

**2014 National Survey of Student Engagement  
UW-Madison First Year Students by First Generation Status**

**Table 1: Respondents by First-Generation Status**

<b>Maximum Number of Respondents on Survey - unweighted</b>	<b>Total Unweighted</b>	
	<b>Count</b>	<b>Percent</b>
Total	1338	100%
First generation - neither parent holds 4-year degree	281	21%
One or both parents holds Bachelors degree	346	26%
One or both parents holds a post-baccalaurate degree	449	34%
Parent has BA or higher - highest degree unreported	262	20%

<b>Maximum Number of Respondents on Survey - weighted</b>	<b>Total Weighted</b>	
	<b>Count</b>	<b>Percent</b>
Total	1338	100%
First generation - neither parent holds 4-year degree	276	21%
One or both parents holds Bachelors degree	346	26%
One or both parents holds a post-baccalaurate degree	450	34%
Parent has BA or higher - highest degree unreported	266	20%

NOTES: At UW-Madison, 1,338 first-year students participated in the 2014 NSSE survey (response rate of 22 percent). Results are weighted to adjust for differential response rates by gender and part-time status. First generation status reflects student survey responses. University administrative records were used to classify a student for the 23 percent who did not respond to this question on the survey. If neither survey nor administrative data were available, the respondent is categorized as not first generation 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.

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**Table 2: Demographics of Respondents**

	Total	First Generation	Not First Generation
<b>Percent of First-Year Students (weighted):</b>			
Age 19 or younger	99	<b>100</b>	<b>98</b>
Age 20-23	1	<b>0</b>	<b>2</b>
Age 24 or older	0	<b>0</b>	<b>0</b>
Female	52	57	50
Has disability or impairment	4	3	5
Lesbian, gay, bisexual, questioning, other (non-heterosexual)	5	6	4
Minority student	15	<b>21</b>	<b>14</b>
Veteran or current military	1	1	0
International student or foreign national	7	5	7
First generation status (neither parent has Bachelor's degree)			
Enrolled full-time (spring semester)	99	98	99
Member of a fraternity or sorority	9	6	10
Student-athlete on a team sponsored by university	3	3	3
Intend to complete two or more majors	31	30	31
Student Living Arrangements:			
Live in dormitory or campus housing	90	89	90
Live within walking distance (not campus housing)	8	7	8
Farther than walking distance	2	4	2

NOTES: At UW-Madison, 1,338 first-year students participated in the 2014 NSSE survey (response rate of 22 percent). Results are weighted to adjust for differential response rates by gender and part-time status. Gender, minority, first generation, age, international, and full-time status reflect student survey responses. In cases where students did not provide this 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.

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**Table 3: High Impact Practices**

<b>Percent of First-Year Students participating:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
Courses included community-based (service-learning) project	34	33	34
Learning community or other formal program where groups of students take 2 or more classes together	25	25	24
Work on a research project with a faculty member outside of course or program requirements	8	6	9
Mean Number of High Impact Practices (0-3)	0.7	0.6	0.7
Percent of Students with at least one High Impact Practice	51	51	51
Percent of Students with two or more High Impact Practices	14	12	14
Practicum, internship, field experience, co-op experience, student teaching or clinical assignment	7	9	7
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	1	2	1
Study abroad	3	3	3
Hold a formal leadership role in a student organization/group	13	11	13

NOTES: Possible responses were "have not decided", "do not plan to do", "plan to do" and "done or in progress." For service-learning course, the percentage of students who responded at least some courses contained a community-based component is reported. 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 4: Higher Order Learning**

<b>Percent of First-Year Students agreeing:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
<i>Current courses emphasize "quite a bit" or "very much":</i>			
Evaluating a point of view, decision or information source	61	66	60
Analyzing an idea, experience or line of reasoning in depth by examining its parts	74	72	74
Forming a new idea or understanding from various pieces of information	64	64	63
Applying theories or methods to practical problems or new situations	81	84	81
Memorizing course material	71	74	70

