

Graduating Senior Survey Report:
2008-09 and 2009-10

Office of Institutional Assessment

George Mason University

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HIGHLIGHTS AND INTRODUCTION

Survey Highlights

Educational Experiences

- **Critical thinking.** Most students feel their majors emphasize critical thinking. More than 83% of respondents thought that “a great deal” or “a fair amount” of all seven elements of critical thinking presented was emphasized by their major.
- **Perception of Mason faculty.** Students’ perceptions regarding faculty who make use of activities that support student engagement and performance have increased in the last 10 years. The percentage of respondents who chose “always” on all items of students’ perception of Mason faculty increased by 6-14 percentage points.
- **Self-reported competence and competence contributed by major.** Students generally feel competent with their abilities, skills and knowledge. Over half of the respondents felt that they were “very competent” in working independently (77%), working in groups (63%), and problem solving (60%).
- **Writing.** On average, students report having between 2 and 3 upper-division courses that allow for feedback and revision. In the 2009 survey, less than half (46%) of the respondents reported that they “always” or “frequently” had sufficient opportunities to revise their writing in 300 level or above courses after receiving feedback from the instructor. Yet, more than three-fourths of the respondents thought that the feedback and revision process in these courses helped to improve their writing skills, confidence as writers, and their understanding of their fields.
- **Research activities.** Most students have little experience working on research outside of degree requirements. In the 2010 survey, less than half of respondents had engaged in or planned to engage in any of six listed research activities. Less than half (41%) worked on a graduation paper or project involving independent research as a degree requirement.

Student Satisfaction

- **Overall satisfaction.** Students express satisfaction with the overall Mason experience. The percentage of students who are “very satisfied” or “satisfied” with their overall Mason experience has been hovering around 90% since 1998. The percentage of students who were “very satisfied” or “satisfied” (78% in 2010) with the sense of belong at Mason has increased by 34 percentage points since 1996.
- **Satisfaction with education.** Students (93%) express satisfaction with their education in general, although the percent who are “very satisfied” has decreased from 38% in 2004 to 30% in 2010.
- **Satisfaction with campus life and services.** Students express increased satisfaction with Mason life. Compared with 2006, more students in 2010 selected “very satisfied” or “satisfied” for campus life, financial aid services, food services, and life in residence halls. Nonetheless, over one-quarter of graduating seniors are dissatisfied with residence life (26%) and food services (31%). There is a good deal of satisfaction (very satisfied and satisfied) with shuttle services (91%), campus safety (92%), IT (90%), and recreational services (88%).
- **Would attend Mason all over again.** The large majority of students would come back to Mason. Eighty-four percent said that they would come back to Mason if they were able to do it all over again. This percentage has been relatively consistent since 2006.

- **Satisfaction with advising.** The level of satisfaction with advising has increased. Student satisfaction with advising experiences in the major has increased significantly over time in four areas: providing help in thinking through academic choices; providing help exploring and clarifying educational goals; providing accurate information about academic requirements and choices; and having respect and concern for students as advisees.

Diversity

- **Diversity and multiculturalism.** The vast majority of Mason respondents in 2010 are satisfied with diversity on campus. More than 95% of respondents either “strongly agreed” or “agreed” to the four diversity and multiculturalism related items. Ninety-eight percent feel that the campus environment supports a broad diversity of students.
- **Changes in selected diversity-related social behaviors.** In the 2010 survey, students reported changing their social behavior after being enrolled at Mason. Respondents were more likely to reach out to people and to socialize with people from backgrounds different than their own.
- **International experiences.** By the time of the 2010 survey, very few students (1-10%) had engaged in any of six listed international experiences. Students (10%) were most likely to have participated in a summer or winter break program abroad.

Analyses by Transfer Status

- **Employment.** Transfer students are more likely to work every semester. Approximately half of transfer students worked every semester while attending Mason, compared to one-third of native students in 2008-09 and 2009-10. Native students are more likely to work for pay on campus than transfer students.
- **Other experiences.** Transfer students are more likely than native students to report positive educational experiences in the following areas: interaction with Mason faculty; contribution of the major to their competence in information technology and quantitative reasoning; would come back to Mason again; and having “quite a few friends” or “some friends” from different economic, ethnic, racial, and religious backgrounds. However, native students expressed a significantly higher level of satisfaction with sense of belonging at Mason than transfer students did in 2009.

Survey Process and Organization of the Report

The Office of Institutional Assessment has been conducting the Graduating Senior Survey since 1989. Undergraduate students are directed to complete the survey online as part of the online graduation application process. This report covers data from the 2009 and 2010 Graduating Senior surveys, conducted with students who graduated in summer 2008, fall 2008, and spring 2009 (2009 Graduating Senior Survey), and summer 2009, fall 2009, and spring 2010 (2010 Graduating Senior Survey).

The Graduating Senior Survey is modified as needed to reflect the changing needs and priorities of the university community. Items in both the 2009 and 2010 surveys included enrollment, employment, critical thinking, perceptions of Mason faculty, self-reported competence, and student satisfaction. The special topics in the 2009 survey included academic competence contributed by the major, writing experiences, and diversity. Special topics on advising, research activities, international experiences, and multiculturalism were included in the 2010 survey.

This report includes five sections. Beginning with an Introduction and Highlights of major findings from the surveys, the next sections focus on three major themes: Educational Experiences; Student Satisfaction; and Diversity, Social Behavior, and International Experiences. Students’ responses are compared by gender, employment status, college, and GPA. Further, trend analyses examining how students’ responses change over time are included when data are available. Data from previous years have shown that students have significantly different

educational experiences at Mason based on transfer status.¹ Therefore, this final section presents a further analysis by students' transfer status.

Throughout the report, 2009 refers to the 2008-09 academic year and 2010 refers to 2009-10. For purposes of this report, each academic year begins with the summer semester and ends in the spring semester. To simplify the reporting, only the results of 2010 are presented if there are no significant differences between the 2009 and 2010 results.

Detailed information on survey results by college and major is available online at:
<https://assessment.gmu.edu/Results/GraduatingSenior/senior.html>

Feedback from readers is appreciated. We can be contacted at assessment@gmu.edu.

Response Rates and Demographics

Overall Response Rate and Demographics

In the 2009 academic year, 3,937 undergraduate students graduated with a total of 4,009 degrees; 2,575 graduating seniors completed the survey for an overall response rate of **65%**. Detailed demographic characteristics are summarized in Appendix A. Basic demographic information for the 2009 respondents is as follows:

- Women accounted for 59% of the respondents.
- 49% of the respondents were white, 31% were racial or ethnic minorities, 4% were international students, and the remainder were other and unknown (16%).
- 42% of the respondents were 22 years old or younger, and 13% were over 30.

In the 2010 academic year, 4,138 students graduated with 4,202 degrees; 2,711 graduates responded to the survey, resulting in a **66%** overall response rate. Detailed demographic characteristics are summarized in Appendix C. Basic demographic information for the 2010 respondents is as follows:

- Women accounted for 62% of the respondents.
- 50% of the respondents were white, 31% were racial or ethnic minorities, 5% were international students, and the remainder were other and unknown (14%).
- 42% of the respondents were 22 years old or younger, and 13% were over 30.

Response Rates by College

As shown in the Table 1, college response rates ranged from 59% to 75%. The Volgenau School of Engineering had the highest response rate across two years. See Appendixes B and D for more detailed information.

¹ Office of Institutional Assessment, *In Focus: Learning Outcomes and Student Competence: Results from the 2006-2007 Graduating Senior Survey* (2008).

Table I. College Response Rates Summary

College Name	College Code*	2009		2010	
		Number of Respondents	Response Rate	Number of Respondents	Response Rate
College of Education and Human Development	CEHD	88	66%	104	66%
College of Health and Human Services	CHHS	239	69%	207	67%
College of Humanities and Social Sciences	CHSS	1135	66%	1252	68%
College of Science	COS	178	60%	200	60%
College of Visual and Performing Arts	CVPA	130	63%	149	66%
School of Conflict Analysis & Resolution	SCAR	24	69%	21	72%
School of Management	SOM	501	61%	480	59%
Volgenau School of Engineering	VSE	280	75%	298	73%

*Note: The “College Codes” listed in Table I are used throughout the report.

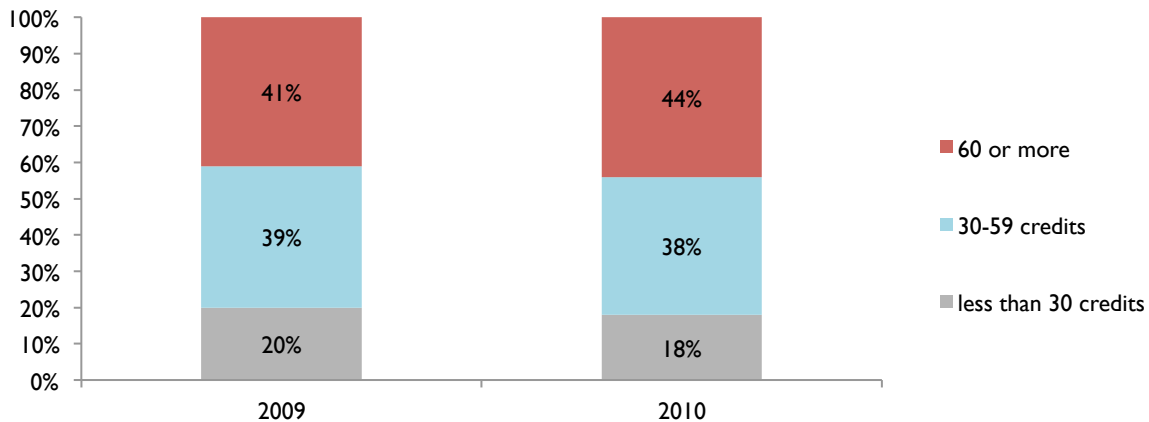
Enrollment Status

Survey respondents were categorized into two groups using the following definitions:

- **Transfer students** are those who started college at another post-secondary institution as first-time freshmen and later transferred to Mason.
- **Native students** are those who started college at Mason as first-time freshmen.

Transfer students represented 55% of respondents in 2009, and 57% in the 2010 survey. Transfer students came to Mason at different stages in their college education. Figure 1 presents a comparison of transfer credits accepted by Mason based on 2009 and 2010 respondent self-reports. Almost 80% of transfer students transferred 30 or more credits to Mason. More notable, more than 40% carried 60 or more credits from another institution. The pattern indicates that transfer students are likely to have completed many, if not most, of their general education courses at another institution.

