

**Undergraduate Student Satisfaction Survey
University of Maryland Baltimore County
Spring 2000**

Executive Summary

There were 750 respondents among the 2500 undergraduate students mailed surveys in Spring 2000, yielding a response rate of 30%. Of these, 716 could be identified and matched with Student Information System data. Compared to the undergraduate population, this sample over-represents whites and women. Seniors were slightly over-represented, while freshmen were somewhat under-represented. Sample and population are similar in full-time/ part-time, dormitory, and Maryland residency status. In terms of program area, those in the Social Sciences appear to be slightly over-represented in the sample, while those in Science & Engineering and Health-Related majors are somewhat under-represented.

In general, undergraduate students appear to be satisfied with UMBC, with the majority (73%) either satisfied or very satisfied with their entire educational experience at this university. Comparisons by student level find that juniors are more likely to be less satisfied than those at other levels. Those students entering UMBC as new freshmen were also more satisfied with their entire educational experience compared to those entering as transfer students. Most undergraduates (70%) would recommend UMBC to a friend or relative. Satisfaction with services and resources is positive for the most part. However, there appears to be substantial dissatisfaction with the campus climate and sense of community at UMBC, suggesting one possible area for further study.

Academic Experience

- Most respondents reported being satisfied or better with the level of challenge in their courses (76%), the quality of instruction by faculty (74%), and their major program (78%).
- Students entering as transfer students were twice as likely to be dissatisfied with the quality of instruction by faculty compared to new freshmen.
- Over one-quarter of those rating the quality of instruction by graduate students expressed dissatisfaction.
- About two-thirds of survey respondents were satisfied or very satisfied with the variety of courses offered at UMBC.

Service Use and Satisfaction

- As expected, the majority of students report using such campus services as the library, bookstore, and academic advising. Students are less likely to have used services such as career counseling, writing labs, and honors courses, as well as services targeted at specific groups (only 17% or 131 students report using services for commuting students even though 77% of the sample and 71% of the population commute to UMBC.)
- For the most part, undergraduates appear to be satisfied with technology-related services such as the campus homepage and internet/ computer services (80% and 77%, respectively.)

Facilities

- Undergraduates appear to be impressed with the upkeep and cleanliness of campus grounds (81.2%), as well as the athletic and recreational facilities (82%). Students are not as satisfied, however, with facilities targeted for specific educational purposes, as well as space for studying (only 64% satisfied) or socializing and relaxing (55%).

Campus Climate

- Most respondents reported feeling safe while on campus (80%). The majority viewed student, faculty and staff interactions in a positive light (76%), with 70% agreeing that there is a high degree of sensitivity and respect for diversity on campus.
- Only 26 % agreed or strongly agreed that UMBC has a strong sense of community, with 34% disagreeing or strongly disagreeing. Full-time students were more likely to disagree that there is a strong sense of community compared to part-time students (37% vs. 17%). Seniors were also more likely to disagree compared to other student levels, while commuters were more likely to feel neutral on the subject, compared to dorm students who were more likely to disagree.
- Just 28% reported feeling that they are an important part of the campus community, while 44% felt neutral and 28% disagreed that they experience such feelings. Residence hall students were more likely to report feeling as if they are an important part of the campus community compared to commuters. Part-time students were more likely to feel neutral, while full-time students were more likely to disagree that they feel part of the community.
- Only 48% of respondents reported wanting to be a part of the campus community, suggesting that one roadblock to a strong sense of community may be student apathy.

Other Activities and Responsibilities

- 60% reported working off campus at least part-time, while 14% reported working forty or more hours per week.
- Some students also indicated that they have child care (12.3%) and elder care (6.3%) responsibilities at home.
- Students did not report spending a great deal of time pursuing campus events and organizations – 65% indicated that they spend an average of 0 hours per week participating in campus organizations and activities.

INTRODUCTION

In response to a general concern about the quality of student life at UMBC, a committee was formed in the fall of 1999 to develop a survey of student satisfaction. This committee consisted of representatives from Institutional Advancement, Institutional Research, the College of Arts & Sciences, the College of Engineering, Undergraduate Enrollment Management, as well as both a graduate and undergraduate student representative. In addition, feedback was solicited from Student Affairs, the current Task Force Chairs, the Provost's Office, and the Graduate School during the development of the survey. The Office of Institutional Research (OIR) conducted the Student Satisfaction Survey in Spring 2000. Two surveys were administered, one to a sample of undergraduate students, the other to the entire graduate student population. This report focuses on the Undergraduate Student Satisfaction Survey.

The Sample

Surveys were mailed to a random sample of 2,500 of the Spring 2000 population of 8,226 undergraduate students. The original mailing, supplemented by a second mailing to non-respondents, generated a total of 750 responses, a response rate of 30%. Of these 750, OIR was able to match 716 respondents with Student Information System data files, thus garnering information such as race, gender, class level, full-time/ part-time status, Maryland residency status, and residence hall status.

Comparison of the sample with the overall undergraduate student population (Appendix A -- [Table 1](#)) indicates that the sample over-represents whites and women. Seniors are slightly over-represented, while freshmen are somewhat under-represented. With regard to major program area, those in the Social Sciences appear to be slightly over-represented in the sample, while those students in Science & Engineering and Health Related majors are somewhat under-represented. The sample group and the population are similar, however, in terms of full-time/ part-time status, residence hall status, and Maryland residency status.

The Survey

The survey investigates five major areas of the UMBC student experience, including satisfaction with academic life, various services offered to students at UMBC, facilities, campus climate, and other responsibilities faced by students. (See Appendix B for a copy of the questionnaire). Within the academic life section, students were asked to rate the level of challenge they experienced overall and within their academic major, if declared. They were also asked to indicate their level of satisfaction with the quality of instruction by faculty and graduate assistants, accessibility of faculty outside of class, class size, academic advisement, and the availability of research and internship opportunities outside of class. These questions were posed in terms of their overall academic experience, as well as their academic major, if declared. Students were also asked to evaluate their ability to get into classes, both overall and within their major, as well as in each of the six general education requirement areas where applicable.

Students may utilize a particular service without knowing the name of the office or department providing the service, and more than one office may be charged with providing a particular service on campus, such as advising. Therefore, the intent of this survey was to measure satisfaction with the various services, not the specific offices or departments providing the service.

Evaluation of student-related services was divided into five major areas. Within each area, students were asked to indicate their use of each service and their level of satisfaction with the service if they had used it. Administrative services included such items as registration, both on-line and telephone-based, financial aid, and student billing and paying. The academic services section examined advising, tutoring, career-counseling, on-line courses, writing labs, and honors courses. Group-targeted services included those directed specifically at female, minority, international, commuting, resident, evening, and Honor's College students, as well as students with disabilities. Campus life services included those services intended to enhance student life at UMBC. Among those included in the survey were personal counseling, campus ministry, child care, health care, food, shuttle bus and recreational services. In addition, such activities as volunteer opportunities, student government, Greek life organizations, and campus-sponsored cultural and social events were assessed. Finally, Information and Other services included such items as library and bookstore services, the campus radio station and newspaper, and technology-based services such as the campus homepage and computer and internet access.

Student satisfaction with the facilities offered at UMBC was also examined. Students were asked to rate their satisfaction with the physical classroom environment, science labs, engineering labs, Visual and Performing Arts studios, language labs, computer labs, the upkeep and cleanliness of campus grounds, space for studying and socializing, housing, parking, and dining facilities.

Several aspects of student perception of campus climate were measured. Students were asked the extent to which they agree or disagree that there is a strong sense of community at UMBC, and if they feel safe when on campus. To assess the social atmosphere on campus, students were asked to rate their overall feelings concerning interactions between faculty, staff and students; campus treatment of diversity; and gender equality at UMBC. Finally, several questions were posed to determine the extent to which students feel a part of the campus community and have the opportunity to get involved if desired.

Finally, the survey attempted to identify other responsibilities students might face while attending UMBC. Included among these items were working for pay on or off campus, serving as a volunteer on or off campus, studying outside of class, participating in organizations or activities on or off campus, and caring for children and/or elderly relatives at home.

RESULTS

Findings for this survey are presented for the overall sample, with statistically significant results discussed for various group comparisons where applicable. Groups identified for these analyses were based on **gender, race, full-time/ part-time status, student level, residence hall status, major program area, cumulative grade point average, Maryland residency, and entry status** as a new transfer or new freshman student. Statistical methods used to analyze survey results include Analysis of Variance (ANOVA) and Binary Logistic Regression, with the former used to identify significant differences among groups and the later used to reveal significant predictors of student satisfaction. In discussing the findings, satisfaction levels are collapsed so that “satisfied” includes both satisfied and very satisfied responses, and “dissatisfied” includes both dissatisfied and very dissatisfied responses.

In general, this survey finds that most undergraduate students appear to be satisfied with UMBC. The majority (73.4%) of the respondents reported being satisfied or very satisfied with their entire educational experience at UMBC ([Table 2](#)). Significant differences in satisfaction were found on this item by student level, with juniors exhibiting somewhat less satisfaction than other students (see [Table 3](#)). In addition, those entering UMBC as freshmen were more satisfied with their entire educational experience, with only 5.0% being dissatisfied, compared to 10.3% of those transferring into the university. Further investigation using binary logistic regression analysis provided additional support for the significance of entry status in predicting satisfaction with the entire educational experience, with transfer students exhibiting lower satisfaction levels. In addition, regression results indicate that those students with higher cumulative grade point averages were likely to have higher satisfaction levels compared to those with lower averages.

Overall, nearly 70% would recommend UMBC to a friend or relative ([Table 4](#)). [Table 5](#) reveals that among the group identifiers examined, only Maryland residency was found to be significantly associated with recommending UMBC. Non-Maryland residents represented only 11% of the respondents. They were less likely than Maryland residents to respond “yes” or “no” to this question, with almost one-third saying that they were “not sure” they would recommend UMBC to a friend or relative. Binary logistic regression analysis, on the other hand, revealed that controlling for all other characteristics, cumulative grade point average was the only significant predictor for recommending UMBC—students with higher averages were more likely to report that they would recommend UMBC to a friend or relative.

Academic Experience

Over three-quarters of the sample described the level of challenge encountered in courses as being “just right”, while less than four percent reported that classes were “too easy/ not challenging enough” ([Table 6](#)). Sophomore students were significantly more likely to report that their classes were “too hard” compared to other class levels ([Table 7](#)). As might be expected, those with lower cumulative grade point averages were also found to

be more likely to describe the level of challenge as “too hard.” With respect to program area, those students in Science & Engineering and in Other/Undeclared¹ were the most likely to report that the level of challenge in their courses overall was “too hard” (14.5% and 22.2%, respectively).

Binary logistic regression analysis found only two significant predictors for reporting that the level of challenge is too hard: being in an Other/ Undeclared program area and cumulative grade point average. Those students classified as having “Other” or undecided majors, as well as those with a lower relative grade point average, were more likely to report the level of challenge as too hard.

When courses taken only in the academic major were considered, (93 percent had declared an academic major)([Table 8](#)), 70 percent reported the level of challenge to be “just right” ([Table 9](#)). Again, those in Science & Engineering and Other/ Undeclared program areas were more likely to report the challenge as “too hard” compared to students in other areas.

[Table 10](#) shows that mean satisfaction was highest for quality of the primary academic program (4.02) and the quality of instruction by faculty (3.89). [Figure 1](#) also indicates that, overall, 74 percent of respondents were satisfied with the quality of instruction by faculty. Full- and part-time students were likely to respond with similar levels of satisfaction. Maryland residents, however, were more likely to be satisfied in this area compared to those coming from out-of-state (75.5% vs. 63.3%). Out-of-state students were almost twice as likely as Maryland residents to be neutral about the quality of instruction by faculty (30% vs. 17%). Additional findings indicate that those entering as transfer students were almost twice as likely to be dissatisfied with the quality of instruction by faculty when compared to those entering as freshmen (9.7% vs. 5.0%), while the groups demonstrated about equal levels of satisfaction (72.7% vs. 74.5%). New freshmen were more likely to report feeling neutral in this area (22.2% compared to 15.8% for new transfer students), perhaps indicating that those coming in as new transfers have higher and more definitive expectations. Further investigation using binary logistic regression indicated that three variables, cumulative grade point average, program area, and Maryland residency status, were significant predictors of satisfaction with the quality of faculty instruction. Having a higher grade point average is associated with higher satisfaction, as is being an in-state student. For program area, being in the Science & Engineering area is predictive of lower satisfaction with the quality of faculty instruction.

Satisfaction with several other aspects of the academic experience is shown in [Figure 2](#). Of the five areas examined, dissatisfaction was greatest with the quality of instruction by graduate students (25.9%) and the quality of academic advisement for general education requirements (25.8%). Comparisons of the mean levels of satisfaction, found in [Table 10](#), also indicate that students were least satisfied in these two areas of academic experience. With respect to accessibility of faculty outside of class, those with a

¹ “Other” includes: Interdisciplinary Studies, Undecided, and Undeclared.

cumulative grade point average of 2.0 or less were more likely to report dissatisfaction compared to those with higher averages. Students in Science & Engineering majors were also more likely to report being dissatisfied (12.5%) compared to those in the Arts & Humanities (4.9%) and Social Sciences (8.0%). However, those who were in Other/ Undeclared majors were the most likely to report being dissatisfied with the accessibility of faculty outside of class (14.2%). Academic program area was also found to be significant for satisfaction with the availability of research and internship opportunities, with those students in Science & Engineering somewhat more dissatisfied compared to those in other program areas.

Satisfaction with the academic experience within major academic area is the subject of [Figure 3](#). Over three-quarters of those responding were satisfied or very satisfied with the quality of their primary academic major. Those in the Arts & Humanities were somewhat less likely to report being satisfied compared to those in Science & Engineering and the Social Sciences. However, it is important to note that the majority of students in Arts & Humanities (75.4%) did report being satisfied or very satisfied.

Students were found to be more satisfied with advisement in their majors compared to those for general requirements (64.4% vs. 45.0%, respectively). However, those with a grade point average of 2.0 or less were more likely to report being dissatisfied with advisement in their majors, as were those entering UMBC as transfer students versus new freshmen (19.1% vs. 12.8%). Similar to findings for class size overall, the majority of respondents were satisfied with class sizes within their academic major, while almost one-fifth were dissatisfied with the availability of research and internship opportunities for undergraduates outside of class within their academic major. Those students in Science & Engineering were more likely to report dissatisfaction with class sizes compared to the other academic areas-- 21.2 percent compared to 8.2 percent for those in the Social Sciences, 15.4 percent for those in the Arts & Humanities, and 13.9 percent for those with Other/ Undeclared majors. Those in the Arts & Humanities were most likely to report being dissatisfied with the availability of research and internship opportunities for undergraduates outside of class within their academic major.

Overall, about two-thirds of survey respondents were satisfied or very satisfied with the variety of courses offered at UMBC ([Figure 4](#)). Additional findings indicate that those students transferring into UMBC were less likely to be satisfied with the variety of courses when compared to those entering as freshmen (62.1% vs. 68.2%). There was some dissatisfaction expressed with the overall ability to get into courses (26.7%), with somewhat higher dissatisfaction levels exhibited for course availability during the semesters desired and on the time and day desired. [Table 10](#) reveals that the mean levels of satisfaction were lower with regard to the availability of courses versus the variety of courses or ability to get into them.

[Figure 5](#) shows that women were more likely to be satisfied with their ability to get into courses, perhaps a function of the gendered distribution of students among the majors available at UMBC and differences in course availability within those majors. For example, Science & Engineering courses have historically had an uneven distribution of

students by gender, exhibiting a higher concentration of male students. Given the high levels of enrollments in these areas, there may be stiffer competition for desired courses and meeting times compared to the other program areas. If this is the case, men might have more negative perceptions about their ability to get into courses in their major. In addition, commuting students were less likely to express satisfaction in this area compared to those living on campus. This finding could be due to several factors, including the need to schedule classes in blocks to make commuting more efficient, heavier work schedules among commuters outside of class, and other role responsibilities such as childrearing more likely to be faced by commuting students. Additional findings indicate that those in the Arts & Humanities program areas were less satisfied with their ability to get into courses (44.1%) compared to those in other program areas (52.2% or higher). Those respondents entering as transfer students were also less likely to be satisfied with the availability of courses on the day and time desired when compared to those coming in as new freshmen. The two groups revealed similar rates of satisfaction, with 31.3 percent for transfers and 35.6 percent for new freshmen, but new freshmen were more likely to report feeling neutral (30.7% vs. 22.3% for transfers) while transfers were more likely to report feeling dissatisfied (46.4% vs. 33.9%).

[Figures 6 through 11](#) reveal student satisfaction levels with the availability of and ability to get into courses within each of the areas designated for General Distribution Requirements. In general, most students who reported taking classes in these areas were satisfied with the variety of courses offered and their ability to get into them. With respect to course variety, the highest levels of dissatisfaction, while still low, were found in the Arts and Humanities and Language/ Culture areas. Dissatisfaction with the ability to get into courses was highest among the Arts and Humanities. In general, more students expressed satisfaction with the availability of courses during the semester compared to day and/or time desired.

[Figure 12](#) demonstrates that about 70 percent were satisfied or better with the variety of courses offered in their major, while just over two-thirds reported being satisfied with their ability to get into these courses. About one-third of students reported being dissatisfied with the availability of courses within their major during the semester desired, as well as during the day and/or time when they wanted them. Those entering as new transfer students were less likely to be satisfied with the availability of courses on the day/ and or time desired compared to those entering as freshmen (43.9% vs. 50.0%).

Service Use and Satisfaction

Administrative Services

Use and satisfaction with administrative services is presented in [Figures 13 and 14](#). Three-fourths of the sample reported using student billing and paying, and while just over half of all students were satisfied or better with this service, greater satisfaction was found among those students attending part-time -- 68 percent versus 45 percent for full-time students. A possible explanation for this finding may be that full-time students face more complex financial situations (e.g., housing, scholarships, loans, etc.) that may

require more frequent and/or confusing interactions with billing services. Indeed, commuting students were also more likely to report satisfaction compared to their counterparts living on campus (55% vs. 36%, respectively). Finally, additional findings show that those entering UMBC as transfer students are more likely to be satisfied compared to those coming in as freshmen (55.2% vs. 41.2%), perhaps a result of the formers' previous experience with billing and paying services at other institutions. The majority of students reported using on-line registration and being satisfied with this service (89 percent), although part-time and commuting students were less likely to use it. About two-thirds reported using telephone registration, with three-quarters of these being satisfied.

Fifty-seven percent of those surveyed used financial aid services, with only 43 percent being satisfied or very satisfied. It is possible, of course, that satisfaction with financial aid services is actually a reflection of satisfaction with the service outcome-- i.e. the amount and type of financial aid received. Full-time students were more likely to use financial aid services, while commuting students were more likely to report being satisfied with these services. Those respondents beginning at UMBC as transfer students were also more likely to report being satisfied compared to those entering as freshmen (49.0% vs. 33.1%). About two-thirds of respondents reported using admission services, with two-thirds of those being satisfied. Use of the Deans' office services was found among only about ten percent or less of the sample for all academic areas. In general, about half of those students using these services were satisfied or better. [Table 10](#) provides an overview of mean satisfaction levels for administrative services. Within this category of services, those related to admissions and registration had the highest associated levels of satisfaction. The lowest mean satisfaction levels were found for financial aid and student billing and paying.

Academic Services

[Figures 15 and 16](#) outline use and satisfaction with academic services. Approximately three-quarters of survey respondents reported using academic advising services, while just under 50 percent reported being satisfied.² Part-time students were somewhat more likely to be satisfied with academic advising services (53.7%) compared to full-time students (48.3%). Students in the Arts & Humanities (81.4%) were most likely to have used advising services, followed by those in Science & Engineering (78.8%), in the Social Sciences (69.1%), and finally, in Other/Undeclared program areas (67.3%).

Approximately one-third of students used tutoring services, with 56 percent being satisfied or better. Full-time students were more likely to use these services compared to part-time students (36.7% vs. 24.7%), as were those in residence halls (47.2%) compared to commuters (29.9%). Not surprisingly, levels of use were also higher among students with a grade point average of 2.0 or lower and from 2.51 to 3.0 (about two-fifths) compared to other groups (about one-third), as well as among those in Science &

² It is important to reiterate that students may not differentiate between formal advising services, such as those provided by Academic Advisement, and advising received within their academic departments or elsewhere on campus.

Engineering programs. Finally, those entering UMBC as new transfers were less likely to use tutoring services compared to those coming in as freshmen (28.3% vs. 42.4%).

