

Graduating Senior Survey Report:
2010-11

Office of Institutional Assessment

George Mason University

April 2012

Suggested Citation

Office of Institutional Assessment, George Mason University (2012). *Graduating Senior Survey Report: 2010-11.* Fairfax, VA: Office of Institutional Assessment, George Mason University.

Contact Information

Office of Institutional Assessment
3600 University Hall
4400 University Drive, MS 3D2
Fairfax, VA 22030
Phone: (703) 993-8834
Fax: (703) 993-8835
Web: <https://assessment.gmu.edu>
Email: assessment@gmu.edu

TABLE OF CONTENTS

HIGHLIGHTS AND INTRODUCTION	1
Survey Highlights.....	1
Survey Administration and Response Rate	2
Demographic Characteristics of Respondents.....	2
Enrollment Status	3
Employment History	4
EDUCATIONAL EXPERIENCES IN THE MAJOR.....	5
Self-Reported Competence Contributed by Major.....	5
Writing Experiences in the Major	6
INTERACTION, ENRICHMENT AND GLOBAL KNOWLEDGE	9
Interaction with Faculty and Staff.....	9
Enriching Educational Experiences.....	10
Global Knowledge.....	11
SCHOLARLY AND CREATIVE ACTIVITIES	13
Overall Scholarly and Creative Activities.....	13
Lack of Involvement.....	14
SATISFACTION	15
Overall Satisfaction and Sense of Belonging	15
Would Attend Mason Again.....	15
APPENDIX A: Demographics of Survey Respondents and All Graduating Seniors	17
APPENDIX B: College/Major Response Rates	18
APPENDIX C: Graduating Senior Survey 2010-11	21

LIST OF TABLES

Table 1. College Response Rate Summary.....	2
Table 2. Self-Reported Competence Contributed by Major	5
Table 3. Self-Reported Competence Contributed by Major Compared by College	5
Table 4. Student Writing Experiences in Upper-Level Courses (2009) and in the Major (2011).....	7
Table 5. Contribution to Student Learning by Number of Upper-Level Courses with Revision Opportunities in the Major.....	8
Table 6. Interaction with Faculty and Staff	9
Table 7. Interaction with Faculty and Staff by Transfer Status, Gender, and Domicile.....	9
Table 8. Overall Enriching Educational Experiences	10
Table 9. Percentage of Students Who Had Done or Were Currently Participating in Enriching Educational Experience by Gender, Transfer Status, and Domicile.....	10
Table 10. Primary Reasons Students Do Not Participate in Enriching Educational Experiences	11
Table 11. Global Knowledge, 2007 and 2011	12
Table 12. Scholarly and Creative Activities	13
Table 13. Primary Reasons Why Students Do Not Plan to do Scholarly and Creative Activities	14

LIST OF FIGURES

Figure 1. Percentage of Graduating Transfer Students by Self-Reported Credit Hours Accepted by Mason.....	3
Figure 2. Percentage of Self-Reported Transfer and Native Students by College.....	3
Figure 3. Percentage of Students Who Worked for Pay On or Off Campus in 2011 and On Campus in 2010	4
Figure 4. Percentage of Reported Upper-Level Courses with Revision Opportunities, 2006-2011.....	6
Figure 5. Number of Upper-Level Courses within the Major with Revision Opportunities by College.....	7
Figure 6. Composite Global Knowledge by College	12
Figure 7. Percentage of Students Who Had Done, Were Currently Doing, or Were Planning to do Scholarly and Creative Activities by College	14
Figure 8. Sense of Belonging and Overall Experience at Mason, 1996-2011 (Very Satisfied or Satisfied).....	15
Figure 9. If You Were to do It All Over Again, Would You Attend Mason, 2003-2011.....	16

HIGHLIGHTS AND INTRODUCTION

Survey Highlights

Educational Experiences in the Major

- **Self-reported competence contributed by major.** Most students reported that their major contributed to their competence. More than 81% of respondents agreed that their major contributed either “a great deal” or “a fair amount” to their sense of competence in eight areas.
- **Writing experiences in the major.** Less than half of respondents (43%) reported that they had taken at least three courses in their major that allowed for feedback and revision, and the number of courses varied by college/program. A majority of respondents (over 74%) agreed that writing experiences in the major contributed either “a great deal” or “a fair amount” to their learning. Compared to those who took fewer courses with revision opportunities, students who took three or more courses with revision opportunities were significantly more likely to report that the feedback and revision process in their courses helped to improve their writing skills and understanding of their field/major.

Interaction, Enrichment, and Global Knowledge

- **Interaction with faculty and staff.** Most students have little experience working with faculty and staff on non-academic activities. However, more than half of students had “very often” or “often” discussed grades or assignments with an instructor. Transfer students were more likely than native students to report various interactions with faculty and staff.
- **Enriching educational experiences.** At the time of the survey, few students (13-18%) had engaged in an independent study, residential or academic learning community, or study abroad program. Around 40% participated in a practicum, community service or volunteer work, or a culminating senior project.
- **Global knowledge.** The vast majority of respondents (more than 77%) either “strongly agreed” or “agreed” to all items related to students’ global knowledge. Nevertheless, there has been a significant drop since 2007 in the level of agreement students had with these positive statements related to global knowledge.

Scholarly and Creative Activities

- **Overall scholarly and creative activities.** By the time of the survey, most students (70%) reported that they had engaged in research as part of a course or program requirement. Most students (76%) had little experience working on research with a faculty member outside of a course or program requirement.
- **Level of involvement.** More than 40% of students reported that “no opportunity” was the most common reason for not engaging in research activities. The second and third highest rated reasons were “no interest” and “no time,” respectively.

Satisfaction

- **Satisfaction.** Students are satisfied with the overall Mason experience. The percentage of students who are “very satisfied” or “satisfied” with their overall Mason experience has been hovering around 90% since 1998. The large majority of students would come back to Mason. In the past eight years, between 80% and 85% of graduating students said that they would come back to Mason if they were to do it all over again.

Survey Administration and Response Rate

The Office of Institutional Assessment has been conducting the Graduating Senior Survey since 1989. The 2010-2011 Graduating Senior Survey was administrated to senior students who graduated in summer 2010, fall 2010, and spring 2011. In this time frame, 4,193 undergraduate students graduated with 4,255 undergraduate degrees. Of these, 2,347 students completed the survey for an overall response rate of 56%.

The Graduating Senior Survey is modified each year as needed to reflect the changing needs and priorities of the university community. The 2011 Graduating Senior Survey included the following topics: (a) enrollment and employment history, (b) education and writing experience within the major, (c) scholarly and creative activities, (d) interaction with faculty and staff, (e) enriching educational experiences, (f) global knowledge, and (g) overall satisfaction. This report summarizes students' responses for each of these topics and compares student responses by gender, transfer status, domicile, and college when it produces significant results. Further, trend analyses examining how students' responses changed over time are included when data are available. This report includes five sections. Beginning with an Introduction and Highlights of major findings from the surveys, the next sections focus on four major themes: Educational Experiences in the Major; Interaction, Enrichment, and Global Knowledge; Scholarly and Creative Activities; and Satisfaction.

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

Response Rate by College

As shown in Table 1, college response rates ranged from 47% to 70%. The Volgenau School of Engineering had the highest response rate. The number of respondents graduating from the School of Conflict Analysis and Resolution (SCAR) is so small (n=15) that the results for SCAR should be interpreted with caution. See Appendix B for more detailed information.

Table I. College Response Rate Summary

College Name	College Code*	Number of Respondents	Response Rate
College of Education and Human Development	CEHD	97	51%
College of Health and Human Services	CHHS	167	51%
College of Humanities and Social Sciences	CHSS	1064	56%
College of Science	COS	183	54%
College of Visual and Performing Arts	CVPA	125	51%
School of Conflict Analysis and Resolution	SCAR	15	47%
School of Management	SOM	411	50%
Volgenau School of Engineering	VSE	285	70%

* The "College Codes" listed in Table I are used throughout the report.

Demographic Characteristics of Respondents

Presented below are the basic demographic characteristics of the respondents. Survey respondents were slightly more likely to be female, white, and have higher GPAs when compared with all graduates. Please see Appendix A for more details.

- Women accounted for 59% of the respondents,
- 51% of the respondents were white, 34 % were racial or ethnic minorities, 3% were multi-racial students, and the remainders were other and unknown (12%),
- 40% of the respondents were 22 years old or younger, and 12% were over 30,

- 89% of the respondents were VA residents (in-state students),
- 69% of the respondents achieved GPAs of 3.0 or greater.

