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The proof is in the pudding: Does applying an academic programmatic assessment framework to TLC resources result in something tasty?

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Keywords

Program Evaluation;

Abstract

Background: Centers for teaching and learning in higher education institutions have varied approaches to assessing their work (Haras et al, 2027; POD Network, n.d.). OHSU's Teaching and Learning Center (TLC) is no exception. Using a program evaluation or assessment framework is one way to measure efficacy of a center for teaching and learnings' resources. At OHSU's TLC, we needed a flexible and adaptable instrument to assess a wide variety of resources that differ in mode, objectives, and duration. The evidence of learning and impact framework (Jacobs & Moreno, 2023), developed by Dr. Constance Tucker, Sarah Jacobs, and Dr. Kirstin Moreno, and used by the OHSU Assessment Council to evaluate evidence of learning for OHSU's academic programs, showed promise. We wanted to see if a framework for measuring evidence of learners' learning could be applied to a professional unit that provides resources for educator excellence. The "learners" in this case are both the participants who partake of our resources as well as the TLC faculty whom we hope develop professionally while engaging others in a resource. We wanted to see if this same framework can be an effective tool for assessing our resources. We hope our work will tell a story through data about our center's impact on faculty perceptions of themselves as educators and on educational excellence at OHSU.

Methods

The proposal's authors met monthly beginning in December 2023 to go through each of our resources and determine at which framework level each resource could be assessed and by what measures. Lisa created an initial proposal to use the framework with our resources categorized by type (synchronous workshops, websites, longer-term programs, e.g.). After each meeting, we are determining what to focus on next and a time frame for next steps.

Impact/effectiveness, findings/results

As of this writing, we are creating a common assessment for our synchronous Train Your Brain and Assessment Academy workshops that will measure satisfaction, knowledge and impact of learning on self. We plan to embed common measures within the workshops themselves. We are beginning this work, but we hope to share what we find and our iterative process to hone its effectiveness.

Diversity, equity and inclusion

Part of the assessment framework foregrounds a diversity, equity, and inclusion lens when assessing participation and satisfaction. We are going through each of our resources with such a lens and asking ourselves how we were addressing diversity, equity, and inclusion. Current ideas include disaggregating participation and satisfaction data by demographic group and asking on surveys about identification as a member of a historically and systemically excluded group or groups.

Possible applications

Other academic and non-academic that are considering a cohesive assessment plan for its resources and/or work may wish to adopt and adapt OHSU's evidence of learning and impact framework.

Learning Objectives

1. Participants will be able to summarize OHSU's evidence of learning and impact framework
2. Participants will be able to identify TLC resources
3. Participants will be able to reflect on how the evidence of learning and impact framework can be applied to programs

References

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3. POD Network. (n.d.). Defining what matters: Guidelines for comprehensive center for teaching and learning (CTL) evaluation. POD_DWM_final-rev-11-24.indd (podnetwork.org)