



CAMPUS
ASSESSMENT
WORKING GROUP

*University of Maryland Student Survey
2003 Report*

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

UNIVERSITY OF MARYLAND STUDENT SURVEY 2003 REPORT

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UNIVERSITY OF MARYLAND STUDENT SURVEY 2003 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 division 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 '03, was administered in Spring, 2003. Of the students enrolled in Professional Writing courses during the spring semester, 1669 completed the survey.

The following were the areas of focus for UMSS '03:

- **Financial Issues:** Parents were the most frequently mentioned major source of funding for our respondents (68%). Thirty-three percent of respondents were not employed during the spring semester, 18% worked on campus only, and 43% worked off campus only. Six percent had both on and off campus jobs. The most frequently endorsed reason for working during the academic year was personal expenses, such as rent, gas etc. (77% of those who were employed).
- **Awareness of change in academic retention requirements:** Undergraduate standards for academic performance were revised effective Fall 2002. To ascertain the degree of awareness of the policy revision, respondents were asked if they were aware that the academic requirements for remaining at the University were changed effective Fall 2002. Thirty percent (30%) said yes.
- **Barriers to degree completion:** We asked our respondents to indicate the extent to which they thought common barriers to degree completion might get in the way of their completing their undergraduate degree at the University of Maryland. Among the barriers we listed were accepting a good job, health issues, the ability to pay for school, and feeling burned out. Noteworthy, in addition to the 43% who felt the cost of undergraduate education might be a barrier to degree completion, are the 42% who indicated that "feeling burned out" was a somewhat or very likely barrier.
- **Degree of interest in activities related to research:** The activities with the highest levels of participation were reading an article from a professional journal and attending a lecture/scholarly presentation outside class. Sixty percent or more of the respondents indicated they were interested in engaging in research with a faculty member, assisting in a faculty/staff research project, having an internship, or studying abroad - but hadn't yet done so.
- **Satisfaction with campus experiences:** It is encouraging to see the high percent of respondents who reported they are satisfied with their experience of feeling safe on campus (87%) and the percent who reported knowing a faculty member well enough to ask for a letter of recommendation (64%).
- **Importance of and satisfaction with involvement with the campus community:** With the exception of participation in group study sessions, there is a disturbing gap between the importance

of and satisfaction with various ways of feeling involved with the campus community. The largest gap is with knowing campus resources.

- **Mentorship:** Forty-seven percent of respondents reported they didn't have a mentor and didn't want one. Thirty-four percent reported they didn't have a mentor and would like to have one. Among the 19% who indicated they had a mentor, 40% said the mentor was faculty, 4% said it was a graduate or teaching assistant, and 3% said it was a fellow UM undergraduate. The remaining 53% reported their mentor was a family member or someone else off campus.
- **Preferred methods for obtaining information about campus events:** The majority of respondents indicated that *The Diamondback* and email were preferred methods. Least frequently reported as preferred methods of obtaining such information were University of Maryland radio/TV and chalking.
- **Email usage:** Only 30% of our respondents had one email account. Forty-nine percent had two accounts, and 21% had three or more. Fifty-eight percent checked their email more than once a day; 30% checked it once a day, and 12% less than once a day. Students were asked if the email address listed in *Testudo* was an email account they accessed regularly. Seventy-five percent said "yes", 11% said "no" but UM mail is forwarded to their regularly used account, and (a worrisome) 14% said "no" and they hadn't yet updated their email address in *Testudo* to reflect the email account they accessed regularly.
- **Current status regarding a career area:** Overall, 49% of our respondents have decided on a career area, 41% are still considering possibilities, and 10% are very uncertain about their career area.
- **Ratings of abilities/learning outcomes:** With two notable exceptions, over 60% of the respondents rated their abilities as strong or very strong. Notable is the low percent of respondents who rated themselves as "strong" or "very strong" on writing effectively and speaking effectively – two basic skills critical for success in the world of work. These two communication skills or learning outcomes were also least likely to be rated as "strong" or "very strong" by the respondents of last year's University of Maryland Student Survey (UMSS 2002).

