

2005 CIRP Freshmen Survey Report: Honors Program



August 2006

*Prepared by the
Office of Institutional Assessment*

Table of Contents

Executive Summary

1. Introduction to the CIRP Freshman Survey	i
2. Response Rates by Program	i
3. Important Notes	i
4. Honors Highlights	ii

List of Tables

I. Enrollment Status of Survey Respondents	1
1. Enrollment Status	1
II. Demographic and Family Characteristics	1
2. Demographic Characteristics	1
3. Immigrant Background	1
4. Race/Ethnicity	1
5. Religion	2
6. Parental Background	2
III. Academic Preparation for College	2
7. Type of High School	2
8. Prior College Credits	2
9. High School GPA and Community Service	3
10. Have had Special Tutoring or Remedial Work	3
11. Will need Special Tutoring or Remedial Work	3
IV. High School Activities	4
12. High School Activities	4
13. Use of Time	5
V. College Motivation and Choice	5
14. Educational Aspiration	5
15. College Motivation	6
16. Number of Colleges Applied to	6
17. Choice of College	6
18. Reasons for Choosing Mason	7
VI. Expectations for College Life	7
19. College Living Arrangements	7
20. Concerns about Financing College Education	7
21. Sources of College Funds	8
22. College Expectations	8
VII. Self-Perceptions and Personal Goals	9
23. Self-Perceptions	9
24. Personal Goals	10
VIII. Political Views	10
25. Political Standing	10
26. Political Views	11
IX. Mason Specific Questions	12
27. First in the Family to Attend College	12
28. Expected Studying Time in College	12
29. Expectations for Mason Experiences	12
30. Need for Advising	13
31. Expected University Climate	13
32. Reasons for Choosing a Major	13

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 administered by the Higher Education Research Institute at UCLA. The CIRP Freshman Survey is designed for entering freshmen classes, mostly first-time full-time freshmen, who complete the survey right before they start college.

FIRST-TIME freshmen are defined as entering freshmen who have never attended any college but include 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).

2. Response Rates by Program

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%. These respondents are representative of the entering first-time freshmen of Mason in fall 2005.

This report is one of four special reports for each of the following programs: University Scholars, Honors, Mason Topics and New Century College. In these reports, freshmen who enrolled in the special programs are compared to all other freshmen peers at Mason. Most of the respondents enrolled in the special programs were identified by matching student identification numbers with those provided by these programs. About **15%** of respondents did not give us permission to use their ID, and therefore, their enrollment status was self-reported. The following is a summary of response rate by program:

Response Rate Summary:

Program Name	Total Freshmen Enrolled	Total Respondents	Response Rates
University Scholars	30 (17 are also honors)	26 (14 are also honors)	87%
Honors	128 (including 17 scholars)	94 (including 14 scholars)	73%
Mason Topics	210	146	70%
New Century	126	91	72%

3. Important Notes:

- *This report includes both full-time and part-time freshmen, although the number of part-time freshmen is very small. Please check 'Table One: Enrollment Status' for exact counts of respondents.*
- *Throughout the report, the term "Other Freshmen" refers to all first-time freshman respondents who enrolled outside that particular program.*
- *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. Sometimes 0% may mean lower than .05%.*
- *Interpret statistical results with caution due to small sample sizes for special programs. This is particularly true for University Scholars.*

For more information about the characteristics of four cohorts of entering first-time full-time freshmen at Mason since 2000, please refer to an earlier report published by the Office of Institutional Assessment – *Trends among First-time Full-time Freshmen of George Mason University*. The University trend report and the special program reports can also be accessed from OIA website at: <http://assessment.gmu.edu/Results/Freshman/Freshman.html>.

4. Honors Highlights

Note that there are a total of 94 honors students who completed the 2005 Freshman Survey, including 14 students who are also University Scholars. With such a small number, there is always the potential for surveys given in different years to different cohorts to result in different patterns of response. However, the response rate for this survey was 73%, giving us confidence that these responses reflect the attitudes and perceptions of the entering class of honors students in 2005.

Entering Characteristics:

1. Demographically, honors students differ substantially from other Mason freshmen. They are 2/3rds female and 90% white. Nearly all were born in the U.S. and are U.S. citizens. Reported parental income is higher than that of other freshmen as is parental education.
2. Honors students are far more likely to have their permanent home over 100 miles from campus and far more likely to plan to live on campus compared to other freshmen.
3. The amount of grants and scholarships that honors students have is substantially higher than other freshmen.
4. They are somewhat more likely to have taken courses for credit at Mason before officially being enrolled in fall 2005. Most (87% of both honors and other freshmen) graduated from a public school that was not a charter or magnet school.
5. As would be expected, honors students have substantially higher high school GPAs and have had less remedial work in high school than their counterparts at Mason. Nonetheless, 7% of honors students expect to need tutoring in mathematics.

High School Activities:

6. Given a list of 25 possible high school activities, honors students and other freshmen differ significantly on 11 of them. Honors students were more likely to have tutored another student, been a guest in a teacher's home, performed volunteer work, played a musical instrument, discussed religion and discussed politics. They were less likely to have participated in organized demonstrations, smoked cigarettes and performed community service as part of a class.
7. On the above referenced list, both honors and other freshmen identified the same 3 items as their most frequently engaged in activity: used a computer, used the internet for homework and socialized with someone of another racial/ethnic group.
8. During their last year of high school, honors students were significantly more likely to have spent more time doing volunteer work, participating in student clubs and reading for pleasure. They spent less time than other freshmen partying and playing sports or exercising.

