

Formative Learning Communities

The Office for Academic Excellence and Assessment (AEA) has historically been tasked with advancing the assessment of student learning. For more than fifteen years, AEA has introduced innovative forms of teaching, developed faculty's reflective practices, and encouraged varied forms of assessing student learning. In essence, AEA works to empower educators as agents of transformative learning.

Learning rarely occurs in isolation; therefore, you are invited to join with your colleagues (and students) in one or more Formative Learning Communities. The relationship between education and formation is rooted in our Jesuit pedagogical paradigm. Ignatian Pedagogical Paradigm consists of: Context, Experience, Reflection, Action, and Evaluation. Originally expressed by St. Ignatius of Loyola, Peter Felten and colleagues have recently applied "formative development of the whole person" to education outside the traditional Jesuit context, in their book, *Transformative Conversations: A Guide to Mentoring Communities Among Colleagues in Higher Education*. What they have discovered is a long-held truth: all education is formation.

At Creighton, where all are encouraged and developed to be "life long learners," faculty and professional staff are reminded that their ongoing formation experiences are important for our educational excellence and are invited to share perspectives or even challenge traditional assumptions by: joining us in an exploration of collaborative and innovative teaching practices; utilizing a variety of faculty/assessment mentoring resources; and celebrating the range of creative methods by which to

study and assess our students' learning, as showcased in the 2014-2015 AEA Development Grant Series and the annual Distinguished Educator in Teaching as Scholarship award.

This year's AEA programs are as diverse as your teaching-learning interests and offered in a variety of venues (distance, online, and face-to-face) and formats (single session trainings, 60-90 minute presentations and/or semester-long series). As we begin the 2014-2015 academic year, it is imperative that we come together to

All Education is Formation

"I invite you to participate in a community of respect, regard, acceptance, and trust, in which others want to see and encourage the best in you"

Transformative Conversations (2013, p. 29)

support ourselves and our work through Formative Learning Communities. Stated another way, I echo the invitation extended in "Transformative Conversations," "I invite you to participate in a community of respect, regard, acceptance, and trust, in which others want to see and encourage the best in you" (2013, p. 29).

Join in and contribute to these explorations and discussions by finding the topic and Formative Learning Community that best matches your interest and availability; you are encouraged to begin our academic year with your own commitment to teaching, learning, and reflective evaluation, as guided by Ignatian pedagogy and the Creighton tradition. When we (faculty, staff, students) join together as a collaborative, educational community, we encourage and are able to celebrate the best of Creighton's educational experiences.

For inquiries about faculty development programming, contact Michele King at 402.280.3036 or Mary Emmer at 402.280.1109.

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FALL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Engaging in Formative Learning Communities

Teaching with Simulations and Games

Facilitator: Noam Ebner, School of Law, Werner Institute, AEA Associate

Experiential learning, utilizing educational simulations and games for student engagement and content learning, is a well-established teaching tool in some fields, and a relative newcomer (or anomaly) in others. In this session, we will discuss the educational rationales for using simulation and games in the classroom and learn some basic principles for design and conduct of such activities. Experienced at teaching with simulations and games? Come share your experience and best practices in using these methods with others.



Co-Curricular Assessment Cycle Workshops (5 week series)

Facilitator: Brian Kokensparger, College of Arts & Sciences, AEA Senior Associate

If you are a co-curricular program assessment coordinator and you don't know where to start, or you need a little structure to get you moving in the right direction, this workshop is for you! This workshop focuses on the special needs of co-curricular programs as they assess student learning. Five weeks of 1-hour workshops begin with articulating learning objectives through how to design instruments to assess those objectives, then when and how to collect, analyze, and report the results in TaskStream. By the end of the workshop, you should be well on your way to completing the assessment cycle with your own program!



Implementing Outcomes for Assessment of Student Learning

Facilitator: Christina Murcek, College of Nursing, AEA Fellow for Electronic Learning and Assessment Systems

Outcomes are an essential piece in the assessment of student learning. Learn how to fully utilize and implement outcomes in BlueLine (Course Management System) by actively participating in an individual or small group session. During each session participant(s) will move from: (1) adding outcomes to program account in BlueLine; (2) copy outcomes to courses; (3) adding outcomes to rubrics; and (4) extracting grading/learning data to evaluate class performance on learning outcomes.



