

Creighton University Alumni Survey
Undergraduate Responses from Alumni Graduating in
1987, 1988, 1997, and 1998

Executive Summary

Creighton University has been using the same survey instrument to determine alumni satisfaction with their education and currently held personal values since 1994. The survey is composed of three parts. The first part includes thirty-one questions related to assessment of the undergraduate experience and the skills gained from that experience. The second part examines the importance of personally held values. The third part asks for comments on three questions related to their Creighton experience.

Seven hundred fifteen alumni who graduated in 1987, 1988, 1997 and 1998 responded to the most recent survey. While the survey elicited a reasonably good response rate of twenty-six percent, it must be noted that it is unknown if those who responded represent those who did not respond. Therefore, results must be considered suggestive rather than definitive.

All questions in the first two parts of the survey were condensed¹ into themes and then compared by sex of respondent, graduation year, undergraduate school/college and highest degree completed.

The major findings are:

1. Extended time and experience with Creighton appear to influence alumni satisfaction. While too time consuming to confirm that most of the alumni who responded to the survey and had obtained Medical degrees did so at Creighton, the data indicate that those alumni who had obtained Medical degrees reported the more satisfaction with their academic preparation and personal development than alumni who stopped formal education after their Bachelor degrees.
2. Data analysis of the “personally held values” section of the survey found that
 - Alumni from Arts and Sciences were significantly more likely to espouse values centering on service and justice than alumni from the College of Business.
 - Alumni from the College of Business were significantly more likely to support values centering on power, status, material wealth and achievement than alumni from the College of Arts and Sciences or School of Nursing.
 - Alumni from Health Professions (Occupational Therapy) were significantly more likely to support values centering on family and faith than alumni from the College of Arts and Science and the College of Business.
3. As found in previous surveys, alumni satisfaction is strongly shaped by their perception of their academic preparation - to think analytically, to look at problems from multiple perspectives and solve them creatively, to compete effectively and to excel in their career. However, as an affirmation of Creighton’s mission, overall satisfaction for alumni of the majority of schools and colleges is also associated with their perception of personal development – learning to balance priorities, gaining a sense of social responsibility, being influenced to serve others and growing in religious convictions.
4. Overall alumni responses to the survey and solicited comments support the goals and purposes of the University as articulated in the Mission statement.

¹ See the full report for an explanation of the factor analysis and the questions that were included in each theme area.

Implications and Recommendations

1. The current survey format does not require alumni to report behaviors that could help the University to assess whether or not the undergraduate experience actually influenced any life-long practices that have occurred as a result of that experience. The survey format, therefore, will be changed before the next survey administration in fall 2006.
2. The College of Business has made many positive steps toward imparting the Jesuit mission to their students while preparing them for their careers. This work needs to continue.
3. Information from this report should be provided back to alumni so they are aware that the data is analyzed and comments heard. Information from this report should also be provided to the public so they are aware of alumni satisfaction with their Creighton experience.

Organization of the Report

The data from the Alumni Survey is presented in four sections:

- Section I examines alumni responses relating to their assessment of the undergraduate experience and the skills gained from that education. Chapter I utilizes both factor analysis (to group survey items into theme-based areas) and comparisons of mean scores to highlight any differences between sexes, class years, undergraduate school/college and highest degree obtained.
- Section II presents the results of regression equations determining what factors influenced satisfaction with the undergraduate experience.
- Section III examines alumni responses relating to currently held personal values. Section III also utilizes both factor analysis (to group survey items into theme-based areas) and comparisons of mean scores to highlight any differences between sexes, class years, undergraduate school/college and highest degree obtained.
- Section IV reports overall alumni responses to the survey questions and solicited comments supporting the goals and purposes of the University as articulated in the Mission statement.

Section I – Assessment of the Undergraduate Experience and Realized Skills

Five “themes” regarding the undergraduate experience emerge from the first part of the Alumni Survey. The themes are:

- Academic Preparation
- Personal Development
- Appreciation of Differences
- Basic Skills
- Preparation for Science and Technology

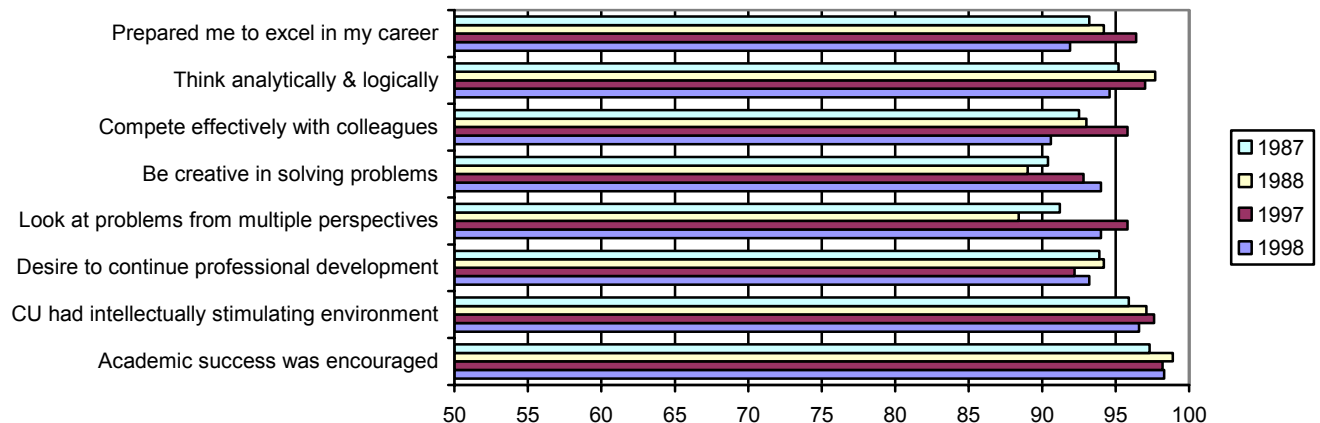
Academic Preparation

The eight statements in the “Academic Preparation” theme all relate to alumni assessment of both the preparation they received for their chosen fields and intellectual climate at Creighton:

- My education at Creighton prepared me to excel in my career.
- My education at Creighton enhanced my abilities to think analytically and logically.
- My education at Creighton prepared me to compete effectively with colleagues educated elsewhere.
- My education at Creighton improved my ability to be creative in solving problems.
- My experience at Creighton taught me to look at problems from multiple perspectives.
- My education at Creighton gave me the desire to continue my professional development.
- Overall, Creighton had an intellectually stimulating atmosphere.
- Academic success was encouraged at Creighton.

Chart 1² presents alumni responses to these eight statements by graduation year.

Chart 1: Alumni Assessment of Academic Preparation



When all eight items in the Academic Preparation theme area were combined into one scale, the only meaningful difference among the various groupings was seen between those alumni who had obtained Medical degrees and their peers who had either stopped their formal education after the Bachelor’s degree or had obtained Master’s or Doctoral degrees.³ Again, while too time consuming to confirm that most of the alumni who responded to the survey and had obtained Medical degrees did so at Creighton, it appears that extended time and experience with Creighton appear to influence alumni satisfaction

The following examines each question in the scale and relates any meaningful differences among groupings.

² All charts in Section I have a scale of 50% to 100% in order to give the reader a better sense of differentiation between class years.

³ Please see Appendix 2 for the statistical analysis indicating significant differences at the minimum of $p > .05$ level.

■ **Over ninety percent of alumni from each class agreed that their Creighton education had prepared them to excel in their careers.**

• While there were no statistically significant differences by graduation year or sex, there were statistically significant differences of opinion on this statement when examined by degree-conferring school/college and highest degree obtained.

• Nursing graduates rated their preparation to excel in their careers significantly higher than graduates of any other school/college.

• Alumni obtaining Medical degrees rated their preparation to excel in their careers significantly higher than those who had a Bachelor's or Doctoral degree.

■ **An average of ninety-seven percent agreed that their Creighton education had enhanced their ability to think analytically and logically.**

• While there were no statistically significant differences by graduation year or sex, there were statistically significant differences of opinion on this statement when examined by degree-conferring school/college and highest degree obtained.

• Arts and Sciences students rated Creighton's influence on their ability to think analytically and logically significantly higher than Health Professions graduates.

• Alumni obtaining Medical degrees rated Creighton's influence on their ability to think analytically and logically significantly higher than those who had stopped their formal education at the Bachelor's level.

• Alumni with Law degrees also rated Creighton's influence significantly higher than those who had stopped their formal education at the Bachelor's level.

■ **Between ninety-one and ninety-six percent of the respondents agreed that Creighton had prepared them to compete with colleagues educated elsewhere.**

• A significantly higher percentages of Nursing graduates rated their preparation to compete with colleagues educated elsewhere than graduates of the Colleges of Arts and Sciences and Business.

■ **An average of ninety-two percent of the respondents agreed that their Creighton education had improved their ability to be creative in solving problems.**

• There were no statistically significant differences among groupings on this question.

