Level-Up Your Assessments to Go Beyond Bloom's Taxonomy Using a New Assessment Framework

Sarah K. Jacobs
Kirstin Moreno
Oregon Health & Science University

Acknowledgement of the Original People of the Land

Oregon Health & Science University is located in Portland, Oregon in Multnomah County. We acknowledge that these grounds rest on traditional and ancestral homelands of the Multnomah, Kathlamet, Clackamas, bands of Chinook, Tualatin, Kalapuya, Mollala and many other Indigenous nations of the Columbia River.

We also acknowledge that the colonization of this land is an ongoing process, as we occupy this land through deceptive and broken treaties. Let us remember these histories, work to heal, and strengthen relationships with the Indigenous communities who continue to live in this region.

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Who are we?

Sarah (she, her)
Presenter

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Presenter

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Constance (she, her)
Moderator

Constance Tucker, PhD

Vice Provost of Educational Improvement and Innovation

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Objectives

- Articulate why using an assessment outcomes framework is important.
- Describe OHSU's process by which they improved their assessment outcomes framework.
- Differentiate among the different categories within the Evidence for Learning and Impact Framework.
- Brainstorm an assessment method relevant to your work and appropriately assign it to the framework.
- Reflect on how this framework could apply to the work you do.

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Housekeeping

- Use the **chat** – we intended this to be more conversational than the platform allows. It will be monitored by an expert.
- We will not monitor the Q&A panel
- Poll everywhere and Padlet – so be ready

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Intro to the landscape of Oregon Health & Science University

NWCCU
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

OHSU Portland State University | SCHOOL OF PUBLIC HEALTH

Oregon State University OHSU College of Pharmacy

OHSU School of DENTISTRY

OHSU School of NURSING

OHSU School of MEDICINE

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What Assessment Planning and Reporting looks like at OHSU

Planning Elements
Communication of SLOs
Progression / Differentiation Among Programs (if applicable)
Measurable SLOs
Alignment of Core Competencies to SLOs
Assessments, Targets, and Levels of Evaluation Outcomes

Reporting Elements
Interpretation of Targets Not Met
Engagement of Stakeholders in Program Assessment Planning & Review
Closing the Loop: Course and Program improvement; Incorporation of Course Evaluation Feedback; Use of Equity Lenses/disaggregation when looking at Data
Closing the Loop: Address Assessment Council Feedback

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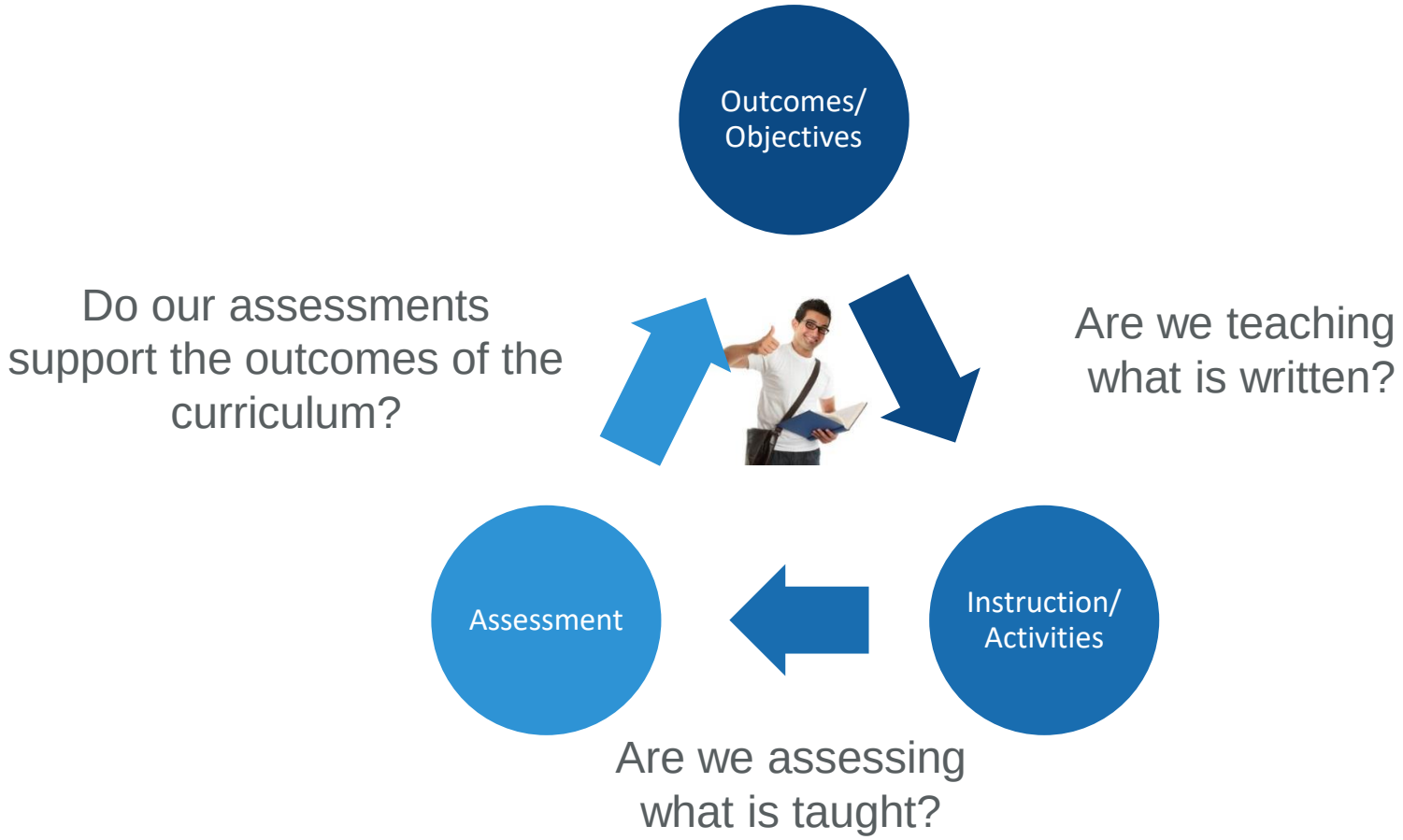
What is an assessment outcomes framework? Moving beyond just closing the loop



