

**Part 1: Introduction, Satisfaction; Advising**

**2000 UW-MADISON UNDERGRADUATE STUDENT  
SATISFACTION SURVEY: SUMMARY OF RESULTS**

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**This report, and the reports from previous years,  
Are available on the internet.**

Go to the UW Survey Center Home Page - - <http://www.wisc.edu/uwsc/>

Click on Project Archive

Click on 2000 Undergraduate Student Satisfaction Survey

## Introduction

The University of Wisconsin Survey Center (UWSC) conducted the seventh Undergraduate Student Satisfaction Survey during the spring semester of the 1999-2000 academic year. (The survey was conducted annually from 1993 to 1998 and in 2000; there was no survey in 1999 or in 2001.) As in previous years, a sample of UW-Madison undergraduates was selected from the Registrar's records. A total of 1108 students were interviewed by telephone midway through the semester. The students in the sample were asked questions regarding their satisfaction with various aspects of their academic experience and with University services and facilities.

In addition to replicating the satisfaction questions from the 1993 to 1998 surveys, several topical modules were included. Students were asked about:

- Perceptions of the role of advisors
- Issues of social integration of students on the campus; need for more attention to diversity; and experience with the Multicultural Student Center
- Classroom learning and pedagogical issues
- Outside of classroom learning and activities

In this report we will describe procedures used to collect the data and briefly summarize the results. It is important to understand that we are merely over-viewing the results of the survey. This report is not intended to be a definitive analysis of the data. We are prepared to do additional, more detailed analyses on topics of particular interest. In addition, the data are available for analysis by others.

## Survey Procedures

Here we provide a brief overview of survey procedures. Appendix A provides a more detailed account.

During the spring semester the University of Wisconsin Survey Center conducted the seventh UW-Madison Undergraduate Student Satisfaction Survey. The survey was conducted by telephone between March 1 and April 20, 2000. A total of 1108 interviews, averaging 21.5 minutes in length, were conducted.

Students were called at their Madison area phone number. An extensive effort was made to locate students who had moved. Calls were made at different times of day and days of week in order to maximize the probability of finding the student at home.

A total of 1465 cases were put into the field; 80 were determined to be ineligible for the survey because they were either not enrolled in the fall semester or were studying abroad in a UW-Madison program. Hence, the response rate was 80.0 percent. Of the non-completed cases, 126 were refusals and 151 were students that we were unable to interview for other reasons including being unable to find a current telephone number; never answering telephone; or because the field period ended before completing the interview.

Response Rate = Completed Interviews as Percent of Eligible Sample

$$= \frac{1108}{1465 - 80} = .800 = 80.0 \%$$

In order to have enough sample cases to make reliable statistical estimates, some categories of students are sampled at higher rates than others. The sample is stratified by year in school (seniors versus non-seniors), minority status, and college (Letters and Science, three smaller colleges, and the five smallest colleges). The five smallest colleges

(Business, Human Ecology, Nursing, Pharmacy, and Undergraduate Medical Programs) were sampled at a higher rate than the larger non-L & S colleges (CAL S, Education, and Engineering) and these colleges were sampled at a higher rate than L & S. Minority students were sampled at higher rates than majority white students. Details on sampling rates are documented in Appendix A.

Because of differential selection probabilities and small differences in response rates among strata, cases must be weighted so that the sample represents the undergraduate student population. A weight variable is provided on the data file. All of the information in this report is based on weighted data. Appendix E shows the un-weighted sample frequencies for various characteristics, as well as the un-weighted and weighted percent distributions.

Even with the over-sampling of minority students and students in the smaller colleges, the number of sample cases in some important sub-populations is too small for reliable estimation. For measures that are available in previous surveys, data from multiple years can be combined to improve the statistical reliability of estimates. We have not done this in the analyses in this report.

The Office of the Registrar drew the sample from student records. In addition to sample students' names and information necessary to locate them (telephone numbers, addresses, etc.), some other information was obtained from administrative records. Specifically, we extracted:

Information needed to locate the student

- Name
- Telephone Number
- Local Address
- E-mail Address
- “Home” Address and telephone number

Ethnicity

Gender

Date of Birth

Current Enrolled Credits

Cumulative Credits Completed

- On campus

- Transfer

Degree Program

Level – evidently this is year in school, although it does not appear comparable to previous years' data

Initially we were unable to obtain all of the administrative information that was extracted in previous years. Subsequently some of this information has been retrieved by the Office of Budget, Planning and Policy. Specifically, data that were not available for this report, but were subsequently retrieved include:

College

Year in School

Citizenship

Credits Completed

Semester and Year First Enrolled at UW-Madison

Transfer Status

ACT/SAT Scores

High School Class Rank

Semesters Enrolled at UW-Madison

Summers Enrolled at UW –Madison

As in all of our surveys, procedures are carefully followed to protect the confidentiality of information obtained from and about students. Data files available for others' use do not contain identifying information.

### **Special Difficulties in Drawing the Sample Affecting Comparability with Previous Years' Surveys**

The sample for the 2000 Undergraduate Student Satisfaction Survey was drawn during the time that student records were being converted from the old system to the new ISIS system. At that time some items of information that in previous years were extracted from student records had not be brought into the new system. In addition, the Registrar's office had not previously attempted to extract information from some of the tables in the database.

As a result, despite the heroic efforts of our staff and Larry Lockwood and his staff in the Registrar's office, we were unable to extract some information that we had previously obtained; and some information that we were able to obtain is not strictly comparable to what we obtained in previous years.

Five problems of coverage and comparability are of particular importance:

1. In previous years, we sampled students who were enrolled in the fall semester, regardless of whether or not they were enrolled in the spring semester. In 2000, we were able to sample only those students who were enrolled in the fall semester, and who had registered for the spring semester. Hence the sample does not include students who graduated in December or who, for some other reason, did not register for the spring semester. In previous years about one-tenth of the interviews were with students who had been enrolled in the fall, but not in the spring. This year, only students who enrolled for the spring, but subsequently did not attend are included. This means that the population coverage is different from that in previous years and the strict comparability with past years is lost. We do not think that this is an extremely serious problem, generally; but it may be a problem in some comparisons. Appendix C includes some comparisons between 1998 and 2000, using a subsample of the 1998 data that is defined as identically to the 2000 sample as possible.
2. The sample is stratified, with one of the strata including Black, Hispanic, and American Indian students. Asian students were to have been included in the "College" strata, along with majority white students. For unknown reasons, most Asian students were not included in the sample.
3. Because of the incomplete conversion to ISIS, and also because of time pressure in getting the sample drawn so that we could get into the field, we failed to obtain administrative data on a number of student characteristics that had previously been available, including year in school and College. Some of these items were asked about in the survey, but we do not have the corresponding administrative data which have been used previously in reports. Similarly, we did not have information on grade point average, SAT/ACT scores, class rank, transfer status, and a number of other characteristics when we prepared this report.

Subsequently, much of this information has been successfully extracted and added to the data file by Bruce Beck and Margaret Harrigan of the Office of Budget, Planning and Analysis. This was done after this report was essentially completed, so none of this information is included here.

4. At the time that we constructed the sample weights we did not know the precise sample selection probabilities. We made the assumption that in 2000 students were distributed proportionally by minority status, college, and year in school as they had been in 1998, the most recent year for which data were available. This probably had only a trivial effect on the weights and on distributions of satisfaction items. In principle, we can now go back and recomputed weights. We have not done so, because we think it would be confusing to have reports on the data that use different case weights.
5. We were delayed in getting the survey into the field by about one month, so interviews were conducted about one month later in the semester on average. This could have affected some responses. We believe that being in the field later in the semester adversely affected the response rate.

## **Characteristics of Students**

The table on the next two pages shows distributions of selected academic, demographic, and social characteristics of the sample students. Most of these are derived from survey questions; a few are from administrative records. Where possible we have compared distributions of the sample survey respondents with published distributions of the full student body from administrative records. These comparisons show that the sample closely resembles the population on all characteristics.

