

**2014 National Survey of Student Engagement
UW-Madison Senior Students by School or College of Enrollment**

Table 1: Respondents by School or College of Enrollment

| | Total Unweighted | | Total Weighted | |
|---|------------------|---------|----------------|---------|
| | Count | Percent | Count | Percent |
| Maximum Number of Survey Respondents | 1997 | 100 | 1997 | 100 |
| College of Agricultural and Life Sciences | 321 | 16 | 309 | 15 |
| School of Business | 170 | 9 | 176 | 9 |
| School of Education | 140 | 7 | 130 | 7 |
| College of Engineering | 316 | 16 | 363 | 18 |
| School of Human Ecology | 86 | 4 | 78 | 4 |
| College of Letters and Science | 894 | 45 | 875 | 44 |
| School of Nursing | 63 | 3 | 57 | 3 |
| School of Pharmacy | 7 | 0 | 7 | 0 |

NOTES: At UW-Madison, 1,997 senior students participated in the 2014 NSSE survey (response rate of 24 percent). School or college of enrollment is based on student's primary academic group in fall 2013. Results are weighted to adjust for differential response rates by gender and part-time status.

2014 National Survey of Student Engagement UW-Madison Senior Students by School or College of Enrollment

Table 2: Demographics of Respondents

| | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|---|-------|-----------|-----------|----------------|------------------|------------------|----------------------|-----------|
| Percent of Senior Students: | | | | | | | | |
| Age: 19 or younger | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 |
| 20-23 | 91 | 92 | 97 | 91 | 92 | 95 | 90 | 62 |
| 24 or older | 9 | 7 | 3 | 9 | 7 | 4 | 9 | 38 |
| Female | 51 | 60 | 40 | 68 | 20 | 74 | 56 | 80 |
| Has disability or impairment | 7 | 4 | 6 | 4 | 6 | 12 | 8 | 8 |
| Lesbian, gay, bisexual, questioning, other (non-heterosexual) | 6 | 5 | 1 | 7 | 3 | 7 | 9 | 3 |
| Minority student (excludes international students) | 13 | 16 | 19 | 14 | 15 | 18 | 18 | 8 |
| Veteran or current military | 2 | 1 | 0 | 1 | 3 | 2 | 1 | 3 |
| International student or foreign national | 4 | 3 | 9 | 1 | 7 | 0 | 4 | 0 |
| First generation student | 23 | 28 | 19 | 24 | 18 | 28 | 23 | 29 |
| Transfer start | 21 | 19 | 16 | 22 | 16 | 21 | 23 | 29 |
| Enrolled full-time (spring semester) | 88 | 90 | 91 | 94 | 90 | 86 | 86 | 84 |
| Member of a fraternity or sorority | 11 | 7 | 26 | 7 | 11 | 26 | 10 | 8 |
| Student-athlete on a team sponsored by university | 2 | 2 | 3 | 4 | 3 | 2 | 2 | 0 |
| Intend to complete two or more majors | 35 | 17 | 63 | 16 | 23 | 18 | 44 | 21 |
| Student Living Arrangements: | | | | | | | | 100 |
| Live in dormitory or campus housing | 4 | 3 | 4 | 5 | 2 | 5 | 5 | 7 |
| Live within walking distance (not campus housing) | 85 | 87 | 94 | 81 | 91 | 88 | 84 | 46 |
| Live within driving distance | 11 | 10 | 3 | 14 | 7 | 7 | 12 | 47 |

NOTES: At UW-Madison, 1,997 senior students participated in the 2014 NSSE survey (response rate of 24 percent). School or college of enrollment is based on student's primary academic group in fall 2013. Students in the School of Pharmacy are included in the total but are not shown separately. 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. Students with international status on their administrative record are reported as non-minority for this analysis. 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.

