



Trends among First-Time Full-Time Freshmen of George Mason University:

Results from CIRP Freshman Surveys between 2000 and 2005



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I. Executive Summary

1. Introduction to the CIRP Freshman Survey

The Cooperative Institutional Research Program (CIRP) is a national longitudinal study established by the American Council on Education and now administered by the Higher Education Research Institute at UCLA. The CIRP Freshman Survey is designed to provide a detailed profile of the entering freshmen classes (mostly first-time full-time freshmen) in the participating postsecondary institutions as well as national normative data for students in similar types of institutions.

FIRST-TIME freshmen are defined as entering freshmen who have never attended any college, including students enrolled in the fall term who attended college for the first time in the prior summer term or who entered with advanced standing (college credits earned before graduation from high school). For more information, please refer to the definition by the Integrated Postsecondary Education Data System (IPEDS, at <http://nces.ed.gov/ipeds/glossary/>).

George Mason University has participated in four CIRP Freshman Surveys since 2000. The entering freshmen in fall 2000, 2001, 2003 and 2005 completed the surveys during the summer before they started college at Mason. For three years (2000, 2001, and 2003), paper surveys were distributed by orientation leaders in small group meetings and students completed the surveys together. In 2005, students received a paper survey through the mail and were asked to return the completed survey when checking-in for Orientation. Those who didn't bring the completed survey with them were given another copy at Orientation.

Out of 2,529 first-time freshmen enrolled at Mason in fall 2005, 1,709 responded to the survey for a response rate of 68%. Among the 2,458 first-time full-time freshmen enrolled, 1,683 completed the survey – for a response rate of 68% as well. These respondents are representative of the entering first-time freshmen of Mason in fall 2005.

This report not only summarizes the characteristics of entering first-time full-time freshmen in fall 2005 but also compares Mason's data with the 2005 normative data for public universities (see the following definitions for more details about normative data). In addition, this report provides a trend analysis of four entering freshman classes, when data are available.

- **2005 Normative Data for Public Universities:** based on weighted results from 66,040 freshmen at 26 participating public universities (43 out of 125 public universities participated in CIRP 2005)
- **2005 National Normative Data:** based on weighted results from 263,710 freshmen entering 385 baccalaureate institutions (571 out of 1,555 four-year colleges and universities participated in CIRP 2005). The 2005 National Normative Data are NOT included in this report.

Important Notes:

- *Throughout this report, the terms such as “Mason freshmen” or “the 2005 cohort” refer only to the **FIRST-TIME FULL-TIME Freshmen** who entered in fall semester and responded to the CIRP Freshman Survey.*
- *ALL results are based on **SELF-REPORTED data**. In some areas, such as parental income, estimated use of time and college expectations, the data may **NOT** be reliable or realistic.*
- *Percentages throughout this report may not add to 100% due to rounding and multiple selections.*

2. The 2005 First-Time Full-Time Freshmen at Mason: A Profile

Background: A Diverse Student Population

- The percentage of White/Caucasian freshmen at Mason is lower and the percentage of Asian American/Asian and Latino freshmen is higher than that of public universities.
- English is the native language of 80% of Mason entering freshmen. At public universities nationally, it is 90%.
- 9% of Mason freshmen hold a visa status of “permanent residency,” three times that of freshmen at public universities.
- 81% of Mason freshmen were born in the United States; at public universities, the figure is 92%.
- 6% of Mason freshmen are Muslim, six times that of public universities nationally.
- 12% of 2005 Mason freshmen said neither of their parents had an education beyond college; 22% claimed to be the first in their immediate family to go to college. (Please see page 8 for a discussion of definitions of “first-generation college students.”)
- 31% came from a place more than 101 miles away from Mason, the highest percentage since 2000. 64% planned to live on campus, also an all-time high since 2000.

Finance: More Concerns about College Costs in 2005

- 53% of Mason freshmen have some concerns about how to pay for college, an increase of 7 percentage points over 2000.
- Compared with 2001, the percentage of 2005 Mason freshmen who received grants or scholarships increased slightly, as did the percentage who borrowed money for school.
- Over half of entering freshmen estimated that chances are very good that they will get a job to help pay college expenses, up substantially since 2000. The percentage expecting that their chances are very good that they will work full-time has remained fairly consistent – between 6-8% since 2000.

Self-Reported Academics & Study Habits in High School: Better Prepared for College than Previous Cohorts

- 26% had mostly ‘A’s in high school, an increase of 7 percentage points since 2000 but still significantly behind other public universities (average 55%).
- The 2005 Mason freshmen spent more time studying/doing homework and less time partying during the last year of high school than the earlier cohorts at Mason and than their counterparts in public universities.
- 16% had tutoring or remedial work in math in high school – 5 percentage points higher than the percentage for public universities; and nearly one fifth think they will need it again in college. Nonetheless, 44% rated their Math ability “above average” as compared with the average person of their age – 6 percentage points lower than their counterparts in public universities.
- Nearly three fourths think their academic ability is above average for people of their age, an increase since 2000. Students’ self-reported intellectual confidence, computer skills, math ability and writing ability have also increased slightly since 2000.
- 61% occasionally or frequently came to class late during the last year of high school, far fewer than in 2000. They reported they were less likely to get involved in under-age drinking than earlier freshmen cohorts at Mason and than their counterparts in public universities.

Choice of College, Major and Career: More Freshmen Say Mason was their First Choice

- 63% say Mason was their first choice and 52% say they chose Mason because of its academic reputation: both figures have increased 11 percentage points since 2000 but are still below the percentage for public universities, 71% and 60% respectively.
- Political science is the most popular choice of major for 2003 and 2005 Mason freshmen (9%).
- Business executive is the most popular career choice (8%).

Expectations for College: Optimistic about their Success in College

- 68% estimate that the chance of making at least a B average at Mason is very good – an increase of 21 percentage points since 2000; 58% think the chance of being satisfied with Mason is very good – an increase of 23 percentage points since 2000. Among the students who graduated from Mason in 2005, 90% were “very satisfied” or “satisfied” with their overall Mason experience.
- 80% think the chances are very good that they will socialize with someone of another racial/ethnic group – an increase of 13 percentage points since 2000 and 14 percentage points above the average for public universities.
- 13% expect their professors to contact them weekly about course-related information outside of the classroom and 70% expect it to happen a few times during a semester.
- 75% expect to meet their academic advisors weekly; 23% expect a few times during a semester.

Self-Perceptions and Personal Objectives: Growing Confidence with Themselves

- Except for math ability, Mason freshmen ratings on their abilities are comparable to the average for public universities. In the areas of understanding of others, creativity and self-understanding, Mason freshmen rated themselves higher than their counterparts in public universities.
- Compared with their counterparts in other public universities, Mason freshmen are more likely to say that it is essential or very important for them to improve their understanding of other countries or cultures, to keep up to date with political affairs, and to promote racial understanding.

Political Views: Slightly Increased “Conservative” Population

- Nearly half consider themselves to be “middle-of-the-road,” slightly lower than the public university average. Compared with 2000, there is a slight increase in the percentage of freshmen who identify themselves as “conservative,” but the figure is still lower than the percentage for public universities.
- The 2005 Mason freshmen are close to being evenly divided on the following three issues: “there is too much concern in the courts for the rights of criminals,” “affirmative action in college admissions should be abolished,” and “undocumented immigrants should be denied access to public education.” Slightly more freshmen agreed with the first two statements and disagreed with the last statement.

II. Student Demographics and Family Characteristics

1. Demographic Diversity

George Mason University has a very diverse student population. For four cohorts of first-time full-time freshmen at Mason (as shown in Table 1), the sex and age distributions of Mason respondents are comparable to the national average for public universities. However, Mason respondents are more ethnically, culturally, and linguistically diverse than their counterparts nationally. The percentage of White/Caucasian freshmen at Mason has consistently been lower and the percentage of Asian American/Asian and Latino freshmen has consistently been higher than that of public universities. The percentages of non-U.S. citizens and foreign-born among Mason freshmen are at least seven percentage points above the public university average. About 80% of Mason respondents said their native language was English, a figure ten percentage points lower than public institutions.

Table 1. Demographic Diversity of First-time Full-time Freshmen at Mason, 2000 – 2005

Demographic Characteristics	George Mason University				2005 Public Universities (n=66,040)
	2000 (n=1,753)	2001 (n=1,503)	2003 (n=1,137)	2005 (n=1,683)	
Sex					
Male	46%	44%	47%	44%	47%
Female	54%	56%	53%	56%	53%
Age					
17	3%	3%	3%	2%	2%
18	74%	73%	72%	72%	69%
19	22%	23%	24%	24%	29%
20	1%	1%	1%	2%	1%
21 or older	0.6%	0.4%	0.4%	0.6%	0.2%
Ethnicity*					
White/Caucasian	64%	59%	63%	62%	73%
African American/Black	8%	10%	6%	8%	9%
American Indian/Alaska Native**	2%	1%	1%	2%	2%
Asian American/Asian	18%	18%	19%	19%	13%
Native Hawaiian/Pacific Islander**	**	1%	1%	1%	1%
Mexican American/Chicano	1%	1%	1%	1%	3%
Puerto Rican	1%	1%	1%	1%	1%
Other Latino	6%	5%	5%	7%	2%
Other	7%	6%	6%	7%	3%
Citizenship Status					
U.S. Citizen	90%	89%	92%	89%	96%
Permanent Resident	9%	10%	7%	9%	3%
Neither	2%	1%	2%	2%	1%
Place of Birth***					
Born in United States	No data	No data	82%	81%	92%
Came to US before age 6	No data	No data	7%	7%	4%
Came to US between 6-12	No data	No data	6%	6%	3%
Came to US after age 12	No data	No data	6%	7%	2%
Native Language					
English	80%	80%	82%	80%	90%
Other than English	20%	20%	18%	20%	10%

* Percentages will add to more than 100% if any student marked more than one category.

** Ethnicity categories were modified in 2001: "American Indian" was changed to "American Indian/Alaska Native;" "Native Hawaiian/Pacific Islander" was added after "Asian American/Asian." Results for 2000 may not compare to those of later years.

*** This item was not included in the 2000 and 2001 surveys.

2. Religious Diversity

Mason students also come from diverse religious backgrounds. In particular, Mason has a strikingly higher proportion of Muslim students than is found at public universities nationally. Table 2 shows the diversity of religious preferences among the respondents from 2000-2005. On average, 6% of Mason respondents are Muslim, compared to 1% at public universities. Roman Catholic is the single largest religious group both at Mason and at other public universities.

