



UWM and The American Freshman 2004

Cooperative Institutional Research Program



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What is CIRP?

- Presents national normative data on characteristics of students attending American colleges and universities as first-time/full-time freshman
- A continuing longitudinal study of the Higher Education Research Institute at UCLA
- 2004 is the 39th annual report

UWM Participation History

- UW-Milwaukee has participated in CIRP 20 times total
- Participated in 2003 and 2004
- Most recent participation before now was 1992
- Most years of participation were in the 1970's and 1980's

UWM Administration

- Students asked to complete survey during STAR Program
- Paper administration only
- Administration procedures ensure high levels of participation

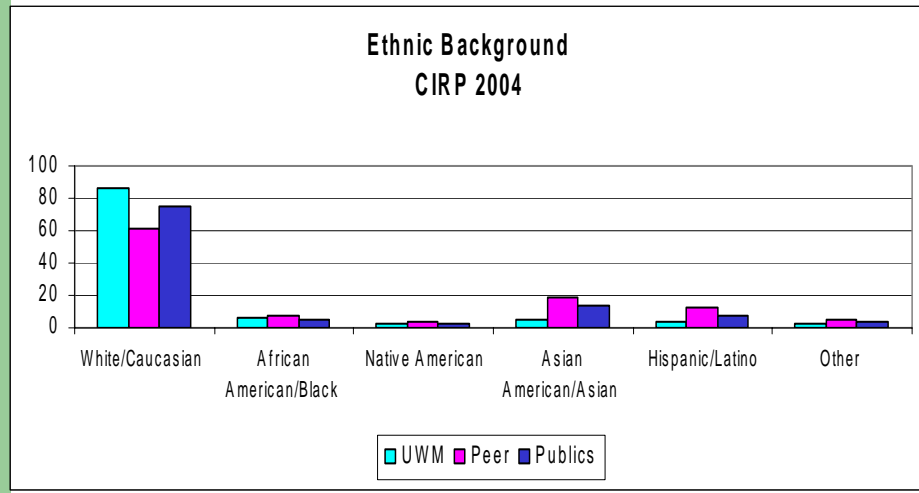
Comparison Groups

- Comparison groups for results are developed by CIRP/HERI based on
 - Predominately not black/black
 - Type, e.g. 4 year or university
 - Control, e.g. public versus private
 - Selectively level—low, medium, high
- UWM is part of the “public-low selectively” group
 - Assignment of group is relatively stable but institutions included in the group findings change based on participation
 - Participating institutions in 2004 include: Cleveland State, Rutgers-Newark, South Dakota State, SIU Carbondale, Texas Women’s University, UC-Riverside, University of Massachusetts-Boston, University of New Mexico, UND, University of Southern Indiana, University of Toledo, Wayne State University
- Findings for All Publics also provided as a comparison

