CAMPUS
ASSESSMENT
WORKING GROUP

University of Maryland Student Survey 2007 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 2007, was administered in Professional Writing classes in Spring 2007. Of the 2199 students enrolled in Professional Writing courses during that semester, 1229 (56%) completed the survey.

The following is a brief summary of the major areas of focus for the UMSS 2007.

Interactions with parent(s): Respondents were asked how often they discuss certain topics with their parents. Respondents most frequently discuss academics with their parent(s) on a weekly basis followed by social life, involvement, and physical and emotional well-being. About 1/5 of respondents (17-22%) discuss either academics, physical and emotional well-being, their social life, or their involvement on a daily basis with their parent(s).

International experiences: Respondents were asked to describe their international experiences, primarily those occurring since becoming UM students**.** Overall, fewer than 15% of respondents said they have never been outside the U.S. at any point in their lifetime, suggesting that the vast majority of upper-division students at UM have had at least one international experience. Forty percent of seniors and 31% of juniors who had been outside of the U.S. since attending UM went abroad for a reason other than – or in addition to – vacation or recreational travel. The most popular non-recreational activity for both juniors and seniors was classes/traditional study abroad. Time spent outside the U.S. appears to impact perceived foreign language ability and self-rated skill on a variety of learning outcomes related to international experience (e.g., adapting to other cultural expectations). As time spent outside the country increases, so do self-ratings of one's abilities, to a statistically significant degree ($p < .05$). In addition, traveling outside the U.S. for a reason other than vacation *since* attending UM seems to increase perceived abilities in these skills as well.

Learning outcomes: Respondents were asked to assess their perceived level of competence in 12 skill/ability measures. Respondents perceived themselves as most strong in applying what they have learned to other situations; seeing relationships, similarities and differences among ideas; understanding perspectives different than their own; interacting comfortably with people different from them; and listening effectively. Relationships between learning outcomes perceptions and various background characteristics including sex, race/citizenship, and entry status were also examined.

Diversity: This portion of the survey explored three dimensions of diversity climate at UM: valuing diversity, tolerance for discrimination, and gender climate. Analysis indicates the majority of respondents report favorable perceptions of the diversity and gender climate at UM while most respondents do not feel the University tolerates discrimination. Responses also indicated that exposure to diversity prior to attending UM and interactions with diverse others impacts respondent perceptions of the campus climate. Additionally, climate perceptions also relate to other desirable student outcomes such as racial understanding and commitment to the University.

Financial issues: One-third of respondents reported not being employed, either on or off campus; 16% reported having an on-campus job; 33% reported they worked off campus up to 20 hours a week; and 18% reported working more than 20 hours a week, off campus, or a combination of on- and off-campus jobs.

Information technology (IT) issues: Respondents were asked when they most recently had engaged in 25 activities involving computers or other electronic technology (e.g., cell phone, music player). The most frequently mentioned activity was social networks such as Facebook or MySpace with two-thirds of respondents using these sites within a day of taking the survey. Accessing of online course materials came in a close second for IT engagement. Downloading videos and social networking showed the largest overall increases from 2006 to 2007. Although relatively few reported online gambling either year, the rate showed a significant ($p < .05$) decline from 2006 to 2007.

Barriers to participation in co-curricular activities: Respondents were asked if they have been interested in participating in various co-curricular activities (i.e., research with a faculty member, community service, internships, and study abroad) but had not participated, what prevented them from getting involved. Of nine response options, the most commonly cited reasons were academics, financial constraints, and work/employment conflicts.

Feelings about the future and ability to make a personal difference: Three statements related to respondents' perceptions of their future and their ability to influence the world were presented: *I feel optimistic about my long-term future*; *I can have a positive impact on my community*; and *Small actions can make a big impact in solving the problems of the world*. Over 80% of respondents agreed with one or more of the three statements. Significant differences in responses to these questions ($p < .05$) were found between men and woman and among self-reported ethnic/racial groups. Additionally, the frequency with which respondents reported discussing academics, well-being and social life with parent(s) was positively and significantly correlated ($p < .05$) with agreement with each of the three items.

Background

The University of Maryland Student Survey (UMSS) was initially developed in 1998 by the Assessment of Campus Experiences Subgroup of the Campus Assessment Working Group as a tool for understanding the attitudes and experiences of upper-division undergraduate students at UM. 2007 marks the seventh time the UMSS has been given. With each edition of the survey, some items are repeated, and new items are created to reflect campus interests and needs.

Methodology

The UMSS 2007 was administered in the spring semester to students enrolled in Professional Writing courses. These courses were selected to administer the survey for two primary reasons. First, these students reflect the University's diversity in terms of race/ethnicity, academic performance and entry status. Second, they are upper-division undergraduates with several semesters of experience on campus, and are therefore most able to comment from personal experience. Professional Writing courses enroll students who have earned 56 or more credits and who are meeting a writing requirement of their respective colleges. Instructors in the Professional Writing courses were given the surveys, along with written instructions to read to their students during class the week before 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.

The survey

The UMSS measures upper-division undergraduate students' perceptions and experiences in a variety of areas. In this survey, students were asked about issues regarding their international experiences, internship participation, experiences with diversity in and beyond the classroom, employment and financial factors, information technology use, interaction with parents, and their attitudes about UM. In addition, they were asked to rate themselves on 15 abilities or learning outcomes. The full survey appears in Appendix B.

Survey respondents

There were 2199 students enrolled in the Professional Writing program in Spring 2007. Of those, 1229 (56%) consented to take the survey and also provided their student UID number, thereby enabling access to their institutional demographic information.

Table 1 contains the demographic information of the UMSS 2007 respondents. Regarding entry status, the descriptor "4-Year Transfer" refers to students transferring to UM from another four-year institution or the UM system, and "2-Year Transfer" refers to students transferring to UM from two-year institutions. The label "Direct Admits" designates those students directly admitted to the University of Maryland as first-time, full-time freshmen. Students classified as "Seniors" may or may not be graduating from UM at the conclusion of the current academic year; this label is based on the student's credits and last class standing. This report contains data for juniors and seniors only. Responses from sophomores, advanced special students, etc., have been excluded.

Table 1. Demographics of UMSS 2007 respondents: Self-report and institutional data combined

		Number	Percent
Race	American Indian	5	0
	Black/African American	143	12
	Asian	170	14
	Hispanic	69	6
	White	697	57
	Foreign	30	2
	Unknown	115	9
Sex	Female	613	50
	Male	616	50
Class Level	Juniors	765	62
	Seniors	464	38
Entry Status	Direct Admits	772	68
	2-Year Transfers	229	20
	4-Year Transfers	139	12
Current Residence	Residence hall	217	18
	Commons/Courtyards	230	19
	Fraternity/Sorority house	80	7
	Family's home	232	19
	Other off-campus housing	462	38

Sources: UMSS 2007 and IRPA

Findings

Interactions with parents

Respondents were asked how often they discussed certain topics with their parents. As indicated in Table 2, about 1/5 of the respondents (17-22%) discuss either academics, physical and emotional well-being, their social life or their involvement with their parents on a daily basis. Academics are most frequently discussed by respondents and parents with 17% discussing the topic daily and 50% weekly. Finances and the respondents' future are discussed on a monthly basis by 47% and 45% of the respondents respectively indicating that more long-term issues are discussed less frequently.

