

OREGON HEALTH & SCIENCE UNIVERSITY

Fall 2018 Mid-Cycle Self-Evaluation Report

ADDENDUM

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

Addresses Recommendations 1 and 2 from the Fall 2015 Year Seven Peer-Evaluation Report

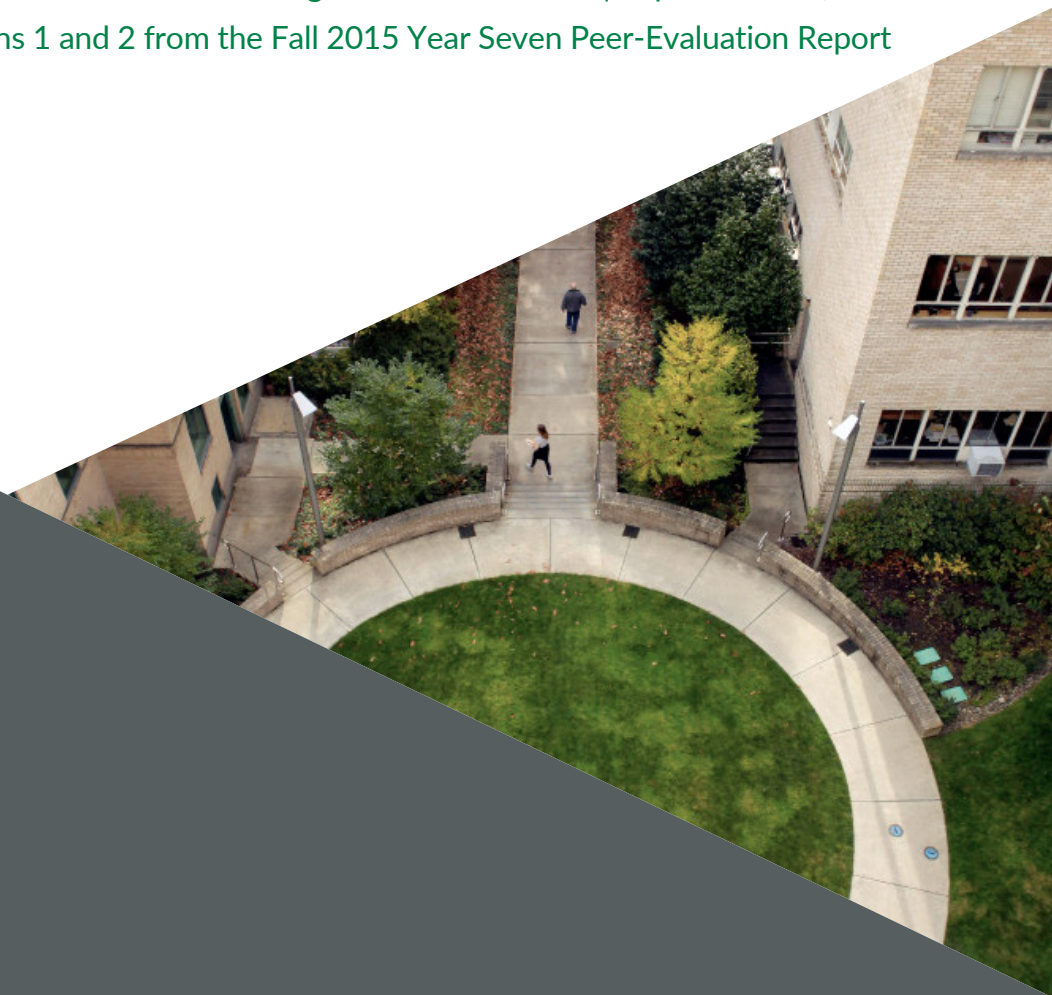


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INTRODUCTION

As stated in the Commission's January 28, 2016, reaffirmation of accreditation letter based on the Fall 2015 Year Seven *Mission Fulfillment and Sustainability* Evaluation, OHSU has been requested by NWCCU to submit an addendum to its Fall 2018 *Mid-Cycle Self-Evaluation Report* to address Recommendations 1 and 2 of the *Fall 2015 Year Seven Peer-Evaluation Report*. The Commission found that OHSU is substantially in compliance with the Commission criteria for accreditation, but these recommendations reflect two areas for improvement: comprehensive assessment of student learning outcomes and investment in leadership of basic science departments. OHSU reported early progress addressing the Commission's recommendations in the 2016 [Year One Self-Evaluation Report](#)¹, and this 2018 *Addendum* provides a comprehensive report on OHSU's progress in addressing the recommendations since the Fall 2015 *Year Seven Peer-Evaluation Report*.

OHSU made strategic investments and tremendous progress in creating new processes to address Recommendation 1 on the comprehensive assessment of student learning outcomes and the use of information to strengthen academic programs. A new position of vice provost for educational improvement and innovation as well as a new [Office of Educational Improvement and Innovation](#)² have been created. Through these new educational resources and the continued development of the [OHSU Assessment Council](#)³, OHSU has taken the steps necessary to ensure improvement in assessment activities and use of results to strengthen academic programs. Additionally, OHSU has addressed Recommendation 2 and made investments into the basic sciences departments to ensure program stability and enhance the capability to fulfill the institutions research and instructional missions.

