2003 - 2004

PROFILE

OF

THE FRESHMAN CLASS

AT

THE UNIVERSITY OF WISCONSIN-STEVENS POINT

ROBERT MOSIER, Ph.D.
STUDENT AFFAIRS
UNIVERSITY OF WISCONSIN-STEVENS POINT

TABLE OF CONTENTS

Introduction

Purpose

The purpose of this study was to identify some of the characteristics that are common to students who attend the University of Wisconsin-Stevens Point. We wanted to know:

- What kind of students attend UWSP
- Why students choose UWSP over other schools
- What students' expectations are when they come to the University
- What students' goals are
- What incoming students perceive to be their needs.

Knowing the answers to these questions can help us increase our students' chances for success, and successful students are more likely to remain in school until they graduate.

This study presents a profile of the average freshman at UWSP. We hope the Information will provide insights helpful to those of us who work with students. Data used in the study came primarily from the College Student Characteristics Inventory (CSCI).

The College Student Characteristics Inventory (CSCI)

The College Student Characteristics Inventory provides basic information about incoming students and their expectations of college life. The current version of the CSCI has been given to all UWSP freshman orientation participants from 1979 to 2003. In 1995, 1996, and 1997, 700 questionnaires were given out in a random order to approximately half of the freshman class. The return rate has been over 88%. In 1998, 725 questionnaires were given out and 650 were returned. In 1999, 725 questionnaires were given out and 595 were returned. In 2000, 717 questionnaires were given out and 619 were returned. In 2001, 725 questionnaires were given out and 672 were returned. In 2002, 700 questionnaires were given out and 619 returned. In 2003, 725 questionnaires were given out and 642 returned. Prior to that time, a similar version was given in 1975, 1976, and 1978.

Data Analysis

Clark Pallen and Judy Slowinski of Administrative Information Systems were very helpful in the statistical analysis of the data in this study. Mary Holland of Residential Living generated the graphs, as well as provided editing support and document formatting.

The University Culture

The culture of our University is comprised of its history, traditions, organizational structures, and the behavior of current students, faculty and staff.

A number of forces impact on our University to produce our unique culture. Included among these forces would be our historical roots, our academic program, a core faculty group, our administrators, dominant student subcultures, and distinctive values and beliefs. In addition are the forces such as customs, stories, rituals, language, and impactful leaders, such as the Chancellor. Among the distinctive subcultures on our campus, the administration, the faculty, and students bring a strong set of beliefs, attitudes and values to our University.

MILLENNIALS GO TO COLLEGE
(Strauss and Howe, 2003, Lifecourse Associates)

I. Three Basic Rules for the Rising Generation: the Millennials

A. Each rising generation (the Millennials) breaks with the young adult generation, presently the Gen Xers or Thirteenth Generation. Millennials will emphasize:
1. Teamwork
2. Political action
3. Technology to enhance the community
4. Tradition and ritual

B. The Millennials will correct perceived excesses of the midlife generation (Boomers),representing their

parents and generational leaders, by focusing on the following:
1. Action over discussion
2. Focus on the good of the group
3. Set high standards to create positive communities

C. The Millennials will fill the social role being vacated by the departing elder generation: their grandparents (the G.I Generation/Civic Generation)
1. They will be the embodiment of the Civic or G.I. Generation (born 1901-1920)
2. The Millennials started out as objects of tightening child standards in an era of nonconformist adults.

II. Characteristics of Millennial College Students

A. Close to parents

B. Extremely focused on grades and performance

C. Very busy in extracurricular activities

D. Eager for community activities

E. Talented in technology

F. More interested in math and science

G. Demanding of a secure, regulated environment

H. Respectful of norms and institutions

I. Ethnically diverse, globally diverse

J. Majority female

K.   Have a structured, planned, and supervised life: less likely to play self-invented games or have open-ended "day-dreaming" time

III. Seven Core Traits of the Millennial Generation

A. Special

B. Sheltered

C. Confident

D. Team-oriented

E. Conventional

F. Pressured

G. Achieving

IV. Special

   A. Implications for the Classroom
      1. Millennials emphasize the importance of feedback and structure in the classroom: constant quizzing and practice, regular instructor review, small projects, and emphasis on core skills mastery

V. Sheltered

   A. Implications for Campus Life
      1. Campus security is a major concern
      2. Need for safety: add in close relationships with parents, recession, and fear of terrorism; more students may be looking at in-state opportunities, rather than going out of state.
      3. Boomer parents and their children are looking for a feeling of close community
         a. small class size
         b. teachers who care and know your name
         c. in loco parentis rules
         d. traditions
         e. shared enthusiasm for academics that transcends preparation for professions

   B. Implications for the Classroom
      1. More parents will show interest in grades, course work, and academic pursuits in the classroom.
      2. More scrutiny by legislatures will occur
      3. Professors will face increasing scrutiny of what values they impart in the classroom.

VI. Confident

   A. Characteristics
      1. Millennials will be upbeat, risk-aversive, and excited about their future
      2. Millennials will be more interested in math and science, technology
      3. Millennials will apply analytic skills to thinking about long-term consequences of personal choices and acquired habits
      4. Millennials will turn away from behavioral risk-taking and feel increased stress in their lives due to their expectations for high levels of achievement

   B. Implications for Campus Life
      1. Millennials will show interest in college spirit: pep rallies, awards ceremonies, school songs, proms, and the like.
      2. Millennials will engage in ceremonies and activities that reinforce a sense of collective destiny
      3. A campus debate will occur between freedom of speech and civic duty

   C. Implications for the Classroom
      1. Millennial credo: follow the rules, work really hard, don't mess up
      2. There will be a greater tendency toward conformity and safety in numbers

3. Millennials expect and need to succeed in terms of achievement as measured by grades

VII. Team-Oriented

A. Characteristics
1. Millennials focus on development of strong team instincts and tight peer bonds; emphasis on teamwork in high schools
2. Millennials in high schools learn in groups, deliver presentations in groups, and get graded in groups
3. Millennials form teams to do community projects
4. Millennials focus on a tight circle of friend

B. Implications for the Classroom
1. Students may look for team teaching and team grading of group projects
2. Millennials will enjoy combining teamwork and technology, especially in the applied sciences
3. Millennials will resist critiquing each other's work in front of a class or engaging in lengthy independent projects
4. There may be a shift from a focus on entrepreneurship to public service (particularly after 9/11)
5. Millennials will want to learn how to apply technology to big social problems like global warming and world governance
6. There will be interest in practical questions of political, social, and economic interest

VIII. Conventional

A. Characteristics
1. An archetype for Millennials: Harry Potter
   a. Harry is a bright-eyed boy looking proper in dress shirt and tie
   b. He associates with a group of kids who struggle to excel and have fun in a structured institutional environment
   c. The group looks up to teaching faculty filled with wise, but eccentric, middle-aged spiritualists
   d. They band together to save the world from total destruction
   e. There is no ambiguity about who the evil people are
   f. No one is fundamentally alienated or depressed (except for the evil people)
2. Implications for Campus Life
   a. The "regular" student is coming back
   b. Millennials desire to be conventional, non-confrontational, and not stick out too much from the pack
   c. There is interest in living up to a widely held standard of good behavior.
3. Millennials begin with high expectations and high respect for institutions
4. They count on adults to be exemplars
5. Millennials grew up on "zero tolerance" for misbehavior and expect the same thing from campus authorities and professors
6. Millennials are more willing to follow authority, as long as there is not a double standard

B. Implications for the Classroom
1. Originality may be less important to a Millennial student than making sense out of the chaos in the world and helping to simplify it

IX. Pressured

A. Characteristics
1. A survey quoted by Strauss and Howe indicates two top worries of teenagers: grades and getting into college
2. 25 years ago: fears were nuclear war and stagflation
3. 10 years ago: fears were AIDS and violent crime

4. More homework is being assigned
5. Recesses and P.E are disappearing in schools
6. Academic camps, tutoring companies, mandatory summer school are becoming utilized
7. Boomers have experienced chaotic work lives due to self-employment, contracting, and rapid job turnover
8. Millennials are looking for long-range plans that enhance job and life security, as opposed to Boomers and Gen Xers experiences

B. Implications for Campus Life
1. Millennials are looking for both academic challenges, but also relief from the intense pressures they feel to be academically competitive
2. Millennials are looking for transition into a more balanced and independent adulthood
3. Millennials are looking for assistance in being more structured, balanced, and responsible.
4. Millennials need to seek more balance between work and play
5. Sleep deficit disorders are a serious problem currently among high school students (irregular meals, over-scheduling, inadequate physical exercise)
6. Stress-alleviators need to develop at the university through extra-curricular activities, from fine arts to intramurals. They can try things they would enjoy without the pressure of grades
7. Creation of "stress-free" zones on campus.

C. Implications for the Classroom
1. Millennials are focused on bottom-line test results. They are more interested in getting things right, rather than on experiencing the personal, the authentic, and the original like the Boomers.
2. University instructors need to help Millennials understand when to credit sources when writing, vs. rearranging others works without giving credit with the widespread use of the internet for research

X. Achieving

A. Characteristics
1. Millennials like large challenges, especially grand constructions such as building or assembly of people or materials
2. Millennials see their biggest advantages in technology, the economy, and the social sciences.

B. Implications for Campus Life
1. Universities need to emphasize both their academics and their extra-curricular activities in recruiting (high school seniors will be looking for opportunities for leadership in the arts, publications, student government, clubs, and other organizations)
2. Millennials take digital technology for granted that it will be available at universities for their use.
3. Universities need to build extracurricular infrastructures to support outside the classroom interests: theatres, music halls, art studios, meeting rooms, student offices (preferably with high tech options).

C. Implications for the Classroom
1. Universities need to expect students, parents, and public officials to want higher academic standards, smaller classes, straight- forward grading policies, and a mixture of traditional activities and cutting-edge technology.
2. In class, technology needs to be involved in instruction wherever possible.

XI. Graduation and Beyond

A. Post-Graduate Careers
1. Millennials can be assisted to understand that their ultimate contributions will not be based on the first salary, prestige of their first employer, or the rank of their professional school.

2. Because Millennials are planning 5-10 years out, they can understand and appreciate this approach
3. Past trends
    a. The Silent Generation ('50's and '60's graduates) gravitated to the "helping professions"
    b. The Boomers (late '60's and '70's graduates) moved toward "culture careers" in marketing, teaching, and the media
    c. Gen Xers ('80's and '90's graduates) moved toward high-tech entrepreneurial start-up companies.
4. Future trends
    a. Millennials can look at a sector that will have a massive retirement wave: large manufacturing corporations, civil service.
    b. Careers in federal, state, and local governments may be of interest to Millennials
    c. Demographic and societal trends would indicate major growth in health care, science, new technological infrastructure, and defense (with homeland security)
    d. Look for employers that emphasize conditions that appeal to Millennials: teamwork, fairness, fewer job definitions, protection against risk, solid work-life balance, longer career plans, and closeness to parents
    e. Millennials appear to be less risk-taking and entrepreneurial than Gen Xers and more interested in long-range career planning
5. Millennials' list of 4 top work skills
    a. Getting along well with others
    b. Working well as part of a team
    c. Relating well with people of different races/ethnicities
    d. Being able to use a computer well
6. Harsh economic times could frustrate Millennials' job searches

B. Graduate and Professional Schools
    1. Based on the current world situation, rising fields could include government (including national intelligence and security), management, engineering, the applied sciences, and military officer training
    2. The gender gap with larger numbers of women in graduate school will increase
    3. Millennials will want clear timetables and deadlines from graduate programs.
    4. Millennials will want more opportunities for clinical work, internships, assistantships, job apprenticeships, and career-related service.

