Creighton University serves a variety of constituents. The term stakeholder has been used more frequently in recent years to describe those who have an interest in the performance and well being of non-profit institutions. Others have used the term customer to create a more business-like vernacular and attitude toward those people served by the non-profit entity. Regardless of the term chosen, the concern is how well the university serves those to whom it directs its efforts – both internal (students, faculty, staff, administrators, patients, and alumni), and external (academic, professional, non-profit, societal and political communities at the local, regional, national, and international levels, as well as others who indirectly benefit from and support the programs and activities of the university).

At Creighton a number of datasets are created on a regular basis to assess the impact of discrete programs. Faculty and departments employ end of semester evaluations in most courses offered. The Career Center annually summarizes the results of job and post graduation placement results. The Institutional Research Office conducts entrance (in freshmen year) and exit (in the last semester of senior year) surveys of undergraduate students. Alumni are periodically surveyed in a collaborative effort between Alumni Relations and Institutional Research. The Human Relations Department conducts surveys to assess employee job satisfaction. Individual colleges and departments also survey graduates and alumni to obtain a variety of information. The university is a member of the Higher Learning Commission Academy for the Assessment of Student Learning program.

A sample of those datasets follows. This presentation is not intended to be comprehensive.

Career Center:

The Career Center began aggressively tracking the results of placement efforts for undergraduate students in 2003 (professional schools do their own tracking). The process involves a series of contacts that results in a response rate in excess of 90%, which, according to Career Center personnel, is significantly higher than the national average. Since the surveying takes up to 8 months following graduation, there is a one-year lag. Thus the most recent data available is for 2006-7. The Career Center does not corroborate these findings with employers, schools, etc. Excerpts from the results of the survey:

- 2006-7
  - 96% of all undergraduates have obtained employment, entered graduate or professional school, or are engaged in volunteer programs within six months of graduation
    - CoBA rate was 97%, CCAS was 94%, and Nursing was 99%
    - Almost 5% of students reported engaging in a volunteer program
  - starting salaries are comparable to the Midwest averages
- 2005-6
  - 98% of all undergraduates have obtained employment, entered graduate or professional school, or are engaged in volunteer programs within six months of graduation
CoBA rate was 97%, CCAS was 98%, and Nursing was 100%
5% of students reported engaging in a volunteer program
  starting salaries are comparable to the Midwest averages
2004-5
  91% of all undergraduates have obtained employment, entered graduate or professional school, or are engaged in volunteer programs within six months of graduation
    CoBA rate was 92%, CCAS was 90%, and Nursing was 97%
    Data was not developed about students engaging in volunteer programs
  starting salaries are comparable to the Midwest averages
Other Career Center information
  Student satisfaction at the excellent or good levels on 15 services provided by the Center range from 75% to 87%
  Graduate student data is not yet being compiled but the Center intends to begin doing so in the future
  Of the Top 500 Entry-level Employers of College Grads, 154 either hired Creighton grads, hired Creighton students as interns, or participated in recruiting Creighton students

Institutional Research Student Surveys:

The Institutional Research Office collects data from different campus divisions, which is then reported in the FactBook. It also surveys undergraduate students (as incoming freshmen, at the end of the freshman year and as graduating seniors) and reports the results in periodic bulletins, surveys faculty regarding attitudes, and performs periodic longitudinal studies that are reported in special reports. The website for the office contains these different outputs.

Senior Surveys

Selected information from senior surveys for the 2000 – 2007 graduating classes follows (note that there are variances in the reports from year to year, and so not all questions or survey areas were reported in each of the 8 years; a blank entry in a column means no data was reported). All numbers reported are percentages of respondents. The reports indicate the number of students who responded, but not the response rate. Reports generally are categorized by divisions/colleges but those results are not included here. If ranges are presented, the results were not reported as a total but by the categories. In 2007 the results are reported using a 4-point Likert scale, with 4 representing an “essential” response.

