

# ANNUAL ASSESSMENT REPORT

## 2007 - 2008



Creighton  
UNIVERSITY



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## EXECUTIVE SUMMARY

Creighton University offers a mission-centric educational model and articulates six university-level outcomes, common to all undergraduate, graduate, and professional student experience. The development and articulation of these six outcomes has evolved over the past two years and is reflected in this year's annual assessment reports, by all colleges and schools as well as the University Assessment Committee's efforts.

Status reports of university-level outcome measurements were received from each college and school; however, the next step is to more systematically collect evidence of student learning and to make that evidence public through campus conversations and external reporting (e.g., Higher Learning Commission, disciplinary accreditation bodies). Evidence of student learning was received (2007-2008) from the Schools of Dentistry, Pharmacy and Health Professions, Nursing, and Law; evidence was collected and available from the School of Medicine; and evidence was reported for the Graduate School and the College of Business Administration.

The second half of the annual assessment report, collected Fall 2007, asked each dean/college/school to review their most recent report on program-level assessment efforts and verify the accuracy or update their information, as relevant. The program-level assessment template solicited information on program-level goals, outcomes, data collection processes, analysis of assessment data, feedback processes, and resulting changes, as relevant (i.e., the complete assessment cycle). A summary of each college and school's assessment cycle efforts may be located in Appendices E-L.

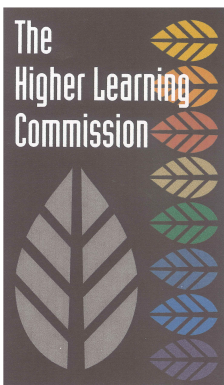
As assessment is an ongoing process, Creighton University's "next steps" include more systematic collection and internal reporting of evidence of students' learning. Initially, Creighton University's progressively developing assessment plan needs to better merge parts one and two of this and previous assessment reports into one, holistic and complete assessment report; that is, Creighton must conceptualize their assessment efforts as being both university-wide and program-level simultaneously. The first step of such a conceptualization is the identification or confirmation of an explicitly articulated alignment of actual assessment methods (and evidence of student learning) with the six university-level outcomes.

Following the identification or confirmation of individual schools' and colleges' assessment efforts, coordination of (future) efforts necessitates better communication channels. Active and available channels of communication allow for the sharing of best practices, identification of peer resources, and the posing of common assessment questions and dilemmas. It is the active inquiry into and the public sharing of our assessments of student learning that promote and support a communicatively active campus culture of assessment.

## SECTION ONE: INSTITUTIONAL-LEVEL ASSESSMENT

Creighton University is an institution known for quality, value-centered undergraduate, graduate, and professional education, health care delivery, service and outreach to our communities, and an intellectual center for Catholic thought and dialogue. Creighton University is unique among Jesuit institutions in that it offers undergraduate and graduate curriculums in Arts and Sciences, Business Administration, and Nursing, along with professional degrees in Dentistry, Law, Medicine, Occupational Therapy, and Pharmacy and Physical Therapy, each of which articulates learning outcomes for a particular cohort of students. Collectively, Creighton University exists for “students and learning,” as noted in the Mission Statement, and regularly and systematically assesses students learning as we wish to better understand, learn from, and adapt to our students’ forms and levels of learning as we prepare them for professional lives post-graduation.

As documented in our 2007 accreditation self-study report, prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools, Creighton University has an active, comprehensive assessment program. Assessment processes are viewed as both a top-down and grass roots efforts in that administrative support and reporting mechanisms are institutionally embedded but the vast majority of the assessment work is faculty-driven. Therefore, while the Office for Academic Excellence and Assessment (AEA) provides support for and oversight of institutional assessment efforts, the majority of the work (i.e., planning, design, data collection, analysis, and adaptive changes) is conducted by faculty at the department, program, and school or college level. Specifically, each of the colleges and schools has offices, committees, other internal structures in place to track assessments of student learning across a variety of criteria (e.g., disciplinary or other professional knowledge and competencies, critical thinking, professional dispositions, ethical values, service), to communicate assessment findings to both internal audiences (e.g., Deans, AEA, Vice Presidents, President) and external accreditation bodies, and to make appropriate changes to courses, curriculum, and assessment practices as their evidence warrants. As demonstrated in our 2007 accreditation, Creighton University has a strategic alignment of its assessment measures and its clearly articulated mission.



Creighton University remains committed to the annual assessment of student learning and does so through its continuing participation in the Higher Learning Commission’s inaugural Academy for the Assessment of Student Learning. In preparation for the accreditation visit, a reflective review of existing practices and evidences of /for student learning highlighted the use of autonomous and independent assessment efforts and a general lack of assessment outside the academic classroom. Although assessment was taking place within each academic unit, there was limited communication between academic departments and units; further, few, if any, common measures of student learning were found, despite common mission and educational goals. These independent measures were almost exclusively limited to traditional classroom settings; thereby, ignoring that learning occurs both within and outside the traditional classroom setting and the transformative power of co-curricular learning dimensions.

The result of this reflective review was an articulation of three general assessment needs that was communicated as Creighton University’s Proposal for the Academy for the Assessment of Student Learning. Creighton University’s assessment efforts would be improved with the (1) collaboration among assessment efforts, particularly around the (2) articulation and measurement of values and valued outcomes (3) that capture the dynamic and holistic educational experience of the Creighton student. To that end, Creighton has committed to: develop and assess university-level outcomes, develop and implement a peer-review process, and to assess co-curricular learning. In completing year two of our four year Academy project, the common university-level outcomes have been identified and adopted and the processes for peer review and co-curricular assessments of learning are unfolding.

The Academy for the Assessment of Student Learning offers Creighton University the opportunity to strengthen our culture of assessment through active collaboration within and across academic units, to make the assessment process(es) more transparent, to make student learning more public, and ultimately, to use our assessment results to make curricular and educational changes to improve our students’ learning. It is a matter of professional integrity that we provide measures of our educational actions—we do prepare, in a variety of disciplinary fields, men and women for and with others.

This annual assessment report compiles the information supplied by each school and college, details the assessment efforts of the schools and colleges as they relate to university-level outcomes and program-level assessments, and offers a series of “next steps” as Creighton University works toward achieving our goal of collaborative efforts to assess and improve student learning.

## UNIVERSITY-LEVEL OUTCOMES

Collectively, Creighton University offers a mission-centric educational model and articulates six university-level outcomes, common to all undergraduate, graduate, and professional student experience. The development and articulation of these six outcomes has evolved over the past two years and is reflected in this year’s annual assessment reports, by all colleges and schools as well as the University Assessment Committee’s efforts.

### 2007 REPORT BY COLLEGE AND SCHOOL

In Fall 2007, each college and school was asked to update two documents: (1) university-level student learning outcomes and (2) program-level assessment reports (see Section Two: Program-level Assessment). Each college and school reviewed the six outcomes drafted in 2006-2007 and identified, through their respective mission and unit documents, college- and school-specific language. A summary of the mission-centric learning outcomes, as articulated by each college and school, is found in Appendix A: Summary of University-level Learning Outcomes by College and School. All schools and colleges found the language of disciplinary competence, critical thinking, service, and communication acceptable, but life-long learning and cultural competence were less uniformly accepted. As noted by the College of Business Administration, these outcomes are values not goals. Concurrently, the assessment of life-long learning was limited within and across the colleges and schools, and there appears to be great variation in what is meant by cultural competencies and how it is measured. In summary, despite minor differences, there was a consensus, among the six university-level outcomes drafted in 2006-2007.

Additionally, each college and school was asked to identify their current measures for assessing each outcome, preliminary results of the assessment data (if any), changes that were made in curriculum or educational or assessment practices as a result of the data, and to identify areas in which the school or college required assistance with their assessment plan. The responses concluded that the current forms of assessment varied within and across colleges and schools (e.g., direct and indirect measures, embedded and standardized/professional exams), evidence was regularly being collected by most colleges and schools, and the results of such assessments were used in ongoing discussions and curricular reviews and revisions. (See Appendix B: Summary of Measures to Assess Student Learning by College and School) The most frequently cited areas of assistance requested from the University Assessment Committee were clearer definitions of the outcomes, examples of valid assessment data for each outcome, reliable and valid measurement tools, and a comparison of results across schools or benchmarks for each school.

