



OHSU ANNUAL REPORT ON ASSESSMENT

2023-2024

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INTRODUCTION

Previous Annual Reports on Assessment have underscored the significant impact of structural reforms in the assessment process, including improved data collection and reporting methods, as well as expanded educational outreach to programs. These enhancements have collectively elevated the quality and accuracy of academic program data across the institution. As a result, OHSU academic programs have outgrown previous metrics by which we measure assessment data quality. This report marks a shift from previous iterations by emphasizing key areas of growth and acknowledging that the overall quality of assessment data has surpassed current metrics. Consequently, it calls for the development of more advanced metrics that better reflect OHSU's standard of true excellence in assessment. The following sections will describe how academic program assessment is conducted, present results for both established and pilot metrics introduced in the 2022-2023 assessment cycle, highlight key areas for growth, and summarize key findings from the initiatives undertaken.

ABOUT ACADEMIC PROGRAM ASSESSMENT

Oregon Health & Science University (OHSU) has an institutional assessment process, initiated in 2006, to evaluate how academic programs meet educational goals. Initially, the process involved narrative-driven reports from each academic program, but in 2017, OHSU restructured the assessment process to align with the Northwest Commission on Colleges and Universities (NWCCU) recommendations. The new data structure focuses on collecting faculty-driven improvements aligned with core competencies. Each year, academic programs update their assessment plans and report on the previous year's performance, with submissions due by November 1st. The OHSU Assessment Council reviews these reports in January using an institutional rubric (**Tables 1 and 2**) to provide feedback, which guides continuous improvement. This iterative process fosters a continuous cycle of enhancement, driving program development and aligning with NWCCU's student learning indicators.

TABLE 1: ASSESSMENT PLAN RUBRIC

Plan Dimension	Plan Definition of Excellence
Communication of SLOs	Student learning outcomes statements have been prominently posted on the program or department website and made available to students.
Progression/ Differentiation (if applicable)	The difference between unique degree/certificate levels is clearly defined in the SLOs. (i.e., There is a difference between certificate and terminal degree SLOs)
Clearly Written SLOs	SLOs are clearly written (e.g., non-expert can understand what the learner will learn in the program)
Alignment of Core Competencies to SLO's	The program demonstrates clear alignment of SLOs to each of the OHSU Core Competencies
Evidence of Learning and Impact Framework Alignment	Evidence Framework Levels are appropriately aligned.

TABLE 2: ASSESSMENT REPORT RUBRIC

Report Dimension	Report Definition of Excellence
Targets Met/Not Met	The program met all their targets.
Interpretation of Targets Not Met	Program demonstrates reflection on targets not met or partially met by providing possible explanations and whether any changes will be made as a result. Interpretations of targets not met/partially met should center students and student learning when relevant.
Engagement of Stakeholders in Program Assessment Planning & Review	Representatives from at least five of the following groups are engaged regularly in program assessment planning and review: a) faculty; b) staff; c) students; d) alumni; e) external stakeholders; f) employers
Closing the Loop: Course Improvement or Course Evaluation Feedback	There is evidence that the program collected, analyzed, and used course level assessment data, not limited to course evaluation data, to inform student learning improvement.
Closing the Loop: Program Improvement	Assessment data have been analyzed and used for program improvement
Closing the Loop: Equity Considerations*	Program response: 1) Identifies an assessment activity they are interested in exploring using an equity lens 2) Describes an equity lens/approach/data source to analyze data from the activity (e.g., participation, satisfaction, achievement)

* Indicates Pilot Item

INDICATORS OF EFFECTIVENESS

To strengthen the relationship between course and institutional level assessment, the Assessment Council implemented institutional indicators of effectiveness to track institutional student learning. These were approved by the OHSU Board in September 2020. Results for the last assessment cycle are shown in **Table 3**.

TABLE 3: 2022-2023 NWCCU STUDENT LEARNING INDICATORS OF EFFECTIVENESS RESULTS

Objective 2.1: Engage in student learning outcomes assessment to evaluate quality and use results for improvement of academic programs and student services.

