

- 1 Freshman Academic Mindset at Georgia Institute of Technology for 2024 - First Administration
- 2 Descriptive Statistics for Georgia Institute of Technology
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Getting to Know Our Students Survey Summary

University System of Georgia
15 October, 2024

1 Freshman Academic Mindset at Georgia Institute of Technology for 2024 - First Administration

This report provides summary information for Georgia Institute of Technology. Included below are summary statistics for most of the survey elements for which composites are constructed (including both the composite and the underlying elements that construct it). In most instances, Research Universities and System Total data is provided for comparison.

2 Descriptive Statistics for Georgia Institute of Technology

- 2.1 Survey Completers
- 2.2 Student Caregivers
- 2.3 Student Percieved Economic Status

Responses by Institution, Sector, and System

Institution		Sector		System	
Survey Year	Institution Responses	Median Response	Sector Responses	Median Response	Median Response
		Time - Inst		Time - Sector	Time - System

	Institution		Sector		System	
		Median Response		Median Response		Median Response
Survey Year	Institution Responses	Time - Inst	Sector Responses	Time - Sector	System Responses	Time - System
2018	826	13.0 mins	2046	15 mins	13081	17 mins
2019	282	10.5 mins	3860	14 mins	15491	14 mins
2020	302	13.0 mins	2751	15 mins	11171	16 mins
2021	384	11.0 mins	1590	12 mins	9029	13 mins
2022	429	11.0 mins	3837	12 mins	13157	14 mins
2023	672	12.0 mins	1070	13 mins	7337	17 mins
2024	219	10.0 mins	637	12 mins	7080	14 mins

3 Summary of Academic Mindset Items

The Getting to Know Our Students Survey asks students to indicate the extent to which they agree or disagree with a series of statements about their thoughts about their academic work and faculty. These elements combine to create composite measures of different Academic Mindsets. The three primary Academic Mindsets that are the focus of this survey are Growth (or Theory of Intelligence), Purpose and Value, and Sense of Belonging. These three are highlighted because of their importance to student success and persistence and because they are understood to be malleable.

Individuals often hold different mindsets depending on the subject at hand. For the USG Getting to Know Our Students Survey, students were asked about basic Mindset constructs across the four most common subject areas in the first year: Math, Science, English and History. Students were asked to respond to items on either Math or Science and English or History. The composite results provide us with a glimpse into student mindsets across the curriculum.

3.1 Growth Mindset

Growth Mindset refers to a belief that intelligence is something that can change and be developed over time through the application of effort, strategies, and help-seeking behaviors. A fixed mindset typically refers to a belief that intelligence is a characteristic of the learner (like eye-color or dominant hand) that can't be changed. For individuals with a

more growth mindset, setbacks provide opportunities to reflect and learn. Fixed mindsets may focus on grades or scores as measures of intelligence.

The Growth Mindset construct includes questions about the students' theory of intelligence or growth mindset - the concept that students feel that they can be successful through the application of effort, strategies, and assistance, and their expectancy or sense of "I can do this."). Growth Mindset is tied to the idea of learning from setbacks and using feedback to improve.

3.1.1 Math Growth Mindset 3.1.2 Science Growth Mindset

3.1.3 English Growth Mindset 3.1.4 History Growth Mindset

3.1.1.1 Georgia Institute of Technology

3.1.1.2 Research Universities

3.1.1.3 System Totals

Growth Mindset in Math, Early Fall Institution

Suvey Year	2018	2019	2020	2021	2022	2023	2024
Composite: Math Growth Mindset - mean	4.1	4.4	4.7	4.6	4.9	4.9	4.9
Composite: Math Growth Mindset - std dev.	1.17	1.09	1.03	1.12	1.04	1.13	0.87
Composite: Math Growth Mindset - count	747	218	265	169	184	303	15
You can learn new things, but you can't really change your basic math intelligence. (Reverse coded) - mean	3.8	4.2	4.4	4.4	4.9	4.8	4.7
You can learn new things, but you can't really change your basic math intelligence. (Reverse coded) - std dev.	1.40	1.32	1.22	1.40	1.14	1.26	0.96

