University of Maryland Student Survey
2002 Report

By members of the
Campus Assessment Working Group (CAWG)
Assessment of Campus Experiences Subgroup
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**EXECUTIVE SUMMARY**

Every two years, the Campus Assessment Working Group (CAWG) administers the University of Maryland Student Survey (UMSS) to juniors and seniors. The purpose of the UMSS is to gather data on upper-level undergraduate students’ experiences at and perceptions of the University of Maryland. The information derived from the UMSS can help us to: gain insight into students’ experiences in important aspects of their undergraduate education, identify institutional strengths, and assist in planning and prioritizing efforts to better serve our students. The most recent version of the UMSS, hereafter referred to as the UMSS ’02, was administered in Spring 2002. Approximately 1500 students, enrolled in Professional Writing courses during the spring semester, completed the survey.

While all versions of the UMSS assess aspects of the undergraduate student experience at the University, each version reflects current strategic goals, concerns, and priorities at the University. The following were the areas of focus for UMSS ’02:

- Academic and career skills and abilities
- Computer ownership and usage
- Use of University of Maryland web pages
- Experience with or plans for engaging in experiential learning opportunities and academic support programs
- Importance of and satisfaction with factors related to campus experiences
- Effective methods for getting campus information
- Importance of and satisfaction with maintenance and cleanliness of campus grounds and facilities

In the University’s most recent (2000) strategic plan, the first stated goal is to “Continue to elevate the quality of undergraduate education in order to provide all students [with] an enriched and challenging educational experience.” In an effort to assess the impact of the undergraduate experience at the University on undergraduate students, we asked students to assess their level of competence in several skills, abilities, and learning outcomes. We also asked them to rate the extent to which they thought their experience at the University directly affected their competence level.

Responses to this set of learning outcomes questions were only analyzed for students who had been enrolled at the University for three or more semesters at the time of the survey. With four notable exceptions (i.e., speaking effectively, presenting a persuasive argument, writing effectively, and evaluating the reliability of information), more than 60% of the respondents rated their various levels of competence as strong or very strong. Additionally, two-thirds of respondents reported that their experience at the University had directly affected their level of competence some or quite a bit.

Among the efforts to improve the quality of undergraduate education is the systematic integration of the use of information technology into instructional programs so that all faculty and students can fully benefit from new technology as an essential tool in teaching and learning. Ninety-five percent of upper-level respondents indicated they owned at least one computer, up
from 86% two years ago. Use of the web to do research as part of a course requirement in at least one course during the spring 2002 semester was reported by 90% of respondents, while using online course materials (e.g., readings and syllabi) was reported by 82%. Other course requirements such as textbook publisher-provided access to web-based materials or specialized software were less common. Student usage of University of Maryland web pages has become common for some tasks. The vast majority use University of Maryland web pages to register for classes (97%) and to access their grades (95%). Other uses of University of Maryland web pages (e.g., accessing library materials on reserve and applying for financial aid) are less common.

Students were asked to indicate their experience with or plans to pursue programs designed to enrich the undergraduate experience. Such programs included practica, internship, field experience, co-op experience and/or clinical experience; foreign language coursework; academic support programs; study abroad; and community service or service-learning. There were significant differences by sex across programs, with women more likely than men to report they had participated, or plan to participate in a given program. Conversely, men are more likely than women to indicate they were not interested in such participation.

The University of Maryland has repeatedly stated its commitment to encouraging a campus climate of creativity, confidence, energy, and productivity. Students were asked to think about specific experiences at the University and indicate both the degree of satisfaction with and importance of these experiences. With one exception, over 80% considered these campus experiences important. The one exception was “Having programs and activities on campus that highlight the perspectives of different groups.” In addition, more than 60% of the respondents were satisfied with these experiences. The exceptions were “Planning for your degree with an academic advisor,” “Knowing a faculty member well enough to ask for a recommendation,” and “Having a mentoring relationship with a faculty or staff person.” These campus experiences were further analyzed by respondents’ sex and race/citizenship.

Faculty and staff who would like to inform students about various programs, workshops and educational opportunities want to use the most effective ways of getting such information to students. When asked to indicate their preferred method of obtaining information about campus events, the majority of respondents indicated that *The Diamondback*, followed by email, were the preferred methods. Most frequently reported as “not a good way” were University of Maryland radio/TV and flyers.

