

CREIGHTON UNIVERSITY

Alumni Survey

Classes of 1989 and 1999

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Creighton University Alumni Survey 2006 Executive Summary

In the fall of 2006, Creighton University surveyed undergraduate alumni who had graduated in 1989 and 1999. Usable surveys were returned by 20% of those graduating in 1989 (143 of 701) and 27% of those graduating in 1999 (198 of 737). While such a response rate is reasonably good for an alumni survey of this type, it must be noted that we do not know if those who responded are representative of those who did not. Therefore, the results should be considered suggestive rather than definitive.

Findings:

1. Overall, fifty-two percent of the alumni who responded had completed at least one additional degree (54% of those graduating in 1989 and 49% of those graduating in 1999). While almost forty percent of the degrees were conferred by Creighton or the University of Nebraska system, degrees had also been earned from Boston College, Duke University, Johns Hopkins University, Iowa State University, Regis University, Saint Louis University, and the Universities of Colorado, Florida, Iowa, Kansas, Minnesota, Notre Dame and Wisconsin.
2. Sixty-six percent of the alumni who had advanced degrees reported they were “better” or “much better” prepared than their peers in graduate/professional school. There were no statistically significant differences in the responses to this question by sex, graduation year or school/college of enrollment.
3. These Creighton alumni take their commitment to serving others seriously. Overall, almost 60% indicated they agreed that volunteer work was a priority for them. More importantly, only twenty-three percent reported no current involvement in volunteer activities. Of those who did report spending time each month in volunteer/community service, almost sixty percent indicated they volunteered one to four hours.
4. Eighty-three percent of the respondents reported being involved in one or more volunteer organization since graduating from Creighton with almost half (46%) having being involved in three or more. Although involvement varies significantly by year of graduation, the organizations/groups most popular with these alumni were parish or local church (45%), community effort or neighborhood groups (34%) and human services organizations (30%).
5. The reasons most often cited as the motivation for participating in volunteer activities reflect Jesuit values of serving others and promoting social justice: a desire to help people (97%), wanting to do something about an issue that matters personally (91%), wanting to do their part as a community member (88%), and wanting to create a more equitable society (63%).
6. Overall, slightly over 60% agreed that supporting not-for-profit organizations with financial donations was a high priority for them. As expected, older alumni contribute more money to non-profit organizations than the younger alumni. The average donation of those who graduated in 1989 falls between \$500 and \$2,999 whereas the average donation of those who graduated in 1999 falls between \$100 and \$999.
7. While there are statistically significant differences by year of graduation, overall these alumni were very positive regarding the skills they gained as a result of their Creighton education. Directly related to the University outcomes articulated by Fr. Schlegel:
 - 92% agreed that the courses in their major gave them a depth and breadth of knowledge and skills in their discipline,

- 90% agreed that Creighton had given them the skills to “think critically/analytically”,
- 82% agreed that Creighton had given them the skill to “commit to learning as a life-long endeavor”,
- 77% agreed that Creighton had given them the skills to “write effectively” and 76% agreed that Creighton had given them the skills to “speak articulately”,
- 71% agreed that Creighton had given them the skills to “appreciate cultures different from my own” and
- 70% agreed that Creighton influenced them “develop a commitment to the service of others”,

8. While significantly higher percentages of Roman Catholic alumni agreed that Creighton had influenced them to apply moral/ethical guidelines in their day-to-day life and develop a personal code of values/ethics, non-Roman Catholic alumni were also influenced in those areas by their Creighton education. Over seventy percent of non-Roman Catholic alumni agreed that Creighton had influenced them to apply moral and ethical guidelines in their everyday life and develop a personal code of values/ethics.

9. In addition to friends and employment, these alumni cited the following as having had a “strong” effect on preparing them for life after college: living in a residence hall (49%), mentors (41%), interactions with Jesuits (40%) and involvement in community service/volunteer work (36%).

Fifty-three percent (104) of the 1999 respondents to the alumni survey had also participated in the freshman and senior surveys while students at Creighton. While the number is too small to draw conclusions that could be said to be representative of the entire class, we can follow these individuals and determine changes in attitudes in seven different areas from their freshman year (Freshman Survey) at Creighton through their senior year (Senior Survey) to seven years after graduation (Alumni Survey).

1. While overall support for the importance of becoming a community leader lessened between freshman year and seven years after graduation, the importance of developing a meaningful philosophy of life increased as these alumni got older.

2. Creighton has always attracted a high percentage of students who care about others. This concern for others is reflected in their attitude about the importance of helping others in difficulty. In each of the survey administrations, seventy-two percent rated helping others in difficulty as very important/essential.

3. For these alumni, the goals of promoting racial understanding, influencing social values, keeping up to date with politics, and participating in community action programs were more important as they matured than they had been as freshmen.

Creighton University Alumni Survey 2006
Detailed Report

In spring 2006, the undergraduate alumni survey underwent dramatic revision by a sub-committee of the University Assessment Committee. Unlike the previous Creighton alumni survey, this questionnaire did not ask alumni if they were satisfied with their Creighton experience. Instead the questions were designed to both elicit “behaviors” that support the Creighton mission and determine how Creighton may have contributed to disciplinary, professional and ethical competency. The instrument was piloted over the summer to a group of Omaha area alumni and approved for distribution by the President’s Cabinet in September 2006.

A total of fourteen hundred thirty-eight surveys were distributed in October 2006 to undergraduate alumni who had graduated in 1989 and 1999 by means of email (to those for whom Creighton had email addresses) and surface mail. Seven hundred eighty-eight surveys were sent by surface mail and six hundred fifty were distributed electronically. Overall response rate was 22% for surface mail and 26% for e-mail, a total of 24%. Because of the low response rate, the results should be considered suggestive rather than definitive.

Mean scores were computed to ascertain any statistically significant differences in the responses between sexes, graduation year and schools/colleges of enrollment.

Advanced Degrees

Fifty-four percent of the respondents who graduated in 1989 and forty-nine percent of those graduating in 1999 reported having completed at least one additional degree since leaving Creighton. Four additional individuals (2%) from the class of 1999 are currently pursuing graduate/professional school. As seen below, men are more likely than women to pursue advanced education, especially professional degrees.

	<i>MA/MS</i>	<i>MBA</i>	<i>JD</i>	<i>DDS</i>	<i>MD</i>	<i>PhD</i>	<i>Other</i>
1989 Graduates							
Men	16%	11%	11%	2%	19%	0%	4%
Women	37%	1%	5%	0%	2%	1%	5%
Arts & Sciences	36%	1%	7%	1%	14%	1%	3%
Business	9%	18%	15%	0%	0%	0%	0%
Nursing	44%	0%	0%	0%	0%	0%	0%
Pharmacy/Allied Health	20%	0%	0%	0%	7%	0%	13%

	<i>MA/MS</i>	<i>MBA</i>	<i>JD</i>	<i>DDS</i>	<i>MD</i>	<i>PhD</i>	<i>Other</i>
1999 Graduates							
Men	13%	9%	7%	4%	19%	0%	0%
Women	30%	4%	1%	1%	4%	1%	8%
Arts & Sciences	33%	3%	3%	3%	14%	1%	8%
Business	6%	21%	6%	0%	0%	0%	0%
Nursing	27%	0%	0%	0%	0%	0%	0%
Pharmacy/Allied Health	0%	8%	0%	0%	7%	0%	23%

While Creighton graduates have attended graduate and professional schools all across the country, the two largest single providers of advanced degrees to these Creighton alumni are the University of Nebraska system (UNO, UNMC and UNL) and Creighton itself. In fact, thirty percent of the advanced degrees awarded to 1989 graduates and almost fifty percent of the advanced degrees awarded to 1999 graduates were from these four institutions. Sixteen percent of the 1989 alumni and twenty three percent of the 1999 graduates received advanced degrees from the University of Nebraska system. Fourteen percent of the 1989 alumni and twenty-four percent of the 1999 graduates were awarded advanced degrees by Creighton.

Preparation for Graduate School

Sixty-five percent of the 1989 graduates and sixty-six percent of the 1999 graduates who had pursued further education indicated they were better prepared than their classmates. There were no meaningful differences between graduation years, sex, advanced degree obtained or college of undergraduate enrollment on the question related to preparation for graduate school.

Continuing Education

Nineteen percent of the 1989 alumni and twenty percent of the 1999 alumni reported taking advantage of other learning opportunities since graduating from Creighton that were not degree related. These other learning opportunities included advanced military education, foreign language and computer classes, and gardening and interior design.

Employment

Overall approximately eighty percent of each class is employed full-time. However, this figure masks the statistically significant difference in employment status between sexes. As seen below, men are more likely to be employed full-time than women who are more likely to be employed part-time. Unfortunately the survey did not ask if the part-time employment was by choice. That option will be added to the survey next year.

