



2003 UW-MADISON UNDERGRADUATE SURVEY

SUMMARY OF RESULTS

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This report is designed to maintain the format of previous undergraduate survey reports, which were prepared by the UW Survey Center.

It is available on line at:

www.wiscinfo.wisc.edu/obpa

Reports from previous undergraduate surveys are available at:

www.wisc.edu/uwsc/ssportal.htm

INTRODUCTION

The University of Wisconsin Survey Center (UWSC) conducted the eighth Undergraduate Survey during the spring semester of the 2002-03 academic year. (The survey was conducted annually from 1993 to 1998, in 2000, and again in 2003.) The 2003 survey was commissioned by Provost Peter D. Spear. Virginia Sapiro, Associate Vice Chancellor for Teaching and Learning, oversaw the effort and consulted with the UWSC on questions, survey structure, and methodology. As in previous years, a random sample of UW-Madison undergraduates was selected by the Office of the Registrar. The sample was drawn at the beginning of the spring term, on January 22, 2003. Interviews were completed for a total of 1186 students, who were interviewed by telephone midway through the semester. The students were asked questions regarding their satisfaction with various aspects of their academic experience and with University services and facilities.

In addition to replicating the core satisfaction questions from the previous surveys, several topical modules were included: for example, advising, out-of-classroom learning, pedagogical issues, work, and debt.

In this report we will describe procedures used to collect the data and briefly summarize the results. This report is only an overview; it is not intended to be a definitive analysis of the data. Contact Academic Planning and Analysis for more detailed analyses on topics of particular interest or for access to the data for analysis by others.

Survey Procedures

Here we provide a brief overview of survey procedures. Appendix A provides a more detailed account.

During the spring semester the University of Wisconsin Survey Center conducted the eighth UW-Madison Undergraduate Survey. The survey was conducted by telephone between February 27 and May 10, 2003. They completed a total of 1186 interviews, averaging 26.4 minutes in length.

Students were called at the phone number given as their “local” number on the information provided by the Registrar’s Office. An extensive effort was made to locate students who were not available at the local phone number. Each student was called up to 20 times at different times of day and days of week in order to maximize the probability of contacting the student at an available phone number. This is the first undergraduate survey for which the prevalence of students’ use of cell phones had an impact. We suspect that the response rate was lowered by about 5 percent as a consequence of problems associated with cell phone use.

The total eligible sample consisted of 1655 students; 57 students were removed from the original sample of 1712 because they were either not enrolled in the fall semester or were studying abroad in a UW-Madison program. Usable responses included 1186 complete interviews plus 18 partially completed interviews. The remaining students in the sample did not complete the interview (7), refused (125), or were never reached (319). The response rate was 72.7 percent.

Response Rate = Completed Interviews as Percent of Eligible Sample

$$= \frac{1186 + 18}{1712 - 57 - 7 - 125 - 319} = .727 = 72.7 \%$$

In order to have enough sample cases to make reliable statistical estimates, targeted minority students are sampled at higher rates than others (Targeted minority students are defined as Black, Hispanic, Native American and South-East Asian domestic students in this survey). Details on sampling rates are documented in Appendix A.

Because of differential selection probabilities and small differences in response rates among strata, cases must be weighted so that the sample represents the undergraduate student population. A weight variable is provided on the data file. All of the information in this report is based on weighted data. Appendix E shows the un-weighted sample frequencies for various characteristics, as well as the un-weighted and weighted percent distributions.

Even with the over-sampling of minority students, the number of sample cases in some important sub-populations is too small for reliable estimation. For measures that are available in previous surveys, data from multiple years can be combined to improve the statistical reliability of estimates. We have not done this in the analyses in this report.

The Office of the Registrar drew the sample from student records. In addition to sample students' names and information necessary to locate them (telephone numbers, addresses, etc.), some other information was obtained from administrative records. Specifically, we extracted:

Information needed to locate the student

- *Name
- *Local address
- *Local phone number
- *Permanent address
- *Permanent phone number
- *E-mail address

Also:

- *Date of birth (age is computed from date of birth)
- Sex
- Race
- Matriculation date
- Re-entry date(s)
- *Name of high school student attended
- Class rank in high school
- SAT and ACT score components
- Cumulative GPA
- Classification in college
- Student year
- College in which the student is enrolled
- First and second major codes
- Total number of credits completed to date
- Current status: part- or full-time
- Number of credits student is taking Spring 2003
- Number of semesters the student has been enrolled at the UW-Madison
- Tuition status - in/out of state
- Citizenship
- Number of advanced standing credits completed

* Not included in data file to protect confidentiality

As in all of our surveys, procedures are carefully followed to protect the confidentiality of information obtained from and about students. Data files available for others' use do not contain identifying information.

Characteristics of Students

The table on the next two pages shows distributions of selected academic, demographic, and social characteristics of the sample students. Most of these are derived from survey questions; a few are from administrative records. In the analyses which follow, distributions of the data by year in school and ethnicity are based on administrative records unless otherwise indicated.

**DISTRIBUTION OF SELECTED CHARACTERISTICS OF UW-MADISON
UNDERGRADUATE STUDENTS – 2003
(Weighted)**

COLLEGE (Administrative record)		IN-STATE/OUT-OF-STATE	
Agriculture and Life Science	8.9	In-state	71.3
Human Ecology (FRCS)	3.0	Out-of-state	<u>28.7</u>
Business	4.5		100.0
Education	9.6		
Engineering	13.6		
Letters and Science	59.0	STATE OF HIGH SCHOOL GRADUATION	
Nursing	1.0	Wisconsin	67.4
Pharmacy	0.0	Minnesota	8.9
Medicine	<u>0.5</u>	Illinois	8.5
	100.0	Foreign	5.9
		N.Y.	1.4
		N. J.	0.2
		Michigan	1.2
		Other States	<u>6.5</u>
			100.0
YEAR IN SCHOOL (self-report)		NUMBER OF CREDITS (Administrative record)	
Freshman	18.3	None	7.3
Sophomore	22.2	1-9	4.9
Junior	22.9	10-12	12.1
Senior	31.9	13-15	43.1
Completed Bachelor's Degree	4.0	16+	<u>32.6</u>
Other	<u>0.7</u>		100.0
	100.0		
GENDER		GRADE POINT AVERAGE (Administrative record)	
Male	46.3	less than 1.50	1.0
Female	<u>53.7</u>	1.50 - 1.99	2.1
	100.0	2.00 - 2.24	2.6
		2.25 - 2.49	6.3
		2.50 - 2.74	10.1
		2.75 - 2.99	12.3
		3.00 - 3.24	19.3
		3.25 - 3.49	18.9
		3.50 - 3.74	14.2
		3.75 - 4.00	<u>13.3</u>
			100.0
RACE/ETHNICITY (self-report)			
Domestic			
Black	1.6		
Asian American	5.0		
American Indian	0.3		
Hispanic	1.9		
Mexican American/Chicano	(1.0)		
Puerto Rican	(0.2)		
Cuban	0.0		
Other South/Central American	(0.2)		
Other	(0.5)		
Non-Hispanic White	79.4		
Biracial/Multiracial	1.5		
Foreign*	5.9		
NA	2.5		
Other	<u>1.9</u>		
	100.0		

* Graduated from high school outside US.

**WEIGHTED DISTRIBUTION OF SELECTED CHARACTERISTICS
OF UW-MADISON UNDERGRADUATE STUDENTS - 2003
(CONTINUED)**

HIGHEST DEGREE EXPECTED		DEPENDENT CHILDREN	
No degree	0.1	Yes	1.9
Bachelors	20.2	No	<u>98.1</u>
Masters	50.7		100.0
Doctorate/Professional	19.8		
Law Degree	4.2		
Don't Know	<u>5.0</u>	TRANSFERRED TO UW-MADISON	
	100.0	Yes	18.8
		No	80.9
		Other	<u>0.3</u>
			100.0
LIVING ARRANGEMENTS		AGE DISTRIBUTION (AS OF 1/1/03)	
Residence Halls	29.5		
University Residence Hall	(25.6)	17	0.1
Other Residence Hall	(3.9)	18	8.9
Parental Home	2.1	19	22.1
Fraternity or Sorority	2.0	20	21.8
Apartment/Home	65.4	21	20.2
Other	<u>1.0</u>	22	13.5
	100.0	23	6.0
		24	2.3
		25	0.6
USUAL HOURS OF EMPLOYMENT DURING ACADEMIC YEAR		26-29	2.3
None	36.2	30+	<u>2.3</u>
1-9 hours	12.8		100.0
10-14	17.2		
15-19	12.2		
20-24	10.4		
25-29	4.3		
30+	6.9		
	100.0		
WORK ON VS. OFF-CAMPUS		YEAR IN SCHOOL(administrative record)	
On-Campus	47.3	Freshman	19.1
Off-Campus	46.1	Sophomore	23.7
Both On & Off-Campus	6.6	Junior	26.1
Don't Know/Refused	<u>0.0</u>	Senior	<u>31.1</u>
	100.0		100.0
ETHNICITY (Administrative Records)			
Black	2.1		
Asian-Pacific Island	5.6		
American Indian/Alaskan Native	0.4		
Hispanic	2.2		
Non-Hispanic White	85.3		
NA	<u>4.3</u>		
	100.0		

STUDENT SATISFACTION

The first section of this report summarizes responses to a series of satisfaction questions that have been asked each year in the survey. Differences between male and female students will be presented for selected measures of satisfaction. In some cases, differences in satisfaction by residency status, year in school, or minority status will be reported. Unless otherwise indicated, administrative records are used to determine year in school and minority status. Appendix C contains trend data for most of the satisfaction measures.

Global Satisfaction Measures

The survey includes three “global” measures of satisfaction with the UW-Madison experience:

- B1 *In general, how would you evaluate your overall experience thus far at the UW-Madison? Would you say you are extremely dissatisfied, somewhat dissatisfied, somewhat satisfied, or extremely satisfied?*

- P1 *If you could start your college education all over again, would you enroll at the University of Wisconsin - Madison? Would you say you definitely would, probably would, probably would not or definitely would not?*

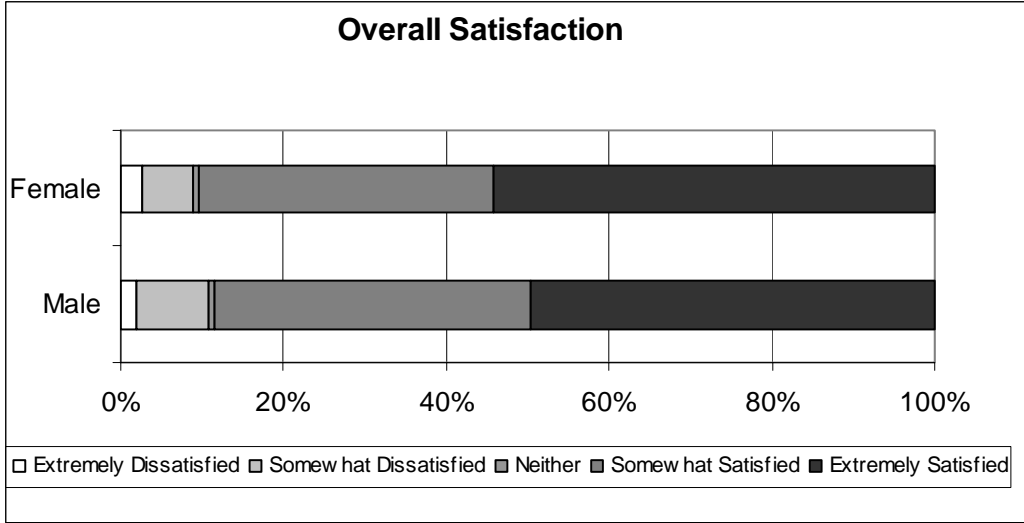
- B2 *How would you rate the UW-Madison in terms of the cost of attending, in relation to the quality of education received? Would you rate it as excellent, very good, good, fair or poor?*

Questions B1 and B2 are near the beginning of the survey, whereas question P1 is near the end.

B1 - Overall Experience to Date

About 90 percent of students report being satisfied – 52 percent extremely satisfied and 38 percent somewhat satisfied. About 10 percent are dissatisfied; two percent are extremely dissatisfied.

	Extremely Satisfied	Somewhat Satisfied	Neither	Somewhat Dissatisfied	Extremely Dissatisfied	Total
Overall Experience to Date						
Female	54.2	36.3	0.7	6.1	2.7	100.0
Male	49.7	38.9	0.5	9.0	1.9	100.0
All students	52.1	37.5	0.6	7.5	2.3	100.0

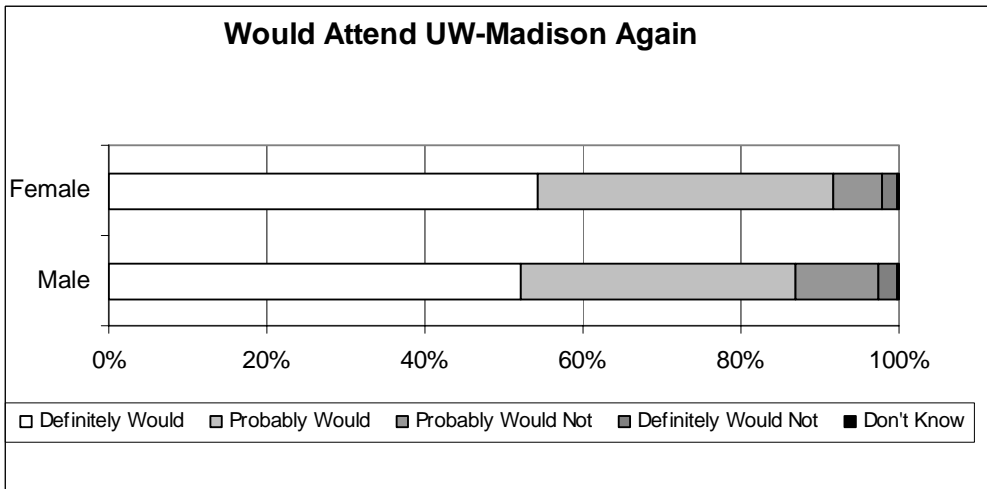


P1 - Would You Attend UW-Madison If Had to Do It Over Again?

Ninety percent of students report that they would, if they had it to do all over again, attend the UW-Madison; 53 percent definitely would and 36 percent probably would. Only 2 percent say that they definitely would not attend the UW-Madison if they had it to do all over again.

	Definitely Would	Probably Would	Don't Know	Probably Wouldn't	Definitely Wouldn't	Total
Attend UW-Madison Again						
Male	52.1	34.9	0.3	10.3	2.4	100.0
Female	54.4	37.2	0.2	6.2	1.9	100.0
All students	53.3	36.2	0.3	8.1	2.1	100.0

Ninety-two percent of female students and 87 percent of male students report they would attend the UW-Madison if they had to do it all over again.

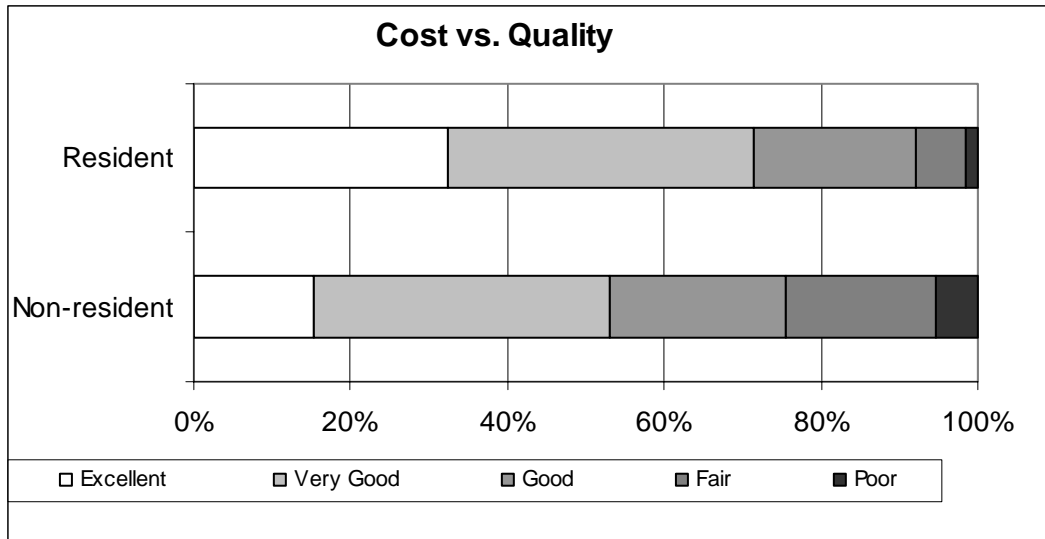


B2 - Cost Versus Quality

About two-thirds of all students regard the quality of education in relation to the cost of attending the UW-Madison as excellent (28 percent) or very good (39 percent). About 13 percent regard it as only fair or poor.

	Excellent	Very Good	Good	Fair	Poor	Total
Cost Versus Quality						
Non-resident	15.2	37.9	22.4	19.1	5.4	100.0
Resident	32.3	39.2	20.5	6.5	1.5	100.0
All students	27.4	38.8	21.1	10.1	2.6	100.0

Tuition and fees for non-resident undergraduates are substantially higher than for Wisconsin residents. In 2002-03, full-time academic year tuition and fees equaled \$18,426 for non-resident undergraduates, compared to \$4,426 for resident students. Because of this price differential, we could expect non-resident students to evaluate the cost of attendance compared to the quality of educational experience less favorably than resident students. Residents are twice as likely as non-residents (32.3% vs. 15.2%) to regard the quality of education compared to the cost as excellent.



Assessments of Academic Programs: Instruction, Instructors, Courses, and Majors

Assessment of Instruction

All respondents were asked to assess the overall quality of instruction, and those with Teaching Assistants were asked to assess the overall quality of instruction by TAs:

G1 *Next, we have some questions about course work and instructors. In answering this set of questions, please consider all of the courses you have taken since the beginning of the current academic year.*

How do you rate the overall quality of instruction? (Would you rate it as excellent, very good, good, fair, or poor?)

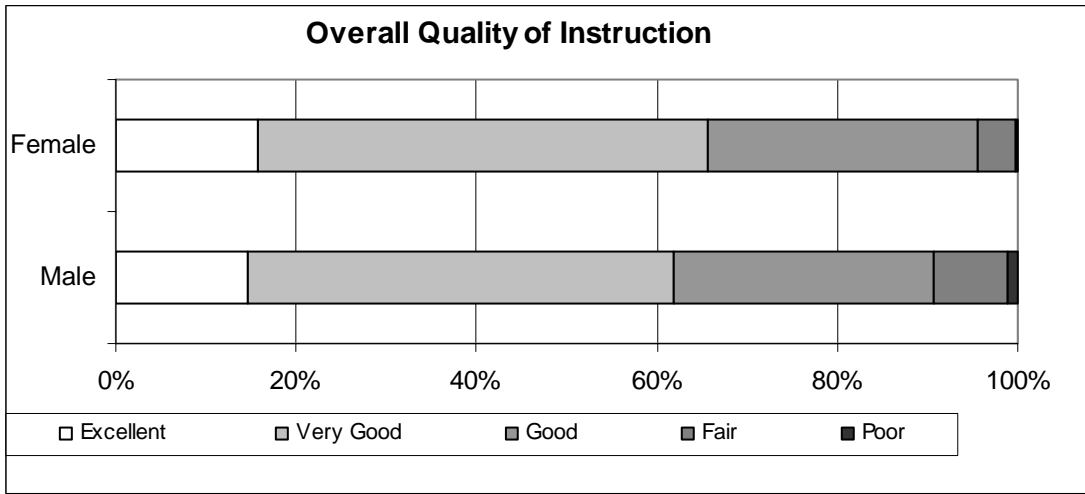
G12 *How do you rate the overall quality of instruction provided by teaching assistants? (Would you say it is excellent, very good, good, fair, or poor?)*

G13a *How do you rate the overall quality of instruction provided by teaching assistants whose native language is not English? (Would you say it is excellent, very good, good, fair, or poor?)*

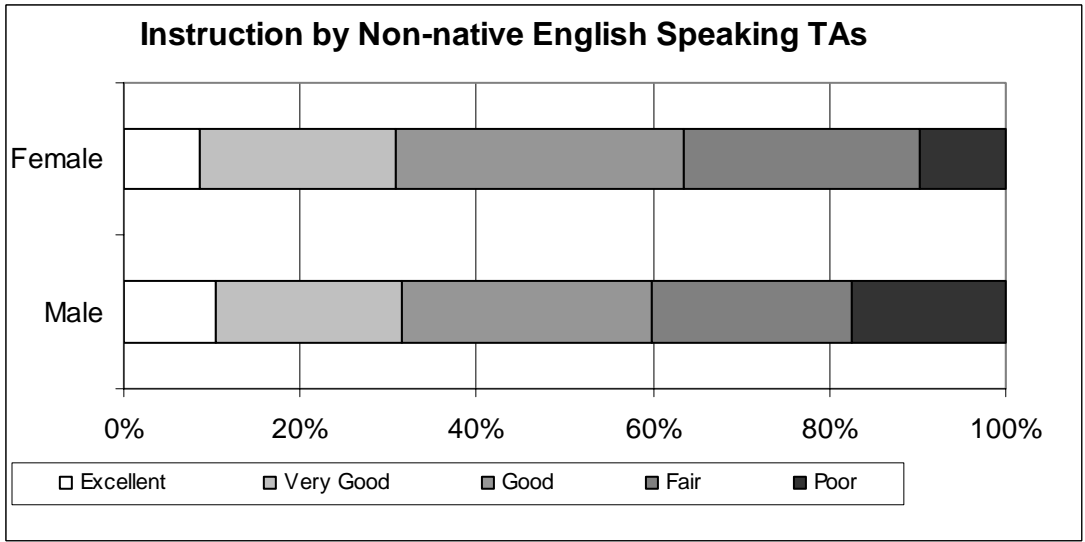
Sixty-four percent of students rate the overall quality of instruction as excellent or very good, and about seven percent rate it as fair or poor. Forty-six percent of students rate the instruction by TAs as excellent or very good; about one in six rates it as fair or poor. Less than one in three students - 31 percent – rate the instruction by non-native English speaking TAs excellent or very good and about two in five students rate it as fair or poor. About 90% of respondents reported taking one or more classes with a teaching assistant. Nearly one in three students reported taking a course this year that had a TA whose native language isn't English.

	Excellent	Very Good	Good	Fair	Poor	Total
G1- Overall Quality of Instruction						
Male	14.7	47.3	28.8	8.2	1.0	100.0
Female	15.7	49.8	29.9	4.4	0.2	100.0
All Students	15.3	48.6	29.4	6.2	0.6	100.0
G12 - Instruction by TAs						
Male	12.7	31.4	35.1	16.8	4.0	100.0
Female	10.3	37.7	37.5	12.4	2.1	100.0
All Students	11.4	34.8	36.3	14.5	3.0	100.0
G13a- Instruction by Non-native English-Speaking TAs						
Male	10.5	21.1	28.2	22.7	17.5	100.0
Female	8.7	22.3	32.6	26.7	9.7	100.0
All Students	9.6	21.6	30.3	24.7	13.8	100.0

Overall, 62 percent of male students and 66 percent of female students rate the quality of instruction as excellent or very good. Nine percent of male students compared to four percent of female students rate the overall quality of instruction as fair or poor.



Forty-eight percent of female students and 44 percent of male students rate the instruction by TAs, overall, as excellent or very good. For instruction by non-native English-speaking TAs, 31 percent of female students and 32 percent of male students rate instruction as good or excellent; 40 percent of male students and 36 percent of female students give a rating of fair or poor.



Assessments of Instructors' Feedback, Availability, and Sensitivity

Three survey items assessed instructors:

- G10 *(How do you rate) the availability of faculty to discuss course-related issues outside of class?*
- G8 *In addition to giving grades, many instructors give other feedback on students' work. How do you rate the feedback you were given by instructors on your work? Would you rate this as excellent, very good, good, fair or poor?*
- G9 *(How do you rate) faculty members' sensitivity to your needs as a student?*

The table below shows distributions of responses to these items. Fifty-eight percent of students rate instructors' availability outside of class as excellent or very good; eleven percent rate it as fair or poor. About 42 percent of students rate the sensitivity of faculty to student needs as excellent or very good and 18 percent rate it as fair or poor. The ratings of instructors' feedback are similar to the ratings of instructors' sensitivity - two-fifths rate it as excellent or very good and one in four rate it fair or poor.

