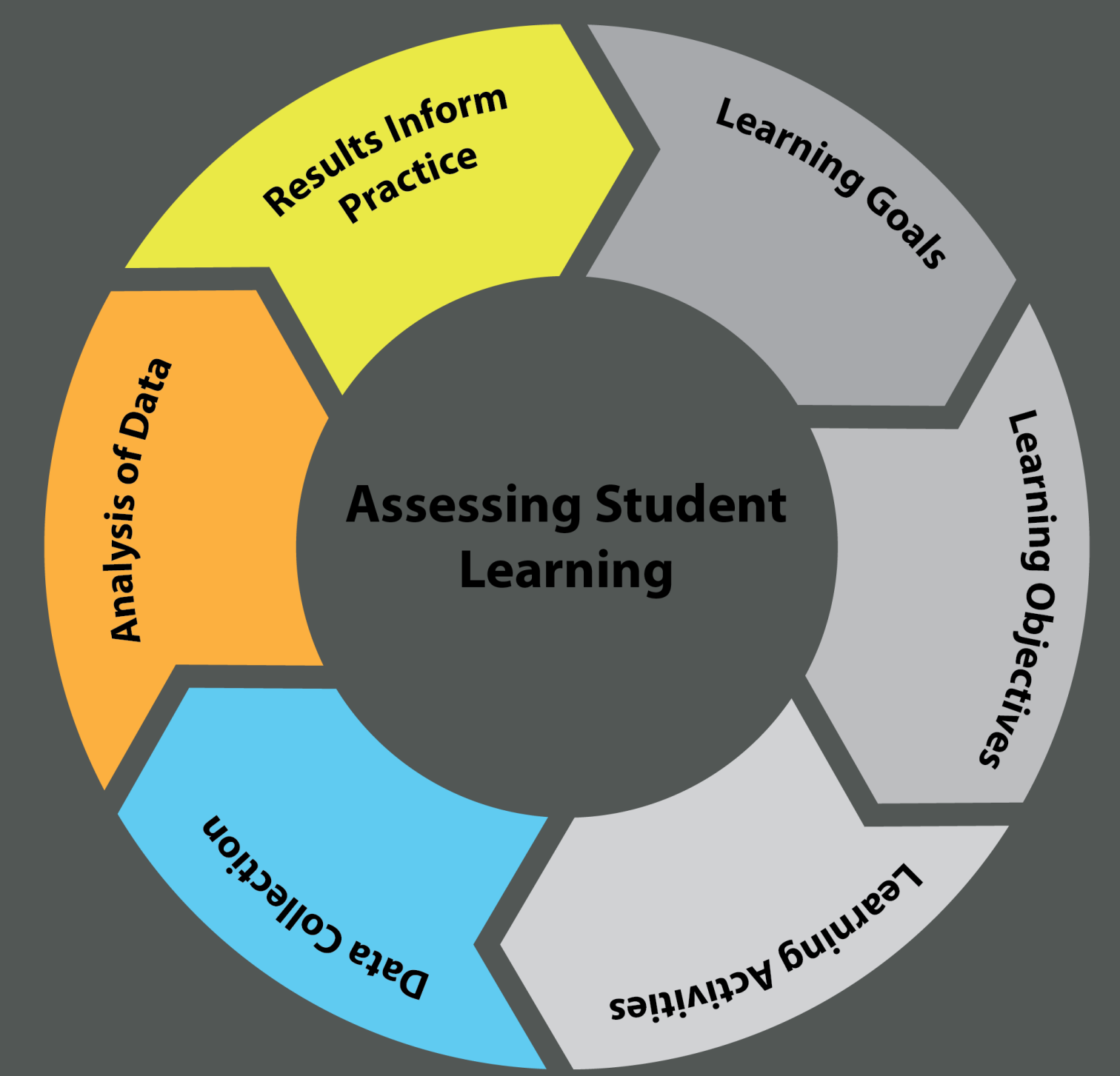




Truth Seeking in Assessment: Lessons Learned from the 2016-2017 OHSU Assessment Cycle

