

**2014 National Survey of Student Engagement
UW-Madison First-Year Students by Gender and Minority Status**

Table 1: Respondents by Gender and Race/Ethnicity

	Total Unweighted		Total Weighted	
	Count	Percent	Count	Percent
Maximum Number of Respondents on Survey	1338	100	1338	100
Race/Ethnicity				
Black or African American	18	1%	17	1%
Asian American	82	6%	79	6%
American Indian or Alaska Native	4	0%	5	0%
Hispanic or Latino/Latina	41	3%	40	3%
Native Hawaiian or Pacific Islander	3	0%	3	0%
White (non-Hispanic)	1055	79%	1057	79%
Two or more races	61	5%	61	5%
Other/Unknown/Foreign	74	6%	77	6%
Gender Identity:				
Male	517	39%	647	48%
Female	821	61%	691	52%

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 and minority status categories 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. The survey asked students to identify their gender identity: man, woman or another gender identity. Too few students responded another gender identity to be reported separately in this report. Students with international status on their administrative record are reported as non-minority for this analysis.

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Table 2: Demographics of Respondents

	Total	Female	Male	Minority	Non-Minority
Percent of Senior Students (weighted):					
Age: 19 or younger	99	99	98	99	99
20-23	1	1	2	1	1
24 or older	0	0	0	0	0
Female	52			57	51
Minority student	15	17	14		
Has disability or impairment	4	5	4	4	4
Lesbian, gay, bisexual, questioning, other (non-heterosexual)	5	4	5	10	4
Veteran or current military	1	0	1	0	1
International student or foreign national	7	5	8	3	7
First generation student	21	23	19	29	19
Enrolled full-time (spring semester)	99	98	99	100	99
Member of a fraternity or sorority	9	8	10	6	10
Student-athlete on a team sponsored by university	3	3	3	3	3
Intend to complete two or more majors	31	32	30	44	29
Student Living Arrangements:					
Live in dormitory or campus housing	90	91	88	88	90
Live within walking distance (not campus housing)	8	7	9	10	8
Live within driving distance	2	2	3	3	2

NOTES: Gender, minority, first generation, age, international, and full-time status categories 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. The survey asked students to identify their gender identity: man, woman or another gender identity. Too few students responded another gender identity to be reported separately in this report. Students with international status on their administrative record are reported as non-minority for this analysis. 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

Percent of First-Year Students participating:	Total	Female	Male	Minority	Non-Minority
Courses included community-based (service-learning) project	34	35	34	30	35
Learning community or other formal program where groups of students take 2 or more classes together	25	31	18	34	23
Work on a research project with a faculty member outside of course or program requirements	8	10	6	17	7
Mean Number of High Impact Practices (0-3)	0.7	0.7	0.6	0.8	0.6
Percent of Students with at least one High Impact Practice	51	55	46	58	49
Percent of Students with two or more High Impact Practices	14	18	9	18	13
Practicum, internship, field experience, co-op experience, student teaching or clinical assignment	7	7	7	10	7
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	1	1	2	2	1
Study abroad	3	3	3	2	3
Hold a formal leadership role in a student organization/group	13	12	13	22	11

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

Percent of First-Year Students agreeing:	Total	Female	Male	Minority	Non-Minority
<i>Current courses emphasize "quite a bit" or "very much":</i>					
Evaluating a point of view, decision or information source	61	63	58	72	59
Analyzing an idea, experience or line of reasoning in depth by examining its parts	74	74	73	78	73
Forming a new idea or understanding from various pieces of information	64	65	62	72	62
Applying theories or methods to practical problems or new situations	81	83	79	81	81
Memorizing course material	71	75	67	76	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