■ **The percentage of alumni agreeing that their Creighton experience had taught them to look at problems from multiple perspectives ranged from eighty-eight (1988) to ninety-six (1997).**

• There were no statistically significant differences among groupings on this question.

■ **Minimally, ninety-two percent of each class agreed that their education at Creighton gave them the desire to continue their professional development.**

• Medical doctors give Creighton significantly more credit for stimulating their desire to continue professional education than all others except lawyers and pharmacists.

• Lawyers are significantly more likely to give Creighton credit on this point than those alumni who did not go beyond a Bachelor's degree.

■ **Ninety-seven percent of the graduates responding to the survey agreed that Creighton had an intellectually stimulating atmosphere.**

• A significantly higher percentage of alumni with Medical degrees agreed that Creighton had an intellectually stimulating atmosphere than those alumni who have completed Bachelor's or Doctoral degrees.

• A significantly higher percentage of alumni with Master's degrees agreed that Creighton had an intellectually stimulating atmosphere than those alumni who have Ph.D.'s.

■ **Ninety-eight percent of the alumni who completed the survey agreed that academic success was encouraged at Creighton.**

• All respondents were almost unanimous on this point; there were no meaningful differences among groupings.

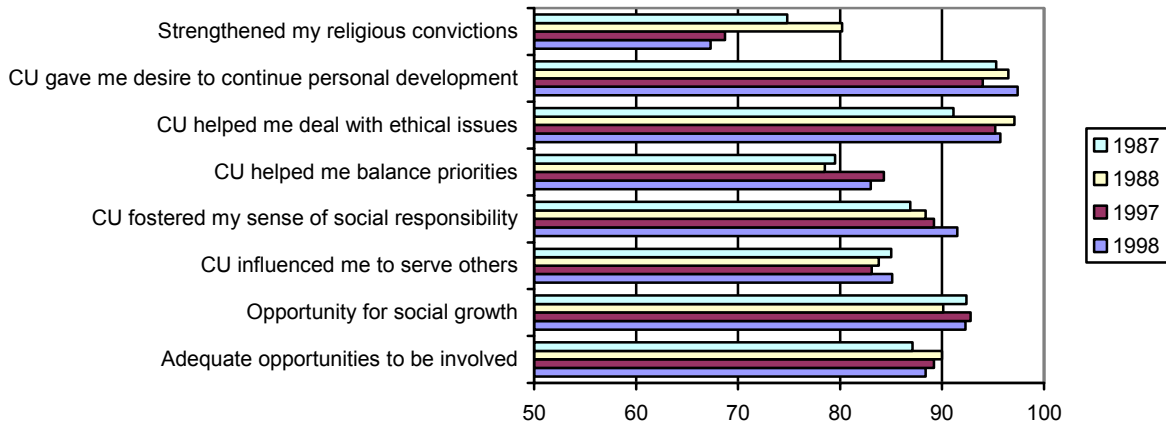
Personal Development

The eight statements in the “Personal Development” theme all relate to alumni assessment of spiritual/ethical development or to a facet of personal growth:

- My experience at Creighton strengthened my religious convictions.
- My education at Creighton gave me the desire to continue my personal development.
- My experience at Creighton enabled me to deal effectively with ethical issues.
- My experience at Creighton helped me to balance my priorities concerning family, work and leisure.
- My experience at Creighton fostered my sense of social responsibility.
- My experience at Creighton influenced me to serve others.
- Creighton afforded me opportunity for social growth.
- Creighton offered me adequate opportunities to be involved in campus activities.

Chart 2 presents alumni responses to these eight statements by graduation year.

Chart 2: Alumni Assessment of Personal Development



When all eight items in this theme area were combined into one scale, only two meaningful differences were evident. Alumni who had obtained Medical degrees and Law degrees had statistically higher mean scores on the combined Personal Development scale than their peers who had stopped their formal education after their Bachelor’s degrees. While again too time consuming to confirm that most of the alumni who responded to the survey and had obtained Law degrees did so at Creighton, it appears that extended time and experience with Creighton appear to influence alumni satisfaction with their personal development.

The following examines each question in the scale and relates any meaningful differences among groupings.

- **The percentage of alumni who agreed that their Creighton experience had strengthened their religious convictions ranged from sixty-seven percent (1998) to eighty percent (1988).**

- Older alumni are significantly more likely to credit Creighton with strengthening their religious convictions than younger alumni. Graduates from 1987 and 1988 rated Creighton significantly higher than alumni of 1997 and 1998.

- Graduates of the College of Arts and Sciences and Business rated Creighton's influence on strengthening their religious convictions significantly higher than Pharmacy or Occupational Therapy graduates.

- Alumni obtaining Law degrees rated Creighton's influence on strengthening their religious convictions significantly higher than those who had received only a Bachelor's degree.

- **Overall, ninety-six percent of alumni agreed that their Creighton education had given them a desire to continue their personal development.**

- A significantly higher percentages of Arts and Sciences graduates credited Creighton with instilling a desire to continue their personal development than Health Professions students.

- It is probably not surprising that a significantly higher percent of alumni who had pursued Master's and Medical degree agreed that Creighton had given them a desire to continue their personal development than those alumni with Bachelor's degrees.

- **The percentage of alumni agreeing that their Creighton experience had enabled them to deal effectively with ethical issues ranged from ninety-one percent (1987) to ninety-seven percent (1988).**

- There were no meaningful differences on preparation for dealing with ethical issues among any groupings.

- **More than four out of five alumni agreed that their experience at Creighton has helped them balance their priorities concerning family work and leisure.**

- A significantly higher percentages of alumni with Medical degrees acknowledged that Creighton had helped them balance their priorities than alumni with Bachelor's degrees.

- **The percentage of alumni agreeing that their Creighton experience had fostered their sense of social responsibility ranged from eighty-seven percent (1987) to ninety-two percent (1998).**

- Graduates of the College of Arts and Sciences were significantly more likely to credit Creighton with fostering their sense of social responsibility than graduates of the School of Nursing.

- Significantly less alumni with Bachelor's degrees responded that Creighton had fostered their sense of social responsibility than alumni with Law and Master's degrees.

- **Eighty-four percent of alumni agreed that their experience at Creighton had influenced them to serve others.**

- Significantly less alumni with Bachelor's degrees responded that Creighton had influenced them to serve others than alumni with Medical degrees.

- **Overall, ninety-two percent of alumni agreed that Creighton had afforded them opportunities for social growth.**

- Arts and Sciences students were significantly more likely to report they were given opportunities for social growth than Nursing graduates.

- Those alumni possessing Medical degrees were significantly more likely to report they were afforded opportunities for social growth than alumni with only a Bachelor's degree.

- **Almost nine out of ten alumni (eighty-nine percent) agreed that Creighton had offered them adequate opportunities to be involved in campus activities.**

- Men were significantly more likely to report they had adequate opportunities to be involved in campus activities than women.

- **Almost nine out of ten alumni (eighty-nine percent) agreed that Creighton had offered them adequate opportunities to be involved in campus activities (continued).**

- Non Health Science alumni (Arts and Sciences and Business) were significantly more likely to report having adequate opportunities to be involved in activities than Health Science graduates (Nursing and Health Professions)..

- Those alumni possessing Medical and Law degrees were significantly more likely to report they had adequate opportunities to be involved in campus activities than alumni with only a Bachelor’s degree.

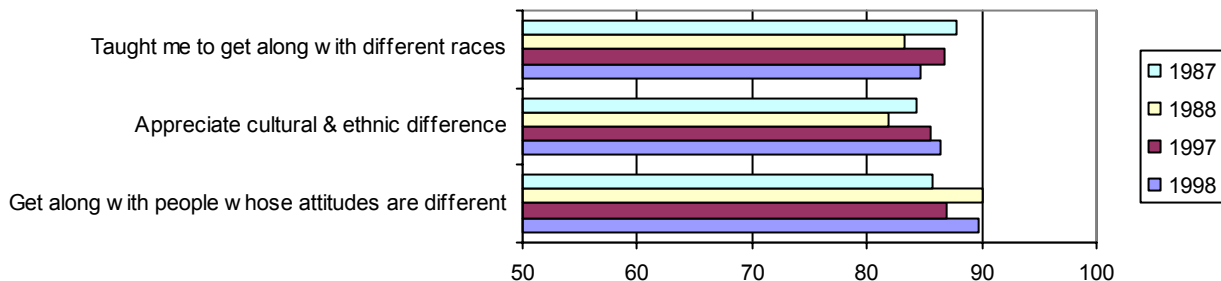
- Medical degree alumni were also significantly more likely to report they had adequate opportunities to be involved in campus activities than alumni with Master’s and Dental degrees.

Appreciation of Differences

The three statements in the “Appreciation of Differences” theme all relate to alumni assessment of how Creighton contributed to acceptance and appreciation of cultural and ethnic differences:

- My experience at Creighton taught me to get along with people from various cultures, backgrounds, races, etc.
- My experience at Creighton helped me appreciate cultural and ethnic differences among people.
- My experience at Creighton taught me to get along with people whose attitudes and opinions are different from mine.

