

## APPENDIX A

### SURVEY METHODOLOGY AND SAMPLING PROCEDURES

The 2006 Undergraduate Survey was conducted from February 1 through May 1, 2006 by the University of Wisconsin Survey Center (UWSC). The table below details the number of completes obtained by week of the semester.

Week		Completed Surveys	Percent	Cumulative Percent
1 <sup>st</sup>	(2/1 - 2/7)	70	5.4%	5.4%
2 <sup>nd</sup>	(2/8 - 2/14)	105	8.1%	13.4%
3 <sup>rd</sup>	(2/15 - 2/21)	147	11.3%	24.7%
4 <sup>th</sup>	(2/22 - 2/28)	182	14.0%	38.7%
5 <sup>th</sup>	(3/1 - 3/7)	117	9.0%	47.7%
6 <sup>th</sup>	(3/8 - 3/14)*	94	7.2%	54.9%
7 <sup>th</sup>	(3/15 - 3/21)	152	11.7%	66.5%
8 <sup>th</sup>	(3/22 - 3/28)	154	11.8%	78.4%
9 <sup>th</sup>	(3/29 - 4/4)	70	5.4%	83.7%
10 <sup>th</sup>	(4/5 - 4/11)	58	4.5%	88.2%
11 <sup>th</sup>	(4/12 - 4/18)	39	3.0%	91.2%
12 <sup>th</sup>	(4/19 - 4/25)	68	5.2%	96.4%
13 <sup>th</sup>	(4/26 - 5/1)	47	3.6%	100%
	Total	1303	100%	100%

\*Spring Break was March 11 – March 19.

#### THE SAMPLE

A sample of University of Wisconsin-Madison students who were registered as undergraduates during the Fall semester of 2005-06 was provided by the University's Office of the Registrar. Sample students were randomly selected by the UWSC. Both full- and part-time students were eligible for interview. The sample was drawn at the start of the Spring semester, on January 23, 2006.

As in previous years the sample was divided into strata, which were sampled at somewhat different rates. In previous surveys the strata were defined by year in school and college, as well as minority status. UWSC, in consultation with the client, decided to eliminate differentials in sampling rates by year in school and college in 2003. Over-sampling of minority students was, however, retained.

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

Minority students (African Americans, American Indians, Hispanics, and Asian Americans) were selected at approximately one in six, and all other students were selected at about 6 percent.

The sample approximated the desired sampling rates. UWSC randomly selected cases from the sample to precisely achieve the desired sampling rates and the target number of cases in each stratum, assuming a response rate of 65 percent. A sample of 2095 students was put into the field. An additional random subgroup of 100 was used as a pretest sample. Unavoidably, the sample included some ineligible respondents. One student was physically unable to complete the survey, one had a language barrier, and one was deceased. In addition 68 students were in the official UW-Madison year-abroad program and were considered ineligible. These 71 students were eliminated from the sample of 2095. Thus, the actual number of potential interviews was 2024.

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

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

## **PRETEST**

The UW Survey Center conducted a pretest for the 2006 Student Survey. The pretest ran from January 20 to January 26. Nine interviewers conducted the calls. Seventeen interviews were completed during the pretest, with 5 refusals. The pretest interviews lasted about 32 minutes on average.

## **INFORMATION OBTAINED FROM ADMINISTRATIVE RECORDS**

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

- \*Student id number (scrambled)
- Stratum
- \*Name
- \*Local address
- \*Local phone number
- \*Permanent address
- \*Permanent phone number
- \*Date of birth (age is computed from dob)
- Sex
- Race
- Matriculation date
- Re-entry date(s)
- \*Name of high school students attended
- Class rank in high school
- SAT and ACT score components
- Cumulative GPA
- Student year
- School/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 2006
- Tuition status - in/out of state
- Citizenship
- \*E-mail address

\* Not included in data file to protect confidentiality

## **LOCATING THE RESPONDENT**

Recent changes to the way student contact information is collected and maintained required some adjustments in locating procedures from previous years' surveys. The updating of administrative data for contact variables other

than e-mail address is now left up to the student as to when and if to complete. Many students do not update their local phone, permanent phone, and address as frequently as they change addresses and phone numbers. During the fall semester, the UWSC received a small subset of 100 randomly drawn students from the registrar's office to test the accuracy of the contact information in the UW database.

The test involved attempting to contact all 100 students at the contact phone numbers in the database, and if they were contacted, asking them a few brief questions about their use of cell phones, and if they would be willing to participate in a survey via their cell phone. If the student could not be reached at either of the phone numbers in the database, they were traced, and all available methods, such as contacting parents to obtain current local numbers, were used to attempt to find and contact the students.

The results of this test were:

- 36% of students in the test had a valid local phone number in the local phone column of the database
- 7% had a phone number in the permanent phone column that turned out to be their correct local number
- 25% had no valid phone number, but were traced by the tracking department and a good phone number was found
- 27% had no valid phone number and could not be located through tracing
- 3% had a valid permanent number that reached a parent, but the parent would not agree to share their child's local number
- 2% had no valid number, and could not be found in tracing or even verified as current students at the UW-Madison

Another aspect of the test was to ask the student about their cell phone use. We obtained some information about cell phone usage on 60 of the 100 students, either through talking to the student or reaching a clearly identified cell phone answering machine.

Of these 60 students, 17 reported having land lines, and 43 had cell phones.

Of the 43 students who had cell phones, 33 told us they would agree to conduct a survey on their cell phone, and only 1 student said they would not participate in a survey via cell phone. The other 9 students did not answer our questions, but we were able to verify that the number we had attempted to reach them on was a cell phone.

At the end of the test, we had 32% of the students that we were not be able to locate or verify at a local or cell phone number.

In response to this, the UWSC and the Interim Provost sent out a mass e-mail to all undergraduates in October 2005 reminding them to update their contact information at their MyUW web page. Approximately 500 students accessed and updated their contact information in the days following the receipt of the mass e-mail requests. This is less than 2% of the undergraduate population, so was not extremely helpful in getting students to update their contact information with the UW. The UWSC decided to pretrace all phone numbers for students that appeared invalid in an attempt to find up-to-date contact information.

To do this pretracing, the tracing staff reviewed registrar's information for students who either had no local phone number available or for whom the listed local phone number was not in a 608 area code. Tracing information for these students was combined with the registrar's records that appeared to contain valid phone numbers the sample was fielded by sending an introductory e-mail from Provost Sapiro regarding the upcoming survey. In this e-mail, both the local and permanent phone number on file or traced for the student were listed, and UWSC requested to be contacted if these numbers were not correct. Approximately 15% of fielded cases either called or e-mailed the UWSC with updated contact information. Several days after the initial e-mail was sent out, UWSC first called the "local telephone number" provided by the Registrar's Office, one found through tracing procedures, or one provided by the student themselves. If that number was not working, if the respondent was unknown to the person answering the telephone, or if the number was not answered after repeated calls, UWSC called the "permanent telephone number" provided by the Registrar's Office in an attempt to reach the respondent or to obtain a current telephone number.

If the local telephone number was answered, but the respondent was not living at this location, the person answering the telephone was asked if he/she knew the respondent's current telephone number. If not, the "permanent" telephone number was called. UWSC also checked with student information (262-1234), the UW-Madison website (<http://www.wisc.edu/directories/?name=>), "Directorynet.com" (a white pages fee-for-service internet site), the

LexisNexis website (another fee-for-service internet site) and Google.com, when other leads were exhausted. In addition, UWSC used “FACEBOOK” to locate hard to find students, and this was especially helpful in finding students who only had cell phones and no land lines available. Approximately 50 students had new local numbers found through review of their FACEBOOK web page.

Each sample number was called 20 times or more until the case was resolved (completed, refused, determined to be not eligible to be in the sample, or a respondent who was unable to complete a telephone interview). Calls were made at various times during the day, on weekdays and weekends. If the student received large numbers of call attempts with no verification that the student lived at that number, the case was sent back to tracing to be sure that we were calling the best number for the student. All students who had not responded, or who had given very soft refusals were sent a second, reminder e-mail about the survey, letting them know how important their input was to the survey. This e-mail was successful in helping to get both new contact data and the cooperation of some reluctant respondents.

The table below shows the distribution of number of calls for completed interviews. The average number of calls to cases that resulted in a completed interview was 10.5, up almost 4 call attempts from 6.8 in 2003, reflecting the increased difficulty in trying to find and contact students.

<b>Number of Attempted Calls</b>	<b>Percent of All Completed Cases</b>	<b>Cumulative Percent</b>
1	7.8	7.8
2	9.8	17.6
3	9.1	26.6
4	9.7	36.3
5	7.1	43.4
6	6.9	50.3
7-9	13.2	63.5
10-14	14.3	77.9
15-19	6.8	84.7
20 or more	<u>15.3</u>	100.0
	100.0	

## **CELLULAR PHONE USE**

Each time this survey has been conducted since 2000, greater use of cell phones by students has become more and more of a problem. Based on interviewer notes for each call attempt, we learned that many sampled students use a cellular phone as their primary telephone, and may or may not list the cellular number in the University directory. Students who were contacted at their cellular phone number and who also have access to a landline often asked to be called back at the landline number to conduct the interview. The reverse also happened, where students were contacted at their land line number, but asked to be called back on their cell phone at a more convenient time. In previous years, some students who had only a cellular phone and no access to a landline expressed concerns about using up their cellular phone minutes. Many of these students had free minutes at night and on weekends, and frequently they asked to be called back after 9:00pm on weekdays and anytime on weekends. This year, with the advent of unlimited calling, we experienced fewer students refusing to participate, or objecting to the time of the call because of cell phones costs, but still experienced a great deal of cell phone-related problems, such as dropped calls requiring call backs, static interrupting interviews, and batteries running out.

Some interesting facts to note this year are that 18% of completed interviews were reported to be completed via cell phone by the interviewer. Interviewers only noted this for students who informed the interviewer that they were on a cell phone. In addition, over half of the completes were obtained at non-local telephone numbers, which generally occurred when students were using cell phones purchased in the area code of their permanent address, such as their parents’ area code. UWSC contacted very few students at their parents’ homes during spring break, so the majority of those non-local area code completes were conducted via cell phone.

