

# Assessment

## Certificate Series and Symposia

The primary aim of these assessment workshops and/or symposia is to assist faculty and professional staff of academic and co-curricular programs in developing, refining, producing evidence of student learning, and/or analyzing and reflecting on the data in ways that improve our students' learning. Participants will bring their program goals, assessment plans, curriculum maps, evidence, reports, and/or supporting documents to work with facilitators to advance their assessment work.

An expected outcome of these programs is the strengthening of our campus-wide assessment collaborations, conversations and peer learning. The University Assessment Committee (UAC) sponsors the Assessment Workshop Certificate Series. The Assessment Symposiums are sponsored by the University Assessment Committee and Graduate School.

Academic Year: 2017-2018



### **University Assessment Professional Development**

Date: November 3, 2017

The University-wide Assessment Symposium will provide an opportunity to share evidence of engaged student learning while showcasing the depth and breadth of critical thinking and assessment activities across the university. Curricular and co-curricular assessment efforts at Creighton will be highlighted. The Symposium offers an opportunity for rich academic discourse, engaged discussion of “high impact practices in critical thinking and assessment,” and celebrates “best practices.”

Symposium objectives include:

- Identify critical thinking or reasoning activities that students are currently engaged in with academic and/or co-curricular experiences.
- Articulate meaningful opportunities to promote critical thinking or practical reasoning in student experiences.
- Formulate ways to assess student critical thinking activities.

The agenda for the 2017 University Assessment Symposium offers impactful assessment programming for faculty and professional staff, at any stage in the assessment process.

#### *Agenda*

8:30-9:30 a.m.	Poster session with presenters. (Continental breakfast provided.)
9:30-9:45 a.m.	Welcome and Opening of Program
9:45-10:15 a.m.	<b><i>Collective Critical Thinking with Creighton Colleagues</i></b> Build upon a hands-on activity to encourage dialogue, ideas and panel questions on shaping critical thinking, facilitated by <b>Jean Hearn, Ed.D.</b> , Department of Education, College of Arts and Sciences. Network with colleagues from across the University in broader conversation on critical thinking experiences with students.
10:15-10:30 a.m.	<i>Break</i>
10:30-11:30 a.m.	<b><i>Shaping Critical Thinking – Creighton Curricular and Co-Curricular Colleagues</i></b> Panelists will address the following critical thinking questions and your specific questions: <ul style="list-style-type: none"> <li>• What does critical thinking look like in our students?</li> <li>• How can we begin to assess the use of critical thinking skills to help our students?</li> <li>• How do we use assessment data to better develop critical thinking skills in our students?</li> </ul> Panelist: <ul style="list-style-type: none"> <li>• <b>Amanda Guidero, Ph.D.</b>, Department of Interdisciplinary Studies, Graduate School;</li> <li>• <b>Katie Kelsey, M.Ed.</b>, Student Leadership &amp; Involvement Center, Division of Student Life</li> <li>• <b>Kevin Powers, Ph.D.</b>, Academic Success, School of Pharmacy and Health Professions;</li> <li>• <b>Amy Wendling, Ph.D.</b>, Department of Philosophy, College of Arts and Sciences; and</li> <li>• <b>Kaitlin Logan Wimmer, M.A.</b>, Community Standards &amp; Wellbeing, Division of Student Life</li> </ul>
11:30-12 noon	<b><i>Creative Critical Thinking – Discipline Specific</i></b> Join your discipline (or a related area) colleagues in a collective conversation on the opportunities and challenges related to critical thinking with students.



## ***Service Learning and Assessment through an Ignatian Lens***

Keynote Speaker: Patrick Green, Ph.D., Director of the Center for Experiential Learning, Loyola University, Chicago, IL

Date: October 6, 2016

The third annual University Assessment Symposium will offer celebrate evidence of engaged student learning while showcasing the depth and breadth of service-learning and assessment activities across the university, and highlight the advanced curricular and co-curricular assessment efforts at Creighton. The Symposium offers an opportunity for rich academic discourse and engaged discussion of “high impact practices in service-learning and assessment.”

### Program format:

❖ “Best Practices in Assessment at Creighton” poster session (24 posters presented)

❖ Keynote Speaker: Patrick Green, Ph.D., Director of the Center for Experiential Learning, Loyola University, Chicago, IL

### ***“Excellence in Learning and Teaching: How the Ignatian Paradigm Informs Service-Learning and Assessment”***

Shifting the academy to a learning-centered approach requires institutions of higher education to address high-impact learning practices and assess those practices effectively. Jesuit education has promoted such learning for centuries, and the Ignatian Pedagogical Paradigm (IPP) informs the unique approach. Service-learning, evolving as significant high-impact learning pedagogy over almost three decades, has distinct elements when informed by the IPP, with significant implications for assessment of learning. In the end, the application of IPP principles to service-learning and assessment suggest tangible ways to address higher education’s explicit goals of fostering citizens and community members that integrate holistic learning into their lives and promote justice into the world.