**DISTRIBUTION OF SELECTED CHARACTERISTICS OF UW-MADISON  
UNDERGRADUATE STUDENTS – 2000**  
(Weighted)

<b>COLLEGE</b>		<b>IN-STATE/OUT-OF-STATE</b>	
Agriculture and Life Science	7.0	In-state	75.5
Human Ecology (FRCS)	2.2	Out-of-state	24.4
Business	13.3	Don't Know	<u>0.1</u>
Education	10.9		100.0
Engineering	13.6		
Letters and Science	42.9	<b>STATE OF HIGH SCHOOL GRADUATION</b>	
Nursing	1.6	Wisconsin	72.1
Pharmacy	1.2	Minnesota	9.6
Medicine	0.6	Illinois	8.0
NA	<u>6.9</u>	Foreign	1.8
	100.0	N.Y.	1.9
		N. J.	0.3
<b>YEAR IN SCHOOL (self-report)</b>		Michigan	0.5
Freshman	22.8	Other States	<u>5.8</u>
Sophomore	22.6		100.0
Junior	22.3		
Senior	31.9	<b>NUMBER OF CREDITS</b>	
Completed Bachelor's Degree	0.1	None	0.7
Other	<u>0.3</u>	1-9	4.7
	100.0	10-12	13.8
		13-15	55.7
<b>GENDER</b>		16+	<u>25.1</u>
Male	47.0		100.0
Female	<u>53.0</u>		
	100.0	<b>GRADE POINT AVERAGE</b>	
<b>RACE/ETHNICITY (self-report)</b>		less than 1.50	0.2
Domestic		1.50 - 1.99	0.3
Black	1.3	2.00 - 2.24	2.1
Asian American	0.8	2.25 - 2.49	3.2
American Indian	0.4	2.50 - 2.74	11.1
Hispanic	1.6	2.75 - 2.99	15.0
Mexican American/Chicano	(0.9)	3.00 - 3.24	23.4
Puerto Rican	(0.2)	3.25 - 3.49	15.3
Cuban	(0.1)	3.50 - 3.74	18.3
Other South/Central American	(0.3)	3.74 - 4.00	<u>11.1</u>
Other	(0.2)		
Non-Hispanic White	91.1		100.0
Biracial/Multiracial	1.1		
Foreign*	1.8		
NA	0.9	<b>Note: GPA is self-reported in 2000;</b>	
Other	<u>0.9</u>	in previous years it was	
	100.0	based on administrative	
		records.	

\* Graduated from high school outside US.

**WEIGHTED DISTRIBUTION OF SELECTED CHARACTERISTICS  
OF UW-MADISON UNDERGRADUATE STUDENTS - 2000  
(CONTINUED)**

**HIGHEST DEGREE EXPECTED**

No degree	0.2
Bachelors	23.5
Masters	45.1
Doctorate/Professional	19.1
Other	0.8
Don't Know	11.5
Refused	<u>0.1</u>
	100.0

**MARITAL STATUS**

Married	3.0
Never Married	96.4
Formerly Married	<u>0.6</u>
	100.0

**LIVING ARRANGEMENTS**

Residence Halls	32.6
University Residence Hall	(29.5)
Other Residence Hall	(3.2)
Parental Home	2.3
Fraternity or Sorority	2.9
Apartment/Home	61.6
Don't Know/Refused	0.2
Other	<u>0.4</u>
	100.0

**DEPENDENT CHILDREN**

Yes	2.5
No	<u>97.5</u>
	100.0

**TRANSFERRED TO UW-MADISON**

Yes	14.0
No	85.2
Other	<u>0.8</u>
	100.0

**USUAL HOURS OF EMPLOYMENT  
DURING ACADEMIC YEAR**

None	33.8
1-9 hours	10.3
10-14	20.3
15-19	11.6
20-24	12.4
25-34	7.6
35+	3.7
Don't know	<u>0.3</u>
	100.0

**WORK ON VS. OFF-CAMPUS**

On-Campus	47.6
Off-Campus	49.1
Both On & Off-Campus	2.8
Don't Know/Refused	<u>0.5</u>
	100.0

## Student Satisfaction

The first section of this report summarizes responses to a series of satisfaction questions that have been asked each year in the survey. Differences between satisfaction among female and male students will be presented for selected measures of satisfaction. Because of the difference in sample coverage, we will not focus attention on trends in this report. Appendix C contains trend data for most of the satisfaction measures.

### Global Satisfaction Measures

The survey includes three “global” measures of satisfaction with the UW-Madison experience:

- B1 *In general, how would you evaluate your overall experience thus far at the UW-Madison? Would you say you are extremely dissatisfied, somewhat dissatisfied, somewhat satisfied, or extremely satisfied?*
- P1 *If you could start your college education all over again, would you enroll at the University of Wisconsin - Madison? Would you say you definitely would, probably would, probably would not or definitely would not?*
- B2 *How would you rate the UW-Madison in terms of the cost of attending, in relation to the quality of education received? Would you rate it as excellent, very good, good, fair or poor?*

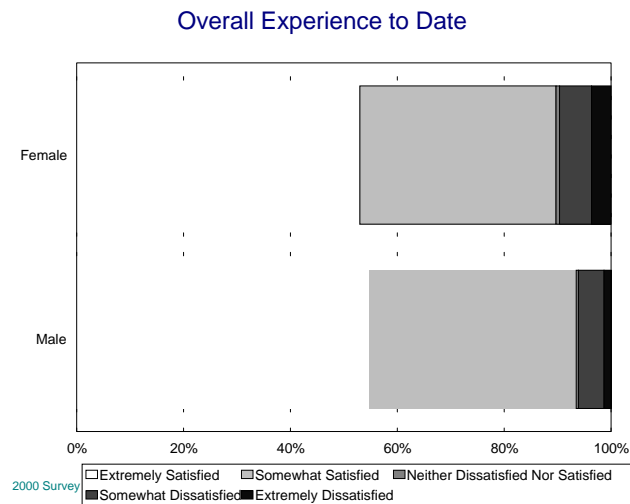
Questions B1 and B2 are near the beginning of the survey, while question P1 is near the end.

### B1 - Overall Experience to Date

Over 90 percent of students report being satisfied – 54 percent extremely satisfied and 38 percent somewhat satisfied. About 8 percent are dissatisfied – one student in forty is extremely dissatisfied.

<b>Extremely Satisfied</b>	53.9
<b>Somewhat Satisfied</b>	37.7
<b>Neither</b>	0.5
<b>Somewhat Dissatisfied</b>	5.5
<b>Extremely Dissatisfied</b>	<u>2.5</u>
	100.0

Female and male students reported very similar overall experiences at the UW-Madison – 93 percent of male students and 90 percent of female students reported being extremely satisfied or somewhat satisfied.

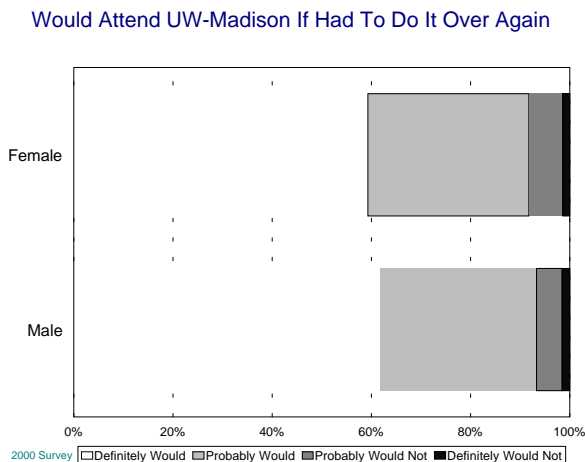


**P1 - Would Attend UW-Madison If Had to Do It Over Again?**

Similarly, over 90 percent of students report that they would, if they had it to do all over again, attend the UW-Madison; 60 percent definitely would and 32 percent probably would. Only 8 percent say that they definitely would not attend the UW-Madison if they had it to do all over again.

<b>Definitely Would</b>	60.4
<b>Probably Would</b>	32.1
<b>Don't Know</b>	0.0
<b>Probably Wouldn't</b>	6.1
<b>Definitely Wouldn't</b>	<u>1.5</u>
	100.0

There is almost no difference between the responses of female and male students – 93 percent of male students and 92 percent of female students report they would attend the UW-Madison if they had to do it all over again.



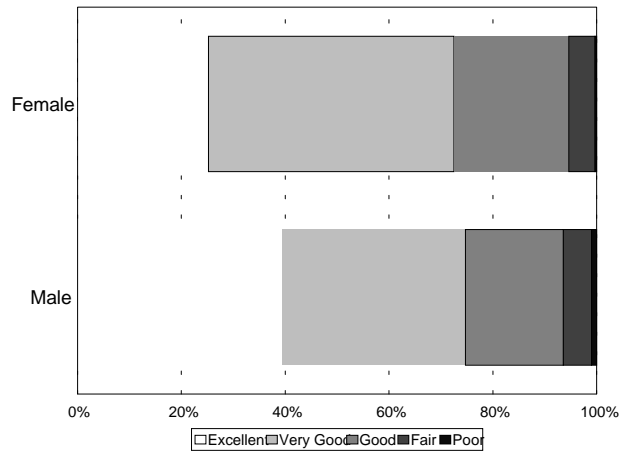
**B2 - Cost Versus Quality**

Over 70 percent of all students regard the quality of education in relation to the cost of attending the UW-Madison as excellent or very good. About six percent regard it as only fair or poor.

<b>Excellent</b>	31.9
<b>Very Good</b>	41.6
<b>Good</b>	20.6
<b>Fair</b>	5.3
<b>Poor</b>	0.6
	100.0

As the following chart illustrates, male students are more satisfied with the quality of education in relation to the cost of attending the UW-Madison than female students - almost 40 percent of male students regards the quality of education in relation to the cost of attending the UW-Madison as excellent, but only 25 percent of their female counterparts do so.

