

Office of
Institutional Assessment



Beginning College Survey of Student Engagement (BCSSE) 2008

Peer Comparison Report



April 2009

The 2008 Beginning College Survey of Student Engagement: A Peer Comparison

Table of Contents

Table of Contents-----	i
List of Tables-----	ii
List of Figures-----	ii
I. Executive Summary -----	1
II. Introduction-----	3
1. Purpose of BCSSE -----	3
2. Survey Administration and Response Rate -----	4
III. Demographic and Academic Characteristics of the Respondents -----	5
1. Overview-----	5
2. Demographic Characteristics -----	5
3. Academic Performance during High School-----	7
4. Academic Aspiration -----	9
IV. Analysis of BCSSE Scales -----	10
1. Concepts and Description of the BCSSE Scales -----	10
2. Scale Score Comparison -----	10
3. Analysis of Scales -----	11
3-1. High School Academic Engagement (HSE) -----	11
3-2. Expected Academic Engagement (EAE) -----	14
3-3. Expected Academic Perseverance (EAP) -----	16
3-4. Expected Academic Difficulty (EAD) -----	17
3-5. Perceived Academic Preparation (PAP) -----	17
3-6. Importance of Campus Environment (ICE) -----	18
V. Special Topics -----	19
1. Co-Curricular Activities -----	19
2. Diversity Experience -----	19
3. Work for Pay -----	20
4. Financial Condition of Students -----	21
VI. Appendixes -----	22
Appendix One: BCSSE 2008 Participating Institutions -----	22
Appendix Two: Demographic Characteristics of the Respondents-----	23
Appendix Three: BCSSE 2008 Survey -----	24

List of Tables

Table 1. Doctorate-Granting Institutions in BCSSE08-----	3
Table 2. Race and Ethnicity of the Respondents: Mason and Peer Institutions -----	5
Table 3. Percentage of First Generation Students, 2003-2008-----	6
Table 4. Percentages of Students Who Took Certain Math Courses -----	7
Table 5. AP Classes and Honors Classes Taken during High School-----	7
Table 6. Highest Degree Students Intend to Obtain at Mason or Any College-----	9
Table 7. Your Major in College -----	9
Table 8. BCSSE Scales Comparison: Mason and Peer Institutions -----	11
Table 9. Amount of Reading and Writing during the Last Year of High School -----	13
Table 10. Percentage of Students with High Levels of Academic Engagement in High School -----	13
Table 11. Percentage of Students Expecting High Levels of Academic Engagement in College -----	15
Table 12. Comparing High School Engagement and Expected Academic Engagement in College-----	16
Table 13. Percentages of Students with "High" Levels of Academic Perseverance -----	17
Table 14. Expected Academic Difficulty-----	17
Table 15. Perceived Academic Preparedness-----	18
Table 16. Campus Environments – Perceived Level of Importance -----	18
Table 17. Actual Engagement in Co-Curricular Activities during High School and Expected in College-----	19
Table 18. Diversity Experience in High School and Expectations for College -----	20
Table 19. Actual Hours Working for Pay during High School and Expected Hours in College -----	20
Table 20. Level of Financial Concerns -----	21

List of Figures

Figure 1. Distance to Home from Campus, Mason and Peer Institutions -----	6
Figure 2. Percentage of Mason First-Year Students whose Home is within 50 Miles of Campus, 2000-2008 -----	7
Figure 3. Self-Reported High School Grades of Mason Freshman, 2000-2008 -----	8
Figure 4. SAT/ACT Converted Scores-----	8
Figure 5. Intent to Graduate from this College -----	9
Figure 6. Hours per Week Preparing for Class during the Last Year of High School -----	12
Figure 7. Percentage of Students Who Spent 6 or More Hours per Week Studying, 2000-2008 -----	12
Figure 8. Expected Hours of Study during the First Year of College, Mason and Peer Institutions -----	14
Figure 9. Hours of Class Preparation during the Last Year of High School -----	15
Figure 10. Funding Sources for First-Year College Expenses, Mason and Peer Institutions -----	21

I. Executive Summary

The year 2008 was the first time that George Mason University participated in the Beginning College Survey of Student Engagement (BCSSE) — a national survey for incoming first-year students about their backgrounds, high school academic experiences, and expectations for their academic experiences during the first year in college. More than 70,000 incoming first-year students from 119 four-year colleges and universities participated in BCSSE 2008. At Mason, survey invitations were sent by email in June 2008 to 2,739 first-time freshmen who had officially accepted Mason's offer and paid a tuition deposit. A total of 1,513 students completed the survey for a response rate of 55 %.¹ Seventy-one percent of Mason respondents did the survey before attending the Freshman Orientation.

The data used for peer comparisons were drawn from a report on all nineteen doctorate-granting universities that participated in BCSSE 2008. This report summarizes the survey results in the following areas: student demographic and academic characteristics, six BCSSE scales, and several special topics. The report also includes some trend analyses, referring to the Cooperative Institutional Research Program (CIRP) Freshman Survey results between 2000 and 2005.

Key Terms and Definitions

Please note the following key terms and definitions in this report:

- **Mason 2008 freshmen:** Unless specified otherwise, throughout this report, the terms “Mason students,” “Mason respondents,” and “Mason freshmen” are synonymous referring to the 1,513 individuals who completed BCSSE 2008. No transfer freshmen completed the survey.
- **First-generation students:** Students are identified as first generation if neither parent nor guardian earned a 4-year college degree.
- **Peer institutions:** In this report, the term “peer institutions” refers to eighteen other doctorate-granting universities that participated in BCSSE 2008 (See Table 1 for the list of these institutions). We also use the term “national peers” referring to the respondents at peer institutions.

The major findings of this report are as follows:

Demographic Characteristics

- Racial/ethnic minorities account for about half of Mason respondents — approximately 25 percentage points higher than peer institutions. The largest group of racial/ethnic minorities at Mason is Asian.
- 30% of the respondents at Mason and 32% at peer institutions said neither of their parents or guardian(s) earned a 4-year college degree. The percentage of these students at Mason has increased over the past 5 years.

¹ The denominator for the response rate is the number of students who received invitations to the survey (n=2,739). If we use the number of students enrolled in fall 08 (n=2,558) as the denominator, however, the adjusted response rate will be between 56% and 59%, taking into account that there are 81 respondents with errors in their survey IDs and their enrollment status cannot be confirmed.

- 38% of the Mason respondents came from the area within 20 miles of the campus, compared with 22% of students at peer institutions. About one third of students came from more than 100 miles away from Mason — the percentage has been gradually increasing since 2000.

Academic Characteristics

- At Mason, there are more freshmen who took AP and Honors classes in high school compared with peer institutions. For example, 80% of Mason students took at least one AP course, compared with 66% in peer institutions.
- Nearly 40% of Mason freshmen reported that their high school grades were mostly A's — a 13-percentage point increase from 2005; eleven percentage points lower than peer institutions.
- The number of Mason freshmen who spent at least 6 hours a week studying during high school has more than doubled over the past 8 years: from 23% in 2000 to 66% in 2008. In peer institutions, 55% of students spent the same amount of time studying —11 percentage points lower than Mason.

Expected Academic Engagement in College

- Mason freshmen said that they would spend more time studying in college than they did in high school and that time management would be very challenging in college. On the other hand, Mason freshmen expect to be less actively involved in class discussions and asking questions in college than they were in high school.
- Despite more exposure to AP classes and advanced math classes during high school than national peers, Mason freshmen felt the least prepared in analyzing math or quantitative problems among seven academic competency areas listed in the survey.

Diversity Experience

- Compared with national peers, Mason freshmen had more diversity experiences in high school and expect to have even more opportunities to interact with students from different backgrounds in college.

Financial Conditions and Work for Pay

- Mason freshmen were more concerned about how to pay college expenses than their national peers: 48% of Mason freshmen were expecting a high level of difficulty compared with 39% of national peers.
- Compared with peer institutions, a smaller percentage of Mason freshmen expect to receive scholarships and grants: 58% at Mason and 72% at peer institutions; 46% of Mason freshmen expect their family/parents to pay all or nearly all of their college expenses, compared with 39% at peer institutions.
- Despite a high level of financial anxiety among Mason freshmen, the percentage of those who would work more than 20 hours per week during the first year of college was only 12%. One out of four Mason freshmen was not planning to work at all during the first year.

II. Introduction

1. Purpose of BCSSE

The Beginning College Survey of Student Engagement (BCSSE) is a national survey for incoming first-year students before they start college. The survey includes questions about students' (a) backgrounds, (b) high school academic and co-curricular experiences, and (c) expectations for their academic experiences during the first year in college. The survey results help higher education institutions to design and implement effective student services and programs reflecting educational needs of students.

The BCSSE was commercially launched in 2007 after three years of pilot studies. It was developed as a companion survey to the National Survey of Student Engagement (NSSE), a national survey for students attending four-year colleges and universities to assess their learning experiences inside and outside the college classroom. This was the first time that George Mason University participated in the BCSSE; we have participated in NSSE every three years since 2000 (i.e., 2000, 2003, and 2006). We are currently administering the NSSE 2009 among the senior class and the same cohort of freshmen who completed the BCSSE.

This report focuses on university-level results about key characteristics of freshmen and six BCSSE scales, including peer comparisons and trend analyses. Results of within-institution comparisons (e.g., gender comparisons and first generation vs. non-first generation comparisons) will be reported in an upcoming *In Focus* report.

