



THE 2021-2022 OHSU ASSESSMENT CYCLE

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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 faculty-driven improvements that are documented and well aligned to the institutional core competencies. This report defines how assessment is conducted at OHSU, highlights key changes implemented, discloses program participation in the assessment process, and details alignment of OHSU assessment data relative to NWCCU student learning indicators.

ABOUT THE ASSESSMENT PROCESS

OHSU assessment is an iterative 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. Every assessment cycle, academic programs are asked to update assessment plans and also report-out the performance of the prior year’s plan. The deadline for plan and report submission is November 1st every year. Newly collected assessment data is evaluated by the OHSU Assessment Council in January, and feedback is given to each academic program highlighting ways to better achieve their student learning outcomes. This phased, iterative process is the cornerstone for program improvement at OHSU and ensures engagement in a continuous cycle of improvement.

A key component for program improvement is feedback. The OHSU Assessment Council uses an institutional rubric (**Table 1**) to annually evaluate each program’s assessment plan and report to provide feedback for continuous improvement. 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 not only program improvement, but also strategic initiatives to redefine and improve understanding of our institutional learning outcomes.

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/ Differentiation (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)
Clearly Written SLOs	SLOs are clearly written (e.g., non-expert can understand what the learner will learn in the program)
Alignment of Core Competencies to SLO’s	Alignment of SLO’s with OHSU Core Competencies is clear
Evidence of Learning and Impact Framework Alignment	Evidence Framework Levels 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 demonstrates reflection on targets not met or partially met by providing possible explanations and whether any changes will be made as a result. Interpretations of targets not met/partially met should center students and student learning when relevant.
Engagement of Stakeholders in Program Assessment Planning & Review	Groups and individuals engaging regularly include representatives from a) faculty; b) staff; c) students; d) alumni; e) external stakeholders; f) employers

Closing the Loop: Course Improvement and/or Course Evaluation Feedback	There is evidence that the program collected, analyzed, and used course level assessment data, not limited to course evaluation data, to inform student learning improvement.
Closing the Loop: Program Improvement	Assessment data have been analyzed and used for program improvement
*Closing the Loop: Equity Considerations	The program 1) Identifies an assessment activity they are interested in exploring using an equity lens, 2) Describes an equity lens/approach/data source to analyze data from the activity (e.g., participation, satisfaction, achievement), and 3) Describes how the program is using the data to inform decision making that addresses equity gaps.
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.

* Indicates Pilot Item

KEY CHANGES

In 2019, OHSU switched to a house-built data platform to collect and curate programmatic assessment data. Since adoption, the app has made data collection efficient, of higher quality, and easily accessible for analyses. Creation of standardized queries, automated calculations, and ease of data exports have made the evaluation of both the internal and external (programmatic) assessment process more consistent, accurate, and efficient to produce. Specifically, some of the advances contributing to enhanced reporting include:

1. Back-end calculations using institutional enrollment data to determine program activity, assessment planning participation, and assessment reporting participation.
2. Construction of MySQL planning and reporting data views for easy data export and analysis.
3. Construction of MySQL data views of NWCCU Student Learning Indicators of Effectiveness for institutional accreditation reports.

Analysis of planning, reporting, and assessment feedback data, as well as feedback from constituents, were used to inform structural changes to the assessment process, which resulted in significant changes to the assessment data framework. The following changes were made to assessment data planning and associated resources during the 21-22 cycle:

- **Modification of assessment methods to better fit the needs of our programs:** We revised the list of assessment methods that programs use in their plans because the previous list contained categorization that wasn't congruous (i.e., the methods fell into disparate categories that didn't make sense to have on a list together). The revision was an attempt to make that list be more logical and complete.
- **Migrating from "Moore's Framework" to "Evidence of Learning and Impact Framework" to better assess continuous learning:** Moore's Framework was a solid basis for us to start to think about the impact of learning on learners, however we wanted to de-emphasize the focus on patient and community health to be more inclusive of all of our programs at OHSU. Furthermore, we wanted to focus on the reflective, more personal impact of learning on learners (Impact on Self) which was missing from Moore's. The framework change was a natural extension of lessons learned from indigenous pedagogy and equity work over the last few years.
- **Focused feedback on two core competencies instead of all core competencies in this year's review:** In previous review sessions, assessment council members found it difficult to determine core competency-to-slo alignment due to the large amount of data to analyze and the subjectivity in assigning a score. In order to become more consistent in scoring, we gave specific and thoughtful feedback to programs by focusing reviews on one or two core competencies per cycle.