Percent of First-Year Students:	Total	Female	Male	Minority	Non-Minority
<i>In current year, students who often or very often:</i>					
Combined ideas from different courses when completing assignments	56	57	55	60	56
Connected your learning to societal problems or issues	48	53	43	57	47
Included diverse perspectives (political, religious, racial, gender, etc.) in course discussions/assignments	43	48	38	53	41
Examined strengths/weaknesses of your own views on a topic	56	56	57	63	55
Tried to better understand someone else's views by imagining how issue looks from his/her perspective	62	65	59	69	61
Learned something that changed the way you understand an issue/concept	66	68	63	70	65
Connected ideas from course with prior experiences & knowledge	80	82	78	82	80

Table 6: Quantitative Reasoning

Percent of First-Year Students:	Total	Female	Male	Minority	Non-Minority
<i>In current year, students who often or very often:</i>					
Reached conclusions on your own analysis of numerical information (graphs, statistics, etc.)	53	46	60	50	53
Used numerical information to examine a real-world problem (unemployment, climate change, etc.)	36	32	40	36	36
Evaluated what others concluded from numerical information	40	36	43	45	39

Table 7: Collaborative Learning

Percent of First-Year Students:	Total	Female	Male	Minority	Non-Minority
<i>In current year, students who often or very often:</i>					
Asked another student to help you understand course material	61	66	56	64	61
Explained course material to one or more students	64	62	67	65	64
Prepared for exams by working through course material with other students	56	57	55	60	55
Worked with other students on course projects/assignments	55	51	59	60	54

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

Percent of First-Year Students:	Total	Female	Male	Minority	Non-Minority
<i>In current year, students who often or very often had discussions:</i>					
With people of a race or ethnicity other than your own	68	70	67	86	65
With people with religious beliefs other than your own	74	76	72	80	73
With people from economic background other than your own	75	76	75	83	74
With people with political views other than your own	73	72	74	68	74

Table 9: Experiences with Diverse Perspectives

In current year, percent of students who often or very often:	Total	Female	Male	Minority	Non-Minority
<i>Attended events that encouraged understanding of:</i>					
Economic or social inequality	15	14	17	18	15
Issues of race, ethnicity or nationality	18	18	18	28	16
Religious or philosophical differences	15	15	15	16	15
Different political viewpoints	14	11	16	16	13
Issues of gender or sexual orientation	14	15	14	18	14
<i>Had discussions about:</i>					
Economic or social inequality	41	43	38	51	39
Issues of race, ethnicity or nationality	44	48	39	63	40
Religious or philosophical differences	41	42	39	41	41
Different political viewpoints	39	38	39	36	39
Issues of gender or sexual orientation	32	38	26	40	31
Extent events at UW emphasized perspectives on societal differences (economic, ethnic, political, religious, etc.) (quite a bit or very much)	55	58	51	53	55

Table 10: Student-Faculty Interactions

Percent of First-Year Students:	Total	Female	Male	Minority	Non-Minority
<i>In current year, students who often or very often:</i>					
Discussed your academic performance with a faculty member	16	16	17	20	16
Talked about career plans with a faculty member	24	26	21	32	22
Discussed course topics, ideas or concepts with faculty outside of class	20	18	21	24	19
Worked with faculty on activities other than coursework (committees, student groups, etc.)	14	13	15	20	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 11: Effective Teaching Practices

Percent of First-Year Students:	Total	Female	Male	Minority	Non-Minority
<i>In current year, extent instructors have:</i>					
Clearly explained course goals and requirements	82	84	80	83	82
Taught course sessions in an organized way	81	83	79	78	81
Used examples or illustrations to explain difficult points	80	82	79	81	80
Provided feedback on a draft or work in progress	51	51	51	55	51
Provided prompt & detailed feedback on tests, completed assignments	54	51	57	55	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 12: Educational and Personal Growth

