

Appendix F -- 2008 National Survey of Student Engagement UW-Madison Senior Students by Whether They Studied Abroad

Table F.1 Demographics of Respondents

	Total	Studied Abroad	No Study Abroad
Maximum Number of Respondents (Unweighted)	1368	430	938
Percent of Senior Respondents (weighted)	100	26	74
Percent of Senior Students:			
Age 23 or younger	89	95	87
Age 24 or older	11	5	13
Female	54	68	48
Minority student	12	10	12
International student or foreign national	3	4	2
Transfer student	19	13	21
Enrolled full-time (fall semester)	93	95	92
Member of a fraternity or sorority	9	10	9
Student-athlete on a team sponsored by university	4	1	5
Student Living Arrangements:			
Live in dormitory or campus housing	4	4	4
Live within walking distance (not campus housing)	81	85	79
Live within driving distance or live in fraternity or sorority	15	11	17
Parental Education:			
Father did not attend any 2-year or 4-year college	19	14	20
Mother did not attend any 2-year or 4-year college	19	15	21
Neither mother nor father graduated from 4-year college	27	19	29
Both mother and father graduated from 4-year college	52	61	49

NOTES: Students who studied abroad is defined as those who responded on the NSSE survey that they had participated in a study abroad program. Students who did not answer this question and whose academic records indicate they have participated in a study abroad program while attending UW-Madison were also classified as having studied abroad for these tables. 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. 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 F.2 Overall Student Satisfaction

Percent of Senior Students agreeing:	Total	Studied Abroad	No Study Abroad
Entire educational experience at this institution is good or excellent	91	95	90
Probably or definitely would attend this institution if you could start over again	88	87	88
Quality of instruction in lower-division courses is good/excellent	60	62	59
Quality of instruction in upper-division courses is good/excellent	90	93	89
Academic quality of this university in general is good or excellent	94	97	93
Academic quality of your major program is good or excellent	90	90	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 F.3 Academic Advising

Percent of Senior Students agreeing:	Total	Studied Abroad	No Study Abroad
Quality of academic advising you have received at this institution is good or excellent	61	63	60
Quality of academic advising from your college or department is good or excellent	52	54	51
My college/ department advisor is available when I need to see him/her (<i>agree or strongly agree</i>)	83	85	82
Information from advisors is accurate and up-to-date (<i>agree or strongly agree</i>)	80	79	80
Students have to run around from one place to another to get information/approvals they need (<i>agree or strongly agree</i>)	61	71	57

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Table F.4 Availability of Courses

Percent of Senior Students agreeing:	Total	Studied Abroad	No Study Abroad
Lower-division classes taken have been OK in size	37	37	37
Upper-division classes taken have been OK in size	78	75	79
Courses you need for your major have been available most of the time or nearly always	78	73	80
Courses you need for your general education requirements have been available most of the time or nearly always	80	80	80

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 F.5 Coursework Emphasizes Academic Challenge

Percent of Senior Students agreeing:	Total	Studied Abroad	No Study Abroad
<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	69	69
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in the same form	63	58	65
Analyzing basic elements of a theory, examining a particular case in depth & considering its components	85	89	83
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	72	75	71
Applying theories or concepts to practical problems or in new situations	76	74	77
University emphasizes spending significant amounts of time on academic work (<i>quite a bit or very much</i>)	89	84	90
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	78	79
Most of the time I've been challenged to do the best I can	55	50	57

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Table F.6 Reading and Writing Assignments During Current Year

