

**Appendix C -- 2008 National Survey of Student Engagement**  
**UW-Madison First-Year Students**  
**by Gender, Minority Status, and First-Generation Status**

**Table C.1 Demographics of Respondents**

Percent of First-Year Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation
<b>Maximum Number of Respondents (Unweighted)</b>	<b>909</b>	<b>372</b>	<b>537</b>	<b>178</b>	<b>731</b>	<b>199</b>	<b>710</b>
Student Age:							
Age 19 or younger	98	97	99	97	98	98	98
Age 20-23	2	3	1	2	2	1	2
Age 24 or older	0	1	0	1	0	1	0
Female	53			56	53	57	52
Minority student	14	13	15			<b>21</b>	<b>13</b>
International student or foreign national	8	<b>10</b>	<b>5</b>	4	8	<b>4</b>	<b>9</b>
Transfer student	1	1	1	2	1	2	1
Enrolled full-time (fall semester)	99	100	99	<b>98</b>	<b>99</b>	98	99
Member of a fraternity or sorority	11	11	10	8	11	<b>5</b>	<b>12</b>
Student-athlete on a team sponsored by university	6	<b>8</b>	<b>4</b>	5	6	4	6
Student Living Arrangements:							
Live in dormitory or campus housing (not fraternity or sorority)	91	89	92	<b>80</b>	<b>92</b>	91	91
Live within walking distance (not campus housing/frat/sorority)	7	9	6	<b>14</b>	<b>6</b>	6	8
Live within driving distance or live in fraternity or sorority	2	2	2	<b>6</b>	<b>1</b>	3	2
Parental Education:							
Father did not attend any 2-year or 4-year college	14	13	15	<b>24</b>	<b>12</b>	<b>52</b>	<b>4</b>
Mother did not attend any 2-year or 4-year college	15	14	15	<b>22</b>	<b>13</b>	<b>47</b>	<b>6</b>
Neither mother nor father graduated from 4-year college	21	20	23	<b>31</b>	<b>20</b>		
Both mother and father graduated from 4-year college	56	60	52	50	57	<b>0</b>	<b>71</b>

the 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 C.2 Overall Student Satisfaction**

<b>Percent of First-Year Students agreeing:</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Minority</b>	<b>Non-Minority</b>	<b>First Generation</b>	<b>Non-First Generation</b>
Entire educational experience at this institution is good or excellent	89	87	90	86	89	89	89
Probably or definitely would attend this institution if you could start over again	88	89	87	85	89	87	88
Quality of instruction in <b>lower-division</b> courses is good/excellent	69	<b>65</b>	<b>73</b>	67	70	<b>76</b>	<b>68</b>
Quality of instruction in <b>upper-division</b> courses is good/excellent	82	80	83	<b>68</b>	<b>84</b>	82	82
Academic quality of this university in general is good or excellent	94	94	95	92	95	93	95
Academic quality of your major program is good or excellent	91	93	90	89	92	89	92

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 C.3 Academic Advising**

<b>Percent of First-Year Students agreeing:</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Minority</b>	<b>Non-Minority</b>	<b>First Generation</b>	<b>Non-First Generation</b>
Quality of academic advising you have received at this institution is good or excellent	69	69	69	70	68	75	67
Quality of academic advising from your college or department is good or excellent	61	60	62	66	60	63	61
My college/ department advisor is available when I need to see him/her ( <i>agree or strongly agree</i> )	84	83	85	87	84	86	83
Information from advisors is accurate and up-to-date ( <i>agree or strongly agree</i> )	88	89	88	88	88	90	88
Students have to run around from one place to another to get information/approvals they need ( <i>agree or strongly agree</i> )	62	58	64	<b>74</b>	<b>60</b>	61	62

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**Table C.4 Availability of Courses**

<b>Percent of first-Year Students agreeing:</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Minority</b>	<b>Non-Minority</b>	<b>First Generation</b>	<b>Non-First Generation</b>
<b>Lower-division</b> classes taken have been OK in size	50	49	52	52	50	50	51
<b>Upper-division</b> classes taken have been OK in size	73	72	74	<b>63</b>	<b>74</b>	72	73
Courses you need for your <b>major</b> have been available most of the time or nearly always	74	76	72	70	74	76	73
Courses you need for your <b>general education requirements</b> have been available most of the time or nearly always	73	74	73	71	74	78	72

