



THE 2022-2023 OHSU ASSESSMENT CYCLE

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INTRODUCTION

In 2006, OHSU's Office of the Provost implemented an institutional assessment process to document how academic programs were meeting the institution's educational goals. The initial assessment process focused on the collection of narrative-driven reports where each academic program explained how they were meeting OHSU's educational goals. However, in 2017 OHSU changed the structure and type of academic assessment data collected to directly address recommendations of regional accreditor NWCCU (Northwest Commission on Colleges and Universities). The new relational data structure allowed the institution to clearly tell a more nuanced story of assessment practices across all OHSU programs in ways aligned with NWCCU requirements for assessment activities. This new process focuses on collecting faculty-driven improvements documented and aligned to the institutional core competencies. This report defines how assessment is conducted at OHSU, highlights key changes implemented each cycle, shows program participation in the assessment process, and details alignment of OHSU assessment data relative to NWCCU student learning indicators.

ABOUT THE ASSESSMENT PROCESS

OHSU assessment is an iterative process used to measure how much an academic program has achieved its student learning outcomes regarding program graduates' knowledge, skills, and abilities. Every assessment cycle, academic programs are asked to update assessment plans and "report-out" the performance of the prior year's plan. The deadline for plan and report submission is November 1st every year. Newly collected assessment data is evaluated by the OHSU Assessment Council in January, and feedback is given to each academic program highlighting ways to better achieve their student learning outcomes. This phased, iterative process is the cornerstone for program improvement at OHSU and ensures engagement in a continuous cycle of improvement.

A key component for program improvement is feedback. The OHSU Assessment Council uses an institutional rubric (**Table 1**) to annually evaluate each program's assessment plan and report to provide feedback for continuous improvement. Programs use the feedback from each cycle to improve the quality of their plans which, in turn, increases the quality of their reports. This rigorous process drives program improvement and strategic initiatives to redefine and improve understanding of our institutional learning outcomes.

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) SLOs are clearly written (e.g., non-expert can understand what the learner will learn in the program)
Clearly Written SLOs	The program demonstrates clear alignment of SLOs to each of the OHSU Core Competencies 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

Report Dimension	Report Definition of Excellence
	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

KEY CHANGES

TECHNICAL CHANGES

The following technical changes occurred during the 2022 academic year:

1. Refinement and development of data calculations and views
2. Enhanced data application functionality
3. Initial phase of assessment app migration from Bridge to a dedicated ACC (Advanced Computing Center) web server.

Each key change is addressed in detail below.

UPDATES TO CALCULATIONS AND VIEWS

Based on user requests, several SQL views used to calculate program participation in assessment planning and reporting were updated. Furthermore, new views that use feedback data, and assessment plan data in various publications, presentations, data visualizations and program outreach were also created. Some ways in which assessment data is used includes the following: institutional accreditation reports (NWCCU site visits), institutional academic assessment dashboards including improvement indicators, publications/presentations using feedback data, student learning outcome and learning framework data, unique assessment data requests used to support program-level accreditation needs, and internal program improvement outreach initiatives. The importance of developing a systematic, long-term, relational data structure has enabled the collection of quality data, and deeper analyses which, in turn, allow for more targeted, meaningful feedback to programs.

ENHANCED DATA APPLICATION FUNCTIONALITY

Since 2019, the assessment data application has progressively grown in functionality with each year a new feature being added. During the 2022-2023 cycle, a feedback collection application and a rubric application were added. The feedback application has allowed assessment plan and report reviewers to enter feedback data directly into the application. In prior cycles, feedback data had been collected separately in Qualtrics and then imported into the assessment database. Collecting feedback directly in the app streamlines the collection process, making it easier to upload it to our database. Furthermore, the rubric app makes changing the assessment feedback scoring much easier. Administrators can make live edits to rubrics that are easily transferred to the back-end database for future use.