College Motivation and Choices:

9. There is a striking difference between honors and other freshmen in terms of their intended highest degree. One-fourth of Mason freshmen plan to earn a bachelor's degree or less compared to 8% of honors students; more honors students plan to earn an advanced degree. About 72% of freshmen, both honors and other freshmen, plan to get their bachelor's degree from Mason.
10. Honors students have several statistically different motivations from other freshmen for attending college. They are more likely to report that it is important to become a more cultured person and to learn more about things that interest them. They are less likely than their peers to report the following as important motivators to go to college: parents wanted them to go, they could not find a job, there was nothing better to do and they needed to find their purpose in life.

11. A high proportion of honors and other freshmen say that Mason is their first choice school, 70% and 62% respectively. But their reasons for choosing Mason are not necessarily the same. While both groups indicated that the good academic reputation of Mason was very important in their decision-making, a visit to campus was the most important reason for honors students.
12. When it comes to choosing a major, honors students are significantly more likely than other Mason freshmen to say that they were influenced to choose their majors by their own personal interests.

College Expectations and Plans:

13. In college, 50% of honors students expect to study at least 1½ hours for every hour of class/lab time compared to 41% of other freshmen.
14. Honors freshmen say it is very important to have serious discussions about social issues in class and to contribute to class discussions, far more than other Mason freshmen.
15. Nearly all students, honors and other freshmen, expect to meet their academic advisors at least a few times during the first semester; 86% of honors expect each of their professors to contact them about course-related information outside of the classroom at least a few times during the first semester.
16. Honors students are less likely than other freshmen to expect to transfer to another college, change their major or career choices. They are more likely to expect to earn high grades and to participate in study-abroad. They are also more likely to think they will volunteer, participate in student clubs, communicate regularly with their professors and socialize with someone of another racial/ethnic group.
17. Both honors and other freshmen believe there is a very good chance that they will be satisfied with Mason.

Self-Perceptions and Goals:

18. Honors students see themselves as more driven to achieve; having high levels of academic, mathematical, public speaking, writing and leadership ability; and having high levels of intellectual self-confidence compared with their Mason freshmen peers. Honors students rate themselves lower than their peers in cooperativeness and social self-confidence.
19. Among a list of 21 personal goals, honors students identify “improving my understanding of other countries and cultures” as their most important goal. Other Mason freshmen selected “being very well off financially” as their top goal. The two groups differ significantly on several other goals as well. Honors are more likely than other freshmen to say that “keeping up to date with political affairs,” “becoming a community leader,” and “improving my understanding of other countries and cultures” are very important goals. They are significantly less likely than other freshmen to say that important goals are “having administrative responsibility over others,” “being well off,” “making a theoretical contribution to science,” and “becoming successful in their own businesses.”

Political Views:

20. While equal percentages of honors and other freshmen consider themselves liberal or far left, a higher percentage of honors students consider themselves conservative or far right (30% of honors vs. 21% of other freshmen). The remaining students all selected “middle-of-the-road.”
21. The CIRP Freshman Survey presents students with 22 statements reflecting various political views. In several cases, honors students differ significantly from other freshmen. For example, honors students are more likely to agree that “affirmative action in college admissions should be abolished,” “grading in the high schools has become too easy,” and that “dissent is a critical component of the political process,” but less likely to agree that a “national health care plan is needed” and that the “government should do more to control the sale of handguns.”

2005 CIRP Freshmen Survey Report for Honors Program

I. Enrollment Status of Survey Respondents

†Table 1. Enrollment Status		2005 Mason Freshmen			
		Honors		Other Freshmen	
		Count	Column %	Count	Column %
Are you enrolled (or enrolling) as a:	First-time full-time freshmen	94	100%	1586	98%
	First-time part-time freshmen	0	0%	10	1%
	Enrollment status missing	0	0%	19	1%
	Total respondents	94	100%	1615	100%

†The survey only included FIRST-TIME FRESHMEN who entered Mason in fall 2005.

II. Demographic and Family Characteristics

Table 2. Demographic Characteristics		2005 Mason Freshmen	
		Honors	Other Freshmen
Your sex	Male	34%	44%
	Female	66%	56%
How old will you be on 12/31/2005?	18 or younger	76%	73%
	19	23%	24%
	20	1%	2%
	21 or older	0%	1%
Miles from college to your permanent home	10 or less	6%	26%
	11 to 50	23%	38%
	51 to 100	16%	7%
	101 to 500	42%	24%
	Over 500	13%	5%

Table 3. Immigrant Background		2005 Mason Freshmen	
		Honors	Other Freshmen
Is English your native language?	Yes	95%	80%
	No	5%	20%
Citizenship status	U.S. citizen	98%	88%
	Permanent resident	1%	9%
	Neither permanent resident nor U.S. citizen	1%	2%
Which of the following statements applies to you?	I was born in the U.S.	94%	80%
	I came to the U.S. before age 6	5%	7%
	I came to the U.S. between ages 6-12	1%	6%
	I came to the U.S. after age 12	0%	8%

†Table 4. Race/Ethnicity	Honors		Other Freshmen	
	Count	%	Count	%
White/Caucasian	85	90%	981	61%
African American/Black	2	2%	131	8%
American Indian/Alaska Native	1	1%	27	2%
Asian American/Asian	6	6%	320	20%
Native Hawaiian/Pacific Islander	0	0%	20	1%
Mexican American/Chicano	0	0%	16	1%
Puerto Rican	0	0%	23	1%
Other Latino	1	1%	112	7%
Other	2	2%	117	7%

†Percentages add up to more than 100 when respondents select more than one category.

