Cooperative Institutional Research Program (CIRP)
2000 Freshman Survey Report

Summary

Incoming 2000 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 1,286 responses of first-time, full-time students (approximately 60% of the incoming class, slightly higher than the 1999 response). *Due to this low response, results should be interpreted with caution since generalizations to the entire incoming 2000 class cannot be made*. Georgia Tech (GT) is classified as a public high-selectivity (SAT scores of 1,140 or more) institution and is compared to both public and private high-selectivity universities. This report presents selected results from the 2000 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 tended to be more like respondents from public universities demographically but like private respondents academically.
- *College Decision:* The top reason Georgia Tech respondents decided to attend college was to get a better job, unlike their peers at public and private universities who were more concerned with learning more about things that interested them. Responding GT students were more sure of their college choice than their peers, and were more likely to have chosen their school because of its academic reputation and the fact that its graduates get good jobs.
- *Activities/Events*:
  - GT respondents were less likely than their peers to have asked a teacher for advice after class.
  - Responding GT students (particularly males) reported having used the Internet more so than public or private respondents.
  - Although responding GT students were less likely than their peers to have felt overwhelmed by all they had to do in the past year, GT females were nearly three times as likely as males to have felt overwhelmed.
  - Almost half of GT respondents anticipate studying 6-15 hours per week, but females believed they will study more than males. Most (87.3%) GT respondents felt they will be at least somewhat effective in managing their time. Just over half (53.1%) anticipated making an overall GPA between 3.0 and 3.4 their *first year*, while 39.9% anticipated making between 3.5 and 4.0.
- *Self-Ratings*:
  - Responding GT students felt they have higher computer and mathematical abilities than their peers, with GT men indicating higher self-ratings than GT women.
  - While GT students rated themselves lower than private respondents on their drive to achieve, GT women reported a higher drive than GT men.
  - GT respondents were *less* likely than private respondents to place importance on cultural, social, or political values; but were *more* likely than their private peers to think being well off financially is very important.

- *Computer Skills and Abilities:* Over one-third of the respondents had spent 6 - 10 hours a week working on a computer during their last year in high school, and almost 90% felt at least moderately competent in the general use of a computer. One-fourth of the respondents believed their current computer skills will be less than sufficient for their program of study, yet nearly all felt at least moderately confident in their ability to learn new computer skills. Incoming GT male respondents reported more confidence in their computer skills than did females.

- *Comparison to 1999 results:* Georgia Tech's respondents in 2000 were very similar to 1999 respondents. Again, GT respondents entered with high computer skills but males reported more confidence in their abilities than did females. The most striking difference is that the gap between those GT females and males reporting having felt overwhelmed by all they had to do in the past year is wider in 2000 (females were nearly three times more likely to have felt this way than males) than it was in 1999 (females were two times more likely).

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.

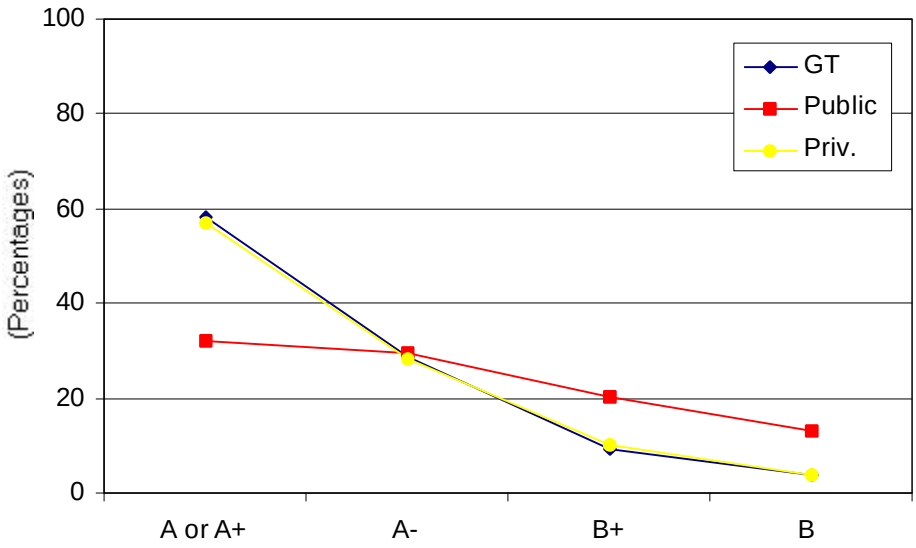
Incoming Georgia Tech freshmen were asked to complete the survey during their summer or fall orientation program. Of the 2,166 students in the incoming 2000 class, 2,092 attended an orientation session but only 1,298 (59.9% of the incoming class, slightly higher than the 1999 response) completed the survey. This report is based on the 1,286 responses of first-time, full-time students, *but should be interpreted with caution since generalizations to the entire incoming 2000 class cannot be made*. Georgia Tech is classified as a public high-selectivity (SAT scores of 1,140 or more) institution. Eleven universities are included in these "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 twelve private high-selectivity (SAT scores of 1,310 or more) universities, including California Institute of Technology, Carnegie-Mellon, Johns Hopkins, Northwestern, and Stanford.