	Excellent	Very Good	Good	Fair	Poor		Total
Instructors' Availability							
Male	17.2	37.4	31.0	12.6	1.8		100.0
Female	21.2	40.3	29.9	7.8	0.9		100.0
All students	19.3	38.9	30.4	10.0	1.3		100.0
Faculty Members Sensitivity To Student Needs							
Male	10.1	30.1	39.6	17.7	2.5		100.0
Female	10.1	33.7	39.8	13.8	2.6		100.0
All students	10.1	32.0	39.7	15.6	2.6		100.0
	Excellent	Very Good	Good	Fair	Poor	No Feedback	Total
Instructors' Feedback							
Male	8.3	27.9	30.6	23.4	7.9	2.0	100.0
Female	10.8	30.8	36.8	17.5	2.6	1.4	100.0
All students	9.7	29.5	33.9	20.2	5.1	1.7	100.0

Male and female students have similar ratings for the sensitivity of faculty members to their needs. However, more male students than female students give negative assessments for instructors' feedback and availability. Fourteen percent of males and 8.7 percent of females rated instructors' feedback as fair or poor; 31.3 percent of male students and 20.1 percent of females rated instructors' availability as fair or poor.

Assessments of Expectations of Instructors

In 2000 and 2003, students were asked a series of questions about instructors' expectations. Students were asked the extent to which they agreed or disagreed with a series of statements:

Pg8 *Next I have some questions about how you feel about the classes you have taken. In answering these questions, please try to think about your overall feelings about the classes you have taken this academic year...*

First, my instructors are clear in what they expect of me.

Pg9 *My instructors really don't seem to care whether or not I succeed.*

Pg11 *Too many instructors set unrealistically high expectations for their students.*

Pg12 *I would learn more if my instructors had higher expectations and set higher standards.*

Pg19 *In general, do you feel that the standards and expectations that are set by your instructors are too high, about right, or not high enough?*

The following tabulations provide brief summaries of the responses.

Pg8 *My instructors are clear in what they expect of me.*

Ninety-four percent of students strongly agree or somewhat agree that their instructors are clear in their expectations: 37 percent strongly agree and 57 percent somewhat agree. About 6 percent of students strongly disagree. Ninety three percent of men and ninety-five percent of women agree that instructors convey clear expectations. Minority students (89 percent) are less likely than majority students (95 percent) to agree that their instructors convey clear expectations.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total
Freshman	37.1	57.2	5.7	0.0	100.0
Sophomore	31.6	61.7	6.4	0.4	100.0
Junior	40.8	52.8	5.8	0.6	100.0
Senior	39.4	55.8	4.9	0.0	100.0
Male	36.7	56.5	6.5	0.2	100.0
Female	38.1	56.8	4.8	0.3	100.0
Majority	38.6	56.1	5.2	0.1	100.0
Minority	27.6	61.8	8.9	1.6	100.0
All Students	37.4	56.7	5.6	0.3	100.0

Pg9 *My instructors really don't seem to care whether or not I succeed.*

Twenty-two percent of all students somewhat agree or strongly agree that their instructors “don’t seem to care whether or not they succeed.” The majority of students disagree with the statement. More than one-third (37 percent) somewhat disagree and 40 percent strongly disagree. Women (19 percent) are less likely than men (25 percent) to agree. Twenty-five percent of minority students agree with the statement while 21 percent of majority students agree.

	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree	Total
Freshman	3.5	23.2	0.0	38.6	34.6	100.0
Sophomore	4.2	21.6	0.4	39.9	33.9	100.0
Junior	5.2	17.5	0.6	36.7	39.9	100.0
Senior	2.7	12.9	0.0	35.6	48.8	100.0
Male	4.2	20.8	0.7	38.7	35.6	100.0
Female	3.4	15.9	0.0	36.2	44.5	100.0
Majority	3.7	17.9	0.4	37.5	40.5	100.0
Minority	4.9	20.5	0.0	36.1	38.5	100.0
All Students	3.9	18.2	0.3	37.5	40.3	100.0

Pg11 *Too many instructors set unrealistically high expectations for their students.*

Thirty percent of all students agree that instructors set unrealistically high expectations: four percent “strongly agree”, 26 percent “somewhat agree.” Similarly, 31 percent of men and 30 percent of women agree that instructors set unrealistically high expectations. Thirty percent of majority students and 31 percent of minority students agree that expectations are too high. The majority of students – 69 percent – somewhat or strongly disagree that expectations are too high.

	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree	Total
Freshman	4.4	27.6	0.4	53.5	14.0	100.0
Sophomore	5.3	30.9	0.7	40.4	22.7	100.0
Junior	5.5	26.2	0.6	46.3	21.4	100.0
Senior	1.3	21.0	1.6	48.5	27.5	100.0
Male	3.3	27.3	0.7	47.3	21.5	100.0
Female	4.5	25.0	0.9	46.8	22.8	100.0
Majority	3.8	26.1	0.8	46.8	22.5	100.0
Minority	4.8	25.8	0.8	49.2	19.4	100.0
All Students	3.9	26.0	0.9	47.0	22.2	100.0

Pg12 *I would learn more if my instructors had higher expectations and set higher standards.*

A related question was asked to tap into students' perceptions of instructors' low expectations for their students. Twenty-three percent of students agreed with the statement that they would learn more if "my instructors had higher expectations and set higher standards." Junior (24 percent) and senior students (28 percent) are more likely to agree with the statement than freshmen (15 percent) and sophomores (20 percent). Men (27 percent) are more likely than women (20 percent) to agree. Three-fourths of surveyed students somewhat or strongly disagreed with the statement.

	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree	Total
Freshman	0.9	14.1	0.9	55.1	29.1	100.0
Sophomore	2.8	17.3	1.1	44.5	34.3	100.0
Junior	3.2	21.0	1.0	42.1	32.7	100.0
Senior	3.5	24.8	0.5	43.9	27.2	100.0
Male	3.3	23.3	0.9	44.3	28.2	100.0
Female	2.5	17.2	0.8	46.9	32.7	100.0
Majority	2.7	20.0	0.8	45.5	31.0	100.0
Minority	4.0	20.2	0.8	47.6	27.4	100.0
All Students	2.8	20.0	0.8	45.7	30.7	100.0

A third, more direct, question was asked concerning the appropriateness of instructors' standards.

Pg19 *In general, do you feel that the standards and expectations that are set by your instructors are too high, about right, or not high enough?*

	Too High	About Right	Too Low	Total
Freshman	11.9	87.2	0.9	100.0
Sophomore	9.9	88.3	1.8	100.0
Junior	10.4	84.1	5.5	100.0
Senior	5.1	86.5	8.4	100.0
Male	9.7	84.2	6.2	100.0
Female	8.1	88.6	3.3	100.0
Majority	8.9	86.4	4.7	100.0
Minority	8.2	87.7	4.1	100.0
All Students	8.9	86.5	4.6	100.0

Eighty-seven percent of students feel that standards are about right, while 9 percent feel that standards are too high and 5 percent feel that they are too low. Eight percent of seniors and one percent of freshmen think expectations are too low, whereas five percent of seniors and 12 percent of freshmen think expectations are too high. Eighty-four percent of men and 89 percent of women think expectations are about right. Eighty-eight percent of minority students and 86 percent of majority students see the expectations as about right.

Satisfaction with Courses

Two survey items asked for assessments of courses the student has taken this academic year:

- G2 *(How do you rate) the extent to which courses challenge you to think?*
- G6c *How satisfied are you with the size of the classes you have had this year? Do you feel very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the size of your classes?*

Seventy-three percent of students rate the extent to which their courses challenge them to think as excellent or very good – 25 percent excellent and 48 percent very good. About six percent rated this as fair or poor.

	Excellent	Very Good	Good	Fair	Poor	Total
Challenge You to Think	24.6	48.4	20.8	5.5	0.7	100.0

Overall, about half of the students are very satisfied with the size of classes and 41 percent are somewhat satisfied; nine percent are somewhat dissatisfied or very dissatisfied.

	Very Satisfied	Somewhat Satisfied	Neither Satisfied/ Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied	Total
Size of Classes	49.7	41.2	0.3	7.6	1.2	100.0

Satisfaction with Major

Two questions asked students to assess their majors. (Only students with majors or expected majors were asked these questions.)

- H6 *In thinking about your major, please rate the quality of each of the following aspects. How do you rate the content of the curriculum and courses in your major? Would you rate it as excellent, very good, good, fair or poor?*
- H3 *(How do you rate) the quality of teaching by faculty in your major?*

Over two-thirds of students with majors or intended majors rate the quality of curriculum in the major as excellent or very good, and 70 percent rate teaching in major as excellent or very good. About 5 percent rate the curriculum in the major as fair or poor, and about 5 percent rate the teaching in the major as fair or poor.

	Excellent	Very Good	Good	Fair	Poor	Total
H6 Curriculum in Major	22.3	46.6	25.6	4.7	0.7	100.0
H3 Teaching in Major	24.6	45.1	25.8	3.6	0.9	100.0

Assessment of Honors and Other Opportunities for Students

Because of the diversity of programs for honors students in the different colleges, we decided that we could not simply identify students in honors programs and ask them to assess their program. Instead we asked all students about honor programs and courses. This year, for the first time, we also asked about the opportunities for engaging in research, service learning and access to cultural events.

E16 (How do you rate) the honors programs and courses?

E16p How do you rate the availability of opportunities for engaging in research, either on your own or on faculty research projects? Would you say they are excellent, very good, good, fair, or poor?

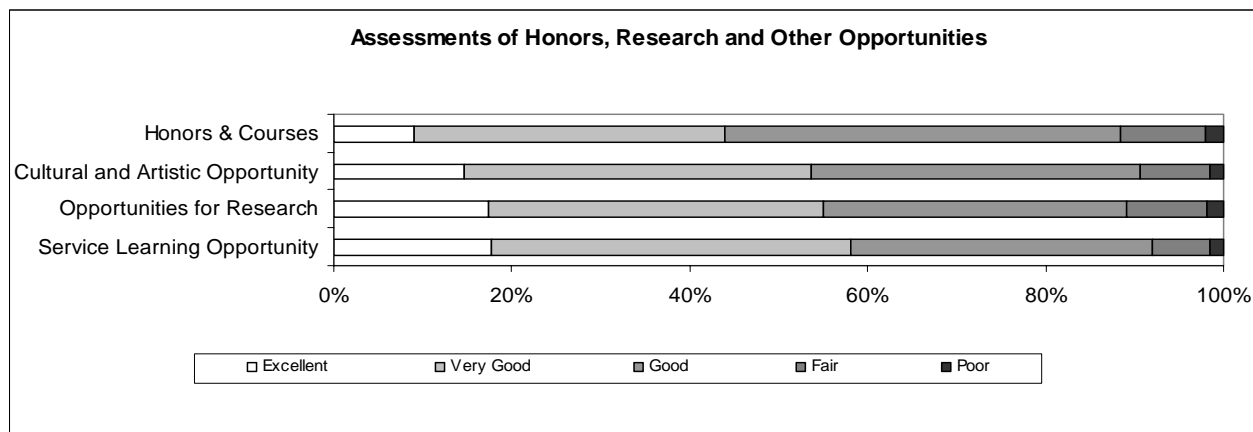
E16m ...access to cultural and artistic opportunities and events?

E16n ...opportunities for service learning, internships, and community involvement?

Only one-fourth of students rated their satisfaction with honors programs and courses; three-fourths said that they did not know or had no contact with such program. Of those who rated them, forty-four percent rated the honors programs and courses as excellent or very good while 12 percent rated them as fair or poor.

About two-thirds of students rated availability of opportunities in research: 54 percent rated them as excellent or very good while nine percent rated them as fair or poor. Fifty-five percent rated the opportunities for service learning, internships, and community involvement as excellent or very good while 11 percent rated them as fair or poor. Fifty-eight percent rated the access to cultural and artistic opportunities and events as excellent or very good while eight percent rated them as fair or poor.

	<u>% Who Responded</u>	<u>Of Those Who Responded: % Who Rated</u>					<u>Total</u>
		<u>Excellent</u>	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	
E16 Honors/Programs and Courses	24%	9.0	35.0	44.4	9.6	2.0	100.0
E16p Availability of Opportunities for Engaging in Research	64%	14.6	39.0	37.0	7.8	1.6	100.0
E16m Access to Cultural and Artistic Opportunities	85%	17.4	37.6	34.2	8.9	1.9	100.0
E16n Opportunities for Service Learning/Internships/Community Involvement	79%	17.7	40.3	33.9	6.6	1.5	100.0

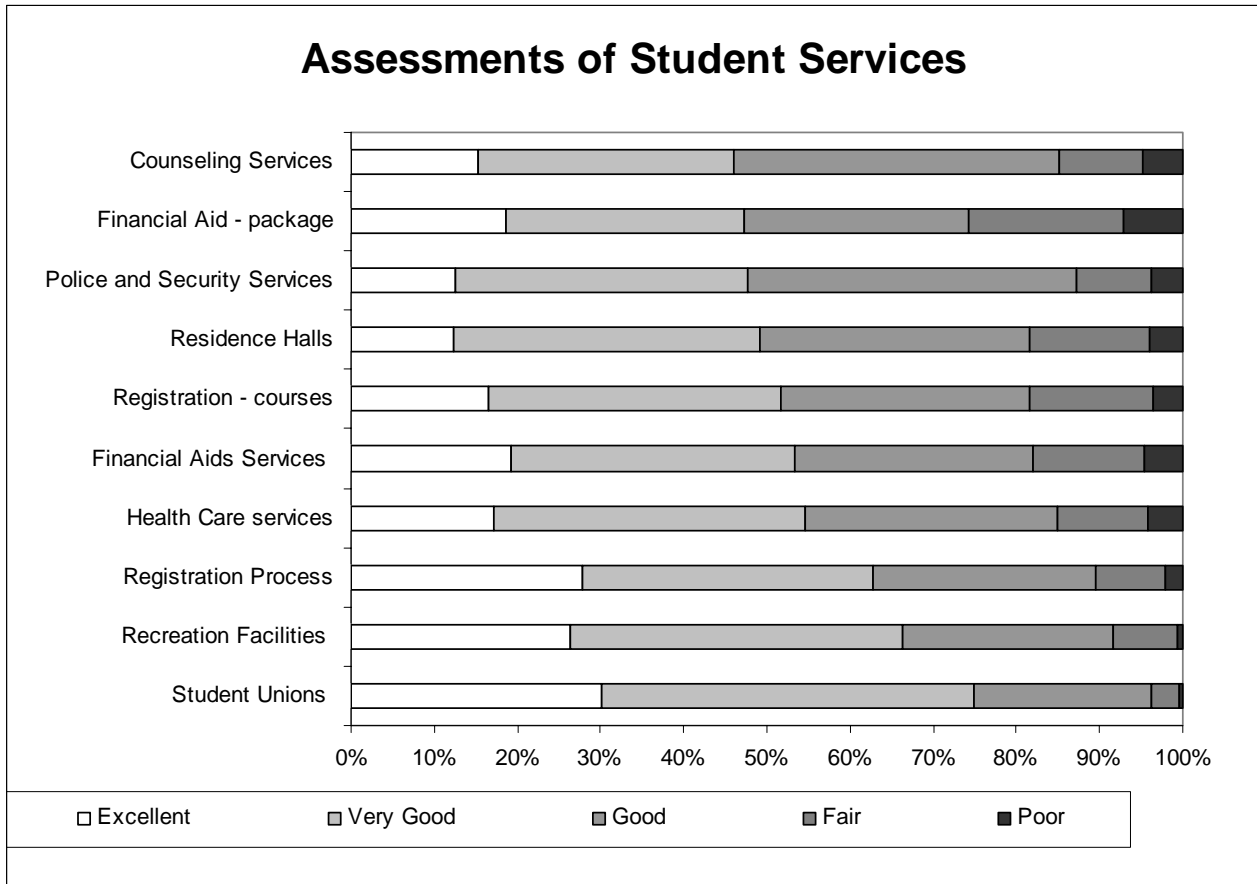


Assessments of Student Services

Students were asked to assess a number of student services. The figure below shows the distributions of assessments of several student services. The services are shown in order from least favorably to most favorably assessed.

Only students who have had experience with the service are asked to assess it. Nearly all students provided assessments of registration, student unions, and recreational facilities. However, less than one-third of all sample students assessed financial aid and less than one-fourth of all sample students assessed counseling services; about 60-70 percent assessed police and security services, health care services and residence halls. (The percentage of students providing assessments of each of the student services, academic services, and University facilities is shown at the end of Appendix C.)

Fewer than half of students who evaluated the services rated counseling services, financial aid packages, police and security services, and residence halls as excellent or very good. However, in examining the assessments, it is important to note that the middle category is “good”. For the most negatively assessed service – financial aid packages – about one-fourth of students rated it fair or poor. Student unions were rated highly by the students – about three-fourths of the respondents rated them excellent or very good.



Assessments of Student Government - Associated Students of Madison (ASM)

In this year's survey, students were asked to rate the quality of student government.

E60 (How do you rate) the quality of the student government-Associated Students of Madison (ASM)?

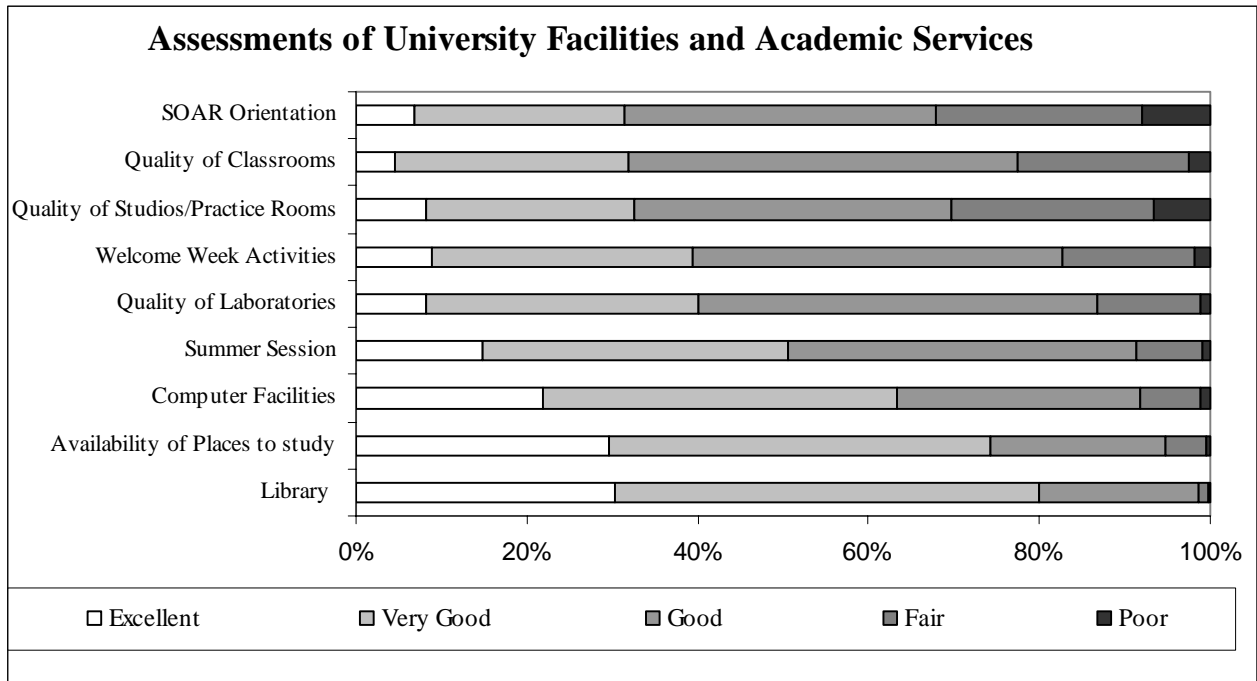
Overall, 45 percent of students reported that they could not evaluate student government because they had no contact or familiarity with it; 55 percent were able to provide an assessment. About half of freshmen and sophomores, and about 40 percent of juniors and seniors were unable to provide a rating. About 22 percent of students rated the ASM as excellent or very good, 40 percent rated it as good, and 38 percent rated it as fair or poor.

	Excellent	Very Good	Good	Fair	Poor	Total
E60 Student-Government – Associated Students of Madison (ASM)	4.0	18.1	39.7	24.5	13.7	100.0

Assessments of University Facilities and Academic Services

The figure below shows distributions of assessments of various University facilities and academic services. They are ordered from the least positively assessed to the most positively assessed. Only students who have had experience with the service are asked to assess it.

There is wide variation in these assessments. Eighty percent of students say that the libraries are excellent or very good. About one-third assessed classrooms and SOAR orientation as excellent or very good. Nearly all students rated classroom quality, availability of places to study, computing facilities, SOAR orientation, and the libraries. However, only 72 percent rated laboratory space and 21 percent rated art studio and music practice rooms. One-third of students rated summer sessions.



Assessments of Campus Climate

Two questions asked for perceptions of the “climate” for students at the UW-Madison.

- F2 *How do you rate the University in responding to the interests and concerns of students? Would you rate this as excellent, very good, good, fair, or poor?*
- F3 *How do you rate the University in creating a sense of “belonging” for students?*

One-third of students feel that the University is doing a very good or excellent job of creating a sense of belonging. Thirty percent of students feel that the University is doing a very good or excellent job of responding to the interests and concerns of students: about one student in four feels that it is doing a fair or poor job.

		Excellent	Very Good	Good	Fair	Poor	Total
Create Sense of Belonging	Male	7.0	27.6	38.3	23.0	4.1	100.0
	Female	5.8	26.8	42.5	19.4	5.5	100.0
	All students	6.4	27.2	40.6	21.1	4.8	100.0
Responding to Student Interests and Concerns	Male	2.9	26.4	47.4	20.2	3.1	100.0
	Female	4.2	27.3	44.6	21.3	2.7	100.0
	All students	3.6	26.9	45.9	20.8	2.9	100.0

Thirty-three percent of female students and 35 percent of male students give the University an excellent or very good rating for creating a sense of belonging. About a third – 32 percent - of female students and 29 percent of male students rated the University as excellent or very good in terms of responding to student interests and concerns.

Addressing Sexism, Racism, Discrimination, and Harassment

Students were asked their opinion of how the University is doing in dealing with issues of racism, sexism, harassment, and discrimination.

- F9a *How serious a problem do you think sexism is on the UW-Madison campus?*
- F10 *How would you rate the UW-Madison in dealing with issues of sexism on campus?*
- F8a *How serious a problem do you think race relations are at the UW-Madison?*
- F9 *How would you rate the UW-Madison in dealing with issues of race relations?*
- K5 *Since the fall semester began, have you personally experienced what you feel is discrimination or harassment on the UW-Madison campus?*
- K5q *How many times has this occurred during this academic year?*

Forty-one percent of the students rate sexism on the UW-Madison campus as an extremely or somewhat serious issue. Thirty-five percent of students rate the University as excellent or very good on dealing with sexism. In evaluating how well the University addresses sexism, 38 percent of male students compared to 33 percent of female students rated the

University as excellent or very good; 31 percent of minority students compared to 36 percent of majority students rated the University as excellent or very good. Eighty-three percent of male students and 81 percent of female students give a positive rating (good, very good, excellent) for dealing with sexism; 72 percent of minority students and 83 percent of majority students give a positive rating (good, very good, excellent) for dealing with sexism.

Forty-nine percent of students rate race relations on the UW-Madison campus as an extremely or somewhat serious problem. 28 percent rate the University as excellent or very good on dealing with race relations. In evaluating how well the University deals with race relations, 33 percent of male students and 24 percent of female students rated the University as excellent or very good; 18 percent of minority students compared to 29 percent of majority students rated the University as excellent or very good. Seventy-one percent of male students and 67 percent of female students give a positive rating (good, very good, excellent) for dealing with race relations; 53 percent of minority students and 70 percent of majority students give a positive rating (good, very good, excellent) for dealing with race relations.

The most frequent rating for these issues was “good” – 47 percent for dealing with sexism and 41 percent for dealing with race relations.

