

Appendix A -- 2011 National Survey of Student Engagement
UW-Madison First-Year Students
by Gender, Minority Status, and First-Generation Status

Table A.1 Demographics of Respondents

	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation
Maximum Number of Respondents (Unweighted)	1189	449	740	179	1009	239	950
Percent of First-Year Students:							
Student Age:							
Age 19 or younger	98	98	99	99	98	98	99
Age 20-23	1	1	1	1	1	1	1
Age 24 or older	0	0	0	0	0	1	0
Female	52			53	52	53	52
Minority student (excludes international students)	11	11	11			24	8
International student or foreign national	6	7	6	3	7	4	7
Transfer student	1	0	1	0	1	0	1
Enrolled full-time (fall semester)	99	99	100	99	99	99	99
Member of a fraternity or sorority	8	9	6	8	8	5	8
Student-athlete on a team sponsored by university	4	3	5	2	4	1	5
Student Living Arrangements:							
Dormitory or campus housing	91	89	92	83	91	87	92
Walking distance (not campus housing)	8	9	6	10	7	9	7
Driving distance	1	1	2	5	1	2	1
Fraternity, sorority or other housing	1	1	1	3	1	2	0
Parental Education:							
Father did not attend any 2-year or 4-year college	16	16	16	37	14	60	5
Mother did not attend any 2-year or 4-year college	14	15	13	41	11	50	5
Neither mother nor father graduated from 4-year college	20	20	20	44	17		
Both mother and father graduated from 4-year college	55	56	54	37	57	0	69

NOTES: Gender, minority, first generation, age, international, 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. If status was missing from both sources, respondent was classified as the largest group (e.g., non-first generation). Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted in the table. See additional notes at end of Appendix.

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Table A.2 Overall Student Satisfaction

Percent of First-Year Students agreeing:	Total	Gender		Ethnicity		First Generation	Non-First Generation
		Male	Female	Minority	Non-Minority		
Entire educational experience at this institution is good or excellent	93	93	93	92	93	90	94
Probably or definitely would attend this institution if you could start over again	93	94	92	90	94	91	94
Quality of instruction in lower-division courses is good/excellent	79	77	80	76	79	74	80
Quality of instruction in upper-division courses is good/excellent	89	88	90	85	89	84	90
Academic quality of this university in general is good or excellent	97	96	97	96	97	95	97
Academic quality of your major program is good or excellent	96	96	96	90	96	95	96

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

Table A.3 Academic Advising

Percent of First-Year Students agreeing:	Total	Gender		Ethnicity		First Generation	Non-First Generation
		Male	Female	Minority	Non-Minority		
Quality of academic advising you have received at this institution is good or excellent	76	76	76	77	76	77	75
Quality of academic advising from your college or department is good or excellent	68	71	66	73	68	70	68
My college/ department advisor is available when I need to see him/her (<i>agree or strongly agree</i>)	86	86	87	84	87	84	87
Information from advisors is accurate and up-to-date (<i>agree or strongly agree</i>)	90	92	89	91	90	89	91
Students have to run around from one place to another to get information/approvals they need (<i>agree or strongly agree</i>)	52	50	55	66	51	57	51

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

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Table A.4 Availability of Courses

Percent of first-Year Students agreeing:	Total	Gender		Ethnicity		First Generation	Non-First Generation
		Male	Female	Minority	Non-Minority		
Lower-division classes taken have been OK in size	56	51	61	44	57	57	56
Upper-division classes taken have been OK in size	75	78	73	65	76	70	76
Courses you need for your major have been available most of the time or nearly always	76	79	74	71	77	72	77
Courses you need for your general education requirements have been available most of the time or nearly always	77	77	77	76	77	76	78

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 in the table. See additional notes at end of Appendix.