	<i>Employed Full-time</i>	<i>Employed Part-time</i>	<i>Homemaker</i>
1989 Graduates			
Men	95%	2%	2%
Women	69%	19%	10%
1999 Graduates			
Men	96%	0%	0%
Women	73%	17%	7%

Voter Status

The alumni were asked two questions related to behaviors that indicate civic engagement—whether they were registered to vote and whether they voted in the last Presidential election. Ninety-seven percent of the alumni who graduated in 1989 are both registered to vote and voted in the last Presidential election. Ninety-four percent of those graduating in 1999 are registered to vote and all but three percent reported voting in the last Presidential election. On the chance that some of the non-registered alumni might not be U.S. citizens, a question regarding citizenship will be added to the survey next year.

Study/Travel Abroad

Two questions intended to elicit behaviors related to cultural competence were included- whether or not alumni had studied abroad while attending Creighton and whether or not they had traveled abroad in the past two years.

Study abroad opportunities, especially faculty-led summer programs to Europe and the Dominican Republic, were not as available to alumni who graduated in 1989 as they were to the 1999 graduates. Not surprisingly then, only seven percent of the 1989 alumni reported they had studied abroad, compared to eighteen percent of the 1998 graduates.

Some representative comments on the affect of studying/living abroad were:

- "Changed my world perspective - created an international community base. Gave me the courage to travel independently, appreciate other cultures – best college experience I had." 1989, Female, Journalism major
- "It made me a life long believer in travel as a strong source of education in general and affects my political and philosophical outlook." 1989, Male, Psychology and Management major
- "It gave me a broader view of the world, helped me to realize that I'm connected to people who are parts of other cultures and places." 1999, Female, History major
- "Though I did not study abroad, I participated in the ILAC program. It has completely directed my career path." 1999, Female, Elementary Education major
- "Studying abroad inspired me to learn more about how other countries approach some of the same issues that the US faces. I wrote my capstone paper in graduate school on the similarities and differences between visitability policies in the US and UK." 1999, Female, Exercise Science major
- "I took part in Semestre Dominicano and learned so much. While it hasn't really affected my career choices, it did add a lot to my overall education." 1999, Female, Accounting major

The table below shows that while, overall, half of the alumni from both classes reported they had traveled abroad in the past two years, there are significant differences between the experiences of men and women and foreign travel¹. Fully one-third more men than women in each class had traveled abroad.

<i>Traveled abroad</i>	<i>For Business</i>	<i>For Pleasure</i>	<i>For Business and Pleasure</i>	<i>Total traveling abroad</i>
1989 Graduates				
Men	7%	32%	23%	62%
Women	1%	31%	8%	40%
1999 Graduates				
Men	2%	38%	21%	61%
Women	1%	34%	9%	44%

Volunteer/Community Service

In order to better understand the volunteering/community service habits of our alumni, the survey asked questions about their attitude toward volunteer work, the number of hours they spent doing volunteer work, the organizations where they volunteered and their motivation for providing service to others.

Alumni who graduated in 1989 were significantly more likely than those who graduated in 1999 to agree that volunteer work was a priority. The 1989 graduates also reported spending significantly more time each month on volunteer activities in a significantly broader range of organizations than the 1999 alumni.

¹ The results of statistical tests are reported in Appendix A.

Sixty-three percent of the 1989 alumni agree that volunteer work is a priority for them; 81% (82% of the men and 80% of the women) reported spending at least one hour per month volunteering in an average of three different organizations. Fifty-one percent of the 1999 alumni agree that volunteer work is a priority for them; 72% (71% of the men and 72% of the women) reported spending at least one hour per month volunteering in an average of two different organizations.

This difference in response by age is understandable. Those who graduated in 1989, now in their late 30's are no doubt much more established in their careers, their communities and their family life than those who graduated in 1999, now in their late 20's. Volunteer/community service for these younger alumni may not be a realistic part of their lives at this point in their careers.

While the data showed that those who studied abroad, regardless of graduation year, were significantly more likely to agree that volunteer work was a priority than those who did not, there was no meaningful difference in the number of hours spent volunteering or the breadth of involvement between the two groups.

There were no meaningful differences between sexes or undergraduate school of enrollment in the attitudes toward the importance of volunteering, the number of hours spent volunteering or the breadth of involvement.

Type of organization

Alumni were asked to report the types of organizations where they volunteered and if they had played a leadership role in any of them. As seen below, the highest percentage of volunteer/community service activity for each class is spent serving parishes or local churches as both volunteers and in leadership roles.

Statistical tests revealed no meaningful differences between sexes or undergraduate school/colleges of enrollment related to the type of organizations chosen for volunteer activities.

Organization	1989 Leadership role	1989 Volunteer only	1989 Total
Parish or local church	24%	36%	60%
School or educational-related organization (e.g. PTA, AAUW)	15%	22%	37%
Sports or recreational organization	15%	21%	36%
Community effort or neighborhood group	15%	20%	35%
Human Services organizations (e.g. American Red Cross, United Way, etc.)	8%	24%	32%
Hospital/health related organization (e.g. Ronald McDonald House, American Lung Association, etc.)	11%	18%	29%
Professional organization (e.g. Bar Association, Teacher's Union, etc.)	10%	13%	23%
Cultural or arts organization	6%	9%	15%
Advocacy/issues group (e.g. Humane Society, Sierra Club, etc.)	2%	13%	15%
Civic organization (e.g. Kiwanis, Rotary, etc.)	5%	6%	11%
Political organization/local, state, national campaign	4%	7%	11%
Creighton University (e.g. Admissions, Alumni Association, Athletic Department, etc.)	4%	4%	8%

Organization	1999 Leadership role	1999 Volunteer only	1999 Total
Parish or local church	8%	26%	34%
Community effort or neighborhood group	4%	29%	33%
Human Services organizations (e.g. American Red Cross, United Way, etc.)	5%	24%	29%
Hospital/health related organization (e.g. Ronald McDonald House, American Lung Association, etc.)	7%	16%	23%
School or educational-related organization (e.g. PTA, AAUW)	5%	16%	21%
Professional organization (e.g. Bar Association, Teacher's Union, etc.)	5%	14%	19%
Sports or recreational organization	3%	12%	15%
Advocacy/issues group (e.g. Humane Society, Sierra Club, etc.)	2%	13%	15%
Cultural or arts organization	1%	8%	9%
Civic organization (e.g. Kiwanis, Rotary, etc.)	3%	5%	8%
Political organization/local, state, national campaign	3%	5%	8%
Creighton University (e.g. Admissions, Alumni Association, Athletic Department, etc.)	3%	4%	7%

Motivation

The survey listed ten reasons that could be motivators for participating in volunteer activities. Alumni were presented with a three point response scale: major reason, minor reason, not a reason.

The three reasons listed most frequently by both classes as major motivators for volunteering reflect alumni who are willing to provide a leadership role in their communities in the service of others.

Percent indicating "major" reason for participating in community service/volunteer activities	1989 Alumni	1999 Alumni
Want to help people	85%	87%
Want to do something about an issue that matters to me	69%	61%
Want to do my part as a community member	55%	35%
Want to express my faith	36%	22%
Want to create a more equitable society	31%	27%
Want to work with people who share my ideals	25%	20%
Want to fulfill my civic duty	18%	11%
Want to change laws or policies	15%	11%
Want to meet new people	14%	22%
Want to build business networking opportunities	6%	18%

Differences between the two classes on their motivation for doing volunteer work follow the same theme as seen when looking at the difference in the number of hours spent volunteering. The 1989 alumni were significantly more likely than the younger alumni to report "want to do my part as a community member" and "want to express my faith" were major reasons for

participating in volunteer activities. The 1999 alumni, however, were significantly more likely than the older alumni to indicate “want to meet new people” and “want to build business networking opportunities” were the major reasons for their participation.

Financial Support to Non-Profit Organizations

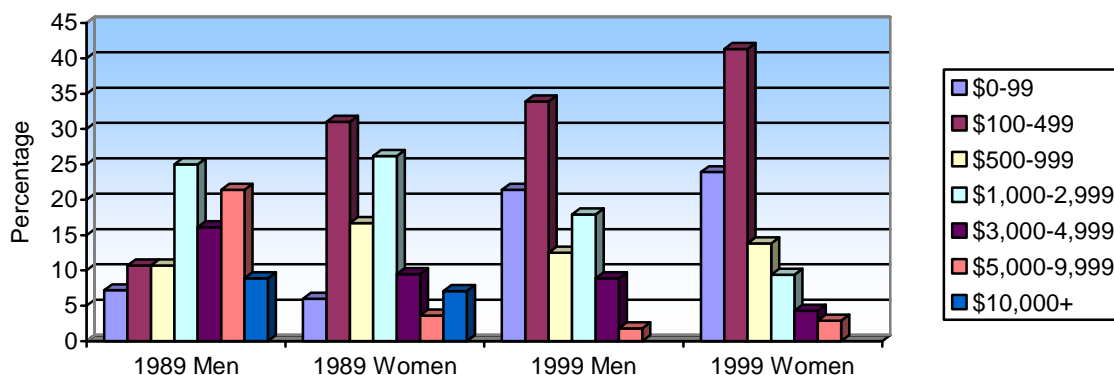
While the giving of time to non-profit groups is essential to understanding the current values of Creighton alumni, it was felt that it was also important to know the extent to which our alumni provided financial support to these groups. The survey, therefore, asked questions related to their attitude toward supporting non-profit groups financially and the total dollar amount given the previous year.

