

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1.

Creighton University offers over 130 degrees at the bachelor's, master's, and professional levels, and a limited number of doctoral degrees and certificates. The University defines and differentiates learning outcomes for undergraduate ([Undergraduate Catalog](#)), graduate and professional programs ([Graduate and professional school Catalogs](#)); outcomes are also noted on program web sites and in recruiting materials.

Program expectations are reflected in course syllabi, which clearly distinguish differential requirements across undergraduate and graduate programs (Spring 2016 syllabi are stored in an electronic repository and will be available for team review).

Some academic programs and academic units hold [specialized accreditation](#). Performance data for professional schools that require state or national exams for entry into the professions indicate that candidates are well prepared (See 4.C.4). Outcomes required for specialized accreditation reporting are available on the school or college websites.

New academic programs undergo a rigorous internal review process at the departmental, school, and university levels. As described in the [New Academic Program Approval policy](#) and the [Quality Initiative Project](#), the [new program proposal](#) and approval process includes a review of the program goals, course descriptions and goals, and a program assessment plan. The approval process includes school/college approval, Graduate Board or Adult Learning Council for graduate and degree completion programs respectively, and an Academic Planning Committee review to address the [financial pro forma](#), resources, and overall administrative aspects of the proposal. The Provost's Council has final approval authority. In addition to the approval process for new programs, all academic programs are required to undergo the Program Review process. New programs are reviewed after being operational for three years, and existing academic programs are reviewed [every seven years](#). This review includes an analysis of appropriateness of student performance expectations

to the degree or certificate being awarded.

3.A.2.

Each academic program has identified learning goals/objectives that are approved by the school/college curriculum committee or a group that serves in the role of a curriculum committee. The objectives are established and reviewed for rigor and appropriateness to the program level during the new program approval process. Creighton has [guidelines for differentiating](#) among undergraduate, graduate, and professional programs. Programs with outside accreditation comply with requirements set forth by the specialized accreditation agency. Please see Criterion 4 for additional information.

Associate Degrees require 64 credit hours, and Bachelor Degrees require 128 credit hours. Master's Degrees range from 30-48 credit hours, depending on the program. Graduate certificate programs require a minimum of 12 credit hours. Post-graduate certificates in the College of Nursing range from 17 to 31 credit hours. As specified by specialization accreditation, professional school degrees range from Doctor of Business Administration at 54 credit hours to Doctor of Dental Surgery at 428 credit hours. A complete listing of degree program requirements may be found in the attached [table](#).

3.A.3.

Programs are delivered at Creighton's main campus and via distance education. The university does not have consortia or contractual arrangements for academic programming. Additional locations other than the Creighton main campus include: Hastings, NE; Phoenix, AZ; Anchorage, AK; and Denver, CO.

During the Spring, 2016 semester, 1,834 students were enrolled in the University's 26 distance education degree programs and 13 online certificate programs; 6% in undergraduate courses, 36% in graduate master's level courses, 18% in graduate doctoral level courses, and 40% in clinical doctorate level courses. Assessment and review processes for distance education programs offered at other locations align with that used for the campus program and assure their currency and conformity to university and individual program learning goals and objectives. For example, the Doctor of Pharmacy program has offered both a campus-based and a distance-education pathway for over 15 years. The Doctor of Pharmacy curriculum committee and the assessment committee oversee both pathways and review outcome data for parity. Additionally, the Accreditation Council for Pharmacy Education (ACPE) reviews North American Pharmacist Licensure Examination (NAPLEX) scores to compare distance and campus pathway results, and notifies the program if significant differences exist. The 2015 results noted no significant differences. The Occupational Therapy program routinely compares graduate outcomes of doctoral students in the traditional on-campus program with those in a hybrid program; [results published in 2014](#) revealed, "no significant differences on most outcome variables, suggesting that hybrid programs are an effective delivery model for postsecondary higher education."

Parity of individual courses offered in both a compressed term and traditional term is evaluated using the University's [guidelines for parity](#) and the [evidence of parity process](#). Data collection and reporting for course parity of Arts and Sciences courses is being phased in starting with the Summer Session, 2016. Summer Sessions was selected, because most courses offered during the summer are Arts and Sciences courses, and are also offered in a traditional term (fall or spring). Data for Summer, 2016 has been collected for 96 courses and is currently being analyzed, with plans to complete the analysis by April 28, 2017.

The quality of programs and learning goals are consistent regardless of delivery modalities and

locations. Distance and hybrid courses and programs are designed, approved, and delivered according to standards that ensure consistent quality (cf. [Quality in Distance Education policy](#)). The Center for Academic Innovation oversees application of quality standards including the [Quality Assurance Standards for Online Education Programs](#), which encompasses nine categories and is based on nationally accepted standards of quality for online courses and programs including the Council of Regional Accrediting Commissions (C-RAC) [Interregional Guidelines for the Evaluation of Distance Education](#). Distance education courses undergo review after initial development and every five years thereafter to assure alignment with the University's [Online Course Design Rubric](#) criteria, which are based on the Quality Matters course review criteria. Verification of credit hours in distance education courses is accomplished as part of the review of each distance education course, using a set of metrics for seat-time and out-of-class time equivalencies.

Sources

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1.

The [Magis Core Curriculum](#) is the cornerstone of the liberal education provided to undergraduate students, which is appropriate to the Jesuit and Catholic educational mission of the university. The Magis Core Curriculum is grounded in the liberal arts and sciences tradition. As such, it promotes inquiry into profound questions raised by a variety of arts and sciences disciplines, critical thinking from a broad variety of disciplinary perspectives, clear and effective communication through a variety of media, and preparation for citizenship in a global world. Concurrently, the Magis Core Curriculum is grounded in the Jesuit and Catholic educational mission of Creighton University. As Catholic, it promotes pursuit of truth in all forms through the living tradition of the Catholic Church in light of the fundamental conviction that all truth is God's truth, wherever and however it may be discovered. As Jesuit, it promotes intimate learning communities engaged in critical dialogue about the ultimate questions of life.

Prior to 2014-2015, each of the four undergraduate colleges of the university (Arts and Sciences, Nursing, Professional Studies, and the Heider College of Business) defined its own general education requirements for undergraduate students. The four undergraduate colleges adopted in 2013 and implemented in 2014-2015 a new, common general education program called the Magis Core Curriculum. The Magis Core Curriculum requires all undergraduate students pursuing a baccalaureate degree to complete 13 curricular components (normally totaling 35 credit hours) and 5 additional designated courses (normally completed as part of the major program of study). Students pursuing an associate degree in the College of Professional Studies complete an abbreviated portion of the Magis Core Curriculum.