C. Future Alumni
    1. Millennials will likely be active, loyal, and giving alumni
    2. They will take pride in their institutions, respecting the staff and faculty
    3. When students graduate, universities can work to keep them as part of the "family" through the use of technologically based messages, homecoming, alumni days, and other means

D. Future Contributions
    1. Millennials will use their drive and energy to transform and improve their campus, the community, and the nation through volunteerism and service
    2. They will strengthen campus life through their emphasis on academics, their participation in extra-curricular activities, the power of technology, and collectively work to solve problems facing universities.
    3. Millennials are the most achievement-oriented collegians in the nation's history
    4. They begin:
        a. Graduation from college in 2004
        b. Graduation from professional schools (2006-2008) and Ph.D. programs (2008-2009)
        c. Between 2007-2012, they will make a major mark on the youth pop culture
        d. They will impact national elections heavily in 2008 and 2012.
        e. In the 2010's, they will enter businesses, enter state houses and the U.S. Congress
        f. Through the 2020's, their first children will enter college
        g. In the 2050's, they will form the majority in Congress

h. Into the 2070's, they will be America's new retirees.
i. In responding to national crises, they will emphasize bringing energy, teamwork, organization, and doing to the problems.

Characteristics of the 2003 Freshman Class of UWSP and Its Relationship to the University Culture

Interests Of Freshmen

This report focuses on the attitudes, values, beliefs, and thoughts of our entering freshman class. Students bring to us a set of values, past behaviors, attitudes, and beliefs which they have formulated over a period of time. The attitudes and beliefs of our freshmen are influenced by our University's culture as well as by their interaction with other students. Our freshmen form views of what to learn and how to learn, aspirations and goals, what type of social interaction is appropriate, how to succeed academically, how to make friends, and how to be a part of the University experience. By examining the attitudes and beliefs of our freshmen, a better understanding can be reached with respect to their reciprocal impact on the University's culture.

Our Entering Freshmen Are Academically Oriented
97.0% feel that academic failure would be a great disappointment or nothing worse could happen.
93.2% feel that making good grades is very important to most important.
92.6% feel that really learning something at our University is very important to most important.
81.5% feel that setting specific educational goals is a high or top priority.
90.1% predict a grade point average of B or better.

A Number of Entering Freshmen Would Like Academic Assistance
41.4% view having academic counseling available as most or very important.
32.7% view math skills assistance as most important or very important.
31.7% view study skills assistance as most important or very important.
29.5% view writing skills assistance as most important or very important.
17.3% view reading skills assistance as most important or very important.

The Freshmen Are Interested In Vocational Planning
64.3% view job placement services for graduates as very important to most important.
75.5% feel that a commitment to a chosen career is a top or high priority.
73.4% view working toward a vocational decision as a top or high priority.
66.3% view the development of an awareness of work as a top or high priority.
40.4% view having vocational counseling available as a top priority or high priority.

Our Freshmen Are Interested In Their Personal Growth
78.2% view developing surviving friendships very important to most important.
76.9% view developing a capacity for self-sufficiency as very important to most important.
74.1% view developing trusting relationships as very important to most important.
73.0% view developing respect with parents as a top priority or high priority.
68.7% view developing skills in working with others as very important or most important.
69.8% view reducing dependence on parents as very important to most important.
50.6% view developing sensitivity to others as very important or most important.
56.2% view developing respect for others' values as very important to most important.

Needs of Freshmen

Our freshmen are interested in learning about a number of areas as indicated by their requests for information on the <u>Lifestyle Assessment Questionnaire</u>. The results from the 1998-99 freshman class can be compared to:

- the 1977-1978 freshman class, the 1989-1990 freshman class (Table 1-A)
- the 1990-1991 freshman class, the 1991-1992 freshman class (Table 1-B)
- the 1992-1993 freshman class, the 1993-1994 freshman class (Table 1-C)
- the 1994-1995 freshman class, the 1995-1996 freshman class (Table 1-D)
- the 1996-1997 freshman class, the 1997-1998 freshman class (Table 1-E)

TABLE 1-A
1977-1978 and 1989-1990 through 1998-1999
Topics in Rank Order

TOPICS	RANK ORDER 1977-78	TOPICS	RANK ORDER 1989-90
Medical emergencies	1	Exercise programs	1
Educational/vocational	2	Relaxation/stress	2
Goal-setting/planning	3	Learning skills	3
Exercise programs		Relationships	4
Contraception	4	Weight reduction	5
Vegetarian diets	5.5	Educational/vocational	6
Assertiveness training	5.5	Time management skills	7
Responsible alcohol use	7	Assertiveness training	8
Biofeedback for tension	8.33	Test anxiety reduction	9
Headaches		Mate selection	10
Relationships	8.33	Depression	11
Relaxation/stress reduction	8.33	Parenting	12
Mate selection	11	Interpersonal communication skills	13
Test anxiety reduction	12	Nutrition	14
Venereal disease	13	Marital problems	15
Weight reduction	14	Medical emergencies	16
Interpersonal communication skills	15	Biofeedback for tension headaches	17
Breast self-exam	16	Death & dying	18
Overcoming phobias	15	Vegetarian diets	19
Depression	18	Loneliness	20
Automobile safety	19	Stop smoking	21
Parenting	20.33	Spiritual/philosophical values	22
Stop smoking	20.33	Overcoming phobias	23
Loneliness	20.33	Contraception	24
Spiritual/philosophical values	23.5	Sexual dysfunction	25
Sexual dysfunction	23.5	Breast self-exam	26
Marital problems	25	Suicide thoughts or attempts	27
Drug abuse	26	Responsible alcohol use	28
Suicide thoughts or attempts	27	Venereal disease	29
		Automobile safety	30
		Drug abuse	31

The **top five topics** for information requests by freshmen in **1989-90** were:
1st - Exercise programs   4th - Relationships
2nd - Relaxation-stress reduction   5th - Weight reduction
3rd - Learning skills

TABLE 1-B
1990-1991 and 1991-1992 through 1998-1999
Topics in Rank Order

TOPICS	RANK ORDER 1990-91	TOPICS	RANK ORDER 1991-92
Responsible alcohol use	1	Exercise programs	1
Sexuality	2	Educational career/goal	2
Stop smoking programs	3	Weight reduction	3
Nutrition	4.5	Environmental issues	4
Suicide thoughts or attempts	4.5	Stress reduction	5
Gay Issues	6	Enhancing relationships	6
Financial Management	7	Recreation and leisure	7
Relaxation	8	Nutrition	8
Divorce	9	Learning skills	9
Women's issues	10	Relaxation	10
Biofeedback/tension	11	Time management skills	11
Marital or Couples Problems	12	Financial management	12
Anxiety - speeches, tests, writing	13	Anxiety	13
Men's issues	14	Communication skills	14
Learning skills	15.5	Self-esteem	15
Self-breast exam	15.5	Depression	16
Assertiveness training	17	Sexuality	17
Educational career goal setting	18.5	Biofeedback	18
Spiritual or philosophical values	18.5	Assertiveness training	19
Exercise programs	20.33	Marital or couples problems	20
Parenting skills	20.33	Women's issues	21
Automobile safety	20.33	Overcoming fears	22
Aging	23.5	Spiritual or philosophical values	23
Alcoholism	23.5	Loneliness	24
Communication skills	25	Medical emergencies	25
Loneliness	26	Death and dying	26
Medical emergencies	27	Parenting skills	27
Depression	28.5	Men's issues	28
		Stop smoking programs	29
		Self-breast exam	31
		Responsible alcohol use	32
		Medical self-care	33
		Suicide thoughts or attempts	34

The **top five topics** for information requests by freshmen in **1990-1991** were:
- 1st - Responsible alcohol use
- 2nd - Sexuality
- 3rd - Stop smoking programs
- 4th - Nutrition
- 5th - Suicide thoughts and attempts

The **top five topics** for information requests by freshmen in **1991-1992** were:
- 1st - Exercise programs
- 2nd - Educational career goal setting
- 3rd - Weight reduction
- 4th - Environmental issues
- 5th - Stress reduction

TABLE 1-C
1992-1993 and 1993-1994 through 1998-1999
Topics in Rank Order

TOPICS	RANK ORDER 1992-93	TOPICS	RANK ORDER 1993-94
Exercise programs	1	Exercise programs	1
Educational career goal	2	Enhancing relationships	2
Weight reduction	3	Educational career goal	3
Enhancing relationships	4	Weight reduction	4.5
Nutrition	5.5	Stress reduction	4.5
Stress reduction	5.5	Nutrition	6
Environmental issues	7	Environmental Issues	7
Relaxation	8	Relaxation	8
Time management skills	9	Time-management skills	9
Recreation and leisure	10	Recreation and leisure	10
Learning skills	11	Learning skills (i.e., speed reading, comprehension)	11
Anxiety training	11.5	Self-esteem	12
Sexuality	12	Anxiety associated with public speaking, test writing, etc.	13.5
Communication skills	13	Sexuality	13.5
Depression	14	Communication skills	15
Self-esteem	15	Assertiveness training	16
Financial management	16.5	Marital or couple problems	17.3
Assertiveness training	16.5	Financial management	17.3
Marital problems	18	Depression	17.5
Biofeedback for tension headache	19	Women's Issues	20.5
Stop smoking program	20	Men's Issues	20.5
Overcoming phobias	21	Biofeedback/tension headache	22
Loneliness	22	Overcoming fears	23
Spiritual/philosophical values	23.5	Stop smoking programs	24
Women's issues	23.5	Spiritual/philosophical values	25
Death & dying	25	Loneliness	25
Premenstrual syndrome	26.5	Death and dying	27
Self-testes exam	26.5	Parenting skills	28
Medical emergencies	28	Suicide thoughts or attempts	29
Men's Issues	29	Premenstrual syndrome	30
Parenting skills	30	Educational career goal setting/planning	31
Medical self-care	32	Responsible alcohol use	31
Responsible alcohol use	32	Self-breast exam	32
Self-Breast Exam	33.3	Self-testes exam	33
Gay Issues	33.3	Medical emergencies	33
Substance abuse	33.3	Medical self-care	34
Alcoholism	33.6	Gay issues	34.5
		Alcoholism	36
		Dental self-care	37
		Automobile safety	38
		Divorce	39
		Osteoporosis	40
		Aging	41
		Substance abuse	42