Constance Tucker, PhD Sarah Drummond Hays, EdD

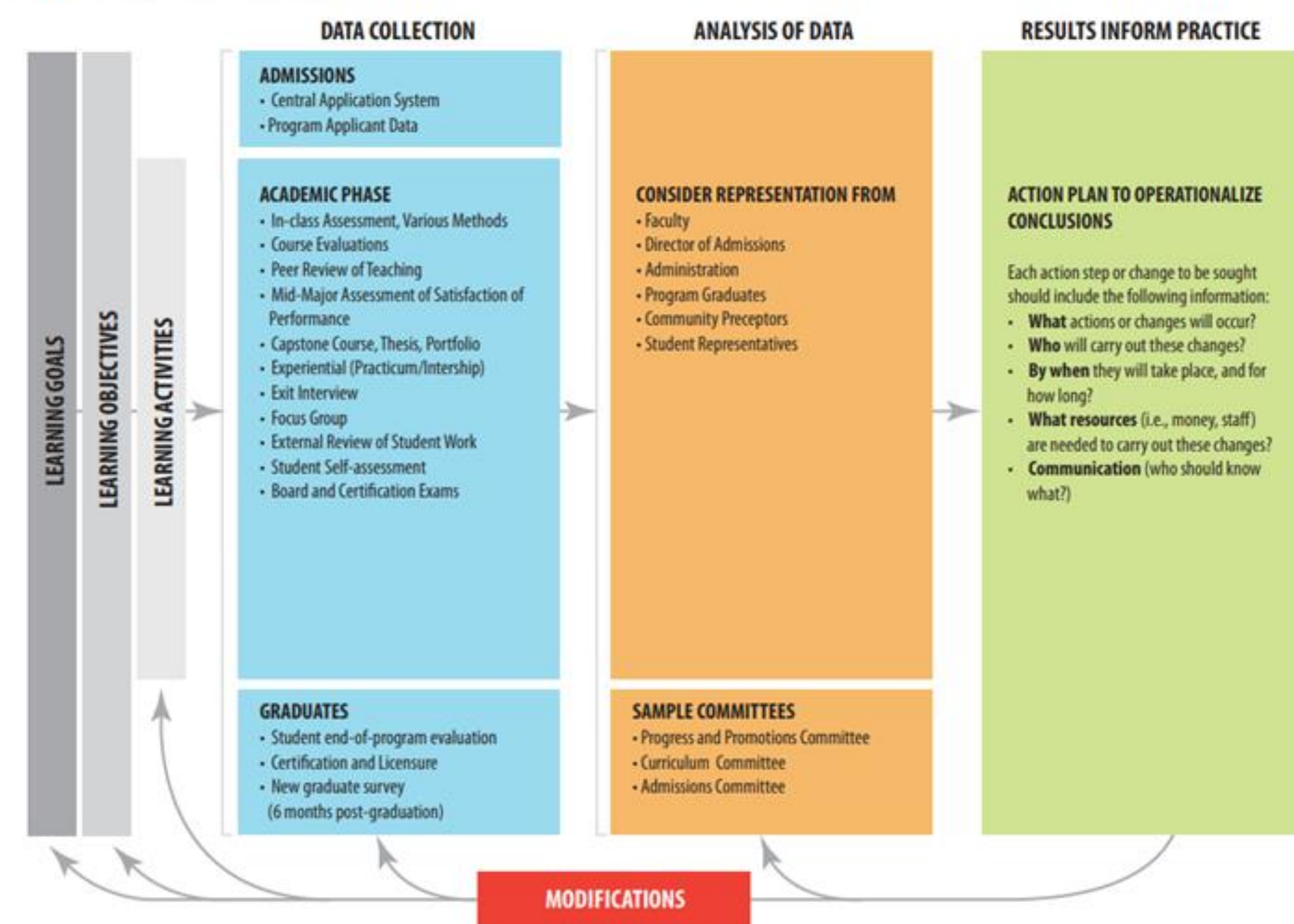
Oregon Health & Science University



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.

