

## Criterion 3 Assurance Argument – Draft

### Teaching and Learning: Quality, Resources, and Support

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

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#### **3.A. The institution's degree programs are appropriate to higher education.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Magis Core Curriculum Structure

Integrations

Designated Courses

Explorations

Foundations

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

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

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

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

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

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

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

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

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

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

**Undergraduate Degree Programs**

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

- Contemporary Composition,
- Critical Issues in Human Inquiry,
- Mathematical Reasoning,
- Oral Communication,
- Understanding Natural Science,
- Intersections,
- Designated Statistical Reasoning, and
- Designated Technology.

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

- Contemporary Composition,
- Mathematical Reasoning,
- Oral Communication,
- Designated Oral Communication, and
- Designated Written Communication.

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

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

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

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

### **Graduate and Professional Degree Programs**

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

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

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

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

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

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

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

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

## University Learning Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

#### Faculty Research:

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

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

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

#### Student Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Assessment

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

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

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

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

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

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

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

### **Annual Reviews**

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

### **Promotion and/or Tenure Review**

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

### **Student Ratings of Instruction**

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

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

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

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

### **New Faculty Orientation**

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

### **Distance Education**

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

### **CAI**

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

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

### **Annual Reviews**

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

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

### **Faculty Development Offerings**

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

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

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

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

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

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

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

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

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

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

**Financial Aid Specialists**

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

**Academic Advisors and Tutors**

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

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

### **Conference Support**

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

### **Co-Curricular Activities Coordinators**

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

- National Association of Student Personnel Administrators (NASPA)
- Jesuit Association of Student Personnel Administrators (JASPA)
- National Intramural-Recreational Sports Association (NIRSA)
- College Student Educators-International (ACPA)
- American College Health Association (ACHA)
- National Association for Campus Activities (NACA)
- International Association of Counseling Services (IACS)
- Association for University and College Counseling Center Directors (AUCCD)
- Association of College Unions International (ACU-I)
- Association of College and University Housing Officers-International (ACUHO-I)
- Association for Orientation, Transition, Retention in Higher Education (known as NODA)

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

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

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

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

739 **Division of Student Life**

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

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

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

743

## 744 **Global Engagement Office**

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

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

## 754 **Resources for Online Students**

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

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

## 764 **Center for Academic Innovation**

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

### **Veteran's Educational Benefits**

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

### **Living Learning Communities**

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

### **Financial Aid Services**

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

### **Disability Accommodations**

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

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

### **Career Center**

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

### **Honors Program**

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Dedicated Space**

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

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

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

## 928 **Classrooms**

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

## 938 **Performing Arts**

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

## 941 **Libraries**

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

## 958 **Health Clinical Settings**

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

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

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

### **Academic Excellence & Assessment**

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

### **Technology**

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

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

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

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

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

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

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

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

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

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

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## **Criterion 3: E**

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

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

#### **Student Governance / Representation**

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

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

## **Living and Learning Communities**

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

## **Athletics**

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

## **Service & Justice**

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

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

## **Ministry**

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

## **Equity & Inclusion**

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

## **Sustainability**

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

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

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

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

## **Research**

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

## **Retention, Graduation & Placement Metrics**

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

## **Student Organizations**

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

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

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

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

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

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

### 1201 **Religious and Spirituality**

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

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

### 1213 **Learning and Living Communities**

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