

Office of Institutional Assessment

# National Survey of Student Engagement 2012

---

## *Transfer and Residence Report*



August 2013



National Survey of Student Engagement 2012  
Transfer and Residence Report

August 2013

Office of Institutional Assessment

George Mason University



## TABLE OF CONTENTS

LIST OF TABLES AND FIGURES.....	ii
MAJOR FINDINGS .....	1
OVERVIEW .....	2
Instrumentation and Administration .....	2
NSSE Benchmarks.....	2
Scope and Structure of the Report .....	2
Important Notes and Definitions.....	3
RESPONDENT CHARACTERISTICS .....	4
Transfer Students .....	4
Residential Students.....	4
BENCHMARK COMPARISON BY TRANSFER STATUS.....	5
Benchmark Score Comparison .....	5
Benchmark Item Analysis.....	6
<i>Active and Collaborative Learning (ACL)</i> .....	6
<i>Student-Faculty Interaction (SFI)</i> .....	6
<i>Enriching Educational Experiences (EEE)</i> .....	7
<i>Supportive Campus Environment (SCE)</i> .....	8
BENCHMARK COMPARISON BY PLACE OF RESIDENCE .....	9
Benchmark Score Comparison .....	9
Benchmark Item Analysis.....	9
<i>Active and Collaborative Learning</i> .....	9
<i>Student-Faculty Interaction</i> .....	10
<i>Enriching Educational Experiences</i> .....	10
<i>Supportive Campus Environment</i> .....	11
TIME USAGE, GROWTH, AND SATISFACTION.....	12
Working for Pay.....	12
Growth .....	13
Satisfaction.....	14
REFERENCES .....	15
APPENDIX A: Peer Institutions 2012.....	16
APPENDIX B: NSSE 2012 Respondent Characteristics.....	17
APPENDIX C: Mason’s NSSE 2012 Native vs. Transfer Respondent Profile.....	18
APPENDIX D: Mason’s NSSE 2012 Residential vs. Non-Residential Respondent Profile.....	19
APPENDIX E: Mason’s NSSE 2012 Mean Comparison Report by Transfer Status and Class-Level.....	20
APPENDIX F: Mason’s NSSE 2012 Mean Comparison Report by Place of Residence and Class-Level.....	26

## LIST OF TABLES

Table 1.	2012 Benchmark Score Comparison: Native vs. Transfer Students.....	5
Table 2.	Enriching Educational Experiences: Significant Benchmark Items by Transfer Status (SRs).....	7
Table 3.	2012 Benchmark Scores Comparison: Living on Campus vs. Living off Campus.....	9
Table 4.	Enriching Educational Experiences: Significant Benchmark Items by Place of Residence (FYs).....	10
Table 5.	Enriching Educational Experiences: Significant Benchmark Items by Place of Residence (SRs).....	11
Table 6.	Supportive Campus Environment: Significant Benchmark Items by Place of Residence.....	11
Table 7.	Hours Working for Pay by Transfer Status.....	12
Table 8.	Hours Working for Pay by Place of Residence.....	13
Table 9.	Growth by Transfer Status.....	13
Table 10.	Growth by Place of Residence.....	14
Table 11.	Satisfaction by Transfer Status.....	14
Table 12.	Satisfaction by Place of Residence.....	14

## LIST OF FIGURES

Figure 1.	Active and Collaborative Learning: Significant Benchmark Items by Transfer Status (SRs).....	6
Figure 2.	Student-Faculty Interaction: Significant Benchmark Items by Transfer Status (SRs).....	6
Figure 3.	Percentage of FYs Reporting Relationships with Other Students are <i>Friendly, Supportive, Sense of Belonging</i> .....	8
Figure 4.	Percentage of FYs Reporting that the Institution Emphasizes Select SCE Items.....	8
Figure 5.	Active and Collaborative Learning: Significant Benchmark Items by Place of Residence (FYs).....	9
Figure 6.	Student-Faculty Interaction: Significant Benchmark Items by Place of Residence (SRs).....	10

## MAJOR FINDINGS

The National Survey of Student Engagement (NSSE) collects information annually from first-year (FY) and graduating senior (SR) students regarding their undergraduate educational experiences. Mason has participated in NSSE every three years since 2000. In 2012, Mason was one of 577 institutions in the United States and Canada to participate in NSSE. This report provides an overview of Mason's 2012 results by transfer status and place of residence.

### Engagement by Transfer Status

- Native FYs found the *campus environment* significantly more supportive than transfer FYs, mostly due to their perception of a better relationship with other students and a more positive campus environment with regard to helping students' with non-academic responsibilities and social life.
- Native SRs scored higher than their transfer counterparts by a significant margin in three benchmark areas: *active and collaborative learning*, *interaction with faculty*, and *enriching educational experiences*, mostly due to more collaboration with other students outside of class, tutoring other students, or participation in community-based projects (ACL); more interaction with faculty about career plans or on activities outside course requirements (SFI); and more interaction with diverse others, as well as participation in co-curricular activities and a variety of challenging learning opportunities (EEE).

### Engagement by Place of Residence

- Compared to their counterparts living off campus, residential FYs reported significantly more *active and collaborative learning*, as reflected in making class presentations and working with classmates outside of class; residential SRs had significantly more *interactions with faculty*, mostly through discussion about career plans and working on activities outside course requirements.
- Both residential FYs and SRs scored higher than their non-residential counterparts by a significant margin in participating in *enriching educational experiences*; both also found the *campus environment* significantly more supportive compared to their non-residential counterparts, mainly due to better relationships with other students and/or faculty, as well as a more positive perception of campus environment when it comes to helping students with non-academic responsibilities and social life.

### Time Usage, Growth, and Satisfaction by Transfer Status and Place of Residence

- At both FY and SR levels, a significantly higher percentage of transfer and non-residential students *worked off campus* in excess of 20 hours compared to their native and residential counterparts, respectively.
- Native and residential SRs reported significantly more personal-social growth compared to their transfer and non-residential counterparts, respectively.
- Native and residential FYs reported a significantly higher level of satisfaction on all three measures than their transfer and non-residential counterparts, respectively. On the other hand, SRs living off campus gave a higher rating to the quality of academic advising than their residential counterparts.

## OVERVIEW

### Instrumentation and Administration

NSSE asks FY and SR students to self-report college experience in five areas: student behaviors, institutional actions and requirements, student reaction to college, student background characteristics, and student learning and development (Kuh, 2001). In 2012, NSSE was administered online to 8,441 students composing the Mason FY and SR population. In total, 2,338 students completed the survey, generating an institutional response rate of 28%. While this response rate was lower than Mason's response rate for previous NSSE administrations, it exceeded the average institutional response rates for Mason's peer groups (20-22%). Among the respondents, 1,026 were first-year students (response rate = 28%) and 1,312 were seniors (response rate = 27%). For more information on peer institutions and respondent characteristics, see Appendices A and B, respectively.

### 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.

Benchmark scores are calculated on a 100-point scale. For each benchmark, NSSE calculates a benchmark score for each student, and an average benchmark score for each institution.

### Scope and Structure of the Report

This special report examines 2012 Mason students' engagement, time usage, growth, and satisfaction by transfer status and place of residence. For additional findings on self and peer comparisons, see National Survey of Student Engagement 2012 Self and Peer Comparison Report at [assessment.gmu.edu](http://assessment.gmu.edu).

Discussion of results of Mason 2012 data are presented in three sections:

- **Benchmark comparison by transfer status.** Examines native vs. transfer students' engagement as measured by NSSE benchmark scores and items.



- **Benchmark comparison by place of residence.** Compares residential students with their non-residential peers with regard to engagement as measured by NSSE benchmark scores and items.
- **Time usage, growth, and satisfaction.** Examines, by transfer status and place of residence, respectively, hours spent working for pay, educational-professional and personal-social growth, and satisfaction.

### Important Notes and Definitions

- **FY students.** Includes transfer, part-time, distance education, and returning students enrolled in fall 2011 who were classified as first-year students in spring 2012.
- **SR students.** Includes students who were enrolled in fall 2011 as seniors and who have met the cumulative credit hour requirements (i.e., minimum 89.9 earned credits) and were considered probable graduates for spring or summer 2012.
- **Transfer status.** Respondents were classified into one of two groups based on their self-report: *native* (started their college education at Mason) and *transfer* (started their college education elsewhere). The data below shows the number of transfer respondents and the number of transfer students surveyed.

#### Number of Transfer Students

Class	Respondents <sup>1</sup>	Total Surveyed <sup>2</sup>
FY	135	403
SR	825	3429

<sup>1</sup> Based on spring 2012 NSSE self-report data

<sup>2</sup> Based on institutional data for spring 2012 NSSE survey population

- **Place of residence.** Respondents were classified into two groups based on their self-report: *residential* (living on campus in a dormitory, other campus housing, or fraternity/sorority house) and *non-residential* (living off campus). The data below shows the number of residential respondents and the total number of residential students surveyed.