Percent of Senior Students:	Total	Studied Abroad	No Study Abroad
Assigned textbooks, books, or book-length packs of course readings			
Read 0-4	21	17	22
Read 5-10	39	34	41
Read 11 or more	40	49	37
Books read on your own (not assigned) for personal enjoyment or academic enrichment			
None	21	18	23
Read 1-4	55	54	55
Read 5 or more	24	28	22
Wrote papers or reports of 20 pages or more			
None	55	51	57
Wrote 1-4	39	44	38
Wrote 5 or more	6	5	6
Wrote papers or reports between 5 and 19 pages			
Wrote 0-4	52	49	53
Wrote 5-10	35	38	33
Wrote 11 or more	14	14	14
Wrote papers or reports of fewer than 5 pages			
Wrote 0-4	35	33	35
Wrote 5-10	33	32	34
Wrote 11-20	20	21	19
Wrote 21 or more	13	14	12
Problem sets taking more than 1 hour to complete:			
None	26	33	24
1-2 per week	35	34	35
3 or more per week	39	32	42
Problem sets taking less than 1 hour to complete:			
None	43	47	41
1-2 per week	36	29	38
3 or more per week	22	24	21

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Table F.7 Understanding Diverse Perspectives

Percent of Senior Students:	Total	Studied Abroad	No Study Abroad
<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	69	59
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	60	64	58
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	56	58	55
Had serious conversations with students of a different race or ethnicity than your own	48	53	47
<i>University emphasizes quite a bit or very much:</i>			
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	41	39	41
<i>UW experience contributed quite a bit or very much:</i>			
My understanding people of other racial and ethnic backgrounds	52	53	51

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 F.8 Supportive Campus Environment

Percent of Senior Students:	Total	Studied Abroad	No Study Abroad
<i>Quality of relationships with people at your institution:</i>			
Students are friendly, supportive, belonging	81	80	81
Faculty are available, helpful, sympathetic	69	71	68
Administrators are helpful, considerate, flexible	46	44	47
University's responsiveness to student academic problems (<i>percent good or excellent</i>)	53	50	54
<i>University emphasizes quite a bit or very much:</i>			
Helping you cope with your non-academic responsibilities (work, family, etc.)	18	17	19
Providing the support you need to thrive socially	37	38	37
Providing support you need to help you succeed academically	65	63	65

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 F.9 Interaction with Faculty

Percent of Senior Students:	Total	Studied Abroad	No Study Abroad
<i>In current year, students who often or very often:</i>			
Used e-mail to communicate with an instructor	87	89	86
Discussed grades or assignments with an instructor	49	48	49
Talked about career plans with a faculty member or advisor	34	34	34
Discussed ideas from your readings or classes with faculty members outside of class	21	22	20
Received prompt feedback from faculty on your academic performance (written or oral)	58	59	57
Worked harder than you thought you could to meet an instructor's standards or expectations	44	43	45
Worked with faculty on activities other than coursework (committees, orientation, student life activities, etc.)	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	93	90
Work on a research project with a faculty member outside of course or program requirements			
Undecided/ Do not plan to do	58	56	58
Planned to do	11	10	11
Done	32	33	31
Rate relationships with faculty as available, helpful, sympathetic	69	71	68

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 F.10 Active and Collaborative Learning

Percent of Senior Students:	Total	Studied Abroad	No Study Abroad
<i>In current year, students who often or very often:</i>			
Asked questions in class or contributed to class discussions	61	66	59
Made a class presentation	43	50	40
Prepared two or more drafts of a paper/ assignment before turning in	33	34	33
Worked on a paper or project that required integrating ideas or information from various sources	83	83	84
Come to class without completing readings or assignments	31	32	31
Worked with other students on projects during class	36	33	37
Worked with classmates outside of class to prepare class assignments	62	60	62
Put together ideas or concepts from different courses when completing assignments or during class discussions	70	74	68
Tutored or taught other students (paid or voluntary)	21	24	20
Participated in a community-based project (e.g., service learning) as part of a regular course	13	15	13
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	53	51	54
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers)	63	65	62
<i>University emphasizes quite a bit or very much:</i>			
Using computers in academic work	91	90	91

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Table F.11 Enriching Educational Experiences

