

From Magis CCAS Core Curriculum Plan:

1.3.d Program Assessment.

Program assessment is the process by which the college faculty seeks out and analyzes evidence about the success of the Magis CCAS Core Curriculum as a whole and its several individual requirements in helping the students of the college to fulfill each of the Magis CCAS Core Curriculum learning objectives and ultimately each of the CCAS Learning Outcomes. The analysis of the evidence by the college faculty is intended to enable the college faculty to improve the Magis CCAS Core Curriculum as a whole by revising one or more of its requirements, revising one or more of its learning objectives, or requesting further, targeted assessment of one or more of its requirements.

Program assessment of the Magis CCAS Core Curriculum as a whole is a large task requiring the cooperation of many parties. First, instructors of courses that satisfy specific Core Curriculum requirements are responsible to identify in their Core Curriculum course approval applications and their course syllabi exactly which student assignments are intended to measure which Core Curriculum learning objectives. The instructors are also responsible to ensure that students in the courses that satisfy specific Core Curriculum requirements submit these assignments through the learning management system (e.g., BlueLine, etc.) so that the assignments will be available to the college faculty for assessment purposes.

Second, members of the college faculty will participate in a one-day assessment session at the end of each academic year in May. The faculty members in question will learn to apply the Core Curriculum assessment rubrics and will use the rubrics to assess student learning in the Magis CCAS Core Curriculum with respect to specific Core Curriculum learning objectives.

Third, the Director of the Magis Core Curriculum and the Magis Core Curriculum Committee will be responsible for organizing and reporting on assessment of student learning in the components and designated courses of the Magis Core Curriculum. The Director of the Magis Core Curriculum and Magis Core Curriculum Committee will be responsible for overseeing the collection and analysis of evidence of student learning in each component of the Magis Core Curriculum gathered by the college faculty in the one-day assessment session. The Director of the Magis Core and the Magis Core Curriculum Committee will also be responsible for overseeing the evaluation of evidence of student learning in the components and designated courses of the CCAS Magis Core Curriculum, and for making recommendations about the revision and further assessment of the Magis Common Core Curriculum on that basis. Oversight of courses in the five components of the Magis Core exclusive to the CCAS will be exercised by a Magis Core Curriculum CCAS Sub-Committee.

Program assessment of the Magis CCAS Core Curriculum as a whole will be conducted in three phases. First, a pilot assessment project in 2014 will test the Core Curriculum assessment rubrics by applying them to a very small sample of student assignments drawn from pilot offerings of courses designed to satisfy requirements of the new Magis CCAS Core Curriculum when it is implemented in 2014-2015. Based on the results, the relevant committees will recommend changes to the Core Curriculum assessment rubrics as needed.

Second, the relevant committees will conduct baseline assessment of the new Magis CCAS Core Curriculum in 2015-2016 by applying the Core Curriculum assessment rubrics to a small sample of student assignments drawn from across the entire Magis CCAS Core Curriculum. Based on the results, the relevant committees may make recommendations about the revision of specific Core Curriculum components, revision of specific Core Curriculum learning objectives, and priorities for focused assessment in the next phase of program assessment.

Third, the Magis Core Curriculum Committee will design and conduct focused assessment of the Magis Core Curriculum beginning in 2020 and continuing indefinitely by applying the Magis Core Curriculum assessment rubrics to relevant samples of student assignments drawn from Magis Core Curriculum requirements that address Magis Core Curriculum learning objectives that have been selected as priorities for focused program assessment in the year in question. Based on the results, the committee may make recommendations about the revision of specific Magis Core Curriculum components, revision of specific Magis Core Curriculum learning objectives, and targeted assessment of specific Magis Core Curriculum requirements or courses.

1.4.a Course Approval

Applications to allow a certain course to satisfy a component unique to the CCAS Magis Core Curriculum will be evaluated by a sub-committee of CCAS faculty on the Magis Core Curriculum Committee; that sub-committee will hold to the same standards and rigor as the Magis Core Curriculum Committee. It is the responsibility of the Magis Core Curriculum Committee to establish clear, easily followed procedures for proposing courses for inclusion in the curriculum; to publicize these procedures well and update them as necessary; and to take all steps necessary to review and approve course proposals expeditiously.