#### Number of Residential Students

Class	Respondents <sup>1</sup>	Total Surveyed <sup>2</sup>
FY	522	2182
SR	111	481

<sup>1</sup> Based on spring 2012 NSSE self-report data

<sup>2</sup> Based on institutional data for spring 2012 NSSE survey population

- Percentages may not total to 100% because of rounding.
- Given the small number for some of the subgroup analyses (e.g., working for pay by transfer FYs), percentages should be interpreted with caution.

## **RESPONDENT CHARACTERISTICS**

Research suggests that respondent characteristics (i.e., gender, ethnicity, age, enrollment status, place of residence, employment status, etc.) may account for some of the variance in students' level of engagement in academic and non-academic activities (Pike, 2004). Appendix B provides an overview of the 2012 demographic characteristics of Mason's respondents and Mason's peer institutions.

Mason has a diverse student population. Among the 2012 Mason respondents, female and white (non-Hispanic) students were slightly overrepresented when compared to the actual percentage of women and white (non-Hispanic) students at Mason. Part-time SR students were slightly underrepresented when compared to the actual percentage of SR students attending part-time. Residential respondents accounted for 60% of the FY respondents and 10% of SR respondents (total enrollment percentages were 66% and 12% for FYs and SRs, respectively). Six percent of the FY respondents and 10% of the SR respondents identified themselves as international/foreign national students (total enrollment percentages were 5% and 3% for FYs and SRs, respectively). 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. Results in the report should be interpreted within the context of respondent characteristics.

### **Transfer Students**

A majority of Mason SR respondents (70%) identified themselves as transfer students (actual percentage was 68%), much higher than the range of 35%-43% at peer institutions. As shown in the profile comparison between native and transfer students (see Appendix C), Mason's transfer students are more likely than native students to be older, attend part-time, live off campus, and spend more time working off campus. All of these factors may contribute to observed differences in patterns of student engagement, growth, and satisfaction discussed in the report.

### **Residential Students**

Mason has fewer first-year residential students than peer institutions at the FY level (60% vs. 68%-77%). As shown in the profile comparison between residential and non-residential students (see Appendix D), Mason's residential students are more likely than Mason's commuter students to be young and native, attend full-time, and spend less time working off campus. The reader should keep in mind these factors when reviewing differences in student engagement, growth, and satisfaction presented in this report.

## BENCHMARK COMPARISON BY TRANSFER STATUS

This section examines Mason 2012 students' engagement in the five NSSE benchmark areas by transfer status. Based on self-reported data, survey respondents were classified into one of two groups for transfer status: native students (i.e., starting their college education at Mason) and transfer students (i.e. starting their college education elsewhere). Comparison by transfer status on engagement is conducted first in the five NSSE benchmark areas: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. Where a significant difference is detected, benchmark item analysis is conducted to explore specific areas in which transfer and native students differ. For an item-by-item mean comparison of survey questions by transfer status, see Appendix E.

### Benchmark Score Comparison

Table 1 compares native and transfer students in the five benchmark areas for 2012. Compared to FYs who started their college education elsewhere, native FY students perceived the campus environment to be significantly *more* supportive; native FYs also reported *more* participation in enriching educational experiences though the difference was not statistically significant. At the senior level, native SRs reported significantly *more* engagement in active and collaborative learning, *more* interaction with faculty, and *more* participation in enriching educational experiences compared to their transfer counterparts. Native SRs also scored higher on supportive campus environment than transfer SRs but the difference was not statistically significant.

**Table 1.** 2012 Benchmark Score Comparison: Native vs. Transfer Students

<b>Benchmark</b>	<b>First-Year</b>			<b>Senior</b>		
	Native (n=737)	Transfer (n=135)	Sig.	Native (n=340)	Transfer (n=825)	Sig.
Level of Academic Challenge	54.0	54.2		57.4	57.0	
Active and Collaborative Learning	45.2	44.0		51.1	48.9	*
Student-Faculty Interaction	34.7	35.2		42.2	35.5	***
Enriching Educational Experiences	32.3	30.8		44.9	34.5	***
Supportive Campus Environment	60.6	55.7	*	57.2	55.7	

Note: Benchmark scores were calculated on a 100-point scale.

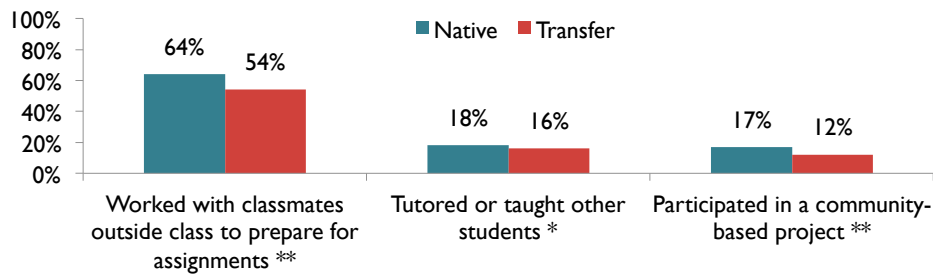
\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , t-test (2-tailed)

## Benchmark Item Analysis

### 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 others, and participate in community-based projects as part of course assignments. As illustrated in Figure 1, compared to their transfer counterparts, native SRs were significantly *more* engaged in active and collaborative learning activities as measured by three of the six items pertaining to this benchmark: working with classmates outside of class to prepare class assignments, tutoring or teaching other students, and participating in community-based projects (e.g., service learning) as part of a regular course than their transfer counterparts. While a higher percentage was also noted for native FYs on the ACL benchmark score, the difference was not statistically significant.

**Figure 1.** Active and Collaborative Learning: Significant Benchmark Items by Transfer Status (Seniors)



Note: Percentages are for “often” and “very often” combined.

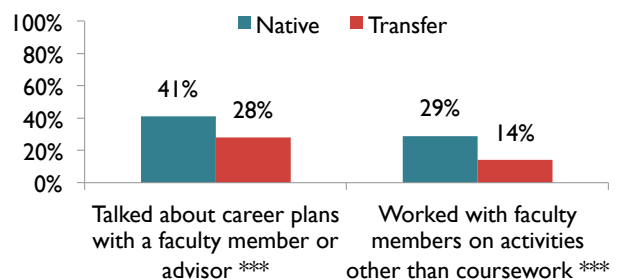
\* $p < .05$ , \*\* $p < .01$ , t-test (2-tailed)

### 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 illustrated in Figure 2, native SRs were *more* likely than transfer SRs to interact with faculty. A significantly *higher* percentage of native SRs talked about career plans with a faculty member or advisor than their transfer counterparts; the percentage of native SRs working with faculty members on activities other than coursework was twice as much compared to the percentage for transfer SRs. These activities can be important in optimizing the college experience and preparing senior students for life beyond college. No significant difference was observed on this benchmark at the FY level.

**Figure 2.** Student-Faculty Interaction: Significant Benchmark Items by Transfer Status (Seniors)



Note: Percentages are for “often” and “very often” combined.

\*\*\* $p < .001$ , t-test (2-tailed)

### ***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 for assignments; and participate in activities such as internships, community service, study abroad, co-curricular activities, and/or a culminating senior experience. Analyses revealed that native SR students were significantly *more* engaged than transfer SRs on 10 of the 12 benchmark items addressing enriching educational experiences. As shown in Table 2, native SRs scored significantly *higher* than their transfer counterparts on 10 items, many of which are valuable components of the college experience that would help to prepare SRs for a global market. No significant difference emerged on the EEE benchmark at the FY level.