Respondents were statistically more likely to have spoken with their parent(s) at some frequency (daily, weekly, or monthly) regarding all of the conversation topics if both of a respondent's parents had attended

college. The respondents whose parents did not attend college are statistically more likely to have never discussed any of these topic areas with their parents.

Table 2. Self-reported discussion topics with parents

How often do you and your parent(s) discuss:	Number responding	Percent indicating: Daily	Weekly	Monthly	Never
Academics	1222	17	50	28	6
Future (e.g., career, graduate school, future planning)	1224	11	37	45	7
Finances	1220	8	37	47	9
Social life (e.g., friends, significant others, roommates)	1221	18	43	29	9
Involvement (e.g., organizations, sports, jobs, internships)	1220	17	43	30	10
Physical and emotional well-being	1220	22	39	27	12

Source: UMSS 2007
Note: Rows may not add to 100 due to rounding.

International experiences

In 2005, C. D. Mote, Jr., UM President, 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 compliments the academic curriculum and offers the opportunity for extraordinary personal growth." Such programs include international experiences, internships, community service, research, learning communities, leadership, and living-learning programs. In recent years, the University has placed a strong emphasis on its goal of preparing graduates to become international leaders in this age of globalization. Campus initiatives such as the President's Promise encourage students to view international experiences as a critical component of their college education. With this increased focus comes a growing campus need for data to help quantify students' participation in international activities as they progress through the University and to investigate the relationships between these behaviors and desired learning outcomes. The UMSS 2007 asked respondents to describe their international experiences, primarily those occurring since they became students at UM.

In this section, descriptive data for junior and senior respondents' participation in international activities are included separately since the experiences of these two groups may differ. The President's Promise Initiative, established in 2005, focused on the incoming freshman class of students (i.e., primarily UMSS 2007 junior respondents). Many of the senior respondents may not have been officially targeted by this initiative due to their earlier start dates at the University. Also, senior respondents, in general, have spent more time at the University than junior respondents, and therefore have had a greater number of semesters to become involved in international experiences.

Approximately 90% of UMSS respondents regard the U.S. as their home country. Among those providing a valid student UID number, however, only 3% of respondents are classified as *Foreign* by institutional records. Respondents who do not consider the U.S. their home country and/or foreign students were not excluded for the following analyses, since, almost by definition, a non-native student attending UM has had some type of international experience in his or her lifetime.

Overall, nearly one in five respondents (18%) indicated that they are fluent, native speakers of a language other than English. Approximately one-third of respondents (36%) did not speak a language other than

English, while the remaining 47% of the respondents reported speaking another language to a varying degree. Table 3 shows a comparison of these results by class standing.

Table 3. Foreign language ability by class standing*

	Seniors N=464	Juniors N=766
Is there at least one language other than English that you can speak?	**Valid Percent**	
Yes, I speak it fluently and I am a native speaker.	20	15
Yes, I speak it fluently but I am not a native speaker.	10	5
Yes, I speak it fairly well.	16	15
Yes, I speak it somewhat well.	23	26
No.	31	39

* Results include Foreign respondents
Source: UMSS 2007

The survey asked respondents to indicate the longest period of time they had spent outside the United States. Fewer than 15% of respondents said they have never been outside the U.S. at any point in their lifetime, suggesting that the vast majority of upper-division students at UM have had at least one international experience. Table 4 shows time spent outside the U.S. by class standing.

Table 4. Longest period of time spent outside the U.S. by class standing*

	Seniors N=464	Juniors N=766
	Valid Percent	
Never been outside the U.S.	13	14
Less than one month	44	55
Between one month and one year	25	17
More than one year	19	15

* Results include Foreign respondents
Note: Columns may not add to 100 due to rounding.
Source: UMSS 2007

Respondents were also asked whether or not they had been outside the United States *since* attending the University of Maryland. Almost half (48%) of the respondents indicated that they had traveled abroad after becoming a student at UM. Fifty-three percent of seniors and 45% of juniors stated that they had been outside the U.S. *since* attending UM.

Respondents with international experiences *since* attending UM were asked to identify the type(s) of international activities they participated in while abroad. With the exception of military service and vacation/recreational travel, they indicated if their experience was with a UM-affiliated group or not.

Table 5 indicates the percent of respondents participating in the activity who had been abroad *since* attending UM by class standing. Military service outside of the US and vacation/recreational travel responses are not show since they did not include "UM-affiliated/not through UM" responses.

Studying abroad was reported most frequently, especially for senior respondents (13%). Notable portions of respondents have participated in an educational field trip, volunteer work, or some form of employment outside the U.S. as well. Not surprisingly, higher proportions of the senior respondents had participated in international experiences *since* attending UM than the junior respondents.

Table 5 shows the types of international experiences of respondents who traveled outside the U.S. since attending UM by class and whether the activity was UM-sponsored.

Table 5. For the 48% of respondents traveling outside the U.S. *since* attending UM: Participation in international activities by class standing*

	Seniors N=243		Juniors N=345	
	UM-affiliated	Not through UM	UM-affiliated	Not through UM
	Valid Percent			
Classes (including traditional study abroad)	13	13	6	6
Educational field trip outside the U.S.	4	10	6	6
Research outside the U.S.	1	2	2	2
Internship, co-op, or employment outside the U.S.	<1	9	<1	4
Missionary or religious trip outside the U.S.	1	3	3	7
Volunteer work outside the U.S.	2	8	1	8

* Results include Foreign respondents
Source: UMSS 2007

Military service outside of the U.S. was reported by a small number (1%) of the respondents who had traveled outside the US *since* attending UM.

Although over 90% (93% of seniors; 92% of juniors) of respondents reported having vacationed or traveled internationally for recreational reasons, many of these respondents also participated in one or more of the other international activities listed on the survey. In fact, 40% of seniors and 31% of juniors who had been outside of the U.S. *since* attending UM went abroad for a reason other than – or in addition to – vacation or recreational travel.

Statistical comparisons

Statistical comparisons were made to explore some of the relationships between perceived foreign language ability, length of time outside the U.S., learning outcomes and international experiences. As shown in Table, 6, the relationship between perceived foreign language ability and length of time spent outside the United States was examined. Fluent, native speakers were grouped with fluent, non-native speakers for this analysis.

Table 6. Self-reported foreign language ability by time spent outside the U.S.*

	Never outside the U.S. N=163	Less than one month N=621	Between one month and one year N=243	More than one year N=197
	Valid Percent			
Fluent (native or non-native speaker)	4	9	35	74
Speak it fairly well	12	14	24	8
Speak it somewhat well	30	30	22	9
Do not speak another language	54	47	19	9

* Results include Foreign respondents
Source: UMSS 2007

Of those respondents who reported they had never been outside the U.S. at any point during their lifetime, more than half (54%) said they did not speak another language to any degree, and only 4% said they were fluent in a language other than English. In stark contrast, almost three-fourths (74%) of the respondents who had spent more than a year outside the United States at any point in time are fluent in another language, and only a small proportion (9%) do not speak a language other than English at all.

