

Appendix D -- 2008 National Survey of Student Engagement
UW-Madison Senior Students
by Gender, Minority, First-Generation, and Transfer Status

Table D.1 Demographics of Respondents

	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Maximum Number of Respondents (Unweighted)	1368	481	887	200	1168	338	884	264	1101
by Race/Ethnicity (Unweighted)									
Black/African American	19	7	12	32		10	8	8	11
Hispanic/Latino/Latina	41	16	25	50		13	19	6	35
Asian, Asian American, or Pacific Islander	92	39	53	101		28	50	14	78
Native American	8	4	4	9		5	3	3	5
White (non-Hispanic)	1126	381	745		1132	270	748	212	912
Multiracial	39	12	27			6	33	12	27
Other/Unknown/Foreign	43	22	21		44	6	23	9	33
Percent of Senior Students:									
Age 19 or younger	1	1	1	2	1	0	1	0	1
Age 20-23	88	87	89	81	89	78	91	62	94
Age 24 or older	11	12	10	17	10	22	8	38	5
Female	54			50	54	57	53	49	55
Minority student	12	13	11			15	11	13	11
International student or foreign national	3	4	2	7	3	4	3	7	2
Transfer student	19	21	17	21	19	31	17		
Enrolled full-time (fall semester)	93	91	94	92	93	90	94	88	94
Member of a fraternity or sorority	9	12	7	12	9	5	11	5	11
Student-athlete on a team sponsored by university	4	4	3	4	4	3	4	3	4
Student Living Arrangements:									
Live in dormitory or campus housing	4	4	4	5	4	3	4	1	5
Live within walking distance (not campus housing)	81	80	81	68	82	71	84	64	85
Live within driving distance or live in fraternity or sorority	15	16	15	27	14	26	12	35	11
Parental Education:									
Father did not attend any 2-year or 4-year college	19	20	18	24	18	59	4	30	16
Mother did not attend any 2-year or 4-year college	19	19	20	30	18	58	6	30	17
Neither mother nor father graduated from 4-year college	27	25	28	34	26			40	23
Both mother and father graduated from 4-year college	52	52	52	47	53	0	71	35	56

data through the survey, university administrative records were used to classify a student. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

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Table D.2 Overall Student Satisfaction

Percent of Senior Students agreeing:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Entire educational experience at this institution is good or excellent	91	90	92	83	92	87	92	86	92
Probably or definitely would attend this institution if you could start over again	88	85	90	78	89	87	88	80	90
Quality of instruction in lower-division courses is good/excellent	60	56	63	60	60	57	60	60	60
Quality of instruction in upper-division courses is good/excellent	90	89	91	86	90	86	91	86	91
Academic quality of this university in general is good or excellent	94	93	96	92	95	94	95	91	95
Academic quality of your major program is good or excellent	90	91	90	86	91	88	91	91	90

NOTES: Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

Table D.3 Academic Advising

Percent of Senior Students agreeing:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Quality of academic advising you have received at this institution is good or excellent	61	63	59	64	61	63	60	61	61
Quality of academic advising from your college or department is good or excellent	52	52	51	50	52	56	50	58	50
My college/ department advisor is available when I need to see him/her (<i>agree or strongly agree</i>)	83	83	83	80	83	86	83	86	82
Information from advisors is accurate and up-to-date (<i>agree or strongly agree</i>)	80	81	79	80	80	84	79	86	78
Students have to run around from one place to another to get information/approvals they need (<i>agree or strongly agree</i>)	61	55	65	65	60	52	64	56	62

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Table D.4 Availability of Courses

Percent of Senior Students agreeing:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Lower-division classes taken have been OK in size	37	33	40	25	38	35	37	40	36
Upper-division classes taken have been OK in size	78	77	80	71	79	78	78	77	79
Courses you need for your major have been available most of the time or nearly always	78	79	78	79	78	78	78	82	77
Courses you need for your general education requirements have been available most of the time or nearly always	80	81	78	78	80	81	79	83	79

NOTES: Students were offered the following choices regarding their satisfaction with class size: "far larger than you'd like", "somewhat larger than you'd like", "OK in size", "smaller than you'd like", "not applicable". Students responding "Not applicable" are excluded from the percentages calculated above. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