RECOMMENDATION 1:

While the evaluation committee recognizes that the institution in recent years has made substantial progress toward developing an infrastructure that supports assessment of student learning, the committee recommends that the institution take steps necessary to ensure comprehensive assessment of student learning outcomes and use the resulting information to strengthen academic programs (Standard 4.A.3 and 4.B.2).

Standard 4.A.3

The institution documents, through an effective, regular and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs and degrees, wherever offered and however delivered, achieve identified course, program and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Standard 4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Vice Provost for Educational Improvement and Innovation

In summer 2016, OHSU launched a national search to fill a new position of vice provost for educational improvement and innovation to oversee all educational resources that support OHSU-wide excellence in teaching, educational technology, program evaluation and assessment, faculty development and educational research to address Recommendation 1. The search was successful, and the vice provost has devoted a tremendous amount of resources

into stabilizing and progressing the institutional assessment efforts by creating the [Office of Educational Improvement and Innovation](#)².

In relation to Recommendation 1, the vice provost of educational improvement and innovation guides the development of high-quality, evidence-based evaluation and assessment practices (including competency-based assessment) that align with national best practices and informs curriculum decision making and quality improvement efforts. The vice provost is also responsible for assuring appropriate program evaluation, training and faculty development for OHSU through the [Teaching and Learning Center](#)⁴.

Office of Educational Improvement and Innovation

The vice provost for educational improvement and innovation established the [Office of Educational Improvement and Innovation](#)² as the administrative home of assessment, where faculty, students and staff can access assessment resources. The internal webpage provides a series of resources including FAQs, worksheets to engage in assessment planning and reporting, as well as an assessment handbook (available on site). The Office of Educational Improvement and Innovation and the Teaching and Learning Center also sponsor ongoing faculty and staff development activities and workshops such as Train Your Brain and the Assessment Academy.

OHSU Comprehensive Assessment

OHSU engages in comprehensive assessment of student learning outcomes and uses the resulting information to strengthen academic programs. The Office of Educational Improvement and Innovation supports OHSU's institution-wide assessment planning process, which consists of aligned outcomes at the student, course, program and degree levels. This important work is highlighted on its public website to embrace transparency within and outside of OHSU. While there are numerous involved stakeholders (see Appendix 4), the [OHSU Assessment Council](#)³ and the Office of Educational Improvement and Innovation are charged with reviewing best practices, OHSU standards (e.g., core competencies, core theme indicators, student learning outcomes (SLOs), assessment plans), and policies as a context for developing and revising assessment policy and procedures.

The OHSU Assessment Council is a standing committee, consisting of faculty, staff and a student representative, that ensures OHSU's commitment to institution-wide assessment of its educational programs. The OHSU Assessment Council monitors the established educational assessment process and the performance outcomes data from an OHSU-wide perspective and contributes to an annual report to the president, executive vice president and provost, and Dean's Council describing strengths and weaknesses of OHSU's overall effort in assessment as well as recommendations for improvement. [OHSU Policy No. 02-50-030](#)⁵ establishes the council and its role to advise the executive vice president and provost on institutional assessment compliance and activities (see Appendix 2). It ensures that academic assessment and accountability are institutional priorities and the council supports OHSU's mission to educate health care professionals, scientists and leaders (Standard 4.A).

The work and direction of the OHSU Assessment Council assists all OHSU academic programs in the ongoing systematic review of its purpose, student learning outcomes, connectivity to the [OHSU Graduation Core Competencies](#)⁶, methods to collect data on the achievement of the learning outcomes and findings of the assessment process (Standard 4.A.1, 4.A.2). By maintaining the academic integrity and rigor of its programs, OHSU is able to meet the expectations of its constituents and deliver quality academic programs.

Student Learning Outcomes

With 89 diverse academic programs at OHSU, alignment of course, programs, schools and student learning outcomes creates a cohesive learning environment for OHSU students. OHSU has institutional student learning outcomes that are represented by the OHSU Graduation Core Competencies. These 10 core competencies are intentionally linked to both curricular and co-curricular activities. The curricular activities are aligned at the institutional, program and course level. Alignment of student learning outcomes is reinforced in institutional syllabi development, external validation, and public dissemination. First, it is an institutional syllabus requirement for each course to map program and course student learning outcomes to the OHSU core competencies. Second, in a number of OHSU programs, the institutional and program-level student learning outcomes are also externally validated through health professions accreditors' standards (e.g., Commission on Dental Accreditation, Liaison Committee on Medical Education, National Center for Interprofessional Practice and Education and the Commission on Collegiate Nursing Education). Finally, OHSU Graduation Core Competencies are prominently posted on the OHSU website, both externally and on the intranet of OHSU (O2), and the program-level student learning outcomes are communicated to the public, including prospective students, through each program's website. Assessment of student work in course, programs and co-curricular activities is clearly linked to learning outcomes through the annual institutional assessment process. Not only are student learning outcomes aligned, the institution has refined and developed a comprehensive 2017-2021 institutional assessment plan and reporting schedule.

