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Campus Assessment Working Group

Academic Engagement: Student Hopes, Expectations, and Experiences

Beginnings/ACES Subgroups
December 3, 2012 Forum

Today's Presenters



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Amanda Bowsher

➤ *Institutional Research, Planning & Assessment*

Robert Crane

➤ *College of Arts & Humanities*

ACES Subgroup Members



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Julie Kromkowski, Chair

Chuck Bagley

Amanda Bowsher

Robert Crane

Stephanie David

Wallace Eddy

Kylie Goodell

Adrienne Hamcke Wicker

Pat Hunt

Sharon La Voy

Erin Rooney-Eckel

Wayne Taliaferro

Carrie Tupper

Ronald Zeigler

Facilities Management

Facilities Management

Institutional Research, Planning & Assessment (IRPA)

College of Arts & Humanities

IRPA

Campus Recreation Services

Robert H. Smith School of Business

Center for Leadership & Organizational Change

Counseling Center

IRPA

University Career Center & The President's Promise

IRPA

Campus Recreation Services

Nyumburu Cultural Center

Beginnings Subgroup Members



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Joann Prosser, Chair

Amanda Bowsher

Stacey Brown

Tiffane Cochran

Barbara Goldberg

Beverly Greenfeig

Erin Iverson

Claire Jacobson

Sharon La Voy

Pam Phillips

Britt Reynolds

Nicole Roop

Hilary Sazama

Brian Watkins

Department of Resident Life

Institutional Research, Planning & Assessment (IRPA)

University Career Center & The President's Promise

IRPA

Counseling Center

Counseling Center

Department of Resident Life

Education Policy Studies

IRPA

IRPA

Undergraduate Admissions

College of Engineering

Office of Extended Studies

Parent & Family Affairs

Forum Agenda



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- Survey Background
- About the Data
- Findings
 - Part 1: Freshman Hopes and Junior/Senior Engagement
 - Part 2: Hopes and Engagement Side-by-Side
 - Part 3: Expectations and Experiences
- Questions and Discussion

Survey Background



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- Design and implementation of the new General Education curriculum
- Talk around campus about desired student learning experiences
- Effort to assess students' hopes for their curricular and co-curricular experiences at UMD
- Effect of these experiences on students' learning engagement

About the Data:

Beginning Student Survey (BSS)



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- Annual survey since 1996, administered within the 8-10th week of the fall semester in select first-year courses
- Gathers data on first-year undergraduates' experiences at and perceptions of UMD
- BSS 2010: 1869 (48%) FTFT survey respondents (3933 total)

About the Data:

UMD Student Survey (UMSS)



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- Annual spring survey since 1998
- Administered to juniors and seniors in Professional Writing
- Gathers data on upper-division undergraduates' experiences at and perceptions of UMD
- UMSS 2011: 1693 (69%) survey respondents (2450 total enrolled in Professional Writing)

About the Data: Limitations



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Use caution when generalizing results

- Convenience sample
- Data are self-reported



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FINDINGS

Part 1: Freshman Hopes and Junior/Senior Engagement

Hopes and Engagement Topics



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BSS - Freshmen

“Ideally I would hope to (regardless of whether it is possible) ...”

- Broad learning experiences
- Point of view
- Special experiences

UMSS - Juniors/seniors

“I was most engaged in my learning experience when I ...”

- Broad learning experiences
- Point of view
- Special experiences
- Other experiences

Freshman Hopes: Broad Learning Experiences



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**In my academic experiences at UMD, ideally I would
HOPE TO (regardless of whether it is possible) ...**

**Agree/
Strongly
Agree %**

Seek out educational opportunities to expand my knowledge.

90

Select courses out of interest rather than because they are required.

89

Take a course outside of my eventual chosen field of study.

87

Learn for the sake of learning.

79

Source: BSS10

Junior/Senior Engagement: Broad Learning Experiences



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Throughout my academic experiences at the University of Maryland, I was MOST ENGAGED in my learning experience when I ...	Agree/ Strongly Agree %
Selected courses out of interest rather than because they are required.	76
Sought out educational opportunities to expand my knowledge.	72
Learned for the sake of learning.	63
Took a course outside of my eventual chosen field of study.	54

Source: UMSS11

Freshman Hopes: Point of View



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**In my academic experiences at UMD, ideally I would
HOPE TO (regardless of whether it is possible) ...**

**Agree/
Strongly
Agree %**

Consider other classmates' perspectives.