You can learn new things, but you can't really change your basic math intelligence. (Reverse coded) - count	747	218	265	169	184	303	15
Your math intelligence is something about you that you can't change very much. (Reverse coded) - mean	4.1	4.4	4.7	4.5	4.8	4.8	4.8
Your math intelligence is something about you that you can't change very much. (Reverse coded) - std dev.	1.3	1.1	1.1	1.2	1.2	1.2	1.0
Your math intelligence is something about you that you can't change very much. (Reverse coded) - count	747	218	265	169	184	303	15
You have a certain amount of math intelligence and you really can't do much to change it. (Reverse coded) - mean	4.4	4.6	4.9	4.7	5.0	5.0	5.2
You have a certain amount of math intelligence and you really can't do much to change it. (Reverse coded) - std dev.	1.21	1.14	1.07	1.19	1.03	1.17	0.94
You have a certain amount of math intelligence and you really can't do much to change it. (Reverse coded) - count	747	218	265	169	184	303	15

3.2 Expectancy

3.2.1 Math Expectancy

3.2.2 Science Expectancy

3.2.3 English Expectancy

3.2.4 History Expectancy

3.2.1.1 Georgia Institute of Technology

3.2.1.2 Research Universities

3.2.1.3 System Totals

Expectancy in Math, Early Fall Institution

Suvey Year	2018	2019	2020	2021	2022	2023	2024
Composite: Math Expectancy - mean	5.0	4.9	5.1	5.0	5.2	5.0	4.9
Composite: Math Expectancy - std dev.	0.90	0.82	0.75	0.83	0.99	1.10	0.82
Composite: Math Expectancy - count	753	219	272	168	191	302	15
I know I can learn the material in math. - mean	5.1	4.6	4.8	4.8	5.2	5.0	4.9
I know I can learn the material in math. - std dev.	0.93	0.98	0.98	0.98	0.99	1.07	0.88
I know I can learn the material in math. - count	753	219	272	168	191	302	15
I believe that I can be successful in math. - mean	5.0	5.1	5.3	5.2	5.1	4.9	4.9
I believe that I can be successful in math. - std dev.	0.94	0.92	0.78	0.83	1.07	1.19	0.88
I believe that I can be successful in math. - count	753	219	272	168	191	302	15

3.3 Purpose and Value

3.3.1 Math value

3.3.2 Science Value

3.3.3 English Value

3.3.4 History Value

3.3.1.1 Georgia Institute of Technology

3.3.1.2 Research Universities

3.3.1.3 System Total

Value in Math, Early Fall Institution

Suvey Year	2017	2018	2019	2020	2021	2022	2023	2024
Composite: Math Value - mean	5.1	5.0	5.2	5.3	5.4	5.1	5.0	4.9
Composite: Math Value - std dev.	0.88	0.89	0.78	0.66	0.77	1.02	1.04	1.02
Composite: Math Value - count	241	729	215	263	163	187	294	15
I think math is important. - mean	5.2	5.0	5.5	5.6	5.5	5.2	5.0	5.1
I think math is important. - std dev.	1.02	1.10	0.62	0.65	0.71	1.09	1.23	0.83
I think math is important. - count	241	729	215	263	163	187	294	15
I think math is useful. - mean	5.4	5.3	5.5	5.4	5.5	5.3	5.3	5.2
I think math is useful. - std dev.	0.79	0.81	0.67	0.81	0.72	0.93	0.92	1.01
I think math is useful. - count	241	729	215	263	163	187	294	15
What I learn in my math classes will be useful in the future. - mean	5.0	4.8	4.9	5.1	5.2	4.9	4.9	4.5
What I learn in my math classes will be useful in the future. - std dev.	1.07	1.10	1.11	0.94	1.02	1.20	1.30	1.36

