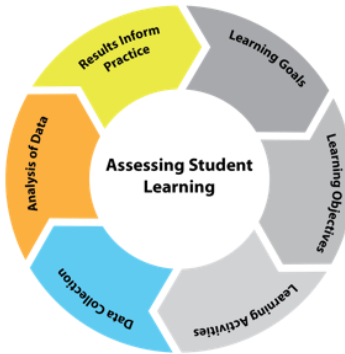# TRUTH SEEKING IN ASSESSMENT: LESSONS LEARNED FROM THE 2016-2017 OHSU ASSESSMENT CYCLE

CONSTANCE TUCKER, M.A., PH.D.
EDUCATIONAL IMPROVEMENT AND INNOVATION
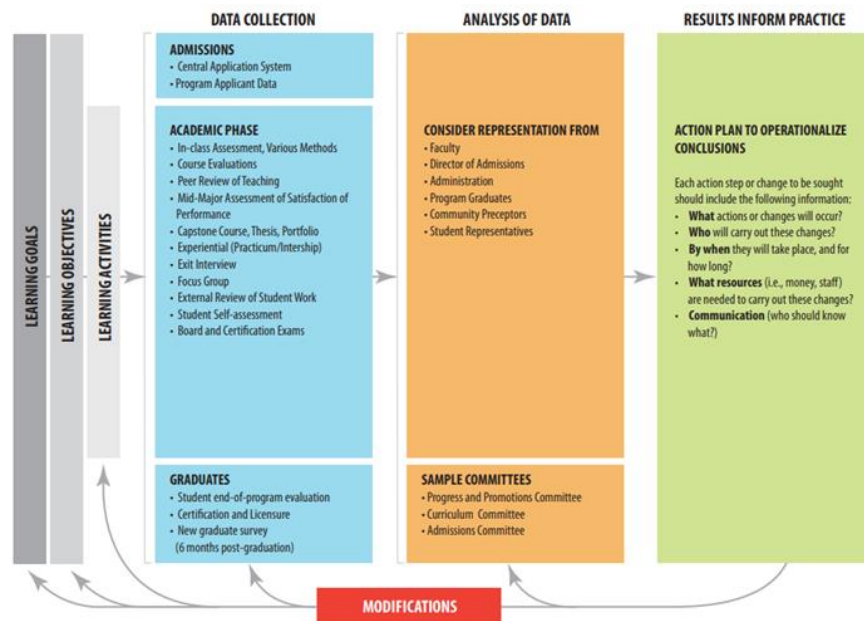ASSESSMENT COUNCIL CHAIR AY 16-17

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 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

