

❖ Student Services Research Bulletin ❖

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Creighton University

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2000 Senior Survey

In April of 2000, all graduating undergraduates were sent the College Student Survey. Developed by the Higher Education Research Institute (HERI) at UCLA as a follow-up to the Freshman Survey (CIRP), this instrument has been used at Creighton since 1991 as both an assessment tool and as a means of comparing our graduates to a national population.

This issue of the Research Bulletin 1) provides a profile of the 585 Creighton seniors who responded to the College Student Survey in 2000, 2) compares Creighton senior responses about the helpfulness of professors and satisfaction with various services to seniors at other private institutions and 3) compares longitudinal data regarding changes in career plans.

Profile of Creighton Respondents:

Gender:

36% - Male
64% - Female

Racial Background*

79% - Caucasian
3% - African American
1% - American Indian
16% - Asian
3% - Hispanic, Other Latino
2% - Other

Plans for Fall 2000*

35% - Attend graduate school
59% - Work full-time
17% - Do volunteer work
12% - Work part-time
8% - Travel
3% - Stay at home
2% - Serve in Armed Forces

Religious Preference

55% - Roman Catholic
28% - Christian
9% - None
8% - Non-Christian

Undergraduate GPA

26% - A
45% - A- or B+
22% - B
6% - B- or C+
0.5% - C or less

Re-enroll at Creighton?

38% - Definitely yes
40% - Probably yes
14% - Probably not
4% - Definitely not
4% - Don't know

Community Service/Volunteer Activities Performed as part of:*

60% - College-sponsored activity (sorority, campus organizations, etc.)
57% - Part of course or class
51% - Independent, through non-college group (church, family, etc.)

Seniors are asked to indicate how much they have grown in 26 different abilities/skills since they first entered college. More than 25% of the seniors indicated they were **much** stronger in those abilities/skills listed below:

61% - Knowledge of a particular field or discipline
42% - General knowledge
41% - Ability to work independently
34% - Ability to think critically
33% - Analytical and problem solving skills
31% - Confidence in my academic abilities
30% - Preparation for graduate/professional school
29% - Computer skills
27% - Interpersonal skills
27% - Writing skills

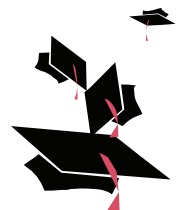
Degree Aspirations

12% - Bachelor's
34% - Master's
13% - Doctorate
24% - MD/DDS
8% - JD

Political Views

3% - Far left
23% - Liberal
52% - Middle of the road
22% - Conservative
0.7% - Far right

* Percentage sums to more than 100 as respondents checked more than one category.



Creighton Senior Responses Compared to other Private Universities

Sixty-five hundred seniors at twelve other private universities participated in the College Student Survey in 2000. The following compares Creighton responses to those seniors at Butler, Fordham, Loyola Marymount, Northeastern, St. John's (NY), Santa Clara, Southern Methodist, T.C.U., Tulane, U. of Portland, Univ. of Southern California, and Vanderbilt.

Higher percentages of Creighton seniors report assistance from faculty than seniors at the other private institutions.

<u>Faculty Frequently Provided You With:</u>	<u>Creighton</u>	<u>Other Private Universities</u>
Respect (treated like colleague/peer)	59%	51%
Intellectual challenge and stimulation	45%	41%
Help in achieving your professional goals	36%	23%
Encouragement for graduate/professional school	35%	25%
Advice/guidance about your educational program	29%	21%
A letter of recommendation	28%	18%
Emotional support and encouragement	28%	18%
Opportunity to work on a research project	19%	16%
Assistance to improve your study skills	14%	12%
An opportunity to publish	8%	4%



Seniors are asked to indicate their satisfaction with twenty-eight various activities/services offered by the institution. Creighton seniors were more positive (defined as at least a 5 percentage point difference) than seniors at the other private institutions on eleven of those items.

Satisfied/Very Satisfied

Interaction with other students	87%	79%
Connection with your peers	82%	73%
Amount of contact with faculty	82%	72%
Ability to find a faculty or staff mentor	78%	69%
Opportunities for community service	76%	68%
Leadership opportunities	70%	60%
Science and math courses	69%	59%
Sense of community on campus	60%	49%
Academic advising	56%	48%
Tutoring or other academic assistance	53%	48%
Financial aid services	53%	46%

Four hundred nineteen of the students completing the Senior Survey had also completed the Freshman Survey thus providing important longitudinal data. We often wonder about changes in career plans during a student's time at Creighton. The following lists the responses given by the same students as freshmen and then as seniors.

<u>Career Planned</u>	<u>Total group as Freshmen</u>	<u>Total group as Seniors</u>	<u>Freshmen Women</u>	<u>Senior Women</u>	<u>Freshmen Men</u>	<u>Senior Men</u>
Artist	2.9%	3.7%	3.5%	4.4%	1.9%	2.6%
Business	10.5%	14.1%	6.6%	10.8%	16.8%	19.2%
Dentist	3.3%	4.7%	1.6%	3.2%	6.2%	7.1%
Lawyer	6.2%	7.4%	5.0%	5.2%	8.1%	10.9%
Nurse	4.1%	7.2%	6.6%	11.6%	0.0%	0.0%
Physician	40.8%	21.5%	40.7%	14.9%	41.0%	32.1%
Phys./Occup. Therapy	7.4%	6.4%	8.5%	8.4%	5.6%	3.2%
Elem/Secondary Teacher	2.6%	4.0%	2.8%	5.6%	2.5%	1.3%

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Research Bulletins are intended for internal use only. Comments or questions should be directed to Stephanie Wernig, Ph.D.,
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