

## The “Wisconsin Experience” for UW-Madison Bachelor’s Degree Recipients: Annual Update

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The expression “Wisconsin Experience”<sup>1</sup> is used to describe the educational experience of UW-Madison undergraduates (degree recipients in this analysis) as they apply in and out of classroom learning to significantly and positively impact the world. The term “Wisconsin Experience” is grounded in the *Wisconsin Idea* and the university’s progressive history, directed at producing UW-Madison graduates who are creative problem solvers; passionate, engaged and adaptable world citizens; critical thinkers able to create and evaluate new knowledge; and future leaders of their global communities. The Wisconsin Experience captures four inquiry-based high-impact practices and includes:

- Substantial research experiences that generate knowledge and analytical skills
- Global and cultural competencies and engagement
- Leadership and activism opportunities
- Application of knowledge in the “real world”

In this analysis, we evaluate the proportion of our undergraduate degree recipients (by school/college) who have engaged in certain Wisconsin Experience activities before graduation from UW-Madison. Ideally, every graduate will have at least one of these inquiry-based, high-impact experiences.

***Results measuring the experiences that are identifiable through official records show that almost 9 in 10 (89%) bachelor’s degree recipients in 2010-11 participated in at least one Wisconsin Experience activity, up from 69% in 2002-03 when we first started these analyses. Seventy percent (70%) of graduates had two or more different experiences.***

### **Defining and Quantifying The Wisconsin Experience**

Components of the Wisconsin Experience are: linked experiences inside and outside the classroom; increasing student exposure to diversity; applying classroom knowledge to real-life experiences; conducting research with faculty members; working with faculty members and peers in small groups; exploring individual areas of interest through independent study with faculty; and living in a residential learning community. These activities have been associated with persistence, degree attainment, interest in post-baccalaureate study, marketability after graduation, preparation for work, and educational satisfaction<sup>2</sup>.

This study’s purpose is to measure the Wisconsin Experience activities that are objectively quantifiable through student academic records, course descriptions/titles, or other official records (see end of report for definitions and methodology). The number of graduates participating in Wisconsin Experience activities is likely higher than those countable in this study because not all such experiences are part of a student’s official UW-Madison record.

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<sup>1</sup> See <http://www.learning.wisc.edu/>

<sup>2</sup> Astin, A. *What Matters in College*, San Francisco: Jossey-Bass, 1993. Kuh, G.D. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: Association of American Colleges and Universities, 2008.

For the purposes of this study, the Wisconsin Experience is quantified as:

- Studying abroad
- Living in a residential learning community
- Participating in a FIG (first-year interest group)
- Taking a service-learning course
- Having an undergraduate research experience – measured by participation in organized research programs or by taking a research or thesis course
- Participating in an internship or other workplace-based experience for academic credit
- Working closely with a faculty member in a seminar course, honors course, or independent study (including Hilldale Fellowship and Holstrom Scholarship recipients).
- Having a capstone experience within the major program.

The technical note section at the end of this analysis is very important for understanding how each of these experiences is defined and quantified. In many cases, these experiences overlap in ways that make the experiences hard to count independently. For example, there are honors seminar courses, internships abroad, and independent study experiences that involve a research component. For this analysis, we do not prioritize these experiences in any way and count each activity in each of its relevant categories. For example, for honors seminars, we count the experience as an honors course and as a seminar.

### **Percent of Graduates Having a Wisconsin Experience**

In the 2010-11 academic year, 6,567 students completed bachelor’s degrees (Table 1). Of these graduates, 89% participated in at least one Wisconsin Experience activity as defined for this analysis. Seventy percent (70%) of graduates participated in two or more such activities.

**Table 1**  
**Number of Wisconsin Experience Activities for Bachelor’s Degree Recipients\* in 2010-11**

	Percent of Graduates by School/College									Total
	ALS	BUS	EDU	EGR	HEC	L&S	MPH	NUR	PHM	
Zero	0	19	3	14	4	14	0	0	0	11
One	11	25	6	22	8	23	0	0	0	19
Two	24	27	22	27	25	24	20	20	50	25
Three	29	16	26	20	26	19	47	38	33	21
Four	19	9	28	13	17	12	27	19	17	14
Five or more	17	4	15	4	20	8	6	23	0	10
<i>Total one or more</i>	<i>100</i>	<i>81</i>	<i>97</i>	<i>86</i>	<i>96</i>	<i>86</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>89</i>
<b>Total Graduates</b>	<b>629</b>	<b>584</b>	<b>358</b>	<b>673</b>	<b>311</b>	<b>3,773</b>	<b>51</b>	<b>176</b>	<b>12</b>	<b>6,567</b>