INDICATOR	DESCRIPTION	TARGET	OHSU %
2.1.1	Percentage of academic programs that demonstrate alignment of the OHSU Graduation Core Competencies to their student learning objectives, activities, and assessments.	90%	99%
2.1.2	Percentage of academic programs that use OHSU Assessment Council feedback and/or other assessment data to improve assessment activities.	60%	89%
2.1.3	Percentage of academic programs that use assessment data to improve or maintain the achievement of student learning outcomes.	60%	89%
2.1.4	Percentage of central student support services that map their assessments to an OHSU Graduation Core Competency.	70%	100%

The data in **Table 3** reflects strong performance relative to the long-established indicators at OHSU, with academic programs and student support services exceeding key targets. Currently, nearly all academic programs (99%) align (map) their learning objectives with OHSU Graduation Core Competencies, surpassing the 90% target, while 89% of programs use feedback and assessment data to enhance activities, well above the 60% goal. This proactive approach extends to improving student learning outcomes, where 89% of programs exceed expectations. In student support services, 100% have mapped their assessments to a core competency, far surpassing the 70% target.

Overall, these results demonstrate OHSU’s commitment to continuous improvement and institutional alignment. A more detailed breakdown of each indicator is provided in the following sections.

INDICATOR BREAKDOWN

INDICATOR 2.1.1:
Percentage of academic programs that map student learning outcomes to each of the OHSU Graduation Core Competencies.

FIGURE 1: INDICATOR 2.1.1 - COMPETENCY ALIGNMENT

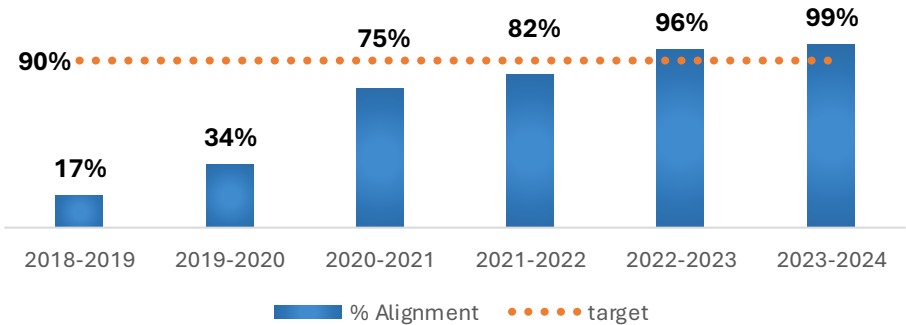


Figure 1 shows the historical performance of OHSU's academic programs in aligning their objectives with the Graduation Core Competencies (Indicator 2.1.1) over a six-year period. There is a clear upward trend, starting from 17% mapped in 2018-2019 and steadily increasing each year. By 2020-2021, mapping rates reached 75%, surpassing the halfway mark, and continued to improve significantly, reaching 99% in 2023-2024. This performance not only shows substantial progress but also consistently exceeds the 90% target starting in the 2021-2022 period, demonstrating OHSU's successful and sustained efforts in meeting institutional goals. The rapid growth, particularly from 2020 onward, suggests that concerted efforts have been made to align academic programs with core competencies.

INDICATOR 2.1.2:
Percentage of academic programs that use available Assessment Council Feedback data to improve or inform assessment of student learning.

FIGURE 2: INDICATOR 2.1.2 - ASSESSMENT IMPROVEMENT

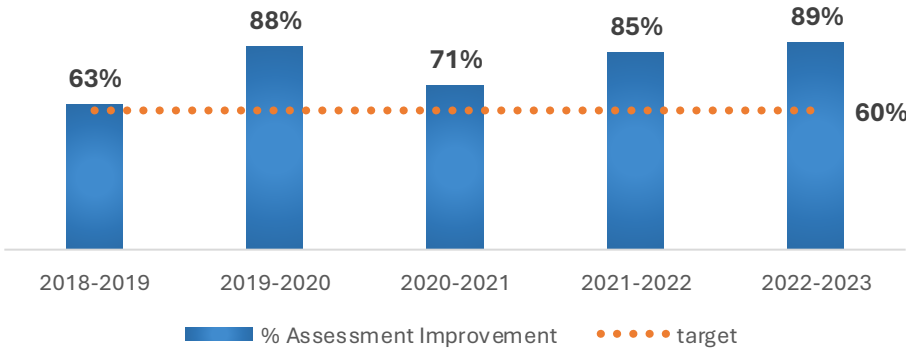


Figure 2 shows steady progress in using assessment data for improvement (Indicator 2.1.2) from 2018-2019 to 2022-2023. Starting at 63%, the programs exceeded the 60% target each year, with a high of 88% in 2019-2020. While there was a slight dip to 71% in 2020-2021, the percentage remained well above the target. The trend then

improved again, reaching 89% by 2022-2023. Overall, OHSU maintained a strong focus on using assessment data to drive continuous improvement across academic programs.

