



George Mason University-Korea
Student Profile and Welcome Survey Highlights
Fall 2016 New Students & Trend Data (Spring 2014-Fall 2016)

STUDENT PROFILE¹

In Fall 2016, George Mason University-Korea (GMU-K) enrolled a total of 285 students, including 169 women and 116 men. Of the 285, 266 are international students, primarily South Korean citizens. There are 90 new students at GMU-K this semester, 73 of whom are first-time freshmen and 17 are transfers. In Fall 2016, five students from GMU Fairfax are studying at the Incheon campus and 10 GMU-K students are studying with their Patriot peers in Fairfax. See Tables 1 and 2 in the Appendix for enrollment data.

GMU-K WELCOME SURVEY HIGHLIGHTS

The GMU-K Welcome Survey combines items from the Beginning College Survey of Student Engagement, the Beacon student survey (both with permission), and locally-developed items. The survey is administered to new students at GMU-K before each semester. The Office of Institutional Research and Assessment collaborates with GMU-K staff to administer the survey online.

The George Mason University-Korea Welcome Survey was sent to 89 students who matriculated in fall 2016 at GMU-K. The students were encouraged to complete the survey during the campus orientation period. The survey included questions about their academic experiences, expectations, and plans for college. The survey was open for one week. Altogether, 80 students completed the survey, yielding a 90% response rate. This report presents the highlights of the results. Data tables and figures are presented in the Appendix. Survey reports for past semesters are available at assessment.gmu.edu.

Past Educational Experiences

- 76% of respondents have lived in an English-speaking country and 76% have attended an English-speaking school for any length of time
- 34% used an English language tutor during their school years
- The top four favorite subjects in high school were: History (21%), Languages (18%), Mathematics (13%), and Visual and Performing Arts (13%)
- 85% of respondents (n=68) studied abroad for an average of 4 years; 82% of those who had studied abroad (based on 65 of the 68 respondents) had done so in an English-speaking country

College Expectations

- **Academic Engagement.** 55% of respondents expected to discuss course topics and ideas with faculty members outside of the classroom often or very often, and 60% were very certain that they would ask instructors for help if they struggle with course assignments. About two-thirds also indicated that they will work with other students on course projects/assignments and when preparing for exams (63% and 68%, respectively).
- **Academic Preparation and Education Commitment.** 55% worry about their ability to succeed academically, while more than three-fourths of respondents feel prepared or very prepared to write or speak clearly and effectively. 85% reported that getting a college degree is very important to them, and 63% said they were willing to do whatever it takes to stay in college.

¹ Student profile data from GMU-K Admissions application file

- **Expected Academic Difficulty.** 91% expected it to be somewhat or very difficult to learn course material, and 79% of respondents expected it to be somewhat or very difficult to manage their time. On the other hand, 50% agreed or strongly agreed that they manage stress well. Students reported that it is very important that GMU-K provide:
 - learning support services (50%)
 - an academically challenging experience (68%)
 - opportunities to interact with diverse students (58%)
- **Campus Engagement.** 80% of respondents reported that they want to feel a part of Mason, and 70% planned to take part in campus social activities.

Academic Goals

- 88% reported that getting good grades is important to them, and 83% said that graduating from college is necessary to achieve their academic goals
- 83% of the respondents expect to graduate from Mason, and 16% were uncertain—among the uncertain, four students reported that they may transfer to another school.
- In terms of the highest level of education to complete, 60% aspire to a bachelor's degree, 29% plan on earning a master's degree, and 6% expect to complete a doctoral or professional degree.

Student Comments

Students were asked open-ended questions about their expectations and concerns for their education at GMU-K. Student comments were consistent from semester to semester. The following summarizes student comments in fall 2016.

A majority of students chose GMU-Korea to get an American or international education while staying in Korea, or to be close to family. At the same time, many students identified a good academic program including Business, Management, and Global Affairs as a reason why they chose Mason. Global experience and English speaking environment were also mentioned. Some students expressed their willingness to transfer to the Fairfax campus.

At GMU-K, students believed that social experiences such as meeting new people, joining clubs, and building a good relationship with peers and professors would be the most valuable experiences to them. Students looked forward to college life, club activities, internship experience as well as learning new subjects/majors. Learning English was frequently reported as one of the most valuable experiences they were expecting.

At the same time, students identified English skills and social experiences—meeting new people in particular—as their biggest concerns about starting college. Many students were also worried about GPA and academic ability (e.g., class, assignment, test). Some students mentioned concerns about affordability and the year at the Fairfax campus.