Enrollment Status

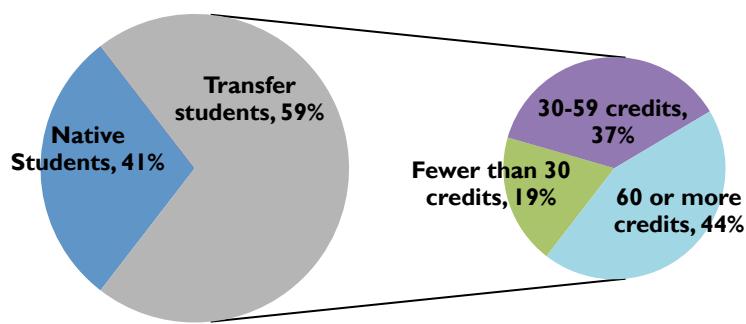
Survey respondents were categorized into two groups using the following definitions:

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

Native students are those who started college at Mason as first-time freshmen.

The native to transfer student ratio for graduating seniors has been consistent over the past five years (native: transfer = 41:59). Figure 1 presents the percentage of transfer credits accepted by Mason based on respondents' self-reports. About 44% carried 60 or more credits from another institution. The pattern indicates that transfer students are likely to have completed many, if not most of their general education courses at another institution.

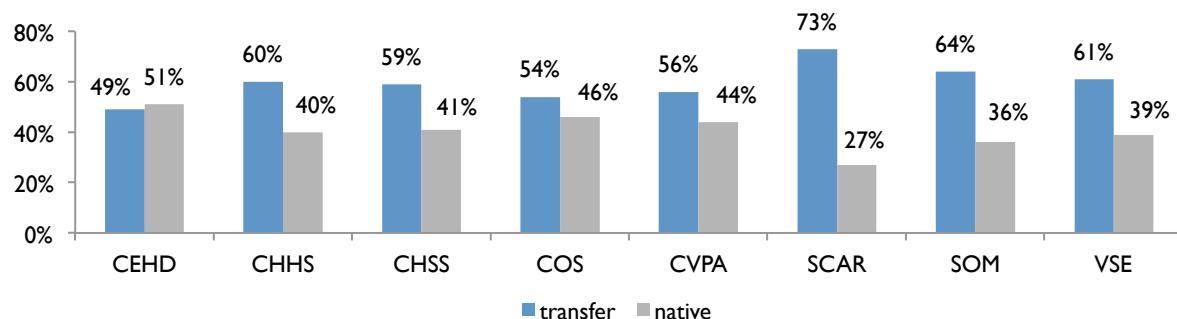
Figure 1. Percentage of Graduating Transfer Students by Self-Reported Credit Hours Accepted by Mason



Transfer Status of Respondents by College

Figure 2 presents a comparison of the percentage of transfer and native students in each college. Except for CEHD, more than half of respondents from each college were transfer students. About 73% of the respondents from SCAR were transfer students—the highest percentage among all the colleges.

Figure 2. Percentage of Self-Reported Transfer and Native Students by College



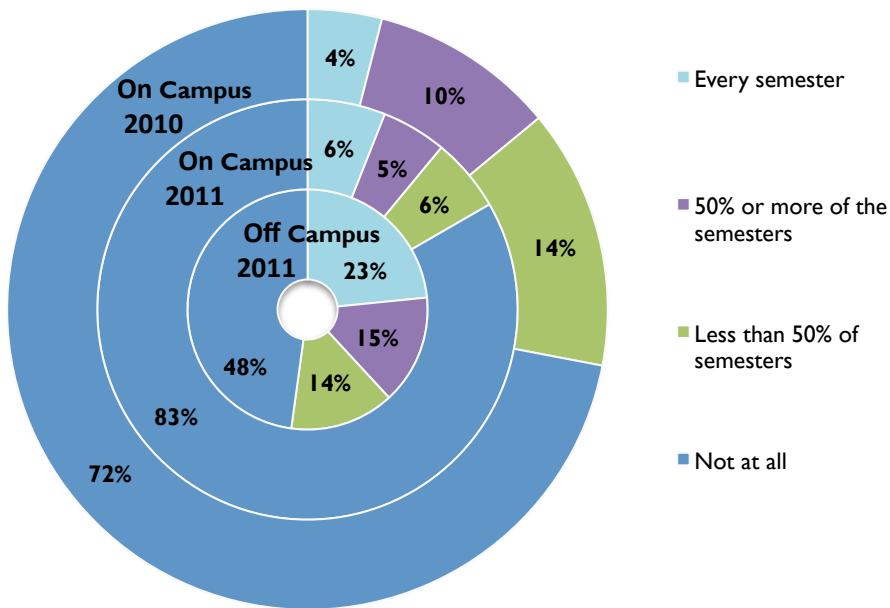
Note: The SCAR undergraduate program had 15 respondents in 2011.

Employment History

In 2011, students were asked how often they worked on and off campus for pay—less than 10 hours, 11 to 20 hours, or more than 20 hours per week during the fall and spring semesters. The results show that students who worked for pay *on campus* were more likely to work 11 to 20 hours per week, while students who worked for pay *off campus* were more likely to work more than 20 hours per week. As shown in Figure 3, students were more likely to work *off campus* than *on campus*. Specifically, around 83% of respondents did not work *on campus* for pay at all, while 48% did not work for pay *off campus*. Twenty-three percent of students worked for pay *off campus* every semester and 6% of students did that *on campus*. Compared to 2010, the percentage of students who worked *on campus* “every semester” and “not at all” increased by two and eleven percentage points in 2011, respectively.¹

Native students were significantly more likely to work for pay *on campus* than were transfer students. Conversely, transfer students were significantly more likely to work for pay *off campus* than were native students. Employment history was also compared between in-state and out-of-state students. The results indicate that in-state students were more likely to work *off campus* for pay than were out-of-state students.

Figure 3. Percentage of Students Who Worked for Pay On or Off Campus in 2011 and On Campus in 2010



Note: Percentages of students who worked for pay on or off campus were aggregated scores based on questions of how often students worked for pay during the fall and spring semesters on or off campus—less than 10 hours, 11 to 20 hours, or more than 20 hours per week.

¹ According to the Graduating Senior Survey 2009-2010, about 4% of students worked on campus “every semester,” 10% worked “50% or more of the semesters,” 14% worked “less than 50% of semesters,” and 72% did not work on campus at all (see Figure 3). Since the data for students who worked for pay on campus in 2011 is aggregated, the comparison between the two years should be interpreted with caution.

EDUCATIONAL EXPERIENCES IN THE MAJOR

This section presents the survey results related to self-reported competencies associated with major field courses and writing experiences in the major.

Self-Reported Competence Contributed by Major

In the 2011 survey, students were asked new questions about the extent to which courses in their majors contributed to their sense of competence in eight areas. As shown in Table 2, the combined percentages of respondents who chose either “a great deal” or “a fair amount” are high with the range from 81% to 91%. Only 1-4% of students selected “not at all.” Respondents were most likely to report that their major had made the greatest contribution to their skills in critical thinking and analysis and writing in their field.

Table 2. Self-Reported Competence Contributed by Major

To what extent did courses in your major contribute to your competence in the following areas:	A great deal	A fair amount	A little	Not at all	Mean ¹
Critical thinking and analysis	54%	37%	7%	1%	3.45
Writing within your field/major	52%	36%	12%	1%	3.38
Connecting concepts across disciplines	44%	44%	10%	2%	3.30
Identifying, locating, evaluating and managing information resources within your field/major	42%	44%	13%	1%	3.27
Identifying and assessing the validity of assumptions within your field/major	42%	44%	12%	3%	3.25
Applying the ideas of your field/major outside of the classroom	43%	38%	16%	3%	3.22
Conducting research within your field/major	43%	38%	17%	3%	3.21
Applying ethics within your field/major	43%	38%	15%	4%	3.21

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

Mean comparisons by college reveal significant variations. Due to its low number of graduates and respondents, the significant results for SCAR (n=15) should be interpreted with caution. Table 3 lists the mean comparison of self-reported competence contributed by major by college. Compared to their peers from other colleges, SCAR respondents rated the contribution of their major the highest in many areas including *critical thinking and analysis*. CHSS respondents rated their major’s contribution the highest in areas such as *applying the ideas of the major outside of the classroom*. CHSS students gave the highest rating for *conducting research within your field*.

