

Office for Academic Excellence and Assessment

The Office for Academic Excellence and Assessment has a 19-year history of dedication to Creighton University's commitment to excellence in teaching and student learning by offering faculty and staff the opportunity to:

Imagine...the Opportunities.

Given the changing landscape of higher education, pedagogical innovations, and student needs, AEA invites creative engagement among faculty and staff, through ongoing, comprehensive university-wide professional development programs and services. Additionally, AEA manages an interdisciplinary team of AEA Associates to provide programming, consultation, and outreach to promote a community of learners.

Reflect...on Best Practices.

Reflection--an integral component of Jesuit education--is fostered as AEA offers processes of inquiry, experimentation, and reflection with campus colleagues; engages faculty and staff in the assessment of student learning processes; and collects, reports and analyzes university-related data to provide comprehensive analysis and transparency of best practices, national rankings and strategic reporting.

Collaborate...with Campus Colleagues.

Collaboration and conversation create a community of life-long learners; AEA programs offer innovative, interprofessional and interdisciplinary engagement with faculty and staff in elevating dialogue on excellence in teaching and assessment of student learning. Annually, the AEA Development Grant Program provides "seed" money for work in its early stages relevant to assessment of student learning or Scholarship of Teaching and Learning (SoTL) projects.

Transform...Student Learning.

"Creighton University exists for students and learning." Faculty and staff pursue an excellence in teaching and student learning that extends beyond the brick and mortar of our classrooms into the communities in which we live, to include service learning. The comprehensive, faculty-led assessment of student learning process provides continual growth and development, among the individuals, departments, and schools / colleges.

Learn more at: <https://www.creighton.edu/aea/>

As Creighton colleagues, faculty and staff of curricular and co-curricular areas, you are invited to the

University Assessment Symposium

Assessment and Service Learning through an Ignatian Lens

Thursday, October 6; 8-11; Skutt Ballroom

This fall, the third annual Assessment Symposium, "Assessment and Service Learning through an Ignatian Lens," will offer shared evidence of engaged student learning while showcasing the depth and breadth of service-learning and assessment activities across the university. The Symposium offers an opportunity for rich academic discourse and a celebration of "high impact practices in service-learning and assessment."

The keynote speaker, Dr. Patrick Green, Director of the Center for Experiential Learning, Loyola University Chicago will address "Excellence in Learning and Teaching: How the Ignatian Paradigm Informs Service-Learning and Assessment" following the poster session. In the afternoon, he will facilitate a hands-on workshop "Workshopping Engaged Learning: Assessing an Institution-wide Requirement" with focus on the engaged learning rubric and assessment process at Loyola University Chicago.

The program is hosted by the University Assessment Committee, Academic Excellence and Assessment, Mission and Ministry, Student Life, Creighton EDGE, and DoIT.

Watch for program information and registration.

NOW OPEN: Call for Assessment Symposium Posters

Poster abstracts for the annual University Assessment Symposium poster session are now being accepted.

Poster Guidelines.

- Procedures for abstract submission/more information. <https://www.creighton.edu/aea/professionaldevelopmentopportunities/callforposters2016universityassessmentsymposium/>
- Deadline for abstracts is **Monday, September 12, 2016**.
- Submit poster abstract. https://blueq.co1.qualtrics.com/SE/?SID=SV_7VTtgwOQlepTdxH
- Notifications of accepted abstract proposals will be made Friday, September 16, 2016.

Funding for posters is available.

If you have questions regarding this RFP, please contact Chad McBride (cmcbride@creighton.edu), member of the University Assessment Committee.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

For over 19 years, the Office of Academic Excellence and Assessment, through various programs, has engaged in collaboration of a community of scholars, introduced innovative forms of teaching, developed faculty's reflective practices, and encouraged a variety of creative methods of assessing student learning, as showcased in the Fall 2016 AEA Time-Out-for-Lunch Programs, AEA Development Grant Series, and the annual Distinguished Educator in Teaching as Scholarship award.

