



CAMPUS  
**ASSESSMENT**  
WORKING GROUP

**University of Maryland Student Survey  
2006 Report**

**By members of the  
Campus Assessment Working Group  
Assessing Campus Experiences Subgroup**

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## Executive summary

Every spring semester, the Assessing Campus Experiences Subgroup (ACES) administers the University of Maryland Student Survey (UMSS) to juniors and seniors enrolled in the Professional Writing program. 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 UM to: gain insight into upper-division 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 2006, was administered in class in Spring 2006. Of the 2070 students enrolled in Professional Writing courses during that semester, 1731, or 84%, completed the survey.

The following is a brief summary of the major areas of focus for the UMSS 2006.

**Attitudes about UM:** Overall, 80% of the respondents would recommend UM to family and friends; 55% were concerned about their ability to pay for their college education; 47% thought UM was a good value for their money; and 66% would enroll here again if they had it to do over.

**Academic advising experiences:** The perceived quality of the academic advising experience has improved over time. For example, 2006 (66%) responses were more positive about academic advising than in 2000 (48%). Similarly, a greater proportion of 2006 (55%) respondents than 2000 (45%) respondents reported their academic advisors showed concern for them as individuals.

**Financial issues:** Just over one-third (34%) reported they were not employed; 18% worked for pay at an on-campus job; 40% worked for pay off campus; and 7% were working for pay both on and off campus.

**Academic involvement:** The most frequently reported activity (61%) was reading a scholarly paper; however, 22% expressed no interest at all in this activity. A substantial majority (71%) either had attended a conference or were interested in doing so, but more than half (52%) had no interest in making a presentation. Students who reported direct involvement with faculty through discussions of professional interests (39%) and/or through engagement in research (21%) tended to have higher GPAs.

**Information technology issues:** The vast majority of respondents (93%) reported owning at least one computer, and 91% reported cell phone ownership. By a large margin, students preferred the University communicate with them via e-mail (75%), with telephone as a distant second preferred means of communication (10%). At the same time, 23% indicated that phone was their least preferred means, while only 1% said e-mail was least preferred. Students who frequently spoke with a parent on the phone tended to have a higher GPA compared with those who did not. Although relatively few students said that they engaged in online gambling in the past month (16%), those who did tended to have a lower GPA compared with those who did not.

### Special undergraduate experiences

**International experiences:** Respondents who indicated that they traveled abroad were more likely than those who had not done so to assess their skills as *strong* for adapting successfully to cultural expectations, demonstrating knowledge of another country's culture, and articulating differences between their culture and that of another country. Statistical analyses showed positive correlations between length of time outside the country and self-ratings of the skills listed above.

**Internship participation:** Twenty-six percent of the UMSS 2006 respondents reported having participated in an internship while at UM, while 6% indicated they had no interest in participating in an internship. Among the issues that prevented respondents from participation in an internship were having to concentrate on their grades (37%), not having found an internship that appealed to them (31%), and not knowing how or where to find an internship (26%). Note that respondents could identify more than one issue that prevented internship participation.

**Community service participation:** Sixty percent indicated that they had engaged in community service in the 2005-2006 academic year, with significantly more women and direct admits than men and transfer students doing so. Twenty-four percent of those who reported community service participation were involved through a Greek organization. Thirty-six percent were involved through another campus organization.

**Energy conservation:** Over 75% of respondents turn off lights and appliances when not in use, at least *sometimes*; almost that same proportion recycles at least *sometimes*. However, more than 50% take showers longer than 15 minutes, and more than 25% report wasting energy in other ways. Paying one's own bill is somewhat associated with more conservation behavior and with less consumption (waste) behavior.

## Background

The University of Maryland Student Survey (UMSS) was initially developed in 1998 by the Assessing Campus Experiences Subgroup of the Campus Assessment Working Group, as a tool for understanding the attitudes and experiences of upper division undergraduates at UM. This year marks the sixth time the UMSS has been administered. With each edition of the survey, some items are repeated, and new items are created to reflect campus interests and needs.

### The survey

The UMSS measures upper-division undergraduate students' perceptions and experiences in a variety of areas. In the 2006 survey, students were asked about issues regarding their attitudes about UM, academic advising, financial issues, academic involvement, information technology issues, international experiences, internship and community service participation, and behaviors concerning energy conservation. A full copy of the survey appears in Appendix B.

### Methodology

The UMSS 2006 was administered in the spring semester to students enrolled in Professional Writing courses. The survey was administered to students in these courses for two primary reasons. First, students in these courses reflect the University's diversity among upper-division undergraduates in terms of race/ ethnicity, academic performance, and entry status (e.g., directly admitted to UM, transferred from a two-year or a four-year institution). Second, these students are upper-division undergraduates typically 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 60 or more credits and who are meeting one of the University's writing requirements.

Instructors in the Professional Writing courses were given the surveys and written instructions to be read to their students. The surveys were administered during class the week before or after spring break. The Professional Writing Program was given incentives for their instructors' efforts.

Unless otherwise noted, summaries presented in this report are descriptive in nature and do not indicate that a relevant statistical hypothesis test was conducted.