Once again, there were differences between the two class years. Alumni who graduated in 1989 were significantly more likely than those who graduated in 1999 to agree that supporting non-profit organizations with financial donations was a high priority. The 1989 graduates, as a group, also reported donating significantly more money to non-profit organizations than the 1999 alumni.

Seventy-four percent of the 1989 alumni agree that supporting not-for-profit organizations with financial donations is a high priority and their average donation falls between \$500 and \$2,999. Fifty-six percent of the 1999 alumni agree that supporting not-for-profit organizations with financial donations is a high priority and their average donation falls between \$100 and \$999.

It is also worth noting that while the dollar amount given by men and women from the class of 1989 differed significantly (46% of the men donated \$3,000 or more compared to 11% of the women), there was no meaningful difference between the sexes in the 1999 class. Additionally, while College of Business graduates in 1999 reported donating significantly more money to non-profit organizations than Arts and Sciences graduates, there were no statistically significant differences by school/college in the 1989 group.

Donation Patterns by Class and Sex



Life Objectives/Life Goals

Alumni were asked to rate the personal importance of thirteen potential life goals. They were given a four point response scale: essential, very important, somewhat important and not important.

As can be seen in the table below, while different in intensity of support, the ranking of the life goals in personal importance by alumni, ten years apart, is almost identical. Further, the only two life goals that are in altered order result from the younger alumni rating “improving my understanding of other countries/cultures” slightly higher in importance than older alumni. As will be seen later in the report, the University’s increased emphasis on and resources devoted to multicultural awareness may have had an impact on attitudes.

Percent indicating “essential” or “very Important”	1989 Alumni	1999 Alumni
Developing close family relationships	95%	93%
Continuing your personal development	78%	88%
Helping others in difficulty	76%	72%
Developing a meaningful philosophy of life	71%	71%
Integrating spirituality into my life	63%	53%
Influencing social values	44%	41%
Improving my understanding of other countries/cultures	42%	44%
Keeping up to date with political affairs	39%	35%
Participating in community action programs	39%	35%
Helping to promote racial understanding	37%	31%
Supporting artistic activities (orchestra, chorus, theater, etc.) in my community	36%	27%
Promoting social justice issues	32%	25%
Becoming a community leader	10%	9%

The only statistically significant difference in the intensity of support for a life goal between the classes related to “integrating spirituality into my life”. A significantly higher percentage of 1989 graduates than 1999 graduates reported that the goal very important or essential.

“Becoming a community leader” is significantly more important to men than to women regardless of graduation year.

Educational Outcomes/Skills Gained at Creighton

Alumni were presented with fourteen educational outcomes and asked whether Creighton had given them the skills to obtain the outcome. A five point response scale was presented: agree strongly, agree somewhat, neutral, disagree somewhat and disagree strongly.

The chart below lists the percentage of alumni, by class, who agree strongly that Creighton had helped them gain the skill to achieve the educational outcome in descending order of frequency. As can be seen, regardless of graduation year, the top two educational outcomes are the ability to think critically/analytically and a commitment to learning as a life-long endeavor. While the ordering of Creighton’s assistance in obtaining the outcomes is slightly different below the first two, there are only statistically significant differences between the two classes on two educational outcomes.

The younger alumni are significantly more likely to agree that Creighton gave them the skills to “appreciate cultures different from my own” than the older alumni. It would be interesting to hold focus groups with these alumni to determine what Creighton offered these younger alumni that prompted them to give the University credit for this skill. The younger alumni are also significantly more likely to agree that Creighton gave them the skills to “use technology” than the older alumni, a difference we have seen in previous alumni surveys (1998, 2000, 2006).

Percent indicating “agree strongly”	1989 Alumni	Percent indicating “agree strongly”	1999 Alumni
Think critically/analytically	45%	Think critically/analytically	48%
Commit to learning as a life-long endeavor	43%	Commit to learning as a life-long endeavor	40%
Identify moral and ethical issues	42%	Define and solve problems	38%
Define and solve problems	40%	Understand difficult and complex written information	37%
Understand difficult and complex written information	35%	Synthesize and organize ideas	37%
Write effectively	32%	Write effectively	36%
Appreciate the importance of my involvement in the community	30%	Appreciate cultures different from my own	32%
Synthesize and organize ideas	30%	Identify moral and ethical issues	32%
Lead or guide others	29%	Apply theories to practical problems	28%
Apply theories to practical problems	28%	Speak articulately	28%
Appreciate cultures different from my own	25%	Lead or guide others	25%
Analyze relevant social issues	26%	Analyze relevant social issues	21%
Speak articulately	25%	Use technology	21%
Use technology	16%	Appreciate the importance of my involvement in the community	21%

There were no meaningful differences between the men and women graduating in 1999 on Creighton’s impact on any of the outcomes. There were significant differences, however, between men and women in the 1989 class on four outcomes: men were significantly more likely than women to indicate Creighton helped them gain skills in “analyze relevant social issues, apply theories to practical problems, think critically/analytically” and “understand difficult and complex written information.”

Creighton Educational Influence

This section of the survey sought to assess Creighton’s perceived influence on the development of faith, a spiritual foundation, a personal code of ethics, and a commitment to service and justice. A five point response scale was presented: agree strongly, agree somewhat, neutral, disagree somewhat and disagree strongly. There were no meaningful differences between sex, graduation year, or college/school of enrollment on any of the six statements in this section.

There were, however, significant differences between Roman Catholic and non-Roman Catholic alumni in both classes on every question. The following tables, therefore, presents the responses contrasted by religion.

Percent indicating Creighton influenced me:	1989 Catholic	1989 Not-Catholic
Apply moral/ethical guidelines in my day-to-day life	89%	78%
Develop a mature sense of faith	79%	54%
Develop a personal code of values/ethics	88%	73%
Develop a strong spiritual foundation	78%	51%
Develop a commitment to the service of others	80%	49%
Develop a commitment to justice	66%	46%

Percent indicating Creighton influenced me:	1999 Catholic	1999 Not-Catholic
Apply moral/ethical guidelines in my day-to-day life	82%	68%
Develop a mature sense of faith	75%	41%
Develop a personal code of values/ethics	83%	69%
Develop a strong spiritual foundation	68%	46%
Develop a commitment to the service of others	79%	56%
Develop a commitment to justice	57%	40%

Both 1989 and 1999 non-Catholic alumni report the most agreement with Creighton’s influence on their ability to apply moral/ethical guidelines in everyday life and the development of a personal code of values/ethics.

The disparity between the groups on the question related to service of others necessitates more research as there are no meaningful differences between Catholic and non-Catholic alumni graduating in 1989 or 1999 on the number of hours currently spent per month in volunteer/community service or the number of community organizations with whom they are involved.

Preparation for life after Creighton

Alumni were asked what impact eleven possible college experiences may have had in preparing them for life after college. A four point response scale was presented: none, little, moderate, strong and not applicable. “Not applicable” responses are not included in the calculations.

When looking at which Creighton experiences had “strongest” effect in preparing these alumni for life after college, both classes listed the eleven experiences in the same order.

Percent indicating the experience had a “strong” effect	1989 Alumni	1999 Alumni
Friendships/interactions with other students	67%	76%
Work/employment during college	56%	53%
Mentors	42%	41%
Interaction with Jesuits	41%	40%
Living in a Creighton residence hall	52%	46%
Involvement in community service/volunteer work	36%	36%
Involvement in Student Government/student clubs	28%	27%
Involvement in academic clubs/activities	26%	21%
Involvement in athletics/intramurals	26%	18%
Involvement in Campus Ministry programs/retreats	24%	15%
Involvement in residence life programs	24%	14%

The only statistically significant difference between sexes was involvement with Campus Ministry programs/retreats. Higher percentages of women in both classes reported involvement in this area than men. The only statistically significant difference between Catholic and non-Catholic alumni involved 1999 alumni when Roman Catholic students reported significantly more involvement with Campus Ministry programs/retreats than non-Roman Catholic students.

Academic experience at Creighton

Alumni were asked four questions about the courses overall and courses and advising in their major field of study. A five point response scale was presented: agree strongly, agree somewhat, neutral, disagree somewhat and disagree strongly.

