

News from Institutional Research

This issue of “News from Institutional Research” continues the series of reports on the results of the 2010 Freshman Survey completed by 872 undergraduate freshmen in August of 2010, 86% of the entering class.

2010 Freshman - Internal and External Comparisons

“Constructs”

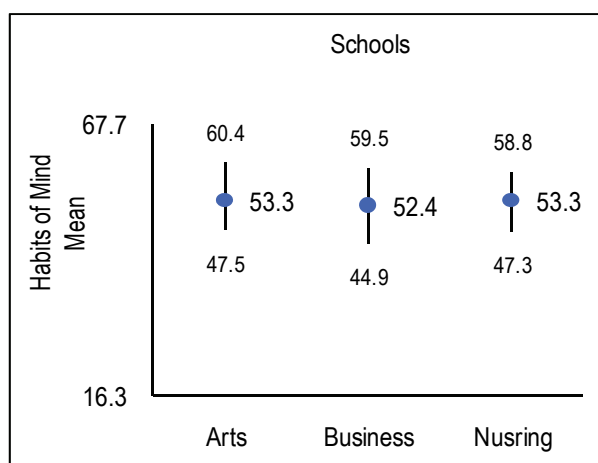
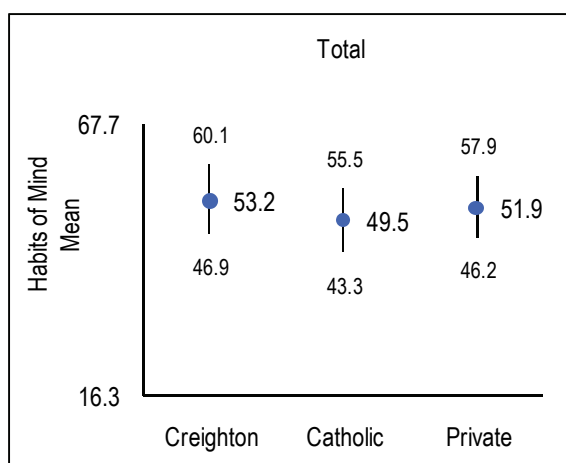
The Cooperative Institutional Research Project (CIRP) has designed “constructs” which combine weighted individual survey items into global measures they believe capture the experiences and outcomes which reveal information about the student experience. This issue of “Research Notes” examines 1) the differences between entering students at Creighton compared to Private Universities and Catholic Colleges and 2) the differences among the freshmen in each school of enrollment.

The chart included in each section is a visual display of the “construct” scores for Creighton, Private Universities and Catholic Colleges as well as each school of enrollment. 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– Habits of Mind

The Habits of Mind construct measures “the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.” It includes the following items and weights in response to “how often in the past year did you”: seek solutions to problems and explain them to others (1.99), support your opinion with a logical argument (1.74), seek alternative solutions to a problem (1.61), evaluate the quality or reliability of information you received (1.58), explore topics on your own, even though it is not required for a class (1.27), seek feedback on your academic work (1.24), ask questions in class (1.20), look up scientific research articles and resources (1.05), revise your papers to improve your writing (1.04), take a risk because you feel you have more to gain (1.03) and accept mistakes as part of the learning process (0.95).

	<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>		<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>
Creighton	53.3	46.9	60.1	Arts	53.3	47.5	60.4
Catholic Colleges	49.5 ***	43.3	55.5	Business	52.4	44.9	59.5
Private Universities	51.9 ***	46.2	57.9	Nursing	53.3	47.3	58.8



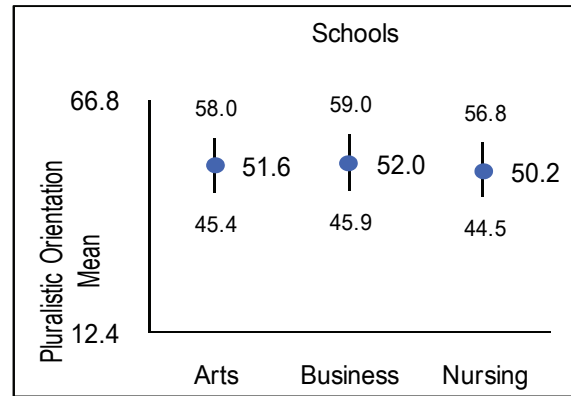
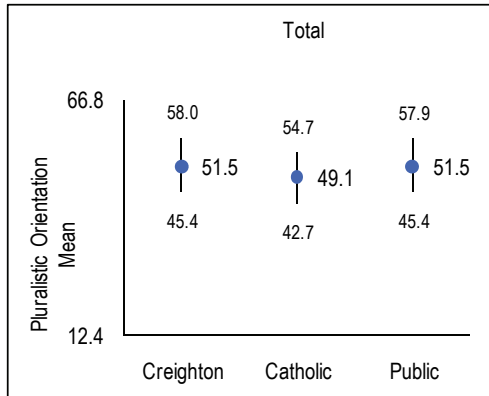
Creighton freshmen had a significantly higher mean score on the Habits of Mind construct than freshmen at the Catholic Colleges and freshmen at the Private Universities at the $p < .001$ level.

