

1 **Criterion 3 Assurance Argument – Draft**

2 **Teaching and Learning: Quality, Resources, and Support**

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

6 **3.A. The institution’s degree programs are appropriate to higher education.**

7 **3.A.1. Courses and programs are current and require levels of performance by**
8 **students appropriate to the degree or certificate awarded.**

9 Creighton University offers multiple degrees at the bachelors, masters, doctoral, and
10 professional levels, as well as certificate programs. The University defines and
11 differentiates learning outcomes for its undergraduates in the [Undergraduate Catalog](#)
12 and in the [Graduate Catalog](#) for Graduate programs. Outcomes for professional schools
13 are noted on their web sites and in the program recruiting materials.

14 Program expectations are reflected in course syllabi [link to syllabi repository] which
15 clearly distinguish differential requirements across undergraduate and graduate
16 programs.

17 Some individual academic programs and academic units hold [specialized accreditation](#)
18 where applicable, further evidence of high quality programs and expectations for
19 students. Performance data for professional schools that require state or national
20 exams for entry into the professions indicate that candidates are well prepared.
21 Outcomes required for specialized accreditation reporting are available on the School
22 web sites.

23 All academic programs undergo a rigorous internal review process at the departmental,
24 school and university levels. The new program proposal and approval process
25 (<https://www.creighton.edu/center-for-academic-innovation/new-program-proposals>)
26 includes a review of the program goals, courses descriptions and goals, and a program
27 assessment plan. The approval process includes school/college approval, Graduate
28 Board or Adult Learning Council for graduate and degree completion programs
29 respectively, the Academic Planning review to address the financial pro forma,
30 resources, and overall administrative aspects of the proposal. The Provost’s Dean’s
31 Council has the final approval authority. Additionally, new programs undergo the
32 University’s Program Review process after the program has been running for three
33 years. All programs undergo the University’s Program Review every seven years. This
34 review includes an analysis of appropriateness of student performance expectations to
35 the degree or certificate being awarded.

37 **3.A.2. The institution articulates and differentiates learning goals for its**
38 **undergraduate, graduate, post-baccalaureate, post-graduate, and certificate**
39 **programs.**

40 Each academic program has identified learning objectives that are approved by the
41 school/college curriculum committee or a group that serves in the role of a curriculum
42 committee. The objectives are established and reviewed for rigor and appropriateness
43 to the program level during the new program approval process. Subsequent review
44 occurs during the academic program review process which occurs on a [seven-year](#)
45 [rotation](#) and includes a team of internal and external reviewers. New programs undergo
46 an Academic Program Review three years after implementation. Programs with outside
47 accreditation comply with requirements set forth by the specialized accreditation
48 agency.

49 **3.A.3. The institution's program quality and learning goals are consistent across**
50 **all modes of delivery and all locations (on the main campus, at additional**
51 **locations, by distance delivery, as dual credit, through contractual or consortial**
52 **arrangements, or any other modality).**
53

54 Programs are delivered at Creighton's main campus and via distance education. The
55 University grants dual credit as governed by the University Dual Credit policy. The
56 University does not have consortia or contractual arrangement for academic
57 programming. Some programs include face-to-face educational components at
58 locations other than the Creighton main campus including Phoenix, AZ; Anchorage, AK;
59 and Denver, CO. Assessment and review processes for education at other locations
60 aligns with that used for the program assure their currency and conformity to University
61 and individual program learning goals and objectives. For example, the Doctor of
62 Pharmacy program offers both a campus-based and a distance education pathway. The
63 Doctor of Pharmacy curriculum committee and the assessment committee oversee both
64 pathways and review student learning outcomes for parity annually.

65 The quality of programs and learning goals are consistent regardless of delivery modes
66 and locations. Distance and hybrid courses and programs are designed, approved, and
67 delivered according to standards that ensure consistent quality. Quality assurance
68 standards for distance education are codified in the [Quality in Distance Education](#)
69 [policy](#). The Center for Academic Innovation oversees application of quality standards
70 including the Quality Assurance Standards for Online Education Programs which
71 encompasses nine categories and is based on nationally accepted standards of quality
72 for online courses and programs including the Council of Regional Accrediting
73 Commissions (C-RAC) Interregional Guidelines for the Evaluation of Distance
74 Education. Additionally, distance education courses are required to undergo review after
75 initial development and every five years thereafter to assure alignment with the
76 University's Online Course Design Review rubric criteria which are based on the Quality
77 Matters course review criteria. Verification of credit hours in distance education courses

78 is accomplished as part of the review of each distance education course using a set of
79 metrics for seat-time and out of class time equivalencies.

80 In addition to the college/school and University review/accountability processes, the
81 [Center for Academic Innovation](#) (CAI) provides oversight to ensure parity for courses
82 offered both at a distance and face-to-face.

83

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

87 **3.B.1. The general education program is appropriate to the mission, educational**
88 **offerings, and degree levels of the institution.**

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

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

113

Magis Core Curriculum Structure

114

Integrations

Designated Courses

115

Explorations

3

Foundations

116 The required curricular components of the Magis Core Curriculum are divided into 3
117 levels that provide an integrated, progressive learning experience. First-year
118 undergraduate students complete 6 Foundations components of the Magis Core
119 Curriculum (normally 15 credit hours) that help them to acquire fundamental intellectual
120 skills, such as critical thinking, mathematical reasoning, oral communication, and written
121 communication, and to wrestle with ultimate questions about fundamental values related
122 to theology, philosophy, diversity, and social justice. Second- and third-year
123 undergraduates build on the knowledge and skills that they have acquired in the
124 Foundations components by completing 6 Explorations components (normally 17 credit
125 hours) that engage them in the modes of inquiry characteristic of ethics, history,
126 literature, natural science, social science, and theology. Third- and fourth-year
127 undergraduates complete 5 designated courses (normally taken as part of the major
128 program of study) that help them to apply to the context of the major program of study
129 intellectual skills such as ethical reasoning, mathematical reasoning, oral
130 communication, technological literacy, and written communication that they have
131 acquired in the Foundations components of the Magis Core Curriculum. Fourth-year
132 undergraduates culminate their general education by completing 1 Integration
133 component (normally 3 credit hours) that helps students integrate the critical thinking
134 skills and knowledge about diversity and social justice that they have acquired in the
135 Magis Core Curriculum and the major program of study. Particular undergraduate
136 colleges may add college-specific general education components to the common
137 requirements of the Magis Core Curriculum, as the College of Arts & Sciences (5
138 components, 17 additional credit hours) has done.

139

140 **3.B.2. The institution articulates the purposes, content, and intended learning**
141 **outcomes of its undergraduate general education requirements. The program of**
142 **general education is grounded in a philosophy or framework developed by the**
143 **institution or adopted from an established framework. It imparts broad**
144 **knowledge and intellectual concepts to students and develops skills and**
145 **attitudes that the institution believes every college-educated person should**
146 **possess.**

147 Creighton University articulates the purposes and content of its general education
148 program, the [Magis Core Curriculum](#), in the Preamble to the Magis Core Curriculum
149 Plan, which is addressed primarily to an audience of faculty members and academic
150 leaders, and in the Undergraduate Catalog, which is addressed primarily to an audience
151 of students. These documents are available on the university web site, though access to
152 the [Magis Core Curriculum Plan](#) is restricted to faculty members and academic leaders.
153 Creighton University articulates the intended learning outcomes of the Magis Core
154 Curriculum in the Magis Core Curriculum Plan and in the syllabus of each course that
155 satisfies a requirement of the Magis Core Curriculum.

156 The four undergraduate colleges of the university, namely, the [College of Arts &](#)
157 [Sciences](#), the [College of Nursing](#), the [College of Professional Studies](#), and the [Heider](#)
158 [College of Business](#), have agreed that the Magis Core Curriculum will be the primary
159 curricular means of promoting and assessing undergraduate student learning with
160 respect to [University-level Learning Outcomes](#) 2, 3, 4, 5, and 6. The undergraduate
161 colleges have further agreed that undergraduate students need to fulfill several Magis
162 Core Curriculum learning objectives at the introductory, reinforcement, and proficiency
163 levels related to each of these five University Learning Outcomes in order to fulfill the
164 learning outcome in question. The various learning objectives of the Magis Core
165 Curriculum are divided up among the 13 components and 5 designated courses of the
166 Magis Core Curriculum as described in the Magis Core Curriculum Plan. Each course
167 that satisfies a component or serves as a designated course of the Magis Core
168 Curriculum must help students to fulfill all of the Magis Core Curriculum learning
169 objectives for which the component or designated course is responsible. A course that
170 satisfies a Magis Core Curriculum component or designated course must articulate the
171 Magis Core Curriculum learning objectives for which the component or designated
172 course in question is responsible in the course syllabus.

173 The Magis Core Curriculum of Creighton University is grounded in a philosophy of
174 education and a pedagogy that is consonant with the tradition of liberal education quite
175 broadly and distinctive of Jesuit and Catholic higher education quite specifically.
176 Consonant with the broad tradition of liberal education, the Magis Core Curriculum
177 requires undergraduate students to engage in a multifaceted search for truth through a
178 wide variety of academic disciplines, to think critically from a wide variety of disciplinary
179 perspectives, to communicate clearly and effectively, and to prepare for global
180 citizenship in a diverse world. Animated by the distinctive tradition of Jesuit and Catholic
181 higher education, the Magis Core Curriculum requires students to explore the God-
182 given dignity of every human person, the hospitality of faith and reason, ultimate
183 questions about transcendent values, ethical deliberation, and the values of service and
184 justice. The Magis Core Curriculum begins from the Catholic philosophical and
185 theological commitment that since all truth is God's truth, God may be found in all
186 things.