Peer is the total group of all public low selectively institutions

Public includes all public universities regardless of selectively

UWM—Respondent Profile 2004 Ethnicity

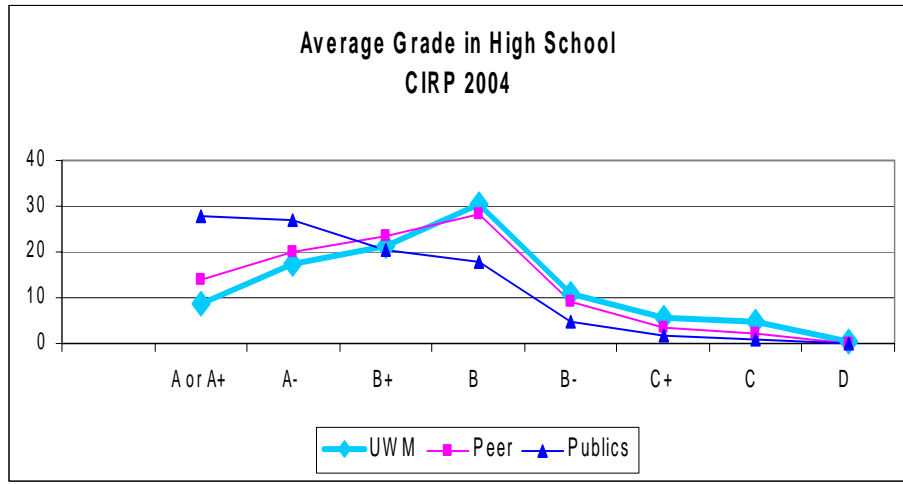


Since CIRP is administered as part of STAR, there are few freshman who actually don't participate. UWM has far more white students responding compared to the breakdowns of those respondents from peer schools or all publics

Total 3,432

	UWM Total	Peer Total	Publics Total
White/Caucasian	86.7	61.6	74.6
African American/Black	5.8	6.9	5.0
Native American	2.2	3.6	2.9
Asian American/Asian	5.0	18.8	13.9
Hispanic/Latino	3.9	11.9	7.0
Other	2.1	4.5	3.2

UWM—Respondent Profile 2004 High School GPA

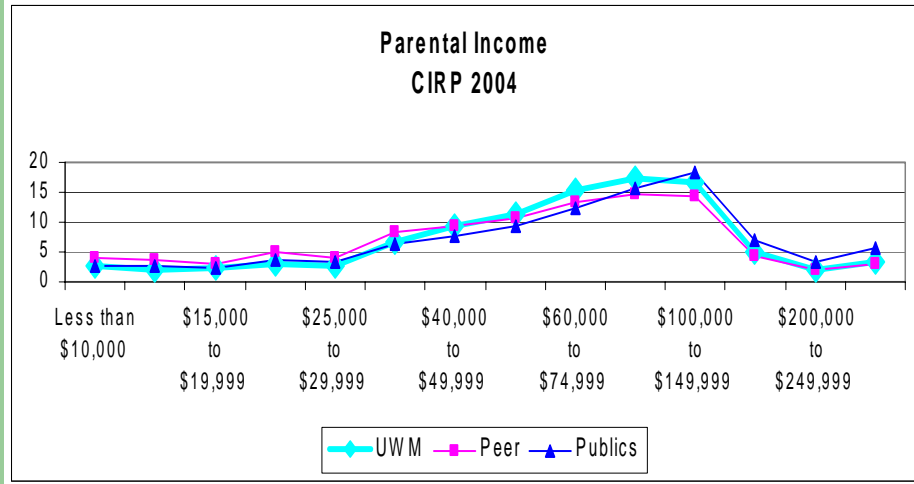


Fewer UWM students report A averages compared to peers or all publics but UWM does track closely to the peers once in the B range.

3,439

	UWM	Peer	Publics
A or A+	8.6	14.0	27.7
A-	17.5	19.9	26.8
B+	21.5	23.3	20.3
B	30.3	28.3	17.8
B-	11.0	9.0	4.7
C+	5.8	3.3	1.7
C	4.6	2.1	0.9
D	0.6	0.2	0.1

UWM—Respondent Profile 2004 Parental Income



Many UWM students actually report higher parental income levels compared to their peers at other peer institutions or all publics. This is especially notable starting at around \$50k

	UWM	Peer	Publics
Less than \$10,000	2.7	3.9	2.7
\$10,000 to \$14,999	2.1	3.7	2.6
\$15,000 to \$19,999	2.2	3.0	2.3
\$20,000 to \$24,999	3.0	5.1	3.6
\$25,000 to \$29,999	2.8	4.1	3.2
\$30,000 to \$39,999	6.6	8.2	6.3
\$40,000 to \$49,999	9.2	9.2	7.7
\$50,000 to \$59,999	11.5	10.6	9.2
\$60,000 to \$74,999	15.4	13.5	12.4
\$75,000 to \$99,999	17.2	14.8	15.8
\$100,000 to \$149,999	16.6	14.5	18.3
\$150,000 to \$199,999	5.0	4.4	7.1
\$200,000 to \$249,999	2.0	2.0	3.2
\$250,000 or more	3.5	2.9	5.7

