



George Mason University Korea Welcome Survey Highlights Spring 2020 New Students

The George Mason University (GMU) Korea Welcome Survey was administered to 131 new GMU Korea students who intended to enroll in Spring 2020 at GMU Korea at the time of survey administration. The survey included questions about their previous educational experiences, academic goals, and expectations for GMU Korea. The survey was open for four weeks. Altogether, 110 students completed the survey, yielding an 84% response rate. This report presents the highlights of the results. Survey reports for past semesters are available at ira.gmu.edu.

Student Profile

In Spring 2020, GMU Korea enrolled a total of 495 students including 51 non-GMU Korea students (38 students from GMU Fairfax, 9 students from SUNY Korea, and 4 students from University of Utah Korea) (see table below for detail). Of the 495 students, 131 were newly admitted undergraduate students.

Student Enrollment at GMU Korea, Spring 2020

	Enrollment
GMU Korea Students (New)	131
GMU Korea Students (Returning)	313
GMU Fairfax Students Studying at GMU Korea	38
Consortium Students	13
GMU Korea Total Enrollment	495

Based on enrollment data as of March 11, 2020

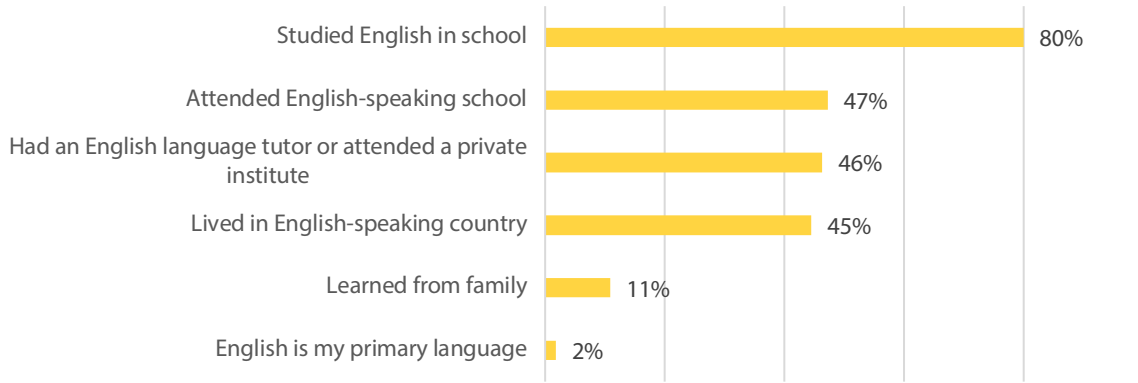
Of the 131 newly admitted undergraduate students:

- 50% were female (n=66) and 96% were South Korean nationals (n=126).
- The average age of new students was 19 years old, ranging in age from 17 to 29.
- 91% were first-time freshmen (n=119) and 9% were transfer students (n=12).
- 39% were admitted into the pathway curriculum which is designed for academically qualified students who need additional English language assistance (n=51).
- Including pathway students, 40% declared Global Affairs (n=52), 25% Management (n=32), and 17% Conflict Analysis and Resolution (n=22) as their intended major.

Previous Educational Experience

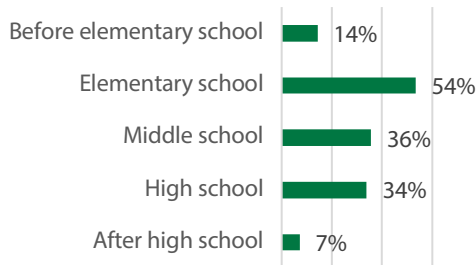
- Most respondents (98%) indicated South Korea as their home country where they have citizenship with Korean as their primary language. Only one respondent indicated English as the primary language.
- The majority of the respondents attended high school in South Korea (81%) followed by the United States (13%).
- Except for one student, all respondents had written a paper in English with 59% having written a paper 2-5 pages (double-spaced, about 250 words per page) and another 25% going beyond 5 pages.
- The hours spent on required reading in English varied widely. Some students (11%) were not required to read any English while a majority of respondents (59%) spent 5 hours or less per week on required reading.
- When asked about English language experiences, 80% of respondents reported that they had studied English in school; 47-45% of the respondents also indicated that they had attended an English-speaking school for some period of time, had had an English language tutor or attended a private institute to learn English, or had lived in an English-speaking country (see chart below).

