

NSSE 2005: Demographics and Survey Responses by Residency and Entry Status

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NSSE 2005 Respondents

- Survey administered online during Spring 2005
- There were 2280 respondents (of 6168 sampled)
 - 639 Freshmen and 1641 Seniors
 - 914 men and 1366 women
- Response Rates:
 - Freshmen: 33%
 - Seniors: 39%
- Examined demographic and questionnaire response differences

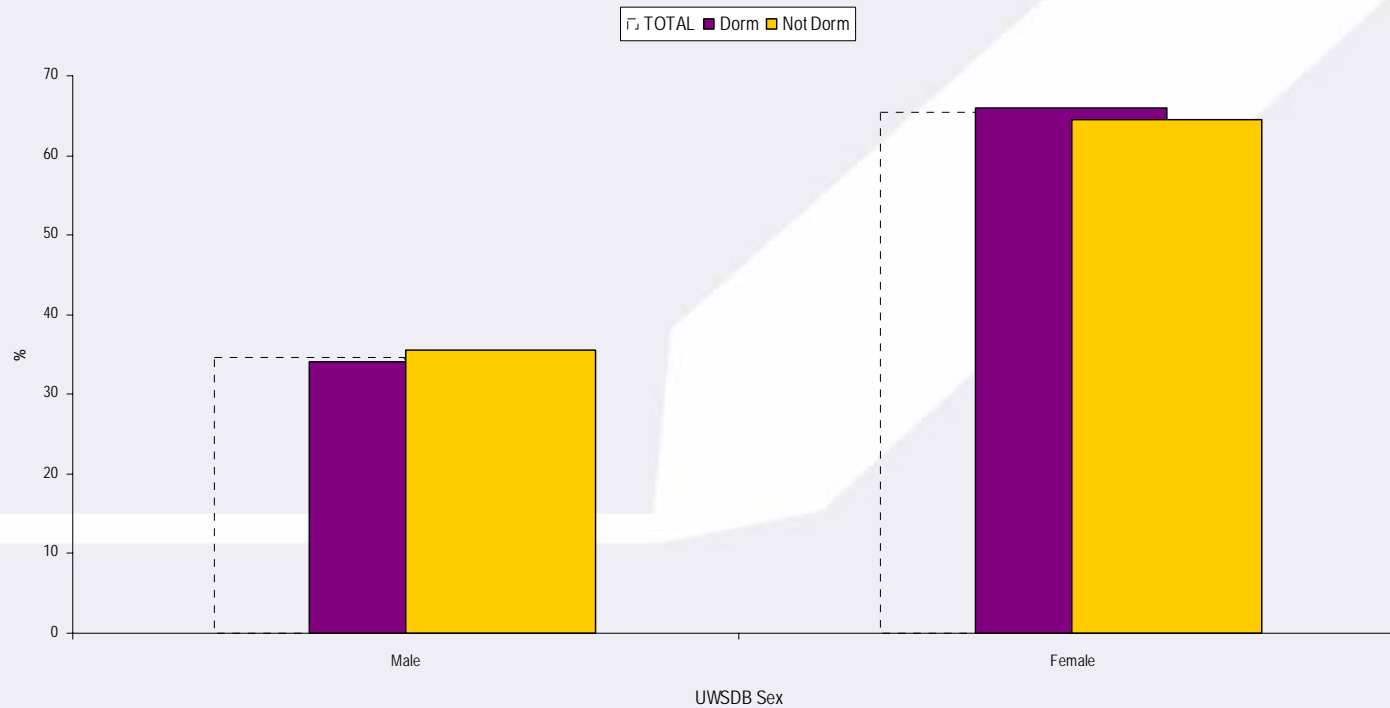
Demographic Breakdowns

Examined sex, ethnicity, age, and other demographics for:

- Freshmen by (self-reported) Residency status
 - 300 (47%) resided in the residence halls
 - 248 (39%) resided elsewhere
- Seniors by (self-reported) Entry status
 - 892 (54%) were native UW students
 - 575 (35%) started college elsewhere
 - 174 (11%) did not answer

Sex by Residence

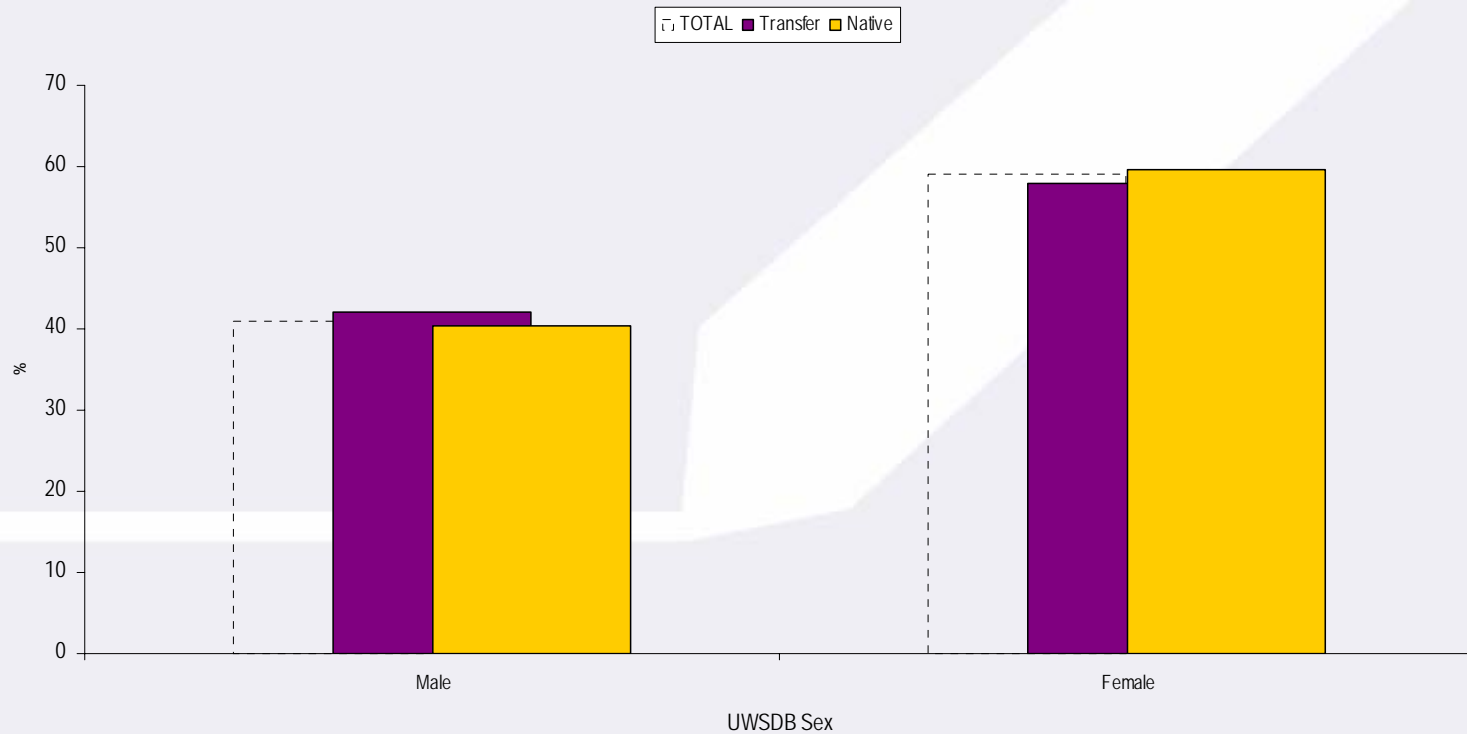
Freshmen



- Women and men were equally as likely to live in residence halls as off-campus.