INDICATOR 2.1.3:

Percentage of academic programs that use assessment data to improve or maintain the achievement of student learning outcomes.

FIGURE 3: INDICATOR 2.1.3 – STUDENT LEARNING OUTCOME IMPROVEMENT

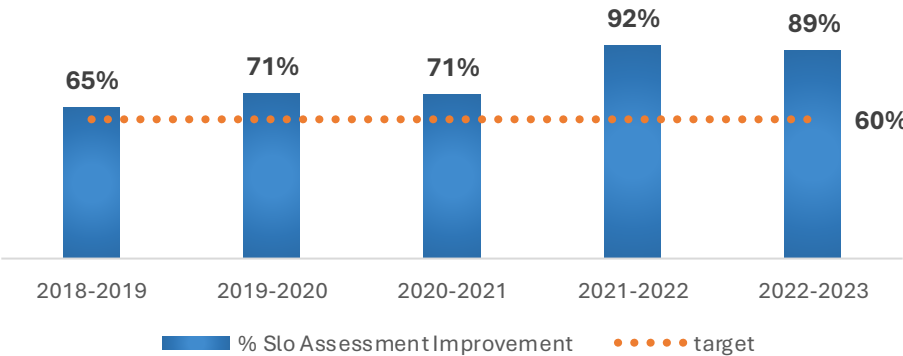


Figure 3 depicts the historical performance of academic programs in improving or maintaining the achievement of student learning outcomes (SLO) using assessment data (Indicator 2.1.3) from 2018-2019 to 2022-2023. Starting at 65%, the performance exceeded the 60% target each year, with an initial increase to 71% in both 2019-2020 and 2020-2021. A significant jump to 92% occurred in 2021-2022, reflecting a strong improvement effort. In 2022-2023, the figure slightly decreased to 89%, though it remained well above the target. Overall, the data shows a robust trend in the effective use of assessment data to enhance or sustain student learning outcomes across academic programs at OHSU.

INDICATOR 2.1.4:

Percentage of central student support services that map their assessments to an OHSU Graduation Core Competency.

FIGURE 4: INDICATOR 2.1.3 – STUDENT LEARNING OUTCOME IMPROVEMENT

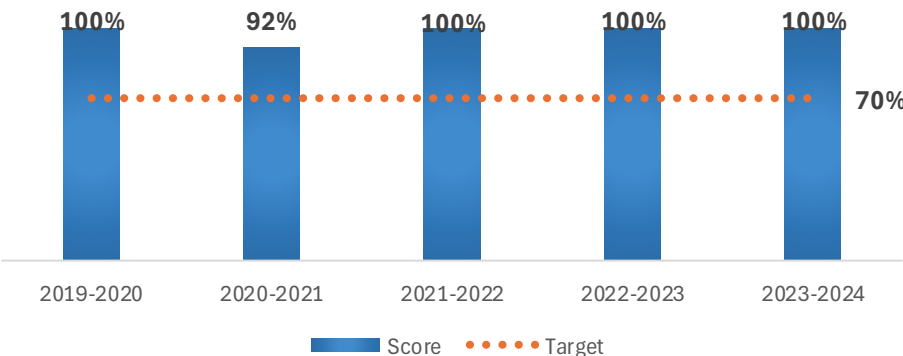


Figure 4 shows the historical performance of central student support services in mapping assessments to an OHSU Graduation core competency.

PROPOSED NEW ACADEMIC INDICATORS

Since 2017, intentional and consistent communication, training, and technical improvements have resulted in significant increases in the quality of academic assessment data being submitted from programs. The success of institutional assessment since 2017 has resulted in OHSU “outgrowing” some of its original indicators. Simply put, OHSU can now ask more of the programs and more of the collected data. During the 2022-2023 assessment cycle, four new pilot indicators were drafted to be tested at the conclusion of that cycle. The section below briefly summarizes the details of each and then presents the data for each.

