

News from Institutional Research

This issue of “News from Institutional Research” report on the results of the 2009 Your First College Year completed by 459 first-year students in the spring of 2009, 48% of the 2008 entering class. Sixty-six percent of the respondents were female, thirty-four percent were male.

As computed with the Senior Survey results, The Cooperative Institutional Research Project (CIRP) has 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 the differences between the experiences of Creighton and private university¹ first year students on Student-Faculty Interaction, Academic Disengagement, Social Agency and Positive and Negative Cross-Racial Interaction.

The reader will note that Creighton first-year students had significantly higher mean scores on student and faculty interaction and social and political involvement as a personal goal than the first-year students at the other private universities. Creighton first-year students had significantly lower mean scores than the students at the other private universities on the measure of behaviors inconsistent with academic success and the measure of negative racial relations. There was no difference between the two groups on the level of positive interaction between racial groups.

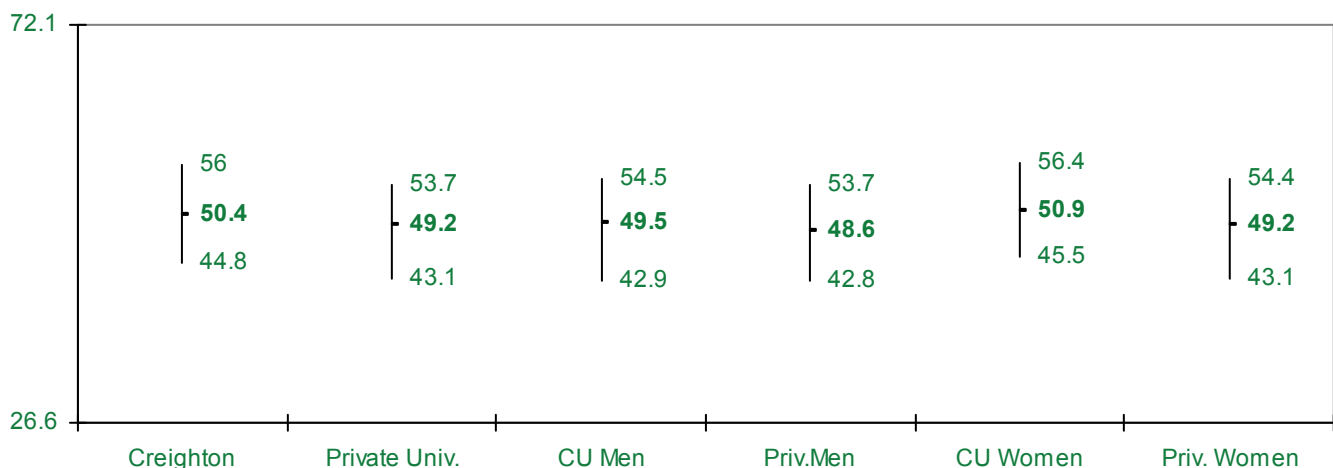
Charts are included in each section to visually display the “construct” scores for Creighton and the other private universities. The Y axis is defined by the highest and lowest possible construct score. Mean scores are bolded. The numbers at the top and bottom of the vertical line are values for the 75th and 25th percentile.

2009 Your First College Year Survey

CONSTRUCT- Student-Faculty Interaction

Student-faculty interaction measures “the amount and type of contact students have with faculty that is appropriate for the first year of college, as well as satisfaction with these issues”. It includes the following items and weights: frequency of receiving advice/guidance from your professor (4.68), communicating regularly with your professors (2.71), asking a professor for advice after class (1.74), seeing faculty during office hours (1.29) and talking with faculty outside of class or office hours (1.18) as well as satisfaction with the amount of contact with faculty (1.20).

