This Campus Assessment Working Group (CAWG) Snapshot reports findings on recent alumni's experiences with diversity on UMD's campus. The data included represent results from an alumni survey, which is administered by the CAWG Retention and Completion (RetComp) subgroup every three years. Respondents graduated between Fall 2012 and Spring 2013 and completed this online survey in Spring 2014. Of the 7,247 graduates, 6,654 had a valid email or mailing address on file and received the survey. Of those, 1,324 (20%) completed the survey. Of the respondents, 64% were White; 14% were Asian; 9% were Black or African American; 5% were Hispanic; 3% were Two or More Races; 3% were Unknown; 1% were Foreign; and <1% were Other including American Indian or Alaska Native or Native Hawaiian or Other Pacific Islander. Additionally, 56% were female and 44% were male. In this survey, White and female respondents are overrepresented and Black or African American, Hispanic, and male respondents are slightly underrepresented compared to the UMD student body when most respondents graduated in Spring 2013. The data below represent only the responses of survey respondents, not all UMD students; therefore, use caution when generalizing. Percentages may not sum to 100 due to rounding. Unless otherwise indicated, diversity refers to racial/ethnic diversity.

Diversity before coming to UMD

❯ How would you compare the racial/ethnic composition of UMD with the following?

	UMD is less diverse	UMD is about the same	UMD is more diverse	*N*
Neighborhood where you grew up	**8%**	**29%**	**63%**	*1226*
High school from which you graduated	**11%**	**29%**	**60%**	*1205*

❯ How would you compare the race/ethnicity of the friends you have made at UMD to those you had before?

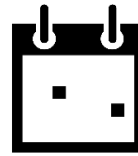|	Friends at UMD are less diverse	Friends at UMD are about the same	Friends at UMD are more diverse	N
Friends you had before coming to UMD	**10%**	**51%**	**39%**	1226

- More than 60% say UMD is more diverse than their neighborhood and high school and less than 40% report that they have more diverse friends here.
- White respondents tend to report that UMD is more diverse than their high school and neighborhood at a higher rate than other races.

Question to consider:
- The proportion of respondents that said UMD is more diverse than their neighborhood or high school is considerably higher than the proportion that said their friends are more diverse than they are at home. What might that mean for the UMD student experience?
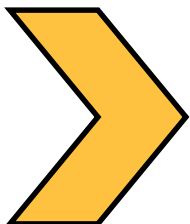
Frequency of interactions

	Never / almost never	Occasionally	Weekly	Daily	N
How often did you interact IN CLASS with people of a race/ethnicity different than yours?	1%	10%	22%	66%	1117
How often did you interact OUTSIDE OF CLASS with people of a race/ethnicity different than yours?	3%	14%	22%	62%	1107

- Roughly two-thirds (66%) of respondents interact daily with people of a race/ethnicity different than their own.
- Interactions with those of a different race/ethnicity were reported as happening at similar frequencies whether they occur inside or outside of the classroom.

Question to consider:
- What practices are in place at UMD to encourage those students who never/almost never interact with others of a different race/ethnicity to do so?