Percent of First-Year Students:	Total	Female	Male	Minority	Non-Minority
<i>UW experience contributed quite a bit or very much:</i>					
Acquiring a broad general education	82	87	78	82	83
Acquiring job or work-related knowledge and skills	49	50	48	49	49
Writing clearly and effectively	56	58	54	52	56
Speaking clearly and effectively	45	44	45	47	44
Thinking critically and analytically	80	82	78	77	81
Analyzing numerical and statistical information	59	56	62	54	59
Working effectively with others	64	64	65	61	65
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	54	59	49	50	55
Solving complex real-world problems	52	53	51	48	53
Developing or clarifying a personal code of values and ethics	49	51	48	53	49
Being an informed and active citizen	52	54	50	55	52

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 13: Quality of Interactions with Others

Mean score:	Total	Female	Male	Minority	Non-Minority
<i>Quality of interactions with people at your institution:</i>					
Students	5.8	5.8	5.7	5.7	5.8
Academic Advisors	5.0	5.0	5.0	5.0	5.0
Faculty	5.1	5.1	5.2	5.1	5.1
Student services staff	5.1	5.2	5.0	5.1	5.1
Other administrative staff/offices (registrar, financial aid)	4.9	4.8	4.9	4.8	4.9

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 14: Supportive Campus Environment

Percent of First-Year Students:	Total	Female	Male	Minority	Non-Minority
<i>University emphasizes quite a bit or very much:</i>					
Helping you manage your non-academic responsibilities (work, family, etc.)	40	37	43	44	39
Using learning support services	81	83	78	79	81
Providing support you need to help students succeed academically	79	81	77	80	79
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	58	59	56	57	58
Providing opportunities to be involved socially	81	82	80	78	81
Providing support for your overall well-being (recreation, health care, counseling, etc.)	79	80	78	77	79
Attending campus activities & events (performing arts, athletic events, etc.)	77	78	76	72	78
Attending events that address important social, economic or political issues	53	53	54	49	54
Spending significant amounts of time on academic work	91	92	89	91	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 15: Learning Strategies

Percent of First-Year Students:	Total	Female	Male	Minority	Non-Minority
<i>In current year, students who often or very often:</i>					
Reviewed notes after class	57	63	51	55	57
Summarized what you learned in class or from course materials	57	61	53	60	57
Identified key information from reading assignments	80	86	73	83	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 16: Course Participation

Percent of First-Year Students:	Total	Female	Male	Minority	Non-Minority
Asked questions in class or contributed to class discussions	67	68	67	72	67
Made a class presentation	24	22	25	26	23
Prepared two or more drafts of an assignment before turning in	44	45	42	48	43
Come to class without completing readings or assignments	19	17	22	27	18
Courses challenge you to do your best work (mean score, scale=1-7)	5.8	5.9	5.6	5.8	5.7
Number of written papers or reports (up to 5 pages)					
0-2	24	22	27	24	24
3-5	30	29	31	31	30
6-10	28	31	25	26	29
11 or more papers	18	18	18	18	18
Number of written papers or reports (between 6-10 pages)					
None	38	38	39	40	38
1-2	47	49	44	48	46
3-5	12	10	14	9	12
More than 5 papers	3	4	3	3	3
Number of written papers or reports (11 pages or more)					
None	81	82	81	81	81
1-2	17	16	17	16	17
3 or more papers	2	2	3	4	2
Estimated total number of pages written					
Fewer than 20 pages	33	31	35	35	32
20-49 pages	42	44	39	42	41
50-99 pages	21	21	21	16	22
100 or more pages	4	4	5	7	4

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Table 17: Availability of Courses

Percent of First-Year Students agreeing:	Total	Female	Male	Minority	Non-Minority
Lower-division classes taken have been OK in size	51	50	51	50	51
Upper-division classes taken have been OK in size	73	75	70	65	74
Courses you need for major are available most of the time/nearly always	80	77	82	78	80
Courses you need for general education requirements are available most of the time/nearly always	76	74	77	82	74

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." Choices regarding course availability included: "Hardly ever", "Some of the time", "Most of the time", "always or nearly always", or "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 18: Overall Student Satisfaction and Satisfaction with Advising

