



## 2008 Alumni Survey

- Online survey conducted every three years
- Administered to students graduating from UM within the last year
- 900 of 5815 recent degree recipients responded for a 15% response rate
  - Slight over-representation of Whites, females, and those entering UM as freshmen

## Alumni Survey (cont'd)

- MHEC items
- CAWG items
  - Value of UM experience on a series of life skills
  - What's distinct about the UM experience in comparison to the experiences of those graduating from other universities

We wanted to understand the factors that played a role in the successful experiences and graduation of these students.

Role of Financial Aid

UM's Preparation for Post-Bacc

Perceived Value of UM Experience

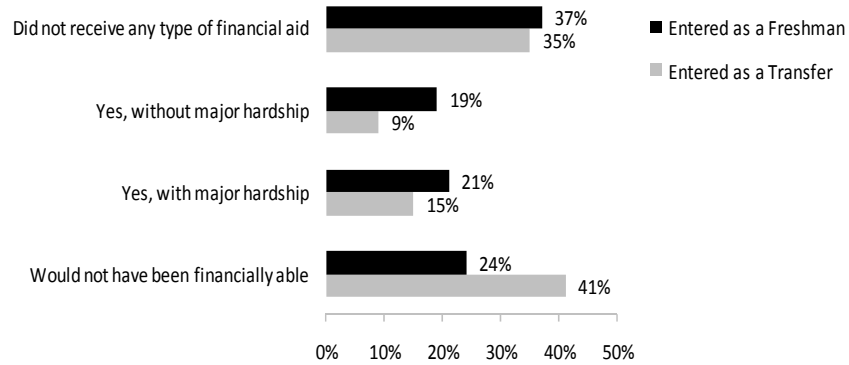
Distinct Features of UM Experience

## Role of Financial Aid

“Would you have been financially able to complete your degree without the financial aid you received?”

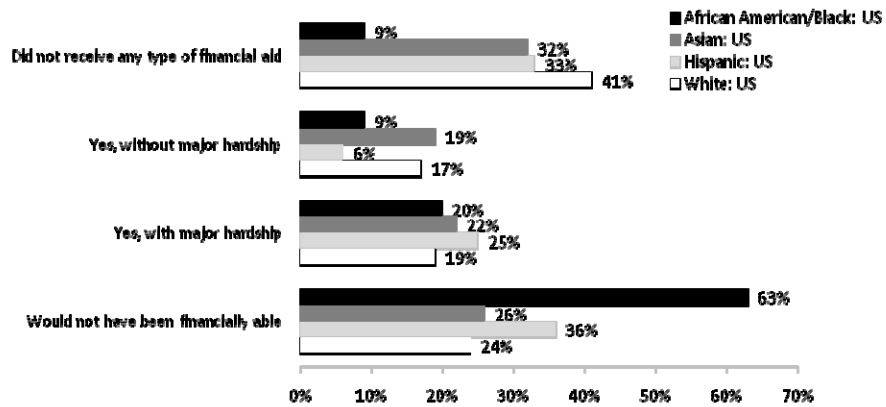
## Respondents who entered UM as transfers were more dependent on financial aid.

*"Would you have been financially able to complete your degree without the financial aid you received?"*



## Black/African American respondents were more dependent on financial aid than other groups.

*"Would you have been financially able to complete your degree without the financial aid you received?"*



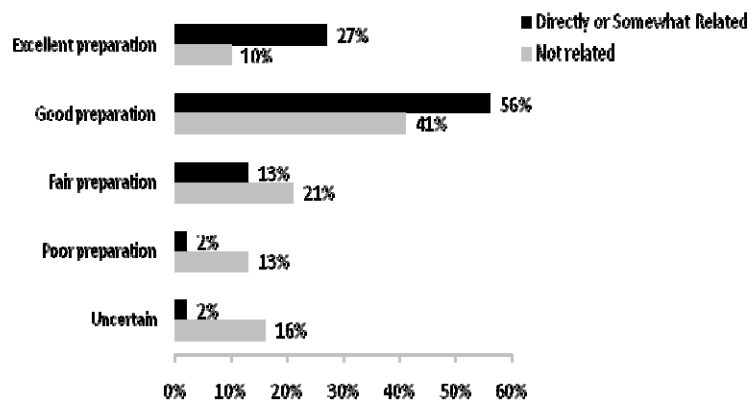
## Preparation for Post-Bacc

“How well did UM prepare you for graduate or professional study? For your current job?”

