
2009 National Survey of Student Engagement: *Diversity Report*



May 2010

Office of Institutional Assessment

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

George Mason University's Commitment to Diversity

George Mason University is a dynamic environment characterized by shared leadership that fosters learning and human development. In order to educate such leaders, the University is committed to promoting diversity and creating a community that cultivates a wealth of viewpoints. While a breadth of perspectives is important, we are especially concerned with having the most difficult conversations, hearing the voices least heard and sustaining an accessible inclusive environment that empowers all members of the campus community to achieve their highest potential without fear of discrimination. We seek to challenge the status quo, perceptions, and stereotypes that interfere with achieving access, equity and cultural competency.

May 2010

Suggested Citation

Office of Institutional Assessment, George Mason University (2010). 2009 National Survey of Student Engagement: *Diversity Report*. Fairfax, VA: Office of Institutional Assessment, George Mason University.

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Overview

The National Survey of Student Engagement (NSSE) collects information annually from hundreds of colleges and universities about first-year (FY) and senior (SR) students' participation in a variety of educational activities. Mason has participated in NSSE every three years since 2000. In 2009, Mason was one of 640 institutions nationwide to participate in the NSSE. This report provides an overview of Mason's 2009 NSSE results as they relate to issues of **diversity**.

Instrumentation and Administration

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). In 2009, the CSR was administered online by NSSE early in the spring academic term (February and March), to a random sample of approximately 5,000 Mason students. In total, 1,571 students completed the survey, yielding an overall institutional response rate of 33%. Among the respondents, 753 were freshmen (FY response rate = 32%) and 818 were seniors (SR response rate = 35%).

NSSE Diversity Questions

NSSE has five items that are directly related to students' experiences with diversity. These include:

In your experience at your institution during the current school year, about how often have you done each of the following?

- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.
- Had serious conversations with students of a different race or ethnicity than your own.
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.

To what extent does your institution emphasize the following?

- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following area?

- Understanding people of other racial and ethnic backgrounds.

The first part of this report uses these five items to examine institutional trends (2009 vs. 2006) by class-level (FY and SR). Comparisons are made with Mason's 2009 Carnegie peers (respondents from all 2009 NSSE institutions that shared Mason's Carnegie classification of "Research University with High Research Activity" (RU/H)). For a list of the institutions included in Mason's Carnegie peer group, see Appendix A. Comparisons are also made between Mason 2009 respondents based on gender and race/ethnicity.

NSSE Benchmarks

Over the years, NSSE has created five indicators of student engagement called "benchmarks." These benchmarks include **Level of Academic Challenge (LAC)**, **Active and Collaborative Learning (ACL)**, **Student Faculty Interaction (SFI)**, **Supportive Campus Environment (SCE)**, and **Enriching Educational Experiences (EEE)**. The second part of this report uses the NSSE benchmarks to examine institutional trends (2009 vs. 2006) by gender, race/ethnicity, and class-level. For more information on the NSSE benchmarks, see Appendix B.

Additional Experiences, Time Usage, Personal Growth, and Overall Satisfaction

The third part of this report summarizes differences by gender, race/ethnicity, and class-level for items not included in the NSSE benchmarks. These include additional educational experiences, time-usage, personal growth and overall satisfaction.

This special report focuses only on findings related to diversity. For additional findings, see the full 2009 NSSE report at <https://assessment.gmu.edu/Results/NSSE/NSSE.html>.

Important Notes and Definitions

- *Institution-reported data:* Institution-reported data refers to data that was collected by Mason, via self-report, at the time students applied to Mason. This data is included as part of a student’s educational record. NSSE collects and merges certain institution-reported data (e.g., class-level, gender, race/ethnicity) with NSSE respondents’ survey answers to form a more complete dataset. At Mason, when preparing reports, it is standard practice to use institution-reported data in analyses, when possible. All institution-reported variables that were used in this report are identified as such in the section that follows.
- *Class-level:* Throughout this report, FY is used to refer to first-year students and SR is used to refer to senior students. This variable was institution-reported.
- *Gender:* The gender variable used in this report was institution-reported.
- *Race/ethnicity:* NSSE uses two types of race/ethnicity data: self-reported via the survey instrument and institution-reported from students’ educational records.
 - *Self reported race/ethnicity data:* NSSE collects information regarding respondents’ race/ethnicity using 10 categories (see Appendix C). Self-reported race/ethnicity data was presented in Appendix C for descriptive and comparison purposes only.
 - *Institution-reported data:* Mason collects information regarding respondents’ race/ethnicity using 9 categories (see Table 1), one of which allows students to identify as “foreign/non-resident alien.” The race/ethnicity variable used in the analyses throughout this report was institution-reported. This data was collapsed into four categories for comparison purposes: Asian American, African American, Hispanic American, and White American. Native American, foreign/non-resident alien, multi-racial, and non-respondents (other/unknown ethnicity) were excluded from the race/ethnicity analyses due to difficulty associated with identification and/or sample size limitations.

Table 1. *Institution-reported racial/ethnic breakdown*

	FY	SR
Race/Ethnicity		
American Indian/Alaska Native	0%	1%
African American	7%	8%
Asian American	17%	15%
Hispanic American	4%	6%
White American	44%	47%
Foreign	2%	4%
Multi-racial/ethnic	0%	0%
Other	3%	7%
Unknown	24%	13%

Note. Bolded groups were used for the analyses throughout this report. Non-bolded groups were collapsed into one other/unknown category and this group was excluded from the analyses.

- *College*: Respondents are grouped into colleges based on their institution-reported primary majors. College information is used for descriptive purposes only.
- *RU/H 2009*: Includes the 24,310 FY and 29,440 SR respondents from all 2009 NSSE institutions that shared Mason’s Carnegie classification of “Research University with High Research Activity” (RU/H).
- *Significance*: All results discussed in this report are statistically significant ($p < 0.05$, $p < 0.01$, or $p < 0.001$), unless otherwise noted.
- Percentages may not total to 100% due to rounding.

Major Findings

Major findings of this report are as follows:

- **Racial/ethnic minorities account for approximately half of Mason’s NSSE respondents.** This is approximately 25% points higher than Mason’s RU/H peers. Asian Americans (16%) comprise the largest racial/ethnic minority group at Mason.
- Mason respondents reported *more diverse experiences* than their RU/H peers.
- Over the last three years, Mason **SR respondents** reported having *more conversations with students who were different from themselves*.
- In general, when compared to their male counterparts, Mason’s female respondents were *more* likely to report **positive experiences/gains related to diversity**.
- Of the five NSSE benchmarks, there were significant differences between men and women at the SR level on three benchmarks: **level of academic challenge, enriching educational experiences, and supportive campus environment**. At the FY level, male and female respondents differed significantly only on **level of academic challenge**. In all cases, women reported *higher* levels of these benchmarks.
- **FY Asian American** respondents were *less* likely than FY Hispanic American and White American respondents to have **serious conversations with students who were different from themselves**. (No differences existed between FY Asian American and FY African American respondents in this area.)
- **FY Hispanic American** respondents were *more* likely than Asian American and White American respondents to report that Mason contributed to their growth in the area of **understanding people of other racial/ethnic backgrounds**. (No differences existed between FY Hispanic Americans and FY African Americans in this area.)
- Of the five NSSE benchmarks, there were significant differences based on race/ethnicity on two benchmarks: **active and collaborative learning** and **supportive campus environment**. In both cases, **Hispanic American** respondents reported *higher* levels of these benchmarks, FY in the former and SR in the latter.

NSSE Respondent 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). Appendix C provides an overview of the demographic characteristics of Mason's 2006 and 2009 respondents as well as the respondents at Mason's 2009 RU/H peer institutions.

Mason 2009 respondents vs. Mason 2006 respondents

The Mason 2009 respondent group was generally representative of Mason's fall 2008 FY and SR student populations. Mason 2009 respondents differed demographically from their **2006 counterparts** in the following ways:

- Fewer FY and SR respondents identified as **White American** (FY: 44%, SR: 47% vs. FY: 52%, SR: 51%).
- Fewer SR respondents identified as **international/foreign national** (11% vs. 16%).
- Fewer FY respondents attended Mason after **transferring from another institution** (4% vs. 11%).
- More FY respondents reported **living on campus** (64% vs. 50%).
- More FY respondents were **traditionally aged** (<24 years old) (99% vs. 96%).