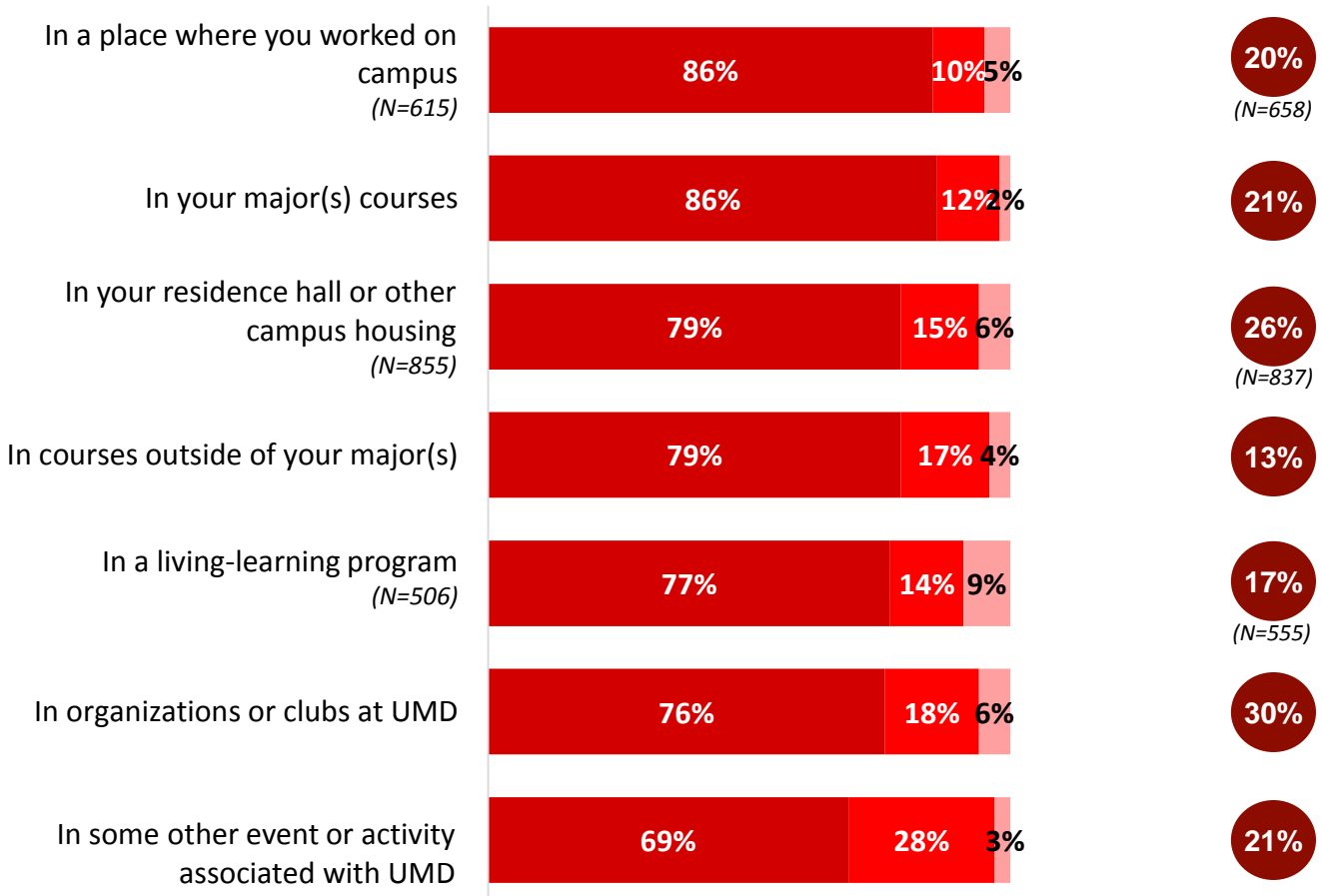**NOTE**: Other CAWG subgroups recently surveyed UMD students on the topic of diversity and questions that were asked across all surveys are marked with the yellow arrow symbol to facilitate cross-group comparisons. In Spring 2014 ACES surveyed juniors and seniors and in Fall 2014 Beginnings surveyed first year students; both reports are available at https://www.irpa.umd.edu/CAWG/CAWGReports.html.

While at UMD, how often have you interacted with people of a race/ethnicity different from yours:

To what degree did those interactions with people of a different race/ethnicity help to broaden your perspectives? (% who responded "significantly")
Note: Other answer choices were moderately, not at all, or N/A.

Legend: ■ Daily or Weekly ■ Occasionally ■ Never / Almost Never

Item	Daily or Weekly	Occasionally	Never / Almost Never	Significantly
In a place where you worked on campus (N=615)	86%	10%	5%	20% (N=658)
In your major(s) courses	86%	12%	2%	21%
In your residence hall or other campus housing (N=855)	79%	15%	6%	26% (N=837)
In courses outside of your major(s)	79%	17%	4%	13%
In a living-learning program (N=506)	77%	14%	9%	17% (N=555)
In organizations or clubs at UMD	76%	18%	6%	30%
In some other event or activity associated with UMD	69%	28%	3%	21%

N=906-1103, depending on item and unless indicated otherwise

N=892-1050, depending on item and unless indicated otherwise

Note: For both questions, respondents had the option to select N/A for all items. Those responses were excluded from analysis.

