CAMPUS
ASSESSMENT
WORKING GROUP

Alumni Perceptions of Diversity at UM
Results of the 2005 Alumni Survey

March 2007

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

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Table of Contents

Table of Figures

Executive Summary

In the summer of 2005, the Completions Subgroup of the Campus Assessment Working Group (CAWG) drafted and inserted several questions in the Alumni Survey, which is administered every 3 years to students who have graduated within the past year from the University. The purpose of this study was to provide data on the University's progress with educating students about working in a diverse environment and propose recommendations for enhancing the University's diversity initiatives.

Quantitative and qualitative questions were asked to address these research questions. The Alumni Survey was administered online to students who earned a baccalaureate degree at the University of Maryland between July 1, 2003 and June 30, 2004. The response rate for the survey was 14%.

The following is a brief summary of the major findings:

Quantitative Analysis

Overall, respondents reported that exposure to people racially/ethnically different from themselves "moderately" contributed to a variety of learning outcomes/skills related to functioning in a diverse workplace. Between 70% and 80% of alumni who took the survey indicated that their experience at UM either "moderately" or "significantly" contributed to their ability to solve problems in a group setting, work with people who are different and understand different perspectives, and increased their comfort level when working with diverse people.

The majority of respondents indicated that UM was the same or more diverse than their environment prior to college, and they believe that UM is racially/ethnically diverse. Almost two-thirds reported having daily interactions with students from a different racial or ethnic background that their own while they were on campus. A relationship was found between a respondent's experience at UM and their ability to work in a diverse workplace after they graduate. The more exposure the student perceived they had to racially/ethnically diverse experiences at UM, the more likely they were to perceive that they had the ability to work in a diverse environment. Most respondents indicated that UM "moderately" contributed to their ability to work in a diverse environment.

When asked what UM can do to prepare students for a diverse work environment, alumni responded that, as individuals, they had made more racially/ethnically diverse friends, increased their activity in diverse student groups, and interacted with classmates from different racial/ethnic groups. Though making diverse friends was the most frequent response, respondents also felt that experiences can be fostered within the classroom environment through group or team projects.

Qualitative Analysis

The qualitative portion of the Alumni Survey consisted of one question: "How did your experiences at UM contribute to your ability to interact effectively with diverse others in the workplace?" Six prominent themes emerged from the open-ended question, including perceptions about:
- UM's characterization of diversity;
- UM as a diverse community;
- Role UM plays in fostering diversity;
- Academic experiences with diversity;
- Experiences outside of UM;
- Professional/work experiences.

Background

The purpose of this study was to provide data on the University's progress with educating students about working in a diverse environment and to propose recommendations for enhancing the University's diversity initiatives. Three research questions guided the quantitative portion of the analysis, all of which focused on how diversity affected learning outcomes at the University of Maryland. They were:

1. How does a student's exposure to diversity (racial/ethnic diversity in particular) prior to attending UM affect their perceptions of working with diverse others? Did UM contribute to a student's ability to interact in a diverse workplace?
2. Do perspectives on the ability to work with diverse groups change after graduating from UM?
3. Do transfer students, who have typically had more varied experience at more than one college or university, have different perceptions about their ability to work in a diverse group or environment?

In the summer of 2005, the Completions Subgroup of the Campus Assessment Working Group (CAWG) drafted and inserted several questions in the Alumni Survey, which is administered every three years to students who have graduated within the previous year from the University. Additional questionnaire items were drafted to answer the general question of how the presence of racial/ethnic diversity at UM and diversity-related programs contribute to the graduate's ability to function in a diverse workplace. Three sets of questions were placed in the survey. The first set of questions asked about the student's experience with diversity prior to attending UM and while at UM. The second set of questions asked about the student's perceptions of his or her skills in interacting in a diverse environment. The third question was an open-ended question used to collect more detailed data on the student's personal experiences; we asked, "How did your experiences at UM contribute to your ability to interact effectively with diverse others in the workplace?"

Statistical tests were conducted to see if students in groups with common experiences with diversity were more or less likely to interact well in a diverse environment.

Methodology

The Alumni Survey was administered online in the summer of 2005; see Appendix B for a copy of the survey. A combination of email, letter and postcard solicitations were sent to alumni to request participation. The quantitative data were analyzed using standard statistical tests. The qualitative data collected were analyzed using qualitative procedures. A volunteer research team was formed to read the open-ended comments and generate a list of common themes. The questions were then coded by pairs of subgroup members. Each member first coded independently and then met with their partner to finalize the coding.

Survey respondents

The population sampled in this study included alumni who earned a baccalaureate degree at the University of Maryland between July 1, 2003 and June 30, 2004. The response rate for the survey was 14%. Tables 1-3 display the demographic statistics for the respondents.

Table 1. Percentage of respondents by race/ethnicity and citizenship compared to population of degrees granted in 2003/2004 academic year

	Respondent Percent N=850	Population Percent N=5959
American Indian: U.S. Citizen	<1	<1
Asian: U.S. Citizen	10	14
Black/African American: U.S. Citizen	9	11
Foreign	3	3
Hispanic: U.S. Citizen	5	5
White: U.S. Citizen	68	61
Unknown/Unreported	5	5

Table 2. Percentage of respondent pool compared to population granted degrees in 2003/2004 academic year

	Sample Percent N=850	Population Percent N=5959
Male	40	48
Female	60	52

Table 3. Percentage of respondents by college of graduation compared to degrees granted in 2003/2004 academic year

	Respondent Percent N=850	Population Percent N=5959
Agriculture and Natural Resources (AGNR)	2	3
Architecture (ARCH)	1	1
Arts and Humanities (ARHU)	17	18
Business (Robert H. Smith School of Business) (BMGT)	17	18
Behavioral and Social Sciences (BSOS)	27	26
Chemical and Life Sciences (CLFS) (Formerly LFSC)	7	7
Computer, Mathematical and Physical Sciences (CMPS)	5	7
Education (EDUC)	6	5
Engineering (A. James Clark School of Engineering) (ENGR)	11	10
Health and Human Performance (HLHP)	4	4
Journalism (Phillip Merrill College of Journalism) (JOUR)	2	1
Undergraduate Studies (Individual Studies-UGST)	1	1

Analyses were conducted to test if the respondent values were significantly different from the population values.[1] The test revealed that there are no significant differences in the observed college of degree in the sample from what would have been expected given the makeup of the population; each college represents a roughly equivalent proportion of the respondents and the population. There were significant differences in the gender make-up of the respondent pool and population. More female alumni took the survey than would have been expected; fewer males did so than expected. There were also significant differences between the respondents and the population in terms of race representation. Asian and Black/African American alums were under-represented in the responses, and Whites were over-represented to a statistically significant degree. The interpretation of the data should therefore be used with caution.

