

This issue of “News from Institutional Research” continues to report on the results of the 2009 College Student Survey completed by 563 undergraduate seniors in the spring of 2009, 82% of the traditional undergraduates.

2009 Graduating Seniors - Comparisons by Academic Divisions

“Constructs”

The Cooperative Institutional Research Project (CIRP) has recently designed “constructs” which combine weighted individual survey items into global measures they believe capture the experiences and outcomes which reveal information about the student experience. This issue of “Research Notes” examines 1) the differences between Creighton and private universities¹ and 2) the differences among the eight academic divisions on Student-Faculty Interaction and Social Agency.

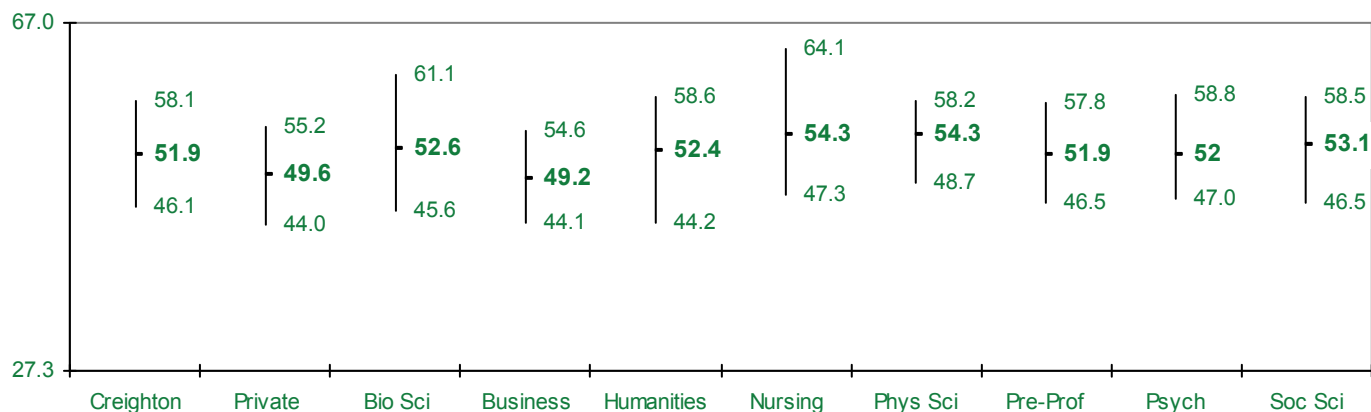
The chart included in each section is a visual display of the “construct” scores for Creighton, private universities and the Creighton seniors’ major areas of study as described in the first [Bulletin](#). The Y axis is defined by the highest and lowest possible construct score. Mean scores are bolded. 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 establish mentoring relationships”. 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	51.9	46.1	58.1	Nursing	54.3	47.3	64.1
Private Universities	49.6	44.0	55.2	Physical Sci.	54.3	48.7	58.2
Biological Sciences	52.6	45.6	61.1	Pre-Profess.	51.9	46.5	57.8
Business	49.2	44.1	54.6	Psychology	52.0	47.0	58.8
Humanities	52.4	44.2	58.6	Social Sci.	53.1	46.5	58.5

Student-Faculty Interaction



Creighton seniors had a significantly higher mean score on Student-Faculty Interaction (0.26 effect size) than seniors at the private universities ($p < .001$). Among Creighton seniors, Nursing and Physical Science students had a significantly higher mean score than Business students.

¹ Baylor, Fordham, Loyola Chicago, Notre Dame, Santa Clara, St. John’s, University of the Pacific and Wake Forest

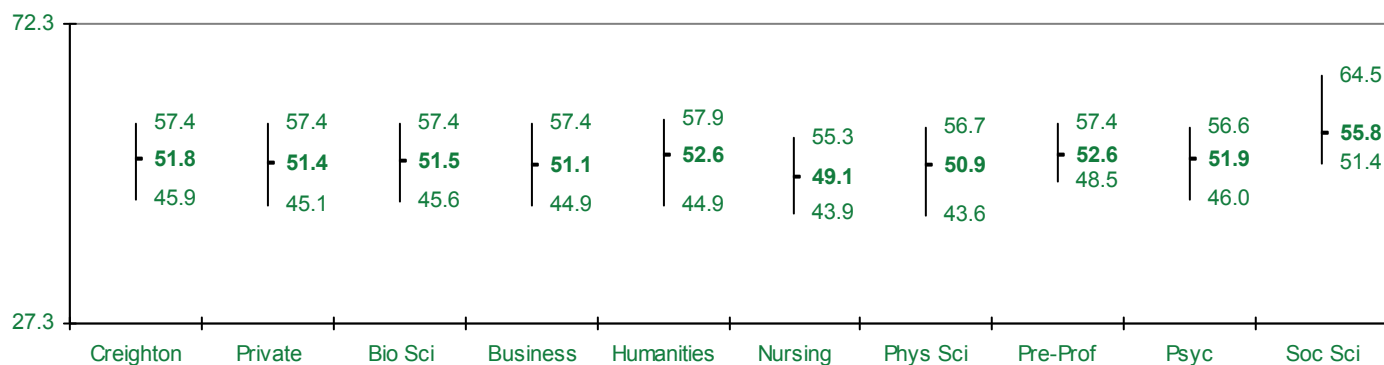
2009 Graduating Seniors - Comparisons by Academic Division

CONSTRUCT- 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 (2.64), helping to promote racial understanding (2.15), becoming a community leader (2.06), influencing social values (1.62), keeping up to date with political affairs (1.42) and helping others who are in difficulty (1.36).

	<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>		<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>
Creighton	51.8	45.9	57.4	Nursing	49.1	43.9	55.3
Private Universities	51.4	45.1	57.4	Physical Sci.	50.9	43.6	56.7
Biological Sciences	51.5	45.6	57.4	Pre-Profess.	52.6	48.5	57.4
Business	51.1	44.9	57.4	Psychology	51.9	46.0	56.6
Humanities	52.6	44.9	57.9	Social Sci.	55.8	51.4	64.5

Social Agency



There was no meaningful difference between the mean scores of Creighton seniors and those at private universities on the Social Agency construct. Among Creighton seniors however, Social Sciences majors had a significantly higher mean score than Nursing students.

As the Social Agency construct is so compatible with the Creighton mission, further analysis was undertaken to determine what, if any, experiences (i.e. Social Science major) might produce statistically significant differences.

There were no significant differences on this measure by gender, participation in the FLP program, having a roommate of a different ethnicity, participating in the honors program or taking a women’s studies course. Listed below, however, are experiences (“yes” indicates participation, “no” indicates no participation) that do appear to make a difference in this construct, along with the mean scores, statistical significance and effect size.

	<u>Yes</u>	<u>No</u>	<u>Significance</u>	<u>Effect Size</u>
Attended a racial awareness workshop	54.43	49.89	.000	.53
Campus Ministry participation	53.68	50.22	.000	.39
CCSJ participation	55.50	50.51	.000	.57
Cortina community	56.16	51.52	.004	.51
Participated in an ethnic student org.	54.34	50.77	.000	.41
Participated in an ethnic studies course	52.99	49.48	.000	.40
Participated in study abroad program	54.98	50.72	.000	.48
Sorority or fraternity membership	53.32	50.87	.002	.27

An effect size of .2 is generally considered small, .5 medium, and .8 large.