\*Each graduate is counted once in each school/college where a degree was earned in 2010-11 (summer 2010, Fall 2010, Spring 2011). For example, a graduate who earned two different degrees in the College of Letters and Science is counted once. Graduates who earned a degree in the College of Engineering and in the College of Letters and Science is counted twice. Because this report is about degree recipients rather than degrees, these counts differ slightly from standard tabulations of degrees conferred.

The percentage of graduates participating in at least one Wisconsin Experience activity has increased from 69% (2002-03) to 89% for 2010-11 graduates. This increase is likely due to several factors. One, we have ramped up the Wisconsin Experience campaign and have coordinated publications that highlight these high-impact practices. Students may be participating at higher rates because they are better informed about these opportunities. Two, the desire to quantify more of these experiences has resulted in improved data collection and recording of them. Three, a few new experiences have been added to the report that were not in the earlier versions.

The percentage of graduates not participating in any recorded Wisconsin Experience activities decreased from 31% in 2002-03 to 11% in 2010-11 (Table 2). An increased percentage of graduates have participated in more than one of these activities. Over the last six years, the percentage of graduates participating in more than one Wisconsin Experience activity rose from 34% to 70% in 2010-11.

**Table 2**  
**Trend in Number of Academic Enhancement Experiences for Bachelor’s Degree Recipients**

	Percent of Graduates by Academic Year								
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Zero	31	27	20	16	18	13	11	12	11
One	35	28	28	27	24	21	22	22	19
Two	22	22	24	26	26	24	24	25	25
Three	8	15	16	18	17	21	20	19	21
Four	3	6	8	9	10	12	12	12	14
Five or more	1	3	4	4	6	9	11	10	10
<i>Total one or more</i>	<i>69</i>	<i>73</i>	<i>80</i>	<i>84</i>	<i>82</i>	<i>87</i>	<i>89</i>	<i>88</i>	<i>89</i>
<i>Total two or more</i>	<i>34</i>	<i>46</i>	<i>52</i>	<i>57</i>	<i>58</i>	<i>66</i>	<i>67</i>	<i>66</i>	<i>70</i>
Total Graduates	<b>6,102</b>	<b>6,144</b>	<b>6,289</b>	<b>6,256</b>	<b>6,017</b>	<b>6,175</b>	<b>6,565</b>	<b>6,475</b>	<b>6,567</b>

### **Types of Wisconsin Experience Activities**

The most frequent of these Wisconsin Experience activities (shown in **bold** in Table 3) is independent study with a faculty member. Forty-five percent (45%) of graduates in 2010-11 took at least one independent/directed study course. Forty percent (40%) took at least one seminar course. Twenty-nine percent (29%) took at least one honors course and the same percentage had a capstone experience within their major program. Twenty-six percent (26%) studied abroad – 21% through a UW-Madison program and 5% through a program at another institution. Twenty-one percent (21%) participated in some type of workplace-based experience such as cooperative education, internships, student teaching or practica.

Thirteen percent (13%) of graduates lived in a residential learning community at some point as an undergraduate, and 17% had at least one type of undergraduate research experience. Six percent (6%) of these graduates participated in a first-year interest group (FIG). Fourteen percent (14%) took a course that had a designated service-learning component.

There are differences by school/college in participation rates for the various Wisconsin Experience activities. For example, 100% of graduates from the Schools of Nursing and Medicine and Public Health had both a capstone experience and workplace-based experience. But graduates from these schools had the lowest rates of studying abroad.

Graduates from the College of Agriculture and Life Sciences all had a capstone experience but had lower than average participation in research courses. Graduates from the School of Business had high study abroad participation rates (31%) and the lowest participation rates in seminar courses (12%).