- At least 2/3 of respondents reported daily or weekly interaction with people of a different race/ethnicity. However, fewer than 1/3 of respondents reported that any type of interaction significantly helped broaden perspectives.
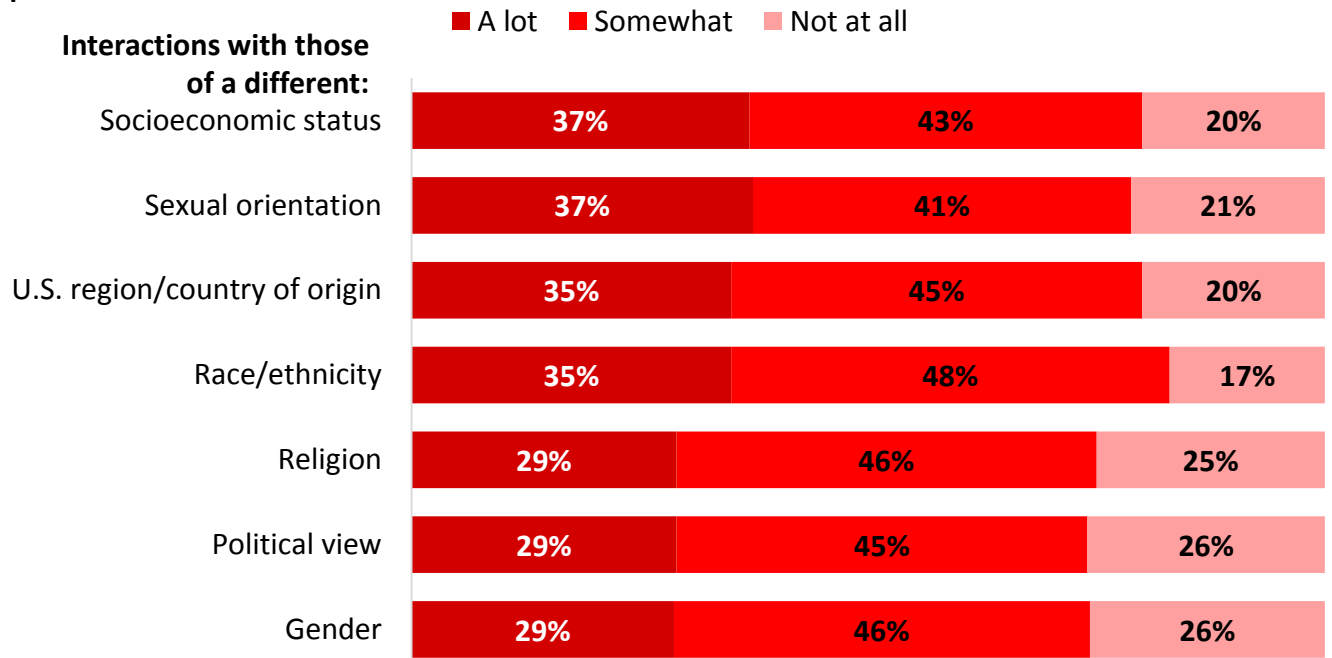
Question to consider
- How do we help students make connections across different diversity related experiences (e.g., curricular or co-curricular)? Should the university help make these connections or leave it to the students?

Interactions with others

For the questions under the "Interactions with others" heading, questions we expanded the definition of diversity to incorporate other aspects of diversity.

To what extent did the following interactions at UMD make you think about new perspectives and points of view?

■ A lot   ■ Somewhat   ■ Not at all

Interactions with those of a different:

Interactions with those of a different:	A lot	Somewhat	Not at all
Socioeconomic status	37%	43%	20%
Sexual orientation	37%	41%	21%
U.S. region/country of origin	35%	45%	20%
Race/ethnicity	35%	48%	17%
Religion	29%	46%	25%
Political view	29%	45%	26%
Gender	29%	46%	26%

