

Appendix E -- 2008 National Survey of Student Engagement Results of the Survey for UW-Madison Seniors by School or College

Table E.1 Demographics of Respondents

	Total	CALS	Business	Education	Engineering	Human Ecology	Letters & Science	Nursing
Maximum Number of Respondents (Unweighted)	1368	203	94	90	157	122	600	88
Percent of Students (weighted):	100	10	9	7	11	5	53	4
Age 24 or older	11	11	3	14	4	13	10	42
Female	53	55	43	87	19	80	53	85
Minority student	12	13	9	9	13	12	12	11
International student or foreign national	3	3	2	1	7	1	3	4
Transfer student	19	20	8	21	14	27	19	50
Enrolled full-time (fall semester)	93	93	98	98	89	94	93	90
Member of a fraternity or sorority	9	9	19	8	10	9	9	2
Student-athlete on a team sponsored by university	4	3	4	2	3	6	4	2
Student Living Arrangements:								
Live in dormitory or campus housing	4	1	1	5	3	2	6	1
Live within walking distance (not campus housing or frat)	81	79	92	81	78	83	82	53
Live within driving distance or live in fraternity or sorority	15	20	7	15	18	15	12	45
Parental Education:								
Father did not attend any 2-year or 4-year college	19	20	29	13	18	25	16	27
Mother did not attend any 2-year or 4-year college	19	22	21	23	21	27	16	25
Neither mother nor father graduated from 4-year college	27	29	32	28	26	35	22	44
Both mother and father graduated from 4-year college	52	48	52	52	52	42	56	28

NOTES: 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. School/College designation is based on student enrollment during spring semester 2008. Because few undergraduates are enrolled in the School of Pharmacy or School of Medicine and Public Health, only 3 students in Pharmacy and 11 in Medicine and Public Health completed in the survey. Responses for these units are not shown separately, but are included in the overall total. See additional notes at end of Appendix. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table.

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Table E.2 Overall Student Satisfaction

Percent of Students agreeing:	Total	CALS	Business	Education	Engineer- ing	Human Ecology	Letters & Science	Nursing
Entire educational experience at this institution is good or excellent	91	87	96	95	94	96	89	90
Probably or definitely would attend this institution if you could start over again	88	84	93	94	95	92	84	89
Quality of instruction in lower-division courses is good or excellent	60	51	74	65	53	66	59	77
Quality of instruction in upper-division courses is good or excellent	90	88	97	92	86	91	90	91
Academic quality of this university in general is good or excellent	94	92	99	96	96	95	93	97
Academic quality of your major program is good or excellent	90	92	96	86	93	85	89	97

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 E.3 Academic Advising

Percent of Students agreeing:	Total	CALS	Business	Education	Engineer- ing	Human Ecology	Letters & Science	Nursing
Quality of academic advising you have received at this institution is good or excellent	61	59	72	50	67	62	60	51
Quality of academic advising from your college or department is good or excellent	52	54	56	50	58	52	50	36
My college/ department advisor is available when I need to see him/her (<i>agree or strongly agree</i>)	83	88	85	79	88	85	81	76
Information from advisors is accurate and up-to-date (<i>agree or strongly agree</i>)	80	81	82	70	81	67	82	64
Students have to run around from one place to another to get information/approvals they need (<i>agree or strongly agree</i>)	61	64	39	64	52	70	65	51

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Table E.4 Availability of Courses

Percent of Students agreeing:	Total	CALS	Business	Education	Engineer- ing	Human Ecology	Letters & Science	Nursing
Lower-division classes taken have been OK in size	37	31	54	42	39	32	35	38
Lower-division classes have been far larger than you'd like	26	37	16	23	14	23	28	26
Upper-division classes taken have been OK in size	78	75	94	87	87	88	74	63
Courses you need for your major have been available most of the time or nearly always	78	77	85	87	83	72	74	94
Courses you need for your general education requirements have been available most of the time or nearly always	80	73	87	76	82	71	82	73

NOTES: Students were offered the following choices regarding their satisfaction with size of classes: "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 E.5 Coursework Emphasizes Academic Challenge

