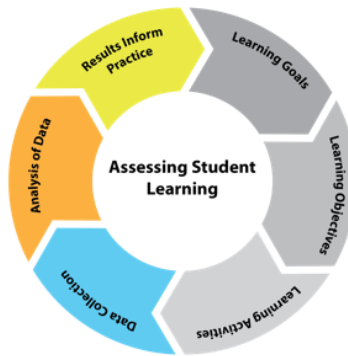




# TRUTH SEEKING IN ASSESSMENT: LESSONS LEARNED FROM THE 2017-2018 OHSU ASSESSMENT CYCLE

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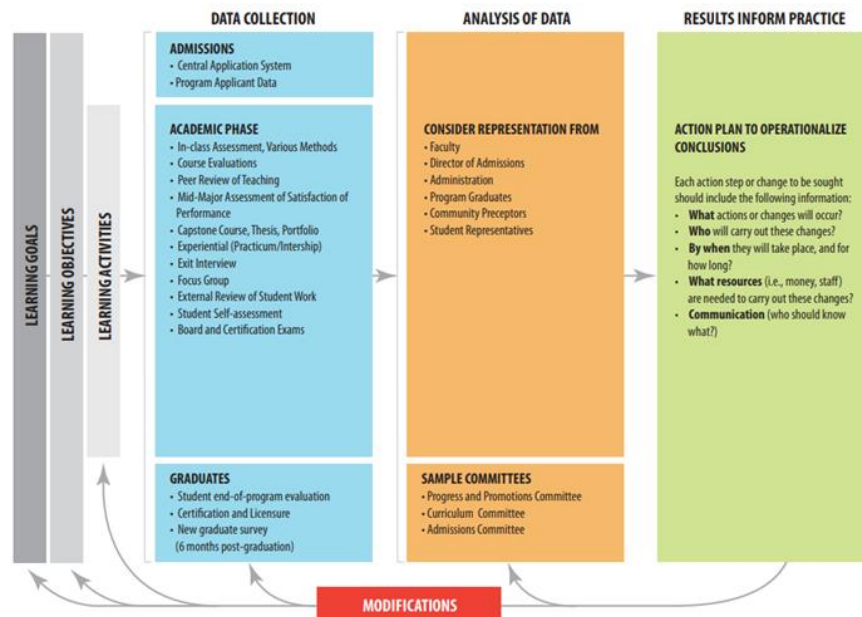


## ABOUT THE OHSU ASSESSMENT PROCESS

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 reviews the active academic programs at OHSU guided by OHSU’s ten core competencies.

In the 2017-18 academic year, OHSU completed a full assessment cycle. The Assessment Council met for 18 sessions (29 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.

FIGURE 1: HOW OHSU ASSESSES 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**

Dimension of Excellence		Definition of Excellence
<b>Assessment Plans</b>	Communication of SLO's	Student learning outcome statements have been prominently posted on the institutional website and made available to students
	Progression (If Applicable)	The difference between unique degree/certificate levels is clearly defined in the SLO's. (i.e. There is a progression from certificate to terminal degree)
	Measureable SLO's	SLO's are measureable
	Alignment of Core Competencies to SLO's	Alignment of SLO's with OHSU's graduation core competencies is clear.
	Levels of Evaluation Outcomes	Assessment methods cross multiple levels of cognitive complexity and specificity. (Levels 1 – 5 are preferred)
Dimension		Dimension of Excellence
<b>Assessment Reports</b>	Engagement of Stakeholders in Program Assessment Planning & Review	Groups and Individuals engaging regularly include representatives from faculty, staff, students, alumni, external stakeholders, and employers.
	Closing the Loop: Course Improvement	There is evidence that the program collected, analyzed, and used assessment data to inform improvements to at least one course.
	Closing the Loop: Incorporation of Course Evaluation Feedback	There is evidence that the program collected, analyzed, and used course evaluation data to inform improvements to at least one course.
	Closing the Loop: Program Improvement	Assessment data have been analyzed and used for program improvement.
	Closing the Loop: Assessment Council Feedback	Program responded to committee's required feedback from the previous assessment cycle and no further required changes are necessary.
	Inclusion of Sample Rubric	Program submitted a sample assessment method (i.e. rubric) which is well aligned with an OHSU graduation core competency.