Table 3. Self-Reported Competence Contributed by Major Compared by College

To what extent did courses in your major contribute to your competence in the following areas: ¹	CEHD	CHHS	CHSS	COS	CVPA	SCAR	SOM	VSE	Total
Critical thinking and analysis	3.14	3.59	3.51	3.39	3.21	3.73	3.42	3.42	3.45
Writing within your field/major	3.23	3.42	3.58	3.23	3.10	3.67	3.24	3.08	3.38
Connecting concepts across disciplines	3.15	3.37	3.33	3.24	3.19	3.53	3.34	3.21	3.30
Identifying, locating, evaluating and managing information resources within your field/major	3.21	3.33	3.30	3.22	3.22	3.40	3.24	3.20	3.27
Identifying and assessing the validity of assumptions within your field/major	3.11	3.36	3.28	3.27	3.13	3.53	3.21	3.23	3.25
Applying the ideas of your field/major outside of the classroom	3.44	3.57	3.23	3.08	3.24	3.40	3.13	3.06	3.22
Conducting research within your field/major	3.18	3.30	3.30	3.09	3.28	3.20	3.07	3.10	3.21
Applying ethics within your field/major	3.20	3.55	3.19	2.90	3.12	3.47	3.34	3.10	3.21

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

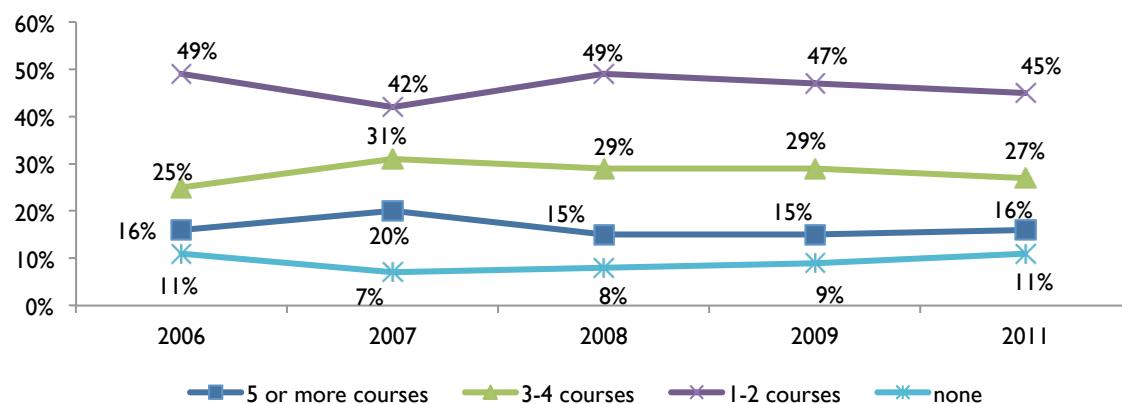
Writing Experiences in the Major

Between 2006 and 2009, surveys included a set of questions posed by Mason's Writing Across the Curriculum (WAC) Committee about student writing experiences in courses at the 300-level or above, excluding English 302. Every major has at least one "writing intensive (WI)" course that emphasizes the process of writing and revision with instructor feedback. Faculty in these courses give comments on drafts of at least one course project, and students then revise and resubmit subsequent papers. In the 2011 survey, graduating students were asked about their writing experiences in the major. The respondents were asked to report: (1) in how many upper-level courses in the major they had the opportunity to revise their writing after receiving feedback; (2) to what extent the feedback and revision process in these courses helped them to improve their writing; (3) and to what extent the writing assignments in these courses increased their understanding of their fields of study.

Number of Upper-Level Courses

Figure 4 shows the trend in student reports of the number of upper-level courses with revision opportunities. Mean comparisons of the four years (2006-2009) indicate that the 2007 respondents reported significantly more courses than other cohorts. The 2011 survey focused more on students' writing experiences in the major. More than 40% of the respondents said that they had taken at least three courses in the major in which they were encouraged to revise their writing.

Figure 4. Percentage of Reported Upper-Level Courses with Revision Opportunities, 2006-2011

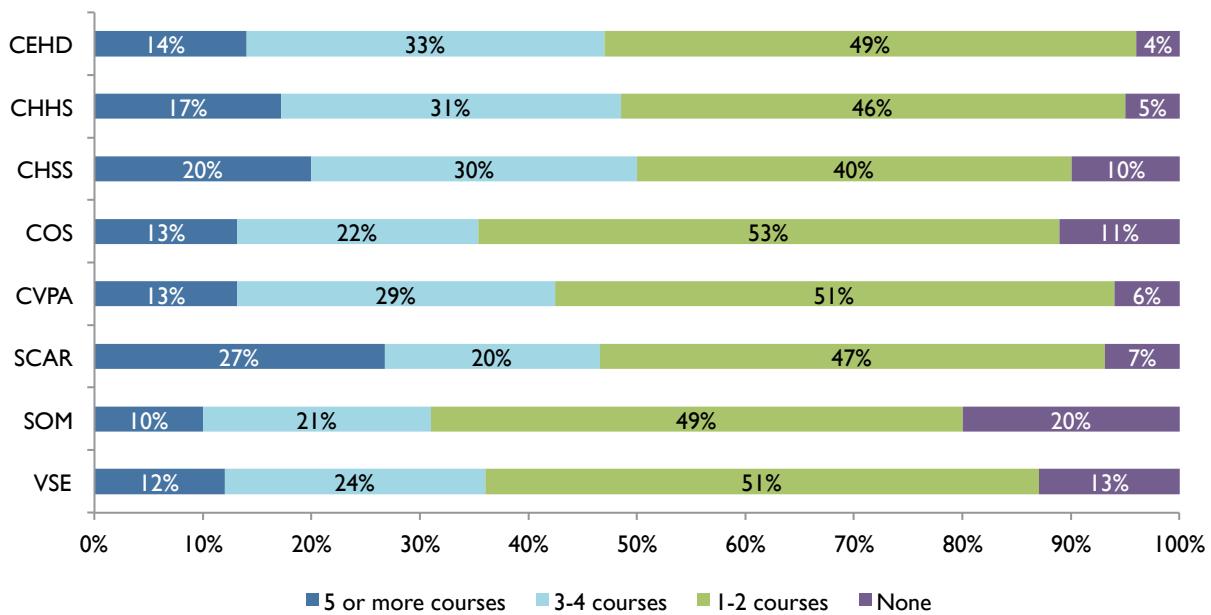


Note: Between 2006 and 2009, surveys asked the number of upper-level courses with revision opportunities at Mason. The 2011 survey asked the number of upper-level courses in the major with revision opportunities.

College Comparison

The number of upper-level courses in the major with revision opportunities was compared by college/school (Figure 5). There were four colleges/schools (CEHD, CHHS, CHSS, and SCAR) in which more than 47% of the respondents said that they had taken at least three courses in their major in which they were encouraged to revise their writing. SCAR (27%) respondents were the most likely to say that they had 5 or more courses in their major with revision opportunities.

Figure 5. Number of Upper-Level Courses within the Major with Revision Opportunities by College



Note: Due to its low number of graduates/respondents, the results for SCAR should be interpreted with caution.

Contribution to Student Learning

Trend analysis. The 2011 survey included two questions regarding the contribution to student learning of upper-level (300-level or above, excluding English 302) writing experiences in the major. Similar questions were asked in the 2009 survey (see Table 4). Results from these two years indicate that a majority of respondents (over 74%) agreed that writing experiences in upper-level courses or in the major contributed either “a great deal” or “a fair amount” to their learning. Further analysis shows that the 2009 respondents were significantly more likely than 2011 respondents to report that the writing assignments in these courses increased their understanding of their major/field. No significant differences were found between the 2009 survey and the 2011 survey in the contribution of the feedback and revision process to improving students’ writing.

Table 4. Student Writing Experiences in Upper-Level Courses (2009) and in the Major (2011)

	2009 ¹				2011 ¹			
	A great deal	A fair amount	Very little or not at all	Mean ²	A great deal	A fair amount	Very little or not at all	Mean ²
To what extent did the writing assignments in these courses increase your understanding of your field/major?	43%	38%	19%	3.18	34%	45%	21%	3.10*
To what extent did the feedback and revision process in these courses help you to improve your writing?	36%	40%	24%	3.05	30%	44%	25%	3.02

¹ The 2009 survey asked about writing experiences in upper-level courses, and the 2011 survey asked about writing experience in the major. Although the mean comparison makes an assumption that the meanings of these two items were comparable between the two years, the results should be interpreted with caution.

² Mean values were calculated on a 1-4 scale. 1= Not at all, 2=Very little, 3=A fair amount, 4=A great deal. Independent-Samples T test is used. * P < .05.

Writing contributions to learning are further compared by the number of upper-level courses with revision opportunities within the major (see Table 5). Students who took 3 or more courses in their major with revision opportunities were significantly more likely to report that the feedback and revision process in their courses helped to improve both their writing skills (83% vs. 67%) and their understanding of their field/major (87% vs. 72%) either “a great deal” or “a fair amount,” compared to those who only took 2 or fewer courses with revision opportunities.