UWM—Respondent Profile 2004 Perception of Self

Student rated self "above average" or "highest 10%" as compared with the average person of his/her age in:							
	UWM	Peer	Publics		UWM	Peer	Publics
Academic ability	60.9	64.4	76.0	Leadership ability	59.0	58.0	59.6
Artistic ability	37.0	30.9	30.3	Mathematical ability	37.2	41.9	51.6
Compassion	65.6	65.5	66.7	Physical health	51.8	50.7	53.7
Computer skills	41.7	40.1	38.9	Public speaking ability	34.1	32.2	35.0
Cooperativeness	68.0	70.1	69.4	Religiousness	23.1	28.2	31.4
Courage	56.8	56.3	53.5	Self-confidence (Intellectual)	54.9	55.3	59.6
Creativity	62.7	55.5	55.0	Self-confidence (social)	54.6	50.5	49.3
Drive to achieve	62.0	68.1	72.1	Self-understanding	49.5	51.1	51.7
Emotional health	47.2	50.0	52.8	Spirituality	28.9	32.9	36.0
Forgiveness	56.7	57.9	57.3	Time management	30.4	33.1	36.3
Generosity	65.5	68.1	66.3	Understanding of others	64.2	63.4	63.1
Kindness	75.0	76.4	75.0	Writing ability	48.0	42.2	46.4

How do UWM students see themselves? The next several slides provide information about their perceptions as they begin their UWM career

This slide highlights their perceptions of themselves and how they stack up against their own peers. I've highlighted a few here that I think say a lot about UWM students.

They are more likely than their peers to perceive themselves as artistic/creative, better writers and with more social self-confidence

On the other hand, they doubt their academic ability more, their drive to achieve, their math ability, intellectual self-confidence and their time management skills

UWM—Respondent Profile 2004 Activities

Indicate which activities you did frequently and/or occasionally during the past year							
	UWM	Peer	Publics		UWM	Peer	Publics
Attended a religious service	77.3	78.0	79.6				
Was bored in class*	47.5	36.9	42.2	Voted in a student election*	12.5	16.9	21.1
Participated in organized demonstrations	51.4	50.9	46.3	Socialized with someone of another racial/ethnic group*	61.2	68.1	67.2
Tutored another student	43.1	52.4	59.3	Came late to class	66.2	61.0	62.8
Studied with other students	84.2	87.5	88.5	Used the Internet for research or homework*	78.0	78.9	79.2
Was a guest in a teacher's home	18.8	17.7	22.5	Performed community service as part of a class	43.0	51.0	52.9
Smoked cigarettes*	12.9	6.8	5.3	Used a personal computer*	81.1	84.4	87.6
Drank beer	57.8	40.4	44.0	Discussed religion/spirituality*			
Drank wine or liquor	66.9	46.9	49.4	In class	18.1	17.0	18.6
Felt overwhelmed by all I had to do*	29.2	23.8	25.4	With friends	20.3	22.4	26.8
Felt depressed*	9.0	6.9	6.5	With family	18.9	23.3	26.1
Performed volunteer work	73.3	79.5	83.7	Worked on a local, state, or national political campaign	5.7	7.7	9.4
Played a musical instrument	41.9	43.4	46.3	Maintained a healthy diet*	33.8	31.6	37.0
Asked teacher for advice after class*	20.3	23.2	24.0	Stayed up all night	79.3	78.7	77.2
Discussed politics*	22.1	21.9	25.8	Missed school because of illness*	6.7	5.1	4.1

*Those responding frequently only

This slide addresses activities UWM students report frequently or occasionally engaging in during the year prior to entrance to UWM.

