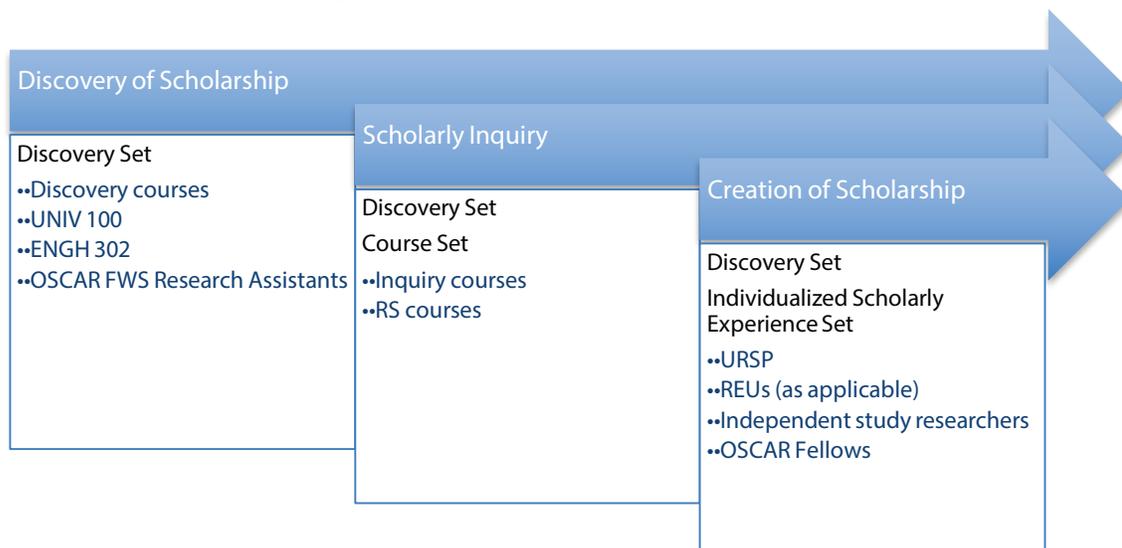# Office of Student Scholarship, Creative Activities, & Research (OSCAR)
Student Survey

[OS]CAR Student Survey was developed in collaboration between *Students as Scholars* and Mason's Office of In[stituti]onal Assessment. Items were developed to measure program and student learning outcomes over time as part of a longitudinal study of student learning. The survey's three parts correspond to the three developmental levels of student learning outcomes identified by Mason faculty: Discovery, Scholarly Inquiry, and Creation of Scholarship. Survey data are collected from each participant multiple times throughout their involvement with the initiative, thus allowing us to learn about how their attitudes and reports of their own learning change over time. Thousands of participants are surveyed each year through their involvement in OSCAR activities, including discovery, inquiry, and research courses; undergraduate research groups; and the Undergraduate Research Scholars Program (URSP). This longitudinal data will help us understand student development over time, and identify which experiences have had the most impact.

Survey Components

The survey has three parts: Discovery Set, Course Set, and Individualized Scholarly Experience Set. Each set corresponds to the student learning outcomes for OSCAR's three levels of scholarship experiences. The survey is administered to students online through their enrollment in the associated course or experience.

Discovery of Scholarship

Discovery Set
- •Discovery courses
- •UNIV 100
- •ENGH 302
- •OSCAR FWS Research Assistants

Scholarly Inquiry

Discovery Set
Course Set
- •Inquiry courses
- •RS courses

Creation of Scholarship

Discovery Set
Individualized Scholarly Experience Set
- •URSP
- •REUs (as applicable)
- •Independent study researchers
- •OSCAR Fellows

Using the Survey

The OSCAR Student Survey was developed as a program assessment instrument for the *Students as Scholars* initiative at George Mason University. Please use only with permission.

Suggested Citation

Hazel, S. L., & Usher, B. M. (2013). OSCAR student survey [Measurement instrument]. Fairfax, VA: George Mason University.

Use and Distribution

Office of Student Scholarship, Creative Activities, & Research (OSCAR)
Student Survey

Informed Consent

The purpose of the OSCAR Student Survey is to learn about your experiences, plans, and opinions about research and creative activities. Your responses will be confidential. We use your G Number to track your learning over time, and to compare your experiences with those of other students. This survey is for students in all academic fields, and you may be asked to take a version of this survey multiple times in your college career.

By completing this survey and sharing your views, you will provide important information to improve Mason's academic and research training programs, and to further research about effective teaching.

The survey is voluntary and will take approximately 15 minutes to complete. There are no foreseeable risks for participating in this research and no direct benefits to you. Your responses will be linked to demographic information available in Patriot Web and will remain confidential. The results of the survey will be aggregated and only shared in summary form so that no individual's responses can be identified.

You must be 18 years old to take part in this survey. If you agree to participate, please proceed with the survey.

Thank you! If you have questions about this survey, please contact OSCAR at oscar@gmu.edu, by phone at 703.993.3794.

