



Mason Korea Student Profile and Survey Highlights

Spring 2014

STUDENT PROFILE¹

Mason Korea's first class of 40 students comprises 17 men and 23 women. Six are Mason Fairfax students and 34 are international students, primarily South Korean citizens (32 of 34; 2 are unreported).

Of the 34 international students,

- 26 have declared Business and 8 have declared Economics as their intended majors
- 33 students reported Korean as their native language
- English is spoken as well as Korean in 4 households
- 19 of the 34 graduated from high schools located outside of South Korea, mainly in the US, Canada, and the Philippines; 2 graduated from high school in South Korea; and 12 are unreported

MASON KOREA WELCOME SURVEY HIGHLIGHTS

The Mason Korea Welcome Survey was sent to 40 students enrolled at the Mason Korea campus in March 2014. The survey included questions about their academic experiences, expectations, and plans for college. The survey was open for 3 weeks, and yielded 17 responses (43%). Because of the low response rate, care must be taken in the generalization of results to the full class. This report presents the highlights of the results. Data tables are presented in the Appendix.

Past Educational Experiences

- 94% of respondents have lived in an English-speaking country and attended an English-speaking school
- The top three favorite subjects in high school were: Business Studies (24%), Languages (29%), and Literature (18%)

Academic Expectations

- 71% of students reported that they expect to prepare for exams by discussing or working through course material with other students
- 65% said that they expect to discuss course topics and ideas with faculty members outside of the classroom often or very often, and 50% were very certain that they would ask instructors for help if they struggle with course assignments
- Students reported that it is important to them that Mason Korea provide:
 - an academically challenging experience (75%)
 - opportunities to interact with diverse students (81%)
 - learning support services (94%)

¹ Student Profile data from Mason Korea Admissions application

Academic Goals

- 94% reported that getting good grades is important to them, and 88% said that graduating from college is necessary to achieve their academic goals
- All but two of the respondents expect to graduate from Mason; the uncertain students worry about the high cost of tuition at an American school
- Respondents' academic aspirations vary:
 - 44% expect that a bachelor's degree is the highest level of education they will complete
 - 50% plan on earning a master's degree
 - 6.3% expect to complete a doctoral or professional degree

Student Comments

Students were asked a series of questions about their expectations and concerns for their education at Mason Korea. Below are summarized and sample comments.

Why did you choose Mason Korea?

- To study abroad and experience diversity: "...this was a great opportunity for me to study abroad...and learn more about East Asia directly"
- To improve English skills or be affiliated with an American university
- To learn about Korean culture and language
- Students view Mason as a respected American school: "Mason offers a great Economics program that is widely recognized"

Which experiences at Mason Korea do you think will be the most valuable to you, and why?

- Diversity of students and faculty: "I believe that...I will have more challenges but rather learn from different atmosphere"
- Opportunity to build new relationships: "I always value friends or peers from foreign countries. I get to know many people from all around the world and I just love this fact"
- Small community with opportunities for faculty attention: "I believe establishing good, enriching relationships with the professors, faculty, and students will enable me to stay inspired and challenged"

What most concerns you about being a student at Mason Korea?

- Housing-related rules: "the numerous housing rules are way too strict"
- The potential growing pains of a new campus:
 - "I think that since we are the pioneers of this campus, the school is not well structured with diverse students and faculties yet"
 - "A lot less resources such as print center, library and such."
- Graduates may not be competitive for Korean jobs without a degree from a Korean university

The thing that Mason Korea students most want is for more American students to come to Korea!

APPENDIX

All figures are percentages; n=17 except where noted. Caution must be taken when viewing these data, as the response rate is small; for instance, 5.9% represents one response. Because of the low response rate, 6-point scales have been collapsed into 3-point scales to make the data more meaningful.

Table 1. During the coming school year, about how often do you expect to do each of the following?

	Very often	Often	Sometimes	Never
Ask another student to help you understand course material*	17.6%	35.3%	41.2%	5.9%
Explain course material to one or more students*	23.5%	29.4%	47.1%	0
Prepare for exams by discussing or working through course material with other students*	23.5%	47.1%	23.5%	5.9%
Work with other students on course projects or assignments*	23.5%	47.1%	23.5%	5.9%
Discuss course topics, ideas, or concepts with a faculty member outside of class*	23.5%	41.2%	35.3%	0

Table 2. During the coming school year, how difficult do you expect the following to be?

	Not at all difficult	Somewhat difficult	Very difficult
Learning course material*	29.4%	47.1%	23.5%
Managing your time*	5.9%	58.8%	35.3%

Table 3. How prepared are you to do the following in your academic work at this institution?

	Very prepared	Somewhat prepared	Not prepared
Write clearly and effectively*	58.8%	29.4%	11.8%
Speak clearly and effectively*	70.6%	23.5%	5.9%
Think critically and analytically*	58.8%	35.3%	5.9%
Analyze numerical and statistical information*	70.6%	23.5%	5.9%
Learn effectively on your own*	70.6%	29.4%	0

(n=16)

Table 4. During the coming school year, how certain are you that you will do the following?

	Very certain	Somewhat certain	Not at all certain
Find additional information for course assignments when you don't understand the material*	25%	68.8%	6.3%
Participate regularly in course discussions, even when you don't feel like it*	43.8%	43.8%	12.5%
Ask instructors for help when you struggle with course assignments*	50%	50%	0

(n=16)

Table 5. *How important is it to you that Mason Korea provide each of the following?*

	Very important	Somewhat important	Not at all important
A challenging academic experience*	43.8%	43.8%	12.5%
Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious, etc.) *	56.3%	37.5%	6.3%
Learning support services (tutoring services, writing center, etc.) *	75%	25%	0
<i>(n=16)</i>			

Table 6. *Please rate your level of agreement with each of the following items:*

	Strongly Agree-Agree	Neutral	Strongly Disagree-Disagree
I am willing to do whatever it takes to stay in college. ^	62.5%	31.3%	6.3%
Getting good grades is important to me. ^	93.8%	6.3%	0
Graduating from college is necessary for me to achieve my career goals. ^	87.5%	12.5%	0
I worry about my ability to succeed academically. ^	50%	43.8%	6.3%
I am hesitant to ask questions in class. ^	6.3%	68.8%	25%
<i>(n=16)</i>			

Reading and Writing (Open-ended response)

What is the longest paper you ever wrote in English (how many pages)?

- Responses ranged from 1.5 to 18 pages, with the average page count being 9.8 pages. Five students have written 10 pages, and three students have written 15 pages.

What kinds of things do you enjoy reading in English? (For example, magazines, websites, novels/fiction, news and current events, textbooks, nonfiction books, etc.)

- Novels/fiction (6 responses); Fantasy books (1)
- News/current events (5 responses)
- Magazines (3 responses)
- Websites (2 responses)
- Non-fiction (3 responses)
- Sports news
- Humorous jokes
- “I do not enjoy English. But I enjoy reading about new kinds of technology.”

* Items marked with an asterisk (*) are used with permission from the *Beginning College Survey of Student Engagement*, National Survey of Student Engagement, Copyright 2001-14 The Trustees of Indiana University.

^ Items marked with the (^) symbol are used with permission from the *Beacon* student survey, Campus Labs.