Sex by Entry Status

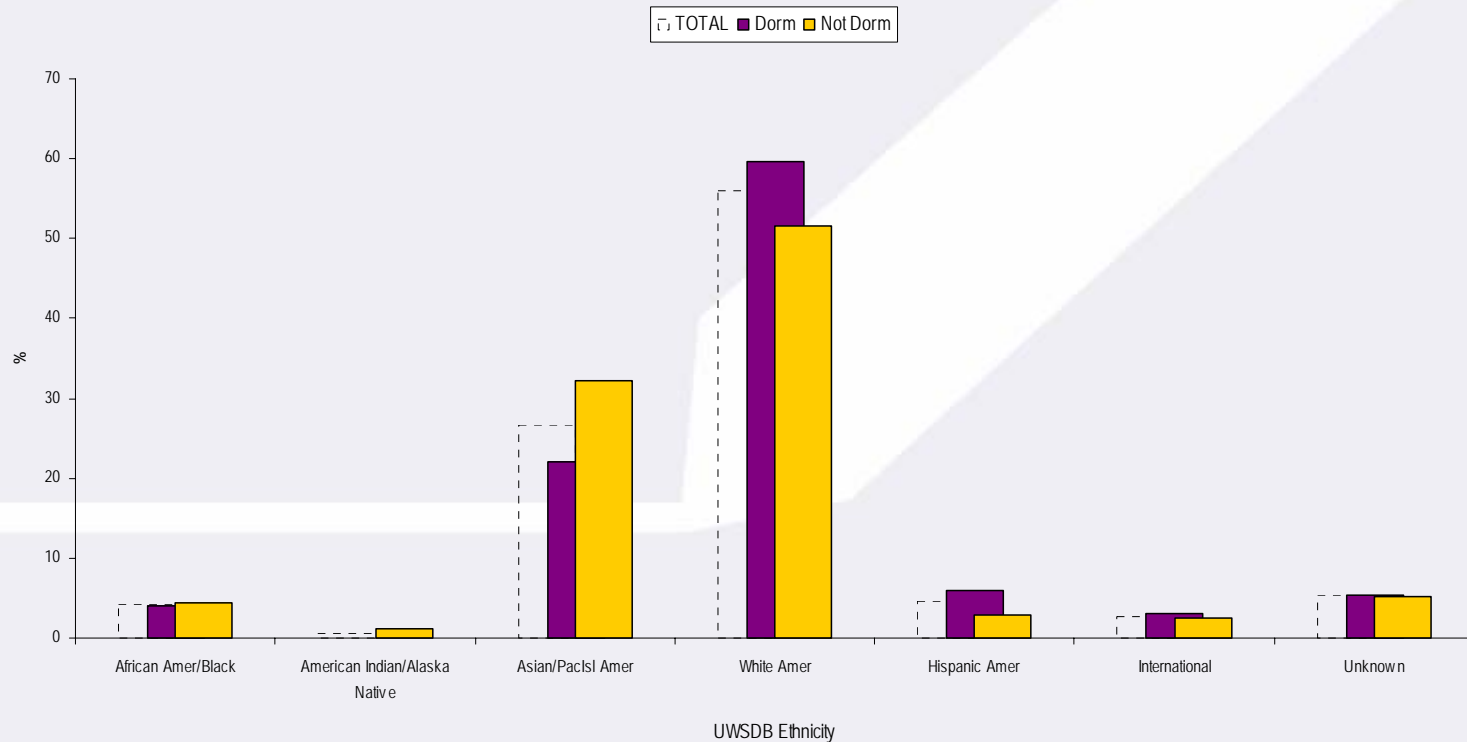
Seniors



- Both women and men were equally as likely to be native students as transfer students.

Ethnicity by Residence

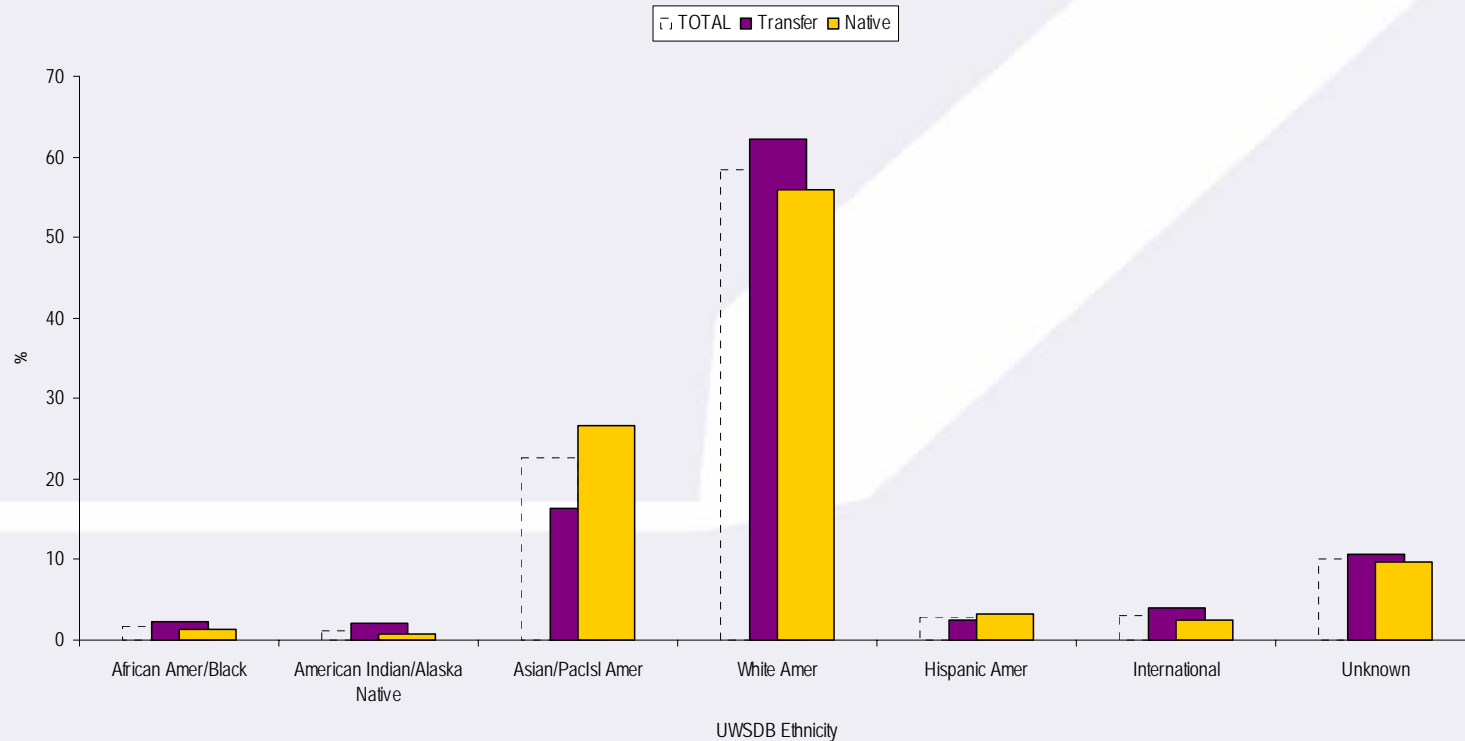
Freshmen



- Freshmen White-American and Latino-American students were more likely to live in residence halls than off-campus.
- Freshmen Asian-American students were more likely to live off-campus.
- Students of other ethnicities were equally as likely to live off-campus as in the residence halls.

Ethnicity by Entry Status

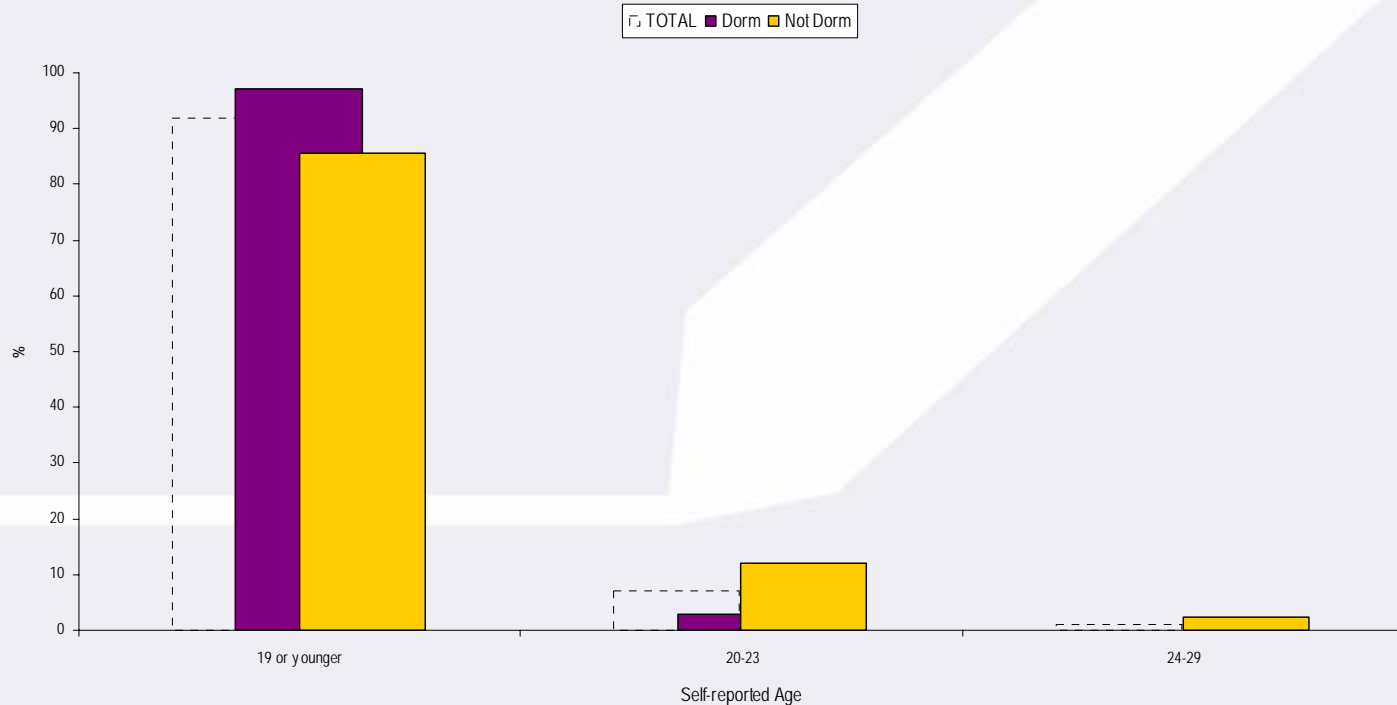
Seniors



- The majority of African- and Native American senior respondents were transfer students.
- The majority of Asian-, White, and Latino American seniors were native to UW.