Findings

Quantitative Analysis

Overall, respondents reported that exposure to people racially/ethnically different from themselves "moderately" contributed to a variety of learning outcomes/skills related to functioning in a diverse workplace.[2] As Table 4 shows, between 70% and 80% of alumni who took the survey indicated that their experience at UM either "moderately" or "significantly" contributed to their:
  ➢ Ability to solve problems in a group setting;
  ➢ Ability to work with people who are different;
  ➢ Understanding of different perspectives; and,
  ➢ Comfort with working with diverse people.

Though the majority of students believed that UM contributed to functioning in a diverse environment, between 16% and 30% selected "not at all," indicating that there are students who acquired these skills from another experience or that these students are not confident in interacting in a diverse environment. This section will explore these questions further.

Table 4. Student perceptions of interacting in a diverse environment (N=850)[2]

How did your experience with people racially/ethnically different from you at UM contribute to:	Percent "Significantly"	Percent "Moderately"	Percent "Not at All"
Your ability to solve problems in a group setting?	23	47	30
Your ability to work in a team of people different from you?	33	45	22
Your ability to understand perspectives different from your own?	43	41	16
Your ability to interact comfortably with people different from you?	39	40	21

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[1] A one-sample chi-square test found no significance at the p<.05 level.
[2] Note that the use of these terms to identify outcomes cannot determine a student's level of skill – the actual presence of a skill can only be inferred. Both the respondent's skill level and UM's contribution are self-reported.

Exposure to diversity at UM

1. How does a student's exposure to diversity (racial/ethnic diversity in particular) prior to attending UM affect their perceptions of working with diverse others? Did UM contribute to a student's ability to interact in a diverse workplace?

The first question in this study attempts to determine if an individual's experience with diversity prior to UM affects his or her perception of interacting with others in an ethnically/racially diverse environment. To answer these questions, the survey included questions which assessed a student's perception of their experience prior to UM. The frequencies from these items are displayed in Table 5.

Table 5. Diversity experiences prior to and while attending UM (N=850)

How would you compare the racial/ethnic composition of the following:	Percent "UM was less diverse"	Percent "UM was about the same"	Percent "UM was more diverse"
Neighborhood where you grew up	8	23	69
High School that you graduated from	11	26	63
Friends you made at UM [compared] to those you had before	7	51	42

As seen in the table above, the majority of respondents indicated that UM was more diverse than or the same as their previous environment. For the most part, the respondents believe that UM is racially/ethnically diverse. Alumni also indicate interaction with other students racially/ethnically different from themselves while on campus. Table 6 shows that almost two-thirds of students had daily interaction with students from a different racial or ethnic background that their own.

Table 6. Frequency of interaction with different race/ethnicities than respondent at UM (N=850)

How often did you interact with people of a different race/ethnicity than yours:	Percent "Daily"	Percent "Weekly"	Percent "Occasionally"	Percent "Almost Never"
In class	74	14	11	1
Outside of class	59	20	16	5

To better understand the relationship between a student's experiences at UM and the perception of diversity skills in the workplace, we combined responses to two sets of questions and conducted an analysis to see if a student with high diversity contact at UM perceives that they have the abilities to interact in a diverse workplace. Table 7 shows how these variables were combined.

Table 7. Composite score summary

UM Experiences with Diversity	Ability to Work in Diverse Workplace
How would you compare the racial/ethnic composition of the following: • Neighborhood where you grew up. • High School that you graduated from. • Friends you made at UM [compared] to those you had before.	How did your experience with people racially/ethnically different from you at UM contribute to: • Your ability to solve problems in a group setting? • Your ability to work in a team of people different from you? • Your ability to understand perspectives different from your own? • Your ability to interact comfortably with people different from you?
Dichotomous: 1 (high experience) – 0 (low experience)	Continuous Variable (Standardized)

An analysis found a relationship between a student's experience at UM and their ability to work in a diverse workplace after they graduate.[3] The more exposure the student perceived they had to racially/ethnically diverse experiences at UM, the more likely they were to perceive that they had the ability to work in a diverse environment. A student's status as a minority also contributed to the ability to work in a diverse workplace.[4]

Further analysis shows that a more in-depth experience with diversity at UM may assist students in the workplace.[5] Students who indicated that their friends at UM were more diverse than those they had before attending UM were more likely to state that UM contributed to their ability to work in a diverse workplace.

Perspectives of diversity abilities after graduation

2. Do perspectives on the ability to work with diverse groups change after graduating from UM?

The second research question attempts to see if student perspectives about their diversity skills change after they enter the workplace. To test this research question, two populations of UM students (alumni and seniors at graduation) were compared by repeating some questions from the Alumni Survey on the 2005 Graduation Survey conducted yearly by the University of Maryland University Career Center. The alumni survey was administered 1 to 2 years after graduation, whereas the Graduation Survey was administered at the student's graduation in the May of 2005. T hough the data available for this analysis are cross-sectional (meaning that the same students weren't measured over time, making inferences from the data more problematic), the data can be used to make initial judgments on how UM is contributing to students' abilities. The frequencies are listed below in Table 8. In both surveys, the largest group of students taking the survey indicates that UM "moderately" contributed to their ability to work in a diverse environment.

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[3] Statistically significant at the p<.001 level using a t-test. A multiple regression also found significance at the p<.001 level controlling for age and minority status.
[4] Statistically significant at the p<.001 level using multiple regression analysis controlling for age and experience at UM.
[5] Students marking "Friends at UM more diverse" were statistically more likely to report meeting all four learning outcomes. Significance determined using the chi-squared test via cross tabulation tables at the p<.05 level.

There were large differences in students responding "Significantly" and "Not at All" in almost all the categories in Table 8.[6] As can be seen in Table 8, a higher percentage of respondents taking the Graduation Survey indicated that they believed that UM "significantly" contributed to their abilities to work in a diverse environment. On the Alumni survey, alumni 1-2 years out from graduation had a higher percentage of students who responded "not at all" and a lower percentage of students respond "significantly."