Gender

Appendix D compares the demographic characteristics of Mason's 2009 respondents by gender and class-level. Significant differences existed in two areas:

- At the SR level, female respondents were *more* likely than their male counterparts to be **traditionally aged** (<24 years old) (52% vs. 44%).
- When respondents' majors were examined, results showed that when compared to their **male counterparts**:
 - There were *more* FY female respondents enrolled in the College of Visual and Performing Arts (**CVPA**) (6% vs. 2%), the College of Health and Human Services (**CHHS**) (10% vs. 1%), the College of Humanities and Social Sciences (**CHSS**) (29% vs. 20%), and the College of Science (**COS**) (13% vs. 7%).
 - SR female respondents were also *more* likely to enroll in **CHHS** (13% vs. 2%) and **CHSS** (43% vs. 27%).
 - There were *fewer* FY and SR female respondents enrolled in the Volgenau School of Information Technology and Engineering (**VSITE**) (FY: 4% vs. 30% and SR: 4% vs. 27%).

Race/Ethnicity

Appendix E compares the demographic characteristics of Mason's 2009 respondents based on race/ethnicity and class-level. Results showed that:

- SR Asian American respondents were *less* likely than students from other racial/ethnic groups to attend **part-time** (18% vs. 30% African American, 36% Hispanic American, and 32% White American) and to report that they had **transferred to Mason** after attending another institution (43% vs. 63% African American, 61% Hispanic American, and 55% White American).
- SR Asian American respondents were *more* likely than students from other racial/ethnic groups to be **traditionally aged** (65% vs. 47% African American, 57% Hispanic American, and 48% White American).
- FY African American (74%) and FY White American (79%) respondents were *more* likely than their Asian American (28%) and Hispanic American (39%) counterparts to **live on campus**.

- When respondents' majors were examined, results showed that:
 - At the FY level, there were *more* African American respondents enrolled in the College of Education and Human Development (**CEHD**) (8% vs. 0% Asian American, 0% Hispanic American, and 3% White American).
 - Also at the FY level, there were *more* African American (16%) and Asian American (20%) respondents enrolled in the College of Science (**COS**) (vs. 9% Hispanic American and 8% White American).
 - At the SR level, there were *more* African American (22%) respondents enrolled in the College of Health and Human Services (**CHHS**) (22% vs. 7% Asian American, 4% Hispanic American, and 8% White American)
 - Also at the SR level, there were *fewer* White American respondents enrolled in the School of Management (**SOM**) (15% vs. 25% African American, 29% Asian American, and 24% Hispanic American).
 - At both the FY and SR level, there were *fewer* African American (20%, 27%) and Asian American (13%, 25%) respondents enrolled in the College of Humanities and Social Sciences (**CHSS**) compared to their Hispanic American (30%, 40%) and White American (28%, 42%) counterparts.

NSSE Diversity Items

Self-Comparison

Table 2 provides an overview of Mason’s performance on the five NSSE diversity items over the last three years (2006 and 2009). At the FY level, there were no significant differences. At the SR level, results showed two types of increased interaction:

- SR Mason 2009 respondents were *more* likely than their 2006 counterparts to **have serious conversations with students of a different race or ethnicity than their own**. In 2009, 66% of SR respondents reported “often” or “very often” doing so compared to only 60% of 2006 SR respondents.
- SR Mason 2009 respondents were also *more* likely than their 2006 counterparts to **have serious conversations with students who were very different from them in terms of their religious beliefs, political opinions, or personal values**. In 2009, 62% of Mason SR respondents reported “often” or “very often” doing so, compared to only 57% of 2006 SR respondents.

When Mason 2009 FY and SR respondents were compared to each other, results showed that FY respondents were *more* likely than SR respondents to perceive that **Mason encouraged contact among students from different economic, social, and racial or ethnic backgrounds** ($p < 0.001$). In 2009, 66% of Mason FY respondents, compared to only 57% of Mason SR respondents, reported that they believed that Mason encouraged contact with diverse others “quite a bit” or “very much.”

Peer Comparison

Table 2 also compares Mason 2009 respondents to Mason’s 2009 Carnegie RU/H peers. Results showed that both FY and SR Mason respondents reported *more experiences with diversity* than their counterparts from Mason’s RU/H peer institutions.

Table 2. *NSSE Diversity Items: Self and Peer Comparison*

Class	Mason 2009 Mean ^a	Mason 2009 compared with:			
		Mason 2006 Mean ^a	Sig ^b	RU/H 2009 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>					
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY	2.89		2.78	**
	SR	2.90		2.75	***
Had serious conversations with students of a different race or ethnicity than your own	FY	2.89		2.61	***
	SR	2.91	*	2.70	***
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	***
	SR	2.84	*	2.75	*
<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>					
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.88		2.69	***
	SR	2.67		2.50	***
<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>					
Understanding people of other racial and ethnic backgrounds	FY	2.86		2.68	***
	SR	2.78		2.62	***

Note. ^a Means are weighted by gender, enrollment status, and institutional size. ^b * $p < 0.05$, ** $p < 0.001$, *** $p < 0.001$ (2-tailed).

Gender Comparison

As shown by the diversity items highlighted in Appendix F, when comparisons were made by gender and class-level, female respondents differed from their **male counterparts** in the following ways:

- SR females reported that Mason contributed *more* to their growth in the area of **understanding of people of other racial and ethnic backgrounds**. Sixty-eight percent of SR female respondents reported that Mason contributed to their growth in this area “quite a bit” or “very much” compared to only 53% of SR male respondents who did so.
- At both the FY and SR level, female respondents were *more* likely to **include diverse perspectives in class writings or discussions** and to report that **Mason encouraged contact among students from different backgrounds**. Approximately 70% of female respondents reported that they “often” or “very often” included diverse perspectives in class writings or discussions compared to approximately 61% of male respondents who “often” or “very often” did so. Sixty-nine percent of FY female respondents and 61% of SR female respondents reported that Mason encouraged contact among students from different backgrounds compared to 60% of FY males and 49% of SR males who did so.
- FY females had *more serious conversations with students who were different from them in terms of their religious beliefs, political opinions or personal values*. Sixty-five percent of FY female respondents reported “often” or “very often” doing so compared to 62% of FY male respondents.

Race/Ethnicity Comparison

As shown by the diversity items highlighted in Appendix G, when comparisons were made by race/ethnicity and class-level, the following significant differences were noted between groups:

- FY Asian American (49%) respondents were *less* likely than FY Hispanic American (69%, $p < 0.05$) and FY White American (67%, $p < 0.01$) respondents to report that they “often” or “very often” **had serious conversations with students of a different race or ethnicity than their own**. FY Asian Americans and FY African American respondents did not differ in this area. No other significant differences existed between groups on this item.
- FY Asian American (49%) respondents were *less* likely than FY African American (65%, $p < 0.05$) and FY White American (68%, $p < 0.01$) respondents to report that they “often” or “very often” **had serious conversations with students who were very different from them in terms of their religious beliefs, political opinions, or personal values**. FY Asian American respondents and FY Hispanic American respondents did not differ in this area. No other significant differences existed between groups on this item.
- FY Hispanic American (82%) respondents were *more* likely than FY Asian American (65%, $p < 0.05$) and FY White American (63%, $p < 0.05$) respondents to report that Mason contributed “quite a bit” or “very much” to their growth in the area of **understanding people of other racial and ethnic backgrounds**. FY Hispanic American and FY African American respondents did not differ in this area. No other significant differences existed between groups on this item.

NSSE Benchmarks

The following section examines NSSE benchmark trends by gender, race, and class-level. As a reminder, NSSE benchmarks include: **Level of Academic Challenge (LAC)**, **Active and Collaborative Learning (ACL)**, **Student Faculty Interaction (SFI)**, **Supportive Campus Environment (SCE)**, and **Enriching Educational Experiences (EEE)**. Benchmark scores are calculated on a 100-point scale for every respondent. Only statistically significant differences are identified and discussed. Item-by-item analysis by gender is included in Appendix D and item-by-item analysis by race/ethnicity is included in Appendix E.

Analysis by Gender

As shown in Table 3, when Mason 2009 respondents' benchmark scores were analyzed by gender and class-level, female respondents differed from their **male counterparts** in the following ways:

- At both the FY and SR level, female respondents reported a *higher level of academic challenge*. This reflects a significant *increase* in the overall LAC benchmark score for SR Mason women over the last three years (Mason 2006 SR female LAC benchmark score = 56.2, $p < 0.05$).
- At the SR level, female respondents were *more* likely to participate in **enriching educational experiences**.
- SR female respondents also reported a *more supportive campus environment*.

