Truth Seeking in Assessment: Lessons Learned from the 2016-2017 OHSU Assessment Cycle

Constance Tucker, PhD  Sarah Drummond Hays, EdD
Oregon Health & Science University

Background
Assessment evaluates what students know and can do as a result of their educational experiences, and measures the quality of student learning and experiences to inform decision making at the course, program, and institutional level. At OHSU, all graduates will demonstrate competency in professional knowledge and skills, reasoning and judgment, communication, professionalism and ethics, evidence-based practice and research, lifelong learning, systems, safety and quality improvement, interprofessional teamwork, and patient-centered care. The Assessment Council, a group of representative stakeholders, reviews the active academic programs at OHSU guided by OHSU’s ten core competencies.

Methods
The Office of Educational Improvement and Innovation’s process assessment explores the following research questions:

- What did the assessment council learn from reviewing and providing feedback on assessment practices across all OHSU programs?
- How do the program level student learning outcomes align with the OHSU graduation core competencies?
- How do programs assess student learning at OHSU?
- What steps should be taken to improve the OHSU institutional assessment process?

Utilizing summative qualitative content analysis, this poster identifies and quantifies in text content exploring usage, and applying latent content analysis to interpret and discover underlying textual meaning.

Impact & Effectiveness
OHSU Assessment Process

Strengths
Engagement of Internal Stakeholders: Stakeholders across the institution from the OHSU Board of Directors to faculty, staff, and students engage and collaborate in the assessment process.

Alignment of Institutional and Program Assessment Plans: Student learning outcomes aligned with multiple levels of assessment throughout the institution including courses, programs, schools, and student life.

Distribution and Sharing of Campus Level Assessment Results with Internal Stakeholders: Feedback and results from the OHSU Assessment Council review are shared with each program engaging the community around assessment.

Areas of Improvement
Engagement of External Stakeholders: Alumni and employers participated at the program level, but were not included in the institutional assessment process.

Examine Frameworks for Assessing Campus Level Core Competencies: Core competency alignment is a strength of the institution; however, the competencies of lifelong learning and Interprofessional teamwork require additional data collection and clarification.

Simplify Assessment Process for Stakeholders and Strengthen Current Technology Used to Track and Report Institutional Data: Assessment can be burdensome, so the university is exploring ways to support programs and streamline the process including new assessment software to support data collection and reporting, the Concourse Syllabi Management System, and course evaluation software modifications to improve data access for programs.

References

Thank you to the OHSU Assessment Council Members, Office of Educational Improvement and Innovation, and faculty, students, staff, and administrators for their contributions to the assessment process at OHSU.