What I learn in my math classes will be useful in the future. - count	241	729	215	263	163	187	294	15
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3.4 Cost

3.4.1 Math Cost	3.4.2 Science Cost	3.4.3 English Cost	3.4.4 History Cost
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3.4.1.1 Georgia Institute of Technology

3.4.1.2 Research Universities

3.4.1.3 System Total

Math Cost, Early Fall Institution

Suvey Year	2018	2019	2020	2021	2022	2023	2024
Composite: Math Cost - mean	2.7	2.2	2.2	2.6	2.4	2.7	2.7
Composite: Math Cost - std dev.	1.06	0.94	0.85	0.99	1.03	1.24	0.89
Composite: Math Cost - count	747	217	268	168	188	301	15
I'm unable to put in the time needed to do well in math. - mean	2.5	2.3	2.0	2.3	2.1	2.4	2.5
I'm unable to put in the time needed to do well in math. - std dev.	1.16	1.03	0.99	1.14	1.12	1.32	1.19
I'm unable to put in the time needed to do well in math. - count	747	217	268	168	188	301	15
I have to give up too much to do well in math. - mean	2.4	2.1	2.0	2.3	2.3	2.5	2.5
I have to give up too much to do well in math. - std dev.	1.20	1.04	0.97	1.18	1.35	1.36	1.30

I have to give up too much to do well in math. - count	747	217	268	168	188	301	15
My math class is too stressful for me. - mean	2.9	2.8	2.6	3.0	2.8	2.9	2.9
My math class is too stressful for me. - std dev.	1.3	1.1	1.1	1.3	1.3	1.5	1.2
My math class is too stressful for me. - count	747	217	268	168	188	301	15

3.5 Expectations for Graduation

3.5.1 Time To Degree 3.5.2 Salary Expectations

3.5.3 Salary Expectations at Graduation compared with Current Expectations

3.5.1.1 Georgia Institute of Technology

3.5.1.2 Research Universities

3.5.1.3 System Total

Student Percieved Time to Degree

	2020	2021	2022	2023	2024
2 years or less	0	0	2	28	15
Between 2 and 3 years	4	3	10	34	13
Between 3 and 4 years	127	125	150	231	74
Between 4 and 5 years	144	202	190	263	68
Between 5 and 6 years	6	4	3	18	6
Between 6 and 7 years	0	0	4	3	3
Between 7 and 8 years	1	0	1	8	2
More than 8 years	1	0	0	3	1

3.6 Belonging

Students feel they **Belong** in the learning context when they are connected to peers, feel that they are known and cared for by faculty and mentors, fit in academically and socially, and are free from doubts and worries about belonging. Belonging can serve as a support for student success, and the degree to which students find a home in the institution can be a powerful predictor of retention and academic outcomes. Students can experience different levels of belonging in an academic context - they may feel an overall sense of belong at the institution, but may not have that sense in a particular course or in their major or their belonging my shift over time.

3.6.1 College Belonging

3.6.1.1 Georgia Institute of Technology

3.6.1.2 Research Universities

3.6.1.3 System Total

Belonging, Early Fall Institution

Suvey Year	2018	2019	2020	2021	2022	2023	2024
Composite: College Belonging - mean	4.9	3.2	5.1	5.0	4.8	4.8	5.0
Composite: College Belonging - std dev.	0.82	1.43	0.72	0.76	0.94	1.06	0.94
Composite: College Belonging - count	756	227	268	320	348	552	171
I belong at this college/ university. - mean	4.8	4.9	4.9	4.9	4.7	4.6	4.8
I belong at this college/ university. - std dev.	0.89	0.98	0.85	0.85	1.08	1.22	1.18
I belong at this college/ university. - count	756	227	268	320	348	552	171
I feel like this college/ university is a good fit for me. - mean	5.0	5.1	5.2	5.1	4.9	5.0	5.2