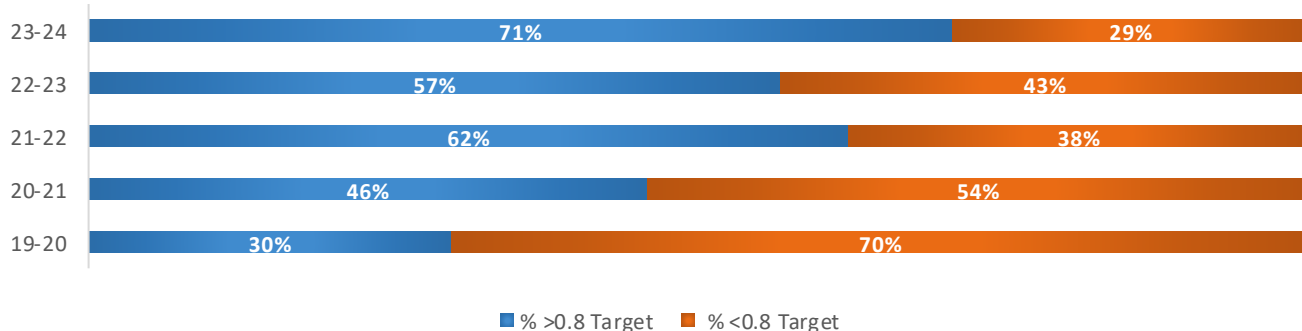
BREAKDOWN OF PROPOSED INDICATORS

INTERNAL PILOT INDICATOR 2.1.5 (OVERALL COMPETENCE IN ASSESSMENT)

"Overall Competence in Assessment" measures the percentage of academic programs that demonstrate full proficiency in evaluating student learning by aligning with the annual institutional assessment process. The score is based on the total score of a program’s feedback report with programs achieving 80% total feedback score or higher considered fully proficient. This indicator provides a quick, institutional-level view of academic assessment health and program alignment with institutional standards.

Figure 5 shows steady improvement in overall feedback scores for academic program assessment over the past five years. Starting in 2019-2020, only 30% of programs scored above 0.8, while 70% were below that threshold. Over time, the percentage of programs exceeding the 0.8 target has increased significantly, with 71% achieving this benchmark in 2023-2024. The most notable improvements occurred between 2020-2021 and 2022-2023, where programs scoring above 0.8 rose from 46% to 57%. This upward trend demonstrates continuous enhancement in the quality of academic program assessments at OHSU.

FIGURE 5: INDICATOR 2.1.5

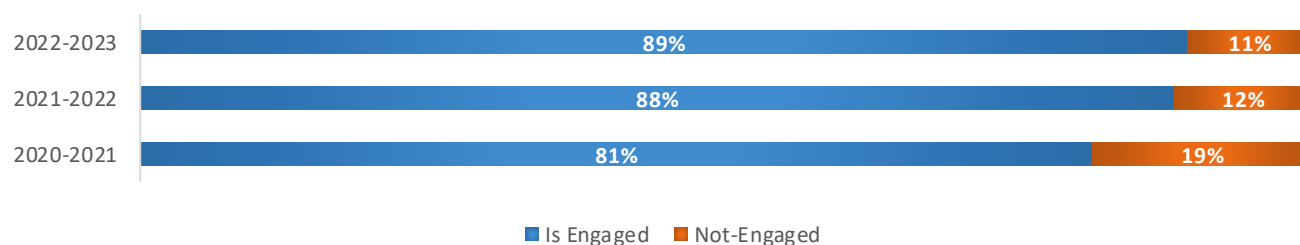


INTERNAL PILOT INDICATOR 2.1.6 (STAKEHOLDER ENGAGEMENT)

Figure 6 illustrates improvements in stakeholder engagement within academic programs over the past three years, as defined by Pilot Indicator 2.1.6. This indicator measures the percentage of programs that engage stakeholders from at least 4 out of 6 categories in their assessment process annually. The stakeholder categories include faculty, staff, students, alumni, external/advisory, and employers.

In 2020-2021, 81% of programs met the engagement criteria, while 19% were not engaged. By 2021 -2022, this had increased slightly to 88% engaged and 12% not engaged. The most recent data from 2022 -2023 shows that 89% of programs are engaging a variety of stakeholders, with only 11% falling short of the criteria. This consistent upward trend indicates ongoing efforts to involve a broader range of stakeholders in the assessment process, aligning with the institution's goals for comprehensive program assessment and feedback.

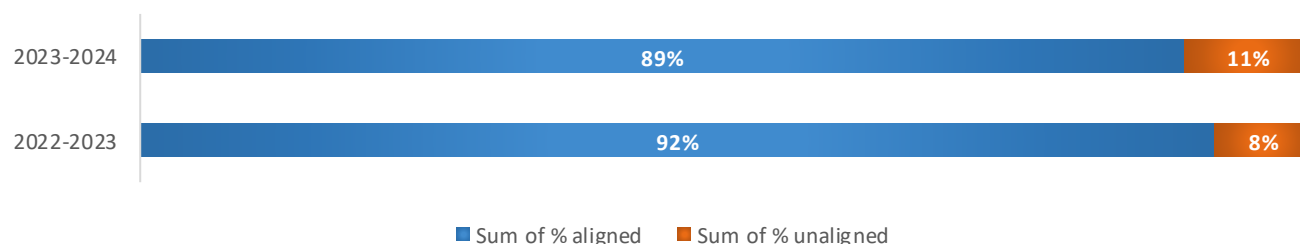
FIGURE 6: INDICATOR 2.1.6



INTERNAL PILOT INDICATOR 2.1.7 (SLO-TO-CORE-COMPETENCY ALIGNMENT)