Students wished to have sports and other recreation such as club activities and festival, as well as activities related to their major or job preparation such as internships or volunteering. Students believed that working hard, managing their time and social life, and having a good GPA are all important to having a successful college life.

APPENDIX

Table 1 shows enrollment trends for GMU-K since its inception. Table 2 displays survey response rates from spring 2014 to fall 2016. Tables 3-7 and figures 1-7 present summary results from the survey respondents for each semester.

Table 1. Student Enrollment at GMU-K: Spring 2014– Fall 2016 semesters

	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
GMU-K Students (New)	34	35	87	87	91	90
GMU-K Students (Returning)	NA	27	45	98	146	190
GMU Fairfax Students Studying at GMU-K	6	7	10	6	7	5
GMU-K Total Enrollment	40	69	142	191	244	285
GMU-K Students Studying at Fairfax	NA	NA	NA	11	16	10

"GMU-K" and "GMU Fairfax" labels indicate campus where students matriculated

Table 2. Student Majors at GMU-K

Major	Students
Accounting	4% (10)
Finance	1% (3)
Management	36% (103)
Economics (BA/BS)	8% (22)
Global Affairs	29% (84)
Patriot Pathway Korea	20% (58)
Undecided or Other	2% (5)
Grand Total	285

Table 3. Welcome Survey Response Rate: Spring 2014– Fall 2016 semesters

	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Sample	40	69	73	73	91	89
Respondents	17	43	51	54	73	80
Response Rates	43%	62%	70%	74%	80%	90%

Figure 1. Past Education Experience

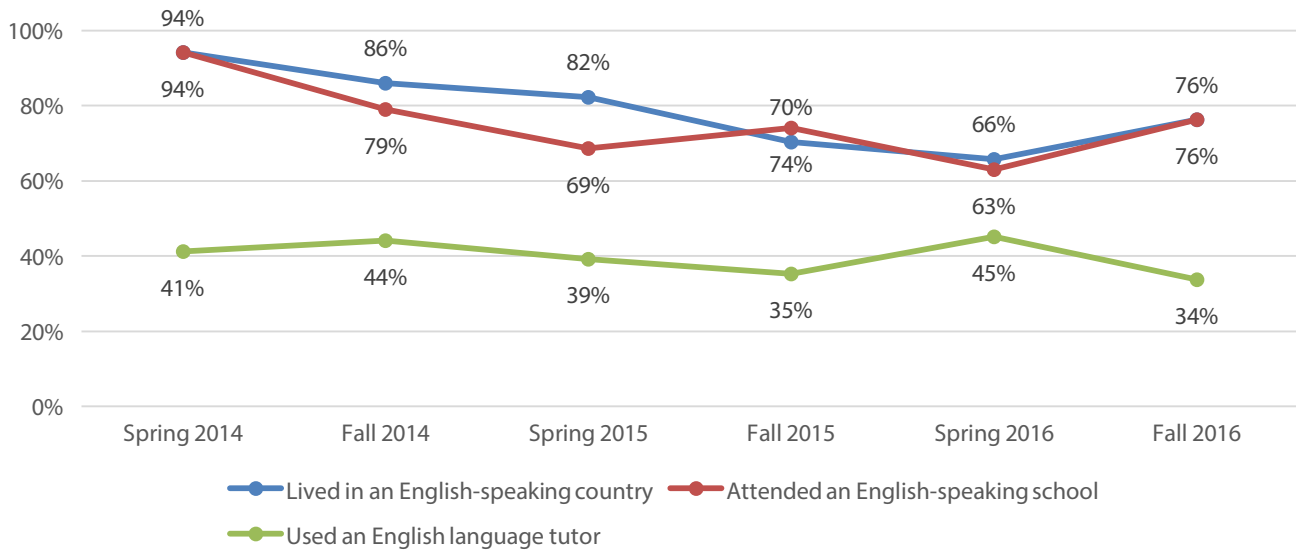


Table 4. What was your favorite subject in high school?