NOTES: Possible responses were "Very little", "Some", "Quite a bit", or "Very much." 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 5: Reflective and Integrative Learning**

<b>Percent of First-Year Students:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
<i>In current year, students who often or very often:</i>			
Combined ideas from different courses when completing assignments	56	55	57
Connected your learning to societal problems or issues	48	48	49
Included diverse perspectives (political, religious, racial, gender, etc.) in course discussions/assignments	43	43	43
Examined strengths/weaknesses of your own views on a topic	56	59	56
Tried to better understand someone else's views by imagining how issue looks from his/her perspective	62	66	61
Learned something that changed the way you understand an issue/concept	66	69	65
Connected ideas from course with prior experiences & knowledge	80	79	80

**Table 6: Quantitative Reasoning**

<b>Percent of First-Year Students:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
<i>In current year, students who often or very often:</i>			
Reached conclusions on your own analysis of numerical information (graphs, statistics, etc.)	53	52	53
Used numerical information to examine a real-world problem (unemployment, climate change, etc.)	36	37	36
Evaluated what others concluded from numerical information	40	36	41

**Table 7: Collaborative Learning**

<b>Percent of First-Year Students:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
<i>In current year, students who often or very often:</i>			
Asked another student to help you understand course material	61	56	62
Explained course material to one or more students	64	<b>52</b>	<b>68</b>
Prepared for exams by working through course material with other students	56	<b>50</b>	<b>58</b>
Worked with other students on course projects/assignments	55	50	56

NOTES: Possible responses were "Never", " Sometimes", " Often" and "Very often." 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 8: Discussions with Diverse Others**

<b>Percent of First-Year Students:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
<i>Had discussions with people:</i>			
of a race or ethnicity other than your own	68	73	67
with religious beliefs other than your own	74	72	75
from economic background other than your own	75	77	75
with political views other than your own	73	72	73

**Table 9: Experiences with Diverse Perspectives**

<i>In current year, percent of students who often or very often:</i>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
<i>Attended events that encouraged understanding of:</i>			
Economic or social inequality	15	18	15
Issues of race, ethnicity or nationality	18	<b>25</b>	<b>16</b>
Religious or philosophical differences	15	16	14
Different political viewpoints	14	<b>18</b>	<b>12</b>
Issues of gender or sexual orientation	14	<b>29</b>	<b>13</b>
<i>Had discussions about:</i>			
Economic or social inequality	41	<b>47</b>	<b>39</b>
Issues of race, ethnicity or nationality	44	<b>51</b>	<b>42</b>
Religious or philosophical differences	41	39	41
Different political viewpoints	39	39	38
Issues of gender or sexual orientation	32	<b>41</b>	<b>30</b>
Extent events at UW emphasized perspectives on societal differences (economic, ethnic, political, religious, etc.) (quite a bit or very much)	55	58	54

**Table 10: Student-Faculty Interactions**

<b>Percent of First-Year Students:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
<i>In current year, students who often or very often:</i>			
Discussed your academic performance with a faculty member	16	19	16
Talked about career plans with a faculty member	24	27	23
Discussed course topics, ideas or concepts with faculty outside of class	20	22	19
Worked with faculty on activities other than coursework (committees, student groups, etc.)	14	17	13

NOTES: Possible responses were "Never", "Sometimes", "Often" and "Very often." 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 10: Effective Teaching Practices**

<b>Percent of First-Year Students:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
<i>In current year, extent instructors have done quite a bit or very much:</i>			
Clearly explained course goals and requirements	82	84	82
Taught course sessions in an organized way	81	78	81
Used examples or illustrations to explain difficult points	80	78	81
Provided feedback on a draft or work in progress	51	56	50
Provided prompt & detailed feedback on tests, completed assignments	54	54	53

NOTES: Possible responses were "Very little", "Some", "Quite a bit", or "Very much." 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 11: Educational and Personal Growth**

