

Planning assessment with publication (and funding) in mind

In this session, learn what it takes, in terms of skills and coaching, to help you succeed in planning and executing an evaluation activity that can be published. We will discuss how to identify an area of work that is novel, create a robust evaluation strategy, develop a manuscript plan, and write collaboratively.

ADVANCED

Results into action: How to use assessment findings

You have collected lots of data and may have even identified some major areas in need of improvement in your education programs. Now what? In this session, you'll learn how to use the data you collected to improve educational programs and determine if your changes worked. You'll come away with some tips and tricks to not feel overwhelmed and to make decisions with your assessment data.

Are you interested in learning more about
assessment and evaluation?
The presentation will come to you!

Navigate to our O2 page for more
information and short informational videos
(<https://o2.ohsu.edu/teaching-and-learning-center/trainings-programs/assessment-academy.cfm>)

Questions? Contact tlc@ohsu.edu



ASSESSMENT ACADEMY

How do I know my students are learning?
How should I assess my learners?
How effective are my test questions?
Am I giving my learners quality feedback?
Explore these questions and more
through the Assessment Academy series,
which provides workshops and resources
for faculty and staff to improve their
assessment knowledge and skills.

Offered by the
OHSU Teaching and Learning Center

Topics

EVERYONE

Best practices and lessons learned from the OHSU assessment process

All OHSU programs engage in annual assessment planning and reporting. The Assessment Council provides rubric scores and feedback to OHSU programs on the frequency, quality, and impact of their assessment activities and alignment to the OHSU core competencies. This session will provide a report on the assessment council activities and lessons learned that will be valuable to faculty and staff engaged in assessment activities in their curriculum, within a program, or across a school at OHSU.

BEGINNER

Hammertime! Or do I need a screwdriver? Finding the right tool for the assessment job

In this interactive session, participants will reflect on their own assessments, whether at the program, course, or lesson level, and determine whether they're using the right tools for the assessment job. Through a fun activity, participants will walk away with various types of assessment tools and how to use them effectively in their own programs or classes.

Improve the quantity and quality of student feedback

Tired of seeing unhelpful responses on your course/session evaluations? Or worse yet, no responses at all? In this workshop, participants will learn about the top 5 ways, according to evaluation literature, to increase response rates and quality in student/learner evaluations. We'll also discuss methods and strategies utilized at OHSU.

Outcomes, goals, and objectives, oh my!

How do you know students are achieving the academic goals you set for them? How do you know you are aligned with school, university and/or accreditation standards? How do you know you are measuring the right things? Come to this session and learn all about it! OHSU health science educators (i.e., teaching faculty,

program directors, curriculum and instructional designers) will be provided with a set of principles and tools for writing first-rate goals and objectives for programs, courses, and lessons.

Utilizing rubrics as an act of academic excellence

Participants will learn how utilizing effective rubrics can save time, limit bias, and provide timely and meaningful feedback to their learners. This session is for those who are new(ish) to rubrics.

Visualize your data for better communications and decision-making

This session provides an overview of best practices for visualizing data in education. It covers the most common types of data visualization (charts, graphs, etc.) and how they are used. At the end of the training, participants will be able to identify appropriate chart types and learn best practices for presenting the visualizations to their audiences. In addition, resources about visualization tools and techniques will be shared.

Writing effective multiple-choice questions

In this session, participants will learn how to identify common flaws in writing multiple-choice questions and how flaws either make it easier or unnecessarily difficult for learners to answer the question. Participants will receive templated clinical vignettes to use, which makes writing questions a snap.

INTERMEDIATE

Analyzing student evaluation of teaching (SET) to enhance your education portfolio

In this workshop, participants will become familiar with the concept of student evaluation of teaching (SET) and tools available for its implementation at OHSU. They will also become familiar with basic statistical methods to analyze and interpret the obtained evaluation data, how to use it to improve teaching, and how to include it in their education portfolio.

Closing the loop: Making decisions informed by assessment data

You have assessed your learning goals, but what now? How can we "close-the-loop" to improve teaching and learning? How can we track our progress over time? And did we implement our ideas? This session answers the question "Why should I care about closing the loop?" and offers process models for planning a curriculum improvement project.

Designing amazing logic models to guide your educational program evaluations

Logic models graphically represent evaluation frameworks to show the relationships between the ultimate aim of the evaluation (long-term outcomes) and the strategies and activities used to get there. Participants will learn how logic models can help their programs/departments/schools apply intentional and systematic improvements using assessment findings.

Did my question pass or fail item analysis? Analyzing test question effectiveness

In this session, which is a follow-up to the workshop on writing MCQ's, participants will explore the various ways to measure reliability and validity of multiple-choice questions and will practice critiquing and rewriting their own questions. Participants are encouraged to bring their own multiple-choice questions with any item analysis they have to assist in revising.

Engaging stakeholders: Lessons from the field

Increase the quality and credibility of your assessment data and data interpretation by encouraging participation from a variety of stakeholders. In this session, participants will learn how a variety of programs across campus have improved their engagement of stakeholders in assessment (including staff, students, alumni, employers, and other external groups), and the lessons they have learned from this work. A brief overview of some innovations from other universities and best practices from the literature will also be included.