

University of Wisconsin-Madison Undergraduate Student Survey, 2006

Gender Comparisons

Introduction

The University of Wisconsin Survey Center (UWSC) conducted the ninth Undergraduate Survey during the spring semester of the 2005-06 academic year. (The survey was conducted annually from 1993 to 1998, in 2000, and again in 2003.) As in previous years, a random sample of UW-Madison undergraduates was selected. The sample was drawn in the fall of 2005, and fielded February 1, 2006. Interviews were completed for a total of 1303 students, who were interviewed by telephone midway through the semester. The students were asked questions to assess student attitudes, engagement, and satisfaction with many aspects of campus life.

This report offers basic analysis of the data aimed at comparing the experiences and perceptions of men and women. Because the survey is based on a sample of the population of students rather than the whole population, it is necessary to use statistical significance testing to determine when the responses of men and women are really different from each other. Throughout the tables in this report, numbers in bold-faced type indicate statistically significant gender differences between female and male students at the 95% confidence level.

The Office of Academic Planning and Analysis (APA) is the institutional repository for data from the undergraduate survey for 2006 and earlier years. Further information on the survey, including survey questions, methodology, and breakdowns by other categories (such as student level, minority status, and transfer status), is available at the APA website: http://apa.wisc.edu/performance_student_surveys.html. Individuals interested in conducting their own analyses of the undergraduate survey data from 2006 or prior years may contact APA for information on obtaining access to the data.

Summary

The most important finding from examining these data is that women and men are very similar in their perceptions of the University of Wisconsin – Madison and their experiences as students. Although this report highlights some of the differences the data reveal, the similarities of responses are much more numerous than the differences.

Table 1: Student Demographics

In order to interpret differences between male and female students, it is helpful to understand other ways the two groups differ from each other. Men are slightly more likely to have arrived to UW-Madison as transfer students and more likely to be non-residents, but more women were employed during the time of the survey.

Table 1: Student Demographics

Percent of Respondents	Gender	
	Female	Male
Student Year (administrative record)		
First-year	22.9	19.8
Sophomore	21.2	21.2
Junior	23.4	26.3
Senior	32.5	32.7
Admitted as Transfer Student	13.2	17.8
Residency Status		
Wisconsin Resident	69.8	65.6
Minnesota Reciprocity Student	14.5	10.4
Non-Resident	15.8	24.0
Respondent Age: 17-20	57.7	52.1
21-24	38.6	43.3
25 and over	3.8	4.6
Racial/ Ethnic Background		
Minority Student	11.3	11.7
Black/ African American	2.9	2.4
Hispanic/ Latino	3.0	2.2
American Indian/ Alaska Native	0.9	1.0
Southeast Asian American	1.5	1.5
Other Asian/ Pacific Islander	3.0	4.6
White/ Caucasian	84.2	82.5
Foreign	2.1	2.8
Unknown	2.4	3.0
Enrolled Part-time	7.9	10.0
Currently Employed	68.6	54.7
Work 30 or more hours per week	8.2	6.2
Location of Workplace:		
On Campus	44.8	46.9
Off Campus	44.8	45.4
Both On and Off Campus	10.4	7.7
First-Generation College Student		
Both parents graduated from college	53.3	60.4
One parent graduated from college	23.5	20.3
One or both parents attended some college or trade school	12.8	10.6
Neither parent attended any college or trade school	10.5	8.7

Notes: 1303 undergraduate students responded to the 2006 survey, including 311 minority students and 676 female students. Minority students include those who identified themselves as African American/ Black, Asian, Hispanic/Latino, or American Indian/Alaska Native on the university's administrative records. Foreign students, Whites, and those who chose not to identify their race/ ethnic background are classified as non-minority.

Numbers shown in boldface indicate a statistically significant difference at the 95% confidence level.

Table 2: Transition from High School to UW-Madison

The first step in having a good experience at UW-Madison is feeling well-prepared to study here and making a smooth transition. There are no gender differences in students' experience of the transition from high school to UW-Madison, or in the amount of assistance they received in making the transition.

