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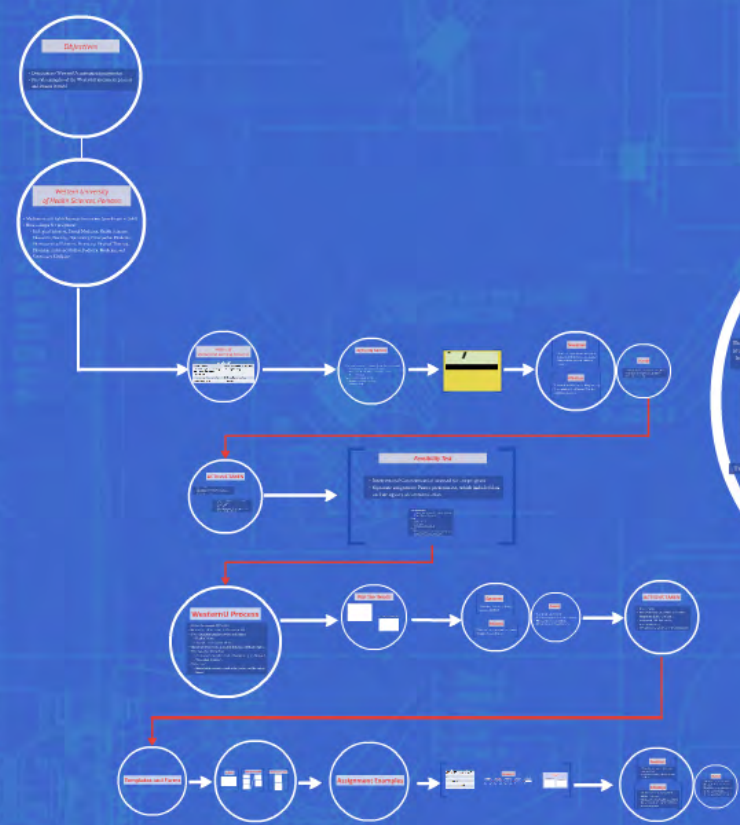
Assessing Institutional Learning Outcomes: Process, Application, and Results

November 20, 2013

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Western University of Health Sciences

CAIR 2013, Napa Valley



How has the WesternU CAIR Assessment Process been useful to your program?

It has helped us understand the role of the CAIR in our program and how we can use it to improve our program. We have a way to go in all of our programs and we will continue to work on it. As Director of Curriculum, Assessment, being able to see how our program is performing, what has worked and what has not, helps us be more effective in our job.

Having a clear understanding of our CAIR results has helped us see a number of areas where we need to improve. We have been able to identify areas where we need to improve and we have been able to make those improvements.

The CAIR process has helped us understand our program and how we can use it to improve our program. We have a way to go in all of our programs and we will continue to work on it. As Director of Curriculum, Assessment, being able to see how our program is performing, what has worked and what has not, helps us be more effective in our job.

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Objectives

- Demonstrate WesternU's assessment progression
- Provide examples of the WesternU assessment process and lessons learned

Western University of Health Sciences, Pomona

- Medium-sized Health Sciences Institution (enrollment = 2649)
- Nine colleges (14 programs):
 - Biological Sciences, Dental Medicine, Health Sciences Education, Nursing, Optometry, Osteopathic Medicine, Pharmaceutical Sciences, Pharmacy, Physical Therapy, Physician Assistant Studies, Podiatric Medicine, and Veterinary Medicine

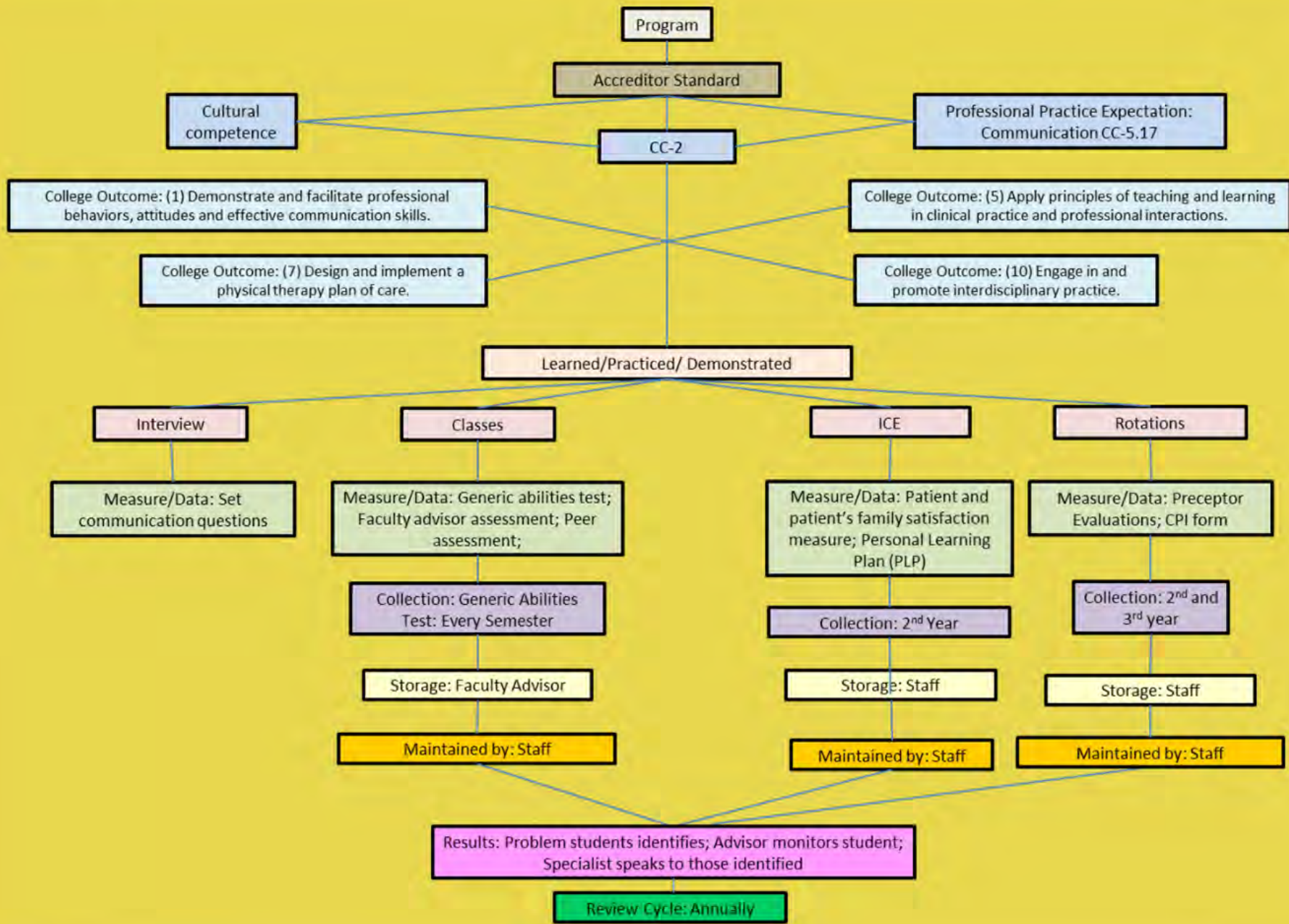
History of Institutional Learning Outcomes

