

Office of
Institutional Assessment



National Survey of Student Engagement (NSSE) 2009

Self-Comparison and Peer Comparison Reports



February 2010

George Mason University

Dr. Alan G. Merten

President

University Mission

George Mason University is innovative and entrepreneurial in spirit and utilizes its multi-campus organization and location near our nation's capital to attract outstanding faculty, staff, and students.

Mason will:

- Educate the new generation of leaders for the 21st century men and women capable of shaping a global community with vision, justice, and clarity.
- Encourage freedom of thought, speech, and inquiry in a tolerant, respectful academic setting that values diversity.
- Provide innovative and interdisciplinary undergraduate, graduate, and professional courses of study that enable students to exercise analytical and imaginative thinking and make well-founded ethical decisions.
- Nurture and support a highly qualified and entrepreneurial faculty that is excellent at teaching, active in pure and applied research, capable of providing a broad range of intellectual and cultural insights, and is responsive to the needs of students and their communities.
- Maintain an international reputation for superior education and public service that affirms its role as the intellectual and cultural nexus among Northern Virginia, the nation, and the world.

As amended by the Board of Visitors on October 8, 2008

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Executive Summary

This report provides an overview of the results of George Mason University's participation in the 2009 administration of the National Survey of Student Engagement (NSSE). The NSSE is administered annually to first-year (FY) and graduating senior (SR) students at participating institutions in the United States and Canada. Mason has participated in the NSSE every three years since 2000. In the 2009 administration, 1,571 Mason students completed the NSSE survey for an institutional response rate of 33%. Among the respondents, 753 were FY students (response rate = 32%) and 818 were SR students (response rate = 35%). These students were largely representative of Mason's 2008-2009 FY and SR populations. In addition to the 2009 results, comparisons are made to results from previous administrations of the NSSE at Mason (2003 and 2006) and to results of select peer institutions.

Major findings

Self-Comparison (2003 vs. 2006 vs. 2009):

- Mason FY and SR students showed significant improvement over the last six years in their level of student faculty interaction. In 2006 and 2009, Mason students were more engaged in active and collaborative learning activities than their 2003 counterparts.
- Mason FY students' perception of Mason's campus environment improved from 2006 to 2009.

Peer Comparison (2009):

- For this report, mean scores from two comparison groups were used: Carnegie peers (55 institutions categorized as "Research Universities with High Research Activity") and aspirational peers (31 institutions categorized as "Research Universities with Very High Research Activity").
- When compared to both peer groups, Mason FY students reported similar levels of active and collaborative learning, academic challenge, and campus support.
- When compared to both peer groups, Mason SRs reported a similar level of academic challenge.
- Mason FY students reported a significantly lower level of student faculty interaction when compared to students from the Carnegie peer group. Mason SRs reported a significantly lower level of student faculty interaction when compared to students from both peer groups.
 - Mason students' interaction with faculty is limited in three areas: talking with faculty/advisors about career plans, working with faculty on activities other than coursework, and working on a research project with faculty outside of course or program requirements.
 - Mason students are more likely than students from both peer groups to report receiving prompt feedback on academic performance.
- Mason FY students were significantly more likely than students from the Carnegie peer institutions to report participating in enriching educational activities. Mason SRs were significantly less likely to report participating enriching educational experiences when compared to students from both peer groups.
 - Mason SR participation was limited in the following areas: community service, learning communities, foreign language coursework, study abroad, and culminating senior experiences.
 - When compared with both peer groups, Mason students were more likely to have conversations with students of a different race or ethnicity and were more likely to report that their institution emphasized diversity.
- Mason SR students' interactions with faculty and participation in enriching educational activities may be limited, in part, due to Mason's high percentage of SR students who entered as transfer students and attend part-time.
- Results showed that Mason SRs' patterns of engagement differed significantly based on enrollment status, transfer status, and place of residence. SR students who transferred to Mason after attending another institution, who were enrolled part-time, and/or who lived off campus reported significantly lower levels of student faculty interaction and participation in enriching educational experiences.

Overview

The National Survey of Student Engagement (NSSE) is an annual survey that collects information from first-year (FY) and graduating senior (SR) students regarding their undergraduate educational experiences. The NSSE assesses the extent to which students engage in a variety of activities which are empirically related to desirable college outcomes including student learning and development, satisfaction, persistence, and retention (Kuh, 2009). In 2009, the NSSE cohort consisted of 640 institutions and 341,285 respondents.

Methodology

The NSSE instrument, the *College Student Report (CSR)*, asks students to self-report information in five areas: student behaviors, institutional actions and requirements, reactions to college, student background characteristics, and student learning and development (Kuh, 2001). The reliability and validity of the CSR has been examined extensively and the instrument has been shown to have sound psychometric properties (Kuh, 2001). For more information on CSR psychometrics, see http://nsse.iub.edu/pdf/conceptual_framework_2003.pdf

The CSR is administered annually by NSSE early in the spring academic term (February and March) to a random sample of FY and SR students at participating institutions. Mason has participated in the NSSE every three years since 2000. With each administration, Mason's sample size increased, reaching an all time high of nearly 5,000 students in 2009. Mason students' participation in the NSSE has also been strong with response rates that are significantly higher than those achieved by Mason's peer institutions.

In the fall of 2008, 5,000 FY and SR degree-seeking students from Mason were selected to participate in the survey. In the spring of 2009, after accounting for those who graduated, transferred, or stopped out, approximately 4,700 of the selected students were still enrolled at Mason and were invited, by email, to complete the survey online.

In total, 1,571 students completed the survey, yielding an overall institutional response rate of 33%. This response rate was significantly lower than Mason's response rate for previous NSSE administrations (2003 = 47%; 2006 = 43%); however, as in previous years, it exceeded the average institutional response rates for Mason's peer groups (in 2009 it ranged from 28-30%). Among the respondents, 753 were FY students (response rate = 32%) and 818 were SR students (response rate = 35%).

In addition, an oversample was conducted with SR students from the School of Management (SOM), the Volgenau School of Information Technology and Engineering (VITE), the College of Science (COS), the Institute of Conflict Analysis (ICAR), New Century College (NCC), and the Individualized Studies (BIS) program. Approximately 200 students were selected from the SOM and 700 students from the remaining schools/programs. These students were also administered the online version of the CSR. Responses from the oversample are not presented here because this report focuses on the findings of general Mason students. More information about the oversample population can be found on the Office of Institutional Assessment (OIA) website: <https://assessment.gmu.edu/Results/NSSE/NSSE.html>

Although the NSSE is a commonly used and nationally normed tool for measuring college student engagement, it is not without limitations. For a detailed overview of the limitations, see Appendix C. Despite the limitations of the NSSE survey and its administration, NSSE data yield important and useful information for the Mason community.

NSSE Benchmarks

In an effort to provide a framework for discussing and reporting student engagement and institutional performance, NSSE uses five institution-level benchmarks of effective educational practice. These benchmarks are:

- **Level of Academic Challenge (LAC):** Includes items related to time spent preparing for class, the amount of reading and writing, deep learning, and institutional expectations for academic performance.
- **Active and Collaborative Learning (ACL):** Includes items related to class participation, working collaboratively with other students inside and outside of class, tutoring, and involvement in community-based projects.
- **Student-Faculty Interaction (SFI):** Includes items related to the frequency with which students talk with faculty members and advisors, discuss ideas from class with faculty members outside of class, get prompt feedback on academic performance, and work with faculty on research projects.
- **Supportive Campus Environment (SCE):** Includes items related to students' perception of the extent to which the campus helps them succeed academically and socially, assists them in coping with non-academic responsibilities, and promotes supportive relations among students and their peers, faculty members, and administrative personnel and offices.
- **Enriching Educational Experiences (EEE):** Includes items related to students' interaction with students of different racial or ethnic backgrounds or with different political opinions or values, use of electronic technology, and participation in activities such as internships, community service, study abroad, co-curricular activities, and/or a culminating senior experience.

This report uses benchmark scores to examine institutional trends and to make comparisons with peer institutions. For a detailed description of how NSSE applies weights and computes benchmark scores, see Appendix A.

Peer Institutions

For each administration, NSSE allows participating institutions to select up to three peer comparison groups. Two peer comparison groups were used for this report. Mason's first peer comparison group consisted of all current-year NSSE institutions that shared Mason's Carnegie Classification of "Research University with High Research Activity" (Carnegie RU/H). This group included 55 institutions. These institutions are referred to in this report as Mason's **Carnegie peers**. Mason's second peer comparison group consisted of all current-year NSSE institutions with a Carnegie Classification of "Research University with Very High Research Activity" (Carnegie RU/VH). This group included 31 institutions. These institutions are referred to in this report as Mason's **aspirational peers**. For a list of the institutions included in each of these groups, see Appendix B.

Student Characteristics

Previous research has shown that student characteristics (i.e., gender, ethnicity, age, enrollment status, place of residence, employment status, etc.) explain some of the variance in students' level of engagement in academic and non-academic activities (Pike, 2004). Therefore, changes in Mason's student population and differences between Mason's students and the students at Mason's peer institutions may account for some of the differences in Mason's performance on the NSSE benchmarks over the years.

Respondent Demographics

Appendix D provides an *unweighted* overview of the demographic characteristics of Mason's respondents over the last six years and the demographic characteristics of respondents at Mason's 2009 peer institutions. Overall, according to the population file, which included all eligible participants, the respondent profile was generally representative of Mason's fall 2008 FY and SR student populations.

Among the 2009 Mason respondents, Female (60-61%) and White (non-Hispanic) (52-53%) students were slightly overrepresented when compared to the actual percentage of women (54%) and White (non-Hispanic) (42%) students at Mason. Part-time SR students (29%) were slightly underrepresented when compared to the actual percentage of SR students attending part-time (33%). Residential students accounted for the majority (64%) of the FR respondents, and the percentage fell to 11% among SR students. A majority of the SR respondents (61%) identified themselves as transfer students. Seven percent of the FR respondents and 11% of the SR respondents identified themselves as international/foreign national students. These numbers were more than double the percentage of students who were identified as "non-resident alien" (NRA) in the population file (4%). However, it is important note that the percentage of NRA students in the population file does not account for students who identify as foreign nationals.

In order to ensure that respondents accurately reflect the student population(s) of interest, weights were used to adjust for non-response by gender, enrollment status, and institutional size for all subsequent analyses. For more information on how weights were applied, see Appendix A. The following sections highlight significant trends and differences in student demographics.

Special Populations

Transfer Students

Mason has more SRs who started Mason after attending another institution than Mason's peer institutions. Results show that Mason's transfer students are more likely than native students to be older, attend part-time, live off campus, spend more time working off campus, spend more time caring for dependents, and spend less time participating in co-curricular activities. All of these factors contribute to observed differences in patterns of student engagement. For a profile comparison of Mason's transfer and native student respondents, see Appendix E.

Residential Students

Mason has fewer residential students than peer institutions. However, over the last six years, Mason has been working to decrease this gap by dramatically increasing its on-campus housing options. Since 2003, Mason's FY on-campus population has increased nearly 20 percentage points and Mason's SR on-campus population has more than doubled. Results show that Mason's residential students are more likely than Mason's commuting students to attend full-time, spend less time working off campus, spend more time participating in co-curricular activities, and spend more time relaxing and socializing. For a profile comparison of Mason's residential and non-residential respondents, see Appendix F.