**Table3**  
**Types of Wisconsin Experience Activities for Bachelor’s Degree Recipients in 2010-11**  
**By School/College**

	Percent of Graduates by School/College									
	ALS	BUS	EDU	EGR	HEC	L&S	MPH	NUR	PHM	Total
Study Abroad (Unduplicated)	14	31	15	18	36	31	8	9	17	26
UW-Madison Program	13	25	13	18	23	24	6	7	17	21
Other Program	1	7	2	0	14	7	2	1	0	5
Residential Learning Comm.	13	9	11	11	12	15	8	9	17	13
First-Year Interest Group (FIG)	4	2	5	4	9	8	4	7	0	6
Service Learning Course	15	8	37	2	35	12	4	20	8	14
Independent Study	67	34	47	<b>55</b>	28	43	39	36	<b>100</b>	<b>45</b>
Research Exp. (Unduplicated)	11	41	19	11	34	14	2	25	0	17
Research “Programs”*	0	0	0	1	0	1	0	1	0	1
Research Course	5	<b>41</b>	18	10	33	9	2	19	0	13
Thesis Course	7	0	1	1	1	6	0	9	0	5
Workplace Experience (Undup.)	18	7	79	20	78	7	100	100	8	21
Co-op	0	0	0	30	6	0	0	0	0	3
Student Teaching	0	0	51	0	1	0	0	0	0	3
Practicum	3	0	<b>67</b>	0	1	1	<b>100</b>	<b>100</b>	8	8
Internship	15	7	15	0	<b>72</b>	6	59	3	0	10
Honors Course	31	13	12	23	10	36	6	16	17	29
Seminar Course	45	12	42	30	41	<b>44</b>	49	38	<b>100</b>	40
Capstone Experience	<b>100</b>	31	55	32	33	9	<b>100</b>	<b>100</b>	0	29
<b>Total Graduates</b>	<b>629</b>	<b>584</b>	<b>358</b>	<b>673</b>	<b>311</b>	<b>3,773</b>	<b>51</b>	<b>176</b>	<b>12</b>	<b>6,567</b>

\*Research programs include the Summer Research Opportunity Program, Research Scholar Program, and McNair and Medical Scholars.

We observe relatively large participation rate differences “by division”\* in several Wisconsin Experience activities. Participation rate differences include: study abroad (13% of graduates in Biological Sciences compared to 35% in Arts and Humanities), taking a service learning course (2% of graduates in Physical Sciences compared to 16% in Social Studies), independent study (37% of graduates in Social Studies compared to 60% in Biological Sciences), workplace-based experiences (11% of graduates in Arts and Humanities compared to 29% in Biological Sciences), research experiences (13% in Arts and Humanities compared to 20% in Social Studies), and capstone experiences (18% of graduates in Arts and Humanities compared to 57% in Biological Sciences).

**Table 4**  
**Types of Wisconsin Experience Activities for Bachelor’s Degree Recipients in 2010-11**  
**By Disciplinary Division\***

	Percent of Graduates by Disciplinary Division*				
	All Graduates	Biological Sciences	Arts and Humanities	Physical Sciences	Social Studies
Study Abroad (Unduplicated)	26	13	35	15	32
UW-Madison Program	21	11	28	15	25
Other Program	5	2	7	1	7
Residential Learning Comm.	13	13	16	13	12
First-Year Interest Group (FIG)	6	5	8	4	7
Service Learning Course	14	15	14	2	16
Independent Study	45	60	41	56	37
Research Exp. (Unduplicated)	17	18	13	12	20
Research “Programs”*	1	1	0	1	0
Research Course	13	11	8	8	17
Thesis Course	5	7	6	4	3
Work-place Exp. (Unduplicated)	21	29	11	24	20
Co-op	3	0	0	21	1
Student Teaching	3	1	4	2	4
Practicum	8	25	6	2	4
Internship	10	8	6	1	15
Honors Course	29	32	25	31	28
Seminar Course	40	37	38	29	44
Capstone Experience	29	57	18	29	20
<b>Total one or more experiences</b>	<b>89</b>	<b>94</b>	<b>85</b>	<b>86</b>	<b>88</b>
<b>Total two or more experiences</b>	<b>70</b>	<b>80</b>	<b>64</b>	<b>64</b>	<b>68</b>
<b>Total Degrees</b>	<b>6,567</b>	<b>1,329</b>	<b>939</b>	<b>963</b>	<b>3,336</b>

\*Each major degree program is assigned to a disciplinary division based on the department home of the major and the preponderance of faculty tenure home disciplinary divisions and course approval disciplinary divisions.