			Extremely Serious	Somewhat Serious	Not at All	Other Responses		Total
F9a	How Serious Sexism Is	Male	2.2	35.7	61.4	0.7		100.0
		Female	1.4	41.7	56.5	0.4		100.0
		Minority	4.6	44.3	50.0	1.1		100.0
		Majority	1.4	38.3	59.8	0.5		100.0
		All students	1.8	38.9	58.8	0.5		100.0
F8a	How Serious Race Relations Are	Male	4.8	34.6	59.1	1.5		100.0
		Female	6.0	52.0	41.2	0.8		100.0
		Minority	10.2	57.3	31.7	0.8		100.0
		Majority	4.9	42.4	51.5	1.2		100.0
		All students	5.5	43.9	49.5	1.1		100.0
F10	Dealing with Sexism	Male	Excellent 8.7	Very Good 29.1	Good 45.5	Fair 14.8	Poor 1.8	Total 100.0
		Female	6.3	26.9	47.9	16.9	2.0	100.0
		Minority	3.1	28.2	40.6	22.8	5.2	100.0
		Majority	7.9	27.8	47.7	15.1	1.5	100.0
		All students	7.4	27.9	46.8	16.0	1.9	100.0
F9	Dealing with Race Relations	Male	7.3	25.6	37.9	21.9	7.2	100.0
		Female	4.4	19.2	42.9	29.0	4.4	100.0
		Minority	4.4	13.7	35.2	33.2	13.5	100.0
		Majority	5.9	23.1	41.3	24.9	4.8	100.0
		All students	5.8	22.1	40.7	25.8	5.7	100.0

Seven percent of students reported experiencing discrimination or harassment since the fall semester. Among them, 16 percent of minority students reported experiencing discrimination or harassment compared to 6 percent of the majority students. Of those who had these experiences, two-thirds experienced harassment or discrimination two or more times.

		Yes	No	Total
K5 Experienced Discrimination or Harassment since Fall semester	Minority	16.1	83.9	100.0
	Majority	5.6	94.4	100.0
	All students	6.7	93.3	100.0

		1	2	3	4 or more	Total
K5q Times of Discrimination or Harassment during the Academic Year	Minority	14.7	32.4	17.9	35.0	100.0
	Majority	38.3	27.4	21.5	12.7	100.0
	All students	33.8	28.6	20.8	16.9	100.0

Feelings of Safety

Two items assessed students' feelings of personal safety:

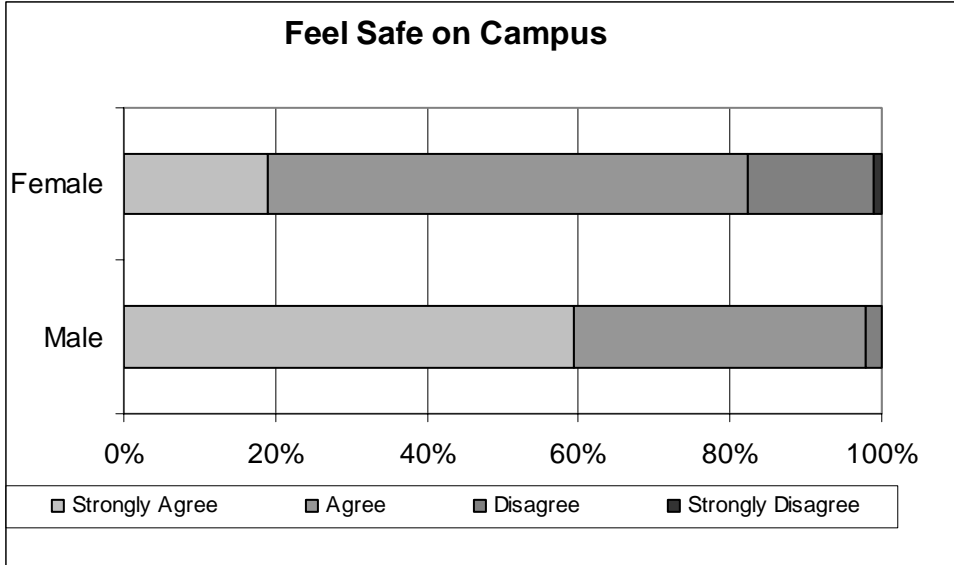
K9 *Tell me whether you agree or disagree with the following statements. When I am on campus in the evening, I feel safe. Do you strongly agree, agree, disagree, or strongly disagree?*

K9a *When I am in Madison near the UW campus in the evening, I feel safe. Do you strongly agree, agree, disagree or strongly disagree?*

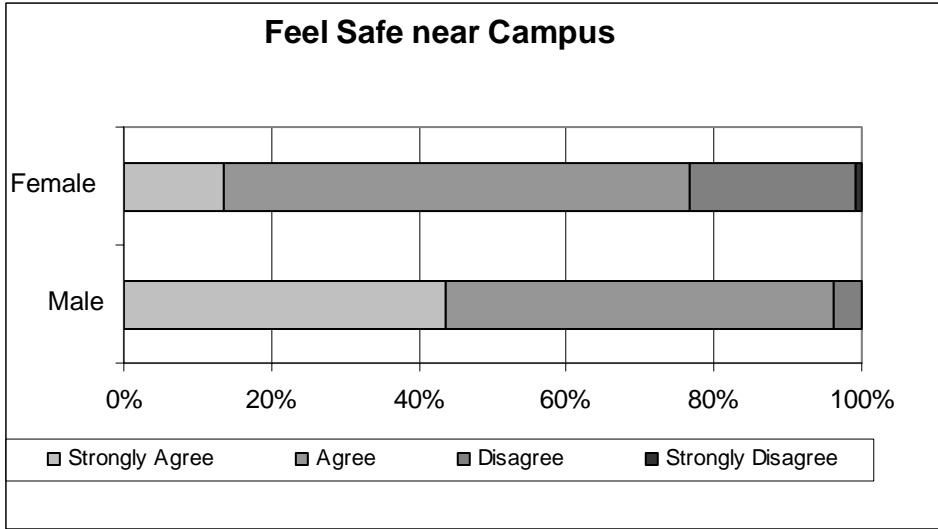
Overall, 90 percent of students report feeling safe on campus in the evening: 38 percent strongly agree and 52 percent agree. Students are somewhat less likely to report that they feel safe in areas of Madison near the campus than on the campus: 27 percent strongly agree and 58 percent agree.

		Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Total
K9 Feel Safe on Campus	Male	59.4	38.6	0.0	2.0	0.0	100.0
	Female	18.9	62.6	0.9	16.4	1.1	100.0
	All Students	37.7	51.5	0.5	9.7	0.6	100.0
K9a Feel Safe in Madison	Male	43.5	52.9	0.0	3.8	0.0	100.0
	Female	13.5	62.4	1.1	22.2	0.8	100.0
	All Students	27.4	57.9	0.6	13.7	0.4	100.0

Female students were less likely to feel safe both on campus and near campus in the evening than male students. About 19 percent of female students and 59 percent of male students strongly agreed that they felt safe on campus in the evening. And 18 percent of female students compared to 2 percent of male students disagreed or strongly disagreed that they felt safe on campus in the evening.



Fourteen percent of female students and 44 percent of male students strongly agreed that they felt safe near campus in the evening. Nearly one in four female students compared to only 4 percent of male students disagreed or strongly disagreed with that statement.



ADVISING

General Assessments of Advising

As in previous years two general advising questions were included in the core of the survey:

E22 *(HOW DO YOU RATE) the academic advising that you received?
(Would you rate this as excellent, very good, good, fair, or poor)*

E11 *(HOW DO YOU RATE) advising on career preparation and planning?
(Would you rate this as excellent, very good, good, fair, or poor?)*

Thirty-six percent of students evaluate advising as excellent or very good; an additional 33 percent rate it as good; 21 percent rate advising fair; and 11 percent feel that advising is poor.

Similarly, about one-third of students rate advising on career preparation and planning as excellent or very good; one-fourth of students rate it as fair or poor. (About one-third had no experience with career preparation and planning services and did not rate it.)

		Excellent	Very Good	Good	Fair	Poor	Total
E22	Overall	9.8	25.8	32.5	21.1	10.9	100.0
E11	Career Preparation/Planning	6.4	27.1	42.2	18.1	6.2	100.0

Student Contact with Advisors

Students were asked how frequently they had contact with their advisor by telephone, e-mail, or by face-to face. Those reporting more than one contact were asked whether they spoke with the same advisor each time, or with more than one advisor.

One out of four students contacted an advisor by phone. Email contact seems to be preferred to phone contact: nearly two-thirds of students were in contact with their advisors at least once by email. The majority of students (67 percent) met with advisors one to three times during the academic year. Of those who never met with an advisor during the year (about 19 percent of surveyed students), eight percent tried to schedule an appointment but were unable to do so.

	Advisor Contact by Phone	Advisor Contact by E-mail	Meet with an Advisor
None	75.9	36.3	18.6
1	11.1	18.1	30.1
2-3	10.5	24.3	37.1
4 or more	2.4	21.3	14.2
	100.0	100.0	100.0

The majority of students who met with an advisor more than once – 63 percent – met with the same advisor each time. Of those who met with an advisor, the vast majority (84 percent) reported they had no difficulty scheduling a meeting with their advisor.

	Same advisor vs. more than 1 advisor		Percent Who Had Difficulty Scheduling a Meeting with Advisor
Same advisor	62.8	Yes	15.7
More than one advisor	37.2	No	84.3
Total	100.0	Total	100.0

Mean Number of Telephone and E-Mail Contacts by Year in School

	All Students			Students with Contact of this Type	
	Telephone Contacts	Email Contacts		Telephone Contacts	Email Contacts
Freshman	0.79	1.91	Freshman	2.45	3.00
Sophomore	0.57	2.27	Sophomore	2.19	3.82
Junior	0.39	2.37	Junior	1.93	3.50
Senior	0.52	2.59	Senior	2.50	4.06
Total	0.55	2.33	Total	2.28	3.65

Total Advisor Contacts

In the table below, we add face-to face, telephone and e-mail contacts together to get the total number of advisor contacts. Eleven percent of all students have had no contact with an advisor this academic year and 14 percent have had only one contact. More than one-third (37 percent) of students have five or more contacts.

Distribution of Total Advisor Contacts (Face-to-Face, E-mail, and Telephone) by Year in School

	Freshman	Sophomore	Junior	Senior	Total
None	7.5	12.7	11.8	12.5	11.4
1	18.3	15.0	13.1	10.9	13.9
2	13.5	12.7	13.4	16.9	14.3
3 to 4	25.3	24.2	23.2	20.9	23.1
5 or more	<u>35.4</u>	<u>35.4</u>	<u>38.5</u>	<u>38.8</u>	<u>37.3</u>
Total	100.0	100.0	100.0	100.0	100.0

Quality of the Advising Process

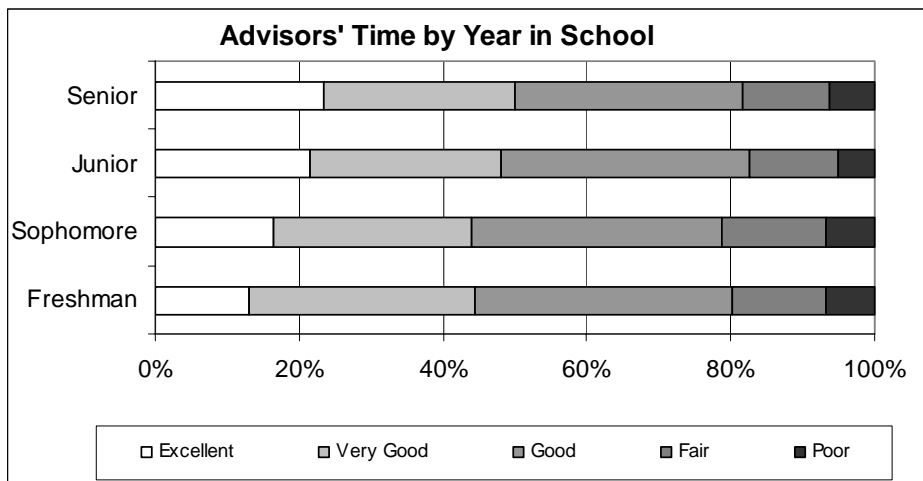
Students were asked to assess several aspects of advising.

- J5f *The following questions are about the quality of advising you have received this academic year. How would you rate the quality of advising about course selection that you have received this academic year? Would you rate it as excellent, very good, good, fair, or poor?*
- J5a *(HOW DO YOU RATE) the advising regarding requirements of your major or majors you are considering?*
- J5b *(HOW DO YOU RATE) the academic advising about degree requirements other than your major that you have received this academic year?*
- J5c *(HOW DO YOU RATE) the quality of academic advising about career opportunities that you have received this academic year?*
- J6 *(HOW DO YOU RATE) the amount of time the advisor was able to spend with you?*
- J8 *How would you rate the advisor's knowledge of rules, requirements, and academic programs?*
- J9 *(HOW DO YOU RATE) the advisors' attitude toward you?*

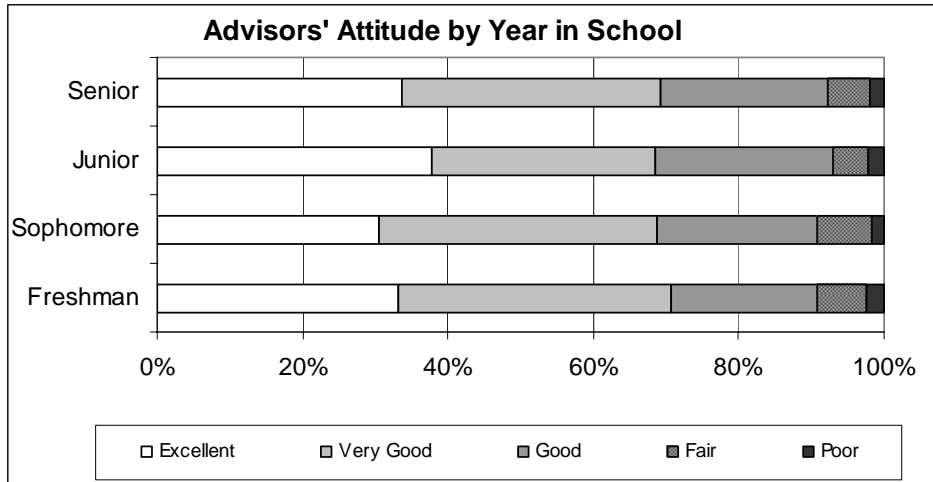
Fifty percent of students rated the quality of advising on course selection as excellent or very good and 29 percent of students rated the quality as good. Fifty-nine percent of students rated the quality of advising on major requirements as excellent or very good and 56 percent rated the advisors' knowledge as excellent or very good. Forty-seven percent of students rate the amount of time that the advisors were able to spend with them as excellent or very good. Eleven percent and 16 percent of sampled students said that they had no contact with the advisors regarding the degree requirements outside the major and the career opportunities, respectively. Less than one-third of students rated the quality of advising about career opportunities as excellent or very good.

Quality of advising about:	No Contact	Of Those Who Responded: % Who Rated					Total
		Excellent	Very Good	Good	Fair	Poor	
J5f Course selection	4%	19.5	30.5	29.0	15.8	5.2	100.0
J5a Major requirements	4%	24.2	35.1	27.1	9.8	3.8	100.0
J5b Degree requirements other than major	11%	15.4	25.8	37.1	15.2	6.4	100.0
J5c Career opportunities	16%	8.9	20.1	34.7	24.9	11.4	100.0
J6 Amount of time advisor spent with you	2%	19.2	27.8	33.8	13.0	6.2	100.0
J8 Advisors' knowledge	1%	24.7	31.1	26.4	13.3	4.6	100.0
J9 Advisors' attitude to you	1%	33.8	35.4	22.7	6.2	1.9	100.0

Half of seniors, 48 percent of juniors, and 44 percent of sophomores and freshmen rate advisors' time allocated to them as excellent or very good, as shown in the graph below.



Sixty-nine percent of male students and 68 percent of female students rate advisors' attitude towards them as excellent or very good. Seventy-one percent of freshmen and sixty-nine percent of sophomore, junior and senior students rate advisors' attitude toward them as excellent or very good.



Meeting with an Advisor and Getting the Needed Help

The next sets of questions asked students whether they met difficulties in getting advice.

- J14 *During the current academic year when you needed advising on your academic program, was there ever a time when you were not sure where to go?*
- J16 *Were you ultimately able to get the advice you needed?*
- J20 *In the current academic year have you sought help or advice from University staff regarding career options or career preparation?*
- J21 *Were you able to get the help or advice you needed?*
- J40 *In the current academic year have you attempted to get help or advice from University staff regarding health problems?*
- J41 *Were you able to get the help or advice you needed?*
- J30 *In the current academic year have you attempted to get help or advice from University staff regarding personal problems you were having?*
- J31 *Were you able to get the help or advice you needed?*

About 15 percent of students reported they had a time when they were not sure where to go for academic advising. Of these, 72 percent of students ultimately got the help they needed. In total, about four percent of students indicated they were uncertain where to go for academic advice and did not get the help they needed.

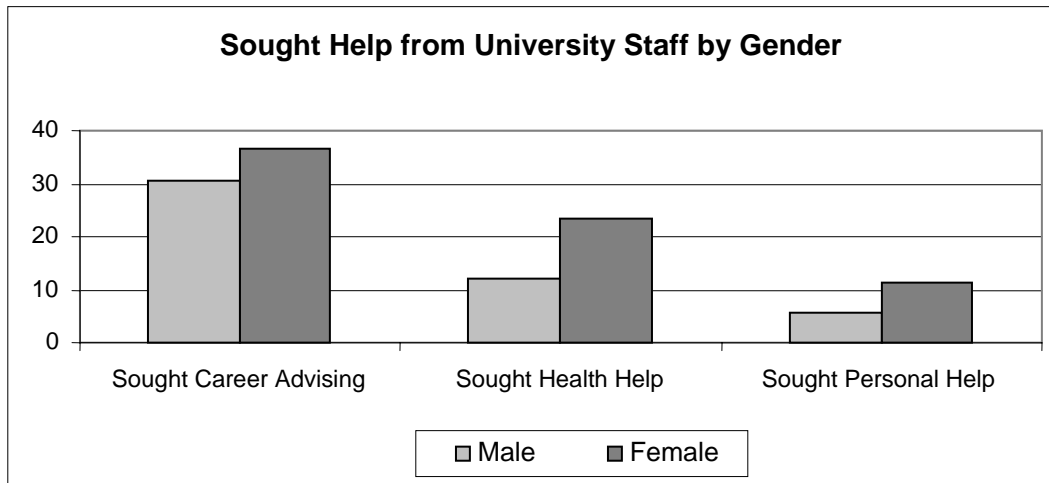
Percent of Students Unsure Where to Go for Academic Advice

	Not a Problem	Ultimately Got Advice	Not Successful
Male	84.6	11.3	4.1
Female	84.9	10.2	4.9
Total	85.0	10.7	4.3

Students were also asked whether they had sought help from University staff for health or personal problems or for career advice, and if so, whether they got the help they needed. Few students reported that they sought help for health or personal problems. Eighteen percent of students sought help for health problems; nine percent of students sought help for personal problems. More female students than male students sought help with personal or health problems from University staff. Of those who did seek assistance, over 90 percent stated that they were successful in getting the help they needed. Only about one percent of surveyed students tried to get help for personal or health problems and was unsuccessful. One-third of students sought help with career planning and preparation. About three percent of surveyed students sought help but were unsuccessful.

Percent who Sought Help or Advice from University Staff

Sought Help for:	Didn't Ask for Help	Tried & Not Successful	Tried & Successful	Total
Health problems				
Male students	87.9	1.0	11.1	100.0
Female students	76.5	1.4	22.1	100.0
Total	81.8	1.2	17.0	100.0
Personal problems				
Male students	94.4	0.7	4.9	100.0
Female students	88.6	1.1	10.2	100.0
Total	91.3	0.9	7.7	100.0
Career preparation				
Male students	69.5	3.8	26.7	100.0
Female students	63.5	2.8	33.8	100.0
Total	66.3	3.2	30.5	100.0



DIFFICULTY GETTING INTO COURSES

As in previous years, students were asked about difficulties encountered in getting into courses that they wanted to take. A somewhat different set of questions was asked of students at different levels.

ASKED OF JUNIORS AND SENIORS

D1x Sometimes students have difficulty getting into courses that they wish to take. Sometimes space is available in a course, but not at convenient times, and sometimes students are unable to get into a course at all because there are no spaces available. First we want to ask about your experience of not being able to get into courses at all.

Since the beginning of the current academic year, how many times, if any, have you been unable to get into upper level courses required for your major?

Freshmen and sophomores were asked the same question, but with an adaptation of wording. Instead of limiting the question to course "required for your major", the wording for freshmen and sophomores referred to "course required for your major, or courses which are prerequisites for courses required for a major".

ASKED OF ALL STUDENTS:

D2 (SINCE THE BEGINNING OF THE CURRENT ACADEMIC YEAR, HOW MANY TIMES, IF ANY, HAVE YOU) been unable to get into introductory courses that you really wanted to take?

ASKED OF FRESHMEN AND SOPHOMORES:

D3 (SINCE THE BEGINNING OF THE CURRENT ACADEMIC YEAR, HOW MANY TIMES, IF ANY, HAVE YOU) been unable to get into courses you wanted to take in order to explore interest in a possible major?

ASKED OF ALL STUDENTS:

D4 Since the beginning of the current academic year how many times, if any, have you not been able take courses that you wanted to take because there was not space available at times that were convenient to your schedule?

The table below shows the distribution of responses to each of these questions on the number of times students had difficulty getting into classes for each of the five situations. Thirty-four percent of juniors and seniors reported having had difficulty getting into classes required for majors; slightly more than half of freshmen and sophomores had difficulty getting into courses that are required for majors or are prerequisites for courses required for majors. Nearly half of freshmen and sophomores reported difficulties getting into courses that they were interested in to explore interest in a possible major. About one student in three had trouble getting into other introductory courses that they wanted to take. Nearly two-thirds (62 percent) of students reported difficulty getting into courses at times that were convenient to their schedules.

	Course Required For Major (Jrs and Srs)	Prerequisite Or Required for Major (Fr and Soph)	Introductory Course Wanted to Take	To Explore Interest In Major (Fr and Soph)	Course at Convenient Time
None	66.2	46.4	64.7	53.5	37.6
1	9.9	17.8	14.9	15.1	22.0
2	11.7	15.5	11.8	14.9	19.0
3	6.3	7.7	5.1	9.3	8.6
4+	<u>5.9</u>	<u>12.6</u>	<u>3.5</u>	<u>7.3</u>	<u>12.7</u>
Total	100.0	100.0	100.0	100.0	100.0

The tables below show distributions of the number of times students were unable to get into classes for these various reasons by year in school.¹ Fifty-one percent of juniors and 23 percent of seniors reported that they had difficulty getting into one or more courses required for majors; half of freshmen and 57 percent of sophomores reported difficulty getting into courses that were required or were prerequisites for major requirements. Fifty-three percent of freshmen and 46 percent of sophomores reported having had difficulty getting into courses they wanted to take to explore interest in possible majors.

In this year, about 27 percent of seniors and 40 percent of other students reported having had difficulty getting into introductory courses that they wanted to take. Over two-thirds of freshmen, sophomores and juniors, and about half of seniors reported having difficulty getting into courses at a convenient time.

D1x - Unable to Get into Course Required for Major

	None	1	2	3	4 or More	Total
Junior	48.8	13.1	17.1	10.3	10.8	100.0
Senior	77.0	7.9	8.4	3.8	2.9	100.0

D1y - Unable to Get into Course - Prerequisite for Major Requirement

	None	1	2	3	4 or More	Total
Freshman	50.0	16.0	13.2	9.5	11.2	100.0
Sophomore	43.0	19.1	17.4	6.3	14.2	100.0

D3 - Unable to Get into Course to Explore Interest in a Major

	None	1	2	3	4 or More	Total
Freshman	46.8	16.2	16.3	11.4	9.2	100.0
Sophomore	53.7	14.8	16.2	7.7	7.7	100.0

D2 - Unable to Get into Introductory Course that Really Wanted to Take

	None	1	2	3	4 or More	Total
Freshman	55.3	18.9	14.9	6.4	4.5	100.0
Sophomore	62.2	16.0	12.7	4.5	4.6	100.0
Junior	60.3	12.9	17.0	4.9	5.0	100.0
Senior	73.4	13.5	6.4	5.0	1.8	100.0

D4 - Unable to Get into Course at a Convenient Time

	None	1	2	3	4 or More	Total
Freshman	32.3	20.3	21.6	11.1	14.8	100.0
Sophomore	29.5	27.0	17.1	8.7	17.6	100.0
Junior	28.7	23.4	21.7	11.0	15.1	100.0
Senior	50.4	18.9	17.2	5.8	7.7	100.0

¹ Students are classified by self-reported year in school. Senior students include those who reported they had completed their degree prior to spring semester.