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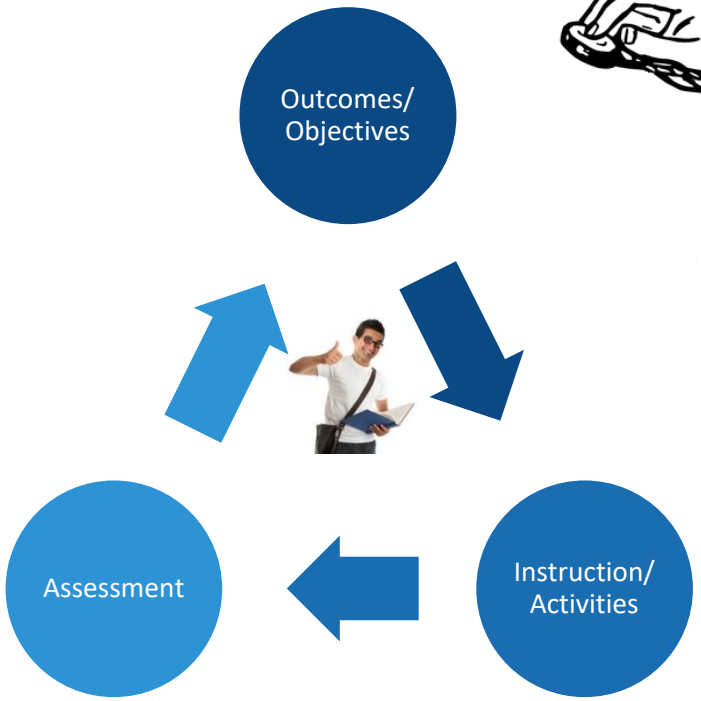
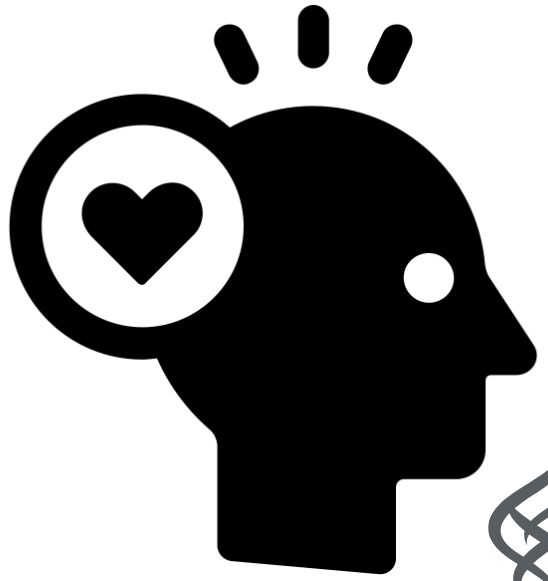


Why use an assessment outcomes framework?

decision by TukTuk Design
from the Noun Project

Inform curriculum and assessment decisions
Helps measure change, analyze gaps
Identify gaps in ways of knowing



affection by Adrien Coquet
from the Noun Project

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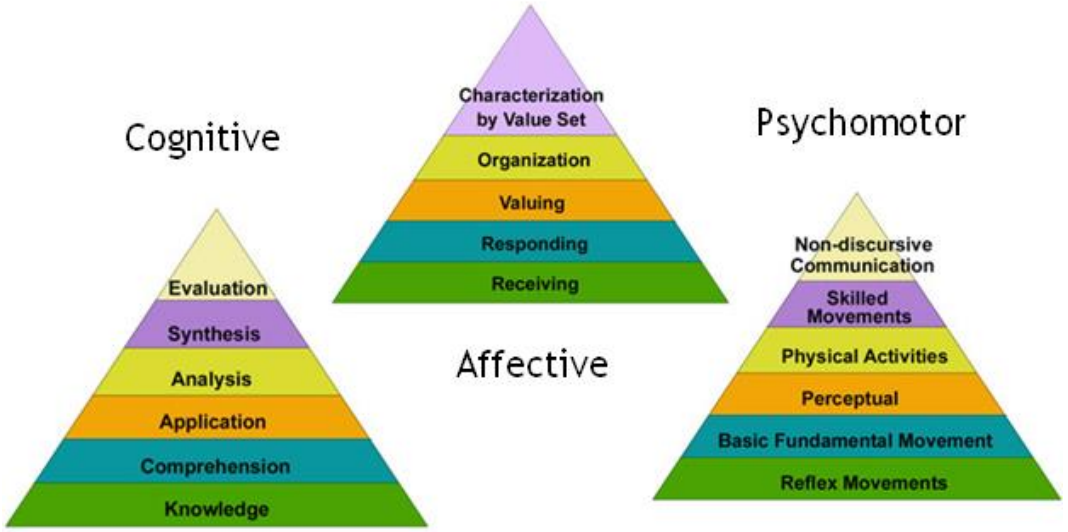
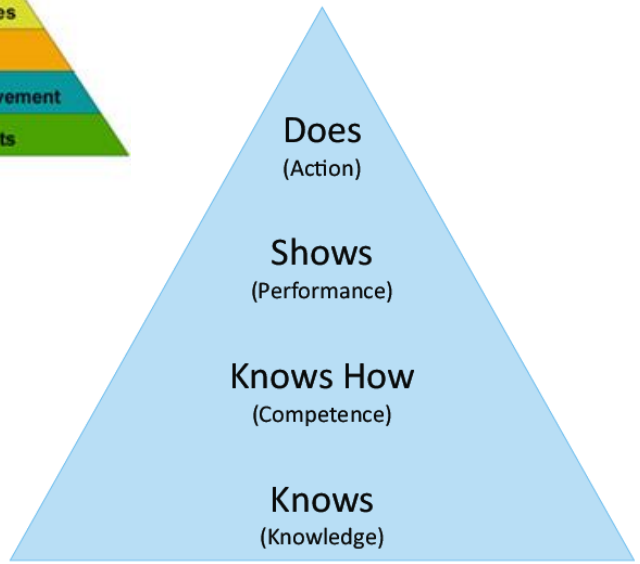
What frameworks have we tried ?