Figure I. Percentage of Transfer Students by Self-Reported Credit Hours Accepted by Mason, 2009 and 2010



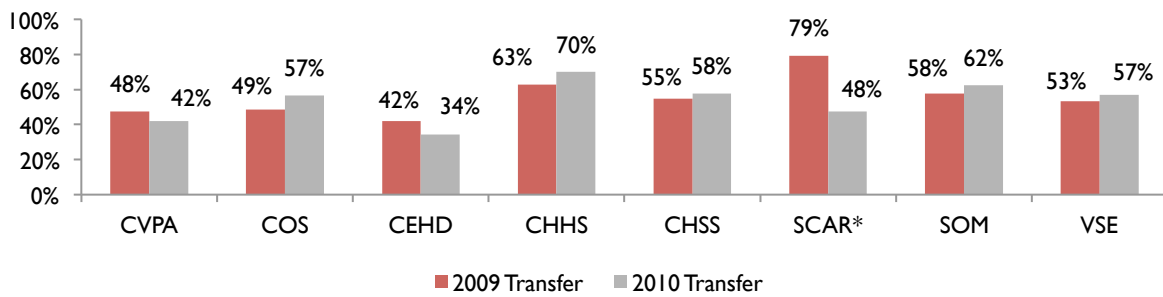
Transfer Status of Respondents by College

Figure 2 presents the percentages of transfer students by college based on 2009 and 2010 respondent self-reports. More than 50% of the respondents who graduated from the following colleges were transfer students:

- College of Health and Human Services (CHHS)
- College of Humanities and Social Sciences (CHSS)
- School of Conflict Analysis and Resolution (SCAR)
- School of Management (SOM)
- Volgenau School of Engineering (VSE)

Over two-thirds of respondents from CHHS were transfer students—the highest percentage among all the colleges in 2010. The lowest percent of transfer students in 2010 was in CEHD.

Figure 2. Percentage of Self-Reported Transfer Students by College, 2009 and 2010



*The SCAR undergraduate program is very small. It had 24 respondents in 2009 and 21 in 2010.

EDUCATIONAL EXPERIENCES

One of the repeating themes of the graduating senior surveys concerns educational experiences at Mason and self-reported competence in selected academic areas. This section presents the survey results related to seven key activities that contribute to the development of critical thinking skills; ethics and global perspectives; student perceptions of Mason faculty; self-reported competence; competence contributed by major; writing experiences; and student research activities.

Critical Thinking and Other Course Emphases

Trend analysis. Critical thinking is an essential focus of Mason’s general education program and upper-level courses in undergraduate education. In both the 2009 and 2010 surveys, students were asked about the extent to which courses in their majors emphasized seven key elements that contribute to the development of critical thinking skills. Students were also asked about the extent to which their courses emphasized ethics and global perspectives. The differences between the two years were not statistically significant. Therefore, only 2010 results are presented in Table 2. More than 83% reported that their majors emphasized each of these “a great deal” or “a fair amount.” Only 1-2% of the students selected “not at all.” Three areas of emphasis were rated the highest:

- Practicing ethical behavior in my field
- Synthesizing information from different sources
- Judging the quality and relevance of sources of information

Table 2. Perceived Emphases in Major Courses, 2010

“To what extent did the courses in your major emphasize each of the following:”	A great deal	A fair amount	A little	Not at all	Mean ¹
Breaking down information to identify assumptions and relationships	45%	45%	9%	2%	3.33
Including alternative points of view	42%	44%	12%	2%	3.27
Synthesizing information from different sources	50%	41%	8%	1%	3.40
Applying concepts learned in class to new situations	44%	41%	13%	1%	3.29
Using criteria to judge the value and quality of ideas	44%	44%	11%	1%	3.31
Judging the quality and relevance of sources of information	49%	40%	9%	1%	3.37
Thoroughly considering limitations of conclusions and methods	40%	44%	13%	2%	3.23
Practicing ethical behavior in my field	56%	31%	10%	2%	3.42
Taking global perspectives into consideration	46%	37%	14%	2%	3.27

¹Mean values were calculated on a 1-4 scale: 1= Not at all, 2=A little, 3=A fair amount, 4=A great deal.

Student Perceptions of Mason Faculty

Trend analysis. Students were asked a set of questions about how often faculty in their major supported their learning by setting high expectations for learning, encouraging students to be actively involved in learning, encouraging student-faculty interaction outside of class, giving prompt feedback on academic performance, and encouraging learning through cooperative activities among students. These items were included in the Graduating

Senior Surveys for 2001, 2008, 2009, and 2010. The response pattern has been consistent over the past three years; however, the 2001 graduating class had somewhat different responses.

Table 3 compares the results from 2001 and 2010. Over 90% of the respondents in 2001 and 2010 chose “always” or “usually” on the following two items:

- Set high expectations for your learning
- Encourage you to be actively involved in learning

From 2001 to 2010, the percentages of respondents who chose “always” increased at least 6 percentage points on each item. Mean comparison results confirmed that students’ perceptions of Mason faculty have significantly improved since 2001. Although showing improvement, the lowest means were for *encouraging student-faculty interaction out of class*. In 2010, one-third of the respondents chose “seldom” or “never” for this item.

Table 3. Student Perception of Faculty in the Major, 2001 and 2010

“How often did Mason faculty in your major:”	Year	Always	Usually	Seldom	Never	Mean ¹
Set high expectations for your learning	2001	31%	60%	8%	1%	3.22
	2010	44%	49%	6%	1%	3.36**
Encourage you to be actively involved in learning	2001	35%	56%	9%	1%	3.25
	2010	45%	47%	7%	1%	3.36**
Encourage student-faculty interaction out of class	2001	16%	39%	39%	5%	2.66
	2010	27%	42%	28%	4%	2.92**
Give prompt feedback on your academic performance	2001	22%	64%	14%	1%	3.07
	2010	28%	62%	9%	1%	3.16**
Encourage learning through cooperative activities among students	2001	27%	53%	20%	1%	3.05
	2010	33%	50%	16%	1%	3.15**

¹Mean values were calculated on a 1-4 scale: 1= Never, 2=Seldom, 3=Usually, 4=Always. The higher mean value is in bold for each item. T-tests were used to compare the differences in means between 2001 and 2010, * P<.05, ** P<.01.

Self-Reported Competence

Trend Analysis. Students were asked to report their perceived level of competence in eleven areas in 2009 and 2010. Mean comparison results indicate that the 2009 graduates reported levels of competence comparable to their 2010 counterparts in all eleven areas. Overall, the percentage of respondents who chose “very competent” or “competent” for each item ranged from 84% to 99%.

As shown in Table 4, over 60% of respondents felt that they were “very competent” in the following areas:

- Working independently (77%)
- Working in groups (63%)
- Problem-solving (60%)

Conversely, 15% of students selected either “not very competent” or “not at all competent” in information technology and in scientific reasoning.

Table 4. Self-Reported Competence in Selected Areas, 2010

“How competent do you feel about your knowledge /abilities in each of the following:” ¹	Very competent	Competent	Not very competent	Not at all competent	Mean ²
Ability to work independently	77%	22%	1%	0%	3.76
Ability to work in groups	63%	34%	3%	0%	3.59
Problem-solving skills	60%	39%	2%	0%	3.58
Writing	49%	46%	4%	0%	3.43
Creativity	50%	42%	8%	0%	3.41
Oral communication	47%	46%	6%	0%	3.40
In-depth knowledge in a particular field/major	41%	54%	5%	0%	3.36
Global perspective	41%	48%	10%	1%	3.29
Quantitative reasoning	34%	54%	11%	1%	3.21
Information technology	32%	53%	14%	1%	3.16
Scientific reasoning	30%	54%	14%	1%	3.14

¹ The survey items were re-ordered by mean value, and, thus, are different from the original order used in the survey.

² Mean values were calculated on a 1-4 scale: 1= Not at all competent, 2=Not very competent, 3=Competent, 4=Very competent. No significant mean differences were found between 2009 and 2010. Only 2010 results are presented.

Self-Reported Competence by GPA

Self-reported competence was further compared by student GPA ranges. Mean differences were compared of self-rated competence for each of the eleven areas across four different GPA ranges: Low (2.01-2.50), Medium Low (2.51-3.00), Medium High (3.01-3.50), and High (3.51-4.00). Students with different GPA ranges rated their competence differently in four areas: ability to work independently, writing, information technology and creativity (see Table 5).

Table 5. Mean Comparison of Self-Reported Competence by GPA, 2010

“How competent do you feel about your knowledge /abilities in each of the following:” ^{1,2}	GPA Range			
	High (3.51-4.00)	Medium High (3.01-3.50)	Medium Low (2.51-3.00)	Low (2.01-2.50)
Ability to work independently	3.81	3.77	3.70**	3.75
Writing	3.54	3.43**	3.34**	3.43
Information technology	3.08	3.18*	3.19*	3.24
Creativity	3.37	3.41	3.43	3.56*

¹ Mean values were calculated on a 1-4 scale: 1= Not at all competent, 2=Not very competent, 3=Competent, 4=Very competent. The highest mean value is in bold for each item.

² One way ANOVA was used to compare the mean differences across GPA ranges. High GPA group (3.51-4.00) is the reference group in Post-Hoc tests, * P<.05, ** P<.01.

When the High GPA group is used as the reference group, the following patterns emerge:

- The High GPA group rated their *ability to work independently* higher than any of the three remaining groups. The difference between the High GPA group and the Medium Low group is statistically significant.
- The High GPA group also rated their *writing competence* higher than any of the three remaining groups. Statistically significant differences are found between High and Medium High GPA groups as well as between High and Medium Low GPA groups.
- Students with lower GPAs were more likely to rate their *information technology* competence higher than students with higher GPAs. Both the Medium Low and Medium High groups rated their competence significantly higher than the High GPA group.
- Students with lower GPAs were also more likely to rate their *creativity* higher than students with higher GPAs. The Low GPA group rated themselves significantly higher than the High GPA group.

Competence Contributed by Major, 2009

In addition to the perceived competence, the 2009 survey also asked about the extent to which the major contributed to students' competence in the same eleven areas. The combined percentages of respondents who chose either "a great deal" or "a fair amount" ranged from 67% to 95%. Respondents were most likely to report that their major had made a significant contribution to their *in-depth knowledge in a particular field/major*: 65% selected "a great deal" and 30% selected "a fair amount". *Ability to work independently* was the second highest rated item: 89% reported that their major contributed "a great deal" or "a fair amount" to their ability to work independently.

