

## UW-Madison Senior Students by Gender and Minority Status

**Table 1: Respondents by Gender and Race/Ethnicity**

	Total Unweighted		Total Weighted	
	Count	Percent	Count	Percent
<b>Maximum Number of Survey Respondents</b>	1997	100	1997	100
Race/Ethnicity				
Black or African American	27	1	28	1
Asian American	112	6	111	6
American Indian or Alaska Native	8	0	8	0
Hispanic or Latino/Latina	43	2	43	2
Native Hawaiian or Pacific Islander	2	0	2	0
White (non-Hispanic)	1661	83	1656	83
Two or more races	70	4	71	4
Other/Unknown/Foreign	74	4	78	4
Gender Identity:				
Male	778	39	981	49
Female	1214	61	1012	51
Another gender identity	5	0	4	0

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

Percent of Senior Students:	Total	Female	Male	Minority	Non-Minority
Age: 19 or younger	1	<b>1</b>	<b>0</b>	0	1
20-23	91	<b>92</b>	<b>90</b>	89	91
24 or older	9	<b>7</b>	<b>10</b>	11	8
Female	51			52	51
Has disability or impairment	7	8	6	7	7
Lesbian, gay, bisexual, questioning, other (non-heterosexual)	6	6	6	7	6
Minority student (excludes international students)	13	13	13		
Veteran or current military	2	<b>1</b>	<b>3</b>	1	2
International student or foreign national	4	<b>3</b>	<b>6</b>	3	5
First generation student	23	23	22	<b>36</b>	<b>21</b>
Transfer start	21	20	21	17	21
Enrolled full-time (spring semester)	88	88	89	90	88
Member of a fraternity or sorority	11	11	12	15	11
Student-athlete on a team sponsored by university	2	2	3	4	2
Intend to complete two or more majors	35	35	34	33	35
Student Living Arrangements:					
Live in dormitory or campus housing	4	<b>4</b>	<b>4</b>	<b>7</b>	<b>3</b>
Live within walking distance (not campus housing)	85	<b>83</b>	<b>86</b>	<b>75</b>	<b>86</b>
Live within driving distance	11	<b>13</b>	<b>9</b>	<b>15</b>	<b>10</b>

NOTES: At UW-Madison, 1,997 senior students participated in the 2014 NSSE survey (response rate of 24 percent). 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. 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 table. Results are weighted to adjust for differential response rates by gender and part-time status. 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 Senior Students participating:	Total	Female	Male	Minority	Non-Minority
Practicum, internship, field experience, co-op experience, student teaching or clinical assignment	63	63	63	61	63
Courses included community-based (service-learning) project	44	<b>48</b>	<b>39</b>	45	43
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	42	44	41	42	42
Study abroad	27	<b>34</b>	<b>20</b>	29	27
Learning community or other formal program where groups of students take 2 or more classes together	26	<b>29</b>	<b>23</b>	<b>34</b>	<b>25</b>
Work on a research project with a faculty member outside of course or program requirements	38	<b>41</b>	<b>35</b>	37	38
Mean Number of High Impact Practices (0-6)	2.4	<b>2.6</b>	<b>2.2</b>	2.5	2.4
Percent of Students with at least one High Impact Practice	91	92	89	93	90
Percent of Students with two or more High Impact Practices	70	<b>78</b>	<b>63</b>	69	71
Hold a formal leadership role in a student organization/group	52	54	50	54	52

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	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	63	<b>68</b>	<b>58</b>	<b>70</b>	<b>62</b>
Analyzing an idea, experience or line of reasoning in depth by examining its parts	76	77	76	78	76
Forming a new idea or understanding from various pieces of information	67	69	65	72	66
Applying theories or methods to practical problems or new situations	82	82	82	80	82
Memorizing course material	62	<b>66</b>	<b>57</b>	64	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	Female	Male	Minority	Non-Minority
<i>In current year, students who often or very often:</i>					
Combined ideas from different courses when completing assignments	75	76	74	75	75
Connected your learning to societal problems or issues	62	<b>69</b>	<b>55</b>	<b>69</b>	<b>61</b>
Included diverse perspectives (political, religious, racial, gender, etc.) in course discussions/assignments	48	<b>57</b>	<b>39</b>	<b>57</b>	<b>47</b>
Examined strengths/weaknesses of your own views on a topic	62	<b>65</b>	<b>60</b>	66	62
Tried to better understand someone else's views by imagining how issue looks from his/her perspective	67	<b>71</b>	<b>62</b>	70	67
Learned something that changed the way you understand an issue/concept	72	<b>76</b>	<b>68</b>	77	71
Connected ideas from course with prior experiences & knowledge	87	<b>90</b>	<b>83</b>	89	86