The required curricular components of the Magis Core Curriculum are divided into three levels that provide an integrated, progressive learning experience. First-year undergraduate students complete six

Foundations components of the Magis Core Curriculum (normally 15 credit hours) that help them acquire fundamental intellectual skills, such as critical thinking, mathematical reasoning, oral and written communication, and to wrestle with ultimate questions about fundamental values related to theology, philosophy, diversity, and social justice. Second- and third-year undergraduates build on the Foundations components by completing six Explorations components (normally 17 credit hours) that engage them in the modes of inquiry characteristic of ethics, history, literature, natural science, social science, and theology. Third- and fourth-year undergraduates complete five designated courses (normally taken as part of the major program of study) that help them to apply to the context of the major program of study intellectual skills such as ethical reasoning, mathematical reasoning, oral communication, technological literacy, and written communication they have acquired in the Foundations and Explorations components of the Magis Core Curriculum. Fourth-year undergraduates culminate their general education by completing one Integration component (normally 3 credit hours) that helps students integrate the critical thinking skills and knowledge about diversity and social justice that they have acquired in the Magis Core Curriculum and their major program of study. Undergraduate colleges may add college-specific general education components to the common requirements of the Magis Core Curriculum, as the [College of Arts & Sciences \(five components, 17 additional credit hours\)](#) has done.

3.B.2.

The [Preamble to the Magis Core Curriculum Plan](#) and the Undergraduate Curriculum and Degree Requirements section of the [Undergraduate Catalog](#) articulate the purposes, content, and learning outcomes of its general education program. The Magis Core Curriculum is grounded in a philosophy of education and a pedagogy that is consonant with the tradition of liberal education quite broadly and distinctive of Jesuit and Catholic higher education quite specifically. The Magis Core Curriculum requires undergraduate students to engage in a multifaceted search for truth through a wide variety of academic disciplines, to think critically from a wide variety of disciplinary perspectives, to communicate clearly and effectively, and to prepare for global citizenship in a diverse world. Animated by the distinctive tradition of Jesuit and Catholic higher education, the Magis Core Curriculum requires students to explore the God-given dignity of every human person, the hospitality of faith and reason, ultimate questions about transcendent values, ethical deliberation, and the values of service and justice. The Magis Core Curriculum begins from the Catholic philosophical and theological commitment that since all truth is God's truth, God may be found in all things.

The undergraduate colleges have further agreed that undergraduate students need to fulfill several Magis Core Curriculum learning objectives at the introductory, reinforcement, and proficiency levels related to each of these five University Learning Outcomes in order to fulfill the learning outcome in question (see 4.B.1). The various learning objectives of the Magis Core Curriculum are divided among the 13 components and five designated courses of the Magis Core Curriculum as described in the Magis Core Curriculum Plan. Each course that satisfies a component or serves as a designated course of the Magis Core Curriculum must help students fulfill all of the Magis Core Curriculum learning objectives for which the component or designated course is responsible. A course that satisfies a Magis Core Curriculum component or designated course must articulate the Magis Core Curriculum learning objectives for which the component or designated course in question is responsible in the course syllabus. Details about how particular Magis Core Curriculum components and designated courses deliver specific Magis Core Curriculum learning objectives and how specific Magis Core Curriculum learning objectives map onto the University Learning Outcomes can be found in the Magis Core Curriculum Plan.

3.B.3.

Undergraduate Degree Programs

Undergraduate students: (1) engage in the critical collection and analysis and communication of information; (2) master modes of inquiry or creative work (e.g. modes of theological, philosophical, humanistic, mathematical, natural scientific, and social scientific inquiry); and (3) develop skills adaptable to changing environments in the Magis Core Curriculum.

They also achieve these outcomes in discipline-specific ways as required by their major programs of study. Specifically, students develop skills that are relevant to promoting justice, ethical reasoning, and working effectively across diversity.

Many undergraduate students also master disciplinary and interdisciplinary modes of inquiry through undergraduate research projects sponsored by CURAS (see 3.B.5).

Graduate and Professional Degree Programs

Every graduate and professional degree program offered by the university ensures that its students collect, analyze, and communicate information; master modes of inquiry or creative work; and develop skills adaptable to changing environments by mapping their curricula to the six University-level Learning Outcomes (ULOs) and assessing student learning with respect to those outcomes.

Graduate and professional students collect, analyze, and communicate information in discipline-specific ways. Each degree program explains how its program learning outcomes support Critical Thinking (ULO 2) and Clear and Effective Communication (ULO 4) and reports on student learning with respect to these learning outcomes in its annual program assessment report to the University Assessment Committee. For example, the School of Pharmacy and Health Professions reports outcomes related to the ULOs in its [Annual Assessment Report](#).

Graduate and professional students engage in modes of inquiry or creative work specific to the discipline or profession of their programs of study, as each graduate or professional program describes in its annual program assessment report concerning Disciplinary Competence (ULO 1). For example, the Graduate School assesses disciplinary competence through a variety of metrics including: selected assignments, quizzes and exams; internship evaluations; successful completion of comprehensive examination; achievement of candidacy; electronic portfolio; capstone projects; graduate exit survey; review of student GPA/grade checks; students' ability to develop lesson plans; participation in seminar courses and in professional conferences; acceptance rates into doctoral programs and/or employment in the respective discipline; grant proposals; and published papers.

Graduate and professional students develop skills that are adaptable to changing environments, as each graduate and professional degree program describes in its annual program assessment report concerning Exploration of Faith and Service of Justice (ULO 3), Deliberative Reflection for Personal and Professional Formation (ULO 5), and Working Effectively across Diversity (ULO 6). Health professional students enrolled in degree programs offered by the College of Nursing, the School of Dentistry, the School of Medicine, and the School of Pharmacy and Health Professions develop skills that are adaptable to changing environments by taking the required course [IPE 400 Introduction to Collaborative Care](#). In this course, health professional students gain knowledge in the Core Competencies for Inter-Professional Collaborative Practice, become versed in the basics of team work in the context of health care, and begin to develop skills in team-based clinical reasoning.

3.B.4.

The University Learning Outcome 6 states that students will have “the ability to work effectively across race, ethnicity, culture, gender, religion, and sexual orientation.” Each college and school addresses this outcome in a manner characteristic of its discipline(s).

Undergraduate students at Creighton are specifically exposed to human and cultural diversity through completion of the Magis Core Curriculum. Specifically, the Magis Core Curriculum requires all undergraduate students to complete both a first-year course that satisfies Critical Issues in Human Inquiry and a senior-level Intersections course that address human and cultural diversity (see 3.B.1).

Consistent with the holistic nature of Ignatian education, students are provided multiple opportunities for co-curricular, local and global opportunities to engage with the “human and cultural diversity of the world in which they live and work” through the co-curricular programming offered by the John P. Schlegel Center for Service and Justice, the Institute for Latin American Concern, and the Creighton Intercultural Center (see 3.E).