Working Students

Nearly 60% of Mason's FY students and 90% of Mason's SR students work for pay. Working for pay, in particular, for over 20 hours per week, reduces the amount of time that students have to participate in educationally purposeful activities (i.e., studying, student research, co-curricular activities, etc.) and, as a result, can have detrimental effects on student engagement (Pike, Kuh, & Massa-McKinley, 2008). The

location of students' work can also affect student engagement. Pike and his colleagues found that working on campus for less than 20 hours per week was positively related to student engagement, in particular, in the areas of student and faculty interaction and active and collaborative learning.

Table 1 shows that, in 2009, when compared to peer institutions, Mason had a larger overall percentage of students who worked for pay and, specifically, a larger percentage of students who worked for pay off campus. In 2009, 44% of Mason FY students worked off campus, compared to an average of 24-31% of FY at Mason's peer institutions; 72% of Mason SR students worked off campus, compared to 50-55% of SRs at Mason's peer institutions. While the percent of Mason students who work on campus has increased over the last six years, it is still significantly lower than the average of Mason's peer institutions. In particular, at the SR level, Mason students work on campus at nearly half the rate of their peer counterparts.

Table 1. *Trends and Peer Comparison of Respondent Employment Status*

	Mason 2003	Mason 2006	Mason 2009	Carnegie RU/H	Carnegie RU/VH
Off Campus					
FY	46%	50%	44%	31%	24%
SR	73%	75%	72%	55%	50%
On Campus					
FY	8%	15%	14%	19%	17%
SR	10%	15%	16%	27%	30%

Note. Includes only respondents who worked for at least one hour a week.

Of the students who worked for pay off campus in 2009, 23% of Mason's FY students and 60% of Mason's SR students worked for more than 20 hours per week. Table 2 shows that, when compared to peers, not only are more Mason SRs working off campus they are also doing so for longer hours.

Table 2. *Trends and Peer Comparison of Hours Working for Pay Off Campus*

	Mason 2003	Mason 2006	Mason 2009	Carnegie RU/H	Carnegie RU/VH
FY					
1-10 hrs/week	22%	25%	37%	35%	42%
11-20 hrs/week	36%	36%	40%	37%	36%
21-30 hrs/week	30%	24%	14%	18%	15%
30+ hrs/week	12%	16%	9%	11%	8%
SR					
1-10 hrs/week	12%	15%	13%	22%	27%
11-20 hrs/week	27%	23%	27%	30%	36%
21-30 hrs/week	19%	21%	20%	23%	20%
30+ hrs/week	42%	41%	40%	25%	17%

Note. Includes only respondents who worked for at least one hour a week off campus.

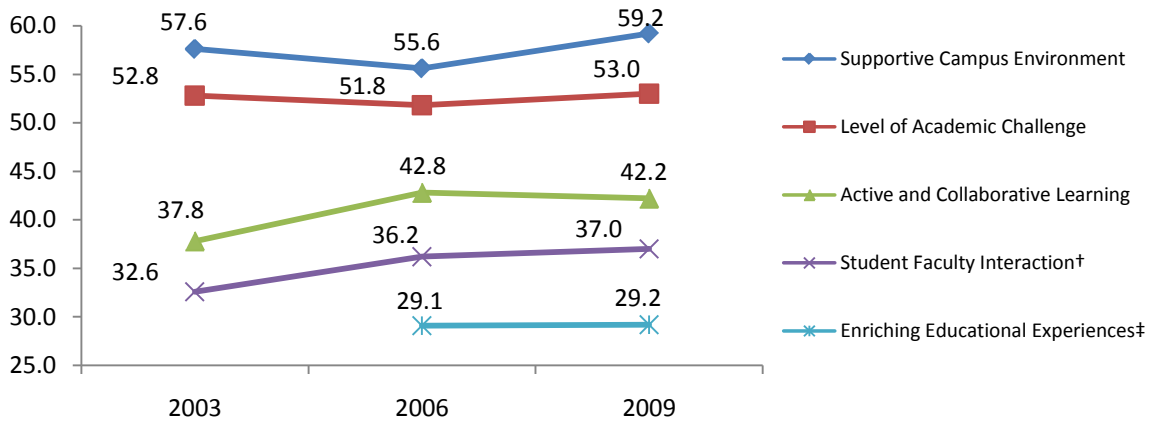
Benchmark Self-Comparison: 2003 vs. 2006 vs. 2009

This section summarizes trends in Mason's performance over the past six years in the five NSSE benchmark areas. Benchmark scores were calculated on a 100-point scale. The 2006 and 2009 benchmark scores on SFI were re-calculated to allow for comparison with the 2003 score. Due to changes in survey items in 2004, it is impossible to compare the 2003 benchmark score on EEE with those of 2006 and 2009, see Appendix A for details. For an item-by-item mean comparison of survey questions, see Appendix G.

First-Year Benchmark Overview

Figure 1 provides an overview of the trends in Mason's benchmark scores between 2003 and 2009 for FY students. Results showed significant improvements over the last six years in the level of student and faculty interaction. The 2006 and 2009 cohorts were more engaged in active and collaborative learning than the 2003 cohort. FY students' ratings of the campus environment improved significantly in 2009 after a drop in 2006. FY students' perceived level of academic challenge and participation in enriching educational experiences remained constant over the years.

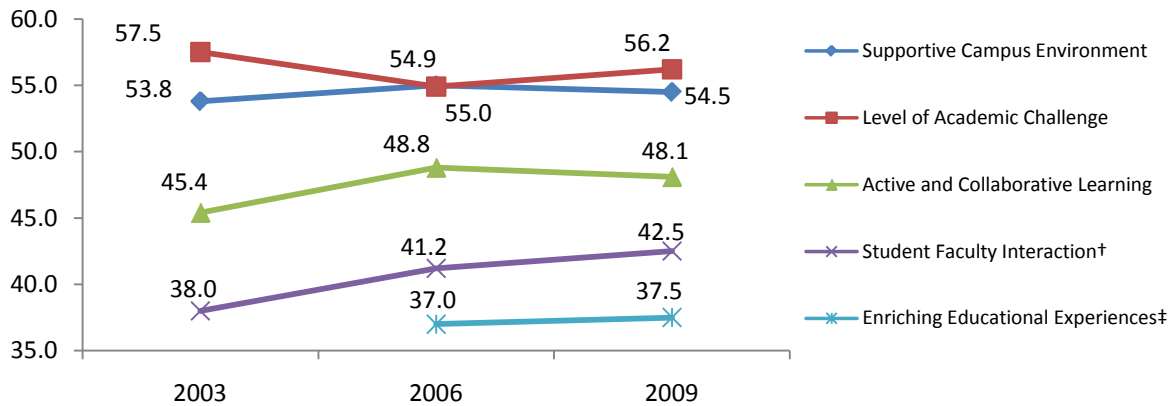
Figure 1. Mason Benchmark Trends: First-Year



Senior Benchmark Overview

Figure 2 provides an overview of Mason's benchmark scores between 2003 and 2009 for SR students. Results show significant improvements in 2006 in SR students' participation in active and collaborative learning activities and a continuous improvement in the level of student and faculty interaction. SR students' perceived level of academic challenge increased in 2009 after a significant drop in 2006. SR students' ratings of the campus environment and participation in enriching educational experiences remained constant over the years.

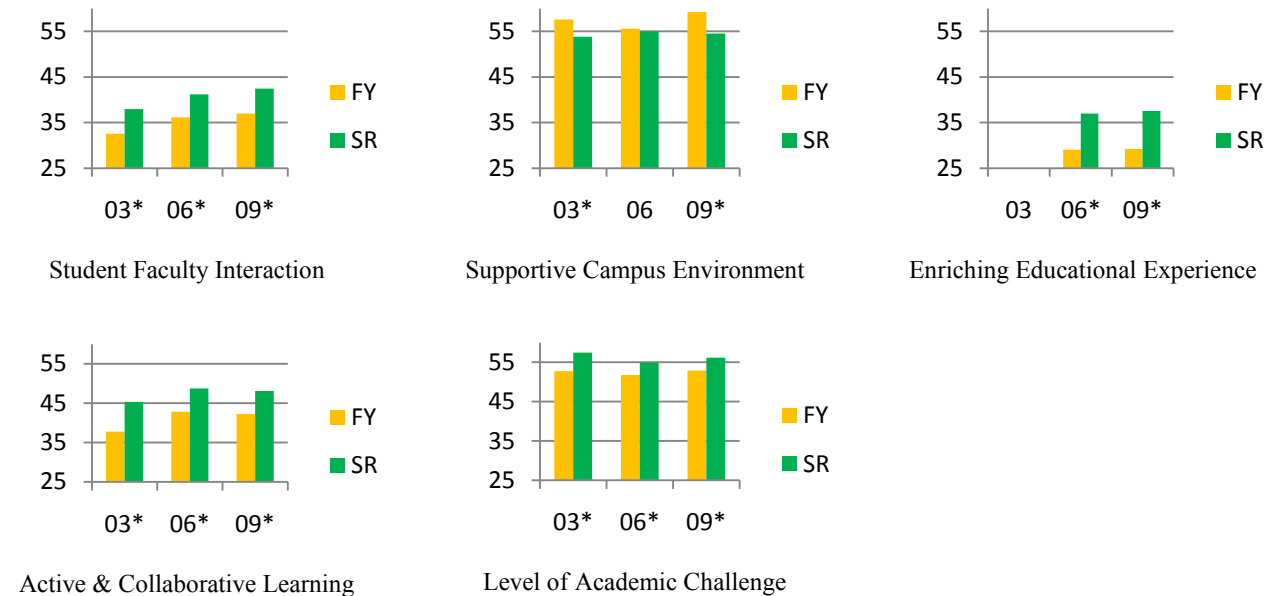
Figure 2. Mason Benchmark Trends: Seniors



First-Year and Senior Comparison

As shown in *Figure 3*, when FY and SR benchmark scores are compared, a clear trend emerges. On all NSSE benchmarks, except for Supportive Campus Environment (SCE), SR students consistently score significantly higher than their FY counterparts. For SCE, the trend is reversed with FY students scoring significantly higher in 2003 and 2009 than their SR counterparts. FY students also scored higher than SR students did in 2006; however, the difference did not rise to the level of statistical significance.

Figure 3. Mason Benchmark Trends: First-Year vs. Senior



Note. * $p < 0.05$. Significance was calculated using an independent samples t-test (2-tailed).

Benchmark Item Trend Analysis

Student Faculty Interaction (SFI)

The SFI benchmark measures how often students talk with faculty members and advisors about grades, assignments, and career plans and how often students work with faculty members outside of class on research or other activities. As shown in Table 3, significant improvements were noted for many of the SFI items between 2003 and 2006. Between 2006 and 2009, a significant increase was noted among FY and SR students' reports of the frequency with which they received prompt written or oral feedback from a faculty member on their academic performance.

Table 3. *Mason Trends in SFI: Direction of Significant Mean Differences*

(Legend: Blank box indicates no significant change between years. Plus sign indicates a higher score in the latter year.)

Student Faculty Interaction (SFI)	Mason FY			Mason SR		
	03 vs. 06	06 vs. 09	03 vs. 09	03 vs. 06	06 vs. 09	03 vs. 09
Overall SFI Score			+			+
Discussed grades or assignments with an instructor						
Talked about career plans with a faculty member or advisor	+			+		+
Discussed ideas from your readings or classes with faculty members outside of class				+		+
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	+			+		+
Received prompt written or oral feedback from faculty on your academic performance		+	+		+	
Worked on a research project with a faculty member outside of course or program requirements						

Note. Significance was calculated at the $p < 0.05$ level using one-way between groups ANOVA with post hoc tests.

