

University of Wisconsin-Madison Undergraduate Student Survey, 2006

Analysis by First-Generation College 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 conducted annually from 1993 to 1998, and again in 2000 and 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 students who are first in their generation to go to college with those whose parents graduated from college. We are interested in these students because research shows that first-generation college students are at higher risk of dropping out of college. For this analysis, “first generation” refers to students whose parents did not graduate from a four-year institution, and includes some students whose parents attended college or technical school without earning a baccalaureate.

A random sample is a practical, less expensive method of gathering data on a population. However, since only a portion of the population is surveyed, results from a random sample may not match the actual opinions or experiences of the entire student body. Thus it is important to be aware of a margin of error around the responses. When comparing groups (such as seniors and first-year students), small differences in responses could be due to random error rather than a real difference in opinion or behavior. Statistical tests can be used to distinguish between what appears to be random variation and what is likely a true difference between groups. Results shown are weighted to reflect the distribution of students by student year, gender and minority status in the student population. In the tables below, numbers in boldfaced type indicate statistically significant differences between first-generation and other students (probability less than 5% that the difference is really due to chance, based on Chi-squared test).

Many of the measures included in this survey focus on experiences and perceptions. When interpreting this data, it is important to remember that differences across groups or across time could be the result of real differences in experiences, different aspects or different perceptions of the same experience, or differing expectations. For example, two students may each have visited a professor outside of class three times in the past semester. When asked how often did you contact your instructors outside of class, one of them might call that “very often” and the other “sometimes”. A student asked to rate his experience in university housing may do so by thinking of activities and social opportunities available in the halls, his relationship with his roommate, or his room in comparison with the residence hall he wanted to get into, among other possibilities.

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.

Table 1: Demographics

In order to interpret differences in the experiences of first-generation and other students at UW, it is helpful to understand other ways the two groups differ from each other. First-generation students are more likely to be Wisconsin residents, members of a minority group, transfer students, and enrolled part-time. About 74% of first-generation students are employed – 13% work more than 30 hours per week.

Table 1: Student Demographics

Percent of Respondents	Parental Education	
	First Generation College Student	Parent Graduated from College
Gender: Male	41.5	47.8
Female	58.5	52.2
Student Year: First Year	20.9	22.1
Sophomore	16.5	22.6
Junior	28.8	23.5
Senior	33.8	31.8
Admitted as Transfer Student	20.1	13.8
Residency: Wisconsin Resident	80.4	64.9
Minnesota Reciprocity Student	12.8	12.4
Non-Resident	6.8	22.6
Respondent Age: 17-20	46.7	57.9
21-24	44.4	39.4
25 and over	8.9	2.7
Enrolled Part-time	13.5	7.5
Currently Employed	73.9	58.8
Work 30+ hours per week	12.9	5.6
Location of Workplace:		
On Campus	35.9	49.2
Off Campus	52.8	42.3
Both On and Off Campus	11.3	8.6
Minority Student	17.1	9.5
Parental Education		
Both parents graduated from four-year college	0.0	72.0
One parent graduated from four-year college	0.0	28.0
One or both parents attended some college or trade school	54.9	0.0
Neither parent attended any college or trade school	45.1	0.0

Notes: Survey results are based on 1239 undergraduate students for whom parental education is known, including 296 first-generation college students whose parents did not graduate from college. Minority students include those who identified themselves as African American/Black, Asian, Latino/Hispanic, or American Indian/Alaska Native on the university's administrative records. Foreign students, whites, and those who chose not to identify their ethnic background are classified as non-minority. Numbers shown in boldface indicate a statistically significant difference between first generation college students and other students based on Chi-squared test ($p \leq .05$).

Table 2: Transition from High School

The first step in having a good experience at UW-Madison is feeling well-prepared to study here and making a smooth transition. Most students had some hesitation about how well their high schools prepared them for UW-Madison, and first-generation students were less likely than other students to say that their high school prepared them “extremely well” – 26% of first-generation students compared with 47% of others. How satisfied were they with the assistance they received from UW-Madison in making the transition? There were no differences between first-generation and other students in their perception of the help they received – most students in both groups were at least “somewhat satisfied,” although only about 27% of all students were “very satisfied.”