2005 CIRP Freshmen Survey Report for Honors Program

Table 5. Religion		2005 Mason Freshmen	
		Honors	Other Freshmen
Religion	Baptist	12%	10%
	Buddhist	1%	3%
	Episcopalian	4%	3%
	Hindu	0%	2%
	Islamic	2%	6%
	Jewish	5%	2%
	Lutheran	2%	3%
	Methodist	4%	6%
	Presbyterian	9%	5%
	Roman Catholic	21%	24%
	Other Christian	18%	14%
	Other Religion	1%	3%
	None	20%	20%

Table 6. Parental Background		2005 Mason Freshmen	
		Honors	Other Freshmen
Parental Income	Less than \$25,000	2%	9%
	\$25,000-49,999	13%	16%
	\$50,000-74,999	14%	18%
	\$75,000-99,999	13%	17%
	\$100,000-149,999	32%	23%
	\$150,000 or more	26%	17%
Parental Educational Background	High school or lower	2%	12%
	No college degree	11%	17%
	College degree	37%	34%
	Above college	51%	37%
Are your parents?	One or both deceased	3%	3%
	Both alive, divorced or living apart	28%	22%
	Both alive and living with each other	69%	75%

III. Academic Preparation for College

Table 7. Type of High School		2005 Mason Freshmen	
		Honors	Other Freshmen
From what kind of high school did you graduate?	Public school (not charter or magnet)	87%	87%
	Public charter school	1%	0%
	Public magnet school	2%	2%
	Private religious/parochial school	3%	7%
	Private independent college-prep school	4%	3%
	Home school	2%	1%

Table 8. Prior College Credits		2005 Mason Freshmen	
		Honors	Other Freshmen
Prior to this term, have you ever taken courses for credit at this institution?	Yes	7%	2%
	No	93%	98%
Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution?	Yes	7%	7%
	No	93%	93%

2005 CIRP Freshmen Survey Report for Honors Program

Table 9. High School GPA and Community Service		2005 Mason Freshmen	
		Honors	Other Freshmen
What was your average grade in high school?	A or A+	60%	10%
	A-	24%	13%
	B+	15%	29%
	B	1%	39%
	B-	0%	7%
	C+ or lower	0%	2%
Did your high school require community service for graduation?	Yes	24%	32%
	No	76%	68%

Table 10. Have you had any special tutoring or remedial work in any of the following subjects?		Honors	Other Freshmen
Had remedial work:	English	0%	7%
Had remedial work:	Reading	1%	5%
Had remedial work:	Mathematics	6%	16%
Had remedial work:	Social Studies	0%	4%
Had remedial work:	Science	1%	5%
Had remedial work:	Foreign Language	2%	6%
Had remedial work:	Writing	0%	5%

Table 11. Will you need any special tutoring or remedial work in any of the following subjects?		Honors	Other Freshmen
Need remedial work:	English	0%	6%
Need remedial work:	Reading	0%	3%
Need remedial work:	Mathematics	7%	18%
Need remedial work:	Social Studies	0%	2%
Need remedial work:	Science	2%	8%
Need remedial work:	Foreign Language	3%	9%
Need remedial work:	Writing	1%	10%

2005 CIRP Freshmen Survey Report for Honors Program

IV. High School Activities

†Table 12. High School Activities: How often did you engage in the following activities during the past year?	Honors				Other Freshmen			
	Frequently	Occasionally	Not at all	Mean†	Frequently	Occasionally	Not at all	Mean†
Attended a religious service	47%	34%	19%	2.28	38%	38%	23%	2.15
Was bored in class	33%	64%	3%	2.30	33%	61%	6%	2.27
*Participated in organized demonstrations	5%	23%	72%	1.33	9%	31%	60%	1.49
*Tutored another student	14%	57%	29%	1.85	11%	46%	44%	1.67
Studied with other students	15%	76%	10%	2.05	27%	60%	13%	2.14
**Was a guest in a teacher's home	2%	29%	69%	1.33	2%	15%	84%	1.18
***Smoked cigarettes	1%	3%	96%	1.05	3%	10%	86%	1.17
Drank beer	1%	21%	78%	1.23	2%	26%	72%	1.31
Drank wine or liquor	2%	27%	71%	1.31	2%	31%	66%	1.36
Felt overwhelmed by all I had to do	28%	64%	9%	2.19	22%	65%	13%	2.08
Felt depressed	6%	49%	44%	1.62	6%	45%	49%	1.57
***Performed volunteer work	40%	54%	5%	2.35	27%	57%	16%	2.10
**Played a musical instrument	39%	17%	44%	1.96	21%	22%	56%	1.65
Asked a teacher for advice after class	22%	69%	9%	2.14	25%	62%	13%	2.11
Voted in a student election	18%	67%	15%	2.03	25%	56%	18%	2.07
Socialized with someone of another racial/ethnic group	82%	18%	0%	2.82	85%	13%	2%	2.83
Came late to class	5%	56%	38%	1.67	6%	55%	39%	1.67
Used the Internet for research or homework	89%	11%	0%	2.89	86%	14%	0%	2.86
*Performed community service as part of a class	10%	38%	52%	1.57	17%	42%	41%	1.76
Used a personal computer	95%	2%	3%	2.91	89%	9%	3%	2.86
**Discussed religion	48%	44%	9%	2.39	33%	55%	12%	2.21
*Discussed politics: In class	73%	22%	4%	2.69	60%	35%	5%	2.55
***Discussed politics: With friends	53%	43%	4%	2.49	30%	56%	14%	2.16
**Discussed politics: With family	41%	50%	9%	2.33	28%	55%	18%	2.10
Worked on a local, state, or national political campaign	6%	19%	74%	1.32	3%	17%	80%	1.23