**2014 National Survey of Student Engagement
UW-Madison Senior Students by School or College of Enrollment**

Table 3: High Impact Practices

| Percent of Senior Students participating: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|---|--------------|-------------|-----------------|------------------------|--------------------------|--------------------------|----------------------------------|----------------|
| Practicum, internship, field experience, co-op experience, student teaching or clinical assignment | 63 | 61 | 84 | 71 | 67 | 87 | 53 | 78 |
| Courses included community-based (service-learning) project | 44 | 38 | 46 | 76 | 42 | 65 | 37 | 82 |
| Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) | 42 | 75 | 29 | 37 | 47 | 37 | 33 | 39 |
| Study abroad | 27 | 27 | 44 | 16 | 22 | 26 | 29 | 16 |
| Learning community or other formal program where groups of students take 2 or more classes together | 26 | 24 | 23 | 37 | 20 | 27 | 26 | 47 |
| Work on a research project with a faculty member outside of course or program requirements | 38 | 60 | 20 | 20 | 36 | 28 | 38 | 27 |
| Mean Number of High Impact Practices (0-6) | 2.4 | 2.8 | 2.4 | 2.6 | 2.3 | 2.7 | 2.1 | 2.9 |
| Percent of Students with at least one High Impact Practice | 91 | 95 | 97 | 94 | 91 | 97 | 87 | 90 |
| Percent of Students with two or more High Impact Practices | 70 | 84 | 70 | 82 | 69 | 80 | 63 | 83 |
| Hold a formal leadership role in a student organization/group | 52 | 52 | 69 | 41 | 52 | 65 | 50 | 39 |

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.

**2014 National Survey of Student Engagement
UW-Madison Senior Students by School or College of Enrollment**

Table 4: Higher Order Learning

| Percent of Senior Students agreeing: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|--|-------|-----------|-----------|----------------|------------------|------------------|----------------------|-----------|
| <i>Current courses emphasize "quite a bit" or "very much":</i> | | | | | | | | |
| Evaluating a point of view, decision or information source | 63 | 59 | 64 | 70 | 38 | 72 | 72 | 76 |
| Analyzing an idea, experience or line of reasoning in depth by examining its parts | 76 | 76 | 78 | 74 | 76 | 79 | 76 | 79 |
| Forming a new idea or understanding from various pieces of information | 67 | 59 | 64 | 77 | 65 | 71 | 69 | 75 |
| Applying facts, theories or methods to practical problems or new situations | 82 | 81 | 84 | 81 | 90 | 84 | 78 | 88 |
| Memorizing course material | 62 | 74 | 77 | 53 | 44 | 55 | 63 | 65 |

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 5: Reflective and Integrative Learning

| Percent of Senior Students: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|--|-------|-----------|-----------|----------------|------------------|------------------|----------------------|-----------|
| <i>In current year, students who often or very often:</i> | | | | | | | | |
| Combined ideas from different courses when completing assignments | 75 | 74 | 75 | 85 | 73 | 86 | 74 | 77 |
| Connected your learning to societal problems or issues | 62 | 58 | 58 | 80 | 42 | 88 | 67 | 83 |
| Included diverse perspectives (political, religious, racial, gender, etc.) in course discussions/assignments | 48 | 41 | 40 | 69 | 19 | 68 | 58 | 75 |
| Examined strengths/weaknesses of your own views on a topic | 62 | 60 | 60 | 70 | 50 | 69 | 66 | 79 |
| Tried to better understand someone else's views by imagining how issue looks from his/her perspective | 67 | 63 | 69 | 78 | 51 | 80 | 71 | 75 |
| Learned something that changed the way you understand an issue/concept | 72 | 68 | 66 | 78 | 66 | 81 | 74 | 78 |
| Connected ideas from course with prior experiences & knowledge | 87 | 84 | 85 | 94 | 82 | 94 | 87 | 92 |

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.

**2014 National Survey of Student Engagement
UW-Madison Senior Students by School or College of Enrollment**

Table 6: Quantitative Reasoning

| Percent of Senior Students: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|---|--------------|-------------|-----------------|------------------------|--------------------------|--------------------------|----------------------------------|----------------|
| <i>In current year, students who often or very often:</i> | | | | | | | | |
| Reached conclusions on your own analysis of numerical information (graphs, statistics, etc.) | 62 | 69 | 81 | 46 | 87 | 47 | 50 | 45 |
| Used numerical information to examine a real-world problem (unemployment, climate change, etc.) | 46 | 51 | 58 | 40 | 54 | 49 | 41 | 39 |
| Evaluated what others concluded from numerical information | 53 | 55 | 56 | 42 | 65 | 42 | 51 | 45 |

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.