UWM students report being more likely to be bored in class, feel overwhelmed, depressed, and come to class late

Less likely to have asked a teacher for advice after class, socialize with someone of another race/ethnic group, less likely to have tutored another student, studied with others—though that difference is smaller than others noted here.

I've also highlighted some behaviors where UWM students clearly outpace their peers in areas that could be considered problematic—smoking and drinking beer and liquor.

UWM—Respondent Profile 2004 Time Usage

DURING YOUR LAST YEAR IN HIGH SCHOOL, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING?							
Studying/homework	UWM	Peer	Publics	Talking with teachers outside of class	UWM	Peer	Publics
None	3.0	1.9	2.0	None	13.5	11.7	9.9
Less than one hour	18.0	12.5	10.5	Less than one hour	52.0	47.9	46.0
1 to 2 hours	28.1	23.2	20.3	1 to 2 hours	24.5	27.0	30.3
3 to 5 hours	28.5	30.2	29.6	3 to 5 hours	7.2	9.4	10.2
6 to 10 hours	13.9	17.7	20.7	6 to 10 hours	1.7	2.6	2.4
11 to 15 hours	4.7	7.7	9.3	11 to 15 hours	0.9	0.9	0.7
16 to 20 hours	2.5	4.1	4.5	16 to 20 hours	0.1	0.3	0.3
Over 20 hours	1.2	2.8	3.1	Over 20 hours	0.2	0.2	0.2
Socializing with friends				Student clubs/groups	UWM	Peer	Publics
None	0.2	0.3	0.3	None	47.5	36.3	26.5
Less than one hour	1.4	1.6	1.2	Less than one hour	16.4	16.4	16.2
1 to 2 hours	5.0	6.9	5.6	1 to 2 hours	18.9	23.4	27.0
3 to 5 hours	15.6	19.6	18.0	3 to 5 hours	9.9	14.0	17.4
6 to 10 hours	23.6	25.6	26.8	6 to 10 hours	3.8	5.5	7.3
11 to 15 hours	19.3	17.7	19.8	11 to 15 hours	1.6	2.1	2.9
16 to 20 hours	14.3	11.9	12.4	16 to 20 hours	0.9	1.0	1.3
Over 20 hours	20.7	16.5	15.9	Over 20 hours	1.0	1.3	1.5

Next two slides outline ways in which UWM students report spending time during a typical week during their last year in high school.

On average, fewer hours spent studying, talking with teachers and engaging in structured social activities

On the other hand, more hours spend socializing with friends

UWM—Respondent Profile 2004 Time Usage

DURING YOUR LAST YEAR IN HIGH SCHOOL, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING?							
Partying	UWM	Peer	Publics	Watching TV	UWM	Peer	Publics
None	14.1	22.9	23.7	None	4.9	4.9	5.6
Less than one hour	10.8	15.1	16.2	Less than one hour	16.5	15.5	15.2
1 to 2 hours	16.5	19.3	18.9	1 to 2 hours	27.8	25.3	25.1
3 to 5 hours	22.2	19.4	19.7	3 to 5 hours	27.1	28.0	28.1
6 to 10 hours	18.8	12.7	12.4	6 to 10 hours	14.5	15.1	15.6
11 to 15 hours	9.3	5.6	5.1	11 to 15 hours	4.3	5.4	5.5
16 to 20 hours	4.7	2.6	2.2	16 to 20 hours	2.1	2.6	2.3
Over 20 hours	3.8	2.3	2.0	Over 20 hours	2.8	3.2	2.6
Working (for pay)				Household/childcare duties			
None	15.2	30.8	31.2	None	21.7	19.8	19.4
Less than one hour	1.7	2.3	2.9	Less than one hour	22.4	20.9	21.8
1 to 2 hours	2.5	3.0	4.0	1 to 2 hours	31.5	29.6	31.6
3 to 5 hours	6.2	6.3	7.4	3 to 5 hours	16.7	19.1	18.3
6 to 10 hours	13.5	11.6	12.4	6 to 10 hours	4.1	5.9	5.4
11 to 15 hours	18.8	13.7	13.9	11 to 15 hours	1.7	2.1	1.8
16 to 20 hours	20.9	15.8	14.3	16 to 20 hours	0.4	0.7	0.7
Over 20 hours	21.2	16.5	14.0	Over 20 hours	1.5	1.8	1.0