### Survey respondents

Of the 2070 students enrolled in Professional Writing courses during the Spring 2006 semester, 1731 (84%) completed usable surveys. Included on the UMSS 2006 were demographic questions, such as current residence, sex, race, and entry status. For respondents who did not provide demographic data but did provide a University identification number, data from institutional records were used to identify the missing demographic information, thereby creating "combined" variables. (Missing data for these combined variables totaled 5% or less of the respondents.) In this report reference to any of these demographic variables is to the combined variable.

Forty-three percent of this year's respondents lived in University-related housing, with 18% in residence halls, 19% in Commons/Courtyard housing, and 7% in Greek housing. Thirty-eight percent lived in their family's home, and 19% lived in other off-campus housing.

Table 1 shows other demographic information concerning UMSS 2006 respondents.

**Table 1. Demographics of UMSS 2006 respondents:  
 Self-report and institutional data combined**

		Number	Percent
<b>Race</b>	African-American/Black	194	12
	Asian	255	16
	Hispanic	91	6
	White	992	60
	Other	109	7
<b>Sex</b>	Female	827	50
	Male	831	50
<b>Class Level</b>	Juniors		67
	Seniors		31
	Other		2
<b>Entry Status</b>	Direct Admits	1089	66
	2-Year Transfers	335	20
	4-Year Transfers	224	14

Source: UMSS 2006 and OIRP

## Findings

### Attitudes about UM

To respond to the University’s continued interest in students’ overall perceptions of UM and how those perceptions change over time, Tables 2-5 compare responses of UMSS 2005 and UMSS 2006 to questions about attitudes toward the university, showing the percentage of *strongly agree* and *agree* responses. Table 2 indicates that more respondents in 2006 than in 2005 would recommend UM to family and friends and more would enroll at UM again given the chance; however, more in 2006 were concerned about their ability to pay for a UM education and fewer thought the University is a good value for the money.

An analysis of respondents’ general attitudes toward UM by entry status shows a higher proportion of direct admits and two-year transfers than four-year transfers reported they would recommend UM to their family and friends. As in 2005, more 2-year transfers are concerned about their ability to pay for UM; but this does not reflect in lower assessment of the University’s value for money, which is more similar to that of other groups. More 2-year transfers would enroll here again than other groups. In general, the 2-year transfer group has a somewhat different profile than other groups – more of them are concerned about the financial side of the University’s education but they are also somewhat more positive about attending UM.



**Table 2. General attitudes about the University of Maryland by entry status**

Entry status:	Direct admits		4-year transfers		2-year transfers		All respondents	
	2005	2006	2005	2006	2005	2006	2005	2006
<b>Percent agree or strongly agree</b>								
I would recommend UM to my family and friends.	69	82	66	77	64	81	66	80
I am concerned about my ability to pay for my college education.	46	50	48	53	66	70	50	55
The University of Maryland is a good value for my money.	58	46	54	48	54	50	54	47
All in all, if I had it to do over, I would enroll here again.	66	64	60	66	68	71	62	66

Source: UMSS 2005 and UMSS 2006

### Academic advising experiences

From an academic advising perspective, it is important for students to see themselves as active participants in the advising process. Students can show initiative by, for example, preparing ahead of time for their appointments, becoming aware of the prerequisites and requirements of their majors, and being aware of the University's academic policies and regulations.

To better understand issues related to undergraduates' academic advising experiences, the Provost's Commission on Academic Advising in 2005 addressed six directives on academic advising identified by the Board of Regents. The Commission's Evaluation Subcommittee tailored a series of questions for the UMSS 2005 about students' advising experiences. These questions were repeated in the UMSS 2006. Respondents were given three response options, *always*, *sometimes*, and *never*.

Table 3 shows the percentages of *always* and *sometimes* responses to a series of these advising-related behaviors. The table is sorted in descending order by UMSS 2006 percent *always*.

**Table 3. Behaviors of a well-prepared advisee**

Since entering UM,...	2005		2006	
	Always	Sometimes	Always	Sometimes
I pay attention to required prerequisites as I develop a course schedule.	84	15	83	14
I have sought information about requirements needed to complete my major.	82	18	81	17
I know how to prepare a schedule that fulfills my academic requirements.	81	18	81	17
I am knowledgeable about the requirements I need to fulfill to graduate on time.	73	25	74	23
I consult campus resources (e.g. schedule of classes, undergraduate catalog, Testudo) for information on university policies and regulations.	66	29	64	31
I am aware of registration dates and related deadlines (e.g., drop/add, last day to withdraw).	57	39	62	35
I understand academic policies and procedures.	58	40	60	38
I have taken the initiative to contact an advisor at least once a semester.	56	38	59	35
I have prepared for advising in advance by bringing questions and materials to discuss.	49	42	53	40
I know where to go to resolve academic or administrative problems.	45	48	48	46

Source: UMSS 2005 and UMSS 2006

Eighty-five percent of respondents indicated their *most* preferred method to obtain academic advising assistance was in person, either with a scheduled appointment (50%) or as a walk-in (35%). Other methods of obtaining academic advising assistance, including e-mail exchange, telephone conversation, questions submitted on a web form, and self-help at a website, were selected infrequently.

Respondents were also asked to indicate the degree to which they agreed or disagreed with a series of statements about aspects of the advising experience. Table 4 reflects the percent of respondents indicating agreement or strong agreement with the advising-related statements. The table is sorted in descending order by UMSS 2006 percentages.

