



CAMPUS  
ASSESSMENT  
WORKING GROUP

## Exploring Juniors and Seniors' Event Attendance and Academic Engagement

November 2024

The data in this snapshot continues the conversation from the UMSS24 about juniors and seniors' [participation in campus activities](#) and how they [balance responsibilities](#) on campus, but focuses primarily on engagement with academic activities and appointments in Spring 2024. The data presented here can provide insights into how students decide whether to attend an event or appointment.

As the University prioritizes investing in people and communities as part of its [strategic plan](#), these results can help us get a better sense of students' engagement and well-being.

### About the University of Maryland Student Survey

This report was written by the Campus Assessment Working Group (CAWG) ACES subcommittee. The 2024 [University of Maryland Student Survey](#) (UMSS24) was administered online from March 4, 2024 to March 15, 2024 to juniors and seniors enrolled in Professional Writing courses. In March 2024, 1,350 students completed the survey (36% of all students enrolled in Professional Writing courses).<sup>1</sup>

### Attendance at Activities and Appointments

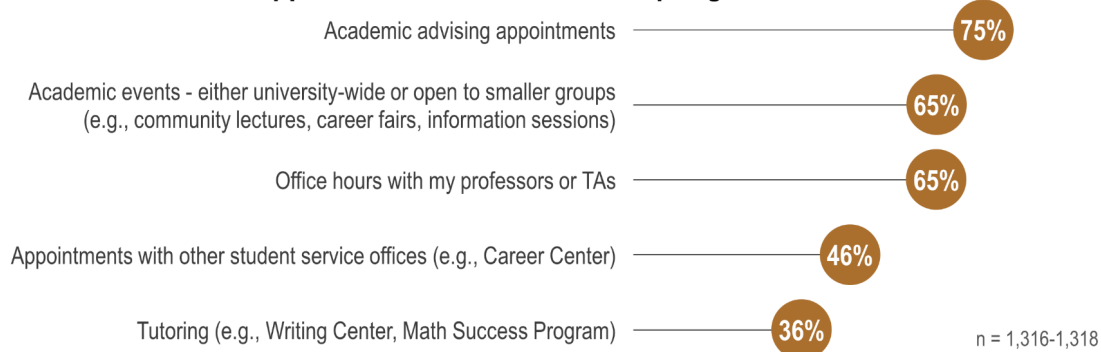
**Halfway through the Spring 2024 semester, over half of respondents said they had signed up for academic advising appointments, academic events, or office hours.**

- Three-fourths of respondents indicated that they signed up for academic advising appointments (75%), and almost two-thirds indicated that they signed up for academic events that were either university-wide or open to smaller groups (65%), and office hours with their professors or TAs (65%).
- Less than half (46%) of respondents said they signed up for appointments with other student services, and about one-third (36%) said they signed up for tutoring.

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<sup>1</sup> Percentages may not sum to 100% due to rounding. The distribution of respondents by race/ethnicity and gender was similar to that of the UMD population of juniors and seniors. Females were slightly overrepresented in the survey sample (54%) compared to 48% of all juniors and seniors, and 46% of respondents were male, compared to 52% of the population. The distribution of respondents by first generation status was similar to that of the UMD population of juniors and seniors.

### Percent of respondents who said they signed up for the following appointments/activities in the Spring 2024 semester:

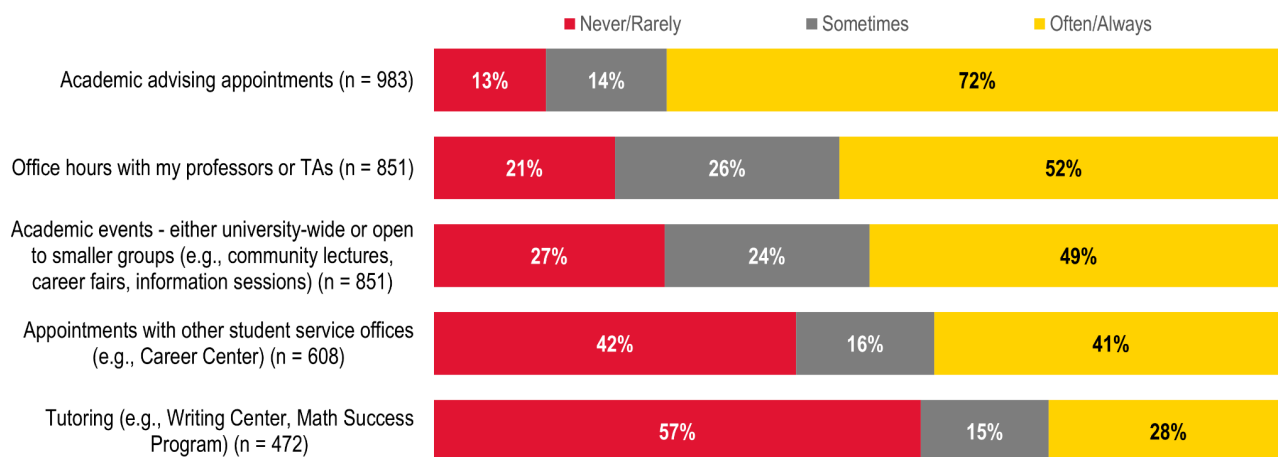


**Figure 1.** Distribution of respondents who said they have signed up for activities and/or appointments in the Spring 2024 semester, UMSS24.