Table 7: Collaborative Learning

| Percent of Senior Students: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|---|--------------|-------------|-----------------|------------------------|--------------------------|--------------------------|----------------------------------|----------------|
| <i>In current year, students who often or very often:</i> | | | | | | | | |
| Asked another student to help you understand course material | 53 | 60 | 57 | 60 | 72 | 45 | 41 | 49 |
| Explained course material to one or more students | 64 | 67 | 69 | 69 | 80 | 55 | 55 | 65 |
| Prepared for exams by working through course material with other students | 52 | 51 | 67 | 53 | 66 | 56 | 41 | 55 |
| Worked with other students on course projects/assignments | 66 | 64 | 89 | 72 | 87 | 76 | 52 | 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. See additional notes at end of Appendix.

**2014 National Survey of Student Engagement
UW-Madison Senior Students by School or College of Enrollment**

Table 8: Discussions with Diverse Others

| In current year, percent of students who often or very often: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|---|-------|------|-----------|----------------|------------------|------------------|----------------------|---------|
| <i>Had discussions with people:</i> | | | | | | | | |
| of a race or ethnicity other than your own | 67 | 65 | 69 | 57 | 68 | 68 | 68 | 70 |
| with religious beliefs other than your own | 73 | 75 | 67 | 73 | 71 | 68 | 75 | 71 |
| from economic background other than your own | 73 | 76 | 75 | 66 | 71 | 72 | 73 | 67 |
| with political views other than your own | 70 | 68 | 82 | 70 | 73 | 72 | 68 | 74 |

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.

Table 9: Experiences with Diverse Perspectives

| In current year, percent of students who often or very often: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|---|-------|-----------|-----------|----------------|------------------|------------------|----------------------|-----------|
| <i>Attended events that encouraged understanding of:</i> | | | | | | | | |
| Economic or social inequality | 16 | 14 | 18 | 17 | 8 | 17 | 19 | 28 |
| Issues of race, ethnicity or nationality | 17 | 13 | 11 | 23 | 9 | 19 | 20 | 30 |
| Religious or philosophical differences | 13 | 13 | 12 | 17 | 10 | 3 | 13 | 23 |
| Different political viewpoints | 14 | 10 | 14 | 14 | 8 | 11 | 17 | 21 |
| Issues of gender or sexual orientation | 13 | 12 | 7 | 20 | 9 | 12 | 16 | 18 |
| <i>Had discussions about:</i> | | | | | | | | |
| Economic or social inequality | 55 | 52 | 45 | 71 | 34 | 66 | 63 | 71 |
| Issues of race, ethnicity or nationality | 52 | 46 | 43 | 71 | 31 | 66 | 61 | 64 |
| Religious or philosophical differences | 43 | 40 | 33 | 46 | 31 | 38 | 52 | 49 |
| Different political viewpoints | 47 | 38 | 42 | 53 | 35 | 53 | 54 | 52 |
| Issues of gender or sexual orientation | 42 | 34 | 31 | 59 | 28 | 52 | 49 | 48 |
| Extent events at UW emphasized perspectives on societal differences (economic, ethnic, political, religious, etc.) (quite a bit or very much) | 48 | 47 | 42 | 45 | 34 | 49 | 54 | 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.

**2014 National Survey of Student Engagement
UW-Madison Senior Students by School or College of Enrollment**

Table 10: Student-Faculty Interactions

| Percent of Senior Students: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|--|--------------|-------------|-----------------|------------------------|--------------------------|--------------------------|----------------------------------|----------------|
| <i>In current year, students who often or very often:</i> | | | | | | | | |
| Discussed your academic performance with a faculty member | 20 | 19 | 23 | 27 | 17 | 15 | 20 | 29 |
| Talked about career plans with a faculty member | 37 | 41 | 36 | 47 | 30 | 50 | 35 | 54 |
| Discussed course topics, ideas, concepts with faculty outside class | 29 | 30 | 27 | 25 | 34 | 20 | 27 | 28 |
| Worked with faculty on activities other than coursework (committees, student groups, etc.) | 25 | 27 | 36 | 18 | 25 | 36 | 23 | 24 |

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.

