UW-MADISON UNDERGRADUATE ACADEMIC ENHANCEMENT EXPERIENCES
ANNUAL UPDATE[1]

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How many of our undergraduates have studied abroad? How many worked with faculty members on research projects? How many ever lived in one of the residential learning communities? Questions about academic enhancement experiences like these are frequent. The purpose of this study is to show how many of our graduates participated in these types of academic enhancement experiences. ***Results measuring the experiences that are identifiable through official records show that 4 in 5 (80%) bachelors degree recipients in 2004-05 had at least one academic enhancement experience, up from 73% in 2003-04. Fifty-two percent (52%) had two or more.***

DEFINING AND QUANTIFYING ACADEMIC ENHANCEMENT EXPERIENCES

Linking experiences inside and outside the classroom, increasing student exposure to diversity, applying classroom knowledge to real-life experiences, conducting research with faculty members, working with faculty members in small groups, exploring individual areas of interest and living in a residential learning community are all believed to affect many outcome measures of interest to the higher education community such as persistence, degree attainment, interest in post-baccalaureate study, marketability after graduation, preparation for work and educational satisfaction[2].

This study's purpose is to measure those experiences that are objectively quantifiable through student academic records, course descriptions/titles, or other official records. The number of students having these types of experiences is likely higher than those able to be counted for this study because not all such experiences are part of a student's official record.

For the purposes of this study, "academic enhancement experiences" are defined as:

- Studying abroad
- Living in a residential learning community
- Taking a service-learning course
- Having an undergraduate research experience – measured by participation in the Research Fellows, Research Scholars, McNair, or Med Scholars programs, or taking a research or thesis course
- Participating in an "internship" type experience for academic credit
- Working closely with a faculty member in a seminar course, honors course, or independent study (including Hilldale Fellowship and Holstrom Scholarship recipients).

Specific definitions of the activities measured and the methodology used can be found at the end of this report.

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[1] See http://wiscinfo.doit.wisc.edu/obpa/CLH/Academic_Enhancement_2004.pdf for the 2004 Academic Enhancement Report.
[2] Astin, A. What Matters in College, San Francisco: Jossey-Bass, 1993.

PERCENT OF GRADUATES WITH ACADEMIC ENHANCEMENT EXPERIENCES

In the 2004-05 academic year, almost 6,300 students completed undergraduate degrees. Of these graduates, 80% had at least one academic enhancement experience as defined for this analysis. Fifty-two percent (52%) had two or more such experiences.

Table 1
Number of Academic Enhancement Experiences for Bachelors Degree Recipients in 2004-05

	Percent of Graduates by School/College									
	ALS	BUS	EDU	EGR	HEC	L&S	MED	NUR	PHM	Total
Zero	*13*	*32*	*5*	*22*	*3*	*22*	*0*	*41*	*0*	*20*
One	*29*	*35*	*21*	*34*	*16*	*29*	*0*	*24*	*0*	*28*
Two	*28*	*17*	*33*	*25*	*38*	*23*	*38*	*17*	*100*	*24*
Three	*17*	*12*	*23*	*13*	*25*	*15*	*43*	*11*	*0*	*16*
Four	*7*	*4*	*12*	*5*	*14*	*8*	*14*	*6*	*0*	*8*
Five or more	*6*	*1*	*6*	*2*	*4*	*4*	*5*	*1*	*0*	*4*
Total one or more	*87*	*68*	*95*	*78*	*97*	*78*	*100*	*59*	*100*	*80*
Total Degrees	***527***	***580***	***521***	***624***	***277***	***3,569***	***58***	***126***	***7***	***6,289***

Over the last three academic years, the percentage of graduates with at least one of these academic enhancement experiences has increased from 69% to 80%. The percentage of graduates having none of these experiences decreased from 31% to 20% over these three years. An increasing percentage of graduates are having more than one of these experiences. Over the last three years, the percentage of graduates with more than one academic enhancement experience has risen from 34% to 52%.

Table 1A
Trend in Number of Academic Enhancement Experiences for Bachelors Degree Recipients

	Percent of Graduates by Academic Year		
	2002-03	**2003-04**	**2004-05**
Zero	*31*	*27*	*20*
One	*35*	*28*	*28*
Two	*22*	*22*	*24*
Three	*8*	*15*	*16*
Four	*3*	*6*	*8*
Five or more	*1*	*3*	*4*
Total one or more	*69*	*73*	*80*
Total Degrees	**6,102**	**6,144**	**6,289**

TYPES OF ACADEMIC ENHANCEMENT EXPERIENCES

The most frequent academic enhancement experience of these types is taking at an independent study course. Almost half (46%) took at least one independent study course and 35% took at least one seminar course. Twenty-two percent (22%) took at least one honors course and 20% had some kind of field work experience (internship, practicum, co-op etc.).