**Table 2.** Enriching Educational Experiences: Significant Benchmark Items by Transfer Status (Seniors)

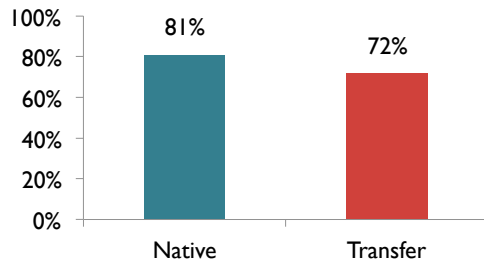
	<b>Native (n=340)</b>	<b>Transfer (n=825)</b>	<b>Sig.</b>
<b><i>Have Done Very Often or Often in the Current School Year:</i></b>			
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	68%	64%	
Had serious conversations with students of a different race or ethnicity than your own	74%	59%	***
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	76%	54%	***
<b><i>Have Done</i></b>			
Practicum, internship, field experience, co-op experience, or clinical assignment	59%	37%	***
Community service or volunteer work	58%	42%	***
Participate in a learning community or some other formal program where groups of students take two or more classes together	28%	16%	***
Foreign language coursework	43%	30%	***
Study abroad	18%	10%	**
Independent study or self-designed major	15%	12%	
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	38%	27%	***
<b><i>Spent at Least One Hour in a Typical Week:</i></b>			
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	64%	28%	***
<b><i>Institution Emphasizes Very Much or Quite a Bit:</i></b>			
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	61%	53%	**

\*\*  $p < .01$ , \*\*\*  $p < .001$ , t-test (2-tailed)

### Supportive Campus Environment (SCE)

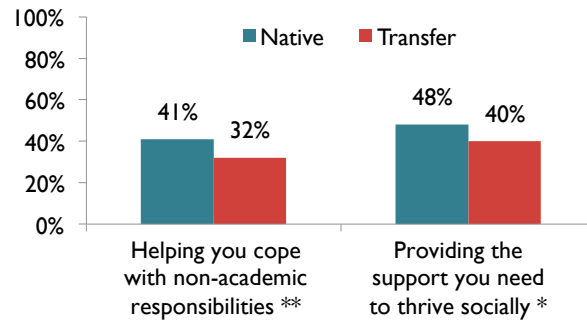
The SCE benchmark measures students' perceptions of how the campus environment supports them academically and socially, and helps in coping with personal responsibilities. The benchmark also asks students to rate the quality of relationships with other students, faculty, and administrative personnel and offices on a 7-point scale. Compared to their transfer counterparts, a significantly *higher* percentage of native FY students reported having a better relationship with other students (Figure 3); and perceived the institutional environment as helping them to cope with non-academic responsibilities and thrive socially (Figure 4). Research suggests that social connection and institutional commitment foster student integration and retention (Jensen, 2011). No significant difference was observed on the SCE benchmark at the SR level.

**Figure 3.** Percentage of FYs Reporting Relationships with Other Students are *Friendly, Supportive, Sense of Belonging* (answers 5-7 combined on a 7-point rating scale) \*



\*  $p < .05$ , \*\*  $p < .01$ , *t*-test (2-tailed)

**Figure 4.** Percentage of FYs Reporting that the Institution Emphasizes Select SCE Items (“quite a bit” and “very much” combined)



## BENCHMARK COMPARISON BY PLACE OF RESIDENCE

This section examines students' engagement in the five NSSE benchmark areas by place of residence. Two residential groups were used in the analysis based on students' self-reported data: living on campus (dormitory, campus housing, and fraternity/sorority housing) and living off campus. Benchmark-level comparisons are presented, followed by benchmark item analyses where significant differences exist. For an item-by-item mean comparison of survey questions by place of residence, see Appendix F.

### Benchmark Score Comparison

Table 3 presents summary data in the five benchmark areas by place of residence for Mason first-year and senior students. Compared to those living off campus, FYs living on campus scored significantly *higher* in the benchmark areas of active and collaborative learning, enriching educational experiences, and supportive campus environment. At the SR level, enriching educational experiences and supportive campus environment also received significantly *higher* ratings from SRs living on campus compared to their non-residential counterparts. In addition, SR students living on campus reported significantly *more* interaction with faculty.

**Table 3.** 2012 Benchmark Scores Comparison: Living on Campus vs. Living off Campus

	First-Year			Senior		
	Living on Campus (n=522)	Living off Campus (n=349)	Sig.	Living on Campus (n=111)	Living off Campus (n=1048)	Sig.
Level of Academic Challenge	54.4	53.6		56.4	57.2	
Active and Collaborative Learning	46.2	43.4	*	50.7	49.3	
Student-Faculty Interaction	35.5	33.8		43.4	36.7	**
Enriching Educational Experiences	34.0	29.1	***	48.5	36.3	***
Supportive Campus Environment	62.0	56.6	***	60.4	55.6	*

Note: Benchmark scores were calculated on a 100-point scale.

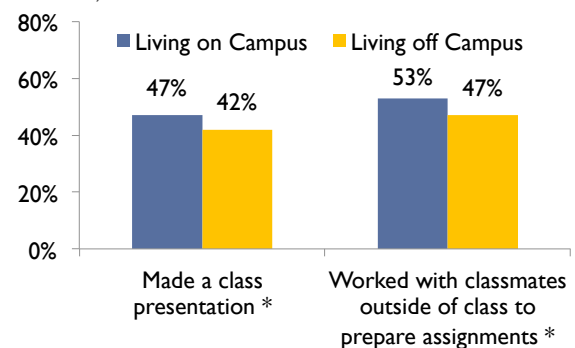
\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , t-test (2-tailed)

### Benchmark Item Analysis

#### Active and Collaborative Learning

The ACL benchmark measures how often students participate in class, work collaboratively with other students inside and outside of class, tutor others, and participate in community-based projects as part of course assignments. Figure 5 shows that FY students living on campus *differed* significantly from those living off campus on two of the six ACL items: making a class presentation and working with classmates outside of class to prepare assignments. Both activities are conducive to student academic and social integration crucial for freshman retention and achievement (Jensen, 2011). No significant difference emerged on the ACL benchmark at the SR level.

**Figure 5.** Active and Collaborative Learning: Significant Benchmark Items by Place of Residence (First-Year Students)



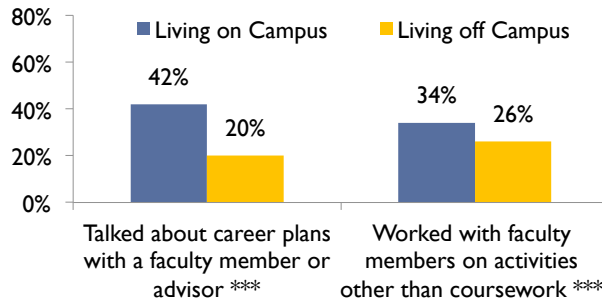
Note: Percentages are for "often" and "very often" combined.

\*  $p < .05$ , t-test (2-tailed)

### Student-Faculty Interaction

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. Benchmark item analysis revealed significant differences by residential status on two of the six items at the SR level.

**Figure 6.** Student-Faculty Interaction: Significant Benchmark Items by Place of Residence (Seniors)



Note: Percentages are for “often” and “very often” combined.  
\*\*\*  $p < .001$ , t-test (2-tailed)

Results in Figure 6 show that the percentage of Mason SRs living on campus who talked about their career plans with a faculty member or advisor was more than double compared to the percentage for their non-residential counterparts; residential SRs also worked with faculty members on activities other than coursework at a significantly *higher* rate of 34%, compared to 26% of SRs living off campus. These findings are important because engagement in these activities expands student learning outside of the classroom. No significant difference emerged on the ACL benchmark among FYs.

### Enriching Educational Experiences

The EEE benchmark measures how often students interact with students of different racial or ethnic backgrounds; interact with students of different religious beliefs, 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. Results from benchmark item analysis by residential status are presented below for FYs (Table 4) and SRs (Table 5).

Results in Table 4 show that FYs living on campus were significantly *more* engaged in enriching educational experiences on 7 of the 12 benchmark items than their counterparts living off campus. Differences were particularly striking for completed or planned study abroad and co-curricular activities.

**Table 4.** Enriching Educational Experiences: Significant Benchmark Items by Place of Residence (FYs)

EEE Item	Living on Campus (n=522)	Living off Campus (n=349)	Sig.
Had serious conversations with students of a different race or ethnicity <sup>1</sup>	66%	57%	**
Practicum, internship, field experience, etc <sup>2</sup>	93%	82%	**
Community service or volunteer work <sup>2</sup>	80%	74%	*
Participate in a learning community <sup>2</sup>	46%	36%	***
Study abroad <sup>2</sup>	54%	34%	***
Participating in co-curricular activities <sup>3</sup>	76%	47%	***
Institution encourages contact among students from different backgrounds <sup>4</sup>	71%	62%	**

<sup>1</sup> Percentages are for “often” and “very often” combined.

<sup>2</sup> Percentages are for “have done” or “plan to do” combined.

<sup>3</sup> Percentages are for at least one hour per week.

<sup>4</sup> Percentages are for “quite a bit” and “very much” combined.

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , t-test (2-tailed)



Similarly, SRs living on campus were also significantly *more* engaged in enriching educational experiences on 7 of the 12 benchmark items than SRs living off campus. As summarized in Table 5, the percentage differences were 11%-39% higher for SRs living on campus, with the biggest difference being observed for participation in co-curricular activities. Overall, the findings suggest that campus residence is associated with a higher level of student engagement in enriching educational experiences at both FY and SR levels.