Cost Versus Quality



2000 Survey

## Assessments of Academic Programs: Instruction, Instructors, Courses, and Majors

### Assessments of Instruction

All respondents were asked to assess the overall quality of instruction, and those with Teaching Assistants were asked to assess the overall quality of instruction by TAs:

G1 *Next, we have some questions about course work and instructors. In answering this set of questions, please consider all of the courses you have taken since the beginning of the current academic year.*

*How do you rate the overall quality of instruction? (Would you rate it as excellent, very good, good, fair, or poor?)*

G12 *How do you rate the overall quality of instruction provided by teaching assistants? (Would you say it is excellent, very good, good, fair, or poor?)*

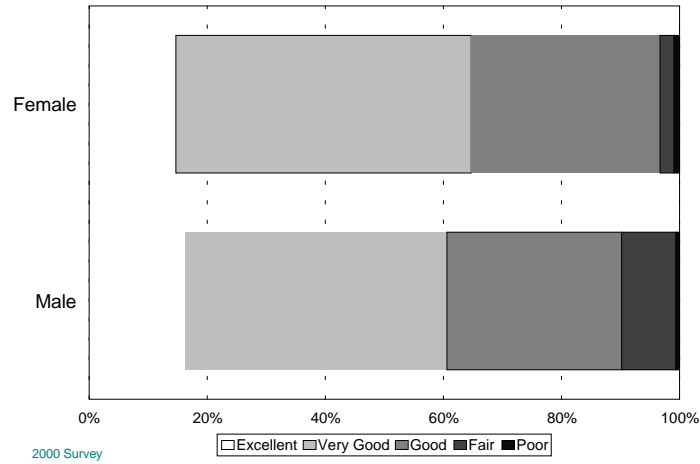
G13a *How do you rate the overall quality of instruction provided by teaching assistants whose native language is not English? (Would you say it is excellent, very good, good, fair, or poor?)*

Over three-fifths of students assess the overall quality of instruction as excellent or very good, and only about six percent rate it as fair or poor. Forty-one percent of students assess the instruction by TAs as excellent or very good; about one in five assess it as fair or poor. The instruction of non-native English speaking TAs is assessed much less favorably, with over 23 percent saying it is excellent or very good and nearly half saying it is fair or poor.

	Excellent	Very Good	Good	Fair	Poor	Total
<b>G1- Overall Quality of Instruction</b>	15.5	47.4	30.9	5.5	0.7	100.0
<b>G12 - Instruction by TAs</b>	7.7	33.1	38.8	17.3	3.1	100.0
<b>G13a- Instruction by Non-native English-Speaking TAs</b>	8.0	15.1	29.1	31.3	16.4	100.0

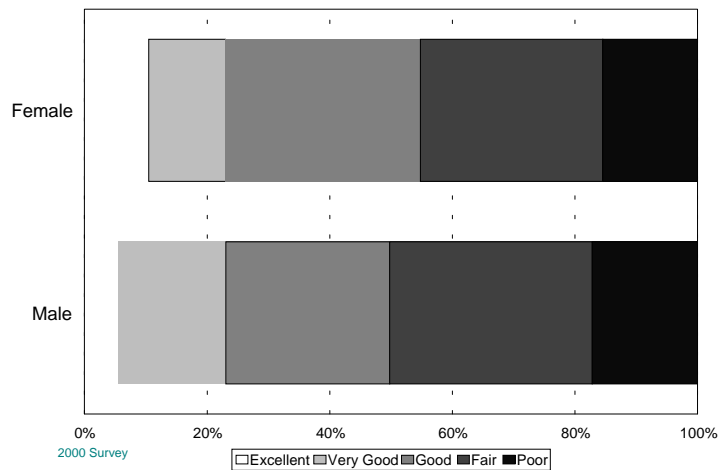
Overall, male students are somewhat less satisfied with the quality of instruction than female students- nearly 10 percent of male students compared to only 3 percent of female students rate the overall quality of instruction as fair or poor.

### Overall Quality of Instruction



While female and male students' rating of instruction by TAs is very similar, male students are more likely to rate the instruction by non-native English-speaking TAs as fair or poor – half of male students compared to 45 percent of female students report so.

### Instruction by Non-Native English-Speaking TAs



## Assessments of Instructors' Feedback, Availability, and Sensitivity

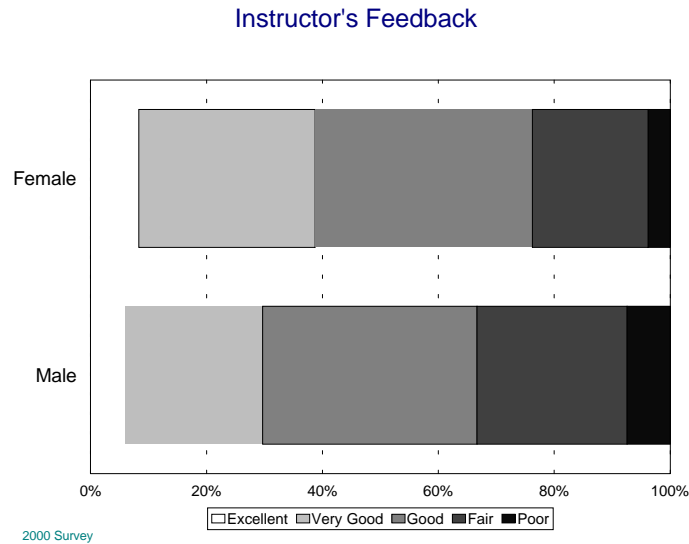
Three survey items assessed instructors:

- G10 *(How do you rate) the availability of faculty to discuss course-related issues outside of class?*
- G8 *In addition to giving grades, many instructors give other feedback on students' work. How do you rate the feedback you were given by instructors on your work? Would you rate this as excellent, very good, good, fair or poor?*
- G9 *(How do you rate) faculty members' sensitivity to your needs as a student?*

The table below shows distributions of responses to these items. Fifty-eight percent of students rate instructors' availability outside of class as excellent or very good. And only 12 percent rate it as fair or poor. About one-third of students rate instructors' feedback on their work as excellent or very good, and 28 percent rate it as fair or poor. The ratings of sensitivity of faculty to student needs are similar - 43 percent excellent or very good and 21 percent fair or poor.

	Excellent	Very Good	Good	Fair	Poor	Total
<b>Instructors' Availability</b>	17.3	41.0	29.9	10.7	1.1	100.0
<b>Instructors' Feedback</b>	7.2	27.3	37.2	22.7	5.5	100.0
<b>Faculty Members Sensitivity To Student Needs</b>	10.8	32.3	35.5	18.7	2.7	100.0

Female and male students do not differ in their ratings of instructors' availability or faculty members' sensitivity to student needs. However, as shown in the following chart, female students are more likely to rate instructors' feedback favorably than male students – 39 percent of female students and 30 percent of male students rate it as excellent or very good.



## Satisfaction with Courses

Two survey items asked for assessments of courses the student has taken this academic year:

G2 *(How do you rate) the extent to which courses challenge you to think?*

G6c *How satisfied are you with the size of the classes you have had this year? Do you feel very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the size of your classes?*

Seventy-three percent of students rate the extent to which their courses challenge them to think as excellent or very good - 22 percent excellent and 51 percent very good. Only about six percent rate this as fair or poor.

	Excellent	Very Good	Good	Fair	Poor	Total
<b>Challenge You to Think</b>	22.0	50.5	21.7	5.1	0.7	100.0

Overall, about half of the students are very satisfied with the size of classes and 40 percent are somewhat satisfied; nine percent are somewhat dissatisfied and one percent are very dissatisfied.

	Very Satisfied	Somewhat Satisfied	Neither Satisfied/ Dissatisf	Somewhat Dissatisfied	Very Dissatisfied	Total
<b>Size of Classes</b>	49.6	40.2	0.2	8.7	1.3	100.0

## Satisfaction with Major

Two questions asked students to assess their majors. (Only students with majors or expected majors were asked these questions.)

H6 *In thinking about your major, please rate the quality of each of the following aspects. How do you rate the content of the curriculum and courses in your major? Would you rate it as excellent, very good, good, fair or poor?*

H3 *(How do you rate) the quality of teaching by faculty in your major?*

About two-thirds of students with majors or intended majors rate the quality of curriculum and of teaching in major as excellent or very good. Six percent rate the teaching and curriculum in the major as only fair or poor.