The **top five topics** for information requests by freshmen in **1992-1993** were:
- 1st - Exercise programs
- 2nd - Educational career goal setting
- 3rd - Weight reduction
- 4th - Enhancing relationships, and tied for
- 5th - Weight reduction and stress reduction

The **top five topics** for information requests by freshmen in **1993-1994** were:
- 1st - Exercise programs
- 2nd - Enhancing relationships
- 3rd - Educational career goal setting, and tied for
- 4th - Stress reduction and nutrition

TABLE 1-D
1994-1995 and 1995-1996 through 1998-1999
Topics in Rank Order

TOPICS	RANK ORDER 1994-95		TOPICS	RANK ORDER 1995-96
Exercise programs	1		Exercise programs	1
Weight reduction	2		Enhancing relationships	2
Nutrition	3		Weight reduction	3.5
Educational career planning	4		Nutrition	3.5
Enhancing relationships	5		Stress reduction	5
Stress reduction	6		Educational career goal setting/planning	6
Relaxation	7		Relaxation	7
Environmental issues	8		Environmental issues	8
Time management skills	8		Communication skills	9.5
Anxiety associated with public speaking, test writing, etc.	9.5		Recreation and leisure	9.5
Recreation and leisure	9.5		Time management skills	11
Learning skills	11		Depression	12.5
Depression	12		Learning skills (i.e., speed reading, comprehension, etc.)	12.5
Financial management	13		Sexuality	14.3
Assertiveness training	14		Financial management	14.3
Communication skills	15.5		Self-esteem	14.3
Self-esteem	15.5		Assertiveness training (how to say "no" without feeling guilty)	17
Biofeedback for tension	17		Anxiety associated with public speaking, test writing, etc.	18
Sexuality	18		Biofeedback for tension headache and pain	19.5
Self-testes exam	19		Spiritual or philosophic values	19.5
Marital or couple problems	20		Stop smoking programs	21
Stop smoking programs	21		Death and dying	22
Women's issues	22.5		Overcoming fears (i.e., high places, crowded rooms, etc.)	23
Spiritual/philosophical values	22.5		Loneliness	24
Overcoming fears	24		Women's issues	25
Death and dying	25.5		Marital or couple problems	26.5
Men's issues	25.5		Premenstrual syndrome	26.5
Parenting skills	27		Medical emergencies	28
Premenstrual syndrome	28		Self-breast exam	29
Loneliness	29		Parenting skills	30.25
Responsible alcohol use	29.5		Suicide thoughts or attempts	30.25
Self-breast exam	29.5		Medical self-care	30.25
Medical emergencies	30		Self-testes exam	30.25
Suicide thoughts/attempts	31		Responsible alcohol use	34.5
Substance abuse	32.3		Substance abuse	34.5
Medical self-care	32.3		Men's Issues	36.3
Osteoporosis	32.3		Aging	36.3
Alcoholism	35		Osteoporosis	36.3
Divorce	36		Gay Issues	39.25
Gay issues	37		Divorce	39.25
Automobile safety	38.5		Alcoholism	39.25
Aging	38.5		Dental self-care	39.25
Dental self-care	40		Automobile safety	43

The **top five topics** for information requests by freshmen in **1994-1995** were:
- 1st - Exercise programs
- 2nd - Weight reduction
- 3rd - Nutrition

The **top five topics** for information requests by freshmen in **1995-1996** were:
- 1st - Exercise programs
- 2nd - Enhancing relationships
- 3rd - Weight reduction

4th - Educational career goal setting/planning   4th - Nutrition and
5th - Enhancing relationships   5th - Stress reduction

TABLE 1-E
1996-1997 and 1997-1998 through 1998-1999
Topics in Rank Order

TOPICS	RANK ORDER 1996-97	TOPICS	RANK ORDER 1997-98
Exercise programs	1	Exercise programs	1
Nutrition	2	Weight reduction	2
Weight reduction	3	Nutrition	3
Stress reduction	4	Stress reduction	4
Relaxation	5	Enhancing Relationships	5
Enhancing Relationships	6	Relaxation	6
Educational career goal setting/planning	7	Educational career goal setting/planning	7
Recreation and leisure	8	Time management skills	8
Environmental Issues	9	Learning skills (i.e., speed reading, comprehension, etc.)	9
Anxiety associated with public speaking, test, writing, etc.	10	Recreation and leisure	10
Time management skills	11.5	Anxiety associated with public speaking, test, writing, etc.	11
Learning skills (i.e., speed reading, comprehension, etc.)	11.5	Environmental Issues	12
Depression	12	Financial management	13
Biofeedback for tension headache and pain	13	Communication skills	14
Sexuality	14	Assertiveness training (how to say "no" without feeling guilty)	15
Communication skills	15	Self-esteem	16
Assertiveness training (how to say "no" without feeling guilty)	16	Depression	17
Stop smoking programs	17	Stop smoking programs	18.5
Loneliness	18.3	Biofeedback for tension headache and pain	18.5
Self-esteem	18.3	Loneliness	20
Financial management	18.3	Sexuality	21.5
Marital or couple problems	19	Men's Issues	21.5
Men's Issues	20	Spiritual or philosophic values	23
Overcoming fears (i.e., high places, crowded rooms, etc.)	21	Women's issues	24.5
Spiritual or philosophic values	22	Overcoming fears (i.e., high places, crowded rooms, etc.)	24.5
Women's issues	23	Marital or couple problems	26
Self-testes exam	24	Death and dying	27
Death and dying	25	Self-testes exam	28
Premenstrual syndrome	26	Medical emergencies	29
Parenting skills	27	Premenstrual syndrome	30
Self-breast exam	28	Responsible alcohol use	31
Alcoholism	29	Suicide thoughts or attempts	32
Suicide thoughts or attempts	30.5	Self-breast exam	33
Responsible alcohol use	30.5	Medical self-care	34
Dental self-care	31.5	Parenting skills	35
Medical emergencies	31.5	Alcoholism	36
Medical self-care	32	Osteoporosis	37
Substance abuse	33.3	Substance abuse	38
Gay Issues	33.3	Dental self-care	39
Divorce	33.3	Divorce	40.5
Aging	34	Aging	40.5
Automobile safety	35	Automobile safety	42

Osteoporosis	36	Gay Issues	43

The **top five topics** for information requests by freshmen in **1996-1997** were:

1st - Exercise programs   4th - Stress reduction
2nd - Nutrition   5th - Relaxation
3rd - Weight reduction

The **top five topics** for information requests by freshmen in **1997-1998** were:

1st - Exercise programs   4th - Stress reduction
2nd - Weight reduction   5th - Enhancing relationships
3rd - Nutrition

TABLE 1-F
1998-1999
Topics in Rank Order

RANK ORDER	TOPIC	RESPONSES	% OF TOTAL
1.	Exercise programs	177	36.6%
2.	Weight reduction	137	28.3%
3.	Enhancing relationships	112	23.1%
4.	Stress reduction	102	21.1%
5.	Nutrition	99	20.5%
6.	Educational career goal setting/planning	89	18.4%
7.	Relaxation	88	18.2%
8.	Learning skills (i.e, speed reading, comprehension, etc.)	62	12.8%
9.	Time-management skills	56	11.6%
10.	Recreation and leisure	56	11.6%
11.	Depression	51	10.5%
12.	Communication skills	51	10.1%
13.	Environmental issues	47	9.7%
14.	Stop-smoking programs	42	8.7%
15.	Financial management	42	8.7%
16.	Sexuality	40	8.3%
17.	Assertiveness training (how to say "no" without feeling guilty)	39	8.1%
18.	Men's issues	36	7.4%
19.	Anxiety associated with public speaking, tests, writing, etc.	34	7.0%
20.	Loneliness	33	6.8%
21.	Self-esteem	30	6.2%
22.	Spiritual or philosophic values	29	6.0%
23.	Biofeedback for tension headache and pain	29	6.0%
24.	Overcoming fears (i.e, high places, crowded rooms, etc.)	27	5.6%
25.	Marital or couple problems	25	5.2%
26.	Women's issues	25	5.2%
27.	Responsible alcohol use	24	5.0%
28.	Medical emergencies	17	3.5%
29.	Death and dying	15	3.1%
30.	Alcoholism	14	2.9%
31.	Parenting skills	13	2.7%
32.	Self-testes exam	12	2.5%
33.	Premenstrual syndrome	11	2.3%
34.	Self-breast exam	10	2.1%
35.	Suicide thoughts or attempts	9	1.9%
36.	Aging	9	1.9%
37.	Osteoporosis	9	1.9%
38.	Gay issues	6	1.2%
39.	Substance abuse	5	1.0%
40.	Divorce	5	1.0%
41.	Dental self-care	5	1.0%
42.	Medical self-care	4	0.8%
43.	Automobile safety	2	0.4%

The **top five topics** for information requests by freshmen in **1998-1999** were:
1st - Exercise programs

2nd - Weight reduction
3rd - Enhancing relationships
4th - Stress reduction
5th – Nutrition

Objectives of College Freshmen

Examining the major priorities of freshmen can be helpful in better understanding their needs. In the following table, a comparison of objectives considered essential or very important to 1988 UWSP freshmen and national samples of freshmen is listed.

