



CIRP Freshman Survey, 2001-09

The High School Experience of Loyola's New Freshmen

Preparing people to lead extraordinary lives

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When new students come to Loyola, they arrive with their individual experiences and habits, which affect their Loyola experience both academically and otherwise. This report details the activities and experiences of new freshmen during their last year of high school.

The HERI CIRP Freshman Survey is a national survey administered annually to new freshmen at participating institutions across the United States. With the exception of 2005, the Freshman Survey has been administered at Loyola every year since the 1980s. The survey is administered to new freshmen during the "Discover Loyola" orientations in the summer prior to students' first semester at Loyola, so response rates are higher than for most other student surveys. In 2009, the response rate was 93%.

This report examines trends from 2001 to 2009 in the activities and experiences of Loyola's new freshmen during their senior year of high school. Patterns of change are highlighted, as are results from 2009.

Key findings

General activities

- Eighty eight percent of incoming new freshmen in 2009 reported frequently using the internet for research or homework (see Table 1).
- Another common activity was socializing with someone of another racial/ethnic group (76% doing so frequently in 2009).
- Sixty four percent of incoming new freshmen had at least occasionally performed community service as part of a class in 2009, while 64% had at least occasionally tutored another student.
- Many students had at least occasionally read blogs on the internet (62% in 2009) and had frequently read internet news sites (55% in 2009).
- Compared to 2001, fewer students in 2009 reported having at least occasionally felt depressed (61% in 2001, 48% in 2009) and having at least occasionally drunk wine and liquor (59% in 2001, 49% in 2009). They reported slightly less frequent beer drinking and cigarette smoking, as well.
- Students were much more likely to have frequently discussed politics in 2009 (45%) than in 2001 (27%), a trend which, in part, coincides with the time

leading up to the 2008 election and the first year of Barack Obama's administration.

- Students reported decreasing attendance at religious services during their senior year in high school (54% frequently in 2001, 44% in 2009).
- Students reported less often having been a guest in a teacher's home in 2009 (17% at least occasionally) than in 2001 (28%).

Intellectual/academic activities

- In 2009, three quarters of students reported that they had frequently taken notes during class, and 62% reported frequently asking questions in class (see Table 2). Fifty three percent said they had frequently revised their papers to improve their writing.
- Sixty nine percent of student reported having frequently supported their opinions with a logical argument, while 61% had frequently sought solutions to problems and explained them to others.
- Fifty five percent reported frequently accepting mistakes as part of the learning process.
- The questions on intellectual/academic activities were not asked until 2007. From 2007 to 2009, there were no meaningful changes in any of the activities.

Time use in typical week

- Half of the students reported that, during their senior year in high school, they had typically spent at least six hours a week on studying/homework (see Table 3).
- Forty eight percent said they had typically spent at least an hour a week talking to teachers outside of class, a very slight decrease since 2001 (56%).
- About half of students said they had spent at least three hours a week on online social networks (such as Facebook), compared to only 39% in 2007.
- Students grew less likely over time to spend at least six hours a week working for pay (60% in 2001, 47% in 2009).
- Fewer students reported having partied at least six hours a week in 2009 (20%) than in 2001 (30%).

Conclusions

- Half of students reported spending less than six hours per week studying during their senior year in high school, suggesting that they may be somewhat

unprepared for the amount of work required in college.

- Not surprisingly, students reported having engaged with increasing frequency in online activities, including using online social networks, reading blogs, using the internet for research/homework, and reading online news sites.
- Compared to 2001, incoming new freshmen in 2009 seemed to have brought with them slightly healthier

drinking habits, and they also reported less partying.

- Many students are already used to service learning, or performing community service as part of a class, an experience emphasized at Loyola.
- Most students reported frequently socializing with students of other races/ethnicities, a common experience at Loyola.
- Nearly half of students spent time (at least an hour per week) talking with their teachers outside of class.