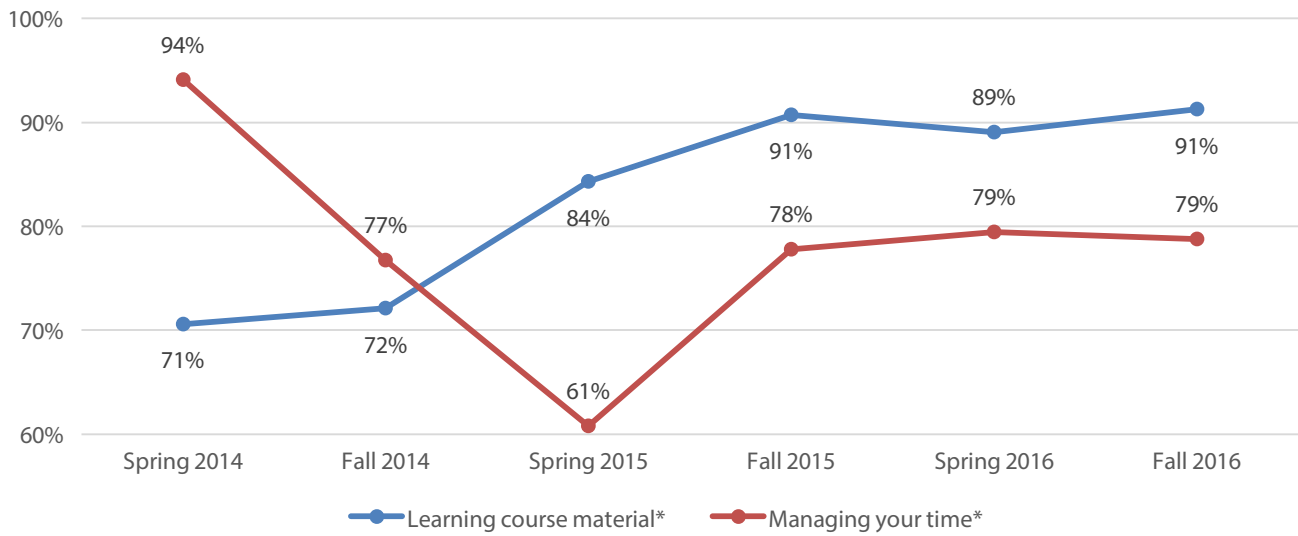
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Business Studies	24%	9%	14%	2%	7%	6%
History	0%	12%	14%	9%	15%	21%
Languages	29%	14%	8%	17%	19%	18%
Life Sciences (Biology, Agriculture, etc.)	0%	2%	2%	6%	1%	6%
Literature	18%	7%	6%	4%	7%	1%
Mathematics	6%	7%	16%	24%	11%	13%
Physical Sciences (Chemistry, Physics, etc.)	6%	7%	4%	4%	4%	9%
Social Sciences (Sociology, Psychology, etc.)	6%	9%	10%	4%	15%	5%
Technology and Design	0%	0%	0%	6%	3%	0%
Visual and Performing Arts	12%	21%	16%	9%	8%	13%
Other	0%	12%	10%	17%	10%	9%

Table 5. During the coming school year, about how often do you expect to do each of the following?

	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Ask another student to help you understand course material*	53%	63%	65%	50%	66%	63%
Explain course material to one or more students*	53%	58%	53%	48%	52%	55%
Prepare for exams by discussing or working through course material with other students*	71%	72%	63%	63%	71%	63%
Work with other students on course projects or assignments*	71%	65%	76%	69%	68%	68%
Discuss course topics, ideas, or concepts with a faculty member outside of class*	65%	63%	73%	56%	66%	55%