Just 17 percent of those surveyed reported using career counseling services, and satisfaction with those services was fairly low (41 percent). Although Seniors were more likely to use these services than students at lower class levels, differences in satisfaction by class level were not found to be significant. Less than 10 percent reported “using” on-line courses, although usage was somewhat higher among full-time students (11.4% compared to 5.4% for those attending part-time). Approximately one-fifth reported using writing labs, with most of those (65 percent) being satisfied or better. No significant differences were found for the use of writing labs by class level. Finally, about 12 percent reported “using” honors courses, with resident hall students more likely than commuting students (20% vs. 9%). Interestingly, those majoring in the Social Sciences were also less likely to use honors courses (6.1%), compared to 11.1 percent of those in Other/ Undeclared areas, 14.1 percent of those in the Arts & Humanities, and 15.7 percent of those in Science & Engineering. In addition, those coming in as transfer students were less likely to use honors courses compared to those entering as freshmen (7.3% vs. 18.5%). Overall, fifty-six percent of those using honors courses reported being satisfied or very satisfied.

Group-Targeted Services

Group-targeted services are outlined in [Figures 17 through 19](#). When examining the use of group-targeted services, it is important to realize that in some cases the group being identified makes up a relatively small portion of the overall student population, while at other times services are directed at those making up a large portion of the population. It is a reasonable assumption that those services offered to groups comprising a larger proportion of the sample would be used by a greater percentage of the overall sample. However, this was not necessarily the case for this sample of UMBC undergraduate students. [Figure 17](#) indicates that while women made up 56 percent of the sample, female student-targeted services were used by only 7.6%. Similar relatively low levels of use compared to portion of the overall portion of the sample were found for minority students and commuting students. Services for campus residents and international students appear to have been more effective at reaching the targeted population.

[Figure 18](#) reveals that, as expected, services intended for small groups on campus were used by a small percentage of the survey sample. These services include those for minority, international, evening, and honors students, as well as those students with disabilities. [Figure 19](#) shows the level of satisfaction for the students indicating they had used these services. Large percentages (36-48%) across the board said they were “neutral” in terms of satisfaction with these services. For minority student services, resident hall students were somewhat more likely to report using these services than were commuters. Considering that services directed at resident hall students were relatively more likely to be used by the target group, this finding might indicate that, overall, UMBC is more effective at targeting services to those living on campus versus those

commuting to school. Among those using minority services, just half reported being satisfied or better.

Under six percent of respondents reported using services oriented toward international students, and among those using these services, just 35 percent reported being satisfied, while about one-fifth reported being dissatisfied or very dissatisfied. Thirteen percent of survey respondents said they used evening student services, with 44 percent being satisfied or very satisfied. Commuting students were more likely to use these services (16.1% compared to 1.9% of those living in residence halls). Under five percent reported using services directed at students with disabilities, and among these, just over 40 percent were satisfied or better, while about 10 percent expressed dissatisfaction. Services targeted at Honor's College students were used by almost nine percent of respondents; just over 50 percent were satisfied with these services.

While services directed at female students were used by only eight percent of the survey sample, over half of those using these services reported being satisfied (56.1%). Overall, about 18 percent of respondents reported using services provided for commuting students. Among those respondents living off campus, only 23 percent used services directed at commuters. Nearly 30 percent of those using commuting student services were dissatisfied, while women were more likely to be dissatisfied with these services compared to men. Mean levels of satisfaction with group-targeted services, shown in [Table 10](#), reveal that services directed at commuting students received the lowest average satisfaction rating. In contrast to commuting students, resident hall students were more apt to report using services provided specifically for them-- 45 percent of resident hall students used services directed at them in comparison to the 23 percent of commuters using commuting student services.

Campus Life Services

Use and satisfaction with campus life services are outlined in [Figures 20 through 22](#). As seen in [Figure 20](#), eight out of the fourteen services examined were used by less than 20 percent of respondents. Food services were used by the greatest percentage of the sample (58.4%), followed by health services (29.9%) and recreational programs (27.6%). Personal counseling services were used by only 11 percent of respondents, with about half of those being satisfied with these services. Just nine percent of those surveyed reported using campus ministry, with most of those (65 percent) being satisfied or better. Resident hall students were more likely to take advantage of this service compared to those commuting to UMBC. While about three percent of those surveyed reported using child care services, only 25 percent of these reported being satisfied or very satisfied.

Approximately 30 percent of respondents indicated they used health care services, with about half being satisfied or better. Full-time students (34.1%) were more likely to use these services when compared to their part-time counterparts (19.4%), as were those students residing on campus (54.4%) compared to commuters (23.6%). In terms of satisfaction, in-state students were somewhat more likely to be satisfied with health services (58.6%) compared to those attending from out of state (52%).

Almost 60 percent of respondents reported using food services, with 40 percent of these being satisfied or very satisfied. Part-time students were more satisfied with food services than their full-time counterparts (47.2% vs. 38.3%). Approximately 30 percent of respondents said they used recreational programs, with most (69%) being satisfied or better. Full-time students were more likely to use these services-- 31.2 percent compared to 17.2 percent for part-time students, as were resident hall students (54.1%) compared to those commuting to campus (20.1%). Just 14 percent of those surveyed reported using intercollegiate athletic programs, with 62 percent being satisfied or very satisfied. While women using these programs were more likely to be neutral or satisfied, men were more likely than women to be at both extreme ends of the satisfaction scale with regard to intercollegiate athletic programs.

Just under one-fifth of those surveyed reported taking advantage of volunteer opportunities for students, with about three-fourths being satisfied or very satisfied. Full-time students were more likely to use these opportunities than those attending part-time, as were those living on campus. One-fourth of respondents reported using internship and practicum opportunities, with about 60 percent satisfied. Only 55 (7.1%) of the 750 survey respondents participated in Greek life organizations, with just over 40 percent of these being satisfied or better.

Respondent participation in student government organizations was found to be quite low (7.5%), with only about 40 percent of these participants being satisfied or very satisfied. And, only about one-fifth of students were found to participate in campus-sponsored cultural events, although here, the majority of respondents (67.1%) were satisfied or better. As would be expected, full-time students were more likely than those attending part-time to take part in these events, as were those living at UMBC. Somewhat more respondents were found to use campus-sponsored social events (27.3%), although they were less likely to be satisfied or very satisfied (51.9%). Again, those attending full-time and living on campus were found to participate at higher rates than part-time and commuting students. Finally, just 15 percent of survey respondents reported using shuttle bus services, with about 60 percent of these service users satisfied or better.

Information and Other Services

[Figures 23 and 24](#) show the levels of use and satisfaction with Information and Other Services found at UMBC. A high rate of use was found for library services (92.0%), with most users (84.3%) being satisfied or very satisfied. Full-time students were found to be more likely to use library services than those attending UMBC on a part-time basis (95.7% vs. 85.3%). Almost universal use was found for campus bookstore services (98.1%), with about 70 percent of respondents being satisfied or better with these services. Commuting students were somewhat more likely to be dissatisfied with the bookstore (12.0%) compared to resident students (8.3%), while women (74.8%) were more likely to be satisfied compared to men (65.0%).

Over 90 percent of respondents reported using the campus homepage, with over 80 percent being satisfied or very satisfied. While the majority of students at all class levels were satisfied or better with the homepage, seniors were more likely than others to report being very satisfied, while freshmen were more likely than others to feel neutral about it. Almost 90 percent of respondents also reported using internet and computer services, with over three-fourths being satisfied or very satisfied with the provision of these services. Full-time students were more likely to report using these services compared to those attending part-time (89.6% vs. 81.2%). In addition, those students in the Science & Engineering majors were the most likely to use internet and computer resources (93.1%) compared to those in other program areas. While 70 percent of respondents said they used the campus newspaper and almost 60 percent were satisfied or better with this service, the rate of use was higher among full-time students (74.6% compared to 51.5% for those attending part-time) and satisfaction was lower among those in the senior class. In addition to the campus newspaper, media services are also provided by the radio station. Fewer students (31.5%) reported using the radio station, however, and under one-third of those using it reported being satisfied or very satisfied. Full-time students used the radio station more than part-time students (36.5% vs. 12.9%).

Satisfaction with Campus Facilities

As seen in [Figure 25](#), just under half of those responding indicated that they were satisfied or better with the physical classroom environment such as lighting, heating and cooling, and seating. Freshmen reported higher levels of satisfaction with this aspect of campus compared to the higher level class groups. Male respondents were also found to be more satisfied with physical classroom environment compared to female students (53.5% vs. 43.8%).

Among those to whom it applied, somewhat over half of the students were found to be satisfied or very satisfied with science labs, while under half were satisfied with engineering labs. About 41 percent of those for whom it applied reported being satisfied or better with visual arts and performance studios. The majority of students (68.5%) concerned with language labs reported being satisfied or very satisfied with these facilities. While 69 percent of those using computer labs were satisfied, resident hall students revealed higher levels of satisfaction compared to commuting students (77.5% vs. 68.0%). Just over 80 percent of respondents reported satisfaction with the upkeep and cleanliness of campus grounds. For those to whom it applied, almost 85 percent were satisfied or very satisfied with athletic and recreation facilities.

[Figure 26](#) indicates that just over half of those surveyed were satisfied with space for relaxing and studying. Part-time students reported being more satisfied compared to full-time students (65.0% vs. 53.2%). Among the different class levels, seniors were more likely to be dissatisfied with space for relaxing and socializing, followed by sophomores and then juniors. Sixty-four percent of those for whom it was relevant indicated that they were satisfied or better with space for studying on campus.

For those to whom it applied, about 45 percent revealed that they were satisfied with housing on campus. A total of 112 respondents identified as commuters rated housing on campus. These respondents indicated higher levels of dissatisfaction compared to resident hall students, perhaps reflecting a desire for housing that was not being met. For the 28 percent of the sample indicating that housing in the vicinity of campus applied to them, 40 percent were satisfied and over 30 percent were neutral. Among resident hall students, 60 respondents rated housing in the vicinity of campus – 11.7 percent indicated dissatisfaction, while 41.7 percent were neutral, and 46.7 percent were satisfied. Among commuting students, with 141 rating housing in the vicinity of campus, 34.8 percent were dissatisfied, 29.1 percent were neutral, and 36.1 percent were satisfied. As on almost every student and alumni survey, most students were not satisfied with parking on campus, especially those attending full-time, among whom almost half report being very dissatisfied. Most (84.3%) survey respondents were satisfied or very satisfied with library facilities on campus. Most (over 71%) respondents were satisfied or neutral toward campus dining facilities (in residence halls and elsewhere on campus).

Campus Climate

When asked the extent to which they agree or disagree that there is a strong sense of community at UMBC, just 26 percent of respondents were found to agree or strongly agree ([Figure 27](#)). Another 40 percent, however, were neutral, perhaps indicating that they did not expect or care about a sense of community. [Figure 28](#) reveals marked differences on this variable across several groups, including class level, wherein freshmen and sophomores were more likely to agree or strongly agree than other class levels. However, for sophomores, the number disagreeing or strongly disagreeing was also high, mainly due to the fact that a smaller percentage of students at this class level were likely to report feeling neutral on this topic. Students living at UMBC were both more likely to agree and disagree that there is a strong sense of community when compared to commuters, with commuters being more likely to report feeling neutral in this area. Full-time students were also more likely to disagree with this statement about the UMBC community compared to their part-time counterparts. Additional analysis revealed that one-third of those with a grade point average of 2.0 or less agreed with this statement, compared to only about one-fourth of those with higher averages, perhaps indicating that students with lower grade point averages have a stronger focus on the social rather than academic aspects of college life.

As for personal safety at UMBC, [Figure 27](#) indicates that about 80 percent of survey respondents revealed that they feel safe and secure when on campus. To the statement that “in general, the interactions among students, faculty, and staff are positive in nature,” most (75.6%) indicated that they agreed or strongly agreed. Compared to men, women were more likely to agree with this statement (71.0% vs. 80.8%). Differences in opinion were also found by race/ ethnicity, with black students being somewhat more likely to agree with this statement. Most students (69.1%) also agreed that there is a high degree of sensitivity to and respect for individuals of different backgrounds, cultures, and lifestyles at UMBC. In addition, almost three-fourths of respondents agreed that male and female students are treated equally by faculty and staff.

This survey also questioned the extent to which individuals at UMBC feel as if they are an important part of the campus community. In response to this question, 44 percent indicated they felt neutral, 28 percent disagreed or strongly disagreed, and 28 percent agreed or strongly agreed ([Figure 27](#)). Full-time students were more likely to disagree or strongly disagree (29.9%) compared to part-time students (19.4%), as were commuters (28.1%) compared to dorm residents (24.8%). Interestingly, only about half of the survey respondents indicated that they desired to be a part of the UMBC campus community, with full-time students being more likely to agree or strongly agree that they want to be involved (51.0% compared to 37.5% for part-time students). Resident hall students were also more likely to agree or strongly agree that they want to be involved in the campus community compared to commuters (59.3% vs. 44.4%), as were those entering as freshmen compared to transfer students (54.4% vs. 39.9%). As for opportunities to get involved in the campus community, just under half of the respondents indicated some level of agreement that such opportunities are ample. Residence hall students were more likely to agree that ample opportunities exist to get involved compared to their commuting counterparts (61.1% vs. 47.4%).

Other Student Responsibilities

[Figure 29](#) reveals the mean number of hours spent in other activities faced by students attending UMBC. Working in a paid job off campus and studying appear to be the two additional activities consuming the greatest amount of time per week outside of attending classes. On average, students reported spending almost 16 hours studying outside of class each week. Participation in organizations and activities appeared to take up a greater amount of time off campus than on campus, as did serving as a volunteer.

[Figure 30](#) examines these activities by full-time/ part-time status, and indicates that while studying outside of class was the most time-consuming activity for full-time students, working in a paid job off campus consumed the most time for part-time students. As would be expected, full-time students were found to spend more time engaging in activities on campus, including working, volunteering, and participating in activities and organizations. Additional findings indicate that students in Science & Engineering spent the most time, on average, studying outside of class (18 hours per week) compared to other program areas. Those students in the Social Sciences, on the other hand, spent the most hours working in a paid job off campus (19 hours per week, on average).

This survey also investigated other responsibilities that students might face at home, including the care of dependent children or elderly relatives. Among those surveyed, 12 percent reported having child care responsibilities at home. Commuting students and women were more likely to report these responsibilities. Six percent of respondents indicated that they were responsible for the care of an elderly relative at home, with commuting students again being more likely than resident students to report such obligations.

CONCLUSIONS

In general, findings from this survey indicate that most respondents are satisfied with their experience at UMBC. However, differences in satisfaction levels were identified for several categories of students on campus. For example, entering as a freshman versus transfer student appears to have a notable effect on the UMBC experience: freshmen in the sample were more likely to be satisfied with their entire educational experience, although transfer students appeared to be more satisfied with services overall. On the other hand, transfer students were found to be less satisfied with the quality of instruction by faculty and the availability of courses. The next obvious question is “why is this the case?” Perhaps these differences are due to freshmen being more likely to live on campus, or attend full-time, or be younger without additional outside responsibilities. Unfortunately, the sample size makes it difficult to fully examine the interactions of the variables examined here, as the number in each group becomes considerably smaller with each additional characteristic entered into the analysis. Further investigation, possibly through more intensified surveying techniques or qualitative focus groups, might help in understanding the more general findings of this survey.

The examination in this survey of various aspects of the college experience revealed several areas that should be of concern to administrators and the various departments and offices providing service to UMBC students. While it is true that almost three-fourths of all students were satisfied with their entire educational experience, one-quarter were not. If we expect our students to excel beyond a “C” average, then we should strive to do so as a university as well. For academic experience, while over three-quarters of respondents felt that the level of challenge in their courses correctly met their expectations, and most were satisfied with the quality of instruction by faculty, there was substantial dissatisfaction demonstrated with the quality of instruction by graduate students, as well as academic advisement. Satisfaction levels with the variety and availability of courses indicate that the provision of courses and course requirements may warrant further attention.

Service use and satisfaction was the second major area examined in this survey. In several areas, results show that some services were used by a relatively low number of respondents, perhaps indicating that more needs to be done in the area of targeting those students needing the services, as well as more efficient and effective means of service delivery. For example, services directed at commuting students are not evidently meeting their target-- less than one-fifth of the sample reported using such services, while commuters make up almost four-fifths of respondents. Given differences in satisfaction found between commuters and those residing on campus on several factors throughout this survey, these findings point to the need for additional study of the commuter versus resident student experience, and the best way to improve the UMBC experience for commuting students.

In general, use of campus life services was relatively low, although most using such services tended to be satisfied. Low participation in the more social aspects of the college experience at UMBC was revealed, although in most cases respondents were

mostly satisfied or neutral regarding these services and activities. Overall, respondents were likely to both use and exhibit satisfaction with the information and other services offered on campus, especially the library and computer resources, as well as the bookstore. In contrast, fewer students were found to use and be satisfied with the two media resources on campus-- the newspaper and campus radio station, although more were found to use and be satisfied with the former compared to the later. In general, most respondents were found to be satisfied with the facilities offered on campus, although, not surprisingly, parking issues continue to be a major concern among students.

Investigation into student perceptions of campus climate revealed several interesting results. Most glaring is the small percentage agreeing that there is a strong sense of community at UMBC. Not insignificant to these findings is that for several of the variables examined, a substantial percentage of students reported feeling neutral. Further study into the importance of campus community and climate to the college experience appears to be warranted. Do students fail to feel a sense of community because the university does not effectively garner such feelings, or is this sense of community unimportant to the average student attending UMBC?

Findings regarding other activities and obligations indicate that students do not attend college in a vacuum. Other responsibilities and activities, especially work, take up a significant amount of time that may affect students' dedication and effort, as well as their expectations and experiences, while pursuing their education. Administrators and service providers should be aware of other factors affecting students outside of the university in order to effectively understand their needs and provide a positive educational experience.

Finally, attempts were made to identify other universities conducting student satisfaction surveys in order to assess the UMBC survey results in comparison with those of other institutions. It was impossible to find surveys identical to that administered here, but several similar survey instruments were found, including the 1995 University of Oregon Student Satisfaction Survey (<http://www.uoregon.edu/~osrl/uostud95.html>), the 1998 University of Georgia System Student Satisfaction Survey (<http://www-test.rath.peachnet.edu/news/1998/stsurvey.html>), the 1996 Indiana University- Purdue University Indianapolis (IUPUI) Student Satisfaction and Priorities Survey (<http://imir.iupui.edu/imir/ar/cssp96/css96.htm>), the 1999 Pennsylvania State University system Student Experience and Satisfaction Survey (<http://www.sa.psu.edu/sara/satisfaction/default.shtml>), the 1998 UW- Madison Student Satisfaction Survey (<http://www.ssc.wisc.edu/~sweet/student-98.htm>), and the Spring 1998 University of Delaware Student Opinion Survey (<http://www.udel.edu/IR/reports/sos.html>). While it is possible to make general comparisons, in most cases questions are worded somewhat differently and/or response schemas differ making exact comparisons impossible.

For the most part, patterns of satisfaction at UMBC were similar to those found at other institutions. Specifically, students tended to report higher satisfaction with the academic aspects of their college experience as opposed to the more social aspects. Satisfaction

with the overall education experience, in some cases measured as just the academic experience, was somewhat higher at other institutions compared to UMBC, where 73 percent were either satisfied or very satisfied with their entire educational experience. For example, 78 percent of respondents to the University System of Georgia's survey reported that they were satisfied or very satisfied with the college they were attending. And, almost 92 percent of respondents to the University of Wisconsin- Madison survey reported some level of satisfaction with their overall experience. At IUPUI, 83 percent of students reported being satisfied or very satisfied with their academic experiences, while only 45 percent reported such satisfaction with their social experiences. When comparing UMBC results, however, it is important to note that in some surveys, a neutral response category was not available, and almost one-fifth of UMBC respondents reported feeling neutral toward the entire educational experience. Some satisfaction levels were also lower than those found at UMBC – e.g. in the Penn State system schools, just 61 percent reported being satisfied with the quality of their overall educational experiences. Universal complaints appear to be dissatisfaction with parking, course availability, and food services—common complaints at UMBC as well. UMBC, then, appears to be similar to other postsecondary institutions, facing the challenge of continuing to provide a satisfactory academic experience while trying to enhance the social aspects of the undergraduate college education.