In addition, since there is no directory of cell phone numbers, we had a relatively large number of students for whom we could either find no telephone number or for whom repeated calling of numbers that we had resulted in no contact. Previously, UWSC estimated that the response rate was lowered by at least 5 points as a result of problems associated with cell phone use. This year, finding students has become the biggest barrier to completion, and it is difficult to estimate how much of that is caused by students only having cell phones rather than land lines. An additional, probably related, problem with finding telephone numbers resulted from an apparent decline in the quality of telephone numbers in the University's records. Compared to previous years, a much larger proportion of sample students had no phone number listing, a bad phone listing (i.e., the number listed was not a valid number), or an obsolete listing (see section on tracing). As a result of this, we spent much more effort on tracing – i.e., on searching for a valid current telephone number for the sample students. The quality of the telephone numbers also had an adverse effect on the response rate.

## RESPONSE RATE

The total sample of consisted of 2024 students (2095 sample cases minus 71 who were determined to be ineligible for the sample). This resulted in:

1246	completed interviews
57	partial interviews (usable)
13	partial interviews (not usable)
195	refusals
281	no telephone number was available (includes students with no telephone and those with no obtainable telephone number, some of whom were probably no longer in Madison.)
232	never reached, contacted but not completed, etc.

The response rate was 64.4%. This was figured by dividing the total number of completed interviews by the total number of eligible respondents:

$$\text{Response Rate} = \frac{\text{completed interviews} + \text{partial interviews (usable)}}{\text{completed} + \text{partials (usable} + \text{not usable)} + \text{refused} + \text{no \#} + \text{never reached etc.}}$$

$$= \frac{1246 + 57}{1246 + 57 + 195 + 13 + 281 + 232} = \frac{1303}{2024} = 0.644$$

This year, the response rate was very similar for the targeted minority student stratum and the majority student stratum – 64.9 percent versus 64.2 percent.

### Undergraduate Student Survey Respondents from 1993 through 2006

	1993	1994	1995	1996	1997	1998	2000	2003	2006
Number of Survey Respondents	1124	1141	1236	1229	1216	1229	1108	1204	1304
Response Rate	87.7	91.8	88.3	85.7	83.5	83.8	80.0	72.7	64.4

Note: Response Rate is equal to completed interviews as a percent of the eligible sample.

## THE INTERVIEW

We had originally targeted an average interview length of 25 minutes. The mean length of the completed interviews turned out to be 28.2 minutes. The median was 29.0 minutes. About 14 percent of the interviews took 35 minutes or longer. The following table shows the distribution of interview length.

<b>Length of Interview (minutes)</b>	<b>Percent</b>	<b>Cumulative Percent</b>
20 minutes or less	12.9	12.9
21	0.4	13.3
22	0.7	14.0
23	2.1	16.1
24	3.7	19.8
25	4.5	24.3
26	6.5	30.8
27	9.4	40.2
28	8.9	49.2
29	9.1	58.2
30	7.6	65.8
31	7.2	73.0
32	5.0	78.0
33	4.3	82.2
34	4.0	86.2
35 minutes or longer	<u>13.8</u>	100.0
	100.0	

## **THE CATI INTERVIEW**

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

## **OPEN-ENDED RESPONSES**

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

## **WEIGHTS**

Because the two sample strata -- minority students and majority students (including white and foreign students and those who declined to report their race) -- were sampled at different rates, and because response rates varied between subgroups, the cases in the data must be weighted so that the sample represents the student body.

In brief the weighting procedure involved four steps.

1. Cases were weighted by the inverse of the selection probability.
2. These weights were divided by the stratum-specific response rate.
3. A post-stratification adjusted the weights so that the actual sex-by-year-in-school distribution was replicated.

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

## APPENDIX B

### 2006 SURVEY QUESTIONS

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

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

If not a freshman

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

If freshman or student who started here

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?

If freshman or student who started here

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?

Trs1 Thinking back to the time when you first came to UW-Madison, how satisfied were you with the assistance you received from the university in making the transition to the academic program here? Were you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

If transfer student

Add1b Some students find the process of transferring to UW-Madison from another college pretty easy, while others encounter difficulties such as problems in credit transfer or getting information they need. Overall, how difficult did you find the process of transferring 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?

If transfer student

Add1c Thinking about how you made the transition from your previous college or university to UW-Madison, for example in feeling comfortable with the academic and social life of this university, how much difficulty did you have in making the transition to UW-Madison. Would you say you had a great deal of difficulty, some difficulty, a little difficulty, or no difficulty at all?

If transfer student

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?

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

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

Add15 How many courses did you drop this academic year?

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

A1m How many credits are you currently taking?

A1u Have you declared a major?

If a junior or senior and has not declared

Q13@a There are many reasons why students don't declare majors. I'll read a list of some of these reasons, and you let me know if each statement was or was not one of the reasons why you have not yet declared a major.

Would you say you have not declared a major because you don't know what you want to focus on yet?

Q13@b (Would you say you have not declared a major because) the university doesn't offer the major you want?

Q13@c (Would you say you have not declared a major because) you haven't finished the prerequisites for the major you want yet?

Q13@d (Would you say you have not declared a major because) you applied for a major but didn't get into the one you wanted?

Q13@e (Would you say you have not declared a major because) you haven't gotten around to it yet?

Q13@f (Would you say you have not declared a major because) or you don't know how to declare a major?

If not declared major

Q14 What major do you expect to declare?

Q14b How sure are you that you will declare this major? Very sure, somewhat sure, or not sure at all?

If has declared major

Q15 What is your major?

A1rt1 Think back to the time when you chose your this 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 am very interested in this subject.

A1rt3 I thought that my major would prepare me for post-graduate education that I am planning.

A1rt4 My parents encouraged me to choose this major.

A1rt5 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.

A1ga 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?

A2rt1a What is the second major or certificate you will graduate with?

A2rt1-5 Why do you want this second major or certificate? To what extent did each of the following influence you to choose this second major or certificate? [Same as a1rt1-5 above]

A1rt8a Do you think you will work in an area or a field that is directly related to your major(s)? Would you say you definitely will, probably will, probably will not, or definitely will not?

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



- B1b How sure are you that you will finish your bachelor's degree at the UW-Madison?
- B1 In general, how would you evaluate your overall experience thus far at the UW-Madison? Would you say you are extremely dissatisfied, somewhat dissatisfied, somewhat satisfied, or extremely satisfied with your experience at the University?
- B2 How would you rate the UW-Madison in terms of the cost of attending, in relation to the quality of education received? Would you rate the quality of the education as an excellent value for the cost, a very good value, a good value, a fair value, or a poor value for the cost?
- D1pre 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.

If has declared major

- D1 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 because they were already full when you tried to register?

If has NOT declared major

- D3 Since the beginning of the current academic year, how many times, if any, have you been unable to get into courses that you wanted to take in order to explore interest in a possible major, because they were already full when you tried to register?

If has NOT declared major

- D4 Since the beginning of the current academic year, how many times, if any, have you been unable to get into courses that you need, to get into your major, because they were already full when you tried to register?

- 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, and found that they were already full when you tried to register?

- Altime1 Imagine a course that is not required for your major, but which you would like to take because its subject matter is very interesting to you. How likely would you be to take this course if it were offered at 8:00 or 8:50 a.m.? Very likely, somewhat likely, not very likely

Altime2 ...in the evening, after 4:30 p.m.

Altime3 ...on Fridays

Altime4 ...as an on-line course

Altime5 ...if it had a required service-learning or community-based component

Altime6 ...if it required you to participate as a researcher in a research project with a professor?

Altime7 ...if it required a substantial amount of writing

Curtime1 This year, have you taken any courses that meet before 9:00 in the morning?

Curtime2 This year, have you taken any courses that meet after 4:30 in the afternoon?

Curtime3 This year, have you taken any courses that meet on Fridays?

- Curtime4 Have you ever taken an on-line course?
- Curtime5 Have you ever taken a course that had a required service-learning or community-based component?
- Curtime6 Have you ever participated in research with a faculty member as a part of a class or independent study or honors project where you received academic credit ....
- (E1) Based on your experiences during the current academic year, how do you rate the following services and facilities on campus? If you have had no contact with or knowledge of the service or facility, just tell me that.
- E1 How do you rate the libraries? Would you rate them as excellent, very good, good, fair, or poor?
- E2w How do you rate the registration process in terms of whether you were able to register for courses you wanted?
- E2x How do you rate the registration process, not in terms of whether you were able to register for courses you wanted, but in terms of how the process works.
- E3x During the current academic year, have you had any contact with the financial aids office?
- If student has had contact with financial aids office
- E3a How do you rate the financial aids services in terms of whether you received the kind of financial aid package needed to attend the UW-Madison?
- E3b How do you rate financial aids services, not in terms of your financial aid package, but in terms of how the financial aid office dealt with you?
- E20 How would you rate the SOAR program in orienting new students to the University?
- E20n How would you rate "Wisconsin Welcome" activities?
- E21x Have you had any contact with the Dean of Students Office?
- E21a How would you rate the Dean of Students Office?
- E4 ...the student unions - Memorial Union and Union South?
- E5 ...recreational sports facilities on campus?
- E6 ...campus police and security services?
- E60 ...the quality of student government –, or Associated Students of Madison (ASM)
- E7 ...the availability of places to study on campus?
- E8 ...the quality of classrooms?
- E9 ...the quality of laboratory facilities?
- E22 ...the academic advising that you received?
- E10 ...student health care services provided by the University?
- E11 ...advising on career preparation and planning?