**Table 5.** Enriching Educational Experiences: Significant Benchmark Items by Place of Residence (Seniors)

<b>EEE Item</b>	<b>Living on Campus (n=111)</b>	<b>Living off Campus (n=1048)</b>	<b>Sig.</b>
Had serious conversations with students of a different race or ethnicity. <sup>1</sup>	74%	62%	**
Had serious conversations with students who have different religious beliefs, political opinions, or personal values. <sup>1</sup>	68%	56%	**
Practicum, internship, field experience, etc. <sup>2</sup>	70%	41%	***
Community service or volunteer work <sup>2</sup>	65%	45%	**
Foreign language coursework <sup>2</sup>	51%	32%	**
Study abroad <sup>2</sup>	22%	11%	*
Participating in co-curricular activities. <sup>3</sup>	74%	35%	***
Institution encourages contact among students from different backgrounds. <sup>4</sup>	70%	53%	***

<sup>1</sup> Percentages are for “often” and “very often” combined.

<sup>2</sup> Percentages are for “have done”.

<sup>3</sup> Percentages are for at least 1 hour per week.

<sup>4</sup> Percentages are for “quite a bit” and “very much” combined.

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , t-test (2-tailed)

### **Supportive Campus Environment**

The SCE benchmark measures students’ perception of the extent to which the campus environment supports them academically and socially, and helps in coping with personal responsibilities. The benchmark also asks students to rate the quality of relationships with other students, faculty, and administrative personnel and offices on a 7-point rating scale. Table 6 shows that, compared to their non-residential counterparts, FYs living on campus gave significantly *higher* ratings on relationships with other students and faculty members; they also had a significantly *more* positive perception of the Mason environment with regard to campus support to cope with personal responsibilities and social success. At the SR level, a significantly *more* positive perception was also reported by those living on campus regarding relationships with other students and Mason support in coping with personal responsibilities and social success.

**Table 6.** Supportive Campus Environment: Significant Benchmark Items by Place of Residence

<b>SCE Item</b>	<b>First-Year</b>			<b>Senior</b>		
	<b>Living on Campus (n=522)</b>	<b>Living off Campus (n=349)</b>	<b>Sig.</b>	<b>Living on Campus (n=111)</b>	<b>Living off Campus (n=1048)</b>	<b>Sig.</b>
Quality of relationships with other students (friendly, supportive, sense of belonging) <sup>1</sup>	82%	75%	***	89%	55%	***
Quality of relationships with faculty members (available, helpful, sympathetic) <sup>1</sup>	76%	66%	*	81%	74%	
<i>Institution emphasizes:</i> Helping you cope with non-academic responsibilities <sup>2</sup>	43%	34%	**	33%	25%	**
<i>Institution emphasizes:</i> Providing the support you need to thrive socially <sup>2</sup>	50%	42%	***	45%	34%	**

<sup>1</sup> The percentages are for 5-7 combined on a 7-point rating scale.

<sup>2</sup> Percentages are for “quite a bit” and “very much” combined.

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , t-test (2-tailed)

## TIME USAGE, GROWTH, AND SATISFACTION

This section examines NSSE survey items related to time usage, growth, and satisfaction. The information provides a context for student engagement as well as insights on student growth and satisfaction as a result of the Mason experience by transfer and residential status.

### Working for Pay

As one measure of time usage, NSSE asks students to indicate the number of hours they spent working for pay during a typical 7-day week. Working for pay in excess of 20 hours per week, particularly off campus, reduces the amount of time that students have to participate in education-related activities (e.g., studying, student research, co-curricular activities) and can have detrimental effects on student engagement (Pike, Kuh, & Massa-McKinley, 2008).

Overall, a larger percentage of transfer students worked off campus compared to their native counterparts (62% vs. 32% for FYs; 74% vs. 64% for SRs, Appendix C). Table 7 shows that, of those working off campus, a significantly *larger* proportion of transfer students worked over 20 hours compared to their native counterparts. This was true at both freshman and senior levels.

**Table 7.** Hours Working for Pay by Transfer Status

<b>Worked on Campus</b>	<b>First-Year</b>			<b>Senior</b>		
	Native (n=148)	Transfer (n=12)	Sig.	Native (n=87)	Transfer (n=80)	Sig.
20 or fewer hours/week	84%	83%		82%	78%	
Over 20 hours/week	16%	17%		18%	21%	
<b>Worked off Campus</b>	(n=233)	(n=83)		(n=216)	(n=609)	
20 or fewer hours/week	79%	47%	***	52%	34%	***
Over 20 hours/week	21%	53%	***	48%	66%	***

\*\*\*  $p < .001$ , proportion test

Similarly, the number of hours students spent working for pay also varies by place of residence. Students living off campus reported working at a significantly *higher* rate off campus than their residential counterparts (58% vs. 22% for FY; 74% vs. 41% for SR, Appendix D). As shown in Table 8, of those working off campus, a significantly *higher* percentage of non-residential students worked over 20 hours compared to their residential counterparts, a phenomenon true at both freshman and senior levels.

While working on campus for 20 hours or less could be positively related to student engagement through student and faculty interaction and active and collaborative learning, working extensive hours off campus can take away time for study and thus negatively impact student engagement (Pike, Kuh, & Massa-McKinley, 2008). Results on time usage and employment status provide a context for understanding observed variations in student engagement, growth, and satisfaction by transfer and residential status presented in this report.

**Table 8.** Hours Working for Pay by Place of Residence

<b>Worked on Campus</b>	<b>First-Year</b>		Sig.	<b>Senior</b>		Sig.
	Living on Campus (n=116)	Living off campus (n=45)		Living on Campus (n=45)	Living off campus (n=122)	
20 or fewer hours/week	86%	78%		89%	79%	
Over 20 hours/week	14%	22%		11%	21%	
<b>Worked off Campus</b>	(n=112)	(n=199)		(n=45)	(n=788)	
20 or fewer hours/week	86%	63%	***	76%	36%	***
Over 20 hours/week	14%	37%	***	24%	64%	***

\*\*\*  $p < .001$ , proportion test

## Growth

NSSE measures growth by asking students to rate institutional contribution to their growth on a 4-point scale ranging from *very little* to *very much*. Based on a factor analysis, 15 items on growth are classified into two areas: educational-professional growth and personal-social growth. Educational-professional growth addresses thinking, writing, speaking, quantitative analysis, using information technology, job-related knowledge and skills, acquiring a broad education, and working with others; personal-social growth covers learning effectively on your own, understanding self, understanding diverse others, developing values and ethics, solving complex real-life problems, contributing to the welfare of community, and voting in elections. Discussion on growth in this section is conducted within the two growth areas by transfer status and place of residence.

Table 9 compares native and transfer students in the two growth areas. While native and transfer FY students reported a similar level of growth, results show a significant difference at the SR level. Native SRs reported that a Mason experience contributed significantly *more* to their personal-social growth than their transfer counterparts. Further analysis of the items making up the personal-social growth measure revealed that compared to transfer SRs, native SRs were more likely to say that Mason contributed to their understanding of themselves and people of other racial and ethnic backgrounds, developing a personal code of values and ethnics, participating in voting, and contributing to the welfare of their community (all significant at least at  $p < .05$ ).

**Table 9.** Growth by Transfer Status

<b>Factor</b>	<b>First-Year</b>		Sig.	<b>Senior</b>		Sig.
	Native (n=737)	Transfer (n=135)		Native (n=340)	Transfer (n=825)	
Educational-Professional Growth <sup>1</sup>	23.8	23.6		24.5	24.5	
Personal-Social Growth <sup>2</sup>	18.3	17.8		18.6	17.4	**

Note: Numbers represent average scale scores based on factor analysis.

<sup>1</sup> Based on eight items. The maximum score for the factor is 32.

<sup>2</sup> Based on seven items. The maximum score for the factor is 28.

\*\*  $p < .01$ , t-test (2-tailed)

Table 10 compares students living on campus with those living off campus in the two growth areas. Once again, a significant difference emerged between the two groups at the SR level. Compared to their non-residential counterparts, SRs living on campus reported that their Mason experience contributed significantly *more* to their personal-social growth. Further analysis within this measure revealed that compared to non-residential students, SRs living on campus were more likely to say that Mason contributed to their understanding of themselves and people of other racial and ethnic backgrounds, developing a personal code of values and ethnics, participating in voting, and contributing to the welfare of their community (all significant at least at  $p < .05$ ).

Overall, these findings suggest that for SRs, being a native student living on campus is more likely to support personal-social growth.

**Table 10.** Growth by Place of Residence

Factor	First-Year			Senior		
	Living on Campus (n=522)	Living off Campus (n=349)	Sig.	Living on Campus (n=111)	Living off Campus (n=1043)	Sig.
Educational-Professional Growth <sup>1</sup>	23.8	23.7		25.0	24.4	
Personal-Social Growth <sup>2</sup>	13.9	13.8		19.7	17.6	***

Note: Numbers represent average scale scores based on factor analysis.

<sup>1</sup> Based on eight items. The maximum score for the factor is 32.

<sup>2</sup> Based on seven items. The maximum score for the factor is 28.

