

**2014 National Survey of Student Engagement
UW-Madison Senior Students by LGBTQ Status and Disability Status**

Table 1: Respondents by Sexual Orientation and Disability Status

	Total Unweighted		Total Weighted	
	Count	Percent	Count	Percent
Maximum Number of Survey Respondents	1997	100	1997	100
Sexual Orientation				
Gay or Lesbian	33	2	38	2
Bisexual	35	2	32	2
Other/Questioning	30	2	27	1
Heterosexual	1485	74	1476	74
Did not respond	414	21	423	21
Disability Status				
Sensory or mobility impairment	9	0	10	0
Mental health disorder	46	2	43	2
Learning disability	31	2	32	2
Other disability or impairment	11	1	11	1
More than one disability or impairment	14	1	13	1
No disability or impairment	1488	75	1484	74
Did not respond	398	20	404	20

NOTES: At UW-Madison, 1,997 senior students participated in the 2014 NSSE survey (response rate of 24 percent). Results are weighted to adjust for differential response rates by gender and part-time status.

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Table 2: Demographics of Respondents

Percent of Senior Students:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
Age: 19 or younger	1	1	1	1	1
20-23	91	87	91	73	92
24 or older	9	12	8	26	7
Female	51	52	52	59	51
Has disability or impairment	7	17	6		
Lesbian, gay, bisexual, questioning, other (non-heterosexual)	6			16	6
Minority student (excludes international students)	13	15	13	14	13
Veteran or current military	2	3	2	1	2
International student or foreign national	4	0	4	1	4
First generation student	23	28	24	22	24
Transfer start	21	26	20	45	19
Enrolled full-time (spring semester)	88	92	88	84	88
Member of a fraternity or sorority	11	5	12	10	12
Student-athlete on a team sponsored by university	2	2	2	0	3
Intend to complete two or more majors	35	32	35	33	35
Student Living Arrangements:					
Live in dormitory or campus housing	4	4	4	5	4
Live within walking distance (not campus housing)	85	70	86	68	86
Live within driving distance	11	25	10	26	9

NOTES: At UW-Madison, 1,997 senior students participated in the 2014 NSSE survey (response rate of 24 percent). Results are weighted to adjust for differential response rates by gender and part-time status. Gender, minority, first generation, age, international, full-time, and transfer 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. Approximately 21% of students did not respond to the question on sexual orientation. These students are included in the total column but are excluded from the LGBTQ and Not LGBTQ columns. Similarly, 25% of survey respondents did not answer the question on disability. These students are included in the total column but are excluded from the Disabled and Not Disabled columns. Approximately 8% of disabled first-year students reported more than one disability or impairment. They are counted in each applicable category above. 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 Students participating:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
Practicum, internship, field experience, co-op experience, student teaching or clinical assignment	63	54	64	54	63
Courses included community-based (service-learning) project	44	38	44	38	44
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	42	42	43	33	43
Study abroad	27	24	28	23	28
Learning community or other formal program where groups of students take 2 or more classes together	26	35	26	24	27
Work on a research project with a faculty member outside of course or program requirements	38	36	38	32	38
Mean Number of High Impact Practices (0-6)	2.4	2.3	2.4	2.0	2.4
Percent of Students with at least one High Impact Practice	91	84	91	81	91
Percent of Students with two or more High Impact Practices	70	65	71	56	72
Hold a formal leadership role in a student organization/group	52	52	52	50	53

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 Senior Students agreeing:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
<i>Current courses emphasize "quite a bit" or "very much":</i>					
Evaluating a point of view, decision or information source	63	71	62	62	63
Analyzing an idea, experience or line of reasoning in depth by examining its parts	76	72	76	72	77
Forming a new idea or understanding from various pieces of information	67	70	67	71	67
Applying facts, theories or methods to practical problems or new situations	82	73	82	83	82
Memorizing course material	62	58	63	61	62

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 Senior Students:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
<i>In current year, students who often or very often:</i>					
Combined ideas from different courses when completing assignments	75	77	75	62	76
Connected your learning to societal problems or issues	62	71	62	64	62
Included diverse perspectives (political, religious, racial, gender, etc.) in course discussions/assignments	48	70	47	49	48
Examined strengths/weaknesses of your own views on a topic	62	78	62	65	62
Tried to better understand someone else's views by imagining how issue looks from his/her perspective	67	80	67	70	67
Learned something that changed the way you understand an issue/concept	72	80	72	70	73
Connected ideas from course with prior experiences & knowledge	87	92	86	85	87

Table 6: Quantitative Reasoning

Percent of Senior Students:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
<i>In current year, students who often or very often:</i>					
Reached conclusions on your own analysis of numerical information (graphs, statistics, etc.)	62	45	63	57	62
Used numerical information to examine a real-world problem (unemployment, climate change, etc.)	46	45	46	42	46
Evaluated what others concluded from numerical information	53	49	53	50	53