Bloom's taxonomy



Moore's CME outcomes



Miller's Framework for Clinical Assessment

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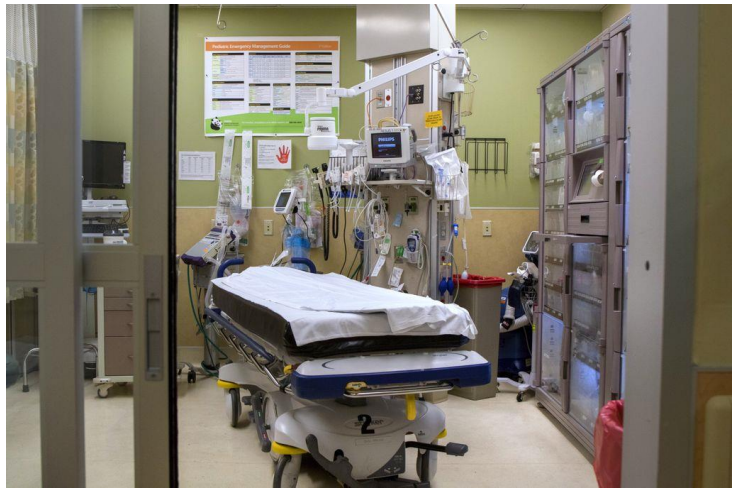
Why previous frameworks don't work

Interprofessional



Emphasis on Clinical Assessment

Lack of Praxis

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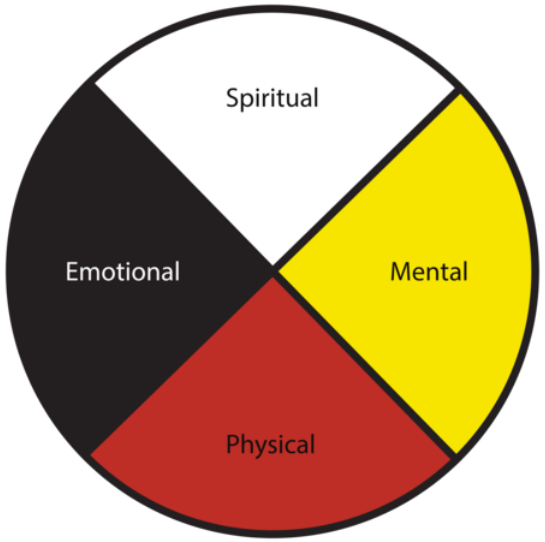
What is missing from previous frameworks?

The Affective
(Feelings)

The Cognitive
(Thoughts)

The Physical
(Actions)

Other Ways of Knowing
(Cultural, Spiritual, Natural, etc.)



Indigenous Medicine Wheel

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Other influences

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Impact of Making Space for Ways of Knowing and Affective

Core competency revision

OHSU Graduation Core Competencies

In the summer of 2020, OHSU affirmed its commitment to the health and wellbeing of all Oregonians and asked everyone to work together to shatter structural racism. The new core competency definitions align the Education Mission with OHSU's anti-racism work. The revision was undertaken with the following principles in mind:

- *Power, privilege, and positionality impact how people function as professionals and interact in the world.*
- *Seeking and listening to diverse voices results in better outcomes.*
- *Knowledge and authority are constructed and contextual.*
- *Information has power and existing systems privilege some perspectives and present barriers to others.*
- *Systemic racism causes undue burden and may not impact everyone in the same way.*
- *Open-mindedness and compassion are core OHSU values that enhance our effectiveness.*
- *Our audience should inform how we communicate.*
- *We are a professional community, dedicated to improving the human condition.*