## ***Workshopping Engaged Learning: Assessing an Institution-wide Requirement***

Keynote Speaker: Patrick Green, Ph.D., Director of the Center for Experiential Learning, Loyola University, Chicago, IL

Date: October 6, 2016

This hands-on workshop will provide participants with an opportunity to review the Engaged Learning University Requirement assessment initiative of Loyola University Chicago. Participants will review student artifacts (reflections from portfolios) utilizing the Engaged Learning rubric and participate in discussion regarding the assessment [learning] process.



## ***Building a Culture of Assessment that Works for Your Needs***

Date: April 26, 2017

The Professional Development Committee of the University Assessment Committee (UAC) designs assessment programs to support campus colleagues in building and continually fostering a culture of assessment for student learning. We understand that each area on campus has unique challenges at various levels in the assessment process. Therefore, the committee would like to address those challenges and celebrate successes at an upcoming program. The interactive round table discussions will:

- address the unique challenges of assessment of student learning,
- highlight avenues to be successful in the assessment process, and
- provide tools to enhance assessment efforts.

If you are not involved in the assessment processes for your college/school/area and would like to nominate another colleague, you will be able to do so on the survey. The Professional Development Committee really appreciates you taking a few minutes to let us know your thoughts on the assessment processes in your area.



## ***Making Purposeful Change – Assessment Symposium***

Keynote Speaker: Gloria Rogers, Ph.D., Senior Scholar for the Higher Learning Commission (HLC) of the North Central Association and ABET Adjunct Director for Professional Services

Date: November 12, 2015

The 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 program will identify strategies to develop a collective institutional commitment to the assessment process; articulate the role of the assessment process as it relates to higher education accreditation and; utilize strategies to inform teaching, learning, and decision-making based on assessment data.

### Program format:

- ❖ “Best Practices in Assessment at Creighton” poster session (32 posters presented)
- ❖ Keynote Speaker: Gloria Rogers, Ph.D., Senior Scholar for the Higher Learning Commission (HLC) of the North Central Association and ABET Adjunct Director for Professional Services  
***“Making Purposeful Change”***
- ❖ Breakout sessions facilitated by Creighton University faculty include:
  - Creighton University-Quality Indicators: Update
  - A Hitchhiker’s Guide to Course-Level Assessment for Magis Core Course Renewal



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## ***Consultations on Assessment of Student Learning***

Keynote Speaker: Gloria Rogers, Ph.D., Senior Scholar for the Higher Learning Commission (HLC) of the North Central Association and ABET Adjunct Director for Professional Services

Date: November 12, 2015

She will be consulting with each group on specific topics of assessment as they relate to the college/program assessment needs.

### Area

- College of Professional Studies
- Graduate School Program Directors



## ***Conversations on Assessment of Student Learning***

Keynote Speaker: Susan Hatfield, Ph.D., Professor Communication Studies;  
Winona State University  
Date: February 19, 2015

She will be discussing our overarching goals of assessment so we can strategize and discuss how we can:

- More fully utilize our current practices to deepen analysis and
- Better engage faculty in meaning filled, data-driven conversations regarding student learning (e.g., asking and answering “questions of meaning”) as she offers us
- Suggested best practices and/or continually improvement opportunities to improve both current practices and our students’ learning.

### Area

- University Assessment Committee and TaskStream Implementation Team
- College of Professional Studies
- Graduate School Program Directors



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## ***Creating a Culture of Learning – Assessment Symposium***

Keynote Speaker: Susan Hatfield, Ph.D., Professor Communication Studies;  
Winona State University  
Date: February 20, 2015

The 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 program will identify strategies to develop a collective institutional commitment to the assessment process; articulate the role of the assessment process as it relates to higher education accreditation and; utilize strategies to inform teaching, learning, and decision-making based on assessment data.