APPENDIX A: TABLES & FIGURES**Table 1:**

Comparison of Respondents and Overall Population		
Characteristic	Respondents (n=716)	Population (n=8226)
Race		
American Indian	0.6	0.6
Asian	14.8	16.9
Black	12.3	16.2
Foreign	3.6	4.4
Hispanic	2.7	2.4
White	64.7	58.3
Unknown	1.4	1.3
Gender		
Male	44.0	49.7
Female	56.0	50.3
Residency		
Maryland Resident	89.0	87.5
Non- Resident	11.0	12.5
Full/ Part-Time Status		
Full-Time	75.4	77.3
Part-Time	24.6	22.7
Student Level		
Freshman	14.4	18
Sophomore	21.1	21.3
Junior	26.8	26.7
Senior	33.8	30.2
Special Student	3.9	3.7
Program Area		
Arts & Humanities	12.2	14.4
Health Related	.6	4.5
Science & Engineering	23.0	41.8
Social Sciences	39.0	23.4
Other ¹ / Undeclared	25.3	15.9
Entry Status		
Transfer	50.0	48.0
New Freshman	50.0	52.0
Residence Hall Status		
Commuter	77.2	70.9
Residence Hall	22.8	29.1
¹ Other includes: SSB, PHSC, LIFE, H&CR, INDS. Source: UG Student Satisfaction Survey; Spring 2000 EIS data files.		

Table 2:

How would you evaluate your entire educational experience at UMBC?		
	Frequency	Percent
Very Dissatisfied	9	1.2
Dissatisfied	54	7.3
Neutral	134	18.1
Satisfied	429	57.9
Very Satisfied	115	15.5
Total	741	100.0

Table 3:

How would you evaluate your entire educational experience at UMBC? by Student Level						
	Student Level					Total
	Freshman	Sophomore	Junior	Senior	Special Under	
Very Dissatisfied	1 <i>1.0%</i>	1 <i>.7%</i>	1 <i>.5%</i>	2 <i>.8%</i>		5 <i>.7%</i>
Dissatisfied	3 <i>2.9%</i>	8 <i>5.4%</i>	22 <i>11.7%</i>	13 <i>5.4%</i>	2 <i>7.1%</i>	48 <i>6.8%</i>
Neutral	19 <i>18.4%</i>	27 <i>18.1%</i>	38 <i>20.2%</i>	38 <i>15.8%</i>	4 <i>14.3%</i>	126 <i>17.8%</i>
Satisfied	68 <i>66.0%</i>	100 <i>67.1%</i>	95 <i>50.5%</i>	141 <i>58.8%</i>	14 <i>50.0%</i>	418 <i>59.0%</i>
Very Satisfied	12 <i>11.7%</i>	13 <i>8.7%</i>	32 <i>17.0%</i>	46 <i>19.2%</i>	8 <i>28.6%</i>	111 <i>15.7%</i>
Total	103	149	188	240	28	708

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.793 ^a	16	.033
Likelihood Ratio	27.804	16	.033
N of Valid Cases	708		

^a 8 cells (32%) have expected count less than 5. The minimum expected count is .20.

Table 4:

Would you recommend UMBC to a friend or relative?		
	Frequency	Percent
No	64	8.6
Yes	512	69.0
Not Sure	166	22.4
Total	742	100.0

Table 5:

Would you recommend UMBC to a friend or relative? by MD Residency Status			
	MD Resident Status		Total
	MD Resident	Non-MD resident	
No	51 8.1%	2 2.6%	53 7.5%
Yes	446 70.8%	51 65.4%	497 70.2%
Not Sure	133 21.1%	25 32.1%	158 22.3%
Total	630	78	708

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.848 ^a	2	.033
Likelihood Ratio	7.324	2	.026
N of Valid Cases	708		

^a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.84.

Table 6:

In general, how would you describe the level of challenge you have encountered in your courses at UMBC?		
	Frequency	Percent
Too easy/ not challenging enough	28	3.8
Just right	569	76.6
Too hard	107	14.4
No Opinion	39	5.2
Total	743	100.0

Table 7:

In general, how would you describe the level of challenge you have encountered in your courses at UMBC? by Class Level						
	Class Level					Total
	Freshman	Sophomore	Junior	Senior	Special Under	
Too easy/ not challenging enough	2 2.0%	1 .7%	3 1.6%	16 6.7%	1 3.7%	23 3.2%
Just right	81 79.4%	107 71.8%	153 80.1%	188 78.3%	20 74.1%	549 77.4%
Too hard	12 11.8%	35 23.5%	25 13.1%	25 10.4%	3 11.1%	100 14.1%
No Opinion	7 6.9%	6 4.0%	10 5.2%	11 4.6%	3 11.1%	37 5.2%
Total	102	149	191	240	27	709

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.034 ^a	12	.003
Likelihood Ratio	28.211	12	.005
N of Valid Cases	709		

^a 5 cells (25.0%) have expected count less than 5. The minimum expected count is .88.

Table 8:

Have you declared an academic major?		
	Frequency	Percent
No	50	6.8
Yes	684	93.2
Total	734	100.0

Table 9:

Considering only those courses taken in your academic major, how would you describe the level of challenge you have encountered in your courses at UMBC?		
	Frequency	Percent
Too easy/ not challenging enough	43	6.2
Just right	484	69.6
Too hard	113	16.3
No Opinion	34	4.9
Have not taken any courses in major yet	21	3.0
Total	695	100.0

Table 10: Mean Satisfaction Levels*

Satisfaction with:	n	Mean	Std. Dev.
Academic Experience			
Quality of instruction by faculty	710	3.89	0.85
Quality of instruction by graduate students	557	3.20	1.04
Accessibility of faculty outside of class	680	3.64	0.91
Quality of academic advisement for general education requirements	679	3.26	1.13
Size of classes relative to your needs	682	3.66	1.00
Availability of research and internship opportunities for undergraduates outside of class	526	3.40	1.04
Quality of your primary academic program	642	4.02	0.95
Quality of faculty academic advisement in your major	627	3.73	1.11
Size of classes in your major relative to your needs	636	3.74	1.05
Availability of research and internship opportunities for undergraduates outside of class in your major	514	3.44	1.12
Course Availability			
<u>Overall</u>			
The variety of courses offered at UMBC	708	3.67	0.95
Your ability to get into courses	710	3.35	1.18
Availability of courses during the semesters when you want to take them	708	2.98	1.11
Availability of courses when you want them (i.e. the day and time of course)	704	2.92	1.06
<u>English Composition</u>			
The variety of courses offered at UMBC	371	3.70	0.77
Your ability to get into courses	375	3.84	0.78
Availability of courses during the semesters when you want to take them	374	3.73	0.82
Availability of courses when you want them (i.e. the day and time of course)	374	3.64	0.86
<u>Arts & Humanities</u>			
The variety of courses offered at UMBC	538	3.66	0.94
Your ability to get into courses	535	3.62	1.01
Availability of courses during the semesters when you want to take them	532	3.55	0.95
Availability of courses when you want them (i.e. the day and time of course)	533	3.48	0.98

Table 10: Continued

Satisfaction with:	n	Mean	Std. Dev.
<u>Social Sciences</u>			
The variety of courses offered at UMBC	557	3.93	0.82
Your ability to get into courses	553	3.93	0.77
Availability of courses during the semesters when you want to take them	556	3.78	0.82
Availability of courses when you want them (i.e. the day and time of course)	551	3.69	0.88
<u>Mathematics</u>			
The variety of courses offered at UMBC	478	3.81	0.83
Your ability to get into courses	477	3.83	0.85
Availability of courses during the semesters when you want to take them	474	3.70	0.90
Availability of courses when you want them (i.e. the day and time of course)	474	3.50	1.01
<u>Biological/ Physical Sciences</u>			
The variety of courses offered at UMBC	423	3.77	0.84
Your ability to get into courses	420	3.83	0.77
Availability of courses during the semesters when you want to take them	421	3.60	0.91
Availability of courses when you want them (i.e. the day and time of course)	421	3.46	0.99
<u>Language/ Culture</u>			
The variety of courses offered at UMBC	480	3.69	0.93
Your ability to get into courses	477	3.71	0.91
Availability of courses during the semesters when you want to take them	475	3.57	0.97
Availability of courses when you want them (i.e. the day and time of course)	474	3.76	1.04
<u>Declared Major Area</u>			
The variety of courses offered at UMBC	646	3.77	1.06
Your ability to get into courses	645	3.70	1.17
Availability of courses during the semesters when you want to take them	642	3.28	1.23
Availability of courses when you want them (i.e. the day and time of course)	641	3.20	1.23

Table 10: Continued

Satisfaction with:	n	Mean	Std. Dev.
Administrative Services			
Student billing and paying	536	3.30	1.12
On-line registration	602	4.31	0.81
Telephone registration	462	3.95	0.93
Other registration services	189	3.58	1.09
Financial aid services	393	3.06	1.28
Admissions services	450	3.70	0.95
Dean's office services - Arts & Sciences	74	3.46	0.98
Dean's office services - College of Engineering	50	3.54	0.89
Dean's office services - College of Social Work	63	3.49	0.98
Academic Services			
Advising services	523	3.28	1.17
Tutoring services	240	3.55	1.12
Career counseling services	122	3.25	1.12
On-line courses	73	3.53	1.01
Writing labs	129	3.79	0.94
Honors courses	87	3.67	1.09
Group-Targeted Services			
Services for women students	54	3.74	0.97
Services for minority students	67	3.52	1.06
Services for international students	44	3.18	1.08
Services for commuting students	129	3.06	1.07
Services for campus resident students	137	3.31	1.01
Services for evening students	92	3.30	1.08
Services for students with disabilities	28	3.36	1.03
Services for Honor's College students	59	3.68	1.02
Campus Life Services			
Personal counseling services	80	3.41	1.24
Campus ministry	68	3.72	0.99
Child care services	23	3.00	1.04
Health services	214	3.50	1.15
Food services	409	3.07	1.12
Recreational programs	193	3.77	0.98
Intercollegiate athletic programs	96	3.65	1.04
Volunteer opportunities for students	129	3.93	0.93
Internship and practicum opportunities	172	3.70	1.13
Greek life organizations	50	3.30	1.36
Student government organizations	56	3.27	1.10
Campus-sponsored cultural events	153	3.70	0.90
Campus-sponsored social events	194	3.41	0.96
Shuttle bus services	109	3.55	1.18

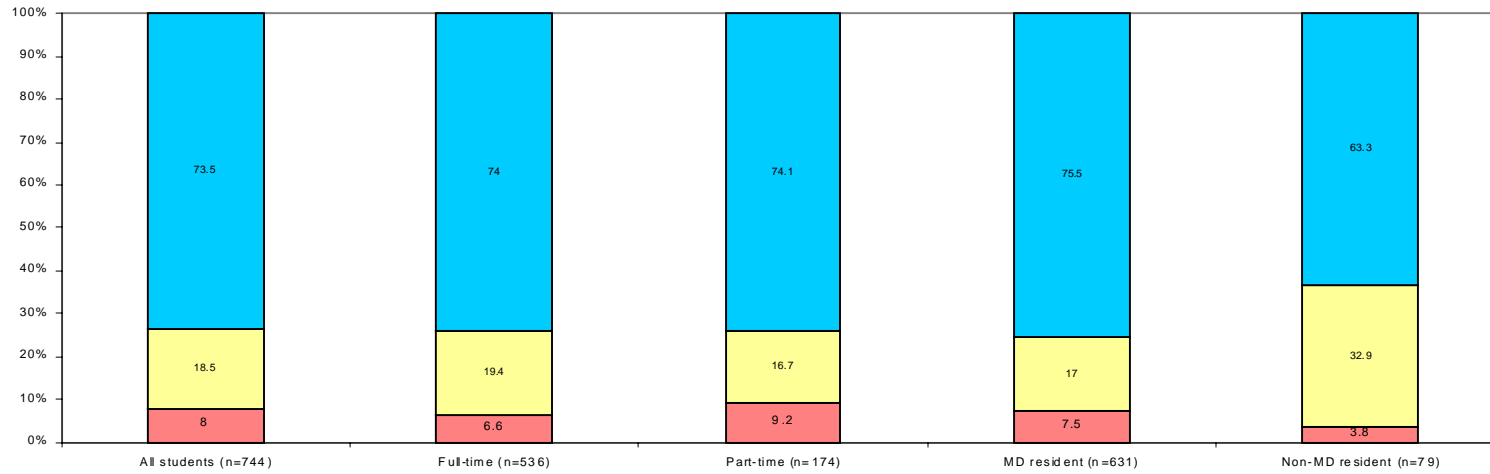
Table 10: Continued

Satisfaction with:	n	Mean	Std. Dev.
Information and Other Services			
Library services	648	4.09	0.81
Campus bookstore	690	3.75	0.96
Campus homepage	637	4.08	0.75
Internet and computer resources	614	3.98	0.91
Campus newspaper	485	3.59	0.97
Campus radio station	222	2.79	1.23
Facilities			
Physical classroom environment	700	3.20	1.03
Science labs	261	3.55	0.90
Engineering labs	90	3.61	0.87
Visual Arts and Performance studios	182	3.23	1.12
Language labs	257	3.81	0.83
Computer labs	586	3.72	1.01
Upkeep and cleanliness of campus grounds	696	3.99	0.86
Athletic and recreation facilities	466	4.11	0.84
Space for relaxing and socializing	651	3.43	1.09
Space for studying	659	3.65	1.00
Housing on campus	271	3.20	1.12
Housing in the vicinity of campus	201	3.08	1.14
Parking on campus	659	2.10	1.19
Library facilities	668	4.10	0.81
Resident hall dining facilities	298	3.09	1.15
Other dining facilities	544	3.13	1.08
* Based on scale of 1= Very Dissatisfied, 2= Dissatisfied, 3= Neutral, 4=Satisfied, 5= Very Satisfied.			

Table 11: Mean Agreement Levels*

Agreement with:	n	Mean	Std. Dev.
"There is a strong sense of community at UMBC"	703	2.89	0.98
"I feel safe & secure when on campus"	704	3.97	0.70
"In general, the interactions among students, faculty, & staff are positive in nature"	705	3.82	0.72
"There is a high degree of sensitivity to and respect for individuals of different backgrounds, cultures, and lifestyles at UMBC"	701	3.81	0.80
"Male and female students are treated equally by faculty & staff"	705	3.86	0.81
"I feel as if I am an important part of the campus community"	705	3.00	0.97
"I want to be involved in the UMBC campus community"	703	3.45	0.87
"There are ample opportunities to get involved in the campus community"	706	3.49	0.92
* Based on scale of 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree			

FIGURE 1 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Quality of Instruction by Faculty



Full-time and part-time students comparison: Pearson's Chi-Square=12.5 (p<.05)

MD resident and non-resident comparison: Pearson's Chi-Square=12.8 (p<.05)

■ % dissatisfied ■ % neutral ■ % satisfied

FIGURE 2 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with General Academic Experience Variables

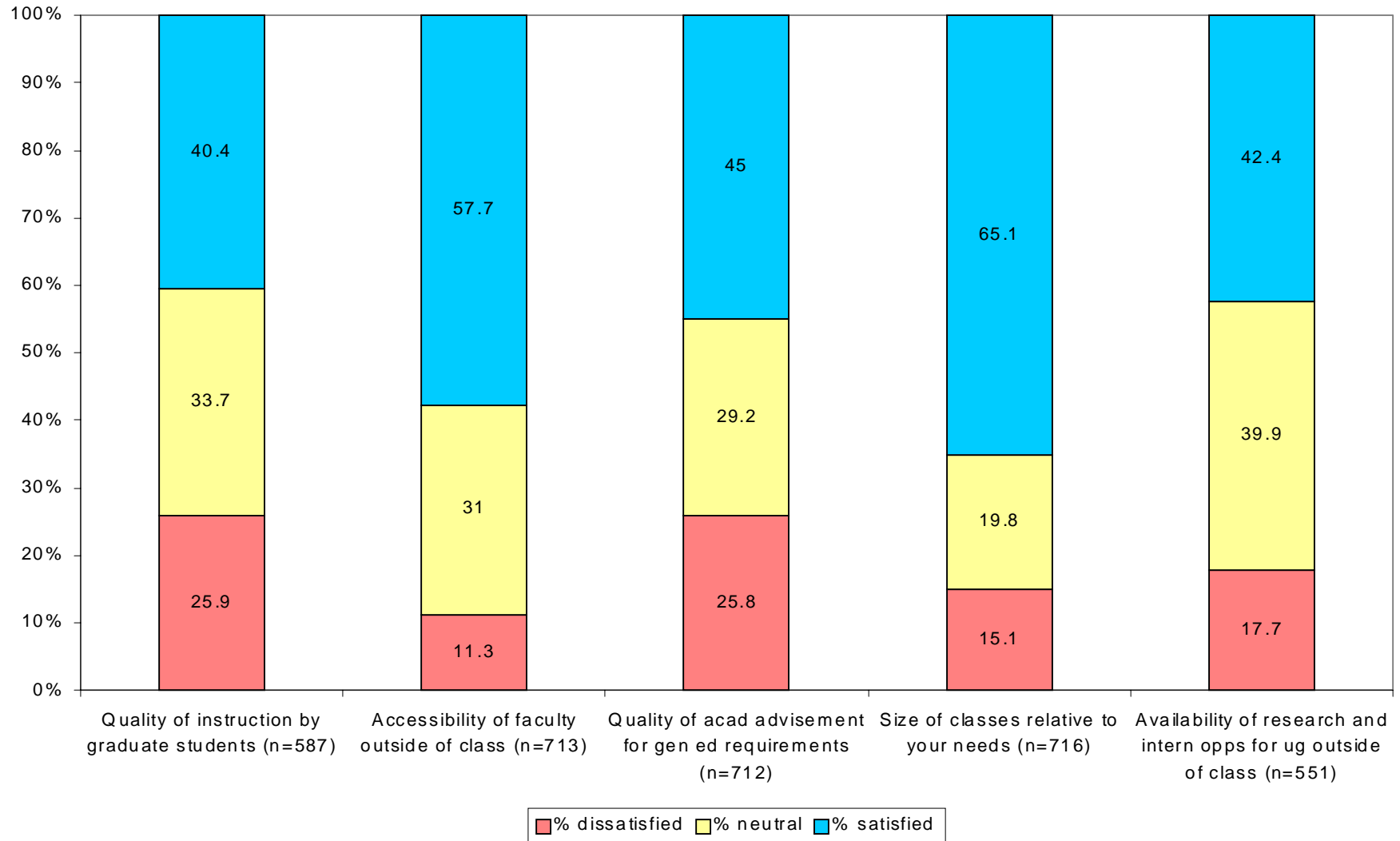


FIGURE 3 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Academic Experience Variables within Major Academic Program