Table 5. Contribution to Student Learning by Number of Upper-Level Courses with Revision Opportunities in the Major

	Having 2 or fewer courses with revision opportunities				Having 3 or more courses with revision opportunities			
	A great deal	A fair amount	Very little or not at all	Mean ¹	A great deal	A fair amount	Very little or not at all	Mean ¹
To what extent did the writing assignments in these courses increase your understanding of your field/major?	26%	46%	28%	2.93	42%	45%	14%	3.27*
To what extent did the feedback and revision process in these courses help you to improve your writing?	24%	43%	33%	2.88	37%	46%	17%	3.18*

¹Mean values were calculated on a 1-4 scale. 1= Not at all, 2=Very little, 3=A fair amount, 4=A great deal.. Independent-Samples T test is used. * P < .05.

The perceived contribution of writing in the major to learning is further compared by gender, transfer status, and domicile. A mean comparison between female and male students indicated that female students were more likely than male students to report that the writing experience in the major contributed to their learning in the areas listed in Table 5. Transfer students also reported significantly higher ratings than native students in these two learning areas. No statistically significant differences were found between in-state and out-of-state students in their perceptions of the contribution of writing in the major to their learning.

INTERACTION, ENRICHMENT AND GLOBAL KNOWLEDGE

Interaction with Faculty and Staff

In the survey, students were asked how often they have discussed grades or assignments with an instructor, talked about career plans with faculty and staff, discussed ideas with a faculty member outside of class, and worked with a faculty or staff member on non-academic activities. As shown in Table 6, the respondents were most likely to report that they had “very often” (22%) or “often” (32%) *discussed grades or assignments with an instructor*. Nearly a third of students responded that they have *worked with a faculty or a staff member on non-academic activities*.

Table 6. Interaction with Faculty and Staff

In your experience at Mason, how often have you done each of the following:	Very often	Often	Sometimes	Never
Discussed grades or assignments with an instructor	22%	32%	40%	7%
Talked about career plans with a faculty member	12%	20%	47%	21%
Discussed ideas from readings or classes with a faculty member outside of class	9%	15%	43%	34%
Talked about career plans with a staff member	8%	14%	38%	40%
Worked with a faculty member on non-academic activities (e.g., committees, orientation, student life activities)	5%	6%	19%	70%
Worked with a staff member on non-academic activities (e.g., committees, orientation, student life activities)	5%	6%	17%	72%

Self-reported interaction with faculty and staff was further compared by student transfer status, gender, and domicile. As shown in Table 7, transfer students were significantly more likely than native students *to talk about career plans with a staff member and work with a faculty or staff member on non-academic activities*. Females were more likely than males to *interact with an instructor, faculty, and staff member*. Out-of-state students were significantly more likely than in-state students to say that they had “very often” or “often” *talked about career plans with a faculty or staff member and worked with a faculty or staff member on non-academic activities*.

Table 7. Interaction with Faculty and Staff by Transfer Status, Gender, and Domicile

In your experience at Mason, how often have you done each of the following: ¹	Transfer Status		Gender		Domicile	
	Transfer	Native	Female	Male	In-State	Out-of-State
Discussed grades or assignments with an instructor	2.63	2.74*	2.76*	2.6	2.69	2.71
Talked about career plans with a faculty member	2.24	2.21	2.28*	2.13	2.21	2.33*
Talked about career plans with a staff member	1.96*	1.86	1.94*	1.84	1.88	2.09*
Discussed ideas from readings or classes with a faculty member outside of class	1.98	1.99	1.97	2.01	1.98	2.07
Worked with a faculty member on non-academic activities (e.g., committees, orientation, student life activities)	1.59*	1.39	1.47	1.47	1.44	1.69*
Worked with a staff member on non-academic activities (e.g., committees, orientation, student life activities)	1.62*	1.32	1.44	1.44	1.4	1.75*

¹Mean values were calculated on a 1-4 scale. 1= Very Often, 2= Often, 3=Sometimes, 4=Never. The higher mean value is shaded for each item. Independent-Samples T test is used. * P < .05.

Enriching Educational Experiences

Students were asked new questions about whether they had engaged in enriching educational experiences while at Mason. As shown in Table 8, at the time of the survey, more than 46% of the respondents had done or were currently participating in a *practicum, internship, field experience, co-op experience, clinical assignment, community service, or volunteer work*. Few students had participated or were currently participating in a *study abroad program* (13%), an *independent study/self-designed major* (14%), or a *residential or academic learning community* (18%).

Table 8. Overall Enriching Educational Experiences

Which of the following have you done at Mason or do you plan to do before graduating from Mason?	Have done/ currently doing	Plan to do	Have not done/do not plan to do
Participate in community service or volunteer work	48%	15%	38%
Participate in a practicum, internship, field experience, co-op experience, or clinical assignment	46%	14%	40%
Participate in a culminating senior experience (capstone course, senior project or thesis, or comprehensive exam)	42%	11%	47%
Participate in a cultural learning experience	36%	14%	49%
Develop or improve proficiency in a foreign language	33%	15%	52%
Participate in a residential or academic learning community	18%	10%	72%
Participate in an independent study/self-designed major	14%	8%	79%
Participate in a study abroad program	13%	7%	80%

Table 9 presents the percentage of students who had participated or were currently participating in enriching educational experiences by gender, transfer status, and domicile. Significant tests indicate that students had significantly different enriching educational experiences. Compared with male students, female students were typically more likely to have engaged in enriching educational experiences except for a *culminating senior experience*. No significant difference was found in *independent study/self-designed major* participation either between transfer and native students or between in-state and out-of-state students. Native students, compared with transfer students, were significantly more likely to have engaged in all other seven enriching educational experiences. Out-of-state students also had higher engagement than in-state students in six other highlighted experience areas.

Table 9. Percentage of Students Who Had Done or Were Currently Participating in Enriching Educational Experience by Gender, Transfer Status, and Domicile

Which of the following have you done at Mason or do you plan to do before graduating from Mason	Female	Male	Native	Transfer	In-state	Out-of-state
Participate in a practicum, internship, field experience, co-op experience, or clinical assignment	51%	40%	54%	41%	45%	56%
Participate in an independent study/self-designed major	14%	14%	14%	14%	13%	17%
Participate in community service or volunteer work	54%	39%	60%	39%	46%	60%
Participate in a residential or academic learning community	21%	13%	25%	13%	16%	32%
Participate in a study abroad program	15%	10%	18%	10%	11%	26%
Develop or improve proficiency in a foreign language	37%	29%	40%	29%	32%	48%
Participate in a cultural learning experience	40%	32%	44%	31%	35%	49%
Participate in a culminating senior experience (capstone course, senior project or thesis, or comprehensive exam)	39%	47%	46%	39%	42%	47%

Note: The shaded items indicate statistically significant differences between females and males, native and transfer students, and in-state and out-of-state students.

Primary Reasons Students Do Not Participate in Enriching Educational Experiences

For each of the eight listed enriching educational experiences, at least one-third of respondents had not participated in the activity. More than 72% did not participate in *an independent study, a residential or academic learning community, or a study abroad program*. Table 10 indicates that “no opportunity” was the most common reason students reported for not participating in *a practicum, internship, field experience, co-op experience, clinical assignment, or culminating senior experience*. More than one-third of the respondents choose “no interest” as the primary reason why they did not participate in *an independent study* or develop *proficiency in a foreign language*. “No time” was the primary reason why students did not participate in *community service* or *a cultural learning experience*. “Financial obligations” was the most common reason why students did not participate in *a study abroad program*.

Table 10. Primary Reasons Students Do Not Participate in Enriching Educational Experiences*

If you indicated that you “Do NOT plan to do” any of the items, please indicate the primary reason why	No opportunity	No interest	No time	Work	Family	Financial	Academic
Participate in a practicum, internship, field experience, co-op experience, or clinical assignment	30%	14%	24%	18%	2%	3%	5%
Participate in an independent study/ self-designed major	27%	40%	18%	6%	1%	1%	4%
Participate in community service or volunteer work	15%	20%	40%	12%	3%	2%	3%
Participate in a residential or academic learning community	23%	41%	21%	7%	2%	2%	1%
Participate in a study abroad program	11%	17%	15%	11%	7%	31%	4%
Develop or improve proficiency in a foreign language	14%	34%	33%	5%	1%	2%	5%
Participate in a cultural learning experience	24%	29%	30%	7%	1%	4%	2%
Participate in a culminating senior experience (capstone course, senior project or thesis, or comprehensive exam	33%	31%	20%	6%	1%	1%	4%

* Percentages do not add to 100. Two response options were left out of the table: “other” and “my health/the health of a family member.” No respondents chose “health” as a primary reason, except for 1% that chose it for not participating in community service or volunteer work. The shaded items indicate the most selected reason for not participating in the activity.

