



### Celebrating Excellence in Teaching and Learning

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#### Distinguished Educator in Teaching as Scholarship 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, by announcing the creation of the Creighton University Distinguished Educator in Teaching as Scholarship Award.

While Creighton has various teaching awards across campus, this will be an all-University award that recognizes excellence based on "evidence of effective teaching." The staff and associates of the Office for Academic Excellence and Assessment believe, and



Fr. Timothy Lannon, S.J., wholeheartedly agrees, that the creation and inauguration of this University teaching award will allow Creighton to model best practices in scholarly teaching,

clearly communicate the valuing of teaching as our core enterprise, and advance our efforts to be more competitive in state and national teaching award programs.

The 2014 Founders' Week Convocation will recognize the inaugural recipient(s) of this award. Rooted in our Carnegie campus conversations of the 1990s and our more recent Scholarship of Teaching and Learning initiatives, this award will mirror current and best practices in evaluating teaching as a scholarly endeavor.

#### Two Creighton Faculty Named Professor of the Year

Congratulations to Dr. Gintaras Duda and Dr. Matthew Huss, Creighton University professors who have been named Professors of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE).



Dr. Gintaras Duda, associate professor of physics, was one of four instructors across the country to be named a National Professor of the Year. Duda was selected among 350 candidates in the master's category.

Dr. Matthew Huss, professor of psychology, was selected as Nebraska Professor of the Year. This is only the second time that a Creighton professor has been selected for this honor.



"Professors Duda and Huss personify the quality teaching and mentorship practiced at Creighton, which goes beyond the classroom to real-world application," Creighton University President Fr. Timothy R. Lannon, S.J. wrote in an email sent to Creighton's faculty and students. "Their students have always known of their talents, but we are grateful that they are receiving the national recognition they deserve."

Duda and Huss accepted their awards at a luncheon at the Ronald Reagan Building and International Trade Center in Washington, D.C., November 14, 2013.

# PROFESSIONAL DEVELOPMENT OPPORTUNITIES

## Developing Agents of Transformative Learning

### Getting Assessment Data Out of BlueLine (a 2-Part Workshop Series)

Facilitator: Brian Kokensparger, Journalism, Media and Computing

BlueLine, our learning management system, provides multiple ways to collect assessment data automatically, if the course is set up right. These two workshops will give you hands-on experience in setting up your (or for resource staff, your program's) BlueLine course to collect assessment data, and pulling the data out just in time for mid-term exams and at the end of the semester. Register for either one, or both!



#### Workshop 1: Rubrics in Real Life: Collecting Assessment Data in Today's BlueLine

(Wednesday, February 12; 11-12:30; Criss 1, Computer Lab 216)

Today's version of BlueLine has some impressive rubric and outcome tools, but some instructors find it difficult to set them up in such a way that they will provide meaningful assessment data. This workshop will provide hands-on experience in setting up a rubric with "outcomes" (BlueLine's version of our "objectives"), and then a workflow (with "cheat sheet") for getting usable data out after the rubric has been applied and scored.

#### Workshop 2: Item Analysis: Developing Individual Test Questions in BlueLine for Assessment Data Collection

(Wednesday, February 26; 11-12:30; Criss 1, Computer Lab 216)

Just in time for mid-term exams, let us introduce you to a new feature in BlueLine: Quiz Item Analysis. This tool allows instructors to create individual questions (or a group of questions) that assess an individual objective. BlueLine does some of the analysis, but there is a workflow involved for instructors, especially when they wish to group test questions to assess an objective. This session will demonstrate how to use the Item Analysis tool, and how to do the additional analysis required to produce the results needed for inclusion in your assessment reporting (e.g. program, school/college, TaskStream).

### Faculty Scholarship of Teaching and Learning (SoTL) Circle

(Meetings will occur twice a month in a combination of face-to-face and online conversations over the spring 2014 semester.)

Facilitator: Kathy Flecky, OTD, OTR/L, Department of Occupational Therapy  
SPAHP Office of Interprofessional Scholarship, Service and Education (OISSE)

Transformative learning does not happen by accident—thoughtful teaching creates meaningful, contextually relevant learning experiences for students. This interdisciplinary collaboration of colleagues represents an opportunity for faculty to develop and deliberate on meaningful questions related to their teaching and student learning and pursue a scholarly research project in a supportive, small group learning community. Participants will investigate questions and analyze the evidence on student learning while working on their own scholarship of teaching and learning research project with invited peer review and support from circle members.



Faculty interested in participating in the Circle, please contact Kathy Flecky at [KathleenFlecky@creighton.edu](mailto:KathleenFlecky@creighton.edu).

### Weaving Reflective Practices into Student Learning

(Thursday, March 20, 2014; 9-11 with continental breakfast at 8:30; Skutt Ballroom)

Reflection is a hallmark of Jesuit education; however, helping students develop this skill and assessing student learning through a variety of reflective practices can be a challenge. Join us for an interactive workshop on this critical topic.

Hosted by the University Assessment Committee, in partnership with the Office for Academic Excellence and Assessment, this workshop is designed to assist faculty and professional staff in developing and refining learning outcomes, producing evidence of student learning, and/or analyzing and reflecting on the data in ways that improve our students' learning. Program participants will have the opportunity to:

1. Define reflection and the Ignatian reflective process.
2. Describe the significance of reflective practices on student learning.
3. Develop skills to teach reflective practices in curricular, co-curricular and clinical settings.
4. Utilize tools to assess reflective practices.