†Note:

These items were rated on a 1-3 scale: 3=frequently, 2=occasionally and 1=not at all.

- When appropriate, an independent t-test is used to test whether the responses from the Honors are significantly different from other Mason freshmen.
- Throughout this report, statistically significant differences are marked by adding asterisks to the corresponding statement:
 - * means $p < .05$
 - ** means $p < .01$
 - *** means $p < .001$

2005 CIRP Freshmen Survey Report for Honors Program

†Table 13. Use of Time: During your last year in high school, how much time did you spend during a typical week doing the following?	2005 Mason Freshmen							
	Honors				Other Freshmen			
	<1 hour	1-2 hours	3-5 hours	6 hours or more	<1 hour	1-2 hours	3-5 hours	6 hours or more
Studying/homework	4%	15%	29%	52%	8%	17%	31%	43%
Socializing with friends	4%	11%	25%	60%	2%	8%	22%	68%
Talking with teachers outside of class	61%	27%	9%	3%	58%	28%	11%	3%
*Exercise or sports	19%	30%	15%	35%	18%	19%	21%	42%
**Partying	66%	21%	5%	8%	50%	19%	18%	12%
Working (for pay)	43%	4%	11%	42%	33%	4%	7%	55%
**Volunteer work	43%	38%	10%	10%	54%	22%	14%	10%
**Student clubs/groups	28%	30%	24%	18%	45%	28%	15%	12%
Watching TV	20%	27%	27%	26%	19%	24%	28%	28%
Household/childcare duties	28%	45%	20%	6%	35%	32%	22%	10%
*Reading for pleasure	32%	31%	22%	15%	47%	27%	16%	11%
Playing video/computer games	71%	14%	6%	9%	61%	14%	13%	12%
Prayer/meditation	67%	27%	5%	1%	71%	20%	6%	3%

†Chi-square test shows two groups of students to be significantly different at the following levels: * means p<.05, ** means p<.01, and *** means p<.001.

V. College Motivation and Choice

Table 14. Educational Aspiration		2005 Mason Freshmen	
		Honors	Other Freshmen
What is the highest academic degree that you intend to obtain?	Associate degree or lower	0%	1%
	Bachelor's degree	8%	24%
	Master's degree	48%	44%
	Doctoral degree	25%	16%
	Medical degree (MD, DO, DDS, DVM)	3%	7%
	Law degree	13%	7%
	Other (including divinity degree)	3%	2%
What is the highest academic degree that you intend to obtain at Mason?	Associate degree or lower	0%	3%
	Bachelor's degree	72%	69%
	Master's degree	17%	21%
	Doctoral degree	4%	2%
	Medical degree (MD, DO, DDS, DVM)	0%	1%
	Law degree	6%	2%
	Other (including divinity degree)	1%	1%

2005 CIRP Freshmen Survey Report for Honors Program

†Table 15. College Motivation: In deciding to go to college, how important to you was each of the following reasons?	Honors				Other Freshmen			
	Very important	Somewhat important	Not important	Mean	Very important	Somewhat important	Not important	Mean
*My parents wanted me to go	33%	45%	22%	2.12	45%	38%	17%	2.28
***I could not find a job	0%	5%	95%	1.05	7%	11%	83%	1.24
Wanted to get away from home	18%	45%	37%	1.82	16%	39%	44%	1.72
To be able to get a better job	71%	17%	12%	2.59	70%	18%	12%	2.57
To gain a general education and appreciation of ideas	71%	27%	2%	2.69	64%	32%	4%	2.60
**There was nothing better to do	0%	9%	91%	1.09	3%	11%	86%	1.18
*To make me a more cultured person	60%	31%	10%	2.50	47%	39%	13%	2.34
To be able to make more money	65%	28%	7%	2.59	69%	25%	6%	2.62
**To learn more about things that interest me	90%	10%	0%	2.90	82%	16%	2%	2.80
To prepare myself for graduate or professional school	62%	31%	6%	2.56	59%	30%	11%	2.48
A mentor/role model encouraged me to go	5%	40%	54%	1.51	13%	34%	53%	1.60
To get training for a specific career	61%	24%	15%	2.46	69%	22%	9%	2.60
**To find my purpose in life	37%	35%	28%	2.09	51%	33%	16%	2.35

†Rated on a 1-3 scale: 3=very important, 2=somewhat important and 1=not important. Asterisks are used to indicate statistically significant differences between two groups of freshmen at the following levels: * means $p < .05$, ** means $p < .01$, and *** means $p < .001$.

