls continues to be effective in getting information about the University in front of prospective students. Comparable percentages of our students have visited our web site (73%), received our mailings (71%), and visited the campus (79%). Every student who completed this survey reported receiving at least one form of communication from us! Wisconsin students were slightly more likely to receive mailings (8%) and phone calls (7%) from UW-River Falls compared to those from Minnesota. Students from Minnesota are quite likely to have made a visit to our campus (80 percent); visiting the campus was cited as the factor that most influenced their decision to come to UW-River Falls by 23 percent of new students.

The results of this survey indicate that UW-River Falls was the first choice of colleges for most of the incoming class; 87% agreed or strongly agreed that this was true. Further, at least at the beginning of this semester, three-quarters agreed or strongly agreed that they would stick to their declared major. These two factors may help the University retain a higher than average proportion of these students.

The Background of CAFES' 2009 Entering Class

This is the third year in a row that the SRC has administered a survey to incoming students. As was true in both 2007 and 2008, CAFES students come from a variety of backgrounds and are much more likely to come from Wisconsin than is true for the University as a whole.

Slightly more than half (53 percent) of all respondents reported that they grew up on a farm, which is comparable to the results from 2007 (54 percent) and 2008 (59%). If this survey continues to be administered, it will be interesting to see if the apparent downward trend in the percentage of students raised on a farm continues. The ability to attract students from non-farm backgrounds is a generally positive thing in that it demonstrates the appeal of majors in our College to an audience that is wider than might be expected. Similar to last year, new students in Plant and Earth Science majors were substantially more likely to have grown up somewhere other than a farm (69% of the 51 surveys returned by a PES major said they did not grow up on a farm). Horticulture (64%), Environmental Science (93%), and Conservation (87%) all attract a high percentage of students who did not grow up on a farm. In contrast, almost 92 percent of the Dairy Science majors reported having growing up on a farm, which was the highest percentage across the 5 departments. In the last two years, Agricultural Education and Agricultural Economics majors, respectively, held the top spots for percentage of new students who grew up on a farm.

For the University as a whole, slightly less than half of the 2009 incoming class are from Minnesota (48%). In contrast, less than one-third (28%) of the CAFES' 2009 entering students are from Minnesota, 71 percent are from Wisconsin, and 1 percent are from other states (Indiana, Montana, and Taiwan). This result is similar to the 2007 and 2008 new student results.

This year, nearly half of all incoming students at UW-River Falls are the first in their family to go to college. In contrast, less than one-third (28%) of the 2008 incoming class for CAFES reported that no one else in their family had gone to college.