Table 11: Effective Teaching Practices

| Percent of Senior Students: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|---|--------------|-------------|-----------------|------------------------|--------------------------|--------------------------|----------------------------------|----------------|
| <i>In current year, extent instructors have (quite a bit or very much):</i> | | | | | | | | |
| Clearly explained course goals and requirements | 84 | 81 | 89 | 86 | 79 | 83 | 86 | 79 |
| Taught course sessions in an organized way | 83 | 81 | 91 | 88 | 77 | 85 | 84 | 85 |
| Used examples or illustrations to explain difficult points | 82 | 80 | 87 | 88 | 81 | 87 | 80 | 88 |
| Provided feedback on a draft or work in progress | 49 | 43 | 52 | 51 | 44 | 58 | 51 | 53 |
| Provided prompt & detailed feedback on tests, completed assignments | 58 | 51 | 71 | 66 | 57 | 63 | 58 | 61 |

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.

**2014 National Survey of Student Engagement
UW-Madison Senior Students by School or College of Enrollment**

Table 12: Educational and Personal Growth

| Percent of Senior Students: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|--|--------------|-------------|-----------------|------------------------|--------------------------|--------------------------|----------------------------------|----------------|
| <i>UW experience contributed quite a bit or very much...</i> | | | | | | | | |
| Acquiring a broad general education | 85 | 85 | 92 | 88 | 75 | 79 | 88 | 88 |
| Acquiring job or work-related knowledge and skills | 69 | 63 | 89 | 85 | 80 | 73 | 58 | 80 |
| Writing clearly and effectively | 74 | 75 | 73 | 75 | 64 | 72 | 78 | 70 |
| Speaking clearly and effectively | 66 | 62 | 76 | 71 | 68 | 74 | 65 | 62 |
| Thinking critically and analytically | 91 | 94 | 86 | 95 | 93 | 87 | 91 | 85 |
| Analyzing numerical and statistical information | 70 | 80 | 85 | 45 | 94 | 62 | 60 | 40 |
| Working effectively with others | 74 | 75 | 87 | 88 | 80 | 82 | 65 | 79 |
| Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | 56 | 48 | 53 | 78 | 41 | 64 | 61 | 60 |
| Solving complex real-world problems | 65 | 64 | 69 | 70 | 78 | 63 | 58 | 69 |
| Developing or clarifying a personal code of values and ethics | 57 | 57 | 66 | 75 | 45 | 58 | 57 | 63 |
| Being an informed and active citizen | 58 | 49 | 65 | 65 | 48 | 67 | 62 | 63 |

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 13: Quality of Interactions with Others

| Mean score: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|---|--------------|-------------|-----------------|------------------------|--------------------------|--------------------------|----------------------------------|----------------|
| <i>Quality of interactions with people at your institution:</i> | | | | | | | | |
| Students | 5.8 | 5.8 | 6.0 | 6.0 | 6.0 | 5.9 | 5.6 | 6.3 |
| Academic Advisors | 5.0 | 4.7 | 5.5 | 4.7 | 4.8 | 6.0 | 4.9 | 5.3 |
| Faculty | 5.3 | 5.2 | 5.7 | 5.3 | 5.0 | 5.4 | 5.4 | 5.8 |
| Student services staff | 4.9 | 4.7 | 5.4 | 5.0 | 4.7 | 5.3 | 4.9 | 5.4 |
| Other administrative staff/offices (registrar, financial aid) | 4.9 | 4.9 | 5.2 | 4.9 | 4.6 | 5.2 | 4.9 | 5.4 |

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.