\*\*\*  $p < .001$ , t-test (2-tailed)

## Satisfaction

NSSE measures student satisfaction by asking students to rate their entire educational experience and the quality of academic advising on a 4-point scale from *poor* to *excellent*. Respondents are also asked to indicate whether they would attend the same institution if starting over again on a 4-point scale from *definitely no* to *definitely yes*.

Results in Table 11 show that native FYs scored significantly higher than their transfer counterparts on all three measures by a significant margin of 11 percentage points. No significant difference emerged at the SR level. In terms of satisfaction by place of residence, Table 12 shows that a significantly higher percentage of FYs living on campus reported satisfaction across all measures than their non-residential counterparts, with the difference most noticeable with overall educational experience. Among SRs, those living off campus reported satisfaction with the quality of academic advising at a significantly higher rate than their residential peers.

**Table 11.** Satisfaction by Transfer Status

Factor	First-Year			Senior		
	Native (n=737)	Transfer (n=135)	Sig.	Native (n=340)	Transfer (n=825)	Sig.
Entire educational experience <sup>1</sup>	87%	76%	**	80%	81%	
Quality of academic advising <sup>1</sup>	72%	61%	*	64%	68%	
Would attend same institution if starting over again <sup>2</sup>	85%	74%	**	79%	79%	

<sup>1</sup> Percentages are for “good” and “excellent” combined.

<sup>2</sup> Percentages are for “probably yes” and “definitely yes” combined.

\*  $p < .05$ , \*\*  $p < .01$ , proportion test

**Table 12.** Satisfaction by Place of Residence

Satisfaction Item	First-Year			Senior		
	Living on Campus (n=522)	Living off Campus (n=349)	Sig.	Living on Campus (n=111)	Living off Campus (n=1048)	Sig.
Entire educational experience <sup>1</sup>	90%	79%	***	83%	80%	
Quality of academic advising <sup>1</sup>	74%	64%	**	69%	79%	*
Would attend same institution if starting over again <sup>2</sup>	86%	80%	*	82%	79%	

<sup>1</sup> Percentages are for “good” and “excellent” combined.

<sup>2</sup> Percentages are for “probably yes” and “definitely yes” combined.

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , proportion test

These findings underscore the importance of campus residence for FYs in promoting a positive college experience, which, in turn, has a positive impact on freshman retention and achievement (Tinto, 2004).

## REFERENCES

- Jensen, U. (2011). *Factors Influencing Student Retention in Higher Education. Summary of Influential Factors in Degree Attainment and Persistence to Career or Further Education for At-Risk/High Educational Need Students*, by Pacific Policy Research Center. Honolulu, HI: Kamehameha Schools–Research & Evaluation Division.
- 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.
- Pike, G.R., Kuh, G.D., & Massa-McKinley, R. (2008). First-year students' employment, engagement, and academic achievement: Untangling the relationship between work and grades. *NASPA Journal, 45*(4), 560-582.
- Tinto, V. (2004). Linking learning and leaving. In *Reworking the student departure puzzle* ed. J. M. Braxton. Nashville, TN: Vanderbilt University Press.

## APPENDIX A: Peer Institutions 2012

### Carnegie Peers—Carnegie Class RU/H

1	Auburn University	24	Polytechnic Institute of NYU
2	Ball State University	25	Rutgers University-Newark
3	Baylor University	26	South Dakota State University
4	Brigham Young University	27	Southern Illinois University Carbondale
5	Catholic University of America, The	28	Stevens Institute of Technology
6	Clarkson University	29	Syracuse University
7	Clemson University	30	Texas Tech University
8	Cleveland State University	31	University of Akron, The
9	Colorado School of Mines	32	University of Denver
10	Drexel University	33	University of Louisiana at Lafayette
11	Florida International University	34	U of Maryland, Baltimore County
12	Howard University	35	University of Massachusetts Lowell
13	Illinois Institute of Technology	36	University of Mississippi
14	Indiana U - Purdue University Indianapolis	37	University of Missouri-Kansas City
15	Lehigh University	38	University of Nevada-Las Vegas
16	Louisiana Tech University	39	University of New Orleans, The
17	Loyola University Chicago	40	University of South Dakota
18	Michigan Technological University	41	University of Texas at Arlington, The
19	New Jersey Institute of Technology	42	University of Texas at Dallas, The
20	Northern Arizona University	43	University of Texas at El Paso, The
21	Northern Illinois University	44	University of Texas at San Antonio, The
22	Oklahoma State University	45	University of Wyoming
23	Old Dominion University		

### Aspirational Peers—Carnegie Class RU/VH

1	Case Western Reserve University	12	University of Kentucky
2	Colorado State University	13	University of Louisville
3	Emory University	14	University of Miami
4	Indiana University Bloomington	15	University of Michigan-Ann Arbor
5	Mississippi State University	16	University of Missouri-Columbia
6	Rutgers University-New Brunswick/Piscataway	17	University of Oregon
7	University of Alabama at Birmingham	18	University of South Carolina Columbia
8	University of Alabama in Huntsville	19	Washington State University
9	University of Arizona	20	Wayne State University
10	University of Houston	21	Yeshiva University
11	University of Illinois at Urbana-Champaign		

**APPENDIX B: NSSE 2012 Respondent Characteristics**

	Mason		Aspiration: RU/VH		Carnegie: RU/H	
	FY (n=1026)	SR (n=1312)	FY	SR	FY	SR
<b>Response Rate</b>						
Overall	28%		20%		22%	
By class	28%	27%	19%	20%	19%	24%
NSSE sample size	3,603	4,838	77,095	90,199	98,041	128,616
<b>Sampling Error <sup>a</sup></b>						
Overall	1.7%		0.5%		0.4%	
By class	2.6%	2.3%	0.7%	0.7%	0.6%	0.5%
Number of respondents	1,026	1,312	14,354	18,483	19,033	30,714
Total population	3,603	4,838	86,325	100,739	111,826	142,613
<b>Student Characteristics <sup>b</sup></b>						
<b>Gender <sup>c</sup></b>						
Female	59%	61%	63%	59%	62%	57%
<b>Race/Ethnicity</b>						
Am. Indian/Native Am	0%	1%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	15%	17%	12%	9%	8%	6%
Black/African American	9%	7%	7%	7%	9%	7%
White (non-Hispanic)	53%	53%	64%	68%	63%	68%
Mexican/Mexican American	0%	1%	4%	3%	4%	4%
Puerto Rican	1%	1%	1%	0%	1%	1%
Other Hispanic or Latino	5%	7%	3%	2%	4%	3%
Multiracial	4%	4%	4%	3%	3%	3%
Other	4%	4%	1%	2%	2%	1%
I prefer not to respond	8%	6%	5%	6%	5%	6%
<b>Enrollment Status <sup>c</sup></b>						
Part-time	6%	27%	2%	14%	3%	15%
<b>International Student</b>						
	6%	10%	7%	6%	6%	5%
<b>Place of Residence</b>						
On-campus <sup>d</sup>	60%	10%	77%	11%	68%	10%
<b>Transfer Status</b>						
Transfer student	16%	70%	6%	35%	8%	43%
<b>Age</b>						
Under 24	96%	50%	98%	75%	97%	65%

<sup>a</sup> 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%..

<sup>b</sup> Percent of total respondents within each category; results are not weighted

<sup>c</sup> Institution-reported data; information used to weigh the Mean Comparisons, Frequency Distributions, and Benchmark Comparisons

<sup>d</sup> Students who identified their residence as “dormitory or other campus housing” or “fraternity or sorority house”

**APPENDIX C: Mason's NSSE 2012 Native vs. Transfer Respondent Profile**

	First-Year		Senior	
	Native (n=737)	Transfer (n=135)	Native (n=340)	Transfer (n=825)
<b>Student Characteristics <sup>a, b</sup></b>				
<b>Female</b>	51%	57%	58%	51%
<b>Race/Ethnicity</b>				
Am. Indian/Native Am	0%	2%	1%	1%
Asian/Asian Am./Pacific Isl.	16%	15%	20%	16%
Black/African American	8%	9%	6%	7%
White (non-Hispanic)	55%	43%	53%	53%
Mexican/Mexican American	0%	2%	2%	0%
Puerto Rican	1%	2%	1%	1%
Other Hispanic or Latino	5%	7%	5%	8%
Multiracial	4%	4%	4%	4%
Other	3%	8%	3%	4%
I prefer not to respond	8%	10%	6%	7%
<b>Part-time Student</b>	2%	28%	16%	37%
<b>International Student</b>	5%	11%	6%	12%
<b>Traditional Aged (under 24)</b>	99%	80%	81%	34%
<b>On-Campus Resident <sup>c</sup></b>	67%	20%	26%	3%
<b>Work for Pay</b>				
<b>On Campus</b>				
0 hrs/week	80%	91%	75%	90%
1-20 hrs/week	17%	7%	21%	8%
21+ /week	3%	2%	4%	2%
<b>Off Campus</b>				
0 hrs/week	68%	38%	36%	26%
1-20 hrs/week	25%	29%	33%	25%
21+/week	6%	33%	31%	49%