Respondents spending less than one month abroad closely mirror those who have never been outside the country in terms of self-reported foreign language ability. The perceived gains in language acquisition do not seem to appear until the time spent outside the U.S. becomes more substantial (i.e., over one month). The statistical relationship between foreign language ability and length of time outside the U.S. is significant ($p < .05$) based on a chi-square test of independence; respondents spending longer periods of time outside the country (i.e., longer than one month) are statistically more likely to rate their foreign language abilities as higher (i.e., speak it fairly well or fluently).

UMSS 2007 respondents were asked to rate their abilities on several learning outcomes potentially related to international experiences. The relationship between length of time outside the country and respondents' self-rated abilities on several learning outcomes was also explored. The percent "very strong" or "strong" for each skill is reported in Table 7. Respondents were asked to evaluate their skill using a 5-point continuum ranging from "very strong" to "very weak." Note that perceiving a "strong" ability in a particular skill does not necessarily denote actual mastery of the skill; for example, a "weak" rating can indicate a student is truly weak in that skill *or* that he or she is competent in the skill but has low confidence in his or her ability.

Table 7. Self-reported skills and abilities by time spent outside the U.S.*

	Never outside the U.S. N=163	Less than one month N=621	Between one month and one year N=243	More than one year N=197
How would you rate your abilities in the following areas?	**Valid percent "Very strong" or "Strong"**			
Adapting successfully to cultural expectations other than your own	62	69	79	82
Articulating differences between your culture and another culture	48	61	78	83
Demonstrating knowledge of another culture(s)	40	52	72	80

* Results include Foreign respondents
Source: UMSS 2007

These findings suggest that perceived ability increases as the length of time outside the United States increases. Of those who have never been outside the U.S., 62% rate their ability to adapt successfully to cultural expectations other than their own as "strong" or "very strong," as compared to 82% of the respondents who have been abroad for more than one year at some point in their lives. The most notable differences between the four groups of respondents emerge in the ability to demonstrate knowledge of another culture(s). Respondents who have been outside the U.S. for more than one year are twice as likely (80% vs. 40%) to report a high level of confidence in this skill as respondents who have never traveled internationally.

The relationship between time spent outside the U.S. and each of the learning outcomes associated with international experience is statistically significant ($p < .05$) based on a series of chi-square tests of independence. That is, as length of time outside the country increases, so does the self-rating of one's abilities, to a statistically significant degree ($p < .05$). Respondents who have spent a considerable portion of time abroad at some point in their lifetime are more likely to rate their abilities as "strong" or "very strong" than those respondents who have little or no international experience.

Finally, the relationship between respondents' international experiences *since* attending UM and self-rated abilities for these same learning outcomes was examined. Three groups were compared based on the type of international experience *since* attending UM: those who had been outside the U.S. for reasons other than recreational travel, those who had been abroad for vacation only, and those who had not been outside the U.S. after becoming at student at UM. The group of respondents who had been outside the U.S. *since* attending UM for a reason other than recreational travel may have vacationed abroad as well. Table 8 shows self-rated abilities by type of international experience since attending UM.

Table 8. Self-rated abilities by type of international experience *since* attending UM*

How would you rate your abilities in the following areas?	Traveled outside U.S. excluding vacation N=205	Traveled outside U.S. for vacation only N=377	Did not travel outside U.S. N=631
	Valid Percent "Very Strong" or "Strong"		
Adapting successfully to cultural expectations other than your own	84	72	69
Articulating differences between your culture and another culture	80	68	60
Demonstrating knowledge of another culture(s)	72	60	55

* Results include Foreign respondents
Source: UMSS 2007

These results seem to indicate that having been abroad *since* attending UM, and the reason for international travel relate to one's perceived skills and abilities. Consistently, a lower proportion of those who had not been outside the U.S. after becoming a student at UM rated their abilities as "strong" or "very strong," as compared to those who had been abroad. For example, slightly over half (55%) of the respondents who had not been outside the U.S. *since* coming to UM perceived their ability to demonstrate knowledge of another culture as high versus almost three-fourths (72%) of those participating in international activities other than vacation.

The differences in ratings between the three groups of respondents on each of the learning outcomes are deemed statistically significant ($p < .05$) based on a series of chi-square analyses. Respondents traveling outside the U.S. *since* attending UM for non-recreational reasons are statistically more likely to rate their abilities as "strong" or "very strong" than those who have not been abroad during their time at UM. It appears the group of respondents who has traveled outside the U.S. *since* attending UM for recreational reasons perceives their skill level to be more similar to those who have not been abroad *since* coming to the University. Thus, a significant increase in self-rated skill is not observed until the reason driving one's international activity shifts away from recreation.

Respondents who have traveled outside the United States *since* coming to UM could also have been abroad prior to attending UM. Thus, the relationship between self-reported abilities and international experience *since* attending UM should not be interpreted as causal, as the differences between the groups cannot be solely attributed to international experiences as a UM student.

Learning outcomes

As part of the ongoing process of assessing the University's progress towards its goal of elevating the quality of undergraduate education, the UMSS has incorporated questions on learning outcomes for a number of years. These questions were designed to assess respondents' perceived level of ability in certain skills. UMSS 2007 repeated a selection of previous learning outcomes items and added some new skill measures. The 12 skill measures included on the UMSS 2007 can be classified into one of the following three learning outcomes categories:

- Written and oral communication (WOC)
- Critical analysis and reasoning (CAR)
- Interactions with diverse others (IDO)

Respondents were asked to self-rate their abilities using a five-point scale ranging from "Very strong" to "Very weak." Table 9 illustrates the respondents' perceptions of their abilities in the 12 skill measures and are grouped into their corresponding learning outcome category.

Table 9. Learning outcomes self-rated abilities

How would you rate your abilities in the following areas?	Number Responding	Percent indicating: Very strong/ Strong	Adequate	Weak/ Very weak
Written and oral communication (WOC)				
• Listening effectively	1222	79	19	2
• Presenting a persuasive argument	1223	62	33	5
• Speaking effectively	1223	61	32	7
• Writing effectively	1222	59	35	6
Critical analysis and reasoning (CAR)				
• Applying what you learn to other situations	1222	85	13	2
• Seeing relationships, similarities and differences among ideas	1223	83	16	1
• Revising your thinking based on new information	1222	75	23	2
• Understanding diverse cultural, political and intellectual views	1222	73	23	4
Interactions with diverse others (IDO)				
• Understanding perspectives different than your own	1219	81	18	1
• Interacting comfortably with people different from you	1220	81	17	2
• Solving problems in a group setting	1219	76	21	3
• Working effectively in a team of people different from you	1220	75	22	3

Source: UMSS 2007

Relationships between self-rated learning outcomes and various background characteristics were examined. Men and women differed in their average ratings to a statistically significant degree ($p < .05$) on numerous items. Women rated their skills and abilities as stronger than men in listening effectively, understanding perspectives different than their own, and interacting comfortably with people different from them. Men perceived themselves as having stronger skills than women in presenting a persuasive argument and revising their thinking based on new information.

