

University of Wisconsin-Madison Undergraduate Student Survey, 2006

Analysis by Transfer Status

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 also conducted annually from 1993 to 1998, and 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 assessing differences relating to transfer status, including comparisons of student perceptions of their experience. In this report, students who report that they began college at UW-Madison are referred to as “first-year starts”; students who started college elsewhere and later enrolled at UW-Madison are referred to as “transfer students”. UW-Madison does not admit transfer students unless they have completed enough college credits to be considered sophomores or upperclassmen. Since students’ experiences and perceptions often differ by year in school and we do not enroll freshmen transfer students, all students who were freshmen when they answered the survey are excluded from this analysis.

Because the survey is based on a sample of students rather than the whole population, it is necessary to use statistical significance testing to determine when the responses of first-year start and transfer students are really different from each other. Throughout this report, numbers in boldfaced type indicate statistically significant differences between transfer and first-year start 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 and minority 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.

Table 1: Demographics

In order to interpret differences between transfer students and first-year starts, it is helpful to understand other ways the two groups differ from each other. Transfer students are more likely to be male, seniors, Wisconsin residents, and first-generation college students. About one-fifth of transfer students are at least 25 years old, compared to 1.5% of students who began college at UW-Madison. Transfer students are more likely to be enrolled part-time and to be employed more than 30 hours per week.

Table 1: Student Demographics by Transfer Status

Percent of Respondents	Transfer Status	
	Transfer Start	First-Year Start
Gender		
Male	53.7	45.8
Female	46.3	54.2
Student Year (administrative record)		
Sophomore	15.6	29.8
Junior	31.8	31.4
Senior	52.7	38.7
Residency Status		
Wisconsin Resident	79.2	67.5
Minnesota Reciprocity Student	10.1	12.9
Non-Resident	10.7	19.5
Racial/ Ethnic Background		
Black/ African American	3.1	2.5
Hispanic/ Latino	2.6	2.5
American Indian/ Alaska Native	1.0	0.8
Southeast Asian American	0.2	1.4
Other Asian/ Pacific Islander	2.6	4.0
White/ Caucasian	81.3	85.3
Foreign	4.0	2.1
Unknown	5.2	1.3
Respondent Age		
17-20	30.0	48.2
21-24	49.7	50.4
25 and over	20.4	1.5
Enrolled Part-time	22.7	6.8
Currently Employed	77.1	71.3
Work 30 or more hours per week	18.0	7.0
Location of Workplace:		
On Campus	31.3	47.8
Off Campus	61.2	41.7
Both On and Off Campus	7.6	10.5
First-Generation College Student		
Both parents graduated from four-year college	45.1	57.5
One parent graduated from four-year college	27.8	22.1
One or both parents attended some college or trade school	14.6	10.6
Neither parent attended any college or trade school	12.6	9.9

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer-start students and 820 first-year starts.

Numbers shown in boldface indicate a statistically significant difference between first-year starts and transfer students at the 95% confidence level.

Table 2: Transition to UW-Madison

The first steps in having a good experience at UW-Madison is feeling well-prepared to study here and making a smooth transition. How satisfied were students with the assistance they received from UW-Madison in making the transition? There were no differences between transfer and other students in their perception of the help they received: most students in both groups were at least “somewhat satisfied,” although only about 24% of all sophomores through seniors were “very satisfied.”

Most transfer students had some hesitation about how well their previous institution prepared them for UW-Madison: only 28% reported that their previous college work prepared them “extremely well”. Students were also asked about whether they found the process of transferring difficult. About one-fourth of transfer students said they had “a great deal” or “some” difficulty with the process. When asked whether they had difficulty making the transition to UW in terms of feeling comfortable with the academic and social life, 8% of transfer students reported a great deal of difficulty and 14% reported some difficulty.

Table 2: Transition to UW-Madison

Survey Question	Transfer Status	
	Transfer Start	First-Year Start
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	24.6	23.8
Somewhat Satisfied	52.9	57.6
Somewhat Dissatisfied	19.6	16.5
Very Dissatisfied	2.9	2.1
Asked only of Transfer Students:		
How well did your previous college work prepare you for the UW-Madison?		
Extremely Well	28.0	
Somewhat Well	59.2	
Not Very Well	12.8	
Overall, how difficult did you find the process of transferring from your previous college or university to the UW-Madison?		
A Great Deal of Difficulty	1.9	
Some Difficulty	24.2	
A Little Difficulty	34.4	
No Difficulty at All	39.5	
Thinking about how you made the transition from your previous college or university to UW, for example in feeling comfortable with the academic and social life of this university, how much difficulty did you have in making the transition to UW-Madison?		
A Great Deal of Difficulty	8.1	
Some Difficulty	14.4	
A Little Difficulty	29.0	
No Difficulty at All	48.5	

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer-start students and 820 first-year starts. Numbers shown in boldface indicate a statistically significant difference between first-year starts and transfer students at the 95% confidence level.

