

OREGON HEALTH & SCIENCE UNIVERSITY

Fall 2018 Mid-Cycle Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities | September 14, 2018



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INSTITUTIONAL OVERVIEW

Established in 1887, [Oregon Health & Science University](#)¹ (OHSU) is dedicated to improving the health and quality of life for all Oregonians through excellence, innovation and leadership in health care, education and research. As the state's only academic health center, OHSU educates the physicians, nurses, dentists, other health care professionals, and scientists who will lead health care and scientific discovery across Oregon and around the world.

The university provides a unique combination of services, health care, economic leadership and knowledge development by:

- Addressing health care workforce shortages by training and educating Oregon's future clinicians and scientists
- Creating new knowledge that has regional, national, and international impact
- Aligning research scientists, physicians, dentists, nurses, and others to conduct clinical trials on the cutting edge of medical advances
- Providing high-quality health care and specialty services available to Oregonians and beyond
- Serving Oregon's communities statewide – in urban and rural areas, at large and small businesses, by working with the uninsured and the underinsured
- Successfully leveraging state resources to help meet the needs of all Oregonians

In support of its education mission, OHSU partners with other public universities in Oregon to educate pharmacists and health professions practitioners. The university is the only institution in the state that grants doctoral degrees in medicine, dentistry, and a Ph.D. in nursing.

OHSU is a unique institution comprising:

- Schools of Dentistry, Medicine, Nursing, the OHSU-PSU School of Public Health, and the College of Pharmacy (the Pharm.D. degree is a joint program between OHSU and Oregon State University)
- A health system that includes OHSU Hospital, Doernbecher Children's Hospital, Tuality Healthcare and Adventist Health Portland
- Numerous clinical facilities
- Dozens of [research institutes and centers](#)²
- More than 200 community service programs that reach every county in the state

UPDATE ON INSTITUTIONAL CHANGES

Since the [Year One Self-Evaluation Report³](#) submitted in September 2016, the university has changed in several important ways.

Leadership Changes

The university has made changes in institutional leadership since September 2016.

President

Danny O. Jacobs, M.D., M.P.H., F.A.C.S., has been appointed the fifth president of OHSU by the [OHSU Board of Directors⁴](#) effective August 1, 2018. Prior to his appointment, Dr. Jacobs served as chair of surgery at Duke University for nine years and more than five years as executive vice president, dean and provost at the University of Texas Medical Branch.

Executive Vice President and Provost

Elena Andresen, Ph.D., was appointed executive vice president and provost June 1, 2017. Dr. Andresen previously served as interim executive vice president and provost as well as interim dean of the OHSU-PSU School of Public Health. Dr. Andresen is a professor of epidemiology in the OHSU-PSU School of Public Health.

Executive Vice President and Chief Executive Officer of OHSU Health System

John G. Hunter, M.D., F.A.C.S., is the executive vice president of OHSU and chief executive officer of the OHSU Health System. Prior to assuming these roles, Dr. Hunter was chief clinical officer for OHSU and served as interim dean for the School of Medicine. From 2001 until he was appointed interim dean, Dr. Hunter served as Mackenzie professor and chair of the OHSU Department of Surgery.

Interim Senior Vice President for Research

Peter G. Barr-Gillespie, Ph.D., is the interim senior vice president for research. In this role, Dr. Barr-Gillespie oversees OHSU's research strategy and research administration.

Dean, OHSU School of Medicine

Sharon Anderson, M.D., was appointed the 18th dean of the OHSU School of Medicine in July 2017, overseeing nearly 2,500 faculty representing 20 clinical departments, seven basic science departments and multiple research centers and institutes. Dr. Anderson also serves as executive vice president of OHSU. Prior to being appointed dean, Dr. Anderson served first as interim and then chair of the OHSU Department of Medicine beginning in 2013.

Vice Provost for Educational Improvement and Innovation

Constance Tucker, M.A., Ph.D., began her role as vice provost for educational improvement and innovation in May 2017. Dr. Tucker oversees the functional and programmatic resources that support university-wide excellence in teaching, educational technology, program evaluation, learner assessment, faculty development and educational research.

The most recent OHSU organizational chart is provided in appendix 1.

Additional Institutional Changes

In addition to leadership changes, initiatives undertaken since the [Year One Self-Evaluation Report](#)⁸ to the Commission are noteworthy for their impact and alignment with OHSU's vision, strategic goals and core themes.

OHSU-PSU School of Public Health Specialized Accreditation

The OHSU-PSU School of Public Health has met the requirements of accreditation by the [Council on Education for Public Health](#)⁵ (CEPH). The council's determination follows the submission of a self-study report by the school in August 2016 and a site visit by external peer reviewers in September 2016. The reviewers met and interviewed many faculty members, students, alumni, leaders and community members as well as OHSU and PSU administrators. The CEPH's full report is publicly available on the OHSU-PSU School of Public Health's [webpage](#)⁶.

Unconscious Bias Training

Among OHSU's core values are equity and inclusion. The first goal of [OHSU Vision 2020 \(v. 2013\)](#)⁷ is to be a great organization, diverse in people and ideas. In an effort to build an inclusive community, OHSU launched [the Unconscious Bias Campus-Wide Initiative](#)⁸ in January 2018. The initiative identifies ambassadors as points of contact to assist in the facilitation of two-hour training sessions for all employees. The unconscious bias initiative is led by the [Center for Diversity and Inclusion](#)⁹ with support from executive leaders and the OHSU Board of Directors. The initiative is based on findings from several campus-wide sources, including two diversity climate surveys, an OHSU-wide employee engagement survey and a faculty survey. The initiative is one of many ongoing efforts to facilitate inclusivity across the OHSU community and to remove barriers to individual and group success. OHSU surpassed the initial goal for this initiative to train 2,600 employees on unconscious bias by July 2018 and actually trained more than 4,200 employees by July 2018. OHSU expects to train an additional 4,600 employees by July 2019, with the ultimate goal being to have every OHSU employee trained on unconscious bias.

Part I: Overview of Institutional Assessment Plan

Approved by the [OHSU Board of Directors](#)⁴ in 2005, OHSU has a longstanding and intended [Mission Statement](#)¹⁰ that guides institutional processes and planning, and provides the basis for the established core themes (Eligibility Requirement 3 and 7, Standard One 1.A and 1.B).