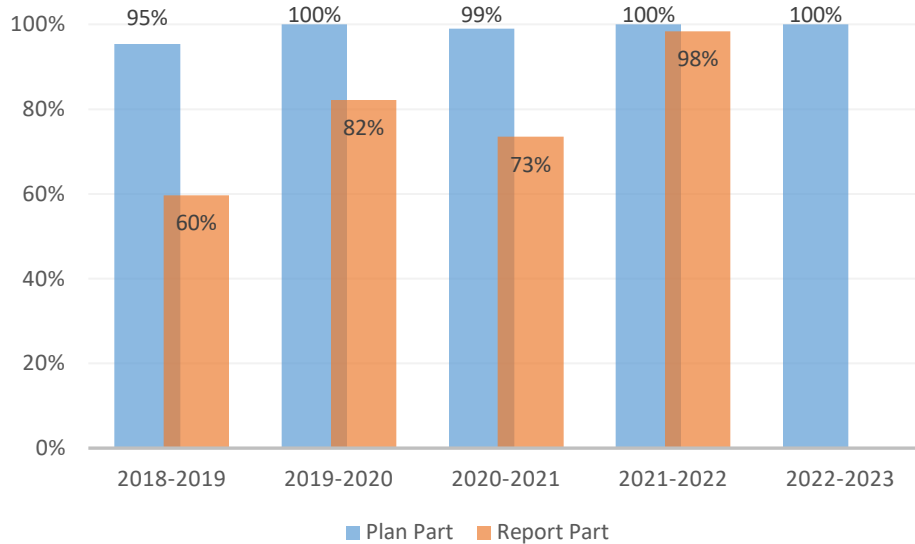
APP MIGRATION

The assessment app uses OHSU-Bridge (SharePoint 2016) as a “back-end” for our application. It handles user permissions and access as well as assessment data. Bridge is closing within the next two years and being replaced with SharePoint 365. As a result, a key part of the app will no longer function. Migration from Bridge to a dedicated web server will allow for greater flexibility in updating, accessing and displaying data. The application team expects to have the assessment application fully migrated for the 24-25 academic year.

PROGRAM PARTICIPATION

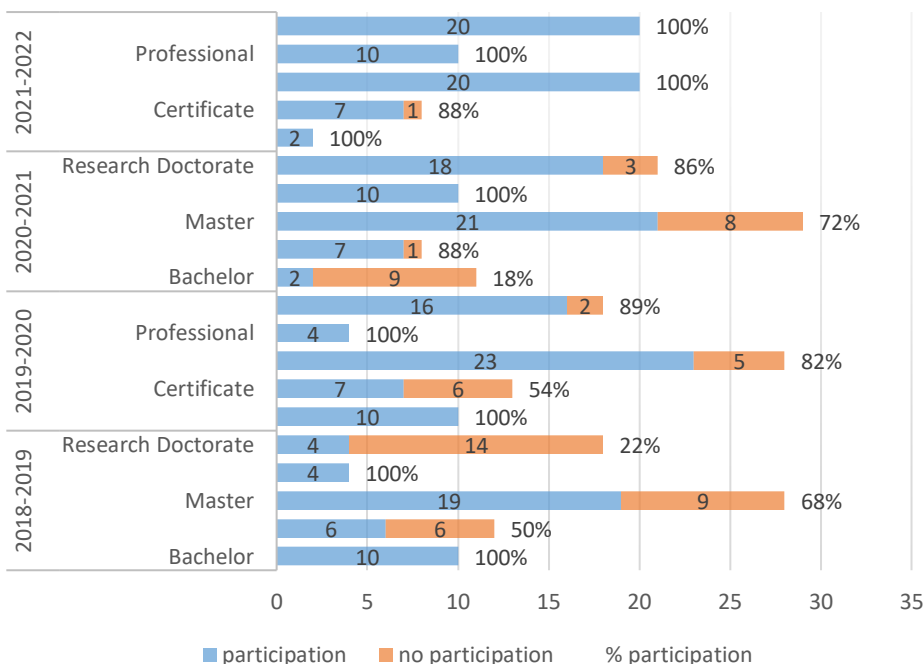
Data from academic programs help to shape course, program, and institutional activities. Specifically, the value of the institutional assessment data depends on our ability to look at a representative sample spanning all our programs. Thus, program participation from across the university is essential to developing a continuous cycle of improvement. This section shows plan participation data from the 18-19, 19-20, 20-21, 21-22, 22-23 cycles and report participation data from the 18-19, 19-20, 20-21, 21-22 cycles (**Figure 1**)

FIGURE 1: PLANNING AND REPORTING PARTICIPATION



Since 2017, a concerted effort of education and communication between the provost, assessment council, school leadership, and academic programs was undertaken to increase program participation in both planning and reporting. From 2018 to 2023, planning participation is consistently high – ranging from 95% to 100% while reporting participation, although lower than planning participation, shows a significant increase from 60% to 98% from 2018 to 2023. Planning and reporting participation rates show drops from 5% to 9% respectively due to the onset of COVID-19 pandemic. It is understood that the rapid and dramatic pivot towards online education made many ways of assessing student learning outcomes impossible and, as a result, many programs could not report-out 100% of their student learning outcomes.