**Table 4. Assessment of advising**

	2005	2006
<b>Percent agree or strongly agree</b>		
I have been able to obtain an advising appointment within a week.	72	71
Academic advisors have provided me with accurate information.	67	69
Academic advisors have helped me outline academic choices that would allow me to graduate in a reasonable amount of time.	66	69
I am pleased with the academic advising I have received.	59	66
Academic advisors have helped me figure out where to go to resolve academic or administrative problems.	59*	64*
Academic advisors have provided me with sound guidance.	60	62
Academic advisors have spent sufficient advising time with me.	59	60
Academic advisors have shown concern for me as an individual.	52	55
When I have not been able to schedule an appointment with an advisor, I have received advising assistance via email, telephone and/or web page.	49*	50*
Academic advisors have taught me how to find information about campus resources (Learning Assistance, career programs, counseling).	38	44
Academic advisors have helped me to explore departmental and University opportunities (e.g., research, scholarships, study abroad) that are available to undergraduate students.	33	36

\* Responses of "not applicable" were excluded from the analysis

Source: UMSS 2005 and UMSS 2006

Comparisons across entry status were made on the advising questions. Generally, satisfaction responses across entry statuses were similar. Where respondents in the three entry status categories differed most was in the percent of agreement that their academic advisor taught them how to find information about campus resources (e.g., learning assistance, career programs, counseling), where two-year transfers were most in agreement (54%) and four-year transfers least in agreement (39%).

Responses to the UMSS 2006 advising questions were positive. Sixty-five percent of the 2006 respondents agreed that they were pleased with advising overall. This is up from 59% in 2005. In addition, around two-thirds of respondents each year agreed that they received accurate information and sound guidance, and were helped to outline choices to graduate in a reasonable amount of time.

On the whole, the respondents' ratings of advising have become more favorable over time. Three questions asked on the UMSS in 2000 were repeated on the UMSS 2005 and UMSS 2006. Table 5 shows the responses for the comparable advising questions.

**Table 5. Perceived quality of past and current advising**

	<b>2000</b>	<b>2005</b>	<b>2006</b>
<b>Percent agree or strongly agree</b>	N=1389	N=1787	N=1731
I am pleased with the academic advising I have received.	48	59	66
Academic advisors have provided me with sound guidance.	47	60	62
Academic advisors have shown concern for me as an individual.	45	52	55

Wording reflects the items found on the UMSS 2006. Minor variations in the item wording are found on the UMSS 2000.

Source: UMSS 2000, UMSS 2005 and UMSS 2006

## Financial issues

The University does not have a systematic way to determine the number of undergraduate students who are employed for pay off campus. In order to get a clearer idea of the degree of student employment, respondents were asked to indicate the number of hours they were working for pay on and off campus. Overall, just over one-third (34%) reported they were not employed. Eighteen percent indicated they worked for pay at an on-campus job; 40% worked for pay off campus; and 7% were working for pay both on and off campus.

A lower percentage of males (62%) than females (70%) were employed. A greater proportion of 2-year transfers (75%) and 4-year transfers (70%) than direct admits (62%) were employed.

Table 6 shows type of employment by entry status, and for those who were employed off campus, the number of hours per week they worked. A greater proportion of respondents who entered UM as transfer students, particularly two-year transfers, were both employed off campus and working more than 20 hours per week.

**Table 6. Employment during the semester by entry status**

	<b>2-year transfers</b>	<b>4-year transfers</b>	<b>Direct admits</b>	<b>Entire sample</b>
<b>Percent</b>	N=328	N=218	N=1071	N=1671
Not employed	25	30	38	34
Employed <b>only</b> on campus				
1-20 hours per week	4	11	20	16
Over 20 hours per week	2	2	2	2
Employed <b>only</b> off campus				
1 to 20 hours per week	34	36	23	27
Over 20 hours per week	29	17	8	14
Employed <b>both</b> on and off campus	6	4	8	7

Source: UMSS 2006

Respondents were asked to indicate the one source of information they turned to *most* and *least* for advice about financing their college education. Table 7 shows the results. Almost half (48%) indicated they were most likely to ask for advice of family members. Around 20% of the respondents didn't respond to these two questions.

**Table 7. Sources of information turned to MOST and LEAST for advice about financing college education**

Source of information turned to:	LEAST	MOST			
	Entire sample	2-year transfers	4-year transfers	Direct admits	Entire sample
<b>Percent who selected:</b>	N=1381*	N=243	N=187	N=952	N=1420*
Family member(s)	2	41	53	65	59
Office of Student Financial Aid	21	27	19	13	16
Website(s)	6	13	16	11	12
Academic advisor(s)	14	7	6	4	5
Friend(s)	9	6	3	4	4
Printed materials	5	2	2	1	2
Mentor	9	1	1	2	1
Employer	34	2	1	<1	1

Includes all who gave a response, even if entry status was unknown.

Source: UMSS 2006

An analysis by entry status of the source of information turned to most shows some interesting differences. A greater proportion of respondents who entered UM as direct admits (65%) than as 2-year transfers (41%) or 4-year transfers (53%) turned mainly to their family for advice on financing their college education. Two-year transfers were the most likely (27%) to turn mainly to the Office of Student Financial Aid for advice.

