



## **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

7/9/2004

**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)

## 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)

<b>COLLEGE (Administrative record)</b>		<b>IN-STATE/OUT-OF-STATE</b>	
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	<b>STATE OF HIGH SCHOOL GRADUATION</b>	
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
<b>YEAR IN SCHOOL (self-report)</b>		<b>NUMBER OF CREDITS (Administrative record)</b>	
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		
<b>GENDER</b>		<b>GRADE POINT AVERAGE (Administrative record)</b>	
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
<b>RACE/ETHNICITY (self-report)</b>			
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)**

<b>HIGHEST DEGREE EXPECTED</b>		<b>DEPENDENT CHILDREN</b>	
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>	<b>TRANSFERRED TO UW-MADISON</b>	
100.0		Yes	18.8
		No	80.9
		Other	<u>0.3</u>
			100.0
<b>LIVING ARRANGEMENTS</b>		<b>AGE DISTRIBUTION (AS OF 1/1/03)</b>	
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
		26-29	2.3
		30+	<u>2.3</u>
			100.0
<b>USUAL HOURS OF EMPLOYMENT DURING ACADEMIC YEAR</b>			
None	36.2		
1-9 hours	12.8		
10-14	17.2		
15-19	12.2		
20-24	10.4		
25-29	4.3		
30+	6.9		
100.0			
<b>WORK ON VS. OFF-CAMPUS</b>		<b>YEAR IN SCHOOL(administrative record)</b>	
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
<b>ETHNICITY (Administrative Records)</b>			
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?*

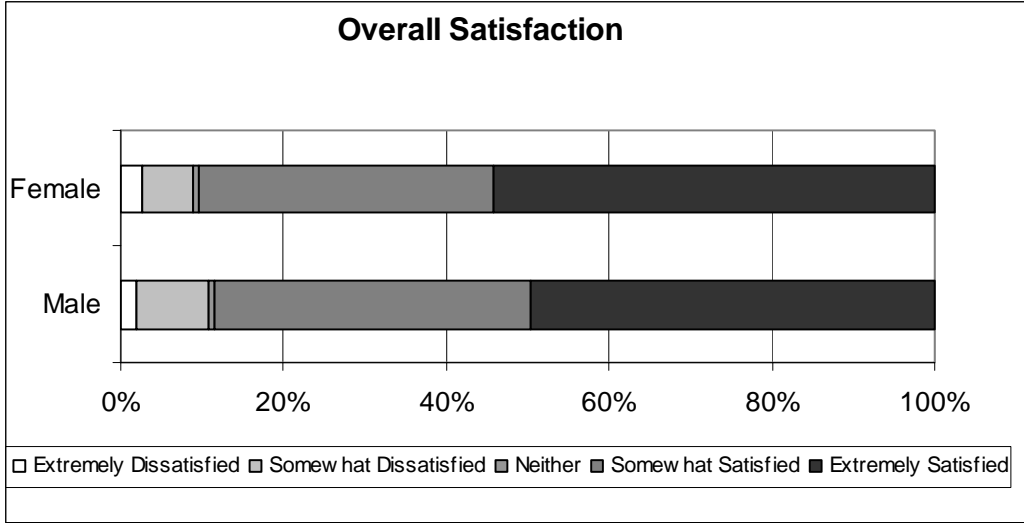
Questions B1 and B2 are near the beginning of the survey, whereas question P1 is near the end.

#### 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.

	<b>Extremely Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neither</b>	<b>Somewhat Dissatisfied</b>	<b>Extremely Dissatisfied</b>	<b>Total</b>
<b>Overall Experience to Date</b>						
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



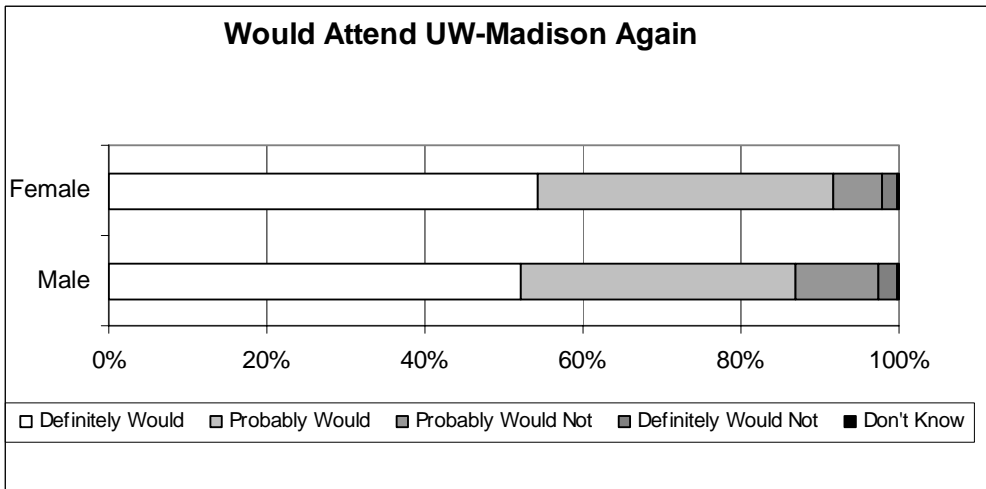


**P1 - Would You Attend UW-Madison If Had to Do It Over Again?**

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
<b>Attend UW-Madison Again</b>						
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.