OHSU Assessment Planning and Reporting Timeline



The theoretical framework for assessment, the timeline for institutional planning and reporting, and process for reviewing and providing feedback are outlined on the [assessment of student learning website](#)⁷. The plan was developed by the OHSU Assessment Council and is continuously revised and modified during each meeting to improve the assessment review process as well as the outcomes. Assessment plans and reports are reviewed by the OHSU Assessment Council utilizing a rubric (available on internal website) that examines criteria such as public dissemination of SLOs, measurement of SLOs, alignment of SLOs to core competencies, the presence of direct and indirect measures of assessment, and the ability to utilize assessment data (i.e., course evaluations, classroom assessments, and OHSU Assessment Council feedback) to improve courses and program structures and ultimately outcomes.

During the 2017-18 academic year, the OHSU Assessment Council met for 13 sessions (31.5 hours contact time) and provided assessment rubric scores and feedback on and to all 89 OHSU programs around the frequency, quality and impact of assessment activities. In January 2018, the OHSU Assessment Council conducted a three-week review of all OHSU's program assessment plans, including certificate programs, from the 2016-2017 academic year. The OHSU Assessment Council was divided into four working groups, each with a facilitator, a recorder and a timekeeper. The groups met for 4-hour sessions weekly and critiqued assessment plans against the internally designed rubric and scoring sheet. The rubric assisted the council in reviewing the assessment plans and reporting efforts of the programs.

A scoring sheet for each program and certificate reviewed was provided and groups uploaded their evaluations to a database so results could be kept centrally and comparative analysis could occur. Programs received feedback on their assessment plans and reports in the form of commendations, recommendations and required changes for future assessment cycles from the OHSU Assessment Council with a narrative of the overall plan and a table of required modifications (Standard 4.A.3, and 4.B.2). As a result of these activities, the Office of Educational Improvement and Innovation was able to provide summative reports to the OHSU campus, one of which was an analysis of the 15 common assessment activities that all 89 academic program utilize to describe the nature of [student learning across campus](#)⁸.

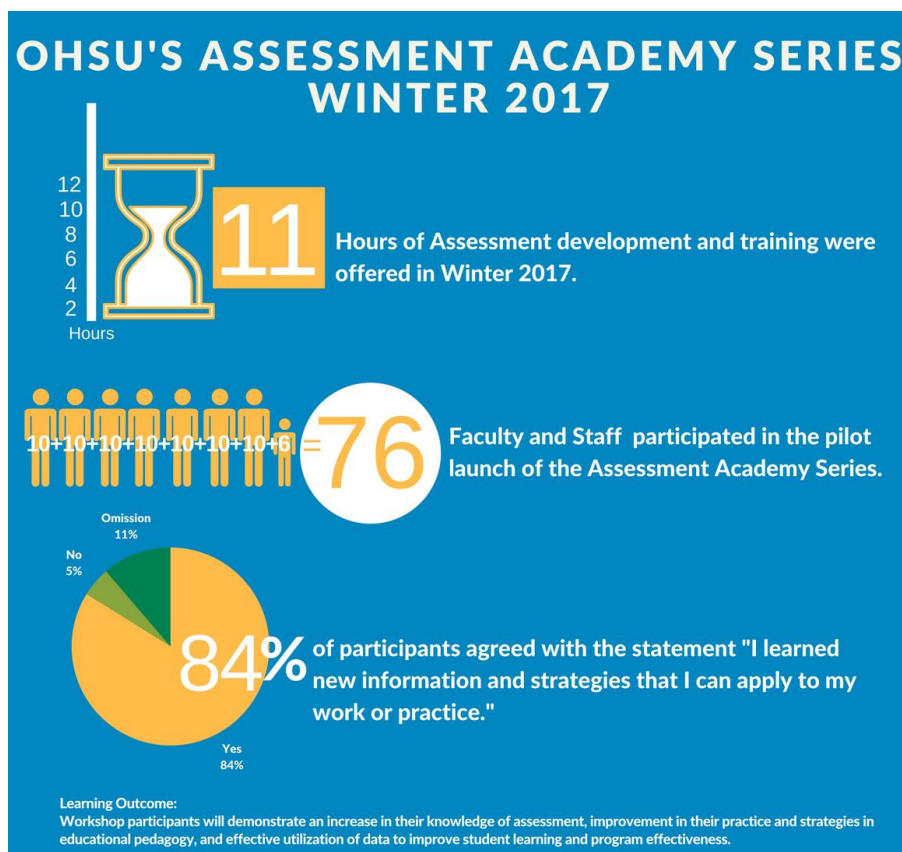
In July 2018, programs submitted their 2017-18 assessment reports and their assessment plans for the 2018-2019 academic year. The 2018-19 assessment plans responded to feedback from the OHSU Assessment Council's January sessions addressing any necessary required changes. After receiving the academic programs' plans and reports, the OHSU Assessment Council conducted its annual review of all institutional assessment reports for the 2017-2018 academic year and the revised 2018-2019 plans at the end of July 2018 (July 26 – August 3). Programs are expected to demonstrate evidence that assessment data were collected, analyzed, and used to inform improvements in at least one course. This demonstration of "closing the loop" is key to the continuous improvement of assessment plans and reflection on measures of student learning outcomes (Standard 4.B.2). Outstanding assessment plans aligned the program's student learning outcomes to the [OHSU Graduation Core Competencies](#)⁶ at the course and even assignment level. Strong examples of closing the loop included both the demonstration of the use of the [Blue Course Evaluation](#)⁹ data as well as OHSU Assessment Council feedback to demonstrate course improvement.