For peer comparisons, we refer to a BCSSE report on all nineteen doctorate-granting universities that participated in BCSSE 2008, with more than 25,000 respondents. Please note that the survey results of peer institutions include the data from Mason because the BCSSE administration does not provide customized peer analysis. According to the Carnegie Classification, doctorate-granting universities "award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.)." There are three types of doctorate-granting universities and Mason is classified as a *Research University with High Research Activities*. See Table 1 for the names of the eighteen peer institutions and their Carnegie Classifications.

The results from the Cooperative Institutional Research Program (CIRP) Freshman Surveys, in which Mason participated from 2000 to 2005, were used for trend analyses when appropriate. The Higher Education Research Institute at UCLA administers the CIRP freshman survey.

Table 1. Doctoral-Granting Institutions in BCSSE08.

Carnegie Classifications	Participating Institutions
RU/VH: Research Universities (very high research activity)	Case Western Reserve University, University of Alabama at Birmingham, and Indiana University Bloomington
RU/H: Research Universities (high research activity)	Auburn University, Clark University, George Mason University , Kent State University, Miami University-Oxford, Syracuse University, University of Louisville, University of Texas at Arlington, and University of Denver
DRU: Doctoral/Research Universities	East Carolina University, Oakland University, Texas A&M University – Kingsville, Trevecca Nazarene University, University of San Francisco, Widener University, and University of West Florida

2. Survey Administration and Response Rate

In early June, all 2,739 first-time freshmen at Mason were invited by e-mail to participate in the survey online. During the freshman orientations in June, July, and late August, post cards were handed to students to remind them to fill out the survey. During the first week of fall 08, the last survey reminder was sent to the students' Mason email.

A total of 1,513 students completed the survey for a raw response rate of 55%. In fall 2008, a total number of 2,558 first-time freshmen actually enrolled at Mason. Enrollment status of the respondents (99% full-time) matches very closely to that of the entire Mason freshmen class (98% full-time).

Please visit the OIA website for the electronic version of this BCSSE report and earlier NSSE reports:

<http://assessment.gmu.edu/Results/NSSE/NSSE.html>

3. Potential Sources of Errors

We would like to point out the following two potential sources of errors that might have impacted the response patterns of Mason respondents.

Demographic Representativeness of the Sample. Compared with Mason's official statistics for Fall 08 first-time freshmen, female students are slightly over-represented in the survey; all race and ethnic groups appear to be slightly over-represented in the BCSSE sample because 33% of freshmen in the official statistics are categorized as other or no data.²

Timing of the Survey. At peer institutions, 68% of the respondents completed the survey during the freshmen orientation. At Mason, in contrast, 71% of the respondents filled in the survey before the freshman orientation. Only 3% of Mason respondents completed the survey during the orientation. This difference in the timing of completing the survey might have significantly impacted the response patterns of Mason freshmen particularly for survey items related to student expectations.

Important Notes

- No weight variable is used for statistical data analysis.
- In this report, total percentages may not add to 100 due to rounding.

² Office of Institutional Research and Reporting. (2008). George Mason University 2008-09 Factbook: 35th Edition. George Mason University: Fairfax, VA.

III. DEMOGRAPHIC AND ACADEMIC CHARACTERISTICS OF THE RESPONDENTS

1. Overview

This section presents demographic and academic characteristics of Mason respondents. The following are the major findings:

1. Almost all Mason respondents (99%) were enrolled full-time right after they graduated from high school and the majority of them (88%) graduated from public high schools.
2. 61% of Mason respondents are female, which is much higher than the actual percentage of female students in the incoming first-time freshmen class in fall 2008 — 53%.
3. 30% of Mason respondents and 28% of national peers reported that neither parent nor guardian had earned a Bachelor's degree. They are identified as first generation students by BCSSE.
4. Mason respondents are much more racially and ethnically diverse than respondents at peer institutions: about 50% of Mason respondents are racial/ethnic minorities, compared with approximately 25% at peer institutions. Asians constitute the largest minority group at Mason.
5. More Mason respondents took AP and Honors classes than their national peers: 80% of Mason respondents took at least one AP course, compared with 66% at peer institutions.

2. Demographic Characteristics

Enrollment Status. Almost all respondents at Mason (99%) graduated from high school in 2008 compared with 97% in peer institutions. The majority of Mason respondents — 88% — graduated from public high schools. The rest of the students attended private schools (11%) or earned a high school diploma through home schooling or GED (1% combined). At peer institutions, 83% of the respondents graduated from public schools; and 16% graduated from private schools. Almost all respondents, Mason and peer institutions alike, said that they would enroll full-time in college (see *Appendix Two*).

Gender and Race/Ethnicity. Demographic characteristics of BCSSE respondents at Mason and peer institutions are presented in *Appendix Two*. Female students account for 61% of Mason respondents and 58% of those at peer institutions. Mason has a much more racially and ethnically diverse student population than peer institutions (See Table 2). Approximately 50% of Mason respondents are racial/ethnic minorities, compared with about 25% in peer institutions. The largest minority group at Mason is Asian and Pacific Islanders (19%), followed by Black and African American (9%). Please note that these figures include international students. Please see *Appendix Two* for more detailed breakdown of race/ethnicity and international students.

Table 2. Race and Ethnicity of the Respondents.

	Mason	Peer Institutions
White (non-Hispanic)	51%	75%
Black or African-American	9%	8%
Hispanic	8%	5%
Asian or Pacific Islander	19%	6%
Other	10%	4%
Prefer Not to Respond	4%	3%

First Generation Students. Education literature has consistently reported that students whose parents did not attend college face a greater challenge in access to college education, retention, and graduation compared with their peers with parents holding college degrees (Choy, 2001³). First generation students are uniquely different in demographic characteristics from their non-first generation peers and need continuing institutional support to broaden their access to postsecondary education (Saenz, Hurtado, Barrera, Wolf & Yeung, 2007⁴).

The definition of first generation students varies greatly from one study to another. Researchers identify first generation students based on different levels of parental educational attainment: (1) “high school diploma or less,” (2) “some college, including vocational/technical,” and (3) “bachelor’s degree or higher.” The percentage of first-generation college students changes greatly depending on what level of parental education is chosen.

In BCSSE 2008, if neither parent completed a 4-year college degree, the student is identified as a “first generation” student. Applying this definition, 30% of the BCSSE 2008 respondents and 28% of the CIRP 2005 freshman survey respondents at Mason would be considered first generation. The percentage is drastically reduced if we only include students with neither parent having received education beyond high school — 12% of the CIRP respondents would be so identified in 2003 and 2005 respectively (see Table 3).

Table 3. Percentage of First Generation Students, 2003 - 2008.

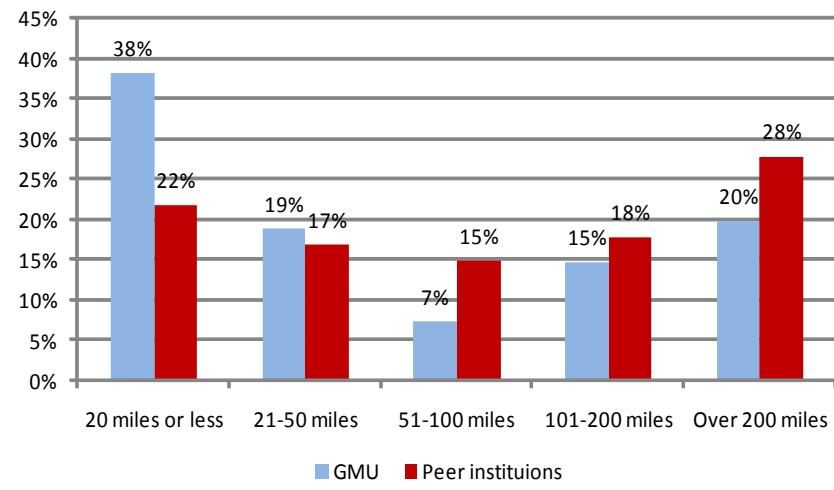
	2003 Mason	2005 Mason	2008 Mason	2008 Peer Institutions
Neither parent had education beyond high school	12%	12%	N/A	N/A
Neither parent had a four-year college degree	26%	28%	30%	32%

¹The survey results for 2003 and 2005 were drawn from the CIRP Freshman Survey data.

The Location of Residence during the Last Year of High School. At Mason, 78% of first-time freshmen enrolled in fall 2008 were in-state.⁵ As shown in Figure 1, the percentage of local students is much higher at Mason than at peer institutions: 38% of the Mason respondents came from the areas within 20 miles or less from the campus, compared with 22% of the respondents in peer institutions.

Nevertheless, the percentage of Mason students with homes more than 100 miles from campus has been increasing over the past 8 years and is now 12 percentage points higher than that of 2000 (see Figure 2).

Figure 1. Distance to Home from Campus, Mason and Peer Institutions.

