

Appendix B -- NSSE 2006

Comparison of Results of the 2006 National Survey of Student Engagement at UW Madison and Other Public Research Universities

Table B.1 Demographics of Respondents

Percent of Students:	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Student Age:						
Age 19 or younger	98	96	90 *	1	1 *	0
Age 20-23	2	3	7 *	89	80 *	70
Female	56	52	52	54	51	53
White	85	78 *	77 *	87	76 *	78 *
International student or foreign national	5	5	5	3	5 *	4
Transfer student	1	5 *	7 *	20	28 *	40 *
Enrolled full-time	98	99	96 *	94	90 *	86 *
Member of a fraternity or sorority	8	15 *	14 *	7	14 *	14 *
Student-athlete on a team sponsored by UW	5	4	4	2	3	3
Student Living Arrangements:						
Live in a dormitory or campus housing (not fraternity, sorority)	89	80	68 *	6	6 *	6 *
Live within walking distance (not campus housing or frat)	7	7	9 *	79	44 *	33 *
Parental Education:						
Mother did not attend any 2-year or 4-year college	17	18	22 *	19	22 *	26 *
Neither mother nor father graduated from 4-year college	22	27 *	NA	26	26 *	NA
Both mother and father graduated from 4-year college	54	48 *	NA	48	44 *	NA

Table B.2 Student Satisfaction

Percent of Students agreeing:	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Entire educational experience at this institution is good or excellent	90	88	86 *	91	86 *	84 *
Probably or definitely would attend this institution if you could start over again	91	87 *	85 *	90	84 *	82 *
Quality of academic advising you have received at your institution is good or excellent	68	74 *	72 *	57	62 *	62 *
Academic quality of this university in general is good or excellent	95	91 *	NA	95	87 *	NA
Academic quality of your major program is good or excellent	93	92	NA	90	86 *	NA

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Table B.3 Class-Related Activities

In current year, percent of students who often or very often:	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Asked questions in class or contributed to class discussions	50	49	50	60	59	63
Made a class presentation	14	20 *	21 *	40	47 *	51 *
Prepared two or more drafts of a paper or assignment before turning it in	51	47 *	52	37	39	43 *
Worked on a paper or project that required integrating ideas or information from various sources	64	68 *	70 *	84	82	83
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	54	56	59 *	53	54	55
Come to class without completing readings or assignments	21	25 *	24	31	32	28
Worked with other students on projects during class	27	37 *	41 *	34	38 *	42 *
Worked with classmates outside of class to prepare class assignments	35	46 *	41 *	59	60	59
Put together ideas or concepts from different courses when completing assignments or during class discussions	48	51	49	70	67	68
Tutored or taught other students (paid or voluntary)	12	16 *	15 *	21	21	21
Participated in a community-based project (e.g., service learning) as part of a regular course	8	9	10	15	12	15
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	48	58 *	57 *	58	60	62 *
Used e-mail to communicate with an instructor	72	73	72	85	84	83
Discussed grades or assignments with an instructor	34	42 *	44 *	47	52 *	56 *
Talked about career plans with a faculty member or advisor	21	26 *	26 *	33	34	37 *
Discussed ideas from your readings or classes with faculty members outside of class	12	16 *	16 *	18	22 *	23 *
Received prompt feedback from faculty on your academic performance (written or oral)	45	49	49	58	55	58
Worked harder than you thought you could to meet an instructor's standards or expectations	44	48	48 *	46	49	53 *
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	8	11 *	11 *	16	17	18
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers)	55	56	54	64	62	62
Had serious conversations with students of a different race or ethnicity than your own	43	54 *	50 *	46	56 *	54 *
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	57	61 *	57	60	60	59

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Table B.4 Coursework Emphasis

Percent who reported item was emphasized "quite a bit" or "very much" in current courses:	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Making judgments about information, arguments, or methods, e.g., examining how others gathered/ interpreted data and assessing the soundness of their conclusions	54	63 *	63 *	68	66	67
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in the same form	63	68 *	70 *	61	59	61
Analyzing basic elements of a theory, examining a particular case in depth & considering its components	81	81	78 *	86	83	83
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	68	66	64 *	77	70 *	71 *
Applying theories or concepts to practical problems or in new situations	75	74	73	79	75 *	77
On a scale of 1 to 7, rate the extent to which exams during the current school year challenged you to do your best work. (7=most challenged. scale 5+)	89	86	84 *	79	78	80

Table B.5 Reading and Writing, Problem Sets

During the current year, percent of students:	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Five or more assigned textbooks, books, or book-length packs of course readings	89	85 *	80 *	79	77	72 *
Five or more books read on your own (not assigned) for personal enjoyment or academic enrichment	19	19	20	23	27 *	26
Wrote any papers or reports of 20 pages or more	9	14 *	15 *	50	48	48
Wrote 5 or more papers between 5 and 19 pages	31	31	30	52	49	45 *
Wrote 5 or more papers or reports of fewer than 5 pages	64	64	64	63	63	59 *
Problem sets taking more than 1 hour to complete:						
None	14	12 *	13 *	31	24 *	21 *
1-2 per week	41	37 *	37 *	31	32 *	32 *
3 or more per week	45	51 *	50 *	38	44 *	46 *
Problem sets taking less than 1 hour to complete:						
None	22	16 *	14 *	45	34 *	30 *
1-2 per week	40	37 *	35 *	35	36 *	36 *
3 or more per week	38	47 *	51 *	21	30 *	34 *

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Table B.7 Enriching Educational Experiences