FIGURE 2: REPORTING PARTICIPATION BY DEGREE



Analysis of participation rates by degree (**Figure 2**) shows that as of the 2021-2022 cycle, 1 certificate program did not participate in reporting marking a significant improvement (21 to 1 not participating) over the 2020-2021 cycle. It is important to note that during the 2020-2021 cycle 21 programs did not or could not participate in reporting. Of those 21, 9 were bachelors programs in nursing, campus BS "programs" that were erroneously flagged to "must report". Campus BS programs in Klamath Falls, Monmouth, Portland Accelerated Baccalaureate, Portland Post AAS Transfer, Portland 3 year, RNBS (Online), and Ashland, Ashland Accelerated Baccalaureate, and La Grande are not official OHSU degree-programs. As such, graduates in each of these campuses all receive the same degree – a Nursing BS from OHSU. As a result, these programs were not required to create plans during the 2019-2020 cycle and thus, should not be required to report in the 2021 cycle. Furthermore, three masters' programs in the Division of Management could not report-out their SLOs due to the rapid changes to online education due to the COVID pandemic. The 9 remaining programs did not report either because they closed after not having students for over 1 year or did not have the personnel in place to enter the reporting data.

Overall, significant increases in reporting participation across all degree programs indicate a clear shift in the culture of assessment. Significant, largely consecutive increases in participation over a four-year span in reporting, and consistent near 100% planning participation rates indicate that assessment is a significant part of academic program

INDICATORS OF EFFECTIVENESS

To strengthen the relationship between course and institutional level assessment, the Assessment Council proposed 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 NWCCU STUDENT LEARNING INDICATORS OF EFFECTIVENESS

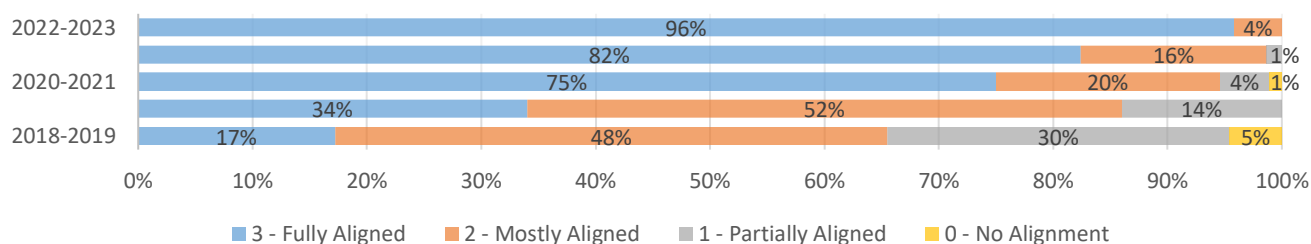
Objective 2.1: Engage in student learning outcomes assessment to evaluate quality and use results for improvement of academic programs and student services.

INDICATOR	DESCRIPTION	TARGET	%
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%	96%
2.1.2	Percentage of academic programs that use OHSU Assessment Council feedback and/or other assessment data to improve assessment activities.	60%	85%
2.1.3	Percentage of academic programs that use assessment data to improve or maintain the achievement of student learning outcomes.	60%	92%
2.1.4	Percentage of central student support services that map their assessments to an OHSU Graduation Core Competency.	70%	100%

INDICATOR 2.1.1: PERCENTAGE OF ACADEMIC PROGRAMS THAT DEMONSTRATE ALIGNMENT OF THE OHSU GRADUATION CORE COMPETENCIES TO THEIR STUDENT LEARNING OBJECTIVES, ACTIVITIES, AND ASSESSMENTS.