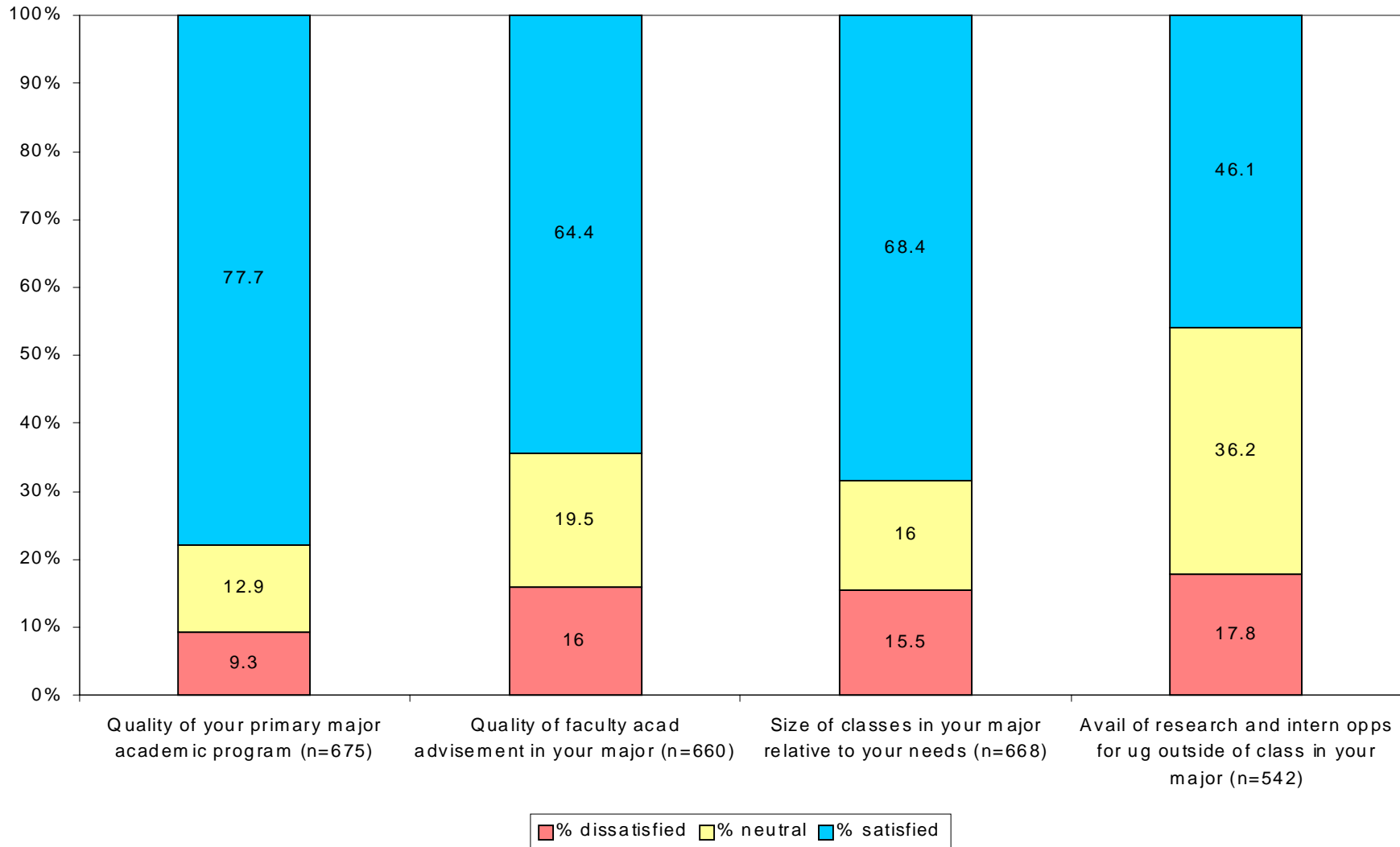


FIGURE 4 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Overall Class Variety & Availability

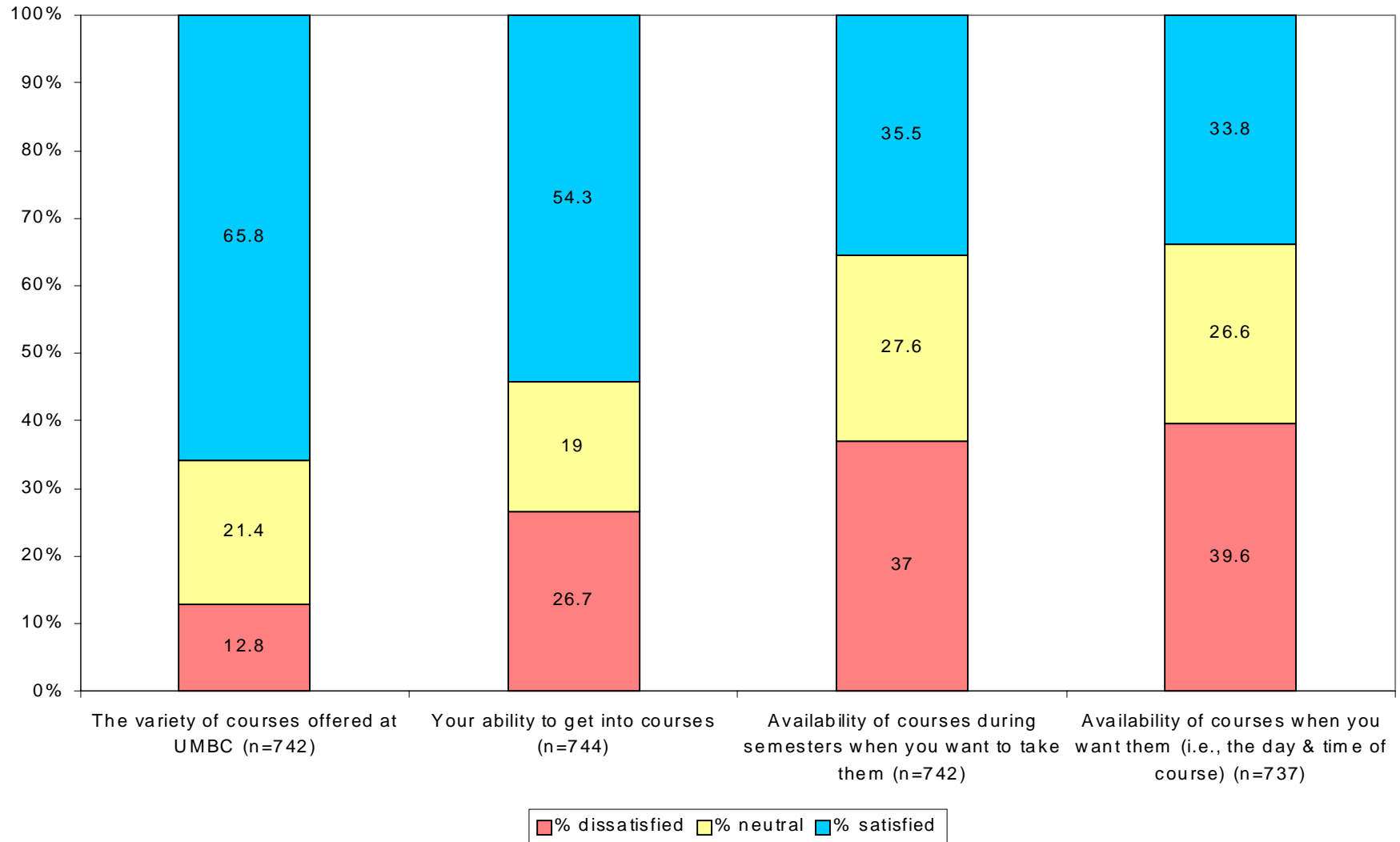


FIGURE 5 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Ability to Get Into Courses by Gender & Commuter/ Resident Hall Status

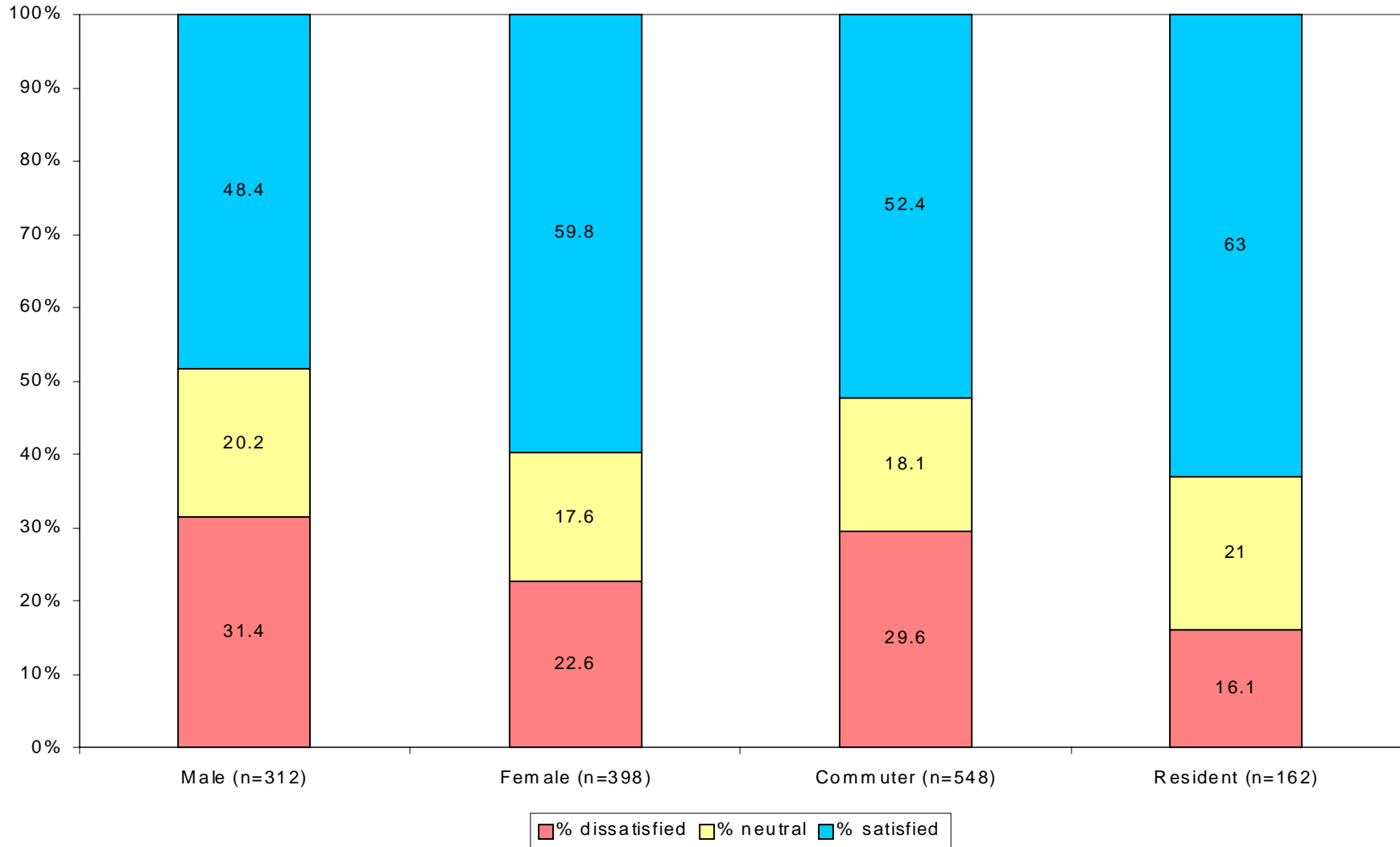


FIGURE 6 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Variety and Availability of Courses
English Composition

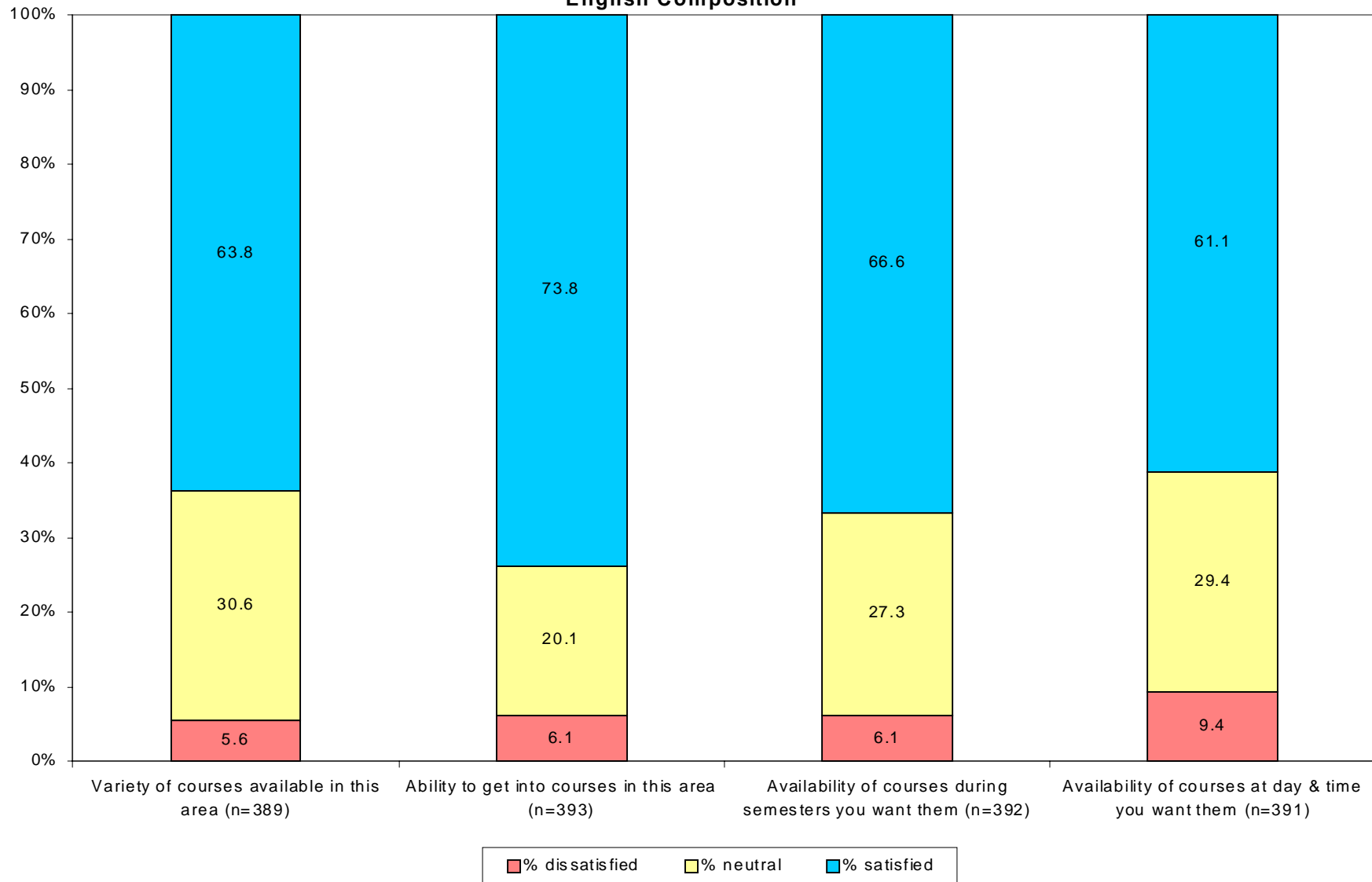


FIGURE 7 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Variety and Availability of Courses
Arts & Humanities

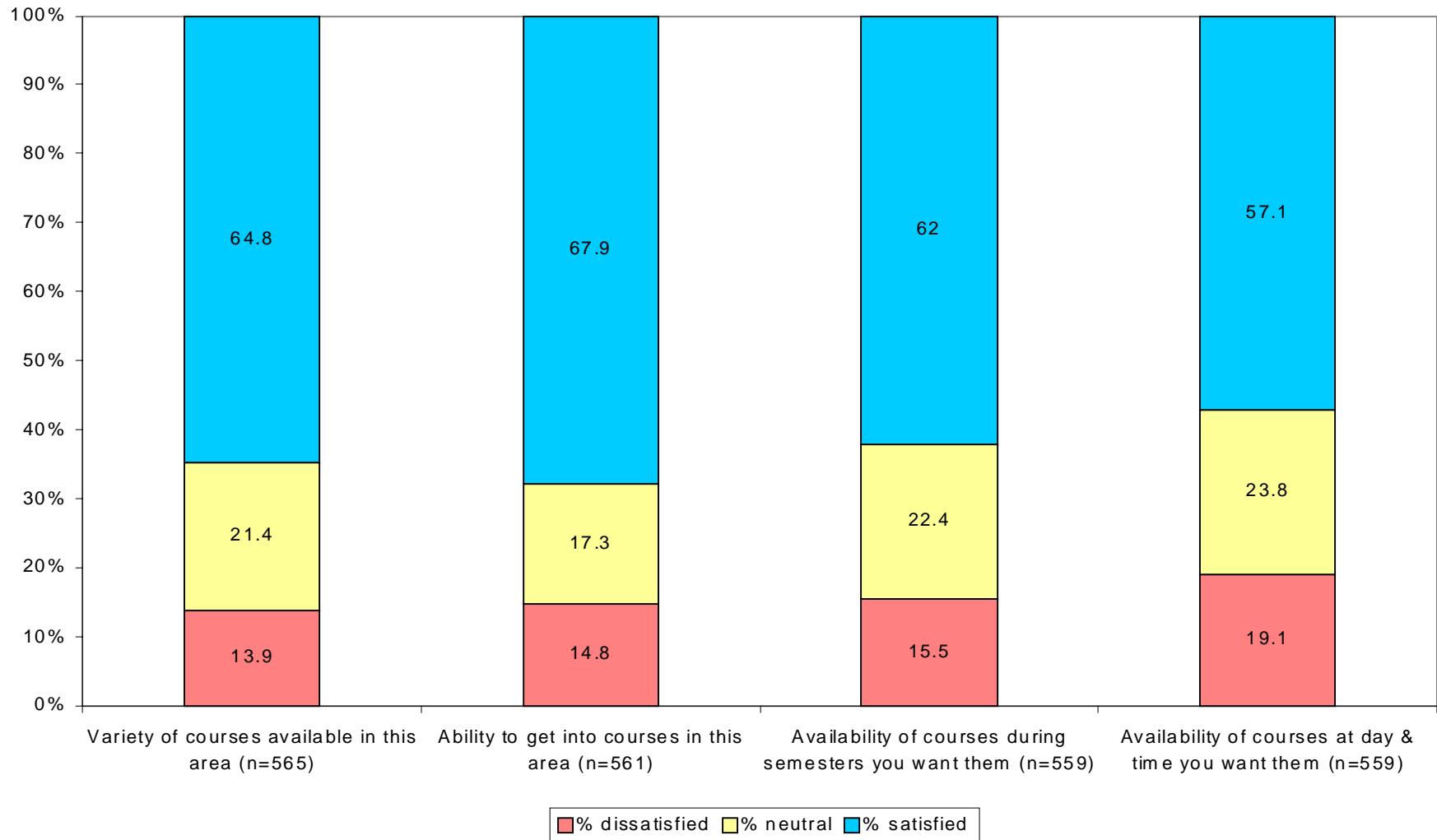


FIGURE 8 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Variety and Availability of Courses
Social Sciences

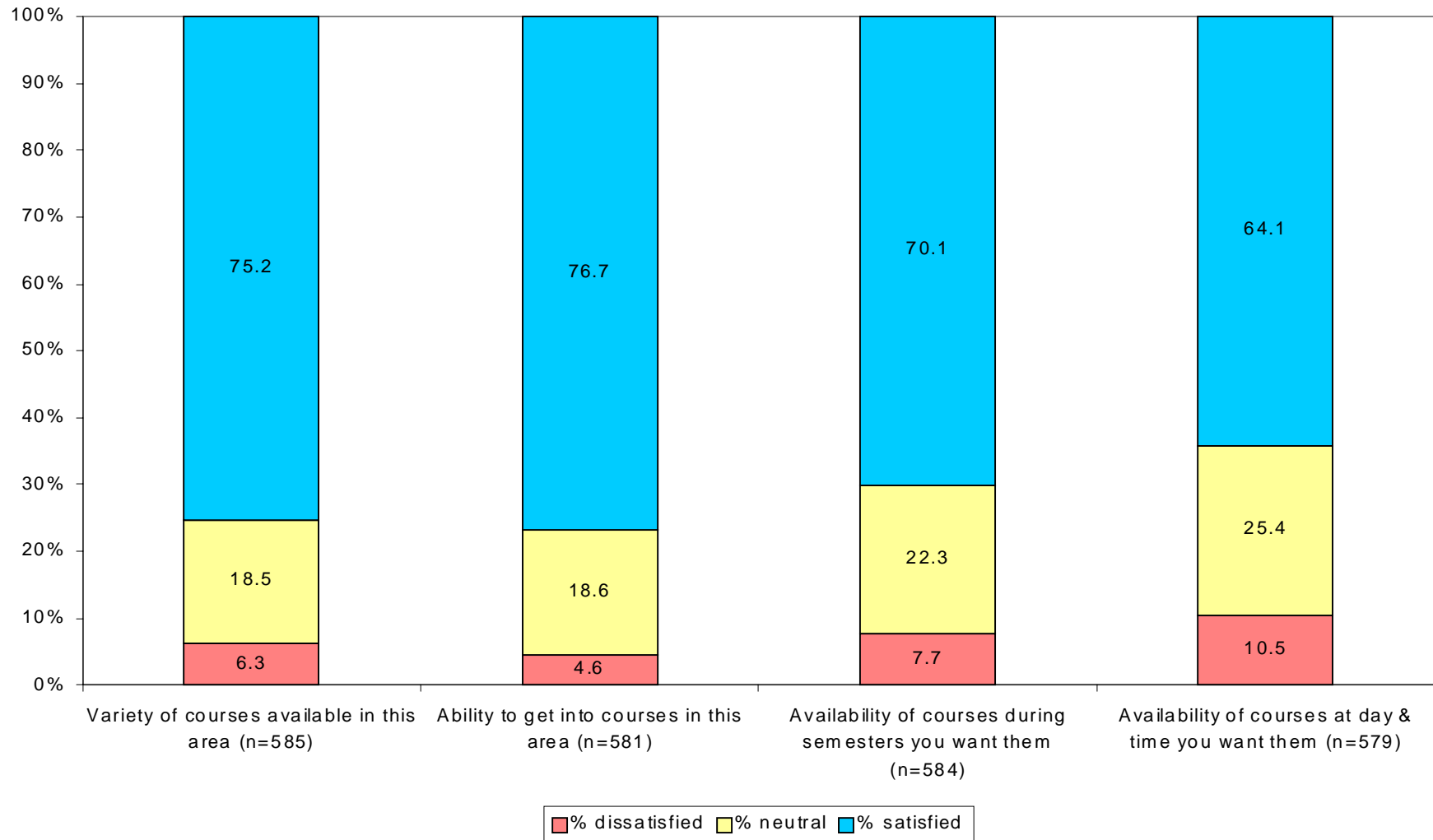


FIGURE 9 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Variety and Availability of Courses
Mathematics