Watch for our e-mail communication for more information and EventBrite registration.

# 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. 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.**

## Innovation

(Friday, March 7 2014; 11:30-1; Skutt 105)

### **“Impact of iPad Use on Student Learning”**

C. Timothy Dickel, Ed.D., Maya M. Khanna, Ph.D.  
*Department of Education, Department of Psychology*

### **“Making the Grade: Implementing Uniform Grading Procedures in Courses Offered Across Two Modalities”**

Jacqueline N. Font-Guzman, J.D., Ph.D., Noam Ebner, LL.M., *School of Law, Werner Institute*

## Interprofessional and Team-Based Learning

(TBA Spring 2014)

### **“An Investigation of the Influence of Previous Team Experience on Medical Students’ Attitudes about the Value of Teamwork”**

Kathryn N. Huggett, Ph.D., Thomas Pisarri, Ph.D., Kathryn Istas, M.P.H., *School of Medicine*

### **“Health Science Student Readiness and Perceptions of Interprofessional Education: A Pilot Study”**

Lindsay Iverson, DNP, APRN-NP, ACNP-BC, Jodi Seevers, MBA, NRP, Cathy Carrico, DNP, APRN-NP, Kim Hawkins, MS, APRN-NP, Meghan Potthoff, MSN, APRN-NP, *College of Nursing, Emergency Medical Services Program*

### **“Teaching Students How to Define Occupational Therapy to the Public and Peers Using a Constructivist Model”**

Amy Mayer, OTD, OTR/L, Brenda Coppard, Ph.D., OTR/L, FAOTA  
*Department of Occupational Therapy, School of Pharmacy and Health Professions*

## **C<sup>3</sup>: Collaborative Curricular (re)Construction**

During the fall 2013 semester, the C<sup>3</sup> 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 C<sup>3</sup> pilot project proposes to help institute course revision and pedagogical reform through a partnership between students and faculty. This is 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 spring 2014 luncheon will be offered to reveal the findings and results of the C<sup>3</sup> collaboration project. Watch for our e-mail announcements.

## **Service-Learning**

A fundamental part of Creighton’s mission and a characteristic that distinguishes our university from others is service-learning. It is our resolute focus and continuing effort that extends beyond the brick and mortar of our classrooms into the communities in which we live and serve. The Office for Academic Excellence and Assessment publishes a monthly electronic Service-Learning Newsletter with focus on university and community events. *If you would like to be added to the list-serve to receive the newsletter, contact Mary Emmer at [maryemmer@creighton.edu](mailto:maryemmer@creighton.edu) or at 402.280.1190.*

**2014 President’s High Education Community Service Honor Roll** - Creighton University has been recognized in the President’s Higher Education Community Service Honor Roll since 2006. The Honor Roll recognizes institutions of higher education that support exemplary student community service and service-learning programs. During the 2011-2012 academic year, Creighton’s students, faculty and staff were involved in more than 800 service programs locally, regionally, nationally and internationally, and students contributed more than 389,000 volunteer hours. *Watch for information on the Call for 2012-2013 Service Learning data in the monthly electronic Service-Learning Newsletter.*

**Metropolitan-Area Service-Learning Coalition** - Creighton University is a member of the Metropolitan-Area Service-Learning Coalition. The 2013-2014 theme is “Literacy: Broadly Defined.” The Coalition seeks to: (1) increase collaboration and share selected service-learning programming among nine metro-area universities; (2) offer coordinated programming on a selected topic each semester; and (3) bring university and college resources together in educating students and the public about selected significant local, national and international issues. *Information on events focused around the theme and other activities can be found in the Service-Learning Newsletter.*

# 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 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 Efforts, 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, SoTL, effective teaching methods, or how you can be a part of AEA, contact Mary Ann Danielson at 402.280.2535.



### Mary Ann Danielson, Ph.D.

*Associate Vice President*  
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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.

#### 2013-2014 Committee Members

Mary Ann Danielson (Chair), Academic Excellence and Assessment  
Jim Bothmer, Health Sciences Library  
Eileen Burke-Sullivan, Graduate School  
Tracy Chapman, Center for eLearning and Academic Innovation  
Brenda Coppard, School of Pharmacy and Health Professions  
Craig Dallon, Law School  
Gintaras Duda, Core Curriculum  
Kevin Graham, Magis Core Curriculum  
HollyAnn Harris, College of Arts and Sciences  
Katie Huggett, School of Medicine  
Gail Jensen, Graduate School and University College  
Pat Kelsey, School of Dentistry  
Michele King, Academic Excellence and Assessment  
Jim Knudsen, College of Business  
Brian Kokensparger, College of Arts and Sciences  
Chad McBride, College of Arts and Sciences  
Susan Naatz, University Ministry  
Mike Pieper, Information Technology  
Anne Schoening, College of Nursing  
Amy Wilson, School of Pharmacy and Health Professions  
Wayne Young, Jr., Student Life

### Mentor Program

The Office of Academic Excellence and Assessment has established a 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. More information at: <http://tinyurl.com/AEA-Mentor-Program>.

### 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.