	Excellent	Very Good	Good	Fair	Poor	Total
<b>H6 Curriculum in Major</b>	21.5	44.7	28.0	5.2	0.6	100.0
<b>H3 Teaching in Major</b>	20.5	47.8	25.3	5.8	0.6	100.0

## Assessment of Honors/Opportunities for High Ability Students

Because of the diversity of programs for honors students in the different colleges, we decided that we could not simply identify students in honors programs and ask them to assess their program. Instead we asked all students:

E16 *(How do you rate) the honors programs or other opportunities for high-ability students?*

Twenty-five percent of sample students answered this question; others said that they did not know or had no contact with such programs. About half of those who answered this question rated these opportunities as excellent or very good. Twelve percent rated them as only fair or poor.

	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Total</b>
<b>E16 Honors/Opportunities for High Ability Students</b>	13.3	39.5	35.6	8.1	3.5	100.0

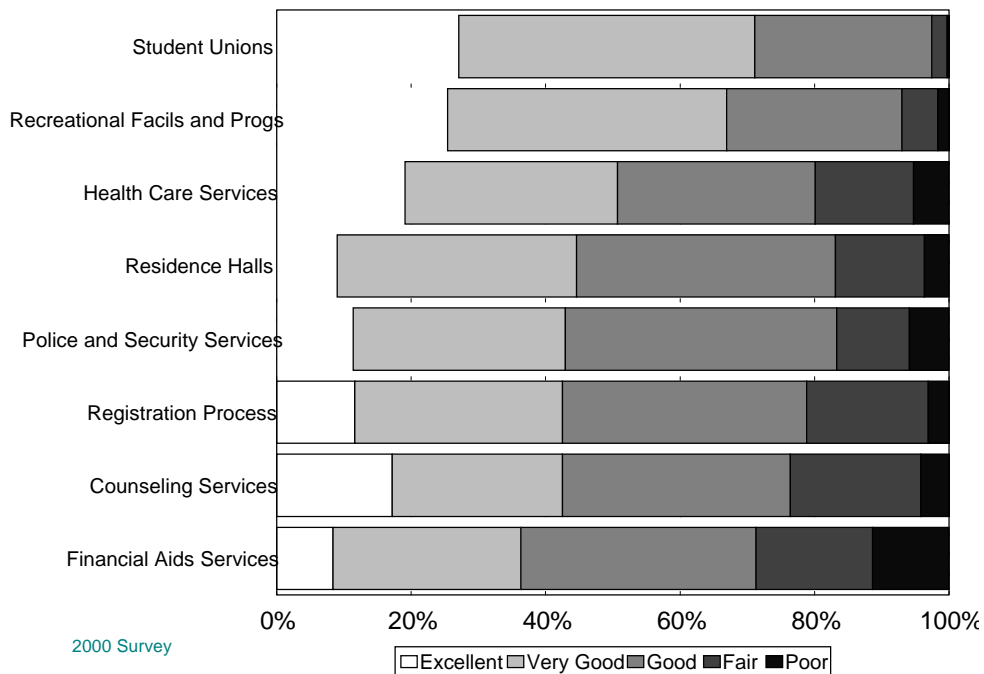
## Assessments of Student Services

Students were asked to assess a number of student services. The figure below shows the distributions of assessments of eight student services. The services are shown in order from most favorably to least favorably assessed. About 70 percent of students assess the student unions as excellent or very good. Financial aid services are the least positively evaluated with about 36 percent of students saying that they are excellent or very good. (A table with the actual values is included in Appendix C.)

In examining these assessments, it is important to keep in mind that the middle category is “good”. Even for the most negatively assessed service - financial aids - only about 25 percent of students assess it as only fair or poor.

Only students who have had experience with the service are asked to assess it. Nearly all students provided assessments of most of the services. However, only about half of all sample students assessed police and security services and financial aid services; three-quarters assessed the residence halls and health care services. Only 16 percent provided assessments of counseling services. (The percentage of students providing assessments of each of the student services, academic services, and University facilities is shown at the end of Appendix C.)

## Assessments of Student Services



## Assessments of Student Government - Associated Students of Madison (ASM)

In this year’s survey for the first time, students were asked to rate the quality of student government.

E60 (How do you rate) the quality of the student government-Associated Students of Madison (ASM)?

The most significant finding about student government is that it appears to be irrelevant to a large proportion of students. Overall, 54 percent of students reported that they could not evaluate student government because they had no contact or familiarity with it. An additional 3 percent said that they did not know how to evaluate it. Only 43 percent were able to provide an assessment. Two-thirds of freshmen and sophomores, 58 percent of juniors, and 52 percent of seniors were unable to provide a rating. Sixty-four percent of women and 53 percent of men were unable to rate student government.

And the assessments of those who were able to provide them were not very favorable. About 16 percent of students rated the ASM as excellent or very good, another 26 percent rated it as good; while 58 percent rated it as fair or poor. Three-fifths of seniors rated student government as fair or poor; 13 percent of seniors rated it as excellent or very good.

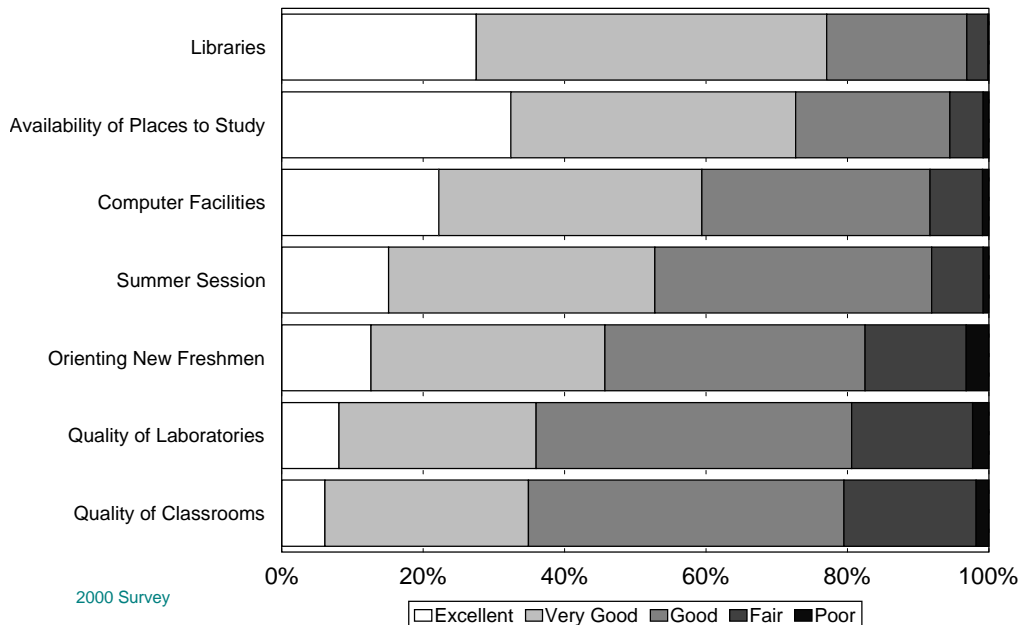
	Excellent	Very Good	Good	Fair	Poor	Total
<b>E60 Student-Government – Associated Students of Madison (ASM)</b>	1.8	13.8	25.8	29.5	28.9	100.0

### Assessments of University Facilities and Academic Services

The figure below shows distributions of assessments of various University facilities and academic services. They are ordered from the most positively assessed to the most negatively assessed.

There is wide variation in these assessments. Seventy-seven percent of students say that the libraries are excellent or very good, but only about one-third assesses laboratories and classrooms as excellent or very good. Again we should emphasize that the middle category is “good”. Only about one student in five rates labs and classrooms as fair or poor.

### Assessments of University Facilities and Academic Services



## Assessments of Campus Climate

Three questions asked for perceptions of the “climate” for students at the UW-Madison.

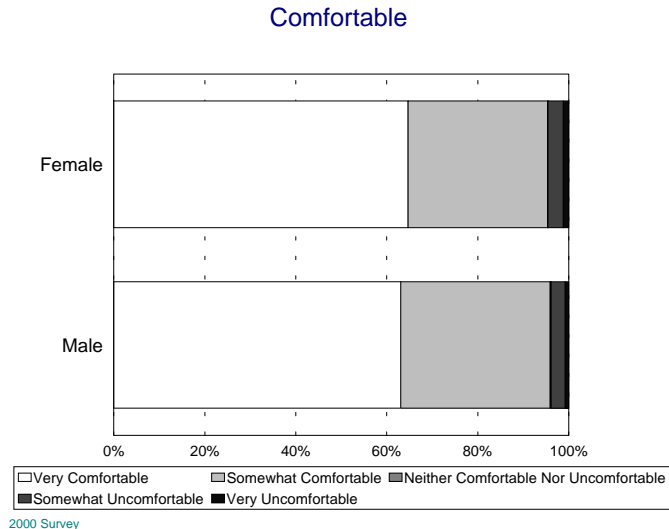
- B4 *There are many factors that affect how comfortable students feel as a part of the UW-Madison community. Some students feel quite comfortable, while others are quite uncomfortable. How about you, would you say that you are very comfortable, somewhat comfortable, somewhat uncomfortable, or very uncomfortable as a part of the UW-Madison community?*
  
- F2 *How do you rate the University in responding to the interests and concerns of students? Would you rate this as excellent, very good, good, fair, or poor?*
  
- F3 *How do you rate the University in creating a sense of “belonging” for students?*

Over three-fifths of students say that they feel “very comfortable” as a part of the UW-Madison community; less than five percent report feeling uncomfortable. Despite these high levels of comfort, 36 percent feel that the University is doing a very good or excellent job in creating a sense of belonging, with nearly one-quarter feeling that the University is doing a fair or a poor job.