The Mission of OHSU

As part of its multifaceted public mission, OHSU strives for excellence in education, research and scholarship, clinical practice and community service (Eligibility Requirement 3). Through its dynamic interdisciplinary environment, OHSU stimulates the spirit of inquiry, initiative, and cooperation among students, faculty and staff.

Setting the example for integrity, compassion and leadership, OHSU strives to:

- Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution.
- Explore new basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, wherever possible, into applications in the health and commercial sectors.

- Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies.
- Lead and advocate for programs that improve health for all Oregonians, and extend OHSU's education, research and health care missions through community service, partnerships and outreach.

The Vision of OHSU

OHSU will partner to make Oregon a national leader in health and science innovation for the purpose of improving the health and well-being of all Oregonians and beyond.

The [*OHSU Vision 2020 \(v. 2013\)*](#)⁷ adopted by the OHSU Board of Directors in January 2014, reflects the strategic plan for OHSU and reinforces the university's commitment to transparency, service excellence, diversity and quality. OHSU administrative units have also developed unit-level mission statements that align with the institutional mission statement, demonstrating a consistency in meeting OHSU's goals. When faced with challenges, *OHSU Vision 2020 (v. 2013)* guides OHSU's decision-making and focuses efforts to help meet Oregon's health care workforce needs.

The Strategic Goals of OHSU

As part of *OHSU Vision 2020 (v. 2013)* six strategic goals were created to provide a roadmap for implementing the mission and vision of OHSU and to provide a foundation for organization plans.

- Be a great organization, diverse in people and ideas.
- Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU.
- Join others in developing policy and care delivery solutions that improve access to high-quality health care for all, especially Oregonians.
- Help meet Oregon's health and science workforce needs through innovative education strategies.
- Align OHSU enterprises to support robust and sustainable innovation and research.
- Generate and deploy OHSU resources to sustain an environment where faculty and staff committed to top performance can excel.

The goals articulated in *OHSU Vision 2020 (v. 2013)* provide the guiding document that supports continuous improvement, establishes the institution's commitment to excellence in education, research, clinical practice and community service and provides a framework for shared decision making in achieving the vision.

The Core Themes of OHSU

Derived from the mission and vision and originally selected by the OHSU community in 2010 and reaffirmed in 2015, OHSU has four core themes that align with the mission and the strategic goals within *OHSU Vision 2020 (v. 2013)*.

As articulated in [*OHSU's Year One Self-Evaluation Report*](#)⁸ OHSU's four core themes are:

- Learning Environment
- Interprofessional Education
- Clinical and Translational Research
- Health System and Health Policy Leadership

Table 1 shows the alignment of the four core themes to the mission and the strategic goals of [*OHSU Vision 2020 \(v. 2013\)*](#)⁷ demonstrating that assessment of the OHSU core themes provides evidence of mission fulfillment.

Table 1: OHSU's Core Themes Aligned with the Mission and Strategic Goals

Core Theme	OHSU Mission	<i>Vision 2020 (v. 2013)</i> Strategic Goals
Learning Environment	Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution.	Be a great organization, diverse in people and ideas.
		Help meet Oregon's health and science workforce needs through innovative education strategies.
	Explore new, basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, whenever possible, into applications in the health and commercial sectors.	Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU.
		Generate and deploy OHSU resources to sustain an environment where faculty and staff committed to top performance can excel.
Interprofessional Education	Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution.	Help meet Oregon's health and science workforce needs through innovative education strategies.
	Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies.	Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU.
Clinical and Translational Research	Explore new, basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, whenever possible, into applications in the health and commercial sectors.	Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU.

		Align OHSU enterprises to support robust and sustainable innovation and research.
Health System and Health Policy Leadership	Lead and advocate for programs that improve health for all Oregonians, and extend OHSU's education, research and health care missions through community service, partnerships and outreach.	Join others in developing policy and care delivery solutions that improve access to high-quality health care for all, especially Oregonians.
	Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies.	Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU.




These core themes are essential elements of OHSU's mission, vision and strategic planning process and unite the administration, faculty, staff and students in driving OHSU's common goals. The objectives and indicators for OHSU's core themes are reviewed annually and updated if necessary to ensure relevance as well as published publicly through the [OHSU Fact Book¹¹](#).

Articulation of an Acceptable Threshold of Mission Fulfillment

As part of the cycle of continuous improvement, OHSU's definition of mission fulfillment, which relies on the achievement of all four core themes, has been slightly revised from the [Year One Self-Evaluation Report⁸](#). This revision was based on the varying number of objectives and core theme indicators existing for each core theme. Mission fulfillment continues to be defined as the achievement of all of OHSU's core themes. Achievement of each core theme is now calculated by measuring whether $\geq 75\%$ of the results of the indicators for that core theme are within an acceptable range.

OHSU has continued the three-color symbol assignment system from the *Year One Self-Evaluation Report* to help all stakeholders visually identify progress on the core theme indicators. This color symbol system provides a graphic that conveys the results of each indicator in a simple, transparent manner. Achievement for each indicator is determined by its performance based on the following symbol definitions explained in Table 2 below.

Table 2: Color Symbol Assignment for Core Theme Indicators

Score	Description
	Meets or exceeds target; continuous effort needed to maintain acceptable performance or improve further. Results are at 100% or above target.
	Difference between the target and the result is within 25%; continued monitoring and effort needed to reach target. Results are within 75-99% of target and are considered to be within an acceptable range.
	Difference between the target and the result is >25% and immediate action is required. Results are <75% of the target and are not considered to be within an acceptable range.

A green dot indicates the stretch target for that specific indicator has been met or exceeded. A yellow yield symbol means OHSU is performing within an acceptable range for that indicator but improvement is still needed (results are within 75-99% of the target). A red octagon indicates the indicator performance is below the acceptable threshold (less than 75% of the target) and is not considered to be within an acceptable range. Data for each indicator are collected annually, entered in the *OHSU Core Themes, Objectives and Indicator* table (appendix 2), evaluated against its set target and published to the OHSU community in the annual [OHSU Fact Book](#)¹¹.

Because the number of objectives for each core theme varies from one to three, and the number of indicators for the objectives varies from two to four, the achievement of the core theme is based on whether $\geq 75\%$ of all combined indicators for the core theme are within an acceptable threshold. Mission fulfillment for OHSU is then determined by whether all of the four core themes have been achieved. OHSU is meeting the definition of mission fulfillment as all four of OHSU's core themes are being achieved.