Table 3: Academic Engagement and Choices

These questions tap students’ integration into their day-to-day academic work and indicate the degree to which students might be academically vulnerable because of problems they are facing, choices they are making, or both. Transfer students are more likely to have dropped a course since the beginning of the year (41% versus 32%). There are no differences in missing classes or going to class unprepared overall. However, transfer students were more likely to report that they missed class or came unprepared because of a conflict between employment and school: 42% of transfers and 32% of others missed class or were unprepared at least occasionally because of work conflicts. About one-fourth of transfer students and 15% of other students claimed they missed class or were unprepared several times a month or more because they were “feeling too down or stressed”. First-year starts were more likely than transfer students to miss class or come unprepared because of other campus activities, partying, or not understanding what was going on in class.

Table 3: Academic Engagement and Choices

Survey Question	Transfer Status							
	Transfer Start				First-Year Start			
Since the beginning of the current academic year did you drop any courses after classes began? (Percent rating Yes)	40.8				31.8			
	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
Overall, during the current academic year, how often have you missed class, discussion section or lab?	11.5	30.8	37.4	20.3	14.9	31.2	40.6	13.4
Overall, during the current academic year, how often have you come to class unprepared?	12.9	24.3	43.2	19.7	13.8	23.1	41.7	21.8
How often have you missed class, discussion section or lab, or come to class unprepared because of...	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
too much school work to do	5.8	18.5	36.3	39.4	5.0	20.4	35.3	39.4
found the course boring	8.2	21.3	27.0	43.6	11.8	22.8	29.3	36.1
feeling too down or stressed	8.5	15.3	27.3	48.9	5.0	10.5	24.9	59.6
conflict between job and academic work	7.3	13.8	21.2	57.7	3.1	7.2	21.3	68.3
physical health problems	1.5	4.0	28.8	65.7	1.1	4.0	26.8	68.2
partying on day of class or previous night	1.9	5.6	20.7	71.9	3.4	10.0	26.0	60.6
don't understand what's going on in class	3.6	1.5	4.2	90.7	1.7	3.6	11.1	83.7
other campus activities	1.1	2.1	8.3	88.5	0.8	4.5	14.9	79.8
athletic activities	0.6	1.2	2.1	96.1	0.8	2.6	5.7	90.9
class is held too early in morning	3.4	10.1	16.9	69.7	5.8	9.2	19.1	65.9

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer-start students and 820 first-year starts. 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 first-year starts and transfer students at the 95% confidence level.

Table 4: Advising

Since the early 1990s, UW-Madison has dramatically increased advising services available to students; within the past five years additional resources have been targeted specifically to assist transfer students. Overall, there are few differences between transfers and first-year starts. Transfer students rate academic advising more highly: 49% of transfer students rated advising excellent or very good compared with 35% of other students. Although most students did not seek career help, transfer students were less likely to report that they asked for and received help. There were no differences in number of adviser contacts, or in the percent of students seeking help with general advising, major advising, finding a class, or health or personal problems. Most students, regardless of transfer status, rated their adviser's attitude toward them, knowledge of rules and requirements, and the quality of help they received as excellent or very good.