Overall, over ninety percent of each class agreed that the courses in general and the courses in their major were academically challenging and over eighty-seven percent of each class agreed that the courses in their major gave them depth and a breadth of knowledge and skills in their discipline. The response to the question relative to advising however did not receive such positive support. Only seventy percent of the 1989 alumni and seventy-six percent of the 1999 alumni reported they were satisfied with the advising they received from faculty in their major.

The 1989 alumni were of one mind regarding their academic experience – there were no meaningful differences between sex or school/college of enrollment on any of the four questions. Significant differences were bountiful however among the 1999 graduates.

Significantly more women than men agreed that the courses they took, both in general and in their major, were academically challenging and that their major courses gave them depth and breadth of knowledge in the discipline. Further, 1999 Arts and Sciences and Nursing graduates were significantly more likely to report their major courses gave them depth and breadth of knowledge in the discipline.

While an analysis of these questions by major field of study would no doubt offer some insights for academic departments, the number of majors per year is too small to draw any meaningful conclusions for this survey administration.

Conclusion – Detailed Report

Unlike the previous Creighton alumni survey, this questionnaire did not ask alumni if they were satisfied with their Creighton experience. Instead, the questions were designed to both elicit “behaviors” that support the Creighton mission and determine how Creighton may have contributed to disciplinary, professional and ethical competency.

A review of the “behaviors” shows that:

- 96% are registered to vote and 94% voted in the last presidential election;
- 96% gave money to non-profit organizations last year with half giving \$500 or more;
- 76% spend at least one hour per month in volunteer or community service; and
- 63% reported they had participated in other learning opportunities since leaving Creighton, be that advanced degrees or non-credit experiences.

A review of Creighton’s contribution to disciplinary, professional and ethical competency shows that:

- 90% agreed that Creighton gave them the skills to think critically and analytically;
- 87% agreed that Creighton gave them the skills to define and solve problems;
- 85% agreed that Creighton gave them the skills to identify moral and ethical issues;
- 80% agreed their Creighton education influenced them to apply moral and ethical guidelines in their day-to-day lives and
- 80% agreed their Creighton education influenced them to develop a personal code of values/ethics.

These data as well as the comments made by the alumni about the most important or useful result of their Creighton education support the assertion that Creighton is producing graduates

who are academically as well as professionally competent, values centered and disposed to service and life-long learning.

Part II Creighton University Alumni Survey 2006 Longitudinal Data Report

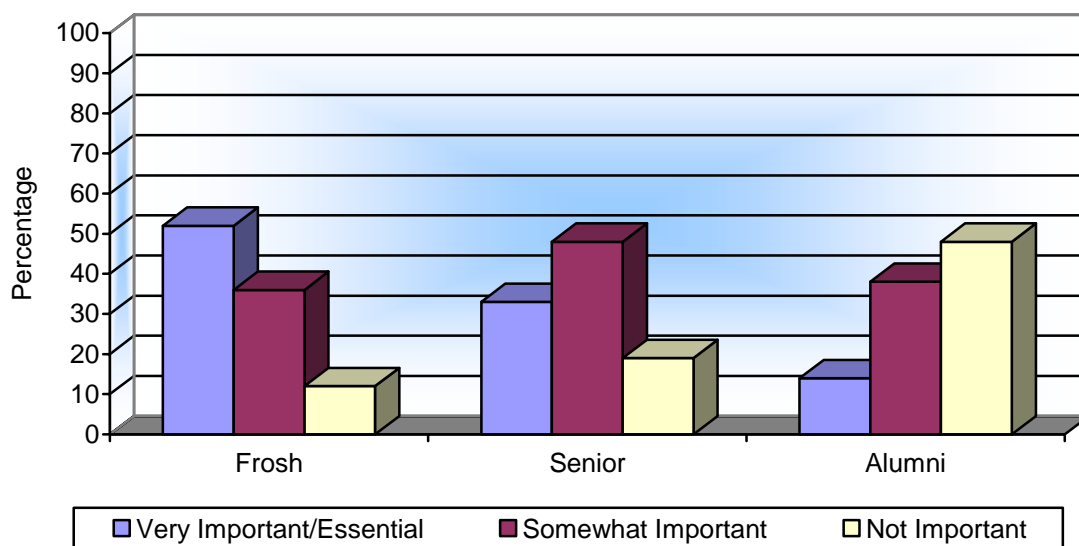
Fifty-three percent (104) of the 1999 respondents to the alumni survey had also participated in the freshman and senior surveys while students at Creighton. While the number is too small to draw conclusions that could be said to be representative of the entire class, we can follow these individuals and determine changes in attitudes from their freshman year (Freshman Survey) at Creighton through their senior year (Senior Survey) to seven years after graduation (Alumni Survey).

This version of the alumni survey included seven questions relative to the importance of life goals – becoming a community leader, developing a meaningful philosophy of life, helping others in difficulty, promoting racial understanding, influencing social values, keeping up to date with politics and participating in community action programs. Response choices on all three instruments were “essential”, “very important”, “somewhat important” and “not important”.

Becoming a Community Leader

Looking at the 1999 alumni as a total group, it is apparent that “becoming a community leader” became less important to these individuals as they became older. As shown below, in an approximately eleven year span, the percentage of individuals who rated “becoming a community leader” as essential or very important dropped thirty-eight percentage points.

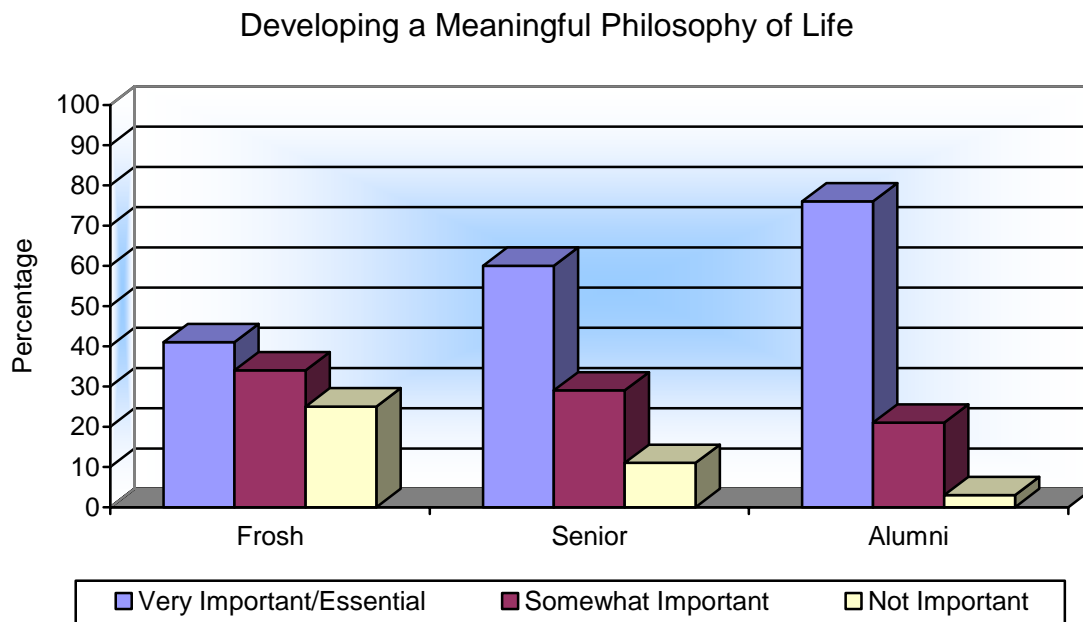
Becoming a Community Leader



While there are no meaningful differences between men and women in their attitudes toward the importance of “becoming a community leader” their freshman or senior year in college, men are three times more likely to indicate this is important seven years after graduation than women (18% of the men compared to 6% of the women).

Developing a Meaningful Philosophy of Life

Juxtaposed to what was seen above, “developing a meaningful philosophy of life” became more important to these individuals as they became older. As shown below, in an approximately eleven year span, the percentage of individuals who rated “developing a meaningful philosophy of life” as essential or very important increased thirty-five percentage points.