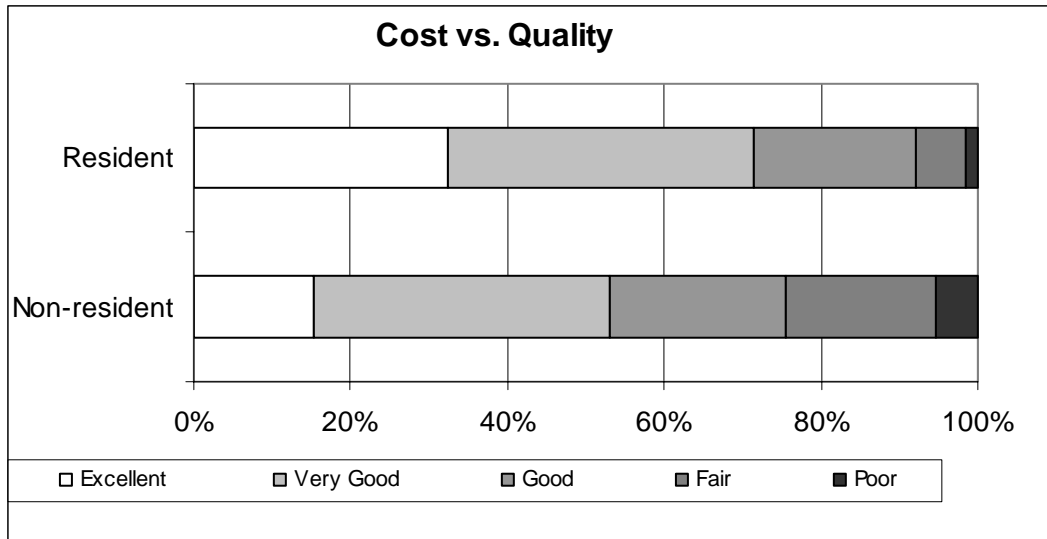


**B2 - Cost Versus Quality**

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
<b>Cost Versus Quality</b>						
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?)*

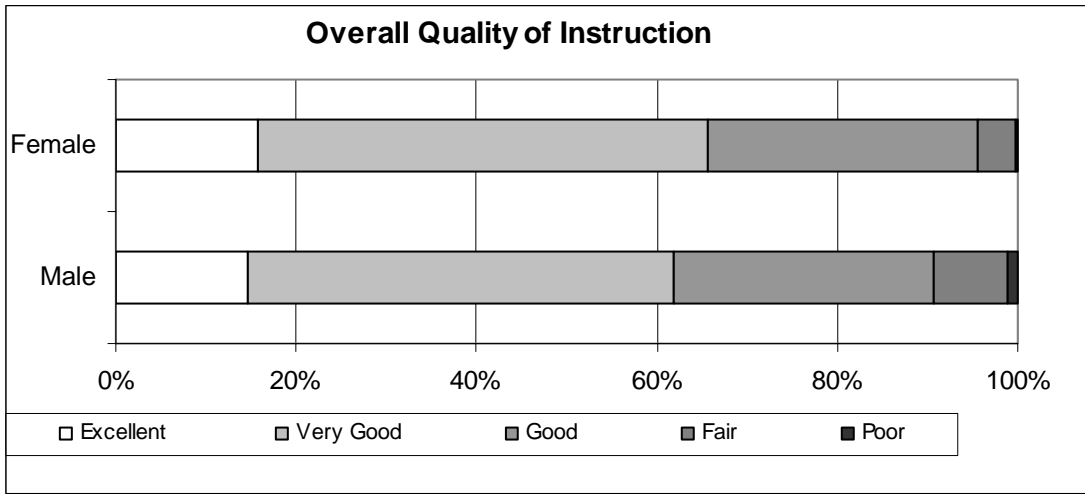
G12 *How do you rate the overall quality of instruction provided by teaching assistants? (Would you say it is excellent, very good, good, fair, or poor?)*

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?)*

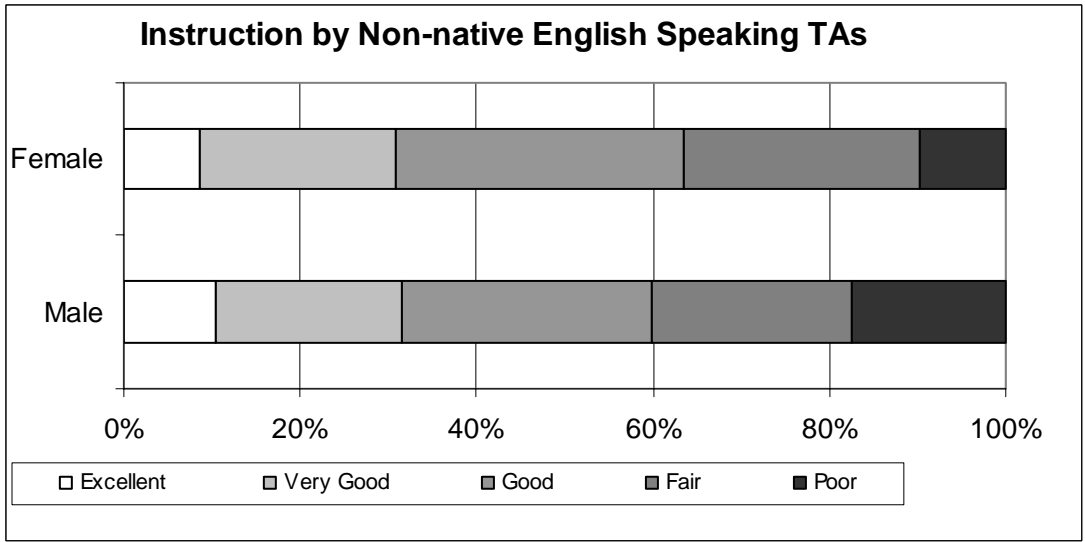
Sixty-four percent of students rate the overall quality of instruction as excellent or very good, and about seven percent rate it as fair or poor. Forty-six percent of students rate the instruction by TAs as excellent or very good; about one in six rates it as fair or poor. Less than one in three students - 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
<b>G1- Overall Quality of Instruction</b>						
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
<b>G12 - Instruction by TAs</b>						
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
<b>G13a- Instruction by Non-native English-Speaking TAs</b>						
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
<b>Instructors' Availability</b>							
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
<b>Faculty Members Sensitivity To Student Needs</b>							
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
<b>Instructors' Feedback</b>							
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.