Annual Review and Revision of Core Theme Indicators

In the cycle of continuous improvement, OHSU annually reviews the objectives and indicators for the core themes. Core theme indicators that transition downward from the “meets or exceeds” (green dot) level to the “acceptable threshold” (yellow yield) level or to the “below acceptable threshold” (red octagon) level, are monitored and addressed. Annually, after the indicator data have been collected, the assistant vice provost for accreditation meets with the vice provost for enrollment management and academic programs to address downward trends. When necessary, a meeting consisting of the indicator stakeholders, administrative officers and faculty is held to address the trending data. An agreed upon work plan will be prepared, provided to the executive vice provost and the executive vice president and provost for endorsement, and then initiated to address any indicators that have a downward trajectory.

In the 2017-18 annual review of the objectives and core theme indicators, revisions were implemented that included the replacement of an indicator (1.2.1) that will now provide results on students' ratings of the cultural inclusivity of the curriculum. Rather than conducting a separate survey of students to obtain data on diversity and inclusion, a question will now be included into the [Blue Course Evaluation system](#)¹² to obtain students' ratings of the cultural inclusivity of the curriculum. This change will alleviate the over-surveying of students while providing improved annual data on program curriculum and the learning environment. This new course question will be effective in the 2018-19 academic year.

In addition, as OHSU strives to increase the number of students participating in the OHSU Rural Campus initiative (indicator 4.1.2), the housing growth strategy for this initiative in 2017-18 was challenged by delays thus resulting in a lower number of additional student participation. However, plans are being put into place to appropriately grow the OHSU Rural Campus initiative in the 2018-19 and subsequent academic years.

Administrative changes have also resulted in the adjustment of survey instruments or increases in the frequency of surveys. [OnTrack! OHSU](#)¹³ (indicator 1.1.2) has changed its survey administrator in an effort to obtain more comprehensive data on the impact of that program on STEM interest, while a reorganization in OHSU Strategic Communications has adjusted the timing of the Oregonian perceptions survey (indicators 4.2.2 and 4.2.3) which will be conducted in Fall 2018 with a more frequent survey schedule to be administered in the future. These alterations demonstrate that the annual review of the objectives and indicators for OHSU's core themes can provide improved efficiencies while assisting in addressing potential issues.

Sustainability

As the new president of OHSU, Dr. Jacobs will be leading an institution-wide initiative to update [OHSU Vision 2020 \(v. 2013\)](#)⁷ to reflect a revised long-range strategic plan for OHSU's future well beyond 2020. In addition, the President's Council reviews the mission, vision and strategic goals appropriately at its meetings when necessary and will play a key role in the strategic planning process.

In preparation for the *Mid-Cycle Self-Evaluation Report*, key stakeholders of the OHSU community reviewed, revised and endorsed the institutional core themes, objectives, indicators and threshold measures of achievement. Additionally, individuals, including administration, faculty and a student representative, provided input on the *Mid-Cycle Self-Evaluation Report* and feedback on OHSU's progress for fulfilling NWCCU's Recommendations 1 and 2 in OHSU's *Addendum to the Fall 2018 Mid-Cycle Self-Evaluation Report*.

In order to meet the expectations of its Board of Directors, administration, faculty, staff, students and its public (Standard 2.A), OHSU conducts ongoing assessment and evaluation of its mission, vision, programs and courses through a number of methods. OHSU provides regular reports to the [OHSU Board of Directors](#)⁴ and submits Key Performance Measures to the Oregon Legislature every two years. OHSU's academic programs are subject to ongoing reviews of quality and effectiveness through several mechanisms including the Academic Program Review process, the annual assessment review process to examine programmatic student learning outcomes and the direct connection to the OHSU Graduation Core Competencies, and through specialized accreditation reviews by external agencies. Courses at OHSU are systematically evaluated with the [Blue Course Evaluation system](#)¹². Both the Academic Program Review cycle and the specialized accreditation reviews provide OHSU the opportunity to ensure its programs have the academic content and rigor to achieve their missions (Standard 2.C.1, 4.A.5); identify course, program, and degree learning outcomes (Standard 2.C.2 4.A.2); ensure credits and degrees are based on student achievements consistent with institutional policies (Standard 2.C.3 4.A.3); and ensure that OHSU's academic programs are delivered with a coherent design with the appropriate breadth, depth, sequencing of courses and synthesis of learning (Standard 2.C.4). These ongoing reviews assist programs in self-evaluation, reflection and designing action plans to address recommendations for improvements (Standard 4.B.1, 4.B.2), which are approved by the program's curricular process, as well as the institutional curricular process and submitted to the OHSU Faculty Senate.

The OHSU Board of Directors customarily meets four to five times annually to receive ongoing updates on the performance of the institution (Eligibility Requirement 7, Standard 2.A). OHSU executive leadership regularly provides information to the Board of Directors regarding institutional progress. The Board of Directors relies on audited financial reports, institutional budgets, OHSU Faculty Senate Reports, updates on policies and initiatives, as well as presidential reports to ensure progress in satisfying the mission of OHSU. Additionally, the Board of Directors is updated on Oregon state legislative issues that have an impact on OHSU, its mission or strategic plan. As an example of an update to the Board of Directors, at the June 28, 2018 Board of Directors meeting, the executive vice president and provost provided the Board of Directors with a report on the comprehensive assessment of student learning outcomes at OHSU and OHSU's progress in satisfying Recommendation 1 from NWCCU. The OHSU community is regularly updated on the Board of Directors' activities, the mission and strategic plan through university-wide communications, as well as directly from the Office of the President to all faculty and staff via an email channel, *Directline*. In addition, all faculty and staff

are invited to attend public Board of Directors meetings that are now streamed live to improve access. A video recording is also available.

OHSU is satisfied with the integration of its mission, vision and core themes, but as a forward-thinking and progressive organization, OHSU is always striving to meet the demands and expectations of the citizens it serves. Within this capacity, OHSU is constantly reexamining its objectives and indicators to ensure that they are meaningful and aspirational.

Part II: Closing the Loop on Student Learning Assessment

OHSU's Investment in Student Learning Outcomes Assessment

OHSU has made strategic investments over the past three years to improve and strengthen the institutional assessment activities to address the Commission's previous recommendations and has reported these activities in the requested *Addendum to the Fall 2018 Mid-Cycle Self-Evaluation Report*. OHSU currently has a rigorous system to assess student learning outcomes and academic programs to ensure those activities tie directly to the [OHSU Graduation Core Competencies](#)¹⁴ and mission (Eligibility Requirement 11).