Created in 2007

Critical Thinking	Ethical & Moral Decision Making
Breadth & Depth of Knowledge in the Discipline/Clinical Competence	Life-Long Learning
Interpersonal Communication	Evidence-Based Practice
Collaboration Skills	Humanism

ACTIONS TAKEN

- University Assessment & Program Review Committee created
 - Faculty representative from each college
 - Director, Institutional Research & Effectiveness
 - Research Analyst
- Search and Discovery Initiative
 - Interpersonal Communication
 - Curricular maps





Successes

- People are cooperative and are eager to demonstrate their students are learning
- ILO's are being discussed within the programs

Missteps

- The search and discovery is taking too long
- The committee is still unsure what the assessment process is

- Colleg
- Curri
- Diffic

Overall

- College/Programs felt they are assessing the ILO
- Curricula are not designed to assess ILO's
- Difficult to obtain data

ACTIONS TAKEN

- Assessment plan drafted
 - Four-year cycle, assessing two outcomes per year
 - Direct evidence should come from signature assignments
 - PLO's operationalize ILO's
- Creation of Institutional assessment report template
 - ILO-PLO alignment
 - Assessment goals
 - Participation
 - Identification and analysis of direct and indirect evidence
 - Discussion of results and implications.

ACTIONS TA

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- Creation of Institutional assessment report template
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 - Assessment goals
 - Participation
 - Identification and analysis of direct and indirect evidence
 - Discussion of results and implications.



Feasibility Test

- Interpersonal Communication assessed for one program
- Signature assignment: Poster presentation, which included data on four aspects of communication

- Report shared with:
 - With the Program Review/Assessment Committee
 - With all WesternU programs
- Goals:
 - Understandability
 - Clarification
 - Strategies for improvement
- Results
 - Modifications were made to the template (success!)
 - Excitement was generated (success!)

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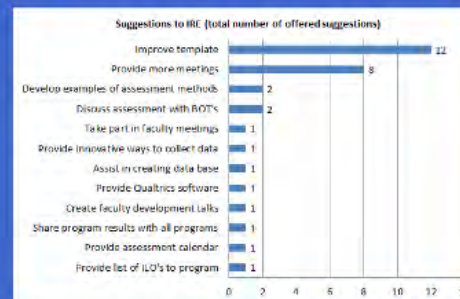
WesternU Process

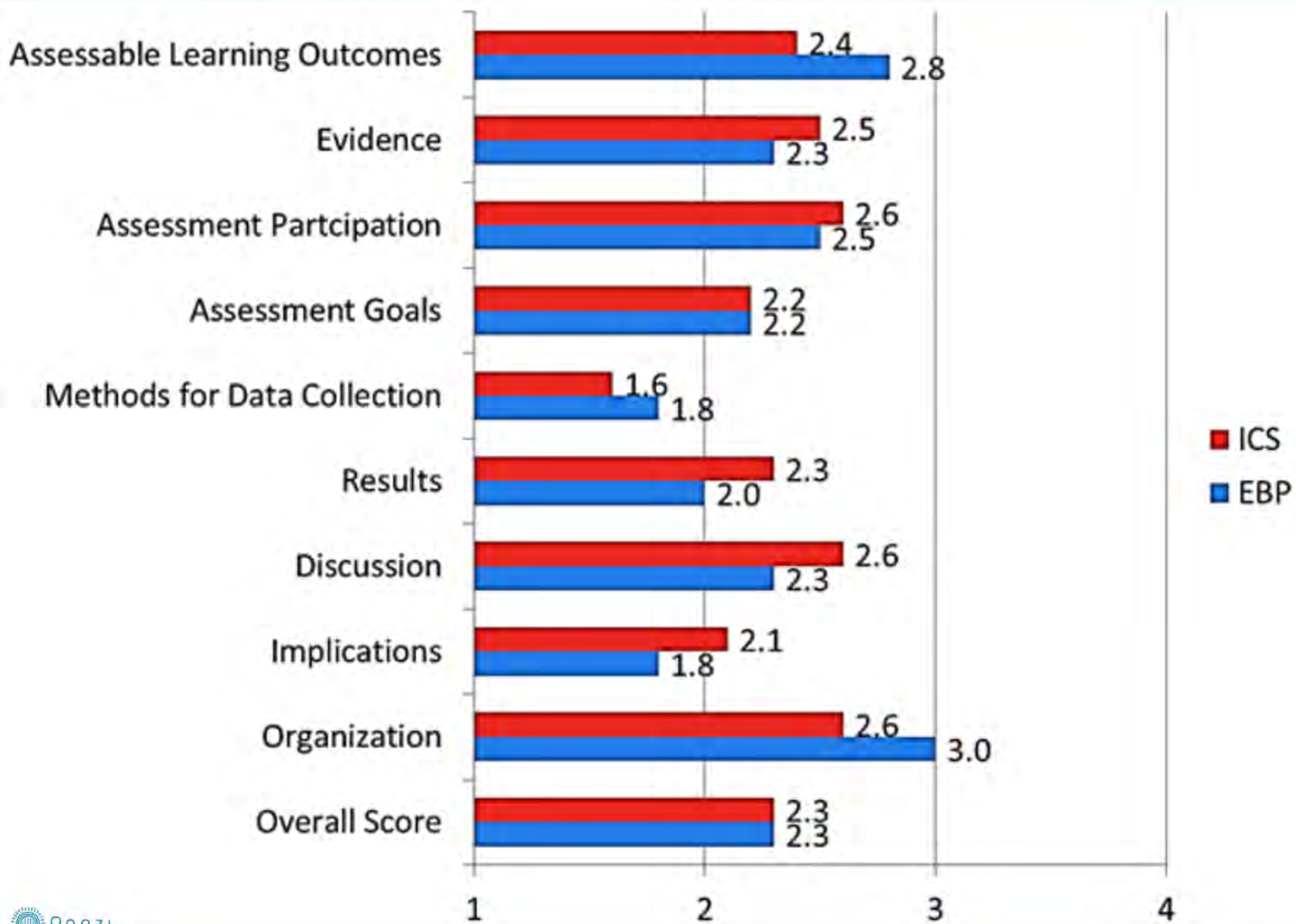
- ILO's to be assessed: EBP & ICS
- Reports are submitted to the Director of IRE
- Two committee members review each report
 - Feedback form
 - Assessment evaluation rubric
- IRE Office reviews and assembles individual feedback reports
- Meetings of understanding
 - Areas of success and needs for improvement are discussed
 - Two-sided discussion
- Meta-report
 - Shared with executives such as the Provost and the college Deans