Twelve percent (12%) of graduates lived in a residential learning community at some point as an undergraduate and 11% had at least one type of undergraduate research experience. Fourteen percent (14%) of graduates in 2004-05 studied abroad through a UW-Madison program and four percent (4%) studied abroad through an academic program at another institution (and transferred credit back to UW-Madison).

There are differences by school/college in participation rates for the various academic enhancement experiences. For example, graduates receiving degrees from the School of Business had the highest study abroad participation rates (23%) but the lowest participation rates in seminar courses (8%) and independent study (31%). Graduates receiving degrees from the School of Education had high rates of participation in field work (73%) but lower participation in undergraduate research (1%).

Table 2
Types of Academic Enhancement Experiences for Bachelors Degree Recipients in 2004-05

	Percent of Graduates by School/College									
	ALS	BUS	EDU	EGR	HEC	L&S	MED	NUR	PHM	Total
Study Abroad (Unduplicated)	*8*	*23*	*12*	*9*	*16*	*22*	*2*	*5*	*0*	*18*
UW-Madison Program	*7*	*20*	*10*	*9*	*9*	*17*	*2*	*5*	*0*	*14*
Other Institution's Program	*1*	*3*	*2*	*0*	*7*	*5*	*0*	*0*	*0*	*4*
Residential Learning Comm.	*10*	*8*	*13*	*13*	*6*	*13*	*7*	*4*	*0*	*12*
Service Learning Course	*15*	*1*	*14*	*1*	*43*	*5*	*52*	*4*	*0*	*8*
Research Exp. (Unduplic.)	*11*	*30*	*1*	*2*	*3*	*12*	*3*	*21*	*0*	*11*
Research Fellows Prog.	*<1*	*0*	*0*	*<1*	*0*	*<1*	*0*	*0*	*0*	*<1*
Research Scholars Prog.	*2*	*<1*	*<1*	*<1*	*<1*	*1*	*0*	*1*	*0*	*1*
McNair Program	*<1*	*0*	*0*	*<1*	*<1*	*<1*	*0*	*0*	*0*	*<1*
Medical Scholars	*1*	*0*	*<1*	*<1*	*<1*	*1*	*0*	*0*	*0*	*1*
Research Course	*5*	*30*	*<1*	*<1*	*1*	*6*	*2*	*8*	*0*	*5*
Thesis Course	*8*	*<1*	*<1*	*1*	*1*	*6*	*2*	*8*	*0*	*5*
Field Work (Unduplicated)	*9*	*13*	*73*	*41*	*67*	*7*	*100*	*15*	*0*	*20*
Co-op	*<1*	*<1*	*0*	*41*	*0*	*<1*	*0*	*0*	*0*	*4*
Student Teaching	*1*	*0*	*21*	*0*	*<1*	*<1*	*0*	*0*	*0*	*2*
Practicum	*8*	*<1*	*69*	*0*	*1*	*1*	*50*	*14*	*0*	*8*
Internship	*1*	*13*	*5*	*0*	*67*	*6*	*52*	*1*	*0*	*8*
Honors Course	*24*	*9*	*12*	*17*	*6*	*28*	*7*	*18*	*0*	*22*
Independent Study	*64*	*31*	*39*	*50*	*59*	*46*	*59*	*32*	*100*	*46*
Seminar Course	*49*	*8*	*50*	*18*	*43*	*38*	*57*	*18*	*100*	*35*
Total Degrees	***527***	***580***	***521***	***624***	***277***	***3,569***	***58***	***126***	***7***	***6,289***

Over the past three years, the participation rates in honors, independent study, and seminar courses and in undergraduate research experiences have increased. Participation in field work (co-op, student teaching, practicum, and internship), residential learning communities and UW-Madison-sponsored study abroad has been stable. Participation in service learning courses has also increased. This increase can be attributed to a greater number of service-learning courses and to better means of identifying these courses.

Table 2A
Trend in Types of Academic Enhancement Experiences for Bachelors Degree Recipients

	Percent of Graduates by Academic Year		
	2002-03	**2003-04**	**2004-05**
Study Abroad (Unduplicated)	*14*	*14*	*18*
UW-Madison Program	*14*	*14*	*14*
Other Institution's Program	*	*	*4*
Residential Learning Community	*11*	*11*	*12*
Service Learning Course	*4*	*6*	*8*
Research Exp. (Unduplicated)	*8*	*10*	*11*
Research Fellows Program	*<1*	*<1*	*<1*
Research Scholars Program	*<1*	*1*	*1*
McNair Program	*<1*	*<1*	*<1*
Medical Scholars	*1*	*1*	*1*
Research Course	*3*	*5*	*7*
Thesis Course	*5*	*5*	*5*
Field Work (Unduplicated)	*20*	*19*	*20*
Co-op	*5*	*4*	*4*
Student Teaching	*3*	*4*	*2*
Practicum	*7*	*9*	*8*
Internship	*8*	*7*	*8*
Honors Course	*18*	*19*	*22*
Independent Study	*41*	*35*	*46*
Seminar Course	*32*	*34*	*35*
Total one or more experiences	***69***	***73***	***80***
Total Degrees	***6,102***	***6,144***	***6,289***