At the conclusion of the OHSU Assessment Council's review, reports are provided to numerous assessment stakeholders. Stakeholders are informed through the use of public forums on assessment (e.g., Assessment Academy, June OHSU Board of Directors meeting, All-Hill Student Council (student group), faculty curriculum meetings), and directly to the faculty and staff in the Office of Educational Improvement and Innovation.

OHSU Assessment Resources

The Teaching and Learning Center offers [an Assessment Academy](#)¹⁰, which is a series of workshops intended to increase participants' knowledge of assessment, improve their practice and strategies in educational pedagogy and effectively utilize data to improve student learning and program effectiveness. In addition, the Teaching and Learning Center provides a series of workshops entitled "Train Your Brain". Train Your Brain covers a variety of educational topics aligned with quality assessment, including test design, teaching and learning strategies, outcome measurement, curriculum mapping and Quality Matters training. Both faculty and staff are actively engaged in the Assessment Academy and Train Your Brain initiatives. During the

Winter 2018 academic term (2017-18 academic year), 11 hours of assessment development and training were offered to OHSU faculty and staff. A total of 76 faculty and staff participated in Assessment Academy sessions, and 84 percent of attendees indicated that they “learned new information and strategies that could be applied directly to work or practice.” During the Winter 2018 academic term, 123 faculty and staff participated in Train Your Brain sessions. The sessions received a median score of 4.45/5.0 on the metric, “Overall, I rate the content of this workshop highly.”



Currently, OHSU faculty and staff working on their assessment practices are recognized through a [supportive assessment policy](#)⁵, promotion guidelines (serving on the OHSU Assessment Council is recognized as institutional service, teaching in Assessment Academy contributes toward teaching and leadership), continuing medical education credits (CME) for participation within the Assessment Academy, as well as letters of commendation to programs that demonstrate exemplary assessment activity. This year, the OHSU Assessment Council identified exemplary practices across the institution and highlighted three OHSU programs as assessment (A-TEAM) [Exemplar Practices](#)¹¹.

OHSU Academic Program Review

The [OHSU Assessment Council](#)³ provides feedback to each program on their assessment reports and plans. Beginning in the 2018-2019 academic year, the OHSU Assessment Council will also provide reports to programs as they complete the institutional [Academic Program Review](#)¹² process. These reports will be included in the program's Academic Program Review Self Study.

All of OHSU's degree and certificate programs are systematically reviewed for academic quality and effectiveness through the Academic Program Review as detailed in the [Academic Program Review Policy](#)¹³ (Eligibility Requirement 11, Standard 2.C). The Academic Program Review is intended to:

- Assess the quality and effectiveness of academic programs
- Identify program strengths and opportunities for improvement
- Encourage short-term and long-term goals and objectives
- Establish action plans and strategies for continuous improvement
- Ensure that programs are aligned with OHSU's strategic priorities and mission
- Utilize the information collected through the process to inform planning and priorities at the university level

As part of this process, programs explain how they have addressed previous recommendations from earlier reviews, how the program's mission, purpose and goals are aligned with the institution's mission and why curricular decisions were made and identify the data used to support or frame the changes (Standard 4.B.2).

The Academic Program Review Committee has developed an [Academic Program Review: 2017-18 Handbook and Guidelines](#)¹⁴ to assist programs undergoing Academic Program Review. The handbook details the review schedule, timelines and responsibilities, committee evaluation process and recommendations and the development of a program action plan. Supporting appendices include materials on flowcharts and responsibilities, guiding questions, supplemental data on faculty and students, the evaluation rubric used and the action plan template.

Academic programs are to be current on their assessment plans for the program review. The OHSU Assessment Council reviews the program's assessment plans including student learning outcomes and alignment to [OHSU's Graduation Core Competencies](#)⁶ and provides feedback during the annual assessment planning review process. The OHSU Assessment Council submits a recommendation regarding student learning assessment activities to be included into the program's Academic Program Review (Standard 4.B.2). As a component of the Academic Program Review process, the evaluation of these student learning outcomes and assessment activities by the OHSU Assessment Council is shared with the faculty members of the Academic Program Review evaluation teams, the full APR Committee and the OHSU Faculty Senate with a final recommendation and report submitted to the executive vice president and provost.

Curricular Modification Process

OHSU also facilitates the improvement of academic programs through the curriculum modification process as defined in [Policy 02-50-010, Proposing Curricular Modifications](#)¹⁵. All curricular modifications are initiated at the program level and upon approval of the school are submitted to the Office of Academic Programs, Policy and Accreditation. The Faculty Senate Educational Policy Committee is responsible for the review and approval of substantive changes and new academic programs.

OHSU has implemented a three tiered curriculum process, where Category I proposals establish new programs. OHSU utilizes a two-level category process to approve minor and significant changes to existing curriculum.