<sup>a</sup> Percent of total respondents within each category

<sup>b</sup> Data were weighted by gender, enrollment status, and institutional size

<sup>c</sup> Students who identified their residence as “dormitory or other campus housing” or “fraternity or sorority house”



**APPENDIX D: Mason's NSSE 2012 Residential vs. Non-Residential Respondent Profile**

	<b>First-Year</b>		<b>Senior</b>	
	<b>Residential<sup>c</sup> (n=522)</b>	<b>Non-Residential (n=349)</b>	<b>Residential<sup>c</sup> (n=111)</b>	<b>Non-Residential (n=1048)</b>
<b>Students Characteristics<sup>a, b</sup></b>				
<b>Female</b>	54%	49%	68%	52%
<b>Race/Ethnicity</b>				
Am. Indian/Native Am	0%	1%	3%	1%
Asian/Asian Am./Pacific Isl.	8%	27%	14%	9%
Black/African American	10%	5%	10%	10%
White (non-Hispanic)	65%	36%	60%	64%
Mexican/Mexican American	1%	1%		1%
Puerto Rican	1%	1%	2%	1%
Other Hispanic or Latino	4%	7%	3%	4%
Multiracial	4%	3%	3%	4%
Other	1%	9%	2%	1%
I prefer not to respond	7%	10%	5%	7%
<b>Part-time Student</b>	2%	13%	1%	34%
<b>International Student</b>	4%	11%	7%	10%
<b>Traditional Aged (under 24)</b>	100%	91%	96%	42%
<b>Transfer Student</b>	5%	31%	21%	76%
<b>Work for Pay</b>				
<b>On Campus</b>				
0 hrs/week	78%	87%	60%	88%
1-20 hrs/week	19%	10%	36%	9%
21+ /week	3%	3%	5%	3%
<b>Off Campus</b>				
0 hrs/week	78%	42%	59%	26%
1-20 hrs/week	18%	37%	32%	27%
21+ /week	3%	21%	9%	48%

<sup>a</sup> Percent of total respondents within each category

<sup>b</sup> Data were weighted by gender, enrollment status, and institutional size

<sup>c</sup> Students who identified their residence as “dormitory or other campus housing” or “fraternity or sorority house”

APPENDIX E: Mason's NSSE 2012 Mean Comparison Report by Transfer Status and Class-Level



			Native <sup>a</sup>		Transfer <sup>a</sup>	
	Bench- mark	Class	Mean	Mean	Sig <sup>b</sup>	
<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>						
<b>1. Academic and Intellectual Experiences</b>						
a.	Asked questions in class or contributed to class discussions	ACL	FY	2.78	2.91	
			SR	3.08	3.11	
b.	Made a class presentation	ACL	FY	2.51	2.50	
			SR	2.92	2.84	
c.	Prepared two or more drafts of a paper or assignment before turning it in		FY	2.39	2.44	
			SR	2.48	2.71	
d.	Worked on a paper or project that required integrating ideas or information from various sources		FY	3.21	3.23	
			SR	3.42	3.44	
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments		FY	2.91	2.86	
			SR	3.00	2.91	
f.	Come to class without completing readings or assignments		FY	2.19	2.04	
			SR	2.20	2.04	**
g.	Worked with other students on projects <b>during class</b>	ACL	FY	2.50	2.47	
			SR	2.52	2.62	
h.	Worked with classmates <b>outside of class</b> to prepare class assignments	ACL	FY	2.60	2.45	
			SR	2.87	2.67	**
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions		FY	2.78	2.74	
			SR	3.07	2.95	*
j.	Tutored or taught other students (paid or voluntary)	ACL	FY	1.77	1.59	**
			SR	1.79	1.66	*
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	ACL	FY	1.50	1.47	
			SR	1.67	1.46	**
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	EEE	FY	2.96	2.88	
			SR	3.01	2.94	
m.	Used e-mail to communicate with an instructor		FY	3.38	3.38	
			SR	3.54	3.45	
n.	Discussed grades or assignments with an instructor	SFI	FY	2.67	2.77	
			SR	2.81	2.76	
o.	Talked about career plans with a faculty member or advisor	SFI	FY	2.04	2.11	
			SR	2.43	2.07	***
p.	Discussed ideas from your readings or classes with faculty members outside of class	SFI	FY	1.82	1.87	
			SR	2.04	1.92	

<sup>a</sup> Gender and class-rank were institution-reported.

<sup>b</sup> \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001 (2-tailed)

Table continues.



**National Survey  
of Student Engagement**

		Bench- mark	Class	Native <sup>a</sup> Mean	Transfer <sup>a</sup> Mean	Sig <sup>b</sup>
q.	Received prompt written or oral feedback from faculty on your academic performance	SFI	FY	2.82	2.74	
			SR	2.82	2.77	
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	LAC	FY	2.69	2.90	**
			SR	2.78	2.82	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	SFI	FY	1.71	1.67	**
			SR	1.96	1.52	***
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	ACL	FY	2.81	2.81	
			SR	2.88	2.88	
u.	Had serious conversations with students of a different race or ethnicity than your own	EEE	FY	2.89	2.78	
			SR	3.04	2.74	***
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	EEE	FY	2.88	2.74	
			SR	2.92	2.66	***

*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.	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form		FY	2.93	3.04	
			SR	2.81	2.83	
b.	<b>Analyzing</b> 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	3.26	3.10	*
			SR	3.32	3.28	
c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	LAC	FY	3.04	2.87	*
			SR	3.13	3.07	
d.	<b>Making judgments</b> 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	3.01	2.95	
			SR	3.01	3.00	
e.	<b>Applying</b> theories or concepts to practical problems or in new situations	LAC	FY	3.11	2.97	
			SR	3.22	3.09	*

*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	3.28	3.12	
			SR	3.18	3.16	
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment		FY	2.10	2.14	
			SR	2.21	2.23	

<sup>a</sup> Gender and class-rank were institution-reported.

<sup>b</sup> \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001 (2-tailed)

Table continues.



**National Survey  
of Student Engagement**

		Bench- mark	Class	Native <sup>a</sup> Mean	Transfer <sup>a</sup> Mean	Sig <sup>b</sup>	
c.	Number of written papers or reports of <b>20 pages or more</b>	LAC	FY	1.27	1.39		
			SR	1.64	1.66		
d.	Number of written papers or reports <b>between 5 and 19 pages</b>	LAC	FY	2.25	2.41	*	
			SR	2.65	2.52	*	
e.	Number of written papers or reports of <b>fewer than 5 pages</b>	LAC	FY	2.95	2.84		
			SR	3.11	2.90	**	
<b>4. Problem Sets</b>		<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 <b>more</b> than an hour to complete			FY	2.66	2.83	
				SR	2.70	2.87	*
b.	Number of problem sets that take you <b>less</b> than an hour to complete			FY	2.59	2.50	
				SR	2.42	2.41	
<b>5. Examinations</b>		<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				FY	5.34	5.43	
				SR	5.34	5.50	
<b>6. Additional Collegiate Experiences</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>					
a.	Attended an art exhibit, play, dance, music, theatre or other performance			FY	2.22	2.08	
				SR	2.02	1.86	**
b.	Exercised or participated in physical fitness activities			FY	2.86	2.55	**
				SR	2.76	2.51	***
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)			FY	1.93	2.03	
				SR	1.99	1.84	*
d.	Examined the strengths and weaknesses of your own views on a topic or issue			FY	2.71	2.77	
				SR	2.71	2.62	
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective			FY	2.93	2.89	
				SR	2.93	2.89	
f.	Learned something that changed the way you understand an issue or concept			FY	2.95	2.91	
				SR	3.03	2.85	**
<b>7. Enriching Educational Experiences</b>		<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	.14	.20		
			SR	.59	.37	***	
b.	Community service or volunteer work	EEE	FY	.35	.36		
			SR	.58	.42	***	
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	EEE	FY	.25	.14	**	
			SR	.28	.16	***	

<sup>a</sup> Gender and class-rank were institution-reported.

<sup>b</sup> \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001 (2-tailed)

Table continues.



