

# Student Learning Profile

## 2007-2008

### IOWA STATE UNIVERSITY

#### Cooperative Institutional Research Program (CIRP) Freshman Survey - Fall 2007

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, 2,783 first time, full-time freshmen responded to the survey during the 2007 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	79.2	72.1	76.3
Drive to achieve	71.7	80.6	75.3
Leadership ability	66.5	62.5	64.8
Self-confidence (intellect)	68.7	57.3	64.2
Mathematical ability	65.0	40.0	54.8
Self-confidence (social)	56.4	53.6	55.2
Writing ability	39.3	52.3	44.6
Public speaking ability	39.4	38.1	38.9

#### 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	31.0	40.5	34.8
Lack of personal motivation	21.8	12.1	17.8
Lack of adequate academic preparation in high school	16.0	13.6	15.0
Family obligations	3.6	2.7	3.2
No real obstacles	27.6	31.2	29.1

#### HIGH SCHOOL ACTIVITIES

Time spent on activities during High School

Hours during the week	<1	1-6	>6
Studying/Homework	17.0	54.4	28.5
Working for pay	23.4	12.5	64.0
Socializing	1.0	24.6	74.4
Exercise/Sports	9.3	34.2	56.5

Student performed community service as part of a class

Men	Women	Total
54.2	62.0	57.4

#### COLLEGE EXPECTATIONS

Students estimated chances are *very good* they will

	Men	Women	Total
Be satisfied with college	53.5	64.1	57.9
Socialize with someone from another racial/ethnic group	48.3	63.9	54.8
Get a job to help pay for college expenses	53.2	63.6	57.5
Make at least a "B" average	51.6	56.6	53.7
Study abroad	17.3	38.1	25.9
Communicate regularly with professors	23.0	29.2	25.6

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
87.6	93.8	90.2

Students who plan to join a Learning Community

Men	Women	Total
53.4	54.4	53.9

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

	Men	Women	Total
Teacher leads class/group discussion	78.4	81.5	79.6
lectures while taking notes	66.2	69.5	67.5
Student solve real world problems in teams with teacher help	78.4	76.6	77.6
alone with teacher help	74.0	62.1	69.0

## National Study of Student Engagement (NSSE) - 2007

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 2007. The following data are based on the responses of 575 first-year and 494 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	67	80
Received prompt feedback from faculty on your academic performance	42	51
Discussed grades or assignments with an instructor	31	46
Talked about career plans with a faculty member or advisor	29	37
Worked with faculty members on activities other than coursework	13	20
Discussed ideas with faculty members outside of class	14	17
<b>Active and Collaborative Learning</b>		
Worked with other students on out-of-class project	45	68
Asked questions/contributed to class discussion	36	57
Made a class presentation	20	51
Worked with other students on in-class project	47	48
Participated in a community-based project as part of regular course	10	9
<b>Level of Academic Challenge</b>		
Did paper/project integrating ideas or information from various sources	65	80
Put together ideas or concepts from different courses	47	65
Prepared two or more paper/assignment drafts before turning it in	51	38
Worked hard to meet instructor's expectation	44	44
Came to class without completing assignments	22	39

### 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	65	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	71	79
Organizing ideas, information, or experiences into new more complex interpretations	59	64
Making judgements about information and assessing the conclusions	61	60

### 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	72
Institutional emphasis - providing the support you need to help you succeed academically	76	65

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

	First Year	Seniors
Most of the time professors make it clear what they expect me to learn	86	90

#### 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	12	25	41	21
Seniors	16	27	34	23

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

	First Year	Seniors
Academic quality of your major program	88	82
Instruction in upper-division courses	73	83
Academic advising you have received	82	71
Instruction in lower-division courses	66	48

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

	First Year	Seniors
never/seldom	6	10
some of the time	37	48
most of the time	56	43

#### 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
	4.87	5.20