WORK

The questions on work for pay, which had been asked previously, were continued.

L6 *How many hours, if any, in an average week while going to school this academic year have you spent working at a paid job?*

L9a *Do you work on- campus or off-campus?*

A new question was asked about students' participation in internship and other unpaid work.

Lint *How many hours, if any, in an average week this academic year have you spent in an internship, practicum, student teaching, or other unpaid work related to your academic program?*

Overall, nearly two-thirds (64 percent) of students reported working for pay. The modal number of hours spent working was 15-24 hours per week for 23 percent of all the students. The average amount of time spent working for pay was 15.9 hours per week.

Among the 64 percent who worked for pay, 47 percent worked on campus, 46 percent worked off-campus and 7 percent worked both on and off-campus.

Nineteen percent students participated in an internship, practicum, student teaching or other unpaid work related to their academic program. Nine percent of students spent 1-9 hours per week on these experiences.

Sixty-nine percent of juniors and 82 percent of seniors report that they are working, compared to 57 percent of sophomores and 36 percent of freshmen. Women are more likely than men to be working – 70 versus 57 percent. Employed freshmen work an average of 11 hours per week; for seniors the average hours worked per week is 18.

Average Number of Hours per Week	L6 – Working at a Paid Job	Lint –Internship or other unpaid work
None	36.2	80.6
1-9 hrs	12.8	9.3
10-14 hrs	17.2	3.7
15-24 hrs	22.6	2.3
25+	<u>11.2</u>	<u>4.0</u>
	100.0	100.0
	Proportion Working	Mean Hours For Those Working
Year in School		
Freshman	35.7	10.7
Sophomore	56.6	14.5
Junior	68.7	16.2
Senior	82.4	17.9
Gender		
Male	56.5	16.0
Female	70.1	15.9
Total	63.8	15.9

SPECIAL TOPICAL MODULES

In this section we will briefly summarize responses to questions in the eight special topical modules that were included in the 2003 Undergraduate Student Satisfaction Survey.

We will briefly summarize the distributions of each of these items in these modules and compare responses by year in school. In addition, where it seems appropriate, we will present comparisons of men and women and minority and majority white students. Minority status is defined as being African American, American Indian, Asian American, or Hispanic.

Out-of-Classroom Learning

A series of questions regarding out-of-classroom learning activities was included in the survey:

- O1 Students participate in a wide variety of activities on campus in addition to attending classes. We are interested in finding out about your participation in some of these non-classroom activities. In the current academic year, how many, if any, cultural activities on campus would you say that you attended or participated in? This would include things such as concerts, films, art shows or plays.*
- O2 In the current academic year, how many, if any, public lectures, discussions or coffee hours NOT required by a class have you attended?*
- O3 Have you participated in community or campus volunteer service during the current academic year? This would include things like Big Brothers and Big Sisters, Habitat for Humanity, tutoring for GUTS or other no-for-pay service activities directed toward helping others at the University or in the broader community.*
 - O3a Roughly how many hours have you spent in community or campus volunteer service during the current academic year?*
- O4 How many, if any, honor or professional organizations, such as Phi U, Mortar Board, Tau Beta Pi and the Golden Key National Honor Society, have you participated in during the current academic year?*
- O5 Have you participated in student government or other student leadership activities during the current academic year?*
- O6 Have you attended or participated in intramural sports, or Hoofers?*
- O7 In the current academic year have you participated in research with a faculty member? This would include a paid job on a research project, as well as volunteer or unpaid work involving a faculty member's research?*
 - O7a (In the current academic year) have you participated in research with a faculty member as a part of a class or independent study or honors project where you received academic credit?*
- O8 (In the current academic year) have you held a position as an intern? This would include a paid job as well as any volunteer or unpaid work either on or off campus.*
- O9 (In the current academic year) have you participated in any "out of the classroom" activities, other than those I've mentioned so far, that you feel have contributed to your learning at the University?*

First, we will briefly summarize responses to questions on cultural activities and volunteer activities by gender and year in school.

	O1. Attend Cultural Activities on Campus		O2. Attend Public Lectures, Discussions or Coffee Hours		O3. Do Community or Campus Volunteer Service	
	Percent Yes	Number of Times(mean)	Percent Yes	Number of Times (mean)	Percent Yes	Number of Hours(mean)
Freshman	79.5	5.4	55.0	2.4	34.6	21.7
Sophomore	80.0	5.2	53.8	2.9	40.0	31.6
Junior	72.9	6.2	59.0	3.4	40.0	35.6
Senior	79.4	5.6	54.5	3.3	41.4	40.0
Men	76.2	5.3	57.4	3.0	30.3	26.6
Women	79.4	5.8	54.0	3.2	47.5	37.6
Total	77.9	5.6	55.6	3.1	39.5	38.7

Seventy-eight percent of all students report having attended or participated in cultural activities on the campus during the current academic year. Of those who said that they had participated, the average number of events or activities was 5.6. Seventy-nine percent of women and 76 percent of men participated. On average, women participated 5.8 times and men participated 5.3 times.

Fifty-six percent of all students reported attending public lectures or discussions that were not required for classes. Of those participating, the average number attended was 3.1. Fifty-seven percent of male students and 54 percent of female students attended public lectures.

Forty percent of students participated in community or campus volunteer activities during the current academic year. The proportion is substantially higher for women than for men – 48 versus 30 percent.

For those who have spent some time in these activities during the current academic year, 23 percent spent less than 10 hours, and 39 percent spent 10 to 29 hours. About one-quarter of students (24 percent) who participated in community service activities spent 50 or more hours during the current academic year.

Time Spent in Community Services for Those Students Who Participated in Community Services in the Current Academic Year

Number of Hours	Percent of Students
1- 9 hrs	22.7
10-19 hrs	18.7
20-29 hrs	20.6
30-39 hrs	7.9
40-49 hrs	6.3
50-59 hrs	8.4
60+ hrs	<u>15.4</u>
	100.0

Next we will briefly summarize responses to questions on professional organizations, student leadership programs and intramural sports.

	O4. Participate in Honor or Professional Organizations	O5. Participate in Student Government	O6. Participate in Intramural Sports or Hoofers
Freshman	9.6	7.0	31.4
Sophomore	18.2	13.3	36.5
Junior	23.7	10.6	33.5
Senior	25.3	12.4	29.0
Men	19.5	11.2	40.9
Women	20.9	11.1	25.1
Total	20.2	11.1	32.4

One-fifth of students report involvement in honor or professional organizations during the present school year. The proportion is similar for men (20 percent) and women (21 percent). About one in four juniors (24 percent) and seniors (25 percent) participate in honors or professional organizations; about 10 percent of freshmen participate in these organizations.

One student in nine reported having participated in student government or other student leadership activities: 12 percent of seniors, 11 percent of juniors, 13 percent of sophomores and 7 percent of freshmen.

About one-third of students participate in intramural sports or Hoofers: 29 percent of seniors, 34 percent of juniors, 37 percent of sophomores, and 31 percent of freshmen. Men are more likely to be involved in intramural sports.

Next, we summarize responses to questions related to undergraduate research.

	O7. Did Research with a Faculty Member	O7a. Did Research for Academic Credit	O8. Did Internships (paid or unpaid)	O9. Other "Out of Classroom" Activities"
Freshman	14.5	18.4	6.1	32.9
Sophomore	15.7	15.4	16.1	32.4
Junior	21.3	21.3	19.0	35.5
Senior	24.4	31.6	34.3	36.1
Men	19.3	21.6	20.7	31.4
Women	20.1	23.5	20.6	37.1
Total	19.7	22.6	20.6	34.4

One-fifth of all students participate in research with a faculty member. Men (19 percent) and women (20 percent) participated at similar rates. Fifteen percent of freshmen, 16 percent of sophomores, 21 percent of juniors and 24 percent of seniors have done research with a faculty member in the current academic year.

Twenty-three percent of students participated in research for academic credit: 18 percent of freshmen, 15 percent of sophomores, 21 percent of juniors, and 32 percent of seniors.

Overall, 21 percent of students held internships during the current academic year: 6 percent of freshmen, 16 percent of sophomores, 19 percent of juniors, and 34 percent of seniors.

More than one third of students attend other out of classroom activities: 36 percent of juniors and seniors and about 32 percent of sophomores and freshmen. Women (37 percent) are more likely than men (31 percent) to attend these activities.

Integration into the Campus Community

Three questions regarding students' ease or difficulty in becoming integrated into the UW-Madison was included in the survey:

Dv03 (HOW EASY HAS IT BEEN FOR YOU TO) Find people on campus who share your background and experiences?

Dv05 (HOW EASY HAS IT BEEN FOR YOU TO) Find students you feel comfortable socializing with?

Dv15 (HOW EASY HAS IT BEEN FOR YOU TO) Find students in your classes to study with for exams and class projects?

As in the previous section we will show differentials by year in school, minority status, and gender.

>Dv03< *(How easy has it been for you to...)*

Find people on campus who share your background and experiences?

The vast majority of students (80 percent) report that it has been easy to find people on campus who share their background and experiences. Very few students (4 percent) report that it has been extremely difficult. Eighty-two percent of freshmen, 77 percent of sophomores, 78 percent of juniors, and 84 percent of seniors found it easy to find people who share their background and experience. However, minority students and transfer students find it less easy. Only 59 percent of minority students and 66 percent of transfer students state that it has been easy to find people on campus who share their background and experiences. More majority students (37 percent) than minority students (17 percent) report that it is extremely easy for them to find people on campus who share their background and experience.

Percent of Students Finding it Easy to Find People Who Share Background and Experiences

	Extremely Easy	Somewhat Easy	Somewhat Difficult	Extremely Difficult	Total
Freshman	37.4	44.5	15.0	3.1	100.0
Sophomore	34.2	43.1	17.4	5.0	100.0
Junior	30.6	47.6	16.3	4.9	100.0
Senior	36.9	46.6	12.9	2.4	100.0
Male	34.0	45.8	15.6	3.8	100.0
Female	35.5	45.2	14.8	3.9	100.0
Majority	36.9	45.9	13.3	3.3	100.0
Minority	16.5	42.1	33.1	8.3	100.0
Transfer Start	16.9	49.4	26.2	7.5	100.0
First Year Start	38.2	45.1	13.5	3.2	100.0
All Students	34.7	45.6	15.3	3.8	100.0

>Dv05< *(How easy has it been for you to...)*

Find students you feel comfortable socializing with?

Ninety percent of students report that it has been easy to find students that they feel comfortable socializing with. More sophomores (61 percent) find it extremely easy than other students. Two percent of students find it extremely difficult. Minority students are less likely than majority students to report that it is easy to find other students that

they are comfortable socializing with – 83 percent versus 90 percent. More majority students (58 percent) than minority students (42 percent) find it extremely easy to find students that they feel comfortable socializing with. Students who began their studies at UW- Madison are more likely than transfer students to say that it is extremely easy to find others to socialize with.

Percent of Students Who Report it is Easy to Find People to Socialize With

	Extremely Easy	Somewhat Easy	Neither	Somewhat Difficult	Extremely Difficult	Total
Freshman	56.4	32.2	0.0	9.7	1.8	100.0
Sophomore	61.0	26.2	0.0	10.6	2.1	100.0
Junior	51.9	37.0	0.3	9.1	1.6	100.0
Senior	56.6	35.6	0.0	6.7	1.1	100.0
Male	55.6	33.3	0.0	9.5	1.6	100.0
Female	57.1	32.9	0.2	8.5	1.4	100.0
Majority	58.1	32.1	0.1	8.4	1.3	100.0
Minority	41.5	41.5	0.0	13.0	4.1	100.0
Transfer Start	37.6	45.0	0.0	14.8	2.6	100.0
First Year Start	59.8	30.9	0.1	7.8	1.4	100.0
All Students	56.4	33.1	0.1	8.8	1.6	100.0

>Dv15< (How easy has it been for you to...)
Find students in your classes to study with for exams and class projects?

Overall, eighty-two percent of students report that it has been easy to find students to study and do class projects with. More seniors (41 percent) than other students found it extremely easy. Thirty percent of minority students and 36 percent of majority students report that it has been extremely easy.

Percent of Students Who Report it is Easy to Find People to Study With

	Extremely Easy	Somewhat Easy	Neither	Somewhat Difficult	Extremely Difficult	Total
Freshman	30.7	51.8	0.0	14.0	3.1	100.0
Sophomore	32.9	47.3	0.4	15.5	3.2	100.0
Junior	32.8	51.3	0.6	12.3	1.3	100.0
Senior	41.2	41.2	1.3	13.7	1.3	100.0
Male	35.0	47.5	1.6	12.6	2.0	100.0
Female	34.9	47.1	0.0	14.8	2.3	100.0
Majority	35.6	47.4	0.6	13.5	1.9	100.0
Minority	29.5	47.5	1.6	16.4	4.1	100.0
All Students	35.0	47.3	0.7	13.9	2.1	100.0

Twenty one percent of minority students and 15 percent of majority students find it difficult to find students to study and do class projects with. Men and women respond similarly to the questions: 83 percent of men and 82 percent of women find it easy to find students to study and do class projects with.

Student Debt

A new series of questions about student debt was added in 2003.

Db1 Many university students incur a large amount of debt while going to college. What about you? Do you currently owe money to banks or other financial institutions for student loans?

Db2 Do you owe any money to parents or relatives for loans to help you pay for your education?

Db3 Do you have \$200 or more credit card debt or other installment loans? Do not include balances you normally pay in full each month.

Db4 Do you have any other debts of \$200 or more?

Each of these questions was followed with:

Db1a Approximately how much do you owe?

If don't know or refused,

Db1c Then will you tell me in which of the following GROUPS the amount you owe (to banks or other financial institutions for student loans) falls? Is it less than \$1,000, \$1,000 to less than \$5,000, \$5,000 to less than \$10,000, \$10,000 to Less than \$15,000, \$15,000 to less than \$20,000, or \$20,000 or more ?

	Db1. Have Debt to Banks	Db2. Have Debt to Kin	Db3. Have Credit Card Debt More than \$200	Db4. Have Other Debt More than \$200
Freshman	28.6	13.6	3.5	1.8
Sophomore	32.3	16.4	13.6	4.6
Junior	35.7	18.2	18.0	6.2
Senior	47.4	16.3	31.6	11.1
Male	36.7	15.7	17.9	7.3
Female	37.6	16.7	18.9	5.8
Majority	35.9	16.6	17.7	6.7
Minority	48.4	13.1	25.6	4.9
Total	37.2	16.2	18.5	6.5

Overall, 37 percent of students have bank loans; 16 percent of students owe money to parents or relatives for loans to help pay for education; 19 percent of student have credit card debt over \$200; seven percent of students have other debt more than \$200. With increasing year in school, students are more likely to have more bank loans, credit card debt, and other debt.

Bank loans are the most common form of debt: 47 percent of the seniors, 36 percent of juniors, 32 percent of sophomores, and 29 percent of freshmen have debt to bank. More minority students (48 percent) have bank loans than majority students (36 percent). The percentage of male and female students who have bank loans is similar (37 percent).

Fewer freshmen (14 percent) than other students (16 percent) owe money to family members to finance their education. More majority students (17 percent) than minority students (13 percent) have family loans. The percentage of male and female students who owe money to family members is similar.

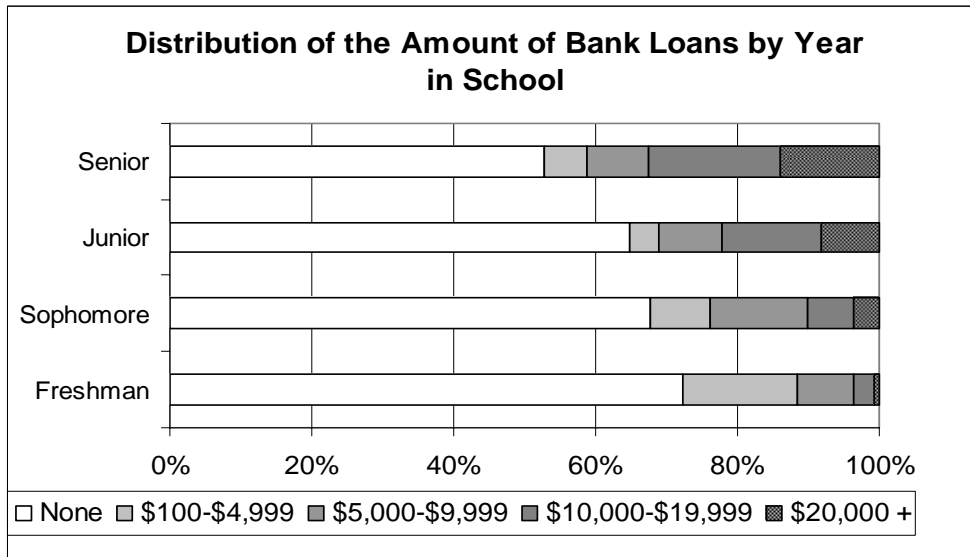
Credit card debt is the second most common source of debt next to bank loans. Thirty-two percent of seniors, 18 percent of juniors, 14 percent of sophomores, and 4 percent of freshmen have credit card debt. More minority students (26 percent) have credit card debt than majority students (18 percent). The percent of female (18 percent) and male students (19 percent) who have credit card debt is similar.

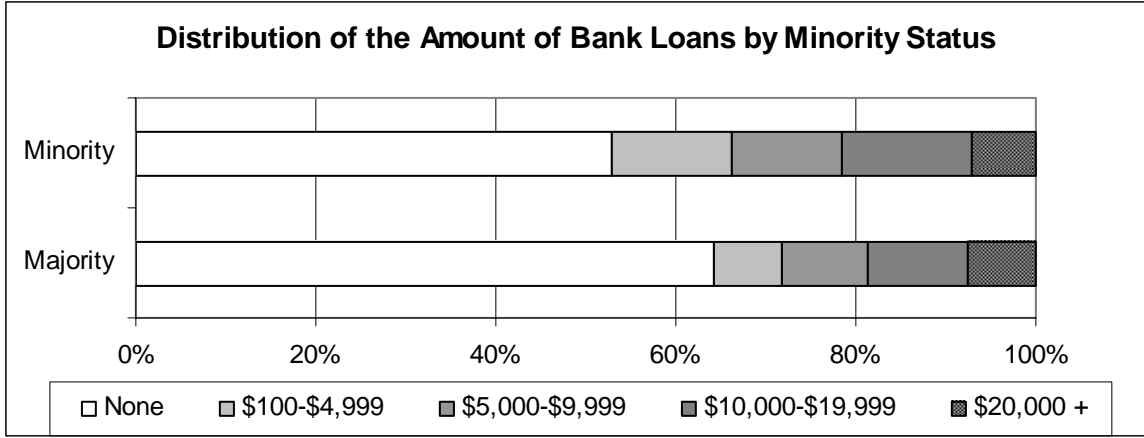
More seniors (11 percent) have other debts of more than \$200 than other levels (six percent for juniors, five percent for sophomores, and two percent for freshmen).

Seventy-two percent of freshmen, 68 percent of sophomores, 65 percent of juniors and 53 percent of seniors reported that they didn't have any bank loans. Four percent of freshmen, 10 percent of sophomores, 22 percent of juniors and 33 percent of seniors reported that they have more than \$10,000 in bank loans; 64 percent of majority students and 53 percent of minority students reported that they didn't have any bank loans while 19 percent of majority students and 22 percent of minority students have bank loans more than \$10,000.

Distribution of the Amount of Bank Loans

	None	\$100-\$4,999	\$5,000-\$9,999	\$10,000-\$19,999	\$20,000 +	Total
Freshman	72.4	16.1	7.9	2.8	0.8	100.0
Sophomore	67.6	8.6	13.6	6.5	3.7	100.0
Junior	64.9	4.1	8.9	14.1	8.1	100.0
Senior	52.8	6.1	8.6	18.7	13.9	100.0
Majority	64.3	7.5	9.4	11.2	7.5	100.0
Minority	52.9	13.4	12.2	14.4	7.2	100.0

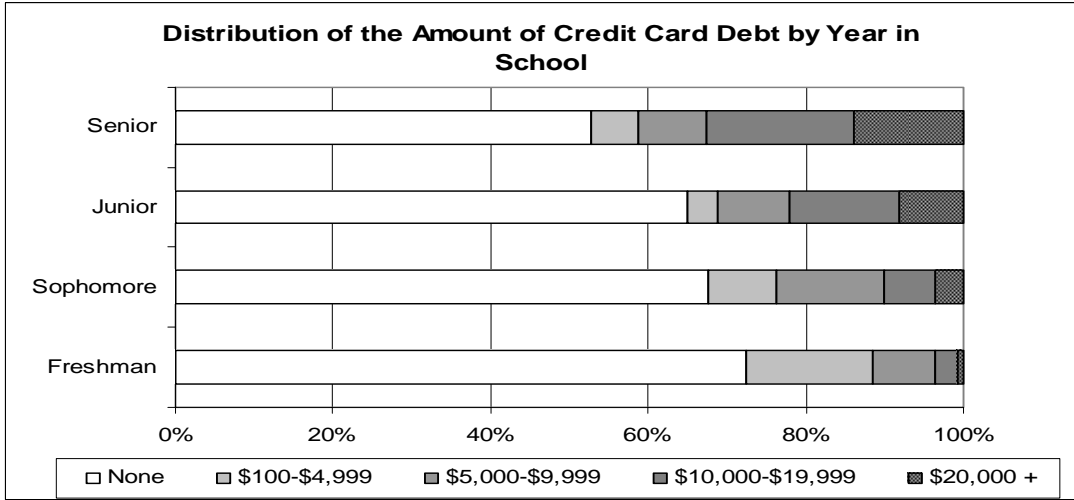




Eighty-nine percent of freshmen, 86 percent of sophomores, 83 percent of juniors and 68 percent of seniors reported that they didn't have any amount of credit card debt; 83 percent of majority students and 75 percent of minority students reported that they didn't have any credit card debt. Eight percent of senior students reported that they have credit card debt more than \$5,000.

Distribution of the Amount of Credit Card Debt

	None	\$100-\$4,999	\$5,000-\$9,999	\$10,000-\$19,999	\$20,000 +	Total
Freshman	89.0	10.6	0.0	0.4	0.0	100.0
Sophomore	86.3	13.3	0.4	0.0	0.0	100.0
Junior	82.6	13.4	1.6	2.4	0.0	100.0
Senior	68.4	24.2	5.6	1.5	0.4	100.0
Majority	82.5	14.0	2.2	1.2	0.1	100.0
Minority	74.9	21.7	2.5	0.6	0.3	100.0



Choosing an Academic Major

A new series of questions asked about whether students have declared a major and the main influences when deciding a major.