Table 16. Number of Colleges Applied to		2005 Mason Freshmen	
		Honors	Other Freshmen
To how many colleges other than this one did you apply for admission this year?	None	13%	14%
	One	11%	12%
	Two	19%	19%
	Three	22%	20%
	Four	12%	15%
	Five or more	23%	20%

Table 17. Choice of College		2005 Mason Freshmen	
		Honors	Other Freshmen
Is this college your:	First choice	70%	62%
	Second choice	20%	27%
	Third choice	6%	8%
	Less than third choice	3%	3%

2005 CIRP Freshmen Survey Report for Honors Program

†Table 18. Reasons for Choosing Mason: How important was each of the following reasons in your decision to come to Mason? (Rated on a 1-3 scale: 3=very important and 1=not important)	Honors				Other Freshmen			
	Very important	Somewhat important	Not important	Mean	Very important	Somewhat important	Not important	Mean
**My relatives wanted me to come here	9%	15%	77%	1.32	12%	28%	60%	1.51
My teacher advised me	2%	21%	77%	1.26	4%	25%	71%	1.33
This college has a very good academic reputation	48%	45%	7%	2.40	52%	42%	7%	2.45
*This college has a good reputation for its social activities	20%	41%	38%	1.82	27%	49%	24%	2.02
***I was offered financial assistance	46%	20%	34%	2.12	15%	21%	64%	1.51
The cost of attending this college	43%	29%	28%	2.15	29%	45%	26%	2.03
***High school counselor advised me	2%	15%	83%	1.19	5%	28%	67%	1.38
**Private college counselor advised me	0%	3%	97%	1.03	1%	7%	92%	1.09
***I wanted to live near home	14%	21%	65%	1.49	26%	32%	42%	1.83
Not offered aid by first choice	10%	12%	79%	1.31	5%	9%	86%	1.19
Its graduates gain admission to top graduate/professional schools	20%	48%	31%	1.89	25%	42%	33%	1.92
This college's graduates get good jobs	41%	38%	22%	2.19	42%	40%	17%	2.25
***I was attracted by the religious affiliation/orientation of the college	0%	5%	95%	1.05	3%	14%	84%	1.19
I wanted to go to a school about the size of this college	30%	48%	22%	2.07	26%	45%	29%	1.97
Rankings in national magazines	12%	28%	61%	1.51	11%	36%	53%	1.58
Information from a website	18%	43%	39%	1.80	16%	44%	40%	1.76
*I was admitted through an Early Action or Early Decision program	14%	15%	71%	1.43	9%	9%	82%	1.26
***A visit to campus	62%	31%	7%	2.54	41%	35%	24%	2.16

†Asterisks are used to indicate statistically significant differences between two groups of freshmen at the following levels: * means p<.05, ** means p<.01, and *** means p<.001.

VI. Expectations for College Life

Table 19. College Living Arrangements		2005 Mason Freshmen	
		Honors	Other Freshmen
Where do you plan to live during the fall term?	With my family or other relatives	11%	35%
	Other private home, apartment or room	1%	2%
	College residence hall	88%	61%
	Fraternity or sorority house	0%	0%
	Other campus student housing	0%	1%
	Other	0%	0%

Table 20. Concerns about Financing College Education	Honors			Other Freshmen		
	None	Some	Major	None	Some	Major
Do you have any concern about your ability to finance your college education?	34%	62%	4%	36%	53%	11%

2005 CIRP Freshmen Survey Report for Honors Program

Table 21. Sources of College Funds: How much of your first year's educational expenses do you expect to cover from each of the sources listed below?	2005 Mason Freshmen							
	Honors				Other Freshmen			
	<\$1,000	\$1,000-2,999	\$3,000-5,999	\$6,000 or more	<\$1,000	\$1,000-2,999	\$3,000-5,999	\$6,000 or more
Family resources (parents, relatives, spouse, etc.)	24%	12%	16%	48%	23%	12%	16%	49%
My own resources (savings from work, work-study, other income)	74%	17%	7%	1%	72%	19%	6%	3%
Aid which need not be repaid (grants, scholarships, military funding, etc.)	31%	23%	9%	37%	67%	15%	10%	8%
Aid which must be repaid (loans, etc.)	62%	13%	9%	17%	61%	17%	11%	11%
Other than above	96%	1%	0%	3%	98%	1%	1%	1%