Figure 7 compares the percentage of academic programs that have aligned at least one student learning outcome (SLO) with each of the OHSU Graduation Core Competencies over two academic years. In 2022-2023, 92% of programs demonstrated alignment, while 8% were unaligned. By 2023-2024, the percentage of aligned programs slightly decreased to 89%, with 11% remaining unaligned. Although there is a small decline in alignment, the majority of programs continue to demonstrate strong alignment with OHSU's core competencies. OHSU began collecting data for this indicator during the 2022-2023 assessment cycle and its availability is limited to two cycles.

FIGURE 7: INDICATOR 2.1.7



INTERNAL PILOT INDICATOR 2.1.8 (EQUITY)

The proposed definition measures the percentage of academic programs that incorporate an equity lens into their assessment work. Programs are evaluated based on the percentage that score 3 or higher on the "Closing the Loop: Equity" question, reflecting their commitment to integrating equity considerations into the assessment process.

Pilot indicator 2.1.8 was paused while the assessment council determines the best path forward for its implementation.

INDICATOR ANALYSIS AND CONCLUSIONS

OHSU's academic program assessment framework is organized into four key areas: Overall, Alignment, Improvement, and Engagement. Each area is essential for understanding the effectiveness and quality of academic programs. The **"Overall"** category, measured by Indicator 2.1.5, provides a broad view of academic program assessment health, now completing its first pilot year. The **"Alignment"** category, captured by Indicators 2.1.1 and 2.1.7, focuses on how well student learning outcomes (SLOs) are mapped to and aligned with core competencies, an important distinction that will be explored further. **"Improvement"** includes Indicators 2.1.2 and 2.1.3, which evaluate how effectively programs use assessment data and feedback to enhance both the assessment process and student achievement. **"Engagement"** is represented by Indicator 2.1.6, highlighting how well programs involve key stakeholders such as faculty, staff, students, alumni, and employers in the assessment process. Additionally, while paused for the time being, the equity indicator represents a potential fifth category. It remains an important focus as its definition is refined to ensure that equity is properly integrated into the assessment process. Each of these areas will be examined in detail in the following sections to provide a comprehensive view of OHSU's approach to academic program assessment.

OVERALL

The Overall Competence in Assessment indicator (2.1.5) measures the percentage of academic programs that demonstrate proficiency in assessing student learning by aligning with the annual institutional assessment process. Programs are scored based on their performance in the institutional assessment feedback report, with a target of achieving at least 80% or higher on the overall score.

Figure 5 illustrates the trend in program performance from 2019-2020 through 2023-2024. There has been a notable upward trajectory in the percentage of programs meeting or exceeding the 0.8 (80%) target:

- In 2019-2020, only 30% of programs met the target, while 70% scored below 80%.
- By 2020-2021, the percentage of programs meeting the target increased to 46%, showing significant progress.
- This upward trend continued into 2021-2022, with 62% of programs achieving the target, and in 2022-2023, the figure reached 57%.
- The most recent data from 2023-2024 shows that 71% of programs now meet the 80% threshold, representing a substantial improvement from previous years.

This consistent improvement demonstrates that more academic programs are aligning effectively with OHSU's institutional assessment processes, reflecting growing competence in using assessment data to drive program improvement. The increase in programs scoring at least 80% highlights the OHSU's success in fostering a stronger culture of assessment and data-driven decision-making. However, the data also indicates that 29% of programs still fall short of the target, suggesting continued efforts are needed to ensure all programs are fully aligned with institutional expectations for assessment.

ALIGNMENT

Changes to Indicator 2.1.1 prior to the 2022-2023 assessment cycle and the introduction of Pilot Indicator 2.1.7 reflect a deeper understanding of how academic programs should demonstrate true alignment with the OHSU Graduation Core Competencies. As outlined in the 2022-2023 cycle report, OHSU has observed significant progress since 2018, with 99% of programs now having mapped at least one Student Learning Objective (SLO) to each core competency (**Figure 1**). However, Indicator 2.1.1, as written, focuses primarily on the act of mapping, which does not fully capture whether the SLOs genuinely align with the substance and rigor of the competencies.