- **Addition of a new closing the loop, equity-related question:** An equity focused closing the loop question was added to the reporting survey. We now ask programs to tell us how they paid attention to whether different groups of students were impacted by learning activities disparately, in terms of participation, satisfaction, and/or achievement.
- **Revision of the assessment plan and report rubric:** Minor changes were made to the assessment rubric to shift from scoring “progression” – higher level degrees have more complex/greater number of SLOs to “differentiation”, - SLOs within the same program with different subject matters or degrees, have different SLOs. Determining “progression” between degree-programs is often obscure while “differentiation” between degree-programs is clearer.

Similarly, in an effort to make the SLOs more understandably to students, there was a shift to scoring "clear" over "measurable" SLOs. While course level SLOs should be measurable, program- and institution-level SLOs don't require measurability in the same way.

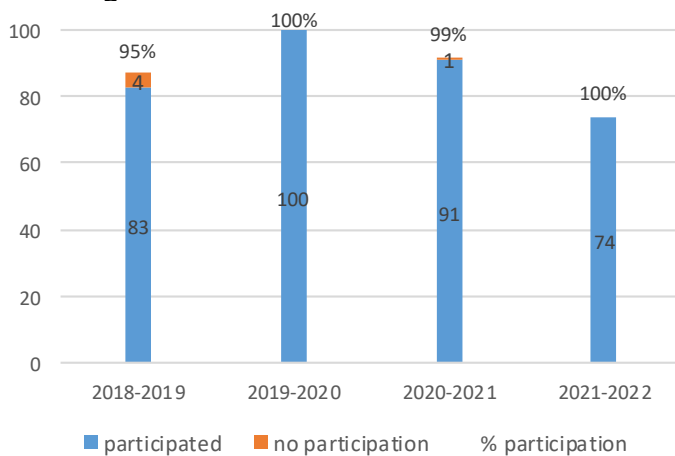
Finally, a new equity closing the loop line was to the rubric to align with the new Evidence of Learning and Impact Framework and with OHSU's antiracism goals.

PROGRAM PARTICIPATION

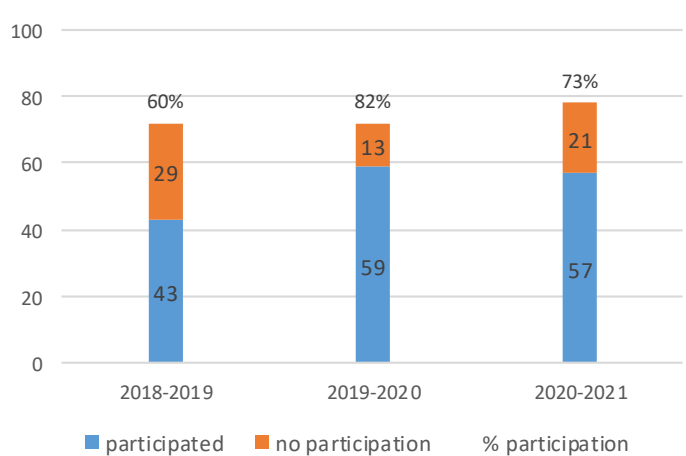
Data from academic programs helps to shape course, program, and institutional activities. Specifically, the value of the institutional assessment data depends on our ability to look at a representative sample spanning all of our programs. Thus, program participation from across the university is essential to developing a continuous cycle of improvement. This section shows plan participation data from the 18-19, 19-20, 20-21, 21-22 cycles and report participation data from the 18-19, 19-20, 20-21 cycles (**Figure 1**)

FIGURE 1: PLANNING AND REPORTING PARTICIPATION

Planning



Reporting



Since 2017, a concerted effort of education and communication between the provost, assessment council, school leadership, and programs was undertaken to increase program participation in both planning and reporting. From 2018 to 2022, planning participation is consistently high – ranging from 95% to 100% (**see figure 1, planning**). Reporting participation, although lower than planning participation overall, shows a significant increase from 65% to 100% between the 18-19 and 19-20 cycles (**see figure 1, reporting**). The dip in participation from 100% to 95% occurred between the 19-20 and 20-21 cycles. The 9% decrease in reporting participation was largely driven by the onset of the COVID global pandemic. Please see the example program response below, as an explanation of why reporting did not happen...