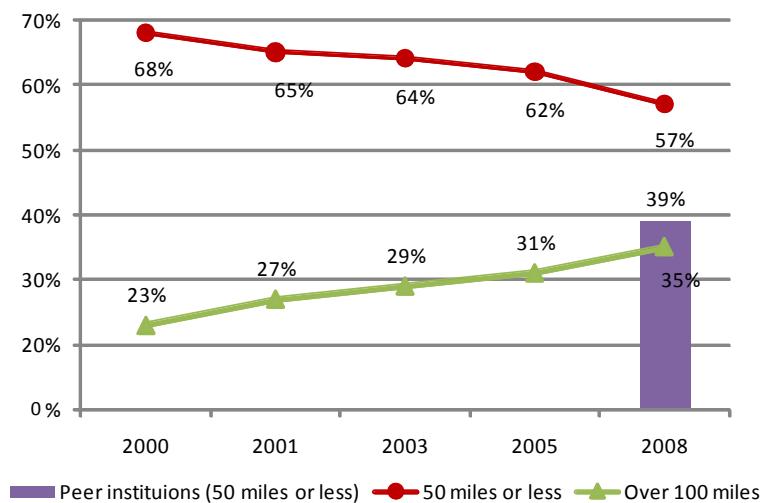


³ Choy, S. P. (2001). Students Whose Parents Did Not Go to College: Post secondary Access, Persistence, and Attainment (NCES 2001-126). National Center for Education Statistics, U.S. Department of Education. Washington, D.C.

⁴ Saenz, V. B., Hurtado, S., Barrera, D., Wolf, D., Yeung, F. (2007). First in my family: A profile of first-generation college students at four-year institutions since 1971. Los Angeles, CA: Higher Education Research Institute.

⁵ Office of Institutional Research and Reporting. (2008). George Mason University 2008-09 Factbook: 35th Edition. Mason University. Fairfax, VA.

Figure 2. Percentage of Mason First-Year Students whose Home is within 50 Miles of Campus, 2000-2008.



3. Academic Performance during High School

Math Courses during High School. Table 4 presents the percentages of respondents who took certain math courses in high school. At Mason, there are more respondents who took pre-calculus/trigonometry or probability/statistics classes than at peer institutions. Less than 1% of students failed any of these courses.

Table 4. Percentages of Students Who Took Certain Math Courses.

Course	Mason	Peer Institutions
Pre-calculus/Trigonometry	84%	79%
Calculus	32%	33%
Probability/Statistics	34%	28%

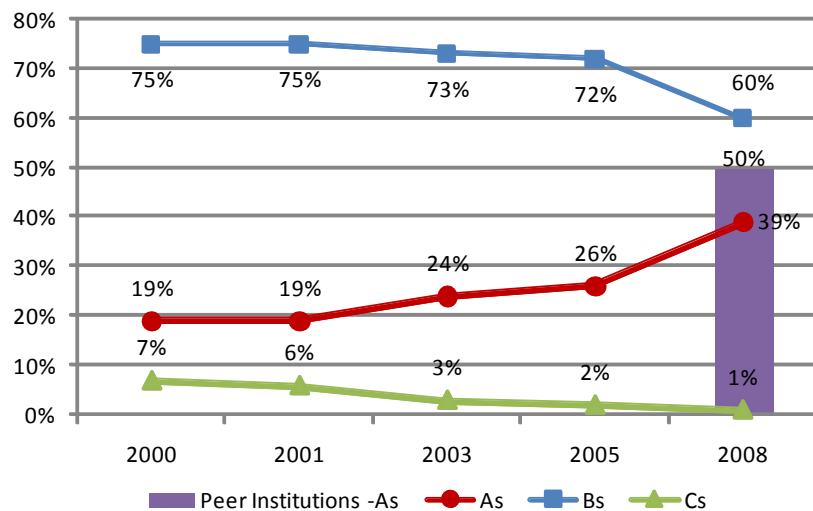
AP Classes and Honors Classes. As shown in Table 5, 80% of Mason respondents took at least one Advanced Placement (AP) class during high school, compared with 66% of respondents in peer institutions. About 20% of Mason respondents took 5 or more AP classes, compared with 15% at peer institutions. Eighty-one percent of Mason respondents took at least one Honors class during high school compared to 74% at peer institutions.

Table 5. AP Classes and Honors Classes Taken during High School.

Number of classes	AP Classes		Honors Classes	
	Mason	Peer Institutions	Mason	Peer Institutions
0 classes	20%	34%	19%	26%
1 - 2 class	34%	33%	24%	18%
3- 4 classes	25%	19%	18%	15%
5 or more classes	21%	15%	39%	42%

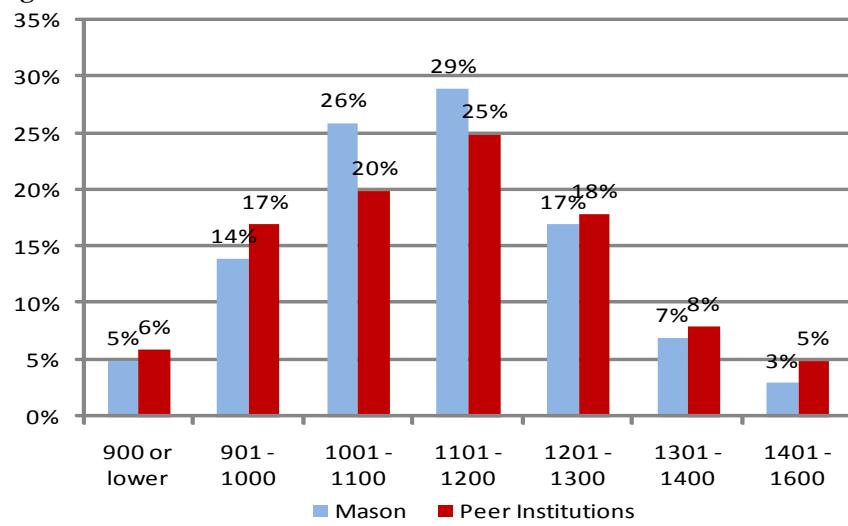
High School Grades. Respondents at peer institutions reported better high school grades than Mason respondents (see Figure 3). The *median* of self-reported high school grades among Mason respondents is B+, compared with A- for national peers. Nearly 40% of Mason respondents said that most of their high school grades were A's, which is a 13-percentage point increase from 2005. On the other hand, 50% of their national peers reported that most of their high school grades were A's.

Figure 3. Self-Reported High School Grades of Mason Freshmen, 2000-2008.



SAT/ACT Scores. Figure 4 shows the distribution of SAT composite/ACT conversion scores at Mason and peer institutions. Both at Mason and peer institutions, 56% of students scored over 1100 on the SAT/ACT.

Figure 4. SAT/ACT Converted Scores.¹

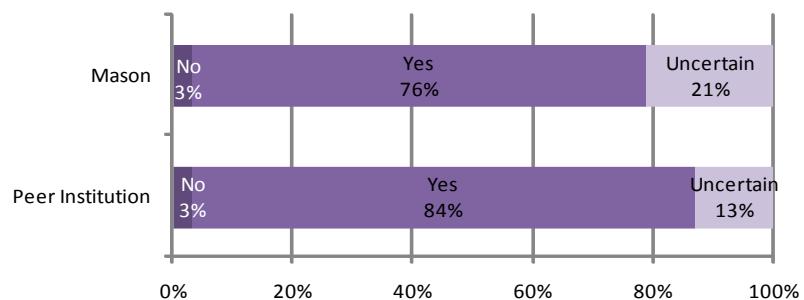


¹. ACT scores are converted to SAT scale. In this survey, the maximum of SAT composite score is 1,600.

4. Academic Aspiration

Intent to Graduate. As shown in Figure 5, three quarters of Mason freshmen plan to graduate from Mason. The percentage of “uncertain” was much larger at Mason (21%) than at peer institutions (13%).

Figure 5. Intent to Graduate from this College.



The Highest Degree to Pursue in the Future. About 27% of Mason 2008 respondents said that the highest degree they would like to obtain was a bachelor’s degree (See Table 6). Nearly three quarters of them expressed interest in pursuing post-graduate degrees (master’s degree: 48%; doctoral degree: 25%).

Table 6. Highest Degree Students Intend to Obtain at Mason or Any College.¹

Degree	2000 Mason	2001 Mason	2003 Mason	2005 Mason	2008 Mason ²	2008 Peer Institution ²
Associate's degree (A.A., A.S., etc.)	4%	1%	1%	1%	1%	1%
Bachelor's degree (B.A., B.S., etc.)	16%	25%	22%	23%	27%	30%
Master's degree (M.A., M.S., etc.)	47%	43%	46%	44%	48%	44%
Doctoral degree (Ph.D., M.D., J.D., etc.)	32%	31%	31%	31%	25%	24%
Other degrees (divinity degrees, etc.)	2%	1%	1%	2%	N/A	N/A

¹ The data from 2000 to 2005 were extracted from the CIRP Freshman Surveys, which provided more detailed response options for post-graduate degrees in law (J.D.) and medical fields (M.D., D.O., D.D.S., or D.V.M.).

² For the 2008 results, we excluded those who were “uncertain” (13% for Mason; 15% for peer institutions) about their highest degree .

Table 7. Your Major in College.