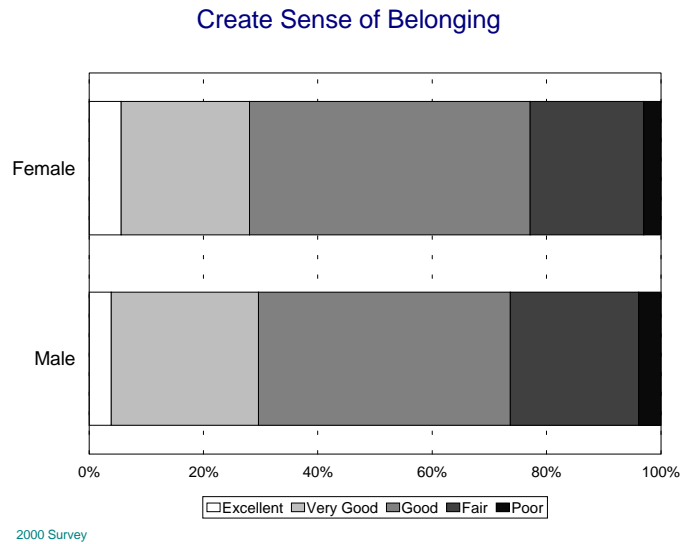
Less than 30 percent of students feel that the University is doing a very good or excellent job of responding to the interests and concerns of students. About one student in four feels that it is doing a fair or poor job.

	<b>Very Comfortable</b>	<b>Some-what Comfort</b>	<b>Neither Comfort/Unconf</b>	<b>Some-what Unconf</b>	<b>Very Uncomfortable</b>	<b>Total</b>
<b>Comfortable/Uncomfortable</b>	63.9	31.6	0.1	3.3	1.0	100.0
	<b>Excel-lent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Total</b>
<b>Create Sense of Belonging</b>	7.9	28.1	39.5	20.1	4.3	100.0
<b>Responding to Student Interests And Concerns</b>	4.9	24.0	46.6	21.1	3.4	100.0

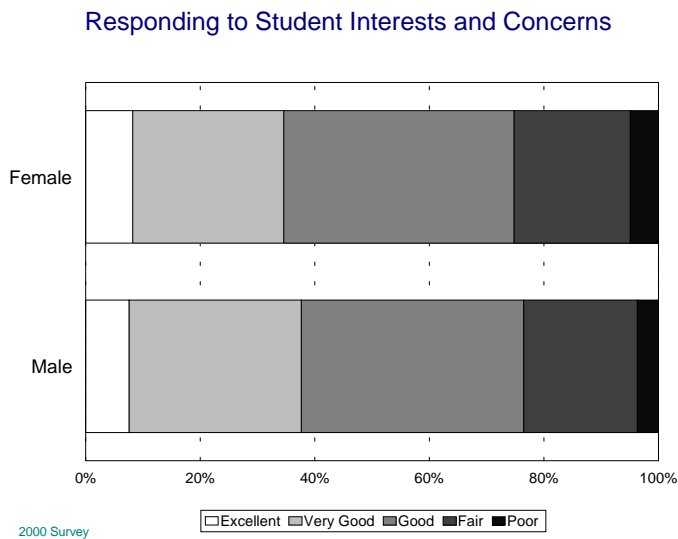
As shown in the following chart, there is virtually no difference between female and male students in terms of how comfortable they feel as a part of the UW-Madison community.



There is also very little difference in how female and male students rate the University in creating a sense of belonging – 28 percent of female students and 30 percent of male students rated the University as excellent or very good in this respect.



Nor do female and male students differ in their ratings of how well the University responds to student interests and concerns – 35 percent of female students and 38 percent of male students rated the University as excellent or very good.



## Addressing Sexism, Racism, Discrimination, and Harassment

Students were asked their opinion of how the University is doing in dealing with issues of racism, sexism, harassment, and discrimination.

F8 (How do you rate the University in) addressing issues of sexism on campus?

F9 (How do you rate the University in) addressing issues of racism on campus?

K10 The following questions concern how people experience and perceive harassment and discrimination on campus. How do you think the University is doing overall in addressing issues of discrimination on campus? Would you rate the University as excellent, very good, good, fair, or poor?

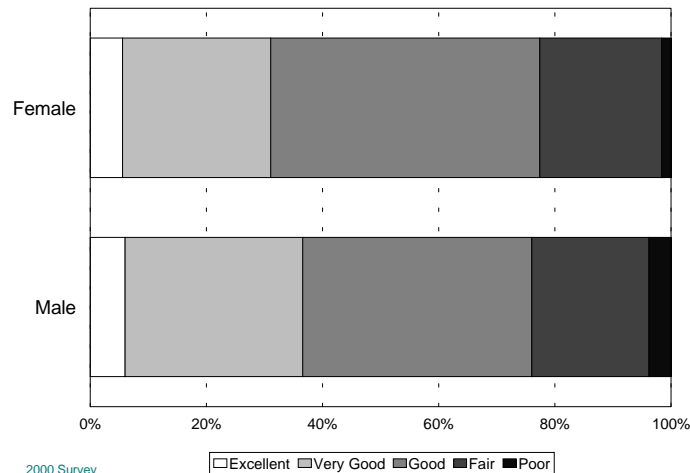
K10b How do you think the University is doing overall in dealing with issues of harassment on campus?

Distributions of responses to these four questions are very similar. Only about 5 percent of students rate the University as excellent on these items and, with exception of addressing issues of racism, less than 5 percent rate the University as poor. For addressing racism, the percent poor is close to 9 percent.

		Excellent	Very Good	Good	Fair	Poor	Total
<b>F8</b>	<b>Addressing Sexism</b>	5.9	27.8	43.1	20.6	2.6	100.0
<b>F9</b>	<b>Addressing Racism</b>	5.7	21.6	37.2	26.8	8.8	100.0
<b>K10</b>	<b>Addressing Discrimination</b>	4.0	25.7	41.3	24.5	4.5	100.0
<b>K10b</b>	<b>Addressing Harassment</b>	3.3	25.9	45.9	22.3	2.6	100.0

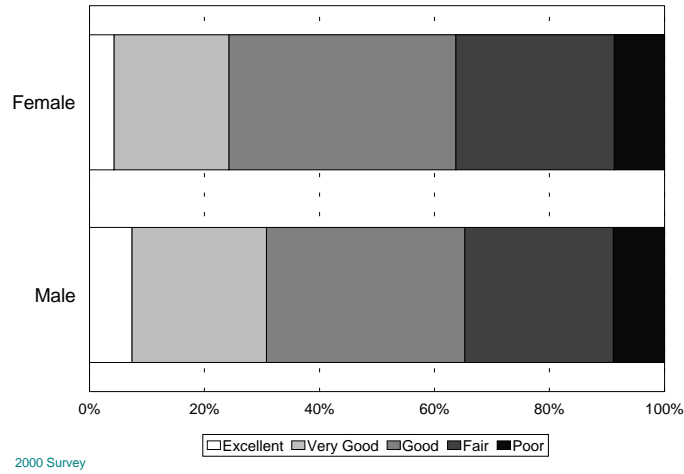
Across all four items, male students responded more positively than their female counterparts. In evaluating how well the University addresses sexism, 37 percent of male students compared to 31 percent of female students rated the University as excellent or very good.

Addressing Sexism



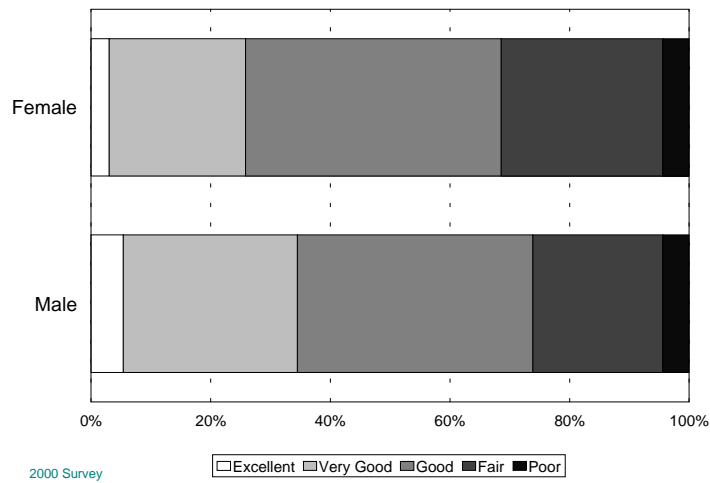
When evaluating the University in addressing racism, again, male students were more likely to rate the University positively – 31 percent of male students and 24 percent of female students rated the University as excellent or very good in addressing racism.

