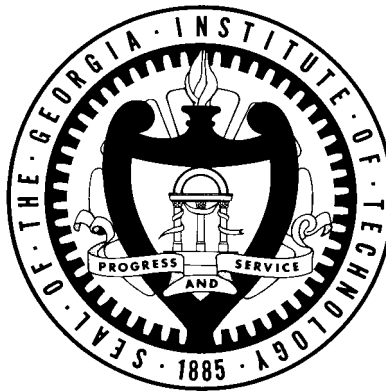




Georgia Institute of Technology

Cooperative Institutional Research Program (CIRP) 1999 Freshman Survey Report



**Office of Assessment
Office of Institutional Research and Planning**

March, 2000

Cooperative Institutional Research Program (CIRP) 1999 Freshman Survey Report

Summary

Incoming 1999 freshmen at the Georgia Institute of Technology (Georgia Tech) were asked to complete the CIRP student survey during their summer or fall orientation program. This report is based on the 1,181 responses of first-time, full-time students (approximately one-half of the incoming class). *Due to this low response, results should be interpreted with caution since generalizations to the entire incoming 1999 class cannot be made.* Georgia Tech (GT) is classified as a public high-selectivity (SAT scores of 1,100 or more) institution and is compared to both public and private high-selectivity universities. This report presents selected results from the 1999 survey, and can be found along with tables of the full results on the Internet at <http://www.academic.gatech.edu/assessment/>.

- *Demographics:* In general, GT survey respondents tend to be demographically more like respondents from private high-selectivity universities than respondents from public high-selectivity universities.
- *College Decision:* The top reasons Georgia Tech respondents decided to attend college were to get a better job and make more money, unlike their peers at public and private universities who were more interested in learning more about things that interested them. Responding GT students were more sure of their college choice than their peers, and chose GT because of its academic reputation and the fact that its graduates get good jobs.
- *Activities/Events:*
 - Responding GT students (particularly males) tended to have participated in computer-related activities such as email, the Internet, and computer games more so than responding public or private university students.
 - Although responding GT students were less likely than their peers to have felt overwhelmed by all they had to do in the past year, females were twice as likely as males to have felt overwhelmed.
 - Almost half of GT respondents anticipate studying 6-15 hours per week, but females believe they will study more than males. Most GT respondents feel they will be at least somewhat effective in managing their time. Two-thirds anticipate making an overall grade of 'B' their *first year*, while 29% anticipate making an 'A'.
- *Self-Ratings:*
 - Responding GT students feel they have higher computer and mathematical abilities than their peers, with GT men indicating higher self-ratings than GT women.
 - While GT students rate themselves lower than private respondents on their drive to achieve, GT women reported a higher drive than GT men.
 - Among GT respondents, men believe they possess higher intellectual self-confidence than women, but women rate themselves as higher on social self-confidence.
 - GT respondents were less likely than private respondents to place importance on cultural/social areas (such as participating in community action) or political values (such as keeping up to date with political affairs). Responding GT females placed more importance on social-oriented objectives than did males.

- *Computer Skills and Abilities:* One-fourth of incoming GT respondents feel their current computer skills will be less than sufficient for their program of study, yet almost all feel at least moderately confident in their ability to learn new computer skills. Students who responded feel most familiar with basic office programs and Internet tools. Incoming GT male respondents reported more confidence in their computer skills than did females. Most respondents agree that bringing their own computer to GT will make it easier on their studying, learning, and communication with their classmates and professors.

Methodology

The Georgia Institute of Technology (Georgia Tech) has participated in the Higher Education Research Institute's (HERI) Cooperative Institutional Research Program (CIRP) since 1966. Each year incoming freshmen complete the Student Information Form, and the results are used by HERI as part of a longitudinal study. Each participating campus receives a report containing their responses and those of specified comparison groups.