I feel like this college/university is a good fit for me. - std dev.	0.88	0.96	0.73	0.83	0.98	1.07	0.90
I feel like this college/university is a good fit for me. - count	756	227	268	320	348	552	171
Composite: College Identity - mean	4.9	5.0	4.8	4.8	4.7	4.6	4.9
Composite: College Identity - std dev.	0.86	0.85	0.80	0.88	1.01	1.14	1.12
Composite: College Identity - count	756	227	268	320	348	552	171
Being a student at this college/university is an important part of my identity. - mean	4.6	4.7	4.5	4.5	4.5	4.4	4.6
Being a student at this college/university is an important part of my identity. - std dev.	1.0	1.0	1.0	1.1	1.2	1.4	1.4
Being a student at this college/university is an important part of my identity. - count	756	227	268	320	348	552	171
I am very proud to be a student at this college/university. - mean	5.1	5.4	5.2	5.2	5.0	4.9	5.1
I am very proud to be a student at this college/university. - std dev.	0.92	0.89	0.82	0.88	1.01	1.14	1.16
I am very proud to be a student at this college/university. - count	756	227	268	320	348	552	171
I feel more academically prepared than other students at this college/university. - mean	3.3	3.5	3.6	3.5	3.3	3.4	3.4

I feel more academically prepared than other students at this college/university. - std dev.	1.2	1.1	1.1	1.1	1.2	1.4	1.5
I feel more academically prepared than other students at this college/university. - count	756	227	268	320	348	552	171
Composite: College Involvement - mean	4.3	4.3	5.1	5.1	4.9	4.7	4.6
Composite: College Involvement - std dev.	1.04	0.96	0.81	0.80	0.88	1.18	1.32
Composite: College Involvement - count	756	227	268	320	348	552	171
I am very involved in groups and/or activities at this college/university. - mean	4.1	4.0	5.1	5.1	4.9	4.7	4.5
I am very involved in groups and/or activities at this college/university. - std dev.	1.15	1.03	0.87	0.85	0.97	1.26	1.39
I am very involved in groups and/or activities at this college/university. - count	756	227	268	320	348	552	171
I am not very involved on campus; I'm just here to take classes. (Reverse Coded) - mean	4.5	4.7	5.0	5.1	4.9	4.7	4.7
I am not very involved on campus; I'm just here to take classes. (Reverse Coded) - std dev.	1.19	1.17	0.96	0.99	1.09	1.38	1.45
I am not very involved on campus; I'm just here to take classes. (Reverse Coded) - count	756	227	268	320	348	552	171

3.7 Persistence (Grit)

Persistence, popularized by Dr. Angela Duckworth's research around **Grit** provides a window into how students may behave in the face of challenge and setbacks. Persistence is often very contextual - students may be very committed to push through difficulties in some areas but not in others - and translatable - students can carry the lessons they know about persisting in one area into those where they are struggling.

3.7.1 Georgia Institute of Technology

3.7.2 Research Universities

3.7.3 System Total

Persistence (Grit) - Institution

Suvey Year	2017	2018	2019	2020	2021	2022	2023	2024
Composite: Persistence (Grit) - mean	4.0	4.2	4.2	4.2	4.2	4.9	4.8	4.8
Composite: Persistence (Grit) - std dev.	0.74	0.63	0.60	0.63	0.67	0.82	0.93	0.84
Composite: Persistence (Grit) - count	243	818	282	301	368	370	594	190
I am a hard worker. - mean	4.3	4.3	4.5	4.4	4.4	5.0	5.0	4.9
I am a hard worker. - std dev.	0.78	0.72	0.67	0.68	0.72	0.92	1.00	0.93
I am a hard worker. - count	243	818	282	301	368	370	594	190
I finish whatever I begin. - mean	3.6	4.1	4.0	4.1	4.0	4.8	4.7	4.7
I finish whatever I begin. - std dev.	0.93	0.77	0.80	0.77	0.82	1.00	1.12	1.06
I finish whatever I begin. - count	243	818	282	301	368	370	594	190

3.8 Motivation

The Mindset Survey asks students about their reasons for attending college and for choosing a major to get a better sense of their motivation for attending college, and for selecting their academic path. Reasons for Attending College are themselves divided into three categories: Independent motives related to the individual's interests/goals
Interdependent motives related to supporting others and the somewhat overlapping
Helping motives, which removes some of the community values for individual ones. Additionally, the survey investigates students perceptions of family support.