Over the past eight years, participation in each of these Wisconsin Experience activities has generally increased or remained steady (Table 5). The overall increase in the proportion of graduates participating in at least one Wisconsin Experience activity is not being driven by increases one particular activity. The percentage of students who participated in independent study has shown relatively large annual fluctuations in the past. Also, the capacity of some of these activities (FIGs and residential learning communities, for example) has increased to meet student demand and as a consequence of institutional emphasis on the importance of engaging in these high-impact practices. Some of these activities that were at capacity received funding through the Madison Initiative for Undergraduates (MIU) project. Increased participation rates in these activities should be evident as early as 2013.

**Table 5**  
**Trend in Types of Wisconsin Experience Activities for Bachelor's Degree Recipients**

	Percent of Graduates by Academic Year								
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Study Abroad (Unduplicated)	14	14	18	21	22	22	25	26	26
UW-Madison Program	14	14	14	16	17	17	19	21	21
Other Program	*	*	4	5	5	5	6	5	5
Residential Learning Community	11	11	12	13	13	13	13	13	13
First-Year Interest Group (FIG)	*	*	*	3	5	6	6	6	6
Service Learning Course	4	6	8	12	12	12	16	15	14
Independent Study	41	35	46	43	37	40	37	38	45
Research Experience (Unduplicated)	8	10	11	13	13	14	19	16	17
Research "Programs"	2	2	2	2	2	2	2	1	1
Research Course	3	5	7	7	6	8	14	11	13
Thesis Course	5	5	5	5	5	4	5	5	5
Workplace Experience (Undup.)	20	19	20	22	21	23	20	18	21
Co-op	5	4	4	4	5	4	4	4	3
Student Teaching	3	4	2	4	4	4	3	3	3
Practicum	7	9	8	10	9	9	9	8	8
Internship	8	7	8	8	7	10	8	6	10
Honors Course	18	19	22	25	26	27	27	28	29
Seminar Course	32	34	35	38	40	43	42	40	40
Capstone Experience	*	*	*	*	*	27	25	28	29
<b>Total one or more experiences</b>	<b>69</b>	<b>73</b>	<b>80</b>	<b>84</b>	<b>82</b>	<b>87</b>	<b>89</b>	<b>88</b>	<b>89</b>
<b>Total Graduates</b>	<b>6,102</b>	<b>6,144</b>	<b>6,289</b>	<b>6,256</b>	<b>6,017</b>	<b>6,175</b>	<b>6,565</b>	<b>6,474</b>	<b>6,567</b>

\* Notation of study abroad experiences at other institutions was recently added to students' official academic records and first documented for graduates in 2004-05. The extent to which students participated in study abroad at other institutions prior to 2004-05 is not known. Participation in a FIG was first measured for the 2005-06 graduates. This year's report is the fourth year that capstone experiences (culminating course or experience) have been tabulated.

## Graduates with One Wisconsin Experience Activity

The graduates with one and only one type of Wisconsin Experience activity are most likely to have taken an independent study course (22%) (Table 6). The next most common activity for graduates with one experience is taking a seminar course (18%).

The most common sole experiences by school/college are highlighted in **bold** and show differences by school/college. Even though taking an independent study course is the most common sole experience overall, it is the most common sole experience only in the School of Education and in the College of Engineering. The School of Business is the only school where research (coursework) is the most common sole experience. CALS is the only school/college where capstone experiences are the most common activity. The College of Letters and Science is the only school/college where taking a seminar course is the most common sole experience. The School of Human Ecology is the only school/college where workplace-based experience is the most common sole experience.

**Table 6**  
**Bachelor's Degree Recipients in 2010-11 with Only One Wisconsin Experience Activity**

	Percent of Graduates by School/College									
	ALS	BUS	EDU	EGR	HEC	L&S	MPH	NUR	PHM	Total
Study Abroad	0	13	5	8	15	13	---	---	---	12
Residential Learning Community	0	9	10	3	0	5	---	---	---	5
First-Year Interest Group (FIG)	0	1	5	0	0	1	---	---	---	1
Service Learning Course	0	2	0	0	4	7	---	---	---	5
Independent Study	0	8	<b>67</b>	<b>36</b>	4	23	---	---	---	<b>22</b>
Research Experience	0	<b>31</b>	0	3	0	3	---	---	---	6
Work-place Experience	2	3	0	21	<b>65</b>	2	---	---	---	6
Honors Course	0	7	0	12	4	19	---	---	---	15
Seminar Course	0	6	10	5	8	<b>24</b>	---	---	---	18
Capstone Experience	<b>98</b>	21	5	12	0	2	---	---	---	11
<b>Total with One Experience</b>	<b>66</b>	<b>143</b>	<b>21</b>	<b>146</b>	<b>26</b>	<b>865</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,267</b>