The fifth initiative in the strategic plan is to “ensure an administrative, operational, and physical infrastructure that fully supports a first-class university.” In the UMSS ’02, students were asked to rate the importance of, and their satisfaction with, the maintenance and cleanliness of campus facilities. Students rated the environment in and around classrooms as most important to them. Satisfaction results were mixed, with the quality of grounds maintenance rated highest and heating/cooling/ventilation systems lowest.
CAMPUS ASSESSMENT WORKING GROUP

The Campus Assessment Working Group (CAWG) was created in 1996 and is currently chaired by Robert E. Waters, Associate Vice President of Academic Affairs and Special Assistant to the President. CAWG is dedicated to building a culture of evidence at the University of Maryland. One way of accomplishing this task is by administering large-scale surveys to cross-sections of undergraduates on a regular basis, thereby gathering evidence regarding the student experience from multiple perspectives. CAWG presently consists of four subgroups covering various aspects of the student experience. The members of the CAWG subgroup who worked on the project reflected by this report are:

Chip Denman, Office of Information Technology
Adrienne Hamcke Wicker, Commuter Affairs and Community Service
Pat Hunt, Counseling Center
Lacretia Johnson, College Park Scholars
Julie Kromkowski, Facilities Management
Sharon La Voy, Office of Institutional Research and Planning
Sarah Ranck, Office of Institutional Research and Planning
Erin Rooney-Eckel, Engineering Student Affairs
Terry Zacker, Stamp Student Union and Campus Programs

More information about CAWG is available on the website, www.umd.edu/cawg, or from:

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BACKGROUND ON THE UMSS

The University of Maryland Student Survey (UMSS) was initially developed in 1998 by the Assessment of Campus Experiences subgroup of the Campus Assessment Working Group to address issues identified by the results of the 1997 administration of the Noel-Levitz Student Satisfaction Inventory. Keeping with the plan of identifying special issues to be addressed by each UMSS, given in alternate years, the 2000 version was significantly revised by CAWG to reflect the University's growing interest in student learning outcomes and information technology. In the 2002 version, hereafter referred to as UMSS '02, questions addressing these issues were repeated, while questions addressing other factors thought to enrich the undergraduate experience were added.

METHODOLOGY

The UMSS '02 was administered in the spring semester to students enrolled in Professional Writing courses. These courses were selected to administer the survey for primarily two reasons. The first reason is that these students reflect the University's diversity in terms of race/ethnicity,
academic performance, and native/transfer status. The second reason is these students are upper-
level undergraduates with several years of experience on campus, and are therefore most able to
comment from personal experience. Professional Writing courses enroll students who have
earned 56 credits prior to enrollment and who are meeting a writing requirement of their
respective colleges. Instructors in the Professional Writing courses were given the surveys, and
written instructions to read to students, during a class the week before spring break. The
Professional Writing Program was given incentives for their instructors’ efforts. Students
returned 1528 usable surveys.

**THE SURVEY**

The UMSS’02 contains over 120 items, which measure upper-division undergraduate students’
perceptions and experiences in a variety of areas. In this survey, students were asked to reflect on
their ability level in areas thought to contribute to success in academic and career settings,
sometimes referred to as learning outcomes. They answered questions about computer ownership
and usage in and beyond the classroom. They reported on plans for or experience with programs
that enrich the undergraduate experience, such as practica, internships, study abroad, and
community service or service-learning. They indicated the importance of and satisfaction with
factors which contribute to a positive campus climate, including being taken seriously
academically and having a mentoring relationship with a faculty or staff person. The respondents
also indicated what they considered were the most effective ways of getting campus information
to students. And they rated the importance of and satisfaction with issues related to campus
maintenance, cleaning, and facilities.

**SURVEY RESPONDENTS**

In order to limit the number of demographic questions asked on the survey, respondents’ student
identification numbers were requested. Of the 1528 respondents, 1094 (72%) gave a valid
student identification number, thereby providing access to demographic information on these
students. Within this sample, 52% of the students were women and 48% were men. Sixty-one
percent were White Americans, 12% were Black/African Americans, 13% were Asian
Americans, 5% were Hispanic Americans, 5% were American with race unknown, and 3% were
international students. Sixty-seven percent entered the University as freshmen, 19% as transfers
from a two-year institution, 11% as transfers from a non-University of Maryland 4-year
institution, and 3% transferred from another University of Maryland campus.

The number of semesters respondents reported having been enrolled at the University as of
Spring 2002 was 1-2 semesters for 11%, 3-4 semesters for 24%, 5-6 semesters for 50%, and 7 or
more semesters for 15%. Two thirds of the respondents were enrolled in five or more courses
during spring 2002.

Twenty-five percent of respondents had on-campus jobs while 46% had off-campus jobs. Of the
respondents who indicated they worked, 6% indicated they worked both on and off campus.
Slightly over one-third of respondents were not employed during the spring semester.
FINDINGS

Impact of the Undergraduate Experience on Abilities/Learning Outcomes

In order to assess the progress with which the University is meeting the goal of elevating the quality of undergraduate education, students were asked to assess their level of competence in 23 abilities/learning outcomes critical to undergraduate education. The students were also asked the extent to which they thought their experiences at the University directly affected their development in each area. Recent transfers (respondents who had been enrolled at the University for fewer than three semesters) were not included in these analyses.