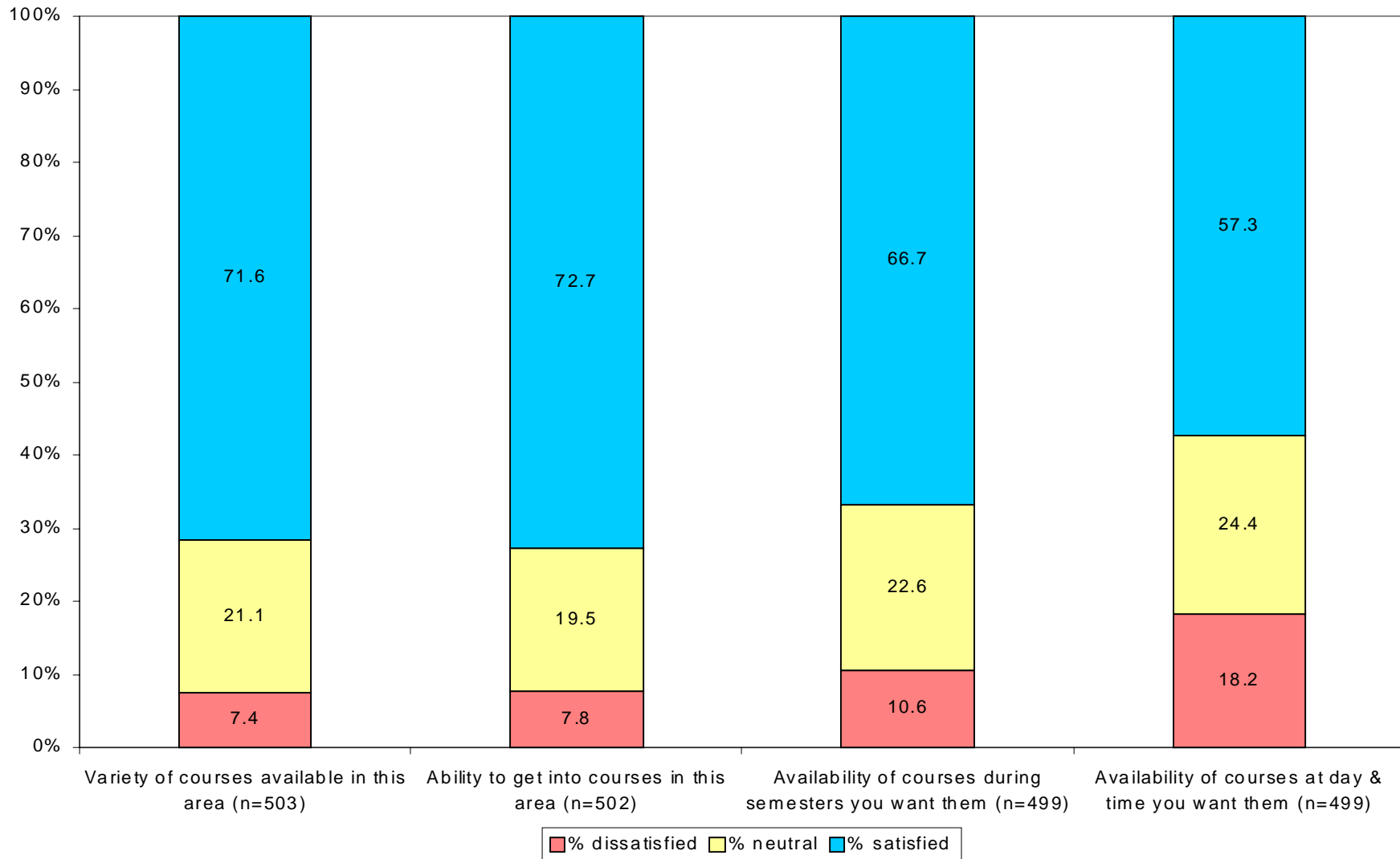


FIGURE 10 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Variety and Availability of Courses
Biological & Physical Sciences

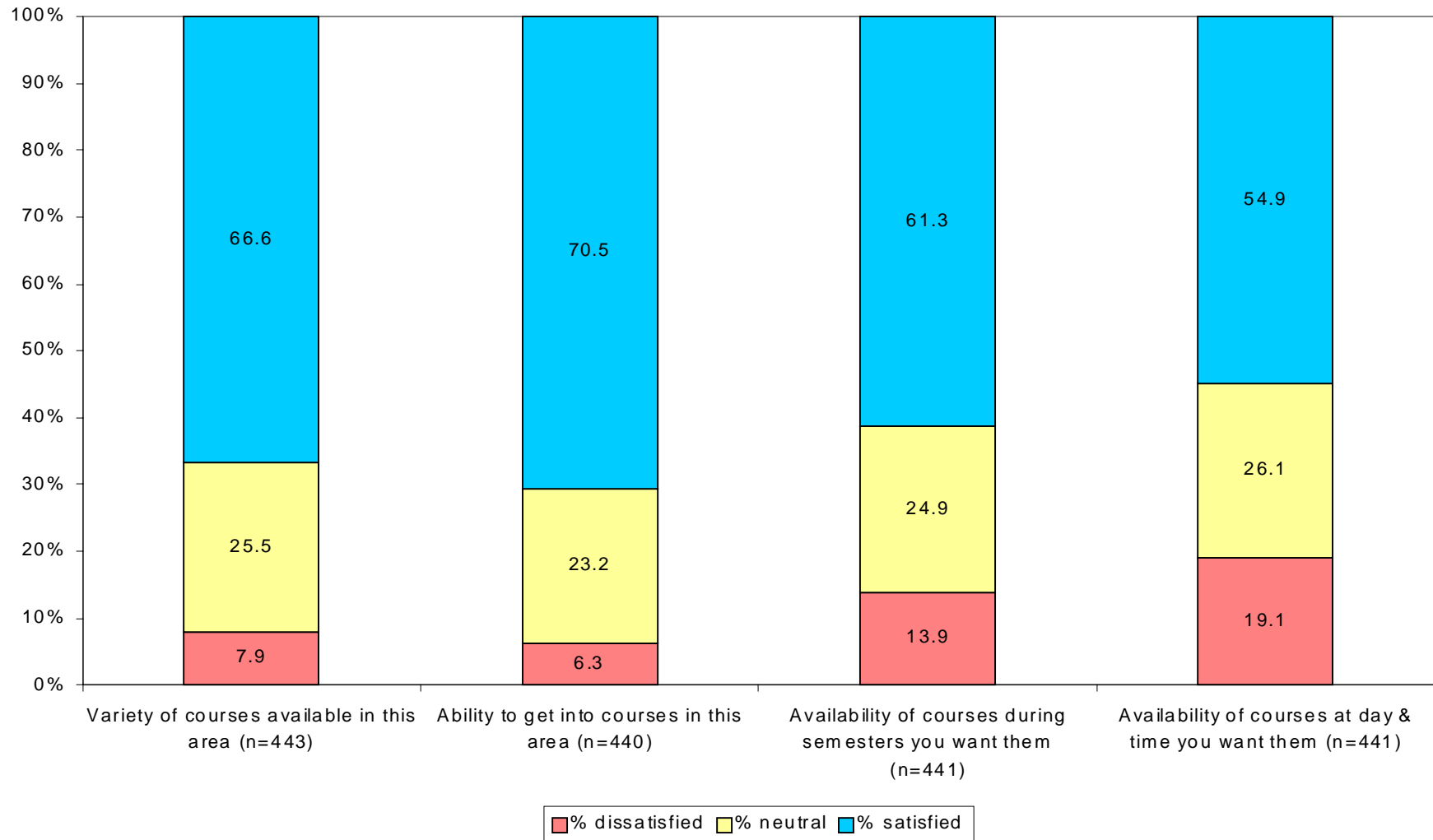


FIGURE 11 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Variety and Availability of Courses
Language/ Culture

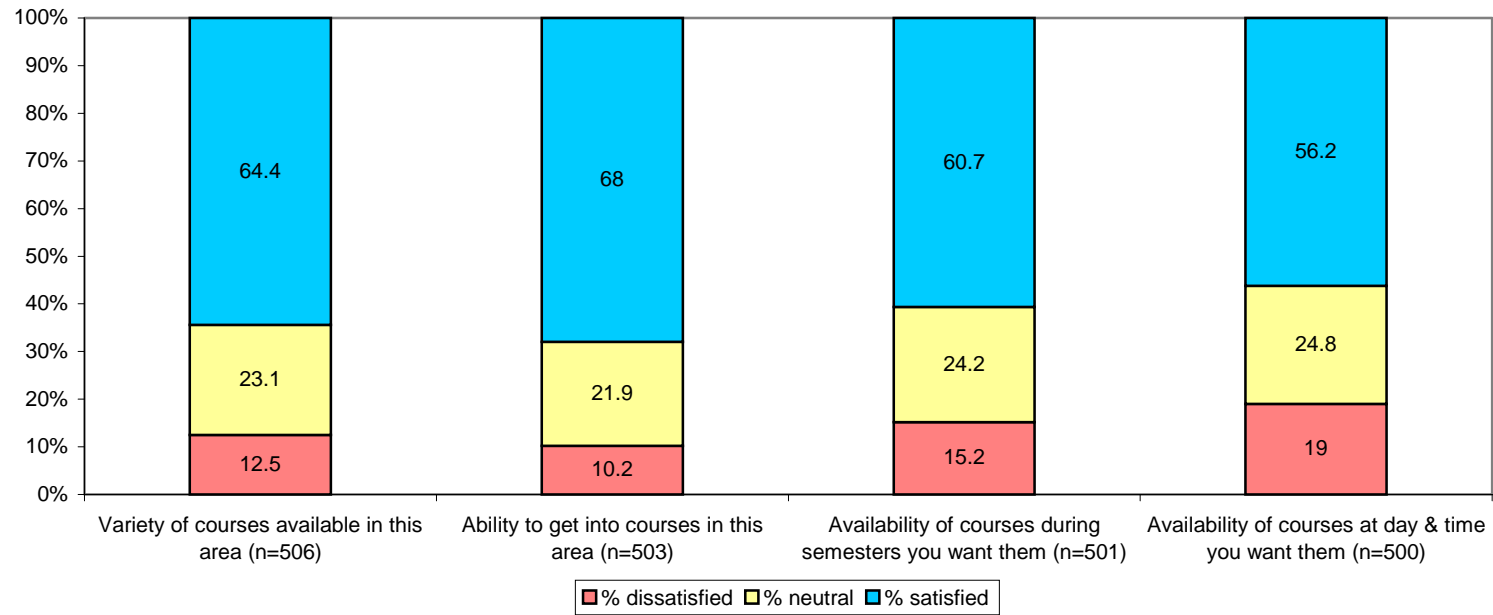


FIGURE 12 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Variety and Availability of Courses
Declared Major Area

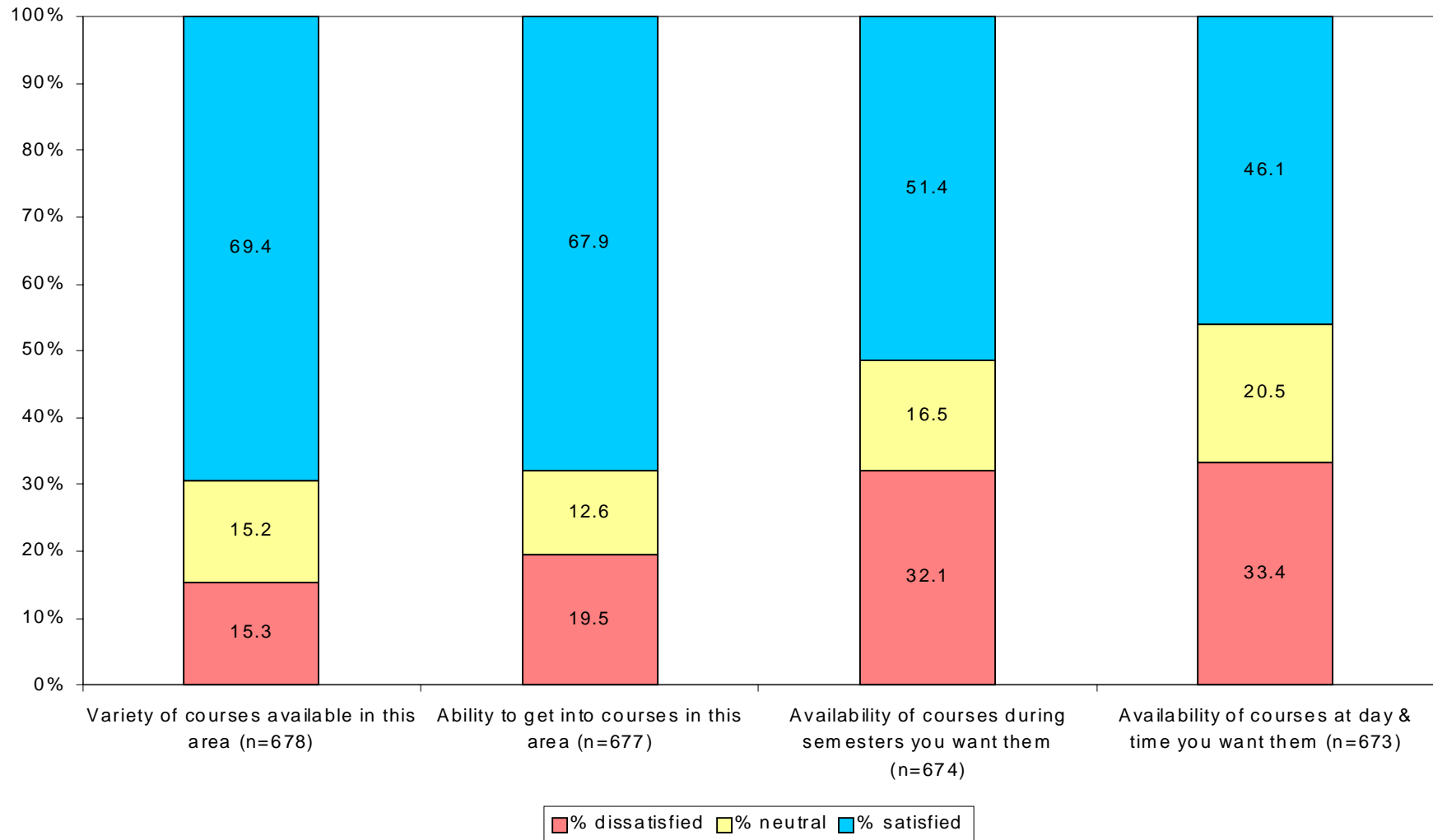


FIGURE 13 - Undergraduate Student Satisfaction Survey: Spring 2000
Service Use: Administrative Services

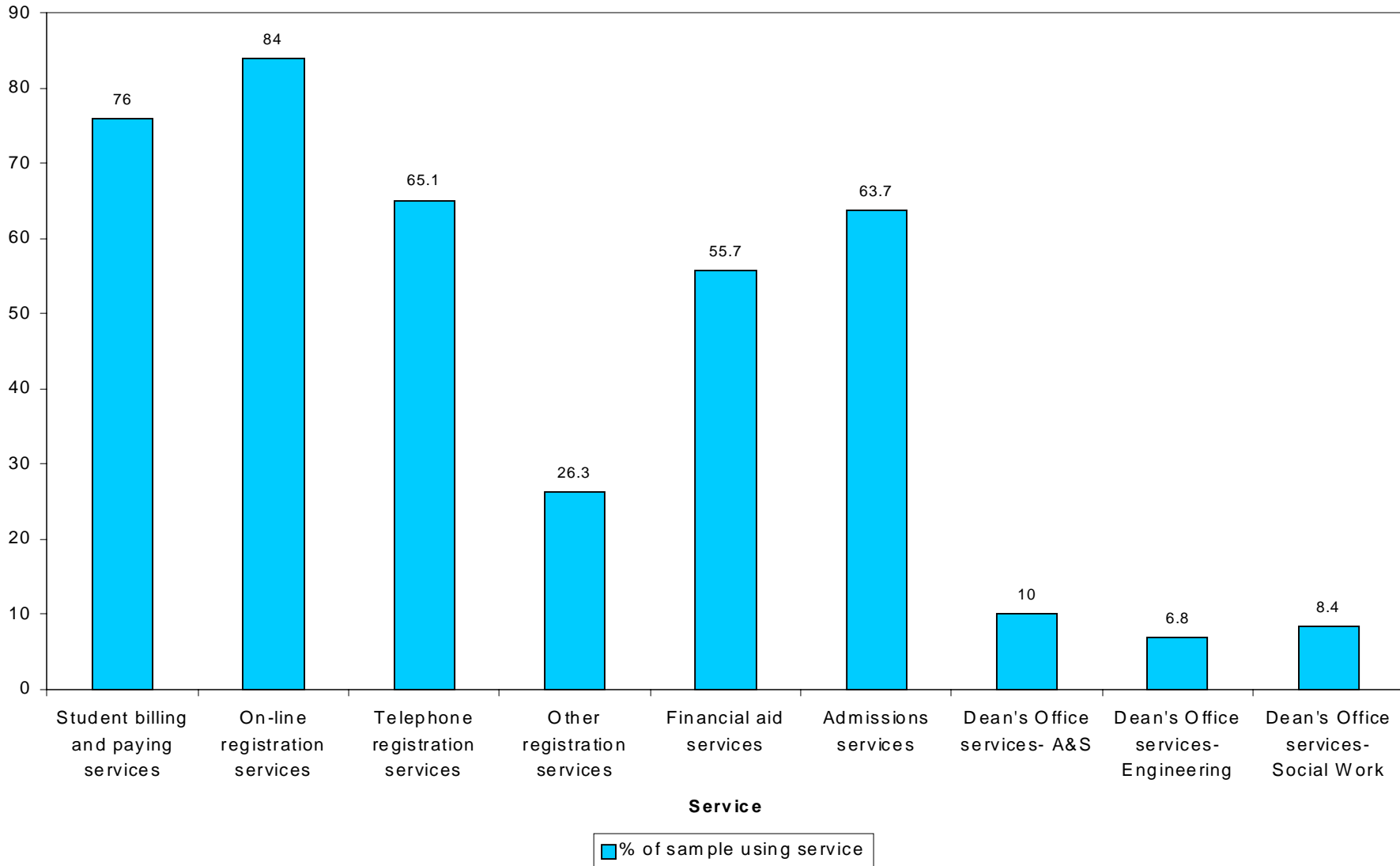


FIGURE 14 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Administrative Services