Active and Collaborative Learning (ACL)

The ACL benchmark measures how often students participate in class, work collaboratively with other students inside and outside of class, tutor, and participate in community-based projects as part of course assignments. As shown in Table 5, a significant increase in Mason students' perceived level of ACL occurred between the 2003 and 2006 cohorts. These changes were due to a significant increase in the frequency with which FY students engaged in three types of behaviors (making class presentations, working with classmates outside of class, and discussing ideas with others outside of class) and SR students engaged in two types of behaviors (working with classmates outside of class and tutoring/teaching other students). In 2009, the only significant change was among SR students who reported an increase in the frequency with which they discussed ideas from readings or classes with others outside of class.

Table 4. *Mason Trends in ACL: Direction of Significant Mean Differences*

(Legend: Blank box indicates no significant change between years. Plus sign indicates a higher score in the latter year.)

Active and Collaborative Learning (ACL)	Mason FY			Mason SR		
	03 vs. 06	06 vs. 09	03 vs. 09	03 vs. 06	06 vs. 09	03 vs. 09
Overall ACL Score	+		+	+		
Asked questions in class or contributed to class discussions						
Made a class presentation	+		+			
Worked with other students on projects during class						
Worked with classmates outside of class to prepare class assignments	+		+	+		
Tutored or taught other students				+		
Participated in a community-based project as part of a regular course						
Discussed ideas from your readings or classes with others outside of class	+		+		+	

Note. Significance was calculated at the $p < 0.05$ level using one-way between groups ANOVA with post hoc tests.

Supportive Campus Environment (SCE)

The SCE benchmark measures the extent to which students perceive that the campus helps them succeed academically and socially, assists them in coping with non-academic responsibilities, and promotes supportive relations among students and their peers, faculty members, and administrative personnel and offices. The overall benchmark score for FY students dipped in 2006 and bounced back in 2009 to a level that was higher than that of 2003 and significantly higher than that of 2006. This change was due to a significant improvement in student ratings of four items (support needed to succeed academically, helping coping with non-academic responsibilities, support needed to thrive socially, and the perceived quality of relationships with administrative personnel and offices). Over the last six years, no significant differences were noted in overall SCE benchmark score for Mason SRs.

Table 5. *Mason Trends in SCE: Direction of Significant Mean Differences*

(Legend: Blank box indicates no significant change between years. Plus sign indicates a higher score in the latter year. Minus sign indicates a lower score in the latter year.)

Supportive Campus Environment (SCE)	Mason FY			Mason SR		
	03 vs. 06	06 vs. 09	03 vs. 09	03 vs. 06	06 vs. 09	03 vs. 09
Overall SCE Score		+				
Campus environment provides the support needed to help you succeed academically		+				
Campus environment helps you cope with your non-academic responsibilities		+				
Campus environment provides the support you need to thrive socially		+		+		
Quality of relationships with other students						
Quality of relationships with faculty members						
Quality of relationships with administrative personnel and offices	-	+				-

Note. Significance was calculated at the $p < 0.05$ level using one-way between groups ANOVA with post hoc tests.

Level of Academic Challenge (LAC)

The LAC benchmark measures time spent preparing for class, the amount of reading and writing, deep learning, and students' perceptions of institutional expectations for academic performance. As Table 6 shows, over the last six years, the perceived LAC among Mason FY students has remained constant, despite FY students reporting spending significantly more hours preparing for class. SR students' perceived LAC increased slightly in 2009 after a significant drop in 2006, but it did not reach the level of 2003. Results showed that, in 2009, SR students were working harder than they had in years past to meet instructors' standards and expectations. Additionally, Mason's 2009 SRs were more likely than their 2006 counterparts to report that their coursework emphasized analysis. Mason 2009 SRs also reported receiving fewer assigned textbooks, books, and book-length course packs, and writing fewer papers or reports of less than 5 pages when compared to their 2003 counterparts.

Table 6. *Mason Trends in LAC: Direction of Significant Mean Differences*

(Legend: Blank box indicates no significant change between years. Plus sign indicates a higher score in the latter year. Minus sign indicates a lower score in the latter year.)

Level of Academic Challenge (LAC)	Mason FY			Mason SR		
	03 vs. 06	06 vs. 09	03 vs. 09	03 vs. 06	06 vs. 09	03 vs. 09
Overall LAC Score				–		
Hours spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing or other academic activities)	+	+	+			
Number of assigned textbooks, books, or book-length packs of course readings				–		–
Number of written papers or reports (more than 20 pages)						
Number of written papers or reports (5-19 pages)						
Number of written papers or reports (less than 5 pages)						–
Coursework emphasis: Analysis				–	+	
Coursework emphasis: Synthesis						
Coursework emphasis: Making judgments						
Coursework emphasis: Applying						
Working harder than you thought you could to meet an instructor's standards or expectations			+		+	+
Campus emphasis: Spending significant amounts of time studying and on academic work						

Note. Significance was calculated at the $p < 0.05$ level using one-way between groups ANOVA with post hoc tests.

Enriching Educational Experiences (EEE)

The EEE benchmark measures how often students interact with students of different racial or ethnic backgrounds, interact with students of different political opinions or values, use electronic technology, and participate in activities such as internships, community service, study abroad, co-curricular activities, and/or a culminating senior experience. Over the last three years, Mason students' participation in EEE has remained constant despite the fact that, as shown in Table 7, Mason FY students are spending more hours participating in co-curricular activities and community service or volunteer work.

Likewise, SR students also reported spending more hours participating in community service or volunteer work. In 2009, Mason SRs also reported spending more time than their 2006 counterparts having conversations with students who were different from themselves.

Table 7. *Mason Trends in EEE: Direction of Significant Mean Differences*

(Legend: Blank box indicates no significant change between years. Plus sign indicates a higher score in the latter year. Minus sign indicates a lower score in the latter year.)

Enriching Educational Experiences (EEE)	Mason FY	Mason SR
	06 vs. 09	06 vs. 09
Overall EEE Score		
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values		+
Had serious conversations with students of a different race or ethnicity than your own		+
Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds		
Hours spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)	+	
Practicum, internship, field experience, co-op experience, or clinical assignment		
Community service or volunteer work	+	+
Foreign language coursework		
Study abroad		
Independent study or self-designed major		
Participate in a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	N/A	
Using electronic medium to discuss or complete an assignment		
Participate in a learning community or some other formal program where groups of students take two or more classes together.		

Note. Significance was calculated at the $p < 0.05$ level using an independent samples t-test (2-tailed).

Benchmark Peer Comparison: 2009

This section compares Mason’s 2009 scores on the five NSSE benchmarks to the benchmark scores of Mason’s 2009 **Carnegie** (RU/H) and **aspirational** (RU/VH) peer institutions. For an item-by-item mean comparison, see Appendix G.

As shown in *Table 8*, Mason’s 2009 benchmark scores differed significantly from those of Mason’s peer groups in several areas. At the FY level, Mason had a significantly higher EEE score and a significantly lower SFI score than the Carnegie peer group. At the SR level, Mason had significantly lower scores than the Carnegie peer group for all benchmarks except LAC. At the SR level, Mason also had significantly lower scores than the aspirational peer group for SFI and EEE.

Table 8. *Mason 2009 Benchmark Peer Comparison: Mean Benchmark Scores*

(Legend: Blank box indicates no significant change between years. Plus sign indicates a higher score in the latter year. Minus sign indicates a lower score in the latter year.)

Benchmark	First-Year		Senior	
	RU/H	RU/VH	RU/H	RU/VH
Student Faculty Interaction (SFI)	–		–	–
Active and Collaborative Learning (ACL)			–	
Supportive Campus Environment (SCE)			–	
Level of Academic Challenge (LAC)				
Enriching Educational Experiences (EEE)	+		–	–

Note. Significance was calculated at the $p < 0.05$ level using an independent samples t-test (2-tailed).

When Mason is compared to its Carnegie and aspirational peers, the most notable differences are in the areas of SFI and EEE. These two benchmarks are discussed in detail in the following sections.

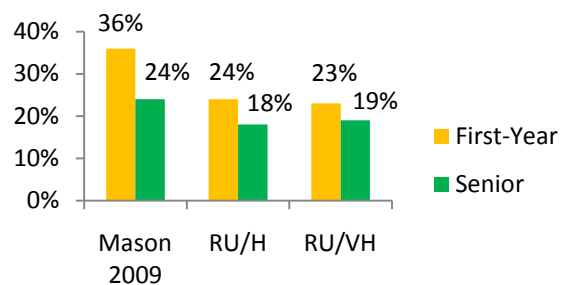
Student Faculty Interaction

Despite significant increases since 2003 in SFI, Mason students still report significantly lower levels of SFI than students at Mason’s peer institutions. Mason students’ interaction with faculty is limited in three areas: talking with faculty about career plans, working with faculty on activities other than coursework, and working on a research project with faculty outside of course or program requirements.

Talking about career plans with faculty

Figure 4 shows the percentage of students who have never talked with faculty about career plans. Over one third of Mason FY students have never talked with faculty about career plans, compared to 23-24% of FY students at Mason’s peer institutions who have never done so. Almost one fourth of Mason seniors have never talked with faculty about career plans, compared to 18-19% of SR students at Mason’s peer institutions who have never done so.

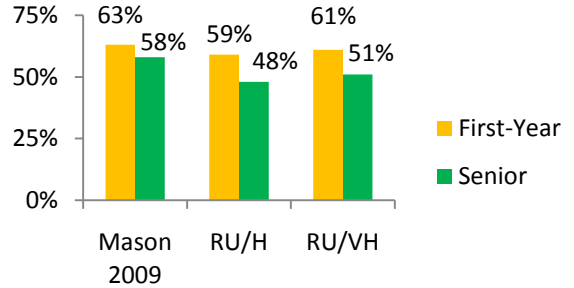
Figure 4. Percentage of Students who NEVER Talked with Faculty about Career Plans



Working with faculty on activities other than coursework

Figure 5 shows the percentage of students who have never worked with faculty on activities other than coursework (e.g., committees, orientation, student life activities, etc.). When compared with peer groups, Mason students are more likely to report never working with faculty on activities other than coursework. This may be related to the fact that Mason students are more likely than their peers to engage in activities that take them away from campus (i.e., working off-campus, commuting, attending part-time, etc.) which makes them less available to spend time working with faculty on non-academic activities.

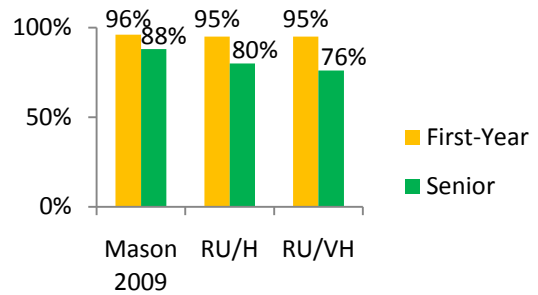
Figure 5. Percentage of Students who NEVER Worked with Faculty on Activities other than Coursework



Working on a research project with faculty outside of course/program requirements

Figure 6 shows that Mason SR students are significantly less likely to work with faculty on research projects outside of required activities than their counterparts are at Mason’s peer institutions. In 2009, 88% of Mason SR students reported that they had never participated in research projects with faculty outside of course or program requirements. SR students at Mason’s peer institutions were approximately twice as likely to have participated in such projects.