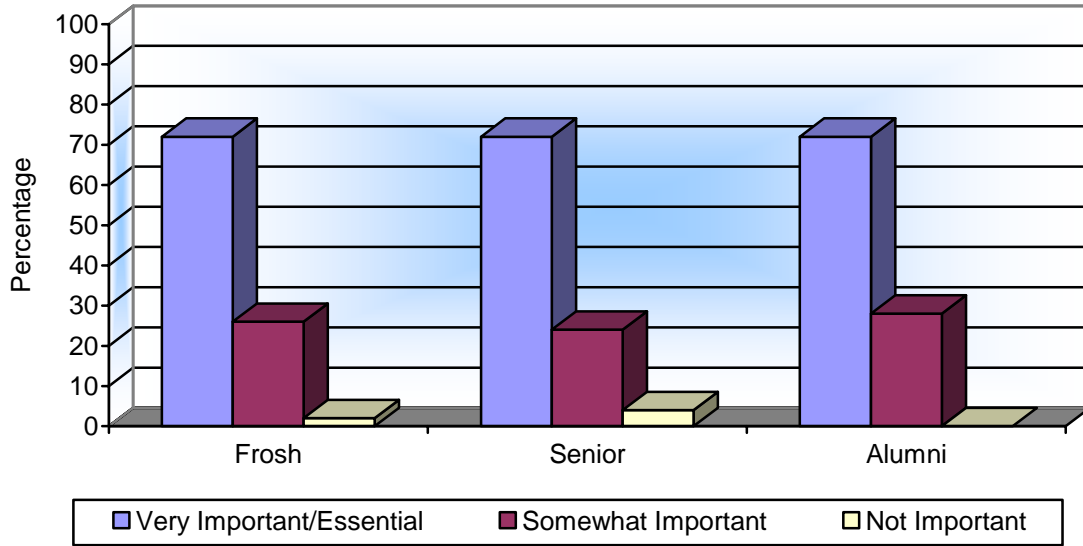
There were no meaningful differences between the sexes on the importance of developing a meaningful philosophy of life.

Helping Others in Difficulty

No doubt because of the professional education in law, medicine, dentistry, pharmacy and allied health, Creighton has always attracted students who care about others. This care for others is reflected in their attitudes about the importance of helping others. As can be seen in the chart below, in each survey administration, seventy-two percent of the respondents reported that “helping others in difficulty” was essential or very important. By seven years after graduation, there were no individuals who rated this goal “not important”.

There were no meaningful differences between the sexes on the importance of helping others in difficulty.

Helping Others In Difficulty

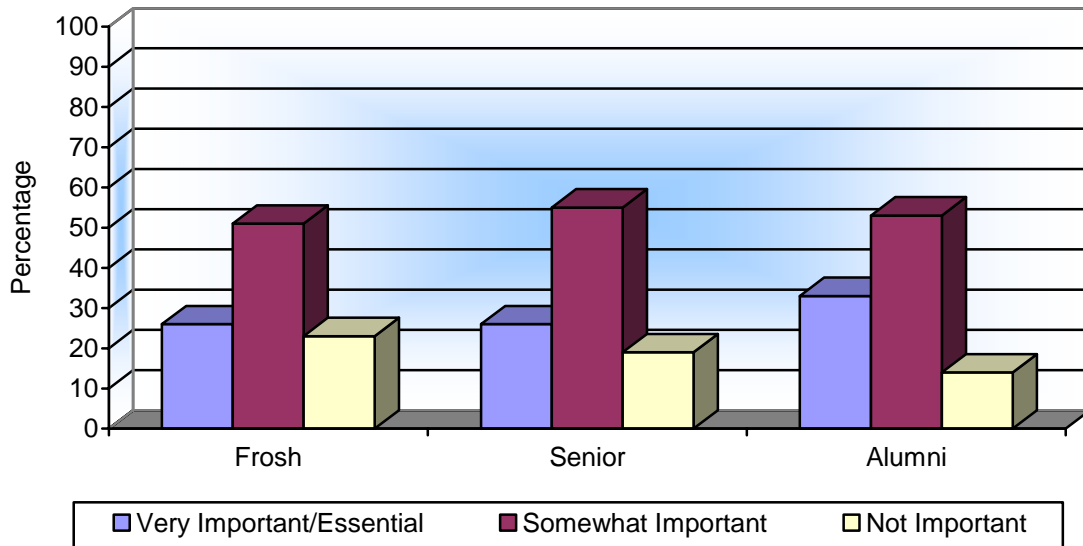


Promoting Racial Understanding

There was very slight movement on attitudes toward the importance of “promoting racial understanding” between freshman year and seven years after graduation. As alumni, one-third reported it was very important or essential compared to twenty-six percent freshman year and fourteen percent indicated “promoting racial understanding” was not important, nine percentage points less than freshman year.

While women were significantly more likely to rate “promoting racial understanding” as essential/very important as freshmen and seniors, this difference was not evident as alumni.

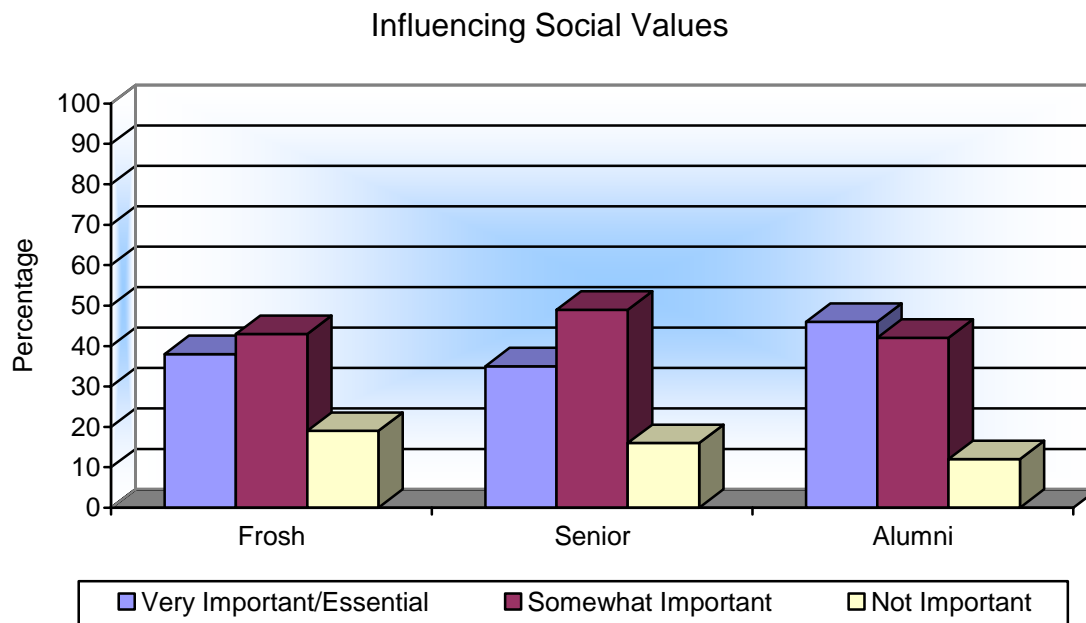
Promoting Racial Understanding



Influencing Social Values

The percentage that agreed "influencing social values" was very important or essential dropped slightly from freshman year (38%) to senior year (35%) but increased seven years after graduation to forty-six percent. Likewise the percentage that reported "influencing social values" was not important dropped from nineteen percent as freshmen to sixteen percent as seniors to twelve percent as alumni.

There were no meaningful differences between the sexes on the importance of influencing social values.

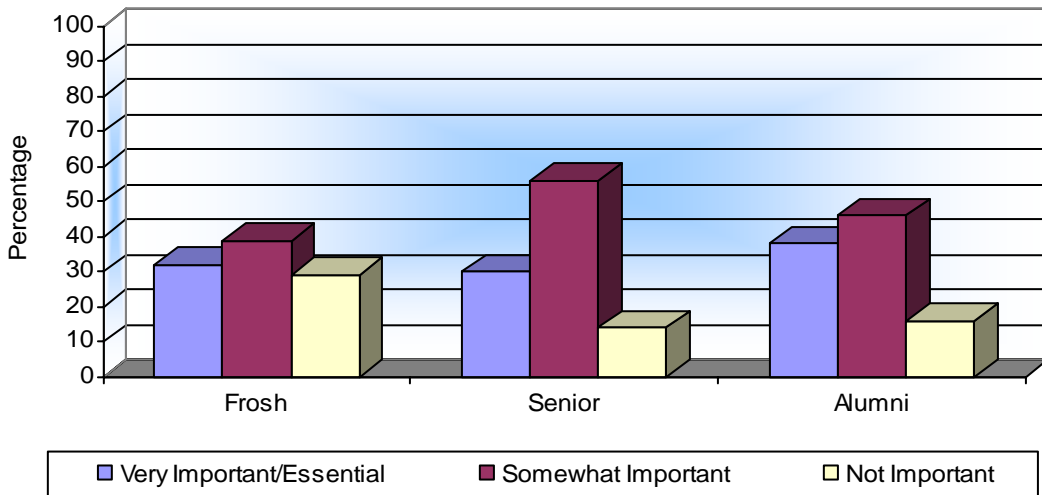


Keeping Up To Date With Politics

The percentage agreeing that "keeping up to date with politics" was very important or essential dropped slightly from freshman year (32%) to senior year (30%) but increased seven years after graduation to thirty-eight percent. Likewise the percentage that reported "keeping up to date with politics" was not important dropped from nineteen percent as freshmen to sixteen percent as seniors to twelve percent as alumni.

As alumni, significantly more men agreed that "keeping up to date with politics" was very important or essential than women (48% compared to 30%, respectively).