Since 2018, OHSU has seen a consistent increase in mapping at least one student learning outcome to each of the core competencies. In 2020, the graduation core competencies were changed, and programs were required to remap all student learning outcomes to the new competencies. Since 2018, alignment scores have increased from a low of 16% to 96%. During that five-year span, all categories of alignment show significant increases (**Figure 3**).

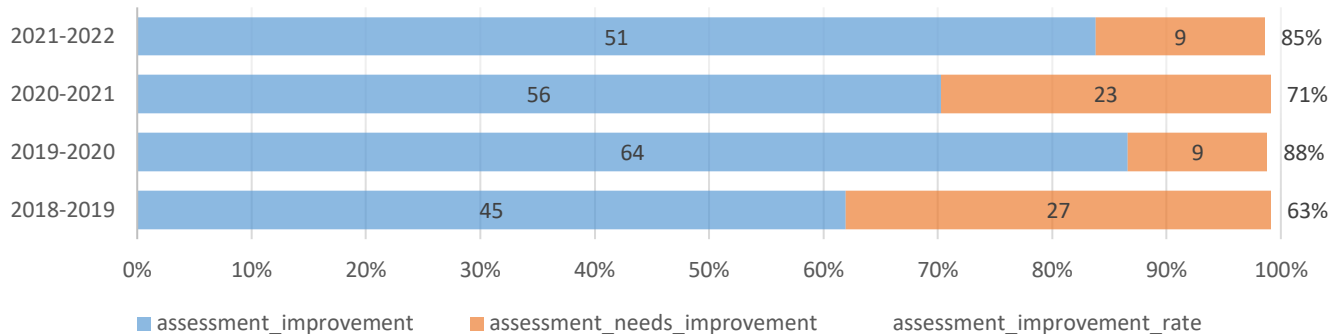
FIGURE 3: INDICATOR 2.1.1 - COMPETENCY ALIGNMENT



INDICATOR 2.1.2: PERCENTAGE OF ACADEMIC PROGRAMS THAT USE OHSU ASSESSMENT COUNCIL FEEDBACK AND/OR OTHER ASSESSMENT DATA TO IMPROVE ASSESSMENT ACTIVITIES.

The cycle of improvement in assessment is driven by feedback. Indicator 2.1.2 measures feedback use among programs. Between the 18-19 and 21-22 cycles, the number of programs that used feedback to improve assessment related activities has shown a net increase of 22% during that time (**Figure 4**). Although, there was a slight decrease in assessment improvement during the 2020-2021 cycle, OHSU has exceeded the overall institutional target goal of 60% (**Table 3**) for indicator 2.1.2 in every year since 2018.

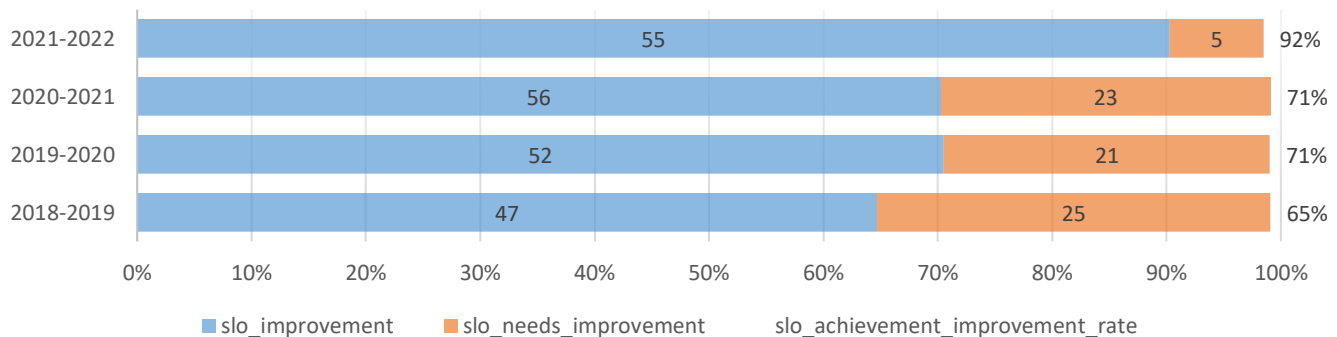
FIGURE 4: INDICATOR 2.1.2 - ASSESSMENT IMPROVEMENT



INDICATOR 2.1.3: PERCENTAGE OF ACADEMIC PROGRAMS THAT USE ASSESSMENT DATA TO IMPROVE OR MAINTAIN THE ACHIEVEMENT OF STUDENT LEARNING OUTCOMES.

