



Office for Academic Excellence and Assessment

Fall 2017 Newsletter

NOW OPEN: Call for Assessment Symposium Posters

Deadline: Wednesday, Oct. 4 by 4 PM

Poster abstracts for the annual University Assessment Symposium poster session are now being accepted.

Poster Guidelines.

- Procedures for abstract submission/more information.
<https://blueq.co1.qualtrics.com/jfe/form/>
- Funding for posters is available.

If you have questions regarding this RFP, please contact Amy Wilson, at amywilson@creighton.edu, Professional Development committee chair of the University Assessment Committee.

Creighton colleagues
faculty and staff of academic and co-curricular areas

**SAVE THE DATE:
Friday, November 3**

for the annual

University Assessment Symposium
with a focus on
Critical Thinking

The program is hosted by the University Assessment Committee and the Office for Academic Excellence and Assessment.

Watch for program information and registration.

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.

Look for the Call for Nominations, Fall 2017.



The Office for Academic Excellence and Assessment is celebrating a 20 year history of dedication to Creighton University's commitment to excellence in teaching and student learning.

In 1997, Dr. Shirley Scritchfield was asked to lead the newly formed Office of Institutional Research and Assessment. Two decades later, the office has sported multiple names—Excellence in Teaching, Learning and Assessment and the current Academic Excellence and Assessment—but what has remained constant is the annual programming designed to enhance student learning, promote the scholarship of teaching and learning, and facilitate institution-wide understanding of effective teaching.

This work has been accomplished thanks to the many faculty and staff who have both served as Faculty Associates and those who animatedly participated in semester-long work/reading groups, Time-Out-for-Lunch pedagogical sessions, and/or the Grants Series. The AEA Faculty Development Grants have provided \$320,390 to encourage and facilitate the development and creation of findings relevant to the assessment of student learning, the Scholarship of Teaching and Learning, or research relevant to institutional research, assessment and accreditation.

As AEA celebrates 20 years of promoting and supporting excellence in teaching, learning and assessment, we invite you to join our celebration of past accomplishments by actively engaging in the 2017-2018 programming, where you'll experience opportunities to further develop your curricula, explore pedagogical challenges, and refine your assessment of student learning and/or scholarship of teaching and learning.

You are invited to imagine, reflect, collaborate and transform as life-long learners at Creighton University. AEA is dedicated to your professional development and committed to excellence in teaching and student learning.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

AEA invites faculty and professional staff, as a part of their ongoing formation experiences, to actively engage with a community of scholars in teaching excellence which shares their interests by finding the topic or sessions(s) that best matches your interest and availability. When we (faculty, staff, students) join together as a collaborative, educational community, we encourage and are able to celebrate the best of Creighton's educational experiences. For inquiries about faculty development programming, contact Michele King at 402.280.3036 or Mary Emmer at 402.280.1190.

Time-Out-for-Lunch Program: Fall 2017 Programming

The Peer Review Process, From Inside-Out

Facilitator: Brian Kokensparger, Journalism, Media, and Computing Department
(Wednesday, Sept. 20; 11:30-1; Skutt SC, Room 105)

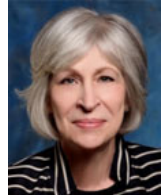
This session will give participants an inside look of the rubrics and processes used to do peer review of program-level assessment. Get tips and best practices to help your program move up through the ranks. Some time will also be spent discussing how the University Assessment Committee can work more effectively with school, college and divisional assessment committees.



Self-Awareness: A Must for Personal and Professional Growth

Facilitators: Naser Alsharif, Pharmacy and Amy Haddad, Center for Health Policies and Ethics
(Thursday, Oct. 5; 11:30-1; Skutt SC, Room 104)

Self-knowledge or self-awareness are key prerequisites for understanding and interacting with others. Many programmatic educational outcomes require self-awareness so students can embark on a professional career. Self-awareness encompasses a variety of components including self-assessment of one's personal and professional self-images and an appreciation of others' perceptions and expectations. Self-awareness is an important aspect of shaping students' attitudes so that they develop the habit of reflecting on personal knowledge, skills and abilities, but as important are beliefs, biases, motivations and emotions, which can enhance or limit personal and professional growth. Self-awareness is equally important for faculty especially at the beginning of their professional careers. This session will explore the concept of self-awareness for our graduates and faculty at Creighton University.



Fighting the "Cram and Dump": Classroom Strategies to Promote Learning

Facilitator: Kimberley Begley, Pharmacy
(Monday, Oct. 23; 11:30-1; Skutt SC, Room 105)

When students cram for a test, they may perform at an acceptable level for that single event, but research suggest that students lose eighty percent of what they studied within a short period of time. Join our programming to hear faculty from across campus discuss practical strategies that help promote (retention of) learning in their classrooms.



Cultivating Critical Thinking in the Classroom and Community

Facilitator: Lou Jensen, Occupational Therapy
(Friday, Nov. 17; 8-9:30 a.m.; Skutt SC, Room 105)

Educating students to become critical thinkers is a goal for many faculty and staff. This session will present strategies to infuse critical thinking in your course or educational program. Methods for teaching, applying, and assessing critical thinking skills will be explored.



AEA DEVELOPMENT GRANT SERIES



The Office of 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 and will be presented during each 90-minute luncheon.