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:

Adrienne Hamcke Wicker (Chair), Stamp Student Union
Kathleen Lis Dean, Institutional Research and Planning
Chip Denman, Office of Information Technology
Irma Dillon, University Libraries
Wallace Eddy, Campus Recreation Center
Pat Hunt, Counseling Center
Lacretia Johnson, formerly of College Park Scholars
Julie Kromkowski, Facilities Management
Sharon La Voy, Institutional Research and Planning
Graziella Pagliarulo, Career Center
Sarah Ranck, formerly of the Campus Assessment Working Group
Erin Rooney-Eckel, Engineering Student Affairs
Jessica Shedd, Institutional Research and Planning
Audran Ward, Arts and Humanities Student Affairs
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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, the 2000 version was significantly revised by CAWG to reflect the University's growing interest in student learning outcomes and information technology. With each iteration, some items are maintained while new variables are considered each year to reflect campus interests.

Methodology

The UMSS '03 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 division 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 1669 usable surveys.

The Survey

The UMSS'03 measures upper division undergraduate students' perceptions and experiences in a variety of areas. In this survey, students were asked about financial issues, sources of funding for college, major reasons for employment during the academic year, barriers to degree completion, interest in research-related activities, satisfaction with campus experiences, importance of and satisfaction with involvement with the campus community, mentorship, methods for obtaining information about campus events, email usage, career development, and ratings of their skills and abilities.

Survey respondents

There were 1669 students enrolled in the Professional Writing program in Spring, 2003 who completed the UMSS'03. Approximately two-thirds (64%) had been on campus for at least five semesters; another 23% had been on campus for 3-4 semesters, and 13%, for 1-2 semesters.

Ninety-seven percent planned to receive their degree from the University of Maryland, College Park. Fifty-four percent reported the total time it would take to earn their degree would be four years or less; 21% thought 4 ½ years; 25% thought five or more years.

The highest degree these Professional Writing program respondents planned to earn was a bachelors degree for 15%; a masters degree for 40%; a doctoral or related degree for 27%. Eighteen percent were undecided at the time of the survey.

Twenty-two percent were or had been involved in a living/learning program; of those, 47% were/had been in College Park Scholars, and 27% in University Honors.

In order to limit the number of demographic questions on the survey, respondents' student identification numbers were requested. Of the 1669 respondents, 1338 (80%) gave a valid number, thereby providing access to institutional demographic information on these students. Within this sub-sample, 50% were women and 50% men. Sixty percent were White Americans, 13% Black/African Americans, 14% Asian Americans, 5% Hispanic Americans, 5% American with race unknown, and 3% international students. Sixty-six percent entered the University as freshmen, 21% as transfers from a two-year institution, 10% as transfers from a non-University of Maryland 4-year institution, and 3% transferred from another University of Maryland campus. Seventy-three percent were juniors and 27% seniors.

FINDINGS

Financial Issues

It is important to note that 33% of respondents were not employed during the spring semester, 18% worked on campus only, and 43% worked off campus only. Six percent had both on and off campus jobs.

Major sources of funding for college education

Parents/relatives (68%) were the most frequently mentioned major source of funding for our respondents. The next most frequently mentioned major funding source was student loans, such as Perkins and GSL/Stafford (35%), followed by summer employment (25%), and scholarships (25%). Educational grants, such as Pell, Supplemental Educational Opportunity Grant (SEOG), or private grants, were a major source of funding for 23%. Respondents' current jobs (including work study) were a major funding source for 21%.

Major reasons for employment during the academic year

The most frequently cited reason for working during the academic year was personal expenses, such as rent, gas etc. (77%). This shouldn't be surprising in light of the fact that only 20% of our respondents lived in a residence hall on campus; another 16% lived in Commons/Courtyard, 35% lived in off campus non-family housing, and 22% lived in their family's house. Only 6% lived in a sorority or fraternity.

The second most frequently endorsed major reason for working during the academic year was to earn extra spending money (53%), and then to gain general work experience (39%), to help pay for college education, e.g. tuition, books (36%), and to gain experiences related to a future career (31%). Ten percent reported that a major reason for working during the academic year was to contribute to family income.