Please enter your G Number (from your Mason ID card): G

For which course are you taking this survey?

Who is your professor for this course?

Office of Student Scholarship, Creative Activities, & Research (OSCAR)
Student Survey – Discovery

rvey asks about your experiences, plans, and opinions about research and creative activities. Your re   ses will be confidential. We use your G Number to track your learning over time, and to compare your experiences with those of other students. This survey is for students in all academic fields. You may be asked to take a version of this survey multiple times in your college career; we use these data to understand your learning over time, and to improve Mason programs for students.

In this survey, you will see the following terms used interchangeably: scholarship, research, and creative activities. At Mason, these three terms are used to define the process of generating and sharing knowledge or creative works.

Opportunities and Motivation

1. How familiar are you with the Office of Student Scholarship, Creative Activities, and Research (OSCAR) and/or the *Students as Scholars* initiative?

    ❑ Very familiar   ❑ Not too familiar
    ❑ Somewhat familiar   ❑ Not at all familiar

2. To what extent do you think that there are opportunities for undergraduate students to participate in research or creative activities/projects (outside of regular course assignments) at Mason?

    ❑ There are Many   ❑ There are None
    ❑ There are Some   ❑ Not Sure
    ❑ There are Few

3. Outside of regular course assignments, have you done or do you plan to do a research or creative activity/project with a Mason faculty member before graduation?

    ❑ Yes   ❑ No   ❑ Not Sure

4. Students participate in undergraduate research and creative activities/projects for a variety of reasons. What would motivate you to do your own project? Check all that apply.

    ❑ Working with a specific faculty mentor
    ❑ Working on a specific project of interest
    ❑ Gaining experience for career or graduate school
    ❑ Receiving compensation or pay
    ❑ Being excited by or loving the work
    ❑ Being required by my major or degree
    ❑ Meeting peers who have similar interests or goals

    ❑ Working on a project that might contribute to individual or community well-being
    ❑ Earning the RS designation on my Mason transcript
    ❑ Other:_____
    ❑ Nothing would motivate me to participate

Goals and Plans

5.   What is your primary long-term professional goal for after graduation?

       ❑   Seek employment in a field related to your academic major
       ❑   Seek employment in a field not related to your academic major
       ❑   Start a business or work for the family business
       ❑   Continue in your current position
       ❑   Go to graduate school for an advanced degree (masters, PhD, MD, JD, etc.)
       ❑   Enter/continue in military service
       ❑   Not planning to seek employment or attend graduate school
       ❑   Unsure of future plans
       ❑   Other: _____

    5a. If you are planning **to pursue an advanced degree** (graduate or professional school), in
        which field are you **most likely** to study?

       ❑   Arts
       ❑   Business
       ❑   Dentistry
       ❑   Education
       ❑   Engineering
       ❑   Humanities
       ❑   Information Technology
       ❑   Law
       ❑   Medicine/Health
       ❑   Sciences
       ❑   Social Sciences
       ❑   Theology
       ❑   Veterinary Medicine
       ❑   Other:_____

Attitudes and Opinions about Research and Creative Activities

6. Please rate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I enjoy learning about people and experiences that are different from my own	☐	☐	☐	☐
Laws and policy decisions should be based on research findings	☐	☐	☐	☐
Advances in research can solve real-life problems	☐	☐	☐	☐
Most research focuses on problems that are too insignificant to really mean anything	☐	☐	☐	☐
Learning about proper research methods and techniques is a valuable use of time	☐	☐	☐	☐
Participating in the creation or discovery of new knowledge is personally rewarding	☐	☐	☐	☐
Helping a professor with her/his research would be a waste of my time	☐	☐	☐	☐
Learning about research or creative works makes me more curious about the world	☐	☐	☐	☐
It is fun to work on problems that cannot be easily solved, or that take a long time to solve	☐	☐	☐	☐
I take pleasure in learning about a subject in-depth	☐	☐	☐	☐
Participating in research or creative activities improves the academic experience	☐	☐	☐	☐
Being involved in research or creative activities can help me become a better professional in my field	☐	☐	☐	☐
Professors who do their own research or creative works make better teachers	☐	☐	☐	☐

Learning

7. To what extent has this course contributed to your learning?

	Very Much	Quite a Bit	Some	Very Little	None/Not Applicable
Understanding current issues in your major or field of study	☐	☐	☐	☐	☐
Judging the quality of research studies or creative works	☐	☐	☐	☐	☐
Explaining the advantages and limitations of different methods to approaching a question or problem in your field	☐	☐	☐	☐	☐
Understanding how to add to a scholarly or professional conversation through research and writing	☐	☐	☐	☐	☐
Understanding the research or creative process in your field	☐	☐	☐	☐	☐
Understanding the difference between personal beliefs and evidence in supporting a position or drawing conclusions	☐	☐	☐	☐	☐
Understanding how research is relevant to what you are learning in your classes	☐	☐	☐	☐	☐