Table 3. *NSSE 2009 Benchmark Comparison by Gender and Class-Level*

Benchmark	Class ^a	Male ^a		Female ^a	
		2009	2009	2009	Sig. ^b
Level of Academic Challenge ^c	FY	51.5	54.2		*
	SR	53.6	58.2		***
Active and Collaborative Learning	FY	42.7	41.8		
	SR	48.1	48.3		
Student-Faculty Interaction	FY	31.6	31.3		
	SR	37.9	37.3		
Enriching Educational Experiences	FY	28.8	29.6		
	SR	35.3	39.4		**
Supportive Campus Environment	FY	58.2	60.3		
	SR	52.6	56.0		*

Note. Item-by-item analysis is included in Appendix D. ^a Gender and class-level were institution-reported. ^b * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. ^c Adjusted for part-time vs. full-time enrollment.

Level of Academic Challenge: Item Analysis

Results showed that both FY and SR female respondents reported a *higher* level of academic challenge when compared to their male counterparts. Female respondents differed from their **male counterparts** in the following ways:

- FY and SR female respondents were *more* likely to report **working harder than they thought they could to meet an instructor's standards or expectations**.
- FY and SR female respondents were *more* likely to report that their coursework emphasized **analyzing** and **synthesizing** ideas. At the SR level, female respondents were also *more* likely to report that their coursework emphasized **making judgments** about information and **applying** theories or concepts to practical problems or in new situations.
- FY females reported spending *more* time **preparing for class**.
- FY females were also *more* likely to report that **Mason emphasized spending significant amounts of time studying and on academic work**.

- SR female respondents reported reading *more* **textbooks, books, or book-length packs of course readings** and writing *more* **mid-sized papers or reports** (5 to 19 pages).

Enriching Educational Experiences: Item Analysis

Results showed that, when compared to their male counterparts, SR female respondents participated in *more* **enriching educational experiences**. Female respondents differed from their **male counterparts** in the following ways:

- SR female respondents participated in **practicum, internship, field experience, co-op experience, or clinical assignments; community service or volunteer work; and study abroad** experiences at *higher* rates.
- Both FY and SR female respondents took *more* **foreign language courses**.
- As mentioned previously, FY female respondents were *more* likely to **have serious conversations with students who are different from themselves in terms of their religious beliefs, political opinions, or personal values** and both FY and SR females were *more* likely to report that Mason emphasized **encouraging contact among students from different economic, social, and racial or ethnic backgrounds**.

Supportive Campus Environment: Item Analysis

When compared to their male counterparts, SR female respondents reported that they perceived *more* support from the campus. Specifically, SR female respondents reported *better* relationships with **other students** and with **administrative personnel and offices**. SR female respondents were also *more* likely to report that Mason provided the **support that they needed to succeed academically**.

While there were no significant differences in the overall Active and Collaborative Learning and Student-Faculty Interaction benchmark scores based on gender and class-level, when individual benchmark items were examined, the following significant differences existed between females and their **male counterparts**:

Active and Collaborative Learning: Item Analysis

- FY female respondents were *less* likely to **participate in a community-based project (e.g., service learning) as part of a regular course**
- FY females were *more* likely to **discuss ideas from their readings or classes with others outside of class**.
- SR females were *more* likely to **make a class presentation**.
- Both FY and SR female respondents were *less* likely to **tutor or teach other students**.

Student-Faculty Interaction: Item Analysis

- FY females were *more* likely to **discuss grades or assignments with an instructor** but were *less* likely to **interact with faculty members on activities other than coursework**.
- SR females were *more* likely to report that they **received prompt written or oral feedback from faculty on their academic performance**.
- Both FY and SR females were *less* likely to **discuss ideas from readings or classes with faculty outside of class**.

Analysis by Race/Ethnicity

Table 4 compares Mason 2009 respondents' benchmark scores by race/ethnicity and class-level. Results showed significant differences between groups in two benchmark areas: **active and collaborative learning** and **supportive campus environment**.

- FY Hispanic American respondents reported participating in *more active and collaborative learning activities* than their Asian American ($p<0.05$) and White American ($p<0.05$) counterparts. FY Hispanic Americans and FY African American respondents did not differ in this area. No other significant differences existed between groups.
- SR Hispanic American respondents reported that they perceived *more support from the campus environment than SR White American* ($p<0.05$) respondents. No other significant differences existed between groups.

Table 4. *NSSE 2009 Benchmark Comparison by Gender and Class-Level*

Benchmark	Class ^a	African American ^a	Asian American ^a	Hispanic American ^a	White American ^a	Sig ^b
		Mean	Mean	Mean	Mean	
Academic Challenge ^c	FY	52.2	51.6	55.2	52.8	
	SR	55.7	55.3	59.4	55.4	
Active and Collaborative Learning	FY	42.2	41.0	49.8	41.6	*
	SR	51.2	47.5	48.6	48.3	
Student-Faculty Interaction	FY	33.6	31.0	35.4	30.8	
	SR	38.1	34.3	38.8	37.4	
Enriching Educational Experiences	FY	29.0	26.9	30.5	29.6	
	SR	38.9	35.7	42.7	38.8	
Supportive Campus Environment	FY	62.5	59.7	58.3	57.6	
	SR	56.6	53.8	61.9	53.6	*

Note. ^a Race/ethnicity and class-level were institution-reported. ^b * $p<0.05$, ** $p<0.01$, *** $p<0.001$. ^c Adjusted for part-time vs. full-time enrollment.

While there were no other significant differences between groups with respect to the overall benchmark scores, when individual benchmark items were examined, the following differences existed:

Academic Challenge: Item Analysis

- FY White American respondents reported writing *more short papers* (less than five pages) than FY African American ($p<0.01$) and FY Asian American ($p<0.001$) respondents. FY White American and FY Hispanic American respondents did not differ in this area and no other significant differences existed between groups.

Active and Collaborative Learning: Item Analysis

- FY Hispanic American respondents were *more* likely than FY respondents from all other racial/ethnic groups to **tutor or teach other students on a paid or voluntary basis**.
- FY and SR Asian American respondents were *less* likely than their White American counterparts (FY $p<0.01$, SR $p<0.05$) to **discuss ideas from their readings or classes with others outside of class** (e.g., students, faculty members, co-workers, etc.). No other significant differences existed between groups.

Student Faculty Interaction: Item Analysis

- SR Asian American respondents were *less* likely than SR White American ($p < 0.05$) respondents to report that they “often” or “very often” **received prompt written or oral feedback from faculty on their academic performance**. No other significant differences existed between groups.

Enriching Educational Experiences: Item Analysis

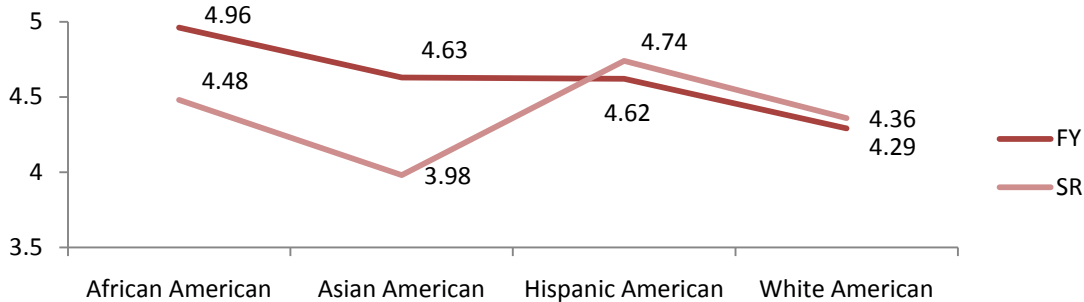
- As stated previously, FY Asian American respondents were *less* likely than FY Hispanic American ($p < 0.05$) and FY White American ($p < 0.01$) respondents to report that they **had serious conversations with students of a different race or ethnicity than their own**. FY Asian American respondents and FY African American respondents did not differ in this area and no other significant differences existed between groups.
- FY Asian American respondents were also *less* likely than FY African American ($p < 0.05$) and FY White American ($p < 0.01$) respondents to report that they **had serious conversations with students who were very different from them in terms of their religious beliefs, political opinions, or personal values**. FY Asian American respondents and FY Hispanic American respondents did not differ in this area and no other significant differences existed between groups.
- SR Hispanic American respondents were *more* likely than SR African American ($p < 0.05$) and SR Asian American ($p < 0.05$) counterparts to report that they had **taken foreign language coursework**. SR African American and SR White American respondents did not differ in this area and no other significant differences existed between groups.