Table D.5 Coursework Emphasizes Academic Challenge

Percent of Senior Students agreeing:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
<i>Current courses emphasize "quite a bit" or "very much":</i>									
Making judgments about information, arguments, or methods, e.g., examining how others gathered/ interpreted data and assessing the soundness of their conclusions	69	68	69	67	69	67	69	70	68
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in the same form	63	62	64	63	63	65	63	64	63
Analyzing basic elements of a theory, examining a particular case in depth & considering its components	85	84	85	82	85	84	85	79	86
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	72	67	76	67	73	73	72	72	72
Applying theories or concepts to practical problems or in new situations	76	75	77	76	76	78	77	76	76
University emphasizes spending significant amounts of time on academic work (<i>quite a bit or very much</i>)	89	88	89	88	89	88	89	90	88
On a scale of 1 to 7, (7=most challenged) rate the extent to which exams during the current school year challenged you to do your best work. (rated 5 or greater on scale)	78	77	79	72	79	79	79	80	78
Most of the time I've been challenged to do the best I can	55	51	58	47	56	63	52	63	53

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Table D.6 Reading and Writing Assignments During Current Year

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Assigned textbooks, books, or book-length packs of course readings									
Read 1-4	20	25	16	18	20	19	20	19	20
Read 5-10	39	40	39	31	40	41	38	43	38
Read 11 or more	40	35	45	49	39	39	42	37	41
Books read on your own (not assigned) for personal enjoyment or academic enrichment									
None	21	20	22	24	21	23	20	24	21
Read 1-4	55	57	53	54	55	54	55	55	55
Read 5 or more	24	24	24	22	24	23	25	21	25
Wrote papers or reports of 20 pages or more									
None	55	56	54	53	55	57	55	58	54
Wrote 1-4	39	38	41	36	40	36	41	35	40
Wrote 5 or more	6	6	5	10	5	7	5	7	5
Wrote papers or reports between 5 and 19 pages									
None	7	7	8	6	8	6	8	9	7
Wrote 1-4	44	46	43	46	44	44	44	44	44
Wrote 5-10	35	33	36	30	35	34	35	35	35
Wrote 11 or more	14	14	14	19	13	16	13	12	14
Wrote papers or reports of fewer than 5 pages									
None	4	5	3	4	4	4	3	4	4
Wrote 1-4	31	30	32	35	30	34	29	34	30
Wrote 5-10	33	34	33	22	35	30	35	30	34
Wrote 11-20	20	20	19	25	19	20	20	21	19
Wrote 21 or more	13	12	13	13	12	12	13	11	13
Problem sets taking more than 1 hour to complete:									
None	26	18	33	24	26	24	27	24	26
1-2 per week	35	36	33	25	36	32	36	29	36
3 or more per week	39	45	34	51	38	44	38	47	37
Problem sets taking less than 1 hour to complete:									
None	43	41	44	42	43	39	44	42	43
1-2 per week	36	38	34	32	36	37	36	33	36
3 or more per week	22	21	22	26	21	24	20	25	21

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Table D.7 Understanding Diverse Perspectives

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
<i>In current year, students who often or very often:</i>									
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	57	66	63	61	59	63	59	62
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	60	58	61	65	59	61	60	50	62
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	56	48	62	54	56	60	55	57	55
Had serious conversations with students of a different race or ethnicity than your own	48	47	49	65	46	49	48	43	49
<i>University emphasizes quite a bit or very much:</i>									
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	41	41	40	38	41	41	41	41	41
<i>UW experience contributed quite a bit or very much:</i>									
My understanding people of other racial and ethnic backgrounds	52	49	54	56	51	56	50	44	54

NOTES: Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

Table D.8 Supportive Campus Environment

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
<i>Quality of relationships with people at your institution:</i>									
Students are friendly, supportive, belonging	81	80	81	74	81	76	83	75	82
Faculty are available, helpful, sympathetic	69	69	69	61	70	68	70	68	69
Administrators are helpful, considerate, flexible	46	47	45	46	46	50	45	48	46
University's responsiveness to student academic problems (percent good or excellent)	53	53	53	47	54	54	53	58	52
<i>University emphasizes quite a bit or very much:</i>									
Helping you cope with your non-academic responsibilities (work, family, etc.)	18	22	15	25	17	18	19	18	18
Providing the support you need to thrive socially	37	39	35	40	37	33	39	28	39
Providing support you need to help you succeed academically	65	66	64	66	64	64	65	60	66

NOTES: Quality of relationships reported here is a score of 5 or more on a scale of 1 to 7, where 7 is highest quality. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

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Table D.9 Interaction with Faculty

