CAWG SNAPSHOT OF STUDENT EXPERIENCES

CLASSROOM CIVILITY

University of Maryland

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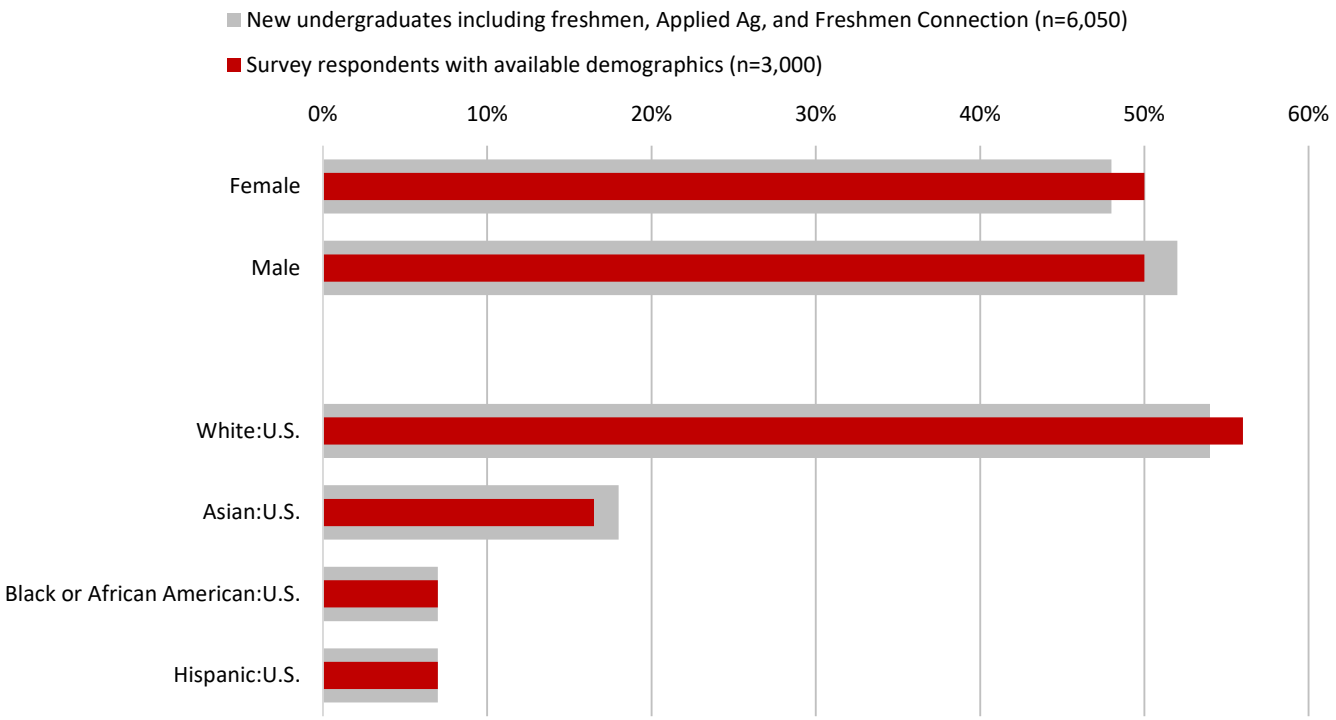
This Campus Assessment Working Group (CAWG) presents findings on first year students' experiences with classroom and academic civility. The Beginnings subgroup administered the Beginning Student Survey (BSS) approximately 8-10 weeks into the Fall 2018 semester, and one section of it asked respondents about their experiences with classroom civility.

Created by Vectors Market from Noun Project

Respondent Demographics



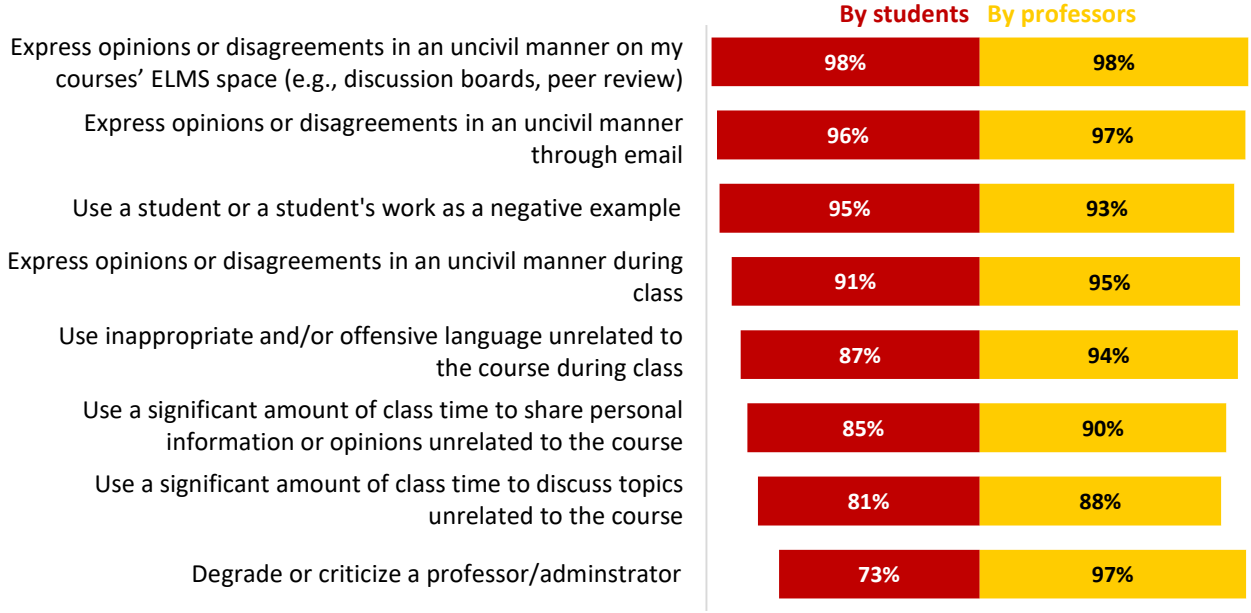
During the Fall 2018 semester, 3,191 of the 6,050 undergraduates new to campus completed the survey with results included in this snapshot. Demographics were available for approximately 94% (n=3,000) of those survey respondents. The chart above shows how sample and population demographics compare. Female and White respondents are slightly overrepresented and Male and Asian students are underrepresented in the sample compared to the population.