Additionally, as one of President Hendrickson’s first priorities of his new presidency, the [Creighton Global Initiative](#) was established to animate, enrich, and embrace an intentional global focus for the University community. The Global Engagement Office (GEO), which exists to facilitate campus-wide advocacy, supports the implementation of the University’s goals for international education and exchange as members of an increasingly complex global society. As part of the Initiative in 2016, \$1.5 million was allocated and awarded for [30 projects](#) and research that build upon current academic and institutional efforts and enable creative new ones.

3.B.5.

As a Master’s College and University – Large Programs institution, Creighton has robust productivity of scholarship, creative work and knowledge discovery. The [Faculty Handbook](#) (Section F – Duties) sets the expectation that faculty are engaged in scholarship and research.

Faculty Research

Faculty members at Creighton University engage in a wide range of scholarly and professional activities. On average, per the [Faculty Bibliographies](#), faculty members publish 780 articles per year and receive 396 grants. According to the Scopus bibliometric database (using the [Elsevier SciVal system](#)), in the past 6 years (2010-2015) Creighton faculty authored 3,265 refereed articles that were cited 33,355 times for an average 9.9 citations per publication during this period. The caliber of Creighton University faculty publications has been assessed using the Field-Weighted Citation Impact (FWCI) as a research impact metric. Over the past six years, Creighton University faculty publications have a FWCI of 1.58. This indicates that these publications are cited 58% more than expected.

Creighton has several Research [Centers and Institutes](#) that promote interdisciplinary research. The university also has a rich research infrastructure as evidenced by 5 Research [Core Facilities](#). According to the Office of Sponsored Programs’ last five [Annual Reports](#), faculty grant awards averaged \$27.3M with \$116.6M in submissions per year. In the 2016 academic year, 66% of extramural support came from the federal government, including \$8.9 million from the NIH. Total expenditures for sponsored research from 2011-2015 were \$117 million.

Each year, the university bestows a [University Research Award](#) to two outstanding researchers: one from health sciences and one from a non-health science academic area. Private donors have established funds for faculty research seed grants. For example, the [Dr. George F. Haddix President’s](#)

[Faculty Research Award Fund](#) has been awarded to 66 faculty recipients over the past five years for a total of \$661,636 (2012-2016). Remarkably, these faculty have in turn used these seed grant funds to generate over \$6 million in new extramural awards for a return on the investment of almost 10- fold. In addition, in the past two years 24 faculty members received a summer faculty research fellowship from the [Center for Undergraduate Research And Scholarship \(CURAS\)](#).

Student Research

Creighton students are heavily engaged in research activities in all schools and disciplines. Much research and scholarship at Creighton involves collaboration between accomplished faculty and undergraduate, graduate and professional students. For the past three years, Creighton was named a “[Top School for Undergraduate Research/Creative Projects](#)” by U.S. News and World Report. Since 2013 (the year CURAS was created), ~33% of undergraduates across campus were involved in research before they graduated. With 19 scholars in the past 12 years, Creighton is also the leading Catholic institution in terms of producing [Goldwater Scholars](#). Recently, CURAS has offered an increasing number of summer undergraduate research fellowships, awarding 21 in 2013 and 36 in 2016. Since 2006, a private donor has funded 137 undergraduate students’ summer research fellowships. The number of students in the sciences registering for Directed Independent Research grew from about 100 students in 2007 to 400 in 2016.

In the past two years, the [Annual Research Day \(St. Albert’s Day\)](#) featured work from 290 undergraduate and graduate students (235 posters & 55 oral presentations) from across the schools and colleges. The undergraduate Honors Program requires every student to conduct independent research. In the past 5 years, the [Honors Research Days](#) have featured 243 posters and talks by undergraduate students. On average, about 125 undergraduate and 18 graduate students who engage in independent research in their major discipline are awarded a competitive travel grant to present their research at national and regional conferences. A permanent bequest from the [Clare Boothe Luce Foundation](#) supports yearly up to 8 undergraduate students’ and one graduate student’s tuition and research funds for young women who want to pursue a career in STEM fields. A total of 6 female science faculty members have so far been funded by these permanent funds.

Graduate students produced 286 theses and 146 dissertations, and 33 creative projects from June 2010 to September 2015 with a total PDF views in the [Creighton Digital Repository](#) of 71,719. In the 2014-15 academic year, there were 25,683 PDF downloads, for an average of 252 views per document. Approximately 25% of students participating in the 2015 Annual Midwest Student Biomedical Research Forum were Creighton students. These students received 6 of the 16 awards available.

All predoctoral dental students are required to engage in research as a result of a course requirement. In the freshman year, all students participate in the generation of a research project that leads to an oral and table clinic presentation as a required element of an [Introduction to Research](#) course (ORB117). Clinical research projects are normally presented at the International/American Association of Dental Research (IADR) meeting. During 2012-2015, 268 dental students presented their research. The School of Dentistry provides all expenses associated with conference presentations (travel, registration fees, publication costs, etc.). A total of 30 dental students traveled to conferences.

Sources

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1.

In 2015-16, Creighton University employed [627 full-time faculty and 289 part-time instructors](#).

Faculty-student ratios demonstrate sufficient numbers to carry out the classroom and non-classroom roles of faculty. In the past 5 years at Creighton University, the student-faculty ratio has remained stable (i.e., 11:1). The gender profile of faculty includes 55% male, 45% female. The rank of full-time faculty is: 45% male assistant professors (N = 112), 55% female assistant professors (N = 138); 60% male associate professors (N = 136), 40% female associate professors (N = 90); and 76% male professors (N = 148), 24% female professors (N = 48). The average age of faculty is 51 years.

Continuity of faculty enhances the inculcation of Creighton's mission and culture resulting in a greater likelihood of effective student engagement. The percentage of faculty who have been at the University for 10 or more years has increased from 54 to 56 in the past 5 years.

Since Creighton's last HLC accreditation, Creighton University and Alegent Health entered into an [agreement](#) to transfer the School of Medicine's clinical operations and practice plan to Alegent Creighton Health (ACH), a regional health care system that included an integrated, multi-specialty physician practice. Subsequently in November 2012, Catholic Health Initiatives (CHI) became the sole sponsor of ACH. CHI's merged holdings included ACH and CHI-Nebraska. The process was formalized in July 2013. The system was renamed to CHI Health. The majority of the School of Medicine clinical faculty members are employed by CHI Health. Thus, CHI Health assumed responsibility for clinical faculty employment and compensation.

Creighton University retains full control of the academic mission and provides financial support to CHI Health for School of Medicine faculty teaching activities and academic administration support.