Do you know what your major will be?	Mason	Peer Institutions
Yes	71%	76%
<i>The Area of Study for Your Major</i>		
Arts and Humanities	11%	12%
Biological Sciences	12%	9%
Business	15%	16%
Education	3%	8%
Engineering	9%	10%
Physical Science	3%	2%
Professional	9%	19%
Social Science	22%	9%
Other	16%	13%
Undecided	0.2%	0.1%
Total	100%	100%

IV. Analysis of BCSSE Scales

1. Concepts and Description of the BCSSE Scales

BCSSE is designed to help four-year colleges and universities enhance the educational experience of their first year students by assessing student academic and social engagement in high school and their expectations for college. For data reporting, BCSSE developed the following six scales to consolidate survey items into meaningful themes.

- 1) ***High School Academic Engagement (HSE)***: This scale consists of 12 items related to student engagement in educationally enriching activities during the last year of high school. The items include the amount of writing and reading, the amount of time spent on preparing for class, the level of class participation, the level of participation in course-related discussions and collaborative learning inside and outside of class, and so forth.
- 2) ***Expected Academic Engagement (EAE)***: This scale consists of 8 items related to students' *expected* engagement in educationally enriching activities during the first year of college. The items include the amount of time spent on class preparation, the level of class participation, the level of participation in course-related discussions and collaborative learning inside and outside of class, and so forth.
- 3) ***Expected Academic Perseverance (EAP)***: This scale consists of 6 items related to the level of persistence that students have in case they face academic adversity during the first year of college. The items ask how certain students are to study when there are other interesting things to do, seek help from instructors or additional materials when they struggle with course assignments, finish what they have started regardless of challenges, and participate regularly in class discussions.
- 4) ***Expected Academic Difficulty (EAD)***: This scale consists of 4 items related to the level of difficulty students expect to experience in academic activities during the first year of college. The items include how difficult students expect the following things would be: learning course material, managing their time, getting help with school work, and interacting with faculty.
- 5) ***Perceived Academic Preparation (PAP)***: This scale consists of 7 items related to how students feel about their academic preparedness. The items include the level of preparedness in writing, speaking, critical thinking, quantitative skills, computer and IT skills, teamwork, and self-learning.
- 6) ***Importance of Campus Environment (ICE)***: This scale consists of 6 items related to the perceived importance of different aspects of campus support and environment. The items include the importance of a challenging academic experience, opportunities to attend campus events and activities, interactions with other students with different backgrounds, support for different aspects of student life such as academic success, social activities and non-academic responsibilities (work, family, etc.).

2. Scale Score Comparison: Within Mason and with Peer Institutions

The BCSSE scale scores were calculated as follows: The responses for each item were transformed from the original scale into a 0-10 point scale. Then, a mean scale score was calculated for every respondent. Mean scores of six BCSSE scales for Mason, peer institutions, public universities, and all participating institutions are listed in Table 8. We were not able to conduct statistical significance test to compare means between Mason and other groups of institutions because raw data from other institutions are not available.

Survey results indicate the following:

- Compared with freshmen at other groups of institutions, Mason students were more engaged in academic activities during high school and expect to be more actively involved in educational activities in college.
- Mason students foresee more academic difficulties than their peers. The mean scale score for *Expected Academic Difficulty* (5.10) is the lowest among six scales for Mason.
- Freshmen at both Mason and other participating institutions see themselves as well prepared academically.
- The importance that Mason freshmen place on campus environment is greater than that of freshmen at other participating institutions. Among the six scales, Mason students scored this one the highest.

Table 8. BCSSE Scales Comparison: Mason and Peer Institutions.

BCSSE Scales	Means			
	Mason (n=1,513)	Peer Institutions (n=25,326)	Public Universities (n=47,238)	All Participating Schools (n=70,386)
High School Academic Engagement (HSE)	5.60	5.30	5.20	5.28
Expected Academic Engagement (EAE)	6.02	5.89	5.89	5.97
Expected Academic Perseverance (EAP)	7.09	7.09	7.05	7.08
Expected Academic Difficulty (EAD)	5.10	5.01	4.93	4.90
Perceived Academic Preparation (PAP)	7.17	7.20	7.06	7.05
Importance of Campus Environment (ICE)	7.42	7.35	7.28	7.33

Note: The highest score for each scale is in bold.

3. Analysis of Scales

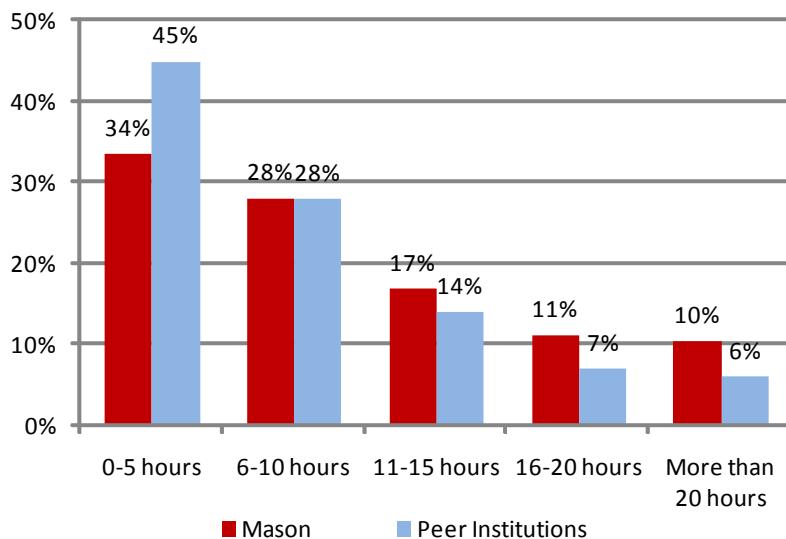
3-1. High School Academic Engagement (HSE)

High school academic engagement (HSE) items assess the levels of participation in various academic activities during the last year of high school. The areas of focus are hours of study, the amount of reading and writing, the level of class participation and collaborative learning, and interactions with teachers and others. The major findings are as follows:

1. At Mason, the percentage of freshmen who studied 6 or more hours per week has more than doubled over the past 8 years from 32% in 2000 to 66% in 2008 – 11percentage points higher than that of peer institutions.
2. Mason respondents spent more time on assigned reading and writing short papers/reports than their national peers.
3. Compared with national peers, Mason respondents were more actively engaged in class presentations and discussions of class-related topics with others outside classroom.

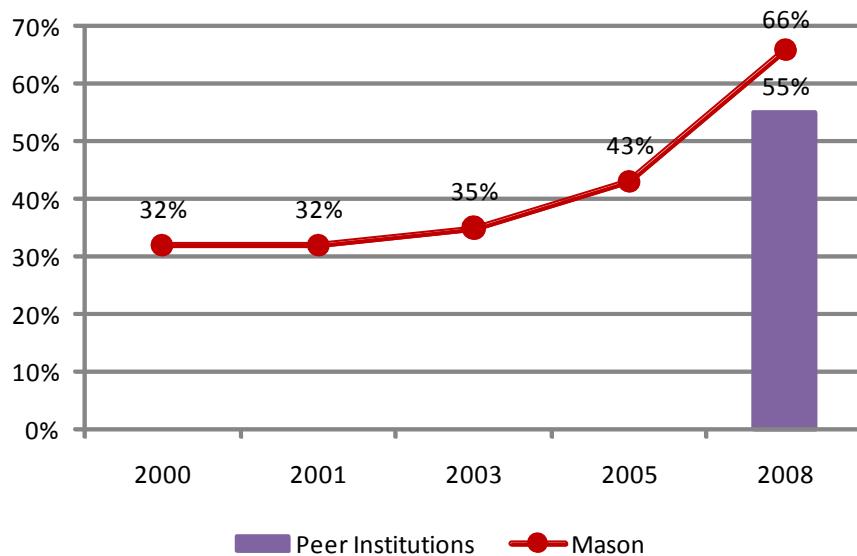
Study Hours. Compared with national peers, Mason respondents spent more time preparing for classes (e.g., studying, doing homework, and rehearsing) during the last year of high school (see Figure 6). Twenty-one percent of Mason respondents studied 16 or more hours a week compared with 13% of national peers. On the other hand, one third of Mason freshmen spent 5 hours or less studying, although this figure is much smaller than that of peer institutions (45%).

Figure 6. Hours per Week Preparing for Class during the Last Year of High School.



Over the past eight years, Mason students who spent 6 hours or more studying during the last year of high school more than doubled: from 32% in 2000 to 66% in 2008 (see Figure 7). The figure in 2008 is 11 percentage points higher than that of peer institutions.

Figure 7. Percentage of Students Who Spent 6 or More Hours per Week Studying, 2000-2008.



Reading and Writing. BCSSE asked students about their levels of engagement in three reading and writing activities during the last year of high school. The majority — over 70% — of Mason students read textbooks and course-related materials and wrote short papers “quite a bit” or “very much” (see Table 9). These figures are 6 to 7 percentage points higher than those of peer-institutions. Twenty-eight percent of Mason respondents wrote longer papers or reports “quite a bit” or “very much,” comparable to the national average.

Table 9. Amount of Reading and Writing during the Last Year of High School.