Table 2: Transition from High School to UW-Madison

Survey Question	Gender	
	Female	Male
(Asked of First Year Students and Students who Started Here as Freshmen)		
How well do you think your high school prepared you for the UW-Madison?		
Extremely Well	40.4	45.5
Somewhat Well	52.1	45.9
Not Very Well	7.5	8.7
How much difficulty did you have in making the transition from your high school to UW-Madison?		
A Great Deal of Difficulty	5.1	2.8
Some Difficulty	23.0	26.4
A Little	49.7	45.5
Not at All	22.2	25.3
(Asked of All Students)		
Thinking back to the time when you first came to UW-Madison, how satisfied were you with the assistance you received from the university in making the transition to the academic program here?		
Very Satisfied	26.7	27.6
Somewhat Satisfied	56.9	54.1
Somewhat Dissatisfied	14.4	16.2
Very Dissatisfied	2.0	2.1

Notes: 1303 undergraduate students responded to the 2006 survey, including 676 female students. For these questions, students are asked to rate the university according to the following scale: Extremely Well, Somewhat Well or Not Very Well; A Great Deal of Difficulty, Some Difficulty, A Little Difficulty or No Difficulty at All. Numbers shown in boldface indicate a statistically significant difference between male and female respondents at the 95% confidence level.

Table 3: Academic Engagement and Choices

These questions tap students' integration into their day-to-day academic work and help us indicate the degree to which students might be academically vulnerable because of problems they are facing, choices they are making, or both. Men report missing class more often and going to class unprepared more often than women do. They offer many more reasons for missing class or going unprepared: they cite having too much school work to do, being bored by class, the early hour of their class, partying too much, and being engaged in other activities. Women are more likely than men to say they missed class or went unprepared because of feeling too down or depressed or because of physical health problems.

Table 3: Academic Engagement and Choices

Percent of Respondents	Gender							
	Female				Male			
	Once a Week or More	Several times a month	Once a month or less	Never	Once a Week or More	Several times a month	Once a month or less	Never
Since the beginning of the current academic year did you drop any courses after classes began? (Percent Yes)								
				30.2				35.0
Overall, during the current academic year, how often have you missed class, discussion section or lab?	8.7	28.2	49.1	14.1	18.7	32.4	35.3	13.6
Overall, during the current academic year, how often have you come to class	9.8	17.7	47.0	25.5	15.9	25.7	35.6	22.9
How often have you missed class, discussion section or lab, or come to class unprepared because of								
too much school work to do	5.0	17.2	40.5	37.3	4.7	21.3	31.5	42.5
found the course boring	7.0	18.9	34.6	39.6	15.4	23.0	25.7	36.0
feeling too down or stressed	5.4	12.2	28.9	53.4	5.7	10.2	20.0	64.2
conflict between job and academic work	2.7	6.9	19.9	70.4	4.4	8.1	16.8	70.7
physical health problems	1.0	5.9	31.1	62.0	0.8	2.2	22.0	75.0
partying on day of class or previous night	0.7	5.0	23.7	70.7	6.1	13.4	23.4	57.2
don't understand what's going on in class	2.1	2.7	12.1	83.2	1.9	4.0	9.6	84.5
other campus activities	0.8	2.5	10.4	86.3	1.1	5.6	13.8	79.6
athletic activities	0.5	2.0	3.8	93.7	1.3	2.6	6.2	90.0
class is held too early in morning	3.1	6.5	18.9	71.5	7.8	13.3	20.2	58.7

Notes: 1303 undergraduate students responded to the 2006 survey, including 311 minority students and 676 female students. For these questions, students are asked to rate how often they missed class or were unprepared for class on the following scale: Almost every day, Once or twice a week, several times a month, once a month or less, or never. Numbers shown in boldface indicate a statistically significant difference between male and female respondents at the 95% confidence level.

Table 4: Advising

Since the early 1990s, UW-Madison has dramatically increased advising services available to students with the aim of making sure all students get regular assistance from advisors. There are no differences between men and women in how often they meet with advisors or how they evaluate advising services.