Which of the following English language experiences have you had? (Select all that apply)

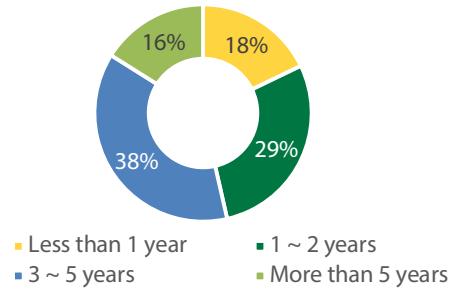


- About one half of the respondents have studied abroad (n=56). Of those students who have studied abroad:
 - 45% of them studied in the United States, followed by Canada (20%) and the Philippines (9%). Another 18% of the respondents studied in countries such as China, Thailand, and Malaysia during their high school years.
 - Over one half of the respondents studied abroad when they were in elementary school (54%), followed by middle and high school (36% and 34%, respectively), and after graduating from high school (7%).
 - 54% of these respondents studied abroad for more than 3 years, including 16% who studied abroad for more than 5 years.

Academic Level for Study Abroad



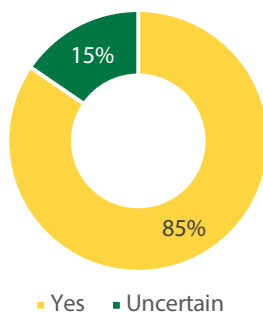
Duration for Study Abroad



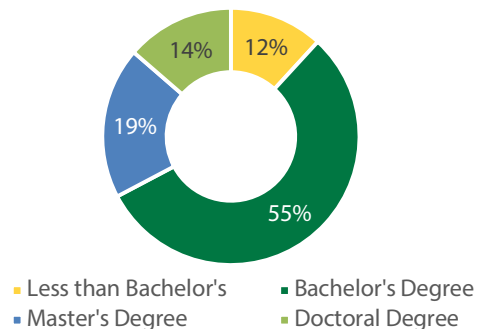
Academic Goals

- 85% of the respondents expected to graduate from Mason and 15% were uncertain.
- In terms of the highest level of education the students expected to complete, 55% of the respondents expected to get a bachelor's degree, with another 19% and 14% aspiring to earn a master's and a doctoral/professional degree, respectively.