Supportive Campus Environment: Item Analysis

When respondents were asked to rate their relationships with others at Mason, the following differences existed:

- SR Asian American respondents reported *less* favorable **relationships with faculty** compared to their White American ($p < 0.01$) and Hispanic American ($p < 0.01$) counterparts. SR Asian American and SR African American respondents did not differ significantly in this area and no other significant differences existed between groups.
- As shown in Figure 1, FY White American respondents reported *less* favorable **relationships with administrative personnel and offices** compared to FY African American ($p < 0.05$) respondents. At the SR level, Asian American respondents reported *less* favorable **relationships with administrative personnel and offices** compared to Hispanic American ($p < 0.05$) respondents. No other significant differences existed between groups.

Figure 1. Relationships with Administrative Personnel and Offices by Class-Level



Note. Scale ranged from 1 = unavailable, inconsiderate, unsupportive to 7 = available, considerate, supportive.

Other differences on the SCE benchmark were as follows:

- SR White American respondents were *less* likely than their counterparts of other race/ethnicities to report that Mason helped them **cope with their non-academic responsibilities (work, family, etc.)**. No other significant differences existed between groups.
- SR Hispanic American respondents were *more* likely than SR White American ($p < 0.05$) respondents to report that Mason provided the **support that they needed to thrive socially**. No other significant differences existed between groups.

Additional Experiences, Time Usage, Personal Growth, and Overall Satisfaction

This section summarizes survey items that are not directly related to the NSSE benchmarks. These items include information about respondents' participation in additional collegiate experiences, respondents' time usage, and respondents' ratings of their satisfaction with their educational experience. Significant differences between the groups are summarized below:

Additional Experiences

- SR Asian American respondents were *more* likely than SR White American respondents to report that their **coursework emphasized memorizing facts, ideas, or methods from the course and readings**. No other significant differences existed between groups on this item.
- FY White American respondents reported reading *more books on their own (not assigned) for personal enjoyment or academic enrichment* than FY African American ($p < 0.01$) respondents. At the SR level, White American respondents were also *more* likely than their African American ($p < 0.01$) and Hispanic American ($p < 0.01$) counterparts to **read for personal enjoyment**. There was no significant difference between White American and Asian American respondents in this area on this item.
- FY Asian American respondents reported completing *more* ($p < 0.01$) **problem sets per week that took more than an hour to complete** than FY White American respondents. At the SR level, African American respondents reporting completing *more* ($p < 0.01$) **problem sets per week that took more than an hour to complete** than White American respondents. No other significant differences existed between groups on this item. This difference may be due to differences in major.
- FY Hispanic American respondents reported being assigned *fewer* **problem sets per week that took less than an hour to complete** when compared students from all other racial/ethnic groups.
- FY White American respondents were more likely than FY Asian American ($p < 0.001$) respondents to **exercise or participate in physical fitness activities**. At the SR level, White American respondents were *more* likely than their African American ($p < 0.05$) and Asian American ($p < 0.05$) counterparts to **exercise or participate in physical fitness activities**. No other significant differences existed between groups on this item.
- SR African American respondents were *more* likely than SR White American ($p < 0.05$) respondents to **participate in activities to enhance their spirituality**. SR African American, Asian American, and Hispanic American respondents did not differ significantly in this area. There were no other significant differences between groups on this item.
- SR White American respondents were *more* likely than SR Asian American ($p < 0.01$) respondents to report that they "often" or "very often" **examined the strengths and weaknesses of their own views on a topic or issue**. SR White American, African American, and Hispanic American respondents did not differ significantly in this area. There were no other significant differences between groups on this item.

Time Usage

As shown in Table 5, significant differences existed between racial/ethnic groups in the amount of time FY respondents' spent per week working for pay. Results showed that:

- While a larger percentage of FY Hispanic American respondents worked for pay on campus, FY African American respondents spent *more hours per week working for pay on campus* than students from all other racial/ethnic groups. This difference was significant ($p < 0.01$) between FY African American respondents and their White American counterparts. No other significant differences existed between groups on this item.
- FY Asian American respondents spent *more hours per week working for pay off campus* than students from all other racial/ethnic groups. This difference was significant ($p < 0.01$) between SR Asian American respondents and their White American counterparts. No other significant differences existed between groups on this item.

Table 5. *FY Hours Per Week Spent Working for Pay by Race/Ethnicity*

		African American ^a	Asian American ^a	Hispanic American ^a	White American ^a
	Hours/Week	%	%	%	%
On Campus	0 hrs/wk	67%	85%	59%	88%
	1-5 hrs/wk	4%	0%	24%	3%
	6-10 hrs/wk	13%	2%	4%	3%
	11-15 hrs/wk	7%	8%	10%	2%
	16-20 hrs/wk	4%	3%	3%	3%
	21-25 hrs/wk	2%	2%	0%	0%
	26-30 hrs/wk	2%	0%	0%	0%
	30+ hrs/wk	0%	1%	0%	0%
Off Campus	0 hrs/wk	75%	51%	55%	71%
	1-5 hrs/wk	5%	5%	10%	5%
	6-10 hrs/wk	5%	12%	10%	8%
	11-15 hrs/wk	5%	13%	10%	6%
	16-20 hrs/wk	0%	8%	14%	5%
	21-25 hrs/wk	7%	2%	0%	2%
	26-30 hrs/wk	0%	4%	0%	1%
	30+ hrs/wk	5%	4%	0%	2%

Note. ^a Race/ethnicity and class-level were institution-reported.

Other differences in how respondents spent their time were as follows:

- FY Asian American respondents spent *more* time than their African American ($p < 0.01$) and White American ($p < 0.001$) counterparts **providing care for live-in dependents** (e.g., parents, children, spouses, etc.). There were no differences between FY Asian American and FY Hispanic American respondents in this area. No other significant differences existed between groups on this item.
- FY Asian American respondents also spent *more* time **commuting to class** (driving, walking, etc) than their African American ($p < 0.01$) and White American ($p < 0.001$) counterparts. There were no significant differences between FY Asian American and FY Hispanic American respondents in this area. No other significant differences existed between groups on this item.

Personal Growth

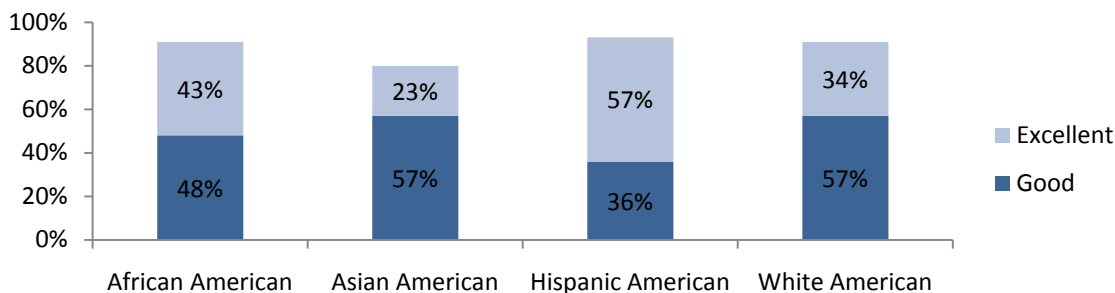
When personal growth and development was examined, and all groups were compared, White American respondents repeatedly reported *less* growth than students from other racial/ethnic groups. Differences between non-White racial/ethnic groups were often not significant. Significant differences between groups included:

- FY Asian American respondents were *more* likely than FY White American ($p < 0.05$) respondents to report that their experience at Mason contributed to their ability to **analyze quantitative problems**. No other significant differences existed between groups on this item.
- SR Hispanic American respondents were *more* likely than SR White American ($p < 0.05$) respondents to report that their experience at Mason contribute to their ability to **use information technology**. No other significant differences existed between groups on this item.
- SR African American respondents were *more* likely than SR White American ($p < 0.01$) respondents to report that their experience at Mason contributed to their ability to **work effectively with others**. No other significant differences existed between groups on this item.
- FY African American respondents were *more* likely than FY Asian American ($p < 0.01$) and FY White American ($p < 0.05$) respondents to report that Mason contributed to their development in the **area of voting in local, state, or national elections**. SR Asian American respondents were *more* likely than SR White American ($p < 0.01$) respondents report that Mason contributed to their decision to **vote in local, state, or national elections**. No other significant differences existed between groups on this item.
- SR Hispanic American respondents were *more* likely than SR White American ($p < 0.05$) respondents to report that Mason helped them to **learn effectively on their own** and FY Hispanic American respondents were *more* likely than FY White American ($p < 0.05$) respondents to report that their experience helped them to **understand themselves** and **solve complex real-world problems**. No other significant differences existed between groups on this item.

Satisfaction

NSSE asks questions regarding student satisfaction in three areas: satisfaction with advising, satisfaction with the overall educational experience, and whether or not respondents would choose Mason if they had to do it all over again. The only area in which respondents differed significantly by race/ethnicity was in their evaluation of their entire educational experience at Mason. As shown in Figure 2, FY Asian American respondents evaluated their **entire educational experience** at Mason *less* favorably than their counterparts in each of the other racial ethnic groups. At the SR level, there were no significant differences between groups.