Faculty compensation is designed to encourage physician participation in clinical and didactic education activities. Clinical faculty participation in the academic mission has remained stable over the last three academic years. Clinical experiences are adequate to meet current student requirements. With the development of the CHI Health network throughout Nebraska and southwestern Iowa, we anticipate developing additional clinical training sites to meet future needs. The ultimate goal is to afford health science students a greater breadth of clinical experience and diversity of patient populations.

There is a continued and consistent participation of the clinical faculty within the educational curriculum. CHI Health continues to support the faculty and is committed to the education of health science students.

Assessment

The assessment of student learning is a faculty-led process with support from the administration. Each school and college has an assessment committee or body (see 4.B.4). University resources aid in the process of assessing student learning, including: the Office of Academic Excellence and Assessment, assessment mentoring program, and the University Assessment Committee. [University-wide Annual Assessment Symposia](#) are held to offer best practices and enhance the culture of student learning assessment. Symposia materials are stored in the Creighton Digital Repository (CDR) and [actively viewed/downloaded](#).

The [University Assessment Committee \(UAC\)](#) is a presidentially-appointed committee designed to foster communication among all colleges, schools and divisions that facilitate and assess student learning. The UAC works to promote an integrated culture of assessment, consistent with the Creighton mission and University Learning Outcomes. The committee is charged to coordinate assessment at the University level, represent all colleges and schools in articulating an integrative assessment program, provide feedback and assistance to programs, schools, and colleges, and generally advance efforts to enhance University support for assessment.

3.C.2.

Creighton University is an [Affirmative Action, Equal Employment Opportunity](#) employer and all candidates for faculty positions, whether tenure-track or non-tenure track or adjunct, are assessed on similar criteria. To ensure a fair and equitable process, search committee members follow Creighton's [hiring procedures](#), as outlined on the Human Resources website. Additionally, each school and college has documented hiring procedures. Faculty hiring follows a standard search process and requires specification of qualifications, academic credentials, and background check for each position. Faculty who teach distance courses are hired through the same process and must meet the same qualifications as faculty teaching on-campus. Most faculty teaching distance courses also teach on-campus courses. Managers and supervisors have access to a [Managers Toolbox](#) that includes content addressing an employment cycle from recruitment to resignation/retirement.

With regard to Faculty Roles and Qualifications, the University follows the Commission's Assumed Practice B.2. All faculty are held to these criteria, regardless of course location or method of delivery of instruction.

Approximately 92% of full-time faculty at the University have a [terminal degree](#) in their field. Of these, 1% hold a terminal master's degree (e.g., Master of Fine Arts), 39% hold a professional degree, and 60% hold a research doctorate degree. As a general rule, the courses faculty members teach are dictated by their qualifications, primarily the terminal degree. Faculty with less than the discipline's

terminal degree in their respective or related field will teach lower level undergraduate courses, whereas those with the terminal degree will teach at any level, including graduate courses.

Creighton has no contractual or consortial programs.

3.C.3.

Creighton has a vested interest in securing and retaining qualified teachers in the furtherance of its mission. It likewise has an interest in evaluating the effectiveness of its instructors in the areas of scholarship, teaching, and service (and in some cases clinical work); to that end, there are several procedures in place for faculty evaluation throughout the faculty member's career, as explicated in the [Faculty Handbook](#). Faculty workload varies by discipline and department. Each College or School has tenure and promotion documents that provide guidance on the allocation of effort among teaching, scholarship, service and clinical work (where applicable).

Annual Reviews

All faculty (i.e., tenured, tenure-track, non-tenure, both full- and part-time) undergo an annual faculty review [per university policy](#) and the [Faculty Handbook, Section III.E.1](#). Reviews assess efforts and achievements over the prior calendar year and plan for efforts and achievements for the following year. Annual reviews serve as a basis for determining merit salary increases and provide counsel toward tenure and promotion. Reviews are the responsibility of the respective department chair and dean.

Promotion and/or Tenure Review

A significant review and reward mechanism is the tenure and promotion process, whereby faculty receive raises in rank and salary based on achievement of specified attributes in the areas of teaching, scholarship, and service (and clinical work as appropriate). Colleges and schools, and in some cases individual departments, have specified guidelines for performance for the ranks of Assistant Professor, Associate Professor, and Professor, which, under the terms of the [Faculty Handbook, Section III.G](#), are used by Department Chairs, Deans, College/School and University Rank and Tenure Committees and administrators. Probationary faculty applying for tenure and/or promotion are required to be evaluated annually by the Dean, Chair, or other designated senior faculty member. Evaluations are provided in the context of current University Rank and Tenure Guidelines. This process is intended to assist faculty members in professional and career development. After review by the above-named entities, dossiers for applicants for tenure and/or promotion are sent to the President, whose decision is final.

Student Ratings of Instruction

Faculty are evaluated annually by students via a course/instructor evaluation process, usually at the end of each term. A majority of evaluations are conducted using the IDEA Student Ratings of Instruction instrument. These reviews are conducted either electronically or via printed form; results of the evaluations are usually held in the department and provided to the instructor only after final grades for the semester have been submitted. Each college and school incorporates student input into the evaluation of faculty candidates for tenure and promotion as described in the Faculty Handbook, Section III.G.10.d.

3.C.4

All faculty members are expected to maintain currency in their professional disciplines through appropriate research and scholarship, participation in professional organizations, and publication and presentation of scholarly products. The university, college, schools and departments have a wide variety of seed grant, travel grant, and faculty development programming to enable each faculty member to continue professional development. Professional development within a faculty member's discipline is evaluated and encouraged through the annual review process and the promotion and tenure review process.

Faculty Development Offerings

Professional development opportunities are available to faculty in any phase of their career at Creighton. Newly hired faculty participate in an [orientation](#) to Creighton and the role of an academic. Colleges and schools offer faculty development sessions addressing topics of interest, and mentoring is provided by many units for faculty members, wherein a pre-tenure faculty member is matched with a tenured faculty member for support and advice. Colleges and schools provide professional development opportunities in the form of tuition for training and continuing education, and provide grants for travel for professional purposes (e.g., presenting research at professional conferences). For example, in the [Health Sciences Continuing Education Office](#), a team of six staff provide top-quality inter-professional continuing education programs for faculty to keep current with advances in clinical research, technical innovations and the treatment of diseases and other health issues. In addition, the Office of Academic Excellence and Assessment offers a wide variety of [faculty development programming](#) concerning pedagogy, on topics including but not limited to assessment and the scholarship of teaching and learning (see 4.B.4).

The [Sponsored Programs Administration Office](#) provides faculty with assistance in acquiring and managing external grants for research and service purposes, including compliance, funding opportunity research, grant writing, budgeting, and submission.