Pilot Year Results



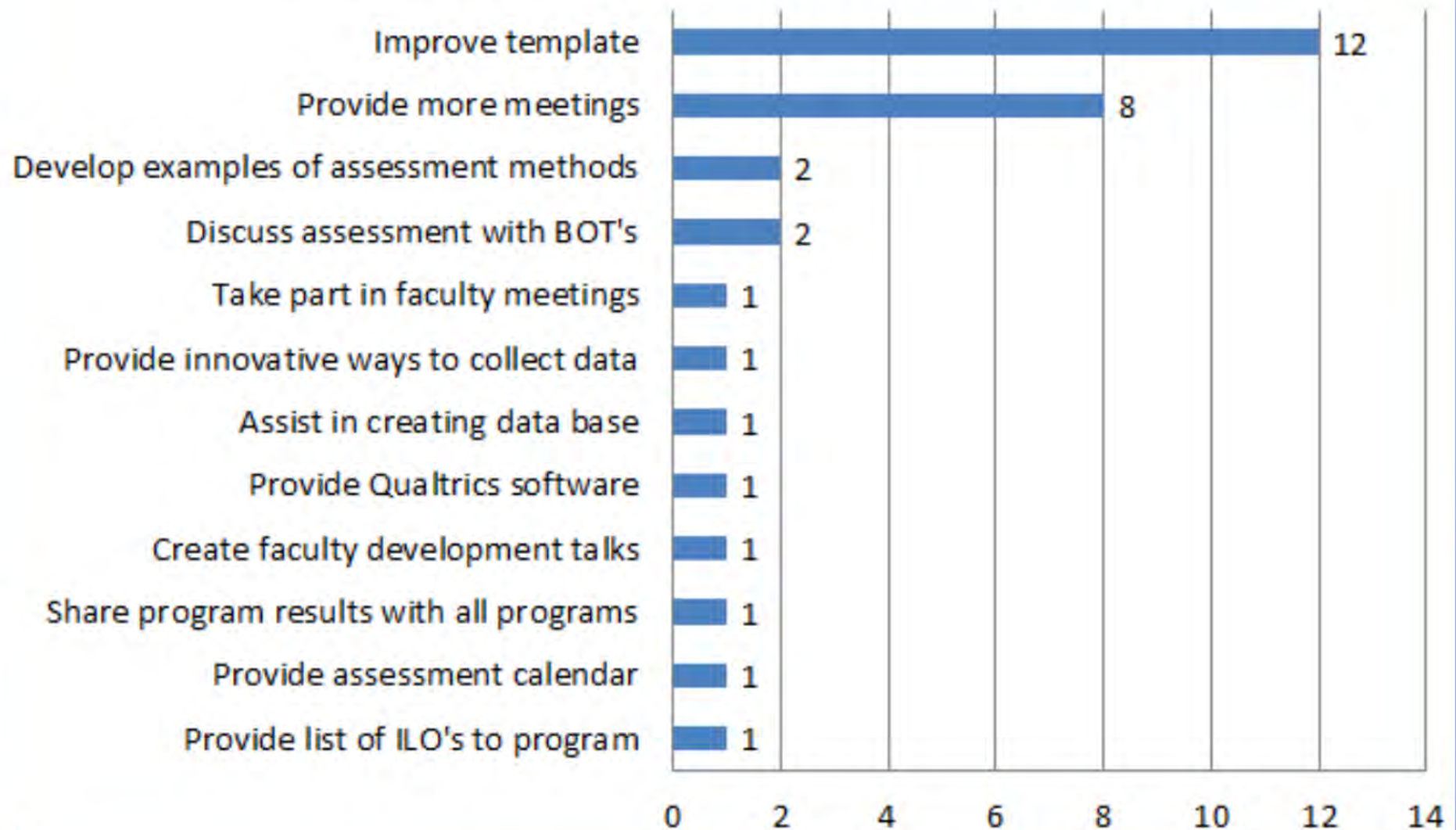
Results of Post-Assessment Meetings





Results of Post-Assessment Meetings

Suggestions to IRE (total number of offered suggestions)





Successes

- Assessment is now on the map
- Egos are involved

Missteps

- Difficult to obtain program involvement
- Template is difficult to use

- Useable
- ILO asse
- IRE need
- IRE need

Overall

- Useable data is hard to find
- ILO assessment verses classroom assessment
- IRE needs to offer more guidance
- IRE needs to show themselves more

ACTIONS TAKEN

- New template
- Reduced the number of direct and indirect assignments from 3 to at least 1
- Assessment Kick-Off meeting
- Assessment website
- IRE will review work before final submission



Templates and Forms



RUBRIC

Criteria	Level 1	Level 2	Level 3	Level 4
Content	Does not meet the criteria	Meets the criteria	Exceeds the criteria	Exceeds the criteria
Structure	Does not meet the criteria	Meets the criteria	Exceeds the criteria	Exceeds the criteria
Language	Does not meet the criteria	Meets the criteria	Exceeds the criteria	Exceeds the criteria
Research	Does not meet the criteria	Meets the criteria	Exceeds the criteria	Exceeds the criteria
Conclusion	Does not meet the criteria	Meets the criteria	Exceeds the criteria	Exceeds the criteria

Report Template

Section	Content
Introduction	Background information and context of the study.
Methodology	Description of the research methods used.
Results	Summary of the findings and data collected.
Discussion	Analysis and interpretation of the results.
Conclusion	Summary of the main findings and their implications.
References	List of sources used in the report.