86

Argue an academic point of view contrary to my own.

61

Source: BSS10

Junior/Senior Engagement: Point of View



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Throughout my academic experiences at the University of Maryland, I was MOST ENGAGED in my learning experience when I ...	Agree/ Strongly Agree %
Considered other classmates' perspectives.	56
Argued an academic point of view contrary to my own.	43

Source: UMSS11

Freshman Hopes: Special Experiences



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**In my academic experiences at UMD, ideally I would
HOPE TO (regardless of whether it is possible) ...**

**Agree/
Strongly
Agree %**

Participate in an internship related to my course of study.

94

Participate in community service as part of my academic
experience.

72

Participate in a study abroad program.

71

Present research at an academic conference.

43

Source: BSS10

Junior/Senior Engagement: Special Experiences



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Throughout my academic experiences at the University of Maryland, I was MOST ENGAGED in my learning experience when I ...	Agree/ Strongly Agree %
Participated in a study abroad program. (<i>n</i> = 156)	96
Participated in an internship related to my course of study. (<i>n</i> = 1025)	75
Participated in community service as part of my academic experience. (<i>n</i> = 1267)	43
Presented research at an academic conference. (<i>n</i> = 643)	41

Note: *n*'s vary due to data cleaning.

Source: UMSS11

Junior/Senior Engagement: Other Experiences



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Throughout my academic experiences at the University of Maryland, I was MOST ENGAGED in my learning experience when I ...	Agree/ Strongly Agree %
Gained practical value from coursework. (<i>n</i> = 1677)	83
Took a course to explore my career. (<i>n</i> = 1232)	78
Conducted or participated in undergraduate research. (<i>n</i> = 954)	55

Note: *n*'s vary due to data cleaning.

Source: UMSS11



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Part 2: Freshman Hopes and Junior/Senior Engagement Side-by-Side

Comparison of Hopes and Engagement



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Seek out educational opportunities to expand my knowledge.



■ Freshmen ■ Juniors/seniors

Percentage Agreed or Strongly Agreed

Sources: BSS10 & UMSS11

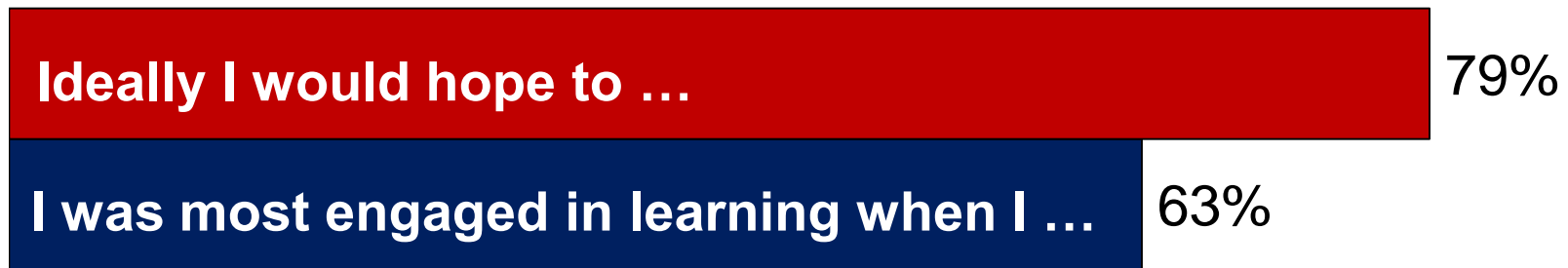
Comparison of Hopes and Engagement



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Learn for the sake of learning.



■ Freshmen ■ Juniors/seniors

Percentage Agreed or Strongly Agreed

Sources: BSS10 & UMSS11

Comparison of Hopes and Engagement



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Consider other classmates' perspectives.



■ Freshmen ■ Juniors/seniors

Percentage Agreed or Strongly Agreed

Sources: BSS10 & UMSS11

Comparison of Hopes and Engagement



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Select courses out of interest rather than because they are required.