Table 4: Advising												
Survey Question	Transfer Status											
	Transfer Start					First-Year Start						
Since the Fall Semester, how many times did you...	None	Once	Twice	3-4 Times	5 or More	None	Once	Twice	3-4 Times	5 or More		
meet with an adviser	24.6	30.1	23.5	16.3	5.5	27.1	32.0	22.6	13.3	5.1		
have telephone or email contact with adviser	36.7	19.6	17.7	14.2	11.8	41.2	19.1	18.0	13.9	7.8		
total contacts (phone, e-mail, in-person)	19.2	10.5	17.8	25.1	27.4	22.3	12.4	19.6	22.0	23.7		
	No Adviser Contact	Only 1 Adviser	> 1 Adviser			No Adviser Contact	Only 1 Adviser	> 1 Adviser				
Did you work with more than one adviser?		19.3	55.8	24.9			22.3	55.3	22.4			
	Excellent/ Very Good	Good	Fair/ Poor			Excellent/ Very Good	Good	Fair/ Poor				
How do you rate...												
academic advising	48.6	21.2	30.3			35.3	27.7	37.0				
advising on career preparation and planning?	30.0	37.7	32.3			30.6	34.2	35.2				
amount of time adviser spent with you	61.8	24.1	14.1			58.6	29.6	11.9				
adviser's knowledge of rules, requirements	68.0	20.8	11.2			64.7	19.7	15.7				
adviser's attitude towards you	76.9	15.1	7.9			72.6	18.9	8.5				
quality of help you received from adviser	66.3	19.8	13.9			62.6	20.7	16.7				
Type of advising help requested (for those who spoke with an adviser)				Percent Yes						Percent Yes		
Just general advising				46.7						48.6		
Choosing or getting into a major				39.5						39.1		
Requirements for major				85.3						83.3		
Other requirements				45.0						43.4		
Finding classes to take				53.3						50.3		
Help with improving academic work				18.2						12.9		
Other problems				32.6						30.1		
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	Didn't try	Tried & not successful	Tried & successful	Didn't try	Tried & not successful	Tried & successful
career options or career preparation	72.3	4.9	22.8	66.5	2.8	30.7						
health problems	79.6	2.1	18.3	81.5	1.7	16.8						
personal problems	93.1	0.8	6.1	93.1	0.6	6.3						

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer students and 820 first-year starts. Numbers shown in boldface indicate a statistically significant difference between first-year starts and transfer students at the 95% confidence level.

Table 5: Quality of Instruction

There are no significant differences between transfer and other students' assessment of their instructors, the standards instructors set for them, and in their efforts to interact with faculty outside of class. Over 90 percent of all students agree that instructors are clear in their expectations of students.

Table 5: Quality of Instruction

Survey Question	Transfer Status	
	Transfer Start	First-Year Start
Percent rating Excellent or Very Good:		
Overall quality of instruction	70.9	65.5
Feedback you were given by instructors on your work	41.3	39.0
Faculty members' sensitivity to your needs as a student	50.5	45.8
Availability of faculty to discuss course-related issues in person outside the class	67.2	68.4
Satisfaction with size of classes: percent Very or Somewhat Satisfied	88.9	94.0
(Percent rating Strongly Agree or Agree)		
My instructors are clear in what they expect of me.	94.6	95.8
My instructors really don't seem to care whether I succeed.	19.9	18.6
Too many instructors set unrealistically high expectations for their students.	30.2	28.7
I would learn more if my instructors had higher expectations and set higher standards.	25.9	22.4
Do you feel that the standards and expectations that are set by your instructors are...		
Too High	9.1	6.6
About Right	86.3	89.5
Not High Enough	4.7	3.9
How often do you try to interact with professors outside of class, either in person or by email?		
Very Often	19.0	13.8
Sometimes	57.6	58.9
Hardly Ever	20.0	24.1
Only when required	3.5	3.3

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer-start students and 820 first-year starts. Students were asked to rate instructor expectations according to the following scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, or Strongly Disagree. Numbers shown in boldface indicate a statistically significant difference between first-year starts and transfer students at the 95% confidence level.

Table 6: Satisfaction with University Services and Facilities

We asked students about a wide range of services and facilities available to them and found several differences in evaluation between transfer and other students. Although most students were positive about their experience with registration, computer facilities, places to study on campus, and the student unions, transfer students were not quite as positive as other students. There were no significant differences in evaluation of libraries, classrooms, recreation facilities, ability to get the courses they wanted, their financial aid packages, or Welcome Week activities. Transfer students were less likely to have contact with the health care services office, but did not differ in their evaluation of those services. Of those who had contact with student counseling, transfers were significantly less satisfied with the personal counseling services they received. Transfer students were less satisfied with SOAR orientation programs. First-year starts rated opportunities for community service and internships for academic credit and opportunities for engaging in research more highly than transfer students.