Table 2: Transition from High School to UW-Madison

Percent of Respondents:	Parental Education	
	First Generation College Student	Parent Graduated from College
<i>(Asked of First Year Students and Students who Started Here as Freshmen)</i>		
How well do you think your high school prepared you for the UW-Madison?		
Extremely Well	25.5	47.2
Somewhat Well	61.7	46.3
Not Very Well	12.8	6.6
How much difficulty did you have in making transition from your high school to the UW-Madison?		
A Great Deal/ Some Difficulty	33.0	27.4
A Little	41.8	49.5
Not at All	25.2	23.0
<i>(Asked of All Students)</i>		
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	25.0	27.9
Somewhat Satisfied	57.2	55.3
Somewhat Dissatisfied	14.4	15.2
Very Dissatisfied	3.5	1.7

Notes: Survey results are based on 1239 undergraduate students for whom parental education is known, including 296 first-generation college students whose parents did not graduate from college. 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 first generation college students and other students based on Chi-squared test ($p \leq .05$).

Table 3: Academic Engagement and Choices

These questions tap students' integration into their day-to-day academic work and help us identify students who might be academically vulnerable because of problems they are facing, choices they are making, or both. Overall, there are very few differences between first-generation and other students. First-generation students are somewhat less likely to have missed class since the beginning of the year (81% versus 88%). There are no differences in dropping courses or going to class unprepared. First-generation students were somewhat more likely to say that they missed class or went unprepared because of a conflict between school and work: about 47% of first-generation students and 27% of other students identified this as a reason. Students whose parents graduated from college were more likely to report that they came to class unprepared or missed class because of athletics or because class was held too early in the morning.

Table 3: Academic Engagement and Choices

Percent of Respondents	Parental Education							
	First Generation College Student				Parent Graduated from College			
Since the beginning of the current academic year did you drop any courses after classes began? (Percent Yes)	33.0				32.3			
	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?	12.1	31.1	37.5	19.3	13.7	30.1	44.0	12.3
Overall, during the current academic year, how often have you come to class unprepared?	12.5	21.0	42.2	24.4	12.8	21.6	41.5	24.2
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	5.3	17.0	35.2	42.6	4.8	19.6	36.7	38.9
found the course boring	11.3	19.5	27.4	41.8	10.8	21.3	31.3	36.6
feeling too down or stressed	5.3	13.7	23.5	57.5	5.6	10.4	25.1	58.9
conflict between employment and academic work	4.6	9.6	23.3	62.5	3.1	6.9	17.2	72.8
physical health problems	1.2	5.0	26.4	67.4	0.8	3.9	27.0	68.3
partying the day of the class or the previous night	2.8	6.7	19.7	70.8	3.3	9.6	24.6	62.4
not understanding what was going on in the class	1.8	2.4	10.3	85.4	2.1	3.5	11.1	83.3
other campus activities	1.6	3.9	9.3	85.2	0.8	4.0	12.8	82.5
athletic activities	0.8	0.0	2.7	96.5	0.9	2.9	5.5	90.7
class is held too early in morning	7.4	6.5	17.2	68.8	4.8	10.6	20.3	64.3

Notes: Survey results are based on 1239 undergraduate students for whom parental education is known, including 296 first-generation college students whose parents did not graduate from college. 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 generation college students and other students based on Chi-squared test ($p < .05$).

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 advisers. There are no differences between first-generation students and other students in how often they meet with advisers or how they evaluate advising services. First-generation students are less likely to have consulted more than one adviser during the current year.

Table 4: Advising

Percent of Respondents	Parental Education									
	First Generation College Student					Parent Graduated from College				
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 adviser	28.0	32.1	25.0	10.1	4.8	24.9	33.4	22.2	14.3	5.2
have telephone, email contact with adviser	36.1	20.1	19.7	12.1	12.0	39.5	19.9	18.2	14.6	7.8
total contacts (phone, e-mail, in-person)	18.7	14.0	18.5	23.2	25.7	20.9	11.5	20.8	22.8	24.1
Did you work with more than one adviser?	No Adviser Contact					No Adviser Contact				
	18.7			63.7		20.9			54.4	
				> 1 Adviser					> 1 Adviser	
				17.6					24.8	
How do you rate...	Excellent/Very Good			Fair/Poor		Excellent/Very Good			Fair/Poor	
Academic advising	38.5			31.0		39.9			26.3	
Advice on career preparation & planning?	35.3			31.9		32.8			35.7	
Amount of time adviser spent with you	55.0			33.9		60.5			27.2	
Adviser's knowledge of rules, requirements	66.2			22.0		66.1			20.3	
Adviser's attitude towards you	73.8			20.3		73.8			17.7	
Quality of help you received from adviser	63.9			21.9		62.2			22.1	
Type of advising help requested (for those who spoke with an adviser)	Percent Yes					Percent Yes				
Just general advising	52.6					51.6				
Choosing or getting into a major	40.6					41.8				
Requirements for major	79.5					83.0				
Other requirements	40.6					48.7				
Finding classes to take	54.0					54.8				
Help with improving academic work	16.4					14.5				
Other problems	32.7					28.1				
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	
Career options or career preparation	68.6	4.1		27.3		70.5	2.5		27.0	
Health problems	86.5	1.2		12.3		80.7	2.0		17.3	
Personal problems	91.4	0.8		7.8		93.8	0.8		5.4	

