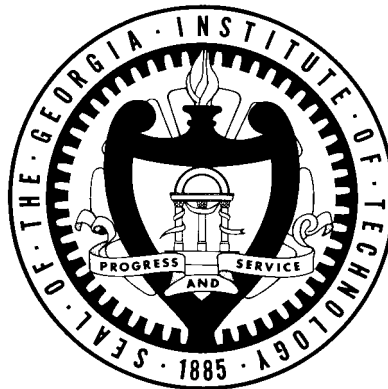




Georgia Institute of Technology

Cooperative Institutional Research Program (CIRP) 2011 Freshman Survey Report



Office of Assessment
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Executive Summary

The Georgia Institute of Technology (GT) 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. In the study, Georgia Tech is classified as a public high-selectivity (SAT scores of 1140 or more) institution and is compared to both public high-selectivity and private very high-selectivity universities ("Public" and "Private" comparator institutions).

Incoming 2011 Georgia Tech freshmen who participated in FASET activities were asked to complete the CIRP student survey in a dedicated FASET session. As a result, this report is based on the 2,367 responses of those students (87.8 percent of the first-time, full-time class).

This report presents selected results from the 2011 survey and can be found along with complete results at < <http://www.assessment.gatech.edu> >. Highlights from the survey include:

- GT respondents are significantly more likely than are their peers at both public and private institutions to say that both academic reputation (GT: 90.2 percent; public 83.9 percent; private: 87.3 percent) and the ability of the institution to prepare students for good jobs (GT: 83.8 percent; public: 66.9 percent; private: 69.7 percent) were factors in their decision to attend.
- More than half of Georgia Tech first-year students have a high academic self-concept (51.4 percent), while over a third have a high likelihood of college involvement (34.4 percent), and slightly more than a quarter (26.0 percent) have a high social self-concept.
- GT women are significantly more likely than are GT men to have a high likelihood of campus involvement (women: 51.0 percent; men: 23.8 percent).
- Georgia Tech men were more likely than were GT women to rate their mathematical ability (men: 89.7 percent; women: 73.4 percent) and intellectual self-confidence (men: 79.4 percent; women: 63.6 percent) as "above average" or "highest 10%."
- GT respondents are significantly less likely than their peers at both public and private universities to report having asked questions in class (GT: 52.3 percent; public 59.4 percent; private: 66.4 percent), sought feedback on academic work (GT: 48.0 percent; public 53.7 percent; private: 60.5 percent) and revised papers (GT: 42.4 percent; public 53.1 percent; private: 60.7 percent) in high school.
- GT respondents were significantly more likely than their peers at private universities to say that it is "essential" or "very important" to be very well off financially (GT: 80.3 percent; private: 74.6 percent), while they are significantly less likely than these same peers at both public and private universities to indicate they believe it to be "very important" or "essential" to help others who are in difficulty (GT: 58.4 percent; public 68.8 percent; private: 74.0 percent).

In Summer 2012, the Office of Assessment will begin using a different freshman survey—the Beginning College Survey of Student Engagement (BCSSE). BCSSE is related to the National Survey of Student Engagement (NSSE) and is similarly constructed to collect data about entering students' high school academic and co-curricular experiences as well as their expectations of their college experience. Using BCSSE in conjunction with NSSE (which is regularly administered at GT) will permit more robust analysis of the student experience at GT. CIRP will continue to be administered every four or five years to allow us to continue to maintain a longitudinal profile of entering freshman at GT.

Overview

The Georgia Institute of Technology (GT) 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 Georgia Tech freshmen were asked to complete the survey during a FASET orientation session. Of the 2,695 first-time, full-time students in the incoming 2011 class, 2,367 students completed the survey (87.8 percent of the incoming first-time, full-time class). Chi-square tests for sample representativeness ($p < .01$) revealed that there were significant differences in proportion between the 2011 freshman class and the obtained response in terms of gender, Georgia residence, U.S. citizenship status, and ethnicity with African-American students underrepresented in the sample. Caution should be exercised in interpreting results that may be influenced by these covariates.

In addition to GT's results, HERI reports aggregate results of other institutions, categorized by admission selectivity. Georgia Tech is classified as a public high-selectivity (SAT scores of 1140 or more) institution. Twelve other universities are included in the public high-selectivity comparison norms ("Public" comparison group).¹ This report also provides comparison norms for 12 private very high-selectivity (SAT scores of 1310 or more) institutions ("Private" comparison group).²

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 also presented for select items, with differences of 10 percent or more statistically significant. Based on the obtained samples of students, these differences are significant at a $p < .001$ level.

In 2009, HERI introduced seven new constructs assessing latent traits among students. These constructs were identified using Item Response Theory and were designed to allow institutions to use the data locally for internal assessment needs. Each construct is comprised of a number of items which covary and are hypothesized to be related by a common underlying trait, with each item in the construct an observable manifestation of that hypothesized trait. The seven constructs identified by HERI are listed below:

- Academic Self-Concept
- Social Self-Concept
- Pluralistic Orientation
- Social Agency
- Habits of Mind
- Likelihood of College Involvement
- College Reputation Orientation

For each construct, HERI provides the percentage of respondents who demonstrate a low, moderate, and high level of the underlying trait. Comparisons among GT respondents and their public and private university peers having a "high" construct score are provided, and differences significant at a $p < .001$ level are identified.

¹ *Public high selectivity institutions:* College of William and Mary, Florida State University, Miami University-Oxford, The University of Alabama, University of California-Los Angeles, University of California-San Diego, University of Illinois at Urbana-Champaign, University of Michigan-Ann Arbor, University of North Carolina-Chapel Hill, University of Pittsburgh-Pittsburgh Campus, University of South Carolina-Columbia, and Virginia Polytechnic Institute and State University.

² *Private very-high selectivity institutions:* Boston College, Brown University, California Institute of Technology, Carnegie Mellon University, Duke University, Emory University, Northwestern University, Rice University, University of Notre Dame, University of Pennsylvania, University of Southern California, and Vanderbilt University. There is no "very-high selectivity" group for public universities.

Demographics

- CIRP respondents at GT were 56.8 percent male and 43.2 percent female
- Ethnicity: GT respondents labeled themselves as
 - White/Caucasian (61.1 percent)
 - African American/Black (5.5 percent)
 - Asian American/Asian (21.7 percent)
 - Hispanic (7.0 percent)³

In Table 1, Georgia Tech CIRP respondents are compared to the population of first-time, full-time freshmen based on sex, ethnicity, residency and citizenship.

Table 1. CIRP respondents compared to GT freshmen (percentages)

	GT CIRP Respondents* (n = 2,367)	GT Freshmen* (n = 2,695)
Sex		
Male	56.8	62.3
Female	43.2	37.7
Ethnicity		
White/Caucasian	61.1	58.8
African American/Black	5.5	6.2
American Indian/Alaska Native	0.1	0.1
Asian/Pacific Islander	21.7	24.0
Hispanic	7.0	6.6
Other	4.6	4.2
College		
Architecture	3.3	3.4
Computing	6.0	6.4
Engineering	66.5	68.0
Ivan Allen	5.8	4.7
Management	6.4	6.3
Sciences	11.9	11.2
Residence		
In-state	65.6	61.1
Out-of-state	34.4	38.9
Citizenship status		
U.S. citizen	88.3	85.9
Permanent resident	4.7	5.3
International	7.0	8.8

*Figures may not sum to 100% due to rounding

³ Respondents are allowed to check more than one ethnicity. The Hispanic category includes Mexican American/Chicano, Puerto Rican, and Other Latino.

