

Susasn Hatfield, Ph.D.



Susan Rickey Hatfield joined the faculty of Winona State University in 1981. Since then, she

has taught in the Communication Studies department, served for nine years as chairperson of that department, and served for 14 years as WSU's Assessment Coordinator.

Dr. Hatfield is a peer evaluator and Senior Scholar with the Higher Learning Commission. In addition, she serves on the Board of Directors of the Joint Review Committee on Education in Radiologic Technology, and is a Trustee of the Palmer College of Chiropractic. She is a founding board member of the Association for the Assessment of Learning in Higher Education.

Dr. Hatfield has received a Kellogg Fellowship as an Emerging Leader in Higher Education and has been named Outstanding College Teacher in the State of Minnesota by the MN House of Representatives.

She completed her undergraduate degree in Education and Master's degree in Organizational Communication from Miami University in Oxford, Ohio. She earned her doctorate in Communication Theory from the University of Minnesota.



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University Assessment Symposium 2015

AGENDA

Friday, February 20; 8:30-12:30; Skutt SC Ballroom
(Breakfast provided.)

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|-------------|--|
| 8:30-9:30 | Poster Session
(Poster details inside program) |
| 9:30-10:30 | "Creating a Culture of Learning"
Keynote Speaker: Susan Hatfield, Ph.D.
Professor Communication Studies; Winona State University |
| 10:30-10:45 | Break |
| 10:45-11:30 | Breakout session (45 minutes) |
| 11:35-12:20 | Breakout session (45 minutes) |
| 12:20-12:30 | Program Evaluation and Wrap-up |

Program Objectives

1. Identify strategies to develop a collective institutional commitment to the assessment process;
2. Utilize strategies to inform teaching, learning, and decision-making based on assessment data; and
3. Articulate the role of the assessment process as it relates to higher education accreditation.

Breakout Sessions

(45 minutes each)

You registered to participate in the following breakout sessions after the keynote speaker presentation.

Assessment Posters

1. **Implementing Collaborative Learning in Undergraduate Nursing Curricula: Student Perceptions and Learning Outcomes**

Anne Schoening PhD, RN, CNE, Susan Selde, MS., Joely Goodman MSN, RN, Cindy Selig DNP, RNC-OB, CPLC, Amy Cosimano EdD, RN, Chris Wichman, PhD and Kimberly Galt RPh, PharmD, PhD, FASHP, FNAP, College of Nursing

2. **How to Painlessly (almost!) Embed Continuous Assessment Measures: An example from Project-based Learning**

Gintaras Duda, PhD, Physics Department, College of Arts and Sciences

3. **Using Assessment Data to Revise Pharmacotherapeutics Case Studies**

Amy M. Pick, PharmD, BCOP, William R. Hamilton, PharmD, Keith J. Christensen, PharmD, BCPS, Michael S. Monaghan, PharmD, BCPS, Pharmacy

4. **Reinert-Alumni Library Support for Information Literacy Assessment: Challenges, Collaborations, and Solutions**

William Dooling, Chris Carmichael, Mary Nash, Michael Poma, Reinert-Alumni Library

5. **Assessing Ignatian Values Skills in a Mediation Course (Law 404)**

Jacqueline N. Font-Guzman, Werner Institute, School of Law

6. **Walking Ignatian in Clinical Practice: Assessing Values through Occupational Therapy Fieldwork**

Anna Domina OTD, OTR/L, Andrea Thinnes OTD, OTR/L, Occupational Therapy

7. **The Spiritual Narrative Questionnaire (SNQ) and Spiritual Narrative Analysis (SNA)**

Mike Moradshahi, MA, Center for Health and Counseling, Student Life

8. **Department of Residence Life, Cortina Community**

Kate Macan, Director, Cortina Community and Kimberly Grassmeyer, PhD, Student Life

9. **Assessing Implementation of Online Proctoring for High-Stakes Assessment with Distance Students**

DeDe Hedlund, BS, Bette Poutre, MS, Zara Risoldi Cochrane, PharmD, MS, Amy Friedman Wilson, PharmD, School of Pharmacy and Health Professions

10. **Program Review: Leveraging Structure, Process and Virtual Reality**

Brenda M. Coppard, PhD, OTR/L, FAOTA, LuAnn Schwery, Gail Jensen, PhD, PT, Mike Pieper, Mary Ann Danielson, PhD, Susan Hicks, collaborative cohort from School of Pharmacy and Health Professions, Graduate School, College of Professional Studies, DoIT, Academic Excellence and Assessment

11. **A Faculty-Driven Process for Identifying and Addressing Areas of Concern with a Pharmacy Program**

Amy Friedman Wilson, PharmD, Justin Tolman, PharmD, PhD, Pharmacy

12. **A Size to Fit All: Creating a Capstone Project Rubric to Assess Three Vastly Different Programs**

Brian Kokensparger, PhD, Journalism, Media and Computing, College of Arts and Sciences

Assessment Posters

13. Standardizing Assessment of Writing Across the Undergraduate Nursing Curriculum

Margo Minnich, MSN, RN, Mandy Kirkpatrick, MSN, RN-BC, Joely Goodman, MSN, RN, Anne Schoening, PhD, RN, CNE, Helen Stanton Chapple PhD, RN, MA, MSN, CT, Ali Whittaker, EdD, RN, College of Nursing

14. The Freshman Leadership Program Experience

Katie Kelsey, Director of Student Activities, Joey Kimes, Assistant Director for Student Activities, Student Life