**PROGRAM 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**

Year	Active Programs	#Participating Programs	Participation %
2012-2013	59	12	20%
2013-2014	63	57	90%
2014-2015	63	45	50%
2015-2016	No Data	No Data	No Data
2016-2017	90	68	76%
2017-2018	89	89	100%



### USE OF INSTITUTIONAL ASSESSMENT DATA

The OHSU states that all graduates of OHSU will be competent in all our graduation core competencies. The Assessment Council is charged with assuring that we effectively document assessment of our graduation core competencies.

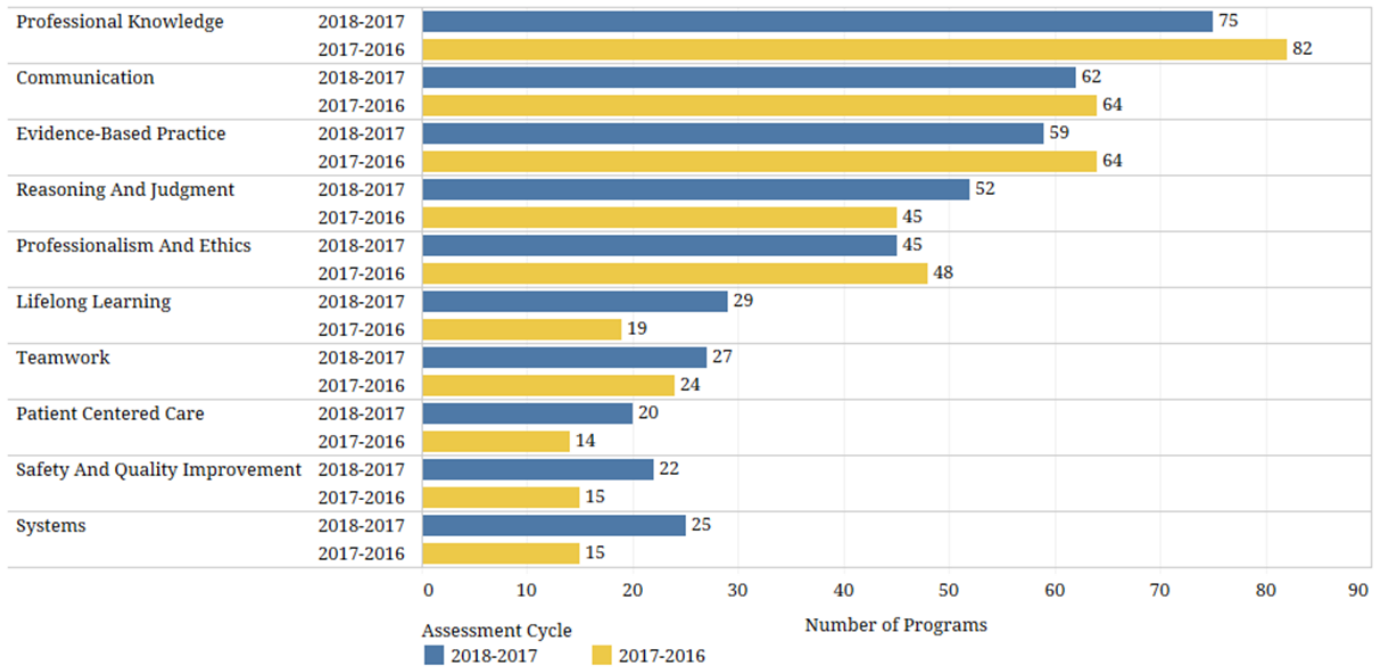
### CORE COMPETENCY PROJECT

In the 2017-18 academic year, the assessment of our OHSU graduation core competencies continues to be inconsistent. While small gains were made over the last two years to assess the core competencies of lifelong learning, teamwork, patient centered care, safety and quality improvement, and systems, the majority of our OHSU program are not assessing these OHSU core competencies. The Assessment Council responded to this data by reflecting the following questions:

1. Do we have too many core competencies?
2. Do some core competencies overlap and confound?
3. Are any core competencies missing?