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

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

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

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

	<b>Too High</b>	<b>About Right</b>	<b>Too Low</b>	<b>Total</b>
<b>Freshman</b>	11.9	87.2	0.9	100.0
<b>Sophomore</b>	9.9	88.3	1.8	100.0
<b>Junior</b>	10.4	84.1	5.5	100.0
<b>Senior</b>	5.1	86.5	8.4	100.0
<b>Male</b>	9.7	84.2	6.2	100.0
<b>Female</b>	8.1	88.6	3.3	100.0
<b>Majority</b>	8.9	86.4	4.7	100.0
<b>Minority</b>	8.2	87.7	4.1	100.0
<b>All Students</b>	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
<b>Challenge You to Think</b>	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
<b>Size of Classes</b>	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
<b>H6 Curriculum in Major</b>	22.3	46.6	25.6	4.7	0.7	100.0
<b>H3 Teaching in Major</b>	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?

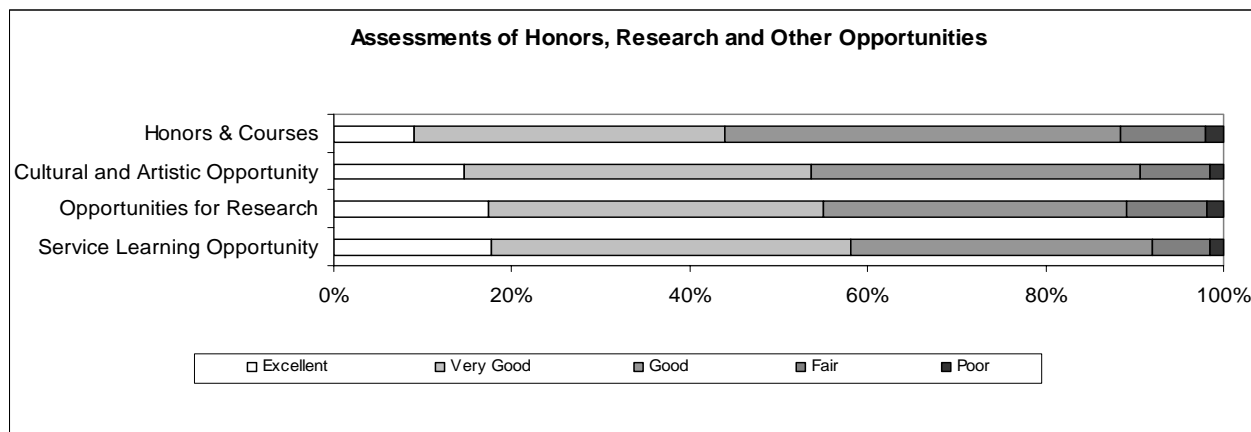
E16m ...access to cultural and artistic opportunities and events?

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.

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

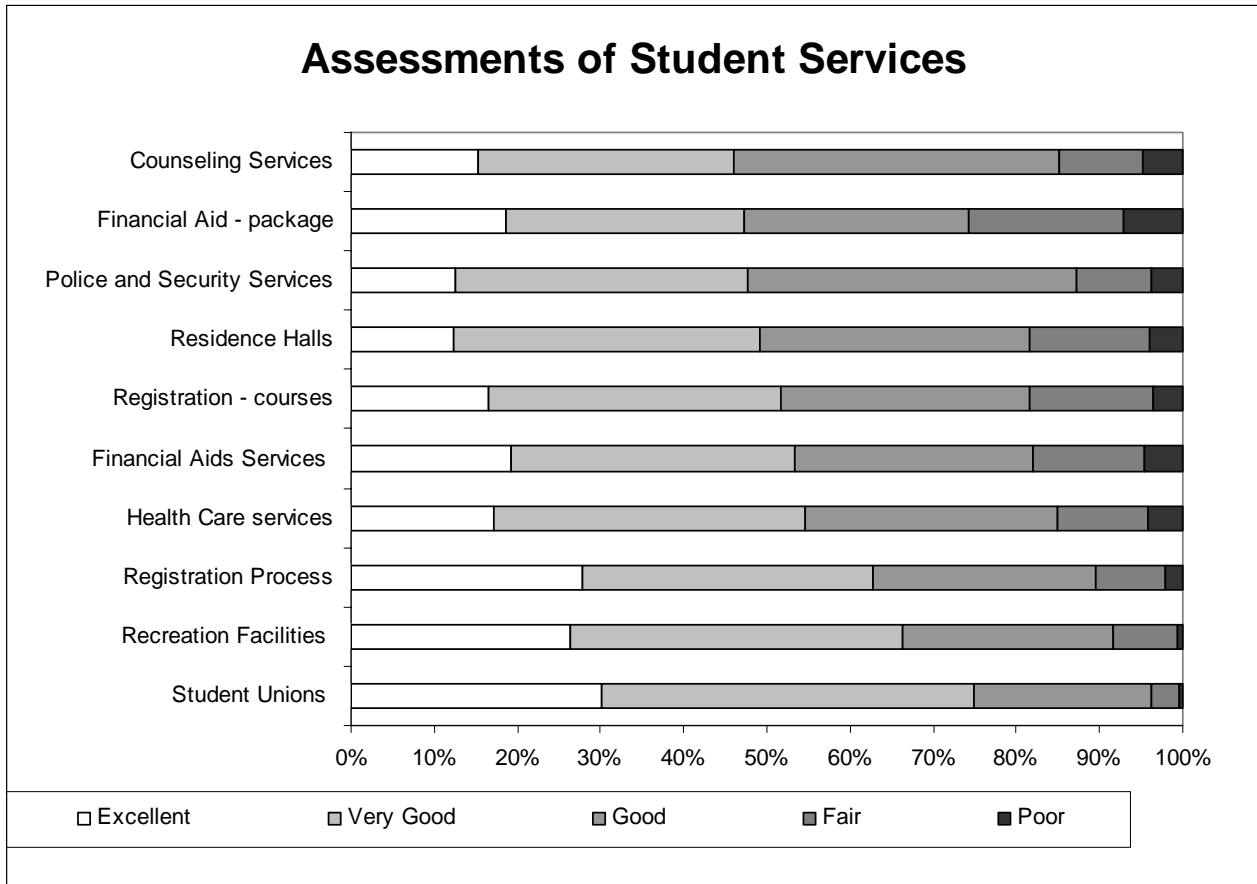


## Assessments of Student Services

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)?

