

### Cooperative Institutional Research Program (CIRP) Freshman Survey - Fall 2006

The Freshman Cooperative Institutional Research Program (CIRP), an annual survey of entering freshman conducted by the Higher Education Research Institute (HERI) at UCLA, collects data on background experiences, educational aspirations, personal goals and values, views on political and social issues, and expectations about college. At Iowa State, 2,777 first time, full-time freshmen responded to the survey during the 2006 summer orientation. *(All numbers are percentages)*

#### SELF ASSESSMENT

Students rated themselves as at least *above average* compared to others their age

	Men	Women	Total
Academic ability	79.5	71.1	75.9
Drive to achieve	69.9	78.1	73.5
Leadership ability	67.6	62.9	65.6
Self-confidence (intellect)	70.1	54.2	63.2
Mathematical ability	62.1	41.0	53.0
Self-confidence (social)	53.3	51.9	52.7
Writing ability	41.5	52.5	46.3
Public speaking ability	37.1	38.2	37.6

#### CONCERNS ABOUT COLLEGE

Students identified these factors as posing the biggest obstacle to their academic progress at ISU

	Men	Women	Total
Money, work obligations, finances	29.9	43.9	36.0
Lack of personal motivation	21.0	12.7	17.4
Lack of adequate academic preparation in high school	19.1	13.7	16.7
Family obligations	2.3	3.2	2.7
No real obstacles	27.6	26.5	27.1

#### HIGH SCHOOL ACTIVITIES

Time spent on activities during High School

Hours during the week	<1	1-6	>6
Studying/Homework	13.0	55.7	26.3
Working for pay	23.8	12.3	64.0
Socializing	1.5	25.9	72.5
Exercise/Sports	10.4	35.6	54.0

Student earned college credit prior to high school graduation

Men	Women	Total
55.6	59.4	57.2

Student performed community service as part of a class

Men	Women	Total
52.3	58.6	55.0

#### COLLEGE EXPECTATIONS

Students estimated chances are *very good* they will

	Men	Women	Total
Be satisfied with college	54.5	62.0	57.8
Socialize with someone from another racial/ethnic group	49.8	64.4	56.2
Get a job to help pay for college expenses	49.3	62.0	54.8
Make at least a "B" average	52.3	56.3	54.1
Study abroad	18.0	40.1	27.7
Communicate regularly with professors	21.9	28.2	24.6

Students indicated how often they expected to be challenged to do their very best at ISU (*most of the time or always*)

Men	Women	Total
87.2	92.4	89.6

Students who plan to join a Learning Community

Men	Women	Total
54.1	51.9	53.1

Students identified these teaching styles as helpful to their learning (*helps a great deal or somewhat*)

	Men	Women	Total
Teacher leads class/group discussion	78.2	78.6	78.4
lectures while taking notes	60.1	66.4	62.8
Student solve real world problems in teams with teacher help	78.8	74.5	77.0
alone with teacher help	72.2	58.0	66.1

## National Study of Student Engagement (NSSE) - 2006

The National Survey of Student Engagement (NSSE), an annual survey of first-year and senior students conducted by Indiana University, measures the extent to which students engage in educational practices that are empirically linked with learning, personal development and other desired outcomes such as student satisfaction, persistence, and graduation. At Iowa State, 2,000 first-year and another 2,000 senior students were sampled in the spring of 2006. The following data are based on the responses of 918 first-year and 811 senior students. (*Numbers are percentages except for the Quality Scale under Other Learning Indicators*)

### LEARNING AND PERSONAL DEVELOPMENT

#### Students indicating as *often* or *very often*

	First Year	Seniors
<b>Student Faculty Interaction</b>		
Used e-mail to communicate with an instructor	69	81
Received prompt feedback from faculty on your academic performance	43	49
Discussed grades or assignments with an instructor	34	48
Talked about career plans with a faculty member or advisor	28	36
Worked with faculty members on activities other than coursework	12	18
Discussed ideas with faculty members outside of class	12	15
<b>Active and Collaborative Learning</b>		
Worked with other students on out-of-class project	45	71
Asked questions/contributed to class discussion	38	52
Made a class presentation	21	52
Worked with other students on in-class project	48	47
Participated in a community-based project as part of regular course	8	10
<b>Level of Academic Challenge</b>		
Did paper/project integrating ideas or information from various sources	62	80
Put together ideas or concepts from different courses	48	67
Prepared two or more paper/assignment drafts before turning it in	50	40
Worked hard to meet instructor's expectation	46	44
Came to class without completing assignments	27	36

### LEVEL OF LEARNING

#### Students indicating as *quite a bit* or *very much*

	First Year	Seniors
Memorizing facts, ideas, or methods and repeat them in the same form	71	60
Applying theories or concepts to practical problems or in new situations	72	76
Analyzing an idea, experience, or theory in depth and considering its components	73	78
Organizing ideas, information, or experiences into new more complex interpretations	56	61
Making judgements about information and assessing the conclusions	61	61

### OTHER LEARNING INDICATORS

#### Students indicating *quite a bit* or *very much*

	First Year	Seniors
Spending significant amounts of time studying and on academic work.	80	75
Institutional emphasis - providing the support you need to help you succeed academically	76	61

#### Students who *agreed* or *strongly agreed*

	First Year	Seniors
Most of the time professors make it clear what they expect me to learn	88	88

#### Hours per week preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

	0-5	6-10	11-20	over 21
First Year	13	26	40	22
Seniors	17	23	37	23

#### Students responding *good* or *excellent*

	First Year	Seniors
Academic quality of your major program	90	83
Instruction in upper-division courses	76	78
Academic advising you have received	79	64
Instruction in lower-division courses	68	46

#### Frequency of ISU students that have been challenged to do the very best they can

	First Year	Seniors
never/seldom	6	9
some of the time	40	51
most of the time	55	40

#### Quality of relationship with faculty members on *SCALE* from 1 to 7 (1 being *unavailable, unhelpful, unsympathetic* and 7 being *available, helpful, sympathetic*)

	First Year	Seniors
	4.88	4.99