### **Academic involvement**

Students were asked about their interest and involvement with academic activities such as reading scholarly articles, attending extra-curricular lectures, and other activities with faculty members.

As indicated in Table 8, the most frequently reported activity (61%) was reading a scholarly paper; however, 22% expressed no interest at all in that activity. A substantial majority (71%) either had attended a conference or were interested in doing so, but more than half (52%) had no interest in making a presentation.

**Table 8. Self-reported involvement in academic activities**

To what extent are you interested in doing the following?		Percent indicating that:		
	Number responding	I have done so	Interested, but have not done	Not at all interested
Reading an article from a professional journal	1649	61	17	22
Attending a lecture or scholarly presentation other than your regular classes	1644	47	35	18
Discussing professional interests with a faculty member	1645	39	48	13
Attending an academic conference	1641	22	49	30
Engaging in research with a faculty member	1651	21	54	26
Assisting in faculty/staff research project	1645	17	57	26
Making a presentation at an academic conference	1648	8	40	52

Source: UMSS 2006

An analysis relating these self-reported activities to student grades found two strong associations. Students who reported direct involvement with faculty through discussions of professional interests (39% had done so) and/or through engagement in research (21%) tended to have higher GPAs. These tendencies are not necessarily causal, but they are statistically significant at a level far exceeding chance. Other more self-directed activities such as reading papers or even attending conferences did not show such an association with grades.

### **Information technology issues**

Respondents were asked about their ownership of electronic devices such as computers, cell phones, portable music players and game devices. They were also asked about their use of this technology for academics, communication, recreation, and entertainment.

The vast majority (93%) reported owning at least one computer; this is consistent with reports from other surveys, and even higher than reported cell phone ownership (91%). As shown in Table 9, computer ownership was equal for males and females, and equal numbers of laptops and desktops were reported. However, females owned laptops (64%) more than desktops (53%), while the opposite was true for males (55% laptop vs. 67% desktop). In addition, 22% overall reported owning both a laptop and a desktop.

Portable devices for playing downloaded music files are also widely owned (61%), and nearly equally so for males and females. Game devices (e.g. Xbox, Gameboy, etc) were owned more often by males (65%) than by females (22%).

**Table 9. Ownership of electronic devices**

	<b>Females</b>	<b>Males</b>	<b>Entire sample</b>
	N=827	N=831	N=1731*
<b>Which of the following electronic devices do you own?</b>	<b>Percent</b>		
Any computer	96	96	93
Desktop	53	67	58
Laptop	64	55	58
Cell phone	95	93	91
Portable device for playing downloaded music files	62	65	61
Electronic game device (e.g. Xbox, Gameboy, etc)	22	61	40
PDA (e.g. Palm)	17	21	18
Portable video player	13	16	14

\*Includes 73 respondents did not give a value for gender and did not give a valid ID number.

Note: This question was posed as "choose all that apply." Only a marked box was taken as indication of ownership. Of the 73 without a gender code, 51 also left the ownership section entirely blank, thus lowering the ownership estimates for the entire sample.

Source: UMSS 2006

Respondents were asked when they most recently had engaged in various activities involving computers or other electronic technology (e.g., cell phone, music player). More than 90% reported having accessed online course materials within the week, compared with 65% accessing the UM Library Web site during the same period.

Various forms of personal communication are, not surprisingly, frequent activities as outlined in Table 10 which details engagement in electronically based activities. Instant messaging was almost as frequently used for communication with a friend as was phoning; e-mail was used less frequently. More than half reported phoning a parent within the last day, with half as many (24%) using e-mail and half again (13%) using instant messages with a parent in the last day.

**Table 10. Most recent self-reported engagement in electronically based activities**

When did you MOST RECENTLY...?	Number responding	Cumulative percents				Percent
		In the last day	In the last week	In the last month	During this semester	Did not do this semester
<b>Academic</b>						
Access online course materials	1650	75	91	95	98	2
Access other umd.edu site	1645	54	84	94	99	1
Access a resource at the UM Library Web site	1647	29	65	85	93	7
<b>Personal Communication</b>						
Phone with friend	1639	81	93	97	98	2
“Instant message” with friend	1639	77	87	90	93	7
Phone with parent	1639	60	89	94	97	3
E-mail with friend	1644	51	80	90	95	5
E-mail with parent	1636	24	53	69	77	23
“Instant message” with parent	1630	13	24	33	39	61
<b>Other</b>						
Participate in online social networks (e.g. facebook.com)	1624	48	66	72	76	24
Download/listen to online music	1633	43	68	78	85	15
Download/watch online video	1633	27	48	62	71	29
Play solo computer games	1629	13	24	35	45	55
Do online shopping	1632	11	31	57	75	25
Write a blog	1623	6	12	19	24	76
Do online gambling	1623	4	8	12	16	84
Do online role-play games	1626	4	7	10	14	86

Source: UMSS 2006

An analysis relating these self-reported activities to student grades found only two strong associations:

- Respondents who frequently spoke with a parent on the phone tended to have a *higher* GPA compared with those who did not. No such tendency was found for communicating with parents via e-mail or instant message.
- Although relatively few respondents said that they engaged in online gambling, those who did tended to have a *lower* GPA compared with those who did not.

These tendencies are not causal, but they are statistically significant at a level far exceeding chance.