## Wisconsin Experience Activities for Targeted Minority, First Generation, and Transfer Students

This is the sixth year we have looked specifically at the Wisconsin Experience activity participation rates for targeted minority graduates and graduates who started at UW-Madison as transfer students. It is the first year that we have sufficient data to be able to determine the degree of participation in these activities for first-generation students. Ideally, targeted minority and first-generation graduates would participate in these activities in at least the same proportion as other graduates. A report based on the

2006 National Survey of Student Engagement (NSSE) results shows that participation in these types of activities is particularly beneficial in terms of retention and degree completion<sup>3</sup>.

Table 7 shows the participation rate in Wisconsin Experience activities by school/college for targeted minority graduates compared to non-targeted graduates. Eighty-eight percent (88%) of non-targeted bachelor's degree recipients participated in at least one of the academic enhancement experiences measured in this report. A higher proportion of targeted minority degree recipients (92%) participated in at least one of these experiences. A higher proportion of targeted minority graduates also participated in two or more of these Wisconsin Experience activities – 76% of targeted minority graduates participated in 2 or more activities compared to 69% of non-targeted graduates.

Appendix A, at the end of this report, details participation rates in specific Wisconsin Experience activities for targeted minority graduates to overall participation rates. This examination shows whether differences in participation rates for targeted minority graduates are driven primarily by one Wisconsin Experience activity or exist across-the-board.

For targeted minority graduates, their higher participation rates are the result of higher participation in almost all activities. The only activities in which targeted minority participate at lower than average rates are workplace-based experiences and capstone experiences. Targeted minority graduates are more likely than other graduates to participate in every other Wisconsin Experience activity.

**Table 7**  
**Bachelor's Degree Recipients in 2010-11 by Targeted Minority Status**

	Number of Graduates		Percent of Graduates with at Least One Wisconsin Experience Activity	
	Non-Targeted	Targeted*	Non-Targeted	Targeted*
ALS	590	39	100	100
BUS	563	21	81	81
EDU	328	30	97	97
EGR	643	30	86	87
HEC	274	37	96	100
L&S	3,437	336	86	90
MPH	46	5	100	100
NUR	160	16	100	100
PHM	12	0	100	---
<b>Total</b>	<b>6,053</b>	<b>514</b>	<b>88</b>	<b>92</b>

\*Targeted minorities include African American, Hispanic/Latino, American Indian, and Southeast Asian domestic students (citizens, permanent residents, and refugees). Non-targeted students include all other groups – White, International, non-targeted Asian students, Native Hawaiian/Other Pacific Islander students as well as those who chose not to report a race/ethnicity at the time of application.

<sup>3</sup> Indiana University, Center for Postsecondary Research. 2006. *Engaged Learning: Fostering Success for All Students*. School of Education. Indiana University Bloomington.



UW-Madison first began collection of first-generation status in 2005. Because most of the graduates in 2010-11 entered UW-Madison after the question about first generation status was asked we are now able to tabulate the participation in Wisconsin Experience activities for first generation students.

Table 8 shows participation rates in Wisconsin Experience activities for graduates who are first generation students compared to other graduates. Overall, 89% of non first generation graduates participated in at least one academic enhancement experience. Overall, graduates who were first generation students participated at slightly lower rates – 86%.

**Table 8**  
**Bachelor’s Degree Recipients in 2010-11 by First Generation Status**

	Number of Graduates		Percent of Graduates with at Least One Wisconsin Experience Activity	
	Non First Generation Student	First Generation Student*	Non First Generation Student	First Generation Student
ALS	470	159	100	100
BUS	484	100	83	73
EDU	269	89	97	97
EGR	510	163	88	80
HEC	224	87	96	97
L&S	2,991	782	87	81
MPH	26	25	100	100
NUR	119	57	100	100
PHM	11	1	100	100
<b>Total</b>	<b>5,104</b>	<b>1,463</b>	<b>89</b>	<b>86</b>

\*The term first generation means that neither of the students parents have earned a four-year college degree.

Appendix A details participation rates in specific Wisconsin Experience activities for first-generation graduates compared to overall participation rates. This examination shows whether differences in participation rates for first generation graduates are driven primarily by one Wisconsin Experience activity or exist across-the-board.

