

This issue of “News from Institutional Research” looks at the Cooperative Institutional Research Program (CIRP) Constructs of Student-Faculty Interaction and Social Agency as reported by the 2011 seniors. Data are reported by academic division and participation in seven Creighton activities/programs (Cortina Community, Encuentro Program, Freshman Leadership Program, Greek System, Honors Program, Semester Study Abroad and Service Trip).

2011 Graduating Seniors - Student-Faculty Interaction

“Constructs”

This issue starts to examine CIRP “constructs” which combine weighted individual survey items into global measures believed to capture the experiences and outcomes which reveal information about the student experience.

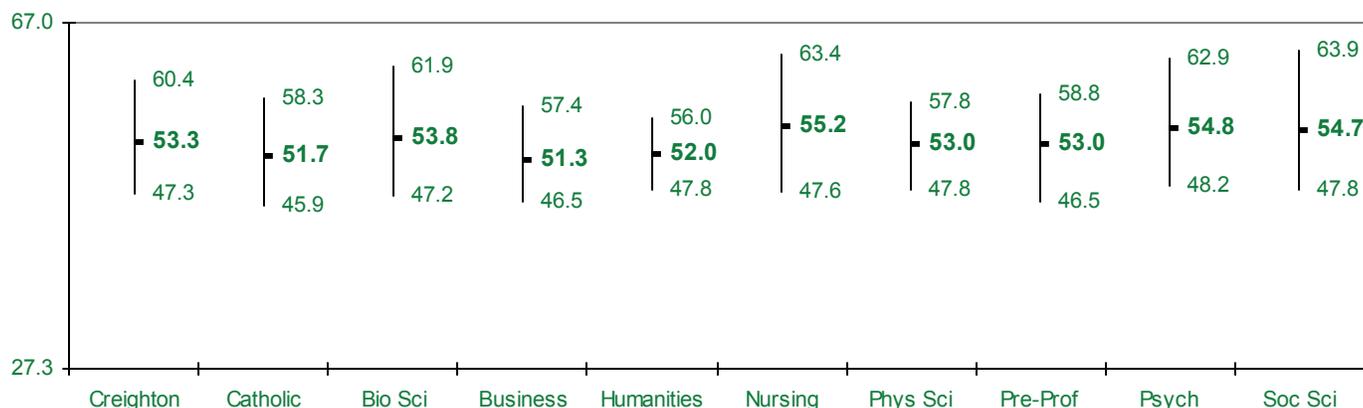
The first chart included in each section is a visual display of the “construct” scores for Creighton, Catholic 4yr colleges and the Creighton seniors’ major areas of study. The second chart in each section repeats the “construct” scores for Creighton as a whole but adds the scores of students participating in the various organizations/programs. The Y axis is defined by the highest and lowest possible construct score. Mean scores are bolded. The numbers at the top and bottom of the vertical line are values for the 75th and 25th percentile.

CONSTRUCT- Student-Faculty Interaction

Student-faculty interaction measures “the extent to which students and faculty have mentoring relationships that foster support and guidance with respect to both academic and personal domains”. It includes the following items and weights in response to “how often have professors at your college provided you with”: Help in achieving your professional goals (3.32), Advice and guidance about your educational program (2.89), Emotional support and encouragement (2.40), Feedback on your academic work—outside of grades (2.33), An opportunity to discuss coursework outside of class (2.13), Encouragement to pursue graduate/professional study (1.91), Help to improve your study skills (1.84), A letter of recommendation (1.71) and An opportunity to work on a research project (1.09).