From this reflective process, an intern project was developed to explore core competency alignment across academic programs at OHSU. **Figure 3** shows these results.

**FIGURE 3: NUMBER OF OHSU PROGRAMS MAPPING TO EACH CORE COMPETENCY BY YEAR.**





## COURSE LEVEL DECISIONS INFORMED BY ASSESSMENT DATA

**TABLE 3:**

DECISIONS INFORMED BY ASSESSMENT DATA: <u>COURSE-LEVEL</u>			
Identified Area of Need	Improvement(s)	Data source	School/Program
Qualifying preparation course does not meet needs.	Decided to offer the course yearly, added more examples, and more faculty feedback.	Student feedback	Biomedical Engineering, PhD
Curricular content was not adequately addressing concepts of racism.	Faculty added concepts of diversity and inclusion into the Populations course.	Student feedback on course evaluations.	Nursing/Undergraduate
Students requested instruction on statistical methods alongside study design, content that was being taught in separate courses.	Integrated content in first year clinical research design series via a team teaching, interdisciplinary approach so students can learn how core concepts in the field are approached with different lenses.	Student focus groups and course evaluations	Human Investigations Program
Within community nutrition education, students need more exposure to nutrition policy	Expanded nutrition policy content by adding a policy research paper and in class policy debates focused on nutrition "hot topics"	Course evaluations	Graduate Programs in Human Nutrition
Some assessment strategies being used were not adequately identifying student learning gaps in a timely and detailed manner.	Simulation benchmark SLOs were added to specific courses, so student learning needs are identified quickly and accurately. These benchmarks help to create a plan for success.	Predictor exams, NCLEX 1st time pass rates	Nursing/Undergraduate
Increase standardization of learning across students and sites.  Preceptors requested more guidance on rotation activities to fulfill supervised practice competencies	Created and required completion of 17 pre-scripted learning activities to address core competencies in supervised practice	Specialized accreditor visit  Preceptor feedback	Graduate Programs in Human Nutrition



PROGRAM LEVEL DECISIONS INFORMED BY ASSESSMENT DATA

TABLE 3:

DECISIONS INFORMED BY ASSESSMENT DATA: PROGRAM-LEVEL			
IDENTIFIED AREA OF NEED	IMPROVEMENT(S)	DATA SOURCE	PROGRAM
Students indicated lack of imaging course focused on humans.	Worked with imaging faculty to develop an introductory human imaging course.	Course Evaluations	Behavioral Neuroscience, PhD
Online discussion forum expectations were unclear.	Started using rubric for evaluating online forum discussions across all courses – this rubric has continued to be evaluated and improved.	Student feedback on course evaluations	Nursing/RNBS
Program wanted to increase student stakeholder engagement in course evaluation.	Students engage in focus groups to explicate aggregate course evaluation data and receive feedback. These discussions are then brought to the curriculum committee meetings by student representatives. These discussions have resulted in curricular improvements, and provide context to students regarding curricular decisions. The focus groups demonstrate the value the program places on student engagement in the assessment process encouraging survey responses and improving feedback quality and utility.	Student course evaluation. Focus groups.	Physician Assistant Studies, MPAS
Students need more opportunities to expand professionalism	Developed and required professional development sessions on topics like email etiquette, resumes and cover letters, informational interviews, job interviews, negotiating.	Feedback from students, preceptors, and faculty	Graduate Programs in Human Nutrition
Students not adequately prepared to address causation/association	Implemented process to better track capstone project process to catch these gaps earlier, and added additional discussion about causality in HP 511.	Faculty observations	Human Investigations Program
Pre-packaged standardized exam questions provide inaccurate information about what students are learning (or not learning)	Linked one of the core clinical experience's learning objectives to "no stakes" quizzes in order to test performance of newly developed questions. Improved the linkage between what is being thoughtfully and intentionally taught in the core to what is being assessed.	Core Clinical Experience exams	Medical Doctor, MD
Multiple versions of rubrics for SOAP notes were being used, which resulted in inconsistent communication of expectations to students and also in grading.	Faculty task force created a standardized SOAP Note Rubric with a clear set of definitions and required components to be used in all Pharmacy Practice courses. This standardized, progressive rubric allows faculty to weight certain elements based on where students are in the curriculum.	P3 PAR Block SOAP note assessment	Pharmacy, PharmD (OSU)
Tool preceptors use to evaluate students' clinical performance didn't yield the data needed.	Identified new tool, based on Quality Safety Education for Nurses competencies, piloted it, got feedback, added a fourth competency based on feedback, and have been using revised tool to improve evaluation of students in clinical settings.	OCNE Research and Evaluation Committee feedback	Nursing/Undergraduate