### Addressing Racism



About one in three male students and one in four female students rated the University as excellent or very good in addressing discrimination.

### Addressing Discrimination



With regard to addressing harassment, 32 percent of male students and 27 percent of female students rated the University as excellent or very good.



## Feelings of Safety

Two items assessed students' feelings of personal safety:

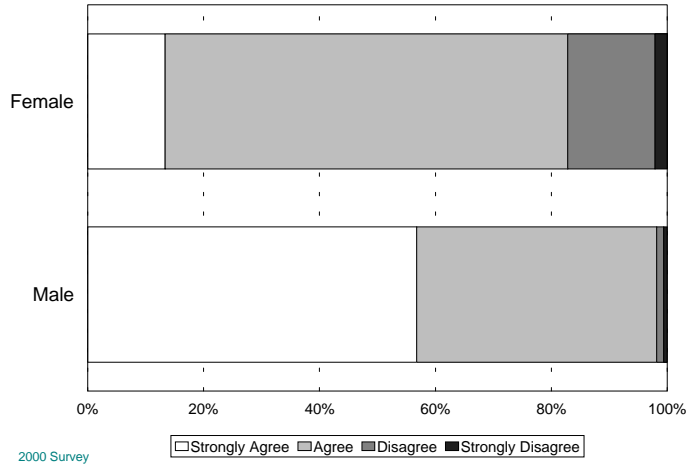
- K9 *Tell me whether you agree or disagree with the following statements. When I am on campus in the evening, I feel safe. Do you strongly agree, agree, disagree, or strongly disagree?*
- K9a *When I am in Madison near the UW campus in the evening, I feel safe. Do you strongly agree, agree, disagree or strongly disagree?*

Ninety percent of students report feeling safe on campus in the evening: 34 percent strongly agree and 56 percent agree. Students are somewhat less likely to report that they feel safe in areas of Madison near the campus than on the campus. Eighty-four percent agree that they feel safe; but only 25 percent strongly agree.

	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Total
<b>Feel Safe on Campus</b>	33.8	56.2	0.0	8.5	1.4	100.0
<b>Feel Safe in Madison</b>	25.4	59.0	0.7	13.3	1.5	100.0

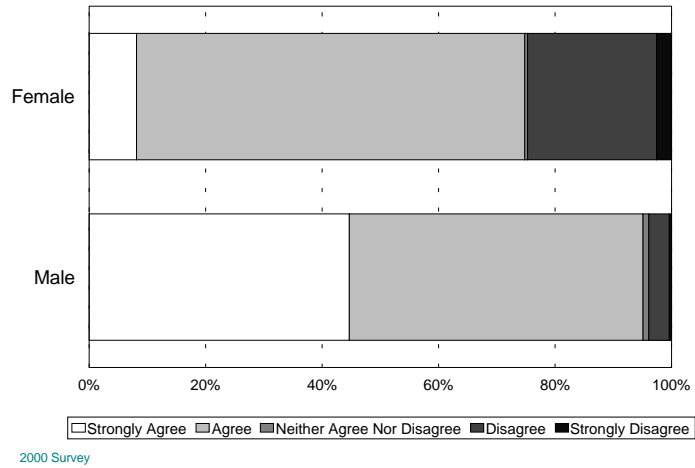
Female students were much less likely to feel safe both on campus and near campus in the evening than male students. About 13 percent of female students strongly agreed that they felt safe on campus in the evening and while 57 percent of male students reported so. And 17 percent of female students compared to only 2 percent of male students disagreed or strongly disagreed that they felt safe on campus in the evening.

### Feel Safe on Campus



Similarly, female students and male students differed in their feelings of safety near campus in the evening. Less than one in ten female students and 45 percent of male students strongly agreed that they felt safe near campus in the evening. Nearly one in four female students compared to only 4 percent of male students disagreed or strongly disagreed with that statement.

### Feel Safe Near Campus



## ADVISING

### General Assessments of Advising

As in previous years two general advising questions were included in the core of the survey:

E22 *(HOW DO YOU RATE) the academic advising that you received?  
(Would you rate this as excellent, very good, good, fair, or poor)*

E11 *(HOW DO YOU RATE) advising on career preparation and planning?  
(Would you rate this as excellent, very good, good, fair, or poor)*

About 38 percent of students evaluate advising as excellent or very good; an additional 27 percent rate it as good; 24 percent rate advising fair; and 12 percent feel that advising is poor.

Ratings of career advising are slightly less favorable than ratings of overall advising. Nearly one-third of students rate advising on career preparation and planning as excellent or very good, but over one-third rate it as fair or poor.

		ExcelLent	Very Good	Good	Fair	Poor	Total
E22	<b>Overall</b>	12.4	25.4	27.1	23.6	11.5	100.0
E11	<b>Career Preparation/Planning</b>	8.4	23.1	32.7	24.3	11.5	100.0

### Students' Perceptions of Advisor's and Their Role in the Advising Process

A new series of questions was asked in the 2000 survey regarding perceptions of the role of the advisor and the student in the advising process. The first questions in this series asked about the academic advisor's role:

Ad1 *Next I have questions on what you think advisors should do for the students they advise. Tell me how much you agree or disagree with each of these statements.*

*My advisor should help me with personal problems I am having. Would you say you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?*

Ad2 *(HOW MUCH YOU AGREE OR DISAGREE)  
My advisor should help me deal with problems I am having with university bureaucracy.*

Ad4 *(HOW MUCH YOU AGREE OR DISAGREE)  
I expect my academic advisor to recommend specific courses to take.*

Ad5 *(HOW MUCH YOU AGREE OR DISAGREE)  
I expect my academic advisor to help me make career choices.*

Ad11 *(HOW MUCH YOU AGREE OR DISAGREE)  
My advisor should tell me about academic resources such as study skills, time management and test-taking workshops, tutoring, and other services offered at the university that may help my academic performance.*

About two-thirds of students disagreed that their advisors should help them with personal problems – 47 percent somewhat disagreed and 18 percent strongly disagreed. However, 90 percent of students agreed that their advisors

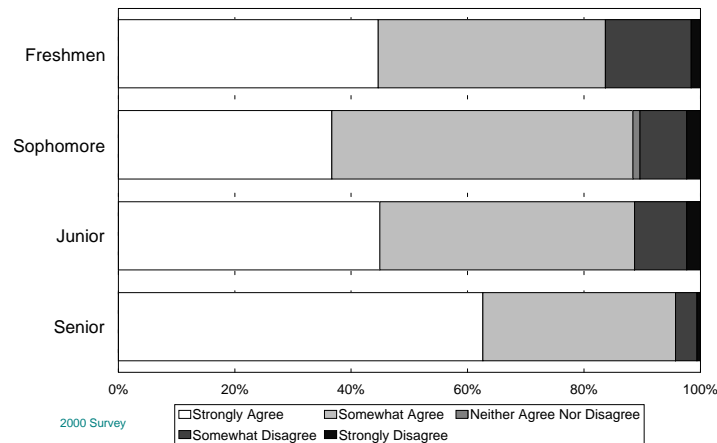
should help them deal with problems with university bureaucracy – 49 percent strongly agreed and 41 percent somewhat agreed.

About 95 percent of students agreed that they expected their advisors to recommend specific courses to take and three quarters of students agreed that they expected their advisors to help them make career choices. Ninety percent of students agreed that their advisors should tell them about academic resources and other services that may help their academic performance.

		<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
<b>Ad1</b>	<b>Personal Problems</b>	2.0	33.1	0.1	47.4	17.5	100.0
<b>Ad2</b>	<b>University Bureaucracy</b>	48.7	41.1	0.3	8.3	1.6	100.0
<b>Ad4</b>	<b>Specific Courses</b>	62.6	32.4	0.2	4.2	0.6	100.0
<b>Ad5</b>	<b>Career Choices</b>	24.8	49.7	0.5	19.0	6.1	100.0
<b>Ad11</b>	<b>Academic Resources</b>	41.3	49.0	0.1	8.2	1.4	100.0

There are no differences by year in school for any of these items except for the one regarding advisors helping students to navigate the University bureaucracy. Seniors were the most likely to agree that advisors should help them deal with problems related to university bureaucracy, while freshmen were the least likely to say so – 96 percent of seniors and 84 percent of freshmen strongly agreed or somewhat agreed.