### UNIVERSITY ASSESSMENT COMMITTEE’S REVISION TO OUTCOME LANGUAGE

The University Assessment Committee (UAC) attempted to respond to college and school requests for standardized definitions and valid and reliable instruments for measuring outcomes and found that the drafted outcomes, as originally constructed, did not lend themselves to operational definitions. Further attempts to better define the terms resulted in six outcomes, so general (generic) as to not be recognizable as uniquely the educational product of a Jesuit, Catholic education as provided by Creighton University. Further, these outcomes were deemed not useful, as currently written, to the University’s strategic planning processes.

The University Assessment Committee compiled the feedback from each college and school, to include faculty and administrators, and revised the outcomes at a January 2008 retreat. Three university-level outcomes remained virtually unchanged: All Creighton graduates will demonstrate (1) disciplinary competence and/or professional proficiency, (2) critical thinking skills, and (3) an ability to communicate clearly and effectively. The three outcomes regarding dispositions to service and engaged civic responsibility and life-long learning and demonstrated cultural competence were revised, with a particular emphasis on the Ignatian pedagogical tradition/Jesuit, Catholic outcomes. Specifically, All Creighton gradu-

ates will demonstrate (4) Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice, (5) deliberative reflection for personal and professional formation, and (6) an ability to effectively work across race, ethnicity, culture, gender, religion, and sexual orientation.

The University Assessment Committee approved the wording of these six outcomes and forwarded them to Fr. Schlegel for his comments and approval (See Appendix C: Higher Learning Commission's Academy for the Assessment of Student Learning Statement of Creighton University's University-Level Outcomes). Fr. Schlegel offered his comments at the March 26, 2008 presentation of the University-level Outcomes. The UAC agreed with Fr. Schlegel's comments, made the minor adjustments suggested, and will continue to review and revise outcome six (cultural competence) to "grammatically read better." This Student Learning Statement with six outcomes was shared with the Higher Learning Commission at the annual April meeting, and it represents the major work of our Assessment Academy Project to date.

## **IMPACT OF LANGUAGE REVISION TO SCHOOLS' AND COLLEGES' MISSION AND MEASURES**

The revisions to the drafted outcomes, as reviewed by each college and school, invite ongoing review and alignment of college and school outcome and university-level outcomes. However, given the minor changes to three of the outcomes and the general nature of the mission language of most colleges and schools, it is not expected that the colleges and schools will need to modify their current language. [Each college and school may continue to revisit the alignment of their respective missions with university-level outcomes and make additions or changes as relevant (e.g., School of Nursing, 2007-2008)].

In summary, Creighton University has a generally accepted statement of six university-level outcomes that are representative of students' educational experiences, regardless of specific college or school, and clearly aligned with each of the respective schools' and colleges' missions and goals. As assessment is an ongoing process, Creighton University's "next steps" include more systematic collection and internal reporting of evidence of students' learning.

## **NEXT STEPS**

### **MEASUREMENT OF UNIVERSITY-LEVEL OUTCOMES**

Status reports of university-level outcome measurements were received from each college and school; however, the next step is to more systematically collect evidence of student learning and to make that evidence public through campus conversations and external reporting (e.g., Higher Learning Commission, disciplinary accreditation bodies). Evidence of student learning was received (2007-2008) from the Schools of Dentistry, Pharmacy and Health Professions, Nursing, and Law; evidence was collected and available from the School of Medicine; and evidence was reported for the Graduate School and the College of Business Administration.

#### **Common Measures**

Given the universal application of the six university-level outcomes, there is some potential for and interest in using common assessment instruments. This is particularly true for Critical Thinking and possibly Communication Skills. There has been expressed interest in piloting a "common" critical thinking instrument across undergraduate and professional students in 2008-2009. The cost of such instruments remains the largest obstacle to their adoption.

#### **Embedded Measures**

The majority of the university-level outcomes is and will remain unique measures of the various schools and colleges (e.g., professional exams, course assignments). Further, the University Assessment Committee recognizes the need to report student learning outcomes to a variety of internal and external audiences; therefore, it encourages each school and college to continue to utilize existing (direct) assessments of student learning as they provide evidence for the six common university-level outcomes.



## COMMUNICATIONS

Creighton University views assessment as both a top-down and grass roots effort where the administrative support and reporting mechanisms are institutionally embedded but the vast majority of the assessment work is faculty driven. The communication structure mirrors this assessment philosophy; historically, the University Assessment Committee (UAC), comprised of faculty and administrators from each academic unit as well as Campus Ministry, Divisions of Instructional Technology and Student Services, and the Ratio Studiorum Program, has served as the “central hub” of assessment communications. That is, the UAC both gathered and shared information across units as well as providing information for each of the units and the campus at large.

Creighton University’s assessment processes have evolved, as has its communications structures and processes (See Appendix D: Evolving Assessment Communications at Creighton University). In stage one (experienced in year one [2006-2007] of the Assessment Academy project), the communications hub resided in the relationships of the UAC members and their respective deans and faculty/staff. In 2007-2008, communications evolved to more publicly share communications between the UAC membership, their respective deans and the Creighton University Administration (e.g., President and Vice Presidents); this was evidenced at the March 2008 Campus Presentation on the University-level Outcomes Presentation/Discussion. Over the next two years (2008-2010), Creighton University’s communications model will evolve into stage three: communications continue among the UAC, Deans, Faculty/Staff and Administration but regularly and publicly include conversations with Deans, Department and Program Chairs, and their respective faculty and staff. The resultant communication structure provides for systematic and on-going conversations regarding Creighton’s assessment of student learning, sharing of best practices, and ultimately, a shared model of responsibility for both university-level and program-level outcomes, both of which are needed in order to improve our students’ learning and more accurately report our assessment story with our external accreditation agencies.



### Campus Communications

Campus communications have and will continue to evolve. Building upon the March 2008 University-Level Outcomes presentation to the campus community that included Fr. Schlegel’s feedback and subsequent approval of the document, the UAC has formed a sub-committee whose charge is to organize and coordinate campus conversations regarding the University-level Outcomes. In 2008-2009, members of the Campus Conversations sub-committee will meet with each dean to review the outcomes and identify the ways in which the committee may assist the dean in their assessment efforts, to include communicating the university and college or school assessment plans with their respective faculties.

Additionally, the Campus Conversations sub-committee will annually plan campus presentations, within and across academic and university units, to discuss, explore, and share best practices regarding the assessment of one (or more) University-level Outcomes. In April 2008, Creighton hosted Dr. Robert Mundhenk; Mundhenk provided workshops to the membership of the UAC, interested faculty, and the staff of Student Services on the topic of “Assessment of Values.” [Special thanks to Dr. Richard Rossi and the Division for Student Services for their financial support of this campus event.] The 2008-2009 conversation will continue this values-based conversation but more explicitly address a particular university-level outcome; specifically, outcome five: All Creighton graduates will demonstrate deliberative reflection for personal and professional formation. Subsequent presentations will address the remaining university-level outcomes.

Assessment must become a more integral and public component of the Creighton campus culture; therefore, annual meetings with the deans and campus conversations with the campus, at large, are a necessary first step. The second step will be the construction or use of a website that allows for electronic postings of annual assessment efforts, a highlighting of best practices, and (optimally) a clear linkage between mission, strategic planning, and assessment of student learning results. A UAC subcommittee is in the process of reviewing potential vendors/options to further facilitate our on-going assessment conversations and internal and external reporting of results.



### **External Reporting to the Higher Learning Commission (HLC)**

Creighton University's commitment to the Academy for the Assessment of Student Learning includes bi-annual (April and November) updates on our project status, annual meetings with our project mentor, Dr. Sharon Valente of Ashland University, and attendance at the annual April meeting. In April of 2008, a team of Creighton faculty, staff, and administrators attended the annual HLC meeting and shared our work-to-date with our mentor and John Hausamann of the Academy staff. Our work, through spring 2008, was well received.

The most frequently cited, "next step" for Creighton, was on-going campus conversations around our assessment outcomes (and the continuing collection of evidence of student learning). In the spirit of making our assessment work more transparent and public and complimentary to our "Campus Conversations" initiatives, the Office for Academic Excellence and Assessment has constructed a web page devoted to our HLC project and reporting of assessment efforts. (This can be located at: <http://www2.creighton.edu/aea>) Additionally, members of the campus community are developing proposals for the April 2009 annual meeting where elements of our Assessment Academy project may be showcased (e.g., curricular and co-curricular assessments of learning, peer review / best practices).