Data related to preparation in patient care/ patient education was weaker than other curricular areas	The RT Program implemented a Capstone project related to patient care and patient education, as well as added two credits and strengthened the patient care curriculum. Some student capstone projects are used for patient education in the clinical setting. One YouTube patient education video has over 11,000 views in less than 2 years.	Student exit and alumni surveys	Radiation Therapy, BS
The PA program wanted to verify compliance with multiple externally and locally mandated evolving competencies and standards, and improve the tracking of student progress by competency.	The program mapped their student learning outcomes to the OHSU core competencies for NWCCU, the ARC-PA standards, the PANCE task and content areas, and the PA competencies developed by four PA organizations ARC-PA, AAPA, NCCPA, and PAEA. The program developed systems using the competencies to tag exams, OSCEs, and assessments to improve tracking and reporting of student progress through the program.	Specialized and local accreditation organizations' and national organizations' mandates and competencies. Faculty and staff focus groups.	Physician Assistant Studies, MPAS

**CO-CURRICULAR STUDENT LEARNING**

The Assessment Council recognized that many of the OHSU graduation core competencies may not be measured solely in the academic environment but also in the co-curricular environment. As a result, the assessment council advocated for the development of co-curricular student learning outcomes for the student services this year and posted these learning outcomes publicly on the OHSU website. In addition, the assessment of co-curricular student learning will occur with a bi-annual survey of student support services starting in 2019.

**ACCOMPLISHMENTS**

The Assessment Council prepared for a Northwest Commission on Colleges and Universities Mid-Cycle Site Visit on Assessment. Since 1995, the NWCCU has provided recommendations from OHSU to engage in systematic assessment of educational outcomes. An accomplishment of the 2017-18 year is the successful NWCCU review of our assessment cycle.



**NWCCU MID CYCLE 2018**

“OHSU appears to be on track to meet the NWCCU standards for student learning outcome assessment. Equally important, OHSU appears prepared to maintain the trajectory toward a “culture of assessment” that it has established in this regard”.

**NILOA EXCELLENCE IN ASSESSMENT APPLICATION 2018**

“Notable” in 2018 is also the feedback the OHSU Assessment Council received from our 2018 NILOA Excellence in Assessment Application



### EXCELLENCE IN ASSESSMENT DESIGNATION 2018

“OHSU has a well-developed plan and assessment infrastructure to support student learning outcomes assessment and a very aesthetically pleasing website that is easy to follow and understand. It is clear and integrated outcomes, rigorous program-level reporting, and campus-wide engagement are strengths of its assessment process”.



## REFLECTION AND NEXT STEPS

### STRENGTHS

#### 1. Engagement of Internal Stakeholders

We are engaging stakeholders from across the institution from the OHSU Board of Directors to the individual student to discuss and improve assessment. The strength of our assessment program is the willingness of our faculty, staff, and students to engage, collaborate, improve, and co-create our assessment process.

#### 2. Alignment of Institutional and Program Assessment Plans

The campus-level student learning outcomes are well aligned and scaffolded with diverse levels of assessment throughout the institution (i.e., student life, course, program, and school). As noted previously, there is frequent use of alignment at all levels of learning.