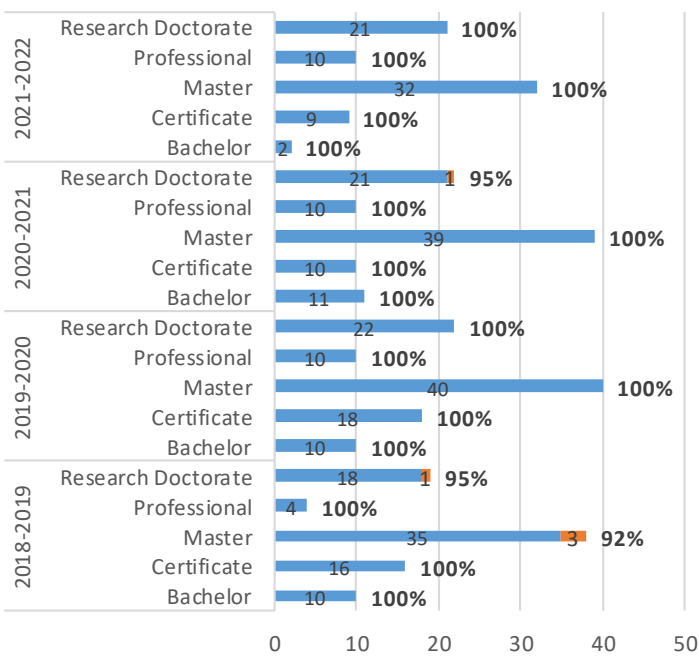
"While scheduled for assessment in the last cycle, the assessment did not happen. The outcome will be assessed in the current cycle."

It is understood that the rapid and dramatic pivot towards online education rendered many ways of assessing student learning outcomes impossible and, as a result, many programs could not report-out 100% of their student learning outcomes.

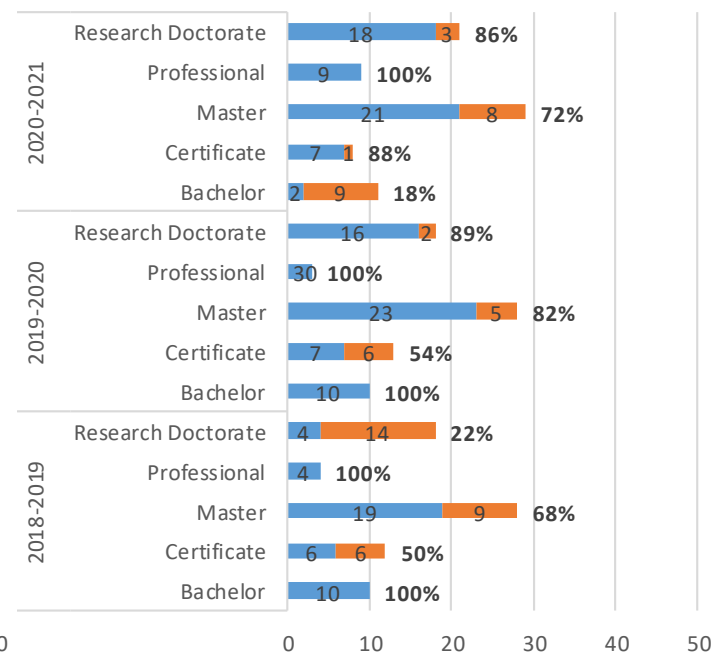
Analysis of participation rates by degree (**Figure 2**) shows that as of the 2020-2021 cycle, 21 programs did not or could not participate in reporting. Of those 21, 9 were bachelors programs in nursing, campus BS "programs" that were erroneously flagged to "must report". Campus BS programs in Klamath Falls, Monmouth, Portland Accelerated Baccalaureate, Portland Post AAS Transfer, Portland 3 year, RNBS (Online), and Ashland, Ashland Accelerated Baccalaureate, and La Grande are not official OHSU degree-programs. As such, graduates in each of these campuses all receive the same degree – a Nursing BS from OHSU. As a result, these programs were not required to create plans during the 2019-2020 cycle and thus, should not be required to report in the 2021 cycle. Furthermore, three master’s programs in the Division of Management could not report out their SLOs due to the rapid changes to online education due to the COVID pandemic. The 9 remaining programs did not report either because they closed after not having students for over 1 year or did not have the personnel in place enter the reporting data.