Chart 3: Alumni Assessment of Appreciation of Differences



- Eight-five percent of the alumni agreed that their Creighton experience had taught them to get along with people from various cultures, backgrounds, races, etc.
 - There were no meaningful differences by sex, graduation year, degree-conferring school/college or highest degree obtained on this item.

- Between eighty-three and eighty-eight percent of the alumni agreed that their Creighton experience helped me appreciate cultural and ethnic differences among people.
 - There were no meaningful differences by sex, graduation year, degree-conferring school/college or highest degree obtained on this item.

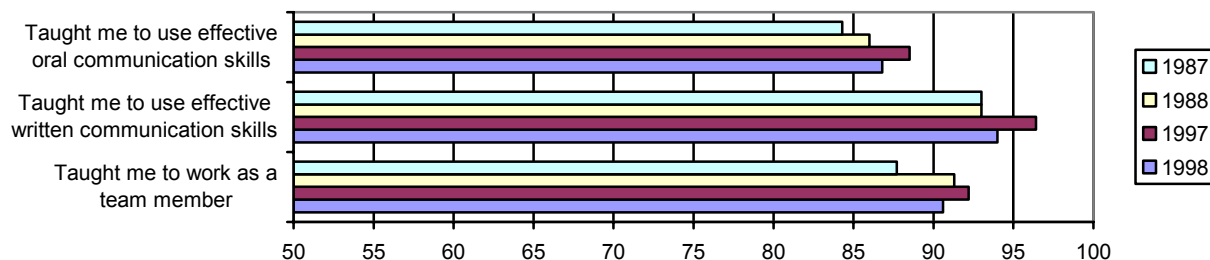
- Between eighty-six and ninety percent of the alumni agreed that their Creighton experience taught them to get along with people whose attitudes and opinions are different from theirs.
 - Those alumni with Medical degrees were significantly more likely to report that their Creighton experience taught them to get along with people whose attitudes and opinions are different from theirs.

Basic Skills

The three statements in the “Basic Skills” theme all relate to alumni assessment of how Creighton contributed to using oral and written communication skills and working as part of a team:

- My education at Creighton taught me to use effective oral communication skills.
- My education at Creighton taught me to use effective written communication skills.
- My education at Creighton taught me to work cooperatively in groups; work as a team member.

Chart 4: Alumni Assessment of Basic Skills



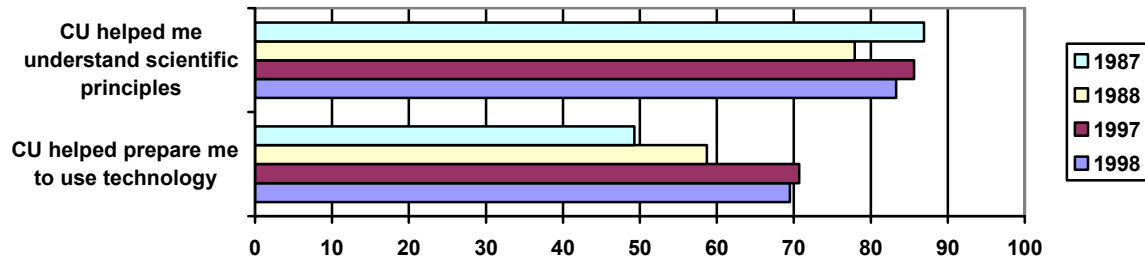
- Between eighty-four percent and eighty-eight percent of the alumni agreed that their Creighton experience taught them to use effective oral communication skills.
 - There were no meaningful differences by sex, graduation year, degree-conferring school/college or highest degree obtained on this item.
- Between ninety-three percent and ninety-six percent of the alumni agreed that their Creighton experience taught them to use effective written communication skills.
 - Alumni who graduated in 1997 were significantly more likely to report that their Creighton experience taught them to use effective written communication skills than those alumni graduating in 1987 and 1988.
 - Alumni graduating from the College of Arts and Sciences were significantly more likely to report that their Creighton experience taught them to use effective written communication skills than alumni from the College of Business and Schools of Nursing and Health Professions.
- Between eighty-eight percent and ninety-two percent of the alumni agreed that their Creighton experience taught them to work as a team member.
 - Alumni who have Doctoral degrees were significantly less likely to report that their Creighton experience taught them to work as a team member than those alumni who have Bachelor’s, Master’s, Medical and Law degrees.

Preparation for Science and Technology

The two statements in the “Preparation for Science and Technology” theme all relate to alumni assessment of how Creighton contributed to understanding scientific principles and using technology:

- My education at Creighton helped me understand scientific principles and methods.
- My education at Creighton helped prepare me to use technology (i.e. computers, etc.) better.

Chart 5: Preparation for Science and Technology



- Except for alumni graduating in 1988, over eighty percent of the respondents agreed that their Creighton education had helped them understand scientific principles and methods.
 - Alumni graduating from the College of Business were significantly less likely to report that their Creighton experience helped them understand scientific principles and methods than alumni from Arts and Sciences, Nursing and Health Professions.
 - Alumni who completed Medical degrees were significantly more likely than any alumni except those with Pharmacy degrees to report that their Creighton experience helped them understand scientific principles and methods.
 - Alumni who completed Law degrees were significantly less likely than all other alumni to report that their Creighton experience helped them understand scientific principles and methods.

- Alumni from 1998 and 1997 were significantly more likely to report that Creighton helped prepare them to use technology than those alumni from 1988 and 1987.
 - Alumni graduating from the College of Business were significantly more likely to report that their Creighton experience helped prepare them to use technology than alumni from Arts and Sciences, Nursing and Health Professions.

Chapter II – Values

Four “themes” regarding personally held values emerge from the second part of the Alumni Survey. The themes are:

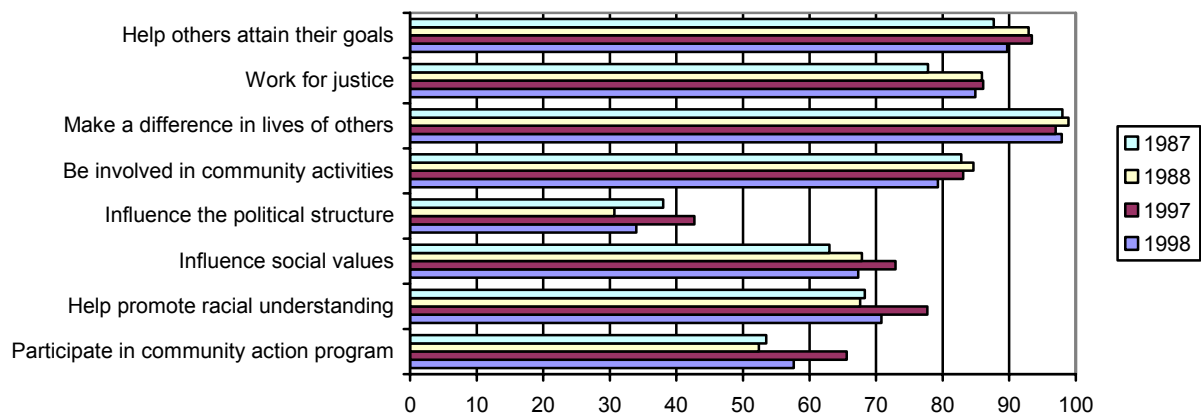
- Service and Justice
- Traditional Success Values
- Personal Happiness
- Family, Faith and Ethics

Service and Justice

There are eight practices/accomplishments in the “Service and Justice” theme:

- To help others attain their goals
- To work for justice
- To make a difference in the lives of others
- To be involved in the activities of my community
- To influence the political structure
- To influence social values
- To help promote racial understanding
- To participate in community action programs

Chart 5: Service & Justice Values



- A minimum of eighty-eight percent of alumni agreed the helping others attain their goals was personally essential.
 - There were no meaningful differences on helping others attain their goals among any groupings.
- Other than alumni graduating in 1987, eighty-five percent of the respondents agreed that working for justice was personally essential.
 - Arts and Sciences graduates were significantly more likely to endorse this value than College of Business graduates.

■ Ninety-seven percent of the alumni respondents agreed making a difference in the lives of others was personally essential

- Women were significantly more likely to endorse this value than men.

■ A minimum of seventy-nine percent of alumni agreed it was personally essential to be involved in the activities of their communities.

- There were no meaningful differences on the importance of being involved in community activities among any groupings.

■ Class support for influencing the political structure ranges from thirty percent (1988) to forty-three percent (1997)

- Men are significantly more likely to endorse this value than women.
- Those alumni with Doctoral and Law degrees were significantly more likely to endorse influencing the political structure than those alumni with Bachelor or Medical degrees.

■ While was a ten-point difference in the maximum and minimum percentage (73% to 63%) of alumni endorsing the importance of influencing social values, this was not a meaningful difference.

- Those alumni with Doctoral degrees were significantly more likely to endorse influencing social values than those alumni with Bachelor or Medical degrees.
- Those alumni with Master's degrees were significantly more likely to endorse influencing social values than those alumni with Bachelor degrees.