More hours spent partying and working for pay

But less TV and fewer students report many hours devoted to house or childcare

UWM—Respondent Profile 2004 Research Program Participation

Have you participated in:	UWM	Peer	Publics
A summer research program?	2.6	5.0	6.0
A health science research program sponsored by a university?	1.6	2.4	2.6

Not many students anywhere report participating in summer research programs or a health science research program—but UWM students decidedly behind peer or publics in this area

UWM—Respondent Profile 2004 Degree Goal and Motivation

WHAT IS THE HIGHEST ACADEMIC DEGREE THAT YOU INTEND TO OBTAIN:							
At any college	UWM	Peer	Publics	At this college	UWM	Peer	Publics
None	2.2	1.5	0.9	None	4.1	2.4	1.3
Vocational certificate	0.1	0.1	0.1	Vocational certificate	0.7	0.5	0.2
Associate (A.A. or equivalent)	1.1	0.6	0.4	Associate (A.A. or equivalent)	2.6	1.9	1.3
Bachelor's degree (B.A., B.S., etc.)	31.2	26.7	22.7	Bachelor's degree (B.A., B.S., etc.)	61.8	63.9	63.9
Master's degree (M.A., M.S., etc.)	42.1	38.4	39.1	Master's degree (M.A., M.S., etc.)	23.2	21.2	22.6

Reasons noted as "very important" in deciding to go to college							
	UWM	Peer	Publics		UWM	Peer	Publics
My parents wanted me to go	37.2	45.0	41.2	To make me a more cultured person	37.6	38.6	40.0
I could not find a job	7.8	7.6	5.8	To be able to make more money	75.8	74.0	71.3
Wanted to get away from home	18.8	17.3	20.7	To learn more about things that interest me	77.0	76.4	77.6
To be able to get a better job	77.9	74.3	73.0	To prepare myself for graduate or professional school	49.8	59.1	59.1
To gain a general education and appreciation of ideas	58.6	63.9	64.7	To get training for a specific career	78.2	78.5	74.2
There was nothing better to do	2.8	3.7	3.9	To find my purpose in life	51.6	55.0	50.0

Retention of students is always a concern. However, one can see here that a fair number of UWM students begin at this institution with no clear intention of graduating here or graduating at all. Over 4% intend not to earn a degree at UWM. An additional 3.3% intend to earn a vocational certificate or associates degree.

Why do they go to college? Reasons noted as very important by a majority of UWM students include:

Being able to find a better job

Gaining a general education and an appreciation of ideas

To make more money

Learning about things that interest them

To get training for a specific career

Finding a purpose in life

UWM—Respondent Profile 2004 Motivation to attend UWM

Reasons noted as "very important" in influencing student's decision to attend this particular college			
	UWM	Peer	Publics
This college has a very good academic reputation	30.6	42.2	58.8
This college has a good reputation for its social activities	21.1	24.7	30.6
I was offered financial assistance	10.4	22.6	24.9
The cost of attending this college	26.1	30.6	31.0
I wanted to live near home	21.4	21.2	14.7
This college's graduates get good jobs	30.1	40.3	49.6
I wanted to go to a school about the size of this college	25.8	23.6	25.4
Information from a website	8.1	11.9	12.3
A visit to the campus	29.5	26.7	32.1

Why do they come to UWM?

