Survey Scope

- **Student Engagement Survey (all undergraduates)**
  
  - **Campus Involvement**
    - Types of organizational involvement (e.g. Greek Life, Athletics, Religious Life, Research, Multicultural Life, Politics and/or Advocacy)
    - Number of student organizations they are a member of
    - Total number of leadership positions currently held in organizations (e.g., President, VP)
    - Feedback (open response)

  - **Student Life (how students spend their time)**
    - Number of hours preparing for class, working, interning, performing service
    - Number of hours participating in co-curricular activities, relaxing and socializing, commuting, providing care for dependents
Survey Scope

– Student Engagement
  • Attendance at programs and events (selected by sponsorship type)
  • How students prefer to be informed about upcoming events
  • Participation in GW Bound or other pre-college orientation
  • Perceptions related to: Identity, affinity, relationships, interactions with diversity, support systems
  • Development (growth as a person, empowerment, active citizenship, leadership development
  • Commitment to GW

– Residential and Co-Curricular Experiences
  • Residential (on-campus living): contributions to academic success, personal growth, affinity towards university
    – Feedback (open response)
  • Co-curricular: contributions to academic engagement, leader development, interactions with diversity.
    – Feedback (open response)
GW Undergraduate Student Engagement Survey

Participant Sample

• 2,578 Respondents

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>1598</td>
<td>62%</td>
</tr>
<tr>
<td>Male</td>
<td>945</td>
<td>37%</td>
</tr>
<tr>
<td>Transgender</td>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td>Prefer not to Respond</td>
<td>23</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>0%</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>166</td>
<td>6%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>370</td>
<td>14%</td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>1818</td>
<td>71%</td>
</tr>
<tr>
<td>Hispanic/Latino(a)</td>
<td>191</td>
<td>7%</td>
</tr>
<tr>
<td>Multiethnic</td>
<td>116</td>
<td>4%</td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td>12</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>67</td>
<td>3%</td>
</tr>
</tbody>
</table>

Class Standing:

| 2017 (Freshman) | 714 | 28% |
| 2016 (Sophomore) | 565 | 22% |
| 2015 (Junior)   | 540 | 21% |
| 2014 (Senior)   | 717 | 28% |
| Other            | 42  | 2%  |

| First-Generation College Student | 521 | 20% |
| International Student            | 180 | 7%  |
| Veteran of the U.S Armed Forces  | 30  | 1%  |
| Transfer Student                  | 136 | 5%  |
| Exchange Student                  | 7   | 0%  |
| Part Time Student (enrolled in less than 12 credits) | 44 | 2% |
| Other                             | 320 | 12% |

GW Undergraduate Student Engagement
Campus Involvement

- Overall, 87% of students are members of at least one student organization
  - 86% of Seniors
  - 88% of Juniors
  - 91% of Sophomores
  - 87% of Freshmen

<table>
<thead>
<tr>
<th>Are you involved in?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek Life</td>
<td>915</td>
<td>35%</td>
</tr>
<tr>
<td>Athletics (Intramural/Club/Varsity)</td>
<td>568</td>
<td>22%</td>
</tr>
<tr>
<td>Student Government (SA, RHA, Class Council)</td>
<td>183</td>
<td>7%</td>
</tr>
<tr>
<td>Religious Life</td>
<td>384</td>
<td>15%</td>
</tr>
<tr>
<td>Faculty-sponsored or Independent Research</td>
<td>255</td>
<td>10%</td>
</tr>
<tr>
<td>Multicultural Life</td>
<td>385</td>
<td>15%</td>
</tr>
<tr>
<td>Politics and/or Advocacy Organizations</td>
<td>715</td>
<td>28%</td>
</tr>
<tr>
<td>None of the Above</td>
<td>395</td>
<td>15%</td>
</tr>
<tr>
<td>Other</td>
<td>404</td>
<td>16%</td>
</tr>
</tbody>
</table>
In their own words…

“Throughout the organizations I have been a part, I have found a sense of belonging and built a drive to be the best leader possible. They have shaped me.”

