ABOUT THE OHSU ASSESSMENT PROCESS
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.

During the 2016-2017 academic year, OHSU completed a full assessment cycle. The Assessment Council met for 13 sessions (31.5 hours) to provide rubric scores and feedback to OHSU’s 90 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 cycles at OHSU are described by engaging in a process of aligning goals, objectives, activities, data collection, analysis of data, and use of data to inform practice as depicted in Figure 1 below.

FIGURE 1: HOW OHSU ASSESS STUDENT LEARNING
Assessment plans and reports were reviewed by the assessment council utilizing a rubric that examines the criteria shown in Table 1:

### Table 1: OHSU Program Assessment Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Plans</strong></td>
<td></td>
</tr>
<tr>
<td>Measurable SLOs</td>
<td>SLO’s are specific and measurable</td>
</tr>
<tr>
<td>Alignment of Graduation Core Competencies to SLOs</td>
<td>Alignment of SLOs with OHSU Core Competencies is clear.</td>
</tr>
<tr>
<td>Levels of Evaluation Outcomes</td>
<td>Assessment Methods cross multiple outcome frameworks</td>
</tr>
<tr>
<td>Direct/Indirect Data</td>
<td>Data used in assessment activities are drawn from both direct and indirect sources.</td>
</tr>
<tr>
<td>Communication of SLOs</td>
<td>Current SLOs are publicly available.</td>
</tr>
<tr>
<td>Progression (If Applicable)</td>
<td>The difference between unique degree/certification levels is clearly defined in the SLOs (i.e. there is a progression from certificate to terminal degree)</td>
</tr>
<tr>
<td><strong>Assessment Reports</strong></td>
<td></td>
</tr>
<tr>
<td>Engagement of Stakeholders</td>
<td>All members of the faculty, staff and students are involved in the assessment process</td>
</tr>
<tr>
<td>Sustainability</td>
<td>Assessment is conducted and reviewed regularly for appropriate resources.</td>
</tr>
<tr>
<td>Closing the Loop: Academic Process</td>
<td>Assessment data have been analyzed and used to improve the academic process (i.e. advising and technology)</td>
</tr>
<tr>
<td>Closing the Loop: Curriculum</td>
<td>Assessment data have been analyzed and used for improving the curriculum.</td>
</tr>
<tr>
<td>Closing the Loop: Assessment</td>
<td>Assessment data have been used for improving the program assessment process.</td>
</tr>
</tbody>
</table>

### Participation

Program participation from across the university is essential to developing a continuous cycle of improvement in which data from the programs helps to shape course, program, and institutional activities. The value of the institutional assessment data depends on our ability to look at a representative sample of our programs. Table 2 below demonstrates the engagement of our academic programs in assessment.

### Table 2: OHSU Program Participation in Academic Assessment by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Active Programs</th>
<th>#Participating Programs</th>
<th>Participation %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>59</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>63</td>
<td>57</td>
<td>90%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>63</td>
<td>45</td>
<td>50%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2016-2017</td>
<td>90</td>
<td>68</td>
<td>76%</td>
</tr>
</tbody>
</table>
USE OF INSTITUTIONAL ASSESSMENT DATA

Based on the reports received from our programs in the 2016-17 academic year, the Assessment Council was able to reflect on the following two questions:

1. What types of assessment tools do our 90 academic programs utilize to confirm that our learners are achieving the OHSU graduation core competencies? Figure 2 is a visualization of the assessment Council’s findings.

The Assessment Council identified that majority of our academic programs utilized exams and rubrics to determine students’ achievements of learning outcomes. Assessment methods that were not as frequently used but were reported were alumni and employer surveys and student satisfaction surveys.

FIGURE 2: TREEMAP OF OHSU PROGRAM UTILIZATION OF STUDENT ASSESSMENT TOOLS

It was determined that a majority of our OHSU programs utilize rubrics while very few programs utilize data on the learning environment to assess competency. As a result, the Assessment Council invested additional time and resources in partnership with the interprofessional education steering committee to develop institutional frameworks for the graduation core competencies. The first of these rubrics was the ‘Teamwork’ framework which is outlined in the figure below.
Figure 2: Teamwork

<table>
<thead>
<tr>
<th>Introduced/Exposure</th>
<th>Reinforced/Immersion</th>
<th>Mastered/Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Team/Teamness</td>
<td>Demonstrating Teamness</td>
<td>Practicing Teamness</td>
</tr>
<tr>
<td>Introductory curriculum</td>
<td>Intermediate curriculum: IPECP</td>
<td>At graduation</td>
</tr>
</tbody>
</table>

Kirkpatrick’s Level of Educational Evaluation:
1. Learner’s View on the Educational Experience
2a. Modifications of Attitudes/Perceptions

Kirkpatrick’s Level of Educational Evaluation:
2b. Modifications of Knowledge and Skills related to thinking/problem-solving, psychomotor & social skills
3. Willingness of learners to apply new knowledge & skills
4a. Change in organizational practice/delivery of care
4b. Benefits to patients/clients health & well-being

- Describe the roles, responsibilities, and scopes of practice of one’s own and other professions.
- Describe the roles and practices of team development (e.g., leader, follower).
- Describe the roles and practices of effective teams (e.g., team functioning and dynamics).
- Describe the context and culture of environments that facilitate and/or inhibit intra/interprofessional collaborative teamwork.