**Table 6: Quantitative Reasoning**

Percent of Senior 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.)	62	<b>51</b>	<b>73</b>	60	62
Used numerical information to examine a real-world problem (unemployment, climate change, etc.)	46	<b>42</b>	<b>51</b>	45	47
Evaluated what others concluded from numerical information	53	<b>50</b>	<b>57</b>	50	54

**Table 7: Collaborative Learning**

Percent of Senior 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	53	52	53	51	53
Explained course material to one or more students	64	<b>62</b>	<b>66</b>	60	64
Prepared for exams by working through course material with other students	52	51	52	51	52
Worked with other students on course projects/assignments	66	<b>64</b>	<b>69</b>	63	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	Female	Male	Minority	Non-Minority
<i>Had discussions with people:</i>					
of a race or ethnicity other than your own	67	68	65	<b>82</b>	<b>64</b>
with religious beliefs other than your own	73	75	71	73	73
from economic background other than your own	73	72	73	<b>83</b>	<b>71</b>
with political views other than your own	70	71	70	66	71

**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	16	17	15	<b>22</b>	<b>15</b>
Issues of race, ethnicity or nationality	17	<b>20</b>	<b>13</b>	<b>31</b>	<b>14</b>
Religious or philosophical differences	13	11	14	15	12
Different political viewpoints	14	13	15	12	14
Issues of gender or sexual orientation	13	<b>16</b>	<b>11</b>	15	13
<i>Had discussions about:</i>					
Economic or social inequality	55	<b>61</b>	<b>48</b>	56	55
Issues of race, ethnicity or nationality	52	<b>62</b>	<b>42</b>	<b>60</b>	<b>51</b>
Religious or philosophical differences	43	45	41	<b>39</b>	<b>44</b>
Different political viewpoints	47	48	46	<b>37</b>	<b>48</b>
Issues of gender or sexual orientation	42	<b>49</b>	<b>34</b>	39	42
Extent events at UW emphasized perspectives on societal differences (economic, ethnic, political, religious, etc.) (quite a bit or very much)	48	49	46	45	48

**Table 10: Student-Faculty Interactions**

Percent of Senior 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	20	21	19	<b>28</b>	<b>19</b>
Talked about career plans with a faculty member	37	<b>41</b>	<b>33</b>	40	37
Discussed course topics, ideas, concepts with faculty outside class	29	<b>26</b>	<b>31</b>	31	28
Worked with faculty on activities other than coursework (committees, student groups, etc.)	25	24	26	25	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	Female	Male	Minority	Non-Minority
<i>In current year, extent instructors have:</i>					
Clearly explained course goals and requirements	84	84	83	<b>79</b>	<b>85</b>
Taught course sessions in an organized way	83	84	82	80	83
Used examples or illustrations to explain difficult points	82	83	80	78	82
Provided feedback on a draft or work in progress	49	50	47	53	48
Provided prompt & detailed feedback on tests, completed assignments	58	58	59	56	59

**Table 12: Educational and Personal Growth**

Percent of Senior Students:	Total	Female	Male	Minority	Non-Minority
<i>UW experience contributed quite a bit or very much:</i>					
Acquiring a broad general education	85	<b>87</b>	<b>83</b>	84	85
Acquiring job or work-related knowledge and skills	69	68	69	66	69
Writing clearly and effectively	74	<b>77</b>	<b>70</b>	76	73
Speaking clearly and effectively	66	68	65	68	66
Thinking critically and analytically	91	<b>93</b>	<b>90</b>	89	91
Analyzing numerical and statistical information	70	<b>62</b>	<b>79</b>	<b>63</b>	<b>71</b>
Working effectively with others	74	74	73	70	74
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	56	<b>59</b>	<b>53</b>	52	57
Solving complex real-world problems	65	<b>62</b>	<b>68</b>	64	65
Developing or clarifying a personal code of values and ethics	57	<b>60</b>	<b>53</b>	58	57
Being an informed and active citizen	58	59	58	58	58