Table 8. Comparison of Alumni Survey with Graduation Survey in student perceptions of interacting in a diverse environment

How did your experience with people racially/ethnically different from you at UM contribute to:	Alumni Survey N=850			Graduation Survey* N=679		
	Percent "Significantly"	Percent "Moderately"	Percent "Not at All"	Percent "Significantly"	Percent "Moderately"	Percent "Not at All"
Your ability to solve problems in a group setting?	22	47	31	36	44	20
Your ability to work in a team of people different from you?	33	45	22	41	43	16
Your ability to understand perspectives different from your own?	43	41	16	47	42	11
Your ability to interact comfortably with people different from you?	39	40	21	45	42	13

*Source: May 2005 Graduation Survey, University of Maryland Career Center

The transfer student experience

3. Do transfer students, who have typically had more varied experience at more than one college or university, have different perceptions about their ability to work in a diverse group or environment?

The third question focuses on possible differences between the experience of transfer students and first-time, full-time freshmen. With the recent emphasis on assessing the transfer student transition to the University, we wanted to see if, during their time here, transfers perceive that they receive the same benefits from UM's diversity as first-time students. Approximately 35% of the Alumni Survey sample was former transfer students.

When comparing alumni who were transfer students with those who entered the university as first-time students, there weren't many differences in responses about their past experience with diversity. A summary of the frequencies of a student's past experiences broken down by entry type is listed in Table 9.

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[6] Statistically significant at the p<.05 level using the chi-square test via cross tabulation tables.

Table 9. Comparison of transfer students with first-time, full-time students in perceptions of interacting in a diverse environment

How would you compare the racial/ethnic composition of the following:	Transfer Respondents N=299			First-Time Student Respondents N=547		
	Percent "UM was less diverse"	Percent "UM was about the same"	Percent "UM was more diverse"	Percent "UM was less diverse"	Percent "UM was about the same"	Percent "UM was more diverse"
Neighborhood where you grew up	11	20	69	6	25	69
High School that you graduated from	11	25	64	12	26	62
Friends you made at UM [compared] to those you had before	8	53	39	7	50	43

There were differences in how transfer students perceive their level of interaction with diverse others at UM. Table 10 summarizes the frequencies for this question. Respondents who entered as first-time students were more likely to respond "daily" to their interactions of "outside of class" and were less likely to respond "occasionally" or "almost never." Transfer students, however, were more likely to respond "occasionally" or "almost never."[7] There were no significant differences with their perceived interactions of diversity in the classroom. These differences may be present because transfer students, who usually do not live on campus, need to commute and it could be inferred that they are not on campus as much to have "daily" contact with anyone – especially if they are only on campus two or three days a week.

Table 10. Comparison of transfer students with first time, full-time students in frequency of interaction with different race/ethnicities than respondent at UM

How often did you interact with people of a different race/ethnicity than yours:	Transfer Respondents N=299			First Time/First Year Student Respondents N=547		
	Percent "Daily"	Percent "Weekly"	Percent "Occasionally or Almost Never"	Percent "Daily"	Percent "Weekly"	Percent "Occasionally or Almost Never"
In class	74	12	13	74	14	12
Outside of class	55	20	27	62	20	18

Table 11 compares first-time and transfer students in their ability to interact in a diverse workplace after graduation. There were no differences between these two groups in how they perceive their skills or UM's contribution to developing those skills in interacting in a diverse environment.

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[7] Significance determined using the chi-square test via cross tabulation tables at the p<.05 level.

Table 11. Comparison of transfer students with first-time, full-time students in respondent perceptions of interacting in a diverse environment

How did your experience with people racially/ethnically different from you at UM contribute to:	Transfer Respondents N=299			Entire Respondents N=543		
	Percent "Significantly"	Percent "Moderately"	Percent "Not at All"	Percent "Significantly"	Percent "Moderately"	Percent "Not at All"
Your ability to solve problems in a group setting?	26	46	28	21	47	32
Your ability to work in a team of people different from you?	36	45	19	32	44	24
Your ability to understand perspectives different from your own?	45	42	13	42	41	18
Your ability to interact comfortably with people different from you?	41	40	19	38	40	22

Though it appears that transfer students perceive the diverse environment on campus differently, it does not appear to affect their self-perceived ability to interact in a diverse workplace.

Conclusion

To evaluate what UM can do to improve the student experience in a diverse environment, we included a questionnaire item asking what UM can do to prepare students for a diverse work environment. Table 12 lists the responses from this question.

Table 12. Percentage of students selecting the experiences that would have best prepared them for a diverse work environment

	Percent Respondents N=422
Taking more diversity related classes	10
Going to more diversity programming	4
Making more friends from racial backgrounds other than my own	39
Interacting with more classmates from different races/ethnicities other than my own	20
Increase my activity participation with groups that are racially/ethnically diverse	19
None of the above – none of these would have helped	8

After eliminating the respondents who indicate they feel comfortable in a diverse workplace, the remaining students indicate that three experiences would have helped them develop the skills they need. They were making more racially/ethnically diverse friends, increasing their activity in diverse student

groups, and interacting with classmates from different racial/ethnic groups. Though making diverse friends was the most selected option (39%), the other two experiences could be fostered within the classroom environment through group or team projects.

Qualitative Analysis

The qualitative portion of the Alumni Survey consisted of one question: "How did your experiences at UM contribute to your ability to interact effectively with diverse others in the workplace?"

It should be noted that the data provided in this section of the report are <u>perceptions</u> that alumni have of their experiences at the University of Maryland. Students may make statements that sound incorrect; they may not have been aware of the existence of services, for example, or may have misperceptions about policies. Caution should be used not to generalize qualitative data beyond these responses, but further studies may make generalization possible.

<u>Respondents to qualitative question</u>

- Of the 850 survey respondents, 397 (48%) answered the qualitative question.
- Gender and college of degree were representative of the population.
- Asian and Black/African American alumni were under-represented in the population and Whites were over-represented to a statistical degree.