- Begin to contribute to shared decision-making on an intra/interprofessional team.
- Begin to contribute to the establishment and maintenance of an effective intra/interprofessional team.
- Begin to contribute to effective intra/interprofessional team communication, including giving/receiving feedback, addressing conflict and self-reflection.

- Display the values and attitudes needed for effective team functioning (e.g., accountability, respect, trust, flexibility, team ethical behaviors).

- Demonstrate various team effectiveness skills (e.g., leadership, followership, roles, shared decision-making, shared problem-solving, shared accountability, conflict resolution/management).
- Demonstrate team communication skills (e.g., active listening, closed loop).
- Demonstrate reflective practice (e.g., peer/self evaluation, giving/receiving/integrating feedback).
- Demonstrate situational awareness (e.g., understand/manage dynamic clinical environments; anticipate potential problems and needs).

#7 Demonstrate the abilities required to foster and work effectively within collaborative, team-based environments.

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
<th>Formative</th>
<th>Summative</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., examinations in knowledge and attitude, presentations)</td>
<td></td>
<td>(e.g., CSCE simulation, role play, peer assessment, video analysis)</td>
<td></td>
<td>Formative and Summative (Professional Portfolio)</td>
</tr>
</tbody>
</table>
2. **How well are our 90 programs assessing our OHSU graduation core competencies?**

OHSU programs are assessing our graduation core competencies such as professional knowledge and skills and communication, however, not all core competencies are assessed by all programs. Competencies most frequently addressed are communication, evidence-based practice and research, reasoning and judgment, and professionalism and ethics. In contrast, competencies of interprofessional teamwork, lifelong learning, systems, patient centered care, and safety were not frequently assessed in our academic programs. The Assessment Council would like to continue to monitor this misalignment another year to determine the cause of these discrepancies.

![FIGURE 2: STUDENT LEARNING OUTCOMES BY OHSU CORE COMPETENCY](image)

The OHSU states that all graduates of OHSU will be competent in all our core competencies. The following graphic demonstrates that academic programs are not accurately documenting the assessment of our OHSU graduation core competencies. The reasons for these gaps need to be explored in more detail.

**REFLECTION AND NEXT STEPS**

Assessment is a powerful tool that we use to fuel purposeful conversations and actions about teaching and learning.

1. The Assessment Council identified that the use of Xitracs as our assessment platform was no longer a feasible and practical database tool to engage faculty, staff, and administrators in assessment planning and reporting. The Assessment Council is reviewing new software options to support programmatic data collection and reporting.
2. Institutional data suggests that student learning outcomes may not be assessed accurately or frequently. Two actions came from the Assessment Council to identify how to better integrate core competency assessment in programmatic activity.

- Need to purchase and utilize a syllabi management system. With the use of a syllabi management system, all course syllabi will transparently state which core competencies are assessed.

An institutional review of the graduation core competencies was recommended to identify if the current core competencies are meaningful, measurable, and aligned with specialized accrediting body requirements.
SUPPORT
There are range of opportunities to discuss teaching and learning issues, and to share best practices. Two such notable opportunities are Assessment Academy and Consultations.

Assessment Academy at OHSU is a powerful experience with assessment experts. In these workshops, participants increased their knowledge of assessment practices and effective utilization of data to improve student learning and program effectiveness. Special attention is given to the emerging needs and interests of faculty. Participation in assessment academy is recognized in multiple ways. Presenters are given letters of recognition for their institutional service. Attendees are able to request continuing education credits for their participation. For individual or group consultation, Assistant Director Sarah Jacobs works with faculty, staff, and students to provide insight and expertise in curricular assessment, evaluation and mapping.

Janet Wheeler | Assessment Coach | tlc@ohsu.edu

ASSESSMENT COUNCIL MEMBERS
The Assessment Council is a committed group of faculty, staff, and students who are faithfully documenting educational quality across all OHSU academic programs. The names of the 2016-17 members are below:

- Tracy Bumsted, School of Medicine
- Yi Cao, School of Nursing
- Robin Champieux, Faculty Senate Rep.
- Sarah Drummond Hays, Physician Assistant
- Allison Fryer, School of Medicine
- Paula Gubrud-Howe, School of Nursing
- Robert Halstead, Provost Office
- Lisa Hatfield, School of Public Health
- Cherie Honnell, Provost Office
- Tatum Korin, School of Nursing
- Lisa Marriott, School of Public Health
- Glenise McKenzie, School of Nursing
- Rose McPharlin, School of Dentistry
- Julie McGuire, Human Nutrition
- Tanya Ostrogorsky, College of Pharmacy
- Crystal Paredes, School of Dentistry
- Jill Rissi, School of Public Health
- Alex Shuford, School of Medicine
- Diane Stadler, Human Nutrition
- Anna Teske, Provost Office
- Kristi Tonning, Radiation Therapy
- Constance Tucker, Provost Office
- Teresa Turnbull, School of Nursing
- Janet Wheeler, Teaching and Learning Center
- Jackie Wirz, School of Medicine

For more information about institutional assessment or this report, please contact your assessment council representative or the Office of Educational Improvement and Innovation at eii@ohsu.edu.