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	5.8	<b>5.6</b>	<b>5.9</b>
Academic Advisors	5.0	5.0	4.9	5.1	4.9
Faculty	5.3	5.3	5.4	<b>5.2</b>	<b>5.4</b>
Student services staff	4.9	<b>5.0</b>	<b>4.8</b>	4.9	4.9
Other administrative staff/offices (registrar, financial aid)	4.9	4.9	4.9	4.7	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	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.)	26	<b>24</b>	<b>29</b>	28	26
Using learning support services	72	<b>74</b>	<b>70</b>	<b>78</b>	<b>71</b>
Providing support to help students succeed academically	73	73	73	72	73
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	44	42	45	41	44
Providing opportunities to be involved socially	73	72	73	70	73
Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	73	73	68	74
Attending campus activities & events (performing arts, athletic events, etc.)	72	73	71	70	72
Attending events that address important social, economic or political issues	50	50	51	49	50
Spending significant amounts of time on academic work	90	91	89	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	Female	Male	Minority	Non-Minority
<i>In current year, students who often or very often:</i>					
Reviewed notes after class	52	54	50	51	53
Summarized what you learned in class or from course materials	58	<b>60</b>	<b>55</b>	57	58
Identified key information from reading assignments	81	<b>85</b>	<b>76</b>	81	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	Female	Male	Minority	Non-Minority
Asked questions in class or contributed to class discussions	68	<b>71</b>	<b>65</b>	67	68
Made a class presentation	47	<b>49</b>	<b>44</b>	50	47
Prepared 2 or more drafts of a paper/ assignment before turning in	35	37	33	30	35
Come to class without completing readings or assignments	29	<b>26</b>	<b>34</b>	30	29
Courses challenge you to do your best work (mean score, scale=1-7)	5.5	<b>5.6</b>	<b>5.4</b>	5.5	5.5
Number of written papers or reports (up to 5 pages)					
0-2	24	<b>20</b>	<b>28</b>	29	23
3-5	27	<b>27</b>	<b>28</b>	28	27
6-10	23	<b>24</b>	<b>22</b>	24	23
11 or more papers	26	<b>29</b>	<b>22</b>	19	27
Number of written papers or reports (between 6-10 pages)					
None	21	21	21	22	21
1-2	40	40	41	41	40
3-5	27	28	26	23	27
More than 5 papers	12	12	12	14	12
Number of written papers or reports (11 pages or more)					
None	44	45	44	45	44
1-2	42	41	42	40	42
3-5	10	11	9	10	10
More than 5 papers	4	3	6	5	4
Estimated total number of pages written					
Fewer than 20 pages	20	<b>18</b>	<b>22</b>	24	19
20-49 pages	29	<b>29</b>	<b>30</b>	29	29
50-99 pages	30	<b>32</b>	<b>27</b>	28	30
100-149 pages	12	<b>14</b>	<b>10</b>	11	12
More than 150 pages	9	<b>7</b>	<b>11</b>	8	9

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	Female	Male	Minority	Non-Minority
Lower-division classes taken have been OK in size	37	34	39	<b>30</b>	<b>38</b>
Upper-division classes taken have been OK in size	81	82	81	78	82
Courses you need for major are available most of the time/nearly always	86	86	86	88	86
Courses you need for general education requirements are available most of the time/nearly always	82	81	83	80	82

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	Female	Male	Minority	Non-Minority
Entire educational experience at this institution is good or excellent	94	95	93	91	94
Probably or definitely would attend UW if you could start over again	91	92	91	89	92
Quality of instruction in <b>lower-division</b> courses is good/excellent	58	58	58	<b>49</b>	<b>60</b>
Quality of instruction in <b>upper-division</b> courses is good/excellent	91	<b>92</b>	<b>89</b>	89	91
Academic quality of this university in general is good or excellent	95	95	94	94	95
Academic quality of your major program is good or excellent	91	91	91	89	91
Academic advising you have received at this university is good or excellent	61	61	60	59	61
Students have to run around from one place to another to get information/approvals they need ( <i>agree or strongly agree</i> )	63	<b>67</b>	<b>59</b>	<b>70</b>	<b>62</b>

