



CAMPUS
ASSESSMENT
WORKING GROUP

*University of Maryland Student Survey
2002 Report*

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

UNIVERSITY OF MARYLAND STUDENT SURVEY 2002 REPORT

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UNIVERSITY OF MARYLAND STUDENT SURVEY 2002 REPORT

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:

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Adrienne Hamcke Wicker, Commuter Affairs and Community Service
Pat Hunt, Counseling Center
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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 1: Learning Outcomes and Abilities

SKILL/ABILITY/LEARNING OUTCOME	UM experience directly affected skill, ability, or outcome		Rating on level of skill or ability		
	% Some + Quite a Bit	% Quite a Bit	% Weak + Very Weak	% Adequate	% Strong + Very Strong
Sorted by % UM directly affected "Some" + "Quite a Bit"					
Writing effectively	86	46	7	35	58
Finding information that you need	84	45	3	25	72
Working collaboratively	81	35	4	23	74
Seeing relationships, similarities and differences among ideas	79	35	1	20	79
Applying what you learn to other situations	79	35	2	19	79
Revising your thinking based on new information	79	36	2	25	73
Acquiring knowledge and skills applicable to a specific career	78	43	6	23	71
Presenting a persuasive argument	78	34	6	38	56
Listening effectively	75	29	4	26	70
Acquiring IT skills	75	38	8	31	61
Understanding diverse cultural, political and intellectual views	74	35	5	26	69
Evaluating the reliability of information	74	27	5	37	58
Working independently	74	36	1	10	88
Knowing what additional education is needed to pursue your career/job interests	67	27	9	28	63
Speaking effectively	66	29	10	35	55
Identifying careers that reflect your values, interests and abilities	66	28	10	24	66
Being confident in your ability to be successful in your career	66	27	10	22	68
Making friends	64	27	7	23	70
Leading others effectively	62	21	9	31	60
Figuring out what's important to you	62	24	4	17	79
Managing the unexpected in life	58	22	5	28	66
Being creative	57	16	6	26	68
Building self-esteem	52	15	8	25	67

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

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

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

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

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

Experience (Sorted by Percent Somewhat/Very Important)	% Somewhat/Very Important	% Somewhat/Very Satisfied
Being taken seriously academically	99	80
Knowing a faculty member well enough to ask for a recommendation	97	45
Feeling physically safe on campus	96	67
Planning for your degree with an academic advisor	96	50
Feeling a sense of belonging at UM	88	73
Having a mentoring relationship with a faculty or staff person	84	44
Having programs and activities on campus that highlight the perspectives of different groups	76	81

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

Experience	Women		Men	
	% Somewhat/Very Important	% Somewhat/Very Satisfied	% Somewhat/Very Important	% Somewhat/Very Satisfied
Being taken seriously academically	100	82	98	78
Knowing a faculty member well enough to ask for a recommendation	99	47	95	42
Feeling physically safe on campus	100	59	92	76
Planning for your degree with an academic advisor	97	50	96	50
Feeling a sense of belonging at UM	88	75	87	70
Having a mentoring relationship with a faculty or staff person	90	45	79	43
Having programs and activities on campus that highlight the perspectives of different groups	85	84	66	78

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”

Experience	Black: U.S. [N=130]		Asian: U.S. [N=145]		Hispanic: U.S. [N=58]		White: U.S. [N=665]		Non-US [N=36]	
	Important	Satisfied	Important	Satisfied	Important	Satisfied	Important	Satisfied	Important	Satisfied
Being taken seriously academically	99	71	99	84	100	82	99	81	100	79
Knowing a faculty member well enough to ask for a recommendation	98	46	99	40	100	50	96	45	100	53
Feeling physically safe on campus	98	75	99	68	98	61	94	66	97	62
Planning for your degree with an academic advisor	98	58	97	49	96	41	96	48	100	62
Feeling a sense of belonging at UM	84	72	87	76	84	80	88	74	92	52
Having a mentoring relationship with a faculty or staff person	87	35	90	48	91	55	81	44	97	50
Having programs and activities on campus that highlight the perspectives of different groups	88	75	83	77	94	88	69	84	94	61