AEA invites faculty and professional staff, as a part of their ongoing formation experiences, to actively engage with a community of scholars in teaching excellence which shares their interests by finding the topic or sessions(s) that best matches your interest and availability. 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 402.280.1190.

The AEA programs are designed to achieve the following three goals:

- Bring together and develop members of the (larger) Creighton community;
- Engage in shared learning and creation of some "best practices;" and
- Advance our expertise in the domains of teaching, learning, and assessment.

Time-Out-for-Lunch Program: Fall 2016 Programming

Performance and Learning Parity in Distance Education: What is Needed?

Facilitator: Naser Alsharif, Pharmacy

(**Thursday, September 22; 11:30-1; Skutt SC, Room 104**)



This session will address the key aspects at the programmatic and course level for optimizing both performance and learning parity in a program or a course taught for both campus and distance students.

No More Whining about Poor Student Writing: Changing Behaviors to Improve Student Writing

Facilitator: Brian Kokensparger, Journalism, Media, and Computing Department

(**Wednesday, October 5 & October 12; 11:00-12:30; Skutt SC, Room 104**)



Writing is a behavior, as is grading and giving feedback. This process is a dialogue between instructors and students. How do we, as instructors, behave in this dialogue? This two-part series will examine writing as a behavior, using textual analysis techniques to determine what the writing behavior tells us about an individual student. Then we will turn the tables and examine our own behaviors in the dialogue. What do we as instructors do to facilitate (or obstruct) the process of developing excellent writing in the discipline?

Get Real: Use of Simulation and Other Reality-based Learning and Assessment Activities

Facilitator: Lou Jensen, Occupational Therapy

(**Tuesdays, October 25 & November 8; 11:00-12:30; Skutt SC, Room 104**)



Simulations and other learning activities designed to approximate real-world conditions allow students to practice skills in safe and controlled environments, receive focused, formative feedback, and gain competencies required in the field. While employed as a learning experience in many health profession programs, simulations and, more broadly, other reality-based activities can be used in many academic disciplines and courses. This two-part series will explore reality-based learning and highlight examples of activities designed to allow students to react to challenges as they would under real-world circumstances.

Curriculum Creativity: Small Changes, Big Results

Facilitator: Amy Mayer, Occupational Therapy

(**Tuesday, Nov. 1; Friday, Nov. 18 & Tuesday, Dec. 6; 11:30-1; Brandeis 111**)



Perhaps you don't have time to overhaul your course but you're interested in trying something new. Freshen up your course and engage your students with small changes you can implement today. During this series of three sessions we'll review several strategies and the related evidence for improving student outcomes.

The sessions will focus on activities to promote attention, engagement, retention and application of course material and take up very little class time. You'll be challenged to implement new strategies after each session and report back to the group. Bring your current syllabus and we'll connect new ideas with your current content. In the final sessions we'll create a plan for updating future courses and connecting with other courses in the curriculum. Those who attend the entire series will receive a copy of *Small Teaching: Everyday Lessons from the Science of Learning*. Can't attend all sessions? Those who attend at least one session and complete the "homework" exercises will qualify to be in a drawing for a copy.

AEA DEVELOPMENT GRANT SERIES

The Office of 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. This year's Development Grant projects are grouped thematically and will be presented during each luncheon.

Classroom Assignments AS Assessments of Student Learning

(Wednesday; September 28; 11:30-1; Skutt SC, Room 104)

"Assessment of a Novel Leadership Skill Development Assignment in OTD 406 Management and Program Development"

Amy Mayer, OTD, OTR/L, Katie Wadas-Thalken, M.Ed., Andrea Thinnnes, OTD, OTR/L

Department of Occupational Therapy and Academic Success, School of Pharmacy and Health Professions

"The Tactile Experience of Making Hardware: Creating a Hands-On Digital Circuit Lab for CSC 414 Students"

Brian Kokensparger, Ph.D, *Department of Journalism, Media and Computing*

Reflective Analysis of Assessing Student Learning

(TBD Spring 2017)

"Writing Across the Curriculum: How Reliable is our Standardized Rubric?"

