Appendix B -- 2011 National Survey of Student Engagement
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Table B.1 Demographics of Respondents

	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Maximum Number of Respondents (Unweighted)	**1830**	**745**	**1085**	**208**	**1622**	**392**	**1438**	**345**	**1485**
Percent of Senior Students:									
Age 19 or younger	1	1	1	**2**	**1**	**0**	**1**	**1**	**1**
Age 20-23	88	87	90	**82**	**89**	**78**	**91**	**63**	**94**
Age 24 or older	11	12	9	**16**	**10**	**21**	**8**	**36**	**5**
Female	52			56	51	52	52	**47**	**53**
Minority student	11	10	12			**17**	**10**	11	11
International student or foreign national	4	4	4	**9**	**4**	4	5	**9**	**3**
Transfer student	19	**21**	**17**	19	19	**30**	**16**		
Enrolled full-time (fall semester)	91	90	92	93	91	**88**	**92**	**86**	**92**
Member of a fraternity or sorority	8	8	7	11	7	6	8	**4**	**9**
Student-athlete on a team sponsored by university	2	2	1	2	2	**0**	**2**	**0**	**2**
Student Living Arrangements:									
Dormitory or campus housing	5	5	5	**4**	**5**	**6**	**5**	**4**	**5**
Walking distance (not campus housing)	80	80	80	**71**	**81**	**69**	**83**	**62**	**84**
Driving distance	14	11	14	**23**	**12**	**22**	**10**	**32**	**8**
Fraternity, sorority or other housing	2	3	2	**2**	**2**	**3**	**2**	**2**	**2**
Parental Education:									
Father did not attend any 2-year or 4-year college	16	17	16	**30**	**15**	**57**	**5**	**24**	**15**
Mother did not attend any 2-year or 4-year college	17	17	17	**30**	**15**	**54**	**6**	**27**	**15**
Neither parent graduated from 4-year college	21	21	22	**32**	**20**			**34**	**19**
Both parents graduated from 4-year college	53	55	52	**45**	**54**	**0**	**69**	**40**	**57**

NOTES: Gender, minority, first generation, age, international, full-time 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. Students whose administrative records indicate they are international students are classified as non-minority students for this report. 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 B.2 Overall Student Satisfaction

Percent of Senior Students agreeing:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Entire educational experience at this institution is good or excellent	92	**90**	**94**	**88**	**93**	91	93	**88**	**93**
Probably or definitely would attend this institution if you could start over again	92	91	93	89	93	91	93	**88**	**93**
Quality of instruction in **lower-division** courses is good/excellent	58	57	59	55	58	55	59	56	58
Quality of instruction in **upper-division** courses is good/excellent	91	**89**	**93**	89	92	93	91	90	92
Academic quality of this university in general is good or excellent	95	**93**	**97**	94	95	96	95	**90**	**96**
Academic quality of your major program is good or excellent	92	90	93	90	92	91	92	91	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 B.3 Academic Advising

Percent of Senior Students agreeing:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Quality of academic advising you have received at this institution is good or excellent	67	69	65	70	67	67	67	67	67
Quality of academic advising from your college or department is good or excellent	64	**67**	**61**	66	64	65	64	63	64
My college/ department advisor is available when I need to see him/her (*agree or strongly agree*)	87	**89**	**86**	89	87	89	87	87	87
Information from advisors is accurate and up-to-date (*agree or strongly agree*)	86	**88**	**84**	**80**	**86**	88	85	88	85
Students have to run around from one place to another to get information/approvals they need (*agree or strongly agree*)	53	52	54	**64**	**52**	50	54	55	53

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 B.4 Availability of Courses

Percent of Senior Students agreeing:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Lower-division classes taken have been OK in size	38	41	36	35	39	**32**	**40**	37	39
Upper-division classes taken have been OK in size	80	79	81	78	80	80	80	78	80
Courses you need for your **major** have been available most of the time or nearly always	86	86	85	**79**	**87**	84	86	84	86
Courses you need for your **general education requirements** have been available most of the time or nearly always	81	82	80	78	81	82	81	79	81