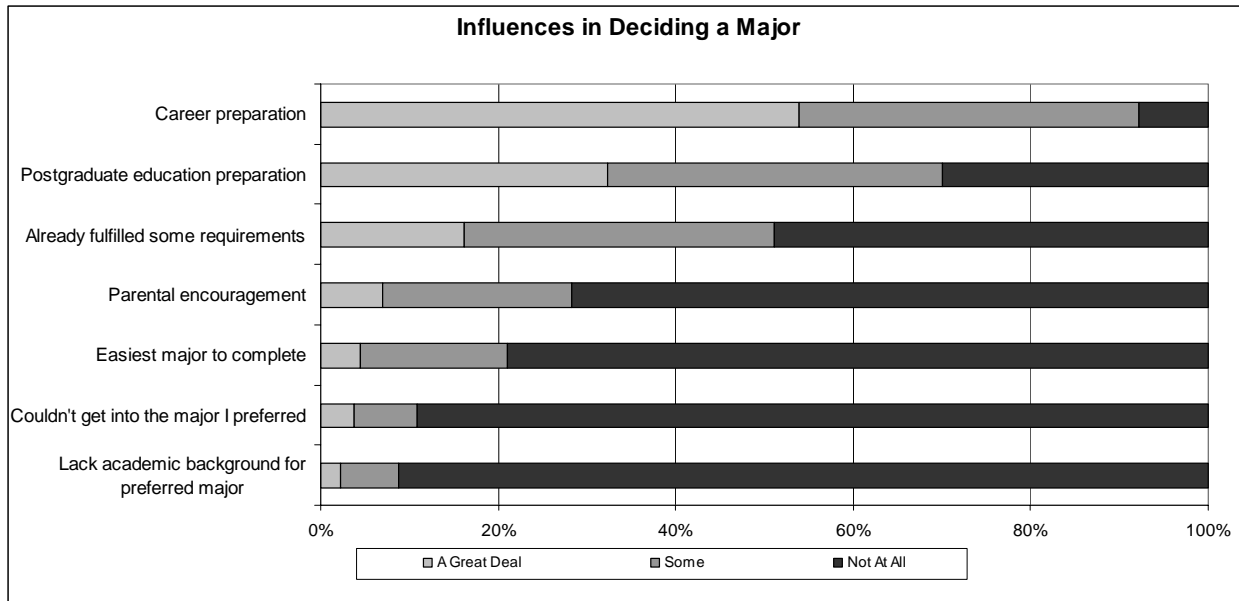
- A1u Have you declared a major?*
- A1rt1 Think back to the time when you chose your major. To what extent did each of the following influence your choice of a major?
I thought my major would prepare me for the career that I wanted to pursue. Did this influence your choice a great deal, some, or not at all?*
- A1rt2 I thought that my major would prepare me for post-graduate education that I plan.*
- A1rt3 My parents encouraged me to choose this major.*
- A1rt4 When it came time to select a major, I realized that I had already fulfilled many of the requirements of this major.*
- A1rt6 I preferred a different major, but I could not get into it.*
- A1rt5 I preferred a different major, but didn't have the academic background to succeed with it.*
- A1rt8 It seemed like the easiest major for me to complete.*
- A1g Some students complete more than one major, or complete the requirements of a certificate program in addition to a major. How about you, do you think that you will graduate with more than one major or with a certificate in addition to a major?*

Seventy-five percent of students have declared a major. The percent of men (74 percent) and women (75 percent) who have declared a major is similar. With increasing year in school, more students have declared a major. Almost all seniors (98%) declared a major. More majority students (76 percent) have declared a major than minority students (67 percent). However, minority students in the sample are also less likely to be seniors and more likely to be underclassmen (32 percent of majority students and 23 percent of minority students are seniors).

Fifty-three percent of students think that they will graduate with more than one major or with a certificate in addition to a major. With increasing year in school, fewer students consider a second major. Forty-one percent of seniors consider a second major, while about 60 percent of freshmen and sophomores do so.

	Percent of Students who Declared a Major	Percent of Students Considering More than One Major
Freshman	35.7	61.8
Sophomore	64.2	59.0
Junior	87.3	54.9
Senior	98.2	41.4
Male	74.2	50.4
Female	75.2	54.5
Majority	75.6	53.0
Minority	67.2	48.3
Total	74.7	52.6

Those who had declared a major were asked about factors that influenced their choice as shown in the following graph ranked from the highest influences to the lowest.



Career preparation and postgraduate education preparation were the strongest influences for students in choosing a major. More female students (95 percent) than male students (89 percent) agreed that career preparation greatly influenced or somewhat influenced their selection of a major. More majority students (93 percent) than minority students (87 percent) were influenced by career preparation. More female students (75 percent) than male students (64 percent) were influenced by planning for postgraduate education preparation.

Twenty-eight percent of students agree that parental encouragement influenced their decision. More female students (31 percent) than male students (25 percent) and more majority students (29 percent) than minority students (24 percent) reported they were influenced by parents.

	Career Preparation	Postgraduate Education Preparation	Parental Encouragement	Already Fulfilled Requirements	Couldn't Get into Preferred Major
Freshman	96	79	34	39	5
Sophomore	95	70	32	55	12
Junior	90	71	24	58	15
Senior	90	64	26	50	9
Male	89	64	25	48	11
Female	95	75	31	53	10
Majority	93	70	29	51	10
Minority	87	73	24	55	18
Total	92	70	28	51	11

Dropping Courses

A series of questions were asked to find out how many courses students are taking and how many courses they have dropped.

A1m How many credits are you currently taking?

Add14 Since the beginning of the current academic year did you drop any courses after classes began?

Add15 How many courses did you drop this academic year?

Eighty-eight percent of students report taking 12 or more credits (full-time). About half of the students take 13 to 15 credits and 24 percent students take 16 or more credits. The four percent of students who report not taking any credits were no longer enrolled at the time of the survey in the spring.

Credits	Percent of students
None	4.3
1-6 credits	3.5
7-11 credits	4.4
12 credits	13.9
13-14 credits	29.1
15 credits	20.4
16+ credits	<u>24.4</u>
Total	100.0

Overall, thirty-five percent of students report having dropped courses. Sophomores (41 percent) and juniors (38 percent) are more likely than other students to drop classes. Of those who dropped courses, 75 percent dropped only one course.

Forty percent of minority students and 35 percent of majority students dropped courses.

	% Who Dropped Courses	Of Those Who Dropped Courses, % of Students Dropped 1, 2 or 3 and More Courses		
		1 Course	2 Courses	3+ Courses
Freshman	32.1	83.8	10.9	5.3
Sophomore	41.1	74.9	19.5	5.6
Junior	38.3	72.9	18.6	8.5
Senior	29.9	72.5	18.9	8.6
Male	34.1	73.3	17.2	9.5
Female	36.0	76.8	17.9	5.3
Majority	34.6	75.2	17.9	6.9
Minority	39.7	75.7	15.0	9.3
Total	35.1	75.3	17.6	7.2

Housing

A series of questions was asked about students' living conditions.

- N4* *Where do you live? In a residence hall, parent's home, fraternity or sorority, apartment or house or somewhere else?*
- N4a* *What sort of dorm do you live in? Is it a residence hall operated by the University, a private residence hall, or what?*
- L6x* *Have you ever lived in a residence hall managed by the University?*
- L6v* *How do you rate University residence halls? Would you say they are excellent, very good, good, fair or poor?*
- L6t* *Have you ever lived in any of the residential learning communities – that is Chadbourne, Bradley, WISE, or one of the international residential learning communities?*
- L6s* *How would you rate your experience of living in this learning community? Would you rate it as excellent, very good, good, fair, or poor?*
- L6u* *Overall, how would you rate your current housing situation? Would you rate it as excellent, very good, good, fair, or poor?*

Thirty percent of students live in a residence hall; 65 percent live in an apartment or house; 2 percent live with their parents, 2 percent live in a fraternity or sorority, and one percent live in other housing (not shown in table below). Ninety percent of freshmen, 34 percent of sophomores, 13 percent of juniors and 2 percent of seniors live in residence halls. Conversely, 7 percent of freshman, 61 percent of sophomores, 82 percent of juniors and 91 percent of seniors live in an apartment or house off campus.

	Residence Hall	Parent's Home	Fraternity or Sorority	Apartment or House
Freshmen	90.4	1.8	0.4	6.6
Sophomore	33.9	1.8	3.5	60.8
Junior	12.7	1.3	2.9	81.8
Senior	2.4	3.5	1.3	91.1
Male	30.4	2.4	2.2	64.2
Female	28.7	1.9	1.9	66.5
Majority	29.1	1.8	2.1	66.0
Minority	32.5	4.9	1.6	61.0
Total	29.5	2.1	2.0	65.4

Of those who lived in residence hall (dorm), the majority lived in a University residence hall, rather than private residence hall. Ninety-one percent of female students and 83 percent of male students lived in a University residence hall, and 90 percent of minority students and 86 percent of majority students lived in a University residence hall.

	University Residence Hall	Private Residence Hall	Total	Sample size
Male	82.6	17.4	100.0	(167)
Female	90.7	9.3	100.0	(183)
Majority	86.4	13.6	100.0	(309)
Minority	90.2	9.8	100.0	(41)
Total	86.9	13.1	100.0	(350)

Overall, 65 percent of students reported that they had ever lived in a University residence hall. More female students (68 percent) than male students (61 percent), and more majority (66 percent) than minority students (61 percent) reported that they ever lived in a residence hall.

Half of those who ever lived in a University residence hall rated the experience as excellent (12 percent) or very good (37 percent). More majority (50 percent) than minority students (43 percent) rated the University residence halls as excellent or very good. Nineteen percent of those students who have lived in a University residence hall rate it as fair or poor.

	Excellent	Very Good	Good	Fair	Poor	Total	Sample Size
Rate University Residence Hall	12.3	36.8	32.4	14.7	3.9	100.0	(880)
Rate Residential Learning Communities	26.9	28.4	28.6	14.4	1.7	100.0	(161)
Rate Current Housing Situation	25.7	33.7	25.2	12.4	3.0	100.0	(1186)

Fourteen percent of students report that they have ever lived in learning community. Of those students, fifty-five percent of students rate their experience in a learning community as excellent or very good.

Overall, 59 percent of students rate their current housing situation as excellent or very good. Three percent rate it as poor.

Being Prepared and “Up” for Classes

Students were asked to report how often they attend classes and whether their assignments are completed on time. In addition, sample students were asked about being prepared and “up” in class.

- D5a About what percent of all of your classes have you attended this academic year?*
- D5w About what percent of all your class assignments have you gotten in on time?*
- Up2 During the current academic year, how often have you missed class, discussion section or lab, or come to class unprepared because of conflict between employment and academic work? Is that almost every day, once or twice a week, several times a month, once a month or less, or never?*
- Up3 ...because you were feeling too down or stressed?*
- Up4 ...because you had been drinking or partying the day of the class or the previous night?*
- Up5 ...because you found the course boring?*
- Up6 ...because you could not understand what was going on in the class?*
- Up7 ...because of athletic activities?*
- Up7a ...because of your other campus activities?*
- Up7b ...because you had too much school work to do?*
- Up7c ...because of physical health problems?*
- Up7d ...because of volunteer work you were doing?*

Overall, 52 percent of students attended more than 95 percent of classes; 22 percent of students attend 90-94 percent of classes; 26 percent of students missed more than 10% of their classes.

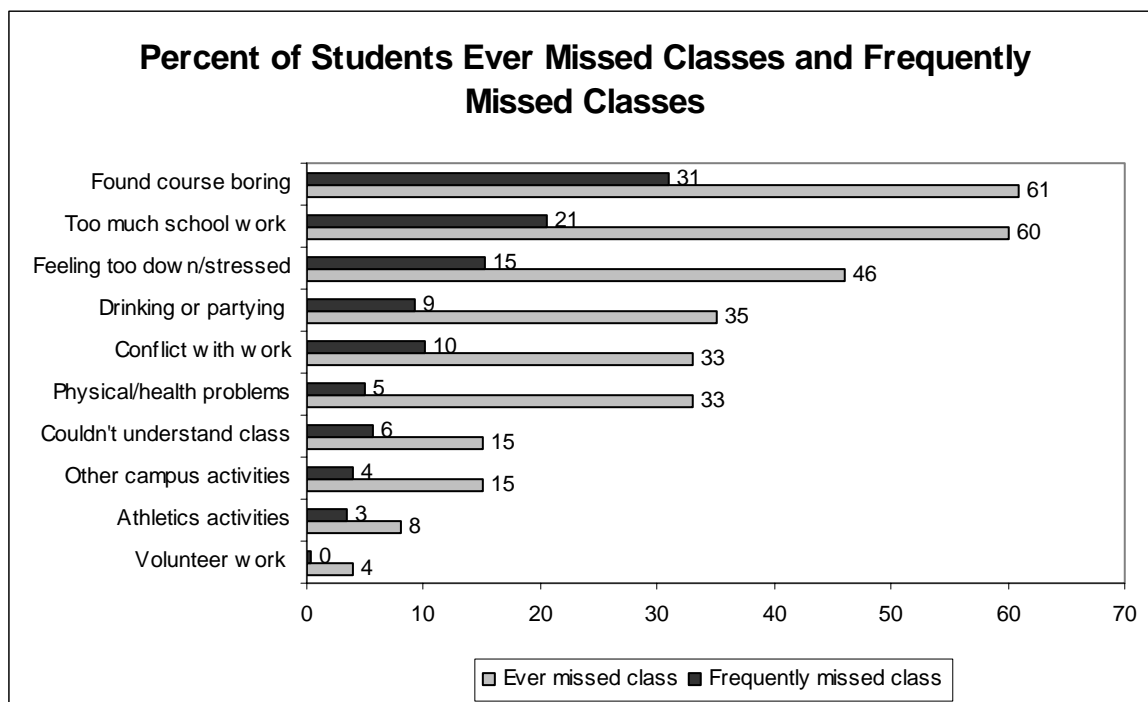
Fifty-six percent of freshmen, 51 percent of sophomores, 54 percent of juniors and 49 percent of seniors attended 95 percent or more of their classes. Forty-four percent of men and 59 percent of women attended 95 percent or more of their classes. Fifty-three percent of majority and half of the minority students attended 95 percent or more of their classes.

% of Classes Attended	0-69%	70-79%	80-89%	90-94%	95-99%	100%
Freshman	2.2	6.7	13.8	21.3	38.2	17.8
Sophomore	5.0	5.0	14.0	24.8	36.3	14.7
Junior	6.0	5.7	16.7	17.7	39.0	15.0
Senior	4.8	6.6	15.7	23.5	33.4	16.0
Male	8.0	8.2	17.2	22.4	32.7	11.5
Female	1.8	4.2	13.5	21.2	39.9	19.4
Majority	4.4	6.1	14.9	22.0	37.1	15.5
Minority	6.7	5.9	17.6	19.3	31.9	18.5
Total	4.7	6.1	15.2	21.8	36.6	15.8

Overall, 86 percent of students turned in more than 95 percent of assignments on time. Eighty-four percent of freshmen, 86 percent of sophomores, 90 percent of juniors and 85 percent of seniors turned in 95 percent or more of their assignments on time. Eighty percent of men and 92 percent of women turned in 95 percent or more of their assignment in time. Eighty-seven percent of majority and 79 percent of minority students turned in 95 percent or more of their assignments on time.

% of Assignments On Time	0-69%	70-79%	80-89%	90-94%	95-99%	100%
Freshman	1.3	1.8	2.7	9.8	23.1	61.3
Sophomore	1.1	0.0	2.2	10.5	20.2	66.1
Junior	0.0	1.0	1.3	8.0	23.6	66.1
Senior	0.9	2.1	3.0	8.7	18.4	66.9
Male	1.0	2.1	4.0	12.5	24.2	56.2
Female	0.7	0.5	0.8	6.4	18.6	73.1
Majority	0.8	1.3	2.2	8.5	21.0	66.3
Minority	0.8	0.8	3.3	15.8	23.3	55.8
Total	0.8	1.2	2.3	9.2	21.2	65.4

The figure below shows that 61 percent of students report that they have, during the current academic year, ever missed class because they found course boring. Sixty percent of students are not up for class because of too much school work. Forty-six percent missed class because of feeling too down or stressed. Thirty-five percent of students missed class for drinking or partying the night before. One-third of students missed class because of health problems or work conflict. As an indicator of impediments to learning, we also look at the portion of students who frequently missed classes (several times a month, once or twice a week, and almost every day.) Thirty-one percent of students missed class frequently because they found class boring. Twenty-one percent missed class frequently because of too much school work. Fifteen percent missed class frequently because of feeling too down or stressed. About ten percent of students missed class frequently for work conflict or drinking or partying.



Transition to College at UW-Madison

A new set of questions was asked this year about the transition to college at UW-Madison. Freshmen were asked about how well their high school prepared them for UW. Students who transferred to UW were asked about the transition from their previous colleges to UW-Madison.

The following two questions were asked of freshmen only.

A1aab Overall, how well do you think your high school prepared you for the UW-Madison? Would you say it prepared you extremely well, somewhat well, or not very well for the UW-Madison?

A1aay Overall, how much difficulty did you have in making the transition from your high school to the UW-Madison? Would you say you had a great deal of difficulty, some difficulty, a little difficulty, or no difficulty at all?

The following questions were asked of transfer students only.

Add1b Overall, how much difficulty did you have in making the transition from your previous college or university to the UW-Madison? Would you say you had a great deal of difficulty, some difficulty, a little difficulty, or no difficulty at all?

tryr2 How well do you think your previous college work prepared you for the UW-Madison? Would you say it prepared you extremely well, somewhat well, or not very well for the UW-Madison?

trs1 Thinking back to the time that you transferred, how satisfied were you with the assistance you received from the UW-Madison in making the transition to the academic program here? Were you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Freshman Only Questions

Over 90 percent of freshmen reported feeling extremely well or somewhat well prepared by their high schools; nearly 40 percent reported being extremely well prepared. About 22 percent of freshmen reported no difficulties in making the transition from high school to college. Nearly 50 percent reported a little difficulty with the transition; 30 percent reported some or a great deal of difficulty.

	High School Preparation				High School Transition		
	Male	Female	Total		Male	Female	Total
Extremely Well	34.7	41.8	38.6	A Great Deal of Difficulty	3.1	2.5	2.7
Somewhat Well	55.1	50.8	52.7	Some Difficulty	23.5	30.3	27.3
Not Very Well	9.2	7.4	8.2	A little Difficulty	54.1	42.6	47.7
Don't Know	<u>1.0</u>	<u>0.0</u>	<u>0.5</u>	No difficulty at all	<u>19.4</u>	<u>24.6</u>	<u>22.3</u>
	100.0	100.0	100.0		100.0	100.0	100.0

Transfer Students Only Questions

Of the 171 surveyed students who had transferred to UW-Madison, about one-third indicated they were extremely well prepared by their previous institution. Only 11 percent believed that they were not very well prepared. Thirty percent of transfer students reported a great deal or some difficulty in making the transition from their previous college to UW-Madison and about the same proportion of students indicated they had no difficulty at all.

Transfer Difficulty			Transfer Preparation				
	Male	Female	Total		Male	Female	Total
A Great Deal of Difficulty	5.7	5.1	5.4	Extremely Well	28.7	33.0	31.0
Some Difficulty	23.0	25.5	24.3	Somewhat Well	55.2	59.8	57.6
A little Difficulty	40.2	41.8	41.1	Not Very Well	<u>16.1</u>	<u>7.2</u>	<u>11.4</u>
No difficulty at all	<u>31.0</u>	<u>27.6</u>	<u>29.2</u>		100.0	100.0	100.0
	100.0	100.0	100.0				

Over two-thirds of transfer students were very satisfied or somewhat satisfied with the transfer assistance they received from UW-Madison. However, about one-fourth were somewhat dissatisfied and six percent were very dissatisfied.

Transfer Assistance from UW-Madison

	Male	Female	Total
Very Satisfied	25.3	20.4	22.7
Somewhat Satisfied	47.1	43.9	45.4
Somewhat Dissatisfied	20.7	29.6	25.4
Extremely Dissatisfied	<u>6.9</u>	<u>6.1</u>	<u>6.5</u>
	100.0	100.0	100.0

Appendix A

SURVEY METHODOLOGY AND SAMPLING PROCEDURES

The 2003 Undergraduate Student Satisfaction Survey was conducted from February 27 through May 10, 2003 by the University of Wisconsin Survey Center (UWSC). For various reasons, this was approximately a month later in the semester than the 2000 Student Satisfaction Survey, which was fielded from January 30 to April 9. Twenty-one percent of the interviews were conducted after April 9.

			Percent	Cumulative
Week				Percent
1st	(2/27 - 3/5)	88	7%	7%
2nd	(3/6 - 3/12)	101	9%	16%
3rd	(3/13 - 3/19)	43	4%	20%
4th	(3/20 - 3/26)	179	15%	35%
5th	(3/27 - 4/2)	253	21%	56%
6th	(4/3 - 4/9)	119	10%	66%
7th	(4/10 - 4/16)	152	13%	79%
8th	(4/17 - 4/23)	109	9%	88%
9th	(4/24 - 4/30)	77	6%	95%
10th	(5/1 - 5/7)	56	5%	99%
11th or later	(5/8 - 5/10)	9	1%	100%
	Total	1186	100%	

THE SAMPLE

A sample of University of Wisconsin-Madison students who were registered as undergraduates during the Fall semester of 2002-03 was selected by the University's Office of the Registrar. Sample students were randomly selected based on the third and second to last numbers of their student identification numbers. This is the standard procedure used by the Registrar's office to generate random samples of students. Students with id numbers in the blocks that were selected for year 2000's sample were not eligible for selection in this year's sample. Both full- and part-time students were eligible for interview. The sample was drawn at the start of the Spring semester, on January 22, 2003.

As in previous years the sample was divided into strata, which were sampled at somewhat different rates. In previous surveys the strata were defined by year in school and College, as well as minority status. UWSC, in consultation with the client, decided to eliminate differentials in sampling rates by year in school and College. Over-sampling of minority students was, however, retained.

Stratum 1	Students who are members of targeted minority groups
Stratum 2	All other students

Targeted minority students (African Americans, American Indians, Hispanics, and Southeast Asians) were selected at approximately one in five, and all other students were selected at about 5 percent.

The sample provided by the Registrar approximated the desired sampling rates. UWSC randomly selected cases from the Registrar's sample to precisely achieve the desired sampling rates and the target number of cases in each stratum, assuming a response rate of 75 percent in the minority stratum and 78 percent in the non-minority stratum. A sample of 1712 students was put into the field. An additional random subgroup of 53 was used as a pretest sample. Unavoidably, the sample included some ineligible respondents. Sixteen students that were contacted

reported that they were not enrolled in either the Fall or Spring terms of this academic year. Another 41 were in the official UW-Madison year-abroad program and were considered ineligible. These 57 students were eliminated from the sample of 1712. Thus, the actual number of potential interviews was 1655.

Students who were enrolled at the end of the Fall Semester were eligible for selection. This is the same procedure used in previous surveys. Not all of these students enrolled for the Spring term (some graduated and some withdrew either permanently or temporarily). Since the focus of the survey was the quality of instruction, services, and facilities during the current academic year, these students who were no longer enrolled were interviewed and included in the data. Note that the sample does not include students who were registered in the Spring semester, but who were not registered in the Fall.

Data are weighted to take into account differential stratum selection probabilities and differential response by stratum. Weights are adjusted to reproduce the gender by year distribution of the UW-Madison student body.

PRETEST

The UW Survey Center conducted a pretest for the 2003 Student Survey. The pretest ran from February 13 to February 20. Six interviewers conducted the calls. Eighteen interviews were completed during the pretest, with only one refusal. The pretest interviews lasted about 27 minutes on average.

INFORMATION OBTAINED FROM ADMINISTRATIVE RECORDS

To facilitate contacting the sampled students, and to obtain additional information that would be useful in analyzing the survey data, the following information was obtained from University administrative records. Information that is starred is not included on data files to protect the confidentiality of respondents.

- *Student id number (scrambled)
- Stratum
- *Name
- *Local address
- *Local phone number
- *Permanent address
- *Permanent phone number
- *Date of birth (age is computed from dob)
- Sex
- Race
- Matriculation date
- Re-entry date(s)
- *Name of high school students attended
- Class rank in high school
- SAT and ACT score components
- Cumulative GPA
- Classification in college
- Student year
- College in which the student is enrolled
- First and second major codes
- Total number of credits completed to date
- Current status: part- or full-time
- Number of credits student is taking Spring 2003
- Number of semesters the student has been enrolled at the UW-Madison
- Tuition status - in/out of state
- Citizenship
- *E-mail address

* Not included in data file to protect confidentiality

LOCATING THE RESPONDENT

UWSC first called the "local telephone number" provided by the Registrar's Office. If that number was not working, if the respondent was unknown to the person answering the telephone, or if the number was not answered after repeated calls, UWSC called the "permanent telephone number" provided by the Registrar's Office in an attempt to reach the respondent or to obtain a current telephone number.

If the local telephone number was answered, but the respondent was not living at this location, the person answering the telephone was asked if he/she knew the respondent's current telephone number. If not, the "permanent" telephone number was called. UWSC also checked with student information (262-1234), the UW-Madison website (<http://www.wisc.edu/wiscinfo/directories/phone.html>), "Directorynet.com" (a white pages fee-for-service internet site), the Spring Semester 2003 UW residence hall directory, and local Directory Assistance when other leads were exhausted.

Each sample number was called 20 times or more until the case was resolved (completed, refused, or determined to be not in the sample or a respondent who was unable to complete a telephone interview). Calls were made at various times during the day, on weekdays and weekends.

The table below shows the distribution of number of calls for completed interviews. The average number of calls to cases that resulted in a completed interview was 6.8.