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
<i>In current year, students who often or very often:</i>									
Used e-mail to communicate with an instructor	87	85	88	89	86	89	86	88	87
Discussed grades or assignments with an instructor	49	48	49	53	48	51	48	52	48
Talked about career plans with a faculty member or advisor	34	32	36	35	34	42	32	32	35
Discussed ideas from your readings or classes with faculty members outside of class	21	26	17	27	20	21	20	19	21
Received prompt feedback from faculty on your academic performance (written or oral)	58	57	58	51	59	53	60	56	58
Worked harder than you thought you could to meet an instructor's standards or expectations	44	39	48	48	43	45	43	47	43
Worked with faculty on activities other than coursework (committees, orientation, student life activities, etc.)	17	19	15	20	17	18	17	17	17
Most of the time, professors in my courses make clear what they expect me to learn (<i>agree or strongly agree</i>)	91	90	92	89	91	91	91	90	92
Work on a research project with a faculty member outside of course or program requirements									
Undecided/ Do not plan to do	58	52	62	46	59	61	57	62	57
Planned to do	11	14	8	17	10	12	10	13	10
Done	32	34	30	37	31	27	33	25	33
Rate relationships with faculty as available, helpful, sympathetic	69	69	69	61	70	68	70	68	69

NOTES: Quality of relationships reported here is a score of 5 or more on a scale of 1 to 7, where 7 is highest quality. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

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Table D.10 Active and Collaborative Learning

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
<i>In current year, students who often or very often:</i>									
Asked questions in class or contributed to class discussions	61	61	62	54	62	60	63	60	62
Made a class presentation	43	41	45	42	43	46	43	45	42
Prepared two or more drafts of a paper/ assignment before turning in	33	31	35	41	32	32	34	37	32
Worked on a paper or project that required integrating ideas or information from various sources	83	81	85	86	83	87	82	82	83
Come to class without completing readings or assignments	31	36	28	38	31	27	32	25	33
Worked with other students on projects during class	36	34	37	39	36	41	35	37	36
Worked with classmates outside of class to prepare class assignments	62	63	61	56	62	61	62	61	62
Put together ideas or concepts from different courses when completing assignments or during class discussions	70	70	70	66	70	72	69	68	70
Tutored or taught other students (paid or voluntary)	21	22	21	31	20	23	20	18	22
Participated in a community-based project (e.g., service learning) as part of a regular course	13	10	17	20	13	15	13	14	13
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	53	52	54	58	52	58	51	60	52
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers)	63	60	65	54	64	62	64	64	62
<i>University emphasizes quite a bit or very much:</i>									
Using computers in academic work	91	91	91	89	91	93	91	91	91

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Table D.11 Enriching Educational Experiences

Percent of Senior Students participating:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Practicum, internship, field experience, co-op experience, or clinical assignment									
Undecided/ Do not plan to do	22	24	20	16	23	19	23	25	21
Planned to do	18	21	15	24	17	18	18	22	17
Done	61	55	65	60	61	64	59	53	62
Community service or volunteer work									
Undecided/ Do not plan to do	19	29	11	12	20	18	19	28	17
Planned to do	11	13	10	15	11	15	10	16	10
Done	69	58	79	73	69	67	71	57	73
Participate in learning community or other formal program where groups of students take 2 or more classes together									
Undecided/ Do not plan to do	71	74	69	59	73	72	71	72	71
Planned to do	4	6	3	10	4	4	4	8	4
Done	24	20	28	31	23	24	25	21	25
Work on a research project with a faculty member outside of course or program requirements									
Undecided/ Do not plan to do	58	52	62	47	59	61	57	62	57
Planned to do	11	14	8	17	10	12	10	13	10
Done	32	34	30	37	31	27	33	25	33
Foreign language coursework									
Undecided/ Do not plan to do	28	33	24	24	29	30	27	37	26
Planned to do	4	5	3	9	3	7	3	6	3
Done	68	62	73	67	68	63	71	57	70
Study abroad									
Undecided/ Do not plan to do	65	73	58	61	65	72	63	70	63
Planned to do	9	9	9	16	9	9	9	11	9
Done	26	17	33	23	26	18	28	19	28
Independent study or self-designed major									
Undecided/ Do not plan to do	68	65	71	52	70	65	70	74	66
Planned to do	6	9	3	16	4	9	4	8	5
Done	26	26	26	32	25	26	26	18	28
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)									
Undecided/ Do not plan to do	50	46	53	43	51	53	48	52	49
Planned to do	19	21	18	29	18	23	19	23	19
Done	31	33	29	28	31	24	33	25	32

NOTES: Possible responses were "have not decided", "do not plan to do", "plan to do" and "done". Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