The perceived contribution by major is further compared by college in Table 6. Mean comparisons reveal significant variations across eight colleges/schools. Compared to their peers from other colleges/schools, **SCAR** respondents (n= 24) rated the contribution of their major the highest in the following six areas:

- In-depth knowledge in a particular field/major
- Ability to work in groups
- Problem-solving skills
- Global perspective
- Writing
- Oral communication

In addition, **CVPA** respondents rated their major's contribution the highest in the areas of working independently and creativity. Graduating students from **VSE** gave the highest ratings to their major's contribution in IT and quantitative reasoning, and **COS** students gave the highest ratings in quantitative reasoning and scientific reasoning. These variations largely reflect the curricular emphases of different colleges/schools.

Table 6. Competence Contributed by Major Compared by College, 2009

"To what extent did your major contribute to your competence in the following:" ¹	CVPA	COS	CEHD	CHHS	CHSS	SCAR ²	SOM	VSE	All	Sig. ³
In-depth knowledge in a particular field/major	3.65	3.59	3.69	3.61	3.61	3.83	3.56	3.45	3.58	<.01
Ability to work in groups	3.39	3.05	3.56	3.45	3.22	3.83	3.41	3.30	3.32	<.001
Ability to work independently	3.67	3.47	3.42	3.40	3.49	3.52	3.41	3.33	3.45	<.01
Problem-solving skills	3.42	3.42	3.35	3.47	3.31	3.73	3.42	3.38	3.38	<.05
Creativity	3.73	2.83	3.33	3.04	3.15	3.70	2.99	2.98	3.10	<.001
Global perspective	2.90	2.86	3.11	3.12	3.34	3.65	3.15	2.94	3.14	<.001
Writing	3.01	3.04	3.23	3.18	3.53	3.74	3.09	3.03	3.24	<.001
Oral communication	3.24	2.80	3.36	3.31	3.24	3.57	3.17	3.06	3.18	<.001
Information technology	2.80	2.97	2.77	2.96	2.58	2.61	2.98	3.46	2.89	<.001
Quantitative reasoning	2.50	3.30	2.91	3.09	2.72	2.83	3.25	3.30	3.01	<.001
Scientific reasoning	2.33	3.61	2.85	3.20	2.70	2.91	2.93	3.26	2.95	<.001

¹ Mean values were calculated on a 1-4 scale: 1=Not at all, 2=A little, 3=A fair amount, and 4=A great deal. The highest mean value is in bold for each item.

² Due to its low number of graduates/respondents, the results about SCAR should be interpreted with caution.

³ One way ANOVA was used to compare the mean differences across colleges/schools.

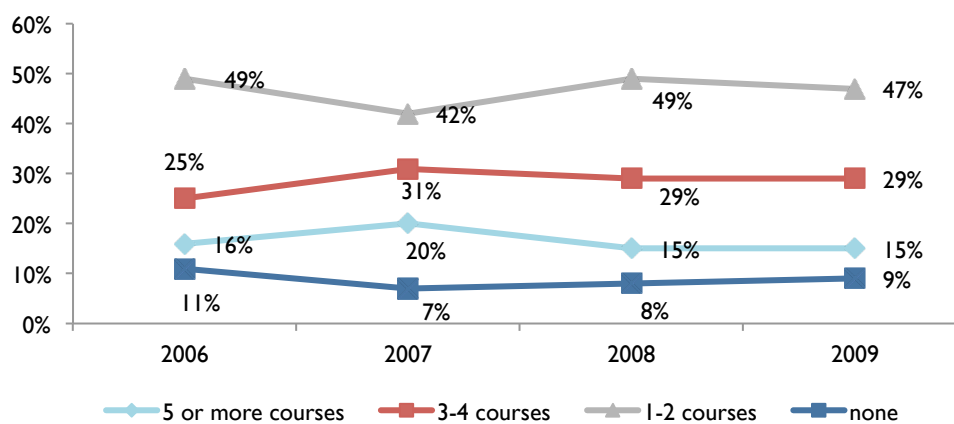
Writing Experiences

Between 2006 and 2009, surveys included a set of questions posed by Mason's Writing Across the Curriculum (WAC) Committee about student writing experiences in courses at the 300-level or above, excluding English 302. At least one course in each major (300-level or above) has been designated as a "writing intensive (WI)" course that emphasizes the process of drafting and revision with instructor feedback. Faculty in these courses give comments on drafts of at least one course project, and students then revise and resubmit subsequent papers. The respondents were asked to report: (1) in how many upper-level courses they had the opportunity to revise their writing after receiving feedback from their instructors on an earlier draft; (2) whether they had sufficient opportunities in those courses to revise writing; and (3) whether the writing experiences in those courses improved their understanding of their fields of study.

Number of Upper-Level Courses

Trend analysis. Figure 3 shows the trend of the number of upper-level courses with opportunities to revise writing after receiving instructor feedback on an earlier draft. Mean comparisons of the four years indicate that the 2007 respondents reported significantly more courses than later cohorts. Since 2007, there has been an increase in the percentage of students reporting 1-2 courses with these opportunities, but a decrease in the percentage saying they had 3 or more such courses.

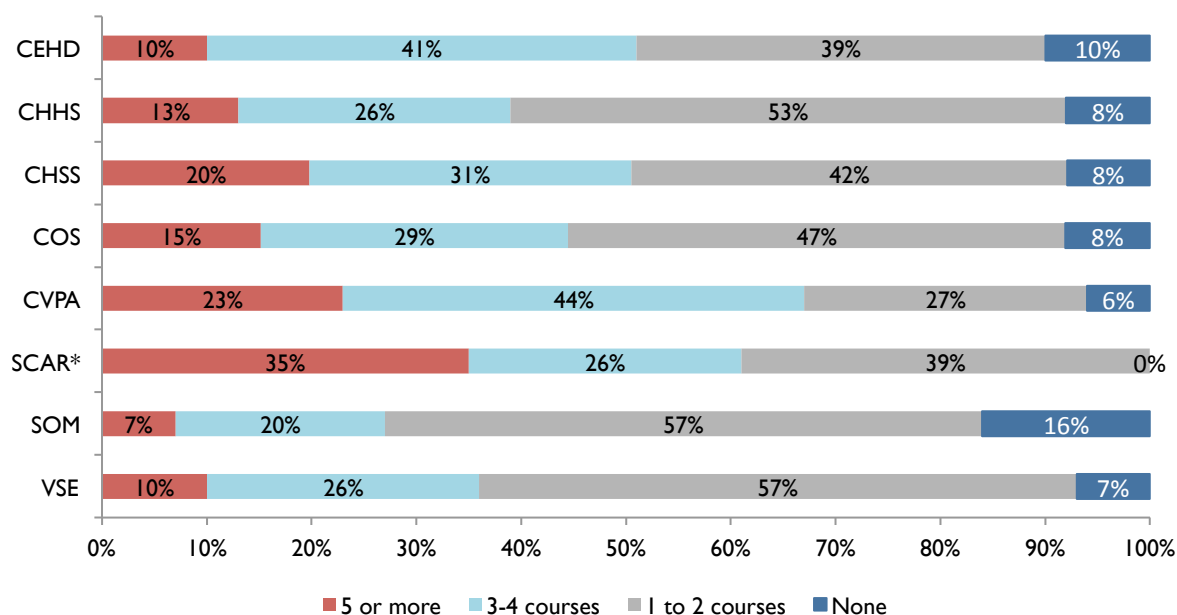
Figure 3. Percentage of Reported Upper-Level Courses with Revision Opportunities, 2006-2009



College comparison. The number of upper level courses in which students had the opportunity to revise their writing after receiving feedback from their instructors was compared by college/school (Figure 4). Consistent with the 2007-08 Graduating Senior Survey Report², in 2009, there were four colleges/schools (CVPA, CHSS, CEHD, and SCAR) in which more than half of the respondents said that they had taken at least three courses in which they were encouraged to revise their writing. CVPA (67%) and SCAR (61%) respondents were the most likely to say that they had 3 or more courses having revision opportunities.

² Office of Institutional Assessment, *Graduating Senior Survey Report, 2007-08* (2009), 8.

Figure 4. The Number of Upper-Level Courses having Revision Opportunities by College, 2009

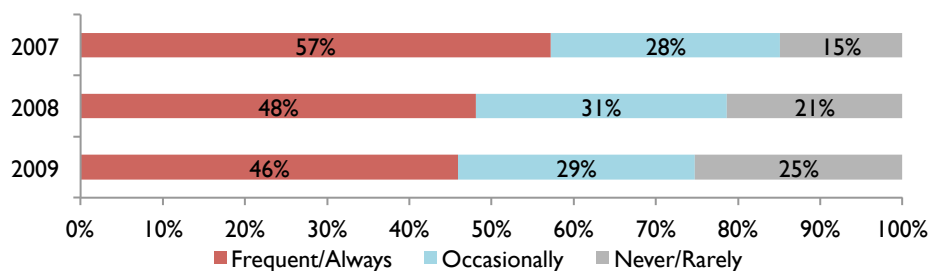


*Due to its low number of graduates/respondents, the results about SCAR should be interpreted with caution.

Sufficient Revision Opportunities

Trend analysis. Students were also asked whether they had sufficient opportunities to revise their writing after receiving feedback from the instructor. The trend analysis from 2007 to 2009 shown in Figure 5 indicates that 46-57% of the respondents “always” or “frequently” had sufficient opportunities. The percentage choosing “never” or “rarely” increased by ten percentage points from 2007 to 2009. Compared to native students, transfer students in all survey years were more likely to report that they had sufficient opportunities to revise their writing³.