FIGURE 2: PLANNING PARTICIPATION BY DEGREE

Planning



Reporting



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; Figure 3**.

TABLE 3: NWCCU STUDENT LEARNING INDICATORS OF EFFECTIVENESS

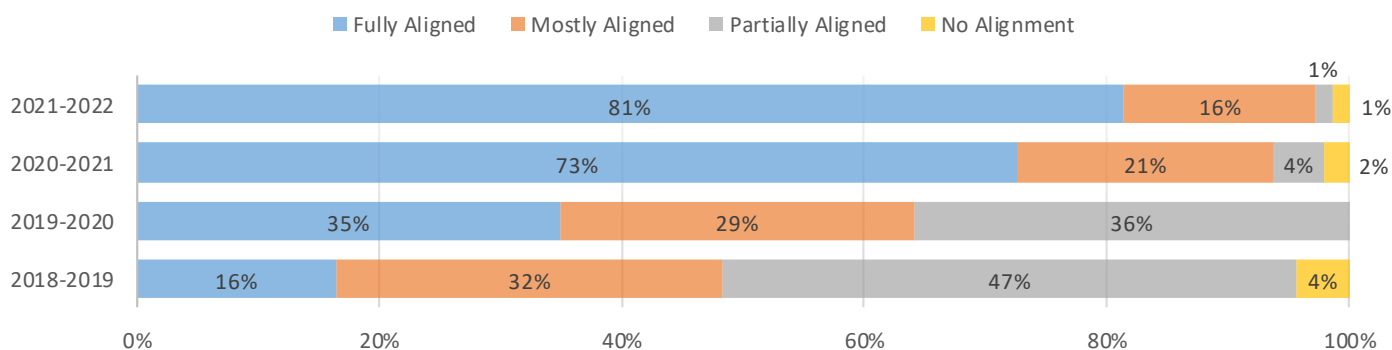
Objective 2.1: Engage in student learning outcomes assessment to evaluate quality and use results for improvement of academic programs and student services.

INDICATOR	DESCRIPTION	TARGET	ACTUAL%
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%	81%
2.1.2	Percentage of academic programs that use OHSU Assessment Council feedback and/or other assessment data to improve assessment activities.	60%	80%
2.1.3	Percentage of academic programs that use assessment data to improve or maintain the achievement of student learning outcomes.	60%	80%
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 re-map helped drive alignment score from 35% in the 19-20 cycle to 73% in the 20-21 cycle, doubling over that time (**Figure 3**).