The [OHSU Assessment Council](#)¹⁵ is a standing committee charged with promoting campus-wide assessment activities to improve student learning outcomes and to align them with OHSU's mission and strategic goals. It ensures ongoing academic assessment and accountability are institutional priorities. The OHSU Assessment Council contributes to an institutional culture that stimulates the spirit of inquiry, innovation and cooperation among students, faculty and staff to educate health care professionals, scientists and campus leaders in tip-tier positions (Standard 4.A). The council, chaired by the vice provost of educational improvement and innovation, plays a vital role in improving and strengthening student learning outcomes assessment activities needed to address the Commission's recommendation. The OHSU Assessment Council's charge, reporting structure, and institutional participation is detailed in the requested *Addendum to the Fall 2018 Mid-Cycle Self-Evaluation Report*.

The [Academic Program Review](#)¹⁶ process ensures all OHSU degree and certificate programs are systematically reviewed for quality and effectiveness every five years (Standard 4.B, Eligibility Requirement 11). The Academic Program Review Committee meets regularly, is comprised of faculty representation from across OHSU and reports annually to the OHSU Faculty Senate.

Examples of Operationalizing Mission and Core Themes

OHSU is operationalizing its mission and core themes, progressing from objectives to indicators to outcomes to mission fulfillment. Core theme indicators 1.2.1, 1.2.2 and 1.2.4, from the Learning Environment core theme, illustrate how OHSU is closing the loop by mapping the mission to strategic goals, to core themes, to objectives, to indicators, to outcomes that determine mission fulfillment.

Mission Statement - *Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leaderships and contribution*

Strategic Goal 1 – *Be a great organization, diverse in people and ideas*

Core Theme 1 – *Learning Environment*

Objective 1.2 – *Provide a supportive, diverse and inclusive learning and work environment for students, faculty and staff*

Indicator 1.2.1 – *Percentage of courses evaluated that have an average student rating on the cultural inclusivity of the curriculum as ≥ 3 on a 4-point scale.*

Indicator 1.2.2 – *Percentage of faculty and staff members that are satisfied with OHSU climate for diversity and inclusion.*

[OHSU Vision 2020 \(v. 2013\)](#)⁷ provides a roadmap to guide OHSU to where it wants to be by the year 2020. *Vision 2020's* six strategic goals focus OHSU's actions and establishes institutional commitment to sustainable excellence in all mission areas. The first of these goals is to *be a great organization, diverse in people and ideas*. Through a process of data collection, analysis and communication, OHSU demonstrates its commitment and success related to this goal.

Mission fulfillment of the diversity goal is assessed in numerous ways, including data analysis from institution-wide faculty and staff satisfaction surveys, data points in support of a culturally responsive curriculum, metrics from key stakeholders including human resources and the Office of Affirmative Action and Equal Opportunity and data created by unique stakeholders (i.e., students and alumni). The data collected from stakeholders are reported back to the OHSU community through the proactive dissemination of information including but not limited to listservs that direct traffic to OHSU's public-facing webpages, the OHSU Assessment Council, the OHSU Faculty Senate, All-Hill Student Council (student group), school/program-level curriculum committees, academic deans, Office of the Provost, external accreditors and annual reports to the [OHSU Board of Directors](#)⁴.

As an example of how OHSU has operationalized its mission through core themes, objectives and indicators, OHSU is adapting to student needs concerning diversity and inclusion identified through multiple mechanisms. One mechanism was a student-led survey instituted by the All-Hill Student Council to identify the needs of students. All-Hill Student Council leadership provided the results of the survey to the Student Services Committee to coordinate an institutional response to students' needs as well as an alignment of resources. One of the identified student needs was a desire for respect and understanding of diverse cultural backgrounds by faculty and staff. Recognizing a need for improvement in this area, OHSU has changed indicator 1.2.1 related to student satisfaction with the OHSU climate for diversity to a more specific measure where students rate the curriculum as culturally inclusive through a newly created specific course evaluation question. Implementation of this new indicator and corresponding course evaluation question is occurring in the 2018-19 academic year.

Another example of how OHSU is operationalizing the strategic goal to *be a great organization diverse in people and ideas* is the [Unconscious Bias Campus-wide Initiative](#)⁸ instituted by OHSU to build an inclusive OHSU community. The impact of this initiative is reflected in the indicators of *percentage of courses evaluated that have an average student rating on the cultural inclusivity of the curriculum* (1.2.1) and the *percentage of faculty and staff members that are satisfied with OHSU climate for diversity and inclusion* (1.2.2).

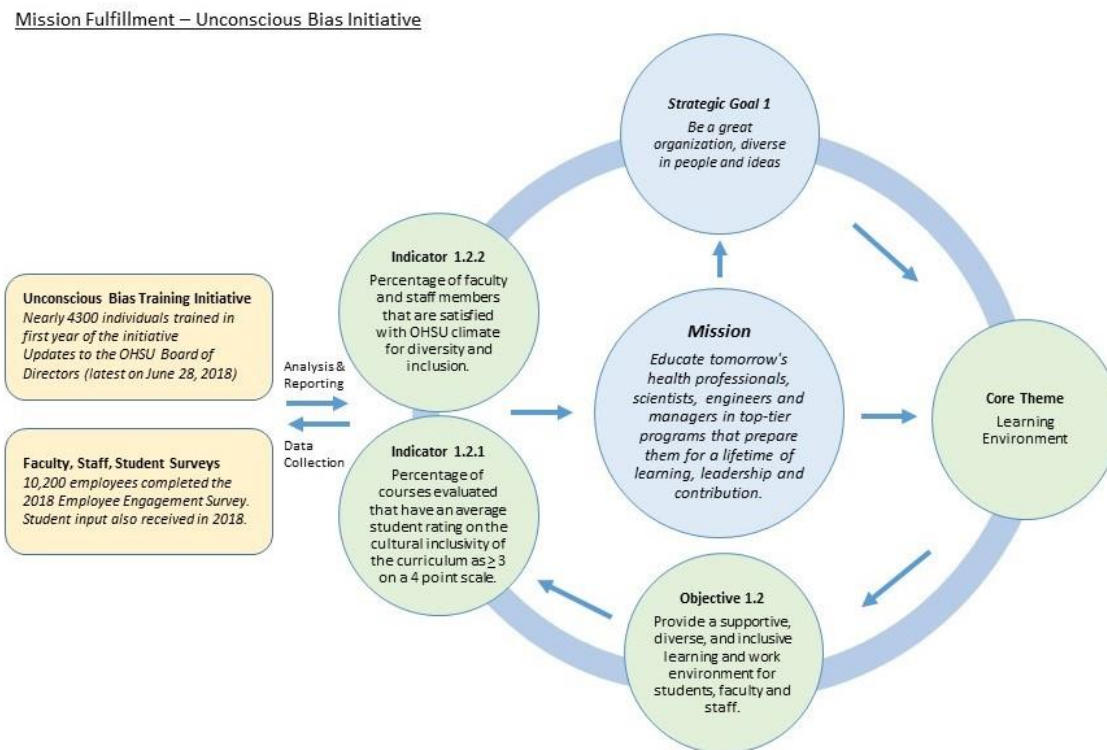
Core Theme Indicators 1.2.1 and 1.2.2 Story of Success: Unconscious Bias Campus-wide Initiative