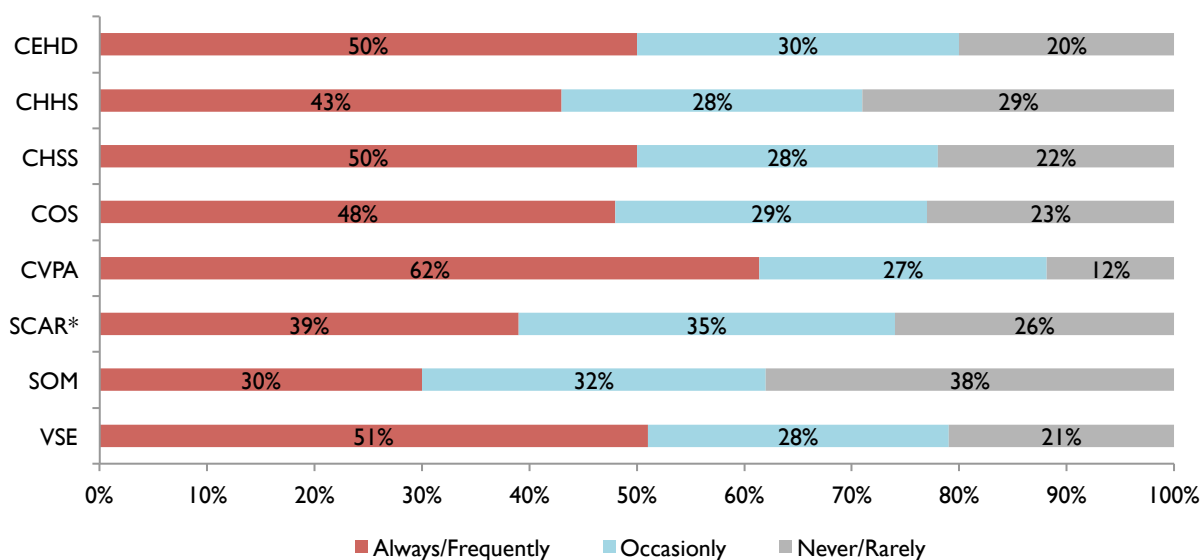
Figure 5. Sufficient Revision Opportunities, 2007-2009



College comparison. Student perception of revision opportunities was also compared at the college level. As indicated in Figure 4, more than half of the respondents from four colleges (i.e., CVPA, CEHD, CHSS, and SCAR) said that they took three or more upper-level courses in which they had revision opportunities. The respondents from CVPA, VSE, CEHD, and CHSS were more likely than their counterparts from other colleges to report that they “always” or “frequently” (50-62%) had sufficient revision opportunities (Figure 6).

³ Independent samples t-test indicated that there was a significant difference in perceived revision opportunities between transfer and native students in 2007, 2008, and 2009.

Figure 6. Sufficient Revision Opportunities by College, 2009



* Due to its low number of graduates/respondents, the results about SCAR should be interpreted with caution.

Contribution to Student Learning

Between 2006 and 2009, a majority of respondents agreed that writing experiences in upper-level courses contributed to their learning, as measured by three questions shown in Table 7. Although the same 4-point Likert scales were used consistently in these four years, the scale descriptions were slightly different in 2009. Therefore, only the results from 2009 are presented in Table 7. About three-fourths of respondents thought that the feedback and revision process in their courses helped to improve both their writing skills and confidence as a writer “a great deal” or “a fair amount.” Four out of five respondents felt that the writing assignments from these upper-level courses had increased their understanding of their fields.

Table 7. Contribution to Student Learning, 2009

“To what extent did the 300 level or above courses help you in the following areas?”	A great deal	A fair amount	A little	Not at all
The feedback and revision process in these courses helped me to improve my writing.	36%	40%	16%	8%
These courses have improved my confidence as a writer.	39%	37%	17%	7%
The writing assignments from these courses have increased my understanding of my field.	43%	38%	14%	6%

Research Activities

In 2010, respondents were asked about their engagement in six research activities while attending Mason. As shown in Table 8, at the time of the survey, over 59% of the respondents had not engaged in nor planned to engage in any of the six research activities. The respondents were most likely to say that they had completed (23%) or were currently working on (14%) a graduation paper or project involving independent research as a degree requirement. Approximately 16% of respondents had completed and another 7% were currently working on a research project as an intern or research assistant outside of campus. Twelve percent of the respondents had completed and another 6% were currently working on a research project with a faculty member outside of a course or program requirement. Even fewer students participated in a student research conference and very few either wrote an honor’s thesis or engaged in other research activities. Compared with the respondents who graduated from other colleges,

CVPA students were more likely to have “completed” or were “currently” engaged in most of these research activities. (Data not shown.)

Table 8. Engagement in Selected Research Activities, 2010

Have you engaged in the following research activities while attending Mason?	Yes, completed	Yes, currently engaged	No, but planning to by graduation	No
Worked on a research project with a faculty member outside of a course or program requirement	12%	6%	4%	78%
Worked on a graduation paper or project involving independent research as a degree requirement	23%	14%	5%	59%
Worked on a research project as an intern or research assistant outside of campus	16%	7%	5%	72%
Participated in a student research conference	10%	3%	4%	83%
Wrote an honor's thesis	3%	2%	3%	93%
Other research activity	3%	2%	1%	94%

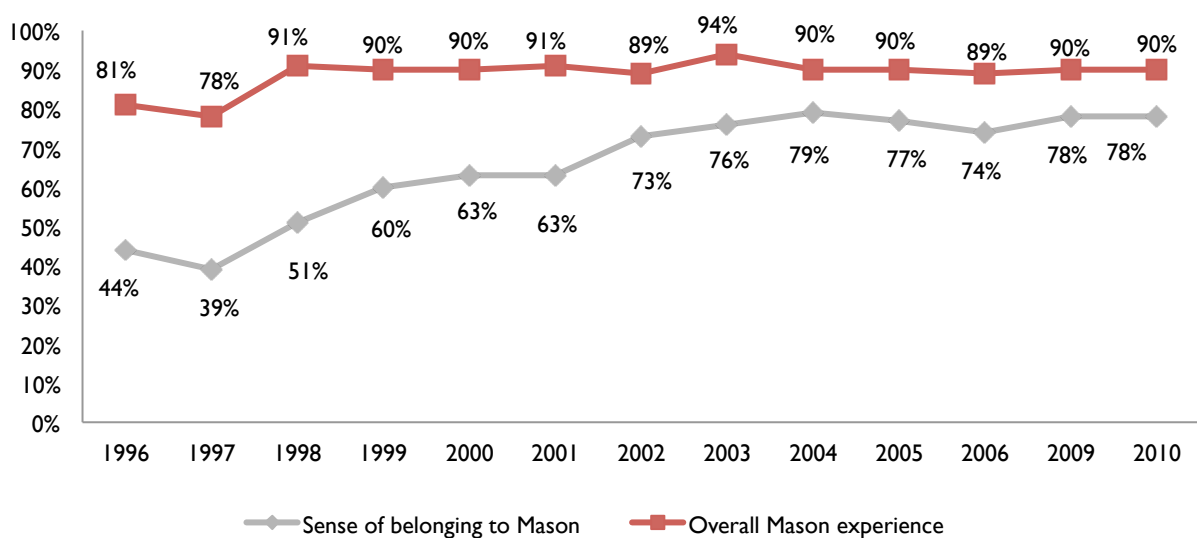
STUDENT SATISFACTION

Overall Satisfaction and Sense of Belonging

The percentage of students who are “very satisfied” or “satisfied” with their overall Mason experience has been hovering around 90% since 1998 (see Figure 7). Approximately 30 percent (34% in 2009 and 30% in 2010) of graduating seniors were “very satisfied,” and over 57% were “satisfied” with their overall Mason experience.

In 2009 and 2010, approximately 28% of graduating seniors were “very satisfied,” and 50% were “satisfied” with their sense of belonging at Mason. The percentage of students who are “very satisfied” or “satisfied” with the sense of belonging at Mason has increased by 34 percentage points since 1996. In 2010, female students (91%) had a higher level of satisfaction with the *overall Mason experience* than male students (86%), however, the satisfaction with sense of belonging at Mason did not vary significantly by gender in 2009 or 2010.

Figure 7. Student Trend of Sense of Belonging and Overall Experience at Mason, 1996- 2010 (*Very Satisfied or Satisfied*)



Satisfaction with Educational Experiences

Trend analysis. A comparison of students who were “very satisfied” with their educational experiences in seven areas from 2004 to 2010 is shown in Table 9. The rate of respondents choosing “very satisfied” for these items is consistent across the years except for two items. The percentage of respondents choosing “very satisfied” with the *education they received in general* has gradually decreased from 38% to 30%. However, the percentage of students who are “very satisfied” with the *advising they received in the major* has gradually increased from 25% to 30%. The mean comparison between 2009 and 2010 survey results indicates that the level of satisfaction with advising in the major significantly increased in 2010. No other significant differences were found in other items between these two years.

Table 9. Percentage of Students “Very Satisfied” with Educational Experiences, 2004-2010

“How satisfied are you with the following?” (Rated on 1-4 scale: 1=very dissatisfied, 4=very satisfied):	2004	2005	2006	2009	2010
Academic courses	29%	35%	34%	34%	31%
Education you received in general	38%	33%	34%	32%	30%
Education you received in your major	51%	47%	50%	48%	47%
Advising you received in your major	25%	26%	27%	28%	30%
Preparation for work	--	--	23%	22%	22%
Preparation for a post-baccalaureate study	--	--	22%	23%	22%

Satisfaction with Campus Life and Services

Trend analysis. The survey items on campus life and services have higher non-response rates (from 10% to 60%) than those about academic experiences because many students did not live on campus or did not use certain kinds of services, such as residence halls, personal counseling, or financial aid. The results shown in Table 10 exclude the respondents who selected “not applicable” for these items.

As shown in the Table 10, levels of satisfaction have increased in some areas over the past five years. Compared with 2006, more students in 2010 selected “very satisfied” or “satisfied” for *campus life, financial aid services, food services, and life in residence halls*. Over 90% of the 2009 respondents were “very satisfied” or “satisfied” with *campus climate for diversity and opportunities to interact with students from diverse backgrounds*. *Campus safety, shuttle services, and information technology* were most highly rated by 2010 respondents (over 90% either “satisfied” or “very satisfied”).