■ Class support for promoting racial understanding ranges from sixty-eight percent (1988) to seventy-eight percent (1997)

- Arts and Sciences graduates were significantly more likely to endorse this value than College of Business or School of Nursing graduates.

■ Class support for participating in community action programs ranges from fifty-two percent (1988) to sixty-six percent (1997)

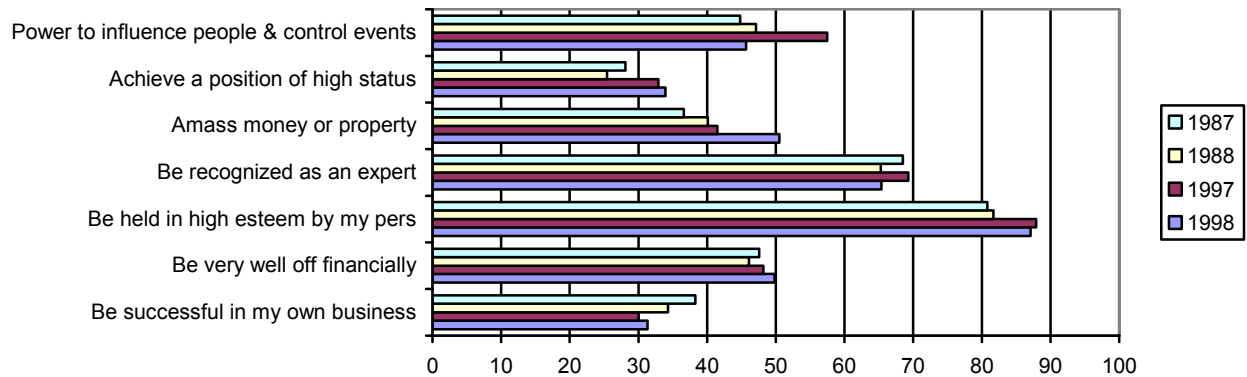
- Alumni graduating in 1987 were significantly more likely to endorse participating in community action programs than any other class year.

Traditional Success Values

There are eight practices/accomplishments in the "Traditional Success Values" theme:

- To possess the power to influence persons and control events
- To achieve a position of high status
- To amass money or property
- To be recognized as an expert in my profession
- To be held in high esteem by my peers
- To be very well off financially
- To be successful in a business of my own

Chart 6: Traditional Success Values



■ Class support for possessing the power to influence persons and control events ranges from forty-five percent (1987) to fifty-eight percent (1997).

- Men were significantly more likely to support this value than women.
- Alumni from the College of Business were significantly more likely to support this value than alumni from Arts and Sciences, Nursing or Health Professions.

■ Class support for achieving a position of high status ranges from twenty-five percent (1988) to thirty-four percent (1998).

- Men were significantly more likely to support this value than women.
- Alumni from the College of Business were significantly more likely to support this value than alumni from Arts and Sciences and Nursing.

■ Class support for amassing money or property ranges from thirty-seven percent (1987) to fifty-one percent (1998).

- Alumni from 1998 were significantly more likely to support the value of amassing money or property than alumni from 1987 or 1988.
- Men were significantly more likely to support this value than women.
- Alumni from the College of Business were significantly more likely to support this value than alumni from Arts and Sciences and Nursing.

■ An average of sixty-seven percent of the alumni endorse being recognized as an expert in their profession as an essential value.

- Men were significantly more likely to support this value than women.

■ Over eighty percent of the alumni endorse being held in high esteem by peers as an essential value.

- Alumni from 1997 were significantly more likely to support the value of being held in high esteem by peers than alumni from 1987 or 1988.

■ Class support for being very well off financially averages forty-eight percent

- Men were significantly more likely to support this value than women.
- Alumni from the College of Business were significantly more likely to support this value than alumni from Arts and Sciences and Nursing.
- Alumni with Doctorates in Pharmacy were significantly more likely to support being well off financially than alumni with Bachelor's, Master's, Doctoral, Medical or Law degrees.
- Alumni with degrees in Dentistry were significantly more likely to support being well off financially than alumni with Bachelor's, Master's or Doctoral degrees.

- Alumni with Medical degrees were significantly more likely to support being well off financially than alumni with Bachelor’s or Doctoral degrees.

- Class support for being successful in a business of my own ranged from thirty percent (1997) to thirty-eight percent (1987).

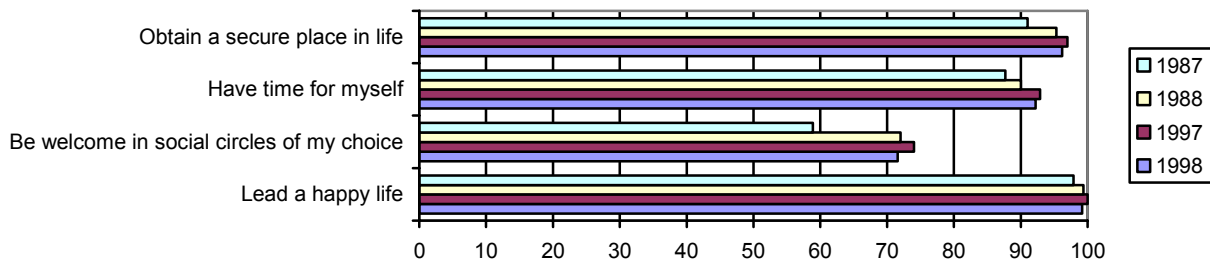
- Men were significantly more likely to support this value than women.
- Alumni from the College of Business were significantly more likely to support this value than alumni from Arts and Sciences, Nursing and Health Professions.
- Alumni with Dental degrees were significantly more likely to support being successful in their own business than alumni with Bachelor’s, Master’s, Doctoral, Medical or Law degrees.
- Alumni with Medical degrees were significantly more likely to support being successful in their own business than alumni with Bachelor’s, Master’s or Doctoral degrees.
- Alumni with Law degrees were significantly more likely to support being successful in their own business than alumni with Bachelor’s and Doctoral degrees.

Personal Happiness

There are four practices/accomplishments in the “Personal Happiness ” theme:

- To obtain a secure place in life
- To have time for myself
- To be welcome in the social circles of my choice
- To lead a happy life

Chart 7: Personal Happiness Values



- Class support for the value of obtaining a secure place in life ranged from ninety-one percent (1987) to ninety-seven percent (1997).

- There were no meaningful differences on obtaining a secure place in life by sex, graduation year, college of enrollment or highest degree obtained.

- Class support for the value of having time for self ranged from eighty-eight percent (1987) to ninety-three percent (1997).

- There were no meaningful differences on obtaining a secure place in life by sex, graduation year, college of enrollment or highest degree obtained.

- Class support for being welcome in the self-choosing social circles ranged from seventy-four percent (1997) to fifty-nine percent (1987).

- Alumni graduating in 1987 were significantly less likely to report wanting to be included in the social circles of their choice than alumni graduating in 1988, 1997 or 1998.

- Women were significantly more likely to report wanting to be included in the social circles of their choice than men.

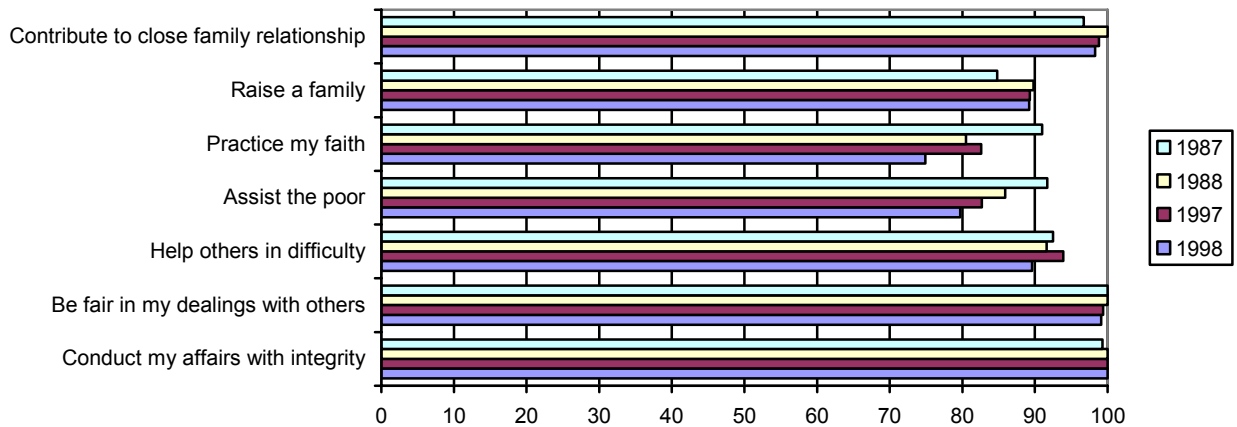
- Alumni are nearly unanimous on the importance of leading a happy life.
- Women were significantly more likely to endorse this value than men.