<table>
<thead>
<tr>
<th>Statement or question area</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt bored in class</td>
<td>29</td>
<td>29</td>
<td>27</td>
<td>226</td>
<td>26</td>
<td>19</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>Performed volunteer work</td>
<td>20</td>
<td>18</td>
<td>15-</td>
<td>21</td>
<td>15</td>
<td>17</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Socialized outside ethnic group</td>
<td>56</td>
<td>56</td>
<td>52</td>
<td>57</td>
<td>52</td>
<td>42</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Re-enroll at CU</td>
<td>78</td>
<td>82</td>
<td>75</td>
<td>84</td>
<td>82</td>
<td>79</td>
<td>89</td>
<td>86</td>
</tr>
<tr>
<td>Satis. with teaching quality</td>
<td>80</td>
<td>81</td>
<td>75</td>
<td>87</td>
<td>87</td>
<td>92</td>
<td>93</td>
<td>89</td>
</tr>
<tr>
<td>Satis. with overall college experience</td>
<td>82</td>
<td>83</td>
<td>78</td>
<td>87</td>
<td>88</td>
<td>93</td>
<td>90</td>
<td>88</td>
</tr>
<tr>
<td>Satis. with sense of community</td>
<td>57</td>
<td>63</td>
<td>45</td>
<td>74</td>
<td>72</td>
<td>84</td>
<td>82</td>
<td>78</td>
</tr>
</tbody>
</table>
Some bulletins report results on a longitudinal basis using two different approaches. In one approach, data derived from freshmen surveys are compared to data derived from senior surveys. The other approach is to ask the senior students to self-report on their progress from freshmen to senior year in a series of learning outcomes and skills. The following table summarizes some of the responses reported in these bulletins. Where reported the total survey population, the entries below indicate the direction and magnitude of change from freshmen to senior year. If reported in categories, the entry reflects the apparent overall change of all respondents based on the reported results. A blank indicates the area was not addressed in the report. For 2007 a 5-point Likert scale, with 5 = much stronger as a senior compared to as a freshman, was used.

<table>
<thead>
<tr>
<th>Statement or question area</th>
<th>2000</th>
<th>2001</th>
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<th>2006</th>
<th>2007</th>
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</thead>
<tbody>
<tr>
<td>Spent &gt; 11 hrs weekly studying</td>
<td>81</td>
<td>85</td>
<td>84</td>
<td>88</td>
<td>89</td>
<td>86</td>
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<td></td>
</tr>
<tr>
<td>Spent &gt; 11 hrs weekly studying</td>
<td>45</td>
<td>45</td>
<td>41</td>
<td>35</td>
<td>47</td>
<td>53</td>
<td>59</td>
<td>42</td>
</tr>
<tr>
<td>Spent &gt; 11 hrs working for pay</td>
<td>37</td>
<td>36</td>
<td>34</td>
<td>38</td>
<td>39</td>
<td>27</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>Spent &gt; 16 hrs weekly studying</td>
<td>26</td>
<td>22</td>
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<td>25</td>
<td>32</td>
<td>22</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>Imp. to develop a meaningful</td>
<td>+9</td>
<td>+9</td>
<td>+8</td>
<td>+12</td>
<td>+16</td>
<td>+15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imp. promote racial understanding</td>
<td>+11</td>
<td>+12</td>
<td>+8</td>
<td>+14</td>
<td>+11</td>
<td>+19</td>
<td></td>
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<tr>
<td>Imp. to be community leader</td>
<td>+2</td>
<td>+8</td>
<td>+4</td>
<td>+3</td>
<td>+9</td>
<td>+10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved critical thinking skills</td>
<td>4.30</td>
<td>4.31</td>
<td>4.34</td>
<td>4.35</td>
<td>4.38</td>
<td>4.44</td>
<td></td>
<td></td>
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<tr>
<td>Improved communication skills</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td>4.18</td>
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<tr>
<td>Tolerance and respect for others</td>
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<td>+</td>
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<tr>
<td>Ability to define personal values</td>
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<td>Ability to make ethical decisions</td>
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<td>Ability to work for social justice</td>
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<td>Understand what it means to be</td>
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<td>men and women for others</td>
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<td></td>
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<tr>
<td>Imp. to influence social values</td>
<td>+11</td>
<td>+7</td>
<td>+12</td>
<td>+11</td>
<td>+6</td>
<td>+15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imp. to help others in difficulty</td>
<td>+3</td>
<td>+7</td>
<td>+6</td>
<td>+3</td>
<td>+4</td>
<td>+9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolerance and respect for others</td>
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</table>