Table 7: Collaborative Learning

Percent of Senior Students:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
<i>In current year, students who often or very often:</i>					
Asked another student to help you understand course material	53	40	53	44	54
Explained course material to one or more students	64	64	63	50	65
Prepared for exams by working through course material with other students	52	42	51	38	52
Worked with other students on course projects/assignments	66	49	67	56	67

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

In current year, percent of students who often or very often:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
<i>Had discussions with people:</i>					
of a race or ethnicity other than your own	67	72	66	69	67
with religious beliefs other than your own	73	74	72	69	73
from economic background other than your own	73	77	72	67	73
with political views other than your own	70	51	72	55	72

Table 9: Experiences with Diverse Perspectives

In current year, percent of students who often or very often:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
<i>Attended events that encouraged understanding of:</i>					
Economic or social inequality	16	21	16	14	16
Issues of race, ethnicity or nationality	17	26	16	15	17
Religious or philosophical differences	13	14	13	11	13
Different political viewpoints	14	16	14	11	14
Issues of gender or sexual orientation	13	30	12	17	13
<i>Had discussions about:</i>					
Economic or social inequality	55	70	54	58	55
Issues of race, ethnicity or nationality	52	68	51	50	52
Religious or philosophical differences	43	51	43	45	43
Different political viewpoints	47	58	46	52	47
Issues of gender or sexual orientation	42	74	39	51	41
Extent events at UW emphasized perspectives on societal differences (economic, ethnic, political, religious, etc.) (quite a bit or	48	58	47	48	48

Table 10: Student-Faculty Interactions

In current year, percent of students who often or very often:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
Discussed your academic performance with a faculty member	20	20	19	27	18
Talked about career plans with a faculty member	37	31	37	31	37
Discussed course topics, ideas or concepts with faculty outside of class	29	38	27	33	28
Worked with faculty on activities other than coursework (committees, student groups, etc.)	25	23	25	24	25

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 Senior Students:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
<i>In current year, extent instructors have:</i>					
Clearly explained course goals and requirements	84	85	83	80	84
Taught course sessions in an organized way	83	87	83	81	84
Used examples or illustrations to explain difficult points	82	81	82	77	82
Provided feedback on a draft or work in progress	49	53	47	41	48
Provided prompt & detailed feedback on tests, completed assignments	58	69	57	56	58

Table 12: Educational and Personal Growth

Percent of Senior Students:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
<i>UW experience contributed quite a bit or very much:</i>					
Acquiring a broad general education	85	82	86	77	86
Acquiring job or work-related knowledge and skills	69	61	69	59	70
Writing clearly and effectively	74	75	74	70	74
Speaking clearly and effectively	66	65	66	54	68
Thinking critically and analytically	91	91	92	85	92
Analyzing numerical and statistical information	70	60	71	60	71
Working effectively with others	74	67	74	61	75
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	56	63	56	50	57
Solving complex real-world problems	65	61	65	54	66
Developing or clarifying a personal code of values and ethics	57	63	56	47	57
Being an informed and active citizen	58	64	58	55	59

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	LGBTQ	Not LGBTQ	Disabled	Not Disabled
<i>Quality of interactions with people at your institution:</i>					
Students	5.8	5.5	5.9	5.3	5.9
Academic Advisors	5.0	5.1	4.9	5.2	4.9
Faculty	5.3	5.3	5.3	5.2	5.4
Student services staff	4.9	5.1	4.9	5.0	4.9
Other administrative staff/offices (registrar, financial aid)	4.9	4.9	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 Senior Students:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
<i>University emphasizes quite a bit or very much:</i>					
Helping you manage your non-academic responsibilities (work, family, etc.)	26	21	27	18	27
Using learning support services	72	77	72	63	73
Providing support to help students succeed academically	73	68	73	64	74
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	44	44	44	41	43
Providing opportunities to be involved socially	73	72	73	62	74
Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	73	73	67	74
Attending campus activities & events (performing arts, athletic events, etc.)	72	68	73	67	73
Attending events that address important social, economic or political issues	50	48	50	50	50
Spending significant amounts of time on academic work	90	86	90	88	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 Senior Students:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
<i>In current year, students who often or very often:</i>					
Reviewed notes after class	52	45	52	37	53
Summarized what you learned in class or from course materials	58	49	58	54	58
Identified key information from reading assignments	81	83	81	85	81