<b>Percent of First-Year Students:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
<i>UW experience contributed quite a bit or very much:</i>			
Acquiring a broad general education	82	82	82
Acquiring job or work-related knowledge and skills	49	51	49
Writing clearly and effectively	56	<b>62</b>	<b>54</b>
Speaking clearly and effectively	45	50	43
Thinking critically and analytically	80	81	80
Analyzing numerical and statistical information	59	59	59
Working effectively with others	64	67	64
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	54	57	54
Solving complex real-world problems	52	52	52
Developing or clarifying a personal code of values and ethics	49	53	48
Being an informed and active citizen	52	56	51

NOTES: Possible responses were "Very little", "Some", "Quite a bit", or "Very much." 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 12: Quality of Interactions with Others**

<b>Mean score:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
<i>Quality of interactions with people at your institution:</i>			
Students	5.8	5.7	5.8
Academic Advisors	5.0	5.1	5.0
Faculty	5.1	5.1	5.1
Student services staff	5.1	5.2	5.1
Other administrative staff/offices (registrar, financial aid)	4.9	5.0	4.8

NOTES: Quality of relationships reported here is a mean score on a scale of 1 to 7, where 7 is highest quality. Statistically significant differences based on a t- test (95% confidence interval) are highlighted and indicated with bold type in the table. See additional notes at end of Appendix.

**Table 13: Supportive Campus Environment**

<b>Percent of First-Year Students:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
<i>University emphasizes quite a bit or very much:</i>			
Helping you manage your non-academic responsibilities (work, family, etc.)	40	<b>46</b>	<b>38</b>
Using learning support services	81	81	80
Providing support you need to help students succeed academically	79	81	79
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	58	60	57
Providing opportunities to be involved socially	81	84	80
Providing support for your overall well-being (recreation, health care, counseling, etc.)	79	78	79
Attending campus activities & events (performing arts, athletic events, etc.)	77	79	77
Attending events that address important social, economic or political issues	53	58	52
Spending significant amounts of time on academic work	91	93	90

NOTES: Possible responses were "Very little", "Some", "Quite a bit", or "Very much." 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 14: Learning Strategies**

<b>Percent of First-Year Students:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
<i>In current year, students who often or very often:</i>			
Reviewed notes after class	57	54	58
Summarized what you learned in class or from course materials	57	55	58
Identified key information from reading assignments	80	79	80

NOTES: Possible responses were "Never", " Sometimes", " Often" and "Very often." Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table.

**Table 15: Course Participation**

<b>In Current Year, Percent of First-Year Students:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
Asked questions in class or contributed to class discussions	67	63	69
Made a class presentation	24	28	22
Prepared two or more drafts of a paper/ assignment before turning in	44	40	45
Come to class without completing readings or assignments	19	22	19
Courses challenge you to do your best work (mean score, scale=1-7)	5.8	5.8	5.7
Number of written papers or reports (up to 5 pages)			
0-2	24	24	24
3-5	30	33	29
6-10	28	29	28
11 or more papers	18	14	19
Number of written papers or reports (between 6-10 pages)			
None	38	35	39
1-2	47	51	45
3-5	12	8	12
More than 5 papers	3	5	3
Number of written papers or reports (11 pages or more)			
None	81	82	81
1-2	17	14	17
3 or more papers	2	4	2
Estimated total number of pages written			
Fewer than 20 pages	33	<b>32</b>	<b>33</b>
20-49 pages	42	<b>47</b>	<b>40</b>
50-99 pages	21	<b>15</b>	<b>23</b>
100 or more pages	4	<b>6</b>	<b>4</b>

NOTES: Possible responses were "Very little", "Some", "Quite a bit", or "Very much." 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 16: Availability of Courses**

<b>Percent of First-Year Students agreeing:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
Lower-division classes taken have been OK in size	51	53	50
Upper-division classes taken have been OK in size	73	69	74
Courses you need for major are available most of the time/nearly always	80	76	81
Courses you need for general education requirements are available most of the time/nearly always	76	75	76