Intent to Graduate from Mason Korea



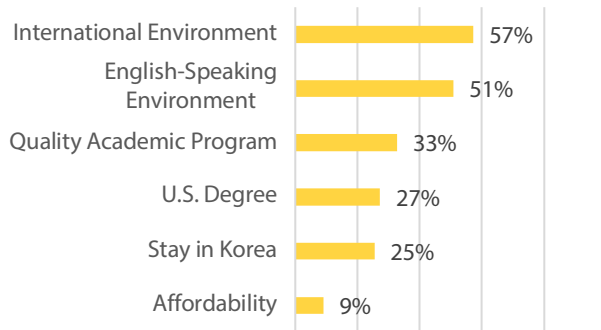
Educational Aspiration



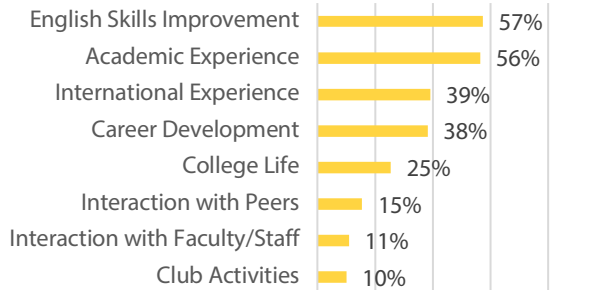
Expectations for GMU Korea

- Respondents indicated that international environment/diverse experience (57%), English-speaking environment (51%), and quality academic programs (33%) were the top three reasons for choosing GMU Korea.
- Over one half of the respondents considered English skills improvement (57%) and academic experience (56%) as the most valuable experience to have followed by international experience (39%). At the same time, English proficiency and meeting academic demands were also the biggest worries that respondents had about starting college (58% and 53%, respectively).
- Respondents rated academic engagement and commitment as the most important to having a successful college life (71%) followed by career preparation and development (53%) and relationships with peers (51%).
- The majority of the respondents wished to have career-related events (70%), social/club activities (56%), and academic/research activities (53%) as the top three activities or events at GMU Korea.

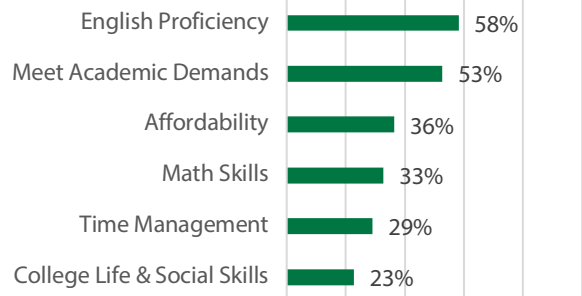
Why did you choose Mason Korea? (Select up to three)



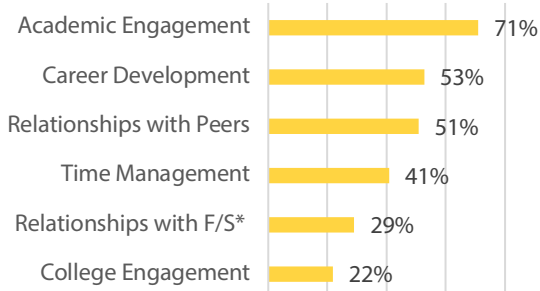
What experiences at Mason Korea do you think will be the most valuable to you? (Select up to three)



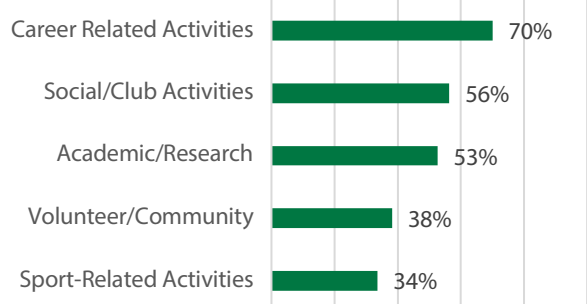
What is your biggest worry about starting college? (Select up to three)



What do you think is most important to having a successful college life? (Select up to three)



What kinds of activities or events do you wish to have at Mason Korea? (Select up to three)



* Faculty and Staff

Implications

The Welcome Survey results reveal a few characteristics/findings about the spring 2020 newly admitted students that set them apart from the previous cohorts. These characteristics and findings are synthesized below:

Demographics and English Proficiency

- A higher percentage of the respondents (96%) reported Korean as their primary language when compared to the previous cohorts (e.g., 94% in spring 2019).
- More respondents in the spring 2020 cohort (11%) were not required to read in English in high school compared to 5% of their spring 2019 counterparts.

Expectation for Career Development

- A higher percentage of the spring 2020 cohort (53%) considered career development as the most important to having a successful college life compared to 43% in spring 2019.
- Similarly, career-related activities appeared on top of the list of activities that the spring 2020 cohort (70%) wished to have at GMU Korea compared to 61% in spring 2019.

The comparison data thus summarized has implications for academic and student affairs staff in GMU Korea as they develop support programs and services to enhance student success in college and beyond.