Reputation

Cost

UWM Grads get good jobs

Size

Camps visit

UWM—Respondent Profile 2004 Expected College Activities

Student estimates chances are "very good" that he/she will:			
	UWM	Peer	Publics
Get a job to help pay for college expenses	65.9	55.7	47.7
Work full-time while attending college	13.5	8.8	5.8
Join a social fraternity or sorority	3.3	6.0	9.8
Make at least a "B" average	48.2	53.1	60.0
Transfer to another college before graduating	13.1	10.0	5.7
Be satisfied with your college	36.7	41.7	51.8
Participate in volunteer or community service work	11.1	18.1	22.3
Seek personal counseling	5.9	9.0	7.4
Communicate regularly with your professors [3]	18.8	26.8	28.1
Socialize with someone of another racial/ethnic group [3]	60.6	63.7	64.0
Participate in student clubs/groups	21.5	29.8	40.3

Finances are always a concern. More UWM students fully expect to work, perhaps even full-time, to help pay for college. On the other hand, fewer UWM students expect to make a "B" average.

Fewer UWM students expect to be satisfied with UWM. At the same time, fewer expect to seek counseling, communicate with their professors regularly or participate in student groups. This may be a reflection of their high school experiences.

UWM—Respondent Profile 2004 Expected College Activities

How likely is it that, during your career at UWM, you will:			
Have serious conversations with students of a different race or ethnicity than your own?		Participate in a practicum, field experience, co-op experience or clinical assignment?	
Definitely	64.5	Definitely	22.0
Somewhat likely	27.3	Somewhat likely	42.2
Not likely	5.8	Not likely	27.6
Definitely not	2.3	Definitely not	7.5
Come to class without completing readings or assignments?		Spend 20 or more hours per week preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)?	
Definitely	5.8	Definitely	20.7
Somewhat likely	29.2	Somewhat likely	51.2
Not likely	46.5	Not likely	24.1
Definitely not	17.0	Definitely not	3.7

UWM also included in the survey questions that were specifically geared towards campus concerns and issues. The next several slides provide a summary of some of those results.

8.1% of incoming UWM students don't expect to have a serious conversation with students of a different ethnic background.

35% of incoming UWM students don't expect to come to class with assignments complete or readings done.

35.1% don't expect to participate in a practicum/field experience.

And 27.8% don't expect to spend 20/week preparing for class

UWM—Respondent Profile 2004 Expected College Activities

How likely is it that, during your career at UWM, you will:			
Discuss ideas from courses with faculty members outside of class?		Work on a research project with a faculty member outside of course or program requirements?	
Definitely	13.9	Definitely	6.7
Somewhat likely	55.3	Somewhat likely	38.8
Not likely	26.4	Not likely	44.6
Definitely not	4.2	Definitely not	9.1
Regularly meet with your academic advisor?		Attend school part time and/or stop out of school for a semester or more?	
Definitely	12.2	Definitely	2.3
Somewhat likely	51.3	Somewhat likely	9.5
Not likely	33.1	Not likely	35.9
Definitely not	3.2	Definitely not	49.0
Enroll in evening and/or weekend courses/programs?		Enroll in college courses delivered on-line?	
Definitely	4.8	Definitely	3.2
Somewhat likely	29.4	Somewhat likely	23.6
Not likely	45.3	Not likely	43.1
Definitely not	19.2	Definitely not	28.3

Expectations for interactions with faculty are further examined with a couple of these questions. 30.6% begin their UWM career with little expectation that they will discuss ideas/courses with faculty outside of class. Even more, 53.7%, don't expect to work with a faculty member outside of a class on a research project.

36% don't expect to regularly meet with an advisor

Stepping out or attending part time is not considered an option for most UWM freshman-only 11.8% consider it definite or somewhat likely

More do consider the option of evening or weekend courses—34.2% consider enrolling in that kind of study a definite or somewhat likely option.