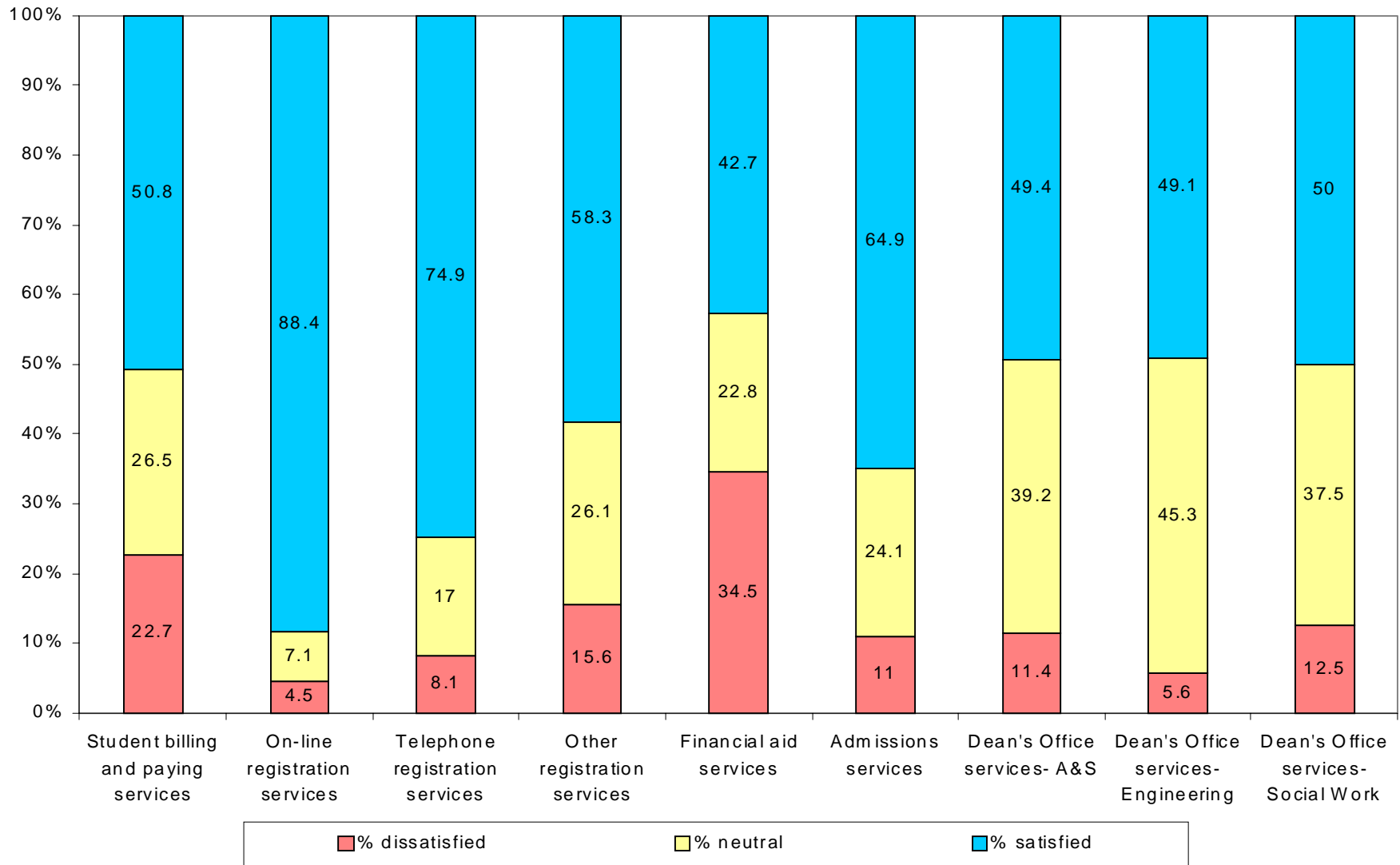


FIGURE 15 - Undergraduate Student Satisfaction Survey: Spring 2000
Service Use: Academic Services

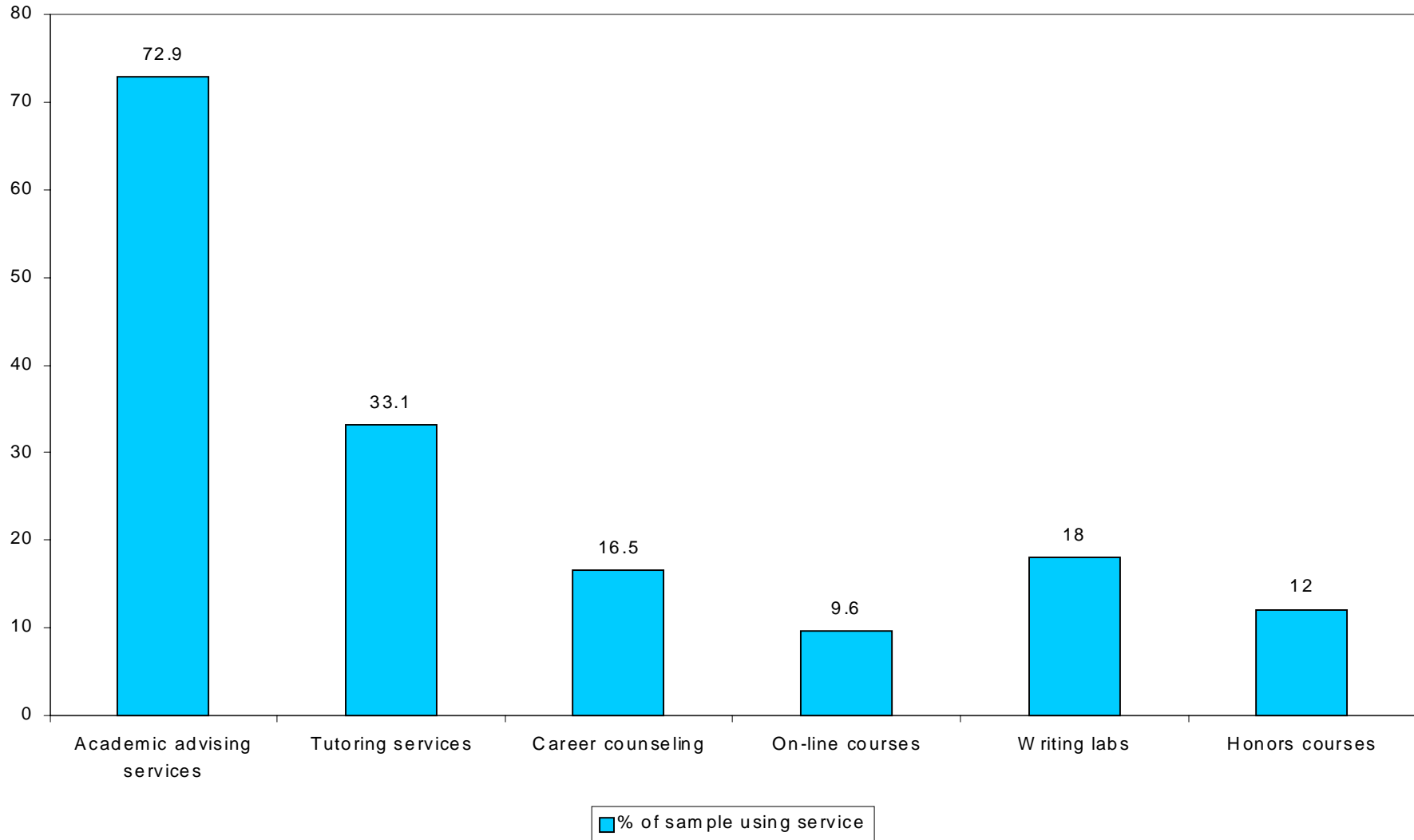


FIGURE 16 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Academic Services

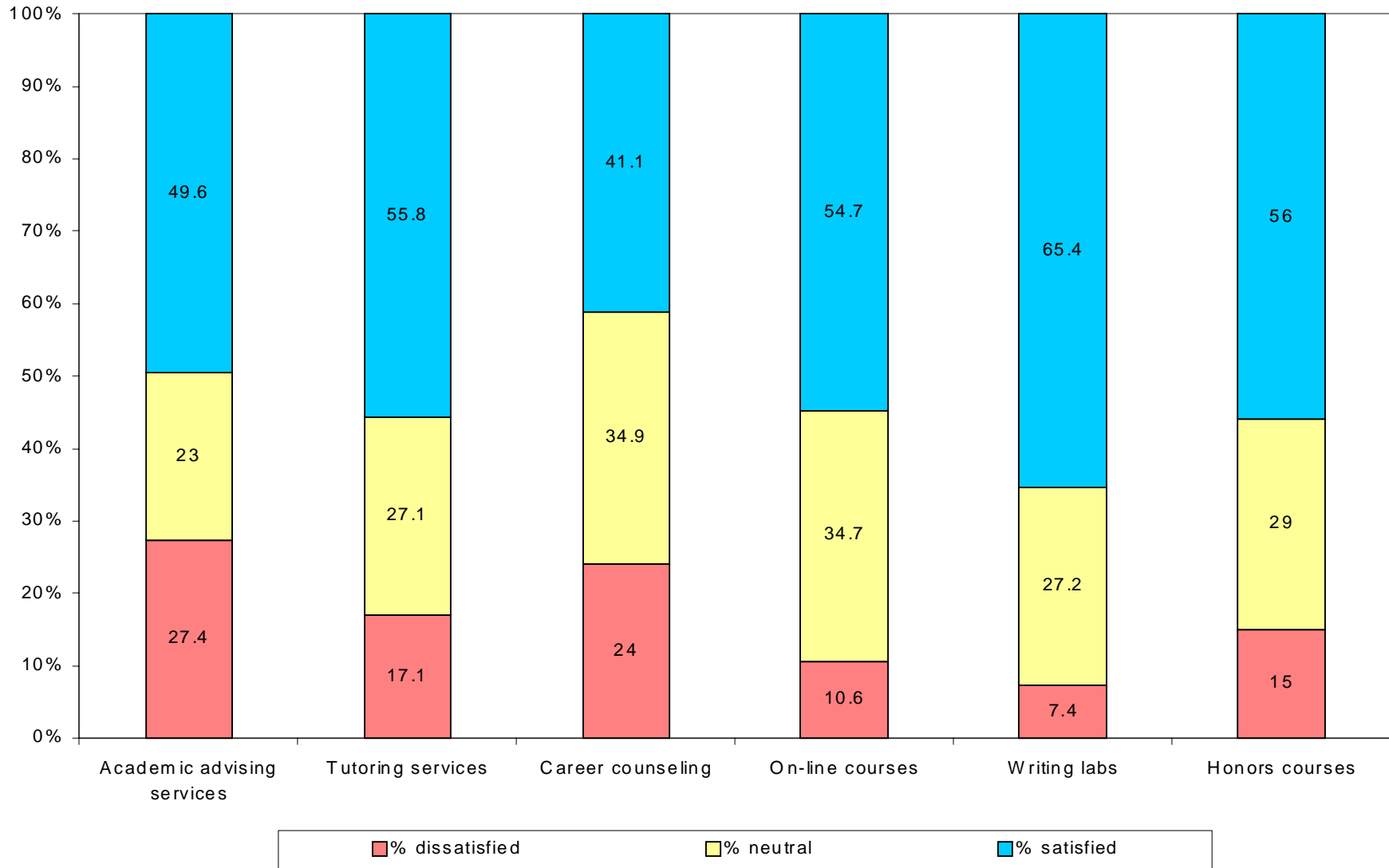
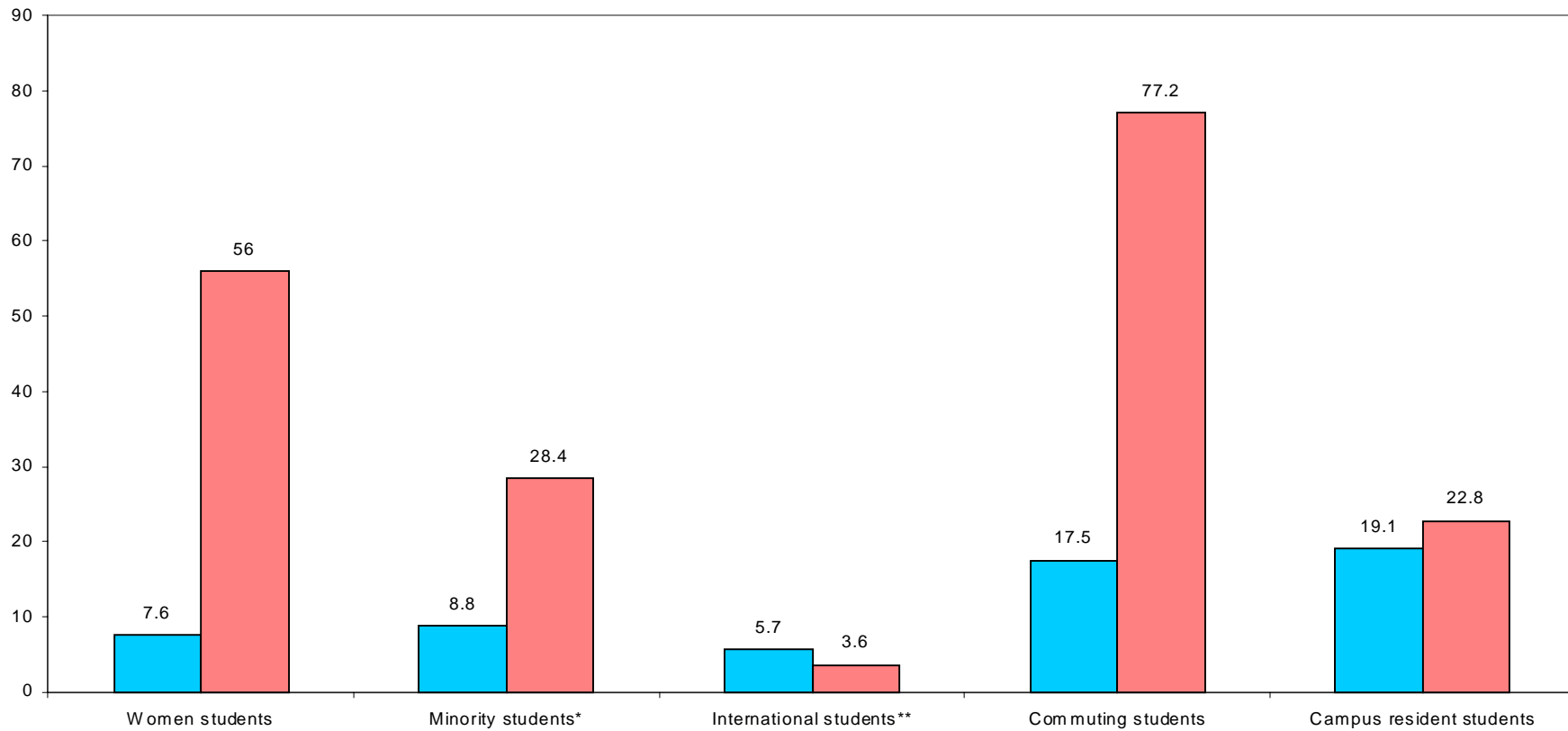


FIGURE 17 - Undergraduate Student Satisfaction Survey: Spring 2000
Group-Targeted Services: A Comparison of Service Use and Percent of Sample Size



* Minority students include American Indian, Asian, Black, & Hispanic students.

** International students are those indicating Foreign for race category.

■ % using services ■ % of sample

FIGURE 18 - Undergraduate Student Satisfaction Survey: Spring 2000
Service Use: Group-Targeted Services

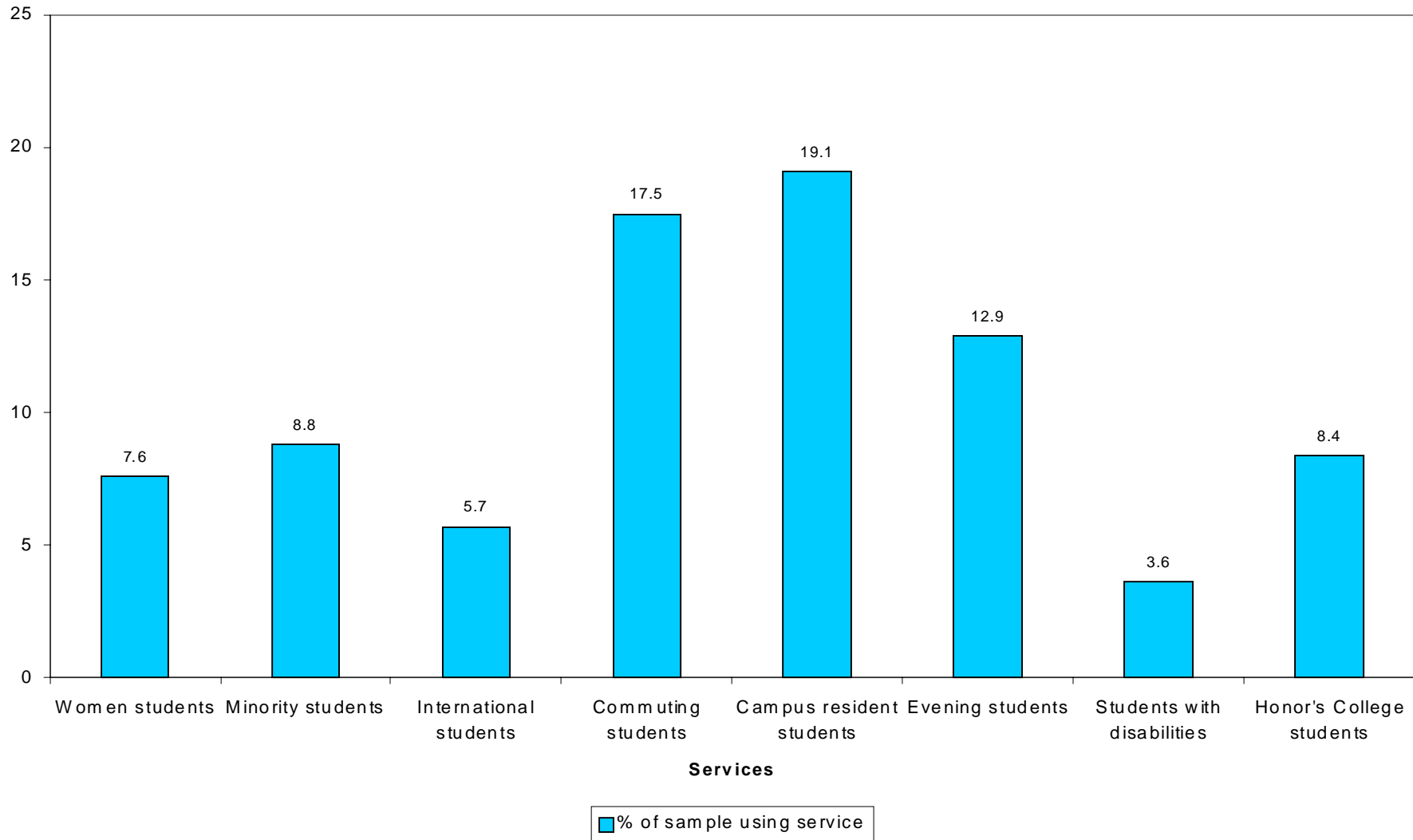


FIGURE 19 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Group-Targeted Services

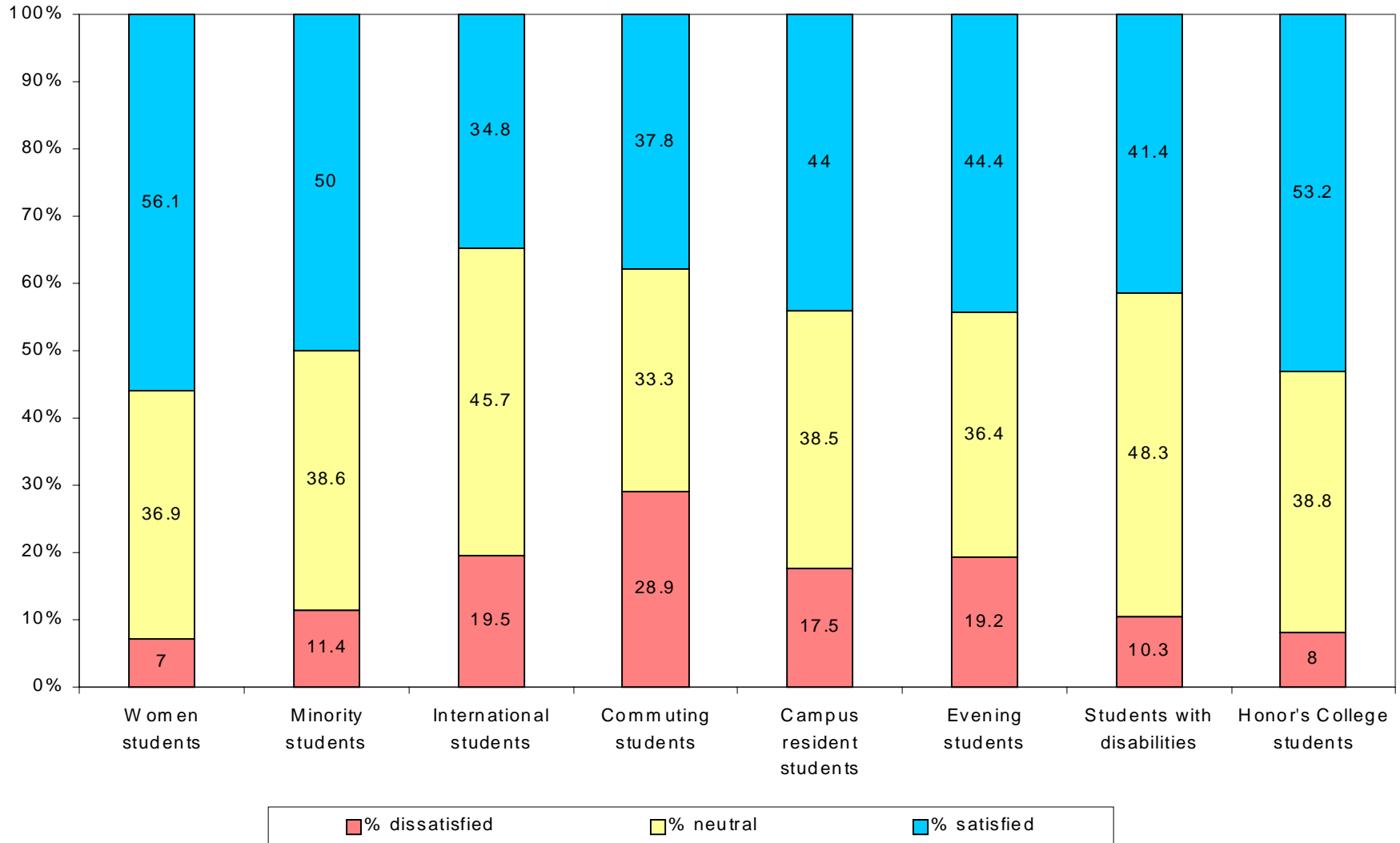


FIGURE 20 - Undergraduate Student Satisfaction Survey: Spring 2000
Service Use: Campus Life Services