Respondents were also asked how they would prefer the University communicate with them. By a large margin, respondents preferred e-mail (75%) to all other forms of communication, with telephone as a distant second (10%). At the same time, 23% indicated that phone was their *least* preferred means, while only 1% said e-mail was least preferred.



## Special Undergraduate Experiences

In 2005, C. D. Mote, Jr., the president of the University, established the President’s Promise Initiative that would provide “every student who enters the University of Maryland. . . the chance to engage in a special experience that complements the academic curriculum and offers the opportunity for extraordinary personal growth.” Such programs include international experiences, internships, community service-learning, research, learning communities, leadership, and living-learning programs.

### International experiences

To get a better understanding of the international experience part of the President’s Promise Initiative, the UMSS 2006 asked respondents both to describe their international experience and to assess how this experience impacted progress toward learning outcomes.

The term “international experience” was used to describe two aspects of exposure to other countries or international cultures. The first was proficiency in a language other than English (see Table 11), and the second was time spent outside a respondent’s home country (see Table 12). Overall, 58% reported speaking a language other than English “fairly well” and 85% spent some time outside of his or her home country. Removing self-identified international respondents from the analysis (under the assumption that their experience in the United States is inherently an international experience for them), the following tables show that transfer student respondents are statistically more likely to spend longer times outside the country and are more likely to be proficient in a language other than English. A higher percentage of transfer student respondents reported at least one language other than English as their native tongue (28% versus 13% for direct admits).

**Table 11. Language proficiency**

	Transfers*	Direct admits*	Entire sample
<b>Is there at least one language other than English that you can speak?</b>	N=297	N=777	N=1705
	<b>Percent</b>		
No	40	44	42
Yes, I speak it somewhat well	15	23	21
Yes, I speak it fairly well	12	14	13
Yes, I speak it fluently, but am not a native speaker	5	7	6
Yes, I speak it fluently and I am a native speaker	28	13	18

\* Excluding international students studying in the United States.

Source: UMSS 2006

<b>Table 12. Time outside of country</b>	<b>Transfers*</b>	<b>Direct admits*</b>	<b>Entire sample</b>
<b>What is the longest period of time you have spent outside of your home country?</b>	N=297	N=777	N=1700
	<b>Percent</b>		
Never been outside my home country	19	16	15
Less than one month	45	55	47
Between one month and one year	21	20	20
More than a year	19	9	18

\* Excluding international students studying in the United States.

Source: UMSS 2006

Respondents at UM report having benefited from international travel (see Table 13). Those who indicated that they traveled abroad were statistically more likely than those who had not done so to assess their skills as “strong” for:

- Adapting successfully to cultural expectations;
- Demonstrating knowledge of another country’s culture;
- Articulating differences between respondent’s culture and that of another country; and
- Demonstrating proficiency in a language other than my native language.

Further analysis shows that there is a strong relationship between respondents’ time outside of their home country and the strength of meeting the above outcomes except for language proficiency. The longer respondents were outside of the country, the stronger their reported skill level.

**Table 13. Skills relating to understanding other countries/cultures**

<b>How would you rate your abilities in the following areas?</b>	<b>Never traveled outside home country*</b>	<b>Have international travel*</b>	<b>Entire sample</b>
	N=188	N=1171	N=1548
<b>Percent indicating strong skills for:</b>			
Adapting successfully to cultural expectations other than my own	38	51	51
Articulating differences between my culture and that of another country	28	48	46
Demonstrating knowledge of another country’s culture(s)	20	39	37
Demonstrating proficiency in a language other than my native language	9	21	22

\* Excluding international students studying in the United States.

Source: UMSS 2006

### Internship participation

There are many reasons for students to participate in an internship as undergraduates, among them personal, academic, professional and, sometimes, financial. Internships provide students with the ability to expand their education beyond the classroom and work towards their career goals. Increasingly, employers seek out students with hands-on experience in the working world.

The last three iterations of the UMSS 2006 have included the same set of questions about internship participation and reasons for not yet having participated in an internship. Approximately one-quarter of the UMSS 2006 respondents reported having participated in an internship while at UM (26% in 2006, 21% in 2005, and 27% in 2004). Follow-up questions asked respondents who had not yet participated in an internship while at UM to identify perceived obstacles to internship participation. Table 14, sorted in descending order by the 2006 percents, shows the percents over the last three years of perceived obstacles to participation. Respondents could check more than one reason for not yet having participated.

There is an increase in percents over time for all obstacles, although the percent who indicate they have no interest in participating in an internship remained well under 10%.

**Table 14. Obstacles to internship participation over time**

	2004	2005	2006
<b>Percent that checked:</b>			
I have to concentrate on my grades.	23	23	37
I haven't found an internship that appeals to me.	15	15	31
I have to work when not studying or in class.	18	18	27
I'm not sure how/where to find an internship.	18	18	26
I have lots of extra-curricular activities that leave little time.	10	10	19
I have no interest in participating in an internship.	3	3	6

\* Responses reflect only the respondents who had not yet participated in an internship.

Sources UMSS 2004, 2005, 2006

### Community service participation

Respondents were asked to report on their involvement in community service during the 2005-2006 academic year. Sixty percent indicated that they had engaged in community service, with significantly more women and students who entered UM as first-time freshmen than men and transfer students doing so. Almost one-quarter (24%) of those who reported community service participation were involved through a Greek organization. Over one-third (36%) were involved through another campus organization. In addition, 28% had engaged in community service not affiliated with the university.