Figure 6. Percentage of Students who NEVER Worked on a Research Project with Faculty Outside of Course or Program Requirements



Mason SR students’ interactions with faculty may be limited, in part, due to Mason’s high percentage of SR students who entered as transfers (60%) and attended part-time (29%). Mason’s peer groups have an average of 32-40% of SRs who enter as transfers and 10-15% of SRs who attend part-time. Figure 7 and Figure 8 show that SR students who started Mason as a transfer and who attended part-time reported significantly less interaction with faculty when compared to their native and full-time counterparts.

Figure 7. Percentage of Mason Seniors who NEVER Engaged in the Selected Activity with Faculty: Transfer vs. Native

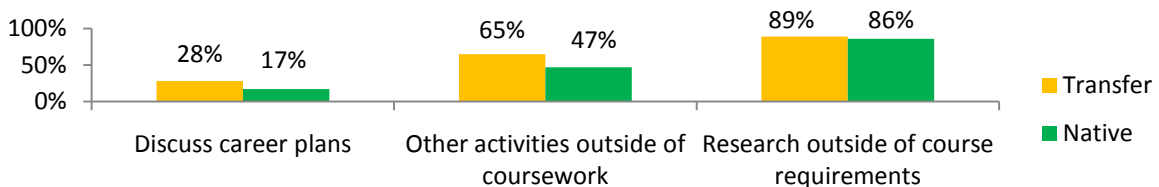
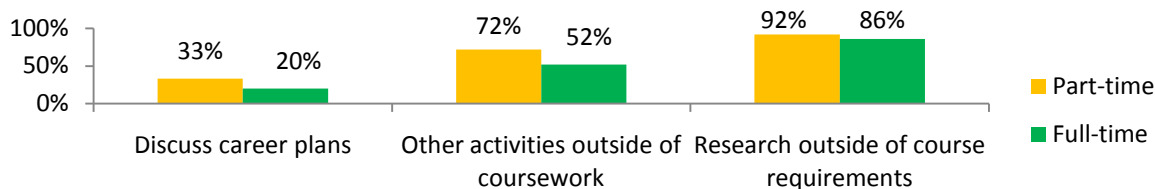


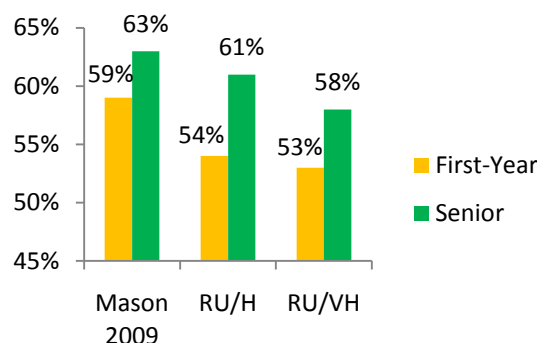
Figure 8. Percentage of Mason Seniors who NEVER Engaged in the Selected Activity with Faculty: Part-time vs. Full-time



Received prompt feedback from faculty on academic performance

Figure 9 shows that Mason FY students reported that they received prompt feedback from faculty “often” or “very often” at significantly higher rates than their counterparts at both Mason’s Carnegie and aspirational peer institutions. Mason SRs were significantly more likely to receive prompt faculty when compared to SRs at Mason’s aspirational peer institutions (RU/VH). For Mason, this is a significant improvement from 2006 and is likely due to the institution’s introduction and implementation of a new academic policy in the 2002-03 academic year that required instructors to give mid-term grades in 100 and 200 level courses.

Figure 9. Percentage of Students who “Often” or “Very Often” Received Prompt Feedback

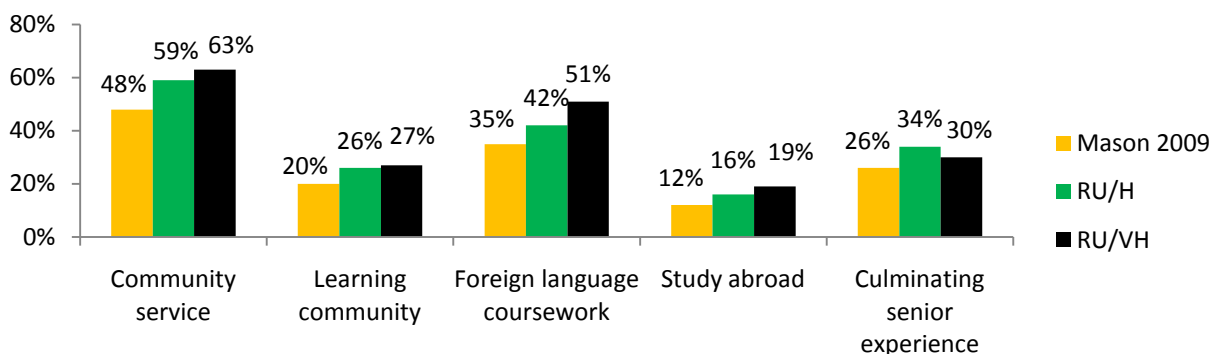


Enriching Educational Experiences

Participation in Enriching Activities

In 2009, at the SR level, Mason’s EEE benchmark score is significantly lower than that of the Carnegie group and aspirational peer group. As shown in Figure 10, Mason SRs were significantly less likely than their peers to report having participated in community service or volunteer work, learning communities, foreign language coursework, study abroad, and a culminating senior experience.

Figure 10. Percentage of Senior Students who Reported that they “Have Done” the Selected Activities



Again, differences existed among SR students based on transfer and enrollment status. As shown in *Figure 11* and *Figure 12*, native and full-time Mason SRs were significantly more likely to report having participated in the selected enriching educational experiences. The only exception was the difference between transfer and native students' participation in a culminating senior experience was not significant. All other differences were significant.

Figure 11. Percentage of Mason Seniors who Reported that they “Have Done” the Selected Activities: Transfer vs. Native

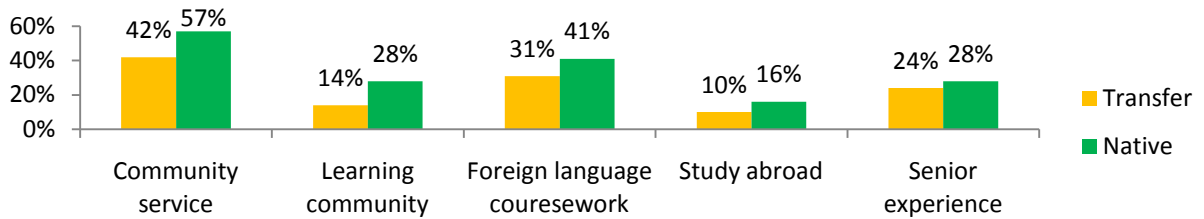
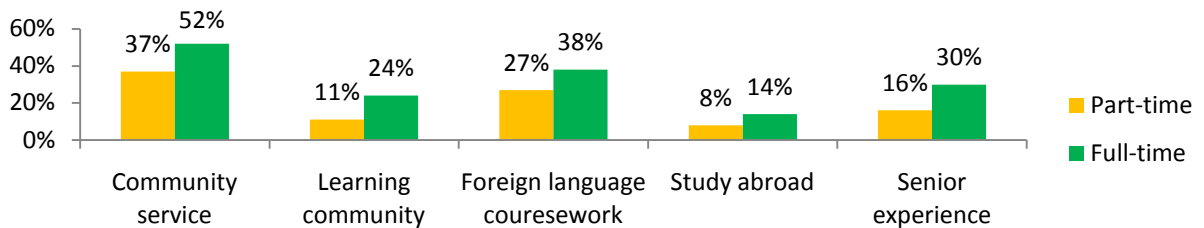


Figure 12. Percentage of Mason Seniors who Reported that they “Have Done” the Selected EEE Activity: Part-time vs. Full-time



Diverse Interactions

Despite scoring lower than peers on many of the EEE benchmark items, Mason students scored significantly higher than their peers on survey items related to diversity. Specifically, Mason students were significantly more likely to have serious conversations with students who were different from themselves (see *Figure 13*) and to perceive that the campus environment encouraged diversity (see *Figure 14*).

Figure 13. Students who “Often” or “Very Often” had Serious Conversations with Students of a Different Race or Ethnicity

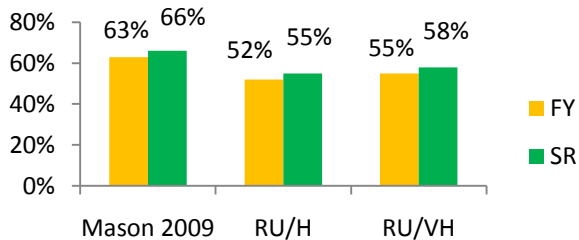
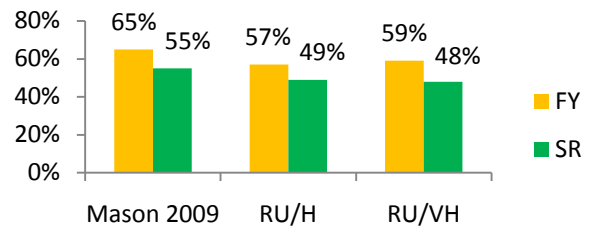


Figure 14. Students who Perceived that the Institution Encouraged Contact Among Students from Different Backgrounds “Very Much” or “Quite a Bit”



Student Satisfaction

Overall Satisfaction

NSSE measures overall satisfaction by asking students to rank the overall quality of their educational experience on a scale ranging from *poor* to *excellent*. FY and SR students have been increasingly satisfied with their overall Mason experience over the last six years. *Figure 15* shows that, in 2009, overall satisfaction among Mason FY students was comparable to the level reported by Mason’s Carnegie peers (RU/H) but significantly lower than that of Mason’s aspirational peers (RU/VH). *Figure 16* shows that, in 2009, Mason SR students reported a significantly lower level of satisfaction than their counterparts in both peer groups (Carnegie RU/H and Carnegie RU/VH) because fewer Mason seniors rated their overall experience as “excellent.”

Figure 15. First-Year Student Overall Satisfaction: Self and Peer Comparison

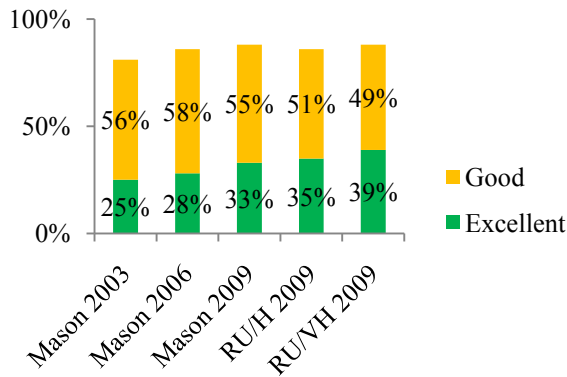
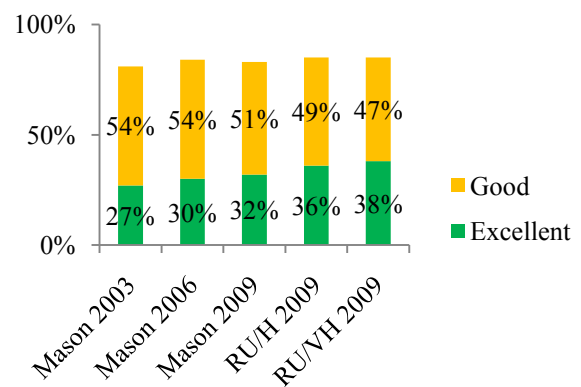


Figure 16. Senior Student Overall Satisfaction: Self and Peer Comparison



Satisfaction and Gender

In 2009, levels of overall satisfaction of Mason students differed significantly based on gender (see Table 9). In particular, SR female students were significantly more satisfied with their overall experience than SR male students (85% of females gave a rating of “good” or “excellent,” compared to 78% of males). There was a similar pattern among FY students; however, differences were not large enough to rise to the level of statistical significance. Students did not differ significantly in their level of overall satisfaction based on race/ethnicity, enrollment status, transfer status, or place of residence.