Percent of Senior Students participating:	Total	Studied Abroad	No Study Abroad
Practicum, internship, field experience, co-op experience, or clinical assignment			
Undecided/ Do not plan to do	22	21	22
Planned to do	18	14	19
Done	61	65	59
Community service or volunteer work			
Undecided/ Do not plan to do	19	16	21
Planned to do	11	7	13
Done	69	77	67
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	71	71
Planned to do	4	2	5
Done	24	27	23
Work on a research project with a faculty member outside of course or program requirements			
Undecided/ Do not plan to do	58	56	58
Planned to do	11	10	11
Done	32	33	31
Foreign language coursework			
Undecided/ Do not plan to do	28	10	34
Planned to do	4	2	5
Done	68	88	61
Study abroad			
Undecided/ Do not plan to do	65	0	87
Planned to do	9	0	13
Done	26	100	0
Independent study or self-designed major			
Undecided/ Do not plan to do	68	66	69
Planned to do	6	4	6
Done	26	30	25
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)			
Undecided/ Do not plan to do	50	49	50
Planned to do	19	18	20
Done	31	33	30

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 F.12 Student Time Use

Percent of Senior Students:	Total	Studied Abroad	No Study Abroad
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	31	31
11-20 hours per week	40	41	40
21 or more hours per week	29	28	29
Employed either on or off campus	76	78	75
Working for pay on campus			
None	55	51	56
1-20 hours per week	40	43	40
21 or more hours per week	5	6	5
Working for pay off campus			
None	59	58	59
1-20 hours per week	31	35	30
21 or more hours per week	10	6	11
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)			
None	28	21	30
1-10 hours per week	56	62	54
11 or more hours per week	16	17	16
Relaxing/socializing (watching TV, partying, exercising, etc.)			
0-10 hours per week	47	45	49
11 or more hours per week	52	55	51
Providing care for dependents living with you	11	9	12
Commuting to class (more than 5 hrs per week)	25	24	25
<i>Percent of students who often or very often:</i>			
Attended exhibit, gallery, play, dance, or other performance	26	36	23
Exercised or participated in physical fitness activities	63	65	62
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	20	21	20
<i>University emphasizes quite a bit or very much:</i>			
Spending significant amounts of time on academic work	89	84	90
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	69	71	68

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.

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Table F.13 Educational and Personal Growth

Percent of Senior Students:	Total	Studied Abroad	No Study Abroad
<i>UW experience contributed quite a bit or very much:</i>			
Acquiring a broad general education	88	91	88
Acquiring job or work-related knowledge and skills	72	69	73
Writing clearly and effectively	77	77	77
Speaking clearly and effectively	64	63	64
Thinking critically and analytically	91	90	91
Analyzing quantitative problems	78	70	80
Using computing and information technology	78	72	80
Working effectively with others	77	73	79
Learning effectively on your own	83	81	84
Understanding yourself	68	67	68
Understanding people of other racial and ethnic backgrounds	52	53	51
Solving complex real-world problems	67	63	69
Developing a deepened sense of spirituality	18	18	19
Developing a personal code of values and ethics	56	55	56
Contributing to the welfare of your community	48	48	48
Voting in local, state, or national elections	60	64	59
<i>In current year, students who often or very often:</i>			
Examined strength and weaknesses of your own views on an issue	53	58	52
Learned something that changed the way you understand an issue	67	73	64

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Table F.14 Future Plans

Percent of Senior Students:	Total	Studied Abroad	No Study Abroad
I expect to graduate from this university:			
in 4 years or less	56	62	54
in more than 4 years	44	38	46
I expect to graduate from another institution/ I may not graduate	0	1	0
Within one year of graduation, I expect to:			
Attend graduate or professional school	30	31	29
Be employed	51	49	52
Attend school and be employed at same time	7	5	8
Take time off, have/raise a family, travel, etc.	3	4	3
Not sure	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. Exact wording of survey questions and response categories are provided in Appendix A.

Students who studied abroad is defined as those who responded on the NSSE survey that they had participated in a study abroad program. Students who did not answer this question and whose academic records indicate they have participated in a study abroad program while attending UW-Madison were also classified as having studied abroad for these tables. 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.