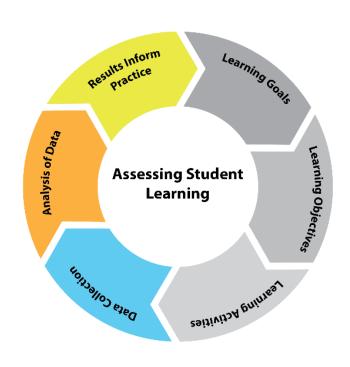
### OHSU Assessment Council Lessons Learned 2016-2018



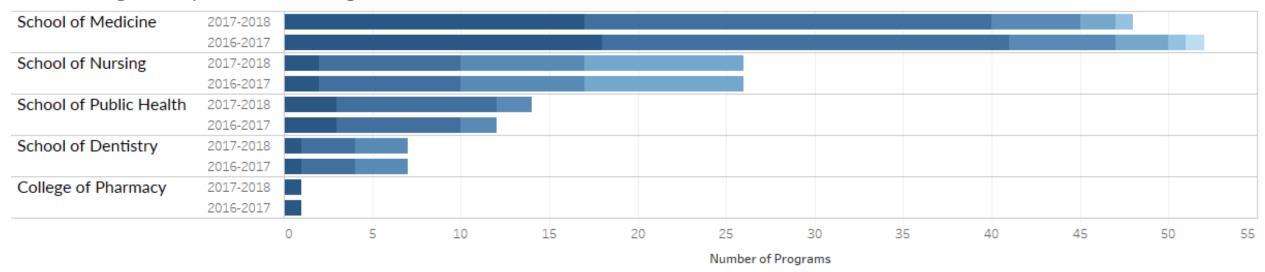


Constance Tucker, PhD Sarah Drummond Hays, EdD



#### **OHSU Programs**

#### **OHSU** Programs by School and Degree



#### Degree



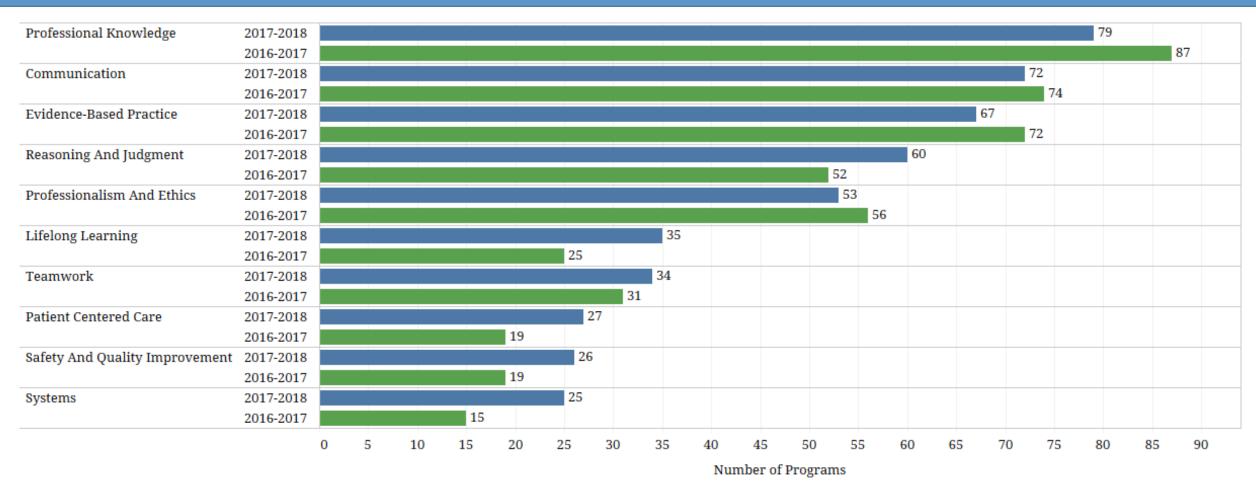








# Programs with Student Learning Outcomes for each OHSU Core Competency



Assessment Cycle

2017-2018

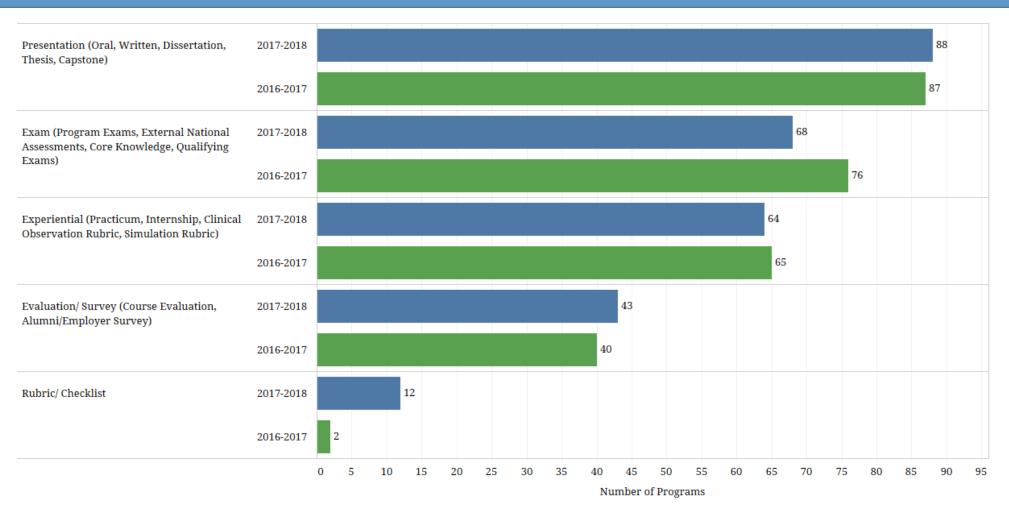
2016-2017

# Do we have too many core competencies? Do some overlap? Any missing?

- 1. Professional Knowledge
- 2. Reasoning & Judgement
- 3. Evidence-Based Practice
- 4. Lifelong Learning
- 5. Communication
- 6. Professionalism & Ethics
- 7. Teamwork