■ Freshmen ■ Juniors/seniors

Percentage Agreed or Strongly Agreed

Sources: BSS10 & UMSS11



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Questions to consider:

- How can we better promote debate and discussion among students in the classroom?
- How can we ensure that the exchange of ideas is an engaging learning experience?



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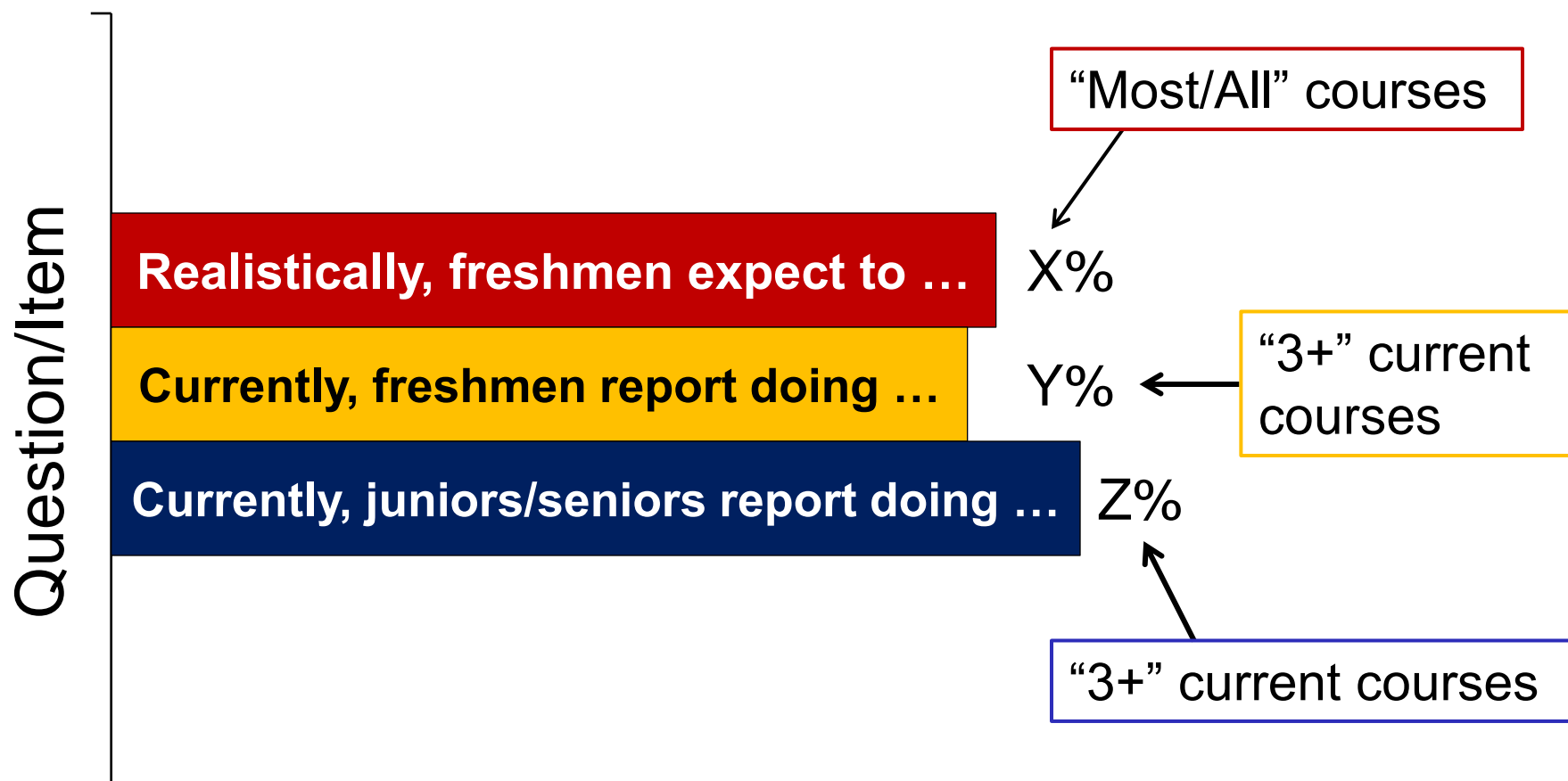
Part 3: Expectations and Experiences