Age by Residence

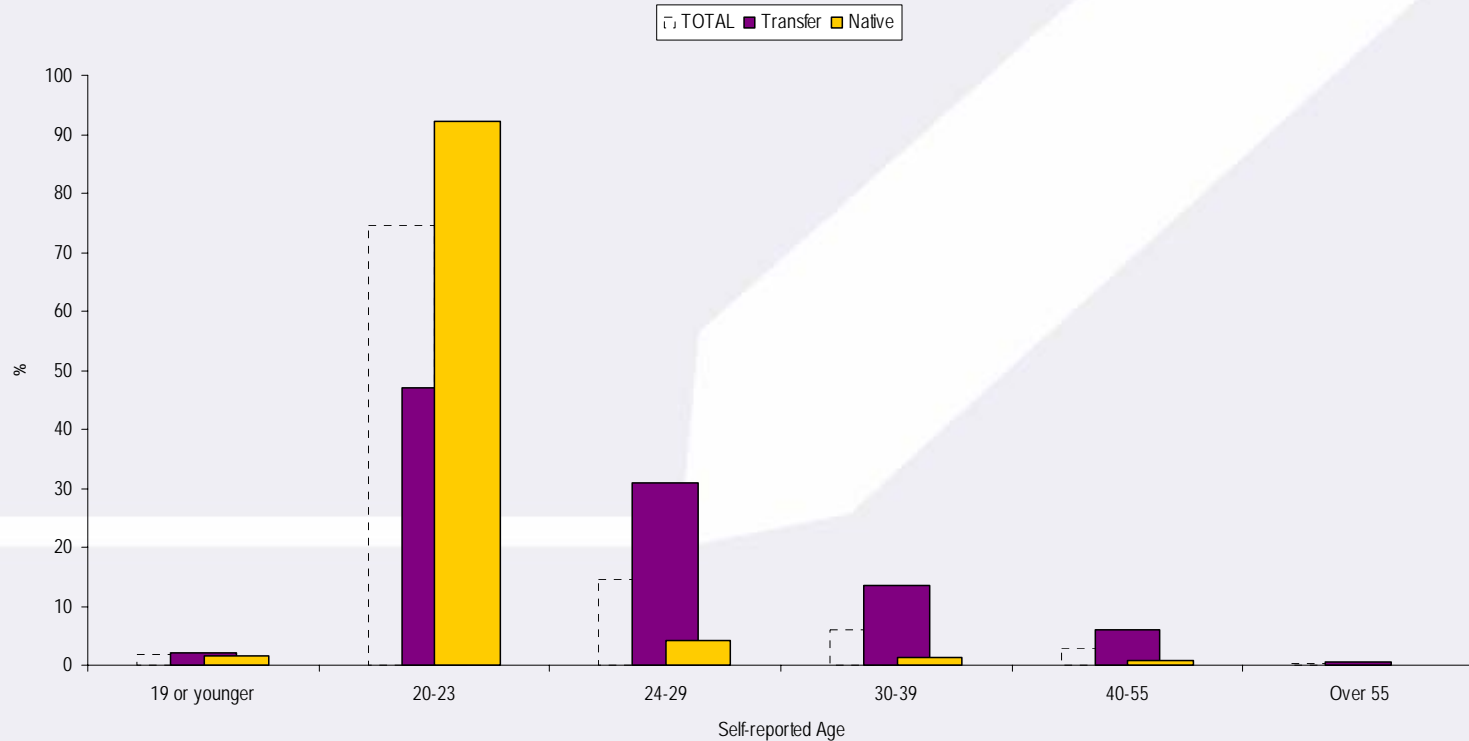
Freshmen



- Students 19-years-old and younger were somewhat more likely to live in the residence halls than off-campus.
- Older students were much more likely to live off-campus than in the residence halls.

Age by Entry Status

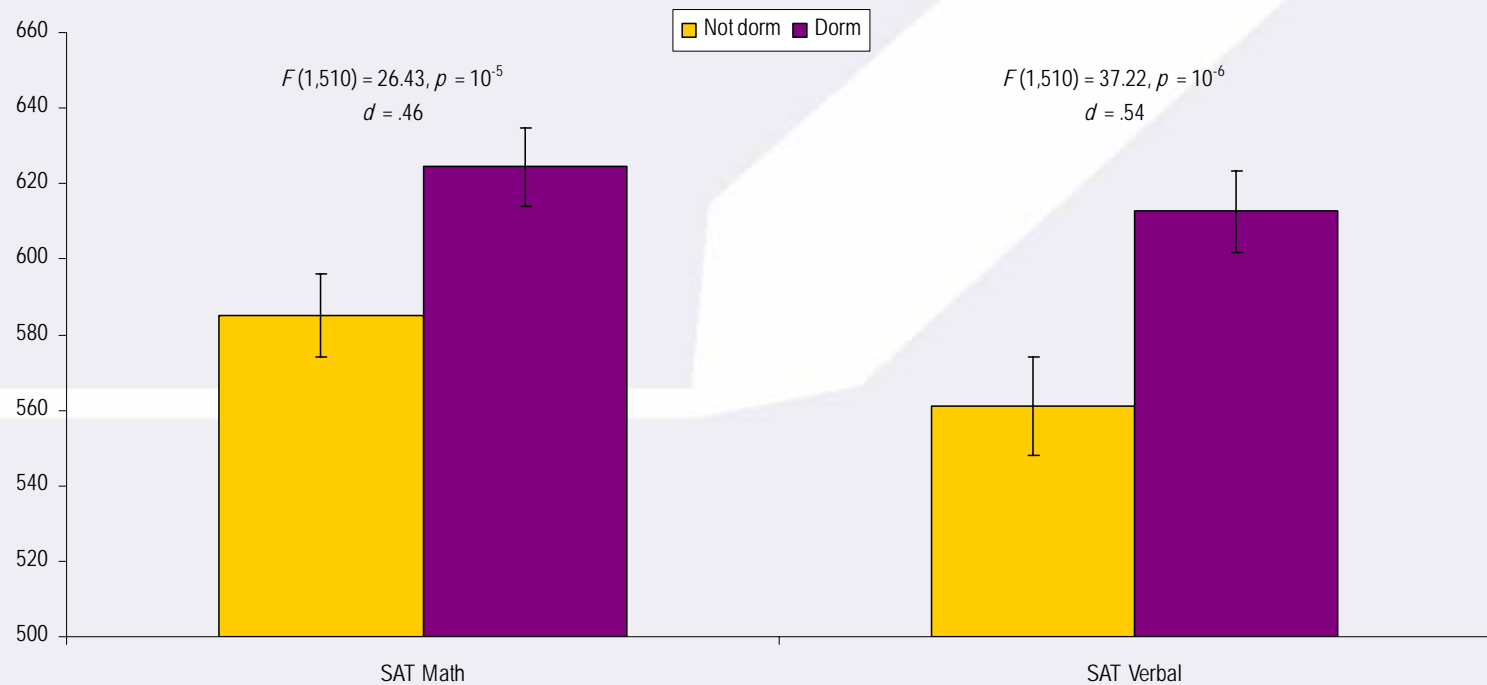
Seniors



- Seniors in the traditional age range (20-23) were more likely to have entered UW as freshmen.
- Older students were more likely to have begun their postsecondary education elsewhere.

SAT scores by Residence

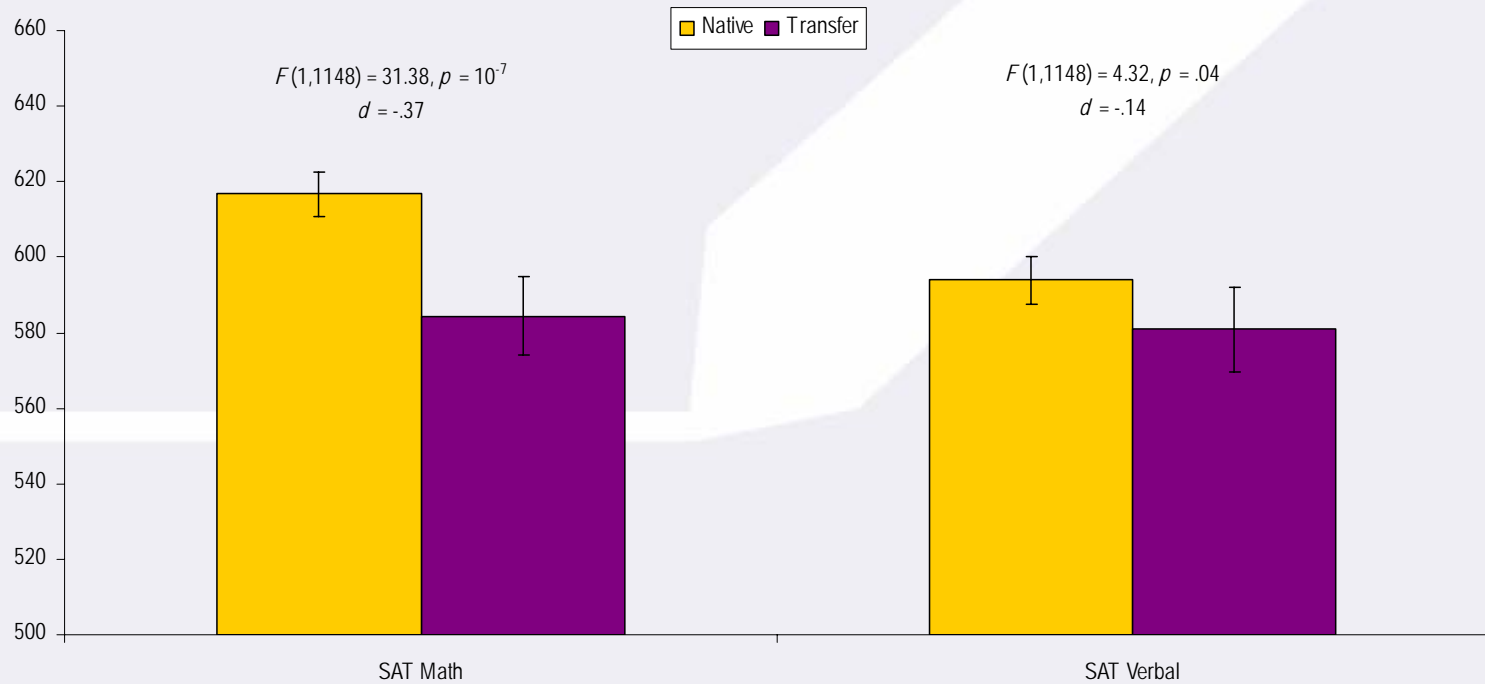
Freshmen



- Freshmen living in the dorms had significantly higher SAT Verbal and Math scores than their off-campus peers.