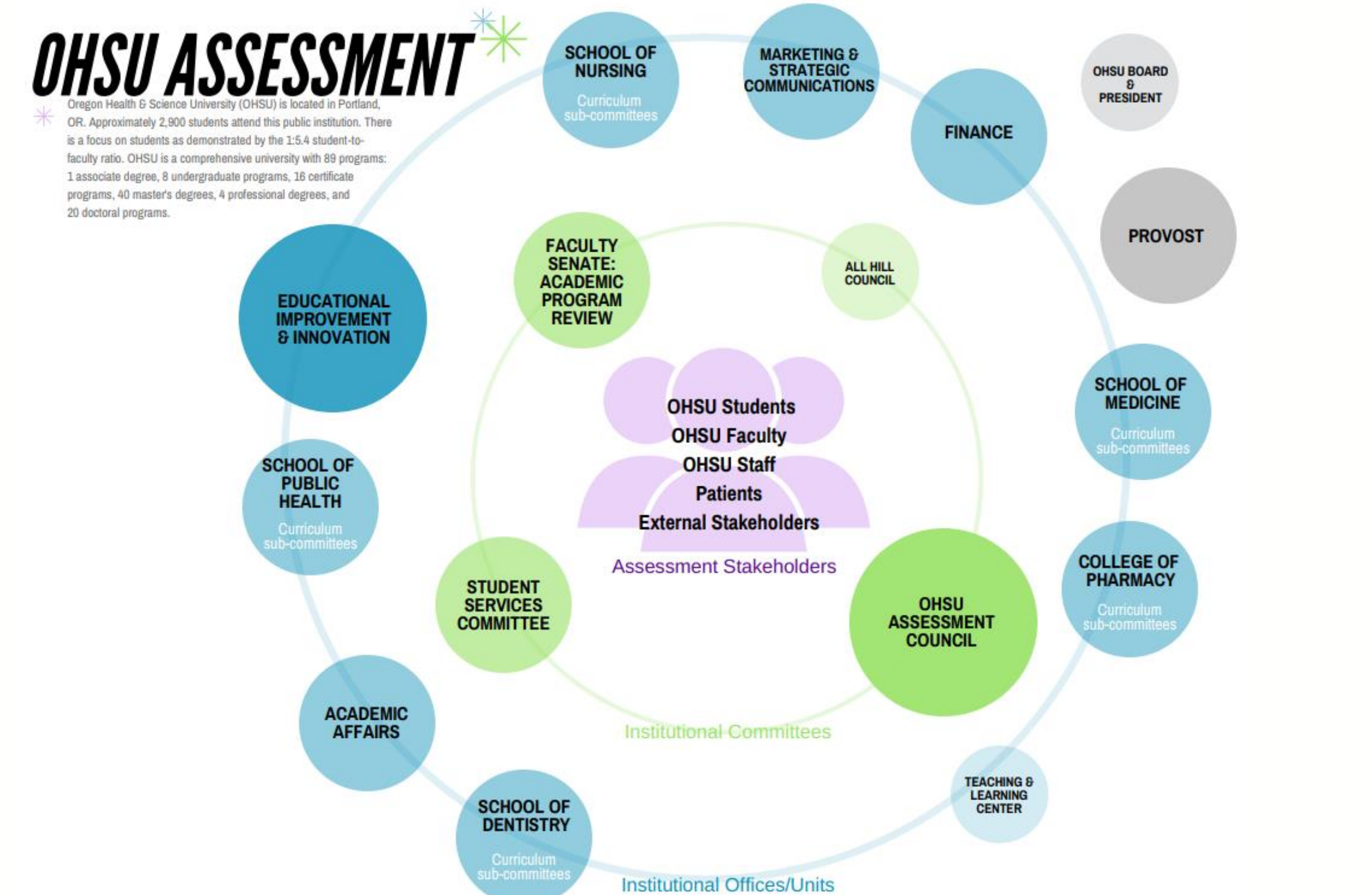
Assessing Student Learning



Goals & Objectives

In 2017, OHSU completed a full assessment cycle. The Assessment Council met for 13 sessions (31.5 hours) to provide rubric scores and feedback to all 89 OHSU programs on the frequency, quality, and impact of their assessment activities and alignment to the OHSU core competencies giving commendation, recommendation, and required changes for future assessment cycles. Assessment plans and reports were reviewed by the assessment council utilizing a rubric that examines the following criteria:

	Element	Goal
Assessment Plan	Measurable SLOs	SLOs are specific and measurable.
	Alignment of Graduation Core Competencies to SLO's	Alignment of SLO's with OHSU Core Competencies is clear.
	Levels of Evaluation Outcomes	Assessment methods cross multiple outcome frameworks
	Direct/Indirect Data	Data used in assessment activities are drawn from both direct and indirect sources
	Communication of SLOs	Current SLOs are publicly available
Assessment Report	Progression (if applicable)	The difference between unique degree/certificate levels is clearly defined in the SLOs. (i.e. There is a progression from certificate to terminal degree)
	Engagement of Stakeholders	All members of the faculty, staff, and students are involved in assessment process.
	Sustainability	Assessment is conducted and reviewed regularly for appropriate resources
	Closing the Loop: Academic Process	Assessment data have been analyzed and used to improve the academic process (i.e., advising and technology).
	Closing the Loop: Curriculum	Assessment data have been analyzed and used for curricular.
	Closing the Loop: Assessment	Assessment data have been analyzed and used for improving the program assessment process.



