ASSESSMENT
ACADEMY

2020-2021 Workshop Schedule

Adjusting assessment to accommodate online learning in the time of COVID-19
9/3/20, 12-1pm

Our students today are living and learning amid limited bandwidth and resources. Given that they may not have chosen to learn online, it is vital to use flexible and inclusive assessment strategies which can help reduce student stress. In this session, five programs will share how they approached assessment and grading in their (often newly) online courses.

Using formative assessment to bring equity and inclusion to your course
9/17/20, 12-1pm

Using formative, low-stakes assessment strategies benefits both learners and instructors, as it is an indicator to how learning is going without penalty. It's also one of the action steps towards creating more equitable assessment practices, according to NILOA. But how do you actually do formative assessment in online teaching and how do you know it is helping? We'll be discussing strategies for formatively assessing student learning, as well as benefits, challenges, and how to give effective feedback.

Drop in support for OHSU assessment planning and reporting
10/15/20, 10/21/20, 10/27/20

Would you like help submitting your assessment planning and/or reporting data? We're here for you. Questions big and small welcome. Simply register in Compass for the link to the Webex meeting space.

Supporting student learning success through clear objectives and course alignment
10/29/20, 12-1pm

Providing students with clear, measurable objectives and articulating how they relate to course activities are two of the most important things you can do to ensure students are successful in your online course. In this session, we'll show you the basics of writing a good learning objective and how to align it with your program learning outcomes and learning activities

Large course assessment best practices.
11/5/20, 12-1pm

Are you struggling with the amount of grading you have to do in your large enrollment course? Are students complaining they don't have enough opportunities for feedback or that it's not fair to have the final grade based on a few end of course assessments? Would you like to reduce your time spent grading? It can be tough to find a balance between giving the right number of assessments without also spending all your time assessing student learning. In this session, we'll provide some tips and tools for assessing learning while balancing instructor grading time in any size course.

For more information, and links to our recordings, see the Assessment Academy O2 page 🔒

Questions? Email assessment@ohsu.edu

2020-2021 Workshop Schedule

OHSU Assessment: A year in review
12/8/20, 12-1pm

All OHSU programs engage in assessment planning and reporting annually. The Assessment Council provides rubric scores and feedback to OHSU programs on the frequency, quality, and impact of their assessment activities and alignment to the OHSU core competencies. This session will provide a report on the assessment council activities and lessons learned that will be valuable to faculty and staff engaged in assessment activities in their curriculum, within a program, or across a school at OHSU.

The connections between decolonization, social justice, and assessment
02/18/21, 12-1 pm

Are you curious about how to think differently about teaching and learning data? Or how indigenous wisdom might apply to assessment work? In this assessment academy we will listen to an episode of a podcast called "The Connections between Decolonization, Social Justice, and Assessment". Then we'll have a discussion together afterward.

Changing Pedagogy: Bringing Indigenous Student Voices to the Center
03/03/21, 12-1 pm

Join us to watch a fantastic recent recording of a pair of indigenous science majors sharing what they want faculty to know about indigenous pedagogies. After the viewing we'll debrief together and discuss indigenous perspectives that impact teaching, learning, and assessment work. This assessment academy is a follow-up to the Feb 18th assessment academy on decolonization, but stands alone too if you aren't able to attend both.

Challenges and opportunities: A program's path to defining the distinctions between the MS and the PhD
04/20/21, 12-1pm

In this session, the biomedical informatics program will describe their process and progress toward differentiating between degree programs, from the adaption of original SLOs, which were created in 2011, to the revision and creation of a usable advising rubric. The program will share their initial problem plus the steps toward creating degrees with better progression in the aim to help faculty advise their students, assess student progress toward meeting benchmarks, and clarifying expectations.

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Who's at the table? Improve learning experiences by intentionally engaging stakeholders
04/27/21, 12-1pm

Intentionally inviting student-, patient-, employer-, alumni- and other community stakeholders to the educational planning and design table results in improved equity, innovation, and transparency. In this session we'll present an engagement framework that programs and educators can use to promote meaningful interactions with these groups. And we will provide a checklist you can use to prepare so these interactions are collaborative and empowering.

Equitably assessing multilingual and non-native English speakers
05/13/21, 12-1pm

Given the diversity of backgrounds in learners at OHSU, it can be difficult to know how to equitably assess those who are still acquiring academic English while learning the content of their degree program. In this session, we will discuss the different types of language learners on our campus, their strengths and challenges, and provide an overview of typical second language development. We will then highlight ways to better support and more equitably assess the work of these learners throughout their experiences at OHSU.

Assessment Academy Track, OHSU Symposium on Educational Excellence:
05/20/21-05/21/21

- Gathering Data from Student Stakeholders: 3 Perspectives
- Shifting course to more anti-racist core competencies: A report on the journey and progress so far
- Interactive approach for aligning competencies across public health tracks, degree programs, and universities

Visualize your educational data to prompt meaningful discussion
06/03/21, 12-1 pm

Data visualization can improve program assessment practices. Visuals can make data more accessible, allow for the review of large data sets over multiple years, and engage colleagues in assessment, leading to better program outcomes. This session provides multiple ways to visualize student and program data and spark conversations on program improvement.

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