Keeping Up To Date With Politics

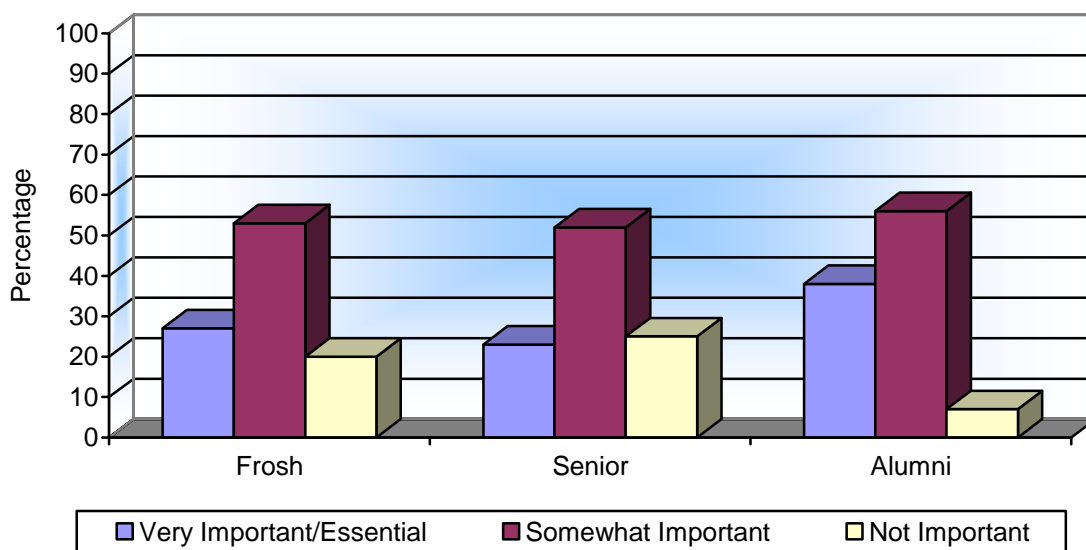


Participating in Community Action Programs

The percentage agreeing that "participating in community action programs" was very important or essential dropped slightly from freshman year (27%) to senior year (23%) but increased seven years after graduation to thirty-eight percent. The percentage that reporting "participating in community action programs" was not important increased from twenty percent as freshmen to twenty-five percent as seniors but then dropped dramatically to seven percent as alumni.

There were no meaningful differences between the sexes on the importance of participating in community action programs.

Participating in Community Action Programs



Conclusion – Longitudinal Data Report

A higher percentage of the 1999 alumni indicated the goals of developing a meaningful philosophy of life, promoting racial understanding, influencing social values, keeping up to date with politics and participating in community action programs were essential or very important seven years after graduating from Creighton than they had as freshmen. The percentage who reported helping others in difficulty was essential or very important did not change from their freshman year to seven years after graduation (72%). Finally, a lower percentage indicated becoming a community leader was essential or very important as alumni than had as freshmen.

Appendix A
Statistical Findings

	<u>Mean 1</u>	<u>Mean 2</u>	<u>Signif.</u>
<u>Page 7</u>			
Have traveled abroad in the last 2 years 1989 (Scale 0-1)	0.61 (Men)	.040 (Women)	.015
Have traveled abroad in the last 2 years 1999 (Scale 0-1)	0.61 (Men)	.043 (Women)	.027
“Volunteer work is a priority for me.” (Scale 1-5)	3.80 (1989)	3.42 (1999)	.002
“Approximately how many hours per month do you spend doing volunteer/community service?” (Scale 1-5)	2.72 (1989)	2.11 (1999)	.000
Number of organizations where volunteer work performed (Scale 0-12)	2.94 (1989)	2.08 (1999)	.000
<u>Page 8</u>			
“Volunteer work is a priority for me.” 1989 (Scale 1-5)	4.63 (SA)	3.80 (No-SA)	.031
“Volunteer work is a priority for me.” 1999 (Scale 1-5)	3.88 (SA)	3.35 (No-SA)	.008
<u>Page 9</u>			
“Want to do my part as a community member.” (Scale 1-3)	2.45 (1989)	2.22 (1999)	.005
“Want to express my faith” (Scale 1-3)	2.00 (1989)	1.73 (1999)	.008
<u>Page 10</u>			
“Want to meet new people” (Scale 1-3)	1.73 (1989)	1.91 (1999)	.036
“Want to build business networking opportunities” (Scale 1-3)	1.38 (1989)	1.67 (1999)	.001
“Supporting not-for-profit organizations with financial donations is a high priority for me.” (Scale 1-5)	3.91 (1989)	3.53 (1999)	.000
Dollar amount donated to non-for-profit organizations last year (Scale 1-9)	5.76 (1989)	4.22 (1999)	.000
Dollar amount donated to non-for-profit organizations last year 1989 (Scale 1-9)	5.39 (Men)	4.60 (Women)	.000
Dollar amount donated to non-for-profit organizations last year 1999 (Scale 1-9)	4.58 (COBA)	3.95 (Arts)	.007
<u>Page 11</u>			
“Integrating spirituality into my life” (Scale 1-4)	2.90 (1989)	2.64 (1989)	.015
“Becoming a community leader” 1989 (Scale 1-4)	1.75 (Men)	1.40 (Women)	.006
“Becoming a community leader” 1999 (Scale 1-4)	1.86 (Men)	1.47 (Women)	.001
“Appreciate cultures different than my own” (Scale 1-5)	3.73 (1989)	4.04 (1999)	.003
“Use technology” (Scale 1-5)	3.41 (1989)	3.81 (1999)	.000
<u>Page 12</u>			
“Analyze relevant social issues” 1989 (Scale 1-5)	4.05 (Men)	3.84 (Women)	.008
“Apply theories to practical problems” 1989 (Scale 1-5)	4.25 (Men)	3.86 (Women)	.007
“Think critically/analytically” 1989 (Scale 1-5)	4.48 (Men)	4.11 (Women)	.010
“Understand difficult and complex written information” 1989 (Scale 1-5)	4.30 (Men)	3.90 (Women)	.008
“Creighton influenced me to apply moral/ethical guidelines in my day-to-day life” 1989 (Scale 1-5)	4.28 (RC)	3.90 (Not-RC)	.007
“Creighton influenced me to apply moral/ethical guidelines in my day-to-day life” 1999 (Scale 1-5)	4.18 (RC)	3.83 (Not-RC)	.002
“Creighton influenced me to develop a mature sense of faith” 1989 (Scale 1-5)	4.11 (RC)	3.51 (Not-RC)	.001
“Creighton influenced me to develop a mature sense of faith” 1999 (Scale 1-5)	4.01 (RC)	3.36 (Not-RC)	.000
“Creighton influenced me to develop a personal code of values/ethics” 1989 (Scale 1-5)	4.29 (RC)	3.90 (Not-RC)	.006

Appendix A (continued)
Statistical Findings

Page 12 (continued)

	<u>Mean 1</u>	<u>Mean 2</u>	<u>Signif.</u>
"Creighton influenced me to develop a personal code of values/ethics" 1999 (Scale 1-5)	4.16 (RC)	3.84 (Not-RC)	.005
"Creighton influenced me to develop a strong spiritual foundation" 1989 (Scale 1-5)	4.10 (RC)	3.41 (Not-RC)	.000
"Creighton influenced me to develop a strong spiritual foundation" 1999 (Scale 1-5)	3.92 (RC)	3.16 (Not-RC)	.000
"Creighton influenced me to develop a commitment to the service of others" 1989 (Scale 1-5)	4.13 (RC)	3.51 (Not-RC)	.000
"Creighton influenced me to develop a commitment to the service of others" 1999 (Scale 1-5)	4.01 (RC)	3.631 (Not-RC)	.005
"Creighton influenced me to develop a commitment to justice" 1989 (Scale 1-5)	3.82 (RC)	3.44 (Not-RC)	.019
"Creighton influenced me to develop a commitment to justice" 1999 (Scale 1-5)	3.76 (RC)	3.29 (Not-RC)	.019

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Involvement in Campus Ministry programs/retreats 1989 (Scale 1-4)	2.98 (Men)	3.65 (Women)	.011
Involvement in Campus Ministry programs/retreats 1999 (Scale 1-4)	3.02 (Men)	3.58 (Women)	.027
Involvement in Campus Ministry programs/retreats 1999 (Scale 1-4)	3.64 (RC)	3.25 (Non-RC)	.004

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"Overall, the courses I took at Creighton were academically challenging." 1999 (Scale 1-5)	4.24 (Men)	4.59 (Women)	.000
"Overall, the courses in my major were academically challenging." 1999 (Scale 1-5)	4.27 (Men)	4.54 (Women)	.013
"The courses in my major gave me depth and a breadth of knowledge and skills in the discipline." 1999 (Scale 1-5)	4.13 (Men)	4.52 (Women)	.002
"The courses in my major gave me depth and a breadth of knowledge and skills in the discipline." 1999 (Scale 1-5)	4.47 (Arts)	4.00 (COBA)	.023
"The courses in my major gave me depth and a breadth of knowledge and skills in the discipline." 1999 (Scale 1-5)	4.65 (Nursing)	4.00 (COBA)	.013