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 Senior Students:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
Asked questions in class or contributed to class discussions	68	76	68	68	69
Made a class presentation	47	43	46	41	46
Prepared 2 or more drafts of a paper/assignment before turning in	35	21	36	28	37
Come to class without completing readings or assignments	29	34	29	34	29
Courses challenge you to do your best work (mean score, scale=1-7)	5.5	5.4	5.5	5.4	5.5
Number of written papers or reports (up to 5 pages)					
0-2	24	18	24	21	24
3-5	27	23	27	22	28
6-10	23	27	23	29	22
11 or more papers	26	33	26	28	26
Number of written papers or reports (between 6-10 pages)					
None	21	20	21	21	21
1-2	40	37	41	34	41
3-5	27	27	27	29	26
More than 5 papers	12	16	11	16	11
Number of written papers or reports (11 pages or more)					
None	44	40	45	43	44
1-2	42	46	42	38	42
3-5	10	7	10	11	10
More than 5 papers	4	7	4	7	4
Estimated total number of pages written					
Fewer than 20 pages	20	15	20	17	20
20-49 pages	29	24	29	26	30
50-99 pages	30	33	30	35	30
100-149 pages	12	16	12	9	12
More than 150 pages	9	11	9	14	8

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 17: Availability of Courses

Percent of Senior Students agreeing:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
Lower-division classes taken have been OK in size	37	40	36	22	38
Upper-division classes taken have been OK in size	81	81	82	78	82
Courses you need for major are available most of the time/nearly always	86	80	87	82	87
Courses you need for general education requirements are available most of the time/nearly always	82	77	83	72	83

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 18: Overall Student Satisfaction and Satisfaction with Advising

Percent of Senior Students agreeing:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
Entire educational experience at this institution is good or excellent	94	86	95	83	95
Probably or definitely would attend UW if you could start over again	91	82	92	87	92
Quality of instruction in lower-division courses is good/excellent	58	63	58	57	58
Quality of instruction in upper-division courses is good/excellent	91	87	91	84	91
Academic quality of this university in general is good or excellent	95	91	95	94	95
Academic quality of your major program is good or excellent	91	84	91	84	91
Academic advising you have received at this university is good or excellent	61	63	61	65	60
Students have to run around from one place to another to get information/approvals they need (<i>agree or strongly agree</i>)	63	64	63	66	63

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Table 19: Student Time Use

Percent of Senior Students:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
Preparing for class (studying, reading, writing, doing lab work or homework, analyzing data, rehearsing, other academic activities)					
1-10 hours per week	23	29	23	18	23
11-20 hours per week	40	43	40	38	40
21 or more hours per week	37	29	37	44	36
Of time spent preparing for class, amount spent on assigned reading					
Very little/Some	38	37	38	34	39
About half	23	13	23	21	22
Most/Almost all	39	50	39	45	39
Employed either on or off campus	73	72	73	57	74
Work for pay on campus					
None	50	49	50	68	49
1-10 hours per week	19	16	19	10	20
11-20 hours per week	25	30	24	16	25
21 or more hours per week	6	5	7	5	7
Work for pay off campus					
None	64	67	64	62	64
1-10 hours per week	14	13	14	15	15
11-20 hours per week	14	12	14	19	14
21 or more hours per week	7	7	7	4	7
Community service or volunteer work					
None	48	53	47	56	47
1-5 hours per week	41	30	42	32	42
6 or more hours per week	11	17	11	12	11
Co-curricular activities (organizations, fraternity, sorority, student government, publications, intercollegiate/intramural sports, etc.)					
None	20	26	19	35	18
1-10 hours per week	62	49	63	53	63
11 or more hours per week	19	26	18	12	19
Relaxing/socializing (watching TV, partying, exercising, etc.)					
1-10 hours per week	44	47	44	50	44
11-20 hours per week	41	37	41	35	41
21 or more hours per week	15	16	15	15	15
Provide care for dependents (>0 hours per week)	12	15	11	19	11
Commute to campus (>5 hours per week)	20	23	19	20	19
Attended exhibit, gallery, play, dance, other performance	20	30	20	20	20

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Table 20: Obstacles to Academic Progress

Percent of Students who rate this a major or moderate obstacle:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
Money, work obligations, finances	50	62	48	51	49
Family obligations	17	24	16	27	16
Difficulties getting the courses you need	15	21	15	18	15
Lack of good academic advising	19	20	18	19	18
Lack of personal motivation	20	35	19	34	19
Poor academic performance	11	15	11	25	10
Personal health issues (physical or mental)	19	39	17	63	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 below.

Table 21: Future Plans

Percent of Senior Students:	Total	LGBTQ	Not LGBTQ	Disabled	Not Disabled
Highest level of education expected to complete:					
Some college but less than a bachelor's degree	2	1	2	3	1
Bachelor's degree	27	27	28	29	27
Master's degree	42	36	43	41	42
Doctoral or professional degree	29	36	28	26	29
I expect to graduate from this university:					
in 4 years or less	60	63	60	44	62
in more than 4 years	40	37	40	56	38
I expect to graduate from another institution/ I may not graduate	0	2	0	0	0

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