As a result of student, faculty, and staff data, the institution invested in an unconscious bias training initiative led by the Center for Diversity and Inclusion with support from executive

leaders and the OHSU Board of Directors. The [Unconscious Bias Campus-wide Initiative](#)⁸ is one of many ongoing efforts to create a fully inclusive OHSU community and to remove barriers to individual and group success. As part of the [FY18 OHSU Performance Indicators](#)¹⁷, the goal for this initiative was to train 2,600 employees on unconscious bias by July 2018. OHSU exceeded this goal and trained more than 4,200 employees by July 2018. As another example, in support of indicator 1.2.2, the OHSU Physician Assistant Program (PA) devoted its faculty retreat on May 8, 2018, to the topic of unconscious bias. The PA program had 100 percent of their faculty and staff participate in the training. Through the investment of their time in unconscious bias training, faculty and staff across the university are contributing to a culture of inclusion, equity and respect. The expectation is that OHSU's annual monitoring of indicators 1.2.1, 1.2.2 and other data points will reveal increasing satisfaction with the climate for diversity and inclusion, due to trainings in programs and broader campus awareness arising from the Unconscious Bias Campus-wide Initiative. This effort is an example of how data are collected, analyzed, and utilized at OHSU across many levels of the organization for an improved learning environment and educational experience.

The image below illustrates this example and shows how OHSU has mapped the mission to a strategic goal, to a core theme, to an objective to indicators and outcomes that determine mission fulfillment.

Image 1: Mission Fulfillment – Unconscious Bias Campus-wide Initiative



Core theme indicator 1.2.4 is another example of how OHSU is operationalizing its mission.

Mission Statement - *Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leaderships and contribution*

Strategic Goal 4 – *Help meet Oregon's health and science workforce needs through innovative education strategies*

Core Theme 1 – *Learning Environment*

Objective 1.2 – *Provide a supportive, diverse, and inclusive learning and work environment for students, faculty and staff*

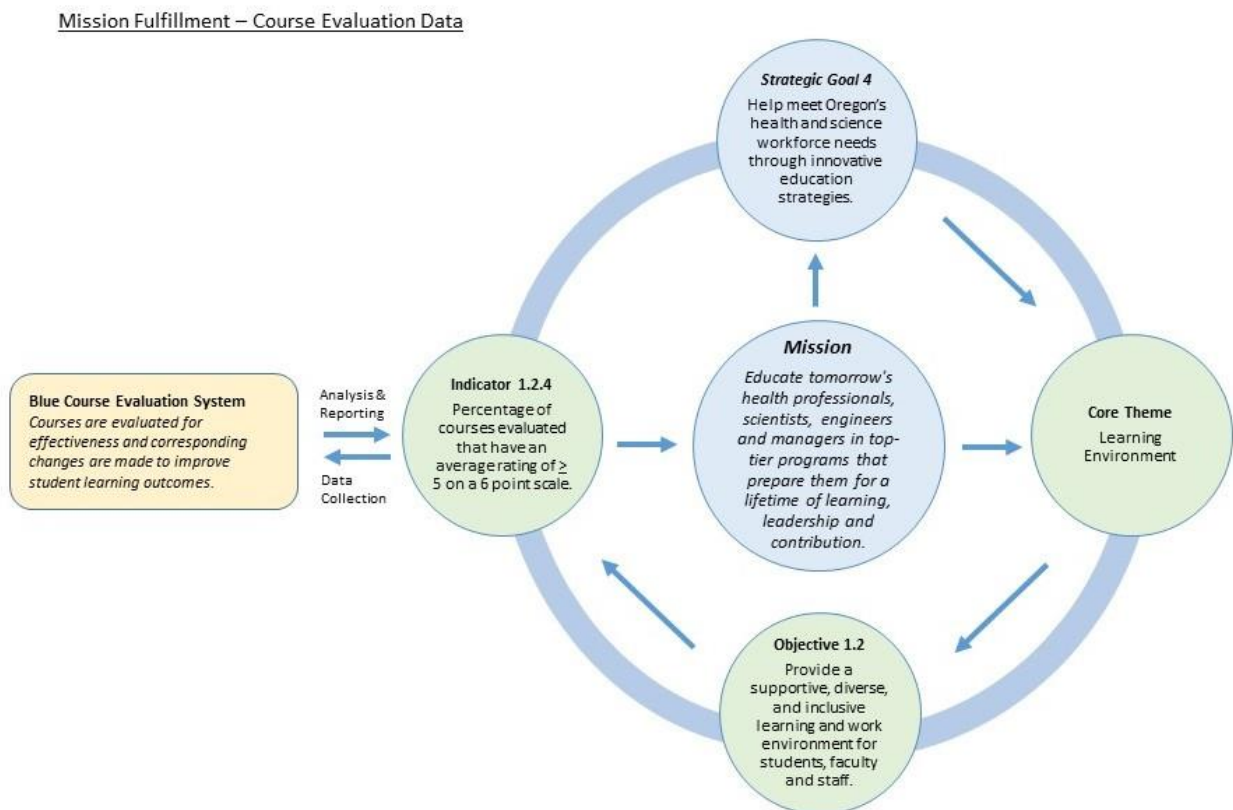
Indicator 1.2.4 – *Percentage of courses evaluated that have an average student rating of ≥ 5 on a 6-point scale.*