Several significant differences ($p < .05$) emerged across race/citizenship within the Written and Oral Communication (WOC) category when responses were compared. In general, Asian American respondents had lower perceptions of their WOC abilities as compared to other race/citizenship groups based on appropriate post hoc comparisons. Specifically compared to Asian American respondents, Black/African American respondents indicated stronger "effective listening and speaking skills"; White, Black/African American, and Unknown respondents perceived themselves as "more effective writers"; and White respondents felt better prepared to "present a persuasive argument." Additionally, Hispanic respondents' perceptions of their "understanding diverse cultural, political and intellectual views" were statistically significantly higher ($p < .05$) than White respondents.

The learning outcomes responses were also examined by entry status. Statistically significant differences ($p < .05$) existed between direct admits and transfers on four outcomes: writing effectively; presenting a persuasive argument; seeing relationships, similarities, and differences among ideas; and revising thinking based on new information. For all of these outcomes, direct admits perceived themselves as having higher abilities than transfer students.

Diversity

To better understand the educational benefits of diversity, the UMSS 2007 included questions about race/ethnicity, gender, and perception of campus climate. CAWG partnered with University of Maryland faculty members in Industrial and Organizational Psychology to create items to examine the relationships between upper-division respondents' perceptions of the diversity climate at UM and student outcomes. These items were designed to be utilized by the faculty members in advanced statistical investigations and journal publications. This report presents only select findings addressing the main research questions.

Diversity climate

The UMSS 2007 items explored three dimensions of diversity climate at UM: valuing diversity, tolerance for discrimination, and gender climate. The Valuing Diversity scale explores the perception that UM is supportive of diversity and respondents are treated fairly regardless of race or ethnic background. The Discrimination scale measures perceptions of UM's tolerance for discrimination. Finally, the Gender Climate scale examines respondents' perception that men and women are treated equally and fairly at the University. Respondents' answers to individual items relating to a given dimension were averaged to form scale scores ranging from 1 to 5. Higher scores are associated with more positive climate perceptions. Table 10 presents descriptive statistics for each scale. Although not presented here, the internal consistency or reliability of each scale was examined through Cronbach's alpha; all scales described in this report meet acceptable reliability standards.

Table 10. Descriptive statistics for diversity climate scales

Diversity Climate Scales	N	Scale Mean	Standard Deviation
Valuing Diversity*			
• The different perspectives that students from diverse backgrounds bring to the campus are valued at this university. • Students are treated fairly here regardless of their racial/ethnic background. • This university fosters respect for cultural differences. • Students are encouraged to discuss a range of ideas and to explore diverse perspectives in their courses. • This university has made a special effort to help racial and ethnic minority students feel like they "belong" on campus. • This university actively promotes appreciation for diversity through clubs and university wide events.	1216	3.75	.594
Discrimination*			
• There is a lot of racial conflict at this university. (R)** • Discrimination is a problem at this university. (R) • This university does not tolerate discrimination.	1216	3.56	.687
Gender Climate*			
• Students are treated fairly here regardless of their gender. • The perspectives of males and females are equally valued at this university. • Gender does not affect how people are treated at this university.	1215	3.71	.755

* All items utilized a 5-point scale of agreement where 1 corresponds to least positive perceptions and 5 corresponds to most positive perceptions.
** (R) indicates that item was worded in the opposite sense and reversed for scoring.
Source: UMSS 2007

Means approaching 4.0 for both the Valuing Diversity and Gender Climate scales indicate that the majority of respondents report favorable perceptions of the climate at UM, as higher scores are associated with more positive climate perceptions. Also, it appears most respondents do not feel the University tolerates discrimination, since higher discrimination scale scores are associated with reports of less tolerated discrimination.

Relationships between perceptions of the diversity climate and the respondents' background characteristics were examined. The only statistically significant difference in average ratings by males and females was the "equal and fair treatment for men and women." To a statistically significant degree ($p < .05$), males' average rating (3.77) was higher than females' (3.64).

Table 11 presents respondents' climate perceptions by race/citizenship. Excluding respondents of unknown race/citizenship and Native American respondents, the differences in the scale means across racial/citizenship groups were statistically significant ($p < .05$) for each of the three scales. The appropriate post hoc comparisons showed that ratings of the diversity climate, gender climate, and tolerance for discrimination scales by Black/African American respondents' were significantly less positive than those of White respondents. In fact, Black/African American respondents' ratings of the tolerance for University's discrimination were statistically significantly lower than those of all other racial groups included in this analysis. Asian respondents' ratings of the diversity climate and the University's tolerance for discrimination were also significantly lower than those of White respondents; this pattern did not hold, however, for ratings of the gender climate.

Table 11. Perceptions of diversity climate by race/citizenship

Diversity Climate Scales	Asian N=170	Black N=141	Foreign N=30	Hispanic N=69	White N=687*	Entire Sample N= 1215*
Valuing Diversity	3.66	3.51	3.75	3.72	3.83	3.75
Discrimination	3.49	3.11	3.60	3.47	3.67	3.56
Gender Climate	3.68	3.50	3.78	3.66	3.76	3.71

* Sample sizes are based on students responding to all 12 perceptions of diversity climate items.
Source: UMSS 2007

Exposure to diversity

In order to measure exposure to diversity prior to attending UM, the UMSS 2007 also asked respondents to compare the diversity at UM to that of their neighborhood, high school, and friends. Responses to these three items were averaged to form a Relative Diversity scale. Higher scale scores indicate UM is more diverse than the respondents' pre-college environment.

To gauge current engagement in diverse activities, respondents were asked to indicate how frequently they participated in an organization that promotes cultural diversity, engaged in discussions about racial/ethnic issues in class, participated in organized campus discussions on racial/ethnic issues, and worked in ethnically diverse groups with other students in class within the last year. Again, responses to these four survey items were averaged to form an Engagement in Diverse Activities scale. Higher scale scores are associated with more frequent participation in diverse activities. Table 12 presents descriptive statistics for each scale.

Table 12. Descriptive statistics for exposure to diversity scales

Exposure to Diversity Scales	N	Scale Mean	Standard Deviation
Relative diversity* (prior exposure)			
How would you compare the racial/ethnic composition of the following? • Neighborhood where I grew up • My highs school • My friends	1181	3.86	1.039
Engagement in diverse activities (current engagement)**			
Since coming to the University, how often have you done the following? • Actively participated in an organization that promotes cultural diversity • Engaged in discussions about racial/ethnic issues in class • Attended or participated in organized campus discussions on racial/ethnic issues • Worked in small, ethnically diverse groups with other students in class	1212	2.60	.837

* All items utilized a 5-point response scale where 1 corresponds to "UM is much less diverse" and 5 corresponds to "UM is much more diverse"
** All items utilized a 5-point response scale where 1 corresponds to "Never" and 5 corresponds to "Very Often"
Source: UMSS 2007

Diversity Climate and Exposure

The relationships between the perception of a diverse climate at UM and exposure to diversity were explored. Having less prior exposure to diversity was related to more positive perceptions of both the diversity climate and gender climate at UM and lower perceived tolerance for discrimination; although weak, these correlations were statistically significant ($p < .05$). As engagement in diverse activities increased, so did the respondents' perceptions of the valuing of diversity. Again, this relationship was weak but statistically significant ($p < .05$). Engagement in diverse activities, however, is negatively – though weakly – correlated with perceived tolerance for discrimination ($p < .05$). This finding may be explained in part by the impact that frequent participation in diverse activities is likely to have on respondents' knowledge, understanding, and awareness of racism and discrimination. These respondents may be more willing and able to identify discriminatory acts (and reactions to discriminatory acts) in the University environment than students who have had less interaction with diverse others. Engagement in diverse activities was not significantly correlated with respondents' perceptions of the gender climate. It is important to note that the Engagement in Diverse Activities scale asked respondents about cultural, racial, and ethnic diversity exclusively, and not gender diversity.

