

These instructions will help you complete the Assessment Plan & Report which is one section of the required annual State of the Program Report. The Assessment Plan & Report template is designed to assist you in organizing and preparing all of the information prior to uploading it in the OHSU Academic Program Review tracking software, Xitracs. Each part listed below is a section of the Xitracs system and is designed to allow easy transfer of content from the Word template into the Xitracs system. Xitracs access and orientation will be set up on an individual basis and instructions provided in a separate document.

Once you have approved Parts 1-5 on file with the OHSU Assessment Council, only Part 6 & 7 will need to be done on an annual basis, unless you make changes to the SLOs or Assessment Plan. For assistance in completing this form there are various supports available to you:

- Tanya Ostrogorsky, EdD, Assistant Vice Provost for Assessment & Evaluation, Office of the Provost
- Thomas Boudrot, EdD, Director, Teaching & Learning Center

**Submit one Assessment Plan & Report per major.** For example, if you have a major in which there are several degrees (e.g., master’s degree on way to doctoral, certificate on way to master’s) submit one assessment plan and report that clearly shows how the programs scaffold with one another. If the degrees within a major do not build upon one another, submit one assessment per degree/major combination.

### How will the Assessment Plan & Report be critiqued?

The OHSU Assessment Council has a scoring rubric that provides a framework for evaluating the Program Purpose and Student Learning Outcomes (SLO). The other sections will be holistically reviewed and feedback provided to Program Directors and school/unit assessment partners. Summary reports will also be provided to the Office of the Provost administrators as appropriate. The scoring tools used by the OHSU Assessment Council are available [here](#).

## PART 1. PROGRAM DETAILS

- Complete all sections of Part 1.

## PART 2. PROGRAM PURPOSE STATEMENT

- Clearly and concisely state program purpose from perspective student point of view.
- Focus on a description of the program using commonly understood language
- Refer to the Table 1 below to understand how the Program Purpose Statement will be evaluated. A copy of the full rubric can be located at [here](#).

<b>Table 1. Program Purpose Statement Scoring Rubric (Table 1 and Table 2 combine to be the full scoring rubric)</b>			
	<b>Early Stage =1 point</b>	<b>Mid-stage = 2 points</b>	<b>Developed = 3 points</b>
<b>Purpose</b>	Does not clearly and/or concisely state the program purpose from the perspective student point of view.	States program purpose but somewhat wordy, irrelevant, and/or unfocused from a perspective student point of view	Clearly and concisely states program purpose from perspective student point of view.

**PART 3. STUDENT LEARNING OUTCOME (SLO) STATEMENTS**

This section is about documenting student learning outcomes (SLO) and ensuring they cross an array of learning domains and are targeted for the appropriate level given the degree being awarded. Table 2 provides the standard in which the SLOs will be assessed and Table 3 provides a summary of Bloom's domains to support that development and determination of SLO outcomes, domains, and levels.

**Helpful hints for Part 3:**

- Five to twelve *higher order* SLOs would be appropriate.
- If you are filling out one assessment plan for programs that build upon one another, be sure to indicate which SLOs address each level of the program. Depending on how many levels of degree there are, more SLOs may be appropriate.
- Clearly state the SLOs for the end of the academic program using the following stem:  
*At the end of the \_\_\_\_\_ program, the graduate will be able to:*
- Number and provide each SLO for your program. For example:

At the end of the Masters in Clinical Nutrition Program, graduates will be able to:

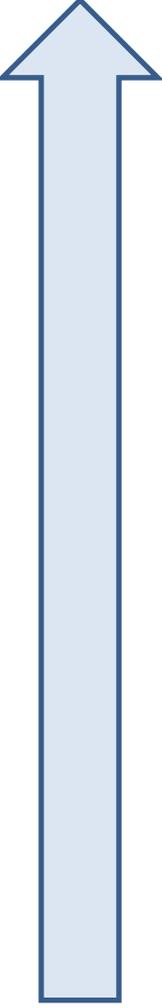
1. Apply their advanced knowledge of nutrient metabolism to explain relationships between nutrient intake, indicators of nutritional status, and health and disease.
  2. Conduct a Nutrition Physical Examination to identify physical signs and symptoms of nutrition disease in hospitalized patients and communicate these findings using the Nutrition Care Process and International Dietetics and Nutrition Terminology to the healthcare team.
  3. Counsel patients/clients to set achievable and measureable goals and employ behavior change strategies to enhance dietary choices that optimize health and wellness.
  4. Perform a thorough review of the nutrition-related scientific literature using library resources, evidence-based guidelines, systematic reviews and other peer-reviewed material and critically analyze this material for scientific merit.
  5. Formulate and prepare a proposal to answer a novel nutrition research question: including problem identification, assessment of background information, articulation of the hypotheses and study aims, and design of work plan.
  6. Execute a nutrition research work plan to acquire, manage, analyze and interpret data using data management and entry-level statistical analyses programs.
  7. Illustrate research findings using graphing software to create tables, graphs and figures.
  8. Disseminate research results or information about nutrition-related topics to scientists, health care professionals and members of the general public using poster, oral presentation, and written formats.
  9. Interact with clients, patients, peers, mentors, and collaborators in a professional and ethical manner that fosters a constructive and collaborative working environmental for all.
- Refer to the rubric elements in Table 2 below to self-assess your SLOs. This is the same rubric that will be used when scored by the Assessment Council. Academic programs must achieve at least 17 out of 21 points in the SLO Scoring Rubric to be approved.

<b>Table 2. OHSU Student Learning Outcomes Scoring Rubric (Table 1 and Table 2 combine to be the full scoring rubric)</b>			
	<b>Early Stage =1 point</b>	<b>Mid-stage = 2 points</b>	<b>Developed = 3 points</b>
<b>SLO Stem</b>	Does not begin with, " <i>At the end of the program, the graduate will be able to:</i> "	-----	Begins with, " <i>At the end of the &lt;name&gt; program, the graduate will be able to:</i> "
<b>Number</b>	Too many or too few statements to reflect essential outcomes upon program completion.	-----	Appropriate number of statements reflects essential outcomes upon program completion.
<b>Student Perspective</b>	States too few learning outcomes from the student perspective.	States some of the learning outcomes from the student perspective.	States all of the learning outcomes from the student perspective..
<b>Bloom's Domains: Cognitive, Affective, &amp; Psychomotor (Knowledge, Skills, and Abilities)</b>	Reflects only one domain.	Reflects two domains.	Reflects three domains.
<b>Measureable</b>	Statements do not reflect measureable knowledge, skills, and abilities.	Statements inconsistently reflect measurable knowledge, skills, and abilities.	Statements consistently reflect measureable knowledge, skills, and abilities.
<b>Progression (if applicable)</b>	Reflects no difference in statements for different degree/certificate levels.	Reflects limited or unclear differences in statements for different degree/certificate levels.	<p><b>1.</b> Reflects appropriate and clear progression in statements for different degree/certificate levels.</p> <p><b>2.</b> Or, program does not have multiple levels.</p>

## Assessment Plan & Report Instructions (Effective AY 13-14)

Cognitive, Affective and Psychomotor skills are the three learning domains of learning, proposed by Benjamin Bloom. To ensure the highest level of learning, all three domains should be reflected in a program of study, and also the higher order levels should be emphasized. See table below for more information. Contact the TLC if you have questions about this.

**Table 3. Bloom's Domains**

	<b>Cognitive (Mental Skills)<sup>1</sup></b>	<b>Affective (Growth in Feelings or Emotional Areas)</b>	<b>Psychomotor (Manual or Physical Skills)</b>
	<b>Evaluation:</b> Make judgments about the value of ideas or materials.	<b>Internalizing Values:</b> The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	<b>Origination:</b> Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills
	<b>Synthesis:</b> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure	<b>Organization:</b> Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.	<b>Adaptation:</b> Skills are well developed and the individual can modify movement patterns to fit special requirements
	<b>Analysis:</b> Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	<b>Valuing:</b> The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	<b>Complex Overt Response:</b> The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.
	<b>Application:</b> Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	<b>Responding to Phenomena:</b> Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	<b>Mechanism:</b> This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency
	<b>Comprehension:</b> Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	<b>Receiving Phenomena:</b> Awareness, willingness to hear, selected attention.	<b>Guided Response:</b> The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.
	<b>Knowledge:</b> Recall data or information		<b>Set:</b> Readiness to act. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).
	Lower Order		