TABLE 2: OBJECTIVES OF COLLEGE FRESHMEN
A Comparison of 1988 UWSP Freshmen and National Samples of Freshmen

Objectives of College Freshmen (considered essential or very important)	1986 National Sample of Freshmen 1*	1988 UWSP Sample of Freshmen 2*	1994 National Sample of Freshmen 3*	1995 National Sample of Freshmen 4*	1996 National Sample of Freshmen 5*	1997 National Sample of Freshmen 6*	1998 National Sample of Freshmen 7*	1999 National Sample of Freshmen 8*	2000 National Sample of Freshmen 9*	2001 National Sample of Freshmen 10*	2002 National Sample of Freshmen 11*
Becoming an authority in one's field	74.9%	77.9%	65.2%	64.5%	64.1%	62.8%	60.2%	58.7%	59.7%	59.9	60.2
Helping others who are in difficulty	55.5	71.7	61.7	60.7	62.5	61.0	59.9	59.0	61.7	61.4	63.2
Raising a family	67.4	68.6	70.6	71.1	72.2	72.8	73.0	71.3	73.1	72.3	73.6
Being well off financially	74.5	66.8	73.7	74.1	74.1	74.9	74.0	73.4	73.4	73.16	73.2
Obtaining recognition from colleagues	58.4	64.9	53.2	53.0	52.5	52.5	49.8	49.6	51.2	51.3	52.6
Being successful in one's own business	49.4	51.6	40.9	41.1	39.4	41.1	38.9	38.3	39.3	39.9	39.5
Developing a meaningful philosophy of life	42.8	49.2	42.7	41.9	42.1	40.8	40.9	39.7	42.4	43.1	40.6
Influencing social values	31.4	47.6	40.2	38.2	39.0	37.6	36.4	35.8	37.6	37.7	38.8
Having administrative responsibility	45.8	43.8	39.0	38.1	38.5	38.4	36.9	35.3	36.9	37.2	38.4
Promoting racial understanding	26.8	42.7	35.8	33.4	34.7	31.8	29.5	28.4	30.8	31.5	31.1
Helping to clean up the environment	15.2	38.6	24.3	22.5	20.7	19.4	18.8	17.9	17.5	17.0	17.1
Being an expert on finance and commerce	26.7	23.4									
Creating artistic works	11.7	11.9	12.4	13.2	13.4	13.9	13.8	14.7	14.8	15.4	16.1
Writing original works	12.3	16.6	12.6	13.1	14.0	13.9	13.5	14.0	14.7	14.7	15.4
Influencing the political structure	15.7	18.6	18.7	17.2	17.7	16.7	16.0	16.7	17.6	19.0	19.6
Making a contribution to scientific theory	16.2	13.3	16.8	16.7	17.1	17.2	15.3	15.5	16.0	16.5	16.8
Achieving in performing	10.6	9.6	11.1	11.4	12.2	12.6	12.7	13.1	14.5	14.8	16.1

*1 The 1986 national data was obtained from a sample of 204,000 freshmen entering college in the fall of 1986 in public universities across the country. It was reported in The Chronicle of Higher Education, January 14, 1987, pp. 39-40.

*2 The 1988 UWSP data was obtained from a survey of 322 freshmen in May of 1988. The data was obtained at the end of their freshman year at UWSP.

*3 The 1994 national data was obtained from a sample of approximately 237,700 freshmen entering college in the fall of 1994 in universities across the country. It as reported in The Chronicle of Higher Education lmanac, September 1, 1995, p. 17.

*4 The 1995 national data was obtained from a sample of approximately 240,082 freshmen entering college in the fall of 1995 in universities across the country. It was reported in The Chronicle of Higher Education Almanac, September 2, 1996, p. 19.

*5 The 1996 national data was obtained from a sample of approximately 251,232 freshmen entering college in the fall of 1996 in universities across the country. It was reported in The Chronicle of Higher Education Almanac, August 29, 1997, p. 20.

*6 The 1997 national data was obtained from a sample of approximately 252,082 freshmen entering college in the fall of 1997 in universities across the country. It was reported in The Chronicle of Higher Education Almanac, August 28, 1998, p. 22.

*7 The 1998 national data was obtained from a sample of approximately 275,811 freshmen entering college in the fall of 1998 in universities across the country. It was reported in The Chronicle of Higher Education Almanac, August 27, 1999, p. 28.

General Goals for UWSP College Freshmen

TABLE 3
Reasons for Going to College

REASON	1981 %	1988 %	1989 %	1990 %	1991 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
Prepare for vocation	57.8	53.1	49.5	47.9	47.5	49.5	47.9	45.0	44.0	42.5	45.2	43.5	44.7	45.7	41.6	46.2	43.7
Obtain broad general education	15.4	14.4	16.4	17.8	18.0	18.8	20.6	16.4	18.5	16.2	18.8	17.0	18.3	24.5	23.9	23.2	24.7
Increase earning power	16.7	25.0	27.7	26.5	27.3	23.1	22.4	22.2	22.9	24.8	21.7	22.5	17.8	25.6	23.2	20.7	21.4
Understand people	6.0	4.1	3.3	3.9	4.4	4.1	4.1	2.9	3.3	3.3	3.3	3.3	2.4	6.3	5.5	4.7	5.1
Have fun	2.6	3.7	3.5	5.2	4.2	3.5	3.4	3.5	3.7	5.4	5.4	4.7	4.6	8.9	8.8	8.6	7.7
Please parents	2.9	3.2	2.9	3.4	3.6	2.0	3.4	2.3	1.4	1.6	3.0	2.3	2.4	6.3	3.3	4.6	6.6
Thing to do	2.1	2.4	3.8	4.7	4.4	4.2	3.4	5.7	4.1	6.8	7.1	5.8	3.4	9.7	7.3	8.6	7.9
Increase prestige	2.4	3.0	2.7	3.6	4.1	3.1	2.4	3.3	2.4	2.7	4.6	4.2	2.7	5.6	7.3	5.5	4.4
Like college work	1.7	4.2	2.8	4.2	3.9	3.7	3.8	4.0	2.1	3.7	3.6	2.7	1.4	6.8	3.5	3.6	4.6

- In 1981, 16.7% of the UWSP entering freshmen wanted to go to college to increase their earning power. In 2003 that number had increased to 21.4%.

- With respect to the goal of obtaining a broad general education, 15.4% stated this as a major goal in 1981. In 2003, this percent was 24.7%.

- This can be compared to national samples of approximately 200,000 freshmen from the Fall of 1988, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, and 2002.

  - The data from 1988 was taken from <u>The Chronicle of Higher Education</u>, September 6, 1989, p. 17.
  - The data from 1993 was taken from <u>The Chronicle of Higher Education</u>, September 1, 1994, p. 17.
  - The data from 1994 was taken from <u>The Chronicle of Higher Education Almanac</u>, September 1, 1995, p. 17.
  - The data from 1995 was taken from <u>The Chronicle of Higher Education Almanac</u>, September 2, 1996, p. 19.
  - The data from 1996 was taken from <u>The Chronicle of Higher Education Almanac</u>, August 29, 1997, p. 20.
  - The data from 1997 was taken from <u>The Chronicle of Higher Education Almanac</u>, August 28, 1998, p. 22.
  - The data from 1998 was taken from <u>The Chronicle of Higher Education Almanac</u>, August 27, 1999, p. 28.
  - The data from 1999 was taken from <u>The Chronicle of Higher Education Almanac</u>, September 1, 2000, p. 28.
  - The data from 2000 was taken from <u>The Chronicle of Higher Education Almanac</u>, January 26, 2001, p. A49.
  - The data from 2001 was taken from <u>The Chronicle of Higher Education,</u> February 1, 2002, p. A35-A38.
  - The data from 2002 was taken from <u>The Chronicle of Higher Education</u>, August 29, 2003, p. 17.

TABLE 4
Reasons for Going to College from a National Sample of Freshmen
Listed as very important

	1988	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
To be able to get a better job	82.5%	82.1%	77.3%	77.3%	76.7%	74.6%	76.9%	73.0%	71.6%	70.3	71.6
To learn more about things	73.8	75.2	73.0	74.0	74.3	74.3		72.2	76.6	77.8	77.5
To be able to make more money	72.6	75.1	72.4	72.3	72.4	73.0	74.6	71.0	70.0	69.8	70.5
To gain a general education	60.1	65.3	59.4	62.5	62.1	60.7	62.0	59.9	64.5	65.8	66.0
To prepare for graduate school	49.9	61.1	55.7				49.0	55.8	56.9	57.4	57.8
To improve reading and study skills	39.4	42.6	41.2	42.6	42.8	40.7	41.5	38.7	41.4	41.7	41.1
To become a more cultured person	35.4	46.6	36.5	39.1	38.0	35.7	45.1	35.2	40.5	42.0	42.1
Parents' wishes	19.4	34.6	35.2	33.8	37.8	36.2	39.5	34.7	35.7	33.3	35.4
To get away from home	11.2	17.8	18.6	18.5	17.4	18.2	17.2	17.7	21.4	20.9	22.3

Could not find a job	3.3	9.3	7.7	7.3	6.9	6.8	7.3	4.9	4.9	4.9	5.4
Nothing better to do	2.9	3.2	3.1	3.6	3.4	3.4		3.3	3.4	3.5	4.0

While the percentages are different, the rank order of reasons for going to college is fairly similar for UWSP freshmen and the national samples of freshmen.

Attitudes of Entering Freshmen

TABLE 5
Attitudes of Entering Freshmen from a National Sample of Freshmen
Agree strongly or somewhat

	% of 1995 Fresh-men	% of 1996 Fresh-men	% of 1997 Fresh-men	% of 1998 Fresh-men	% of 1999 Fresh-men	% of 2000 Fresh-men	% of 2001 Fresh-men	% of 2002 Fresh-men
The federal government is not doing enough to control environmental pollution	83.5	81.9						
There is too much concern in the courts for the rights of criminals	73.3	71.6	70.2	72.8	71.8	66.5	64.5	64.0
The death penalty should be abolished	20.9	22.2	23.7	22.8	24.7	31.2	32.2	32.1
Employers should be allowed to require drug testing of employees or job applicants	77.3	79.2	78.4	78.5	77.8	76.5	75.0	
A national health-care plan is needed to cover everybody's medical costs	71.6	72.3	72.4					
Racial discrimination is no longer a major problem in America	18.3	16.3	19.6	21.1	23.0	20.5	19.5	21.8
Better education and more job opportunities would substantially reduce crime	85.6							
The federal government should do more to control the sale of handguns	80.8	81.6	81.3	82.5	82.3	82.0	80.8	77.8
Just because a man thinks that a woman has "led him on" does not entitle him to have sex with her	88.7		86.9	87.4	87.0			
Colleges should prohibit racist/sexist speech on campus	63.6	63.8	63.9	61.8	62.5	61.8	60.4	60.0
Marijuana should be legalized	38.0	33.0	35.2	32.4	33.9	34.2	36.5	39.7
Abortion should be legal	58.4	56.3	53.5	50.9	52.7	53.9	55.0	53.6

The data for the above table (Table 5) was taken from three national samples:
- The data for 1995 was listed in The Chronicle of Higher Education Almanac, September 2, 1996, p. 19.
- The 1996 national data was obtained from a sample of approximately 251,232 freshmen entering college in the fall of 1996 in universities across the country. The 1996 data was listed in The Chronicle of Higher Education Almanac, August 29, 1997, p. 20.
- The 1997 data was listed in The Chronicle of Higher Education Almanac, August 28, 1998, p. 22.
- The 1998 data was listed in The Chronicle of Higher Education Almanac, August 27, 1999, p. 28.
- The 1999 data was listed in The Chronicle of Higher Education Almanac, September 1, 2000, p. 28.
- The 2000 data was listed in The Chronicle of Higher Education Almanac, January 26, 2001, p. A49.
- The 2001 data was listed in The Chronicle of Higher Education, Feburary 1, 2002, p. A35-A38.
- The 2002 data was listed in The Chronicle of Higher Educaiton, August 29, 2003, p. 17.