Global Knowledge

Trend analysis. Students were asked to report to what extent they agreed or disagreed with select statements about global knowledge. A comparison of students who answered global knowledge questions in four areas in 2007 and 2011 is shown in Table 11. Overall, more than 77% of the respondents either “strongly agreed” or “agreed” to all global knowledge related items. Compared to other areas of global knowledge, respondents were more likely to either “strongly agree” or “agree” that they were able to *identify causes of some significant global issues* in both 2007 and 2011. The mean comparison between 2007 and 2011 indicates that students were significantly more likely to agree on statements 2, 3, and 4 in 2007 than in 2011.

Table 11. Global Knowledge, 2007 and 2011

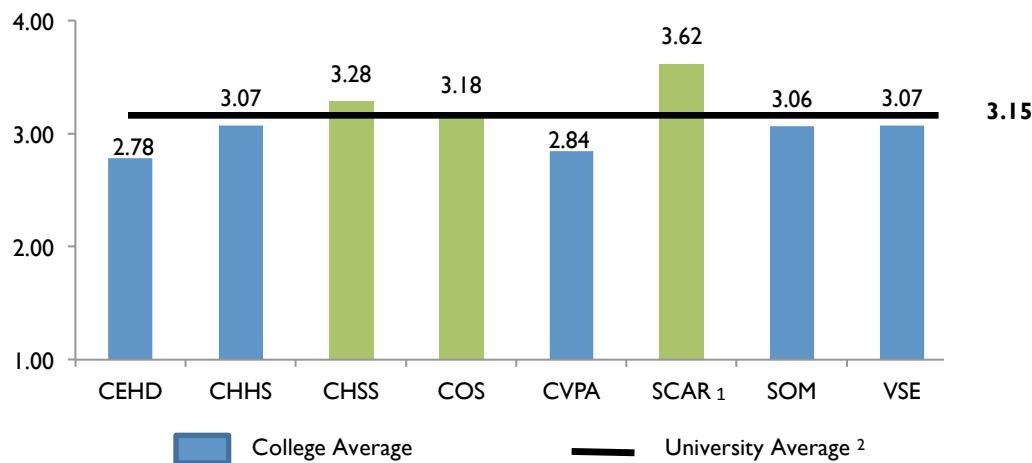
Please indicate your level of agreement with the following statements ¹ :	Year	Strongly agree	Agree	Disagree	Strongly Disagree	Mean ²
1 ¹ . I am able to identify causes of some significant global issues.	2007	45%	51%	4%	0%	3.40
1 ¹ . I am able to identify causes of some significant global issues better than I could before I came to Mason.	2011	37%	49%	11%	3%	3.20
2 ¹ . I have a better understanding of a specific area or region outside my home country or region than I did before I came to Mason.	2007	45%	43%	10%	1%	3.33*
2 ¹ . I have a better understanding of a specific country or region outside my home country or region than I did before I came to Mason.	2011	38%	44%	16%	3%	3.16
3. I have a better understanding of a specific global problem or issue than I did before I came to Mason.	2007	46%	44%	9%	1%	3.34*
	2011	37%	48%	13%	3%	3.19
4. I think about the global impact of U.S. policies now more than I did before I came to Mason.	2007	42%	41%	15%	2%	3.23*
	2011	34%	43%	20%	4%	3.06

¹. Although this item was asked differently in 2007 and 2011, this analysis makes an assumption that the meaning of the item was equivalent and comparable between the two years.

². Mean values were calculated on a 1-4 scale, 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree. Independent-Samples T test was used, * P < .05.

Global Knowledge by College/School

For the 2011 survey, a mean comparison between native and transfer students indicated that transfer students rated all four global knowledge related items significantly higher than did their native counterparts. However, no significant differences were found between in-state and out-of-state students in perceived global knowledge. Composite global knowledge, which was calculated by averaging a student's responses to all four questions listed in Table 11 (2011 survey), was further compared by college/school. At the university level, the average level of composite global knowledge was 3.15 on a 1-4 Likert scale. The composite global knowledge varied significantly by college (see Figure 6). SCAR students, followed by CHSS and COS students, reported the highest average levels of global knowledge.

Figure 6. Composite Global Knowledge by College

¹ Due to its low number of graduates/respondents, the results for SCAR (n=15) should be interpreted with caution.

² The alpha coefficient for the four items of global knowledge is .92, suggesting that the items have relatively high internal consistency. A composite global knowledge, ranging from 1- 4, was calculated for each respondent by averaging an individual's responses to all four items about global knowledge.

SCHOLARLY AND CREATIVE ACTIVITIES

In order to address “Fostering a Culture of Student Scholarship” as the topic of Mason’s Quality Enhancement Plan (QEP), the 2011 survey included questions about student scholarly and creative activities that students had done at Mason or planned to do before graduating.

Overall Scholarly and Creative Activities

As shown in Table 12, at the time of the survey, over two-thirds of respondents had done or were working *on a paper or creative project involving either independent research or research with other students as part of a course or program requirement*. Most students (76%) had little experience working on research with a faculty member outside of a course or program requirement. Specifically, at the time of the survey, 16% of the respondents had done or were working *on a research or creative project with a Mason faculty member outside of a course or program requirement*. Twenty-one percent of the respondents had presented or were currently preparing to *publicly present scholarly or creative work outside of class*. A mean comparison between female and male students indicated that female students were more likely than male students to have done work *on a paper or creative project involving independent research as part of a course or program requirement*. There are no statistically significant differences between native and transfer students getting involved in scholarly and creative activities.

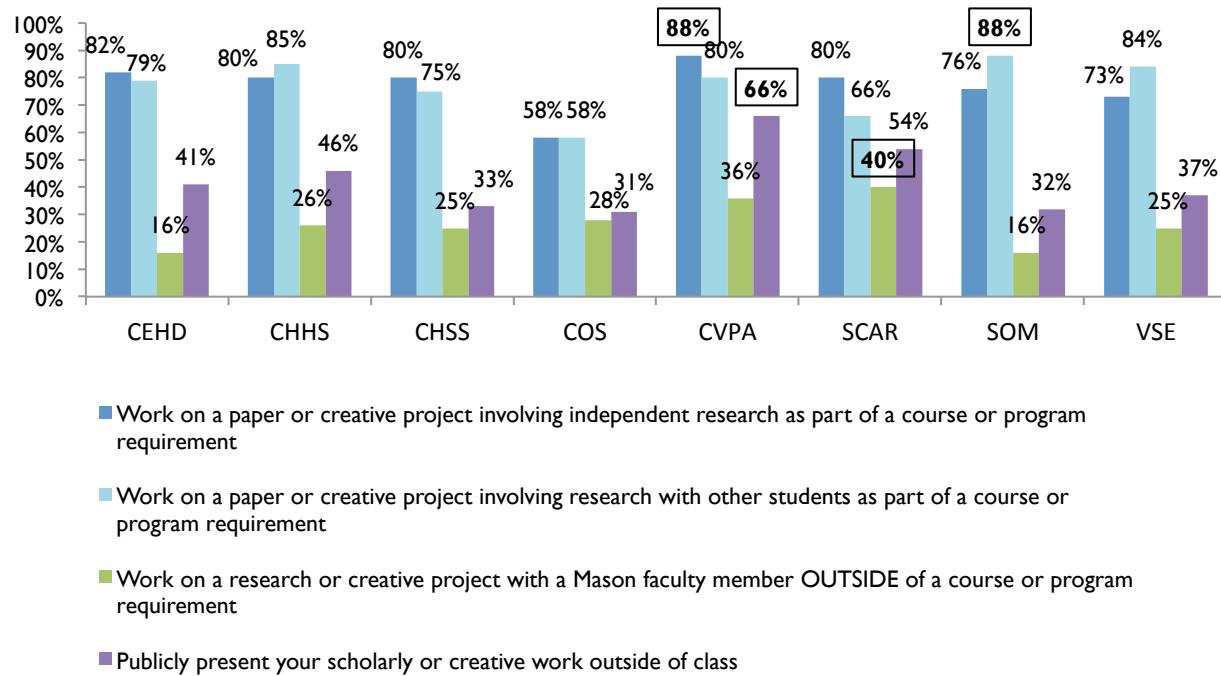
Table I2. Scholarly and Creative Activities

Which of the following have you done at Mason or do you plan to do before graduating from Mason?	Have done/ Currently doing	Plan to do	Have not done/ Do not plan to do
Work on a paper or creative project involving <u>independent research</u> as part of a course or program requirement	70% (1552)	8% (173)	23% (503)
Work on a paper or creative project involving research <u>with other students</u> as part of a course or program requirement	70% (1562)	8% (176)	22% (488)
Work on a research or creative project with a Mason <u>faculty</u> member OUTSIDE of a course or program requirement	16% (352)	8% (178)	76% (1691)
Publicly present your scholarly or creative work outside of class	21% (456)	16% (350)	64% (1414)

Compared by College/School

Student scholarly and creative activities were also compared by college (Figure 7). CVPA respondents were the most likely to do *independent research as part of a course requirement* (88%) and to *publicly present their scholarly or creative work outside of class* (66%). SOM respondents (88%) were more likely to do *research with other students*. SCAR respondents (40%) were the most likely to *work on research with faculty outside of a course or program requirement*.