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 C.5 Coursework Emphasizes Academic Challenge**

<b>Percent of First-Year Students agreeing:</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Minority</b>	<b>Non-Minority</b>	<b>First Generation</b>	<b>Non-First Generation</b>
<i>Current courses emphasize "quite a bit" or "very much":</i>							
<b>Making judgments</b> about information, arguments, or methods, e.g., examining how others gathered/ interpreted data and assessing the soundness of their conclusions	60	61	60	66	59	58	61
<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in the same form	76	<b>69</b>	<b>81</b>	78	75	77	75
<b>Analyzing</b> basic elements of a theory, examining a particular case in depth & considering its components	81	81	81	79	81	78	81
<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	67	69	66	64	68	62	68
<b>Applying</b> theories or concepts to practical problems or in new situations	75	73	76	70	75	77	74
University emphasizes spending significant amounts of time on academic work ( <i>quite a bit or very much</i> )	87	<b>82</b>	<b>92</b>	87	87	89	86
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)	88	87	89	<b>82</b>	<b>89</b>	91	87
Most of the time, I have been challenged to do the very best I can	65	<b>57</b>	<b>72</b>	58	66	65	64

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**Table C.6 Reading and Writing Assignments During Current Year**

<b>Percent of First-Year Students</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Minority</b>	<b>Non-Minority</b>	<b>First Generation</b>	<b>Non-First Generation</b>
Assigned textbooks, books, or book-length packs of course readings							
Read 1-4	14	<b>16</b>	<b>12</b>	14	14	14	14
Read 5-10	38	<b>41</b>	<b>34</b>	37	38	37	38
Read 11 or more	48	<b>42</b>	<b>54</b>	48	48	49	48
Books read on your own (not assigned) for personal enjoyment or academic enrichment							
None	30	33	27	30	30	<b>38</b>	<b>28</b>
Read 1-4	54	52	56	51	55	<b>49</b>	<b>56</b>
Read 5 or more	16	15	17	19	15	<b>13</b>	<b>17</b>
Wrote papers or reports of <b>20 pages or more</b>							
None	91	89	93	<b>86</b>	<b>92</b>	88	92
Wrote 1-4	7	8	5	<b>9</b>	<b>6</b>	8	6
Wrote 5 or more	2	3	2	<b>6</b>	<b>2</b>	4	2
Wrote papers or reports <b>between 5 and 19 pages</b>							
None	20	21	18	19	20	<b>14</b>	<b>21</b>
Wrote 1-4	62	60	64	58	62	<b>60</b>	<b>62</b>
Wrote 5-10	15	15	16	17	15	<b>21</b>	<b>14</b>
Wrote 11 or more	3	4	3	6	3	<b>5</b>	<b>3</b>
Wrote papers or reports of <b>fewer than 5 pages</b>							
None	3	<b>4</b>	<b>2</b>	1	3	2	3
Wrote 1-4	36	<b>40</b>	<b>32</b>	43	35	32	37
Wrote 5-10	36	<b>32</b>	<b>40</b>	29	37	41	35
Wrote 11-20	19	<b>19</b>	<b>20</b>	18	20	18	20
Wrote 21 or more	5	<b>5</b>	<b>6</b>	8	5	7	5
Problem sets taking <b>more</b> than 1 hour to complete:							
None	11	<b>7</b>	<b>14</b>	13	10	<b>7</b>	<b>12</b>
1-2 per week	38	<b>38</b>	<b>38</b>	30	39	<b>34</b>	<b>39</b>
3 or more per week	51	<b>55</b>	<b>48</b>	57	50	<b>59</b>	<b>49</b>
Problem sets taking <b>less</b> than 1 hour to complete:							
None	18	16	20	20	18	18	18
1-2 per week	41	45	38	35	42	40	41
3 or more per week	41	40	42	45	40	41	41

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**Table C.7 Understanding Diverse Perspectives**