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 B.5 Coursework Emphasizes Academic Challenge

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Current courses emphasize "quite a bit" or "very much":									
Making judgments about information, arguments, or methods: examining how others gathered/ interpreted data & assessing the soundness of their conclusions	72	**69**	**75**	73	72	75	71	71	72
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in the same form	60	**57**	**63**	58	60	58	61	58	60
Analyzing basic elements of a theory, examining a particular case in depth & considering its components	89	88	91	87	90	89	89	87	90
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	80	**78**	**82**	78	80	78	80	78	80
Applying theories or concepts to practical problems or in new situations	80	78	81	76	80	78	80	**74**	**81**
University emphasizes spending significant amounts of time on academic work (*quite a bit or very much*)	88	87	90	88	88	89	88	90	88
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)	83	83	83	80	83	**86**	**82**	85	82
Most of the time I've been challenged to do the best I can	61	**58**	**65**	61	61	64	60	63	61

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 B.6 Reading and Writing Assignments During Current Year

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Assigned textbooks, books, or book-length packs of course readings									
Read 1-4	27	**33**	**21**	22	27	27	27	28	26
Read 5-10	37	**38**	**37**	40	37	36	38	32	39
Read 11 or more	36	**30**	**42**	38	36	37	36	40	35
Books read on your own (not assigned) for personal enjoyment or academic enrichment									
None	25	26	24	**33**	**24**	27	24	22	26
Read 1-4	53	51	55	**45**	**54**	54	53	54	53
Read 5 or more	22	23	21	**23**	**22**	19	23	23	21
Wrote papers or reports of **20 pages or more**									
None	54	**51**	**56**	54	54	59	52	59	52
Wrote 1-4	39	**40**	**39**	37	40	35	41	34	41
Wrote 5 or more	7	**9**	**5**	9	7	6	7	7	7
Wrote papers or reports **between 5 and 19 pages**									
None	8	9	7	12	8	10	8	7	8
Wrote 1-4	47	46	47	40	47	47	46	52	45
Wrote 5-10	31	30	32	34	31	29	32	28	32
Wrote 11 or more	14	14	14	14	14	14	14	13	14
Wrote papers or reports of **fewer than 5 pages**									
None	5	6	4	7	5	5	5	**8**	**4**
Wrote 1-4	33	32	33	35	32	33	33	**34**	**32**
Wrote 5-10	33	34	32	31	33	34	33	**28**	**34**
Wrote 11-20	17	16	18	15	17	17	17	**17**	**17**
Wrote 21 or more	12	12	13	11	12	12	12	**12**	**12**
Problem sets taking **more** than 1 hour to complete:									
None	26	**16**	**35**	**29**	**25**	26	26	**22**	**27**
1-2 per week	31	**35**	**27**	**21**	**32**	29	31	**25**	**32**
3 or more per week	43	**49**	**38**	**50**	**43**	44	43	**53**	**41**
Problem sets taking **less** than 1 hour to complete:									
None	45	**40**	**49**	43	45	43	45	43	45
1-2 per week	34	**40**	**29**	35	34	35	34	36	34
3 or more per week	21	**20**	**22**	22	21	21	21	22	21

NOTES: One percent of respondents reported that they read no assigned books or book-length packets. These respondents are included with "Read 1-4" in the table 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.