Programs are also using assessment data to improve achievement of student learning outcomes (**Figure 5**). Indicator 2.1.3 measures if programs are using assessment data to improve the achievement of student learning outcomes. Since the 18-19 cycle, programs have increasingly used assessment data to drive SLO improvement/achievement with an overall increase from 65% (18-19) to 92% (21-22). Each year showed steady gains with 21-22 showing the largest increase (21%). However, much of the increase was caused by dropping Nursing BS – Campus programs from the denominator between the 2020-2021 and 2021-2022 reporting cycles. Recalculated, the denominator for the 20-21 report cycle should be 70 with the SLO Improvement indicator rising to 80%. Considering the that the institutional target (**Table 3**) is 60%, OHSU has exceeded the target goal every year since 2018.

FIGURE 5: INDICATOR 2.1.3 – STUDENT LEARNING OUTCOME IMPROVEMENT



PROPOSED CHANGES TO INDICATORS

The following list highlights proposed changes to indicators for the 2023-2024 cycle.

INDICATOR 2.1.1

- **Current Definition:** Percentage of academic programs that demonstrate alignment of the OHSU Graduation Core Competencies to their student learning objectives, activities and assessments.

- **Proposed Change to Definition:** Percentage of academic programs that map student learning outcomes to each of the OHSU Graduation Core Competencies.

INDICATOR 2.1.2

- **Current Definition:** Percentage of academic programs that use available Assessment Council feedback and/or other assessment data to improve assessment activities.
- **Proposed Change to Definition:** Percentage of academic programs that use available Assessment Council Feedback data to improve or inform assessment of student learning.

INDICATOR 2.1.3

- **Current Definition:** Percentage of academic programs that use assessment data to improve the achievement of student learning outcomes.
- **Proposed Change to Definition:** Percentage of academic programs that use assessment data to inform or improve student learning outcomes

PROPOSED NEW ACADEMIC INDICATORS

OVERALL COMPETENCE IN ASSESSMENT

- **Proposed Definition:** Percentage of academic programs that demonstrate competence in assessing student learning, as demonstrated by aligning well to the overall annual institutional assessment process.
- **Proposed Scoring:** Percentage of programs that scored at least 80% or higher on the overall feedback report score.

INTERNAL PILOT INDICATOR A (STAKEHOLDER ENGAGEMENT)

- **Proposed Definition:** Percentage of academic programs that engage a variety of stakeholders in the assessment process.
- **Proposed Scoring:** Percentage of programs that engage stakeholders from at least 4 of the 6 categories at least once/year (at any level).

INTERNAL PILOT INDICATOR B (TRUE CORE COMPETENCY - ALIGNMENT)

- **Proposed Definition:** Percentage of academic programs that demonstrate clear alignment of at least one student learning outcome to each of the OHSU Graduation Core Competencies
- **Proposed Scoring:** Percentage of programs that have all 6 or 7 core competencies marked as “yes” for having at least one SLO aligned.

INTERNAL PILOT INDICATOR C (EQUITY)

- **Proposed Definition:** Percentage of academic programs that demonstrate incorporation of equity lens into assessment work.
- **Proposed Scoring:** Percentage of programs that scored a 3 or higher on the “Closing the Loop: Equity” question.

PROPOSED INDICATOR RATIONALE

Since 2017, intentional and consistent communication, training, and technical improvements have resulted in significant increases in the quality of academic data being submitted from programs. Initially, the original indicators were written to strengthen the relationship between course and institutional level assessment of student learning. However, 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.

OVERALL ASSESSMENT COMPETENCE INDICATOR

The overall competence indicator in assessment would use overall feedback scores to indicate a competence in programmatic assessment. The overall score would utilize total scores on feedback reports. Specifically, it is the sum of assessment plan feedback and closing the loop report feedback. This indicator is easily aggregated to the institutional-level and is an effective quick indication of overall, institutional academic assessment health.

