

Making Assessment Less Thankless with Provost Assessment Awards

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Engaging Faculty in Assessment Show-and-Tell
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Elements

- Categories of awards and questions
- Timeline
- How to judge
- What do they receive?
- Feedback and iterate



Due Dec 15, review in Jan/Feb, notify March, ceremony May



This award is for student affairs/student services units that are engaged in excellent assessment and evaluation work. This unit has created a culture of inquiry and does it all: aligns their services to student learning outcomes and strategic planning, collects data to understand what that learning looks like, participates in assessment and evaluation-related decision making as a team, and makes data-based changes to improve the services they offer for students. They demonstrate they positively impact student experience through their care for students and robust and ongoing assessment efforts.





This award is for programs that have a top score on both their plan and report and whose reviewer comments highlight this impressive work. This program does it all: communicates learning outcomes, aligns well with the university outcomes, reflects on outcomes not met, engages stakeholders at a high level, and makes data-based changes to classes and the program as a whole. This program is a shining star.



This award is for programs that **analyze their assessment data along with stakeholders** like students, staff, alumni, and employers to implement changes to the way they do things with the goal of improving student learning. They consult, collaborate with, and enable stakeholders. This program is **action-oriented and makes informed decisions**.



This award is for programs who **clearly communicate with learners and the public**. This includes prominently posted learning outcomes, clearly worded and interpreted key assessment of student learning results, data on graduation rates, pass rates, and job placement. The program keeps this section of their **website updated regularly and describes continual, specific improvements taking place**. This program also **communicates intentionally with students** about assignment, course, and program learning outcomes, and **when learning gaps are discovered, informs their students and shares next steps**. This program is honest and shares visibly how well it is meeting its goals both with the public and with its learners.



This award is for programs who are taking their assessment work a step further and engaging in assessing student learning from a **researcher's perspective**. They are **presenting at conferences** about assessment and participating regionally or nationally in professional organizations that address assessment. They are **publishing articles** that highlight innovative ways they have approached assessment or rigorous assessment research. This program is **part of the assessment conversation**.



This award is for programs who are 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**.

Application Questions

- See Application Questions toward top of page here:
<https://www.ohsu.edu/education/provost-assessment-awards>

Text of Email

Hello Dr. Schultze, Dr. Messecar, Ms. Cao, and Ms. Vljajic,

I am pleased to let you know that the Adult Gerontology Acute Care NP program has won an assessment award this year from the OHSU Provost Office. Please see the letter that is attached and the badge you can put on your website(s) if you choose.

Dylan Johnson may be reaching out to request headshots from you for the OHSU Now announcement and for the [Assessment Award](#) website if he is unable to find photos of you and your team online. Please email Dylan (cc'd) if you have photos you would like us to use!

We are also going to announce the winners at the Symposium on Educational Excellence on Friday, May 19th. We are splitting our awards ceremony into two parts this year to more comfortably accommodate some additional awards:

Awards during lunch (11:45-12:45, awards ceremony starting at noon, AUD Great Hall)

Awards after the poster session (3:30-5:30; awards ceremony starting at 5pm, BICC 1st floor gallery)

We are hoping to present the assessment awards at noon in the AUD Great Hall, but let me know if that time doesn't work and you would rather receive your award at 5pm in the poster session ceremony.

If you or anyone from your program would like to attend the awards ceremony you have chosen, please [register for the Symposium](#) by May 12 and select the portions of the day you will be attending so we know to include you in the count for food and drink.

Congratulations!

Kirstin and Constance, for the Assessment Council and Provost Office



Award Letters



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March 30, 2023

Dear Dr. Peterson and Dr. McLemore,

Congratulations! The MPH in Environmental Systems & Human Health Program has been chosen to receive the 2023 Stakeholder and Data Engagement award from the Assessment Council. A description of the award follows:

This award is for programs that analyze their assessment data alongside stakeholders like students, staff, alumni, and employers to implement changes to the way they do things with the goal of improving student learning. They consult, collaborate with, and enable stakeholders. This program is action-oriented and makes informed decisions.

The review committee really resonated with your stated philosophy of listening to and connecting with Environmental Systems & Human Health stakeholders. We were impressed with the role your program plays as a hub of professional activity, and how many opportunities students have to connect with future colleagues, alumni, and folks in the community to envision multiple career paths. You have done a nice job of establishing mutually beneficial relationships with stakeholders. The program also shared great examples of using many different sources of data to determine student need and responding with tangible, useful courses and support. The Feedback Corner in Sakai is a great example of this. We loved the opportunity students have in the Returning Student Orientation to provide feedback on course content, how advising is working or not working for them, and the program's role in facilitating intra-curricular activities for community building. Finally, a shout-out to Dr. Marriott's OMSI project as a fantastic example of student learning having an "Impact on Others". Thank you for all the effort and care you put into listening to students and facilitating connections among stakeholders.