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Table B.7 Understanding Diverse Perspectives

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
In current year, students who often or very often:									
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	69	67	**79**	**66**	66	68	67	68
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	60	61	59	61	60	59	60	**53**	**62**
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	57	**51**	**62**	59	56	56	57	57	57
Had serious conversations with students of a different race or ethnicity than your own	52	52	52	**73**	**49**	49	53	50	53
University emphasizes quite a bit or very much:									
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	47	47	46	43	47	46	47	43	47
UW experience contributed quite a bit or very much:									
My understanding people of other racial and ethnic backgrounds	55	**51**	**59**	52	56	57	55	**50**	**57**

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 B.8 Supportive Campus Environment

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Quality of relationships with people at your institution:									
Students are friendly, supportive, belonging	84	83	85	80	85	81	85	**73**	**87**
Faculty are available, helpful, sympathetic	77	77	77	76	77	75	77	76	77
Administrators are helpful, considerate, flexible	56	**59**	**53**	58	56	56	56	59	55
University's responsiveness to student academic problems (*percent good or excellent*)	63	64	61	60	63	62	63	65	62
University emphasizes quite a bit or very much:									
Helping you cope with your non-academic responsibilities (work, family, etc.)	22	**25**	**20**	24	22	22	22	21	23
Providing the support you need to thrive socially	41	**44**	**38**	39	41	37	42	36	42
Providing support you need to help you succeed academically	72	71	72	69	72	73	71	67	73

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 B.9 Interaction with Faculty

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
In current year, students who often or very often:									
Used e-mail to communicate with an instructor	87	**85**	**89**	90	87	**84**	**88**	85	88
Discussed grades or assignments with an instructor	47	48	47	**57**	**46**	45	48	45	48
Talked about career plans with a faculty member or advisor	36	35	36	**44**	**35**	36	36	32	36
Discussed ideas from your readings or classes with faculty members outside of class	21	**24**	**19**	**29**	**20**	**17**	**22**	18	22
Received prompt feedback from faculty on your academic performance (written or oral)	61	60	62	68	60	57	62	58	62
Worked harder than you thought you could to meet an instructor's standards or expectations	49	**46**	**52**	**57**	**48**	49	49	52	48
Worked with faculty on activities other than coursework (committees, orientation, student life activities, etc.)	19	**22**	**17**	**25**	**18**	**14**	**21**	**14**	**20**
Most of the time, professors in my courses make clear what they expect me to learn (*agree or strongly agree*)	93	92	94	92	94	92	94	92	94
Work on a research project with a faculty member outside of course or program requirements									
Undecided/ Do not plan to do	53	**49**	**58**	48	54	**60**	**51**	**56**	**53**
Planned to do	11	**13**	**8**	16	10	**11**	**11**	**17**	**9**
Done	36	**38**	**34**	37	36	**28**	**38**	**27**	**38**
Rate relationships with faculty as available, helpful, sympathetic	77	77	77	76	77	75	77	76	77

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 B.10 Active and Collaborative Learning

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
In current year, students who often or very often:									
Asked questions in class or contributed to class discussions	65	63	67	65	65	63	66	62	66
Made a class presentation	44	41	46	46	43	40	45	40	45
Prepared two or more drafts of a paper/ assignment before turning in	37	**35**	**40**	**46**	**36**	36	38	41	36
Worked on a paper or project that required integrating ideas or information from various sources	84	**82**	**87**	81	85	83	85	83	85
Come to class without completing readings or assignments	31	**35**	**26**	32	30	29	31	30	31
Worked with other students on projects **during class**	36	37	35	30	37	36	36	38	36
Worked with classmates **outside of class** to prepare class assignments	64	**68**	**59**	61	64	60	65	**55**	**66**
Put together ideas or concepts from different courses when completing assignments or during class discussions	74	**76**	**72**	72	74	72	74	70	75
Tutored or taught other students (paid or voluntary)	24	**28**	**22**	30	24	22	25	**17**	**26**
Participated in a community-based project (e.g., service learning) as part of a regular course	14	**10**	**18**	**22**	**13**	**18**	**13**	13	15
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	60	61	59	60	60	56	61	56	61
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers)	66	**63**	**69**	64	67	70	65	64	67
University emphasizes quite a bit or very much:									
Using computers in academic work	90	91	90	88	91	88	91	89	91