On-line course are considered more likely than not by 26.8% of entering freshman

UWM—Respondent Profile 2004 Expected Time to Degree

How long do you expect to take to complete your bachelor degree?	
Less than 4 years	6.7
4 years	68.7
5 years	21.5
6 years	2.4
More than 6 years	0.7

Did UWM's urban location positively influence your decision to attend UWM?	
Yes	72.3
No	26.1

Finally, the bulk of freshman do expect to complete their degree within 4 years. However, a substantial amount, nearly 25%, expect to take more than 4 years.

And UWM's urban location is clearly a draw for many students.

2004 National Norms

- Based on weighted responses of 289,452 students at 440 baccalaureate colleges and universities
- Adjusted to reflect the responses of the 1.3 million first-time, full-time students who entered four-year colleges and universities as freshman in 2004
- UWM data was included in the national norms for 2004

The next several slides present major findings from the 2004 administration of CIRP for the entire nation. UWM was included in the national norms for 2004—one of 6 institutions within its CIRP group of “public low-selectively” to be included. These national findings are a good context into which we can examine the findings for UWM.

Major Findings: Politics

- Students nationwide increasingly polarized in political orientations.
 - UWM: 50% “middle of the road”, 27% liberal and 18% conservative.
- Greater numbers report keeping up to date with political affairs is very important or essential life goal.
 - 28% of incoming UWM freshmen
- Freshman reporting discussing politics frequently increased marking highest point since 1992
 - 22% of incoming UWM freshmen
- Support for military spending is declining—those who advocate increased military spending, while double the rate in 1992, at 35%, is down 10% from 2002
 - 28% here at UWM
- Declining support for the death penalty and a increased sense that the legal system is not doing enough to protect the rights of criminals
 - 37% of incoming UWM students advocate abolishing death penalty and 59% think there is too much concern in the courts for criminals

Political orientation: Record numbers identified themselves as far left and far right—3.4 and 2.2%--small number but significant increase from past. Even those who identified themselves as “liberal” (26%) or “conservative” (22%) also up from past. “Middle of the road” remains most popular category—but is at a 30 year low point in the history of the survey at 46%.

Keeping up to date with political affairs and discussing politics frequently far lower than the peaks of the late 1960’s—but reflect a noteworthy reversal of the long-term trend toward political disengagement.

Distance from September 11 is reflected in the military spending question

Major Findings: Information Technology

- Record numbers report using a personal computer on a frequent basis
 - 81% of incoming UWM students
- Gender differences in computer usage have disappeared over time
 - 3% difference between incoming UWM males and females
- Differences based on race have persisted. A spread of 15% exists in rates of frequent computer usage across racial/ethnic groups
- Over time, Hispanic/Latino students have surpassed African-American students in their levels of pre-college computing experience
- May be attributable to income variation

Asian Americans report the highest levels of computer usage followed by white, Hispanic Latino and black. Spread is from over 90% to less than 80%.

Lack data on breakdown of UWM ethnic groups to compare with national figures

Major Findings: Careers

- Students are increasingly interested in biomedical careers and majors
- Interest in majoring in general biological sciences, biochemistry or biophysics at an all time high
 - 2.9% of incoming UWM students indicate probable major in biological sciences
- Interest in nursing also at a 20 year high and interest in other health careers also at all time highs
 - 6.8% of incoming UWM students indicate probable nursing major, 5% indicate Pharmacy, Dentistry, Medicine or Vet Med as career interest
- Women are continuing to outnumber men when it comes to interest in medical careers. This portends continued increases in the number of women preparing to apply to health-related professional schools.
 - Especially true if examine nursing at UWM where interest expressed women was 10% higher than that expressed by men

According to the AMA, women now are over half of all applicants to medical school

Major Findings: Work

- Over 79% of incoming students report at least some chance that they will get a job to help pay for college
 - Only 66% of incoming UWM students
- More women indicate that they will seek employment during college—53% versus 40% of the men.
 - 10% more of the incoming UWM females indicated they would seek employment compared to the males
- In part, this may reflect that over the last 30 years, the greatest growth in college enrollments for women has occurred among those from low-income families
- Regardless of socioeconomic background, women are more inclined than men to report a very good chance that they will work to offset college costs.