Table 10. Satisfaction with Campus Life and Services, 2006-2010

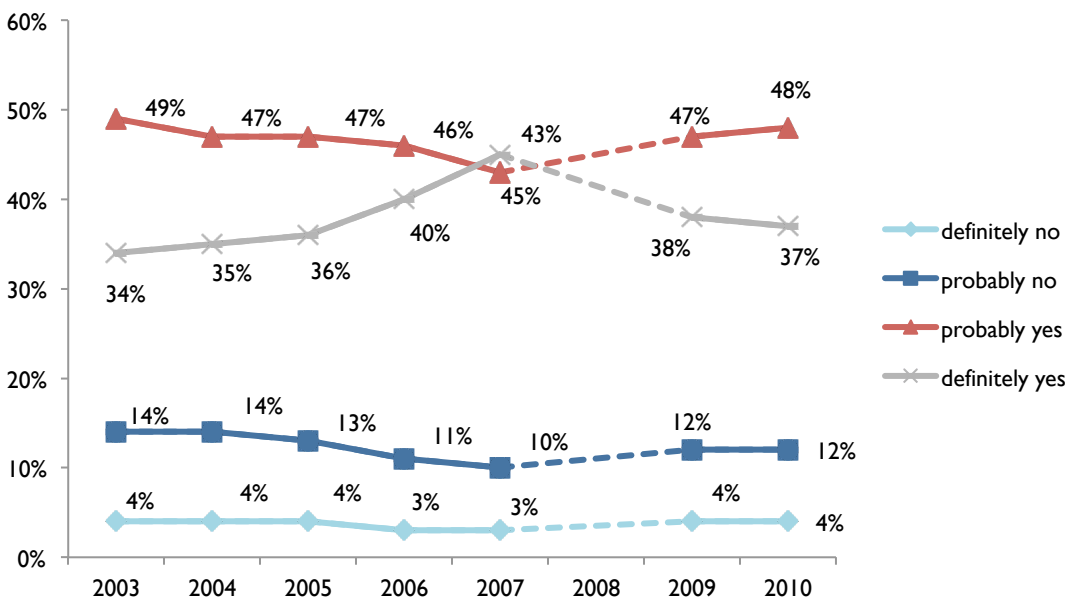
“How satisfied are you with the following aspects of campus life and services?” (Rated on 1-4 scales: 1=very dissatisfied; 4=very satisfied)	% “Very Satisfied” and “Satisfied”		
	2006	2009	2010
Campus climate for the broad diversity of student at Mason	91%	92%	--
Campus life	72%	75%	80%
Campus safety	--	--	92%
Career counseling	79%	76%	76%
Counseling for personal concerns	79%	79%	79%
Financial aid services	77%	79%	81%
Food services	66%	--	69%
Information technology	--	--	90%
Life in residence halls	69%	74%	74%
Opportunities to interact with students from diverse backgrounds	--	95%	--
Out-of-class access to Mason faculty	--	87%	--
Recreational services	--	--	88%
Shuttle service	--	--	91%

Note: Respondents who selected “not applicable” were excluded from the calculation of frequencies. “--” indicates that the item was not available in that year.

Would You Attend Mason Again

As shown in Figure 8, in the past eight years, between 82% and 85% of graduating students answered “definitely yes” or “probably yes” when asked “If you were to do it all over again, would you attend Mason?” The percentages of students who reported either “probably no” or “definitely no” have been consistent over the years, ranging from 13% to 18%. The percentage of “definitely yes” reached its highest point in 2007 (45%) and dipped to 37% in 2010.

Figure 8. If You Were To Do It All Over Again, Would You Attend Mason, 2003-2010



Note: The 2008 Graduating Senior Survey did not include this question; therefore, dotted lines were used to connect 2007 and 2009.

Satisfaction with Advising

Number of Contacts with an Advisor

Trend analysis. Students were asked how often they were in touch with their advisors to discuss their course schedule, graduation requirements, and application to graduate school during the senior year. The number of contacts was compared from 2007 to 2010 as shown in Table 11. Overall, over one-third of the respondents contacted an advisor three times or more in 2008 and 2010, which was slightly higher than in 2007. As a result, the percentage choosing “not at all” decreased slightly in 2008 and 2010. There was no significant difference between female and male students in terms of contact frequency with an advisor.

Table 11. In Touch with an Advisor during the Senior Year

“During your senior year, how often were you in touch with an advisor”?	2007	2008	2010
Three times or more	29%	34%	34%
Twice	29%	27%	28%
Once	25%	25%	24%
Not at all	18%	14%	14%

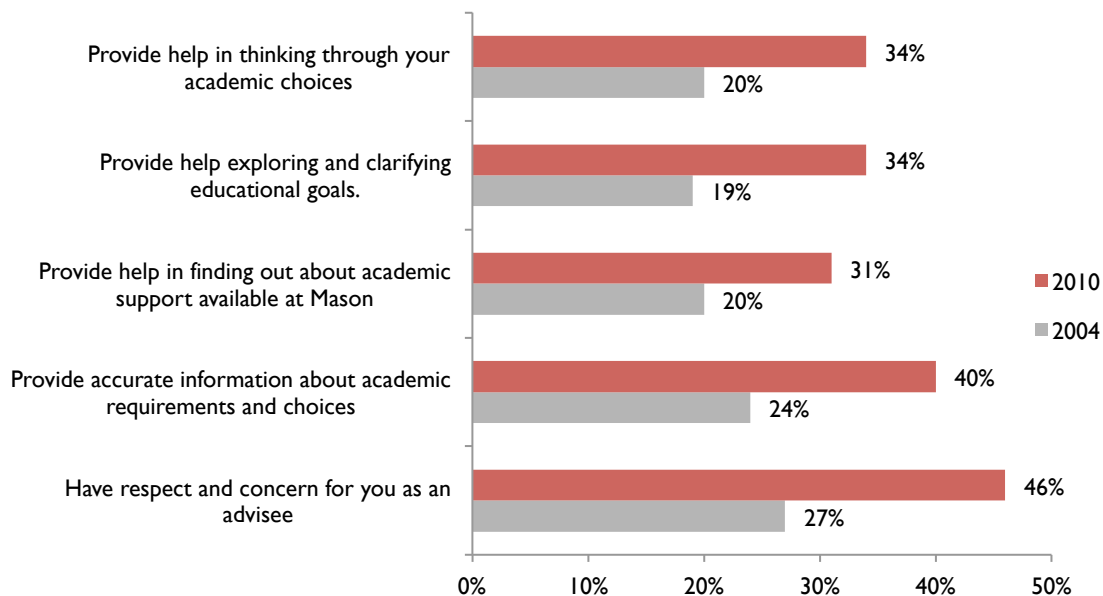
Student Satisfaction with Advising Experiences in the Major

Students were asked about the level of satisfaction with their major advisor in the same five areas in 2004, 2008, and 2010. Mean comparisons between reporting years indicate that student satisfaction with advising experiences in the major has increased significantly over time in four areas:

- Providing help in thinking through your academic choices
- Providing help exploring and clarifying educational goals
- Providing accurate information about academic requirements and choices
- Having respect and concern for you as an advisee

As shown in Figure 9, the percentages choosing “very satisfied” increased by 11-19 percentage points from 2004 to 2010 in these four areas. For the fifth item, “providing help in finding out about academic support available at Mason,” a mean comparison failed to indicate a statistically significant change between 2004 and 2010. However, the percentage of respondents who were “very satisfied” with this area also increased 11 percentage points from 2004 to 2010.

Figure 9. Percentage of “Very Satisfied” with Advising in the Major, 2004 and 2010



DIVERSITY, SOCIAL BEHAVIOR AND INTERNATIONAL EXPERIENCES

Previous reports have consistently shown that the vast majority of Mason graduates are satisfied with diversity on campus⁴. Students were asked more detailed questions about their experiences in diversity, multiculturalism, and social life in 2009 and 2010. Their levels of engagement in international experiences were measured in the 2010 survey.

Diversity Exposure

Trend analysis. In 2009, students were asked to what extent they had been exposed to information about the history, culture and/or social issues of racial and ethnic groups other than their own. Because the items related to diversity exposure had high non-response rates (up to 50%), the results presented in Table 12 exclude the students who selected “not applicable” for these items.

Table 12. Diversity Exposure, 2009

	Valid Responses (% calculated excluding “N/A” responses)				% Not Applicable
	A great deal	A fair amount	A little	Not at all	
“In each of these settings, to what extent have you been exposed to information about the history, culture and/or social issues of racial and ethnic groups other than your own?”					
In course readings, lectures and discussions	37%	44%	17%	2%	2%
In informal interactions and conversations with other students	42%	40%	16%	2%	2%
In informal interactions and conversations with faculty and/or staff	24%	36%	30%	10%	4%
In activities and programs in the residence halls	19%	34%	25%	23%	50%
In other Mason programs and activities	23%	41%	28%	9%	31%

Note: Respondents who selected “not applicable” were excluded from the calculation of frequencies.

The respondents were most likely to report that they had “a great deal” or “a fair amount” of exposure to information about the history, culture and/or social issues of racial and ethnic groups other than their own in *course readings, lectures, and discussions* (81%) and in *informal interactions and conversations with other students* (82%). Almost 60% of the respondents had “a great deal” or “a fair amount” of exposure in *informal interactions and conversation with faculty and/or staff*.

Support for Diversity and Multiculturalism

Students were asked to report to what extent they agreed or disagreed with Mason’s support for diversity. Overall, more than 95% of the respondents either “strongly agreed” or “agreed” to the diversity and multiculturalism related items listed in Table 13. Compared to 2009, the respondents in 2010 were more likely to “strongly agree” (56%) that the campus environment was accepting of who they are.

⁴ Office of Institutional Assessment, *The Graduating Senior Survey Report, 2007-2008* (2009), 13.

Table 13. Campus Diversity Support, 2009 and 2010

"To what extent do you agree or disagree with the following statements about diversity at Mason?"	Year	Strongly Agree	Agree	Disagree	Strongly Disagree
Mason fosters multiculturalism on campus.	2010	64%	34%	2%	0%
The campus environment supports a broad diversity of students.	2010	63%	35%	1%	0%
Mason fosters accessibility for persons with disabilities	2010	35%	55%	7%	3%
The campus environment is accepting of who I am ¹	2009	44%	51%	3%	2%
	2010	56%	40%	2%	1%

¹This item was asked in both 2009 and 2010 using the same scale.

In 2009, students were also asked about whether they were satisfied with the *campus experience/environment regarding multiculturalism* at Mason. Approximately 95% of the respondents were either "very satisfied" or "satisfied" with it.

In 2009, students were asked if their *social network* included people with different backgrounds than their own. Over four-fifths of the respondents had "quite a few friends" or "some friends" from different economic, ethnic, racial, or religious backgrounds. Over half of the respondents had "quite a few friends" or "some friends" whose sexual orientation differed from theirs.

Changes in Selected Diversity-Related Social Behaviors

In 2009 and 2010, students were asked to rate themselves on three diversity-related social behaviors before and after they were enrolled at Mason. Since the response patterns in 2009 and 2010 were similar, only the most recent results are presented in Table 14. For all three behaviors, respondents reported significant changes since their matriculation at Mason. Respondents were more likely to *reach out to people* and *socialize with people* from backgrounds different than their own, and less likely to *participate in comments or jokes derogatory to anyone* based on race, ethnicity, cultural identity or sexual orientation.

