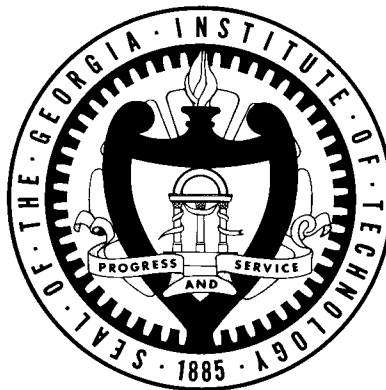




# **Georgia Institute** **of Technology**

## **Cooperative Institutional Research Program (CIRP) 2005 Freshman Survey Report**



**Office of Assessment**

**May 2006**

## **Cooperative Institutional Research Program (CIRP) 2005 Freshman Survey Report**

### **Summary**

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 at participating institutions complete the Student Information Form, and the results are used by HERI as part of a longitudinal study. Incoming 2005 Georgia Tech freshmen were asked to complete the CIRP student survey during their summer or fall FASET orientation program. This report is based on the 1,137 responses of first-time, full-time students (47% of the incoming class). Because of the lower response rate and some bias in demographic representation, the results may not be fully representative of the 2005 Freshman class and should be interpreted with caution. Georgia Tech 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 ("Public" and "Private" comparator institutions). This report presents selected results from the 2005 survey, and can be found along with tables of the full results on the Internet at <http://www.assessment.gatech.edu>.

In general, Georgia Tech (GT) survey respondents tended to resemble students at public comparator institutions demographically, but were more like students at private comparator institutions academically. GT respondents and comparator institution respondents agreed that the top reason to attend college is "learning more about things that interest me", a shift from prior years. The number one reason GT respondents chose their institution is because of its academic reputation. Female GT respondents placed more emphasis than males on getting prepared for graduate/professional school and were more concerned with the cost of attending college, while males were more interested in going to college to be able to make more money.

In high school, GT respondents were less likely than students at comparator institutions to have interacted with their teachers outside of class. GT respondents (particularly males) were more likely than comparator institution respondents to have felt bored in high school classes. While the number of hours spent studying by high school students in general has been declining for a number of years, GT respondents again reported studying less in high school (36.9% reported studying six or more hours a week) than those at comparator institutions. However, GT students anticipated studying more hours during their first year in college, with GT females planning to study slightly more hours than males.

Although responding GT students were again less likely than their comparator institutions to have felt overwhelmed by all they had to do in the past year, GT females were still nearly three times as likely as GT males to have felt overwhelmed (comparator institution females were only twice as likely). This trend has held since at least 1998.

Roughly half of the GT students thought there was some chance that they would participate in the International Plan while at Georgia Tech, with one in five indicating a very good chance that they would participate. A larger proportion of the GT respondents indicated that there was some chance that they would participate in a study abroad program, with 30.5% indicating a very good chance that they would participate. Over 60% of responding students indicated that there was some chance that they would participate in the Undergraduate Research Opportunity Plan during

while at Georgia Tech. This may stem from prior experiences, as a slightly larger percentage of GT students had participated in some form of research project or international experience while in high school.

Responding GT students again felt they had higher computer and mathematical abilities than those at comparator institutions, with GT men indicating higher self-ratings than GT women. GT respondents reported spending less time the past year socializing with friends, participating in student clubs/groups, doing volunteer work, or partying, but more time playing video/computer games, than those at comparator institutions. GT students were more likely than comparator institution students to have discussed religion/spirituality during the past year with their friends or family.

Approximately 90% of all survey respondents had performed volunteer work during the past year, while just under half had performed community service as part of a class. Both public and private comparator institution students responded that they would participate in volunteer or community service work their first year in college at a higher rate than GT students. GT females were twice as likely to plan to participate as males.

Nationally, the percentage of students defining themselves as ‘middle of the road’ politically has reached its lowest point in over thirty years. GT respondents continue to be more conservative politically than respondents at comparator institutions. 39.2% of GT respondents characterize themselves as conservative/far right, as compared to 21.1% at public comparator institutions and 23.0% at private comparator institutions. Responding GT students were less likely than private comparator institution students to think keeping up to date with political affairs was an essential or very important objective.

## **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 at participating institutions complete the Student Information Form, and the results are used by HERI as part of a longitudinal study.

Georgia Tech is classified as a public high-selectivity (SAT scores of 1,140 or more) institution. Ten universities are included in the public high-selectivity comparison norms (“Public” comparison group)<sup>1</sup>. This report also provides comparison norms for eleven private very high-selectivity (SAT scores of 1,310 or more) institutions (“Private” comparison group)<sup>2</sup>.

Incoming Georgia Tech freshmen were asked to complete the survey during their summer or fall FASET orientation program. Of the 2,428 students in the incoming 2005 class, 2,382 attended

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<sup>1</sup> *Public high selectivity institutions:* Iowa State University, Miami University, Rutgers University - New Brunswick, SUNY Buffalo, University of California - Los Angeles, University of California - San Diego, University of Michigan, University of North Carolina - Chapel Hill, University of Pittsburgh, and University of Vermont.

<sup>2</sup> *Private very-high selectivity institutions:* California Institute of Technology, Carnegie-Mellon, Cornell, Duke, Emory, Georgetown, Harvard, Johns Hopkins, Notre Dame, University of Pennsylvania, University of Rochester, University of Southern California, and Vanderbilt.