†Table 22. College Expectations: What is your best guess as to the chances that you will:	Honors				Other Freshmen			
	Very good chance	Some chance	No or little chance†	Mean†	Very good chance	Some chance	No or little chance†	Mean†
*Change major field	11%	27%	63%	2.32	12%	40%	48%	2.54
**Change career choice	7%	47%	46%	2.53	11%	44%	45%	2.57
Participate in student government	15%	44%	41%	2.57	9%	29%	62%	2.24
Get a job to help pay for college expenses	52%	34%	14%	3.36	52%	30%	18%	3.29
*Work full-time while attending college	3%	12%	85%	1.90	7%	23%	70%	2.07
*Join a social fraternity or sorority	1%	24%	74%	1.89	9%	23%	68%	2.10
Play varsity/intercollegiate athletics	7%	18%	74%	1.95	12%	21%	67%	2.10
***Make at least a 'B' average	93%	7%	0%	3.93	67%	31%	2%	3.65
***Participate in student protests or demonstrations	13%	39%	48%	2.52	7%	23%	69%	2.13
*Transfer to another college before graduating	4%	15%	81%	2.02	8%	25%	67%	2.19
Be satisfied with your college	67%	31%	2%	3.65	57%	40%	3%	3.54
***Participate in volunteer or community service work	46%	33%	21%	3.21	24%	43%	33%	2.85
Seek personal counseling	7%	18%	74%	2.17	6%	24%	70%	2.17
***Communicate regularly with your professors	54%	43%	3%	3.51	32%	52%	15%	3.16
***Socialize with someone of another racial/ethnic group	90%	10%	0%	3.90	79%	17%	3%	3.75
***Participate in student clubs/groups	66%	27%	7%	3.57	42%	40%	17%	3.22
**Strengthen your religious beliefs/convictions	39%	28%	33%	2.91	22%	32%	46%	2.57
***Participate in a study abroad program	44%	33%	23%	3.14	23%	30%	46%	2.60

†The above items were rated on a 1-4 point scale: 4=very good chance, 3=some chance, 2=little chance and 1=no chance. The table combines “no chance” and “little chance” responses. The mean values were calculated on the original 1-4 scale. Asterisks are used to indicate statistically significant differences between two groups of freshmen at the following levels: * means p<.05, ** means p<.01, and *** means p<.001.

2005 CIRP Freshmen Survey Report for Honors Program

VII. Self-Perceptions and Personal Goals

†Table 23. Self-Perceptions: Rate yourself compared to the average person of your age.	Honors					Other Freshmen				
	Highest 10%	Above average	Average	Below average†	Mean†	Highest 10%	Above average	Average	Below average†	Mean†
***Academic ability	56%	44%	0%	0%	4.56	12%	61%	27%	0%	3.85
Artistic ability	17%	18%	39%	26%	3.23	9%	25%	35%	31%	3.04
Computer skills	4%	40%	51%	4%	3.45	10%	37%	46%	6%	3.51
*Cooperativeness	18%	52%	26%	4%	3.84	27%	50%	22%	1%	4.02
Creativity	23%	47%	28%	2%	3.90	21%	44%	30%	5%	3.80
***Drive to achieve	54%	38%	9%	0%	4.45	30%	44%	23%	3%	4.02
Emotional health	22%	37%	37%	5%	3.74	23%	35%	36%	7%	3.72
***Leadership ability	34%	50%	12%	4%	4.13	24%	39%	32%	6%	3.80
***Mathematical ability	13%	56%	27%	4%	3.78	11%	31%	41%	16%	3.36
Physical health	12%	38%	40%	10%	3.52	20%	36%	38%	6%	3.69
***Public speaking ability	21%	32%	35%	12%	3.60	10%	27%	40%	22%	3.22
Religiousness	15%	16%	28%	40%	2.92	9%	19%	34%	37%	2.85
***Self-confidence (intellectual)	35%	54%	8%	3%	4.20	18%	43%	34%	4%	3.75
*Self-confidence (social)	13%	38%	34%	15%	3.46	20%	38%	33%	8%	3.68
Self-understanding	23%	48%	28%	1%	3.92	21%	44%	33%	3%	3.81
Spirituality	16%	23%	30%	30%	3.17	12%	27%	40%	21%	3.24
Understanding of others	20%	51%	25%	4%	3.87	23%	51%	24%	1%	3.96
***Writing ability	29%	55%	14%	2%	4.11	12%	40%	40%	8%	3.55

†The above items were rated on a 1-5 point scale: 5=highest 10%, 4=above average, 3=average, 2=below average and 1=lowest 10%. The table combines “below average” and “lowest 10%” responses. The mean values were calculated on the original 1-5 scale. Asterisks are used to indicate statistically significant differences between two groups of freshmen at the following levels: * means p<.05, ** means p<.01, and *** means p<.001.