***** Notation of study abroad experiences at other institutions was recently added to students' official academic records and first evident for graduates in 2004-05. The extent to which students participated in study abroad at other institutions prior to the 2004-05 is not known.

GRADUATES WITH ONE ACADEMIC ENHANCEMENT EXPERIENCE

The graduates with one and only one type of academic enhancement experience were most likely to have taken an independent study course (33%). The next most common experiences for these graduates was taking a seminar course (21%) and taking an honors course (10%).

The most common experiences by school/college are highlighted in **bold** and show differences by school/college. The School of Human Ecology is the only school where field work was the most common sole experience and the School of Business is the only school where research (coursework) is the most common sole experience. The most common academic enhancement experience for students with only one experience was independent study in all the other schools/colleges.

Table 3
Bachelors Degree Recipients in 2004-05 with One Academic Enhancement Experience

	Percent of Graduates by School/College									
	ALS	BUS	EDU	EGR	HEC	L&S	MED	NUR	PHM	Total
Study Abroad (UW-Madison)	*2*	*1*	*4*	*3*	*4*	*10*	---	*7*	---	*7*
Study Abroad (Other)	*0*	*3*	*2*	*0*	*0*	*4*	---	*0*	---	*3*
Resid. Learning Community	*3*	*6*	*1*	*6*	*0*	*5*	---	*7*	---	*5*
Service Learning Course	*11*	*1*	*10*	*0*	*2*	*2*	---	*3*	---	*3*
Research Course	*0*	***44***	*0*	*0*	*0*	*<1*	---	*0*	---	*5*
Medical Scholars Program	*0*	*0*	*0*	*0*	*0*	*<1*	---	*0*	---	*0*
Co-op	*0*	*0*	*0*	*35*	*0*	*<1*	---	*0*	---	*4*
Practicum	*1*	*0*	*34*	*0*	*0*	*1*	---	*7*	---	*3*
Internship	*1*	*21*	*8*	*0*	***67***	*3*	---	*0*	---	*7*
Honors Course	*9*	*6*	*3*	*6*	*0*	*13*	---	*17*	---	*10*
Independent Study	***48***	*10*	***35***	***43***	*22*	***33***	---	***43***	---	***33***
Seminar Course	*25*	*6*	*4*	*8*	*4*	*29*	---	*17*	---	*21*
Total with One Experience	**155**	**202**	**112**	**213**	**45**	**1,032**	**0**	**30**	**0**	**1,789**

DEFINITION OF TERMS AND TECHNICAL NOTES

Graduates with multiple occurrences of the same experience are counted once in all of these tables. For example, a graduate who did two internships would be in the "one experience" category. A graduate who did 2 internships and also studied abroad would be in the "2 experiences" category.

Study Abroad
Definition: Bachelors degree recipients who had a record indicating at least one semester abroad. Until the 2004-05 academic year, this only included students who studied abroad through UW-Madison-sponsored programs. Starting with this year, we are able to identify students who studied abroad through programs at other institutions. The 4% of graduates with records indicating a non-UW-Madison abroad experience is likely underreported because some 2004-05 graduates may have studied abroad before the procedures to capture these activities were implemented.

Source: UW.RETENTION_SEMESTER_HISTORY data view (UW-Madison programs). ISIS table U_SR_TSCRPT_TXT (non UW-Madison programs).

Residential Learning Community
Definition: Bachelors degree recipients who had a University Housing record indicating they had ever lived in one of the following residential learning communities: Bradley Learning Community, Chadbourne Residential College, International Learning Community, Women in Science and Engineering (WISE – Elizabeth Waters Hall).

Source: Division of University Housing records.

Service Learning Course
Definition: Bachelors degree recipients who ever took a course (or course section) that was indicated to have some kind of service learning, volunteer, community service or other such experience. *Course examples: Agricultural and Applied Economics, Course 340 – Issues in Food Systems, Afro-American Studies, Course 151 – Introduction to Contemporary African American Society.*

Source: ISIS CLASS_NOTES Table, UW.RETENTION_COURSE_HISTORY data view.