Table A.5 Coursework Emphasizes Academic Challenge

Percent of First-Year Students agreeing:	Total	Gender		Ethnicity		First Generation	Non-First Generation
		Male	Female	Minority	Non-Minority		
<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	62	61	63	67	62	66	61
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in the same form	76	71	79	80	75	80	75
Analyzing basic elements of a theory, examining a particular case in depth & considering its components	85	84	85	77	86	84	85
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	74	74	74	69	75	72	75
Applying theories or concepts to practical problems or in new situations	81	81	81	79	81	83	80
University emphasizes spending significant amounts of time on academic work (<i>quite a bit or very much</i>)	91	87	94	95	90	94	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)	90	88	92	90	90	90	90
Most of the time, I have been challenged to do the very best I can	72	64	78	73	72	76	71

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

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Table A.6 Reading and Writing Assignments During Current Year

Percent of First-Year Students	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation
Assigned books or book-length packs of course readings							
Read 0-4	14	18	11	21	14	16	14
Read 5-10	41	45	38	32	42	36	42
Read 11 or more	44	37	51	47	44	48	43
Books read on your own (not assigned) for personal enjoyment or academic enrichment							
None	33	34	32	39	32	39	31
Read 1-4	53	52	53	51	53	47	54
Read 5 or more	15	15	15	10	15	13	15
Wrote papers or reports of 20 pages or more							
None	89	88	90	88	89	88	90
Wrote 1-4	9	10	8	10	9	11	9
Wrote 5 or more	2	2	1	2	2	1	2
Wrote papers or reports between 5 and 19 pages							
None	15	17	13	14	15	11	16
Wrote 1-4	63	63	64	56	64	66	63
Wrote 5-10	19	18	21	25	18	22	18
Wrote 11 or more	3	3	3	5	3	2	3
Wrote papers or reports of fewer than 5 pages							
None	2	3	1	3	2	2	2
Wrote 1-4	31	31	31	37	31	34	31
Wrote 5-10	40	39	40	36	40	38	40
Wrote 11-20	19	18	20	17	19	18	19
Wrote 21 or more	8	9	7	7	8	7	8
Problem sets taking more than 1 hour to complete:							
None	9	7	12	6	10	7	10
1-2 per week	38	41	36	28	40	35	39
3 or more per week	52	52	52	65	51	59	50
Problem sets taking less than 1 hour to complete:							
None	21	20	21	24	20	16	22
1-2 per week	43	43	42	44	42	44	42
3 or more per week	37	36	37	32	37	40	36

NOTES: Less than one percent of respondents reported that they read no assigned books or book-length packets. These respondents are included with "Read 0-4" in the table above. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted in the table. See additional notes at end of Appendix.

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Table A.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	57	57	56	54	57	60	56
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	60	63	57	65	59	64	59
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	53	49	56	57	52	59	51
Had serious conversations with students of a different race or ethnicity than your own	47	49	45	69	44	54	45
<i>University emphasizes quite a bit or very much:</i>							
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	57	55	59	55	58	59	57
<i>University experience contributed quite a bit or very much:</i>							
My understanding people of other racial and ethnic backgrounds	55	54	56	61	54	65	53

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

Table A.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	86	86	86	80	87	79	88
Faculty are available, helpful, sympathetic	73	73	72	75	73	69	74
Administrators are helpful, considerate, flexible	60	59	61	65	60	61	60
University's responsiveness to student academic problems (percent good or excellent)	71	71	70	61	72	61	73
<i>University emphasizes quite a bit or very much:</i>							
Helping you cope with your non-academic responsibilities (work, family, etc.)	30	32	29	31	30	30	31
Providing the support you need to thrive socially	55	54	56	51	55	54	55
Providing support you need to help you succeed academically	80	76	83	82	80	78	81

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 in the table. See additional notes at end of Appendix.