Notes: Survey results are based on 1239 undergraduate students for whom parental education is known, including 296 first-generation college students whose parents did not graduate from college. Numbers shown in boldface indicate a statistically significant difference between first generation college students and other students based on Chi-squared test ($p < .05$).

Table 5: Quality of Instruction

There are no differences between first-generation and other students' evaluation of the quality of instruction, their professors' sensitivity to their needs, or their interaction with faculty. First-generation college students don't differ in their assessment of whether instructors care about whether they will succeed, but they have somewhat different views on the standards their professors set for them. First-generation students are more likely to think their instructors set unrealistically high expectations for students – about 34% versus 27% of other students – and are less likely to agree with the statement that they would learn more if instructors set higher standards.

Table 5: Quality of Instruction

Survey Question	Parental Education	
	First Generation College Student	Parent Graduated from College
How do you rate: (% rating Excellent or Very Good)		
Overall quality of instruction?	70.0	65.4
Feedback you were given by instructors on your work?	43.8	37.7
Faculty members' sensitivity to your needs as a student?	47.7	45.9
Availability of faculty to discuss course-related issues in person or via e-mail outside the class?	65.9	68.9
(Percent rating Strongly Agree or Somewhat Agree)		
My instructors are clear in what they expect of me.	94.4	95.9
My instructors don't seem to care whether I succeed.	22.1	18.7
Too many instructors set unrealistically high expectations for their students.	33.6	27.4
I would learn more if my instructors had higher expectations and set higher standards.	16.7	22.9
Do you feel that the standards and expectations that are set by your instructors are		
Too High	7.9	6.4
About Right	90.5	89.0
Not High Enough	1.6	4.6
How often do you try to interact with professors outside of class, either in person or by email		
Very Often	11.8	13.4
Sometimes	58.3	55.9
Hardly Ever	25.6	26.2
Only when required	4.2	4.5

Notes: Survey results are based on 1239 undergraduate students for whom parental education is known, including 296 first-generation college students whose parents did not graduate from college. For these questions, students were asked to rate instruction according to the following scale: Excellent, Very Good, Good, Fair, or Poor. Students asked to rate instructor expectations 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 generation college students and other students based on Chi-squared test ($p \leq .05$).

Table 6: Satisfaction with University Services and Facilities

We asked students about a wide range of services and facilities available to them and found few differences between first-generation and other students. First-generation students were more likely to have contact with the financial aid office and services for students with disabilities, but there were no significant differences in evaluation of those services. There were no significant differences in evaluation of university facilities or services other than classroom quality.

Table 6: Satisfaction with University Services and Facilities

Percent of Respondents	Parental Education	
	First Generation College Student	Parent Graduated from College
How do you rate the following services and facilities on campus? (Percent rating Excellent or Very Good)		
Libraries	83.3	84.6
Registration for courses you wanted	49.0	51.0
Registration process	63.4	61.8
Satisfaction with financial aid package	51.5	47.2
Quality of classrooms	30.9	39.2
Availability of places to study on campus	69.4	74.7
SOAR program in orientating new students	33.9	35.2
Welcome Week activities	40.0	44.8
Student unions	65.8	70.4
Recreational sports facilities on campus	75.7	74.1
Summer session course availability	30.1	31.0
Availability of Honors programs and courses	42.9	49.6
Opportunities for research	43.1	45.1
Opportunities for service learning	38.8	40.4
Services of financial aid office		
No Contact	53.5	74.1
Satisfaction with service: (Percent rating Excellent or Very Good)	55.5	52.9
Student health care services		
No Contact	29.5	26.3
Satisfaction with service: (Percent rating Excellent or Very Good)	58.8	54.5
Counseling services for personal, as opposed to academic problems		
No Contact	69.2	73.6
Satisfaction with service: (Percent rating Excellent or Very Good)	43.4	42.6
Services for students with disabilities		
No Contact	69.4	75.2
Satisfaction with service: (Percent rating Excellent or Very Good)	46.1	49.5
Dean of Students Office		
No Contact	78.7	77.1
Satisfaction with service: (Percent rating Excellent or Very Good)	62.2	52.1

