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 universities¹ 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– Habits of Mind

Habits of Mind measures “behaviors and traits seen as the foundation for lifelong learning and associated with academic success.” 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 (2.29), support your opinions with a logical argument (1.97), seek alternative solutions to a problem (1.89), evaluate the quality or reliability of information you received (1.70), seek feedback on your academic work (1.38), ask questions in class (1.32), take a risk because you felt you had more to gain (1.30), explore topics on your own, even though it was not required for class (1.28), accept mistakes as part of the learning process (1.08), revise your papers to improve your writing (1.07) and look up scientific research articles and resources (0.96).

Creighton women had a significantly higher mean score (p>.001) on habits of mind than women at the high-select private institutions. Arts and Sciences freshmen had a significantly higher mean score (p>.001) than Business freshmen.

¹ American, Baylor, Fordham, Santa Clara, Tulane, University of Rochester and Villanova
**CONSTRUCT – Social Agency**
Social Agency measures “the extent to which students value political and social involvement as a personal goal.” It includes the following items and weights in response to “how important is each of the following to you personally”: participate in a community action program (2.64), helping to promote racial understanding (2.15), becoming a community leader (2.06), influencing social values (1.62), keeping up to date with political affairs (1.42) and helping others who are in difficulty (1.36).

![Social Agency Table]

Creighton freshmen men had a significantly higher mean score (p>.001) than entering male freshmen at the high-select private universities. There were no meaningful difference between the mean scores of Arts, Business and Nursing freshmen on “social agency”.

**CONSTRUCT – Likelihood of College Involvement**
Likelihood of College Involvement measures “students’ expectations about their involvement in college life generally.” It includes the following items and weights in response to the students’ best guess as to the chances they will: socialize with someone of another racial/ethnic group (2.56), participate in a study abroad program (1.66), participate in volunteer or community service work (1.65), participate in student government (1.52) and participate in student clubs/groups (1.21).

![Likelihood of College Involvement Table]

Creighton men and women had a significantly higher mean score (p>.001) than entering men and women at the high-select private universities. There were no meaningful difference between the mean scores of Arts, Business and Nursing freshmen on this scale.

*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.