SAT scores by Entry Status

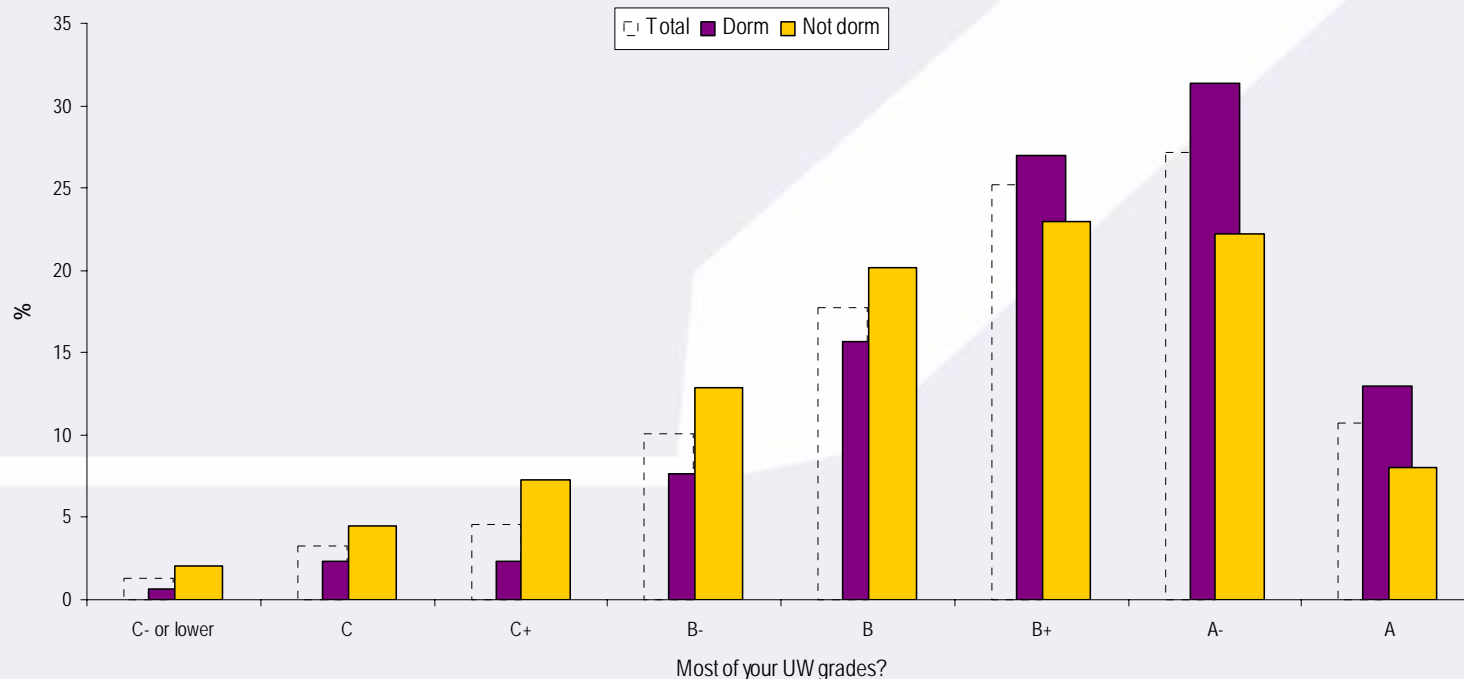
Seniors



- Native seniors had significantly higher SAT Verbal and Math scores than transfer seniors.

UW Grades by Residence

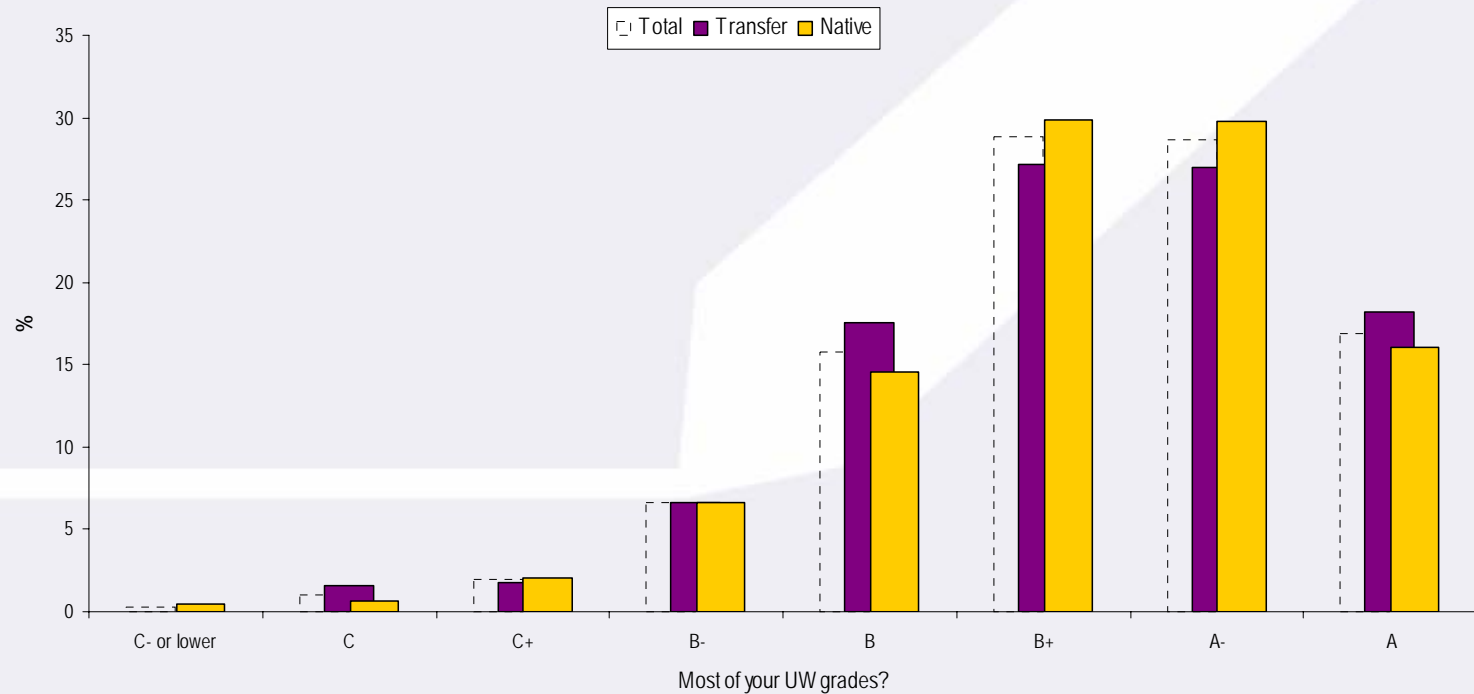
Freshmen



- Freshmen living in the dorms were significantly more likely than their off-campus peers to report that most of their grades at UW had been A-'s (31% vs. 22%).
- Freshmen living off-campus were significantly more likely than their on-campus peers to report that most of their UW grades had been C+'s (7% vs. 2%).