This report presents selected results from the 2000 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. 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 tended to be more like respondents from public universities demographically but like private respondents academically.

- GT respondents: 69.1% Male, 30.9% Female.
- GT respondents: 82.2% White/Caucasian, 11.2% Asian American/Asian, 3.5% African-American/Black.
- U.S. Citizen: GT 95.3%, Public 95.9%, Private 91.7%.
- Native language is English: GT 93.1%, Public 92.4%, Private 87.4%.
- Average grade in high school:



- Highest degree planned:

	At Current Institution			At Any Institution		
	GT	Public	Priv.	GT	Public	Priv.
Bachelor's (B.A., B.S.)	59.5%	61.9%	70.8%	8.3%	8.0%	3.2%
Master's (M.A., M.S.)	32.4%	25.3%	17.9%	47.1%	46.5%	36.7%
Ph.D. or Ed.D.	6.0%	5.0%	4.3%	28.6%	20.8%	29.9%
M.D., D.O., D.D.S., D.V.M.	0.2%	4.1%	4.1%	9.4%	12.7%	18.3%
LL.B. or J.D. (Law)	0.0%	1.0%	1.5%	2.7%	6.4%	9.3%

- Probable career:

	GT Males	GT Females	GT
Engineer	51.1%	36.3%	46.4%
Computer programmer or analyst	20.7%	5.5%	15.9%
Business executive (mgt.,admin.)	4.0%	8.6%	5.4%
Physician	2.5%	12.0%	5.5%
Architect or Urban Planner	4.2%	6.3%	4.9%
Undecided	4.7%	9.4%	6.2%

- Parents of responding GT students have income and education levels between those of public and private peer respondents (note that parental income self-reports by students may not be accurate).

Parent's Pre-tax Income	GT	Public	Priv.
under $20,000	2.0%	5.7%	3.8%
$20,000 to $39,999	9.3%	12.0%	7.5%
$40,000 to $59,999	15.0%	16.4%	10.8%
$60,000 to $99,999	32.1%	29.4%	23.6%
$100,000 or more	41.7%	36.5%	54.3%

	Father			Mother		
Parent's Education Level	GT	Public	Priv.	GT	Public	Priv.
Grammar school or less	0.7%	1.5%	1.1%	1.1%	1.6%	1.0%
Some high school	1.4%	2.4%	1.2%	1.0%	1.9%	1.1%
High school graduate	8.2%	13.7%	5.4%	11.6%	16.7%	7.5%
Postsecondary school other than college	2.6%	3.1%	1.6%	4.1%	4.3%	2.6%
Some college	11.0%	12.7%	6.5%	15.8%	14.9%	9.0%
College degree	37.7%	31.9%	24.1%	39.1%	34.7%	34.7%
Some graduate school	3.4%	2.8%	3.8%	4.8%	3.8%	5.9%
Graduate degree	34.9%	31.9%	56.2%	22.5%	22.1%	38.1%

College Decision

The top reason Georgia Tech respondents decided to attend college was to get a better job, unlike their peers at public and private universities who were more concerned with learning more about things that interested them. Responding GT females were more concerned than males with being able to get a better job and the educational value of college. Responding GT students were more sure of their choice of college than their peers, and were more likely to have chosen their school because of its academic reputation and the fact that its graduates get good jobs. GT women were more concerned than men with the potential to further their education and the cost of attending GT.

