



LESSONS LEARNED FROM THE 2020-2021 OHSU ASSESSMENT CYCLE

Constance Tucker, M.A., Ph.D.
 Educational Improvement and Innovation
 Assessment Council Chair AY 20-21

INTRODUCTION

The OHSU assessment process was established in 2006 through the Office of the Provost. However, in 2017, a new institutional process of assessment was implemented to tell the story of assessment practices across all OHSU programs in ways that were aligned with NWCCU requirements for assessment activities. As a result, the process focuses on local, faculty-driven improvements that are documented and well aligned to the institutional core competencies. This report defines how assessment is conducted at OHSU, discloses program participation in the assessment process, and details alignment of OHSU assessment data relative to NWCCU student learning indicators.

ABOUT THE ASSESSMENT PROCESS

The OHSU assessment process is an ongoing process used to measure the extent to which an academic program has achieved its student learning outcomes regarding the knowledge, skills, and abilities of program graduates and to identify changes that will help the program to better achieve those student learning outcomes. Each academic program will be asked to update their assessment plan each year in addition to submitting report data on the previous year. The deadline for the Plans and Reports to be submitted is November 1st every year. The Assessment Council reviews assessment Plans and Reports in January, using the Assessment Council Rubric. The phased, iterative nature of the assessment process is the cornerstone for program improvement at OHSU.

One of the key components for program improvement is feedback. Every cycle, the OHSU Assessment Council uses an institutional rubric (**Table 1**) to annually evaluate each program’s assessment activity plan and report to provide feedback for continuous improvement.

TABLE 1: ASSESSMENT PLAN AND REPORT RUBRIC

Plan Dimension	Plan Definition of Excellence
Communication of SLOs	Student learning outcomes statements have been prominently posted on the institutional website and made available to students.
Progression (if applicable)	The difference between unique degree/certificate levels is clearly defined in the SLOs. (i.e. There is a progression from certificate to terminal degree)
Measurable SLOs	SLOs are measurable
Alignment of Core Competencies to SLO’s	Alignment of SLO’s with OHSU Core Competencies is clear
Levels of Evaluation Outcomes	Assessment methods are appropriately aligned.
Report Dimension	Report Definition of Excellence
Targets Met/Not Met	The program met all of their targets.
Interpretation of Targets Not Met*	Program explores learner achievement by reviewing and interpreting their targets. (i.e., assessment benchmarks are interpreted through a process of data analysis, comparison to peers, and discussion)
Engagement of Stakeholders in Program Assessment Planning & Review	Groups and individuals engaging regularly include representatives from faculty, staff, students, alumni, external stakeholders, and employers
Closing the Loop: Course Improvement and/or Course Evaluation Feedback	There is evidence that the program collected, analyzed, and used assessment data, not limited to course evaluation data, to inform improvements to at least one course.

Closing the Loop: Program Improvement	Assessment data have been analyzed and used for program improvement.
Closing the Loop: Address Assessment Council Feedback	Program responded to committee’s required feedback from previous assessment cycle and no further required changes are necessary
Inclusion of Sample Rubric	Program submitted a sample assessment method (i.e., rubric) which is well aligned with an OHSU Core Competency.

Programs use the feedback from each cycle to improve the quality of their plans which, in turn, increases the quality of their reports. This rigorous process drives and informs current strategic initiatives to redefine and improve our current understanding of our institutional learning outcomes. 2020-21 strategic initiatives include the development of an in-house assessment platform, developing and implementation of student services assessment, and updating and adapting Moore’s framework to understanding the impact of learners learning.

PROGRAM PARTICIPATION

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

Since 2017, a concerted effort of education and communication between provost, assessment council, school leadership, and programs was undertaken to increase program participation in both planning and reporting. From 2018 to 2021, planning participation is consistently high – ranging from 95% to 100% while reporting participation, although lower than planning participation, shows a significant increase from 59% to 82% participation from 2018 - 2020 (**Table 2**). Furthermore, analysis of participation rates by degree shows that the greatest area of improvement lies within reporting for certificate degrees. (**Figure 1; Figure 2**). Certificate reporting rates between the 2018-2019 and 2019-2020 cycles, for degree types other than certificate, show either dramatic increases in rate or show stable high rates (>80%). Certificate degrees show a gain of only 4% during that time from 50% in 18-19 to 54% in 19-20.

