

This issue of “News from Institutional Research” examines differences in the experiences of 2010, 2011 and 2012 Seniors who participated in six curricular and co-curricular programs: CCSJ Service Trips, Cortina Community, Encuentro Dominicano, Greek Life, Honors Program and Retreats Sponsored by Campus Ministry.

Impact of Curricular and Co-Curricular Activities on CU Experiences

Creighton offers its students many different “involvement” opportunities. This issue of “News from Institutional Research” examines differences in the experiences of 2010, 2011 and 2012 Seniors who participated in six curricular and co-curricular programs: CCSJ Service Trips, Cortina Community, Encuentro Dominicano, Greek Life, Honors Program and Retreats.

CCSJ Service Trips—5 to 7 day experiences during Fall and Spring break to serve and learn with one of several community partners across the country. All participants go through a semester of formation facilitated by previous program participants with support from CCSJ staff.

Cortina Community—an academic, service-based, living-learning community for sophomores, housed in McGloin Hall. Weekly community discussions and service, coupled with retreats, immersions, speakers and more, facilitate an understanding of the self in relation to a call to do justice in the context of community.

Encuentro Dominicano—an academic living-learning, service-learning opportunity in the Dominican Republic.

Greek Life—Since 1921, Greek chapters have played an active role of the Creighton campus and continue to provide a wealth of personal development opportunities for students.

Honors Program— an academic program designed for talented, imaginative students desirous of participation in small, discussion-oriented classes and in courses on interdisciplinary and topical issues. Honors freshmen live together in Swanson Hall.

Retreats Sponsored by Campus Ministry—opportunities held both on and off-campus for students to relax and reflect on numerous topics. Approximately thirteen retreats are offered annually.

Measures:

CIRP CONSTRUCTS—In 2010, the Cooperative Institutional Research Program at the Higher Education Research Institute at UCLA designed “constructs” which combined weighted individual survey items into global measures they believe capture the experiences and outcomes which reveal information about the student experience.

- Academic Disengagement—the extent to which student engage in behaviors inconsistent with academic success
- Academic Self-Concept—measures student beliefs about their abilities and confidence in academic situations
- Civic Awareness—changes in students’ understanding of the issues facing their community, nation and the world
- Civic Engagement—measures the extent to which students are motivated and involved in political activities (2012)
- Habits of Mind—behaviors and traits associated with academic success
- Leadership—students’ beliefs about their leadership development and capability and experiences as leaders
- Negative Cross-Racial Interaction—measures a students’ level of negative interaction with diverse peers
- Overall Satisfaction—measures student satisfaction with the college experience
- Pluralistic Orientation—measures skills and dispositions appropriate for living and working in a diverse society
- Positive Cross-Racial Interaction—measures a students’ level of positive interaction with diverse peers
- Satisfaction with Coursework—the extent to which students see their coursework as relevant and useful
- Sense of Belonging—measures academic and social integration on campus
- Social Agency—the extent to which students’ value political and social involvement as a personal goal
- Social Self-Concept—measures student beliefs about their abilities and confidence in social situations
- Student-Faculty Interaction—measures relationships that foster mentorship, support and guidance

Career Concerns—students are asked the importance of various considerations when looking for a position after graduation

Self-reported GPA = both overall GPA and primary major GPA

Impact of Curricular and Co-Curricular Activities on CU Experiences

As the curricular and co-curricular areas look to determine any impact they may have on student behaviors or beliefs, the Senior Survey provides some insights (albeit, self-reported) into the possible impact of certain activities on student experiences. Do students who participate in “X” report a different experience than students who did not participate in “X”? Are any differences seen between the two groups fleeting (i.e. once) or replicated each year?

Independent Samples T-Tests were computed to determine statistically significant differences at $p < .05$. The charts below show where there were statistically significant differences between the students who participated in “X” and those who did not for each of the three years we have construct scores. If a cell is blank, there was no significant difference between the mean scores.

CCSJ Service Trips

Seniors who participated in CCSJ Service trips had consistently significantly higher mean scores than seniors who did not participate in CCSJ Service Trips on the Leadership, Sense of Belonging and Social Agency constructs. Their mean scores on the Overall Satisfaction and Positive Cross-Racial Interaction constructs were significantly higher two of the three years. Seniors who participated in CCSJ Service trips had a consistently significantly higher mean score than seniors who did not participate in CCSJ Service Trips on the career concern of working for social change and significantly lower mean scores on the career concerns of high income potential, social recognition or status and stable, secure future.

