

# OHSU Assessment Council: State of the Programs (Cycle 1)

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## **BACKGROUND:**

The OHSU Assessment Council was created in 2006 as a result of a recommendation by the Northwest Commission on Colleges and Universities (NWCCU). The OHSU Assessment Council's charge is:

The OHSU Assessment Council is a standing committee advising the Provost/Vice President for Academic Affairs on matters concerning institution-wide assessment of educational programs, student learning outcomes, and the resources needed to support such assessments. The Assessment Council ensures that academic assessment and accountability are institutional priorities and supports OHSU's mission to educate health care professionals, scientists, and leaders in top-tier positions.

The Assessment Council's initial focus was determining and collecting what programs were already doing for student learning assessment coupled with an evaluation of programs' purpose statements and student learning outcomes (SLOs). Over several years, the Assessment Council refined its focus and expectations regarding the quality and structure of student learning outcomes assessment reporting. These conversations resulted in an Assessment Plan and Reporting Template with the following elements.

- Part 1: Program Details
- Part 2: Program Purpose Statement
- Part 3: Student Learning Outcome (SLO) Statements
- Part 4: Student Learning Outcomes Assessments
- Part 5: Standards, Criteria, & Rubrics
- Part 6: Student Learning Outcomes & Assessment Findings

Parts 1-5 content provided by the programs must meet a minimum criteria and only need to be resubmitted if modifications to the plan are made. Part 6: Student Learning Outcomes & Assessment Findings is completed annually and is designed to be coupled with the annual State of the Program report which all builds the foundation for the OHSU 5-Year Academic Program Review conducted by the OHSU Faculty Senate.

Prior to Cycle 1, nearly all programs had at least initial submissions for Program Details, Program Purpose, and Student Learning Outcomes. As we entered Cycle 1, there was a focus on providing support and guidance to have all academic programs submit at least Parts 1-5 of the OHSU Assessment Plan by August 31, 2013. Staff from the Teaching Learning Center and Office of Assessment and Evaluation held several open lab opportunities and individual/group sessions were held throughout the academic year to provide needed support as well as individual sessions with program faculty.

This report summarizes the results of Cycle 1 (September 1, 2012-August 31, 2013) which is the first year of the planned 3-year assessment cycle (AYs 2012-2015).

**CYCLE 1 STATUS:**

Of the 59 academic programs/campuses included in this process, 12 (20%) had sufficiently developed plans (Part 4 & 5) to warrant a review by the OHSU Assessment Council. For programs in which a plan was submitted but was determined to clearly not meet the minimum criteria set by the Assessment Council prior to review, Tanya Ostrogorsky contacted Program Directors to negotiate a plan for resubmission prior to being referred to Assessment Council Below is a summary of the Assessment Council Cycle 1 scoring.

<b>Academic Program</b>	<b>Cycle 1 Plan Status</b>
Clinical Nutrition	Developed
Doctor of Dental Medicine	Developed
Doctor of Philosophy (School of Nursing)	Developed
Human Investigations Program	Developed
Periodontics	Developed
Physician Assistant Studies	Developed
Endodontics	Mid-Stage
Health Systems & Organizational Leadership	Mid-Stage
Orthodontics and Dentofacial Orthopedics	Mid-Stage
Doctor of Nursing Practice	Early State – Resubmit by 3/15/14
Family Nurse Practitioner	Early State – Resubmit by 3/15/14
Psychiatric Mental Health Nurse Practitioner	Early State – Resubmit by 3/15/14

Each Program Director, assessment coordinator, and appropriate educational dean was provided copies of the summary feedback with the score results, commendations, and recommendations/reminders.

**CYCLE 2 STATUS:**

The following programs have plans currently under review by the Assessment Council for Cycle 2:

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| <ul style="list-style-type: none"> <li>Behavioral Neuroscience</li> <li>Biochemistry and Molecular Biology (EBS)</li> <li>Biochemistry and Molecular Biology (PMCB)</li> <li>Biomedical Engineering</li> <li>Biomedical Informatics (4)</li> <li>Cancer Biology</li> <li>Cell and Developmental Biology</li> <li>Clinical Dietetics</li> <li>Clinical Laboratory Science (OregonTech)</li> <li>Computer Science &amp; Engineering</li> <li>Dietetic Internship</li> <li>Electrical Engineering</li> <li>Environmental Science and Engineering</li> <li>Medical Doctor</li> </ul> | <ul style="list-style-type: none"> <li>Medical Doctor/Doctor of Philosophy</li> <li>Molecular and Medical Genetics</li> <li>Molecular Microbiology and Immunology</li> <li>Neuroscience</li> <li>Nurse Anesthesia</li> <li>Paramedicine (OregonTech)</li> <li>Pharmacy (Oregon State University)</li> <li>Physiology and Pharmacology</li> <li>Public Health: Epidemiology &amp; Biostatistics</li> </ul> <p>Approved Waiver based on Program Status:</p> <ul style="list-style-type: none"> <li>• Radiation Therapy</li> <li>• Medical Physics</li> </ul> |
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It is expected that all programs will have at least Parts 1-5 submitted by the mid-point of Cycle 2 and on track for all programs to have Parts 1-6 completed on time for Cycle 3. The Assessment Council chairperson is working in collaboration with school/unit assessment partners and program directors to ensure all academic programs have sufficient supports and guidance to have plans in place by end of Cycle 2.

Additionally, the Assessment Council has revised its charge and will be expanding its membership base to include more faculty from underrepresented areas and also include a representative from OHSU Faculty Senate.

**IDENTIFIED DEVELOPMENT NEEDS:**

*Faculty Development:*

- Develop and refine objective assessments;
- Develop and refine scoring and (formative and summative) feedback tools for clinical assessment, written assessments ranging from short papers to dissertations; and criteria for graduate-level oral communication competencies;
- Development of aggregate programmatic outcomes and targets for achievement (e.g., 85% of students will successfully pass on first-attempt; 100% of students will achieve at least X.)
- Development of assessments to meet [OHSU Core Competencies](#) adopted in June 2013

*Programmatic Development & Sustainability:*

- Support programs to integrate formative programmatic assessments into curriculum that build into summative assessments;
- Support programs in creating and maintaining assessment outcome tracking systems
- Support programs in the creating reflective feedback loops and reviewing assessment results for areas of need and success.

**ASSESSMENT COUNCIL MEMBERS:**

Tanya Ostrogorsky, Assessment Council Chair  
Office of the Provost

Susan Adams  
Teaching & Learning Center

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