Per the [Faculty Handbook, Section IV.H](#), policies on sabbaticals and leaves of absence have been developed by individual schools and colleges and approved by the President. Some schools and colleges have sabbatical opportunities, whereby faculty spend a semester or a year with full or partial (usually 50%) pay engaged in a specific project aimed at furthering their scholarship or improving their teaching, or both. Faculty on sabbatical have the responsibility to provide a report on their project upon return to regular duties after the sabbatical.

Distance Education

Faculty teaching distance education courses are provided resources, including support by the instructional design team, workshops, professional journal subscriptions, and support for attending meetings. Instructors teaching distance education courses complete the [Foundations of Effective Online Teaching and Learning](#) certificate course, which provides foundational knowledge and skills for successful facilitation of online learning (e.g., pedagogy of teaching online, online course design and development, Ignatian pedagogy, Learning Management System tools). Course participants are provided with the [CU Online Guide](#) and a copy of the book, "The Online Teaching Survival Guide." To date, 215 faculty/instructors have completed the course.

The University's [Center for Academic Innovation](#) provides a wide variety of services:

- supporting faculty in distance and blended teaching, instructional design, assessment, and evaluation for online courses, training and consultation in the exploration and use of academic technologies.

- development of proposals for new degree programs.
- Sponsoring the [Virtual Center for Teaching Excellence \(vCTE\)](#), an online repository of information about teaching, particularly teaching with and through technology.

3.C.5

The interaction of faculty and students is a hallmark of a Creighton education. The Ignatian charism of *cura personalis* demands that those who teach be available and attentive to the needs of those who learn. The student to faculty ratio is 11:1. Apart from class time, faculty members are requested to have stated on-site and/or virtual office hours to meet with students individually or in groups. The prevalence of electronic communication (i.e., email, text messaging, the University's Learning Management System, video, Skype, social media) extends students' access to faculty members far beyond the span of face-to-face interaction and a traditional workday and provides access for campus-based and distance students.

The [Fall 2015 Survey of Creighton University Undergraduate, Graduate, and Professional School Students conducted by Gallup](#) documents that, overall, students receive and are satisfied with the academic advising offered by the University. In response to the item, *I receive the academic advising I need at my institution*, 73% of undergraduate, 76% of graduate, and 75% of professional school students agree or strongly agree with the statement. Students also responded to the item, *I have many positive interactions with my professors*, with 85% of undergraduate, 85% of graduate, and 81% of professional school students agreeing or strongly agreeing with the statement.

3.C.6.

Creighton University is committed to recruiting and retaining providers of student support services who are both well-qualified and diverse. Appropriate qualifications for student support services are ensured through hiring processes managed by Human Resources. Staff members providing student support services possess relevant degrees, certifications, and experience appropriate to their positions. Minimum qualifications are determined by individual departments in consultation with Human Resources and are outlined in job descriptions for every position. The performance of all staff is evaluated annually.

The University provides a wide range of professional development opportunities for staff. Examples include:

- Creighton University supports 11 [financial aid staff](#) in their professional development through formal mentoring activities, retreats, and training programs. Financial aid staff participate in continuing education opportunities, webinars, and discipline-specific conferences (e.g., Federal Student Aid Annual Conference), and are members of relevant professional organizations (e.g., National Association of Student Financial Aid Administrators). Individual directors provide ongoing educational opportunities for staff and use evaluation and assessment to inform and improve performance.
- Administration and staff within the Creighton [EDGE](#) are appropriately qualified, trained, and regularly evaluated. Creighton supports attendance at conferences associated with professional organizations (e.g., National Academic Advising Association).
- Most of the undergraduate co-curricular activities at Creighton are coordinated through the [Division of Student Life](#). Services provided by the Division of Student Life are administered by directors, each with a master's degree in student affairs, college student personnel

administration, or a related field. There are opportunities provided annually for [professional development](#).

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1.

From Accommodations to Veteran's Benefits, Student Services to Financial Literacy, online resources to Global Engagement, and Learning Communities to Career Services, Creighton University provides students with a wide range of support services designed to meet their needs. Services are comprehensive in scope and are available to all students. [Individual schools, colleges and or programs also offer programming to students to meet specific needs.](#)

Disability Accommodations

The [Office of Disability Accommodations](#) provides accommodations for students with disabilities that may include special testing arrangements, note takers, and sign language interpreters. Other services include counseling, advising and scheduling assistance, and time management and study skills.

In addition to university-wide services, the professional schools each offer student support services specifically meant for students in their programs.

Veterans Educational Benefits

As an approved institution for federal education benefits from the U.S. Department of Veterans Affairs, Creighton welcomes veterans and their eligible dependents. Military and their families comprise 2-3% of the [total student population and retention rates](#) are approximately 90%. Creighton participates in the [Yellow Ribbon Program](#) for students enrolled in the University's undergraduate colleges and graduate school.

Student Services

The Division of Student Life at Creighton offers resources to students to get maximal benefit from one's college experience, both personally and academically. Several departments and offices provide services and resources to students. For example, the Creighton Center for Health and Counseling

unites two critical student services in one physical location. This integrated approach to health management allows for easy collaboration among professionals to provide [efficient and caring health care for our students](#).

- Student Health Services (SHS) is one of 16 collegiate health services accredited as a patient-centered medical home (PCMH) by the Accreditation Association of Ambulatory Health Care (AAAHC) which speaks to the depth and breadth of services offered to Creighton students. The medical providers utilize evidence-based practice to deliver accessible, comprehensive, and continuous care on campus.
- Student Counseling Services (SCS) provides counseling for emotional, developmental, career, academic, and mental health problems at no charge. Additionally, assessment services are offered related to learning, concentration, and personality concerns. Outreach and educational programming is provided to the university community.

Financial Aid Services

[Financial Aid Office](#) provides students with information on applying for financial aid and financial literacy. The Office facilitates administration of over \$200,000,000 in student aid each year from federal, state, institutional and private sources.

Online/Distance Student Resources

Creighton University's support services for distance students are coordinated through the Center for Academic Innovation (CAI). Orientation for distance students is provided through online orientation courses as well as campus-based orientation for select programs. Distance graduate and undergraduate students complete online orientation courses that include (GRD600: [Orientation to Graduate School](#) and CPS 200: [Making the Transition](#)).

Distance students are assigned an academic coach upon enrollment. The academic coach works with the student through graduation and acts as the single point of contact to track student progression, proactively intervenes for students not progressing, and connects distance students to University support services and resources. The efficacy of these student support resources is evaluated through items on [end-of-course evaluations](#).