- E12 ...availability of services to help students with disabilities?
- E13 ...counseling services for personal, as opposed to academic, problems?
- E16 ... 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?
- E16n ...opportunities for service learning, internships, and other forms of community involvement of courses for academic credit?
- E16m ...access to cultural and artistic opportunities and events?
- E18 ... availability of courses you want during the summer session?
- E19 ...computer facilities available to students?
- E23 ...the campus physical environment?
- E24 ...the campus as a community?
- E25 ...Madison as a community?
- F2 How do you rate the University in serving the interests and concerns of students? Would you rate this as excellent, very good, good, fair, or poor?
- F3 How much would you agree or disagree with the following statements:  
 Students have an equal opportunity to take full advantage of their time at UW-Madison regardless of their race or ethnic background.
- F4 ...regardless of whether they are men or women.
- F5 ....regardless of their sexual orientation
- F6 .....regardless of whether they are American or from another country
- F7 ...regardless of their political viewpoints
- F8 ...regardless of their class or family income
- F10 How often do you find yourself interacting with people who are very different from you, for example, in terms of their race, family background, or political viewpoints? Would you say very often, sometimes, or rarely.
- F11 How would you rate the UW-Madison in working to ensure that all students have a good experience here regardless of their race or ethnic background? Would you say it is excellent, very good, good, fair, or poor?
- F12 How would you rate the UW-Madison in working to ensure that all students have a good experience here regardless of their gender?
- 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?
- 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 provided by your professors this year? Would you rate it as excellent, very good, good, fair, or poor?
- G2 ...the extent to which the courses you are taking challenge you to think.
- G6a The University offers many different classes at all levels. Some of these classes are very large, and some are quite small. In the current school year, about how many, if any, classes have you had with 100 or more students?
- G6b In the current school year, about how many, if any, classes have you had with 25 or fewer students in the lecture?
- G6c How satisfied are you with the size of the classes you have had this year? Do you feel very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the size of your classes?
- G8 In addition to giving grades, many instructors give other feedback on students' work. How do you rate the quality of the feedback you were given by instructors on your work? Would you rate this as excellent, very good, good, fair, or poor?
- G9 (HOW DO YOU RATE) faculty members' sensitivity to your needs as a student?
- G10 (HOW DO YOU RATE) the availability of your professors to answer questions or help you outside of class, whether in person or through email?
- G10b How often do you try to interact with professors outside of class, either in person or by email: very often, sometimes, hardly ever, or only if you are required to?
- G11 This academic year, how many, if any, courses have you taken that have had teaching assistants?
- G12 How do you rate the overall quality of instruction provided by your teaching assistants this year? Would you say it is excellent, very good, good, fair, or poor?
- J1m Next we have some questions about academic advising.
- Since the Fall semester began, how many times, if any, did you work with an academic advisor on the telephone or through email?
- J1 (Since the Fall semester began,) how many times, if any, did you meet with an academic advisor?
- J1w Did you speak with the same academic advisor each time, or did you speak with more than one advisor during this academic year?
- If ever worked with an advisor this year
- J2a We're interesting interested in finding out what students want from their academic advisors.
- When you worked with an advisor this academic year, were you seeking help on a particular issue, or just general advising?
- J2b Did you seek help with choosing or getting into a major?

- J2c Did you seek help with fulfilling the requirements of a major?
- J2d Did you seek help with fulfilling requirements other than major requirements?
- J2e Did you seek help with finding classes to take?
- J2f Did you seek help with figuring out how to improve your academic work?
- J2g Or did you seek help with some other problem
- J6 (HOW DO YOU RATE) the amount of time the advisor was (advisors were) able to spend with you?
- J8 How would you rate the advisor's knowledge of rules, requirements, and academic programs?
- J9 (HOW DO YOU RATE) the advisors' attitude toward you?
- J10 How would you rate the quality of the help you received from the advisor?
- J20 In the current academic year have you sought help or advice from University staff regarding career options or career preparation?
- J21 Were you able to get the help or advice you needed?
- J40 In the current academic year have you attempted to get help or advice from University staff regarding health problems?
- J41 Were you able to get the help or advice you needed?
- J30 In the current academic year have you attempted to get help or advice from University staff regarding personal problems you were having?
- J31 Were you able to get the help or advice you needed?
- O1 Students participate in a wide variety of activities on campus in addition to attending classes. We are interested in finding out about your participation in some of these activities outside of class. 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 or discussions that were NOT required by a class have you attended?
- O3 Have you participated in community or campus volunteer work during the current academic year?
- O3z Have you participated in any organizations, clubs, or professional organizations that are designed for people in your major or in a major you hope to have?
- O5 Have you participated in student government or other student leadership activities during the current academic year?
- O6 Have you participated in varsity or intramural sports, or Hoofers this year?
- O7 Have you participated in any other student organizations this year?
- O7y Roughly how many varsity sports events have you attended this year?

- O7z Have you ever participated in research with a faculty or staff member that did not involve academic course, independent study, or thesis credit? This would include a paid or volunteer job on a research project for which you did not receive 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.
- O8y Have you done a study abroad program?
- If has not done a study abroad program
- O8z Are you planning to do a study abroad program?
- Pg8 Next I have some questions about how you feel about the classes you have taken. In answering these questions, please try to think about your overall feelings about the classes you have taken this academic year.
- First, my instructors are clear in what they expect of me. Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?
- Pg9 My instructors really don't seem to care whether or not I succeed.
- Pg11 Too many instructors set unrealistically high expectations for their students.
- Pg12 I would learn more if my instructors had higher expectations and set higher standards.
- Pg19 In general, do you feel that the standards and expectations that are set by your instructors are too high, about right, or not high enough?
- Dv03 How easy or difficult has it been for you to have each of the following experiences at the UW-Madison?
- How easy has it been for you to find people on campus who share your background and experiences? Has it been extremely easy, somewhat easy, somewhat difficult, or extremely difficult?
- Dv05 ...find students you feel comfortable socializing with?
- Dv15 ...find students in your classes to study with for exams and class projects?
- Dv16 ...to find a professor you feel really comfortable talking to?
- Q1 Next we have some questions about you and your background. Are you African American, Asian, American Indian, Hispanic, Non-Hispanic white, or something else?
- N2a How much education did your mother complete?
- N2b How much education did your father complete?
- N3 Are both of your parents still alive?
- If both parents are not alive
- N3y Are either of your parents still alive?
- N3a How often are you in touch with your parents during the academic year? Would you say almost every day, a couple of times a week, once a week, a couple of times a month, once a month, or less than once a month?

- Fin1 Now we have a few questions about how you are financing your education this year. Students often finance their education in many ways. Let me know if you are using any of these options.
- Is your family helping to pay for your education this year?
- Fin2 Are you using personal savings (to pay for your education this year)?
- Fin3 Are you using income from jobs you have while you are a student (to pay for your education this year)?
- Fin4 Are you using loans (to pay for your education this year)?
- Fin5 Are you using grants or scholarships (to pay for your education this year)?
- Fin6 Are you using a credit card (to pay for your education this year)?
- Fin7 Or are you using some other method of paying for your education this year?
- Fin8 How much debt of any kind do you think you will be carrying personally by the time you graduate? Would you say you will have no debt when you graduate, you will have less than \$5,000 in debt, between \$5,000 and \$10,000, between \$10,000 and \$15,000, between \$15,000 and \$20,000, between \$20,000 and \$25,000, between \$25,000 and \$30,000, between \$30,000 and \$50,000 or more than \$50,000 in debt?
- Fin9 How worried are you that the debt you will be carrying will pose a significant burden for you after you graduate. Would you say you are extremely worried, somewhat worried, or not worried at all?
- 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 residence hall do you live in? Is it operated by the University, a private residence hall, or what?
- If not living in a university residence hall
- L6z If you had the opportunity, would you like to live in a University residence?
- L6x Have you ever lived in a residence hall managed by the University?
- If has lived in a university residence hall
- L6v How do you rate University residence halls? Would you say they are excellent, very good, good, fair, or poor?
- L6u Overall, how would you rate your current housing situation? Would you rate it as excellent, very good, good, fair, or poor?
- L6t Have you ever lived in any of the residential learning communities - like Chadbourne, Bradley, WISE, the Multicultural Learning Community, or one of the international residential learning communities?
- If has lived in a learning community
- L6s How would your rate your experience of living in this learning community? Would you rate it as excellent, very good, good, fair, or poor?
- L6 Next I will ask you about work that you may do for pay. How many hours, if any, in an average week while going to school this academic year have you spent working at a paid job?
- L9a Do/did you work on campus or off-campus?

- 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?
- Up7e ...because your class is held too early in the morning?
- Up8a Overall, during the current academic year, how often have you missed class, discussion section or lab? Is that almost every day, once or twice a week, several times a month, once a month or less, or never?
- Up8b Overall, during the current academic year, how often have you come to class unprepared? Is that almost every day, once or twice a week, several times a month, once a month or less, or never?
- Up9 Which of these best describes you: during your time at UW-Madison  
 (a) I've never cheated, plagiarized, or handed in a paper I didn't write, and I'm sure I never will.  
 (b) I've never cheated, plagiarized, or handed in a paper I didn't write, but I might do so in the future.  
 (c) I have cheated, plagiarized, or handed in a paper I didn't write.
- Clim1 Since the fall semester began have you personally experienced what you feel is discrimination or harassment on the UW-Madison campus?
- Clim2 How many times has this occurred during this academic year?
- Satis1 Next I would like you to think about aspects of your life other than your life as a student, including such things as family life, work, and personal relationships. On a scale from 0 to 10, where 0 is extremely poorly and 10 is perfectly, how would you say things are going for you these days?
- Satis2 Sometimes students feel uncertain about whether this is the best school for them to attend. Since the beginning of this academic year, have you ever considered transferring to another college or university?
- If has considered transferring
- Satis2a Would you say you are definitely going to transfer, probably will transfer, or probably will not transfer?
- Satis3 Since the beginning of this academic year have you ever considered taking a leave of absence or dropping out?
- Satis4 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?
- Satis5 How much do you agree or disagree with this statement: "I am proud to be a UW-Madison student."



Satis6 What are you planning to do the year after you graduate? (Would you say you plan to...)

- b. pursue another degree
- c. get a job
- d. do volunteer service like Peace Corps or Teach for America
- e. travel

Satis7 You mentioned that you plan to [fill with answer from satis6] the year after you graduate. How sure are you that this is what you will do. Would you say you are extremely sure, somewhat sure, or not at all sure?