187 Each course that satisfies a Magis Core Curriculum component or designated course is
188 specifically designed to help students fulfill one or more Magis Core Curriculum learning
189 objectives. Each of the learning objectives is specifically designed to help students to
190 fulfill one of University Learning Outcomes 2 through 6, namely:

- 191 2. Critical thinking;
- 192 3. Jesuit and Catholic values, including the exploration of faith and the service of
193 justice;
- 194 4. Clear and effective communication;
- 195 5. Ethical decision-making; and
- 196 6. Working across boundaries of diversity.

197 The University-level Learning Outcomes were proposed by the University Assessment
198 Committee and approved by the University President in 2009. Details about how
199 particular Magis Core Curriculum components and designated courses deliver specific
200 Magis Core Curriculum learning objectives and how specific Magis Core Curriculum
201 learning objectives map onto the University Learning Outcomes can be found in the
202 Magis Core Curriculum Plan.

203

204 **3.B.3. Every degree program offered by the institution engages students in**
205 **collecting, analyzing, and communicating information; in mastering modes of**
206 **inquiry or creative work; and in developing skills adaptable to changing**
207 **environments.**

208 Every degree program offered by Creighton University engages students in collecting,
209 analyzing, and communicating information, in mastering modes of inquiry or creative
210 work, and in developing skills adaptable to changing environments.

211 **Undergraduate Degree Programs**

212 Undergraduate students engage in the critical collection and analysis of information
213 especially in the Magis Core Curriculum components of:

- 214 • Contemporary Composition,
- 215 • Critical Issues in Human Inquiry,
- 216 • Mathematical Reasoning,
- 217 • Oral Communication,
- 218 • Understanding Natural Science,
- 219 • Intersections,
- 220 • Designated Statistical Reasoning, and
- 221 • Designated Technology.

222 Undergraduate students engage in the communication of information especially in the
223 Magis Core Curriculum components of:

- 224 • Contemporary Composition,
- 225 • Mathematical Reasoning,
- 226 • Oral Communication,
- 227 • Designated Oral Communication, and
- 228 • Designated Written Communication.

229 Undergraduate students also engage in collecting, analyzing, and communicating
230 information in discipline-specific ways as required by their major programs of study, as
231 each major program describes in its annual program assessment report to the
232 University Assessment Committee. Many undergraduate students also engage in these
233 activities through undergraduate research projects that are sponsored by the Center for

234 Undergraduate Research and Scholarship (CURAS), as described in subcomponent
235 3.B.5.

236 Undergraduate students master modes of inquiry or creative work in the Magis Core
237 Curriculum and in their major programs of study. Undergraduate students master
238 modes of theological inquiry (in The Christian Tradition and The Biblical Tradition
239 requirements of the Magis Core Curriculum), philosophical inquiry (in the Philosophical
240 Ideas requirement), humanistic inquiry (in the Global Perspectives in History and
241 Literature requirements), mathematical inquiry (in the Mathematical Reasoning and
242 Designated Statistical Reasoning requirements), natural scientific inquiry (in the
243 Understanding Natural Science requirement), and social scientific inquiry (in the
244 Understanding Social Science requirement). In addition, each undergraduate degree
245 program requires students to master discipline-specific modes of inquiry or creative
246 work in the major program of study, as each major program describes in its annual
247 program assessment report to the University Assessment Committee concerning
248 University-level Learning Outcome 1 (Disciplinary Competence). Many undergraduate
249 students also master disciplinary and interdisciplinary modes of inquiry through
250 undergraduate research projects sponsored by CURAS, as described in subcomponent
251 3.B.5.

252 Undergraduate students develop skills adaptable to changing environments in the
253 Magis Core Curriculum and in their major programs of study. Undergraduate students
254 develop skills that are relevant to promoting justice (in the Critical Issues in Human
255 Inquiry and Intersections requirements of the Magis Core Curriculum), ethical reasoning
256 (in the Ethics and Designated Ethics requirements), and working effectively across
257 diversity (in the Critical Issues in Human Inquiry and Intersections requirements). Some
258 major programs of study also develop students' skills of promoting justice, ethical
259 reasoning, and working effectively across diversity as they report in their annual
260 program assessment reports to the University Assessment Committee concerning
261 University-level Learning Outcomes 3 (Exploration of Faith and Service of Justice), 5
262 (Deliberative Reflection for Personal and Professional Formation), and 6 (Working
263 Effectively across Diversity).

264 **Graduate and Professional Degree Programs**

265 Every graduate and professional degree program offered by the Graduate School, the
266 School of Dentistry, the School of Law, the School of Medicine, and the School of
267 Pharmacy and Health Professions ensures that its students collect, analyze, and
268 communicate information; master modes of inquiry or creative work; and develop skills
269 adaptable to changing environments by mapping their curricula to the six University-
270 level Learning Outcomes and assessing student learning with respect to those
271 outcomes.

272 Graduate and professional students collect, analyze, and communicate information in
273 discipline-specific ways. Each degree program explains how its program learning

274 outcomes support University-level Learning Outcome 2 (Critical Thinking) and
275 University-level Learning Outcome 4 (Clear and Effective Communication) and reports
276 on student learning with respect to these learning outcomes in its annual program
277 assessment report to the University Assessment Committee. For example, the School
278 of Pharmacy & Health Professions reports outcomes related to the ULOs in its [Annual](#)
279 [Assessment Report](#).

280 Graduate and professional students engage in modes of inquiry or creative work
281 specific to the discipline or profession of their programs of study, as each graduate or
282 professional program describes in its annual program assessment report to the
283 University Assessment Committee concerning University-level Learning Outcome 1
284 (Disciplinary Competence). For example, the Graduate School assesses disciplinary
285 competence through a variety of metrics including: successful completion of required
286 coursework; bi-annual progress reports and meetings with the Graduate Advisory
287 Committee; selected assignments, quizzes and exams; internship evaluations;
288 successful completion of comprehensive examination; achievement of candidacy;
289 electronic portfolio; capstone projects; graduate exit survey; review of student
290 GPA/grade checks; students' ability to develop lesson plans; participation in seminar
291 courses and in professional conferences; acceptance rates into doctoral programs and /
292 or employment in the respective discipline; grant proposals; and published papers.

293 Graduate and professional students develop skills that are adaptable to changing
294 environments, as each graduate and professional degree program describes in its
295 annual program assessment report to the University Assessment Committee concerning
296 University-level Learning Outcome 3 (Exploration of Faith and Service of Justice),
297 University-level Learning Outcome 5 (Deliberative Reflection for Personal and
298 Professional Formation), and University-level Learning Outcome 6 (Working Effectively
299 across Diversity). For example, health professional students enrolled in degree
300 programs offered by the College of Nursing, the School of Dentistry, the School of
301 Medicine, and the School of Pharmacy & Health Professions develop skills that are
302 adaptable to changing environments by taking the required course IPE 400 Introduction
303 to Collaborative Care, an introduction to the concepts of inter-professional collaborative
304 practice preparing students across the health sciences to engage in inter-professional
305 education and practice activities during and after their professional degree programs. In
306 this course health professional students gain knowledge in the Core Competencies for
307 Inter-Professional Collaborative Practice, become versed in the basics of team work in
308 the context of health care, and begin to develop skills in team-based clinical reasoning.

309

310 **3.B.4. The education offered by the institution recognizes the human and cultural**
311 **diversity of the world in which students live and work.**

312 As one of President Hendrickson's first priorities of his new presidency, the [Creighton](#)
313 [Global Initiative](#) was established to animate, enrich and embrace an intentional global

314 focus for the University community. The [Global Engagement Office](#) (GEO) was created
 315 to facilitate campus-wide advocacy, support and implementation of the University’s
 316 goals for international education and exchange as members of an increasingly complex
 317 global society. As part of the Initiative in 2016, \$1.5 million was allocated and awarded
 318 for 31 [projects and research](#) that builds upon current academic and institutional efforts
 319 and creative new ones.

320 **University Learning Outcomes**

321 Creighton University, unique among Jesuit schools in the breadth of offering
 322 undergraduate, graduate, and professional studies, has established six University
 323 Learning Outcomes (ULOs) that characterize the fundamental values and learning
 324 objectives set forth for all students across the nine schools/colleges of the University.
 325 The University is committed to teaching and inculcating these Outcomes to students in
 326 each program, and to measuring and assessing students for these outcomes. The
 327 University Learning Outcome 6 states that students will have “the ability to work
 328 effectively across race, ethnicity, culture, gender, religion, and sexual orientation.” Each
 329 area of the University addresses this outcome in a manner characteristic of its
 330 discipline.

331 Undergraduate students at Creighton are specifically exposed to human and cultural
 332 diversity in the required curriculum. Creighton University Learning Outcome 6 requires
 333 that all graduates of the university demonstrate “the ability to work effectively across
 334 race, ethnicity, culture, gender, religion, and sexual orientation.” Creighton University
 335 undergraduate students in all four undergraduate colleges satisfy University Learning
 336 Outcome 6 through completion of the Magis Core Curriculum. Specifically, the Magis
 337 Core Curriculum requires all undergraduate students to complete both a first-year
 338 course that satisfies Critical Issues in Human Inquiry, a requirement that addresses four
 339 specific learning objectives related to University Learning Outcome 6, and a senior-level
 340 course that satisfies Intersections, a requirement that addresses two specific learning
 341 objectives related to University Learning Outcome 6. Details about Critical Issues in
 342 Human Inquiry courses and Intersections courses can be found in the [Magis Core
 343 Curriculum Plan](#).