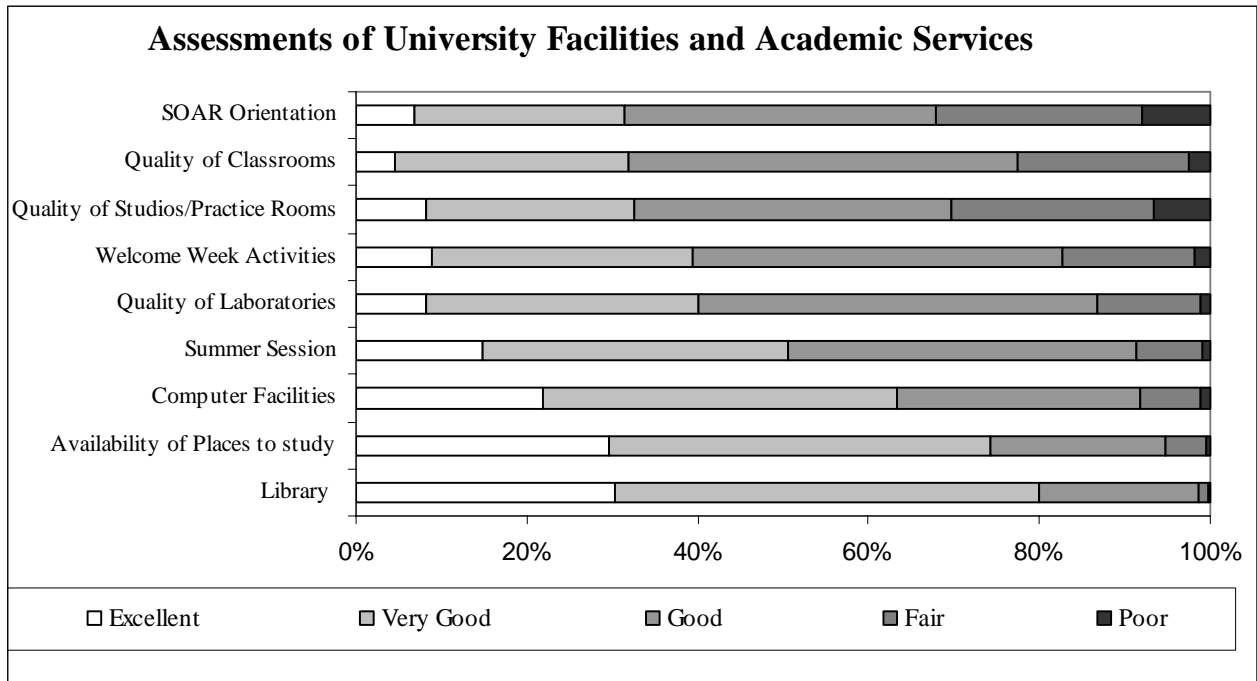
Overall, 45 percent of students reported that they could not evaluate student government because they had no contact or familiarity with it; 55 percent were able to provide an assessment. About half of freshmen and sophomores, and about 40 percent of juniors and seniors were unable to provide a rating. 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
<b>E60 Student-Government – Associated Students of Madison (ASM)</b>	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
<b>Create Sense of Belonging</b>	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
<b>Responding to Student Interests and Concerns</b>	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.

			<b>Extremely Serious</b>	<b>Somewhat Serious</b>	<b>Not at All</b>	<b>Other Responses</b>		<b>Total</b>
<b>F9a</b>	<b>How Serious Sexism Is</b>	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
<b>F8a</b>	<b>How Serious Race Relations Are</b>	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
<b>F10</b>	<b>Dealing with Sexism</b>		<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Total</b>
		Male	8.7	29.1	45.5	14.8	1.8	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
<b>F9</b>	<b>Dealing with Race Relations</b>	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.

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

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4 or more</b>	<b>Total</b>
<b>K5q Times of Discrimination or Harassment during the Academic Year</b>	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:

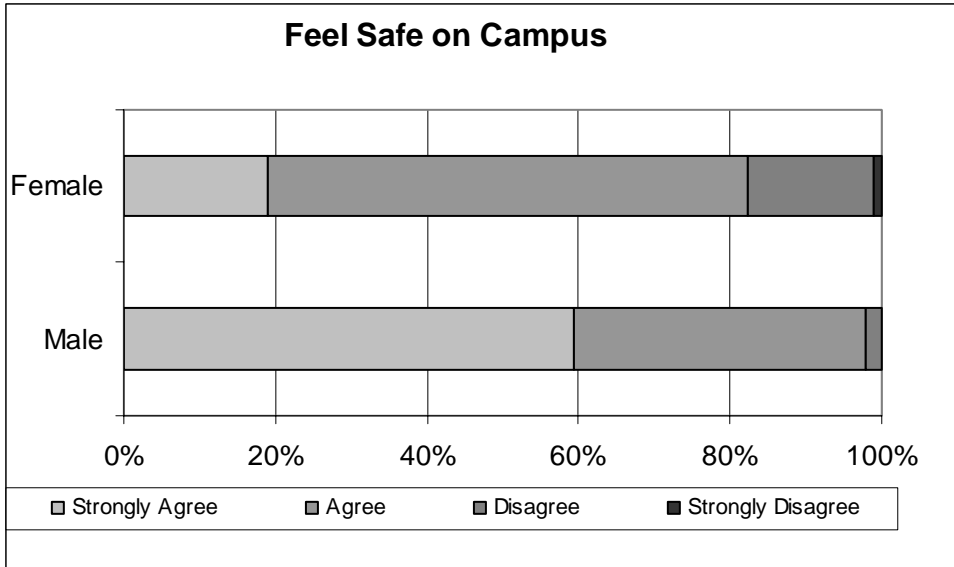
**K9** *Tell me whether you agree or disagree with the following statements. When I am on campus in the evening, I feel safe. Do you strongly agree, agree, disagree, or strongly disagree?*