2005 CIRP Freshmen Survey Report for Honors Program

†Table 24. Personal Goals: Please indicate the importance to you personally of each of the following:	Honors				Other Freshmen			
	†Essential/ Very important	Somewhat important	Not important	Mean†	†Essential/ Very important	Somewhat important	Not important	Mean†
Becoming accomplished in one of the performing arts	19%	26%	55%	1.77	14%	25%	61%	1.61
Becoming an authority in my field	72%	24%	4%	2.92	65%	28%	7%	2.81
Obtaining recognition from my colleagues for contributions to my special field	60%	32%	8%	2.73	58%	35%	8%	2.66
Influencing the political structure	39%	24%	38%	2.22	24%	40%	35%	1.98
Influencing social values	52%	27%	22%	2.42	44%	40%	16%	2.40
Raising a family	67%	23%	10%	2.95	74%	19%	7%	3.08
***Having admin. responsibility for the work of others	26%	44%	30%	1.99	42%	41%	16%	2.36
***Being very well off financially	56%	33%	11%	2.62	77%	20%	3%	3.18
Helping others who are in difficulty	66%	30%	4%	2.85	68%	29%	3%	2.91
***Making a theoretical contribution to science	8%	19%	73%	1.35	15%	31%	54%	1.65
Writing original works (poems, novels, stories, etc.)	24%	17%	59%	1.77	15%	25%	60%	1.61
Creating artistic work	19%	20%	61%	1.68	16%	24%	60%	1.63
***Becoming successful in a business of my own	13%	31%	56%	1.62	46%	29%	25%	2.42
Being involved in programs to clean up the environment	13%	54%	33%	1.82	22%	46%	31%	1.95
Developing a meaningful philosophy of life	58%	20%	22%	2.63	46%	34%	20%	2.43
Participating in a community action program	28%	42%	29%	2.09	24%	48%	27%	2.02
Helping to promote racial understanding	40%	40%	20%	2.34	40%	39%	22%	2.31
*Keeping up to date with political affairs	53%	37%	11%	2.69	44%	38%	18%	2.42
*Becoming a community leader	41%	37%	23%	2.39	30%	43%	27%	2.13
Integrating spirituality into my life	41%	29%	30%	2.33	37%	34%	29%	2.25
**Improving my understanding of other countries & cultures	70%	26%	4%	3.03	59%	32%	10%	2.73

†The above items were rated on a 1-4 point scale: 4=essential, 3=very important, 2= somewhat important and 1=not important. The table combines “essential” and “very important” responses. The mean values were calculated on the original 1-4 scale. Asterisks are used to indicate statistically significant differences between two groups of freshmen at the following levels: * means p<.05, ** means p<.01, and *** means p<.001.

VIII. Political Views

Table 25. Political Standing		2005 Mason Freshmen	
		Honors	Other Freshmen
How would you characterize your political views?	Far Right	4%	2%
	Conservative	26%	19%
	Middle-of-the-road	39%	48%
	Liberal	29%	29%
	Far left	2%	3%

2005 CIRP Freshmen Survey Report for Honors Program

†Table 26. Political Views	Honors					Other Freshmen				
	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly	Mean	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly	Mean
There is too much concern in the courts for the rights of criminals	8%	39%	42%	11%	2.43	8%	46%	39%	7%	2.55
Abortion should be legal	38%	27%	12%	24%	2.78	27%	34%	18%	21%	2.67
The death penalty should be abolished	16%	20%	41%	23%	2.30	13%	21%	38%	28%	2.18
Marijuana should be legalized	5%	22%	30%	43%	1.89	8%	25%	29%	39%	2.01
It is important to have laws prohibiting homosexual relationships	10%	10%	24%	57%	1.72	11%	14%	30%	46%	1.90
Racial discrimination is no longer a major problem in America	3%	17%	45%	35%	1.89	3%	17%	49%	32%	1.91
**Realistically, an individual can do little to bring about changes in our society	1%	9%	47%	43%	1.68	4%	24%	39%	33%	1.99
Wealthy people should pay a larger share of taxes than they do now	16%	47%	25%	12%	2.68	17%	42%	29%	12%	2.64
**Colleges should prohibit racist/sexist speech on campus	18%	31%	31%	19%	2.48	28%	34%	25%	12%	2.78
Same-sex couples should have the right to legal marital status	45%	20%	14%	22%	2.87	33%	28%	20%	19%	2.74
***Affirmative action in college admissions should be abolished	32%	41%	24%	2%	3.03	19%	32%	40%	9%	2.61
**The activities of married women are best confined to the home and family	2%	6%	22%	69%	1.41	6%	14%	22%	58%	1.68
Federal military spending should be increased	3%	28%	46%	23%	2.12	6%	30%	47%	17%	2.26
**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%	27%	29%	40%	1.95	11%	30%	33%	25%	2.27
*The federal government should do more to control the sale of handguns	37%	38%	13%	13%	2.98	43%	39%	13%	5%	3.20
*Only volunteers should serve in the armed forces	28%	43%	26%	4%	2.94	25%	35%	30%	10%	2.75
The federal government is not doing enough to control environmental pollution	33%	40%	20%	6%	3.00	28%	50%	19%	3%	3.03
***A national health care plan is needed to cover everybody's medical costs	13%	42%	25%	20%	2.47	28%	47%	19%	7%	2.96
***Grading in the high schools has become too easy	14%	45%	32%	10%	2.63	7%	26%	48%	18%	2.22
Undocumented immigrants should be denied access to public education	22%	18%	37%	24%	2.38	18%	25%	36%	20%	2.42
Through hard work, everybody can succeed in American society	30%	50%	17%	3%	3.06	44%	37%	15%	4%	3.21
***Dissent is a critical component of the political process	43%	46%	9%	2%	3.30	19%	52%	27%	2%	2.89

†Rated on a 1-4 scale: 4=strongly agree, 3=agree somewhat, 2=disagree somewhat and 1=disagree strongly. Asterisks are used to indicate statistically significant differences between two groups of freshmen at the following levels: * means p<.05, ** means p<.01, and *** means p<.001.