## SECTION TWO: PROGRAM-LEVEL ASSESSMENT

The second half of the annual assessment report, collected Fall 2007, asked each dean/college/school to review their most recent report on program-level assessment efforts and verify the accuracy or update their information, as relevant. The program-level assessment template solicited information on program-level goals, outcomes, data collection processes, analysis of assessment data, feedback processes, and resulting changes, as relevant (i.e., the complete assessment cycle). The following is a brief summary of each college and school's assessment cycle efforts. The copy of each report may be located in Appendices E-L.

### ANNUAL REPORT BY SCHOOL AND COLLEGE

#### ARTS AND SCIENCES

The College of Arts and Sciences (CAS) encompasses 34 programs, ranging from the Honors Program and Encuentro Dominicano to 23 departmental programs to a variety of interdisciplinary programs (e.g., Health Administration and Policy) and studies (e.g., Justice and Peace, Women's and Gender, African, American). In 2007-2008, three independent reports were submitted by the departments of Exercise Science, Journalism and Mass Communication, and Sociology and Anthropology; they reported no change from their 2005/2006 reports; no college-wide report for 2007-2008 was submitted. Therefore, in lieu, a historically-dated summary will be provided.

As of October 20, 2006, the College of Arts and Sciences program-level assessments could be categorized in the following manner: (1) Programs that have updated their 2005 documentation; (2) Programs in contact with the AEA and working on providing requested documentation for updating/supporting their 2005 report; and (3) Programs that have not provided new information after September 19, 2006. Programs in Category One were characterized as having updated their 2005 documentation; this did not mean, however, their assessment practices were in order. It simply meant that Dr. Scott Chadwick, former Associate Vice President for Academic Affairs, and the respective program chairs were in agreement about the status of their practices and had a workable plan in place to improve those practices. Programs in Category Two were characterized as indicating certain or all of the elements of the assessment cycle were in place but had yet to provide the documentation that such data, analysis, feedback loop or change dimensions existed. Programs in Category Three were characterized as not submitting updated documentation or engaging in (recent) conversation with Dr. Chadwick regarding a future submission of such documentation. For a complete summary of the programs by category, see Appendix E: October 2006 Updated Status College of Arts and Sciences.

#### BUSINESS ADMINISTRATION

The College of Business Administration (CoBA) uses the Association to Advance Collegiate Schools of Business (AACSB) categories for program-based assessments, resulting in three "programs:" undergraduate, graduate Master of Business Administration, and graduate Master of Information Technology Management. All three programs' assessment processes reflect changes. Specifically, the undergraduate goals remain the same, but the objectives are in the process of vision to correspond to AACSB guidelines; data has been collected using indirect measures, and direct measures are being developed in accordance with AACSB time table; and upon completion of this work, data analysis and feedback will occur. Both of the graduate programs are experiencing a revision of goals, objectives, and the development of direct measures of student learning; the resulting changes will correspond to AACSB guidelines and offer direct measures of student learning. Data analysis and its use in providing feedback to curricular programming will follow these revisions. For a summary of the report, see Appendix F: 2007 Program Updates College of Business Administration.

#### DENTISTRY

The School of Dentistry offers the Doctorate of Dental Sciences (D.D.S) degree. This degree program has reported and shared evidence of student learning as gathered through the completion of the assessment cycle. Over 200 metrics are annually assessed; despite multiple measures of student learning success, the School of Dentistry has identified changes

they wish to make (e.g., measurement of students' progress in critical thinking or communication and how the dental curriculum advances this process). For a summary of the program report, see Appendix G: 2007 Program Updates Dentistry.

## **GRADUATE**

The Graduate School houses multiple degree programs across 19 departments as well as a Health Services Administration certificate. Graduate programs exist in the departments of Atmospheric Sciences, Biomedical Sciences, Business Administration, Christian Spirituality, Clinical Anatomy, Education and Counseling, English, Information Technology Management, International Relations, Liberal Studies, Medical Microbiology and Immunology, Ministry, Negotiation and Dispute Resolution, Nursing, Pharmaceutical Sciences, Pharmacology, Physics, Securities Analysis/Portfolio Management, and Theology. The assessment outcomes reported within the Graduate School report may be duplicated within other schools and colleges, as the faculty who collect and report the assessment data are members of their respective colleges and schools.

In summary, programs report completed assessment cycles for all programs with the exception of the M.Ed in Secondary Teaching (where data has been collected but not analyzed and used for programmatic feedback), M.S. in Special Populations (which is missing the feedback loop component), and Medical Microbiology and Immunology program (where data has been collected but not analyzed and used for programmatic feedback). Although (also) reported by the School of Pharmacy and Health Professions, the report of the assessment of the Health Services Administration is updated to reflect a completed assessment cycle. For a summary of the program report, see Appendix H: 2007 Program Updates Graduate School.

## **LAW**

The School of Law awards the Juris Doctorate; the Juris Doctorate with four concentrations in Business Law, Criminal Law and Procedure, Litigation, and International and Comparative Law; and joint Juris Doctorates with Master of Business Administration, Master of Arts in International Relations, Masters of Sciences in Information Technology and Dispute Resolution, and a certificate in Health Service Administration. Each program has completed the assessment cycle, and submitted copies of assessment forms, processes, and cumulative assessment data. For a summary of the program report, sans cumulative assessment data, see Appendix I: 2007 Program Updates Law School.

## **MEDICINE**

The School of Medicine (SOM) awards Medical Doctorate (M.D.) and Ph.D.s in three areas, while offering nine medical residency programs. Departments offering the Doctor of Philosophy (Ph.D.) include Biomedical Sciences (including Molecular and Cellular Biology, Biological Chemistry, Anatomy, and Physiology), Pharmacology, and Medical Microbiology and Immunology. Residency programs include: Family Medicine, Internal Medicine, Internal Medicine/Pediatrics, Neurology, OB-Gyn, Pathology, Pediatrics, Psychiatry, Radiology, and Surgery. Each of the SOM's 15 programs is complete in their assessment cycles; that is, all programs have identified programmatic goals, articulated learning objectives, collected and analyzed assessment data on student learning, and routinely use feedback processes that produce (curricular, procedural, and/or assessment) changes, as warranted by the evidence of student learning. For a complete report on each program, see Appendix J: 2007 Program Updates Medicine.

## **NURSING**

The School of Nursing (SON) offers both Bachelor of Science in Nursing (BSN) and Master of Science degrees. The BSN degree program is offered in a traditional, accelerated and Registered Nurse (RN)-BSN format. The M.S. degree includes Nurse Practitioners, Clinical Nurse Specialists, and Clinical Nurse Leaders. Each of these programs is complete in their assessment cycles, and a complete report on each program may be found in Appendix K: 2007 Program Updates Nursing.

Note: The M.S. in Nursing Systems Administration is currently undergoing curricular revision; as such, it is neither admitting students at this time nor conducting assessments of student learning.

## PHARMACY AND HEALTH PROFESSIONS

The School of Pharmacy and Health Professions (SPAHP) includes programs in Pharmacy, Occupational Therapy, Physical Therapy, and Emergency Medicine (EMS) with a corresponding range of degrees from the associate degree in EMS, certificate program in Health Services Administration, and Bachelors of Science in EMS and Health Sciences to the Master of Science in Pharmaceutical Sciences and a variety of doctoral degrees in Pharmacy, Occupational Therapy, and Physical Therapy. The SPAHP's assessment cycle is complete for each program with the exception of the B.S. in Health Sciences and the Certificate Program in Health Services Administration (see Graduate School report for updated version). As the B.S. in Health Sciences degree is linked to a specific clinical Doctorate program (i.e., OT, Pharmacy, or PT), the assessment is conducted at that doctoral level. Overall, the SPAHP has an active process of assessing student learning outcomes. For a complete report on each program, see Appendix L: 2007-2008 Program Updates for Pharmacy Health Professions.

## NEXT STEPS

### INTEGRATION OF UNIVERSITY-LEVEL OUTCOMES AND MEASUREMENTS WITH PROGRAM-LEVEL, ON-GOING ASSESSMENT EFFORTS

Creighton University's progressively developing assessment plan needs to better merge parts one and two of this and former assessment reports into one, holistic and complete assessment report; that is, Creighton must conceptualize their efforts as being both university-wide and program-level simultaneously. The first step of such a conceptualization is the identification or confirmation of an explicitly articulated alignment of actual assessment methods (and evidence of student learning) with the six university-level outcomes.