UW Grades by Entry Status

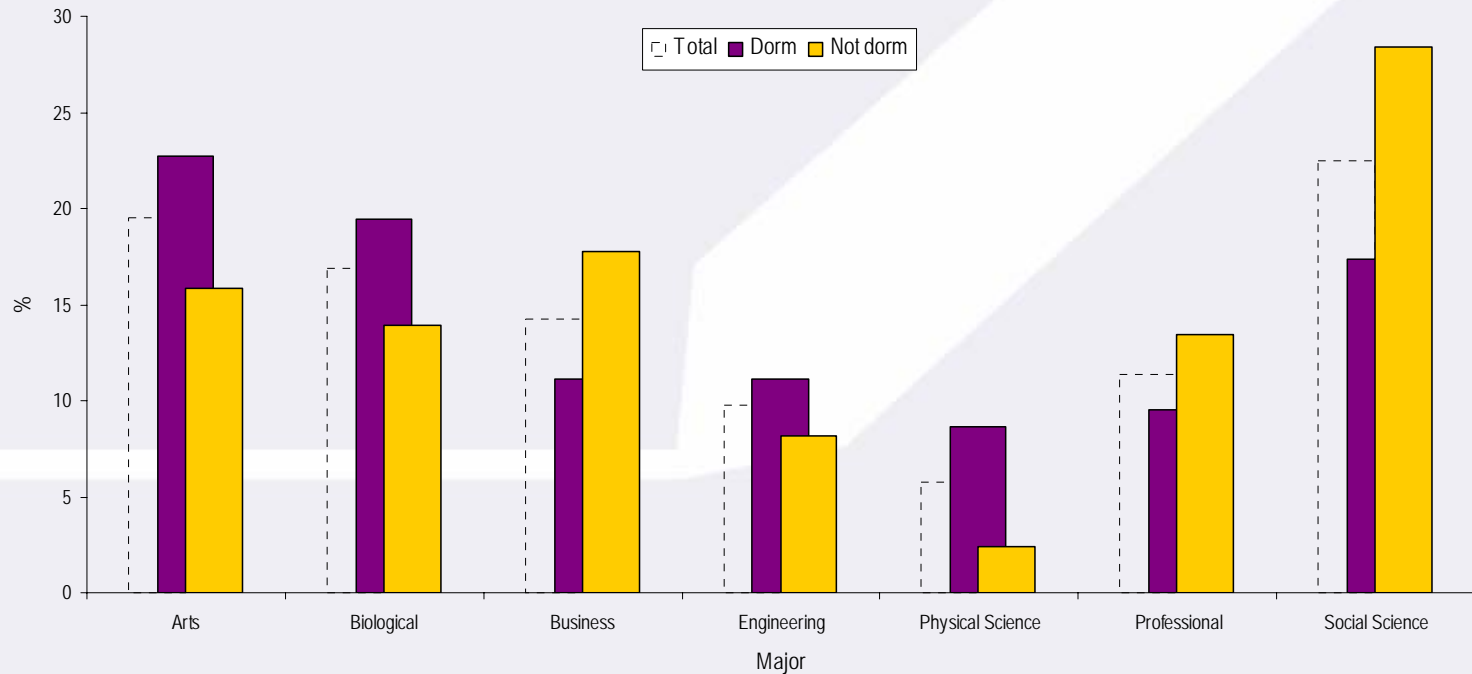
Seniors



- Native and transfer students reported similar UW grades.

Course of Study by Residence

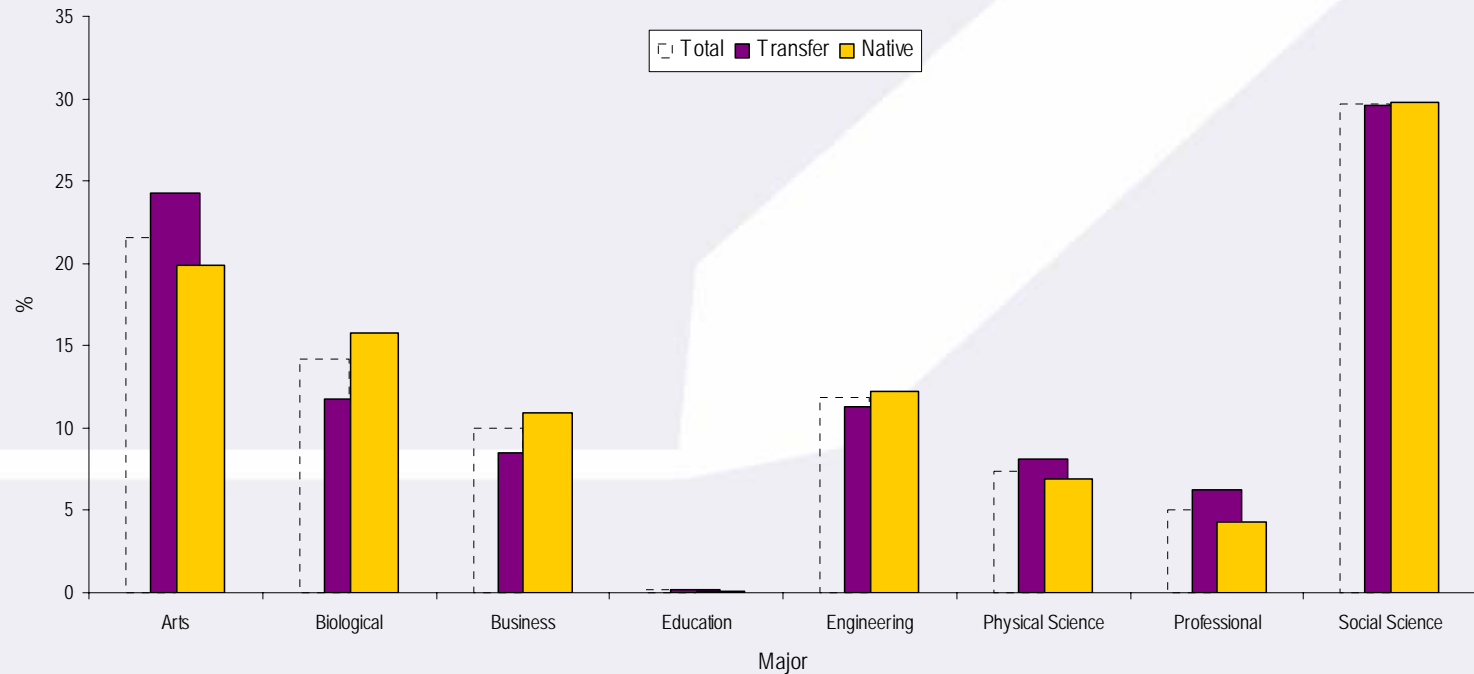
Freshmen



- Freshmen living in the dorms were significantly more likely than their off-campus peers to plan to major in the physical sciences (11% vs. 8%).
- Freshmen living off-campus were significantly more likely than their on-campus peers to plan to major in social sciences (28% vs. 17%) or business (18% vs. 11%).

Course of Study by Entry Status

Seniors



- Native and Transfer seniors did not differ in their chosen courses of study.

Questionnaire Ratings Differences

- Questionnaire contained 51 items rated on scales ranging from 1 (*never* or *very little*) to 4 (*very often* or *very much*).
 - Conducted principal components and reliability analyses to create subscales
 - Created six subscales consisting of 33 of the items
- Also examined the Mental Activities subscale mean and several other individual items
- Compared means by residency (for freshmen) and entry status (for seniors)
- Refer to [OEA Report 06-02](#) for a more detailed description of the Student Engagement Questionnaire

Derived Scales

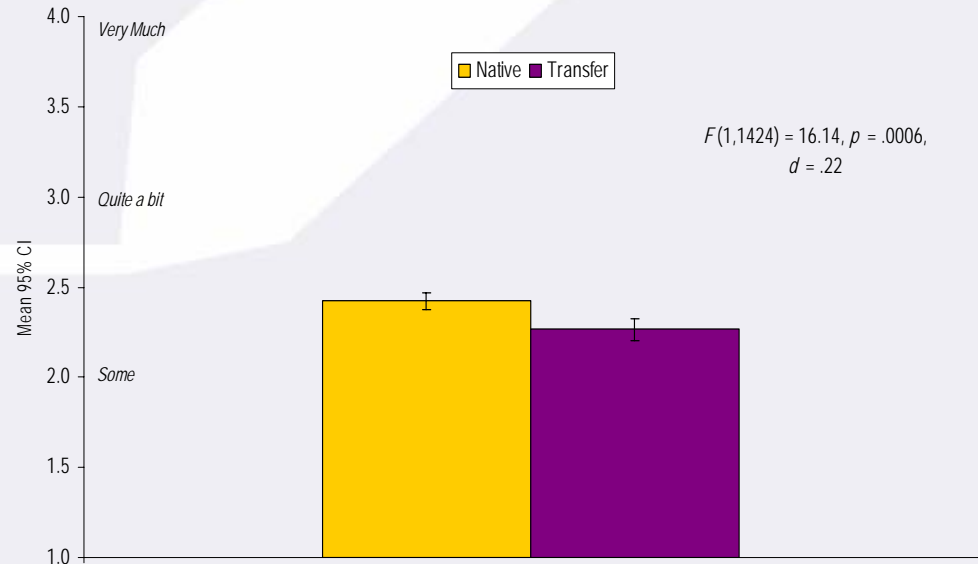
Subscale	Res. Hall vs. Off-campus	Native vs. Transfer
Well-roundedness	<i>No difference</i>	Native > Transfer*
Scholarship	<i>No difference</i>	<i>No difference</i>
Interaction with Faculty	<i>No difference</i>	<i>No difference</i>
Institutional Support	<i>No difference</i>	<i>No difference</i>
Reflection	<i>No difference</i>	Native < Transfer*
Diversity Encounters	<i>No difference</i>	<i>No difference</i>
Mental Activities	<i>No difference</i>	<i>No difference</i>

* Differences were qualified by an effect of age. See next two slides.

Well-Roundedness Subscale

To what extent has your experience at [the UW] contributed to your knowledge, skills, and development in...