Table 2. Religious Diversity of Mason Freshmen

Religious Preference	George Mason University				Public Universities
	2000	2001	2003	2005	2005
Baptist	11%	12%	8%	10%	12%
Buddhist	3%	3%	4%	3%	2%
Episcopalian	3%	3%	3%	3%	2%
Hindu*	--	--	2%	2%	2%
Islamic	6%	7%	6%	6%	1%
Jewish	2%	1%	2%	2%	3%
Lutheran	2%	2%	3%	3%	5%
Methodist	5%	5%	6%	6%	7%
Presbyterian	5%	4%	4%	5%	4%
Roman Catholic	27%	27%	25%	24%	25%
Other Christian	13%	13%	14%	14%	17%
Other Religion	6%	7%	2%	2%	2%
None	19%	17%	21%	20%	19%

*New item in 2003.

Six percent of Mason freshmen are Muslim, six times that of public universities nationally.

3. Family Income and Sources of College Funds

Compared with the 2000 and 2001 cohorts, more freshmen in the 2003 and 2005 cohorts are from families with annual income above \$100,000. As Table 3 shows, 41% of the 2005 freshmen estimated that their parents earned above \$100,000 a year, ten percentage points higher than 2000. Twenty-four percent of the 2005 cohort are from families with a reported annual income between \$100,000 and \$150,000, five percentage points above the average for public universities. This may be related to the relatively higher salary levels and higher cost of living in Northern Virginia. For 9% of the 2005 Mason freshmen, their parents earn less than \$25,000 a year – 28% of these students are from families with less than \$10,000 annual income.

9% of Mason freshmen estimated their parents made less than \$25,000 last year; 41% thought their parents made more than \$100,000. Student self-reported family income may not be reliable.

Table 3. Estimated Parental Income

What is your best estimate of your parents' total income last year?	George Mason University					Public Universities
	2000	2001	2003	2005	% change 00-05	2005
Less than or equal to \$24,999	9%	11%	9%	9%	0%	11%
\$25,000 to \$49,999	19%	19%	15%	16%	-3%	16%
\$50,000 to \$74,999	22%	24%	18%	18%	-4%	20%
\$75,000 to \$99,999	20%	15%	18%	17%	-3%	16%
\$100,000 to \$149,999	19%	21%	24%	24%	+5%	19%
\$150,000 or more	12%	11%	16%	17%	+5%	18%

In 2005, 36% of Mason freshmen indicated confidence that they would have enough funds to complete college, a drop of eight percentage points since 2000; 53% have some concerns about college funds, an increase of seven percentage points since 2000. Tuition increases in recent years may have contributed to students' lack of confidence. Students from low income families are more concerned with their ability to afford college. Among the students who report their parents make less than \$25,000 a year, 31% have major concerns about how to finance college and 60% have some concerns. For those reporting parents earning \$25,000 to \$49,999 annually, 19% have major concerns and 67% have some concerns.

Table 4. Concerns about Financing College Education

Do you have any concern about your ability to finance your college education?	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
None, I'm confident I will have sufficient funds	44%	40%	39%	36%	-8%	34%
Some, but I probably will have enough funds	46%	50%	48%	53%	+7%	53%
Major, not sure I will have enough funds to complete college	10%	11%	12%	11%	+1%	13%

The majority of Mason freshmen rely on family resources (i.e., money from parents, relatives, spouse, etc.) to pay for their educational expenses during the first year (see Table 5). Thirty-four percent of students expect their families to contribute \$10,000 or more during the first year and another 15% expect to get \$6,000 up to \$10,000 from their families. Most Mason freshmen, 92%, report having limited (lower than \$3,000) or no money of their own to pay for college.

Table 5. Sources of College Funds, 2005

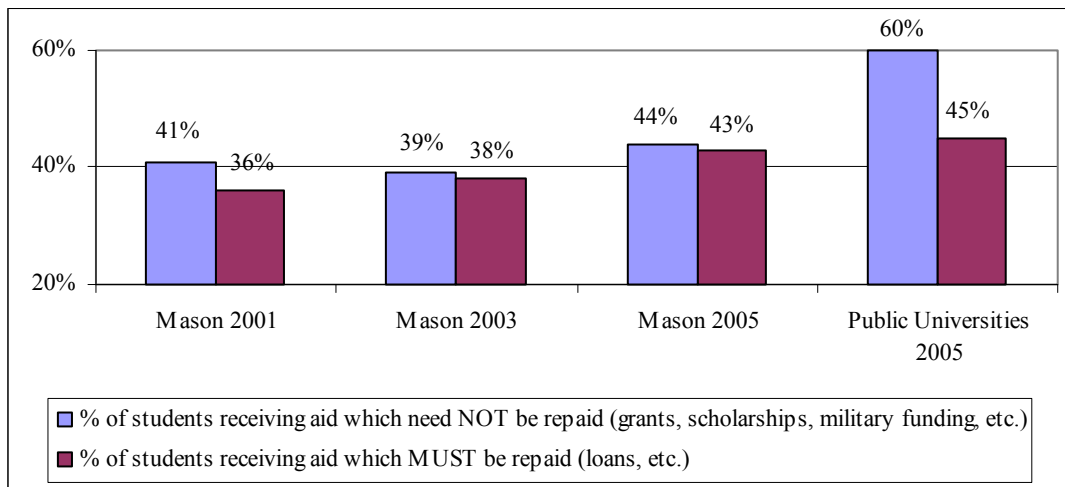
How much of your first year's educational expenses do you expect to cover from each of the sources?	None*	< \$1,000	\$1,000 - 2,999	\$3,000 - 5,999	\$6,000 - 9,999	\$10,000 +
Family resources (parents, relatives, spouse, etc.)	14%	10%	12%	16%	15%	34%
My own resources (savings from work, work-study, other income)	43%	30%	19%	5%	1%	1%
Aid which need not be repaid (grants, scholarships, military funding, etc.)	56%	10%	16%	10%	5%	4%
Aid which must be repaid (loans, etc.)	57%	4%	17%	11%	5%	6%
Other than above	95%	3%	0.8%	0.7%	0.4%	0.4%

* Students who did not respond to one or more of the above resource categories are assumed to have no funding from that/those source(s).

In 2005, between 43-44% of Mason freshmen report receiving some kind of aid (i.e., grants, scholarships, loans, etc.) (see Figure 1). The percentage of Mason freshmen who received aid that need NOT be repaid has slightly increased from 41% in 2001 to 44% in 2005, but is still *significantly* lower than the average for public universities, which is 60%. The percentage of Mason freshmen who borrow money has increased steadily from 36% in 2001 to 43% in 2005, which is close to the average for public universities (45%). Five percent of Mason freshmen borrowed \$6,000-\$9,999 and another 6% borrowed at least \$10,000 for their first year (see Table 5). These students are obviously at high risk of accumulating a large amount of debt upon graduation.

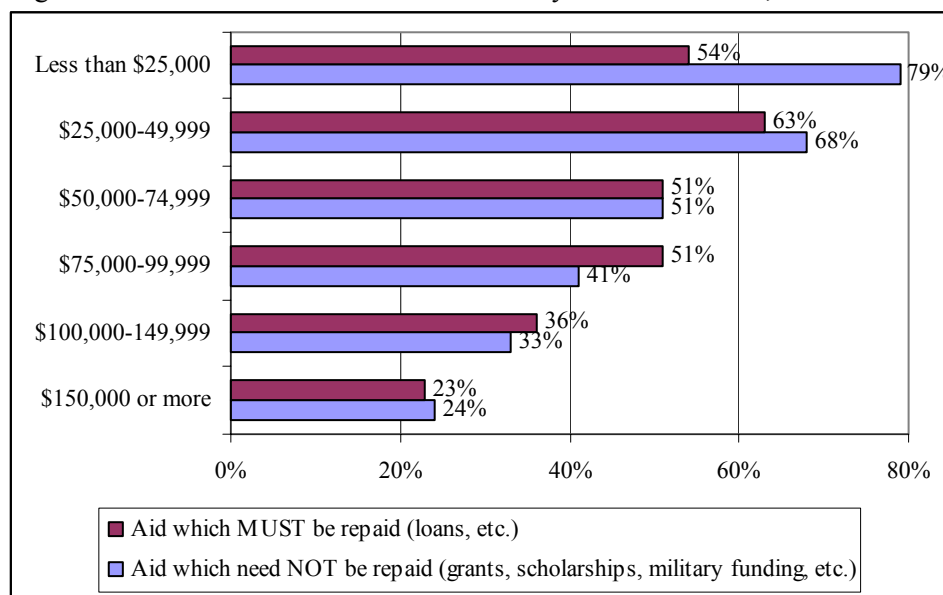
The percentage of Mason freshmen who received grants or scholarships has slightly increased from 41% in 2001 to 44% in 2005, but is still significantly lower than the average for public universities, which is 60%. The percentage of Mason freshmen who borrow money has increased steadily from 36% in 2001 to 43% in 2005.

Figure 1. Percentage of Mason Freshmen who Received Aid, 2001-2005



Mason freshmen from low income families are more likely to receive grants and scholarships and to have an educational loan (see Figure 2). Among freshmen from families making less than \$25,000 a year, 79% received grants or scholarships and 54% took out a loan. For freshmen from families making \$25,000 to \$49,999 a year, 68% received grants or scholarships and 63% had a loan. Among freshmen from families earning \$50,000-99,999 annually, 51% said they borrowed money to pay for college.

Figure 2. Percentage of Mason Freshmen who Received Aid by Parental Income, 2005



4. First-Generation College Students

Previous research has found that students whose parents did not go to college are at a distinct disadvantage when it comes to college access, persistence and graduation. In *The Condition of Education 2001* (published by the National Center for Educational Statistics), Choy (2001) distinguished three groups of college students according to their parents' highest education:

- 1) "high school diploma or less" means that neither parent had any postsecondary education;
- 2) "some college, including vocational/technical" means that at least one parent attended college or a vocational/technical program but neither earned a bachelor's or advanced degree;
- 3) "bachelor's degree or higher" means at least one parent earned a bachelor's or an advanced degree.