Notes: Survey results are based on 1239 undergraduate students for whom parental education is known, including 296 first-generation college students whose parents did not graduate from college. 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 generation college students and other students based on Chi-squared test ($p \leq .05$).

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. There is no difference between first-generation and other students in their participation in most activities we listed – public lectures and discussions, volunteer service, internships, organizations relating to majors, research with faculty outside of class, student government, or study abroad. First-generation students are less likely to participate in intramural sports and less likely to attend cultural events. In addition, fewer first-generation college students plan to study abroad.

Table 7: Out of Classroom Experiences

Survey Question	Parental Education	
	First Generation College Student	Parent Graduated from College
Participated in the following activities: (Percent reporting Yes)		
Public lectures, discussions or coffee hours not required by class	55.2	57.2
Community or campus volunteer service	37.7	42.0
Intramural sports or Hoofers	24.7	39.8
Organizations or clubs designed for people in your major	41.2	44.5
Student government	12.1	16.4
Other student organizations	33.1	35.9
Internship	27.1	28.3
Research with a faculty member outside of class	12.4	13.1
Attended varsity events	71.8	77.2
Cultural activities on campus	73.3	79.9
Study Abroad	7.8	7.0
Plan to Study Abroad	25.3	33.1

Notes: Survey results are based on 1239 undergraduate students for whom parental education is known, including 296 first-generation college students whose parents did not graduate from college. 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 generation college students and other students based on Chi-squared test ($p \leq .05$).

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. First-generation college students report greater difficulty in finding people on campus who share their backgrounds and experiences. Only 27% of first-generation students, compared with 37% of other students, state it is extremely easy to find people on campus who share their background and experiences. Although very few students indicate it is extremely difficult for them to find study partners, first-generation students are more than three times as likely as others to find it so (3.6% compared with 1.0%). Most students report it is at least somewhat easy to find a professor with whom they really feel comfortable talking, although only about 20% find it extremely easy.

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. About 40% of students in both groups report that they interact very often with people very different from them, in terms of race, family background, or political viewpoint.

Table 8: Integration into Campus Community

Percent of Respondents	Parental Education	
	First Generation College Student	Parent Graduated from College
How easy has it been for you to find people on campus who share your background and experiences?		
Extremely Easy	27.4	37.0
Somewhat Easy	51.1	46.5
Somewhat Difficult	17.2	13.9
Extremely Difficult	4.3	2.7
How easy has it been for you to find students in your classes to study with for exams and class projects?		
Extremely Easy	36.1	35.5
Somewhat Easy	47.2	50.2
Somewhat Difficult	13.2	13.3
Extremely Difficult	3.6	1.0
How easy has it been for you to find students you feel comfortable socializing with?		
Extremely Easy	51.3	59.3
Somewhat Easy	37.4	31.0
Somewhat Difficult	9.0	8.1
Extremely Difficult	2.3	1.7
How easy has it been for you to find a professor you really feel comfortable talking to?		
Extremely Easy	21.7	20.8
Somewhat Easy	49.9	50.3
Somewhat Difficult	22.7	26.0
Extremely Difficult	5.7	3.5
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)	40.8	40.0

Notes: Survey results are based on 1239 undergraduate students for whom parental education is known, including 296 first-generation college students whose parents did not graduate from college. 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 first generation college students and other students based on Chi-squared test ($p \leq .05$).

Table 9: Assessment of Campus Safety

It is important for students to feel safe on and around campus. Responses by first-generation and other students showed no differences in how safe they felt on or near campus in the evening. Similarly, there were no differences in the rating of satisfaction with campus police and security.