This example shows how OHSU is operationalizing its mission through core themes and indicators by the use of course evaluations. OHSU employs the use of summative course evaluations and instructional effectiveness evaluations to assist faculty in monitoring the quality and effectiveness of teaching. Additionally, these evaluations support schools and departments in monitoring the quality of the curricula. Data collection is a shared responsibility of the Office of the Provost, academic programs, academic unit heads and students. Core theme indicator 1.2.4 states that course evaluations will have an average student rating of ≥ 5 on a 6-point scale. This indicator is supported through the collection of data in the OHSU [Blue Course Evaluation system](#)¹². After course evaluations are submitted, reports are provided to the Office of the Provost and leadership at each of the schools and colleges. The snapshot reports highlight a total score, which averages all question items on each course evaluation. If the total score for the course is < 5 , in addition to the snapshot report, the executive vice provost contacts the dean of each school or college to identify how they plan to increase their overall course rating. Utilizing the Blue Course Evaluation is but one indicator for measurement of this core theme and the integration of course evaluations with regards to the OHSU Assessment Council and the Academic Program Review process is detailed in the accompanying *Addendum to the Fall 2018 Mid-Cycle Self-Evaluation Report*.

Core Theme Indicator 1.2.4 Story of Success: Closing the Loop with Course Evaluation Data

The OHSU School of Dentistry in Summer 2017 was notified of a particular course whose overall score was 2.73. After a close examination of the data, the OHSU School of Dentistry identified that the response rate for the course was only 13 percent of the class. Since so few students completed the evaluation, the report findings were not meaningful. As a result and in collaboration with the other OHSU colleges and schools, the OHSU School of Dentistry requested institutional policy changes to the [Student Evaluation of Course & Instructional Effectiveness Policy No. 02-50-035](#)¹⁸ to state the expectation of students to complete summative course evaluations. This example demonstrates that indicator data are collected and analyzed and the findings are used to improve academic programs. In this case, the data were not meaningful without a higher response rate. Therefore, the institution made structural and procedural changes to support an increase in future response rates. In addition, OHSU continues to work on strategies to improve the quality of the data so that OHSU can continually improve students' educational experiences.

Image 2: Mission Fulfillment – Course Evaluation Data



Part III: Continued Work Toward Year Seven

The first story of success, *Unconscious Bias Initiative*, highlighted that data collected are meaningful because it is sparking conversations that are leading to institutional change. Student, faculty and staff data drive and sustain OHSU's commitment to its strategic initiatives. It will be important for OHSU to continue to monitor whether or not these efforts have made a difference on student, faculty and staff perception of an inclusive university climate. As of July 2018, more than 4,200 employees participated in the unconscious bias training, 162 percent of the goal to train 2,600 individuals. OHSU expects to train an additional 4,600 employees by July 2019 with the ultimate goal being to train all OHSU employees in unconscious bias. As OHSU moves forward toward achieving its goal, it is important to reflect on the effectiveness of the unconscious bias initiative and set new annual targets for the future. For the NWCCU Year Seven Self-Evaluation, the institution will be able to evaluate the extent to which this initiative has been effective in furthering the mission of developing a supportive learning environment where diverse people and ideas thrive.

The second story of success, *Closing the Loop with Course Evaluation Data*, highlighted that the data collected for a course through course evaluations were not yet meaningful due to a low response rate. Therefore, as OHSU moves forward to Year Seven, the institution will continue to

monitor course evaluation questions to ensure that the questions being asked provide valid and reliable data. In addition, the Council on Educational Improvement and Innovation will continue to monitor item analysis of each course evaluation question and suggest new questions when data suggest questions should be replaced or modified.

As OHSU continues to progress toward the Year Seven Self-Evaluation and readiness to provide evidence of mission fulfillment, it will need to be constantly mindful about the integration and alignment of mission, vision, strategic plan and core themes. Annually tracking the progress of OHSU's core themes through the indicators will provide direction on what areas need monitoring and development. Tracking the relevance and importance of the core theme objectives and indicators to ensure adequate progress toward its expected outcomes will continue. Some areas for OHSU to focus on under each core theme include:

Learning Environment

- Continue to train employees in unconscious bias
- Monitor results for the revised indicator 1.2.1 to assess how students are rating the cultural inclusivity of the curriculum

Interprofessional Education

- Improve the percentage of programs that have an IPE graduation requirement
- Increase the percentage of programs that assess the OHSU Graduation Core Competency for teamwork

Clinical and Translational Research

- Increase the number of grants submitted
- Increase the total amount of award dollars

Health Systems and Health Policy Leadership

- Increase the number of students participating in the OHSU Rural Campus initiative

OHSU has a strong history of student achievement in retention and graduation rates, first-time pass rates on national exams, and maintains close ties to local and regional employers, businesses, other universities and health care entities. These strengths ensure OHSU is in a strong position to continue to achieve its mission and vision through the evaluation and fulfillment of its core themes.