There is no meaningful difference between the mean scores on the Habits of Mind construct by school/college of enrollment or between men and women in Arts and Sciences. There is a significant difference ($p < .001$) between the mean score of the men (50.5) and women (54.8) in the College of Business and the men (49.6) and women (53.5) in the School of Nursing.

CONSTRUCT– Pluralistic Orientation

Pluralistic orientation measures “skills and dispositions appropriate for living and working in a diverse society”. It includes the following items in response to “rate yourself on each trait compared with the average person your age”: ability to work cooperatively with diverse people, tolerance of others with different beliefs, openness to having my own views challenged, ability to discuss and negotiate controversial issues and ability to see the world from someone else’s perspective.

	<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>		<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>
Creighton	51.5	45.4	58.0	Arts	51.6	45.4	58.0
Catholic Colleges	49.1 ***	42.7	54.7	Business	52.0	45.9	59.0
Private Universities	51.5	45.4	57.9	Nursing	50.2	44.5	56.8



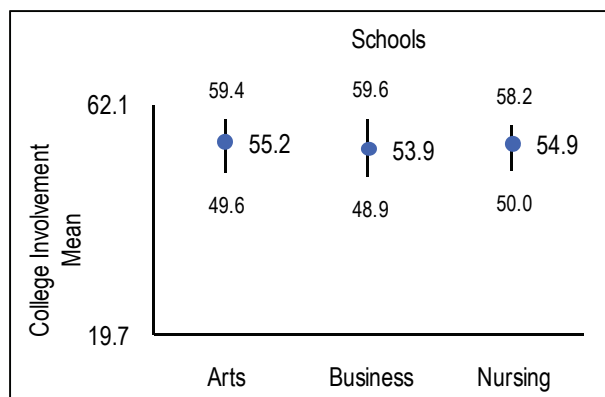
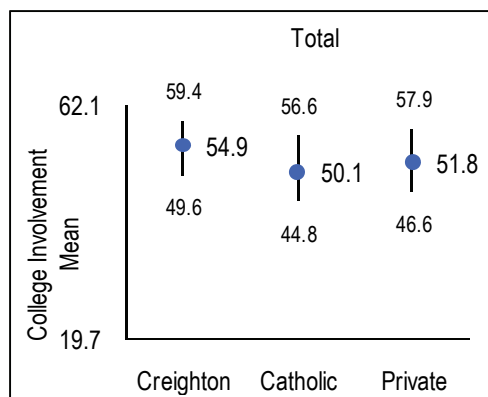
Creighton freshmen had a significantly higher mean score on the Pluralistic Orientation construct than freshmen at the Catholic institutions at the $p < .001$ level.

There is no meaningful difference between the mean scores on the Pluralistic Orientation construct by school/college of enrollment. The only meaningful difference between genders was seen in Arts and Sciences where the mean score of the men (52.5) was significantly higher than the mean score of the women (51.0) at the $p < .05$ level.

CONSTRUCT– Likelihood of College Involvement

Likelihood of College Involvement measures “students’ expectations about their involvement in college life generally”. It includes the following items in response to “what is your best guess as to the chances that you will”: participate in student clubs/groups, participate in volunteer or community service work, socialize with someone of another racial/ethnic group, participate in a study abroad program and participate in student government.

	<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>		<u>Mean</u>	<u>25th Percentile</u>	<u>75th Percentile</u>
Creighton	54.9	49.6	59.4	Arts	55.2	49.6	59.4
Catholic Colleges	50.1 ***	44.8	56.6	Business	53.9	48.9	59.6
Private Universities	51.8 ***	46.6	57.9	Nursing	54.9	50.0	58.2



Creighton freshmen had a significantly higher mean score on the Likelihood of College Involvement construct than freshmen at the Catholic institutions and Private Universities at the $p < .001$ level.

There is no meaningful difference between the mean scores on the Likelihood of College Involvement construct by school/college of enrollment. However, overall, women have a significantly higher mean score (56.0) than men (53.3) at the $p < .001$ level.