Demographic data were pulled from the UMD data warehouse. Fewer than 5% of respondents are of the following race/ethnicity categories, and therefore are not included in the chart above or race/ethnicity analyses but are included in overall report analyses: Two or More, Foreign, Unknown, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander. Survey data in this report represent only the self-reported responses of survey respondents, not all UMD students; therefore, use caution when generalizing. Percentages may not sum to 100 due to rounding.

What positive and negative behaviors do students report seeing in class?

Original survey questions: "How frequently have you seen a STUDENT exhibit the following behaviors during your time at UMD?" and "How frequently have you seen a PROFESSOR exhibit the following behaviors during your time at UMD?"
Original survey response options for both questions: Never, Rarely, Sometimes, Often

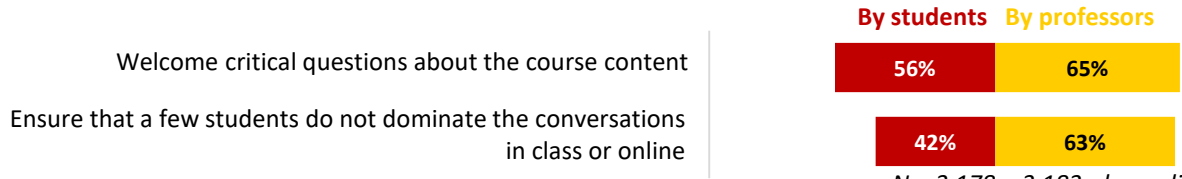
Student respondents who reported NEVER or RARELY seeing these NEGATIVE behaviors



N = 3,175 – 3,187, depending on item

- The chart above shows negative behaviors and the percent of respondents who never or rarely see them exhibited by other **students** (in red) and **professors** (in yellow). For each of these negative behaviors, about three-quarters of respondents (at least 73%) report rarely or never seeing them.
- Respondents generally report seeing similar behaviors by **students** and **professors**. The one exception is degrading or criticizing a professor/administrator when students report seeing it less from instructors (97% of respondents rarely or never see that behavior from **professors**) than their peers (73% rarely or never see that behavior from other **students**).

Student respondents who reported SOMETIMES or OFTEN seeing these POSITIVE behaviors



N = 3,178 – 3,183, depending on item

- The chart above shows positive behaviors and the percent of respondents who sometimes or often see them exhibited by other **students** (in red) and **professors** (in yellow).
- Respondents generally report that they more often see **professors** (63%) than **students** (42%) ensure that course conversations are not dominated by a select few students.

Questions to Consider

- What guides students' and professors' behavior in the classroom? Who is responsible for setting classroom expectations for instructors and students, and how can they be reinforced throughout the semester?
- In an effort to ensure more student voices are heard during classroom conversations/discussions, how can faculty encourage students to be more active participants in their classrooms?
- Approximately two-thirds (65%) of respondents reported that their professors sometimes or often welcome critical questions about the course content. In what ways can all instructors create space for ongoing critical feedback about their course?

Project Background and Resources

Campus discussions: In 2017 the ACES and Beginnings subgroups met with UMD Undergraduate Studies, Faculty Affairs, and the Office of Student Conduct with the goal of learning more about student perceptions related to academic integrity, civility, and communication. This report includes findings from Beginnings and report of ACES findings is available online.

Details of the ACES junior/senior survey: The Assessing Campus Experiences Subgroup (ACES) administered the University of Maryland Student Survey (UMSS) in Spring 2018. The UMSS is an annual survey administered in Professional Writing courses.

Details of the Beginnings first-year student survey: The Beginnings subgroup administered the Beginning Student Survey (BSS) in Fall 2018. The BSS is an annual paper survey administered approximately 8-10 weeks into the fall semester during courses such as English 101, University 100 (including Freshmen Connection sections), and Honors 100.

Campus resources: The Office of Undergraduate Studies lists course related policies for students. The Teaching and Learning Transformation Center provides guidance on creating an inclusive classroom and promoting a positive classroom climate. The Office of Faculty Affairs provides resources on academic freedom and free speech in the classroom.

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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 http://ter.ps/CAWG.