CONSTRUCTS	2010	2011	2012
Number of Service Trip Participants who completed the Senior Survey	103	99	95
Civic Awareness		•	
Civic Engagement (New in 2012)			•
Leadership	•	•	•
Overall Satisfaction	•	•	
Pluralistic Orientation	•		
Positive Cross-Racial Interaction		•	•
Sense of Belonging	•	•	•
Social Agency	•	•	•
Student-Faculty Interaction		•	

CAREER CONCERNS/GPA	2010	2011	2012
Availability of jobs (Negative)			•
High Income Potential (Negative)	•	•	•
Social recognition or status (Negative)	•	•	•
Stable, secure future (Negative)	•	•	•
Working for social change (Positive)	•	•	•
Overall GPA	•		•
Primary Major GPA			•

Cortina Community

Seniors who participated in the Cortina Community had consistently significantly higher mean scores than seniors who did not participate in the Cortina Community on the Leadership and Social Agency constructs. Their mean scores on the Civic Awareness, Overall Satisfaction and Sense of Belonging constructs were significantly higher two of the three years. Seniors who participated in the Cortina Community had a consistently significantly higher mean score than seniors who did not participate in the Cortina Community on the career concern of working for social change and significantly lower mean scores on the career concerns of high income potential, social recognition or status and stable, secure future. Seniors who participated in the Cortina Community had a consistently significantly higher mean score than seniors who did not participate in the Cortina Community on their self-reported overall GPA.

Cortina Community (continued)

CONSTRUCTS	2010	2011	2012
Number of Cortina Participants who completed the Senior Survey	27	36	26
Academic Disengagement (Negative)	•		
Academic Self-Concept		•	
Civic Awareness		•	•
Civic Engagement (New in 2012)			•
Leadership	•	•	•
Overall Satisfaction		•	•
Positive Cross-Racial Interaction	•	•	
Sense of Belonging		•	•
Social Agency	•	•	•
Social Self-Concept		•	
Student-Faculty Interaction		•	

CAREER CONCERNS/GPA	2010	2011	2012
Expression of personal Values (Positive)			•
High Income Potential (Negative)	•	•	•
Social Recognition or Status (Negative)		•	
Stable, Secure Future (Negative)	•		•
Working for Social Change (Positive)	•	•	•
Overall GPA	•	•	•
Primary Major GPA			•

Encuentro Dominicano

Seniors who participated in Encuentro Dominicano had consistently significantly higher mean scores than seniors who did not participate in Encuentro Dominicano on the Sense of Belonging and Social Agency constructs. Their mean scores on the Civic Awareness, Leadership and Pluralistic Orientation constructs were significantly higher two of the three years. Seniors who participated in Encuentro Dominicano had a consistently significantly higher mean score than seniors who did not participate in Encuentro Dominicano on the career concern of working for social change and significantly lower mean scores on the career concerns of high income potential, social recognition or status and stable, secure future.

CONSTRUCTS	2010	2011	2012
Number of Encuentro Participants who completed the Senior Survey	14	22	22
Civic Awareness		•	•
Civic Engagement (new in 2012)			•
Habits of Mind	•		
Leadership	•		•
Pluralistic Orientation	•	•	
Sense of Belonging	•	•	•
Social Agency	•	•	•
Social Self-Concept	•		

CAREER CONCERNS/GPA	2010	2011	2012
Availability of Jobs (Negative)	•		•
Expression of Personal Values (Positive)	•	•	
High Income Potential (Negative)	•	•	•
Social Recognition or Status (Negative)	•	•	•
Stable, Secure Future (Negative)	•	•	•
Working for Social Change (Positive)	•	•	•
Overall GPA	•		•
Primary major GPA			•

Greek Life

Seniors who participated in the Greek Community had consistently significantly higher mean scores than seniors who did not participate in the Greek Community on the Leadership, Sense of Belonging and Social Self-Concept constructs. Seniors who participated in the Greek Community had a consistently significantly higher mean score than seniors who did not participate in the Greek Community on the career concern of leadership potential.