Reading and Study Skills Background of Entering 2003 UWSP Freshmen

TABLE 6
Time Spent in High School Library in High School Senior Year
See Chart 1

# Hours	1986	1989	1990	1991	1992	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
1-3	44.9%	49.9%	47.9%	47.9%	46.5%	45.4%	49.1%	47.0%	51.1%	47.8%	46.3%	46.4%	46.4%	52.8%	46.4%
4-6	27.2	23.5	23.4	25.6	24.3	26.9	24.1	23.7	22.5	23.1	20.8	20.1	22.3	19.1	23.2
7-10	10.6	8.3	8.5	9.4	10.5	10.1	11.8	8.9	7.1	7.8	9.4	7.3	7.7	5.6	6.2
10+	2.8	1.9	3.2	3.4	2.5	4.1	3.2	4.8	4.0	3.5	2.4	4.5	2.9	3.3	2.7
None	14.5	16.4	16.9	13.7	16.2	13.6	11.8	15.5	15.3	17.7	21.1	21.6	20.7	19.1	21.5

Chart 1. **TIME SPENT IN HIGH SCHOOL LIBRARY BY 2003 UWSP FRESHMEN IN HIGH SCHOOL SENIOR YEAR**

NONE, 21.5% (135)

10+ HRS, 2.7% (17)

7 - 10 HRS, 6.2% (39)

4 - 6 HRS, 23.2% (146)

1 - 3 HRS, 46.4% (292)
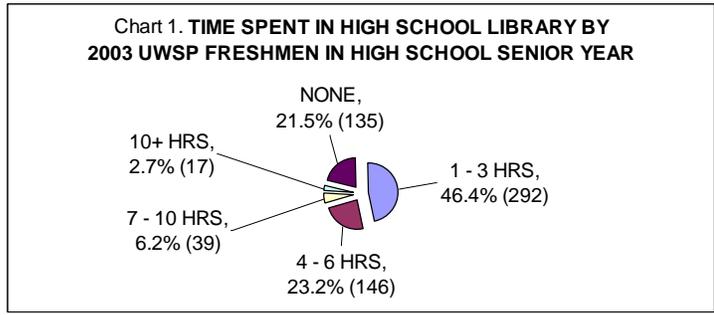
TABLE 7
Time Spent in Public Library in High School Senior Year

Library Time	1986	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Daily	1.9%	1.5%	1.4%	2.1%	2.0%	4.5%	5.5%	3.6%	4.0%	3.6%	4.3%	2.4%	4.3%	3.5%	1.6%	2.8%
Weekly	10.2	8.7	9.9	9.5	10.7	15.7	15.9	14.1	14.1	11.0	12.2	8.1	11.7	10.9	11.3	9.9
Every 2 wks	15.4	16.4	5.9	14.3	17.5	18.4	14.9	16.5	15.4	16.6	15.3	13.9	14.5	12.7	10.7	13.5
Monthly	46.6	47.7	44.6	46.6	47.3	44.4	45.6	48.0	46.6	46.6	42.1	42.4	37.5	40.0	39.2	35.1
None	25.8	25.6	28.2	27.5	22.6	17.0	18.1	17.7	20.0	22.2	26.1	33.1	31.9	32.8	37.1	38.7

TABLE 8
Number of Novels Read in High School Senior Year
See Chart 2

Novels Read	1986	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
1-3	39.9%	38.4%	40.4%	39.3%	36.2%	35.8%	33.4%	36.0%	40.6%	36.8%	36.4%	38.9%	37.3%	39.5%	33.1%	33.0%
4-6	26.8	28.4	26.5	28.8	28.0	29.1	29.8	28.8	27.9	27.9	29.5	30.5	27.2	28.2	29.3	30.8
7-10	14.0	14.2	13.3	15.0	15.5	14.9	16.3	16.3	17.1	15.8	16.2	13.0	18.4	16.7	17.3	15.1
10+	19.2	19.0	19.8	16.7	20.2	20.2	20.4	18.9	14.3	19.5	17.8	17.6	17.0	15.6	20.3	21.1

Chart 2. **NUMBER OF NOVELS READ BY 2003 UWSP FRESHMEN IN HIGH SCHOOL SENIOR YEAR**

10+ NOVELS 21.1% (134)

7 - 10 NOVELS, 15.1% (96)

1 - 3 NOVELS, 33.0% (210)

4 - 6 NOVELS, 30.8% (196)
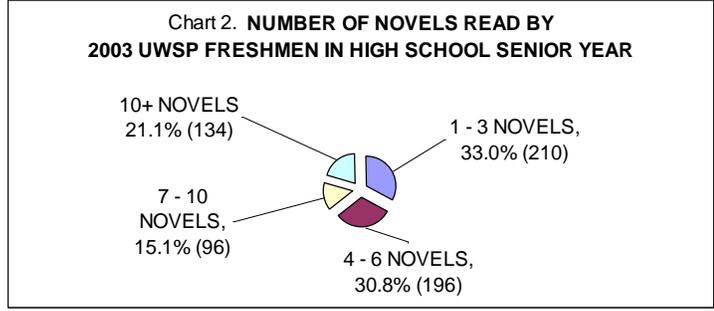
TABLE 9
Number of Hours Studied Per Week Outside of School Hours in High School Senior Year
See Chart 3

Study Hrs Per Wk	1986	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
1-3	19.8%	24.0%	23.3%	23.6%	24.5%	26.2%	27.1%	23.8%	31.4%	27.4%	30.9%	27.3%	28.7%	29.5%	28.5%	35.1%
4-6	34.9	37.9	38.7	37.0	36.5	32.1	32.7	35.6	33.0	33.7	34.0	36.1	34.5	35.9	33.7	29.6
7-10	28.3	23.8	23.3	24.7	25.8	25.6	23.8	22.1	22.1	21.0	21.6	23.6	21.2	19.2	22.0	20.1
10+	15.2	12.1	10.9	11.3	10.6	13.0	13.1	15.4	11.0	14.8	10.6	8.6	10.2	10.2	10.2	8.2
None	1.9	2.3	3.8	3.5	2.5	3.1	3.3	3.2	2.5	3.0	3.0	4.4	5.4	5.2	5.5	7.1

Chart 3. **HOURS PER WEEK 2003 FRESHMEN STUDIED OUTSIDE OF REGULAR HIGH SCHOOL HOURS**

NONE, 7.1% (45)

10+ HRS, 8.2% (52)

7 - 10 HRS, 20.1% (128)

4 - 6 HRS, 29.6% (189)

1 - 3 HRS, 35.1% (224)

17
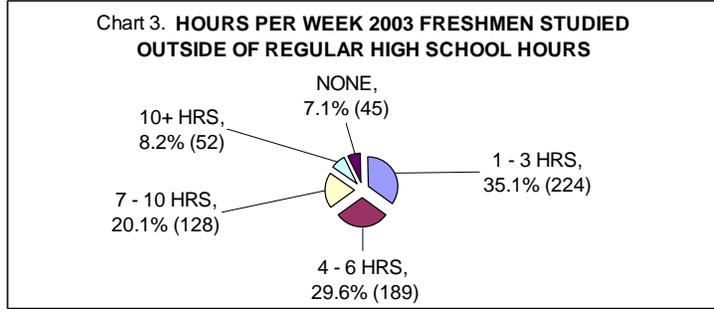
Academic Expectations of Entering Students

There appears to be a gap between the academic expectations and the actual achievement levels of freshmen: 90.6% percent of them expect grades of B or better. Because these students enter college with a very positive self-image, an academic performance which falls below expectations may be hard to swallow.

In 2003, 90.1% of the students predicted that they would receive grades of B or better, 9.9% predicted that they would receive C to B, and 0.0% predicted that they would receive grades below C. This can be compared to the actual grades received by last year's freshmen after their first semester: 49.1% received grades of B or better (as compared to 90.6% who predicted this range); 39.0% received grades of C to B (as compared to 9.9% who predicted this range), and 8.9% received grades below C (as compared to 0.0% who predicted this range).

A majority of entering freshmen plan to earn a bachelor's degree at this university (58.9%) and/or to spend three to four years here (20.7%). Another group of freshmen plan to obtain a master's degree (8.5%). (See Chart 4.)

Chart 4. **NUMBER OF YEARS 2003 FRESHMEN PLAN TO ATTEND UWSP, OR DEGREE DESIRED**

MASTERS DEGREE, 8.5% (54)

1 OR 2 YEARS, 12.6% (80)

3 OR 4 YEARS, 20.7% (131)

BACHELORS DEGREE, 58.9% (369)
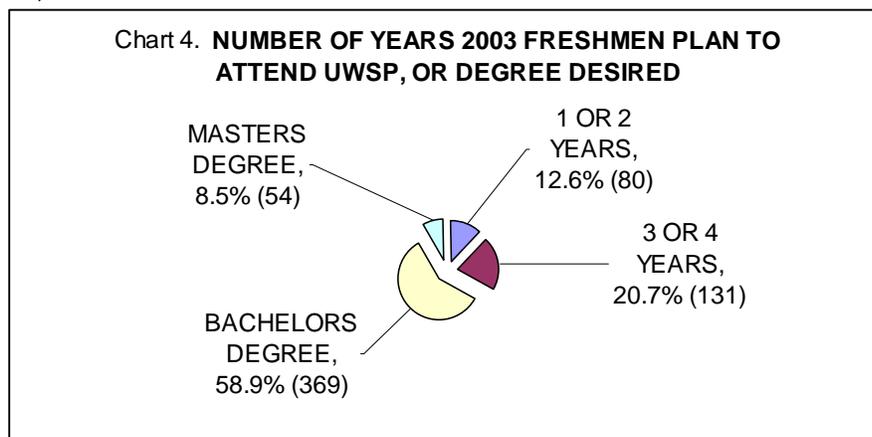
TABLE 10
Predicted Grades of Entering UWSP Students: % of Students Predicting Grades
See Chart 5

Predicted Grades	1981 %	1987 %	1988 %	1989 %	1990 %	1991 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
A-/B+	23.9	27.6	23.2	22.1	21.3	25.3	29.4	31.9	30.9	37.8	33.0	38.6	38.4	41.1	38.8	37.5	46.8	43.5
B	52.6	47.2	49.1	49.1	50.6	48.3	48.8	48.8	49.9	45.9	54.1	49.8	50.6	45.7	50.1	50.9	43.8	46.6
B-/C+	20.6	26.8	24.5	26.2	24.8	24.3	20.4	17.7	18.0	15.3	12.5	11.4	10.7	12.0	10.7	10.8	9.4	9.4
C	2.8	3.4	3.1	2.6	3.2	1.8	1.3	1.6	1.1	0.9	0.5	0.2	0.3	1.2	0.3	0.8	0.0	0.5
C-	0.1	0.0	0.0	8.8	0.1	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Chart 5. **GRADE AVERAGE EXPECTED 2003 UWSP FRESHMEN**

B- TO C+, 9.4% (60)

C, 0.5% (3)

A TO B+, 43.5% (278)

B, 46.6 (298)

C- OR LOWER 0% (0)
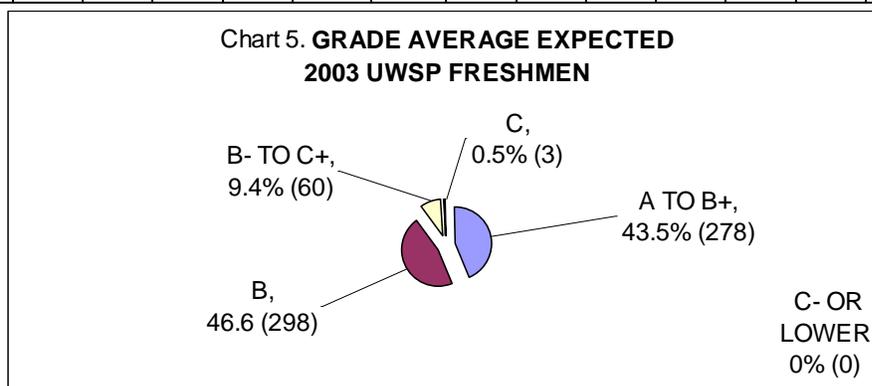
Students' Reactions to Failure

In 2003, over 97% of entering students said that failure would be a great disappointment or worse. This reinforces the idea that freshmen are highly motivated to succeed at the university and want to avoid failure. This can be contrasted with 1981 in which 83.5% indicated that failure would be a great disappointment or worse. A significant majority of our freshmen appear highly motivated to do well academically.

