

# News from Institutional Research

Issue 3 of “News from Institutional Research” continues to look at diversity issues at Creighton using information from the 2005 College Student Survey (HERI<sup>1</sup> instrument completed by second semester seniors) and matching information from the Cooperative Institutional Research Project (CIRP) Freshman Survey (another HERI instrument).

## 2005 Graduating Seniors—Perceptions

Of the 463 seniors who completed the Senior Survey, fourteen percent indicated they were ethnic minorities. While that includes only sixty-three seniors, I believe there are enough students in the African American, Hispanic and Asian grouping to get at least a flavor of their experience at Creighton compared to their Caucasian peers. The highest and lowest percentage response to each statement are designated by arrows.

### Experience with Faculty

The data below indicate that these four groups had mixed reactions to their experience with Creighton faculty. While the numbers are too small to apply statistical tests, African-American seniors were much more dissatisfied with the ethnic/racial diversity of the faculty and the ability to see faculty outside office hours than the other groups. On the other hand, African American seniors were much more positive regarding faculty assistance in achieving their professional goals than the other groups. The thirty-seven Asian students were much more dissatisfied than the other groups with their perceived lack of success getting to know faculty, and feeling that faculty did not treat them as a colleague, did not help them to achieve their professional goals or get advice about their academic program less often than the other groups. Hispanic students were much more pleased with being able to see faculty outside regular office hours than any other group.

	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Hispanic</u>
Number =	395	12	37	11
Satisfied/very satisfied with overall quality of instruction	93%	75% ▼	84%	100% ▲
Satisfied/very satisfied with ability to find a faculty or staff mentor	77%	64% ▼	69%	89% ▲
Satisfied/very satisfied with amount of contact with faculty	93%	83% ▼	89%	100% ▲
Satisfied/very satisfied with ethnic/racial diversity of faculty	52% ▲	10% ▼	37%	50%
Very successful getting to know faculty	52%	58% ▲	35% ▼	50%
Very successful understanding what your professors expect of you academically	71%	75% ▲	49% ▼	50%
Very successful adjusting to the academic demands of college	72%	83% ▲	57%	50% ▼
Faculty frequently treated you like a colleague/peer	67%	58%	46% ▼	70% ▲
Faculty frequently helped you in achieving your professional goals	40%	67% ▲	24% ▼	50%
Faculty frequently took a personal interest in your progress	60% ▲	55%	42%	40% ▼
Faculty frequently gave advice & guidance about your educational program	36%	58% ▲	19% ▼	50%
Agree strongly/somewhat it's easy to see faculty outside regular office hours	84%	45% ▼	72%	100% ▲

### Experience with Other Students

The data below indicate that the positive response of African-American seniors was a minimum of five and a maximum of forty percentage points below the other ethnic groups.

	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Hispanic</u>
Satisfied/very satisfied with leadership opportunities	73% ▲	36% ▼	61%	71%
Satisfied/very satisfied with interaction with other students	95%	67% ▼	95%	100% ▲
Satisfied/very satisfied with overall sense of community among students	85% ▲	58% ▼	78%	70%
Satisfied/very satisfied with ethnic/racial diversity of students	50%	0% ▼	58% ▲	30%
Satisfied/very satisfied with overall college experience	94% ▲	58% ▼	84%	100%
Satisfied/very satisfied with institutional support of racial/cultural differences	67%	27% ▼	58%	70% ▲
Very successful developing close friendships with other students	70% ▲	42% ▼	51%	60%
Since entering CU, <u>never</u> felt harassed because of your ethnic background	95% ▲	27% ▼	67%	90%
Agree strongly/somewhat there is a lot of racial tension on this campus	12% ▼	27% ▲	22%	20%
Racial & ethnic diversity should be more strongly reflected in the curriculum	59% ▼	91% ▲	64%	70%

These data strongly imply that the experience with both faculty and other students of these African American seniors was less positive than the experience of other students. These data also suggest that Asian students may be desiring more attention from faculty than they are receiving.