- 8. Systems
- 9. Safety & Quality Improvement
- 10. Patient-Centered Care



# Assessments of Student Learning Outcomes



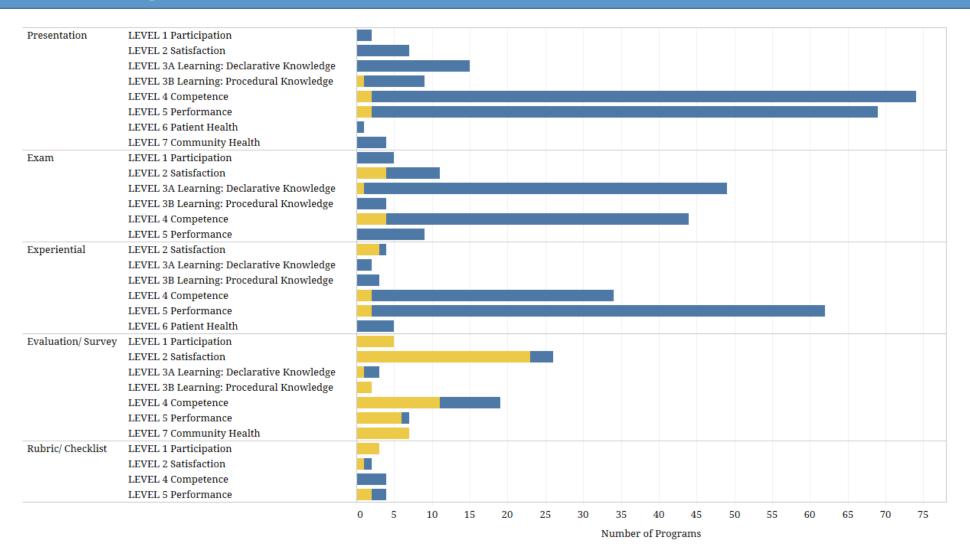
#### **Review the Assessment List**

- Exams
- Evaluation/Survey
- Rubrics/Checklist
- Experiential
- Presentation Oral/Written
- Other



Norris, C. F. "Pharmacology class, circa 1930s" (1930). OHSU Digital Collections. https://doi.org/10.6083/M4J964XX

### Assessment of Student Learning Outcomes by Moore's Levels and Direct/ Indirect



### How many indirect and direct assessments do we need to collect?

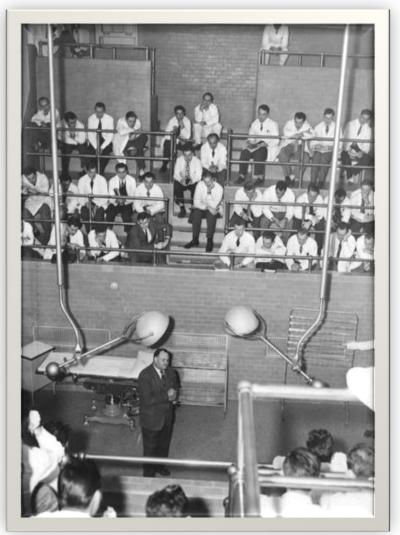


"Clarence O. Pruitt, D.M.D., with patient" (2000). *OHSU Digital Collections*. https://doi.org/10.6083/M4BP0198