**2014 National Survey of Student Engagement
UW-Madison Senior Students by School or College of Enrollment**

Table 14: Supportive Campus Environment

| Percent of Senior Students: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|--|--------------|-------------|-----------------|------------------------|--------------------------|--------------------------|----------------------------------|----------------|
| <i>University emphasizes quite a bit or very much...</i> | | | | | | | | |
| Helping you manage your non-academic responsibilities (work, family, etc.) | 26 | 25 | 36 | 20 | 28 | 27 | 25 | 22 |
| Using learning support services | 72 | 70 | 76 | 69 | 69 | 76 | 74 | 69 |
| Providing support to help students succeed academically | 73 | 73 | 78 | 74 | 74 | 79 | 71 | 73 |
| Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | 44 | 40 | 51 | 39 | 41 | 45 | 44 | 58 |
| Providing opportunities to be involved socially | 73 | 69 | 77 | 77 | 72 | 79 | 73 | 68 |
| Providing support for your overall well-being (recreation, health care, counseling, etc.) | 73 | 73 | 75 | 75 | 73 | 81 | 72 | 65 |
| Attending campus activities & events (performing arts, athletic events, etc.) | 72 | 73 | 76 | 78 | 70 | 75 | 72 | 58 |
| Attending events that address important social, economic or political issues | 50 | 44 | 52 | 49 | 47 | 58 | 52 | 58 |
| Spending significant amounts of time on academic work | 90 | 92 | 87 | 89 | 92 | 87 | 90 | 91 |

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 15: Learning Strategies

| Percent of Senior Students: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|---|--------------|-------------|-----------------|------------------------|--------------------------|--------------------------|----------------------------------|----------------|
| <i>In current year, students who often or very often:</i> | | | | | | | | |
| Reviewed notes after class | 52 | 55 | 54 | 44 | 55 | 47 | 51 | 60 |
| Summarized what you learned in class or from course materials | 58 | 55 | 56 | 52 | 54 | 62 | 61 | 70 |
| Identified key information from reading assignments | 81 | 81 | 81 | 85 | 66 | 83 | 86 | 88 |

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.

**2014 National Survey of Student Engagement
UW-Madison Senior Students by School or College of Enrollment**

Table 16: Course Participation

| Percent of Senior Students: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|--|--------------|-------------|-----------------|------------------------|--------------------------|--------------------------|----------------------------------|----------------|
| Asked questions in class or contributed to class discussions | 68 | 60 | 66 | 77 | 60 | 81 | 72 | 70 |
| Made a class presentation | 47 | 38 | 72 | 60 | 51 | 76 | 39 | 38 |
| Prepared 2 or more drafts of a paper/ assignment before turning in | 35 | 36 | 38 | 35 | 33 | 37 | 34 | 45 |
| Come to class without completing readings or assignments | 29 | 25 | 33 | 30 | 28 | 29 | 30 | 41 |
| Courses challenge you to do your best work (mean score, scale=1-7) | 5.5 | 5.7 | 5.4 | 5.5 | 5.6 | 5.2 | 5.4 | 5.6 |
| Number of written papers or reports (up to 5 pages) | | | | | | | | |
| 0-2 | 24 | 25 | 20 | 17 | 36 | 22 | 20 | 29 |
| 3-5 | 27 | 29 | 34 | 22 | 29 | 14 | 27 | 18 |
| 6-10 | 23 | 24 | 25 | 19 | 19 | 19 | 26 | 13 |
| 11 or more papers | 26 | 22 | 21 | 42 | 16 | 44 | 27 | 39 |
| Number of written papers or reports (between 6-10 pages) | | | | | | | | |
| None | 21 | 29 | 21 | 16 | 23 | 12 | 17 | 34 |
| 1-2 | 40 | 41 | 41 | 41 | 43 | 41 | 39 | 43 |
| 3-5 | 27 | 20 | 32 | 31 | 21 | 36 | 30 | 15 |
| More than 5 papers | 12 | 9 | 6 | 12 | 13 | 11 | 14 | 8 |
| Number of written papers or reports (11 pages or more) | | | | | | | | |
| None | 44 | 53 | 48 | 45 | 34 | 47 | 43 | 62 |
| 1-2 | 42 | 37 | 39 | 44 | 43 | 43 | 43 | 29 |
| 3-5 | 10 | 8 | 11 | 8 | 14 | 10 | 9 | 6 |
| More than 5 papers | 4 | 2 | 2 | 2 | 9 | 0 | 4 | 4 |
| Estimated total number of pages written | | | | | | | | |
| Fewer than 20 pages | 20 | 25 | 25 | 15 | 19 | 23 | 16 | 25 |
| 20-49 pages | 29 | 33 | 25 | 27 | 35 | 17 | 29 | 28 |
| 50-99 pages | 30 | 27 | 31 | 28 | 25 | 30 | 33 | 29 |
| 100-149 pages | 12 | 9 | 14 | 22 | 8 | 24 | 12 | 14 |
| More than 150 pages | 9 | 7 | 4 | 9 | 14 | 6 | 10 | 4 |

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.