In addition to comparative and self-reported data, in some years reports were generated that compared the responses of Creighton students to either other Jesuit schools (in 2003 and 2006) and to a select group of private schools (in 2000, 2001, and 2002). The comparisons to other private schools in all three years focused on whether the students engaged in any of a list of faculty and student interactions, and in two of the three years also included satisfaction with
other aspects of campus life and the academic experience. More Creighton students than other selected private school students reported faculty frequently engaged or assisted them in

- Being treated like a colleague or peer
- Intellectual challenge
- Achieving professional goals
- Encouragement for graduate or professional school
- Advice or guidance
- Letters of recommendation
- Opportunities to publish

Creighton students indicated they were satisfied or very satisfied with a series of campus and educational activities or services. The following were some for which Creighton students were at least 5 percentage points higher than students at the other selected private schools

- Class size
- Contact with faculty
- Opportunities for community service
- Tutoring and academic assistance
- Leadership opportunities

With regard to the comparison to other Jesuit schools (different sets of schools for each of the two years presented), Creighton students were generally more positive about experiences with faculty. The partying and socializing levels for Creighton students lower than at the other selected Jesuit schools, while the time spent studying was higher. More Creighton students reported they worked for pay than did their peers at the other schools. Creighton students also reported being more satisfied with the academic activities listed.

Alumni Surveys

Creighton alumni have been surveyed since 1994. The results of the survey of undergraduate alumni from 1987, 1988, 1989, 1997, 1998 and 199 are contained in reports on the website; the 2007 survey results are not yet available. The 2006 survey had a 20% (for 1989) and 27% (for 1999) response rate.

Some of the findings from the alumni survey include:

- 66% of alumni with advanced degrees reported that they were better prepared than their peers in graduate/professional school
- 60% indicated volunteer activities are a priority; 23% reported they had no involvement in volunteer activities
- 83% indicated they had been involved in one or more volunteer organizations since graduate; 46% indicated they had been involved in 3 or more
- 97% cite Jesuit values of serving others and promoting justice as their motivation for volunteer activities; other reasons include
  - desire to help people – 97%
  - issue matters to them personally – 91%
  - do their part as a community member – 88%
• create more equitable society – 63%
• 60% report financial assistance to non-profit organizations is a high priority
• 92% indicated their major courses gave them a depth and breadth of knowledge and skills in their discipline
• 90% agreed Creighton gave them the skills to think critically
• 82% agreed Creighton gave them a commitment to lifelong learning
• 77% agreed Creighton gave them effective communication skills
• 71% indicated Creighton gave them an appreciation of different cultures
• 70% agreed that Creighton influenced them to commit to serve others
• 94-97% indicated they are registered to vote and did vote in the 2004 elections
• Longitudinal data (compared to the freshmen and senior surveys while at Creighton); as the alumni aged (i.e. from freshmen year to the alumni survey date)
  o Being a community leader became less important
  o Developing a meaningful philosophy of life became more important
  o Promoting racial understanding did not change appreciably
  o Influencing social values became more important
  o Keeping up with politics became more important
  o Participating in community action programs became more important