Student-Faculty Interaction

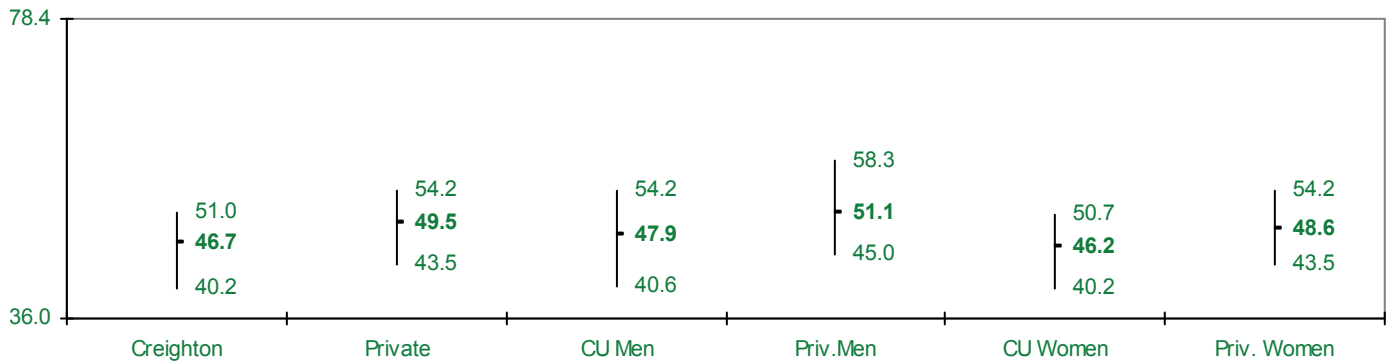


Creighton students had a significantly higher mean score on Student-Faculty interaction ($p < .001$) than students at the other private universities (0.17 effect size). While there was no statistically significant difference between the Creighton men and the private university men, the Creighton women had a significantly higher mean score ($p < .001$) than the women at the other private universities (0.20 effect size).

¹ Adelphi, Baylor, Fordham, Rensselaer Polytechnic Institute, St. John's and University of the Pacific

CONSTRUCT– Academic Disengagement

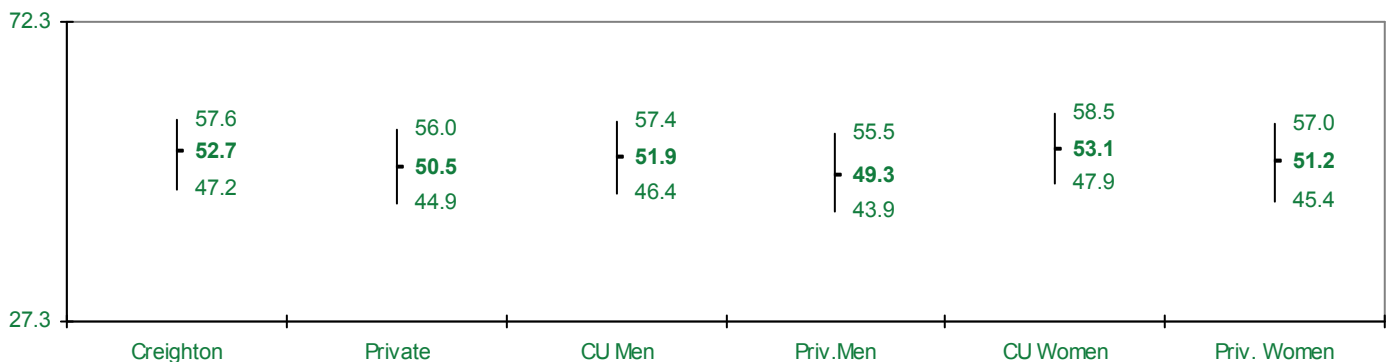
Academic disengagement measures “the extent to which students engage in behaviors that are inconsistent with academic success”. It includes the following items and weights in response to how often they have: come late to class (1.82), fell asleep in class (1.60), turned in course assignment(s) late (1.26), skipped class (1.11) and turned in course assignments that did not reflect your best work (1.00).

Academic Disengagement

Creighton students had a significantly lower mean score on Academic Disengagement ($p < .001$) than students at the other private universities (-0.35 effect size). Both Creighton men and Creighton women also had significantly lower mean scores ($p < .001$) than the men and women at the other private universities (effect sizes of -0.38 and -0.31 , respectively). A significantly lower mean score on this construct means Creighton students are more academically engaged (as defined by the items above) than students at the other private universities.

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).