Table 14. Changes in Selected Diversity-Related Social Behaviors, 2009 and 2010

"How likely were you to":	Survey Year	Enrollment	Very likely	Somewhat likely	Somewhat/very unlikely	Mean ¹
Reach out to people from backgrounds different than yours	2010	Before	54%	36%	10%	3.42
		Now	71%	25%	4%	3.66**
Socialize with people from backgrounds different from yours	2010	Before	57%	33%	10%	3.46
		Now	74%	23%	3%	3.70**
Participate in comments or jokes derogatory to anyone based on race, ethnicity, cultural identity or sexual orientation	2009	Before	12%	21%	67%	2.02**
		Now	11%	16%	72%	1.87

¹Mean values were calculated on a 1-4 scale. 1=Very unlikely, 2=Somewhat unlikely, 3=Somewhat likely, 4=Very likely. The higher mean value is in bold for each item. Paired-samples t-test is used. * P<.05, ** P<.01. Paired-samples t-test indicates that the differences between the two points in time were statistically significant for all three areas. However, the effect size indices indicate that the changes were small (less than .50).

International Experiences

In 2010, the respondents were also asked about whether they had engaged in international experiences while attending Mason. As shown in Table 15, at the time of the survey, very few students (1-10%) had “completed” or were “currently” engaged in these international experiences. Those who had international experience (10%) were most likely to have participated in *a summer or winter break program abroad*. Around 3-4% of the respondents had *worked in a foreign country for an employment assignment or internship*, *traveled to a foreign country for volunteer work*, or participated in *a semester or year-long study abroad program*. Very few students (1%) had participated in an honors program abroad. Compared with students from other colleges, the SCAR respondents were more likely to have engaged in these types of international experiences, with the percentages ranging from 14% to 33%.

Table 15. International Experiences, 2010

Have you engaged in the following international experiences while attending Mason?	Yes, completed	Yes, currently engaged	No, but planning to by graduation	No
Participated in a semester or year-long study abroad program	4%	1%	1%	95%
Participated in a summer or winter break program abroad	9%	1%	1%	90%
Participated in an honors program abroad	1%	0%	1%	98%
Worked in a foreign country on an employment assignment or internship	3%	0%	1%	96%
Traveled to a foreign country for volunteer work	4%	0%	1%	94%
Other international experience	3%	0%	1%	96%

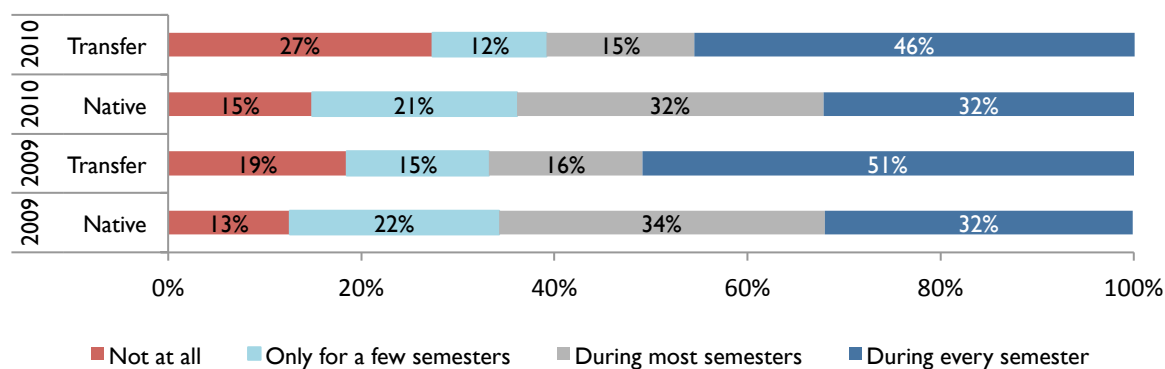
ANALYSES BY TRANSFER STATUS

Educational Experiences

Student Employment

As shown in Figure 10, approximately half of *transfer students* worked *every* semester while attending Mason compared to one-third of native students in 2009 and 2010. At the same time, a higher percentage of 2010 transfer students reported that they did not work at all (an increase from 19% in 2009 to 27% in 2010).

Figure 10. Employment Status by Transfer Status, 2009 and 2010



In 2010, students were asked how many semesters they worked *on campus* for pay. Regardless of transfer status, less than 6% of respondents worked on campus for pay *every semester*. Of students who worked for pay, four-fifths of transfer students and more than half of native students said that they did not work on campus for pay at all. Native students were more likely to work for pay on campus than were transfer students.

Critical Thinking and Other Course Emphases

In 2010, when presented with a list of seven educational practices that support the development of critical thinking, *transfer students* were significantly more likely to report that the courses in their major emphasized the following:

- Judging the quality and relevance of sources of information
- Thoroughly considering limitations of conclusions and methods

No significant differences were found between transfer and native students in their perceptions of other course emphases.

Advising in the Major

The number of contacts students had with their advisors in the major in 2009 and 2010 were compared by transfer status. *Transfer students* were significantly more likely than native students to get in touch with their advisor three times or more.

Perceptions of Mason Faculty

As shown in Table 16, *transfer students*, compared with native students, were more likely to report positive interactions with Mason faculty. In both 2009 and 2010, transfer students were more likely than native students to say that Mason faculty “always” *encouraged student-faculty interaction out of class*. Mean comparison analysis using the 2009 data indicated that transfer students were significantly more likely to say that Mason faculty members *set high expectations for their learning* and *encouraged students to be actively involved in learning*.

Between 44-48% of transfer students thought that faculty “always” did that. In 2010, transfer students were more likely than native students to report that Mason faculty gave prompt feedback.

Table 16. Student Perception of Faculty in the Major by Transfer Status, 2009 and 2010

“How often did Mason faculty in your major:”						
2009	Transfer Status	Always	Usually	Seldom	Never	Mean ¹
Set high expectations for your learning	Native	39%	54%	6%	1%	3.32
	Transfer	44%	49%	6%	1%	3.37*
Encourage you to be actively involved in learning	Native	40%	52%	7%	1%	3.31
	Transfer	48%	45%	7%	1%	3.4**
Encourage student-faculty interaction out of class	Native	21%	45%	30%	4%	2.83
	Transfer	26%	44%	27%	3%	2.92**
2010						
Encourage student-faculty interaction out of class	Native	25%	42%	30%	3%	2.88
	Transfer	29%	41%	26%	4%	2.95*
Give prompt feedback	Native	25%	64%	10%	1%	3.13
	Transfer	30%	61%	9%	1%	3.18*

¹Mean values were calculated on a 1-4 scale: 1=Never, 2=Seldom, 3=Usually, 4=Always. The higher mean value is in bold for each item.
* P<.05, ** P<.01.

Self-Reported Competence

In the 2009 and 2010 surveys, a mean comparison between native and transfer students indicated that *transfer students* rated their competence in *information technology and quantitative reasoning* significantly higher than did their native counterparts. In the 2009 survey, transfer students also rated their *scientific reasoning* competence significantly higher than native students. However, there was no statistically significant difference between native and transfer students for the other nine competency areas.

In 2009, compared to native students, transfer students were more likely to say that their major contributed “a great deal” or “a fair amount” to their competence in *information technology and quantitative reasoning*. No statistically significant differences were found for other items between the two groups.

Student Satisfaction

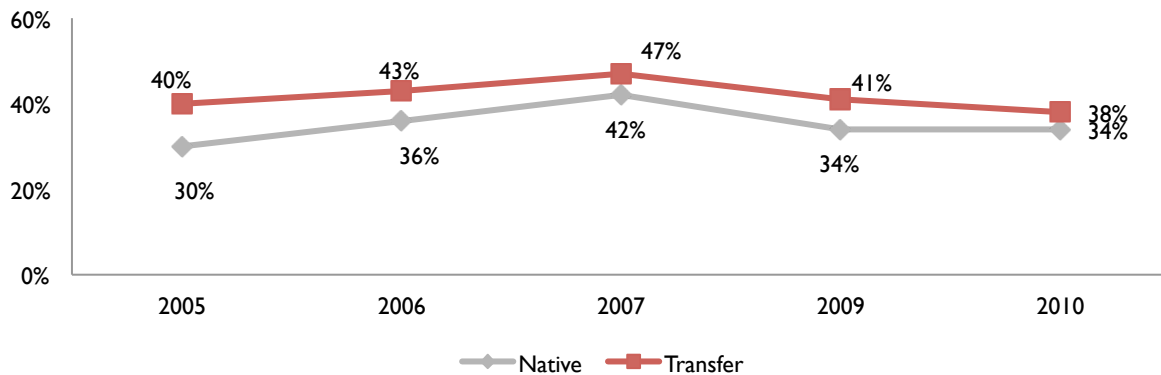
Overall Satisfaction and Sense of Belonging at Mason

In 2009, native and transfer students expressed a comparable level of satisfaction with overall Mason experiences. However, *native students* expressed a significantly higher level of satisfaction with sense of belonging at Mason than did transfer students. The 2010 native and transfer students had similar levels of satisfaction with both overall Mason experiences and sense of belonging.

Would you attend Mason Again

When asked if they would attend Mason again, transfer students were more likely than native students to say “definitely yes” in the years between 2005 and 2010 (see Figure 11).

Figure 11. Percentage of “Definitely Yes” Attending Mason Again by Transfer Status, 2005-2010



Social Network

Compared with transfer students, native students were more likely to have “quite a few friends” or “some friends” from different *economic, ethnic, racial, and religious* backgrounds (see Table 17). No significant difference was found between transfer and native students in having friends with a different sexual orientation.

Table 17. Social Network by Transfer Status, 2009

“Does your social network at Mason include:”	Transfer Status	Quite a Few Friends	Some Friends	A few Friends	None	Mean ¹
Persons of economic backgrounds different than yours	Native	45%	44%	9%	2%	3.32**
	Transfer	36%	43%	16%	5%	3.09
Persons of ethnic backgrounds different than yours	Native	54%	33%	12%	2%	3.38**
	Transfer	46%	36%	13%	4%	3.25
Persons of racial backgrounds different than yours	Native	53%	34%	12%	1%	3.39**
	Transfer	46%	37%	13%	4%	3.24
Persons of religious backgrounds different than yours	Native	49%	37%	13%	1%	3.34**
	Transfer	43%	38%	13%	5%	3.19
Persons of sexual orientation different than yours	Native	28%	29%	25%	17%	2.69
	Transfer	25%	32%	23%	21%	2.61

¹Mean values were calculated on a 1-4 scale: 1= None, 2=A few friends, 3=Some friends, 4=Quite a few friends. The higher mean value is in bold for each item. * P<.05, ** P<.01.

APPENDIX A: Demographics of Survey Respondents and All Graduating Seniors, 2009

In the 2008-09 academic year (summer and fall 2008; spring 2009), 3,937 students graduated with 4,009 degrees; 2,575 responded to the survey for an overall response rate of 65.4%. Students earning double degrees are counted just **once** in the following tables.