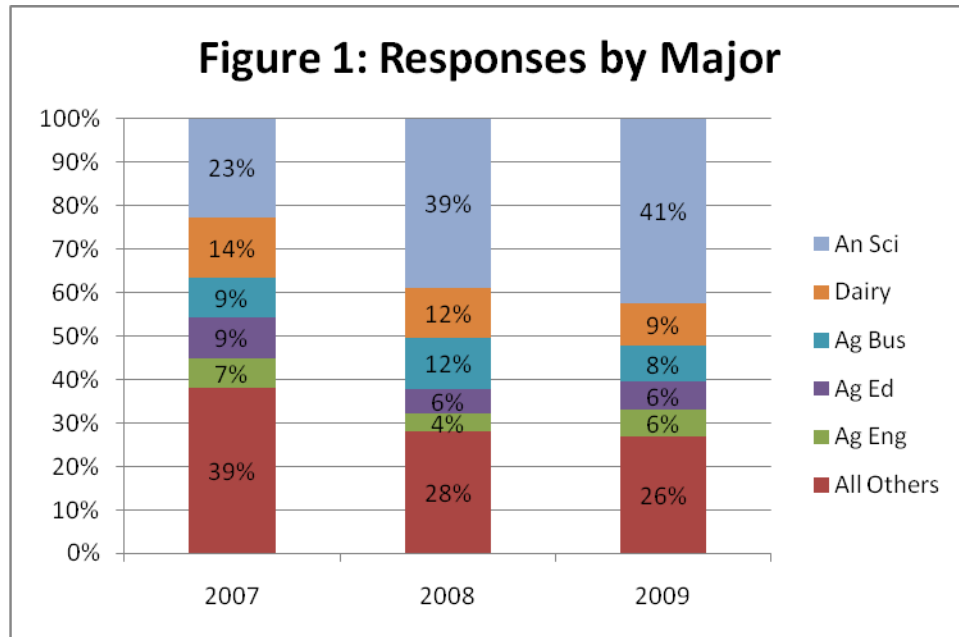
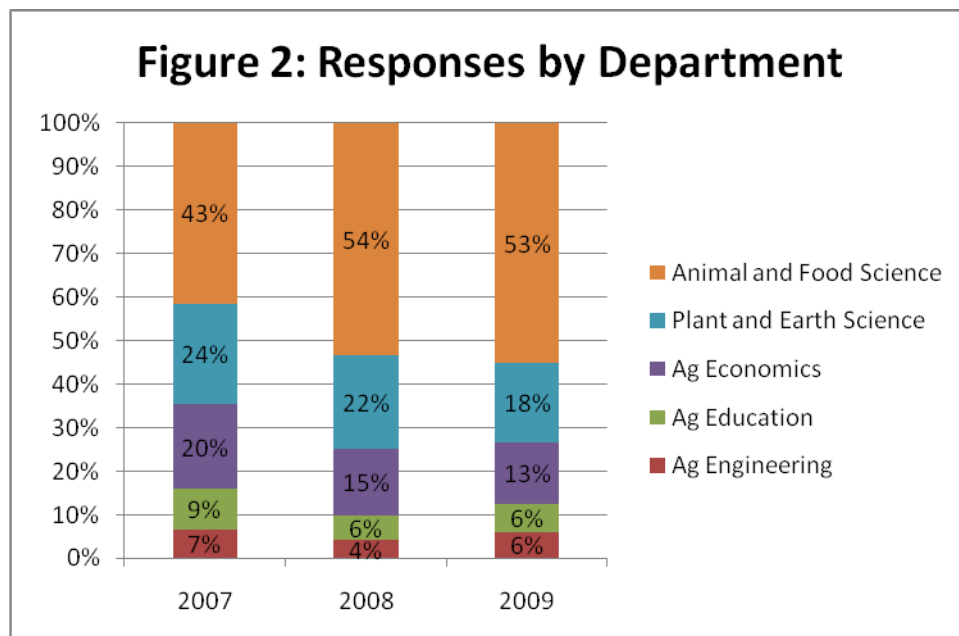


Figure 1 provides a break-down of the 289 entering CAFES students who returned their questionnaire in 2009 as compared to the 310 new students from 2008 and 190 new students from 2007. Like last year, Animal Science and Dairy majors constitute about half of all CAFES' new students (Figure 2).



How Did the Incoming Class Learn about UW-River Falls?

Students were given seven specific means by which they might have heard of UW-River Falls plus an “other” category and could check all that applied. Table 1 indicates that, as was true in the 2007 and 2008 surveys, the most frequently used source of information about UW-River Falls is family and friends.

Table 1 indicates that high school teachers and guidance counselors are also quite influential; they were cited as a source of information about UWRF by about one-third of incoming students. Students who grew up in Wisconsin were significantly more likely to report learning of UW-River Falls from a teacher or guidance counselor than those from Minnesota or other states. This result suggests that the College could do a better job of raising our profile with teachers and guidance counselors in Minnesota.

Print media (mailings from UWRF) seems to be less important to this incoming class in terms of learning about our College than it has in the previous two years this survey was given, while electronic media (online searches) seem to be a steady source of information for 16% of incoming students.

Three “other” reasons of note were given as to how students found out about UW-River Falls: FFA, booth at an event (such as a college fair), and through industry professionals (veterinarian, for example).

Table 1: How did you learn about UW-River Falls?			
	2007 Percent Using	2008 Percent Using	2009 Percent Using
Count	190	310	289
Family/Friends	68%	71%	70%
Teacher/Guidance Counselor	31%	33%	32%
Live Nearby	22%	18%	18%
Web Search	16%	16%	16%
Mailing from UWRF	15%	12%	9%
UWRF Visit to my High School	10%	5%	8%
Advertisement	2%	1%	1%

Incoming students who grew up on a farm were slightly more likely to have learned about UW-River Falls from a family member or friend and received a mailing or brochure from UW-RF than were those not from a farm.