Diversity Outcomes

Items on the UMSS 2007 explored diversity outcomes of racial understanding and sense of belonging/commitment to the University. Perceptions of the diversity climate at UM were examined in relation to these outcomes The Racial Understanding scale addresses respondents' learning about different cultural backgrounds and interactions with diverse others. The Belonging/Commitment scale measures feelings of belonging at and being committed to the University. Respondents' answers to individual items tapping a given dimension were averaged to form scale scores. Higher scale scores

indicate higher levels of racial understanding and a greater sense of belonging, correspondingly. Table 13 presents descriptive statistics for each scale.

Table 13. Descriptive statistics for diversity outcome measures

Diversity Outcome Measures	N	Scale Mean	Standard Deviation
Racial understanding*			
At this university, • I have been able to learn about different cultures. • I have been able to gain a better understanding and appreciation of other cultures. • I have been able to engage in discussions that bring in multiple perspectives. • I have been challenged to critically examine my own beliefs regarding race and ethnicity. • I have interacted with students from racial or ethnic backgrounds different from my own.	1214	3.78	.573
Sense of belonging/commitment to the University*			
• I am proud to be a member of this university. • I do not feel a strong sense of belonging to the university. (R) • I would feel comfortable promoting this university to potential students.	1210	3.79	.835

* All items utilized a 5-point response scale. The composite scale ran from 1-5 with with 1 corresponding to least positive perceptions and 5 corresponding to most positive perceptions.
Source: UMSS 2007

Racial understanding and belonging/commitment to the University were each positively correlated ($p < .05$) with the three climate scales (valuing diversity, discrimination, gender climate). Overall, these analyses showed that respondents with more positive perceptions of the diversity climate report more racial understanding and a greater level of commitment to UM. Correlations between racial understanding and the gender climate and tolerance for discrimination scales, respectively, were weak, whereas the correlation between racial understanding and the valuing diversity measure was moderate. This same pattern held for the correlations between the sense of commitment scale and the three climate scales. Finally, the relationship between racial understanding and cumulative GPA was examined. A weak, though statistically significant ($p < .05$), positive correlation was found between racial understanding and cumulative GPA. As racial understanding increases, so does cumulative GPA.

Financial issues

The number of respondents who work while they are in college has risen along with the increasing costs of higher education. It has been noted that colleges and universities can no longer assume that the majority of students will be able to give their full-time attention to academic endeavors – or to the co-curricular activities that are intrinsically part of the higher education experience.

Employment

Respondents were asked to indicate the number of hours they work on and off campus. As indicated in Table 14, one-third of respondents reported they were not employed, either on or off campus; 16% reported having an on campus job; 33% reported they worked off campus up to 20 hours a week; and 18% reported working more than 20 hours a week at jobs that were off campus, or a combination of on- and off-campus during Spring 2007.

Respondents' employment patterns and background characteristics (entry status, race/citizenship, parent education, GPA) were examined to get a better understanding of the financial issues our students face. Respondents who entered UM as a direct admit were the least likely (38%) to report working during the academic year. Approximately two-thirds of those who transferred to UM – regardless of what type of institution they transferred from – reported having jobs off campus. These findings were similar to 2005 and 2006.

Table 14. Employment during the semester by entry status

	Direct admit	2-year transfers	4-year transfers	Total
Percent	N=833	N=219	N=136	N=1215
Not employed	38	22	26	33
Employed only on campus	24	9	12	16
Employed off campus				
1 to 20 hours per week	28	37	38	33
Over 20 hours per week	10	32	24	18

Source: UMSS 2007

Table 15 shows the differences in employment status by race/citizenship. White respondents were more likely to report not having a job during the academic year (37%). On the other hand, Black respondents were the most likely to report working more than 20 hours during the academic year (29%).

Table 15. Employment during the semester by race/citizenship

	Unknown: U.S.	Black: U.S.	Asian: U.S.	Hispanic: U.S.	White: U.S.	Foreign	Total
Percent	N=120	N=142	N=169	N=69	N=690	N=30	N=1220
Not employed	29	20	28	22	37	40	32
Employed only on campus	17	22	13	14	16	27	16
Employed off campus							
1 to 20 hours per week	34	30	44	41	31	27	33
Over 20 hours per week	20	29	15	23	16	7	18

Source: UMSS 2007
Note: Columns may not add to 100 due to rounding.

Table 16 displays differences in employment status by parental education level. Parent education level was categorized as: neither parent has a college degree or higher, one parent has a college degree or higher, or both parents have college degrees or higher. Over half (58%) of our respondents reported that both parents had a college degree or higher. Seventeen percent reported that neither parent had a college degree or higher. These respondents were most likely to be employed off-campus.

Table 16. Employment during the semester by parent education

	Parent education level			
	Neither parent	One parent	Both parents	Total
Percent	N=205	N=303	N=692	N=1200
Not employed	20	31	37	33
Employed only on campus	14	14	18	17
Employed off campus				
1 to 20 hours per week	35	37	31	33
Over 20 hours per week	30	18	13	18

Source: UMSS 2007
Note: Columns may not add to 100 due to rounding.

Finally, Table 17 shows differences in cumulative GPA by employment status. A statistically significant relationship ($p < .05$) between employment status and cumulative GPA was found. This is consistent with the last three years of data collection. Respondents who either were not employed, or worked on campus only, had significantly higher cumulative GPAs than those who worked off campus either part-time or more than part-time. The significance was determined by the ANOVA procedure and post hoc follow-up.

Table 17. Comparison over time of employment during the semester by cumulative GPA

	2005	2006	2007
Cumulative GPA	N=1281	N=1211	N=1217
Not employed	3.19	3.18	3.22
Employed only on campus	3.24	3.26	3.23
Employed off campus			
1 to 20 hours per week	3.04	3.04	3.09
Over 20 hours per week	2.88	2.88	2.95
Overall	3.10	3.11	3.13

Sources: UMSS 2005, UMSS 2006, UMSS 2007

Sources of financial support

Respondents were asked approximately what percent of their college expenses (i.e., tuition, books, and basic living expenses) were paid for by financial aid, by parents/relatives, and by themselves personally. Table 18 shows major differences (i.e., over 60% of expenses) in sources of financial support, by parent education level.