Table 6: Satisfaction with University Services and Facilities

Percent rating services or facilities excellent or very good:	Transfer Status	
	Transfer Start	First-Year Start
Libraries	80.9	83.9
Registration for courses you wanted	52.0	52.9
Registration process	60.1	62.3
Satisfaction with financial aid package	55.0	48.9
Quality of classrooms	30.1	35.0
Availability of places to study on campus	61.6	73.1
SOAR program in orienting new students	24.3	34.9
Welcome Week activities	35.1	40.9
Student unions	62.4	70.5
Recreational sports facilities on campus	66.8	74.5
Summer session course availability	29.2	29.6
Computer facilities	55.7	66.2
Honors programs and courses	40.4	48.0
Opportunities for engaging in research	35.2	48.4
Opportunities for service learning or internships for credit	31.5	40.7
Access to cultural and artistic opportunities and events	57.0	60.7
Financial aid office services: No Contact	65.6	70.5
Satisfaction with service	56.9	54.1
Student health care services: No contact	30.4	22.7
Satisfaction with service	53.2	54.3
Personal counseling services: No contact	69.7	72.3
Satisfaction with service	25.4	44.9
Services for disabled students: No Contact	77.3	73.6
Satisfaction with service	33.5	46.5
Dean of Students Office: No Contact	75.4	74.2
Satisfaction with service	42.3	54.4

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer-start students and 820 first-year starts. 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 first-year starts and transfer students 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. Transfer students are less likely than first-year starts to report engaging in many of these out-of-classroom experiences. Compared to other students, transfer students are less likely to participate in community or campus volunteer service (30% versus 48%), less likely to be involved in student government and other student organizations, and less likely to have studied abroad. They are also less likely to be involved in intramural sports or Hoofers and to attend varsity events (56% versus 77%). There is no difference between transfer and other students in their participation in public lectures and discussions, cultural activities, organizations relating to majors, internships, or research with faculty outside of class.

Table 7: Out of Classroom Experiences

Participated in the following activities: (Percent reporting Yes)	Transfer Status	
	Transfer Start	First-Year Start
Public lectures, discussions or coffee hours not required by class	57.9	59.8
Community or campus volunteer service	29.8	47.6
Intramural sports or Hoofers	23.9	36.7
Organizations or clubs designed for people in your major	42.6	50.0
Student government	8.5	17.7
Other student organizations	21.4	39.5
Internship	29.0	34.6
Research with a faculty member outside of class	12.4	15.8
Attended varsity events	56.4	77.0
Cultural activities on campus	74.4	77.9
Study Abroad	4.3	10.3
Plan to Study Abroad	19.7	23.7

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer-start students and 820 first-year starts. 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 first-year starts and transfer students 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. Transfer students report less ease in finding people on campus who share their backgrounds and experiences, and finding people to study or socialize with. It is important to note, however, that a high percentage of all students find it at least somewhat easy to find people with whom they can socialize or study. Most students find it at least somewhat easy to find a professor with whom they really feel comfortable talking, although only about 20% find it extremely easy. There are no differences across transfer status on this question.

Table 8: Integration into Campus Community

	Transfer Status	
	Transfer Start	First-Year Start
How easy has it been for you to find people on campus to share your background and experiences?		
Extremely Easy	22.6	38.3
Somewhat Easy	41.9	47.1
Somewhat Difficult	28.5	12.4
Extremely Difficult	7.0	2.2
How easy has it been for you to find students in your classes to study with for exams and class projects?		
Extremely Easy	33.5	37.1
Somewhat Easy	44.6	49.8
Somewhat Difficult	18.0	11.8
Extremely Difficult	4.0	1.3
How easy has it been for you to find students you feel comfortable socializing with?		
Extremely Easy	34.8	60.8
Somewhat Easy	40.6	31.7
Somewhat Difficult	18.7	6.5
Extremely Difficult	5.9	1.0
How easy has it been for you to find a professor you really feel comfortable talking to?		
Extremely Easy	27.1	21.1
Somewhat Easy	51.3	52.6
Somewhat Difficult	18.9	22.5
Extremely Difficult	2.7	3.9
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)	43.0	39.6

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer-start students and 820 first-year starts. 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 first-year starts and transfer students at the 95% confidence level.

Table 9: Assessment of Campus Safety

It is important for students to feel safe on and around campus, and transfer and other students expressed no differences in how safe they felt near campus or on campus in the evening. There were also no differences in the rating of campus police and security.

Table 9: Assessment of Campus Safety

Survey Questions	Transfer Status	
	Transfer Start	First-Year Start
When I am <i>on campus</i> in the evening, I feel safe.		
Strongly Agree	43.6	40.5
Agree	48.2	53.4
Disagree	7.0	4.9
Strongly Disagree	1.3	1.2
When I am <i>near campus</i> in the evening, I feel safe.		
Strongly Agree	31.5	31.0
Agree	56.6	57.0
Neither Agree nor Disagree	0.0	0.6
Disagree	10.6	10.1
Strongly Disagree	1.3	1.3
Satisfaction with Campus Police and Security: (Percent rating Service Excellent or Very Good)	42.0	46.6

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer-start students and 820 first-year starts. Students asked about feeling safe 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 first-year starts and transfer students 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. Here we see few differences between transfer and other students. Starting with the most general question – how students rate the University in “serving the interests and concerns of students,” the overall response is certainly not as positive as we would hope – only about half (52%) of the students rate the University excellent or very good. The great preponderance of students, regardless of their transfer status believe 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 class or family income. It is also notable that, of all these dimensions, students were most likely to think that class or family income is a barrier to being able to take full advantage of the UW-Madison experience.