Family, Faith and Ethics

There are four practices/accomplishments in the “Family, Faith and Ethics” theme:

- To belong to and contribute to a close family relationship
- To raise a family
- To practice my faith
- To assist the poor
- To help others in difficulty
- To be fair in my dealings with others
- To conduct my affairs with integrity

Chart 8: Family, Faith and Ethics



- Creighton alumni are nearly unanimous in reporting that belonging to and contributing to a close family relationship is very important.

- Women were significantly more likely to endorse this value than men.

- Eighty-eight percent of Creighton alumni report that raising a family is very important to them.

- Women were significantly more likely to endorse this value than men.

• Arts and Sciences alumni were significantly less likely to endorse this value than Business and Health Professions alumni.

- Eighty-one percent of the alumni respondents reported that practicing their faith is a very important value.

• Alumni who graduated in 1987 were significantly more likely than all other class years to indicate that practicing their faith was important.

• Alumni who graduated in 1998 were significantly less likely than all other class years to indicate that practicing their faith was important.

- Women were significantly more likely than men to report that practicing their faith was important.

• Alumni from Health Professions were significantly more likely than Arts and Sciences or Business alumni to report that practicing their faith was important.

• Alumni from Nursing were significantly more likely than Arts and Sciences alumni to report that practicing their faith was important.

• Alumni who had not pursued further education after leaving Creighton were significantly more likely than those who had Doctoral or Medical degrees to indicate that practicing their faith was very important.

- Alumni who had achieved Master's and Dental degrees were significantly more likely than alumni who had Medical degrees to indicate that practicing their faith was very important.

- Eighty-four percent of the alumni respondents reported that assisting the poor is a very important value.

- Alumni who graduated in 1987 and 1988 were significantly more likely than alumni from 1997 and 1998 to indicate that assisting the poor was important.
- Women were significantly more likely than men to report that assisting the poor was important.

- Eighty-three percent of the alumni respondents reported that helping other in difficulty was personally important to them.

- Women were significantly more likely than men to report that helping others in difficulty was important.
- Health Professions alumni were significantly more likely than alumni from any other School/College to indicate that helping others in difficulty was important.

- Alumni from all classes were unanimous that being fair in their dealings with others was a personally important value.

- There were no meaningful differences on obtaining a secure place in life by sex, graduation year, college of enrollment or highest degree obtained.

- Alumni from all classes were unanimous that conducting their affairs with integrity was a personally important value.

- There were no meaningful differences on obtaining a secure place in life by sex, graduation year, college of enrollment or highest degree obtained.

Chapter III - Creighton Mission and Alumni Responses

Part of the impetus for the Alumni Survey was to determine how graduates evaluate their Creighton experiences, especially those that reflect the goals and purposes of the University as articulated in the Mission statement. The relevant parts of Creighton's mission statement and survey responses follow:

"As comprehensive, Creighton's education...is directed to the intellectual...aspects of students' lives..."

	<u>1987</u>	<u>1988</u>	<u>1997</u>	<u>1998</u>
Academic success was encouraged at Creighton.	97%	99%	98%	98%
Overall, Creighton had an intellectually stimulating environment.	96%	97%	98%	97%
My education at CU gave me the desire to continue my personal development.	95%	97%	94%	97%
My education at CU gave me the desire to continue my professional development.	94%	94%	92%	93%
Most faculty were readily available to students outside the classroom.	94%	94%	96%	94%
My education at CU prepared me to excel in my career.	93%	94%	96%	92%
My education at CU prepared me to compete effectively with colleagues.	93%	93%	96%	91%
My education at CU taught me to use effective written communication skills.	93%	93%	96%	94%
My education at CU helped me understand scientific principles & methods.	87%	78%	86%	83%
My education at CU taught me to use effective oral communication skills.	84%	86%	89%	87%
My education at CU helped prepare me to use technology.	49%	59%	71%	70%

"Creighton offered a wonderful academic environment that pushed you to excel in various areas from arts-science-religion, etc. While being a competitive academic center-there was always a strong, friendly, supportive, relaxed relationship between students of various backgrounds as well as professors." 1998 Arts and Sciences

"The most important feature of my Creighton education is the ability to read with a critical edge, to think deeply, and to communicate with others in a compelling manner in written and spoken methods. " 1998 Arts and Sciences

"Creighton contributed to my ability to "think outside the box," to analyze a problem from different angles and that has been most important to my development." 1987 Arts and Sciences

"I appreciate the commitment that faculty made to providing a well-rounded and challenging education. The education was intellectually stimulating and most importantly taught me how to learn and analyze situations." 1997 College of Business

"and to the promotion of justice..."

My experience at CU fostered my sense of social responsibility.	87%	88%	89%	92%
It is personally important to work for justice.	78%	86%	86%	85%
It is personally important to influence social values.	63%	68%	73%	67%

"The one feature most important to me was the emphasis on social justice. I participated in a spring break service trip which was very influential to my outlook on life." 1998 Health Professions

"The curriculum of the justice and peace studies co-major which included service-learning and critical analysis of structural injustice and how I could be part of movements for social justice." 1998 Arts and Sciences

"I learned the Jesuit spirituality and philosophy of being a man/woman for others. Within this context, the academic striving for excellence and the obligation to service and justice are most important. " 1987 Arts and Sciences

Creighton instilled the desire to be a man for others, to be involved in my community, and to always do my best." 1997 College of Business

“Service to others...”

It is personally important to make a difference in the lives of others.	98%	99%	97%	98%
It is personally important to help others in difficulty.	93%	92%	94%	90%
It is personally important to assist the poor.	92%	86%	83%	80%
It is personally important to help others attain their goals.	88%	93%	93%	90%
My experience at CU influenced me to serve others.	85%	84%	83%	85%

“I most appreciated Creighton’s focus on social justice and service of the poor. I learned most specifically that, by being at Creighton, I was responsible not only to educate myself, but also to serve the larger community with my talents and gifts. Creighton taught me to think beyond myself.” 1998 Arts & Sciences

“Creighton really taught me the importance of giving back to the community that is around me and of giving myself to others. Although I am not Catholic, the values at Creighton instilled in me I will remember always.” 1998 Arts and Sciences

“The most important feature of my C.U. education was emphasis on service to others – I was involved at C.U. with service trips and as an R.A. and I feel I still carry this today with family, friends, and others that need help in my community.” 1997 Arts and Sciences

“Service work- helping me to see other ways of life, working with those who struggle, has helped me to have a better understanding of what is important to me and how I am called to serve others. Creighton helped me to see the benefits of my chosen field (medicine) but many other ones too (politics, philosophy, language, arts, etc.)” 1997 Arts and Sciences

“...the importance of family life...”

It is personally important to belong to & contribute to a close family relationship.	97%	100%	99%	99%
It is personally important to raise a family.	85%	90%	89%	89%
My experience at CU helped me balance my priorities concerning family, work and leisure.	80%	79%	84%	83%

“The spiritual and social activities helped me to develop an awareness of who I wanted to become and how I wanted to teach my children to become. This awareness helped me in my career in multiple facets and it helped me to make the decision to stay home with my children.” 1998 Arts and Sciences

“I learned more from Creighton that I could list- both in and out of the classroom. A liberal arts degree has been flexible and prepared me for many tasks at work and with my family.” 1987 Arts and Sciences

“...the inalienable worth of each individual and appreciation of ethnic and cultural diversity...”

My experience at CU taught me to get along with people from various cultures, backgrounds, races, etc.	88%	83%	87%	85%
My experience at CU taught me to get along with people whose attitudes and opinions are different from mine.	86%	90%	87%	90%
My experience at CU helped me appreciate cultural and ethnic differences among people.	84%	82%	86%	86%
It is personally important to me to promote racial understanding.	68%	68%	78%	71%

“During my instruction at Creighton, I was exposed to people of different classes, races and beliefs. I learned to be compassionate and caring regardless of those factors. I am a wonderful nurse because of my education at Creighton. 1988 Nursing

“The most important feature was openness to diversity of thoughts, ideas, proposals, and strategies. Acceptance of the diversity of others.” 1988 College of Business

“ Most important was the exposure to the thoughts, feelings, and opinions of both students and professors of other cultures, races, ages, religions, and backgrounds. This was important because it helped my to “think outside the box” of my limited/sheltered experience at that point in my life.” 1997 Arts and Sciences

“I benefited from the experience with people of different cultures, races, beliefs. The diversity of the student population led to a diversity in my friendships which helped shape who I am today and what I believe.” 1987 College of Business

“Faculty and staff stimulate critical and creative thinking...”

My education at CU enhanced my abilities to think analytically and logically.	95%	98%	97%	97%
My experience at CU taught me to look at problems from multiple perspectives.	91%	88%	96%	94%
My education at CU improved my ability to be creative in problem solving.	90%	89%	93%	94%

“Most important was the requirement of philosophy and religion courses. I never would have taken such classes on my own, but I still use the thought processes and ideas I was exposed to. I learned how to search for answers and to think for myself- I hope to instill this in my children.” 1988 Arts and Sciences

“I thought Creighton did a wonderful job of teaching me to think analytically and to appreciate different view points. I thought the writing requirements in many of my classes and the subsequent feedback contributed to this achievement. In general, I felt very intellectually stimulated.” 1998 Arts and Sciences

“I learned to think, analyze & problem solve in an environment where students & faculty were genuinely caring, supportive and encouraging.” 1987 Health Professions

“I was encouraged by professors to question theories, ideas, values, and even faith. They taught me it was okay to question these issues and other people-even authority figures. To question is not an attack-merely a tool that helps us learn and grow.” 1987 Arts and Sciences

“and provide ethical perspectives for dealing with an increasingly complex world.”