Table 1 shows both students’ ratings of 23 learning outcomes/abilities, and the degree to which they thought each of these learning outcomes/abilities was directly affected by their experiences at the University. The various learning outcomes/abilities have been sorted in descending order by the percent of students who thought their ability was directly affected (“some” or “quite a bit”) by their experiences at the University.

With four notable exceptions, over 60% of the respondents rated their abilities as strong or very strong. Exceptions reported by these upper-level respondents included speaking effectively, presenting a persuasive argument, writing effectively, and evaluating the reliability of information.

Two-thirds or more reported their experiences at the University had directly affected (“some” or “quite a bit”) their level of competence in twenty-two of the twenty-three abilities/learning outcomes, the exception being “making friends.”
<table>
<thead>
<tr>
<th>SKILL/ABILITY/LEARNING OUTCOME</th>
<th>UM experience directly affected skill, ability, or outcome</th>
<th>Rating on level of skill or ability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Some + Quite a Bit</td>
<td>% Quite a Bit</td>
</tr>
<tr>
<td>Sorted by % UM directly affected “Some” + “Quite a Bit”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing effectively</td>
<td>86</td>
<td>46</td>
</tr>
<tr>
<td>Finding information that you need</td>
<td>84</td>
<td>45</td>
</tr>
<tr>
<td>Working collaboratively</td>
<td>81</td>
<td>35</td>
</tr>
<tr>
<td>Seeing relationships, similarities and differences among ideas</td>
<td>79</td>
<td>35</td>
</tr>
<tr>
<td>Applying what you learn to other situations</td>
<td>79</td>
<td>35</td>
</tr>
<tr>
<td>Revising your thinking based on new information</td>
<td>79</td>
<td>36</td>
</tr>
<tr>
<td>Acquiring knowledge and skills applicable to a specific career</td>
<td>78</td>
<td>43</td>
</tr>
<tr>
<td>Presenting a persuasive argument</td>
<td>78</td>
<td>34</td>
</tr>
<tr>
<td>Listening effectively</td>
<td>75</td>
<td>29</td>
</tr>
<tr>
<td>Acquiring IT skills</td>
<td>75</td>
<td>38</td>
</tr>
<tr>
<td>Understanding diverse cultural, political and intellectual views</td>
<td>74</td>
<td>35</td>
</tr>
<tr>
<td>Evaluating the reliability of information</td>
<td>74</td>
<td>27</td>
</tr>
<tr>
<td>Working independently</td>
<td>74</td>
<td>36</td>
</tr>
<tr>
<td>Knowing what additional education is needed to pursue your career/job interests</td>
<td>67</td>
<td>27</td>
</tr>
<tr>
<td>Speaking effectively</td>
<td>66</td>
<td>29</td>
</tr>
<tr>
<td>Identifying careers that reflect your values, interests and abilities</td>
<td>66</td>
<td>28</td>
</tr>
<tr>
<td>Being confident in your ability to be successful in your career</td>
<td>66</td>
<td>27</td>
</tr>
<tr>
<td>Making friends</td>
<td>64</td>
<td>27</td>
</tr>
<tr>
<td>Leading others effectively</td>
<td>62</td>
<td>21</td>
</tr>
<tr>
<td>Figuring out what’s important to you</td>
<td>62</td>
<td>24</td>
</tr>
<tr>
<td>Managing the unexpected in life</td>
<td>58</td>
<td>22</td>
</tr>
<tr>
<td>Being creative</td>
<td>57</td>
<td>16</td>
</tr>
<tr>
<td>Building self-esteem</td>
<td>52</td>
<td>15</td>
</tr>
</tbody>
</table>
Computer Ownership

Computer ownership has become very common among upper-level students at the University. Ninety-five percent of the respondents reported they own at least one computer, up from 86% two years ago. When computer ownership was examined by race, the students least likely to own a computer were Black/African American students (90%) and Hispanic students (91%).

Computer Usage in the Classroom

More than three-quarters of respondents reported that at least one instructor used a computer in the classroom during the current (spring 2002) semester: 30% did so on a regular basis, and 45% did so sometimes. Fewer (50%) reported having used a computer themselves in the classroom for any of their courses. Thirty-eight percent reported having done so sometimes, and 12% said they did so on a regular basis.

Student Usage of University of Maryland Web Pages

Student usage of University of Maryland web pages varied widely based on the task. The vast majority of students use University of Maryland web pages in order to register for classes (97%) and to access their grades (95%). Other uses of University of Maryland web pages were accessing library materials on reserve (28%) and applying for financial aid (22%) are less common.