Some researchers define the first group of students as "*first-generation college students.*"

In addition to the above categories, we further separated the students whose parent(s) had attended a post-baccalaureate program or earned a master's, doctoral, or first-professional degree. As Table 6 shows, 12% of the 2005 Mason freshmen said neither of their parents had education beyond high school – the figure was the same in 2003. Nationwide, 16% of freshmen in four-year colleges and universities reported the same (this figure is based on the 2005 *national* norm data, including private and public four-year colleges and universities). In addition, 16% of the 2005 Mason freshmen said neither of their parents had a college degree, 34% had at least one parent with a college degree, and 38% had at least one parent who had education above college.

Table 6. Parents' Highest Education*

What is the highest level of formal education obtained by your parents?	2003	2005
Neither parent has education beyond high school	12%	12%
At least one parent has some postsecondary school or some college, but neither has a college degree	14%	16%
At least one parent has a college degree	36%	34%
At least one parent has some graduate school or a graduate degree	39%	38%

* The national norm for public universities was not reported by CIRP.

In a separate question only for Mason freshmen, we asked whether they are the *first* in their immediate family to attend college. Given the information in Table 7, some students may have considered only their siblings when answering this question because 22% of the 2005 entering freshmen claimed they were the first in their immediate family to attend college.

Table 7. Are you the first in your immediate family to attend college?

	2003	2005
Yes	25%	22%
No	75%	78%

Figure 3. Parents'/Family Educational Background, Mason 2005

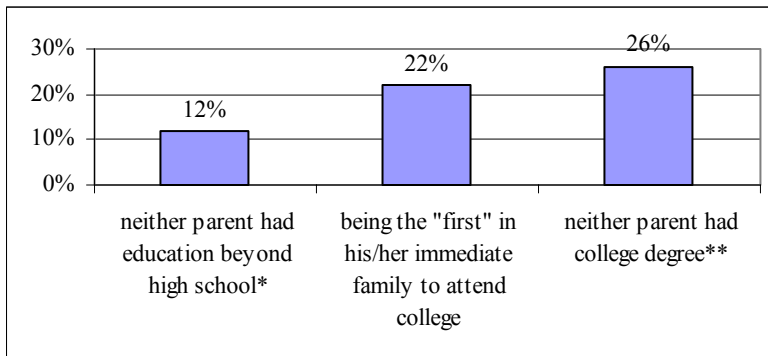


Figure 3 compares three different definitions for parents' or family educational background of incoming freshmen. According to student responses, between 12-26% of the 2005 Mason freshmen came from families that may not be able to provide them with guidance during college.

* Some scholars define this group of students as "*first-generation college students.*"

** This group includes students whose parents had no education beyond high school.

5. Geographic Location and Living Plans

The majority of Mason freshmen are from local areas – their homes are within 50 miles of the University (see Table 8). Since 2000, about 25% of students said their permanent homes are within 10 miles of the University, compared with 9% for public universities nationwide. However, the percentage of “out-of-town” Mason students has increased consistently over the past six years. In 2000, 23% of freshmen came from a place more than 100 miles away from Mason, compared with 31% for 2005. This figure is still 13 percentage points lower than the average of public universities.

Table 8. Distance between College and Student Home

How many miles is this college from your permanent home?	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
10 miles or less	25%	25%	26%	25%	0%	9%
11-50 miles	43%	40%	38%	37%	-6%	26%
51-100 miles	8%	8%	8%	7%	-1%	20%
101+ miles	23%	27%	29%	31%	+8%	44%

More and more Mason freshmen plan to live on campus. In 2005, an all-time high of 64% of freshmen planned to live on campus, an increase of eight percentage points over the year 2000. This percentage is still 21 percentage points lower than that of public universities. Thirty-four percent of Mason freshmen plan to live with family or relatives, a decrease of seven percentage points since 2000.

In 2005, an all-time high of 64% of Mason freshmen planned to live on campus, an increase of 8 percentage points over the year 2000. In reality, 61% of all first-time freshmen lived on campus in fall 2005.

Table 9. Living Plans of Mason Freshmen

Where you plan to live during the fall term:	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
With family/relatives	41%	39%	36%	34%	-7%	11%
Private home, apartment, room	3%	2%	2%	2%	-1%	3%
College dorm/other campus housing	56%	59%	62%	64%	+8%	85%
Fraternity/Sorority	0%	<1%	<1%	<1%	--	1%

III. Student Academic Preparation and High School Activities

1. Academic Preparation for College

For the four cohorts of first-time full-time freshmen at Mason since 2000, 99% of them went to college *immediately* after graduating from high school, which is the same as the national average. For the 2005 Mason cohort, 89% graduated from a public high school.

Research indicates that students with higher high school GPAs tend to be more academically successful in college. Mason freshmen generally report lower high school GPAs than their counterparts in other public universities. As Table 10 shows, 26% of the 2005 Mason freshmen reported a high school GPA of ‘A-’ or better, an increase of seven percentage points since 2000. This figure is still significantly lower than that of public universities, which is 55%. At the same time, the percentage of Mason freshmen reporting “Cs or lower” has decreased such that it is lower than the norm for public universities (2% vs. 4%). The majority of Mason freshmen (72%) reported a ‘B’ average in high school.

Table 10. Self-Reported Average High School Grades

Average High School Grades	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
As	19%	19%	24%	26%	+7%	55%
Bs	75%	75%	73%	72%	-3%	42%
Cs or lower	7%	6%	3%	2%	-5%	4%

The percent of Mason freshmen who had mostly ‘A’s in high school has increased from 19% in 2000 and 2001 to 26% in 2005.

The percentage of Mason freshmen who *had* tutoring/remedial work in high school has not changed much in the past six years (see Table 11). In 2005, 16% of Mason freshmen reported having tutoring/remedial work in math, five percentage points higher than the average for public universities. In other subjects, Mason freshmen look similar to their counterparts nationwide.

Table 11. Percentage of Freshmen who had Tutoring/Remedial Work in High School

Tutoring/Remedial Work	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
English	6%	5%	6%	7%	+1%	5%
Reading	5%	4%	4%	5%	0%	5%
Math	17%	16%	13%	16%	-1%	11%
Social Studies	3%	4%	3%	4%	+1%	3%
Science	5%	6%	4%	5%	0%	4%
Foreign language	9%	7%	6%	6%	-3%	4%
Writing	4%	4%	4%	5%	+1%	4%

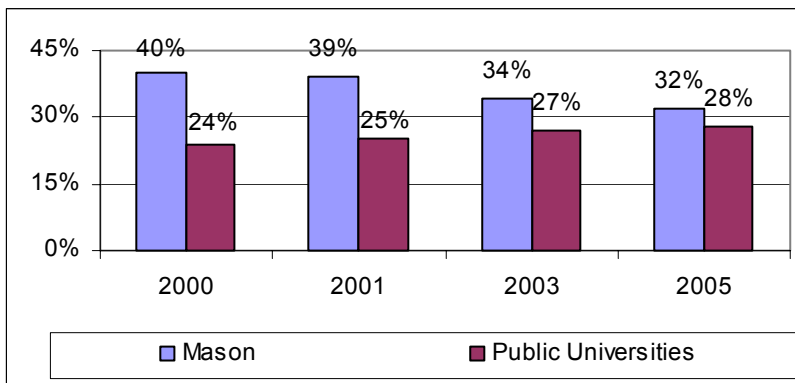
Fewer Mason freshmen from the 2005 cohort feel they will *need* tutoring or remedial work in college than the previous three cohorts and than their counterparts nationwide (see Table 12). Particularly in math, only 18% of the 2005 Mason freshmen expect some tutoring or remedial work, a significant drop from the previous years. This figure is even four percentage points lower than that of public universities.

Table 12. Percentage of Freshmen who will Need Tutoring/Remedial Work in College

Tutoring/Remedial Work	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
English	10%	10%	8%	6%	-4%	8%
Reading	4%	4%	3%	3%	-1%	4%
Math	28%	26%	25%	18%	-10%	22%
Social Studies	4%	3%	3%	2%	-2%	3%
Science	11%	10%	10%	7%	-4%	11%
Foreign language	12%	9%	10%	9%	-3%	11%
Writing	12%	12%	11%	9%	-3%	11%

Nationwide, slightly more freshmen in public universities said their high schools required community service for graduation in 2005 than in 2000. However, this percentage is falling significantly among Mason freshmen. In 2000, 40% said their high schools had this requirement, eight percentage points higher than 2005.

Figure 4. Percentage of Freshmen from High Schools that Required Community Service for Graduation



Since 2000, fewer and fewer Mason freshmen reported that their high schools required community service for graduation, which is against the trend for public universities nationwide.

2. Student Use of Time during Last Year of High School

Hours spent studying – time on task – is positively related to students’ academic success. The 2005 Mason freshmen are significantly different from earlier cohorts and their national counterparts in two areas: they reported spending more time studying/doing homework and less time partying during the last year of high school (see Table 13). Forty-three percent of the 2005 Mason freshmen spent more than six hours a week studying or doing homework, an increase of 11 percentage points since 2000 and nine percentage points above the norm for public universities. In addition, the percentage of Mason freshmen saying they spent more than six hours a week partying dropped to 12% in 2005 from 27% in 2000. This figure is eight percentage points lower than the norm for public universities. There is also a noteworthy drop in the percentage of the 2003 and 2005 Mason freshmen who reported working for six hours or more per week.

Student-faculty interaction is often used as an indicator of student engagement in college. The CIRP data shows that both nationally and at Mason, the lack of student-teacher interaction after class in high school may be a concern. Fifty-nine percent of the 2005 Mason freshmen spent less than one hour a week talking with teachers outside of class (among them, 15% spent NO time). Nationally, over 57% of incoming freshmen at public universities spent less than one hour a week (among them, 19% spent NO time).

The 2005 cohort at Mason reported spending more time studying/doing homework and less time partying during the last year of high school than earlier cohorts and than their counterparts in public universities.

Table 13. Student Use of Time during Last Year of High School

During last year of high school, percentage of students who spent 6 or more hours per week:	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
Socializing	72%	72%	70%	68%	-4%	73%
Working for pay	65%	66%	55%	55%	-10%	54%
Studying/doing homework	32%	32%	35%	43%	+11%	34%
Exercise or sports	41%	38%	41%	42%	+1%	49%
Watching TV	27%	27%	27%	28%	+1%	27%
Partying	27%	24%	21%	12%	-15%	20%
Student clubs/groups	12%	12%	13%	12%	0%	14%
Playing video/computer games	11%	12%	12%	12%	+1%	12%
Reading for pleasure	10%	8%	8%	11%	+1%	10%
Household duties	9%	10%	9%	10%	+1%	9%
Volunteer work	12%	9%	10%	10%	-2%	9%
Talking with teachers outside of class	4%	5%	4%	3%	-1%	4%
Prayer/meditation	5%	5%	3%	3%	-2%	3%

3. Activities Engaged in during Last Year of High School

The Survey also asked students to indicate the activities in which they were engaged during their last year of high school. Table 14 presents the activities in which students were *frequently* engaged. Eighty-nine percent of the 2005 Mason freshmen frequently used a personal computer and 86% frequently used Internet for research or homework. These percentages are much higher than previous cohorts and slightly higher than the national norm for public universities. Eighty-five percent of Mason freshmen frequently socialized with someone of another racial/ethnic group – 14 percentage points higher than the national average. Sixty-one percent of the 2005 Mason freshmen frequently discussed politics in class in high school – 13 percentage points higher than their counterparts in other public universities.

