

News from Institutional Research

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

<u>"DIVISION"</u>	<u>TOTAL</u>	<u>MEN</u>	<u>WOMEN</u>
Biological Sciences	67 (12% of total)	35 (52%)	32 (48%)
Business	134 (24% " ")	76 (57%)	58 (43%)
Humanities	63 (11% " ")	23 (37%)	40 (63%)
Nursing	66 (12% " ")	3 (5%)	63 (95%)
Physical Sciences	41 (7% " ")	21 (51%)	20 (49%)
Pre-Professional	92 (16% " ")	22 (24%)	70 (76%)
Psychology	57 (10% " ")	19 (33%)	38 (67%)
Social Sciences	43 (8% " ")	14 (33%)	29 (67%)

Satisfaction

Seniors were asked to indicate their satisfaction with a number of aspects of their Creighton education using a 5 point scale (1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied and 5 = very satisfied).

A comparison of mean scores using analysis of variance with post hoc tests showed statistically significant differences between mean scores on nine of the eleven items on the survey related to the students' academic experience. There were no meaningful differences between the academic divisions on the satisfaction with academic advising or tutoring/other academic assistance.

In the chart below, the significantly different means are indicated by arrows (▲ = highest mean, ▼ = lowest mean).

Satisfaction Mean Scores	All Sen- iors	Biological Science	COBA	Humani- ties	Nursing	Physical Science	Pre- Profess.	Psychol- ogy	Social Science
Ability to find a faculty or staff mentor	4.12	4.06	4.07	4.22	3.88 ▼	4.32 ▲	4.11	4.26	4.30 ▲
Amount of contact with faculty	4.34	4.13 ▼	4.19 ▼	4.48 ▲	4.17 ▼	4.49 ▲	4.46 ▲	4.51 ▲	4.56 ▲
Availability of internet access	4.12	4.03	4.24 ▲	3.84 ▼	4.31 ▲	4.00	4.27 ▲	4.05	3.91
Career counseling and advising	3.69	3.58	3.85 ▲	3.88	3.60	3.38	3.75	3.37 ▼	3.75
Class size	4.39	4.21	4.35	4.49 ▲	4.11 ▼	4.51 ▲	4.51 ▲	4.51 ▲	4.49 ▲
Courses in your major field	4.35	4.21 ▼	4.26 ▼	4.43	4.17 ▼	4.27	4.43	4.60 ▲	4.56
Interaction with other students	4.27	4.13	4.24	4.35	4.03 ▼	4.46 ▲	4.37	4.30	4.40
Library facilities	3.65	3.55	3.42 ▼	3.68	3.76	3.71	3.95 ▲	3.61	3.67
Overall quality of instruction	4.32	4.30	4.19	4.43	4.14 ▼	4.46	4.32	4.44	4.53 ▲

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Contact with Faculty

In Issue 2, we looked at student-faculty interaction as a “whole” using the CIRP designed “construct”. In this issue, we “deconstruct the construct” and look at the individual items. The questions asked the Seniors to indicate how often professors provided various opportunities/feedback using a 3 point scale (1 = not at all, 2 = occasionally and 3 = frequently).

A comparison of mean scores using analysis of variance with post hoc tests showed statistically significant differences between mean scores on all but one of the opportunities/feedback on the survey. There was no meaningful difference between the academic divisions on the frequency of negative feedback about a student’s academic work.

In the chart below, the significantly different means are indicated by arrows (▲ = highest mean, ▼ = lowest mean).

Mean Scores	All Sen- iors	Biological Science	COBA	Humani- ties	Nursing	Physical Science	Pre- Profess	Psychol- ogy	Social Science
A letter of recommendation	2.27	2.37	1.97▼	2.37	2.30	2.59▲	2.33	2.25	2.44▲
Advice and guidance about your educa- tional program	2.34	2.31	2.21▼	2.49▲	2.47	2.51	2.37	2.37	2.47▲
An opportunity to apply classroom learning to “real-life” issues	2.43	2.15▼	2.44	2.44	2.61▲	2.46	2.51▲	2.33	2.42
An opportunity to discuss coursework out- side of class	2.50	2.42	2.41▼	2.67▲	2.44	2.68▲	2.52	2.49	2.56
An opportunity to publish	1.53	1.49	1.28▼	1.76	1.29▼	1.68	1.58	1.86▲	1.77
An opportunity to work on a research pro- ject	1.83	1.96▲	1.56▼	1.78▼	1.85	2.37▲	1.70▼	2.25▲	1.81
Emotional support and encouragement	2.26	2.12	2.08▼	2.43▲	2.42▲	2.44▲	2.28	2.32	2.26
Encouragement to pursue graduate/ professional study	2.48	2.51	2.35▼	2.40	2.71▲	2.78▲	2.36▼	2.40	2.70▲
Feedback on your academic work (outside of grades)	2.27	2.12▼	2.10▼	2.48▲	2.39▲	2.27	2.28	2.28	2.49▲
Help in achieving your professional goals	2.38	2.37	2.25▼	2.38	2.55▲	2.57▲	2.41	2.28	2.42
Help to improve your study skills	2.02	1.88▼	1.95	1.92	2.21▲	2.17	2.00	2.16	2.09
Honest feedback about your skills and abilities	2.39	2.21▼	2.20▼	2.54▲	2.62▲	2.51	2.48	2.30	2.53▲
Intellectual challenge and stimulation	2.55	2.48	2.46▼	2.68	2.58	2.73▲	2.49	2.53	2.74▲
Respect (treated you like a colleague/peer)	2.67	2.57	2.64	2.76	2.55▼	2.85▲	2.74	2.68	2.58