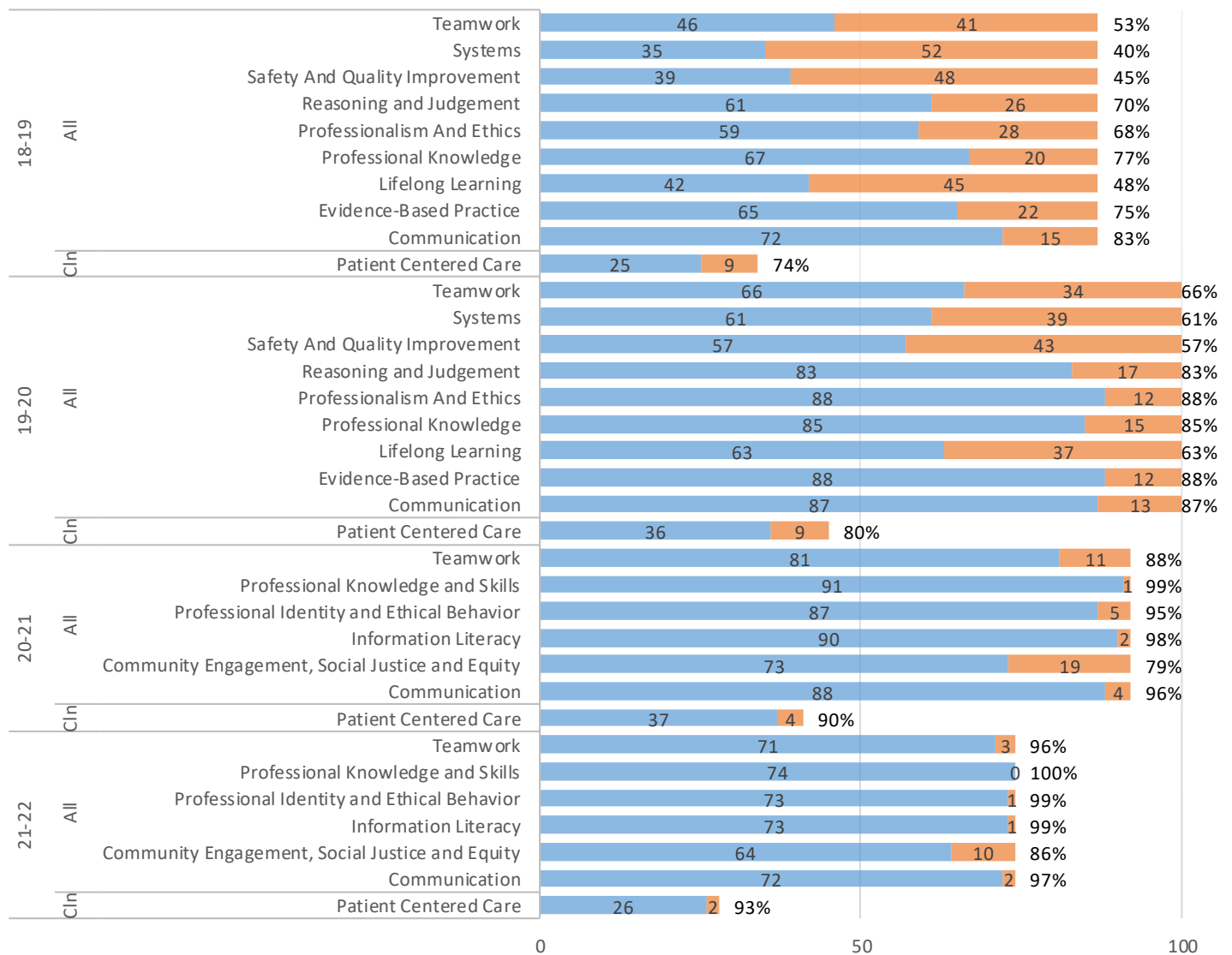
FIGURE 3: INDICATOR 2.1.1 - COMPETENCY ALIGNMENT



Although 81% of programs aligned at least one SLO to each of the core competencies, this is 9% lower than our target goal of 90%.

Overall, from the 18-19 to the 21-22 cycle, core competency mapping percentages have steadily increased with from a low of 16% to a high of 81% in 21-22 (**figure 3**). In fact, every year, since the 2018-2019 cycle, mapping rates have increased. As of the 21-22 cycle, The majority of core competencies show a mapping rate of $\geq 95\%$. Furthermore, all core competencies showed increases in mapping rates from from the 20-21 to the 21-22 cycle.

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

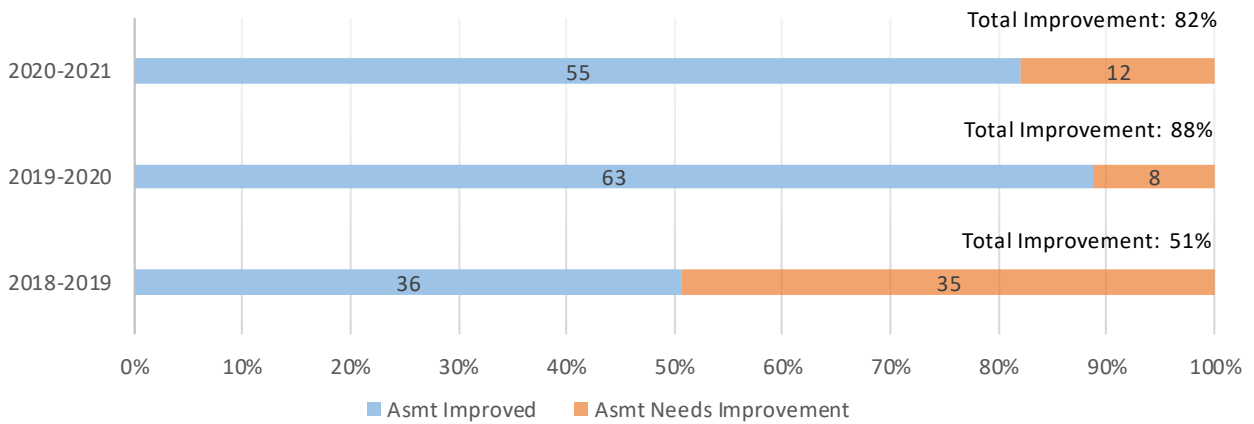


Overall, average core competency mapping rates calculated from **Figure 4** show increases from 64% (18-19), 76% (19-20), 92% (20-21) to 94% (21-22). Thus, more programs are mapping student learning outcomes to a larger range of core competencies indicating increasingly diverse assessment planning.