Feedback Template

Criteria	Feedback
Content	
Structure	
Language	
Research	
Conclusion	
Overall	



RUBRIC

	Initial (0)	Emerging (1)	Developed (2)	Highly Developed (3)
Assessable Learning Outcome(s)	No defined outcomes	Outcome language is overly vague; outcomes do not contain action words; outcomes are not measurable; outcomes are not aligned with particular outcomes are not discipline appropriate; student learning outcomes are given instead of program learning outcomes	Program Learning Outcomes are measurable but language is imprecise; outcomes are discipline appropriate but alignment with curriculum is unclear	Program Learning Outcome language is appropriate level; contains action words; are measurable; are aligned with curriculum; are discipline appropriate
Evidence	Assessment evidence does not exist or does not yield analyzable usable assessment data; chosen assignment(s) do not assess L/O	Little direct and indirect assessment evidence presented; alignment between evidence and stated learning outcomes not clear; evidence has insufficient depth, quality, and breadth; assessment of evidence unclear; selection of assessment evidence does not appear to be systematic; chosen assignment(s) are not valid indicators of mastery level student work	Both direct and indirect assessment evidence is presented; assessment evidence aligned with stated learning outcomes; evidence has adequate depth, quality, and breadth; the amount of evidence appears to be sufficient; selection of assessment evidence does not appear to be systematic; chosen assignment(s) are satisfactory indicators of mastery level student work	Both direct and indirect assessment evidence presented; evidence clearly described; achievement targets clearly defined; evidence aligned with stated learning outcomes; evidence has sufficient depth, quality, and breadth; clear consideration of summative learning outcome; chosen assignment(s) are valid indicators of mastery level student work
Assessment Participation	Assessment process occurs in isolation, with little to no participation at the program level	Some program-wide participation in assessment process but departmental roles not clearly defined; no clear assessment process given in place	Program-wide participation in assessment process; assessment plan in place but unclear or incomplete	Formal assessment plan in place, including clear delineation of roles and goals
Assessment Goals	Purpose of assignment/tool not stated; student success not defined; individual/program benchmarks not given	Purpose of assignment/tool stated; student success not defined; individual/program benchmarks not given; purpose of assignment/tool vaguely resembles L/O	Purpose of assignment/tool stated; student success defined; individual/program benchmarks given; purpose of assignment/tool resembles L/O	Purpose of assignment/tool stated; student success defined; individual/program benchmarks given; disaggregation of data by demographic variables noted; additional goals stated; purpose of assignment/tool strongly resembles L/O
Methods for data collection	Does not state procedures for collection of data	Data collection methods are stated, but assessment data collection appears similar to student grades; not teased apart from student grades	Data collection methods are stated; assessment data taken from student work; student grades are not used; out-of-systematic approach to data collection; appropriate evidence is collected for each outcome; faculty use explicit criteria, such as agreed upon rubrics, to assess student attainment of each outcome. Rubrics are usually shared with students	Data collection methods are clearly stated; assessment data taken from student work; student grades are not used; systematic method for collection; assessment criteria, e.g., in the form of rubrics, have been piloted and refined over time; they are shared with students, and student may have helped develop them. Feedback from external reviewers has led to refinements in the assessment process. The department also uses external benchmarking data
Results	Analytical approach flawed or not clear; data not given or not clear; disorganized, or inaccurate; idiosyncratic criteria is used to assess student work	Data and results are included but missing key information; data and results included but not always appropriate; clarification or no distinction between direct and indirect evidence; Data partially addresses stated program learning outcome; overall grades are used and assessment items are not teased out; indirect evidence not analyzed	Procedure for data analysis are appropriate and accurate but incomplete or incorrect in their description; Analysis indicates levels of achievement but is unclear or incomplete in how levels are identified and differentiated; Data and results contain minor issues with clarity; indicates analysis of direct and indirect evidence	Procedures for data analysis are appropriate and accurately described; Critical analysis of data is clear for each data set, indicating specifically differentiated levels of achievement. Data and results are presented in a clear, accurate, and complete manner. Clearly differentiates distinctions between direct and indirect evidence; data disaggregated by demographics
Discussion	No inferences or interpretation offered	Invalid inferences drawn from data analysis; conclusions not supported or related to results; assessment goals are not reiterated or used for comparison; limitations not discussed	Valid inferences for the most part are drawn from data analysis; however, some inferences appear over-reaching or exaggerated; assessment goals are reiterated and used for comparison; limitations are minimally discussed	Valid inferences drawn from data analysis; analysis and results are critically discussed; assessment goals are reiterated and used for comparison; limitations of discussed; alternative explanations given
Implications	Report does not identify implications; recommendations for improvement of student learning or assessment not given; no plans for closing the loop are apparent	Report identifies some implications and recommendations for student learning and assessment but these are vague, not always realistic, or questionably related to results	Report clearly articulates implications and recommendations for improvement of student learning and assessment; clear indication of results being discussed; recommendations are realistic and appropriate; recommendations are wary or less attainable	Report articulates implications and recommendations that are fully integrated into a systematic plan for improvement; clear indication of results being discussed and with whom
Overall Organization	No continuity; assessment template not used	Lacks continuity; information, L/O's, assignments and tools presented in the beginning are never mentioned again or change; are different in the information	Direct and indirect assignments and tools are stated, but not fully addressed; only partial assessment of assignments/tools	Systematic and well organized display of information; continuity of information presented in the beginning to the end; charts and graphs utilized

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Report Template

<p>SECTION I: PROGRESS REPORT</p> <p>Instructions: Please list any programmatic actions that have taken place as a result of last year's assessment addressing the institutional learning outcomes (ILO) assessed. The goal is to document what has occurred as a result of the last assessment.</p>
<p>SECTION II: INSTITUTIONAL LEARNING OUTCOME & PROGRAM LEARNING OUTCOME ALIGNMENT</p> <p>Instructions: List all program learning outcomes (PLO) that specifically align with the ILO being assessed. If the PLOs are from an accrediting body or other professional association then please mention this here. NOTE: Please add as many Program Learning Outcomes as needed.</p> <ol style="list-style-type: none"> 1. 2. 3. 4.
<p>SECTION III: METHODOLOGY</p> <p>Instructions: Please provide at least one direct and at least one indirect method of assessment. For EACH assessment method (direct and indirect), please complete the methodology table. Only provide descriptions of assessment assignments that are currently in place, have usable data, and will be evaluated during this year's assessment of the specified institutional learning outcome. Two tables have been provided for the minimum amount of assessments to be included. Please copy and paste the table for additional assessment methods.</p> <p>Assessment 1 Methods</p> <p>Assessment 1 name: Please state the name of the chosen assignment, survey, exam, etc.</p> <p>Type of assessment: (Direct or Indirect): <i>Direct Assessment: Students demonstrate that they have achieved a learning objective. This may take place in the form of an exam, an assignment, a presentation, peerceptor evaluation, OSCE, etc. This method does not include matters of opinion or attitude.</i> <i>Indirect Assessment: Students (or others) report perceptions of how well students have achieved an objective. This may take place in the form of an alumni survey, first year survey, graduating survey, student evaluation of course, etc.</i></p> <p>Description: Please write a narrative that explains the assignment completely so that someone who knows nothing about the program will understand what the student work consists of.</p> <p>List PLO(s) this assignment will assess: Do not list every PLO. Only list the PLOs that will be assessed in this particular assignment. Over time it will become apparent which PLOs are not being used and/or assessed and revisions can be made as needed.</p> <p>Please state the quantifiable assessment goal: For example, a goal may be written to determine how many students are achieving at a specific level(score), to determine if differences in scores exist between two or more groups or to determine if scores from one assignment predict scores of another assignment.</p> <p>When does this assessment take place in the curriculum: Indicate the year in program and semester</p> <p>Data collection method: State whether a scoring guide, rubric, survey, evaluation or exam/quiz was used as the scoring mechanism. In addition please provide the tool as an attachment (within the document, preferably) if applicable please highlight what specifically is being utilized.</p> <p>Participation: Describe the assessment process and who participated. Please list the roles each person played. This section is meant to keep track of program participation from faculty, committees, deans, and Institutional research etc.</p>

