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University Assessment Committee
Minutes
Tuesday, April 12, 2016
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Opening Reflection

I. Announcements
    a. Assessment conferences
        i.   Higher Learning Commission, April 17019, 2016, http://annualconference.hlcommission.org/ Presentation by Brenda Coppard, Gail Jensen, and Valerie Calderon, "What is the Value of a College Degree," Sunday, 2:15-3:00 p.m.
        ii. Association for the Assessment of Learning in Higher Education (AALHE) Conference, June 6-8, 2016, Milwaukee, Wis. **Early Bird Registration through April 15:** http://www.aalhe.org/events/annual-conference/2016-annual-conference/
    b. Annual Assessment Report Submissions was discussed at the March Deans' meeting.
    c. Criterion 4 feedback still welcomed. Please email your feedback to Kevin Graham at kgraham@creighton.edu.
    d. The article "Governing Boards and Student Learning Outcomes Assessment" was made available to the committee as a recommended reading. The article highlights that oversight of educational quality is a central component of a governing board's fiduciary responsibility; to include, the most important board duty is to make certain that sound processes are in place to assess student learning and that evidence is being used productively.
    e. AEA Associates Call for Creighton faculty and professional staff is open until April 13. Focus themes include, but not limited to: "High Impact" Practices, Pedagogies, and Assessment; Experiential Learning Pedagogies and Impact on Student Learning and Achievement; Reflection; Curricular Innovation and/or Development; Co-Curricular Student Learning; and Assessment 101. Information on Call Application.

II. Committee Updates
    a. Professional Development
        i.   Fall Assessment Symposia on (Thursday) October 6, 2016. The program will include a mid morning poster session, lunch with keynote speaker, and continued poster session following keynote speaker.
        ii. Recommended keynote speaker is Patrick Green, Ed.D., Director, Center for Experiential Learning, at Loyola University Chicago.
        iii. The committee will be creating the keynote invitation for Dr. Green. Feedback from the UAC to include in the symposium and invitation are: how do distance programs incorporate service-learning; Creighton is doing service learning well, but now as we more forward, it is more integrated across disciplines/colleges/schools; how to incorporate service-learning in non-traditional areas, such as Energy Studies; and for someone new to service-learning, how to get started, how to develop an agency contact.
        iv. Breakout sessions will be held at various times through out the academic year. Topics of interest could highlight intentionally designed intersection programs of academic and co-curricular programs, such as Freshman Leadership Program and Cortina Community.

b. Peer Review
   i. Submission deadline has officially passed but final submissions still welcomed. To date, 55 programs have been reviewed, 13 programs are under review, 6 programs have partially submitted reports, and 32 programs have not submitted any assessment data for 2014-2015.

c. Academic Program Review
   i. Energy Studies and Justice and Peace Studies reviews are in process and the final report will be forwarded to the Dean's office soon.
   ii. History review was just received and the committee will meet soon to review and complete the report. Law and the GOAL program were submitted mid-March to be reviewed. Once completed, academic program reviews for 15-16 will be finished.
   iii. In April, the Office for Academic Excellence and Assessment begins the process for programs to be reviewed for 16-17. View programs to be reviewed.

d. Assessment Resource Integration
   i. The committee provided an update to the UAC to include a handout of the project goals, status update, next steps and a presentation by Christina Murcek, an assessment resource integration team member. She walked through the recommended process of extracting learning outcome data from Blueline's subaccount, pasting the data into an Excel template, entering mastery level(s) and target(s), which aggregate individual student outcome data into overall outcome results. Summary text auto populated with aggregate outcome data and stated whether the target was met or not met. The Excel template includes a pie chart summarizing the outcome's aggregate results. The data can be copied/pasted to a Word doc and then added to TaskStream for evidence of student learning.
   ii. The University level outcomes data can be pulled across disciplines depending on where the Outcome is setup in BlueLine. Data for program outcomes can also be pulled, but the outcomes need to be exactly the same, across the program, in order to extract the data.
   iii. Recommended next steps were reviewed. The UAC agreed that faculty would need to be taught how to use BlueLine outcomes.

e. Policy, Strategy, and HLC updates (Gail Jensen):
   i. HLC Updates
      1. Beth Furlong, a retired Creighton University, College of Nursing faculty member, has been appointment to the Higher Learning Commission's, IAC for a 3-year term.

   ii. Policy Updates
      1. Faculty Degree Qualifications Policy. The College of Professional Studies – Faculty Degree Qualifications policy was provided to the UAC, just as the College of Arts and Sciences policy was provided at the last UAC meeting.

      2. Dual Degree (draft) Policy (vs. Joint Degrees) discussion was tabled until the May UAC meeting.

      3. 5 years to Master's Degree proposal (draft) was tabled until the May UAC meeting.

III. Discussion
    a. Peer Review Committee Feedback/preliminary analysis was discussed to include specific items of interest:
- Need further development on some programs student learning outcomes.
- These same programs may be collecting and analyzing data, but the data doesn't tell them much about student learning because the questions they seek to answer are not framed properly as outcomes. This might be a good area to address in terms of professional development.
- A separate review of learning outcomes as a process would be helpful.
- Appropriate outcomes for academic degree program may be different from those appropriate for a non-academic unit.
- Would it be valid to use a different rubric for co-curricular areas?
- Difficult for non-academic areas to develop direct measures, much less multiple ones.

    b. MAGIS Common Core Assessment Update was presented by Kevin Graham to include: keys to success, overview of the assessment process, data and faculty feedback. Next steps in the MAGIS Common Core Assessment include: 1) provide a 2015-2016 assessment report with college and university-level faculty bodies for feedback, 2) meet with the University Core Curriculum Committee for final reviews and approval of the assessment plan, and 3) meet with the Provost for reviews and approval of the MAGIS Core Curriculum Assessment Report.

Adjourned: 9:15 a.m.

2015-2016 Schedule of UAC Meetings (8:00-9:15 a.m., SC 105)
May 10— Review of 2015-2016 activities; planning for 2016-2017 UAC priorities; Policy Updates

2015-2016 Strategic Priorities for UAC
By May 2016, the UAC will have
1. Advanced MAGIS Common Core Assessment by supporting: professional development on course-level assessments; MAGIS Core Assessment Day activities; and institutional data collection and reporting, through BlueLine and TaskStream, as requested.
2. Contributed to campus communications regarding assessment-related activities (e.g., Tell Our Story (of student learning); Provost and/or Presidential updates; 3-4 minute video).
3. Fostered Interprofessional and Interdisciplinary educational practices and evidence of student learning, possibly starting with University Assessment Day theme of "Assessment Across Boundaries."