### Attendance across appointments and activities varied among respondents depending on the type of appointment.

- Most (72%) respondents indicated they often or always attended the academic advising appointments they signed up for.
- About half of respondents said they often or always attended office hours with their professors or TAs (52%) or appointments with other student service offices (49%) after signing up for them.
- Academic events that are either university-wide or open to smaller groups had a nearly even split of respondents who said they often or always (41%) attended compared to never or rarely (42%) attended.
- Twenty-eight percent of respondents said they often or always attended the tutoring appointments they signed up for.

### This semester, after signing up for the following how often did you attend? (% of respondents who said they signed up for the following appointments this semester)



**Figure 2.** Distribution of responses about how often students attend the activities and/or appointments they signed up for, UMSS24.

### Questions to Consider

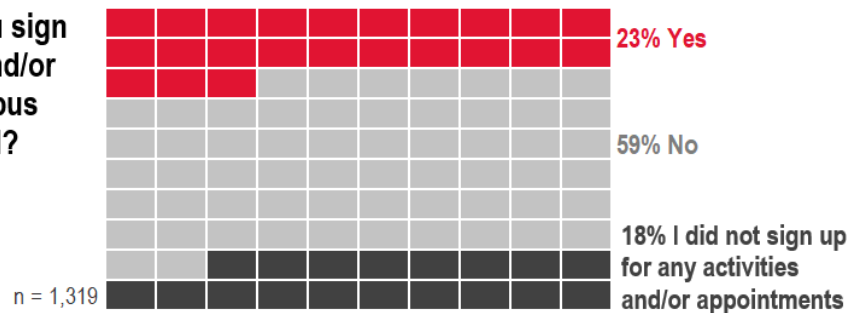
- This survey was administered during the first two weeks of March, before students could register for the next semester. Most students attend advising sessions in late March through April. How might the survey's timing impact the results? For advisors, how does this survey inform how you might encourage students to sign up for appointments in the future?
- Broadly speaking of academic events and appointments, how can the University connect with and answer questions for students who do not choose to sign up for events or appointments?
- Do students feel obligated to attend appointments, meetings, and events on top of their other academic responsibilities? How might these expectations impact their decision to attend these appointments?



### When asked about event participation more broadly, over half of respondents said they attended the activities and appointments for which they registered.

- Twenty-three percent of respondents said they did not attend activities and/or appointments in the spring of 2024 after signing up for them. Fifty-nine percent said they attended activities and/or appointments they signed up for.
- Meanwhile, 18% of respondents said they did not sign up for any activities and/or appointments that semester.

**This semester, did you sign up for any activities and/or appointments on campus that you did not attend?**



**Figure 3.** Distribution of responses about whether students attend the activities and/or appointments they sign up for, UMSS24.

