

# News from Institutional Research

This issue of "News from Institutional Research" reports on the results of the 2008 *Your First College Year Survey*, a follow-up survey to the Freshman Survey (CIRP). *Your First College Year Survey* was designed to assess the academic and personal development of students during the first year of college. The survey was completed by 464 Creighton freshmen (49% of the class) in April 2008. The results are compared to surveys of 5,878 freshmen from Baylor, Fordham, New York University, Rensselaer Polytechnic Institute, St. John's (NY), Seton Hall, University of San Diego, University of the Pacific, and Villanova.

## 2008 *Your First College Year Survey* Results

### Change from August to April—Longitudinal Data

During the first eight months of their college experience, many 2007 Creighton freshmen as well as the other private university freshmen came to the realization that they were not as personally competent in some areas as they perceived themselves to be when entering college. On the other hand, 100% reported that their public speaking and writing skills increased. Both groups made decisions to spend more time studying and socializing and less time exercising and watching TV.

	Creighton			Peers		
	<u>CIRP</u>	<u>YFCY</u>	<u>Change</u>	<u>CIRP</u>	<u>YFCY</u>	<u>Change</u>
I am "above average/top 10%" in academic ability	84%	73%	-11	96%	84%	-12
I am "above average/top 10%" in my drive to achieve	87%	78%	-9	87%	81%	-6
I am "above average/top 10%" in emotional health	65%	51%	-14	62%	56%	-6
I am "above average/top 10%" in intellectual self-confidence	67%	55%	-12	75%	67%	-8
I am "above average/top 10%" in public speaking	38%	39%	+1	48%	49%	+1
I am "above average/top 10%" in writing ability	51%	56%	+5	62%	66%	+4
(Senior year of high school compared to 1st year of college)						
Spend eleven or more hours per week studying/doing homework	36%	61%	+25	40%	56%	+16
Spend eleven or more hours per week socializing with friends	37%	58%	+21	36%	54%	+18
Spend eleven or more hours per week exercising or sports	36%	10%	-26	33%	11%	-22
Spend three hours or more watching TV	52%	38%	-14	51%	33%	-18

### Faculty-Student Interactions

Creighton freshmen interact more with their professors than freshmen at the other private universities. Creighton students are also more likely than their peers to perceive faculty and staff as individuals who are easy to get to know and who care about them as individuals. Creighton students are more satisfied with class sizes than their peers and are not as likely to miss class or turn in assignments late. Creighton students also reported less cheating than their peers.

	Creighton			Peers		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Interacted once a week or more with faculty <u>during</u> office hours	37%	25%	29%	23%	22%	23%
Interacted once a week or more with faculty <u>outside</u> class or office hours	26%	17%	20%	19%	18%	18%
It has been somewhat/very easy to get to know faculty	74%	60%	65%	59%	53%	56%
Agree faculty are interested in students' academic problems	94%	94%	94%	89%	91%	90%
Agree faculty are interested in students' personal problems	68%	64%	65%	57%	54%	55%
Satisfied/very satisfied with amount of contact with faculty	70%	66%	67%	65%	64%	64%
I have received advice/guidance from faculty	82%	83%	83%	76%	74%	75%
I have received emotional support/encouragement from faculty	54%	57%	56%	46%	50%	49%
Satisfied/very satisfied with class size	86%	83%	84%	75%	78%	77%
Frequently/occasionally skipped class	58%	54%	55%	74%	70%	72%
Frequently/occasionally turned course assignments in late	32%	24%	26%	37%	29%	32%
Frequently/occasionally witnessed academic dishonesty	51%	36%	41%	52%	46%	48%

## 2008 *Your First College Year Survey Results*

### Volunteer/Community Service Work

Creighton University emphasizes serving others and helping those in need. In comparison with other freshmen at private universities, a higher percentage of Creighton freshmen report participating in community service/volunteer work, having community service integrated into their classes, and aspiring to help those in need.

	Creighton			Peers		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Frequently/occasionally have performed volunteer work	80%	86%	84%	62%	72%	68%
Frequently/occasionally performed community service as part of a class	38%	42%	41%	20%	23%	22%
Currently spend at least 1 hour per week volunteering	45%	47%	47%	27%	36%	33%
Essential/very important to help others in difficulty	86%	89%	88%	76%	83%	80%

### College Experiences

Creighton freshmen were more likely to take advantage of leadership training, volunteer opportunities and club/organization membership since entering college than their peers at the other private universities.

	Creighton			Peers		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Participated in leadership training	39%	25%	30%	19%	20%	19%
Participated in volunteer or community service work	78%	87%	84%	56%	70%	64%
Participated in student clubs/groups	78%	86%	83%	75%	80%	78%

### Weekly Activities/Alcohol Use

The Creighton freshmen spend more time in the classroom and working (for pay) on campus and less partying than their peers at the other private universities. Creighton freshmen also reported less alcohol use than the freshmen at the peer institutions.

	Creighton			Peers		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Spend sixteen or more hours per week in class/lab	60%	67%	65%	54%	57%	56%
Spend six or more hours per week partying	21%	14%	16%	25%	21%	23%
Spend six or more hours per week working on campus	23%	36%	32%	17%	22%	20%
Frequently/occasionally drink beer	43%	41%	42%	63%	53%	57%
Frequently/occasionally drink wine or liquor	41%	47%	45%	61%	61%	61%
In the past two weeks, have had 5+ alcoholic drinks in a row	31%	25%	27%	45%	34%	39%

### Diversity

The group of Creighton freshmen who responded to the survey were not as ethnically diverse as those at the peer institutions and did not interact as frequently with those of different ethnicities as the freshmen at the other private universities.

	Creighton			Peers		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Racial background: Caucasian/White	86%	89%	88%	79%	76%	77%
"Experienced the following <u>often/very often</u> with students from a different racial/ethnic group":						
Dined or shared a meal	51%	40%	43%	65%	65%	65%
Had meaningful discussions about racial/ethnic relations	26%	19%	21%	33%	32%	32%
Shared personal feelings and problems	34%	32%	32%	39%	52%	47%
Had intellectual discussions outside class	38%	30%	32%	49%	48%	49%
Studied or prepared for class	41%	33%	35%	47%	51%	49%
Socialized or partied	49%	39%	42%	55%	58%	57%
Attended events sponsored by other racial/ethnic groups	12%	12%	12%	20%	23%	22%