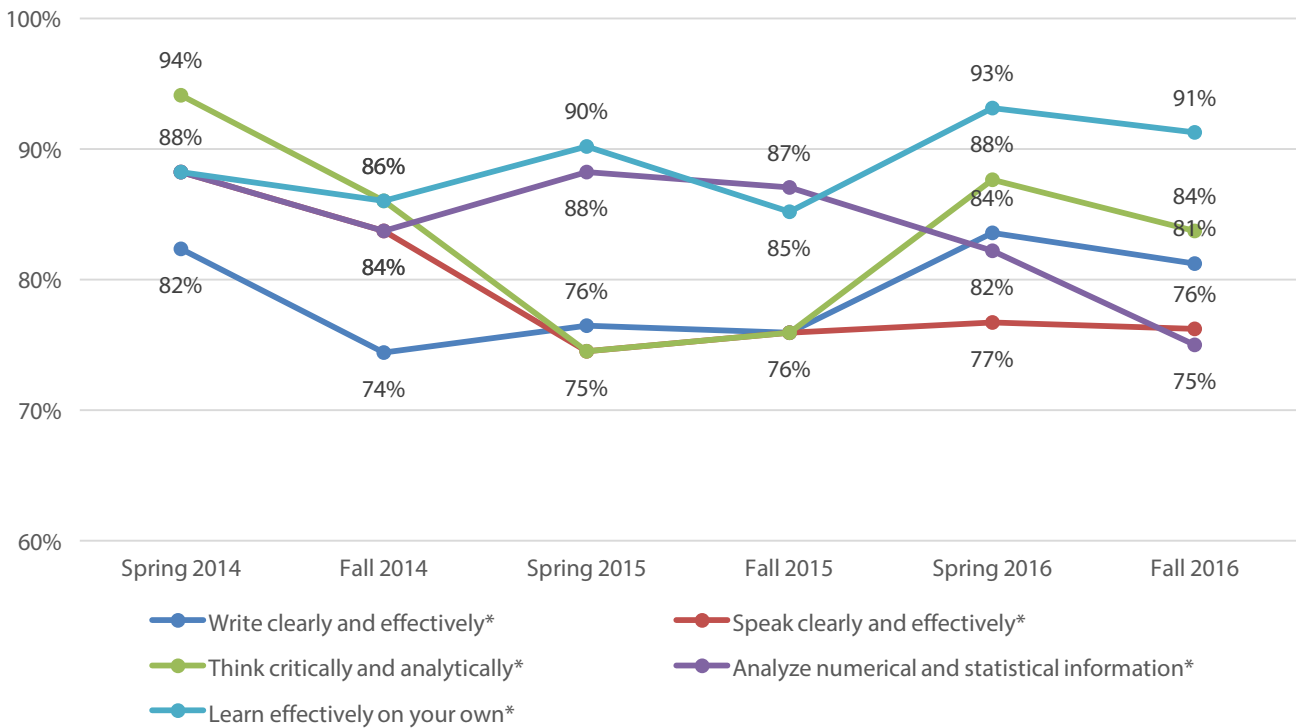
Percentages are for 'Very Often' and 'Often' combined out of four-point scale.

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



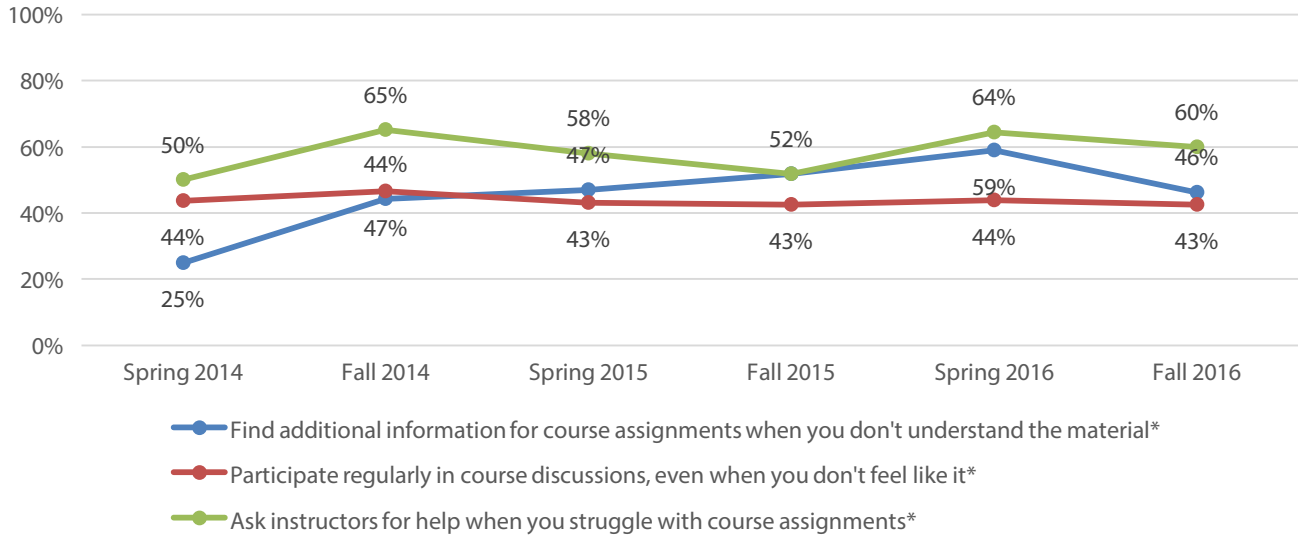
Percentages are for '3' through '6' combined out of six-point scale from 'Not at all Difficult' (coded as '1') to 'Very Difficult' (coded as '6') Y-axis starts from 60% to better display the changes over time.