Table 2: Student Usage of University of Maryland Web Pages

<table>
<thead>
<tr>
<th>Type of Usage</th>
<th>% of Yes responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register for classes</td>
<td>97</td>
</tr>
<tr>
<td>Access grades</td>
<td>95</td>
</tr>
<tr>
<td>Check transcripts and progress toward graduation</td>
<td>82</td>
</tr>
<tr>
<td>Use the library catalog and access information resources</td>
<td>77</td>
</tr>
<tr>
<td>Verify bill payment status</td>
<td>46</td>
</tr>
<tr>
<td>Access library materials on reserve</td>
<td>28</td>
</tr>
<tr>
<td>Apply for financial aid</td>
<td>22</td>
</tr>
</tbody>
</table>

Course Requirements for Information Technology

Use of the web to do research as part of a course requirement in at least one course during the Spring ‘02 semester was reported by 90% of students. Use of online course materials such as readings and syllabi was reported by 82%. Other course requirements for information technology usage, such as textbook publisher-provided access to web-based materials, or specialized software, was less widespread, as can be seen in Table 3.
Table 3: Course Requirements for Information Technology

<table>
<thead>
<tr>
<th>Type of Requirement</th>
<th>% with requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of web for research</td>
<td>90</td>
</tr>
<tr>
<td>Use of online course materials (readings, syllabus, etc.)</td>
<td>82</td>
</tr>
<tr>
<td>Use of the Library’s online databases and electronic journal subscriptions</td>
<td>74</td>
</tr>
<tr>
<td>Use of class electronic discussion groups (listserv, email reflector, online chat, etc.)</td>
<td>58</td>
</tr>
<tr>
<td>Textbooks that included access to web-based materials provided by the publisher</td>
<td>54</td>
</tr>
<tr>
<td>Specialized software (e.g., math/statistics, image processing, GIS, CAD, programming languages)</td>
<td>42</td>
</tr>
</tbody>
</table>

Usage of Programs that Enrich the Undergraduate Experience

Students were asked to indicate their experience or plans with each of the programs mentioned below, that were designed to enrich the undergraduate experience. They were also encouraged to write comments to explain their responses. There were significant differences by sex in responses across all the programs discussed below, with women more likely than men to report they had participated, or plan to participate, in a given program. Men were more likely than women to indicate they were not interested in such participation.

- **Practica, internship, field experience, co-op experience, and/or clinical assignment**
  This type of experience was very popular among the respondents. Seventy-nine percent indicated they “have done or will do” one of these experiences. Seven percent reported they were not interested and 14% indicated they wanted to but could not. Students’ comments indicated perceived barriers to participation included (in order of frequency of mention) lack of time, financial/employment issues, they had not been accepted, and lack of awareness of the program(s).

- **Foreign language coursework**
  Thirty-nine percent of respondents indicated “they have done or will do” foreign language coursework. Their comments mentioned coursework done in high school or done as part of their major. Forty-six percent indicated a lack of interest, and 15% reported they wanted to but could not. Time constraints (e.g., poor fit with timing of courses in their major, not enough room in their schedule, coursework would get in the way of graduating on time) were the most frequently mentioned perceived barriers.

- **Academic support programs (e.g., Learning Assistance Service, Career Center, academic tutoring, etc.)**
  Forty-nine percent of respondents had participated in an academic support program or planned to do so. Forty-three percent were not interested. Only 8% reported they wanted to but could not, because of time constraints, lack of awareness, and emotional barriers to doing so.


- **Study abroad**
  
  Fifteen percent of respondents reported they had studied abroad or hoped to. According to the Study Abroad Office, 689 UM undergraduates participated in a Study Abroad program during 2001-2002. It is therefore conceivable that some students who would normally have been part of the participant pool were abroad at the time of the survey. Among those who reported they had studied abroad or hoped to, 62% were women. Forty-two percent of respondents were not interested, and 43% wanted to but could not. The barriers most frequently mentioned by respondents were financial issues, and time constraints (e.g., missed the deadlines, and participation would delay graduation). The Study Abroad Office feels that in many cases these perceived barriers are based on faulty assumptions and lack of sufficient information.

- **Community service or service-learning**
  
  Forty-seven percent of respondents had participated in community service or a service-learning program, or had plans to. Many commented that they had done so in high school or as a program requirement (e.g., for College Park Scholars or fraternity/sorority membership). Forty percent indicated a lack of interest and 13% indicated they wanted to but could not.

**Campus Experiences**

In addition to the emphasis placed in University of Maryland’s Strategic Plan regarding the value of diversity, the Report and Recommendations of the President’s Diversity Panel called for continued analysis of the campus climate. To that end, parts of the UMSS ’02 were analyzed for differences by sex and race/ethnicity. Specifically, there were seven questions concerned with campus experiences. Table 4a shows the percent both of respondents who indicated an experience was “somewhat” or “very” important, and of those who indicated they were “somewhat” or “very” satisfied with the experience.