Compared with previous cohorts at Mason, the 2005 cohort are *less likely* to say that they frequently felt bored in class, frequently felt overwhelmed by all they had to do, frequently felt depressed, or frequently smoked cigarettes. Thirty-four percent of the 2005 Mason freshmen did feel bored in class frequently, eight percentage points lower than their peers in other public universities.

Table 14. **Frequent** Activities during Last Year of High School*

Frequent activities during the last year of high school	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
Used a personal computer	83%	85%	--	89%	+6%	87%
Used Internet for research or homework	77%	82%	--	86%	+9%	81%
Socialized with someone of another racial/ethnic group	81%	86%	81%	85%	+4%	71%
Discussed politics	22%	27%	33%	--	--	
Discussed politics in class	--	--	--	61%	--	48%
Discussed politics with friends	--	--	--	31%	--	30%
Discussed politics with family	--	--	--	29%	--	27%
Was bored in class	47%	49%	45%	34%	-13%	42%
Discussed religion	29%	28%	29%	33%	+4%	36%
Asked a teacher for advice after class	24%	26%	27%	25%	+1%	25%
Voted in student election	23%	27%	26%	25%	+2%	24%
Felt overwhelmed by all I had to do	28%	28%	28%	22%	-6%	26%
Felt depressed	10%	8%	9%	6%	-4%	6%
Smoked cigarettes	13%	9%	6%	3%	-10%	5%

* Students were given three options: "frequently," "occasionally," and "not at all." This table only reports the percentage responding "frequently."

Table 15 presents the activities in which students had *ever* been engaged, either *frequently* or *occasionally*, during the last year of high school. The majority of Mason freshmen had studied with other students (87%), performed volunteer work (84%) and attended a religious service (77%). The 2003 and 2005 freshmen cohorts at Mason are less likely to report that they came late to class than the 2000 and 2001 cohorts, a drop of about ten percentage points.

Nationwide, beer drinking in high school is at a record low in 2005 (Pryor, Hurtado, Saenz, Lindholm, Korn and Mahoney, 2005). The 2005 Mason cohort was much less likely to get involved in under-age drinking: 33% of the 2005 Mason freshmen reported that they occasionally or frequently drank wine or liquor and 28% drank beer, figures significantly lower than earlier cohorts at Mason and than their counterparts nationwide.

Fewer Mason freshmen in 2005 had participated in organized demonstrations occasionally or frequently, but more had worked on a local, state or national political campaign than their counterparts nationwide. The percentage of Mason freshmen who were occasionally or frequently a guest in a teacher’s home is seven percentage points lower than the national average in 2005.

Table 15. **Occasional or Frequent** Activities during Last year of High School

Activities during the last year of high school:	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
Studied with other students	85%	84%	84%	87%	+2%	88%
Performed volunteer work	79%	81%	82%	84%	+5%	85%
Attended a religious service	78%	80%	76%	77%	-1%	79%
Came late to class	73%	75%	64%	61%	-12%	63%
Performed community service as part of a class	60%	62%	--	59%	-1%	55%
Tutored another student	52%	56%	56%	57%	+5%	59%
Played a musical instrument	42%	40%	44%	44%	+2%	46%
Participated in organized demonstrations	48%	47%	44%	39%	-9%	47%
Drank wine or liquor	49%	49%	44%	33%	-16%	49%
Drank beer	45%	41%	37%	28%	-17%	42%
Worked on a local, state, or national political campaign	--	--	--	20%	--	13%
Was a guest in a teacher’s home	18%	20%	17%	17%	-1%	24%

* Students were given three options: “frequently,” “occasionally,” and “not at all.” This table combines the percentages for “occasionally” and “frequently.”

- 85% of the 2005 Mason freshmen reported frequently socializing with someone of another racial/ethnic group and 61% frequently discussed politics in class – these figures are much higher than the average for public universities.
- Fewer freshmen in the 2005 cohort frequently felt bored in class during the last year of high school compared to earlier cohorts at Mason.
- 61% of the 2005 Mason freshmen said they were late to class occasionally or frequently during their last year of high school, a drop of 12 percentage points since 2000. They were much less likely to get involved in under-age drinking than earlier cohorts at Mason and than their counterparts at public universities.
- The 2005 Mason freshmen are more likely to have worked on a political campaign than freshmen at public universities.

IV. Choices of College, Major and Career

1. College Motivation

“To learn more about things that interest me” is the most important reason for freshmen at public universities to go to college. Among a list of thirteen motivations to go to college, the top five “very important” ones for the 2005 Mason freshmen are listed in Table 16. These top five reasons are exactly the same ones chosen by the freshmen from public institutions as well as by Mason freshmen entering in fall 2000, 2001 and 2003.

Table 16. Most Important Reasons to Go to College

In deciding to go to college, how important to you was each of the following reasons?	George Mason University		Public Universities
	2003	2005	2005
To learn more about things that interest me	75%	83%	79%
To be able to get a better job	68%	70%	73%
To get training for a specific career	67%	69%	69%
To be able to make more money	70%	68%	72%
To gain a general education and appreciation of ideas	62%	64%	66%

* Students were given three options: “very important,” “somewhat important,” and “not important.” This table only includes the percentage responding “very important.”

In 2005, an all-time high of 63% of incoming freshmen said Mason was their first choice school – an increase of 11 percentage points over 2000 (see Table 17). But this figure is still lower than the average for public universities, which is 71%. The majority of the 2005 freshmen (55%) applied to three or more institutions other than Mason (see Table 18), a figure very close to the norm for public universities.

Table 17. College Choice

Is this college your:	George Mason University					Public Universities
	2000	2001	2003	2005	% change 00-05	2005
First choice	52%	57%	51%	63%	+11%	71%
Second choice	30%	30%	31%	26%	-4%	20%
Third or lower choice	18%	14%	18%	11%	-7%	9%

63% of the 2005 entering freshmen said Mason was their first choice, the highest percentage since 2000. This figure remains lower than the average for public universities (71%).

Table 18. Number of Colleges to which Students Applied for Admission

To how many colleges other than this one did you apply for admission this year?	George Mason University					Public Universities
	2000	2001	2003	2005	% change 00-05	2005
None	16%	16%	13%	13%	-3%	19%
1-2	33%	32%	30%	31%	-2%	28%
3-4	34%	35%	37%	35%	+1%	28%
5+	17%	17%	20%	20%	+3%	25%

2. Reasons for Choosing Mason

CIRP provides students with 18 possible reasons for enrolling at a particular college, and the top reasons cited by Mason freshmen are listed in Table 19. “Very good academic reputation” has been the single most important reason for Mason students since 2000. In 2005, 52% of Mason freshmen cited it as a “very important” reason, a percentage significantly higher than earlier cohorts but still lower than that for public universities (60%). “Graduates get good jobs” is another very important reason for 42% of the 2005 freshmen at Mason, a figure also lower than the national percentage. The percentage of the 2005 Mason freshmen who thought “a visit to the campus” was a very important reason increased by 13 percentage points over 2003 to 42%.

Compared with their counterparts in other public universities, Mason freshmen are less likely to say that “graduates get good jobs,” “good reputation for social activities,” “graduates gaining admission to top graduate/professional schools,” “offered financial aid/assistance” and “ranking in magazines” were very important reasons for them to attend Mason. One out of four Mason freshmen selected “wanted to live near home” as a very important reason, much higher than the percentage for public universities.

Table 19. Top “Very Important” Reasons for Attending this Particular College

Top “very important” reasons influencing decision to attend this college*:	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
Very good academic reputation	41%	41%	44%	52%	+11%	60%
Graduates get good jobs**	39%	41%	30%**	42%	+3%	52%
A visit to the campus*	--	--	29%	42%	--	37%
Low tuition/The cost of attending this college	28%	26%	26%	30%	+2%	32%
Good reputation for social activities	23%	24%	25%	26%	+3%	35%
Size of college is right	22%	21%	22%	26%	+4%	29%
Wanted to live near home	26%	25%	24%	25%	-1%	16%
Graduates gain admission to top graduate/professional schools	20%	20%	--	25%	+5%	34%
Offered financial aid/assistance	17%	17%	18%	17%	0%	28%
Information from a website	9%	9%	15%	16%	+7%	15%
Relatives wanted me to come	9%	9%	11%	11%	+2%	10%
Ranking in magazines	6%	7%	11%	11%	+5%	20%

* Students were given three options: “very important,” “somewhat important,” and “not important.” This table only includes the percentage responding “very important.”

** Possible “order effects” for 2003 result on this item.

In a separate question asked only of Mason freshmen, over half said it is “essential” or “very important” for them to attend a college with a multi-ethnic student body (see Table 20). It is particularly true for the 2005 entering freshmen. Female students are more likely to think it is essential than male students, 34% and 25% in 2005 respectively.

Table 20. Importance of Attending a College with a Diverse Student Body

How important is it for you to attend a college with a multi-ethnic student body?	2003 Mason Freshmen			2005 Mason Freshmen		
	All	Men	Women	All	Men	Women
Essential	26%	20%	31%	30%	25%	34%
Very important	29%	26%	31%	32%	28%	35%
Somewhat important	32%	37%	28%	27%	32%	24%
Not important	12%	16%	10%	10%	15%	7%

A visit to campus has become very important to freshmen in their decision to attend Mason.

3. Choice of Major

In 2005, 11% of entering Mason freshmen had not yet decided their major field of study, slightly higher than freshmen in public universities. Business, including accounting, business administration, finance, international business, marketing and management, is the most popular field for incoming students. Eighteen percent of Mason freshmen have chosen or will probably choose business as their major field. Compared with their peers in other public universities, Mason freshmen expressed lower interest in professional fields and in engineering.