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



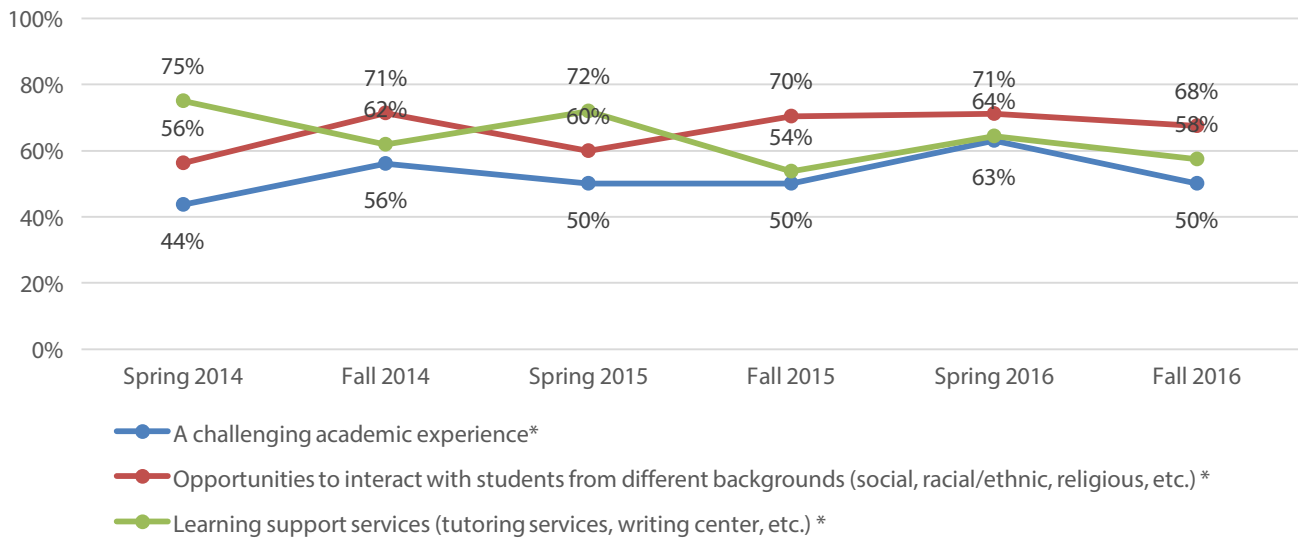
Percentages are for '3' through '7' combined out of seven-point scale from 'Not Prepared' (coded as '1') to 'Very Prepared (coded as '7') Y-axis starts from 60% to better display the changes over time.

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



Percentages are for '5' and '6' combined out of six-point scale from 'Not at all Certain' (coded as '1') to 'Very Certain' (coded as '6')

Figure 5. How important is it to you that GMU-K provide each of the following?



Percentages are for '5' and '6' combined out of six-point scale from 'Not at all Important' (coded as '1') to 'Very Important' (coded as '6')

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

	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
I am willing to do whatever it takes to stay in college. ^	63%	62%	71%	70%	64%	63%
Getting good grades is important to me. ^	94%	95%	82%	96%	93%	88%
Graduating from college is necessary for me to achieve my career goals. ^	88%	95%	76%	89%	81%	83%
I worry about my ability to succeed academically. ^	50%	50%	35%	61%	44%	55%
I am hesitant to ask questions in class. ^	6%	12%	24%	37%	21%	30%
Getting a college degree is very important to me.	n/a	n/a	n/a	89%	86%	85%
I see value in completing a college education. ^	n/a	n/a	n/a	89%	86%	83%
School is a priority for me. ^	n/a	n/a	n/a	78%	69%	74%
I am sure that a college education is the right goal for me. ^	n/a	n/a	n/a	89%	79%	69%

Percentages are for '1' and '2' combined out of six-point scale from 'Strongly Agree' (coded as '1') to 'Strongly Disagree' (coded as '6')
n/a: not surveyed

Table 7. Please rate your level of agreement with each of the following items:

	Fall 2015	Spring 2016	Fall 2016
It is important for me to be involved in the school I am attending. ^	69%	79%	78%
I plan to take part in many campus social activities. ^	65%	64%	70%
I intend to join campus clubs. ^	83%	71%	69%
I want to feel a part of the college I attend. ^	80%	79%	80%

Percentages are for '1' and '2' combined out of six-point scale from 'Strongly Agree' (coded as '1') to 'Strongly Disagree' (coded as '6')
These items have been surveyed since Fall 2015

Table 7. Please rate your level of agreement with each of the following items:

	Fall 2015	Spring 2016	Fall 2016
I manage stress well. ^	35%	41%	50%
Little things upset me. ^	23%	19%	23%
I am a worrier. ^	39%	23%	24%
I am easily frustrated. ^	17%	11%	19%
I am comfortable in groups. ^	50%	47%	46%
I tend to work well with others. ^	54%	58%	61%
I consider myself to be shy. ^	37%	30%	31%
I never know what to say when meeting new people. ^	28%	14%	13%
I enjoy meeting new people. ^	61%	49%	56%
I avoid social events. ^	9%	5%	9%

Percentages are for '1' and '2' combined out of six-point scale from 'Strongly Agree' (coded as '1') to 'Strongly Disagree' (coded as '6')
 These items have been surveyed since Fall 2015

Figure 6. Do you intend to graduate from George Mason University?

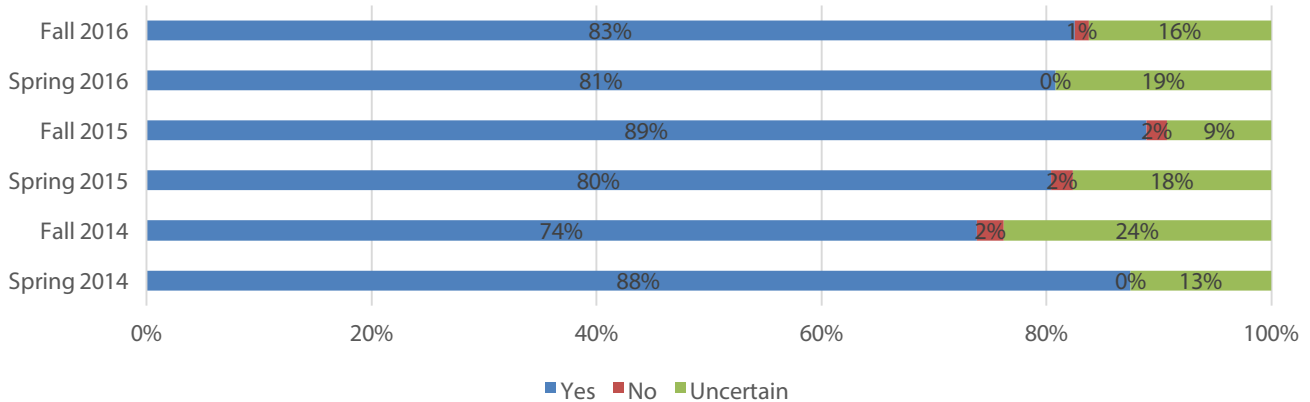
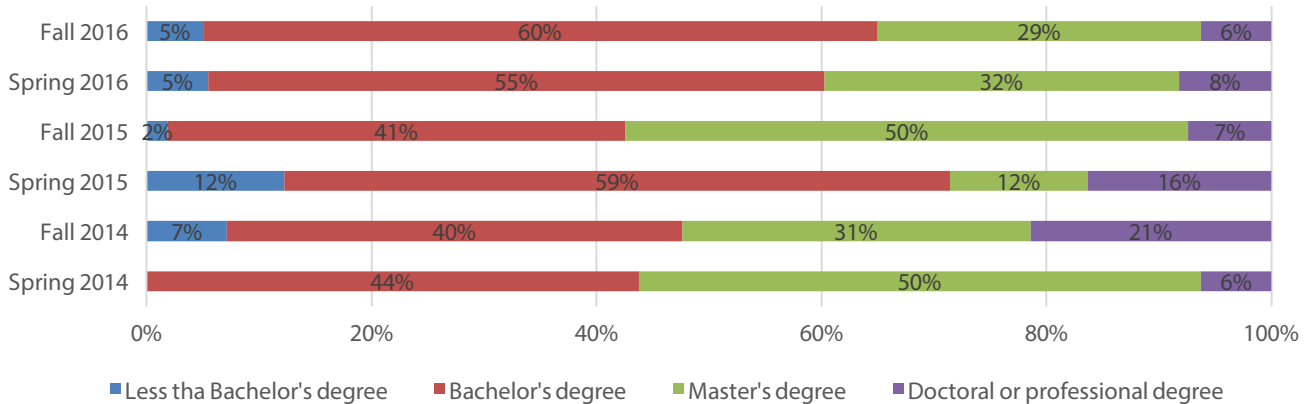


Figure 7. What is the highest level of education that you ever expect to complete?



* 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.