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

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

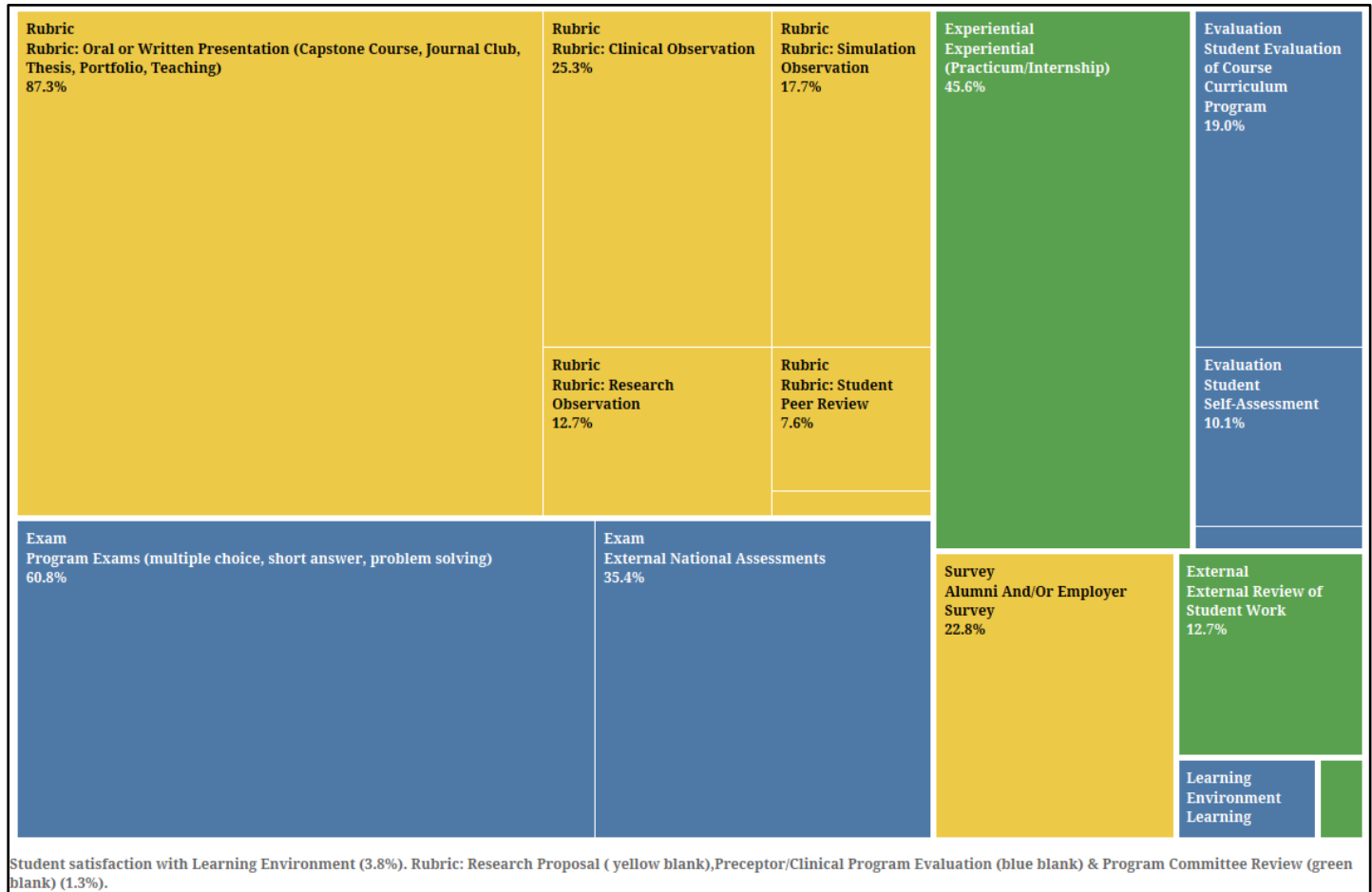| Year	Active Programs	#Participating Programs	Participation %
2012-2013	59	12	20%
2013-2014	63	57	90%
2014-2015	63	45	50%
2015-2016	No Data	No Data	No Data
2016-2017	90	68	76%

