CIRP 2010: Items of Interest

This analysis highlights areas in which EWU freshman differ from the two peer groups identified by CIRP (Public 4-year and Public 4-year Low Selectivity). Results are organized within 13 basic CIRP Themes: Financial, Academic Disengagement, Academic Preparation, Interaction with Teachers, Active and Collaborative Learning, Written and Oral Communication, Leadership, Civic Engagement, Diversity, Health & Wellness, Spirituality/Religiosity and Career Planning. Areas in which there are significance differences are noted. Statistics, however, are not cited in order to “tell our story” of incoming freshman characteristics and expectations.

Overall Observations

A significantly higher percentage of students report doing more civic/volunteer work and rate themselves highest in spirituality.

Significantly fewer EWU freshmen report partying or smoking while a higher percentage report having learning disabilities, physical disabilities and psychological disorders.

Our freshmen rate themselves on par with peers on written and oral communication, but significantly fewer rate themselves highly in social self-confidence and “drive to achieve”.

EWU freshman are concerned about financing their education and a significantly higher percentage report that they intend to work full-time while attending school. Financial concerns were a major factor in making a college choice and the cost of attending EWU was a major consideration.

Importance: Reasons for deciding where to go to college

EWU students placed more importance on:
- getting a better job
- learning more about things that interest them
- getting training for a specific career
- the cost of attending this college (very highly significant)
- “could not afford first choice”
- “I wanted to go to a school about the size of this college” (highly significant)
- a visit to campus

EWU students placed less importance on:
- being able to make more money (all students & high significance for males)
- preparing for graduate or professional school (public, low selectivity comparison)
- “a very good academic reputation” of the university
- “this college has a good reputation for its social activities”
- “I wanted to live near home” (very highly significant)
- “not offered aid by first choice”
- college rankings
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CIRP Theme Highlights

Financial Concerns
EWU students had significantly higher percentages in these areas:

- Work full time while attending college
- Feel there is a very good chance/some chance of getting a job to help with college expenses
- Cost of attending this college was important
- Could not afford first choice
- 71% of EWU students agreed that “the current economic situation significantly affected my college choice”

Academic Disengagement

- A significantly lower percentage of EWU students reported frequently/occasionally falling asleep in class
- A significantly higher percentage of EWU students reported skipping school/class

Academic Preparation

- A higher percentage of EWU students graduated from public school (93.6% vs. .78% or 81%)
- A higher percentage of EWU students took foreign language, physical science and biological science in high school
- A significantly higher percentage of EWU students reported high school studying/homework >=11 hours

Interaction with Teachers

- A significantly higher percentage of EWU students reported being a guest in a teacher’s home frequently/occasionally and asking a teacher for advice after class

Written and Oral Communication

- The percentages of EWU students were not significantly different in self ratings on public speaking, writing ability
- EWU self-reported SAT scores were higher than the public 4-yr low-selectivity group but lower than the Public 4 yr comparison group

Leadership

- A significantly lower percentage of EWU students rated themselves highly in the following areas:
  - Drive to achieve
  - Self-confidence (social) (very high significance)
Active and Collaborative Learning

- A significantly higher percentage of EWU students frequently/occasionally
  - performed community service as a part of class
  - Revised papers to improve writing
  - Evaluated the quality of reliability of information received
  - Looked up scientific research articles and resources
  - Accepted mistakes as part of the learning process
  - Sought feedback on academic work
  - Took notes during class
  - Worked with other students in group projects
  - Integrated skills and knowledge from different source and experiences
  - Plan to discuss course content with students outside of college classes

Civic Engagement

- A significantly higher percentage of EWU students frequently/occasionally
  - Demonstrated for/against a cause
  - Performed volunteer work
  - Voted in a student election
  - Performed community service as part of a class
  - Discussed politics
  - Performed volunteer work 11 or more hours a week
  - Feel that they will participate in student protests or demonstrations in college
  - Feel that they will participate in volunteer or community service work

Diversity

While a significantly higher percentage of EWU males rated themselves in the Highest 10%/Above average in “ability to see the world from someone else’s perspective” and “tolerance of others with different beliefs”, a significantly lower percentage of EWU males reported socializing with someone of another racial/ethnic group in high school.

- 74.1% of EWU freshmen report that they came from “completely white” or “mostly white” neighborhood
  - 30.2% of our less-selective comparison group came from this racial mix neighborhood
  - 59% of the 4-yr public comparison group come from this racial mix neighborhood

- A significantly higher percentage of EWU freshman expected to:
  - Socialize with someone of another race/ethnic group
  - Have a roommate of different race/ethnicity

- EWU students did not significantly differ on other CIRP diversity measurements
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Health and Wellness

- A higher percentage of EWU freshmen reported having learning disabilities, physical disabilities and psychological disorders.
- A significantly lower percentage of EWU students:
  - Smoked frequently/occasionally
  - Rated their self-understanding in the Highest 10%/Above average
  - Party 11 of more hours per week
- A significantly higher percentage of EWU students Frequently/Occasionally
  - Felt overwhelmed by all they had to do
  - Felt depressed

Spirituality/Religiosity

- A significantly higher percentage of EWU freshmen (40%) rated themselves highest in “Spirituality” and a higher percentage (32.7%) consider themselves to be Born-Again Christian.
- While a significantly higher percentage discussed religion, a lower percentage attended a religious service Frequently/Occasionally last year.
- A significantly higher percentage of EWU females said they were “attracted by the religious affiliation/orientation of the college”
- A significantly lower percentage of females felt that “developing a meaningful philosophy of life” was Essential/Very Important.

Career Planning

- A higher percentage of EWU freshman plan to obtain a Bachelor’s degree, while a lower percentage planned on obtaining a Master’s of Ph.D.:
  - 26.7% Bachelor’s
  - 42.9% Master’s
  - 15.5% Ph.D. or Ed.D.
    - 22.4% of EWU male freshmen plan on earning a Ph.D. or Ed.D.
    - 12.2% of EWU female freshmen plan on earning a Ph.D. or Ed.D.
  - 6.4% M.D., D.O., D.D.S., D.V.M.
- Although nearly ¼ of male freshman plan on earning a Ph.D., only 15% decided to attend EWU because “This college’s graduates gain admission to top graduate/professional schools”
  - 26.8% of women decided to attend because EWU graduates gain admission to top graduate/professional schools
- A significantly higher percentage of EWU freshmen feel that there is a very good chance that they will change career choice