<u>Student perceptions of diversity at and beyond the UM</u>

Six prominent themes emerged from the open-ended question about diversity. They include perceptions about:

- UM's characterization of diversity
- UM as a diverse community
- Role UM plays in fostering diversity
- Academic experiences with diversity
- Experiences outside of UM
- Professional/work experiences

<u>I. UM's characterization of diversity</u>

When defining or characterizing diversity, the majority of alums conceptualized the term as based on race/ethnicity or culture. *"Interacting with people from different walks of life and varying cultures on a daily basis provided me with life skills that no textbook could ever offer."* Another large portion of students avoided providing a clear definition by using a generic word such as "background" to characterize diversity at UM. *"I learned a lot about understanding and appreciating people of different backgrounds which is very helpful in my current job."*

Other characterizations of diversity included (in order of frequency) values/beliefs, national origin/geographic location, age/life experience, religion, gender, economic/socio-economic status, and sexuality. One student commented, *"My experiences at UM prepared me fairly for my everyday interactions with the diverse group of people I work with. It helped me to better understand different points of view and put myself in other's shoes, especially with people who have grown up in different cultures from me. I think the level of diversity at the campus was helpful in attaining a well-rounded education, both academically and socially."*

II. UM as a diverse community

The University of Maryland alumni described a number of ways in which they experienced diversity on campus. The majority of responses tended to fall into four categories: Physical diversity on campus, interactions via campus involvement and employment, experiences in living arrangements, and socializing with peers.

A. Diversity of campus
Alumni noted the presence of visible diversity on the UM campus, remarking primarily on the diversity of the student body as a whole and occasionally noting diversity among the faculty members. UM was described as "*…a school characterized by diversity.*" Students indicated that the mere presence of such physical diversity and constant exposure allowed for, and almost required, interaction with diverse others. This viewpoint is well-demonstrated by a student who stated, *"Anytime a person is exposed to such an amalgamation of ethnicities, races, and religions, they become more adept at interacting with people in 'the real world.'"*

Students also described the skills they acquired as a result of being immersed in a diverse environment. They indicated that the daily exposure and interaction allowed them to feel more comfortable in a diverse environment and interact successfully with diverse others in the workplace. The alumni "got used to" diverse environments and learned how to function effectively within them as indicated by the student commenting, *"Because UM is such a diverse university, it is easy for me to integrate myself into other diverse environments."*

B. Campus involvement and employment
Respondents commenting on this topic discussed the impact their campus involvement had on their ability to interact effectively with diverse others in the workplace. Most often, alumni attributed their increase in skills to their membership in student groups: *"My participation in student organizations, on campus employment, and interactive classes allowed me to work with individuals of different backgrounds. I have been enriched by these experiences and better able to adapt to a diverse workplace."* Participation in a fraternity or sorority was commonly mentioned, along with on-campus jobs, and various other student organizations. These groups helped the students integrate themselves into the UM community and provided them with opportunities to interact with diverse others.

Alumni also said they gained important leadership and communication skills as a result of the diversity within the student groups. One student stated, *"… by living in the dorms, living in a fraternity house (and taking an active role in fraternity leadership), and participating in campus activities (such as marching band), I feel that I learned how to deal with people and differing viewpoints and how to let my opinions be heard without undermining others."*

C. Living arrangements
Respondents also discussed the impact their living arrangements had on their ability to interact with diverse others. Most students considered the living environments at UM to be diverse; both the on-campus residence halls and off-campus Greek housing were said to house a mix of students. A few students highlighted positive experiences with diverse others as a part of the living/learning programs. *"The University of Maryland was really my first opportunity to deal with and live with people from different backgrounds. It really helped me become better acquainted with all types of people and personalities, and has helped me immensely in my current workplace."*

Several alumni said they were able to become friends with the diverse others they lived among. *"Working and living with people of many cultures was a big benefit in being able to relate to others in the workplace."* Students indicated that the exposure to diversity in the living environment, along

with the friendships they formed, helped them to feel more comfortable around diverse others and better relate to those different from them.

D. Socializing

Several alumni said that they learned to interact with diverse others as a result of the time they spent socializing and making friends with people different than them. Gains in skills were made outside of the classroom as friendships and relationships were formed. One student stated, *"(The) campus is very diverse, and it is just the perfect place to make friends! It is unbelievable how each of them has contributed greatly to my growth as a student, a friend, and into a professional,"* while another commented, *"Maryland provided me with an invaluable experience where I could interact, work along side, and become friends with a wide variety of individuals."*

However, several alumni commenting on this issue did not have similar social experiences. Instead, they felt that there was not very much interaction between different groups of students. *"If you so desired, you could socialize exclusively with those of the same race/ethnic background as yourself at Maryland...because the school is so big there are so many nitch groups. I didn't feel like I 'had' to interact with those of different backgrounds until I entered the workplace."* While they noted the physical diversity of the environment, they indicated that students were prone to associate with other students most similar to themselves, thus avoiding interacting with diverse others. *"Even though students at UM were prone to flock to 'their kind' I got a sense of general respect and an attempt to understand other cultures from other students. However, it'd be even more rewarding if people would mix it up a bit."*

III. Role UM plays in fostering community

A. Providing an example of the real world

Several students made comments comparing the environment of UM in terms of diversity to that of the real world. UM was described as *"a microcosm of the world."* Most of the students who commented on this topic indicated that, *"Maryland gives you an excellent idea as to what the real world looks like and how people should be treated."*

While most alumni said the diversity within the workplace was similar to that of UM, on a rare occasion, students felt that UM was more diverse than the workplace or "real world" environment. One student commented, *"In reality, fields requiring degrees seem a bit homogeneous in this area of the US. I think the community at Maryland, in this sense, sets up graduates for quite a shock when their open-minded, college-educated selves venture forth and discover the pallor."* Students indicated that they were surprised to find the outside world lacking in terms of diversity as compared to UM. *"Unfortunately, I have found that not all U.S. communities and states are [as] tolerant and respectful [as UM]."*

B. Diversity initiatives and programs

Several alumni discussed the role of the University's diversity initiatives and programs. A few said that the diversity agenda at UM was helpful, but most of these students felt that they had limited or no real impact in terms of changing one's outlook or attitude. One individual stated, *"The UMD sponsored diversity programs and required diversity courses did not help my ability to interact with diverse other,"* while another commented, *"UM doesn't offer any real education or experience that truly contributes to working in a diverse environment."* It appears that when these alumni referred to UM initiatives more broadly, they tended to see them as ineffective.

