

University Assessment Committee  
Minutes

December 7, 2010  
8:00 a.m. start

Location: Skutt Student Center 105

I. Announcements

- A. Introduction of Michelle Pope, Senior Program Coordinator for AEA and Jennifer Furze, member of the SPAHP's assessment committee.
- B. Visit from Gary Meyer, Vice Provost for Undergraduate Programs and Teaching, Marquette University, scheduled for December 10, 2010, where he will visit with those associated with assessment, accreditation, and faculty development. Gary sends his "sincere thanks for hosting [him] during his recent visit."
- C. School and College announcements:
  - a. Arts and Sciences is working on introducing a new college outcome #7 to align with ULO #6, by January 2011; and Faculty Senate is reviewing a proposal to create a standing college-level Assessment Committee.
  - b. Graduate School hosted an assessment workshop for graduate program directors that was very successful—well attended, animated conversation, and focused work on "meaningful" questions surrounding student learning.
  - c. School of Medicine is working to complete their self-study (by December 24) for their accreditation site visit (October 2011).
  - d. School of Nursing is also completing its self-study (December 20) for their accreditation site visit (April 2011).
  - e. School of Pharmacy and Health Professions is also completing its accreditation self-study report.

II. Committee Reports (brief reports):

- A. Campus Conversations (Palma Strand):

The thematic analysis from the Assessment Workshop (April 2010) has been completed and will be included in a letter to all workshop participants (December 2010). Future campus conversation plans will continue, pending input from the academic deans.
- B. Bridging Curricular and Co-Curricular Learning (Rich Rossi):

The committee met in November and is discussing how best to be of assistance to programs (particularly co-curricular programs). A campus presentation featuring successful programs/models is under discussion. Future work includes collecting (more complete) listing of co-curricular programming and its tools of assessment (as they will align with and begin reporting on University Level Outcomes).
- C. Peer Review (Brenda Coppard and Gail Jensen):

See Discussion Item B.

III. Discussion Items:

- A. Results Forum Feedback Report  
Gail Jensen, Rich Rossi, and Fran Klein reported on behalf of the team who presented at the Higher Learning Commission's Results Forum (November 2010).

- B. Update: University Policy on Program Review and Annual Assessment (Brenda Coppard and Peer Review Committee)
  - a. An updated draft was distributed for review and discussion resulted in further modifications.
  - b. The next step is to transfer this information into the “proper form” for eventual submission to the President. The formatted document will be reviewed in spring 2011.
- C. Annual Assessment Reporting: ULOs and Program-level Assessment Data  
Mary Ann Danielson proposed the following strategies and sequential activities for 2009-2010 data collection:
  - a. As evident by the Campus Conversations April workshop, the discussion surrounding the assessment and program review policy, and our UAC deliberations, DEANS are integral participants in campus-wide efforts. Therefore, a presentation/conversation will be (tentatively scheduled for January 2011) conducted between Mary Ann Danielson and Gail Jensen (on behalf of UAC) and the other academic deans and vice presidents. The intent of this conversation is to update them on HLC and campus plans, outline our interim/next steps for systematic data collection, and ultimately secure their active participation in (a) annual reporting [see b and c below] and (b) encouragement of faculty assessment efforts.
  - b. University-Level Learning Outcomes assessment data will continue to be collected. As the university moves to an assessment repository for archival storage and reporting purposes, AEA has partnered with the Health Sciences Library (Richard Jizba) to develop a dSpace for ULOs reporting.
    - i. To pilot this new “system,” Michele King will use the 2008-2009 reported data to complete the university-level learning outcomes (by academic unit).
    - ii. This process will clarify the information necessary for 2009-2010 reporting (i.e., only information required will be requested); request for that data (in most cases already collected but not requested/submitted) will be sent in January with a late February/early March due date.
    - iii. This effort will produce 2 years of data for institutional analysis, lend itself to peer review, and eventually allow for formative feedback and improvement.
    - iv. Once developed, training on the system will occur to allow each unit to annually update their materials.
  - c. Program-level Learning Outcomes assessment data will be the focus of the 2010-2011 assessment cycle. Each school and college will be asked to (if they have not already done so) complete and “make public” via their home page an assessment grid; the assessment grid will identify: (1) the program, (2) program’s intended educational outcomes, (3) assessment method and criteria for success, (4) identification of who is responsible for assessment and when (within the program) assessment occurs, (5)

summary of data collected, and (6) use of results/completing the assessment/feedback loop.

- i. Each academic unit will manage this information as this is “their” curricula and involves their faculty participation in program-level assessment. Concurrently, each academic unit may manage the level of “public access,” as long as the University Assessment Committee and other appropriate university administrators have access to the data (i.e., it is expected that items 1-3, at a minimum, are public; however, items 4-6 may be deemed “limited access.”
  - ii. A request for each school’s completion of and reporting on this information—to the extent it exists for each program/academic unit—will be distributed in January with a late March/early April due date.
  - iii. This effort will allow the academic units to manage and control their own assessment programs, the University Assessment Committee to evaluate the “state of assessment” at Creighton University, and the university to strategically plan based on academic learning outcomes.
  - iv. Once developed, each academic unit will annually update their materials; as relevant, will link this information to their university-level learning outcomes (dSpace); and the annual report requested by the Office for Academic Excellence and Assessment for purposes of university assessment/accreditation reporting will diminish to an executive summary by each academic dean (e.g., a summary of assessment strengths and plans for future development), with the assessment data “speaking for itself.”
- d. As university assessment efforts may identify faculty development needs/opportunities, the Office for Academic Excellence and Assessment’s Assessment webpage will be redesigned to facilitate access to resources, both off- and on-campus. Further, the University Assessment Committee, in their annual review of assessment efforts, will serve as a campus resource (e.g., workshops, consultants) as the campus community advances our assessment conversation and our building a culture of assessment at Creighton University.

IV. Adjourned at 9:20 a.m.

**2010-2011 Proposed Meeting Dates (8:00-9:15)**

**Sub-Committee Chairs, please send me your anticipated agenda items for spring 2011:**

January 18 Pathways/HLC update (or February)

February 15

March 15

April 19

Additional agenda Items for 2010-2011 to include: Pathways/HLC update for committee and further consideration of reporting structures (e.g., AIDU).