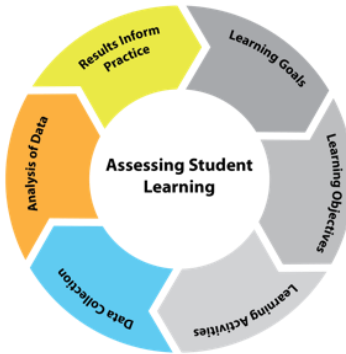




TRUTH SEEKING IN ASSESSMENT: LESSONS LEARNED FROM THE 2018-2019 OHSU ASSESSMENT CYCLE

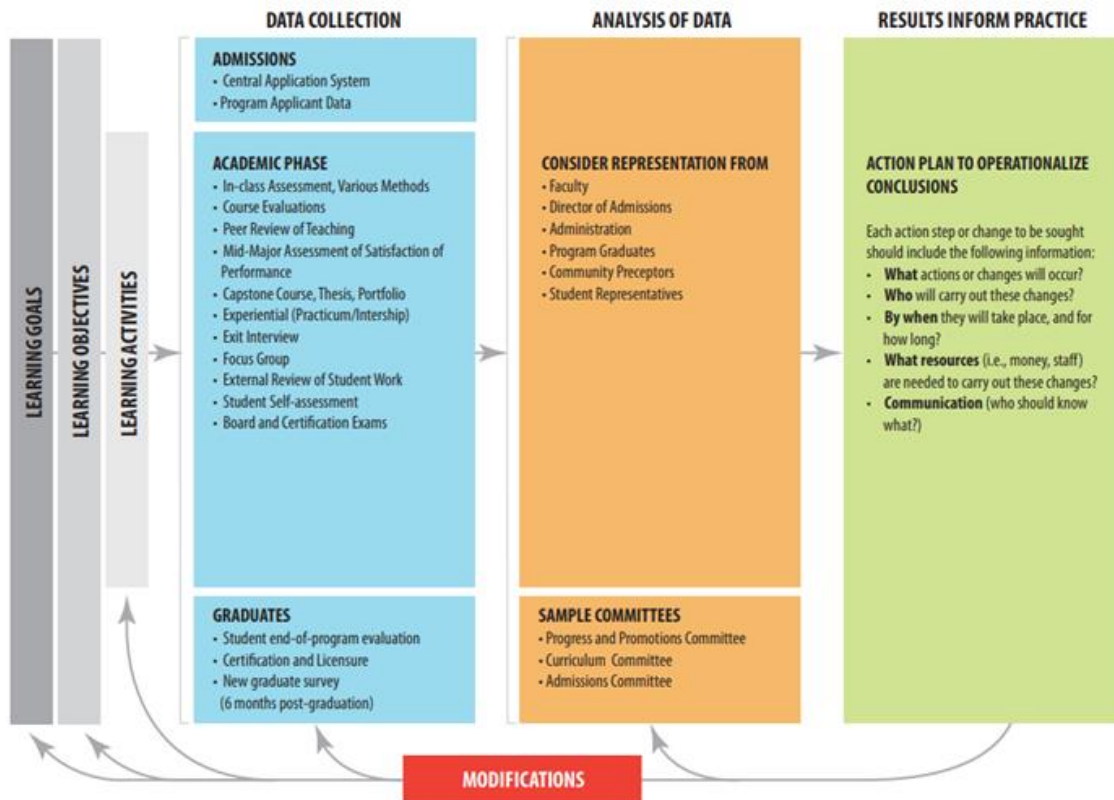
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EDUCATIONAL IMPROVEMENT AND INNOVATION
ASSESSMENT COUNCIL CHAIR AY 18-19



ABOUT THE OHSU ASSESSMENT PROCESS

The OHSU assessment process was established in 2006 through the Office of the Provost. However, in 2017, a new institutional process of assessment was implemented to tell the story of assessment practices across all OHSU programs in ways that did not compete with the specialized accrediting bodies' requirements for assessment activities. As a result, the process focuses on local faculty-driven improvements that are documented and well aligned to the institutional core competencies. The OHSU Assessment Council then uses an institutional rubric to annually evaluate each program's assessment activity plan and report and provide feedback for continuous improvement. This rigorous process continues to drive and inform current strategic initiatives to redefine and improve our current understanding of our institutional learning outcomes across the institution.