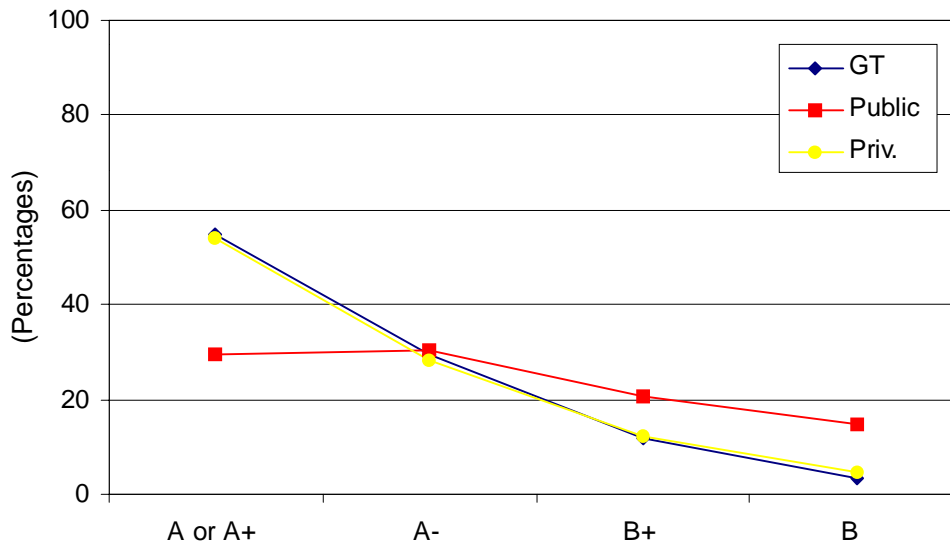
Incoming Georgia Tech freshmen were asked to complete the survey during their summer or fall orientation program. Of the 2,308 students in the incoming 1999 class, 2,242 attended an orientation session but only 1,199 (51.9% of the incoming class) completed the survey. This report is based on the 1,181 responses of first-time, full-time students, *but should be interpreted with caution since generalizations to the entire incoming 1999 class cannot be made.* Georgia Tech is classified as a public high-selectivity (SAT scores of 1,100 or more) institution. Ten universities are included in the "Public" comparison norms, including UCLA and Michigan, but Georgia Tech's responses are not included due to the low response. This report also provides comparison norms from seventeen private high-selectivity (SAT scores of 1,175 or more) universities, including California Institute of Technology, Carnegie-Mellon, Johns Hopkins, Northwestern, and Stanford.

This report presents selected results from the 1999 administration of the CIRP survey. In most cases, a difference of +/- 5% between Georgia Tech and either comparison group was used to highlight the results. Results for GT males and females are presented for select items. Demographic information on the respondents is presented first, followed by results concerning college decision, activities and events, respondent self-ratings, and Georgia Tech questions about computer skills and abilities. This report and tables of the full results can be found on the Internet at <http://www.academic.gatech.edu/assessment/>.

Demographics

In this section, Georgia Tech (GT) respondents are compared to respondents from peer public and private universities on several background characteristics. In general, GT survey respondents tend to be more like respondents from the private universities.

- GT respondents: 70.1% Male, 29.9% Female.
- GT respondents: 81.0% White/Caucasian, 15.8% Asian American/Asian, 2.6% African-American/Black.
- U.S. Citizen: GT 93.7%, Public 90.3%, Private 92.3%.
- Native language is English: GT 92.9%, Public 82.2%, Private 89.4%.
- Average grade in high school:



- Highest degree planned:

	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
Bachelor's (B.A., B.S.)	20.7%	12.9%	6.9%
Master's (M.A., M.S.)	48.0%	41.8%	34.5%
Ph.D. or Ed.D.	22.3%	21.6%	29.0%
M.D., D.O., D.D.S., D.V.M.	7.4%	15.4%	18.7%
LL.B. or J.D. (Law)	1.4%	6.2%	9.4%

- Probable career:

	<u>Males</u>	<u>Females</u>	<u>GT</u>
Engineer	51.1%	40.3%	47.9%
Computer programmer or analyst	20.9%	5.8%	16.4%
Business executive (mgt., admin.)	2.9%	7.3%	4.2%
Physician	2.8%	14.8%	6.4%

- Parents of responding GT students have income and education levels between those of public and private peer respondents.