Number of Attempted Calls	Percent of All Completed Cases	Cumulative Percent
1	14.1	14.1
2	14.0	28.1
3	11.7	39.8
4	8.4	48.2
5	7.8	56.0
6	6.4	62.4
7-9	13.3	75.7
10-14	13.3	89.0
15-19	5.7	94.7
20 or more	<u>5.3</u>	100.0
	100.0	

CELLULAR PHONE USE

This is the first large survey of students conducted at UW-Madison since the cell phone boom began. Based on interviewer notes for each call attempt, we learned that many sampled students use a cellular phone as their primary telephone, and list the cellular number in the University directory. Students who were contacted at their cellular phone number and who also have access to a landline often asked to be called back at the landline number to conduct the interview. However, some students who had only a cellular phone and no access to a landline, expressed concerns about using up their cellular phone minutes. Many of these students have free minutes at night and on weekends, and frequently they asked to be called back after 9:00pm on weekdays and anytime on weekends. Some, however, declined to participate in the survey.

In addition to concerns about using up minutes during the day, students also expressed concerns about roaming charges. Bad connections (static and dropped calls), loud background noises, and battery running low interfered with a small number of interviews. In addition, since there is no directory of cell phone numbers, we had a relatively large number of students for which we could either find no telephone number or for which repeated calling of numbers that we had resulted in no contact. UWSC estimates that the response rate was lowered by about 5 points as a result of problems associated with cell phone use.

An additional, probably related, problem with finding telephone numbers resulted from an apparent decline in the quality of telephone numbers in the University's records. Compared to previous years, a much larger proportion of sample students had no phone number listing, a bad phone listing (i.e., the number listed was not a valid number), or an obsolete listing. As a result of this, we spent much more effort on tracing – i.e., on searching for a valid current telephone number for the sample students. The quality of the telephone numbers also had an adverse effect on the response rate.

RESPONSE RATE

The total sample of consisted of 1655 students (1712 sample cases minus 57 who were determined to be ineligible for the sample). This resulted in:

1186	completed interviews
18	partial interviews (usable ²)
7	partial interviews (not usable)
125	refusals
6	no telephone number was available (includes students with no telephone and those with no obtainable telephone number, some of whom were probably no longer in Madison.)
313	never reached, contacted but not completed, etc.

The response rate was 72.7%. This was figured by dividing the total number of completed interviews by the total number of eligible respondents:

$$\begin{aligned} \text{Response Rate} &= \frac{\text{completed interviews} + \text{partial interviews (usable)}}{\text{completed} + \text{partials (usable} + \text{not usable)} + \text{refused} + \text{no \#} + \text{never reached etc.}} \\ &= \frac{1186 + 18}{1186 + 18 + 7 + 125 + 6 + 313} = \frac{1204}{1655} = 0.727 \end{aligned}$$

The response rate was lower in the targeted minority student stratum than in the majority student stratum – 66.7 percent versus 74.2 percent.

THE INTERVIEW

We had originally targeted an average interview length of 20 minutes. After the pretest some material was cut, and we made a decision to go with an interview that would be longer than the target – expecting an average length of about 24 minutes. The mean length of the completed interviews turned out to be 26.4 minutes. The median was 25.0 minutes. About 8 percent of the interviews took 35 minutes or longer. The following table shows the distribution of interview length.

² A partial interview was usable if it was at least three-quarters completed. Most of what was missing from these usable partials was demographic and economic information collected at the end of the interview.

Length of Interview (minutes)	Percent	Cumulative Percent
20 minutes or less	8.2	8.2
21	5.3	13.5
22	7.4	20.9
23	9.8	30.7
24	10.8	41.5
25	8.9	50.4
26	7.8	58.2
27	7.0	65.2
28	7.7	72.9
29	5.9	78.8
30	4.0	82.8
31	3.1	85.9
32	3.2	89.1
33	1.6	90.7
34	1.6	92.3
35 minutes or longer	<u>7.7</u>	100.0
	100.0	

THE CATI INTERVIEW

The interview was conducted using a Computer Assisted Telephone Interview (CATI) system. The text of each question appears on the computer screen for the interviewer to read to the respondent over a telephone. The interviewer then enters the responses on the computer. The routing through the interview is determined by the computer, based on programmed skip logic. Question wording may be adapted according to answers given previously in the interview. The system allows for pre-coded questions, open-ended questions, and combinations of the two. In addition, the computer allows only valid responses; when an invalid response is entered, the computer asks the interviewer to re-enter the response.

OPEN ENDED RESPONSES

This survey included a number of open-ended items. Interviewers were instructed to record the respondents' answers to these items verbatim. They were trained to probe for additional information when responses did not seem to be tapping the intent of the question or were not sufficient to permit coding.

WEIGHTS

Because the two sample strata -- minority students and majority students (including Asian-American and foreign students) -- were sampled at different rates, and because response rates varied between subgroups, the cases in the data must be weighted so that the sample represents the student body.

In brief the weighting procedure involved four steps.

1. Cases were weighted by the inverse of the selection probability.
2. These weights were divided by the stratum-specific response rate.
3. A post-stratification adjusted the weights so that the actual sex-by-year-in-school distribution was replicated.
4. A final minor adjustment was made so that the weighted total student body size was replicated.

A spread sheet and SPSS code used to create the weights is available.

Appendix B

2003 UNDERGRADUATE SURVEY QUESTIONS

This Appendix shows question wording for questions in the interview. Not all questions are asked of all respondents. For example, the question regarding the transition from high school is asked only of Freshmen. The "skip logic" of the questionnaire is not shown here.

A1a Are you a freshman, sophomore, junior, or senior?

A1aab Overall, how well do you think your high school prepared you for the UW-Madison? Would you say it prepared you extremely well, somewhat well, or not very well for the UW-Madison?

A1aay Overall, how much difficulty did you have in making the transition from your high school to the UW-Madison? Would you say you had a great deal of difficulty, some difficulty, a little difficulty, or no difficulty at all?

If not a freshmen

Add1 Did you transfer to the UW-Madison, or did you start college here?

If transfer

trcl From what college or University did you transfer to the UW-Madison?

tryr In what year did you transfer to the UW-Madison?

Add1b Overall, how much difficulty did you have in making the transition from your previous college or university to the UW-Madison? Would you say you had a great deal of difficulty, some difficulty, a little difficulty, or no difficulty at all?

tryr2 How well do you think your previous college work prepared you for the UW-Madison? Would you say it prepared you extremely well, somewhat well, or not very well for the UW-Madison?

trs1 Thinking back to the time that you transferred, how satisfied were you with the assistance you received from the UW-Madison in making the transition to the academic program here? Were you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

trs2 What kind of additional information or assistance would you like to have had to make the transition to the UW-Madison easier?

Add3 What is your cumulative grade point average (GPA)?

Add14 Since the beginning of the current academic year did you drop any courses after classes began?

Add15 How many courses did you drop this academic year?

Add16 Are you considering dropping any of the courses in which you are currently enrolled?

A1m How many credits are you currently taking?

A1u Have you declared a major?

IF NOT DECLARED MAJOR:

A2 What major do you expect to declare?

CO2 What College is that in?

IF YES:

CO What is your College and major?

A1rt1 Think back to the time when you chose your major. To what extent did each of the following influence your choice of a major?

I thought my major would prepare me for the career that I wanted to pursue. Did this influence your choice a great deal, some, or not at all?

A1rt2 I thought that my major would prepare me for post-graduate education that I plan.

A1rt3 My parents encouraged me to choose this major.

A1rt4 When it came time to select a major, I realized that I had already fulfilled many of the requirements of this major.

A1rt6 I preferred a different major, but I could not get into it.

A1rt5 I preferred a different major, but didn't have the academic background to succeed with it.

A1rt8 It seemed like the easiest major for me to complete.

A1rt7a Do you think you will work in an area or a field that is directly related to you major(s)? Would you say you definitely would, probably would, probably would not, or definitely would not?

A1g Some students complete more than one major, or complete the requirements of a certificate program in addition to a major. How about you, do you think that you will graduate with more than one major or with a certificate in addition to a major?

A1h Why do you want a second major or certificate?

A5 What is the highest degree you ever expect to earn?

B1b How confident are you that you will finish your bachelor's degree at the UW-Madison?

A6 When do you expect to receive your bachelor's degree (semester and year)?

B1 In general, how would you evaluate your overall experience thus far at the UW-Madison? Would you say you are extremely dissatisfied, somewhat dissatisfied, somewhat satisfied, or extremely satisfied with your experience at the University?

B2 How would you rate the UW-Madison in terms of the cost of attending, in relation to the quality of education received? Would you rate it as excellent, very good, good, fair, or poor?

D1x Sometimes students have difficulty getting into courses that they wish to take. Sometimes space is available in a course, but not at convenient times, and sometimes students are unable to get into

a course at all because there are no spaces available. First we want to ask about your experience of not being able to get into courses at all.

ASKED OF JUNIORS AND SENIORS:

Since the beginning of the current academic year, how many times, if any, have you been unable to get into upper level courses required for your major?

ASKED OF FRESHMEN/SOPHOMORES:

Since the beginning of the current academic year, how many times, if any, have you been unable to get into courses required for your major, or courses which are prerequisites for courses required for a major?

ASKED OF FRESHMEN AND SOPHOMORES:

D3 (SINCE THE BEGINNING OF THE CURRENT ACADEMIC YEAR, HOW MANY TIMES, IF ANY, HAVE YOU) been unable to get into courses you wanted to take in order to explore interest in a possible major?

ASKED OF ALL STUDENTS:

D2 (SINCE THE BEGINNING OF THE CURRENT ACADEMIC YEAR, HOW MANY TIMES, IF ANY, HAVE YOU) been unable to get into introductory courses that you really wanted to take?

D4 Since the beginning of the current academic year how many times, if any, have you not been able take courses that you wanted to take because there was not space available at times that were convenient to your schedule?

E1 Based on your experiences during the current academic year, how do you rate the following services and facilities on campus? If you have had no contact with or knowledge of the service or facility, just tell me that.

How do you rate the libraries? Would you rate them as excellent, very good, good, fair, or poor?

E2w How do you rate the registration process in terms of whether you were able to register for courses you wanted?

E2x How do you rate the registration process, not in terms of whether you were able to register for courses you wanted, but in terms of how the process works.

E3x During the current academic year, have you had any contact with the financial aids office?

E3a How do you rate the financial aids services in terms of whether you received the kind of financial aid package need to attend the UW-Madison?

E3b How do you rate financial aids services, not in terms of your financial aid package, but in terms of how the financial aids office dealt with you?

E20 How would you rate the SOAR program in orienting new students to the University?

E20a IF FAIR OR POOR: What do you think most needs improvement in orienting new students to the University?

E20n How would you rate "Welcome Week" activities?

- E4 ...the student unions - Memorial Union and Union South?
- E5 ...recreational sports facilities on campus?
- E6 ...campus police and security services?
- E60 ...the quality of student government – Associated Students of Madison (ASM)?
- E7 ...the availability of places to study on campus?
- E8 ...the quality of classrooms?
- E8a IF FAIR OR POOR: What do you think most needs improvement?
- E9 ...the quality of laboratory facilities?
- E9w ...the quality of art studios and music practice rooms?
- E22 ...the academic advising that you received?
- E22a What improvements in academic advising should be given the highest priority by the University?
- E10 ...student health care services provided by the University?
- E11 ...advising on career preparation and planning?
- E13 ...counseling services for personal, as opposed to academic, problems?
- E16 ...the honors programs and courses?
- E16a IF FAIR OR POOR: What do you think most needs improvement in honors programs or courses?
- E16p How do you rate the availability of opportunities for engaging in research, either on your own or on faculty research projects? Would you say they are excellent, very good, good, fair, or poor?
- E16n ...opportunities for service learning, internships, and community involvement?
- E16m ...access to cultural and artistic opportunities and events?
- E18 ...the summer session?
- E19 ...computer facilities available to students?
- F2 How do you rate the University in responding to the interests and concerns of students? Would you rate this as excellent, very good, good, fair, or poor?
- F3 How do you rate the University in creating a sense of "belonging" for students?
- F8a People talk about problems of race relations on college campuses. Thinking about this campus, how serious a problem do you think race relations are at the UW-Madison? Would you say race

- relations at the UW-Madison are an extremely serious problem, a somewhat serious problem, or not a serious problem at all?
- F9 How would you rate the UW-Madison in dealing with issues of race relations? Would you say it is excellent, very good, good, fair, or poor?
- F9a How serious a problem do you think sexism is on the UW-Madison campus? Would you say it is an extremely serious problem, a somewhat serious problem, or not a serious problem at all on the UW-Madison campus?
- F10 How would you rate the UW-Madison in dealing with issues of sexism?
- K9 Tell me whether you agree or disagree with the following statements. When I am on campus in the evening, I feel safe. Do you strongly agree, agree, disagree, or strongly disagree?
- K9w In what ways do you feel unsafe?
- K9a When I am in Madison near the UW campus in the evening, I feel safe. Do you strongly agree, agree, disagree, or strongly disagree?
- G1 Next, we have some questions about course work and instructors. In answering this set of questions, please consider all of the courses you have taken since the beginning of the current academic year.
- How do you rate the overall quality of instruction? Would you rate it as excellent, very good, good, fair, or poor?
- G2 (HOW DO YOU RATE) the extent to which courses challenge you to think?
- G6a The University offers many different classes at all levels. Some of these classes are very large, and some are quite small. In the current school year, about how many, if any, classes have you had with 100 or more students?
- G6b In the current school year, about how many, if any, classes have you had with 25 or fewer students in the lecture?
- G6c How satisfied are you with the size of the classes you have had this year? Do you feel very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the size of your classes?
- G8 In addition to giving grades, many instructors give other feedback on students' work. How do you rate the feedback you were given by instructors on your work? Would you rate this as excellent, very good, good, fair, or poor?
- G9 (HOW DO YOU RATE) faculty members' sensitivity to your needs as a student?
- G10 (HOW DO YOU RATE) the availability of faculty to discuss course-related issues in person outside of class?
- G10a (HOW DO YOU RATE) your interaction with faculty by e-mail?

- G11 This academic year, how many, if any, courses have you taken that have had teaching assistants?
- G12 How do you rate the overall quality of instruction provided by teaching assistants? Would you say it is excellent, very good, good, fair, or poor?
- G13 How many, if any, of your TA's this year were foreign graduate students who were not native English speakers?
- G13a How do you rate the overall quality of instruction provided by teaching assistants whose native language is not English? Would you say it is excellent, very good, good, fair, or poor?
- H6 In thinking about your major, please rate the quality of each of the following aspects. How do you rate the content of the curriculum and courses in your major? Would you rate it as excellent, very good, good, fair, or poor?
- H3 (HOW DO YOU RATE) the quality of teaching by faculty in your major?
- J1m Next we have some questions about academic advising. Since the Fall semester began, how many times, if any, did you talk on the telephone with an academic advisor?
- J1n (Since the Fall semester began) how many times, if any, did you communicate by e-mail with an academic advisor?
- J1 (Since the Fall semester began,) how many times, if any, did you meet with an academic advisor?
- J1w Did you speak with the same academic advisor each time, or did you speak with more than one advisor during this academic year?
- J1y How did it happen that you spoke with different advisors during this academic year?
- J1a IF NEVER MET WITH ADVISOR THIS YEAR: If you needed advice on course selection, requirements, or other academic issues, where would you go to see an advisor?
- J5f The following questions are about the quality of advising you have received this academic year. How would you rate the quality of advising about course selection that you have received this academic year? Would you rate it as excellent, very good, good, fair, or poor?
- J5a (HOW DO YOU RATE) the advising regarding requirements of your major or majors you are considering?
- J5b (HOW DO YOU RATE) the academic advising about degree requirements other than your major that you have received this academic year?
- J5c (HOW DO YOU RATE) the quality of academic advising about career opportunities that you have received this academic year?
- J6 (HOW DO YOU RATE) the amount of time the advisor was (advisors were) able to spend with you?
- J8 How would you rate the advisor's knowledge of rules, requirements, and academic programs?

- J9 (HOW DO YOU RATE) the advisors' attitude toward you?
- J7 During the current academic year, have you had serious difficulty scheduling a time to meet with an academic advisor?
- J7z IF NEVER MET WITH ADVISOR THIS YEAR: During the current academic year, have you tried to schedule a time to meet with an academic advisor, but were unable to arrange a meeting?
- J7a Can you tell me about that? When were you unable to meet with an advisor? What happened?
- J14 During the current academic year when you needed advising on your academic program, was there ever a time when you were not sure where to go?
- J15 Could you tell me about that?
- J16 Were you ultimately able to get the advice you needed?
- J20 In the current academic year have you sought help or advice from University staff regarding career options or career preparation?
- J21 Were you able to get the help or advice you needed?
- J40 In the current academic year have you attempted to get help or advice from University staff regarding health problems?
- J41 Were you able to get the help or advice you needed?
- J30 In the current academic year have you attempted to get help or advice from University staff regarding personal problems you were having?
- J31 Were you able to get the help or advice you needed?
- O1 Students participate in a wide variety of activities on campus in addition to attending classes. We are interested in finding out about your participation in some of these non-classroom activities. In the current academic year, how many, if any, cultural activities on campus would you say that you attended or participated in? This would include things such as concerts, films, art shows or plays.
- O2 In the current academic year, how many, if any, public lectures, discussions or coffee hours NOT required by a class have you attended?
- O3 Have you participated in community or campus volunteer service during the current academic year? This would include things like Big Brothers and Big Sisters, Habitat for Humanity, tutoring for GUTS or other not-for-pay service activities directed toward helping others at the University or in the broader community.
- O3a Roughly how many hours have you spent in community or campus volunteer service during the current academic year?

- O4 How many, if any, honor or professional organizations, such as Phi U, Mortar Board, Tau Beta Pi and the Golden Key National Honor Society, have you participated in during the current academic year?
- O5 Have you participated in student government or other student leadership activities during the current academic year?
- O6 Have you attended or participated in intramural sports, or Hoofers?
- O7 In the current academic year have you participated in research with a faculty member? This would include a paid job on a research project, as well as volunteer or unpaid work involving a faculty member's research?
- O7a (In the current academic year) have you participated in research with a faculty member as a part of a class or independent study or honors project where you received academic credit?
- O8 (IN THE CURRENT ACADEMIC YEAR) have you held a position as an intern? This would include a paid job as well as any volunteer or unpaid work either on or off campus.
- O9 In the current academic year, have you participated in any "out of the classroom" activities, other than those I've mentioned so far, that you feel have contributed to your learning at the University?
- O10 What activities were they?
- Pg8 Next I have some questions about how you feel about the classes you have taken. In answering these questions, please try to think about your overall feelings about the classes you have taken this academic year.
- First, my instructors are clear in what they expect of me. Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?
- Pg9 My instructors really don't seem to care whether or not I succeed.
- Pg11 Too many instructors set unrealistically high expectations for their students.
- Pg12 I would learn more if my instructors had higher expectations and set higher standards.
- Pg19 In general, do you feel that the standards and expectations that are set by your instructors are too high, about right, or not high enough?
- Dv03 How easy or difficult has it been for you to have each of the following experiences at the UW-Madison?
- How easy has it been for you to find people on campus who share your background and experiences? Has it been extremely easy, somewhat easy, somewhat difficult, or extremely difficult?
- Dv05 ...find students you feel comfortable socializing with?
- Dv15 ...find students in your classes to study with for exams and class projects?

Q1 Next we have some questions about you and your background. Are you Black, Asian, American Indian, Hispanic, Non-Hispanic white, or something else? [Include bi-racial]

Q1x/Q2 What is your specific ethnic origin?

Q3 Is your ethnic origin Mexican, Puerto Rican, Cuban, or something else?

N2 Do you have any dependent children?

N2a How much education did your mother complete?

N2b How much education did your father complete?

Db1 Many University students incur a large amount of debt while going to college. What about you, do you currently owe any money to banks or other financial institutions for student loans?

Db2 Do you owe any money to parents or relatives for loans to help you pay for your education?

Db3 Do you have \$200 or more credit card debt or other installment loans? Do not include balances you normally pay in full each month.

Db4 Do you have any other debts of \$200 or more?

Each of these questions was followed with:

Db1a Approximately how much do you owe?

If don't know or refused,

Db1c Then will you tell me in which of the following GROUPS the amount you owe (to banks or other financial institutions for student loans) falls? Is it less than \$1,000, \$1,000 to less than \$5,000, \$5,000 to less than \$10,000, \$10,000 to Less than \$15,000, \$15,000 to less than \$20,000, or \$20,000 or more ?

N4 Where do you live? In a residence hall, parent's home, fraternity or sorority, apartment or house, or somewhere else?

N4a What sort of dorm do you live in? Is it a residence hall operated by the University, a private residence hall, or what?

L6x Have you ever lived in a residence hall managed by the University?

L6v How do you rate University residence halls? Would you say they are excellent, very good, good, fair, or poor?

L6u Overall, how would you rate your current housing situation? Would you rate it as excellent, very good, good, fair, or poor?

L6t Have you ever lived in any of the residential learning communities - that is Chadbourne, Bradley, WISE, or one of the international residential learning communities?

L6s How would you rate your experience of living in this learning community? Would you rate it as excellent, very good, good, fair, or poor?

- L6 Next I will ask you about work that you may do for pay. How many hours, if any, in an average week while going to school this academic year have you spent working at a paid job?
- L9a Do/did you work on campus or off-campus?
- Lint How many hours, if any, in an average week this academic year have you spent in an internship, practicum, student teaching, or other unpaid work related to your academic program?
- D5a About what percent of all of your classes have you attended this academic year?
- D5w About what percent of all your class assignments have you gotten in on time?
- Up2 During the current academic year, how often have you missed class, discussion section or lab, or come to class unprepared because of conflict between employment and academic work? Is that almost every day, once or twice a week, several times a month, once a month or less, or never?
- Up3 ...because you were feeling too down or stressed?
- Up4 ...because you had been drinking or partying the day of the class or the previous night?
- Up5 ...because you found the course boring?
- Up6 ...because you could not understand what was going on in the class?
- Up7 ...because of athletic activities?
- Up7a ...because of your other campus activities?
- Up7b ...because you had too much school work to do?
- Up7c ...because of physical health problems?
- Up7d ...because of volunteer work you were doing?
- K5 Since the fall semester began have you personally experienced what you feel is discrimination or harassment on the UW-Madison campus?
- K5q How many times has this occurred during this academic year?
- K5vz Can you tell me about it/the most recent time?
- B1a Next I would like you to think about aspects of your life other than your life as a student, including such things as family life, work, and personal relationships. On a scale from 0 to 10, where 0 is extremely poorly and 10 is perfectly, how would you say things are going for you these days?
- B1c Sometimes students feel uncertain about whether this is the best school for them to attend. Since the beginning of this academic year, have you ever considered transferring to another college or university?
- B1d Would you say you are definitely going to transfer, probably will transfer, or probably will not transfer?

- B1e Could you tell me why you considered transferring?
- B1f Since the beginning of this academic year have you ever considered taking a leave of absence or dropping out?
- B1g Could you tell me why you considered taking a leave of absence or dropping out?
- P1 If you could start your college education all over again, would you enroll at the University of Wisconsin - Madison? Would you say you definitely would, probably would, probably would not, or definitely would not?

Appendix C

TREND IN STUDENT SATISFACTION MEASURES: 1993-2003

(Note: Distributions are based on weighted data; (N) is the unweighted N.)

