CAWG
Campus Assessment Working Group

Undergraduate Student Communication and Engagement:
With Whom, How, and About What?

Assessing Campus Experiences Subgroup (ACES)
June 2008 Forum

ACES Committee

Corbin Campbell  Institutional Research, Planning, and Assessment
Robert Crane    Arts & Humanities
Chip Denman     Office of Information Technology
Tom Harrod      University Libraries
Pat Hunt        Counseling Center and Student Affairs
Julie Kromkowski Facilities Management
Sharon La Voy    Institutional Research, Planning, and Assessment
Jen Meyers      Institutional Research, Planning, and Assessment
Jessica Mislevy  Institutional Research, Planning, and Assessment
Erin Rooney-Eckel President’s Promise
Rachel Rose     Clark School of Engineering
Adrienne Hamcke Wicker, Chair Adele H. Stamp Student Union
Martha Wilmes   College Park Scholars
Terry Zacker    Adele H. Stamp Student Union
Ronald Zeigler  Nyumburu Cultural Center

With support from Eowyn Ellison, IRPA
Today’s Presenters

- Sharon La Voy
- Julie Kromkowski
- Martha Baer Wilmes
- Calvin Anderson, Senior African American Studies major
- Patrick Maskew, Senior Sociology major
- Rachel McCann, Junior History/Art History double major

University of Maryland Student Survey (UMSS)

- Annual spring survey since 1998
- Administered to Juniors and Seniors in Professional Writing
- Gathers data on upper-division undergraduates’ experiences at and perceptions of UM
About our sample

56% of Spring 2007 Professional Writing students (n=2199) completed, returned, gave UID
Compared to 2007 UM population of 13,662 Juniors and Seniors

UMSS 2007

Topic areas
- Interactions with parents
- International experiences
- Learning outcomes
- Diversity
- Financial issues
- Engagement with information technology
- Barriers to participation in co-curricular activities
- Feelings about the future and ability to make a personal difference
Today’s Focus

- Engaging with technology
- Communication with parents
- Engaging in diversity activities

Engaging with Information Technology

Top 10 Activities

In the last day...

- Facebook/MySpace - 68%
- Online course materials - 65%
- Phone/text with parent - 59%
Engaging with Information Technology

In the last week…

- Online course materials - 87%
- Phone/text with parent - 87%
- Facebook/MySpace - 84%
- Watch video online - 65%
- E-mail/phone/IM with faculty - 58%
- UM Library website - 57%
- Listen to online music (not Cdigix) - 56%
- E-mail/IM with parent - 53%

Engaging with Information Technology

In the last month…

- Online course materials - 93%
- Phone/text with parent - 91%
- Facebook/MySpace - 88%
- E-mail/phone/IM with faculty - 79%
- Watch video online - 78%
- UM Library website - 78%
- Listen to online music (not Cdigix) - 71%
- E-mail/IM with parent - 68%
- Shop online - 64%
- Use a computer in WAM Labs - 48%
- Read a blog - 48%
Engaging with Information Technology

Significant Change from 2006

<table>
<thead>
<tr>
<th>During this semester…</th>
<th>2006</th>
<th>2007</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Download/Watch video online</td>
<td>70%</td>
<td>86%</td>
<td>16%</td>
</tr>
<tr>
<td>Facebook/MySpace</td>
<td>77%</td>
<td>92%</td>
<td>15%</td>
</tr>
<tr>
<td>Shop online</td>
<td>76%</td>
<td>84%</td>
<td>8%</td>
</tr>
<tr>
<td>Play solo computer games</td>
<td>45%</td>
<td>51%</td>
<td>6%</td>
</tr>
<tr>
<td>Access UM Library website</td>
<td>93%</td>
<td>90%</td>
<td>-3%</td>
</tr>
<tr>
<td>Phone/Text with parent</td>
<td>97%</td>
<td>93%</td>
<td>-4%</td>
</tr>
<tr>
<td>E-mail/IM with parent</td>
<td>80%</td>
<td>75%</td>
<td>-5%</td>
</tr>
<tr>
<td>Gamble online</td>
<td>15%</td>
<td>8%</td>
<td>-7%</td>
</tr>
</tbody>
</table>

Change 2006 During this semester…

Questions to Consider

- Are we effectively using these media to communicate with students?
- What could explain the decrease in phone/email/IM with parents?
### Communication with Parents

<table>
<thead>
<tr>
<th>How often do you and your parent(s) discuss:</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and emotional well-being</td>
<td>22</td>
<td>39</td>
<td>27</td>
<td>12</td>
</tr>
<tr>
<td>Social life (e.g., friends, significant others, roommates)</td>
<td>18</td>
<td>43</td>
<td>29</td>
<td>9</td>
</tr>
<tr>
<td>Academics</td>
<td>17</td>
<td>50</td>
<td>28</td>
<td>6</td>
</tr>
<tr>
<td>Involvement (e.g., organizations, sports, jobs, internships)</td>
<td>17</td>
<td>43</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Future (e.g., career, graduate school, future planning)</td>
<td>11</td>
<td>37</td>
<td>45</td>
<td>7</td>
</tr>
<tr>
<td>Finances</td>
<td>8</td>
<td>37</td>
<td>47</td>
<td>9</td>
</tr>
</tbody>
</table>

### Significant Positive Correlation

<table>
<thead>
<tr>
<th>How often do you and your parent(s) discuss:</th>
<th>I can have a positive impact on my community.</th>
<th>Small actions can make a big impact in solving the problems of the world.</th>
<th>I feel optimistic about my long-term future.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and emotional well-being</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Social life</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Academics</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Involvement</td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Finances</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions to Consider

➢ What topics are students talking about with their parents related to physical and emotional well-being?

➢ What is it about frequency of communication with parents that relates to positive feelings about the future?

Engaging in Diversity Activities

In-class experiences while at UM

➢ Engaged in discussion about racial / ethnic issues 65%

➢ Worked in small, ethnically diverse groups with other students 64%
Engaging in Diversity Activities

Co-curricular experiences while at UM

- Actively participated in an organization that promotes cultural diversity: 42%
- Attended or participated in organized campus discussions on racial/ethnic issues: 29%

Engaging in Diversity Activities

<table>
<thead>
<tr>
<th>Diversity Activity</th>
<th>Significant Positive Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail / IM with someone who lives outside the US</td>
<td>+</td>
</tr>
<tr>
<td>Read Web sites from a country other than the US</td>
<td>+</td>
</tr>
<tr>
<td>Engaged in discussions about racial/ethnic issues in class</td>
<td>+</td>
</tr>
<tr>
<td>Attended or participated in organized campus discussions on racial/ethnic issues</td>
<td>+</td>
</tr>
<tr>
<td>Actively participated in an organization that promotes cultural diversity</td>
<td>+</td>
</tr>
<tr>
<td>Worked in small, ethnically diverse groups with other students in class</td>
<td>+</td>
</tr>
</tbody>
</table>
Questions to Consider

- How can we help students translate classroom experiences of talking about diversity into out-of-class life?

- What can we do to encourage students to participate in campus-organized discussions on racial/ethnic issues?

Student Panel Discussion
Discussion

- Are we effectively using these media to communicate with students?
- What could explain the decrease in phone/email/IM with parents?
- What topics are students talking about with their parents related to physical and emotional well-being?
- What is it about frequency of communication with parents that relates to positive feelings about the future?
- How can we help students translate classroom experiences of talking about diversity into out-of-class life?
- What can we do to encourage students to participate in campus-organized discussions on racial/ethnic issues?

The University of Maryland Student Survey 2007 report and these slides are available at:

www.umd.edu/cawg