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"Become a community leader" 1999 Alumni (Scale 1-4)	1.86 (Men)	1.47 (Women)	.001
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Page 17

"Promote racial understanding" 1999 CIRP (Scale 1-4)	1.84 (Men)	2.25 (Women)	.016
"Promote racial understanding" 1999 CSS (Scale 1-4)	1.92 (Men)	2.25 (Women)	.041

Page 18

"Keeping up to date with politics" 1999 Alumni (Scale 1-4)	2.54 (Men)	2.18 (Women)	.008
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Individuals mentioned by 1989 Alumni

Rev. Michael Allsop – 2

Tom Baechle

Kate Brown

Martha Brown – 2

Nan Brown

Mary Byers

Sr. Muriel Cameron

Jean Claghtlin (Floor Chaplain)

Rev. Jim Datko

Rev. Don Doll – 2

Rev. Don Driscoll – 2

Rev. Mike Flecky

Nancy Fogerty

Merry Foyt

Beth Furlong

Reloy Garcia

Walter Gloor

Jim Golka (1st year RA)

David Haberman

Rev. Richard Hauser - 2

Jim Hendry

Mary Higgins

Andy Hoh - 2

Ross Horning

Ron Hospodka

Bruce Hough

Bob Johnson

Bob Kennedy

Toni Laguzza

Don Leahy

Tom Lewis

John Lynch

Rev. Ed Mathie -3

Bruce Matson

Rev. Richard McGloin

Gary Michaels

Harry Nickla

Nancy Perry

Joe Phillips

James Platz

Sr. Jane Russell

Rev. John Sheets - 3

Robert Smith

Bob Snipp

Bruce Rasmussen

Rev. Virgil Roach

Claudia Runyon

Allen Schlesinger

Rev. David Schultenover

Tom Shimerda

Shirley Scritchfield

Sr. Maryanne Stevens - 3

Tim Sully

Michael Sundermier

Katherine Thomas - 2

Rev. Ernesto Travieso

Rev. Waters

Rodney Weed

Susan Weidner

Ashton Welch

Chuck Zuegner

Individuals mentioned by 1999 Alumni

Amy Aldred
Aris Andrews
Ricardo Ariza
Jim Ault
Chuck Austerberry
Amy Badura – 2
Tom Baechle
Shirley Blanchard
Tami Buffalohead
Ted Burke – 2
John Cernech
Terry Clark
David Dobberphul – 2
Rob Dornsife – 2
Art Douglas
Rev. Don Driscoll
Joe Dulka
Betsy Elliot-Meisel - 2
Dave Ellison
Laura Finkin
Rev. John Fitzgibbons - 2
Merry Foyt
Reloy Garcia
Julie Gasper
Rev. Robert Hart
Rev. Richard Hauser
Martin Hulce
Sharon Ishii-Jordan
Mark Kearley
Bridget Keegan
Marilyn Kielniarz
Bev Kracher
Rev. Tom Krettek
James Luppo
Eric Matthenson
Kimberly McFarland
Rev. Richard McGloin
Michele Millard - 2
Connie Miller
Reggie Morris
Rev. Michael Morrison
Harry Nickla – 2
Jeff Parker
Stacy Phelps
Jen Reed
Marc Rendell
Susan Rodgers
Rich Rossi
Rev. David Schultenover

Deb Schwiesow
Gene Selk
Alice Smith
Bob Snipp
Brent Spencer
Kelly Sullivan (Griffith)
Diane Travers-Gustafson
Brent Vigness
Mark Ware - 2
Deb Wells
Barbara Wilson
Tanya Winegard
John Wingender - 2
Eileen Wirth
Greg Zacharias

What do you feel to be the most important or useful result of your Creighton education and/or experience?

While the body of the report reflects positively on the Creighton educational experience, the real proof of what these alumni feel they gained from Creighton is seen in the comments. **The underlined sections of the comments below provide a very positive testimony to how well students internalize the Creighton mission.** The year of graduation, sex and major field of study have been added to the comments.

- “The challenges and therefore most important aspect of my education came outside my major. It is truly the theology and philosophy courses that were the most important aspects of my education and solidified my beliefs and values.” 1989, Male, Biology, Caucasian
- “Commitment to lifelong learning.” 1989, Male, Math
- “The importance of whatever you have gained materially from your professional life, you need to give back a portion to others who are not as lucky as you are. It is my responsibility. Time, talent or money. They are all equally important.” 1989, Female, Accounting
- “I was an Air Force meteorologist for ten years. My education helped me greatly with that. I had theory and practical experience that other people I worked with did not receive during their college years. I love meteorology (I still do!) when I came to Creighton. The required theology courses, however, opened my eyes to my real calling in life. I left Creighton determined to do more theological study. Several years later I earned a Master of Divinity degree from Southern Methodist University, Dallas, TX, and became a United Methodist minister.” 1989, Male, Atmospheric Science
- “Excellent education from a Jesuit University provided me with great moral foundation and EXCELLENT communication skills (esp. writing).” 1989, Female, English
- “A Creighton education teaches one to think critically. This ability is the single most important skill I received at CU and in a way, is a hallmark of a Jesuit education. Everything I learned at Creighton is innumerable, but of all those things I count on critical thinking most throughout every aspect of life.” 1989, Male, English
- “Critical thinking skills, exposure to different ways of thinking, strong writing skills and a wider world view.” 1989, Female, Classical and Near Eastern Studies
- “I learned valuable skills to be a competent and ethical practitioner through the faculty that were there at the time of my education.” 1989, Female, Pharmacy
- “A sense of sharing the gifts God has bestowed upon me. The ability to question status quo was learned while at Creighton.” 1989, Female, Psychology
- “More important than the coursework, I feel I gained the commitment to service work and a conviction of my faith through service.” 1989, Female, Elementary Education
- “Development of a moral and ethical foundation.” 1989, Female, Economics (COBA)
- “I think my education at Creighton taught me critical thinking and analyzing skills. It also taught me to appreciate cultural diversity.” 1989, Female, Social Work

- “Creighton really helped look outside of myself to those around me and realize the importance of giving back to the community. I also developed a healthy sense of self while at Creighton and have adopted a philosophy of continuous learning.” 1989, Male, Psychology
- “I feel learning to explain myself in a disciplined and clear manner so that others can understand my point continues to serve me.” 1989, Female, Management Information Systems
- “I learned critical thinking and the application of ethics to that process.” 1989, Male, Finance
- “At Creighton I learned a lot about living with people of different ethnic and cultural backgrounds. I learned how to develop close personal relationships. In the nursing program the clinical hours we did at the hospital gave me a broad knowledge base and a better understanding of the nursing profession than that which some of my peers experienced at different schools.” 1999, Female, Nursing
- “I learned writing and communicating skills, the ability to value others/community, and developed a sense of self/ethics/values.” 1999, Female, Environmental Science
- “The instructors and leaders of the LEAP program at that time all seemed to be very involved in helping each of us become critical thinkers and gave us opportunity to learn management skills that have been very beneficial.” 1999, Female, Nursing
- “Creighton offered me many opportunities to participate in the community. I developed life-long friendships. My knowledge about life, theology, writing, becoming a critical thinker developed. Creighton also instilled a need in me to work for social justice issues. My years at CU are among some of the best in my life.” 1999, Female, Classical Civilization
- “I developed a greater appreciation of other cultures and religion. Exposure to philosophy and theology concepts enhanced my critical thinking skills.” 1999, Male, Biology
- “Creighton taught me the importance of helping others. Creighton's student support services helped make it possible for me to attend Creighton University. I am a first generation college graduate and was unable to receive monetary support from my parents to attend college. Creighton made it possible and I am truly grateful for their help.” 1999, Female, Biology
- “The concept of life long learning and commitment to professional organizations.” 1999, Female, Psychology
- “Creighton breeds an environment that supports cultural development and tolerance of people with different backgrounds and origins. I believe that Creighton did a great job of emphasizing the importance of living a moral lifestyle and “thinking outside the box”.” 1999, Female, Biology
- “The most useful part of my Creighton education was not in the field of my major. It was the solid educational foundation I received in world religions, my own religion and the experiences and examples of how to live that faith that have been so useful.” 1999, Female, Physics
- “I think the overall Creighton experience of service and justice has been the most useful part of my education. Going to Creighton was not just about taking classes but about active learning. Seeing problems in the community and globally and being motivated to help.” 1999, Female, Psychology

- “Through the broad range of theology and philosophy course I took, I was able to define myself in numerous aspects, i.e. spiritually, morally, religiously. These courses have also helped me to critically analyze all points of view and then determine what direction to take.” 1999, Male, Biology
- “My recognition of faith in service & in the community. Creighton really helped my gain a greater understanding of people of various places & backgrounds. It also helped me gain self-confidence.” 1999, Female, Elementary Education
- “Creighton University and the department of Psychology and Social Work greatly fostered my need to help others. I learned so much by volunteering my time in Omaha as a student and those experiences will continue to influence my life and the choices I make.” 1999, Female, Psychology
- “The Political Science department really challenged me to think critically, and also developed my writing and analytical skills.” 1999, Female, Political Science
- “My ability to write effectively and professionally, analyze situations critically and completely, and explore other faiths, cultures and values with an open mind.” 1999, Female, Sociology

What would you suggest that Creighton University consider as it plans for the future?