39% re-enrolled in school  
82% employed full-time or part-time

Respondents in jobs related to their field of study rated their UM preparation more positively.

*“How well did UM prepare you for your current job?”*



## Perceived Value of UM Experience

“How valuable was your UM  
experience in regard to the  
following...?”

## Perceived Value Scales

- Reflect four dimensions
  - Cognitive Skills
  - Social Interaction
  - Diversity
  - Mentoring
- Individual responses averaged across items in the scale
- Scores range from (1) *not at all valuable* to (5) *extremely valuable*

## Value for Cognitive Skills

Perceived value of UM experience on Cognitive Skills varied across racial/ethnic groups.

<b>Race/ethnicity</b>	<b>N</b>	<b>Mean (SD)</b>
African American/Black	81	4.22 (0.66)
Hispanic	36	4.17 (0.60)
White	592	3.95 (0.67)
Asian	98	3.87 (0.70)
Overall	892	3.96 (0.69)

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## Value for Social Interaction

Perceived value of UM experience on Social Interaction varied across entry status.

<b>Entry Status</b>	<b>N</b>	<b>Mean (SD)</b>
Entered as Freshman	656	3.99 (0.86)
Entered as Transfer	231	3.49 (1.02)
Overall	891	3.86 (0.93)

## Value for Diversity

Perceived value of UM experience on Diversity varied by gender and race/ethnicity.

	<b>N</b>	<b>Mean (SD)</b>
<b>Gender</b>		
Female	519	3.81 (0.85)
Male	371	3.67 (0.93)
<b>Race/ethnicity</b>		
Hispanic	36	4.04 (0.79)
African American/Black	81	3.98 (0.83)
Asian	98	3.78 (0.78)
White	590	3.72 (0.89)
Overall	890	3.75 (0.89)

## Value for Mentoring

Perceived value of UM experience on Mentoring did not vary across subgroups.

	<b>N</b>	<b>Mean (SD)</b>
Overall	892	3.51 (0.86)



## Relative Value

Alumni perceive the greatest relative value in Cognitive Skills and the least in Mentoring.

<b>Scale</b>	<b>Mean</b>
Cognitive Skills	3.96
Social Interaction	3.86
Diversity	3.75
Mentoring	3.51

## Distinct Features of the UM Experience

“What seems distinct about the UM experience in comparison to the experiences of those you know who have graduated from other universities?”

## Preparation for Post-Bacc

Qualitative responses were mixed with regard to review of the preparation for post-baccalaureate work.

## Perceived Value

- Social – size allows opportunities, athletics inspires engagement, sense of belonging
- Diversity – seen as unique to some, frustrating to others
- Mentoring – for the most part unsatisfactory due to size of UM, resources, attitudes of staff and faculty

## Other Distinctive Features

- Classes – appreciation for breadth of courses offered, frustration with large class size
- Major / Program – majority praised programs for preparation, reputation and experience
- Opportunities – majority were positive, citing academic programs and internships
- Overall UM – positive and negative

## Conclusion

“Students who excelled at Maryland took ownership of their own educational experience. Faculty and administrators supported them, but they were able to pursue their own internships and research experiences, and their own mix of electives and extra-curriculars to make sure that the University prepared them to meet their goals.”



CAMPUS  
**ASSESSMENT**  
WORKING GROUP

The 2008 Alumni Survey Report is available at:

<https://www.irpa.umd.edu/cawg>