



AACSB Board of Directors Ratification to Extend Business Accreditation

June 15, 2025

Creighton University Heider College of Business

Business Degree Level(s) Offered: Undergraduate, Masters, Doctoral

Date of visit: 2025-01-26 to 2025-01-28

School Contacts

Anthony Hendrickson, Dean
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Angie Wayman, Administrative Assistant
Maggie Knight, Associate Professor; Chair, Department of Accounting and Business
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Peer Review Team Members

Denise Rotondo, Chair
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Queens University of Charlotte

Otgo Erhemjamts, Member
Dean, School of Management
University of San Francisco

Joseph DiAngelo, Member
Dean, Haub School of Business
Saint Joseph's University

Chair of the Board of Directors Message

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the degree programs in business offered by Creighton University is concurred with by the Continuous Improvement Review Committee (CIRC) and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all of your supporters.

Creighton University has achieved accreditation for six additional years. The next on-site continuous improvement review occurs in 2030-2031. A timeline specific to the school's next visit year is available on our website.

The school should begin to address the following areas identified by the peer review team and CIRC. As part of the next Continuous Improvement Review Application, due July 1st three years prior to the visit, the school is asked to update the CIRC on the progress made in addressing these areas. The Decision Report is the official record of the school's visit, and therefore the school should report on the issues contained within this report if they are different than what is in the peer review team report.

Standard(s) affected:

1.

The school should work to establish a robust process for monitoring the implementation and ongoing progress of the strategic plan. Per standard 1.2, there should be regularly reports of its progress toward achieving its mission, strategies, and expected outcomes to both internal and external key stakeholders.

Standard(s) affected:

1. 4. 8. 9.

The school should continue its work around the strategic plan to remain consistent with the mission, and develop a more systematic process of connecting Standards 1, 4, 8, and 9 regarding societal impact. The school might consider a more focused set of desired outcomes and KPIs in the coming years. More guidance on this can be found in the AACSB and Societal Impact white paper.

Standard(s) affected:

5.

Given the complexity of the program portfolio, the school should consider ways to simplify the number of learning outcomes and assessment activities for the undergraduate program. The faculty and staff are investing a great deal of time and energy addressing issues and process challenges that ultimately yield little usable or impactful data for continuous improvement. The school is advised to reduce the focus on process and/or perfecting the data collection in lieu of taking action and making curricula changes.

Commendations and Best Practices

- The school has developed innovative curricular pathways that cultivate both breadth and depth of knowledge and skills for all students, undergraduate and graduate. Encouraging students to pursue minors and fields of study outside of business, which complement their business majors, results in more well-rounded graduates who are prepared to tackle complex business and societal challenges.
- The centers and institutes that administer practical activities are impressive and create innovative opportunities for Heider College to demonstrate its commitment to societal impact in alignment with its mission. The college is encouraged to explore ways to explicitly link these impactful activities to its societal impact model.

Consultative Feedback

- The school should consider more comprehensive methods of documenting teaching effectiveness beyond student evaluations, especially where they can be helpful for annual evaluations, promotion and tenure evaluations.
- Graduate business students indicated a preference for more in-person classes and opportunities to collaborate on team-based, project-based work as part of the program. In lieu of in-person classes, the college might consider in-person residencies or events that enable graduate students to build community and network. The students also requested a reduction in the use of discussion boards as a means of engagement in online courses in favor of more AI-moderated group discussion activities or, where possible, hands-on group projects.

Comparison Groups

Comparable Peers - Creighton University

- No Organizations found.

Competitors - Creighton University

- No Organizations found.

Aspirants - Creighton University

- Baylor University
- Case Western Reserve University
- Lehigh University
- McDonough School of Business, Georgetown University
- Saint Louis University

Included in Scope Programs

Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis

- Doctoral - Doctor of Business Administration (DBA) - General Business - Students May Choose - Students May Choose
- Masters-Generalist (EMBA) - Executive MBA - Health Services/ Hospital Admin - Health Care Management - None
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - Business Administration - General Business
- Masters-Specialist - Master of Accountancy (or Accounting) - Accounting - Accounting - Accounting
- Masters-Specialist - Master of Analytics - Data Analytics - Analytics - None
- Masters-Specialist - MS Business Analytics - Data Analytics - Data Analytics - None
- Masters-Specialist - Master of Financial Planning and Financial Psychology - Finance - incl Banking - Finance - Financial Planning and Financial Psychology
- Masters-Specialist - Master of Investment Management and Financial Analysis - Finance - incl Banking - Investment Management and Financial Analysis - None
- Masters-Specialist - MS in Finance - Finance - incl Banking - Finance - None
- Undergraduate - BS in Business Administration - Data Analytics - Business Administration - BIA
- Undergraduate - BS in Business Administration - General Business - Business Administration - Pre-Law Business
- Undergraduate - BS in Business Administration - Management - Business Administration - Management
- Undergraduate - BS in Business Administration - Finance - incl Banking - Business Administration - Finance
- Undergraduate - BS in Business Administration - Accounting - Business Administration - Accounting
- Undergraduate - BS in Business Administration - Economics/ Managerial Economics - Business Administration - Economics
- Undergraduate - BS in Business Administration - Marketing - Business Administration - Marketing
- Undergraduate - BS in Business Administration - International Business - Business Administration - International Business
- Undergraduate - BS in Business Administration - Finance - incl Banking - Business Administration - Finance and Technology

Excluded from Scope Programs

Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis

- Masters-Specialist - Masters of BioScience Management - Management - BioScience Management
- Masters-Specialist - MS in Negotiation and Conflict Resolution - Other Discipline - Negotiation and Conflict Resolution - Negotiation and Conflict Resolution