344 Additional examples of recognizing the human and cultural diversity of the world
 345 include:

| School/College | Description |
|----------------------------|--|
| College of Arts & Sciences | The College of Arts and Sciences provides a number of majors that require additional courses or experiential learning focused on language/cultural diversity and social justice, such as the Justice and Peace Studies Program. The college oversees global learning opportunities that include: a semester-long Encuentro Dominican program in the Dominican Republic, numerous faculty-led summer study abroad |

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| | experiences on four continents, and global engagement opportunities through the Asian World Studies Center and East Africa partner initiatives. |
| Heider College of Business | The Heider College of Business utilizes international business courses and language requirements to address the Core requirements. The International Business major requires a period of study abroad. It offers two international travel courses led by Faculty, one to South Africa, and another to the Pearl River area in China. There is a Dean's Honor Roll for Social Responsibility that requires students to participate in a Jesuit-inspired reflective process. |
| College of Nursing | The College of Nursing utilizes the Magis Core, and requires extensive clinical practice at hospitals and out-patient facilities serving all social strata of the Omaha area. Nursing students in all programs are exposed to and engaged in human and cultural diversity in each nursing course through population-based and individual patient care. The College maintains relationships with nearly 700 different agencies allowing graduate and undergraduate students to assess and address diverse health care needs. |
| College of Professional Studies | The College of Professional Studies is designed for busy adult and non-traditional learners. The College is committed to Creighton Outcome 6 and utilizes the Magis Core. Starting with the first College of Professional Studies course, CPS 200, Making the Transition to College: Strategies for Degree Completion, and concluding with the capstone course, CPS 400, What Really Matters: Meaning in Work and Life, the Ignatian pedagogical paradigm is infused throughout the programs of study. |
| Graduate School | The Graduate School and Professional Schools provide complex exposure, both through academics and direct professional contact, to the human and cultural diversity of the world in which students will work. The Graduate School expects graduates will demonstrate an ability to work effectively and in solidarity across the distinctions of human diversity. Each program operationalizes that expectation in ways congruent with the specific program. Evaluation of this expectation is accomplished through case studies; demonstrating an ability to work with other members of a team/group; teaching assistant evaluations; student |

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|---|--|
| | reflection essays; comprehensive exams; integrative papers and essays; and exit surveys. |
| School of Medicine | The Medical School requires that students must demonstrate respect, sensitivity, and responsiveness to diversity of culture, age, race, ethnicity, gender, sexual orientation, and disability as one of the core competencies in professionalism. In this regard the medical curriculum extensively prepares students through didactic coursework and small group exercises in courses such as IDC135 Ethics and Legal Topics in Clinical Medicine, IDC140 Behavioral Medicine, IDC142 Physician’s Lifestyle Management, and IDC183 Healer’s Art. Subsequently, the principles learned in the classroom are modeled throughout numerous curricular clinical clerkships, where students alongside faculty preceptors experience first-hand the cultural diversity of the workplace and patient population and are evaluated on their response to it. Moreover, students gain invaluable exposure and experience with cultural diversity through volunteer service-learning activities in the community such as the Magis Clinic , Project Cura , and Institute for Latin American Concern (ILAC). |
| School of Dentistry | The Dental School requires two years of clinical experience for all students in the Dental Clinic. The Dental clinic, staffed by Creighton Dental faculty and junior and senior students, serves a patient population from Eastern Nebraska that is diverse ethnically, socio-economically, religiously, and intellectually. Each junior and senior student has a patient family made up of these individuals for whom they are responsible for providing dental care. Students are taught to use the Jesuit Charisms to frame their service to their patients. |
| School of Pharmacy & Health Professions | The School of Pharmacy and Health Professions utilizes the Office of Interprofessional Scholarship, Service and Education (OISSE) to prepare students for a world of human and cultural diversity through service learning opportunities in underserved communities at the local, national and international level. Students apply clinical knowledge and skills to provide health promotion and education, health screenings, and disease prevention to clients across the life span. In AY 2015-2016, 935 students provided over 9,923 hours of service to diverse communities in Omaha and the surrounding community. |

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| Law School | <p>The School of Law is committed to recognizing the importance of human and cultural diversity. It offers a wide array of courses that address questions of law and policy, and their impact on race, culture, sexual orientation, ethnicity, etc. Courses such as International Business Contracting pairs students with students from a sister university in Madrid to engage in a cross-border negotiation; the 2040 Initiative which is focused on the year 2040 in which the U.S. Census predicts that non-whites will become the majority of the population; Immigration Law focuses on the legal pathways to presence, residence and/or citizenship; and many other courses deal with issues of equal protection, state action, and protected classifications. In addition to academic courses, there are a number of international experiences: a mission-based trip to the Dominican Republic; the academic experience of visiting The Hague and Nazi concentration camps in Germany. The Abrahams Legal Clinic provides free legal services to low-income residents of Douglas County on civil matters, providing students with practical experience in interviewing and drafting documents for individuals with very limited incomes.</p> |
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347 **ILAC**

348 For over 40 years, the [Institute for Latin American Concern \(ILAC\)](#) has provided
 349 immersions into the gritty reality of the world for Creighton Students. The ILAC Center in
 350 the Dominican Republic is an international, Catholic, Ignatian-inspired, collaborative
 351 health care and educational organization that exists to promote the integral well-being
 352 and spiritual growth of all participants. [Participation](#) in the ILAC programs is competitive.
 353 In 2016, there were 78 health professions and law students who participated ILAC
 354 programs.

355 The co-curricular programming offered by the John P. Schlegel Center for Service and
 356 Justice, the Institute for Latin American Affairs, and the Office of Multicultural Affairs is
 357 outlined in Argument 3.E.

358

359 **3.B.5. The faculty and students contribute to scholarship, creative work, and the**
 360 **discovery knowledge to the extent appropriate to their programs and the**
 361 **institutions’ mission.**

362 As a Master’s College and University – Large Programs institution, Creighton has robust
 363 productivity of scholarship, creative work and knowledge discovery. The [Faculty](#)

364 [Handbook](#) (Section F – Duties) sets the expectation that faculty are engaged in
365 scholarship and research.

366 Faculty Research:

367 Faculty members at Creighton University engage in a wide range of scholarly and
368 professional activities. On average, per faculty bibliographies, faculty members publish
369 780 articles per year and receive 396 grants (need faculty bibliographies for 2013 &
370 2014 for evidence file). According to the Scopus bibliometric database (using the
371 [Elsevier SciVal system](#)), in the past 6 years (2010-2015) Creighton faculty authored
372 3,265 refereed articles that were cited 33,355 times for an average 9.9 citations per
373 publication during this period. The caliber of Creighton University faculty publications
374 has been assessed using the Field-Weighted Citation Impact (FWCI) as a research
375 impact metric. Over the past six years Creighton University faculty publications have a
376 FWCI of 1.58. This indicates that these publications are cited 58% more than expected.

377 Creighton has 10 Research Centers and Institutes that promote interdisciplinary
378 research. The university also has a rich research infrastructure as evidenced by 5
379 Research Core Facilities. According to the Office of Sponsored Programs last five
380 Annual Reports, faculty grant awards averaged \$27.3M with \$116.6M in submissions
381 per year. In the past 2016 academic year, 66% of extramural support came from the
382 federal government including \$8.9 million from the NIH. Total expenditures for
383 sponsored research from 2011-2015 were \$117 million. The Creighton Magazine, the
384 institution's alumni newsletter, periodically features Creighton research and scholarship
385 information. Internal newsletters such as that of the Provost, Office of Teaching
386 Excellence and Assessment, Center for Health Services Research and Patient Safety,
387 or individual colleges (Annual Reports) also highlight faculty (and student) research.

388 Each year, the university bestows a [University Research Award](#) to two outstanding
389 researchers: one from health sciences and one from a non-health science academic
390 area. Private donors have established funds for faculty research seed grants. For
391 example, the [Dr. George F. Haddix President's Faculty Research Award Fund](#) has been
392 awarded to 66 faculty recipients over the past five years for a total of \$661,636 (2012-
393 2016). Remarkably, these faculty have in turn used these seed grant funds to generate
394 over \$6 million in new extramural awards for a return on the investment of almost 10
395 fold. In addition, in the past two years 24 faculty members received a summer faculty
396 research fellowship from the [Center for Undergraduate Research And Scholarship](#)
397 [\(CURAS\)](#).

398 Student Research

399 Creighton students are heavily engaged in research activities in all schools and
400 disciplines. Much research and scholarship at Creighton involves collaboration between
401 accomplished faculty and undergraduate, graduate and professional students. In fact,
402 for the past three years, Creighton was named a "Top School for Undergraduate
403 Research/Creative Projects" by U.S. News and World Report. Since 2013 (the year

404 CURAS was created), ~33% of undergraduates across campus were involved in
405 research before they graduated. [With 19 scholars in the past 12 years](#), Creighton is also
406 the leading Catholic institution in terms of producing [Goldwater Scholars](#). Recently, the
407 CURAS office has offered an increasing number of summer undergraduate research
408 fellowships, awarding 21 in 2013 and 36 in 2016. Since 2006, a private donor has
409 funded 137 undergraduate students' summer research fellowship. The number of
410 students in the sciences registering for Directed Independent Research grew from about
411 100 students in 2007 to 400 in 2016.