Percent of Students agreeing:	Total	CALS	Business	Education	Engineer- ing	Human Ecology	Letters & Science	Nursing
<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	67	74	71	72	70	67	79
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in the same form	63	75	62	47	44	70	66	71
Analyzing basic elements of a theory, examining a particular case in depth & considering its components	85	81	90	85	84	89	84	78
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	72	66	82	84	70	70	69	85
Applying theories or concepts to practical problems or in new situations	76	77	88	77	89	79	70	85
University emphasizes spending significant amounts of time on academic work (<i>quite a bit or very much</i>)	89	92	91	91	90	92	86	87
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	94	63	83	78	77	77
Most of the time, I have been challenged to do the very best I can	55	53	61	55	60	67	51	66

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Table E.6 Reading and Writing Assignments During Current Year

Percent of students	Total	CALS	Business	Education	Engineer- ing	Human Ecology	Letters & Science	Nursing
Assigned textbooks, books, or book-length packs of course readings								
Read 0-4	21	35	14	21	36	19	15	24
Read 5-10	39	40	51	37	48	40	34	52
Read 11 or more	40	24	34	42	17	41	51	24
Books read on your own (not assigned) for personal enjoyment or academic enrichment								
None	21	29	22	20	26	26	18	22
Read 1-4	55	55	60	60	51	58	53	59
Read 5 or more	24	16	18	20	23	16	28	19
Wrote papers or reports of 20 pages or more								
None	55	58	38	48	42	51	59	79
Wrote 1-4	39	36	55	42	42	46	38	17
Wrote 5 or more	6	5	7	10	16	3	3	4
Wrote papers or reports between 5 and 19 pages								
None	7	12	5	7	9	4	6	9
Wrote 1-4	44	49	58	41	47	48	41	46
Wrote 5-10	35	29	27	32	31	40	38	37
Wrote 11 or more	14	10	9	21	14	8	15	8
Wrote papers or reports of fewer than 5 pages								
Wrote 0-4	35	36	29	18	43	29	36	29
Wrote 5-10	33	32	42	37	29	36	34	23
Wrote 11-20	20	23	22	17	18	19	19	30
Wrote 21 or more	13	9	8	29	11	16	12	19
Problem sets taking more than 1 hour to complete:								
None	26	15	8	48	1	35	32	43
1-2 per week	35	49	45	32	21	34	34	30
3 or more per week	39	35	47	20	78	31	34	27
Problem sets taking less than 1 hour to complete:								
None	43	36	17	60	41	33	46	45
1-2 per week	36	42	47	31	40	37	34	26
3 or more per week	21	23	36	10	19	30	20	29

NOTES: Less than one percent of students reported no assigned textbooks, books, or book-length course packs. Approximately four percent of students reported writing no reports or papers of fewer than five pages. 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 E.7 Understanding Diverse Perspectives

Percent of students	Total	CALS	Business	Education	Engineer- ing	Human Ecology	Letters & Science	Nursing
<i>In current year, percent of 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	56	57	73	53	55	64	64
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	60	54	65	64	63	56	60	45
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	56	39	58	70	32	70	60	65
Had serious conversations with students of a different race or ethnicity than your own	48	43	63	48	57	47	45	41
<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	54	43	41	37	38	45
<i>University experience contributed quite a bit or very much:</i>								
My understanding people of other racial and ethnic backgrounds	52	42	61	66	50	60	50	58

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 E.8 Supportive Campus Environment

Percent of students	Total	CALS	Business	Education	Engineer- ing	Human Ecology	Letters & Science	Nursing
<i>Quality of relationships with people at your institution:</i>								
Students are friendly, supportive, belonging	81	82	92	84	88	88	75	79
Faculty are available, helpful, sympathetic	69	66	78	68	68	73	67	77
Administrators are helpful, considerate, flexible	47	51	60	45	56	43	40	53
University's responsiveness to student academic problems (percent good or excellent)	53	51	66	47	56	54	50	62
<i>University emphasizes quite a bit or very much:</i>								
Helping you cope with your non-academic responsibilities (work, family, etc.)	18	23	32	12	21	27	14	20
Providing the support you need to thrive socially	37	36	56	39	41	38	34	29
Providing support you need to help you succeed academically	65	63	84	66	76	71	58	68

Note: 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 E.9 Interaction with Faculty