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 used feedback to improve assessment related activities increased from 51% to 88% between the 18-19 and 19-20 cycles and decreased to 82% during the 20-21 cycle (**Figure 5**). However, OHSU has exceeded the overall target goal of 60% (**Table 4**) for indicator 2.1.2 by 22%.

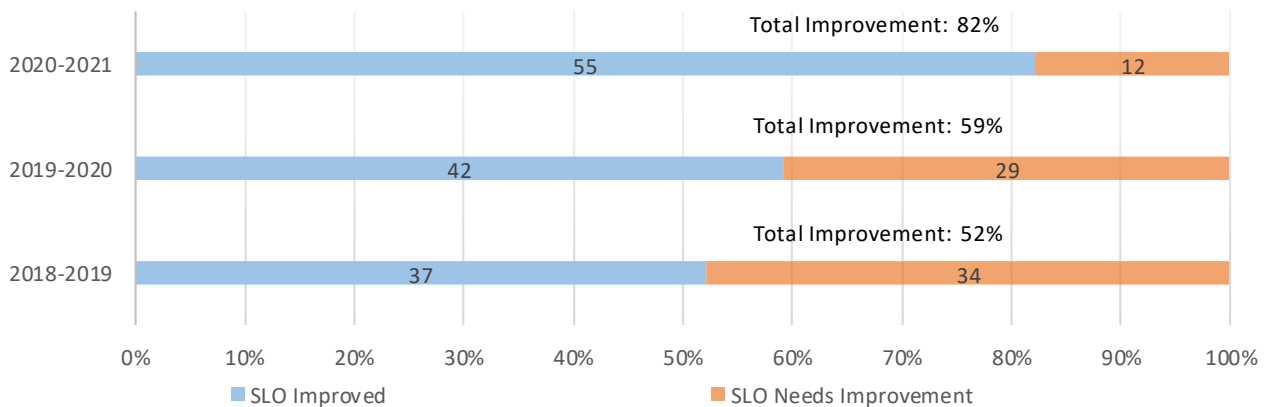
FIGURE 5: INDICATOR 2.1.2 - ASSESSMENT IMPROVEMENT



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. Since the 18-19 cycle, programs have increasingly used assessment data to drive SLO improvement/achievement with an overall increase from 52% (18-19) to 82% (20-21). Each year showed steady gains with 20-21 showing the largest increase over 2019-2020 rates at 23%.

FIGURE 6: INDICATOR 2.1.3 – STUDENT LEARNING OUTCOME IMPROVEMENT



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 service 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 3**).

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 progressively increased from **16%, 35%, 73%** to **81%** from 2018 to 2021. OHSU has still fallen short of its target goal of 90%. However, over that time span, alignment has shown great gains indicating that the OHSU's cyclical, iterative process of improvement is effective.
- **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 82%** from 2018-2020. OHSU has exceeded the target goal of 60% in latest two of the three years indicating that more programs are using assessment data in a meaningful way.
- **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 but showing great gains over the last 3 cycle years.

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 **2021-22** Assessment Council Members.

TABLE 3: 2021-2022 ASSESSMENT COUNCIL MEMBERS

Alex Breiding (SoM)	Kirstin Moreno (Provost)
Alexandra Shuford (SoM)	Lawrence Williams (Provost)
Allison Fryer (SoM)	Lisa Marriott (SoPH)
Anna Teske (Provost)	Maria Thompson (SoM)
Caleb Feldman (Provost)	Mark Rivera (Provost)
Cherie Honnell (Provost)	Richard Goranflo (SoN)
Constance Tucker (Provost)	Robert Halstead (Provost)
Crystal Paredes (SoD)	Robin Champieux (Provost)
Deborah Messecar (SoN)	Samantha Papadakis (Student Rep)
Dylan Johnson (Provost)	Sara Vlajic (SoN)
Jessica Walter (SoM)	Sarah Drummond (SoM)
Julie McGuire (SoM)	Sarah Jacobs (Provost)
Kelsi Nagle-Rowe (SoM)	Theresa Filtz (PharmD)
Kevin McLemore (SoPH)	Yi Cao (SoN)

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

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