## APPENDIX C

### TREND IN STUDENT SATISFACTION MEASURES: 1993-2006

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

#### B1 – Overall Experience to Date

	Extremely Satisfied	Somewhat Satisfied	Neither Satisfied Nor Dissatisfied	Somewhat Dissatisfied	Extremely Dissatisfied	Total	(N)
1993	38.8	52.1	0.8	6.5	1.8	100.0	(1123)
1994	43.0	44.2	1.0	8.3	3.5	100.0	(1140)
1995	40.3	45.6	1.5	9.8	2.7	100.0	(1234)
1996	38.9	51.8	1.0	6.6	1.7	100.0	(1229)
1997	45.8	41.8	0.8	7.0	4.7	100.0	(1214)
1998	47.6	44.0	0.6	5.9	1.8	100.0	(1226)
2000*	53.9	37.7	0.5	5.5	2.5	100.0	(1104)
2003	52.1	37.5	0.6	7.5	2.3	100.0	(1202)
2006	60.5	30.6	0.5	5.4	3.0	100.0	(1292)

#### P1/Satis4 – Would Attend UW-Madison Again

	Definitely Would	Probably Would	Don't Know	Probably Would Not	Definitely Would Not	Total	(N)
1993	48.7	40.1	0.4	8.5	2.3	100.0	(1123)
1994	52.2	38.0	0.3	6.8	2.6	100.0	(1141)
1995	54.6	34.4	0.5	7.8	2.7	100.0	(1235)
1996	54.8	35.6	0.2	7.4	2.1	100.0	(1229)
1997	58.1	32.6	0.2	7.2	2.0	100.0	(1216)
1998	52.8	38.3	0.1	7.1	1.7	100.0	(1227)
2000*	60.4	32.1	0.0	6.1	1.5	100.0	(1107)
2003	53.3	36.2	0.3	8.1	2.1	100.0	(1186)
2006	57.4	34.2	0.0	7.1	1.3	100.0	(1246)

#### B2 – Cost Versus Quality

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	22.0	42.8	24.9	9.6	0.6	100.0	(1111)
1994	29.7	39.9	20.8	7.9	1.8	100.0	(1130)
1995	22.2	37.1	28.3	10.7	1.8	100.0	(1223)
1996	29.5	36.2	24.5	8.3	1.5	100.0	(1207)
1997	32.6	38.8	20.9	6.7	1.0	100.0	(1203)
1998	30.6	39.7	20.0	8.4	1.2	100.0	(1219)
2000*	31.9	41.6	20.6	5.3	0.6	100.0	(1099)
2003	27.4	38.8	21.1	10.2	2.6	100.0	(1192)
2006	27.3	38.3	23.5	9.1	1.8	100.0	(1281)

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

**G1 – Overall Quality of Instruction**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	15.3	48.5	30.5	5.5	0.2	100.0	(1121)
1994	15.5	44.9	31.8	7.1	0.7	100.0	(1138)
1995	14.5	41.0	35.5	8.6	0.4	100.0	(1231)
1996	15.4	47.2	31.1	5.9	0.4	100.0	(1226)
1997	14.4	51.2	28.6	4.9	0.9	100.0	(1214)
1998	15.2	48.2	29.2	6.5	0.9	100.0	(1121)
2000*	15.5	47.4	30.9	5.5	0.7	100.0	(1134)
2003	15.3	48.6	29.4	6.2	0.6	100.0	(1200)
2006	19.4	46.6	27.6	6.2	0.2	100.0	(1264)

**G2 – Courses Challenge to Think**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	23.2	46.6	25.3	4.5	0.5	100.0	(1123)
1994	20.6	46.3	26.7	6.0	0.3	100.0	(1135)
1995	19.1	43.5	29.6	6.8	0.9	100.0	(1227)
1996	20.1	49.0	24.5	5.5	0.9	100.0	(1223)
1997	22.5	47.7	23.7	4.7	1.4	100.0	(1213)
1998	22.8	44.6	25.1	7.0	0.5	100.0	(1225)
2000*	22.0	50.5	21.7	5.1	0.7	100.0	(1108)
2003	24.6	48.4	20.8	5.5	0.7	100.0	(1202)
2006	29.0	47.8	18.9	3.8	0.5	100.0	(1263)

**G6c – Satisfaction with Size of Classes**

	Very Satisfied	Somewhat Satisfied	Neither Satisfied Nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied	Total	(N)
1993	40.9	48.1	0.8	9.3	1.0	100.0	(1121)
1994	42.3	47.5	0.8	8.0	1.5	100.0	(1138)
1995	40.8	45.5	1.5	11.1	1.2	100.0	(1232)
1996	41.6	46.5	1.0	10.0	0.9	100.0	(1226)
1997	44.6	45.8	0.8	7.2	1.7	100.0	(1213)
1998	44.8	43.9	0.6	9.0	1.7	100.0	(1226)
2000*	49.6	40.2	0.2	8.7	1.3	100.0	(1108)
2003	49.7	41.2	0.3	7.6	1.2	100.0	(1203)
2006	50.1	42.5	0.2	6.4	0.8	100.0	(1263)

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

### G8 – Instructors' Feedback

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	7.1	26.1	37.5	23.4	5.8	100.0	(1060)
1994	9.6	27.1	34.9	22.5	6.0	100.0	(1101)
1995	9.2	24.9	37.9	22.1	5.9	100.0	(1172)
1996	8.5	25.2	38.4	21.3	6.6	100.0	(1201)
1997	8.9	25.8	38.0	21.0	6.2	100.0	(1172)
1998	11.5	22.2	36.1	23.3	6.9	100.0	(1204)
2000*	7.2	27.3	37.2	22.7	5.5	100.0	(1095)
2003	9.8	30.0	34.5	20.6	5.2	100.0	(1177)
2006	10.6	28.2	35.4	20.1	5.7	100.0	(1249)

Note: In prior years, students were asked to rate feedback given by instructors. In 2006, the question was modified to ask them to rate “the quality of the feedback” given by instructors.

### G9 – Instructors' Sensitivity

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	8.9	28.0	42.2	17.1	3.7	100.0	(1103)
1994	9.6	26.8	39.1	20.2	4.2	100.0	(1125)
1995	10.2	30.3	40.0	16.0	3.6	100.0	(1212)
1996	8.0	31.4	40.8	16.8	2.9	100.0	(1216)
1997	9.5	27.0	41.7	17.2	4.6	100.0	(1207)
1998	10.3	28.5	37.3	20.1	3.8	100.0	(1211)
2000*	10.8	32.3	35.5	18.7	2.7	100.0	(1101)
2003	10.1	32.0	39.7	15.6	2.6	100.0	(1195)
2006	11.9	34.3	36.3	15.2	2.2	100.0	(1257)

### G10 – Availability of Faculty

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	13.2	35.3	34.7	14.1	2.7	100.0	(1076)
1994	15.2	34.5	34.6	12.4	3.2	100.0	(1106)
1995	13.1	38.0	35.1	11.5	2.2	100.0	(1189)
1996	15.0	38.1	32.9	11.9	2.0	100.0	(1202)
1997	13.9	38.8	33.9	10.7	2.8	100.0	(1183)
1998	18.5	35.3	31.1	12.8	2.4	100.0	(1190)
2000*	17.3	41.0	29.9	10.7	1.1	100.0	(1087)
2003	19.3	38.9	30.4	10.0	1.3	100.0	(1186)
2006	25.6	42.4	24.5	6.4	1.1	100.0	(1258)

Note: Prior to 2003, the question asked about the availability of faculty to discuss course-related issues outside of class. In 2003, students were asked about discussing course-related issues in person outside of class. In 2006, students were asked to “rate the availability of your professors to answer questions or help you outside of class whether in person or through e-mail.”

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

**G12 – Quality of Teaching by TAs**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	13.0	36.7	32.9	14.4	3.0	100.0	(1033)
1994	12.7	34.7	34.5	14.9	3.3	100.0	(1051)
1995	11.0	32.8	34.7	17.4	4.1	100.0	(1106)
1996	11.1	36.3	35.6	14.8	2.1	100.0	(1116)
1997	9.8	33.1	37.8	16.7	2.6	100.0	(1134)
1998	11.6	34.6	34.6	15.2	4.0	100.0	(1129)
2000*	7.7	33.1	38.8	17.3	3.1	100.0	(1091)
2003	11.4	34.8	36.3	14.5	3.0	100.0	(1129)
2006	13.4	38.2	33.3	13.3	1.9	100.0	(1198)

**E22 – Overall Assessment of Academic Advising**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	QUESTION NOT ASKED						
1994	9.6	19.0	30.4	27.8	13.2	100.0	(1044)
1995	12.9	18.0	30.0	24.6	14.6	100.0	(1107)
1996	11.1	20.7	28.3	24.9	14.9	100.0	(1116)
1997	11.7	17.9	33.3	23.3	13.9	100.0	(1113)
1998	12.3	18.9	30.9	24.1	13.7	100.0	(1125)
2000*	12.4	25.4	27.1	23.6	11.5	100.0	(1027)
2003	9.8	25.8	32.5	21.1	10.9	100.0	(1149)
2006	12.9	26.4	27.3	23.2	10.1	100.0	(1226)

**J6- Advisor's Time**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	16.7	27.7	31.4	16.8	7.4	100.0	(780)
1994	16.6	26.0	30.9	18.3	8.2	100.0	(858)
1995	19.5	27.3	34.1	12.6	6.5	100.0	(926)
1996	17.0	28.1	33.8	14.1	7.0	100.0	(968)
1997	16.3	26.9	33.1	16.8	6.9	100.0	(1018)
1998	18.8	26.1	33.0	16.1	6.0	100.0	(1012)
2000*	QUESTION NOT ASKED						
2003	19.2	27.8	33.8	13.0	6.2	100.0	(1052)
2006	26.9	32.2	28.8	9.0	3.1	100.0	(1005)

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

**J8- Advisor's Knowledge**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	24.8	34.1	24.8	11.3	5.0	100.0	(782)
1994	25.6	31.8	27.5	10.4	4.7	100.0	(853)
1995	27.9	27.1	31.0	9.8	4.2	100.0	(916)
1996	24.9	32.1	27.5	11.5	3.9	100.0	(962)
1997	25.3	31.3	26.2	12.6	4.1	100.0	(1015)
1998	24.9	32.0	29.6	10.3	3.2	100.0	(1022)
2000*			QUESTION NOT ASKED				
2003	24.7	31.1	26.4	13.3	4.6	100.0	(1059)
2006	31.2	34.8	20.8	10.9	2.3	100.0	(1010)