3.8.1 Reasons for Attending College

3.8.2 Reasons for Selecting a Major

3.8.3 Family Support

3.8.1.1 Georgia Institute of Technology

3.8.1.2 Research Universities

3.8.1.3 System Total

Reasons for Attending College - Institution

Suvey Year	2017	2018	2019	2020	2021	2022	2023	2024
Composite: Independent Motives - mean	5.8	5.8	5.2	6.0	5.9	5.1	5.0	4.9
Composite: Independent Motives - std dev.	0.99	0.95	0.74	0.82	0.86	0.75	0.84	0.89
Composite: Independent Motives - count	239	793	38	284	337	369	582	184
Explore new interests. - mean	5.4	5.7	5.0	5.7	5.7	5.0	4.8	4.7
Explore new interests. - std dev.	1.41	1.27	1.05	1.20	1.18	0.95	1.10	1.22
Explore new interests. - count	239	793	38	284	337	369	582	184

Note:

Helping Motives scale is a subset of the Interdependent Motives scale

Expand my understanding of the world. - mean	5.9	5.8	5.0	6.2	6.0	5.1	5.1	5.1
Expand my understanding of the world. - std dev.	1.29	1.30	1.20	1.03	1.14	0.97	1.10	1.12
Expand my understanding of the world. - count	239	793	38	284	337	369	582	184
Develop my independent thinking. - mean	5.8	5.8	5.2	6.1	6.0	5.0	5.0	4.7
Develop my independent thinking. - std dev.	1.30	1.24	0.88	1.16	1.15	1.07	1.12	1.23
Develop my independent thinking. - count	239	793	38	284	337	369	582	184
Learn more about my interests. - mean	6.0	6.1	5.4	6.2	6.1	5.2	5.1	5.1
Learn more about my interests. - std dev.	1.26	1.07	0.83	1.04	1.01	0.92	1.02	1.04
Learn more about my interests. - count	239	793	38	284	337	369	582	184
Composite: Interdependent Motives - mean	5.1	5.0	4.0	5.1	5.1	4.3	4.3	4.1
Composite: Interdependent Motives - std dev.	1.2	1.3	1.1	1.3	1.3	1.1	1.1	1.1

Note:

Helping Motives scale is a subset of the Interdependent Motives scale

Composite: Interdependent Motives - count	239	793	38	284	337	369	582	184
Serve as a role model for people in my community. - mean	4.8	5.0	3.8	5.0	5.0	4.2	4.1	3.9
Serve as a role model for people in my community. - std dev.	1.7	1.7	1.5	1.7	1.7	1.5	1.5	1.5
Serve as a role model for people in my community. - count	239	793	38	284	337	369	582	184
Composite: Helping Motives - mean	5.1	5.0	4.1	5.2	5.2	4.3	4.3	4.2
Composite: Helping Motives - std dev.	1.3	1.3	1.1	1.3	1.3	1.2	1.2	1.2
Composite: Helping Motives - count	239	793	38	284	337	369	582	184
Help my family out after I'm done with college. - mean	4.5	4.6	4.0	4.8	4.9	4.2	4.2	4.1
Help my family out after I'm done with college. - std dev.	1.9	1.8	1.6	1.8	1.7	1.5	1.6	1.7
Help my family out after I'm done with college. - count	239	793	38	284	337	369	582	184
Give back to my community. - mean	5.3	4.8	3.9	5.2	5.1	4.4	4.2	3.9

Note:

Helping Motives scale is a subset of the Interdependent Motives scale

Give back to my community. - std dev.	1.5	1.7	1.3	1.5	1.5	1.3	1.3	1.4
Give back to my community. - count	239	793	38	284	337	369	582	184
Provide a better life for my own children. - mean	5.6	5.7	4.3	5.5	5.5	4.5	4.6	4.6
Provide a better life for my own children. - std dev.	1.8	1.6	2.0	1.8	1.8	1.7	1.6	1.7
Provide a better life for my own children. - count	239	793	38	284	337	369	582	184

Note:

Helping Motives scale is a subset of the Interdependent Motives scale

3.9 Perception of Faculty Mindset

3.9.1 Georgia Institute of Technology

3.9.2 Research Universities

3.9.3 System Total

Perception of Faculty - Institution

Suvey Year	2018	2019	2020	2022	2023	2024
The instructors at my school seem to believe that students have a certain amount of intelligence, and they really can't do much to change it. - mean	2.5	2.2	2.1	2.3	2.2	2.3

Note:

Not asked in 2017; asked by area in 2021.

The instructors at my school seem to believe that students have a certain amount of intelligence, and they really can't do much to change it. - std dev.	1.16	0.97	0.97	1.12	1.17	1.28
The instructors at my school seem to believe that students have a certain amount of intelligence, and they really can't do much to change it. - count	686	191	245	102	183	127
The instructors at my school seem to believe that students can learn new things, but they can't really change their basic intelligence - mean	2.6	2.3	2.2	2.5	2.4	2.3
The instructors at my school seem to believe that students can learn new things, but they can't really change their basic intelligence - std dev.	1.2	1.0	1.0	1.2	1.3	1.3
The instructors at my school seem to believe that students can learn new things, but they can't really change their basic intelligence - count	686	191	245	102	183	127
The instructors at my school seem to believe that students either have it or they don't. - mean	2.5	2.2	2.1	2.3	2.3	2.3
The instructors at my school seem to believe that students either have it or they don't. - std dev.	1.14	1.00	0.93	0.96	1.29	1.33
The instructors at my school seem to believe that students either have it or they don't. - count	686	191	245	102	183	127

Note:

Not asked in 2017; asked by area in 2021.

The instructors at my school seem to believe that every student can learn new things and significantly grow their intelligence. - mean	4.8	5.1	4.9	4.7	4.9	4.6
The instructors at my school seem to believe that every student can learn new things and significantly grow their intelligence. - std dev.	0.94	0.82	0.88	0.98	1.03	1.26
The instructors at my school seem to believe that every student can learn new things and significantly grow their intelligence. - count	686	191	245	102	183	127
The Instructors at my school seem to believe that some students are smart, while others are not. - mean	2.6	2.4	2.3	2.7	2.5	2.5
The Instructors at my school seem to believe that some students are smart, while others are not. - std dev.	1.2	1.1	1.0	1.1	1.4	1.4
The Instructors at my school seem to believe that some students are smart, while others are not. - count	686	191	245	102	183	127
The Instructors at my school seem to believe that students who are less smart will always be less smart than the other students in the class. - mean	2.4	2.1	2.1	2.3	2.2	2.1
The Instructors at my school seem to believe that students who are less smart will always be less smart than the other students in the class. - std dev.	1.06	0.95	0.85	1.05	1.27	1.30

Note:

Not asked in 2017; asked by area in 2021.

The Instructors at my school seem to believe that students who are less smart will always be less smart than the other students in the class. - count	686	191	245	102	183	127
If you fall behind in classes, my Instructors do not slow down to let you catch up. - mean	4.3	3.9	3.8	4.0	4.2	4.2
If you fall behind in classes, my Instructors do not slow down to let you catch up. - std dev.	1.3	1.4	1.3	1.2	1.5	1.4
If you fall behind in classes, my Instructors do not slow down to let you catch up. - count	686	191	245	102	183	127
<i>Note:</i> Not asked in 2017; asked by area in 2021.						