### **Energy conservation**

In 2005, UM distributed materials reminding the campus community to conserve energy by turning off lights and appliances when not in use, keeping windows closed, and recycling, among other behaviors. In 2006 the UMSS included a set of questions aimed at gathering general information about respondents' self-reported daily energy conservation/consumption behavior.

The results indicate that more than three fourths of respondents turn off lights and appliances when not in use, at least *sometimes*; almost that same proportion of respondents recycle at least *sometimes*. However, more than half report at least sometimes taking showers that last longer than 15 minutes, and more than one quarter report wasting energy in other ways.

An analysis was done to determine if energy conservation behaviors differed by whether or not respondents were responsible for paying their own energy bills. Table 15 shows that paying one's own bill is somewhat associated with more conservation behavior and with less consumption (waste) behavior.

**Table 15. Self-reported daily energy conservation/consumption behaviors**

How often do you...	Number responding	Percent		
		Always	Sometimes	Rarely or never
<b>Conservation behaviors</b>				
...turn off lights and appliances when leaving your room for more than a few minutes?	1663	42	41	17
...recycle used items?	1664	29	40	30
<b>Consumption behaviors</b>				
...open your window while the heat/air conditioning is running?	1661	6	35	59
...take a shower for longer than 15 minutes?	1663	16	44	40
...use Styrofoam containers even when eating in the campus dining halls?	1345*	16	36	48
...sleep with the TV or music on?	1661	11	26	63
...run the dishwasher/washing machine/dryer with less than a full load?	1652	4	27	69

\*Excluding 312 who responded "not applicable."

Source: UMSS 2006

Also for the first time, in 2006 the UMSS asked respondents to indicate their level of agreement with the following statement: "I would support UM paying a premium to include renewable energy sources (such as wind and solar power) in its mix of energy sources." Almost half of respondents agreed or strongly agreed with the statement.

## **Limitations of the Report**

This report relies on self-report data. Although self-report data can be informative, several limitations should be considered when interpreting results. Social desirability bias may result when an individual believes it is in his or her interest to exaggerate or conceal information that may be embarrassing or uncomfortable to divulge. In addition, respondents may overestimate or underestimate their abilities or concerns.

## **Using the data**

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.
- ✓ Allow data to help inform budget expenditures or cutbacks. Data can be used to 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

### 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.

More information about CAWG is available on the website: [www.umd.edu/cawg](http://www.umd.edu/cawg) or from

Office of Institutional Research and Planning  
1101 Mitchell Building  
University of Maryland  
College Park, MD 20742  
301-405-5590  
[cawg@umd.edu](mailto:cawg@umd.edu)

Appendix B

# 2006 University of Maryland Student Survey

The University of Maryland (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 UM 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. In addition, your responses may be used for research papers. Please fill in the bubbles for each answer entirely. Thank you for your time.

Since entering UM...

	Never
	Sometimes
	Always
I have taken the initiative to contact an advisor at least once a semester.	○○○○
I have prepared for advising in advance by bringing questions and materials to discuss.	○○○○
I pay attention to required prerequisites as I develop a course schedule.	○○○○
I know where to go to resolve academic or administrative problems.	○○○○
I consult campus resources (e.g., schedule of classes, undergraduate catalog, Testudo) for information on University policies and regulations.	○○○○
I have sought information about requirements needed to complete my major.	○○○○
I know how to prepare a schedule that fulfills my academic requirements.	○○○○
I understand academic policies and procedures.	○○○○
I am knowledgeable about the requirements I need to fulfill to graduate on time.	○○○○
I am aware of registration dates and related deadlines (e.g., drop/add, last day to withdraw).	○○○○

Please indicate which ONE method of obtaining academic advising assistance is your MOST preferred way and which ONE is your LEAST preferred way.

MOST preferred method (choose one)		LEAST preferred method (choose one)
<input type="radio"/>	scheduled appointment	<input type="radio"/>
<input type="radio"/>	walk-in assistance	<input type="radio"/>
<input type="radio"/>	telephone conversation	<input type="radio"/>
<input type="radio"/>	e-mail exchange	<input type="radio"/>
<input type="radio"/>	submit a question on a web form	<input type="radio"/>
<input type="radio"/>	self-help at a website	<input type="radio"/>

In what UM college/department have you received most of your academic advising? (choose one)

<input type="radio"/> AGNR	<input type="radio"/> BMGT	<input type="radio"/> CMPS	<input type="radio"/> HLHP	<input type="radio"/> Academic Achievement Program
<input type="radio"/> ARCH	<input type="radio"/> BSOS	<input type="radio"/> EDUC	<input type="radio"/> JOUR	<input type="radio"/> Dept. of Intercollegiate Athletics
<input type="radio"/> ARHU	<input type="radio"/> CLFS (was LFSC)	<input type="radio"/> ENGR	<input type="radio"/> LTSC	

Please answer the following questions based on your advising experiences IN THE COLLEGE/DEPARTMENT YOU SELECTED ABOVE:

(Please note that "not applicable" is a valid response for 4 questions.)