Demographic Characteristics

- Citizenship/Language: 84.0 percent of GT respondents report English as their native language and 88.3 percent of GT respondents report that they are U.S. citizens.
- The percentage of GT respondents living within 100 miles of campus (56.7 percent) is significantly higher than for public university students (39.0 percent) and private university students (21.4 percent). Additionally, 49.0 percent of GT respondents live within 50 miles of Georgia Tech, while only 25.4 percent of public university and 15.7 percent of private university students live within 50 miles of their campus. Georgia Tech women are significantly more likely to live within 50 miles of campus (55.1 percent) than are their male classmates (45.3 percent).
- Reportedly, 65.5 percent of Georgia Tech students attended traditional public schools, with 8.3 percent attending public magnet schools and 3.9 percent attending public charter schools. Of the remaining respondents, 11.5 percent attended private college-prep schools and 10.4 percent attended private religious/parochial schools. Less than 1 percent of GT responders were home schooled during high school (0.4 percent).
- Parents of GT respondents are generally comparable to parents at public and private universities in terms of income and education level; however, students attending private institutions are significantly more likely to report parental income exceeding \$250,000 and parents with graduate degrees. While the percentage of GT respondents who report unemployed fathers had risen from 0.6 percent in 2006 to 2.5 percent in 2010, this percentage fell somewhat in 2011 to 2.1 percent; findings echoed at both public (2006: 2.2 percent; 2010: 3.4 percent; 2011: 3.1 percent) and private institutions (2006: 1.6 percent; 2010: 3.4 percent; 2011: 2.6 percent).
- The proportion of GT respondents who report confidence in their ability to finance their college education (43.7 percent) is statistically equivalent to students at both public (40.4 percent) and private institutions (42.3 percent). Among GT respondents, out-of-state students and international students were significantly more likely than in-state students to indicate concern (nonresident: 9.0 percent; international: 13.7 percent; resident: 5.8 percent).

Table 2. Respondents' parental income (percent indicating)

	GT Total*	Public*	Private*
Under \$30,000	7.7	10.5	8.3
\$30,000 to \$49,999	7.5	8.2	7.2
\$50,000 to \$74,999	12.7	13.4	11.1
\$75,000 to \$99,999	13.2	12.4	10.0
\$100,000 to \$245,999	45.6	41.4	38.5
\$250,000 +	13.3	14.1	24.8

*Figures may not sum to 100% due to rounding

Table 3. Respondents' parental education (percent indicating)

	Father			Mother		
	GT*	Public*	Private*	GT*	Public*	Private*
Junior high/Middle school or less	0.7	2.9	1.8	0.7	2.7	1.5
Some high school	1.5	2.3	1.6	1.4	1.9	1.4
High school graduate	6.0	9.7	5.6	5.6	9.2	5.9
Postsecondary school other than college	1.9	2.0	1.3	1.8	2.3	1.8
Some college	7.6	9.6	7.3	10.5	11.5	8.3
College degree	40.4	32.9	28.2	46.8	41.1	40.5
Some graduate school	3.5	3.0	3.3	3.9	3.6	4.2
Graduate degree	38.5	37.5	50.8	29.3	27.7	36.5

*Figures may not sum to 100% due to rounding

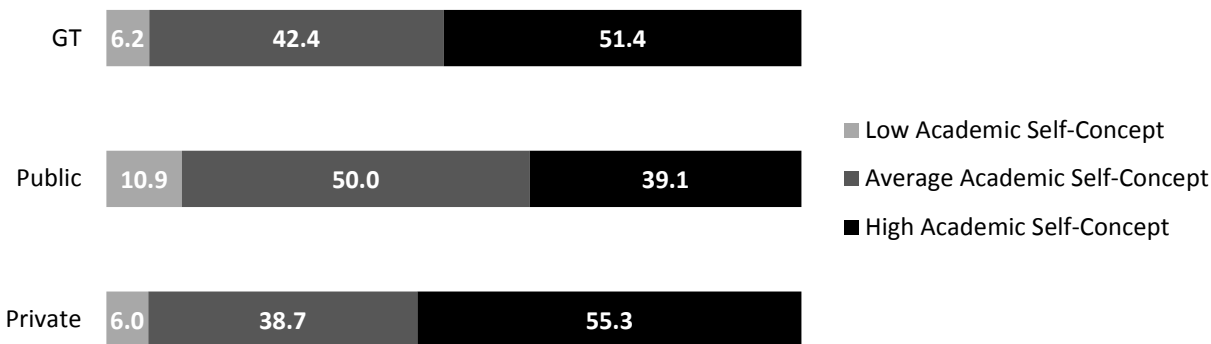
The CIRP is comprised of questions that ask students to provide detailed information about family characteristics, academic and social activities engaged in during their senior year of high school, career ambitions, life goals, influences on their college choice, anticipation about college activities, and values. Starting with the 2009 administration of the CIRP, researchers and developers at the Higher Education Research Institute provided institutions with seven constructs derived from the data collected on the individual questions that will be consistent across future CIRP administrations. Based on students' responses to the items comprising the construct, students are identified as demonstrating either "low," "average," or "high" levels of the construct. Three of these constructs are based on questions addressing students' self-rating of their abilities.

Self-Ratings of Abilities

Students were asked to rate themselves in comparison to an average person their age on a number of abilities and traits. These abilities and traits represent elements of academic, personal, and social self-efficacy.

The Academic Self-Concept construct is "a unified measure of students' beliefs about their abilities and confidence in academic environments" (Pryor, Hurtado, DeAngelo, Blake, and Tran, 2009, p. 50). This construct is comprised of responses to academic ability, drive to achieve, mathematical ability, and intellectual self-confidence. Slightly more than half of Georgia Tech respondents (51.4 percent) had a high academic self-concept, significantly more than at public universities (39.1 percent) but significantly lower than at private universities (55.3 percent). (See Chart 1.)

Chart 1. Academic Self-Concept Chart



Among GT respondents, 58.8 percent of men had a high academic self-concept, while only 39.6 percent of women evidenced a high academic self-concept, a statistically significant difference, and a pattern that is consistently found among men and women at both public (men: 48.4 percent; women: 30.6 percent) and private (men: 65.1 percent; women: 46.0 percent) institutions. Both men and women at GT had significantly higher academic self-concepts than did their peers at public institutions, but significantly lower academic self-concepts than their peers at private institutions.

When the individual items were examined, GT respondents were significantly more likely than their peers at both public and private universities to rate themselves "above average" or "highest 10%" in mathematical ability (item 3), while they were significantly more likely than their public university

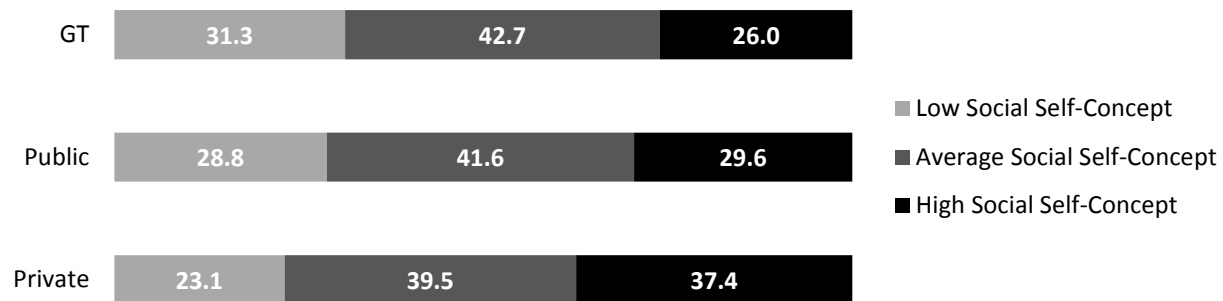
counterparts to rate themselves highly on academic ability (item 1) and intellectual self-confidence (item 4). GT respondents were, however, significantly *less* likely than their private university counterparts to rate themselves highly on drive to achieve (item 2). GT male respondents were significantly more likely than were GT female respondents to rate themselves “above average” or “highest 10%” on mathematical ability (item 3) and intellectual self-confidence (item 4). (See Table 4.)