It is important to note that in 2020, a significant change in the way in which we collect and calculate participation was a made. First, data to calculate the denominator of “Number of programs required to participate” is derived from official OHSU program closure/enrollment data (no reliance on program self-reporting). Second, all campus BS programs in Nursing were merged into to one BS program assessment plan – reducing the program count by 7, Third, participation calculations are separated into to two categories “Plan Participation” and “Report Participation” whereas past participation was based on whether a program planned or reported. As a result, current participation calculations, as compared to the past, are deflated. Because participation results drive the setting of the following year’s targets, the 2020 target was set too high (90%).

TABLE 2: PLANNING AND REPORTING PARTICIPATION

	18-19	19-20	20-21		18-19	19-20
Programs Required To Plan	86	99	91	Programs Required To Report	71	72
Programs With Plans	82	99	90	Reporting Participation	46	71
Planning Participation Rate	95%	100%	99%	Reporting Participation Rate	59%	82%

FIGURE 1: PLANNING PARTICIPATION BY DEGREE

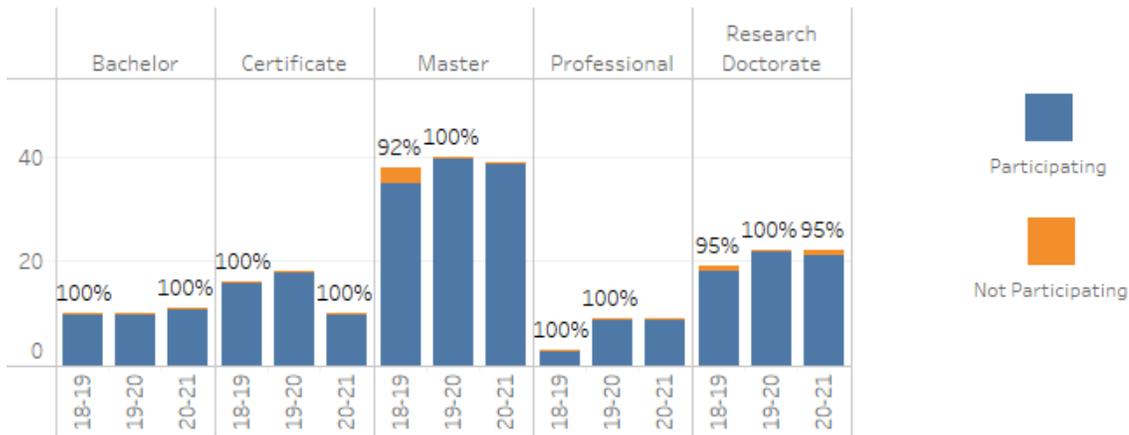
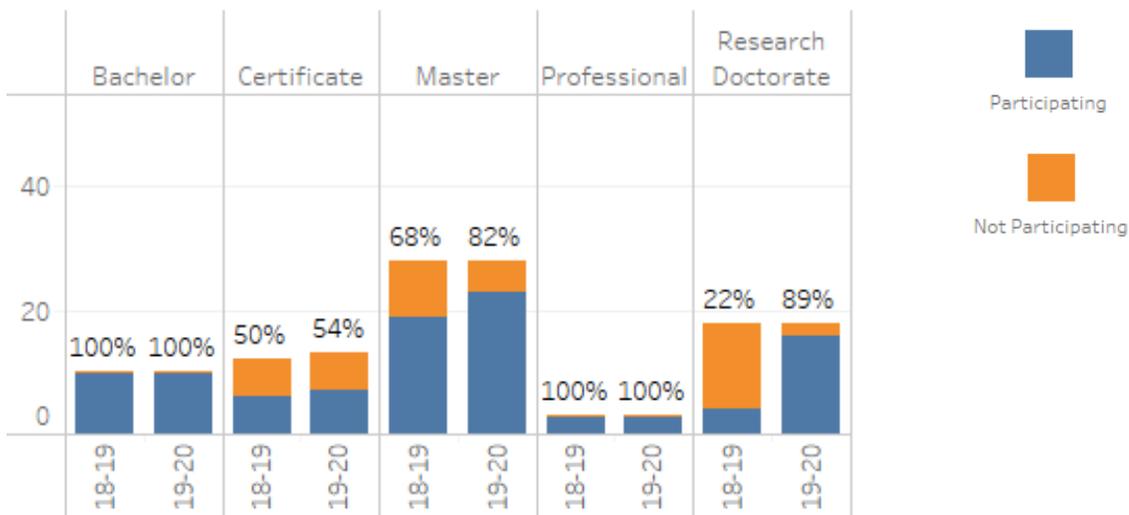


FIGURE 2: REPORTING PARTICIPATION BY DEGREE



INDICATOR OF EFFECTIVENESS

To strengthen the relationship between course and institutional level assessment, the Assessment Council proposed institutional indicators of effectiveness to track institutional student learning. These were approved by the OHSU Board in September 2020. Results for the last assessment cycle are shown in **Table 3**.