Ideally, these methods and evidence will draw upon embedded (direct) measures of students' program-level learning; these methods should be combined with other indirect measures of students' program-level learning as well as direct and indirect measures of co-curricular student learning experiences. Integration of data may be further enhanced through the use of common measures of student learning (e.g.,

critical thinking, communication) across schools and colleges or student populations (e.g., undergraduate, professional students). Ultimately, however, all integrative efforts must graduate from self-reports of student learning data to the sharing of actual assessment data, within and across schools and colleges.

### IMPROVING (INTERNAL) COMMUNICATION FUNCTIONS

Following the identification or confirmation of individual schools' and colleges' assessment efforts, coordination of (future) efforts necessitates better communication channels. Active and available channels of communication allow for the sharing of best practices, identification of peer resources, and the posing of common assessment questions and dilemmas. It is the active inquiry into and the public sharing of our assessments of student learning that promote and support a communicatively active campus culture of assessment (the "next" steps most strongly identified by our Assessment Academy mentors).

Coordinated communications and subsequent reporting should be done through an electronic repository; any form of electronic reporting should allow for historical archiving of assessment work, postings of current work, and highlighting of best practices, while lending itself to various reporting requirements (i.e., accreditation, school-wide reports). A subcommittee of the University Assessment Committee (UAC) has explored such options and should be forwarding their recommendation to the UAC in Fall 2008. It is anticipated that future annual assessment reports will be electronically filed, via a common electronic repository, by updating school, college, and program documents.

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## APPENDIX A: SUMMARY OF UNIVERSITY-LEVEL OUTCOMES

UNIVERSITY-LEVEL OUTCOMES	COLLEGE OF ARTS & SCIENCES	COLLEGE OF BUSINESS ADMINISTRATION	GRADUATE SCHOOL	LAW SCHOOL
<i>A Creighton graduate will demonstrate disciplinary competence and/or professional proficiency.</i>	"Graduates will integrate broad and diverse learning with at least one individually chosen academic discipline or professional field."	"Educates its students to apply knowledge, skills, and technologies essential for business success and leadership that is socially responsible in an ever-changing world."	"Graduates will demonstrate an appreciation for the use of specialized knowledge in a field of study in service to others. Graduates will propose, defend and conduct research in the field of study."	"The School offers a curriculum designed to produce ethical lawyers who will zealously and competently represent clients within the bounds of law..."
<i>A Creighton graduate will demonstrate critical thinking skills.</i>	"Graduates will think critically about information, assumptions, and arguments found in multiple forms of academic and cultural discourse."	"Think critically and creatively about information, assumptions and arguments in order to develop innovative solutions to business and societal problems."	"Graduates will utilize a critical and disciplined approach to research and the resolution of problems in a field of study."	"Creighton stresses fundamentals - analytical reasoning and communication skills."
<i>A Creighton graduate will demonstrate a disposition to service and engaged civic responsibility.</i>	"Graduates will relate an active commitment to learning, truth and justice to a life of service and to the development of the global community."	"We value leadership based on service to others." & "Appreciate the responsibility of business to be an agent of change in society for the common good."	"Graduates will identify and suggest possible solutions to ethical dilemmas that occur in their work and in their field of study."	Motto: "educating for service and justice"
<i>A Creighton graduate will demonstrate an ability of communicate clearly and effectively in written and oral forms.</i>	"Graduates will communicate clearly and effectively in written, spoken, mathematical and artistic languages."	"Communicate effectively, clearly, and persuasively through appropriate mediums."	"Graduates will effectively communicate information within the field of study to specialists and non-specialists alike, both orally and in writing."	"Creighton stresses fundamentals - analytical reasoning and communication skills."
<i>A Creighton graduate will demonstrate a disposition toward life long learning.</i>	"Graduates will relate an active commitment to learning, truth and justice to a life of service and to the development of the global community."	"Educates its students for business success and leadership that is socially responsible in an ever-changing world." (Not a learning goal for, more of a value.)	"Graduates will analyze, interpret, and critique advanced knowledge in the field of study."	"A Creighton education equips you for a lifetime of learning."
<i>A Creighton graduate will demonstrate cultural competence, enabling effective work across racial, ethnic and cultural lines.</i>	"Graduates will relate an active commitment to learning, truth and justice to a life of service and to the development of the global community."	"We value respect for self and others by embracing diversity and the dignity of all individuals." (Rather a value that CoBA holds than a learning goal.)	*We need to create a new goal that deals with cultural competence.	Through participation in Creighton's Civil Law Clinic, which offers free legal assistance to the Omaha Hispanic community in South Omaha, internships and various student organizations, law students are enabled to work with individuals from different cultural backgrounds.



## APPENDIX A: SUMMARY OF UNIVERSITY-LEVEL OUTCOMES

UNIVERSITY-LEVEL OUTCOMES	SCHOOL OF DENTISTRY	SCHOOL OF MEDICINE	SCHOOL OF NURSING	SCHOOL OF PHARMACY AND HEALTH PROFESSIONS
<i>A Creighton graduate will demonstrate disciplinary competence and/or professional proficiency.</i>	"The purpose of the School of Dentistry is to educate students who can demonstrate the attainment of competence and the progression toward proficiency in providing for the oral health needs of society."	"We will be distinguished for preparing graduates who achieve excellence in their chosen fields..." & "Foster in students the development of the skills necessary for the competent practice of medicine throughout their professional career." (Please see Curriculum Objectives List for specific knowledge and skill objectives.)	"Promote critical thinking, professional competence, and accountability for management of care to improve health outcomes."	"The School will prepare outstanding Occupational Therapists, Pharmacists, and Physical Therapists..."
<i>A Creighton graduate will demonstrate critical thinking skills.</i>	"This education is designed to be comprehensive in nature and to challenge students to reflect on transcendent values..."	"To nurture the values...and to provide ethical reasoning skills..." & "Foster in students the development of the skills necessary for the competent practice of medicine throughout their professional career." (Please see Curriculum Objectives List for specific knowledge and skill objectives.)	"Provide a value-centered educational environment conducive to meeting learning needs of diverse student populations." & "Promote a disposition toward service to others and engaged civic responsibility."	"Professional preparation is focused on critical thinking and developing clinical judgment."
<i>A Creighton graduate will demonstrate a disposition to service and engaged civic responsibility.</i>	"[This educational experience] will also prepare the students... to accept their responsibility of service to one's community and profession."	"Will will be distinguished for preparing graduates who demonstrate...commitment to the service of others." & "Discuss the importance of preventive medicine in improving the health status of society and reducing health care costs. Encourage a healthy lifestyle by word and example. Demonstrate the effective use of educational principles to educate patients, families, and fellow health professionals about health care problems. Identify and propose solutions to moral, ethical, and legal problems of medical practice."	"Support ability to communicate professionally and therapeutically using diverse modalities."	"...improve societal health through...with focused emphasis on...moral values and service to others."
<i>A Creighton graduate will demonstrate an ability of communicate clearly and effectively in written and oral forms.</i>		"A graduate must demonstrate an ability to communicate with patients and family members in a clear and sensitive manner..." & "A Creighton graduate must demonstrate the effective use of educational principles to educate patients, families, and fellow health professionals about health care problems. Function as a competent member of the health care team, demonstrating cooperation, initiative, and appropriate leadership skills."	"Graduates will effectively communicate information within the field of study to specialists and non-specialists alike, both orally and in writing."	"Graduates must be able to communicate effectively with patients, caregivers, faculty/staff and all members of the health care team. These skills include the appropriate use of spoken and written English, hearing, and reading."
<i>A Creighton graduate will demonstrate a disposition toward life long learning.</i>	"[This educational experience] will also prepare the students to evaluate and implement new knowledge..." & "enhance student engagement in life-long learning and continuing education..."	"To develop self-directed learners who will continuously develop as caring physicians during graduate training and practice." & "Demonstrate skills of lifelong learning and practice self-education by selecting appropriate learning resources to enhance his or her personal progress and performance." (Please see Curriculum Objectives List for specific knowledge and skill objectives.)	"Foster a professional commitment for life-long learning and scientifically based practice."	"Professional preparation is focused on life-long learning and professional development."
<i>A Creighton graduate will demonstrate cultural competence, enabling effective work across racial, ethnic and cultural lines.</i>		"To help students appreciate and understand the diverse values brought by health care professionals, patients, family, and society to the practice of medicine." & "A Creighton graduate must demonstrate an ability to communicate with patients and family members in a clear and sensitive manner recognizing the consequences of illness as a process that unfolds within a societal and cultural context."	"Support development of caring professionals who are culturally sensitive and respect the uniqueness and dignity of the client."	