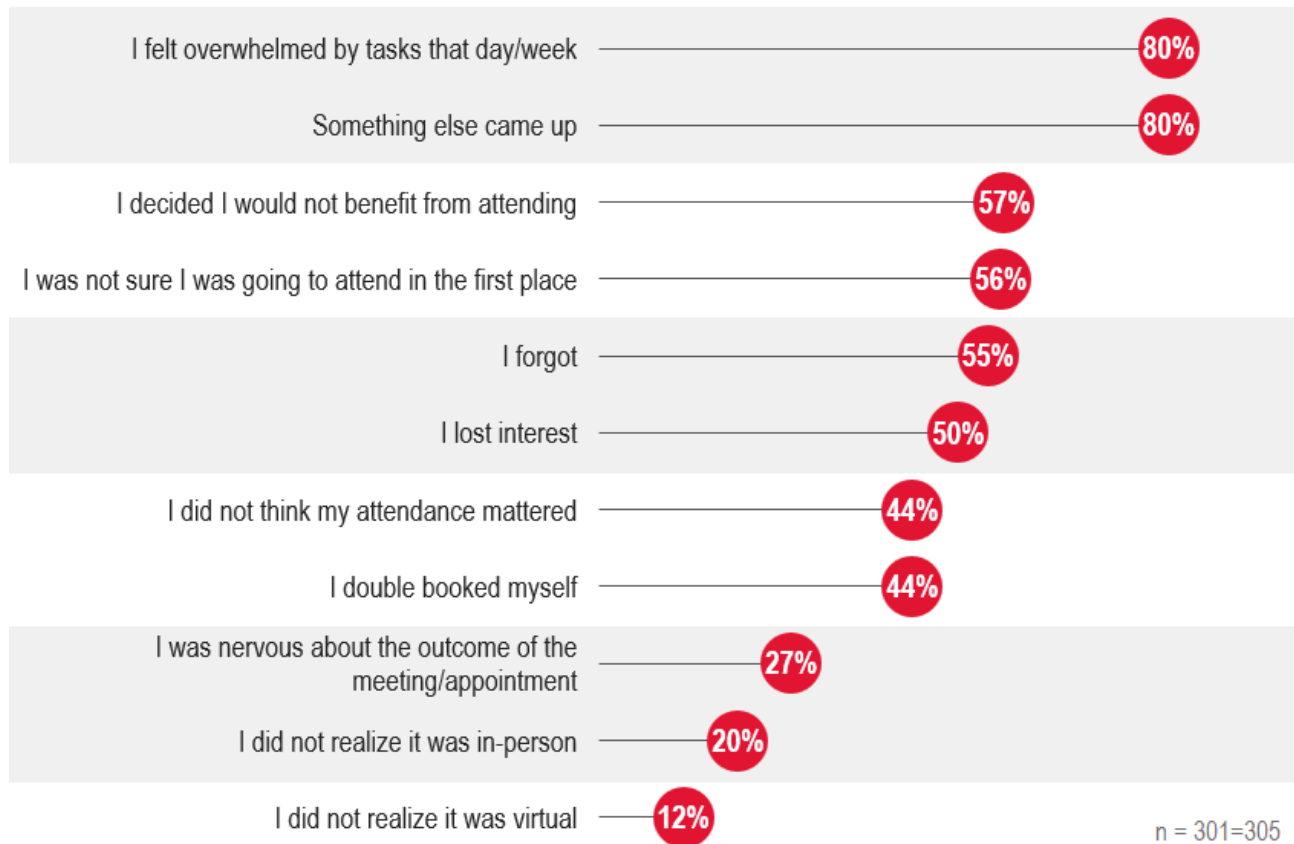
### Reasons for Not Attending

#### The most common reason respondents gave for not attending activities and/or appointments they signed up for was due to time constraints.

- The most common reasons that respondents said they did not attend events that they signed up for were because they “felt overwhelmed by tasks that day/week” (80%) and/or “something else came up” (80%).
- Fifty-seven percent of respondents indicated “I decided I would not benefit from attending,” 56% indicated “I was not sure I was going to attend in the first place,” 55% indicated “I forgot,” and 50% indicated “I lost interest”.
- Less than half said they “did not think my attendance mattered” (44%) and/or they “double booked myself” (44%). The least chosen reasons for not attending were “I was nervous about the outcome of the

meeting/appointment,” “I did not realize it was in-person,” and “I did not realize it was virtual.”

**This semester, when you signed up for something on campus but did not attend, which of the following were reasons you did not attend? (% Was a reason)**



**Figure 4.** Distribution of respondents who said the following were reasons for not attending activities and appointments they signed up for, UMSS24.

### Follow-Ups from Non-Attendance

**Most respondents alerted their meeting or event organizers beforehand that they could not attend and rescheduled appointments they missed.**

- Over half (52%) of respondents said they let the organizer or person they were meeting know beforehand that they would not be able to attend; 7% said they let the person know afterward that they could not attend; and 41% said they did not do anything as a follow-up when they missed an activity or appointment they signed up for.
- Respondents were split about rescheduling appointments they missed: 49% of respondents said they do not reschedule and 51% said they do reschedule.

### Questions to Consider

- What campus resources are available to help students who indicated they felt overwhelmed or that something else came up? How might we increase the visibility of resources like [mentalhealth.umd.edu](http://mentalhealth.umd.edu)?
- Around 12-20% of respondents said they did not realize the modality of the appointment when they signed up for it. How do we help students better decipher the information they receive to ensure they can attend in the format they signed up for?
- How might we make it easier for students to tell event or meeting organizers that they can no longer attend or need to reschedule?
- Fifty-six percent of respondents said they signed up for something but were not sure they were going to attend in the first place. When thinking about large-scale events, how might students express interest in events without committing?



### Conclusion

Most students continue to sign up for a wide variety of events and follow through on those commitments. This report provides some insight into how the university can connect with students who do not attend activities or appointments, including adapting marketing and communications strategies and strengthening efforts to support the well-being of students who feel overwhelmed or overscheduled.

#### About ACES

This report was written by the Campus Assessment Working Group (CAWG) ACES subgroup: Julie Kromkowski, Chair, Division of Administration Office of the VP; Jess Wojton, Office of Institutional Research, Planning & Assessment (IRPA); Shannon Buenaflor, A. James Clark School of Engineering; Stephanie Chang, Office of Diversity & Inclusion; Robert E. Crane, College of Arts & Humanities; Jonathan Engelberg, Division of Information Technology; Danielle Glazer, IRPA; Anton Lahaie, Stamp Student Union; Pearl Lo; Adele H. Stamp Student Union; Scott Moses, Department of English; Sharon Ousman, Career Center; Tami Kopischke Smith, Teaching and Learning Transformation Center; Minli Wang, A. James Clark School of Engineering; Ronald Zeigler, Nyumburu Cultural Center. For more information, to view past reports, or to join a CAWG subgroup, visit <http://ter.ps/CAWG>.