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

	GT Males	GT Females	GT	Public	Priv.
To be able to get a better job	78.1%	84.3%	80.0%	71.4%	63.8%
To learn more about things that interest me	75.1%	75.5%	75.2%	79.7%	87.6%
To be able to make more money	75.8%	72.6%	74.8%	70.5%	58.0%
To get training for a specific career	63.6%	64.0%	63.8%	68.4%	49.6%
To gain a general education and appreciation of ideas	59.1%	70.5%	62.7%	65.6%	79.4%
To prepare myself for graduate or professional school	47.6%	65.9%	53.3%	60.3%	70.2%

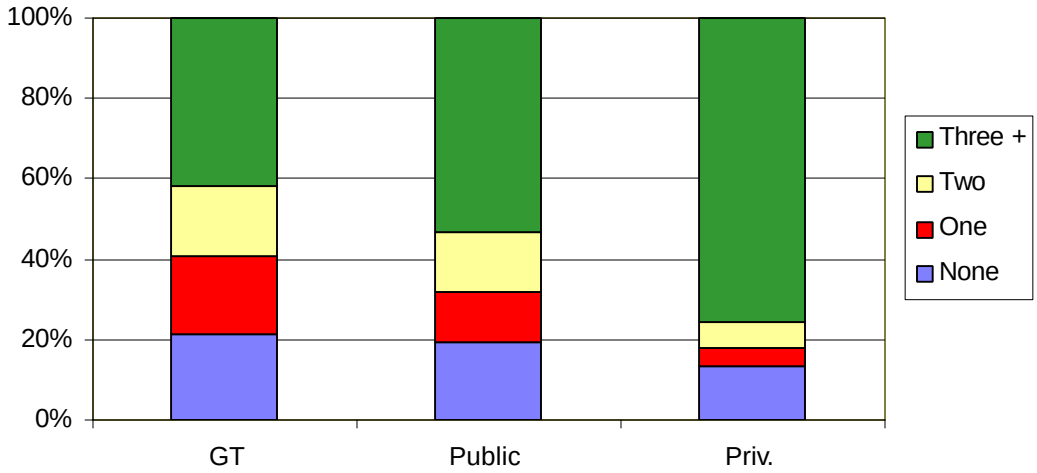
- "Very Important" reasons for attending your college (top six GT responses):

	GT Males	GT Females	GT	Public	Priv.
This college has a very good academic reputation	89.4%	90.6%	89.8%	67.8%	86.6%
This college's graduates get good jobs	80.4%	89.2%	83.1%	59.1%	69.1%
This college's graduates gain admission to top graduate/professional schools	43.3%	61.8%	49.0%	37.3%	59.1%
Rankings in national magazines	38.3%	34.3%	37.1%	16.3%	31.7%
This college has low tuition	22.9%	31.7%	25.6%	19.9%	3.4%
I was offered financial assistance	21.4%	29.8%	24.0%	20.0%	28.9%

- Choice of school attending:

	GT	Public	Priv.
First choice	80.5%	74.2%	68.6%
Second choice	14.8%	18.2%	18.4%

- Number of other colleges to which applied for admission:



- 59.4% of GT respondents submitted an admissions deposit only to GT, and 87.4% attended only one freshman orientation program (GT's FASET program).