N=994-1007, depending on item

- Regardless of the nature of the difference, more than ¾ reported at least some consideration of new perspectives and about 1/3 reported that their interactions led them to think a lot about new perspectives and points of view.
- The most common cause of consideration of other points involved interaction with a different race (83% somewhat and a lot).
- Religion and politics are at the bottom of the list – tend to be less visible.
- A similar number of students indicated that interactions with people of a different gender, political view or religion on campus did not make them think about new perspectives at all as the number who thought about them a lot.
- There were no statistically significant differences among groups by race.
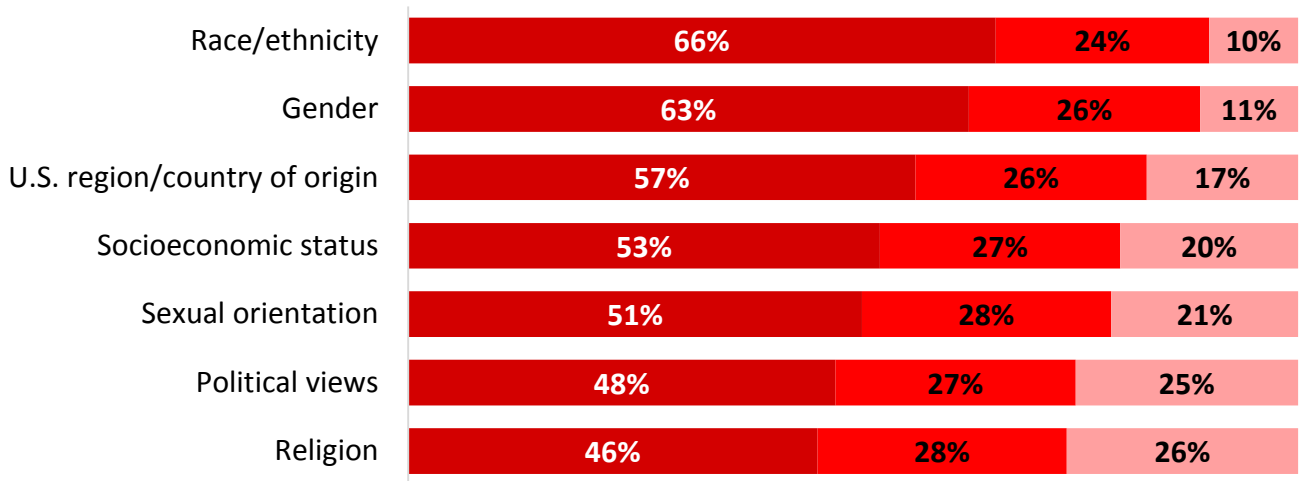
Questions to consider:
- How comfortable and willing are students to engage in some of these topics? What kind of intentional educational discomfort does the university add to the mix to make that happen?
- How many of these interactions take place at intersections of multiple kinds of difference (i.e. religion *and* gender)? Is the effect of those exchanges a more or less meaningful influence than those across singular difference?

Think of your current professional or educational environment. How important is your ability to work effectively with people different from you with respect to:

■ Very important   ■ Somewhat important   ■ Not at all important

Race/ethnicity	66%	24%	10%
Gender	63%	26%	11%
U.S. region/country of origin	57%	26%	17%
Socioeconomic status	53%	27%	20%
Sexual orientation	51%	28%	21%
Political views	48%	27%	25%
Religion	46%	28%	26%

N=982-1006, depending on item

- An overwhelming majority considered these "somewhat," if not "very," important in their ability to work effectively with people different from themselves.
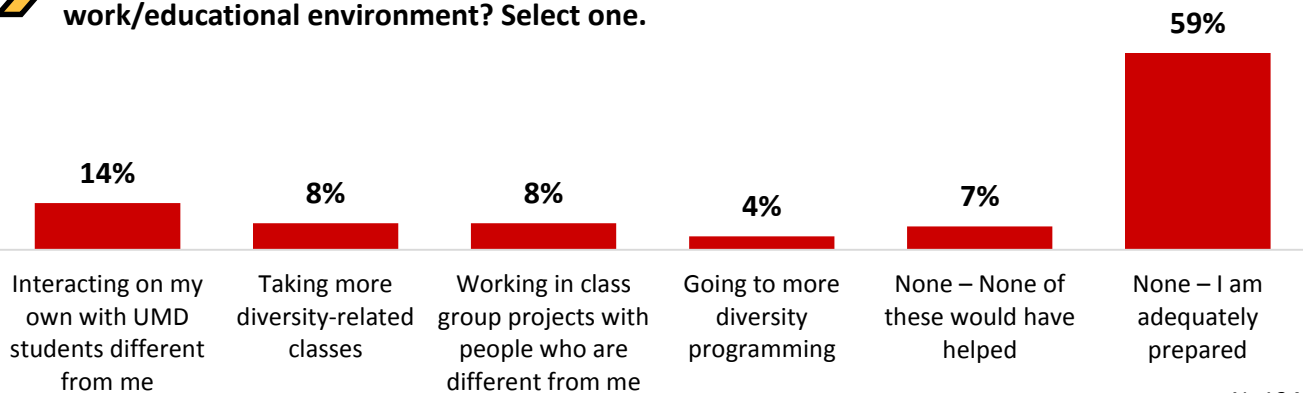
Questions to consider:
- Why are these topics in this order?
- Does this make the case from the alumni perspective that there's a need for diverse interactions?