Attached you'll find a .PNG of the badge below which you are welcome to place on your program's website if you desire. Please contact morenok@ohsu.edu if you need the badge to be sent to you in a different format.

Sincere congratulations and appreciation on behalf of the Provost Office and the Assessment Council!

A handwritten signature in blue ink, likely belonging to Constance Tucker.

Constance Tucker, MA, PhD
Vice Provost of Educational
Improvement and Innovation

A handwritten signature in blue ink, likely belonging to Kirstin Moreno.

Kirstin Moreno, MEd, PhD
Education Manager



Award Letters

The award committee highlighted a variety of ways the Nursing BS program has specifically focused on enhancing transparency of data by sharing it more intentionally with prospective and graduating students. This includes sharing exit, alumni survey, and job placement data with current students. The review committee appreciated the work done to improve communication of learning outcomes in SON syllabi, including how assignments map to course outcomes. BS Nursing offered a variety of concrete examples for how they don't shy away from sharing gaps they find in their teaching and learning. Examples include "identifying gaps in language used in course materials and lectures that would be detrimental to a multicultural education and trauma-informed student learning environment" and addressing a gap in students' ability to interpret relevance of research articles during their clinical rotations. We love the transparency we see throughout. This is a well-deserved award!



Award Letters

Some of the reviewer feedback includes:

Student Health and Wellness collaboratively engages students in gathering and analyzing evaluation data. They attend to racial, socioeconomic, and cultural diversity in a variety of ways that add up to a truly admirable orientation toward equity. They are also disaggregating data to look for and address equity gaps. And in their assessment report they were able to very clearly demonstrate how they support student learning outside of the classroom that aligns with the Graduation Core Competencies of Information Literacy, Communication, and Professional Identity and Ethical Behavior.



Award Letters

We are pleased to award the Physician Assistant the Equity in Assessment for a third year in a row! The work the PA program is doing in equity and assessment is thoughtful, robust, comprehensive, and both practical and theory-informed. We were impressed with the multi-pronged approach you are taking. This includes acknowledging that assessment is not a neutral practice and considering how bias impacts your assessment, and disaggregating nationally benchmarked exams to learn that first gen outcomes are lower and taking steps to mitigate that. Finally, the PA program, through Dr. Drummond, has demonstrated institutional leadership in promoting learning about equity in assessment by co-facilitating an Equity in Assessment book club. Thank you for continuing to share your expertise in this area with other programs at OHSU!



Award Ceremony

7TH ANNUAL OHSU SYMPOSIUM ON EDUCATIONAL EXCELLENCE

MAY 17, 2024

Advancing Educational Scholarship and Skills
in Health Sciences



Outcomes

*I am honored and pleased that the committee chose the MPH in ESHH for this award; **our faculty are highly engaged in stakeholder engagement in a number of ways and it is wonderful to see these efforts recognized.** Many thanks to you both and to the committee! (OHSU Faculty)*

*Great way for program directors to feel like they're doing it right and get recognized for their efforts. Kudos! **This type of work takes a lot of effort and usually comes with heavy grumbles/critiques, not accolades, so you are switching the frame for it.** I see your team constantly:*

- ***Promoting growth mindset** in all of us related to getting better in this work*
- *Enhancing collaboration and learning together on effective approaches & strategies*
- *Celebrating accomplishments and allowing faculty/staff to claim honors -- helpful for their own professional development as well as programs and schools **to show they're making strides.***

*Thank you for recognizing our work and for having these awards to highlight assessment at OHSU. Writing the application for these awards and the closing the loop questions in the annual assessment report gives me **the opportunity to reflect with my colleagues** on all we are doing in our program. **It has helped me to articulate assessment, equity, stakeholder engagement, and transparency and to make assessment work more visible in my program.** (OHSU Faculty)*

Resources

- OHSU [Provost Assessment Awards Website](#) (includes application questions, badges, award descriptions)
- [Canva](#)
- [Example Award Letters](#) (on Show-and-tell event website)

Do not hesitate to email to follow-up:
morenok@ohsu.edu or assessment@ohsu.edu