Activities/Events

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

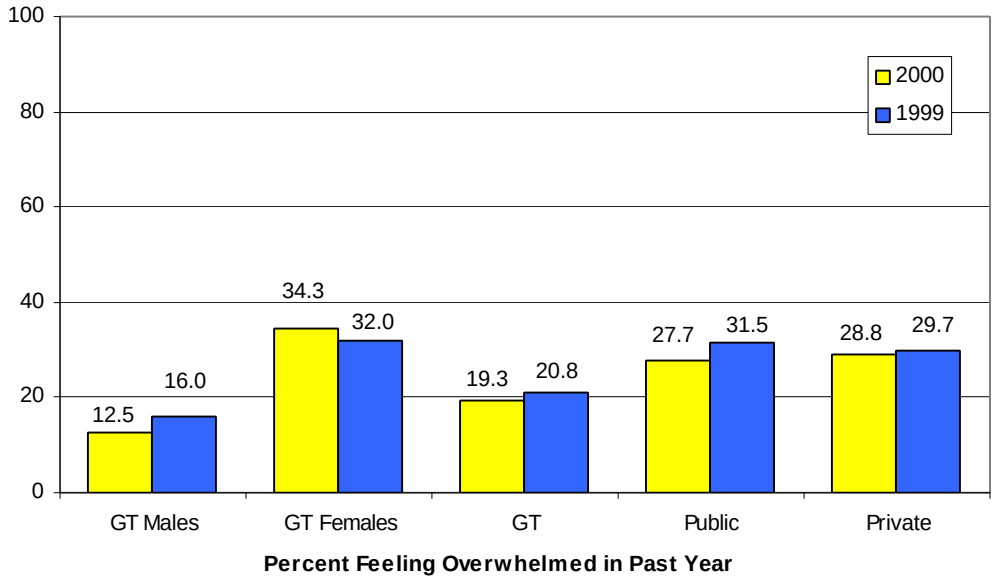
- GT respondents were less likely than their peers to have asked a teacher for advice after class. Among GT respondents, females were more likely than males to have studied with and/or tutored other students.

	GT Males	GT Females	GT	Public	Priv.
Asked a teacher for advice after class	18.0%	23.3%	19.6%	23.3%	29.2%
Tutored another student	71.5%	78.5%	73.7%	61.3%	76.2%
Studied with other students	85.6%	92.4%	87.7%	89.7%	91.7%

- Responding GT students (particularly males) reported having used the Internet more so than public or private respondents.

	GT Males	GT Females	GT	Public	Priv.
Used a personal computer	94.1%	92.3%	93.5%	85.3%	93.6%
Internet for research/homework	76.3%	75.6%	76.1%	72.4%	75.0%
Internet chat rooms	24.7%	13.1%	21.1%	18.4%	15.5%
Other Internet use	75.9%	58.2%	70.4%	57.5%	63.1%
Communicated via e-mail	78.2%	82.5%	79.5%	71.7%	83.9%

- Responding GT students participated in cultural/political activities less frequently than did students in private schools. GT females performed more volunteer work and socialized more with someone of another racial/ethnic group, while males discussed politics more.
- GT students reported having consumed beer (36.9%) and wine/liquor (44.4%) less frequently than their responding peers.
- Although responding GT students were less likely than their peers to have felt overwhelmed by all they had to do in the past year, GT females were nearly three times as likely as males to have felt overwhelmed. This gap between GT males and females is wider than it was for the 1999 respondents.



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:

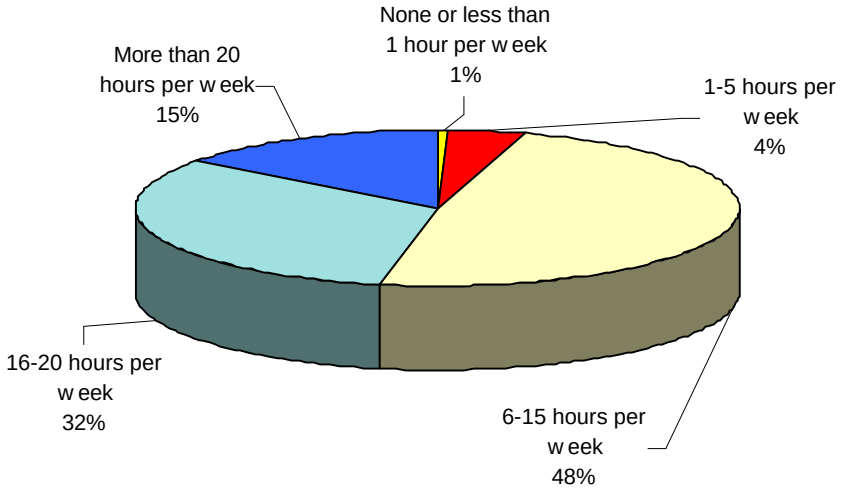
- Responding GT students felt they were *less* likely than their peers to have a very good chance of changing their career choice (14.4%), getting a job to help pay for college expenses (32.2%), or making at least a 'B' average (58.9%), but were *more* likely to need more time to complete their degree (16.3%). GT females felt they had a higher chance of changing their career or major or needing more time to complete their degree than did GT males.