Awareness of change in academic retention requirements:

Undergraduate standards for academic performance were revised effective Fall 2002. To ascertain the degree of awareness of the policy revision, respondents were asked if they were aware that the academic requirements for remaining at the University were changed effective Fall 2002. Thirty percent (30%) said yes. Most likely to say yes were respondents living in residence halls (36%), followed by those living in Commons/Courtyard (33%). Least likely were those living in a fraternity/sorority (25%), followed by those living off campus either in their family's home or in other off-campus housing (28%).

Barriers to degree completion

Students – particularly upper division students - who leave the University of Maryland before completing their undergraduate degree - have long been a concern both to administrators and to faculty and staff, and the reasons for attrition therefore have been the subject of much research on this campus. We asked our respondents to indicate the extent to which they thought common barriers to degree completion might get in the way of their completing their undergraduate degree at the University of Maryland. Among the barriers we listed were accepting a good job, health issues, and the cost of school. Table 1 depicts the percent who indicated a given barrier was somewhat or very likely to get in their way of degree completion. The table has been sorted in descending order by percent likely/very likely.

Table 1. Barriers to Degree Completion

Common barriers to degree completion	Percent “somewhat/very likely” to be a barrier
The cost	43
Feeling burned out	42
Grades	31
Insufficient time management skills	30
Family issues	29
Disinterest in study; motivation issues	28
Accepting a good job	27
Health issues	22
Commuting	19

Forty-three percent felt the high cost of undergraduate education might be a barrier to degree completion. Recall that tuition had been increased by 5% in January 2003, and by March, when this survey was given, discussions about further increases were in the public realm, albeit without specifics. Noteworthy are the 42% who indicated that “feeling burned out” was a somewhat or very likely barrier. Many undergraduates today are seeking double or triple majors, many are attempting more than 15 credits per semester, and many are experiencing stress and anxiety in doing so. It will be unfortunate if burnout and not a degree is the outcome of their endeavors.

Degree of interest in activities related to research

The University of Maryland describes itself as a nationally prominent research university (2002-2003 Undergraduate Catalog). To get an idea of the extent to which upper division undergraduates are interested in research, our respondents were asked to indicate the extent of their interest in doing some of the activities related to research. The results are shown in Table 2. The table has been sorted in descending order by the percent “have done so.”

Table 2. Degree of Interest in Activities Related to Research

Research-related activities	Not at all interested	Interested but haven’t done so	Have done so
Read an article from a professional journal	25	22	53
Attend a lecture/scholarly presentation other than your regular classes	19	38	44
Discuss professional interests with a faculty member	14	53	33
Internship	7	63	30
Attend an academic conference	33	49	18
Engage in research with a faculty member	26	60	14
Assist in a faculty/staff research project	24	62	14
Study abroad	27	64	9
Co-op	47	47	6
Make a presentation at an academic conference	56	39	5

Note that 60% or more of the respondents indicated they were interested in engaging in research with a faculty member, assisting in a faculty/staff research project, having an internship, or study abroad - but hadn’t yet done so.

Satisfaction with campus experiences

Students can be influenced by their degree of satisfaction with various campus experiences. These include, among other things, feeling that they are taken seriously academically, feeling physically safe on campus, and feeling a sense of belonging. Table 3 depicts the percent of respondents who indicated they were “somewhat” or “very” satisfied, sorted in descending order by percent “very satisfied.”

Table 3. Satisfaction with Campus Experiences

Campus Experiences	Percent “Somewhat Satisfied”	Percent “Very Satisfied”
Being taken seriously academically by peers	42	54
Being taken seriously academically by a faculty member	47	45
Feeling physically safe on campus	53	34
Feeling a sense of belonging at UM	53	35
Attending programs and activities on campus that highlight the perspectives of different groups	56	23
Knowing a faculty member well enough to ask for a recommendation	40	23

It is encouraging to see the relatively high percent of respondents who reported being somewhat or very satisfied with knowing a faculty member well enough to ask for a letter of recommendation (63%), and the percent who reported they were somewhat or very satisfied with their experience of feeling safe on campus (87%).

