

# News from Institutional Research

This issue of "News from Institutional Research" is the last which looks at the 2011 Seniors. It examines changes in attitudes and values (Life Goals) from freshman to senior year using longitudinal data from the 2011 College Student Survey. HERI was able to find first-year responses from 428 of the seniors, 76% of those completing the survey.

## 2011 Graduating Seniors - Longitudinal Comparisons

<u>"DIVISION"</u>	<u>TOTAL</u>	<u>MEN</u>	<u>WOMEN</u>
Biological Sciences	74 (17% of total)	36 (49%)	38 (51%)
Business	74 (17% " " )	40 (54%)	34 (46%)
Humanities	53 (12% " " )	19 (36%)	34 (64%)
Nursing	38 (9% " " )	4 (11%)	34 (89%)
Physical Sciences	38 (9% " " )	23 (61%)	15 (39%)
Pre-Professional	88 (21% " " )	16 (18%)	72 (82%)
Psychology	34 (8% " " )	8 (24%)	26 (76%)
Social Sciences	29 (7% " " )	10 (34%)	19 (66%)

### Life Goals

Freshmen and seniors are asked to indicate the importance they assigned to various life goals/objectives using a four point scale (1 = not important, 2 = somewhat important, 3 = very important, 4 = essential). Paired-Samples T Tests were used to determine if there was a statistically significant differences in the mean score of each major grouping as freshmen and as seniors. An up arrow "▲" indicates a statistically significant increased change in the degree of importance. An down arrow "▼" indicates a statistically significant decreased change in the degree of importance.

For the four Life Goals listed on this page, there was a meaningful increase in importance for the class as a whole in "Developing a meaningful philosophy of life" and "Keeping up to date with political affairs" from freshman to senior year. The mean score for "Helping others in difficulty" decreased slightly from freshman to senior year and the mean score for "Promoting racial understanding" increased slightly in the same time period.

<u>Helping others in difficulty</u>	<u>Frosh</u>	<u>Senior</u>	<u>Developing a meaningful philosophy of life</u>	<u>Frosh</u>	<u>Senior</u>
All Creighton	3.31	3.26	All Creighton	2.58	2.92▲
Biological Sciences	3.36	2.42	Biological Sciences	2.45	2.86▲
Business	3.17	3.03	Business	2.64	2.97▲
Humanities	3.17	3.17	Humanities	3.04	3.18
Nursing	3.61	3.50	Nursing	2.45	2.97▲
Physical Sciences	3.17	3.17	Physical Sciences	2.31	2.83▲
Pre-Professional	3.36	3.27	Pre-Professional	2.43	2.70▲
Psychology	3.43	3.33	Psychology	2.44	2.84
Social Sciences	3.31	3.31	Social Sciences	2.77	3.27▲

<u>Promoting racial understanding</u>	<u>Frosh</u>	<u>Senior</u>	<u>Keeping up to date with political affairs</u>	<u>Frosh</u>	<u>Senior</u>
All Creighton	2.35	2.42	All Creighton	2.34	2.51▲
Biological Sciences	2.35	2.45	Biological Sciences	2.20	2.32
Business	2.27	2.19	Business	2.67	2.88
Humanities	2.55	2.69	Humanities	2.69	2.63
Nursing	2.27	2.36	Nursing	2.03	2.36▲
Physical Sciences	2.09	2.23	Physical Sciences	2.14	2.34
Pre-Professional	2.32	2.35	Pre-Professional	2.10	2.30
Psychology	2.38	2.44	Psychology	2.16	2.16
Social Sciences	2.65	3.00▲	Social Sciences	2.81	3.23▲

## 2011 Graduating Seniors - Longitudinal Comparisons

For the eight Life Goals listed on this page, there was a meaningful increase in importance, for the class as a whole, in “Improving my understanding of other countries and culture”, “Participating in a community action program”, “Influencing social values” and “Becoming involved in programs to clean up the environment”. There was a meaningful decrease in importance of “Being very well off financially”.

<u>Obtaining recognition for my contributions to my field</u>	<u>Frosh</u>	<u>Senior</u>	<u>Improving my understanding of other countries and cultures</u>	<u>Frosh</u>	<u>Senior</u>
All Creighton	2.59	2.58	All Creighton	2.73	2.94▲
Biological Sciences	2.66	2.74	Biological Sciences	2.71	2.95▲
Business	2.75	2.65	Business	2.79	3.00
Humanities	2.37	2.37	Humanities	3.00	3.08
Nursing	2.67	2.55	Nursing	2.48	2.91▲
Physical Sciences	2.60	2.49	Physical Sciences	2.63	2.74
Pre-Professional	2.51	1.66	Pre-Professional	2.51	2.73▲
Psychology	2.50	2.38	Psychology	2.84	2.84
Social Sciences	2.58	2.62	Social Sciences	3.15	3.62▲

<u>Becoming a community leader</u>	<u>Frosh</u>	<u>Senior</u>	<u>Influencing the political structure</u>	<u>Frosh</u>	<u>Senior</u>
All Creighton	2.47	2.55	All Creighton	1.82	1.86
Biological Sciences	2.46	2.60	Biological Sciences	1.75	1.75
Business	2.84	2.72	Business	2.01	1.97
Humanities	2.67	2.61	Humanities	2.14	2.08
Nursing	2.33	2.61	Nursing	1.61	1.76
Physical Sciences	2.34	2.46	Physical Sciences	1.57	1.63
Pre-Professional	2.22	2.47▲	Pre-Professional	1.63	1.72
Psychology	2.28	2.16	Psychology	1.47	1.63
Social Sciences	2.54	2.69	Social Sciences	2.54	2.62

<u>Participating in a community action program</u>	<u>Frosh</u>	<u>Senior</u>	<u>Being very well off financially</u>	<u>Frosh</u>	<u>Senior</u>
All Creighton	2.33	2.49▲	All Creighton	2.75	2.64▼
Biological Sciences	2.22	2.49▲	Biological Sciences	2.78	2.63
Business	2.59	2.48	Business	3.06	3.21
Humanities	2.61	2.63	Humanities	2.65	2.22
Nursing	2.30	2.52	Nursing	2.76	2.61
Physical Sciences	2.26	2.49▲	Physical Sciences	2.77	2.69
Pre-Professional	2.11	2.42	Pre-Professional	2.64	2.62
Psychology	2.25	2.25	Psychology	2.72	2.44
Social Sciences	2.38	2.77▲	Social Sciences	2.46	2.31

<u>Influence social values</u>	<u>Frosh</u>	<u>Senior</u>	<u>Become involved in programs to clean up the environment</u>	<u>Frosh</u>	<u>Senior</u>
All Creighton	2.42	2.60▲	All Creighton	2.03	2.26▲
Biological Sciences	2.31	2.43	Biological Sciences	2.14	2.45▲
Business	2.44	2.57	Business	1.97	2.16
Humanities	2.90	2.84	Humanities	2.31	2.31
Nursing	2.45	2.61	Nursing	1.84	2.41▲
Physical Sciences	2.14	2.43	Physical Sciences	1.86	2.37▲
Pre-Professional	2.35	2.49	Pre-Professional	1.91	2.14▲
Psychology	2.25	2.59▲	Psychology	2.00	2.03
Social Sciences	2.50	3.15▲	Social Sciences	2.23	2.23