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Expectations and Experiences



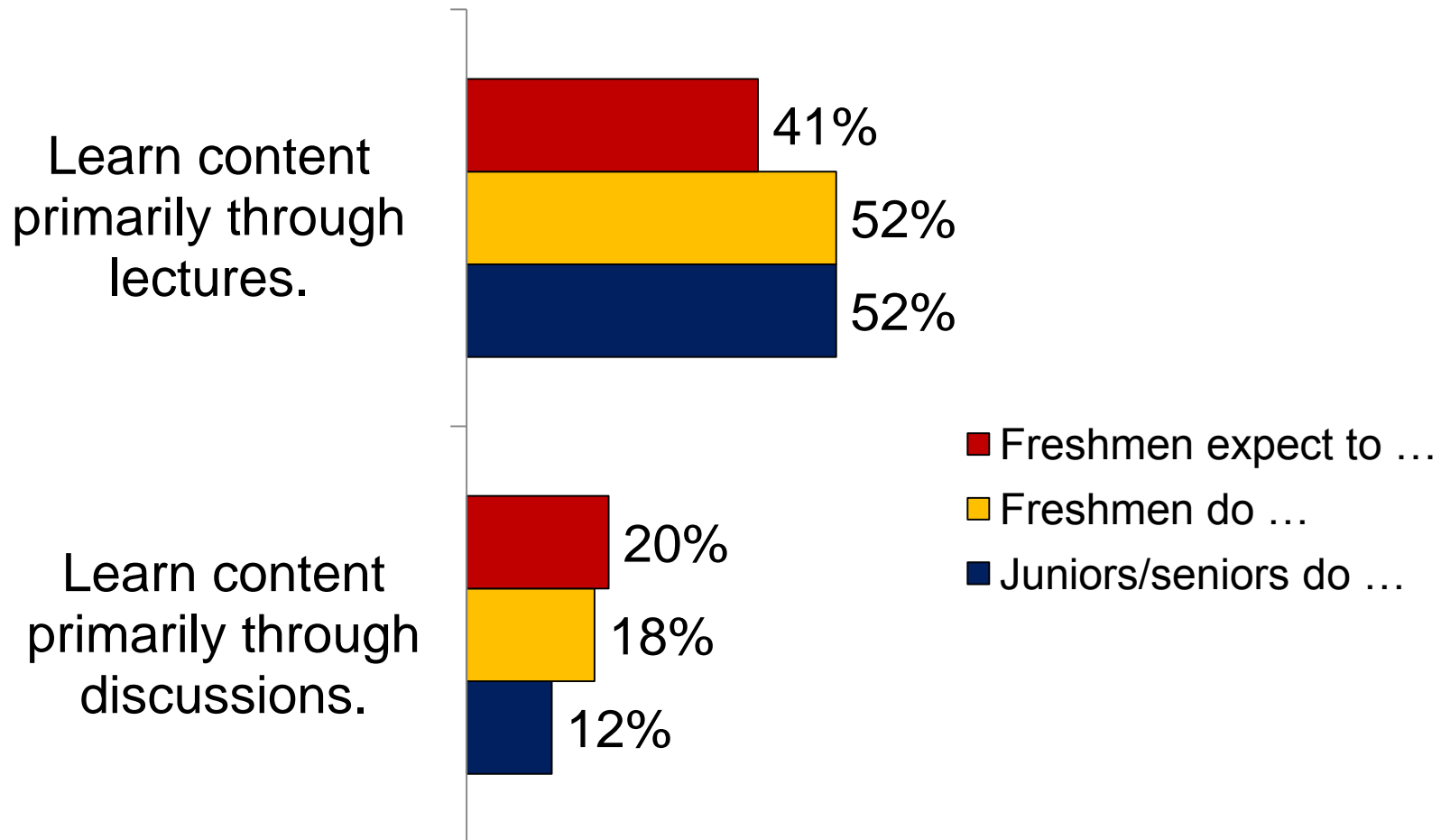
Percentages represent those who Agreed or Strongly Agreed with each item.