Before the workshop, participants are asked to secure appropriate (sub)account access and bring an assignment rubric that may or may not have been entered into BlueLine.

Watch for our e-mail announcements regarding additional program information and registration.

University Assessment Committee Professional Development Workshop

Annually, the University Assessment Committee Professional Development Committee, in partnership with the Office for Academic Excellence and Assessment, hosts, designs, and offers faculty and staff development workshops directly related to a variety of assessment topics.

Watch for our e-mail announcements.

C³: Collaborative Curricular (re)Construction

During the fall 2013 semester, the C³ pilot project began and brought faculty from across the University together along with their student co-designers to identify a course that would benefit from student input and curricular redesign. The C³ pilot project proposed to help institute course revision and pedagogical reform through a partnership between students and faculty. What a radical notion! Most faculty development focuses on faculty learning from and teaching each other. But as Dennis White says, "Asking students to talk about their education is so simple that – whether we are teachers, parents, researchers, or policymakers – we inevitably forget to do it." However, if we truly expect students to take responsibility for their own learning, how can we do so if pedagogy, course revision, and curriculum remain the sole domain of faculty?

A fall 2014 luncheon will be offered to reveal the findings and results of the C³ collaboration project. ***Watch for our e-mail announcements.***

AEA DEVELOPMENT GRANT SERIES

The Office for Academic Excellence and Assessment annually sponsors the AEA Development Grant Program to provide “seed” money for a work in its early stages that is relevant to the assessment of student learning or develops a Scholarship of Teaching and Learning (SoTL) project. This luncheon series of presentations is designed to familiarize the campus with the grant recipients and their projects. You will have an opportunity to hear about the AEA Grant Application process and how you can apply for 2015 funding. This year’s Development Grant projects are grouped thematically so 2-3 projects will be presented during each luncheon. **Watch for our e-mail announcements.**

Reflective Practices: Developmental Exercises to Maximize Student Learning

(TBD Fall 2014)

“Observation and Reflection Exercises to Develop and Assess Reflective Practice Skills and Values”

C. Timothy Dickel, Ph.D., *Department of Education*

“Teaching Students to Teach Students: The Effects of Peer Coaching”

Anne Dimond, Westin Miller, Faith Kurtyka, Ph.D., *Office of Residence Life and Department of English*

“Ignatian Reflective Exercises in Natural Science Courses”

Gintaras Duda, Ph.D., Soochin Cho, Ph.D., *Departments of Physics and Biology*

Assessing Student Learning: Recall, Retention and Impact

(TBD Spring 2015)

“Assessing Different Methods of Retrieval Cues to Facilitate Student Recall”

Kimberley Begley, Pharm.D., Shana Castillo, Pharm.D., Amy Pick, Pharm.D., Amy Wilson, Pharm.D., *School of Pharmacy and Health Professions*

“Longitudinal Assessment of Basic Science Retention in Dental Students”

Margaret Jergenson, D.D.S., Laura Barrett, Ph.D., Barbara O’Kane, Ph.D., Sonia Sanchez, Ph.D., Michael Weston, Ph.D.,
School of Dentistry, Department of Oral Biology

“Institute for Latin American Concern: A Study of the Impact of an International Service Immersion Experience”

Andy Gleason, Andrea Ordonez, *Institute for Latin American Concern (ILAC)*

Educational Learning Environments: Enhancing Student Skills and Successes

(TBD Spring 2015)

“Assessment of Video Discussion as a Learning Experience to Develop Students’ Verbal Communication Skills in Distance Education”

Karen Paschal, PT, DPT, MS, Lou Jensen, OTD, OTR/L, Naser Alsharif, Pharm.D., *Departments of Occupational Therapy, Physical Therapy and Pharmacy Sciences*

“Improving Educators’ Classroom Management Skills”

Beverly Doyle, Ph.D., Lynne Houtz, Ph.D., *Department of Education*

“Dedicated Education Unit: Creating New Learning Environments”

Lori Rusch, Ph.D., Anne Schoening, Ph.D., Nancy Shirley, Ph.D., Cindy Sloane, Ed.D., *College of Nursing*

Assessment Mentoring Program

The Office of Academic Excellence and Assessment has an established cadre of faculty assessment mentors assist individuals, programs, and departments in conducting the many activities that compose quality assessment. This group of individuals is available to assist in those activities, but they are not available to “do your assessment work.” When an individual, program, or department has needs in the area of assessment, you can request mentoring assistance.