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Table A.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	80	76	82	84	79	79	80
Discussed grades or assignments with an instructor	39	40	38	43	38	41	39
Talked about career plans with a faculty member or advisor	29	27	31	33	29	34	28
Discussed ideas from your readings or classes with faculty members outside of class	14	16	13	17	14	13	15
Received prompt feedback from faculty on your academic performance (written or oral)	51	51	51	64	50	49	52
Worked harder than you thought you could to meet an instructor's standards or expectations	55	49	61	59	55	57	54
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	9	10	9	14	9	9	9
Most of the time, professors in my courses make clear what they expect me to learn (<i>agree or strongly agree</i>)	94	94	93	92	94	91	94
Work on a research project with a faculty member outside of course or program requirements							
Undecided/ Do not plan to do	47	45	49	33	49	49	47
Planned to do	47	51	44	51	47	45	48
Done	6	5	7	15	5	6	6
Rate relationships with faculty as available, helpful, sympathetic	73	73	72	75	73	69	74

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 in the table. See additional notes at end of Appendix.

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Table A.10 Active and Collaborative Learning

Percent of First-Year Students	Total	Male	Female	Non-Minority	Non-Minority	First Generation	Non-First Generation
<i>In current year, percent of students who often or very often:</i>							
Asked questions in class or contributed to class discussions	56	57	55	46	57	50	58
Made a class presentation	15	16	13	26	13	14	15
Prepared 2 or more drafts of a paper/ assignment before turning in	50	45	54	53	49	48	50
Worked on a paper or project that required integrating ideas or information from various sources	72	72	72	81	71	73	72
Come to class without completing readings or assignments	19	22	15	16	19	19	19
Worked with other students on projects during class	32	34	31	29	33	32	33
Worked with classmates outside of class to prepare class assignments	49	51	47	48	49	49	48
Put together ideas or concepts from different courses when completing assignments or during class discussions	54	54	54	49	54	49	55
Tutored or taught other students (paid or voluntary)	16	19	13	23	15	19	15
Participated in a community-based project (e.g., service learning) as part of a regular course	9	8	10	9	9	12	9
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	49	52	48	53	49	48	50
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers)	56	56	57	46	57	49	58
<i>University emphasizes quite a bit or very much:</i>							
Using computers in academic work	85	85	84	77	85	84	85

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

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Table A.11 Enriching Educational Experiences

Percent of first-year students participating:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation
Practicum, internship, field experience, co-op experience, or clinical assignment							
Undecided/ Do not plan to do	13	14	12	9	14	10	14
Planned to do	81	80	82	81	81	84	80
Done	6	6	6	10	6	6	6
Community service or volunteer work							
Undecided/ Do not plan to do	11	19	4	3	12	10	12
Planned to do	47	48	47	49	47	48	47
Done	41	33	49	48	41	43	41
Participate in learning community or other formal program where groups of students take 2 or more classes together							
Undecided/ Do not plan to do	67	72	63	50	69	64	68
Planned to do	9	9	9	23	8	12	8
Done	24	19	28	27	24	24	24
Work on a research project with a faculty member outside of course or program requirements							
Undecided/ Do not plan to do	47	45	49	33	49	49	47
Planned to do	47	51	44	51	47	45	48
Done	6	5	7	15	5	6	6
Foreign language coursework							
Undecided/ Do not plan to do	30	36	25	23	31	30	30
Planned to do	12	14	10	25	10	16	11
Done	58	50	65	52	58	54	59
Study abroad							
Undecided/ Do not plan to do	43	50	37	33	44	46	42
Planned to do/ Done	57	50	63	67	56	54	58
Independent study or self-designed major							
Undecided/ Do not plan to do	87	86	87	78	88	83	88
Planned to do	10	10	9	20	9	13	9
Done	3	3	3	2	3	3	3
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)							
Undecided/ Do not plan to do	54	51	56	46	55	50	55
Planned to do/ Done	46	49	44	54	45	50	45

NOTES: Possible responses were "have not decided", "do not plan to do", "plan to do" and "done". About one percent of first-year students reported they had already completed a senior experience or a study abroad experience. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted in the table. See additional notes at end of Appendix.