Assessing the Effect of Video and Virtual Reality as Pedagogy

(Friday, Oct. 6; 11:15-1; Skutt SC, Room 105; lunch will be provided)

“Assessment of Clinical Knowledge and Interprofessional Collaboration during Multidisciplinary Telehealth Case Studies”

Kimberley Begley, Amy Pick, Katie Packard – School of Pharmacy and Health Professions and Alan Klem; Amy Lane – College of Arts and Sciences, Fine and Performing Arts, Theater

“Assessing the Effectiveness of the Use of Videos for Teaching Mediation Skills”

Kathy Gonzales and Amanda Guidero – Graduate School, Interdisciplinary Studies

“Stepping into the Map: Using Virtual Reality and Digital Mapping to Increase Experiential Learning Across Disciplines”

George F. (Guy) McHendry – College of Arts and Sciences, Communication Studies; Adam Sundberg – College of Arts and Sciences, History

“The Use of Augmented Reality Photospheres in the College of Nursing to Decrease Student Anxiety”

Sarah Ball, Jacque Miller, Anne Schoening, Dana Koziol, Kandis McCafferty, Cindy Selig, Christine Murcek, Ethan Fukuda, Emily Koster - College of Nursing; Mark Panning – Creighton Research and Development (RAD) Team



Reflections on Strengths-based Student Leadership

(Monday, Nov. 6; 11:30-1; Skutt SC, Room 105; lunch will be provided)

“Spiritual Integration to Enhance Reflective Practice in the Creighton University Accelerated Nursing Program”

Sara Banzhaf, Becky Davis, Jenna Woster, Mandy Kirkpatrick, Sr. Candice Tucci, Margo Minnich, Kandis McCafferty, Jane Parks, Cindy Slone, Marilee Aufdenkamp, Trisha Beiermann – College of Nursing

“Implementation of a Strengths-based Leadership Training for Third Year Pharmacy Students: A Pilot Study”

Amy Pick, Andrea Adler-Garcia, Shawn Cook, Kimberley Begley – School of Pharmacy and Health Professions

“Applying Gallup StrengthsQuest Themes to Learning and Academic Success Strategies”

Kevin Powers and Katie Wadas-Thalken – School of Pharmacy and Health Professions, Academic Success



Deepening Learning through Experiential and Service Learning

(TBD-Spring 2018)

“Pre-Major Service Learning Practicum: Assessment through Reflection”

C. Timothy Dickel – College of Arts and Sciences, Education and Max Engel – College of Arts and Sciences, Theology

“Community Health Nursing Clinical Immersion Experiences”

Margo Minnich, Nancy Shirley, Amanda Kirkpatrick, Lori Rusch – College of Nursing; Kelly Tadeo Orbik – Mission and Ministry, Schlegel Center for Service and Justice; Andrea Montoya and Jeff Peak – Mission and Ministry, Institute for Latin American Concern

“From Perception to Perspective: Assessing the Effectiveness of a Service Learning Project”

Gail Poskey and Bobbi Greiner – School of Pharmacy and Health Professions, Occupational Therapy



Assessment for Learning

(TBD-Spring 2018)

“Changing the Candidacy Process in the Interdisciplinary Ed.D. Program in Leadership to Assessment for Learning”

Candace Bloomquist, Jennifer Moss Breen, James Martin – Interdisciplinary Ed.D. Program in Leadership

“Preparing Nurse Practitioner Students to Deliver Bad News”

Lindsay Iverson, Susan Connelly, Meghan Potthoff, Ronda Coffman – College of Nursing

“Manage Life Challenges Through Resiliency Teachings”

Jacque Miller, Erick Hill, Ann Harms, Cindy Selig – College of Nursing



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

Office for Academic Excellence and Assessment

University Assessment Committee

The University Assessment Committee (UAC) is designed to foster communication between all colleges, schools, and divisions that facilitate and assess student learning. Committee members are nominated by their schools, colleges or divisions and appointed by the President. 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.

Additionally, UAC members elect to serve on a University Assessment Sub-Committee:

Academic Program Review: As described in University Policy 4.1.5, this sub-committee is responsible for reviewing academic program review documents and providing the Executive Summary that is then distributed to the program chair, Dean(s) and Vice Provost for Academic Excellence and Assessment. The intent of the Executive Summary is to identify gaps or omissions on the part of the self-Study Committee or Review Team and indicate whether the program is congruent with the University's mission and strategic planning initiatives.

Parity of Learning and Online Education Metrics: Given both our university's growth in online education and external compliance requirements, this sub-committee will continue the university's efforts to evidence parity of learning, whenever and wherever delivered, as well as the development of additional quality online education metrics.

Peer Review: This sub-committee oversees an evaluation process that allows Creighton to review and ensure quality assurance for all degree programs, majors and certificate programs. Additionally, this sub-committee offers assistance to enhance programmatic assessment efforts and annually provides feedback on programs', colleges', and schools' annual assessment reports.

Professional Development: This sub-committee plans and hosts the annual University Assessment Symposium, featuring the best of campus practices, as well as designing, developing, and delivering workshops to deepen faculty's knowledge of and expertise with the assessment of student learning practices.

University Policy, Strategic Planning and HLC: As assessment of student learning is central to university academic planning, assurance of continuing improvement, and general educational practices, this committee reviews and reports on university policy, strategic planning, and external accreditation issues impacting our educational enterprise and recommends university action to assure "best practices" and compliance.

Contact Us

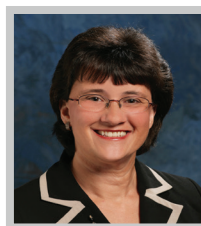
Office for Academic Excellence and Assessment

You are invited to imagine, reflect, collaborate and transform as life-long learners at Creighton University. AEA is dedicated to your professional development and committed to 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., classroom, program, college/school, and institution);
- In addition, this office manages 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 402.280.1190.



Mary Ann Danielson, Ph.D.

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402.280.2535

Institutional Research

The Institutional Research Office is the primary resource for university-related data. The Office completes 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.