

Student Learning Profile

2009-2010

IOWA STATE UNIVERSITY

Cooperative Institutional Research Program (CIRP) Freshman Survey - Fall 2009

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, 3,128 first time, full-time freshmen responded to the survey during the 2009 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	80.8	71.8	76.8
Drive to achieve	72.0	80.1	75.6
Leadership ability	68.8	64.3	66.8
Self-confidence (intellect)	70.2	57.2	64.4
Mathematical ability	65.3	39.1	53.7
Self-confidence (social)	56.2	50.8	53.8
Writing ability	38.8	51.7	44.6
Public speaking ability	40.9	38.8	40.0

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	33.7	44.6	38.6
Lack of personal motivation	22.6	12.5	18.1
Lack of adequate academic preparation in high school	17.1	13.6	15.6
Family obligations	2.5	2.6	2.5
No real obstacles	24.1	26.6	25.2

HIGH SCHOOL ACTIVITIES

Time spent on activities during High School

Hours during the week	<1	1-6	>6
Studying/Homework	16.9	55.9	27.2
Working for pay	27.5	13.6	58.9
Socializing	1.8	28.9	69.1
Exercise/Sports	11.2	32.1	56.7

Student performed community service as part of a class

Men	Women	Total
56.7	67.5	61.6

COLLEGE EXPECTATIONS

Students estimated chances are *very good* they will

	Men	Women	Total
Be satisfied with college	58.3	69.1	63.1
Socialize with someone from another racial/ethnic group	50.0	61.7	55.2
Get a job to help pay for college expenses	55.6	67.1	60.7
Make at least a "B" average	57.5	66.8	58.8
Study abroad	19.1	38.8	27.8
Communicate regularly with professors	25.3	35.5	29.8

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
88.5	92.9	90.5

Students who plan to join a Learning Community

Men	Women	Total
52.0	53.1	52.5

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

	Men	Women	Total
Teacher leads class/group discussion	78.8	81.4	80.0
lectures while taking notes	66.3	71.4	68.6
Student solve real world problems in teams with teacher help	81.0	77.0	79.2
alone with teacher help	70.9	60.8	66.5

National Study of Student Engagement (NSSE) - 2009

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, 2,500 first-year and another 2,500 senior students were sampled in the spring of 2009. The following data are based on the responses of 520 first-year and 608 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
Student Faculty Interaction		
Used e-mail to communicate with an instructor	69	87
Received prompt feedback from faculty on your academic performance	46	58
Discussed grades or assignments with an instructor	40	55
Talked about career plans with a faculty member or advisor	33	36
Worked with faculty members on activities other than coursework	15	24
Discussed ideas with faculty members outside of class	17	18
Active and Collaborative Learning		
Worked with other students on out-of-class project	51	73
Asked questions/contributed to class discussion	43	61
Made a class presentation	20	60
Worked with other students on in-class project	53	51
Participated in a community-based project as part of regular course	15	12
Level of Academic Challenge		
Did paper/project integrating ideas or information from various sources	62	84
Put together ideas or concepts from different courses	49	70
Prepared two or more paper/assignment drafts before turning it in	45	42
Worked hard to meet instructor's expectation	48	52
Came to class without completing assignments	24	35

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	69	63
Analyzing an idea, experience, or theory in depth and considering its components	75	77
Applying theories or concepts to practical problems or in new situations	79	83
Making judgements about information and assessing the conclusions	62	67
Organizing ideas, information, or experiences into new more complex interpretations	65	68

OTHER LEARNING INDICATORS

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

	First Year	Seniors
Spending significant amounts of time studying and on academic work.	84	80
Institutional emphasis - providing the support you need to help you succeed academically	84	69

Students who *agreed* or *strongly agreed*

	First Year	Seniors
Most of the time professors make it clear what they expect me to learn	91	93

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	8	21	45	26
Seniors	12	21	37	30

Students responding *good* or *excellent*

	First Year	Seniors
Academic quality of your major program	92	85
Instruction in upper-division courses	68	84
Academic advising you have received	81	67
Instruction in lower-division courses	72	51

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

	First Year	Seniors
never/seldom	5	10
some of the time	37	47
most of the time	58	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
	5.00	5.21