

2014 National Survey of Student Engagement
UW-Madison Senior Students by Transfer Status and First Generation Status

Table 1: Respondents by Transfer Status and First-Generation Status

	Total Unweighted		Total Weighted	
	Count	Percent	Count	Percent
Maximum Number of Survey Respondents	1997	100	1997	100
Transfer Status				
Transfer start	405	20	411	21
First-year start	1592	80	1586	79
First Generation Status				
Neither parent has a bachelor's degree	456	23	456	23
At least one parent has a bachelor's degree	1541	77	1541	77

NOTES: At UW-Madison, 1,997 senior students participated in the 2014 NSSE survey (response rate of 24 percent). First generation 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. 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 Transfer Status and First Generation Status

Table 2: Demographics of Respondents

	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
Percent of Senior Students (weighted):					
Age: 19 or younger	1	1	0	0	1
20-23	91	96	72	86	92
24 or older	9	4	28	14	7
Female	51	51	50	52	51
Has disability or impairment	7	5	15	6	7
Lesbian, gay, bisexual, questioning, other (non-heterosexual)	6	6	8	7	6
Minority student (excludes international students)	16	16	17	23	14
Veteran or current military	2	1	6	3	1
International student or foreign national	4	3	9	4	5
First generation status (neither parent has Bachelor's degree)	23	20	33		
Transfer Start				29	18
Enrolled full-time (spring semester)	88	89	86	89	88
Member of a fraternity or sorority	11	13	7	9	12
Student-athlete on a team sponsored by university	2	3	2	1	3
Intend to complete two or more majors	35	38	23	33	35
Student Living Arrangements:					
Live in dormitory or campus housing	4	4	3	5	3
Live within walking distance (not campus housing)	85	89	67	76	88
Live within driving distance	11	6	30	18	9

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. 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 Transfer Status and First Generation Status

Table 3: High Impact Practices

	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
Percent of Senior Students participating:					
Practicum, internship, field experience, co-op experience, student teaching or clinical assignment	63	66	52	57	65
Courses included community-based (service-learning) project	44	44	40	49	42
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	42	44	35	39	44
Study abroad	27	30	16	20	30
Learning community or other formal program where groups of students take 2 or more classes together	26	28	19	21	28
Work on a research project with a faculty member outside of course or program requirements	38	40	29	33	39
Mean Number of High Impact Practices (0-6)	2.4	2.5	1.9	2.2	2.4
Percent of Students with at least one High Impact Practice	91	93	80	89	91
Percent of Students with two or more High Impact Practices	70	74	55	64	72
Hold a formal leadership role in a student organization/group	52	56	37	43	55

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

	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
Percent of Senior Students agreeing:					
<i>Current courses emphasize "quite a bit" or "very much":</i>					
Evaluating a point of view, decision or information source	63	63	64	64	63
Analyzing an idea, experience or line of reasoning in depth by examining its parts	76	77	76	76	77
Forming a new idea or understanding from various pieces of information	67	66	69	65	67
Applying theories or methods to practical problems or new situations	82	82	80	81	82
Memorizing course material	62	62	62	63	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 Transfer Status and First Generation Status

Table 5: Reflective and Integrative Learning

Percent of Senior Students:	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
<i>In current year, students who often or very often:</i>					
Combined ideas from different courses when completing assignments	75	76	73	75	75
Connected your learning to societal problems or issues	62	62	65	61	63
Included diverse perspectives (political, religious, racial, gender, etc.) in course discussions/assignments	48	48	51	47	49
Examined strengths/weaknesses of your own views on a topic	62	62	63	63	62
Tried to better understand someone else's views by imagining how issue looks from his/her perspective	67	67	69	67	67
Learned something that changed the way you understand an issue/concept	72	71	74	69	73
Connected ideas from course with prior experiences & knowledge	87	86	87	86	87

Table 6: Quantitative Reasoning

Percent of Senior Students:	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
<i>In current year, students who often or very often:</i>					
Reached conclusions on your own analysis of numerical information (graphs, statistics, etc.)	62	62	61	54	64
Used numerical information to examine a real-world problem (unemployment, climate change, etc.)	46	46	48	45	47
Evaluated what others concluded from numerical information	53	53	55	51	54

Table 7: Collaborative Learning

Percent of Senior Students:	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
<i>In current year, students who often or very often:</i>					
Asked another student to help you understand course material	53	54	49	47	54
Explained course material to one or more students	64	65	59	54	67
Prepared for exams by working through course material with other students	52	54	41	45	53
Worked with other students on course projects/assignments	66	68	60	61	68

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 Transfer Status and First Generation Status