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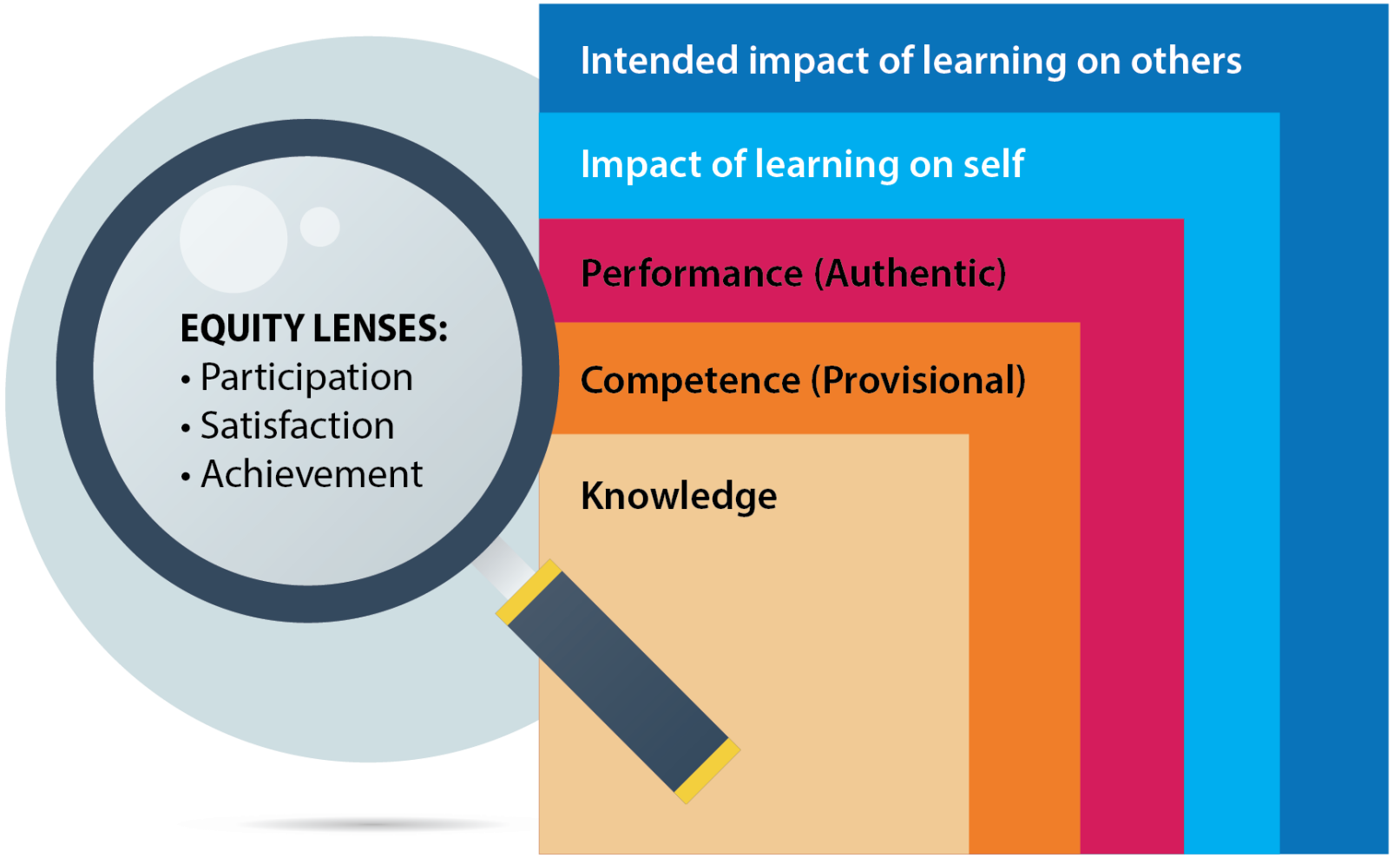
Questions?

So we made a new model…

EVIDENCE of LEARNING & IMPACT FRAMEWORK



Guiding Question:
At what level are you showing evidence of learning and/or improvement?

