CAWG
Campus Assessment Working Group

Academic Engagement:
Student Hopes, Expectations, and Experiences

Beginnings/ACES Subgroups
December 3, 2012 Forum
Today’s Presenters

Amanda Bowsher
➢ Institutional Research, Planning & Assessment

Robert Crane
➢ College of Arts & Humanities
<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Office</th>
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</thead>
<tbody>
<tr>
<td>Julie Kromkowski, Chair</td>
<td>Facilities Management</td>
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<tr>
<td>Chuck Bagley</td>
<td>Facilities Management</td>
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<tr>
<td>Amanda Bowsher</td>
<td>Institutional Research, Planning &amp; Assessment (IRPA)</td>
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<td>Robert Crane</td>
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<td>Stephanie David</td>
<td>IRPA</td>
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<td>Wallace Eddy</td>
<td>Campus Recreation Services</td>
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<tr>
<td>Kylie Goodell</td>
<td>Robert H. Smith School of Business</td>
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<tr>
<td>Adrienne Hamcke Wicker</td>
<td>Center for Leadership &amp; Organizational Change</td>
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<tr>
<td>Pat Hunt</td>
<td>Counseling Center</td>
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<tr>
<td>Sharon La Voy</td>
<td>IRPA</td>
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<tr>
<td>Erin Rooney-Eckel</td>
<td>University Career Center &amp; The President’s Promise</td>
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<tr>
<td>Wayne Taliaferro</td>
<td>IRPA</td>
</tr>
<tr>
<td>Carrie Tupper</td>
<td>Campus Recreation Services</td>
</tr>
<tr>
<td>Ronald Zeigler</td>
<td>Nyumburu Cultural Center</td>
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</tbody>
</table>
Beginnings Subgroup Members

- Joann Prosser, Chair  
  Department of Resident Life
- Amanda Bowsher  
  Institutional Research, Planning & Assessment (IRPA)
- Stacey Brown  
  University Career Center & The President’s Promise
- Tiffane Cochran  
  IRPA
- Barbara Goldberg  
  Counseling Center
- Beverly Greenfeig  
  Counseling Center
- Erin Iverson  
  Department of Resident Life
- Claire Jacobson  
  Education Policy Studies
- Sharon La Voy  
  IRPA
- Pam Phillips  
  IRPA
- Britt Reynolds  
  Undergraduate Admissions
- Nicole Roop  
  College of Engineering
- Hilary Sazama  
  Office of Extended Studies
- Brian Watkins  
  Parent & Family Affairs
Forum Agenda

- Survey Background
- About the Data
- Findings
  - Part 1: Freshman Hopes and Junior/Senior Engagement
  - Part 2: Hopes and Engagement Side-by-Side
  - Part 3: Expectations and Experiences
- Questions and Discussion
Survey Background

- Design and implementation of the new General Education curriculum
- Talk around campus about desired student learning experiences
- Effort to assess students’ hopes for their curricular and co-curricular experiences at UMD
- Effect of these experiences on students’ learning engagement
About the Data: Beginning Student Survey (BSS)

- Annual survey since 1996, administered within the 8-10th week of the fall semester in select first-year courses

- Gathers data on first-year undergraduates’ experiences at and perceptions of UMD

- BSS 2010: 1869 (48%) FTFT survey respondents (3933 total)
About the Data: UMD 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 UMD
- UMSS 2011: 1693 (69%) survey respondents (2450 total enrolled in Professional Writing)
About the Data: Limitations

Use caution when generalizing results

- Convenience sample
- Data are self-reported
FINDINGS
Part 1: Freshman Hopes and Junior/Senior Engagement
### Hopes and Engagement Topics

**BSS - Freshmen**

"Ideally I would hope to (regardless of whether it is possible) ...

- Broad learning experiences
- Point of view
- Special experiences

**UMSS - Juniors/seniors**

"I was most engaged in my learning experience when I ...