- GT students who responded predicted they were less likely than private students to have a very good chance of graduating with honors (23.1%), communicating regularly with their professors (31.1%), participating in volunteer/community service work (23.2%), or playing varsity/intercollegiate athletics (7.2%).
- Responding GT students felt they would be more satisfied with college overall than their public peers but less satisfied than their private peers. GT females planned more than males to participate in social activities.

Very Good Chance Of:	GT Males	GT Females	GT	Public	Priv.
Being satisfied with your college	59.8%	60.1%	59.9%	55.4%	66.6%
Joining a social fraternity/sorority	14.5%	22.5%	16.9%	15.0%	6.3%
Participating in a student club/group	53.5%	68.5%	58.1%	49.9%	65.8%
Developing close friendships with other students	72.3%	82.4%	75.4%	78.6%	82.3%
Socializing with someone of another racial/ethnic group	68.5%	79.4%	71.8%	68.8%	83.3%

Almost half of GT respondents anticipated studying 6-15 hours per week in college, but females believed they will study slightly more hours than males. Most (87.3%) GT respondents felt they would be at least somewhat effective in managing their time. Just over half (53.1%) anticipated making an overall GPA between 3.0 and 3.4 their *first year*, while 39.9% anticipated making between 3.5 and 4.0.

- Number of hours you anticipate studying per week:

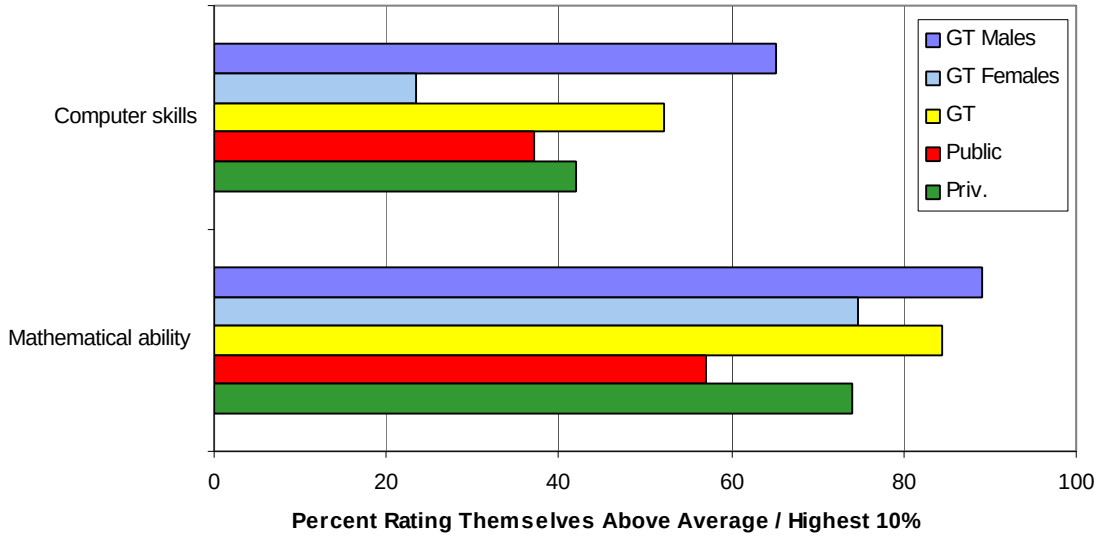


Self-Ratings

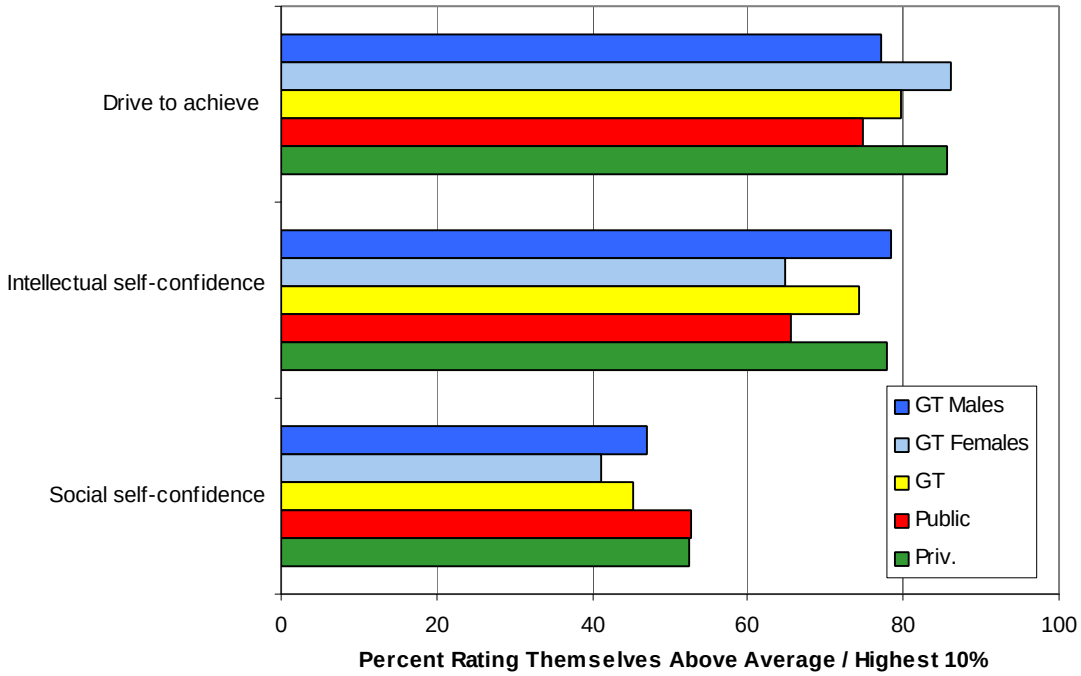
Students were asked to rate themselves compared with the average person their age in a number of abilities. The percentages of students rating themselves above average or in the highest 10% of all twenty abilities are shown in the table below. GT respondents rated themselves generally higher than their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

	GT	Public	Priv.
Academic ability	94.9%	81.7%	95.1%
Mathematical ability	84.5%	57.1%	73.9%
Drive to achieve	79.8%	74.9%	85.7%
Self-confidence (intellectual)	74.2%	65.5%	77.8%
Cooperativeness	69.6%	73.7%	74.4%
Competitiveness	66.8%	59.5%	65.9%
Self-understanding	61.9%	59.3%	67.6%
Understanding of others	61.8%	66.8%	71.3%
Initiative	60.7%	56.6%	69.4%
Leadership ability	63.1%	63.1%	70.4%
Physical health	59.2%	59.7%	60.5%
Creativity	59.2%	58.2%	66.4%
Emotional health	57.0%	57.8%	61.1%
Computer skills	52.3%	37.1%	42.0%
Writing ability	52.3%	49.5%	68.3%
Spirituality	48.3%	43.1%	45.5%
Self-confidence (social)	45.3%	52.7%	52.5%
Popularity	34.7%	43.9%	45.7%
Public speaking ability	34.7%	39.6%	51.9%
Artistic ability	33.3%	30.9%	38.3%

- Responding GT students felt they have higher computer and mathematical abilities than their peers, with GT men indicating higher self-ratings than GT women. GT men also rated themselves higher than GT women on competitiveness and public speaking ability.



- While GT students rated themselves lower than private respondents on their drive to achieve, GT women reported a higher drive than GT men did. GT women also rated themselves higher than men on initiative and cooperativeness.
- Among GT respondents, men believed they possess higher intellectual and social self-confidence, self-understanding, popularity, and emotional and physical health than did GT women.