## APPENDIX B: SUMMARY OF MEASURES TO ASSESS STUDENT LEARNING

OUTCOME	DISCIPLINARY COMPETENCE	CRITICAL THINKING	SERVICE AND CIVIC RESPONSIBILITY	ORAL AND WRITTEN COMMUNICATION	LIFE-LONG LEARNING	CULTURAL COMPETENCE
<i>College of Arts and Sciences</i>	Major Departments (CAS LO 3)	Rubric (CAS LO 2)	Senior Exit Survey (CAS LO 6)	Rubrics (CAS LO 1)	None Yet (CAS LO 6)	None Yet (CAS LO 6)
<i>College of Business Administration</i>	Indirect	Indirect	Indirect - Deans Honor Roll for Social Responsibility	Indirect	None	None
<i>Graduate School</i>	Exams, Theses, & Dissertations	Comprehensive Exams & Solving Problems in Lab Settings	Seminar Presentations on Ethical Values in Science & Scientific Ethics Course	Oral Presentations, Research Reports, Comprehensive Exams, & Regional and National Presentations and Conferences	Presentations at Regional and National Conferences, Students Continue on to Ph.D. Programs, Accept Teaching Positions, & Involvement in Research	Community-building Activities for Graduate Students (Socials/Orientations...)
<i>Law School</i>	Bar Exams (and MPRE)	Bar Exams, (MPRE), Course Exams, & Socratic Teaching Methods	Employment Placements & Alumni News	Bar Exams, (MPRE), Course Exams, Socratic Teaching Methods, Legal Writing, & Skills-orientated Courses and Competitions	CLE Requirements	Diverse Student Organizations, Legal Clinics, & Negotiation and Other Courses and Competitions
<i>School of Dentistry</i>	Strategic Plan Metrics: 2.2.1 thru 2.2.15, 2.3.1 thru 2.3.10, & 2.7.1 thru 2.7.91	Strategic Plan Metrics: 2.4.24, 2.4.28, 2.4.29, 2.5.24, 2.5.28, & 2.5.29	Strategic Plan Metrics: 1.1.1 thru 1.1.13, 2.4.29, 2.5.29, & 5.4.1 thru 5.4.14	Strategic Plan Metrics: 2.11.1 thru 2.11.8	Strategic Plan Metrics: 2.4.21, 2.4.28, 2.5.21, 2.5.28, 2.7.53, 4.4.1, & 4.4.4	Strategic Plan Metrics: 1.2.1 thru 1.2.16, 2.4.23, 2.4.25, 2.4.26, 2.5.23, 2.5.25, & 2.5.26
<i>School of Medicine</i>	Course and Clerkship Evaluations, OSCEs, Junior Clinical Competency Examination, National Examinations, Alumni and Program Director Surveys, AAMC Graduation Questionnaire, & NRMP Results	Course and Clerkship Evaluations, OSCEs, Junior Clinical Competency Examination, National Examinations, Alumni and Program Director Surveys, & AAMC Graduation Questionnaire (Clinical reasoning is emphasized in the Applied Clinical Skills course and clerkships.)	Courses and Clerkships & Indirect Measures of Service	Course and Clerkship Evaluations, OSCEs, Junior Clinical Competency Examination, National Step 2 CS Exam, & Alumni and Program Director Surveys	Course and Clerkship Evaluations, OSCEs, Junior Clinical Competency Examination, National Examinations, Alumni and Program Director Surveys, & AAMC Graduation Questionnaire (Students learn/are assessed for knowledge and skills for Practice-based learning in the EBM course, Dimensions of Clinical Medicine EBM module and several clerkships.)	The relevant learning objectives are assessed in courses and clerkships, including Psychosocial Dimensions of Medical Practice, Ethics and Legal Topics in Clinical Medicine, and Dimensions of Clinical Medicine. Other assessments include OSCEs; Junior Clinical Competency Examination; National Examinations, Alumni and Program Director Surveys; and AAMC Graduation Questionnaire
<i>School of Nursing</i>	TRAD & ANC NCLEX and MS Advanced Practice Certification	BSN Portfolio, Research Critiques, Ethical Reasoning, & Care Management Plan MS EBP QI Project	EBI Exit Survey and Alumni Surveys, Service Projects, Participation in School and University, & Advocacy Activities with Government Entities	Portfolio, Papers, Web Pages, Presentations (oral and poster), Health Education Projects, & Capstone Projects	Exit and Alumni Survey Items on Evidence-based Practice and Lifelong Learning	Exit and Alumni Survey Items on Cultural Sensitivity and Competence & TACCT Assessment
<i>School of Pharmacy and Health Professions</i>	Discipline-specific Board Exams	Course Embedded	Course Embedded	Course Embedded	Course Embedded	Course Embedded

## APPENDIX C: HIGHER LEARNING COMMISSION'S ACADEMY FOR THE ASSESSMENT OF STUDENT LEARNING - STATEMENT OF UNIVERSITY-LEVEL OUTCOMES

Creighton University is an institution known for quality, value-centered undergraduate, graduate, and professional education, health care delivery, service and outreach to our communities, and an intellectual center for Catholic thought and dialogue. Creighton University is unique among Jesuit institutions in that it offers undergraduate and graduate curricula in Arts and Sciences, Business Administration, and Nursing, along with professional degrees in Dentistry, Law, Medicine, Occupational Therapy, and Pharmacy and Physical Therapy, each of which articulates learning outcomes for a particular cohort of students. Despite this diversity of curricular programming, Creighton University collectively exists for “students and learning,” as noted in the Mission Statement, and regularly and systematically assesses student learning as we wish to better understand, learn from, and adapt to our students’ forms and levels of learning as we prepare them for professional lives post-graduation.

Collectively, Creighton University offers a mission-centric educational model and articulates six university-level outcomes, common to all undergraduate, graduate, and professional students’ experiences. The assessment of these common university-level outcomes, measured in both curricular and co-curricular offerings and supported by a system of peer collaboration and review, is the focus of Creighton University’s Academy for the Assessment of Student Learning project (2006-2010).

Any plan to assess university-level outcomes must be reflective of and sensitive to the larger educational context that is Creighton University, a Jesuit and Catholic private institution of higher learning. Creighton University is rich in educational traditions and many of them derive their origins in Jesuit history and pedagogy. As amplified by then-Superior General Fr. Hans Kolvenbach (1989):

[t]he pursuit of each student’s intellectual development to the full measure of God-given talents rightly remains a prominent goal of Jesuit education. Its aim, however, has never been simply to amass a store of information or preparation for a profession, though these are important in themselves and useful to emerging Christian leaders. The ultimate aim of Jesuit education is, rather, that full growth of the person which leads to action—action, especially, that is suffused with the spirit and presence of Jesus Christ, the Son of God, the Man-for-Others. This goal of action, based on sound understanding and enlivened by contemplation, urges students to self-discipline and initiative, to integrity and accuracy. At the same time, it judges slipshod or superficial ways of thinking unworthy of the individual and, more important, dangerous to the world he or she is called to serve.

Jesuit education is, therefore, a holistic experience whereby we strive “to form competent women and men whom we help engage this world, understand it better and help bring their well-formed consciences to reflect on what they experience” (Fr. Schlegel, St. Ignatius Day, 2007).

Applying, then, the Ignatian paradigm to the teacher-learner relationship in Jesuit education, according to the Ignatian Pedagogy Project ([www.sjweb.info/education](http://www.sjweb.info/education)), it is the teacher’s primary role to facilitate the growing relationship of the

learner with truth, particularly in the matter of the subject being studied under the guiding influence of the teacher. The teacher creates the conditions, lays the foundations and provides the opportunities for the continual interplay of the student's EXPERIENCE, REFLECTION and ACTION to occur. These actions continually interplay with CONTEXT and EVALUATION to complete the pedagogical model of Ignatian education.

