

Appendix A

Comparison of Results of the 2004 National Survey of Student Engagement at UW Madison and Other Research Universities

Table A.1 Demographics of Respondents

Percent of Students:	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Age 19 or younger	99	96 *	93 *	0	1	0
Age 20-23	1	3 *	5 *	86	84 *	70 *
Female	52	60 *	60 *	52	55	56 *
White	83	76 *	76 *	85	77 *	74 *
International student or foreign national	6	5	5	7	6	5
Transfer student	2	5 *	7 *	26	28	42 *
Enrolled full-time	100	98 *	97 *	88	88	85 *
Member of a social fraternity or sorority	8	15 *	14 *	7	15 *	13 *
Student-athlete on a team sponsored by UW	6	4	4	3	3	2
Live in a dormitory or campus housing (not fraternity, sorority)	89	83 *	66 *	4	10 *	7 *
Live within walking distance (not campus housing or frat)	8	5 *	8	76	35 *	30 *
Mother did not attend college	25	19 *	23	21	24	28 *
Neither mother nor father attended college	14	10 *	NA	11	12	NA
Both mother and father graduated from 4-year college	47	46	NA	45	43	NA

Table A.2 Student Satisfaction

Percent of Students:	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Entire educational experience at this institution is good or excellent	94	88 *	87 *	90	87 *	84 *
Probably or definitely would attend this institution if you could start over again	93	88 *	86 *	88	84 *	82 *
Quality of academic advising you have received at your institution is good or excellent	71	74	73	58	64 *	63 *
Academic quality of this university in general is good or excellent	97	90 *	NA	95	90 *	NA
Academic quality of your major program is good or excellent	94	88 *	NA	88	87	NA

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Table A.3 Class-Related Activities

Percent of students who often or very often:	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Asked questions in class or contributed to class discussions	57	46 *	47 *	60	58	61
Made a class presentation	16	19	20	36	47 *	50 *
Prepared two or more drafts of a paper or assignment before turning it in	52	46 *	54	39	38	42
Worked on a paper or project that required integrating ideas or information from various sources	62	66	67 *	81	81	81
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	48	54 *	53 *	54	52	53
Come to class without completing readings or assignments	19	26 *	23 *	34	35	29 *
Worked with other students on projects during class	29	35 *	38 *	32	37 *	40 *
Worked with classmates outside of class to prepare class assignments	35	42 *	37	56	59 *	59
Put together ideas or concepts from different courses when completing assignments or during class discussions	40	44	41	65	65	65
Tutored or taught other students (paid or voluntary)	12	16	14	19	22 *	20
Participated in a community-based project (e.g., service learning) as part of a regular course	9	8	9	15	11 *	13
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	53	58 *	53	53	62 *	59 *
Used e-mail to communicate with an instructor	75	72	70 *	83	83	80 *
Discussed grades or assignments with an instructor	40	42	44	49	54 *	55 *
Talked about career plans with a faculty member or advisor	19	24 *	25 *	32	37 *	36 *
Discussed ideas from your readings or classes with faculty members outside of class	11	12	12	16	20 *	20 *
Received prompt feedback from faculty on your academic performance (written or oral)	53	50	50	58	57	59
Worked harder than you thought you could to meet an instructor's standards or expectations	45	45	48	44	49 *	53 *
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	8	9	9	14	17 *	18 *
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers)	57	58	55	64	63	63
Had serious conversations with students of a different race or ethnicity than your own	43	55 *	50 *	51	58 *	55 *
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	58	62	58	62	61	58 *

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Table A.4 Coursework Emphasis

Percent who reported item was emphasized "quite a bit" or "very much":	First Years			Seniors		
	UW-Madison	AAUDE	Res/Doc	UW-Madison	AAUDE	Res/Doc
Making judgments about information, arguments, or methods, e.g., examining how others gathered/ interpreted data and assessing the soundness of their conclusions	60	60	60	69	65 *	65 *
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in the same form	66	72 *	74 *	57	64 *	64 *
Analyzing basic elements of a theory, examining a particular case in depth & considering its components	85	82	78 *	86	86	83 *
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	71	64 *	62 *	72	71	70
Applying theories or concepts to practical problems or in new situations	78	74	71 *	78	78	77
On a scale of 1 to 7, rate the extent to which exams during the current school year challenged you to do your best work. (7=most challenged. scale 5+)	90	88	86 *	81	80	82