412 In the past two years, the [Annual Research Day \(St. Albert's Day\)](#) featured work from
413 290 undergraduate and graduate students (235 posters & 55 oral presentations) from
414 across the schools and colleges. The undergraduate Honors Program requires every
415 student to conduct independent research. In the past 5 years, the [Honors Research](#)
416 [Days](#) have featured 243 posters and talks by undergraduate students. On average,
417 about 125 undergraduate and 18 graduate students who engage in independent
418 research in their major discipline are awarded a competitive travel grant to present their
419 research at national and regional conferences. A permanent bequest from [the Clare](#)
420 [Boothe Luce foundation](#) supports yearly up to 8 undergraduate students' and one
421 graduate student's tuition and research funds for young women who want to pursue a
422 career in STEM fields. A total of 6 female science faculty members have so far been
423 funded by these permanent funds.

424 Graduate students produced [286 theses and 146 dissertations](#) and 33 creative projects
425 from June 2010 to September 2015 with a total pdf views of 71,719. In the 2014-15
426 academic year, there were 25,683 pdf downloads, for an average of 252 views per
427 document. Approximately 25% of students participating in the 2015 Annual Midwest
428 Student Biomedical Research Forum were Creighton students. These students received
429 6 of the 16 awards available. All predoctoral dental students are required to engage in
430 research as a result of a course requirement. In the freshman year, all students
431 participate in the generation of a research project that leads to an oral and table clinic
432 presentation as a required element of an Introduction to Research Course (GDS 117).
433 Clinical research projects are normally presented at the International/American
434 Association of Dental Research (IADR) meeting. During 2012-2015, 268 dental students
435 presented their research. The [School of Dentistry provides all expenses associated with](#)
436 [conference presentations](#) (travel, registration fees, publication costs, etc.). A total of 30
437 dental students traveled to conferences.

438

439 **3.C.1. - The institution has sufficient numbers and continuity of faculty members**
440 **to carry out both classroom and the non-classroom roles of faculty, including**
441 **oversight of the curriculum and expectations for student performance;**
442 **establishment of academic credentials for instructional staff; involvement in**
443 **assessment of student learning.**

444 Creighton University is an [Affirmative Action](#), [Equal Employment Opportunity](#) employer
 445 and all candidates for faculty positions, whether tenure-track or non-tenure track, are
 446 assessed on similar criteria. To ensure a fair and equitable process, search committee
 447 members follow Creighton’s hiring procedures.

448 Faculty are expected to teach, contribute to scholarship/creative endeavors and engage
 449 in service as described in the [Faculty Handbook](#). Their workload varies by discipline and
 450 department. Each College or School has tenure and promotion documents that provide
 451 guidance on the allocation of effort among teaching, scholarship, service and clinical
 452 work (for some). All faculty undergo an annual faculty review per University policy.

453 Part-time, adjunct faculty are hired according to policies and procedures which require a
 454 terminal degree for teaching graduate level courses and is preferred for undergraduate
 455 classes. With regard to Faculty Roles and Qualifications, the University follows the
 456 Commission’s Assumed Practice B.2. All faculty are held to these criteria, regardless of
 457 course location or method of delivery of instruction.

458 In 2015-16, Creighton University employed 627 full-time faculty and 289 part-time
 459 instructors, as indicated below.

| School/College Primary Appointment noted only | Full-time | Part-time | Grand Total |
|---|------------------|------------------|--------------------|
| College of Arts & Sciences | 219 | 92 | 311 |
| Heider College of Business | 53 | 23 | 76 |
| School of Dentistry | 62 | 48 | 110 |
| Graduate School & College of Professional Studies | 7* | 21 | 28 |
| School of Law | 31 | 19 | 50 |
| School of Medicine | 111 | 18 | 129 |
| College of Nursing | 40 | 43 | 83 |
| School of Pharmacy & Health Professions | 93 | 19 | 112 |
| VPHS | 10 | 5 | 15 |
| PRES | 1 | 1 | 2 |
| Grand Totals | 627 | 289 | 916 |

460 *Faculty in the Graduate School have primary appointments elsewhere, except for
 461 faculty in the Department of Interdisciplinary Studies.

462 Faculty-student ratios demonstrate sufficient numbers to carry out the classroom and
 463 non-classroom roles of faculty, as described in the [Faculty Handbook](#). In the past 5
 464 years at Creighton University, the student-faculty ratio has remained stable (i.e., 11:1).
 465 The gender profile of faculty includes 55% male, 45% female, and 0% unspecified. The
 466 rank of full-time faculty is: 45% male assistant professors (N = 112), 55% female
 467 assistant professors (N = 138); 60% male associate professors (N = 136), 40% female
 468 associate professors (N = 90); and 76% male professors (N = 148), 24% female
 469 professors (N = 48). The average age of faculty is 51 years.

470 Continuity of faculty enhances the inculcation of Creighton's mission and culture
471 resulting in a greater likelihood of effective student engagement. The percentage of
472 faculty who have been at the University for 10 or more years has increased from 54 to
473 56 in the past 5 years.

474 Since Creighton's last HLC accreditation, Creighton University and Alegant Health
475 entered into an agreement to transfer the School of Medicine's clinical operations and
476 practice plan to Alegant Creighton Health (ACH), a regional health care system that
477 included an integrated, multispecialty physician practice. Subsequently in November
478 2012, Catholic Health Initiatives (CHI) became the sole sponsor of ACH. CHI's merged
479 holdings included ACH and CHI-Nebraska. The process was formalized in July 2013.
480 The system was renamed to CHI Health. The majority of the School of Medicine clinical
481 faculty members are employed by CHI Health. Thus, CHI Health assumed responsibility
482 for clinical faculty employment and compensation.

483 Creighton University retains full control of the academic mission and provides financial
484 support to CHI Health for School of Medicine faculty teaching activities and academic
485 administration support. With several revisions, faculty compensation is designed to
486 encourage physician participation in clinical and didactic education activities. Clinical
487 faculty participation in the academic mission has remained stable over the last three
488 academic years. Clinical experiences are adequate to meet current student
489 requirements. With the development of the CHI Health network throughout Nebraska
490 and southwestern Iowa, we anticipate developing additional clinical training sites to
491 meet future needs. The ultimate goal is to afford health science students a greater
492 breadth of clinical experience and diversity of patient populations.

493 There is a continued and consistent participation of the clinical faculty within the
494 educational curriculum. CHI Health continues to support the faculty and is committed to
495 the education of health science students. The School of Medicine continues to evaluate
496 and manage faculty members' academic performance through existing faculty
497 evaluation program. Feedback from medical students and residents will continue to be
498 used to assess faculty performance. These evaluations are currently being refined to
499 gather addition discrete data to better direct and improve faculty performance in the
500 academic environment.

501 Assessment

502 The assessment of student learning is a faculty-led process with support from the
503 administration. Assessment committees/bodies within the School/College level exist
504 (refer to Criteria 4.A & 4.B). There are university resources to aid in the process of
505 assessing student learning including: the Office of Academic Excellence and
506 Assessment, assessment mentoring program, and the University Assessment
507 Committee. University-wide Annual Assessment Symposia are held to offer best
508 practices and enhance the culture of student learning assessment.

509 The University Assessment Committee (UAC) is a presidentially-appointed committee
510 designed to foster communication between all colleges, schools and divisions that
511 facilitate and assess student learning. The UAC works to promote an integrated culture
512 of assessment, consistent with the Creighton mission and university learning outcomes.
513 The committee is charged to coordinate assessment at the University level, represent
514 all colleges and schools in articulating an integrative assessment program, provide
515 feedback and assistance to programs, schools, and colleges, and generally advance
516 efforts to enhance University support for assessment.

517

518 **3.C.2 - All instructors are appropriately credentialed, including those in dual**
519 **credit, contractual, and consortial programs.**

520 The Creighton University [Faculty Handbook](#), Creighton follows processes to explicate
521 terms of appointment. Each School and College has documented hiring procedures.
522 Faculty hiring follow a standard search process and requires specification of
523 qualifications, academic credentials, background check, etc. for each position. Faculty
524 who each distance courses are hired through the same process and must meet the
525 same qualifications as faculty teaching on-campus. Most faculty teaching distance
526 courses also teach on-campus courses. Managers and Supervisors have access to a
527 [Human Resource guide](#) that includes content addressing an employment cycle from
528 recruitment to leaving.

529 Approximately 92% of full-time faculty at the University have a terminal degree in their
530 field. As a general rule, the courses a faculty member teaches are dictated by one's
531 qualifications, primarily the terminal degree. Faculty with less than the discipline's
532 terminal degree in their respective or related field will teach lower level undergraduate
533 course, whereas those with the terminal degree will teach at any level, including
534 graduate courses. In some disciplines, a master's degree can be considered a terminal
535 degree (e.g., Master of Fine Arts).

536

537 **3.C.3 – Instructors are evaluated regularly in accordance with established**
538 **institutional policies and procedures.**

539 Creighton has a vested interest in securing and retaining qualified teachers in the
540 furtherance of its mission. It likewise has an interest in evaluating the effectiveness of its
541 instructors in the areas of scholarship, teaching, and service (and in some cases clinical
542 work), and to that end there are several procedures in place for faculty evaluation
543 throughout the faculty member's career, and which are explicated in the Faculty
544 Handbook.