**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?*

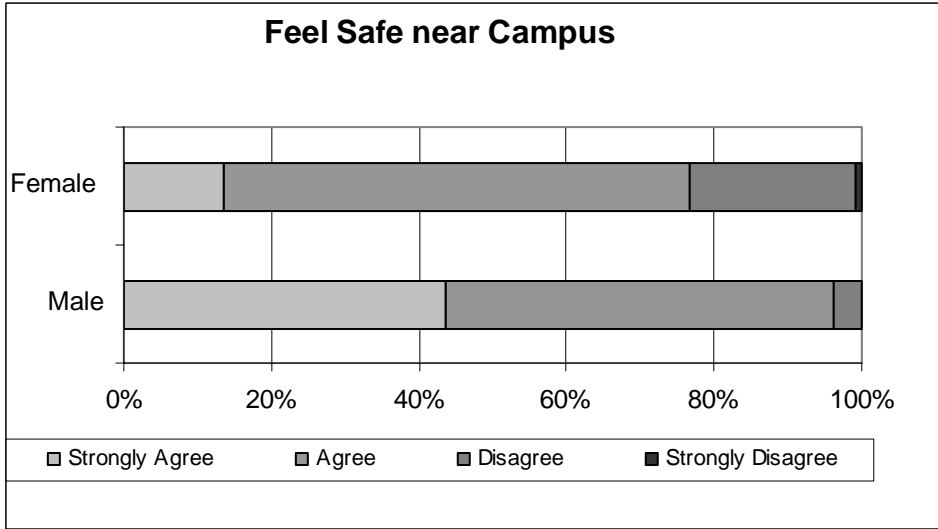
Overall, 90 percent of students report feeling safe on campus in the evening: 38 percent strongly agree and 52 percent agree. Students are somewhat less likely to report that they feel safe in areas of Madison near the campus than on the campus: 27 percent strongly agree and 58 percent agree.

		<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree/Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
<b>K9 Feel Safe on Campus</b>	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
<b>K9a Feel Safe in Madison</b>	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
<b>E22</b>	<b>Overall</b>	9.8	25.8	32.5	21.1	10.9	100.0
<b>E11</b>	<b>Career Preparation/Planning</b>	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
<b>None</b>	75.9	36.3	18.6
<b>1</b>	11.1	18.1	30.1
<b>2-3</b>	10.5	24.3	37.1
<b>4 or more</b>	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
<b>Same advisor</b>	62.8	<b>Yes</b>	15.7
<b>More than one advisor</b>	37.2	<b>No</b>	84.3
<b>Total</b>	100.0	<b>Total</b>	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
<b>Freshman</b>	0.79	1.91	<b>Freshman</b>	2.45	3.00
<b>Sophomore</b>	0.57	2.27	<b>Sophomore</b>	2.19	3.82
<b>Junior</b>	0.39	2.37	<b>Junior</b>	1.93	3.50
<b>Senior</b>	0.52	2.59	<b>Senior</b>	2.50	4.06
<b>Total</b>	0.55	2.33	<b>Total</b>	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
<b>None</b>	7.5	12.7	11.8	12.5	11.4
<b>1</b>	18.3	15.0	13.1	10.9	13.9
<b>2</b>	13.5	12.7	13.4	16.9	14.3
<b>3 to 4</b>	25.3	24.2	23.2	20.9	23.1
<b>5 or more</b>	<u>35.4</u>	<u>35.4</u>	<u>38.5</u>	<u>38.8</u>	<u>37.3</u>
<b>Total</b>	100.0	100.0	100.0	100.0	100.0

### Quality of the Advising Process

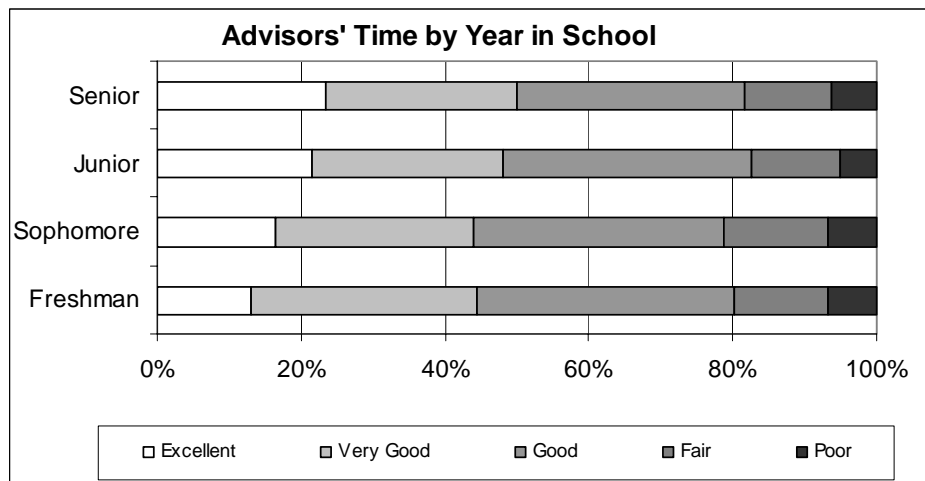
Students were asked to assess several aspects of advising.