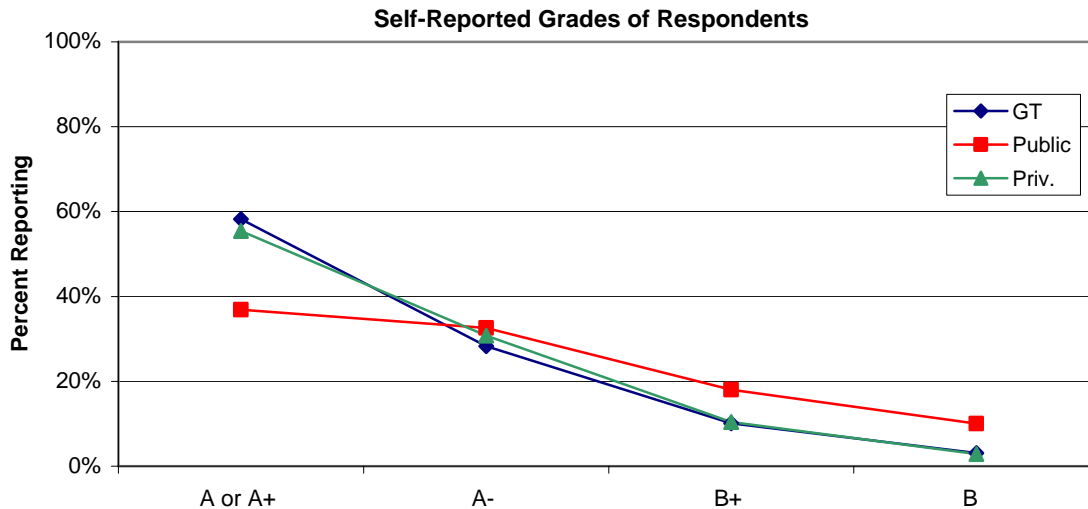
an orientation session and 1,147 completed the survey. This report is based on the 1,137 responses of first-time, full-time students (46.8% of the incoming first-time, full-time class). Chi-square tests for sample representativeness ( $p \leq 0.01$ ) revealed that there were no significant differences in proportion between the 2005 Freshman class and the obtained response in terms of self-reported gender or college entered. There were significant differences by ethnicity: White/Caucasian students responded at a higher rate, and African American/Black students responded at a lower rate than expected. Additionally, the low response rate failed to meet HERI standards for being considered a representative sample (at least 75% of the class participated), excluding GT from their national norms. Therefore, the results may not be representative of the 2005 Freshman class and should be interpreted with caution.

This report presents selected results from the 2005 administration of the CIRP survey. In most cases, a response difference of +/- 5 percent between Georgia Tech and either comparison group (Public or Private comparator institutions) 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, high school involvement, predictions about the first year of college, and respondent self-ratings of abilities and life objectives. This report and tables of the full results can be found on the Internet at <http://www.assessment.gatech.edu> .

## Demographics

In this section, Georgia Tech (GT) respondents are compared to respondents from comparator public and private universities on several background characteristics. In general, GT survey respondents tended to resemble their public comparator institutions demographically.

- GT respondents: 67.1% Male, 32.9% Female.
- GT respondents: 80.3% White/Caucasian, 14.5% Asian American/Asian, 3.0% African-American/Black.
- U.S. Citizen: GT 94.8%, Public 95.7%, Private 92.4%.
- Native language is English: GT 91.7%, Public 87.9%, Private 87.4%.
- The self-reported average grade in high school for GT respondents was 58.2% “A or A+” and 28.3% “A-“. In comparison, 54.8% of 1999 GT respondents and 59.1% of 2002 GT respondents indicated their average grade was A or A+, while self-reports by students at comparator institutions stayed relatively stable since 2001.



- 71.0% of GT respondents graduated from a public high school (not charter or magnet), as opposed to 81.1% of public comparator institutions and 57.1% of private comparator institutions. More GT students than comparator institution students graduated from public charter or magnet schools, while more private comparator institution students graduated from private high schools. 21.4% of GT respondents' high schools required community service for graduation (as compared to 17.2% in 1999), while this was required of 33.1% of public and 45.5% of private comparator institution students.
- GT students were asked about their high school class ranking. Of those students indicating their ranking, 69.8% reported that they were in the top 10% of their class (including 8.8% that were first in their class).
- Parents of responding GT students have income and education levels between those of public and private comparator institution respondents (note that self-reports by students may not be accurate).

<u>Parent's Pre-tax Income</u>	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
under \$20,000	4.1%	6.4%	3.9%
\$20,000 to \$39,999	7.2%	11.0%	6.5%
\$40,000 to \$59,999	11.4%	13.5%	9.2%
\$60,000 to \$99,999	26.1%	26.1%	19.8%
\$100,000 or more	51.4%	42.9%	60.5%

<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	1.0%	2.2%	1.2%	0.7%	2.2%	1.1%
Some high school	1.4%	3.0%	1.5%	1.1%	2.5%	1.1%
High school graduate	8.3%	13.5%	5.9%	10.7%	14.2%	6.8%
Postsecondary school other than college	2.3%	2.7%	1.3%	3.0%	3.6%	2.2%
Some college	10.4%	11.6%	6.8%	12.3%	13.6%	9.3%
College degree	38.8%	31.0%	27.1%	42.5%	37.4%	37.5%
Some graduate school	3.8%	2.9%	3.5%	5.2%	3.7%	4.9%
Graduate degree	34.0%	33.0%	52.7%	24.3%	22.9%	37.1%

- Over 40% of GT respondents planned to stay at GT for an advanced degree. Since 1998, approximately one-fourth of GT respondents plan to pursue a Ph.D. at some point. Slightly under half of GT respondents plan a career in Engineering (more males than females).

<u>Highest Degree Planned</u>	<u>At Current Institution</u>			<u>At Any Institution</u>		
	<u>GT</u>	<u>Public</u>	<u>Priv.</u>	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
Bachelor's (B.A., B.S.)	55.0%	64.0%	73.9%	16.5%	16.2%	8.4%
Master's (M.A., M.S.)	37.6%	21.7%	16.1%	49.2%	38.9%	34.6%
Ph.D. or Ed.D.	6.4%	5.9%	3.6%	23.0%	20.9%	24.9%
M.D., D.O., D.D.S., D.V.M.	0.6%	4.9%	4.2%	8.0%	15.1%	19.9%
J.D. (Law)	0.0%	1.1%	1.3%	2.6%	6.7%	10.8%

<u>Probable Career</u>	<u>GT Males</u>	<u>GT Females</u>	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
Engineer	56.0%	30.7%	47.6%	11.3%	11.4%
Computer programmer or analyst	9.0%	3.3%	7.1%	1.7%	1.7%
Business executive (mgt., admin.)	3.9%	6.1%	4.6%	7.9%	10.7%
Architect or Urban Planner	4.4%	7.2%	5.4%	1.7%	1.9%
Physician	3.5%	10.2%	5.7%	10.5%	16.1%
Scientific Researcher	2.5%	4.7%	3.2%	3.0%	4.4%
Undecided	7.1%	10.8%	8.3%	17.1%	16.3%

## College Decision

The top reason Georgia Tech respondents (and respondents at the designated comparator institutions) decided to attend college was “to learn more about things that interest me”. GT and public comparison institution respondents also listed getting a better job as a top reason, while private comparison institution respondents were more interested in gaining a general education and appreciation of ideas. For all three groups, the top two reasons respondents chose their school was because of its academic reputation and the belief that the college’s graduates get good jobs. Responding GT students were more likely than those in the designated comparator institutions to have chosen each of these reasons.