However, when a specific program was mentioned or discussed in more concrete terms, it was often said to have had a positive effect. For example, the dialogue sessions through OHRP were mentioned

by one individual as one of the programs offered by UM that did make a difference for him or her. *"These dialogue sessions [through the OHRP] should be mandatory. I learned more in my 2 hours each week than I did in any functional skills or upper-level class."*

C. UM actively creates a diverse environment

Some respondents felt that the diverse campus environment was something actively created by UM. The actions taken by UM to establish such an environment then helped to provide the setting for diverse interaction. *"I have never had a problem interacting with other diverse people, although it was good to gain greater exposure working with international students and other people which I normally would not have come in contact with."*

A few alumni felt that they would not have come in contact with diverse others if it had not been for UM. *"My experience at UM built my confidence and ability to interact effectively with diverse others in the workplace by putting me and other students in unique social and academic situations that I otherwise would never have experienced."*

D. UM teaches skills and changes views

Many alumni indicated that UM taught them the skills necessary to interact successfully with diverse others. *"UM is a very diverse community that effectively teaches tolerance and respect for other cultures, races, genders, religions, etc. etc."* They cited skills such as communication, cultural awareness, understanding, and respect as ones impacted by their experiences at UM. One alum commented, *"My experiences at UMD gave me the ability to feel comfortable with individuals of various backgrounds and be more conscious of their potential sensitivities."*

In addition, respondents stated that their attitudes, opinions, and views were changed as a result of attending UM. *"My experiences at UMD gave me the ability to feel comfortable with individuals of various backgrounds and be more conscious of their potential sensitivities."* They used phrases such as "broadened my horizons" or "eye-opening" to describe their experiences with diversity and one student summarized the experience as *"...allow[ing] me to approach any situation easily and talk to all groups with no fears of seeming insensitive."*

A few alumni also said that they have gained an appreciation for diversity and see the importance of being in a diverse environment. One commented, *"I believe that my experiences at UM have allowed me to view issues from various perspectives...UM allowed me to see the world through a different lens, one which I think is more accurate of the world around us today,"* while another stated, *"UM helped me to appreciate, respect, and better understand people from other cultures and backgrounds...I have gained such a great appreciation for diversity that I have found myself missing it when my surroundings have not supplied it."*

IV. Academic experiences with diversity

A. Group projects

Many alumni highlighted group projects specifically when referring to their academic experiences with diversity and interacting with diverse others. One respondent noted there were few chances students had to interact with diverse others in an academic setting was during in-class group work or group projects stating, *"Except for rare group projects in class, I noticed there wasn't much interaction between different ethnic groups."*

Most of the respondents who mentioned group projects found them to be helpful. The group projects helped to prepare the alumni for interaction with diverse others in the workplace, with one student commenting, *"All of the group work during class helped me become more comfortable with*

strangers." Several alumni said the group work helped to develop their interpersonal or interaction skills; they became more comfortable working with diverse others, improved their communication skills, and learned to understand perspectives other than their own. Respondents made the following statements exemplifying their learnings: *"I gained a lot of experience with how to handle different expectations and life experiences by working with other students on project;" "I also participated in group projects with a diversity of people. This helped me learn how to be a team player with different sorts of people;"* and *"The required group projects gave me experience with how to negotiate with people who think differently than me."*

Several alumni mentioned that they did not enjoy the group work at the time, but now see the experience as beneficial stating, "*Team projects, though hated in school, gave me excellent training on how to deal with problems in an office environment,*" and, "*All of the group projects seemed like a hassle at the time, but they prepared me to work with just about anyone due to Maryland's diverse population.*"

A few alumni mentioned that group work was a rare occurrence in their classes, and that they would have liked more frequent group interaction. One commented, "*The 400 level computer science courses are really the first time that you even get to work in a group and get to complete a project togethe…I think team work should be incorporated earlier on into the program as being able to work with others in the workplace is a crucial skill,*" while another noted, "*The group (>2 people) engineering projects helped, but I only had 2 classes that did that.*"

B. Composition of diversity in the classroom

Most respondents referred to the diversity of the student body (*"The classes I took comprised of a diverse group of cultures and nationalities"* and *"[UM] gave me opportunities to be out in classrooms that were diverse academically as well as ethnically")*, while a few respondents also mentioned the diverse faculty and staff at UM (*"I was forced into diversity in my classes with not only my fellow classmates, but my professors as well"*). They considered the academic environment to be diverse in terms of these dimensions. One respondent's comment summarized this notion with the individual stating, *"At UM [I] had classes with students from all over the world."*

C. Impact of in-class interactions with diverse others

Alumni cited in-class interaction as a source of exposure to diverse others, stating the following:

- *"At UM, I interacted with many, students, professors, staff, and visitors, and if I think back to different people I interacted with, I realize that it was a very diverse group of people. For me, being in a diverse environment meant that I would naturally interact with a diverse group of people."*
- *"You get used to working and studying with students who are of different races and religions and who speak different languages."*
- *"In order to be able to communicate with fellow students and some professors you had to be able to interact with many different kinds of people."*

Most of these alumni indicated that their classroom experiences with diversity were positive. They indicate that as a result of these experiences, they learned to interact effectively with diverse others and gained skills such as cooperation, communication, and understanding through comments such as:

- *"Having to work with and interact with a diverse group of students and the diverse faculty, both age wise and culture helped me to understand and better communicate better with all different types of people in regards to their culture, age, and personality."*

- *"Coursework and extra-curricular activities helped me to develop better interpersonal, critical thinking, and written communication skills which help me to interact more effectively with all others in the workplace."*
- *"We were given the opportunity to work closely with one another in high stress situations in group settings, which prepared many of us for future job experiences. I know how to handles myself in a group whether there be clarity or conflict and my experiences at UMD are the main reason for that."*
- *"Attending class at the University of Maryland put me in contact with a wide range of people, many of whom I had a stereotyped opinion about. By mixing with a diverse group of people in the classroom, on the weekends, and in the community it helped me to realize how narrow-minded it is to put any weight in stereotypes."*

A few alumni felt there was little to no diverse interaction in the classroom. One respondent commented, *"Did I sit next to students of a different religion in my classes? Yes. But I ignored them and they ignored me."* Rarely alumni felt the diversity in the classroom had no effect or a negative effect. An alum stated, *"...the nature of my Computer Science major did not prepare me to get my best ability to deal with the diversity,"* while another noted, *"My experience with diversity at UM consisted of the inability for all my engineering teachers to speak clear English, which was a tremendous obstruction in my learning process."*