As concluded in the Communal Reflection on the Jesuit Mission in Higher Education: A Way of Proceeding,

[a]n institution of higher education has always provided its greatest service when it has promoted academic excellence on all levels. . . . World realities and personal faiths have prompted a new understanding of Jesuit humanism, one that integrates academic excellence with social responsibility. These two goals must be in harmony in any Jesuit college or university. (2002, p. 9)

Therefore, it is with a commitment to academic excellence and within such an Ignatian tradition and a Jesuit, Catholic campus culture that the University Assessment Committee assists colleges and schools in their evaluation of their students' learning. Ignatian pedagogy "aims at formation which includes but goes beyond academic mastery. Here we are concerned about students' well-rounded growth as persons for others. Thus periodic evaluation of the student's growth in attitudes, priorities and actions consistent with being a person for others is essential. Comprehensive assessment probably will not occur as frequently as academic testing, but it needs to be planned at intervals, at least once a term" (Ignatian Pedagogy, ¶ 64).

Annual evaluations of student learning, in both curricular and co-curricular educational endeavors, will measure six common university-level outcomes. As learning outcomes, they are written so as to measure cognitive, affective, and behavioral domains of learning. Further, the University Assessment Committee recognizes the need to report student learning outcomes to a variety of internal and external (e.g., accreditation bodies, disciplinary groups) audiences. Therefore, it encourages each school and college to utilize existing assessments of student learning as they provide evidence for the following six common university-level outcomes:

All Creighton graduates will demonstrate:

- disciplinary competence and/or professional proficiency,
- critical thinking skills,
- Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice,
- the ability to communicate clearly and effectively,
- deliberative reflection for personal and professional formation,
- the ability to work effectively across race, ethnicity, culture, gender, religion, and sexual orientation.

The Peer Review Committee of the University Assessment Committee has drafted definitional statements for each outcome and will assist all academic units in identifying or by providing appropriate assessment measures. Ultimately, however, each school or college will document their own students' learning in these common educational endeavors.

Assessment of student learning may be demonstrated through the use of common instruments (e.g., Critical Thinking) or measures specific to each school, college, or program's educational outcomes (e.g., disciplinary competence, professional proficiency, communication). Each school and college is encouraged to utilize its current assessment practices, as aligned with its mission and the university-level outcomes, to document its graduates' learning. For example, as each school and college develops its curricular plan to respond to the "Resolution on the Catholic-Jesuit Mission of Creighton University," it may utilize this assessment data in support of its graduates' "deliberative reflection for personal and professional formation" and/or "Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice."

In sum, Creighton University remains committed to improving student learning through on-going collection of authentic assessment measures, as designed by each school, college, and program. Our commitment extends to making student learning more public as we learn about our teaching and our students' learning and as we effect changes to continually improve upon our students' learning experiences. The University Assessment Committee of Creighton University serves as a campus resource in the assessment of six mission-centric, university-level outcomes, as measured in both curricular and co-curricular offerings, and as supported by a system of peer collaboration and review.

## References

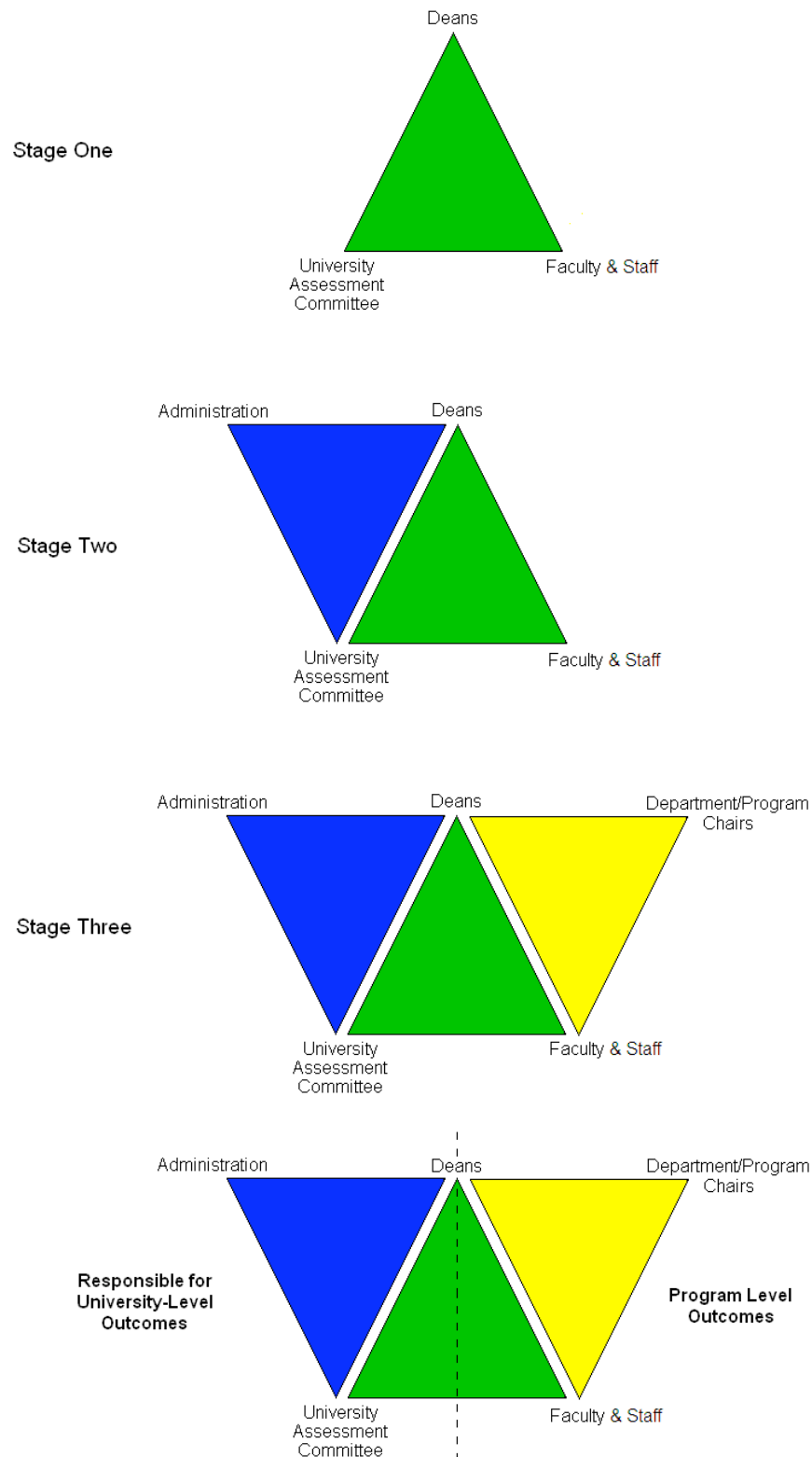
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([www.sjweb.info/education/documents/pedagogy\\_en.doc](http://www.sjweb.info/education/documents/pedagogy_en.doc)).

## APPENDIX D: EVOLVING ASSESSMENT COMMUNICATIONS AT CREIGHTON UNIVERSITY





## APPENDIX E: OCTOBER 2006 UPDATED STATUS OF ARTS AND SCIENCES

### DONE FOR NOW: PROGRAMS THAT HAVE UPDATED THEIR DOCUMENTATION\*:

Chemistry  
Fine and Performing Arts  
Health Administration and Policy  
History  
Honors Program  
Journalism and Mass Communication  
Modern Languages and Literatures  
Native American Studies  
Psychology  
Social Work  
Sociology and Anthropology  
Theology

\*This does not mean that their assessment practices are in order. It just means that the department and Dr. Scott Chadwick, formerly of the AEA, were in agreement about the status of their practices and the departments have a workable plan in place to improve those practices.