<p>SECTION IV: RESULTS</p> <p>Instructions: For each assessment method listed above (direct and indirect), please complete the results table.</p> <p>Below is information that might be useful to the program:</p> <p>Frequency scores used for determining if students reach a particular score; frequency tables should be considered when reporting results.</p> <p>T-tests used to determine if two categorical groups differ on a continuous variable; t statistic, degrees of freedom, p value, means and standard deviations should be considered when reporting results.</p> <p>One way ANOVA used to determine if three or more categorical groups differ on a continuous variable; F statistic, degrees of freedom, p value, means and standard deviations should be considered when reporting results.</p> <p>Linear regression used to determine if one continuous variable can predict another continuous variable; correlation coefficient, R², beta, t or F statistic, degrees of freedom, p value, means and standard deviations should be considered when reporting results.</p> <p>Assessment 1 Results</p> <p>Assessment 1 name: Please state the name of the chosen assignment, survey, exam, etc.</p> <p>Assessment 1 goal: (Section III):</p> <p>Analytical approach:</p> <p>Sample size:</p> <p>Statistical results: Present the statistical results in a figure or table that aligns with the goal. Include a short narrative.</p>
<p>SECTION V: DISCUSSION AND IMPLICATIONS</p> <p>Instructions: Please complete the following table.</p> <p>Assessment 1 Discussion and Implications</p> <p>Assessment 1 name: Please state the name of the chosen assignment, survey, exam, etc.</p> <p>Assessment 1 goal: (Section III):</p> <p>Discussion-Was the goal reached? (Yes or no; if no, why)*:</p> <p>Discussion-How do the results relate back to the ILO? How are students performing (refer to results) in relation to the ILO? What do the results mean? What were the limitations?</p> <p>Implications-How are the findings being used by the program? Please describe what changes are being made or if things will remain the same in regards to the ILO being assessed. Who were the results discussed with or how they been circulated? What were the limitations of the assessment process, data collection methods, or results? Are there alternative explanations to your findings?</p>



SECTION I. PROGRESS REPORT

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SECTION II. INSTITUTIONAL LEARNING OUTCOME & PROGRAM LEARNING OUTCOME ALIGNMENT

Instruction: List all program learning outcomes (PLO) that specifically align with the ILO being assessed. If the PLOs are from an accrediting body or other professional association then please mention this here. *NOTE: Please add as many Program Learning Outcomes as needed.*

- 1.
- 2.
- 3.
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SECTION III. METHODOLOGY

Instructions: Please provide at least one direct and at least one indirect method of assessment. For EACH assessment method (direct and indirect), please complete the methodology table. Only provide descriptions of assessment assignments that are currently in place, have useable data, and will be evaluated during this year's assessment of the specified institutional learning outcome. Two tables have been provided for the minimum amount of assessments to be included. Please copy and paste the table for additional assessment methods.

Assessment 1 Methods

Assessment 1 name: *Please state the name of the chosen assignment, survey, exam, etc.*

Type of assessment (Direct or Indirect):

Direct Assessment: Students demonstrate that they have achieved a learning objective. This may take place in the form of an exam, an assignment, a presentation, preceptor evaluation, OSCE, etc. This method does not include matters of opinion or attitude.

Indirect Assessment: Students (or others) report perceptions of how well students have achieved an objective. This may take place in the form of an alumni survey, first year survey, graduating survey, student evaluation of course, etc.

Direct

Description: *Please write a narrative that explains the assignment completely so that someone who knows nothing about the program will understand what the student work consists of.*

List PLO(s) this assignment will assess: *Do not list every PLO. Only list the PLOs that will be assessed in this particular assignment. Overtime it will become apparent which PLOs are not being used and/or assessed and revisions can be made as needed.*

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Please state the quantifiable assessment goal: *For example, a goal may be written to determine how many students are achieving at a specific level/score, to determine if differences in scores exist between two or more groups or to determine if scores from one assignment predict scores of another assignment.*

When does this assessment take place in the curriculum: *Indicate the year in program and semester*

Data collection method: *State whether a scoring guide, rubric, survey, evaluation or exam/quiz was used as the scoring mechanism. In addition please provide the tool as an attachment (within the document, preferably) if applicable please highlight what specifically is being utilized.*

Participation: *Describe the assessment process and who participated. Please list the roles each person played. This section is meant to keep track of program participation from faculty, committees, deans, and Institutional research etc.*

SECTION IV: RESULTS

Instructions: For each assessment method listed above (direct and indirect), please complete the results table.

Below is information that might be useful to the program:

Frequency scores used for determining if students reach a particular score; frequency tables should be considered when reporting results

T-tests used to determine if two categorical groups differ on a continuous variable; t statistic, degrees of freedom, p value, means and standard deviations should be considered when reporting results

One-way ANOVA used to determine if three or more categorical groups differ on a continuous variable; F statistic, degrees of freedom, p value, means and standard deviations should be considered when reporting results

Linear regression used to determine if one continuous variable can predict another continuous variable; correlation coefficient, R^2 , beta, t or F statistic, degrees of freedom, p value, means and standard deviations should be considered when reporting results

Assessment 1 Results

Assessment 1 name: *Please state the name of the chosen assignment, survey, exam, etc.*

Assessment 1 goal (Section III):

Analytical approach:

Sample size:

Statistical results: *Present the statistical results in a figure or table that aligns with the goal. Include a short narrative.*

SECTION V: DISCUSSION AND IMPLICATIONS

Instructions: Please complete the following table.

Assessment 1 Discussion and Implications

Assessment 1 name: *Please state the name of the chosen assignment, survey, exam, etc.*

Assessment 1 goal (Section III):

Discussion-Was the goal reached? (Yes or no; if no, why)*:

Discussion-How do the results relate back to the ILO: *How are students performing (refer to results) in relation to the ILO? What do the results mean? What were the limitations?*

Implications-How are the findings being used by the program? *Please describe what changes are being made or if things will remain the same in regards to the ILO being assessed. Who were the results discussed with or have they been circulated? What were the limitations of the assessment process, data collection methods, or results? Are there alternative explanations to your findings?*

Feedback Template

1. Learning Outcomes
Strengths:
Weaknesses:
Rubric score:
Justification for rubric score:
Recommendations:

2. Evidence
Strengths:
Weaknesses:
Rubric score:
Justification for rubric score:
Recommendations:

3. Assessment Participation
Strengths:
Weaknesses:
Rubric score:
Justification for rubric score:
Recommendations:

4. Assessment Goals
Strengths:
Weaknesses:
Rubric score:
Justification for rubric score:
Recommendations:

5. Assessment Methods
Strengths:
Weaknesses:
Rubric score:
Justification for rubric score:
Recommendations:

6. Results
Strengths:
Weaknesses:
Rubric score:
Justification for rubric score:
Recommendations:

7. Discussion
Strengths:
Weaknesses:
Rubric score:
Justification for rubric score:
Recommendations:

8. Implications
Strengths:
Weaknesses:
Rubric score:
Justification for rubric score:
Recommendations:

Overall Review
Rubric Score [Overall Organization]:
1. Do you feel the ILO is properly assessed? (Y/N) If no, what do you feel is missing?
2. Based on this report, can you conclude that the students in the program are performing at a high level in regards to the ILO? (Y/N) If no, why? (Please use the assessment report to substantiate your reasoning)