Expectations and Experiences *in most classes*



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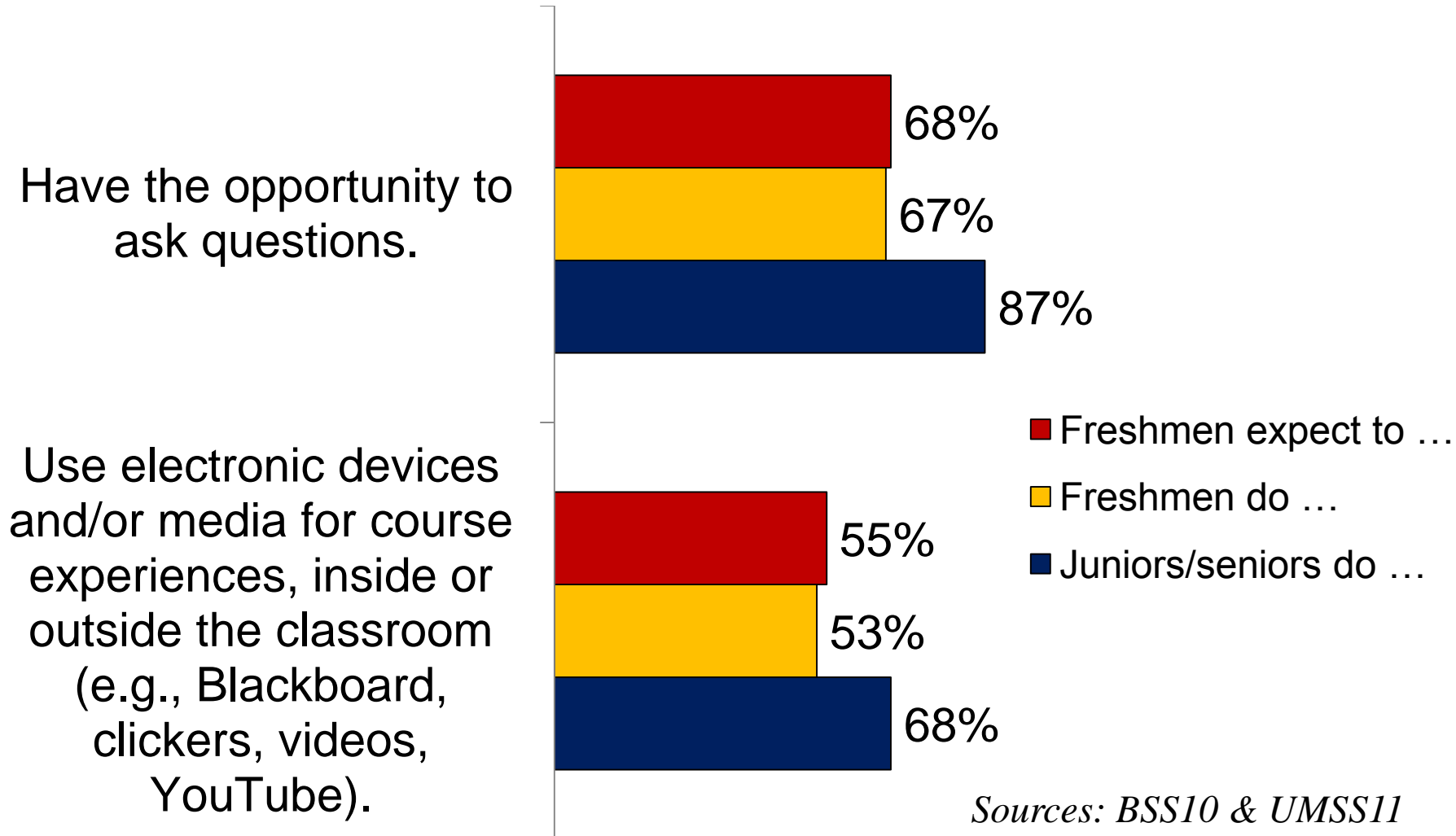
Sources: BSS10 & UMSS11

