OHSU Assessment Council
Lessons Learned
2016-2018

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"Medical Science Building" (1939). OHSU Digital Collections. https://doi.org/10.6083/M42Z143G
### OHSU Programs by School and Degree

#### School of Medicine
- 2017-2018: 50 programs
- 2016-2017: 40 programs

#### School of Nursing
- 2017-2018: 30 programs
- 2016-2017: 20 programs

#### School of Public Health
- 2017-2018: 25 programs
- 2016-2017: 15 programs

#### School of Dentistry
- 2017-2018: 10 programs
- 2016-2017: 5 programs

#### College of Pharmacy
- 2017-2018: 5 programs
- 2016-2017: 3 programs

#### Degree Levels
- Internship
- Associate
- Bachelors
- Certificate
- Masters
- Doctoral

<table>
<thead>
<tr>
<th>Year</th>
<th>Internship</th>
<th>Associate</th>
<th>Bachelors</th>
<th>Certificate</th>
<th>Masters</th>
<th>Doctoral</th>
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<tbody>
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<td>2017-2018</td>
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<td>2016-2017</td>
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Programs with Student Learning Outcomes for each OHSU Core Competency

<table>
<thead>
<tr>
<th>Competency</th>
<th>2017-2018</th>
<th>2016-2017</th>
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<tbody>
<tr>
<td>Professional Knowledge</td>
<td>79</td>
<td>87</td>
</tr>
<tr>
<td>Communication</td>
<td>72</td>
<td>74</td>
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<tr>
<td>Evidence-Based Practice</td>
<td>67</td>
<td>72</td>
</tr>
<tr>
<td>Reasoning And Judgment</td>
<td>52</td>
<td>60</td>
</tr>
<tr>
<td>Professionalism And Ethics</td>
<td>53</td>
<td>56</td>
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<tr>
<td>Lifelong Learning</td>
<td>35</td>
<td>56</td>
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<tr>
<td>Teamwork</td>
<td>25</td>
<td>34</td>
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<tr>
<td>Patient Centered Care</td>
<td>27</td>
<td>31</td>
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<tr>
<td>Safety And Quality Improvement</td>
<td>19</td>
<td>26</td>
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<tr>
<td>Systems</td>
<td>19</td>
<td>25</td>
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Assessment Cycle
- **2017-2018**
- **2016-2017**
Do we have too many core competencies? Do some overlap? Any missing?

1. Professional Knowledge
2. Reasoning & Judgement
3. Evidence-Based Practice
4. Lifelong Learning
5. Communication
6. Professionalism & Ethics
7. Teamwork
8. Systems
9. Safety & Quality Improvement
10. Patient-Centered Care
Assessments of Student Learning Outcomes

- Presentation (Oral, Written, Dissertation, Thesis, Capstone)
  - 2017-2018: 88
  - 2016-2017: 87

- Exam (Program Exams, External National Assessments, Core Knowledge, Qualifying Exams)
  - 2017-2018: 68
  - 2016-2017: 76

- Experiential (Practicum, Internship, Clinical Observation Rubric, Simulation Rubric)
  - 2017-2018: 64
  - 2016-2017: 65

- Evaluation/Survey (Course Evaluation, Alumni/Employer Survey)
  - 2017-2018: 43
  - 2016-2017: 40

- Rubric/Checklist
  - 2017-2018: 12
  - 2016-2017: 2

Number of Programs

Cycle id
- 2017-2018
- 2016-2017
Review the Assessment List

- Exams
- Evaluation/Survey
- Rubrics/Checklist
- Experiential
- Presentation Oral/Written
- Other

## Assessment of Student Learning Outcomes by Moore’s Levels and Direct/Indirect

<table>
<thead>
<tr>
<th>Method</th>
<th>LEVEL 1 Participation</th>
<th>LEVEL 2 Satisfaction</th>
<th>LEVEL 3A Learning: Declarative Knowledge</th>
<th>LEVEL 3B Learning: Procedural Knowledge</th>
<th>LEVEL 4 Competence</th>
<th>LEVEL 5 Performance</th>
<th>LEVEL 6 Patient Health</th>
<th>LEVEL 7 Community Health</th>
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<td>Presentation</td>
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**Direct/Indirect Assessment**

- Direct
- Indirect

**Number of Programs**

![Chart showing the assessment of student learning outcomes by Moore’s Levels and Direct/Indirect methods.](chart_image)
How many indirect and direct assessments do we need to collect?
Stakeholders: Student voices in student learning assessment

"Dean Seabrook, M.D., teaching class" (1940). OHSU Digital Collections. https://doi.org/10.6083/M46M35DG


Assessment Process