Figure 7. Percentage of Students Who Had Done, Were Currently Doing, or Were Planning to do Scholarly and Creative Activities by College



Note: The highest value for each question is in a box.

Lack of Involvement

Table 13 indicates that more than 40% of students reported that “no opportunity” was the most common reason for not engaging in these activities. The second and third highest rated reason was “no interest” and “no time,” respectively.

Table 13. Primary Reasons Why Students Do Not Plan to do Scholarly and Creative Activities

If you indicated that you “do <u>not</u> plan to do” any of the items, please indicate the primary reason why:	Work on a paper or creative project involving independent research as part of a course or program requirement	Work on a paper or creative project involving research with other students as part of a course or program requirement	Work on a research or creative project with a Mason faculty member outside of a course or program requirement	Publicly present your scholarly or creative work outside of class
No opportunity	42%	42%	49%	49%
No interest	21%	23%	17%	24%
No time	20%	17%	18%	15%
Work obligations prevent it	7%	8%	7%	5%
Other	4%	4%	3%	2%
Academic obligations prevent it	3%	3%	3%	2%
Financial obligations prevent it	2%	1%	1%	1%
Family obligations prevent it	1%	1%	1%	1%
My health/the health of a family member prevents it	1%	0%	0%	0%

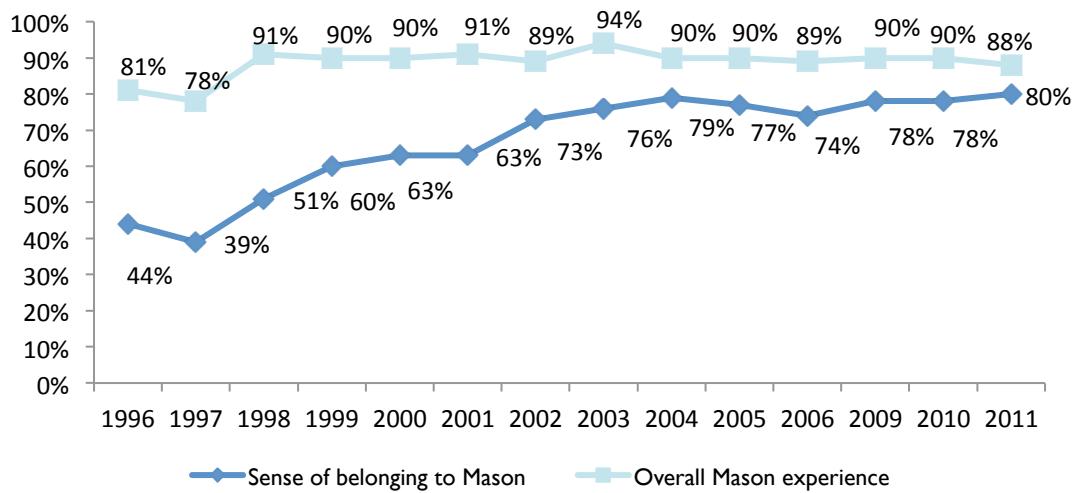
SATISFACTION

Overall Satisfaction and Sense of Belonging

Students expressed high satisfaction with the overall Mason experience. The percentage of students who were “very satisfied” or “satisfied” with their overall Mason experience has been hovering around 90% since 1998 (see Figure 8). Compared to 2009 and 2010, the percentage of students who were “very satisfied” with overall Mason experience decreased (34% in 2009, 30% in 2010, and 26% in 2011). Nevertheless, the percentage of students who were “satisfied” with overall Mason experience increased by six percentage points from 2009 to 2011. In 2011, female students (90%) had a significantly higher level of satisfaction with the *overall Mason experience* than male students (87%).

The percentage of students who were “very satisfied” or “satisfied” with the sense of belonging at Mason has increased by 36 percentage points since 1996 and has hovered between 73% and 80% since 2002. The percent of students who were “very satisfied” with the sense of belong at Mason decreased since 2009 (29% in 2009, 27% in 2010, and 24% in 2011), but the percentage of students who were “satisfied” with the sense of belong increased by six percentage points from 2009 to 2011. Out-of-state students (85%) had a significantly higher level of satisfaction with sense of belonging at Mason than in-state students (79%).

Figure 8. Sense of Belonging and Overall Experience at Mason, 1996-2011 (Very Satisfied or Satisfied)

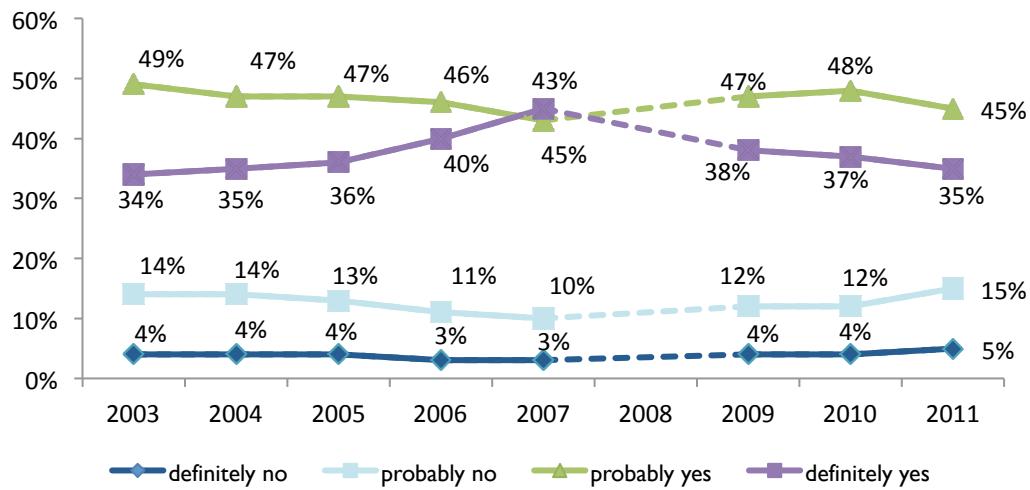


Note: Four response options were provided: very satisfied, satisfied, dissatisfied, and very dissatisfied.

Would Attend Mason Again

The large majority of students would attend Mason again if they were to do it all over again. As shown in Figure 9, in the past eight years, between 80% and 85% of graduating students consistently reported “definitely yes” or “probably yes” when asked “If you were to do it all over again, would you attend Mason?” The percentages of students who reported either “probably no” or “definitely no” have also been consistent over the years, ranging from 13% to 20%. Transfer students were significantly more likely than native students to say “definitely yes” (39% vs. 30%).

Figure 9. If You Were to do It All Over Again, Would You Attend Mason, 2003-2011



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

APPENDIX A: Demographics of Survey Respondents and All Graduating Seniors

In the 2010-11 academic year (summer and fall 2010; spring 2011), **4,193** students graduated with **4,255** degrees; **2,347** responded to the survey for an overall response rate of **56%**. Students earning double degrees are counted just once in the following tables.