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**Table 19: Student Time Use**

Percent of Senior 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	23	23	23	<b>29</b>	<b>22</b>
11-20 hours per week	40	41	38	<b>41</b>	<b>39</b>
21 or more hours per week	37	36	39	<b>30</b>	<b>38</b>
Of time spent preparing for class, amount spent on assigned reading					
Very little/Some	38	<b>29</b>	<b>48</b>	35	39
About half	23	<b>23</b>	<b>22</b>	27	22
Most/Almost all	39	<b>48</b>	<b>29</b>	38	39
Employed either on or off campus	73	<b>79</b>	<b>67</b>	73	73
Work for pay <b>on campus</b>					
None	50	<b>46</b>	<b>54</b>	49	50
1-10 hours per week	19	<b>20</b>	<b>18</b>	18	19
11-20 hours per week	25	<b>26</b>	<b>22</b>	27	24
21 or more hours per week	6	<b>7</b>	<b>6</b>	6	6
Work for pay <b>off campus</b>					
None	64	<b>61</b>	<b>68</b>	69	64
1-10 hours per week	14	<b>16</b>	<b>12</b>	13	14
11-20 hours per week	14	<b>15</b>	<b>13</b>	13	14
21 or more hours per week	6	<b>8</b>	<b>6</b>	6	8
Community service or volunteer work					
None	48	<b>39</b>	<b>57</b>	45	48
1-5 hours per week	41	<b>48</b>	<b>33</b>	43	41
6 or more hours per week	11	<b>12</b>	<b>10</b>	12	11
Co-curricular activities (organizations, fraternity, sorority, campus publications, student government, intercollegiate/intramural sports)					
None	20	20	20	21	20
1-10 hours per week	62	63	60	58	62
11 or more hours per week	19	17	21	21	18
Relaxing/socializing (watching TV, partying, exercising, etc.)					
1-10 hours per week	44	<b>51</b>	<b>38</b>	<b>53</b>	<b>43</b>
11-20 hours per week	41	<b>37</b>	<b>45</b>	<b>39</b>	<b>41</b>
21 or more hours per week	15	<b>12</b>	<b>18</b>	<b>8</b>	<b>16</b>
Provide care for dependents (>0 hours per week)	12	12	11	<b>20</b>	<b>10</b>
Commute to campus (>5 hours per week)	20	20	20	21	19
Often attend exhibit, gallery, play, dance, other performance	20	21	19	<b>26</b>	<b>20</b>

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**Table 20: Obstacles to Academic Progress**

<b>Percent of Students who rate this a major or moderate obstacle:</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Minority</b>	<b>Non-Minority</b>
Money, work obligations, finances	50	<b>53</b>	<b>45</b>	56	49
Family obligations	17	<b>19</b>	<b>14</b>	<b>28</b>	<b>15</b>
Difficulties getting the courses you need	15	16	15	15	15
Lack of good academic advising	19	19	18	21	18
Lack of personal motivation	20	<b>18</b>	<b>23</b>	<b>26</b>	<b>19</b>
Poor academic performance	11	10	12	<b>21</b>	<b>10</b>
Personal health issues (physical or mental)	19	<b>22</b>	<b>15</b>	23	18

NOTES: Possible responses were "Not an obstacle at all", "Minor obstacle", "Moderate obstacle", or "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**

<b>Percent of Senior Students:</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>	<b>Minority</b>	<b>Non-Minority</b>
Highest level of education expected to complete:					
Some college but less than a bachelor's degree	2	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>
Bachelor's degree	27	<b>25</b>	<b>30</b>	<b>24</b>	<b>28</b>
Master's degree	42	<b>43</b>	<b>42</b>	<b>35</b>	<b>44</b>
Doctoral or professional degree	29	<b>31</b>	<b>26</b>	<b>37</b>	<b>28</b>
I expect to graduate from this university:					
in 4 years or less	60	<b>65</b>	<b>54</b>	59	60
in more than 4 years	40	<b>35</b>	<b>46</b>	41	40
I expect to graduate from another institution/ I may not graduate	0	0	0	0	0

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. Statistically significant differences based on a Chi-squared test (95% confidence interval) are highlighted and indicated with bold type in the table. Gender and minority 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. 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 table. Students with international status on their administrative record are reported as non-minority for this analysis.