

The Office for Academic Excellence and Assessment (AEA) shares Creighton University's commitment to excellence in teaching and student learning.

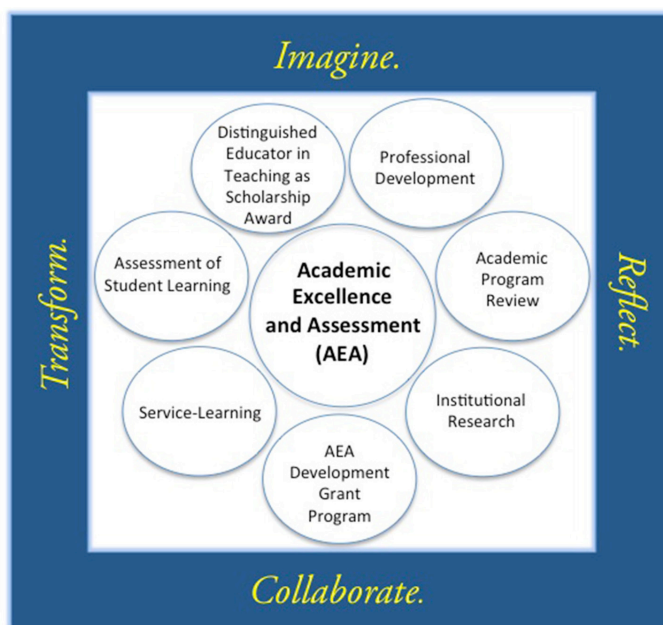
AEA is dedicated to this commitment by offering faculty and staff the opportunity to:

Imagine...the Opportunities.

Given the changing landscape of higher education, pedagogical innovations, and student needs, AEA invites creative engagement among faculty and staff, through comprehensive university-wide ongoing 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.

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 faculty-led assessment of student learning cyclical process provides continual growth and development, comprehensively among the individuals, departments, and schools / colleges.



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) project.

Nebraska Professor of the Year Named

The Carnegie Foundation selected Greg Zacharias, Ph.D., professor of English at Creighton University for the Council for Advancement and Support of Education 2014 Nebraska Professor of the Year. This the second consecutive year a Creighton professor has claimed the award and the fourth time in seven years a Creighton professor has been so honored.



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. **Honored educators will speak at a spring luncheon.**

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Assessment Mentoring Informational Program

Facilitator: Kathryn Huggett, School of Medicine, AEA Fellow, Assessment Mentoring Program
(Monday, January 26; 11:30-1; Skutt SC Room 105)

Wondering how "assessment" differs from "evaluation?" Interested in learning how to use assessment data to improve your teaching or promotion dossier? Do you have questions about using BlueLine to manage and explore assessment data? If yes, register to attend the Assessment Mentoring Informational Program. You will have the opportunity to begin discussions on assessment and meet the campus colleagues who are mentors.



Teaching by Design: Engaging Students in Creating Educational Games

Facilitator: Noam Ebner, School of Law, Werner Institute, AEA Associate
(Wednesday, March 4; 10:30-12; Werner Institute Conference Room; Law School)

Experiential learning, such as teaching through simulations and games, has been shown to be an effective vehicle for conveying content. However, it is very much instructor-led; that is an expert-teacher designs activities for students to participate in and prepares learning material surrounding the exercise (debrief sessions, reflection papers, etc.). Might students benefit by proactively engaging in the creative role of designing the student activities themselves? In this workshop, we will discuss the implications of this research-based approach, and participants will be invited to consider how they might conduct such activities within their own course framework.



Using What's Already in Your Classroom: Leveraging Free or Inexpensive Technology to Gather Data about Your Students' Learning (2-part series)

Facilitator: Brian Kokensparger, College of Arts & Sciences, AEA Senior Associate
(Wednesdays, March 25 and April 1; 11:00-12:30; Skutt SC Room 104)

Do you have a difficult time finding direct measures to determine what students have really learned in your course (over what the students think they have learned)? Do you wonder if there are other ways you can assess student learning? This two-part seminar will introduce you to a variety of direct measurement techniques that you can take back to your classroom and try. The focus will be on using technology and data that are free or inexpensive – some of which you may currently have in your hands and don't know it! These techniques will be useful for classroom instructors as well as both academic and co-curricular program assessment coordinators.



Best Practices in Rubric Development

Facilitator: Christina Murcek, College of Nursing, AEA Fellow for Electronic Learning and Assessment Systems
(Wednesday, April 15; 11:30-1; Criss II Computer Lab 216)

Let's explore what assessment experts recommend as best practices in rubric creation. Bring a rubric that you would like to improve or an assignment that needs a rubric created to this session in order to use the recommendations to help best formulate the criteria, fixed measurement scale and/or descriptions of characteristics for each point. If time permits, demonstration of and adding rubrics to BlueLine for grading in SpeedGrader will be provided in the computer lab for those who may have questions.



2015 University Assessment Symposium

Hosted by: University Assessment Committee and in partnership with the Office for Academic Excellence and Assessment
Friday, February 20; 8-12:30; Skutt SC Ballroom

This University-wide Assessment Symposium will provide an opportunity to share evidence of student learning and showcase the depth and breadth of assessment activities on campus. The inaugural symposium will be rich in academic discourse and a celebration of "best practices."

Program format:

8:30-9:30 a.m.

9:30-10:30 a.m.

10:30 a.m.-12:20 p.m.

Poster Session with breakfast

Keynote speaker, Dr. Susan Hatfield, Professor, Communication Studies; Winona State University

Breakout Sessions include: Assessment Cycle at Creighton, CUSP-QI, MAGIS Core Curriculum

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

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*

C³: Collaborative Curricular (re)Construction

During the fall 2013-2014 semesters, the C³ pilot project 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? **C³ faculty and student co-designers will share their experiences at a spring luncheon.**



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 a 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 or at 402.280.1190.*



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 and recognized **“With Distinction” in 2014** (previously 2007). The Honor Roll recognizes institutions of higher education that support exemplary student community service and service-learning programs. During the 2012-2013 academic year, more than 4,750 Creighton students engaged in service programs locally, regionally, nationally and internationally, and students contributed more than 471,000 hours of community service - an all-time high in our reporting. For the first time, Creighton reported more than 2,500 students engaged in academic service-learning. For more information, contact Mary Ann Danielson at maddam@creighton.edu.



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 Dallon, Law School

Gintaras Duda, Core Curriculum

Mary Emmer, Academic Excellence and Assessment

Jackie Font-Guzmán, Graduate School

Nalini Govindarajulu, College of Business

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

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

Contact Us

Office for Academic Excellence and Assessment

You are invited to imagine, reflect, collaborate and transform as a community of learners at Creighton University. AEA is dedicated to your professional development and the commitment of 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., class, 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 402.280.1109.

Resources:

Teaching and Learning Connections e-Newsletter

Service-Learning at Creighton e-Newsletter

Scholarship of Teaching and Learning (SoTL) Journals

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.

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.