<u>Parent's Pre-tax Income</u>	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
under \$20,000	3.3%	9.4%	4.1%
\$20,000 to \$39,999	8.4%	14.1%	9.0%
\$40,000 to \$59,999	15.7%	15.9%	12.6%
\$60,000 to \$99,999	34.6%	28.3%	24.2%
\$100,000 or more	38.0%	32.3%	50.1%

<u>Parent's Education Level</u>	<u>Father</u>			<u>Mother</u>		
	<u>GT</u>	<u>Public</u>	<u>Priv.</u>	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
Grammar school or less	0.9%	3.7%	1.3%	0.9%	3.7%	1.2%
Some high school	1.4%	3.9%	1.6%	1.5%	3.4%	1.2%
High school graduate	6.3%	13.0%	6.1%	12.3%	16.5%	8.2%
Postsecondary school other than college	3.4%	2.8%	1.7%	4.5%	4.0%	3.1%
Some college	10.6%	12.2%	7.1%	13.7%	14.3%	10.1%
College degree	38.0%	28.5%	25.4%	39.1%	32.5%	35.6%
Some graduate school	3.8%	3.1%	4.2%	4.2%	4.0%	6.1%
Graduate degree	35.8%	32.9%	52.6%	23.8%	21.5%	34.4%

College Decision

The top reasons Georgia Tech respondents decided to attend college were to get a better job and make more money, unlike their peers at public and private universities who were more interested in learning more about things that interested them. Among GT respondents, men were more concerned than women with making money, while women were looking at the educational value of college. Responding GT students were more sure of their college choice than their peers, and chose GT because of its academic reputation and the fact that its graduates get good jobs. Responding GT women were more concerned than men with furthering their education, the size of GT, and the financial assistance offered.

- “Very Important” reasons for deciding to go to college (top six GT responses):

	<u>Males</u>	<u>Females</u>	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
To be able to get a better job	81.2%	76.7%	79.8%	69.3%	64.5%
To be able to make more money	80.0%	70.3%	77.1%	68.5%	60.8%
To learn more about things that interest me	75.0%	77.1%	75.6%	77.1%	85.5%
To get training for a specific career	67.9%	74.4%	69.9%	65.8%	51.9%
To gain a general education and appreciation of ideas	58.8%	70.7%	62.3%	67.7%	77.2%
To prepare myself for graduate or professional school	49.1%	62.8%	53.2%	68.1%	70.9%

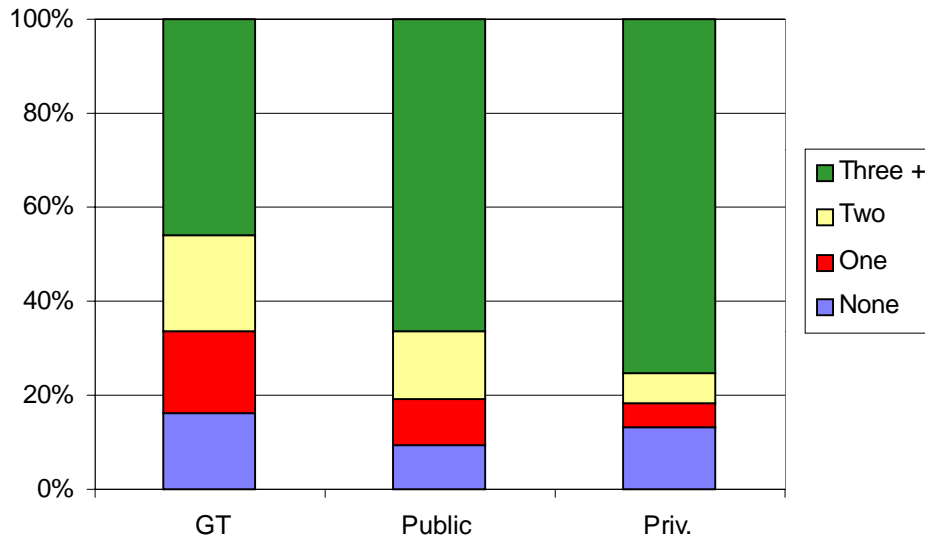
- “Very Important” reasons for attending your college:

	<u>Males</u>	<u>Females</u>	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
This college has a very good academic reputation	88.8%	91.8%	89.7%	68.8%	86.9%
This college's graduates get good jobs	84.8%	88.5%	85.9%	58.3%	71.3%
This college's graduates gain admission to top graduate/professional schools	48.0%	61.8%	52.1%	44.0%	60.8%
Rankings in national magazines	37.1%	40.4%	38.0%	19.7%	29.9%
This college has low tuition	24.8%	28.5%	25.9%	30.8%	1.6%
I was offered financial assistance	21.2%	30.9%	24.1%	21.7%	33.6%
I wanted to go to a school about the size of this college	13.6%	24.6%	16.9%	22.1%	36.4%
This college has a good reputation for its social activities	15.7%	13.5%	15.0%	32.9%	26.8%

- Choice of school attending:

	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
First choice	79.4%	62.7%	67.7%
Second choice	14.3%	22.9%	19.9%

- Number of other colleges to which applied for admission:



- Number of other colleges/universities to which submitted an admissions deposit:

None	58.2%
One other	16.2%
Two others	10.7%
Three others	7.3%
Four or more others	7.5%

- Number of other college/university freshman orientation programs attended:

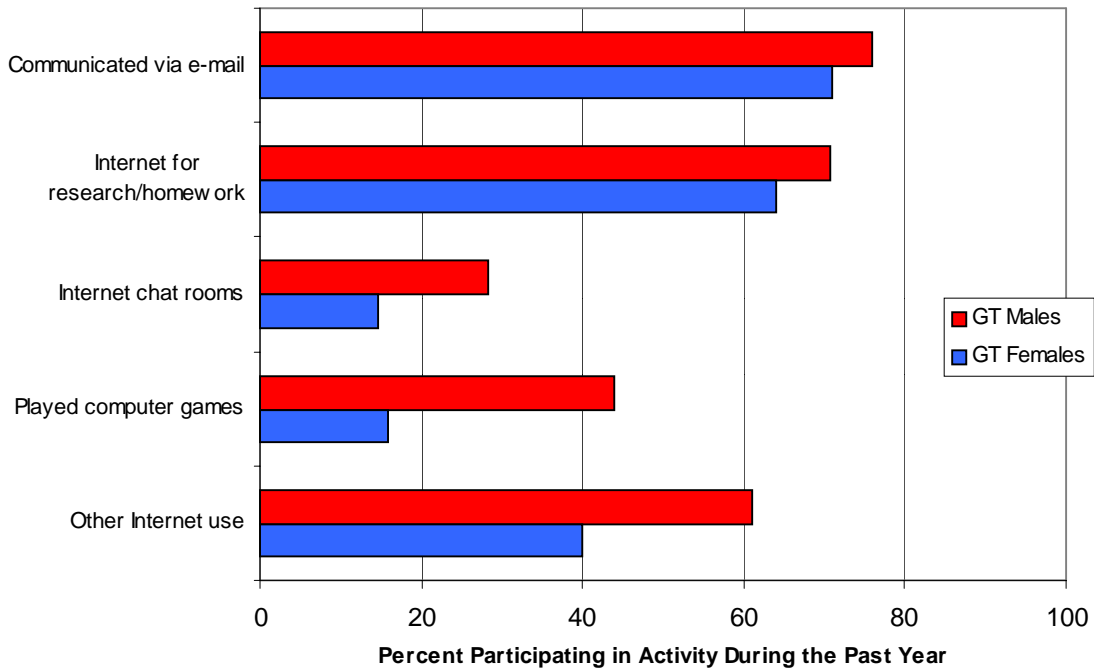
None	87.9%
One other	7.8%
Two others	2.4%
Three others	1.1%
Four or more others	0.8%

Activities/Events

Students were asked if they engaged in a number of activities during the past year. The following tendencies were noted:

- Responding GT students (particularly males) tended to have participated in computer-related activities such as email, the Internet, and computer games more so than public or private respondents.

