Disabilities:

The Freshman Survey was updated in 2010 to better determine the number of students entering college with disabilities. As seen below, except for “chronic illness”, Creighton has a smaller percentage of students who completed the Freshman Survey who report they have these disabilities than do the freshmen in the other two comparison groups. Overall, 10.8% of Creighton freshmen who completed the survey reported one disability and 2.5% reported two or more, for a total of 13.3%.

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<tbody>
<tr>
<td>Number surveyed</td>
<td>878</td>
<td>17,792</td>
<td>34,457</td>
<td>265</td>
<td>395</td>
<td>71</td>
<td>57</td>
<td>6</td>
</tr>
<tr>
<td>Psychological (depression, etc.)</td>
<td>3.8% 4.3% 3.4%</td>
<td>2.3% 4.3% 2.6%</td>
<td>5.6% 3.5% 8.5%</td>
<td>0.0% 4.7%</td>
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<tr>
<td>Attention-deficit/hyperactivity (ADHD)</td>
<td>3.3% 4.8% 4.0%</td>
<td>2.6% 2.5% 2.8%</td>
<td>3.5% 3.5% 4.7%</td>
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<tr>
<td>Other disability</td>
<td>3.3% 3.7% 2.9%</td>
<td>3.0% 3.8% 2.8%</td>
<td>3.5% 1.8% 16.7%</td>
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<tr>
<td>Chronic illness (cancer, diabetes, etc.)</td>
<td>2.2% 1.9% 1.9%</td>
<td>1.5% 2.3% 1.4%</td>
<td>0.0% 16.7%</td>
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<tr>
<td>Physical disability (speech, sight, etc.)</td>
<td>2.1% 2.5% 2.3%</td>
<td>2.6% 1.8% 4.2%</td>
<td>0.0% 1.2%</td>
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<tr>
<td>Learning disability (dyslexia, etc.)</td>
<td>1.8% 3.6% 2.3%</td>
<td>1.9% 1.8% 0.0%</td>
<td>1.8% 0.0%</td>
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</table>

In every category except ADHD and Physical Disability, a higher percentage of Creighton women reported having the disability/medical condition:

- Psychological disorder (depression, etc.) 2.9% 4.3%
- Attention-deficit/hyperactivity (ADHD) 3.8% 3.0%
- Other disability 2.9% 3.5%
- Chronic illness (cancer, diabetes, etc.) 1.8% 2.6%
- Physical disability (speech, sight, etc.) 2.9% 1.5%
- Learning disability (dyslexia, etc.) 1.5% 2.2%

Students with one or more disabilities were significantly less likely to be “A” students in high school (64% compared to 74%). They were significantly more likely to have experienced feeling “depressed” (62% compared to 45%), “overwhelmed by all I had to do” (46% compared to 29%) and to have “skipped class” (22% compared to 13%) during their last year of high school. There was no meaningful difference between Creighton freshmen who admitted to having disabilities with those who did not on the question about the chance of making a “B” average or of needing to spend more than 4 years to complete a degree. A significantly higher percentage of students with disabilities did indicate they would probably seek personal counseling, however.

Academics:

Creighton freshmen had a significantly higher mean score than the other freshmen on the question asking the number of hours per week spent studying their senior year of high school. Creighton women spent significantly more time studying than Creighton men. While not able to produce a mean score for average high school grades for freshmen at other types of institutions, 73% of Creighton freshmen report they were “A” students in high school compared to 49% of the freshmen entering Catholic Colleges and 71% of the students entering Private Universities.