- *Voting in local, state, or federal elections*
- *Learning effectively on your own*
- *Understanding yourself*
- *Understanding people of other racial and ethnic backgrounds*
- *Solving complex real-world problems*
- *Developing a personal code of values and ethics*
- *Contributing to the welfare of your community*
- *Developing a deepened sense of spirituality*

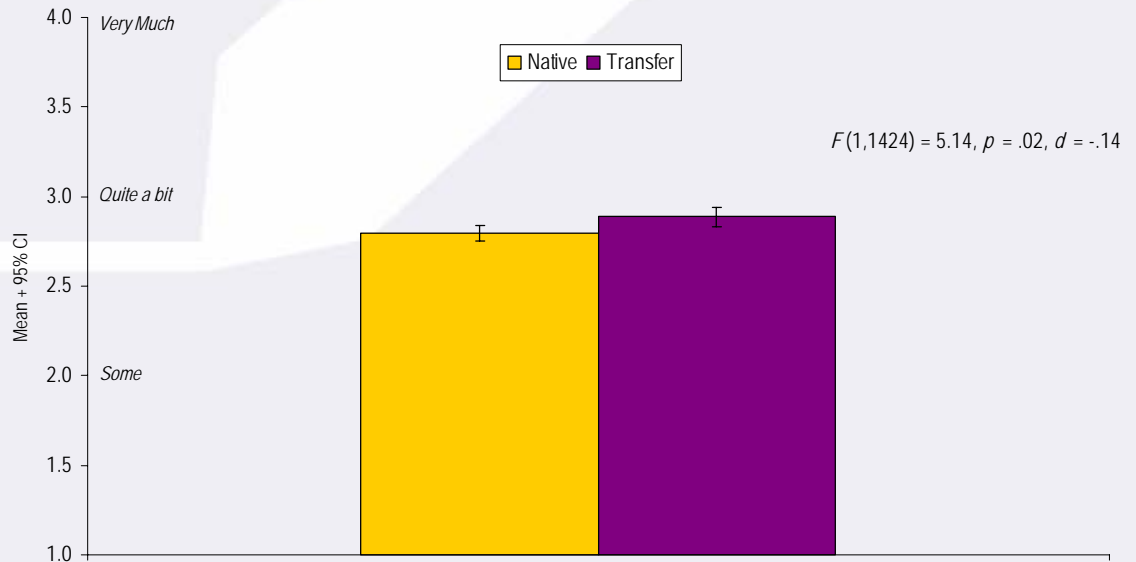


This difference was driven solely by seniors in the 20-23 years-old age group. Among seniors 24 years-of-age and older, the means of native and transfer students did not differ.

Reflection Subscale

During the current school year, about how often have you...

- *Examined the strengths and weaknesses of your own views on a topic or issue*
- *Tried to better understand someone else's views by imagining how an issue looks from his or her perspective*
- *Learned something that changed the way you understand an issue or concept*



This Native-Transfer difference disappeared once age was taken into account. Specifically, older transfer students had a higher mean than younger transfer students, but the means of native students did not vary with age.

Enriching Educational Experiences

Experience	Dorm vs. Off-campus Freshmen	Native vs. Transfer Seniors
Practicum, internship, etc.	<i>No differences</i>	52% vs. 41%
Community Service/Volunteer	<i>No differences</i>	66% vs. 54%
Learning community program	<i>No differences</i>	36% vs. 21%
Research with faculty	<i>No differences</i>	34% vs. 25%
Foreign language courses	<i>No differences</i>	<i>No differences</i>
Study Abroad	<i>No differences</i>	24% vs. 15%
Independent study/Own major	<i>No differences</i>	5% vs. 11%*

* For independent study, the significant difference was in the percentage who reported “plan to do” rather than in the percentage who reported “have done”.

Native-Transfer differences were qualified by an effect of distance of residence.
See next slide.

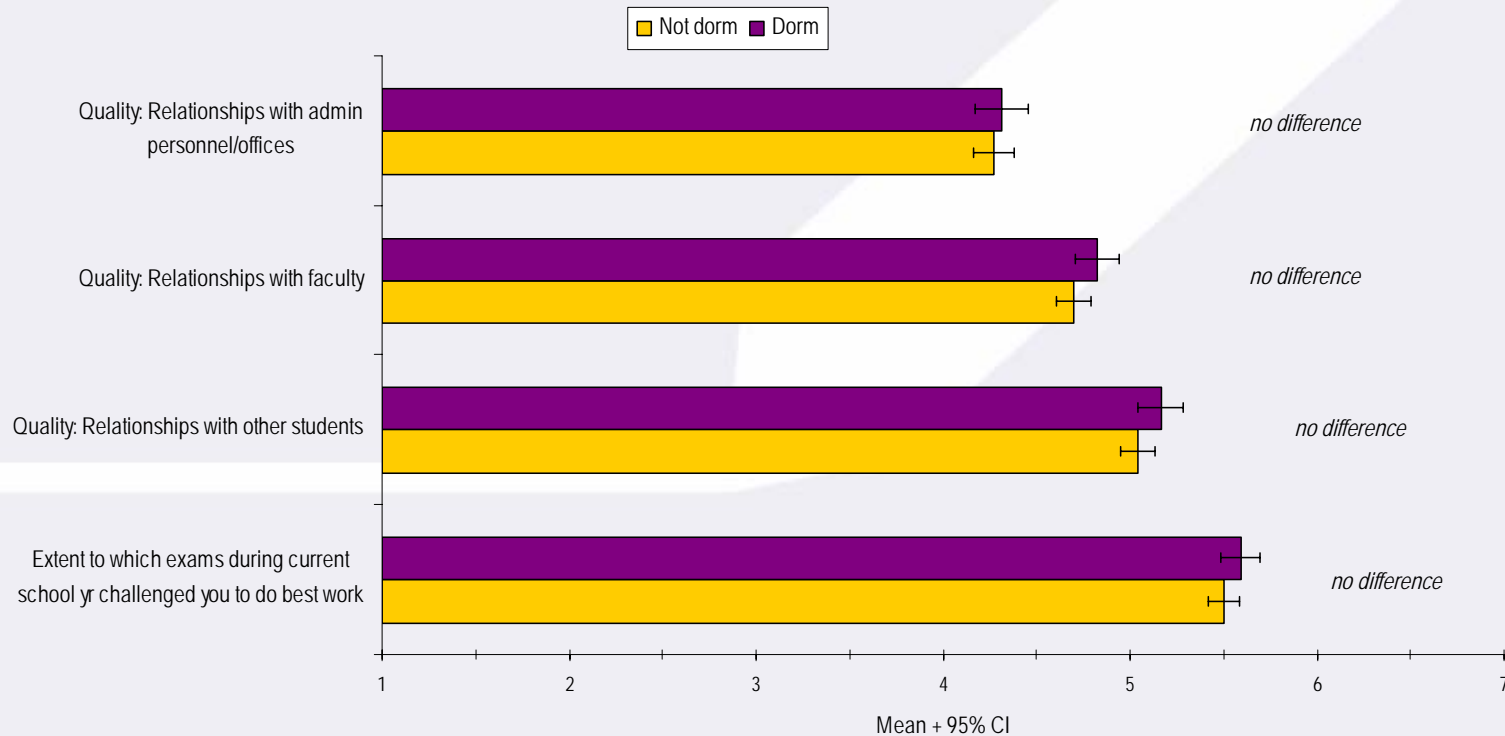
Enriching Educational Experiences

Experience	Live within Walking Distance	Live within Driving Distance
	Native vs. Transfer	Native vs. Transfer
Practicum, internship, etc.	52% vs. 45%*	49% vs. 40%
Community Service/Volunteer	66% vs. 65%	63% vs. 50%*
Learning community program	38% vs. 21%*	33% vs. 20%*
Research with faculty	37% vs. 30%	31% vs. 23%*
Study Abroad	26% vs. 16%*	19% vs. 16%
Independent study/Own major	22% vs. 29%	6% vs. 12%**

* Statistically significant difference.

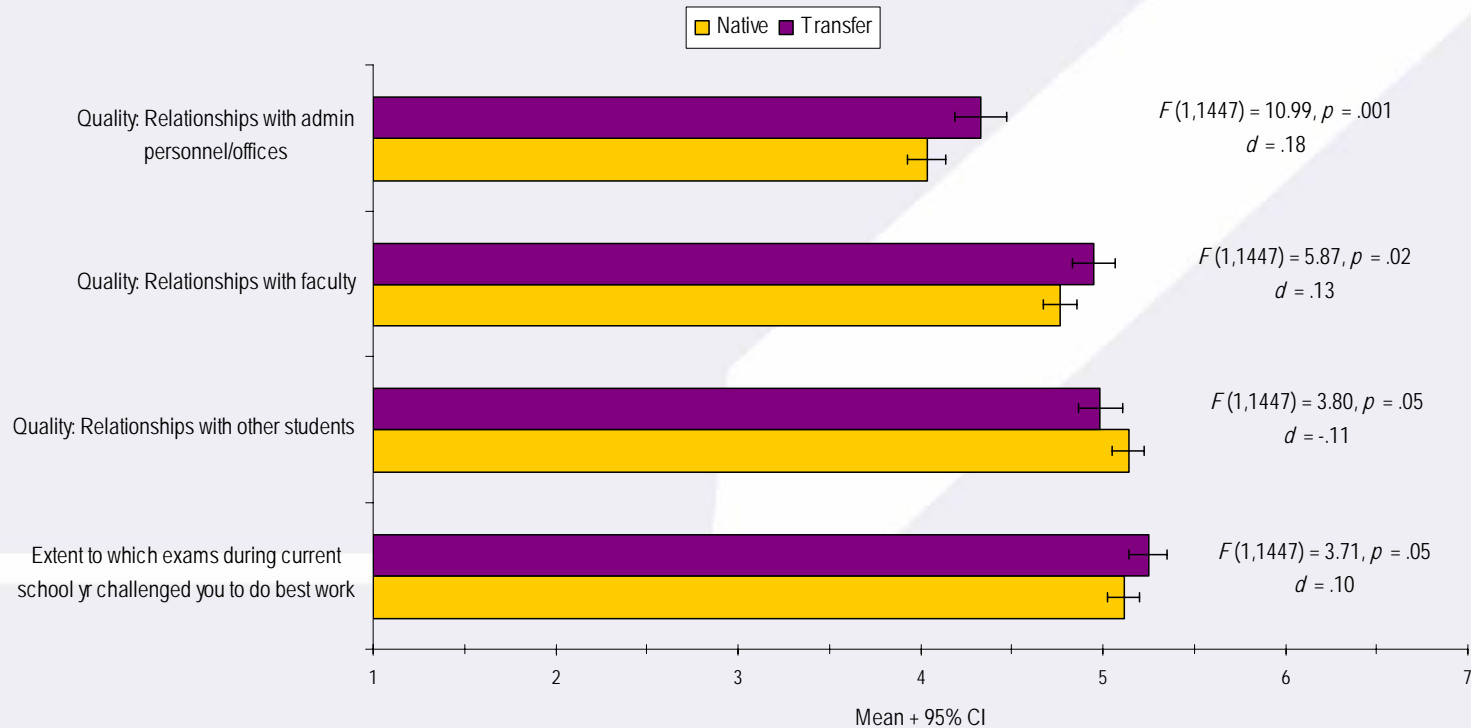
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Quality of Relationships