Table A.5 Reading and Writing

Percent of students:	First Years			Seniors		
	UW-Madison	AAUDE	Res/Doc	UW-Madison	AAUDE	Res/Doc
Five or more assigned textbooks, books, or book-length packs of course readings	90	85 *	79 *	81	75 *	72 *
Five or more books read on your own (not assigned) for personal enjoyment or academic enrichment	21	17 *	18	26	25	26
Wrote any papers or reports of 20 pages or more	10	13	15 *	49	46	45 *
Wrote 5 or more papers between 5 and 19 pages	23	32 *	30 *	49	45 *	43 *
Wrote 5 or more papers or reports of fewer than 5 pages	64	63	65	62	62	59

Table A.6 Homework Problem Sets Completed per Week

Percent of students completing problem sets:	First Years			Seniors		
	UW-Madison	AAUDE	Res/Doc	UW-Madison	AAUDE	Res/Doc
Problem sets taking more than 1 hour to complete:						
None	12	16 *	14	31	27 *	22 *
1-2 per week	38	38	39	33	34	32
3 or more per week	50	46	47	36	39	46 *
Problem sets taking less than 1 hour to complete:						
None	17	19	15	45	39 *	32 *
1-2 per week	44	41	37 *	32	35	37 *
3 or more per week	39	40	48 *	23	27 *	31 *

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Table A.7 Enriching Educational Experiences

Percent of students:	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Practicum, internship, field experience, co-op experience, or clinical assignment						
Planned to do	77	80	77	17	20 *	24 *
Done	4	5	5	54	52	48 *
Community service or volunteer work						
Planned to do	48	45	44	11	11	13
Done	30	34	30	61	60	56 *
Participate in learning community or other formal program where groups of students take 2 or more classes together						
Planned to do	11	15 *	17 *	2	4 *	6 *
Done	18	19	13 *	17	20 *	20
Work on a research project with a faculty member outside of course or program requirements						
Planned to do	33	32	28 *	10	11	11
Done	3	3	3	25	23	19 *
Foreign language coursework						
Planned to do	15	25 *	28 *	4	5 *	7 *
Done	53	31 *	24 *	65	55 *	46 *
Study abroad						
Planned to do	46	42	39 *	5	7 *	7 *
Done	3	2	1 *	21	17 *	13 *
Independent study or self-designed major						
Planned to do	12	11	12	8	7	7
Done	1	2	2	24	19 *	17 *
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)						
Planned to do	38	35	37	19	22 *	27 *
Done	0	0	0	28	23 *	22 *

Note: Question substantially modified in 2004. Includes only 2004 AAUDE Respondents.

Table A.8 Supportive Campus Environment

Percent of students rating relationships as high quality:	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Other Students	85	86	83	82	84	84
Faculty Members	81	76 *	76 *	78	76	78
Administrative Personnel and Offices	66	64	64	58	58	57

Note: "High quality is defined here as a score of 5 or more on a scale of 1 to 7, where 7 is highest quality.

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Table A.9 Student Time Use

	First Years			Seniors		
	UW-Madison	AAUDE	Res/Doc	UW-Madison	AAUDE	Res/Doc
Percent of students spending time:						
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) (1 or more hrs per week)	77	62 *	54 *	62	58 *	54 *
Working for pay on campus	25	18 *	18 *	47	34 *	30 *
Working for pay off campus	18	16	29 *	43	45	53 *
Employed either on or off campus	39	31 *	NA	79	70 *	NA
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	63	69 *	59	64	65	54 *
Relaxing and socializing (watching TV, partying, exercising, etc.) 11 or more hours per week	59	55	54	52	51	45
Providing care for dependents living with you	6	9 *	17 *	12	17 *	30 *
Commuting to class (5 or fewer hrs per week)	77	79	77	75	76	74