**J9- Advisor's Attitude**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	28.9	33.4	26.0	7.9	3.8	100.0	(788)
1994	29.0	32.3	24.4	11.7	2.6	100.0	(860)
1995	29.8	32.0	26.2	8.1	3.9	100.0	(930)
1996	30.1	31.4	25.4	8.9	4.2	100.0	(970)
1997	28.1	33.0	26.6	8.6	3.6	100.0	(1025)
1998	30.9	30.3	25.2	9.5	4.0	100.0	(1030)
2000*			QUESTION NOT ASKED				
2003	33.8	35.4	22.7	6.2	1.9	100.0	(1061)
2006	38.6	35.1	18.4	6.1	1.8	100.0	(1009)

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

**E1 – Libraries**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	26.7	47.7	21.9	3.1	0.6	100.0	(1080)
1994	30.0	49.4	17.5	2.4	0.6	100.0	(1102)
1995	29.5	47.1	20.0	2.8	0.6	100.0	(1197)
1996	29.0	48.2	19.9	2.6	0.3	100.0	(1198)
1997	27.5	47.1	21.2	3.4	0.7	100.0	(1192)
1998	29.0	46.1	21.2	3.8	0.0	100.0	(1090)
2000*	27.5	49.5	19.8	3.0	0.1	100.0	(1084)
2003	30.2	49.8	18.7	1.1	0.1	100.0	(1158)
2006	35.4	48.8	14.1	1.7	0.0	100.0	(1248)

**E2/E2X – Registration Process**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	28.5	38.2	26.1	6.0	1.2	100.0	(1121)
1994	32.7	35.0	25.7	5.6	1.0	100.0	(1136)
1995	27.9	34.5	27.9	8.5	1.3	100.0	(1226)
1996	24.9	37.9	26.6	9.5	1.0	100.0	(1225)
1997	22.5	34.9	30.8	9.7	2.1	100.0	(1210)
1998	20.8	34.7	32.2	10.3	2.0	100.0	(1122)
2000*	11.6	30.9	36.3	18.1	3.1	100.0	(1099)
2003	16.6	35.0	29.9	14.9	3.6	100.0	(1199)
2006	22.2	39.4	25.5	11.1	1.8	100.0	(1278)

Note: Prior to 2003, students were asked to rate their satisfaction with the registration process. In 2003 and 2006, students were asked to rate their satisfaction with "... the registration process, not in terms of whether you were able to register for courses you wanted, but in terms of how the process worked."

**E3/E3B – Financial Aids**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	7.6	23.8	35.1	22.4	11.1	100.0	(513)
1994	10.3	28.3	33.1	19.5	8.7	100.0	(529)
1995	11.9	27.4	35.7	15.8	9.2	100.0	(674)
1996	13.8	33.9	29.4	18.2	4.7	100.0	(629)
1997	9.8	30.4	34.6	18.0	7.2	100.0	(637)
1998	9.7	27.2	36.1	19.2	7.8	100.0	(693)
2000*	8.4	27.9	34.9	17.3	11.4	100.0	(586)
2003	18.4	28.5	27.1	18.7	7.3	100.0	(392)
2006	18.5	34.8	29.3	10.6	6.7	100.0	(410)

Note: Prior to 2003, students were asked to rate financial aid services. In 2003 and 2006, students who had contact with student financial services were asked about financial aid. The question was revised to ask "how do you rate financial aid service, not in terms of your financial aid package, but in terms of how the financial aid office dealt with you."

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

**E4 – Student Unions**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	28.2	42.4	26.4	3.0	0.1	100.0	(1015)
1994	30.6	37.7	28.2	3.4	0.1	100.0	(1050)
1995	30.5	38.3	26.8	3.7	0.7	100.0	(1102)
1996	28.1	44.3	23.1	4.5	0.1	100.0	(1099)
1997	32.9	40.9	22.0	3.8	0.4	100.0	(1127)
1998	28.6	40.8	26.0	4.3	0.3	100.0	(1128)
2000*	27.1	44.0	26.3	2.3	0.3	100.0	(1030)
2003	30.2	44.6	21.4	3.4	0.4	100.0	(1162)
2006	23.2	45.8	25.3	5.2	0.4	100.0	(1254)

**E5 – Recreational Programs and Facilities**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	34.0	40.1	22.6	3.1	0.2	100.0	(931)
1994	34.1	39.0	23.1	3.0	0.8	100.0	(977)
1995	30.1	40.4	24.3	4.4	0.8	100.0	(1018)
1996	28.1	40.4	26.4	4.1	1.1	100.0	(999)
1997	26.9	39.8	26.5	5.2	1.5	100.0	(1026)
1998	25.7	39.7	26.5	6.4	1.8	100.0	(1019)
2000*	25.4	41.5	26.1	5.3	1.7	100.0	(951)
2003	26.3	40.1	25.2	7.7	0.7	100.0	(1083)
2006	30.4	43.8	20.0	4.7	1.1	100.0	(1135)

Note: Prior to 2003, students were asked to rate recreational facilities and programs. In 2003 and 2006, the question was revised to ask about “recreational sports facilities”.

**E6 – Police and Security**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	10.0	32.0	40.2	14.8	3.1	100.0	(391)
1994	12.1	29.7	42.5	12.3	3.3	100.0	(501)
1995	10.5	29.8	40.0	15.3	4.4	100.0	(532)
1996	14.0	34.8	37.1	10.1	4.0	100.0	(530)
1997	14.6	34.1	33.3	13.2	4.8	100.0	(569)
1998	18.6	28.8	34.1	11.4	7.1	100.0	(478)
2000*	11.4	31.5	40.3	10.8	5.9	100.0	(569)
2003	12.6	35.2	39.4	9.0	3.8	100.0	(725)
2006	12.7	36.1	36.1	11.3	3.8	100.0	(814)

**E7 – Places to Study**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	24.9	37.4	28.6	7.6	1.5	100.0	(1069)
1994	26.1	37.0	28.0	7.3	1.6	100.0	(1111)
1995	27.9	35.2	28.2	7.6	1.1	100.0	(1194)
1996	27.0	36.9	26.6	8.0	1.6	100.0	(1182)
1997	26.0	36.4	27.4	8.7	1.6	100.0	(1183)
1998	28.9	35.9	26.1	7.5	1.6	100.0	(1189)
2000*	32.4	40.3	21.8	4.7	0.8	100.0	(1095)
2003	29.6	44.6	20.6	4.8	0.4	100.0	(1188)
2006	31.8	41.7	20.7	5.1	0.6	100.0	(1272)

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



**E8 – Quality of Classrooms**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	4.8	25.3	48.9	18.2	2.8	100.0	(1121)
1994	7.2	24.8	43.8	20.9	3.3	100.0	(1138)
1995	7.0	20.9	48.0	19.8	4.3	100.0	(1228)
1996	7.1	25.4	46.4	17.2	4.0	100.0	(1219)
1997	6.6	26.1	44.0	20.0	3.3	100.0	(1216)
1998	7.4	24.0	44.1	21.8	2.6	100.0	(1225)
2000*	6.1	28.8	44.6	18.7	1.8	100.0	(1107)
2003	4.5	27.3	45.7	19.9	2.6	100.0	(1203)
2006	7.3	29.8	43.0	17.4	2.5	100.0	(1279)

**E9 – Quality of Labs**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	12.2	33.8	42.0	10.6	1.4	100.0	(724)
1994	8.9	28.2	43.9	15.2	3.8	100.0	(725)
1995	11.5	27.4	41.0	16.1	3.9	100.0	(828)
1996	9.4	29.6	42.2	15.9	2.8	100.0	(840)
1997	8.4	28.1	41.9	17.9	3.7	100.0	(818)
1998	8.7	27.3	43.4	17.8	2.9	100.0	(831)
2000*	8.1	27.9	44.7	17.1	2.3	100.0	(768)
2003	8.3	31.7	46.9	11.9	1.2	100.0	(858)
2006	9.5	33.6	41.8	13.5	1.7	100.0	(928)

**E10 – Student Health Services**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	19.1	34.2	29.3	12.1	5.3	100.0	(655)
1994	17.6	27.6	31.1	15.6	8.0	100.0	(719)
1995	19.2	28.1	32.8	14.8	5.2	100.0	(765)
1996	16.7	28.0	29.7	17.8	7.8	100.0	(733)
1997	21.5	33.0	28.7	11.4	5.4	100.0	(795)
1998	22.5	28.2	31.4	11.6	6.2	100.0	(769)
2000*	19.1	31.6	29.4	14.6	5.3	100.0	(714)
2003	17.1	37.7	30.2	11.0	4.0	100.0	(831)
2006	17.7	37.3	28.9	12.0	4.2	100.0	(935)

**E13 – Counseling**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	19.3	28.3	39.0	9.0	4.5	100.0	(223)
1994	16.2	24.3	32.5	20.3	6.7	100.0	(206)
1995	13.2	25.2	42.2	11.5	8.1	100.0	(229)
1996	13.8	27.0	35.5	19.0	4.8	100.0	(241)
1997	15.9	30.3	39.5	11.2	2.9	100.0	(222)
1998	19.9	26.1	27.1	15.4	11.6	100.0	(215)
2000*	17.2	25.3	33.9	19.4	4.2	100.0	(218)
2003	15.3	30.5	39.3	9.9	5.0	100.0	(288)
2006	12.0	29.9	40.1	15.3	2.7	100.0	(368)

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

**E15/L6v – Residence Halls**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	7.7	31.9	44.1	13.3	3.0	100.0	(705)
1994	10.0	28.6	41.3	15.0	5.2	100.0	(733)
1995	5.3	27.6	44.5	18.1	4.5	100.0	(745)
1996	7.4	29.1	43.4	16.1	4.1	100.0	(705)
1997	6.9	31.8	46.3	10.9	4.1	100.0	(813)
1998	9.4	31.0	42.7	12.2	4.7	100.0	(737)
2000*	9.0	35.6	38.5	13.2	3.7	100.0	(742)
2003	12.3	36.8	32.4	14.7	3.9	100.0	(877)
2006	12.3	34.7	32.9	16.2	4.0	100.0	(938)

Note: Prior to 2003, the question rating residence halls was asked of all students about their experience in the current year. In later years, only students who had ever lived in university residence halls were asked to rate them, but they were not asked about this year's experience.