545 **Annual Reviews**

546 Per the [Faculty Handbook](#) (page 15-16), schools and colleges in the University have
547 review processes whereby individual departments conduct annual reviews in which the
548 department or unit head meets individually with each faculty member (i.e., tenured,
549 tenure-track, non-tenure, both full- and part-time) to review and assess efforts and
550 achievements over the prior calendar year and plan for efforts and achievements for the
551 following year. Annual reviews serve as a basis for determining merit salary increases,
552 counsel toward tenure and promotion, and is the responsibility of the department chair
553 and respective dean.

554 **Promotion and/or Tenure Review**

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

569 **Student Ratings of Instruction**

570 Full-time faculty are also evaluated annually by students via a course/instructor
571 evaluation process, usually at the end of each term. These reviews are conducted either
572 electronically or via printed form; results of the evaluations are usually held in the
573 department and provided to the instructor only after final grades for the semester have
574 been submitted.

575

576 **3.C.4 – The institution has processes and resources for assuring that instructors** 577 **are current in their disciplines and adept in their teaching roles; it supports their** 578 **professional development.**

579 Professional development opportunities are available to faculty in any phase of their
580 career at Creighton. All faculty members are expected to maintain currency in the
581 professional discipline through appropriate research and scholarship, participation in
582 professional organizations, and publication and presentation of scholarly products. The
583 University, College, Schools and Departments have a wide variety of seed grant, travel

584 grand, and faculty development programming to enable each faculty member to
585 continue professional development.

586 **New Faculty Orientation**

587 Newly hired faculty participate an orientation to Creighton and the role of an academic.
588 Professional development within a faculty member's discipline is evaluated and
589 encouraged through the annual reviews and promotion and tenure review process.

590 **Distance Education**

591 Faculty teaching distance education courses are provided a variety of resources,
592 including initial professional development followed by ongoing support by the
593 instructional design team and the professional development resources including
594 workshops, professional journal subscriptions, and support for attending meetings.
595 Instructors teaching distance education courses complete the Foundations of Effective
596 Online Teaching and Learning certificate course, which provides foundational
597 knowledge and skills for successful facilitation of online learning. The course includes
598 the pedagogy of teaching online, online course design and development, Ignatian
599 pedagogy, and the basics of using BlueLine tools. Course participants are provided with
600 the CU Online Guide and a copy of "The Online Teaching Survival Guide" by Boettcher
601 and Conrad. Details about the course and other professional development resources
602 are available on the Center for Academic Innovation web site
603 (<http://www.Creighton.edu/cai>) and the Virtual Center for Teaching Excellence
604 (<https://www.creighton.edu/cte>).

605 **CAI**

606 The University also houses the [Center for Academic Innovation](#) (CAI), which provides a
607 wide variety of services, including faculty preparation and support for distance and
608 blended teaching, instructional design, assessment, and evaluation for online courses,
609 training and consultation in the exploration and use of academic technologies. The CAI
610 provides assistance in the development of proposals for new degree programs.

611 The CAI sponsors the [Virtual Center for Teaching Excellence](#) (vCTE), an online
612 repository of knowledge and information about teaching, particularly teaching with and
613 through technology. vCTE promotes the value and practice of teaching for the
614 advancement of student learning, by providing web access to the University's
615 development resources.

616 **Annual Reviews**

617 As noted in 3.C.3, schools and colleges in the University conduct annual reviews in
618 which the department or unit head meets individually with faculty members to review
619 and assess efforts and achievements over the prior calendar year and plan for efforts
620 and achievements for the following year. In addition, mentoring is provided by many

621 units for faculty members, wherein a pre-tenure faculty member is matched with a
622 tenured faculty member for support and advice.

623 **Faculty Development Offerings**

624 Colleges and schools offer faculty development sessions addressing topics of interest
625 respective to the programs offered. Colleges and schools provide professional
626 development opportunities in the form of tuition for training and continuing education,
627 and provide grants for travel for professional purposes (e.g., presenting research at
628 professional conferences). For example, in the [Health Sciences Continuing Education
629 Office](#), a team of 6 staff provide top-quality interprofessional continuing education
630 programs for faculty to keep current with advances in clinical research, technical
631 innovations and the treatment of diseases and other health issues.

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

635 Per [Faculty Handbook](#) (page 46), policies on [sabbaticals and leaves of absence](#) have
636 been developed by individual school and colleges and approved by the President.
637 Some schools and colleges have sabbatical opportunities, whereby faculty spend a
638 semester or a year with full or partial (usually 50%) pay engaged in a specific project
639 aimed at furthering their scholarship or improving their teaching, or both. Faculty on
640 sabbatical have the responsibility to provide a report on their project upon return to
641 regular duties after the sabbatical. Professional development funds are provided by
642 each School and College for the development of faculty members.

643

644 **3.C.5 – Instructors are accessible for student inquiry.**

645 The interaction of faculty and students is a hallmark of a Creighton education. The
646 Ignatian charism of *cura personalis* demands that those who teach be available and
647 attentive to the needs of those who learn. The student to faculty ratio is 11:1. Apart from
648 class time, faculty members are requested to have stated on-site and/or virtual office
649 hours in which to meet with students individually or in groups. In addition, the
650 prevalence of electronic communication (email, text messaging, the University's
651 Learning Management System, video, Skype, social media, etc.) extends students'
652 access to faculty members far beyond the span of face-to-face interaction and a
653 traditional workday and provides access for campus-based as well as distance
654 students. End of course evaluations from online courses demonstrate student
655 satisfaction with access to faculty, in fact, this is noted as a strength in many courses.

656 The Fall 2015 Survey of Creighton University Undergraduate, Graduate, and
657 Professional School Students conducted by Gallup suggests that, overall, students
658 receive academic advising offered by the University. In response, to the item, *I receive
659 the academic advising I need at my institution*, 73% of undergraduate, 76% of graduate,

660 and 75% of professional school students agree or strongly agree with the statement.
661 Students also responded to the item, *I have many positive interactions with my*
662 *professors*, with 85% of undergraduate, 85% of graduate, and 81% of professional
663 school students agreeing or strongly agreeing with the statement.

664

665 **3.C.6 – Staff members providing student support services, such as tutoring,**
666 **financial aid advising, academic advising, and co-curricular activities, are**
667 **appropriately qualified, trained, and supported in their professional development.**

668 Creighton University is committed to recruiting and retaining providers of student
669 support services that are both well-qualified and diverse. Appropriate qualifications
670 for student support services at Creighton University are ensured through hiring
671 processes which are managed by Human Resources. Staff members providing
672 student support services possess relevant degrees, certifications, and experience
673 appropriate to their positions. Minimum qualifications are determined by individual
674 departments in consultation with Human Resources and are outlined in job
675 descriptions for every position. All staff are evaluated annually with a Performance
676 Evaluation.

677

678 The University provides a wide range of professional development opportunities for
679 staff. A few examples follow.

680

681 **Financial Aid Specialists**

682 Creighton University supports 11 financial aid staff in their professional development
683 through formal mentoring activities, retreats, and training programs. Financial aid
684 staff participate in continuing education opportunities, webinars, and discipline-
685 specific conferences (Federal Student Aid (FSA) Annual Conference), and are
686 members of relevant professional organizations (National Association of Student
687 Financial Aid Administrators (NASFAA). Individual directors provide ongoing
688 educational opportunities for staff and use evaluation and assessment to inform and
689 improve performance.

690

691 **Academic Advisors and Tutors**

692 The Creighton EDGE provides programs and services for Academic Success of
693 students. Administration and staff within the EDGE are appropriately qualified,
694 trained, and regularly evaluated. Services within the EDGE include Tutoring,
695 Academic Counseling and Coaching, Workshops and Seminars for success, and
696 Academic Strategy Courses, all of which are designed and facilitated by qualified
697 staff. Services provided by the EDGE are evaluated regularly. The Creighton EDGE
698 tutoring program is certified through the College Reading and Learning Association

699 (CRLA). This is a national professional organization that sets standards for tutoring
700 programs through the lens of tutor training. EDGE tutors have to complete 10 hours
701 of training in order for the program to be certified, and the training has to cover
702 specific cognitive areas.

703

704 **Conference Support**

705 Creighton programs support attendance at conferences associated with professional
706 organizations. For example, the National Academic Advising Association (NACADA)
707 is the global community for academic advising and supports quality academic
708 advising. Similarly, faculty and staff are supported in their attendance to professional
709 development events sponsored by professional organizations.

710

711 **Co-Curricular Activities Coordinators**

712 Most of the undergraduate co-curricular activities at Creighton University are
713 coordinated through the Division of Student Life. Services provided by the Division of
714 Student Life are administered by coordinators, each with a master's degree in
715 student affairs, college student personnel administration, or a related field. There are
716 opportunities provided annually for professional development related to the following
717 professional organizations.