Most students expect to work—at least a bit. Women are more likely than men to anticipate this being the case but this may partly be the result of more women entering higher education from low-income backgrounds.

Major Finding: Gender Differences

- Women more likely than men to rate time-management skills as above average or higher
 - 6% more UWM incoming females compared to males
- Women twice as likely to report feeling frequently overwhelmed by all they have to do
 - 17% incoming UWM females compared to 3.9% of the males
- Men more likely to rate emotional health as above average or higher and less likely to report feeling frequently or occasionally depressed
 - 13% more incoming UWM males report above average emotional health
- Men more likely to report physical health as above average or higher
 - 23% more incoming UWM males report above average physical health

Men more likely to report spending 10 or more hours per week during last year in high school engaged in recreational activities

In contrast, women more likely to report working for pay or studying or doing housework/childcare

Major Findings: High School

- Proportion of students earning “A” averages in high school at an all-time high of 48%
 - Only 26% of incoming UWM students report “A” averages
- Percent of students reporting being frequently bored in class during last high school year at an all-time high of 43%
 - 47.5% of incoming UWM freshmen report frequent boredom
- Students also report a downward trend in the amount of out-of-class interactions with high school teachers
 - 23% of incoming UWM freshmen report asking high school teachers for advice after class

Students report higher high school grades—but also report they are more bored. They also don't indicate that they spend much time with teachers out of class in high school—which may trigger fewer expectations for interactions with instructors at the college level.

Major Findings: Volunteerism

- Over 82% of incoming students report participating in volunteer work during last year in high school
 - 87% of incoming UWM students participated in volunteer work
- Women more likely to participate in volunteer work
 - 10% more incoming females than males at UWM
- Most common activities are connected with serving youth— tutoring/teaching, child care. Other common activities include work service to a religious community, environmental activity, community improvement/construction work, working with the homeless, mentoring and eldercare
 - For incoming UWM women, child care is the most reported activity.
For incoming UWM males, tutoring/teaching is most reported activity.

Major Findings: Interactions Across Racial/Ethnic Groups

- Fewer freshman report that “helping to promote racial understanding” is either an essential or very important personal goal compared to any other entering class in the history of the survey—less than 30%
 - For UWM, 26% of incoming class indicated that this was an essential or very important goal
- 23% of the total population reported feeling that racial discrimination is no longer a problem in the U.S.
 - For UWM, 18% of the incoming class indicated that it was no longer a problem. Incoming males were more likely to report this than females—23% versus 14%
- Fewer freshman also report frequently socializing with someone of a different ethnic group in high school and fewer report that chances are very good they will socialize with someone of a different ethnic/racial group during college
 - 61% of the incoming UWM class reported socializing with someone of a different ethnic group. 61% report chances very good they will do so at UWM

Feeling that racial discrimination is no longer a problem in the U.S. is not uniform across the different ethnic groups

25% for whites, 13% for African-Americans, 20% of Native Americans, 18% for Asian-Americans and Hispanics/Latinos

68% report they socialized with someone of a different ethnic group in high school
63% report chances being very good they will socialize with someone of a different ethnic group during college—the lowest percent reported since they began asking this question in 2000.

Themes?

- Complex
- Lower expectations of themselves
- Lower expectations of their college experiences

UWM students are complex. They start their careers here with lower reported high school gpa's compared to their peers—but their parental income is often better.

More perceive themselves as creative and artistic. But fewer see themselves as having great academic ability.

They are more likely to report themselves as being bored in class in high school and with poor study habits but active social lives.

Perhaps all these elements help explain why more of them, upon embarking on their college career here, have seemingly lower expectations of their college experience—in terms of being satisfied overall, their likelihood of interacting with faculty and staff on a regular basis and their grades.