

OHSU Assessment Data and Stakeholder Engagement Award Application

Due by Dec 15 each year; awards announced in March

Submit this document with your responses on it to morenok@ohsu.edu

Contact Information

- Name of program:
- Name of submitter/assessment council rep:
- Email of submitter/assessment council rep:
- Name of program chair (for notification purposes):
- Email of program chair (for notification purposes):

Stakeholder and Data Engagement Award Application

We will pull the submitted Stakeholder Engagement Matrix for award committee to pair with application answers. We are interested in hearing about all aspects of stakeholder and data engagement in your responses.

• Required questions:

1. What is your program's overall philosophy on engaging stakeholders?
 - What are the 1-2 most important things you do as you engage stakeholders?
2. What is your program's overall philosophy on using assessment data?
 - What are the 1-2 most important things you do as you examine assessment data?

• And also, please select 2-3 of the following questions to respond to:

3. What is your program's favorite quantitative data to examine as you seek to understand student learning?
What have you learned and changed due to that data?
4. What is your programs favorite qualitative data to examine as you seek to understand student learning?
What have you learned and changed due to that data?
5. Describe an innovative approach you've taken to engaging stakeholders or making decisions based on data.
6. What is the hardest stakeholder group for your program to engage? How have you approached engaging with this group?
7. How have you *empowered* or *enabled* a stakeholder group to fully participate in or guide decision-making?
8. Is there anything not included in these questions that is important for us to know about your stakeholder and data engagement practices?

OHSU Assessment Transparency Award Application

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Assessment Transparency Award Application

1. Please provide the link(s) to your publicly available assessment and program outcomes information and a description of anything you'd like to highlight from those pages for the award committee.
2. Tell us how you approach being transparent in assessment as a program, including what you are specifically working on with regard to transparency this year.
3. How do you communicate learning outcomes and assessment processes to learners? This may include:
 - Making sure they are aware of learning outcomes (program and course-level).
 - Connecting learning across courses, experiences, internships, employment, etc.
 - Being open about learning gaps that are discovered and communicating the changes that are being made to address them.

OHSU Assessment Scholarship Award Application

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Assessment Scholarship Award Application

1. Please list (and link if possible) the scholarship your program has completed in the last 2-3 years ***related to assessment*** (presentations, posters, articles, book chapters, MedEd Portal submissions, etc.)
 - You may also submit along with your application any evidence of scholarship you are not able to link to above that you would like the committee to review.
2. Please describe any current/ongoing scholarship on assessment.
3. When you think of the scholarship your program is doing on assessment, what are the themes or threads that come up? Help us connect the dots.
4. In what other ways is your program participating in the local/regional/national conversation around assessment practices?

OHSU Equity in Assessment Award Application

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- Email of program chair (for notification purposes):

Equity in Assessment Award

We will pull the submitted Closing the Loop – Equity response for award committee to pair with application answers.

1. What does equitable assessment practice mean to your program? How do your assessment practices align with this definition?
2. What insights have you gained from taking an equity-focused and/or anti-racist approach?
3. What else would you like to share that speaks to the definition of this award (see below)?

This award is for programs who take seriously the call to be inclusive in their assessment of student learning. They disaggregate their data to examine whether any groups of students need to be better supported. They evaluate and update their assessments with universal design principles in mind, allowing students to demonstrate learning in multiple ways. They actively involve and empower learners as partners in the assessment process with the goal of creating a more culturally responsive learning environment. This program considers the student population being served and is mindful of systems of power and oppression that might impact learning.