- 718 • National Association of Student Personnel Administrators (NASPA)
- 719 • Jesuit Association of Student Personnel Administrators (JASPA)
- 720 • National Intramural-Recreational Sports Association (NIRSA)
- 721 • College Student Educators-International (ACPA)
- 722 • American College Health Association (ACHA)
- 723 • National Association for Campus Activities (NACA)
- 724 • International Association of Counseling Services (IACS)
- 725 • Association for University and College Counseling Center Directors (AUCCD)
- 726 • Association of College Unions International (ACU-I)
- 727 • Association of College and University Housing Officers-International (ACUHO-I)
- 728 • Association for Orientation, Transition, Retention in Higher Education (known as
729 NODA)

730

731 **3.D The Institution provides support for student learning and effective teaching.**

732

733 **3.D.1. The institution provides student support services suited to the needs of its** 734 **student populations.**

735 3.D.1. Creighton University provides students with a wide range of support services
736 designed to meet their needs. Services are comprehensive in scope and are available

737 to all students. [Individual schools, colleges and or programs also offer programming to](#)
 738 [students to meet specific needs.](#)

739 **Division of Student Life**

740 The Division of Student Life at Creighton offers resources to students to get maximal
 741 benefit from one’s college experience, both personally and academically. The following
 742 offices and departments comprise the Division of Student Life.

| Department/Office | Services/Resources Available: |
|--|---|
| New Student Orientation | Aids new students in their transition to Creighton, exposes new students to the array of academic and social opportunities of Creighton, integrates new students into the life of Creighton, and provides information to the families of our new students. |
| Campus Recreation & Wellness | Provides an enhanced University experience and encourages healthy life styles by providing a variety of health, fitness, wellness, and competitive opportunities for students, cultivating leadership opportunities, and contributing positively to the University’s mission. Campus recreation supports the Native American Pow-Wow, cultural Student Organizations, Trio Programs/upward Bound/Ad Astra, and Special Olympics. |
| Center for Health & Counseling <ul style="list-style-type: none"> • Student Counseling Services • Student Health Services | Provides full-service medical clinic and counseling services to Creighton students. |
| Office of Student Integrity, Wellness and Assistance | Provides resources, policies and education to students to address awareness of Integrity, Dignity, Community and Development. |
| Creighton Intercultural Center | Exists to create a community of inclusion, respect, and advocacy on Creighton’s campus and provides an environment in which all students are free to develop their academic skills, leadership formation, and community. The office includes the following programs: Initiatives in Diversity Education and Action program, Academic Support, Multicultural Enrichment Institute, Fr. Markoe, S.J. Leadership Program, Women’s Journey Group, Asian Pacific Islander Initiatives, Coffee and Conversations for multicultural students, and a Cultural Center. |
| Department of Residence Life | Provides a class-year housing system designed to provide an exceptional opportunity for students to build community with one another. |
| Lieben Center for Women | The Lieben Center for Women is student-centered and aims to improve the quality of life on campus |

| | |
|---|--|
| | through programming, education and empowerment. |
| New Student Orientation | Students are initially informed of the broad array of services as part of New Student Orientation with the goal of empowering students and family members with the knowledge, skills, and resources to be successful academically, socially, recreationally, and spiritually. New Student Orientation aids students in their transition, exposes students to the array of academic and social opportunities available, integrates students into campus life, and provides information to student family members. Each professional school also provides school-specific orientation programs designed to educate students about university support services available to students. |
| Student Leadership & Involvement Center | Offers intentionally created learning opportunities to develop students' whole person - mind, body and spirit. |

743

744 **Global Engagement Office**

745 The newly established Global Engagement Office (GEO) is committed to international
746 education through initiatives such as:

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

754 **Resources for Online Students**

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

- 756 • [Libraries](#)
- 757 • [Online Writing Center](#)
- 758 • [Financial Aid](#)
- 759 • [Registrar](#)
- 760 • [Business Office \(Tuition and Payments\)](#)
- 761 • [Catalogs](#)
- 762 • [Division of Information Technology \(DoIT\) Help Desk](#)
- 763 • [Student Handbook](#)

764 **Center for Academic Innovation**

765 Creighton University's support services for distance students are coordinated through
766 the Center for Academic Innovation (CAI). Orientation for distance students is provided
767 through online orientation courses as well as campus-based orientation for select
768 programs. Distance students complete the SmarterMeasures self-assessment of their
769 readiness for online learning, which provides a personalized readiness report
770 accompanied by resources and suggestions for addressing areas in which scores are
771 low. Distance graduate and undergraduate students complete online orientation courses
772 that include (GRD600: orientation to Graduate School and CPS 200: Making the
773 Transition), which includes information for using the learning management system, an
774 introduction to the University's mission and values, resources for student support,
775 policies, writing, financial aid, research, and work-work balance. Distance students are
776 assigned an academic coach upon enrollment. The academic coach works with the
777 student through graduation and acts as the single point of contact to track student
778 progression, proactively intervenes for students not progressing, and connects distance
779 students to University support services and resources. The efficacy of these student
780 support resources is evaluated through items on end-of-course evaluations.

781 **Veteran's Educational Benefits**

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

787 **Living Learning Communities**

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

794 **Financial Aid Services**

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

798 **Disability Accommodations**

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

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

805 **Career Center**

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

811 **Honors Program**

812 Creighton's Undergraduate [Honors Program](#) provides curricular and [co-curricular](#)
813 opportunities and promotes enriched academic environment for student of high ability,
814 regardless of major, who are interested in taking advantage of educational and
815 intellectual challenges. These include the foundational sequence, sources and methods
816 courses, honors senior perspectives course, and senior independent research project.

817

818 **3.D.2. The institution provides for learning support and preparatory instruction to** 819 **address the academic needs of its students. It has a process for directing** 820 **entering students to courses and programs for which the students are adequately** 821 **prepared.**

822 Creighton University provides [support for students as they progress](#) through its
823 curriculum. Creighton University offers a [Summer Preview](#) orientation program for
824 incoming freshmen and their parents. Incoming students meet with an academic advisor
825 and register for their fall classes. They also participate in informational sessions on
826 academics, resident life, and student activities. All students participate in the [Ratio](#)
827 [Studiorum Program](#) (RSP 101) in which a faculty preceptor serves as the student's
828 academic advisor. The advisors assist students as they plan their courses, careers, and
829 life throughout the first year of school. The preceptor also monitors academic progress.
830 Students are also provided with information on student clubs and organizations,
831 research opportunities, and student support services. An [Honors Program](#) is available to
832 talented, imaginative students desirous of participation in small, discussion-orientated
833 classes and in courses on interdisciplinary and topical issues and those that
834 complement their major. Students are initially advised by their RSP advisor and once a
835 major is declared by an advisor from the honor advisor faculty. Federal [TRIO](#) programs
836 are available for eligible participants from disadvantaged backgrounds. [Student Support](#)
837 [Services](#) (SSS) are available to first-generation students, economically disadvantaged
838 students, and students with disabilities. SSS provides structured first year experiences
839 and academic assessment each semester. Services include family support, crisis
840 intervention, retention counseling, academic support, financial assistance, problem
841 solving, professional mentoring, peer mentoring, and cultural enrichment, among other
842 resources. The Creighton [EDGE](#) Learning Communities provide students with shared
843 academic interests and experiences to meet and to discern options in pre-professional
844 study including medicine, dentistry, physician assistant, pharmacy, occupational
845 therapy, physical therapy, and law careers. Students learn about careers, requirements,
846 application process, and other resources necessary for career decision making and
847 successfully applying to these studies.

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

857 Students have access to the Bridge to Creighton (B2C) program, which is designed for
858 undergraduate students with high academic potential who would benefit from additional
859 advanced-level English language support. The program enables students to earn 5
860 credits while polishing vital academic skills. A 3-credit composition course provides
861 students with practice and techniques for writing projects found in Creighton courses. A
862 2-credit+ academic success course orients students to the services available on the
863 Creighton campus.

864

865 **3.D.3. The institution provides academic advising suited to its programs and the**
866 **needs of its students.**

867 Creighton University provides academic advising that meets the needs of its students.
868 The Fall 2015 Survey of Creighton University Undergraduate, Graduate, and
869 Professional School Students conducted by Gallup suggests that, overall, students
870 receive academic advising offered by the University. In response, to the item, *I receive*
871 *the academic advising I need at my institution*, 73% of undergraduate, 76% of graduate,
872 and 75% of professional school students agree or strongly agree with the statement.
873 Additionally, students agreed or strongly agreed with the statement, *Someone has*
874 *talked to me about my path to graduation*: 78% of undergraduate, 80% of graduate, and
875 67% of professional school students.

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

886 In addition to those services provided to all Creighton University students, many of the
887 professional schools also have programs in place that provide academic advising.
888 Examples include:

- 889 • The Heider College of Business offers academic advising by its faculty that is
890 specifically catered to College of Business students.
- 891 • The School of Medicine has a mandatory [Vital Signs Mentoring](#) program in which
892 all medical students are partnered with peer, upper classmen/women, and faculty
893 mentors who provide academic advising and support to students. Students in the
894 third and fourth year of medical school also select a career mentor based on their
895 specialty of choice who assist with academic and specialty advising.
- 896 • School of Pharmacy and Health Professions students are assigned to an
897 [academic advisor](#) upon admission and have access to [Academic Success](#)
898 [Specialists](#).
- 899 • School of Law students are paired with a faculty mentor who assists with
900 scheduling, career tips, and preparation for the bar exam.

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

908

909 **3.D.4 The institution provides to students and instructors the infrastructure and**
910 **resources necessary to support effective teaching and learning (technological**
911 **infrastructure, scientific laboratories, libraries, performance spaces, clinical**
912 **practice sites, museum collections, as appropriate to the institution's offerings).**

913 Creighton University provides sufficient infrastructure and resources necessary to
914 support effective teaching and learning.

915 **Dedicated Space**

916 Creighton University has a variety of dedicated space to support effective teaching and
917 learning. The following indicates the square footage targeted to a variety of teaching
918 and learning needs.

- 919 • Classrooms 162,137 sq. ft.
- 920 • Research/Scientific Labs 130,019 sq. ft.
- 921 • Libraries 142,602 sq. ft.
- 922 • Museums/Collections 7,135 sq. ft.