My experience at CU enabled me to deal effectively with ethical issues.	91%	97%	95%	96%
It is personally important to me to conduct my affairs with integrity.	99%	100%	100%	100%
It is personally important to me to be fair in my dealings with others.	100%	100%	99%	99%

“The consistent message of ethics and integrity. I find myself STILL talking about it with other alumni in the workplace, and how important the influence of ethics has been on our careers.” 1987 College of Business

“Creighton did a great job of integrating education and spirituality. Faculty brought the ethical considerations into every possible area of study.” 1997 Arts and Sciences

“Creighton helped me develop and refine my morals and values while establishing a set of ethics that continue to steer my life today.” 1987 Arts and Sciences

“A code of ethics was instilled in me –the values of honesty, hard work and Integrity.” 1997 Arts and Sciences

Chapter One – Academic Preparation

A comparison of means combining all eight items in Academic Preparation into one scale yielded one significant difference:

<u>Highest degree obtained</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Medical degree	Bachelor's degree	.001
1. My education at Creighton prepared me to excel in my career.		
<u>Degree-granting school</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Nursing	Arts and Sciences	.001
"	College of Business	.001
"	Health Professions	.001
<u>Highest degree obtained</u>		
Medical degree	Bachelor's degree	.001
" "	Doctoral degree	.002
2. My education at Creighton enhanced my ability to think analytically and logically.		
<u>Degree-granting school</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Arts and Sciences	Health Professions	.001
<u>Highest degree obtained</u>		
Medical degree	Bachelor's degree	.013
Law degree	" "	.036
3. My education at Creighton prepared me to compete effectively with colleagues educated elsewhere.		
<u>Degree-granting school</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Nursing	Arts and Sciences	.039
"	College of Business	.008
4. My education at Creighton improved my ability to be creative in solving problems. There were no statistically significant differences among any of the groupings.		
5. My experience at Creighton taught me to look at problems from multiple perspectives. There were no statistically significant differences among any of the groupings.		
6. My education at Creighton gave me the desire to continue my professional development.		
<u>Highest degree obtained</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Medical degree	Bachelor's degree	.001
" "	Master's degree	.001
" "	Doctoral degree	.026
" "	DDS degree	.029
Law Degree	Bachelor's degree	.004
7. Overall, Creighton had an intellectually stimulating atmosphere.		
<u>Highest degree obtained</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Medical degree	Bachelor's degree (3.09)	.026
" "	Doctoral degree (3.09)	.002
Master's degree	Doctoral degree (3.09)	.023
8. Academic success was encouraged at Creighton. There were no statistically significant differences among any of the groupings.		

Chapter One – Personal Development

A comparison of means combining all eight items in Personal Development into one scale yielded two significant differences:

<u>Highest degree obtained</u>		
Medical degree	Bachelor's degree	.001
Law degree	“ “	.014
1. My experience at Creighton strengthened my religious convictions.		
<u>Graduation year</u>	<u>Significantly higher than</u>	<u>Significance level</u>
1988	1997	.018
“	1998	.044
<u>Degree-granting school</u>		
Arts and Sciences	Health Professions	.003
Business	“ “	.044
<u>Highest degree obtained</u>		
Law degree	Bachelor's degree	.006
2. My education at Creighton gave me a desire to continue my personal development.		
<u>Degree-granting school</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Arts and Sciences	Health Professions	.023
<u>Highest degree obtained</u>		
Master's degree	Bachelor's degree	.014
Medical degree	“ “	.002
3. My experience at Creighton enabled me to deal effectively with ethical issues. There were no statistically significant differences among any of the groupings		
4. My experience at Creighton helped me to balance my priorities concerning family, work and leisure.		
<u>Highest degree obtained</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Medical degree	Bachelor's degree	.009
5. My experience at Creighton fostered my sense of social responsibility.		
<u>Degree-granting school</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Arts and Sciences	Nursing	.049
<u>Highest degree obtained</u>		
Master's degree	Bachelor's degree	.022
Law degree	“ “	.023
6. My experience at Creighton influenced me to serve others.		
<u>Highest degree obtained</u>		
Medical degree	Bachelor's degree	.026
7. Creighton afforded me opportunities for social growth.		
<u>Degree-granting school</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Arts and Sciences	Nursing	.042
<u>Highest degree obtained</u>		
Medical degree	Bachelor's degree	.003
8. Creighton offered me adequate opportunities to be involved in campus activities.		
<u>Sex</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Men	Women	.007
<u>Degree-granting school</u>		
Arts and Sciences	Nursing	.001
“ “	Health Professions	.003
College of Business	Nursing	.001

“ “ “	Heath Professions	.001
<u>Highest degree obtained</u>		
Medical degree	Bachelor's degree	.001
“ “	Master's degree	.009
“ “	Dental degree	.008
Law degree	Bachelor's degree	.004

Chapter One – Basic Skills

1. My education at Creighton taught me to use effective written communication skills (Scale 1-4).

<u>Degree-granting school</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Arts and Sciences	Nursing	.001
“ “	Health Professions	.001
<u>Major Field of Study</u>		
English	Accounting	.038
“	Exercise Science	.001
“	Nursing	.004
“	Occupational Therapy	.001
Biology	“ “	.034
Journalism/Communication	Exercise Science	.012
“	Nursing	.036
“	Occupational Therapy	.005

Chapter One – Science and Technology

1. My education at Creighton helped me understand scientific principles and methods (Scale 1-4).

<u>Degree-granting school</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Arts and Sciences	College of Business	.001
Nursing	“ “ “	.001
Heath Professions	“ “ “	.001
<u>Major Field of Study</u>		
Biology	Accounting	.001
“	Elementary Education	.003
“	English	.001
“	Finance	.001
“	Journalism/Communication	.003
“	Marketing	.001
“	Nursing	.001
“	Occupational Therapy	.001
“	Psychology	.001
Chemistry	Accounting	.012
“	English	.004
“	Finance	.001
“	Journalism/Communication	.003
“	Marketing	.045
Exercise Science	Finance	.001
“	Journalism/Communication	.041
Math/Computer Science	Finance	.002
Nursing	Finance	.001
Occupational Therapy	Finance	.001
Psychology	Finance	.001
<u>Highest degree obtained</u>		
Medical degree	Bachelor's degree	.001
“ “	Master's degree	.001

“	“	Law degree	.001
Doctoral degree		Law degree	.031

2. My education at Creighton helped prepare me to use technology (e.g. computers, etc.) better (Scale 1-4).

<u>Graduation year</u>	<u>Significantly higher than</u>	<u>Significance level</u>
1997	1987	.001
“	1988	.001
1998	1987	.001
“	1988	.008
<u>Degree-granting school</u>		
College of Business	Arts and Sciences (2.71)	.007
“	Health Professions (2.63)	.038

Chapter Two: Service and Justice

All eight items in Service and Justice combined into one scale (lowest possible score = 8, highest possible = 32):

<u>Degree-granting school</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Arts and Sciences	College of Business	.028
<u>Major Field of Study</u>		
Elementary education	Accounting	.010
“	Biology	.035
“	Finance	.010
“	Math/Computer Science	.009

1. To work for justice (Scale 1-4)

<u>Degree-granting school</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Arts and Sciences	College of Business	.007
<u>Major Field of Study</u>		
Elementary Education	Accounting	.033

2. To make a difference in the lives of others (Scale 1-4)

<u>Sex</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Women	Men	.001
<u>Degree-granting school</u>		
Health Professions	College of Business	.025
<u>Major Field of Study</u>		
Elementary Education	Finance	.021
“	Math/Computer Science	.049

3. To influence the political structure (Scale 1-4).

<u>Sex</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Men	Women	.009
<u>Highest degree obtained</u>		
Master's degree	Bachelor's degree	.033

4. To help promote racial understanding (Scale 1-4).

<u>Degree-granting school</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Arts and Sciences	College of Business	.005

5. To participate in community action programs (Scale 1-4)

<u>Major Field of Study</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Elementary Education	Math/Computer Science	.011

Chapter Two : Traditional Success Values

All seven items in Traditional Success Values combined into one scale:

<u>Sex</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Men	Women	.001
<u>Degree-granting school</u>	<u>Significantly higher than</u>	<u>Significance level</u>
College of Business	Arts and Sciences	.001
“ “	School of Nursing	.001
<u>Major Field of Study</u>		
Chemistry	Elementary Education	.036
Finance	Accounting	.021
“	Elementary Education	.001
“	English	.018
“	Exercise Science	.001
“	Math/Computer Science	.002
“	Nursing	.001
“	Psychology	.027
Marketing	Elementary Education	.026
<u>Highest degree obtained</u>		
Dental degree	Bachelor's degree	.024