	<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>		<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>
Creighton	53.3	47.3	60.4	Nursing	55.2	47.6	63.4
Catholic Colleges	51.7	45.9	58.3	Physical Sci.	53.0	47.8	57.8
Biological Sciences	53.8	47.2	61.9	Pre-Profess.	53.0	46.5	58.8
Business	51.3	46.5	57.4	Psychology	54.8	48.2	62.9
Humanities	52.0	47.8	56.0	Social Sci.	54.7	47.8	63.9

Student-Faculty Interaction



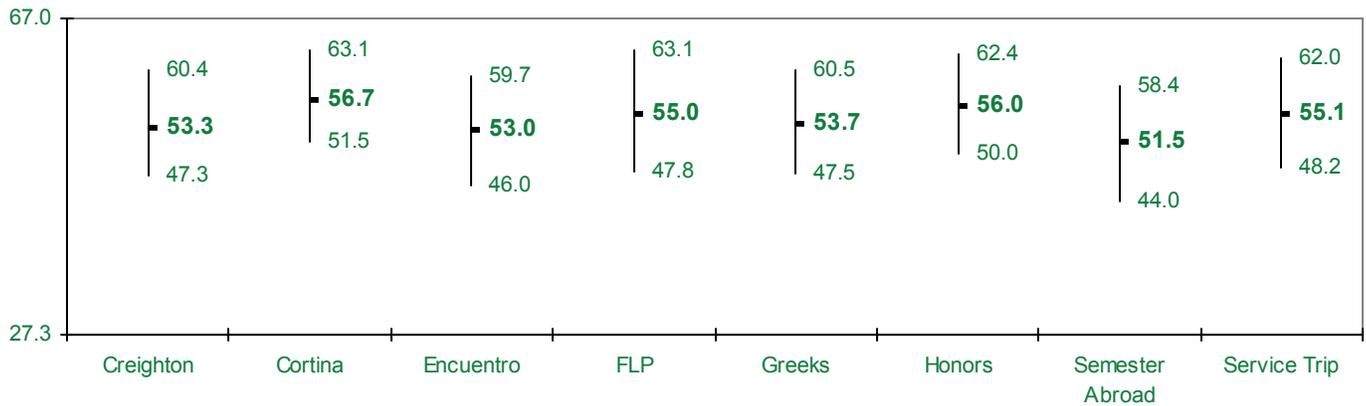
Creighton seniors had a significantly higher mean score on Student-Faculty Interaction construct than seniors at the 4-year Catholic colleges ($p < .001$). Nursing seniors had a significantly higher mean score on Student-Faculty Interaction construct than Business or Humanities majors. Psychology majors had a significantly higher mean score on Student-Faculty Interaction construct than Business majors.

CONSTRUCT- Student-Faculty orientation (cont.)

The overall mean score and 25th and 75th percentile scores for Creighton as well as the seniors in the seven activities/ programs are shown below:

	<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>		<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>
Creighton	53.3	47.3	60.4	Greek	53.7	47.5	60.5
Cortina Community	56.7	51.5	63.1	Honors Program	56.0	50.3	62.4
Encuentro program	53.0	46.0	59.7	Semester Abroad	51.5	44.0	58.4
Freshman Leadership	55.0	47.8	63.1	Service Trip	55.1	48.2	62.0

Student-Faculty Interaction



Seniors who participated in the Cortina Community, Honors Program and Service Trips had significantly higher mean scores on the Student-Faculty Interaction construct than seniors who did not participate in those programs.

2011 Graduating Seniors - Social Agency

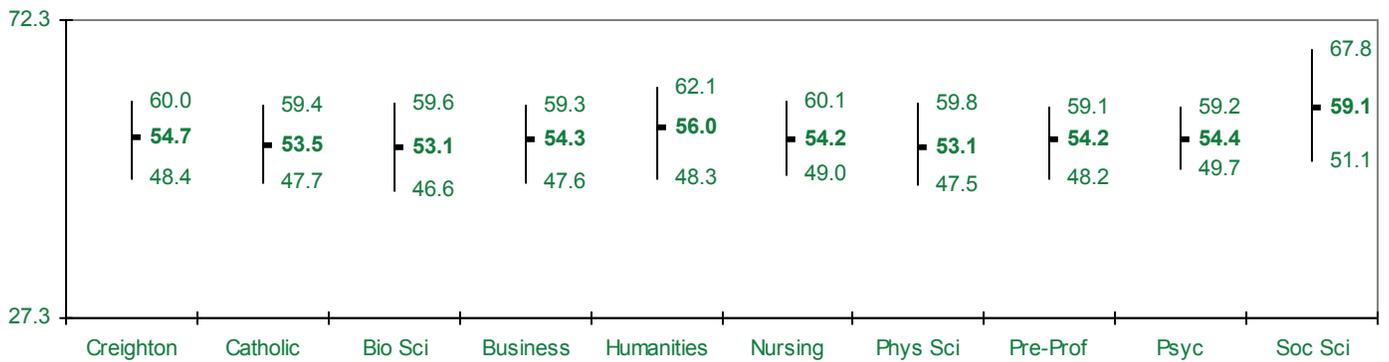
Social agency measures “the extent to which students value political and social involvement as a personal goal”. It includes the following items and weights in response to indicate the importance to you personally: Participating in community action program (2.72), Helping to promote racial understanding (2.61), Becoming a community leader (2.27), Keeping up to date with political affairs (1.76), Influencing social values (1.75), and Helping others who are in difficulty (1.61).