Table 4: Advising

Survey Question	Gender									
	Female					Male				
Since the Fall Semester, how many times did you...				3-4	5 or More				3-4	5 or More
	None	Once	Twice	Times	More	None	Once	Twice	Times	More
meet with an adviser	23.4	33.8	23.7	13.3	5.7	27.8	32.4	21.7	13.5	4.5
have telephone or email contact with adviser	36.3	20.4	18.1	14.7	10.5	41.2	19.4	19.1	13.6	6.7
total contacts (phone, e-mail, in-person)	18.0	11.1	21.2	23.5	26.2	22.9	13.0	19.2	22.3	22.6
Did you work with more than one adviser?		No Adviser Contact	Only 1 Adviser	> 1 Adviser		No Adviser Contact	Only 1 Adviser	> 1 Adviser		
		18.0	58.0	24.0		22.9	54.6	22.5		
How do you rate...		Excellent/ Very Good	Good	Fair/ Poor		Excellent/ Very Good	Good	Fair/ Poor		
academic advising		39.2	27.3	33.5		39.5	27.4	33.0		
advising on career preparation and planning?		31.4	36.4	32.1		34.8	33.2	32.0		
amount of time adviser spent with you		59.9	29.4	10.7		58.2	28.0	13.8		
adviser's knowledge of rules, requirements		64.1	21.9	14.0		68.2	19.5	12.3		
adviser's attitude towards you		72.8	19.6	7.6		74.8	17.0	8.2		
quality of help you received from adviser		61.9	21.8	16.3		63.2	22.7	14.1		
Type of advising help requested (for those who spoke with an adviser)		Percent Yes				Percent Yes				
Just general advising		46.6				58.6				
Choosing or getting into a major		43.1				39.8				
Requirements for major		83.8				80.5				
Other requirements		49.4				44.0				
Finding classes to take		53.2				56.2				
Help with improving academic work		14.0				16.3				
Other problems		31.5				26.5				
In the current academic year, have you sought help or advice from University staff regarding...and got the help you needed?		Didn't try	Tried & not successful	Tried & successful		Didn't try	Tried & not successful	Tried & successful		
Career options or career preparation?		68.0	3.5	28.5		72.8	2.1	25.2		
Health problems?		80.0	1.8	18.3		84.3	2.0	13.8		
Personal problems?		91.9	0.7	7.5		95.0	0.9	4.1		

Notes: 1303 undergraduate students responded to the 2006 survey, including 676 female students. Numbers shown in boldface indicate a statistically significant difference at the 95% confidence level.

Table 5: Quality of Instruction

There are no gender differences in students' evaluation of the quality of instruction, their professors' sensitivity to their needs, or their interaction with faculty, and very little difference in their perceptions of faculty expectations of them.

Table 5: Quality of Instruction

Survey Question	Gender	
	Female	Male
(Percent rating Excellent or Very Good)		
Overall quality of instruction	65.9	66.1
Feedback you were given by instructors on your work	41.0	36.5
Faculty members' sensitivity to your needs as a student	46.3	46.1
Availability of faculty to discuss course-related issues in person outside the class	67.5	68.7
(Percent rating Strongly Agree or Agree)		
My instructors are clear in what they expect of me.	96.6	94.2
My instructors really don't seem to care whether I succeed.	18.9	20.3
Too many instructors set unrealistically high expectations for their students.	29.2	28.5
I would learn more if my instructors had higher expectations and set higher standards.	19.6	24.0
Do you feel that the standards and expectations that are set by your instructors are		
Too High	6.7	7.1
About Right	90.0	88.0
Not High Enough	3.3	4.9
How often do you try to interact with professors outside of class, either in person or by email		
Very Often	13.6	12.5
Sometimes	56.9	56.4
Hardly Ever	26.3	25.4
Only when required	3.5	5.7

Notes: 1303 undergraduate students responded to the 2006 survey, including 311 minority students and 676 female students. Students were asked to rate instructor expectations according to the following scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, or Strongly Disagree and were not offered "Neither Agree nor Disagree" as an option. However, if a respondent volunteered that they neither agreed nor disagreed, that response was allowed. Numbers shown in boldface indicate a statistically significant difference between female and male respondents at the 95% confidence level.

