



## **2003 UW-MADISON UNDERGRADUATE SURVEY**

### **SUMMARY OF RESULTS**

**Survey Conducted by**

James A. Sweet  
Lina Guzman  
Tak Yun Yu

University of Wisconsin Survey Center  
University of Wisconsin-Madison  
Madison, WI 53705

**Summary Analysis by**

Mei-Hsia Chen  
Margaret Harrigan  
Yi Lu  
Jocelyn Milner

Academic Planning and Analysis  
Office of the Provost  
University of Wisconsin-Madison

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**2003 UNDERGRADUATE SURVEY  
TABLE OF CONTENTS**

	<b>Page</b>
<b>Introduction</b>	<b>4</b>
<b>Survey Procedures</b>	<b>4</b>
<b>Characteristics of UW-Madison Students</b>	<b>5</b>
<b>Student Satisfaction</b>	
<b>Global Satisfaction Measures</b>	<b>8</b>
<b>Assessments of Academic Programs: Instruction, Instructors,         Courses, Majors, and Honors</b>	<b>11</b>
<b>Assessments of Student Services</b>	<b>19</b>
<b>Assessments of Student Government – ASM</b>	<b>20</b>
<b>Assessments of University Facilities and Academic Services</b>	<b>20</b>
<b>Assessments of Campus Climate and Safety</b>	<b>21</b>
<b>Advising</b>	
<b>General Assessments of Advising</b>	<b>25</b>
<b>Student Contact with Advisors</b>	<b>25</b>
<b>Quality of Advising Process</b>	<b>26</b>
<b>Meeting with an Advisor and Getting the Needed Help</b>	<b>28</b>
<b>Difficulty Getting Into Courses</b>	<b>30</b>
<b>Work</b>	<b>32</b>
<b>Special Topic Modules</b>	
<b>Out-of-Classroom Learning</b>	<b>33</b>
<b>Integration into the Campus Community</b>	<b>36</b>
<b>Student Debt</b>	<b>38</b>
<b>Choosing an Academic Major</b>	<b>41</b>
<b>Dropping Courses</b>	<b>43</b>
<b>Housing</b>	<b>44</b>
<b>Being Prepared and “Up” for Classes</b>	<b>46</b>
<b>Transition to College at UW-Madison</b>	<b>48</b>

## APPENDICES

<b>Appendix A</b>	<b>Survey Procedures</b>	<b>50</b>
<b>Appendix B</b>	<b>Survey Questions</b>	<b>55</b>
<b>Appendix C</b>	<b>Trend in Student Satisfaction Measures: 1993-2003</b>	<b>66</b>
<b>Appendix D</b>	<b>Trend in Distributions of Student Characteristics: 1993-2003</b>	<b>80</b>
<b>Appendix E</b>	<b>Weighted and Unweighted Sample Frequencies for Selected Student Characteristics</b>	<b>84</b>

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](http://www.wiscinfo.wisc.edu/obpa)

Reports from previous undergraduate surveys are available at:  
[www.wisc.edu/uwsc/ssportal.htm](http://www.wisc.edu/uwsc/ssportal.htm)

## 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.

<b>Number of Attempted Calls</b>	<b>Percent of All Completed Cases</b>	<b>Cumulative Percent</b>
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 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 <sup>2</sup> )
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.

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<sup>2</sup> 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.

<b>Length of Interview (minutes)</b>	<b>Percent</b>	<b>Cumulative Percent</b>
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
<b>COLLEGE</b>								
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.

<b>YEAR IN SCHOOL (self-report)</b>								
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

<b>GENDER</b>								
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

<b>RACE/ETHNICITY (self-report)</b>								
<b>Domestic</b>								
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**

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

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

<b>None</b>	9.4	11.8	8.2	8.5	9.4	8.5	0.7	7.3
<b>1-9</b>	5.9	5.9	6.4	7.0	6.1	5.3	4.7	4.9
<b>10-12</b>	10.1	11.6	11.5	10.6	11.5	13.0	13.8	12.1
<b>13-15</b>	37.5	36.1	43.9	37.1	39.1	39.5	55.7	43.1
<b>16+</b>	<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)**

<b>17</b>	0.0	0.1	0.4	0.2	0.1	0.3	Age	0.1
<b>18</b>	11.7	12.3	12.0	11.5	12.9	13.9	Distribution	8.9
<b>19</b>	15.3	12.4	16.0	16.9	18.1	16.5	Not	22.1
<b>20</b>	16.0	15.0	18.2	17.5	19.6	19.7	Available	21.8
<b>21</b>	18.4	20.3	20.6	18.7	18.3	20.3	in 2000	20.2
<b>22</b>	16.1	16.4	11.2	13.8	13.2	13.3		13.5
<b>23</b>	7.8	8.1	7.1	7.7	6.0	6.3		6.0
<b>24</b>	4.8	4.4	3.9	4.1	3.7	1.8		2.3
<b>25</b>	1.6	2.3	2.2	2.1	1.3	1.8		0.6
<b>26-29</b>	4.3	4.5	3.4	3.7	3.3	3.0		2.3
<b>30+</b>	<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
<b>CUMULATIVE GRADE POINT AVERAGE (GPA)</b>								
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
<b>DEPENDENT CHILDREN</b>								
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						
<b>U.S. CITIZEN (administrative records)</b>								
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
<b>LIVING ARRANGEMENTS</b>								
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
<b>YEAR IN SCHOOL (administrative records)</b>								
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
<b>TRANSFERRED TO UW-MADISON</b>								
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	%	%
<b>SEX</b>			
Male	548	45.5	46.3
Female	<u>656</u>	<u>54.5</u>	<u>53.7</u>
	1204	100.0	100.0
<b>COLLEGE (Administrative Record)</b>			
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
<b>YEAR (Self-Report - at the time of interview)</b>			
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
<b>CURRENT CREDITS</b>			
<b>(Number of credits student was enrolled for at Spring Semester)</b>			
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>	
	<b>N</b>	<b>%</b>	<b>%</b>	
<b>RACE/ETHNICITY (Self-Report)</b>				
<b>Black</b>	54	4.5		1.7
<b>Asian American</b>	110	9.1		7.3
<b>American Indian</b>	13	1.1		0.4
<b>Hispanic</b>	64	5.3		1.9
<b>Mexican American</b>	(35)	(2.9)		(1.0)
<b>Puerto Rican</b>	(8)	(0.7)		(0.2)
<b>Cuban</b>	(1)	(0.1)		0.0
<b>Other South/Central American</b>	(6)	(0.5)		(0.2)
<b>Other Hispanic</b>	(14)	(1.2)		(0.5)
<b>Non-Hispanic White</b>	871	72.3		82.3
<b>Biracial/Multiracial</b>	28	2.3		1.7
<b>Other</b>	32	2.7		2.2
<b>Refused</b>	15	1.2		1.3
<b>Not Available</b>	<u>17</u>	<u>1.4</u>		<u>1.3</u>
	1204	100.0		100.0

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

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