1. Learning Outcomes

Strengths:

Weaknesses:

Rubric score:

Justification for rubric score:

Recommendations:

2. Evidence

Strengths:

Weaknesses:

Rubric score:

Justification for rubric score:

Recommendations:

3. Assessment Participation

Strengths:

Weaknesses:

Rubric score:

Justification for rubric score:

Recommendations:

4. Assessment Goals

Strengths:

Weaknesses:

Rubric score:

Justification for rubric score:

Recommendations:

5. Assessment Methods

Strengths:

Weaknesses:

Rubric score:

Justification for rubric score:

Recommendations:

6. Results

Strengths:

Weaknesses:

Rubric score:

Justification for rubric score:

Recommendations:

7. Discussion

Strengths:

Weaknesses:

Rubric score:

Justification for rubric score:

Recommendations:

8. Implications

Strengths:

Weaknesses:

Rubric score:

Justification for rubric score:

Recommendations:

Overall Review

Rubric Score (Overall Organization):

1. Do you feel the ILO is properly assessed? (Y/N) If no, what do you feel is missing?

2. Based on this report, can you conclude that the students in the program are performing at a high level in regards to the ILO? (Y/N) If no, why? (Please use the assessment report to substantiate your reasoning)

Assignment Examples

ICS		EBP	
Direct	Indirect	Direct	Indirect
Rotations 3 rd & 4 th year	Grad survey	Rotations 3 rd & 4 th year	Grad survey
Clinical Performance exam	Student evaluation of rotations	Writing assignment	Dissertation/Project Completion Rates
Patient Encounter	Post Communication Drill Survey	Pre-clinical exam	course evaluations
Oral final exam	Student Employment Survey	Research Methods Final Exam	Student Self-Evaluation Survey
	Course evaluations	Annotated Review & Evidence Appraisal	
		Disease Management Program Design	
		APPE Evaluations	

Example 1

Learning Outcomes

1.1 Interpersonal Communication Skills

The graduates are expected to demonstrate interpersonal communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of health care teams.

Assignment

Clinical Performance Exam (CPE)

The CPE is a high stakes exam that students take at the end of their 2nd year. They must pass with a min of 70% to go on to third year rotations. CPE directly assesses students' empathy, listening skills, eliciting accurate information, giving information and professionalism.

Scoring

Yes or No checklist given to the standardized patients (SP) to evaluate the students
There are multiple items per communication category

Goal

100% of students are able to demonstrate proficiency by scoring 80% or above in the following categories within the communication domain

Results

Student SP Results Summary				
Communication Skill	Max Points	Min Points	Avg Points	% of Students
History Taking	2	1	1.5	75%
Physical Exam	2	1	1.5	75%
History of Present Illness	2	1	1.5	75%
Physical Exam	2	1	1.5	75%
History of Present Illness	2	1	1.5	75%
Physical Exam	2	1	1.5	75%

Learning Outcomes

ILO: Interpersonal Communication Skills

PLO: The graduates are expected to demonstrate interpersonal communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of health care teams.



Assignment

Clinical Performance Exam (CPE)

The CPE is a high stakes exam that students take at the end of their 2nd year. They must pass with a min of 70% to go on to third year rotations. CPE directly assesses students empathy, listening skills, eliciting accurate information, giving information and professionalism.

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Goal

100% of students are able to demonstrate proficiency by scoring 80% or above in the following categories within the communication domain



Results

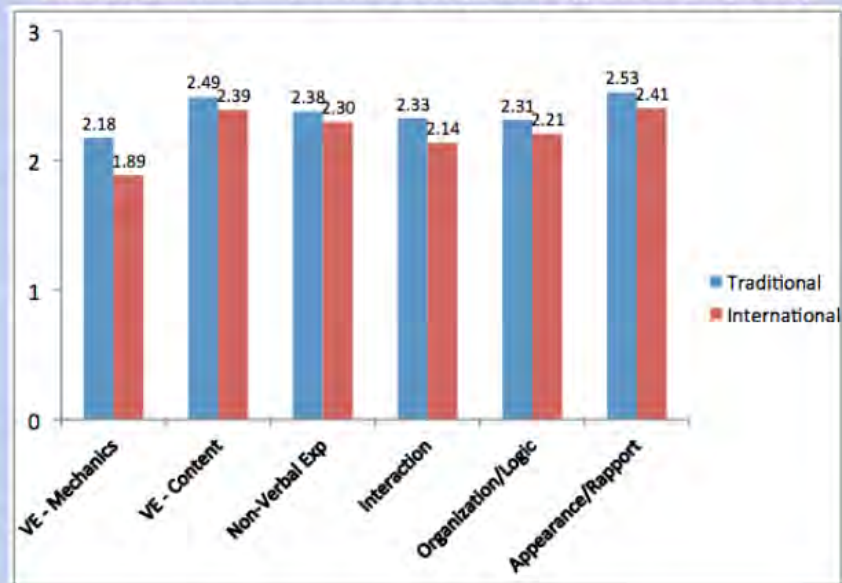
Students Not Reaching Goal of 80%

Communication Skill	Pomona		Lebanon	
	# of students <80%	% of students <80%	# of students <80%	% of students <80%
Elicit Information	2	0.88%	1	0.96%
Professionalism	2	0.88%	1	0.96%
Listening Skills	1	0.44%	2	1.92%
Empathy	22	9.65%	6	5.77%
Giving Information	14	6.14%	6	5.77%