Table 6: Satisfaction with University Services and Facilities

Men and women are very similar in their assessment of university services and facilities. Men were more likely to say they were able to register for the courses they wanted and women were somewhat more positive about Welcome Week activities. Although female students were more likely to have contact with the financial aids office and student health care services, there are no gender differences in the assessment of these or other student services. Men are more satisfied with the computer facilities available to students on campus.

Table 6: Satisfaction with University Services and Facilities

Survey Question	Gender	
	Female	Male
Percent rating services or facilities as excellent or very good:		
Libraries	84.2	84.1
Registration for courses you wanted	46.8	54.4
Registration process	59.9	63.6
Quality of classrooms	35.0	39.5
Availability of places to study on campus	73.0	74.1
Computer facilities	59.7	70.1
SOAR program in orienting new students	36.7	32.3
Welcome Week activities	50.4	34.7
Student unions	67.5	71.0
Recreational sports facilities on campus	72.4	76.2
Summer session course availability	30.6	31.5
Honors programs and courses	47.9	47.5
Opportunities for research on own or with faculty member	42.3	46.9
Opportunities for service learning, internships in community for credit	37.2	42.9
Access to cultural and artistic opportunities and events	61.4	56.6
Services of financial aid office		
No Contact	67.1	73.0
Satisfaction with financial aid package	46.6	51.4
Satisfaction with service: (Percent rating Excellent or Very Good)	50.1	57.9
Student health care services		
No Contact	23.1	31.2
Satisfaction with service: (Percent rating Excellent or Very Good)	56.8	52.5
Counseling services for personal, as opposed to academic problems		
No Contact	71.5	73.5
Satisfaction with service: (Percent rating Excellent or Very Good)	44.3	38.9
Services for students with disabilities		
No Contact	71.7	75.9
Satisfaction with service: (Percent rating Excellent or Very Good)	44.0	53.7
Dean of Students Office		
No Contact	79.5	75.5
Satisfaction with service: (Percent rating Excellent or Very Good)	55.6	51.9

Notes: 1303 undergraduate students responded to the 2006 survey, including 311 minority students and 676 female students. For these questions, students were asked to rate university services and facilities according to the following scale: Excellent, Very Good, Good, Fair, or Poor. Numbers shown in boldface indicate a statistically significant difference between female and male respondents at the 95% confidence level.

Table 7: Out of Classroom Experiences

Research shows that it is important for students to be engaged in good quality learning and social activities outside the classroom. Men and women are very similar in their participation in many of the most important activities of this sort, such as internships, student organization activities, doing research with faculty members, and participating in cultural activities. Women, however, are 15 percentage points more likely to report doing volunteer work, while men are 18 percentage points more likely to report doing intramural sports. Men also report going to more public lectures and discussions out of class, and women are more engaged in student government. Although there is no difference between men and women in their reports of having studied abroad, more women say they plan to study abroad.

Table 7: Out of Classroom Experiences

Survey Question	Gender	
	Female	Male
Participated in the following activities: (Percent reporting Yes)		
Public lectures, discussions or coffee hours not required by class	54.2	59.8
Community or campus volunteer service	48.4	32.8
Intramural sports or Hoofers	27.9	46.0
Organizations or clubs designed for people in your major	43.8	44.1
Student government	17.3	13.2
Other student organizations	36.6	33.9
Internship	27.2	29.0
Research with a faculty member outside of class	12.1	14.0
Attended varsity events	74.0	77.9
Cultural activities on campus	78.6	78.5
Study Abroad	8.4	6.0
Plan to Study Abroad	38.1	24.0

Notes: 1303 undergraduate students responded to the 2006 survey, including 311 minority students and 676 female students. Students who were participating in a study abroad program at the time the survey was in the field are excluded from the sample. Numbers shown in boldface indicate a statistically significant difference between female and male respondents at the 95% confidence level.

