



HIGHER LEARNING COMMISSION

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September 8, 2016

Rev. Daniel Hendrickson
President
Creighton University
2500 California Plaza
Creighton Hall 232
Omaha, NE 68178

Dear President Hendrickson:

Attached is the Quality Initiative Report (QIR) Review evaluation information. Creighton University's QIR showed genuine effort and has been accepted by the Commission. The attached reviewer evaluation contains a rationale for this outcome.

Peer reviewers evaluate all the QIRs based on the genuine effort of the institution, the seriousness of the undertaking, the significance of scope and impact of the work, the genuineness of the commitment to the initiative, and adequate resource provision.

If you have questions about the QIR reviewer information, please contact either Kathy Bijak (kbijak@hlcommission.org) or Pat Newton-Curran (pnewton@hlcommission.org).

Higher Learning Commission



FORM

Open Pathway Quality Initiative Report

Panel Review and Recommendation Form

The Quality Initiative panel review process confirms or questions the institution's effort in undertaking the Quality Initiative proposal approved by the Commission. As indicated in the explication of the review, the Quality Initiative process encourages institutions to take risks, innovate, take on a tough challenge, or pursue a yet unproven strategy or hypothesis. Thus failure of an initiative to achieve its goals is acceptable. An institution may learn much from such failure. What is not acceptable is failure of the institution to pursue the initiative with genuine effort. Genuineness of effort, not success of the initiative, constitutes the focus of the Quality Initiative review and serves as its sole point of evaluation.

Name of Institution: Creighton University

State: Nebraska

Institutional ID: 1482

Reviewers (names, titles, institutions):

Malayappan Shridhar, Professor, University of Michigan-Dearborn

Kimberly Downing Robinson, Professor, University of Arkansas - Fort Smith

Date: 9/6/2016

I. Quality Initiative Review

- The institution demonstrated its seriousness of the undertaking.
- The institution demonstrated that the initiative had scope and impact.
- The institution demonstrated a commitment to and engagement in the initiative.
- The institution demonstrated adequate resource provision.

II. Recommendation

- The panel confirms genuine effort on the part of the institution.

The panel cannot confirm genuine effort on the part of the institution.

III. Rationale (required)

The Quality Initiative project chosen by Creighton University involved the development of a mature and system-wide process of institutional effectiveness that included a broader range of evidence, beyond finances and enrollment. This would enable Creighton to improve overall performance at the institutional level through evidence based decisions at every step in the process.

The project had three major goals: 1) Annual Educational Effectiveness Indicators Reporting (AEEI) based on a shared set of metrics, 2) significant revision of their traditional Academic Program Review process which implemented a robust process with common templates, and consistent processes and actionable items, and 3) implementation of a new University-wide academic program planning process.

As the report describes, the major achievements include development of consensus-based metrics that are also used for the Academic Program Review Process. Creighton University collaborated with Gallup to collect two years of survey data for evaluating qualitative measures that are aligned with their institutional mission.

Creighton also developed a New Academic Program Approval Process to provide a streamlined campus-wide mechanism for proposal development to ensure links to mission, institutional capacity, market analysis, sustainability and budgeting.

As stated in the report, Creighton has reviewed 22 degree programs from 19 departments, across four schools and colleges. The review process is coordinated through the Office of Academic Excellence and Assessment (AEA). The review process is facilitated by self-study guidelines, templates for each step of the process and the use of virtual conferences for external reviewers. The use of virtual conferencing for external reviews is a step in the right direction and it allows for efficient and economic reviews of programs. It is also clear that Creighton has reviewed more programs than originally planned according to their campus calendar. These program reviews resulted in actionable items resulting in strengthening eight programs, one program placed on monitoring, suspension of one program and discontinuance of three programs. Creighton has demonstrated that the new review process is effective and allows for a consistent implementation across all departments, schools and colleges.

Utilizing the New Academic Program Approval Process 19 new academic programs/majors have been proposed over the last three years. Actions taken include approval of 16 programs/majors and rejection of three programs.

Creighton is continuing to improve the process and has recognized the need to improve the data collection for AEEI. The CU-QI is a promising development not only because it captures and documents the students' experiences but also because the instrument is aligned with the mission of the university.

Creighton has initiated campus-wide conversations on academic planning to address misconceptions about the intent of the newly created review process, Activities include Assessment Day Symposia and other campus presentations.

The quality initiative project required participation from administrators at all levels, faculty, students, alumni and it is clear from the report that Creighton has succeeded in this effort.

Given the level of participation in this project, it is clear that Creighton has successfully accomplished the goals outlined in their proposal. Of particular significance to other institutions are the "lessons learned" from the QI, the focus of which was to superimpose institution-wide processes and procedures onto a

campus culture which has before now operated in an unstructured manner. This resulted in inefficient uses of resources overall. Creighton University has incorporated practical tools for enhancing effective communication across academic and administrative areas, such as, for example, an academic program proposal template, which could easily be transferred into other institutions, as well as an effective tool for capturing and measuring "the student experience." In summary, Creighton has accomplished their initial goals and the challenge for them is to sustain the momentum generated by the QI.