Overall the data in Table 1 are very similar to the responses of 2007 and 2008 incoming students.

What Most Influence Their Choice to Come to UW-River Falls

Incoming students were asked to identify the single factor that most influenced their decision to come to UW-River Falls. Because many students included multiple responses, the question was analyzed as though students could choose as many as they wished. This means that the percentages in Table 2 sum to more than 100%.

As was true in 2007 *and* 2008, incoming students in 2009 said that the reputation and quality of our programs was, by far, the most important factor in choosing to come to UWRF. Almost half of the 2009 respondents said this was one of the most important factors in their decision (Table 2).

Table 2: Most Influential Factor in Choosing to Come to UW-River Falls			
	2007	2008	2009
Count	136	310	289
Reputation/Quality	40%	47%	48%
Campus Visit	18%	22%	23%
Size of Campus	13%	24%	21%
Location/Distance from home	16%	19%	11%
Teacher/Guidance Counselor	8%	7%	10%
Other	7%	9%	9%
Friends/Students at UWRF	19%	17%	9%
Parents/Family	11%	14%	8%
Web Site Info	2%	5%	4%
Financial aid received	1%	3%	2%
Turned Down by First Choice	2%	3%	1%
Contact with Faculty	1%	2%	1%

Because CAFES' reputation was also the most important factor in the 2007 and 2008 surveys, in the 2009 survey, the SRC asked an open-ended follow-up question that read, "What sources of information have influenced your opinion about the quality of UW-River Falls programs?" Only 46 of the 289 respondents did not answer this question and many identified multiple sources of information that helped form their opinion of UWRF. Appendix B contains a complete listing of their responses along with the coding that was used to produce Table 3

Table 3: Factors Influencing Choice to Come to UW-River Falls	
Factor	Percent Students
Word of Mouth	64%
Faculty-Staff-Student	21%
High School Teacher	20%
Website	20%
Mailing	13%
Campus Visit	12%
Other	7%

The factors that seem to have most influenced opinions about our programs parallel how students report hearing about us:

- word of mouth (family, friends, alumni, etc.) was identified by 64% of all respondents
- interactions with faculty, staff and students by 21%
- electronic media and and teachers/guidance counselors/vo-ag teachers were both noted by 20%

- mailings from UW-River Falls by 13%
- a campus visit by 12%
- and various other factors (job opportunities, rankings, placement rates, etc.).

These results don't identify any single strategy we might pursue as a College to ensure that our reputation remains strong. Rather, our reputation is likely to continue to be based on:

- the care with which we handle interactions with our alumni
- the quality of the experience we provide to our current students
- building/maintaining strong relations with guidance counselors, vo-ag teachers and high school teachers in related disciplines
- building and maintaining an informative and easy to navigate website
- ensuring our achievements are duly noted in the statewide agricultural papers and in the local and regional newspapers as well

What Contact Did Students Have with UWRF Prior to Their Arrival

Table 4, which summarizes incoming students' responses with respect to the types of contact they had from UW-River Falls prior to their arrival, indicates that the University has been very successful in attracting students for a campus visit. More than three-quarters of all incoming students said they had visited campus prior to their move to River Falls. Since the campus visit was the second most frequently mentioned factor that sold them on the University, the rising percentage of incoming students who report having done a campus visit is a very positive outcome.

Slightly less than three quarters of all students who completed the survey said they visited our website and nearly as many remembered receiving a mailing from UW-River Falls. The proportion of students who visited the website was up compared to last year, but the percentage of students who remembered receiving a mailing was down. With respect to our website, Table 2 indicated that less than 5 percent said that the information on the website was one of the most influential factors in their decision to come to UW-River Falls. The trend of the percentage of students who report having visited the website is also interesting – up 11 percent from 2007. This suggests that, while the website is not the determining factor with respect to the choice of college, it is still a very important source of information for current and future entering students.