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Table D.12 Student Time Use

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Spend time preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)									
1-10 hours per week	31	33	29	30	31	31	30	28	31
11-20 hours per week	40	39	41	36	41	41	41	43	40
21 or more hours per week	29	28	29	33	28	28	29	29	29
Employed either on or off campus	76	71	79	76	75	80	74	76	75
Working for pay on campus									
None	55	53	56	49	55	54	55	66	52
1-20 hours per week	40	43	38	44	40	39	41	32	42
21 or more hours per week	5	4	6	8	5	7	4	2	6
Working for pay off campus									
None	59	67	52	59	59	51	61	47	61
1-20 hours per week	31	24	37	32	31	37	30	36	30
21 or more hours per week	10	9	11	9	10	12	9	17	8
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)									
None	28	24	31	28	28	37	25	44	24
1-10 hours per week	56	56	56	50	57	52	57	46	58
11 or more hours per week	16	19	14	22	16	11	18	10	18
Relaxing/socializing (watching TV, partying, exercising, etc.)									
1-10 hours per week	47	41	53	56	46	58	44	58	45
11 or more hours per week	52	59	46	43	53	42	55	41	55
Providing care for dependents living with you	11	12	11	27	9	18	9	23	9
Commuting to class (more than 5 hrs per week)	25	24	26	29	24	29	23	26	25
<i>Percent of students who often or very often:</i>									
Attended exhibit, gallery, play, dance, or other performance	26	23	29	36	25	26	26	24	27
Exercised or participated in physical fitness activities	63	68	59	58	64	57	65	57	64
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	20	19	21	22	20	20	20	18	20
<i>University emphasizes quite a bit or very much:</i>									
Spending significant amounts of time on academic work	89	88	89	88	89	88	89	90	88
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	69	68	70	69	69	67	70	65	70

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Table D.13 Educational and Personal Growth

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
<i>UW experience contributed quite a bit or very much:</i>									
Acquiring a broad general education	88	85	91	88	88	89	89	83	90
Acquiring job or work-related knowledge and skills	72	71	72	68	72	75	71	71	72
Writing clearly and effectively	77	73	80	75	77	79	76	73	78
Speaking clearly and effectively	64	61	67	67	64	69	62	60	65
Thinking critically and analytically	91	89	92	87	91	92	91	87	91
Analyzing quantitative problems	78	85	71	75	78	78	78	75	78
Using computing and information technology	78	81	75	79	78	80	78	74	79
Working effectively with others	77	74	80	76	77	77	78	71	79
Learning effectively on your own	83	85	81	80	83	81	84	75	85
Understanding yourself	68	67	68	73	67	68	68	56	71
Understanding people of other racial and ethnic backgrounds	52	49	54	56	51	56	50	44	54
Solving complex real-world problems	67	72	63	62	68	65	68	59	69
Developing a deepened sense of spirituality	18	18	19	28	17	16	19	18	19
Developing a personal code of values and ethics	56	53	58	57	55	54	56	49	57
Contributing to the welfare of your community	48	41	54	57	47	48	48	42	49
Voting in local, state, or national elections	60	56	64	57	61	57	62	46	64
<i>In current year, students who often or very often:</i>									
Examined strength and weaknesses of your own views on an issue	53	51	55	55	53	54	54	52	53
Learned something that changed the way you understand an issue	67	63	69	66	67	66	67	65	67

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Table D.14 Future Plans

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First-Generation	Non-First-Generation	Transfer Start	Freshman Start
I expect to graduate from this university:									
in 4 years or less	56	51	60	53	57	47	59	48	58
in more than 4 years	44	49	39	47	43	52	40	52	42
I expect to graduate from another institution/ I may not graduate	0	0	0	0	0	1	0	1	0
Within one year of graduation, I expect to:									
Attend graduate or professional school	30	28	30	32	29	22	32	24	31
Be employed	51	53	50	41	53	57	49	54	50
Attend school and be employed at same time	7	6	8	14	6	11	6	9	7
Take time off, have/raise a family, travel, etc.	3	3	3	6	3	2	4	2	4
Not sure	9	9	9	8	9	9	9	10	9

NOTES: Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table.

Gender, minority, first generation, and transfer status reflect student survey responses. In cases where students did not provide the data through the survey, university administrative records were used to classify a student.

At UW-Madison, 909 first year and 1,368 senior students participated in the 2008 NSSE survey (response rate of 33 percent). Students in certain categories -- minority students, those who had studied abroad, and seniors enrolled in Agricultural and Life Sciences, Human Ecology, or Nursing -- were sampled at a higher rate. Results for UW-Madison students are weighted to reflect oversampling and to adjust for differential response rates by gender.

Exact wording of survey questions and response categories are provided in Appendix A.