Table 1 Frequency of Activities During Past Year								
	2001	2002	2003	2004	2006	2007	2008	2009
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Frequently								
Used the Internet: For research or homework	81.4	85.6	85.6	84.1	86.0	85.2	86.7	88.2
Socialized with someone of another racial/ethnic group	75.2	75.2	75.6	78.1	74.2	72.8	72.9	76.4
Used the Internet: To read news sites	---	---	---	---	52.5	49.2	51.6	54.9
Discussed politics	26.8	26.1	31.0	32.9	46.4	43.3	46.2	44.9
Attended a religious service	54.0	50.0	52.1	50.4	45.3	44.5	44.6	43.7
Discussed religion	39.6	39.1	40.0	.0	45.1	44.5	43.1	43.1
Studied with other students	35.2	29.5	30.5	35.1	34.1	34.3	37.6	41.1
Performed volunteer work	40.4	36.7	37.1	38.2	36.7	36.7	38.9	40.9
Was bored in class	38.6	37.0	36.6	38.3	37.5	39.5	41.3	38.3
Asked a teacher for advice after class	33.1	29.1	28.2	32.0	29.7	28.7	33.7	34.0
Felt overwhelmed by all I had to do	34.6	30.0	29.8	32.1	34.6	34.3	35.0	33.6
Voted in a student election	30.4	23.3	24.7	24.1	21.8	20.6	24.1	24.7
Occasionally or frequently								
Tutored another student	65.2	65.4	61.7	65.0	63.5	61.9	65.0	64.4
Performed community service as part of a class	67.7	60.3	60.2	57.4	56.9	58.2	60.0	63.5
Used the Internet: To read blogs	---	---	---	---	70.7	68.4	60.8	61.9
Came late to class	61.3	56.8	54.0	58.0	55.0	55.6	53.9	55.8
Played a musical instrument	46.7	46.5	46.4	45.3	44.7	45.9	46.1	50.1
Drank wine or liquor	58.9	55.7	51.4	49.7	49.9	55.5	47.9	48.8
Felt depressed	61.0	62.5	57.9	60.6	52.1	56.3	54.0	48.4
Drank beer	49.3	46.4	42.2	36.8	39.4	46.0	39.7	40.8
Used the Internet: To blog	---	---	---	---	---	---	38.3	33.4
Participated in political demonstrations	---	---	---	---	---	25.0	26.8	30.9
Skipped school/class	---	---	---	---	---	---	---	24.5
Smoked cigarettes	29.4	26.0	21.9	21.7	21.7	23.9	19.9	20.4
Was a guest in a teacher's home	28.1	23.8	22.1	21.0	17.8	17.1	18.4	16.7
Total respondents	1314	1443	1327	1396	1814	1934	2152	1920

Source: HERI CIRP Freshman Survey, 2001-09

Note: Not all questions were asked in all years.

Table 2 Frequency of Intellectual/Academic Activities During Past Year			
Frequently	2007	2008	2009
	Percent	Percent	Percent
Took notes during class	---	72.8	75.5
Supported your opinions with a logical argument	70.1	69.1	68.9
Asked questions in class	61.3	60.4	61.9
Worked with other students on class assignments	---	---	61.4
Sought solutions to problems and explained them to others	58.6	59.9	60.9
Accepted mistakes as part of the learning process	---	52.9	54.9
Sought feedback on your academic work	49.2	52.2	54.4
Revised your papers to improve your writing	55.4	56.3	53.0
Sought alternative solutions to a problem	46.1	49.9	48.6
Evaluated the quality or reliability of information you received	41.4	41.8	44.3
Took a risk because you felt you had more to gain	42.2	41.1	42.9
Explored topics on your own, even though it was not required for a class	39.1	40.4	37.2
Looked up scientific research articles and resources	25.8	26.0	26.8
Total respondents	1934	2152	1920

Source: HERI CIRP Freshman Survey, 2001-09

Note: Not all questions were asked in all years.

Table 3 Time Use in Typical Week During Past Year									
		2001	2002	2003	2004	2006	2007	2008	2009
		Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Socializing with friends	At least 11 hours	47.4	45.3	44.0	48.4	41.8	43.0	44.9	46.1
Studying/homework	At least 6 hours	52.4	49.7	48.0	50.9	45.9	45.2	51.0	50.2
Working (for pay)	At least 6 hours	60.3	56.9	55.0	57.1	53.7	55.0	51.2	47.1
Exercise or sports	At least 6 hours	44.4	42.5	40.9	40.5	40.1	43.3	46.3	47.0
Partying	At least 6 hours	30.1	25.3	24.0	20.8	17.5	20.9	19.7	20.1
Online social networks (Facebook, etc.)	At least 3 hours	---	---	---	---	---	39.1	44.2	49.6
Watching TV	At least 3 hours	48.9	48.5	46.6	50.4	46.5	49.3	51.1	49.0
Student clubs/groups	At least 3 hours	44.1	38.7	37.5	38.4	39.3	36.6	40.9	40.3
Volunteer work	At least 3 hours	36.1	30.8	30.9	32.5	29.5	28.6	31.2	30.2
Household/childcare duties	At least 3 hours	27.5	29.0	27.8	29.9	31.9	28.6	30.6	29.6
Reading for pleasure	At least 1 hour	55.6	54.9	56.8	59.2	60.1	55.7	57.6	58.1
Talking with teachers outside of class	At least 1 hour	55.8	51.9	51.0	50.5	49.3	47.5	51.4	48.2
Playing video/computer games	Any	55.1	49.5	48.2	48.9	47.7	47.3	51.5	47.2
Total respondents		1314	1443	1327	1396	1814	1934	2152	1920

Source: HERI CIRP Freshman Survey, 2001-09

Note: Not all questions were asked in all years.