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 17: Overall Student Satisfaction and Satisfaction with Advising**

<b>Percent of First-Year Students agreeing:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
Entire educational experience at this institution is good or excellent	92	<b>88</b>	<b>94</b>
Probably or definitely would attend UW if you could start over again	93	93	93
Quality of instruction in <b>lower-division</b> courses is good/excellent	74	75	73
Quality of instruction in <b>upper-division</b> courses is good/excellent	84	84	84
Academic quality of this university in general is good or excellent	96	94	96
Academic quality of your major program is good or excellent	94	91	95
Academic advising you have received at this university is good or excellent	64	67	63
Students have to run around from one place to another to get information/approvals they need ( <i>agree or strongly agree</i> )	67	68	67

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**Table 18: Student Time Use**

<b>Percent of First-Year Students Spending Time:</b>	<b>Total</b>	<b>First Generation</b>	<b>Not First Generation</b>
Preparing for class (studying, reading, writing, doing lab work or homework, analyzing data, rehearsing, and other academic activities)			
1-10 hours per week	19	<b>22</b>	<b>18</b>
11-20 hours per week	44	<b>48</b>	<b>43</b>
21 or more hours per week	37	<b>30</b>	<b>39</b>
Of time spent preparing for class, amount spent on assigned reading			
Very little/Some	37	34	37
About half	26	28	26
Most/Almost all	37	38	37
Employed either on or off campus	40	<b>51</b>	<b>37</b>
Work for pay <b>on campus</b>			
None	67	<b>58</b>	<b>70</b>
1-10 hours per week	20	<b>20</b>	<b>21</b>
11-20 hours per week	11	<b>19</b>	<b>9</b>
21 or more hours per week	1	<b>2</b>	<b>1</b>
Work for pay <b>off campus</b>			
None	88	85	89
1-10 hours per week	7	8	7
11-20 hours per week	4	5	4
21 or more hours per week	1	2	1
Community service or volunteer work			
None	57	57	56
1-5 hours per week	37	34	38
6 or more hours per week	6	9	5
Co-curricular activities (organizations, fraternity, sorority, student government, publications, intercollegiate/intramural sports, etc.)			
None	14	16	13
1-10 hours per week	71	70	71
11 or more hours per week	15	14	16
Relaxing/socializing (watching TV, partying, exercising, etc.)			
1-10 hours per week	41	44	41
11-20 hours per week	41	41	41
21 or more hours per week	17	15	18
Provide care for dependents (>0 hours per week)	6	7	6
Commute to campus (>5 hours per week)	17	19	16
Attend exhibit, gallery, play, dance, other performance (often/v. often)	17	18	17

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 19: Obstacles to Academic Progress**

**Percent of First-Year Students who rate this a major or moderate obstacle:**

	Total	First Generation	Not First Generation
Money, work obligations, finances	46	<b>65</b>	<b>41</b>
Family obligations	13	<b>21</b>	<b>11</b>
Difficulties getting the courses you need	19	18	19
Lack of good academic advising	18	15	19
Lack of personal motivation	21	<b>29</b>	<b>19</b>
Poor academic performance	15	<b>23</b>	<b>13</b>
Personal health issues (physical or mental)	16	20	15

NOTES: Possible responses were "Not an obstacle at all", "Minor obstacle", "Moderate obstacle", "Major obstacle." 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 20: Future Plans**

**Percent of First-Year Students:**

	Total	First Generation	Not First Generation
Highest level of education expected to complete:			
Some college but less than a bachelor's degree	2	<b>2</b>	<b>1</b>
Bachelor's degree	24	<b>33</b>	<b>22</b>
Master's degree	39	<b>35</b>	<b>40</b>
Doctoral or professional degree	35	<b>30</b>	<b>36</b>
I expect to graduate from this university:			
in 4 years or less	70	<b>63</b>	<b>72</b>
in more than 4 years	28	<b>36</b>	<b>26</b>
I expect to graduate from another institution/ I may not graduate	2	2	2

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