"Medical Science Sophomores, class of 1973, attending lecture" (1973). OHSU Digital Collections. https://doi.org/10.6083/M4RN36CR

### Stakeholders: Student voices in student learning assessment



"Dean Seabrook, M.D., teaching class" (1940). *OHSU Digital Collections*. https://doi.org/10.6083/M46M35DG



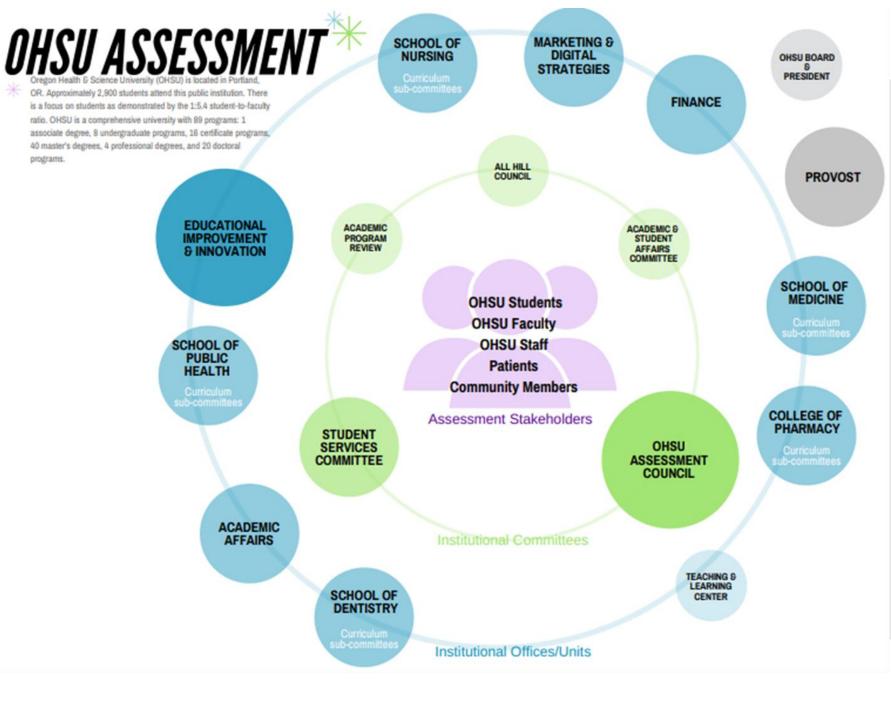
"Minority high school students visiting OHSU" (1988). *OHSU Digital Collections*. <a href="https://doi.org/10.6083/M4W957N9">https://doi.org/10.6083/M4W957N9</a>



OHSU Minority Apprentice Program participant with microscope" (1990). *OHSU Digital Collections*. https://doi.org/10.6083/M4B56HC2

#### Stake Holders

programs.



#### **Assessing Student Learning**

DATA COLLECTION

ADMISSIONS

Central Application System
Program Applicant Data

**ANALYSIS OF DATA** 

MODIFICATIONS

ACADEMIC PHASE CONSIDER REPRESENTATION FROM · In-class Assessment, Various Methods Faculty Course Evaluations . Director of Admissions · Peer Review of Teaching Administration · Mid-Major Assessment of Satisfaction of Program Graduates Performance LEARNING OBJECTIVES Community Preceptors LEARNING ACTIVITIES LEARNING GOALS · Capstone Course, Thesis, Portfolio Student Representatives · Experiential (Practicum/Intership) Assessment · Exit Interview - Focus Group · External Review of Student Work Process Student Self-assessment · Board and Certification Exams GRADUATES SAMPLE COMMITTEES · Student end-of-program evaluation · Progress and Promotions Committee · Certification and Licensure - Curriculum Committee · New graduate survey Admissions Committee (6 months post-graduation)

#### ACTION PLAN TO OPERATIONALIZE CONCLUSIONS

RESULTS INFORM PRACTICE

Each action step or change to be sought should include the following information:

- · What actions or changes will occur?
- · Who will carry out these changes?
- By when they will take place, and for how long?
- What resources (i.e., money, staff) are needed to carry out these changes?
- Communication (who should know what?)