Students have access to the following resources, support services, and offices via the Internet:

- [Libraries](#)
- [Online Writing Center](#)
- [Financial Aid](#)
- [Registrar](#)
- [Business Office \(Tuition and Payments\)](#)
- [Catalogs](#)
- [Division of Information Technology \(DoIT\) Help Desk](#)
- [Student Handbook](#)

Global Engagement Office

The newly established [Global Engagement Office \(GEO\)](#) is committed to international education through initiatives such as:

- Advising students about [study abroad](#),

- Overseeing the [Encuentro Dominicano](#) Program in the Dominican Republic
- Providing individualized services to international students and visiting scholars
- Facilitating [Creighton's Intensive English Language Institute](#)
- Coordinating linkages with foreign universities, ministries and foundations
- Offering cross-cultural communication sessions for students, faculty and staff
- Administering the [international travel insurance](#) process

Living-Learning Communities

In addition to housing opportunities on campus, the [Department of Residential Life](#) offers several living-learning programs for students including Freshman Leadership Program, the Honors Scholars Community, the [Cortina Community](#), and Encuentro Dominicano; the latter being a semester-long academic program in the Dominican Republic. [Chaplains](#) live among and are available to students in residence halls and apartments and provide support to students of all faiths.

Career Center

The John P. Fahey Career Center is staffed by eight staff members who assist students and alumni to explore, develop and implement their career goals. Examples of services and programming include individual counseling sessions, career fairs, workshops, online job postings ([Jobs for Jays](#)) and networking ([Jay to Jay](#)). During 2015-2016 academic year, 1,772 scheduled career-related appointments were completed.

3.D.2.

Creighton University provides [support for students as they progress through its curriculum](#). The Summer Preview orientation is a program for incoming freshmen and their parents. Incoming students are provided with a resource guide ([BlueView](#)), meet with an academic advisor, and register for their fall classes. They also participate in informational sessions on academics, residential life, and student activities. All undergraduate students participate in Welcome Week and the [Ratio Studiorum Program \(RSP 101\)](#) in which a faculty preceptor serves as the student's academic advisor. The advisors assist students as they plan their courses and monitor academic progress. Students are also provided with information on student clubs and organizations, research opportunities, and student support services.

An [Honors Program](#) is available to talented, imaginative students desirous of participation in small, discussion-oriented classes and courses focused on interdisciplinary and topical issues that complement their majors. Students are initially advised by their faculty advisor, and upon declaring a major, they are paired with an honor advisor faculty.

Federal [TRIO programs](#) are available for eligible participants from disadvantaged backgrounds. [Student Support Services \(SSS\)](#) are available to first-generation students, economically disadvantaged students, and students with disabilities. SSS provides structured first-year experiences and academic assessment each semester. Services include family support, crisis intervention, retention counseling, academic support, financial assistance, problem solving, professional mentoring, peer mentoring, and cultural enrichment, among other resources.

The [Creighton EDGE](#) Learning Communities provide students with shared academic interests and experiences opportunities to meet and to discern options in pre-professional study, including medicine, dentistry, physician assistant, pharmacy, occupational therapy, physical therapy, and law careers. The seminars and co-curricular activities are designed and offered to strengthen the candidacy

of Creighton students as they prepare for the graduate/professional school application process. All Learning Communities provide students with opportunities for mentoring, shadowing and networking with pre-professional students, faculty, and alumni.

Creighton offers an [Academic Success Program](#) that includes academic coaching, individual tutoring, group tutoring, drop-in tutoring, supplemental instruction, and targeted study sessions. In addition, the various professional schools provide resources specifically catered to incoming and current students and include faculty and peer mentoring, study skills and test-taking skills training, writing support, supplemental instruction, tutoring, eLearning resources, and additional resources. Learning support resources are also available to distance students through a variety of venues and offices and include access to university resources, SmartThinking virtual writing center access, tutoring, coaching and mentoring for academic success, and learning support.

3.D.3.

Creighton University provides academic advising that meets the needs of its students. Admitted Students' Day allows incoming students to learn about Creighton University's curricular requirements and to meet with faculty in order to assist with course scheduling and to address questions. The Creighton EDGE Program provides comprehensive (undergraduate) academic advising opportunities to students from admission to graduation as well as those interested in professional studies. The [Career Center](#) is available to all students and provides assistance with career exploration, career assessment, resume writing, interviewing, volunteer opportunities, internship opportunities, career placement, and other resources designed to assist students as they progress through school and into graduate school, professional studies, or a career.

In addition to those services provided to all Creighton University students, many of the [professional schools also have programs in place that provide academic advising](#).

Distance Learning: Academic advising for distance undergraduate students is provided by academic coaches as well as the major advisor assigned to the student within the school or college housing the student's major. Distance graduate students are assigned an academic advisor by their program of study. Faculty advisors and students connect via phone, email, and synchronous web conferencing. Faculty and staff serving as academic advisors are provided training and support for using the technologies to connect with distance students.

The [Fall 2015 Survey](#) of Creighton University Undergraduate, Graduate, and Professional School Students conducted by Gallup evidence that, overall, students receive and are satisfied with the academic advising offered by the University. In response to the item, *I receive the academic advising I need at my institution*, 73% of undergraduate, 76% of graduate, and 75% of professional school students agree or strongly agree with the statement. Additionally, students agreed or strongly agreed with the statement, *Someone has talked to me about my path to graduation*: 78% of undergraduate, 80% of graduate, and 67% of professional school students.

3.D.4.

Creighton University has a variety of [dedicated spaces](#) to support effective teaching and learning.

Classrooms

With over 162,000 square feet of classroom space, the University adequately provides for various teaching-learning strategies, including large lecture halls and smaller classrooms with movable tables

and chairs for small group activities and active learning strategies. Most classrooms are equipped with a standardized set of audio-visual equipment, computers, projectors, white boards or Smartboards, and lecture capture software. All classrooms are equipped with telephones that connect easily to the Department of Information Technology (DoIT) if technical support is needed in the classroom. Additionally, there are numerous clinical laboratory spaces on campus for the chemistry, biology, and biomedical science departments.

Libraries

Creighton's three libraries (Health Sciences Library, Reinert Alumni Library, Ahmanson Law Library) provide information and training resources to on-campus and online students and faculty. The current physical collections of the libraries include 899,847 physical objects. The campus also has access to nearly 100,000 serials, mostly e-journals. In the past 5 years, there were over 3,000,000 full-text downloads of journal articles and over 500,000 views of e-books. Theses and dissertations have been digitized and housed in the [Creighton Digital Repository](#). There were also 67,000 full text downloads of Creighton theses and dissertations in the last five years. The libraries are open over 100 hours a week. Assistance and support from the Library experts are available 84 hours a week. Librarians also offer workshops on research tools, methods, and strategies and are available for one-on-one consultations. The libraries also expanded the inter-library loan program and made them available for free to all students, faculty, and staff. A designated library liaison is assigned to each of the schools and colleges within Creighton University.