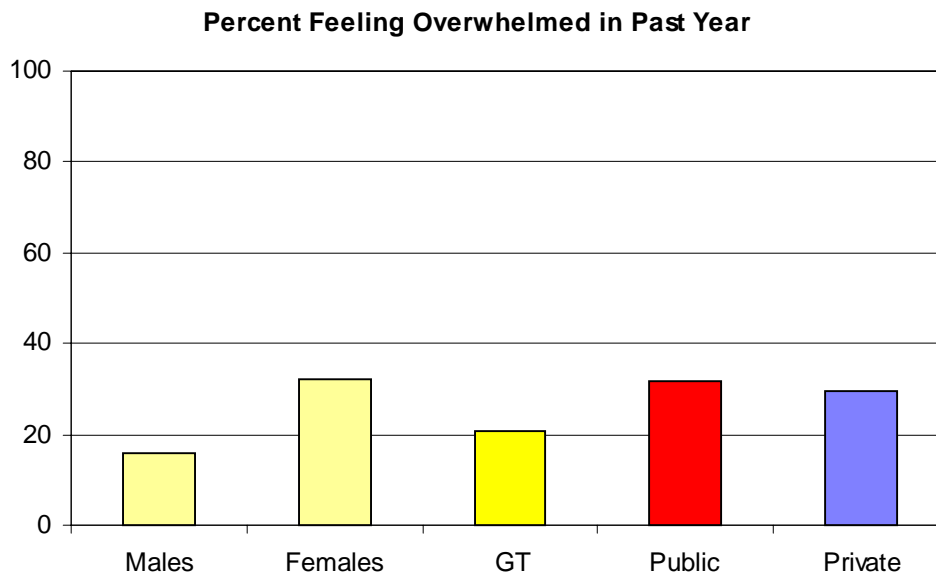
	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
Communicated via e-mail	74.7	63.2	76.2
Internet for research/homework	68.7	63.0	66.7
Internet chat rooms	24.2	21.0	17.4
Played computer games	35.5	24.1	22.3
Other Internet use	54.7	43.5	47.9



- Responding GT students participated in cultural/political activities less frequently than did students in private schools, yet more play musical instruments (50.1%) than do respondents at the comparison institutions.
- GT students reported having consumed beer (38.9%) and wine/liquor (46.1%) less frequently than their responding peers.
- Among GT respondents, males were more likely than females to have been bored in class, while females were more likely to have asked a teacher for advice after class.

	<u>Males</u>	<u>Females</u>	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
Was bored in class	51.9%	43.3%	49.3%	43.1%	42.6%
Asked a teacher for advice after class	21.4%	31.1%	24.3%	24.6%	30.8%

- Although responding GT students were less likely than their peers to have felt overwhelmed by all they had to do in the past year, females were twice as likely as males to have felt overwhelmed.



Students were also asked to predict the occurrence of a number of events during their first year in college. Of those who responded that there was a “very good chance” of the following events occurring during their first year, the following items are of note:

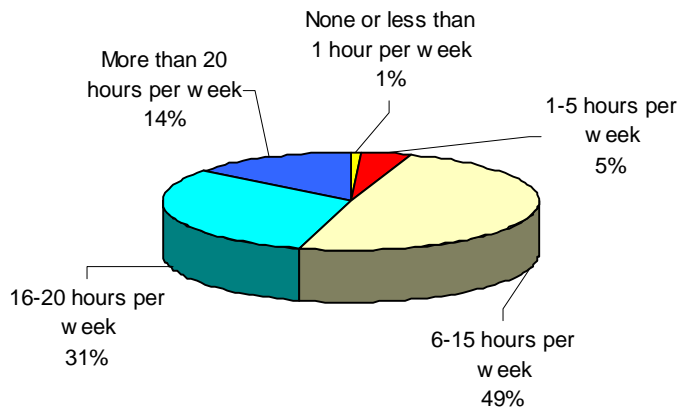
- Responding GT students felt they were less likely than their peers to have a very good chance of changing their career choice (11.5%) or making at least a ‘B’ average (50.5%), but were more likely to need more time to complete their degree (16.4%).
- GT students who responded predicted they were less likely than private students to have a very good chance of graduating with honors (20.4%), getting a job to help pay for college expenses (30.3%), participating in volunteer/community service work (25.1%), being elected to an academic honor society (11.3%), or playing varsity/intercollegiate athletics (9.2%).