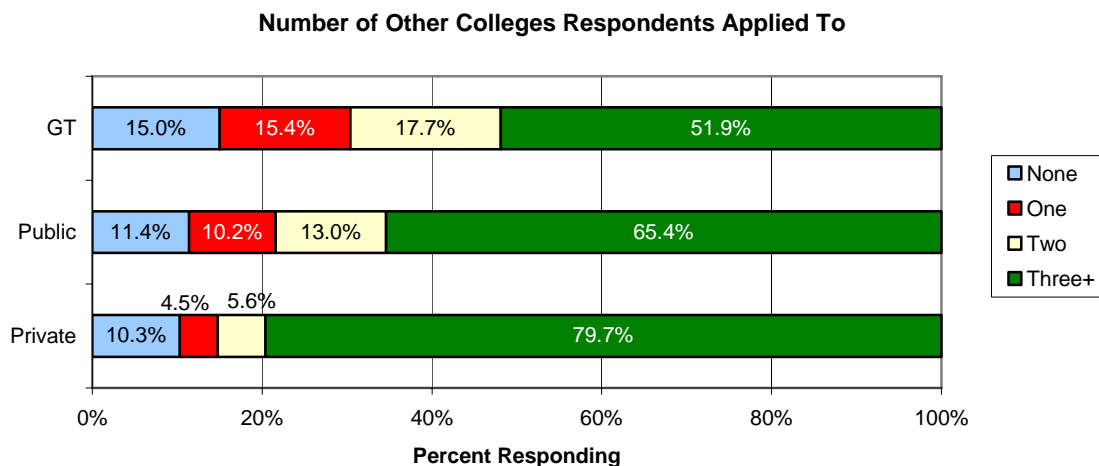
- “Very Important” reasons for deciding to go to college (top six GT responses):

	<u>GT Males</u>	<u>GT Females</u>	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
To learn more about things that interest me	78.3%	83.0%	79.8%	80.4%	85.6%
To be able to get a better job	77.8%	77.5%	77.7%	70.8%	67.5%
To be able to make more money	76.4%	71.8%	74.9%	68.4%	63.6%
To gain a general education and appreciation of ideas	64.2%	73.3%	67.2%	68.9%	76.2%
To get training for a specific career	66.8%	67.5%	67.0%	62.1%	54.1%
To prepare myself for graduate or professional school	54.5%	70.0%	59.7%	64.9%	71.2%

- “Very Important” reasons for attending your college (top four GT responses):

	<u>GT Males</u>	<u>GT Females</u>	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
This college has a very good academic reputation	88.7%	89.2%	88.9%	70.9%	85.4%
This college's graduates get good jobs	77.9%	86.1%	80.6%	57.3%	71.5%
This college's graduates gain admission to top graduate/professional schools	48.2%	62.8%	53.1%	41.4%	58.6%
Rankings in national magazines	47.8%	46.3%	47.3%	25.8%	41.9%

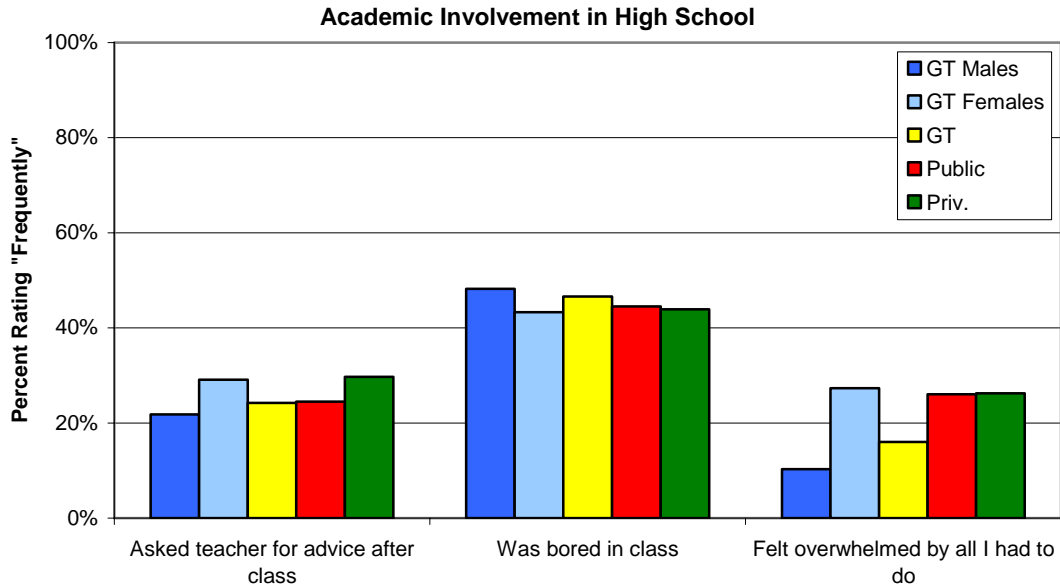
- 80.4% of GT respondents said Tech was their first college choice (compared to 76.2% of 2002 GT respondents), which was a higher percentage than at public (69.2%) or private (67.0%) comparator institutions.
- Respondents from designated public and private comparator institutions applied for admission to more colleges than did Tech respondents.