Cultural competencies

Which of the following do you think could have better prepared you to succeed in a diverse work/educational environment? Select one.

Interacting on my own with UMD students different from me	Taking more diversity-related classes	Working in class group projects with people who are different from me	Going to more diversity programming	None – None of these would have helped	None – I am adequately prepared
14%	8%	8%	4%	7%	59%

N=1044

- Two-thirds report that UMD can do nothing more to help them in their development.
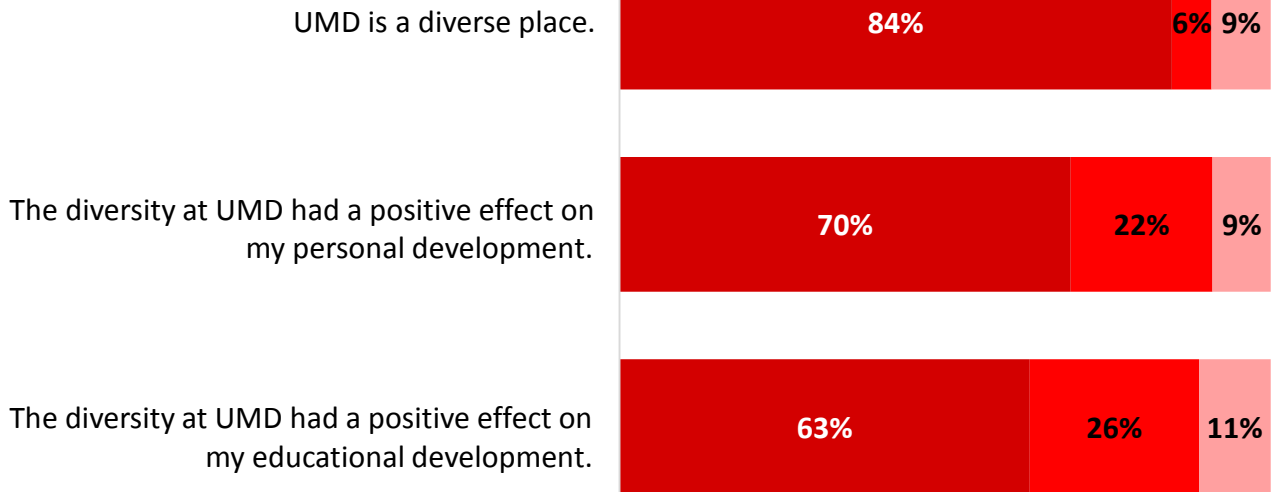
Question to consider:
- How do we move students along the preparedness scale without lecturing or causing them to become defensive?
- In what ways is the institution capable of intentionally developing programming and events to engage students?

Effects of diversity

Please indicate how much you disagree/agree with the following:

■ Agree or Strongly Agree   ■ Neither Agree nor Disagree   ■ Disagree or Strongly Disagree

UMD is a diverse place.
84% **6%** **9%**

The diversity at UMD had a positive effect on my personal development.
70% **22%** **9%**

The diversity at UMD had a positive effect on my educational development.
63% **26%** **11%**

N=1044-1046, depending on item

- Respondents reported that UMD is a diverse place and generally agree that it had a positive effect on their personal and educational development.

Questions to consider:
- What accounts for more respondents saying that diversity had a positive effect on their personal development than on their educational development?
- Were the experiences, as opposed to the outcomes, different for women than men?
- The majority report that UMD has had a positive effect on them. To what do they attribute this effect?

The Campus Assessment Working Group (CAWG) regularly gathers and exchanges information about UMD student and alumni experiences. The group is charged with developing a campus "Culture of Evidence" in which data and assessment can inform campus decision making. Its three subgroups focus on freshman experiences, junior/senior student experiences, and retention and completion efforts. For more information, to view past reports, or to join a CAWG subgroup, please visit www.umd.edu/cawg.