Age at Graduation <i>Category</i>	Survey Respondents		All Graduates		Response Rate
	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
22 or younger	1079	41.9%	1564	39.7%	69.0%
23-24	616	23.9%	1007	25.6%	61.2%
25-27	381	14.8%	616	15.6%	61.9%
28-30	173	6.7%	264	6.7%	65.5%
31-34	127	4.9%	192	4.9%	66.1%
35 or older	199	7.7%	294	7.5%	67.7%

Domicile (Virginia Residency) <i>Category</i>	Survey Respondents		All Graduates		Response Rate
	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
In-State	2304	89.5%	3524	89.5%	65.4%
Out-of-State	271	10.5%	413	10.5%	65.6%

Final Grade Point Average <i>Category</i>	Survey Respondents		All Graduates		Response Rate
	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
3.501-4.000	700	27.2%	1004	25.5%	69.7%
3.001-3.500	942	36.6%	1439	36.6%	65.5%
2.501-3.000	774	30.1%	1215	30.9%	63.7%
2.001-2.500	159	6.2%	279	7.1%	57.0%

Race/Ethnicity <i>Category</i>	Survey Respondents		All Graduates		Response Rate
	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
African American	178	6.9%	287	7.3%	62.0%
Asian American	413	16.0%	645	16.4%	64.0%
Hispanic American	194	7.5%	309	7.8%	62.8%
Native American	7	0.3%	16	0.4%	43.8%
Non-resident Alien	104	4.0%	178	4.5%	58.4%
Other/Unknown American	413	16.0%	639	16.2%	64.6%
White American	1266	49.2%	1863	47.3%	68.0%

Sex <i>Category</i>	Survey Respondents		All Graduates		Response Rate
	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
Female	1509	58.6%	2204	56.0%	68.5%
Male	1057	41.0%	1720	43.7%	61.5%
Unknown	9	0.3%	13	0.3%	69.2%

APPENDIX B: College/Major Response Rates, 2009

In the 2008-09 academic year (summer and fall 2008; spring 2009), **3,937** students graduated with **4,009** degrees; **2,575** responded to the survey for an overall response rate of **65.4%**. Students earning double degrees are counted **twice** in the following tables. As a result, the total number of survey respondents is 2,621 instead of 2,575 as in Appendix A.

Academic Unit/College <i>Category</i>	Survey Respondents		All Graduates		Response Rate
	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
College of Visual and Performing Arts	134	5.20%	212	5.40%	63.20%
School of Management	513	19.90%	854	21.70%	60.10%
School of Conflict Analysis and Resolution	25	1.00%	36	0.90%	69.40%
College of Education and Human Development	88	3.40%	134	3.40%	65.70%
College of Health and Human Services	244	9.50%	355	9.00%	68.70%
College of Humanities and Social Sciences	1152	44.70%	1740	44.20%	66.20%
College of Science	184	7.10%	305	7.70%	60.30%
Volgenau School of Engineering	281	10.90%	373	9.50%	75.30%

Degree <i>Category</i>	Survey Respondents		All Graduates		Response Rate
	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
Bachelor of Individualized Study, BIS	41	1.60%	64	1.60%	64.10%
Bachelor of Science in Education, BSED	8	0.30%	13	0.30%	61.50%
Bachelor of Science in Nursing, BSN	156	6.10%	238	6.00%	65.50%
Bachelor of Arts, BA	1026	39.80%	1532	38.90%	67.00%
Bachelor of Fine Arts, BFA	30	1.20%	47	1.20%	63.80%
Bachelor of Music, BM	19	0.70%	24	0.60%	79.20%
Bachelor of Science, BS	1341	52.10%	2091	53.10%	64.10%

Major <i>Category</i>	Survey Respondents		All Graduates		Response Rate
	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
Accounting (ACCT) (BS)	133	5.20%	233	5.90%	57.10%
Applied Computer Science (ACS) (BS)	1	0.00%	1	0.00%	100.00%
Administration of Justice (ADJ) (BS)	97	3.80%	138	3.50%	70.30%
Anthropology (ANTH) (BA)	27	1.00%	38	1.00%	71.10%
Art (History) (ARTH) (BA)	12	0.50%	18	0.50%	66.70%
Art (Studio) (ARTS) (BFA)	1	0.00%	1	0.00%	100.00%
Art (Studio) (ARTS) (BA)	1	0.00%	1	0.00%	100.00%
Astronomy (ASTR) (BS)	1	0.00%	2	0.10%	50.00%
Athletic Training (ATT) (BS)	8	0.30%	11	0.30%	72.70%
Art and Visual Technology (AVT) (BFA)	17	0.70%	32	0.80%	53.10%
Art and Visual Technology (AVT) (BA)	54	2.10%	89	2.30%	60.70%
Biology (BIOL) (BA)	12	0.50%	21	0.50%	57.10%
Biology (BIOL) (BS)	95	3.70%	165	4.20%	57.60%
Civil and Infrastructure Engineering (CEIE) (BS)	22	0.90%	34	0.90%	64.70%

Major	Category	Survey Respondents		All Graduates		Response Rate
		Count	Percent	Count	Percent	
Chemistry (CHEM) (BA)		2	0.10%	4	0.10%	50.00%
Chemistry (CHEM) (BS)		24	0.90%	31	0.80%	77.40%
Communication (COM) (BA)		145	5.60%	231	5.90%	62.80%
Community Health (COMH) (BS)		5	0.20%	6	0.20%	83.30%
Conflict Analysis & Resolution (CONF) (BA)		15	0.60%	20	0.50%	75.00%
Conflict Analysis & Resolution (CONF) (BS)		10	0.40%	16	0.40%	62.50%
Computer Engineering (CPE) (BS)		17	0.70%	18	0.50%	94.40%
Computer Science (CS) (BS)		28	1.10%	42	1.10%	66.70%
Dance (DANC) (BFA)		12	0.50%	14	0.40%	85.70%
Dance (DANC) (BA)		3	0.10%	6	0.20%	50.00%
Decision Science & Management Info Systems (DMIS) (BS)		22	0.90%	44	1.10%	50.00%
Economics (ECON) (BA)		28	1.10%	42	1.10%	66.70%
Economics (ECON) (BS)		26	1.00%	61	1.50%	42.60%
Electrical Engineering (ELEN) (BS)		57	2.20%	58	1.50%	98.30%
English (ENGL) (BA)		85	3.30%	127	3.20%	66.90%
Earth Science (ESCI) (BS)		7	0.30%	10	0.30%	70.00%
Film and Video Studies (FAVS) (BA)		7	0.30%	14	0.40%	50.00%
Finance (FNAN) (BS)		102	4.00%	195	5.00%	52.30%
Foreign Languages (FRLN) (BA)		14	0.50%	26	0.70%	53.80%
Geography (GEOG) (BS)		3	0.10%	6	0.20%	50.00%
Geography (GEOG) (BA)		14	0.50%	19	0.50%	73.70%
Geology (GEOL) (BA)		2	0.10%	3	0.10%	66.70%
Global & Environmental Change (GLEC) (BS)		0	0.00%	1	0.00%	0.00%
Global Affairs (GLOA) (BA)		87	3.40%	139	3.50%	62.60%
Government & Intl Politics (GVIP) (BA)		147	5.70%	221	5.60%	66.50%
Health, Fitness & Recreation Resources (HFRR) (BS)		63	2.40%	99	2.50%	63.60%
History (HIST) (BA)		86	3.30%	116	2.90%	74.10%
Health Science (HSCI) (BS)		64	2.50%	80	2.00%	80.00%
Individualized Study (INDV) (BIS)		41	1.60%	64	1.60%	64.10%
Information Technology (INFT) (BS)		126	4.90%	187	4.70%	67.40%
Integrative Studies (INTS) (BS)		8	0.30%	12	0.30%	66.70%
Integrative Studies (INTS) (BA)		74	2.90%	112	2.80%	66.10%
Information Systems & Operations Mgmt (ISOM) (BS)		24	0.90%	40	1.00%	60.00%
Mathematics (MATH) (BA)		4	0.20%	6	0.20%	66.70%
Mathematics (MATH) (BS)		10	0.40%	13	0.30%	76.90%
Management (MGMT) (BS)		156	6.10%	220	5.60%	70.90%
Marketing (MKTG) (BS)		76	3.00%	122	3.10%	62.30%
Medical Technology (MTCH) (BS)		4	0.20%	13	0.30%	30.80%
Music (MUSI) (BA)		8	0.30%	14	0.40%	57.10%
Music (MUSI) (BM)		19	0.70%	24	0.60%	79.20%
Neuroscience (NEUR) (BS)		0	0.00%	3	0.10%	0.00%
Nursing (NURS) (BSN)		156	6.10%	238	6.00%	65.50%

Major	<i>Category</i>	Survey Respondents		All Graduates		Response Rate
		<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
Physical Education (PHED) (BSED)		8	0.30%	13	0.30%	61.50%
Philosophy (PHIL) (BA)		9	0.30%	12	0.30%	75.00%
Physics (PHYS) (BS)		6	0.20%	11	0.30%	54.50%
Psychology (PSYC) (BS)		68	2.60%	111	2.80%	61.30%
Psychology (PSYC) (BA)		134	5.20%	175	4.40%	76.60%
Public Administration (PUAD) (BS)		20	0.80%	33	0.80%	60.60%
Religious Studies (RELI) (BA)		4	0.20%	6	0.20%	66.70%
Russian Studies (RUST) (BA)		4	0.20%	6	0.20%	66.70%
Sociology (SOCL) (BA)		36	1.40%	49	1.20%	73.50%
Social Work (SOCW) (BS)		19	0.70%	31	0.80%	61.30%
Systems Engineering (SYST) (BS)		30	1.20%	33	0.80%	90.90%
Tourism and Events Management (TEM) (BS)		9	0.30%	11	0.30%	81.80%
Theatre (THR) (BA)		12	0.50%	17	0.40%	70.60%

Semester of Graduation	<i>Category</i>	Survey Respondents		All Graduates		Response Rate
		<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
Summer 2008		554	21.50%	937	23.80%	59.10%
Fall 2008		683	26.50%	981	24.90%	69.60%
Spring 2009		1384	53.70%	2091	53.10%	66.20%

APPENDIX C: Demographics of Survey Respondents and All Graduating Seniors, 2010

In the 2009-10 academic year (summer and fall 2009; spring 2010), 4,138 students graduated with 4,202 degrees; 2,711 responded to the survey for an overall response rate of 65.5%. Students earning double degrees are counted just **once** in the following tables.