- Responding GT females felt they would be more satisfied than males with college overall and planned more than males to join a social fraternity/sorority/club.

<u>Very Good Chance Of:</u>	<u>Males</u>	<u>Females</u>	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
Being satisfied with your college	57.9%	65.4%	60.1%	49.3%	66.5%
Joining a social fraternity/sorority/club	26.3%	40.3%	30.5%	16.8%	20.4%

Almost half of GT respondents anticipate studying 6-15 hours per week, but females believe they will study more than males. Most GT respondents feel they will be at least somewhat effective in managing their time. Two-thirds anticipate making an overall grade of 'B' their *first year*, while 29% anticipate making an 'A'.

- Number of hours you anticipate studying per week:



- Estimation of how effective you will be at managing your time:

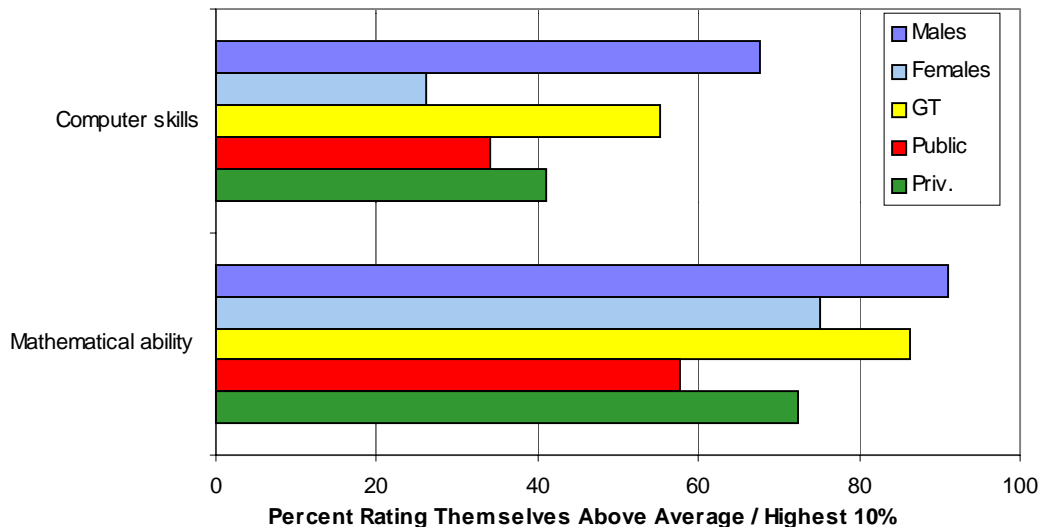
Very effective	27.8%
Somewhat effective	65.7%
Somewhat ineffective	5.6%
Very ineffective	0.7%