Faculty Survey

In 2004 the Office surveyed 150 undergraduate faculty (another survey currently is underway). The results of this survey were compared to the results for faculty at six other Jesuit (J) schools and for the 950-member school organization called Campus Compact (CC), which is dedicated to promoting community service, civic engagement and service-learning. The report included data on community service, integration of personal and institutional values, activities related to mission, and job satisfaction. Selected items from the report about Creighton faculty:
• 63% (48% for J and 50% for CC) spent time weekly on community or public service;
  24% (42% for J and 39% for CC) reported they spent no time weekly on service
• 54% (40% for J and 38% for CC) thought it at least very important to instill in students a commitment to service
• 88% (71% for J and 68% for CC) reported their values are congruent with the institution
• 21% (33% for J and 42% for CC) agreed that the spiritual dimension of faculty members has no place in the academy
• On mission related items, placed very important or essential emphasis on
  o Developing moral character in students – 76% (62% J and 59% CC)
  o Helping students develop personal values – 67% (59% J and 53% CC)
  o Enhancing spiritual development in students – 43% (33%J and 24% CC)
  o Develop sense of community – 74% (63% J and 58% CC)
  o Develop leadership in students – 72% (61% J and 56% CC)
  o Facilitating students’ spiritual growth – 69% (54% J and 34% CC)
• On job satisfaction, Creighton faculty were more satisfied by 5% or more than their Jesuit peers (no data was reported for CC) on all aspects of the job except teaching load, opportunity for scholarly pursuits and salary, where the Creighton faculty were less satisfied than at the Jesuit schools. Creighton faculty were significantly higher (88% v. 62%) in expressing satisfaction with the quality of their students.
**Human Relations Survey:**

Creighton has participated in the 2005 and 2007 “Best Places to Work” survey at close to a 40% response rate. The survey identified areas where Creighton is doing well and areas that additional attention. The 2007 survey results still are being analyzed, but some general observations and data follow:

- Although the total of “strongly agree” and “agree” responses remained about the same and were highly favorable (“always thinking of ways to do job better,” enjoy work, loyal to team, find job interesting and challenging, etc. scored in the high 80s or 90s), there was a shift on many responses from “strongly (dis)agree” to “somewhat (dis)agree”
- Areas of possible concern from comparing 2005 to 2007
  - Fewer people indicated they knew how they fit into future plans
  - Fewer people felt goals and accountabilities were clear to their teams
  - Fewer people agreed that their immediate supervisor cared about their development or gave them regular feedback
  - More people reported they trusted senior leadership
  - More people reported enjoying doing their work

**Higher Learning Commission Assessment Academy:**

While support for and oversight of institutional assessment is provided by the Office for Academic Excellence and Assessment (AEA), the actual process of assessment is conducted within departments, programs, and colleges and schools. In 2007 the university was accepted as a member of the Higher Learning Commission Academy for Assessment of Student Learning program. Creighton is focusing on assessing values, peer review of assessment practices, university-level learning outcome assessment, and bridging curricular and co-curricular learning. Creighton is in the second of its four-year Academy project and is meeting its targeted milestones for the project. Preliminary data will be collected and analyzed later this year and next year.

**Comments:**

Combining placement rates in a common database across all students, both undergraduate and graduate/professional, would provide a more complete measure of this important success factor. The surveying process conducted by the Institutional Research Office offers valuable insights into the progress that undergraduate students make while at Creighton. Consistent presentation of that information should be helpful to faculty and administrators as they modify and adjust curricular and co-curricular programs. Regular surveying of alumni adds additional insights into the long-term effects of a Creighton education. Regularly measuring and reacting to employee satisfaction and attitudes is an important tool to addressing the morale of a workforce of 3,000 employees, only 26% of which are faculty. The expansion of the assessment process to include articulating university-level outcomes expected in all university programs should result in an even clearer Creighton identity in each of these activities.

**Sources:**
Career Center Reports, various
Institutional Research Reports, various
Human Resources Best Places to Work Survey
Danielson Memo, 3/3/08