Table A.10 Arts, Wellness, and Spirituality

	First Years			Seniors		
	UW-Madison	AAUDE	Res/Doc	UW-Madison	AAUDE	Res/Doc
Percent of Students who often or very often:						
Attended art exhibit, gallery, play, dance, or other performance	20	21	21	19	20	20
Exercised or participated in physical fitness activities	63	60	58 *	61	55 *	53 *
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	20	27	31 *	19	28 *	31 *

Note: Questions asked only in 2004. Includes only 2004 AAUDE Respondents.

Table A.11 Areas of Institutional Emphasis

	First Years			Seniors		
	UW-Madison	AAUDE	Res/Doc	UW-Madison	AAUDE	Res/Doc
Percent of students who report quite a bit or very much:						
Spending significant time studying and on academic work	86	82	80 *	83	79 *	76 *
Providing support you need to help you succeed academically	75	73	73	61	63	60
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	55	55	49 *	33	42 *	38 *
Helping you cope with your non-academic responsibilities (work, family, etc.)	22	26	24	12	16 *	14 *
Providing the support you need to thrive socially	44	43	39 *	31	30	25 *
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	70	68	63 *	62	57 *	50 *
Using computers in academic work	86	88	87	93	92 *	90 *

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Table A.12 Educational and Personal Growth

Percent of students whose education has contributed quite a bit or very much to:	First Years			Seniors		
	UW-Madison	AAUDE	Res/Doc	UW-Madison	AAUDE	Res/Doc
Acquiring a broad general education	83	82	80	87	83 *	81 *
Acquiring job or work-related knowledge and skills	48	54 *	53 *	65	67	67
Writing clearly and effectively	61	62	63	75	69 *	69 *
Speaking clearly and effectively	47	49	51	63	61	61
Thinking critically and analytically	85	80 *	78 *	90	86 *	84 *
Analyzing quantitative problems	67	62 *	58 *	68	70	66
Using computing and information technology	64	69 *	68	76	80 *	78
Working effectively with others	58	62	59	74	74	72
Learning effectively on your own	81	73 *	70 *	81	77 *	73 *
Understanding yourself	64	59	57 *	67	64	58 *
Understanding people of other racial and ethnic backgrounds	51	53	49	46	53	49
Solving complex real-world problems	49	50	47	58	58	56
Developing a deepened sense of spirituality	23	24	24	13	17 *	19 *
Developing a personal code of values and ethics	49	51	47	50	53	48
Contributing to the welfare of your community	36	37	34	38	39	35 *
Voting in local, state, or national elections	45	24 *	26 *	37	20 *	21 *

1. “Res/ Doc” refers to 33 public universities within the Research/Doctoral Extensive Carnegie Classification, which includes UW-Madison.
2. UW Madison survey responses are weighted to reflect the distribution of students enrolled in fall 2003. AAUDE data includes survey responses for years 2003 and 2004 and is weighted to reflect the overall undergraduate enrollment at each institution in fall 2003. Research/Doctoral university responses are unweighted.
3. The AAUDE consortium included 18 public research universities who participated in NSSE in 2003 or 2004. Included in 2003: University of Florida, Iowa State University, University of Maryland-College Park, University of Michigan, Michigan State University, University of North Carolina-Chapel Hill, University of Oregon, SUNY- Stony Brook, and Texas A & M University. Included in 2004: University of Illinois at Urbana-Champaign, Indiana University, University of Kansas, University of Missouri-Columbia, University of Nebraska-Lincoln, Ohio State University, University of Pittsburgh, Purdue University, and University of Texas - Austin. A few questions noted above were modified in 2004 or asked only of 2004 respondents -- only those institutions that participated in 2004 are included in those comparisons.
4. An asterisk (*) indicates that the difference between responses at UW-Madison and the comparison group are statistically significant at the 95% confidence level (two-tailed test).