TABLE 11
UWSP Student's Reaction to Failure: % Responding to Categories
See Chart 6

Reaction to Failure	1981 %	1987 %	1988 %	1989 %	1990 %	1991 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
Nothing worse	20.1	29.7	31.7	31.5	34.6	37.6	37.5	38.0	33.2	36.5	31.3	33.4	37.2	32.0	34.3	38.8	36.8	39.4
Great disappointment	63.4	65.3	63.7	63.7	59.2	58.7	57.6	57.1	61.0	58.2	63.8	62.3	58.8	63.5	61.4	57.3	60.4	57.6
Somewhat upsetting	15.8	4.5	4.0	4.8	5.6	3.4	4.6	4.3	5.4	5.0	4.9	3.8	3.9	4.2	4.1	3.3	2.6	2.2
So what?	0.6	0.4	0.6	0.4	0.6	0.2	0.2	0.6	0.4	0.2	0.0	0.5	0.2	0.2	0.2	0.2	0.2	0.5

Chart 6. **FEELING ABOUT ACADEMIC FAILURE**
2003 UWSP FRESHMEN

SOMEWHAT UPSET, 2.2% (14)
LITTLE UPSET, 0.5% (3)
GREAT DISAPPOINT-MENT, 57.6% (368)
NOTHING WORSE, 39.4% (252)
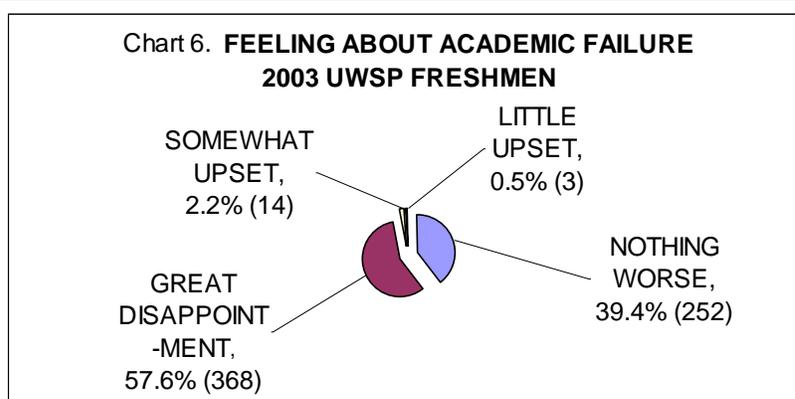
Predicted Study Hours

Over 40% of the entering freshmen indicated that they expect to study twenty or more hours per week. Instructors can help in the study effort by recommending study methods that work well in their particular disciplines.

TABLE 12
Number of Study Hours Predicted by Entering UWSP Students: % of Students Choosing Category
See Chart 7

# of Hrs/Wk Predicted for Study	1981 %	1987 %	1988 %	1989 %	1990 %	1991 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
More than 30	11.0	8.7	9.4	7.9	7.8	7.2	5.9	7.4	6.9	5.8	4.1	6.0	6.4	3.7	5.5	4.4	4.0	3.6
20 - 30	52.3	53.5	51.9	54.0	51.4	49.8	49.5	45.6	45.5	43.1	47.9	44.0	40.4	44.1	39.4	37.5	34.6	37.0
10 - 20	35.4	36.6	37.3	37.0	38.8	41.3	43.5	45.7	45.6	48.7	44.6	46.5	49.8	49.2	52.2	52.4	56.1	53.3
Less than 10	1.4	1.2	1.4	1.0	2.0	1.7	1.1	1.3	2.1	2.2	3.3	3.5	3.3	3.0	2.9	5.6	5.2	6.1

Chart 7. **ANTICIPATED HOURS OF STUDY EACH WEEK**
2003 UWSP FRESHMEN

LESS THAN 10 HRS, 6.1% (39)
MORE THAN 30 HRS, 3.6% (23)
10 - 20 HRS, 53.3% (340)
20 - 30 HRS, 37.0% (236)
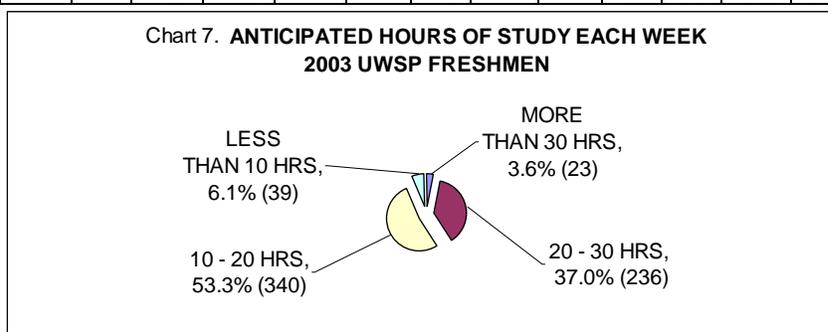
Vocational Goals of Entering Students

The number of entering students who indicated that they had definite vocational goals dropped from 26.5% in 1981 to 12.0% in 2003. Concurrently, those students with a vague idea of vocational goals have risen from 14.7% in 1981 to 22.5% in 2003. Data indicate that a majority of the 2003 freshman class would like vocational counseling available to them. This seems to point to a need for vocational/career planning help for freshmen. UWSP has some excellent resources available for this purpose. One of them is located in the Career Services Office. Others include services provided by the Tutoring-Learning Center, Multicultural Affairs Office, Student Academic Advising Center, and the University Counseling Center.

TABLE 13
Vocational Goals of Entering Students: % of Students Choosing Category
See Chart 8

| STATED VOCATIONAL PLANS	1981 %	1987 %	1988 %	1989 %	1990 %	1991 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
Has definite vocational goals	26.5	11.7	10.4	9.3	9.3	12.1	11.7	11.0	11.7	11.1	13.4	12.9	12.3	8.8	12.8	13.3	13.6	12.0
Some idea of vocational goals	55.2	58.4	57.8	58.8	57.8	61.6	57.0	60.0	60.1	57.4	57.7	59.0	59.8	60.1	56.8	55.7	58.4	59.4
Vague idea of vocational goals	14.7	26.0	28.3	28.0	28.7	22.1	26.7	25.3	23.9	26.8	23.0	23.6	4.1	25.3	25.2	24.2	23.5	22.5
No vocational goals	3.3	4.1	3.0	5.0	4.2	4.0	4.0	3.7	4.2	4.7	5.8	4.5	3.8	5.7	5.2	6.8	4.5	5.9

Chart 8. **VOCATIONAL PLANS**
2003 UWSP FRESHMEN

HAVE NO IDEA, 5.9% (38)

KNOW EXACTLY, 12.0% (77)

NOT CERTAIN, 22.5% (144)

PRETTY SURE, 59.4% (380)
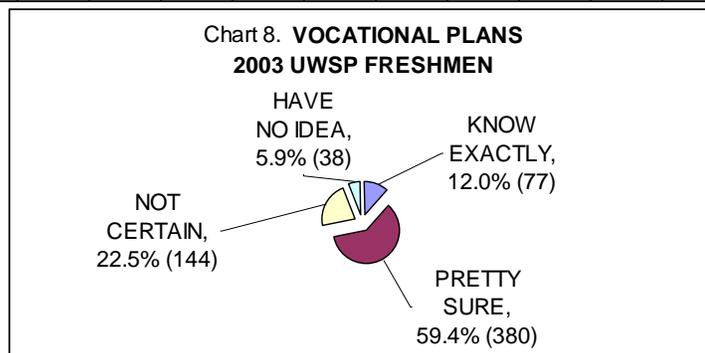
Reasons Given by 2003 Freshmen for Choosing Major (See Chart 9)

The 2003 freshman indicates that the main reason he/she chose a particular major was because it represents his/her interests. The second most important reason for choosing a major was that it represents an area in which the student has ability. Students indicate that the potential for good job prospects and earning money is less important when choosing a major.

This is consistent with the vocational theory of Donald Super (1957) who says that people choose careers to correspond to and support their self-concepts and interests.

Chart 9. **REASON FOR CHOOSING MAJOR**
2003 UWSP FRESHMEN

JOB PROSPECTS 2.2% (14)

EARN LOTS OF MONEY, 1.6% (10)

HAVE ABILITY, 14.6% (91)

INTERESTING 81.4% (508)
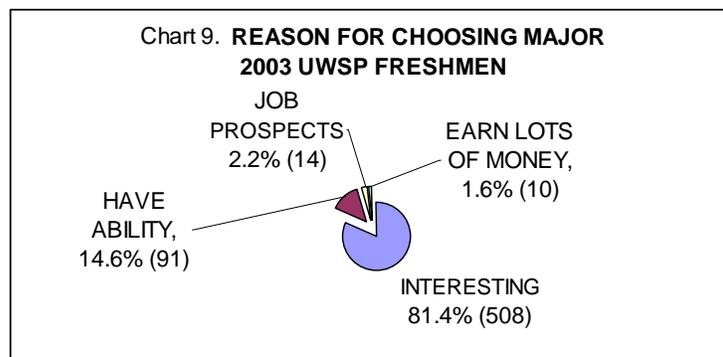
Students' Expectations for Recognition in the University Environment

Over 54% of the incoming students expect to receive recognition in academics. Although the many and varied campus organizations provide much opportunity for students to gain recognition for leadership, academic recognition does not come easily, especially for first year students.   Developing personal contact with faculty and staff can provide students with a sense of belonging and minimize their feelings of stress and loneliness.