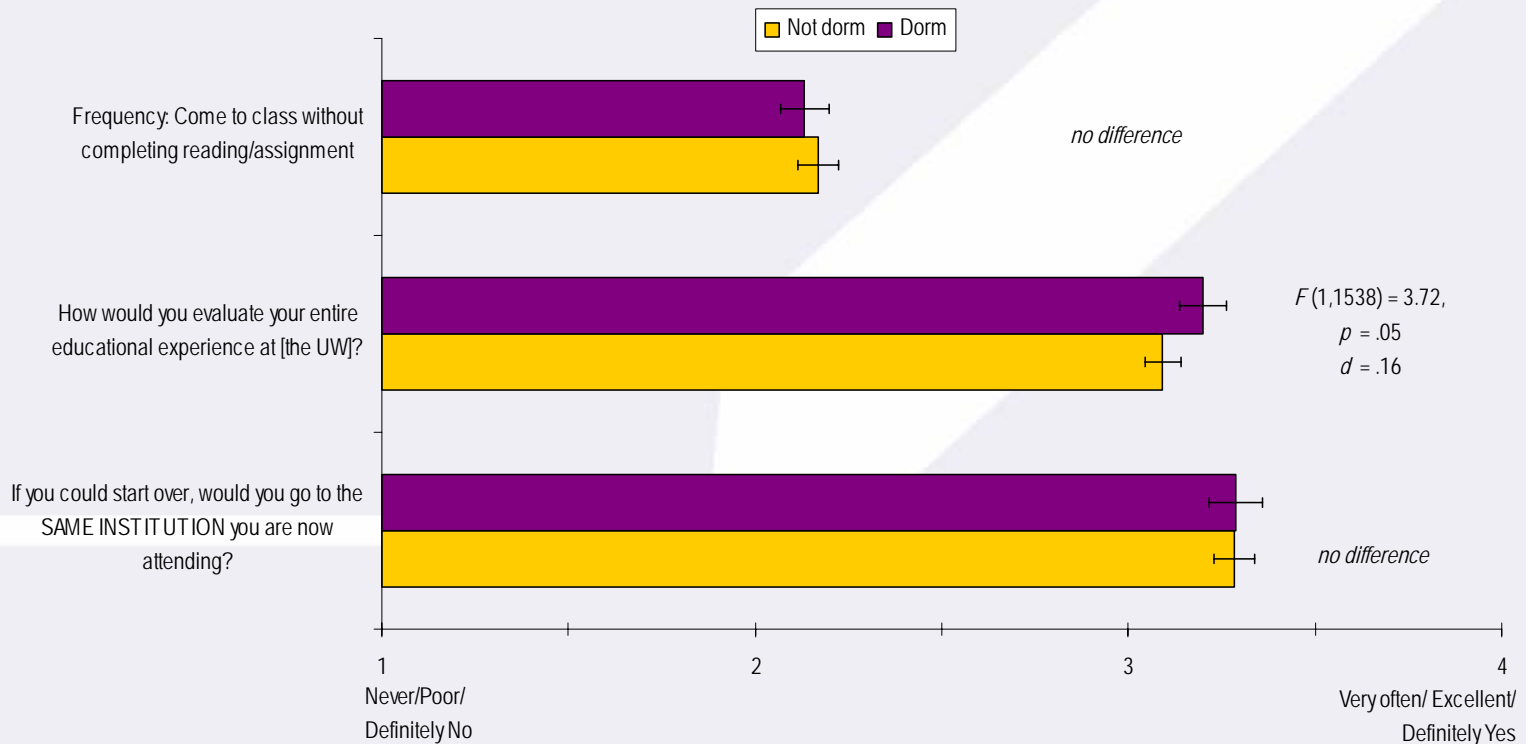
- Both residence hall and off-campus freshmen reported positive relationships with faculty and other students.
- Both groups felt that their exams had challenged them.

Quality of Relationships



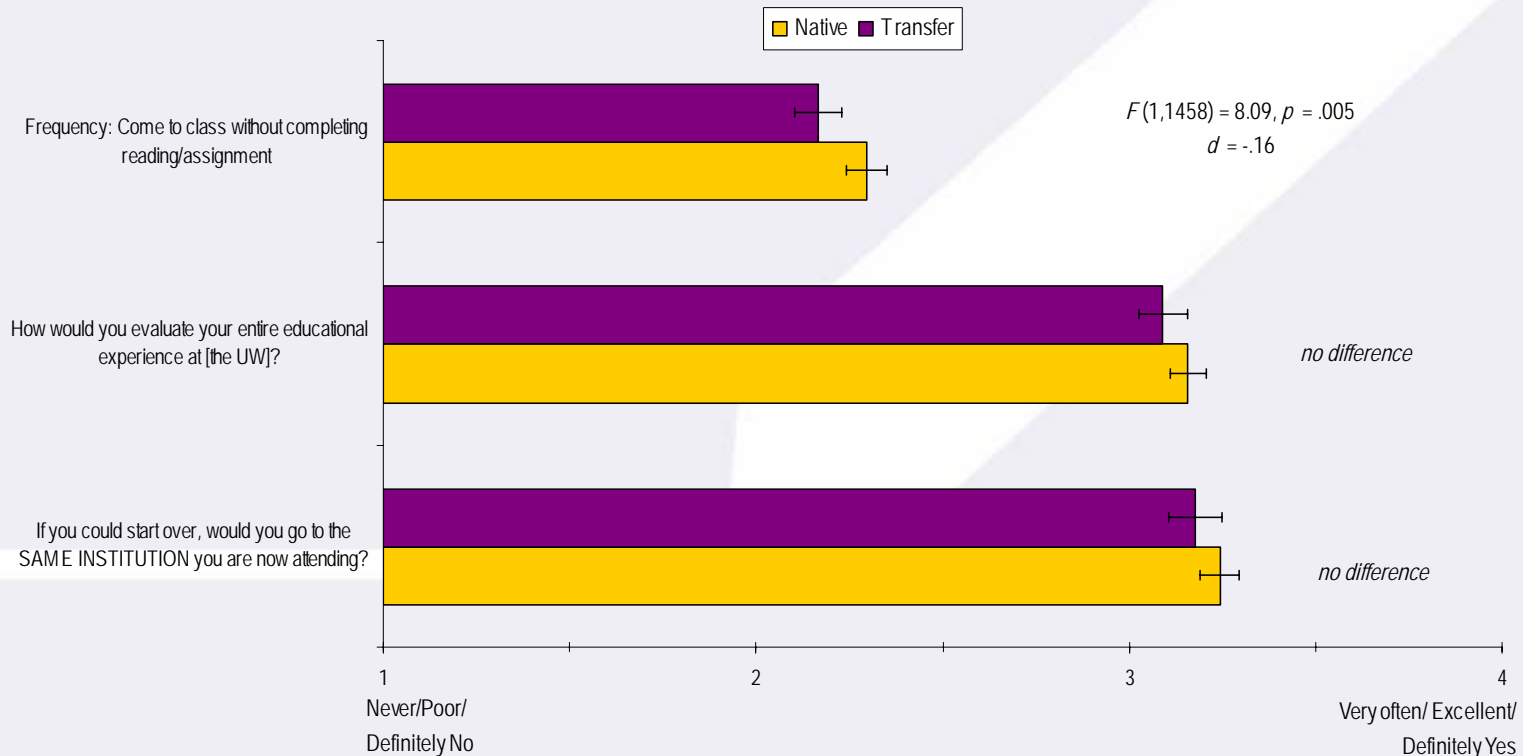
- Transfer seniors rated their relationships with administrative personnel and faculty more positively than native seniors did; whereas the reverse was true for relationships with other students. However, these differences were equally or better accounted for by age (than by entry status).
- Ratings of the level of challenge of exams were slightly higher, on average, among Transfer seniors than Native seniors. This difference was not qualified by age.

Overall UW Experience



- Dorm-dwelling freshmen gave slightly higher ratings of their entire UW educational experience than did freshmen who lived off-campus.
- However, the two groups of students were equally likely to say they would choose UW again.