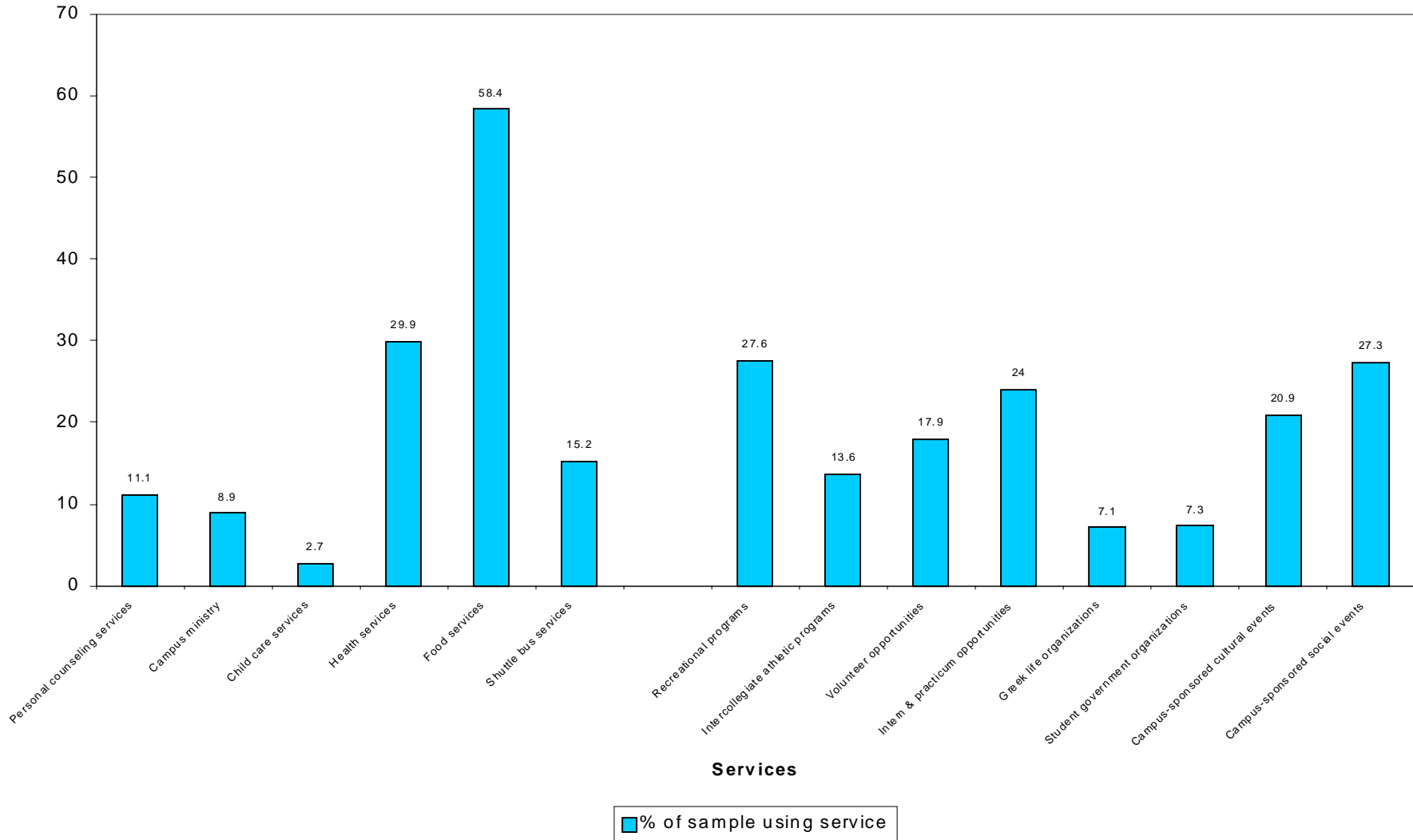


FIGURE 21 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Campus Life Services- Group 1

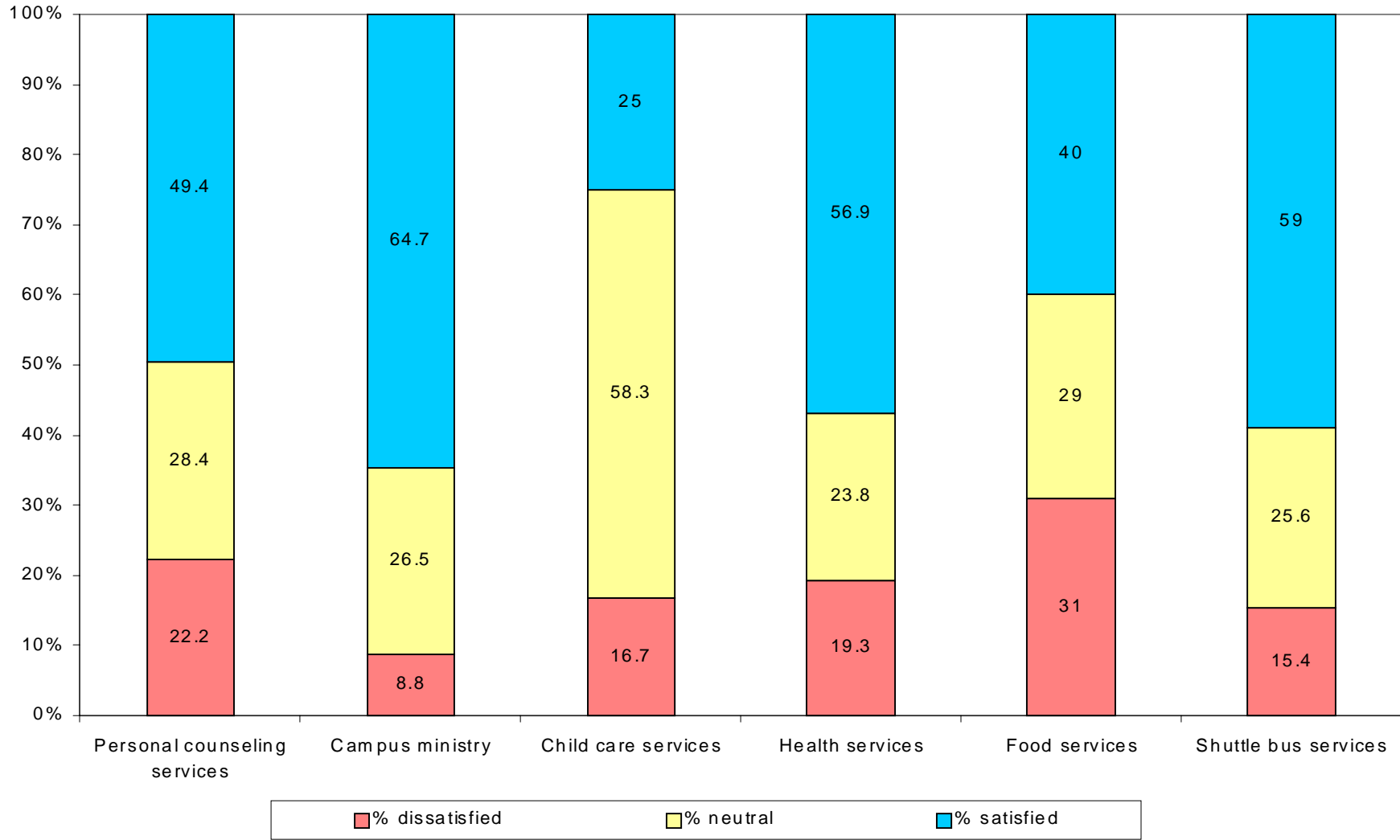


FIGURE 22 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Campus Life Services- Group 2

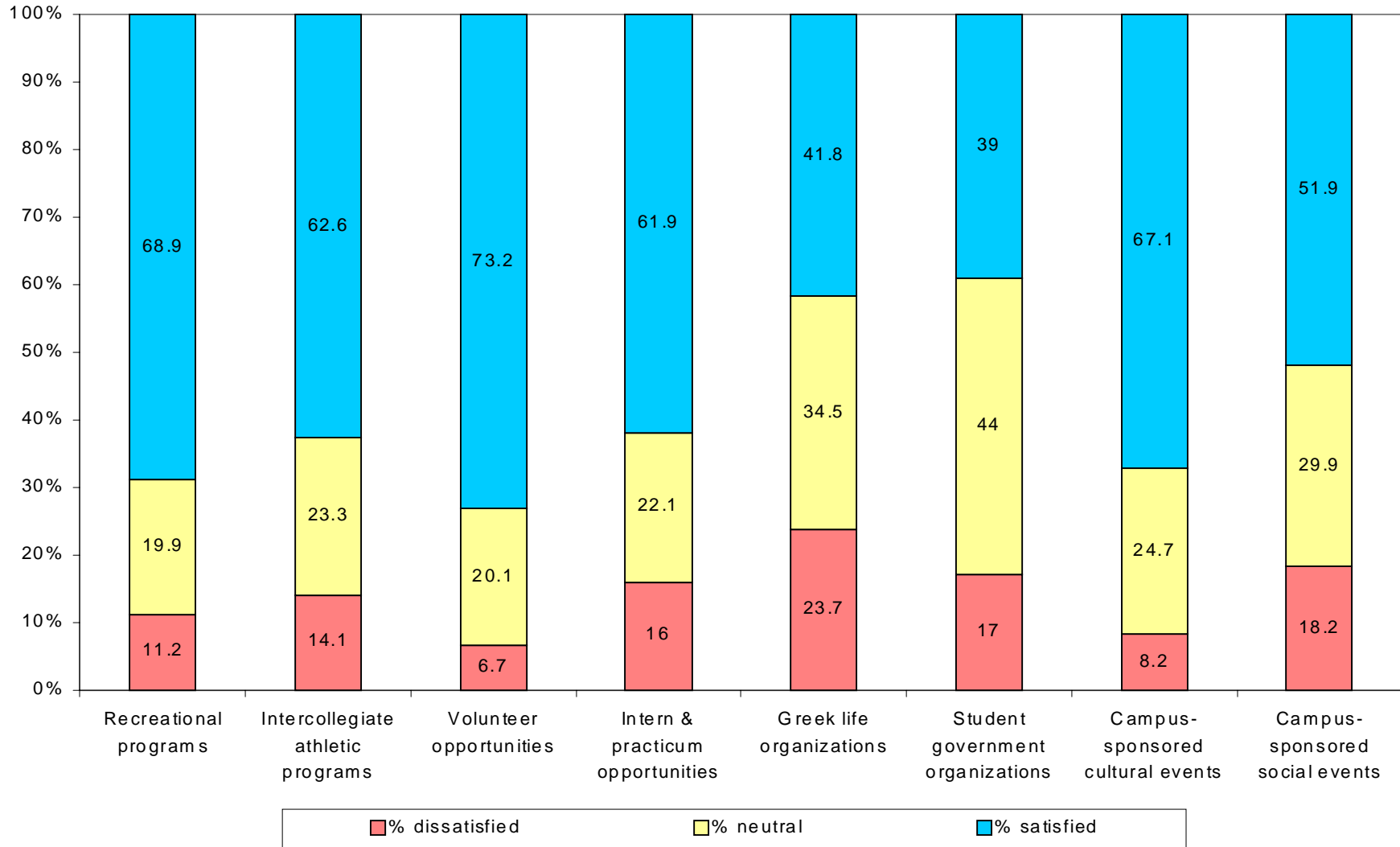


FIGURE 23 - Undergraduate Student Satisfaction Survey: Spring 2000
Service Use: Information & Other Services

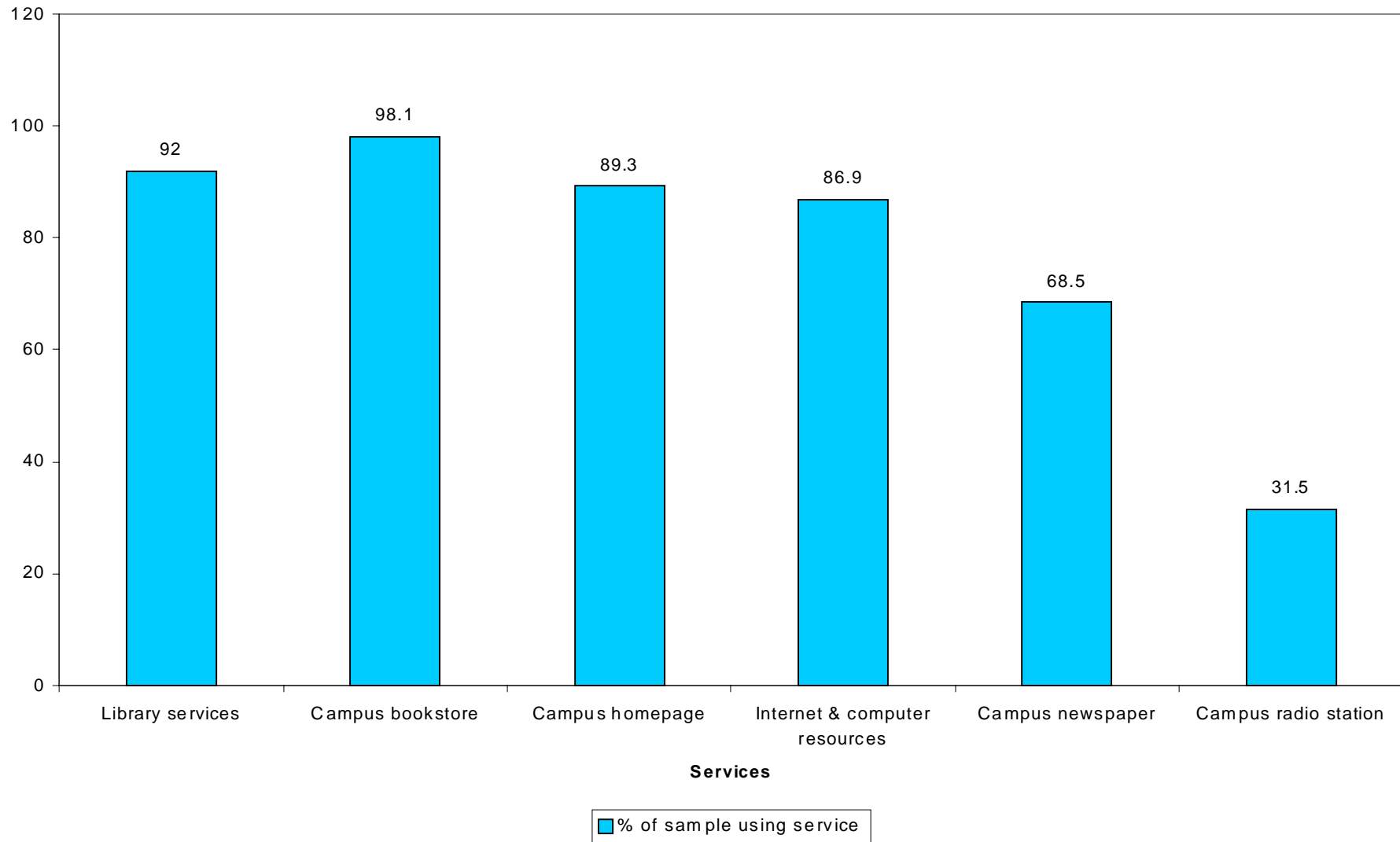
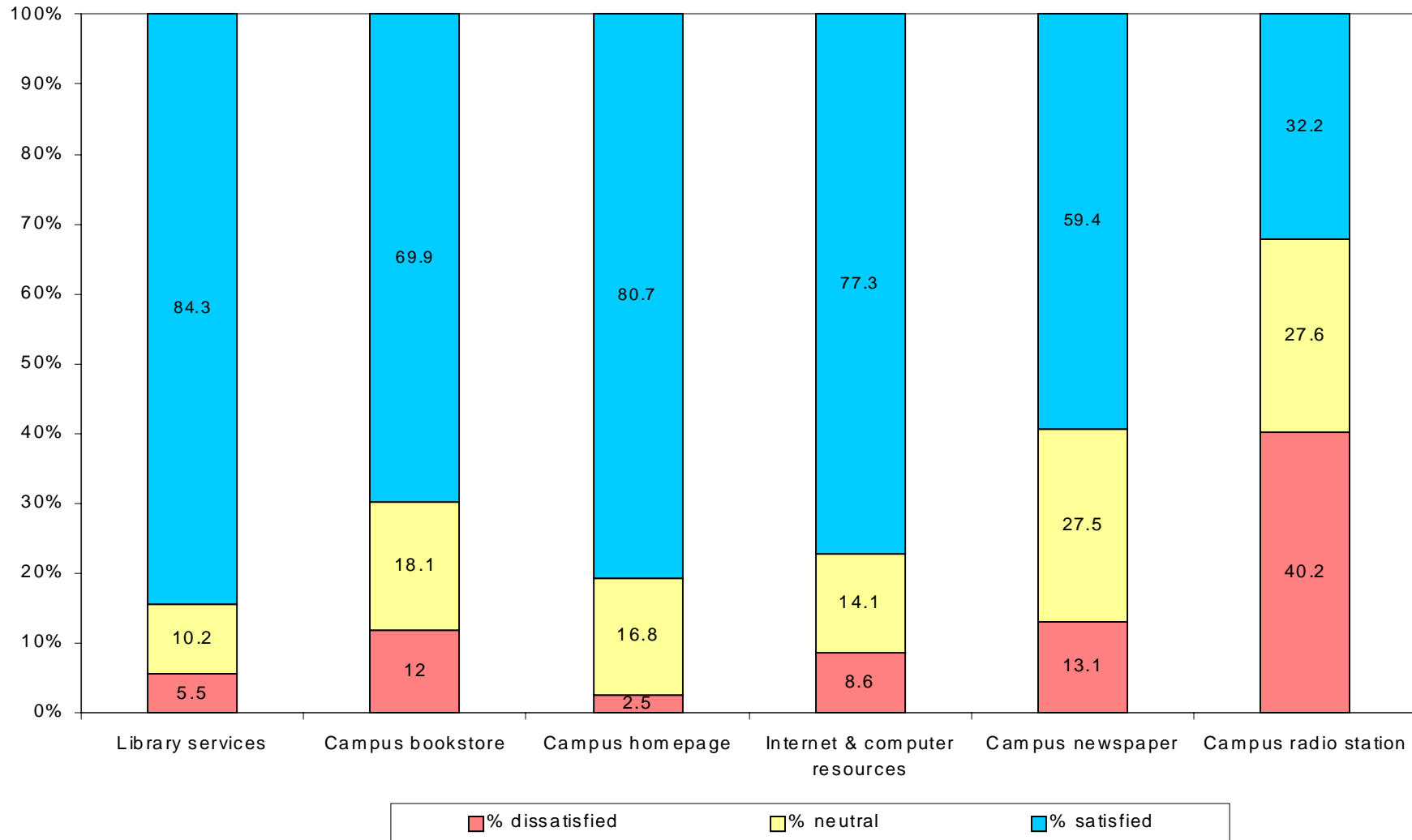
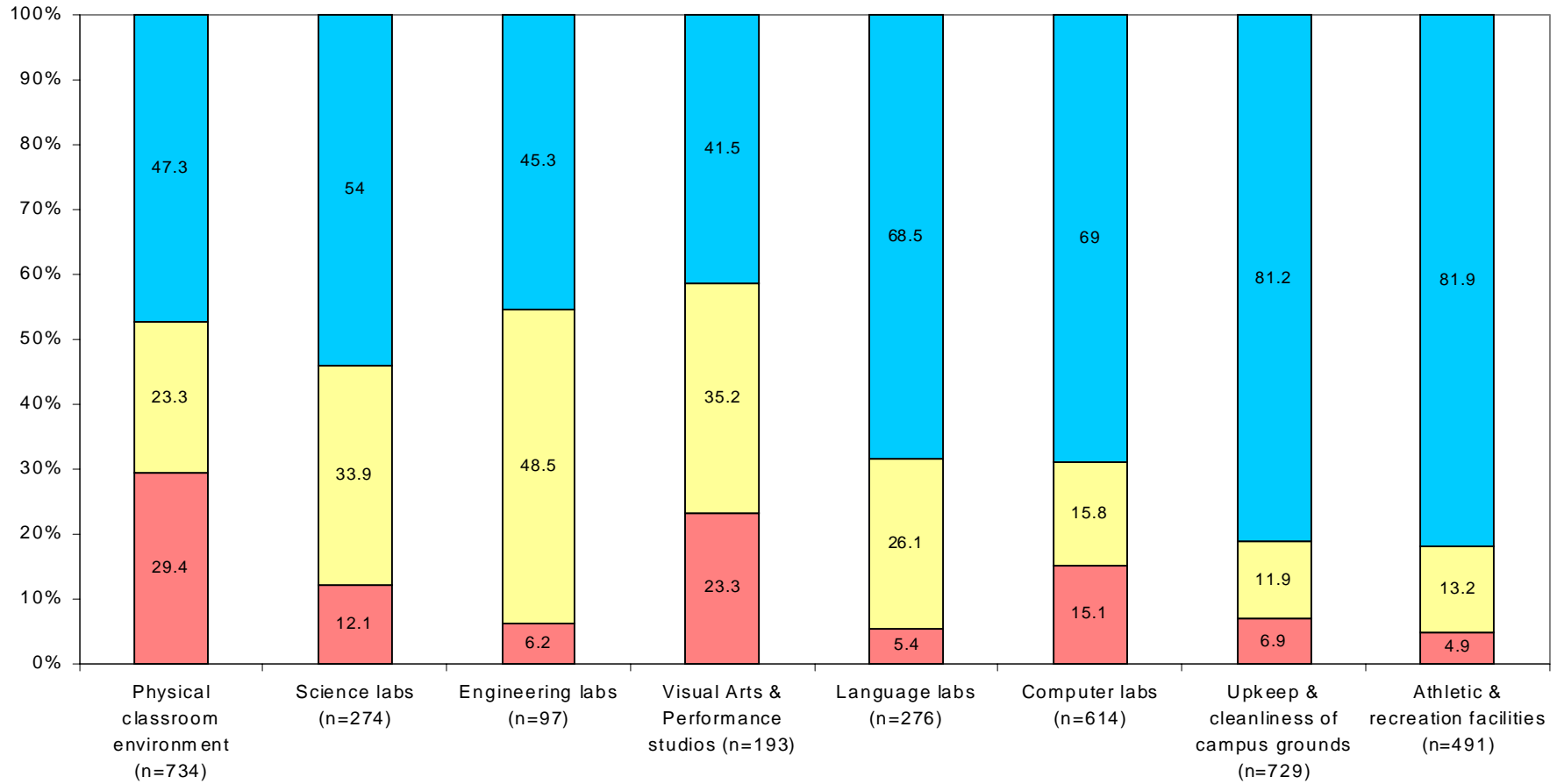