**Table 4a: Importance of and Satisfaction with Campus Experiences: Entire Sample**

<table>
<thead>
<tr>
<th>Experience</th>
<th>% Somewhat/Very Important</th>
<th>% Somewhat/Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being taken seriously academically</td>
<td>99</td>
<td>80</td>
</tr>
<tr>
<td>Knowing a faculty member well enough to ask for a recommendation</td>
<td>97</td>
<td>45</td>
</tr>
<tr>
<td>Feeling physically safe on campus</td>
<td>96</td>
<td>67</td>
</tr>
<tr>
<td>Planning for your degree with an academic advisor</td>
<td>96</td>
<td>50</td>
</tr>
<tr>
<td>Feeling a sense of belonging at UM</td>
<td>88</td>
<td>73</td>
</tr>
<tr>
<td>Having a mentoring relationship with a faculty or staff person</td>
<td>84</td>
<td>44</td>
</tr>
<tr>
<td>Having programs and activities on campus that highlight the perspectives</td>
<td>76</td>
<td>81</td>
</tr>
</tbody>
</table>
The largest gaps between importance and satisfaction ratings among these upper division students exist in the following three areas:

- Knowing a faculty member well enough to ask for a recommendation
- Planning for your degree with an academic advisor
- Having a mentoring relationship with a faculty or staff person.

These findings continue a trend since 1998, of a perception among UMSS respondents of low responsiveness on the part of the university to the individual student.

Table 4b breaks the above table down by sex of respondent. There were significant differences between men and women in their ratings of importance on four of the seven campus experiences. Specifically, women were more likely than men to rate as “important” or “very important” feeling physically safe on campus, having programs and activities that highlight the perspectives of different groups, having a mentoring relationship with a faculty or staff person, and knowing a faculty member well enough to ask for a recommendation. In terms of ratings of degree of satisfaction, there were only two significant differences between men and women, with women less likely than men to be satisfied with their degree of feeling physically safe on campus and more likely than men to be satisfied with campus programs and activities that highlight the perspectives of different groups.

Table 4b: Importance of and Satisfaction with Campus Experiences by Sex

<table>
<thead>
<tr>
<th>Experience</th>
<th>Women</th>
<th></th>
<th>Men</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Somewhat/Very Important</td>
<td>Somewhat/Very Satisfied</td>
<td>Somewhat/Very Important</td>
<td>Somewhat/Very Satisfied</td>
</tr>
<tr>
<td>Being taken seriously academically</td>
<td>100</td>
<td>82</td>
<td>98</td>
<td>78</td>
</tr>
<tr>
<td>Knowing a faculty member well enough to ask for a recommendation</td>
<td>99</td>
<td>47</td>
<td>95</td>
<td>42</td>
</tr>
<tr>
<td>Feeling physically safe on campus</td>
<td>100</td>
<td>59</td>
<td>92</td>
<td>76</td>
</tr>
<tr>
<td>Planning for your degree with an academic advisor</td>
<td>97</td>
<td>50</td>
<td>96</td>
<td>50</td>
</tr>
<tr>
<td>Feeling a sense of belonging at UM</td>
<td>88</td>
<td>75</td>
<td>87</td>
<td>70</td>
</tr>
<tr>
<td>Having a mentoring relationship with a faculty or staff person</td>
<td>90</td>
<td>45</td>
<td>79</td>
<td>43</td>
</tr>
<tr>
<td>Having programs and activities on campus that highlight the perspectives of different groups</td>
<td>85</td>
<td>84</td>
<td>66</td>
<td>78</td>
</tr>
</tbody>
</table>
Table 4c breaks the table down by race/citizenship. Concerning importance ratings, there were two significant differences among the race/citizenship subgroups, with White respondents less likely than the other subgroups to rate as “important” or “very important” having programs and activities on campus that highlight the perspectives of different groups, and having a mentoring relationship with a faculty or staff person. The only significant difference among the race/citizenship subgroups on satisfaction ratings was with having programs and activities on campus that highlight the perspectives of different groups, with Hispanic and White respondents more likely to report being satisfied.

Table 4c: Importance of and Satisfaction with Campus Experiences by Race/Citizenship: Percent Rated “Somewhat” or “Very”

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Being taken seriously academically</td>
<td>99</td>
<td>71</td>
<td>99</td>
<td>84</td>
<td>100</td>
</tr>
<tr>
<td>Knowing a faculty member well enough to ask for a recommendation</td>
<td>98</td>
<td>46</td>
<td>99</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Feeling physically safe on campus</td>
<td>98</td>
<td>75</td>
<td>99</td>
<td>68</td>
<td>98</td>
</tr>
<tr>
<td>Planning for your degree with an academic advisor</td>
<td>98</td>
<td>58</td>
<td>97</td>
<td>49</td>
<td>96</td>
</tr>
<tr>
<td>Feeling a sense of belonging at UM</td>
<td>84</td>
<td>72</td>
<td>87</td>
<td>76</td>
<td>84</td>
</tr>
<tr>
<td>Having a mentoring relationship with a faculty or staff person</td>
<td>87</td>
<td>35</td>
<td>90</td>
<td>48</td>
<td>91</td>
</tr>
<tr>
<td>Having programs and activities on campus that highlight the perspectives of different groups</td>
<td>88</td>
<td>75</td>
<td>83</td>
<td>77</td>
<td>94</td>
</tr>
</tbody>
</table>

Another aspect of campus climate is the quality of its facilities. As part of Facilities Management’s ongoing customer service program, ten questions assessed students’ perceptions of the importance of various services. Respondents also rated maintenance and cleanliness of campus grounds and building interiors.