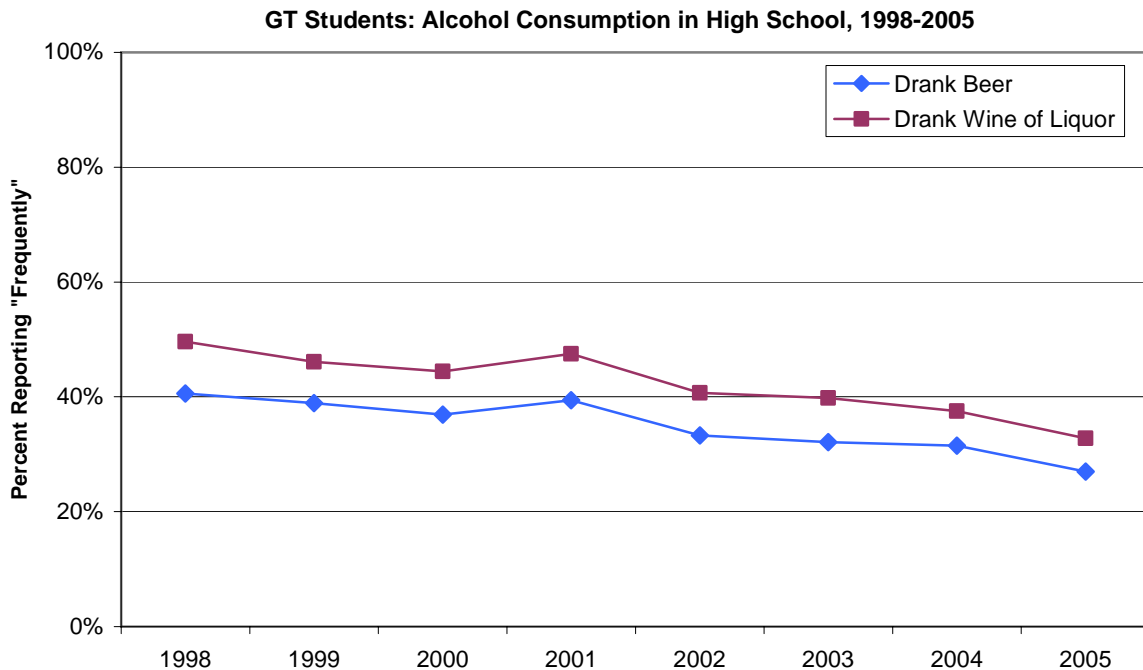
## High School Involvement

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

- GT respondents were less likely than respondents from private comparator institutions to have asked a teacher for advice after class; the percentage of GT students frequently asking for advice shows little change from 2002 (23.0%) to 2005 (24.2%). In general, female students were more likely to have asked for advice than were male students.
- GT respondents were more likely than respondents from comparator institutions to have been bored in class (although this represents a slight decrease from 51.0% in 2002), with slightly more males than females indicating boredom.
- Responding GT students (16.0%) were again less likely than respondents from public (26.0%) or private (26.2%) comparator institutions to have felt overwhelmed by all they had to do in the past year. GT females were almost three times as likely as males to have felt this way (whereas females at public and private comparator institutions were only approximately twice as likely to have felt overwhelmed). This trend has held since at least 1998, when 18.1% of GT students frequently “felt overwhelmed” during the past year (12.8% of males and 31.6% of females).

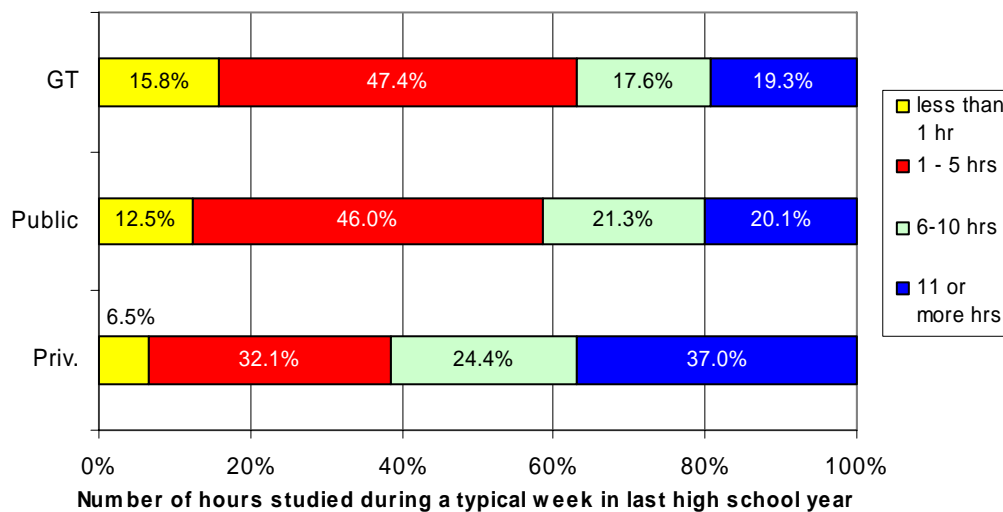


- Almost 90% of all survey respondents had performed volunteer work during the past year, while just under half had performed community service as part of a class.
- GT students reported having frequently consumed beer (27.0%) and wine/liquor (32.8%) less often during the past year than did respondents from comparator institutions. The percentage of college students stating that they have indulged in this behavior has declined for several years, including for GT students (in 1998, the percentages were 40.6% and 49.6% respectively).



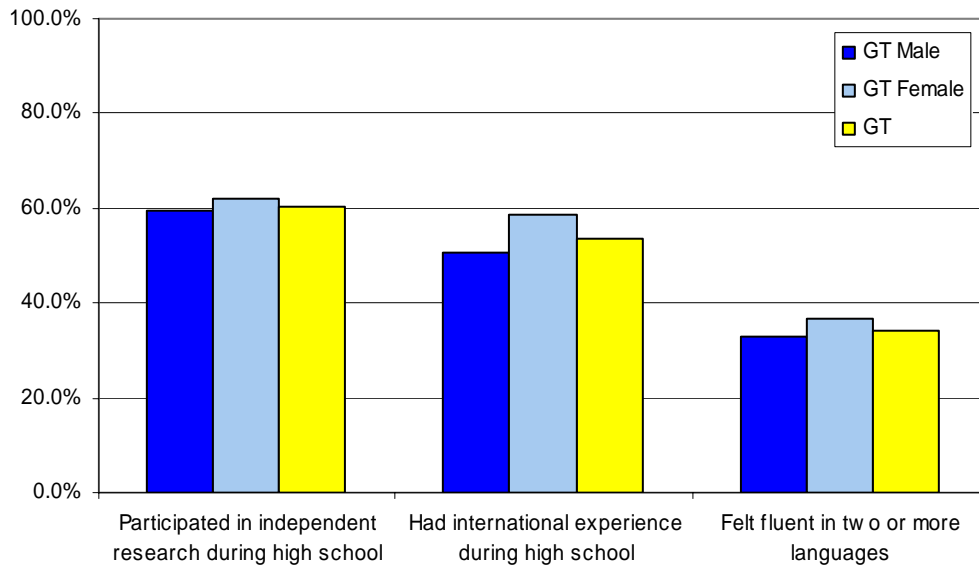
- GT respondents (40.4%) discussed politics more frequently than their respondents from public comparator institutions (31.8%), and about as often as their private comparator institutions (40.5%). GT respondents were less likely than respondents from comparator institutions to have worked on a political campaign. GT students were more likely than respondents from comparator institutions to have discussed religion/spirituality during the past year.