For graduates who were first generation students, their slightly lower participation rates are not the result of lower participation in most activities. In fact, first generation students have higher than average participation rates in first year interest groups (FIGs), service learning, workplace-based experience, and capstone experiences. Their overall lower participation rates appears to be driven mainly by lower participation rates in study abroad and independent study.

Graduates who started as transfer students have generally been at UW-Madison for less time than graduates who started as freshmen. Because some of Wisconsin Experience activities are offered primarily to freshmen, we do not necessarily expect graduates who start as transfer students to participate at the same rate. Several recent initiatives have focused on improving and streamlining the transfer experience. Measuring participation rates for transfer students is one benchmark against which to measure the effects of these initiatives.

Table 9 shows participation rates in Wisconsin Experience activities for graduates who started as new freshmen at UW-Madison compared to those who started as transfer students. Overall, 91% of freshman-starts participated in at least one academic enhancement experience. Overall, graduates who started at UW-Madison as transfer students participated at lower rates – 80%. Some of these transfer-start graduates may have participated in similar experiences at their previous institutions, and these would not be captured in their UW-Madison records.

**Table 9**  
**Bachelor’s Degree Recipients in 2010-11 by Type of Entrance to UW-Madison (Freshman or Transfer)**

	Number of Graduates		Percent of Graduates with at Least One Wisconsin Experience Activity	
	Freshman-Start	Transfer-Start	Freshman-Start	Transfer-Start
ALS	499	130	100	100
BUS	472	112	85	67
EDU	255	103	98	93
EGR	542	131	88	82
HEC	239	72	96	96
L&S	2958	815	90	73
MPH	29	22	100	100
NUR	102	74	100	100
PHM	10	2	100	100
<b>Total</b>	<b>5,106</b>	<b>1,172</b>	<b>91</b>	<b>80</b>

Appendix A details participation rates in specific Wisconsin Experience activities for graduates who started as transfer students compared to overall participation rates. This examination shows whether differences in participation rates for transfer-start graduates are driven primarily by one Wisconsin Experience activity or exist across-the-board.

For graduates who entered UW-Madison as transfer students, their lower participation rates are the result of lower participation rates in almost every Wisconsin Experience activity (and particularly low for FIGs and Residential Learning Communities; activities typically accessed by new freshmen). The three activities where transfer-start participation is not lower is in activities more typically accessed by juniors and seniors including: seminar courses (participation rates are similar), research experiences and workplace-based experiences.

**Appendix A**  
**Comparison of Participation Rates in Types of Wisconsin Experience Activities**  
**for Bachelor's Degree Recipients in 2010-11**

	Percent of Graduates			
	All Graduates	Targeted Minority Grads	Transfer-Start Graduates	First Generation Graduates
Study Abroad (Unduplicated)	26	23	17	17
UW-Madison Program	21	21	15	15
Other Program	5	3	3	2
Residential Learning Comm.	13	19	4	11
First-Year Interest Group (FIG)	6	14	0	7
Service Learning Course	14	24	13	16
Independent Study	45	55	39	40
Research Exp. (Unduplicated)	17	22	18	14
Research "Programs"*	1	4	0	1
Research Course	13	16	14	12
Thesis Course	5	6	4	3
Work-place Exp. (Unduplicated)	21	20	28	26
Co-op	3	2	3	4
Student Teaching	3	3	4	4
Practicum	8	8	15	11
Internship	10	11	13	13
Honors Course	29	27	23	23
Seminar Course	40	48	41	39
Capstone Experience	29	26	28	32
<b>Total Degrees</b>	<b>6,567</b>	<b>514</b>	<b>1,172</b>	<b>1,463</b>

\*Research programs include the Summer Research Opportunity Program, Research Scholar Program, and McNair and Medical Scholars.

## **Definition Of Terms and Technical Notes**

Graduates with multiple occurrences of the same experience are counted once in all of these tables. For example, a graduate who did two internships would be in the “one experience” category. A graduate who did two internships and also studied abroad would be in the “2 experiences” category.