<sup>1</sup> Adapted from

### PART 4. STUDENT LEARNING OUTCOME ASSESSMENTS

List the key assessment activity/activities used to determine learner achievement of each SLO. Include the title & description of the assessment activity, if the assessment is direct or indirect<sup>2</sup>. For Example:

#### **Research Assessments: Master's Thesis Project (DIRECT)**

Students complete an original research project under the direct supervision of their thesis advisory committee and in particular with their primary research mentor. This includes writing and presenting a proposal of the project to their advisory committee, completing the proposed data collection, data analysis, summary and interpretation of the results, comparison of the results with those of other published studies and a discussion of the similarities and differences among the relevant body of literature. The successful MS candidate will also present his/her work as a thesis defense in the form of a seminar to faculty and students that is open to the public.

**SLO's: 1, 4, 5, 6, 7, 8**

#### **Research Assessments: Graduate Seminar Presentation (DIRECT)**

Students write an abstract with audience learning objectives, present a seminar on an assigned nutrition-related topic, host another student's seminar presentation, participate in discussion about the topic presented and provide peer feedback.

**SLO's: 1, 4, 7, 8, 9**

#### **Workforce Assessments: Successful completion of Supervised Practice Rotations with demonstration of entry-level competency to practice as a registered dietitian as established by the Accreditation Council of Education in Nutrition and Dietetics (ACEND) (DIRECT)**

Students enrolled in the combined MS program complete a 10-month long dietetic internship during their first year of the two-year program and earn 18 graduate credits for completing the required "supervised practice" rotations (NUTN 504). Registered dietitians and other health professionals serve as preceptors for the intern and oversee these experiences. Preceptors assume the role of supervisor during these rotations. The dietetic interns and each of their preceptors complete standardized, competency-based evaluation forms at the end of each supervised-practice experience. The GPHN Internship Placement Coordinator establishes each intern's supervised practice rotation schedule and assigns final rotation grade based on preceptor and intern feedback.

**SLO's: 1, 2, 3, 9**

#### **Workforce Assessment: Assessment of Nutrition-Focused Physical Examination (DIRECT)**

Students enrolled in the MS program complete an advanced clinical practice course and mentored practicum to gain competence in conducting nutrition-focused physical exams based on direct patient evaluation. Students who show exemplary mastery of this skill are able to complete and discuss all sections of the NFPE Report linking all factors (nutrition assessment, diagnosis, and focused intervention), including possible healthcare outcomes and outreach to the referring registered dietitian and are able to give a well-organized, detailed case presentation with well-formulated clinical questions and explanation of findings.

**SLO's: 2, 3, 4, 9**

#### **Terminal Assessments: Professional Credentialing & Licensure (DIRECT)**

Pass national professional registration exam for dietitians and obtain state licensure if required. To be eligible to take the national examination for registered dietitians administered by the Commission on Dietetic Registration, the credentialing agency for the Academy of Nutrition and Dietetics, all internship requirements must be completed and the MS degree must be conferred. The MS degree is conferred only when all coursework has been completed, grade changes have been made, the final oral examination has been successfully passed, and the thesis has been approved and released by the graduate school. Students are eligible to schedule and take the registration exam upon receipt of their verification statement signed by the Director of the Dietetic Internship at the completion of all program requirements. To become a registered dietitian, candidates must successfully complete all required coursework, supervised practice rotations, and pass the national RD examination.

**SLO's: 1, 2, 3, 4, 9**

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<sup>2</sup> **Direct measures** demonstrate student learning in clear and compelling ways and produce observable evidence (e.g., exam results, projects, presentations, laboratory notebook/evidence, and dissertation).