Importance of and satisfaction with involvement with the campus community

Student experiences can also be impacted by their sense of the degree of both the importance of and satisfaction with their involvement with the campus community. This includes, among other things, feeling connected with the campus community and knowing about campus resources. Table 4 shows the percent of respondents who answered “very” important and “very” satisfied. The last column indicates the gap between importance and satisfaction. The table is sorted in descending order by this computed gap.

Table 4. Importance of and Satisfaction with Campus Community Involvement

Involvement activities	Percent “Very Important”	Percent “Very Satisfied”	Gap between importance and satisfaction
Feeling you know about campus resources	57	21	36
Feeling connected with the campus community	33	19	14
Participating in non-academic campus activities	31	25	6
Participating in group study sessions	20	20	0

The largest gap is between importance of and satisfaction with knowing campus resources. This is unfortunate given the large number of resources this campus has, in terms of academic, support, and co-curricular programs and activities. We know that many students fail to take advantage of the resources available to them on campus. One reason for this failure may be that they are unaware of the existence and/or location of the many resources this campus has to offer. Further, students – and other campus

members – who may know about the different agencies on our campus may be unfamiliar with the particular services and programs offered within a given agency.

Mentorship

Mentorship is a term that has become frequently used on this campus. Having a mentor can be very helpful as undergraduates navigate their way through a degree program. However, 47% of our respondents reported they didn't have a mentor and didn't currently want one. Thirty-four percent reported they didn't have a mentor and would like to have one. Among the 19% who indicated they had a mentor, 40% said the mentor was faculty, 4% a graduate or teaching assistant, and 3% a fellow UM undergraduate. The remaining 53% reported the mentor was a family member or someone else off campus. Off-campus mentors may not be as likely as on-campus mentors to know about campus resources.

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. Students were asked to indicate their preferred methods of obtaining information about campus events. They could check more than one preferred method. The majority of respondents indicated that *The Diamondback*, followed by email, were preferred methods. Least frequently reported as preferred methods of obtaining such information were University of Maryland radio/TV and chalking. Table 5 was sorted in descending order by percent "preferred."

Table 5. Preferred Methods of Obtaining Campus Information

Methods of obtaining information	Percent who indicated it was a "preferred" method
Diamondback	66
Email, IM, Listserv	62
Campus web sites	47
Word of mouth	43
Flyers	31
Chalking	17
UM radio/TV	5

Email usage

Thirty percent of our respondents had only one email account. Forty-nine percent had two accounts, and 21% had three or more. Fifty-eight percent checked their email more than once a day; 30% once a day, and 12% less than once a day. Students were asked if the email address listed in *Testudo* was one they accessed regularly. Seventy-five percent said yes, 11% said no but UM mail is forwarded to their regularly used account, and 14% said no and they hadn't yet updated their email address in *Testudo* to reflect the email account they accessed regularly.

Current status regarding a career area

One of the many tasks for undergraduate students is to work on their identity development, which includes knowing their interests, skills, and values, and how these relate to the world of work. Respondents were asked to select the statement which best described their current status regarding a career area. There were no differences between juniors and seniors on their current status regarding a career area. Table 6 depicts current status, by self-reported highest degree intended.

Table 6. Current Status Regarding Career Area, by Highest Degree Intended

Current status regarding career area	Bachelors	Masters	Doctoral/ related	Undecided	Total (row %)
I have known since high school what my career area will be	12	17	22	11	16
After considering several possibilities I have decided on a career area	27	37	39	22	34
I am still considering possibilities	46	38	34	53	41
I am very uncertain what my career area will be	15	9	6	14	10

It is not surprising that 67% of the students who are undecided about their highest degree intended (53% + 14% in table 6) have not yet decided on their career area. Somewhat surprising, perhaps, are the 61% of these juniors and seniors not planning to go to graduate school (46% + 15% in table 6) who are undecided about their career area. Even among the students planning to go on to graduate school, over 40% have not yet decided on a career area.

Ratings of skills and abilities

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 13 abilities/learning outcomes critical to undergraduate education. Table 7 shows students' ratings of these 13 learning outcomes/abilities. The table has been sorted in descending order by percent strong/very strong.