Students were asked how they spent a typical week during their last year in high school. GT respondents reported studying less in high school than respondents from comparator institutions, with 36.9% saying they studied six or more hours compared to 41.4% of respondents from public comparator institutions and 61.4% of respondents from private comparator institutions. Nationally, the percentage of time spent studying in high school has been declining for a number of years (41.2% of 1998 GT students reported studying six or more hours a week). GT respondents also reported spending less time participating in student clubs/groups, doing volunteer work, than respondents from private comparator institutions, and less time socializing with friends, or partying than all respondents from comparator institutions, but more time playing video/computer games than did respondents from comparator institutions.



Georgia Tech students were asked several additional questions about academic and co-curricular activities during their senior year in high school. Of particular interest:

- The majority of GT respondents had worked at least occasionally with other students on homework and in study groups in high school, with females collaborating with other students more often than males.
- Almost all GT respondents had at least one year of foreign language courses while in high school, with 65.7% reporting taking three or more years. However, only 34.1% of respondents felt they were fluent in at least one other language. Female respondents were more likely to have taken three or more years of language, but there was no meaningful difference in terms of self-reported fluency.
- A bit over half of the GT respondents were involved in co-curricular activities, with 60.3% participating in some form of research (such as an independent project or science fair), and 53.5% having had some form of international experience, including both international travel as well as exchange or study abroad programs.

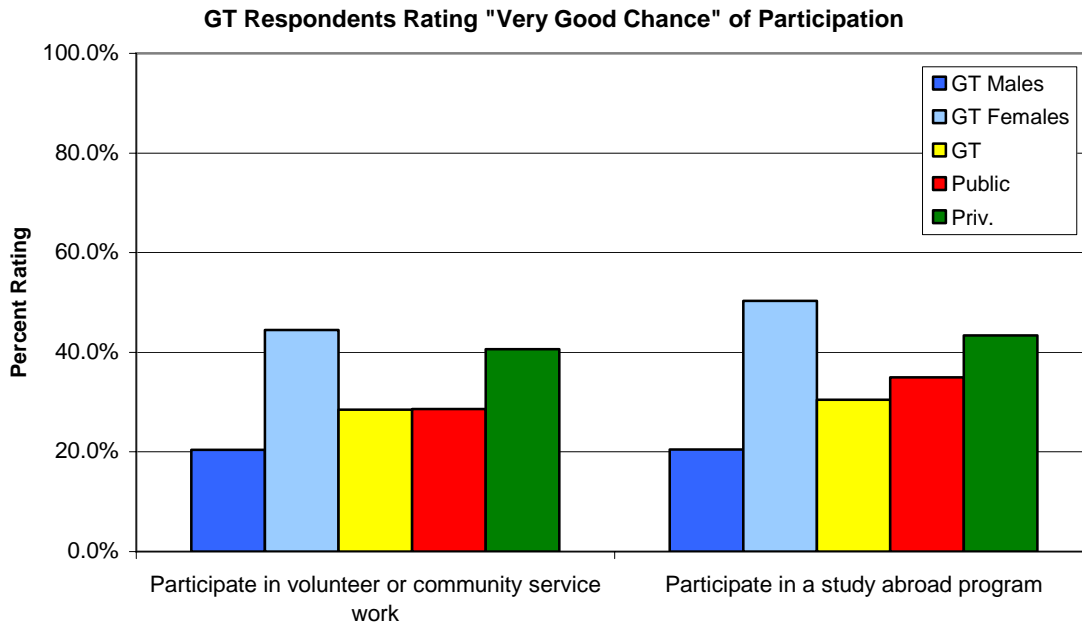


### Predictions about the First Year of College

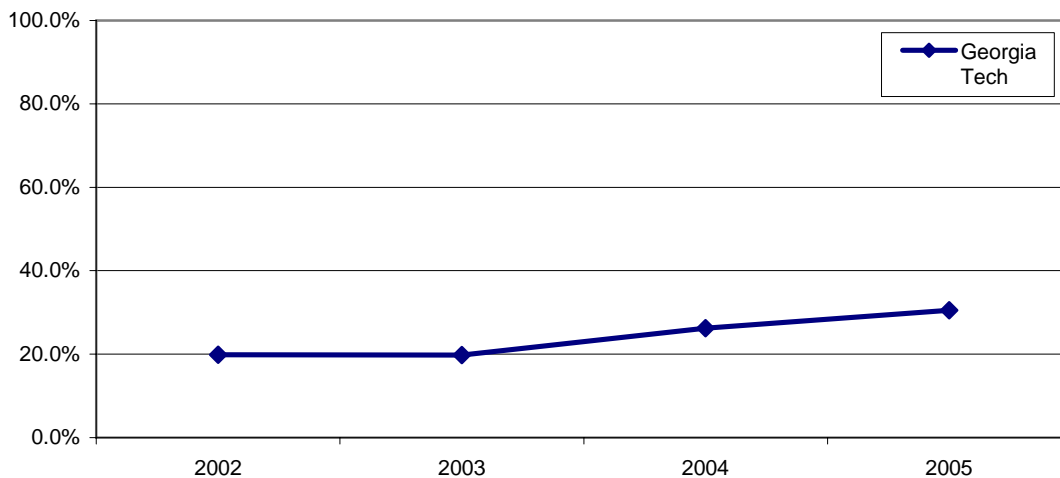
Students were asked to predict the occurrence of a number of events during their first year in college. Of those who responded that there was a “very good chance” of the listed events occurring during their first year, the following items are of note:

- Responding GT students felt they were *less* likely than respondents from comparator institutions to have a very good chance of changing their career choice (10.7%), getting a job to help pay for college expenses (30.1%), making at least a ‘B’ average (57.0%), or participating in a study abroad program (30.5%). GT females felt they had a higher chance of changing their career/major than did GT males.
- More GT respondents (46.5%) than respondents from public (35.8%) or private (42.5%) comparator institutions did not have any concern about their ability to finance their college education. Females had more concern than males. Over half (51.8%) of GT respondents did *not* expect to have to cover their first-year expenses from their own resources, as opposed to 41.4% of public and 45.1% of private comparator institution respondents. Similarly, fewer GT respondents (30.1%) felt that they would have to get a job to pay for college than respondents from public (45.6%) and private (39.0%) comparator institutions.
- Fewer GT respondents than respondents from private comparator institutions felt there was a very good chance they would communicate regularly with their college professors (30.4% vs. 40.9%) or participate in student clubs/groups (58.4% vs. 64.5%).
- GT respondents (14.9%) were more likely than public (8.7%) or private (11.8%) comparator institution respondents to indicate that there was a very good chance they would join a social fraternity or sorority. GT females were twice as likely as males to plan to join.