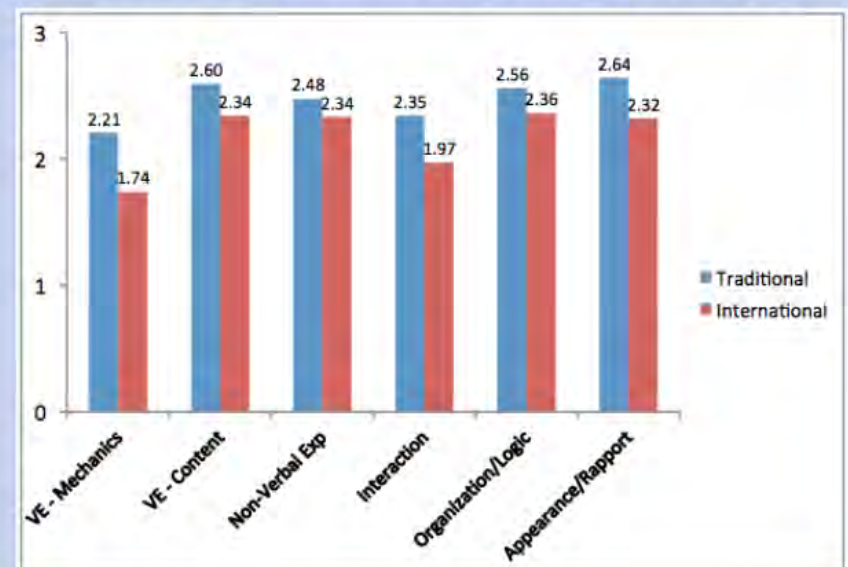


Example 2

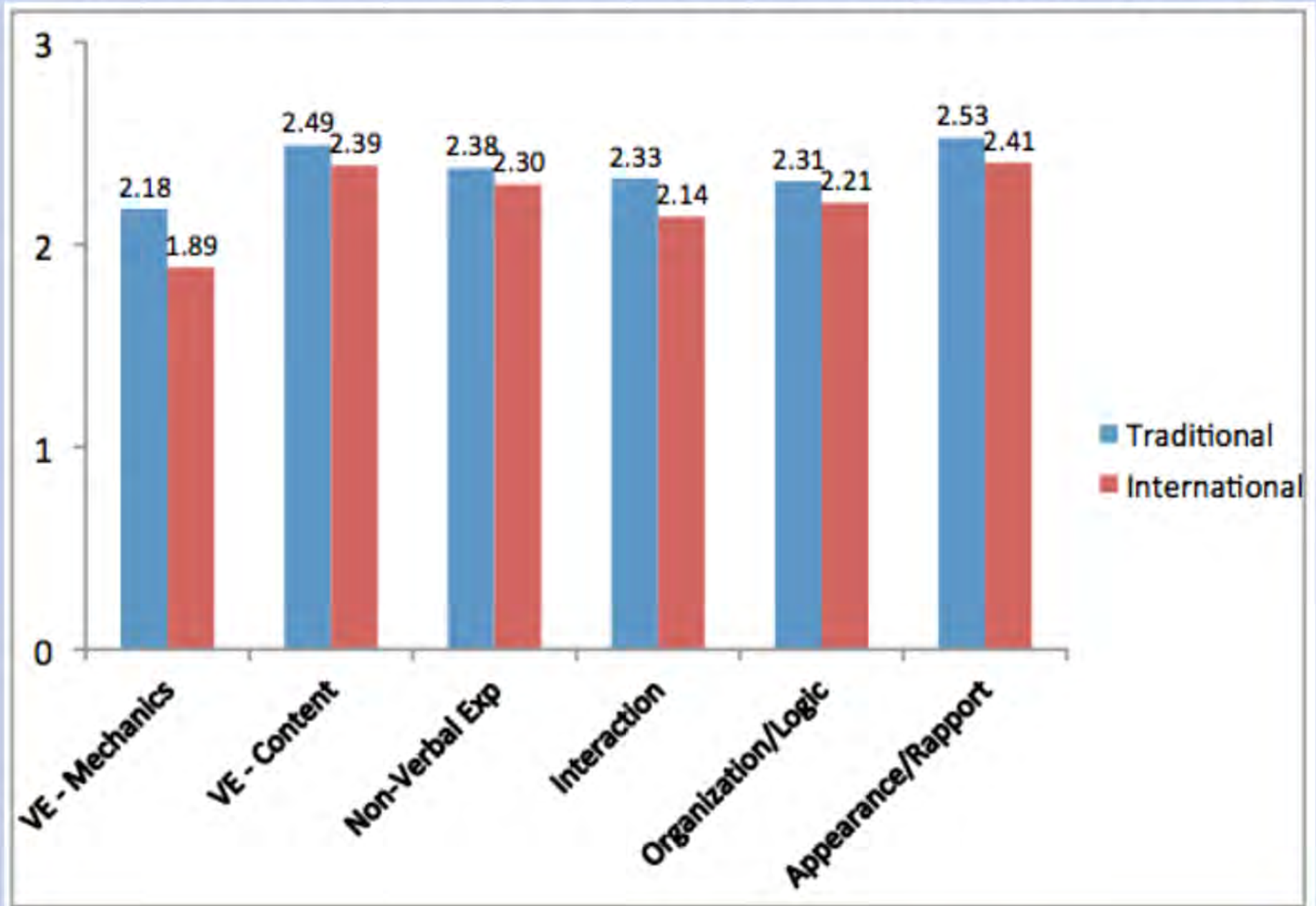
2011-2012 mean communication score by student type as scored by faculty



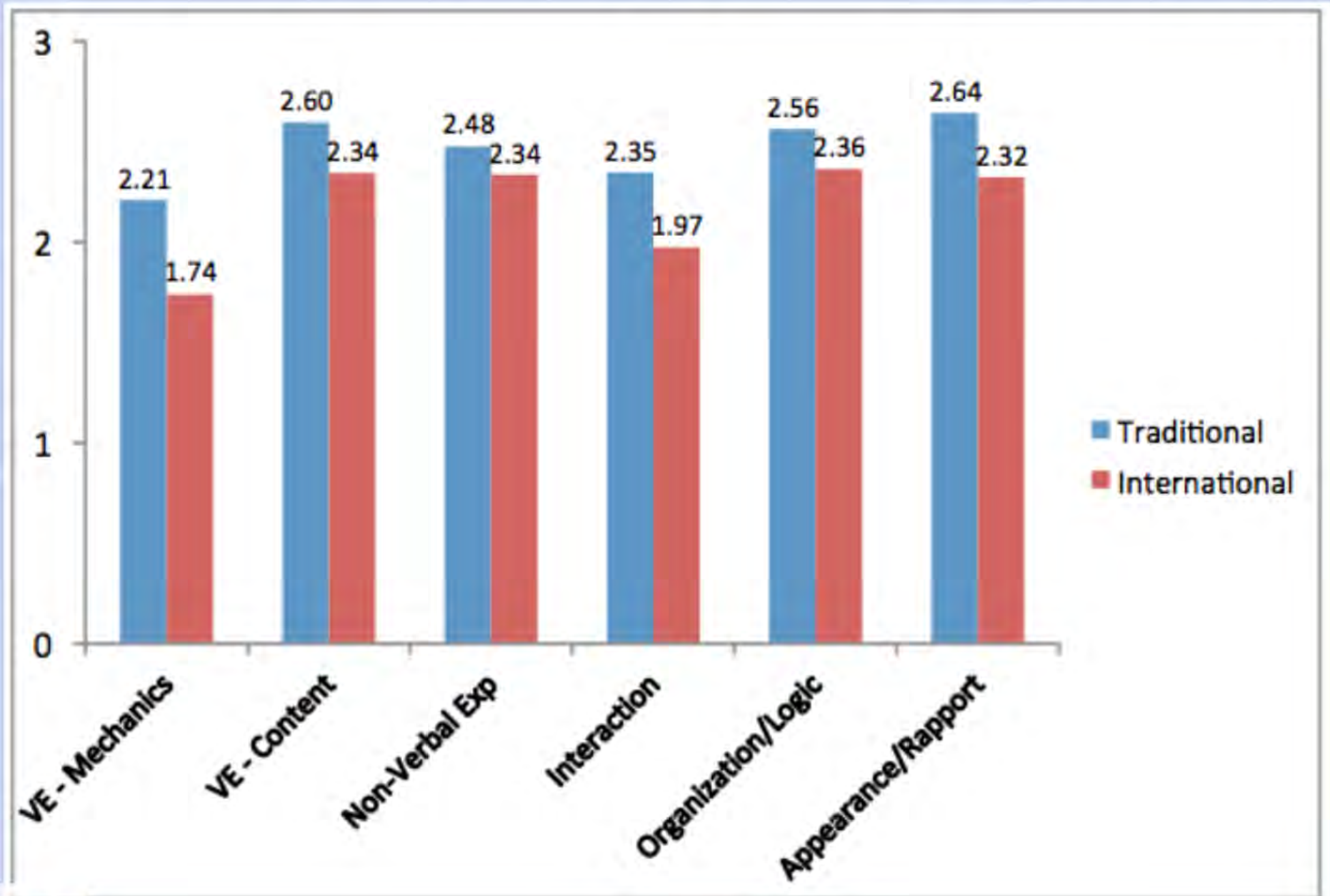
2011-2012 mean communication score by student type as scored by SP's