	<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>		<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>
Creighton	54.7	48.4	60.0	Nursing	54.5	49.0	60.1
Catholic Colleges	53.5	47.7	59.4	Physical Sci.	53.1	47.5	59.8
Biological Sciences	53.1	46.6	59.6	Pre-Profess.	54.2	48.2	59.1
Business	54.3	47.6	59.3	Psychology	54.4	49.7	59.2
Humanities	56.0	48.3	62.1	Social Sci.	59.4	51.1	67.8

Creighton seniors had a significantly higher mean score on the Social Agency construct than seniors at the 4-year Catholic colleges ($p < .01$). For Creighton seniors, the Social Sciences mean score on Social Agency was significantly higher than all other academic divisions.

CONSTRUCT– Social Agency (cont.)

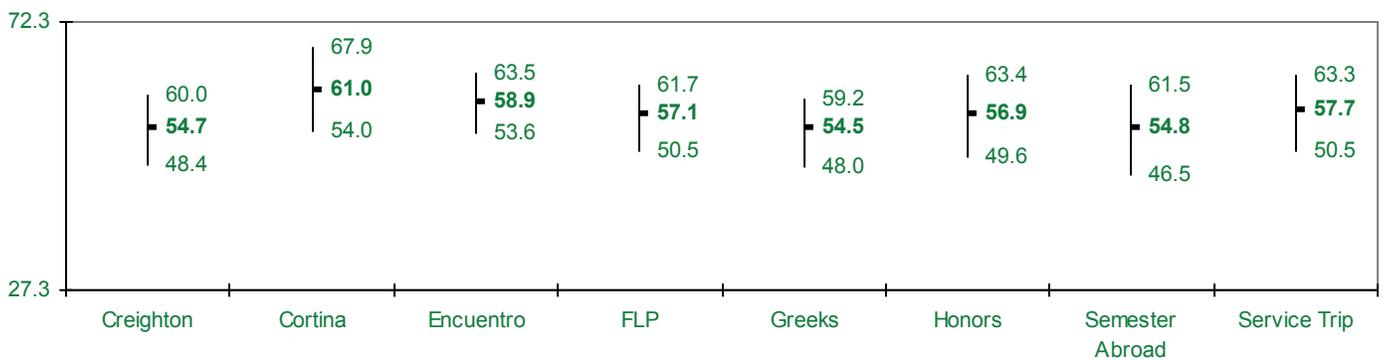
Social Agency



The overall mean score and 25th and 75th percentile scores for Creighton as well as the seniors in the seven activities/ programs are shown below:

	<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>		<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>
Creighton	54.7	48.4	60.0	Greeks	54.5	48.0	59.2
Cortina Community	61.0	54.0	67.9	Honors	56.9	49.6	63.4
Encuentro	58.9	53.6	63.5	Semester Abroad	54.8	46.5	61.5
Freshman Leadership	57.1	50.5	61.7	Service Trip	57.7	50.5	63.3

Social Agency



Seniors who participated in the Cortina Community, Encuentro and Service Trips had significantly higher mean scores on the Social Agency construct than seniors who did not participate in those programs.