	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Percent of students:						
Practicum, internship, field experience, co-op experience, or clinical assignment						
Planned to do	76	78	76	14	19 *	22 *
Done	6	7	6	60	59 *	54 *
Community service or volunteer work						
Planned to do	49	42 *	41 *	9	11	13 *
Done	33	37 *	37 *	69	65	61 *
Participate in learning community or other formal program where groups of students take 2 or more classes together						
Planned to do	14	17 *	19 *	2	5 *	6 *
Done	13	24 *	18 *	26	27 *	25 *
Work on a research project with a faculty member outside of course or program requirements						
Planned to do	33	34	32	10	12 *	12 *
Done	5	5	4	29	24 *	21 *
Foreign language coursework						
Planned to do	14	27 *	28 *	4	6 *	7 *
Done	51	34 *	27 *	60	56 *	47 *
Study abroad						
Planned to do	49	51	42 *	6	9 *	9 *
Done	2	2	2 *	23	19 *	15 *
Independent study or self-designed major						
Planned to do	12	13	13	5	6 *	7 *
Done	3	3	3	27	17 *	17 *
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)						
Planned to do	39	41	42	17	24 *	27 *
Done	1	1	1	34	27 *	28 *

Possible responses were "have not decided", "do not plan to do", "plan to do" and "done".

Table B.8 Supportive Campus Environment

	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Percent of students rating relationships as high quality:						
Other Students	84	80 *	78 *	81	79	80
Faculty Members	67	66	66	69	71	72 *
Administrative Personnel and Offices	48	49	49	45	48	49 *

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

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Table B.9 Student Time Use

	First Years			Seniors		
	UW-Madison	AAUDE	Res/Doc	UW-Madison	AAUDE	Res/Doc
Percent of students spending time:						
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) (11 or more hrs per week)	75	66 *	58 *	67	61 *	56 *
Working for pay on campus	29	19 *	17 *	47	32 *	28 *
Working for pay off campus	19	19	27 *	43	46	53 *
Employed either on or off campus	44	35 *	NA	78	69 *	NA
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	72	70	63 *	68	65	58 *
Relaxing and socializing (watching TV, partying, exercising, etc.) 11 or more hours per week	59	54 *	52 *	47	49	44 *
Providing care for dependents living with you	8	12 *	18 *	12	19 *	29 *
Commuting to class (5 or fewer hrs per week)	78	80	77	78	76	73 *

Table B.10 Arts, Wellness, and Spirituality

	First Years			Seniors		
	UW-Madison	AAUDE	Res/Doc	UW-Madison	AAUDE	Res/Doc
Percent of Students who often or very often:						
Attended art exhibit, gallery, play, dance, or other performance	24	23	25	23	22	21
Exercised or participated in physical fitness activities	66	65	62	63	61	57 *
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	21	28 *	32 *	20	27 *	34 *
Examined strength and weaknesses of your own views on a topic or issue	50	51	50	56	55	56
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	57	60	58	62	65	63
Learned something that changes the way you understand an issue or concept	63	63	62	66	65	64

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Table B.11 Areas of Institutional Emphasis

Percent of students who report quite a bit or very much:	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Spending significant time studying and on academic work	86	80 *	78 *	84	76 *	77 *
Providing support you need to help you succeed academically	75	75	72	64	62	63
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	63	53 *	51 *	34	40 *	40 *
Helping you cope with your non-academic responsibilities (work, family, etc.)	24	28 *	28 *	15	16	18 *
Providing the support you need to thrive socially	50	44 *	43 *	36	30 *	31 *
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	75	65 *	64 *	65	57 *	54 *
Using computers in academic work	88	89	87	92	91	90

Table B.12 Educational and Personal Growth

Percent of students whose education has contributed quite a bit or very much to:	First Years			Seniors		
	UW- Madison	AAUDE	Res/ Doc	UW- Madison	AAUDE	Res/ Doc
Acquiring a broad general education	83	81	80	86	82 *	81 *
Acquiring job or work-related knowledge and skills	57	58	57	70	68	69
Writing clearly and effectively	64	65	67	78	72 *	73 *
Speaking clearly and effectively	50	51	54	65	63	65
Thinking critically and analytically	86	82 *	81 *	92	86 *	85 *
Analyzing quantitative problems	74	68 *	67 *	74	71	72
Using computing and information technology	71	74	73	79	79	80
Working effectively with others	64	67	66	76	73	74
Learning effectively on your own	76	69 *	68 *	82	72 *	72 *
Understanding yourself	62	57 *	57 *	70	59 *	59 *
Understanding people of other racial and ethnic backgrounds	55	51	51	48	49	50
Solving complex real-world problems	54	54	52	64	59 *	59 *
Developing a deepened sense of spirituality	20	25 *	27 *	16	18	21 *
Developing a personal code of values and ethics	51	50	49	54	50	51
Contributing to the welfare of your community	38	40	39	45	41 *	41 *
Voting in local, state, or national elections	31	26 *	28	47	35 *	33 *

1. "Res/ Doc" refers to 15 public universities within the Research/Doctoral Extensive 2005 Carnegie Classification.

2. Survey responses are weighted to reflect the actual distribution of students enrolled in fall 2005.

3. The AAUDE consortium included 9 public research universities who participated in NSSE in spring 2006. Included are: University of Arizona, University of Colorado-Boulder, University of Oregon, Indiana University, Iowa State University, University of Missouri-Columbia, University of Pittsburgh, and University of Texas - Austin.

4. An asterisk (*) indicates that the difference between responses at UW-Madison and the comparison group are statistically significant at the 95% confidence level (two-tailed test), using a Chi-square test.