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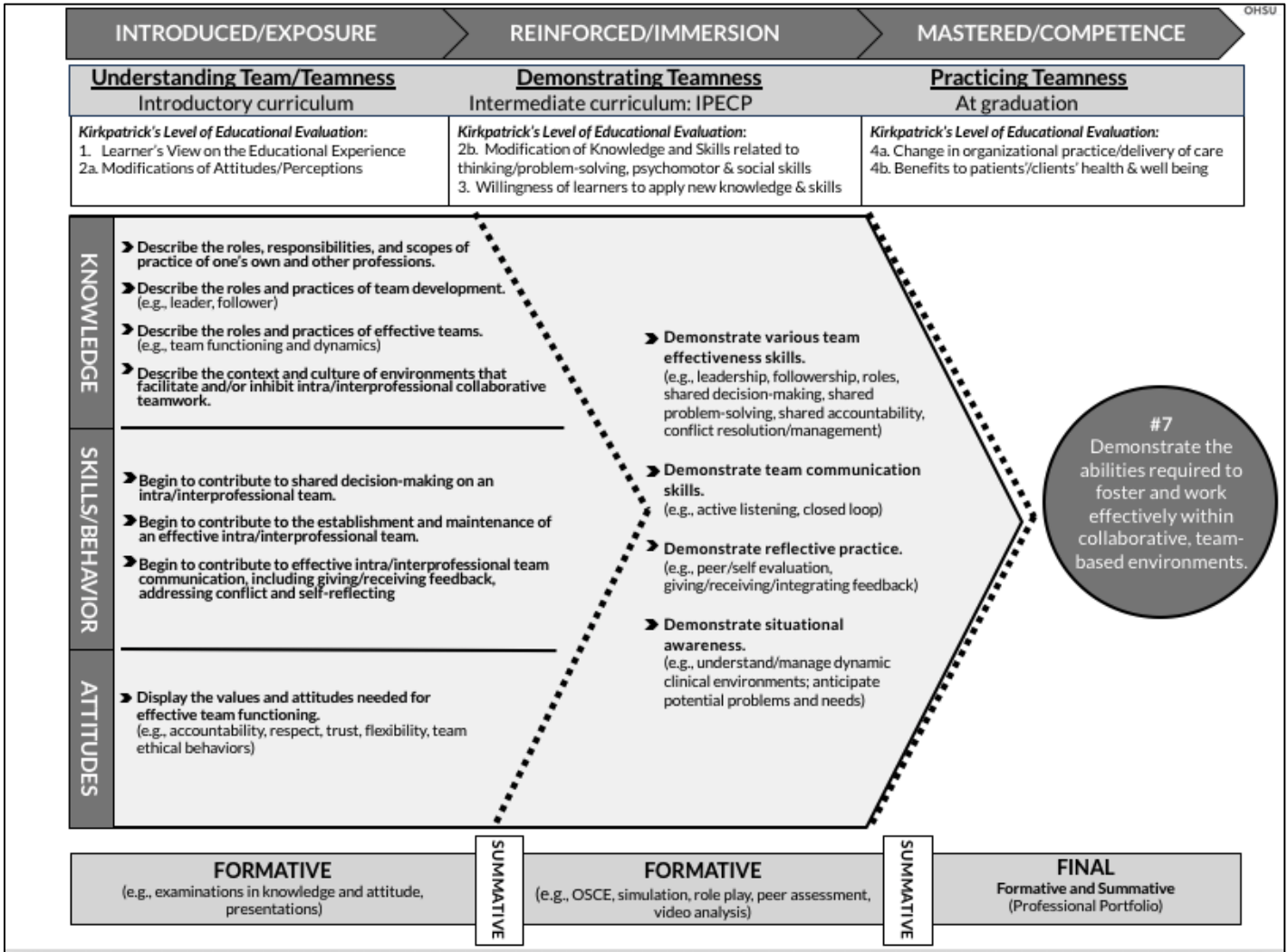
1. *What types of assessment tools do our 90 academic programs utilize to confirm that our learners are achieving the OHSU graduation core competencies?* **Figure 2** *is a visualization of the assessment Council's findings.*
   The Assessment Council identified that majority of our academic programs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

Rubric
Rubric: Oral or Written Presentation (Capstone Course, Journal Club, Thesis, Portfolio, Teaching)
87.3%

Rubric
Rubric: Clinical Observation
25.3%

Rubric
Rubric: Simulation Observation
17.7%

Experiential
Experiential (Practicum/Internship)
45.6%

Evaluation
Student Evaluation of Course Curriculum Program
19.0%

Rubric
Rubric: Research Observation
12.7%

Rubric
Rubric: Student Peer Review
7.6%

Evaluation
Student Self-Assessment
10.1%

Exam
Program Exams (multiple choice, short answer, problem solving)
60.8%

Exam
External National Assessments
35.4%

Survey
Alumni And/Or Employer Survey
22.8%

External
External Review of Student Work
12.7%

Learning Environment
Learning

Student satisfaction with Learning Environment (3.8%). Rubric: Research Proposal (yellow blank),Preceptor/Clinical Program Evaluation (blue blank) & Program Committee Review (green blank) (1.3%).

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

INTRODUCED/EXPOSURE	REINFORCED/IMMERSION	MASTERED/COMPETENCE
Understanding Team/Teamness Introductory curriculum	**Demonstrating Teamness** Intermediate curriculum: IPECP	**Practicing Teamness** At graduation
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. Modification of Knowledge and Skills related to thinking/problem-solving, psychomotor & social skills 3. Willingness of learners to apply new knowledge & skills	*Kirkpatrick's Level of Educational Evaluation:* 4a. Change in organizational practice/delivery of care 4b. Benefits to patients'/clients' health & well being

KNOWLEDGE

➤ 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.

SKILLS/BEHAVIOR

➤ 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-reflecting

ATTITUDES

➤ 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.