Health Clinical Settings

Creighton University and Catholic Health Initiatives (CHI) have a solid academic-clinical partnership to ensure exceptional educational opportunities for students involved in the health professions. Students enrolled in health professions schools have access to practicum experiences in all CHI Health facilities, including acute care facilities and ambulatory care centers. CHI Health CUMC is a 334-bed tertiary care facility, Level I Trauma Center and the major teaching hospital of Creighton University's health sciences schools. However, construction is underway at CHI Health Bergan Mercy Medical Center (BMMC) as the primary center for health science education that will transfer to CHI Health BMMC in Spring of 2017. Concurrently, construction was completed for the CHI Health Ambulatory Care Center. This center is designed as a Patient Medical Home Model and will serve as an exemplar for interprofessional education and team-based care delivery.

Creighton has additional [communities that support teaching and learning](#) including: Center for Undergraduate Research and Scholarship, Joe Ricketts Center in Electronic Commerce and Database Marketing, Cortina Community, Creighton Business Institute, Center for Promoting Health and Health Equality, The Werner Institute, Global Engagement Office, and Center for Catholic Thought.

Performing Arts

The Lied Center for Performing Arts provides a venue for music, dance, theater, and fine arts learning and performances.

Technology

Technological infrastructure at Creighton University is provided through the Division of Information Technology (DoIT) and the Center for Academic Innovation (CAI). The information technology infrastructure, including network reliability, bandwidth, security, and application support, are well [established and reliable](#). Due to the redundancy built into the design of the network at Creighton,

service uptime is measured at 99.99%. Each student is assigned a unique username and password to access networked learning resources, include the learning management system.

The University's distance education environment includes a learning management system and a rich array of additional tools for teaching and learning such as:

- Instructure's Canvas, which is branded as BlueLine's discussion boards, gradebook, quizzing, grading with annotated and media feedback, student created and shared media, and collaborative workspaces.
- Additional tools available through Canvas integration include TurnItIn for plagiarism deterrence, Respondus Lock Down browser to help with quiz and exam integrity, and Big Blue Button for on-demand video creation.
- The University's web conferencing solution, WebEx, is branded as BlueCafé and is used for distance education.
- Faculty may create video clips for use in their distance courses by using Panopto, which is branded as BlueCast.
- Faculty wishing to use exam and/or quizzes in their distance course may use the BlueLine quizzing tools or choose to use ExamSoft, a robust electronic examination solution. Due to its enhanced security features and offline availability, the use of ExamSoft is encouraged when distance students are required to complete high stakes exams, such as midterm or final exams.
- Additionally, live proctoring for distance student exams is available through a contract with Examity.

Through the instructional design process, the CAI staff of instructional designers, an instructional technologist, and graduate assistants collaborate with faculty to select the tool(s) that best support each course's learning objectives and provide training and ongoing support for using the tools.

3.D.5.

Information literacy is a foundational learning outcome of the new Magis Core Curriculum. The Reinert Alumni Library developed an interactive library tutorial ([Library Encounter Online](#)) that provides a conceptual basis for information literacy teaching and learning. In the 2014-15 academic year, the librarians engaged 675 first-year students in collaboration with 18 faculty teaching 16 courses (27 sections). The librarians also facilitated 168 Research Assistance Program (RAP) sessions, which are one-on-one research process coaching sessions. In addition, the libraries maintain 280 web-based guides that can be searched online.

Through the [Research Compliance Office](#), students (and faculty) have access to the online research training modules for ethical conduct of research via [IRBnet](#), an electronic Institutional Review Board (IRB) submission system and study management system. All students who conduct research must be IRB certified. From July 1, 2014 – June 30, 2015, 1,778 students and faculty completed the Research Compliance Training, 1,706 completed the Human Subject Training, 622 the Care and Use of Animals in Research Training, and 238 completed the Biosafety Training.

The Division of Information Technology's (DoIT) webpage provides self-service guides and resource directories for all information technology services offered via a service catalog. Two full-time employees conduct training, and resource overviews are available during six annual new student orientation sessions, and year-round, on-demand, via appointment, and self-service. Page view counts, based on web-analytics show that on average 288,086 unique visitors access resources on the DoIT webpage annually (206,808 in 2014 and 369,363 in 2015). All students, faculty and staff are supported by chat, email, phone, by appointment or drop-in at the IT service desk during University

business hours.

Twelve IT-scheduled training events occur per year. Training is also offered every month as drop-in sessions (known as [“Breakfast Bytes”](#)). Training sessions are offered on average 220 times per year (individual, group and virtual). In 2015, 1,330 members of the faculty and staff participated in at least one DoIT training session. On average, the service desk receives 26,400 (2,200 per month) incidents and service requests. In summary, the Division of Information Technology provides informational resources, training, and service to Creighton students, faculty and staff members.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1.

Creighton provides co-curricular programs that address the University's commitment to transcendent values in the Catholic and Jesuit traditions, encouraging students to reflect on their relationship to God, service to others, and providing ethical perspectives on dealing with a complex world.

Student Governance / Representation

Since 1922, students have been active in governance. The [Creighton Students Union \(CSU\)](#) is the organization that represents the entire student body. The CSU represents the student body to the faculty, staff, administration, and the larger Omaha community. Each of the nine colleges/schools and our non-traditional students have a respective student government (College of Arts and Sciences Senate, Non-Traditional Student Union, Graduate Student Government, Creighton Medical Student Government, Dental Student Union, Nursing Senate, Pharmacy and Health Professions Student Government, and Student Bar Association) that are also incorporated into CSU's Cabinet, or board of directors.

Students are active members within the Alumni Association and other student professional organizations and university committees. For example, the [Sustainability Council](#) is composed of students, staff and faculty and its goal is to bring effective sustainability strategies to the University, including recycling and energy use. Additionally, a student representative serves on the university's Academic Council and on the search committees for the Vice President of Finance and Provost.

Student Life

The Division of Student Life is focused on creating and maintaining a vibrant student community and building men and women of character:

- The Department of Residential Life, with an on-campus living requirement for freshmen and sophomores, provides safe and supervised living arrangements in rooms and apartments for 2,450 students, 95% of freshmen, 91% of sophomores (2014-15). Three living-learning communities for 225 students, including the Honors Program, Cortina Community (service learning) and Freshman Leadership Program exist.
- The [Inter-Residence Hall Government](#) sponsors the Community Partners program in which 479 students provide 5,000 hours of community service.
- The [Student Leadership and Involvement Center](#) sponsors 200 student activity groups,

supervises Greek organizations for 38% of students, and provides leadership programming involving 300 students.