- 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?*

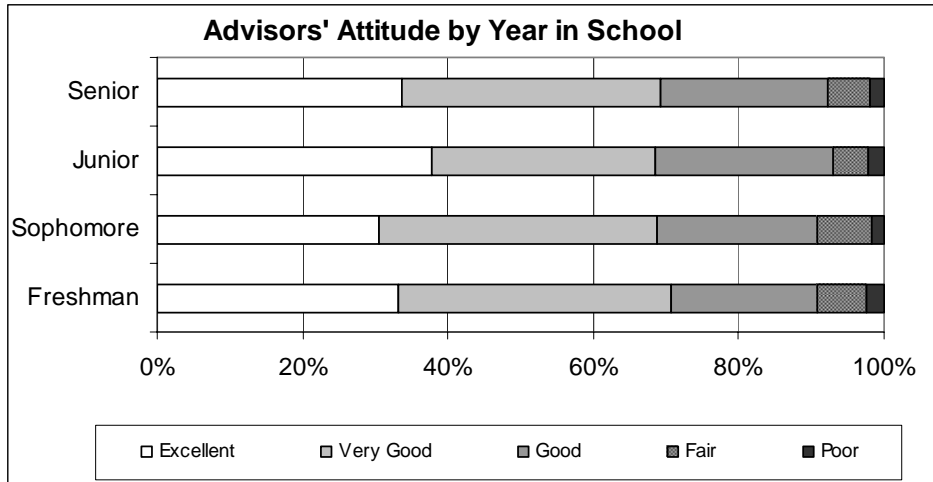
Fifty percent of students rated the quality of advising on course selection as excellent or very good and 29 percent of students rated the quality as good. Fifty-nine percent of students rated the quality of advising on major requirements as excellent or very good and 56 percent rated the advisors' knowledge 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	
<b>J5f Course selection</b>	4%	19.5	30.5	29.0	15.8	5.2	100.0
<b>J5a Major requirements</b>	4%	24.2	35.1	27.1	9.8	3.8	100.0
<b>J5b Degree requirements other than major</b>	11%	15.4	25.8	37.1	15.2	6.4	100.0
<b>J5c Career opportunities</b>	16%	8.9	20.1	34.7	24.9	11.4	100.0
<b>J6 Amount of time advisor spent with you</b>	2%	19.2	27.8	33.8	13.0	6.2	100.0
<b>J8 Advisors' knowledge</b>	1%	24.7	31.1	26.4	13.3	4.6	100.0
<b>J9 Advisors' attitude to you</b>	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.

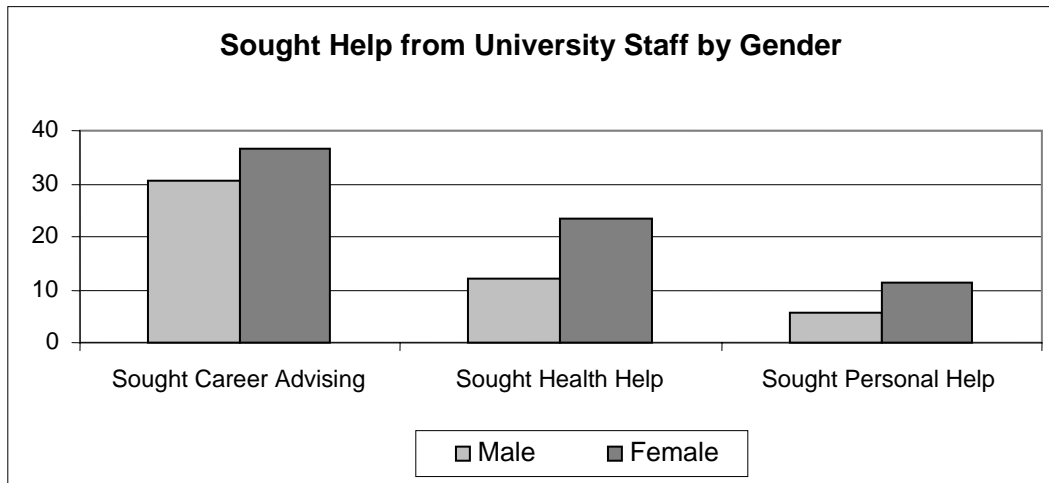
#### Percent of Students Unsure Where to Go for Academic Advice

	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**

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



## 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>
<b>Total</b>	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.<sup>1</sup> 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**

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

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

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

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

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

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

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

**D4 - Unable to Get into Course at a Convenient Time**

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

---

<sup>1</sup> 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
<b>Total</b>	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.

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

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

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

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

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

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

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

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

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

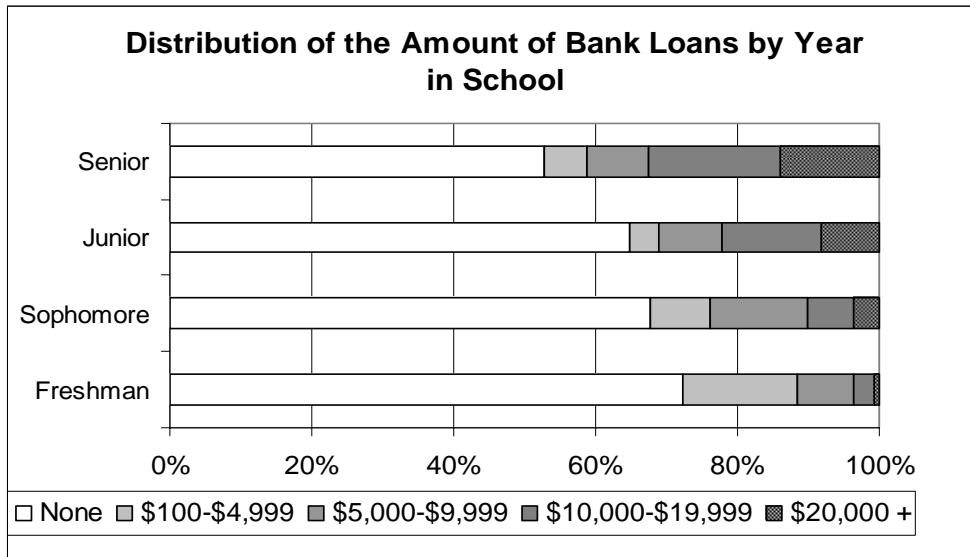
Credit card debt is the second most common source of debt next to bank loans. Thirty-two percent of seniors, 18 percent of juniors, 14 percent of sophomores, and 4 percent of freshmen have credit card debt. More minority students (26 percent) have credit card debt than majority students (18 percent).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