Percent of First-Year Students	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation
<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	55	57	54	<b>63</b>	<b>54</b>	55	55
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	58	59	56	<b>70</b>	<b>56</b>	55	58
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	47	46	48	54	46	46	48
Had serious conversations with students of a different race or ethnicity than your own	48	51	46	<b>70</b>	<b>45</b>	44	49
<i>University emphasizes quite a bit or very much:</i>							
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	58	56	59	58	58	57	58
<i>University experience contributed quite a bit or very much:</i>							
My understanding people of other racial and ethnic backgrounds	58	<b>53</b>	<b>62</b>	64	57	60	57

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**Table C.8 Supportive Campus Environment**

Percent of First-Year Students	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation
<i>Quality of relationships with people at your institution:</i>							
Students are friendly, supportive, belonging	81	79	83	77	82	80	81
Faculty are available, helpful, sympathetic	62	62	63	61	63	62	63
Administrators are helpful, considerate, flexible	47	46	47	44	47	50	46
University's responsiveness to student academic problems ( <i>percent good or excellent</i> )	65	64	66	67	65	63	66
<i>University emphasizes quite a bit or very much:</i>							
Helping you cope with your non-academic responsibilities (work, family, etc.)	28	29	26	<b>37</b>	<b>26</b>	32	27
Providing the support you need to thrive socially	52	50	54	53	52	49	53
Providing support you need to help you succeed academically	74	<b>70</b>	<b>78</b>	79	73	75	74

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 C.9 Interaction with Faculty**

Percent of First-Year Students	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation
<i>In current year, percent of students who often or very often:</i>							
Used e-mail to communicate with an instructor	74	<b>70</b>	<b>77</b>	74	73	79	72
Discussed grades or assignments with an instructor	36	37	36	41	35	<b>43</b>	<b>35</b>
Talked about career plans with a faculty member or advisor	20	19	21	<b>30</b>	<b>18</b>	23	19
Discussed ideas from your readings or classes with faculty members outside of class	15	<b>18</b>	<b>12</b>	19	14	19	14
Received prompt feedback from faculty on your academic performance (written or oral)	45	46	44	49	44	42	46
Worked harder than you thought you could to meet an instructor's standards or expectations	48	47	50	48	49	50	48
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	11	13	10	<b>17</b>	<b>10</b>	13	11
Most of the time, professors in my courses make clear what they expect me to learn ( <i>agree or strongly agree</i> )	89	<b>86</b>	<b>93</b>	<b>81</b>	<b>91</b>	92	89
Work on a research project with a faculty member outside of course or program requirements							
Undecided/ Do not plan to do	51	49	53	<b>41</b>	<b>53</b>	49	52
Planned to do	45	47	42	<b>52</b>	<b>44</b>	45	45
Done	4	4	4	<b>7</b>	<b>3</b>	6	3
Rate relationships with faculty as available, helpful, sympathetic	62	62	63	61	63	62	63

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 C.10 Active and Collaborative Learning**

<b>Percent of First-Year Students</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Non-Minority</b>	<b>Non-Minority</b>	<b>First Generation</b>	<b>Non-First Generation</b>
<i>In current year, percent of students who often or very often:</i>							
Asked questions in class or contributed to class discussions	53	52	53	52	53	54	52
Made a class presentation	16	18	15	<b>23</b>	<b>15</b>	21	15
Prepared two or more drafts of a paper/ assignment before turning in	46	45	46	51	45	46	46
Worked on a paper or project that required integrating ideas or information from various sources	59	57	61	60	59	65	58
Come to class without completing readings or assignments	23	<b>29</b>	<b>18</b>	<b>29</b>	<b>22</b>	24	23
Worked with other students on projects <b>during class</b>	37	<b>41</b>	<b>33</b>	36	37	37	37
Worked with classmates <b>outside of class</b> to prepare class assignments	40	<b>45</b>	<b>36</b>	44	39	39	40
Put together ideas or concepts from different courses when completing assignments or during class discussions	52	52	52	53	52	52	52
Tutored or taught other students (paid or voluntary)	16	18	14	17	16	15	16
Participated in a community-based project (e.g., service learning) as part of a regular course	10	11	9	14	10	12	10
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	46	48	43	49	45	51	44
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers)	54	52	56	<b>62</b>	<b>53</b>	<b>45</b>	<b>56</b>
<i>University emphasizes quite a bit or very much:</i>							
Using computers in academic work	85	85	85	82	85	83	86