2005 CIRP Freshmen Survey Report for Honors Program

IX. Mason Specific Questions

Table 27. First in the Family to Attend College		2005 Mason Freshmen	
		Honors	Other Freshmen
Are you the first in your immediate family to attend college?	Yes	17%	22%
	No	83%	78%

Table 28. Expected Studying Time in College		2005 Mason Freshmen	
		Honors	Other Freshmen
Approximately, how much time do you expect to spend studying for each hour spent in class or lab during your first year at Mason?	< Half an hour	1%	2%
	Half an hour	13%	18%
	One hour	36%	39%
	One and a half hours	26%	23%
	Two hours or more	24%	18%

†Table 29. Expectations for Mason Experiences: Please indicate the importance to you personally of each of the following:	Honors				Other Freshmen			
	†Essential/ Very important	Somewhat important	Not important	Mean†	†Essential/ Very important	Somewhat important	Not important	Mean†
Attending a college with a multi-ethnic student body	63%	26%	11%	2.77	63%	27%	10%	2.83
Being at least moderately fluent in a language other than my native language	54%	35%	11%	2.72	49%	32%	19%	2.55
*Increasing my technology skills in my classes at George Mason	54%	37%	9%	2.64	66%	29%	5%	2.86
Talking with my professors outside of class	69%	29%	2%	2.94	62%	34%	4%	2.80
***Having serious discussions about social issues in class	78%	18%	4%	3.13	57%	35%	8%	2.69
***Contributing to class discussions	87%	12%	1%	3.37	69%	26%	4%	2.90
* Working on class projects with a team of students	51%	36%	13%	2.49	59%	34%	7%	2.70
Studying with other students outside of class	66%	30%	4%	2.75	66%	28%	5%	2.84
Socializing with students of other racial/ethnic groups	89%	8%	3%	3.05	83%	10%	7%	3.00

†The above items were rated on a 1-4 point scale: 4=essential, 3=very important, 2=somewhat important and 1=not important. The table combines “essential” and “very important” responses. The mean values were calculated on the original 1-4 scale. Asterisks are used to indicate statistically significant differences between two groups of freshmen at the following levels: * means p<.05, ** means p<.01, and *** means p<.001.

2005 CIRP Freshmen Survey Report for Honors Program

Table 30. Need for Advising: How often do you expect to meet with each of your professors and your academic advisor during your first semester?		2005 Mason Freshmen	
		Honors	Other Freshmen
I expect that each professor will contact me outside of the classroom, about course-related information, my first semester	Weekly	5%	13%
	A few times during the semester	81%	70%
	Once	2%	6%
	Never	0%	1%
	I don't know	12%	11%
I expect to meet with my academic advisor, my first semester	Weekly	85%	74%
	A few times during the semester	14%	24%
	Once	0%	1%
	Never	1%	0%
	I don't know	0%	0%

†Table 31. Expected University Climate: It is important that the University climate is welcoming to:	Honors					Other Freshmen				
	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly	Mean	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly	Mean
People of different ethnicities	78%	20%	1%	1%	3.75	71%	27%	2%	0%	3.68
People of different religious backgrounds	64%	30%	4%	1%	3.58	59%	37%	4%	0%	3.54
People of disabilities	59%	27%	9%	4%	3.42	50%	41%	7%	2%	3.40
***People of different sexual preferences	91%	9%	0%	0%	3.91	80%	19%	1%	0%	3.79

† Rated on a 1-4 scale: 4=agree strongly, 3=agree somewhat, 2=disagree somewhat and 1=disagree strongly. Asterisks are used to indicate statistically significant differences between two groups of freshmen at the following levels: * means p<.05, ** means p<.01, and *** means p<.001.

†Table 32. Reasons for Choosing a Major: If you have chosen your major field of study, please state your level of agreement with the following:	Honors					Other Freshmen				
	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly	Mean	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly	Mean
I was influenced to choose my major by the potential for employment	24%	52%	18%	6%	2.94	36%	37%	18%	9%	3.01
I was influenced to choose my major by my parents or a family member	5%	33%	33%	28%	2.15	12%	31%	28%	29%	2.26
***I was influenced to choose my major by my own personal interest	95%	5%	0%	0%	3.95	85%	13%	1%	0%	3.83

† Rated on a 1-4 scale: 4=agree strongly, 3=agree somewhat, 2=disagree somewhat and 1=disagree strongly. Asterisks are used to indicate statistically significant differences between two groups of freshmen at the following levels: * means p<.05, ** means p<.01, and *** means p<.001.



Office of Institutional Assessment
D111 Mason Hall, MS 3D2
703-993-8834
assessment@gmu.edu
http://assessment.gmu.edu

Associate Provost for Institutional Effectiveness
Karen M. Gentemann, Ph.D.
genteman@gmu.edu

Associate Director
Ying Zhou, Ph.D.
yzhou@gmu.edu

Assistant Director
Mary Zamon, M.A.T.
mzamon@gmu.edu

Programmer Analyst
Vacant

Program Support
Erin McSherry, B.A.
emcsherr@gmu.edu