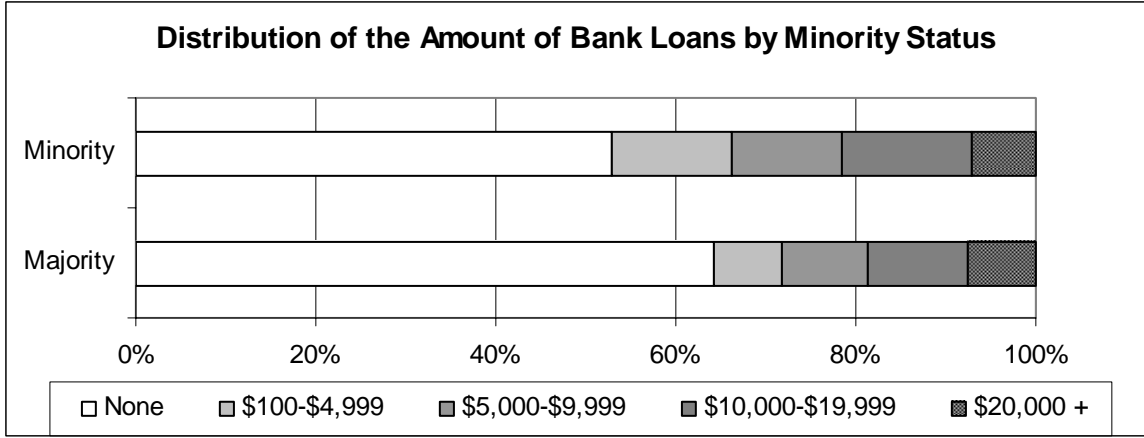
More seniors (11 percent) have other debts of more than \$200 than other levels (six percent for juniors, five percent for sophomores, and two percent for freshmen).

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
<b>Freshman</b>	72.4	16.1	7.9	2.8	0.8	100.0
<b>Sophomore</b>	67.6	8.6	13.6	6.5	3.7	100.0
<b>Junior</b>	64.9	4.1	8.9	14.1	8.1	100.0
<b>Senior</b>	52.8	6.1	8.6	18.7	13.9	100.0
<b>Majority</b>	64.3	7.5	9.4	11.2	7.5	100.0
<b>Minority</b>	52.9	13.4	12.2	14.4	7.2	100.0

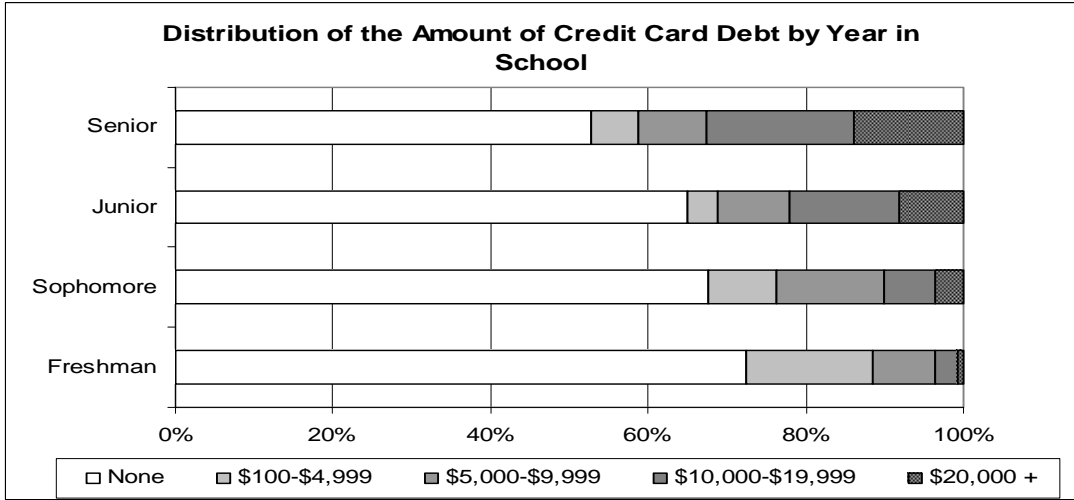




Eighty-nine percent of freshmen, 86 percent of sophomores, 83 percent of juniors and 68 percent of seniors reported that they didn't have any amount of credit card debt; 83 percent of majority students and 75 percent of minority students reported that they didn't have any credit card debt. Eight percent 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
<b>Freshman</b>	89.0	10.6	0.0	0.4	0.0	100.0
<b>Sophomore</b>	86.3	13.3	0.4	0.0	0.0	100.0
<b>Junior</b>	82.6	13.4	1.6	2.4	0.0	100.0
<b>Senior</b>	68.4	24.2	5.6	1.5	0.4	100.0
<b>Majority</b>	82.5	14.0	2.2	1.2	0.1	100.0
<b>Minority</b>	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.

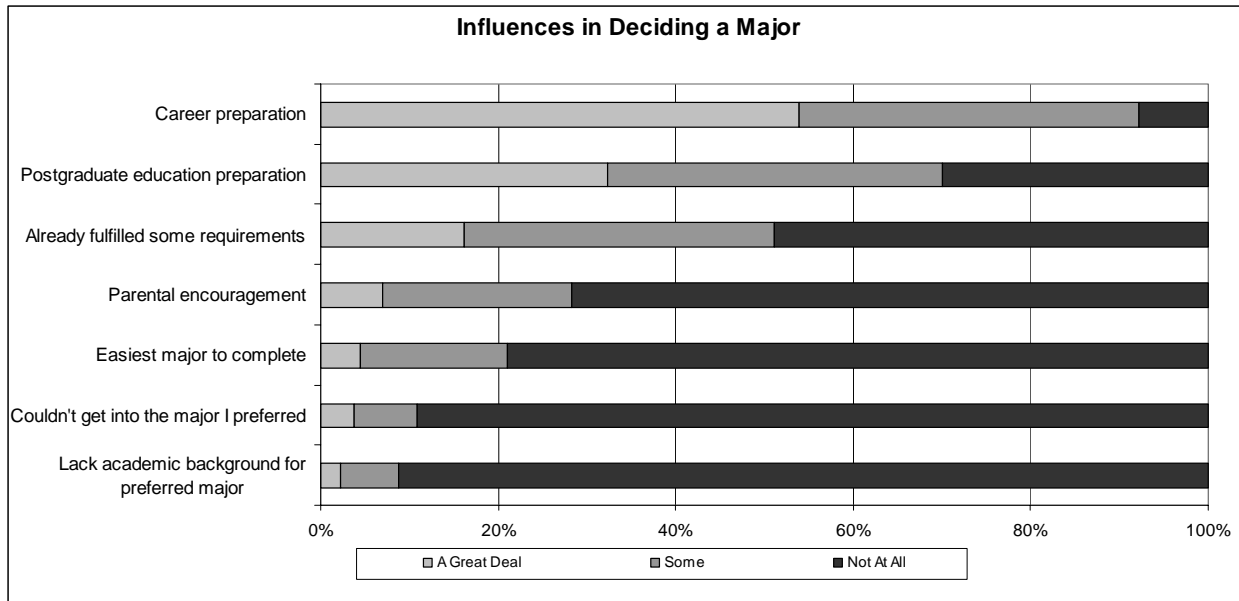
- A1u Have you declared a major?*
- A1rt1 Think back to the time when you chose your major. To what extent did each of the following influence your choice of a major?  
I thought my major would prepare me for the career that I wanted to pursue. Did this influence your choice a great deal, some, or not 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.