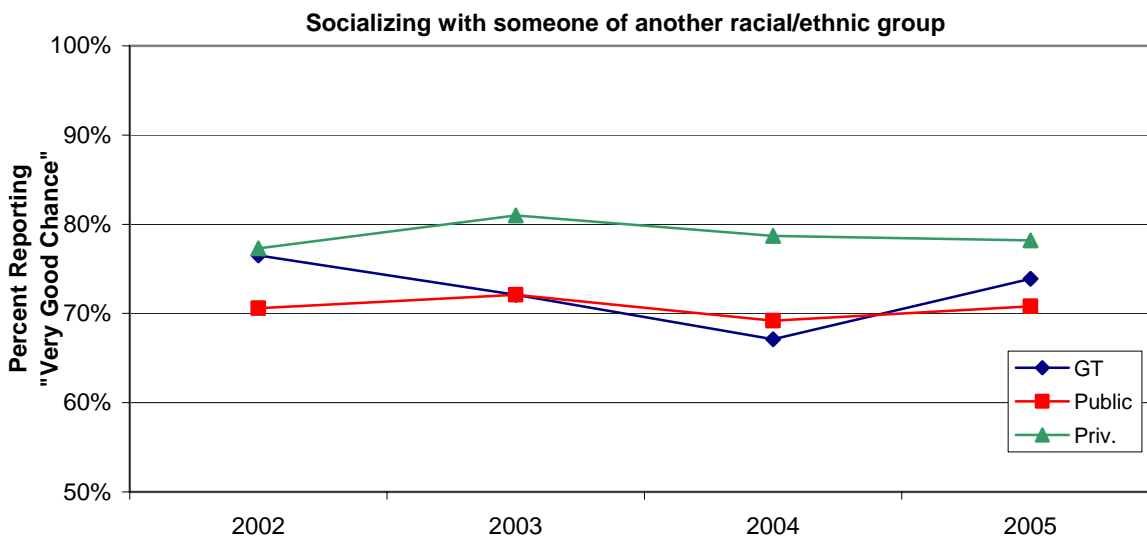
- Private (40.6%) comparator institution respondents responded that they would participate in volunteer or community service work at a higher rate than GT students (28.5%). GT females were almost twice as likely to plan to participate as males.
- Fewer GT respondents (30.5%) indicated that there was a “very good” chance they would participate in a study abroad program, compared to respondents from public (35.0%) and private (43.4%) comparator institutions. GT females were over twice as likely to plan to participate as males.



**"Very Good Chance" of Study Abroad Participation: 2002-2005**



- Nationally, the percentage of students reporting that the chances were very good that they would socialize with someone of another racial/ethnic group in the coming year continues its modest decline. However, more GT respondents (73.9%) said that the chances were very good that they would socialize with someone of another racial/ethnic group (an increase from 67.1% in 2004), as compared to 70.8% of public comparator institutions and 78.2% of private comparator institutions. GT females were more likely than males to anticipate such interaction.



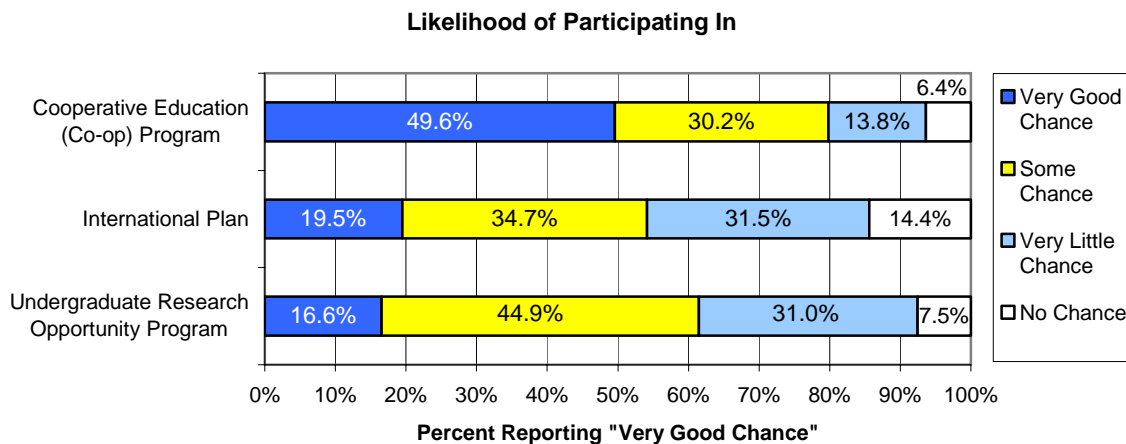
- Responding GT students felt they would be more satisfied with college overall (61.6%) than respondents from public comparator institutions (57.2%) but less satisfied than respondents from private comparator institutions (66.6%).

Georgia Tech students were asked several additional questions about expectations of their first year.

- Roughly half (50.5%) of GT respondents anticipated making an overall GPA between 3.0 and 3.4 their *first year*, while 43.8% anticipated making between 3.5 and 4.0 (up from 51.4% in 2002). Males had slightly higher expectations than females.
- 48.7% of GT students anticipated studying 6-15 hours a week, while 29.4% anticipated 16-20 hours (with GT females planning to study slightly more hours than males).
- Most of the GT respondents (85.0%) expected school work and academics to be the biggest source of stress during that first year. To deal with stress, 61.4% of the students indicated they would use physical activity, such as working out or playing sports, to help alleviate stress.
- Two-thirds of GT respondents felt there was at least some chance they would participate in formal leadership programs or activities while at Tech, with 23.8% indicating there was a very good chance (females twice as likely as males).
- Roughly half of the respondents felt there was at least some chance that they would seek out a peer mentor, such as a peer advisor, with 15.0% indicating that there was a very good chance.

- 59.6% of GT respondents indicated there was some chance that they would seek out a faculty mentor. Similarly, more than two thirds indicated some chance of seeking out a professional mentor in their field of study, with 21.4% saying there was a very good chance. Females felt they were more likely to pursue all of these mentor relationships than males.