- 923 • Clinical Practice Sites 40,630 sq. ft.
- 924 includes Dental, Occupational & Physical Therapy, Surgery, Student Health;
- 925 excludes the hospital and Cardiac Care Building
- 926 • Performing Arts Spaces 4,949 sq. ft.
- 927 Includes exhibition spaces only

928 **Classrooms**

929 The University has adequate classroom spaces for various types of teaching-learning
930 strategies, including large lecture halls and smaller classrooms with movable tables and
931 chairs for small group activities and active learning strategies. Most classrooms are
932 equipped with a standardized set of audio-visual equipment, computers, projectors,
933 white boards or Smartboards, and lecture capture software. All classrooms are
934 equipped with telephones that connect easily to the Department of Information
935 Technology (DoIT) if technical support is needed in the classroom. Additionally, there
936 are numerous clinical laboratory spaces on campus for the chemistry, biology, and
937 biomedical science departments.

938 **Performing Arts**

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

941 **Libraries**

942 Creighton's three libraries (Health Science Library, Reinert Alumni Library, Law Library)
943 provide information and training resources to on-campus and online students and
944 faculty. The current physical collections of the libraries include 899,847 physical objects.
945 The campus also has access to nearly 100,000 serials, mostly e-journals. In the past 5
946 years, there were over 3,000,000 full-text downloads of journal articles and over
947 500,000 views of e-books. Theses and dissertations have been digitized and housed in
948 the Creighton Digital Repository. There were also 67,000 full text downloads of
949 Creighton theses and dissertations in the last five years. The libraries are open over 100
950 hours a week. Assistance and support from the Library Experts are available 84 hours
951 a week. Nearly 500 web-based subject guides have been created and are maintained
952 by library faculty. Since January 2012, there were over one million views of these Lib
953 Guides by Creighton faculty, staff, and students. Librarians also offer workshops on
954 research tools, methods, and strategies and are available for one-on-one consultations.
955 The libraries also expanded the inter-library loan program and made them available for
956 free to all students. A designated library liaison is assigned to each of the Schools and
957 Colleges within Creighton University.

958 **Health Clinical Settings**

959 Creighton University and Catholic Health Initiatives have a solid academic-clinical
960 partnership to ensure exceptional educational opportunities for students involved in the
961 health professions. Students enrolled in Health Professions schools have access to

962 practicum experiences in all CHI Health facilities, including acute care facilities and
963 ambulatory care centers. CHI Health CUMC is a 334 bed tertiary care facility, Level I
964 Trauma Center and the major teaching hospital of Creighton University Health Sciences
965 Schools. However, construction is underway at CHI Health BMMC as the primary center
966 for Health Science education will transfer to CHI Health BMMC in Spring of 2017.
967 Concurrently, construction is underway for the CHI Health Ambulatory Care Center.
968 This center is being designed as a Patient Medical Home Model and will serve as an
969 exemplar for interprofessional education and team-based care delivery.

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

975 **Academic Excellence & Assessment**

976 Ongoing support for faculty development and best practices in teaching are available
977 through the Office of Academic Excellence and Assessment. Faculty are encouraged to
978 participate in numerous faculty development opportunities, collaborate with colleagues,
979 reflect on best practices, and develop innovative approaches to student learning.

980 **Technology**

981 Technological infrastructure at Creighton University is provided through the [Division of](#)
982 [Information Technology](#) (DoIT) and the [Center for Academic Innovation](#) (CAI).
983 Infrastructure and resources to support distance education is well established at
984 Creighton University. The information technology infrastructure including network
985 reliability, bandwidth, security, and application support are well [established and reliable](#).
986 Due to the redundancy built into the design of the network at Creighton, service uptime
987 is measured at 99.99%. Each student is assigned a unique username and password to
988 access networked learning resources, include the learning management system.

989 The University's distance education environment includes a learning management
990 system (LMS) and many other tools to support faculty and students. The University
991 LMS, Instructure's Canvas which is branded as BlueLine, includes a variety of tools for
992 teaching and learning such as discussion boards, gradebook, quizzing, grading with
993 annotated and media feedback, student created and shared media, and collaborative
994 workspaces. Canvas's mobile platform provides students and faculty ready access to
995 the course sites and a wide variety of devices. Additional tools available through
996 Canvas integration include TurnItIn for plagiarism deterrence, Respondus Lock Down
997 browser to help with quiz and exam integrity, and Big Blue Button for on-demand video
998 creation. The University's web conferencing solution, WebEx is branded as BlueCafé
999 and is used for distance education. Faculty and students use BlueCafé for small group
1000 work, tutoring sessions, presentations, and a variety of other uses to support distance
1001 student learning. Faculty may create video clips for use in their distance courses by

1002 using Panopto, which is branded as BlueCast. Clips may be created using a recording
1003 studio or by simply sitting in the office or home setting. Faculty wishing to use exam
1004 and/or quizzes in their distance course may use the BlueLine quizzing tools or choose
1005 to use ExamSoft, a robust electronic examination solution. Due to its enhanced security
1006 features and offline availability, the use of ExamSoft is encouraged when distance
1007 students are required to complete high stakes exams, such as midterm or final exams.
1008 Additionally, live proctoring for distance student exams is available through a contract
1009 with Examity. Through the instructional design process, the CAI staff or instructional
1010 designers, an instructional technologist, and graduate assistance collaborate with
1011 faculty to select the tool(s) that best support each course's learning objectives and
1012 provide training and ongoing support for using the tools. Additional information is
1013 available on the CAI website at [https://www.creighton.edu/center-for-academic-
1014 innovation;faculty-resources](https://www.creighton.edu/center-for-academic-innovation;faculty-resources).

1015

1016 **3.D.5. The institution provides to students guidance in the effective use of**
1017 **research and information resources.**

1018 Creighton's three libraries (Health Science Library, Reinert Alumni Library, Law Library)
1019 provide information and training resources to on-campus and online students and
1020 faculty. The current physical collections of the libraries include 899,847 physical objects.
1021 The campus has access to nearly 100,000 serials, mostly e-journals. In the past 5
1022 years, there were over 3,000,000 full-text downloads of journal articles and over
1023 500,000 views of e-books. Theses and dissertations have been digitized and housed in
1024 the Creighton Digital Repository. There were also 67,000 full text downloads of
1025 Creighton theses and dissertations in the last five years. The libraries are open over 100
1026 hours a week. Assistance and support from the Library Experts are available 84 hours a
1027 week. Nearly 500 web-based subject guides have been created and are maintained by
1028 library faculty. Since January 2012, there were over one million views of these Library
1029 Guides by Creighton faculty, staff, and students. Librarians also offer workshops on
1030 research tools, methods, and strategies and are available for one-on-one consultations.
1031 The libraries also expanded their inter-library loan program and made them available for
1032 free to all students.

1033 Information literacy is a foundational learning outcome of the new Magis Core
1034 Curriculum (2.I. 1). The Reinert Alumni Library developed an interactive library tutorial
1035 ([Library Encounter Online](#)) that provides a conceptual basis for information literacy
1036 teaching and learning. In the 2014-15 academic year, the librarians engaged 675 first-
1037 year students in collaboration with 18 faculty teaching 16 courses (27 sections). The
1038 librarians also facilitated 168 Research Assistance Program (RAP) sessions, which are
1039 one-on-one research process coaching sessions. In addition, the libraries maintain 280
1040 web-based guides that can be searched online.

1041 Through the [Research Compliance Office](#), students (and faculty) have access to the

1042 online research training modules for ethical conduct of research via [IRBnet](#), an
1043 electronic Institutional Review Board (IRB) submission system and study management
1044 system. All students who conduct research must be IRB certified. From July 1, 2014 –
1045 June 30, 2015, 1778 students and faculty completed the Research Compliance
1046 Training, 1706 completed the Human Subject Training, 622 the Care and Use of
1047 Animals in Research Training, and 238 completed the Biosafety training.

1048 The Division of Information Technology (DoIT) provides research and information
1049 resources for all enrolled students. The division webpage provides self-service guides
1050 and resource directories for all information technology services offered via a service
1051 catalog. Two full time employees conduct training, and resource overviews are available
1052 during six annual new student orientation sessions, and year round, on-demand, via
1053 appointment, and self-service. Page view counts, based on web-analytics show that on
1054 average 288,086 unique visitors accessed resources on the DoIT webpage annually
1055 (206,808 in 2014 and 369,363 in 2015). All students, faculty and staff are supported by
1056 chat, email, phone, by appointment or drop at the IT service desk during University
1057 business hours.

1058 Twelve scheduled training events occur per year. Training is also offered every month
1059 as public drop-in sessions (known as “[Breakfast Bytes](#)”). Training sessions are offered
1060 on average 220 times per year (individual, group and virtual). In 2015, 1,330 members
1061 of the faculty and staff participated in one DoIT training session. On average, the
1062 service desk receives 26,400 (2,200 per month) incidents and service requests
1063 providing research and information resources to all enrolled students, and all faculty and
1064 staff members.

1065

1066 **Criterion 3: E**

1067

1068 **3.E.1. Co-curricular programs are suited to the institution’s mission and**
1069 **contribute to the educational experience of its students.**

1070 Creighton provides co-curricular programs that address the University’s commitment to
1071 transcendent values in the Catholic and Jesuit traditions, encouraging students to reflect
1072 on their relationship to God, service to others, and providing ethical perspectives on
1073 dealing with a complex world.