Table 18. Major sources of financial support by parent education

	Major (over 60%) sources of financial support		
Percent	**Financial aid**	**Parents/ relatives**	**Respondent**
Neither parent with college degree	42	27	11
One parent with college degree	29	49	11
Both parents with college degree	19	65	5

Source: UMSS 2007
Note: Percents do not necessarily total 100% because of the grouping of response options on the items asking about sources of financial support.

Information technology issues

Respondents were asked when they most recently had engaged in various activities involving computers or other electronic technology (e.g., cell phone, music player). A summary of all 25 activities appears in Table 19.

Two-thirds mentioned the use of social networks such as Facebook or MySpace within a day of taking the survey; this was mentioned more than any other activity, with access of online course materials nearly tied for second. Downloading videos and music were frequent activities, with more than half reporting such activity within the week (65% video, 56% music). Personal communication (both phone and e-mail) with parents also figured among the most frequent activities. Very few respondents reported any participation in online virtual environments like Second Life, in contrast to media reports that have suggested that this is a hot area of public interest.

Table 19. Most recent self-reported engagement in electronically-based activities

When did you MOST RECENTLY…?	Number responding	Cumulative percents: In the last day	In the last week	In the last month	During this semester	Percent: Did not do this semester
Participate in online social networks (e.g., Facebook, MySpace)	1224	68%	84%	88%	92%	8%
Access online course materials	1225	65%	87%	93%	98%	2%
Phone/text with parent	1221	59%	87%	91%	93%	7%
Download/watch video online	1221	33%	65%	78%	86%	14%
Download/listen to music via another [not Cdigix] online source	1218	28%	56%	71%	82%	18%
E-mail/IM with parent	1220	27%	53%	68%	75%	25%
Access a resource at the UM Library Web site	1222	22%	57%	78%	90%	10%
E-mail/IM/phone with faculty in a course you are taking	1225	20%	58%	79%	91%	9%
Use a computer in the WAM Labs	1220	17%	33%	48%	61%	39%
Read a blog	1224	16%	34%	48%	66%	34%
Read Web sites (including online newspapers/magazines) from a country other than the U.S.	1224	15%	31%	44%	59%	41%
Play solo computer games	1219	14%	26%	37%	51%	49%
E-mail/IM with someone who lives outside the U.S.	1223	14%	30%	41%	50%	50%
Shop online	1224	10%	36%	64%	84%	16%
Download/listen to a podcast	1216	5%	14%	23%	34%	65%
Contribute to a blog	1220	5%	11%	16%	24%	76%
E-mail/IM/phone to stay in touch with a faculty beyond a class you took		4%	14%	24%	37%	63%
Use internet-based phone service (e.g., Skype)	1224	4%	9%	13%	18%	82%
Use internet-based video chat/phone	1222	4%	7%	12%	16%	84%
Receive information via RSS feed	1212	4%	7%	9%	13%	87%
Play massively multiplayer online role-playing games (e.g., WoW, EverQuest)	1222	3%	5%	7%	11%	89%
Contribute to a wiki (e.g., Wikipedia)	1221	2%	4%	7%	11%	89%
Gamble online	1218	1%	2%	5%	8%	92%
Download/listen to music from the campus Cdigix service	1219	1%	2%	4%	7%	93%
Participate in other virtual environments (e.g., Second Life)	1220	1%	2%	4%	6%	94%

Source: UMSS 2007

Twelve of these technology activities had been included in last year's survey. Table 20 shows the comparison for engagement at any time during the semester. These comparisons must be interpreted with care, since the presence of other items on the respective lists can influence responses and the wording of some items was somewhat different. However, some comparisons are notable: Downloading video and social networking showed the largest overall increases from 2006 to 2007. Although relatively few reported online gambling either year, the rate showed a significant decline from 2006 to 2007 ($p < .05$).

Table 20. Self-reported engagement in technology activities at any time during the semester

Activities with a significant change from 2006 to 2007 shown in italics.	2006	2007	95% Confidence Interval for Change		
			Lower estimate	Upper estimate	Change (%)
Download/watch video online	70%	86%	+12	+19	+16
Participate in online social networks	77%	92%	+11	+17	+15
Shop online	76%	84%	+4	+11	+8
Play solo computer games	45%	51%	+2	+10	+6
Access a resource at the UM Library Web site	93%	90%	-5	-1	+3
Access online course materials	99%	98%	-2	+0.1	-1
Contribute to a blog	23%	24%	-3	+4	-1
Play massively multiplayer online games	12%	11%	-4	+1	-1
Download/listen to music online[2]	85%	83%	-6	+0.2	-3
Phone/text with parent[1]	97%	93%	-5	-2	-4
E-mail/IM with parent[3]	80%	75%	-8	-2	-5
Gamble online	15%	8%	-9	-4	-7

[1] 2006 asked only about phone, not text.
[2] 2007 results are from combining separate items regarding downloads from Cdigix and all other sources.
[3] 2006 results are from combining separate items for E-mail and IM.

Source: UMSS 2006 and UMSS 2007

Barriers to participation in co-curricular activities

Respondents were asked about their general interest in participating in different types of co-curricular activities while at Maryland. Unfortunately, the wording of the response options did not allow respondents to indicate if they had participated or were currently participating in an experience so the data appeared to be confounded. However, another question regarding reasons preventing co-curricular involvement did produce usable data.

Respondents stated many reasons that prevented them from having a co-curricular experience of interest to them such as research with a faculty member, study abroad, internships, community service-learning or volunteer work, or involvement in a residential learning community. Most commonly cited reasons were academics and financial issues (see Table 21). The percent of respondents who responded that they were "not sure how/where to find information" (25%) may be of interest to campus administrators and could inform future information dissemination practices.

Table 21. Reasons preventing co-curricular involvement

If you have any interest in one or more of the above experiences, but haven't participated, what prevented you from doing so?	Percentage[1]
Academics	54
Financial considerations	42
Had to work/employment	40
Not sure how/where to find information	25
Involved in on-campus activities	19
Family responsibilities	13
Involved in off-campus activities (not work-related)	11
Don't have reliable transportation	9
Other	9

Source: UMSS 2007
[1]Question requested students to "select all that apply" so sum of column is greater than 100%

Feelings about the future and ability to make a personal impact

Respondents were asked their level of agreement/disagreement with three statements related to their perception of their future and ability to influence the world. More than 80% agreed with one or more of the three statements (Table 22). In an attempt to identify a group of positive-thinking respondents, it was determined how many answered "agree/strongly agree" to all three questions. Slightly less than 70% of respondents did so.

Table 22. Feelings about the future and one's ability to make an impact

	Percent indicating:				
Percent	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel optimistic about my long-term future. (N=1219)	44	45	8	2	1
I can have a positive impact on my community. (N=1221)	39	49	10	1	<1
Small actions can make a big impact in solving the problems of the world.(N=1220)	34	47	14	4	1

Note: Columns may not add to 100 due to rounding.