Table 4: What contacts did you have with UW-River Falls prior to arrival (percent yes)			
	2007	2008	2009
Count	190	310	289
Campus Visit	74%	78%	79%
Website	62%	70%	73%
Mailing	68%	75%	71%
Phone Calls	26%	23%	27%
Fac. Meeting	18%	19%	19%
Other	4%	5%	6%
Attended Campus Activity	17%	N/A	N/A

On average, the typical incoming student reported having contact with the University by about 3 of the methods listed in Table 4. All of the 289 respondents reported that they had been contacted by at least one of the means listed in Table 3! Twenty-two students listed 5 or more different modes of contact (8%). Last year, 1 of the 310 respondents reported no contact while 22 selected 5 or more different modes of contact.

As was the case last year, there are no statistically significant differences between students with different demographic profiles and the types of contacts they reported having with the University prior to arrival. This means, for example, that incoming students who grew up on a farm or in Minnesota were no more (or less) likely to have visited campus than students with non-farm backgrounds or those from Wisconsin.

In contrast, there were 5 statistically significant differences in the 2007 data. Most of the 2007 differences had to do with the state of residence; in 2007, Minnesota students were significantly more likely to have received information from the web, to have visited campus and to have met with a faculty or staff member but less likely to have been on campus for an FFA or other high school event and to report having received a mailing from the University.

However, students from different majors appear to have had somewhat different experiences with respect to contacts with the University.

- Animal Science majors are much more likely to have contact with the college through mailings/brochures than other students, and alternatively Ag Engineering, Ag Studies and Conservation majors were significantly less likely to have received a mailing/brochure from the university
- Animal Science majors are much more likely to have visited the University website, while Ag Studies majors were much less likely to have visited the website
- Agricultural Education majors were more likely to have had a personal meeting with a faculty or staff member than those of other majors

Overall, the University seems to be doing a fairly good job of getting information out to potential CAFES students. We have seen a slight increase in the percentage of students who report having visited the campus and a more substantial increase in their use of our website. In short, it appears that continue to improve our ability to get information to potential students.

Retention Dimensions

Incoming students were asked five questions that indicate their level of attachment to our University and our College and their level of participation in activities. The level of attachment and participation might be expected to influence the likelihood that they will remain at UW-River Falls until they graduate. As has been true throughout this report, there are few dramatic differences among the three years of data collected.

As in 2007 and 2008, nearly 9 out of 10 students either agreed (26%) or strongly agreed (61%) that UW-River Falls was their first choice of colleges. Only 4% disagreed and no one strongly disagreed with this statement. At least for students in CAFES, UWRF is pretty clearly their first choice university. Higher percentages of both Wisconsin students (87%) and Minnesotans (89%) said UW-River Falls was their first choice of universities. The percentage of Minnesotans who said UWRF was their first choice increased from 80 percent last year, while 88% of Wisconsin students reported UW-RF as their first choice last year.

Respondents' commitment to their current major is lower than their commitment to UWRF; 3 out of 4 said they expect to stick with their current major and on-fifth were neutral on this topic. As was the case last year, this year's students in the agricultural economics department (agricultural business, marketing communications, and ag studies) stand out as significantly less certain of their major than those in other departments – 44% were neutral or disagreed that they would keep their major. Attachment to the current

major is particularly weak among agricultural studies and agricultural engineering students. Over two-thirds of ag studies students are either neutral toward their major or disagree that they will stick with it, and that goes the same for about 40% of ag engineering students. Many agricultural studies students view the major as a place to be until they determine the specific discipline they want to pursue, so the relatively weak commitment to that major is not surprising.

Table 5: Potential Indicators of Attachment to UWRF, 2008 and 2007							
		Count	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
UWRF was first choice	2009	289	61%	26%	9%	4%	0%
	2008	303	56%	29%	11%	3%	1%
	2007	188	56%	30%	10%	4%	1%
I'll stick with current major	2009	289	33%	42%	20%	4%	1%
	2008	306	32%	42%	23%	2%	0%
	2007	187	30%	44%	21%	3%	2%
I'll transfer from UWRF	2009	289	2%	5%	15%	42%	37%
	2008	302	1%	6%	15%	40%	38%
	2007	189	1%	3%	15%	39%	42%
I was involved in lots of high school activities	2009	289	30%	39%	20%	9%	2%
	2008	304	31%	37%	23%	7%	2%
	2007	NA	NA	NA	NA	NA	NA
I plan to include an international experience	2009	289	9%	20%	53%	10%	8%
	2008	NA	NA	NA	NA	NA	NA
	2007	NA	NA	NA	NA	NA	NA