Table 8: Discussions with Diverse Others

<i>In current year, percent of students who often or very often:</i>	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
<i>Had discussions with people:</i>					
of a race or ethnicity other than your own	67	66	70	69	66
with religious beliefs other than your own	73	73	71	73	73
from economic background other than your own	73	72	75	77	71
with political views other than your own	70	71	67	69	71

Table 9: Experiences with Diverse Perspectives

<i>In current year, percent of students who often or very often:</i>	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
<i>Attended events that encouraged understanding of:</i>					
Economic or social inequality	16	16	17	16	16
Issues of race, ethnicity or nationality	17	17	16	19	16
Religious or philosophical differences	13	13	12	12	13
Different political viewpoints	14	14	15	11	15
Issues of gender or sexual orientation	13	13	16	14	13
<i>Had discussions about:</i>					
Economic or social inequality	55	55	55	55	55
Issues of race, ethnicity or nationality	52	53	51	52	52
Religious or philosophical differences	43	43	43	40	44
Different political viewpoints	47	47	47	44	48
Issues of gender or sexual orientation	42	42	39	41	42
Extent events at UW emphasized perspectives on societal differences (economic, ethnic, political, religious, etc.)? (quite a bit or very much)	48	47	50	42	49

Table 10: Student-Faculty Interactions

Percent of Senior Students:	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
<i>In current year, students who often or very often:</i>					
Discussed your academic performance with a faculty member	20	20	21	21	20
Talked about career plans with a faculty member	37	38	35	39	37
Discussed course topics, ideas or concepts with faculty outside of class	29	28	30	26	29
Worked with faculty on activities other than coursework (committees, student groups, etc.)	25	26	23	23	26

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 Transfer Status and First Generation Status

Table 11: Effective Teaching Practices

Percent of Senior Students:	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
<i>In current year, extent instructors have done quite a bit or very much:</i>					
Clearly explained course goals and requirements	84	84	82	83	84
Taught course sessions in an organized way	83	83	81	82	83
Used examples or illustrations to explain difficult points	82	83	78	79	83
Provided feedback on a draft or work in progress	49	48	50	53	47
Provided prompt & detailed feedback on tests, completed assignments	58	59	58	57	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.

Table 12: Educational and Personal Growth

Percent of Senior Students:	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
<i>UW experience contributed quite a bit or very much:</i>					
Acquiring a broad general education	85	87	79	87	85
Acquiring job or work-related knowledge and skills	69	70	63	68	69
Writing clearly and effectively	74	75	69	75	73
Speaking clearly and effectively	66	69	58	70	65
Thinking critically and analytically	91	92	90	93	91
Analyzing numerical and statistical information	70	70	69	68	71
Working effectively with others	74	75	69	73	74
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	56	56	55	61	55
Solving complex real-world problems	65	65	64	64	65
Developing or clarifying a personal code of values and ethics	57	57	57	56	57
Being an informed and active citizen	58	59	56	59	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.

2014 National Survey of Student Engagement
UW-Madison Senior Students by Transfer Status and First Generation Status

Table 13: Quality of Interactions with Others

Mean score:	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
<i>Quality of interactions with people at your institution:</i>					
Students	5.8	5.9	5.5	5.7	5.8
Academic Advisors	5.0	4.9	5.2	5.2	4.9
Faculty	5.3	5.3	5.4	5.3	5.3
Student services staff	4.9	4.9	4.9	5.1	4.9
Other administrative staff/offices (registrar, financial aid)	4.9	4.8	5.0	5.0	4.8

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

Table 14: Supportive Campus Environment

Percent of Senior Students:	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
<i>University emphasizes quite a bit or very much:</i>					
Helping you manage your non-academic responsibilities (work, family, etc.)	26	27	25	29	26
Using learning support services	72	74	65	73	72
Providing support to help students succeed academically	73	74	69	72	73
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	44	43	45	46	43
Providing opportunities to be involved socially	73	74	69	71	73
Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	74	68	69	74
Attending campus activities & events (performing arts, athletic events, etc.)	72	73	69	70	73
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	90	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.

2014 National Survey of Student Engagement
UW-Madison Senior Students by Transfer Status and First Generation Status

Table 15: Learning Strategies

Percent of Senior Students:	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
<i>In current year, students who often or very often:</i>					
Reviewed notes after class	52	51	57	52	52
Summarized what you learned in class or from course materials	58	57	61	57	58
Identified key information from reading assignments	81	81	81	82	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