When examining a detailed list of majors, we found the following to be the most popular specific majors among Mason freshmen:

- *Political science* (9% of the 2005 incoming freshmen have chosen/will probably choose it as their major field)
- *Management* (6%)
- *Biology* (5%)
- *Psychology* (5%)
- *Nursing* (4%)

Among the additional questions provided by the Office of Institutional Assessment at Mason, freshmen were asked to specify the reasons that influenced their choice of major (see Table 21). Almost all 2005 freshmen “strongly agreed” or “agreed” that their decision was influenced by their own personal interest and 74% said they were influenced by the potential for employment. Nearly half (42%) agreed that their decision was influenced by their parents or a family member.

Table 21. Reasons for Choosing a Particular Major

I was influenced to choose my major by...	2003 Mason		2005 Mason	
	Strongly Agree	Agree Somewhat	Strongly Agree	Agree Somewhat
My own personal interest	76%	20%	86%	13%
The potential for employment	36%	43%	36%	38%
My parents or a family member	14%	30%	11%	31%

4. Career Choice

Freshmen were also asked to select their probable career/occupation among a list of 46 choices. Approximately 17% of Mason freshmen had not decided their career yet, with female students more likely to be undecided.

The most popular careers are as follows:

- *Business executive* (i.e., management, administrator) – 8% of the 2005 Mason freshmen, slightly higher among male students
- *Lawyer (attorney) or judge* – 6%, slightly higher among female students
- *Engineer* – 6%, majority are male students
- *Physician* – 4%, more female than male
- *Nurse* – 4%, more female than male

Nationally the most likely career choices among freshmen in public universities are engineer (11%), physician (8%), business executive (8%), lawyer (4%), and pharmacist (4%).

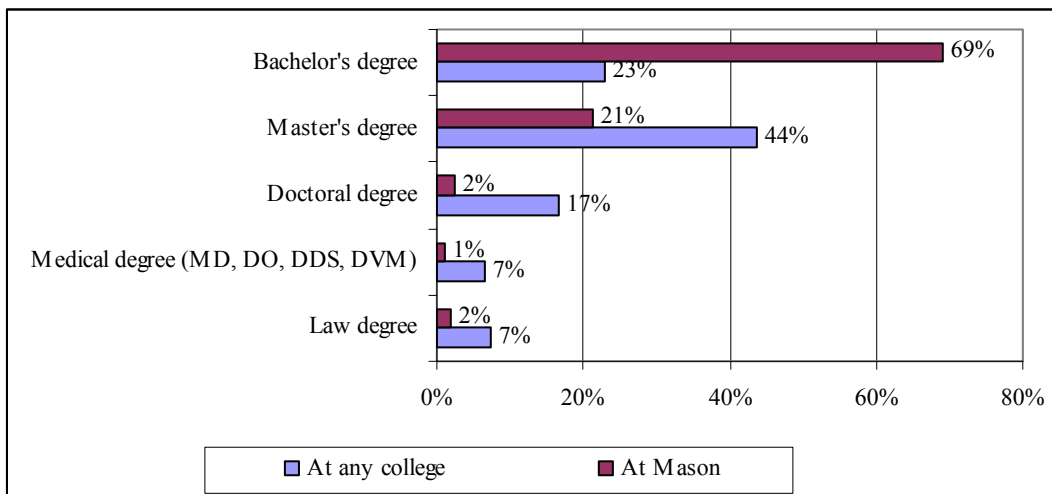
V. College Expectations

1. Educational Aspirations

As Figure 5 presents, the majority of 2005 Mason freshmen (69%) intend to obtain a bachelor's degree from Mason and 23% of them do not plan to study for an advanced degree. Forty-four percent of them intend to obtain a master's degree from a university but only 21% of them intend to do it at Mason. Similarly, 17% of students plan to obtain a doctoral degree, but only 2% intend to get it from Mason. Since Mason has no medical school, almost all students who want to become a doctor (7%) have to get the training from other institutions. Among the 7% of students who want to become a lawyer or judge, one third of them intend to go to Mason Law School.

More Mason freshmen intend to get a bachelor's degree from Mason (69%) than public university freshmen (63%) intend to get a bachelor's from their institutions.

Figure 5. Educational Aspirations of Mason Freshmen, 2005*



* Percentages in this graph do not add to 100 because divinity degrees, degrees lower than the bachelor's, and other types of degrees are not reported here. See Table 22 for a full list of degree options on the Survey.

Since 2001, there has been a drop in the percentage of Mason freshmen who have no intention of getting a bachelor's degree from any college (see Table 22); there has also been a significant increase in the percentage of students who don't intend to study beyond a bachelor's degree.

Table 22. Educational Aspirations of Mason Freshmen

What is the highest academic degree that you intend to obtain at any college?	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
Lower than bachelor's (associate degree, certificate, or none)	4%	1%	0.3%	1%	-3%	1%
Bachelor's degree	16%	25%	22%	23%	+7%	21%
Master's degree	47%	43%	46%	44%	-3%	40%
Doctoral degree	19%	19%	16%	17%	-2%	18%
Medical degree (MD, DO, DDS, DVM)	7%	5%	7%	7%	0%	12%
Law degree	6%	7%	8%	7%	+1%	5%
Other degrees (divinity degrees, etc.)	2%	1%	1%	2%	0%	2%

2. Academic Expectations

The 2005 incoming freshmen are very optimistic about their chance of making at least a B average at Mason – about 68% think the chance is “very good” (see Table 23). This figure has increased by 21 percentage points since 2000 and is six percentage points higher than that of public universities. Over the past six years, there has been a continuing increase in the percentage of Mason freshmen who think they will be satisfied with Mason – 58% rated the chance as “very good” in 2005. The 2005 Graduating Senior Survey (GSS) administered by the Office of Institutional Assessment found that 90% of senior students were “very satisfied” or “satisfied” with their overall Mason experience. Compared with the 2003 freshmen, more 2005 freshmen at Mason are interested in studying abroad and fewer may consider transferring to another college.

Table 23. College Academic Expectations

Student estimates chances are “very good” that he/she will*:	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
Make at least a B average	47%	52%	57%	68%	+21%	62%
Be satisfied with his/her college	35%	40%	48%	58%	+23%	54%
Participate in study abroad	-	-	19%	24%	--	27%
Change majors	13%	13%	13%	12%	-1%	16%
Change career choice	12%	12%	12%	11%	-1%	14%
Transfer to another college	12%	9%	12%	8%	-4%	5%
Work full-time while attending college	6%	6%	8%	7%	+1%	6%

* There were four options for this question: “very good chance,” “some chance,” “very little chance” and “no chance.” This table only includes the percentage responding “very good chance.”

Compared with earlier cohorts and their counterparts in public universities, the 2005 Mason freshmen are more optimistic about the chances of making at least a B average and being satisfied with Mason.

Students’ anticipated studying time increased slightly from 2003 to 2005. In 2005, about 80% of Mason freshmen expect to study at least one hour for each hour spent in class or labs during their first year – the figure was 77% in 2003. Female freshmen expect to study for longer hours than their male counterparts. The 2003 Graduating Senior Survey found that senior students on average spend 1.34 hours studying for each hour spent in class or labs during their last year at Mason.

Table 24. Expected Study Time

Approximately, how much time do you expect to spend studying during your first year at Mason?	Mason 2003			Mason 2005		
	All Freshmen	Men	Women	All Freshmen	Men	Women
Less than ½ hour for each hour spent in class or labs	2%	3%	2%	2%	4%	1%
½ hour for each hour spent in class or labs	21%	26%	17%	18%	21%	16%
1 hour for each hour spent in class or labs	37%	38%	36%	39%	40%	38%
1½ hour for each hour spent in class or labs	19%	17%	21%	23%	19%	25%
2 hours or more for each hour spent in class or labs	21%	17%	25%	18%	16%	20%

3. Expectations for Social Life in College

Over the past six years, more and more Mason freshmen report that they very likely will socialize with someone of another racial/ethnic group (80% rated the chance as “very good” in 2005). For 2005, there is a significant increase in the percentage of Mason freshmen who think it is very likely that they will get a job to help pay for college expenses, 16 percentage points over 2000 and five percentage points higher than the national average

(see Table 25). More Mason freshmen expect to participate in volunteer/community service work than in the past (25% in 2005) and the percentage who expect to need counseling has steadily dropped to 5% in 2005.

Table 25. Expectations for Social Life in College

Student estimates chances are “very good” that he/she will*:	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
Socialize with someone of another racial/ethnic group	67%	74%	73%	80%	+13%	66%
Get a job to help pay college expenses	36%	41%	42%	52%	+17%	47%
Participate in student clubs/groups	41%	40%	44%	44%	+3%	45%
Communicate regularly with professors	30%	30%	31%	33%	+3%	31%
Participate in volunteer/community service work	18%	16%	23%	25%	+7%	25%
Strengthen religious beliefs/convictions	-	-	21%	23%	--	23%
Play varsity/intercollegiate athletics	10%	9%	10%	12%	+2%	11%
Participate in student government	8%	8%	8%	10%	+2%	8%
Join fraternity/sorority	10%	11%	11%	9%	-1%	12%
Participate in student protests or demonstrations	7%	6%	9%	8%	+1%	6%
Seek personal counseling	8%	6%	7%	5%	-3%	8%

** There were four options for this question: “very good chance,” “some chance,” “very little chance” and “no chance.” This table only includes the percentage responding “very good chance.”

- More and more entering freshmen are realizing that Mason is a diverse university and the chances are “very good” that they will socialize with someone of another racial/ethnic group.
- The 2005 entering freshmen are more likely than earlier cohorts to think that they need to get a job to help pay for college expenses.

4. Additional Expectations for Experiences at Mason

In addition to the standard questions on the CIRP Freshman Survey, Mason freshmen were also asked to respond to 21 questions that pertain only to Mason students. Some of these questions have been covered in the previous sections and the rest are reported here.

One out of four 2005 Mason freshmen feel it is “essential” for them to contribute to class discussions and to increase their technology skills in classes (see Table 26). A large percentage of students (83%) think it is essential or very important to socialize with students from other racial or ethnic backgrounds. Students’ opinion on foreign language learning is polarized: 24% think it is “essential” while 19% think it is “not important” at all. Keep in mind that the native language for 20% of Mason freshmen is not English.