TABLE 14
Expectations of Recognition: % Responding Yes to Categories

Areas in Which Recognition is Expected	1981 %	1987 %	1988 %	1989 %	1990 %	1991 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
Athletic	26.9	27.1	28.2	27.8	29.8	29.2	28.1	29.0	25.5	27.6	29.7	21.6	25.7	24.7	25.4	26.9	25.9	28.9
Social	48.9	52.7	55.7	53.6	52.9	53.5	52.7	51.6	47.6	47.1	50.8	50.5	50.2	49.3	52.6	48.9	49.4	46.9
Academic	51.4	56.8	56.8	56.1	56.0	60.8	60.3	60.8	60.5	57.5	58.2	60.9	62.3	55.1	55.3	54.9	58.7	54.9
Leadership	37.3	44.8	43.4	44.0	46.1	46.3	44.4	45.5	43.2	41.1	46.7	44.6	47.0	42.5	3.0	47.4	47.6	43.0
Performing Arts							19.0	17.1	17.7	19.1	21.1	18.6	20.4	22.9	19.1	20.4	21.4	21.2

Reasons for Choosing UWSP

The number one reason students gave for choosing to attend UWSP was that we offer programs in their areas of interest. Not surprisingly, our proximity to their homes and our better academic programs were also major reasons for their choice of UWSP. Academic success may well be enhanced by a familiar setting, and this could be a significant factor in our student population since 43.6% of our entering students in 2003 came from communities similar in size to Stevens Point.

TABLE 15
Reasons for Choosing UWSP
Rank Order

| REASON	1981	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Programs in my field	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Close to home	2	2	2	2	2	3	3	3	2	2	2	2	2	2	2	2	3	3
Better academic program	3	3	3	3	3	2	2	2	3	3	3	3	3	4	3	4	2	2
School size	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	3	4	4
Friendly student body	7	11	11.5	15	15	13.5	14	17	17	13.3	15.5	14.5		17	14.5	12.5	19	10
Beautiful campus	9	10	11.5	14	10	11	12	12	13.5	9	12	9	11.5	13	11	9.5	10	7.5
Better job after graduation	6	7	6.5	6	7	6	6	10	10	8	9	10	8.5	8	9.5	9.5	9	11.5
Cost	5	6	6.5	7	6	8	7	8.5	6	6	6	7	6	9	6	7	5	9
Relative or friend here already	8	5	5	5	5	5	5	5.5	5	5	5	5	5	3	5	5	8	6
Athletic program	8	9	8	8	8	9	8	5.5	7	7	7	12	8.5	10.5	9.5	6	7	7.5
Parents like UWSP	10	8	9	9	10	7	9	7	8.5	10	10	8	10	10.5	8	11	1	9
Outdoor Rec Facility			11	16	13.5		13	13	13.5	11	18	11	16	18.5	14.5	15	14.5	13
Coed Residence halls				12	13.5	19	16.5	15	19	19	15.5	20	13	18.5	17	20	21.25	16.5
Athletic Facility				13	12	10	11	11	12	12	11	18	17.5	21.5	18	17.5	17.5	14

In 2003, the performing arts program was a fairly important reason why students chose UWSP
and would be ranked Number 5 on the above chart

Merits of UWSP As Perceived by Entering Freshmen

Students entering the University have a very positive image of the school. 73.7% of the freshmen perceive UWSP to be better than average or one of the best in the state. Reinforcement of that image could go far towards helping to retain students and continuing to attract quality students.

TABLE 16
Merits of UWSP as Perceived by Entering Freshmen: % of Students in This Category
See Chart 10

Comparison of UWSP with Other Schools in Wisconsin	1981 %	1987 %	1988 %	1989 %	1990 %	1991 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
One of the best in WI	26.0	30.0	30.5	28.6	30.7	32.0	32.0	34.4	33.9	34.0	37.5	29.9	30.0	27.4	27.9	23.9	22.8	25.3
Better than average in WI	51.8	50.3	48.9	50.4	50.4	50.6	49.5	46.9	47.3	50.3	44.8	49.1	51.5	49.1	49.3	53.0	52.6	48.4
About like other schools in WI	21.7	19.5	20.3	20.7	18.6	17.3	18.2	18.3	18.7	15.5	17.6	20.8	18.5	23.3	22.7	22.8	24.4	26.1
Not as good as others in WI	0.6	0.2	0.3	0.2	0.4	0.1	0.3	0.3	0.2	0.2	0.0	0.2	0.0	0.2	0.2	0.3	0.2	0.2

Chart 10. **COMPARISON OF UWSP TO OTHER WISCONSIN SCHOOLS BY 2003 UWSP FRESHMEN**

ABOUT THE SAME, 26.1% (165)

ONE OF THE BEST, 25.3% (160)

BETTER THAN AVERAGE, 48.4% (306)
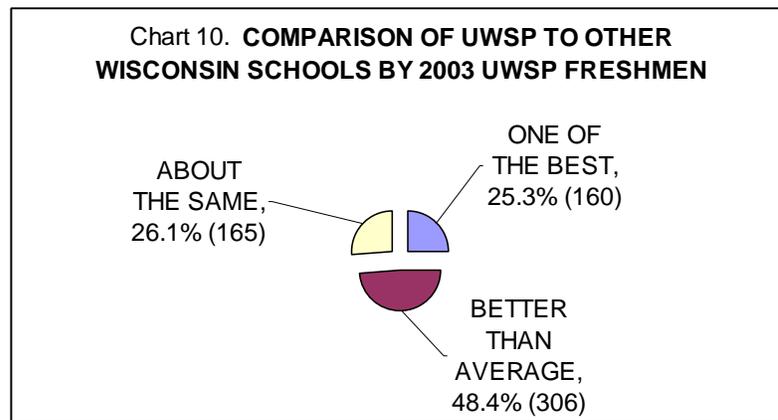
Students' Source of Information About UWSP

The majority of our students get their information about the University from visits to the campus, the internet, and parents. The University makes presentations to prospective students who visit the campus.

TABLE 17
Information Source About UWSP
Rank Order

SOURCE	1981	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
UWSP brochure	1	1	1	2	2	2	2	2	2	2	2	3	2	2	2	2	3	5.5
UWSP visits	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
HS Counselors	3	3	3	4	4	3	4	3	3	4	5	5	4	5	5	5	6	5.5
UWSP friends	10	4	4	3	3	4	3	4	4	5	3	4	3	3	4	3	4	4
UWSP Representative	5	5	5	5	5	6	6	6	6	8.5	7	9	6	7.5	6	7	7	10
Parents	6	6	6	6	6	5	5	5	5	3	4	2	5	4	3	4	5	3
HS Teachers	8	10	9	10	10	9	9	8	7	8.5	8	11	9.5	9	8	8.5	11	11
HS friends		8	8	8	9	7	7	9	8	11	6	10	8	10	7	8.5	9	4
Relatives		7	7	7	8	8	8	7	9	7	9.5	7	7	6	9	6	10	8
UWSP Alumni		10	9	10	7	9	10	10	10	10	9.5	8	9.5	7.5	11	10	11	12
Internet																	2	2
College Guide Books																	8	7

People Who Helped Students Choose College

Parents continue to be the major influence on students' choice of college. UWSP friends, high school friends and relatives also play an important role in helping students make a choice.

TABLE 18
People Who Helped Students Choose College
Rank Order

PERSON	1981	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Mother	1	1	2	2	2	2	2	1	2	2	2	1	1	1	2	2	2	2
No one	2	2	1	1	1	1	1	2	1	1	1	2	2	2	1	1	1	1
Father	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
HS Counselor	4	6	4	6	6	5	7	7	8.5	6	7	6	6	7	7	9	8.5	9
HS friends	4	4.5	5	4	4	4	4	5	7	5	4	5	4	5	6	5	4	4
UWSP friends	7	4.5	6	5	5	6	6	6	6	4	5	4	5	4	4	4	5	5
Relatives	8	7	8	8	9	9	9	9	12	7	8	7.5	9	6	10	6	7	6
UWSP Representative	6	9	7	7	7	7	5	4	8.5	10	9	10	8	10	9	7	6	8
UWSP Alumni	9	10	10	10	10	10	10	10	14	9	10	9	10	9	8	10	10	10
Telephone call from UWSP student		11.5	11	11	11	11	11	11	15	11	11	11	11	11	11	11	11	11
HS Teacher		9	9	8	8	8	8	8	10	8	6	7.5	7	8	5	8	8.5	7

Demographics of the 2003 Freshman Class of UWSP

Size of Home Community

In 1981, 34.4% of our students came from small towns and 32.8% came from small cities. This year's class represents a large change in those percentages. In 2003, the number of entering students who come from small towns was 14.0%, while the number from small cities was 43.6%.

This could mean that the transition from the home community to the University community was less dramatic for the class of 2003. However, we should remember that this still leaves a significant number of students who may feel lost coming to a much larger community than the one to which they were accustomed. We should also remember that students who come from communities larger than ours may need assistance in finding things to do in their free time.

TABLE 19
Size of Home Community of Entering Students at UWSP
% of Students in Each Category

Size of Community	1981 %	1987 %	1988 %	1989 %	1990 %	1991 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
Large city (250,000 +)	7.4	4.9	5.6	5.0	4.4	4.2	4.7	5.3	5.2	4.9	5.0	2.4	3.1	3.9	4.0	3.1	5.4	5.7
Medium city (50,000-250,000)	14.1	11.9	14.6	17.3	14.0	12.1	16.4	14.9	12.0	16.3	15.7	13.9	13.2	16.0	13.3	17.1	16.0	15.6
Small city (2,500-50,000)	32.8	47.8	48.6	44.3	48.2	53.1	47.4	46.3	46.3	47.5	46.2	48.2	49.1	46.5	46.6	49.4	45.5	43.6
Small town (2,500 or less)	34.4	24.1	20.7	23.9	22.3	21.1	23.2	23.8	15.3	13.8	14.3	14.5	13.3	14.6	16.4	13.1	13.4	14.0
Farm	11.3	11.3	10.4	9.4	11.1	9.5	8.3	9.7	21.3	17.6	18.9	20.9	21.3	19.0	19.8	17.3	19.7	21.1

TABLE 20
Size of High School Graduating Class of Entering Students
Rank Order

Size of High School Graduating Class	1981 %	1987 %	1988 %	1989 %	1990 %	1991 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
50 or less	3.9	6.3	7.3	5.5	7.1	6.8	8.7	7.5	9.9	9.9	8.0	6.6	8.7	8.0	7.4	7.6	6.5	5.2
51-100	11.8	20.6	18.3	21.5	21.2	23.3	21.2	21.3	23.4	16.6	22.9	20.5	19.9	22.2	21.7	16.0	18.6	17.4
101-250	33.5	30.7	30.4	30.5	32.1	32.9	33.7	32.5	30.9	33.6	24.0	32.7	28.3	28.3	30.4	32.4	32.7	29.2
241-500	27.6	28.7	32.0	32.1	36.5	28.4	33.9	33.3	27.9	32.0	34.2	32.2	32.4	31.5	29.1	32.2	32.2	37.9
501 or larger	23.1	13.8	12.1	10.4	3.1	8.6	2.6	5.3	7.9	7.8	10.9	7.8	10.6	10.0	11.5	11.8	10.0	10.3

Over 25% of our students in 2002 graduated in a class of 100 or less, while in 1981, the percent was 15.7%.