1. To possess the power to influence persona and control events (Scale 1-4)

<u>Sex</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Men	Women	.001
<u>Degree-granting school</u>		
College of Business	Arts & Sciences	.004
“ “ “	School of Nursing	.001
<u>Major Field of Study</u>		
Finance	School of Nursing	.041
Marketing	“ “ “	.036

2. To achieve a position of high status (Scale 1-4)

<u>Sex</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Men	Women	.001
<u>Degree-granting school</u>		
College of Business	Arts & Sciences	.009
“ “ “	School of Nursing	.001
<u>Major Field of Study</u>		
Chemistry	Elementary Education	.031
Finance	Elementary Education	.001
“	Exercise Science	.026
“	Math/Computer Science	.015
“	Nursing	.004

3. To amass money or property (Scale 1-4)

<u>Sex</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Men	Women	.001
<u>Degree-granting school</u>		
College of Business	Arts & Sciences	.008
<u>Major Field of Study</u>		
Finance	Accounting	.037
“	Elementary Education	.009
“	Journalism/Communication	.006
“	Math/Computer Science	.002
“	Nursing	.020

4. To be recognized as an expert in my profession (Scale 1-4)		
<u>Sex</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Men	Women	.013
5. To be held in high esteem by my peers (Scale 1-4)		
<u>Graduation year</u>	<u>Significantly higher than</u>	<u>Significance level</u>
1997	1987	.020
<u>Major Field of Study</u>		
Chemistry	Elementary Education	.040
"	Math/Computer Science	.047
6. To be very well off financially (Scale 1-4)		
<u>Sex</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Men	Women	.001
<u>Degree-granting school</u>		
College of Business	Arts & Sciences	.001
" " "	School of Nursing	.004
<u>Major Field of Study</u>		
Finance	Elementary Education	.001
"	English	.001
"	Math/Computer Science	.003
"	Nursing	.001
"	Psychology	.007
<u>Highest degree obtained</u>		
Pharmacy degree	Doctoral degree	.017
7. To be successful in a business of my own (Scale 1-4)		
<u>Sex</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Men	Women	.001
<u>Degree-granting school</u>		
Arts and Sciences	School of Nursing	.001
College of Business	Arts & Sciences	.001
" " "	School of Nursing	.001
" " "	Health Professions	.036
Health Professions	School of Nursing	.030
<u>Major Field of Study</u>		
Biology	Exercise Science	.050
"	Nursing	.001
Finance	Elementary Education	.013
"	English	.006
"	Exercise Science	.001
"	Nursing	.001
Marketing	English	.037
"	Exercise Science	.009
"	Nursing	.002
<u>Highest degree obtained</u>		
Dental degree	Bachelor's degree	.001
" "	Master's degree	.001
" "	Doctoral degree	.001

Chapter Two – Personal Happiness

All four items in Personal Happiness combined into one scale:

<u>Graduation year</u>	<u>Significantly higher than</u>	<u>Significance level</u>
1997	1987	.009
"	1988	.038

1998	1987	.044
<u>Sex</u>		
Women	Men	.011
1. To be welcome in the social circles of my choice (Scale 1-4)		
<u>Graduation year</u>	<u>Significantly higher than</u>	<u>Significance level</u>
1997	1987	.010
<u>Sex</u>		
Women	Men	.006
2. To lead a happy life (Scale 1-4)		
<u>Graduation year</u>	<u>Significantly higher than</u>	<u>Significance level</u>
1987	1998	.013
1988	"	.015
<u>Sex</u>		
Women	Men	.001

Chapter Two – Family, Faith and Ethics

All seven items in Family, Faith and Ethics combined into one scale:

<u>Graduation year</u>	<u>Significantly higher than</u>	<u>Significance level</u>
1997	1987	.011
"	1988	.004
<u>Sex</u>		
Women	Men	.001
<u>Degree-granting school</u>		
Health Professions	Arts and Sciences	.004
" "	College of Business	.019
<u>Major Field of Study</u>		
Occupational Therapy	Exercise Science	.028
" "	Math/Computer Science	.041
1. Belong to and contribute to a close family relationship (Scale 1-4)		
<u>Sex</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Women	Men	.001
2. Raise a family (Scale 1-4)		
<u>Sex</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Women	Men	.019
<u>Degree-granting school</u>		
Health Professions	Arts and Sciences	.001
<u>Major Field of Study</u>		
Accounting	Math/Computer Science	.033
Occupational Therapy	" " "	.028
3. Practice my faith (Scale 1-4)		
<u>Graduation year</u>	<u>Significantly higher than</u>	<u>Significance level</u>
1987	1988	.034
"	1997	.035
"	1998	.001
<u>Sex</u>		
Women	Men	.002
<u>Degree-granting school</u>		
School of Nursing	Arts & Sciences	.041
Health Professions	" "	.004

<u>Major Field of Study</u>		
Elementary Education	English	.036
Nursing	"	.028
Occupational Therapy	"	.006
"	Chemistry	.027
<u>Highest degree obtained</u>		
Bachelor's degree	Medical degree	.007
4. Assist the poor (Scale 1-4)		
<u>Graduation year</u>	<u>Significantly higher than</u>	<u>Significance level</u>
1987	1998	.029
<u>Sex</u>		
Women	Men	.020
5. Help others in difficulty (Scale 1-4)		
<u>Sex</u>	<u>Significantly higher than</u>	<u>Significance level</u>
Women	Men	.042
<u>Degree-granting school</u>		
Health Professions	College of Business	.026

Creighton University Alumni Survey – Demographics

	<u>1987</u>	<u>1988</u>	<u>1997</u>	<u>1998</u>
Response rate	147/650	173/638	167/706	235/751
Response percentage	22.6%	27.1%	23.7%	31.3%
Male percentage of sample	37.4%	42.2%	24.0%	32.8%
Female percentage of sample	62.6%	57.8%	76.0%	67.2%
<u>Undergraduate Degree</u>				
Creighton College of Arts & Sciences	54.2%	63.0%	59.6%	60.3%
College of Business	23.6%	19.7%	17.5%	14.2%
School of Nursing	13.2%	8.1%	18.7%	16.8%
Health Professions	9.0%	9.2%	4.2%	8.6%
<u>Ethnicity</u>				
African American/Black	3.5%	1.7%	1.2%	1.7%
American Indian/Alaska Native	0.0%	0.0%	0.6%	0.4%
Caucasian/White	87.2%	93.0%	89.8%	84.1%
Mexican-American/Chicano/Hispanic	3.5%	1.2%	2.4%	4.3%
Asian-American/Oriental/Pacific Islander	5.7%	3.5%	4.2%	8.2%
Other	0.0%	0.6%	1.8%	1.3%
<u>Highest Degree Earned</u>				
Bachelor's	50.3%	40.9%	54.5%	50.2%
Master's	21.8%	31.6%	21.8%	26.2%
Doctorate (Ph.D.)	3.4%	0.0%	4.2%	4.3%
Medical Degree	13.6%	11.7%	8.5%	11.2%
Dental Degree	1.4%	3.5%	3.0%	3.0%
Law Degree	8.2%	9.4%	4.8%	3.4%
Doctorate in Pharmacy	0.7%	1.8%	0.6%	0.4%
Other degree	0.7%	1.2%	2.4%	1.3%
<u>Religious Preference (Top 3)</u>				
Roman Catholic	78.1%	71.7%	61.1%	60.5%
No Preference	4.8%	8.7%	12.0%	12.0%
Lutheran	2.7%	5.2%	12.0%	8.2%
<u>Currently Employed</u>				
Yes	81.6%	86.1%	91.6%	91.0%
No	18.4%	13.9%	8.4%	9.0%

Creighton University Alumni Survey – Collapsed Category Responses

<u>Agree/Agree Strongly</u>	<u>All</u>	<u>1987</u>	<u>1988</u>	<u>1997</u>	<u>1998</u>
Enhanced my ability to think logically & analytically	97%	95%	98%	97%	97%
Gave me desire to continue personal development	96%	95%	97%	94%	97%
Enabled me to deal with ethical issues	95%	91%	97%	95%	96%
Prepared me to excel in my career	94%	93%	94%	96%	92%
Taught me to use effective written communication skills	94%	93%	93%	96%	94%
Prepared me to compete effectively with others	93%	93%	93%	96%	91%
Gave me the desire to continue my professional growth	93%	94%	94%	92%	93%
Taught me to look at problems from multiple perspectives	93%	91%	88%	96%	94%
Improved my ability to be creative in solving problems	92%	90%	89%	93%	94%
Afforded me the opportunity for social growth	92%	93%	90%	93%	92%
Helped me understand myself	92%	91%	90%	94%	92%
Taught me to work cooperatively in groups	91%	88%	91%	92%	91%
Fostered my sense of social responsibility	89%	87%	88%	89%	92%
Taught me to get along with people holding different opinions	88%	86%	90%	87%	90%
Taught me to use effective communication skills	87%	84%	86%	89%	87%
Taught me to get along with people from various cultures	85%	88%	83%	87%	85%
Helped me appreciate cultural & ethnic differences	85%	84%	82%	86%	86%
Influenced me to serve others	84%	85%	84%	83%	85%
Helped me understand scientific principles & methods	83%	87%	78%	86%	83%
Helped me balance my priorities	82%	80%	79%	84%	83%
Taught me to appreciate the arts	74%	80%	70%	71%	76%
Strengthened my religious convictions	72%	75%	80%	68%	67%
Helped prepare me to use technology	63%	49%	59%	71%	70%
Academic success was encouraged	98%	97%	99%	98%	98%
Creighton had an intellectually stimulating environment	97%	96%	97%	98%	97%
Overall, I am satisfied with my Creighton experience	96%	95%	97%	97%	95%
Most faculty were readily available outside the classroom	95%	94%	94%	96%	94%
I would recommend Creighton to others	95%	94%	95%	97%	94%
Offered adequate opportunities to be involved in activities	89%	87%	90%	89%	88%
I would attend Creighton again	88%	88%	90%	89%	88%
Financial aid available was adequate for my needs	77%	80%	79%	75%	74%