Self-Ratings

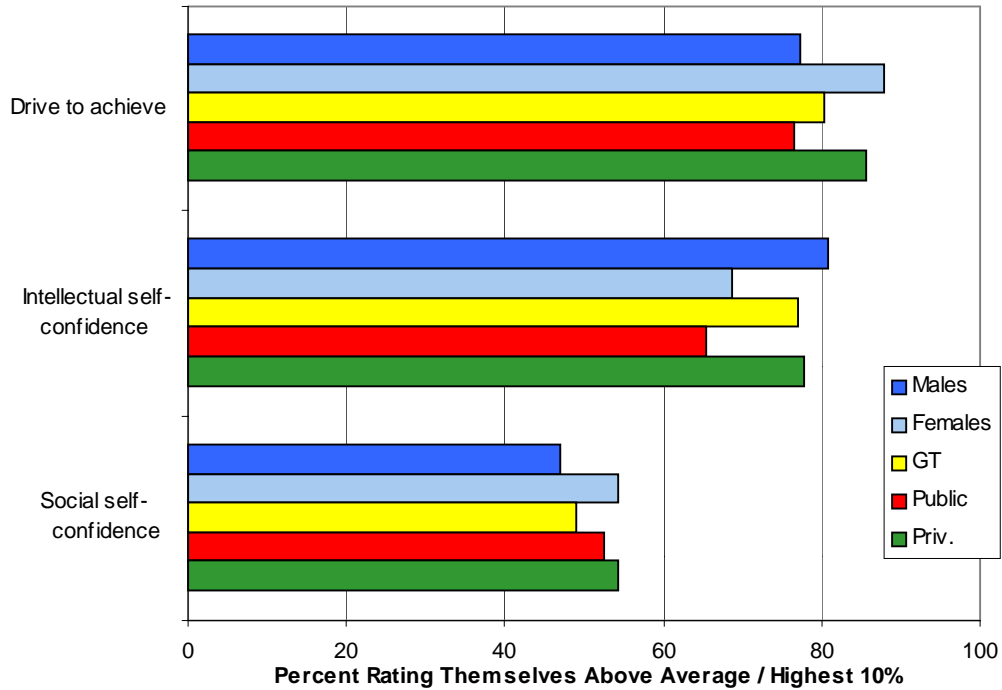
Students were asked to rate themselves compared with the average person their age in a number of abilities. The percentages of students rating themselves above average or in the highest 10% of all twenty abilities are shown in the table below. GT respondents rated themselves lower than private students on many areas.

	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
Academic ability	94.1%	82.5%	94.3%
Mathematical ability	86.4%	57.8%	72.3%
Drive to achieve	80.4%	76.5%	85.5%
Self-confidence (intellectual)	77.0%	65.3%	77.9%
Cooperativeness	72.8%	74.5%	74.4%
Competitiveness	69.2%	58.9%	67.7%
Self-understanding	64.2%	60.9%	69.1%
Physical health	63.6%	58.7%	62.7%
Understanding of others	63.4%	68.6%	71.6%
Initiative	63.1%	58.5%	70.6%
Leadership ability	63.0%	61.0%	70.9%
Emotional health	61.6%	58.4%	62.6%
Creativity	60.8%	57.6%	65.3%
Computer skills	55.2%	34.2%	41.1%
Writing ability	50.0%	51.5%	67.5%
Self-confidence (social)	49.1%	52.5%	54.3%
Spirituality	49.1%	43.2%	46.5%
Popularity	37.9%	41.8%	46.9%
Public speaking ability	37.3%	39.3%	51.7%
Artistic ability	32.1%	29.7%	35.9%

- Responding GT students feel they have higher computer and mathematical abilities than their peers, with GT men indicating higher self-ratings than GT women.



- While GT students rate themselves lower than private respondents on their drive to achieve, GT women reported a higher drive than GT men.
- Among GT respondents, men believe they possess higher intellectual self-confidence than women, but women rate themselves as higher on social self-confidence.