Expectations and Experiences *in most classes*



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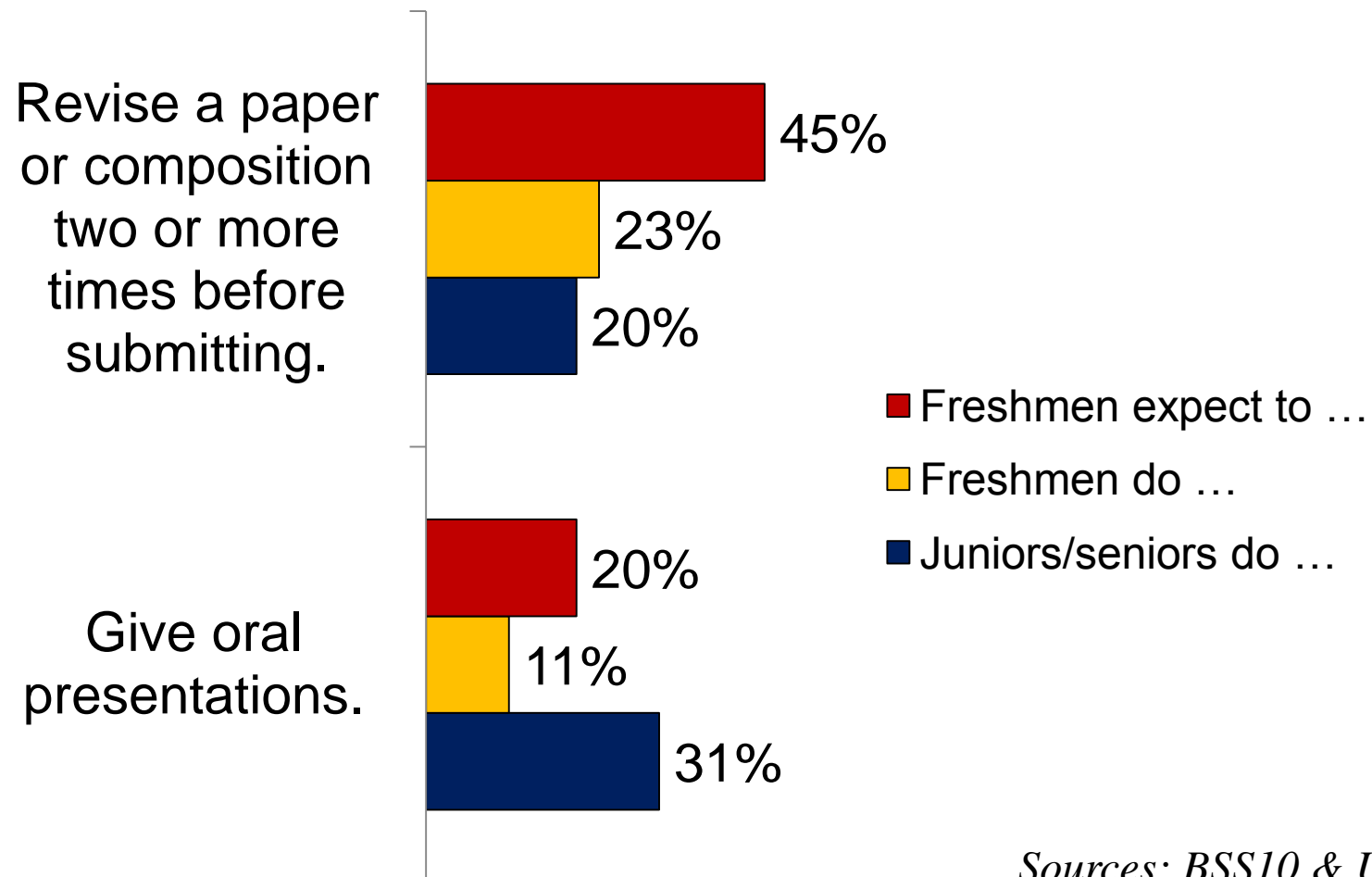
Sources: BSS10 & UMSS11