For many of the Wisconsin Experience activities, we are comparing the experiences in our student record system to student responses about similar activities during the most recent administration of the National Survey of Student Engagement (NSSE) in spring 2011. Differences between what is recorded in the student record system and what students themselves report can exist for several reasons, including:

1. The NSSE survey was sent to all seniors but the response rate was only 21% whereas this Wisconsin Experience report is a census of graduating seniors. It's possible that the NSSE respondents are not representative of all graduating seniors and/or that there are differences in NSSE response rates by school/college.
2. The NSSE questions are sometimes not specific enough to ensure comparability. For example, if a NSSE question asks if students “ever” participated in an activity a NSSE respondent might answer about an experience in high school or during the summer between years of college. This Wisconsin Experience report only captures activities that are recorded on the UW-Madison student record.
3. This Wisconsin Experience report captures activities that are recorded in the student record system – for-credit experiences and participation in university-sponsored activities. Students responding to the NSSE survey may be reporting on non-credit activities (work, volunteering, leadership in organizations) that are not part of the student record system.

### **Residential Learning Community**

**Definition:** Bachelor’s degree recipients who had a University Housing record indicating they had ever lived in one of the following residential learning communities -- Bradley Learning Community, Chadbourne Residential College, Entrepreneurship Learning Community, International Learning Community, Multicultural Learning Community, Women in Science and Engineering (WISE), Green House.

**Source:** Division of University Housing records.

### **Undergraduate Research Course (non-thesis)**

**Definition:** Bachelor’s degree recipients who ever took a course with the term “research” in the title/description where research/lab opportunities with faculty members are highlighted. We intentionally exclude research methods courses where students may be learning about research methods but not having a “substantial research experience that generates new knowledge.”

**Source:** UW.RETENTION\_COURSE\_HISTORY data view

### **Undergraduate Thesis Course**

**Definition:** Bachelor’s degree recipients who ever took a course identified by a course type of “independent” with “thesis” in the course name. These are generally, but not always, courses numbered 681, 682, 691 and 692.

**Source:** UW.RETENTION\_COURSE\_HISTORY data view

### **Undergraduate Research Experience (non course-based)**

**Definition:** Bachelor's degree recipients who have a student group record showing participation in one of the many undergraduate opportunities for research with faculty members outside of class. The groups included in this analysis were participants in the following programs: Summer Research Opportunity Program, Undergraduate Research Scholars, McNair, or Medical Scholars.

**Source:** <http://www.provost.wisc.edu/undergradresearch/>, UW.RETENTION\_STDNT\_GROUP\_HIST data view

**Comments:** In this analysis, 1% of bachelor's degree recipients can be identified as having such an experience. This is much lower than the 36% of seniors that reported on the 2011 NSSE that they had worked on a research project with a faculty member outside of class. Many of the experiences that students may have identified on the survey are the types of experiences that are not part of their official student records, such as student hourly employment in research labs.

### **Service Learning Course**

**Definition:** Bachelor's degree recipients who ever took a course (or course section) that was indicated to have some kind of service learning, volunteer, community service, or other such experience.

**Source:** ISIS CLASS\_NOTES Table, UW.RETENTION\_COURSE\_HISTORY data view.

**Comments:** This only encompasses *courses* identified as having a service learning component – there are numerous non-course-based opportunities for students to engage in service learning and/or community service. In this analysis, 14% of Bachelor's degree recipients can be identified as having taken such a class.

Until Fall 2010 (during most of the time the 2009-10 graduates were enrolled), there was no searchable field in the official course listing for service learning courses. Students are notified of a service-learning component in the class footnote section of the course listing, and it is this field that was used to develop the list of service learning courses for this analysis. There are several examples of courses that are believed to have a service learning component that are not identified as such in this manner. For this reason, we supplemented the list of courses identified in the official course listing with additional courses identified by the Morgridge Center for Public Service. The Provost's Office and Morgridge Center for Public Service have worked with the Registrar's Office to identify a better way of identifying service learning courses for students. The technical functionality for this new method was implemented in Fall 2010. There is still more work that needs to be done in order to ensure that departments are noting all service learning activity. Because service learning courses often have a significant time commitment outside of class, it is important that students understand this commitment when registering.

For the 2009-10 graduates, we identify 14% of graduates who have taken a class with a service learning component. This is much lower than the 37% of seniors who responded to the 2011 NSSE that they had taken such a course. Some of the differences in responses might be due to differing understandings of what constitutes a service learning course (i.e. a direct tie to the curricular content of the course) but another likely reason is that the course the NSSE respondent responded about was not identified as a service-learning course in the official course listing.