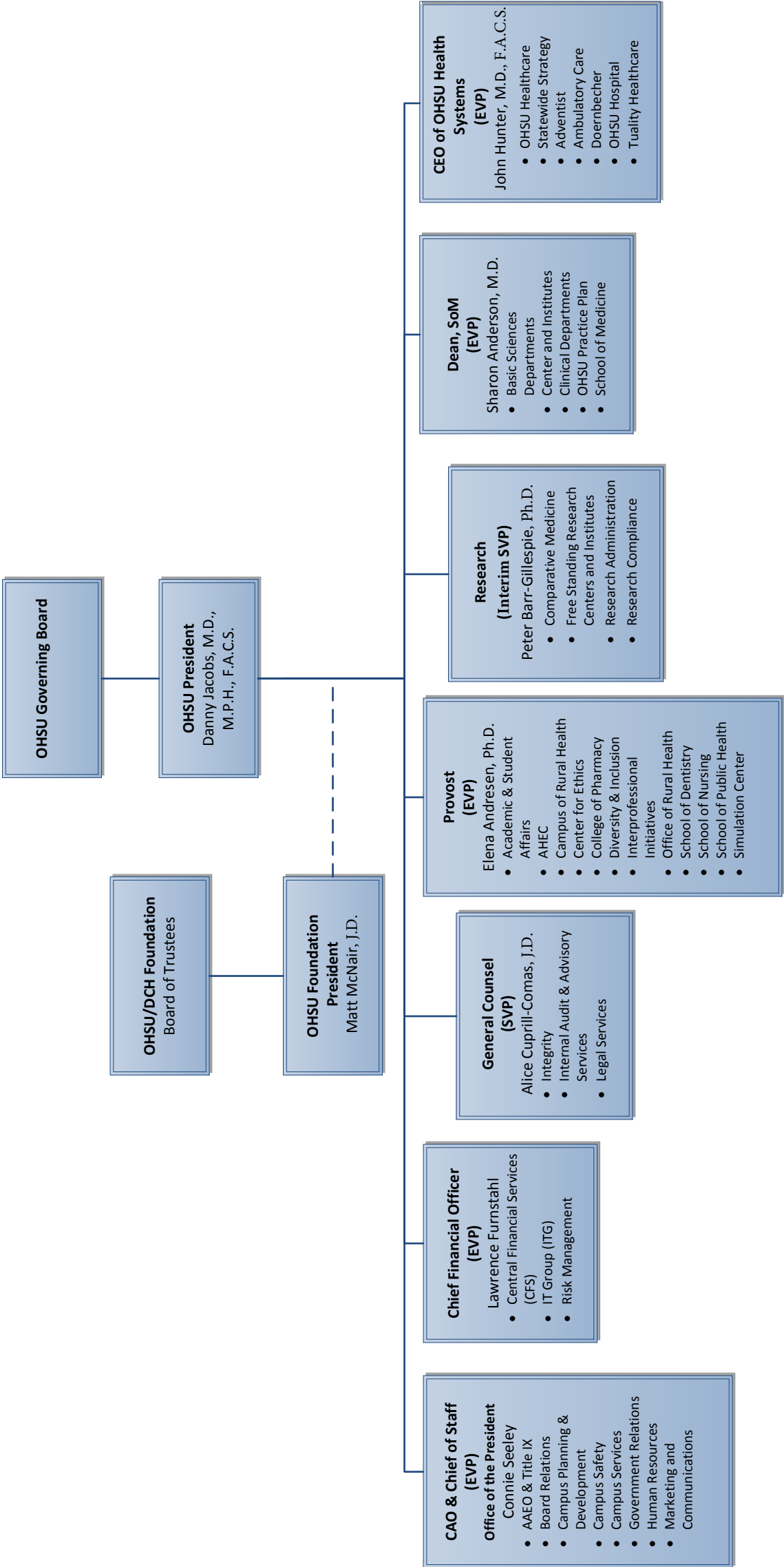
ENDNOTES

1. <http://www.ohsu.edu/xd/>
2. <http://www.ohsu.edu/xd/research/centers-institutes/index.cfm>
3. <http://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/accreditation/upload/OHSU-Year-One-Self-Evaluation-Final-9-12-2016-web.pdf>
4. <https://www.ohsu.edu/xd/about/vision/leadership/index.cfm>
5. <https://ceph.org/>
6. <https://ohsu-psu-sph.org/degreeprograms/>
7. <http://www.ohsu.edu/xd/about/vision/vision2020.cfm>
8. <http://www.ohsu.edu/xd/about/vision/center-for-diversity-inclusion/professional-development-resources/Unconscious-Bias.cfm>
9. <http://www.ohsu.edu/xd/about/vision/center-for-diversity-inclusion/>
10. <http://www.ohsu.edu/xd/about/vision/index.cfm>
11. <http://www.ohsu.edu/xd/education/library/ohsu-fact-book.cfm>
12. <http://www.ohsu.edu/xd/education/teaching-and-learning-center/tools-and-services/course-evaluations.cfm>
13. <http://www.ohsu.edu/xd/education/student-services/science-education-opportunities/education-programs/on-track/index.cfm>
14. <http://www.ohsu.edu/xd/education/about/educational-improvement-innovation/upload/OHSU-Graduation-Core-Competencies.pdf>
15. <https://www.ohsu.edu/xd/education/about/educational-improvement-innovation/assessment.cfm>
16. <http://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/academic-programs/academic-program-review.cfm>
17. <http://www.ohsu.edu/xd/about/vision/upload/FY-18-Performance-Indicators-Final.pdf>
18. <https://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/academic-policy/approved-policies/upload/Student-Eval-of-Course-Instruction-Effect-02-50-035.pdf>

APPENDICIES

OHSU Organizational Chart – August 2018

Appendix 1: OHSU Organizational Chart




Appendix 2: OHSU Core Themes, Objectives and Indicators
August 31, 2018




Core Theme #1 – Learning Environment					
Objective 1.1 – Develop student pipeline to meet the health needs of an increasingly diverse Oregon and nation.					
Indicator		Target	Time Period for Current Results	Current Results	Fulfillment Progress
1.1.1	Percentage of underrepresented minority students in OHSU programs, of total OHSU students.	≥17%	Fall 2017	18%	●
1.1.2	As a result of their involvement in On Track OHSU! participants will report increases in interest and engagement towards Science, Technology, Engineering, and Math (STEM).	≥60%	AY 2016-17	57%	▼
1.1.3	Percentage of OHSU nursing BS graduates educated outside the Portland campus.	≥66%	AY 2017-18	60%	▼
Objective 1.2 – Provide a supportive, diverse, and inclusive learning and work environment for students, faculty and staff.					
Indicator		Target	Time Period for Current Results	Current Results	Fulfillment Progress
1.2.1	Percentage of courses evaluated that have an average student rating on the cultural inclusivity of the curriculum as ≥ 3 on a 4-point scale.	>70%	AY 2018-19	New Indicator - Results Pending	New Indicator - Results Pending
1.2.2	Percentage of faculty and staff members that are satisfied with OHSU climate for diversity and inclusion.	>70%	2018	76%	●
1.2.3	Percentage of minority faculty at OHSU.	≥20%	Fall 2017	18%	▼