The [Category II: Curricular Modification Request](#)¹⁶ proposals are considered significant changes to the program, such as substantially redesigning the curriculum of an already authorized

program. These changes require an administrative review by the Office of the Provost, and depending on the scope of the request may require notification of, or a formal review by the Faculty Senate Educational Policy Committee. Programs are required to respond to questions regarding changes to degree requirements, student learning outcomes, or competencies for both new or eliminated courses and/or benchmarks. In addition, the curriculum modification process expects programs to articulate in detail how the revision fits into the school's long-term strategic goals (Standard 4.B.2). Programs are also required to provide information and data as to the reasoning behind the curricular modifications, which may include results from course evaluations.

A [Category III Curricular Modification Request](#)¹⁷ reflects minor changes to the curriculum. These proposals are reviewed and approved at the program and school level before being submitted to the Office of the Provost for review. Category III proposals include: minor revisions in course catalog descriptions or designations including course number, credit hours and level of study; minor updates to approved, course-level student learning outcome statements or competencies; or minor changes to graduation requirements.

Blue Course Evaluations

OHSU utilizes the [Blue Course Evaluation](#)⁹ system as a method to collect standard data at the course level. This system allows OHSU to compile and review course evaluation data and outcomes in an effective and efficient manner.

OHSU has also developed a standard set of course evaluation and teaching effectiveness evaluation **items** (see *below*) that all courses are required to collect. Schools and programs can select to add additional items; however, there is a cap on the number of items allowed to be added to ensure that students are not overly burdened by this evaluation process.

Course Evaluation

Item	Domain Area
The stated objectives were understandable.	Learning Objectives
The course as a whole was well organized.	Organization
The educational materials and resources enhanced my learning.	Course Content
Evaluation of my performance was based on stated objectives.	Assessment/Evaluation
Overall, I rate this course highly.	Overall Quality
What are the strengths of the course?	Overall Quality – open ended
What recommendations do you suggest for improving this course?	Overall Quality – open ended
What and how material is taught encouraged me to explore aspects of mine or others' diversity to enhance our thinking.	Diversity/Inclusion

Teaching Effectiveness

Item	Domain
The instructor was knowledgeable about the subject.	Knowledge
The instructor was well prepared	Organization
The instructor's strategies stimulated my thinking and inquiry.	Engagement
I received meaningful and timely feedback on my performance.	Assessment/Evaluation
Overall, I rate this instructor highly	Overall

What are the strengths of this instructor?	Overall-open ended
What recommendations do you suggest for this instructor?	Overall-open ended

At the end of a term, each course instructor has access to an electronic, on-demand teaching and effectiveness report, which provides descriptive data, analysis and comments from the learners. This same information can be viewed by the department chair and the specific program administrators. OHSU administrators receive a quarterly report highlighting trends by school and program. Each program is provided with summative data at the end of the term for review and sharing with appropriate stakeholders (Standard 4.B.3).

Closing the Loop

In summary, OHSU uses the results of its assessment of student learning to inform and enhance academic planning and practices that lead to the enrichment of student learning achievements and the strengthening of academic programs. This use of assessment materials for improvement is demonstrated by the annual feedback provided to programs on their assessment plans and reports by the [OHSU Assessment Council](#)³. Additionally, the reporting of assessment activities required in the Academic Program Review process and in the curricular modification process demonstrates how assessment activities are integrated into the review of programs and the OHSU curricular process. Finally, the [Blue Course Evaluation](#)⁹ process demonstrates the timely reporting of course effectiveness to the instructor, the program, and to the executive administration of OHSU when appropriate. Through these activities, OHSU has strengthened and improved its assessment efforts while simultaneously integrating assessment into multiple areas of the institution's culture.

RECOMMENDATION 2:

The evaluation committee recommends that the institution address leadership issues for basic science departments in order to foster fulfillment of the institution's research and instructional mission (Standard 2.A.11).

Standard 2.A.11

The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

Recommendation 2

OHSU has addressed leadership concerns in the basic science departments raised by the Commission in January 2016 under Standard 2.A.11 and has taken necessary steps to fulfill Recommendation 2. In response to the recommendation, OHSU has appointed the following new chairs:

- Bita Moghaddam, Ph.D., chair of the department of behavioral neurosciences, faculty appointment effective September 1, 2016.
- Carsten Schultz, Ph.D., chair of the department of physiology and pharmacology, faculty appointment effective October 1, 2016.
- Alejandro Aballay, Ph.D., chair of molecular microbiology and immunology, faculty appointment effective September 1, 2017.

OHSU is fostering the development of instruction and research within these basic science departments by supporting five faculty hires in the department of behavioral neurosciences, two faculty hires within physiology and pharmacology, and two faculty hires within molecular microbiology and immunology since January 2015 and investing nearly \$45 million into the departments to strengthen chair priorities (nearly \$15 million in behavioral neurosciences, more than \$16 million in physiology and pharmacology and more than \$14 million in molecular microbiology and immunology). The department of behavioral neurosciences has revised its curriculum placing more emphasis on research, and the department of molecular microbiology and immunology has created a new intradepartmental seminar series where both faculty and trainees present their work to foster interactions and connections within the department. [OHSU's research](#)¹⁸ is a prominent core theme and the research activities of the basic science departments support that core theme. The productivity of the basic science research activities can be found in the [Research Funding and Awards 2017](#)¹⁹ report.