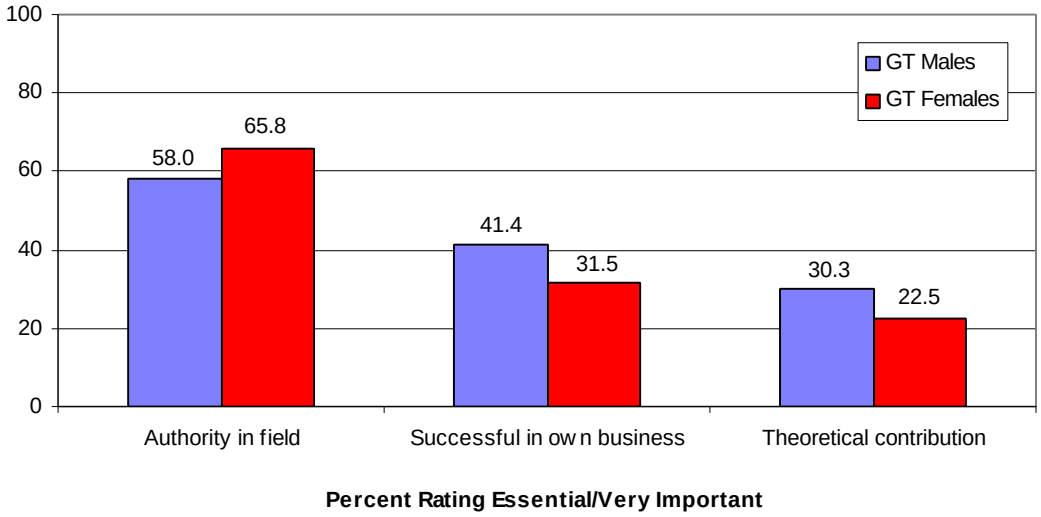
Students rated the perceived importance to them of twenty life objectives. Of those who rated each objective as "essential" or "very important" in life:

- GT respondents were less likely than private respondents to place importance on cultural, social, or political values. Responding GT females placed more importance on social-oriented objectives than did males.

	GT Males	GT Females	GT	Public	Priv.
Helping others who are in difficulty	44.7%	61.6%	49.9%	58.0%	65.4%
Helping to promote racial understanding	19.5%	33.2%	23.7%	27.8%	39.9%
Participating in a community action program	14.9%	28.3%	19.0%	20.5%	31.9%
Influencing social values	25.0%	33.2%	27.6%	33.0%	36.8%
Influencing the political structure	16.4%	14.2%	15.7%	15.8%	20.9%
Keeping up-to-date with political affairs	33.1%	33.7%	33.3%	29.9%	44.6%

- Responding GT students (74.0%) were more likely than their private peers to think being well off financially is essential or very important.

- Among GT respondents, males thought it was more important to make a theoretical contribution to science or become successful in a business of their own, while females placed more importance on becoming an authority in their field.



Computer Skills and Abilities

Georgia Tech asked its incoming freshmen a number of specific questions about computer skills and abilities. Over one-third of the respondents had spent 6 - 10 hours a week working on a computer during their last year in high school, and almost 90% felt at least moderately competent in the general use of a computer. One-fourth of the respondents believed their current computer skills will be less than sufficient for their program of study, yet nearly all felt at least moderately confident in their ability to learn new computer skills. Incoming GT male respondents reported more confidence in their computer skills than did females.

- Average time per week spent working on a computer during last year in high school:

	GT Males	GT Females	GT
None	0.4%	2.0%	0.9%
Less than 5 hrs/wk	22.4%	32.7%	25.5%
6 - 10 hrs/wk	35.6%	42.8%	37.8%
11 - 15 hrs/wk	17.1%	14.2%	16.2%
More than 15 hrs/wk	24.5%	8.4%	19.7%

- Level of competency in the general use of a computer:

	GT Males	GT Females	GT
Not at all competent	1.1%	1.7%	1.3%
Minimally competent	6.8%	13.6%	8.9%
Moderately competent	36.7%	65.8%	45.5%
Very competent	53.3%	18.8%	42.9%

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

	GT Males	GT Females	GT
Less than sufficient	5.5%	7.5%	6.1%
Somewhat less than sufficient	14.4%	32.1%	19.8%
Sufficient	37.1%	43.6%	39.1%
Somewhat more than sufficient	24.3%	13.3%	21.0%
More than sufficient	18.7%	3.5%	14.1%

- Confidence in ability to learn new computer skills:

	GT Males	GT Females	GT
Not at all confident	0.4%	0.9%	0.5%
Minimally confident	2.4%	4.3%	3.0%
Moderately confident	20.0%	46.2%	27.9%
Very confident	74.4%	47.1%	66.2%

- Familiarity with area:

	Basic office programs	Current Internet tools	Computer programming languages	Hardware configuring / troubleshooting
Highly unfamiliar	6.4	6.6	42.5	28.8
Somewhat unfamiliar	7.8	5.6	26.1	26.8
Somewhat familiar	37.9	32.4	23.5	28.1
Highly familiar	46.0	53.2	7.2	15.2