The importance ratings reflect a strong interest in basic services in and around classrooms; students were less interested in the outside environment. The majority of respondents rated as “good” or “excellent” the attractiveness of campus grounds (84%), and cleanliness of classrooms and labs (72%) and of public areas (72%). They were less satisfied with the quality of classroom and lab spaces (52%) and with restroom cleanliness (53%). Sixty-three percent of the
respondents were satisfied with trash/recycling removal, an improvement over previous results and likely impacted by significant efforts in this area. Only 38% were satisfied with temperature, humidity, and ventilation in campus buildings, a result which may improve as aging systems are repaired and replaced.

Fewer than half of the respondents (46%) were satisfied with the adequacy of campus security lighting, despite significant efforts in this area. This finding was strongly correlated with general feelings of safety.

Table 5. Maintenance and Cleanliness of Campus Grounds and Facilities

<table>
<thead>
<tr>
<th>Service</th>
<th>% Who Rated Service Ver y or Somewhat Important</th>
<th>% Who Rated Service Excellent/Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of classroom and lab spaces (e.g., seating, audiovisual equipment, lights, general maintenance)</td>
<td>99</td>
<td>52</td>
</tr>
<tr>
<td>Cleanliness of restrooms in academic and office buildings</td>
<td>97</td>
<td>53</td>
</tr>
<tr>
<td>Cleanliness of classrooms and labs</td>
<td>97</td>
<td>72</td>
</tr>
<tr>
<td>Temperature, ventilation, and humidity level in academic and office buildings</td>
<td>97</td>
<td>38</td>
</tr>
<tr>
<td>Adequacy of campus lighting at night</td>
<td>95</td>
<td>46</td>
</tr>
<tr>
<td>Cleanliness of public areas in academic and office buildings (entrances, hallways, stairs)</td>
<td>93</td>
<td>72</td>
</tr>
<tr>
<td>Attractiveness of campus grounds (plants, grass, trees)</td>
<td>90</td>
<td>84</td>
</tr>
<tr>
<td>Timing and thoroughness of ice and snow removal</td>
<td>86</td>
<td>67</td>
</tr>
<tr>
<td>Timing and thoroughness of recycling and trash removal</td>
<td>80</td>
<td>63</td>
</tr>
<tr>
<td>Cleanliness of parking areas</td>
<td>61</td>
<td>54</td>
</tr>
</tbody>
</table>

Preferred methods for obtaining information about campus events

Faculty and staff who want to inform students of various programs, workshops and educational opportunities may be unsure about the most effective ways of getting such information to their students. When students were asked to indicate their preferred methods of obtaining information about campus events, the majority of respondents indicated that *The Diamondback*, followed by email, were preferred methods. Most frequently reported as “not a good way” were University of Maryland radio/TV and flyers.

Thirty-two percent of these upper-level respondents lived in University housing, including University Courtyards and South Campus Commons. Five percent lived in Greek housing, 23% lived in their family’s home, and the remainder (39%) lived in other off-campus housing. There were significant differences in responses depending on respondents’ type of residence, as shown in Table 6. Word of mouth, for example, was a preferred method for over 40% of the respondents with the exception of those who lived in their family home, among whom word of mouth was a preferred method for only 29%.
Also of interest is the indication that, among respondents, men are more likely than women to obtain their information from *The Diamondback*, while women are more likely than men to obtain their information by e-mail.

Table 6: Preferred Methods for Obtaining Information, by Type of Residence (percents*)

<table>
<thead>
<tr>
<th>Preferred method</th>
<th>University housing</th>
<th>Greek housing</th>
<th>Family's home</th>
<th>Other off-campus housing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diamondback</td>
<td>65</td>
<td>76</td>
<td>55</td>
<td>66</td>
<td>61</td>
</tr>
<tr>
<td>Email</td>
<td>67</td>
<td>60</td>
<td>61</td>
<td>50</td>
<td>57</td>
</tr>
<tr>
<td>Word of mouth</td>
<td>51</td>
<td>58</td>
<td>29</td>
<td>44</td>
<td>42</td>
</tr>
<tr>
<td>Campus web sites</td>
<td>41</td>
<td>38</td>
<td>49</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Flyers</td>
<td>23</td>
<td>16</td>
<td>26</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>University of Maryland radio/TV</td>
<td>6</td>
<td>10</td>
<td>14</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

* Note: respondents could select more than one preferred method.