**National Survey  
of Student Engagement**

		Bench- mark	Class	Native <sup>a</sup> Mean	Transfer <sup>a</sup> Mean	Sig <sup>b</sup>
d.	Work on a research project with a faculty member outside of course or program requirements	SFI	FY	.05	.07	
			SR	.18	.12	**
e.	Foreign language coursework	EEE	FY	.27	.26	
			SR	.43	.30	***
f.	Study abroad	EEE	FY	.04	.11	**
			SR	.18	.10	**
g.	Independent study or self-designed major	EEE	FY	.04	.08	
			SR	.15	.12	
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam etc.)	EEE	FY	.02	.06	
			SR	.38	.27	***
<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>						
<b>8. Quality of Relationships</b>						
a.	Relationships with <b>other students</b>	SCE	FY	5.55	5.23	*
			SR	5.58	5.31	**
<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>						
b.	Relationships with <b>faculty members</b>	SCE	FY	5.20	5.03	
			SR	5.28	5.30	
<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>						
c.	Relationships with <b>administrative personnel and offices</b>	SCE	FY	4.56	4.43	
			SR	4.47	4.64	
<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>						
<b>9. Time Usage</b>						
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	LAC	FY	4.25	4.22	
			SR	4.18	4.22	
b.	Working for pay <b>on campus</b>		FY	1.61	1.31	*
			SR	1.84	1.32	***
c.	Working for pay <b>off campus</b>		FY	2.04	3.91	***
			SR	3.83	4.91	***
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	EEE	FY	2.56	2.05	**
			SR	2.47	1.56	***
e.	Relaxing and socializing (watching TV, partying, etc.)		FY	3.83	3.59	
			SR	3.72	3.23	***
f.	Providing care for dependents living with you (parents, children, spouse, etc.)		FY	1.45	2.35	***
			SR	1.97	3.03	***

<sup>a</sup> Gender and class-rank were institution-reported.

<sup>b</sup> \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001 (2-tailed)

Table continues.



**National Survey  
of Student Engagement**

		Bench- mark	Class	Native <sup>a</sup> Mean	Transfer <sup>a</sup> Mean	Sig <sup>b</sup>
g.	Commuting to class (driving, walking, etc.)		FY	2.16	2.51	***
			SR	2.62	2.82	*
				<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>		
<b>10. Institutional Environment</b>						
a.	Spending significant amounts of time studying and on academic work	LAC	FY	3.00	3.15	
			SR	3.05	3.20	**
b.	Providing the support you need to help you succeed academically	SCE	FY	2.99	2.89	
			SR	2.78	2.83	
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	EEE	FY	2.93	2.67	**
			SR	2.79	2.59	**
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	SCE	FY	2.30	2.04	**
			SR	2.06	1.92	*
e.	Providing the support you need to thrive socially	SCE	FY	2.47	2.25	*
			SR	2.28	2.14	*
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)		FY	2.90	2.67	*
			SR	2.72	2.52	**
g.	Using computers in academic work		FY	3.30	3.34	
			SR	3.38	3.37	
				<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>		
<b>11. Educational and Personal Growth</b>						
a.	Acquiring a broad general education		FY	3.09	3.08	
			SR	3.20	3.13	
b.	Acquiring job or work-related knowledge and skills		FY	2.83	2.70	
			SR	2.88	2.88	
c.	Writing clearly and effectively		FY	2.98	3.02	
			SR	3.07	3.17	
d.	Speaking clearly and effectively		FY	2.87	2.90	
			SR	2.92	2.98	
e.	Thinking critically and analytically		FY	3.19	3.17	
			SR	3.28	3.31	
f.	Analyzing quantitative problems		FY	2.92	2.91	
			SR	2.91	3.04	*
g.	Using computing and information technology		FY	2.97	3.04	
			SR	3.13	3.15	
h.	Working effectively with others		FY	3.01	2.95	
			SR	3.17	3.02	**
				Table continues.		
i.	Voting in local, state, or national elections		FY	1.99	1.89	

<sup>a</sup> Gender and class-rank were institution-reported.

<sup>b</sup> \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001 (2-tailed)



**National Survey  
of Student Engagement**

		Bench- mark	Class	Native <sup>a</sup> Mean	Transfer <sup>a</sup> Mean	Sig <sup>b</sup>
			SR	2.10	1.81	***
j.	Learning effectively on your own		FY	2.90	2.89	
			SR	3.00	2.93	
k.	Understanding yourself		FY	2.80	2.73	
			SR	2.83	2.70	*
l.	Understanding people of other racial and ethnic backgrounds		FY	2.87	2.74	
			SR	2.93	2.69	***
m.	Solving complex real-world problems		FY	2.71	2.67	
			SR	2.75	2.65	
n.	Developing a personal code of values and ethics		FY	2.71	2.67	
			SR	2.76	2.57	**
o.	Contributing to the welfare of your community		FY	2.36	2.32	
			SR	2.35	2.21	*
p.	Developing a deepened sense of spirituality		FY	1.94	2.01	
			SR	1.89	1.78	
<b>12.</b>	<b>Academic Advising</b>	<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	2.91	2.77	
			SR	2.75	2.84	
<b>13.</b>	<b>Satisfaction</b>	<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>				
	How would you evaluate your entire educational experience at this institution?		FY	3.19	3.08	
			SR	3.13	3.09	
<b>14.</b>		<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 <b>same institution</b> you are now attending?		FY	3.22	3.08	
			SR	3.13	3.11	

<sup>a</sup> Gender and class-rank were institution-reported.

<sup>b</sup> \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001 (2-tailed)

APPENDIX F: Mason's NSSE 2012 Mean Comparison Report by Place of Residence and Class-Level



			On Campus <sup>a</sup>		Off Campus <sup>a</sup>	
	Bench- mark	Class	Mean		Mean	Sig <sup>b</sup>
<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>						
<b>1. Academic and Intellectual Experiences</b>						
a.	Asked questions in class or contributed to class discussions	ACL	FY	2.83	2.76	
			SR	3.03	3.10	
b.	Made a class presentation	ACL	FY	2.57	2.43	*
			SR	2.87	2.86	
c.	Prepared two or more drafts of a paper or assignment before turning it in		FY	2.39	2.43	
			SR	2.32	2.67	***
d.	Worked on a paper or project that required integrating ideas or information from various sources		FY	3.24	3.18	
			SR	3.34	3.44	
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments		FY	2.95	2.84	
			SR	2.94	2.93	
f.	Come to class without completing readings or assignments		FY	2.19	2.12	
			SR	2.20	2.07	
g.	Worked with other students on projects <b>during class</b>	ACL	FY	2.53	2.46	
			SR	2.51	2.60	
h.	Worked with classmates <b>outside of class</b> to prepare class assignments	ACL	FY	2.64	2.50	*
			SR	2.89	2.71	*
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions		FY	2.79	2.75	
			SR	3.01	2.98	
j.	Tutored or taught other students (paid or voluntary)	ACL	FY	1.76	1.71	
			SR	1.84	1.68	
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	ACL	FY	1.54	1.44	
			SR	1.68	1.50	
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	EEE	FY	2.96	2.92	
			SR	2.96	2.96	
m.	Used e-mail to communicate with an instructor		FY	3.40	3.35	
			SR	3.52	3.47	
n.	Discussed grades or assignments with an instructor	SFI	FY	2.69	2.69	
			SR	2.82	2.77	
o.	Talked about career plans with a faculty member or advisor	SFI	FY	2.07	2.02	
			SR	2.51	2.13	***
p.	Discussed ideas from your readings or classes with faculty members outside of class	SFI	FY	1.84	1.82	
			SR	1.94	1.95	

<sup>a</sup> Gender and class level were institution-reported.

<sup>b</sup> \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001 (2-tailed)

Table continues.





**National Survey  
of Student Engagement**

			<b>On Campus <sup>a</sup></b>		<b>Off Campus <sup>a</sup></b>	
	<i>Bench- mark</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig <sup>b</sup></i>	
q.	Received prompt written or oral feedback from faculty on your academic performance	FY	2.84	2.76		
		SR	2.80	2.78		
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.71	2.76		
		SR	2.72	2.81		
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	1.79	1.59	**	
		SR	2.07	1.60	***	
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	FY	2.83	2.79		
		SR	2.85	2.88		
u.	Had serious conversations with students of a different race or ethnicity than your own	FY	2.91	2.81		
		SR	3.15	2.79	**	
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	2.95	2.73	**	
		SR	3.04	2.70	**	

*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.	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	FY	2.92	2.98	
		SR	2.84	2.81	
b.	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	FY	3.29	3.16	*
		SR	3.32	3.29	
c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	3.05	2.97	
		SR	3.13	3.08	
d.	<b>Making judgments</b> 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	3.04	2.94	
		SR	2.96	3.00	
e.	<b>Applying</b> theories or concepts to practical problems or in new situations	FY	3.09	3.09	
		SR	3.22	3.12	

*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	FY	3.34	3.13	**
		SR	3.17	3.16	
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	FY	2.11	2.08	
		SR	2.12	2.24	

<sup>a</sup> Residence status and class-rank were institution-reported.

<sup>b</sup> \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001 (2-tailed)

Table continues.