- “Creighton should offer discount graduate tuition for alumni.” 1989, Female, Biology
- “Increase internships/strengthen relationships with the professional community (would decrease the chances of being labeled an “ivory tower.”) 1999, Female, Psychology
- “Keep as many Jesuits in contact with the students as possible. Keep reminding the Jesuits that their presence is essential. I never talked to or knew Fr. Morrison until after I graduated, but I always knew he was there and could count on seeing him in front of St. Johns or the fountain. The Jesuits are almost like parents on a more mature level, but just like parents, they must be visible and present in order to be effective and prevent us from straying too far.” 1989, Male, Biology
- “Consider expanding cross-subject studies, for example business ethics, health care + sociology communications + statistics.” 1999, Male, Chemistry
- “Develop exchange programs with some western European universities. The abroad program was basically limited for COBA students to the Dominican Republic. Start a program with a college in Brussels or Paris.” 1999, Male, Accounting
- “Courses for a graduated pharmacist who would like to increase their knowledge, especially in therapeutics without having to do clerkships.” 1989, Female, Pharmacy
- “Master's degree in Rehabilitation Nursing.” 1989, Female, Accelerated Nursing/LEAP
- “I'm concerned about the cost of tuition. It excludes so many really great kids and makes it difficult for them to attend the school.” 1999, Female, History
- “Launch a certificate program in Gerontology! The aging population is going to explode over the next 10-20 years and we need more college graduates who know how to address people who are 65 and older.” 1999, Female, Exercise Science

- “I would like to see Creighton develop PhD programs for Allied Health fields, including physical therapy. Currently there are few options in the Midwest for health care professionals who want to pursue research-oriented advanced degrees.” 1989, Female, Biology
- “I would love to see a master's degree in social work available through Creighton. Given the opportunity, I would have chosen Creighton over UNO for an advanced degree in a heart beat.” 1999, Female, Social Work
- “Take the necessary steps to ensure that all of the fine arts programs are accredited. My music major was not accredited. Although Northwestern University did not have issues with this, I would still prefer to have an accredited degree on my record.” 1999, Male, Music
- “If Creighton's goal is to grow and attract a larger breadth of students, I would suggest some type of partnership with an engineering school. It is common for schools who don't offer engineering to partner with schools who provide students core curriculum courses.” 1999, Female, Math
- “I think it would be important to strengthen the alumni network, particularly in major cities such as NYC and Washington, DC, where there are many alumni.” 1999, Male, Biology
- “Keep in touch with graduates and allow for greater opportunities in the local areas to meet other alumni - networking, help, ideas. Too many fundraising focus events exclude so many. Keep the network strong and help new grads get jobs and you'll build that network.” 1989, Female, Marketing
- “Establish a mentor/internship program so that students can see what real life is like in their chosen professions before they gain the degree.” 1999, Female, International Business
- “I would suggest having as many classes as possible with a service learning component.” 1999, Female, Elementary Education
- “Strengthen faculty- opportunities for research for undergrad should be increased.” 1999, Male, Psychology
- “When I graduated with my N.P. from Creighton I was thrown into a world of MD's and PA's. I was not prepared for this- and I was thankful that I had spent weekends and the summer of 1996 in Chicago at Mile Square clinic and West Sub. Ed. to get clinical hours and experience. Creighton and other N.P. schools "are sending out" NP's unprepared for the clinical environment. Suggestion: stronger clinical experience. More on body systems, disease, etc. I would be very happy to help the nursing and/or NP program in any way I can.” 1989, Female, Nursing
- “As a science major, I would continue to recommend expanding the science curriculum and expansion of potential majors. Marquette University has a biomedical major which is key for pre-med students- it makes them more preferred for med school. I was a little behind in that respect.” 1999, Male, Chemistry
- “Start a Master's degree in Rehabilitation Nursing.” 1989, Female, Accelerated Nursing
- “Require the students to participate in some sort of extracurricular activity to develop problem solving skills, communication skills and other things that are gained by interacting with others face to face not via text messaging or email.” 1989, Male, Biology
- “Put greater influence on international/national security studies. The Global War on Terrorism is going to be with us for a long time.” 1989, Male, Marketing

What could Creighton have done to improve your education and/or experience?

- “More educational support for the adult learner, ex. Study groups. Organize seminars with various local agencies who would discuss with students their agencies forte, clientele, jobs, etc.” 1989, Female, no major listed
- “I would have used a better advisor. I went to another faculty member in my department for advise. Then I would have my advisor sign my courses.” 1989, Female, Chemistry
- “The only thing I can remember is offering more upper level required courses in the business school. I was unable to double major in marketing because a required course for my major (management) was only offered at the same time a required course for marketing was offered. In addition, they were only offered one semester a year, so it made it different from a scheduling standpoint to accomplish that goal. Maybe better counseling from my advisor would have helped me as well, had I known to anticipate that for upper-class schedules.” 1989, Female, Management
- “There were several courses in Pharmacy that did not cover some practical areas in enough detail- specifically in specialty compounding. I never learned to make suppositories or went into great enough detail in sterile compounding- these are things that could be of great use to me now!” 1989, Female, Pharmacy
- “For journalism majors, I wish the department had better stressed the importance of an internship. While it was offered, it was not made clear how crucial it was to launching a career in advertising. Perhaps it is now.” 1989, Male, Journalism
- “(1) Better advisor program. Mine "didn't know my name," and kept looking at his watch during our one or two meetings we had during my entire matriculation; (2) Better advice on how to apply what I was learning in school to the current job market.” 1989, Female, English
- “Creighton had little to no job placement support. Other schools held job fairs and supported their graduates in finding jobs - Creighton lacked all support once the degree was earned.” 1989, Male, Finance
- “More internship programs to see and understand the real world. Looking back, college was easy (academic) compared to life after college.” 1989, Male, Psychology
- “I would have loved to have had more opportunities/encouragement for overseas educational opportunities. I did ILAC which was transforming and would have loved to have done other similar types of learning trips.” 1989, Male, Psychology
- “More events for students who lived off campus to interact with other off-campus/non-traditional students and traditional students. I would have had a stronger sense of belonging and community. A kinder student accounts setting. Those of us who have to put ourselves through school and make payments are not bad people and should be treated accordingly.” 1999, Female, Psychology
- “Treat everyone equally- they are not all Catholic.” 1999, Female, Psychology
- “I guess for me- in medical school- several classmates had better prep in "human" sciences- they had anatomy prior to etc. as bio major- I couldn't take human anatomy. It was only offered to exercise science majors and nursing students at the time.” 1999, Female, Biology

- “Stronger academic advising, perhaps outside of the major department. Often, professors were more interested in their own research than promoting the academic and professional development of their students.” 1999, Male, Biology
- “As an accounting major, the teachers focused primarily on students who were interested in public accounting. I was not interested in that avenue after college, so I was disappointed that there wasn't more support available to me as I prepared for a career.” 1999, Female, Accounting
- “My academic advisor didn't offer much help in my major. I was pretty confused as to what classes I should be taking in what order to complete my degree. I ended up taking some out of order, which put me behind other students because I did not have the prerequisites.” 1999, Female, Math
- “Better mentoring. No real vocational direction was given or offered for those of us who were pre-med, and then failed to get accepted to med school.” 1999, Male, Biology
- “I would have liked more opportunities to work with professors as a research assistant or lab assistant. I think there is a place for this for undergrad students, not just graduate students.” 1999, Female, Exercise Science
- “I found that majoring in the physical sciences, biology, chemistry, etc., was greatly deficient in hands-on technical education. The labs were poorly organized and the skills taught/learned in the labs were minimal.” 1999, Female, Biology
- “Better advising about future career choices. I ended up at law school because I couldn't figure out anything else to do even after seeking out help and advice from professors and the career office.” 1999, Female, Communication Studies
- “I should have gotten more involved with student groups and organizations. I wish that the chemistry major was flexible enough to allow for students to study abroad; although I think that has changed.” 1999, Female, Chemistry
- “As a LEAP student I felt more isolated from the student body as a whole. More effort should be given to including the life long learning students in activities of the college.” 1999, Female
- “The only regret I have is now that I am an M.D., I wish I had more of a business background. I wish I had minored or at least taken some courses in the business school.” 1999, Male, Biology