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<tbody>
<tr>
<td>Hours spent studying/homework</td>
<td>5.18 ▲ 4.38 ▼</td>
<td>4.80 ▼</td>
<td>4.91 ▼ 5.41 ▲</td>
<td>4.65 ▼ 5.27 ▲</td>
<td>3.67 ▼ 5.50 ▲</td>
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<tr>
<td>(8 point scale: 1 = none, 8=20 or more)</td>
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<tr>
<td>Average grade in high school</td>
<td>7.03 N/A</td>
<td>N/A</td>
<td>6.97 ▼ 7.16 ▲</td>
<td>6.75 6.77</td>
<td>6.00 ▼ 7.09 ▲</td>
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<tr>
<td>(8 point scale: 1=D, 8=A or A+)</td>
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<tr>
<td>Chances very good to obtain “B” avg.</td>
<td>3.85 ▲ 3.68 ▼</td>
<td>3.68 ▼</td>
<td>3.86 3.86</td>
<td>3.82 3.83</td>
<td>3.67 3.79</td>
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<tr>
<td>(4 point scale: 1=no chance, 4=very good chance)</td>
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</table>
Very Important Reasons for Choosing This College: Freshmen are asked to indicate the importance of various reasons for choosing their specific college on a three point scale (1=not important, 2=somewhat important and 3=very important). A comparison of mean scores using analysis of variance indicates significant differences which are indicated by “▲” (highest mean) and “▼” (lowest mean).

While the rank orderings of reasons for attending this particular college are almost identical, Creighton freshmen are more likely to label reasons as “very important” than other students. Except for “good reputation for social activities”, Creighton freshmen have a significantly higher mean score on the seven reasons listed below than freshmen entering Catholic Colleges or Private Universities. Especially intriguing is the significantly higher mean score than students entering Catholic Colleges on “religious affiliation” as a reason for attending this institution.

<table>
<thead>
<tr>
<th>Reasons for Choosing this College</th>
<th>Catholic Colleges</th>
<th>Private Universities</th>
<th>Arts</th>
<th>Arts</th>
<th>COBA</th>
<th>COBA</th>
<th>Nurs.</th>
<th>Nurs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good academic reputation</td>
<td>2.88▲ 2.68▼ 2.73▼</td>
<td>2.88 2.89 2.80 2.93</td>
<td>2.50 2.86</td>
<td>2.83 2.91</td>
<td>2.50 2.86</td>
<td>2.83 2.91</td>
<td></td>
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<tr>
<td>Graduates get good jobs</td>
<td>2.77▲ 2.55▼ 2.57▼</td>
<td>2.73 2.77 2.79 2.84</td>
<td>2.76 2.94</td>
<td>2.66 2.88</td>
<td>2.50 2.86</td>
<td>2.83 2.91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered financial assistance</td>
<td>2.65▲ 2.59▼ 2.22▼</td>
<td>2.67 2.67 2.46▼ 2.73▲</td>
<td>2.17▼ 2.69▲</td>
<td>2.00 2.50</td>
<td>2.17 2.53</td>
<td>2.17 2.53</td>
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<tr>
<td>Grads go to top grad/prof schools</td>
<td>2.61▲ 2.17▼ 2.27▼</td>
<td>2.61 2.67 2.38▼ 2.63▲</td>
<td>2.00 2.50</td>
<td>2.17 2.53</td>
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<tr>
<td>Size of school</td>
<td>2.51▲ 2.45 2.19▼</td>
<td>2.44▼ 2.58▲ 2.32 2.50</td>
<td>2.17 2.25</td>
<td>2.17 2.22</td>
<td>2.17 2.22</td>
<td>2.17 2.22</td>
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<tr>
<td>Good reputation for social activities</td>
<td>2.16▼ 2.25▲ 2.24▲</td>
<td>2.23▲ 2.10▼</td>
<td>2.17 2.25</td>
<td>2.17 2.22</td>
<td>2.17 2.22</td>
<td>2.17 2.22</td>
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</tr>
<tr>
<td>Religious affiliation</td>
<td>1.97▲ 1.73▼ 1.39▼</td>
<td>1.93 1.95 1.99 1.95</td>
<td>1.50▼ 2.24▲</td>
<td>1.50 2.24 ▲</td>
<td>1.50 2.24 ▲</td>
<td>1.50 2.24 ▲</td>
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</table>

Political and Social Views: One-third (34%) of the Creighton freshmen characterize their political views as "conservative" compared to 25% of the Catholic College freshmen and 20% of the Private University entering freshmen. The fact that Creighton students reflect significantly more conservative positions on the political and social views asked on the survey should, therefore, not be a surprise. The four point scale used in the Views section is: 1=disagree strongly, 2=disagree somewhat, 3=agree somewhat, 4=agree strongly.