Age at Graduation	<i>Category</i>	Survey Respondents		All Graduates		Response Rate
		<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
	22 or younger	1130	41.7%	1644	39.7%	68.7%
	23-24	639	23.6%	1040	25.1%	61.4%
	25-27	404	14.9%	666	16.1%	60.7%
	28-30	185	6.8%	292	7.1%	63.4%
	31-34	142	5.2%	210	5.1%	67.6%
	35 or older	211	7.8%	286	6.9%	73.8%

Domicile (Virginia Residency)	<i>Category</i>	Survey Respondents		All Graduates		Response Rate
		<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
	In-State	2384	87.9%	3662	88.5%	65.1%
	Out-of-State	327	12.1%	476	11.5%	68.7%

Final Grade Point Average	<i>Category</i>	Survey Respondents		All Graduates		Response Rate
		<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
	3.501-4.000	770	28.4%	1046	25.3%	73.6%
	3.001-3.500	1058	39.0%	1604	38.8%	66.0%
	2.501-3.000	750	27.7%	1224	29.6%	61.3%
	2.001-2.500	133	4.9%	263	6.4%	50.6%
	2.000 and below	0	0.0%	1	0.0%	0.0%

Race/Ethnicity	<i>Category</i>	Survey Respondents		All Graduates		Response Rate
		<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
	African American	193	7.1%	297	7.2%	65.0%
	Asian American	405	14.9%	690	16.7%	58.7%
	Hispanic American	226	8.3%	337	8.1%	67.1%
	Native American	20	0.7%	31	0.7%	64.5%
	Non-resident Alien	126	4.6%	183	4.4%	68.9%
	Other/Unknown American	374	13.8%	593	14.3%	63.1%
	White American	1367	50.4%	2007	48.5%	68.1%

Sex	<i>Category</i>	Survey Respondents		All Graduates		Response Rate
		<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
	Female	1666	61.5%	2411	58.3%	69.1%
	Male	1034	38.1%	1710	41.3%	60.5%
	Unknown	10	0.4%	17	0.4%	62.5%

APPENDIX D: College/Major Response Rates, 2010

In the 2009-10 academic year (summer and fall 2009; spring 2010), **4,138** students graduated with **4,202** degrees; **2,711** responded to the survey for an overall response rate of **65.5%**. Students earning double degrees are counted **twice** in the following tables. As a result, the total number of survey respondents is 2,752 instead of 2,711 as in Appendix C.

Academic Unit/College <i>Category</i>	Survey Respondents		All Graduates		Response Rate
	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
College of Visual and Performing Arts	150	5.50%	227	5.50%	66.10%
School of Management	498	18.40%	848	20.50%	58.70%
School of Conflict Analysis and Resolution	21	0.80%	29	0.70%	72.40%
College of Education and Human Development	105	3.90%	158	3.80%	66.50%
College of Health and Human Services	207	7.60%	308	7.40%	67.20%
College of Humanities and Social Sciences	1266	46.70%	1876	45.30%	67.50%
College of Science	207	7.60%	347	8.40%	59.70%
Volgenau School of Engineering	298	11.00%	409	9.90%	72.90%

Degree <i>Category</i>	Survey Respondents		All Graduates		Response Rate
	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
Bach of Individualized Study, BIS	52	1.90%	67	1.60%	77.60%
Bach of Science in Education, BSED	9	0.30%	22	0.50%	40.90%
Bach of Science in Nursing, BSN	129	4.80%	192	4.60%	67.20%
Bachelor of Arts, BA	1067	39.40%	1591	38.40%	67.10%
Bachelor of Fine Arts, BFA	45	1.70%	60	1.40%	75.00%
Bachelor of Music, BM	23	0.80%	29	0.70%	79.30%
Bachelor of Science, BS	1427	52.60%	2241	54.20%	63.70%

Major <i>Category</i>	Survey Respondents		All Graduates		Response Rate
	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
Accounting (ACCT) (BS)	121	4.50%	216	5.20%	56.00%
Applied Computer Science (ACS) (BS)	2	0.10%	2	0.00%	100.00%
Administration of Justice (ADJ) (BS)	115	4.20%	163	3.90%	70.60%
Anthropology (ANTH) (BA)	16	0.60%	27	0.70%	59.30%
Art (History) (ARTH) (BA)	11	0.40%	16	0.40%	68.80%
Art (Studio) (ARTS) (BA)	0	0.00%	1	0.00%	0.00%
Astronomy (ASTR) (BS)	1	0.00%	1	0.00%	100.00%
Astronomy (ASTR) (BA)	1	0.00%	1	0.00%	100.00%
Athletic Training (ATT) (BS)	13	0.50%	15	0.40%	86.70%
Art and Visual Technology (AVT) (BFA)	36	1.30%	47	1.10%	76.60%
Art and Visual Technology (AVT) (BA)	44	1.60%	71	1.70%	62.00%
Biology (BIOL) (BS)	126	4.60%	218	5.30%	57.80%
Biology (BIOL) (BA)	12	0.40%	17	0.40%	70.60%
Computational & Data Sciences (CDS) (BS)	1	0.00%	2	0.00%	50.00%
Civil and Infrastructure Engineering (CEIE) (BS)	36	1.30%	50	1.20%	72.00%

Major	Category	Survey Respondents		All Graduates		Response Rate
		Count	Percent	Count	Percent	
Chemistry (CHEM) (BA)		1	0.00%	2	0.00%	50.00%
Chemistry (CHEM) (BS)		10	0.40%	27	0.70%	37.00%
Communication (COM) (BA)		192	7.10%	273	6.60%	70.30%
Community Health (COMH) (BS)		14	0.50%	20	0.50%	70.00%
Conflict Analysis & Resolution (CONF) (BS)		4	0.10%	6	0.10%	66.70%
Conflict Analysis & Resolution (CONF) (BA)		17	0.60%	23	0.60%	73.90%
Computer Engineering (CPE) (BS)		14	0.50%	14	0.30%	100.00%
Computer Science (CS) (BS)		39	1.40%	65	1.60%	60.00%
Dance (DANC) (BA)		4	0.10%	4	0.10%	100.00%
Dance (DANC) (BFA)		9	0.30%	13	0.30%	69.20%
Decision Science & Mgmt Info Systems (DMIS) (BS)		11	0.40%	22	0.50%	50.00%
Economics (ECON) (BA)		23	0.80%	39	0.90%	59.00%
Economics (ECON) (BS)		46	1.70%	79	1.90%	58.20%
Electrical Engineering (ELEN) (BS)		59	2.20%	60	1.40%	98.30%
English (ENGL) (BA)		99	3.70%	142	3.40%	69.70%
Earth Science (ESCI) (BS)		11	0.40%	17	0.40%	64.70%
Film and Video Studies (FAVS) (BA)		7	0.30%	18	0.40%	38.90%
Finance (FNAN) (BS)		117	4.30%	202	4.90%	57.90%
Foreign Languages (FRLN) (BA)		20	0.70%	30	0.70%	66.70%
Geography (GEOG) (BA)		6	0.20%	9	0.20%	66.70%
Geography (GEOG) (BS)		4	0.10%	4	0.10%	100.00%
Geology (GEOL) (BA)		1	0.00%	2	0.00%	50.00%
Global Affairs (GLOA) (BA)		94	3.50%	136	3.30%	69.10%
Government & Intl Politics (GVIP) (BA)		140	5.20%	208	5.00%	67.30%
Health, Fitness & Rec Resources (HFRR) (BS)		52	1.90%	79	1.90%	65.80%
History (HIST) (BA)		94	3.50%	140	3.40%	67.10%
Health Science (HSCI) (BS)		42	1.50%	66	1.60%	63.60%
Individualized Study (INDV) (BIS)		52	1.90%	67	1.60%	77.60%
Information Technology (INFT) (BS)		129	4.80%	198	4.80%	65.20%
Integrative Studies (INTS) (BA)		66	2.40%	107	2.60%	61.70%
Integrative Studies (INTS) (BS)		4	0.10%	8	0.20%	50.00%
Information Systems & Operations Mgmt (ISOM) (BS)		41	1.50%	65	1.60%	63.10%
Latin American Studies (LAS) (BA)		3	0.10%	4	0.10%	75.00%
Mathematics (MATH) (BS)		13	0.50%	18	0.40%	72.20%
Mathematics (MATH) (BA)		8	0.30%	9	0.20%	88.90%
Management (MGMT) (BS)		133	4.90%	216	5.20%	61.60%
Marketing (MKTG) (BS)		75	2.80%	127	3.10%	59.10%
Medical Technology (MTCH) (BS)		3	0.10%	9	0.20%	33.30%
Music (MUSI) (BM)		23	0.80%	29	0.70%	79.30%
Music (MUSI) (BA)		15	0.60%	25	0.60%	60.00%
Neuroscience (NEUR) (BS)		7	0.30%	14	0.30%	50.00%
Nursing (NURS) (BSN)		129	4.80%	192	4.60%	67.20%

Major	<i>Category</i>	Survey Respondents		All Graduates		Response Rate
		<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
Physical Education (PHED) (BSED)		9	0.30%	22	0.50%	40.90%
Philosophy (PHIL) (BA)		9	0.30%	14	0.30%	64.30%
Physics (PHYS) (BS)		9	0.30%	11	0.30%	81.80%
Psychology (PSYC) (BS)		92	3.40%	138	3.30%	66.70%
Psychology (PSYC) (BA)		120	4.40%	185	4.50%	64.90%
Public Administration (PUAD) (BS)		11	0.40%	17	0.40%	64.70%
Religious Studies (RELI) (BA)		6	0.20%	7	0.20%	85.70%
Russian & Eurasian Studies (REST) (BA)		1	0.00%	1	0.00%	100.00%
Russian Studies (RUST) (BA)		5	0.20%	7	0.20%	71.40%
Sociology (SOCL) (BA)		39	1.40%	53	1.30%	73.60%
Social Work (SOCW) (BS)		22	0.80%	30	0.70%	73.30%
Systems Engineering (SYST) (BS)		19	0.70%	20	0.50%	95.00%
Tourism and Events Management (TEM) (BS)		31	1.10%	42	1.00%	73.80%
Theatre (THR) (BA)		13	0.50%	20	0.50%	65.00%

Semester of Graduation	<i>Category</i>	Survey Respondents		All Graduates		Response Rate
		<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	
Summer 2009		540	19.90%	967	23.40%	55.80%
Fall 2009		689	25.40%	1033	25.00%	66.70%
Spring 2010		1523	56.20%	2202	53.20%	69.20%

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