Table 9. *Evaluation of the Entire Educational Experience by Class Level and Gender*

Gender	Mason FY				Mason SR			
	Poor	Fair	Good	Excellent	Poor	Fair	Good	Excellent
Men	3%	13%	51%	34%	7%	15%	48%	30%
Women	1%	9%	58%	32%	3%	11%	52%	33%

Note. Gender was institutionally reported.

Would you Re-enroll?

Another way NSSE measures student satisfaction is by asking students to report whether they would choose to go to the same institution if they could start over again. *Figure 17* and *Figure 18* show

that over the last six years, approximately 80% of Mason students have consistently reported that they would “probably” or “definitely” choose to go to Mason if they could start over again. While these numbers are promising they are significantly lower than the numbers reported by Mason’s peer institutions (RU/H = 84% FY, 88% SR; RU/VH = 82% FY, 84% SR).

Figure 17. First-Year Students who would Re-Enroll: Self and Peer Comparison

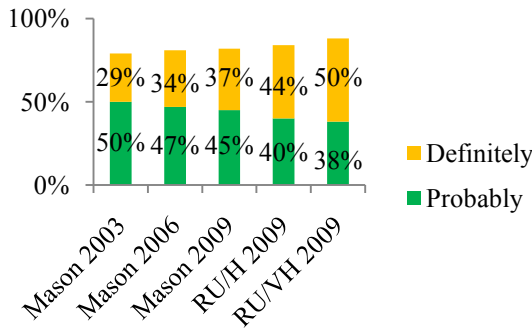
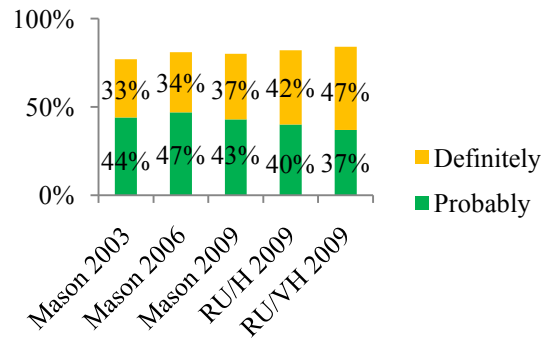


Figure 18. Senior Students who would Re-Enroll: Self and Peer Comparison



Satisfaction with Academic Advising

NSSE also asks students to rate the overall quality of the academic advising they have received on a scale ranging from *poor* to *excellent*. Figure 19 and Figure 20 show that satisfaction with academic advising at Mason has steadily improved over the last six years among FY students. In 2009, satisfaction with academic advising among Mason’s FY and SR students was significantly lower than satisfaction levels reported by students at Mason’s peer institutions (Carnegie RU/H and Carnegie RU/VH).

Figure 19. First-Year Satisfaction with Advising

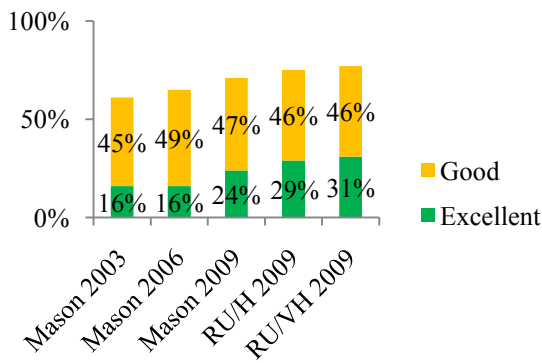
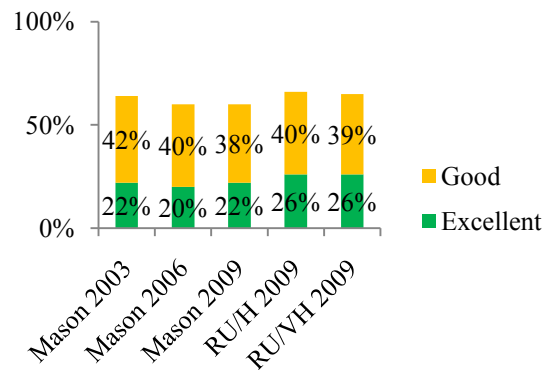


Figure 20. Senior Satisfaction with Advising



In 2009, there was a moderately strong positive relationship between perceptions of advising quality and ratings of overall satisfaction among Mason FY ($r = 0.472$, $p < 0.01$) and SR ($r = 0.507$, $p < 0.01$) students. There were no significant differences in advising satisfaction based on gender, race/ethnicity, enrollment status, transfer status, or place of residence.

Observations and Conclusion

Our participation in NSSE allows us not only to examine our own performance over the years but also to examine our performance relative to our Carnegie (RU/H) and aspirational (RU/VH) peers.

From the 2009 analyses, the following observations can be made:

1. Despite significant improvement since 2003, Mason still lags significantly behind its Carnegie and aspirational peers with respect to student-faculty interaction. Three areas are of particular concern: talking with a faculty member or advisor about career plans, working with faculty on activities other than coursework, and working on a research project with faculty outside of course or program requirements. Between 2003 and 2006, Mason students had more interactions with faculty in the following two areas: talking with a faculty member or advisor about career plans and working with faculty on activities other than coursework; however, no increases in these areas have been observed since that time. Of particular concern is the 2009 finding that Mason SRs were only half as likely as SRs at Mason's peer institutions to participate in research with faculty outside of required activities.
2. Between 2006 and 2009, the only significant improvement in student-faculty interaction for Mason students was in their reports of the frequency with which they received prompt written or oral feedback from faculty regarding their academic performance. Mason students were significantly more likely than their counterparts at Mason's peer institutions to report receiving prompt feedback from faculty (FY students were significantly higher than peers at both RU/H and RU/VH institutions and SR students were higher than peers at RU/VH institutions).
3. Mason SR students are significantly less likely to participate in enriching educational activities when compared to their counterparts at Mason's peer institutions. Mason SRs were less likely than their peers to report having participated in community service or volunteer work, learning communities, foreign language coursework, study abroad, and a culminating senior experience. This is related to the characteristics of Mason SR population: more transfer, part-time, working, and commuting students.
4. Between 2006 and 2009, the number of Mason FY and SR students who reported participating in community service or volunteer work significantly increased. FY students also reported spending more time participating in co-curricular activities while SR students reported a significant increase in the frequency with which they engaged in conversations with students who were different from themselves.
5. Despite scoring lower than peers on many of the EEE benchmark items, Mason students reported significantly higher ratings than their peers on survey items related to diversity. Mason students, in general, were more likely to have conversation with students who were different from themselves and more likely to perceive that the campus encouraged diversity.
6. In 2006, there was some concern due to the finding that Mason FY students perceived a less supportive campus environment than their counterparts at Mason's peer institutions. Between 2006 and 2009, Mason FY students' perception of the campus environment improved significantly. This change was due to a significant increase in four items (support needed to succeed academically, help coping with non-academic responsibilities, support needed to thrive socially, and the perceived quality of relationships with administrative office personnel). In 2009, at the FY level, Mason's scores on the SCE benchmark were on par with the scores of Mason's peer institutions.

The 2009 findings support the following conclusions:

1. A major concern highlighted in this report is Mason students' low level of student faculty interaction as compared to students at Mason's peer institutions. Results clearly support the direction of Mason's Quality Enhancement Plan (QEP), a five-year initiative designed to promote scholarship and creative activity among Mason students and faculty. For more information on the QEP visit: <http://masonqep.onmason.com/>. Broad based implementation of this plan will lead to increased opportunities for student faculty interaction and, in turn, will have positive effects on student engagement.
2. Inherently, Mason's SR population consists of a large proportion of students who transferred to Mason after attending another institution and/or attend part-time. Results showed that, when compared to their native and/or full-time counterparts, these students tend to have less student faculty interaction and are less likely to participate in enriching educational experiences. NSSE does not shed light on why these students are less engaged. However, it is possible that these students do not believe that they have the opportunity to engage in these activities (due to time restraints or other demands) or that they do not see any value in participating in these activities. In any case, Mason should consider ways to increase opportunities for engagement among transfer and part-time students.
3. Another population that deserves attention is working students. This report showed that, when compared to peers, Mason students are more likely to work off campus and to work for longer hours. As a result, these students have fewer opportunities to interact with faculty and/or participate in enriching educational experiences. Results support Mason's ongoing initiative to create additional on-campus student jobs. It is particularly important that these jobs are paid at competitive rates and have flexible hours so that they will be attractive to students who are considering off-campus employment.
4. Over the last six years, Mason has significantly increased its on-campus student population. Results showed that students who live on campus report higher levels of engagement than students who live off campus. Again, the largest differences were noted in the areas of student faculty interaction and participation in enriching educational experiences. Results support Mason's efforts to increase and enhance on-campus housing options, specifically options that appeal to and attract upper-level students. In the meantime, Mason should consider ways to increase opportunities for engagement among commuting students.

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Appendix A: Method for Applying Weights and Computing Benchmark Scores

Method for Applying Weights

In 2006, NSSE began applying weights to all comparison reports (i.e., Frequency Distributions, Mean Comparisons, and Benchmark Comparisons). NSSE has consistently found that males and part-time students have lower response rates than women and full-time students. Research has shown that engagement patterns can differ based on gender and enrollment status. Engagement patterns can also differ based on institutional size. NSSE data is often used to make comparisons within and across institutions of varying sizes. Therefore, the weighting scheme employed by NSSE adjusts for non-response by gender, enrollment status (full-time vs. part-time and FY vs. SR), and institutional size. The use of weights is intended to minimize non-response bias and ensure the representation of survey respondents to the larger population.

For Mason, respondents are largely representative of Mason's FY and SR populations; therefore, the use of weights has minimal impact on Mason's survey results. However, in order to compare Mason's results with those of Mason's peers, weights need to be applied. Therefore, all results presented within this report have been weighted, unless otherwise noted.

Method for Computing Benchmark Scores

Benchmark scores are calculated on a 100-point scale for each respondent. An average score for each benchmark is calculated for each institution. At the student level, the standard deviation for benchmarks varies between 13-20 points. At the institution level, the differences between institutions are much narrower. Depending on the sample size, a difference of 2 points or larger can be statistically significant. NSSE does not report institutional level variances.

Benchmark scores have not always been calculated this way. Prior to 2005, NSSE calculated benchmark scores at the institutional level, as opposed to the student level. Over the years, researchers at NSSE found that the largest differences in student engagement occur among students as opposed to between institutions. Calculating individual level benchmark scores allows one to test whether the average benchmark scores of Mason respondents are statistically different from those of their counterparts at Mason's peer institutions. It also allows one to compare Mason respondents from different colleges within the university.

Changes in Benchmarks

Due to changes in survey questions over the years, it is impossible to compare the scores of 2009 with those of 2003 and earlier for two of the NSSE benchmarks: Student Faculty Interaction (SFI) and Enriching Educational Experiences (EEE).

