

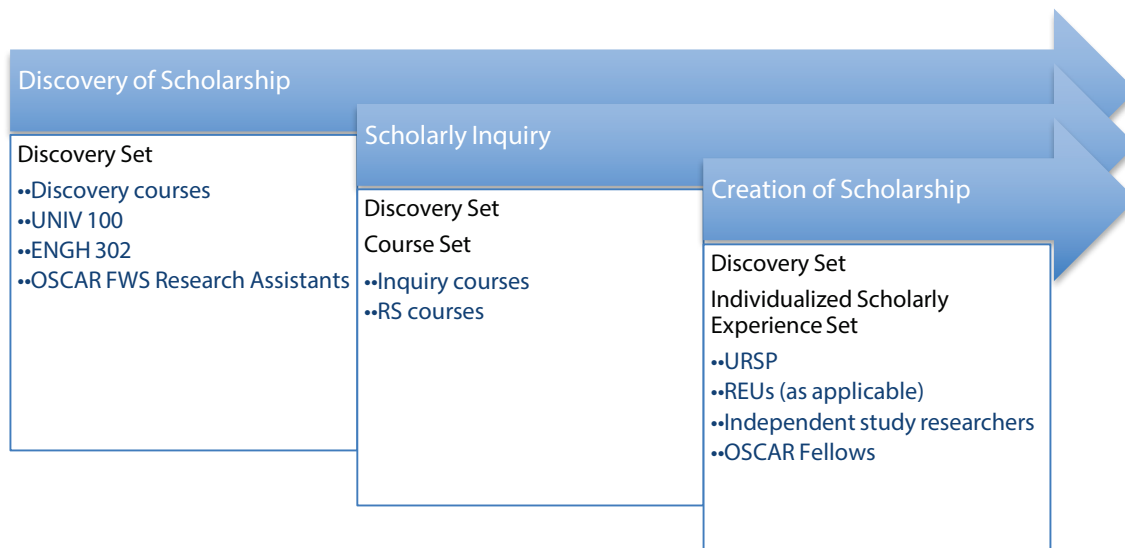


Office of Student Scholarship, Creative Activities, & Research (OSCAR) Student Survey

The OSCAR Student Survey was developed in collaboration between *Students as Scholars* and Mason’s Office of Institutional 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.



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

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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, or the Office of Institutional Assessment at assessment@gmu.edu or by phone at 703.993.8834.

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

G



Office of Student Scholarship, Creative Activities, & Research (OSCAR)
Student Survey – Individualized Scholarly Experience

This survey asks 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. 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?

- | | |
|--|--|
| <input type="checkbox"/> Very familiar | <input type="checkbox"/> Not too familiar |
| <input type="checkbox"/> Somewhat familiar | <input type="checkbox"/> 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?

- | | |
|---|---|
| <input type="checkbox"/> There are Many | <input type="checkbox"/> There are None |
| <input type="checkbox"/> There are Some | <input type="checkbox"/> Not Sure |
| <input type="checkbox"/> 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 motivated you to do your own project? Check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> Working with a specific faculty mentor | <input type="checkbox"/> Working on a project that might contribute to individual or community well-being |
| <input type="checkbox"/> Working on a specific project of interest | <input type="checkbox"/> Earning the RS designation on my Mason transcript |
| <input type="checkbox"/> Gaining experience for career or graduate school | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Receiving compensation or pay | <input type="checkbox"/> Nothing would motivate me to participate |
| <input type="checkbox"/> Being excited by or loving the work | |
| <input type="checkbox"/> Being required by my major or degree | |
| <input type="checkbox"/> Meeting peers who have similar interests or goals | |

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?

- | | |
|---|--|
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law |
| <input type="checkbox"/> Business | <input type="checkbox"/> Medicine/Health |
| <input type="checkbox"/> Dentistry | <input type="checkbox"/> Sciences |
| <input type="checkbox"/> Education | <input type="checkbox"/> Social Sciences |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Theology |
| <input type="checkbox"/> Humanities | <input type="checkbox"/> Veterinary Medicine |
| <input type="checkbox"/> Information Technology | <input type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laws and policy decisions should be based on research findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advances in research can solve real-life problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most research focuses on problems that are too insignificant to really mean anything	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning about proper research methods and techniques is a valuable use of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in the creation or discovery of new knowledge is personally rewarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping a professor with her/his research would be a waste of my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree
Learning about research or creative works makes me more curious about the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is fun to work on problems that cannot be easily solved, or that take a long time to solve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take pleasure in learning about a subject in-depth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in research or creative activities improves the academic experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being involved in research or creative activities can help me become a better professional in my field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professors who do their own research or creative works make better teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning

7. To what extent has this experience 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judging the quality of research studies or creative works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explaining the advantages and limitations of different methods to approaching a question or problem in your field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding how to add to a scholarly or professional conversation through research and writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding the research or creative process in your field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding the difference between personal beliefs and evidence in supporting a position or drawing conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding how research is relevant to what you are learning in your classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career- or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding terminology that is specific to your field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Much	Quite a Bit	Some	Very Little	None/Not Applicable
Matching a scholarly question to the appropriate theories and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning ethical conduct in your field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collecting appropriate data or evidence for the research question or creative purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with obstacles faced in the research or creative process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing data or information relevant to the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating scholars' positions or statements to determine how well-supported by evidence they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating well orally in a presentation, performance, or discussion of your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulating the broad implications or "big picture" of what you learned in the course or project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating new ideas, solutions, or creative works based on what you learned in the course or experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. To what extent has this experience contributed to your personal development?

	Very Much	Quite a Bit	Some	Very Little	None/Not Applicable
Confidence in your ability to do well in future courses in your major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relating well to people of different races, nations, and religions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comfort in working collaboratively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being patient with the pace of research or creative discovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence in your ability to contribute to your field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing your time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining a curious attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Research Experience

9. In which program or project did you participate?

- Undergraduate Research Scholars Program (URSP)
- Independent Scholarly Experience/Independent Study with a faculty member for credit
- NSF Research Experience for Undergraduates (REU) program
- Other (please specify): _____

10. Where did you work?

- Science lab at Mason or Mason facility
- In the field
- Studio or theater
- Archives or library
- Business office
- Academic office
- On my own
- Other (please specify): _____

11. In one sentence, describe your main project or responsibilities.

Project Team

12. Select the option that best describes how you worked on your project.

- I worked by myself on an independent project
- I worked with other students on similar but independent projects
- I worked with other students on a single project

13. Who were the other students you worked with?

- Undergraduate students
- Graduate students
- Both undergraduate and graduate students

14. Working with other students has...

- Enhanced my research experience
- Detracted from my research experience
- Not affected my research experience

Your Mentor

For this section, the term "mentor" refers to your immediate supervisor (i.e. the person with whom you had the most contact and supervised your work).

15. Who served as your primary mentor for the project on a daily basis?

- A faculty member
- A post-doctoral researcher
- A graduate student
- Mason staff or administrator
- Professional researcher or practitioner (Not from Mason)
- Other (please specify): _____

16. Respond to the following statements about your mentor:

	Very Much	Some	Very Little or None	Not Applicable
Gave you advice on careers and/or graduate school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped you choose appropriate models, techniques, or methods for your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped you select a topic or project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Much	Some	Very Little or None	Not Applicable
Was available when you needed her/him	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged you to communicate your thoughts and ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explained concepts well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided support to help you progress in your project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicated clear expectations for your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided you with constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisted you when you were having difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasized strong research and work ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treated you with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Value of the Experience

17. Which aspect of the experience was most valuable to you, and why?

Goals and Plans

18. While you were a student at Mason, did you present your research or creative project outside of class in any of the following ways? Check all that apply.

- I presented a paper or poster at a Mason event
- I presented a paper or poster at an off-campus conference
- I participated in a recital or performance
- I participated in an event that showcased my artwork or design project
- I participated in an event that exhibited or demonstrated my invention or engineering project
- I did not present anything outside of class
- Other (please specify): _____
- I plan to give an oral presentation, poster, or performance in the next 1-2 semesters

19. Have you or do you plan to submit the results of your project for publication? Check all that apply.

- Write up the results in a report or paper
- Submit an article to a peer-reviewed publication
- Submit an article to a professional or trade publication
- Other (please specify): _____
- Nothing at this time

20. Please list any publications or presentations that are planned or have resulted from your project.

21. Other comments, suggestions, or recommendations concerning your experience:

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