1.2.4	Percentage of courses evaluated that have an average student rating of ≥ 5 on a 6-point scale.	$\geq 70\%$	AY 2017-18	71%	●
Objective 1.3 – Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.					
Indicator		Target	Time Period for Current Results	Current Results	Fulfillment Progress
1.3.1	Percentage of graduates passing senior-level credentialing examinations on the first attempt.	$\geq 90\%$	2017	DMD 93% MD 98% BS Nursing 94% Pharmacy 96%	● ● ● ●
1.3.2	Percentage of students in select clinical programs completing degrees within 100% of usual program time.	$\geq 80\%$	AY 2017-18	DMD 87% MD 91% BS Nursing 91% PA 100%	● ● ● ●
1.3.3	Percentage of degree-seeking students that are retained to second year.	$\geq 95\%$	2016/17 - 2017/18	95%	●
Core Theme #2 – Interprofessional Education					
Objective 2.1 – Promote an institutional culture that enhances interprofessional practice and education (IPE).					
Indicator		Target	Time Period for Current Results	Current Results	Fulfillment Progress
2.1.1	Percentage of facilitators rating the IPE Foundations Course as ≥ 5 on a 6-point scale.	$\geq 85\%$	AY 2017-18	86%	●
2.1.2	Percentage of BS or higher clinical non-residency programs that have an IPE graduation requirement.	$\geq 85\%$	AY 2017-18	73%	▼

2.1.3	Percentage of students reporting that as a result of their IPE course or experience, they have an increased appreciation of other health care professionals.	≥75%	AY 2017-18	89%	●
2.1.4	Percentage of BS or higher clinical non-residency programs that assess OHSU Graduation Core Competency #7 – Teamwork.	≥80%	AY 2017-18	50%	⬮
Core Theme #3 – Clinical and Translational Research					
Objective 3.1 – Promote research career development to provide a “career ready” biomedical science workforce.					
Indicator		Target	Time Period for Current Results	Current Results	Fulfillment Progress
3.1.1	Annual submissions and success rate for Career Development Award (K Awards) applications to the National Institutes of Health.	≥60 ≥33%	FY 2017	47 submissions 32% success rate	▼ ▼
3.1.2	Number of degrees and certificates awarded in clinical and translational research training.	≥25	AY 2017-18	38	●
3.1.3	Upon graduation, the percentage of OHSU School of Medicine Ph.D. graduates reporting definite post-graduation employment or definite postdoctoral study.	≥80%	AY 2017-18	75%	▼
Objective 3.2 – Expand OHSU’s prominence as a research university.					
Indicator		Target	Time Period for Current Results	Current Results	Fulfillment Progress
3.2.1	Total sponsored project revenue in a given year.	≥\$400M	FY 2017	\$410M	●

3.2.2	Average annual sponsored project revenue per faculty with OHSU Principal Investigator status.	≥\$180K	FY 2017	\$217K	●
3.2.3	Number of new inventions disclosed in a given year.	≥115	FY 2018	130	●
Core Theme #4 - Health System and Health Policy Leadership					
Objective 4.1 – Prepare students for leadership roles in population health, health policy, and community practice.					
Indicator		Target	Time Period for Current Results	Current Results	Fulfillment Progress
4.1.1	Number of graduate degrees and certificates awarded under the OHSU-PSU School of Public Health.	≥ 55	AY 2016-17	66	●
4.1.2	Increase the number of students participating in the OHSU Rural Community-based project by 40 students a year.	≥ 40 per year	AY 2016-17 AY 2017-18	135 152 (+17)	⬮
Objective 4.2 – Champion innovation in public health practice through leadership in academic research and health policy.					
Indicator		Target	Time Period for Current Results	Current Results	Fulfillment Progress
4.2.1	Annual sponsored projects revenue specifically focusing on health systems, health services research or evidence-based policy.	≥\$30M	FY 2017	\$45M	●
4.2.2	Perception of Oregonians regarding OHSU's partnering with others to improve the health and well-being of the state's citizens is ≥7 on a 10-point scale.	≥7 on a 10-point scale	2014 (Survey to be administered in Fall 2018)	2014 =7.5 (2018 Results Pending)	●

4.2.3	Perception of Oregonians regarding OHSU's leading discussions on health care issues or health reform is ≥ 7 on a 10-point scale.	≥ 7 on a 10-point scale	2014 (Survey to be administered in Fall 2018)	2014 =7 (2018 Results Pending)	
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Score	Description
	Meets or exceeds target; continuous effort needed to maintain acceptable performance or improve further. Results are at 100% or above target.
	Difference between the target and the result is within 25%; continued monitoring and effort needed to reach target. Results are within 75-99% of target and are considered to be within an acceptable range.
	Difference between the target and the result is >25% and immediate action is required. Results are <75% of the target and are not considered to be within an acceptable range.

Appendix 3: Contributors to the *Mid-Cycle Self-Evaluation*

OHSU NWCCU Accreditation Faculty Steering Committee

Charles Allen, professor, Oregon Institute of Occupational Health Sciences
Elena Andresen, executive vice president and provost
John Crabbe, professor, Behavioral Neuroscience
Dana Director, vice president, Research Operations and Student Affairs
Robert Halstead, assistant vice provost, Accreditation
Cherie Honnell, vice provost, Enrollment Management and Academic Programs
Helmi Lutsep, professor, Neurology
Lynn Marshall, associate professor, OHSU-PSU School of Public Health
Rose McPharlin, assistant professor, Restorative Dentistry
Catherine Morgans, associate professor, Physiology and Pharmacology
Jennifer Pasko, surgery resident, School of Medicine
David Robinson, executive vice provost
Constance Tucker, vice provost, Educational Improvement and Innovation

NWCCU Mid-Cycle Committee

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Cherie Honnell, vice provost, Enrollment Management and Academic Programs
Constance Tucker, vice provost, Educational Improvement and Innovation

2017-18 OHSU Assessment Council

Yi Cao, School of Nursing
Patty Carney, Interprofessional Education
Robin Champieux, Faculty Senate Representative
Sarah Drummond Hays, Physician Assistant Program
Jeri Finn, Human Nutrition
Vanessa Green, Educational Improvement and Innovation
Paula Gubrud-Howe, School of Nursing
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Lisa Hatfield, School of Public Health
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Lisa Marriott, School of Public Health
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Julie McGuire, Human Nutrition
Deb Messecar, School of Nursing
Tanya Ostrogorsky, College of Pharmacy
Sam Papadakis, Student Representative
Crystal Paredes, School of Dentistry
Jill Rissi, School of Public Health
Mark Rivera, Educational Improvement and Innovation
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Anna Teske, Provost Office

Constance Tucker, Provost Office
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Additional Contributors

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Anna Teske, assistant vice provost, Academic Program Approval and Policy