D. Reference to a specific program or course
Some respondents referred to a specific course or program when discussing their academic experiences interacting with diverse others at UM. The programs most frequently mentioned were: Business, Communications, Education, and Engineering. The majority of the programs the alumni mentioned were said to have helped students interact with diverse others, often because the curriculum included group projects. Almost no respondents indicated that their program inhibited or did not improve their ability to work with diverse others. Select comments illustrating particular programs include:

- *"UMD's Education program was very concerned with diversity, so I can easily say I have a great ability to interact effectively with diverse others in my workplace."*
- *"The business school put a strong emphasis on group projects, which helped me prepare to interact successfully with a project team in the working world."*
- *"The group work that I participated in as a communication major directly translates into my everyday work environment."*
- *"The training I received in the special education program relating to cultural sensitivities has really helped with working with clients from different backgrounds."*

Alumni occasionally mentioned the impact of a specific course on their ability to interact with diverse others. Two examples include: *"At the bare minimum, I was prepared for my experiences thanks to an urban studies class that I took about Diversity and the City. My perspective about what I do and the people that I am surrounded by has been broadened and shaped by what I was taught in that class,"* and *"The best preparation I had for it was in my Intercultural Communication class, where I was in a group with four people, all of a different race. Working on class assignments and projects with them made me more understanding of their backgrounds and perspectives."*

Some respondents referred to UM's diversity classes specifically. Of these respondents, most felt these initiatives made no difference. *"The UMD sponsored diversity programs and required diversity courses did not help my ability to interact with diverse others."* Another student remarked, *"... the diversity classes weren't required for me to have the ability to interact effectively with diverse others, but they were interesting none the less."* A few alumni mentioned that the Living/Learning programs

had a positive effect on their experiences with diversity, stating, *"I was in Gemstone and my time in that program, along with my experiences in the engineering department, gave me great project management/'working with others' skills,"* and *"[The] ability to think analytically, a skill I gained while at the University of Maryland as a member of the College Park Scholars Program, will aid me in my future as a speech-language pathologist."*

V. Negative, indirect, or no effect

While the previous sections focus on UM's contributions to students' experiences and opinions about diversity, there was a segment of respondents who felt that the University of Maryland had either a negative impact on their perceptions of diversity (i.e. students who feel diversity is over-emphasized), an indirect effect on their experiences (i.e. students specifically stated UM did not directly impact them but then cite a UM-related experience that did impact them), or no effect (i.e. students' prior experiences contributed more to their understanding of diversity).

A. Negative effect
Some students noted that UM focused on diversity too much and it was over-emphasized in an unnecessary fashion. One alum stated that *"UM is obsessed with diversity,"* while another said, *"I don't understand UM's obsession with diversity. It's important and necessary up to a point, but the benefits of diversity have a ceiling. After a certain point, the quality of the professors and the actual education is more important than diversity. Except for rare group projects in class, I noticed that there wasn't much interaction between different ethnic groups."* Other alumni echoed the sentiment that the campus's focus on diversity distracted the campus from more important issues such as academics.

Additionally, some alumni noted that though diversity is advocated on campus, it is not an espoused value and students self segregate into groups. *"If you so desired, you could socialize exclusively with those of the same race/ ethic background as yourself at Marylan ...because the school is so big and there are so many nitch groups. I didn't feel like I 'had' to interact with those of different backgrounds until I entered the workplace. So I'm not sure UM really contributed to effective interaction."* Another summarized the sentiments of those who felt diversity is over-emphasized at UM. stating, *"UM's attitude towards diversity has always seemed over-the-top to me. Clearly, diversity is important, but I'm not sure that the way to achieve a vibrant, diverse community is to jump up and down shouting 'Diversity!' until you're foaming at the mouth. People will never accept it as a natural part of everyday life until you treat it that way."*

B. Indirect
Several respondents indicated that UM had not played a role in developing their ability to interact with diverse others. However, they also revealed that it was a particular aspect of what may more broadly be considered part of UM that impacted their abilities and changed their attitudes. *"My experience at the University of Maryland did not directly contribute to [my ability to interact with] diverse others in the workplace. However, I believe the exposure on a day-to-day basis did help indirectly."* A few respondents said that UM had no effect, yet indicated that their participation in an extracurricular activity or on-campus employment made the difference. *"My participation within the Greek System aided my ability to interact effectively in a diverse environment, not necessarily my experiences at UM."* Some respondents expressly stated that UM helped them interact effectively with diverse others in indirect ways, usually by providing the setting.

C. No effect

Some alumni mentioned their prior experiences with diversity when describing understanding of diversity. A portion of alumni indicated that UM did not contribute to their ability to interact effectively in a diverse work environment because their prior experiences with or in a diverse environment contributed more. Examples of alumni comments include, *"I had already been exposed to people of diverse backgrounds in high school. UM was much less diverse than my high school,"* and *"I don't believe it made much of a difference; I have been interacting with diverse group[s] of people all of my life."* As indicated in these quotations, prior experiences with diversity included living in a diverse neighborhood, growing up in a diverse family, attending a diverse high school or college, and working in a diverse environment. One respondent summarized the contribution of previous experiences to the understanding of diversity by stating, *"I have always been surrounded by diversity and different cultures from elementary school on. Having that experience has helped a great deal in the work environment as well as in life. The more you know about and surround yourself with different cultures, the more aware and well rounded you become as a person and co-worker."* Some alumni were not specific about what their prior experiences entailed, stating that they were already prepared for a diverse work environment.

VI. Professional/work experiences

A. Current work environment

Many respondents described their professional or work environment in terms of its diversity. Of those who commented on the diversity of their current workplace, the majority indicated that they currently work in a diverse environment. Some alumni said the diversity at their workplace is very much like the environment they experienced while attending UM, as indicated in the comments, *"The 'working world' is comprised of so many different people, and so is UM,"* and *"I work with a group of diverse staff members in a dental office that could look like the student ethnic and racial make up at that of the university."* The similar environment provided by UM seemed to help the alumni feel comfortable in a diverse workplace.