For the SFI benchmark, the major change consisted of a new variable, RESRCH04, being added in 2004. This variable asked students to report whether they have not, have, plan to, or have not decided to work on a research project with a faculty member outside of course or program requirements. To account for this change NSSE created a comparable SFI benchmark variable (SFc) by recomputing the SFI benchmark without the RESRCH04 variable. This new benchmark variable (SFc) was used to make comparisons between 2003, 2006 and 2009 Mason data. For the EEE benchmark, the response set for multiple items used in the creation of the benchmark was changed significantly in 2004. This change was too significant to overcome. Therefore, no comparisons were made between 2003 and the 2006 and 2009 EEE scores.

Appendix B: Peer Institutions

Carnegie Peers – Carnegie Class RU/H

1. Auburn University
2. Boston College
3. Bowling Green State University
4. Brigham Young University
5. Clark Atlanta University
6. Clark University
7. Clarkson University
8. Clemson University
9. Colorado School of Mines
10. Drexel University
11. Florida Institute of Technology
12. Howard University
13. Illinois Institute of Technology
14. Indiana University Purdue University-Indianapolis
15. Lehigh University
16. Loyola University Chicago
17. Miami University-Oxford
18. Michigan Technological University
19. North Dakota State University
20. Northeastern University
21. Northern Illinois University
22. Oklahoma State University
23. Polytechnic Institute of New York University
24. Saint Louis University
25. Stevens Institute of Technology
26. Syracuse University
27. Temple University
28. Texas Tech University
29. The Catholic University of America
30. The University of Akron
31. The University of Montana
32. The University of Texas at Arlington
33. The University of Texas at Dallas
34. University of Texas at El Paso
35. University of Alaska Fairbanks
36. University of Denver
37. University of Houston
38. University of Louisville
39. University of Maryland-Baltimore County
40. University of Memphis
41. University of Mississippi
42. University of Missouri-Kansas City
43. University of Missouri-St. Louis
44. University of Nevada, Las Vegas
45. University of Nevada, Reno
46. University of North Dakota
47. University of Oregon
48. University of Puerto Rico-Rio Piedras Campus
49. University of Southern Mississippi
50. University of Toledo
51. University of Wyoming
52. Virginia Commonwealth University
53. Western Michigan University
54. Wichita State University
55. Wright State University

Aspirational Peers – Carnegie Class RU/VH

1. Case Western Reserve University
2. Colorado State University
3. Indiana University Bloomington
4. Iowa State University
5. Louisiana State University and Agricultural & Mechanical College
6. North Carolina State University
7. Texas A&M University
8. The University of Arizona
9. The University of Tennessee, Knoxville
10. The University of Texas at Austin
11. Tufts University
12. Tulane University of Louisiana
13. University of Alabama at Birmingham
14. University of California-Santa Cruz
15. University of Cincinnati
16. University of Colorado at Boulder
17. University of Connecticut
18. University of Hawaii at Manoa
19. University of Kentucky
20. University of Maryland-College Park
21. University of Miami
22. University of Michigan-Ann Arbor
23. University of Minnesota-Twin Cities
24. University of Missouri-Columbia
25. University of New Mexico
26. University of North Carolina at Chapel Hill
27. University of South Carolina Columbia
28. University of South Florida
29. University of Utah
30. University of Washington-Seattle
31. Wayne State University

Appendix C: Limitations

First, the NSSE relies solely on self-reported student data, which is limited by individual students' perceptions of their experiences and interpretations of the survey questions.

Second, peer comparisons are limited in number and scope. For each administration, NSSE allows participating institutions to select up to three peer comparison groups which include only current-year NSSE institutions organized into broad categories. Each year, as the institutions that participate in NSSE change, the composition of peer comparison groups also change. Therefore, peer comparison analysis can only be conducted using data from the current year. For the 2009 NSSE administration, two peer comparison groups were used: Carnegie classified research universities with high research activity (RU/H) and Carnegie classified research universities with very high research activity (RU/VH). The diversity of institutions within these categories limits the meaningfulness of comparisons drawn between groups.

Third, the NSSE instrument is designed and administered by NSSE. Mason was not able to provide input or make changes to the survey design or administration process. The NSSE survey questions are standard and are based on Likert-type scales. Additionally, while students were allowed to make general comments about the quality of their educational experience, they were not allowed to provide comment on their responses to specific survey questions. All together, these restrictions limit the type of data and information that is available.

Fourth, the NSSE provides a snapshot view of student experiences. NSSE does not track changes in individual students' perceptions over time. While longitudinal trends are reported here, they reflect only aggregate trends at the institutional level. Additionally, results presented in this report are based on an institutional response rate of approximately 33%. While this response rate was high compared to Mason's peer institutions, it was significantly lower than the response rate achieved by Mason students during previous administrations. Findings would be strengthened if the institutional response rate were higher. In addition, the findings presented in this report convey only that relationships exist. No conclusions about causation can be drawn from the analyses presented within.

Finally, and most notably, the NSSE provides a measure of student engagement, not student learning. NSSE data can be used to inform the development of student learning outcomes but should not be interpreted as a direct measure of outcomes themselves.

Appendix D: Respondent Characteristics

	Mason 2003		Mason 2006		Mason 2009		RU/H		RU/VH	
	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate										
Overall		43%		43%		33%		28%		30%
By class	198	257	5;	69%	54%	57%	26%	31%	29%	31%
NSSE Sample Size	500	500	1,824	1,842	2,590	2,320	93,737	95,879	71,976	74,022
Sampling Error ^a										
Overall		-		2.2%		2.2%		0.4%		0.4%
By class	-	-	3.3%	3.0%	3.0%	3.1%	0.6%	0.5%	0.6%	0.6%
Number of Respondents	-	-	708	858	753	818	24,310	29,440	20,588	22,854
Total Population	-	-	3,839	3,912	2,557	4,523	145K	149K	135K	148K
Student Characteristics ^b										
Gender ^c										
Female	58%	64%	58%	59%	60%	62%	58%	57%	61%	59%
Race/Ethnicity ^d										
Am. Ind./Native Am.	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Asian/Asian Am./ Pacific Isl.	24%	18%	18%	16%	19%	16%	8%	7%	11%	9%
Black/African Am.	9%	9%	7%	8%	7%	7%	7%	7%	5%	5%
White (non-Hispanic)	52%	56%	51%	52%	52%	53%	69%	71%	67%	69%
Mexican/Mexican Am.	-	-	1%	1%	1%	0%	2%	2%	3%	2%
Puerto Rican	-	-	0%	1%	0%	1%	1%	1%	0%	0%
Other Hispanic/Latino	5%	7%	6%	5%	5%	5%	2%	2%	3%	3%
Multiracial	-	-	3%	3%	6%	4%	3%	2%	3%	3%
Other	10%	11%	5%	6%	2%	5%	2%	1%	1%	1%
I prefer not to respond	-	-	9%	7%	6%	7%	5%	7%	5%	6%
Enrollment Status ^{c, d}										
Part-time	4%	30%	4%	30%	4%	29%	3%	15%	2%	10%
International Student										
	9%	18%	9%	16%	7%	11%	7%	5%	5%	5%
Place of Residence										
On campus ^e	45%	4%	50%	11%	64%	11%	69%	14%	77%	14%
Transfer Status										
Transfer	2%	58%	11%	64%	4%	60%	8%	40%	5%	32%
Age ^d										
Traditional (<24 yrs)	100%	37%	96%	49%	99%	49%	97%	69%	98%	79%

^a Sampling error is an estimate of the margin by which the true score on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of students reply "very often" to a particular item. If the sampling error is +/- 5%, then the true population value is most likely between 55% and 65%.

^b Percent of total respondents within each category. Results are *not* weighted.

^c Institution-reported data. Information used to weight the Mean Comparisons, Frequency Distributions, and Benchmark Comparisons.

^d Variable used in 2003 was different from variable used in 2006 and 2009.

^e Students who identified their residence as "dormitory or other campus housing" or "fraternity or sorority house."

Appendix E: Transfer vs. Native Student Profile

	Transfer		Native	
	FY	SR	FY	SR
Student Characteristics ^{a, b}				
<i>Female</i>	61%	55%	51%	57%
Race/Ethnicity				
Am. Ind./Native Am.	0%	2%	1%	0%
Asian/Asian Am./ Pacific Isl.	32%	13%	19%	20%
Black/African Am.	20%	8%	7%	5%
White (non-Hispanic)	37%	54%	52%	53%
Mexican/Mexican Am.	2%	0%	1%	0%
Puerto Rican	0%	0%	0%	2%
Other Hispanic/Latino	4%	6%	6%	4%
Multiracial	4%	3%	6%	5%
Other	0%	6%	2%	4%
I prefer not to respond	2%	8%	7%	6%
<i>Part-time Student</i>	26%	40%	3%	13%
<i>International Student</i>	29%	13%	7%	6%
<i>Traditional Aged (<24 yrs)</i>	91%	25%	100%	84%
<i>On-Campus Resident</i> ^c	33%	2%	65%	25%
Work for Pay				
Off campus				
(0 hrs/week)	55%	24%	66%	34%
(1-20 hrs/week)	20%	26%	26%	35%
(21+ hrs/week)	25%	50%	7%	32%
On campus				
(0 hrs/week)	85%	90%	86%	73%
(< 20 hrs/week)	6%	6%	13%	20%
(> 20 hrs/week)	9%	3%	1%	6%
Benchmark Scores ^{b, d}				
Student Faculty Interaction (SFI)	31.4	36.1	31.4	39.5
Active and Collaborative Learning (ACL)	39.7	47.9	42.1	48.2
Supportive Campus Environment (SCE)	60.6	54.2	59.2	54.8
Level of Academic Challenge (LAC)	57.9	55.5	52.7	55.5
Enriching Educational Experiences (EEE)	30.6	34.4	29.3	42.4

^a Percent of total respondents within each category.

^b Data are weighted by gender, enrollment status, and institutional size.

^c Students who identified their residence as “dormitory or other campus housing” or “fraternity or sorority house.”

^d Mean benchmark score.

Appendix F: Residential vs. Non-Residential Student Profile

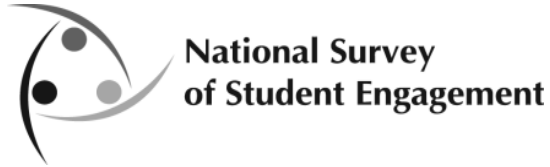
	Residential		Non-Residential	
	FY	SR	FY	SR
Student Characteristics ^{a, b}				
<i>Female</i>	53%	66%	50%	55%
Race/Ethnicity				
Am. Ind./Native Am.	1%	0%	1%	1%
Asian/Asian Am./ Pacific Isl.	9%	7%	38%	17%
Black/African Am.	8%	12%	4%	6%
White (non-Hispanic)	65%	60%	28%	52%
Mexican/Mexican Am.	0%	1%	2%	0%
Puerto Rican	0%	3%	0%	1%
Other Hispanic/Latino	3%	6%	10%	5%
Multiracial	5%	6%	6%	4%
Other	1%	0%	4%	6%
I prefer not to respond	6%	5%	7%	8%
<i>Part-time Student</i>	1%	1%	8%	33%
<i>International Student</i>	6%	1%	11%	12%
<i>Traditional Aged (<24 yrs) Student</i>	100%	95%	99%	43%
<i>Transfer Student</i>	2%	12%	7%	67%
Work for Pay				
Off campus				
(0 hrs/week)	78%	53%	45%	25%
(< 20 hrs/week)	19%	35%	38%	29%
(> 20 hrs/week)	3%	12%	17%	47%
On campus				
(0 hrs/week)	85%	47%	87%	89%
(< 20 hrs/week)	14%	46%	11%	8%
(> 20 hrs/week)	1%	7%	2%	4%
Benchmark Scores ^{b, c}				
Student Faculty Interaction (SFI)	31.7	40.4	30.9	37.0
Active and Collaborative Learning (ACL)	42.0	47.4	41.8	48.1
Supportive Campus Environment (SCE)	59.5	56.9	58.9	54.1
Level of Academic Challenge (LAC)	53.0	54.9	52.7	55.5
Enriching Educational Experiences (EEE)	30.2	47.6	27.9	36.3

^a Percent of total respondents within each category.