### PROGRAMS IN CONTACT WITH AEA AND WORKING ON THE DOCUMENTATION:

Classical and Near Eastern Studies  
Communication Studies  
Education  
Justice and Peace Studies  
Mathematics  
Military Science  
Philosophy  
Political Science and International Relations  
Physics

### PROGRAMS THAT HAVE NOT PROVIDED NEW INFORMATION AFTER SEPTEMBER 19, 2006:

African Studies  
American Studies  
Atmospheric Sciences  
Biology  
Black Studies  
Computer Science  
Encuentro Dominicano  
English  
Environmental Sciences  
Exercise Science and Athletic Training  
Graphic Design  
Ratio Studiorum  
Women's and Gender Studies

## APPENDIX E

DEPARTMENT	PROGRAM (INCLUDING CERTIFICATES IF APPLICABLE)	GOALS	OBJECTIVES	DATA	ANALYSIS	FEEDBACK	CHANGE
Core curriculum		Y	N	Y	N	N	N
Honors Program							
Encuentro Dominicano		Y	N	N	N	N	N
Ratio Studiorum		Y	N	N	N	N	N
Biology	Bachelor of Science (B.S.)	Y	Y	Y	Y	Y	N
Chemistry	Bachelor of Science (B.S.) - Standard Chemistry Track	Y	Y	Y	N	N	N
	Bachelor of Science (B.S.) - Chemistry Education Track	Y	Y	Y	N	N	N
	Bachelor of Science in Chemistry (B.S. Chm.)	Y	Y	Y	N	N	N
Classical & Near Eastern Civilizations	Bachelor of Arts (B.A.) - Classical Studies	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Greek	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Latin	Y	Y	Y	Y	Y	Y
Communication Studies	Bachelor of Arts (B.A.) - Interpersonal Comm. Track	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Organizational Comm. Track	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Corporate Communication Specialization	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Human Resources Administration Specialization	Y	Y	Y	Y	Y	Y
Education	Bachelor of Science (B.S.) - Elementary Education	Y	Y	Y	Y	Y	Y
	Bachelor of Science (B.S.) - Elementary Ed: Special Ed for Mildly/Moderately Handicapped K-6 Specn	Y	Y	Y	Y	Y	Y
	Bachelor of Science (B.S.) - Elementary Ed: Special Ed for Mildly/Moderately Handicapped 7-12 Specn	Y	Y	Y	Y	Y	Y

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Education	Bachelor of Science (B.S.) - Elementary Ed: ESL (K-12) Teaching Endorsement Specialization	Y	Y	Y	Y	Y	Y
	Bachelor of Science (B.S.) - Secondary Education	Y	Y	Y	Y	Y	Y
English	Bachelor of Arts (B.A.) - American Literature Specialization	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - British Literature Specialization	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Creative Writing Specialization	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - English Education Specialization	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Irish Literature Specialization	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Rhetoric and Composition Specialization	Y	Y	Y	Y	Y	Y
Environmental & Atmospheric Sciences	Bachelor of Science (B.S.) - Atmospheric Sciences	Y/N	Y	Y	Y	N	N
	Bachelor of Science in Atmospheric Sciences (B.S. Ats.) - Applied Meteorology Track	Y/N	Y	Y	Y	N	N
	Bachelor of Science in Atmospheric Sciences (B.S. Ats.) - Grad. School & Research Prep. Track	Y/N	Y	N	N	N	N
	Bachelor of Science in Environmental Sciences (B.S. Evs.) - Global & Environmental Systems Track	Y/N	Y	N	N	N	N
	Bachelor of Science in Environmental Sciences (B.S. Evs.) - Environ. Analysis & Pollution Track	Y/N	Y	N	N	N	N
	Bachelor of Science in Environmental Sciences (B.S. Evs.) - Organismal/Pop. Ecology Track	Y/N	Y	N	N	N	N
	Bachelor of Science in Environmental Sciences (B.S. Evs.) - Environmental Policy & Society Track	Y/N	Y	N	N	N	N

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Exercise Science & Athletic Training	Bachelor of Science (B.S.) - Exercise Science	Y	Y	N	N	N	Y
	Bachelor of Science (B.S.) - Athletic Training	Y	Y	N	N	N	Y
Fine & Performing Arts	Bachelor of Arts (B.A.) - Studio Art Track	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Art History Track	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Music	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Theatre: Standard Theatre Track	Y	Y	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Theatre: Broadcast Performance & Production Track	Y	Y	Y	Y	Y	Y
	Bachelor of Fine Arts (B.F.A.) - Studio Art	Y	Y	Y	Y	Y	Y
	Bachelor of Fine Arts (B.F.A.) - Theatre: Performance Track	Y	Y	Y	Y	Y	Y
	Bachelor of Fine Arts (B.F.A.) - Theatre: Technical Track	Y	Y	Y	Y	Y	Y
History	Bachelor of Arts (B.A.)	Y	Y	Y	N	N	N
	Bachelor of Arts (B.A.) - International Relations Specialization	Y	Y	Y	N	N	N
Journalism & Mass Communication	Bachelor of Arts (B.A.)	Y	Y	Y	N	N	N
	Bachelor of Arts (B.A.) - Advertising Track	Y	Y	Y	N	N	N
	Bachelor of Arts (B.A.) - News Track	Y	Y	Y	N	N	N
	Bachelor of Arts (B.A.) - Photo Journalism Track	Y	Y	Y	N	N	N
	Bachelor of Arts (B.A.) - Public Relations Track	Y	Y	Y	N	N	N
	Bachelor of Arts (B.A.) - Visual Communication Track	Y	Y	Y	N	N	N
	Bachelor of Arts (B.A.) - Graphic Design	Y	Y	Y	N	N	N
Mathematics	Bachelor of Science (B.S.)	Y	Y	Y	Y	Y	Y
	Bachelor of Science in Mathematics (B.S. Mth.) - Pure Mathematics Track	Y	Y	Y	Y	Y	Y

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Mathematics	Bachelor of Science in Mathematics (B.S. Mth.) - Medical Mathematics Track	N	N	Y	Y	Y	N
	Bachelor of Science in Mathematics (B.S. Mth.) - Applied Mathematics Track	Y	Y	Y	Y	N	N
	Bachelor of Science in Mathematics (B.S. Mth.) - Mathematical Computing Track	N	N	Y	Y	N	N
Computer Science	Bachelor of Science (B.S.)	Y	Y	Y	Y	N	N
	Bachelor of Science in Computer Science (B.S.C.S.)	Y	Y	Y	Y	N	N
Military Science							
Modern Languages & Literatures	Bachelor of Arts (B.A.) - French	Y	Y	N	N	N	N
	Bachelor of Arts (B.A.) - German	Y	Y	N	N	N	N
	Bachelor of Arts (B.A.) - Spanish	Y	Y	N	N	N	N
Philosophy	Bachelor of Arts (B.A.) - History Track	Y	N	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - History Track: Ethics Specialization	Y	N	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Problems Track	Y	N	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Problems Track: Ethics Specialization	Y	N	Y	Y	Y	Y
Physics	Bachelor of Science (B.S.)	Y	Y	Y	Y	Y	Y
	Bachelor of Science in Physics (B.S. Phy.)	Y	Y	Y	Y	Y	Y
Political Science & International Relations	Bachelor of Arts (B.A.) - Political Science Track	Y	N	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Public Policy Track	Y	N	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - Legal Studies Track	Y	N	Y	Y	Y	Y
	Bachelor of Arts (B.A.) - International Relations	Y	N	Y	Y	Y	Y
Psychology	Bachelor of Arts (B.A.) - Psychology	Y	Y	Y	Y	Y	Y
Social Work	Bachelor of Social Work (B.S.W.)	Y	Y	Y	Y	Y	Y
Sociology & Anthropology	Bachelor of Arts (B.A.) - Anthropology	Y	N	Y	Y	N	N

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Sociology & Anthropology	Bachelor of Science (B.S.) - Sociology: Standard Sociology Track	Y	N	Y	Y	N	N
	Bachelor of Science (B.S.) - Sociology: Applied Research Methods Track	Y	N	Y	Y	N	N
	Bachelor of Science (B.S.) - Sociology: Criminal Justice Policy Track	Y	N	Y	Y	N	N
	Bachelor of Science (B.S.) - Sociology: Family Studies Track	Y	N	Y	Y	N	N
	Bachelor of Science (B.S.) - Sociology: Global Health Studies Track	Y	N	Y	Y	N	N
Theology	Bachelor of Arts (B.A.)	Y	Y	Y	Y	Y	Y
African Studies		N	N	N	N	N	N
American Studies	Bachelor of Arts (B.A.) - American Studies	N	N	N	N	N	N
Black Studies		N	N	N	N	N	N
Graphic Design	Bachelor of Fine Arts (B.F.A.) - Graphic Design	N	N	N	N	N	N
Health Administration and Policy	Bachelor of Science (B.S.) - Health Administration & Policy	N	N	N	N	N	N
Justice and Peace Studies	Bachelor of Arts (B.A.) - Justice & Society	N	N	N	N	N	N
Native American Studies	Bachelor of Arts (B.A.) - Native American Studies	Y	Y	N	N	N	N
Women's and Gender Studies		N	N	N	N	N	N



## APPENDIX F: 2007 PROGRAM UPDATES - BUSINESS ADMINISTRATION

DEPARTMENT	PROGRAM (INCLUDING CERTIFICATES IF APPLICABLE)	GOALS	OBJECTIVES	DATA	ANALYSIS	FEEDBACK	CHANGE
Business Administration	(using AACSB categories for program-based assessment)						
	Undergraduate	Y	Y*	Y, N**	N	N	Y
	Graduate MBA	Y*	Y*	Y, N**	N	N	Y
	Graduate ITM	Y*	Y*	Y, N**	N	N	Y

\* In process of revision to correspond to AACSB guidelines

\*\* Data collected are based on indirect measures of student learning. Direct measures to be developed in accordance with AACSB time table.