Table 8: Integration into Campus Community

Research underscores the importance for academic success of social integration into a campus community, both with other students and with faculty. Preparation for life after college also requires that students become familiar with interacting with a wide range of different kinds of people, including people who are different from themselves. This survey reveals no gender differences in social integration on any dimension we explored.

Table 8: Integration into Campus Community

Survey Question	Gender	
	Female	Male
How easy has it been for you to find people on campus to share your background and experiences?		
Extremely Easy	36.1	33.2
Somewhat Easy	47.3	47.4
Somewhat Difficult	13.1	16.8
Extremely Difficult	3.5	2.5
How easy has it been for you to find students in your classes to study with for exams and class projects?		
Extremely Easy	35.5	35.4
Somewhat Easy	48.9	50.5
Somewhat Difficult	13.7	12.9
Extremely Difficult	1.9	1.2
How easy has it been for you to find students you feel comfortable socializing with?		
Extremely Easy	59.1	55.5
Somewhat Easy	30.6	34.6
Somewhat Difficult	8.1	8.7
Extremely Difficult	2.2	1.3
How easy has it been for you to find a professor you really feel comfortable talking to?		
Extremely Easy	19.3	21.7
Somewhat Easy	48.0	52.7
Somewhat Difficult	28.0	22.2
Extremely Difficult	4.7	3.4
How often do you find yourself interacting with people who are very different from you, for example, in terms of their race, family background, or political viewpoints? (Percent reporting Very Often)	39.4	41.3

Notes: 1303 undergraduate students responded to the 2006 survey, including 311 minority students and 676 female students. For these questions, students are asked to rate the university according to the following scale: Extremely Easy, Somewhat Easy, Somewhat Difficult, or Extremely Difficult. The scale for the question about interacting with others different from you is: Very Often, Sometimes, or Rarely. Numbers shown in boldface indicate a statistically significant difference between female and male respondents at the 95% confidence level.

Table 9: Assessment of Campus Safety

It is crucial for students to feel safe on and around campus, and there are clear gender differences in student experience of safety. While 62% of men “strongly agree” that they feel safe on campus at night, the same is true of only 24% of women, and while 50% of men “strongly agree” that they feel safe *near* campus at night, the same is true of only 16% of women. Eleven percent of women and 2% of men disagree with the statement that they feel safe on campus at night, and 18% of women and 3% of women disagree with the statement that they feel safe near campus at night. (This survey was done before the series of well-publicized crime incidents in downtown Madison that took place in the fall of 2006.) There are no gender differences in evaluation of campus police and security services.

Table 9: Assessment of Campus Safety

Survey Questions	Gender	
	Female	Male
When I am <i>on</i> campus in the evening, I feel safe.		
Strongly Agree	24.4	62.0
Agree	64.8	36.2
Disagree	9.3	1.0
Strongly Disagree	1.5	0.8
When I am <i>near</i> campus in the evening, I feel safe.		
Strongly Agree	15.5	50.1
Agree	66.5	46.2
Neither Agree nor Disagree	0.4	0.4
Disagree	15.7	3.0
Strongly Disagree	1.9	0.4
Satisfaction with Campus Police and Security: (Percent rating Service Excellent or Very Good)		
	51.0	46.6

Notes: 1303 undergraduate students responded to the 2006 survey, including 311 minority students and 676 female students. Students were asked to rate safety on or near campus according to the following scale: Strongly Agree, Agree, Disagree, or Strongly Disagree and were not offered "Neither Agree nor Disagree" as an option. However, if a respondent volunteered that they neither agreed nor disagreed, that response was coded. Numbers shown in boldface indicate a statistically significant difference between female and male respondents at the 95% confidence level.

Table 10: Assessment of Campus Climate

We asked a series of questions designed to tap student perception of campus climate, including the experience of different groups of students on campus. Men and women are similar in their assessment of these items: there are no gender differences in rating the university in serving the

interests and concerns of students, their rating of the campus community or environment, or in whether the students have experienced harassment.

The vast majority agrees or strongly agrees that “students have equal opportunity to take full advantage of their time at UW-Madison” regardless of their race or ethnic background, gender, sexual orientation, nationality, political viewpoints, or family income. However, men are more likely to “strongly agree” by 7-12 percentage points for each of these dimensions (not shown in table).