^b Data are weighted by gender, enrollment status, and institutional size.

^c Mean benchmark score.

Appendix G: NSSE 2009 Mean Comparison Report



				<i>Mason 2009 compared with:</i>								
				Mason 2009	Carnegie Class RU/H		Carnegie Class RU/VH		Mason 2006			
Bench- mark	Class			Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>												
1. Academic and Intellectual Experiences												
a.	Asked questions in class or contributed to class discussions	ACL	FY	2.74	2.75	.00		2.66	**	.10	2.81	
			SR	3.06	3.03	.03		2.92	***	.16	3.04	
b.	Made a class presentation	ACL	FY	2.41	2.17	***	.30	2.09	***	.42	2.45	
			SR	2.75	2.73		.03	2.61	***	.17	2.85	*
c.	Prepared two or more drafts of a paper or assignment before turning it in		FY	2.52	2.62	**	-.10	2.52		.00	2.42	*
			SR	2.56	2.44	***	.12	2.37	***	.20	2.62	
d.	Worked on a paper or project that required integrating ideas or information from various sources		FY	3.06	3.07		-.01	3.00	*	.08	3.09	
			SR	3.40	3.28	***	.15	3.27	***	.16	3.34	
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments		FY	2.89	2.78	**	.11	2.74	***	.17	2.85	
			SR	2.90	2.75	***	.15	2.75	***	.16	2.87	
f.	Come to class without completing readings or assignments		FY	2.04	2.09		-.06	2.15	***	-.14	2.11	
			SR	2.07	2.19	***	-.15	2.29	***	-.26	2.07	
g.	Worked with other students on projects during class	ACL	FY	2.41	2.43		-.02	2.37		.05	2.43	
			SR	2.47	2.54	*	-.08	2.43		.04	2.49	
h.	Worked with classmates outside of class to prepare class assignments	ACL	FY	2.43	2.45		-.02	2.51	*	-.09	2.42	
			SR	2.70	2.83	***	-.15	2.80	**	-.11	2.75	

Note. ^a Means are weighted by gender, enrollment status, and institutional size.

^b *p<0.05, ** p<0.01, ***p<0.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Table continues



**National Survey
of Student Engagement**

Mason 2009 compared with:

	Benchmark	Class	Mason 2009	Carnegie Class RU/H			Carnegie Class RU/VH			Mason 2006		
			Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	
i.		Put together ideas or concepts from different courses when completing assignments or during class discussions	FY	2.67	2.64		.04	2.61	*	.08	2.65	
			SR	2.93	2.96		-.04	2.94		-.01	2.92	
j.	ACL	Tutored or taught other students (paid or voluntary)	FY	1.66	1.73		-.07	1.74	*	-.09	1.66	
			SR	1.67	1.89	***	-.23	1.86	***	-.21	1.76	
k.	ACL	Participated in a community-based project (e.g. service learning) as part of a regular course	FY	1.45	1.54	**	-.11	1.53	**	-.10	1.48	
			SR	1.48	1.65	***	-.20	1.61	***	-.15	1.52	
l.	EEE	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FY	2.71	2.69		.03	2.73		-.01	2.76	
			SR	2.84	2.87		-.03	2.88		-.05	2.91	
m.		Used e-mail to communicate with an instructor	FY	3.25	3.16	**	.11	3.13	***	.15	3.22	
			SR	3.51	3.41	***	.15	3.40	***	.15	3.44	*
n.	SFI	Discussed grades or assignments with an instructor	FY	2.58	2.59		-.02	2.53		.06	2.57	
			SR	2.76	2.79		-.03	2.72		.05	2.76	
o.	SFI	Talked about career plans with a faculty member or advisor	FY	1.93	2.17	***	-.27	2.16	***	-.26	1.98	
			SR	2.20	2.37	***	-.19	2.31	**	-.12	2.18	
p.	SFI	Discussed ideas from your readings or classes with faculty members outside of class	FY	1.79	1.84		-.06	1.80		-.02	1.79	
			SR	1.99	2.06	*	-.07	1.98		.01	1.99	
q.	SFI	Received prompt written or oral feedback from faculty on your academic performance	FY	2.72	2.61	**	.13	2.58	***	.17	2.55	***
			SR	2.76	2.73		.03	2.69	*	.09	2.64	**
r.	LAC	Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.63	2.64		-.02	2.59		.04	2.56	
			SR	2.82	2.70	***	.14	2.62	***	.24	2.65	***

Note. ^a Means are weighted by gender, enrollment status, and institutional size.

^b *p<0.05, ** p<0.01, ***p<0.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Table continues



Mason 2009 compared with:

	Benchmark	Class	Mason 2009	Carnegie Class RU/H			Carnegie Class RU/VH			Mason 2006	
			Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	1.52	1.60	**	-.10	1.56		-.05	1.54	
		SR	1.65	1.81	***	-.17	1.75	**	-.10	1.61	
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	FY	2.70	2.75		-.05	2.77	*	-.08	2.71	
		SR	2.94	2.89		.05	2.88	*	.07	2.81	**
u.	Had serious conversations with students of a different race or ethnicity than your own	FY	2.89	2.61	***	.28	2.70	***	.20	2.85	
		SR	2.91	2.70	***	.21	2.77	***	.13	2.80	*
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	2.91	2.72	***	.20	2.80	**	.12	2.88	
		SR	2.84	2.75	*	.09	2.83		.01	2.73	*

2. **Mental Activities**

During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

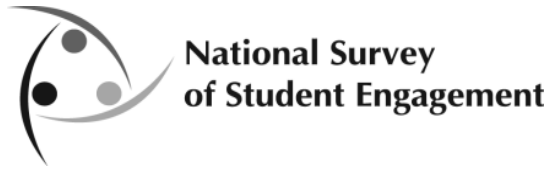
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	FY	2.87	2.97	**	-.11	2.96	**	-.10	2.89	
		SR	2.80	2.79		.01	2.79		.01	2.74	
b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	LAC FY	3.16	3.15		.01	3.21		-.06	3.08	
		SR	3.29	3.28		.02	3.29		.00	3.20	*
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	LAC FY	2.93	2.93		.00	2.97		-.04	2.87	
		SR	3.07	3.06		.01	3.07		.00	3.02	
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness	LAC FY	2.93	2.90		.03	2.90		.03	2.85	
		SR	2.95	3.01		-.07	2.98		-.03	2.92	
e.	Applying theories or concepts to practical problems or in new situations	LAC FY	3.05	3.08		-.03	3.12	*	-.08	2.96	*
		SR	3.12	3.24	***	-.14	3.20	**	-.10	3.06	

Note. ^a Means are weighted by gender, enrollment status, and institutional size.

^b *p<0.05, ** p<0.01, ***p<0.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Table continues



**National Survey
of Student Engagement**

Mason 2009 compared with:

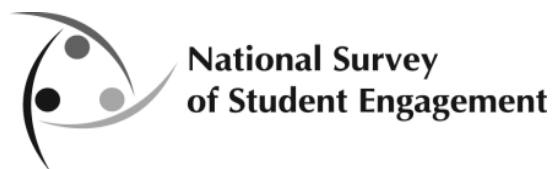
					<i>Mason 2009 compared with:</i>				
			Mason 2009	Carnegie Class RU/H	Carnegie Class RU/VH	Mason 2006			
	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20</i>									
3. Reading and Writing									
a.	Number of assigned textbooks, books, or book-length packs of course readings	LAC	FY 3.33	3.25	.07		3.28	.05	3.35
			SR 3.23	3.15	.07		3.19	.03	3.14
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment		FY 2.13	2.06	.07		2.05 *	.09	2.09
			SR 2.27	2.20	.07		2.20	.07	2.23
c.	Number of written papers or reports of 20 pages or more	LAC	FY 1.26	1.28	-.04		1.24	.03	1.29
			SR 1.58	1.64	*	-.08	1.61	-.05	1.64
d.	Number of written papers or reports between 5 and 19 pages	LAC	FY 2.24	2.30	-.07		2.25	-.01	2.31
			SR 2.56	2.49	*	.07	2.53	.04	2.59
e.	Number of written papers or reports of fewer than 5 pages	LAC	FY 3.05	3.04	.01		2.98	.06	3.03
			SR 2.79	2.98	***	-.16	3.00	***	2.88
<i>In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6</i>									
4. Problem Sets									
a.	Number of problem sets that take you more than an hour to complete		FY 2.72	2.71	.01		2.74	-.02	2.67
			SR 2.64	2.63	.01		2.53 *	.09	2.72
b.	Number of problem sets that take you less than an hour to complete		FY 2.68	2.77	*	-.07	2.68	.00	2.67
			SR 2.25	2.36	*	-.09	2.18	.06	2.37 *
5. Examinations									
<i>1=Very little to 7=Very much</i>									
	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work.		FY 5.30	5.45	***	-.13	5.58	***	5.25
			SR 5.51	5.44	.05		5.41 *	.08	5.37 *

Note. ^a Means are weighted by gender, enrollment status, and institutional size.

^b *p<0.05, ** p<0.01, ***p<0.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Table continues



Mason 2009 compared with:

		Bench- mark	Class	Mason 2009 Mean ^a	Carnegie Class RU/H			Carnegie Class RU/VH			Mason 2006	
					Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
<i>During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>												
6. Additional Collegiate Experiences												
a.	Attended an art exhibit, play, dance, music, theatre or other performance		FY	2.18	2.17	.01		2.15	.03		2.18	
			SR	2.03	2.06	-.03		2.06	-.03		2.04	
b.	Exercised or participated in physical fitness activities		FY	2.84	2.83	.01		2.94	*	-.10	2.54	***
			SR	2.56	2.75	***	-.19	2.85	***	-.29	2.54	
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)		FY	1.93	2.06	**	-.12	2.03	*	-.10	1.95	
			SR	1.99	2.16	***	-.15	2.03		-.04	2.10	*
d.	Examined the strengths and weaknesses of your own views on a topic or issue		FY	2.62	2.61	.01		2.61	.00		2.61	
			SR	2.66	2.71		-.06	2.72		-.07	2.66	
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective		FY	2.86	2.78	*	.10	2.79	*	.08	2.81	
			SR	2.87	2.86		.01	2.86		.02	2.85	
f.	Learned something that changed the way you understand an issue or concept		FY	2.85	2.87		-.02	2.87		-.02	2.80	
			SR	2.89	2.90		-.02	2.90		-.02	2.87	
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)</i>												
7. Enriching Educational Experiences												
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	EEE	FY	.06	.07	.00		.07		-.02	0.07	
			SR	.43	.53	***	-.20	.55	***	-.24	0.44	
b.	Community service or volunteer work	EEE	FY	.32	.39	***	-.15	.43	***	-.22	0.30	
			SR	.48	.59	***	-.24	.63	***	-.32	0.41	**

Note. ^a Means are weighted by gender, enrollment status, and institutional size.