Table 4. Items comprising the Academic Self-Concept Construct: Percent rating themselves “above average” or “highest 10%” compared with the average person their age

	GT Men	GT Women	GT Total	Public	Private
1 Academic ability	95.8	91.7	94.2	90.0	94.6
2 Drive to achieve	81.6	87.4	83.9	85.1	89.9
3 Mathematical ability	89.7	73.4	83.5	62.9	72.3
4 Self-confidence (intellectual)	79.4	63.6	73.4	68.4	76.0

Similar to the Academic Self-Concept construct, the Social Self-Concept construct is a “unified measure of students’ beliefs about their abilities and confidence in social situations” (Pryor et al., 2009, p. 50). Items included in this construct are leadership ability, popularity, public-speaking ability, and social self-confidence. (See Chart 2.)

Chart 2. Social Self-Concept Construct



Only 26.0 percent of GT respondents had a high social self-concept, significantly lower than both the 37.4 percent of private university respondents and the 29.6 percent of public university respondents. Georgia Tech men (28.4 percent) and women (22.3 percent) were equally likely to have a high social self-concept.

On the individual items, GT respondents were significantly less likely than their peers at private universities to rate themselves as “above average” or “in the highest 10%” on leadership ability (item 1), social self-confidence (item 2), and on public speaking ability (item 3), while GT respondents were significantly less likely than their peers in both public and private institutions to rate themselves as “above

average” or “in the highest 10%” on popularity (item 4). Among Georgia Tech respondents, men had significantly higher self-ratings on popularity (item 4) than did women. (See Table 5.)

Table 5. Items comprising the Social Self-Concept Construct: Percent rating themselves “above average” or “highest 10%” compared with the average person their age

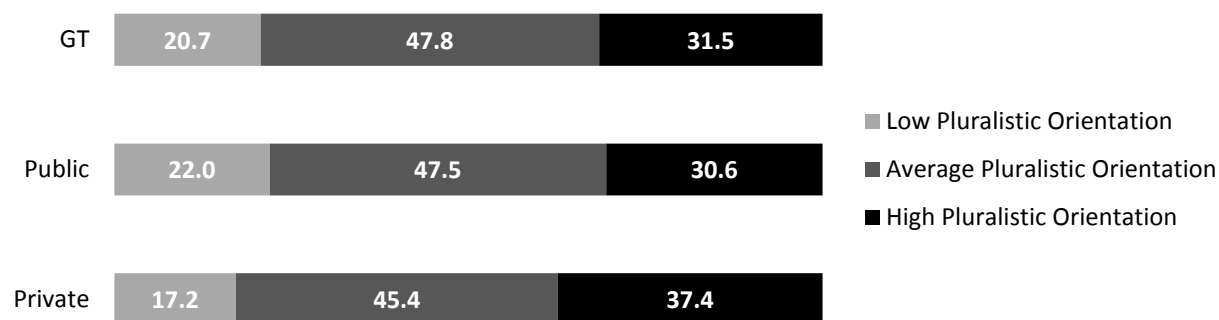
	GT Men	GT Women	GT Total	Public	Private
1 Leadership ability	65.9	62.4	64.6	66.9	72.7
2 Self-confidence (social)	49.2	44.9	47.6	50.7	54.7
3 Public-speaking ability	44.1	36.3	41.1	42.3	52.9
4 Popularity	39.8	29.2	35.7	39.4	46.4

On additional items related to perceived abilities, GT respondents were significantly more likely than were their peers at both public and private institutions to rate themselves “above average” or “highest 10%” on computer skills (item 9), but significantly less likely than those comparators to rate themselves highly on understanding of others (item 3). Georgia Tech respondents were also significantly less likely than their peers at private universities to rate themselves highly on cooperativeness (item 1), competitiveness (item 2), self-understanding (item 5), creativity (item 7), and writing ability (item 8). Among GT respondents, men were significantly more likely than were women to rate themselves “above average” or “highest 10%” on competitiveness (item 2), physical health (item 4), self-understanding (item 5), emotional health (item 6), and computer skills (item 9). (See Table 6.)

Table 6. Other Ability Self-Ratings: Percent rating themselves “above average” or “highest 10%” compared with the average person their age

	GT Men	GT Women	GT Total	Public	Private
1 Cooperativeness	71.9	69.8	71.1	75.5	77.8
2 Competitiveness	70.5	58.7	66.0	64.4	70.0
3 Understanding of others	62.7	65.6	63.9	68.3	73.3
4 Physical health	66.5	52.7	61.3	61.7	63.6
5 Self-understanding	64.8	53.2	60.3	60.8	67.5
6 Emotional health	63.0	50.8	58.3	59.9	62.8
7 Creativity	56.0	53.1	54.8	52.7	59.9
8 Writing ability	49.1	52.9	50.5	52.4	64.4
9 Computer skills	59.8	30.5	48.6	39.5	43.2
10 Spirituality	37.3	37.7	37.5	36.2	39.8
11 Artistic ability	28.3	32.5	30.0	27.5	33.5

The Pluralistic Orientation construct measures “skills and dispositions appropriate for living and working in a diverse society” (Pryor et al., 2009, p. 50). Nearly a third of Georgia Tech respondents (31.5 percent) had a high pluralistic orientation, which was statistically comparable to the percentage of respondents at public universities (30.6 percent), but significantly lower than the percentage of respondents at private universities (37.4 percent). (See Chart 3.)

Chart 3. Pluralistic Orientation Construct

Among GT respondents, men (33.5 percent) were equally as likely as women (28.4 percent) to have a high pluralistic orientation. Both GT men and GT women were significantly less likely to have a high pluralistic orientation than were men and women at private institutions (men: 40.3 percent; women: 34.6 percent).

Table 7 presents the five items included in the Pluralistic Orientation construct. GT respondents were significantly less likely than were their peers at private universities to rate themselves as either “above average” or “highest 10%” relative to people their age on ability to see the world from someone else’s perspective (item 4). Georgia Tech men were significantly more likely than Georgia Tech women to rate themselves highly on the ability to discuss and negotiate controversial issues (item 3) and openness to having their views challenged (item 5).

Table 7. Items comprising the Pluralistic Orientation Construct: Percent rating themselves “above average” or “highest 10%” compared with the average person their age

	GT Men	GT Women	GT Total	Public	Private
1 Ability to work cooperatively with diverse people	83.5	83.9	83.6	83.5	86.4
2 Tolerance of others with different beliefs	80.2	79.6	80.0	80.5	84.4
3 Ability to discuss and negotiate controversial issues	75.9	63.9	71.3	69.7	75.5
4 Ability to see the world from someone else's perspective	70.5	72.0	71.1	72.4	78.1
5 Openness to having my own views challenged	67.8	57.0	63.7	62.4	67.5

Between 2010 and 2011, there were no statistically significant changes in incoming GT first-year students’ self-ratings of their ability on any of these items.

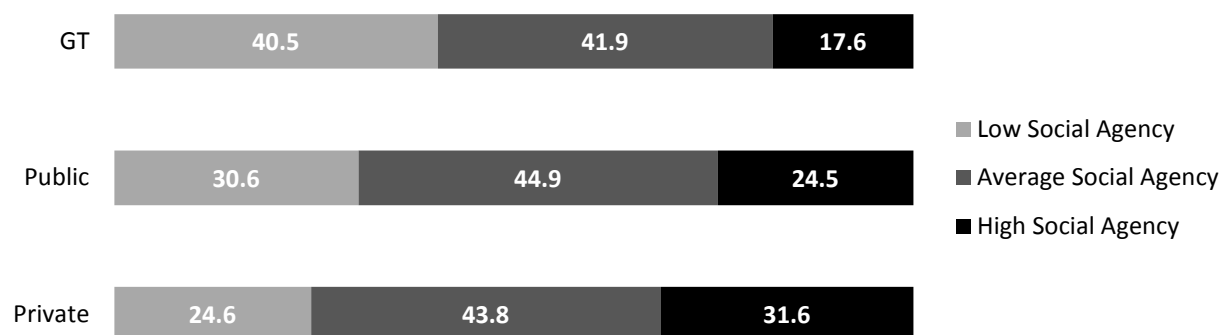
Life Objectives

Students were also asked to rate the personal importance of 20 life objectives from “essential” to “not important.”