CHANGES TO ALIGNMENT INDICATOR 2.1.1 AND PROPOSED PILOT INDICATOR B

In 2018, 17% of programs had least one student learning outcome aligned to each of the core competencies. Currently, 96% of programs now have at least one student learning outcome aligned to all of the core competencies. However, alignment is measured by the program having something mapped to each core competency and assumes nothing of the true content of the student learning outcome relative to the core competency. The indicator does not reveal if the mapped

student learning outcome is truly aligned in content. Academic programs have clearly outgrown the original indicator as it is written. Changing Indicator 2.1.1 to emphasize “mapping” over “alignment” and creating Pilot Indicator B to measure “alignment” has been proposed to solve this problem.

STAKEHOLDER ENGAGEMENT INDICATOR

The indicator attempts to capture how academic programs engage with stakeholders in the assessment process. The indicator directly addresses two different NWCCU standards **1.B.3** and **1.C.5** respectively:

- *The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*
- *...the institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.*

The indicator would be measured using stakeholder engagement data captured from the stakeholder engagement matrix within the closing the loop survey by counting the number of programs that engage 4+ stakeholders at least once per year, at any level.

EQUITY INDICATOR

The indicator attempts to capture the number of programs that incorporate equity into their academic assessment plans. The indicator directly addresses NWCCU standards **1.D.4** and **2.G.1**

- *The institution’s processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.*
- *Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.*

The indicator would be measured by counting all programs that received a 3 or higher on the closing the loop survey equity question feedback score.

SUMMARY OF KEY FINDINGS

Since 2018, assessment participation has been consistently high, ranging from 95 to 100%. Furthermore, there has been a consistent increase in all institutional indicators of effectiveness.

INDICATOR 2.1.1:

The percentage of academic programs showing student learning outcome to core competency “full alignment” has progressively increased from **16%, 35%, 73%, 81%** to **96%** between 2018 and 2023. The 2022-2023 academic year marks the first time that OHSU has exceeded the 90% goal.

INDICATOR 2.1.2:

There has been an increase in the number of programs that use OHSU Assessment Council feedback and/or other assessment data to improve assessment activities from **63% to 85%** from 2018-2020. OHSU has exceeded the overall institutional target goal of 60% for indicator 2.1.2 in every year since 2018.

INDICATOR 2.1.3:

The percentage of programs using assessment data to improve the achievement of student learning outcomes has increased from 65% to 92% between 2018 and 2022. OHSU has exceeded the overall institutional target goal of 60% for indicator 2.1.2 in every year since 2018.

INDICATOR 2.1.4:

12 units from the Student Services Workgroup were required to engage in student learning outcomes assessment and use results for improvement of academic programs and student services. 12 of the 12 units (100%) mapped their assessment plans to an OHSU Graduation Core Competency. Furthermore, 11 of the 12 units (92%) provided a report on their assessment to the Assessment Council.

CONCLUSIONS:

OHSU exceed indicator target goals for the first time since indicator reporting started in 2018. The steady progress and success is a clear affirmation of the major assessment process changes adopted during the 2016-2017 academic year starting with the creation of office of the Vice Provost – Educational Improvement and Innovation. Specifically, changes in data structure, assessment culture, and data collection methods have largely driven positive change in the overall quality of assessment at OHSU. The increase in the quality of assessment data has allowed for introspection and the proposal of new academic assessment improvement indicators that will further drive the cycle of improvement at OHSU.

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 **2021-22** Assessment Council Members.

TABLE 3: 2022-2023 ASSESSMENT COUNCIL MEMBERS

Yi Cao, SON	Kirstin Moreno, EII
Robin Champieux, Faculty Senate Rep.	Kelsi Nagle-Rowe, SOM Grad Studies
Sarah Drummond, PA	Tanya Ostrogorsky, COP
Rick Goranflo, SON	Sam Papadakis, Student Rep
Robert Halstead, Provost Office	Crystal Paredes, SOD
Cherie Honnell, Provost Office	Mark Rivera, EII
Sarah Jacobs, TLC	Alex Shuford, SOM
Lisa Marriott, SPH	Zoe Speidel, TLC
Rose McPharlin, SOD	Maria Thompson, RT
Julie McGuire, Human Nutrition	Constance Tucker, Provost Office (Chair)
Kevin McLemore, SPH	Sara Vlajic, SON
Deb Messecar, SON	Jessica Walter, Health Care Mgmt.

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.

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