The proposed change to Indicator 2.1.1 shifts the focus to emphasize mapping SLOs to competencies, acknowledging that this is a crucial foundational step. Mapping alone indicates that a program recognizes the relationship between its outcomes and the institutional competencies. However, as OHSU's programs have matured and "outgrown" the original metrics, there is a growing need to move beyond mapping and examine the true content of these SLOs relative to the competencies they claim to address. This gap is what Indicator 2.1.7, or "true competency alignment", seeks to fill.

Indicator 2.1.7 introduces a more rigorous measure of alignment, focusing not just on the existence of mapped SLOs but also on the quality of that alignment. The proposed pilot indicator specifically assesses whether each academic program can demonstrate clear alignment of at least one SLO to each of the core competencies, ensuring that the SLO is not just superficially linked to a competency but is substantively aligned in terms of content and outcomes. The scoring method, which evaluates whether programs have marked all six (or seven for clinical programs) core competencies as aligned, will help highlight programs that are effectively integrating these competencies into their curricula in a meaningful way.

Indicator 2.1.7 shows that 89% of programs demonstrated true alignment with core competencies in 2023-2024, compared to 92% in 2022-2023 (**figure 7**). This slight decline, while still strong, underscores the ongoing importance

of moving beyond mapping and ensuring that alignment is comprehensive and deeply integrated. By emphasizing the distinction between mapping and true alignment, Indicator 2.1.7 addresses the limitations of Indicator 2.1.1.

This shift also reflects a larger institutional trajectory, where the focus moves from simply demonstrating compliance with institutional standards to ensuring substantive integration of those standards into programmatic content. Programs that excel in both mapping and true alignment will demonstrate a more profound commitment to student learning and institutional goals, ensuring that students are not only meeting the competencies on paper but truly mastering the knowledge and skills those competencies represent.

IMPROVEMENT

OHSU's academic programs have consistently exceeded the current 60% targets for both Indicator 2.1.2, which measures the use of Assessment Council feedback to improve student learning assessments, and Indicator 2.1.3, which tracks the use of assessment data to improve or maintain student learning outcomes (SLOs). Given this ongoing success, raising the targets for both indicators would be a necessary step to further challenge programs and encourage deeper engagement with the assessment process.

Over the past several years, academic programs have demonstrated strong performance well beyond the existing benchmarks. For Indicator 2.1.2, program results have ranged from 63% to 89%, peaking at 88% in 2019-2020 (**figure 2**). Similarly, for Indicator 2.1.3, the performance increased from 65% in 2018-2019 to a high of 92% in 2021-2022, consistently exceeding the 60% target (**figure 3**). These trends indicate that the current targets no longer encourage continuous improvement for OHSU academic programs and increasing the target to 80% would raise expectations and encourage programs to engage in a more meaningful way with feedback and assessment data.

By raising the target, OHSU can promote a more sophisticated use of data, encouraging academic programs to not only implement changes but to focus on ensuring those changes lead to measurable improvements in student learning. The current benchmarks were appropriate when the indicators were first introduced, but as the institution's academic programs have increasingly embraced the culture of assessment at OHSU, there is an opportunity to set a higher bar. With an 80% target, programs will be expected to move beyond basic compliance, elevating their approach to continuous improvement and aligning more closely with OHSU's goals for academic excellence.

Increasing the target also aligns with the institution's growing maturity in assessment practices. As programs have evolved, OHSU's commitment to fostering a culture of continuous improvement must evolve with it. Raising the target signals a shift toward expecting not just adequate engagement but deeper, more effective data-driven decision-making. Programs would be encouraged to prioritize not only meeting the target but exceeding it by using assessment data to drive more impactful outcomes for students.

ENGAGEMENT

The Stakeholder Engagement Indicator (2.1.6) seeks to align with NWCCU standards and emphasizes inclusive planning processes that gather input from relevant groups to enhance institutional effectiveness, while also recognizing the essential role of faculty in developing curricula, assessing student learning, and improving instructional programs. Indicator 2.1.6 is measured by counting the number of programs that engage with at least four different stakeholder categories including faculty, staff, students, alumni, external advisors, and employers—at least once per year.