Figure 2. Percentage of Students who rated their Entire Educational Experience as “Good” or “Excellent”



No significant differences existed between groups in respondents' reported level of satisfaction with academic advising. Seventy-one percent of FY and 60% of SR respondents rated the quality of their academic advising as “good” or “excellent.”

There were no significant differences between racial/ethnic groups in respondents' answer to the question of whether or not they would choose Mason if they had to do it all over again. Eighty-two percent FY and 80% of SR respondents reported that if they had to do it all over again they would choose to attend Mason.

References

Kuh, G.D. (2001). *The National Survey of Student Engagement: Conceptual framework and overview of psychometric properties*. Indiana University Center for Postsecondary Research and Planning, Bloomington.

Pike, G.R. (2004). Measuring quality: A comparison of U.S. News Rankings and NSSE Benchmarks. *Research in Higher Education*, 45(2), 193-208.

Appendix A: Peer Comparison Groups

Two peer comparison groups were used for this report. First, for self-comparison, Mason 2009 respondents (FY=753 and SR=818) were compared with Mason 2006 respondents (FY=708 and SR=858). Next, Mason 2009 respondents were compared to respondents from all 2009 NSSE institutions that shared Mason's Carnegie Classification of "Research University with High Research Activity" (RU/H) (FY=24,310 and SR=29,440). The institutions included in RU/H group are listed below.

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

Appendix B: 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.

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 at the college and institutional levels. At the student level, the standard deviation for benchmarks varies between 13-20 points. At the college and institutional levels, the differences between institutions are much narrower. Depending on the sample size, a difference of two points or larger can be statistically significant. NSSE does not report institutional level variances.

Appendix C: NSSE Respondent Characteristics

	Mason 2006		Mason 2009		RU/H	
	FY	SR	FY	SR	FY	SR
Response Rate						
Overall	43%		33%		28%	
By class	39%	47%	32%	35%	26%	31%
NSSE Sample Size	1,802	1,820	2,370	2,320	93,737	95,879
Sampling Error ^a						
Overall	2.2%		2.2%		0.4%	
By class	3.3%	3.0%	3.0%	3.1%	0.6%	0.5%
Number of Respondents	708	858	753	818	24,310	29,440
Total Population	3,839	3,912	2,557	4,523	145K	149K
Student Characteristics ^b						
<i>Female ^c</i>	58%	59%	60%	62%	58%	57%
<i>Race/Ethnicity</i>						
Am. Ind./Native Am.	0%	1%	1%	1%	1%	1%
Asian/Asian Am./ Pacific Isl.	18%	16%	19%	16%	8%	7%
Black/African Am.	7%	8%	7%	7%	7%	7%
White (non-Hispanic)	51%	52%	52%	53%	69%	71%
Mexican/Mexican Am.	1%	1%	1%	0%	2%	2%
Puerto Rican	0%	1%	0%	1%	1%	1%
Other Hispanic/Latino	6%	5%	5%	5%	2%	2%
Multiracial	3%	3%	6%	4%	3%	2%
Other	5%	6%	2%	5%	2%	1%
I prefer not to respond	9%	7%	6%	7%	5%	7%
<i>Part-Time Student ^c</i>	4%	30%	4%	29%	3%	15%
<i>International/ Foreign National ^d</i>	9%	16%	7%	11%	7%	5%
<i>On Campus Resident ^e</i>	50%	11%	64%	11%	69%	14%
<i>Transfer Status</i>	11%	64%	4%	60%	8%	40%
<i>Traditional Aged (<24 yrs)</i>	96%	49%	99%	49%	97%	69%

^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.

^d Self-reported data includes international and foreign national students.

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

Appendix D: NSSE 2009 Respondent Characteristics by Gender and Class-Level

Respondent Characteristics ^a	Male		Female			
	FY	SR	FY	Sig. ^b	SR	Sig. ^b
	%	%	%		%	
Race/Ethnicity ^c						
African American	4%	5%	8%		9%	
Asian American	19%	16%	15%		15%	
Hispanic American	4%	7%	5%		6%	
White American	46%	48%	42%		46%	
Other/Unknown	27%	24%	30%		25%	
Part-Time Student ^c	3%	29%	4%		29%	
On Campus Resident ^d	63%	9%	64%		13%	
Transfer Student	3%	61%	5%		60%	
Traditionally Aged (<24 yrs)	100%	44%	99%		52%	*
College						
CVPA	2%	5%	6%	*	7%	
SOM	14%	23%	13%		19%	
ICAR	1%	1%	1%		1%	
CEHD	2%	3%	3%		3%	
CHHS	1%	2%	10%	***	13%	***
CHSS	20%	27%	29%	*	43%	***
COS	7%	12%	13%	*	11%	
VSITE	30%	27%	4%	***	4%	***
UN	21%	1%	22%		0%	

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

^b *p<0.05, **p<0.01, ***p<0.001.

^c Institution-reported data.

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

Appendix E: NSSE 2009 Respondent Characteristics by Race/Ethnicity and Class-Level

Respondent Characteristics ^a	African American ^b		Asian American ^b		Hispanic American ^b		White American ^b		FY	SR
	FY	SR	FY	SR	FY	SR	FY	SR		
	N=49	N=63	N=124	N=122	N=33	N=329	N=329	N=381		
	%	%	%	%	%	%	%	%	Sig. ^c	Sig. ^c
Female ^d	74%	75%	54%	61%	64%	58%	58%	61%		
Part-Time Student ^d	4%	30%	4%	18%	3%	2%	2%	32%		*
On Campus Resident ^e	74%	25%	28%	8%	39%	79%	79%	13%	***	*
Transfer Student	7%	63%	1%	43%	0%	3%	3%	55%		*
Traditionally Aged (<24 yrs)	100%	47%	100%	65%	100%	100%	100%	48%		*
College ^d										
CVPA	4%	3%	1%	7%	3%	6%	6%	8%		
SOM	8%	25%	18%	29%	9%	12%	12%	15%		**
ICAR	0%	2%	1%	0%	0%	1%	1%	1%		
CEHD	8%	2%	0%	2%	0%	3%	3%	4%	*	
CHHS	8%	22%	5%	7%	3%	7%	7%	8%		**
CHSS	20%	27%	13%	25%	30%	28%	28%	42%	**	**
COS	16%	6%	20%	15%	9%	8%	8%	11%	**	
VSITE	14%	13%	23%	15%	12%	15%	15%	11%		
UN	20%	0%	19%	1%	33%	21%	21%	1%		

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

^b Categories were collapsed for reporting purposes. Analysis excluded non-resident alien respondents, multi-racial respondents, other/unknown, and non-respondents due to difficulty associated with identification and/or sample size limitations.

^c *p<0.05, **p<0.01, ***p<0.001.

^d Institution-reported data.

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

Appendix F: NSSE 2009 Mean Comparison Report by Gender and Class-Level



**National Survey
of Student Engagement**

		Bench- mark	Class	Male ^a Mean	Female ^a Mean	Sig ^b
1. Academic and Intellectual Experiences		<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>				
a.	Asked questions in class or contributed to class discussions	ACL	FY SR	2.76 3.11	2.73 3.02	
b.	Made a class presentation	ACL	FY SR	2.42 2.65	2.40 2.84	**
c.	Prepared two or more drafts of a paper or assignment before turning it in		FY SR	2.55 2.48	2.49 2.62	*
d.	Worked on a paper or project that required integrating ideas or information from various sources		FY SR	3.06 3.30	3.06 3.47	**
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVERSITY	FY SR	2.80 2.73	2.96 3.03	* ***
f.	Come to class without completing readings or assignments		FY SR	2.13 2.15	1.95 2.00	** **
g.	Worked with other students on projects during class	ACL	FY SR	2.40 2.41	2.42 2.51	
h.	Worked with classmates outside of class to prepare class assignments	ACL	FY SR	2.42 2.69	2.43 2.70	
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions		FY SR	2.64 2.91	2.69 2.95	
j.	Tutored or taught other students (paid or voluntary)	ACL	FY SR	1.77 1.85	1.56 1.54	** ***
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	ACL	FY SR	1.52 1.44	1.37 1.51	*
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	EEE	FY SR	2.72 2.82	2.70 2.85	
m.	Used e-mail to communicate with an instructor		FY SR	3.10 3.46	3.39 3.56	***
n.	Discussed grades or assignments with an instructor	SFI	FY SR	2.49 2.76	2.66 2.75	*
o.	Talked about career plans with a faculty member or advisor	SFI	FY SR	1.94 2.20	1.92 2.21	
p.	Discussed ideas from your readings or classes with faculty members outside of class	SFI	FY SR	1.87 2.10	1.72 1.91	* **

Note. Diversity items are highlighted.