Margo J. Minnich, CRDENG, Mandy J. Kirkpatrick, MSN, RN-BC, Helen S. Chapple, Ph.D., RN, MSN, CT,

Anne M. Schoening, Ph.D., RN, CNE, Joely T. Goodman, MSN, RN, Ali A. Whittaker, Ed.D., MS, RN, *College of Nursing*

"Using Reflections to Capture and Probe Student Epistemologies and Attitudes"

Gintaras Duda, Ph.D., Alexis Munchrath, Student, *Department of Physics*

Student Success: Strategies, Analyses and Interventions

(TBD Spring 2017)

"Meeting Milestones: Assessing the Effect of a Dissertation Proposal Development Course on the Quality and Timeliness of Dissertation Proposals and Defenses"

James R. Martin Jr., Ph.D., Leah Georges, Ph.D., M.L.S., Gretchen Oltman, J.D., Ph.D., Ed.D. *Program in Interdisciplinary Leadership*

"Applying Gallup StrengthsQuest Themes to Learning and Academic Success Strategies"

Kevin Powers, Ph.D., Katie Wadas-Thalken, M.Ed., *Academic Success, School of Pharmacy and Health Professions*

"Creating Changes in Faith Practices through THL 110-The Christian Tradition, Then and Now"

Max Engel, Ph.D., C. Timothy Dickel, Ph.D., *Department of Theology and Department of Education*

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

President's Higher Education Community Service Honor Roll

Creighton University proudly reports more than 1.25 million total student service hours for the reporting year (2014-2015) for the 2016 President's Higher Education Community Service Honor Roll report. The actual number is 1,338,234 hours. The report shows that 4,799 Creighton students engaged in academic, co-curricular or community service; 72% (3,470) of those Creighton students engaged in some form of academic service-learning and 3,736 students participated in more than 20 hours of service in a given semester. Creighton University has participated in the President's Higher Education Community Service Honor Roll since it launched in 2006 and was recognized "With Distinction" in 2014 (previously 2007). For more information, contact Mary Ann Danielson at 402.280.2535.

Assessment Mentoring Program

The Office of Academic Excellence and Assessment has an established cadre of faculty assessment mentors to 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. For more information: <https://www.creighton.edu/aea/assessmentofstudentlearning/assessmentmentoringprogram/>





Mary Ann Danielson, Ph.D.

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University Assessment Committee

The University Assessment Committee (UAC) is designed to foster communication between all colleges, schools, and divisions that facilitate and assess student learning. Committee members are nominated by their schools, colleges or divisions and appointed by the President. 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.

2016-2017 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
Mary Emmer, Academic Excellence and Assessment
Cassie Eno, School of Medicine
Jackie Font-Guzmán, Graduate School
Rachel Goedken, Law School
Nalini Govindarajulu, College of Business
Kevin Graham, Magis Core Curriculum
Gail Jensen, Graduate School and College of Professional Studies
Pat Kelsey, School of Dentistry
Michele King, Academic Excellence and Assessment
Alicia Klanecky, College of Arts and Sciences
Brian Kokensparger, College of Arts and Sciences
Tracy Leavelle, College of Arts and Sciences
Chad McBride, College of Arts and Sciences
Susan Naatz, University Ministry
Lori Rusch, College of Nursing
Tricia Sharrar, Provost Office
Thad Stanfill, Information Technology
Ying Vuthipadodon, Institutional Research
Amy Wilson, School of Pharmacy and Health Professions
Wayne Young, Jr., Student Life

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 stated program outcomes within the context of the University mission.

Contact Us

Office of Academic Excellence and Assessment

You are invited to imagine, reflect, collaborate and transform as life-long learners at Creighton University. AEA is dedicated to your professional development and committed to excellence in teaching 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., classroom, program, college/school, and institution);

In addition, this office manages Service-Learning reporting, the TaskStream Assessment Management System, 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. For inquiries about faculty development programming, contact Michele King at 402.280.3036 or Mary Emmer at 402.280.1190.

Resources:

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

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.