- Broad learning experiences
- Point of view
- Special experiences
- Other experiences
### Freshman Hopes: Broad Learning Experiences

<table>
<thead>
<tr>
<th>In my academic experiences at UMD, ideally I would HOPE TO (regardless of whether it is possible) …</th>
<th>Agree/Strongly Agree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek out educational opportunities to expand my knowledge.</td>
<td>90</td>
</tr>
<tr>
<td>Select courses out of interest rather than because they are required.</td>
<td>89</td>
</tr>
<tr>
<td>Take a course outside of my eventual chosen field of study.</td>
<td>87</td>
</tr>
<tr>
<td>Learn for the sake of learning.</td>
<td>79</td>
</tr>
</tbody>
</table>

*Source: BSS10*
Junior/Senior Engagement: Broad Learning Experiences

Throughout my academic experiences at the University of Maryland, I was MOST ENGAGED in my learning experience when I ...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Agree/Strongly Agree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected courses out of interest rather than because they are required.</td>
<td>76</td>
</tr>
<tr>
<td>Sought out educational opportunities to expand my knowledge.</td>
<td>72</td>
</tr>
<tr>
<td>Learned for the sake of learning.</td>
<td>63</td>
</tr>
<tr>
<td>Took a course outside of my eventual chosen field of study.</td>
<td>54</td>
</tr>
</tbody>
</table>

Source: UMSS11
## Freshman Hopes: Point of View

<table>
<thead>
<tr>
<th>In my academic experiences at UMD, ideally I would HOPE TO (regardless of whether it is possible) ...</th>
<th>Agree/Strongly Agree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider other classmates' perspectives.</td>
<td>86</td>
</tr>
<tr>
<td>Argue an academic point of view contrary to my own.</td>
<td>61</td>
</tr>
</tbody>
</table>

*Source: BSS10*
Junior/Senior Engagement: Point of View

<table>
<thead>
<tr>
<th></th>
<th>Agree/ Strongly Agree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout my academic experiences at the University of Maryland, I was MOST ENGAGED in my learning experience when I ...</td>
<td></td>
</tr>
<tr>
<td>Considered other classmates’ perspectives.</td>
<td>56</td>
</tr>
<tr>
<td>Argued an academic point of view contrary to my own.</td>
<td>43</td>
</tr>
</tbody>
</table>

Source: UMSS11
**Freshman Hopes: Special Experiences**

<table>
<thead>
<tr>
<th>In my academic experiences at UMD, ideally I would HOPE TO (regardless of whether it is possible) …</th>
<th>Agree/Strongly Agree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in an internship related to my course of study.</td>
<td>94</td>
</tr>
<tr>
<td>Participate in community service as part of my academic experience.</td>
<td>72</td>
</tr>
<tr>
<td>Participate in a study abroad program.</td>
<td>71</td>
</tr>
<tr>
<td>Present research at an academic conference.</td>
<td>43</td>
</tr>
</tbody>
</table>

*Source: BSS10*
## Junior/Senior Engagement: Special Experiences

Throughout my academic experiences at the University of Maryland, I was MOST ENGAGED in my learning experience when I ...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Agree/Strongly Agree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated in a study abroad program. ( (n = 156) )</td>
<td>96</td>
</tr>
<tr>
<td>Participated in an internship related to my course of study. ( (n = 1025) )</td>
<td>75</td>
</tr>
<tr>
<td>Participated in community service as part of my academic experience. ( (n = 1267) )</td>
<td>43</td>
</tr>
<tr>
<td>Presented research at an academic conference. ( (n = 643) )</td>
<td>41</td>
</tr>
</tbody>
</table>

Source: UMSS11

Note: \( n \)’s vary due to data cleaning.
## Junior/Senior Engagement: Other Experiences

Throughout my academic experiences at the University of Maryland, I was MOST ENGAGED in my learning experience when I ...

<table>
<thead>
<tr>
<th>Experience</th>
<th>Agree/Strongly Agree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gained practical value from coursework. ((n = 1677))</td>
<td>83</td>
</tr>
<tr>
<td>Took a course to explore my career. ((n = 1232))</td>
<td>78</td>
</tr>
<tr>
<td>Conducted or participated in undergraduate research. ((n = 954))</td>
<td>55</td>
</tr>
</tbody>
</table>

Note: \(n\)’s vary due to data cleaning.