Social Agency

The Social Agency construct is comprised of six questions and measures “the extent to which students value political and social involvement as a personal goal” (Pryor et al., 2009, p. 50). The percentage of GT respondents who have a high degree of social agency (17.6 percent) is significantly lower when compared with respondents at public (24.5 percent) and private (31.6 percent) universities. (See Chart 4.)

Chart 4: Social Agency Construct



Among GT respondents, men (13.9 percent) were significantly less likely than women (23.4 percent) to have a high degree of social agency. GT men had significantly lower levels of social agency than did their same-sex peers at public (21.0 percent) and private universities (28.3 percent), while GT women had significantly lower levels of social agency than did their peers at private institutions (34.7 percent).

Of the six items in the construct, only helping others who are in difficulty (item 1) was among the top five life objectives for GT respondents. GT respondents were significantly less likely than were their peers at either public or private universities to indicate that it was “very important” or “essential” to help others who are in difficulty (item 1), become a community leader (item 2), keep up to date with political affairs (item 3), influence social values (item 4), help promote racial understanding (item 5), or participate in a community action program (item 6). Among Georgia Tech respondents, women were significantly more likely than men to indicate that it is “essential” or “very important” for them to help others who are in difficulty (item 1), become a community leader (item 2), and participate in a community action program (item 6). (See Table 8.)

Table 8. Life objectives: Percent rating objective “essential” or “very important”

	GT Men	GT Women	GT Total	Public	Private
1 Helping others who are in difficulty	53.4	66.4	58.4	68.8	74.0
2 Becoming a community leader	30.9	41.6	35.0	40.2	44.9
3 Keeping up to date with political affairs	32.0	34.6	33.0	39.2	46.6
4 Influencing social values	26.3	31.5	28.3	37.4	42.9
5 Helping to promote racial understanding	24.0	31.2	26.8	31.6	36.3
6 Participating in a community action program	18.4	34.7	24.6	31.4	38.4

The top five life objectives for GT respondents

GT responders were significantly more likely than their peers at private universities to say that it was “essential” or “very important” for them to be well off financially (item 1), while they were significantly less likely than their peers at both public and private universities to say that it was “essential” or “very important” for them to raise a family (item 2) or to help others in difficulty (item 4). Among GT respondents, women were significantly more likely than were their male counterparts to indicate that it was “very important” or “essential” to help others who are in difficulty. (See Table 9.)

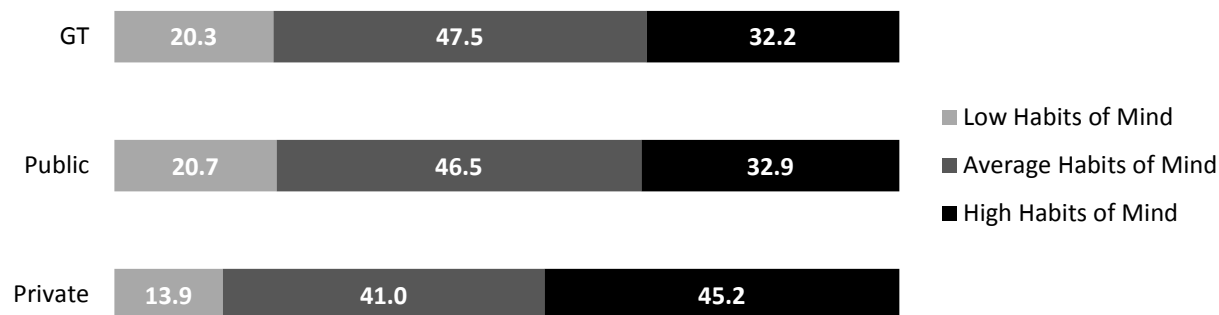
Table 9. Top five GT life objectives: Percent rating objective “essential” or “very important”

	GT Men	GT Women	GT Total	Public	Private
1 Being very well off financially	80.8	79.4	80.3	77.3	74.6
2 Raising a family	67.6	66.2	67.1	72.3	75.0
3 Becoming an authority in my field	63.4	58.0	61.3	58.9	65.8
4 Helping others who are in difficulty	53.4	66.4	58.4	68.8	74.0
5 Obtaining recognition from my colleagues for contributions to my special field	57.7	56.0	57.0	55.6	58.8

Academic Behaviors

In addition to identifying how students spend their time and identifying students’ attitudes towards school and certain curricular and extracurricular activities, the CIRP also asks students to identify how often they engage in certain educationally meaningful activities. The Habits of Mind construct is “a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning” (Pryor et al., 2009, p. 50). Slightly less than a third of GT respondents (32.2 percent) displayed high levels in the Habits of Mind construct, a significantly lower percentage than for respondents attending private comparator institutions (45.2 percent) but statistically comparable to peers at public universities (32.9 percent). Among GT respondents, the proportion of men (30.8 percent) and women (29.7 percent) with high habits of mind was statistically equivalent. (See Chart 5.)

Chart 5. Habits of Mind Construct



Both GT men (34.5 percent) and women (28.6 percent) displayed significantly lower levels of this construct than did their male and female peers at private universities (male: 46.6 percent; female: 43.9 percent).

Examining the individual items in the construct, GT respondents were significantly less likely than were their peers in both public and private universities to report asking questions in class (item 7), seeking feedback on their academic work (item 10), and revising their papers (item 12). GT respondents were significantly less likely than their private university peers to report supporting opinions with logical arguments (item 1), seeking solutions to problems and explaining them to others (item 2), evaluating the quality of information received (item 9), and taking a risk because they think they have something to gain (item 13). GT respondents were significantly more likely than their public university counterparts to report seeking alternative solutions to a problem (item 6) and exploring topics on their own (item 11). Table 10 presents the percentage of respondents who indicated that they engaged in the following activities “frequently” during their senior year of high school.

While these items were not specifically a part of the construct, GT students were also significantly less likely than their peers at both public and private universities to report having taken notes during class (item 4) or worked with other students on group projects (item 8). Additionally, GT students were significantly less likely than their private university peers to report integrating skills and knowledge from different sources and experiences (item 3).

Table 10. Percent of respondents indicating “frequent” engagement in the following educational activities

	GT Men	GT Women	GT Total	Public	Private
1 Support your opinions with a logical argument [†]	76.9	64.9	72.3	68.7	78.5
2 Seek solutions to problems and explain them to others [†]	68.2	61.5	65.6	63.1	74.5
3 Integrate skills and knowledge from different sources and experiences	63.3	65.6	64.2	66.1	75.5
4 Take notes during class	49.7	80.5	61.6	71.1	75.6
5 Accept mistakes as part of the learning process [†]	57.6	51.7	55.3	55.6	58.3
6 Seek alternative solutions to a problem [†]	55.7	50.2	53.6	48.9	55.0
7 Ask questions in class [†]	49.8	56.3	52.3	59.4	66.4
8 Work with other students on class assignments	45.4	59.7	50.9	55.9	60.5
9 Evaluate the quality or reliability of information you received [†]	50.6	44.9	48.4	46.1	55.6
10 Seek feedback on your academic work [†]	44.7	53.3	48.0	53.7	60.5
11 Explore topics on your own, even though it was not required for a class [†]	49.4	33.8	43.4	37.9	45.0
12 Revise your papers to improve your writing [†]	36.6	51.7	42.4	53.1	60.7
13 Take a risk because you feel you have more to gain [†]	40.4	36.6	39.0	39.5	44.3
14 Look up scientific research articles and resources [†]	34.7	25.6	31.2	28.9	34.2

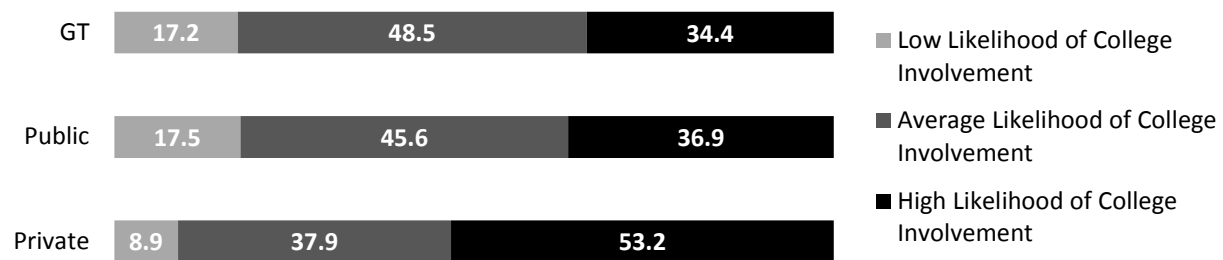
[†]Habits of Mind Construct

While GT men and women had comparable scores on the Habits of Mind construct, GT men were significantly more likely than GT women to indicate that they frequently supported their opinions with a logical argument (item 1) and explored topics on their own (item 11). GT women were, however, more likely than their male counterparts to indicate that they frequently took notes during class (item 4), worked with other students on class assignments (item 8), and revised papers to improve writing (item 12).