Creighton University Alumni Survey – “Agree Strongly” Responses Only

<u>Agree Strongly</u>	<u>All</u>	<u>1987</u>	<u>1988</u>	<u>1997</u>	<u>1998</u>	<u>Change in Rank</u>
Prepared me to compete effectively with others	45%	50%	42%	50%	41%	6 to 1
Enhanced my ability to think logically & analytically	44%	49%	41%	45%	42%	1 to 2
Gave me the desire to continue my professional growth	42%	39%	43%	44%	41%	6 to 3
Gave me desire to continue personal development	41%	46%	36%	43%	42%	2 to 4
Prepared me to excel in my career	40%	44%	42%	43%	35%	4 to 5
Taught me to use effective written communication skills	39%	34%	35%	46%	40%	4 to 6
Afforded me the opportunity for social growth	37%	36%	34%	43%	35%	9 to 7
Fostered my sense of social responsibility	37%	35%	39%	37%	37%	13 to 7
Enabled me to deal with ethical issues	35%	35%	41%	29%	35%	3 to 9
Helped me understand myself	32%	31%	26%	39%	31%	9 to 10
Influenced me to serve others	32%	33%	32%	33%	30%	18 to 10
Taught me to look at problems from multiple perspectives	31%	31%	32%	27%	33%	6 to 12
Taught me to get along with people from various cultures	30%	29%	33%	29%	30%	16 to 13
Taught me to work cooperatively in groups	29%	23%	31%	31%	29%	12 to 14
Improved my ability to be creative in solving problems	28%	30%	32%	29%	24%	9 to 15
Taught me to use effective communication skills	27%	25%	25%	33%	25%	15 to 16
Helped me appreciate cultural & ethnic differences	27%	24%	26%	29%	28%	16 to 16
Helped me understand scientific principles & methods	25%	25%	24%	27%	28%	19 to 18
Strengthened my religious convictions	25%	30%	28%	19%	23%	22 to 18
Taught me to get along with people holding different opinions	22%	20%	20%	20%	24%	14 to 20
Helped me balance my priorities	22%	25%	20%	25%	21%	20 to 20
Taught me to appreciate the arts	22%	24%	23%	21%	22%	21 to 20
Helped prepare me to use technology	17%	12%	11%	25%	20%	23 to 23
Academic success was encouraged	59%	62%	59%	61%	57%	1 to 1
Overall, I am satisfied with my Creighton experience	55%	55%	55%	57%	54%	3 to 2
I would recommend Creighton to others	53%	50%	54%	57%	51%	4 to 3
Creighton had an intellectually stimulating environment	49%	49%	51%	49%	46%	2 to 4
Most faculty were readily available outside the classroom	46%	46%	39%	53%	46%	4 to 5
I would attend Creighton again	45%	42%	46%	47%	46%	7 to 6
Offered adequate opportunities to be involved in activities	36%	35%	34%	41%	35%	6 to 7
Financial aid available was adequate for my needs	21%	21%	24%	22%	19%	8 to 8

Creighton University Alumni Survey – Collapsed Category Responses

<u>Essential/Most Essential</u>	<u>All</u>	<u>1987</u>	<u>1988</u>	<u>1997</u>	<u>1998</u>
Be fair in my dealings with others	100%	100%	100%	99%	99%
Conduct my affairs with integrity	100%	99%	100%	100%	100%
Belong to and contribute to close family relationship	99%	97%	100%	99%	98%
Lead a happy life	99%	98%	99%	100%	99%
Make a difference in the lives of others	98%	98%	99%	97%	98%
Obtain a secure place in life	95%	91%	95%	97%	96%
Accomplish a major goal in life	92%	86%	89%	95%	95%
Help others in difficulty	92%	93%	92%	94%	90%
Have time for myself	91%	88%	90%	93%	92%
Help others attain their goals	91%	88%	93%	93%	90%
Raise a family	89%	85%	90%	89%	89%
Be held in high esteem by my peers	85%	81%	82%	88%	87%
Assist the poor	84%	92%	86%	83%	80%
Work for justice	84%	78%	86%	86%	85%
Be involved in the activities of my communities	82%	83%	85%	83%	79%
Develop a meaningful philosophy of life	81%	78%	84%	84%	79%
Practice my faith	81%	91%	81%	83%	75%
Pursue a markedly independent course of thought and action	72%	67%	70%	74%	74%
Help promote racial understanding	71%	68%	68%	78%	71%
Be welcome in the social circles of my choice	69%	59%	71%	74%	72%
Influence social values	68%	63%	68%	73%	67%
Be recognized as an expert in my profession	67%	69%	65%	69%	65%
Work to preserve the environment	60%	56%	57%	65%	61%
Participate in community action programs	57%	53%	52%	66%	57%
Possess power to influence people & control events	49%	45%	47%	58%	46%
Be very well off financially	48%	48%	46%	48%	50%
Amass money or property	43%	37%	40%	42%	50%
Influence the political structure	36%	38%	31%	43%	34%
Be successful in a business of my own	33%	38%	34%	30%	31%
Achieve a position of high status	31%	28%	25%	33%	34%
Create artistic work	18%	21%	18%	15%	18%
Write original works	13%	12%	13%	11%	17%

Creighton University Alumni Survey – “Most Essential” Responses Only

<u>Essential/Most Essential</u>	<u>All</u>	<u>1987</u>	<u>1988</u>	<u>1997</u>	<u>1998</u>	<u>Change in Rank</u>
Conduct my affairs with integrity	77%	75%	82%	80%	71%	1 to 1
Lead a happy life	75%	68%	67%	82%	79%	3 to 2
Belong to and contribute to close family relationship	73%	75%	78%	74%	67%	3 to 3
Raise a family	65%	66%	69%	65%	62%	11 to 4
Be fair in my dealings with others	61%	66%	65%	62%	55%	1 to 5
Make a difference in the lives of others	55%	56%	57%	57%	52%	5 to 6
Obtain a secure place in life	42%	39%	35%	49%	44%	6 to 7
Practice my faith	39%	51%	41%	35%	31%	16 to 8
Accomplish a major goal in life	36%	28%	31%	41%	42%	7 to 9
Develop a meaningful philosophy of life	28%	27%	28%	29%	28%	16 to 10
Have time for myself	25%	27%	19%	24%	28%	9 to 11
Help others attain their goals	24%	23%	26%	25%	23%	9 to 12
Be held in high esteem by my peers	24%	17%	24%	28%	25%	12 to 12
Work for justice	23%	22%	25%	25%	21%	13 to 14
Pursue a markedly independent course of thought and action	23%	23%	24%	21%	24%	18 to 14
Help others in difficulty	22%	24%	26%	19%	19%	7 to 16
Be involved in the activities of my communities	18%	16%	18%	23%	14%	15 to 17
Be recognized as an expert in my profession	18%	16%	17%	19%	18%	22 to 17
Help promote racial understanding	17%	17%	18%	19%	17%	19 to 19
Assist the poor	15%	16%	20%	10%	13%	13 to 20
Be welcome in the social circles of my choice	14%	10%	13%	18%	15%	20 to 21
Influence social values	13%	14%	12%	13%	12%	21 to 22
Be successful in a business of my own	12%	13%	14%	12%	11%	29 to 23
Work to preserve the environment	11%	11%	12%	10%	12%	23 to 24
Participate in community action programs	10%	11%	10%	11%	8%	24 to 25
Be very well off financially	7%	7%	9%	8%	6%	26 to 26
Possess power to influence people & control events	6%	6%	10%	5%	6%	25 to 27
Influence the political structure	6%	9%	5%	6%	5%	28 to 27
Achieve a position of high status	5%	6%	6%	6%	3%	30 to 29
Create artistic work	4%	6%	4%	2%	5%	31 to 30
Write original works	4%	3%	2%	2%	8%	32 to 31
Amass money or property	3%	2%	2%	5%	2%	27 to 32