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News from Institutional Research

This issue of "News from Institutional Research" begins a series of reports on the results of the 2009 Freshman Survey completed by 901 undergraduate freshmen in August of 2009, 85% of the entering class.

2009 Freshman - Comparisons to Freshmen at Private High-Select Universities

"Constructs"

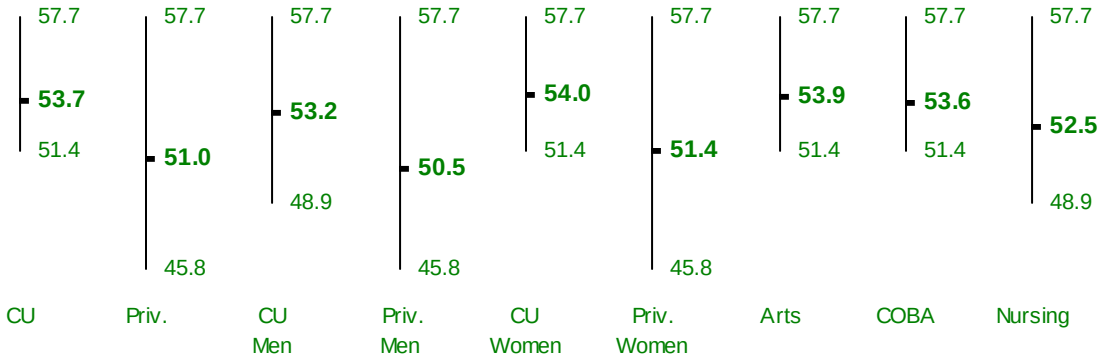
As reported previously, the Cooperative Institutional Research Project (CIRP) has designed "constructs" which combine weighted individual survey items into global measures which reveal information about the student experience. This issue examines 1) the differences between entering students at Creighton and high-select private universities[1] and 2) differences among entering students by college of enrollment.

The chart included in each section is a visual display of the "construct" scores for Creighton, private high-select universities and each school/college. 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– College Reputation Orientation

College Reputation Orientation measures "the degree to which students value academic reputation and future career potential as a reason for choosing this college". It includes the following items and weights in response to "how important was each reason in your decision to come here": this college's graduates get good jobs (4.88), this college's graduates gain admission to top graduate/professional schools (2.67) and this college has a very good academic reputation (1.56).

College Reputation Orientation



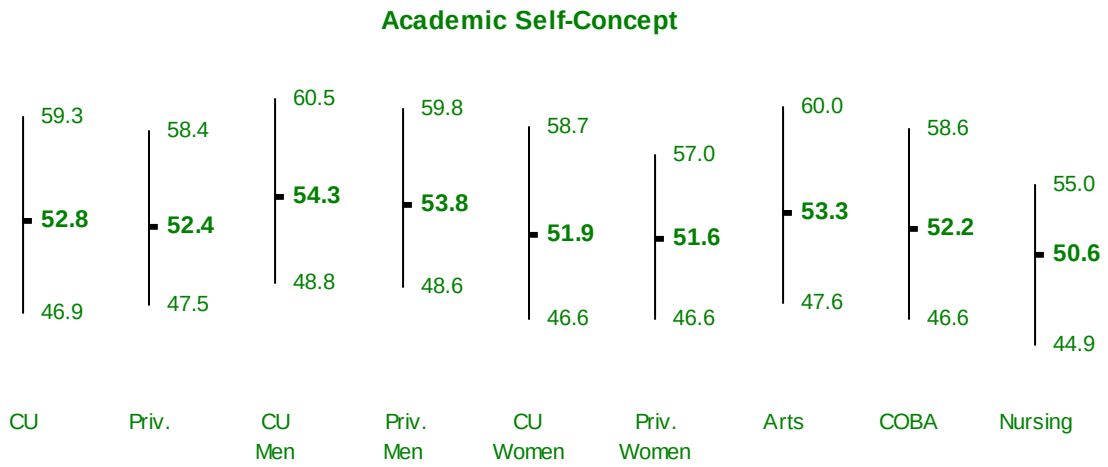
Creighton students (men and women) placed significantly higher value (p>.001) on academic reputation and future career potential than freshmen at the high-select private institutions. There were no meaningful difference between the mean scores of Arts, Business and Nursing freshmen on the "college reputation" construct.

CONSTRUCT– Academic Self-Concept

Academic self-concept measures "students' beliefs about their abilities and confidence in academic environments." It includes the following items and weights in response to "rate yourself on each of the following traits as compared with the average person your age": academic ability (3.01), intellectual self-confidence (1.51), drive to achieve (1.18) and mathematical ability (1.14).

[1] American, Baylor, Fordham, Santa Clara, Tulane, University of Rochester and Villanova

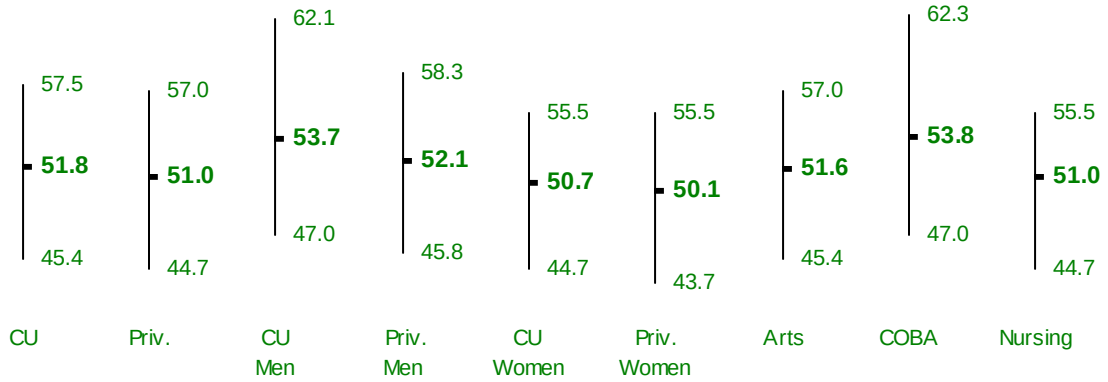
CONSTRUCT– Academic Self-Concept (continued)



There were no meaningful differences between the mean scores of Creighton freshmen and those at high-select private universities on the Academic self-concept construct. Among Creighton freshmen however, Arts and Science students had a significantly higher mean score (p>.001) than Nursing students.

CONSTRUCT– Social Self-Concept

Social self-concept measures "students' beliefs about their abilities and confidence in social situations." It includes the following items and weights in response to "rate yourself on each of the following traits as compared with the average person your age": leadership ability (2.36), public speaking ability (1.84), popularity (1.77) and social self-confidence (1.69).



Creighton men had a significantly higher mean score (p>.01) than entering freshmen at the high-select private universities. Business students had a significantly higher mean score (p>.001) than Nursing students.

News from Institutional Research is intended for internal use only. Comments or questions should be directed to Stephanie Wernig, Ph.D., 280-1164, wernig@creighton.edu.