TABLE 3: NWCCU STUDENT LEARNING INDICATORS OF EFFECTIVENESS

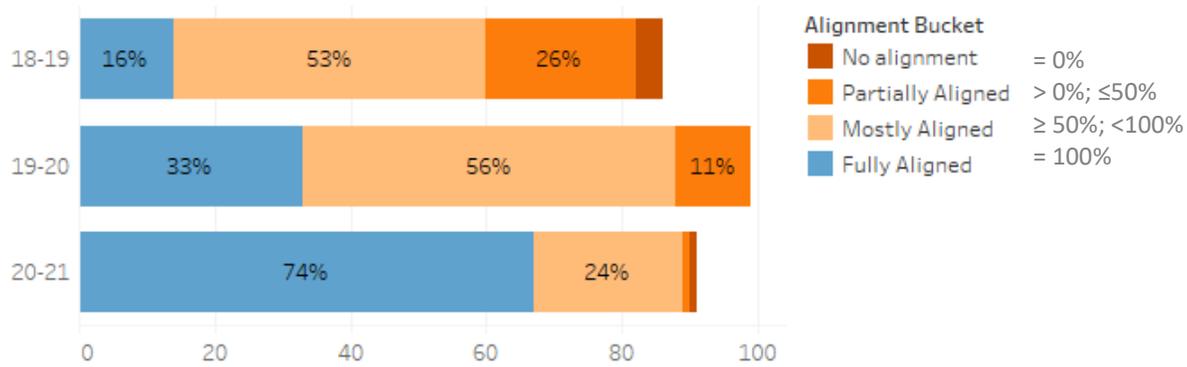
Objective 2.1: Engage in student learning outcomes assessment to evaluate quality and use results for improvement of academic programs and student services.

Indicator	Description	Target	%
2.1.1	Percentage of academic programs that demonstrate alignment of the OHSU Graduation Core Competencies to their student learning objectives, activities, and assessments.	90%	74%
2.1.2	Percentage of academic programs that use OHSU Assessment Council feedback and/or other assessment data to improve assessment activities.	60%	89%
2.1.3	Percentage of academic programs that use assessment data to improve or maintain the achievement of student learning outcomes.	60%	65%
2.1.4	Percentage of central student support services that map their assessments to an OHSU Graduation Core Competency.	70%	92%

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

Since 2018, OHSU has seen a consistent increase in mapping at least one student learning outcome to each of the core competencies. In 2020, the graduation core competencies were changed and programs were required to remap all student learning outcomes to the new competencies. The competency remap helped drive alignment score from 33% in the 19-20 cycle to 74% in the 20-21 cycle, doubling over that time (Figure 3). However, prior cycle comparisons