CONSTRUCTS	2010	2011	2012
Number of Greek Participants who completed the Senior Survey	130	159	183
Leadership	•	•	•
Negative Cross-Racial Interaction			•
Pluralistic Orientation	•		
Sense of Belonging	•	•	•
Social Self-Concept	•	•	•

CAREER CONCERNS/GPA	2010	2011	2012
Creativity and Initiative (Negative)	•		
Leadership Potential (Positive)	•	•	•
Work/Life Balance (Positive)			•
Overall GPA	•		

Honors Program

Seniors who participated in the Honors Program had a consistently significantly higher mean score than seniors who did not participate in the Honors program on the Academic Self-Concept construct. Their mean scores on the Habits of Mind construct was significantly higher two of the three years. Seniors who participated in the Honors Program had a consistently significantly higher mean score than seniors who did not participate in the Honors Program on their self-reported overall and primary major GPA..

CONSTRUCTS	2010	2011	2012
Number of Honors Participants who completed the Senior Survey	32	40	41
Academic Self-Concept	•	•	•
Habits of Mind	•		•
Overall Satisfaction		•	
Student-Faculty Interaction		•	

CAREER CONCERNS/GPA	2010	2011	2012
Availability of Jobs (Negative)	•	•	
High Income Potential (Negative)	•	•	
Stable, Secure Future (Negative)	•		
Overall GPA	•	•	•
Primary Major GPA	•	•	•

Retreats Sponsored by Campus Ministry

Seniors who participated in Campus Ministry Retreats had consistently significantly higher mean scores than seniors who did not participate in Campus Ministry Retreats on the Leadership, Positive Cross-Racial Interaction, Sense of Belonging, Social Agency and Student-Faculty Interactions constructs. Their mean scores on the Academic Self-Concept, Civic Awareness, Habits of Mind, Overall Satisfaction and Social Self-Concept constructs were significantly higher two of the three years. Seniors who participated in Campus Ministry Retreats had consistently significantly higher mean scores than seniors who did not participate in Campus Ministry Retreats on the career concern of expression of personal values and working for social change and a significantly lower mean score on high income potential.

Retreats Sponsored by Campus Ministry (continued)

CONSTRUCTS	2010	2011	2012
Number of Retreat Participants who completed the Senior Survey	233	245	317
Academic Self-Concept	•	•	
Civic Awareness		•	•
Civic Engagement (new in 2012)			•
Habits of Mind	•		•
Leadership	•	•	•
Overall Satisfaction		•	•
Pluralistic Orientation			•
Positive Cross-Racial Interaction	•	•	•
Sense of Belonging	•	•	•
Social Agency	•	•	•
Social Self-Concept	•	•	
Student-Faculty Interaction	•	•	•

CAREER CONCERNS/GPA	2010	2011	2012
Expression of Personal Values (Positive)	•	•	•
High Income Potential (Negative)	•	•	•
Leadership Potential (Positive)	•		
Social Recognition or Status (Negative)			•
Stable, Secure Future (Negative)			•
Work/Life Balance (Positive)	•		
Working for Social Change (Positive)	•	•	•
Overall GPA	•	•	
Primary Major GPA	•	•	

Summary

Below is a summary of the Curricular and Co-Curricular Activities that appear to have an impact on the experience a student has at Creighton:

Academic Disengagement—None

Academic Self-Concept—Honors Program, Retreats

Civic Awareness—Cortina Community, Encuentro Dominicano, Retreats

Civic Engagement (new construct in 2012)

Habits of Mind—Honors Program, Retreats

Leadership—CCSJ Service Trips, Cortina Community, Encuentro Dominicano, Greek Life, Retreats

Negative Cross-Racial Interaction—None

Overall Satisfaction—CCSJ Service Trips, Cortina Community, Retreats

Pluralistic Orientation—Encuentro Dominicano

Positive Cross-Racial Interaction—CCSJ Service Trips, Cortina Community, Retreats

Satisfaction with Coursework—None

Sense of Belonging—CCSJ Service Trips, Cortina Community, Encuentro Dominicano, Greek Life, Retreats

Social Agency -CCSJ Service Trips, Cortina Community, Encuentro Dominicano, Retreats

Social Self-Concept—Greek Life, Retreats

Student-Faculty Interaction—Retreats