Table 10: Assessment of Campus Climate

Survey Question	Gender	
	Female	Male
How do you rate the University in serving the interests and concerns of students? (Percent rating Excellent or Very Good)	54.2	50.5
Students have an equal opportunity to take full advantage of their time at UW-Madison regardless of ... (Percent who Strongly Agree or Agree)		
their race or ethnic background.	93.6	92.5
whether they are men or women.	98.1	97.5
their sexual orientation.	95.4	94.1
whether they are American or from another country.	91.9	92.0
their political viewpoints.	89.7	88.8
their class or family income.	82.0	85.3
How would you rate the UW-Madison in working to ensure that all students have a good experience here regardless of their ... (Percent rating Excellent or Very Good)		
race or ethnic background	60.8	64.2
gender	72.5	72.4
Have you personally experienced discrimination or harassment at the UW-Madison since the fall semester began? (Percent Yes)	8.5	6.4
How many times has this occurred during this academic year?		
None	91.6	93.8
Once or Twice	5.5	3.8
More Often	2.9	2.4
Based on your experiences during the current academic year, how do you rate... (Percent rating Excellent or Very Good)		
the campus physical environment	63.9	68.3
the campus as a community	62.9	62.3
Madison as a community	71.4	71.2

Notes: 1303 undergraduate students responded to the 2006 survey, including 676 female students. For these questions, students were asked to rate the university according to the following scale: Excellent, Very Good, Good, Fair, or Poor. Students asked about opportunities were offered the following categories: Strongly Agree, Agree, Disagree, or Strongly Disagree. They were not offered "Neither Agree nor Disagree" as an option. However, if a respondent volunteered that they neither agreed nor disagreed, that response was allowed. Numbers shown in boldface indicate a statistically significant difference between female and male respondents at the 95% confidence level.

Table 11: Housing

Somewhat more women than men report having lived in university residences, but there are no gender differences in student reports of their experiences or evaluations of housing.

Table 11: Housing

Survey Question	Gender	
	Female	Male
Where do you live?		
University Residence Hall	27.9	25.8
Private Residence Hall	5.3	3.9
Apartment or House	62.5	63.2
Parent's home	1.1	1.3
Fraternity or Sorority	1.8	3.6
Other	1.5	2.2
Overall, how would you rate your current housing situation? (Percent rating Excellent or Very Good)	66.1	61.8
Have you ever lived in a residence hall managed by the university? (Percent reporting Yes)	79.5	70.7
How do you rate university residence halls? (Percent rating Excellent or Very Good, of those who ever lived in one)	48.2	45.4
If you had the opportunity, would you like to live in a university residence hall? (Percent reporting Yes, of those not currently in a university residence)	8.0	10.2
Have you ever lived in any of the residential learning communities? (Percent reporting Yes)	17.1	14.1
How would you rate your experience of living in this learning community? (Percent rating Excellent or Very Good, of those who lived in one)	62.6	50.4

Notes: 1303 undergraduate students responded to the 2006 survey, including 311 minority students and 676 female students. Numbers shown in boldface indicate a statistically significant difference between female and male respondents at the 95% confidence level.

Table 12: Financing Student Education

Women are more likely than men to report using personal savings and income from their own work to finance their education. Men are more likely to say they expect to be debt-free at the time of college graduation, but there are no gender differences overall in the amount of debt students think they will have at graduation. Women are more worried that debt will pose a significant burden after graduation; while 39% of women say they are not at all worried that debt will pose a significant burden for them, 57% of men say they are not at all worried.