Table 9: Assessment of Campus Safety

Survey Questions	Parental Education	
	First Generation College Student	Parent Graduated from College
When I am on campus in the evening, I feel safe.		
Strongly Agree	36.1	43.6
Agree	57.3	49.9
Disagree	6.2	5.2
Strongly Disagree	0.4	1.3
When I am near campus in the evening, I feel safe.		
Strongly Agree	29.4	32.2
Agree	59.1	56.6
Neither Agree nor Disagree	0.0	0.5
Disagree	10.9	9.5
Strongly Disagree	0.6	1.3
Satisfaction with Campus Police and Security: (Percent rating Service Excellent or Very Good)	48.5	49.6

Notes: Survey results are based on 1239 undergraduate students for whom parental education is known, including 296 first-generation college students whose parents did not graduate from college. 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 first generation college students and other students based on Chi-squared test ($p \leq .05$).

Table 10: Assessment of Campus Climate

We asked a series of questions designed to tap student perception of campus climate, including their assessment of the experience of different groups of students on campus. First-generation college students and other students are similar in their assessment of these items. Only about half (52%) of all students rated the university as excellent or very good at serving the interests and concerns of students. 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. 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.

Table 10: Assessment of Campus Climate

Percent of Respondents	Parental Education	
	First Generation College Student	Parent Graduated from College
How do you rate the University in serving the interests and concerns of students? (Percent rating Excellent or Very Good)	52.1	52.7
Students have an equal opportunity to take full advantage of their time at UW-Madison regardless of... (Percent Agree or Strongly Agree)		
their race or ethnic background	93.5	93.1
whether they are men or women	97.3	98.0
their sexual orientation	95.1	94.7
whether they are American or from another country	93.6	91.6
their political viewpoints	92.5	88.7
their class or family income	82.6	83.7
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	65.7	61.7
gender	69.9	73.7
Have you personally experienced what you feel is discrimination or harassment at the UW-Madison since the fall semester began? (Percent Yes)	9.6	6.8
How many times has this occurred during this academic year?		
None	90.6	93.3
Once or Twice	6.2	4.2
More Often	3.2	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	64.3	66.9
the campus as a community	64.3	62.6
Madison as a community	69.0	72.4

Notes: Survey results are based on 1239 undergraduate students, including 296 first-generation college students whose parents did not graduate from college. 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 first generation college students and other students based on Chi-squared test ($p \leq .05$).

Table 11: Housing

First-generation students were somewhat less likely than other students to live in university housing at the time of the survey. About three-quarters of first-generation and other students either currently live in university housing at the time of the survey or have lived in a university residence hall in the past. There were no significant differences in ratings of their current housing or university housing experiences.

Table 11: Housing

Survey Question	Parental Education	
	First Generation College Student	Parent Graduated from College
Where do you live?		
University Residence Hall	20.7	28.7
Private Residence Hall	2.6	5.2
Apartment or House	72.3	60.1
Parent's home	1.6	1.0
Fraternity or Sorority	1.7	3.0
Other	1.2	2.0
Overall, how would you rate your current housing situation? (Percent rating Excellent or Very Good)	63.4	64.4
Have you ever lived in a residence hall managed by the university? (Percent reporting Yes)	74.5	75.9
How do you rate university residence halls? (Percent rating Excellent or Very Good, of those who ever lived in one)	41.5	48.5
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)	7.4	9.6
Have you ever lived in any of the residential learning communities? (Percent reporting Yes)	13.5	16.4
How would you rate your experience of living in this learning community? (Percent rating Excellent or Very Good, of those who lived in one)	51.6	58.8

Notes: Survey results are based on 1239 undergraduate students for whom parental education is known, including 296 first-generation college students whose parents did not graduate from college. Numbers shown in boldface indicate a statistically significant difference between first generation college students and other students based on Chi-squared test ($p < .05$).

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. First-generation students are much less likely to have family members helping pay

college expenses (54% of first-generation students and 84% of students whose parents graduated from college). They are more likely to use grants or scholarships -- 60% of first-generation and 44% of other students report such income. Loans, personal savings and job income are also reported significantly more frequently by first-generation students.

About 62% of all UW-Madison students expect to graduate with some debt; 80% of first-generation students anticipate having debt at graduation. Nearly a quarter of first-generation students and 14% of other students expect to owe \$20,000 or more. First-generation students are more likely to worry about the amount of debt they will accrue – 63% of first-generation students and 50% of other students are somewhat or extremely worried about it.