Course approval applications must address each of the following concerns:

1. How the course fits the description of the Magis Core Curriculum or CCAS Magis Core Curriculum component in question, including course prerequisites, if any;
2. How the course supports the aspect of the Jesuit and Catholic educational mission of the college that is described in the rationale for the Magis Core Curriculum component in question;
3. How the course addresses the Core Curriculum learning objectives assigned to the Magis Core Curriculum component in question;
4. Which course assignments are designed to measure the extent to which students have fulfilled the Core Curriculum learning objectives assigned to the Magis Core Curriculum component in question;
5. How the instructors plan to analyze evidence of student learning in the course assignments with respect to the assigned Core Curriculum learning objectives; and
6. How the instructors might close the assessment loop by revising the course in light of their analysis of the assessment data.

Some of these steps – especially those that concern mission and assessment – require faculty members to think about course proposals in new ways. The Magis Core Curriculum Committee, therefore, will provide resources and models to help faculty members develop their proposals. If the course proposal is approved to satisfy a certain requirement of the Magis CCAS Core Curriculum, then the instructors of the course will have five years to collect and analyze evidence of student learning in the course and to close the assessment loop by revising the course in question as needed, according to the assessment plan expressed in the original course proposal. If the committee finds the proposal inadequate in some way, then committee members will be proactive in working with the faculty members collegially and collaboratively in order to help them improve the proposal. The committee is certainly responsible to pinpoint areas in which the proposal needs improvement, but it is also responsible to encourage faculty members by suggesting models and resources to help bring the proposal along.

Students may satisfy requirements of the Magis Core Curriculum by taking courses elsewhere, including courses offered by other accredited colleges and universities, Advanced Placement courses, and International Baccalaureate courses, subject to the limitations specified by the relevant policies outlined in the Creighton University Undergraduate Bulletin. In evaluating courses accepted for transfer credit to determine whether they satisfy specific Magis Core Curriculum requirements, the College of Arts & Sciences shall make its determination based on whether the courses satisfy the relevant Core Curriculum learning objectives rather than on the basis of whether the courses are identical with specific Creighton University courses that satisfy the requirements in question.

1.4.b Course Review

After five years of offerings of a course that has been approved to fulfill a requirement of the Magis Core Curriculum, members of the college faculty may apply to the Magis Core Curriculum to renew the status of the course as satisfying the Magis Core Curriculum component in question. In the case of a course that satisfies a component unique to the Magis CCAS Core Curriculum, a sub-committee of CCAS faculty on the Magis Core Curriculum Committee will review the course to make a determination about renewing its status as satisfying the CCAS Magis Core component. In the case of courses that may be offered in multiple sections in the same semester, it is the course that is being reviewed, not the sections or the instructors of the sections. The faculty members who are replying to renew a course for a component unique to the CCAS Magis Core Curriculum are responsible to show the sub-committee that:

1. they have offered the course in a way that conforms to the description of the CCAS Magis Core Curriculum requirement in question and supports the Jesuit and Catholic educational mission of the college in the way required; and
2. they have collected and analyzed evidence of student learning with respect to the assigned Core Curriculum learning objectives and the analysis has been used to revise the course in question as needed.

In reviewing applications for renewals of course approval, the CCAS sub-committee should aim to collaborate with their fellow faculty members in order to help the courses in question achieve the goals of the Magis Core Curriculum as fully as possible. If the review of an application for renewal of course approval raises concerns for the relevant committee, the committee should work with the applicants to address their concerns in a collegial spirit. Assuming that the relevant committee is satisfied that the course continues to fulfill the requirement in question and that course assessment has been conducted satisfactorily and the instructors have closed the assessment loop, then the committee shall renew the Core Curriculum status of the course in question for an additional five years. In the unfortunate case where the review raises questions that cannot be addressed adequately by working cooperatively with the applicants, then the committee may place the course on a one-year probationary Core Curriculum status to give the applicants more time to collect and analyze evidence of student learning and to revise the course in question as needed.

Before the expiration of the one-year probationary status period, members of the college faculty may apply to renew the status of the course as satisfying a specific Core Curriculum requirement on the basis that evidence of student learning has been collected and analyzed and the analysis has been used to revise the course in question as needed. Assuming that the relevant committee is satisfied that the course continues to fulfill the requirement in question and that course assessment has been conducted satisfactorily and the instructors have closed the assessment loop, then the committee shall renew the Core Curriculum status of the course in question for an additional five years. If the review of an application for renewal of course approval raises concerns for the relevant committee, the committee should work with the applicants to address their concerns in a collegial spirit. In the unfortunate case where the review raises questions that cannot be addressed adequately by working cooperatively with the applicants, then the relevant committee shall withdraw the Core Curriculum status from the course in question.