**Indirect measures** are perceptions, opinions, and attitudes related to student learning outcomes (e.g., surveys, interviews, student self-reports)

### PART 5. STANDARDS, CRITERIA, & RUBRICS

For each key assessment activity, describe the standard, criteria, and/or rubrics in which student achievement is measured against. For Example:

#### **Research Assessment: Master's Thesis Project**

The MS candidate's thesis committee members, comprised of experts in the field of exploration, evaluate the written and oral presentation of the research project including the originality of the work performed, a comprehensive understanding of the research process including the study design, data collection, data analysis, summary and interpretation of the results, and comparison of the results with those of other relevant published studies. The quality of the written thesis is evaluated by each committee member and revisions are made until the document and presentation are considered to be of publication quality. The oral presentation is also evaluated by consensus of the thesis committee members on a pass/no pass basis. The thesis defense is judged on the student's ability to present their research project in a logical, organized way as describe above, with good elocution, visual media design, and response to audience questions.

#### **Research Assessments: Graduate Seminar Presentation**

Graduate Seminar Evaluation Criteria: Audience members (faculty, students, preceptors, and other health care professionals) evaluate the professional quality of the student's abstract (content, clarity, composition, and citations) and presentation (elocution, organization, slide format, summary and interpretation of relevant literature, ability to stimulate audience discussion, and response to audience questions) using a standardized evaluation form. The course instructor assigns a letter grade based on audience feedback and rankings [exemplary (A), above average (B+), average (B), needs improvement (B-)].

#### **Workforce Assessments: Supervised Practice Rotations**

Supervised Practice Rotation Evaluation Criteria: Rotation-specific performance competencies and professional attributes are outlined on each evaluation form. Entry level practice competencies are based on the ASCEND dietetics competency criteria. Competencies from ASCEND are attached as a pdf. The intern's performance is rated for each competency or attribute by the following scale: Not Met; Met; Exceeded; or N/A (not applicable). The Internship Placement Coordinator reviews all evaluations and converts the ratings into letter grades. Grading criteria is consistent with the By-laws of the OHSU Graduate Council.

#### **Workforce Assessment: Nutrition-Focused Physical Examination**

The course instructors evaluate competency in performing Nutrition-Focused Physical Exams (NFPE) using a NFPE Report Evaluation Rubric that assesses the completed NFPE Written Report, the NFPE Oral Report, elocution and writing style. Student performance on the written NFPE Report is rated for each component by the following scale: Beginning (1), Developing (2), Accomplished (3) and Exemplary (4). The course instructors evaluate each component and convert the ratings to a letter grade. Grading criteria is consistent with the criteria outlined in the OHSU Graduate Council By-laws.

#### **Terminal Assessment: Professional Credentialing & Licensure**

The national registration examination for dietitians is administered by the Commission on Dietetic Registration and the number of students who pass and the number of students who fail are reported to the program. Individual scores and names are not reported.

### PART 6. STUDENT LEARNING OUTCOMES & ASSESSMENT FINDINGS

Please describe how faculty, and students as appropriate, are involved with the review of the data and subsequent decision making regarding changes or supports, and how these findings will be used to alter future assessment plan, curriculum, or other academic processes/program supports.

This section of the OHSU Assessment Plan should focus on the *aggregate-level* student learning outcomes for each assessment activity for students that graduated during the past academic year. Programs should analyze and present a review of each assessment activity, related SLOs, achievement of aggregate outcomes, areas that need attention, and areas where students do well. When possible use past comparative data.



## PART 7. STATE OF THE PROGRAM REPORT

Programs should answer the following questions:

- *Question 1. What three criteria are regarded by program faculty as relevant for determining the overall effectiveness of the program?*
- *Question 2. Would the program faculty evaluate the program, as first-rate, acceptable, doubtful or very questionable? What is the basis for this evaluation? How does this compare to the program's performance last year?*
- *Question 3. What trends and conditions, both favorable and unfavorable, are viewed as important in producing the desired program effectiveness? If appropriate, what are the major explanations for changes the program is experiencing? What developments were not anticipated?*
- *Question 4. According to program faculty, staff and students, what are the immediate and long-range problems or issues that need to be addressed? What one or two areas for improvement were clarified (consider these targets for achievement in the next one to two years)?*
- *Question 5. What initiatives would bring improved capability and outcomes for this program?*