Looking at group differences, the only significant difference ($p < .05$) in opinion between men and women was for the item "Small actions can make a big impact in solving the problems of the world." Women (87%) were significantly more likely to agree with the statement than men (75%).

There were significant differences ($p < .05$) in opinion among self-reported ethnic/racial groups. For "I feel optimistic about my long-term future," Black/African American, White, and Hispanic respondents more frequently agreed than Asians. For "I can have a positive impact on my community," Black/African American, Hispanic, and White respondents more frequently agreed than Asians. For "Small actions can make a big impact…." Black/African Americans and Hispanics were more likely to agree than Asians and Whites.

Eighty-one percent of African American respondents agreed with all three, compared to 76% of Hispanics, 69% of Whites, and 62% of Asians.

We investigated the possibility that communication with parents was related to agreement with the statements. We found that the frequency with which respondents reported discussing academics, well-being and social life with parent(s) was positively and significantly correlated ($p < .05$) with agreement with each of the three items. Discussion of finances was only correlated significantly ($p < .05$) on the "positive impact" item; discussions of involvement and the future were correlated significantly ($p < .05$) with responses on the "I can have a positive impact" and "Small actions can make a big impact" items. We also found that grade point average was significantly correlated ($p < .05$) with agreement with "I feel optimistic about my long-term future".

We plan to include these items in future administrations of the UMSS to further investigate these relationships and monitor changes over time.

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 or from

Office of Institutional Research, Planning, and Assessment
1101 Mitchell Building
University of Maryland
College Park, MD 20742
301-405-5590
cawg@umd.edu

Appendix B

University of Maryland
University of Maryland Student Survey
Spring 2007

INFORMED CONSENT FORM

Project Title: 2007 UNIVERSITY OF MARYLAND STUDENT SURVEY

I certify that I am 18 years of age or older, and wish to participate in a program of research being conducted by Dr. Charles Stangor in the Department of Psychology and Sharon A. La Voy in Institutional Research, Planning and Assessment at the University of Maryland, College Park, MD 20742.

The **purpose** of the University of Maryland Student Survey (UMSS) is to serve as a tool for understanding the attitudes and experiences of upper division undergraduates at UM. This project will provide data for research and institutional purposes. For example, data from the project will help the University to learn about the college experiences, opinions, and progress of students, and the effects of diversity. Data may also be used by different departments within the University, for instance: To enhance our understanding of what helps students succeed and what might cause difficulties; for internal and external reporting; and to improve the quality of the education, programs and services offered by the University.

The **procedure** for this experiment involves completing a questionnaire that focuses on your college experiences. The questionnaire should take about 20 minutes to complete. Your student ID will be used to link responses from this survey to other survey responses and to demographic and other information maintained by the University.

All information collected during this project will be kept **confidential**. All records will be stored on password-protected computer servers. Only members of the research team, including Dr. Cheri Ostroff and graduate assistants directly working on this project, will have access to these records. Presentations or publications of the study will be based on grouped data and will NOT reveal your identity. At the conclusion of this study copies of written material will be shredded and discarded.

You may experience mild discomfort due to the sensitive nature of some of the questions. Whenever confidential information is collected there is some risk that this information may somehow be inappropriately disclosed. However, you understand that the researchers are taking clear and specific steps to guard the confidentiality of the information you provide (as outlined in the section on Confidentiality).

Although this project is not designed to help you personally, the researchers hope to gain valuable information about how students perceive their college experiences and how these perceptions influence their college achievement.

By signing this form, you agree that:

- You have freely volunteered to complete a survey questionnaire;
- You may ask questions before, during, and after the survey;
- You may contact the researchers at any time to obtain information about the project; and
- You may withdraw from the project at any time without penalty.

Contact Information:

If you have further questions or concerns about this study, you may contact either the primary investigators (Dr. Charles Stangor, 301-405-5921 or Sharon A. La Voy, 301-405-3828) or the campus Institutional Research Board (301-405-0678).

Participant's Name (Please Print)	Signature	Date

This form was approved by the University of Maryland, College Park IRB. The expiration for the approval is September 14, 2007.

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2007 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. Thank you for your time.

Please fill in the bubbles for each answer entirely.
Correct ● Incorrect ⊗ ⊘ ⊙ ⊛

During this semester, when did you MOST RECENTLY do the following?

	Did not do this semester	During this semester	In the last month	In the last week	In the last day
Use a computer in the WAM Labs	○	○	○	○	○
Access online course material	○	○	○	○	○
Access a resource at the UM Library Web site	○	○	○	○	○
E-mail/IM with parent	○	○	○	○	○
Phone/text with parent	○	○	○	○	○
E-mail/IM/phone with faculty in a course you are taking	○	○	○	○	○
E-mail/IM/phone to stay in touch with a faculty beyond a class you took	○	○	○	○	○
Use internet-based phone service (e.g., Skype)	○	○	○	○	○
Use internet-based video chat/phone	○	○	○	○	○
E-mail/IM with someone who lives outside the U.S.	○	○	○	○	○
Read Web sites (including online newspapers/magazines) from a country other than the U.S.	○	○	○	○	○
Read a blog	○	○	○	○	○
Contribute to a blog	○	○	○	○	○
Contribute to a wiki (e.g., Wikipedia)	○	○	○	○	○
Download/listen to podcast	○	○	○	○	○
Receive information via RSS feed	○	○	○	○	○
Download/listen to music from the campus Cdigix service	○	○	○	○	○
Download/listen to music via another online source	○	○	○	○	○
Download/watch video online	○	○	○	○	○
Shop online	○	○	○	○	○
Gamble online	○	○	○	○	○
Participate in online social networks (e.g., Facebook, MySpace)	○	○	○	○	○
Play solo computer games	○	○	○	○	○
Play massively multiplayer online role-playing games (e.g., WoW, EverQuest)	○	○	○	○	○
Participate in other virtual environments (e.g., Second Life)	○	○	○	○	○

How often do you and your parent(s) typically discuss your:

	Never	Monthly	Weekly	Daily
Academics	○	○	○	○
Finances	○	○	○	○
Physical and emotional well-being	○	○	○	○
Social life (e.g., friends, significant others, roommates)	○	○	○	○
Involvement (e.g., organizations, sports, jobs, internships)	○	○	○	○
Future (e.g., career, graduate school, future planning)	○	○	○	○

Do your parent(s) have a college degree or higher?

○ Neither
○ One parent
○ Both parents

1 ●○○○○○○○○○○○○○

Do you consider the United States your home country?
◯ Yes ◯ No

What is the longest period of time you have spent outside of the United States?
◯ Never been outside the U.S.
◯ Less than one month
◯ Between one month and one year
◯ More than one year

Have you been outside the United States SINCE attending UM?
◯ No **(skip to bottom)**
◯ Yes - Please continue

(If yes) Have you participated in any of the following international activities SINCE attending UM?