Percent of students	Total	CALS	Business	Education	Engineer- ing	Human Ecology	Letters & Science	Nursing
<i>In current year, students who often or very often:</i>								
Used e-mail to communicate with an instructor	87	86	91	88	84	91	86	89
Discussed grades or assignments with an instructor	49	43	56	55	52	56	47	47
Talked about career plans with a faculty member or advisor	34	45	48	44	33	38	29	35
Discussed ideas from your readings or classes with faculty members outside of class	21	19	21	16	25	14	22	21
Received prompt feedback from faculty on your academic performance (written or oral)	58	53	72	64	52	60	56	59
Worked harder than you thought you could to meet an instructor's standards or expectations	44	50	47	46	51	57	39	45
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	17	24	25	17	21	18	14	13
Most of the time, professors in my courses make clear what they expect me to learn (<i>agree or strongly agree</i>)	91	89	95	93	94	94	89	96
Work on a research project with a faculty member outside of course or program requirements								
Undecided/ Do not plan to do	58	40	82	74	46	76	55	75
Planned to do	11	10	5	7	18	4	11	6
Done	32	50	13	19	36	20	34	18
Rate relationships with faculty as available, helpful, sympathetic	69	66	78	68	68	73	67	77

Note: Quality of faculty 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 E.10 Active and Collaborative Learning

Percent of students	Total	CALS	Business	Education	Engineer- ing	Human Ecology	Letters & Science	Nursing
<i>In current year, percent of students who often or very often:</i>								
Asked questions in class or contributed to class discussions	61	51	63	74	54	63	64	40
Made a class presentation	43	39	83	71	49	68	31	33
Prepared 2 or more drafts of an assignment before turning in	33	39	36	36	29	35	31	38
Worked on a paper or project that required integrating ideas or information from various sources	83	81	88	88	77	89	82	90
Come to class without completing readings or assignments	31	31	31	21	33	34	32	39
Worked with other students on projects during class	36	44	49	43	46	46	29	29
Worked with classmates outside of class to prepare class assignments	62	64	91	73	88	76	48	62
Put together ideas or concepts from different courses when completing assignments or during class discussions	70	67	69	75	80	79	67	67
Tutored or taught other students (paid or voluntary)	21	19	14	41	30	11	20	15
Participated in a community-based project (e.g., service learning) as part of a regular course	13	12	11	37	14	20	9	39
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	53	51	68	59	56	50	49	67
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers)	63	58	65	66	56	67	64	54
<i>University emphasizes quite a bit or very much:</i>								
Using computers in academic work	91	90	97	93	96	88	89	95

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Table E.11 Enriching Educational Experiences

Percent of students participating:	Total	CALS	Business	Education	Engineer- ing	Human Ecology	Letters & Science	Nursing
Practicum, internship, field experience, co-op experience, or clinical assignment								
Undecided/ Do not plan to do	22	20	3	6	6	8	34	5
Planned to do	18	17	15	12	23	24	17	13
Done	61	63	82	83	72	67	49	82
Community service or volunteer work								
Undecided/ Do not plan to do	19	15	9	1	19	16	26	9
Planned to do	11	10	7	7	13	11	12	12
Done	69	75	85	92	67	73	63	79
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	74	32	69	71	79	50
Planned to do	4	5	3	7	8	4	3	7
Done	24	22	23	61	23	25	18	43
Work on a research project with a faculty member outside of course or program requirements								
Undecided/ Do not plan to do	58	40	82	74	46	76	55	75
Planned to do	11	10	5	7	18	4	11	6
Done	32	50	13	19	36	20	34	18
Foreign language coursework								
Undecided/ Do not plan to do	28	43	18	30	44	40	21	40
Planned to do	4	2	0	3	5	5	4	6
Done	68	55	82	68	51	56	74	54
Study abroad								
Undecided/ Do not plan to do	65	74	68	68	69	70	59	69
Planned to do	9	6	4	10	14	8	10	8
Done	26	20	28	22	17	22	30	23
Independent study or self-designed major								
Undecided/ Do not plan to do	68	52	90	73	61	68	68	83
Planned to do	6	8	2	4	11	6	5	7
Done	26	40	8	23	28	27	27	9
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)								
Undecided/ Do not plan to do	50	10	64	61	21	73	58	51
Planned to do	19	28	8	28	32	11	15	28
Done	31	62	28	11	48	16	27	21