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 B.11 Enriching Educational Experiences

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
Practicum, internship, field experience, co-op experience, or clinical assignment									
Undecided/ Do not plan to do	25	26	24	**17**	**26**	28	24	**27**	**24**
Planned to do	16	16	17	**24**	**15**	19	16	**22**	**15**
Done	59	58	60	**58**	**59**	54	60	**51**	**61**
Community service or volunteer work									
Undecided/ Do not plan to do	16	**23**	**11**	**10**	**17**	19	16	**24**	**15**
Planned to do	10	**11**	**10**	**14**	**10**	8	11	**17**	**9**
Done	73	**66**	**80**	**76**	**73**	73	74	**59**	**77**
Learning community or other formal program where groups of students take 2 or more classes together									
Undecided/ Do not plan to do	74	**77**	**71**	**59**	**76**	73	74	**76**	**73**
Planned to do	3	**4**	**3**	**7**	**3**	4	3	**6**	**3**
Done	23	**19**	**26**	**34**	**21**	23	23	**17**	**24**
Work on a research project with a faculty member outside of course or program requirements									
Undecided/ Do not plan to do	53	**49**	**58**	48	54	**60**	**51**	**56**	**53**
Planned to do	11	**13**	**8**	16	10	**11**	**11**	**17**	**9**
Done	36	**38**	**34**	37	36	**28**	**38**	**27**	**38**
Foreign language coursework									
Undecided/ Do not plan to do	28	**34**	**22**	**22**	**29**	**31**	**27**	**36**	**26**
Planned to do	3	**4**	**2**	**6**	**3**	**5**	**2**	**7**	**2**
Done	69	**62**	**75**	**72**	**69**	**64**	**70**	**57**	**72**
Study abroad									
Undecided/ Do not plan to do	66	**69**	**63**	**60**	**67**	**72**	**64**	**72**	**65**
Planned to do	8	**8**	**8**	**13**	**7**	**8**	**8**	**9**	**8**
Done	26	**23**	**29**	**27**	**26**	**20**	**28**	**20**	**28**
Independent study or self-designed major									
Undecided/ Do not plan to do	67	**66**	**67**	**55**	**68**	69	66	70	66
Planned to do	6	**7**	**4**	**8**	**5**	5	6	6	5
Done	28	**26**	**29**	**36**	**27**	26	29	23	29
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)									
Undecided/ Do not plan to do	40	**33**	**47**	38	41	43	40	**46**	**39**
Planned to do	21	**23**	**18**	25	20	20	21	**24**	**20**
Done	39	**44**	**34**	37	39	37	39	**30**	**41**

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 B.12 Student Time Use

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
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	22	23	21	25	22	25	21	20	22
11-20 hours per week	42	41	43	40	43	41	43	44	42
21 or more hours per week	36	36	36	35	36	34	36	36	35
Employed either on or off campus	77	**73**	**81**	79	77	**86**	**75**	75	78
Working for pay **on campus**									
None	46	47	45	42	46	**42**	**47**	**61**	**42**
1-20 hours per week	47	48	47	48	47	**45**	**48**	**32**	**51**
21 or more hours per week	7	5	8	10	6	**13**	**5**	**7**	**7**
Working for pay **off campus**									
None	65	**70**	**60**	65	65	**57**	**67**	**52**	**68**
1-20 hours per week	27	**24**	**31**	27	27	**31**	**26**	**34**	**26**
21 or more hours per week	8	**6**	**9**	7	8	**12**	**7**	**14**	**6**
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)									
None	27	25	29	29	27	**39**	**24**	**46**	**22**
1-10 hours per week	56	56	56	54	56	**49**	**58**	**46**	**58**
11 or more hours per week	17	19	16	17	17	**12**	**19**	**8**	**19**
Relaxing/socializing (watching TV, partying, exercising)									
0-10 hours per week	49	**45**	**53**	**63**	**47**	52	48	**55**	**48**
11 or more hours per week	51	**55**	**47**	**37**	**53**	48	52	**45**	**52**
Providing care for dependents living with you	12	13	11	**26**	**10**	**19**	**10**	**25**	**9**
Commuting to class (more than 5 hours per week)	25	23	27	**32**	**24**	**29**	**23**	**32**	**23**
Percent of students who often or very often:									
Attended exhibit, gallery, play, dance, or other performance	27	**24**	**29**	29	26	24	28	24	27
Exercised or participated in physical fitness activities	65	66	65	**53**	**67**	**54**	**69**	**58**	**67**
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	19	18	20	18	19	18	20	16	20
University emphasizes quite a bit or very much:									
Spending significant amounts of time on academic work	88	87	90	88	88	89	88	90	88
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	72	71	73	73	72	69	73	**67**	**73**