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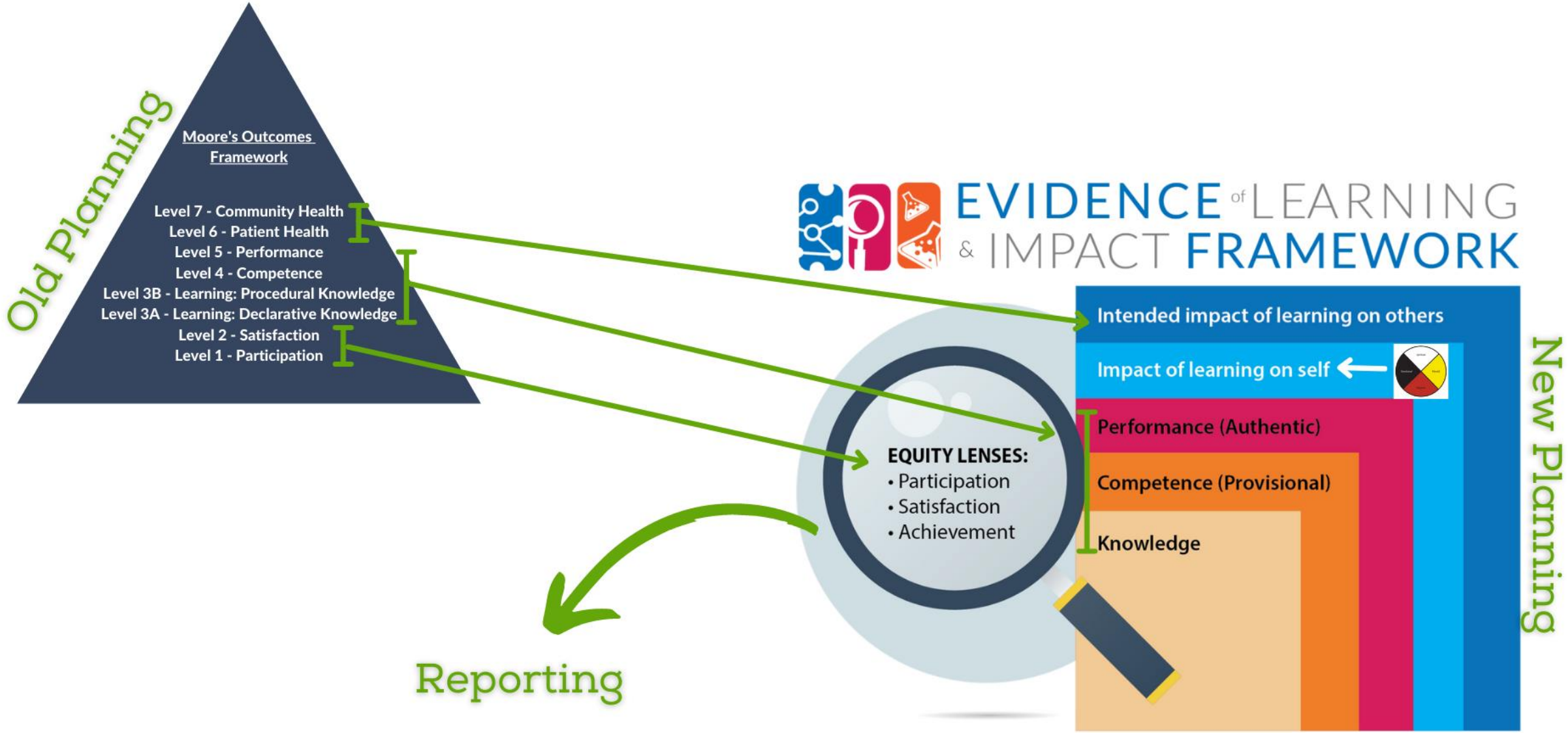
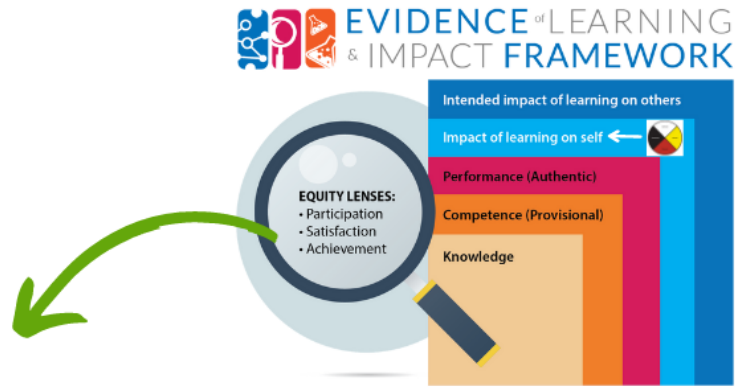

Old Planning
Moore's Outcomes Framework
Level 7 - Community Health
Level 6 - Patient Health
Level 5 - Performance
Level 4 - Competence
Level 3B - Learning: Procedural Knowledge
Level 3A - Learning: Declarative Knowledge
Level 2 - Satisfaction
Level 1 - Participation
EVIDENCE of LEARNING & IMPACT FRAMEWORK
Intended impact of learning on others
Impact of learning on self
Performance (Authentic)
Competence (Provisional)
Knowledge
EQUITY LENSES:
• Participation
• Satisfaction
• Achievement
Reporting
New Planning



Reporting

Tell us about **one assessment activity** the program is **analyzing with an equity lens**. This example should:

- Identify an assessment activity that is **ripe for improvement** using an equity lens,
- Describe an approach/data source used to analyze equity to improve learning (e.g., **disaggregation** of who participates and/or how satisfied they are, achievement, etc.), and
- Describe how the program is using the data to **inform decision making**.

Equity Lenses:

- **Participation**: What demographic patters in data exist? (I.e., attendance, race/ethnicity, age, etc.)
- **Satisfaction**: How are learners experiencing the learning environment? How are learning outcomes affected by the learning environment?
- **Achievement**: Who is excelling and who is not?

Handout

OHSU Evidence of Learning and Impact Framework ("Evidence Framework"/ELIF)

	OHSU Evidence Framework Levels	Definition/Framing Questions	Example in practice/Exemplar	Potential aligned assessment approaches (not exhaustive) (see new list of categories on pg 2)
1	Knowledge	How do learners demonstrate knowledge gained from educational activities in a didactic or simulated educational setting?	***Clinical***: Student demonstrates medical knowledge on a multiple-choice exam. ***Public Health***: Students describe, in a paper, the elements of a good structured health policy memo. ***Grad Studies***: Students describe foundational concepts of human computer interaction including user interfaces, usability, and user requirements.	Assessment of knowledge
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4	Impact of Learning on Self	How do learners reflect on the impact and value of learning on their wellbeing and identity development? How do learners demonstrate awareness of their whole selves and their purpose? Whole selves includes an integration of their mental, physical, spiritual and/or emotional self in learning.	***Clinical***: Students self-assess their competence on medical knowledge through program surveys and reflection papers. ***Public Health***: Students reflect on how their practice experience contributed to their competency attainment—including development as a public health professional ***Grad Studies***: Students reflect on and evaluate their own group projects, examining both the technical and social aspects of working as a team, inherent the multidisciplinary field of informatics.	Self-Assessment (written, oral or other) Reflective discussion, pre/post reflection exercise, self-assessment Holistic/comprehensive review
5	Intended Impact of Learning on Others	How do learners move valued knowledge into practice, by changing systems, procedures, or policies in ways that impact the community, institution, and/or beyond? Implied impact is acceptable.	***Clinical***: Students create community public health talks and measure community members' learning and motivation to change their behavior through program surveys. ***Public Health***: Students prepare a program evaluation with recommendations for a community health organization; recommendations are implemented; resulting changes to health behavior are evaluated; or, more simply, a program evaluation and implementation ***Grad Studies***: Students incorporate consideration of patients' varying levels of technical skill, disabilities, and privacy issues when developing a user interface and gather patient feedback on their experiences using the interface.	Impact on community External review of student work Service-learning project

*Note: Participation and satisfaction have been removed from this model, and are now lenses by which we can examine equity in the other categories and will be reported on in Closing the Loop.