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**Table C.11 Enriching Educational Experiences**

<b>Percent of first-year students participating:</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Minority</b>	<b>Non-Minority</b>	<b>First Generation</b>	<b>Non-First Generation</b>
<b>Practicum, internship, field experience, co-op experience, or clinical assignment</b>							
Undecided/ Do not plan to do	15	<b>18</b>	<b>12</b>	<b>13</b>	<b>15</b>	17	14
Planned to do	80	<b>76</b>	<b>83</b>	<b>74</b>	<b>81</b>	79	80
Done	5	<b>6</b>	<b>4</b>	<b>13</b>	<b>4</b>	3	6
<b>Community service or volunteer work</b>							
Undecided/ Do not plan to do	14	<b>22</b>	<b>8</b>	14	14	15	14
Planned to do	49	<b>47</b>	<b>51</b>	51	49	48	49
Done	37	<b>31</b>	<b>41</b>	34	37	38	36
<b>Participate in learning community or other formal program where groups of students take 2 or more classes together</b>							
Undecided/ Do not plan to do	70	69	71	<b>56</b>	<b>72</b>	65	71
Planned to do	16	18	14	<b>20</b>	<b>15</b>	19	15
Done	14	13	15	<b>24</b>	<b>13</b>	16	14
<b>Work on a research project with a faculty member outside of course or program requirements</b>							
Undecided/ Do not plan to do	51	49	53	<b>41</b>	<b>53</b>	49	52
Planned to do	45	47	43	<b>52</b>	<b>44</b>	45	45
Done	4	4	4	<b>7</b>	<b>3</b>	6	3
<b>Foreign language coursework</b>							
Undecided/ Do not plan to do	30	<b>37</b>	<b>23</b>	29	30	33	29
Planned to do	15	<b>14</b>	<b>17</b>	19	15	20	14
Done	55	<b>49</b>	<b>61</b>	53	55	48	57
<b>Study abroad</b>							
Undecided/ Do not plan to do	43	<b>51</b>	<b>36</b>	37	44	51	41
Planned to do	54	<b>46</b>	<b>61</b>	60	53	47	56
Done	3	<b>2</b>	<b>3</b>	4	3	2	3
<b>Independent study or self-designed major</b>							
Undecided/ Do not plan to do	84	82	85	<b>74</b>	<b>85</b>	79	85
Planned to do	13	15	11	<b>20</b>	<b>12</b>	16	12
Done	3	3	3	<b>6</b>	<b>3</b>	5	3
<b>Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)</b>							
Undecided/ Do not plan to do	55	55	56	51	56	59	54
Planned to do	43	43	43	46	43	40	44
Done	1	2	1	3	1	0	2