Ad2 - My advisor should help me deal with problems I am having with University Bureaucracy



Two questions dealt with taking responsibility for curriculum decisions:

Ad7 (HOW MUCH YOU AGREE OR DISAGREE)  
*My academic advisor always seems to want to make all of my decisions for me.*

Ad9 (HOW MUCH YOU AGREE OR DISAGREE)  
*I should take more responsibility for planning my academic program.*

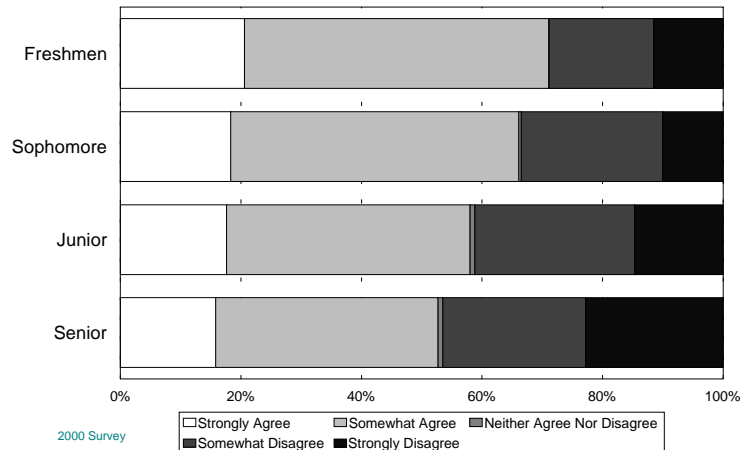
About 94 percent of students disagreed that their advisors always seemed to want to make all of their decisions for them – 34 percent somewhat disagreed and 60 percent strongly disagreed.

About three in five students agreed that they should take more responsibility for planning their academic programs.

		Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree	Total
Ad7	Make All Of My Decisions	0.9	3.9	1.5	34.3	59.5	100.0
Ad9	Take More Responsibility	17.9	43.3	0.5	22.9	15.4	100.0

When asked if they agree that they should take more responsibility for planning their own academic program, students who are farther along in their academic career are less likely to agree. About 71 percent of freshmen and two-thirds of sophomores strongly or somewhat agreed compared to 58 percent of juniors and 53 percent of seniors.

Ad9 - I should take more responsibility for planning my academic program



This series included four questions about the nature and quality of the interaction with the advisor:

Ad3 (HOW MUCH YOU AGREE OR DISAGREE)  
*I spend enough time preparing for meetings with my academic advisor.*

Ad6 (HOW MUCH YOU AGREE OR DISAGREE)  
*I would like to be able to meet with my academic advisor more frequently than I do now.*

Ad8 (HOW MUCH YOU AGREE OR DISAGREE)  
*Meeting with my advisor is usually a waste of time.*

**Ad12 (HOW MUCH YOU AGREE OR DISAGREE)**

*The only time I really want to meet with my academic advisor is when it is time to register for the next semester.*

Slightly more than two-thirds of students agreed that they spent enough time preparing for meetings with their advisors – 23 percent strongly agreed and 46 percent somewhat agreed.

About 70 percent of students agreed that they would like to meet with their advisors more frequently – 32 percent strongly agreed and 39 percent somewhat agreed.

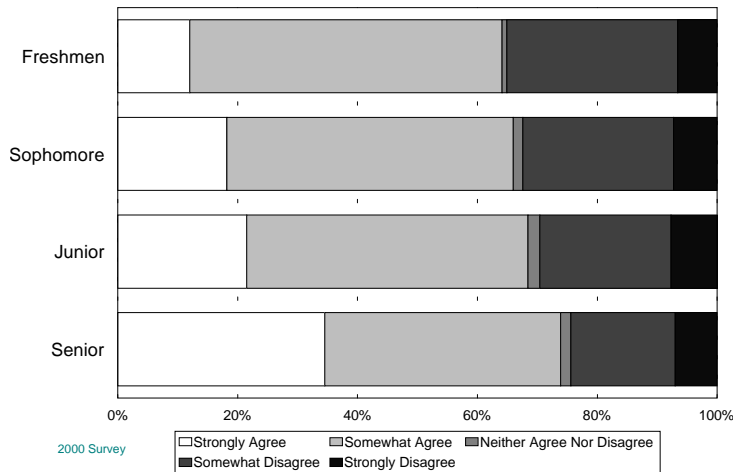
About one in five students agreed that meeting with their advisors is usually a waste of time but nearly 80 percent of students disagreed.

Three out of five students agreed that the only time they really wanted to meet with their advisors was when it was time to register for the next semester.

		<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
<b>Ad3</b>	<b>Preparing for Meetings</b>	22.9	45.8	1.6	22.6	7.1	100.0
<b>Ad6</b>	<b>Meet More Frequently</b>	31.8	38.7	1.5	22.0	6.0	100.0
<b>Ad8</b>	<b>A Waste of Time</b>	5.8	14.4	1.0	33.4	45.4	100.0
<b>Ad12</b>	<b>Time to Register</b>	16.3	42.7	0.0	29.3	11.8	100.0

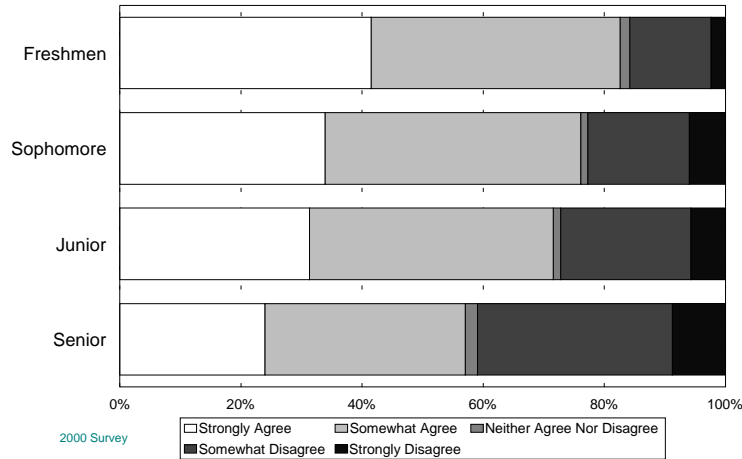
Compared to underclassmen, seniors were more likely to agree that they spent enough time preparing for meetings with their academic advisors – 64 percent of freshmen, 66 percent of sophomores, 69 percent of juniors and 74 percent of seniors either strong or somewhat agreed to this statement.

**Ad3 - I spend enough time preparing for meetings with my academic advisor**



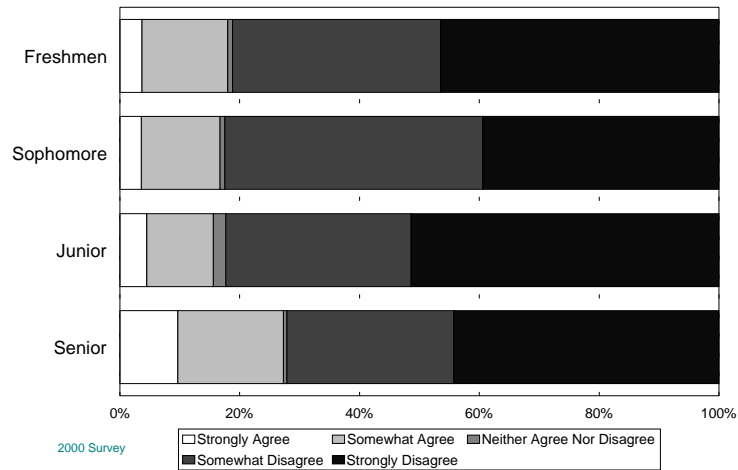
In contrast, upperclassmen were less likely to say they would like to meet with their advisors more frequently than they already did. About 83 percent of freshmen, 76 percent of sophomores, 72 percent of juniors and 57 percent of seniors strongly or somewhat agreed to this statement.

Ad6 - I would like to be able to meet with my academic advisor more frequently than I do now



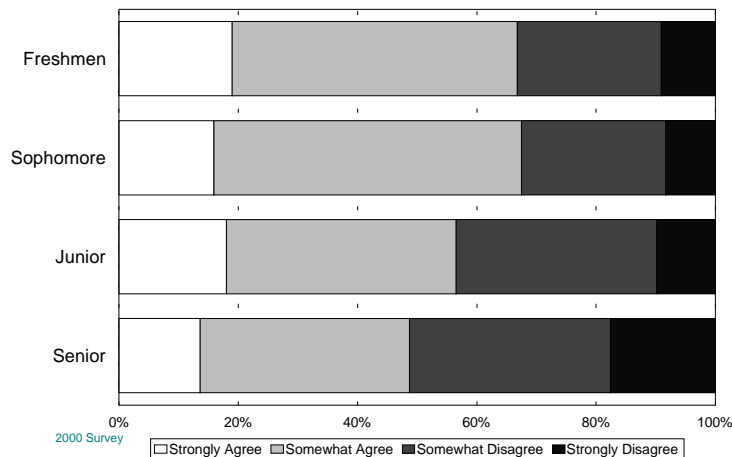
While freshmen, sophomores and juniors gave very similar responses, seniors were more likely to report that they felt that meeting with their advisor is usually a waste of time - 27 percent of seniors and about one in six of freshmen, sophomores and juniors felt this way.