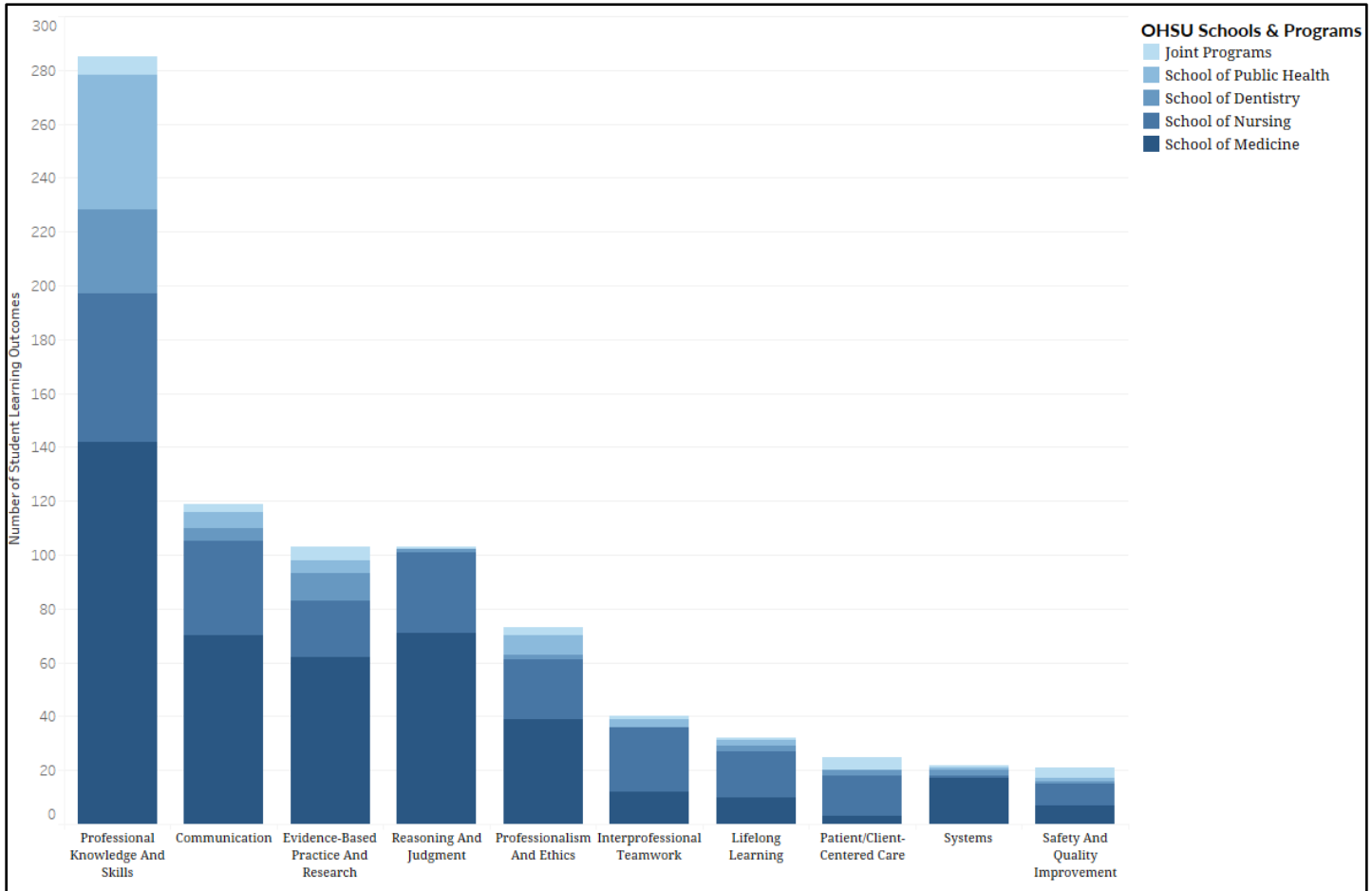| FORMATIVE (e.g., examinations in knowledge and attitude, presentations)	SUMMATIVE	FORMATIVE (e.g., OSCE, simulation, role play, peer assessment, video analysis)	SUMMATIVE	FINAL **Formative and Summative** (Professional Portfolio)

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

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

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.