FIGURE 24 - Undergraduate Student Satisfaction Survey: Spring 2000
Satisfaction with Information & Other Services



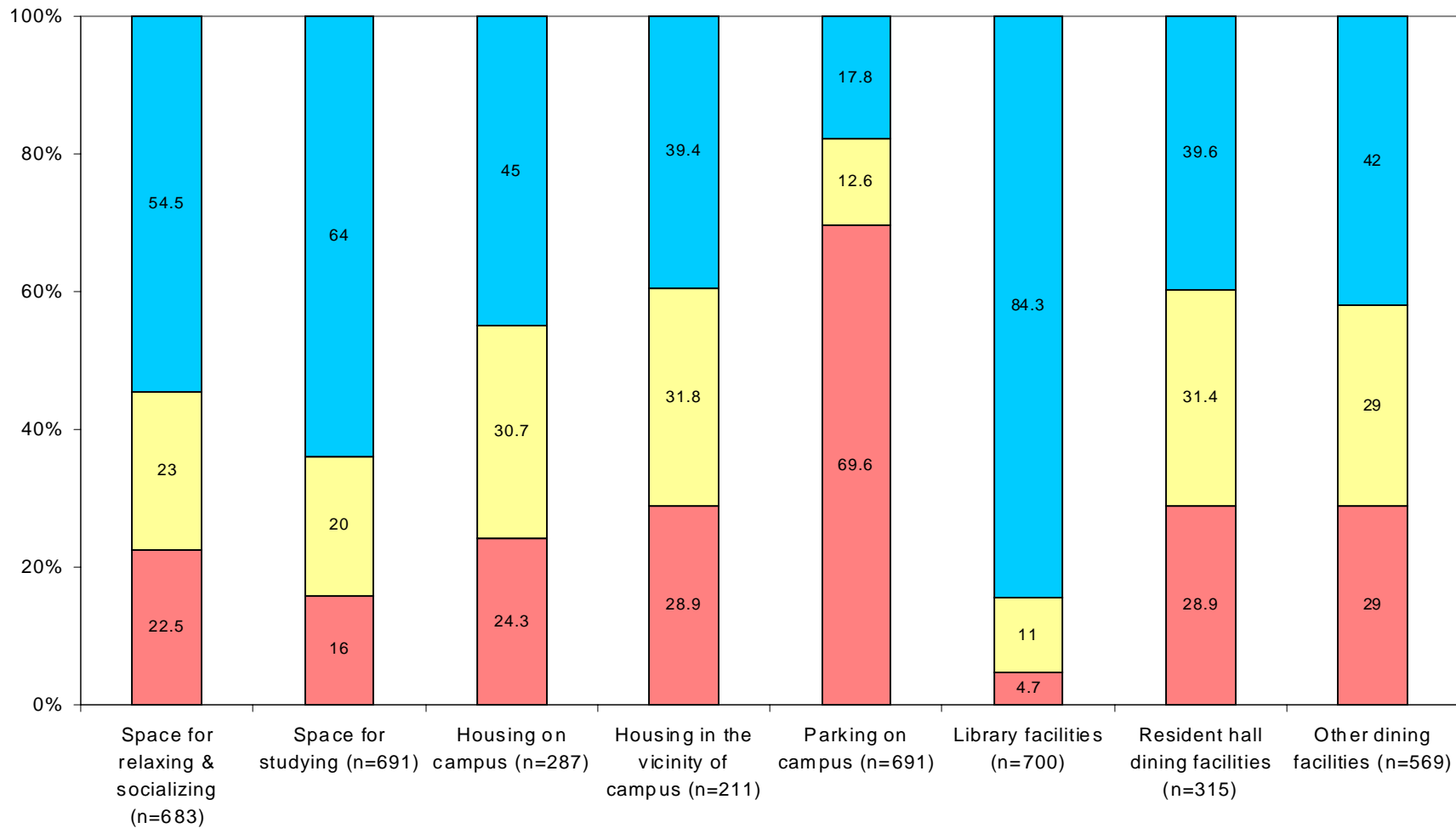
**FIGURE 25 - Undergraduate Student Satisfaction Survey: Spring 2000
Facilities Use* & Satisfaction- Group 1**



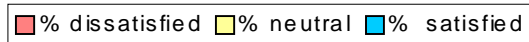
* Number indicating that use of facility applies to them indicated in parentheses

■ % dissatisfied ■ % neutral ■ % satisfied

**FIGURE 26 - Undergraduate Student Satisfaction Survey: Spring 2000
Facilities Use* & Satisfaction- Group 2**



* Number indicating that use of facility applies to them indicated in parentheses



**FIGURE 27 - Undergraduate Student Satisfaction Survey: Spring 2000
Campus Climate Evaluation**

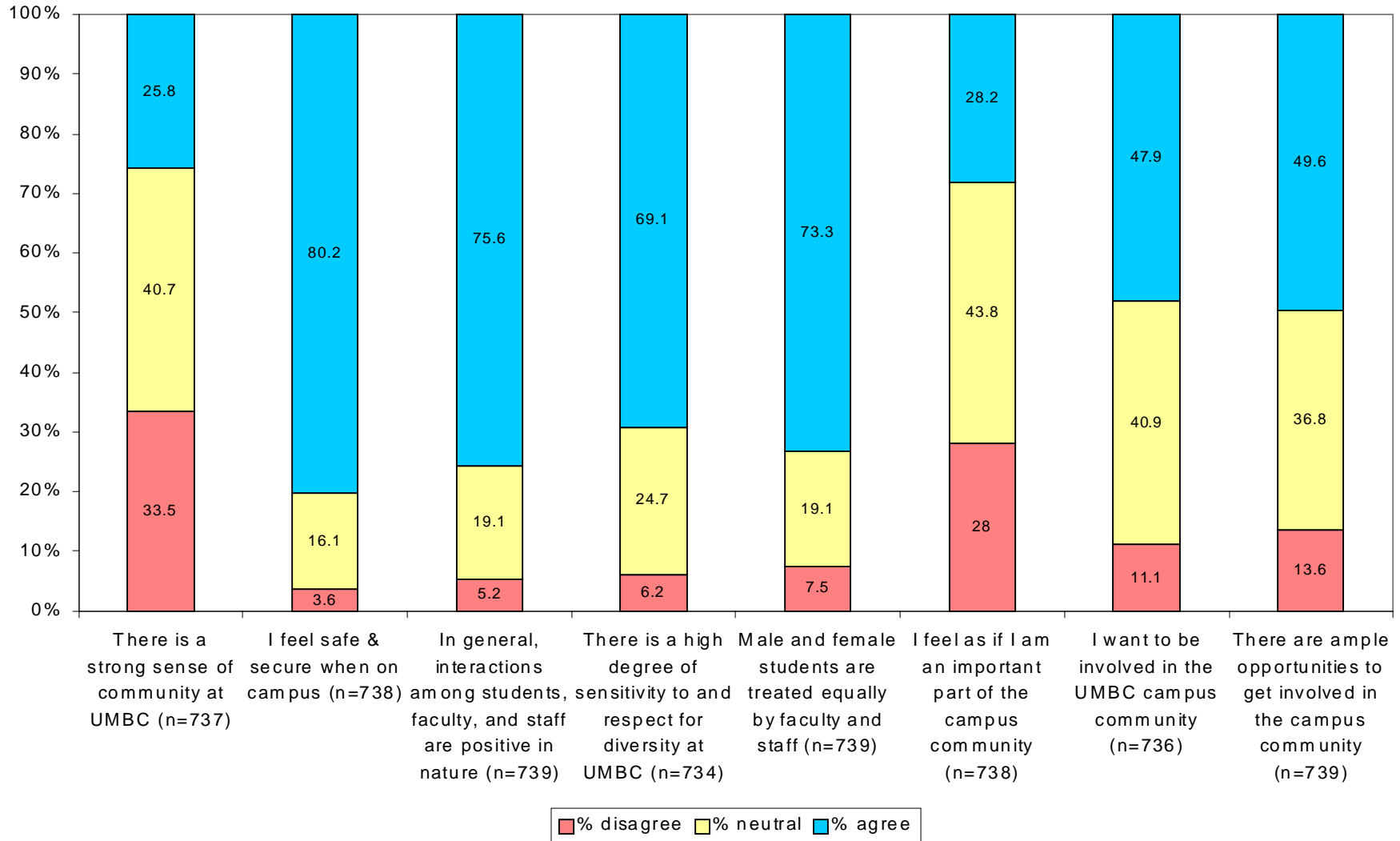
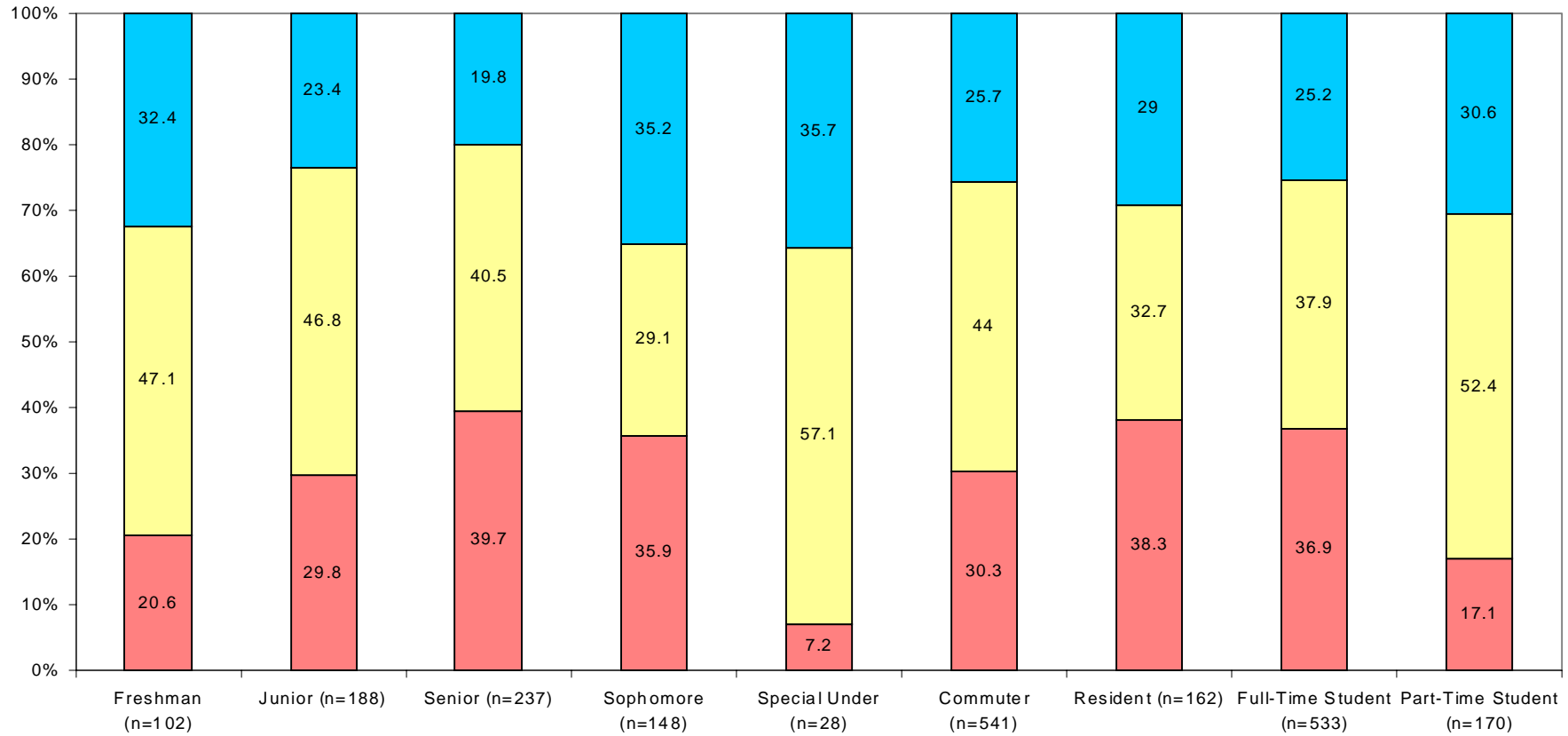


FIGURE 28 - Undergraduate Student Satisfaction Survey: Spring 2000
Group Comparisons on Question:
"There is a strong sense of community at UMBC."



Student level comparison :

Pearson's Chi-Square=41.7 (p<.01)

Full-time and part-time students comparison:

Pearson's Chi-Square=11.7 (p<.05)

Commuter/ Resident comparison:

Pearson's Chi-Square=24.9 (p<.05)

■ % disagree ■ % neutral ■ % agree

FIGURE 29 - Undergraduate Student Satisfaction Survey: Spring 2000
Mean Number of Hours Spent in Other Activities (n=748)

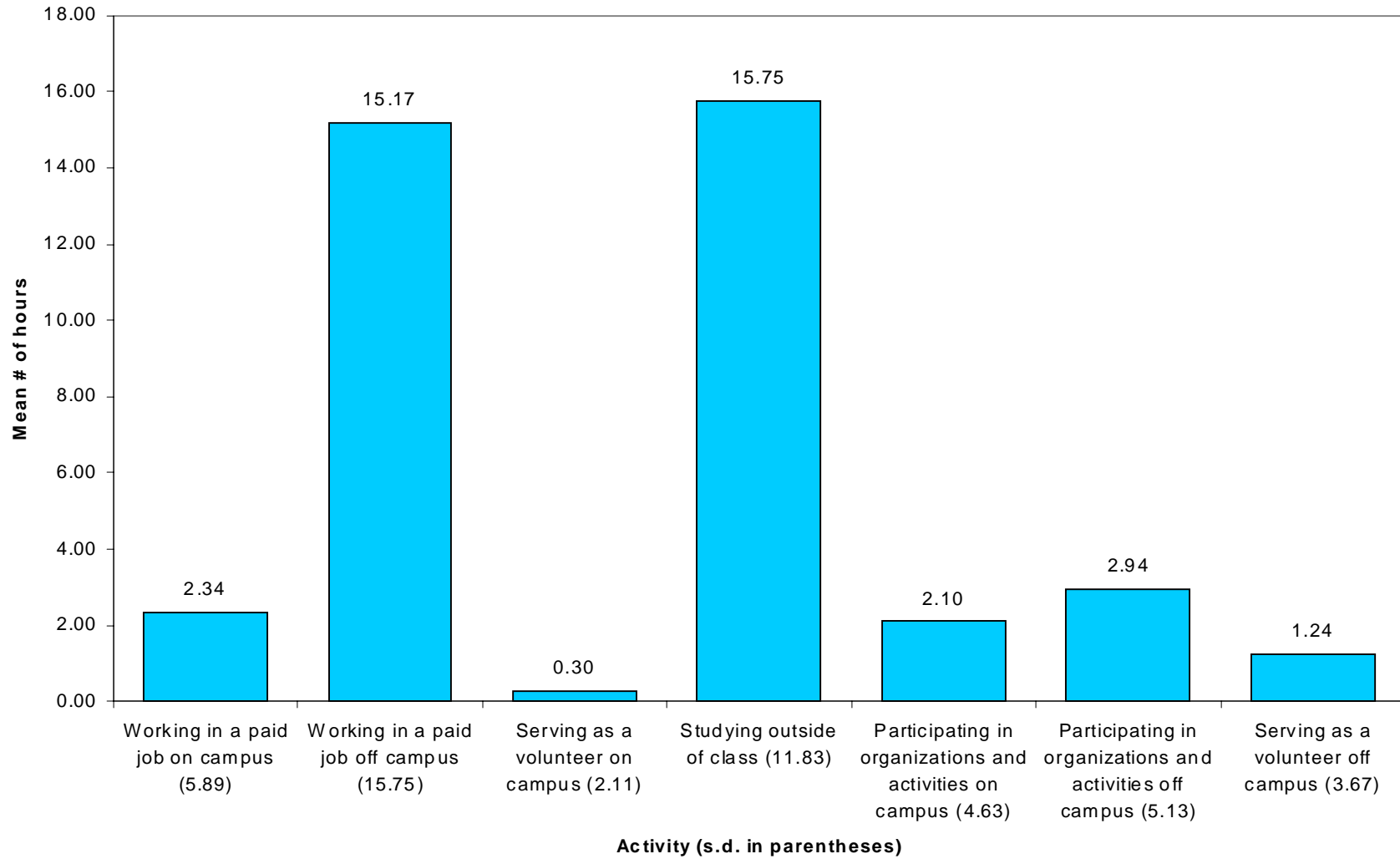


FIGURE 30 - Undergraduate Student Satisfaction Survey: Spring 2000
Average # of Hours Spent in Other Activities by Full-Time/ Part-Time Status*