At the end of each five-year approval period, faculty members must apply for renewal of the Core Curriculum status of the course in question by showing that the course continues to fit the description and rationale of the Magis Core Curriculum requirement in question and that they have closed the assessment loop during the period in question. In this way, faculty members are responsible to improve their Core Curriculum course offerings continually on the basis of assessment evidence. Reciprocally, the Magis Core Curriculum Committee is responsible to work collegially and collaboratively with the faculty members in order to help them fulfill this responsibility.

Appendix 3: 2.1 Introduction (from Magis CCAS Core Curriculum Plan)

A component is the basic element of the CCAS Magis Core Curriculum. Normally a student may fulfill a component of the Core Curriculum by completing any of several courses that have been approved by the Magis Core Curriculum Committee as fulfilling the component in question. For more details about the course approval process, see Section 1.4. Each of the eighteen components of the CCAS Magis Core Curriculum is described in this chapter. The entry for each of the Core Curriculum components contains the following elements:

1. A title and detailed description of the component in question, including any prerequisites that students must complete in preparation for completing the component in question;
2. A list of Core Curriculum learning objectives addressed by the component in question;
3. A list of possible courses that could satisfy the component in question;
4. A rationale for addressing the assigned Core Curriculum learning objectives with a Core Curriculum component of this description, including an explanation of how the component in question advances the Jesuit and Catholic educational mission of the college; and
5. A discussion of logistical issues related to the component in question, including which departments of the college faculty will be responsible for teaching courses that fulfill the component.

Appendix 4: 1.3 Oversight (from Magis Common Core Curriculum Plan)

Oversight of the Magis Core Curriculum will be the responsibility of the Director of the Magis Core Curriculum and the Magis Core Curriculum Committee, which will report to the University Provost. The purpose of the Magis Core Curriculum Committee is to maintain ongoing evaluation and assessment of the Magis Common Core and the Magis CCAS Core Curriculums. These duties include evaluation of the learning objectives appropriate to the Core Curriculum, decisions about courses appropriate to the Core Curriculum, and assessment of the learning objectives. The committee will make reports and recommendations to the Provost concerning these learning objectives, courses, and assessment.

The Magis Core Curriculum Committee will have faculty representation from each college and school that offers undergraduate degree programs. The committee will have seven faculty members from the College of Arts & Sciences, one from each of the four divisions and three at-large members; two faculty members from the Heider College of Business; two faculty members from the School of Nursing, and one faculty member from the College of Professional Studies. In addition, the Timms Endowed Professor, Director of the Magis Core Curriculum will be a member of the Committee, *ex officio*.

The members of the committee will be appointed by the Provost based on recommendations made by the Deans of the colleges or elections held by the relevant colleges. Members will serve staggered three year terms. All members shall be voting members. The committee will elect a chair each year from its faculty membership.

The committee shall meet at least once per semester on the call of the Provost, the Director of the Magis Core Curriculum, or the chair of the Magis Core Curriculum Committee.

The committee will (1) review proposed changes in learning objectives for the Magis Core Curriculum; a sub-committee of CCAS faculty will form as needed to review proposed changes in learning objectives for components that fulfill components unique to the CCAS Magis Core Curriculum. The Magis Core Curriculum Committee will (2) review proposed courses to be included in the Magis Core Curriculum; a sub-committee of CCAS faculty will form as needed to review courses that fulfill components unique to the CCAS Magis Core Curriculum. The Magis Core Curriculum Committee will (3) formulate and be responsible for enacting an assessment plan for the Magis Core Curriculum, examine assessment results, and issue an annual assessment report for the Magis Core Curriculum. A sub-committee of CCAS faculty will form as needed to formulate and enact assessment plans for components unique to the CCAS Magis Core Curriculum. The Magis Core Curriculum will also (4) develop guidelines for colleges and schools to use in determining what courses taken elsewhere should count as satisfying specific requirements of the Magis Core Curriculum (see Subsection 1.5.a). Based on these reviews and examinations, the committee will make recommendations to the Provost concerning these matters.