- The [Creighton Intercultural Center](#) provides intercultural education through programs offered to the entire university community, academic support targeted to students of color, special leadership programs, and initiatives aimed at the large Asian/Pacific Islander student population.
- Campus Recreation creates student community with intramural and extramural sports programs touching 1,865 students.

Athletics

The Creighton Athletic Department answers directly to the Office of the President. The Athletic Department contributes directly to the mission of the University in building students of character. It utilizes the CHAMPS/Life Skills Program to promote career development, and provides an athletic learning center to support 260 student athletes through [graduation](#).

Service & Justice

The John P. Schlegel, S.J. Center for Service and Justice is housed within the Division of Mission and Ministry. The Center sponsors and coordinates a number of programs; the fall and spring-break service trips may be its largest single program with 350 students each year participating in a five- to nine-day service experience in partner sites across the country. The program is led by 10 closely trained student core leaders and 80 student coordinators. The Center also leads a campus- wide program of Ignatian Advocacy Teams and Groups, reflecting on root causes of poverty and injustice and meeting with community leaders.

Ministry

Campus Ministry, housed in the Division of Mission and Ministry, provides programming in faith development to the university community for all faiths, but informed by Catholic identity and Jesuit tradition. There are regular communal prayer and worship experiences for Catholics and non-Catholics alike, including a Muslim Prayer Room. There are daily and weekend prayer services including an Interfaith Prayer Service each Sunday, weekend retreat programs, and Christian Life Community prayer and reflection groups. The [Online Ministry](#) offerings include daily reflections, online retreats, reading groups and other opportunities to distance students, faculty and alumni.

3.E.2.

[Creighton's Mission Statement](#) emphasizes the University's identity as Catholic and Jesuit, looking to the pursuit of truth in all its forms in the living tradition of the Catholic Church, and the tradition of the Society of Jesus. Creighton is dedicated to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice. Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover new knowledge.

Research

Undergraduate research is coordinated through the [Center for Undergraduate Research and Scholarship \(CURAS\)](#). Before graduating, 34% of all undergraduate and 50% of Arts and Sciences students participate in research, with 150 scholarly research presentations per year presented by undergraduate students. Graduate and professional programs across the University's nine schools and

colleges sponsor 10 research [Centers and Institutes](#).

There are over [200 student organizations](#) in a variety of categories including: academic, athletic, Greek life, health care, honor societies, leadership, multicultural, political, religious/spiritual, residence, service, and special interests. These programs demonstrate the university's commitment to Catholic and Jesuit traditions, promotion of justice, and economic development.

Service, Community Engagement, Working for a More Just Society

Creighton undergraduate programs are suffused with exposure to reflection on transcendent principles in the required theology and philosophical studies and in specific majors. Professional programs provide numerous opportunities for service to the local and international communities through the newly established [Center for Interprofessional Education and Research \(CIPER\)](#). Co-curricular programs are offered by the Department of Campus Ministry and the John P. Schlegel, S.J. Center for Service and Justice.

Community betterment is addressed through [community partnerships](#) serving the local Nebraska community as well as in the Dominican Republic. The professional schools offer coordinated opportunities for service and engagement in the local community, nationally, and internationally. For example, the School of Pharmacy and Health Professions' Office of Interprofessional Scholarship, Service, and Education (OISSE) provided over [11,425 hours of service to the local community in AY 2014-2015](#).

Community Partners are service programs within the local community coordinated by the Inter-Residence Hall Government. Community Partnerships are medical and public health programs offered to the local community and to the Dominican Republic. These partnerships include CHI Health, the Dental Clinic, Magis Clinics, ILAC, Porto Urgent Care Clinic and Project Cura.

Collectively, Creighton University students provide over 1.33 million hours of service, as reported to the [Corporation for National and Community Service \(i.e., President's Honor Roll for Community Service\)](#). Creighton has been annually listed on its Honor Roll, and noted for Distinction in 2007 and 2014.

Religious Activities and Spirituality

Campus Ministry offers retreats, liturgies, and Christian Life Community small reflection groups. The Collaborative Ministry office provides development, reflection, and prayer opportunities from within the Catholic and Jesuit traditions for faculty, staff, and the entire University community through direct programming and to the entire world through Online Ministries. Online Ministries reported 28.4 million hits on its [Daily Reflection website in 2014, and 40.4 million hits in 2015](#).

ILAC

For over 40 years, the [Institute for Latin American Concern \(ILAC\)](#) has provided immersions into the gritty reality of the world for Creighton students. The ILAC Center in the Dominican Republic is an international, Catholic, Ignatian-inspired, collaborative health care and educational organization that exists to promote the integral well-being and spiritual growth of all participants. In 2016, there were 130 Creighton students who participated in ILAC programs.

Sources

- ADM_Sustainability Council_3-10-2017
- AEA_President's Community Service Honor Roll_2016
- ATHLET_Graduation Success Rate Rpt_2005-2008
- ILAC_Institute for Latin American Concern_3-13-2017
- MM_Creighton OnLine Ministries_3-10-2017
- MM_Daily Reflection website-Creighton OnLine Ministries
- PRES_MissionStatement_2-8-2017
- PROV_Centers and Institutes Website
- PROV_Ctr for Interprofessional Education and Research (CIPER)_3-10-2017
- PROV_CURAS_UndergradResearch and Scholarship_2-1=28-2017
- RESLIFE_Inter-Residence Hall Government_3-10-17
- RESLIFE_Student Leadership and Involvement Ctr_3-10-2017
- RESLIFE_Student Organization Directory_3-10-2017
- SPAHP_OISSE Community Service Hrs_3-13-2017
- SPAHP_OISSE-Community Partnerships_3-10-2017
- STULIFE_Creighton Student Union_3-10-2017
- STULIFE_Intercultural Center_3-13-2017

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Creighton University provides high quality education. Our ongoing reviews of academic programs and core documents (e.g., Catalogs, Syllabi) serve as a means to assure appropriateness, quality, relevance, and currency of programs and courses. The Magis Core Curriculum serves a mechanism to ensure Creighton undergraduate students are formed in our Catholic, Jesuit mission.

Creighton faculty consist of both full- and part-time faculty. Scholarly productivity is impressive and contributes to the quality of education and student research opportunities. Creighton staff who contribute to the delivery of student services are appropriately qualified, and developed in their roles.

Faculty oversee the curriculum and are involved in assessment of student learning. Faculty are developed to maintain their competence and have a variety of resources available to them for focusing on excellence in teaching, learning and assessment.

Students receive solid academic advising to progress in their programs. Student support services and student organizations are readily available to support and develop students both in curricular and co-curricular offerings.

The infrastructure at Creighton provides the space, technology, laboratories, clinical practice sites, service sites, libraries and virtual access to carry out our mission. We assess that the Creighton, Jesuit mission is vibrant and explicit in all that we do.

Sources

There are no sources.