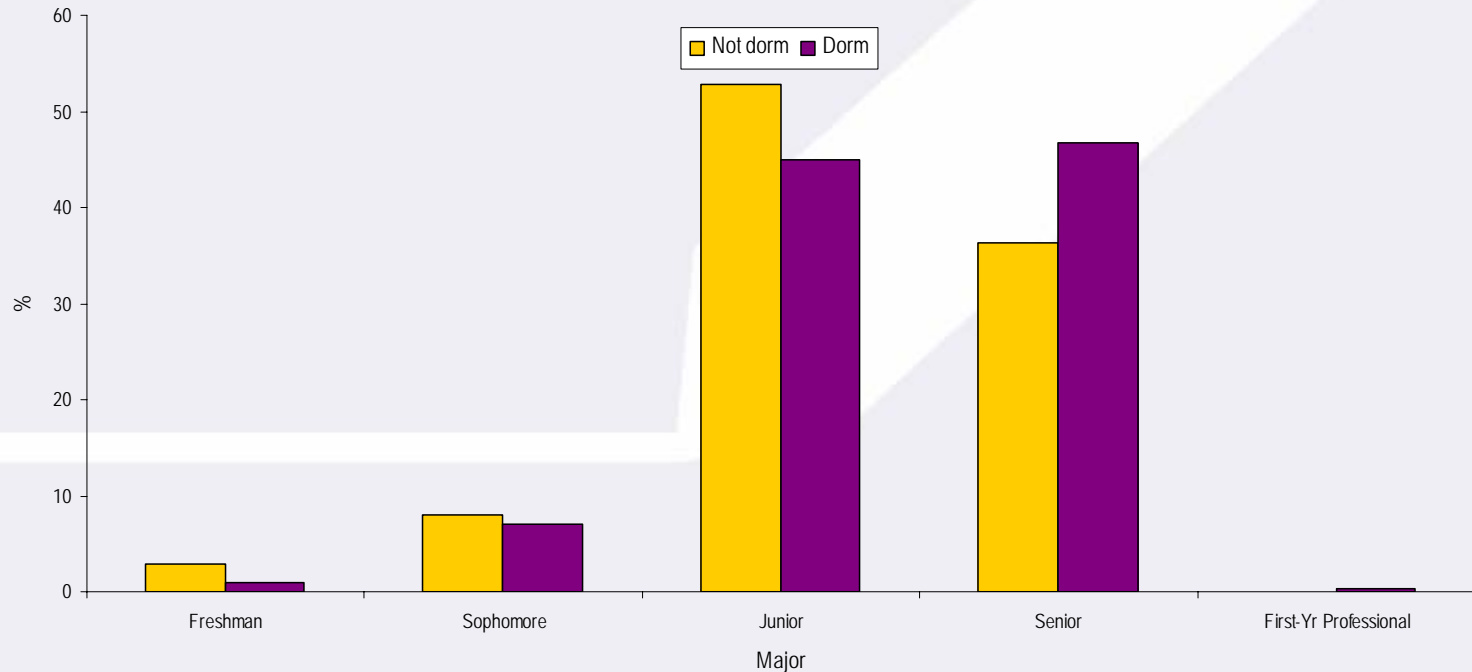
Overall UW Experience



- Transfer seniors reported a significantly lower frequency of coming to class unprepared. However, further analysis revealed this to be an age, rather than entry status, effect (wherein older students had lower a mean than younger students).
- The two groups were equally positive in their evaluations of their overall UW experience.

Where Are They Now?

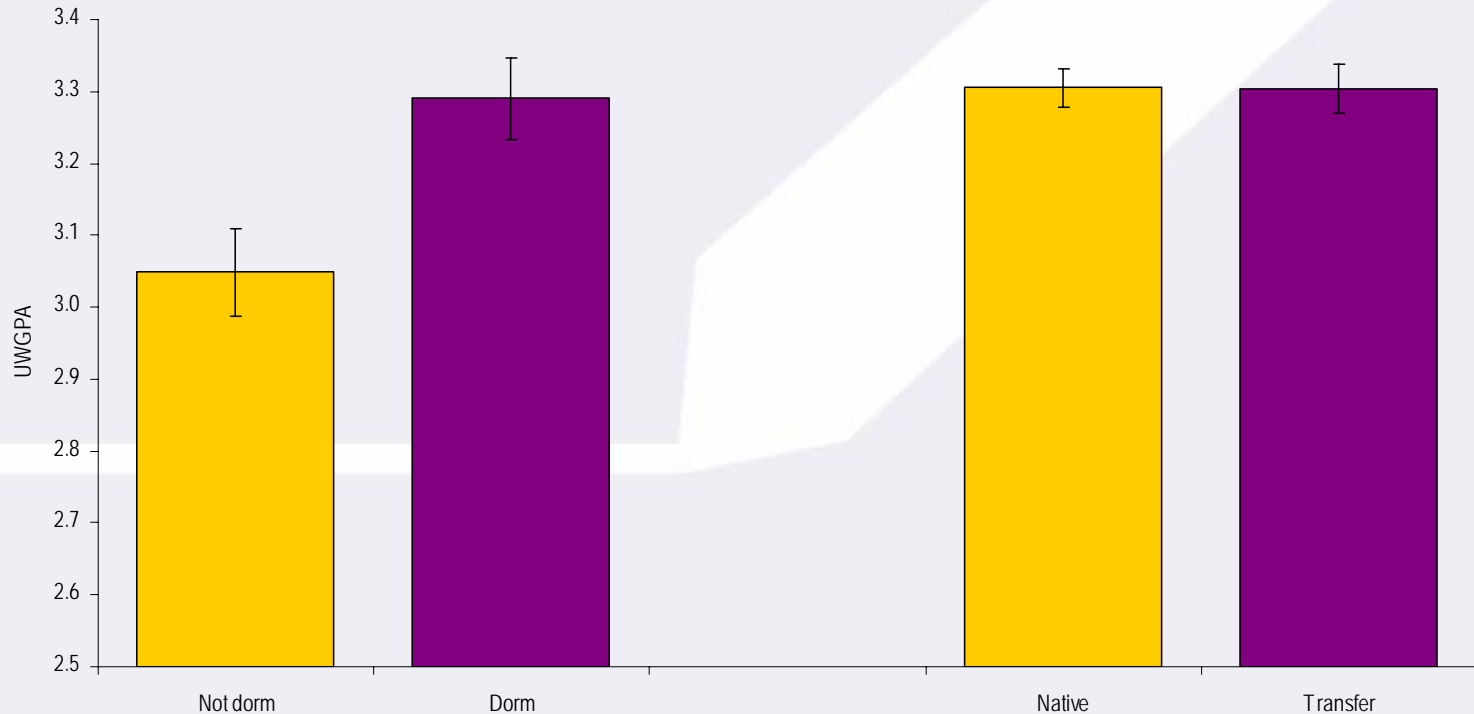
Class Standing: Winter 2007



- There was a non-statistically significant trend toward dorm-dwelling freshmen to have attained a higher class standing as of WI 2007 than their off-campus peers.
- No such difference was found between Native vs. Transfer seniors.

Where Are They Now?

UW GPA: Winter 2007



- Students who lived in the residence halls as freshmen had higher UW GPAs as of Winter 2007 ($F(1,546) = 9.67, p = .002, d = .49$).
- No such difference was observed between Native vs. Transfer seniors.

Discussion

Residence (Freshmen)

- Students who lived in the residence halls during freshmen year had higher incoming SAT scores, reported higher grades at the time of the NSSE, had higher UW GPA's as of Winter 2007, and were slightly more likely to have attained senior-class status as of Winter 2007 than their peers who lived off-campus freshman year.
- Despite these differences, the two groups were virtually indistinguishable in their ratings of their UW experience. There were no differences in reported frequencies of a variety of academic activities; evaluations of relationships with faculty, administration, and other students; nor participation in co- and extracurricular activities.
- The one significant evaluative difference concerned rating of the entire UW educational experience, but even that difference was small in magnitude.

Discussion

(cont.)

Entry Status (Seniors)

- Students who entered the UW as freshmen had higher incoming SAT scores than their peers who transferred into the UW from another postsecondary institution. Despite that difference, native and transfer seniors reported similar UW grades and similar choices of major at the time of the NSSE, and, as of Winter 2007, their UW GPA's were indistinguishable.
- In contrast to the findings by residence among freshmen, entry status was associated with seniors' involvement in several co- and extracurricular activities. Specifically, among traditional age students, native seniors were more likely than transfer seniors to have participated in a practicum or internship, a learning community program, or research with a faculty member. Transfer seniors were more likely have participated in independent study or a self-designed major.
- Transfer seniors reported a lower frequency of coming to class unprepared, but further analysis revealed this to be better accounted for by (older vs. younger) age.

Discussion

(cont.)

Findings from the Spring 2005 National Survey of Student Engagement and academic status indicators collected in Winter 2007 suggest that:

- Students who live in residence halls their freshman year start off and continue with greater academic achievement — on average — than off-campus freshmen, but those achievement differences do not translate to differences in academic behavior, extra- or co-curricular activities, or overall satisfaction.
- Native seniors enter the UW with greater academic preparedness (higher SAT scores), and they enjoy at the UW what one might call a richer experience than their transferred-in peers. However, these differences do not lead to differences in tangible outcomes like grades or progression toward graduation. Moreover, what handful attitudinal or evaluative differences do exist may be equally or better accounted for by age of student, rather than entry status.