The alumni also discussed their interactions with diverse others in the workplace. Most indicated that they had daily interaction with people different from themselves while at work and that these interactions were effective and positive. Comments included: *"UM is a diverse place so its no shock and no problem to be able to interact with diverse people in the workplace," "My experiences at UMD working with people of all different moral, ethical and social backgrounds prepared me to work in a labor force that is extremely diverse,"* and *"People in my workplace come from different backgrounds and we also work closely with overseas vendors who are from completely different cultures."*

Alumni also called attention to the types of opportunities they had to interact with diverse others in the workplace. For instance, one respondent stated, *"As an Academic Counselor and President of a small business I am consistently asked to work with others from various parts of the world and a multitude of experiences that brought them to me."* They often cited group projects as a venue for such interaction. For example, one student stated, *"I work on a sales team of all different people. I also work with customers from all different backgrounds."* Alumni occasionally stated that they had to serve a diverse group of clients or work for diverse employers. *"The clients that I serve from very diverse backgrounds and ethnicities, and having diversity exposure at Maryland has helped prepare me for this type of work."*

Finally, bonding with coworkers and forming friendships were also mentioned as a type of interaction with diverse others on the job. *"You get to learn so much about different cultures [at UM], and I*

think I became more interested in learning about different cultures from being a student at UM. That has lead me to become interested in my co-worker's cultures and helped me bond with them as well."

B. Climate for diversity in the workplace

A few alumni discussed the climate for diversity in their workplace. Some of these alumni considered their workplace to be "behind" in terms of diversity awareness compared to UM. *"[It] seems that in most fields requiring a degree, diversity is just a word they like to stick in the mission statement."* Others felt their workplace promoted the message of diversity as much (or even more than) UM. *"Although the work world also has its biases as well, I feel like they don't cram diversity down your throat and instead promote productive employees no matter what they look like...I've come to realize while working, that it doesn't matter what you look like if you can't perform your job."* Others considered both the strong diversity stance at UM and in the workplace to be just "fluff." *"My company probably wastes even more money than UM does on worthless diversity nonsense."*

C. Preparation for the workplace

The majority of respondents indicated that they felt well prepared to interact with diverse others in the workplace as a result of their experiences at UM. One respondent stated, *"My diversity experiences at Maryland [are] what definitely prepared me the most for the work force/graduate school. These experiences are what I am most pleased with from my education at Maryland."* Another commented, *"My experiences at UMD allowed me to live and learn with others different from me (racially, ethnically, socially, in ability, SES, etc.). This experience has proved invaluable in my masters program and assistantship."*

Several respondents said that they believed themselves to be ahead of their peers when it came to diverse interaction. *"I feel that coming out of the UM I am better prepared to deal with diversity in the workplace than most of my peers."* Another student replied, *"I work in a suburb outside of Atlanta right now, and I would consider myself to be years ahead of some people here in terms of diversity. Maryland gives you an excellent idea as to what the real world looks like and how people should be treated."*

There was a segment of alumni, however, who felt UM had not fully prepared them to interact with diverse others in the workplace. *"The team focus at UMD was important, but in my specific job, the team work is very different than the situations experienced at UMD."*

A few alumni indicated that they did not "have" to interact with people different from them at UM, and therefore did not have such experiences until they became a part of the working world. One alum stated, *"I didn't feel like I 'had' to interact with those of different backgrounds until I entered the workplace. So I'm not sure UM really contributed to effective interaction."* Several others had the opposite experience and believe their job has done more to prepare them than UM, with one individual commenting, *"I learned more about diversity and teamwork by actually working my job."*

Some respondents had mixed feelings in terms of their preparation; they felt prepared to interact with only certain types of diverse others at work or they were not sure how much of an effect UM directly had on their abilities. One replied that, *"I've come to realize while working, that it doesn't matter what you look like if you can't perform your job. But you would never know/learn that at UMD, and that is one of its major downfalls,"* while another commented, *"My experiences interacting with others at school certainly didn't hurt, though probably won't directly affect my ability to work well at my tasks [with the Peace Corps] in Guatemala."*

D. Skills carried over to the workplace

Alumni also highlighted particular skills they learned at UM that have helped them interact successfully with diverse others in the workplace. The abilities mentioned most frequently by the alumni may best be classified as social/interpersonal skills. Several respondents said they learned how to be an effective team member as a result of their experiences at UM and were able to build on differences to yield a better product. Feeling comfortable around and communicating with diverse others were additional abilities alumni said UM had impacted. *"I have acquired amazing people skills from mingling with classmates and friends on campus. These are valuable assets that have helped me in school, now at work, and will continue to be utilized for the rest of my life."*

Some respondents indicated that UM had instilled in them an appreciation for diversity. They reported feeling more sensitive to diversity issues after gaining knowledge and insight into other cultures during their time at UM. Alumni report having taken the abilities learned at UM and applied these skills in the workplace in order to interact effectively with diverse others. *"I learned a lot about understanding and appreciating people of different backgrounds which is very helpful in my current job."*

Conclusion

In examining the qualitative analysis as a whole, a few overarching observations and cautions should be considered. First, the findings are not generalizable to the alumni population as the number of respondents was quite low. The comments presented here provide a snapshot of the opinions of a few, which proves insightful but should not be considered the opinions of the majority of the alumni population. Second, many comments are positive, but the negative or counterviews should not be overlooked. Alumni certainly varied in their experiences regarding diversity. Third, these data indicate that many respondents understand diversity is a priority at UM; some appreciate this diversity while others do not. Finally, respondents were less likely to applaud overall UM diversity efforts versus individual/programmatic efforts.

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 through discussion. Engage students in small discussion groups to gain further information about topics of interest to your department.

- ✓ 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 or from

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Appendix B: 2005 Alumni Survey

How well did UM prepare you for graduate or professional study?
- ○ I have not enrolled for graduate or professional study
- ○ Excellent preparation
- ○ Good preparation
- ○ Fair preparation
- ○ Poor preparation

Employment

Are you currently employed?
- ○ Yes, full-time (Please continue to the next question.)
- ○ Yes, part-time (Please continue to the next question.)
- ○ No, but I am seeking employment (Go to Experiences with Diversity)
- ○ No, and I am not seeking employment (Go to Experiences with Diversity)

What is your annual salary or wage in your current job?