#### 3. Distribution and Sharing of Campus Level Assessment Results with Internal Stakeholders

The feedback and results of institutional assessment council review of each academic program at OHSU are distributed and shared with each program and their leadership proactively. This is a process that was started during the 2017-18 academic year and is proving to engage the community in a culture of assessment.

### WEAKNESSES

#### 1. Engagement of External Stakeholders

While our assessment process engages alumni and employers at the program level when collecting data, it does not engage alumni and employers when reporting the data and asking for feedback to improve campus-level assessment.

- **Plan for Improvement**

- Current professional development activities, like assessment academy, are often targeted to an internal audience. The university is examining ways in which to work with our alumni councils and employers to engage in conversation about what our graduates are successfully demonstrating in practice and what, if any, emerging competencies are developing that the institution can address.

#### 2. Examine Frameworks for Assessing Campus Level Core Competencies

OHSU identified a need to reexamine and evaluate the OHSU Graduation Core Competencies (campus level learning outcomes). While alignment of the core competencies is a strength of the institution, the assessment of the campus level core competencies suggests that redefinition or provision of rubrics to clarify competencies are needed.

- **Plan for Improvement**

- The assessment council and institutional accreditation committee will collaborate to re-define meaningful data points to assess graduation core competencies during the 2018-19 academic year. These revised core theme indicators will be supported by resources provided by the assessment council to develop and measure the graduation core competencies. Success with this plan will be the development of institutional frameworks and/or rubrics for two of the graduation core competencies, lifelong learning, and teamwork.

#### 3. Simplify Assessment Process for Stakeholders and Strengthen Current Technology Used to Track and Report Institutional Data

With numerous data points from across campus, the review, feedback, and monitoring of Graduation Core Competencies can seem burdensome. Assessment Council will revisit the ways in which they monitor and track the graduate core competencies.





- **Plan for Improvement**

- The Office of Educational Improvement and Innovation is examining new assessment software to support data collection as well as reporting.
  - Implementation of Concourse Syllabi Management System in 2018-19 Academic Year.
  - The Course Evaluation platform will be modified to give programs access to tailor their data to diverse audiences, while the institution retains the ability to report and monitor the quality of courses and instructional effectiveness
  - The current assessment software platform will be replaced with a new assessment system in 2018-19. Success with this plan will be the rollout and use of the two academic support systems over the next academic year by all 89 programs at OHSU.

## 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.

Sarah Jacobs | Assessment Coach | [jacobs@ohsu.edu](mailto:jacobs@ohsu.edu)

## SCHOLARSHIP (2018 Calendar Year)

1. Moreno, K & Tucker, C. (June 7, 2018) VALUE 2.0: Using assessment data to (re)define lifelong learning in professional education. Poster at the Association for the Assessment of Learning in Higher Education Conference, Salt Lake City, UT.
2. Tucker, C. & Hayes, S. (April 27, 2018). Truth Seeking in Assessment: Lessons Learned from the 2016-17 OHSU Assessment Cycle. Poster at the Educational Symposium at Oregon Health & Science University, Portland, OR

## 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 **2017-18** members are below:

Yi Cao, School of Nursing	Rose McPharlin, School of Dentistry
Robin Champieux, Faculty Senate Rep.	Gracieal Vida, IPE
Sarah Drummond Hays, Physician Assistant	Mark Rivera, Educational Improvement & Innovation
Paula Gubrud-Howe, School of Nursing	Julie McGuire, Human Nutrition
Robert Halstead, Provost Office	Jill Rissi, School of Public Health
Cherie Honnell, Provost Office	Tanya Ostrogorsky, College of Pharmacy
Tatum Korin, School of Nursing	Crystal Paredes, School of Dentistry
Lisa Marriott, School of Public Health	Sam Papadakis, Student Representative
Alex Shuford, School of Medicine	Jackie Wirz, School of Medicine
Anna Teske, Provost Office	Kirstin Moreno, Educational Improvement & Innovation
Constance Tucker, Educational Improvement & Innovation	

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](mailto:eii@ohsu.edu).