**E16 – Honors Programs**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	13.0	33.8	41.6	8.9	2.6	100.0	(269)
1994	14.5	35.6	39.8	8.3	1.8	100.0	(323)
1995	14.7	30.1	40.5	11.6	3.1	100.0	(320)
1996	14.0	32.5	36.9	13.2	3.5	100.0	(339)
1997	12.7	34.2	38.1	11.1	3.9	100.0	(305)
1998	12.1	29.3	40.5	12.8	5.3	100.0	(284)
2000*	13.3	39.5	35.6	8.1	3.5	100.0	(289)
2003	9.0	35.0	44.4	9.6	2.0	100.0	(279)
2006	12.8	34.9	40.7	9.7	2.0	100.0	(468)

Note: Prior to 2003, the question was asked about honors programs and other opportunities for high-ability students. In 2003 and 2006, the question was rephrased to ask about honors programs and courses.

**E18 – Summer Session**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	15.5	39.0	35.8	9.2	0.6	100.0	(349)
1994	14.4	34.8	44.8	5.5	0.5	100.0	(364)
1995	18.8	28.6	39.5	11.9	1.3	100.0	(411)
1996	11.5	33.8	47.9	4.8	2.1	100.0	(339)
1997	15.6	35.3	39.4	7.4	2.4	100.0	(340)
1998	17.8	28.5	46.6	5.9	1.2	100.0	(360)
2000*	15.1	37.6	39.1	7.3	0.8	100.0	(291)
2003	14.8	35.8	40.7	7.6	1.1	100.0	(400)
2006	6.8	24.2	41.3	21.4	6.3	100.0	(679)

Note: Prior to 2006, students were asked to rate summer session. In 2006, students were asked to “rate the availability of courses you want during the summer session.”

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

**E19 – Computer Facilities**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	19.7	35.9	30.5	10.7	3.1	100.0	(907)
1994	24.2	33.2	30.8	9.6	2.2	100.0	(1023)
1995	24.5	35.6	29.5	7.6	2.8	100.0	(1134)
1996	21.5	36.9	30.7	8.9	2.1	100.0	(1139)
1997	21.1	36.2	30.5	9.1	3.0	100.0	(1154)
1998	21.6	38.1	29.6	9.1	1.6	100.0	(1160)
2000*	22.2	37.2	32.3	7.4	0.9	100.0	(1039)
2003	21.8	41.6	28.5	6.9	1.2	100.0	(1132)
2006	22.9	41.7	28.7	6.1	0.7	100.0	(1222)

**E20 – Freshman Orientation/SOAR**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	11.2	43.5	35.3	7.6	2.4	100.0	(170)
1994	16.5	38.3	31.8	10.6	2.7	100.0	(178)
1995	16.5	27.0	34.1	19.2	3.2	100.0	(208)
1996	16.1	37.9	37.3	7.8	1.0	100.0	(199)
1997	13.4	38.5	33.3	11.0	3.9	100.0	(215)
1998	17.0	30.4	35.1	15.1	2.5	100.0	(232)
2000*	12.6	33.1	36.8	14.3	3.2	100.0	(235)
2003	8.8	30.5	43.4	15.5	1.9	100.0	(1104)
2006	8.9	25.7	31.0	24.1	10.2	100.0	(1190)

Note: Prior to 2003, the question was asked about satisfaction with freshmen orientation and was asked only of freshmen. In 2003 and 2006, the question was rephrased to ask about SOAR orientation and was asked of all students.

**F2 – Responding to Interests and Concerns of Students**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	3.7	27.1	49.3	15.6	4.3	100.0	(1028)
1994	2.9	25.7	46.1	22.1	3.2	100.0	(1077)
1995	3.3	23.5	44.9	23.0	5.3	100.0	(1138)
1996	3.7	25.4	48.6	19.5	2.8	100.0	(1120)
1997	3.2	25.2	46.9	21.5	3.2	100.0	(1061)
1998	4.7	21.3	44.1	24.9	5.0	100.0	(1011)
2000*	4.9	24.0	46.6	21.1	3.4	100.0	(1017)
2003	3.6	26.9	45.9	20.8	2.9	100.0	(1121)
2006	8.5	43.9	35.7	10.5	1.4	100.0	(1270)

Note: In 2006, the question was modified to ask students to rate the university “in serving” the interests and concerns of students.

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

**K9 – Feel Safe on Campus**

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Total	(N)
1993	31.2	46.3	0.4	17.0	5.1	100.0	(1123)
1994	24.2	51.4	0.7	19.3	4.4	100.0	(1140)
1995	32.9	48.5	1.2	13.6	3.8	100.0	(1229)
1996	33.8	52.8	0.7	10.9	1.8	100.0	(1223)
1997	37.7	53.2	0.7	7.1	1.3	100.0	(1205)
1998	37.8	52.0	0.3	8.8	1.1	100.0	(1226)
2000*	33.8	56.2	0.0	8.5	1.4	100.0	(1103)
2003	37.7	51.5	0.5	9.7	0.6	100.0	(1202)
2006	42.0	51.4	0.0	5.4	1.1	100.0	(1264)

**K9a – Feel Safe in Madison**

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Total	(N)
1993	23.0	49.1	0.9	21.9	5.0	100.0	(1115)
1994	17.2	54.1	0.9	22.7	5.0	100.0	(1132)
1995	23.3	51.3	1.9	19.6	3.9	100.0	(1226)
1996	22.2	55.8	1.6	18.1	2.2	100.0	(1218)
1997	24.4	59.4	0.8	13.5	1.9	100.0	(1205)
1998	23.1	62.2	0.5	12.3	1.8	100.0	(1217)
2000*	25.4	59.0	0.7	13.3	1.5	100.0	(1108)
2003	27.4	57.9	0.6	13.7	0.4	100.0	(1193)
2006	31.6	57.1	0.4	9.8	1.2	100.0	(1260)

**E11 – Career Advising**

	Excellent	Very Good	Good	Fair	Poor	Total	(N)
1993	9.6	24.0	38.1	19.8	8.5	100.0	(622)
1994	8.1	19.4	32.7	23.6	16.3	100.0	(677)
1995	8.6	17.9	31.6	24.4	17.5	100.0	(744)
1996	8.2	19.6	30.3	26.2	15.7	100.0	(501)
1997	9.1	26.0	38.6	17.4	8.8	100.0	(736)
1998	9.1	19.8	33.7	22.9	14.5	100.0	(844)
2000*	8.4	23.1	32.7	24.3	11.5	100.0	(801)
2003	6.4	27.1	42.2	18.1	6.2	100.0	(809)
2006	9.4	23.6	34.9	23.5	8.6	100.0	(943)

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

**Up2 – How Often Missed Class/Unprepared for Class due to Work Conflicts?**

	Almost Every Day	Once or Twice a Week	Several Times a Month	Once a Month	Never	Total	(N)
1998	0.4	5.2	9.9	23.0	61.6	100.0	(1123)
2000	QUESTION NOT ASKED						
2003	0.3	2.9	6.8	22.9	67.1	100.0	(1136)
2006	0.4	3.1	7.5	18.4	70.6	100.0	(1246)

**Up3 – How Often Missed Class/Unprepared for Class due to Stress/Feeling Down?**

	Almost Every Day	Once or Twice a Week	Several Times a Month	Once a Month	Never	Total	(N)
1998	0.3	1.5	5.6	18.5	74.2	100.0	(1124)
2000	QUESTION NOT ASKED PRIOR TO 1998						
2003	0.7	5.1	9.6	30.7	54.0	100.0	(1137)
2006	0.6	5.0	11.3	24.7	58.5	100.0	(1246)

Note: In 1998, the question was phrased: "...because you were sad or depressed".

**Up4 – How Often Missed Class/Unprepared for Class due to Drinking/Partying?**

	Almost Every Day	Once or Twice a Week	Several Times a Month	Once a Month	Never	Total	(N)
1998	0.0	3.1	11.0	25.2	60.7	100.0	(1122)
2000	QUESTION NOT ASKED PRIOR TO 1998						
2003	0.2	1.7	7.4	25.6	65.2	100.0	(1137)
2006	0.2	3.0	8.9	23.5	64.3	100.0	(1246)

**Up5 – How Often Missed Class/Unprepared for Class due to Found Course Boring?**

	Almost Every Day	Once or Twice a Week	Several Times a Month	Once a Month	Never	Total	(N)
1998	1.5	13.8	24.4	30.3	30.0	100.0	(1121)
2000	QUESTION NOT ASKED PRIOR TO 1998						
2003	1.2	9.6	19.9	30.3	39.0	100.0	(1137)
2006	1.3	9.6	20.8	30.4	37.9	100.0	(1245)

**Up6 – How Often Missed Class/Unprepared for Class due to Couldn't Understand Class?**

	Almost Every Day	Once or Twice a Week	Several Times a Month	Once a Month	Never	Total	(N)
	QUESTION NOT ASKED PRIOR TO 1998						
1998	0.2	2.2	5.6	14.6	77.5	100.0	(1124)
2000	QUESTION NOT ASKED						
2003	0.5	1.3	3.8	9.2	85.1	100.0	(1137)
2006	0.4	1.6	3.3	10.9	83.8	100.0	(1246)

**Up7 – How Often Missed Class/Unprepared for Class due to Athletics?**

	Almost Every Day	Once or Twice a Week	Several Times a Month	Once a Month	Never	Total	(N)
	QUESTION NOT ASKED PRIOR TO 2003						
2003	0.0	0.6	2.8	4.3	92.4	100.0	(1137)
2006	0.0	0.8	2.3	4.9	92.0	100.0	(1246)

**Up7a – How Often Missed Class/Unprepared for Class due to Other Campus Activities?**

	Almost Every Day	Once or Twice a Week	Several Times a Month	Once a Month	Never	Total	(N)
	QUESTION NOT ASKED PRIOR TO 2003						
2003	0.1	0.8	3.0	10.6	85.5	100.0	(1137)
2006	0.0	0.9	4.0	12.0	83.1	100.0	(1246)

**Up7b – How Often Missed Class/Unprepared for Class due to Too Much Schoolwork?**

	Almost Every Day	Once or Twice a Week	Several Times a Month	Once a Month	Never	Total	(N)
	QUESTION NOT ASKED PRIOR TO 2003						
2003	0.4	4.2	15.9	39.7	39.8	100.0	(1137)
2006	0.3	4.6	19.1	36.3	39.7	100.0	(1246)