Age at Graduation	Survey Respondents		All Graduates		Response Rate
Category	Count	Percent	Count	Percent	
22 or younger	932	40%	1620	39%	58%
23-24	600	26%	1128	27%	53%
25-27	338	14%	640	15%	53%
28-30	199	9%	354	8%	56%
31-34	117	5%	189	5%	62%
35 or older	161	7%	262	6%	61%

Domicile (Virginia Residency)	Survey Respondents		All Graduates		Response Rate
Category	Count	Percent	Count	Percent	
In-State	2083	89%	3736	89%	56%
Out-of-State	264	11%	457	11%	58%

Final Grade Point Average	Survey Respondents		All Graduates		Response Rate
Category	Count	Percent	Count	Percent	
3.501-4.000	699	30%	1116	27%	63%
3.001-3.500	922	39%	1642	39%	56%
2.501-3.000	602	26%	1163	28%	52%
2.001-2.500	124	5%	272	7%	46%

Race/Ethnicity	Survey Respondents		All Graduates		Response Rate
Category	Count	Percent	Count	Percent	
African American	163	7%	310	7%	53%
Asian American	426	18%	748	18%	57%
Hispanic American	197	8%	388	9%	51%
Multi-racial	71	3%	128	3%	55%
Native American	4	0%	11	0%	36%
Other/Unknown American	282	12%	555	13%	51%
Pacific Islander	6	0%	9	0%	67%
White American	1198	51%	2044	49%	59%

Sex	Survey Respondents		All Graduates		Response Rate
Category	Count	Percent	Count	Percent	
Female	1378	59%	2361	56%	58%
Male	964	41%	1819	43%	53%
Unknown	5	0%	13	0%	38%

APPENDIX B: College/Major Response Rates

In the 2010-11 academic year (summer and fall 2010; spring 2011), **4,193** students graduated with **4,255** degrees; **2,347** responded to the survey for an overall response rate of **56.0%**. Students earning double degrees are counted **twice** in the following tables. As a result, the total number of survey respondents is 2,379 instead of 2,347 as in Appendix A.

Academic Unit/College	Survey Respondents		All Graduates		Response Rate
Category	Count	Percent	Count	Percent	
College of Education & Human Development	97	4.1%	191	4.6%	50.8%
College of Health and Human Services	168	7.2%	327	7.8%	51.4%
College of Humanities & Social Sciences	1075	45.8%	1891	45.1%	56.8%
College of Science	187	8.0%	342	8.2%	54.7%
College of Visual & Performing Arts	125	5.3%	247	5.9%	50.6%
School of Conflict Analysis & Resolution	15	0.6%	32	0.8%	46.9%
School of Management	427	18.2%	820	19.6%	52.1%
Volgenau School of Engineering	285	12.1%	405	9.7%	70.4%

Degree	Survey Respondents		All Graduates		Response Rate
Category	Count	Percent	Count	Percent	
Bachelor of Arts, BA	954	40.6%	1645	39.2%	58.0%
Bachelor of Fine Arts, BFA	42	1.8%	83	2.0%	50.6%
Bachelor of Individualized Study, BIS	37	1.6%	60	1.4%	61.7%
Bachelor of Music, BM	16	0.7%	29	0.7%	55.2%
Bachelor of Science in Education, BSED	17	0.7%	27	0.6%	63.0%
Bachelor of Science in Nursing, BSN	104	4.4%	207	4.9%	50.2%
Bachelor of Science, BS	1209	51.5%	2204	52.6%	54.9%

Major	Survey Respondents		All Graduates		Response Rate
Category	Count	Percent	Count	Percent	
Accounting (ACCT) (BS)	108	4.6%	224	5.3%	48.2%
Applied Computer Science (ACS) (BS)	3	0.1%	4	0.1%	75.0%
Administration of Justice (ADJ) (BS)	15	0.6%	32	0.8%	46.9%
Art History (AH) (BA)	15	0.6%	24	0.6%	62.5%
Anthropology (ANTH) (BA)	22	0.9%	33	0.8%	66.7%
Astronomy (ASTR) (BS)	2	0.1%	2	0.0%	100.0%
Astronomy (ASTR) (BA)	1	0.0%	1	0.0%	100.0%
Athletic Training (ATT) (BS)	6	0.3%	7	0.2%	85.7%
Art and Visual Technology (AVT) (BA)	33	1.4%	63	1.5%	52.4%
Art and Visual Technology (AVT) (BFA)	36	1.5%	67	1.6%	53.7%
Biology (BIOL) (BA)	12	0.5%	21	0.5%	57.1%
Biology (BIOL) (BS)	108	4.6%	204	4.9%	52.9%
Computational & Data Sciences (CDS) (BS)	1	0.0%	2	0.0%	50.0%

Major	Survey Respondents		All Graduates		Response Rate	
	Category	Count	Percent	Count	Percent	
Civil and Infrastructure Engineering (CEIE) (BS)		38	1.6%	52	1.2%	73.1%
Chemistry (CHEM) (BS)		12	0.5%	29	0.7%	41.4%
Chemistry (CHEM) (BA)		0	0.0%	1	0.0%	0.0%
Criminology, Law and Society (CLS) (BS)		62	2.6%	112	2.7%	55.4%
Communication (COM) (BA)		153	6.5%	261	6.2%	58.6%
Community Health (COMH) (BS)		23	1.0%	41	1.0%	56.1%
Conflict Analysis & Resolution (CONF) (BS)		3	0.1%	11	0.3%	27.3%
Conflict Analysis & Resolution (CONF) (BA)		13	0.6%	22	0.5%	59.1%
Computer Engineering (CPE) (BS)		17	0.7%	19	0.5%	89.5%
Computer Science (CS) (BS)		36	1.5%	58	1.4%	62.1%
Dance (DANC) (BFA)		6	0.3%	15	0.4%	40.0%
Decision Science & Mgmt Info System (DMIS) (BS)		2	0.1%	3	0.1%	66.7%
Economics (ECON) (BA)		28	1.2%	53	1.3%	52.8%
Economics (ECON) (BS)		27	1.2%	76	1.8%	35.5%
Electrical Engineering (ELEN) (BS)		51	2.2%	54	1.3%	94.4%
English (ENGL) (BA)		93	4.0%	156	3.7%	59.6%
Earth Science (ESCI) (BS)		7	0.3%	13	0.3%	53.8%
Film and Video Studies (FAVS) (BA)		14	0.6%	22	0.5%	63.6%
Finance (FNAN) (BS)		70	3.0%	148	3.5%	47.3%
Foreign Languages (FRLN) (BA)		23	1.0%	35	0.8%	65.7%
Computer Game Design (GAME) (BFA)		0	0.0%	1	0.0%	0.0%
Geography (GEOG) (BS)		5	0.2%	6	0.1%	83.3%
Geography (GEOG) (BA)		15	0.6%	18	0.4%	83.3%
Geology (GEOL) (BA)		1	0.0%	4	0.1%	25.0%
Global & Environmental Change (GLEC) (BS)		1	0.0%	4	0.1%	25.0%
Global Affairs (GLOA) (BA)		97	4.1%	160	3.8%	60.6%
Government & Intl Politics (GVIP) (BA)		120	5.1%	208	5.0%	57.7%
Health, Fitness, Recreation Resources (HFRR) (BS)		49	2.1%	102	2.4%	48.0%
History (HIST) (BA)		64	2.7%	116	2.8%	55.2%
Health Science (HSCI) (BS)		26	1.1%	51	1.2%	51.0%
Individualized Study (INDV) (BIS)		37	1.6%	60	1.4%	61.7%
Information Technology (INFT) (BS)		127	5.4%	204	4.9%	62.3%
Integrative Studies (INTS) (BA)		75	3.2%	122	2.9%	61.5%
Integrative Studies (INTS) (BS)		9	0.4%	20	0.5%	45.0%
Information Systems & Ops Mgmt (ISOM) (BS)		60	2.6%	112	2.7%	53.6%
Latin American Studies (LAS) (BA)		2	0.1%	2	0.0%	100.0%
Mathematics (MATH) (BA)		3	0.1%	5	0.1%	60.0%
Mathematics (MATH) (BS)		9	0.4%	14	0.3%	64.3%
Management (MGMT) (BS)		126	5.4%	229	5.5%	55.0%
Marketing (MKTG) (BS)		61	2.6%	104	2.5%	58.7%
Medical Technology (MTCH) (BS)		4	0.2%	9	0.2%	44.4%

Major	Survey Respondents		All Graduates		Response Rate	
	Category	Count	Percent	Count	Percent	
Music (MUSI) (BA)		9	0.4%	26	0.6%	34.6%
Music (MUSI) (BM)		16	0.7%	29	0.7%	55.2%
Neuroscience (NEUR) (BS)		11	0.5%	17	0.4%	64.7%
Nursing (NURS) (BSN)		104	4.4%	207	4.9%	50.2%
Physical Education (PHED) (BSED)		17	0.7%	27	0.6%	63.0%
Philosophy (PHIL) (BA)		8	0.3%	12	0.3%	66.7%
Physics (PHYS) (BS)		6	0.3%	9	0.2%	66.7%
Psychology (PSYC) (BA)		111	4.7%	187	4.5%	59.4%
Psychology (PSYC) (BS)		63	2.7%	119	2.8%	52.9%
Public Administration (PUAD) (BS)		8	0.3%	16	0.4%	50.0%
Religious Studies (RELI) (BA)		2	0.1%	7	0.2%	28.6%
Russian & Eurasian Studies (REST) (BA)		1	0.0%	2	0.0%	50.0%
Russian Studies (RUST) (BA)		3	0.1%	4	0.1%	75.0%
Sociology (SOCL) (BA)		25	1.1%	56	1.3%	44.6%
Social Work (SOCW) (BS)		15	0.6%	28	0.7%	53.6%
Systems Engineering (SYST) (BS)		13	0.6%	14	0.3%	92.9%
Tourism and Events Management (TEM) (BS)		25	1.1%	55	1.3%	45.5%
Theatre (THR) (BA)		11	0.5%	24	0.6%	45.8%