During your last year of high school, about how much reading and writing did you do?	Mason				Peer Institutions			
	None/ Very little	Some	Quite a bit	Very much	None/ Very little	Some	Quite a bit	Very much
Assigned reading (textbooks or other course materials)	6%	22%	37%	35%	8%	27%	37%	28%
Writing short papers or reports (5 or fewer pages)	5%	20%	38%	38%	6%	24%	38%	32%
Writing longer papers or reports (more than 5 pages)	39%	34%	17%	11%	39%	35%	17%	9%

Class Participation and Interactions. Three quarters of freshmen at both Mason and peer institutions “often” or “very often” asked questions in class or contributed to class discussions in high school; two thirds of them also “often” or “very often” worked with other students on projects during class (see Table 10). Compared with national peers, Mason freshmen were more actively involved in class presentations and discussions of class-related topics with others outside of class. The percentages of Mason freshmen who “often” or “very often” participated in these activities were at least 10 percentage points higher than those of national peers. Mason freshmen also more frequently worked with classmates outside of class to prepare class assignments than their national peers.

Table 10. Percentage of Students with High Levels of Academic Engagement in High School.

The percentage of students who “often” or “very often” participated in the following activities during the last year of high school.	Mason	Peer Institutions	Difference (Mason - Peer Institutions)
Asked questions in class or contributed to class discussions	77%	75%	+2%
Made a class presentation	63%	51%	+12%
Discussed grades or assignments with a teacher	53%	52%	+1%
Worked with other students on projects during class	67%	64%	+3%
Worked with classmates outside of class to prepare class assignments	36%	31%	+5%
Discussed ideas from your readings or classes with teachers outside of class	28%	25%	+3%
Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)	56%	46%	+10%

Note: Students were given a four-point scale (1=Never, 2=Sometimes, 3=Often, and 4=Very often) to answer these questions. The percentages of students who marked “often” or “very often” were identified as having a “high level” of academic engagement in this table.

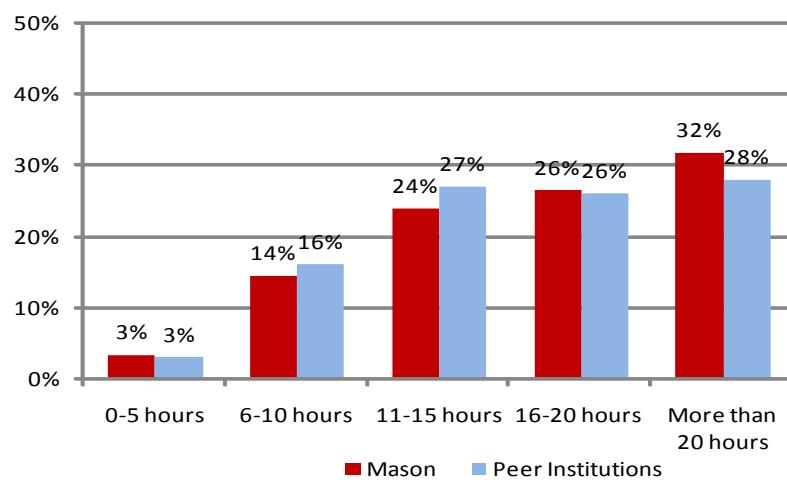
3-2. Expected Academic Engagement (EAE)

Expected Academic Engagement (EAE) scale items assess the expected level of engagement in academic activities during the first year of college. In BCSSE, class preparation in college includes hours spent on studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities. Comparison analysis of several items that appeared in both High School Academic Engagement (HSE) and in Expected Academic Engagement is also conducted in this section. The following summarizes the major findings.

1. Mason freshmen expect to participate in class presentations and discussions of class-related topics with others outside the classroom more often than their national peers. On the other hand, they expect to discuss grades or assignments with an instructor less often than their national peers.
2. Mason freshmen expect to spend much longer hours on class preparation in the first year of college than they did in high school. On average, they expected to study 6 or more hours than they did in high school.
3. Mason respondents expect to engage in the following classroom activities less often in college than they did in high school: in-class discussions, asking questions, and working with classmates on projects. They expected to have more outside-of-class discussions with instructors, other students, and family members more often in college than they did in high school.

Expected Study Hours. There is very little difference in the expected hours of study during the first year of college between Mason freshmen and their national peers. Over 50% of them expect to study 16 or more hours per week during the first year of college (see Figure 8).

Figure 8. Expected Hours of Study during the First Year of College, Mason and Peer Institutions.



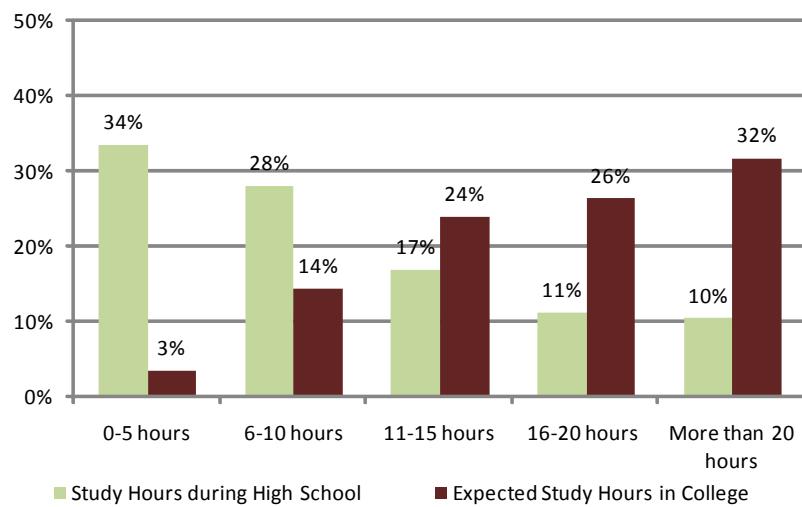
Class Participation and Academic Interaction. Compared with national peers, Mason freshmen expect to discuss class-related topics more often with others outside of class, but talk with an instructor less often about their grades or assignments (see Table 11). In the other areas presented in Table 11, there is little difference between Mason students and their national peers.

Table 11. Percentage of Students Expecting High Level of Academic Engagement in College.

<i>The percentage of students who expected to “often” or “very often” participated in the following activities during the first year of college.</i>	Mason	Peer Institutions	Difference (Mason – Peer Institutions)
Ask questions in class or contribute to class discussions	79%	77%	+3%
Make a class presentation	62%	58%	+4%
Work with other students on projects during class	54%	52%	+2%
Work with classmates outside of class to prepare class assignments	73%	72%	+1%
Discuss grades or assignments with an instructor	61%	65%	-4%
Discuss ideas from your readings or classes with faculty members outside of class	46%	46%	0%
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	67%	61%	+6%

Note: Students were given a four-point scale (1=Never, 2=Sometimes, 3=Often, and 4=Very often) to answer these questions. The percentages of students who marked “often” or “very often” were identified as “high level” of academic engagement in this table.

Comparing Actual and Expected Study Hours between High School and College. Mason respondents expect to spend on average 6 or more hours preparing for class in college than they did in high school (see Figure 9): The median study hour during high school falls into the 6-10 hour range and the median of expected study hours in college is between 16 and 20 hours.

Figure 9. Hours of Class Preparation during the Last Year of High School.

Comparing Actual and Expected Class Participation and Academic Interaction between High School and College. In the following activities, Mason freshmen expect to participate more often in college than they did in high school: discussing grades or assignments with faculty, working with classmates outside of class to prepare class assignments, discussing ideas from readings or classes with faculty outside of class, and discussing ideas from readings or classes with students and family members outside of class.

In other areas, Mason freshmen expect to *participate significantly less often in college* than they did in high school: asking questions in class or contributing to class discussions and working with other students on projects during class. In general, Mason freshmen expect lively academic interactions outside of class and limited individual participation in class in college.

Table 12. Comparing High School Engagement and Expected Academic Engagement in College.

<i>How often did you / do you expect to:</i>		High School Engagement	Expected College Engagement
Ask questions in class or contribute to class discussions (n=1,380)	Mean ¹	3.18	3.14
	Sig. ²		.047 *
Make a class presentation (n=1,379)	Mean ¹	2.81	2.77
	Sig. ²		0.086
Discuss grades or assignments with a teacher/instructor (n=1,377)	Mean ¹	2.66	2.81
	Sig. ²		<0.001***
Work with other students on projects during class (n= 1,381)	Mean ¹	2.88	2.65
	Sig. ²		<0.001***
Work with classmates outside of class to prepare class assignments (n=1,379)	Mean ¹	2.34	2.98
	Sig. ²		<0.001***
Discuss ideas from your readings or classes with teachers/faculty members outside of class (n=1,375)	Mean ¹	2.11	2.57
	Sig. ²		<0.001***
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.) (n=1,366)	Mean ¹	2.69	2.88
	Sig. ²		<0.001***

¹ Mean is calculated on the following scale: 1=never, 2=sometimes, 3=often and 4=very often. To conduct a paired t-test, respondents who answered both the high school engagement item and the corresponding expected college engagement item are included in the analysis. The higher mean for each item is in bold.

² Significant differences in mean values reported in the table are at the following levels: *= $p < .05$; **= $p < .01$; ***= $p < .001$.

3-3. Expected Academic Perseverance (EAP): Ability to Deal with Academic Challenges in College

In the Expected Academic Perseverance (EAP) scale, respondents were asked if they would stay on task when facing six common academic challenges and distractions in college. Students were asked to rate their level of certainty/persistence using a 6-point scale (1=Not at all certain to 6= Very certain). If a student marked 5 or 6 on the scale, the student is counted “high” in the level of academic perseverance (see Table 13). The major findings are as follows:

1. Among 6 possible academically challenging situations, Mason freshmen were most likely to say that they would finish something they have started when they encounter challenges (see Table 13). Mason freshmen were least certain that they would study when there are other interesting things to do and that they would participate regularly in course discussions when they do not feel like it (37%).
2. There were virtually no differences in expected academic perseverance between Mason freshmen and national peers except for staying positive when doing poorly on an exam. Mason freshmen were slightly more certain that they would stay positive than their peers.