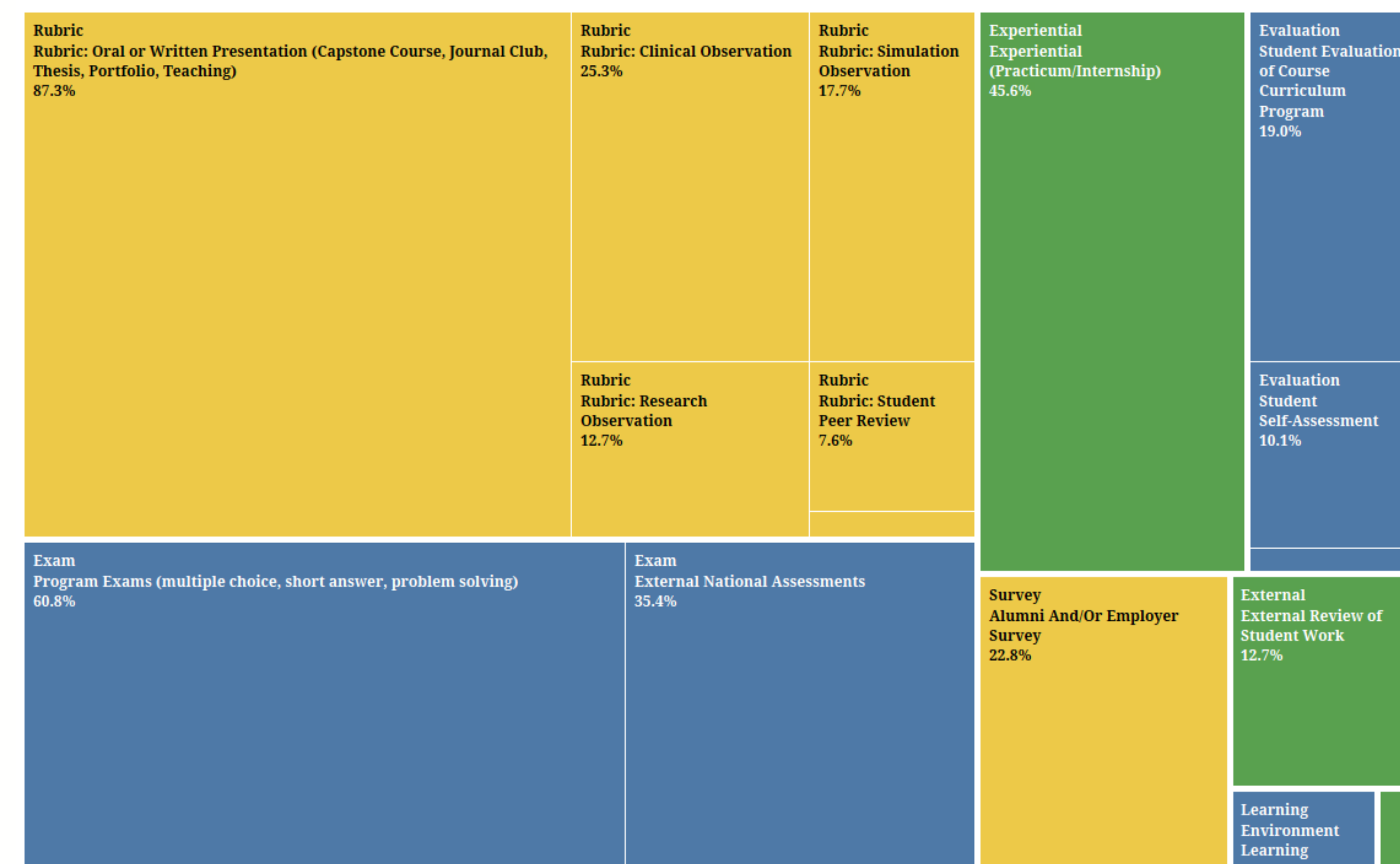
Methods

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

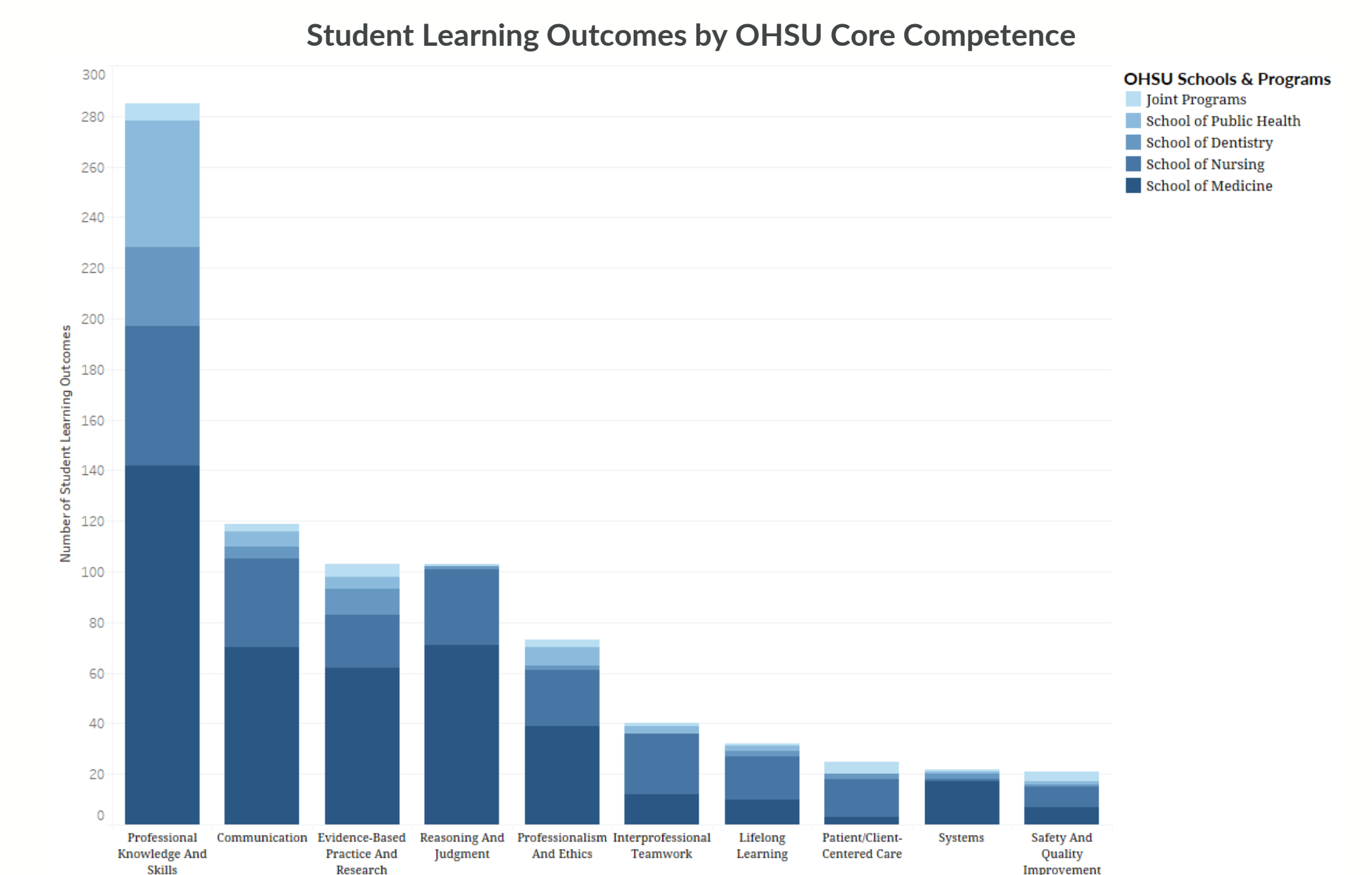
- What did the assessment council learn from reviewing and providing feedback on assessment practices across all OHSU programs?
- How do the program level student learning outcomes align with the OHSU graduation core competencies?
- How do programs assess student learning at OHSU?
- What steps should 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 interpret¹ and discover underlying textual meaning.²⁻⁴

Treemap of OHSU Program Utilization of Student Assessment Tools



Student satisfaction with Learning Environment (3.8%), Rubric: Research Proposal (yellow blank), Preceptor/Clinical Program Evaluation (blue blank) & Program Committee Review (green blank) (1.3%).



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. The university is exploring ways to further engage these groups in university assessment.

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

- Holsti OR. *Content analysis for the social sciences and humanities*. Addison-Wesley Pub. Co; 1969.
- Babbie ER. *The practice of social research*. International Thomson Publishing Services; 1998.
- Catanzaro M. Using qualitative analytical techniques. *Nursing research: Theory and practice*. 1988:437-456.
- Morse JM, Field PA. *Qualitative research methods for health professionals*. 1995.

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.