Looking at current Quality Enhancement Program initiatives, a little more than half of the GT students who responded felt there was some chance that they would participate in the International Plan, with 19.5% indicating that there was a very good chance. Similarly, 61.5% of responding students indicated at least some interest in the Undergraduate Research Opportunity Program, with 16.6% indicating a very good chance that they would participate. For comparison, nearly half of the GT respondents indicated a very good chance of participating in Georgia Tech’s well-known Cooperative Education Program.



Nearly half (49.6%) of GT respondents said they would confront the offender if they witnessed cheating by one of their fellow students, but 19.9% said they would ignore the situation (up from 14.6% in 2004). Almost three-fourths (72.7%) of GT respondents thought it was very or extremely important to be able to function in culturally and ethnically diverse environments (more females than males thought this was extremely important).

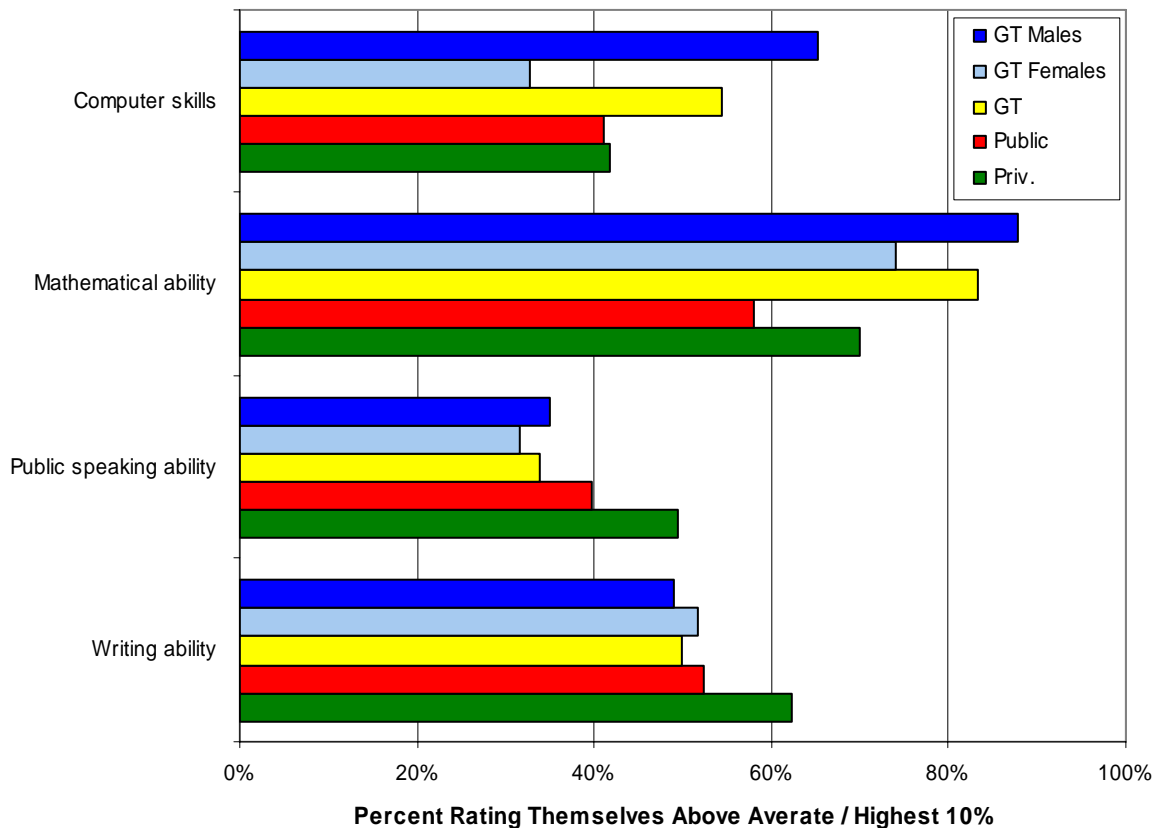
Over three-quarters (76.8%) of Georgia Tech students are looking forward to starting college, with no or with very few worries about college. Males were almost twice as likely to report having no worries about starting college.

### Self-Ratings of Abilities and Life Objectives

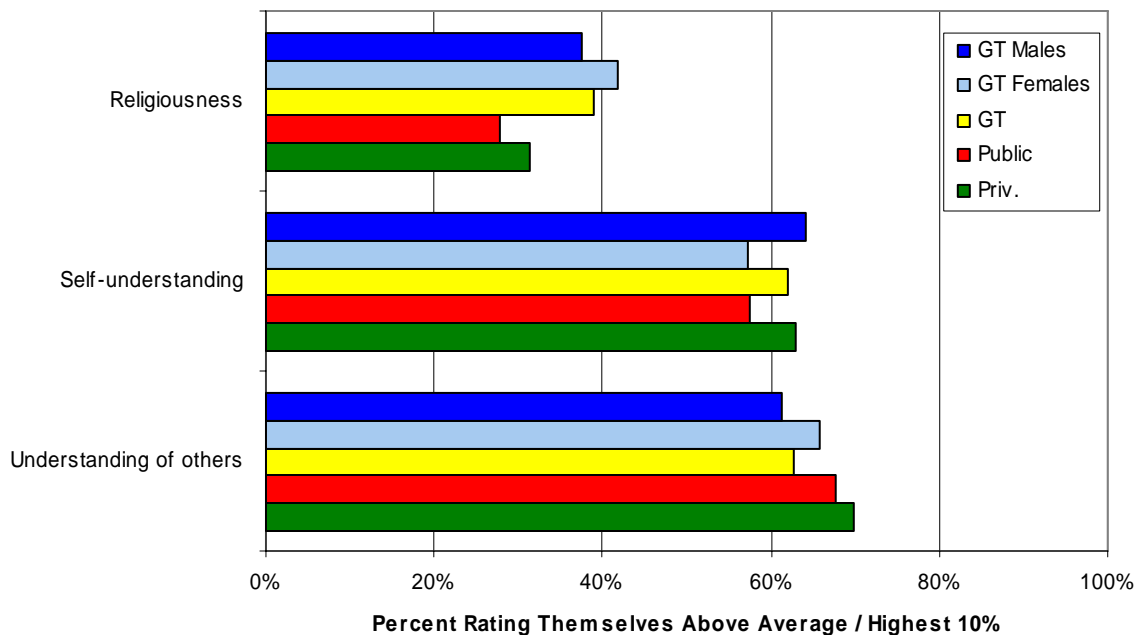
Students were asked to rate themselves compared with the average person their age in a number of abilities. The percentages of students rating themselves “above average” or “in the highest 10%” of all eighteen abilities are shown in the table below. GT respondents rated themselves higher than respondents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