### **Independent Study Course**

**Definition:** Bachelor's degree recipients who ever took a course identified by the section type as independent study (except those with "thesis" in the name and those that are actually field work). These are generally courses that end in 89, 98 and 99 including 100 and 200-level courses. Some internships and co-op sections are coded as independent study rather than field work. Regardless of how coded, all internships and other field work have been included in those categories and not in independent study.

**Source:** UW.RETENTION\_COURSE\_HISTORY data view.

### **Capstone Experience**

**Definition:** Bachelor's degree recipients who graduated from a degree program requiring a capstone experience – either a single culminating course or a combination of course(s) and activities. Many of these capstone experiences are also experiences that are already counted in other areas of this report. For example, in the School of Education, student teaching IS the capstone experience. Therefore, in this analysis, degree recipients will be counted in two places – once in the field work category and once in the capstone category. In other cases, particularly in CALS, the capstone experiences do not duplicate other experiences counted in this analysis.

**Source:** UW-Madison Undergraduate Catalog. Identification of academic programs requiring a capstone experience was determined based on program descriptions in the Undergraduate Catalog.

**Comments:** In this analysis, 29% of bachelor's degree recipients can be identified as having taken such a class. This is lower than the 39% of seniors who reported on the 2011 NSSE that they had had "participated in a culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)". One reason for the difference might be that the seniors who wrote a senior thesis are counted in a different section of this analysis whereas they are grouped together for the NSSE.

### **Workplace-based Experience**

**Definition:** Bachelor's degree recipients who ever took a course with the term internship, co-op, practicum, preceptorship, or clerkship in the title/description and courses of this nature identified by a course type of "field work" in the official course listing.

**Source:** UW.RETENTION\_COURSE\_HISTORY data view.

**Comments:** In this analysis, 21% of bachelor's degree recipients can be identified as having taken such a class. This is much lower than the 59% of seniors who reported on the 2011 NSSE that they had had "done a practicum, internship, field experience, co-op experience, or clinical assignment."

### **Seminar Course**

**Definition:** Bachelor's degree recipients who ever took a course identified by the section type as a seminar, a type of academic instruction that brings instructors and students together in small groups and focuses in depth on specific issues related to a particular field of study.

**Source:** UW.RETENTION\_COURSE\_HISTORY data view.

### **Honors Course**

**Definition:** Bachelor's degree recipients who ever took a course section for honors credit. These sections are identified by either the presence of an 8 as the middle digit of the course or section number or other Honors designations.

**Source:** UW.RETENTION\_COURSE\_HISTORY data view

### **First-year Interest Group**

**Definition:** Bachelor's degree recipients who have a student-group record indicating participation in a FIG. The student groups that indicate FIG participation for these graduates include "FIG 2003 Students," "FIG 2003 Students," "FIG 2004 students," "FIG 2005 students," "FIG 2006 students" "FIG 2007 students" and "FIG 2008 Students".

**Source:** UW.RETENTION\_STDNT\_GROUP\_HIST data view

**Comments:** In this analysis, 6% of bachelor's degree recipients can be identified as having had such an experience. This is much lower than the 23% of UW-Madison seniors who reported on the 2011 NSSE that they had "participated in a learning community or some other formal program where groups of students take two or more classes together." There are several possible reasons for these differences. One may be that the FIG participation is very specific and students may be thinking of other programs where courses are linked. Another possible reason for the difference is in the use of the term "learning community" in the NSSE question. On the NSSE, learning community is defined as linked academic courses. However, at UW-Madison we often use the term learning community to refer to other experiences that do not involve linked courses, such as residence hall-based learning communities. Some students may have found this distinction confusing or may not have read the rest of the question, answering only based on their own conceptualization of a learning community (which may not have been the same as the one used by NSSE).

### **Study Abroad**

**Definition:** Bachelor's degree recipients who had a record indicating at least one semester abroad. Until the 2004-05 academic year, only students who studied abroad through UW-Madison-sponsored programs were included. Starting in 2004-05, we were able to identify students who studied abroad through programs at other institutions.

In the 2011 NSSE, students were asked if they had ever studied abroad. Twenty-six percent (26%) of seniors replied "yes." This percentage is the same as the percentage of students who can be identified as studying abroad through our own records.

**Source:** UW.RETENTION\_SEMESTER\_HISTORY data view (UW-Madison programs). ISIS table U\_SR\_TSCRPT\_TXT (non UW-Madison programs).