The 2008 survey cited an increase in the number of students who agreed that they expected to transfer from UW-River Falls as a red flag. In 2007, 4% of respondents agreed that this was the case, and in 2008, and again in 2009, that figure rose to 7%. Students with majors in horticulture (18.2%), dairy science (11.1%) and crop and soil science (9.1%) were substantially more likely to report that they expect to transfer from UWRF. Likelihood of transfer didn't seem to follow any pattern this year when it came to state of residence, whether or not students were the first in their family to attend college, or whether or not students grew up on farms. It should be also be noted that 80% of this year's incoming students disagreed or strongly disagreed that they would likely transfer from UWRF.

Students were asked if they were involved in high school activities, such as sports, clubs, or volunteer activities. Studies have shown that students who are engaged with clubs and other extracurricular

activities are more likely to be retained at college. Implicitly, we are assuming that if our incoming students were active in high school extracurricular activities, they will also be active at UWRP. More than two-thirds of all incoming students either agreed or strongly agreed that they were active in high school. Students who grew up on a farm were 15% more likely to be involved in activities in high school. This high percentage may, possibly, be linked to activities such as 4-H or FFA.

Finally, in a new question, students were asked if they planned to include an international experience during their college education. While less than one-third of students agreed that an international experience was in their plans, 53% had a neutral opinion on the subject. This could present the University with an opportunity to sell the benefits of international study to these students. Horticulture (54.6%), marketing communications (66.6%), food science (50%), conservation (40%), and agricultural business (39.1%) majors were the most likely to say they plan to study abroad.

Conclusions

The data collected during the 2009 Academic Day largely align with the results from the 2007 and 2008 surveys. The results indicate that our college continues to attract a large number of students who did not grow up on a farm and that, compared to the university as a whole, we attract a high proportion of students from throughout Wisconsin.

These data again confirm that word of mouth is a key factor in terms of convincing students to come to UWRF. What they hear from family and friends and what they perceive as our reputation for high quality programs are of paramount importance in their decision. There is a certain circularity in that the key sources of information about UWRF are friends and family. The importance of our reputation suggests that CAFES continue to aggressively publicize our successes, provide current students with a first class experience and cultivate relationships with our alumni.

Overall, it appears that we have been successful in getting information about UW-River Falls in the hands of prospective students. Every one of the 289 students reported they had received at least one contact from the University.

By and large, our students are here because they want to be – UW-River Falls was their first choice of colleges and they are relatively strongly committed to their major. Historically, students in CAFES have had higher retention rates and the commitment to the University and commitment to their major would be expected to support relatively high retention rates.

The consistency of the 2009 results with those from 2007 and 2008 support the accuracy of the snapshot we have taken of our incoming classes. There are several reasons to be optimistic about the retention rates of these students who upon graduation, we hope, will be as good at recruiting the next generation of students as our current alumni have been with this one.

Appendix A: New CAFES Student Survey, Fall 2009

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

18%	I live nearby	8%	When UWRF staff visited my high school
70%	Family and/or friends	1%	Newspaper or magazine ad or story
32%	Teacher/Guidance Counselor	9%	Mailing/Brochure from UWRF
16%	Web Search	8%	Other

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

2%	Info on web site	15%	Campus visit
43%	Reputation/quality of programs	8%	Size of campus
5%	Friends/other students at UWRF	0%	Financial aid received
6%	Parents/family members	5%	Location/distance from home
6%	Teacher/guidance counselor	0%	Personal contact with UWRF faculty/staff
0%	Turned down by first choice of colleges	8%	Other

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

71%	Mailings/brochures	73%	Visited website
27%	Phone calls	19%	Personal meeting with faculty/staff
79%	Campus visit	6%	Other

4. Please indicate the extent to which you agree with the following	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. UW-River Falls was my first choice of colleges	61%	26%	9%	4%	0%
b. I am sure I'll stick with my current major	33%	42%	20%	4%	1%
c. I expect to transfer from UW-River Falls	2%	5%	15%	42%	37%
d. I was involved in lots of activities (sports, clubs, volunteering) in high school.	30%	39%	20%	9%	2%
e. I plan to include an international experience (e.g. study tour) during my time at UW-River Falls	9%	20%	53%	10%	8%