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

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Table E.12 Student Time Use

Percent of students	Total	CALS	Business	Education	Engineering	Human Ecology	Letters & Science	Nursing
Spend time preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)								
0-10 hours per week	31	33	38	22	18	38	33	37
11-20 hours per week	40	40	40	47	36	40	41	34
21 or more hours per week	29	27	22	31	45	22	26	29
Employed either on or off campus	76	78	57	86	64	86	78	81
Hours working for pay on campus								
None	55	49	67	54	57	69	50	76
1-20 hours per week	40	48	33	39	39	24	44	21
21 or more hours per week	5	4	1	7	4	9	6	4
Hours working for pay off campus								
None	59	55	73	38	69	36	61	36
1-20 hours per week	31	40	19	53	26	44	28	41
21 or more hours per week	10	5	8	9	5	20	10	22
Hours participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)								
None	28	27	10	29	17	32	32	43
1-10 hours per week	56	59	70	58	57	47	53	49
11 or more hours per week	16	14	20	12	26	21	15	8
Hours relaxing and socializing (watching TV, partying, exercising, etc.)								
1-10 hours per week	48	50	35	65	51	50	44	63
11 or more hours per week	52	49	65	35	49	50	55	35
Providing care for dependents living with you	11	12	6	12	13	14	10	25
Hours commuting to class (5 or fewer hrs per week)	75	64	91	60	71	71	78	79
<i>Percent of students who often or very often:</i>								
Attended art exhibit, gallery, play, dance, or other performance	26	17	18	39	23	31	29	18
Exercised or participated in physical fitness activities	63	65	69	71	69	65	60	51
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	20	20	15	26	26	24	16	31
<i>University emphasizes quite a bit or very much:</i>								
Spending significant amounts of time on academic work	89	92	91	91	90	92	86	87
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	69	66	69	68	70	74	71	52

NOTES: Less than one percent of students report spending zero hours per week preparing for class. Less than one percent of students report spending zero hours per week relaxing or socializing. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. See notes at end of Appendix.

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Table E.13 Educational and Personal Growth

Percent of students	Total	CALS	Business	Education	Engineer- ing	Human Ecology	Letters & Science	Nursing
<i>University experience contributed quite a bit or very much:</i>								
Acquiring a broad general education	88	85	87	92	80	97	91	82
Acquiring job or work-related knowledge and skills	72	77	92	85	91	83	59	88
Writing clearly and effectively	77	72	86	76	78	87	76	71
Speaking clearly and effectively	64	66	82	62	74	80	57	66
Thinking critically and analytically	91	87	92	90	94	94	90	88
Analyzing quantitative problems	78	80	90	59	96	77	74	70
Using computing and information technology	78	81	88	74	98	82	71	81
Working effectively with others	77	79	95	87	93	92	67	82
Learning effectively on your own	83	82	87	88	90	85	80	87
Understanding yourself	68	65	77	78	72	74	64	72
Understanding people of other racial and ethnic backgrounds	52	42	61	66	50	60	50	58
Solving complex real-world problems	67	65	81	70	88	74	59	73
Developing a deepened sense of spirituality	18	17	21	17	20	18	18	27
Developing a personal code of values and ethics	56	50	70	55	65	69	50	72
Contributing to the welfare of your community	48	49	57	64	48	64	41	68
Voting in local, state, or national elections	60	52	57	64	58	78	63	48
<i>In current year, percent of students who often or very often:</i>								
Examined strength and weaknesses of your own views on issue	53	41	51	61	45	58	55	58
Learned something that changed the way you understand an issue	67	58	63	77	59	74	68	74

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Table E.14 Future Plans

	Total	CALS	Business	Education	Engineering	Human Ecology	Letters & Science	Nursing
I expect to graduate from this university:								
in 4 years or less	56	57	74	37	24	47	64	65
in more than 4 years	44	42	26	63	76	53	36	34
I expect to graduate from another institution	0	0	0	0	0	0	0	1
I may well not complete a bachelors degree	0	1	0	0	0	0	0	0
Within one year of graduation, I expect to:								
Attend graduate or professional school	30	36	14	21	23	17	36	9
Be employed	51	46	80	66	62	64	39	82
Attend school and be employed at same time	7	9	6	3	7	4	7	9
Take time off, have/raise a family, travel, etc.	3	3	0	3	3	7	4	0
Not sure	9	7	0	6	5	9	13	0
Within one year of graduation, I expect to:								
Attend graduate or professional school or attend school and work at the same time	37	44	20	25	30	20	44	18

NOTES: School/College designation is based on student enrollment during spring semester 2008. Because few undergraduates are enrolled in the School of Pharmacy or School of Medicine and Public Health, only 3 students in Pharmacy and 11 in Medicine and Public Health completed in the survey. Responses for these units are not shown separately, but are included in the overall total.

At UW-Madison, 909 first year and 1,368 senior students participated in the 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.

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