With two notable exceptions, over 60% of the respondents rated their abilities as strong or very strong. Notable, however, is the low percent of respondents who rated themselves as "strong" or "very strong" on writing effectively, and speaking effectively – two basic skills critical for success at graduate school and in the world of work. These two communication skills or learning outcomes were also least likely to be rated as "strong" or "very strong" by the respondents of last year's University of Maryland Student Survey (UMSS 2002).

Table 7. Learning Outcomes and Abilities

Skills and Abilities	Rating on level of skill or ability		
	Percent “Weak/ Very Weak”	Percent “Adequate”	Percent “Strong/Very Strong”
Applying what you learn to other situations	2	18	81
Figuring out what’s important to you	5	15	80
Listening effectively	2	19	79
Seeing relationships, similarities and differences among ideas	1	19	80
Revising your thinking based on new information	2	21	77
Identifying careers that reflect your values, interests and abilities	7	20	73
Understanding diverse cultural, political and intellectual views	5	27	68
Evaluating the reliability of information	3	31	66
Presenting a persuasive argument	5	31	64
Leading others effectively	6	30	64
Acquiring IT skills	7	30	63
Writing effectively	8	35	57
Speaking effectively	11	37	52

USING THE UMSS DATA

The UMSS ‘03 data provide information about upper division students’ perceptions on a variety of issues including learning skills and abilities, 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

UNIVERSITY OF MARYLAND STUDENT SURVEY: Spring 2003

UM needs your help to obtain the best possible information about your experience here. Your honest and thoughtful responses are very important and very much appreciated. In accordance with University policy, your responses are treated as confidential. Summarized group results will be reported to campus departments and/or staff to help plan and provide better services to students.

1. How many semesters have you been enrolled at UM?

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

2. Current residence

- Residence hall
- Commons/Courtyard
- Fraternity/sorority
- Your family's home
- Other off-campus housing

3. What is the primary way you get to campus?

- I live on campus
- I typically walk/bike to campus
- ShuttleUM commuter bus
- Public bus
- Metro-rail or other rail transport (including the station-to-campus shuttle)
- Car/motorcycle

4. How many minutes does it typically take you to get from where you live to your first campus destination?

- 1-8 minutes
- 9-15 minutes
- 16-30 minutes
- 31-45 minutes
- 46-60 minutes
- More than an hour

5. Are you now or have you been involved in a Living/Learning program?

- No (Please go to Question 6)

If yes, which one?

- Beyond the Classroom (BTC)
- Civicus
- College Park Scholars
- Gemstone
- Global Communities
- Hinman CEOs
- Honors Humanities
- Jimenez-Porter Writers' House
- University Honors

If yes, do you feel the program contributed to a sense of community?

- No
- Somewhat
- Yes, very much so

6. Please indicate the degree to which it has been easy or difficult for you to cover the following expenses.

	Not difficult	Somewhat difficult	Very difficult
Tuition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rent/food (room and board)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books and supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please indicate the degree to which each of the following is a source of funding for your college education.

	None	Minor	Major
Parents/relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current job (including work study)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational grants (Pell, SEOG, private, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarships (private, federal, school, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student loans (Perkins, GSL/Stafford, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bank loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal credit card(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Current off-campus employment

- None
- 1-10 hours per week
- 11-20 hours
- 21-30 hours

- More than 30 hours

9. Current on-campus employment

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

10. Please indicate the degree to which the following are reasons for your employment.

- Not employed (Please go to question 11.)

	Not a reason	Somewhat	Very much a reason
Help pay for my college education (tuition, books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal expenses (rent, gas, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribute to family income	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earn <i>extra</i> spending money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain general work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain work experience related to my future career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How satisfied are you with your experiences with the following?

	Not at all satisfied	Somewhat	Very satisfied
Feeling a sense of belonging at UM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling physically safe on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being taken seriously academically by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being taken seriously academically by peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing a faculty member well enough to ask for a letter of recommendation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs and activities on campus that highlight the perspectives of different groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please indicate how important it is to you that you.

	Not at all important	Somewhat	Very important
Feel connected with the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel you know about campus resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in group study sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in non-academic campus activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. To what degree are you satisfied with your experience with the following?