^b *p<0.05, ** p<0.01, ***p<0.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Table continues



Mason 2009 compared with:

	Benchmark	Class	Mason 2009	Carnegie Class RU/H			Carnegie Class RU/VH			Mason 2006	
			Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	EEE	FY	.21	.20		.02	.22		-.04	0.19	
		SR	.20	.26	***	-.14	.27	***	-.15	0.20	
d. Work on a research project with a faculty member outside of course or program requirements	SFI	FY	.04	.05		-.04	.05	*	-.07	0.05	
		SR	.12	.20	***	-.20	.24	***	-.27	0.13	
e. Foreign language coursework	EEE	FY	.19	.21		-.05	.29	***	-.22	0.23	
		SR	.35	.42	***	-.14	.51	***	-.33	0.35	
f. Study abroad	EEE	FY	.02	.03		.00	.02		.01	0.03	
		SR	.12	.16	**	-.09	.19	***	-.17	0.12	
g. Independent study or self-designed major	EEE	FY	.02	.03		-.04	.02		.00	0.03	
		SR	.14	.17	*	-.09	.16		-.04	0.15	
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	EEE	FY	.01	.02		-.06	.02		-.02	0.02	
		SR	.26	.34	***	-.17	.30	**	-.10	0.30	

Select the circle that best represents the quality of your relationships with people at your institution. 1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging

8. Quality of Relationships

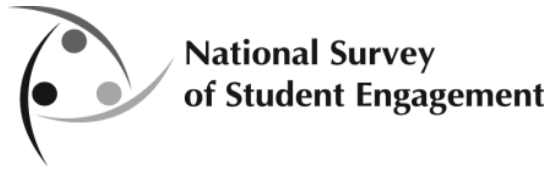
a. Relationships with other students	SCE	FY	5.42	5.46		-.02	5.49		-.05	5.31
		SR	5.37	5.55	***	-.13	5.52	**	-.11	5.39
<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>										
b. Relationships with faculty members	SCE	FY	5.14	5.09		.04	5.01	*	.10	5.04
		SR	5.18	5.30	*	-.09	5.18		.00	5.24

Note. ^a Means are weighted by gender, enrollment status, and institutional size.

^b *p<0.05, ** p<0.01, ***p<0.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Table continues



**National Survey
of Student Engagement**

Mason 2009 compared with:

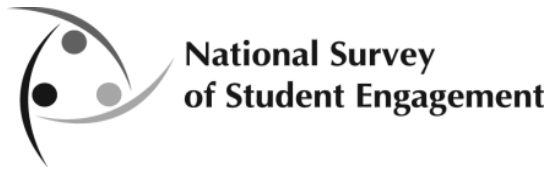
		Bench- mark	Class	Mason 2009 Mean ^a	Carnegie Class RU/H			Carnegie Class RU/VH			Mason 2006	
					Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>												
c.	Relationships with administrative personnel and offices	SCE	FY	4.50	4.62	*	-.08	4.61	-.07		4.28	**
			SR	4.36	4.48		-.07	4.47	-.06		4.50	
<i>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk</i>												
9.	Time Usage											
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	LAC	FY	4.11	4.22		-.07	4.48	***	-.23	3.87	**
			SR	4.11	4.25	*	-.08	4.36	***	-.14	3.92	*
b.	Working for pay on campus		FY	1.38	1.53	***	-.12	1.48	*	-.08	1.44	
			SR	1.56	1.88	***	-.19	1.98	***	-.24	1.54	
c.	Working for pay off campus		FY	2.14	2.14		.00	1.80	***	.20	3.04	***
			SR	4.65	3.51	***	.42	3.10	***	.62	4.85	
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	EEE	FY	2.45	2.32		.08	2.44		.00	2.21	*
			SR	1.77	2.15	***	-.24	2.25	***	-.30	1.75	
e.	Relaxing and socializing (watching TV, partying, etc.)		FY	4.07	3.89	**	.11	3.89	**	.11	3.73	***
			SR	3.38	3.57	***	-.12	3.70	***	-.20	3.30	
f.	Providing care for dependents living with you (parents, children, spouse, etc.)		FY	1.68	1.62		.04	1.42	***	.22	1.82	
			SR	2.64	2.27	***	.17	1.88	***	.40	2.65	
g.	Commuting to class (driving, walking, etc.)		FY	2.35	2.34		.01	2.35		.00	2.43	
			SR	2.66	2.44	***	.21	2.41	***	.26	2.62	

Note. ^a Means are weighted by gender, enrollment status, and institutional size.

^b *p<0.05, ** p<0.01, ***p<0.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Table continues



**National Survey
of Student Engagement**

Mason 2009 compared with:

				Mason 2009	Carnegie Class RU/H			Carnegie Class RU/VH			Mason 2006	
	<i>Bench- mark</i>	<i>Class</i>		<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>
<i>To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>												
10. Institutional Environment												
a.	Spending significant amounts of time studying and on academic work	LAC	FY	3.02	3.13	***	-.15	3.20	***	-.25	2.99	
			SR	3.10	3.13		-.04	3.13		-.04	3.05	
b.	Providing the support you need to help you succeed academically	SCE	FY	3.00	3.04		-.05	3.08	**	-.11	2.86	**
			SR	2.80	2.87	*	-.08	2.85		-.06	2.84	
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	EEE	FY	2.88	2.69	***	.20	2.75	***	.13	2.81	
			SR	2.67	2.50	***	.17	2.49	***	.18	2.67	
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	SCE	FY	2.21	2.23		-.02	2.21		.00	2.04	**
			SR	1.92	1.96		-.04	1.88		.04	1.87	
e.	Providing the support you need to thrive socially	SCE	FY	2.41	2.48		-.07	2.51	**	-.10	2.27	**
			SR	2.12	2.22	**	-.10	2.19	*	-.07	2.12	
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)		FY	2.83	2.88		-.06	2.95	***	-.15	2.67	**
			SR	2.59	2.68	**	-.10	2.70	**	-.13	2.47	*
g.	Using computers in academic work		FY	3.29	3.35	*	-.08	3.39	***	-.14	3.39	*
			SR	3.46	3.48		-.03	3.49		-.05	3.46	
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>												
11. Educational and Personal Growth												
a.	Acquiring a broad general education		FY	3.19	3.15		.06	3.19		.00	3.12	
			SR	3.11	3.23	***	-.16	3.21	**	-.12	3.20	*

Note. a Means are weighted by gender, enrollment status, and institutional size.
 b *p<0.05, ** p<0.01, ***p<0.001 (2-tailed).
 c Mean difference divided by the pooled standard deviation.

Table continues



**National Survey
of Student Engagement**

Mason 2009 compared with:

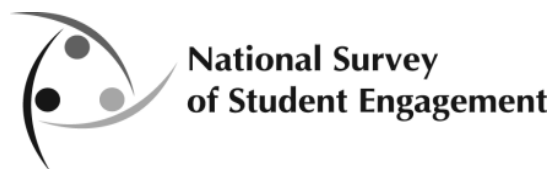
	Bench- mark	Class	Mason 2009	Carnegie Class RU/H			Carnegie Class RU/VH			Mason 2006	
			Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
b. Acquiring job or work-related knowledge and skills		FY	2.65	2.82	***	-.18	2.79	***	-.15	2.63	
		SR	2.98	3.07	*	-.09	2.95		.03	2.95	
c. Writing clearly and effectively		FY	2.90	2.97	*	-.08	2.93		-.03	2.98	
		SR	3.11	3.06		.06	3.03	*	.09	3.08	
d. Speaking clearly and effectively		FY	2.91	2.78	***	.14	2.70	***	.22	2.87	
		SR	2.94	2.95		-.01	2.87	*	.08	2.95	
e. Thinking critically and analytically		FY	3.13	3.22	**	-.11	3.24	***	-.14	3.14	
		SR	3.25	3.35	***	-.13	3.35	***	-.13	3.25	
f. Analyzing quantitative problems		FY	2.85	2.97	***	-.15	3.04	***	-.22	2.87	
		SR	2.98	3.09	***	-.13	3.08	**	-.11	2.99	
g. Using computing and information technology		FY	3.01	3.05		-.04	3.07		-.06	3.07	
		SR	3.16	3.22		-.06	3.18		-.02	2.23	
h. Working effectively with others		FY	2.92	2.97		-.05	2.97		-.05	2.95	
		SR	3.06	3.15	**	-.11	3.10		-.05	3.05	
i. Voting in local, state, or national elections		FY	2.78	2.58	***	.18	2.70		.07	2.21	***
		SR	2.35	2.30		.05	2.39		-.04	2.06	***
j. Learning effectively on your own		FY	2.99	2.98		.01	3.03		-.05	2.86	**
		SR	2.93	3.03	**	-.11	3.04	**	-.12	2.84	*
k. Understanding yourself		FY	2.76	2.79		-.03	2.78		-.02	2.69	
		SR	2.66	2.77	**	-.11	2.78	**	-.11	2.67	

Note. ^a Means are weighted by gender, enrollment status, and institutional size.

^b *p<0.05, ** p<0.01, ***p<0.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Table continues



**National Survey
of Student Engagement**

Mason 2009 compared with:

	Bench- mark	Class	Mason 2009	Carnegie Class RU/H			Carnegie Class RU/VH			Mason 2006	
			Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
l. Understanding people of other racial and ethnic backgrounds		FY	2.86	2.68	***	.19	2.70	***	.17	2.82	
		SR	2.78	2.62	***	.16	2.64	***	.15	2.76	
m. Solving complex real-world problems		FY	2.67	2.71		-.04	2.73		-.07	2.59	
		SR	2.70	2.81	**	-.11	2.79	*	-.10	2.67	
n. Developing a personal code of values and ethics		FY	2.67	2.69		-.03	2.66		.00	2.57	
		SR	2.61	2.70	*	-.08	2.60		.01	2.55	
o. Contributing to the welfare of your community		FY	2.37	2.48	**	-.11	2.53	***	-.16	2.23	*
		SR	2.31	2.47	***	-.15	2.44	***	-.13	2.27	
p. Developing a deepened sense of spirituality		FY	2.08	2.12		-.03	2.00		.07	1.92	**
		SR	1.79	1.91	**	-.11	1.76		.03	1.80	
12. Academic Advising				<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>							
Overall, how would you evaluate the quality of academic advising you have received at your institution?		FY	2.88	2.99	***	-.14	3.03	***	-.18	2.73	**
		SR	2.69	2.80	**	-.12	2.81	***	-.13	2.68	
13. Satisfaction				<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>							
How would you evaluate your entire educational experience at this institution?		FY	3.18	3.20		-.03	3.26	**	-.12	3.12	
		SR	3.09	3.19	***	-.13	3.22	***	-.17	3.12	
14.				<i>1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes</i>							
If you could start over again, would you go to the same institution you are now attending?		FY	3.14	3.24	***	-.13	3.34	***	-.26	3.11	
		SR	3.09	3.18	**	-.11	3.26	***	-.20	3.11	

Note. ^a Means are weighted by gender, enrollment status, and institutional size.

^b *p<0.05, ** p<0.01, ***p<0.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

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