Table 26. Additional Expectations for Mason Experiences, 2005

Please indicate the <u>importance</u> to you personally of each of the following:	Essential	Very Important	Somewhat Important	Not Important
Contributing to class discussions	26%	44%	26%	4%
Increasing technology skills in my classes at Mason	25%	41%	29%	5%
To be at least moderately fluent in a language other than my native language	24%	25%	32%	19%
Socializing w. students of other racial/ethnic groups	23%	60%	10%	7%
Studying with other students outside of class	22%	44%	29%	5%
Talking with my professors outside of class	22%	40%	34%	4%
Having serious discussions about social issues in class	22%	36%	34%	8%
Working in team w. other students on a class project	17%	41%	34%	7%

Mason freshmen also expect to have opportunities to interact with professors out of class – 62% of them think it is essential or very important. Compared with the 2003 entering freshmen, the 2005 freshmen expect very close contact with faculty and with academic advisors. As Figure 6 shows, 13% of the 2005 freshmen expect their professors to contact them weekly about course-related information outside the classroom and 70% expect professors to contact them *a few times during a semester*, compared with 16% and 47% in 2003 respectively. No one in the 2005 cohort expects no contact from professors, compared with 7% of the 2003 freshmen. As Figure 7 shows, 75% of the 2005 freshmen expect to meet with their academic advisors weekly and 23% expect *a few times* during the first semester, compared with 14% and 68% in 2003 respectively. Managing student expectations is a challenge for Mason.

Figure 6. Expected Frequency of Interaction with **Faculty** outside of Class

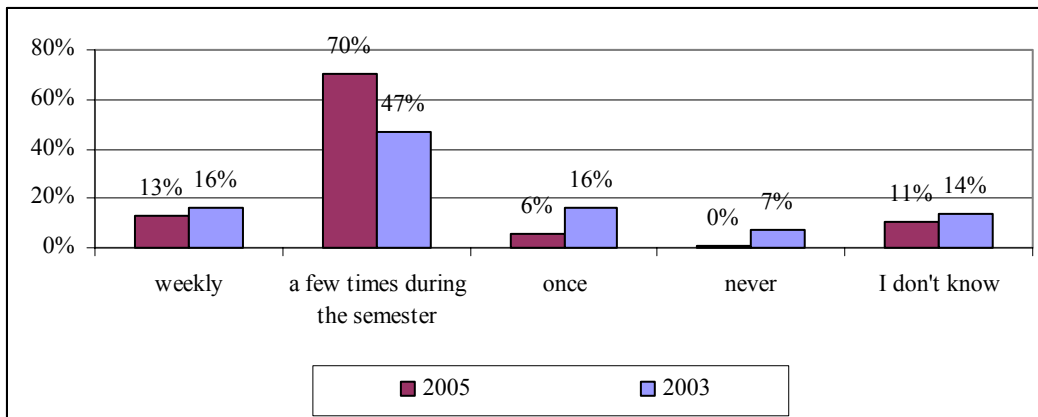
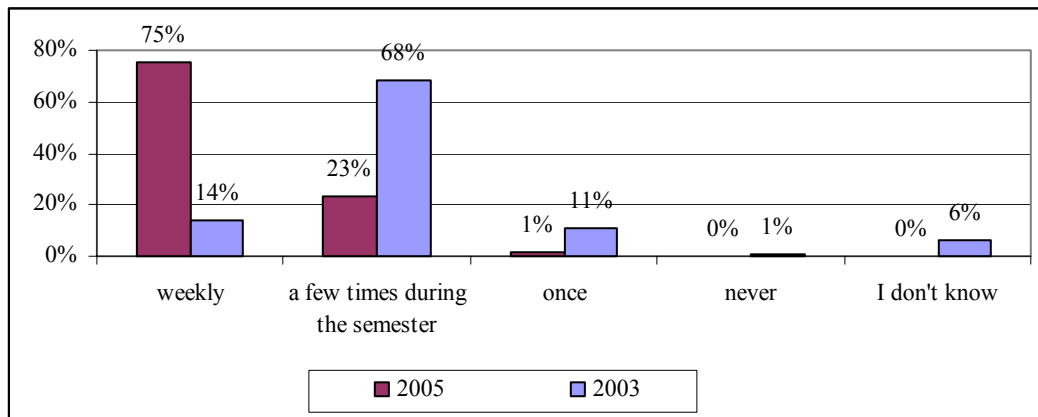


Figure 7. Expected Frequency of Meeting **Academic Advisor**



For the majority of 2005 incoming freshmen, it is important for Mason to have a welcoming climate for students with different sexual preferences and for students from different ethnicities – 81% and 71% of freshmen “strongly agreed” with these two statements respectively. Freshmen also expect Mason to have a welcoming climate for people from different religious backgrounds and for people with disabilities.

Table 27. Expected Campus Climate

It is important that the University climate is welcoming to:	Strongly Agree	Agree Somewhat	Disagree Somewhat	Disagree Strongly
People with different ethnicities	71%	27%	2%	0%
People with different religious backgrounds	59%	37%	4%	0%
People with disabilities	51%	40%	7%	2%
People with different sexual preferences	81%	18%	1%	0%

VI. Self-Perceptions, Personal Objectives and Political Views

1. Self-Perceptions

Freshmen were asked to rate themselves on 18 personal traits as compared with the average person of their age. In most of these areas (see Table 28), the self-perceptions of Mason freshmen have become more positive over time. Significantly more freshmen entering in fall 2005 rated themselves higher in the following characteristics than earlier cohorts did:

- Drive to achieve – 75% of the 2005 freshmen rated themselves above the average person of their age, an increase of 11 percentage points since 2000
- Academic ability – 74% of the 2005 freshmen rated themselves above the average person of their age, an increase of 9 percentage points since 2000
- Self-understanding – 65% rated themselves above average, a seven-percentage-point increase

- More 2005 Mason freshmen rated themselves above average in drive to achieve, academic ability and self-understanding than earlier cohorts did.
- Differences in self-perceptions between Mason freshmen and freshmen in public universities diminished in 2005.
- In understanding of others, creativity and self-understanding, Mason freshmen rated themselves higher than freshmen in public universities.

Unlike previous years, differences in self-perceptions between Mason freshmen and freshmen in public universities diminished in 2005. For example, in 2003, the percentage of freshmen in public universities who rated themselves above average was at least five percentage points higher than that of Mason freshmen in each of the following areas: academic ability, drive to achieve, leadership ability, physical health, and, particularly, math ability. In 2005, however, Mason freshmen ratings were significantly behind their counterparts only in math ability – 7 percentage points lower than the average for public universities. In all the other areas, the Mason figures are very close (within three percentage points), if not above, the public university average. Particularly in understanding of others, creativity and self-understanding, Mason figures are seven percentage points above the percentage for public universities.

Table 28. Freshmen Self-Perceptions

Percentage of freshmen who rated themselves above average or highest 10% as compared with the average person of their age*:	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
Cooperativeness	72%	72%	73%	76%	+4%	74%
Academic Ability	65%	66%	71%	74%	+9%	77%
Understanding of Others	69%	69%	71%	74%	+5%	67%
Drive to Achieve	64%	66%	66%	75%	+11%	75%
Creativity	64%	60%	59%	65%	+1%	58%
Self-understanding	58%	57%	57%	65%	+7%	58%
Leadership Ability	58%	56%	55%	64%	+6%	63%
Self-Confidence (intellectual)	59%	57%	60%	63%	+4%	63%
Emotional Health	53%	54%	52%	58%	+5%	57%
Self-Confidence (social)	52%	52%	49%	58%	+6%	54%
Physical Health	54%	50%	52%	55%	+1%	58%
Computer Skills	44%	45%	49%	47%	+3%	42%
Math Ability	40%	40%	42%	44%	+4%	51%
Writing Ability	49%	46%	48%	53%	+4%	49%
Spirituality	45%	39%**	36%	39%	--	38%
Public Speaking Ability	40%	35%	36%	38%	-2%	38%
Artistic Ability	36%	33%	35%	34%	-2%	30%
Religiousness	--	30%	29%	29%	--	31%

* Students were given five options: "highest 10%," "above average," "average," "below average" and "lowest 10%." This table combines the percentages of "highest 10%" and "above average."

** Results may not be comparable to earlier years due to addition of "Religiousness" in that year.

2. Personal Objectives

For most freshmen nationwide (including Mason freshmen), the top three “essential” or “very important” personal objectives are as follows: “being very well off financially,” “raising a family,” and “helping others in difficulty.” Table 29 lists those personal objectives shared by more than 25% of Mason freshmen in 2005. Over the past six years, more Mason freshmen thought the following personal objectives were very important for them:

- keeping up to date with political affairs (an increase of 12 percentage points over 2000)
- raising a family (an increase of 6 percentage points)
- helping others in difficulty (an increase of 5 percentage points), and
- influencing social values (an increase of 5 percentage points)

Fewer freshmen in the 2005 cohort thought it was essential or very important for them to integrate spirituality into their lives, a decrease of five percentage points.

Compared with their counterparts in other public universities, more Mason freshmen (both 2003 and 2005 cohorts) would like to improve their understanding of other countries and cultures, keep up to date with political affairs, and help to promote racial understanding. These objectives complement student expectations for a diverse campus climate and their high expectations for socializing with someone of another racial/ethnic group.

Table 29. Personal Objectives of Freshmen

Top “Essential” or “Very important” Personal Objectives*:	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
Being very well off financially	78%	77%	77%	76%	-2%	76%
Raising a family	67%	66%	69%	73%	+6%	75%
Helping others in difficulty	63%	60%	66%	68%	+5%	65%
Becoming an authority in my field	62%	62%	65%	65%	+3%	60%
Improving my understanding of other countries & cultures**	-	-	52%	59%	--	50%
Obtaining recognition from colleagues for contributions to my special field	56%	54%	58%	58%	+2%	55%
Developing a meaningful philosophy of life	42%	42%	39%	46%	+4%	46%
Influencing social values	40%	39%	39%	45%	+5%	40%
Keeping up to date with political affairs	32%	35%	42%	44%	+12%	38%
Becoming successful in business of my own	46%	44%	41%	44%	-2%	43%
Having administrative responsibility for work of others	42%	39%	42%	41%	-1%	41%
Helping to promote racial understanding	35%	37%	36%	39%	+4%	33%
Integrating spirituality into my life	42%	39%	36%	37%	-5%	39%
Becoming a community leader	31%	29%	30%	31%	0%	34%
Influencing the political structure	25%	22%	26%	25%	0%	22%

* Students were given four rating options: “essential”, “very important,” “somewhat important” and “not important.” This table combines “essential” and “very important” responses and reports only the objectives cited by at least 25% of the 2005 respondents.