Please scroll to the appropriate range ▼

To what extent is your current job related to your major or area of study at UM?
- ○ Directly related
- ○ Somewhat related
- ○ Not related, but it is not important to me
- ○ Not related, but I would like a job related to my major

Was a bachelors degree required in order to obtain your current job?
- ○ Yes
- ○ No
- ○ I am not sure

Look at the following list and mark the category that **best** describes your current occupation.
- ○ Financial (to include accountant, financial analyst, banker, broker, claims adjuster)
- ○ Information systems (to include programmer/analyst, computer/software engineer, electronics technician)
- ○ Engineer or architect (to include engineering technician)
- ○ Health professional (to include technicians)
- ○ Legal professional or law enforcement (to include paralegal or legal secretary)
- ○ Manager, executive or proprietor
- ○ Scientist (to include research scientist - social, life, physical or mathematics - statistician, analyst and scientific technician)
- ○ Sales or marketing (to include retail and real estate)
- ○ Social worker
- ○ Teacher
- ○ Other professional
- ○ Skilled trades, secretary, clerical, laborer, service occupations

How well did UM prepare you for your current job?
- ○ Excellent preparation
- ○ Good preparation
- ○ Fair preparation
- ○ Poor preparation
- ○ Uncertain

Where is your current place of employment?
- ○ Maryland
- ○ District of Columbia
- ○ Northern Virginia suburbs of DC
- ○ Neighboring state (DE, NJ, PA, WV, elsewhere in VA)
- ○ Other state
- ○ Other country

How did your experiences at UM contribute to your ability to interact effectively with diverse others in the workplace?

Check here if you would allow your responses to be used not only for survey purposes but also anonymously for campus publication.
☐

Experiences with Diversity

How would you compare the racial/ethnic composition of the following with UM?	UM was less diverse	UM was about the same	UM was more diverse
Neighborhood where you grew up	○	○	○
High school that you graduated from	○	○	○

How would you compare the race/ethnicity of the friends you made at UM to those you had before?
- ○ Friends at UM were less diverse
- ○ Friends at UM were about the same
- ○ Friends at UM were more diverse

	Daily	Weekly	Occasionally	Never/Almost Never
While at UM, how often did you interact *in class* with people of a race/ethnicity different than yours?	○	○	○	○
While at UM, how often did you interact *outside of class* with people of a race/ethnicity different than yours?	○	○	○	○
How often do you interact with people of a race/ethnicity different from yours in your job?	○	○	○	○
How often do you interact with people of a race/ethnicity different from you at school?	○	○	○	○
How often do you interact with people different from you in your personal life?	○	○	○	○

How did your experience with people racially/ethnically different from you at UM contribute to:	Significantly	Moderately	Not at all
Your ability to solve problems in a group setting	○	○	○
Your ability to work in a team of people different from you	○	○	○
Your ability to understand perspectives different from your own	○	○	○
Your ability to interact comfortably with people different from you	○	○	○

How much did this experience with people racially/ethnically different from you affect your academic/professional career after graduation?
- ○ Very Much
- ○ Moderately
- ○ Little or None
- ○ Don't know

Which of the following do you think would have best prepared you to succeed in a diverse work/educational environment:
- ○ Taking more diversity-related classes
- ○ Going to more diversity programming
- ○ Making more friends from different racial backgrounds than my own
- ○ Interacting more with classmates from different races/ethnicities than mine
- ○ Increasing my active participation with groups that are racially/ethnically diverse
- ○ None of the above - I am adequately prepared
- ○ None of the above - none of these would have helped

Skills and Abilities

For the following section, on each item please address both your current abilities (left column) and the effect UM had on those abilities (right column).

How would you rate your current abilities in the following areas?

To what extent did your UM experience directly affect these abilities?

Weak	Adequate	Strong		Little or none	Some	Quite a bit	Don't know
○	○	○	Listening Effectively	○	○	○	○
○	○	○	Writing Effectively	○	○	○	○
○	○	○	Speaking Effectively	○	○	○	○
○	○	○	Presenting a persuasive argument	○	○	○	○
○	○	○	Seeing relationships, similarities and differences among ideas	○	○	○	○
○	○	○	Revising your thinking based on new information	○	○	○	○
○	○	○	Applying what you learn to other situations	○	○	○	○
○	○	○	Understanding diverse cultural, political and intellectual views	○	○	○	○
○	○	○	Producing visual displays of information	○	○	○	○
○	○	○	Using a spreadsheet to perform data analyses	○	○	○	○
○	○	○	Using electronic information resources (e.g. Internet, databases, on-line journals)	○	○	○	○
○	○	○	Framing a research question	○	○	○	○
○	○	○	Finding information that you need	○	○	○	○
○	○	○	Evaluating the reliability of information	○	○	○	○
○	○	○	Using information responsibly	○	○	○	○
○	○	○	Understanding various research designs and approaches	○	○	○	○
○	○	○	Using quantitative methods (e.g. algebra, statistics) to solve problems	○	○	○	○
○	○	○	Interpreting graphs, tables, and/or formulas correctly	○	○	○	○
○	○	○	Recognizing appropriate uses of mathematical and statistical methods	○	○	○	○

Miscellaneous

Where do you currently live?
- ○ Maryland
- ○ District of Columbia
- ○ Northern Virginia suburbs of DC
- ○ Neighboring state (DE, NJ, PA, WV, elsewhere in VA)
- ○ Other state
- ○ Other country

Would you have been financially able to complete your degree without the financial aid you received?
- ○ I did not receive any type of financial aid
- ○ Yes, without major financial hardship to me and/or my family
- ○ Yes, with major financial hardship to me and/or my family
- ○ No, I would not have been financially able to complete my degree

While a student at UM, in which of the following did you participate?

☐ Internship/co-op related to your major
☐ Ongoing community service/service-learning
☐ Research activities with a faculty member
☐ Study abroad/international experiences
☐ Leadership courses

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am proud to tell others that I graduated from UM.	○	○	○	○	○
I am satisfied with the student experience I had at UM.	○	○	○	○	○
I was satisfied with the quantity of contact I had with faculty members in my major field.	○	○	○	○	○
I was satisfied with the quality of advising that I received in my major field.	○	○	○	○	○
I had at least one positive mentoring relationship with a faculty or staff member in my major field.	○	○	○	○	○
My college major has provided me with a solid background for my career.	○	○	○	○	○
I am satisfied with the quality of education I received in my major.	○	○	○	○	○

If you were to do it over, would you major in the same field again?

○ Definitely yes
○ Probably yes
○ Not sure
○ Probably not
○ Definitely not

If you were to do it over, would you attend UM again?

○ Definitely yes
○ Probably yes
○ Not sure
○ Probably not
○ Definitely not

Congratulations! You're finished! Please submit your responses.

Submit