Not Applicable
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

I am pleased with the academic advising I have received.	○○○○○○
I have been able to obtain an advising appointment within a week.	○○○○○○
When I have not been able to schedule an appointment with an advisor, I have received advising assistance via email, telephone and/or web page.	○○○○○○○

Academic advisors have ...

helped me to figure out where to go to resolve academic or administrative problems.	○○○○○○○
provided me with sound guidance.	○○○○○○○
shown concern for me as an individual.	○○○○○○○
provided me with accurate information.	○○○○○○○
taught me how to find information about campus resources (e.g. Learning Assistance, career programs, counseling).	○○○○○○○

Academic advisors have ...

spent sufficient advising time with me.	○○○○○○○
helped me find answers to my questions about departmental policies and procedures.	○○○○○○○
helped me find answers to my questions about University policies and procedures.	○○○○○○○
helped me outline academic choices that would allow me to graduate in a reasonable amount of time.	○○○○○○○
helped me to explore departmental and University opportunities (e.g., research, scholarships, study abroad) that are available to undergraduate students.	○○○○○○○

○○○○●●●○○●●○○●○○○ 3 0 0 0

Is there at least one language other than English that you can speak?

- Yes, I speak it fluently and I am a native speaker.
- Yes, I speak it fluently but I am not a native speaker.
- Yes, I speak it fairly well.
- Yes, I speak it somewhat well.
- No

Do you consider the United States your home country?

- Yes
- No

What is the longest period of time you have spent outside of your home country?

- less than one month
- between one month and one year
- more than a year
- never been outside my home country

Which of the following describe(s) your international experience(s) outside of your home country? We are asking you to answer both PRIOR TO attending the University of Maryland (left column) and SINCE attending the University of Maryland (right column). Please choose ALL that apply.

PRIOR TO attending UM

SINCE attending UM

<input type="radio"/>	I have not had an international experience outside of my home country	<input type="radio"/>
<input type="radio"/>	I am attending UM as an international student	<input type="radio"/>
<input type="radio"/>	athletics/sporting competitions	<input type="radio"/>
<input type="radio"/>	internship or co-op	<input type="radio"/>
<input type="radio"/>	reciprocal exchange/student exchange program	<input type="radio"/>
<input type="radio"/>	Study Abroad	<input type="radio"/>
<input type="radio"/>	Study Abroad (non-UM programs such as "Semester at Sea")	<input type="radio"/>
<input type="radio"/>	Study Abroad (UM-sponsored programs)	<input type="radio"/>
<input type="radio"/>	field trip	<input type="radio"/>
<input type="radio"/>	employment	<input type="radio"/>
<input type="radio"/>	missionary or religious trip	<input type="radio"/>
<input type="radio"/>	military/government	<input type="radio"/>
<input type="radio"/>	Student Ambassador	<input type="radio"/>
<input type="radio"/>	lived outside my home country (not including military/government)	<input type="radio"/>
<input type="radio"/>	vacation/recreation travel/visiting family	<input type="radio"/>
<input type="radio"/>	non-academic program (not including vacation/recreation travel)	<input type="radio"/>
<input type="radio"/>	other: <input type="text"/>	<input type="radio"/>

As a result of my international experience(s) ...

I have not had an international experience

Strongly Disagree	<input type="radio"/>
Disagree	<input type="radio"/>
Neutral	<input type="radio"/>
Agree	<input type="radio"/>
Strongly Agree	<input type="radio"/>

I have become more aware of factors that contribute to intercultural misunderstandings.

my personal attitudes, beliefs, and assumptions have changed.

I have increased my appreciation for cultural diversity in society and the workplace.

For the following section, on each item please address both your current abilities (left column) and the effect of any international experiences you have had SINCE attending UM (right column).

How would you rate your abilities in the following areas?

To what extent have your international experience(s) SINCE attending UM directly affected these abilities

Weak Adequate Strong

Little or none Some Quite a bit Don't know Had no intl. exp.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Adapting successfully to cultural expectations other than my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Demonstrating knowledge of another country's culture(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Articulating differences between my culture and that of another country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Demonstrating proficiency in a language other than my native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3 0 0 0



Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

- I would recommend UM to my family and friends. ○○○○○○  
 I am concerned about my ability to pay for my college education. ○○○○○○  
 The University of Maryland is a good value for my money. ○○○○○○  
 All in all, if I had it to do over, I would enroll here again. ○○○○○○

- My Professional Writing instructor provided a positive academic experience. ○○○○○○  
 Overall, my Professional Writing course provided a positive academic experience. ○○○○○○  
 My Professional Writing course has shown me how to combine thorough research with careful writing to produce credible and persuasive professional documents. ○○○○○○

How many hours do you work for pay OFF campus?

- none       1-10 hours/week       11-20 hours/week       21-30 hours/week       more than 30 hours/week

How many hours do you work for pay ON campus?

- none       1-10 hours/week       11-20 hours/week       21-30 hours/week       more than 30 hours/week

Please indicate which ONE source of information you turn to the MOST and which ONE you turn to the LEAST for advice about financing your college education.