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<tbody>
<tr>
<td>Gays and lesbians should have the legal right to adopt a child</td>
<td>3.06▼ 3.12▲ 3.27▲</td>
<td>3.02 3.14 2.73 3.13</td>
<td>3.17 2.98</td>
<td>3.17 2.98</td>
<td>3.17 2.98</td>
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<tr>
<td>The federal government should do more to control the sale of handguns</td>
<td>2.84▼ 2.90 2.97▲</td>
<td>2.76▼ 2.94▲ 2.66 2.88</td>
<td>2.67 2.86</td>
<td>2.67 2.86</td>
<td>2.67 2.86</td>
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<tr>
<td>Affirmative action in college admissions should be abolished</td>
<td>2.67▲ 2.53▼ 2.61▼</td>
<td>2.75 2.61 2.80 2.64</td>
<td>2.33 2.63</td>
<td>2.33 2.63</td>
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<tr>
<td>Addressing global warning should be a federal priority</td>
<td>2.63▼ 2.72▲ 2.87▲</td>
<td>2.57 2.71 2.44 2.63</td>
<td>2.50 2.65</td>
<td>2.50 2.65</td>
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<tr>
<td>Wealthy people should pay a larger share of taxes than they do now</td>
<td>2.55▼ 2.67▲ 2.87▲</td>
<td>2.53 2.60 2.17▼ 2.63▲</td>
<td>2.67 2.63</td>
<td>2.67 2.63</td>
<td>2.67 2.63</td>
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<tr>
<td>A national health care plan is needed to cover everybody’s medical costs</td>
<td>2.39▼ 2.68▲ 2.70▲</td>
<td>2.38 2.48 2.00 2.37</td>
<td>2.33 2.43</td>
<td>2.33 2.43</td>
<td>2.33 2.43</td>
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Life Goals: Compared to other Catholic College and Private University entering freshmen, the 2010 Creighton freshmen reflect a group that appears to be significantly more concerned with helping others, developing a personal philosophy and influencing others through community involvement. The four point scale used in the Life Objectives section is 1=not important, 2=somewhat important, 3-very important, 4=essential.

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</thead>
<tbody>
<tr>
<td>Help others who are in difficulty</td>
<td>3.25▲ 3.06▼ 3.00▼</td>
<td>3.14▼ 3.34▲ 3.13 3.11</td>
<td>3.00 3.45</td>
<td>3.00 3.45</td>
<td>3.00 3.45</td>
<td>3.00 3.45</td>
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<tr>
<td>Develop a meaningful philosophy of life</td>
<td>2.72▲ 2.46▼ 2.60▼</td>
<td>2.89▲ 2.68▼ 3.13 3.11</td>
<td>2.33 2.45</td>
<td>2.33 2.45</td>
<td>2.33 2.45</td>
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<tr>
<td>Influence social values</td>
<td>2.53▲ 2.45 2.41▼</td>
<td>2.55 2.49 2.66 2.68</td>
<td>2.50 2.48</td>
<td>2.50 2.48</td>
<td>2.50 2.48</td>
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<tr>
<td>Become a community leader</td>
<td>2.46▲ 2.29▼ 2.36▼</td>
<td>2.53 2.43 2.56 2.73</td>
<td>2.00 2.21</td>
<td>2.00 2.21</td>
<td>2.00 2.21</td>
<td>2.00 2.21</td>
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<tr>
<td>Participate in a community action plan</td>
<td>2.41▲ 2.22▼ 2.25▼</td>
<td>2.33 2.49 2.37 2.53</td>
<td>1.83 2.29</td>
<td>1.83 2.29</td>
<td>1.83 2.29</td>
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