5. What sources of information have influenced your opinions about the quality of UW-River Falls program? (See Appendix B)

Word of Mouth	64%
HS Teacher	20%
Website	20%
Mailing	13%
Campus Visit	12%
Fac-Staff-Student	21%
Other	7%

6. I grew up on a farm	Yes	No	7. I am from	Wisconsin	Minnesota	Other		
	53%	47%		71%	28%	1%		
8. Others in my family have gone to college	Yes			No	Don't know			
	71%			28%	1%			
9. What is your major?	Ag Bus	Ag Ed	Ag Eng	Ag Studies	An Sci	Biotech	Conservation	Envir Sci
	8%	6%	6%	5%	43%	0%	5%	5%
	Hort	Food Sci	Crop/ Soils	Dairy	Mar Com	Geology	Land Use Planning	
	4%	3%	4%	10%	1%	0%	0%	

Appendix B: What sources of information have influenced your opinions about the quality of UW-River Falls program?

	Word of Mouth	HS Teacher	Website	Mailing	Campus Visit	Fac- Staff- Student	Other
A friend and teachers said they had a really good ag program.	1	1					
A friend who is just completing the same major	1						
A shop teacher		1					
Advisors and family.	1	1					
Advisors, WOW program		1					
Ag education teacher gave advice to go to UWRF		1					
Agricultural background info							1
All the brochures and mailings I received. Also emails and campus visits that talked about the program				1	1		
All the speeches about them						1	
Alumni of River Falls and campus visit	1				1		
Area of interest that I had been looking into for a while							1
Aunt and uncle. Information I read on the internet and brochures.	1		1	1			
Brochure in the mail and high school counselor along with a poster of WI schools.		1		1			
Brochures and all the people on campus w/info (campus tours, WOW leaders and friends)	1			1	1	1	
Brochures and past students	1			1			
Brochures and website			1	1			
Brochures and website. Also counselors		1	1	1			
Brochures on major, touring the campus and talking to UWRF students	1			1	1	1	
Brochures sent in mail, family members	1			1			
Brochures, other student feedback, website.	1		1	1		1	
Brother/internet	1		1				
By how people talk about it	1						
By tours, it is a clean campus and good programs					1		
Campus tours, faculty members and	1				1	1	

	Word of Mouth	HS Teacher	Website	Mailing	Campus Visit	Fac- Staff- Student	Other
friends enrolled at UWRF							
Campus visit and conversations with other students	1				1	1	
Campus visit and equine program					1		
Campus visit and family.	1				1		
Campus visit, ag teacher, guidance counselor, etc.		1			1		
Campus visit, friends.	1				1		
Campus visit, friends/family and brochures	1			1	1		
Campus visits influenced my opinion of the quality of UWRF					1		
Campus visits, mailings, website. I am quite impressed as a whole.			1	1	1		
College fair, friends, alumni, stories/reputation	1						
College visit					1		
Cost, professors, staff						1	
Cousins, friends and family	1						
Current and former students, the reputation of job placement qualities.	1					1	
Current and past students and meeting with faculty	1					1	
Faculty meetings, family, campus visits	1				1	1	
Family	1						
Family	1						
Family	1						
Family and friends along with UWRF website influenced me.	1		1				
Family and friends who have attended UWRF	1						
Family and teachers	1	1					
Family friend that went to UWRF	1						
Family members always talk about it and research on the web was what I wanted to hear	1		1				
Family members/other students	1					1	
Family, college reviews, campus visits	1				1		
Family, friends and alumni of UW-River Falls.	1						
Family, friends, students.	1					1	
Family/friends	1						
Family/Friends	1						