^a Gender and class-rank were institution-reported.

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

Table continues.



**National Survey
of Student Engagement**

			Male ^a		Female ^a	
	Bench- mark	Class	Mean	Mean	Sig ^b	
q.	SFI	FY	2.65	2.78		
		SR	2.66	2.84	**	
r.	LAC	FY	2.52	2.72	**	
		SR	2.69	2.93	***	
s.	SFI	FY	1.61	1.44	**	
		SR	1.71	1.61		
t.	ACL	FY	2.61	2.80	**	
		SR	2.87	2.99		
u.	DIVERSITY/ EEE	FY	2.83	2.95		
		SR	2.89	2.92		
v.	DIVERSITY/ EEE	FY	2.84	2.99	**	
		SR	2.81	2.87		

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

2. Mental Activities

a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	LAC	FY	2.76	2.99	**
			SR	2.75	2.85	
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	3.09	3.22	*
			SR	3.17	3.39	***
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	LAC	FY	2.85	3.00	*
			SR	2.97	3.15	**
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	LAC	FY	2.87	2.98	
			SR	2.87	3.02	*
e.	Applying theories or concepts to practical problems or in new situations	LAC	FY	2.99	3.11	
			SR	3.02	3.19	**

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

3. Reading and Writing

a.	Number of assigned textbooks, books, or book-length packs of course readings	LAC	FY	3.30	3.35	
			SR	3.09	3.34	**
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	LAC	FY	2.06	2.19	
			SR	2.26	2.28	

Note. Diversity items are highlighted.

^a Gender and class-rank were institution-reported.

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

Table continues.



**National Survey
of Student Engagement**

			Male ^a	Female ^a	
			Mean	Mean	Sig ^b
	Bench- mark	Class			
c.	LAC	FY	1.30	1.22	
		SR	1.58	1.57	
d.	LAC	FY	2.27	2.21	
		SR	2.41	2.69	***
e.	LAC	FY	3.08	3.00	
		SR	2.77	2.81	
4. Problem Sets	<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>				
a.		FY	2.75	2.69	
		SR	2.77	2.54	*
b.		FY	2.77	2.59	*
		SR	2.33	2.19	
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	5.24	5.37
			SR	5.37	*
6. Additional Collegiate Experiences	<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>				
a.		FY	2.05	2.29	***
		SR	1.94	2.06	*
b.		FY	2.91	2.77	
		SR	2.60	2.52	
c.		FY	1.91	1.94	
		SR	1.95	2.02	
d.		FY	2.68	2.56	
		SR	2.71	2.62	
e.		FY	2.80	2.92	
		SR	2.84	2.90	
f.		FY	2.82	2.89	
		SR	2.86	2.92	
7. Enriching Educational Experiences	<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>				
a.	EEE	FY	0.08	0.05	
		SR	0.37	0.48	**
b.	EEE	FY	0.31	0.32	
		SR	0.40	0.54	***
c.	EEE	FY	0.21	0.20	
		SR	0.18	0.21	

Note. Diversity items are highlighted.

^a Gender and class-rank were institution-reported.

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

Table continues.



**National Survey
of Student Engagement**

			Male ^a	Female ^a	
	Bench- mark	Class	Mean	Mean	Sig ^b
d.	Work on a research project with a faculty member outside of course or program requirements	FY	0.04	0.04	
		SR	0.12	0.12	
e.	Foreign language coursework	FY	0.15	0.23	**
		SR	0.31	0.38	*
f.	Study abroad	FY	0.03	0.02	
		SR	0.09	0.15	*
g.	Independent study or self-designed major	FY	0.03	0.02	
		SR	0.12	0.15	
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam etc.)	FY	0.01	0.01	
		SR	0.28	0.24	
8. Quality of Relationships			<i>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</i>		
a.	Relationships with other students	FY	5.38	5.46	
		SR	5.30	5.44	*
			<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>		
b.	Relationships with faculty members	FY	5.11	5.18	
		SR	5.06	5.27	
			<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>		
c.	Relationships with administrative personnel and offices	FY	4.51	4.50	
		SR	4.19	4.49	*
9. Time Usage			<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>		
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FY	3.95	4.25	*
		LAC	4.13	4.10	
b.	Working for pay on campus	FY	1.34	1.43	
		SR	1.58	1.56	
c.	Working for pay off campus	FY	2.13	2.18	
		SR	4.86	4.45	*
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	2.72	2.19	***
		SR	1.86	1.72	
e.	Relaxing and socializing (watching TV, partying, etc.)	FY	4.38	3.76	***
		SR	3.52	3.29	*
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	FY	1.75	1.65	
		SR	2.55	2.69	

Note. Diversity items are highlighted.

^a Gender and class-rank were institution-reported.

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

Table continues.



**National Survey
of Student Engagement**

			Male ^a	Female ^a	
	Bench- mark	Class	Mean	Mean	Sig ^b
g. Commuting to class (driving, walking, etc.)		FY	2.40	2.31	
		SR	2.72	2.62	
10. Institutional Environment			<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>		
a. Spending significant amounts of time studying and on academic work	LAC	FY	2.91	3.12	***
		SR	3.04	3.14	
b. Providing the support you need to help you succeed academically	SCE	FY	2.95	3.05	
		SR	2.71	2.87	*
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	DIVERSITY/ EEE	FY	2.77	2.97	**
		SR	2.53	2.78	**
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	SCE	FY	2.15	2.26	
		SR	1.89	1.94	
e. Providing the support you need to thrive socially	SCE	FY	2.35	2.47	
		SR	2.08	2.16	
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)		FY	2.72	2.93	**
		SR	2.53	2.64	
g. Using computers in academic work		FY	3.30	3.28	
		SR	3.38	3.52	*
11. Educational and Personal Growth			<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>		
a. Acquiring a broad general education		FY	3.08	3.30	***
		SR	2.99	3.21	**
b. Acquiring job or work-related knowledge and skills		FY	2.65	2.66	
		SR	2.95	3.01	
c. Writing clearly and effectively		FY	2.84	2.96	
		SR	3.05	3.16	
d. Speaking clearly and effectively		FY	2.90	2.92	
		SR	2.89	2.99	
e. Thinking critically and analytically		FY	3.09	3.17	
		SR	3.14	3.33	**
f. Analyzing quantitative problems		FY	2.80	2.89	
		SR	2.99	2.97	
g. Using computing and information technology		FY	3.01	3.01	
		SR	3.12	3.19	
h. Working effectively with others		FY	2.84	3.00	*
		SR	2.91	3.17	***

Note. Diversity items are highlighted.

Table continues.

^a Gender and class-rank were institution-reported.

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



**National Survey
of Student Engagement**

		Bench- mark	Class	Male ^a Mean	Female ^a Mean	Sig ^b
i.	Voting in local, state, or national elections		FY	2.61	2.92	***
			SR	2.29	2.40	
j.	Learning effectively on your own		FY	2.87	3.11	***
			SR	2.87	2.98	
k.	Understanding yourself		FY	2.70	2.82	
			SR	2.60	2.72	
l.	Understanding people of other racial and ethnic backgrounds		FY	2.80	2.92	
			SR	2.61	2.92	***
m.	Solving complex real-world problems		FY	2.65	2.69	
			SR	2.69	2.72	
n.	Developing a personal code of values and ethics		FY	2.62	2.71	
			SR	2.57	2.65	
o.	Contributing to the welfare of your community		FY	2.26	2.48	**
			SR	2.20	2.39	*
p.	Developing a deepened sense of spirituality		FY	2.02	2.12	
			SR	1.80	1.79	
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	2.87	2.88	
			SR	2.72	2.66	
13.	Satisfaction	<i>1=Probably no, 2=Probably yes, 3=Probably no, 4=Definitely yes</i>				
	How would you evaluate your entire educational experience at this institution?		FY	3.15	3.21	
			SR	3.01	3.16	*
14.	If you could start over again, would you go to the same institution you are now attending?		FY	3.10	3.17	
			SR	3.00	3.16	*

Note. Diversity items are highlighted.

^a Gender and class-rank were institution-reported.