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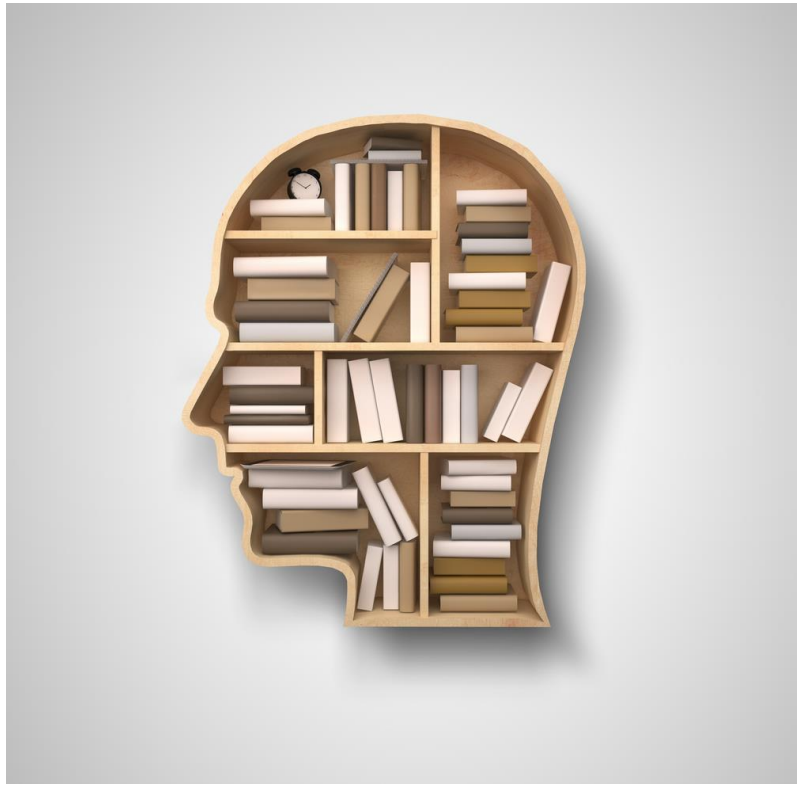
Knowledge

Framing Question:

How do learners demonstrate knowledge gained from educational activities in a didactic or simulated educational setting?

Example:

Learner describes steps of scientific method and importance of each step in a short essay quiz.



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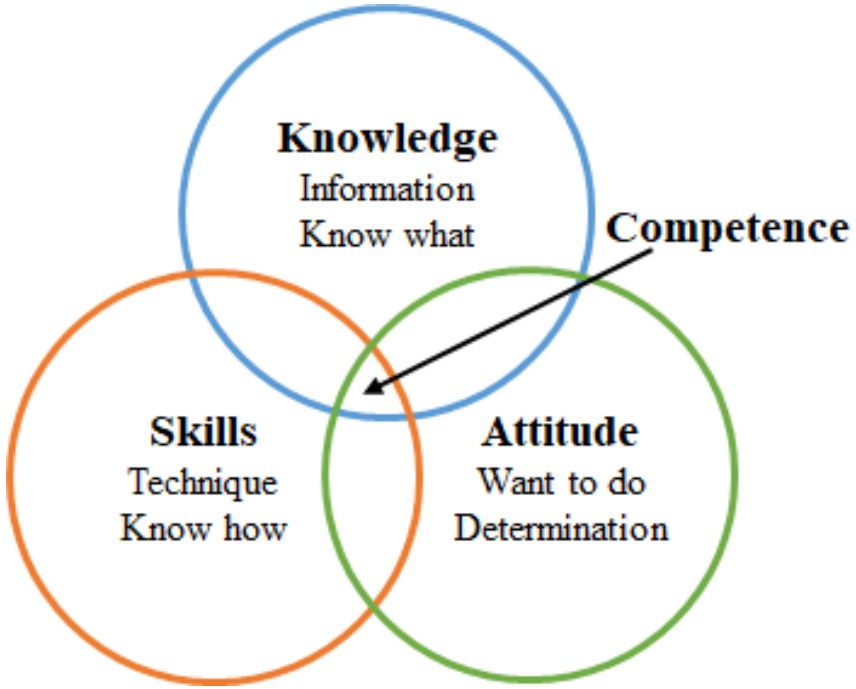
Competence (Provisional)

Framing Question:

How do learners demonstrate application of knowledge to a task, practiced in a didactic or simulated educational setting?

Example:

Learner fills out lab notebook in intro bio lab, following the prescribed steps of the scientific method during the guided experiment.



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Performance (Authentic)

Framing Question:

How do learners demonstrate, in an authentic educational or training environment, what they should be able to do in their future practice/career?

Example:

Learner proposes experiment, or revision to existing method, to lab advisor as part of their undergraduate research project, drawing on nuances of the scientific method in their proposal.