	Word of Mouth	HS Teacher	Website	Mailing	Campus Visit	Fac- Staff- Student	Other
FFA advisor went here. Also the campus visit		1			1		
Former/current students. Website	1		1			1	
Friends	1						
Friends	1						
Friends	1						
Friends and family alumni	1						
Friends and family that go here told me about the great qualities of the programs	1						
Friends and school resources	1						
Friends that have gone here	1						
Friends who have gone before me who went through the program	1						
Friends, campus visits, and interactions with staff	1				1	1	
Friends, family, and teachers told me about the school and the programs.	1	1					
friends, family, others opinions	1						
Friends, teachers	1	1					
Friends, teachers and reading about it on the website	1	1	1				
Friends, teachers, family.	1	1					
Friends, website, faculty/staff, other students that go to UWRF	1					1	
friends/brochure	1			1			
friends/family	1						
Friends/teachers	1	1					
From the college visit and just researching about UWRF compared to other colleges					1		
Hearing things from people from the college.						1	
High School counselor and talking with alumni that work on farms where I am from	1	1					
How the school was ranked.							1
I have had many different people tell me how wonderful the classes were at River Falls and the great experiences they had here.	1						
I have really enjoyed to hear what people said about the campus it was all good news.	1						
I have talked to may others who have	1						

	Word of Mouth	HS Teacher	Website	Mailing	Campus Visit	Fac- Staff- Student	Other
attended & graduated from UWRF.							
I have talked to people in the food science business and they said a smaller program like this looks good compared to Madison	1						
I heard River Falls has the best Ag program in the state	1						
I knew people who went here and they loved it	1						
I know that it is well known for being an excellent college for agriculture	1						
I only hear good things about RF and has programs I am interested in.	1						
Information on the internet			1				
Information on the website, advice from a professor at UWGB			1				
Internet			1				
Internet, friends	1		1				
Internet, prior students	1		1				
internet/website			1				
It is a well-known Ag college by many people	1						
I've talked to a lot of people that came here and graduated and they all loved it.	1						
Job placement							1
Just knowing other people and their experience.	1						
Know people who have gone here.	1						
Knowledge from other and information	1						
Learning from people who have gone here and that I'm going into Ag Ed	1						
Magazine Articles							1
Mailings, online research			1	1			
Mailings. My parents both graduated from here	1			1			
mailings/brochures				1			
Mailings/website				1			
Mostly talking with professors during the campus visit.					1	1	
Mostly the visits					1		
My Ag advisor in High School & our local veterinarian		1					
My ag teacher and family	1	1					
My Ag teacher came here and my	1	1	1				

	Word of Mouth	HS Teacher	Website	Mailing	Campus Visit	Fac- Staff- Student	Other
family. Websites, etc.							
My ag teacher really helped to point me in the right direction		1					
My Ag teacher was really for River Falls and my love for agriculture.		1					
My ag teacher.		1					
My agriculture teacher-Rachel Sauvola		1					
My boss's daughter really liked RF and had a lot of good things to say about the campus.	1						
My cousin attends UWRF	1					1	
My cousins and friends from this college have influenced my opinions. Also my FFA advisor.	1	1				1	
My experience with River Falls alumni that I have worked with.	1						
My FFA advisor and teacher was a student and she said it was one of the best schools for Ag Education.		1					
My FFA advisors experience here as well as friends opinions.	1	1					
My high school ag teacher graduated from UWRF		1					
My high school ag teachers		1					
My mother and other people (farm employees) that have gone to UWRF rave about the science courses	1						
My sister goes to school here and my parents did also	1					1	
My sister told me about it	1						
My teachers who attended here, and my sister also goes here	1	1				1	
My trainer Karen Clark told me about the colt training program	1						
My work-many people at the clinic went here for pre-vet/vet tech.	1						
My WOW leader and RA have told me many positive things about all the programs and how accesible they are						1	
News articles and brochures				1			
Newspaper stories. Web stories.			1				
Older family members who went to UWRF	1						
Online reading			1				
Other people I know	1						
Other people that went to UWRF	1						