**LIMITATIONS**

As with all surveys, caution should be exercised when interpreting the results. This is especially important to remember when reviewing the results of the learning outcomes questions. We are not measuring what students have actually gained at the University; rather, we are measuring what students say they have gained. We asked respondents to rate their skills and abilities on a scale from very weak to very strong, and then asked the extent to which they thought their experiences at University directly affected those skills and abilities. Because the questions are complex in nature, the results are probably best understood in clusters of similar items, rather than as stand-alone statements of student learning.

**USING THE UMSS DATA**

The UMSS ‘02 data provide information about upper division students’ perceptions on a variety of issues including learning skills and abilities, experience and satisfaction with campus facilities, use of information technology, and involvement in undergraduate enrichment programs. While not all the data may be relevant to your unit or department, we encourage you to use those elements that are. Some suggestions for use of the data include:

**Review and discuss findings with colleagues.** Share this report with others in your college, department or office in order to inform them of current findings about the experiences of UM juniors and seniors who participated in this study. Discuss how these findings confirm or refute your perceptions of the upper division student experience.

**Clarify the data with focus groups.** Engage students in small discussion groups to gain further information about topics of interest to your department.

**Look for the gaps between importance and satisfaction.** Determine where students’ expectations are not being met as a way to create an improvement agenda for your unit.
Allow data to inform budget expenditures or cutbacks. Data can help guide decisions about how to prioritize use of funds to meet students’ needs and concerns.

Determine areas for further analysis. CAWG can assist departments, units, and colleges by providing data or conducting relevant subgroup analyses.
## Appendix A: Comparison of Learning Outcomes and Abilities in 2002 and 2000

<table>
<thead>
<tr>
<th>OUTCOME / ABILITY</th>
<th>Rank in 2002</th>
<th>Rank in 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorted by % University of Maryland directly affected “Some” + “Quite a Bit”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing effectively</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Finding information that you need</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Working collaboratively</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Seeing relationships, similarities and differences among ideas</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Applying what you learn to other situations</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Revising your thinking based on new information</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Acquiring knowledge and skills applicable to a specific career</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Presenting a persuasive argument</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Listening effectively</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Acquiring IT skills</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Understanding diverse cultural, political and intellectual views</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Evaluating the reliability of information</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Working independently</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Knowing what additional education is needed to pursue your career/job interests</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Speaking effectively</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Identifying careers that reflect your values, interests and abilities</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Being confident in your ability to be successful in your career</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>Making friends</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Leading others effectively</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Figuring out what’s important to you [2000:Clarifying your values]</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>Managing the unexpected in life</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Being creative</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Building self-esteem</td>
<td>23</td>
<td>22</td>
</tr>
</tbody>
</table>
Dear Student,

UM needs your help to obtain the best possible information about your experience here. Summarized results will be reported to campus departments and/or staff to help plan and provide better services to students. Group results may appear in many locations, including campus media. Your honest and thoughtful responses are very important to us. Your responses will be treated as confidential.

Thank you for participating!
Campus Assessment Working Group

Please put an "X" in the box that corresponds to your answer.

Please RATE these aspects of campus buildings and grounds, and indicate their IMPORTANCE to you:

<table>
<thead>
<tr>
<th>Not at all important</th>
<th>Not very important</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Cleanliness of restrooms in academic and office buildings
- Cleanliness of public areas in academic and office buildings (entrances, hallways, stairs)
- Quality of classroom and lab spaces (e.g., seating, audiovisual equipment, lights, general maintenance)
- Cleanliness of classrooms and labs
- Temperature, ventilation and humidity level in academic and office buildings
- Cleanliness of parking areas
- Timing and thoroughness of recycling and trash removal
- Timing and thoroughness of ice and snow removal
- Attractiveness of campus grounds (plants, grass, trees)
- Adequacy of campus lighting at night

This semester, have you used UM web pages to do the following?  

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>Comments (was the process easy, confusing, …?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>register for classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>access grades</td>
</tr>
<tr>
<td></td>
<td></td>
<td>use the library catalog and access information resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>check transcripts and progress towards graduation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>access library materials on reserve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>verify bill payment status</td>
</tr>
<tr>
<td></td>
<td></td>
<td>apply for financial aid</td>
</tr>
</tbody>
</table>
### Do you currently have a computer of your own? (Please mark all that apply)