Over the past three years, the data shows a consistent improvement in stakeholder engagement, reflecting OHSU's commitment to an inclusive and comprehensive assessment process. In 2020-2021, 81% of programs met the engagement criteria, increasing to 88% in 2021-2022, and further rising to 89% in 2022-2023. Only 11% of programs fell short of the engagement standard in the most recent year, demonstrating the OHSU's progress in involving a wide array of stakeholders (**figure 6**)

By actively engaging stakeholders, OHSU ensures that its academic programs are not only responsive to internal objectives but also reflect external perspectives, fostering improvements that directly impact student learning outcomes. As OHSU continues to refine its assessment processes, the emphasis on stakeholder engagement reinforces its broader commitment to continuous improvement and the active participation of faculty in shaping curricula and assessing student success.

KEY INITIATIVES

OHSU CORE COMPETENCY TASK FORCE

SUMMARY

In 2023, the Assessment Council established the Core Competency Task Force to address emerging issues in OHSU’s Graduation Core Competencies. These competencies, last revised in 2020, aimed to balance the dual demands of clinical practice and academic research. However, after several years of data collection, it became clear that the existing framework needed refinement to improve clarity, measurability, and alignment with program objectives. The task force, composed of faculty and staff from diverse departments (**Table 4**), was tasked with streamlining the competencies to better reflect the evolving needs of both students and educators.

TABLE 4: CORE COMPETENCY TASK FORCE PARTICIPANTS

Participants	Department
Chair: Maria Thompson MS, RT (T)	Assistant Professor and Assistant Program Director, Clinical Ed., Radiation Therapy Program.
Sarah Drummond, EdD, MS, MAT.	Associate Professor and Director of Research and Assessment, Physician Assistant Program.
Sarah Jacobs, M.Ed.	Assistant Professor and Assistant Director of Teaching, Learning, and Assessment, Teaching and Learning Center.
Braden Lobingier, PhD.	Assistant Professor of Chemical Physiology and Biochemistry.
Erinne Lubisich. DMD Med.	Associate Professor and Pre-Clinical Director, Division of Restorative Dentistry.
Tawnya Peterson, PhD.	Associate Professor and Program Director, MPH in Env Systems & Human Health.

The task force gathered feedback through surveys and focus groups, revealing concerns about the clarity and measurability of the core competencies. Participants found the definitions too wordy and misaligned with program objectives and requested additional resources to support assessment. Focus groups echoed these concerns, highlighting the heavy workload and complexity of assessment processes.

In response, the task force proposed revisions to simplify the competencies, make them more measurable, and align them with evolving academic and professional needs. Key changes included streamlining language and updating the "Professional Knowledge and Skills" and "Social Justice, Equity, and Community Engagement" competencies. Additionally, the preamble was revised to reflect OHSU’s current goals and mission.

PROPOSED CORE COMPETENCIES (JULY 2024)

Assessment of student learning outcomes, through the measurement of core competencies shared across all of OHSU’s programs, seeks to determine if student learning reflects institutional, programmatic, and professional goals. The OHSU Core competencies ensure our graduates are well-rounded professionals poised to improve the

health, knowledge, and well-being in our communities in Oregon and beyond. Assessment of student learning should be undertaken with the following principles in mind:

- We move forward by working together. Open-mindedness and inclusion underlie our approach to discovery, innovation and healing.
- We strive to dismantle systemic racism and inequality. Power, privilege, and positionality impact how people function and interact in the world.
- We are committed to lifelong learning. Staying informed allows us to adapt as scientific knowledge and best practices evolve.

PROFESSIONAL KNOWLEDGE AND SKILLS

Demonstrate competence in the core knowledge, skills, and practices as defined by the discipline, professional licensing, or accreditation organization as a foundation for lifelong learning.

PROFESSIONAL IDENTITY AND ETHICAL BEHAVIOR

Demonstrate competence in discipline-specific principles, skills, and norms including safety and ethics to serve the full humanity of our peers, patients, and communities.

INFORMATION LITERACY

Demonstrate the ability to identify knowledge gaps and critically evaluate resources to support decision-making, innovation, continuous quality improvement, and/or scholarly discourse.

COMMUNICATION

Communicate effectively and accessibly with individuals, organizations, and communities.

TEAMWORK

Work effectively within collaborative environments and intentionally make space for diverse perspectives.

SOCIAL JUSTICE, EQUITY, AND COMMUNITY ENGAGEMENT

Apply principles of social justice and equity through community engagement, service, continuous quality improvement, or scholarship.

PATIENT CENTERED CARE

Clinical program graduates will collaborate with individuals, families, and communities to provide evidence-based care that is respectful of and responsive to preferences, needs, attitudes, beliefs, and values.