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 |
|---------------------------|--|---|
| Assessment Plans | 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 are appropriately aligned. |
| Dimension | | Dimension of Excellence |
| Assessment Reports | Targets Met/Not Met | The program met all their assessment activity targets |
| | Interpretation of Targets Not Met* (pilot item) | Program explores learner achievement by reviewing and interpreting their targets. (i.e., assessment benchmarks are interpreted through a process of data analysis, comparison to peers, and discussion) |
| | 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 and/or Course Evaluation Feedback | There is evidence that the program collected, analyzed, and used assessment data, not limited to 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: Address 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. The table below demonstrates the engagement of our academic programs in assessment. Since beginning this assessment in 2012, the number of programs participating has gone from 20%-100%.

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% |
| 2018-2019 | 94 | 94 | 100% |



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, Program, and Course 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). To strengthen the relationship between course and institutional level assessment the Assessment Council proposed institutional indicators of effectiveness to track institutional student learning as shown below. These will be presented to the OHSU Board for approval in September 2020.

Table 3

| Student Learning Indicators of Effectiveness | | |
|---|--|------------|
| <i>Objective 2.1. Engage in student learning outcomes assessment to evaluate quality and use results for improvement of academic programs and student services.</i> | | |
| Indicator | | Target |
| 2.1.1 | Percentage of academic programs that demonstrate alignment of the OHSU Graduation Core Competencies to their student learning objectives, activities, and assessments. | <u>90%</u> |
| 2.1.2 | Percentage of academic programs that use OHSU Assessment Council feedback and/or other assessment data to improve assessment activities. | <u>60%</u> |
| 2.1.3 | Percentage of academic programs that use assessment data to improve or maintain the achievement of student learning outcomes. | <u>60%</u> |
| 2.1.4 | Percentage of central student support services that map their assessments to an OHSU Graduation Core Competency. | <u>70%</u> |

3. 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 were needed. An intern was hired to develop a crosswalk of institutional core competencies to specialized bodies as well as the assessment council recommendations. The results led to a revised list of core competencies that can be defined, measured, and are meaningful to all OHSU graduates.

WEAKNESSES

1. Engagement of 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. Flexible Competency Assessment during COVID-19

Our assessment plans and reporting cycles were reinforced by a university in normal operations and in March 2020, OHSU moved to modified operations. As a health science university, the COVID-19 pandemic has restricted access of our students to the clinical environment. While our student learning objectives have not changed, the way in which we achieve those outcomes are revisited frequently. In a state of fiscal and academic instability, when basic needs of learners and faculty are threatened, it is difficult to prioritize the documentation of assessment.

- **Plan for Improvement:**

The assessment council continues to meet monthly to discuss the best ways to track that students across the institution receive instructions about how they will conduct classes, including the achievement of learning outcomes or competencies without creating additional burden to already overwhelmed faculty and staff.

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

SCHOLARSHIP (2018 Calendar Year)

1. Tucker, C. (September 11, 2019). Anatomy of Good Assessment. Pacific Northwest Assessment Conference 2019. Co-Sponsored by the Accreditation Council for Graduate Medical Education, University of Washington and Oregon Health & Science University, Portland, OR.
2. Tucker, C. (May 17, 2019). Pecha Kucha: Equity in Assessment Practices. Teaching T.A.L.K.S.: Equity in Assessment. Linn Benton Community College, Albany, OR.
3. Tucker, C., Carpenter, R., Reitenauer, V. (June 7, 2019) Assessing our Institutional Assessment Process: Utilizing Moore's Framework to Guide Action. Panel at the Association for the Assessment of Learning in Higher Education Conference, St. Paul, MN.
4. Tucker, C. (March 31, 2019). Toward culturally responsive assessment in medical education. Small group discussion at the meeting of the Western Group on Educational Affairs meeting at University of Nevada, Reno School of Medicine, Reno, NV.



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 **2018-19** members are below:

| | |
|--|--|
| Yi Cao, School of Nursing | Rose McPharlin, School of Dentistry |
| Robin Champieux, Faculty Senate Representative | Graciela Vidal, IPE |
| Sarah Drummond Hays, Physician Assistant | Mark Rivera, Educational Improvement & Innovation |
| Jessica Walter, Health Care Management | Zoe Speidel, Teaching and Learning Center |
| Robert Halstead, Provost Office | Kevin McLemore, 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 | Deb Messecar, School of Nursing |
| Maria Thompson, Radiation Therapy | |

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.