Source: UMSS11
FINDINGS
Part 2: Freshman Hopes and Junior/Senior Engagement Side-by-Side
Comparison of Hopes and Engagement

Seek out educational opportunities to expand my knowledge.

Ideally I would hope to … 90%

I was most engaged in learning when I … 72%

Percentage Agreed or Strongly Agreed

Freshmen  Juniors/seniors

Sources: BSS10 & UMSS11
Comparison of Hopes and Engagement

Learn for the sake of learning.

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Juniors/seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>79%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Ideally I would hope to …
I was most engaged in learning when I …

Percentage Agreed or Strongly Agreed

Sources: BSS10 & UMSS11
Comparison of Hopes and Engagement

Consider other classmates’ perspectives.

- Ideally I would hope to … 86%
- I was most engaged in learning when I … 56%

Sources: BSS10 & UMSS11
Comparison of Hopes and Engagement

Select courses out of interest rather than because they are required.

- Ideally I would hope to … 89%
- I was most engaged in learning when I … 76%

Sources: BSS10 & UMSS11
Questions to consider:

- How can we better promote debate and discussion among students in the classroom?
- How can we ensure that the exchange of ideas is an engaging learning experience?
FINDINGS
Part 3: Expectations and Experiences
Expectations and Experiences

Realistically, freshmen expect to … X%
Currently, freshmen report doing … Y%
Currently, juniors/seniors report doing … Z%

“Most/All” courses

“3+” current courses

Percentages represent those who Agreed or Strongly Agreed with each item.
Expectations and Experiences in most classes

Learn content primarily through lectures.
- Freshmen expect to: 41%
- Freshmen do: 52%
- Juniors/seniors do: 52%

Learn content primarily through discussions.
- Freshmen expect to: 20%
- Freshmen do: 18%
- Juniors/seniors do: 12%

Sources: BSS10 & UMSS11
Expectations and Experiences in most classes

- Use electronic devices and/or media for course experiences, inside or outside the classroom (e.g., Blackboard, clickers, videos, YouTube).
- Have the opportunity to ask questions.

Sources: BSS10 & UMSS11
Expectations and Experiences in most classes

- Freshmen expect to revise a paper or composition two or more times before submitting: 45%
- Freshmen do revise a paper or composition two or more times before submitting: 23%
- Juniors/seniors do revise a paper or composition two or more times before submitting: 20%
- Freshmen expect to give oral presentations: 20%
- Freshmen do give oral presentations: 11%
- Juniors/seniors do give oral presentations: 31%

Sources: BSS10 & UMSS11
Expectations and Experiences in most classes

Complete an experiment or project using scientific methods.

- Freshmen expect to …: 27%
- Freshmen do …: 13%
- Juniors/seniors do …: 11%

Work with a group of other students on a class assignment.

- Freshmen expect to …: 52%
- Freshmen do …: 35%
- Juniors/seniors do …: 48%

Sources: BSS10 & UMSS11
Transfer of Knowledge in most classes

Apply material learned from outside the classroom to your coursework.

- Freshmen expect to: 56%
- Freshmen do: 41%
- Juniors/seniors do: 36%

Apply material learned in one course of study to another course of study.

- Freshmen expect to: 53%
- Freshmen do: 36%
- Juniors/seniors do: 39%

Sources: BSS10 & UMSS11
Conclusion

Questions to consider:

- How can we better promote debate and discussion among students in the classroom?
- How can we ensure that the exchange of ideas is an engaging learning experience?
- How will the new Gen Ed curriculum, including elements like Scholarship in Practice and I-Series, affect student experiences in class and with coursework?
The CAWG Snapshot on Academic Engagement is available at:

www.umd.edu/cawg

Recent CAWG Issues:
Advice to Undergraduates from the Graduating Class of 2010,
Alumni Reflections on the UMD Undergraduate Experience

Upcoming Issue: Undergraduate Time-to-Degree