Social Involvement

When not studying, there are many different ways in which students can get involved with college life, ranging from intramural and club sports to Greek life to volunteer opportunities. The Likelihood of College Involvement construct is a “unified measure of students’ expectations about their involvement in college life generally” (Pryor et al., 2009, p. 50). A third of GT respondents (34.4 percent) had a high likelihood of college involvement, comparable to their peers at public universities (36.9 percent) but significantly lower than their peers at private (53.2 percent) universities. (See Chart 6.)

Chart 6. Likelihood of College Involvement Construct



GT women (51.0 percent) were significantly more likely than were GT men (23.8 percent) to have a high likelihood of campus involvement. Both GT men and women were significantly less likely than their male and female peers at private universities to have a high likelihood of college involvement (male: 40.7 percent; female: 64.9 percent).

GT respondents were significantly more likely than were their peers at both public and private universities to anticipate joining a fraternity or sorority (item 6), with GT women (28.9 percent) significantly more likely than GT men (18.0 percent). GT respondents were, however, significantly less likely than were their public and private university peers to anticipate participating in volunteer or community service (item 5). GT respondents were significantly less likely than their private university counterparts to anticipate socializing with someone of another ethnic group (item 1), participating in student clubs (item 2), and participating in study abroad (item 4). (See Table 11.)

Table 11. Predictions for the college experience: Percent estimating a “very good chance”

	GT Men	GT Women	GT Total	Public	Private
1 Socialize with someone of another racial/ethnic group [†]	72.8	77.8	74.8	72.8	84.6
2 Participate in student clubs/groups [†]	57.9	71.3	63.1	61.3	73.8
3 Play club, intramural, or recreational sports	47.7	34.3	42.5	38.1	41.8
4 Participate in a study abroad program [†]	30.9	57.7	41.3	43.0	53.3
5 Participate in volunteer or community service work [†]	22.6	52.5	34.2	40.4	53.8
6 Join a social fraternity or sorority	18.0	28.9	22.2	15.1	14.3
7 Participate in student government [†]	5.4	10.8	7.5	7.1	9.8
8 Participate in student protests or demonstrations	3.3	5.5	4.0	5.9	5.8

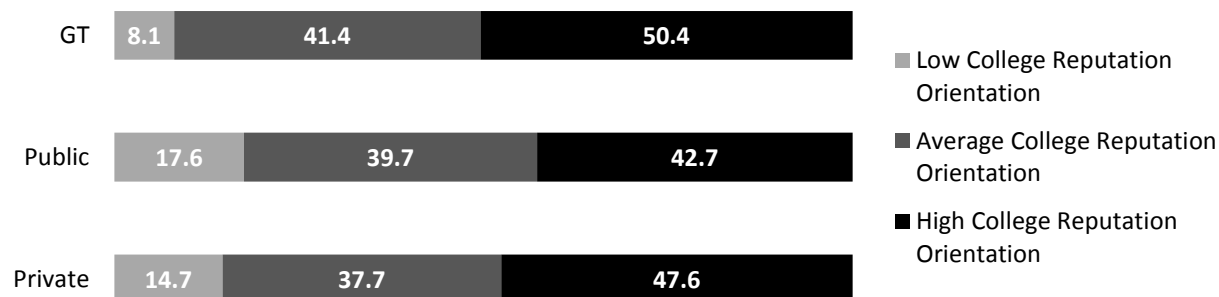
[†]Likelihood of College Involvement Construct

GT men and women were equally likely to anticipate socializing with people of diverse ethnic/racial backgrounds, and equally unlikely to anticipate participating in student demonstrations or protests. GT men were, however, significantly more likely than women were to anticipate playing non-NCAA sports (item 3), while GT women were significantly more likely to anticipate participating in student clubs and groups (item 2), and being involved in volunteer activities (item 5) and Greek life (item 6).

Influences on College Choice

The College Reputation Orientation construct measures “the degree to which students value academic reputation and future career potential as a reason for choosing” (Pryor et.al., 2009, p. 50) the college. Just slightly more than half of GT respondents (50.4 percent) had a high college reputation orientation, a significantly higher percentage than for respondents attending public comparator institutions (42.7 percent) but a statistically equivalent percentage to respondents attending private comparator institutions (47.6 percent). While college reputation is important for all GT respondents, women (59.6 percent) had a significantly higher college reputation orientation than did men (44.7 percent). (See Chart 7.)

Between 2009 and 2010, there was a statistically significant decline in the percentage of Georgia Tech students reporting a high college reputation orientation (2009: 52.8 percent; 2010: 45.4 percent). In 2011, the percentage of GT students reporting a high college reputation orientation rebounded to 50.4 percent, a statistically significant increase from 2010 levels. While GT men saw a small increase in reputation orientation from 2010 (42.9 percent) to 2011 (44.7 percent), for GT women this increase was large and statistically significant (2010: 49.7 percent; 2011: 59.6 percent). Similar patterns were not found among students at either public or private universities.

Chart 7. College Reputation Orientation Construct

Students rated possible factors that influenced them to attend their particular institution, and GT respondents continued a 40-year trend in rating Georgia Tech's academic reputation (item 1) as the top reason for choosing Georgia Tech. Additionally, 83.8 percent of GT students responded that the ability of GT graduates to get good jobs (item 2) was a factor in their decision to attend. More than 50 percent of GT respondents cited rankings in national magazines (item 3) and a reputation for getting graduates into graduate and professional schools (item 4) as reasons for enrolling, while more than a third indicated that cost (item 5) was a factor in their decision. (See Table 12.)

Table 12. Influences on enrollment at Georgia Tech

	GT Men	GT Women	GT Total	Public	Private
1 This college has a very good academic reputation [†]	89.1	92.0	90.2	83.9	87.3
2 This college's graduates get good jobs [†]	82.3	86.2	83.8	66.9	69.7
3 Rankings in national magazines	54.5	55.9	55.0	37.5	42.8
4 This college's graduates gain admission to top graduate/professional schools [†]	48.8	64.1	54.8	48.8	53.0
5 The cost of attending this college	32.8	42.1	36.4	29.7	24.8
6 I was admitted through an Early Action or Early Decision program	28.2	36.6	31.5	19.9	24.5
7 A visit to campus	23.5	33.1	27.2	42.0	49.9
8 I was offered financial assistance	22.2	30.3	25.3	25.8	39.1
9 Information from a website	23.8	26.0	24.7	21.2	27.5
10 I wanted to go to a school about the size of this college	18.7	29.7	23.0	32.0	38.2
11 This college has a good reputation for its social activities	17.8	20.6	18.9	43.7	44.0
12 My parents wanted me to come here	13.0	17.1	14.6	12.3	13.7
13 Could not afford first choice	10.0	16.5	12.5	8.6	4.5
14 Not offered aid by first choice	7.8	13.2	9.9	7.0	4.7
15 I wanted to live near home	7.8	12.2	9.5	9.3	6.1