“My co-curricular experiences have allowed me to meet a lot of extraordinary people that I likely would not have met otherwise. My experiences have enriched my time here at GW and helped me develop as a person.”

“Being involved in different programs through CCEPS and CSE, I feel as though I have been able to grow as a leader while meeting people I would not have necessarily met if I had not been involved in these programs. I cherish the experiences I have had with my student organizations.”

“I think that my joining Alt. Greek life is what kept me at GWU. I was able to connect with people I felt similar to and made many new friends. I believe that without that org I would be graduating from a different university with different life experiences.”

GW Undergraduate Student Engagement Survey
Campus Involvement

- 43% of undergraduate students hold at least one Leadership position within a student organization
  - 48% of Seniors
  - 47% of Juniors
  - 56% of Sophomores
  - 28% of Freshman
Campus Involvement

In their own words…

“There are many opportunities for leadership and the older students provide mentorship.”

“I have been forced to step out of my comfort zone which has helped me become a better leader and build confidence.”

“My co-curricular experience here has let me grow as a leader and a person; being involved in multiple student organizations allows me to connect to many students on campus and help them (and myself) have the best possible experience.”

“My extracurricular involvement has been an instrumental part in shaping my leadership skills during my tenure at GW. I have been able to interact with a diverse array of impressive student leaders as well as been able to advocate on behalf of student issues to administrators. Some of my greatest memories at GW have been intertwined with my extracurricular involvement.”

“For those who are involved, GW really does teach you to be an outstanding student leader.”
Campus Involvement

- In looking at student engagement through campus opportunities we asked students about their attendance at events. The three most frequently attended were sponsored by student organizations (81%), academic department or college-sponsored (65%) and University-sponsored (63%).

<table>
<thead>
<tr>
<th>Event Type</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>GW Athletics</td>
<td>1363</td>
<td>53%</td>
</tr>
<tr>
<td>House Staff</td>
<td>1236</td>
<td>48%</td>
</tr>
<tr>
<td>Faculty-in-Residence/Faculty Guide</td>
<td>511</td>
<td>20%</td>
</tr>
<tr>
<td>Academic (Department or College)</td>
<td>1667</td>
<td>65%</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>2098</td>
<td>81%</td>
</tr>
<tr>
<td>University-sponsored (e.g. Midnight Breakfast, FallFest, Pancakes with the Provost, etc.)</td>
<td>1636</td>
<td>63%</td>
</tr>
<tr>
<td>None of the above</td>
<td>143</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>21</td>
<td>1%</td>
</tr>
</tbody>
</table>
Student Life

• 52% of students perform community service or volunteer work every week
• 47% of students stated spend six to twelve hours preparing for class each week, while 35% spend thirteen or more hours preparing for class
• 33% of students work at an internship every week
• 32% of students work on campus for pay every week
• 26% of students work off campus for pay every week
Student Life at-a-glance

Approximately how many hours each week do you typically spend doing the following?

**Preparing for Class**

- 0: 7 (0%)
- 1-2: 75 (3%)
- 3-5: 404 (16%)
- 6-9: 649 (25%)
- 10-12: 557 (22%)
- 13-15: 369 (14%)
- 16-20: 281 (11%)
- More than 20: 233 (9%)

**Participating in co-curricular activities**

- 0: 343 (13%)
- 1-2: 543 (21%)
- 3-5: 746 (29%)
- 6-9: 470 (18%)
- 10-12: 217 (8%)
- 13-15: 101 (4%)
- 16-20: 49 (2%)
- More than 20: 105 (4%)

Center for Student Engagement
Student Engagement

• Identity:
  – 79% of students stated that they identified as a ‘GW Colonial’
  – 75% of students stated they identified with their class year
  – 62% of students identify themselves as a leader on campus