Table 13. Percentage of Students with “High” Levels of Academic Perseverance.¹

<i>During the coming school year, how certain are you that you will do the following?</i>	Mean (Mason)	% Mason ¹	% Peer Institutions ¹	% Difference (Mason - Peer Institutions)
Finish something you have started when you encounter challenges	4.94	69%	70%	-1%
Ask instructors for help when you struggle with course assignments	4.76	63%	64%	-1%
Stay positive, even when you do poorly on a test or assignment	4.69	59%	55%	4%
Find additional information for course assignments when you don't understand the material	4.67	59%	59%	0%
Study when there are other interesting things to do	4.13	37%	37%	0%
Participate regularly in course discussions, even when you don't feel like it	4.09	37%	36%	1%

¹ Showing the percentages of students who marked 5 or 6 out of a 6-point scale on certainty (1=Not at all certain to 6=Very certain).

3-4. Expected Academic Difficulty (EAD)

To assess the Expected Academic Difficulty (EAD), students were asked to rate, on a 6-point scale (1= “Not at all difficult” to 6= “Very difficult”), how difficult they expect the following four academic activities to be during the first year of college: (1) learning course materials, (2) managing their time, (3) getting help with school work, and (4) interacting with faculty. Table 14 presents the percentages of students who marked 5 or 6 on the 6-point scale along with mean scores. Major findings are as follows:

1. Among the four items, Mason freshmen rated time management as the most challenging task (47% thought it would be very difficult) and interacting with faculty as the least difficult one.
2. There is little difference between Mason freshmen and their peers on these items.

Table 14. Expected Academic Difficulty.

<i>During the coming school year, how difficult do you expect the following to be?</i>	Mean (Mason)	% Mason ¹	% Peer Institutions ¹	% Difference (Mason - Peer Institutions)
Managing your time	4.23	47%	47%	0%
Learning course material	3.91	29%	29%	0%
Getting help with school work	3.1	13%	9%	+4%
Interacting with faculty	2.95	13%	10%	+3%

¹ The percentage of students who marked 5 or 6 on a 6-point scale measuring level of difficulty (1=Not at all difficult to 6=Very difficult).

3-5. Perceived Academic Preparation (PAP)

Students were asked to evaluate, on a 6-point scale (1= “Not at all prepared” to 6= “Very prepared”), how prepared they were in the following seven competency areas that are critical in college education: writing, speaking, critical thinking, quantitative skills, IT skills, self-learning, and teamwork. The percentages of respondents who marked 5 or 6 on the scales are reported in Table 15. The main findings are as follows:

1. There is little difference in perceived academic preparedness between Mason students and their peers.
2. Over three quarters of the respondents are highly confident that they have sufficient teamwork skills for academic activities in college.
3. Among the seven competency areas, math and quantitative skills was rated the lowest, followed by IT and computer skills.

Table 15. Perceived Academic Preparedness

<i>How prepared are you to do the following in your academic work at this college?</i>	Mean (Mason)	% Mason¹	% Peer Institutions¹	% Difference (Mason - Peer Institutions)
Work effectively with others	5.02	73%	74%	-1%
Learn effectively on your own	4.81	64%	65%	-1%
Think critically and analytically	4.63	56%	57%	-1%
Write clearly and effectively	4.55	55%	54%	1%
Speak clearly and effectively	4.52	54%	53%	1%
Use computing and IT	4.49	53%	51%	+2%
Analyze math or quantitative problems	4.07	38%	41%	-3%

¹The percentages of students who marked 5 or 6 on a 6-point scale measuring preparedness (1=Not at all prepared to 6=Very prepared).

3-6. Importance of Campus Environment (ICE)

Importance of Campus Environment (ICE) scale items assess what matters most to freshmen in their college education and environment. Students were asked to evaluate how important they felt about five aspects of the campus environment using a 6-point scale (1=not at all important to 6=very important). The responses were consolidated into three levels of importance: 1-2 as “low,” 3-4 as “medium,” as 5-6 into “high”. Only the percentages of “high” are presented in Table 16. The major findings are below:

1. By far, Mason freshmen valued support to help them succeed academically the most: over 80% marked it as highly important, so did their national peers.
2. Close to two thirds of Mason freshmen found it highly important to have opportunities to attend campus events and activities and to interact with students from different backgrounds.

Table 16. Campus Environment – Perceived Level of Importance.

<i>How important is it to you that your college or university provides each of the following?</i>	Mean (Mason)	% Mason¹	% Peer Institutions¹	% Difference (Mason - Peer Institutions)
Support to help you succeed academically	5.37	83%	83%	0%
Opportunities to attend campus events and activities	4.86	65%	67%	-2%
Opportunities to interact with students from different backgrounds	4.80	63%	60%	+3%
A challenging academic experience	4.63	57%	55%	+2%
Support to help you thrive socially	4.41	50%	50%	0%
Assistance coping with your non-academic responsibilities	4.20	44%	42%	+2%

¹The percentage of students who marked 5 or 6 on a 6-point scale about importance of campus environment (1=Not at all important to 6=Very important).

V. SPECIAL TOPICS

In addition to academic activities, BCSSE covers non-academic activities and topics that are highly relevant to college education. This section will report the results of BCSSE items related to co-curricular activities, interactions with other students with different backgrounds, and financial concerns and conditions of students.

1. Although about 30% of Mason freshmen and their peers expect to spend 6-10 hours per week on co-curricular activities in college, 20% actually spent that amount of time during high school. 38% of Mason freshmen spent five hours or less on co-curricular activities in high school; 14% spent more than 20 hours a week in high school but only 8% plan to do so in college.
2. Mason freshmen had more opportunities to have serious conversations with students from different backgrounds in high school than national peers and expect to have more of these opportunities in college.
3. About half of Mason respondents (48%) were very concerned about how to pay college expenses — more than their national peers (39%).
4. Despite a high level of financial concern among Mason freshmen, 25% were not planning to work at all during the first year of college. Sixty-four percent were planning to work up to 20 hours and only 12% expected to work more than 20 hours per week during the first year of college.

1. Co-Curricular Activities

Co-curricular activities include arts, clubs, athletics, and so on. As Table 17 presents, during high school, 38% of Mason students and 31% of their peers spent 5 hours or less per week on co-curricular activities; *fewer* students *expect* to spend that amount of time in college (29% and 27% respectively). About 20% of Mason students and their peers reported 6-10 hours per week during high school; and *more* students (about 30%) expect to spend that amount of time in college. At the same time, fewer freshmen expect to spend 16 hours or more per week on co-curricular activities in college than they did in high school.

Table 17. Actual Engagement in Co-Curricular Activities during High School and Expected Engagement in College.

Hours per Week	Mason		Peer Institutions	
	High School	College (Expected)	High School	College (Expected)
0-5 hours	38%	29%	31%	27%
6-10 hours	20%	29%	19%	31%
11-15 hours	16%	22%	19%	22%
16-20 hours	13%	12%	15%	11%
More than 20 hours	14%	8%	17%	9%

2. Diversity Experience

Mason is known for its diverse student population. Student survey results have consistently shown that the overwhelming majority of Mason students graduate with a high level of satisfaction with diversity on campus

(see Office of Institutional Assessment 2008; 2009⁶). As mentioned earlier in this report, two thirds of Mason freshmen *feel that it is highly important* to have opportunities to interact with students from different economic, social, racial or ethnic backgrounds in college (see Table 16, page 18).

Comparing the *actual interaction* in high school (with students from different backgrounds), Mason freshmen had more serious conversations than their national peers. More than one third of them “very often” had such conversations, compared with one quarter of their peers (see Table 18).

Comparing the *expected interaction* in college (with students from different backgrounds), Mason freshmen expect to have more serious conversations than they had in high school. Also shown in Table 18, at least 40% of Mason freshmen selected “very often” for both items, compared with about 30% of their national peers.

Table 18. Diversity Experiences in High School and Expectations for College.

How often did you have / do you expect to have:	Mason		Peer Institutions	
	High School	College (Expected)	High School	College (Expected)
Serious conversations with students of a different race or ethnicity than your own	Never	8%	2%	15%
	Sometimes	25%	20%	32%
	Often	29%	38%	26%
	Very often	38%	40%	27%
Serious conversations with students who are very different from you in religious beliefs, political opinions, or personal values	Never	8%	2%	11%
	Sometimes	28%	20%	37%
	Often	29%	35%	28%
	Very often	34%	42%	24%

3. Work for Pay

Table 19 compares actual hours working for pay during high school and expected hours in college. During the last year of high school, 35% of Mason freshmen did not work at all and 51% worked 1 to 20 hours per week. The remaining 14 % worked more than 20 hours per week.

Twenty five percent of Mason freshmen do not plan to work at all during the first year in college. A little more than 60% of Mason freshmen plan to work up to 20 hours per week and only 12% will work more than 20 hours. Freshmen at peer institutions showed very similar patterns of actual work hours in high school and expected work hours in college.