**Up7c – How Often Missed Class/Unprepared for Class due to Physical Health?**

	Almost Every Day	Once or Twice a Week	Several Times a Month	Once a Month	Never	Total	(N)
	QUESTION NOT ASKED PRIOR TO 2003						
2003	0.3	0.8	3.9	28.1	66.9	100.0	(1136)
2006	0.2	0.7	4.2	26.9	68.1	100.0	(1245)

**dv03 – Students Who Report it is Easy to Find People Who Share Background & Experiences**

	Extremely Easy	Somewhat Easy	Neither	Somewhat Difficult	Extremely Difficult	Total	(N)
QUESTION NOT ASKED PRIOR TO 2000							
2000	43.1	37.2	0.1	13.7	6.0	100.0	(1098)
2003	35.0	45.8	0.0	15.4	3.9	100.0	(1180)
2006	34.8	47.4	0.0	14.8	3.1	100.0	(1246)

**dv05 – Students Who Report it is Easy to Find People to Socialize With**

	Extremely Easy	Somewhat Easy	Neither	Somewhat Difficult	Extremely Difficult	Total	(N)
QUESTION NOT ASKED PRIOR TO 2000							
2000	56.3	31.8	0.1	9.8	2.0	100.0	(1103)
2003	56.4	33.0	0.1	8.9	1.6	100.0	(1187)
2006	57.4	32.4	0.0	8.4	1.8	100.0	(1244)

**Dv15 – Students Who Report it is Easy to Find People to Study With**

	Extremely Easy	Somewhat Easy	Neither	Somewhat Difficult	Extremely Difficult	Total	(N)
QUESTION NOT ASKED PRIOR TO 2000							
2000	33.6	46.8	0.4	16.4	2.9	100.0	(1100)
2003	35.3	47.8	0.7	13.9	2.2	100.0	(1176)
2006	35.4	49.6	0.1	13.3	1.6	100.0	(1235)

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

## APPENDIX D

### TREND IN DISTRIBUTION OF STUDENT CHARACTERISTICS: 1993-2006

	1993	1994	1995	1996	1997	1998	2000*	2003	2006
<b>COLLEGE</b>									
<b>Agricultural and Life Sciences</b>	8.2	8.2	8.3	9.0	9.1	7.4	7.0	8.9	6.6
<b>Human Ecology</b>	1.7	2.6	2.1	2.3	2.5	3.0	2.2	3.0	3.8
<b>Business</b>	4.5	5.1	5.1	4.2	4.8	4.2	13.3	4.5	4.7
<b>Education</b>	10.8	10.3	9.7	10.6	9.0	10.2	10.9	9.6	7.1
<b>Engineering</b>	15.2	12.4	13.8	12.0	12.9	13.3	13.6	13.6	12.4
<b>Letters and Science</b>	55.7	57.8	57.8	57.2	58.1	58.4	42.9	59.0	62.7
<b>Nursing</b>	1.7	2.0	2.4	1.8	1.4	1.4	1.6	1.0	1.8
<b>Pharmacy</b>	1.4	1.2	1.7	1.2	1.4	1.1	1.2	0.0	0.2
<b>Medicine</b>	0.8	1.2	0.8	1.7	0.8	1.0	0.6	0.5	0.6
<b>NA</b>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>6.9</u>	<u>0.0</u>	<u>0.0</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

#### YEAR IN SCHOOL (self-report)

<b>Freshman</b>	15.3	13.9	17.5	17.7	18.4	19.4	22.8	18.3	22.4
<b>Sophomore</b>	19.7	17.6	20.4	19.6	19.5	20.0	22.6	22.2	20.5
<b>Junior</b>	22.3	19.1	21.6	22.0	22.7	21.9	22.3	22.9	21.3
<b>Senior</b>	40.5	44.1	36.8	37.6	36.3	36.3	31.9	31.9	31.1
<b>Completed Bachelor's Degree</b>	2.0	3.8	3.3	2.3	2.7	1.9	0.1	4.0	3.7
<b>Other</b>	<u>0.3</u>	<u>1.6</u>	<u>0.4</u>	<u>0.7</u>	<u>0.4</u>	<u>0.3</u>	<u>0.3</u>	<u>0.7</u>	<u>1.0</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

#### GENDER

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

#### RACE/ETHNICITY (self-report) \*

<b>Domestic</b>									
<b>Black</b>	1.2	1.0	1.7	1.4	1.4	1.3	1.3	1.7	1.4
<b>Asian American</b>	5.0	3.3	3.6	4.2	4.7	4.1	0.8	7.3	5.7
<b>American Indian</b>	0.5	0.3	0.4	0.3	0.4	0.3	0.4	0.4	0.6
<b>Hispanic</b>	1.8	1.0	1.8	1.9	1.5	1.8	1.6	1.9	1.2
<b>Mexican American</b>	(1.0)	(0.5)	(1.0)	(1.1)	(0.8)	(0.9)	(0.9)	(1.0)	(Data Not
<b>Puerto Rican</b>	(0.3)	(0.3)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	Available
<b>Other</b>	(0.4)	(0.3)	(0.7)	(0.5)	(0.6)	(0.6)	(0.6)	(0.7)	For 2006)
<b>Non-Hispanic White</b>	86.2	87.3	85.3	84.7	84.7	84.1	91.1	82.3	80.5
<b>Biracial/Multiracial</b>							1.1	1.7	3.1
<b>Foreign Students</b>	4.0	4.7	5.0	5.6	4.9	4.6	1.8	--	--
<b>NA</b>	1.3	1.3	0.8	0.7	0.6	0.9	0.9	2.6	4.9
<b>Other</b>	<u>0.0</u>	<u>1.1</u>	<u>1.4</u>	<u>1.3</u>	<u>1.1</u>	<u>2.9</u>	<u>0.9</u>	<u>2.2</u>	<u>2.7</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

\* All students are asked about their race/ethnicity. For federal reporting purposes, foreign students are not reported by race/ethnicity. For years prior to 2003, ethnicity of foreign students is not reported above.



	1993	1994	1995	1996	1997	1998	2000	2003	2006
<b>WISCONSIN RESIDENCY</b>									
<b>In-state</b>	73.0	71.7	70.8	71.0	69.6	71.1	75.5	71.3	67.7
<b>Out-of-state</b>	27.0	28.3	29.2	29.0	30.4	28.9	24.4	28.7	32.3
<b>Don't Know</b>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.1</u>	<u>0.0</u>	<u>0.0</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: In 2000, data is self-reported.

#### STATE OF HIGH SCHOOL GRADUATION

<b>Wisconsin</b>	68.6	67.7	67.1	67.5	65.2	68.3	72.1	67.4	Data
<b>Minnesota</b>	7.6	9.2	8.7	7.4	9.8	7.8	9.6	8.9	Not
<b>Illinois</b>	7.6	6.0	6.2	6.6	7.1	6.5	8.0	8.5	Avail-
<b>Foreign</b>	4.0	4.7	5.0	5.6	4.9	4.5	1.8	5.9	Able
<b>N.Y.</b>	2.2	1.7	3.0	2.1	3.0	2.5	1.9	1.4	For
<b>N. J.</b>	0.7	1.2	1.0	1.3	0.6	0.8	0.3	0.2	2006
<b>Michigan</b>	0.9	1.1	1.1	1.0	0.8	0.6	0.5	1.2	
<b>Other States</b>	<u>8.4</u>	<u>8.4</u>	<u>7.9</u>	<u>8.5</u>	<u>8.6</u>	<u>9.0</u>	<u>5.8</u>	<u>6.5</u>	
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

#### NUMBER OF CREDITS FOR WHICH STUDENT WAS REGISTERED

<b>None</b>	9.4	11.8	8.2	8.5	9.4	8.5	0.7	7.3	1.3
<b>1-9</b>	5.9	5.9	6.4	7.0	6.1	5.3	4.7	4.9	5.5
<b>10-12</b>	10.1	11.6	11.5	10.6	11.5	13.0	13.8	12.1	19.1
<b>13-15</b>	37.5	36.1	43.9	37.1	39.1	39.5	55.7	43.1	55.4
<b>16+</b>	<u>37.2</u>	<u>35.0</u>	<u>30.0</u>	<u>36.7</u>	<u>33.9</u>	<u>33.7</u>	<u>25.1</u>	<u>32.6</u>	<u>18.8</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

<b>17</b>	0.0	0.1	0.4	0.2	0.1	0.3	Age	0.1	0.2
<b>18</b>	11.7	12.3	12.0	11.5	12.9	13.9	Distribution	8.9	14.1
<b>19</b>	15.3	12.4	16.0	16.9	18.1	16.5	Not	22.1	20.7
<b>20</b>	16.0	15.0	18.2	17.5	19.6	19.7	Available	21.8	20.1
<b>21</b>	18.4	20.3	20.6	18.7	18.3	20.3	in 2000	20.2	21.5
<b>22</b>	16.1	16.4	11.2	13.8	13.2	13.3		13.5	13.5
<b>23</b>	7.8	8.1	7.1	7.7	6.0	6.3		6.0	4.9
<b>24</b>	4.8	4.4	3.9	4.1	3.7	1.8		2.3	1.0
<b>25</b>	1.6	2.3	2.2	2.1	1.3	1.8		0.6	0.5
<b>26-29</b>	4.3	4.5	3.4	3.7	3.3	3.0		2.3	1.4
<b>30+</b>	<u>4.0</u>	<u>4.2</u>	<u>5.1</u>	<u>4.0</u>	<u>3.5</u>	<u>3.1</u>		<u>2.3</u>	<u>2.2</u>
	100.0	100.0	100.0	100.0	100.0	100.0		100.0	100.0