2011-2012 mean communication score by student type as scored by faculty



2011-2012 mean communication score by student type as scored by SP's



Successes

- Those that participated in the review process did well
- Programs are finding value in assessing the ILO's

Missteps

- IRE needs to be more proactive in guiding the process
- IRE needs to understand in more detail the constraints of those that assist the assessment process

- Unders
- program
- departm
- Some I
- have pr
- The ILO
- profess

Overall

- Understand the contributors from the programs may get scrutinized by their departments
- Some ILO's do not fit programs that do not have professional accreditation
- The ILO assessment, program review, and professional accreditation are not in sync

How has the WesternU ILO Assessment Process been useful to your program?

It has helped us analyze the role of key PLOs in relation to the university's ILOs.

We have a ways to go in all of this but we wouldn't know which direction to head without this process.

As Director of Outcomes Assessment, being able to see how others have assessed student performance, what has worked and what has not, helps me be more effective in my job.

The ILO assessment process is driving our enhanced curricular mapping process and along with our professional accreditation requirements, providing a "10,000 foot level" scaffold for our map. It will help us more effectively identify gaps and redundancies and assess the efficacy of evidence-based curricular changes.

Having to align student performance in our PLOs with the ILOs has identified gaps in our assessment of student performance which will need to be addressed in an evidence-based format.

The process has forced a breakdown in the course "silos" and made faculty look towards assessing student progress across courses instead of within courses, which is critical in our integrated curriculum.

The ILO Process has allowed us to re-examine our learning outcomes and to be aware of the measurability of both our PLOs as well as our ILO's.

It has helped us schedule assignments and change assignments so that we are better able to assess our students mastery of our ILO's and PLO's.

The assessment provides an opportunity to see how the department can revise teaching methodologies and assessments to better capture data that can be used for the evaluation of ongoing program effectiveness.

The process has had the greatest impact on getting the faculty to look critically at the curriculum and what we believe our graduates should look like.

By focusing on 2 ILO's each year we can really hone in on key areas, determine effectiveness and devise plans for improvement with measurable, structured assignments and goals.

The WesternU ILO experience has challenged us to increase the rigor of our assessment process so that we can be certain that we are delivering what we promise to our accreditors, to our students and to the future patients of the physicians whom we are training.

Prior to an agreement on the ILOs, each college focused on their own assessment/accreditation process as if each of our programs were in a silo. Once we began to work together on the ILOs, collaborations initiated and in my college, the program review process has improved thanks to the sharing of best-practices from all of our University programs.

Overall

Programs looking at meeting the ILOs have started looking to assess ILOs in their programs.

ACTIONS TAKEN

P. TIME & BOWNE
 PRESIDENT, 2011-12
 2012 CHAIRMAN, BOARD OF
 CHAIRMAN, BOARD OF
 CHAIRMAN, BOARD OF
 CHAIRMAN, BOARD OF
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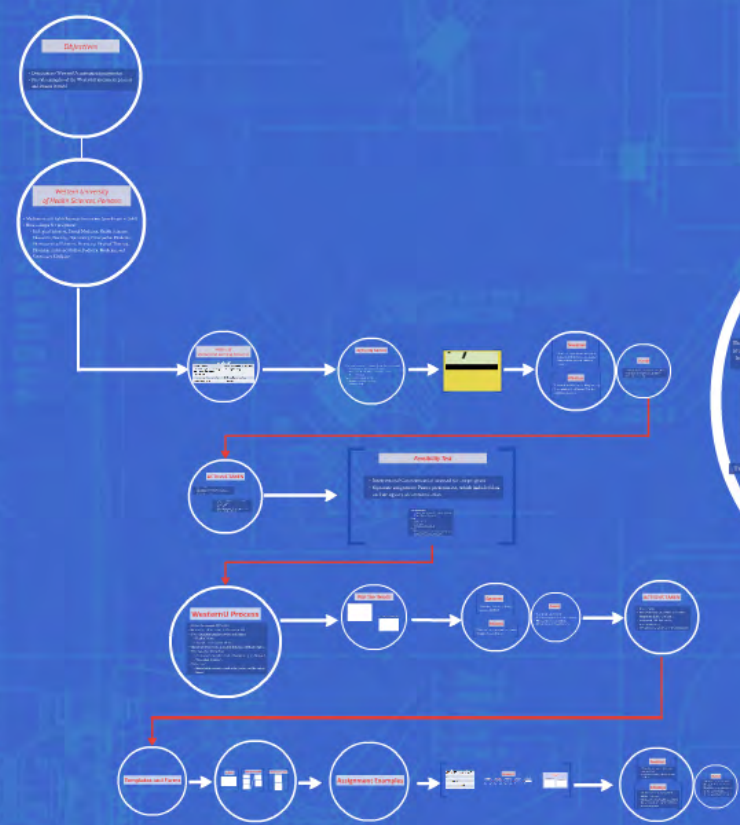
Assessing Institutional Learning Outcomes: Process, Application, and Results

November 20, 2013

Neil Patel PhD
 Juan Ramirez PhD
 Alyssa De Santiago, MPH, CHES

Western University of Health Sciences

CAIR 2013, Napa Valley



How has the WesternU CAIR Assessment Process been useful to your program?

It has helped us understand the role of the CAIR assessment in our institution's mission. As Director of Curriculum Assessment, being able to see how our own program's performance, what has worked and what has not, helps us be more effective in our job.

We have a ways to go in all of this but we will continue to work on it. We have identified gaps in our assessment of student performance which will help us to be more effective in our job.

Having a clear understanding of our CAIR results and the data that goes into our assessment of student performance will help us to be more effective in our job.

The process for building the CAIR assessment plan was very helpful. It allowed us to see the strengths and weaknesses of our program and to make changes where needed. The assessment process was very helpful in identifying areas for improvement and in setting goals for the future.

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