	<b>Percent of Students who Declared a Major</b>	<b>Percent of Students Considering More than One Major</b>
<b>Freshman</b>	35.7	61.8
<b>Sophomore</b>	64.2	59.0
<b>Junior</b>	87.3	54.9
<b>Senior</b>	98.2	41.4
<b>Male</b>	74.2	50.4
<b>Female</b>	75.2	54.5
<b>Majority</b>	75.6	53.0
<b>Minority</b>	67.2	48.3
<b>Total</b>	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
<b>Freshman</b>	96	79	34	39	5
<b>Sophomore</b>	95	70	32	55	12
<b>Junior</b>	90	71	24	58	15
<b>Senior</b>	90	64	26	50	9
<b>Male</b>	89	64	25	48	11
<b>Female</b>	95	75	31	53	10
<b>Majority</b>	93	70	29	51	10
<b>Minority</b>	87	73	24	55	18
<b>Total</b>	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>
<b>Total</b>	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
<b>Freshman</b>	32.1	83.8	10.9	5.3
<b>Sophomore</b>	41.1	74.9	19.5	5.6
<b>Junior</b>	38.3	72.9	18.6	8.5
<b>Senior</b>	29.9	72.5	18.9	8.6
<b>Male</b>	34.1	73.3	17.2	9.5
<b>Female</b>	36.0	76.8	17.9	5.3
<b>Majority</b>	34.6	75.2	17.9	6.9
<b>Minority</b>	39.7	75.7	15.0	9.3
<b>Total</b>	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.

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

	<b>University Residence Hall</b>	<b>Private Residence Hall</b>	<b>Total</b>	<b>Sample size</b>
<b>Male</b>	82.6	17.4	100.0	(167)
<b>Female</b>	90.7	9.3	100.0	(183)
<b>Majority</b>	86.4	13.6	100.0	(309)
<b>Minority</b>	90.2	9.8	100.0	(41)
<b>Total</b>	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.

	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Total</b>	<b>Sample Size</b>
<b>Rate University Residence Hall</b>	12.3	36.8	32.4	14.7	3.9	100.0	(880)
<b>Rate Residential Learning Communities</b>	26.9	28.4	28.6	14.4	1.7	100.0	(161)
<b>Rate Current Housing Situation</b>	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.

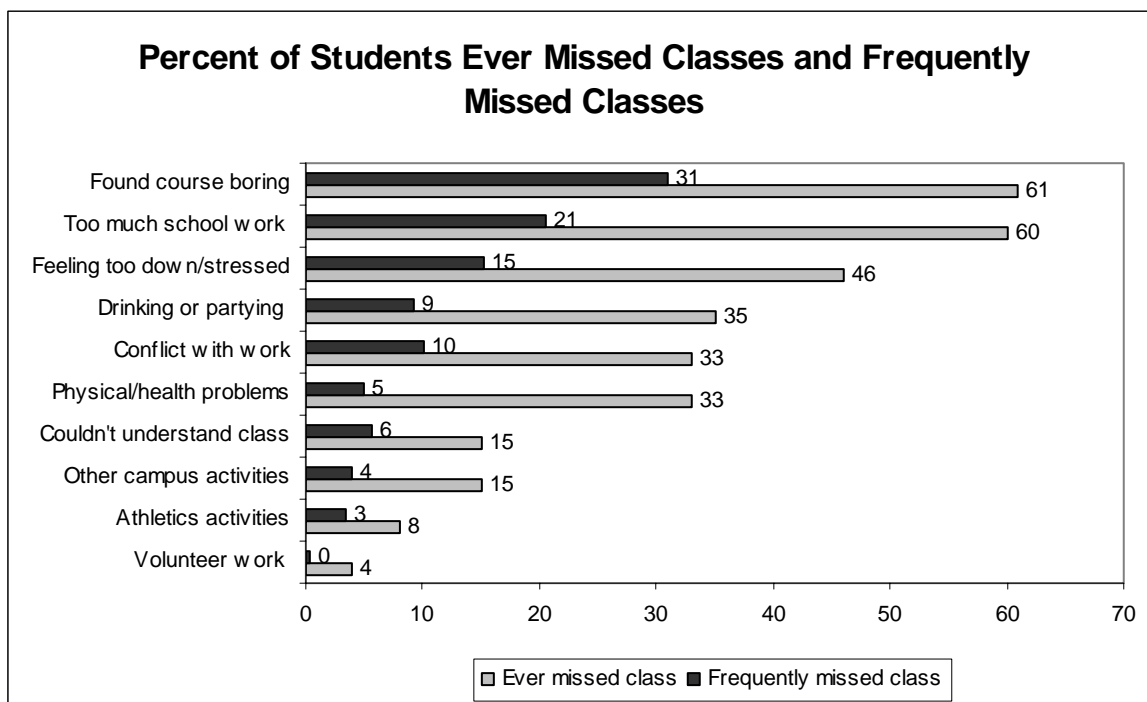
Fifty-six percent of freshmen, 51 percent of sophomores, 54 percent of juniors and 49 percent of seniors attended 95 percent or more of their classes. Forty-four percent of men and 59 percent of women attended 95 percent or more of their classes. Fifty-three percent of majority and half of the minority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

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

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

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

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

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