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Table A.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)							
0-10 hours per week	15	18	12	19	15	17	15
11-20 hours per week	40	44	36	39	40	44	39
21 or more hours per week	45	38	52	42	46	39	47
Employed either on or off campus	34	31	37	25	35	41	33
Working for pay on campus							
None	75	77	74	81	74	69	77
1-20 hours per week	25	23	26	18	25	30	23
21 or more hours per week	0	0	1	1	0	1	0
Working for pay off campus							
None	89	91	88	94	89	89	89
1-20 hours per week	10	9	12	6	11	9	11
21 or more hours per week	1	1	1	0	1	1	0
Participating in co-curricular activities (organizations, sports, fraternity, sorority, student government, campus publications, etc.)							
None	23	24	22	29	22	26	22
1-10 hours per week	62	57	66	61	62	60	62
11 or more hours per week	16	19	12	10	16	13	16
Relaxing & socializing (watching TV, partying, exercising, etc.)							
0-10 hours per week	45	36	51	62	43	55	42
11 or more hours per week	55	63	49	38	57	45	58
Providing care for dependents living with you	7	6	7	13	6	9	6
Commuting to class (more than 5 hrs per week)	24	24	23	17	24	26	23
<i>Percent of students who often or very often:</i>							
Attended art exhibit, gallery, play, dance, or other performance	24	22	26	25	24	21	25
Exercised or participated in physical fitness activities	67	68	67	57	68	58	70
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	22	20	25	21	23	22	22
<i>University emphasizes quite a bit or very much:</i>							
Spending significant amounts of time on academic work	91	87	94	95	90	94	90
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	77	74	79	73	77	75	77

NOTES: Less than one percent of respondents reported that they spent no time preparing for class or spent no time socializing. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted in the table. See additional notes at end of Appendix.

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Table A.13 Educational and Personal Growth

Percent of first-year students	Total	Male	Female	Non-Minority	Non-Minority	First Generation	Non-First Generation
<i>University experience contributed quite a bit or very much:</i>							
Acquiring a broad general education	86	83	88	88	86	87	86
Acquiring job or work-related knowledge and skills	62	63	61	49	64	63	62
Writing clearly and effectively	71	69	73	67	72	72	71
Speaking clearly and effectively	56	57	56	62	56	56	56
Thinking critically and analytically	88	87	89	83	88	87	88
Analyzing quantitative problems	80	82	78	82	80	81	80
Using computing and information technology	70	70	70	67	70	68	70
Working effectively with others	69	69	70	70	69	67	70
Learning effectively on your own	82	82	82	77	82	81	82
Understanding yourself	68	71	66	67	68	65	69
Understanding people of other racial and ethnic backgrounds	55	54	56	61	54	65	53
Solving complex real-world problems	63	66	60	63	63	67	61
Developing a deepened sense of spirituality	23	22	23	25	22	24	22
Developing a personal code of values and ethics	60	61	60	65	60	66	59
Contributing to the welfare of your community	54	50	57	61	53	54	54
Voting in local, state, or national elections	59	57	61	61	59	60	59
<i>In current year, percent of students who often or very often:</i>							
Examined strength and weaknesses of your own views on an issue	53	59	47	44	54	50	54
Learned something that changed the way you understand an issue	67	65	69	67	67	68	67

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

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Table A.14 Future Plans

Percent of first-year students	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation
I expect to graduate from this university:							
in 4 years or less	66	65	66	60	66	60	67
in more than 4 years	33	33	31	39	31	37	31
I expect to graduate from another institution	1	1	2	1	1	1	1
I may well not complete a bachelors degree	1	1	1	0	1	2	0
Within one year of graduation, I expect to:							
Attend graduate or professional school	41	42	41	45	41	34	43
Be employed	26	29	24	15	28	26	26
Attend school and be employed at same time	12	7	15	19	11	16	11
Take time off, have/raise a family, travel, etc.	2	1	2	1	2	0	2
Not sure	19	21	18	20	19	23	18

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

data through the survey, university administrative records were used to classify a student. Students whose administrative records indicate they are international students are classified as non-minority students for this report.

At UW-Madison, 1,189 first year and 1,830 senior students participated in the 2011 NSSE survey (response rate of 21 percent). Results are weighted to adjust for differential response rates by gender and full-time status.

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