	Word of Mouth	HS Teacher	Website	Mailing	Campus Visit	Fac- Staff- Student	Other
Other students	1					1	
other students and alumni	1					1	
Other students, alumni, people that have been on campus	1					1	
Pamphlets, info book				1			
Past students from UWRF	1						
Past students, programs	1						
Past students, tours, faculty	1				1	1	
People and teachers	1	1					
People said it was a good college for what my desire was	1						
People talking about it at cattle shows and Junior Holstein Conventions	1						
People who have already graduated from UWRF	1						
People who have attended here	1						
People who have come to River Falls in the past	1						
Personal stories from alumni; professors opinions	1					1	
Personal visits					1		
Princeton Review, College Board							1
Professors, articles						1	
References from schools/teachers		1					
School Advisor		1					
Sister attended, Ag teachers, comparison of content to other schools	1						
Some of the things that people from other colleges say about UW-River Falls	1						
Speakers, WOW leader						1	
Speeches by UWRF faculty/staff						1	
Staff and students	1					1	
Statistics & Friends	1						
Students and ag ed teachers	1	1					
Students and teachers	1	1					
Students that have gone here	1						
Talking to former students, current students and staff	1					1	
Talking to graduate students and current at River Falls. Speaking with faculty	1					1	
Talking to people who have attended the University	1						

	Word of Mouth	HS Teacher	Website	Mailing	Campus Visit	Fac- Staff- Student	Other
Talking with alumni and staff						1	
Talks with other students and staff	1					1	
Teacher		1					
Teacher back home. Online sources		1	1				
Teachers and family	1	1					
Teachers and family.	1	1					
Teachers and some students	1	1					
Teachers told me		1					
Teachers, former students	1	1					
teachers, friends and faculty	11	1				1	
Teachers, friends, classmates	1	1					
Teachers/guidance counselors and mailings/brochures.		1		1			
That the programs that I have seen seem to be very informative and have a high quality.							1
The amount of involvement with lab farms.							1
The brochures that I received in the mail				1			
The campus visit.					1		
The conversations with the faaculty from the 3 ag schools in WI and a comparisons of the facilities there.						1	
The faculty and staff. Also my visit and orientation					1	1	
The information desk							1
The information packets I received in the mail				1			
The internet			1				
The internet, teachers			1				
The mailed letters and phone calls from UWRF staff				1		1	
The people and staff						1	
The people here						1	
The people I have talked to	1						
The people who have attended in the past.	1						
The pre-vet program & CAFES							1
The professors talking about it.						1	
The program of food science							1
The school is very eco friendly and a great environmental school							1
The staff and program						1	

	Word of Mouth	HS Teacher	Website	Mailing	Campus Visit	Fac- Staff- Student	Other
coordinates along with my equine vet							
The staff, other students	1					1	
The teacher to student ratio was very good. It will be easy for me to learn in a smaller, more personal environment							1
The vet that lives down the road from me who had gotten me to think about going the same way he did to graduate	1						
The web site helped			1				
The website and family members	1		1				
The website and interaction with the professors so far.			1			1	
The website and upperclassmen	1		1			1	
The website helped me a lot. Also the brochures I got in the mail.			1	1			
The website information was very influential			1				
The website talking to people who are at UWRF or have graduated from UWRF.	1		1			1	
The website, my high school counselor and brochures		1	1	1			
The WOW is very helpful and helps meet new people						1	
Things I've read or heard about the campus.				1			
Things people have said about the school and program	1						
Things sent in the mail and the UWRF website.			1	1			
Things that I read online			1				
Upperclassmen that I know	1					1	
UWRF graduates	1						
Vet							1
Vets that graduated from UWRF and some that wished they had.							1
Visiting the campus and talking with people that came here most influenced my opinion.						1	
Web and brochures			1	1			
Web site			1				
Website			1				
Website			1				
Website			1				
website and a campus visit			1		1		

	Word of Mouth	HS Teacher	Website	Mailing	Campus Visit	Fac- Staff- Student	Other
Website, and people that had gone to UWRP.	1		1				
Website, being at UWRP			1		1		
Website, family/friends	1		1				
website, friends, reputation	1		1				
Website, friends, teachers	1	1	1				
Website, mailings, and past students	1		1	1			
Website/mailings; students	1		1	1			
Websites, alumni, etc.	1		1				
Websites/brochures			1	1			
What I have heard from friends who attended	1						
What I've heard from friends and teachers.	1	1					
What other people have to say about the program	1						
What other people say	1						
What people have said	1						
Word of mouth by family/friends/teachers/past students	1	1					
Word of mouth from friends/family and visiting campus	1				1		
Word of mouth from students.	1						
Word of mouth, internet.	1		1				
Word of mouth, polls	1						
Work opportunity							1