About 7% of students felt they had experienced treatment they would define as discrimination or harassment at UW-Madison during the academic year; first-years starts and transfer students were equally likely to have experienced such treatment. Although most students gave an excellent or very good rating to the campus as a physical environment and as a community, and to Madison as a community, transfer students were less positive than other students were.

Table 10: Assessment of Campus Climate

Survey Question	Transfer Status	
	Transfer Start	First-Year Start
How do you rate the University in serving the interests and concerns of students? (Percent rating Excellent or Very Good)	48.5	49.4
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.	92.1	92.1
whether they are men or women.	98.0	97.7
their sexual orientation.	95.7	94.1
whether they are American or from another country.	91.4	91.0
their political viewpoints.	87.6	88.5
their class or family income.	81.2	82.0
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	60.4	58.8
gender	66.1	71.9
Have you personally experienced what you feel is discrimination or harassment at the UW-Madison since the fall semester began? (Percent reporting Yes)	6.6	7.6
How many times has this occurred during this academic year?		
None	93.4	92.5
Once or Twice	3.7	4.9
More Often	3.0	2.5
Based on your experiences during the current academic year, how do you rate... (Percent rating Excellent or Very Good)		
the campus physical environment	56.5	65.4
the campus as a community	52.2	61.6
Madison as a community	59.7	72.3

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer-start students and 820 first-year starts. 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 first-year starts and transfer students at the 95% confidence level.

Table 11: Housing

Transfer students were much less likely than other students to live in university housing at the time of the survey, and much less likely to have ever lived in university housing or in a residential learning community. Of those who do not currently live in a university residence hall, transfer students were more likely to state that they would like to do so (12% of transfer students versus 7% of others). There were no significant differences in transfer and other student ratings of their university housing experiences, although transfer students were less satisfied with their current housing situation.

Table 11: Housing

Survey Question	Transfer Status	
	Transfer Start	First-Year Start
Current Residence:		
University Residence Hall	4.7	14.0
Private Residence Hall	4.9	2.4
Apartment or House	83.0	77.5
Parent's home	2.8	0.9
Fraternity or Sorority	1.2	3.7
Other	3.3	1.5
Overall, how would you rate your current housing situation? (Percent rating Excellent or Very Good)	58.5	67.9
Have you ever lived in a residence hall managed by the university? (Percent reporting Yes)	23.1	85.0
How do you rate university residence halls? (Percent rating Excellent or Very Good, of those who ever lived in one)	38.5	45.7
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)	12.2	6.7
Have you ever lived in any of the residential learning communities? (Percent reporting Yes)	2.4	19.0
How would you rate your experience of living in this learning community? (Percent rating Excellent or Very Good, of those who lived in one)	75.3	55.8

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer-start students and 820 first-year starts. Numbers shown in boldface indicate a statistically significant difference between first-year starts and transfer students at the 95% confidence level.

Table 12: Finances

Students use many types of financial resources to pay for college. More than half of UW-Madison undergraduates report using income from jobs, money from family members, and personal savings to cover college costs. Transfer students are less likely to use grants or scholarships (35% of transfers and 46% of other students). They are less likely to use personal savings or have family members helping pay college expenses. Transfer students rely more on loans and credit cards to pay college expenses: 52% hold loans and 15% use credit cards to pay for college.

About 62% of all UW-Madison students expect to graduate with some debt -- 23% of transfers and 14% of first-year starts expect to owe \$20,000 or more. Transfer students are more likely to worry about the amount of debt they will accrue – 52% of first-year starts and 61% of transfer students are somewhat or extremely worried about it.