**2014 National Survey of Student Engagement
UW-Madison Senior Students by School or College of Enrollment**

Table 17: Availability of Courses

| Percent of Senior Students agreeing: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|--|--------------|-------------|-----------------|------------------------|--------------------------|--------------------------|----------------------------------|----------------|
| Lower-division classes taken have been OK in size | 37 | 30 | 48 | 32 | 37 | 41 | 37 | 32 |
| Upper-division classes taken have been OK in size | 81 | 81 | 94 | 87 | 80 | 92 | 79 | 75 |
| Courses you need for major are available most of the time/nearly always | 86 | 83 | 97 | 89 | 84 | 89 | 85 | 91 |
| Courses you need for general education requirements are available most of the time/nearly always | 82 | 77 | 92 | 76 | 86 | 80 | 82 | 68 |

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 | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|---|--------------|-------------|-----------------|------------------------|--------------------------|--------------------------|----------------------------------|----------------|
| Entire educational experience at this institution is good or excellent | 94 | 92 | 99 | 97 | 93 | 90 | 93 | 95 |
| Probably or definitely would attend UW if you could start over again | 91 | 93 | 95 | 94 | 93 | 88 | 90 | 89 |
| Quality of instruction in lower-division courses is good/excellent | 58 | 47 | 67 | 50 | 56 | 54 | 62 | 72 |
| Quality of instruction in upper-division courses is good/excellent | 91 | 92 | 96 | 97 | 83 | 94 | 91 | 88 |
| Academic quality of this university in general is good or excellent | 95 | 94 | 96 | 97 | 92 | 94 | 95 | 98 |
| Academic quality of your major program is good or excellent | 91 | 93 | 92 | 92 | 90 | 81 | 91 | 84 |
| Academic advising you have received at this university is good or excellent | 61 | 52 | 80 | 55 | 58 | 85 | 59 | 59 |
| Students have to run around from one place to another to get information/approvals they need (<i>agree or strongly agree</i>) | 63 | 71 | 48 | 61 | 59 | 51 | 66 | 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.

**2014 National Survey of Student Engagement
UW-Madison Senior Students by School or College of Enrollment**

Table 19: Student Time Use

| Percent of Senior Students: | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|---|-------|-----------|-----------|----------------|------------------|------------------|----------------------|-----------|
| Spend time preparing for class (studying, reading, writing, doing lab work or homework, | | | | | | | | |
| 1-10 hours per week | 23 | 18 | 26 | 29 | 14 | 27 | 26 | 32 |
| 11-20 hours per week | 40 | 41 | 45 | 44 | 28 | 40 | 42 | 47 |
| 21 or more hours per week | 37 | 41 | 29 | 27 | 58 | 33 | 32 | 21 |
| Of time spent preparing for class, amount spent on assigned reading | | | | | | | | |
| Very little/Some | 38 | 44 | 30 | 35 | 75 | 21 | 25 | 27 |
| About half | 23 | 28 | 24 | 22 | 15 | 25 | 23 | 28 |
| Most/Almost all | 39 | 28 | 46 | 43 | 10 | 54 | 51 | 45 |
| Employed either on or off campus | 73 | 80 | 69 | 81 | 57 | 63 | 76 | 91 |
| Work for pay on campus : | | | | | | | | |
| None | 50 | 45 | 49 | 53 | 60 | 61 | 46 | 57 |
| 1-10 hours per week | 19 | 23 | 19 | 21 | 19 | 9 | 18 | 13 |
| 11-20 hours per week | 25 | 26 | 27 | 19 | 19 | 24 | 27 | 25 |
| 21 or more hours per week | 6 | 6 | 5 | 7 | 2 | 5 | 9 | 6 |
| Work for pay off campus : | | | | | | | | |
| None | 64 | 66 | 71 | 46 | 74 | 64 | 63 | 36 |
| 1-10 hours per week | 14 | 16 | 12 | 28 | 10 | 13 | 14 | 15 |
| 11-20 hours per week | 14 | 11 | 15 | 16 | 11 | 16 | 15 | 21 |
| 21 or more hours per week | 7 | 8 | 2 | 10 | 5 | 6 | 8 | 29 |
| Community service or volunteer work: | | | | | | | | |
| None | 48 | 40 | 53 | 25 | 67 | 25 | 48 | 33 |
| 1-5 hours per week | 41 | 50 | 39 | 57 | 29 | 52 | 38 | 58 |
| 6 or more hours per week | 11 | 10 | 8 | 18 | 4 | 23 | 14 | 9 |
| Co-curricular activities (organizations, fraternity, sorority, campus publications, sports) | | | | | | | | |
| None | 20 | 19 | 5 | 22 | 16 | 15 | 24 | 32 |
| 1-10 hours per week | 62 | 66 | 72 | 58 | 62 | 63 | 58 | 59 |
| 11 or more hours per week | 19 | 14 | 23 | 19 | 22 | 21 | 18 | 9 |
| Relax/socialize (watch TV, party, exercise, etc.): | | | | | | | | |
| 1-10 hours per week | 44 | 50 | 35 | 52 | 43 | 36 | 43 | 66 |
| 11-20 hours per week | 41 | 38 | 42 | 32 | 47 | 43 | 41 | 24 |
| 21 or more hours per week | 15 | 12 | 22 | 15 | 10 | 21 | 17 | 10 |
| Provide care for dependents (>0 hours per week) | 12 | 8 | 10 | 9 | 11 | 15 | 12 | 36 |
| Commute to campus (>5 hours per week) | 20 | 22 | 15 | 17 | 16 | 21 | 20 | 30 |
| Often attend exhibit, gallery, play, dance, other performance | 20 | 18 | 21 | 31 | 13 | 20 | 23 | 13 |