B1 – Overall Experience to Date

	Extremely Satisfied	Somewhat Satisfied	Neither Satisfied Nor Dissatisfied	Somewhat Dissatisfied	Extremely Dissatisfied	Total	(N)
1993	38.8	52.1	0.8	6.5	1.8	100.0	(1123)
1994	43.0	44.2	1.0	8.3	3.5	100.0	(1140)
1995	40.3	45.6	1.5	9.8	2.7	100.0	(1234)
1996	38.9	51.8	1.0	6.6	1.7	100.0	(1229)
1997	45.8	41.8	0.8	7.0	4.7	100.0	(1214)
1998	47.6	44.0	0.6	5.9	1.8	100.0	(1226)
2000*	53.9	37.7	0.5	5.5	2.5	100.0	(1104)
2003	52.1	37.5	0.6	7.5	2.3	100.0	(1202)

P1 – Would Attend UW-Madison Again

	Definitely Would	Probably Would	Don't Know	Probably Would Not	Definitely Would Not	Total	(N)
1993	48.7	40.1	0.4	8.5	2.3	100.0	(1123)
1994	52.2	38.0	0.3	6.8	2.6	100.0	(1141)
1995	54.6	34.4	0.5	7.8	2.7	100.0	(1235)
1996	54.8	35.6	0.2	7.4	2.1	100.0	(1229)
1997	58.1	32.6	0.2	7.2	2.0	100.0	(1216)
1998	52.8	38.3	0.1	7.1	1.7	100.0	(1227)
2000*	60.4	32.1	0.0	6.1	1.5	100.0	(1107)
2003	53.3	36.2	0.3	8.1	2.1	100.0	(1186)

B2 – Cost Versus Quality

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	22.0	42.8	24.9	9.6	0.6	100.0	(1111)
1994	29.7	39.9	20.8	7.9	1.8	100.0	(1130)
1995	22.2	37.1	28.3	10.7	1.8	100.0	(1223)
1996	29.5	36.2	24.5	8.3	1.5	100.0	(1207)
1997	32.6	38.8	20.9	6.7	1.0	100.0	(1203)
1998	30.6	39.7	20.0	8.4	1.2	100.0	(1219)
2000*	31.9	41.6	20.6	5.3	0.6	100.0	(1099)
2003	27.4	38.8	21.1	10.2	2.6	100.0	(1192)

*Sample in 2000 is not strictly comparable. See note at the end of Appendix C.

G1 – Overall Quality of Instruction

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	15.3	48.5	30.5	5.5	0.2	100.0	(1121)
1994	15.5	44.9	31.8	7.1	0.7	100.0	(1138)
1995	14.5	41.0	35.5	8.6	0.4	100.0	(1231)
1996	15.4	47.2	31.1	5.9	0.4	100.0	(1226)
1997	14.4	51.2	28.6	4.9	0.9	100.0	(1214)
1998	15.2	48.2	29.2	6.5	0.9	100.0	(1121)
2000*	15.5	47.4	30.9	5.5	0.7	100.0	(1134)
2003	15.3	48.6	29.4	6.2	0.6	100.0	(1200)

G2 – Courses Challenge to Think

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	23.2	46.6	25.3	4.5	0.5	100.0	(1123)
1994	20.6	46.3	26.7	6.0	0.3	100.0	(1135)
1995	19.1	43.5	29.6	6.8	0.9	100.0	(1227)
1996	20.1	49.0	24.5	5.5	0.9	100.0	(1223)
1997	22.5	47.7	23.7	4.7	1.4	100.0	(1213)
1998	22.8	44.6	25.1	7.0	0.5	100.0	(1225)
2000*	22.0	50.5	21.7	5.1	0.7	100.0	(1108)
2003	24.6	48.4	20.8	5.5	0.7	100.0	(1202)

G6c – Satisfaction with Size of Classes

	Very Satisfied	Somewhat Satisfied	Neither Satisfied Nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied	Total	(N)
1993	40.9	48.1	0.8	9.3	1.0	100.0	(1121)
1994	42.3	47.5	0.8	8.0	1.5	100.0	(1138)
1995	40.8	45.5	1.5	11.1	1.2	100.0	(1232)
1996	41.6	46.5	1.0	10.0	0.9	100.0	(1226)
1997	44.6	45.8	0.8	7.2	1.7	100.0	(1213)
1998	44.8	43.9	0.6	9.0	1.7	100.0	(1226)
2000*	49.6	40.2	0.2	8.7	1.3	100.0	(1108)
2003	49.7	41.2	0.3	7.6	1.2	100.0	(1203)

***Sample in 2000 is not strictly comparable. See note at the end of Appendix C.**

G8 – Instructors' Feedback

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	7.1	26.1	37.5	23.4	5.8	100.0	(1060)
1994	9.6	27.1	34.9	22.5	6.0	100.0	(1101)
1995	9.2	24.9	37.9	22.1	5.9	100.0	(1172)
1996	8.5	25.2	38.4	21.3	6.6	100.0	(1201)
1997	8.9	25.8	38.0	21.0	6.2	100.0	(1172)
1998	11.5	22.2	36.1	23.3	6.9	100.0	(1204)
2000*	7.2	27.3	37.2	22.7	5.5	100.0	(1095)
2003	9.8	30.0	34.5	20.6	5.2	100.0	(1177)

G9 – Instructors' Sensitivity

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	8.9	28.0	42.2	17.1	3.7	100.0	(1103)
1994	9.6	26.8	39.1	20.2	4.2	100.0	(1125)
1995	10.2	30.3	40.0	16.0	3.6	100.0	(1212)
1996	8.0	31.4	40.8	16.8	2.9	100.0	(1216)
1997	9.5	27.0	41.7	17.2	4.6	100.0	(1207)
1998	10.3	28.5	37.3	20.1	3.8	100.0	(1211)
2000*	10.8	32.3	35.5	18.7	2.7	100.0	(1101)
2003	10.1	32.0	39.7	15.6	2.6	100.0	(1195)

G10 – Availability of Faculty

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	13.2	35.3	34.7	14.1	2.7	100.0	(1076)
1994	15.2	34.5	34.6	12.4	3.2	100.0	(1106)
1995	13.1	38.0	35.1	11.5	2.2	100.0	(1189)
1996	15.0	38.1	32.9	11.9	2.0	100.0	(1202)
1997	13.9	38.8	33.9	10.7	2.8	100.0	(1183)
1998	18.5	35.3	31.1	12.8	2.4	100.0	(1190)
2000*	17.3	41.0	29.9	10.7	1.1	100.0	(1087)
2003	19.3	38.9	30.4	10.0	1.3	100.0	(1186)

***Sample in 2000 is not strictly comparable. See note at the end of Appendix C.**

H6 – Curriculum in Major

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	24.1	45.7	24.7	4.8	0.8	100.0	(923)
1994	22.5	42.9	26.6	6.8	1.1	100.0	(926)
1995	24.0	39.6	28.4	6.3	1.6	100.0	(1010)
1996	18.6	47.5	26.1	7.0	0.8	100.0	(1021)
1997	21.1	41.5	29.5	6.1	1.9	100.0	(1019)
1998	19.9	40.6	31.7	6.5	1.4	100.0	(1047)
2000*	21.5	44.7	28.0	5.2	0.6	100.0	(872)
2003	22.3	46.6	25.6	4.7	0.7	100.0	(1135)

H3 – Teaching by Faculty in Major

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	24.5	46.7	23.0	5.0	0.9	100.0	(915)
1994	24.4	42.2	26.4	5.8	1.2	100.0	(916)
1995	24.6	40.6	28.9	5.4	0.5	100.0	(972)
1996	22.9	42.3	28.3	5.4	1.0	100.0	(1003)
1997	24.4	41.2	28.1	4.9	1.3	100.0	(1012)
1998	23.7	41.6	26.9	6.3	1.6	100.0	(1054)
2000*	20.5	47.8	25.3	5.8	0.6	100.0	(885)
2003	24.6	45.1	25.8	3.6	0.9	100.0	(1130)

G12 – Quality of Teaching by TAs

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	13.0	36.7	32.9	14.4	3.0	100.0	(1033)
1994	12.7	34.7	34.5	14.9	3.3	100.0	(1051)
1995	11.0	32.8	34.7	17.4	4.1	100.0	(1106)
1996	11.1	36.3	35.6	14.8	2.1	100.0	(1116)
1997	9.8	33.1	37.8	16.7	2.6	100.0	(1134)
1998	11.6	34.6	34.6	15.2	4.0	100.0	(1129)
2000*	7.7	33.1	38.8	17.3	3.1	100.0	(1091)
2003	11.4	34.8	36.3	14.5	3.0	100.0	(1129)

*Sample in 2000 is not strictly comparable. See note at the end of Appendix C.

G13a – Quality of Instruction by Non-Native English-Speaking TAs

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	9.3	21.4	28.5	29.0	11.8	100.0	(551)
1994	6.0	16.9	32.4	28.0	16.7	100.0	(553)
1995	6.1	19.3	30.8	25.6	18.1	100.0	(575)
1996	10.4	18.9	31.5	25.9	13.3	100.0	(604)
1997	8.2	18.8	27.8	32.4	12.9	100.0	(655)
1998	8.0	18.8	32.4	26.7	14.2	100.0	(680)
2000*	8.0	15.1	29.1	31.3	16.4	100.0	(700)
2003	9.6	21.6	30.3	24.7	13.8	100.0	(711)

E22 – Overall Assessment of Academic Advising

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	QUESTION NOT ASKED						
1994	9.6	19.0	30.4	27.8	13.2	100.0	(1044)
1995	12.9	18.0	30.0	24.6	14.6	100.0	(1107)
1996	11.1	20.7	28.3	24.9	14.9	100.0	(1116)
1997	11.7	17.9	33.3	23.3	13.9	100.0	(1113)
1998	12.3	18.9	30.9	24.1	13.7	100.0	(1125)
2000*	12.4	25.4	27.1	23.6	11.5	100.0	(1027)
2003	9.8	25.8	32.5	21.1	10.9	100.0	(1149)

J5 -- Advising Regarding Course Selection

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	21.0	28.9	28.2	16.3	5.7	100.0	(738)
1994	19.0	32.6	27.6	14.7	6.0	100.0	(815)
1995	18.9	24.9	34.8	15.8	5.5	100.0	(883)
1996	16.7	27.4	33.0	17.1	5.8	100.0	(943)
1997	14.4	32.3	32.4	16.0	5.0	100.0	(992)
1998	18.9	27.6	30.4	16.6	6.6	100.0	(986)
2000*	QUESTION NOT ASKED						
2003	19.5	30.5	29.0	15.8	5.2	100.0	(1031)

Note: In 2003 Survey, the question's code is J5f

***Sample in 2000 is not strictly comparable. See note at the end of Appendix C.**

J5a - Advising Regarding Major Requirements

	Excellent	Very Good	Good	Fair	Poor	Total	(N)	
1993	22.3	30.9	30.1	11.4	5.2	100.0	(744)	
1994	21.8	30.6	26.6	14.6	6.3	100.0	(824)	
1995	21.6	29.3	33.1	10.9	5.1	100.0	(893)	
1996	20.3	30.5	30.2	12.3	6.7	100.0	(943)	
1997	16.9	33.7	30.6	14.3	4.4	100.0	(992)	
1998	21.9	31.4	27.7	14.1	4.9	100.0	(1003)	
2000*	QUESTION NOT ASKED							
2003	24.2	35.1	27.1	9.8	3.8	100.0	(1031)	

J5b-Advising Regarding Breadth Requirements

	Excellent	Very Good	Good	Fair	Poor	Total	(N)	
1993	15.0	27.3	38.8	13.8	5.0	100.0	(659)	
1994	15.4	28.4	34.0	17.2	4.9	100.0	(739)	
1995	16.0	25.8	41.2	12.3	4.7	100.0	(773)	
1996	14.4	27.0	38.9	16.3	3.4	100.0	(801)	
1997	12.8	29.8	37.1	14.0	6.2	100.0	(836)	
1998	15.1	28.3	37.3	14.7	4.6	100.0	(865)	
2000*	QUESTION NOT ASKED							
2003	15.4	25.8	37.1	15.2	6.4	100.0	(1069)	

Note: Prior to 2003, students were asked to rate advising about breadth requirements. In 2003, students were asked to rate "the academic advising about degree requirements other than your major that you have received this academic year."

J5c-Advising Regarding Career Issues

	Excellent	Very Good	Good	Fair	Poor	Total	(N)	
1993	9.4	22.3	31.4	22.9	14.1	100.0	(555)	
1994	9.7	14.0	32.0	27.3	17.0	100.0	(675)	
1995	10.5	18.7	37.7	20.6	12.4	100.0	(689)	
1996	7.3	17.0	36.4	26.1	13.3	100.0	(722)	
1997	11.6	21.3	37.6	21.4	8.1	100.0	(747)	
1998	10.7	18.0	35.3	25.7	10.2	100.0	(778)	
2000*	QUESTION NOT ASKED							
2003	8.9	20.1	34.7	24.9	11.4	100.0	(899)	

***Sample in 2000 is not strictly comparable. See note at the end of Appendix C.**

J6- Advisor's Time

	Excellent	Very Good	Good	Fair	Poor	Total	(N)	
1993	16.7	27.7	31.4	16.8	7.4	100.0	(780)	
1994	16.6	26.0	30.9	18.3	8.2	100.0	(858)	
1995	19.5	27.3	34.1	12.6	6.5	100.0	(926)	
1996	17.0	28.1	33.8	14.1	7.0	100.0	(968)	
1997	16.3	26.9	33.1	16.8	6.9	100.0	(1018)	
1998	18.8	26.1	33.0	16.1	6.0	100.0	(1012)	
2000*	QUESTION NOT ASKED							
2003	19.2	27.8	33.8	13.0	6.2	100.0	(1052)	

J8- Advisor's Knowledge

	Excellent	Very Good	Good	Fair	Poor	Total	(N)	
1993	24.8	34.1	24.8	11.3	5.0	100.0	(782)	
1994	25.6	31.8	27.5	10.4	4.7	100.0	(853)	
1995	27.9	27.1	31.0	9.8	4.2	100.0	(916)	
1996	24.9	32.1	27.5	11.5	3.9	100.0	(962)	
1997	25.3	31.3	26.2	12.6	4.1	100.0	(1015)	
1998	24.9	32.0	29.6	10.3	3.2	100.0	(1022)	
2000*	QUESTION NOT ASKED							
2003	24.7	31.1	26.4	13.3	4.6	100.0	(1059)	

J9- Advisor's Attitude

	Excellent	Very Good	Good	Fair	Poor	Total	(N)	
1993	28.9	33.4	26.0	7.9	3.8	100.0	(788)	
1994	29.0	32.3	24.4	11.7	2.6	100.0	(860)	
1995	29.8	32.0	26.2	8.1	3.9	100.0	(930)	
1996	30.1	31.4	25.4	8.9	4.2	100.0	(970)	
1997	28.1	33.0	26.6	8.6	3.6	100.0	(1025)	
1998	30.9	30.3	25.2	9.5	4.0	100.0	(1030)	
2000*	QUESTION NOT ASKED							
2003	33.8	35.4	22.7	6.2	1.9	100.0	(1061)	

***Sample in 2000 is not strictly comparable. See note at the end of Appendix C.**

E1 – Libraries

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	26.7	47.7	21.9	3.1	0.6	100.0	(1080)
1994	30.0	49.4	17.5	2.4	0.6	100.0	(1102)
1995	29.5	47.1	20.0	2.8	0.6	100.0	(1197)
1996	29.0	48.2	19.9	2.6	0.3	100.0	(1198)
1997	27.5	47.1	21.2	3.4	0.7	100.0	(1192)
*1998	29.0	46.1	21.2	3.8	0.0	100.0	(1090)
2000*	27.5	49.5	19.8	3.0	0.1	100.0	(1084)
2003	30.2	49.8	18.7	1.1	0.1	100.0	(1158)

E2 – Registration Process

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	28.5	38.2	26.1	6.0	1.2	100.0	(1121)
1994	32.7	35.0	25.7	5.6	1.0	100.0	(1136)
1995	27.9	34.5	27.9	8.5	1.3	100.0	(1226)
1996	24.9	37.9	26.6	9.5	1.0	100.0	(1225)
1997	22.5	34.9	30.8	9.7	2.1	100.0	(1210)
1998	20.8	34.7	32.2	10.3	2.0	100.0	(1122)
2000*	11.6	30.9	36.3	18.1	3.1	100.0	(1099)
2003	16.6	35.0	29.9	14.9	3.6	100.0	(1199)

Note: Prior to 2003, students were asked to rate their satisfaction with the registration process. In 2003, students were asked to rate their satisfaction with "... the registration process, not in terms of whether you were able to register for courses you wanted, but in terms of how the process worked."

E3 – Financial Aids

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	7.6	23.8	35.1	22.4	11.1	100.0	(513)
1994	10.3	28.3	33.1	19.5	8.7	100.0	(529)
1995	11.9	27.4	35.7	15.8	9.2	100.0	(674)
1996	13.8	33.9	29.4	18.2	4.7	100.0	(629)
1997	9.8	30.4	34.6	18.0	7.2	100.0	(637)
1998	9.7	27.2	36.1	19.2	7.8	100.0	(693)
2000*	8.4	27.9	34.9	17.3	11.4	100.0	(586)
2003	18.4	28.5	27.1	18.7	7.3	100.0	(392)

Note: Prior to 2003, students were asked to rate financial aid services. In 2003, only students who had contact with student financial services were asked about financial aid. The question was revised to ask "how do you rate financial aid service, not in terms of your financial aid package, but in terms of how the financial aid office dealt with you."

***Sample in 2000 is not strictly comparable. See note at the end of Appendix C.**

E4 – Student Unions

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	28.2	42.4	26.4	3.0	0.1	100.0	(1015)
1994	30.6	37.7	28.2	3.4	0.1	100.0	(1050)
1995	30.5	38.3	26.8	3.7	0.7	100.0	(1102)
1996	28.1	44.3	23.1	4.5	0.1	100.0	(1099)
1997	32.9	40.9	22.0	3.8	0.4	100.0	(1127)
1998	28.6	40.8	26.0	4.3	0.3	100.0	(1128)
2000*	27.1	44.0	26.3	2.3	0.3	100.0	(1030)
2003	30.2	44.6	21.4	3.4	0.4	100.0	(1162)

E5 – Recreational Programs and Facilities

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	34.0	40.1	22.6	3.1	0.2	100.0	(931)
1994	34.1	39.0	23.1	3.0	0.8	100.0	(977)
1995	30.1	40.4	24.3	4.4	0.8	100.0	(1018)
1996	28.1	40.4	26.4	4.1	1.1	100.0	(999)
1997	26.9	39.8	26.5	5.2	1.5	100.0	(1026)
1998	25.7	39.7	26.5	6.4	1.8	100.0	(1019)
2000*	25.4	41.5	26.1	5.3	1.7	100.0	(951)
2003	26.3	40.1	25.2	7.7	0.7	100.0	(1083)

Note: Prior to 2003, students were asked to rate recreational facilities and programs. In 2003, the question was revised to ask about “recreational sports facilities”.

E6 – Police and Security

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	10.0	32.0	40.2	14.8	3.1	100.0	(391)
1994	12.1	29.7	42.5	12.3	3.3	100.0	(501)
1995	10.5	29.8	40.0	15.3	4.4	100.0	(532)
1996	14.0	34.8	37.1	10.1	4.0	100.0	(530)
1997	14.6	34.1	33.3	13.2	4.8	100.0	(569)
1998	18.6	28.8	34.1	11.4	7.1	100.0	(478)
2000*	11.4	31.5	40.3	10.8	5.9	100.0	(569)
2003	12.6	35.2	39.4	9.0	3.8	100.0	(725)

E7 – Places to Study

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	24.9	37.4	28.6	7.6	1.5	100.0	(1069)
1994	26.1	37.0	28.0	7.3	1.6	100.0	(1111)
1995	27.9	35.2	28.2	7.6	1.1	100.0	(1194)
1996	27.0	36.9	26.6	8.0	1.6	100.0	(1182)
1997	26.0	36.4	27.4	8.7	1.6	100.0	(1183)
1998	28.9	35.9	26.1	7.5	1.6	100.0	(1189)
2000*	32.4	40.3	21.8	4.7	0.8	100.0	(1095)
2003	29.6	44.6	20.6	4.8	0.4	100.0	(1188)

*Sample in 2000 is not strictly comparable. See note at the end of Appendix C.

E8 – Classrooms

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	4.8	25.3	48.9	18.2	2.8	100.0	(1121)
1994	7.2	24.8	43.8	20.9	3.3	100.0	(1138)
1995	7.0	20.9	48.0	19.8	4.3	100.0	(1228)
1996	7.1	25.4	46.4	17.2	4.0	100.0	(1219)
1997	6.6	26.1	44.0	20.0	3.3	100.0	(1216)
1998	7.4	24.0	44.1	21.8	2.6	100.0	(1225)
2000*	6.1	28.8	44.6	18.7	1.8	100.0	(1107)
2003	4.5	27.3	45.7	19.9	2.6	100.0	(1203)

E9 – Quality of Labs

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	12.2	33.8	42.0	10.6	1.4	100.0	(724)
1994	8.9	28.2	43.9	15.2	3.8	100.0	(725)
1995	11.5	27.4	41.0	16.1	3.9	100.0	(828)
1996	9.4	29.6	42.2	15.9	2.8	100.0	(840)
1997	8.4	28.1	41.9	17.9	3.7	100.0	(818)
1998	8.7	27.3	43.4	17.8	2.9	100.0	(831)
2000*	8.1	27.9	44.7	17.1	2.3	100.0	(768)
2003	8.3	31.7	46.9	11.9	1.2	100.0	(858)

E10 – Student Health Services

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	19.1	34.2	29.3	12.1	5.3	100.0	(655)
1994	17.6	27.6	31.1	15.6	8.0	100.0	(719)
1995	19.2	28.1	32.8	14.8	5.2	100.0	(765)
1996	16.7	28.0	29.7	17.8	7.8	100.0	(733)
1997	21.5	33.0	28.7	11.4	5.4	100.0	(795)
1998	22.5	28.2	31.4	11.6	6.2	100.0	(769)
2000*	19.1	31.6	29.4	14.6	5.3	100.0	(714)
2003	17.1	37.7	30.2	11.0	4.0	100.0	(831)

E13 – Counseling

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	19.3	28.3	39.0	9.0	4.5	100.0	(223)
1994	16.2	24.3	32.5	20.3	6.7	100.0	(206)
1995	13.2	25.2	42.2	11.5	8.1	100.0	(229)
1996	13.8	27.0	35.5	19.0	4.8	100.0	(241)
1997	15.9	30.3	39.5	11.2	2.9	100.0	(222)
1998	19.9	26.1	27.1	15.4	11.6	100.0	(215)
2000*	17.2	25.3	33.9	19.4	4.2	100.0	(218)
2003	15.3	30.5	39.3	9.9	5.0	100.0	(288)

*Sample in 2000 is not strictly comparable. See note at the end of Appendix C.

E15/L6v – Residence Halls

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	7.7	31.9	44.1	13.3	3.0	100.0	(705)
1994	10.0	28.6	41.3	15.0	5.2	100.0	(733)
1995	5.3	27.6	44.5	18.1	4.5	100.0	(745)
1996	7.4	29.1	43.4	16.1	4.1	100.0	(705)
1997	6.9	31.8	46.3	10.9	4.1	100.0	(813)
1998	9.4	31.0	42.7	12.2	4.7	100.0	(737)
2000*	9.0	35.6	38.5	13.2	3.7	100.0	(742)
2003	12.3	36.8	32.4	14.7	3.9	100.0	(877)

E16 – Opportunities for Honors Programs

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	13.0	33.8	41.6	8.9	2.6	100.0	(269)
1994	14.5	35.6	39.8	8.3	1.8	100.0	(323)
1995	14.7	30.1	40.5	11.6	3.1	100.0	(320)
1996	14.0	32.5	36.9	13.2	3.5	100.0	(339)
1997	12.7	34.2	38.1	11.1	3.9	100.0	(305)
1998	12.1	29.3	40.5	12.8	5.3	100.0	(284)
2000*	13.3	39.5	35.6	8.1	3.5	100.0	(289)
2003	9.0	35.0	44.4	9.6	2.0	100.0	(279)

Note: Prior to 2003, the question was asked about honors programs and other opportunities for high-ability students. In 2003, the question was rephrased to ask about honors programs and courses.

E18 – Summer Session

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	15.5	39.0	35.8	9.2	0.6	100.0	(349)
1994	14.4	34.8	44.8	5.5	0.5	100.0	(364)
1995	18.8	28.6	39.5	11.9	1.3	100.0	(411)
1996	11.5	33.8	47.9	4.8	2.1	100.0	(339)
1997	15.6	35.3	39.4	7.4	2.4	100.0	(340)
1998	17.8	28.5	46.6	5.9	1.2	100.0	(360)
2000*	15.1	37.6	39.1	7.3	0.8	100.0	(291)
2003	14.8	35.8	40.7	7.6	1.1	100.0	(400)

*Sample in 2000 is not strictly comparable. See note at the end of Appendix C.