Semester of Graduation	Survey Respondents		All Graduates		Response Rate	
	Category	Count	Percent	Count	Percent	
Summer 2010		499	21.3%	948	22.6%	52.6%
Fall 2010		605	25.8%	1065	25.4%	56.8%
Spring 2011		1275	54.3%	2242	53.5%	56.9%

Graduating Senior Survey

Summer and Fall 2010, Spring 2011

Congratulations on your impending graduation from George Mason University! Your feedback is important to us and will be used in educational planning. If you have questions, please do not hesitate to contact the Office of Institutional Assessment by phone at 703-993-8834 or by email at assessment@gmu.edu. Thank you for your participation.

Directions: For each question, select or mark the most appropriate response. Return the completed survey to the Office of Institutional Assessment, George Mason University - MS 3D2, 4400 University Drive, Fairfax, VA 22030.

I. Enrollment History

1. Did you begin college at Mason or elsewhere?

Started here (go to question 2) Started elsewhere and then transferred to Mason

- 1.1 If you transferred to Mason, how many credit hours were ACCEPTED by Mason?

14 or less 15-29 30-44 45-59 60 or more

II. Employment History

2. While enrolled at Mason, how often did you **WORK FOR PAY** during the fall and spring semesters: (Mark all that apply)

	Every semester	50% or more of semesters	Less than 50% of semesters	Not at all
ON-CAMPUS: <u>LESS THAN</u> 10 hours per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 to 20 hours per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>MORE THAN</u> 20 hours per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OFF-CAMPUS: <u>LESS THAN</u> 10 hours per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 to 20 hours per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>MORE THAN</u> 20 hours per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Education in Your Major

3. To what extent did courses in your major contribute to your competence in the following areas:

	A great deal	A fair amount	A little	Not at all
a. Critical thinking and analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Connecting concepts across disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Conducting research within your field/major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Writing within your field/major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identifying, locating, evaluating and managing information resources within your field/major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Applying the ideas of your field/major outside of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Applying ethics within your field/major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Identifying and assessing the validity of assumptions within your field/major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Writing Experiences in your Major

4. In how many courses in your major, 300-level or above (**EXCLUDING English 302**), did you have the opportunity to revise your writing after receiving feedback from your instructor on an earlier draft? (This might include essays, projects, lab reports, case studies, reviews, etc.)

None (go to question 5) 1 course 2 courses 3 courses 4 courses 5 or more courses

- 4.1 To what extent did the feedback and revision process in these courses help you to improve your writing?

A great deal A fair amount A little Not at all

- 4.2 To what extent did the writing assignments in these courses increase your understanding of your field/major?

A great deal A fair amount A little Not at all

V. Scholarly and Creative Activities

5. Which of the following have you done at Mason or do you plan to do **before graduating** from Mason?

	Have done/ Currently doing	Plan to do	Have NOT done/ Do NOT plan to do	6. Primary reason for NOT doing (Use letters provided below)
a. Work on a paper or creative project involving independent research as part of a course or program requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Work on a paper or creative project involving research with other students as part of a course or program requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Work on a research or creative project with a Mason faculty member OUTSIDE of a course or program requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Work on a research or creative project with a Mason staff member OUTSIDE of a course or program requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Work on a scholarly or creative project with an individual or group outside of the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Publically present your scholarly or creative work outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6. If you indicated that you “**Do NOT plan to do**” any of the items listed above, please indicate the **primary reason why** by writing the appropriate letter in the above column to the right.

- | | |
|----------------------------------|--|
| A. No opportunity | F. My health/the health of a family member prevents it |
| B. No interest | G. Financial obligations prevent it |
| C. No time | H. Academic obligations prevent it |
| D. Work obligations prevent it | I. Other _____ |
| E. Family obligations prevent it | |

7. If you marked “**Have done/Currently doing**” for any of the items listed above, please describe if and how you believe the experience(s) contributed to the quality of your undergraduate education _____
- _____
- _____
- _____
- _____

VI. Interactions

8. In your experience at Mason, how often have you done each of the following:

	Very Often	Often	Sometimes	Never
a. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Talked about career plans with a faculty member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Talked about career plans with a staff member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Discussed ideas from readings or classes with a faculty member outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Worked with a faculty member on non-academic activities (e.g., committees, orientation, student life activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Worked with a staff member on non-academic activities (e.g., committees, orientation, student life activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VII. Enriching Educational Experiences

9. Which of the following have you done at Mason or do you plan to do **before graduating** from Mason?

	Have done/ Currently doing	Plan to do	Have NOT done/ Do NOT plan to do	10. Primary reason for NOT doing (Use letters provided below)
a. Participate in a practicum, internship, field experience, co-op experience, or clinical assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Participate in an independent study/ self-designed major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Participate in community service or volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Participate in a residential or academic learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Participate in a study abroad program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Develop or improve proficiency in a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. Participate in a cultural learning experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. Participate in a culminating senior experience (capstone course, senior project or thesis, or comprehensive exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

10. If you indicated that you "**Do NOT plan to do**" any of the items listed above, please indicate the **primary reason why** by writing the appropriate letter above in the column to the right.

- | | |
|----------------------------------|--|
| A. No opportunity | F. My health/the health of a family member prevents it |
| B. No interest | G. Financial obligations prevent it |
| C. No time | H. Academic obligations prevent it |
| D. Work obligations prevent it | I. Other _____ |
| E. Family obligations prevent it | |

11. If you marked "**Have done/Currently doing**" for any of the items listed above, please describe if and how you believe the experience(s) contributed to the quality of your undergraduate education: _____
- _____
- _____
- _____

VIII. Global Knowledge

12. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am able to identify causes of some significant global issues better than I could before I came to Mason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have a better understanding of a specific global problem or issue than I did before I came to Mason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I have a better understanding of a specific country or region outside my home country or region than I did before I came to Mason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I think about the global impact of U.S. policies now more than I did before I came to Mason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IX. Satisfaction

13. How **satisfied** are you with the following aspects of your Mason experience?

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
a. Sense of belonging at Mason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Overall Mason experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. If you were to do it all over again, would you attend George Mason? (Select one)

Definitely Yes Probably Yes Probably Not Definitely Not

X. Overall comments/recommendations/observations on your experiences at Mason:

15. Please select those areas on which you wish to comment and use the space below to make comments/recommendations/observations about your experience at Mason: (*Add additional pages if necessary and attach and return with survey.*)

- Academic advising
- Admissions and tuition
- Career services and counseling
- Diversity at Mason
- Education in major
- Facilities, academic and/or non-academic
- Faculty, general

- Financial aid
- Location
- Resources (lab, Internet, library, bookstore, etc.)
- Staff, general
- Student life and residence halls
- University management (food, gym, parking, etc.)
- Other: _____

Comments: _____

Please enter your GMU student identification number which begins with the letter "G."

Student identification number: G _____

GMU email address: _____@gmu.edu

Preferred email address after graduation: _____

Your G-number and email address are necessary for us to verify that only graduating senior students have completed the survey. All individual responses are confidential and no report will identify you as an individual.

Thank you for your participation!

George Mason University
Office of Institutional Assessment
3600 University Hall
4400 University Drive, MS 3D2
Fairfax, VA 22030
703-993-8834
assessment@gmu.edu
<https://assessment.gmu.edu>

Karen M. Gentemann, PhD
Associate Provost for Institutional Effectiveness
genteman@gmu.edu

Mary Zamon, PhD
Associate Director
mzamon@gmu.edu

Stephanie Hazel, PhD
Assistant Director
shazel@gmu.edu

Xiaoyan Liu, PhD
Assessment Analyst
xliu11@gmu.edu

Rawaa Jassem, MS
Applications Analyst & Web Developer
rjassem1@gmu.edu

Karen Manley, BS
Assessment Support Coordinator
kmanley@gmu.edu

Cover photography provided by Creative Services