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Impact of Learning on Self

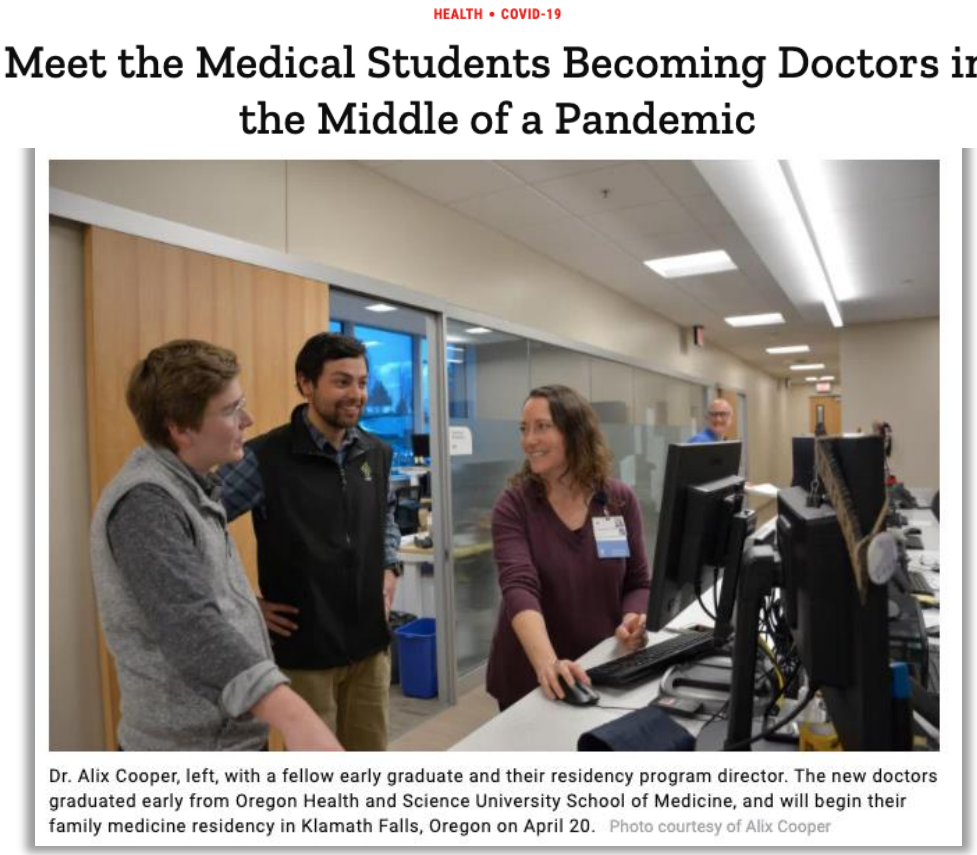
Framing Question:

How do learners reflect on the impact and value of learning on their wellbeing and identity development?

How do learners demonstrate awareness of their whole selves and their purpose?

Example:

Learner completes pre- and post- self-reflection on their development as a scientist over the course of their program, comparing their early assumptions of what a scientist is and does through their externship, where they independently run experiments in a marine biology research center.


HEALTH • COVID-19

Meet the Medical Students Becoming Doctors in the Middle of a Pandemic

Dr. Alix Cooper, left, with a fellow early graduate and their residency program director. The new doctors graduated early from Oregon Health and Science University School of Medicine, and will begin their family medicine residency in Klamath Falls, Oregon on April 20. Photo courtesy of Alix Cooper

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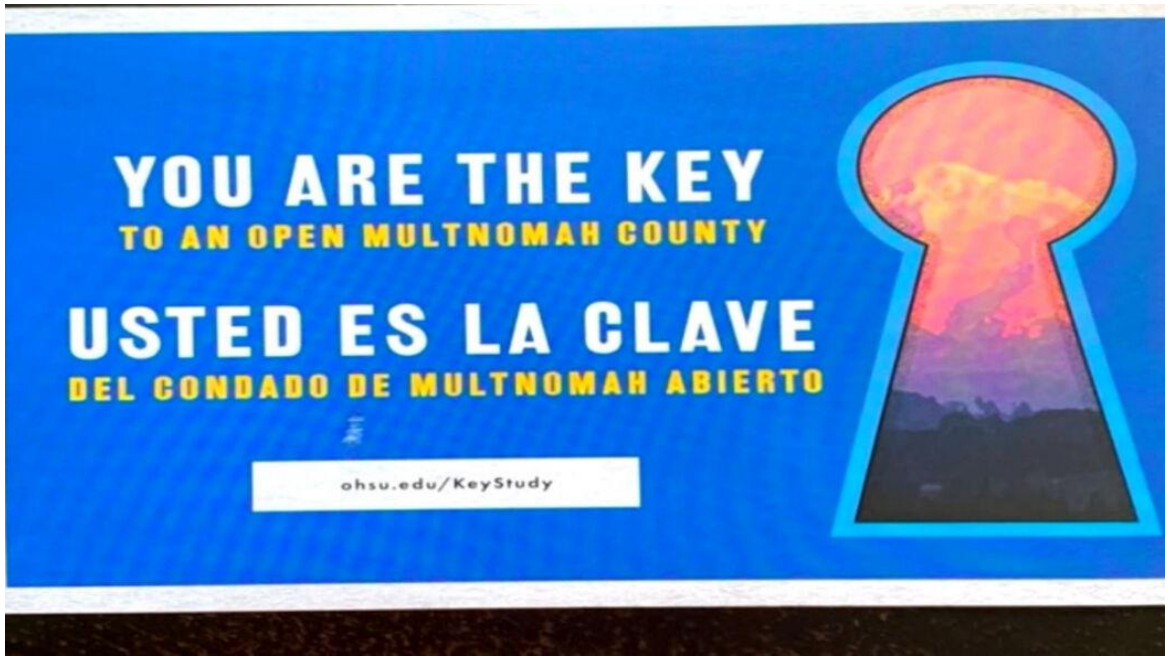
Intended Impact of Learning on Others

Framing Question:

How do learners move valued knowledge into practice, by changing systems, procedures, or policies in ways that impact the community, institution, and/or beyond? Implied impact is acceptable.