**National Survey  
of Student Engagement**

			<b>On Campus<sup>a</sup></b>		<b>Off Campus<sup>a</sup></b>	
	<i>Bench- mark</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig<sup>b</sup></i>	
c.	Number of written papers or reports of <b>20 pages or more</b>	FY	1.27	1.31		
		SR	1.56	1.67		
d.	Number of written papers or reports <b>between 5 and 19 pages</b>	FY	2.27	2.28		
		SR	2.65	2.55		
e.	Number of written papers or reports of <b>fewer than 5 pages</b>	FY	2.99	2.85		*
		SR	3.09	2.95		
<b>4. Problem Sets</b>			<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 <b>more</b> than an hour to complete	FY	2.59	2.83		**
		SR	2.52	2.85		**
b.	Number of problem sets that take you <b>less</b> than an hour to complete	FY	2.56	2.60		
		SR	2.40	2.42		
<b>5. Examinations</b>			<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	FY	5.35	5.35		
		SR	5.33	5.47		
<b>6. Additional Collegiate Experiences</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>			
a.	Attended an art exhibit, play, dance, music, theatre or other performance	FY	2.34	1.97		***
		SR	2.10	1.88		*
b.	Exercised or participated in physical fitness activities	FY	2.99	2.54		***
		SR	3.04	2.53		***
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	FY	1.93	1.97		
		SR	1.95	1.88		
d.	Examined the strengths and weaknesses of your own views on a topic or issue	FY	2.76	2.67		
		SR	2.73	2.64		
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	FY	2.96	2.88		
		SR	2.96	2.89		
f.	Learned something that changed the way you understand an issue or concept	FY	2.97	2.92		
		SR	3.03	2.88		
<b>7. Enriching Educational Experiences</b>			<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	.13	.17	
			SR	.70	.41	***
b.	Community service or volunteer work	EEE	FY	.38	.31	*
			SR	.65	.45	***
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	EEE	FY	.31	.12	***
			SR	.26	.19	

<sup>a</sup> Gender and class-rank were institution-reported.

<sup>b</sup> \*p < 0.05, \*\* p < 0.01, \*\*\* p < 0.001 (2-tailed).

Table continues.



**National Survey  
of Student Engagement**

			<b>On Campus<sup>a</sup></b>		<b>Off Campus<sup>a</sup></b>	
	<i>Bench- mark</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig<sup>b</sup></i>	
d.	Work on a research project with a faculty member outside of course or program requirements	SFI	FY .06	.06		
			SR .22	.13		*
e.	Foreign language coursework	EEE	FY .28	.25		
			SR .51	.32		***
f.	Study abroad	EEE	FY .06	.04		
			SR .22	.11		*
g.	Independent study or self-designed major	EEE	FY .04	.04		
			SR .14	.13		
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam etc.)	EEE	FY .02	.04		
			SR .37	.30		
<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>						
<b>8.</b>	<b>Quality of Relationships</b>					
a.	Relationships with <b>other students</b>	SCE	FY 5.66	5.25		***
			SR 5.80	5.34		**
<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>						
b.	Relationships with <b>faculty members</b>	SCE	FY 5.25	5.05		*
			SR 5.37	5.29		
<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>						
c.	Relationships with <b>administrative personnel and offices</b>	SCE	FY 4.62	4.42		
			SR 4.59	4.58		
<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>						
<b>9.</b>	<b>Time Usage</b>					
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	LAC	FY 4.25	4.23		
			SR 4.14	4.21		
b.	Working for pay <b>on campus</b>		FY 1.69	1.37		**
			SR 2.21	1.39		***
c.	Working for pay <b>off campus</b>		FY 1.67	3.30		***
			SR 2.37	4.83		***
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	EEE	FY 2.84	1.96		***
			SR 2.82	1.72		***
e.	Relaxing and socializing (watching TV, partying, etc.)		FY 3.92	3.59		**
			SR 3.68	3.33		*
f.	Providing care for dependents living with you (parents, children, spouse, etc.)		FY 1.19	2.17		
			SR 1.25	2.88		***

<sup>a</sup> Gender and class-rank were institution-reported.

<sup>b</sup> \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001 (2-tailed)

Table continues.



**National Survey  
of Student Engagement**

		Bench- mark	Class	On Campus <sup>a</sup> Mean	Off Campus <sup>a</sup> Mean	Sig <sup>b</sup>
g.	Commuting to class (driving, walking, etc.)		FY	1.86	2.74	***
			SR	1.92	2.85	***
<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>						
<b>10. Institutional Environment</b>						
a.	Spending significant amounts of time studying and on academic work	LAC	FY	2.97	3.11	**
			SR	3.07	3.17	
b.	Providing the support you need to help you succeed academically	SCE	FY	3.01	2.92	
			SR	2.84	2.81	
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	EEE	FY	2.99	2.76	**
			SR	2.97	2.61	**
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	SCE	FY	2.36	2.12	**
			SR	2.18	1.93	*
e.	Providing the support you need to thrive socially	SCE	FY	2.53	2.29	***
			SR	2.45	2.15	**
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)		FY	3.01	2.66	***
			SR	2.92	2.53	***
g.	Using computers in academic work		FY	3.24	3.40	**
			SR	3.40	3.38	
<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>						
<b>11. Educational and Personal Growth</b>						
a.	Acquiring a broad general education		FY	3.10	3.07	
			SR	3.22	3.14	
b.	Acquiring job or work-related knowledge and skills		FY	2.88	2.71	*
			SR	3.01	2.87	
c.	Writing clearly and effectively		FY	3.02	2.93	
			SR	3.17	3.13	
d.	Speaking clearly and effectively		FY	2.88	2.88	
			SR	2.98	2.95	
e.	Thinking critically and analytically		FY	3.20	3.17	
			SR	3.37	3.30	
f.	Analyzing quantitative problems		FY	2.90	2.96	
			SR	2.92	3.01	
g.	Using computing and information technology		FY	2.93	3.06	*
			SR	3.18	3.14	
h.	Working effectively with others		FY	3.02	2.98	
			SR	3.29	3.04	**

<sup>a</sup> Gender and class-rank were institution-reported.

<sup>b</sup> \*p < 0.05, \*\*p < 0.01, \*\*\* p < 0.001 (2-tailed)

Table continues.



**National Survey  
of Student Engagement**

		Bench- mark	Class	On Campus <sup>a</sup> Mean	Off Campus <sup>a</sup> Mean	Sig <sup>b</sup>
i.	Voting in local, state, or national elections		FY	1.99	1.95	
			SR	2.17	1.87	**
j.	Learning effectively on your own		FY	2.88	2.91	
			SR	3.07	2.94	
k.	Understanding yourself		FY	2.82	2.76	
			SR	3.11	2.70	***
l.	Understanding people of other racial and ethnic backgrounds		FY	2.87	2.81	
			SR	3.11	2.72	***
m.	Solving complex real-world problems		FY	2.69	2.73	
			SR	2.81	2.67	
n.	Developing a personal code of values and ethics		FY	2.71	2.70	
			SR	2.94	2.59	**
o.	Contributing to the welfare of your community		FY	2.39	2.30	
			SR	2.65	2.21	***
p.	Developing a deepened sense of spirituality		FY	1.93	2.00	
			SR	2.05	1.79	*
<b>12.</b>	<b>Academic Advising</b>	<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	2.95	2.79	**
			SR	2.78	2.82	
<b>13.</b>	<b>Satisfaction</b>	<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>				
	How would you evaluate your entire educational experience at this institution?		FY	3.25	3.06	***
			SR	3.25	3.09	*
		<i>1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes</i>				
<b>14.</b>	If you could start over again, would you go to the <b>same institution</b> you are now attending?		FY	3.25	3.12	*
			SR	3.26	3.10	

<sup>a</sup> Gender and class-rank were institution-reported.

<sup>b</sup> \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001 (2-tailed)

**Office of Institutional Assessment**

George Mason University

3600 University Hall • MS3D2 • 703-993-8834 • [assessment@gmu.edu](mailto:assessment@gmu.edu) • [assessment.gmu.edu](http://assessment.gmu.edu)

**Karen Gentemann**

Associate Provost for Institutional Effectiveness

[genteman@gmu.edu](mailto:genteman@gmu.edu)

703.993.8836

**Stephanie Hazel**

Associate Director

[shazel@gmu.edu](mailto:shazel@gmu.edu)

703.993.5106

**Sarah Pérez-Kriz**

Associate Director

[skriz@gmu.edu](mailto:skriz@gmu.edu)

703.993.8616

**Zhicheng Zhang**

Associate Director

[zzhang11@gmu.edu](mailto:zzhang11@gmu.edu)

703.993.5104

**Nicole Long**

Assessment Analyst

[nlong3@gmu.edu](mailto:nlong3@gmu.edu)

703.993.4267

**Rawa Jassem**

Applications Analyst & Web Developer

[rjassem1@gmu.edu](mailto:rjassem1@gmu.edu)

703.993.8876

**Karen Manley**

Administrative & Communications Coordinator

[kmanley@gmu.edu](mailto:kmanley@gmu.edu)

703.993.8834