2023-2024 SUMMARY AND KEY FINDINGS

The 2023-2024 OHSU Annual Report on Assessment highlights a pivotal shift in the university's approach to academic program assessment, emphasizing the need for elevated benchmarks and metrics that reflect the institution's growth in data quality and sophistication. OHSU's academic programs have consistently outperformed the original assessment metrics, signaling the institution's readiness for more advanced and rigorous evaluation standards. The report introduces a new focus on refining these metrics to align with the university's commitment to continuous improvement, fostering a culture of data-driven decision-making.

The assessment process at OHSU, initiated in 2006 and refined in 2017, has been instrumental in aligning academic programs with core competencies. The report illustrates how, since 2020, the institution has consistently exceeded its targets across several key indicators. For instance, nearly all academic programs (99%) now map their student learning outcomes (SLOs) with OHSU's Graduation Core Competencies, surpassing the 90% target. Similarly, 89% of programs utilize assessment feedback to enhance their activities, well above the 60% goal. This steady improvement reflects the institution's growing maturity in its assessment practices.

Further strengthening its assessment framework, OHSU has demonstrated significant progress in using assessment data to improve student learning outcomes. Programs have consistently exceeded targets, with 89% maintaining or improving their SLOs, reinforcing the institution's focus on continuous enhancement. Additionally, 100% of central student support services have mapped their assessments to core competencies, underscoring the institution-wide commitment to academic excellence.

Introduction of new pilot indicators, including the "Overall Competence in Assessment" (2.1.5), which tracks the proficiency of programs in aligning with institutional standards shows that 71% of programs now meet the overall proficiency target, a substantial increase from previous years. Another key pilot indicator, "Stakeholder Engagement" (2.1.6), highlights the role of inclusive feedback in shaping program assessments, with 89% of programs engaging diverse stakeholders, reflecting OHSU's broader commitment to stakeholder participation in academic planning.

As the university transitions to more advanced metrics, there is a clear call for raising the benchmarks, particularly in areas such as the use of feedback to drive program improvement and student learning outcomes. The report proposes elevating the targets to 80%, challenging academic programs to engage more deeply with assessment data and further enhancing the institution's culture of continuous improvement.

In summary, the 2023-2024 report emphasizes OHSU's commitment to advancing its assessment practices by implementing more sophisticated metrics that reflect the university's growth. The institution's achievements across key indicators, combined with the introduction of pilot measures, underscore the need for continuous refinement and the elevation of benchmarks to sustain OHSU's trajectory toward academic excellence.

ASSESSMENT COUNCIL MEMBERS:

The OHSU Assessment Council is a standing committee charged with promoting campus-wide assessment activities to improve learning outcomes and align with university mission and strategic goals. The Assessment Council ensures that ongoing academic assessment and accountability are institutional priorities. The assessment council contributes to a culture that will stimulate the spirit of inquiry, initiative, and cooperation among students, faculty and staff to educate health care professionals, scientists, and leaders in top-tier positions. Thank you to the **2023-24** Assessment Council Members.

TABLE 5: 2023-2024 ASSESSMENT COUNCIL MEMBERS

Adjoa Manu, Student Rep	Lawrence Williams, TLC
Alex Breiding, SOM Grad Studies	Lina Gomaa, TLC
Amy Ross, SON	Lydia Gillespie, SPH
Allison Fryer, SOM Grad Studies	Maria Thompson, RT
Amber Sanchez, Student Rep	Mark Rivera, EII
Cherie Honnell, Provost Office	Michael Walsh, Student Affairs
Constance Tucker, Provost Office (Chair)	Quiana Harshman, PISP
Crystal Paredes, SOD	Robert Halstead, Provost Office
Deb Messecar, SON	Robin Champieux, Faculty Senate Rep.
Elias Cohen, Provost Office	Ryan Patterson, APR
Erinne Lubisich, Assoc Professor	Sarah Drummond, PA
Jessica Walter, Health Care Mgmt.	Sarah Jacobs, TLC
Julia Sniegowski, TLC	Tawyna Peterson, SPH

Julie McGuire, Human Nutrition
Kelsi Nagle-Rowe, SOM Grad Studies
Kevin Nguyen, Student Rep

Theresa Filtz, COP
Tracy Bumsted, SOM
Yi Cao, SON

For individual or group consultation, Assistant Director Sarah Jacobs works with faculty, staff, and students to provide insight and expertise in curricular assessment, evaluation and mapping.

Sarah Jacobs | Assessment Coach | jacobs@ohsu.edu