Expectations and Experiences *in most classes*



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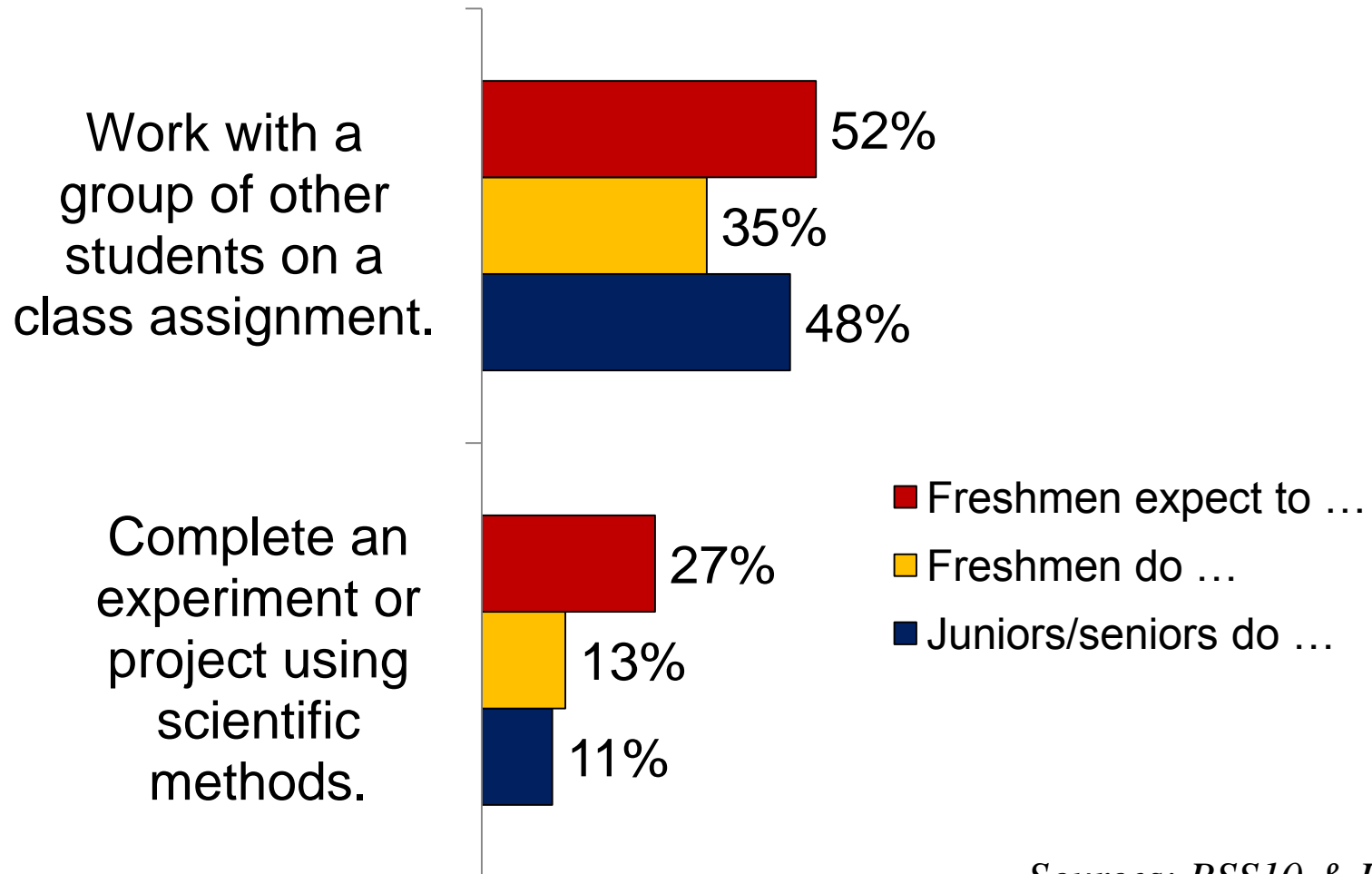
Sources: BSS10 & UMSS11