	Not at all satisfied	Somewhat	Very satisfied
Feeling connected with the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling you know about campus resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in group study sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in non-academic campus activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. To what extent are you interested in doing the following?

	Not at all interested	Am interested but haven't done so	I have done so
Read an article from a professional journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in research with a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist in a faculty/staff research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend an academic conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make a presentation at an academic conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-op	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning/community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss professional interests with a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a lecture or scholarly presentation other than your regular classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Within this academic year, have you engaged in community service (e.g., volunteering)?

- No (Please go to Question 16.)

If yes, what is your primary method of involvement?

- With a student organization
- With a Greek organization
- With a learning community (e.g., CIVICUS, Honors, Scholars)
- With a campus-affiliated religious community (e.g., Catholic Student Center, Muslim chaplaincy)
- Required for an academic course
- With a UM department (e.g., Nyumburu, America Reads*America Counts)
- On your own (not affiliated with UM)

16. Do you have a mentor?

- No, and I don't want one at this point
- No, and I would like to have one

If yes: what is his/her relationship to you?

- Faculty
- Graduate or teaching assistant
- Fellow UM undergraduate
- Family member
- Someone off campus

18. What is the total amount of time you expect it will take to earn your bachelor's degree?

- Fewer than 4 years
- 4 years
- 4 1/2 years
- 5 years
- More than 5 years
- I may not finish

20. What is the highest degree you intend to obtain?

- Bachelors degree
- Masters degree
- Doctoral or related degree (such as PhD, JD, MD, DVM)
- Undecided
- Other

22. How many email accounts do you use?

- One
- Two
- Three or more

24. Are you aware that the academic requirements for remaining at the University were changed effective Fall 2002?

- No
- Yes

26. During the past year, in how many of your classes have you been asked to sign the University Honor Pledge?

- In no class
- In one class
- In two or three classes
- In most of my classes
- In all of my classes

17. How do you prefer to get information about campus events? (check all that apply)

- Diamondback
- Campus web sites
- Email, IM, Listserv
- Flyers
- Chalking
- Word of mouth
- UM radio/TV

19. You plan to complete your bachelor's degree:

- At the University of Maryland, College Park
- At another UM campus
- At another public college or university
- At a private college or university
- Not sure
- I am not planning to complete my bachelor's degree

21. How frequently do you check your email?

- Less than once a week
- Once or twice a week
- Once a day
- More than once a day

23. Is the email address listed in *Testudo* (i.e., the one to which University sends you your grades, etc.) an email account you read regularly?

- No, but UM mail is forwarded to the email account I read regularly
- No, and I haven't yet updated my email address in *Testudo* to reflect the email account I access regularly
- Yes

25. To what extent do you agree that UM's Code of Academic Integrity/Student Honor Code is an effective system for maintaining intellectual and academic honesty?

- Disagree
- Neutral
- Agree
- I don't know about the code

27. Please indicate the extent to which each of the following issues might get in the way of your completing your UM degree.

	Unlikely	Somewhat	Very likely
Accepting a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disinterest in study; motivation issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling burned out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient time management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Which of the following statements best describes your **current** status regarding a career?

- After considering several possibilities I have decided on a career area.
- I am still considering possibilities.
- I have known since high school what my career area will be.
- I am very uncertain what my career area will be.

29. At the present time how would you rate your abilities in the following areas?

	Very strong	Strong	Adequate	Weak	Very weak
Listening effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing relationships, similarities and differences among ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revising your thinking based on new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting a persuasive argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring information technology skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding diverse cultural, political and intellectual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading others effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating the reliability of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying what you learn to other situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying careers that reflect your values, interests, and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Figuring out what's important to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Please indicate how strongly you agree or disagree with the following statements.

	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Professional Writing Course has helped me strengthen my confidence and effectiveness as a writer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Current College(s)

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

32. Student Identification Number. Please write your Student ID number and fill in the appropriate bubbles below.

Your student ID number is requested for research purposes and **WILL NOT** appear in any report.