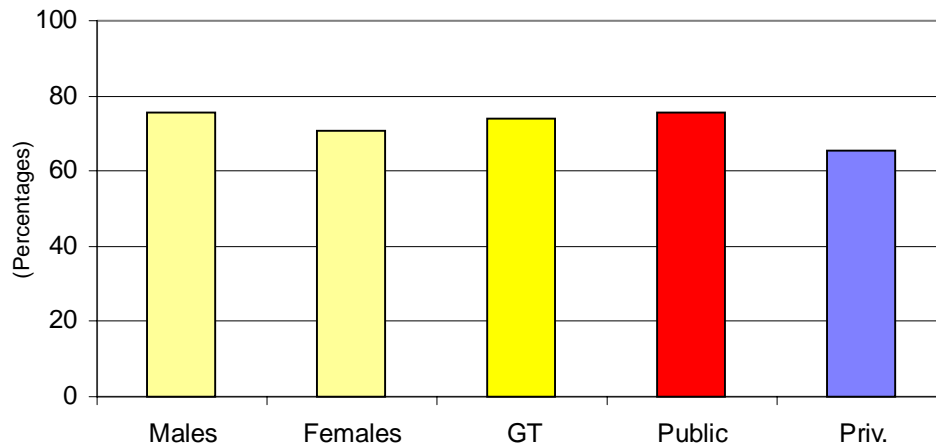


Students rated the perceived importance to them of twenty life objectives. Of those who rated each objective as “essential” or “very important” in life:

- GT respondents were less likely than private respondents to place importance on cultural/social areas (such as participating in community action) or political values (such as keeping up to date with political affairs). Responding GT females placed more importance on social-oriented objectives than did males.

	<u>Males</u>	<u>Females</u>	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
Helping others who are in difficulty	46.4%	64.9%	51.9%	61.8%	64.2%
Influencing social values	25.2%	33.3%	27.7%	34.8%	35.7%
Helping to promote racial understanding	24.1%	29.2%	25.6%	33.2%	36.2%

- Responding GT students were more likely than their private peers to think being well off financially is very important, with males placing a higher value on this objective than females.



Computer Skills and Abilities

Georgia Tech asked its incoming freshmen a number of questions about computer skills and abilities. One-fourth of the respondents feel their current computer skills will be less than sufficient for their program of study, yet almost all feel at least moderately confident in their ability to learn new computer skills. Students who responded feel most familiar with basic office programs and Internet tools. Incoming GT male respondents reported more confidence in their computer skills than did females. Most respondents agree that bringing their own computer to GT will make it easier on their studying, learning, and communication with their classmates and professors.

- Extent to which respondents believe that current computer skills will be sufficient for program of study at GT:

	<u>Males</u>	<u>Females</u>	<u>GT</u>
Less than sufficient	3.2%	12.2%	6.0%
Somewhat less than sufficient	14.5%	31.3%	19.6%
Sufficient	35.2%	44.6%	38.0%
Somewhat more than sufficient	23.0%	9.5%	18.9%
More than sufficient	24.1%	2.4%	17.5%

- Confidence in ability to learn new computer skills:

	<u>Males</u>	<u>Females</u>	<u>GT</u>
Not at all confident	1.9%	0.0%	1.3%
Minimally confident	1.6%	6.9%	3.2%
Moderately confident	24.7%	47.4%	31.5%
Very confident	70.8%	45.3%	63.2%

- Familiarity with area:

	<u>Basic office programs</u>	<u>Current Internet tools</u>	<u>Computer programming languages</u>	<u>Hardware configuring / troubleshooting</u>
Highly unfamiliar	3.4%	4.4%	39.3%	30.4%
Somewhat unfamiliar	8.6%	7.3%	27.8%	25.4%
Somewhat familiar	46.5%	34.9%	23.4%	27.0%
Highly familiar	39.2%	50.5%	8.3%	15.7%

- Extent of agreement that bringing own computer to GT will:

	<u>Agree</u>	<u>Tend to Agree</u>	<u>Neither Agree nor Disagree</u>	Tend to Disagree	<u>Disagree</u>
Make it easier for me to study	67.4%	20.7%	9.1%	2.1%	0.8%
Get me interested in learning about other subjects	25.8%	38.4%	29.0%	5.7%	1.1%
Cause me a lot of frustration with hardware or software problems	7.9%	26.9%	27.6%	22.9%	14.7%
Enable me to work independently	52.7%	35.5%	9.1%	2.3%	0.4%
Enable me to seek the information I need from a variety of sources	75.9%	18.1%	4.3%	1.0%	0.7%
Enable me to communicate more effectively with my professors	52.7%	32.8%	11.4%	2.4%	0.8%
Hinder my learning	3.3%	5.8%	16.5%	32.8%	41.6%
Enable me to communicate more effectively with my classmates	47.2%	31.7%	16.4%	3.5%	1.2%