<sup>1</sup> Higher Education Research Institute at the University of California, Los Angeles

## Change in Attitudes from Freshman to Senior Year

Eighty-three percent of the seniors who participated in the College Student Survey (385) had also participated in the CIRP Freshman Survey and could be matched by social security number, thereby allowing us to see change in attitudes and values from freshman to senior year. The data show that, as a group, higher percentages of these students valued "Promoting Racial Understanding" and "Influencing Social Values" as seniors than as freshmen. However, the various academic divisions may wish to review additional strategies that would promote student appreciation of these values.

### Helping to Promote Racial Understanding

Overall, almost 30% of these 385 students reported that helping to promote racial understanding was "essential" or "very important" as freshmen. By senior year, the percentage endorsing this value had risen to almost forty-two percent. However, only sharing overall percentages with the reader can be very misleading, as the information listed below by sex and academic division indicates.

Overall, a higher percentage of men than women endorsed this value upon entering Creighton, but by graduation the situation was reversed and a higher percentage of women than men felt helping to promote racial understanding was essential/very important. However, note that upon graduation, the only female grouping to outscore men in the humanities and men in the social sciences were the women in the social sciences.

	Biological Sciences	COBA	Humanities	Nursing	Social Sciences	Physical Sciences	All
Number =	30	42	22	—	22	19	144
Freshmen Men	40.0%	14.3%	54.6%	—	50.0%	21.1%	32.6%
Senior Men	50.0%	19.1%	54.6%	—	59.1%	31.6%	38.9%
Change from FR to SR year	+10.0	+ 4.8	+ 0.0	—	+ 9.1	+10.5	+6.3

	Biological Sciences	COBA	Humanities	Nursing	Social Sciences	Physical Sciences	All
Number =	41	33	66	28	42	19	229
Freshmen Women	12.5%	18.2%	36.3%	14.3%	26.2%	38.5%	24.5%
Senior Women	45.0%	27.2%	44.0%	28.6%	61.9%	53.9%	43.7%
Change from FR to SR year	+32.5	+ 9.0	+ 7.7	+14.3	+ 35.7	+15.4	+19.2

### Influencing Social Values

Overall, thirty-seven percent of the 376 respondents reported that influencing social values was "essential" or "very important" as freshmen. By senior year, the percentage endorsing this value had risen to almost forty-eight percent.

Except for men in Business, higher percentages of students rated influencing social values essential/very important as seniors than as freshmen. The gap between the highest and lowest percentages of men endorsing this value as freshmen more than doubled by senior year (freshmen men in Humanities minus freshmen men in COBA = 21.5 compared to senior men in Humanities minus senior men in COBA = 48.9 ). The gap between the highest and lowest percentages of women endorsing this value as freshmen dropped by six percentage points by senior year (freshmen women in Social Sciences minus freshmen women in Biological Sciences = 36.2 compared to senior women in Social Sciences minus senior women in Biological Sciences = 30.8 ).

	Biological Sciences	COBA	Humanities	Nursing	Social Sciences	Physical Sciences	All
Number =	30	42	22	—	22	19	144
Freshmen Men	33.3%	28.5%	50.0%	—	50.0%	31.6%	36.1%
Senior Men	46.6%	23.8%	72.7%	—	63.6%	47.4%	45.1%
Change from FR to SR year	+13.3	(4.7)	+22.7	—	+13.6	+15.8	+9.0

	Biological Sciences	COBA	Humanities	Nursing	Social Sciences	Physical Sciences	All
Number =	40	33	66	28	41	13	221
Freshmen Women	17.5%	30.3%	44.0%	42.9%	53.7%	23.1%	37.9%
Senior Women	37.5%	51.5%	46.9%	42.9%	68.3%	38.5%	49.6%
Change from FR to SR year	+20.0	+ 21.2	+ 2.9	+ 0.0	+ 14.6	+15.4	+11.7