[Continued on Page 15]

Table 12. Influences on enrollment at Georgia Tech [Continued from Page 14]

	GT Men	GT Women	GT Total	Public	Private
16 High school counselor advised me	6.9	6.7	6.8	6.8	9.2
17 My teacher advised me	4.5	6.1	5.1	4.8	5.3
18 My relatives wanted me to come here	4.6	5.5	5.0	4.9	5.1
19 The athletic department recruited me	1.9	2.9	2.3	3.4	6.0
20 Private college counselor advised me	1.3	2.0	1.6	2.1	4.7
21 I was attracted by the religious affiliation/orientation of the college	1.1	1.9	1.4	2.3	9.8
22 Ability to take online courses	1.1	0.8	1.0	1.3	0.9

*College Reputation Orientation Construct

Compared to their public and private university counterparts, GT respondents were significantly more likely to say that the ability of the institution to prepare students for good jobs (item 2), rankings in national magazines (item 3), cost (item 5), and admission through early action or early decision (item 6), were “very important” factors in their decision to enroll. Among GT respondents, only about a quarter indicated a visit to campus (item 7), the Institute’s size (item 10), and GT’s reputation for social activities (item 11) were a “very important” factor in their decision to attend, a proportion significantly lower than for their peers at either public or private comparator institutions. Compared with their peers at private universities, GT respondents were significantly more likely to say that not being able to afford their first choice and not receiving financial aid (items 13 and 14) were “very important” influences on their decision to enroll. GT respondents were also significantly less likely than their private university peers to say that an offer of financial assistance (item 8) and attraction to the religious orientation/affiliation of the institution (item 21) were “very important” influences on their decision to enroll. Georgia Tech respondents were significantly more likely than were their peers at public institutions to indicate that a good academic reputation (item 1) and their awareness of the ability of the institution to prepare students for admission into good graduate/professional schools (item 4) were “very important” factors in their decision to enroll. (See Table 12.)

Among GT respondents, women were significantly more likely than men to say that the Institute’s reputation for graduates’ ability to gain admission to top graduate schools (item 4), cost (item 5), and size (item 10), were “very important” factors in their college selection. (See Table 12.)

GT respondents who were not Georgia residents were significantly more likely than their resident peers to indicate that rankings in national magazines (nonresident: 65.9 percent; resident: 52.0 percent), the website (nonresident: 36.7 percent; resident: 20.5 percent) and a visit to campus (nonresident: 38.6 percent; resident: 24.3 percent) were “very important” in their decision to attend Georgia Tech. Georgia residents were significantly more likely than their nonresident peers to indicate that admission through either an Early Action or Early Decision program was “very important” in their decision to attend Georgia Tech (resident: 38.5 percent; nonresident: 19.2 percent) as were cost (resident: 45.4 percent; nonresident: 17.0 percent), being offered financial assistance (resident: 31.1 percent; nonresident: 16.0 percent), living near home (resident: 9.7 percent; nonresident: 2.0 percent), and not being accepted by their first choice (resident: 13.7 percent; nonresident: 7.6 percent). Georgia residents were also significantly more likely than nonresidents to indicate that the current economic situation significantly affected their college choice (resident: 54.6 percent; nonresident: 45.8 percent).

Between 2010 and 2011, there were significant increases in the percentage of GT respondents indicating that the institution's reputation for its graduates getting good jobs (2010: 79.9 percent; 2011: 83.6 percent), GT graduates' reputation for gaining admission to top graduate or professional schools (2010: 50.1 percent; 2011: 54.8 percent), and being admitted through an early action/early decision program (2010: 25.9 percent; 2011: 31.5 percent) were "very important" in their decision to attend Georgia Tech.

Academic and Social Engagement in High School

Students also had the opportunity to relate their behaviors and outlooks in high school, both in the classroom and outside of school.

High School Activities and College Preparation

Respondents indicated their attitudes and engagement while in high school. A selection of these items and the percentage of respondents who indicated that they frequently engaged in these activities are presented in Table 13.

Table 13. Percent of respondents indicating "frequent" engagement in the following activities

	GT Men	GT Women	GT Total	Public	Private
1 Studied with other students*	87.3	92.9	89.4	92.0	93.4
2 Used the Internet: For research or homework	84.6	89.4	86.4	86.6	88.2
3 Tutored another student*	78.7	79.9	79.1	72.7	80.0
4 Came late to class*	51.7	48.0	50.3	53.0	56.6
5 Was bored in class	47.9	46.7	47.4	38.4	32.4
6 Performed community service as part of a class*	43.6	47.2	45.0	57.3	58.7
7 Discussed religion	36.1	40.1	37.6	34.0	38.1
8 Discussed politics	37.6	33.2	35.9	37.1	41.8
9 Skipped school/class*	28.0	29.2	28.5	26.4	23.6
10 Asked a teacher for advice after class	24.3	31.8	27.2	31.6	33.4
11 Felt overwhelmed by all I had to do	13.1	32.2	20.5	27.0	28.8

*Includes "frequently" and "occasionally" response

Compared to respondents at both public and private universities, during their senior year in high school GT respondents were significantly more likely to be bored in class (item 5) but significantly less likely to perform community service as part of a class (item 6) and feel overwhelmed by all they had to do (item 11). GT respondents were significantly more likely than were their peers in public universities to tutor another student (item 3). Compared with their private university counterparts, GT respondents were significantly more likely to skip school or class (item 9), ask a teacher for advice after class (item 10) and significantly less likely to come late to class (item 4) or discuss politics (item 8).

Among GT respondents, women were significantly more likely than were men to feel overwhelmed by all they had to do (item 11), although GT women were significantly less likely to report having felt overwhelmed than were their female peers at both public (37.8 percent) and private universities (38.8 percent). (See Table 13.)

So Many Choices, So Little Time

Table 14 shows students at Georgia Tech and their counterparts at both public and private comparator universities spending their time in slightly different ways. During their senior year, GT respondents spent significantly less time than both their public and private university peers socializing with friends (item 1), studying (item 2), exercising (item 3), volunteering (item 10), partying (item 11), and talking with teachers (item 12).

GT men spent significantly more time playing video/computer games (24.3 percent) than their male peers at private (18.8 percent) universities (item 7). Additionally, while GT respondents and their public university peers spent comparable amounts of time participating in student clubs/groups and on online social networks, GT respondents spent significantly less time participating in student clubs/groups (item 9) and on online social networks (item 5) than did their peers at private universities.

It should be noted that while the percentage of women at GT spending six or more hours a week playing video games (4.2 percent) was significantly lower than that of GT men (24.3 percent), GT women spent significantly more time engaging with this activity than did their female peers at both public (2.4 percent) and private (2.0 percent) universities (item 7). Georgia Tech men (21.8 percent) spent approximately the same amount of time on online social networks (item 5) as their male counterparts at public universities (22.5 percent) but significantly less time than their male counterparts at private universities (28.7 percent). Similarly, for GT women, the amount of time they spent on online social networks (22.5 percent) was approximately the same as that of their public university peers (25.3 percent), but significantly less than for their private university peers (31.5 percent).