Table 12: Financing Student Education

Survey Question	Parental Education	
	First Generation College Student	Parent Graduated from College
How are you financing your education this year? (Percent Yes)		
Family helping to pay for college	54.0	84.7
Personal savings	64.0	53.3
Income from jobs you have while a student	68.0	48.5
Loans	62.0	37.6
Grants or Scholarships	60.3	43.6
Credit Card	9.3	10.5
Other	12.4	8.6
How much debt of any kind do you think you will be carrying personally by the time you graduate?		
No debt	20.7	42.3
Less than \$5,000	7.0	14.1
Between \$5,000 and \$10,000	12.3	13.1
Between \$10,000 and \$15,000	20.9	10.1
Between \$15,000 and \$20,000	15.4	7.2
Between \$20,000 and \$25,000	5.5	5.2
Between \$25,000 and \$30,000	5.2	2.4
Between \$30,000 and \$50,000	7.2	4.0
More than \$50,000	6.0	1.6
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	17.8	8.5
Somewhat worried	45.4	41.3
Not at all worried	36.8	50.2

Notes: Survey results are based on 1239 undergraduate students for whom parental education is known, including 296 first-generation college students whose parents did not graduate from college. Numbers shown in boldface indicate a statistically significant difference between first generation college students and other students based on Chi-squared test ($p \leq .05$).

Table 13: Student Expectations

One measure of students' experience is whether they consider transferring away. Over three-fourths of UW-Madison students report they have never considered transferring away; there is no difference between first-generation and other students. Similarly, first-generation students are equally as likely as other students to say they have not considered taking a leave of absence or dropping out from UW-Madison. However, first-generation students are more likely to say that if they had it all to do over again, they probably/definitely would not enroll at UW-Madison.

Table 13: Student Expectations

Survey Question	Parental Education	
	First Generation College Student	Parent Graduated from College
Have you ever considered transferring to another college or university?		
No	76.9	80.9
Probably will not transfer	19.4	16.6
Probably/Definitely will transfer	3.7	2.5
If you could start your college education all over again, would you enroll at the UW-Madison?		
Definitely would	57.9	57.5
Probably would	30.4	35.0
Probably/Definitely would not	11.7	7.4
How sure are you that you will finish your bachelor's degree at the UW-Madison? (Percent rating Extremely Sure)	84.8	87.4
Have you ever considered taking a leave of absence or dropping out? (Percent rating Yes)	14.3	10.4
What is your highest degree you ever expect to earn?		
Bachelor's degree	23.6	19.0
Master's degree	39.2	46.7
Doctoral Degree	24.4	18.1
Law or Other Professional Degree	3.7	8.9
Don't Know	8.8	7.3
Don't Expect to complete a degree	0.4	0.0

Notes: Survey results are based on 1239 undergraduate students for whom parental education is known, including 296 first-generation college students whose parents did not graduate from college. 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 generation college students and other students based on Chi-squared test ($p \leq .05$).

Table 14: Overall Satisfaction

Putting it all together, how does parental education shape students’ evaluation of their overall experience at UW-Madison? Eighty-eight percent of first-generation students and 92% of other students are satisfied with their overall experience, and about 98% of first-generation and 97% of other students are “proud to be a UW-Madison student.” Using a more demanding measure, looking only at those who are *extremely* satisfied with their experience, we find less strongly positive reactions among first-generation students. There is always room for improvement, and this survey identifies some specific areas to which we might look. But we are pleased to see that overall satisfaction with the campus has risen since 2003, when we last did this survey, especially for first-generation students. Then, 39% of first-generation students were extremely satisfied with their experience compared with 53% now; then, 57% of other students were extremely satisfied compared with 62% now. That is movement in the right direction.

Table 14: Overall Satisfaction

Survey Question	Parental Education	
	First Generation College Student	Parent Graduated from College
How would you evaluate your overall experience thus far at the UW-Madison?		
Extremely Satisfied	53.3	62.4
Somewhat Satisfied	34.9	29.6
Neither Satisfied nor Dissatisfied	0.4	0.5
Somewhat Dissatisfied	7.0	4.8
Extremely Dissatisfied	4.5	2.7
How much do you agree or disagree with this statement: “I am proud to be a UW-Madison student.”		
Strongly Agree	71.3	72.0
Agree	26.8	24.5
Neither Agree nor Disagree	0.0	0.4
Disagree	1.0	2.9
Strongly Disagree	0.9	0.3

Notes: Survey results are based on 1239 undergraduate students for whom parental education is known, including 296 first-generation college students whose parents did not graduate from college. 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 first generation college students and other students based on Chi-squared test ($p \leq .05$).