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

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

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*)

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

* 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

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

Appendix B: University of Maryland Student Survey 2002

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:							
Not at all important							Excellent
	Not very important					Fair	Good
		Somewhat important			Poor		
			Very important				
				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 <u>UM web pages</u> to do the following?	No	Yes	Comments (was the process easy, confusing, ...?)
register for classes			
access grades			
use the library catalog and access information resources			
check transcripts and progress towards graduation			
access library materials on reserve			
verify bill payment status			
apply for financial aid			

Do you currently have a computer of your own? (Please mark all that apply)			
No, I do not have a computer.	Laptop with:	Desktop with:	Hand-held PDA with:
	Windows 95/98/ME	Windows 95/98/ME	Palm OS
	Windows NT	Windows NT	Windows CE/Pocket PC
	Windows 2000	Windows 2000	Other:
	Windows XP	Windows XP	
	Apple Mac	Apple Mac	
	UNIX (including LINUX)	UNIX (including LINUX)	
	Don't know operating system	Don't know operating system	Don't know operating system

During this semester, ...	No	Yes, sometimes	Yes, regularly
Have you used a computer in a university computer lab?			
Have you used a computer where you live?			
Have you used a computer IN THE CLASSROOM in any of your courses?			
Have any of your instructors used a computer IN THE CLASSROOM?			
Have you used wireless networking (Mobile at Maryland) on campus?			

During this semester, how many of your courses REQUIRE:	None	1	2	3+
Use of class electronic discussion groups (listserv, email reflector, online chat, etc)				
Use of online course materials (readings, syllabus, etc)				
Use of web for research				
Use of the Library's online databases and electronic journal subscriptions				
Textbooks that included access to web-based materials provided by the publisher				
Specialized software (e.g., math/statistics, image processing, GIS, CAD, programming languages...)				

Please indicate your experience or plans with each of the following:	Have done, or will do.	Not interested.	Wanted to, but could not.	Comments: (E.g., for those items you wish you had done, please tell us why you didn't...)
Practicum, internship, field experience, co-op experience, and/or clinical assignment				
Foreign language coursework				
Academic support programs (e.g., Learning Assistance Service, Career Center, academic tutoring, etc.)				
Study abroad				
Community service or service-learning				

How would you rate your abilities in the following areas?					SKILLS AND ABILITIES	To what extent has your UM experience directly affected these abilities?			
Very weak	Weak	Ade-quate	Strong	Very strong		Little or none	Some	Quite a bit	Don't know
					Listening effectively				
					Writing effectively				
					Speaking effectively				
					Presenting a persuasive argument				
					Seeing relationships, similarities and differences among ideas				
					Revising your thinking based on new information				
					Acquiring information technology skills				
					Leading others effectively				
					Finding information that you need				
					Evaluating the reliability of information				
					Applying what you learn to other situations				
					Understanding diverse cultural, political and intellectual views				
					Figuring out what's important to you				
					Identifying careers that reflect your values, interests, and abilities				
					Acquiring knowledge and skills applicable to a specific career				
					Being confident in your ability to be successful in your career				
					Working independently				
					Working collaboratively				
					Being creative				
					Building self-esteem				
					Making friends				
					Managing the unexpected in life				
					Knowing what additional education is needed to pursue your career/job interests				

Please think about your Professional Writing Course this semester:	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My Professional Writing instructor and the way this course has been organized and taught have provided a positive academic experience.					
My Professional Writing Course has helped me strengthen my confidence and effectiveness as a writer.					

Please think about your experience at UM and indicate your SATISFACTION with the following, and their IMPORTANCE to you:								
Not at all important							Very satisfied	
	Not very important					Somewhat satisfied		
	Somewhat important				Not very satisfied			
	Very important			Not at all satisfied				
				Feeling a sense of belonging at UM				
				Being taken seriously academically				
				Feeling physically safe on campus				
				Having programs and activities on campus that highlight the perspectives of different groups				
				Having a mentoring relationship with a faculty or staff person				
				Knowing a faculty member well enough to ask for a recommendation				
				Planning for your degree with an academic advisor				

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.				--		--				
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