1074 **Student Governance / Representation**

1075 Opportunities for student leadership in governance bodies and associations abound at
1076 Creighton. [Since 1922](#), students were active in governance. The [Creighton Student](#)
1077 [Union](#) (CSU) is the student organization that represents the students of all nine schools.
1078 The CSU represents the student body to the faculty, staff and administration. Some
1079 professional schools and graduate school have their own respective student governing
1080 bodies, such as the [Graduate Student Government](#), [SPAHP Student Government](#),

1081 [Creighton Medical Student Government](#), [Nursing Senate](#), etc. Students are active
1082 members within the Alumni Association, Creightonian (newspaper), yearbook and other
1083 student professional organizations and faculty committees (e.g., student representatives
1084 to curriculum committees, etc.).

1085 **Living and Learning Communities**

1086 The [Division of Student Life](#) is focused on creating and maintaining a vibrant student
1087 community and building men and women of character. There are seven departments
1088 within the Division of Student Life. The Department of Residence Life, with an on-
1089 campus living requirement for freshmen and sophomores, provides safe and supervised
1090 living arrangements in rooms and apartments for 2,450 students, 95% of freshmen,
1091 91% of sophomores (2014-15). It provides three Living-learning communities for 225
1092 students, including the [Honor's Program](#), [Cortina Community](#) (service learning) and
1093 Freshman Leadership Program. The [Inter-Residence Hall Government](#) sponsors the
1094 Community Partners program in which 479 students provide 5000 hours of community
1095 service. The [Student Leadership and Involvement Center](#) sponsors 200 student activity
1096 groups, supervises Greek organizations for 38% of students, and provides leadership
1097 programming involving 300 students. The [Creighton Intercultural Center](#) provides
1098 intercultural education through programs offered to the entire university community,
1099 academic support targeted to students of color, special leadership programs, and
1100 initiatives aimed at the large Asian/Pacific Islander student population. The CIC also
1101 leads a group of students on Migrant Journey each spring break. Campus Recreation
1102 creates student community with intramural and extramural sports programs touching
1103 1865 students. The [Center for Student Integrity](#) is the disciplinary program within the
1104 Division of Student Life. CSI provides disciplinary meetings with 400 students each
1105 year. [Student Counseling Services](#) builds student character and provides mental health
1106 services with 5,200 meetings per year serving 900 students. SCS is staffed with four
1107 licensed psychologists, two licensed mental health providers, and two pre-doctoral
1108 psychology interns. It is accredited by the International Association of Counseling
1109 Services. Student Health Services provides a full service medical clinic providing 7,800
1110 appointments to 3,000 students.

1111 **Athletics**

1112 The Creighton Athletic Department answers directly to the Office of the President. The
1113 Athletic Department contributes directly to the mission of the University in building
1114 students of character. It utilizes the CHAMPS/Life Skills Program to promote career
1115 development, and provides an athletic learning center to support student athletes to
1116 graduation.

1117 **Service & Justice**

1118 The John P. Schlegel, S.J. Center for Service and Justice is housed within the Division
1119 for Mission and Ministry. The Center is a co-curricular program that engages 350
1120 students each year, during fall and spring breaks, in a five- to nine-day service

1121 experience in partner sites across the country. The program is led by ten closely trained
1122 student core leaders and 80 student coordinators. The Center also leads a campus
1123 wide program of Ignatian Advocacy Teams, and Groups, reflecting on root causes of
1124 poverty and injustice and meeting with community leaders.

1125 **Ministry**

1126 Campus Ministry, housed in the Division of Mission and Ministry provides programming
1127 in faith development to the university community for all faiths, but informed by Catholic
1128 identity and Jesuit tradition. There are retreat experiences wherein students can get
1129 away from their everyday routines to listen to the inner voice of God and explore their
1130 spirituality. There are ongoing faith formation opportunities called Christian Life
1131 Communities that meet regularly to discuss their faith lives. There are regular communal
1132 prayer and worship experiences for Catholics and non-Catholics alike, including a
1133 Muslim Prayer Room. There are daily and weekend prayer services including an
1134 Interfaith Prayer Service each Sunday, weekend retreat programs, and Christian Life
1135 Community prayer and reflection groups. The [Online Ministry](#) offerings include daily
1136 reflections, online retreats, reading groups and other opportunities to distance students,
1137 faculty and alumni.

1138 **Equity & Inclusion**

1139 The [Office of Equity and Inclusion](#) housed within the Office of the General Counsel is
1140 responsible for University compliance with Title IX. The OEI conducts investigations
1141 regarding sexual assault and harassment. OEI also sponsors the Violence Intervention
1142 Program (VIP Center), a co-curricular education and personal consultation office that
1143 addresses issues relating to sexual assault prevention and reporting. The [Green Dot](#)
1144 training offered by the [VIP Center](#) educates on preventing sexual assault. The training is
1145 available to all students, staff, and faculty.

1146 **Sustainability**

1147 The [Sustainability Council](#) is comprised of students, staff and faculty and their goal is to
1148 bring effective sustainability strategies to the University, including recycling and energy
1149 use. This effort is congruent with seeking the “*magis*”, the greater. Creighton desires to
1150 consume less and reduce the exploitation of resources so as to be good stewards to the
1151 earth.

1152

1153 **3.E.2. The institution demonstrates any claims it makes about contributions to its**
1154 **students’ educational experience by virtue of aspects of its mission, such as**
1155 **research, community engagement, service learning, religious or spiritual**
1156 **purpose, and economic development.**

1157 Creighton’s Mission Statement <http://www.creighton.edu/about/mission> emphasizes the
1158 University’s identity as Catholic and Jesuit, looking to the pursuit of truth in all its forms

1159 in the living tradition of the Catholic Church, and the tradition of the Society of Jesus.
1160 Creighton is dedicated to the intellectual, social, spiritual, physical and recreational
1161 aspects of students' lives and to the promotion of justice. Creighton faculty members
1162 conduct research to enhance teaching, to contribute to the betterment of society, and to
1163 discover new knowledge.

1164 **Research**

1165 Undergraduate research is coordinated through the [Center for Undergraduate Research](#)
1166 [and Scholarship](#) (CURAS). Thirty-four percent of all undergraduate and 50% of Arts &
1167 Science students participate in research before graduating, with 150 scholarly research
1168 presentations per year presented by undergraduate students. Graduate and
1169 professional programs across the University's nine schools and colleges sponsor 10
1170 research Centers and Institutes.

1171 **Retention, Graduation & Placement Metrics**

1172 In the [Creighton University Fact Book](#), retention rates, graduation rates, and
1173 undergraduate success rates (placement information) is reported among other data
1174 points.

1175 **Student Organizations**

1176 There are over [200 student organizations](#) in a various of categories including:
1177 academic, athletic, Greek life, health care, honor societies, leadership, multicultural,
1178 political, religious/spiritual, residence, service, and special interests.

1179 **Service, Community Engagement, Working for a More Just Society**

1180 Creighton undergraduate programs are suffused with exposure to reflection on
1181 transcendent principles in the required theology and philosophical studies for all
1182 students, and in specific majors. Professional programs provide numerous opportunities
1183 for service to the local and international communities through the newly established
1184 [Center for Interprofessional Education and Research \(CIPER\)](#). Co-curricular programs
1185 are offered by the Department of Campus Ministry and the John P. Schlegel Center for
1186 Service and Justice.

1187 Community betterment is addressed through Community Partnerships serving the local
1188 Nebraska community as well as the Dominican Republic. The professional schools offer
1189 coordinated opportunities for service and engagement in the [local community](#),
1190 nationally, and internationally. For example, the School of Pharmacy and Health
1191 Professions' Office of Interprofessional Scholarship, Service, and Education (OISSE)
1192 provided over [11,425 hours of service to the local community in AY 2014-2015](#).

1193 Departments and programs offering co-curricular opportunities for service include the
1194 following. The John P. Schlegel, S.J., Center for Service and Justice offering fall and
1195 spring service trips and the Ignatian Advocacy Teams and groups.

1196 Community Partners are service programs within the local community coordinated by
1197 the Inter Residence Hall Government. Community Partnerships are medical and public
1198 health programs offered to the local community and to the Dominican Republic. These
1199 partnerships include CHI Health, the Dental Clinic, Magis Clinics, ILAC, Porto Urgent
1200 Care Clinic and Project Cura.

1201 **Religious and Spirituality**

1202 Campus Ministry offers retreats, liturgies, and Christian Life Community small reflection
1203 groups. The [Collaborative Ministry office](#) provides development, reflection, and prayer
1204 opportunities from within the Catholic and Jesuit traditions for faculty, staff, and the
1205 entire University community through direct programming and to the entire world through
1206 [Online Ministries](#). The Online Ministries specifically provides extensive programming on
1207 the Catholic issues and Ignatian spiritual values and practices, serving the University
1208 community and indeed the entire world though the Internet. Online Ministries reported
1209 28.4 million "hits" in 2014, and 40.4 million "hits" in 2015.

1210 The following are some of the primary programs, both curricular and co-curricular that
1211 demonstrate the university's commitment to Catholic and Jesuit traditions, promotion of
1212 justice, and economic development.

1213 **Learning and Living Communities**

- 1214 • Programs that have a curricular element include a major in Justice and Society,
1215 the Cortina Community (Living/learning Residential Program), and the Institute
1216 for Latin American Concern which hosts several service and learning programs,
1217 both brief and semester long in the Dominican Republic.