Parents' Educational Achievements

The educational level of fathers and mothers of entering freshmen has increased since 1981. In 1981, 46.6% of fathers of entering freshmen had attended college, while in 2003, 58.2% of fathers had attended college. The mother's level of education is fairly similar. In 1981, 41.2% of their mothers had attended college, while in 2003, 58.2% of mothers had attended college.

In 2003, slightly over 40% of the parents of entering students have never attended college. Unless some other member of the family has recently experienced college life, it is reasonable to assume that these parents will need a sound orientation to what their student will experience at UWSP.

Although the summer orientation program attempts to prepare them for the college experience, not all parents are able to attend. It would, therefore, be helpful if faculty and staff could be mindful of the continuing need to help students and parents understand the meaning of a college education in today's world, and what they can realistically expect education to do for them.

TABLE 21
Educational Achievement of Fathers of Entering Freshmen
% in Category

Father's Education	1981 %	1987 %	1988 %	1989 %	1990 %	1991 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
No high school diploma	12.1	9.0	7.6	6.4	6.4	4.9	4.2	4.4	4.5	4.8	3.3	1.5	3.5	2.8	3.1	3.3	3.3	4.4
High school graduate	41.3	42.8	42.5	42.5	44.6	39.9	41.0	38.5	40.8	38.2	37.0	38.5	38.3	37.1	41.3	38.8	40.1	35.3
Attended college	16.1	18.4	19.7	18.9	18.3	22.2	23.1	23.4	24.3	22.0	26.6	22.6	27.5	21.6	22.4	24.8	23.0	26.8
Earned bachelor's degree	17.8	17.0	19.2	19.8	19.9	19.7	18.3	20.9	19.7	23.8	21.6	24.9	20.6	25.3	23.4	22.3	23.2	22.7
Earned graduate degree	12.7	12.8	11.0	12.4	10.8	13.3	13.4	12.8	10.7	11.3	11.6	12.4	10.2	13.2	9.8	10.9	10.4	10.8

The percent of fathers attending college has gone up since 1981 to the present.

TABLE 22
Educational Achievement of Mothers of Entering Freshmen
% in Category

Mother's Education	1981 %	1987 %	1988 %	1989 %	1990 %	1991 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
No high school diploma	7.4	11.1	3.7	3.0	3.5	2.6	3.0	2.7	1.8	2.6	2.9	0.6	1.9	1.6	3.0	1.8	1.5	2.7
High school graduate	51.4	54.1	51.1	51.8	50.6	46.9	49.0	46.1	45.4	40.1	43.2	41.9	43.2	38.6	44.7	39.8	38.6	39.1
Attended college	18.5	22.1	25.0	24.2	24.3	25.3	24.0	24.0	27.4	28.6	27.9	26.7	26.4	28.4	25.3	30.4	26.5	26.5
Earned bachelor's degree	18.5	16.0	19.0	17.2	16.6	19.5	18.1	21.6	19.3	22.7	19.6	22.5	23.0	22.7	20.1	21.1	24.7	24.6
Earned graduate degree	4.2	3.6	3.7	3.3	5.1	5.7	5.9	5.6	6.1	6.0	6.3	8.3	5.5	8.7	7.0	6.9	8.7	7.1

The percent of mothers attending college has gone up since 1981 to the present.

Parents' Occupation

TABLE 23
Occupation of Mothers of Entering Freshmen
% in Category

Mother's Occupation	1981 %	1987 %	1988 %	1989 %	1990 %	1991 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
Professional/ Managerial	20.5	21.7	24.0	25.4	25.3	29.5	27.5	30.1	30.6	31.3	32.6	34.9	32.3	37.7	31.0	34.8	36.9	34.5
Technical/Skilled	15.3	16.4	15.5	14.9	15.4	18.0	14.6	17.5	16.5	21.1	19.1	20.3	18.4	17.3	16.9	16.5	15.9	14.5
Clerical/Sales	20.0	23.0	24.2	26.2	24.3	21.6	23.9	22.0	22.6	20.9	21.6	19.1	23.9	19.4	22.8	22.9	20.4	21.2
Unskilled	14.3	10.9	8.5	8.5	8.5	6.7	8.6	6.3	7.2	5.5	4.5	3.9	5.5	5.3	5.5	5.1	4.3	6.7
Other	31.9	28.0	27.2	24.9	26.5	24.3	25.4	24.1	23.1	21.2	22.1	21.8	19.9	20.3	23.8	20.7	22.5	23.1

TABLE 24
Occupation of Fathers of Entering Freshmen
% in Category

Father's Occupation	1981 %	1987 %	1988 %	1989 %	1990 %	1991 %	1992 %	1993 %	1994 %	1995 %	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %	2003 %
Professional/ Managerial	42.9	39.3	42.2	41.1	41.8	42.5	42.3	42.6	39.4	40.3	40.4	41.1	40.3	43.0	43.3	42.4	39.2	39.3
Technical/Skilled	29.5	31.4	31.0	32.9	33.2	32.1	31.9	33.3	33.8	34.9	33.8	36.4	37.5	32.1	32.3	31.9	34.0	33.1
Clerical/Sales	5.8	4.4	5.0	4.7	4.0	4.1	4.7	4.4	4.6	4.8	4.5	4.5	3.4	5.5	4.1	5.0	3.9	4.9
Unskilled	6.7	6.7	4.2	5.3	5.4	4.8	5.5	4.8	5.5	4.3	3.0	5.3	4.1	4.3	5.5	5.9	4.5	6.2
Other	15.2	18.3	16.9	16.0	15.6	16.5	15.6	14.9	16.6	15.6	18.2	12.7	14.7	15.0	14.8	14.8	18.4	16.4

Summary and Conclusion

Research indicates that many of the students who entered UWSP in 2003 are interested in direct, concrete experiences and moderate to high degrees of structure. They entered college with some idea of what vocation they wished to pursue, and they seem to view college as a means of developing skills that will make them more competitive in the job market. They may have high expectations of the University and themselves, and they may feel disappointment and distress out of proportion to the reality of the situation when their expectations are not met.

Those of us who work with students can help not only the students but also the University by recognizing that:

- Some students need more privacy, personal space, personal contact with faculty and staff, and stronger associations with organizations within the University community than do others.
- All students can benefit from a more personal faculty and staff approach to student concerns.
- Many of our students require more structure in their lives during the freshman year transition period.
- Many of our students have unrealistic expectations of what college life is all about and need solid, accurate information about what to expect from the University community, as well as what that community expects of them; and different types of students have different learning styles and may require different kinds of help in order to learn effectively.

The educational process is a partnership between school and individual student. Each student is different and that presents educators with a challenge.

University Resources

Those of us who teach and work with students can have an impact on their development. Personal development (and the degree of progress made in that development) is the result of individual experience. Individual experiences are influenced by a number of variables, making the development process unique to each person.

Some of the variables which can influence college students significantly are:

- Their identification with and imitation of those people whom they perceive to be important in their lives.
- Their group affiliations.
- Their ability to communicate with teachers and other University personnel
- Their reaction to and use of University rules, regulations and services.

UWSP has many faculty who spend time outside the classroom talking with and advising students. Many faculty members also act as advisors for the numerous organizations and activities available to students within the University community.

In addition to placing renewed focus on areas of faculty support for students, we can also familiarize ourselves with those people and programs on campus that provide support services so that we can refer students to them. Among these are the Tutoring and Learning Center, Student Academic Advising Center, Multicultural Affairs, Career Services, Foreign Student Office, Student Health Services, Residential Living, the Counseling Center, the Financial Aid Office, and the Student Employment Office.

The Student Employment Office offers multiple services that can help students meet financial needs as well as gain practical experience. Other opportunities exist through internships, the student co-op program, the center program, and the like.

Appendix: Selected Data from the Freshman Class of 2003

- 43.7% of our freshmen have a primary goal of preparing for a vocation, while 21.4% have a primary goal of increasing earning power. This can be compared to 47.9% and 26.5% respectively in 1990.
- In their senior year of high school, 49.7% of our freshmen studied between 4 to 10 hours per week outside of school, compared to 62% in 1990.
- 37.0% of the entering freshmen predict they will study 20-30 hours per week outside of class, compared to 51.4% in 1990.
- 90.1% of the entering freshmen predict they will achieve a grade average of "B" or better, compared to 71.9% in 1990.
- 28.4% of the entering freshmen had vague or no ideas about their vocational goals during summer orientation, compared to 32.9% in 1990.
- 80.9% of the entering freshmen felt it was fairly important to most important to have vocational counseling available to them, compared to 47.1% in 1990.
- For those freshmen who have chosen majors, the main reason indicated for choosing the major was that it represented their interests. This is the same for 1990.
- 35.1% of our entering freshmen come from small towns of 2,500 or less, or from farms, compared to 45.7% in 1981.

References

Attitudes and characteristics of freshmen. (1987, January 14). The chronicle of higher education, pp. 39-40.

Attitudes and characteristics of freshmen. (1992, January 22). The chronicle of higher education, pp. A34-A35.

Attitudes and characteristics of freshmen. (1994, September 1). The chronicle of higher education almanac, p. 17.

Attitudes and characteristics of freshmen. (1995, September 1). The chronicle of higher education almanac, p. 17.

Attitudes and characteristics of freshmen. (1996, September 2). The chronicle of higher education almanac, p. 19.

Attitudes and characteristics of freshmen. (1997, August 29). The chronicle of higher education almanac, p. 20.

Attitudes and characteristics of freshmen. (1998, August 28). The chronicle of higher education almanac, p. 22.

Attitudes and characteristics of freshmen. (1999, August 27). The chronicle of higher education almanac, p. 28.

Attitudes and characteristics of freshmen. (2000, September 1). The chronicle of higher education, pp. 28.

Attitudes and characteristics of freshmen at 4-year colleges, Fall 2002. (2003, August 29). The chronicle of higher education, pp. 17.

Characteristics of 2001 College Seniors: A National Survey. (2001, April 17). Generation 2001: The second study. pp 13-69

Freshman characteristics and attitudes. (1986, January 15). The chronicle of higher education, pp. 35-36.

Freshman characteristics and attitudes. (2001, January 26). The chronicle of higher education, pp. A49.

Freshman characteristics and attitudes. (2002, February 1). The chronicle of higher education, pp. A35-38.

The Nation. (1989, September 6). The chronicle of higher education, pp. 5-24.

Strauss, W. and Howe, N. (2003) Millennials go to college, Lifecourse Associates. (www.lifecourse.com).

Super, D. (1957). The psychology of careers. New York: Harper and Row.