### Program format:

- ❖ “Best Practices in Assessment at Creighton” poster session (24 posters presented)
- ❖ Keynote speaker: Susan Hatfield, Ph.D., Professor Communication Studies; Winona State University will present on ***“Creating A Culture of Learning”***
- ❖ Breakout sessions facilitated by Creighton University faculty include:
  - Assessment Cycle at Creighton
  - CUSP-QI
  - MAGIS Core Curriculum



### ***Discerning the Journey: Assessing Ignatian Values***

Presenters: Creighton University Professional Staff and Faculty

Date: October 22, 2013

Attendance: 65

The morning will begin with an overview of Ignatian Values, sharing of current curricular, co-curricular and clinical examples, and conclude with attendees participating in round table conversations centered on developing learning experiences and assessment strategies related to Ignatian values. After this session, participants should be able to:

1. Reflect on the Ignatian values and their importance in the context of a Catholic, Jesuit institution.
2. Develop strategies to integrate Ignatian values into student learning experiences in curricular, co-curricular, and clinical settings.
3. Develop measures to assess student achievement of Ignatian values in curricular, co-curricular and clinical settings.

Following presentations, breakout sessions were held to discuss one of the eight Ignatian Values topics that will help you and your department in assessing your students' learning.



### ***Weaving Reflective Practices into Student Learning***

Keynote Speaker: Jennifer Reed-Bouley, Ph.D., College of Saint Mary

Date: March 24, 2014

Attendance: 71

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. The workshop will provide program participants 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.

Following presentations, breakout sessions, facilitated by Creighton University faculty and profession staff, were held to discuss one of four topics that will help you and your department in assessing your students' learning.

- Examining Rubrics (Academic)
- Examining Rubrics (Co-Curricular)
- Writing Reflective Questions to Engage Student Learning
- Facilitating Group Reflection
- Written Journal Reflection (A Case Study)



### ***Engaging Students in Their "Private Universe"***

Keynote Speaker: Creighton University Faculty

Date: April 29, 2014

Attendance: 33

This presentation is at the request of attendees at the "Weaving Reflective Practices into Student Learning" workshop, hosted by the University Assessment Committee and the Office for Academic Excellence and Assessment on March 20th. Keynote speaker, Dr. Jennifer Reed-Bouley referenced a video "A Private Universe" during her presentation, and program feedback from attendees communicated great interest continuing the conversation on reflective practices, student learning, and a viewing of the video.

The program will include viewing "The Private Universe" 19-minute video and discussion of entering into and engaging with students in their learning processes. Reflective conversation will include:

- Meeting students where they are at in their learning;
- Drawing upon students' prior knowledge;
- Reflecting on what our students know and how to we know this;
- Promoting effective teaching to revise students' misconceptions.



## **Assessment Workshop Certificate Series – 1<sup>st</sup> Session**

Presenters: Creighton University Faculty

Date: October 29, 2012

The topics addressed in the fall workshop include: educational goals and objectives, curriculum mapping, and review and selection of appropriate performance measures. The topics addressed in the spring workshop will include: collection and analysis of assessment data, analyzing and reporting on assessment results, and using the results to inform the program's continuous improvement plan. Following presentations, work sessions, facilitated by Creighton University faculty and profession staff, were held to discuss one of four topics that will help you and your department in assessing your students' learning.

- Program Goals, Outcomes and Curricular Maps
- Review and Selection of appropriate Performance Measures



## **Assessment Workshop Certificate Series – 2<sup>nd</sup> Session**

Presenters: Creighton University Faculty

Date: March 25, 2013

The topics addressed in the spring workshop will include: review and selection of performance measures, collection and analysis of assessment data, using assessment data to report and improve teaching, security and privacy considerations when managing assessment data, and assessment mentoring program. Following presentations, work sessions, facilitated by Creighton University faculty and profession staff, will be held to discuss one of four topics that will help you and your department in assessing your students' learning.

- Building a Foundation: Assessment Mapping
- Developing Performance Indicators (e.g., assessment measures)
- Designing and Implementing Rubrics
- So Your Data is Collected: Using Assessment Results for Continuous Improvement

Attendees who completed the assessment cycle series, received an Assessment Certificate from the Office for Academic Excellence and Assessment (AEA) as well as a copy of "Assessing for Learning: Building a Sustainable Commitment Across the Institution" by Peggy Maki, to be used by the program(s). Completion of the assessment cycle resulted in submission of the following items to the AEA office by May 1, 2013:

- Program Assessment Plan with measurable objectives (educational goals or other program outcomes may be included)
- Assessment Curriculum Map
- Evidence of Student Learning, to include both performance measures and actual assessment data (performance criteria or benchmarks may also be included)
- Program Assessment Report (i.e., analysis of and report on at least one program objective) with a reflection of results and/or a plan to address the findings (e.g., continuous improvement plan)