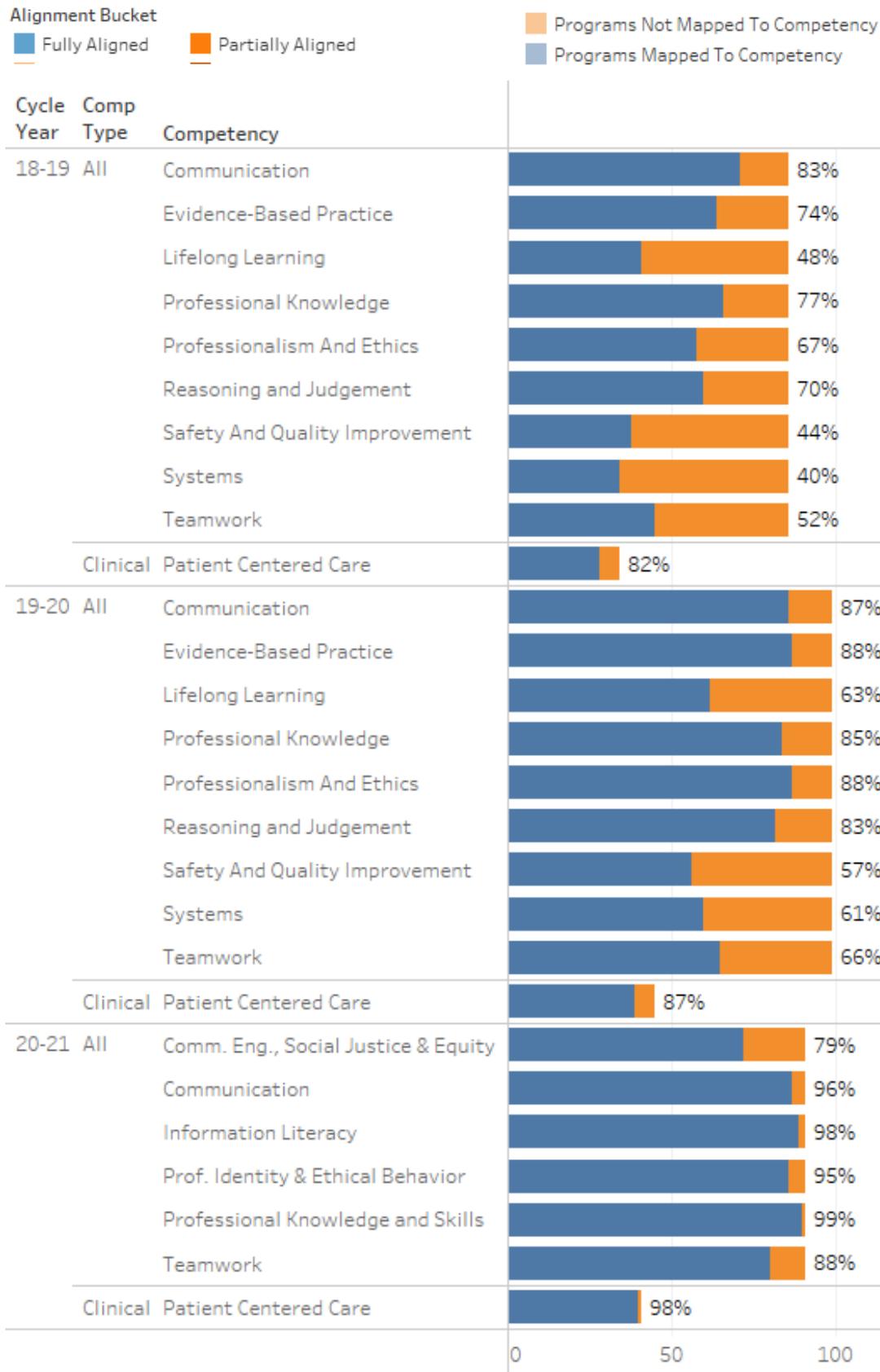
FIGURE 3: INDICATOR 2.1.1 - COMPETENCY ALIGNMENT



It is important to note that between the 19-20 and 20-21 cycles, the data used, and assumptions driving alignment calculations changed, which ultimately deflated the alignment values by 10 to 15% relative to prior alignment calculations. We currently have better control on program closures and program enrollement which affected the denominator in these calculations. Ultimately, having inflated alignment percentages in the past resulted in setting higher achievement targets (Table 3). Although 74% of programs aligned at least one slo to each of the core competencies, this is 16% lower than our target goal of 90%. Revision of the target goal is warranted and likely.

Figure 4 shows the distribution of student learning outcomes to core competencies. Overall, from the 18-19, 19-20 and the 20-21 cycles mapping percentages increase over that time. In 20-21, core competencies were remapped to better fit the needs of the academimc programs. The majority of core competency show a mapping rate of $\geq 95\%$. Teamwork (88%) and Community Engagement-Social Justice (79%) show the lowest rates and highlight the greatest areas for improvement.

FIGURE 4: DISTRIBUTION OF STUDENT LEARNING OUTCOMES TO CORE COMPETENCIES (2018-2021)

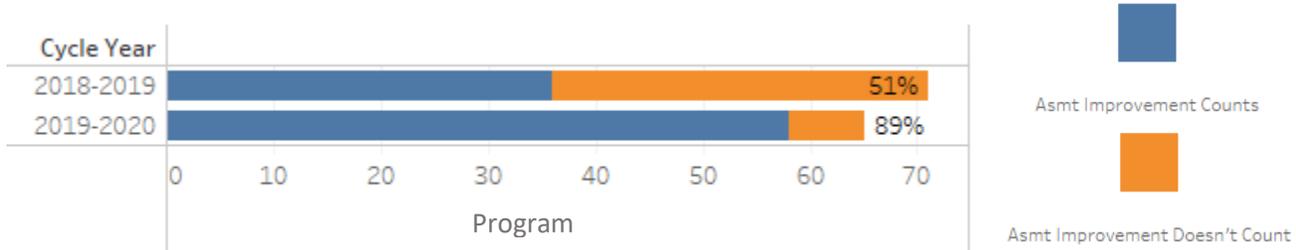


Overall, average core competency mapping rates calculated from **Figure 4** show increases from 64% (18-19), to 77% (19-20), to 93% (20-21). Thus, more programs are mapping student learning outcomes to a larger range of core competencies indicating increasingly diverse assessment plans.