Table 14. Time spent per week on various activities in senior year (percent responding)

	GT Men	GT Women	GT Total	Public	Private
1 Socializing with friends (11 or more hours)	33.5	25.4	30.4	37.2	40.0
2 Studying/homework (11 or more hours)	21.2	31.0	25.0	28.9	48.9
3 Exercise or sports (6 or more hours)	53.9	47.3	51.4	56.8	57.5
4 Working (for pay) (6 or more hours)	22.1	28.6	24.7	31.6	19.5
5 Online social networks (Facebook, etc.) (6 or more hours)	21.8	22.5	22.0	24.0	30.1
6 Watching TV (6 or more hours)	21.6	16.5	19.7	21.6	22.0
7 Playing video/computer games (6 or more hours)	24.3	4.2	16.5	10.9	10.3
8 Reading for pleasure (6 or more hours)	8.2	10.2	9.0	8.7	9.8
9 Student clubs/groups (3 or more hours)	38.9	43.6	40.8	40.9	51.8
10 Volunteering (3 or more hours)	21.7	28.5	24.4	30.0	34.5
11 Partying (3 or more hours)	23.1	20.7	22.1	28.7	32.0
12 Talking with teachers outside of class (at least one hour)	40.5	48.3	43.5	49.7	57.5

College Expectations

Georgia Tech was the first or second college choice for 82.9 percent of respondents. Among GT respondents in 2011, 9.7 percent applied solely to Georgia Tech, while 40.4 percent applied to between one and three colleges, and 28.0 percent applied to between four and six colleges. Only 22.0 percent applied to more than six colleges.

Satisfaction

Students estimated the likelihood of various actions and events occurring during their first year of college. Table 15 presents some selected items in which respondents felt the chances of occurrence are “very good.”

Table 15. Predictions for the college experience: Percent estimating a “very good chance”

	GT Men	GT Women	GT Total	Public	Private
1 Be satisfied with your college	64.0	67.5	65.3	69.2	78.7
2 Change major field	12.8	14.3	13.4	16.9	16.7
3 Need extra time to complete your degree requirements	10.8	14.5	12.2	5.0	2.5
4 Change career choice	11.0	12.8	11.7	16.5	19.0
5 Transfer to another college before graduating	1.7	1.9	1.8	2.0	1.5

While GT respondents were significantly more likely than were their public and private university peers to anticipate needing extra time to complete their degree requirements (item 3), they were also significantly less likely than these same peers to anticipate changing their career choice (item 4). While approximately two-thirds of GT respondents indicated that they were likely to be satisfied with GT (item 1), a significantly higher proportion of students at private universities felt the same way. Among GT respondents, the level of anticipated satisfaction with GT was related to college choice ranking, as can be seen in Table 16. Of note, the percentage of respondents who responded that there is a “very good chance” they will be satisfied with GT and for whom GT was a less than third choice rose from 31.1 percent in 2010 to 40.6 percent in 2011, although that increase is not statistically significant.

Table 16. Percent of respondents who believe there is a “very good chance” they will be satisfied with GT by college choice

GT was my:	First Choice	Second Choice	Third Choice	Less than Third Choice
	72.7	62.9	46.1	40.6

Academic Performance

Table 17 presents the percentage of respondents who indicated that there was a “very good chance” they would engage in certain behaviors related to academic performance. GT respondents were significantly less likely than were their peers at both public and private universities to anticipate communicating regularly with professors (item 5). GT students were also significantly less likely than were their private university peers to anticipate making at least a “B” average (item 1), discussing course content with other students outside of class (item 2), studying abroad (item 4), and working on a professor’s research project (item 6). Among GT respondents, men were significantly more likely than women to anticipate making at least a “B” average (item 1) while GT women were significantly more likely than their male counterparts to anticipate studying abroad (item 4).

Georgia Tech traditionally uses the CIRP to ask GT students additional questions particularly pertinent to various constituencies at Georgia Tech. Three of these questions relate to incoming students' intention of participating in the co-op program (item 3), the International Plan (item 8), and mentored undergraduate research (item 7). GT women were significantly more likely than men to indicate that they will participate in the IP (item 8); while GT men and women were equally likely to indicate that they will participate in co-op and research (items 3 and 7).

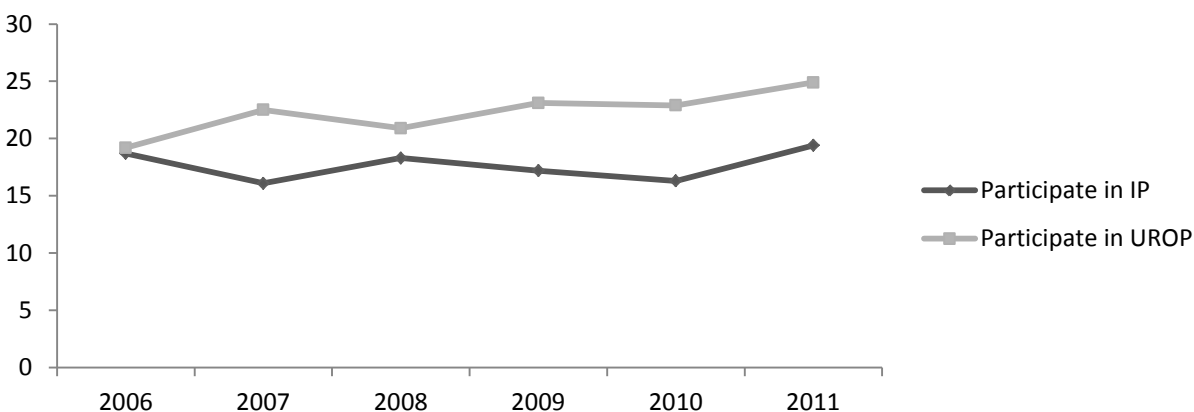
Table 17. Predictions for the college experience: Percent estimating a “very good chance”

	GT Men	GT Women	GT Total	Public	Private
1 Make at least a “B” average	70.3	61.0	66.7	69.7	79.3
2 Discuss course content with students outside of class	59.6	66.5	62.3	59.1	73.1
3 Participate in the co-op program	48.8	44.7	47.0	n/a	n/a
4 Participate in a study abroad program	30.9	57.7	41.3	43.0	53.3
5 Communicate regularly with your professors	32.4	38.4	34.7	40.5	55.1
6 Work on a professor's research project	28.9	30.1	29.4	30.4	37.6
7 Participate in undergraduate research	23.5	27.1	24.9	n/a	n/a
8 Participate in the International Plan	14.6	27.0	19.4	n/a	n/a

Among GT respondents, only 13.3 percent reported studying and/or doing homework at least 16 hours per week during their senior year of high school, but the percentage who anticipate studying at least 16 hours per week while at GT rose significantly to 44.6 percent. While 54.0 percent of GT students reported studying less than six hours per week during their senior year in high school, only 6.5 percent anticipate studying that little during their first year of college.

Between 2010 and 2011, there were no statistically significant changes in the percentage of students who anticipated participating in co-op (2010: 42.9 percent), the International Plan (2010: 16.3 percent), or mentored undergraduate research opportunities (2010: 22.9 percent). Chart 8 shows the percentage of students estimating that there was a “very good chance” of participating in both the International Plan and UROP (Undergraduate Research Opportunities Program) from their inception in 2006 through 2011.

Chart 8. Long-term trends in predicted IP and UROP involvement

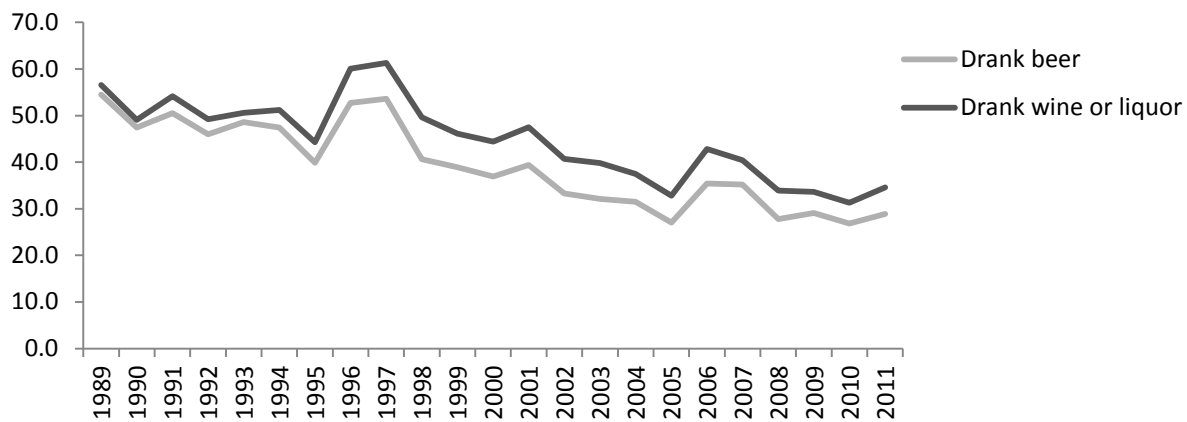


Behaviors and Attitudes

Alcohol Use

GT respondents were significantly less likely than their peers at either public or private comparator universities to report drinking beer (GT: 28.9 percent; Public: 38.6 percent; Private: 40.1 percent), or wine/liquor (GT: 34.6 percent; Public: 43.0 percent; Private: 44.4 percent) either “occasionally” or “frequently” during their senior year of high school. Between 2010 and 2011, there were no significant differences in the percentage of students reporting “occasional” or “frequent” consumption of beer (26.8 percent vs. 28.9 percent, respectively) and wine or liquor (31.3 percent vs. 34.6 percent, respectively). The trend since 1989 is presented in Chart 9.