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 and indicated with bold type in the table. See additional notes at end of Appendix.

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Table B.13 Educational and Personal Growth

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
UW experience contributed quite a bit or very much:									
Acquiring a broad general education	87	86	88	89	87	89	87	**84**	**88**
Acquiring job or work-related knowledge and skills	72	72	73	69	73	74	72	**68**	**73**
Writing clearly and effectively	79	77	80	**87**	**78**	80	79	77	80
Speaking clearly and effectively	69	68	69	71	68	68	69	65	69
Thinking critically and analytically	92	92	92	92	92	93	92	**88**	**93**
Analyzing quantitative problems	80	**85**	**75**	79	80	81	79	76	80
Using computing and information technology	78	**81**	**75**	74	79	79	78	81	77
Working effectively with others	78	77	79	**72**	**79**	76	79	**72**	**80**
Learning effectively on your own	84	84	84	86	84	84	84	**76**	**86**
Understanding yourself	72	71	73	73	72	73	72	**64**	**74**
Understanding people of other racial and ethnic backgrounds	55	**51**	**59**	52	56	57	55	**50**	**57**
Solving complex real-world problems	71	**74**	**68**	64	71	67	72	**63**	**72**
Developing a deepened sense of spirituality	19	**21**	**16**	24	18	19	19	20	18
Developing a personal code of values and ethics	62	62	62	63	62	62	62	**51**	**64**
Contributing to the welfare of your community	56	**51**	**60**	**63**	**55**	56	55	50	57
Voting in local, state, or national elections	60	**55**	**64**	62	59	58	60	**51**	**62**
In current year, students who often or very often:									
Examined strength and weaknesses of your own views on an issue	61	**64**	**58**	65	60	59	61	57	61
Learned something that changed the way you understand an issue	70	71	69	73	70	71	70	71	70

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 B -- 2011 National Survey of Student Engagement
UW-Madison Senior Students
by Gender, Minority, First-Generation, and Transfer Status

Table B.14 Future Plans

Percent of Senior Students:	Total	Male	Female	Minority	Non-Minority	First Generation	Non-First Generation	Transfer Start	Freshman Start
I expect to graduate from this university:									
in 4 years or less	59	**52**	**65**	55	60	**47**	**63**	**44**	**63**
in more than 4 years	41	**48**	**35**	45	40	**53**	**37**	**56**	**37**
Within one year of graduation, I expect to:									
Attend graduate or professional school	33	34	31	36	32	**25**	**35**	28	34
Be employed	49	49	49	44	49	**49**	**49**	48	49
Attend school and be employed at same time	7	7	8	10	7	**12**	**6**	10	7
Take time off, have/raise a family, travel, etc.	2	2	3	3	2	**2**	**2**	3	2
Not sure	9	8	9	7	9	**12**	**8**	11	8

NOTES: Fewer than one percent of students responded that they did not expect to graduate or expect to graduate from another institution. These individuals are excluded from the responses reported above. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table.

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. 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 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 at the NSSE website:
http://nsse.iub.edu/html/survey_instruments.cfm?survey_year=2011