Table 12: Financing Student Education

Survey Question	Transfer Status	
	Transfer Start	First-Year Start
How are you financing your education this year? (Percent reporting Yes)		
Family helping to pay for college	56.8	79.0
Personal savings	47.2	55.5
Income from jobs you have while a student	57.6	58.4
Loans	52.3	41.9
Grants or Scholarships	35.4	46.0
Credit Card	15.3	9.0
Other	15.8	7.1
How much debt of any kind do you think you will be carrying personally by the time you graduate?		
No debt	32.3	41.1
Less than \$5,000	8.8	12.6
Between \$5,000 and \$10,000	10.4	11.8
Between \$10,000 and \$15,000	13.9	12.6
Between \$15,000 and \$20,000	11.7	8.4
Between \$20,000 and \$30,000	10.0	8.2
More than \$30,000	12.8	5.4
How worried are you that the debt will pose a significant burden for you after you graduate? (Of those reporting they expect to have debt)		
Extremely worried	19.6	9.8
Somewhat worried	41.1	41.9
Not at all worried	39.3	48.3

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer-start students and 820 first-year starts. Numbers shown in boldface indicate a statistically significant difference between first-year starts and transfer students at the 95% confidence level.

Table 13: Student Expectations

One measure of students' experience is how sure they are that they will graduate from the university. About 90% of both transfers and first-year starts report they are extremely sure they will graduate from this university. Transfer students – who have already changed institutions at least once – are no more likely to consider transferring in the current year than are students who began their studies at UW-Madison. However, transfer students are more likely to say they have considered taking a leave of absence or dropping out. Transfer students are also less likely to say that if they had it all to do over again, they would enroll at UW-Madison. The question may be ambiguous for transfer students. We do not know whether transfer students interpreted the question to mean, “If you could start over, would you have enrolled as a freshman at UW-Madison?”, or “If you could start your college education over, would you choose to transfer to UW-Madison?” Some transfer students who report that they wouldn't enroll here may actually mean they thought it was a good idea for them to go somewhere else first.

Table 13: Student Expectations

Survey Question	Transfer Status	
	Transfer Start	First-Year Start
Since the beginning of this year, have you ever considered transferring to another college or university?		
No	84.1	84.8
Probably will not transfer	13.9	13.0
Probably/Definitely will transfer	2.0	2.2
If you could start your college education all over again, would you enroll at the UW-Madison?		
Definitely would	41.5	59.0
Probably would	44.5	33.2
Probably/Definitely would not	13.6	7.8
How sure are you that you will finish your bachelor's degree at the UW-Madison? (Percent rating Extremely Sure)	89.1	90.9
Since the beginning of this year, have you ever considered taking a leave of absence or dropping out? (Percent rating Yes)	18.5	10.2
What is your highest degree you ever expect to earn?		
Bachelor's degree	21.6	18.0
Master's degree	44.1	48.5
Doctoral Degree	21.3	18.9
Law or Other Professional Degree	6.4	9.1
Don't Know	6.5	5.6

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer-start students and 820 first-year starts. 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 first-year starts and transfer students at the 95% confidence level.

Table 14: Overall Satisfaction

Putting it all together, how does transfer status shape students' evaluation of their overall experience at UW-Madison? Eighty-four percent of transfer students and 93% of other students are satisfied with their overall experience, and over 90% of both groups are "proud to be a UW-Madison student." Using a more demanding measure, looking only at those who are *extremely* satisfied with their experience, and *strongly agree* that they are proud to be UW-Madison students, we find less strongly positive reactions among transfer students. There is always room for improvement, and this survey identifies some specific areas to which we might look. But we are encouraged that overall satisfaction with the campus has risen since 2003, when we last did this survey. Then, 35% of transfer students were extremely satisfied with their experience compared with 44% now; then, 56% of other students were extremely satisfied compared with 64% now. That is movement in the right direction.

Table 14: Overall Satisfaction

Survey Question	Transfer Status	
	Transfer Start	First-Year Start
How would you evaluate your <i>overall experience thus far at the UW-Madison</i> ?		
Extremely Satisfied	44.2	64.3
Somewhat Satisfied	40.1	28.6
Neither Satisfied nor Dissatisfied	0.6	0.5
Somewhat Dissatisfied	11.0	4.3
Extremely Dissatisfied	4.1	2.4
How much do you agree or disagree with this statement: "I am <i>proud to be a UW-Madison student</i> ."		
Strongly Agree	53.9	74.5
Agree	41.0	22.7
Neither Agree nor Disagree	1.3	0.2
Disagree	3.7	2.6
Strongly Disagree	0.0	0.1

Notes: 1017 undergraduate sophomores, juniors, and seniors responded to the 2006 survey, including 197 transfer-start students and 820 first-year starts. Students 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 first-year starts and transfer students at the 95% confidence level.