In Current Year, Percent of Senior Students:	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
Asked questions in class or contributed to class discussions	68	68	67	65	69
Made a class presentation	47	49	38	43	48
Prepared two or more drafts of a paper/ assignment before turning in	35	34	39	35	35
Come to class without completing readings or assignments	29	29	32	30	29
Courses challenge you to do your best work (mean score, scale=1-7)	5.5	5.5	5.5	5.5	5.5
Number of written papers or reports (up to 5 pages)					
0-2	24	24	25	25	24
3-5	27	28	26	29	27
6-10	23	22	26	24	23
11 or more papers	26	26	23	22	27
Number of written papers or reports (between 6-10 pages)					
None	21	20	23	23	20
1-2	40	41	38	41	40
3-5	27	27	24	27	27
More than 5 papers	12	11	15	9	13
Number of written papers or reports (11 pages or more)					
None	44	43	47	46	44
1-2	42	42	39	41	42
3-5	10	10	9	8	11
More than 5 papers	4	4	5	5	4
Estimated total number of pages written					
Fewer than 20 pages	20	19	23	22	19
20-49 pages	29	30	28	30	29
50-99 pages	30	31	26	30	30
100-149 pages	12	12	13	10	13
More than 150 pages	9	9	10	7	10

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 Transfer Status and First Generation Status

Table 17: Availability of Courses

Percent of Senior Students agreeing:	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
Lower-division classes taken have been OK in size	37	38	31	34	37
Upper-division classes taken have been OK in size	81	84	74	83	81
Courses you need for major are available most of the time/nearly always	86	86	87	85	87
Courses you need for general education requirements are available most of the time/nearly always	82	82	81	85	81

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	First-Year Start	Transfer Start	First Generation	Not First Generation
Entire educational experience at this institution is good or excellent	94	95	89	91	94
Probably or definitely would attend UW if you could start over again	91	92	87	90	92
Quality of instruction in lower-division courses is good/excellent	58	57	63	58	58
Quality of instruction in upper-division courses is good/excellent	91	92	87	91	91
Academic quality of this university in general is good or excellent	95	95	92	94	95
Academic quality of your major program is good or excellent	91	92	87	91	91
Academic advising you have received at this university is good or excellent	61	59	66	64	59
Students have to run around from one place to another to get information/approvals they need (<i>agree or strongly agree</i>)	63	63	64	64	63

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2014 National Survey of Student Engagement
UW-Madison Senior Students by Transfer Status and First Generation Status

Table 19: Student Time Use

	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
Percent of Senior Students Spending 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	25	27	22
11-20 hours per week	40	40	39	37	40
21 or more hours per week	37	38	36	36	38
Of time spent preparing for class, amount spent on assigned reading					
Very little/Some	38	39	36	35	39
About half	23	21	27	22	23
Most/Almost all	39	40	37	42	38
Employed either on or off campus	73	74	69	80	71
Work for pay on campus					
None	50	47	62	47	51
1-10 hours per week	19	20	13	17	19
11-20 hours per week	25	26	19	30	23
21 or more hours per week	6	7	6	6	7
Work for pay off campus					
None	64	67	55	59	66
1-10 hours per week	14	14	14	17	13
11-20 hours per week	14	13	19	15	14
21 or more hours per week	7	6	12	9	7
Community service or volunteer work					
None	48	46	54	46	48
1-5 hours per week	41	43	34	42	41
6 or more hours per week	11	11	13	12	11
Co-curricular activities (organizations, fraternity, sorority, student government, publications, intercollegiate/intramural sports, etc.)					
None	20	16	36	28	18
1-10 hours per week	62	64	52	58	63
11 or more hours per week	19	20	12	14	20
Relaxing/socializing (watching TV, partying, exercising, etc.)					
1-10 hours per week	44	42	52	48	43
11-20 hours per week	41	42	36	40	41
21 or more hours per week	15	16	12	12	16
Provide care for dependents (>0 hours per week)	12	8	25	19	9
Commute to campus (>5 hours per week)	20	17	28	22	19
Often attend exhibit, gallery, play, dance, other performance	20	21	20	19	21

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2014 National Survey of Student Engagement
UW-Madison Senior Students by Transfer Status and First Generation Status

Table 20: Obstacles to Academic Progress

Percent of Senior Students who rate this a major or moderate obstacle:	Total	First-Year Start	Transfer Start	First Generation	Not First Generation
Money, work obligations, finances	50	47	59	63	45
Family obligations	17	14	26	27	13
Difficulties getting the courses you need	15	14	19	15	15
Lack of good academic advising	19	19	18	17	19
Lack of personal motivation	20	20	21	21	20
Poor academic performance	11	11	13	13	11
Personal health issues (physical or mental)	19	17	26	19	18

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	First-Year Start	Transfer Start	First Generation	Not First Generation
Highest level of education expected to complete:					
Some college but less than a bachelor's degree	2	1	2	2	1
Bachelor's degree	27	26	32	34	25
Master's degree	42	42	43	38	44
Doctoral or professional degree	29	30	23	26	30
I expect to graduate from this university:					
in 4 years or less	60	62	50	54	62
in more than 4 years	40	38	49	46	38
I expect to graduate from another institution/ I may not graduate	0	0	1	0	0

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