## APPENDIX G: 2007 PROGRAM UPDATES - DENTISTRY

DEPARTMENT	PROGRAM (INCLUDING CERTIFICATES IF APPLICABLE)	GOALS	OBJECTIVES	DATA	ANALYSIS	FEEDBACK	CHANGE
School-Wide	Dentistry	Y	Y	Y	Y	Y	Y

## APPENDIX H: 2007 PROGRAM UPDATES: GRADUATE SCHOOL

DEPARTMENT	PROGRAM (INCLUDING CERTIFICATES IF APPLICABLE)	GOALS	OBJECTIVES	DATA	ANALYSIS	FEEDBACK	CHANGE
Atmospheric Sciences		Y	Y	Y	Y	Y	Y
Biomedical Sciences		Y	Y	Y	Y	Y	Y
Business Administration		Y	Y	Y	Y	Y	Y
Christian Spirituality		Y	Y	Y	Y	Y	Y
Clinical Anatomy		Y	Y	Y	Y	Y	Y
Education and Counseling	M.Ed. In Secondary Teaching	Y	Y	Y	N	N	N
	M.S./Elementary School Administration	Y	Y	Y	Y	Y	Y
	M.S./Major in Secondary School Admin.	Y	Y	Y	Y	Y	Y
	M.S. in Counselor Education	Y	Y	Y	Y	Y	Y
	M.S. in Special Populations	Y	Y	Y	Y	N	N
	Magis	-	-	-	-	-	-
Electronic Commerce	Discontinued						
English	Master of Arts with Conc. in Literature	Y	Y	Y	Y	Y	Y
	Rhetoric and Composition	Y	Y	Y	Y	Y	Y
	Master of Arts with Conc. in Teaching	-	-	-	-	-	-
	Master of Arts in English with a Concentration in Creative Writing	Y	Y	Y	Y	Y	Y
Information Technology Management		Y	Y	Y	Y	Y	Y
International Relations		Y	Y	Y	Y	Y	Y
Liberal Studies		Y	Y	Y	Y	Y	Y
Medical Microbiology and Immunology		Y	Y	Y	N	N	N

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Ministry		Y	Y	Y	Y	Y	Y
Negotiation and Dispute Resolution		Y	Y	Y	Y	Y	Y
Nursing		Y	Y	Y	Y	Y	Y
Pharmaceutical Sciences		Y	Y	Y	Y	Y	Y
Pharmacology		Y	Y	Y	Y	Y	Y
Physics		Y	Y	Y	Y	Y	Y
Securities Analysis & Portfolio Management		Y	Y	Y	Y	Y	Y
Theology		Y	Y	Y	Y	Y	Y
Health Services Administration Certification		Y	Y	Y	Y	Y	Y

## APPENDIX I: 2007 PROGRAM UPDATES - LAW

DEPARTMENT	PROGRAM (INCLUDING CERTIFICATES IF APPLICABLE)	GOALS	OBJECTIVES	DATA	ANALYSIS	FEEDBACK	CHANGE
Juris Doctor		Y	Y	Y	Y	Y	Y
	Business Law Concentration	Y	Y	Y	Y	Y	Y
	Criminal Law and Procedure Concentration	Y	Y	Y	Y	Y	Y
	Litigation Concentration	Y	Y	Y	Y	Y	Y
	International and Comparative Law Concentration	Y	Y	Y	Y	Y	Y
Juris Doctor / Master of Business Administration		Y	Y	Y	Y	Y	Y
J.D. / M.S. in Info Technology		Y	Y	Y	Y	Y	Y
J.D. / Cert. In Health Service Admin.		Y	Y	Y	Y	Y	Y
J.D. / M.A. in International Relations		Y	Y	Y	Y	Y	Y
J.D. / M.S. Dispute Resolution		Y	Y	Y	Y	Y	Y

## APPENDIX J: 2007 PROGRAM UPDATES - MEDICINE

DEPARTMENT	PROGRAM (INCLUDING CERTIFICATES IF APPLICABLE)	GOALS	OBJECTIVES	DATA	ANALYSIS	FEEDBACK	CHANGE
M.D.	Anesthesiology	Y	Y	Y	Y	Y	Y
	Biomedical Sciences	Y	Y	Y	Y	Y	Y
	Family Practice	Y	Y	Y	Y	Y	Y
	Health Policy and Ethics	Y	Y	Y	Y	Y	Y
	Medical Microbiology	Y	Y	Y	Y	Y	Y
	Medicine	Y	Y	Y	Y	Y	Y
	Neurology	Y	Y	Y	Y	Y	Y
	Obstetrics and Gynecology	Y	Y	Y	Y	Y	Y
	Pathology	Y	Y	Y	Y	Y	Y
	Pediatrics	Y	Y	Y	Y	Y	Y
	Pharmacology	Y	Y	Y	Y	Y	Y
	Preventive Medicine & Public Health	Y	Y	Y	Y	Y	Y
	Psychiatry & Behavioral Sciences	Y	Y	Y	Y	Y	Y
	Radiology	Y	Y	Y	Y	Y	Y
	Surgery	Y	Y	Y	Y	Y	Y

## APPENDIX K: 2007 PROGRAM UPDATES - NURSING

DEPARTMENT	PROGRAM (INCLUDING CERTIFICATES IF APPLICABLE)	GOALS	OBJECTIVES	DATA	ANALYSIS	FEEDBACK	CHANGE
Traditional	BSN	Y	Y	Y	Y	Y	Y
Accelerated Curriculum	BSN	Y	Y	Y	Y	Y	Y
RN-BSN	BSN	Y	Y	Y	Y	Y	Y
Nurse Practitioner	M.S., Nursing Major	Y	Y	Y	Y	Y	Y
Clinical Nurse Specialist	M.S., Nursing Major	Y	Y	Y	Y	Y	Y
*Nursing Systems Administration (curriculum revision in process; not admitting students at this time)	M.S., Nursing Major	N	N	N	N	N	N
Clinical Nurse Leader	M.S., Nursing Major	Y	Y	Y	Y	Y	Y

## APPENDIX L: 2007-2008 PROGRAM UPDATES - SPAHP

DEPARTMENT	PROGRAM (INCLUDING CERTIFICATES IF APPLICABLE)	GOALS	OBJECTIVES	DATA	ANALYSIS	FEEDBACK	CHANGE
Pharmacy	Doctor of Pharmacy Campus/Web	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
	Nontraditional Doctor of Pharmacy	Y	Y	Y	Y	Y	Y
Occupational Therapy	Doctor of Occupational Therapy (entry-level)	Y	Y	Y	Y	Y	Y
	Doctor of Occupational Therapy (post-professional)	Y	Y	Y	Y	Y	Y
Physical Therapy	Doctor of Physical Therapy (DPT)	Y	Y	Y	Y	Y	Y
	Transitional Doctor of Physical Therapy (tDPT)	Y	Y	Y	Y	Y	Y
M.S. in Pharmaceutical Sciences*		Y	Y	Y	Y	Y	Y
		Y	Y	Y	Y	Y	Y
B.S. in Health Sciences**		Y	N	N	N	N	N
Doctor of Pharmacy/Master of Business Administration	MBA degree is granted by business school	Y	Y	Y	Y	Y	Y
Certificate Program in Health Services Administration		Y	Y	N	N	N	N
Emergency Medicine Program	Bachelor of Science in EMS	Y	Y	Y	Y	Y	Y
	Associate degree in EMS	Y	Y	Y	Y	Y	Y

\* MS in Pharmaceutical Sciences: The thesis is the primary outcome; components are identified; analysis and feedback is done through the thesis committee as well as the one to one mentoring process.

\*\* BS in Health Sc: Degree is linked to a specific clinical Doctorate program (i.e., OT, Pharm, or PT) with assessment conducted at that level.; accreditation documents/pre-requisite knowledge/abilities for students entering professional programs are used for program goals.



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