Classes (including traditional study abroad) outside the U.S.
◯ No
◯ Yes, with a UM-affiliated group or program
◯ Yes, but not through UM

Educational field trip outside the U.S.
◯ No
◯ Yes, with a UM-affiliated group or program
◯ Yes, but not through UM

Research outside the U.S.
◯ No
◯ Yes, with a UM-affiliated group or program
◯ Yes, but not through UM

Internship, co-op, or employment outside the U.S.
◯ No
◯ Yes, with a UM-affiliated group or program
◯ Yes, but not through UM

Missionary or religious trip outside the U.S.
◯ No
◯ Yes, with a UM-affiliated group or program
◯ Yes, but not through UM

Volunteer work outside the U.S.
◯ No
◯ Yes, with a UM-affiliated group or program
◯ Yes, but not through UM

Military service outside the U.S.
◯ No
◯ Yes

Vacation or recreational travel outside the U.S.
◯ No
◯ Yes

Other, please specify

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

How would you rate your abilities in the following areas?

	Very weak	Weak	Adequate	Strong	Very strong
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	◯	◯	◯	◯	◯
Working effectively in a team of people different from you	◯	◯	◯	◯	◯
Solving problems in a group setting	◯	◯	◯	◯	◯
Understanding perspectives different than your own	◯	◯	◯	◯	◯
Interacting comfortably with people different from you	◯	◯	◯	◯	◯
Adapting successfully to cultural expectations other than your own	◯	◯	◯	◯	◯
Demonstrating knowledge of another culture(s)	◯	◯	◯	◯	◯
Articulating differences between your culture and another culture	◯	◯	◯	◯	◯

Please indicate your interest in the following areas:

	Not at all interested	Somewhat interested	Very interested
Research with a faculty member	◯	◯	◯
Study abroad	◯	◯	◯
Internships or cooperative education	◯	◯	◯
Community service-learning or volunteer work	◯	◯	◯
Student leadership on campus	◯	◯	◯
Residential learning communities (e.g., Beyond the Classroom, Language House, Writer's House)	◯	◯	◯

If you have any interest in one or more of the above experiences, but haven't participated, what prevented you from doing so?

Please choose ALL that apply.

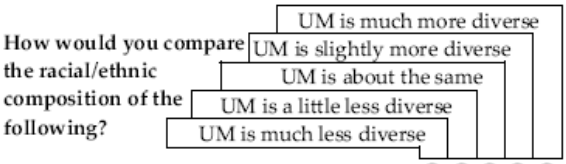
◯ Academics
◯ Financial constraints
◯ Not sure how/where to find information
◯ Don't have reliable transportation
◯ Family responsibilities
◯ Involved in off-campus activities (not work-related)
◯ Had to work/employment
◯ Involved in on-campus activities
◯ Other, please specify

Please indicate how much you agree/disagree with the following:	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My dormitory wing, apartment floor, or housing situation is culturally diverse.	○	○	○	○	○
The clubs or organizations that I belong to at the University are culturally diverse.	○	○	○	○	○
This university does not tolerate discrimination.	○	○	○	○	○
Discrimination is a problem at this university.	○	○	○	○	○
The perspectives of males and females are equally valued at this university.	○	○	○	○	○
This university has made a special effort to help racial and ethnic minority students feel like they "belong" on campus.	○	○	○	○	○
This university actively promotes appreciation for diversity through clubs and university-wide events.	○	○	○	○	○
Gender does not affect how people are treated at this university.	○	○	○	○	○
Students are encouraged to discuss a range of ideas and to explore diverse perspectives in their courses.	○	○	○	○	○
I'm meeting people different from myself at Maryland.	○	○	○	○	○
Students are treated fairly here regardless of their gender.	○	○	○	○	○
To get ahead in life, it is sometimes necessary to step on other groups.	○	○	○	○	○
No one group should dominate in society.	○	○	○	○	○
It would be good if groups could be equal.	○	○	○	○	○
Some groups of people are simply inferior to other groups.	○	○	○	○	○
I identify with my ethnic or racial background.	○	○	○	○	○
My ethnic or racial background is important to me.	○	○	○	○	○
My ethnic or racial background guides my thinking or behavior.	○	○	○	○	○
At this university, I have been able to learn about different cultures.	○	○	○	○	○
The different perspectives that students from diverse backgrounds bring to the campus are valued at this university.	○	○	○	○	○
Students are treated fairly here regardless of their racial/ethnic background.	○	○	○	○	○
There is a lot of racial conflict at this university.	○	○	○	○	○
At this university, I have been challenged to critically examine my own beliefs regarding race and ethnicity.	○	○	○	○	○
At this university, I have interacted with students from racial or ethnic backgrounds different from my own.	○	○	○	○	○
It's OK if some groups have more of a chance in life than others.	○	○	○	○	○
At this university, I have been able to gain a better understanding and appreciation of other cultures.	○	○	○	○	○
At this university, I have been able to engage in discussions that bring in multiple perspectives.	○	○	○	○	○
This university fosters respect for cultural differences.	○	○	○	○	○
Sometimes other groups must be kept in their place.	○	○	○	○	○
Most of my friends at the University are of the same race/ethnicity as I am.	○	○	○	○	○
I do not feel a strong sense of belonging to the University.	○	○	○	○	○
I would feel comfortable promoting this university to potential students.	○	○	○	○	○
I am proud to be a student at this university.	○	○	○	○	○
Most of my friends at this university are the same gender as I am.	○	○	○	○	○
Most of the people that I study with, exchange course information with, and discuss schoolwork at this university with are of the same race/ethnicity as I am.	○	○	○	○	○

Since coming to the University how often have you done the following?	Very often	Often	Sometimes	Seldom	Never
Actively participated in an organization that promotes cultural diversity	○	○	○	○	○
Engaged in discussions about racial/ethnic issues in class	○	○	○	○	○
Worked in small, ethnically diverse groups with other students in class	○	○	○	○	○
Attended or participated in organized campus discussions on racial/ethnic issues	○	○	○	○	○

1 ●○○○○○○○○○○○○○

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

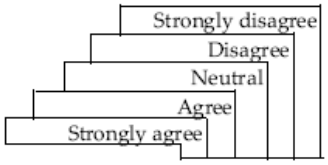


Neighborhood where I grew up ○○○○○
My high school ○○○○○
My friends ○○○○○

I feel optimistic about my long-term future.
- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree

I can have a positive impact on my community.
- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree

Small actions can make a big impact in solving the problems of the world.
- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree



My Professional Writing instructor provided a positive academic experience. ○○○○○

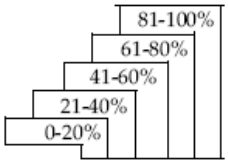
Overall, my Professional Writing course provided a positive academic experience. ○○○○○

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

Approximately what percentage of your college expenses (i.e. tuition, books, and basic living expenses) are paid for through the following means:



Financial aid (scholarships, grants, loans) ○○○○○
Parents or relatives ○○○○○
Me personally ○○○○○

You are:
- ○ male.
- ○ female.

You are:
- ○ Asian or Pacific Islander.
- ○ Black or African American.
- ○ Hispanic/Latino.
- ○ American Indian/Alaskan Native.
- ○ 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.

Where are you currently living?
- ○ Residence hall
- ○ Commons/Courtyards
- ○ Fraternity/sorority house
- ○ Your family's house
- ○ Other off-campus housing

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

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