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

The cycle of improvement in assessment is driven by feedback. Indicator 2.1.2 measures feedback use among programs. Between the 18-19 and 19-20 cycles, the number of programs that are using feedback to improve assessment related activities has increased from 51% to 89% (Figure 5). Furthermore, OHSU has exceeded the target goal of 60% (Table 4) for indicator 2.1.2 by 29%.

FIGURE 5: INDICATOR 2.1.2 - ASSESSMENT IMPROVEMENT

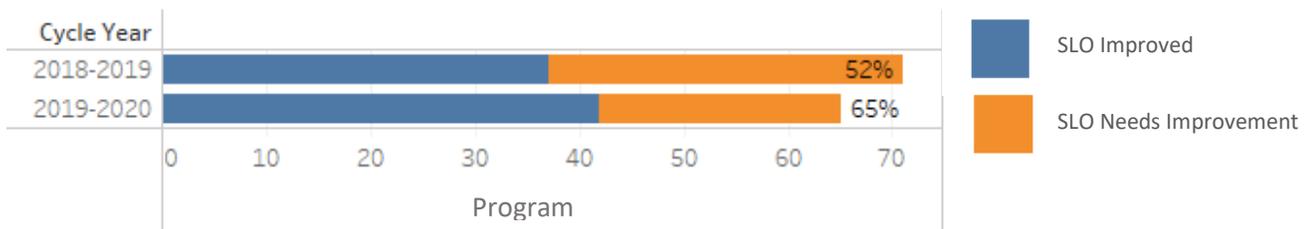


Percentage of academic programs that use OHSU Assessment Council feedback and/or other assessment data to improve assessment activities.

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

Programs are also using assessment data to improve achievement of student learning outcomes (Figure 6). Indicator 2.1.3 measures if programs are using assessment data to improve the achievement of student learning outcome. Between the 18-19 and 19-20 cycles, the number of programs using assessment data to improve achievement of student learning outcomes increased from 52% to 65%. OHSU exceeded the target goal of 60% for the 20-21 cycle.

FIGURE 6: INDICATOR 2.1.3 – STUDENT LEARNING OUTCOME IMPROVEMENT



Percentage of academic programs that use assessment data to improve or maintain the achievement of student learning outcomes.

INDICATOR 2.1.4: PERCENTAGE OF CENTRAL STUDENT SUPPORT SERVICES THAT MAP THEIR ASSESSMENTS TO AN OHSU GRADUATION CORE COMPETENCY.

During the 2020-2021 academic year we aligned the centralized student services with the newly approved graduation core competencies. Unlike academic assessment, each student services does not need to align with all seven core competencies but rather, only with those relevant to their unit. Of all OHSU student services, only one was unable to align with a core competency due to being brand new on the workgroup. As a result, 92% of student services aligned mapped assessments to an OHSU core competency - which exceeded our target of 70% (Table 4).

SUMMARY OF KEY FINDINGS

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

- **INDICATOR 2.1.1:** The percentage of academic programs showing student learning outcome to core competency alignment has increased from **16% to 33% to 74%** between 2018 and 2020. 74% fell short of the target goal of 90%. However, the target goal is being revised (lowered) due to a significant change in the way that participation is calculated resulting in lower participation rates as compared to past calculations.
- **INDICATOR 2.1.2:** There has been an increase in the number of programs that use OHSU Assessment Council feedback and/or other assessment data to improve assessment activities from **51% to 89%** between 2018 and 2019.
- **INDICATOR 2.1.3:** There has been an increase in percentage of programs that use assessment data to improve or maintain the achievement of student learning outcomes from **52% to 65%** between 2018 and 2019.
- **INDICATOR 2.1.4:** **92%** of student services aligned mapped assessments to an OHSU core competency.
- **OVERALL:** OHSU met 3 of the 4 indicator target goals with Indicator 2.1.1 falling short.

2020-21 Assessment Council Members:

The OHSU Assessment Council is a standing committee charged with promoting campus-wide assessment activities to improve learning outcomes and align with university mission and strategic goals. The Assessment Council ensures that ongoing academic assessment and accountability are institutional priorities. The assessment council contributes to a culture that will stimulate the spirit of inquiry, initiative, and cooperation among students, faculty and staff to educate health care professionals, scientists, and leaders in top-tier positions. Thank you to the **2020-21** Assessment Council Members.

TABLE 3: 2020-2021 ASSESSMENT COUNCIL MEMBERS

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

For individual or group consultation, Assistant Director Sarah Jacobs works with faculty, staff, and students to provide insight and expertise in curricular assessment, evaluation and mapping.

Sarah Jacobs | Assessment Coach | jacobs@ohsu.edu