E19 – Computer Facilities

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	19.7	35.9	30.5	10.7	3.1	100.0	(907)
1994	24.2	33.2	30.8	9.6	2.2	100.0	(1023)
1995	24.5	35.6	29.5	7.6	2.8	100.0	(1134)
1996	21.5	36.9	30.7	8.9	2.1	100.0	(1139)
1997	21.1	36.2	30.5	9.1	3.0	100.0	(1154)
1998	21.6	38.1	29.6	9.1	1.6	100.0	(1160)
2000*	22.2	37.2	32.3	7.4	0.9	100.0	(1039)
2003	21.8	41.6	28.5	6.9	1.2	100.0	(1132)

E20 – Freshman Orientation/SOAR

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	11.2	43.5	35.3	7.6	2.4	100.0	(170)
1994	16.5	38.3	31.8	10.6	2.7	100.0	(178)
1995	16.5	27.0	34.1	19.2	3.2	100.0	(208)
1996	16.1	37.9	37.3	7.8	1.0	100.0	(199)
1997	13.4	38.5	33.3	11.0	3.9	100.0	(215)
1998	17.0	30.4	35.1	15.1	2.5	100.0	(232)
2000*	12.6	33.1	36.8	14.3	3.2	100.0	(235)
2003	8.8	30.5	43.4	15.5	1.9	100.0	(1104)

Note: Prior to 2003, the question was asked about satisfaction with freshmen orientation and was asked only of freshmen. In 2003, the question was rephrased to ask about SOAR orientation and was asked of all students.

F2 – Responding to Interests and Concerns of Students

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	3.7	27.1	49.3	15.6	4.3	100.0	(1028)
1994	2.9	25.7	46.1	22.1	3.2	100.0	(1077)
1995	3.3	23.5	44.9	23.0	5.3	100.0	(1138)
1996	3.7	25.4	48.6	19.5	2.8	100.0	(1120)
1997	3.2	25.2	46.9	21.5	3.2	100.0	(1061)
1998	4.7	21.3	44.1	24.9	5.0	100.0	(1011)
2000*	4.9	24.0	46.6	21.1	3.4	100.0	(1017)
2003	3.6	26.9	45.9	20.8	2.9	100.0	(1121)

F3 – Creating a Sense of Belonging

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	5.9	25.3	42.5	20.5	5.8	100.0	(1081)
1994	6.6	26.3	40.7	21.1	5.3	100.0	(1097)
1995	6.0	25.0	43.5	20.3	5.2	100.0	(1188)
1996	6.3	23.4	43.6	21.9	4.8	100.0	(1193)
1997	4.5	25.3	45.3	20.0	4.8	100.0	(1178)
1998	6.2	22.5	41.7	23.3	6.4	100.0	(1192)
2000*	7.9	28.1	39.5	20.1	4.3	100.0	(1082)
2003	6.4	27.2	40.6	21.1	4.8	100.0	(1183)

*Sample in 2000 is not strictly comparable. See note at the end of Appendix C.

F8/F10- Addressing Sexism

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	9.7	31.7	42.6	13.2	2.8	100.0	(960)
1994	7.7	29.9	43.4	15.1	3.8	100.0	(933)
1995	6.9	30.3	47.5	12.6	2.6	100.0	(893)
1996	7.1	29.7	46.9	14.7	1.6	100.0	(857)
1997	5.8	27.5	46.0	15.7	5.1	100.0	(790)
1998	5.7	21.9	43.4	23.4	5.7	100.0	(792)
2000*	5.9	27.8	43.1	20.6	2.6	100.0	(712)
2003	7.4	27.9	46.8	16.0	1.9	100.0	(1080)

Note: In 2003 survey, the question is coded as F10

F9 – Addressing Racism

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	9.8	29.0	42.0	15.5	3.7	100.0	(1009)
1994	6.5	24.8	38.4	23.9	6.4	100.0	(990)
1995	4.4	25.5	47.1	17.4	5.6	100.0	(995)
1996	4.9	22.9	44.1	22.4	5.8	100.0	(987)
1997	4.6	23.9	39.1	23.2	9.1	100.0	(937)
1998	4.5	19.5	38.9	27.8	9.3	100.0	(912)
2000*	5.7	21.6	37.2	26.8	8.8	100.0	(842)
2003	5.8	22.1	40.7	25.8	5.7	100.0	(1113)

Note: Prior to 2003, the question was asked about university efforts addressing issues of racism. In 2003, the question was rephrased to ask about how the student rates the university in dealing with race relations.

K9 – Feel Safe on Campus

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Total	(N)
1993	31.2	46.3	0.4	17.0	5.1	100.0	(1123)
1994	24.2	51.4	0.7	19.3	4.4	100.0	(1140)
1995	32.9	48.5	1.2	13.6	3.8	100.0	(1229)
1996	33.8	52.8	0.7	10.9	1.8	100.0	(1223)
1997	37.7	53.2	0.7	7.1	1.3	100.0	(1205)
1998	37.8	52.0	0.3	8.8	1.1	100.0	(1226)
2000*	33.8	56.2	0.0	8.5	1.4	100.0	(1103)
2003	37.7	51.5	0.5	9.7	0.6	100.0	(1202)

*Sample in 2000 is not strictly comparable. See note at the end of Appendix C.

K9a – Feel Safe in Madison

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Total	(N)
1993	23.0	49.1	0.9	21.9	5.0	100.0	(1115)
1994	17.2	54.1	0.9	22.7	5.0	100.0	(1132)
1995	23.3	51.3	1.9	19.6	3.9	100.0	(1226)
1996	22.2	55.8	1.6	18.1	2.2	100.0	(1218)
1997	24.4	59.4	0.8	13.5	1.9	100.0	(1205)
1998	23.1	62.2	0.5	12.3	1.8	100.0	(1217)
2000*	25.4	59.0	0.7	13.3	1.5	100.0	(1108)
2003	27.4	57.9	0.6	13.7	0.4	100.0	(1193)

E11 – Career Advising

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	9.6	24.0	38.1	19.8	8.5	100.0	(622)
1994	8.1	19.4	32.7	23.6	16.3	100.0	(677)
1995	8.6	17.9	31.6	24.4	17.5	100.0	(744)
1996	8.2	19.6	30.3	26.2	15.7	100.0	(501)
1997	9.1	26.0	38.6	17.4	8.8	100.0	(736)
1998	9.1	19.8	33.7	22.9	14.5	100.0	(844)
2000*	8.4	23.1	32.7	24.3	11.5	100.0	(801)
2003	6.4	27.1	42.2	18.1	6.2	100.0	(809)

Note: E11 data are not comparable from year to year; there were changes in question wording and in the universe that was asked the question.

Note: The sample drawn in 2000 is not strictly comparable to the sample in other years. In 1999, student record data were converted to a new data system. This caused some problems in drawing the sample for 2000. The greatest difference occurred as a result of a change in timing for the survey. In 2000, the sample included only students who were enrolled in the fall and registered in classes spring semester. In all other years, the sample was drawn based on students who were enrolled in the fall semester and included both students who were registered in the spring semester and those who graduated or withdrew before spring semester. In 1998, approximately 10% fewer students would have been included had the sample included only those registered for both fall and spring semesters. See UW Madison Undergraduate Student Satisfaction Survey: Summary of Results (October 9, 2001) for a more detailed discussion of sampling issues in 2000.

Appendix D
TREND IN DISTRIBUTION OF STUDENT CHARACTERISTICS: 1993-2000

	1993	1994	1995	1996	1997	1998	2000*	2003
COLLEGE								
Agriculture and Life Science	8.2	8.2	8.3	9.0	9.1	7.4	7.0	8.9
Human Ecology (FRCS)	1.7	2.6	2.1	2.3	2.5	3.0	2.2	3.0
Business	4.5	5.1	5.1	4.2	4.8	4.2	13.3	4.5
Education	10.8	10.3	9.7	10.6	9.0	10.2	10.9	9.6
Engineering	15.2	12.4	13.8	12.0	12.9	13.3	13.6	13.6
Letters and Science	55.7	57.8	57.8	57.2	58.1	58.4	42.9	59.0
Nursing	1.7	2.0	2.4	1.8	1.4	1.4	1.6	1.0
Pharmacy	1.4	1.2	1.7	1.2	1.4	1.1	1.2	0.0
Medicine	0.8	1.2	0.8	1.7	0.8	1.0	0.6	0.5
NA	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>6.9</u>	<u>0.0</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Note: 2000 data is self-reported data for college of expected major. In all other years, administrative data showing current school/college is reported.

YEAR IN SCHOOL (self-report)								
Freshman	15.3	13.9	17.5	17.7	18.4	19.4	22.8	18.3
Sophomore	19.7	17.6	20.4	19.6	19.5	20.0	22.6	22.2
Junior	22.3	19.1	21.6	22.0	22.7	21.9	22.3	22.9
Senior	40.5	44.1	36.8	37.6	36.3	36.3	31.9	31.9
Completed Bachelor's Degree	2.0	3.8	3.3	2.3	2.7	1.9	0.1	4.0
Other	<u>0.3</u>	<u>1.6</u>	<u>0.4</u>	<u>0.7</u>	<u>0.4</u>	<u>0.3</u>	<u>0.3</u>	<u>0.7</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

GENDER								
Male	48.4	47.7	49.4	48.4	47.7	47.3	47.0	46.3
Female	<u>51.6</u>	<u>52.3</u>	<u>50.6</u>	<u>51.6</u>	<u>52.3</u>	<u>52.7</u>	<u>53.0</u>	<u>53.7</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

RACE/ETHNICITY (self-report)								
Domestic								
Black	1.2	1.0	1.7	1.4	1.4	1.3	1.3	1.6
Asian American	5.0	3.3	3.6	4.2	4.7	4.1	0.8	5.0
American Indian	0.5	0.3	0.4	0.3	0.4	0.3	0.4	0.3
Hispanic	1.8	1.0	1.8	1.9	1.5	1.8	1.6	1.9
Mexican American	(1.0)	(0.5)	(1.0)	(1.1)	(0.8)	(0.9)	(0.9)	(1.0)
Puerto Rican	(0.3)	(0.3)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)
Other	(0.4)	(0.3)	(0.7)	(0.5)	(0.6)	(0.6)	(0.6)	(0.7)
Non-Hispanic White	86.2	87.3	85.3	84.7	84.7	84.1	91.1	79.4
Biracial/Multiracial							1.1	1.5
Foreign**	4.0	4.7	5.0	5.6	4.9	4.6	1.8	5.9
NA	1.3	1.3	0.8	0.7	0.6	0.9	0.9	2.5
Other	<u>0.0</u>	<u>1.1</u>	<u>1.4</u>	<u>1.3</u>	<u>1.1</u>	<u>2.9</u>	<u>0.9</u>	<u>1.9</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

**Note: Graduated from high school outside US.

1993 1994 1995 1996 1997 1998 2000 2003

IN-STATE/OUT-OF-STATE

In-state	73.0	71.7	70.8	71.0	69.6	71.1	75.5	71.3
Out-of-state	27.0	28.3	29.2	29.0	30.4	28.9	24.4	28.7
Don't Know	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.1</u>	<u>0.0</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: In 2000, data is self-reported.

STATE OF HIGH SCHOOL GRADUATION

Wisconsin	68.6	67.7	67.1	67.5	65.2	68.3	72.1	67.4
Minnesota	7.6	9.2	8.7	7.4	9.8	7.8	9.6	8.9
Illinois	7.6	6.0	6.2	6.6	7.1	6.5	8.0	8.5
Foreign	4.0	4.7	5.0	5.6	4.9	4.5	1.8	5.9
N.Y.	2.2	1.7	3.0	2.1	3.0	2.5	1.9	1.4
N. J.	0.7	1.2	1.0	1.3	0.6	0.8	0.3	0.2
Michigan	0.9	1.1	1.1	1.0	0.8	0.6	0.5	1.2
Other States	<u>8.4</u>	<u>8.4</u>	<u>7.9</u>	<u>8.5</u>	<u>8.6</u>	<u>9.0</u>	<u>5.8</u>	<u>6.5</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

NUMBER OF CREDITS FOR WHICH STUDENT WAS REGISTERED

None	9.4	11.8	8.2	8.5	9.4	8.5	0.7	7.3
1-9	5.9	5.9	6.4	7.0	6.1	5.3	4.7	4.9
10-12	10.1	11.6	11.5	10.6	11.5	13.0	13.8	12.1
13-15	37.5	36.1	43.9	37.1	39.1	39.5	55.7	43.1
16+	<u>37.2</u>	<u>35.0</u>	<u>30.0</u>	<u>36.7</u>	<u>33.9</u>	<u>33.7</u>	<u>25.1</u>	<u>32.6</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

AGE DISTRIBUTION (AS OF JANUARY 1 OF THE SURVEY YEAR)

17	0.0	0.1	0.4	0.2	0.1	0.3	Age	0.1
18	11.7	12.3	12.0	11.5	12.9	13.9	Distribution	8.9
19	15.3	12.4	16.0	16.9	18.1	16.5	Not	22.1
20	16.0	15.0	18.2	17.5	19.6	19.7	Available	21.8
21	18.4	20.3	20.6	18.7	18.3	20.3	in 2000	20.2
22	16.1	16.4	11.2	13.8	13.2	13.3		13.5
23	7.8	8.1	7.1	7.7	6.0	6.3		6.0
24	4.8	4.4	3.9	4.1	3.7	1.8		2.3
25	1.6	2.3	2.2	2.1	1.3	1.8		0.6
26-29	4.3	4.5	3.4	3.7	3.3	3.0		2.3
30+	<u>4.0</u>	<u>4.2</u>	<u>5.1</u>	<u>4.0</u>	<u>3.5</u>	<u>3.1</u>		<u>2.3</u>
	100.0	100.0	100.0	100.0	100.0	100.0		100.0

	1993	1994	1995	1996	1997	1998	2000	2003
CUMULATIVE GRADE POINT AVERAGE (GPA)								
less than 1.50	1.5	1.6	0.8	0.9	1.5	1.5	0.2	1.0
1.50 - 1.99	4.1	3.7	2.7	4.1	2.6	2.3	0.3	2.1
2.00 - 2.24	7.5	5.6	4.8	6.4	5.1	4.0	2.1	2.6
2.25 - 2.49	9.9	7.3	9.5	7.5	8.2	6.9	3.2	6.3
2.50 - 2.74	14.2	11.0	12.4	12.1	11.9	11.3	11.1	10.1
2.75 - 2.99	13.2	16.1	15.4	14.9	16.5	17.5	15.0	12.3
3.00 - 3.24	19.3	18.2	18.3	16.0	15.4	16.3	23.4	19.3
3.25 - 3.49	12.5	15.6	14.2	14.0	15.9	16.3	15.3	18.9
3.50 - 3.74	11.0	12.5	11.6	12.5	13.5	14.3	18.3	14.2
3.75 - 4.00	<u>6.9</u>	<u>8.5</u>	<u>10.4</u>	<u>11.4</u>	<u>9.4</u>	<u>9.7</u>	<u>11.1</u>	<u>13.3</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: Except 2000 survey, all the GPA data listed above are administrative data.

HIGH SCHOOL CLASS RANK

Top 5 %	Class	14.2	15.9	19.9	18.5	19.1	Class	28.8
6-10 %	Rank	13.0	11.9	12.9	13.9	14.2	Rank	22.4
11-15 %	Not	10.2	8.8	10.7	10.6	12.3	Not	17.2
16-20 %	Available	9.6	8.7	9.4	9.8	11.2	Available	14.4
21-25 %	in 1993	7.9	8.4	8.2	6.3	6.4	in 2000	8.4
26-30 %		5.8	6.7	3.3	5.2	4.5		3.1
31-40 %		8.8	6.7	4.4	4.8	3.8		3.6
41-50 %		2.4	1.0	1.8	1.4	1.1		1.3
Bottom Half		1.2	1.2	1.2	1.0	1.2		0.9
Rank Unknown		<u>27.0</u>	<u>30.8</u>	<u>28.2</u>	<u>28.4</u>	<u>26.2</u>		0.0
		100.0	100.0	100.0	100.0	100.0		100.0

HIGHEST DEGREE EXPECTED

No degree	0.1	0.6	0.2	0.3	0.4	0.0	0.2	0.1
Bachelors	24.8	22.5	25.1	24.3	18.8	19.5	23.5	19.1
Masters	44.7	47.7	44.8	45.4	46.4	46.4	45.1	48.1
Doctorate/Professional	20.7	20.2	20.1	19.7	23.0	22.5	19.1	26.7
Other	0.1	0.5	0.7	1.1	0.7	0.2	0.8	1.1
Don't Know	9.5	8.3	9.1	9.2	10.7	11.3	11.5	4.8
Refused	<u>0.1</u>	<u>0.2</u>	<u>0.0</u>	<u>0.0</u>	<u>0.7</u>	<u>0.0</u>	<u>0.1</u>	<u>0.0</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

USUAL HOURS OF EMPLOYMENT (DURING ACADEMIC YEAR)

None	39.4	33.5	35.3	34.8	35.7	39.3	33.8	36.2
1-9 hours	11.8	10.0	9.3	10.8	13.2	11.6	10.3	12.8
10-14	15.8	16.3	17.7	17.1	16.3	16.9	20.3	17.2
15-19	11.5	12.2	15.2	11.9	12.7	12.0	11.6	12.2
20-24	9.2	13.0	10.7	12.2	9.6	11.1	12.4	10.4
25-34	8.4	10.0	7.6	8.6	6.5	5.3	7.6	7.6
35+	4.0	4.5	4.1	4.2	5.9	3.6	3.7	3.6
Don't know	<u>0.1</u>	<u>0.4</u>	<u>0.4</u>	<u>0.2</u>	<u>0.0</u>	<u>0.2</u>	<u>0.3</u>	<u>0.0</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	1993	1994	1995	1996	1997	1998	2000	2003
DEPENDENT CHILDREN								
Yes	3.7	Dependent		3.1	2.7	2.5	2.5	1.9
No	<u>96.2</u>	Children		<u>96.9</u>	<u>97.3</u>	<u>97.5</u>	<u>97.5</u>	<u>98.1</u>
	100.0	Not Available		100.0	100.0	100.0	100.0	100.0
		in 1994 or 1995						
U.S. CITIZEN (administrative records)								
Yes	Not Available		93.1	92.8	93.8	93.3	Not	94.9
No	in 1993 or 1994		<u>6.9</u>	<u>7.2</u>	<u>6.2</u>	<u>6.7</u>	Available	<u>5.1</u>
			100.0	100.0	100.0	100.0	in 2000	100.0
LIVING ARRANGEMENTS								
Residence Halls	27.8	24.2	28.4	28.2	27.9	28.3	32.6	29.5
University Residence Hall	(25.0)	(21.5)	(25.2)	(25.5)	(26.1)	(24.0)	(29.5)	(25.6)
Other Residence Hall	(2.8)	(2.6)	(3.3)	(2.7)	(1.8)	(4.2)	(3.2)	(3.9)
Refused	(0.0)	(0.1)	(0.0)	(0.1)	(0.0)	(0.1)	(0.0)	(0.0)
Parental Home	4.8	3.8	4.0	3.8	3.1	3.1	2.3	2.1
Fraternity or Sorority	3.3	4.6	5.0	3.9	3.8	3.3	2.9	2.0
Apartment/Home	63.2	67.1	62.4	62.3	63.7	64.0	61.6	65.4
Don't Know/Refused	0.1	0.2	0.1	0.1	0.0	0.0	0.2	0.0
Other	<u>0.8</u>	<u>0.0</u>	<u>0.0</u>	<u>1.7</u>	<u>1.5</u>	<u>1.3</u>	<u>0.4</u>	<u>1.0</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
YEAR IN SCHOOL (administrative records)								
Freshman	16.1	18.0	20.6	20.9	21.3	22.3	20.6	19.1
Sophomore	18.6	18.2	23.3	21.3	22.2	22.0	22.5	23.7
Junior	22.7	20.4	24.0	26.2	25.0	25.2	26.4	26.1
Senior	<u>42.6</u>	<u>43.3</u>	<u>32.1</u>	<u>31.6</u>	<u>31.5</u>	<u>30.6</u>	<u>30.5</u>	<u>31.1</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TRANSFERRED TO UW-MADISON								
Yes	Not Available		22.7	23.1	21.2	19.4	14.0	18.8
No	in 1993 or 1994		77.3	76.9	78.8	80.6	85.2	80.9
Other			<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.8</u>	<u>0.3</u>
			100.0	100.0	100.0	100.0	100.0	100.0

Note: The sample drawn in 2000 is not strictly comparable to the sample in other years. In 1999, student record data were converted to a new data system. This caused some problems in drawing the sample for 2000. The greatest difference occurred as a result of a change in timing for the survey. In 2000, the sample included only students who were enrolled in the fall and registered in classes spring semester. In all other years, the sample was drawn based on students who were enrolled in the fall semester and included both students who were registered in the spring semester and those who graduated or withdrew before spring semester. In 1998, approximately 10% fewer students would have been included had the sample included only those registered for both fall and spring semesters. See UW Madison Undergraduate Student Satisfaction Survey: Summary of Results (October 9, 2001) for a more detailed discussion of sampling issues in 2000.

Appendix E

Weighted and Unweighted Sample Frequencies for Selected Student Characteristics

	<u>UNWEIGHTED</u>		<u>WEIGHTED</u>
	N	%	%
SEX			
Male	548	45.5	46.3
Female	<u>656</u>	<u>54.5</u>	<u>53.7</u>
	1204	100.0	100.0
COLLEGE (Administrative Record)			
Agriculture and Life Science	101	8.4	8.9
Human Ecology (FRCS)	35	2.9	3.0
Business	51	4.2	4.5
Education	114	9.5	9.6
Engineering	158	13.1	13.6
Letters and Science	722	60.0	59.0
Nursing	14	1.2	1.0
Pharmacy	0	0.0	0.0
Medicine-Undergrad Progs	<u>9</u>	<u>0.7</u>	<u>0.5</u>
	1203	100.0	100.0
YEAR (Self-Report - at the time of interview)			
Freshman	288	23.9	18.3
Sophomore	236	19.6	22.2
Junior	260	21.6	22.9
Senior	368	30.6	31.9
Already Completed Bachelor's Degree	44	3.7	4.0
Other	<u>8</u>	<u>0.7</u>	<u>0.7</u>
	1204	100.0	100.0
CURRENT CREDITS			
(Number of credits student was enrolled for at Spring Semester)			
None	88	7.3	7.3
1-9	57	4.7	4.9
10-12	151	12.5	12.1
13-15	516	42.9	43.1
16-17	301	25.0	25.0
18 or more	<u>91</u>	<u>7.6</u>	<u>7.7</u>
	1204	100.0	100.0

Weighted and Unweighted Sample Frequencies for Selected Student Characteristics

(Continued)

	<u>UNWEIGHTED</u>		<u>WEIGHTED</u>	
	N	%	N	%
RACE/ETHNICITY (Self-Report)				
Black	54	4.5	54	1.7
Asian American	110	9.1	110	7.3
American Indian	13	1.1	13	0.4
Hispanic	64	5.3	64	1.9
Mexican American	(35)	(2.9)	(35)	(1.0)
Puerto Rican	(8)	(0.7)	(8)	(0.2)
Cuban	(1)	(0.1)	(1)	0.0
Other South/Central American	(6)	(0.5)	(6)	(0.2)
Other Hispanic	(14)	(1.2)	(14)	(0.5)
Non-Hispanic White	871	72.3	871	82.3
Biracial/Multiracial	28	2.3	28	1.7
Other	32	2.7	32	2.2
Refused	15	1.2	15	1.3
Not Available	<u>17</u>	<u>1.4</u>	<u>17</u>	<u>1.3</u>
	1204	100.0	1204	100.0

	IN- /OUT-OF- STATE (Self-Report - for assessing tuition)			
	N	%	N	%
In-State	860	71.4	860	71.3
Out-of-state	<u>344</u>	<u>28.6</u>	<u>344</u>	<u>28.7</u>
	1204	100.0	1204	100.0

	<u>UNWEIGHTED</u>		<u>WEIGHTED</u>	
	N	%	N	%
RACE/ETHNICITY (Administrative Record)				
Black	70	5.8	70	2.1
Asian-Pacific Island	96	8.0	96	5.6
American Indian/Alaskan Native	16	1.3	16	0.4
Hispanic	78	6.5	78	2.2
Non-Hispanic White	899	74.7	899	85.3
NA	<u>44</u>	<u>3.7</u>	<u>44</u>	<u>4.3</u>
	1203	100.0	1203	100.0