**New item in 2003.

Over the past six years, more Mason freshmen think it is essential or very important for them to keep up to date with political affairs. Compared with their counterparts in other public universities, Mason freshmen are more likely to consider it essential or very important to improve their understanding of other countries and cultures, to keep up to date with political affairs, and to help promote racial understanding.

3. Political Standing and Political Views

For six years, almost half of Mason freshmen have taken a “middle-of-the-road” standing politically. Since 2000, there has been a slight decrease in freshmen who identify themselves as “liberal” or “middle-of-the-road;” consequently, there is a slight increase of “conservative” freshmen at Mason. Despite this, compared with their peers in other public universities in 2005, fewer Mason students identified themselves as “conservative” – four percentage points lower than the average for public universities.

Politically, 47% of the 2005 Mason freshmen considered themselves to be “middle-of-the-road,” 4 percentage points higher than the percentage for public universities. Compared with the 2000 cohort, more freshmen in the 2005 cohort identified themselves as “conservative,” but this figure is still 4 percentage points lower than that for public universities.

Table 30. Freshmen Political Standing

How would you characterize your political views?	George Mason University					Public Universities 2005
	2000	2001	2003	2005	% change 00-05	
Far left	3%	3%	3%	3%	0%	3%
Liberal	30%	29%	28%	28%	-2%	28%
Middle-of-the-road	49%	51%	46%	47%	-2%	43%
Conservative	16%	16%	21%	19%	+3%	23%
Far right	1%	2%	2%	2%	+1%	2%

In 2005, more than **75%** of Mason freshmen *agreed strongly or somewhat* with the following statements (See Table 31: there are no statements on this list in which a majority of Mason freshmen *strongly agreed*):

- The federal government should do more to control the sale of handguns (42% strongly agreed and 40% somewhat agreed)
- Through hard work, everybody can succeed in American society (43% strongly agreed and 38% somewhat agreed)
- The federal government is not doing enough to control environmental pollution (28% strongly agreed and 50% somewhat agreed)

In 2005, Mason students were more likely to *strongly disagree* with the following two statements:

- The activities of married women are best confined to the home and family (58% strongly disagreed and another 27% somewhat disagreed)
- It is important to have laws prohibiting homosexual relationships (46% strongly disagreed and another 30% somewhat disagreed)

The 2005 entering freshmen at Mason were *divided* on the following issues (almost half of them agreed and another half disagreed, details presented in Figure 8):

- There is too much concern in the courts for the rights of criminals
- Affirmative action in college admissions should be abolished
- Undocumented immigrants should be denied access to public education (on this issue there was greater polarization with 18% agreeing strongly and 20% disagreeing strongly).

Over the past six years, increasingly more Mason freshmen agree that “Wealthy people should pay a larger share of taxes than they do now” – an increase of ten percentage points in 2005 over 2000; whereas, fewer freshmen agree that “There is too much concern in the courts for the rights of criminals” – a decrease of eight percentage points over 2000. Compared with their peers in public universities, the 2005 Mason freshmen are more likely to

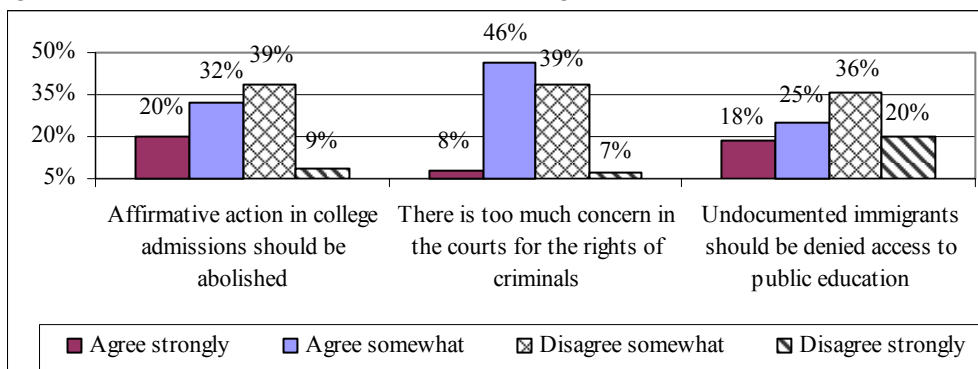
agree that “Dissent is a critical component of the political process” and less likely to agree that “Grading in the high schools has become too easy” and “Marijuana should be legalized.”

Table 31. Freshmen Political Views

Percentage of students who agree “strongly” or “somewhat”*	George Mason University					Public Univ. 2005
	2000	2001	2003	2005	% change 00-05	
The federal government should do more to control the sale of handguns	83%	81%	77%	82%	-1%	78%
Through hard work, everybody can succeed in American society	--	--	--	81%	--	79%
The federal government is not doing enough to control environmental pollution	--	--	--	78%	--	77%
A national health care plan is needed to cover everybody’s medical costs	--	--	--	74%	--	71%
Dissent is a critical component of the political process	--	--	--	73%	--	65%
Colleges should prohibit racist/sexist speech on campus	64%	67%	59%	62%	-2%	57%
Abortion should be legal	60%	61%	62%	61%	+1%	58%
Same sex couples should have the right to legal marital status	58%	58%	66%	61%	+3%	59%
Only volunteers should serve in the armed forces	--	--	--	60%	--	63%
Wealthy people should pay a larger share of taxes than they do now	49%	50%	54%	59%	+10%	57%
There is too much concern in the courts for the rights of criminals	66%	63%	60%	54%	-8%	57%
Affirmative action in college admissions should be abolished	51%	48%	57%	52%	+1%	52%
Undocumented immigrants should be denied access to public education	--	--	--	44%	--	43%
If two people really like each other, it’s all right for them to have sex even if they’ve known each other for only a very short time	44%	42%	--	41%	-3%	44%
Federal military spending should be increased	--	--	33%	36%	--	32%
Grading in the high schools has become too easy	--	--	--	35%	--	53%
The death penalty should be abolished	29%	33%	28%	34%	+5%	33%
Marijuana should be legalized	35%	37%	37%	32%	-3%	38%
Realistically an individual can do little to bring about changes in our society	28%	28%	29%	27%	-1%	27%
It is important to have laws prohibiting homosexual relationships	26%	25%	21%	24%	-2%	27%
The activities of married women are best confined to the home and family	24%	24%	20%	20%	-4%	19%
Racial discrimination is no longer a problem in America	23%	24%	24%	20%	-3%	21%

* Students were given four options: “agree strongly,” “agree somewhat,” “disagree somewhat” and “strongly disagree.” This table combines percentages for “agree strongly” and “agree somewhat.”

Figure 8. Three Most Controversial Issues among the 2005 Mason Freshmen*



* Those issues most evenly divided between “agree” and “disagree” among the 2005 Mason freshmen.

Appendixes

1. References

Pryor, J.H., Hurtado, S., Saenz, V.B., Lindholm, J.A., Korn, W.S., Mahoney, K.M. (2005). *The American Freshman: National Norms for Fall 2005*. Los Angeles: Higher Education Research Institute, UCLA.

Choy, S. (2001). Essay: Students whose parents did not go to college: Postsecondary access, persistence, and attainment. In J. Wirt, et al. (Eds.), *The Condition of Education, 2001* (pp. XVIII-XLIII). Washington, DC: National Center for Educational Statistics.

PLEASE PRINT NAME AND PERMANENT/HOME ADDRESS (one letter or number per box)

NAME: FIRST MI LAST
 ADDRESS: Month (01-12) Day (01-31) Year
 CITY: STATE: ZIP: PHONE: - -

2005 STUDENT INFORMATION FORM

MARKING DIRECTIONS

Your responses will be read by an optical mark reader. Please,

- Use a pencil or black or blue pen.
- Fill in the oval completely.
- Erase cleanly any answer you wish to change or "X" out mark if in pen.

CORRECT MARK INCORRECT MARKS



PLEASE PROVIDE YOUR ID NUMBER (as instructed)

Mark here if directed

										GROUP CODE A	GROUP CODE B
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

8. From what high school did you graduate?
 Name of High School

City State

9. From what kind of high school did you graduate? (Mark one)
 Public school (not charter or magnet)
 Public charter school
 Public magnet school
 Private religious/parochial school
 Private independent college-prep school
 Home school

10. What were your scores on the SAT I and/or ACT?
 SAT VERBAL
 SAT MATH
 ACT Composite

11. Citizenship status:
 U.S. citizen
 Permanent resident (green card)
 Neither

12. Which of the following statements applies to you? (Mark one)
 I was born in the United States
 I came to the United States:
 Before age 6
 Between ages 6-12
 After age 12

13. If you or your parents were not born in the United States, indicate the country of birth:
 You
 Mother
 Father

14. Prior to this term, have you ever taken courses for credit at this institution?
 Yes No

15. Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?
 Yes No

16. Where do you plan to live during the fall term? (Mark one)
 With my family or other relatives
 Other private home, apartment, or room
 College residence hall
 Fraternity or sorority house
 Other campus student housing
 Other

17. Is this college your: (Mark one)
 First choice? Less than third choice?
 Second choice? Third choice?

18. To how many colleges other than this one did you apply for admission this year?
 None 1 2 3 4 5 6 7-10 11 or more

19. Have you had, or do you feel you will need, any special tutoring or remedial work in any of the following subjects? (Mark all that apply)

	Have Had	Will Need
English	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>
Foreign Language	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>

20. What is the highest academic degree that you intend to obtain? (Mark one in each column)

	Highest Planned	Highest Planned At This College
None	<input type="radio"/>	<input type="radio"/>
Vocational certificate	<input type="radio"/>	<input type="radio"/>
Associate (A.A. or equivalent)	<input type="radio"/>	<input type="radio"/>
Bachelor's degree (B.A., B.S., etc.)	<input type="radio"/>	<input type="radio"/>
Master's degree (M.A., M.S., etc.)	<input type="radio"/>	<input type="radio"/>
Ph.D. or Ed.D.	<input type="radio"/>	<input type="radio"/>
M.D., D.O., D.D.S., or D.V.M.	<input type="radio"/>	<input type="radio"/>
J.D. (Law)	<input type="radio"/>	<input type="radio"/>
B.D. or M.DIV. (Divinity)	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

21. Are your parents: (Mark one)
 Both alive and living with each other?
 Both alive, divorced or living apart?
 One or both deceased?

22. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

	None	Less than \$1,000	\$1,000-2,999	\$3,000-5,999	\$6,000-9,999	\$10,000+
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which <u>must</u> be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

<input type="radio"/> Less than \$10,000	<input type="radio"/> \$50,000-59,999
<input type="radio"/> \$10,000-14,999	<input type="radio"/> \$60,000-74,999
<input type="radio"/> \$15,000-19,999	<input type="radio"/> \$75,000-99,999
<input type="radio"/> \$20,000-24,999	<input type="radio"/> \$100,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-39,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$40,000-49,999	<input type="radio"/> \$250,000 or more

24. Current religious preference: (Mark one in each column)

	Yours	Father's	Mother's
Baptist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church of Christ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopalian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Islamic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unitarian/Universalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ/Congregational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Are you: (Mark all that apply)

White/Caucasian	<input type="checkbox"/>
African American/Black	<input type="checkbox"/>
American Indian/Alaska Native	<input type="checkbox"/>
Asian American/Asian	<input type="checkbox"/>
Native Hawaiian/Pacific Islander	<input type="checkbox"/>
Mexican American/Chicano	<input type="checkbox"/>
Puerto Rican	<input type="checkbox"/>
Other Latino	<input type="checkbox"/>
Other	<input type="checkbox"/>

26. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark **F**. If you engaged in an activity one or more times, but not frequently, mark **O** (Occasionally). Mark **N** (Not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as part of a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a personal computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics:			
In class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Did your high school require community service for graduation?

Yes No

28. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

29. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My parents wanted me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not find a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanted to get away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to get a better job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain a general education and appreciation of ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was nothing better to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make me a more cultured person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to make more money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn more about things that interest me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare myself for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A mentor/role model encouraged me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get training for a specific career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To find my purpose in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. How would you characterize your political views? (Mark one)

Far left

Liberal

Middle-of-the-road

Conservative

Far right

31. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religiousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Mark only three responses, one in each column.

- (M) Your mother's occupation
- (F) Your father's occupation
- (Y) Your probable career occupation

NOTE: If your father or mother is deceased, please indicate his or her last occupation.

Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect or urban planner	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive (management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesperson or buyer	Y	F	M
Clergy (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College administrator/staff	Y	F	M
College teacher	Y	F	M
Computer programmer or analyst	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietitian or nutritionist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker (including diplomat)	Y	F	M
Homemaker (full-time)	Y	F	M
Interior decorator (including designer)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney) or judge	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
Policymaker/Government	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social, welfare, or recreation worker	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher or administrator (elementary)	Y	F	M
Teacher or administrator (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Skilled trades	Y	F	M
Laborer (unskilled)	Y	F	M
Semi-skilled worker	Y	F	M
Unemployed	Y	F	M
Other	Y	F	M
Undecided	Y		

33. Mark one in each row:

- 1 Disagree Strongly
- 2 Disagree Somewhat
- 3 Agree Somewhat
- 4 Agree Strongly

There is too much concern in the courts for the rights of criminals	4	3	2	1
Abortion should be legal	4	3	2	1
The death penalty should be abolished	4	3	2	1
Marijuana should be legalized	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
Racial discrimination is no longer a major problem in America	4	3	2	1
Realistically, an individual can do little to bring about changes in our society	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Colleges should prohibit racist/sexist speech on campus	4	3	2	1
Same-sex couples should have the right to legal marital status	4	3	2	1
Affirmative action in college admissions should be abolished	4	3	2	1
The activities of married women are best confined to the home and family	4	3	2	1
Federal military spending should be increased	4	3	2	1
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	4	3	2	1
The federal government should do more to control the sale of handguns	4	3	2	1
Only volunteers should serve in the armed forces	4	3	2	1
The federal government is not doing enough to control environmental pollution	4	3	2	1
A national health care plan is needed to cover everybody's medical costs	4	3	2	1
Grading in the high schools has become too easy	4	3	2	1
Undocumented immigrants should be denied access to public education	4	3	2	1
Through hard work, everybody can succeed in American society	4	3	2	1
Dissent is a critical component of the political process	4	3	2	1

34. During your last year in high school, how much time did you spend during a typical week doing the following activities?

Hours per week:	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with teachers outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise or sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/childcare duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing video/computer games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prayer/meditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds)
- Some (but I probably will have enough funds)
- Major (not sure I will have enough funds to complete college)

36. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here	V	S	N
My teacher advised me	V	S	N
This college has a very good academic reputation	V	S	N
This college has a good reputation for its social activities	V	S	N
I was offered financial assistance	V	S	N
The cost of attending this college	V	S	N
High school counselor advised me	V	S	N
Private college counselor advised me	V	S	N
I wanted to live near home	V	S	N
Not offered aid by first choice	V	S	N
This college's graduates gain admission to top graduate/professional schools	V	S	N
This college's graduates get good jobs	V	S	N
I was attracted by the religious affiliation/orientation of the college	V	S	N
I wanted to go to a school about the size of this college	V	S	N
Rankings in national magazines	V	S	N
Information from a website	V	S	N
I was admitted through an Early Action or Early Decision program	V	S	N
A visit to the campus	V	S	N

37. Below is a list of different undergraduate major fields grouped into general categories. Mark only one oval to indicate your probable field of study.

ARTS AND HUMANITIES

- Art, fine and applied ①
- English (language and literature) ②
- History ③
- Journalism ④
- Language and Literature (except English) ⑤
- Music ⑥
- Philosophy ⑦
- Speech ⑧
- Theater or Drama ⑨
- Theology or Religion ⑩
- Other Arts and Humanities ⑪

BIOLOGICAL SCIENCE

- Biology (general) ⑫
- Biochemistry or Biophysics ⑬
- Botany ⑭
- Environmental Science ⑮
- Marine (Life) Science ⑯
- Microbiology or Bacteriology ⑰
- Zoology ⑱
- Other Biological Science ⑲

BUSINESS

- Accounting ⑳
- Business Admin. (general) ㉑
- Finance ㉒
- International Business ㉓
- Marketing ㉔
- Management ㉕
- Secretarial Studies ㉖
- Other Business ㉗

EDUCATION

- Business Education ㉘
- Elementary Education ㉙
- Music or Art Education ㉚
- Physical Education or Recreation ㉛
- Secondary Education ㉜
- Special Education ㉝
- Other Education ㉞

ENGINEERING

- Aeronautical or Astronautical Eng ㉟
- Civil Engineering ㊱
- Chemical Engineering ㊲
- Computer Engineering ㊳
- Electrical or Electronic Engineering ㊴
- Industrial Engineering ㊵
- Mechanical Engineering ㊶
- Other Engineering ㊷

PHYSICAL SCIENCE

- Astronomy ㊸
- Atmospheric Science (incl. Meteorology) ㊹
- Chemistry ㊺
- Earth Science ㊻
- Marine Science (incl. Oceanography) ㊼
- Mathematics ㊽
- Physics ㊾
- Statistics ㊿
- Other Physical Science ①

PROFESSIONAL

- Architecture or Urban Planning ②
- Family & Consumer Sciences ③
- Health Technology (medical, dental, laboratory) ④
- Library or Archival Science ⑤
- Medicine, Dentistry, Veterinary Medicine ⑥
- Nursing ⑦
- Pharmacy ⑧
- Therapy (occupational, physical, speech) ⑨
- Other Professional ⑩

SOCIAL SCIENCE

- Anthropology ⑪
- Economics ⑫
- Ethnic Studies ⑬
- Geography ⑭
- Political Science (gov't., international relations) ⑮
- Psychology ⑯
- Social Work ⑰
- Sociology ⑱
- Women's Studies ⑲
- Other Social Science ⑳

TECHNICAL

- Building Trades ㉑
- Data Processing or Computer Programming ㉒
- Drafting or Design ㉓
- Electronics ㉔
- Mechanics ㉕
- Other Technical ㉖

OTHER FIELDS

- Agriculture ㉗
- Communications ㉘
- Computer Science ㉙
- Forestry ㉚
- Kinesiology ㉛
- Law Enforcement ㉜
- Military Science ㉝
- Other Field ㉞
- Undecided ㉟

38. Please indicate the importance to you personally of each of the following: (Mark one for each item)

Legend: **N** Not Important, **S** Somewhat Important, **V** Very Important, **E** Essential

Becoming accomplished in one of the performing arts (acting, dancing, etc.)	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Becoming an authority in my field	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Obtaining recognition from my colleagues for contributions to my special field	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Influencing the political structure	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Influencing social values	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Raising a family	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Having administrative responsibility for the work of others	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Being very well off financially	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Helping others who are in difficulty	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Making a theoretical contribution to science	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Writing original works (poems, novels, short stories, etc.)	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Creating artistic work (painting, sculpture, decorating, etc.)	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Becoming successful in a business of my own	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Becoming involved in programs to clean up the environment	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Developing a meaningful philosophy of life	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Participating in a community action program	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Helping to promote racial understanding	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Keeping up to date with political affairs	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Becoming a community leader	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Integrating spirituality into my life	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Improving my understanding of other countries and cultures	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N

39. What is your best guess as to the chances that you will: (Mark one for each item)

Legend: **N** No Chance, **L** Very Little Chance, **S** Some Chance, **V** Very Good Chance

Change major field?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Change career choice?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Participate in student government?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Get a job to help pay for college expenses?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Work full-time while attending college?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Join a social fraternity or sorority?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Play varsity/intercollegiate athletics?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Make at least a "B" average?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Participate in student protests or demonstrations?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Transfer to another college before graduating?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Be satisfied with your college?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Participate in volunteer or community service work?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Seek personal counseling?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Communicate regularly with your professors?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Socialize with someone of another racial/ethnic group?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Participate in student clubs/groups?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Strengthen your religious beliefs/convictions?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N
Participate in a study abroad program?	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> L	<input type="radio"/> N

40. Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? HERI maintains strict standards of confidentiality and would require your college to sign a pledge of confidentiality. Yes No

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

- | | | |
|---------------|---------------|---------------|
| 41. A B C D E | 48. A B C D E | 55. A B C D E |
| 42. A B C D E | 49. A B C D E | 56. A B C D E |
| 43. A B C D E | 50. A B C D E | 57. A B C D E |
| 44. A B C D E | 51. A B C D E | 58. A B C D E |
| 45. A B C D E | 52. A B C D E | 59. A B C D E |
| 46. A B C D E | 53. A B C D E | 60. A B C D E |
| 47. A B C D E | 54. A B C D E | 61. A B C D E |



DO NOT WRITE IN THIS AREA



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