Table 19. Actual Hours Working for Pay during High School and Expected Hours in College.

Hours per Week	Mason		Peer Institutions	
	High School	College (Expected)	High School	College (Expected)
0 hours per week	35%	25%	31%	28%
1-10 hours per week	23%	31%	22%	29%
11-20 hours per week	28%	33%	29%	33%
21- 30 hours per week	11%	10%	14%	8%
More than 30 hours per week	3%	2%	3%	2%
Total	100%	100%	100%	100%

⁶ Office of Institutional Assessment. (2008). Graduating Senior Survey Report 2006-2007. Office of Institutional Assessment, George Mason University, Fairfax, VA.

4. Financial Condition of Students

Financial Concerns. In the BCSSE, respondents are asked to assess their expected financial difficulty during the first year of college using the following 6-point scale: 1=Not at all difficult to 6=Very difficult. Table 20 compares the results of Mason and peer institutions, regrouping six levels of difficulty into three: “low” (1-2), “medium” (3-4), and “high” (5-6). Mason freshmen were more worried about paying college expenses than students at peer institutions. Close to half of Mason freshmen (48%) said that paying college expenses would be “very difficult” compared with 39% of national peers (see Table 20).

Table 20. Level of Financial Concerns.¹

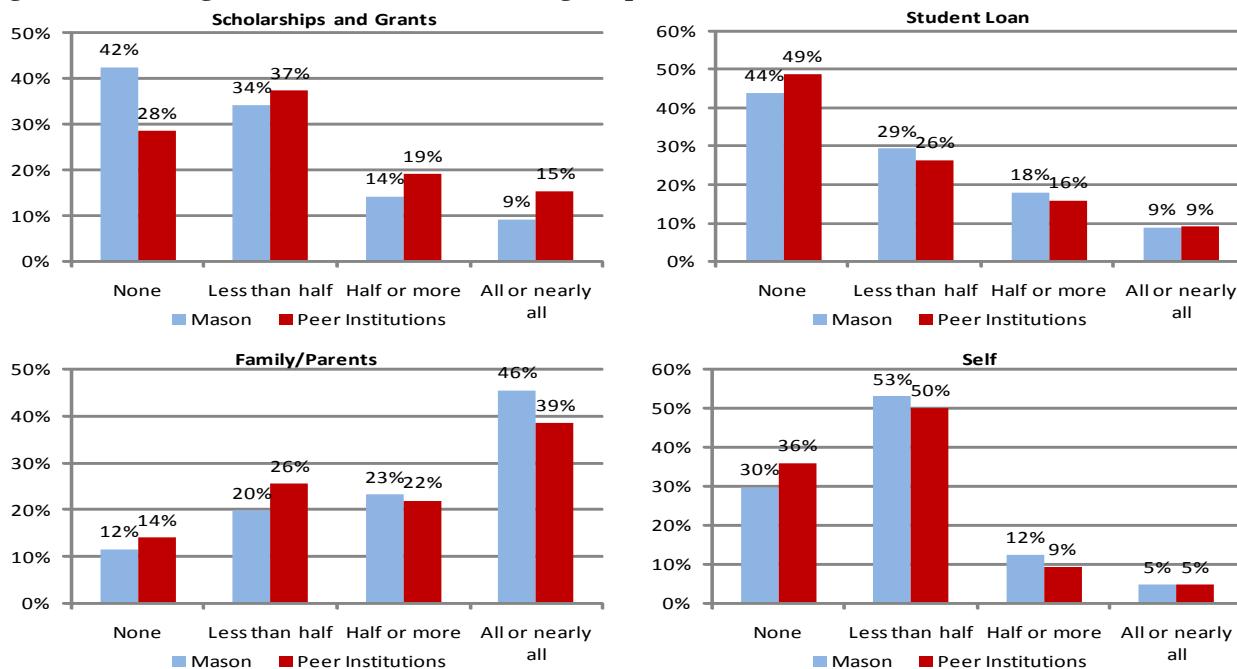
	Mason	Peer Institutions
Low	22%	29%
Medium	30%	33%
High	48%	39%
Total	100%	100%

¹ Levels of difficulty (1=Not at all difficult to 6=Very difficult) are regrouped as follows: 1-2 = “low,” 3-4 = “medium,” and 5-6 = “high.”

Funding Sources for College Education. The survey also asked students how much of their first-year college expenses would be paid by (a) scholarship and grants, (b) student loans, (c) parents/family, and (d) self (work on-campus or off-campus, savings) respectively. These expenses include tuitions, fees, books, room and board.

Among four funding sources, scholarships and grants showed the most distinctive difference between Mason and peer institutions (see Figure 10). Over 70 % of national peers will receive scholarships or grants to support their college education, compared with 58% of Mason freshmen. On the other hand, more Mason freshmen expect to receive financial support from their parents and family members than their national peers: 46% of Mason freshmen said that “all or nearly all” of their college expenses would be paid by their parents/family, compared with 39% of national peers.

Figure 10. Funding Sources for First-Year College Expenses, Mason and Peer Institutions.



Appendix One: BCSSE08 Participating Institutions (N=119).

Abilene Christian University	Judson College	The University of Tennessee at Chattanooga
Auburn University	Kalamazoo College	The University of Texas at Arlington
Bard College at Simon's Rock	Kent State University	The University of Texas at Tyler
Bellarmine University	King College, Inc.	The University of West Florida
Bethune Cookman University	Laboratory Institute of Merchandising	Thiel College
Black Hills State University	LaGrange College	Trevecca Nazarene University
California Maritime Academy	Lane College	Union College
California State University-Channel Islands	LeMoyne-Owen College	Union College
Calumet College of Saint Joseph	Lindenwood University	University of Alabama at Birmingham
Calvin College	Lyndon State College	University of California-Merced
Capital University	Medaille College	University of Denver
Carlow University	Miami University-Oxford	University of Louisville
Carthage College	Millikin University	University of Maine at Farmington
Case Western Reserve University	Minnesota State University-Mankato	University of Maine at Presque Isle
Chatham University	Missouri Southern State University	University of Mary Hardin-Baylor
Clark University	Missouri State University	University of San Francisco
CUNY Bernard M Baruch College	Mitchell College	University of St. Francis
CUNY Medgar Evers College	Monmouth University	University of the Ozarks
Dakota State University	Morehead State University	University of Wisconsin-Superior
Defiance College	Mount Ida College	Ursinus College
East Carolina University	Nevada State College at Henderson	Utah Valley University
Eastern Connecticut State University	Norfolk State University*	Vaughn College of Aeronautics and Technology
Eastern Washington University	Northern Kentucky University	Vincennes University
Edward Waters College	Nova Scotia Agricultural College	Virginia Intermont College
Elon University	Oakland University	Wagner College
Fairleigh Dickinson University-College at Florham	Pacific Lutheran University	Washington State University at Vancouver
Fairleigh Dickinson University-Metropolitan Campus	Pennsylvania State University - New Kensington	Watkins College of Art and Design
Fayetteville State University	Randolph-Macon College	Wentworth Institute of Technology
Fort Valley State University	Roanoke College	West Texas A&M University
Framingham State College	Saint Anselm College	Western Carolina University
Free Will Baptist Bible College	Saint Xavier University	Westminster College
Furman University	South Dakota School of Mines and Technology	Widener University
George Mason University*	Southern Connecticut State University	William Jewell College
Georgia Gwinnett College	Southern Vermont College	Xavier University
Georgian Court University	Southern Virginia University	Xavier University of Louisiana
Goucher College	Springfield College	
Harris-Stowe State University	St. Mary's College of Maryland	
Harvey Mudd College	Stetson University	
Heritage University	Syracuse University	
Indiana University Bloomington	Tarleton State University	
Indiana University South Bend	Texas A&M University - Corpus Christi	
John Brown University	The College of New Jersey	

Appendix Two: Demographic Characteristics of the Respondents

	George Mason University Respondents		Peer Institutions Respondents	
	Count	%	Count	%
Number of Surveys Completed	1513	100	25326	100
Mode of Completion				
Paper	0	0	17900	71
Web	1513	100	7426	29
When Student Completed BCSSE				
Before attending orientation	1067	71	3868	16
While attending orientation	40	3	16800	68
After attending orientation	382	25	4065	16
Not applicable, not attending orientation	12	1	93	0
Student Characteristics				
<i>Enrollment Status</i>				
Full-time	1351	99	24233	99
Less than full-time	7	1	169	1
<i>Gender</i>				
Female	834	61	14214	58
Male	523	39	10222	42
<i>Race/Ethnicity</i>				
American Indian or other Native American	5	0	132	1
Asian, Asian American, or Pacific Islander	255	19	1437	6
Black or African American	116	9	1972	8
White (non-Hispanic)	688	51	18295	75
Mexican or Mexican American	13	1	413	2
Puerto Rican	11	1	152	1
Other Hispanic or Latino	75	6	461	2
Multiracial	75	6	599	2
Other	58	4	340	1
I prefer not to respond	61	4	629	3
<i>High School Graduation Year</i>				
2005 or earlier	5	0	139	1
2006	5	0	131	1
2007	11	1	513	2
2008	1420	99	24218	97
<i>First Generation Status</i>				
Yes	380	30	7301	32
No	875	70	15456	68
<i>International or Foreign National Student</i>				
Yes	100	7	918	4
No	1252	93	23406	96



Beginning College Survey of Student Engagement

We are interested in your high school experiences and how often you expect to participate in certain activities during your first year of college. The information that you provide will help your institution improve teaching, learning and the quality of the student experience. Thanks for your help. Write or mark your answers in the boxes. Examples: or

Please print your student ID number in the boxes below. Do not print your Social Security number.