	<b>GT</b>	<b>Public</b>	<b>Priv.</b>
Academic ability	94.2%	85.2%	93.0%
Mathematical ability	83.2%	58.1%	69.9%
Drive to achieve	80.9%	77.6%	85.5%
Self-confidence (intellectual)	75.8%	65.1%	72.9%
Cooperativeness	72.3%	74.5%	74.2%
Emotional health	65.0%	58.1%	60.9%
Leadership ability	64.4%	63.7%	69.1%
Understanding of others	62.7%	67.6%	69.9%
Self-understanding	61.9%	57.4%	62.9%
Physical health	61.8%	58.6%	62.2%
Creativity	56.5%	57.8%	60.6%
Computer skills	54.5%	41.1%	41.7%
Writing ability	49.9%	52.3%	62.2%
Self-confidence (social)	49.0%	51.8%	52.7%
Spirituality	42.3%	35.0%	38.9%
Religiousness	39.0%	27.9%	31.3%
Public speaking ability	33.8%	39.8%	49.4%
Artistic ability	31.9%	30.1%	34.2%

- Responding GT students (particularly females) again felt they had higher computer and mathematical abilities than respondents from designated comparator institutions. In contrast, they also reported lower writing and public speaking abilities compared to respondents from designated comparator institutions.



- While GT students (80.9%) again rated themselves lower than respondents from private designated comparator institutions (85.5%) on their drive to achieve, GT females still reported a higher drive than GT males.
- GT respondents rated themselves higher than respondents from comparator institutions on religiousness and spirituality, but lower on their understanding of others. In other areas, among GT respondents, men reported higher intellectual self-confidence, self-understanding, and emotional and physical health than did GT women. GT females rated themselves higher on religiousness, artistic ability, and understanding of others.

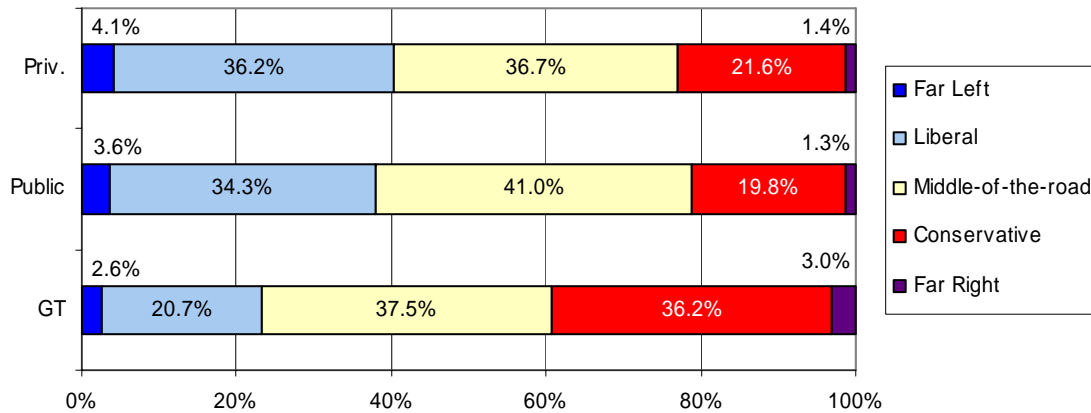


Students were asked to rate the personal importance of twenty-one life objectives. Of those who rated each objective as “essential” or “very important” in life:

- All three groups rated “being very well off financially” highly, with responding GT students (73.0%) and respondents from public comparator institutions (73.5%) more likely than respondents from private (69.3%) comparator institutions to think it is essential or very important.
- Approximately 70% of all survey respondents indicated that raising a family is essential or very important, and nearly two-thirds rated “becoming an authority in my field” highly.
- Responding GT students were less likely than respondents from private or public comparator institutions to think helping others who are in difficulty or developing a meaningful philosophy of life were essential or very important objectives. GT students were also less likely than respondents from private comparator institutions to think keeping up to date with political affairs was an essential or very important objective.

<u>“Essential” / “Very Important”</u>	<u>GT Males</u>	<u>GT Females</u>	<u>GT</u>	<u>Public</u>	<u>Priv.</u>
Helping others who are in difficulty	50.4%	61.5%	54.1%	65.0%	68.3%
Improving my understanding of other countries and cultures	41.8%	65.1%	49.5%	54.0%	63.4%
Developing a meaningful philosophy of life	41.5%	48.0%	43.6%	47.9%	55.7%
Integrating spirituality into my life	39.8%	48.3%	42.7%	36.4%	41.8%
Keeping up to date with political affairs	40.1%	41.6%	40.6%	41.7%	50.0%
Having administrative responsibility for the work of others	38.9%	40.3%	39.3%	38.6%	39.0%
Becoming successful in a business of my own	40.3%	34.6%	38.4%	40.2%	40.5%

39.2% of GT respondents characterized themselves as conservative/far right, as compared to 21.1% of respondents from public comparator institutions and 23.0% of respondents from private comparator institutions. Nationally, students have become increasingly polarized in their political orientation. The percentage choosing “middle of the road” has reached its lowest point in over thirty years, a continued decline from 2004. For Georgia Tech, this is the highest percentage of conservative and far right respondents in the last 30 years.



There were many areas in which GT respondent agreed more with the conservative point of view than respondents from comparator institutions, as well as expressing a more conservative viewpoint than other GT respondents in the past 10 years. 32.2% of GT respondents agreed with the statement “racial discrimination is no longer a major problem in America”, up from 29.7% in 2000 and 23% in 1995, and higher than respondents from comparator institutions.

<u>Percent rating item “Strongly” or “Somewhat Important”</u>	<u>Georgia Tech</u>			<u>Public</u>	<u>Private</u>
	<u>1995</u>	<u>2000</u>	<u>2005</u>	<u>2005</u>	<u>2005</u>
Racial discrimination is no longer a major problem in America	23.0%	29.7%	32.2%	18.1%	18.0%
Affirmative action in college admissions should be abolished	*	71.5%	42.6%	55.2%	59.0%
There is too much concern in the courts for the rights of criminals	79.6%	68.6%	61.7%	53.6%	48.3%
Abortion should be legal	59.4%	54.9%	52.1%	64.5%	67.2%

\* - Question not asked in 1995