• Experience and Development
  – 92% of students stated that they had been able to actively seek out new experiences/opportunities
  – 94% of students believe they have grown as a person since coming to GW
  – 94% of students feel empowered to make decisions related to their academic and career plans
  – 93% of students feel they are informed and active citizens
  – 73% of students feel as if they were supported in their development as a leader
Student Engagement

• Community:
  – 91% of students stated that they had developed meaningful relationships with their peers.
  – 85% of students responded that they felt they were part of a community within GW
  – 75% of students believe they have made a positive impact on their College Community

• Support
  – • 60% of students stated that they felt connected to a faculty member who they could turn to for help
  – • 56% of students stated that they felt connected to a staff member who they could turn to for support
Student Engagement

- Commitment

If you could start over again, would you go to GW?

- Yes [1495] 58%
- No [350] 14%
- Unsure [729] 28%

- This will be further explored in the correlational analyses.
Student Engagement
Commitment in their own words…

“Attending GW has shaped me into the person I am today.”

“I could not feel more confident about my future, largely thanks to GW”

“Coming to GW was the best decision I ever made. I’ve figured out what I wanted to do with my life, made amazing connections, and found tons of amazing friends, coworkers, and opportunities that have changed my life. GW isn't for everyone, but it's definitely for me.”

“GW was and continues to be a good fit since my tour junior year. My degree has only gotten more positive”

“GW has always been my first choice and I enjoy my academic life here.”

“GW was not originally one of my top schools, but I believe by some twist of faith, I ended up here for a reason. I can't imagine my life without GW or all of the organizations, opportunities, classes, and people I have done/met in the past 3 years.”

“I transferred here from a state school that did not have a lot of opportunities. Since coming here I have taken advantage of everything GW and DC has to offer. I feel that I have made a name for myself in my short tenure here.”
Student Engagement

Challenges to Commitment in their own words...

“I found finding my place at GW took the entirety of my freshman year and into my sophomore year, it wasn't until I found a connection to organization on campus that I was happy with my experience here.”

“I had a poor living environment freshman and first part of junior year. I felt many of my classes were too easy as a freshman and my peers in class as unmotivated and uninteresting.”

“The location and the faculty provide career opportunities and overall I like that the student body is active and I have a great group of friends (since Freshman year). Otherwise I do not feel attached to the school and do not feel the courses or teaching is any better or worse than another school.”

“Not enough of a social community”

“I wish there was more campus/community. I don't feel like a student and feel like I missed out on the college experience.”
Residential Experiences

- 67% of students believe their residential experience has contributed to their personal growth
- 57% of students stated that their residential experience has contributed to their affinity to George Washington University
- 56% of students believe their residential experience has contributed to their academic success
Co-Curricular Experiences

• 84% of students stated that their co-curricular involvements have facilitated interactions with people whose backgrounds and identities differ from their own
• 79% of students stated that their co-curricular involvements have contributed to their development as a leader
• 74% of students stated that their co-curricular involvements have led to a deeper academic engagement
Co-Curricular Experiences

- 84% of students stated that their co-curricular involvements have facilitated interactions with people whose backgrounds and identities differ from their own
- 79% of students stated that their co-curricular involvements have contributed to their development as a leader
- 74% of students stated that their co-curricular involvements have led to a deeper academic engagement
### Analysis