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

Appendix G: NSSE 2009 Mean Comparison Report by Race/Ethnicity



				African American ^a	Asian American ^a	Hispanic American ^a	White American ^a		
		Benchmark	Class	Mean	Mean	Mean	Mean	Sig ^b	
1.	Academic and Intellectual Experiences	<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>							
a.	Asked questions in class or contributed to class discussions	ACL	FY	2.66	2.47	2.76	2.81	**	
			SR	2.98	2.68	3.10	3.21	***	
b.	Made a class presentation	ACL	FY	2.52	2.33	2.64	2.37		
			SR	2.94	2.86	2.72	2.75		
c.	Prepared two or more drafts of a paper or assignment before turning it in		FY	2.68	2.60	2.58	2.44		
			SR	2.65	2.41	2.67	2.56		
d.	Worked on a paper or project that required integrating ideas or information from various sources		FY	3.04	3.05	3.03	3.09		
			SR	3.57	3.39	3.30	3.44		
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVERSITY	FY	2.89	2.75	2.94	2.91		
			SR	3.06	2.86	3.06	2.91		
f.	Come to class without completing readings or assignments		FY	2.00	2.07	2.15	2.01		
			SR	2.16	2.16	2.10	2.00		
g.	Worked with other students on projects during class	ACL	FY	2.35	2.46	2.45	2.37		
			SR	2.69	2.50	2.38	2.43		
h.	Worked with classmates outside of class to prepare class assignments	ACL	FY	2.49	2.48	2.73	2.35		
			SR	2.90	2.78	2.66	2.66		
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions		FY	2.70	2.62	2.77	2.69		
			SR	2.85	2.77	3.06	2.97		

Note. Race/ethnicity and class-rank were institution-reported. ^a Categories were collapsed for reporting purposes. Analysis excluded non-resident alien respondents, multi-racial respondents, other/unknown, and non-respondents due to difficulty associated with identification and/or sample size limitations.

Table continues.

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



**National Survey
of Student Engagement**

			African American^a	Asian American^a	Hispanic American^a	White American^a		
	<i>Bench- mark</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>	
j.	Tutored or taught other students (paid or voluntary)	ACL	FY	1.68	1.70	2.38	1.54	**
			SR	1.57	1.77	1.67	1.63	
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	ACL	FY	1.57	1.57	1.62	1.38	
			SR	1.64	1.50	1.48	1.44	
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an	EEE	FY	2.46	2.89	2.73	2.67	
			SR	3.00	2.84	2.77	2.84	
m.	Used e-mail to communicate with an instructor		FY	3.33	3.15	3.40	3.28	
			SR	3.49	3.52	3.71	3.50	
n.	Discussed grades or assignments with an instructor	SFI	FY	2.82	2.55	2.47	2.56	
			SR	2.89	2.65	2.79	2.73	
o.	Talked about career plans with a faculty member or advisor	SFI	FY	2.13	1.83	2.30	1.90	
			SR	2.30	2.09	2.23	2.19	
p.	Discussed ideas from your readings or classes with faculty members outside of class	SFI	FY	1.85	1.84	1.97	1.73	
			SR	1.93	1.85	2.15	1.95	
q.	Received prompt written or oral feedback from faculty on your academic performance	SFI	FY	2.72	2.57	2.86	2.76	
			SR	2.68	2.60	2.67	2.87	
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	LAC	FY	2.85	2.54	2.66	2.66	
			SR	2.93	2.86	2.96	2.73	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	SFI	FY	1.52	1.60	1.55	1.48	
			SR	1.67	1.62	1.81	1.63	

Note. Race/ethnicity and class-rank were institution-reported. ^aCategories were collapsed for reporting purposes. Analysis excluded non-resident alien respondents, multi-racial respondents, other/unknown, and non-respondents due to difficulty associated with identification and/or sample size limitations. ^b*p<0.05, **p<0.01, ***p<0.001 (2-tailed).

Table continues.



**National Survey
of Student Engagement**

			African American^a	Asian American^a	Hispanic American^a	White American^a	
	<i>Benchmark</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers)	FY	2.61	2.53	2.86	2.83	*
		SR	2.97	2.76	3.10	2.99	*
u.	Had serious conversations with students of a different race or ethnicity than your own	FY	3.00	2.57	3.17	2.97	**
		SR	2.85	2.94	3.10	2.93	
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	3.04	2.58	3.07	2.99	**
		SR	2.69	2.79	2.96	2.87	

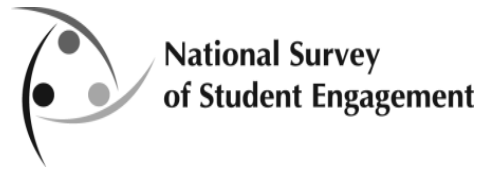
During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

2. Mental Activities							
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	2.95	3.03	2.85	
		SR	3.00	2.97	2.79	2.72	*
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	FY	3.09	3.08	3.48	3.13	
		SR	3.39	3.23	3.42	3.28	
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	2.89	2.90	3.10	2.89	
		SR	3.02	2.95	3.15	3.08	
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FY	2.98	2.92	3.24	2.86	
		SR	3.00	2.94	3.00	2.93	
e.	Applying theories or concepts to practical problems or in new situations	FY	3.00	3.02	3.24	3.05	
		SR	3.06	3.03	3.27	3.18	

Note. Race/ethnicity and class-rank were institution-reported. ^aCategories were collapsed for reporting purposes. Analysis excluded non-resident alien respondents, multi-racial respondents, other/unknown, and non-respondents due to difficulty associated with identification and/or sample size limitations.

Table continues.

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



**National Survey
of Student Engagement**

			African American ^a	Asian American ^a	Hispanic American ^a	White American ^a		
	Bench- mark	Class	Mean	Mean	Mean	Mean	Sig ^b	
3. Reading and Writing								
<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>								
a.	Number of assigned textbooks, books, or book-length packs of course readings	LAC	FY	3.30	3.19	3.17	3.37	
			SR	3.15	3.31	3.40	3.19	
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment		FY	1.79	2.16	1.86	2.27	**
			SR	1.89	2.22	1.92	2.43	***
c.	Number of written papers or reports of 20 pages or more	LAC	FY	1.21	1.38	1.34	1.19	
			SR	1.48	1.63	1.63	1.52	
d.	Number of written papers or reports between 5 and 19 pages	LAC	FY	2.17	2.22	2.18	2.27	
			SR	2.53	2.57	2.56	2.56	
e.	Number of written papers or reports of fewer than 5 pages	LAC	FY	2.68	2.71	2.97	3.19	***
			SR	2.48	2.73	2.96	2.79	
4. Problem Sets								
<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>								
a.	Number of problem sets that take you more than an hour to complete		FY	2.81	2.93	2.86	2.54	**
			SR	3.05	2.73	2.85	2.40	***
b.	Number of problem sets that take you less than an hour to complete		FY	2.45	2.86	2.31	2.59	*
			SR	2.38	2.30	2.29	2.21	
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	5.53	5.32	5.48	5.21	
			SR	5.63	5.46	5.65	5.53	

Note. Race/ethnicity and class-rank were institution-reported. ^a Categories were collapsed for reporting purposes. Analysis excluded non-resident alien respondents, multi-racial respondents, other/unknown, and non-respondents due to difficulty associated with identification and/or sample size limitations. ^b *p<0.05, **p<0.01, ***p<0.001 (2-tailed).

Table continues.

			African American^a	Asian American^a	Hispanic American^a	White American^a	
	<i>Bench- mark</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>
6. Additional Collegiate Experiences	<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>						
a.	Attended an art exhibit, play, dance, music, theatre or other performance	FY	2.45	2.01	2.30	2.25	
		SR	2.03	1.88	1.94	2.04	
b.	Exercised or participated in physical fitness activities	FY	2.83	2.43	2.86	2.99	***
		SR	2.27	2.39	2.63	2.70	**
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	FY	2.21	1.93	2.31	1.86	
		SR	2.32	2.03	1.96	1.86	*
d.	Examined the strengths and weaknesses of your own views on a topic or issue	FY	2.57	2.52	2.48	2.65	
		SR	2.59	2.42	2.63	2.73	*
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	FY	2.70	2.77	2.82	2.87	
		SR	2.77	2.74	2.98	2.90	
f.	Learned something that changed the way you understand an issue or concept	FY	2.96	2.83	2.83	2.83	
		SR	2.89	2.84	3.02	2.90	
7. Enriching Educational Experiences	<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>						
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	EEE	FY	0.07	0.10	0.04	0.04
			SR	0.48	0.48	0.38	0.42
b.	Community service or volunteer work	EEE	FY	0.28	0.30	0.25	0.33
			SR	0.49	0.45	0.58	0.52
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	EEE	FY	0.22	0.22	0.17	0.21
			SR	0.23	0.14	0.23	0.22

Note. Race/ethnicity and class-rank were institution-reported. ^a Categories were collapsed for reporting purposes. Analysis excluded non-resident alien respondents, multi-racial respondents, other/unknown, and non-respondents due to difficulty associated with identification and/or sample size limitations. ^b *p<0.05, **p<0.01, ***p<0.001

Table continues.