Percent of First-Year Students agreeing:	Total	Female	Male	Minority	Non-Minority
Entire educational experience at this institution is good or excellent	92	95	90	91	93
Probably or definitely would attend UW if you could start over again	93	93	93	88	94
Quality of instruction in lower-division courses is good/excellent	74	76	71	69	74
Quality of instruction in upper-division courses is good/excellent	84	85	82	81	85
Academic quality of this university in general is good or excellent	96	96	96	93	96
Academic quality of your major program is good or excellent	94	93	95	90	95
Academic advising you have received at this university is good or excellent	64	63	65	58	65
Students have to run around from one place to another to get information/approvals they need (<i>agree or strongly agree</i>)	67	67	67	78	65

NOTES: Students were offered the following choices regarding their satisfaction: Poor, Fair, Good, Excellent or No Major Yet/Not Applicable. Students responding "No Major" or "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.

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Table 19: Student Time Use

Percent of First-Year Students:	Total	Female	Male	Minority	Non-Minority
Spend time preparing for class (studying, reading, writing, doing lab work or homework, analyzing data, rehearsing, and other academic activities)					
1-10 hours per week	19	15	23	18	19
11-20 hours per week	44	43	46	44	44
21 or more hours per week	37	42	32	38	37
Of time spent preparing for class, amount spent on assigned reading					
Very little/Some	37	27	47	38	36
About half	26	29	24	27	26
Most/Almost all	37	44	29	35	37
Employed either on or off campus	40	43	38	38	41
Work for pay on campus					
None	67	66	69	70	67
1-10 hours per week	20	21	20	16	21
11-20 hours per week	11	12	9	13	11
21 or more hours per week	1	1	1	1	1
Work for pay off campus					
None	88	87	89	89	88
1-10 hours per week	7	8	6	8	7
11-20 hours per week	4	4	4	3	4
21 or more hours per week	1	1	1	1	1
Community service or volunteer work					
None	57	50	64	51	58
1-5 hours per week	37	44	29	41	37
6 or more hours per week	6	5	7	8	6
Co-curricular activities (organizations, fraternity, sorority, campus publications, student government, intercollegiate/intramural sports, etc.)					
None	14	13	14	9	15
1-10 hours per week	71	73	68	76	70
11 or more hours per week	15	13	18	15	16
Relaxing/socializing (watching TV, partying, exercising, etc.)					
1-10 hours per week	41	48	34	48	40
11-20 hours per week	41	38	45	40	42
21 or more hours per week	17	14	21	12	18
Provide care for dependents (>0 hours per week)	6	6	7	6	6
Commute to campus (>5 hours per week)	17	14	20	14	17
Attended exhibit, gallery, play, dance, other performance (often/v.	17	17	17	22	16

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Table 20: Obstacles to Academic Progress

Percent of First-Year Students who rate this a major or moderate obstacle:	Total	Female	Male	Minority	Non-Minority
Money, work obligations, finances	46	47	45	51	45
Family obligations	13	14	13	17	13
Difficulties getting the courses you need	19	21	16	17	19
Lack of good academic advising	18	20	16	21	18
Lack of personal motivation	21	21	22	27	20
Poor academic performance	15	17	13	22	14
Personal health issues (physical or mental)	16	21	11	19	16

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 21: Future Plans

Percent of First-Year Students:	Total	Female	Male	Minority	Non-Minority
Highest level of education expected to complete:					
Some college but less than a bachelor's degree	2	1	2	0	2
Bachelor's degree	24	21	28	18	25
Master's degree	39	39	39	30	41
Doctoral or professional degree	35	39	31	52	32
I expect to graduate from this university:					
in 4 years or less	70	76	64	66	71
in more than 4 years	28	23	34	33	27
I expect to graduate from another institution/ I may not graduate	2	2	2	1	2

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