Example:

Learner completes capstone project which is a set of science communications posters for the local science museum, which posts them in an exhibit intended to educate the general population about local examples of the scientific method in practice.



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Muddiest point

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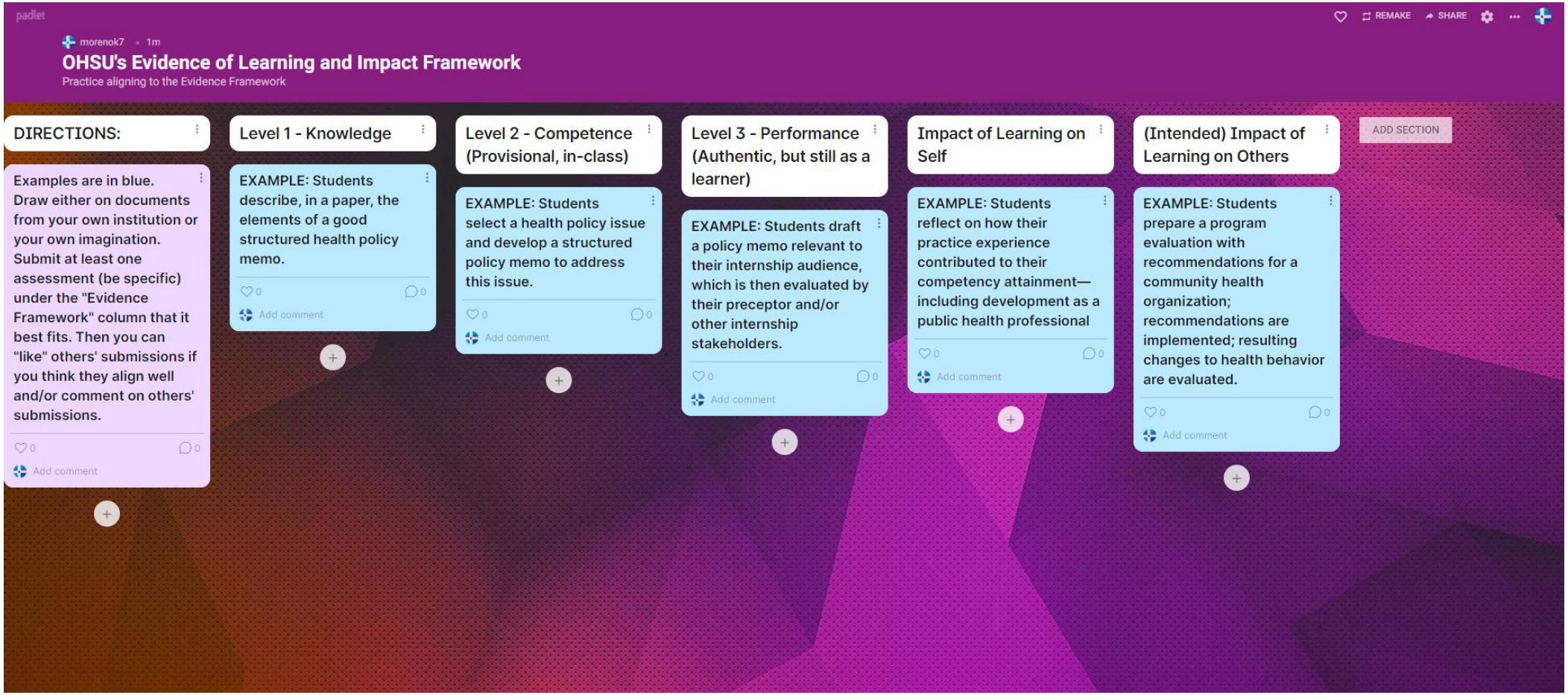
Activity - Padlet



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Assessment Methods, revised 2021

You will only be able to choose one of these categories for each entry. Pick the category that is the most characteristic of the assessment.

- Assessment of knowledge (MCQs, essay questions, structured oral exams, pre-enrollment assessment)
- Comprehensive/Holistic review (Program Committee/Panel Review - TAC/DAC reviews, theses, dissertations, capstones, portfolio, proposal defense)
- External Performance Observation (Community stakeholder feedback (engagement) - patient, client, employer, other community observers, experiential, portfolio, capstone)
- External Review of Student Work(s) (Accepted manuscript, external national assessments, peer reviewed blogs and presentations)
- Impact data (Citations, Community health, Patient/Client health metrics, Data on social determinants of health, procedure/policy change)
- Institutional Satisfaction Surveys (e.g., course evaluation, food insecurity, etc.)
- Internal Performance Observation (Simulation, Clinical, Research: lab notebooks, experiential, portfolio, capstone, peer)
- Presumptive Assessment (i.e. Absence of contrary evidence) (e.g. professionalism citation or lack thereof)
- Self-assessment – Oral (interviews, focus group, listening session)
- Self-assessment – Other (artistic expression, portfolio development)
- Self-assessment – Written (surveys, essays, narrative medicine reflections, journals)