With the appointment of these new chairs in the basic science departments, OHSU has made a significant investment in new research programs, effective leadership and the management of key programs that support the institutional mission, vision and core themes (Standard 2.11). These new department chairs will also have a major impact on the future of the basic sciences and its directions in research. OHSU will continue to have scientific leadership at the highest level in order to provide strategic direction for OHSU's research initiatives.

With the addition of the new chair appointments, only two basic sciences programs are now operating under the direction of interim chairs:

- Susan J. Hayflick, Ph.D., department of biochemistry and molecular biology
- Owen McCarty, Ph.D., department of biomedical engineering

OHSU has demonstrated that it has appropriately addressed Recommendation 2 and has made great efforts to ensure stability within the basic science departments in order to foster fulfillment of the institution's research and instructional mission.

CONCLUSION

OHSU is continually striving for improvement as Oregon's only academic health center, and it welcomes and values feedback and recommendations from the Commission. The Commission found that OHSU is substantially in compliance with the Commission criteria for accreditation but made recommendations to OHSU to address areas for improvement. To address these recommendations OHSU has made strategic investments of new personnel and resources and continued the development of the OHSU Assessment Council to ensure improvement in assessment activities and use of assessment results to strengthen academic programs. Additionally, OHSU has made investments in the basic sciences departments to ensure program stability and enhance the ability to fulfill OHSU's research and instructional missions. OHSU has appropriately and thoroughly addressed the Commission's recommendations for ongoing continuous improvement.

ENDNOTES

1. <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>
2. <http://www.ohsu.edu/xd/education/about/educational-improvement-innovation/index.cfm>
3. <https://www.ohsu.edu/xd/education/about/educational-improvement-innovation/assessment.cfm>
4. <https://www.ohsu.edu/xd/education/about/educational-improvement-innovation/teaching-learning-center.cfm>
5. <https://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/academic-policy/approved-policies/upload/Student-Learning-Outcomes-02-50-030-Final.pdf>
6. <https://www.ohsu.edu/xd/education/about/educational-improvement-innovation/upload/OHSU-Graduation-Core-Competencies.pdf>
7. <https://www.ohsu.edu/xd/education/about/educational-improvement-innovation/assessment.cfm>
8. <https://www.ohsu.edu/xd/education/about/educational-improvement-innovation/upload/Assessment Poster Ed Symposium 2018 Final-04112018-2.pdf>
9. <http://www.ohsu.edu/xd/education/teaching-and-learning-center/tools-and-services/course-evaluations.cfm>
10. <http://www.ohsu.edu/xd/education/about/educational-improvement-innovation/upload/assessment-academy-spring-2018.pdf>
11. <http://www.ohsu.edu/xd/education/about/educational-improvement-innovation/assessment.cfm>
12. <http://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/academic-programs/academic-program-review.cfm>
13. https://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/academic-policy/approved-policies/upload/Academic-Program-Review-02-50-005_Final-2.pdf
14. <http://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/academic-programs/upload/APR-Handbook-2017.pdf>
15. <https://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/academic-policy/approved-policies/upload/02-50-010-Proposing-Curriculum-Modifications-Rev-Final.pdf>

16. <http://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/upload/Category-II-3.docx>
17. <http://www.ohsu.edu/xd/education/student-services/academic-programs-and-assessment/academic-programs/upload/Category-III.docx>
18. <http://www.ohsu.edu/xd/research/index.cfm>
19. <http://www.ohsu.edu/xd/research/upload/OHSU-Research-Funding-and-Awards-FY-2017.pdf>

Appendix 1: January 28, 2018 Reaffirmation of Accreditation Letter



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January 28, 2016

Dr. Joseph Robertson
President
Oregon Health and Science University
3181 S.W. Sam Jackson Park Road
Portland, OR 97239-3098

Dear President Robertson:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of Oregon Health and Science University has been reaffirmed on the basis of the Fall 2015 Year Seven *Mission Fulfillment and Sustainability* Evaluation which was expanded to address Recommendations 1 and 2 of the Spring 2012 Year Three Peer-Evaluation Report. The Commission determined that its expectations regarding Recommendations 1 and 2 of the Spring 2012 Year Three Peer-Evaluation Report have been met.

In reaffirming accreditation, the Commission requests that the University submit its Year One *Mission and Core Themes* Report in Fall 2016. The Commission further requests that the University submit an addendum to its Fall 2018 Mid-Cycle Self-Evaluation Report to address Recommendations 1 and 2 of the Fall 2015 Year Seven Peer-Evaluation Report. A copy of the Recommendations is enclosed for your reference.

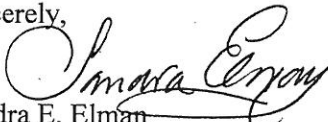
In taking these actions, the Commission finds that Recommendations 1 and 2 of the Fall 2015 Year Seven Peer-Evaluation Report are areas where Oregon Health and Science University is substantially in compliance with Commission criteria for accreditation, but in need of improvement.