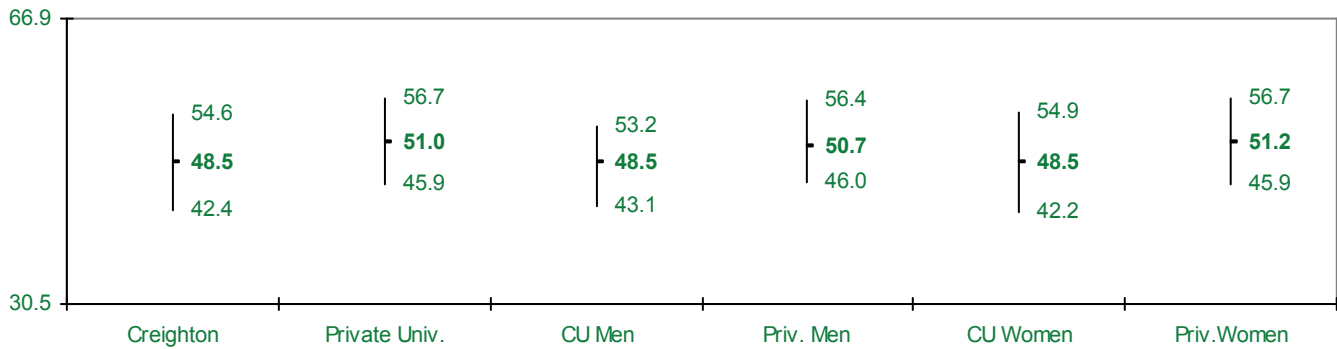
Social Agency

Creighton students had a significantly higher mean score on Social Agency ($p < .001$) than students at the other private universities (0.25 effect size). Creighton men had a significantly higher mean scores ($p < .01$) than the men at the other private universities (0.28 effect size). Creighton women had a significantly higher mean scores ($p < .001$) than the women at the other private universities (0.22 effect size).

CONSTRUCT– Negative Cross-Racial Interaction

Negative Cross-Racial Interaction measures “the students’ level of negative interaction with diverse peers”. It includes the following items and weights in response to how often the student and someone from a different race/ethnicity: had tense/somewhat hostile interactions (3.81), felt insulted or threatened because of your race/ethnicity (2.63) and had guarded interactions (2.10).

Negative Cross-Racial Interaction

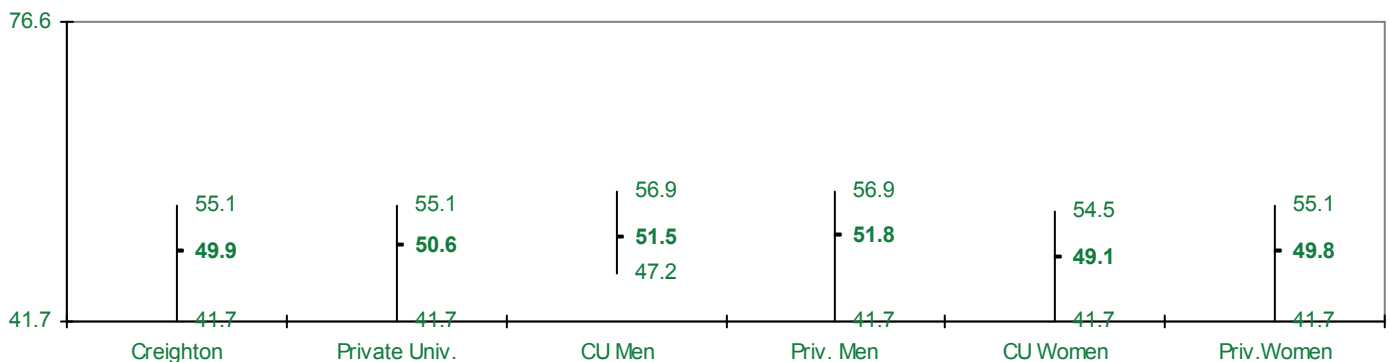


Creighton students had a significantly lower mean score on Negative Cross-Racial Interaction ($p < .001$) than students at the other private universities (-0.31 effect size). Creighton men had a significantly lower mean scores ($p < .01$) than the men at the other private universities (-0.28 effect size). Creighton women had a significantly lower mean scores ($p < .001$) than the women at the other private universities (-0.33 effect size).

CONSTRUCT– Positive Cross-Racial Interaction

Positive Cross-Racial Interaction measures “the students’ level of positive interaction with diverse peers”. It includes the following items and weights in response to how often the student and someone from a different race/ethnicity: had intellectual discussions outside of class (3.57), shared personal feelings and problems (3.52), dined or shared a meal (2.72), had meaningful and honest discussions about racial/ethnic relations outside of class (2.46), studied or prepared for class (2.22) and socialized or partied (2.12).

Positive Cross-Racial Interaction



There were no meaningful differences between the first-year student response at Creighton and the other private universities on positive racial Interaction.

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