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 C.12 Student Time Use**

Percent of first-year students	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation
Spend time preparing for class (studying, reading, writing, doing homework, analyzing data, rehearsing, other academic activities)							
1-10 hours per week	24	<b>30</b>	<b>18</b>	20	24	23	24
11-20 hours per week	45	<b>43</b>	<b>47</b>	44	45	42	46
21 or more hours per week	31	<b>26</b>	<b>35</b>	34	30	36	29
Employed either on or off campus	40	38	42	37	40	<b>48</b>	<b>38</b>
Working for pay <b>on campus</b>							
None	69	68	70	76	68	65	70
1-20 hours per week	31	32	30	24	32	34	30
21 or more hours per week	0	0	0	1	0	0	0
Working for pay <b>off campus</b>							
None	87	88	86	<b>84</b>	<b>87</b>	<b>82</b>	<b>88</b>
1-20 hours per week	12	11	13	<b>12</b>	<b>12</b>	<b>15</b>	<b>11</b>
21 or more hours per week	1	1	1	<b>4</b>	<b>1</b>	<b>3</b>	<b>1</b>
Participating in co-curricular activities (organizations, sports, fraternity, sorority, student government, campus publications, etc.)							
None	24	<b>22</b>	<b>25</b>	30	23	26	23
1-10 hours per week	59	<b>54</b>	<b>64</b>	53	60	55	60
11 or more hours per week	17	<b>24</b>	<b>11</b>	17	17	18	17
Relaxing and socializing (watching TV, partying, exercising, etc.)							
1-10 hours per week	41	<b>33</b>	<b>48</b>	<b>43</b>	<b>41</b>	47	40
11 or more hours per week	58	<b>66</b>	<b>51</b>	<b>54</b>	<b>59</b>	52	60
Providing care for dependents living with you	6	<b>9</b>	<b>4</b>	<b>13</b>	<b>5</b>	8	6
Commuting to class (more than 5 hrs per week)	23	24	21	22	23	26	22
<i>Percent of students who often or very often:</i>							
Attended art exhibit, gallery, play, dance, or other performance	28	28	29	28	28	28	29
Exercised or participated in physical fitness activities	68	<b>71</b>	<b>64</b>	68	67	62	69
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	22	23	21	21	22	26	21
<i>University emphasizes quite a bit or very much:</i>							
Spending significant amounts of time on academic work	87	<b>82</b>	<b>92</b>	87	87	89	86
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	77	74	79	75	77	77	77

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**Table C.13 Educational and Personal Growth**

Percent of first-year students	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation
<i>University experience contributed quite a bit or very much:</i>							
Acquiring a broad general education	85	<b>82</b>	<b>88</b>	85	85	86	85
Acquiring job or work-related knowledge and skills	61	<b>65</b>	<b>58</b>	60	62	62	61
Writing clearly and effectively	64	61	68	69	64	67	64
Speaking clearly and effectively	55	<b>51</b>	<b>59</b>	62	54	56	54
Thinking critically and analytically	83	83	84	80	84	83	83
Analyzing quantitative problems	77	80	74	<b>70</b>	<b>78</b>	77	77
Using computing and information technology	70	71	70	70	70	70	71
Working effectively with others	65	65	66	68	65	66	65
Learning effectively on your own	82	81	84	<b>74</b>	<b>84</b>	81	83
Understanding yourself	66	65	68	62	67	64	67
Understanding people of other racial and ethnic backgrounds	58	<b>53</b>	<b>62</b>	64	57	60	57
Solving complex real-world problems	61	60	62	60	61	60	61
Developing a deepened sense of spirituality	28	27	28	33	27	31	27
Developing a personal code of values and ethics	55	<b>50</b>	<b>60</b>	59	54	56	55
Contributing to the welfare of your community	52	48	55	52	52	53	51
Voting in local, state, or national elections	71	68	74	69	72	71	72
<i>In current year, percent of students who often or very often:</i>							
Examined strength and weaknesses of your own views on an issue	45	<b>50</b>	<b>41</b>	47	45	46	45
Learned something that changed the way you understand an issue	60	58	62	63	60	54	62

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.

**Appendix C -- 2008 National Survey of Student Engagement  
UW-Madison First-Year Students  
by Gender, Minority Status, and First-Generation Status**

**Table C.14 Future Plans**

<b>Percent of first-year students</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Minority</b>	<b>Non-Minority</b>	<b>First Generation</b>	<b>Non-First Generation</b>
I expect to graduate from this university:							
in 4 years or less	57	57	57	58	57	53	58
in more than 4 years	39	39	39	40	39	42	38
I expect to graduate from another institution	3	4	3	2	3	3	3
I may well not complete a bachelors degree	1	0	1	0	1	2	0
Within one year of graduation, I expect to:							
Attend graduate or professional school	39	<b>39</b>	<b>39</b>	<b>41</b>	<b>39</b>	32	41
Be employed	23	<b>27</b>	<b>20</b>	<b>16</b>	<b>24</b>	25	23
Attend school and be employed at same time	17	<b>11</b>	<b>21</b>	<b>24</b>	<b>15</b>	20	16
Take time off, have/raise a family, travel, etc.	2	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	3	2
Not sure	19	<b>20</b>	<b>18</b>	<b>16</b>	<b>19</b>	20	19

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