The Commission commends the University for its laudable contributions in health care and health sciences to the state of Oregon and beyond. Moreover, the Commission applauds the University's faculty and administrators for their efforts and commitment to the development of Interprofessional Education (IPE) across the institution, including rural sites. Lastly, the Commission commends the University's faculty for a culture of collaboration for research and education, and the University as a whole for partnerships with other institutions, industries, and rural communities.

If you have any questions, please do not hesitate to contact me.

Best wishes for a peaceful and fulfilling New Year.

Sincerely,


Sandra E. Elman
President

SEE:rb

Enclosure: Recommendations

cc: Dr. David Robinson, Executive Vice Provost ✓
Mr. Jay Waldron, Board Chair

Year Seven *Mission Fulfillment and Sustainability* Evaluation
Fall 2015
Oregon Health & Science University
Recommendations

1. While the evaluation committee recognizes that the institution in recent years has made substantial progress toward developing an infrastructure that supports assessment of student learning, the committee recommends that the institution take steps necessary to ensure comprehensive assessment of student learning outcomes and use the resulting information to strengthen academic programs (Standard 4.A.3 and 4.B.2).
2. The evaluation committee recommends that the institution address leadership issues for basic science departments in order to foster fulfillment of the institution's research and instructional mission (Standard 2.A.11).

Appendix 2: OHSU Assessment Council Charge

Oregon Health & Science University Assessment Council Charge & Reporting Structure

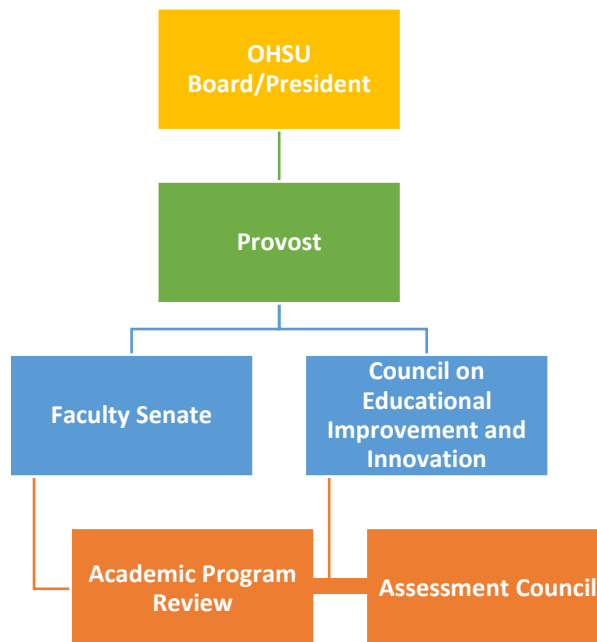
The OHSU Assessment Council is a standing committee charged with promoting campus-wide assessment activities to improve learning outcomes and align with university mission and strategic goals. The Assessment Council ensures that ongoing academic assessment and accountability are institutional priorities. 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.

The responsibilities of the OHSU Assessment Council shall be to:

- Annually review best practices, university standards (i.e., Core competencies, CTI, etc.), and policies as a context for developing and revising assessment policy and procedures.
- Support departmental assessment activities in coordination with the Academic Program Review schedule and provide feedback for improvement to programs preparing for program review or specialized accreditation.
- Monitor the established educational assessment process and performance outcomes data from a university-wide perspective and contribute to an annual report to the President, Provost, and Dean's council describing strengths and weaknesses of OHSU's overall effort in assessment as well as recommendations for improvement.
- Assist with the preparation of the self-study required to maintain OHSU's regional accreditation by the Northwest Commission on Colleges and Universities (NWCCU).

*As needed, the Assessment Council will coordinate with the Academic Program Review to recommend improvements in instruction, staffing, curriculum, and student academic services to the OHSU President, Provost and/or senior leadership.

The reporting structure for the Assessment Council is illustrated below.



Assessment Council Composition

The OHSU Assessment Council will include a student, the Associate Deans with educational oversight (or their delegates), assessment faculty representative from each school/program, and no less than 2 representatives from academic support units including OHSU Teaching and Learning Center as well as members of the Provost's Office. Below is a membership summary that is designed to balance the necessary representation with the complexity of programs within each school.

Associate Deans and/or Faculty from the following:

School of Dentistry - Predoctoral Program/ Graduate Programs (2);

School of Nursing – Undergraduate Programs/ Graduate Programs (2);

School of Medicine – Undergraduate Medical Education/ Graduate Studies/Physician Assistant Studies/Radiation Therapy/Human Nutrition (5);

School of Public Health;

College of Pharmacy; and

OHSU Faculty Senate Representative.

Other

OHSU Curriculum Committee

OHSU Teaching and Learning Center

Office of the Provost

All Hill Council student representatives (1 clinical/1 non-clinical)

The Assessment Council will meet at least quarterly to meet its charge.

Link between Assessment Council and Academic Program Review

In an effort to support a positive culture of assessment as a collaborative effort, the Assessment Council will provide feedback to all programs on their yearly assessment report. The feedback from the Assessment Council will be collected during the Academic Program Review.

Provost Office members include the Vice Provost for Educational Improvement and Innovation who serves as the Assessment Council Chairperson. The Provost/ Vice Provost for Educational Improvement and Innovation may appoint other members to the Council as needed to complete its charge and scope of work.