Comments: This only encompasses *courses* identified as having a service learning component – there are numerous non-course-based opportunities for students to engage in service learning and/or community service. In this analysis, 8% of bachelors degree recipients can be identified as having taken such a class. This is less than the 15% of seniors who reported on the 2004 National Survey of Student Engagement that they had "participated in a community-based project as part of a regular course".

There is no searchable field in the Timetable for service learning courses. Students are notified of a service-learning component in the class footnote section of the Timetable and it is this field that was used to develop the list of service learning courses for this analysis. There are several examples of courses that are believed to have a service learning component that are not identified as such in the Timetable (such as all of the Engineering EPIC courses). For this reason, we supplemented the list of courses identified in the Timetable with additional courses identified by the Morgridge Center for Public Service. The Provost's Office and Morgridge Center for Public Service are working with the Registrar's Office to determine the feasibility of implementing a better means of identifying service learning courses for students. Since service learning courses often have a significant time commitment outside of class, it is important that students understand this commitment when registering. Furthermore, students who are seeking a service learning course currently must look through the Timetable for notes about classes – there is no searchable field. Once a better system of identifying these courses is implemented, the analytical opportunities for examining service-learning course participation will also be enhanced.

Undergraduate Research Experience (non course-based)
Definition: Bachelors degree recipients who have a student group record showing participation in one of the many undergraduate opportunities for research with faculty members outside of class. The groups included in this analysis were participants in the Undergraduate Research Fellows, Undergraduate Research Scholars, McNair, and Medical Scholars programs.

Source: http://www.provost.wisc.edu/undergradresearch/, UW.RETENTION_STDNT_GROUP_HIST data view

Comments: In this analysis, 2% of bachelors degree recipients can be identified as having such an experience. This is much lower than the 25% of seniors that reported in the 2004 National Survey of Student Engagement (NSSE) that they had worked on a "research project with a faculty member outside of course or program requirements". Many of the experiences that students may have identified on the NSSE are the types of experiences that are not part of their official student records such as student hourly employment in research labs.

Undergraduate Research Course (non-thesis)
Definition: Bachelors degree recipients who ever took a course with the term "research" in the title/description where research/lab opportunities with faculty members are highlighted. *Course examples: Religious Studies 697 – Independent Research for Majors, L&S Interdisciplinary Course 250 – Undergraduate Research Experience.*

Source: UW.RETENTION_COURSE_HISTORY data view

Comments: In this analysis, 5% of bachelors degree recipients took such a class. This is much lower than the 32% of seniors that reported in the 2003 Undergraduate Student Survey that they had "participated in research with a faculty member….(for) academic credit" during the current year. Many of the students who took an independent study course were participating in research with faculty members. These experiences have been reported in the independent study category.

Undergraduate Thesis Course
Definition: Bachelors degree recipients who ever took a course with "thesis" in the course title. These are generally courses numbered 681, 682, 691 and 692.

Source: UW.RETENTION_COURSE_HISTORY data view

Field Work
Definition: Bachelors degree recipients who ever took a course with the term internship, co-op, practicum etc, in the title/description and courses of this nature identified by a course type of "field work" in the Timetable. *Course examples: Women's Studies 660 – Internship in Women's Studies, Plant Pathology 399 – Coordinative Internship/Cooperative Education.*

Source: UW.RETENTION_COURSE_HISTORY data view.

Comments: In this analysis, 20% of bachelors degree recipients can be identified as having taken such a class. This is much lower than the 54% of seniors who reported on the 2004 National Survey of Student Engagement (2004) that they had had such as experience. The question on the NSSE did not specify "for credit" and also did not specifically define the experiences. These definitional differences may help explain the differences in the proportion of students who participated in field work.

Independent Study Course
Definition: Bachelors degree recipients who ever took a course identified by the section type as independent study. These are generally courses that end in “89”, “98” and “99” including 100 and 200-level courses. Some internships and co-op sections are coded as independent study rather than field work. Regardless of how coded, all internships and other field work have been included in those categories and not in independent study.

Source: UW.RETENTION_COURSE_HISTORY data view.

Comments: In this analysis, 46% of bachelors degree recipients can be identified as having taken an independent study course. This is higher than the 24% of seniors who reported on the 2004 National Survey of Student Engagement (2004) that they had had taken such a course.

Seminar Course
Definition: Bachelors degree recipients who ever took a course identified by the section type as a seminar. *Course examples: Psychology 211 – Freshman Seminar in Psychology, Management and Human Resources 470 – Seminar in Organizational Issues.*

Source: UW.RETENTION_COURSE_HISTORY data view.

Honors Course
Definition: Bachelors degree recipients who ever took a course section for honors credit. These sections were identified by the presence of an “8” as the middle digit of the course or section number.

Source: UW.RETENTION_COURSE_HISTORY data view