Chart 9. GT freshman respondents stating “frequent” or “occasional” use of alcohol in their senior year of high school



Political Orientation and Opinions

When asked for their overall political orientation, GT respondents indicated that they were significantly more conservative and significantly less liberal than their counterparts at both public and private institutions, as seen in Chart 10. The trend for GT freshmen respondents from 1971–2011 is presented in Chart 11.

Chart 10. Political orientation of freshmen respondents

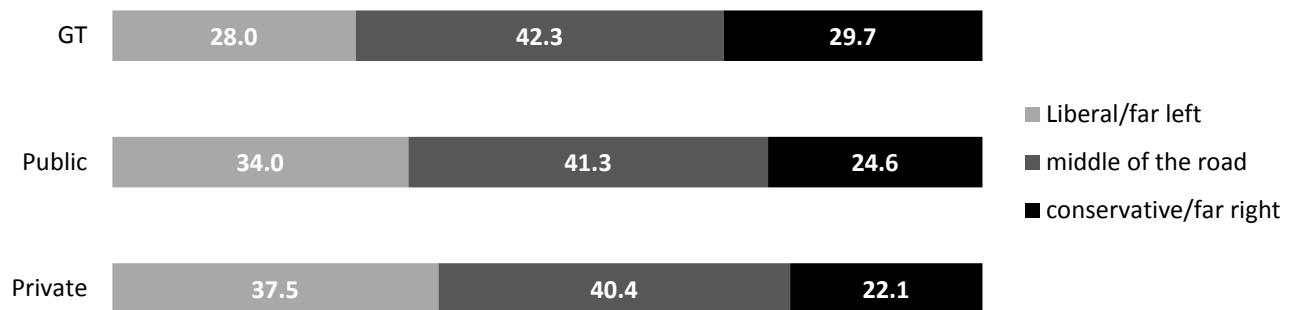


Chart 11. Political identification of GT freshman respondents: 1971–2011

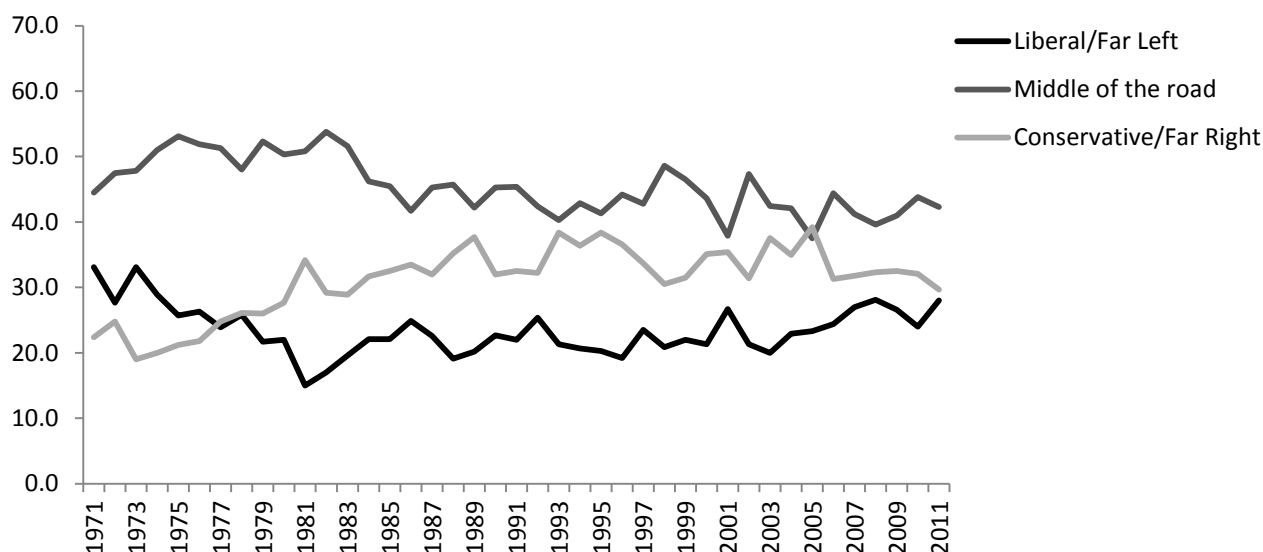


Table 18. Opinion trends for GT respondents with public and private comparators

	GT Men	GT Women	GT Total	Public	Private
1 The chief benefit of a college education is that it increases one’s earning power	72.7	73.7	73.1	67.6	59.6
2 Same sex couples should have the right to legal marital status	65.5	71.9	68.0	74.3	78.2
3 Abortion should be legal	61.7	61.4	61.6	65.6	68.9
4 Addressing global warming should be a federal priority	53.8	57.4	55.1	64.0	70.4
5 Marijuana should be legalized	53.5	37.6	47.4	50.4	51.3
6 Undocumented immigrants should be denied access to public education	48.2	43.6	46.5	44.2	37.1
7 A national health care plan is needed to cover everybody’s medical costs	42.7	43.2	42.9	53.3	58.9
8 Racial discrimination is no longer a major problem in America	36.8	27.3	33.1	25.3	23.7
9 Federal military spending should be increased	29.3	28.0	28.8	27.8	21.3
10 Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	29.0	28.1	28.6	33.3	35.9

Conclusion

Georgia Tech was the first or second choice of college for 82.9 percent of respondents, and members of the Georgia Tech class of 2015 resemble students from recent years with their high academic self-concept and the value they place on the academic reputation of the Institute. While students possess a high academic self-concept, this is accompanied by a relative lack of need to engage in academically enriching behaviors. Compared with their peers at both public and private institutions, GT respondents were less likely to report taking class notes, asking questions in class, seeking feedback on their work and revising papers to improve their writing in high school. GT respondents were also more likely to report being

bored in class and spending more time socializing with friends than studying. GT men had higher academic self-concepts than did GT women, although both men and women at Georgia Tech had higher academic self-concepts than their same-sex peers at public institutions and lower academic self-concepts than their same-sex peers at private universities.

While GT respondents have higher academic self-concepts than their peers at other institutions, they have significantly lower social self-concepts than do their peers at both public and private institutions. While nearly three-quarters of GT students report having high intellectual self-confidence, less than half report having high social self-confidence and only slightly more than a third report high levels of popularity. GT respondents were also less likely than their peers at both public and private institutions to value political and social involvement as a personal goal.

Georgia Tech respondents were more likely than their peers at both public and private institutions to believe that they will need extra time to complete their degree, while they were less likely than these same peers to indicate that they plan on changing their career choice. GT respondents are more politically conservative than their peers at other institutions, and while they were less likely to report spending time socializing with their friends than their peers at public and private institutions, they were also less likely to report drinking either beer or wine/liquor.

Student responses on the CIRP vary little from year-to-year, thus it is hoped that new data sources such as the Beginning Student Survey of Engagement will shed additional light on the characteristics of students entering Georgia Tech.

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