<table>
<thead>
<tr>
<th>Variable 1</th>
<th>Variable 2</th>
<th>Correlation (R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a leader on campus</td>
<td>I have made a positive impact on my college community</td>
<td>.73 (Strong)</td>
</tr>
<tr>
<td>I am a leader on campus</td>
<td>I am a part of a community within GW</td>
<td>.51 (Strong)</td>
</tr>
<tr>
<td>I am a leader on campus</td>
<td>I feel supported in my development as a leader</td>
<td>.64 (Strong)</td>
</tr>
<tr>
<td>I am a leader on campus</td>
<td>My co-curricular involvements have contributed to my development as a leader</td>
<td>.57 (Strong)</td>
</tr>
<tr>
<td>I am a part of a community within GW</td>
<td>I identify as a GW Colonial</td>
<td>.5 (Strong)</td>
</tr>
<tr>
<td>I am a part of a community within GW</td>
<td>I have made a positive impact on my college community</td>
<td>.51 (Strong)</td>
</tr>
<tr>
<td>I am a part of a community within GW</td>
<td>I have meaningful relationships with my peers</td>
<td>.54 (Strong)</td>
</tr>
<tr>
<td>I am a part of a community within GW</td>
<td>I identify with my class year</td>
<td>.51 (Strong)</td>
</tr>
</tbody>
</table>
Analysis

Hours per week co-curricular activities/hours preparing for class

- This figure shows how our students spend their time outside of the classroom in a given week. The size of the dot is representative of the number of responses. The graph depicts that our most popular distribution of student time includes at least 5 hours of time dedicated to co-curricular activities a week, with at least 9 hours of time towards classroom related activities (homeworking, reading, etc). The large majority of responses fall around this average use of time, with small variations on either end.
Analysis

Choose to attend GW again vs. # of student organizations they are a member of

• This graph is one of the more exciting that we were able to produce with our data. It shows a direct link to involvement and retention. The bottom axis shows the number of student orgs a student is involved in. The three lines indicate the three different answers to the question “If you could start over again, would you choose GW?” At the far left we see students who are not involved, and they would return to the university in absolute certainty at just over 50%. As the number of student orgs a student becomes involves in increases their rate of absolute certainty increases. It is significant to note the increase that we see in the gap between 1 organization and 2 organizations. It represents a jump of 5% in the Yes column.
If you could start over again, would you attend GW? x # of Student Organizations they are a member of

<table>
<thead>
<tr>
<th>How many GW student organizations are you a member of?</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>166</td>
<td>302</td>
<td>423</td>
<td>332</td>
<td>169</td>
<td>60</td>
<td>23</td>
</tr>
<tr>
<td>Unsure</td>
<td>105</td>
<td>170</td>
<td>192</td>
<td>154</td>
<td>63</td>
<td>24</td>
<td>9</td>
</tr>
<tr>
<td>No</td>
<td>56</td>
<td>84</td>
<td>100</td>
<td>60</td>
<td>30</td>
<td>13</td>
<td>4</td>
</tr>
</tbody>
</table>
Analysis

Choose to attend GW again and Participation in Pre-college Program (GW Bound)

Across the top students answered if they had the choice, would they return to GW. The bottom axis represents if they participated in a pre-college program or not (DC Bound, GW Bound). The far right pane of “Yes, they would return” shows the a difference of just over 6%, a difference that is statistically significant. As one continues left, we see that the larger population who would not have been retained, also did not participate in a pre-college program.
Analysis
Identify as a Colonial and would attend GW again

In this graph we see how affinity affects a student’s perspective on retention. The section on the far right represents students answer if they identify as a colonial, responding “very much”, in that graph one can see 77% of respondents would return to GW. As expected that number decreases in each pane that we move left, as decreased affinity results in lower amounts of retention desire.
Analysis
Identify as leader and number of student organizations
Across the top of the graph we have student answers to the question “My co-curricular involvements have contributed to my development as a leader”. The bottom axis shows their answer to the statement “I am a leader”. The extremes on the left and right side of the graph show the dichotomy that these questions provide. For students that believe their co-curricular involvements have played a vital role in their leadership development, they answered in the majority that they are a leader. Inversely students who did not believe that their co-curricular involvements encouraged their leadership development, they scored very high in believing that they are not a leader. Only 3.85% of students, who responded that they do not believe that their co-curricular involvements encouraged leadership development, also believed that they were a leader.