Annual Report on Comprehensive Assessment of Student Learning Outcomes

DATE: June 28, 2018 PRESENTED BY: Elena Andresen, Ph.D., Executive Vice President & Provost

OHSU Assessment

THE ASK

The Northwest Commission on Colleges and Universities in 2015 recommended that OHSU ensure comprehensive assessment of student learning outcomes to strengthen academic programs.

THE TASK

Convene the OHSU Assessment

Council and stakeholders — faculty, students, administrators, staff — from across OHSU to:

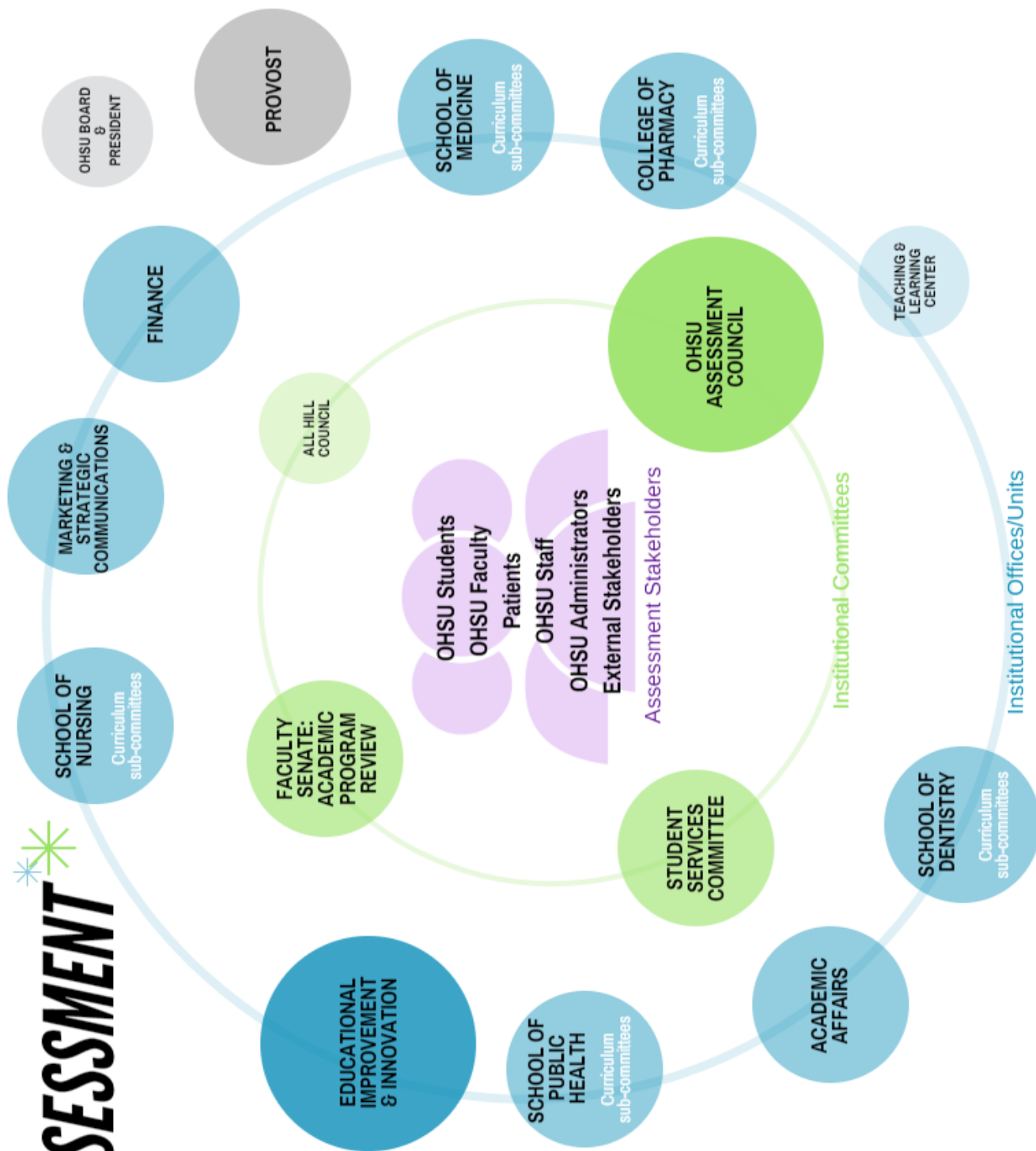
- Evaluate 89 programs across five schools and colleges to identify and develop:
 - student learning outcomes
 - targets
 - instruments for learning outcome appraisals
 - assessment timelines
 - processes for analyzing assessment data and improvement plans

THE TAKEAWAY

On track to fulfill NWCCU's recommendations in advance of its site visit Oct. 22-23, 2018



OHSU ASSESSMENT



Appendix 4: Contributors to 2018 Addendum

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

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
Robert Halstead, Provost Office
Lisa Hatfield, School of Public Health
Cherie Honnell, Provost Office
Tatum Korin, School of Nursing
Lisa Marriott, School of Public Health
Rose McFarlin, School of Dentistry
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
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