Table 12: Financing Student Education

Survey Question	Gender	
	Female	Male
How are you financing your education this year? (Percent reporting Yes)		
Family helping to pay for college	76.5	79.3
Personal savings	55.9	55.3
Income from jobs you have while a student	57.0	47.7
Loans	47.1	38.4
Grants or Scholarships	48.2	46.2
Credit Card	9.6	10.9
Other	9.0	10.1
How much debt of any kind do you think you will be carrying personally by the time you graduate?		
No debt	33.7	41.9
Less than \$5,000	12.7	12.2
Between \$5,000 and \$10,000	14.1	11.8
Between \$10,000 and \$15,000	13.8	10.8
Between \$15,000 and \$20,000	9.2	8.6
Between \$20,000 and \$25,000	5.5	5.2
Between \$25,000 and \$30,000	3.7	2.3
Between \$30,000 and \$50,000	5.0	4.2
More than \$50,000	2.3	2.9
How worried are you that the debt will pose a significant burden for you after you graduate? (Of those who expect to have debt)		
Extremely worried	13.5	8.0
Somewhat worried	48.0	35.3
Not at all worried	38.5	56.6

Notes: 1303 undergraduate students responded to the 2006 survey, including 311 minority students and 676 female students. Numbers shown in boldface indicate a statistically significant difference between female and male respondents at the 95% confidence level.

Table 13: Student Expectations

One measure of students' experience is whether they consider transferring away. There are many reasons to do this – finding a better academic fit, wanting a major that isn't offered here, or even feeling homesick. Gender makes no difference in how likely students are to think about transferring away, and it makes no difference in whether students think, if they had it to do over again, they would enroll at UW-Madison. Men are somewhat more likely to say they have considered taking a leave of absence or dropping out. Men and women do not differ from each other in their anticipation of the highest degree they will achieve.

Table 13: Student Expectations

Survey Question	Gender	
	Female	Male
Have you ever considered transferring to another college or university?		
No	79.0	81.3
Probably will not transfer	18.3	15.9
Probably/Definitely will transfer	2.8	2.8
If you could start your college education all over again, would you enroll at the UW-Madison?		
Definitely would	57.3	57.5
Probably would	35.2	33.0
Probably/Definitely would not	7.5	9.5
How sure are you that you will finish your bachelor's degree at the UW-Madison? (Percent rating Extremely Sure)	86.9	86.5
Have you ever considered taking a leave of absence or dropping out? (Percent rating Yes)	9.4	13.5
What is your highest degree you ever expect to earn?		
Bachelor's degree	17.2	23.2
Master's degree	47.4	42.0
Doctoral Degree	18.8	20.1
Law or Other Professional Degree	8.1	7.7
Don't Know	8.5	6.9
Don't Expect to complete a degree	0.0	0.2

Notes: 1303 undergraduate students responded to the 2006 survey, including 311 minority students and 676 female students. Students were asked how sure they would graduate from UW according to the following scale: Extremely sure, somewhat sure, not at all sure. Numbers shown in boldface indicate a statistically significant difference between female and male respondents at the 95% confidence level.

Table 14: Overall Satisfaction

Men and women are equally satisfied with their experience overall, and the great majority of them – 71% of men and 73% of women – say they “strongly agree” that they are “proud to be a UW-Madison student.”

Table 14: Overall Satisfaction

Survey Question	Gender	
	Female	Male
How would you evaluate your overall experience thus far at the UW-Madison?		
Extremely Satisfied	60.6	60.4
Somewhat Satisfied	29.6	31.7
Neither Satisfied nor Dissatisfied	0.4	0.6
Somewhat Dissatisfied	5.6	5.2
Extremely Dissatisfied	3.8	2.2
How much do you agree or disagree with this statement: “I am proud to be a UW-Madison student.”		
Strongly Agree	72.7	70.5
Agree	24.3	26.1
Neither Agree nor Disagree	0.4	0.3
Disagree	2.3	2.6
Strongly Disagree	0.4	0.5

Notes: 1303 undergraduate students responded to the 2006 survey, including 311 minority students and 676 female students. Students were asked to rate their overall experience according to the following scale: Extremely Satisfied, Somewhat Satisfied, Somewhat Dissatisfied, or Extremely Dissatisfied and were not offered "Neither Satisfied nor Dissatisfied" as an option. However, if a respondent volunteered that they were neither satisfied nor dissatisfied, that response was allowed. Numbers shown in boldface indicate a statistically significant difference between female and male respondents at the 95% confidence level.