Expectations and Experiences *in most classes*



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Sources: BSS10 & UMSS11

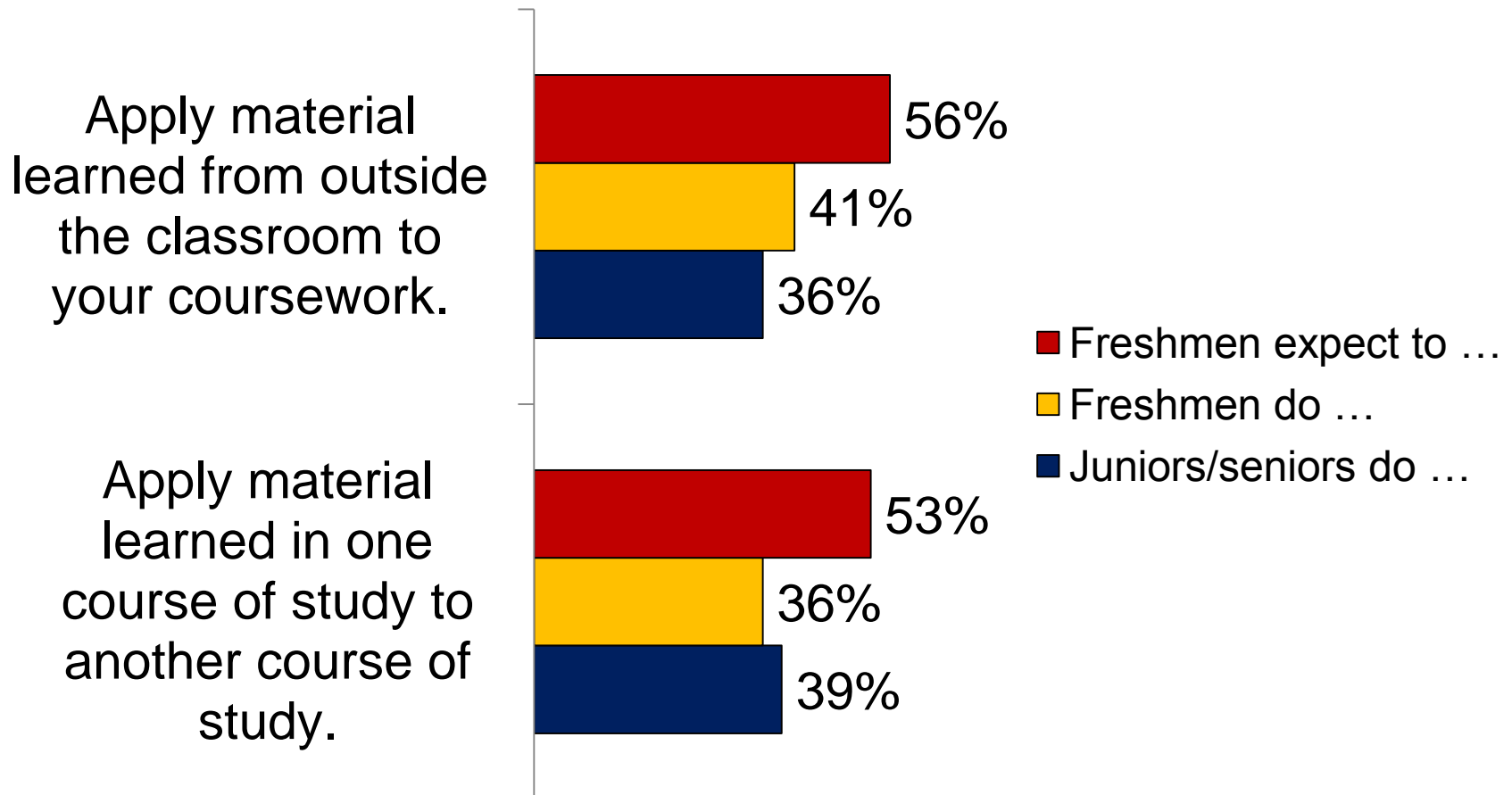
Transfer of Knowledge

in most classes



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Sources: BSS10 & UMSS11

Conclusion



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Questions to consider:

- How can we better promote debate and discussion among students in the classroom?
- How can we ensure that the exchange of ideas is an engaging learning experience?
- How will the new Gen Ed curriculum, including elements like Scholarship in Practice and I-Series, affect student experiences in class and with coursework?



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The CAWG Snapshot on Academic Engagement is available at:

www.umd.edu/cawg

Recent CAWG Issues:

Advice to Undergraduates from the Graduating Class of 2010,
Alumni Reflections on the UMD Undergraduate Experience

Upcoming Issue: Undergraduate Time-to-Degree