--	--	--	--	--	--	--	--	--

Please print the first three letters of your last name:

--	--	--

You are taking this survey:

- Before attending orientation
- While attending orientation
- After attending orientation
- Not applicable, not attending orientation

Please write in the 5-digit ZIP code of your home during your last year of high school.

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(U.S. residents only)

High School Experiences

1 Please write in the year you graduated from high school (for example, "2007"):

--	--	--	--

2 From which type of high school did you graduate? (Select only one.)

- Public
- Home school
- Private, religiously-affiliated
- Other (e.g., GED)
- Private, independent

3 What were most of your high school grades? (Select only one.)

- A
- B
- C
- A-
- B-
- C- or lower
- B+
- C+
- Grades not used

4 To date, in which of the following math classes did you earn a passing grade?

Did not take Passed Did not pass

- a. Pre-calculus/Trigonometry
- b. Calculus
- c. Probability or Statistics

5 During high school, how many years of the following subjects did you complete?

Years: 0 1 2 3 4 5 or more

- a. English/Literature
- b. Math
- c. Science
- d. History/Social Sciences
- e. Foreign language

6 During high school, how many of the following types of classes did you complete?

0 1 2 3 4 5 or more

- a. Advanced Placement (AP) classes
- b. Honors classes (not AP) taught at your high school

7 During your last year of high school, about how much reading and writing did you do?

Very much Quite a bit Some Very little None

- a. Assigned reading (textbooks or other course materials)
- b. Writing short papers or reports (5 or fewer pages)
- c. Writing longer papers or reports (more than 5 pages)

8 During your last year of high school, about how many hours did you spend in a typical 7-day week doing each of the following?

- a. Preparing for class (studying, doing homework, rehearsing, etc.)

0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
Hours per week

- b. Working for pay (before or after school, weekends)

0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
Hours per week

- c. Participating in co-curricular activities (arts, clubs, athletics, etc.)

0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
Hours per week

- d. Relaxing and socializing (watching TV, partying, etc.)

0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
Hours per week

9 During your last year of high school, about how often did you do each of the following?

	Very often	Often	Some times	Never
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Came to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Discussed grades or assignments with a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Discussed ideas from your readings or classes with teachers outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Talked with a counselor, teacher, or other staff member about college or career plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Missed a day of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 Did you take the SAT and/or ACT?

Yes No

If yes, please write your scores below (as best you remember):

SAT (possible range=200-800)

Critical Reading	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Mathematical Reasoning

<input type="text"/>	<input type="text"/>	<input type="text"/>
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Writing

<input type="text"/>	<input type="text"/>	<input type="text"/>
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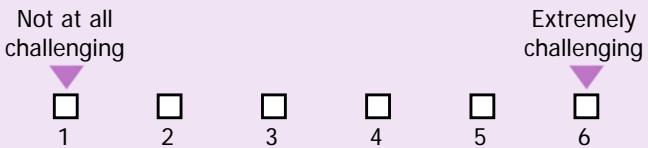
ACT (possible range=1-36)

Composite	<input type="text"/>	<input type="text"/>
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11 During your high school years, how involved were you in the following activities at your school or elsewhere?

	Not involved	1	2	3	4	5	Highly involved
a. Performing or visual arts programs (band, chorus, theater, art, etc.)	<input type="checkbox"/>						
b. Athletic teams (varsity, junior varsity, club sport, etc.)	<input type="checkbox"/>						
c. Student government	<input type="checkbox"/>						
d. Publications (student newspaper, yearbook, etc.)	<input type="checkbox"/>						
e. Academic honor societies	<input type="checkbox"/>						
f. Academic clubs (debate, mathematics, science, etc.)	<input type="checkbox"/>						
g. Vocational clubs (business, health, technology, etc.)	<input type="checkbox"/>						
h. Religious youth groups	<input type="checkbox"/>						

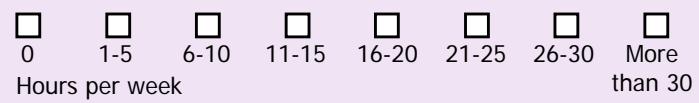
12 Overall, how academically challenging was your high school?



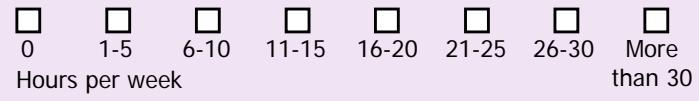
College Experiences

13 During the coming school year, about how many hours do you think you will spend in a typical 7-day week doing each of the following?

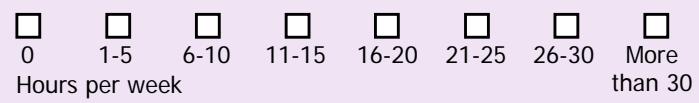
- a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)



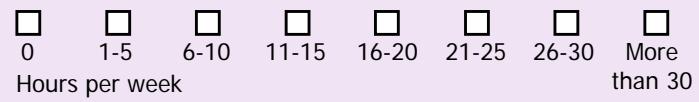
- b. Working for pay on- or off-campus



- c. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)



- d. Relaxing or socializing (watching TV, partying, etc.)



14 During the coming school year, about how often do you expect to do each of the following?

	Very often ▼	Often ▼	Some- times ▼	Never ▼
a. Ask questions in class or contribute to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Make a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work on a paper or project that requires integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Work with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Discuss grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Discuss ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Receive prompt feedback from faculty on your academic performance (written or oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Discuss ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Have serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Learn something that changes the way you understand an issue or idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15 During the coming school year, how certain are you that you will do the following?

	Not at all certain 1 ▼	2	3	4	5	Very certain 6 ▼
a. Study when there are other interesting things to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Find additional information for course assignments when you don't understand the material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate regularly in course discussions, even when you don't feel like it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Ask instructors for help when you struggle with course assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Finish something you have started when you encounter challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Stay positive, even when you do poorly on a test or assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16 During the coming school year, how difficult do you expect the following to be?

	Not at all difficult 1 ▼	2	3	4	5	Very difficult 6 ▼
a. Learning course material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Managing your time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Paying college expenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Getting help with school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Making new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Interacting with faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17 How prepared are you to do the following in your academic work at this college?

	Not at all prepared 1 ▼	2	3	4	5	Very prepared 6 ▼
a. Write clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Speak clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Think critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Analyze math or quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Use computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Work effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Learn effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18 How important is it to you that your college or university provides each of the following?

	Not important	1	2	3	4	5	Very important
a. A challenging academic experience	<input type="checkbox"/>						
b. Support to help you succeed academically	<input type="checkbox"/>						
c. Opportunities to interact with students from different economic, social, and racial or ethnic backgrounds	<input type="checkbox"/>						
d. Assistance coping with your non-academic responsibilities (work, family, etc.)	<input type="checkbox"/>						
e. Support to help you thrive socially	<input type="checkbox"/>						
f. Opportunities to attend campus events and activities	<input type="checkbox"/>						

19 About how much of your college expenses (tuition, fees, books, room & board) this year will be provided by each of the following sources?

	None	Less than half	Half or more	All or nearly all	Do not know
a. Scholarships and grants	<input type="checkbox"/>				
b. Student loans	<input type="checkbox"/>				
c. Parents/family	<input type="checkbox"/>				
d. Self (work on-campus or off-campus, savings)	<input type="checkbox"/>				

20 Did you receive a Federal Pell Grant?

Yes No Do not know

21 What do you expect most of your grades will be at this college during the coming year?
(Select only one.)

A B C
 A- B- C- or lower
 B+ C+ Grades not used

22 Do you intend to graduate from this college?

Yes No Uncertain

23 What is the highest academic degree that you intend to obtain at this or any college?

(Select only one.)
 Associate's degree (A.A., A.S., etc.)
 Bachelor's degree (B.A., B.S., etc.)
 Master's degree (M.A., M.S., etc.)
 Doctoral degree (Ph.D., M.D., J.D., etc.)
 Uncertain

Additional Information

24 Do you know what your major will be?

No
 Yes, specify: _____

25 Are you, or will you be, a full-time student this fall term?

Yes No

26 How many of your close friends will attend this college during the coming year?

None 1 2 3 4 or more

27 Your sex:

Female Male

28 Are you an international student or foreign national?

Yes No

29 What is your racial or ethnic identification?
(Select only one.)

American Indian or other Native American
 Asian, Asian American or Pacific Islander
 Black or African American
 White (non-Hispanic)
 Mexican or Mexican American
 Puerto Rican
 Other Hispanic or Latino
 Multiracial
 Other
 I prefer not to respond

30 Please indicate whether your parents completed a 4-year college degree.

	Completed 4-year degree	Did not complete 4-year degree	Do not know
Mother (or guardian)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father (or guardian)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31 How far is your home from this college?

20 miles or less 101-200 miles
 21-50 miles 201-400 miles
 51-100 miles More than 400 miles

THANKS FOR SHARING
YOUR RESPONSES!

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