Facilitator: Kathryn Huggett, School of Medicine, AEA Fellow Assessment Mentoring Program

Distinguished Educator Award



In recognition of Creighton’s long history in the advancement of teaching that has led us from good to reflective teaching, from Ernest Boyer’s Teaching as Scholarship to Lee Shulman’s Scholarship of Teaching and Learning, we celebrate our Jesuit pedagogical and campus traditions, through the Creighton University Distinguished Educator in Teaching as Scholarship Award.

The award recipient(s) are recognized during Founders’ Week Convocation.

Look for the Call for Nominations, Fall 2014.

About Us

Office for Academic Excellence and Assessment

Dedicated to significant issues in teaching, learning, and assessment, the Office for Academic Excellence and Assessment provides ongoing support and resources to enhance teacher effectiveness and student learning. To that end, the Office:

- Provides teaching, learning, and assessment workshops and consultation to individuals and groups, both in general and at the request of individuals, departments, and schools / colleges.
- Manages an interdisciplinary team of AEA Associates and Fellows to provide programming, consultation, and outreach.
- Develops, promotes, and evaluates programs directed to enhancing teaching, student learning, and assessment of student learning at all levels of the learning process (i.e., class, program, college/school, and institution);
- In addition, this office manages Service-Learning Reporting, TaskStream Assessment Management System Campus Integration, Institutional Research, Academic Program Reviews, and HLC Accreditation Planning.

Located in Brandeis 111, AEA is open for drop-in questions or to browse current teaching, learning, and assessment books and journals.

To learn more about assessment, Scholarship of Teaching and Learning, effective teaching methods, or how you can be a part of AEA, contact Mary Ann Danielson at 402.280.2535.

Resources:

Teaching and Learning Connections e-Newsletter
Scholarship of Teaching and Learning (SoTL) Journals



Mary Ann Danielson, Ph.D.

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University Assessment Committee

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. 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, colleges, and schools, and generally advance efforts to enhance University support for assessment.

2014-2015 Committee Members

Mary Ann Danielson (Chair), Academic Excellence and Assessment
Jim Bothmer, Health Sciences Library
Tracy Chapman, Center for Academic Innovation
Brenda Coppard, School of Pharmacy and Health Professions
Craig Dallan, Law School
Gintaras Duda, Core Curriculum
Jackie Font-Guzmán, Graduate School
Kevin Graham, Magis Core Curriculum
Holly Harris, College of Arts and Sciences
Kathryn Huggett, School of Medicine
Gail Jensen, Graduate School and College of Professional Studies
Pat Kelsey, School of Dentistry
Michele King, Academic Excellence and Assessment
Brian Kokensparger, College of Arts and Sciences
Bob Marble, College of Business
Chad McBride, College of Arts and Sciences
Susan Naatz, University Ministry
Mike Pieper, Information Technology
Anne Schoening, College of Nursing
Ying Vuthipadadon, Institutional Research
Amy Wilson, School of Pharmacy and Health Professions
Wayne Young, Jr., Student Life

Service-Learning

A fundamental part of Creighton's mission and a characteristic that distinguishes our university from others is service-learning. Our continued efforts extend beyond the brick and mortar of our classrooms into the communities in which we live and serve. More than 4,740 Creighton students engaged in more than 471,000 hours of community service in 2012-2013 -- an all-time high in our reporting to the President's Honor Roll. For the first time, Creighton reported more than 2,500 students engaged in academic service-learning.

Institutional Research

The Institutional Research Office is the primary resource for university-related data. The Office completes all external surveys and questionnaires which relate to national rankings and reports as well as coordinates, analyzes and interprets data from recurring and ad hoc projects involving Creighton students, faculty and alumni. It provides "snapshots" of relevant findings to Creighton faculty, staff and administrators through the Creighton University Fact Book and a yearly series of Research Bulletins.

Academic Program Review

Program review is an evaluation process that allows an institution to review and ensure quality assurance for all degree programs, majors and certificate programs. An assumed practice for all institutions accredited by the HLC is a regular program review process. Systematic program review provides a number of benefits to include: Evidence of educational quality and consistency with national trends and Documentation of student performance and achievement of state program outcomes within the context of the University mission.