15. What have CPS Students Learned about Creighton Academic and Student Life Resources: A Preliminary Analysis of CPS 200

Erika L. Kirby, Ph.D., Professor of Communication Students and CPS Faculty Liaison, Sarah M. Oliver, M.Ed., CAI Program Manager, College of Professional Studies

16. Utilizing the Creighton Competency Evaluation Instrument (C-CEI) as a Real-time Method of Online Peer-Evaluation in the Simulation Setting

Sarah Ball MSN, RNC-OB, C-EFM; Julie Manz, PhD, RN; Kandis L. McCafferty PhD, RNC-OB, C-EFM; College of Nursing

17. Identification of Factors that Affect Student Performance in a Pharmacy Calculations Course

Edward M. DeSimone, R.P., Ph.D., FAPhA, Justin A. Tolman, Pharm.D., Ph.D., Yongyue Qi, M.S, Pharmacy

18. Lieben Center for Women Pay Equity Program

Amanda Drapcho, Director and Hamed Poursharafoddin, Lieben Center for Women, Student Life

19. A Quantitative and Peer-Reviewed Approach for Assessment of Students' Oral Presentations

Somnath Singh, PhD, Pharmacy Sciences, Pharmacy

20. Comparison of Teacher Written Feedback to Video Feedback with Desktop Capture in Two Hybrid Occupational Therapy Courses

Amy Mayer, OTD, OTR/L and Kathleen Flecky, OTD, OTR/L, Department of Occupational Therapy, Occupational Therapy

21. Attribution Mistakes: An Empirical or Moral Error?

Helen S. Chapple PhD, RN, MA, MSN, CT, Center for Health Policy and Ethics

22. Implementing the Creighton University Student Performance - Quality Indicators (CUSP-QI) in an Interdisciplinary Doctoral Program

Peggy L. Hawkins, PhD, James R. Martin, Jr., PhD, Leah C. Georges, PhD, Ed.D. Program

23. "More Complex than I Imagined" - Programmatic Reflections on Admission Essays

Sarah Lux, MS, and Amy Haddad, PhD, Center for Health Policy and Ethics

24. Ignatian Values on CCSJ Service and Justice Trips

Kelly Tadeo Orbik, Creighton Center for Service and Justice, University Ministry

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

sponsored by the Office for Academic Excellence and Assessment

Celebrating Teaching Excellence: Creativity and Engagement Foundational to Student Success

(Wednesday, March 4; 11:30-1; Skutt SC 104)

The recipients of the 2015 Distinguished Educator in Teaching as Scholarship Award, **Noam Ebner, LL.M.**, and **David Reed, Ph.D.**, exhibit a career filled with creativity in programmatic designs as well as a tradition of student engagement. You are invited to join in a campus conversation as they address such questions as:

- How can faculty retain their creativity, model creativity for their students, and/or learn from the creativity of their students?
- In the age of rapidly changing technologies, what advice do you offer to ensure our students remain engaged with their learning?
- Looking forward, how can Creighton University build upon its Jesuit pedagogical tradition to ensure student success in the 21st century?

Please join us for a lively discussion as we (audience participation expected) engage in, reflect on and evaluate our current practices and imagine new creative and/or engagement practices leading to student success. Lunch will be provided.

To register: <https://eventbrite.com/event/15743316684/>

Brown Bag Time-Out for Lunch Programs

The Brown Bag Time-Out for Lunch programs invite creative engagement among faculty and staff to promote a community of learners. AEA Associates and staff work to develop and deliver individual and small group faculty/professional staff development workshops covering issues related to teaching, learning, and assessment. Each program is a 60-90 minute session designed to allow in-depth coverage of a topic along with discussion among the facilitator and the participants. Drinks and dessert will be provided to include with your lunch. Attendees are encouraged to come prepared with their questions and ideas for sharing.



Teaching by Design: Engaging Students in Creating Educational Games

(Friday, March 6; 10:30-12; Werner Institute Conference Room; Law School)

Facilitator: Noam Ebner, School of Law, Werner Institute, AEA Associate

Using What's Already in Your Classroom: Leveraging Free or Inexpensive Technology to Gather Data about Your Students' Learning (2-part series)

(Wednesdays, March 25 and April 1; 11:00-12:30; Skutt SC Room 104)

Facilitator: Brian Kokensparger, College of Arts & Sciences, AEA Senior Associate

Best Practices in Rubric Development

(Wednesday, April 15; 11:30-1; Criss II Computer Lab 216)

Facilitator: Christina Murcek, College of Nursing, AEA Fellow for Electronic Learning and Assessment Systems

For program descriptions: <http://www.creighton.edu/aea/professionaldevelopmentopportunities/spring2015aebrownbagtimeoutforlunchseries/>

To register: <http://www.creighton.edu/aea/professionaldevelopmentopportunities/registration/>

AEA Development Grant Programs

The Office for 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 so 2-3 projects will be presented during each luncheon.



Assessing Student Learning: Recall, Retention and Impact

(Friday, April 10; 11:30-1; Harper 3029)

Educational Learning Environments: Enhancing Student Skills and Successes

(Monday, Mar. 23; 11:30-1; Skutt 104)

For program descriptions: <http://www.creighton.edu/aea/professionaldevelopmentopportunities/20142015aeadevelopmentgrantseries/>

To register: <http://www.creighton.edu/aea/professionaldevelopmentopportunities/registration/>