**National Survey
of Student Engagement**

			African American^a	Asian American^a	Hispanic American^a	White American^a		
	<i>Bench- mark</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>	
d.	Work on a research project with a faculty member outside of course or program requirements	FY	0.02	0.06	0.04	0.03		
		SR	0.10	0.12	0.11	0.12		
e.	Foreign language coursework	FY	0.15	0.13	0.35	0.21		
		SR	0.28	0.30	0.55	0.37	*	
f.	Study abroad	FY	0.02	0.03	0.04	0.02		
		SR	0.08	0.07	0.11	0.15		
g.	Independent study or self-designed major	FY	0.07	0.03	0.00	0.01		
		SR	0.22	0.11	0.22	0.15		
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FY	0.04	0.02	0.00	0.01		
		SR	0.27	0.23	0.34	0.27		
8.	Quality of Relationships		<i>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</i>					
a.	Relationships with other students	FY	5.70	5.33	5.48	5.41		
		SR	5.42	5.38	5.79	5.33		
			<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>					
b.	Relationships with faculty members	FY	4.93	5.13	4.90	5.14		
		SR	4.90	4.79	5.55	5.33	**	
			<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>					
c.	Relationships with administrative personnel and offices	FY	4.96	4.96	4.62	4.29	*	
		SR	4.48	4.48	4.74	4.36	*	

Note. Race/ethnicity and class-rank were institution-reported. ^a Categories were collapsed for reporting purposes. Analysis excluded non-resident alien respondents, multi-racial respondents, other/unknown, and non-respondents due to difficulty associated with identification and/or sample size limitations. ^b *p<0.05, **p<0.01, ***p<0.001 (2-tailed).

Table continues.



**National Survey
of Student Engagement**

		Bench- mark	Class	African American ^a Mean	Asian American ^a Mean	Hispanic American ^a Mean	White American ^a Mean	Sig ^b
<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	4.09	4.19	3.75	4.09	
			SR	3.90	4.15	4.13	3.92	
b.	Working for pay on campus		FY	1.91	1.53	1.76	1.33	*
			SR	1.66	1.64	1.28	1.63	
c.	Working for pay off campus		FY	1.90	2.66	2.17	1.90	*
			SR	5.03	4.34	4.57	4.72	
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	EEE	FY	2.28	2.33	2.41	2.50	
			SR	1.97	1.88	1.85	1.81	
e.	Relaxing and socializing (watching TV, partying, etc.)		FY	3.61	3.69	4.11	4.10	
			SR	3.26	3.27	3.30	3.49	
f.	Providing care for dependents living with you (parents, children, spouse, etc.)		FY	1.50	2.29	1.71	1.37	***
			SR	2.33	2.60	3.09	2.54	
g.	Commuting to class (driving, walking, etc.)		FY	2.13	2.79	2.57	2.17	***
			SR	2.47	2.83	2.87	2.53	*
<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	3.07	3.00	3.00	2.98	
			SR	3.28	3.06	3.23	3.04	

Note. Race/ethnicity and class-rank were institution-reported. ^a Categories were collapsed for reporting purposes. Analysis excluded non-resident alien respondents, multi-racial respondents, other/unknown, and non-respondents due to difficulty associated with identification and/or sample size limitations. ^b *p<0.05, **p<0.01, ***p<0.001 (2-tailed).

Table continues.



**National Survey
of Student Engagement**

			African American^a	Asian American^a	Hispanic American^a	White American^a	
	<i>Bench- mark</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>
b.	Providing the support you need to help you succeed academically	SCE	3.00	2.93	2.82	2.99	
		SR	2.95	2.82	3.00	2.78	
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	DIVERSITY/ EEE	2.89	2.68	3.00	2.96	
		SR	2.81	2.52	2.85	2.71	
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	SCE	2.27	2.29	2.21	2.15	
		SR	2.03	2.05	2.17	1.80	*
e.	Providing the support you need to thrive socially	SCE	2.66	2.49	2.41	2.29	
		SR	2.28	2.21	2.43	2.04	*
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	FY	3.16	2.79	3.00	2.81	
		SR	2.81	2.54	2.74	2.56	
g.	Using computers in academic work	FY	3.40	3.19	3.36	3.26	
		SR	3.37	3.45	3.60	3.45	
11. Educational and Personal Growth			<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>				
a.	Acquiring a broad general education	FY	3.23	3.13	3.33	3.18	
		SR	3.16	3.13	3.36	3.11	
b.	Acquiring job or work-related knowledge and skills	FY	2.77	2.68	2.93	2.64	
		SR	3.09	2.95	3.21	3.91	
c.	Writing clearly and effectively	FY	2.98	2.90	3.07	2.87	
		SR	3.10	3.14	3.32	3.12	

Note. Race/ethnicity and class-rank were institution-reported. ^a Categories were collapsed for reporting purposes. Analysis excluded non-resident alien respondents, multi-racial respondents, other/unknown, and non-respondents due to difficulty associated with identification and/or sample size limitations. ^b *p<0.05, **p<0.01, ***p<0.001 (2-tailed).

Table continues.



**National Survey
of Student Engagement**

			African American^a	Asian American^a	Hispanic American^a	White American^a	
	<i>Bench- mark</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>
d.	Speaking clearly and effectively	FY	2.95	2.90	3.19	2.83	
		SR	3.03	2.97	3.11	2.94	
e.	Thinking critically and analytically	FY	3.14	3.06	3.33	3.11	
		SR	3.33	3.21	3.48	3.27	
f.	Analyzing quantitative problems	FY	2.93	2.97	3.07	2.71	*
		SR	3.11	3.02	3.32	2.94	
g.	Using computing and information technology	FY	3.14	3.05	3.26	2.94	
		SR	3.28	3.29	3.47	3.05	**
h.	Working effectively with others	FY	2.98	2.93	3.19	2.86	
		SR	3.40	3.09	3.23	3.00	**
i.	Voting in local, state, or national elections	FY	3.33	2.50	2.96	2.78	***
		SR	2.55	2.65	2.64	2.24	**
j.	Learning effectively on your own	FY	3.07	2.88	3.29	2.95	
		SR	2.82	3.07	3.27	2.87	**
k.	Understanding yourself	FY	2.79	2.77	3.25	2.65	*
		SR	2.72	2.79	2.82	2.60	
l.	Understanding people of other racial and ethnic backgrounds	FY	3.00	2.74	3.32	2.82	*
		SR	2.91	2.93	2.93	2.72	
m.	Solving complex real-world problems	FY	2.81	2.70	3.11	2.58	*
		SR	2.76	2.70	2.98	2.66	

Note. Race/ethnicity and class-rank were institution-reported. ^a Categories were collapsed for reporting purposes. Analysis excluded non-resident alien respondents, multi-racial respondents, other/unknown, and non-respondents due to difficulty associated with identification and/or sample size limitations. ^b **p*<0.05, ***p*<0.01, ****p*<0.001 (2-tailed).

Table continues.



**National Survey
of Student Engagement**

			African American^a	Asian American^a	Hispanic American^a	White American^a	
	<i>Bench- mark</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>
n.	Developing a personal code of values and ethics	FY	2.90	2.63	2.89	2.56	
		SR	2.76	2.87	2.87	2.47	**
o.	Contributing to the welfare of your community	FY	2.79	2.45	2.68	2.33	*
		SR	2.57	2.45	2.62	2.17	**
p.	Developing a deepened sense of spirituality	FY	2.43	2.28	2.39	1.93	
		SR	1.98	2.11	1.87	1.60	
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	3.07	2.84	3.18	2.84	
		SR	2.67	2.62	3.02	2.65	
13.	Satisfaction		<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>				
	How would you evaluate your entire educational experience at this institution?	FY	3.31	2.98	3.50	3.21	**
		SR	3.02	3.04	3.30	3.13	
14.	If you could start over again, would you go to the same institution you are now attending?		<i>1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes</i>				
		FY	3.17	3.00	3.21	3.20	
		SR	3.17	2.98	3.33	3.09	

Note. Race/ethnicity and class-rank were institution-reported. ^a Categories were collapsed for reporting purposes. Analysis excluded non-resident alien respondents, multi-racial respondents, other/unknown, and non-respondents due to difficulty associated with identification and/or sample size limitations. ^b *p<0.05, **p<0.01, ***p<0.001 (2-tailed).

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