- | THE MOST              |                                 | THE LEAST             |
|-----------------------|---------------------------------|-----------------------|
| <input type="radio"/> | Office of Student Financial Aid | <input type="radio"/> |
| <input type="radio"/> | academic advisor(s)             | <input type="radio"/> |
| <input type="radio"/> | family member(s)                | <input type="radio"/> |
| <input type="radio"/> | friend(s)                       | <input type="radio"/> |
| <input type="radio"/> | printed materials               | <input type="radio"/> |
| <input type="radio"/> | mentor                          | <input type="radio"/> |
| <input type="radio"/> | websites                        | <input type="radio"/> |
| <input type="radio"/> | employer                        | <input type="radio"/> |

To what extent are you interested in the following?

- |                                   |
|-----------------------------------|
| Not at all interested             |
| Am interested but haven't done so |
| I have done so                    |
- reading an article from a professional journal ○○○○  
 engaging in research with a faculty member ○○○○  
 assisting in a faculty/staff research project ○○○○  
 attending an academic conference ○○○○  
 making a presentation at an academic conference ○○○○  
 discussing professional interests with a faculty member ○○○○  
 attending a lecture or scholarly presentation other than your regular classes ○○○○

If you have not yet participated in an internship while at UM, which of the following prevented you from doing so? (choose ALL that apply)

- |   |  |
|---|--|
| <input type="radio"/> I have participated in an internship while at UM.                                   | <input type="radio"/> I haven't found an internship that appeals to me     |
| <input type="radio"/> academics - I have to concentrate on my grades                                      | <input type="radio"/> not sure how/where to find an internship             |
| <input type="radio"/> financial constraints - I have to work when not studying or in class                | <input type="radio"/> I have no interest in participating in an internship |
| <input type="radio"/> I have lots of extra-curricular activities that leave little time for an internship | <input type="radio"/> other  |

Do you pay your own energy bill, separate from rent or room and board?

- Yes       No

How often do you:

Not Applicable
Always
Sometimes
Rarely
Never

- turn off lights and appliances when leaving your room for more than a few minutes ○○○○  
 recycle used items such as paper, bottles, and cans ○○○○  
 take a shower for longer than 15 minutes ○○○○  
 use styrofoam containers even when eating in the campus dining halls ○○○○  
 run the dishwasher/washing machine/dryer with less than a full load ○○○○  
 sleep with the TV or music on ○○○○  
 open your window while the heat/air conditioning is running ○○○○

There is a lot of talk today about renewable energy sources such as wind and solar power. Please indicate your agreement or disagreement with the following statement.

I would support UM paying a premium to include renewable energy sources (such as wind and solar power) in its mix of energy sources.

- Strongly Agree       Agree       Neutral       Disagree       Strongly Disagree

3 0 0 0 ○○○●●●○○●●●○○●○○○

Which of the following electronic devices do you own? (choose ALL that apply)

- desktop computer
- laptop computer
- PDA (e.g., Palm Pilot)
- cell phone
- portable device for playing downloaded music files
- portable video player
- electronic game device (e.g., Xbox, Gameboy, etc.)

During this semester, when did you **MOST RECENTLY** use an electronic device (computer, PDA, cell phone, music player, electronic game device, etc.) to do the following?

Did not do this semester	
During this semester	
In the last month	
In the last week	
In the last day	

- access online course material
- access a resource at the UM Library Web site
- access another umd.edu site; other than for a course (e.g., Testudo, college/department information)
- e-mail with parent
- instant message with parent
- phone with parent
- e-mail with friend
- instant message with friend
- phone with friend
- write a blog
- download/listen to online music
- download/watch online video
- do online shopping
- play solo computer games
- do online roleplay games (e.g., WoW, EverQuest)
- do online gambling (e.g., partypoker.com)
- participate in online social networks (e.g., thefacebook.com)

If UM could communicate with you personally in any form, please indicate which ONE method of communication would be your **MOST** preferred way and which would be your **LEAST** preferred way.

- |                       |  |                       |
|-----------------------|--|-----------------------|
| MOST                  |  | LEAST                 |
| <input type="radio"/> | e-mail                                     | <input type="radio"/> |
| <input type="radio"/> | instant messaging                          | <input type="radio"/> |
| <input type="radio"/> | text messaging                             | <input type="radio"/> |
| <input type="radio"/> | personally authenticated Web site (portal) | <input type="radio"/> |
| <input type="radio"/> | paper mail                                 | <input type="radio"/> |
| <input type="radio"/> | phone                                      | <input type="radio"/> |

Within this academic year, how have you engaged in community service? (choose ALL that apply)

- I have not done community service
- with a Greek organization
- with another student organization
- as part of an academic course/program
- with a campus-affiliated religious community
- with a religious community not affiliated with UM
- with a UM program (e.g. America Reads\*America Counts, Nyumburu)
- with another non-UM affiliated group
- on your own (not affiliated with UM)

Where are you currently living?

- Residence Hall
- Commons/Courtyards
- Fraternity/Sorority house
- Your family's house
- Other off-campus housing

You are:

- male
- female

You are:

- Asian
- Black/African American
- Hispanic
- Native American
- White
- Other

You entered UM:

- as a first-time freshman.
- as a transfer student from a 2-year college.
- as a transfer student from a 4-year college.
- after earning your GED and/or working.

Please record your UID number. No individual results will be reported. If you do not report your UID, your survey results may be excluded from some analyses.

--	--	--	--	--	--	--	--	--	--

1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9
0	0	0	0	0	0	0	0	0	0

3 0 0 0