	1993	1994	1995	1996	1997	1998	2000	2003	2006
<b>CUMULATIVE GRADE POINT AVERAGE (GPA)</b>									
less than 1.50	1.5	1.6	0.8	0.9	1.5	1.5	0.2	1.0	0.4
1.50 – 1.99	4.1	3.7	2.7	4.1	2.6	2.3	0.3	2.1	2.1
2.00 – 2.24	7.5	5.6	4.8	6.4	5.1	4.0	2.1	2.6	3.6
2.25 – 2.49	9.9	7.3	9.5	7.5	8.2	6.9	3.2	6.3	5.6
2.50 – 2.74	14.2	11.0	12.4	12.1	11.9	11.3	11.1	10.1	9.1
2.75 – 2.99	13.2	16.1	15.4	14.9	16.5	17.5	15.0	12.3	12.5
3.00 – 3.24	19.3	18.2	18.3	16.0	15.4	16.3	23.4	19.3	17.6
3.25 – 3.49	12.5	15.6	14.2	14.0	15.9	16.3	15.3	18.9	18.5
3.50 – 3.74	11.0	12.5	11.6	12.5	13.5	14.3	18.3	14.2	15.9
3.75 – 4.00	<u>6.9</u>	<u>8.5</u>	<u>10.4</u>	<u>11.4</u>	<u>9.4</u>	<u>9.7</u>	<u>11.1</u>	<u>13.3</u>	<u>14.6</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

#### HIGH SCHOOL CLASS RANK

Top 5 %	Class	14.2	15.9	19.9	18.5	19.1	Class	17.7	20.6
6-10 %	Rank	13.0	11.9	12.9	13.9	14.2	Rank	17.6	19.4
11-15 %	Not	10.2	8.8	10.7	10.6	12.3	Not	13.2	13.2
16-20 %	Available	9.6	8.7	9.4	9.8	11.2	Available	12.1	8.9
21-25 %	in 1993	7.9	8.4	8.2	6.3	6.4	in 2000	6.9	4.3
26-30 %		5.8	6.7	3.3	5.2	4.5		2.9	2.6
31-40 %		8.8	6.7	4.4	4.8	3.8		2.4	2.6
41-50 %		2.4	1.0	1.8	1.4	1.1		1.5	0.9
Bottom Half		1.2	1.2	1.2	1.0	1.2		0.8	0.9
Rank Unknown		<u>27.0</u>	<u>30.8</u>	<u>28.2</u>	<u>28.4</u>	<u>26.2</u>		<u>24.9</u>	<u>26.6</u>
		100.0	100.0	100.0	100.0	100.0		100.0	100.0

#### HIGHEST DEGREE EXPECTED

No degree	0.1	0.6	0.2	0.3	0.4	0.0	0.2	0.1	0.0
Bachelors	24.8	22.5	25.1	24.3	18.8	19.5	23.5	19.1	19.9
Masters	44.7	47.7	44.8	45.4	46.4	46.4	45.1	48.1	44.8
Doctorate/Professional	20.7	20.2	20.1	19.7	23.0	22.5	19.1	26.7	26.8
Other	0.1	0.5	0.7	1.1	0.7	0.2	0.8	1.1	1.8
Don't Know	9.5	8.3	9.1	9.2	10.7	11.3	11.5	4.8	6.4
Refused	<u>0.1</u>	<u>0.2</u>	<u>0.0</u>	<u>0.0</u>	<u>0.7</u>	<u>0.0</u>	<u>0.1</u>	<u>0.0</u>	<u>0.2</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

#### USUAL HOURS OF EMPLOYMENT (DURING ACADEMIC YEAR)

None	39.4	33.5	35.3	34.8	35.7	39.3	33.8	36.2	35.7
1-9 hours	11.8	10.0	9.3	10.8	13.2	11.6	10.3	12.8	13.3
10-14	15.8	16.3	17.7	17.1	16.3	16.9	20.3	17.2	18.2
15-19	11.5	12.2	15.2	11.9	12.7	12.0	11.6	12.2	10.8
20-24	9.2	13.0	10.7	12.2	9.6	11.1	12.4	10.4	10.9
25-34	8.4	10.0	7.6	8.6	6.5	5.3	7.6	7.6	7.5
35+	4.0	4.5	4.1	4.2	5.9	3.6	3.7	3.6	3.2
Don't know	<u>0.1</u>	<u>0.4</u>	<u>0.4</u>	<u>0.2</u>	<u>0.0</u>	<u>0.2</u>	<u>0.3</u>	<u>0.0</u>	<u>0.4</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	1993	1994	1995	1996	1997	1998	2000	2003	2006
<b>DEPENDENT CHILDREN</b>									
Yes	3.7	Data Not Available		3.1	2.7	2.5	2.5	1.9	Data Not Available
No	<u>96.2</u>			<u>96.9</u>	<u>97.3</u>	<u>97.5</u>	<u>97.5</u>	<u>98.1</u>	Available
	100.0			100.0	100.0	100.0	100.0	100.0	
<b>U.S. CITIZEN (administrative records)</b>									
Yes	Not Available in 1993 or 1994		93.1	92.8	93.8	93.3	Not Available in 2000	94.9	96.1
No			<u>6.9</u>	<u>7.2</u>	<u>6.2</u>	<u>6.7</u>		<u>5.1</u>	<u>3.9</u>
			100.0	100.0	100.0	100.0		100.0	100.0
<b>LIVING ARRANGEMENTS</b>									
Residence Halls	27.8	24.2	28.4	28.2	27.9	28.3	32.6	29.5	31.5
University Residence Hall	(25.0)	(21.5)	(25.2)	(25.5)	(26.1)	(24.0)	(29.5)	(25.6)	(26.9)
Other Residence Hall	(2.8)	(2.6)	(3.3)	(2.7)	(1.8)	(4.2)	(3.2)	(3.9)	(4.6)
Refused	(0.0)	(0.1)	(0.0)	(0.1)	(0.0)	(0.1)	(0.0)	(0.0)	(0.0)
Parental Home	4.8	3.8	4.0	3.8	3.1	3.1	2.3	2.1	1.2
Fraternity or Sorority	3.3	4.6	5.0	3.9	3.8	3.3	2.9	2.0	2.7
Apartment/Home	63.2	67.1	62.4	62.3	63.7	64.0	61.6	65.4	62.8
Don't Know/Refused	0.1	0.2	0.1	0.1	0.0	0.0	0.2	0.0	0.0
Other	<u>0.8</u>	<u>0.0</u>	<u>0.0</u>	<u>1.7</u>	<u>1.5</u>	<u>1.3</u>	<u>0.4</u>	<u>1.0</u>	<u>1.9</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>YEAR IN SCHOOL (administrative records)</b>									
Freshman	16.1	18.0	20.6	20.9	21.3	22.3	20.6	19.1	21.5
Sophomore	18.6	18.2	23.3	21.3	22.2	22.0	22.5	23.7	21.2
Junior	22.7	20.4	24.0	26.2	25.0	25.2	26.4	26.1	24.7
Senior	<u>42.6</u>	<u>43.3</u>	<u>32.1</u>	<u>31.6</u>	<u>31.5</u>	<u>30.6</u>	<u>30.5</u>	<u>31.1</u>	<u>32.6</u>
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>TRANSFERRED TO UW-MADISON</b>									
Yes	Not Available in 1993 or 1994		22.7	23.1	21.2	19.4	14.0	18.8	15.3
No			77.3	76.9	78.8	80.6	85.2	80.9	84.7
Other			<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.8</u>	<u>0.3</u>	<u>0.0</u>
			100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

## APPENDIX E

### WEIGHTED AND UNWEIGHTED SAMPLE FREQUENCIES FOR SELECTED STUDENT CHARACTERISTICS

	<u>UNWEIGHTED</u>		<u>WEIGHTED</u>
	N	%	%
<b>SEX (Administrative Records)</b>			
Male	627	48.1	46.3
Female	<u>676</u>	<u>51.9</u>	<u>53.7</u>
<b>Total</b>	1303	100.0	100.0
<b>COLLEGE (Administrative Records)</b>			
Agricultural and Life Sciences	88	6.8	6.6
Human Ecology	45	3.5	3.8
Business	56	4.3	4.7
Education	87	6.7	7.1
Engineering	157	12.1	12.4
Letters and Science	836	64.2	62.7
Nursing	22	1.7	1.8
Pharmacy	3	0.2	0.2
Medicine-Undergrad Progs	<u>9</u>	<u>0.7</u>	<u>0.6</u>
<b>Total</b>	1303	100.0	100.0
<b>YEAR (Self-Report - at the time of interview)</b>			
Freshman	294	22.6	22.4
Sophomore	278	21.4	20.5
Junior	275	21.2	21.3
Senior	396	30.5	31.1
Already Completed Bachelor's Degree	45	3.5	3.7
Other	<u>12</u>	<u>0.9</u>	<u>1.0</u>
<b>Total</b>	1300	100.0	100.0
<b>CURRENT CREDITS (Administrative Records - Number of credits student was enrolled for at Fall Semester)</b>			
None	16	1.2	1.3
1-9	73	5.6	5.5
10-12	252	19.4	19.1
13-15	715	55.0	55.4
16-17	201	15.5	15.3
18 or more	<u>43</u>	<u>3.3</u>	<u>3.5</u>
<b>Total</b>	1300	100.0	100.0

## Weighted and Unweighted Sample Frequencies for Selected Student Characteristics

(Continued)

	<u>UNWEIGHTED</u>		<u>WEIGHTED</u>
	N	%	%
<b>RACE/ETHNICITY (Self-Report)</b>			
Black	37	2.8	1.4
Asian	129	9.9	5.7
American Indian	13	1.0	0.6
Hispanic	32	2.5	1.2
Non-Hispanic White	910	69.8	80.5
Biracial/Multiracial	73	5.6	3.1
Other	42	3.2	2.7
Refused	11	0.8	0.9
Not Available	<u>56</u>	<u>4.3</u>	<u>4.1</u>
<b>Total</b>	1303	100.0	100.0

	<u>UNWEIGHTED</u>		<u>WEIGHTED</u>
	N	%	%
<b>RACE/ETHNICITY (Administrative Record)</b>			
Black	73	5.6	2.7
Asian-Pacific Island	141	10.8	5.1
American Indian/Alaskan Native	23	1.8	0.8
Hispanic	72	5.5	2.7
Non-Hispanic White	935	71.8	83.4
Not Specified	32	2.5	2.9
Foreign Students	<u>27</u>	<u>2.1</u>	<u>2.4</u>
<b>Total</b>	1303	100.0	100.0