Ad8 - Meeting with my advisor is usually a waste of time



Underclass students are more likely to agree that the only time they really want to meet with their advisors is when they need to register for the next semester. About two-thirds of freshmen and sophomores strongly or somewhat agreed, while 57 percent of juniors and slightly less than half of seniors reported so.

Ad12 - The only time I really want to meet with my advisor is when it is time to register for the next semester



### DIFFICULTY GETTING INTO CLASSES

As in previous years, students were asked about difficulties encountered in getting into courses that they wanted to take. A somewhat different set of questions was asked of students at different levels.

#### ASKED OF JUNIORS AND SENIORS

*D1x Sometimes students have difficulty getting into courses that they wish to take. Sometimes space is available in a course, but not at convenient times, and sometimes students are unable to get into a course at all because there are no spaces available. First we want to ask about your experience of not being able to get into courses at all.*

*Since the beginning of the current academic year, how many times, if any, have you been unable to get into upper level courses required for your major?*

Freshmen and sophomores were asked the same question, but with an adaptation of wording. Instead of limiting the question to course "required for your major", the wording for freshmen and sophomores referred to "course required for your major, or courses which are prerequisites for courses required for a major".

#### ASKED OF ALL STUDENTS:

*D2 (SINCE THE BEGINNING OF THE CURRENT ACADEMIC YEAR, HOW MANY TIMES, IF ANY, HAVE YOU) been unable to get into introductory courses that you really wanted to take?*

#### ASKED OF FRESHMEN AND SOPHOMORES:

*D3 (SINCE THE BEGINNING OF THE CURRENT ACADEMIC YEAR, HOW MANY TIMES, IF ANY, HAVE YOU) been unable to get into courses you wanted to take in order to explore interest in a possible major?*

ASKED OF ALL STUDENTS:

*D4 Since the beginning of the current academic year how many times, if any, have you not been able take courses that you wanted to take because there was not space available at times that were convenient to your schedule?*

The table below shows the distribution of responses to each of these questions on the number of times students had difficulty getting into classes for each of the five situations. Thirty-seven percent of juniors and seniors reported having had difficulty getting into classes required for majors; about one-half of freshmen and sophomores had difficulty getting into courses that are required for majors or are prerequisites for courses required for majors. And nearly half of freshmen and sophomores reported difficulties getting into courses that they were interested in to explore interest in a possible major. About one student in three had trouble getting into other introductory courses that they wanted to take. Nearly two-thirds of students reported difficulty getting into courses at times that were convenient to their schedules.

	Course Required For Major (Jrs and Srs)	Prerequisite Or Required for Major (Fr and Soph)	Introductory Course Wanted to Take	To Explore Interest In Major (Fr and Soph)	Course at Convenient Time
None	63.0	46.9	64.5	49.7	36.2
1	10.7	16.9	17.9	24.1	24.1
2	14.6	18.4	10.3	11.7	18.4
3	6.5	9.6	3.5	7.5	9.5
4+	<u>5.3</u>	<u>8.2</u>	<u>3.7</u>	<u>7.0</u>	<u>11.8</u>
<b>Total</b>	100.0	100.0	100.0	100.0	100.0

The tables below show distributions of the number of times students were unable to get into classes for these various reasons by year in school.<sup>1</sup> Forty-six percent of juniors and 31 percent of seniors reported that they had difficulty getting into courses required for majors; nearly half of freshmen and 55 percent of sophomores reported difficulty getting into courses that were required for or were prerequisites for major requirements. Nearly three-fifths of freshmen and about half of sophomores who did not yet have a major reported having had difficulty getting into courses they wanted to take to explore interest in possible majors.

In this year, about 40 percent of underclass students and 30 percent of seniors reported having had difficulty getting into other introductory courses that they wanted to take. About two-thirds of freshmen and juniors, 70 percent of sophomores and 57 percent of seniors reported having difficulty getting into courses at a convenient time.

**D1x - Unable to Get into Course Required for Major**

	None	1	2	3	4 or More	Total
Junior	53.8	11.7	15.8	10.5	8.1	100.0
Senior	69.0	9.9	13.9	3.7	3.4	100.0

**D1y - Unable to Get into Course - Prerequisite for Major Requirement**

	None	1	2	3	4 or More	Total
Freshman	49.2	16.3	17.5	9.9	7.1	100.0
Sophomore	44.8	17.3	19.4	9.3	9.3	100.0

<sup>1</sup> Students are classified by self-reported year in school.

**D3 - Unable to Get into Course to Explore Interest in a Major**

	None	1	2	3	4 or More	Total
Freshman	42.3	27.3	14.6	8.7	7.1	100.0
Sophomore	52.2	23.9	10.4	5.6	8.0	100.0

**D2 - Unable to Get into Introductory Course that Really Wanted to Take**

	None	1	2	3	4 or More	Total
Freshman	61.4	18.1	12.0	6.0	2.4	100.0
Sophomore	62.2	20.9	12.9	2.8	1.2	100.0
Junior	61.2	20.0	9.8	4.1	4.9	100.0
Senior	70.4	14.5	7.7	2.0	5.4	100.0

**D4 - Unable to Get into Course at a Convenient Time**

	None	1	2	3	4 or More	Total
Freshman	34.8	24.0	18.0	14.0	9.2	100.0
Sophomore	26.7	30.3	19.9	9.6	13.5	100.0
Junior	37.2	19.4	22.3	7.3	13.8	100.0
Senior	42.8	23.2	14.7	7.9	11.3	100.0

**Runaround**

A question about experiencing bureaucratic hassle has been included in each student satisfaction survey:

D5 *Since the beginning of the current academic year, how many times, if any, have you felt that you have been “given the runaround” by the University's administrative bureaucracy?*

About two-fifths of students say that they have been “given the runaround” this academic year. The proportion is higher for juniors and seniors than for freshmen and sophomores. Seniors are somewhat more likely than students in the lower classes to report that they have had this experience four or more times.

**Number of Times “Given the Runaround” this Academic Year**

	None	1	2	3	4 or More	Total
Freshman	66.1	17.0	8.7	3.5	4.8	100.0
Sophomore	66.5	17.4	6.3	4.5	5.4	100.0
Junior	54.8	23.7	10.4	2.6	8.5	100.0
Senior	51.3	20.1	11.1	6.1	11.4	100.0
<b>Total</b>	58.4	19.7	9.4	4.3	8.2	100.0

## Work

The question on hours of work for pay, which has been asked previously, was continued.

*L6 How many hours, if any, in an average week this academic year have you spent working at a paid job?*

The table below shows the distribution of hours that students report working. Overall, two-thirds of students reported working for pay. The modal number of hours spent working was 15-24 hours per week.

### Average Number of Hours per Week Spent Working

	Overall
None	33.9
1-2	1.0
3-4	1.6
5-9	7.7
10-14	20.4
15-24	24.1
25+	<u>11.3</u>
	100.0

Students who reported working were also asked of where they worked.

*L9 Do you work on campus or off-campus?*

Among those who worked, 48 percent worked on campus, 49 percent worked off-campus and 3 percent worked both on and off-campus.

### Differentials in Employment

The table below shows the proportion of students working and the mean number of hours working per week by year in school and gender. Overall two-thirds of students are working; and among those who are employed the average weekly hours are 16.8.

Upperclassmen are more likely to report working for pay than underclassmen – three-quarters of juniors and 80 percent of seniors report that they are working, compared to two-thirds of sophomores and 37 percent of freshmen. Women are much more likely than men to be working – 73 versus 58 percent. There are only small differences in the number of hours worked per week among those who are working. Employed freshmen and sophomores work an average of 15 hours per week; for seniors the average hours worked per week is 19. There is no difference between the average weekly hours of employed men and women.

**Proportion of Students Working and Mean Number of Hours per Week that Students Report Working by Student Characteristics**

	<b>Proportion Working</b>	<b>Mean Number of Hours per Week</b>	<b>Mean Hours For Those Working</b>
<b>Year in School</b>			
<b>Freshman</b>	36.7	5.4	14.7
<b>Sophomore</b>	66.1	9.7	14.7
<b>Junior</b>	75.2	12.5	16.6
<b>Senior</b>	80.8	15.2	18.8
<b>Gender</b>			
<b>Male</b>	58.0	9.6	16.6
<b>Female</b>	73.3	12.4	16.9
<b>Total</b>	66.1	11.1	16.8