<table>
<thead>
<tr>
<th>Laptop with:</th>
<th>Desktop with:</th>
<th>Hand-held PDA with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows 95/98/ME</td>
<td>Windows 95/98/ME</td>
<td>Palm OS</td>
</tr>
<tr>
<td>Windows NT</td>
<td>Windows NT</td>
<td>Windows CE/Pocket PC</td>
</tr>
<tr>
<td>Windows 2000</td>
<td>Windows 2000</td>
<td>Other:</td>
</tr>
<tr>
<td>Windows XP</td>
<td>Windows XP</td>
<td></td>
</tr>
<tr>
<td>Apple Mac</td>
<td>Apple Mac</td>
<td></td>
</tr>
<tr>
<td>UNIX (including LINUX)</td>
<td>UNIX (including LINUX)</td>
<td></td>
</tr>
<tr>
<td>Don’t know operating system</td>
<td>Don’t know operating system</td>
<td>Don’t know operating system</td>
</tr>
</tbody>
</table>

### During this semester, ...

<table>
<thead>
<tr>
<th>Have you used a computer in a university computer lab?</th>
<th>No</th>
<th>Yes, sometimes</th>
<th>Yes, regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you used a computer where you live?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you used a computer IN THE CLASSROOM in any of your courses?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have any of your instructors used a computer IN THE CLASSROOM?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you used wireless networking (Mobile at Maryland) on campus?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### During this semester, how many of your courses REQUIRE:

<table>
<thead>
<tr>
<th>None</th>
<th>1</th>
<th>2</th>
<th>3+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of class electronic discussion groups (listserv, email reflector, online chat, etc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of online course materials (readings, syllabus, etc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of web for research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of the Library’s online databases and electronic journal subscriptions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks that included access to web-based materials provided by the publisher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialized software (e.g., math/statistics, image processing, GIS, CAD, programming languages…)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Please indicate your experience or plans with each of the following:

<table>
<thead>
<tr>
<th>Have done, or will do.</th>
<th>Not interested.</th>
<th>Wanted to, but could not.</th>
<th>Comments: (E.g., for those items you wish you had done, please tell us why you didn’t...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum, internship, field experience, co-op experience, and/or clinical assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign language coursework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic support programs (e.g., Learning Assistance Service, Career Center, academic tutoring, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study abroad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community service or service-learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## How would you rate your abilities in the following areas?

<table>
<thead>
<tr>
<th>SKILLS AND ABILITIES</th>
<th>Very weak</th>
<th>Weak</th>
<th>Adequate</th>
<th>Strong</th>
<th>Very strong</th>
<th>To what extent has your UM experience directly affected these abilities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Writing effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Speaking effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Presenting a persuasive argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Seeing relationships, similarities and differences among ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Revising your thinking based on new information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Acquiring information technology skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Leading others effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Finding information that you need</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Evaluating the reliability of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Applying what you learn to other situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Understanding diverse cultural, political and intellectual views</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Figuring out what’s important to you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Identifying careers that reflect your values, interests, and abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Acquiring knowledge and skills applicable to a specific career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Being confident in your ability to be successful in your career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Working independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Working collaboratively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Being creative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Building self-esteem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Making friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Managing the unexpected in life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
<tr>
<td>Knowing what additional education is needed to pursue your career/job interests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Little or none</td>
</tr>
</tbody>
</table>

## Please think about your Professional Writing Course this semester:

<table>
<thead>
<tr>
<th>Please think about your Professional Writing Course this semester:</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Professional Writing instructor and the way this course has been organized and taught have provided a positive academic experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Professional Writing Course has helped me strengthen my confidence and effectiveness as a writer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please think about your experience at UM and indicate your SATISFACTION with the following, and their IMPORTANCE to you:

<table>
<thead>
<tr>
<th>Not at all important</th>
<th>Not very important</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Not at all satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling a sense of belonging at UM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being taken seriously academically</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling physically safe on campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having programs and activities on campus that highlight the perspectives of different groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having a mentoring relationship with a faculty or staff person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowing a faculty member well enough to ask for a recommendation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning for your degree with an academic advisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do you prefer to get information about campus events?

- Not a good way for me.
- OK, but not great.
- A good way for me to get info.
- My favorite!

(Please mark only one in column)

- Diamondback
- Campus Web sites
- Flyers
- Email
- Word of mouth
- UM radio / TV
- Other:

How many semesters (total of fall and spring semesters, including this one) have you attended UM?

- 1-2
- 3-4
- 5-6
- 7 or more

How many courses are you taking this semester?

- 1
- 2
- 3
- 4
- 5 or more

Current residence

- University housing, including University Courtyards and South Campus Commons
- Fraternity or sorority
- Your family’s home
- Other off-campus housing

Current Employment (Hours per week)

- None
- 1-10
- 11-20
- 21-30
- More than 30 hours

- Off-campus
- On-campus

College

- AGNR
- ARHU
- BSOS
- EDUC
- HLHP
- LFSC
- ARCH
- BMGT
- CMPS
- ENGR
- JOUR
- L&S

Student ID number

Your ID is requested for research purposes and WILL NOT appear in any reports.