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.

**2014 National Survey of Student Engagement
UW-Madison Senior Students by School or College of Enrollment**

Table 20: Obstacles to Academic Progress

Percent of Students who rate this a major or moderate obstacle:

| | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|---|-------|-----------|-----------|----------------|------------------|------------------|----------------------|-----------|
| Money, work obligations, finances | 50 | 52 | 37 | 59 | 45 | 47 | 50 | 75 |
| Family obligations | 17 | 18 | 11 | 16 | 17 | 16 | 16 | 29 |
| Difficulties getting the courses you need | 15 | 14 | 9 | 13 | 17 | 17 | 16 | 13 |
| Lack of good academic advising | 19 | 26 | 6 | 21 | 18 | 10 | 19 | 21 |
| Lack of personal motivation | 20 | 20 | 11 | 23 | 23 | 19 | 22 | 11 |
| Poor academic performance | 11 | 18 | 2 | 4 | 11 | 5 | 13 | 7 |
| Personal health issues (physical or mental) | 19 | 20 | 11 | 15 | 17 | 17 | 21 | 21 |

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

Table 21: Future Plans

Percent of Senior Students:

| | Total | CALS | Business | Edu- cation | Engineer- ing | Human Ecology | Letters & Science | Nursing |
|---|-------|-----------|-----------|----------------|------------------|------------------|----------------------|---------|
| Highest level of education expected to complete: | | | | | | | | |
| Some college but less than a bachelor's degree | 2 | 2 | 1 | 2 | 3 | 0 | 1 | 4 |
| Bachelor's degree | 27 | 22 | 34 | 15 | 34 | 41 | 26 | 22 |
| Master's degree | 42 | 28 | 60 | 54 | 49 | 44 | 40 | 40 |
| Doctoral or professional degree | 29 | 48 | 6 | 29 | 14 | 15 | 33 | 33 |
| I expect to graduate from this university: | | | | | | | | |
| in 4 years or less | 60 | 69 | 77 | 41 | 28 | 75 | 67 | 55 |
| in more than 4 years | 40 | 30 | 23 | 59 | 72 | 25 | 32 | 45 |
| I expect to graduate from another institution/ I may not graduate | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |

NOTES: At UW-Madison, 1,997 senior students participated in the 2014 NSSE survey (24 percent response rate). School or college of enrollment is based on student's primary academic group in fall 2013. Students in the School of Pharmacy are included in the total but not reported separately. 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. Statistical tests are conducted comparing students in each college separately to all other senior student respondents.